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THE JAPAN ASSOCIATION OF LANGUAGE TEACHERS

THE LANGUAGE TEACHER 6

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The Role of Grammar in Teaching English

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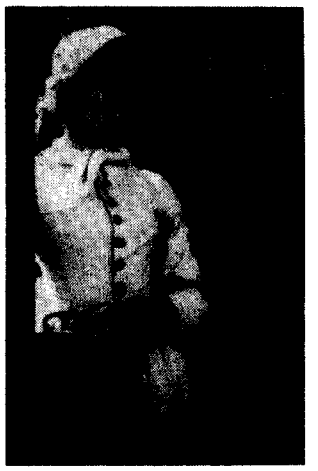

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Special Issue on the Role of Grammar in Teaching English

THE LANGUAGE TEACHER

VOL. XIII, NO. 6 JUNE 1989

The Language Teacher **in 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 endorsemen of the institution by JALT. It is the policy of the JALT Executive Committee that no positions-wanted announcements be printed.**

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

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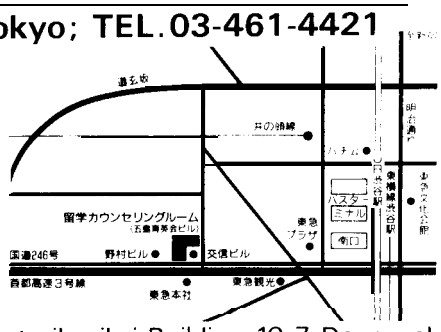

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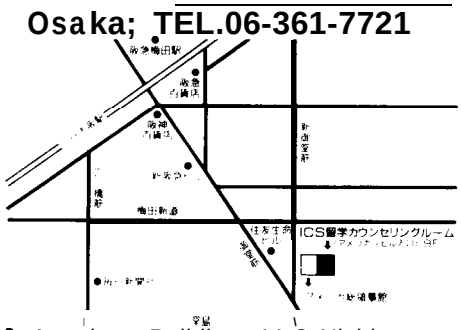

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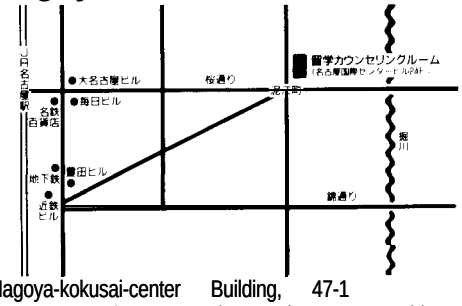

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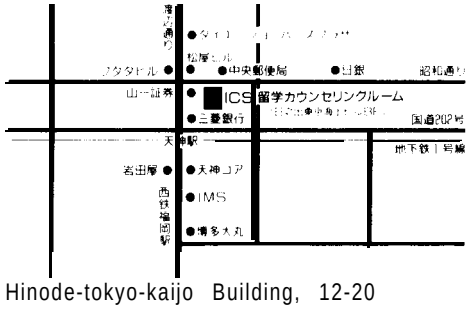

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Special Issue on

The Role of Grammar in Teaching English

There is perhaps no single issue in the field of the teaching and learning of foreign language which has so dominated as the role ofgrammar. Regardless of the approach, the method, strategies, or techniques, the place of grammar in the foreign-language curriculum is an issue which must be faced.

An examination of the history of foreign-language teaching in Europe and North America (cf. Kelly, 1969) reveals the centrality ofgrammar. Indeed, it might not be an overstatement to claim that, until the 19th century, foreign-language teaching in the Western world was in essence the teachingofthegrammar of the target language. In addition, in recent times, despite the influence of the various communicative language teaching (CLT) approaches (cfl Richards & Rodgers, 1986), the majority of the learners throughout the world use materials which are based on grammatical principles of organization and presentation.

Given the central role which grammar has tmditionally held in foreign-language teaching, and given the secondary role assigned to it by CLT approaches, it is appropriate that we pay particular attention to its current status. We must ask ourselves if the treatment ofgrammar by CLT is appropriate. In asking this question, it does not mean that a return to the traditional rule of grammar is desirable.

In questioning the role ofgmmmar in current foreign-language teaching methods and approaches, the terms accuracy and fluency have been introduced and used in such a way as to imply that they are mutually exclusive. If a learner is fluent (read "communicatively competent"), then that learner cannot be accurate (read "speak grammatically"), or vice versa. I do not agree. There is nothing inherent in the way we learn foreign languages that makes this so. Foreign-language learners can be both fluent and accurate. Or they can be one or the other. A lot depends on our goals, and our prejudices and beliefs about language and language learning.

As the editor of this special issue of **The Language Teacher,** *I have attempted to bring together diverse approaches to the role of grammar in the teaching of English in Japan. In doing so, I hope to challenge and to stimulate. No attempt has been made to provide answers.*

The six contributors are all veteran English teachers who represent a variety of teaching situations. They have somewhat different ideas on the topic. In fact, the two authors from private industry, Will Beers and John Rittmaster of the International Communication Program, Kobe Steel, Ltd., found it to be more appropriate to write separately on the topic. Mr. Beers may be seen as less concerned about the need for focusing on grammar. His colleague, Mr. Rittmaster, believes thatgrammatical structures must be taught explicitly and that accuracy must be emphasized.

Stuart Luppescu and Patricia Dissosway, each teaching at a university, also present two contrasting points of view. Professor Dissosway provides an insightful look atgrammar teaching and curriculum development, while Professor Luppescu details his reasons for why he does not teach grammar. Neil Murray, who teaches at a private language school, places the teaching ofgrammar in context, and argues cogently thatgrammar has a place in the curriculum.

The first article, by Marc Helgesen, a professor at a private women's college, and Steve Brown, who directs a private language program in Tokyo, discusses ways of incorporating the teaching of grammar into a communicative approach. They feel that there is no conflict between a functional syllabus and a structural one, and claim that "when we use language, we use it for some purpose (function) but we speak in structures (grammar)."

For those who might wish to pursue further the role of grammar in foreign-language teaching, there are a number of recent books, both theoretical and pedagogical, which I highly recommend. Please refer to the Bibliography at the end of this introduction. Finally, I would like to thank the contributors for their fine work and the editors, Ann Chenoweth and Eloise Pearson, for allowing me the opportunity to develop this timely topic.

Richard R. Day, Ph.D.
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Support and Grammar Teaching: Learning from the Communicative Approach

By Marc Helgesen and Steve Brown

The teaching of grammar is, for many people, out of fashion. In some cases, people think that the excitement and interest generated by the communicative approach (usually, if erroneously, taken to be synonymous with a notional/functional syllabus rather than a structural one) outweigh any advantages that may come from a more structural approach. Others think that in countries like Japan, where so many students have already spent years studying through grammar/translation, teaching oral English is as much a task of activating what false beginners already know as it is presenting new forms. While there is clearly a need to activate false beginners' knowledge, we would argue that there is a level below which one is really attempting to teach the entire language as a set of phrases rather than really teaching functions. Indeed, there is no real conflict between a functional and a structural syllabus: when we use language, we use it for some purpose (function) but we speak in structures (grammar).

As mentioned above, teachers sometimes associate communicative activities with a notional/functional syllabus. Grammar activities are thought of as boring. Some (cf. Ur, 1988; Rinvolucri, 1984; Davis & Rinvolucri, 1988) have demonstrated that this need not be the case. We see developing effective, engaging grammar-based activities as a question of support: linguistic, task, and affective. The first has long been a mainstay of grammar activities. Task and affective support have grown increasingly popular as the communicative approach has expanded over the past decade. This article will explore all three types of support and suggest ways that they can be incorporated into stimulating grammar-based activities.

Linguistic Support

The students need to be told how to say whatever it is they are supposed to say. This is an area where traditionally, at least at a surface level, structural activities have been stronger than 'communicative" ones. With some functional materials, there has been a tendency to give the students a series of ways to accomplish a function with little guidance as to which to use and when. Grammar-based activities, almost by definition, tell the students what to say though they often lack the contrast or decision-making step of deciding when?

Grammar activities need to include language support. One way to accomplish this is with an overt presentation of the language. Both Figures 1 and 2 feature substitution tables which clarify the language the students need to use. These tables also make it easy to do a quick warm-up drill before the students engage in the activity. Such drilling may seem old-fashioned but it can be a useful way to help students get over the physical difficulty of saying something for the first time. It also lets the students know where, in the table, the information is located so they can find it during the activity. Such preparation is part of the linguistic support question. It should be noted that with young Japanese students, probably due to their cultural and educational backgrounds, the lack of such support often leads not to chaos as some would imagine, but to silence. If they are not sum how to say something, many senior and junior high school students will say nothing at all.

While substitution tables are an effective way of providing linguistic support, other means are available. Examples are one avenue. Discovery is another. Figure 3 shows a "comparative" discovery activity we did recently. Students began with a few copies of an English-language newspaper. They looked for adjectives and cut them out. After they had cut out the adjectives, they worked in groups to decide if each took 'er" or "more —__'' to make the comparative form. A third category was for those non-gradable adjectives which normally don't have a (different) comparative form (American, favorite, etc.). Though they were allowed to check with the teacher to confirm their decisions, many of their decisions were based on generalizing fmm the common and easy words for which they knew the comparative (e.g., big, bigger, interesting, more interesting). After they sorted the words, they were asked to count the syllables in each word. Soon they discovered that one-syllable words and words ending in "y" tend to take "er" and that longer words take "more."

The three examples given show linguistic support. In each it is possible for students to make mistakes but they all provide feedback mechanisms so the students can use the language correctly. In each case, the students have to think and make decisions rather than merely parrot drills.

Task Support

A second element of support, one where functional teaching is traditionally stronger than grammar-based teaching, is the task. One never uses language just to be using language. We use it to accomplish something. Having recently finished *o-hanami* (flower-viewing) season, there is little doubt that across Japan, thousands

(cont'd on page 8)

... there is no real conflict between a functional and a structural syllabus: when we use language, we use it for some purpose (function) but we speak in structures (grammar).

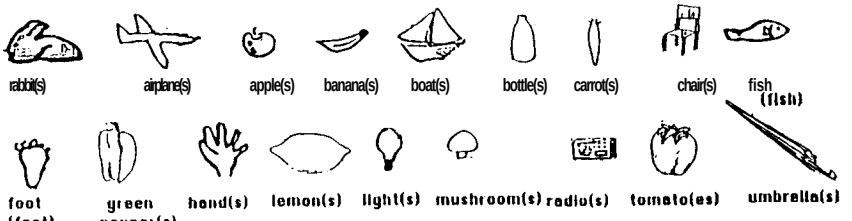
Unit 1

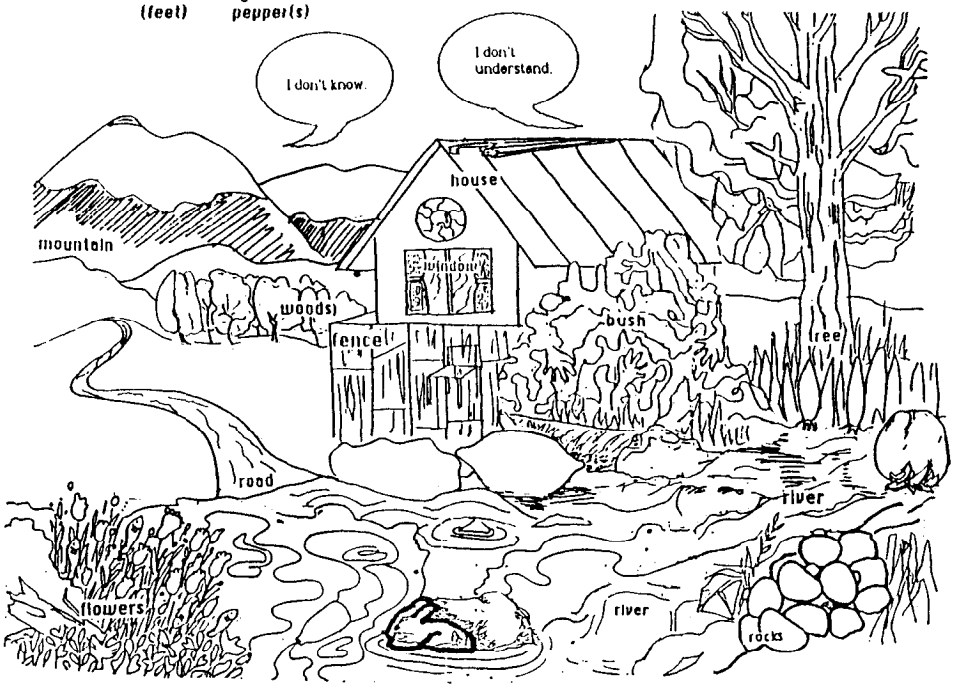
There is a rabbit.

There **is**	**a** rabbit			river.
There's	*an* airplane		in the	woods.
There **are**	three	rabbits		bush.
There're	some	airplanes		fence.

Look at the picture.
Find these things.
Tell B where they are.

Circle (0) the things you find
Cross out (X) the things B finds





How many did you find? ____
How many did B find? ____

Challenge! There are some birds ( ). How many can you find? ____

Figure 1: There is a rabbit.

Source: Draft material Helgesen, Drown and Venning: *Firsthand ACCESS.* (forthcoming)

PAIR WORK A

53

How Often?

How often do you { listen to music at night? / ride a bicycle? / cook dinner? } I { always / usually / sometimes / hardly ever / never } do.

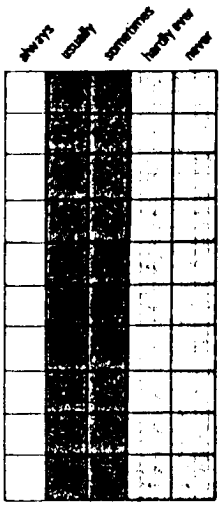
always usually sometimes hardly never

Answer the questions. Then ask B. Mark B's answers.

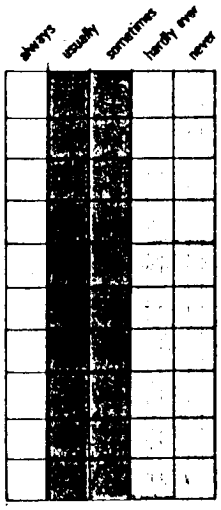
How often do you...

1. listen lo music at night?
2. clean your room on Saturday?
3. forget people's names?
4. go to a niovic on Sunday?
5. swim in the summer?
6. take a bus to school?
7. eat bread for breakfast?
8. meet your friends on Saturday?
9. wash clothes yourself?
10. study after 9 o'clock?

You



Your Partner



How many answers were the same? _____ How many were different? _____

Figure 2: How often?

Source: Draft material Helgesen, Brown and Venning: Firsthand ACCESS. (forthcoming)

This is prettier. That's **more** beautiful.

Step one:
Work in groups of 3.
Look in a newspaper.
Find at least 20 adjectives.
Cut them oul.

Slep two:
Some adjectives use . ..er lo compare (big · bigger).
Some adjective use more __ (more interesting)
Some don't use . ..er or more ____.

Look at your words. Where do you think they go?
Put them in the right place.

. ..er	more ——	not . ..er or more ——
big	interesting	Japanese

Step 3.
Count the syllables in each word.
Finish the sentences.

- Words with one syllable take ____.
- Words with many syllables **take** ——
- Words that end in "y" take ____.

Figure 3: Newspaper comparative adjective activity

(cont'd from page 4)

of students were told to "discuss cherry blossoms." In most cases, the result was a few sentences and a discussion that died almost as quickly as it had begun. As Ur (1981:3) pointed out, "...achieving an objective...must form one of our aims in holding discussions." "Discuss" is not a task, at least not in Japan. It provides no support for the students. If one wants the students to discuss cherry blossoms, fine, but it works far better if, for example, we go into class, break the students into groups of three, and have them list the eight best places in the city to view the cherry blossoms. After a few minutes, students are regrouped. They combine their lists and then must narrow this new list to the five best places along with reasons. This activity works because the students have a task. A good rule of thumb is that an activity has a task if the tudents know when they've accomplished it. They need to know when they are finished.

In Figure 1, the students are competing to find the hidden pictures. In Figure 2, they know when they've sought out all the information required. In Figure 3, the students know the words they are dealing with and get feedback as to why they have broken the code. These tasks am far clearer than the "ask and answer questions like these" type which we sometimes see in textbooks. Having a real, clear task is vital to support.

Affective Support

Griffee (1985:64), writing about Total Physical Response, uses the following hypothetical dialog to identify a major weakness in TPR, as it is normally done:

Teacher: Go to the door.
Student: Why?

Like TPR, grammar activities often give the students no reason to do them. While giving an activity a task is necessary, it isn't sufficient. The students need to see the task as worth doing. This is important in all language teaching but essential in teaching English as a **foreign** language (as contrasted with English as a second language). Motivation is usually classified as either 'integrative" or "instrumental" (Richards et al., 1985:185). While either or both types can usually be assumed in ESL, many EFL students have neither. They are studying English because they have to. The tasks we put before them must include a reason for these students to do them. Affective support, building in some item of interest, is the key to this.

There are at least two routes for providing affective support. The first is to make the activity intrinsically interesting. Games are popular for teaching grammar because they meet this need. Games are, by definition, enjoyable (Helgesen, 1987:210). They engage the students and give them a reason to use language. The task in Figure 1 also fits into this category. In practice, the activity in Figure 3 takes on a game-like feeling (Will we get them right? Can we figure out why?).

The second avenue is to make the content reflect the students' lives, experiences and ideas. Figure 2 is an example of such a strategy. By building student data into an activity, the activity becomes far more interesting and engaging. It also reflects a belief that the students are important and they do have something to say. Having the students select the vocabulary they want to work with in the comparative activity increases student interest and investment.

Conclusions

The pendulum of language learning seems to be swinging back toward a more structural approach (Brown, 1987:48). As it swings, we need not only to keep the linguistic support advantage that grammar teaching has traditionally held but add to it the task and affective support techniques that have grown out of the developments of the past decade.

When we give the student support — linguistic, task and affective -then they can use the language to communicate, which is what it is really for.

Note

1. **For further discussion of the necessity of decision-making in learning grammar, see W. E. Rutherford, *Second Language Gmmmar: Learning and Teaching,* Longman, 1987; or P. Dickens & E. Woods, Some Criteria for the Develop merit of Communicative Grammar Tasks, *TESOL Quarterly 22(4), 623-646.***

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▼

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Teaching Grammar in a Company Setting

By William L. Beers and John Rittmaster
Co-Directors, International Communication Program, Kobe Steel, Ltd.

The Kobe Steel International Communication Program

Kobe Steel, Ltd., the fifth largest steelmaker in Japan, produces not only steel, but also a range of products including industrial and construction machinery, "new" materials, andvarious metal products. A significant portion of the company's business is carried out either overseas or with foreign customers in Japan. Company personnel are often posted overseas, as there are branch offices or sales offices in a number of countries. The company places strong emphasis on research and development, and does cooperative research with several overseas companies or institutes. This leads to participation by numerous staff members in international conferences. White-collar and blue-collar workers alike frequently find themselves faced with foreign trainees here in Japan or with working with foreign personnel as plants are constructed overseas. Thus, widespread English communicative ability is a desirable goal for the employees of this company. With this in mind, a large-scale needs assessment of company employees was made a few years ago, and, on the basis of the results together with our ongoing communication with our students, the company International Planning Section developed an English-language program of courses ranging fmm basic English to very high-level courses such as negotiation seminars and cross-cultural communication studies.

The International Communication Program at Kobe Steel, part of the Personnel Department, consists of seven teachers in the Kobe Head Office and five in Tokyo, all full-time company employees. These in-house teachers teach ESP courses to the upper-level students; part-time teachers contracted from outside teach general English to the lower-level students. The in-house teachers teach about 300 students on an 11-week trimester system in classes of 8-10 students, each of which meets for two hours twice a week. Most classes focus on various technical, business, and speech subjects, although courses such as cross-cultural studies, area studies, and listening comprehension are also taught. Additionally, for two weeks during the summer, an intensive course for incoming employees is taught, partially in the form of a simulation (e.g., students design an airport security system, or an experiment to go on board a space shuttle flight).

A majority of the students taught by the in-house teachers are young employees in their first few years of employment with the company. They normally come with a good education at prestigious schools, including at least six and often as much as ten years of English study. They have studied a lot ofgrammar in the sense of rules and structural patterns, mostly using the old-fashioned "grammar-translation" method, but they have difficulty communicating, so our emphasis is on activating their oral/aural skills. While many students have immense difficulty performing in a more communicative context, some students pick up this skill; but once they realize they can usually be understood without worrying about grammatical details, they get the impression that grammar is not important, and refuse to concern themselves with it at all.

What Is "Teaching Grammar"?

First, it is necessary to explain exactly what is meant by "teaching grammar." Usually, this conjures up an image of basing lessons around specific grammatical items, for example, verb tenses. In one lesson, students study the various uses of the present tense, and in a following lesson, they study how to use the past tense, and then the past perfect tense, and so on. Or a lesson may be based amund similarities and differences between "must" and "have to," or "can" and "any," for example. However, in a less strictly defined sense, grammar is being taught every time a native speaker makes an utterance more than a word or two in length in the presence of a non-native speaker. When this happens, the proper order of the words of the language being spoken is being demonstrated, hopefully to the benefit of the listener(s). Midpoint between these two concepts is the idea that 'teaching grammar" requires carefully pointing out the language structure appropriate in given situations, but does not require basing the entire lesson on teaching parts of speech or contrasting verb tenses. All discussions concerning grammar teaching should take into account the varying ideas which different teachers have concerning just what grammar teaching is, especially since differences of opinion about grammar teaching often revolve amund these different conceptions of what it means, as opposed to any substantial difference in classroom strategy.

Teaching Grammar at Kobe Steel

There is no concrete policy concerning the teaching of grammar at Kobe Steel; each teacher handles it his/her own way. Thus, in Kobe, the seven in-house teachers have seven different approaches. However, the focus of our teaching is usually on giving students some specific language skill or practical ability which they will be able to use at work, and is not, therefore, very well suited to the teaching of grammar in the sense of basing classroom lessons around grammatical roles and/or structures. Also, we teach inermediate and advanced students who are usually enthusiastic about studying the subjects we teach, but who often think that the concentrated study of grammar is very boring, even though their own grammar is far fmm perfect.

The nearest thing to a common consensus among our staff is that grammatical points should be treated naturally as they arise within a contextual framework. That is, teachers may explain a grammatical point if students seem to have difficulty with it, but the contextual orientation is resumed after the explanation is made. Emphasizing grammatical points is thought to detract from the more interesting subject matter at hand.

. ..the direct teaching of grammar, as an end in itself, must take a back seat to more practical considerations.

On the whole, most of us consider it sufficient if students can adequately communicate that which they wish to communicate, although some teachers are more exacting than others about how accurate this communication must be. Some teachers, and some students as well, think that it suffices if communication is effectively carried out, in spite of fractured word order. Other teachers and students prefer to have a certain level of accuracy in the classroom beyond the ability to communicate. It is felt that although students may be understood even with some grammatical errors in their speech, they will be judged by their listeners, at least subconsciously, by the grammar they use. In short, making a lot of grammatical mistakes gives a bad impression even if communication is carried out. By explaining certain grammatical points as they arise, teachers hope that students will learn to communicate in a more natural manner. But communication regarding the subject at hand remains paramount in all cases.

Application of subject matter to work-related needs is uppermost in our minds. If our courses can help our students make a telephone call, explain a technical process, write a business letter, make a speech at an international conference, or describe some facet of Japanese culture to a foreign businessman better, we consider them to be a success. We hope our students will develop the ability to understand what grammar is correct and what is not. But, in any case, the direct teaching of grammar, as an end in itself, must take a back seat to more practical considerations.

Many thanks are due to colleagues Dorothy Pedtke, Kris Sawada, John Dean, and Tony Deamer for their valuable help in writing this paper.

A DISSENTING OPINION

Colleague John Rittmaster offers the following as a different opinion. Although it certainly contains some different ideas from my own, part of the difference may stem not from classroom strategy, but from a different conception of what "teaching grammar" entails.-W.L.B.

I am not sure that this really qualifies as a "dissenting" opinion, but I would like to elaborate to what degree I believe grammar should be emphasized in the ESL classroom. The main trouble I have with Mr. Beers' ideas is his use of the term "as needed." I think this may mislead others to believe that our approach to grammar instruction is random and only serves to distract the students from the more content-related aspects of our currriculum. On the contrary, I think that our years in Japan have given us the opportunity to teach structure as the form of function and the ability to predict, with a certain amount of accuracy, what grammar areas will present problems. These problem areas are built into each instructor's syllabus.

At the risk of sounding pedantic, schoolmarmish and old-fashioned, I do think that structure must be taught and accuracy emphasized — particularly among our younger employees who are in the best position to actually assimilate the material. (With some of our older employees, many very basic errors have been fossilized beyond the point of no return and with them, it's easy to say that 'successful communication" can be enough.)

In our classroom, all instruction is functionally based, with each function theoretically having direct relevance to the employee's daily business. I don't believe we can teach any given function (i.e., using the telephone or writing a business letter) without teaching the lexical structure that allows the student to do more than just "plug in" the language he needs to fulfill that specific need. Our textbooks and letter-writing manuals provide many "appropriate phrases" and "model letters" that the student can apply to his own needs, but often attempts to adapt these expressions to the specifics of a given situation yield unsatisfactory results. An example is given from an actual product test report that came across my desk. The writer based it on the model passage, "Product X has been proven reliable even after extensive testing." When the writer substituted the details of his own situation into the model, he came up with, 'This simulation program had been proven defective even after extensive testing." This shows that the writer knew enough to use the phrase but didn't understand the intrinsic structure underlying the meaning. I try to teach the students how to flexibly use the content-related material we have given them. Like it or not, it must be reinforced by an explanation of the structure that controls the meaning. This, alas, is grammar teaching.

It is also important, I think, to remind ourselves that we must not confuse what we teach — linguistic and para-linguistic skills-with what we may actually think we're teaching — actual business content. Sometimes it is difficult to remember that we are not

the experts and that thev are, and that the only reason they are in our classrooms is that thev are frustrated with their difficulty in expressing this in English!

One also cannot escape the cultural aspect of this problem. Japanese students are taught English through an exam-based systern that keeps the language on an abstract plane — almost like mathematics. Students are given a problem, they plug in certain formulae and arrive at an answer — a "correct" translation of the Japanese. This is certainly not how we have been taught to approach language acquisition. But we must come to terms with the fact that all of our employees have a minimum of six and often as many as ten or 12 years of this kind of practice behind them. The fear of error making and the confusion that reigns in the brain while trying to plug in the right formula at the hyper-speed of communication, are perhaps the largest hindrances to fluid discourse facing the Japanese speaker of English as it bears little relation to the language they have been taught. The students, it should be remembered, also get a feeling of satisfaction, and perhaps a higher degree of confidence, from finding successful solutions to these kind of problems. The physical act of using the language provides little comfort as successful communication is seldom directly rewarded and only the "bad" will stand out.

Modern "communication"-based instruction professes that a successfully communicated message is enough. The learner's fear of making errors only serves to limit the volume of discourse and create frustration among the speakers. But we, in our capacity of "language consultant" in an ESP setting, must carefully evaluate what degree of accuracy is actually enough. I maintain that it is considerably more than in the conversation school or university setting where the stakes are decidedly lower. The tolerance for error is much less when agreements involving millions of dollars am being made between speakers from different cultures.

I don t believe we can teach any given function... without teaching the lexical structure that allows the student to do more than just "plug in" the language he needs to fulfill that specific need.

The cultural filters coloring lingual and para-lingual input invite misinterpretation. This provides motivation for the student to study grammar as well as "speaking" and gives the instructor addedresponsibilitytoteach accuracy as much as adequacy.

One kind of seemingly 'as-needed" strategy that I use is to give the students the opportunity to grammatically evaluate their own output in class. Alter a complete thought has been completed, I write the mistaken sentence on the board as I heard it, and have the students find the error and reach a consensus on the necessary correction. I make sure that the students are aware of how the structure expresses the meaning. Then we discuss various alternatives. I have found this to be very useful and the students come away with a flexible building block and a series of options to choose from. But one of the keys to using this strategy is the ability to predict when you will have to spendclass time doing it and how important the structures are. This involves a very thorough knowledge of your syllabus and how you expect your target structures to come out in class. Effective classroom managment is predicated on this knowledge and really removes it from a haphazard "as needed" approach.

To a degree, I am too freely intertwining spoken and written accuracy. I think we all agree that we value the ability to successfully communicate one's idea to another more than the person's ability to do it within a perfect grammatical framework. But when we evalue how the student is actually going to use the language, we find that a substantial part of it requires accuracy within some very strict parameters. This goes for spoken language as well as written. I am not in favor of turning our conversation-based classes into long grammatical diatribes, but1 do think that one of the major responsibilities we have as ESP instructors is to provide enough grammatical instruction for our students to perform the "specific" part of that acronym.

Grammar

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Fee: Members, free; non-members, Y500
Info: Brendan Lyons, 0534-54-4649
Siobhan Mihara, 0534-33-2417

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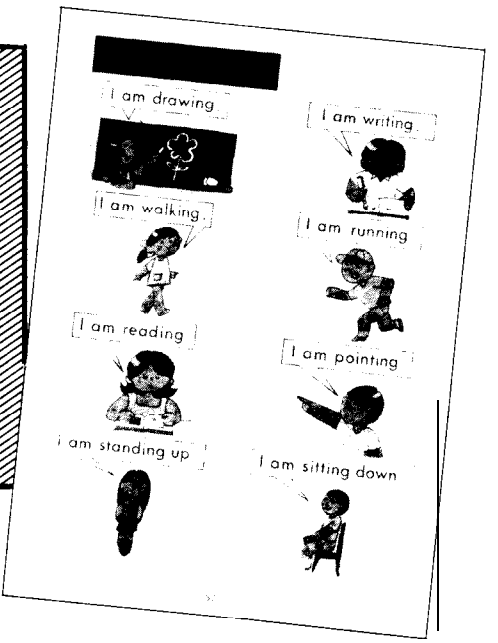

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Incorporating Grammar into University Writing Classes: Issues in Developing Curricula*

By Patricia Dissosway
Hiroshima Shudo University

A number of universities throughout Japan are reviewing their English curricula at this time, in light of increasing interest in English communication skills. Changes in Japanese society and in universities are prompting educators to look carefully at required courses, such as ***eisakubun,*** which have formed the traditional core of university education since the Meiji Era. Although it may be translated "English composition," ***eisakubun*** is rarely a course about writing essays in English. Most frequently, a Japanese teacher combines prescriptive grammar instruction with word-by-word translation of English into Japanese (Hino, 1988, provides a description of the ***yakudoku*** translation system used for both reading and writing instruction). Grammar-translation, however, is no longer the only method for teaching ***eisakubun.*** This paper will examine various issues in incorporating grammar into the ***eisakubun*** curriculum.

A detailed discussion of the theories of curriculum development is beyond the scope of this paper. As ***eisakubun*** is only one of a number of English classes, and as the role of English education is under study or in transition at many universities, stating broad goals in definitive terms may be beyond our reach for now. Rather, we will look at aspects of the current situation, especially those related to grammar teaching, learners, teachers and administration, and fmm these define a range of possibilities for curriculum developers to pursue, depending upon the goals they choose to adopt.

Grammar Teaching

Within the context of Japanese universities, grammar teaching may be found primarily in two forms. In a grammar class, a Japanese teacher presents the rules of presciptive grammar in Japanese but then demonstrates those rules with examples in English.[1] In other English classes, it may be incorporated: (1) as the means of accomplishing various language functions or establishing interpersonal interaction (e.g., in ***Eikaiwu,*** conversation, classes, especially those taught by native speakers), (2) as the means for organizing the material to be taught (e.g., in those classes that use textbooks organized according to a grammar syllabus), or (3) as supplementary practice or homework activity (e.g., in reading, translation or general English classes).

The grammar class with a Japanese teacher is most familiar to the Japanese students who spent hours learning prescriptive grammar within the grammar-translation framework of junior and senior high school English classes. At that time, the role of English grammar teaching was almost exclusively enabling students to handle short-answer, discrete-item grammar questions, like those found in university entrance examinations. Examination preparation was the motivating force for administrators, teachers and students alike.

However, university is not high school, and to expect that the role of English grammar teaching and the objectives or expectations of university administrators, teachers or students should be identical to those of high schools is at the very least a limited point of view. Administrators and teachers who are concerned with curriculum development certainly should take into account the educational background of students as one factor in the development process, but they should not be completely constrained by that background. Differences between high schools and universities must be considered as well.

Transition from High School to University: Background

1) Teachers

University teachers constitute a less uniform population than their high school counterparts, who are generally Japanese full-time teachers[2] (see White, 1987, for a description of the mle of high school teachers). The former may be full-time or part-time, Japanese or native speakers of English (henceforth NS). If teachers work only part-time, preparation time and availability to students outside of classes are limited. In addition, contact between teachers of the same subject is difficult, either because of conflicting schedules or hesitation due to language problems.[3] As a result, teachers plan their own courses individually, without benefit of more experienced teachers' experience or a set of goals or syllabus arrived at by mutual agreement.

Although the pressure to teach for a grammar-translation examination is not a motivating factor at the university level, no other single clearly stated, generally accepted mle for university English education has yet been articulated. Most Japanese teachers fill this void with what they know best-the prescriptive grammar/translation method by which they learned English -not as a last resort, but in line with accepted practice:

> . . . the translation method stands as a symbol, in a sense sacred, of the traditions and spirit of the Japanese university itself. It is a ritual shared by all educated Japanese . . . considered by many English professors to distinguish the Japanese university experience. (Hansen, 1985:152)

Clearly, this method is, to some teachers, not simply an

artifact of the entrance examination system. It is their system of choice.

However, as the number of NS English teachers has increased at universities, they also have been called upon to teach ***eisakubun.*** Not only are they for the most part incapable of teaching grammar by translation, but few, if any, have been trained exclusively in prescriptive grammar teaching. Rather, current TESOL training is based on research which claims that the explicit teaching of grammar may be counterproductive regardless ofthe focus of the course (e.g., writing, conversation). Krashen (1984) contains a summary of a few such studies. NS and Japanese English teachers who have studied overseas or at TESOL-oriented programs in Japan (e.g., Temple University Japan) have been exposed to a view of language education where communiation and language functions are emphasized over mte grammar/translation teaching. Thus, the educational background and objectives of university teachers are not uniform, but may actually be in conflict.

2) Students

Without the examination pressure of high school English, student goals, motivation and interest levels have shifted. On the one hand, the university represents a periodbetween high school and work, two periods of (possibly intense) pressure. Joining clubs, forming friendships with fellow students and making money at part-time jobs occupy the minds, and much of the non-classtime of these students. Individual classes, which meet just once a week for 9 0 minutes, receive less time and concentrated effort especially as students take "some twenty-plus courses per year" (Hansen, 1985:155). As classes may be repeated a number of times, without evidence of previous unsuccessful attempts remaining on a student's record, even the pressure to pass courses is minimal, as long as sufficient credits are accumulated by graduation time.

On the other hand, while entrance exams served to motivate English study in high school, they produced ambivalent feelings toward English in general. The intense period of study has eroded some of the positive feelings toward English exhibited by younger students. Exposure to English is appreciated as long as it is pleasant. Conversation with native speakers, a new university experience, is pleasant; foreigners smile, play games in class and have no association with serious study in the minds of students. However, they also may not be associated with real learning. Grammar study with Japanese teachers may not be enjoyable, but it is clearly recognized as the learning that allowed entrance into the university.

Yet, while a great amount of English has been crammed into heads throughout the high school years, the perceivable results are depressing to many students. First, communication skills, not an object of high school study, are weak. Second, cramming of vocabulary and grammar rules in the absence of meaningful context or in teaching situations where available context is ignored does not produce long-term knowledge. Much painfully acquired information is quickly forgotten, leaving the students wondering exactly what they have learned, or how much English they know. And, of course, they are just plain tired of intense study.

However, high school grammar study has left its mark in the development of habits associated with successful language study. Memorization of discrete items, heavy reliance on dictionaries, passive acceptance of teachers' instruction (until it contradicts either what another teacher or a textbook says, in which case intense confusion is the result), and passive classroom behavior are likely to characterize university classes, unless teachers and students work actively to change those habits. Such change is not by any means a universal desire .

Administrative Concerns

A final issue in the development of curricula involves the administration of classes. Students are placed in required classes by administrators, not faculty. Distribution according to the proficiency level of students may not be considered; most teachers and administrators reject division by ability on principle. An alternative to placement for class distribution is student choice.

Choice is an unfamiliar pmcess. Currently, only students who are repeating a class may choose the section they wish to enter during the first two years of study. In the third year, all students choose a seminar class, but at that time they choose the teacher they wish to study under, not the subject they want to learn. The latter type of course selection is unknown in high school, and quite rare in the university as well.[4]

Arbitrary assignment of classes may be convenient, but it can take into account neither different teaching styles nor varying student interests. Nevertheless, curriculum developers, while wishing to take into account class content, teacher and student differences, must also consider how they might plan classes without significantly altering existing course assignment procedures or creating undue confusion with overly complex systems which inconvenience administrative personnel.

Planning the Eisakubun Class: An Overview

1. When considering background, take student attitudes into account.

Currently, the ***eisakubun*** class is usually a required class with an average student population of 30-40 in each section. Students are arbitrarily assigned to sections by administrators regardless of proficiency level. As they are mostly freshmen or sophomores, the study habits developed in high school (passive classroom behavior, reliance on tranlation and dictionaries) still exert a strong influence. Attitudes toward English include boredom or exhaustion ("burnout") after entrance exam study, lack of confidence in ability to use English, and confusion about the basics of grammar

and/or translation as crammed material is forgotten or found to be in conflict with new material. However, attitudes toward grammar or learning grammar am not as negative as we might expect, or as negative as those of some teachers, as we shall see below. As student attitudes affect the learning process and thus the effectiveness of classroom instruction, we should attempt to determine attitudes toward English or grammar that may be relevant to curriculum development.

2. Use surveys to understand student interests and perceptions better.

Allan (1987) reported positive attitudes toward grammar, as well as concern with accuracy and consciousness of making use of grammar rules, in a survey of 260 ESL/EFL students in Scotland. Japanese students are not unique in their belief in the importance of grammar, a belief that is not exclusively tied to high school training or limited by it. In January 1988, my university offered the 178 freshmen who would begin ***eisakubun*** in April a choice of three kinds of classes (the student form was written in Japanese):

1. a class emphasizing translation with a Japanese teacher
2. a class emphasizing grammar with a NS teacher
3. a class emphasizing essay writing with a NS teacher

Allowing for potential confusion in being offered a choice (this was the first survey of its kind), students clearly showed a preference for grammar; only 1% chose the third, non-grammar, option. However, whereas 17% (31) chose translation, 84% (145) asked for a NS grammar class. Some students did wish to continue the familiar grammar/translation approach with a Japanese teacher. For others, masons offered for choosing NS grammar were not only NS-related (being able to practice hearing, pronunciation and conversation; finding classes interesting, pleasant; enjoying English with games; having little homework), but also academic (writing sentences and stories without translation; doing exercises and homework in 'real English"; "recognizing my understanding by reviewing"). A few students admitted choosing the NS grammar option because they didn't have the confidence to try NS essay writing.

The results of this survey indicate that (1) students can make a choice and do have ideas about what and how they want to study, and (2) teachers and curriculum developers cannot rely only on what they assume students want or need. Before conducting the above survey, my university had planned a larger number of Japanese classes than NS classes, believing that students would prefer the familiar. The survey allowed us to better address student as well as teacher interests. Surveys of student preferences are a highly desirable preliminary step in designing curricula. However, the use of surveys should not be limited to the initial stages of course development. Especially for further planning of new classes or curricular changes, informal discussion and questionnaires can pmvide a great deal of useful information about instruction, materials, overall goals of a class and attitudes toward that class. As Dubin and Olshtain point out, questionnaires can be direct, indirect or both. If a series of direct and indirect questions are asked, and if we find the answers to be in agreement with each other (i.e., not contradict each other), we can be more certain about what the answers 'are telling us (1985:15, 16).[5] Moreover, as students' understanding of or ability to answer questions may improve with repeated practice or as attitudes may change during a class, periodic surveys (e.g., at midterm, finals) can give a more accurate sense of the effectiveness of various elements in the teaching situation.

3. Make sure students understand what you intend your program or class to be.

The survey indicates another area of concern for teachers/curriculum developers. Students do not enter any teaching situation with a "blank slate." They have expectations and preconceived notions about various aspects of that situation. If teachers' objectives differ fmm those expectations, confusion may be the result for all concerned. Preliminary surveys can indicate not only student interest, but also possibletopicsto include in a syllabus or areas which a teacher can indicate are not part of the course. From the beginning, students will have a clearer notion of what the teacher intends the course to be.

The reasons for choosing NS grammar cited above came fmm just such a survey. The NS grammar teacher can see from the NS-related concerns that it will be necessary to explain fmm the start that the class has a writing rather than an oral emphasis, and that it is a serious class (e.g., there is X amount of homework, testing, etc.). Most importantly, though, the teacher will realize that student perceptions about the class are largely unrelated to grammar. The teacher can either set forth his or her own grammar-related expectations immediately or find other means (additional surveys, pair or group writing, interviews) to get students to clarify their grammar-related expectations before detailing his/her own. Part of that explanation may include similarities and differences between the teacher's own section of a class and other sections, if the sections teach different subjects. Changing class names is not sufficient. At the midterm point in a NS grammar class last year, a student wrote: "My friend is studying ***kumitate*** (construction) in her class (a Japanese teacher's class). I thought that was the grammar class." Obviously, the new NS grammar class should have been introduced to students more clearly at the beginning of the term; administration, during registration or orientation periods, and teachers thereafter can share this task.

4. Explore various alternatives.

Finally, curriculum planners should consider vari-

(cont'd on page 17)

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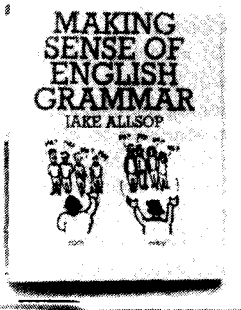

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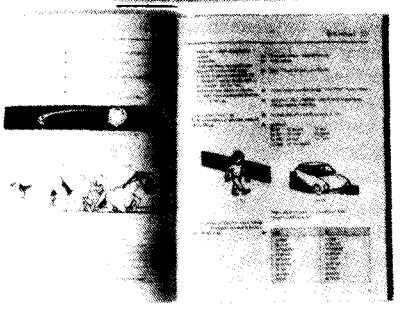

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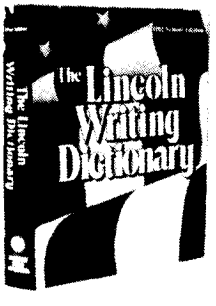

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(cont;i from page 15)

ous means of organizing courses so that capabilities of teachers, previously discussed background concerns, and the overall goals and objectives of the administration, teachers and students are taken into account. This final section will offer three sample arrangements of grammar classes.

1. Offer a variety of classes/class sections that are separate from each other.

If there are a large number of sections, and if the teachers are unable to meet regularly (e.g., part-time teachers who cannot attend faculty meetings and spend little time other than their class hours at the university), this is the most convenient alternative. While each teacher will still plan classes individually, even in this system, all eisakubun teachers should be informed about the basic content of other classes as well. This allows for the possibility of future cooperation between those teachers who wish to do so. The range of courses offered can have either an academic or practical focus, for example:

- a traditional prescriptive grammar class, with emphasis on translation (the ***yakudoku*** system)
- intensive review of grammatical rules
  a. general review to prepare students for reading or writing classes
  b. preparation for the Japanese high school teacher examiantion
  c. preparation for the MEFL or other tests required for study abroad

*grammar for interpretation (not word-by-word translation but finding the means of expressing the same intent in two languages)

* a NS approach to grammar
  Teachers' views of language learning/teaching will affect their approach to such a class; however, certain general principles will likely characterize this type of class:
  a. a transfer of emphasis from translation to direct expression in English (e.g., discouraging excessive use of dictionaries, building strategies to use the English grammar students know to write)
  b. training in self-correction techniques (accuracy practice)
  c. increasing students' fluency in English by providing opportunities to write within some contextual framework (not simply isolated sentences) and by providing instruction in paraphrase and other communication-based strategies (Faerch & Kasper, 1983), and in "the comprehension of how grammar works in the conveying and interpretation of meaning" (Dickens &Woods, 1988636; also, the grammar "consciousness-raising approach of Rutherford & Sharwood-Smith, 1985).

Most importantly, this class, because it begins with the familiar (grammar), can be used to help build confidence and interest in using English (the unfamiliar).

2. Although most eisakubun classes are one-year courses, consider semester-class combinations as an option.

An alternative to full-year classes, which would offer students exposure to a variety of approaches to grammar, the ***eisakubun*** course could include semester classes in combinations such as the following:

- (1st term) prescriptive grammar, translation
  (2nd term) NS grammar
  [allows exposure to examination and communicative styles of grammar teaching, as well as Japanese and NS teachers]
- (1st term) NS grammar
  (2nd term) NS essay writing
  [The NS grammar course could serve as preparation for the writing class, allowing students to become familiar with direct writing in English while working with more limited or controlled contexts than those found in the writing class.]
- (1 st term) prescriptive grammar/translation
  (2nd term) grammar for interpretation
  [allows students to recognize the different processes involved in translating words of one language into another, and transferring a message (meaning) fmm one language into another]

Of course, reducing courses fmm one year to one semester does mean a loss of time for each individual class. However, as most university classes teach basics about a subject rather than offering intensive instruction in that subject, limited exposure to different types of grammar or writing instruction would not be significantly different from the depth of instruction of the average class.

If a university has a number of *eisakubun* sections, some courses could be full-year and others one-term combinations. For this and the preceding section, students could choose the classes they wish to enter by filling out a brief survey (both the names of class options and a brief description of each in Japanese would facilitate the procedure); first and second choices should be elicited.

3. Team teaching offers great potential for cooperation among faculty, and the development of shared goals and objectives.

If the number of ***eisakubun*** classes is small, if teachers respect each other's approaches to language learning/teaching, and if there is ample opportunity to meet regularlyto plan and review pmgress, this method may be worth consideration. If teachers are able to agree on class goals, procedures and management, two teachers may be able to handle a slightly larger than normal class more effectively than a single instructor. Bilingual teams can offer a variety of approaches (e.g., Japanese translation-based grammar, NS functional/communicative/context-based grammar), either working with the class as a whole or with groups at various times thmughout the course. This allows teachers to communicate the notion that there are various ways to learn grammar, each equally worthwhile.

There are a number of potential difficulties, how-

ever. Understanding between team members, advanced planning and period review are essential. Moreover, students may be, at least initially, unreceptive to a situation where two authority figures are present. A considerable amount of confusion (Who's really in charge?") may result, particularly if one teacher is Japanese and the other is a native speaker. Furthermore, teachers must be especially careful not to disparage aspects of their colleagues' teaching content or style that are different fmm their own. It is necessary not only to respect colleagues' views, but to clearly communicate that respect to students. Finally, there may be. administrative confusion regarding attendance and grading matters, and how a team-taught course would affect teaching load (e.g., is a team-taught class equivalent to one with a single teacher?).

Conclusion

This paper has reviewed a number of concerns in the incorporation of grammar within university classes. Consideration of grammar teaching, teachers, students and administrative factors in high school as well as the university provided background information for curriculum developers. A number of general concerns were then presented involving the importance of understanding between teachers and students about curricular developments. Finally, a few alternative course descriptions were offered as examples of potential ways to develop grammar classes.

**This paper is in memory of Dean Norifumi Tsumura, Hiroshima Shudo University, whose encouragement and patience allowed many of the curriculum developments described here to be tested and implemented in our English language program.*

Notes

1. Grammar classes may also be used to present linguistic theories (e.g., Chomskyan theoretical linguistics) or the history ofgrammatical description, in accordance with the specialization of the teacher of the class.
2. Non-full-time teachers, both Japanese and NS, have recently become more frequent visitors to high schools (e.g., the JET Program), but they are hardly ever in charge of classes. In most cases, their visits have a strict time limit and they report to or assist the Japanese full-time teachers.
3. Furthermore, Hansen (1985) among others has noted that many English teachers, in order to maintain their "professional" academic status within universities, avoid excessive preoccupation with practical classes (e.g., eisakubun, eikaiwa), which are associated with high school teaching.
4. Selection ofelective classes is restricted both by their comparatively small number and by the limited number of free periods left over after required courses are scheduled.
5. Questions about grammar classes could include the following, for example:
   - Why did you choose a grammar class? (Reasons could be provided for students to check off or they could suply their own.)
   - What did you expect to study in the grammar class before April?
   - How is this class the same as/different fmm your expectations?
   - How do you feel about/Rate your understanding of English grammar.
   - How do you feel about writing in Japanese? in English?
   - What was the easiest/most difficult (class activity, etc.)?
   - Rate the following class activities from most to least favorite...
   - Has (class activity) changed the way you feel about grammar? about writing? If so, say how your attitude has changed.

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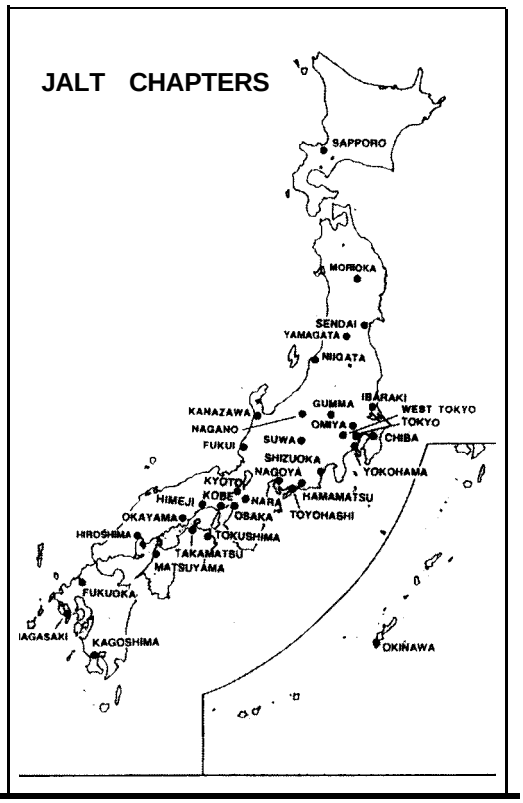

Why I Don't Teach Grammar

By Stuart Luppescu
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In my low-level, large, university classes, I have the students do task-based listening activities, followed by information gap activities in pairs or small groups, using the language items that came up in the listening. My goals in using such an approach are primarily to improve listening comprehension and fluency. I have success with this approach and my students learn to speak reasonably accurately. I don't teach grammar. I don't teach explicit grammar rules. I don't teach lessons organized around particular structural points. I don't focus on form. This may be anathema for some teachers, but I have my reasons. In short, I feel that teaching grammar is reactionary, impractical, unnecessary, and possibly even counterproductive.

Placing primary focus on grammar can be considered reactionary. According to Kelly (lS69), language study before the nineteenth century was restricted almost entirely to the study of grammar. Philology, which was then a branch of philosophy, was concerned mainly with grammar. Latin was the model for grammatical description, and other languages were forced into that framework. Knowledge oflanguage was measured in proficiency in conjugating verbs and declining objectives and nouns. It wasn't until people such as Gouin, de Sauze, and Berlitz began to teach language the "direct way" in the nineteenth century, that language study became more than rote memorization of grammatical rules and lists of glosses.

However, being reactionary is not enough to condemn an approach for. A more serious point is that grammar is not very important. It is obvious grammar is characterized by a great deal of redundancy. It is not difficult to present &effective argument showing that since much of the information conveyed by grammar can be understood fmm other material in the discourse, the necessity to teach grammar is minimal. For example, in English third person singular present tense sentences, the 's' on the end of the verb is redundant; that is, it contains no additional meaning important to understanding the sentence. The sentences "John goes to the store" and "John go to the store" are both equally understandable, although the latter is ill-formed. In fact, many native speakers make errors of subject-verb concord quite often for reasons of perceptual saliency in certain kinds of sentences. For example, it is not uncommon for native speakers to say, "One of the students are going to the store," even though technically it is incorrect, since the subject "one" requires the singular copula "is." This kind of violation of grammatical principles affects meaning very little. On the other hand, vocabulary in general carries a very heavy functional load. Most of the meaning of the sentence is conveyed by vocabulary. Indeed even for a sentence such as: "Man the tall pie apple the ate," in which the word order is totally scrambled, some understanding of the sentence can be guessed just from the meaning of the words. Of course, this is not always so, as in the sentence pointed out by Widdowson (1988), "Man lion eat." In this example, though, while grammar is an important aid in understanding the sentence, it is not absolutely necessary, as the context of the sentence would probably make it clear whether the man was the one who was eating, or was the one being eaten.

I feel that teaching grammar is reactionary, impractical, unnecessary, and possibly even counterproductive.

Furthermore, it is probably impractical to try to teach students grammar by means of explicit grammar rules. Krashen (1982) has pointed out that of all the grammatical rules that describe a language, linguists have codified only a few. Of the modern languages, English is perhaps the most thoroughly analyzed; but linguistics have not come near to discovering all the rules of the language. Most other languages have only been studied superficially. Of all the rules that linguists have discovered, only a small portion are pmbably practical to teach. I have a colleague who has come up with a remarkable system describing the article system in English. It consists of a set of more than 70 rules arranged in a sort of tree diagram with yes/no decision roles at the node. It accurately describes the use of English articles, but is so complicated as to be totally impractical for use by students. Of all the rules that are teachable, students will actually understand only a fracton. Furthermore, they will remember only a portion of the rules that they understand. And. of the rules they understand and remember, they will probably only be able to put to practical use a small number. Thus, the rules of a language that students are able to actually use in producing and understanding the langauge is only a minute fraction of the total number of rules in the language.

McLaughlin (1978) also states neurolinguistic evidence supporting the idea that teaching explicit grammar rules is impractical. He mentions tht the use of conscious rules may be bound by mental limits. Consciously learned rules are processed in the short-term store, which is limited in capacity. This limit is balanced by the ease and speed with which the contents of the short-term store may be established or modified.

Another reason why it is impractical to teach grammar rules is that learning grammatical rules may require metalinguistic knowledge that the students do not have. Part of the rule system for English articles

requires students to be aware of certain thematic concepts in discourse such as old knowledge, new knowledge, theme, and presupposition. It might be possible to explain such ideas to students in simple language, but there are sure to be some students who will not understand. In any case, it adds an extra processing burden that is likely to interfere with practical use of the rules. This is not by any means restricted to rules governing conceptually difficult items such as articles. I have students who think that the sentence "I hate ice cream" is a negative sentence. It may be semantically negative, but it is grammatically affirmative. This is, unfortunately, beyond the comprehension of a considerable number of my students.

Of course, I do not advocate ignoring grammar altogether. No teacher wants his/her students to talk like Tarzan. The goal of any teacher is to produce students who are able to use the language accurately as well as fluently. However, excessive attention to grammatical rules and accuracy can completely destroy any fluency that the student might have. I have a student who recites rules out loud before saying a sentence: "The subject is third person singular so the verb has to be 'is'; 'John is going to the store.' *Furthermore, all teacher5 in Japan are familiar with how students are so afraid of making (grammatical) mistakes, that they will not speak out in class. There is not much that can be done about that kind of behavior at this point, but it demonstrates how focusing on grammar can prevent students from even attempting to use the language that they have learned. Although we want our students to be able to use English as accurately as they can, who would favor accuracy over output? That is, are there any teacher8 who would prefer that their students not speak at all, rather than speak inaccurately? Children learning their native language go through a long period of producing language that is anomalous from the point of view of adult grammar; why should we insist on perfectly accurate utterances from our students fmm the very beginning?

Savignon (1972) attempted to determine whether explicit grammar instruction was indeed necessary to obtain linguistic accuracy. She placed her subjects into three groups. All three groups received a certain amount of instruction in French by the traditional audio-lingual method. In addition, one of the groups received extra instruction using communicative activities in which no grammar was taught. Another group received instruction in French culture. The third group spent the extra time doing audio-lingual exercises in the language lab. Savignon found that at the end of the year, there was no statistically signfiicant difference in the accuracy of the French produced by students in the three groups, despite the fact that the third party group had more instruction that focused on form. That fact that it is possible to learn to speak a foreign language accurately without benefit of instruction in grammar should come as no surprise. Nearly everyone must know someone who learned a language without ever setting foot in a classroom. Indeed, this is the way that children learn their native languages, and there is evidence to support the idea that similar processes are responsible for second language learning as well.

But more than just being unnecessary, teaching grammar may in fact be counterproductive. That is, it may not be contributing to the student's proficiency at all, and thus time devoted to grammar instruction is time taken away from other, more productive activities. Indeed, most people will agree that a language is more than just grammatical rules. Surely, there is no longer anyone who believe5 that a single factor, grammar (or anything else, for that matter), underlies language proficiency. In addition to grammar and vocabulary, and the practical language skills such as listening, speaking, reading, and writing, there are the sociolinguistic factors that determine the appropriateness of utterance to the situation: conversational management skills, survival skills, discourse skills, language functions, academic and professional language skills, culture, etc. There is so much to learn, and so much for us to teach our students, that it seems remiss to focus on just one of these to the exclusion of the others.

However, the claim that teaching grammar is counterproductive is a very strong one, and it may in fact be impossible to prove. Nevertheless, there is some interesting evidence that suggests that at least in some cases grammar instruction does not aid learning. Pienemann (1984) investigated students' acquisition of main clause word order in German. He found that when students were at stage 3 (particle shift) in the acquisition process, instruction about the next stage significantly speeded acquisition. However, when students at stage 2 (adverb fronting) were given instruction on the subject-verb inversion of stage 4, it had no effect at all. This indicates that the natural acquisition order of linguistic item8 is immutable, and cannot be changed by means of instruction. It also means that instruction on a certain grammatical construction to students who are not at the receptive stage, is probably wasted effort. This is further evidence in support of Krashen's claim (1982 and elsewhere) that acquisition can only occur at the i+1 level, where i is the student's present level of acquisition. For this reason, Krashen says, discrete grammar instruction on a specific linguistic construction is nearly worthless. Even if the students' present levels could be determined easily, there would never be a time in which all the students in the class were at the same level. Instruction in discrete grammar items would thus be useful only for a small percentage of the students in the class at any given time.

There is additional evidence that explicit instruction alone is not enough for students to learn language. Schmidt and Fmta (1986) reported in a very interesting study on the acquisition of Portuguese by an American living in Brazil. Just being taught a grammatical construction was not enough for the student to be able to use it. Nor did he readily pick up constructions that he was exposed to in ordinary conversation.

However, he reported that when he was exposed in natural discourse to constructions he had previously received instruction in, he noticed them, remembered them, and was subsequently able to use them. This fact, if generalizable to ordinary language learners (the subject of the study was a trained linguist and language teacher), has important implications for English students in the EFL environment here in Japan. Since few of our students have much, if any, opportunity to be exposed in natural conversation to the structures taught, we must make situations in the classroom in which students can interact in English.

I do not want to claim, however, that all instruction is worthless. Long (1983) states that most experimental evidence shows that instruction is benefical for students regardless of environment, level, and the goals of the students. In other words, students who receive instruction are likely to pmgress faster and perform better in the foreign language than students who have no instruction. The important question, one that Long mentions at the end of his article, What type of instruction is best?"

Nor do I mean to imply that we must never focus on form. Rutherford and Sharwood-Smith (1988) argue convincingly for what they call grammatical "consciousness raising," or, the deliberate attempt to draw the students' attention to the form of the target language, rather than just the content. They formulate the Pedagogical Grammar Hypothesis relating grammatical consciousness raising (CR) to second language learning:

> Instructional strategies which draw the attention of the learner to specifically structural regularities of the language, as distinct from the message content, will under certain conditions significantly increase the rate of acquisition over and above the rate expected fmm learners acquiring that language under natural circumstances where attention to form may be minimal and sporadic. (p. 109)

I will admit that this statement is probably not wrong. Long (1988) also mentions that classroom instruction is valuable in that it "brings saliency" to forms that are encountered outside the classroom. However, Rutherford and Sharwood-Smith state two important qualifications. The first is that grammatical CR alone is not enough to ensure second language learning. Evidence for this comes fmm many sources, including some mentioned above. The second important qualification is that grammatical CR can vary in explicitness and elaboration, the ideal degree of which lies somewhere on a continuum. I think that Rutherford and Sharwood-Smith would agree with me that the ideal point is not located near the yery explicit, very elaborated end of the continuum. Such excessive focus on form takes time and attention away from other, more productive classroom activities.

. ..grammar does not deserve to be treated as the only factor, *or even* the most important factor, and is but one component in a complex system of Ianguage use.

When I first started teaching English many years ago, I had just finished eight years of undergraduate and graduate study in linguistics, including a heavy dose of generative-transformational grammar. Thinking that grammar was the only component of language worth teaching, I gave my students almost nothing but grammar-centered instruction, and explicit explanation of grammatical rules. I was totally at a loss to explain why they didn't benefit at all fmm it. It was not until much later that I learned that grammar does not deserve to be treated as the only factor, or even the most important factor, and is but one component in a complex system of language use.

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SPECIAL ISSUES CALENDAR

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Does Grammar Teaching Have a Place in the English Language Classroom in Japan?

By Neil L. Murray
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Since its appearance approximately two decades ago, communicative language teaching has come to stand for a variety of approaches and features including student-centred classrooms, an interactive learning environment, language for real-life communication, and an emphasis on function rather than form. In practical terms, this translates to classroom activities such as role plays, information gap activities, open-ended dialogues and so on, in which student spontaneity and creativity are given rein and the students really begin to perceive language as communication.

Language teaching as it presently exists in Japan is very much the antithesis of this, adhering closely to those principles and methodologies associated with a traditional approach to language teaching. Such an approach is characterized by sentence-by-sentence translation to and from the L2, teacher-controlled activities and heavy amounts of explicit grammar instruction and grammar-translation exercises. These are very much representative of the typical English language classroom in a Japanese academic institution. While it is perhaps true to say that things are in a state of flux as many schools and colleges are embarking upon projects to revamp their English language education pmgrammes, and raising their academic and experiential requirements of would-be instructors, this state of affairs remains dominant nonetheless.

This writer believes cultum-eductional factors to be primarily responsible for this trend and that in the process of syllabus design, both in Japan and elsewhere, there needs to be recognition of a basic dichotomy between demands imposed by the learners' cultural and educational traditions and norms on the one hand (and the way in which these help define such things as teaching style and methodology), and the practical implications of a need to answer, as far as possible, to what the literature has to tell us about the 'good' langauge teacher and how to maximize learning on the other. This paper looks specifically at this dichotomy as it exists in Japan, a context in which, it is believed, grammar teaching would appear to have a place. Granted that given certain cultural/teaching-learning contexts the two facets of the dichotomy need not be at odds with each other, nevertheless Japan very much exemplifies the opposite extreme, and teachers frequently struggle to resolve the conflict.

Some Facets of the Japanese Language Learning Context

It is a generally recognized fact that curriculum planners and teachers alike are, or should be, answerable to student needs. In Japan, these frequently require the English language instructor to adopt teaching practices contrary to what the literature suggests is sound pedagogy, assuming the above principle is adhered to. That is to say, what the teacher does in the classroom, how his/her role is defined and enacted, is determined primarily by what the students and educational system deem as being the goals or objectives of that particular pmgramme.

These objectives, as they are widely conceived of by both educationalists and the general public in Japan, relate principally to the nature of high school, college/university and company entrance examinations. While it may be true to say that these are in the process of undergoing revisions in many cases, and are reflecting to a lesser degree traditional, less communicative approaches to language teaching, by and large they continue to mirror the kind of instruction (specified above) mmmon to the Japanese EFL classroom. It follows that English instructors have an obligation, a responsibility, to give their students, among other things, quantities of explicit grammar instruction and grammar-translation exercises. Indeed, in some cases, teachers are required by schools to do so and essentially have little or no say in the matter.

Teachers are frequently burdened by constraints placed upon them thmugh being compelled, by the Mombusho, to use certain specified texts, again grammar-based in nature. Though private schools will often waive this requirement altogether and others circumvent it, allowing teachers more flexibility, this is commonly not the case, and many schools rigidly abide by Mombusho policy in this regard. Thus, while they may maintain some control over method of presentation, many teachers have very little control over the type of material to be taught.

The kind of learning style familiar to a set of learners also warrants the consideration of both teachers and syllabus designers alike. In Japan, the one thing almost every language teacher finds to be a continual source of frustration is the reluctance of students to speak out, let alone engage in unplanned discourse. Communicative language teaching takes on a new meaning, and all too often teachers complain that encouraging students to speak out is akin to trying to draw blood from a stone. This is understandable if one looks at the standard Japanese classroom and the nature of the teacher-learner relationship. Typically, students never initiate, and are seldom responsible for, their own learning. The teacher is all-knowing, and, in an absolute sense, stuffs students, who are accustomed to a system ofeducation which sees them as passive receptacles of facts, with rules and formulas. These rules and formulas are later regurgitated on demand (e.g.,

during examinations or homework activities); indeed almost exclusively on such occasions, because the nature of the interaction — or rather lack of it — in the classroom, allows for no alternative.

A reciprocal cause-effect relationship closely relates the issue of learning style to that of learner personality. The cumulative research in second language acquisition regarding this latter variable (while much of it remains questionable owing to inadequate design and the inherent difficulty of measuring those psychological constructs involved and defining them uniformly across studies) nonetheless strongly suggests that factors such as motivation, extroversion and social skills are significant in the rate of the acquisition process (Rossier, 1976; Gardner, 1980; Strong, 1963). As a generalization, Japanese students are shy and quiet, and, as mentioned above, cultural norms restrain them from initiating and speaking out above peers and teacher. Hence, as far as the Japanese context is concerned, personality and learner style provide a comfortable environment for grammar teaching; the initiative comes form the teacher and text, and in general students are not required to speak out, but merely to apply rules. As such, students' affective filters remain low, and they thus progress — in a very rational and purposeful way — toward their goal of successful negotiation of entrance examinations.

One might wish to argue that although formalistic teaching in Japan may indeed be a very natural consequence of factors such as learner needs, learning style and learner personality, this is not necessarily justification for our teaching grammar for example. While this may be so, it is just as true to say that although contemporary language teaching theory and research may suggest that we ought to be teaching in way X, this is not — and this writer believes should not be — justilication forourriding roughshod over and attempting to change natural norms; indeed experience suggests that such an approach would prove futile anyway. Rather, while allowing for activities that enable students to maintain those norms, with which they are naturally most at ease, teachers should try as far as possible to work their teaching practices around such constraints and integrate mom communicative material as considerately as possible. Assuming .that the teacher has this much flexibility, group work is ideal, particularly in that it is very much in tune with the group orientation of the Japanese. Initially, the instructor would do well to keep clear of students engaging in such group work, until they begin to feel more at ease with the kinds of demands this kind of set-up makes on them.

Familiarity both with the teachers and their methods (rapport and technique) are themselves central to any consideration of how far teachers can successfully effect in the classroom a resolution of, or compromise between those cultural realities spelled out above, and the principles of communicative language teaching. Unfortunately, many instructors are in the position where they rarely have a group of students long enough for any sort of teacher-student rapport to develop, and thus incorporating communicative activities becomes problematical and frustrating.

Today still, the majority of Japanese English language teachers are themselves products of traditional language classrooms, and often this is all they know. The tendency is thus for these instructors to do as they were done by, often despite training in TEFL suggesting that they should be doing otherwise.

Another common result of their language learning history is an underdevelopment of the skill areas of listening and speaking. These instructors are frequently hyper-conscious of their shortcomings here, and only too often find themselves crippled by a severe lack of confidence. Assistant English teachers (AETs) in particular, as well as the students themselves, are familiar with the feelings of self-consciousness and reluctance to speak in the foreign language that such teachers exhibit in the classroom. On occasions, these feelings can be sensed so intensely that the assistants feel both awkward and embarrassed.

So, again, is it any surprise that Japanese teachers should avoid communicative-type teaching in preference to grammar-translation? Add to this the greater ease of evaluation that such an approach represents, and the condition of foreign language teaching as it commonly exists in Japan, becomes even more understandable. Granted that, with time and a change in basic educational attitudes (particularly as they pertain to FLT), this ailment should eventually remedy itself as far as is feasible within the above-mentioned cultural constraints, for the time being grammar teaching will, of necessity, continue to have a mle as long as there exists a shortage of trained EFL instructors, ideally themselves products of pedagogical practices more in line with contemporary thought in the field. That is not to say that if and when this state of affairs comes about, it will signal the redundancy or extinction of grammar teaching, only a modification in its role and the way in which it is incorporated into language teaching syllabi.

A Theoretical Perspective

Up to this point, discussion has focused primarily on more sociolinguistic issues. However, there is a growing body of literature in support of grammar teaching, given certain restraints, which is able to set it within a theoretical framework. I make reference in particular to the work of Pienemann (1964, 1987). Pienemann's 'Teachability Hypothesis,' deriving very much fmm the notion of a universal grammar, states that grammar teaching is

It is necessary to be cognizant of the fact that both grammar teaching and communicative teaching are necessary in the language classroom, and that the two are not mutually exclusive.

productive only if the form being taught coincides with the students' readiness to acquire that form according to a biologically determined sequence of acquisition. If the learner is not at the appropriate stage in the acquisition process, then no amount of instruction on that form will result in the successful acquisition of it; it is not teachable. Thus, provided we are able to determine our students' level(s) of acquisition, and assuming that the teacher is able to successfully impart to the students the nature of the relevant structure, both in terms of form and function, grammar teaching should prove effective according to Pienemann.

While research in this area is as yet limited in scope, covering only a few grammatical items, the results to date are remarkably uniform across those languages in which the hypothesis has been tested. Granted that there are a number of logistical and other problems in terms of its application to the classroom (Long, 1985; Lightbown, 1985), Pienemann's work has sounded a note of optimism for grammar teaching in its right place, as well as provided a badly needed, scientifically based rationale for syllabus design.

The notion of consciousness-raising (Sharwood-Smith, 1981) also recognizes a value in grammar teaching and may be strongly allied with what Pienemann has to say about acquisition. Thus, rather than a means whereby explicit knowledge of grammar 'turns into' implicit, the practicing of grammatical forms serves to promote consciousness-raising which in turn facilitates acquisition, when, according to biologically determined factors, those forms are ripe for acquisition.

It is necessary to be cognizant of the fact that both grammar teaching and communicative teaching are necessary in the language classroom, and that the two are not mutually exclusive. We need to answer to cultural demands and expectations as well as to the reemergence in the field of emphasis on grammar manifested in the literature. At the same time, communicative tasks need to be carefully, considerately and gradually woven in, One way in which this might be done, given that there has built up a teacher-student rapport of sorts, is to first teach the relevant structure implicitly thmugh a communicative task, and then, later, to give an explicit lesson on it. In this way, students engage in the communicative task without focusing on form and overusing the monitor. At the same time, they receive the kind of explicit grammar instruction cultural considerations demand of the teacher. Even if the students appear to have mastered a form implicitly, an explicit lesson is required in that it fulfills expectations and gives students confidence. In addition, it assists students in bringing their knowledge to bear on the explicit tests with which most are familiar. Finally, it answers the needs of students whose cognitive styles require rules before any language processing can go on.

Due to the pervasiveness of communicative tcaching in recent years, the teaching of grammar — the basic tool of language-has been the object of several and largely unwarranted scepticism. Ifteachers are to feel truly useful and genuinely professional, they need to take heed of cultural idiosyncracies alongside research developments and synthesize the two. This implies that teachers have a responsibility to learn about the culture(s) of their students and to keep up with the literature of the field. While the writer believes grammar to have a place in any curriculum, these two factors place a particularly strong emphasis on the need for it in Japan.

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JALT '89 *(cont'd fmm page 33)*

の所にアートルダム・ホールがあり、273平方メートルある100号室と112号室が第2、第3会場です。また、例年の如く、総額15万円相当の賞品が当たる抽選会が大会最終日に行われます。コーヒー・タイムも午前中設置されます。

就職情報センター

3年前から始まった就職情報センターはトントン拍子に成長してきましたが、今年も内外の200以上の就職情報が提供される予定です。インタビューをするための部屋も準備されますので、求職者や雇用者にとって大変よい機会となることでしょう。雇用者側の申し込み方法などに関してはJALT事務局までご連絡下さい。

Lexicographical Information (Part Three)

By Christopher Barnard

INTRODUCTION TO PART THREE

In this, Part 3 of the paper, I shall make teaching suggestions under the headings of the four consecutive steps of dictionary use already identified and discussed. Under each step there will be broad outlines for exercises (hereafter called 'practices'). These practices are organized in terms of 'aims' and 'activities.'

The approach, information and examples necessary for the practices are presented in this paper. How any particular practice is carried out is for the individual teacher to decide. In my classes I have successfully used all of the following: pair or group work, competing teams, groups pooling their findings, going-round-the-class exercises, handing out specific dictionary tasks to different learners on slips of paper, pinning up findings on the classroom noticeboard, etc.

The examples are mostly taken fmm the Oxford Advanced Learner's Dictionary of Current English (OALD) and the Longman Dictionary of Contemporary English **(LDOCE).** However, this is not to suggest that learners should only use a monolingual dictionary. In fact, one practice is specifically based on bilingual dictionaries.

The reader will more readily understand the point of the practices if he refers to a dictionary from time to time. Also, cross-references to Parts 1 and 2 are given in square brackets.

IDENTIFYING THE LEXEME

Aims [See Part 1: Identifying the Lexeme, sections (1) and (3); Finding the Word, section (A)(3)]

To learn that:

(1) words in a text that are not lexemes may not be given headword treatment in a dictionary;

(2) some words may not be in the dictionary at all, or they might be in a special part of the dictionary, such as an index;

(3) sometimes the correct lexeme can only be identified by examining the text carefully (grammatical and contextual clues are important);

(4) sometimes it is necessary to segment a word into its morphemes in order to identify the lexeme;

(5) trying to decipher text on a word-by-word or line-by-line basis is not an efficient reading strategy.

Activities

(1) Find the underlined words in the following sentences in your dictionary:

John went shopping.
He is walking quickly.
The clouds were reddish.
It was a purplish flower.
Buffalo is where I want to go to.
'Froth' is the best washing powder.
It was 6 ft by 5 ft and weighed 45 lbs.
The scientific name is Panthera Tigris.
Go on a diet, but don't fast.
After the banquet I proposed a toast.
He was a very undistinguished politician.
The greenness of Ireland is indescribable.

(2) If you can not find them all in your dictionary, try checking in another dictionary.

FINDING THE WORD

Aims [See Part 1: Finding the Word, sections (A) and (B)(4)]

To learn that:

(1) dictionaries differ in their macro- and micro structures;

(2) when checking a dictionary, it may be necessary to go a long way down an entry to find the correct meaning or definition;

(3) when deciding if the meaning or definition given is correct or not, it is necessary to take into account syntactic, morphological and contextual clues, and also to apply common sense and knowledge of the real world,

(4) the entries in a dictionary contain a great deal of explicit and implicit information (e.g., grammar, usage, cultural information, etc.).

Activities

Look at the headwords for mine in OALD and LDOCE:

(1) Notice that the number of superscripts in each dictionary is different.

(2) Notice how the information organized under each entry is different (e.g., 'a mine of information' is given an independent sub-entry in LDOCE but in OALD it is treated as a figurative extension of the meaning 'excavation').

(3) Look at the following sentences:

They shut down the mine.
The ship hit a large mine.
He was killed by a mine.
She dug up a mine.
He dug in a large mine.
Grandfather is a mine of information about our family history.
This is mine.
This is a mine.
Mine is being repaired.
There was an explosion in the mine.
The mine exploded.
Fred is a coal miner.
They will mine it soon.
Where is the gold mined?

Decide which mine in each sentence fits which dictionary definition best.

EXTRACTING THE INFORMATION

Aims [See Part 2: Extracting the Information, section (C)(2)]

To learn that:

(1) collocations have to be recorded and learnt since they are generally language specific, inexplicable and unanalysable;

(2) by learning collocations it is possible to deal with language as part of a system;

(3) the concept of collocation implies that there is

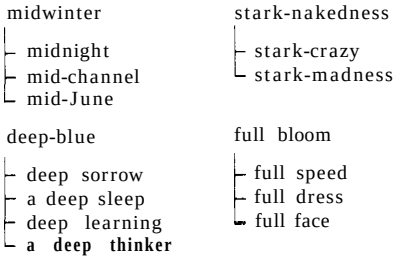
usually additional information to be learnt about even simple words that are already apparently 'known.'

Activities

(1) Look at a reasonably sized Japanese-English dictionary. See how many Japanese words you can find that start with the intensifier ma- For example, you will probably find the following words and English translations:

nafuyu	midwinter
mahiru	high noon
makkura	pitch-dark
makkura	jet-black
mamukai	directly opposite
mappadaka	stark-nakedness
massakari	full bloom
massao	deep-blue

(2) Check the English intensifier in the dictionary to see what other words it collocates and build on this information by developing collocational trees:



RECORDING THE INFORMATION

Aims [See Part 2: Extracting the Information, section (A)(3)-(5); Recording the Information, section (b)]

To learn that:

(1) there are a variety of conventions and abbreviations used in dictionaries;

(2) to use a code or citation form, it must be changed into real English by putting in lexical information;

(3) to clarify the grammatical point of an example, information may have to be taken out.

Activities

(1) The following sentences *are* from a dictionary:

He stopped me (fmm) listening.
I suggest bringing/(that) we bring the meeting to an end.
She decided to go/(that) he should go.
I propose starting early/an early start/to start early/that we should start early.
I posted a letter to John/John a letter.
I saw John coming/come.
Give us two coffees/cups of coffee.

Rewrite each sentence in as many ways as possible using only the information given. For example, the first example can be re-written:

He stopped me from listening.
and
He stopped mc listening.

(2) Here is someinformation about different words:

amaze → I was -ed at the news/to hear that...
I heard with -ment that...
give → give sth back (to sb); sb back sth
→ run after sb/sth
stare → stare one in the face

Write sentences so that the information conveyed by the swung dashes; virgules, dots, brackets and'dummy' nouns is used to produce real language. For example:

I was amazed to hear she was here.
I gave the pen back to my brother.
Bill ran after me and I ran after the cat.

(3) Here are some example sentences:

I like studying English.
I don't know when he came.
I can understand what you mean.
Bill sent Chrissy a postcard.
John told me that he was tired.
Doreen said that she liked Mexican food.
Bob and Kate said to us that they wanted sushi.

Record these using swung dashes, virgules, etc.in a way that captures the main grammatical point of each example. For example, 'I like studying English' can be changed to 'I like ting.'

(4) From the examples in (3), make other examples and then generalize:

I like playing the (the with musical instruments)
- piano
- guitar
- trombone
- shamisen
- oboe

(5) From the examples in (3), try to move to parts of the language that are similar, but usefully and interestingly different. For example:

→ I like playing
- tennis
- golf
- football
- ↓
- bridge
- whist
- canasta

CONCLUSION

Efficient dictionary use by learners is dependent on their understanding what kind of information is likely to be recorded in a dictionary and how best to handle and make use of this information in their language learning. In the Introduction to Part 1 of this paper, it was stated that, since dictionaries are probably the language tool most commonly used by learners, it is necessary that they are used well. In conclusion, I should like to add that it is only by using a dictionary effectively that the average language learner can become an independent learner.

The ideas presented in this part of the paper should be helpful to teachers who want their students to practise dictionary skills in a principled and systematic way in order to achieve this goal.

References

See Parts 1 and 2 for lists of references. In planning dictionary practices the teacher will of course *want* to refer to the many texts that deal with dictionary skills and vocabulary, as well as use some of the ideas presented here.

▼

Christopher Barnard, whose current fields of interest include Japanese syntax, pedagogy and lexicography, has an M.A. 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.*

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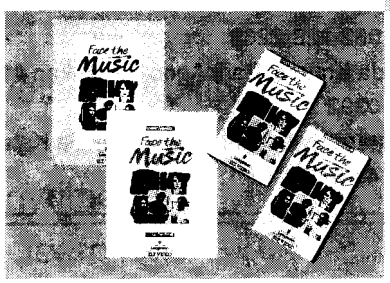

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JALT NOMINATIONS FORM

DIRECTIONS: Please suggest the names of people whom you believe to be well suited for any of the positions below. There is no need to fill in every position. The offices for each chapter are listed in the March issue of *the Language Teacher.* Please do not hesitate to nominate yourself! The national Nominations and Elections Committee will contact persons nominated for national office to determine their willingness to run for office. Mail or give your nominations to any of the members of the Nominations and Elections Committee.

NATIONAL OFFICERS:

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Treasurer _____

Membership Chair _____

CHAPTER OFFICERS: (Please include chapter, office, and name of person)

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NOMINATIONS AND ELECTIONS COMMITTEE MEMBERS:

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Marie Tsuruda, c/o Hiroshima YMCA School of Languages, 7-11 Hachobori, Naka-ku, Hiroshima 730; 082-228-2269

Aleda Krause, Park Ageo Niban-kan #I 23, 3-1-48 Kashiwaza, Ageo-shi, Saitama-ken 362; 0487-76-0392

Tamara Swenson, #902 Champia Katamachi, 2-7-57 Katamachi, Miyakojima-ku, Osaka 534; 0726-43-6221

See that your *Language Teacher* follows you. Send this form ALONG WITH YOUR CURRENT MAILING LABEL to the JALT Central Office: Lions Mansion Kawaramachi #111, Kawaramachi, Matsubara-agaru, Shimogyo-ku, Kyoto **600.**

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JALT News

JALT National and Local Elections for 1990

Once again it is time to start the nomination and election process. However, inasmuch as this year the Executive Committee is not scheduled to meet in August, as it did in previous years, there remain some uncertainties about nomination and election procedures. Nevertheless, the Nominations and Elections Committee will make every effort to follow procedures compatible with Article IV of the Bylaws of the Constitution of **JALT** (printed in the January issue of *The Language Teacher).* Procedures for the 1990 officer elections are outlined below.

National Elections

The positions of President, Treasurer, and Membership Chair for 1990-1991 are open for nominations. **JALT** members are encouraged to contact **any** of the members of the Nominations and Elections Committee in order to nominate candidates. Postage-paid nominations cards are not being provided this year; however, members may cut out or copy the nomination form provided here and mail it. Nominations can also be made by letter or phone.

According to the Bylaws, it is the **chapters** that actually nominate members for national officers; the Nominations and Elections Committee is then required to obtain the consent of each nominee in order to present to the Executive Committee a list of those willing to stand for office In the past, following the postcard solicitation of nominations, the chapters were to submit a slate of nominees (no more than one for each office). The slate was to be completed in August, just prior to the meeting of the Executive Committee. This year, changes in the schedule of meetings of the Executive Committee may result in some changes of election procedures; however, as set forth in the Bylaws, voting for officers shall be by ballot in November and the results of the election reported in the following January edition of *The Language Teacher.*

Local Chapter Elections

Elections are carried out according to the procedures provided in each chapter's constitution. However, members may also make recommendations to the Nominations and Elections Committee, which will then pass those recommendations on to the chapters. Each chapter should solicit nominations and inform its membership of election procedures, either thmugh direct mail or via *The Language Teacher.*

ANNOUNCEMENT
Search for Executive Secretary

The Executive Committee of JALT seeks a suitable candidate to assume the position of Executive Secretary of JALT starting January 1, 1990. Major requirements are:

1. To supervise the administrative affairs of the organization including the direction of the JALT Central 01fice staff. Professional experience in both language teaching and management ideal.
2. To maintain relationships with a wide variety of organizations, both Japanese and international, concerned with language teaching.
3. In conjunction with the Executive Committee to develop new services for the membership.
4. To be able to come to the office in Kyoto approximately once weekly.
5. To be able to commit a considerable amount of one's free time to the making and receiving of phone calls and other communications.
6. To have proficiency in speaking and reading both English and japanese at a level sufficient to accomplish the duties outlined above. (Ability to write letters, etc. in both languages is not expected.)

Application including a personal history should be sent to the President of JALT by July 31. Applications from Japanese nationals are encouraged.

Deborah Foreman-Takano
President, JALT
Hiroshima Jogakuin Daigaku
4-13-1 Ushita Higashi
Higashi-ku, Hiroshima 732

JALT SUMMER SEMINAR
Saturday/Sunday, August 5/6, 1989
English Education and Its Role in the Internationalization of Japan
Program

Saturday

11 :00-	Registration
13:00-13:15	General Announcements
13:20-13:30	Opening Address: Professor Watanabe (Shinshu University; President, JALT-Nagano)
13:30-13:50	Address: Deborah Foreman-Takano (President, JALT)
14:00-15:00	*Communicative Approach:* Professor Nagasawa (Ibaraki University); Chairperson: G. Gibbs (Shinshu U.)
15:30-17:00	*A Paradigm of Foreign Language Teaching:* Professor Nakamura (Seijo University); Chairperson: L. Yoffe (Nagano-ken AET)
18:00-20:00	Party

Sunday

9:00-11:30	Workshops A and B **Workshop A** – *Input Hypothesis and Communicative Language Teaching:* Professor Saito (Kyoto University of Education); Mr. Shiokawa (Suzaka Higashi H.S.); Ms. Okabe (Kamata J.H.S., Matsumoto-shi); Chairperson: Mr. Shibata (Komoro S.H.S.) **Workshop** *B – Phonics and Its Application:* Ms. Matsuka (Head, Matsuka Research institute of Phonics); Mr. Teshima (Jiyu-no-mori Gakuen); Chairperson: to be announced
13:00-16:00	**Symposium –** *How to Make the Best Use of the AET System:* Professor Nagae (Vice President, Zen-Ei-ren); Professor Shibayama (Gumma Medical Junior College); Ms. R. Buck (Eastman Kodak R&D Center); Ms. R. Venning (Fuji Xerox; former CLAIR Program Coordinator); Mr. J. Scacco (Karuizawa City AET) Moderators: Professor Watanabe; Mr. D. Wardell (University of Pittsburgh, ELI; President, JALT-Tokyo)

Fees

	Member	Non-Member
Saturday/Sunday	9,000	1,0,000
Preregistration (until July 15)	Y8,OOO	9,000
Saturday only	4,000	4,500
Sunday only	**5,000**	**5,500**

Pre-registration

Fill out the registration form and mail by July 15 to: Japan Travel Bureau (Nihon-kotsu-kosha), c/o JALT Desk, 2-8-11 Chuo, Ueda-shi, Nagano-ken 386.

Hotel

Ueda-onsen, 122 Oie, Ueda-shi. The hotel is located directly behind Shingaku-kai Bldg., the venue of the Seminar.

Party

Come and enjoy the evening at Ueda-onsen Hotel. Saturday, August 5, 18:00-20:00; fee: 5,500.

information

For information about the program, call: Professor Watanabe, 0262-32-8106, ext. 431; or Mr. Kitazawa, 0262-21-8111 (W) or 0262-27-6646 (H)

For information about accommodation and transportation, call: JTB (Mr. Sato), 0268-24-8033.

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日　時　1989年　8月5日(土)　（受付開始11：00）
8月6日(日)　（9：00～16：30）

場　所　長野県上田市、信学会ビル（JR上田駅前）

プログラム

5日(土)　講演(1)　「コミュニカティヴ・アプローチ」　14：00～15：00
長沢　邦紘（茨城大学教授）
司会：Geoffery Gibbs（信州大学）

講演(2)　「外国語教育のパラダイム」　15：30～17：00
中村　敬（成城大学教授）
司会：Leo Yoffe（長野県AET）

6日(日)　分科会
(A)「インプット 理論および コミュニカティヴ・アプローチによる英語教育」
斎藤　栄二（京都教育大学教授）
塩川　春彦（長野県須坂東高校教諭）
岡部　敦子（松本市立鎌田中学校教諭）
司会：芝波田三男(長野県小諸高校教諭)

(B)「フォニックスによる英語教育」
松香　洋子(松香フォニックス研究所所長)
手嶋　良(自由の森学園中・高等学校教諭)

シンポジウム　13：00～16：00
「AET 制度をいかに活用すべきか」
長江　宏（全英連副会長）
柴山　森二朗(群馬大学医療短期大学教授)
Renee Buck
(イーストマン・コダック社、元 AET)
Ruth Venning (フジゼロックス社、元 CLAIR コーディネーター)
司会：David Wardell
(ピッツバーグ大学・日本校)
渡辺時夫（信州大学教授、JALT 長野支部長）

参加費

	JALT 会員	非会員
5日・6日 両日（当日）	¥9,000	¥10,000
(7/15までの申込み)	¥8,000	¥ 9,000
5日のみ（当日）	¥4,000	¥ 4,500
6日のみ（当日）	¥5,000	¥ 5,500

参加申込　当日受付もできますが、申込用紙に記入の上、7月15日までにお申込み下されば幸いです。

宿　泊　会場すぐ近くにホテルを確保してあります。先着順に割り当てますので、ご希望は参加申込みに合せてご予約下さい。

懇親会　5日夕に懇親会を企画しています。ご希望の方は、参加申込みに合せてご予約下さい。

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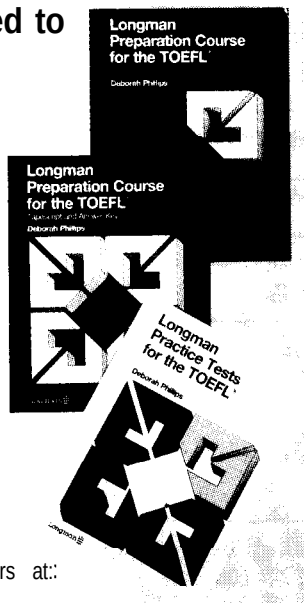

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JALT'89 Okayama

CONFERENCE UPDATE

The many committees organizing the various activities for **JALT '89** are hard at work shaping what should be a most stimulating and enjoyable three days in Okayama during November. This month we wish to draw your attention to two important conference features that participants cannot afford to miss.

ELT Book Display

The Book Display is not to be missed. You can browse through textbooks and course materials, view teaching videos, and meet representatives of over 50 publishing companies. All the major **ELT** publishers will be present.

This year, the Book Display will be in three locations. The larger display, of 768m^2, will be in the Memorial Gymnasium. This new building is just a short walk from the Registration Area in Caritas Hall. From the Memorial Gymnasium, a 100-meter walk will bring you to Notre Dame Hall, where the other Book Display areas, rooms 112 and 100, both 273m^2, are located.

Added attractions will include a Publishers' Display Lottery, where Y150,000 in prizes will be offered, with the winners announced at the close of the conference. We hope to have Morning Coffee Hours again.

Job Information Center

Since it was added to the conference three years ago, the Job Information Center has grown by leaps and bounds. This year we expect to offer information on some 200 positions both in and out of Japan. Interview facilities will also be available so that job seekers and employers will be able to check opportunities, compare details, and get to know each other.

Prospective employers are encouraged to contact the JALT Central Offtce for more information.

JALT '89 国際大会最新情報

大会前ワークショップ

開催場所はノートルダム清心大学からロイヤルホテルに変更されました。これまでに決定した指導者は、アンドリュー・ライト氏（マンチェスター・ポリテクニック）とデイル・グリフィー氏（ピッツバーグ大学日本校）ですが、現在交渉中の方々については引き続きお知らせ致します。

語学教材展示会

各大会で好評の語学教材展示会は、最新のテキスト、コース教材、視聴覚教材が内外の50社を越える出版社によって提供されます。今年の会場は3箇所に分かれて開催します。最も大きな会場は768平方メートルもある記念体育館で、大会受付場所であるカリタス・ホールからわずかの距離です。記念体育館から100メートル

(cont'd on page 24)

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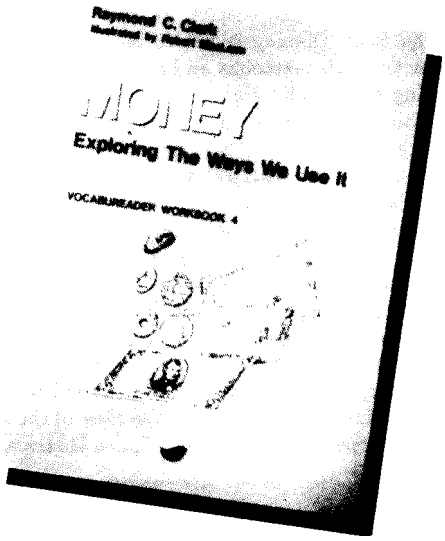

88pp. 8337-0327-O Y1,200

- **Money** is concise, accurate, clear, and lively. It was developed and tested at the Center for International Banking Studies in Istanbul, Turkey, but designed to be used anywhere in the world with children or with adults, with those who are just learning about the many uses of money and with professional bankers and economists who need English to advance their careers.

- There are 14 readings, each followed by 5 exercises which make the student aware of the variant meaning and noun/verb/adjective/adverb forms of the key vocabulary. This simple, flexible format encourages the teacher to supplement the readings with conversation, writing assignments, and further exploration of the economic issues raised.

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Review

SUGGESTOPEDIA AND LANGUAGE LEARNING:

SOME OBSERVATIONS ON THE WORKSHOP IN TOKYO

By Jim McCullough

A day-long workshop on Suggestopedia, the "accelerated language learning" method, was conducted in February at Sanno Junior College in Tokyo by the method's Bulgarian creator, Dr. Georgi Lozanov, and his fellow researcher, Dr. Evelina Gateva. Promotional flyers for Lozanov's major work on the method, *Suggestology and Outlines of Suggestopedy* (1979), distributed prior to the start of the workshop, proclaimed that through Lozanov's method language learning is accelerated up to 50 times and "students can learn up to 200 words per day." Even at a steep 6,600, the book sold out quickly. By day's end, however, the enthusiasm of many in attendance seemed to have diminished. Although Lozanov several times that day recounted remarkable stories of language learning success achieved through his method, it was not demonstrated successfully to the workshop participants.

Suggestopedia first gained a reputation for being an effective and accelerated method of language learning due to a laudatory review it received over a decade ago in the mass circulation *Parade* magazine (March 12, 1978) and due to acclaim from the language educator Earl Stevick (1980) who commended the method, stating that "(its) results are reported to be outstanding" (p. 115). Stevick, although admitting that he had "yet to view a significant amount of learning by this method" (p. 115), and conceding that he was "unable to give an authoritative account" (p. 116) of it, nevertheless proceeded to praise Suggestopedia and to boost its prestige.

Lozanov's above-mentioned book gives a quite scholarly and imposing impression, replete as it is with scientific terminology and numemus references, charts, and data. In a 1979 review of the book, however, Thomas Scovel exposed the "appalling lack of scientific rigor (pervading) almost every experiment reported in the work under review" (p. 263). The many statistical errors, inaccuracies, unsubstantiated generalizations, and unexplained discrepancies of data and methods which Scovel brought to light, call into question the fundamental validity of Lozanov's methodology and claims.

Before attending the February workshop, I had read neither Lozanov's book nor Scovel's review of it. In fact, I knew very little about the method at the time, which, in retrospect, was good as it allowed me to experience the workshop with an open mind.

The workshop consisted of theoretical and methodological explanations of the method by Lozanov and a demonstration of it by Gateva, who conducted an Italian lesson.

The Italian language lesson, conducted almost exclusively in Italian, was the core and focal point of the workshop. It was the opportunity for those in attendance to experience Suggestopedia in action and (in the words of the workshop flyer) to learn at an "accelerated pace" in a "confidence-building" and "stress free" manner. The lesson was lively and fast-paced, but it proved to be frustrating for many in the audience since they could not follow it, despite the fact that Gateva provided English translations for several key words and communicated some of the meaningthmugh gestures, pictures, and pmps.

For part of the lesson, Gateva had several persons from the audience participate as her students. They were asked to assume new names, personalities, and occupations. As part of this transformation, they were given masks to wear. Lozanov later explained that masks give students "more freedom and make them less afraid." While this may be true for some, for many of us "performing" can be quite anxiety-producing, something which is usually not conducive to language acquisition.

In the question-and-answer session which followed the Italian lesson, Lozanov was asked what the value was of having people listen to words they could not understand. The audience laughed appreciatively upon hearing this, seemingly having been asking themselves the same question. Lozanov explained that although the listeners could not understand all of what they were hearing, their brains were in fact taking in and storing this input which would later become activated upon continued exposure to the material.

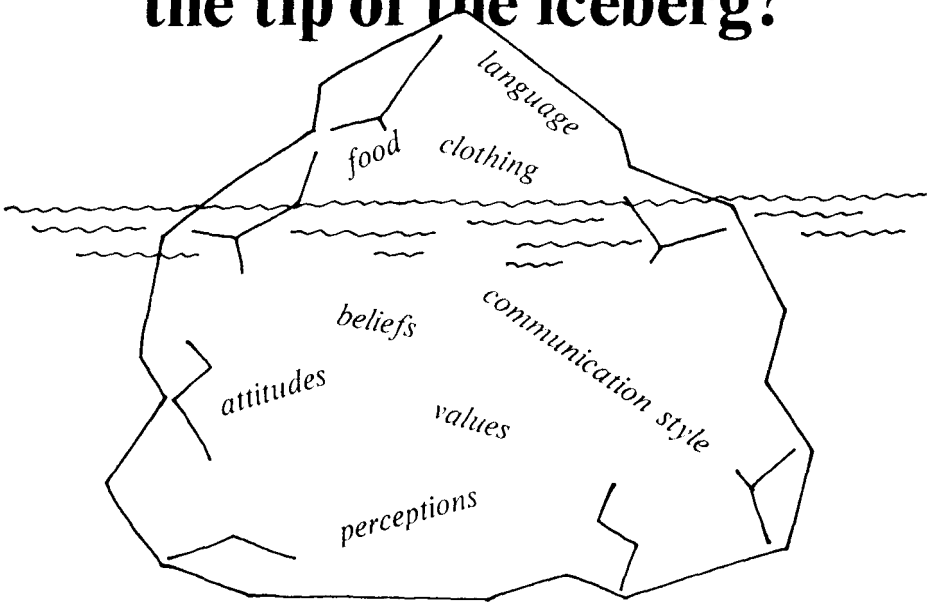
Suggestopedia shares with Krashen's *Natural Approach* (1983) the belief that people acquire a language most readily when they are in a relaxed, stress-free envimnment, as well as the conviction that the target language should be acquired implicitly through using it communicatively rather than simply learned explicitly through explanations in the students' native language.

Among those features which distinguish Suggestopedia fmm most other methods oflanguage learning/acquisition is the playing of Baroque music during certain parts of lessons in order to bring on a state of relaxed concentration (involving an increase in alpha brain waves and a decrease in blood pressure and pulse rate) which is believed to facilitate language acquisition and retention. A related feature is the concept of suggestibility which refers to the environment in which an authoritative figure (the teacher) guides the students to attain states of mind in which optimal language acquisiton can occur. Through a carefully planned presentation of material, the teacher encourages and facilitates the students' language acquisition by "suggesting" confidence in their abilities through various means. At the workshop, time did not permit a very complete explanation of these concepts and processes.

Although Suggestopedia is best known for its application in the area of language teaching, Lozanov asserts that his method is applicable to virtually any field. He sees it as a holistic approach which teaches people "how to live" (Jeffs, 1988). At his language institute in Bulgaria, "improper behavior and sexualization or modernization of the students" (Scovel, 1979:260) is banned. Teachers are required to be

(cont'd on page 37)

Are your students just getting the tip of the iceberg?



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Opinion

IS LANGUAGE TEACHING ETHICAL?

By Hugh Rutledge,
Kanda Institute of Foreign Language

The March issue of *The Language Teacher* was particularly interesting. The major articles concerning "Intercultural Communication" and the debate in the "Opinion" column relative to Glenn Gainer's December "My Share" contribution raised a number of important theoretical and professional issues. I found it somewhat disappointing, however, that the various contributors did not examine "cultural relativism" in greater depth. Because Sonia Eagle (p. 13), John Ratliff (p. 9), and Dean Barnlund (p. 5)each advocate some form of cultural relativism as the basis for **ESL** teacher-student interactions, some critique of that concept would seem appropriate.

Cultural relativity is often thought of as the belief that all cultures are equally valid. No culture is any worse than any other culture. Sonia Eagle cites the examples of Eskimos killing baby girls at birth and modern Americans abandoning the extended family as cultural traits which should be understood rather than condemned. She concludes, "There are no superior or inferior cultures — only different cultures." (p. 15)

This approach can be commended for many reasons. First, it does not rest on the assumption that the teacher has the right answers to every cultural and ethical question that might come up in the classroom. The belief that one's own culture is right and other cultures are always wmng is a terrible mistake. Often those who are blinded by ethoncentrism (the belief that their culture is always right) become unable to understand cultural differences. Teachers bound by ethnocentrism often can do little except mouth off about their own ideas and ways of doing things.

In addition, cultural relativity encourages students to look for positive factors in other cultures. Openness to other ways of doing things can make the study of a foreign language an exciting, personal-growth experience.

The simplicity of the cultural relativity concept makes it a relatively easy concept to explain and teach. By saying that no culture is ever wrong or inferior, an absolute rule is established which can be applied to any problem. Any statement can be graded as either demonstrating cultural relativity or else showing some shade of ethnocentrism. The users of this formula assume that every condemnation of another culture is an expression of values learned in the judge's original culture.

Unfortunately, however, cultural relativism also leads to some implications which are less desirable. The advocate of cultural relativity can speak of favor of Hitler's Nazism, South Africa's apartheid, or the witchhunts of medieval Europe. Cultural relativism actually leaves one without any standards, and very few teachers are willing to accept the chaos which results from the full application of these principles. If nothing else, most teachers will expect that the student desire to learn and work to carry out the assignments given to him. Cultural expectations which could be questioned on the basis of cultural relativism, perhaps lying on the beach eating coconuts, is as good a cultural value as learning and ambition.

Instead of placing too much emphasis on cultural relativism, it seems more appmpriate to consider language teaching as an ethical activity. The language teacher does have values that he or she is trying to promote. Often these values include understanding of other people, peaceful solution to conflicts, and the advantage of thought and some communication. While these principles do not derive from just one culture, they can be seen as exceptions to the principle of cultural relativity.

If teaching is thought of as an ethical activity, then teachers will benefit by being conscious of the cultural and ethical implications of the values that they hold and teach. The debate over Glenn Gainer's "My Share" contribution is precisely the sort of examination which could help us to be more conscious of our personal values. The teacher who is in contact with these values can be more effective in helping students learn about the world and develop more mature attitudes towards it.

REVIEW *(cont'd from page 35)*

fastidious in manners and dress, and to show absolute confidence in the method. Students are required to undergo "infantilization" which includes the yielding of all authority to the teacher. As Lozanov recently stated in an interview in Tokyo: 'I tell (students), don't think ! Analyzing destroys emotional responses and activities" (Jeffs, 1933). Such a doctrinaire and prescriptive/proscriptive approach is, to say the least, not for everyone.

In spite of any differences of opinion or reservations which may exist about Lozanov's methodology and claims, the value of his research in the field of learning and his promotion of a holistic approach to learning should be recognized. Our present knowledge of the workings of the human mind is very limited; it seems that the more we come to understand the mind, the better we will understand the processes of human learning. Researchers such as Lozanov, working in neumphysiology and related fields, may indeed be on the most promising path to understanding the processes involved in language learning and acquisition.

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My Share

Find the Difference drawings are a basic part of a teacher's armoury, and they featured in one of the very first contributions to this column. Here is a DIYpiece to help you produce them, and some charming drawings to use while you get down to work.

PAIR WORK: DESIGNING FOR THE YOUNG LEARNER

By V. J. Parker and Tammy Parker

Published student-centered conversation materials for adults and young adults are relatively easy to find. It is far more difficult to find materials of this type for the young learner. This article looks at procedures for designing two of the more popular types of oral pair activities, *Find the Differences* and *Draw Ins.*

Find the Differences activities are common in children's Ll activity books and in adult learner L2 learning materials. They consist of two pictures which are almost the same. The students' task is to find the differences. They are not allowed to look at each other's pictures until the end. Draw Ins also consist of two similar drawings. One of them is complete; the other is lacking certain items which must be drawn in by the student holding the picture. Because she cannot see the other picture, she must depend on her partner to give her the necessary information.

DESIGN PROCEDURES

1. Decide on the setting (kitchen, classroom, zoo), vocabulary, and language structures to be used. Decide which activity type is to be used. In the example provided here and in most other *Draw Ins,* the object has been to work with place adverbials. They need not be so limited. The setting could be a playground with faint outlines of people throughout the picture. The items to be placed could be children identifiable by a piece of clothing or a color. Person A could say, Who is swinging?" and person B could reply, "The boy wearing the red hat" or, "boy, red hat."

2. Decide on the level of complexity needed. The following questions are a partial list of the factors to be considered. They seem obvious but are easy to forget. Add to the list as you learn from your mistakes.

   a. How many extraneous details should there be? They add interest and difficulty.
   b. How many items to be found or placed should there be? Five to ten items seem to work well in the beginning.
   c. How much of the language demanded should be recently acquired vocabulary and structures? "One thing at a time" is a good rule of thumb. The vocabulary or structure could be new but when both are new, these activities become very difficult. The first time these activities are tried, the activity itself should probably be regarded as the new item.
   d. What should be the ratio of differents to sames in the *Find the Differences* activities? If almost everything is different, it is very easy for the students to enjoy an immediate sense of accomplishment. As they become accustomed to the activity, they seem to enjoy the challenge of pictures with a lower percentage of differences.
   e. How many and what kind of hints should be given? Hints for the *Draw Ins* can include the drawing of the items to be placed at the bottom of the complete picture as well as at the bottom of the incomplete picture. The pictures can be labelled for students with the appropriate literacy skills. For the very young, pictures of the items that are in some way different can be drawn at the bottom of the *Find the Differences* pictures.
   f. How many pairs should be designed? Only one pair is necessary for activities in which both students start with 50% of the needed information. *Find the Differences* is such an activity. Two pairs should be designed if one student starts with 100% of the needed information. This enables each student to play both roles. *Draw Ins* are this type of activity.

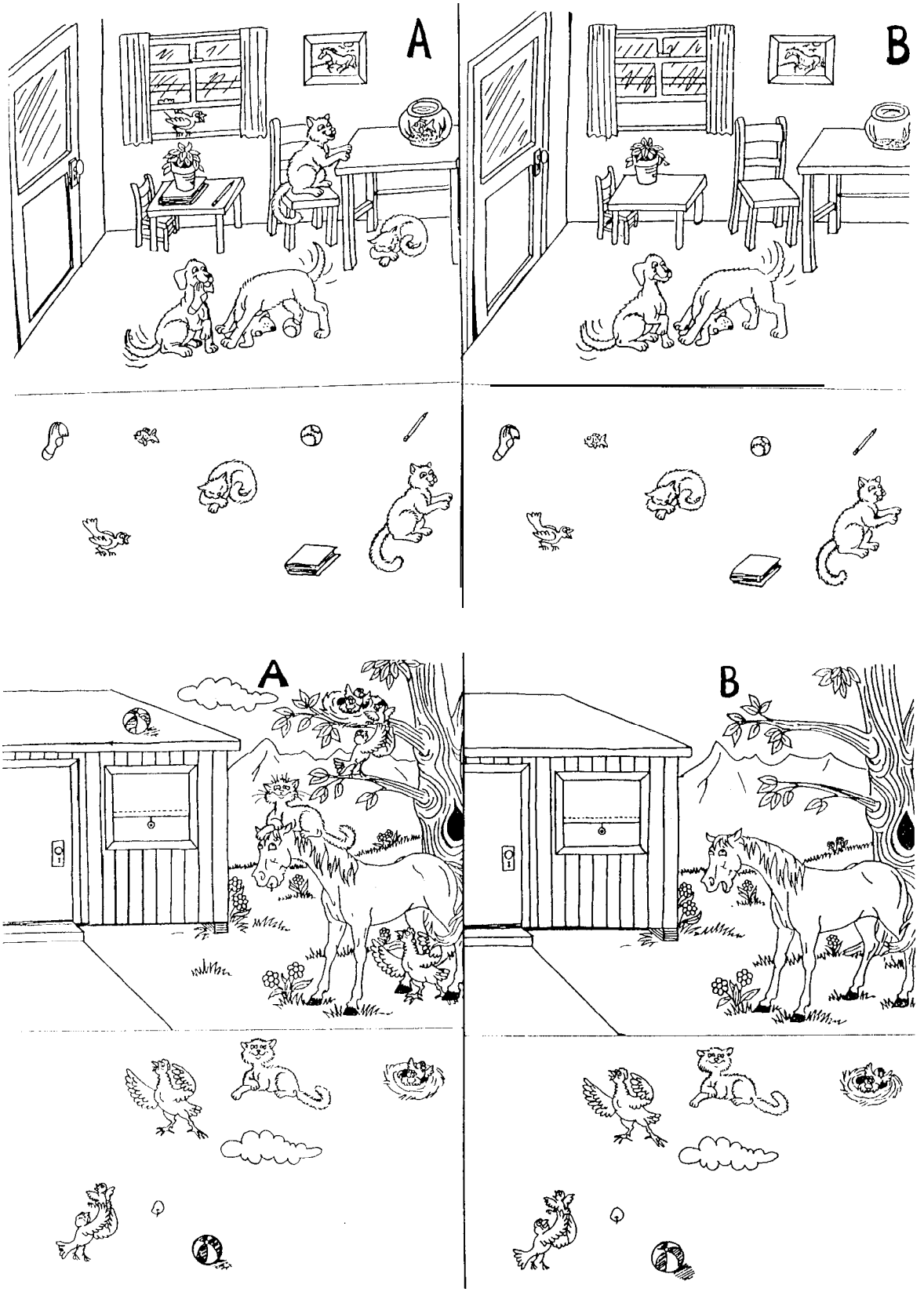
3. Draw rough plans of the pictures. For the non-artist this could be a jumble of stick figures and almost unrecognizable blobs labelled "cat" or "sofa." Pictures which provoke interest independent of the language task seem to be the most effective. *Draw Ins* seem to be well received if a small story or dynamic interaction unfolds as each new item is drawn into the picture. Placing objects in unexpected places or situations can also add interest.

4. Try doing the activity yourself with only the decided-on vocabulary and structures. It is easy for language demands beyond the students' present abilities to slip into the pictures. For example, an exercise is created for absolute beginners. They know the word "dog" so a dog is drawn. This is fine until a second dog is drawn. This creates a problem because the students don't know any adjectives. They have no way to indicate which dog they mean.

5. Make any necessary adjustments.

6. Draw the final draft of the picture. The non-artist can try to create composite pictures with the cut-and-paste or trace method. For many of us, however. these makeshift pictures are disappointing. They invariably involve compromises because we can never find exactly the pictures we need to cut or trace. It may be worthwhile to develop a working relationship with someone capable of transforming the labelled blobs into the envisioned activity. The artist need not be a teacher.

These example sets were the first pair activities of this type done by a small group of primary students (ages 7-10). All of the necessary vocabulary and language structures were quite familiar. The *Draw Ins* were presented first. During the next lesson the *Find the Differences* was presented. At that time there were no more activities of this type available to us. So, at the students' request, the same ones were done again two weeks later. There seemed to be as much enthusiasm and far greater fluency the second time through.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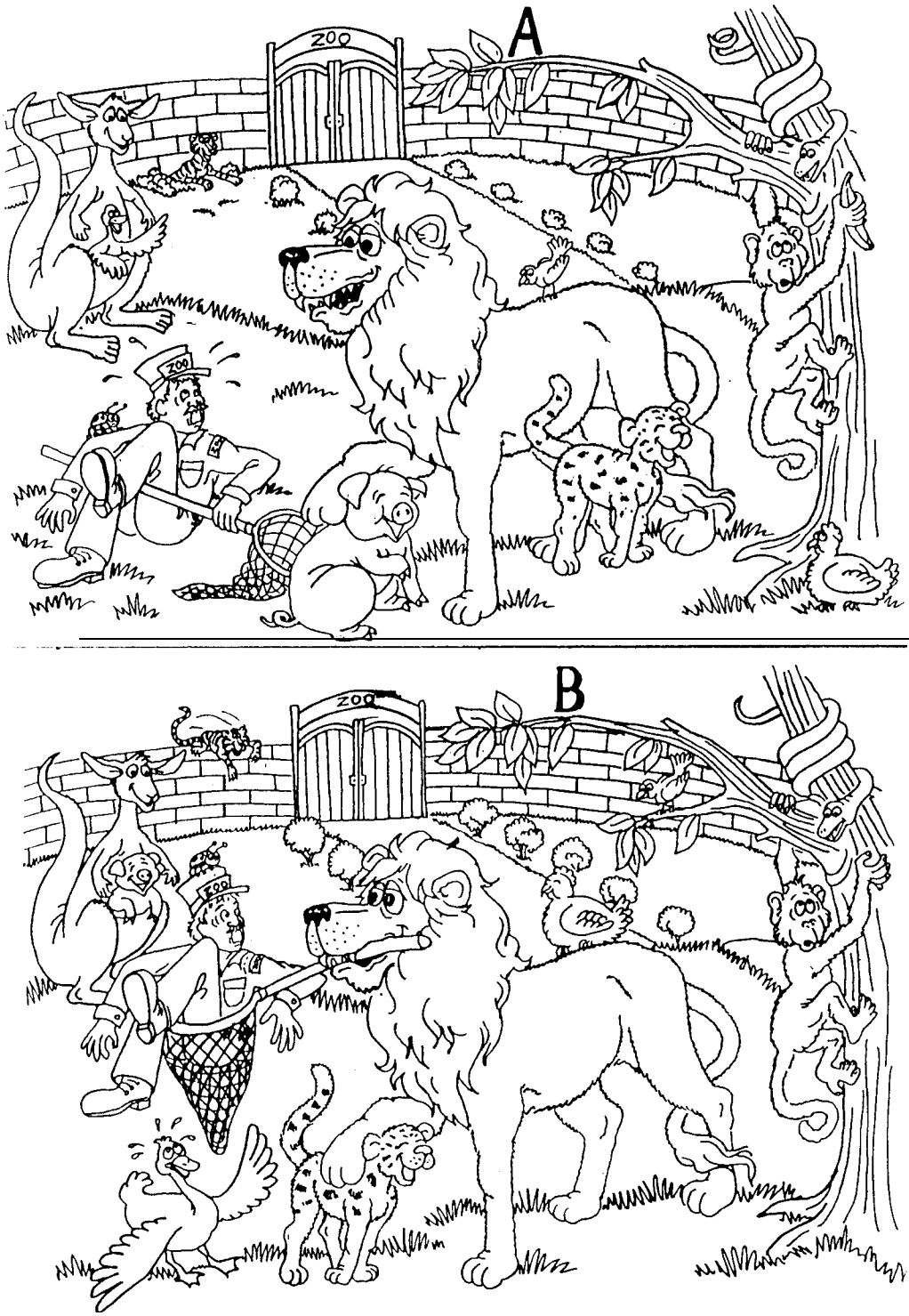

Tammy Parker is a young artist who currently resides in the USA. Veronica Parker teaches at the Science University of Tokyo, Oshnmanbe campus, and tutors children privately.

Z

As language teachers, we all come up with our share of ideas and activiteis. 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 (seep. 1). Articles should be based in principles of modern language teaching and must follow JALT manuscriptguidelines. Please include a 25 to 30-word biographical statement.

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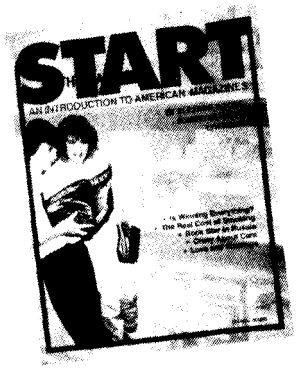

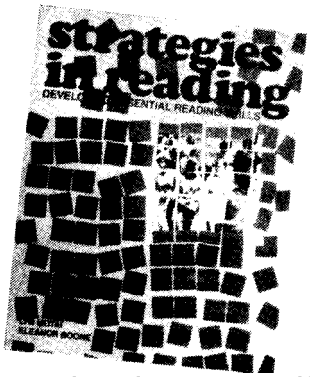

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JALT UnderCover

GBAMMAR AND SECOND LANGUAGE TEACHING: A BOOK OF READINGS. William Rutherford and Michael Sharwood-Smith (Eds.). Newbury House, 1988. 260 pp.

This collection of readings is useful for anyone over-enamoured with the grammar-translation method or those who feel grammar should have some mle in language learning but should not be the object of learning. For the first, ***Grammar and Second Language*** Teaching brings together essays that point out many of the weaknesses of grammar teaching. For the second, the text offers a possible role for grammar in the second language classroom. Unfortunately, how to actually achieve the role for grammar envisioned is never clearly demonstrated.

Grammar teaching, in the explicit sense of rule learning, has fallen out of favor as educators have discovered more about the learning pmcess. However, according to the editors of this collection, it does have a mle in language education — as a tool of learning.

Through selection of 15 previously published articles, the editors propose a view of language teaching that has grammatical awareness, or grammatical consciousness raising (CR) as one of the main principles. This view is surely held by both editors, since eight of the 15 articles were written either by one or both of the editors. The collection in many ways is an attempt to align the editors' views of the necessity for communicative learning with their feeling that grammar should play some mle in that learning.

The mles envisioned by the writers represented range from that of classifying syllabi jointly on grammatical emphasis andsociolinguistics (Canale & Swain, chapter 5), to the emphasis on CR and grammar as a means of processing language discourse (Rutherford, chapter 15).

The text, clearly designed for a graduate level seminar with its inclusion of "Questions for Discussion," is divided into three sections: Theoretical Considerations, What is Pedagogical Grammar? and The Realization of Pedagogical Grammar.

The first section, the most balanced and most interesting, presents several theoretical concerns before concluding with reprints of Pienemann's 1981 article on the Teachability Hypothesis, and Rutherford and Sharwood-Smith's 1985 article on the Pedagogical Grammar Hypothesis. TH holds that teaching affects the rate, or speed, of acquisition, frequency of application and the context of use. PGH proposes a mle for grammar that includes CR as one aspect and claims that Universal Grammar has some unknown, but useful role in adult second language acquisition.

Other articles include a brief 'history" of CR by Rutherford (chapter 1), and a rather depressing view of L2 learning by Bley-Vmman that concludes SLA success is probably hopeless (chapter 2). Despite this bad news, Bley-Vmman advocates a system of language learning that emphasizes problem solving skills. A more theoretical view is proposed by Bialystok (chapter 3), who suggests a model for L2 proficiency based on the dimensions of nonanalyzed to analyzed, and automatic to nonautomatic speech. Fluent speakers operate with automatic, nonanalyzed speech, while L2 formal learners are classified as nonautomatic, analyzed speakers.

The role of CR is outlined by Sharwood-Smith (chapter 4), where he explicitly points out that CR does not equal grammar-translation. Canale and Swain (chapter 5) advocate a functionally based approach to language learning, which includes some mle for grammar. However, the article separates linguistic competence fmm communicative competency, while in the Hymes model, upon which much of their argument is based, the two are clearly related. A final word of caution about the chapter: evidence for many of the opinions expressed is lacking.

Section two, What is Pedagogical Grammar? begins with a 1973 article by Corder that opens with arguments in favor of grammar as an aid to learning, a way of getting learners to learn, but concludes with many of the exercises educators have come to expect in traditional grammar teaching. Widdowson (chapter 9) argues for "well-designed communicative grammars" as a bridge between study and practice (p. 169). The article, which also argues for the importance of notions and functions, suggests a contrastive approach to the teaching of grammar based on the grammatical use within a functional syllabus.

Further explanation of CR is found in chapter 11, by Rutherford, which presents a model for grammatical CR, but not ways to achieve the model. The book's concluding article, also by Rutherford (chapter 15), does suggest some possible ways CR can play a role in language learning, but also falls far short of providing any syllabus or syllabus guidelines.

The final section, The Realization of Pedagogical Grammar, also falls short of its goal. Although an attempt is made to set out ways to achieve CR and PG in the classroom, all four articles in the section fail to present specific suggestions for the realization of CR in the classroom. The few exercises and exercise types presented, however, do tantalize and may induce some to design exercises based on the principles presented.

Mackenzie (chapter 12) proposes a mle for case grammar, but as he points out, case grammar was not 'developed with a view of facilitating language acquisition" (p. 201). While it may have some role, it must be more exactly explained. Chapter 12, by Sharwood-Smith, advocates a role for psycholinguistics in applied linguistics, urging applied pscycholinguistics be given a more extensive role in language teaching. In Chapter 14, Sharwood-Smith suggests a cognitive approach to materials design, in which the native language plays some role.

The volume concludes with Rutherford's article, "The Functions of Grammar in a Language-Teaching

(cont'd on page 45)

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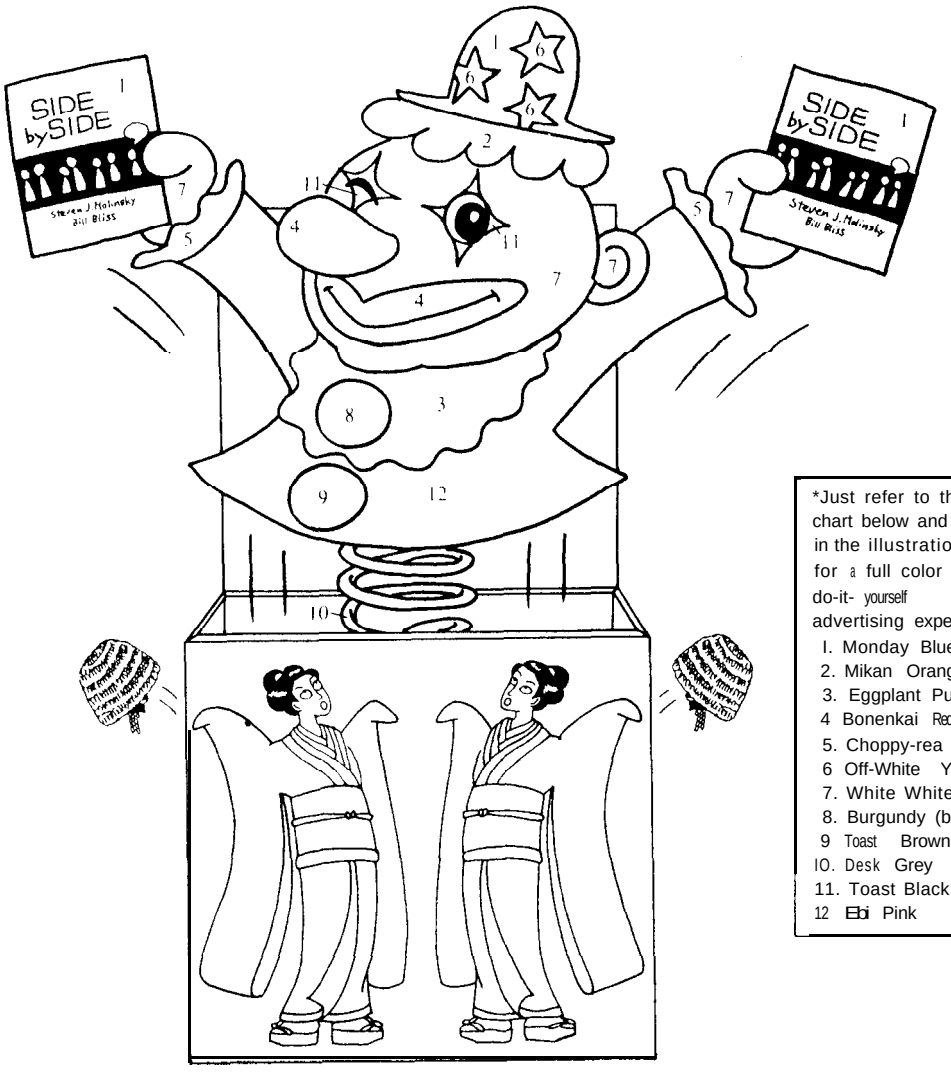

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3. Eggplant Purple
4. Bonenkai Red
5. Choppy-rea Green
6. Off-White Yellow
7. White White
8. Burgundy (burp)
9. Toast Brown
10. Desk Grey
11. Toast Black
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(cont'd from page 43)

Syllabus." While he does make some suggestions, he does not live up to the promise of proposing a syllabus that includes a prominent role for CR.

In all, I found the volume interesting. However, the articles are generally theoretical. It's a good volume for those seeking some theoretical background, but not one that completes the entire task the editors set for themselves.

Reviewed by Tamara Swenson

GRAMMAR PRACTICE ACTIVITIES: A PRACTICAL GUIDE FOR TEACHERS. Penny Ur. Cambridge University Press, 1988. 288pp. \2,550.

The benefits of repetition during the practice stage of learning a grammatical structure are difficult to deny, but many teachers avoid using drills or choral repetition for fear of boring their students. According to this author, it is possible to devise interesting activities that induce students to use and perceive target structures repeatedly without resorting to drills, and she has assembled nearly 200 examples to prove her point. These activitives provide both accuracy and fluency practice. They are serious enough to satisfy more traditional teachers (or students) who might think of games as a waste of time, but communicative enough to wake up structure-based classes and get them really using language.

Many techniques associated with the communicative approach, such as pair and group work, information gaps, and task-centering have been used to maximize interest level as well as each student's actual speaking time. Ur helped to define the communicative approach in practical terms with her book ***Discussions that Work — Task-Centered Fluency Practice*** (Cambridge University Press, 1981) and the same clear, lean style of that work is continued here.

The first section, ***Guidelines,*** provides an overview of the principles involved in designing effective grammar practice activities and some advice on how to use them in classes. The second section contains the activities themselves, grouped into 34 sections according to grammatical category and arranged in alphabetical order for quick reference. There is a variety of activities to choose from in each category and the explanations are concise. Where needed, handouts have been prepared and are ready for photocopying; the copyright has been waived.

When Japanese junior high and high school teachers discuss their problems, one point is often raised: they would like to try more mmmunicative activities but, because of pressure from their schools and the need to prepare students for entrance exams, feel restricted to teaching certain structures. This resource book could help them increase the activity and interest level of their classes while practicing those structures.

Though intended as supplements for structure-based lessons, many of these activities would be suitable as warm-ups or simply by themselves.

Reviewed bv John Provo
Aoyama Gakuin University

A TIME TO SPEAK: A PSYCHOLINGUISTIC INQUIRY INTO THE CRITICAL PERIOD OF HUMAN SPEECH. Thomas Scovel. Newbury House, 1988. 206 pp.

A Time to Speak is a comprehensive examination of the critical period hypothesis by one of its most vocal supporters, Thomas Scovel. One among several proposed models for predicting ultimate second language attainment, the critical period hypothesis posits that biological changes which occur in the brain during maturation alter language acquisition processes and determine terminal proficiency. As a consequence, it is only someone learning a language before the changes have occurred — Scovel claims sometime before the age of 12 — who will be able to achieve native-like proficency in all areas.

Scovel's own position is that, while adult second language learners may attain native-like competence in certain areas, such as with grammar or vocabulary, the phonological system, due to its special ties to both the psychomotor control areas of the brain and the human vocal apparatus, can never match that of a younger learner.

In support of this, Scovel presents a wide panoply of research findings, ranging from anthropology and imprinting, to wolf children, sociobiology and psycholingusitics. Chapters are organized into a matrix along the twin vectors of Nature and Nurture, with Scovel's ownresearchintoaccentidentificationreceivingpmminent display.

While the clarity and economy of Scovel's reasoning is to be applauded, it is rather the sheer weight and breadth of data which serves to convince, as some of the main assertions concerning maturation and language acquisition are difficult to test or measure. A reader interested in examining an opposing view might consider Sekiya (1988), or for further information about the field, Long (1988).

Both enjoyable to read and easy to follow, ***A Time to Speak*** is one book for many. For the casual reader, it is a thoroughly accessible overview of one of the exciting areas of second language acquisition research. For a more sophisticated audience it provides both an exhaustive compilation of disparate research and an elegant argument in support of biological constraints. For either it would be a fine addition to one's library.

Reviewed by Brad Visgatis

References

Long, M. H. 1988. Maturational Constraints on Language Development. University of Hawaii Working Papers in ESL, 1, 1-63.

Sekiya. Y. 1988. Factors Influencing the Acquisition of Second Language Phonological Competence: Children versus Adults. *JALT Journal 10,* 57-76.

TESOL CALENDAR

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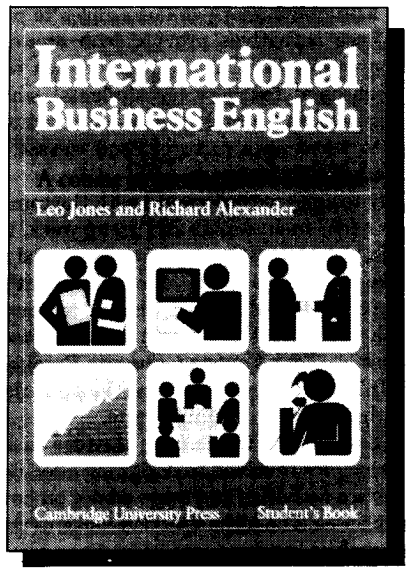

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CAMBRIDGE UNIVERSITY PRESS

AMERICAN HOLIDAYS. Kenji Kitao, Vincent Broderick, S. Kathleen Kitao, Hideo Miyamoto, and Junko Miyazaki. Eichosha Shinsha, 1986. viii+136 pp. \1,200.

American Holidays is a useful textbook for intermediate students who are trying to acquire skills for extensive reading. The main goal of the book is to help students understand the cultural, historical, and religious backgrounds of the American people through reading selections covering major American holidays, annual events, and their related customs.

The A5-size book has several unique points. First, it offers no Japanese notes. Unfamiliar words and expressions are defmed in easy English. For the students to be able to guess the meaning of the unknown words from the context, vocabulary is controlled. The authors claim that the number of new words is less than 5% of the total number of words used in each reading passage. Second, it has many kinds of exercises such as skimming exercises, true/false questions, comprehension questions, vocabulary, cloze, outline, chart, organization, visualization, and discussion. Third, this book contains many pictures, maps, and other visual aids to promote students' background knowledge. Fourth, passages are written in various types of literary forms and by several writers of different backgrounds. Finally, the number of words used is indicated at the end of each reading passage. Using the "Reading Speed Chart" and"Time Record Chart" given at the end of the book, students can keep a record of their reading speed.

The book consists of 24 chapters. Each chapter deals with one topic and is designed to be completed in one class hour. The reading selections are arranged in the calendar order of the holidays. They contain 200 to 600 words; half of them are composed of less than 300 words. Although there is a gradual progression from easy to more difficult, it is possible to skip through any chapter, depending on students' interest and ability, because each chapter is self-contained. Reading materials do not deal with controversial issues in modem American society. They reflect a relatively conservative and traditional way of life which average Americans seem to share. Their content is clear and instructive to the target audience.

To get the best results fmm this book, students' positive participation in classroom activities is essential. At first unable to elicit quick responses, I put them in small groups and gave extra points for answers to comprehension questions. Those who received points were not always the smarter students. Previously unresponsive students began to speak out with help from smarter students. Students also stopped depending on literal translation.

To use this book effectively, teachers are provided with a teachers' guide written in Japanese, a set of 24 achievement tests, and a cassette tape. I recommend this textbook as a good basis for energetic reading activities.

Reviewed by Hiroshi Shimatani
Kyushu Kyoritsu University

『日本人の日本語知らず』城生佰太郎著
アルク、1989年、223ページ、1200円

『オオタミ・ベンベの言語学ー語彙論への招待』（日本評論社）『当世おもしろ言語学』（講談社）『新装増訂版・音声学』（アポロン音楽工業社）『ビデオ音声学』（同前）などで知られる筑波大学の城生佰太郎氏が、『日本人の日本語知らず』という本を新たに出版。内容は、いわば言語学入門と言っていいもので語彙論、文法論、音声学、表記法などの面から日本語の諸問題を論じている。

例えば、カラスの「カラ」、唐松の「カラ」などが「黒」を意味するのではないかとの説。さらにkuro（黒）と酷似した意味をもつkura（暗・闇）kure（暮）などとのつながりを指摘している点などが興味深い。

国語辞典の取るべき態度にも触れており、例えば「虫」という語も「苔の産す（むす）まで」「息子」「娘」などのムスが「湧くようにして、自然に繁殖する」意味だったという語源とのつながりにも目を転じることができるように配慮すべきだと主張されている。

共時言語学が絶対かのような風潮の中で、語源などの意味論に通時的な光を当てている点が新鮮に感じられる。

特に、日本語教師にとって参考になると思われるのは「外国人にとって難しい日本語の発音」のところ。「ひばりの囀り」が「イバリノサエズリ」に「婚約」が「コンニャク」になってしまうフランス人の場合などが例にあげられている。

また、外国人に対する日本語教育などの現場においてとかく不評をかっている拍（モーラ）一辺倒の教育方針にも実証例を示しながら疑問を投げ掛けている。

表記の面では、一般に漢字は、表意文字と呼ばれることが多いが言語学的には「表語文字」と言われること。英語のriceに対する日本語の「米」「飯」「稲」「ライス」の関係など、日本語自体の日本事情とも言える面を指摘している。

さらに大学の入試問題を作成する立場にある国語学者達でさえ、入試に日本語の発音に関する問題が一向に出題されないのを異常だと感じないことなど、日本の音声言語教育の後進性をするどく指摘している点が印象的である。

「日本語教師の日本語知らず」にならぬよう努めるには、日本語教師あるいは日本語教師をめざす方々に本書の一読をお薦めしたい。

林　伸一
日本外国語専門学校

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 discorded after August 31.**

CLASSROOM TEXT MATERIALS/ GRADED READERS

*Abraham & Mackey. *Contact USA,* 2nd ed. Prentice Hall Regents, 1989.

*Allsop. Making ***Sense of English Grammar.*** Cassell, 1989.

*Anger, et al. ***On Your Way 1: Building Basic Skills in English*** (Student's/Teacher's Books, Workbook). Longman, 1987.

*Anger, et al. ***On Your Way 2: Building Basic Skills in English*** (Student's/Teacher's Book, Workbook). Longman, 1987.

*Fuchs & Pavlik. ***On Your Way 3: Building Basic Skills in English*** (Student's Book, Workbook). Longman, 1987.

*Azar. ***Understanding and Using English Grammar,*** 2nd ed. Prentice Hall Regents, 1989.

*Azar. ***Understanding and Using English Grammar,*** 2nd ed. (Split edition: Part A & Part B). Prentice Hall Regents, 1989.

*Byrne. ***Roundabout Activity Book*** (Student's/Teacher's Books). Macmillan, 1988.

*Dobbs. ***Reading for a Reason.*** Prentice Hall Regents, 1989.

*Dunn. ***Outset*** (Teacher's/Student's Books, Workbooks, 2 each). Macmillan, 1989.

*Molinsky & Bliss. ***Side by Side 2,*** 2nd ed. Prentice Hall Regents, 1989.

*Zimmerman. ***English for Science.*** Prentice Hall Regents, 1989.

Iggulden. ***The Magic Music Man*** (Video Guide, Activity Book, Sample Video). Oxford, 1988.

Ingram & King. ***From Writing to Composing,*** 2nd ed. (Student's/Teacher's Books). Cambridge, 1988.

Lonergan & Ward. ***New Dimension*** (Workbook, 3 Cassettes). Macmillan, 1988.

Stewart. ***The Process of Writing.*** Macmillan, 1989.

Viney & Viney. ***Mystery Tour*** (Video Guide, Activity Book, Sample Video). Oxford, 1988.

!Blanton. ***Idea Exchange 2.*** Newbury House, 1988.

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

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

!Jones & Kimbrough. ***Great Ideas: Listening and Speaking Activities for Students of American English*** (Student's/Teacher's Books, Cassette). Cambridge, 1987.

!Murphy. ***Grammarin Use: Reference and Practice for Intermediate Students of English*** [American English Edition](Text and Answer Key). Cambridge, 1989.

TEACHER PREPARATION/ REFERENCE/RESOURCE/OTHER

Collins COBUILD Essential English Dictionary. Collins, 1989.

*Kennedy. ***Language Planning and English Languge Teaching.*** Prentice Hall Regents, 1989.

Chamberlain & Baumgardner, eds. ***ESP in the Classroom: Practice*** and ***Evaluation.*** Modern English Publications, 1988.

Hughes, ed. ***Testing English*** *for* ***University Study.*** 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 of150 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 JALT members for publication in future issues:

Aldcrson et al. ***Reviews of English Language Proficiency Tests.***
Barnlund. Communicative ***Styles of Japanese and Americans.***
Blanton. ***Idea Exchange 1.***
Boardman & Holden. ***English in School.***
Bradford. ***Intonation in Context.***
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.***
Cwelce-Murcia & Hilles. ***Techniques and Resources in Teaching Grammar.***
Cellman. ***On Course 1.***
Chaudron. ***Second Language Classrooms.***
Clark. ***Language Learning Cards.***
Davis & Rinvolucri. ***Dictation.***
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***
Geddes. ***About Britain.***
Greenhalgh et al. ***Oxford-ARELS Preliminary Handbook.***
Grosse & Grosse. ***Case Studies in International Business.***
Levine et al. ***The Culture Puzzle.***
Lindop & Fisher. ***Something to Read 1.***
Littlejohn. ***Company to Company.***
Live. ***Yesterday and Today in the USA.***
Lowe & Stansfield ***Second Language Proficiency Assessment.***
McArthur. ***English Today.***
McCallum. ***Brief Encounters.***
Muggleatone et al. ***English in Sight.***
Newby. ***The Structure of English.***
Nunan. ***Syllabus Design.***
Orion. ***Pronouncing American English.***
Pattison. ***Developing Communication Skills.***
Peaty. ***AllTalk.***
Rooks. ***Non-stop Discussion Workbook,*** 2nd ed.
Takidaigaku Nihongo Kyooiku Kenkyuushitsu Hen. ***Koogi o Kiku Gijutsu (Japanese for Specific Purposes).***
Shortreed & Kelly. ***Significiant Scribbles.***
Strong, ed. ***Second Language Learning and Deafness.***
Wright. ***Roles of Teachers and Learners.***
Yalden. ***Principles of Course Design for Language Teaching.***
Zanger. ***Face to Face.***
Zion et al. The 'Open Sesame" Series.

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 (seep. 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 yoshi in Japanese. *English reports must be* typed double-space 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.*

HIROSHIMA

LANGUAGE A'ITITUDES

By Malcolm Benson and Martin Millar

In March, Hiroshima chapter's own Malcolm Benson and Martin Millar gave presentations on the results and implications of student surveys on language attitudes they conducted at their respective universities.

Malcolm Benson, an associate pmfessor at Hiroshima Shudo University, categorized attitudes into three areas of motivation for learning (1) instrumental (job-related); (2) integrative (be part of another culture); (3) personal. A personal motivation, for enjoying entertainment more (movies, pop music, etc.), was ranked the highest of the reasons listed for studying English. However, an instrumental motivation, international diplomacy, topped the list for the usefulness of English The uses and functions of English appeared to be connected in the students' minds with urban life -the international scene. Benson also observed that big companies do not put pressure on schools to be more balanced in their approach to language education even though companies stand to benefit from workers with communicative ability.

Martin Millar, who teaches at Hiroshima University, looked at ***Japan's Modern Myth*** by Roy Miller for an explanation for the low proficiency of university students. The need to obtain evidence led to the idea of a survey. The purpose was to find out about attitudes in hopes of raising proficiency by improving attitudes. Millar's oreliminary investigation identified attitudes which merit further research. For example, many students feel they should study a foreign language, but a significant number feel their capability to learn one is limited. Teachers can use knowledge of linguistics to dispel common classroom myths such as "we can not learn a foreign language because we are Japanese."

Reported by Ian Nakamura

KOBE

A COMPARISON OF FUNCTIONS AND CONVERSATION STRATEGIES IN JAPANESE AND ENGLISH

By Kim Kane1

Kim Kanel, co-author of ***What's Going on in English,*** gave a presentation on a semantic area of TEFL at our February meeting. One of his sub-topics was 'how to make Japanese students aware of miscommunication when they wish to express politeness."

When the room is hot and the window is closed, for instance, a common expression native speakers (NS) of English may use to express that they are hot is, "Could you open the window, please?" However, the Japanese equivalent in this situation is ***"Atsuino desu ga."*** because this kind of indirect request is recognized as highly sophisticated ***keigo*** in Japanese. Although the intended message is to be polite in the Japanese way, 'I am hot," sounds not only indirect but abrupt to Japanese NS. Moreover, those who have mastered basic English grammar tend to use phrases such as "I would like to . .." to express politeness. This again sounds rather abrupt to English NS as an indirect order.

In order to avoid this miscommunication, Kane1 suggested using charts. The first one is a Hard-Easy Japanese to English/English to Japanese chart to teach students Easy English (unambiguous, explicit) instead of Hard English (idiomatic, implicit). The second one, called the Wheel of Functions, is used to point out the breakdown of various functions. Finally, he mentioned the Triangle of Meaning and Feeling to encourage students to learn non-verbal aspects of communication.

Kanel's presentation was meaningful and helpful for both Japanese and English teachers to clarify intercultural problems that may arise in any classroom in Japan.

Reported by Shinicbi Nakamoto

MORIOKA

A POTPOURRI OF ACTIVITIES FOR THE FOREIGN LANGUAGE CLASSROOM

By Linda J. Viswat and Natsumi Onaka

Linda Viswat began the March meeting by stressing that even in a situation where students must study for exams fmm an assigned textbook, the teacher can still adapt materials to focus on meaning, interaction, and the needs of individual students.

Viswat and Natsumi Onaka then presented a variety of classroom activities, some focused on form, others more open-ended stressing meaning, but all requiringcommunication in the target language. These included various "People Find" games such as giving each student either a question or an answer, and having him/her fmd the matching person, or giving each student half a sentence and having him/her find the person with the other half. The familiar information gap activity of giving directions using a map was

enlivened by using a map of the local area, and we were also shown group activities such as mixed-up stories (comic strips, dialogues) and a creative view to practice comparatives by asking the students to line up by age, shoe size, number of siblings, etc., using English to exhange the information.

After each activity participants were given time to reflect on how they might use it in their own classrooms. Throughout the presentation emphasis was on adapting such ideas to one's own teaching situation, making the evening practical and useful for all teachers present.

Reported by Cynthia Dickel

NARA

THE INQUIRY PROCESS IN TEACHING CROSS-CULTURAL COMMUNICATION

By Barbara Fujiwara

Barbara Fujiwara, professor at Doshisha Women's Junior College, discussed the inquiry process in March. This is a method of teaching which enables students to actively research material. The theory underlying the inquiry process is that students develop a better understanding when they participate in a research project.

To illustrate this idea, Fujiwara had four volunteers enact a dialogue from ***The Culture Puzzle*** which depicted a cross-cultural communication gap. This two-minute demonstration brought life to an idea which could easily take an entire lecture hour to explain. The rest of the group observed this interaction, reflected on it, and interpreted the characters' motivations for behaving as they did. Thus, the JALT Nara chapter had actively participated in a study of one type of cross-cultural communication. This short exercise also illustrated a key to understanding cross-cultural communication: observe, describe, and interpret.

The next task was to gather information from fellow participants for a research project. These data were then compared with data compiled previously by a university class using Japanese subjects. Once again opinions were discussed and conclusions were drawn where possible.

Groups members were then transformed from student to teacher and, in small groups, were asked to develop a lesson on cross-cultural communication. These lessons were presented to the larger group and discussed. Finally, Fujiwara showed some videotaped examples of university students actively researching somecross-culturalmmmunicationdifferencesbetween America and Japan.

Reported by Lisa Atkins

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.

OSAKA

TEACHER OPTIONS

By Jeris Strain, Himeji Dokkyo University

Theory with a practical point was the topic in February, when Dr. Jeris Strain suggested a way to improve teaching thmugh the analysis and critical application of ESL methods.

In recent years, the communicative approach has come into vogue. However, it is not the only method which can be used. To teach effectively, teachers should take advantage of various methods. Since different methods have different strengths and weaknesses, teachers need to analyze the ones they use.

To do so, teachers must be aware of two factors. The first is that language has three levels of meaning. For example, the meaning of a sentence can change when its word order changes (the grammatical/structural level), or a single word may have several definitions or functions (the lexical/semantic level), or words may derive meaning from the context in which they are used (the communicative/pragmatic level).

The other factor is that there are three basic kinds of practice. One is mechanical, such as substitution drills. Another is meaningful, as in exercises where students pick the correct answer from various choices. The third is interactive, as in pair work.

Each kind of practice may be used to teach a particular level of meaning. Conversely, each level of meaning may be taught using a particular kind of practice. However, different ESL methods favor certain practices and levels of meaning over others. Teachers must be aware of this and be ready to make up for the areas a method ignores.

Reported by Lisa Lei Isobe

SAPPORO

TAPE EXCHANGE MAGIC

By Ken Hartmann

How often do we as teachers of English thmw our hands up in the air in utter frustration and despair at the seeming impossibility of "making" our students speak English? Large class size, the inhibition of students to speak in class, the artificial content of textbooks seem to be insurmountable obstacles to those of us assigned to conversation courses.

Alas, don't despair, for Hokkaido's Ken Hartmann has now devised an innovative approach to encouraging conversation practice outside the problem-laden classroom: to wit, a cassette tape exchange. To those of us unfortunate enough to have missed Hartmann's Poster Session at the JALT national conference last year in Kobe, here are some of the details:

Initially the students exchange their tapes with the teacher adhering to the four basic rules: (1) no Japanese; (2) no reading; (3) no background music; and (4) no time limit. Once the students feel comfortable with the procedures, the teacher established a student-to-student exchange, preferably anonymously (for example, among students of different classes).

Hartmann reports that a majority of students speak openly and often at length on the tape which he monitors and comments on.

Hartmann presented many detailed procedures which should ensure successful implementation of his technique. If you would like to learn more about it, you can contact him through the Sappom chapter. A telephone conversation with this energetic and entertaining teacher will surely inspire you to try out his ideas.

Reported by Stuart Walker

SENDAI

Four speakers presentedtheirviewpoints on teaching and made variety the keynote of Sendai's March meeting.

Paul Kinnis' topic was videos. Showing a portion of Dolly Parton's hilarious parody of corporate life in America, Kinnis emphasized that students shouldn't feel obliged to understand everything they hear and that follow-up exercises should be written accordingly.

Joy Williams discussed the advantages of using short stories with intermediate and advanced students. It's a welcome change for eikaiwa teachers who sometimes feel like machines. Students can learn to read with fluency and without frequent recourse to a dictionary. This will provide pleasure and raw material for discussion. It's also a vehicle for discussing differences of culture.

Using ***Jazz Chants*** and ***Pinch and Ouch,*** **Kevin Lynch** demonstrated drama techniques as applied to language teaching. Expression in language involves more than just reading words — physical movement, gestures, and vocal and facial expressions are important. Everyone experienced that the same short sentence can express a variety of meanings according to the context and how it's said.

Using a text from Heidegger's What Is a Thing?" **Alan Gordon** initiated a philosophical discussion of what teaching and learning in essence really are. He related his personal experience in dealing with a sense of meaninglessness and lack of enthusiasm in the classroom. Then, with the technique called "Stepping Stones" he showed how students can be motivated to write and tell their own life histories.

Reported by Alan Gordon

TOKYO

TAKING CARE OF BUSINESS: LANGUAGE TEACHING IN THE WORK PLACE

By Heather Saunders, Nobuhito Seto, and a panel of four

Highlights fmm Longman Publishing Co.'s Visitmn Videos set the pace for the March meeting on business English. Marketing representative Heather Saunders brought along a demonstration tape to show how this upper-intermediate to advanced level course addresses the liner points of conducting a meeting, negotiating, and teaching intercultural skills.

The Language Institute of Japan, with 21 years of experience teaching English to businessmen, sent Nobuhito Seto, general manager, to explain how the Institute is consistently able to meet the demands of the clients. Seto talked about teachers' backgrounds, the history of LIOJ, and how its program has been modified through the years to compensate for the expanding needs of companies, the changing role of the teacher (facilitator), and the rising level of ability of new students.

During the panel discussion which followed, each speaker outlined his/her own teaching situation. **Richard Peacock** related Time T.I.'s surprising feedback about the effectiveness of its crash course for Japanese employees in various locations in the United States. **Steve Martin** of the International Language Institute emphasized the importance of differentiating general versus specific vocabulary when planning business courses; **Nobuhito Seto** stressed LIOJ'S new policy of following the progress of each student alter leaving the program; and **Catherine Tansey** related the huge demands of time that were placed on her as teacher and consultant at the AIU Insurance Co.

The meeting ended with panel members addressing questions fmm the audience regarding texts, standardized tests, and specific pmblems encountered when teaching or developing business English programs.

Reported by D. R Wilson
Tokyo Sophia Foreign Language College

YOKOHAMA

FACE THE MUSIC: GE'ITING STARTED USING SONG TYPES

By Dale Griffee

Songs can be an effective means of teaching English but many teachers may not be sure how to use them effectively. At our March meeting, Dale Griffee offered several approaches to integrating songs in a language program.

The first step is to choose a story and the next step is to decide on appropriate techniques for teaching it. Griffee has devised over 70 techniques for using songs. On the average, he says he uses about four techniques per song. Determining which techniques to use depends on the type of song. According to his analysis, there are four major types appropriate for use in class: (1) short (less than three minutes) and slow songs, (2) short and fast songs, (3) songs that tell stories, and (4) pop ballads.

After demonstrating some pre-listening techniques, Griffee had us try some listening activities. One technique to use with a slow song is to write the words or phrases of the song on cards and have the students unscramble them while listening. For faster paced songs, he suggests giving the students all the lyrics and as they listen, have them circle the words they don't understand. After the students understand the words correctly, give them another sheet of the lyrics, this one riddled with spelling and usage mistakes. Have them circle the mistakes while listening.

Griffee recommends following up the pre-listening and the main activities with discussion activities based on vocabulary or topics generated fmm the song.

Reported by Susan Nachtsheim

PHR Is Proud to Present

The 3-D Approach to English

by Steven J. Molinsky and Bill Bliss

authors of *Side by Side*

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

Special features:

- Wide range of realistic contexts.
- Interchange activities for guided role plays.
- Scenes and improvisations for reviewing what has been practiced in previous lessons.
- index and inventory of functions and structures.
- Comprehensive teachers' notes for classroom exploitation.
- Richly illustrated.

The comprehensive Express Ways curriculum is designed for beginner, false-beginner, pre-intemediate, intermediate and post intemediate students. The curriculum includes student course books, workbooks, guide books and audio tapes. Coming soon: picture cards and a comprehensive series of oral and written tests.

For further information, contact Harry T. Jennings.

PHR
PRENTICE HALL REGENTS

Prentice Hall Regents of Japan
Jochi Kojimachi Bldg., 3F. 6-1-25 Kojimachi, Chiyoda-ku, Tokyo 102, JAPAN
東京都千代田区麹町6-1-25 上智麹町ビル3階
Telephone (03)238-1050 Fax (03)237-1460 Telex 650-295-8590
(For telexes from outside U.S. precede with U.S. Access Code 23 from most countries)

Bulletin Board

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

JALT KANSAI 1989 SUMMER CONFERENCE Saturday-Sunday, August 5-6

Sponsors: JALT Kansai Chapters and The Center for Language and Intercultural Learning

Topics/Speakers: (1) *Confidence in Writing,* Bill Bernhardt and Peter Miller (City University of New York); (2) *Content-Based Instruction for Natuml Language Acquisition,* Katherine Schneider and Sandra McCollum (University of Delaware)

Place: Osaka International House

Time: 10 a.m.-4 p.m. (Both workshops are for two days)

Fees: Preregistration — Members, 5,000; non-members, 6,000

On site-Members, 7,000 non-members, 8,000

Preregistration fees may be paid by postal transfer into the postal account of The Center for Language and Intercultural Learning. Account name: Gogaku Bunka Kyokai, Osaka S-86468.

Extras: (1) A separate room has been reserved for JALT associate members' displays. These will be free of charge and open to both participants and non-participants in the conference.

(2) There will be a party Saturday evening (5,000 for dinner, plus cash bar) in the lounge at the conference site hotel.

Accommodations: Most of the limited number of rooms available at the International House Hotel are likely to be needed for conference leaders, organizers and associate member representatives. The nearest major hotel is the Osaka Miyako Hotel, at Kintetsu Uehonmachi Station, about five minutes' walk from International House. Other hotels are located within reasonable travelling distance in the Namba, Tennoji and Umeda areas of Osaka.

Contact: Vince Broderick, 0798-53-8397; fax: 51-6024

TEMPLE UNIVERSITY JAPAN

Distinguished Lecturer Series

June 10-11 (Tokyo), 17-18 (Osaka): a *New Model of S.L.A.: PLACE,* Thomas Scovel

June 24-25 (T) July1 -2 *(O): An Exploratory Framework for S.L.A.,* Manfred Pienemann.

M.Ed. in TESOL Summer Session II June 28-August 10 (Tokyo)

Mon.-Thur.: *Curriculum, Teachingand Techniques,* J. Fiorino

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

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 Education, Edinburgh; and (3) *Grammar and Language Teachers,* Geoffrey Leech, 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.

Our apologies for omitting "information" information last month

CONFERENCE MOVES TO BEIJING (P.R.C.)

The venue of the International Conference on Language and Learning: Theory into Practice, July 17-22, has been changed. Information: Darrell Fisher and Thao Le, Department of Adult Learning and Postgraduate Studies, Tasmanian Institute of Technology, P.O.B. 1214, Launceston, Tasmania, Australia 7250; tel.: 003-260252.

5th INSTITUTE OF LANGUAGE IN EDUCATION CONFERENCE Hong Kong, December 13-15

Theme: 'Language Use, Language Teaching and the Curriculum." Place: Hong Kong Convention and Exhibition Centre. Deadline for proposals: June 30. Information and forms are available fmm the JALT Central Office, or the Institute of Language in Education, 56 Dundas St., 21/F Park-in Commercial Centre, Kowloon, Hong Kong.

第21回 LIOJ 英語教育者のための サマーワークショップ1989（御案内）

本年で21年目を迎えるこのワークショップは、LIOJが設立以来、日本人英語教育者の育成と英語教育界の発展のため海外からの特別講師およびLIOJの専任教師陣により最新の教授法、理論、教材の紹介と導入、Team Teaching、国際理解クラスなど、グローバルな視点で英語教育の問題点を探求し、そして参加者自身の英語力の増強を図るため、長年開催して参りました教師による教師のための研修会です。全国津々浦々から参加の受講者と10ケ国35名におよぶ外国人参加者（海外招待講師、LIOJ専任外国人教師、アジア諸国からの参加者）が互いに活発な意見交換を行なう国際色豊かなワークショップで、期間中の講義・生活の全てを英語オンリーで行う

TOTAL IMMERSION 方式を採用しています。

Main Theme Team Teaching and Teaching Large Classes

対 象 中学・高校の英語教師を中心に、大学、外語学校などの教師

講師及び海外特別参加者(10ケ国35名)

特別招待講師

Robert O'Neill (*Kernel Series, Lost Secret* 著者)
Denley Pike (English Language Center of Australia)
Don Maybin (香川大学)
Mike Kleindl (国際基督教大学)
LIOJ 専任外国人教師陣
Alan Maley (Bell Edicational Trust)
David Ma (香港教育署語学研究所)
Carol Rinnert Ph. D. (広島大学)
君塚寿満子 (南カリフォルニア大学)
Robert Ruud, Director, Eric Herbel, Academic Supervisor, Elizabeth King, Teacher Trainer, Sherri Arbognst, Community Program Supervisor 他、総勢20名の専任教師が参加

海外奨学参加者

このほかタイ国：チュラロンコン大学、タイ商工会議所大学、タイ TESOL、中国：南京師範大学、韓国：梨花女子大学ほか、フィリピンからの特別参加者を予定。

Programs 8：30 a.m.～8：30 p.m.

LIOJ のワークショップは、参加者それぞれの興味、研究課題にできるだけ対応できるよう基本的に選択制を採用しております。したがって、毎日の各セッションにおいては毎回6～8つの異なるテーマからの選択が可能で、小グループでの活動を主眼として企画されております。

- 8：30～10：15 特別講師による Workshops (自由選択制)
- 10：30～12：00、1：00～2：45 Language Study Classes (一部選択制)
- 3：45～5：45 Afternoon Workshops (自由選択制)
- 7：00～8：30 Evening Workshops (自由選択制)

発表者公募 参加者自身が、自己研究の成果やアイデアを発表するもので、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。詳しくは LIOJ 事務局まで。

期間：1989年8月13日(日)～18日(金)
定員：125名 (定員になり次第締め切ります。)
受講料総額：92,700円(受講料、宿泊食事代、消費税含む)

お申し込み、お問い合わせは：
〒250 神奈川県小田原市城山 4－14－1
TEL. 0465-23-1677

LIOJ 21st Annual Summer Workshop for English Teachers 1989
第21回 英語教育者のためのサマーワークショップ1989

本年で21年目を迎えるこのワークショップは、LIOJが昭和43年の設立以来、日本の英語教育者と英語教育界の発展と向上に寄与すべく、海外からの特別講師およびLIOJの専任教師陣による最新の教授法、理論の教育現場への導入と、Team Teaching、国際理解教育、教材などに関する紹介や討論を通し、グローバルな視点で英語教育の問題点を探求するとともに、参加者自身の英語力の増強を図ることを目的に、長年開催して参りました教師による教師のための研修会です。
全国津々浦々からの受講者と10ヶ国35名におよぶ外国人参加者(海外招待講師、LIOJ専任外国人教師、アジア諸国(タイ国、韓国、中国、フィリピン)からの参加者が合宿生活を通して互いに活発な意見交換を行なう国際色豊かなワークショップです。本講座は、期間中の講義・生活の全てを英語オンリーで行うTOTAL IMMERSION方式を採用しています。

Main Themes：Team Teaching and Teaching Large Classes
対 象：(中学・高校の英語教師を中心に、大学、外語学校などの教師)
講師及び海外特別参加者(10ヶ国35名)

ゲスト・スピーカー
小松達也 (サイマル・アカデミー理事長)

特別招待講師
Robert O'Neill (Kernel Series, Lost Secret著者)
Denley Pike (English Language Center of Australia)
Don Maybin (香川大学)
Mike Kleindl (国際基督教大学)
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LIOJ専任外国人教師陣
Robert Ruud, Director
Eric Herbel, Academic Supervisor
Elizabeth King, Teacher Trainer
Sherri Arbogast, Community Program Supervisor他、総勢20名の専任教師が参加

海外特別招待参加者
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
大韓民国：梨花女子大学他
中華人民共和国：南京師範大学
フィリピンなどからの特別参加者を予定。

Daily Programs：8:30a.m.－8:30p.m.

LIOJのワークショップは、参加者それぞれの興味、研究課題にできるだけ対応できるよう基本的に選択制を採用しております。したがって、毎日の各セッションにおいては毎回6－8つの異なるテーマからの選択が可能で、小グループでの活動を主眼として企画されております。

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- 7:00－8:30 Evening Workshops……(自由選択制)

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期 間：1989年8月13日(日)－18日(金)(6日間) **定 員**：125名(定員になり次第締め切ります。)
受講料総額：92,700円(受講料、宿泊食事代、消費税含む)

LIOJ 〒250 神奈川県小田原市城山 4-14-1 TEL 0465-23-1677 FAX 0465-22-2466

Meetings

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

CHIBA

Topic: Picking Your Students' Brains
Speaker: Robert Weschler
Date: Sunday, June 11th
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

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

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

FUKUOKA

Topic: Benkkyo-kai Ni Tsuite
Speaker: Shizuko Aoyama (in Japanese)
Date: Sunday, June 18th
Time: 1:30-3:30 p.m.
Place: Iwataya Community College, Tenjin Center Bldg. 14F
Fee: Members, free; non-members, 1,000
Info: JALT Fukuoka, 092-761-3811

July Meeting

Topic: Total Physical Response Workshop
Speaker: Sheila Miller (Kwassui H.S., Nagasaki)
Date: Sunday, July 2nd
Time: 2-5 p.m.
Place/Fee/Info: as above

Sheila Miller, who studied with Dr. James Asher, has achieved great success with TPR both here and in the U.S. Participants will focus on how students can acquire various language skills through TPR, as well as learn how to plan and organize TPR classes by themselves.

Ms. Miller has taught both Spanish and English, and is a qualified secondary-level teacher.

A visit to a beer garden will follow the session!

GUNMA

Topic: Whole Language and Second Language Acquisition
Speaker: Mark Caprio (Nanzan University)
Date: Sunday, June 11th
Time: 2-5 p.m.
Place: Kyoai Gakuen High School, Maebashi
Fee: Members, 500; non-members, 1,000
Info: Wayne Pennington, 0272-51-8677
Morijiro Shibayama, 0272-63-8522

Whole language, a learner-based approach to language development, traces its roots back to the educational theories of Dewey, Kilpatrick, Counts, and Childs. Whereas whole language has predominantlybeenused in first language acquisition, it has gradually been gaining popularity in second language acquisition as well. This presentation will examine: (1) the "roots" of whole language, (2) its basic principles, (3) one application, and (4) how whole language can be applied to other situations commonly found in Japan.

On July 9, Kunihiko Ogawa will speak on "Internationalization and English Teaching in Japan."

HIMEJI

Topic: Roundtable Discussion: Developing Oral Communication Skills in Secondary Schools
Sunday, June 18th
Time: 2-4 p.m.
Place: Himeji YMCA (near Topos)
Fee: Members, free; non-members, 500
Info: A. Ozaki, 0792-93-8484; E. Miki, 93-7006, J. Strain, 84-4165

Questions: To what extent do we really need to teach communication skills in secondary schools? Does every student need to acquire communication skills? Which ones? To what level of fluency and proficiency?

HIROSHIMA

Topic: From Mass Communication to Class Communication
Speaker: Arlene Alexandmvich
Date: Sunday, June 25th
Time: l-4 p.m.
Place: Hiroshima YMCA, Gaigu Gakuin
Fee: Members, free; non-members, 500
Info: Martin Millar, 082-227-238s
Cathy McDevitt, 082-228-226s

The speaker will outline the theory and applications of communication processes, drawing on her background in print, 'l'V and radio, first at a fairly general level, then focusing, in a workshop format, on the specifics of interpersonal communication. The audience will be invited to participate in exercises and tasks which demonstrate the principles explained earlier. Both parts of the talk will link communications theory with the practical aspects of language teaching.

Arlene Alexandmvich (B.A. in modern languages, University of Victoria, B.C., Canada) has taught EFL in Canada and Hiroshima.

IBARAKI

Topic: Materials and Ideas for Active Classes
Speaker: Dan LaBranche (Narashino H.S., Chiba-ken)
Date: Sunday, June 11th
Time: 2-4:30 p.m.
Place: Mito Shimin Kaikan
Fee: Members, 500; non-members, 1,000
Info: Jim Batten, 0294-53-7665

KAGOSHIMA

Topic: Pair Work and Communicative Activities
Speaker: Harry T. Jennings (Prentice Hall Regents)
Date: Saturday, June 24th
Time: 3:30-5:30 p.m.
Place: Kagoshima Chuo Kominkan
Fee: Members, free; non-members, 1,000
Info: Yasuo Teshima, 0992-22-0101

Terry Jennings will talk about pair work and communicative activities using the ***Side by Side*** and ***Expressways*** textbook series. There will also be a book display. Afterwards, there will be an informal get-together with the speaker at a restaurant (to be announced).

KANAZAWA

Topic: Testing in Context
Speaker: Mary Ann Mooradian
Date: Sunday, June 18th
Time: 10:30 a.m.-12:30 p.m.
Place: Ishikawa Shakai Kyoiku Center
Fee: Members, free; non-members, 500
Info: Mikiko Oshigami, 0764-29-5890
Kevin Monahan, 0762-23-8516

Testing, ideally, is not an end in itself, but an integral part of the educational process. The goals of a course must be clear to the teacher, and presented clearly to the students. This presentation involves both theory (what, when, and why to test) and methodology (how to test), with an emphasis on seeing and using tests as an integrated part of a course syllabus with clearly defined goals.

Ms. Mooradian (D.D.L. en Sorbonne) has been teaching English and French in the U.S.A., France, and Japan for ten years.

The July 9 meeting (second Sunday this time) will be a "Swap Shop" with members giving ten-minute presentations on "It Works Great for Me."

KOBE

Topic: Are You Sure This is Culture? Real TV Instead of the Real World
Speaker: Rita Silver
Date: Sunday, June 11 th
Time: 1:30-4:30 p.m.
Place: St. Michael's International School
Fee: Members, free; non-members, 1,000
Info: Pat Bea, 07467-8-0391

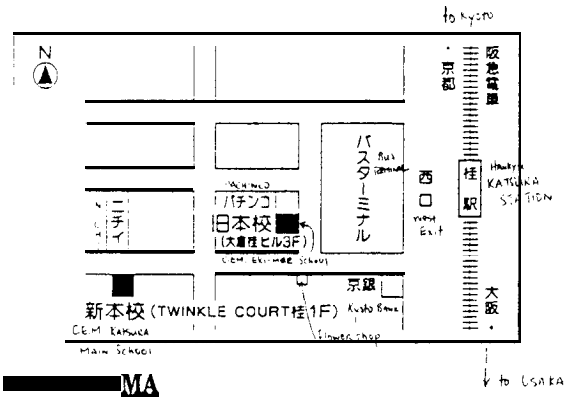
Ms. Silver will show how videos of actual American TV programs can be used to present culture and generate discussion and how to make video "realia" work in class. She will discuss how the materials were adapted for different classes, what worked, and what didn't. The focus is not on theory, but on use and on the interest which real TV shows generate in ways that "canned" ELT video cannot match.

Rita Silver (M.A. in TESL, Northern Arizona University) is a full-time instructor of English at Osaka Women's Junior College.

KYOTO

Topic: Learning to Learn English
Speaker: Steven Maginn (Cambridge Univ. Press)
Date: Sunday, June 11th
Time: 2-S p.m.
Place: Chris English Masters Katsura Main School, a two-minute walk from the west exit of Hankyu Katsura Stn. (see map)
Fee: Members, free; non-members, 500
Info: Christopher Knott, 075-392-2291
Haruo Minagawa, 075-464-1665

Learner training is one way of coping with too many students, a lack of time, and different levels of ability and motivation by enabling learners to discover the learning strategies that suit thembest, so that they can learn more effectively. Drawing on ***Learning to Learn English*** by Gail Ellis and Barbara Sinclair (CUP, 1989), this presentation, focusing on extending learne&vocabulary, offers practical advice to teachers who wish to help students take on more responsibility for their own learning. Activities will be presented which encourage learners to assess themselves and set short-term aims, explore a variety of learning strategies, build up their confidence and find out how to organize their learning efficiently.



[redacted]MA

Topic: Current Trends in Methodology
Speaker: Thomas N. Robb
Date: Sunday, June 18th
Time: 2430 p.m.
Place: Shinonome H.S. Kinen-kan
Fee: Free
Info: Kazuyo Kuwahara, 0899-45-1218
Masako Aibara, 0899-31-8686

This presentation will give a quickoverview of such approaches as Grammar-Translation, Audio-Lingual, Community Language Learning, the Humanistic Approach and others. Discussion will focus on the origins of these approaches, their relation to current theory, and the conditions under which each approach can be effectively used.

Thomas N. Robb (M.A., University of Hawaii, where he is a Ph.D. candidate) is an associate professor at Kyoto Sangyo University. Mr. Robb, a founding member of JALT, is now Executive Secretary.

MORIOKA

Topic: How to Actively Use Your LL Classroom
Speaker: Reiko Itami
Date: Sunday, June 4th
Time: l-4 p.m.
Place: Morioka Chuo Kominkan
Fee: Members, free; non-members, l,000
Info: Natsumi Onaka, 0196-54-5410
Robin Sakamoto, 0196-51-6933

There is still a great deal of confusion about how the language laboratory can be used most effectively. Professor Itami, director of the Keio Institute of Audio-Visual Language Education and a teacher trainer at Keio University, will introduce a variety of techniques for using the language laboratory and exploiting its full potential.

NAGOYA

Topic: The Seattle Simulation as Guided Design
Speaker: Eric Herbel
Date: Sunday, June 11th
Time: 1:30-5 p.m.
Place: Mikokom Center, Naka-ku
Fee: Members, 500; non-members, l,500
Info: Helen Saito, 052-936-6493
Tetsu Suzuki, 0566-22-5381

This guided design approach presents groups of students with an extensive, usually open ended problem to solve and then carefully guides them through it, pmviding information aa needed at each step. Many of the features of guided design are ideal for language classes, especially ESP classes. The Seattle Simulation, a package of materials describing various facets of the city, can be used to create projects for various student groups, such as business people, tourists, university students and even pre-university students. After experiencing the Seattle Simulation for themselves, participants can brainstorm in small groups, creating guided design projects for their own individual teaching situations.

Eric Herbel (M.A. TESL, University of Washington) is academic supervisor for the Language Institute of Japan.

OKAYAMA

Topic: Getting Students to Read
Speaker: Michael Williams
Date: Saturday, June 17th
Time: 2:40-4:30 p.m.
Place: Shujitsu High School, 14-23 Yuminocho
Fee: Members, free; non-members, Y500
Info: Fukiko Numoto, 0862-53-6648

See TAKAMATSU below.

OMIYA

Topic: Teaching Vocabulary and Pronunciation
Speaker: Tom Jaques (Nanzan Univ. Junior College)
Date: Sunday, June 11th
Time: 1:30-4:30 p.m.
Place: Omiya YMCA
Fee: Members, free; non-members, 1,000
Info: Michiko Egawa, 0486-47-0377
Aleda Krause, 0487-76-0392

Mr. Jaques will show how to incorporate vocabulary and pronunciation activities into practical-conversation lessons.

OSAKA

Topic: Classroom Activities Exploiting Cultural Differences for Language Practice
Speaker: Anne Hill
Date: Sunday, June 18th
Time: l-4 p.m.
Place: Umeda Gakuen
Fee: Members, free; non-members, 1,000
Info: Beuiko Mason, 0798-49-4071

In multi-lingual ESL classes Ms. Hill taught in Britain, the differences in culture between the students meant that language practice presented with a cultural slant usually 'worked," as a totally natural information gap was inherent in the material and students were curious about one another. Teaching monolingual, monocultural classes in Japan, she wondered how to recreate this spark of interest and curiosity. She aims to present a number of activities, ranging fmm simple games to advanced discussion, which exploit cultural interest in a monocultural situation. The ideas should be adaptable to a variety of levels and situations. A hand-out will be distributed and time given for sharing ideas.

Anne Hill (P.G.C.E. in TEFL, TESL and English, Briminham Polytechni) teaches teenagers and adults at the British Council, Kyoto. She previously taught in Cambridge and Tokyo and then lived on an island south of Kyushu.

OSAKA SIG

Teaching English to Children (June 18. as above)
Topic: Summer Activities
Time: 11 a.m.-l 2:30 p.m.
Info: Pat Bea, 07457-8-0391

This will be the last meeting until September.

OSAKA/TEMPLE UNIVERSITY

(1)
Topic: A New Model of Second-Language Acquisition: PLACE
Speaker: Thomas Scovel
Date: Saturday, June 17th
Time: 2-5 p.m.
Place: Temple University ***(see Bulletin Board)***
Fee: Members, l,000; non-members, 2,000
Info: Tamara Swenson, 06-351-8843
(2)
Topic: An Exploratory Framework for Second-Language Acquisition
Speaker: Manfred Pienemann
Date: Saturday, July 1 st
Time/Place/Fee/Info: as above

JALT Research, Grants

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

SAPPORO

Topic: Writing Systems and Their Effect on Japanese Culture
Speaker: K. Kurata, Musashi Junior College
Date: Sunday, June 18th
Time: 1:30-3:30 p.m.
Place: Kyoiku Bunka Kaikan (Odori and W13)
Fee: Members/students, free; non-members, 500
Info: T. Christensen, 011-737-7409

Professor Kurata will enlighten us on his research into comparative writing systems. He has been analyzing the effect of Chinese characters, Japanese syllabaries and the Roman alphabet upon Japanese thinking. The introduction of these writing systems to Japan has developed into a cultural grammatology. Professor Kurata is hoping to generate a lively discussion and welcomes all questions and comments.

SUWA

Topic: A User's Guide *to* the new *Longman Dietionary of Contemporary English*
Speaker: Heather Saunders (Longman)
Date: Sunday, June 18th
Time: 2-5 p.m.
Place: Seiko Epson I81 Bldg., Room 208-209
Fee: Members, free; non-members, 500
Info: Corrina van Workum, 0266-52-3131, ext. 1414 (W)

Agoodmonolingual dictionary can provide a wealth of information not only on what a word means and how to spell it, but also how to choose the right word and, critically, how to use the word correctly in the desired context. This talk will show how to make the most of a monolingual (here English-English) dictionary, with examples fmm the new *New Longman Dictionary of Contemporary English.*

Heather Saunders previously taught for two years in high schools in Hiroshima on what is now known as the JET program.

TAKAMATSU

Topic: Developing Students' Reading Ability
Speaker: Mike Williams
Date: Sunday, June 18th
Time: 1:30-4:30 p.m.
Place: Takamatsu Shimin Bunka Center
Fee: Members, free; students, 300; others, l,000
Info: Harumi Yamashita, 0878-67-4362

Mike Williams will introduce various techniques and materials he uses to impmve the reading ability of high school graduates. The course heteaches in Temple University Japan's English Language Pmgram aims to enable students to study in regular undergraduate courses of his U.S.-based university with suffcient reading ability.

TOKYO

Topic: Testing and Evaluation
Speakers: Nancy Baxer et al.
Date: Sunday, June 25th
Time: 2-5 p.m.
Place: Sophia Univ. (Yotsuya) Library, Room 812
Fee: Members, free; non-members, l,000
Info: Michael Sorey, 03-444-8474
Tadaaki Kato, 0473-71-4053

There will be a series of presentations by various educators on topics ranging fmm commercially produced tests to producing m-house tests to culture and test design. Nancy Baxer will open the program with a brief pmmotional presentation on Harper & Row/ Newbury House's materials on testing and evaluation.

TOKYO/TEMPLE UNIVERSITY

(1)
Topic: A New Model of SLA: PLACE
Speaker: Thomas Scovel
Date: Saturday, June 10th
Time: 2-5 p.m.
Place: Temple University *(see Bulletin Board)*
Fee: Free
Info: M. Sorey, 03-444-8474

(2)
Topic: An Exploratory Framework for **SLA**
Speaker: Manfred Pienemann
Date: Saturday, June 24th
Time/Place/Fee/Info: as above

TOYOHASHI

Tonic: Rice and Bread
Speaker: Kyoko Nozaki (Kyoto Sangyo University)
Date: Sunday, June 18th
Time: 10 a.m.-12:30 p.m.
Place: Aichi University Kinen Kaikan, 2F
Fee: Members, free; non-members, 500
Info: Masahito Nishimura, 0532-47-1569

WEST TOKYO

Topic: Communicative Writing Tasks
Speaker: Ann Chenoweth
Date: Saturday, July 8th
Time: 2:30-5:30 p.m.
Place: Musashi no Kokaido Public Hall. Kichijo-ji Station, south exit walk straight one block. Left of Marui Dept. Store, look for the Parkside Grill.
Fee: Members, free; non-members, 500
Info: Dale Griffee, 03-323-6261
Eriko Machi, 0422-43-2797

This presentation will look at how to incorporate short communicative writing activities into your general conversation classes in ways that your students will find both fun and ueful. The emphasis will be on task types that will not significantly increase your workload.

Ann Chenoweth is the chair of the JALT Publications Board, co-editor of *The Language Teacher,* and co-author of the writing text *Basics in Writing.*

There will be no meeting in August.

Positions

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

(KYOTO) Part-time native English teacher for newly opened two-year business college near Kyoto City Hall, Kawaramachi-Oike, beginning April, 1990. M.A. in TESOL or B.A. with more than two years' teaching experience required. Qualified to develop curriculum in listening/speaking for business conversation and language lab. Approximately six teaching hours/week plus preparation; one-year renewable contract; preference given to those willing to make a longer-term commitment. Hourly wages depend on experience, qualifications, and age. Please send full resume along with phone number and recent photo to: Ms. Mikiko Sakakida, Taiwa Gakuen Education Inc., 35 Goshonouchi-cho, Mibu, Nakagyo-ku, Kyoto 616; for more information call 075-841-0285.

(MIE: Miyama-cho) Full-time position from September 1 for native-speaker English teacher who can speak some French. Miyama-cho is situated three hours south of Nagoya on the coast in the mountains, still a very unspoilt area. The job involves helping the town with resort animation, and communicative English teaching small groups of adults and children (about 12 hours/week), plus preparation of brochures and liaison with a small French town, and help with other projects now in their early stages. Total five-day work week, 20 days' holiday. Personality, enthusiasm, and love of countryside are more important than paper qualifications. Salary Y300,000/month including tax and insurance; one-year contract renewable. Please send details of background and why this appeals to: M. Lloyd, Kannonjicho 511, Tsu, Mie 514; tel./fax: 0592-27-8258.

(NAGOYA) Two-year women's college seeks a full-time native instructor in English, beginning in April, 1990. M.A. (Ph.D. preferred) in linguistics or TEFL. Approximately 12 hours/week of teaching plus supervising and coordinating our Freshman English program. One-year contract, renewable; salary of 5,500,000 (over $40,000), which includes all benefits, plus research grant of 50,000. Application deadline: September 30. Please send curriculum vitae, representative reprints (at least three), and a reference to: Department of English, Nagoya College, 48 Takeji, Sakae-machi, Toyoake-shi, Aichi-ken 470-11; tel.: 0562-97-1 306; fax: 0562-98-1162. Please print Materials for a position in English" on envelope.

(TOKYO) The University of Nevada-Reno International Division in Japan seeks an ESL instructor on an ongoing basis. Minimum qualifications: M.A. in TESL or linguistics and two years of teaching experience. Please send letter and resume to: Jane Bauman, Academic Coordinator, Izumi Hamamatsucho Bldg. 7F, l-2-3 Hamamatsucho, Minato-ku, Tokyo 105; tel.: 03--459-5551.

(TOKYO) Part-time instructors with background and experience in TESOL, literature, math, pschology, anthropology, history, or other related fields. M.A. is required. Remuneration varies depending upon qualifications and experience. Send resume to: Program Director, McKendree CollegeJapan, Toyo Green Eitai Bldg., 2-37-21 Eitai, Koto-ku, Tokyo 135; tel.: 03-820-1473.

(YOKOHAMA) Two native-speaker English consultants from September 1. Work includes teacher-training for Japanese teachers of English and AETs in the JET program, developing teaching materials, and visiting city schools to demonstrate communicative teaching activities. Proper visa, B.A./B.S. (TEFL or related field preferred), teaching experience, and some Japanese conversational ability required. One-year renewable contract: M-F, 8:45-17:00, 4,260,000/year, 16 paid holidays in addition to Japanese national holidays, health insurance plan, sponsorship. Send resume with photo to: Mr. Yasushi Suzuki, Yokohama Education Center, 7F, l-l Bandai-cho, Naka-ku, Yokohama 231.

MEETINGS *(cont'd from previous page)*

YAMAGATA

Topic: Graded Reading and Vocabulary Building
Speaker: Tish Aoki (Longman)
Date: Sunday, June 11 th
Time: 2-4 p.m.
Place: Fukushi Bunka Center (tentative)
Fee: Members free; non-members, 500
Info: JALT-Yamagata, 0236-22-9588

Ms. Aoki's workshop is intended to create interest in reading through graded readers as a means of acquiring English vocabulary, while at the same time promoting reading in English for acquiring confidence and pleasure in learning language. It will offer numerous practical ideas and suggestions for how teachers can best apply extensive reading in their classroom.

YOKOHAMA

Topic: LIOJ/JALT-Yokohama Joint Meeting
Date: Sunday, June 18th
Time: 2-5 p.m.
Place: Yokohama Gino Kaikan
Fee: Members, free; non-members, Y500
Info: Jack King, 0468-71-1789

This year's annual joint meeting with the Language Institute of Japan will be here in Yokohama. The various presentations, all by such LIOJ instructors as Robert Ruud, Eric Herbel, Elizabeth King, and Sherri Arbogast (a tentative list), are sure to inform and enlighten. Attendance is strongly encouraged.

MEMBERSHIP INFORMATION

JALT is a professional organization dedicated to the improvement of language learning and teaching in Japan, a vehicle for the exchange of new ideas and techniques and a means of keeping abreast of new developments in a rapidly changing field. JALT, formed in 1976, has an international membership of some 3,000. There are currently 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 1,000m^2, 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 schoool teachers, regular In-Company Language Training Seminars, and special conferenceson 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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JALT —全国語学教育学会について

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

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

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

支　部：現在、全国に33支部あります。（札幌、盛岡、仙台、山形、茨城、群馬、大宮、千葉、東京、西東京、横浜、新潟、福井、長野、諏訪、静岡、浜松、豊橋、名古屋、京都、大阪、奈良、神戸、岡山、広島、徳島、高松、松山、福岡、長崎、鹿児島、沖縄）

研究助成金：詳細はJALT事務局まで。

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

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

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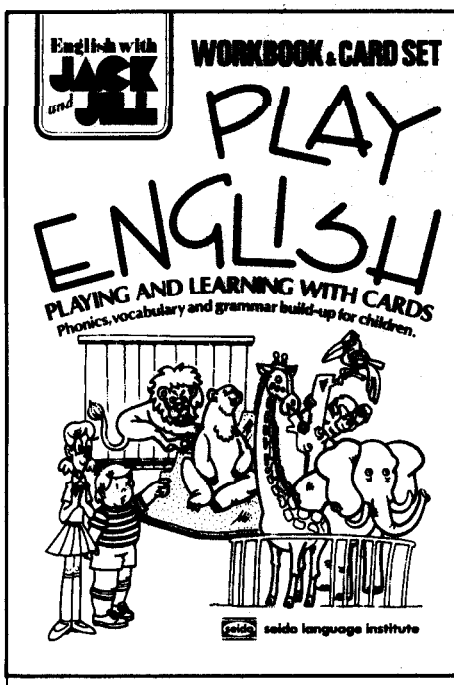
PLAYING & LEARNING WITH CARDS



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