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Special Issue:

The Methods in Retrospect

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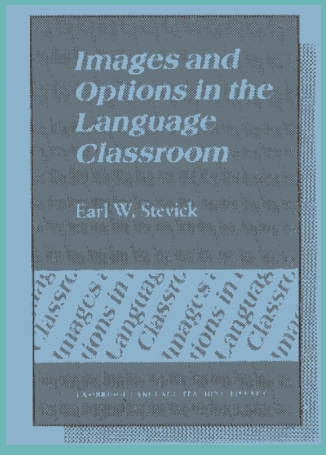

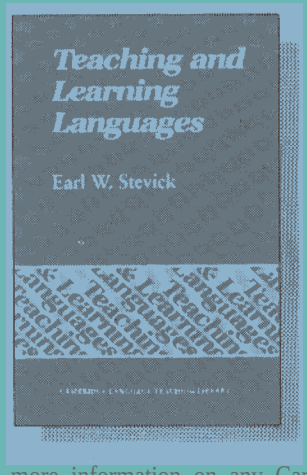

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The Language Teacher editors are interested in articles of not more than 3,000 words in English (24 sheets of 400-ji genko yoshi in Japanese) concerned with all aspects of foreign language teaching and learning, particularly with relevance to Japan They alm 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 endoraement of the institution by JALT. It is the policy of the JALT Executive Committee that no positions-wanted announcements be printed. .

All contributions to *The Language Teacher* must be received by no later than the 25th of the month two months preceding desired publication. All copy must be typed, double-spacad, on A4-sized piper, edited in pencil, and sent to the appropriate editor.

Special Issue: The Methods in Retrospect

Special Issue:

The Methods *in Retrospect*

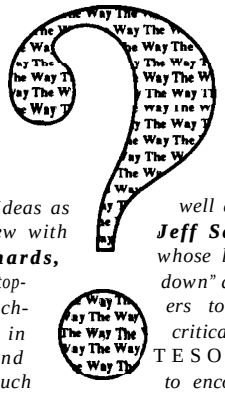
Ten years ago, Earl Stevick began his classic A Way and Ways *with these words:*

> *Some riddles have no final answers.*
> *A few answerless riddles are still worth asking.*
> *They are worth asking not for their answers, since they have none, but for what we do in struggling with them (1980, p. 3).*

A Way and Ways *was an exploration of how people learn language. In it, Stevick focused on the new methods: Silent Way, Suggestopedia, Community Language Learning. This special issue of* The Language Teacher *looks at what has happened to* the methods, *and to humanism in English language teaching in the ten years that has passed since the book's publication.*

Silent Way? *Suggestopedia? CLL? They are no longer terms we deal with often. But they once were everywhere: The methods omnipresent, the sages--Gattegno, Lozanov, Curran-omniscient. Who was to be omnipotent? The teacher? The students? The methods themselves?*

For many who joined the profession in the early '80s the methods were a rite ofpassage-you had to know them or at least about them. For many, A Way and Ways *was the introduction. While* the methods *no longerplay the controversial role they once did, the questions-the riddles--are still with us. What* is *the role of the teacher? What is the role of the student? What impact have* the methods *had on the profession as a whole? How do new ideas enter the mainstream?*



While A Way *and* Ways *was a shared personal attempt to understand* the methods, ***Stevick's*** *"A* Way *and Ways: Ten Years Later" is more an explanation of the role humanism plays in language learning.*

Stevick expands on and explains some of his ideas as well as the controversy that surrounded A Way and Ways *when it was first published in an interview with* ***Jeff Schwartz.***

In 'What Happened to Methods?" ***Jack Richards,*** *whose landmark "The Secret Life of Methods" (1984) called* the methods *into question, criticizes the "top-down" assumptions he sees in them. Rather than emphasizingagiven method, Richards urges teachers to consider the nature of their own decision making and classroom practices and to engage in critical reflection.*

John Haskell, *former* TESOL *President and* TESOL Newsletter *editor and the author of "An Eclectic Method?" (1978) an article which did much to encourage informed eclecticism, places* the methods *in context in "The Last One Hundred Years of Second Language Teaching Methodology."*

Mario Rinvolucri *suggests that the thinking behind* the methods *has indeed changed English Teaching in "Humanistic Thinking and Its Influence on Mainstream EFL."*

Several articles and a chart share the state of the methods today. In a chart adapted from Designing Tasks for the Communicative Classroom *(1989),* ***David Nunan*** *identifies the beliefs behind* the methods. *For contrast, they are presented along with more familiar methodologies.* ***Fusako Allard*** *and* ***Roslyn Young*** *share their perceptions of Silent* Way *and its belief system.* ***Charles Adamson*** *explores Suggestopedia and speculates about its future.* ***Carl Adams*** *examines the past and future of Community Language Learning, and using TPR (Total Physical Response) as an example,* ***Dale Griffee*** *focuses on how and why the methods have and have not become mainstream. Each of those articles is accompanied by a short description of a typical class.*

In the Opinion *column,* ***John Dougill*** *offers a personal perspective on Suggestopedia, and the search for the "perfect method." The special section concludes with* ***Fairlee Winfield's*** *review of Stevick's new book,* Humanism in Language Teaching: A critical perspective *in* JALT UnderCover.

Are there answers to the questions to be found in this issue? There are opinions and beliefs, certainly. There is ample material for us as teachers to think about, and much to remind us, as Stevick has done, that

> *Some riddles have no final answers.*
> *A few answerless riddles are still worth asking.*
> *They are worth asking not for their answers, since they have none, but for what we do in struggling with them.*

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A WAY AND WAYS: TEN YEARS LATER

by Earl W. Stevick

Beginning in the early 1970s, the language teaching profession was introduced to a number of unconventional methodologies, the most visible of which were Total Physical Response, the Silent Way, Community Language Learning, and Suggestopedia. For manyofus involved with "humanistic" language teaching, those were years of great enthusiasm. Now, fifteen or twenty years later, one still hears papers on those methodologies, and one talks with teachers who are making effective use of them. But the initial excitement has been replaced by the familiarity of daily practice. Enthusiasm must eventually be matched by careful thought.

Teaching Languages: A Way and Ways, which was published in 1980, outlined the principles of three "humanistic" methodologies and gave examples of how those methodologies had worked in some classrooms. The book warned that it represented the author's viewpoint only, and that the new appmaches might not be for everyone. Nevertheless, its purpose was undeniably to encourage others to study the new approaches seriously. I did not, however, anticipate the degree to which those new appmaches, perhaps even more than earlier methodological innovations, would either challenge or confirm readers' unexamined assumptions at a very deep level.

In an important critique of "humanism" in language teaching, Maley (1983), described that level of response as "religious" or 'quasi-religious." He believed that some teachers were blindly accepting this or that body of dogma, which was just clear enough to be convincing but vague enough to be unassailable. Having done so, they were going on to reject all they had thought or done before, and to look askance at any colleague who was still mired in what they regarded as the errors of the past. Instead of keeping their eyes open, Maley charged, and instead of continuing to think for themselves, they were resigning those duties to gurus. In two other important papers, Brumfit (1982a, 1982b) voiced the same misgivings. Both writers called for critical examination of the 'humanistic" approaches, and both recommended the philosopher Karl Popper as a model for the needed kind of thinking.

Now, ten years later, I have approached the topic again in a study titled *Humanism in Language Teaching.* This time, however, my purpose is not exposition, as it was in *A Way and Ways*. Rather, it is careful examination. The first chapter of the new book summarizes Popper's critical stance as he set it forth in his intellectual autobiography (1976). In the rest of the book, I have attempted to remain consistent with that stance in answering six questions:

- What can we mean by 'humanism"?
- How has imprecise use of words interfered with clear thinking in and about the 'humanistic" methodologies?
- What are in fact the main tenets behind Curran's Community Language Learning?
- What are the main tenets behind Gattegno's Silent Way? (The discussion of the thought of Curran and Gattegno provide more thorough documentation than most users of their methods-or most of their critics-have probably seen.)
- How do humanistic principles show up in certain approaches that are not ordinarily called 'humanistic"!
- What unchallenged assumptions (in the book I have called them 'faiths") may be tied to the acceptance-or to the rejection-of the various positions?

My central conclusion is that often we are drawn to this method or to that model-or repelled by it-for a variety of reasons. Our reasons may include one or another by-product of the method or model: the method or model, through its impressive results, appears to confirm some conclusion-either a conclusion that we have already wanted to reach, or one that we would find intolerable. These conclusions, desired or unacceptable, are important elements of our 'faith," in the general sense in which Maley used that word. Examples of such conclusions are:

- Kindness is more effective than coercion.
- Firmness is more effective than permissiveness.
- When students feel good about the course and about themselves, they will learn better than when they do not.
- Any method that does not require serious and occasionally onerous effort from learners will be ineffective.
- Within us (or within our grasp) we have undreamed-of possibilities.
- Concentrated, intuitiveintmspectiontogetherwith courage and patience will make possible unlimited growth in wholesome directions.
- Skilled and sensitive understanding of another person can release that other person's whole self so it can deal adequately with whatever needs to be dealt with, whether cognitive or otherwise.
- Rational, critical inquiry can deal adequately with everything that really needs to be dealt with.
- A model of teaching (or thinking) which makes full use of one's own personal strengths is superior to models which demand strengths of other kinds. (Corollary: A model which demands strength in an area where one is weak is misguided.)
- Anyone who has not accepted the model of teaching (or thinking) which one has adopted at great cost to oneselfis either ignorant or dishonest or both, but in any case is pmbably dangerous.

Overall, my intention in this book is neither to promote "humanism" in language teaching or to discourage it-neither to attack nor to defend any form of it. Instead, I try to sort out a few terms and ideas that

have sometimes been attached to them, and to provide certain new information. I hope that this will make it easier for others in the profession to examine more fully, and in Popper's sense more critically, the "humanistic"-and even the humanistic--sides of language teaching.

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Retired from the Foreign Service Institute since 1984, Earl Stevick has since 1938 been a learner, teacher, teacher supervisor, and teacher trainer in foreign languages. He teaches a course on language learning at the University of Maryland (Baltimore County), and works occasionally as a volunteer teacher of ESL. His first book for teachers appeared in 1957; for a list of his recent books, see the interview in this issue.

The Language Teacher

Calendar

1990

July - Open
August - Intensive Programs
(Tom Hayes)
September - Conference Issue
October - New Perspectives in Pronunciation
(Fred Anderson)
November- Video
(David Wood)
December - Open

The Methods

Interview: EARL STEVICK

By Jeff Schwartz

Earl Stevick has long been a highly respected in the language teaching profession as a teacher and writer. In addition to A Way and Ways, ***which won the Kenneth W. Mildenberger Medal of the Modern Language Association, he is the author of several other books, including*** Memory, Meaning and Method (1976), Teaching and Learning Languages ***(1982), and*** Images and Options in the Language Classroom ***(1986). His most recent books are*** Humanism in Language Teaching (l990) ***and*** Success with Foreign Languages (I989). ***Stevick was interviewed by Jeff Schwartz on November 17, 1989.***

Schwartz: ***When*** A Way and Ways ***was first published, it was quite controversial. How do you explain that?***

Stevick: ***Memory, Meaning and Method,*** as far as I know, everybody liked. Reviewers were entirely favorable to it. In fact, I was a little disappointed that they didn't address what I thought were the issues in ***Memory, Meaning and Method.*** I was interested in this concept of the depth dimension.

"Depth dimension"?

That is the response to the language-learning process on more than just a superficial level. It goes deep, pretty much in the sense of depth psychology, into one's needs, one's anxieties, and so forth. But also that one learns language better if one is meeting the sentences and the words and so forth in context where their meaning has some depth.

Relevance to the leaner?

Relevant to the learner on various levels. So that if I come into a language class I come in to learn a language, but I also come in with the self-image of competence/incompetence. I come in with various needs, such as to get up and move around and to have fun or to feel that I am accomplishing something. Or various [other] needs of that kind. I come in with various feelings towards the speakers of the language: "This is a group of people that I secretly admire/that I secretly would not want to be mistaken for one of," and so forth. So all these things are beneath the surface, to use that same "depth" metaphor. So that in ***Memory, Meaning and Method*** that was really the central idea, that language learning depends on this depth dimension. But also this little formula: that success in learning and teaching languages depends on what's going on inside and between the people in the classroom. That was also conspicuous in ***Memory, Meaning and Method.*** So what I thought I was doing in ***A Way and Ways,*** what I was doing from my point of view, was exploring this depth dimension much more fully than anybody else ever had in the field of language teaching. And depth all the way down to Ernest Becker's concept of the denial of death. Where he was talking largely about physical death, I tried to make it clear that I was talking also about psychological death. At least the destruction of one's self-image and so forth.

And your descriptions of the methods in A Way and Ways--***Silent Way, Counseling-Learning, Suggestopedia...***

They were records of my explorations of "depth," and records of what I found there. I did have a second purpose, and that was to give my colleagues a reliable description of some "ways" that I had found instrnctive, and which were all too often either unheard of or badly misunderstood. What I hoped would come of the book was two things. One was to provoke discussion of the ideas-particularly of this exploration of the depth dimension and the importance of self-image and the importance of some of the non-superficial needs, and so forth. And also that it would encourage people to explore these three methodologies a little bit more than they had been. So that's what I thought I was doing.

Do you feel that the reviews addressed the main ideas of this book?

Well, I had the feeling that people's personal reactions to the book as a whole may have gotten in the way of their really looking critically at the ideas that I thought needed to be looked at critically. People seemed more concerned about two things: should we adopt these methods, and the personalities, even the moral qualities, of the founders of these methods.

How do you account for that?

I'm not really sure. People might have assumed that the book was about methods. In other words, they were looking at the second half of the title, "Ways" and they were not looking at the first half of the title, which was "Way." The book was really was written about a Way illustrated by some ways and coming back to a reiteration of the Way that I had come to look at language teaching-not the way I thought everybody had to do it.

You were hoping people would respond to your "way of looking at it," but instead they accepted or rejected the "ways."

Yes, that might account for a lot of the reactions. It would be really interesting to have a Myers-Briggs Type Indicator test-and this would be an interesting piece of research for somebody else to do-1 would speculate that if you took the people that were strongly positive and the people that were strongly negative about *A Way and Ways* and had them do the Myers-Briggs inventory that you would find some rather clear-cut differences-this is just a speculation, but I would guess that. It's the same kind of thing that I would talk about in *A Way and Ways* when I talk about W.H. Auden's poem, in which there were the Arcadian and the Utopian. I think that maybe this is a book by and for Arcadians and it tends to set the other camp's people [off]. I've got to recognize that the people who were really against this book were as honest in their statements about it as I was in writing it. What I would hope would come out of this [is] not only a matter of honesty, [but] a matter of legitimacy. I think that their objections, as distasteful as some of them may have been to me, have a legitimate place in the profession. Then again I would hope that they would be able to recognize that the kind of thing that I was trying to do which was nonquantitative, dealt with a lot of very wide, very deep issues, also has a legitimacy in the profession.

There are a couple of points I wanted to follow up on. That "non-quantitative" is one of them. You mentioned that you wanted people to explore the usefulness of these methods . . .

Yes.

And yet, as I understand it, in the field of linguistics, the emphasis has gone from qualitative studies, case studies, into quantifying everything, making it more "scientific." How do you feel about that?

Well, I don't object to quantification, certainly! I am not temperamentally cut out to perform it. I don't object to it.

Do you think it shows anything?

I think it can. I think you can get very interesting results out of some of these quantitative studies. It goes back to the Arcadian and Utopian again.

How would you see the two fitting together?

Uncomfortably. As was the case in Auden's poem, they were quite uncomfortable with each other. Yet at the end of the poem, each of them recognized that the other had a place in the overall project.

And you see yourself as an Arcadian?

I've often said I see myself as a kind of "out-rider," a scout in the military sense. I feel that what I was doing in exploring these three methodologies was "scouting them out." In order to scout them out I had to live in them for a while. Not just ride past them in the distance. And what I thought I was doing in *A Way and Ways* was coming back and giving a report to the regular troops, the garrison troops if you like. Which again have a very legitimate place. You couldn't have an army consisting of entirely out-riders or even with very many out-riders and scouts in a unit.

You told me once that, before publishing A Way and Ways, *you had the creators or the people who were carrying on those methods read over it for accuracy. How did they react to being included in such a book? I'm particularly interested in Gattegno. From what I know of him he was very sure of himself, thought he had* the *answer.*

I'm sure he did not think that. I only know of one audience in front of which he did not immediately, apparently seem to set out to alienate everybody in the room. So I can see how people that went to these experiences that he conducted might conclude that. If, however, you read his printed statements, you'll find that his main concern was to develop and make available to other people whatever truth he had been able to work out, recognizing as he said, and I'm quoting him, "That this was one man's experience, one man's view."

How did he react to what you have in your book?

He wrote to me and said that, much to my surprise, he said, in his quaint way, something like, "You have given yourself the right to introduce readers to my ideas." So one needs to be careful in reading him. That's what I was trying to do in the sixth chapter of a book I have coming out in the spring.

How did Curran and Lozanov react to what you had said?

Curran, of course, in the meantime was no longer living. He had heirs. We had some back and forth on it, and I think they were satisfied. And Lozanov saw the semifinal draft of my chapters on him, and gave me some good suggestions which I incorporated.

Ten years ago, the "new methods" were very much in the news. ELT journals and newsletters were brimming with articles and studies and mentions of them. We *don't hear much about them anymore. Are the "new methods" dead?*

I don't really think that there were that many articles about these methods in the journals even ten or twelve years ago. But certainly more than there are now. No, I don't think they are dead. I would be happy to use them again under the right circumstances.

The Methods

Have people more or less incorporated what they need from them and moved on?

No, definitely not! Some things yes. The metaphors of the affective filter certainly may have incorporated a lot of the basic ideas of Curran, where he talked about the fundamental importance of security; Lozanov, when he talked about the principle of joy and easiness and the principle of authority. So, you know, the affective filter can be seen as that. The idea of unlimited human potential, which is quite conspicuous with Lozanov and also very strong with the other two, but especially Gattegno, perhaps is illustrated in the concern for getting away from the obsession with accuracy before fluency. The readiness to let people communicate even if they sometimes still make mistakes. The recognition that even an absolute beginner can get benefit out of authentic materials.

Changing the tack just a little bit, before I met you, I always thought of you as being a teacher or professor of English as a Foreign Language. After having met you, I see you more fitting in as a philosopher.

Well, that's a pretty big word. When I wrote Gattegno checking out what is going to be used in this book that's about to come out, I said something about his philosophy. And he wrote back and said, "Pm not a philosopher. I'm a pedestrian technician who is willing to change his ideas completely should the evidence require it."

"Pedestrian technician"? What does that mean?

I don't know, but that's what he said. But it's true that he did change his methods repeatedly, even during the time that I've known him.

Do you put yourself in a similar light?

I see myself as a learner and teacher of languages who, again, explores some areas that other people have not explored, or at least not so thoroughly, and who tries to write up his findings, report back to headquarters, report back to the main army, so to speak.

So that's your scout metaphor then?

Yes. I see myself first of all as a learner and teacher of languages, but one who has served the overall army in the function of a scout.

Where do you see the profession fitting in? [In] the United States programs for ESL teachers aregenerally parts of schools of linguistics. In England they are generally parts of schools of education. And in third countries, where English is not the first language, they are often parts of what we would call the liberal arts department or foreign language department. Where do you see it fitting in best?

Well, I if had to make a forced choice, I would fit it in as a branch of education, for sure. But I'd really rather say what other people have said, that it is a field of its own that draws on all of the above. The idea of drawing lines and boundaries is probably an artifact of Western European civilization.

In general education, in the United States anyway, they are starting to get into more cross-educational studies, where they feel people need a better grounding in hard sciences first and then getting into educational theory and methodology. Do you see it in the same way where people learn the language and then the linguistic side of it and then get into the teaching or methodology side?

No. Let me go out on a limb and say that I would rather see people have an understanding of the psychological and social foundations first. Matter of fact, this is how my Master's Degree in Teaching English as a Foreign Language was organized back in 1949. We then went on and had courses on English, the structure of English, the history of English, and also teaching methods courses. But to me learning and teaching a language is a total human enterprise.

Now in teacher-training programs, some people like Dick Allwright and John Fanselow are calling for more classroom observation . . .

Good...

. . . in teacher training and teacher development. And they are saying we need to look at what teachers really do mther than prescribing from above. Whereas others have perceived the founders of the methods we are talking about today as prescribing [from] above. How da you feel about that? You obviously feel that A Way and Ways *was not prescribing from above. I think you wanted people to be more introspective.*

I wanted people to consider these three prescriptions and see what they could get out of them.

Do you think that they were prescriptions? Not as you intended them, but as others developed them?

Ideally-I suppose this is a cliche but I happen to believe it- ideally there should be kind of a constant interplay between practice and experimentation and between theories and formulations. The formulations that I talked about in *A Way and Ways* were based on experience.

From your own practice?

Yes! I was hoping that readers would do some experimenting on their own, then enrich and develop, and, where necessary, correct their own personal formulations. I do think it's regrettable that none of the three founders seemed disposed to enter the usual kind of scholarly give and take, either in print or in face-to-face discussions.

Do you think that the "cult aspect" of these threegroups has had an impact on that? All three methodologies had a very strong following.

Absolutely! Absolutely! There were people who said, "You know, this is ***the*** method and before us nothing was. And anybody who is still using some other methodology is either ignorant or dishonest or both." There was definitely that kind of thing and that was most important. Yes.

Do you think that these methods are not being discussed or pmcticed in their pure form now because two of the three leaders have died--the "Gurus," so to speak?

To me, what was important in all three of these was the ideas, the principles. And these ideas and principles had to be developed in some concrete format. And so with one there was the sitting-around-the-tape-recorder format; with one there was the charts-and-the-rods format; with one there was the easy chairs and the music-which by the way I understand Lozanov is no longer doing. There were these things and people responded to these concrete manifestations. Either buying hook, line, and sinker or rejecting them. I think that none of these three methods is appropriate for use in very many settings. Although I've known a few teachers who did succeed in using one or another as their exclusive or main method, a fellow who used the Silent Way as his main methodology for 50 adolescent males in Afghanistan, for example. What I would hope is explored and to a greater extent adopted is not these particular techniques, these particular methods; it is the ideas, the principles.

Do you think those principles and methods would be more widely adopted now that the "Gurus" are off the scene? Do you think it will be easier to make changes and adaptations?

Well, Lozanov, of course, is still very much on the scene. But in any case, changes and adaptations were constantly being made.

If you were doing the same book today, I'm wondering whether your "Way"--the underlying psychological side-would remain the same.

Yes, it would.

What about the "Ways"? Are there any methods that you would change? Any others that you would add?

No, again I wasn't primarily trying to sell these particular Ways, as I said in the book.

Rut do you think that there are any others that perhaps come close?

There are others that are perhaps equally deserving of attention. I chose these because they influenced me and because they were not very well known. If I were rewriting the book today, I'll tell you what I would do. I would attenuate the prose style, which was a little specialized. I would leave out the chapter on the Levertov machines and a few of the illustrative chapters on the ways. To me it is part of a trilogy. There is ***Memory, Meaning and Method,*** which kind of opened up the subject of what people later began to call "Humanism." And then there was ***A Way and Ways,*** which was this exploration and explanation of these three particular methodologies or approaches. And then there is this one which is coming out in which I try to pull things together in a way which will express and provoke as little emotional reaction as possible.

What is the title?

[It's called] ***Humanism in Language Teaching: A Critical Perspective.***

The end of the trilogy?

Yes.

Perhaps this is a good place to end our interview. Thank you very much. It has been a most enjoyable experience.

Jeff Schwartz is currently a Research Assistant at the Evaluation Assistance Center (EAC) East at Georgetown University. He has been in the ESL /EFL field for over twelve years, including three at New Day School in Sendai, Miyagi. He has studied ESL methodology under Earl Stevick.

原 稿 募 集

The Language Teacher の1991年12月号では
〝中学・高校での英語教育〞
を特集しますので奮って御応募下さい。
締切は1991年8月30日
詳細は Eloise Pearson (1頁参照) まで

Submissions are sought for
"Teaching English in Junior High & High School in Japan"
A Special Issue of
The Language Teacher,
December, 1991.
Deadline for submissions is August 30, 1991. Contact Eloise Pearson (see p, 1) for more information.

The Methods

WHAT HAPPENED TO METHODS?

by Jack C. Richards
City Polytechnic of Hong Kong

The "culture" of any profession is defined by the beliefs, practices, and behavior of its members. Part of the culture of language teaching has been the belief that the principles of good teaching can be formulated as a method of teaching. The history of language teaching in the last 100 years has done much to support the impression that improvements in language teaching will result fmm improvements in the quality of methods, and that ultimately an effective language teaching .method will be developed. Some breakthrough in linguistic theory or in second-language acquisition research, it is assumed, will eventually unlock the secrets of second-and foreign-language learning. These can then be incorporated into a new supermethod that will solve the language teaching problem once and for all. (Some of course, believe that the supermethod has already been found!)

I have always found the whole notion of methods of teaching to be anathema to my understanding of the nature of teaching and to my own view of myself as a teacher and language learner. My first encounter with a foreign language was in a class taught according to the Audio-Visual Method. We were treated like morons. Our mle was to repeat and respond to cues provided by the teacher, who slavishly resisted common sense and followed the roles of the method mindlessly. She was utterly unwilling to consider any suggestions fmm the learners as to their preferred mode of learning. I have seen the pattern repeated in many different parts of the world, whether it be Gattegno, pontificating at sessions devoted to selling his Silent Way, or to ardent young believers in Communicative Language Teaching or Process Writing.

When I first attended a JALT convention in 1980, the methods syndrome was in full swing. Teachers flocked to presentations by advocates of the newer methods (the lunatic fringe, as we referred to them). My 1980 JALT plenary tried to offer an objective framework for the description and comparison of methods. It was predicated on the assumption that description was a priority, allowing for evaluation to follow, and I hoped to spare novice teachers some of the confusion encountered on wading through the likes of Gattegno, Lozanov, and Curran. This was subsequently expanded into a book-***Approaches and Methods in Language Teaching*** (with Ted Rodgers)-which has achieved its goal of providing a straightforward introduction to the claims of the major methods.

Reading the literature on methods confirms that common to all of them is a set of prescriptions as to how teaching should be accomplished. Prescriptions for the teacher include what material should be presented, when it should be taught and how; and prescriptions for learners include what approach they should take towards learning. Methods are hence essentially top-down. The teacher's job is to match his or her teaching style to that of the method.

Attempts to create general methods that are suitable for all teachers in all teaching situations reflect an essentially negative view of teachers-what I call the "teacher as idiot" philosophy. This implies that since the quality of teachers cannot be guaranteed, the contribution of the individual teacher should be minimized by designing teacher-proof methods. The hidden assumption is that teachers cannot be trusted to teach well. Left to their own devices, teachers will invariably make a mess of things. A method, however, because it imposes a uniform set of teaching roles, teaching styles, teaching strategies, and teaching techniques on the teacher, will not be affected by the variations that are found in individual teaching skill and teaching style in the real world.

[The methods incorporate] the "teacher as idiot" philosophy. This implies that since the quality of teachers cannot be guaranteed, the contribution of the individual teachers should be minimized by designing teacher-proof methods.

Fortunately, the last few years have seen a waningofthe methods syndrome. It is being replaced by a different view of teaching and of teachers. This starts from the assumption that teachers, rather than methods, make a difference, that teachers are engaged in a complex process of planning, decision making, hypothesis testing, experimentation, and data gathering, that these processes am often personal and situation-specific, and that they should form the focus of teacher education and teacher professional development. This approach involves teachers developing their own individual theories of teaching, exploring the nature of their own decision-making and classroom practices, and developing strategies for critical reflection and change. This leads away from a concern for a Method of teaching, and towards a focus on reflective teaching. Let us examine this notion of reflective teaching in more detail.

Critical reflection refers to an activity or process in which an experience is recalled, considered, and evaluated, usually in relation to a broader purpose. It involves examination of past experience as a basis for evaluation and decision-making and as a source for planning and action. Becoming a critically reflective teacher involves moving beyond a primary concern with instructional techniques and questions of procedure "to asking questions that regard techniques not

as ends in themselves but as part of broader educational purposes" (Bartlett, 1980). The focus is hence on critical awareness raising in order to improve one's own self-understanding and one's own teaching practice. This can be achieved in a number of ways.

One is through written accounts of teaching experiences. Personal accounts of experiences through writing are common in several disciplines and their potential is increasingly being recognized in teacher education. Through the process of writing, deeper insights about teaching can often be achieved. The act of regular writing, thmugh a journal or diary for example, preserves significant or important events for the purpose of later reflection. In the teacher education program at City Polytechnic of Hong Kong, teachers-in-service keep journals about their classroom experiences and these serve as the medium for a dialogue between the course participants and the instructors.

Observation of teaching events is also a valuable means of clarifying the nature of teaching and exploring the kinds of decision-making teachers use. In our teacher education program, participants first carry out an ethnographic description of a colleague's class, in order to develop the skills of objectively describing the teaching act. Video protocols of different kinds of lessons also serve as a source for focused observation and analysis. Participants also record, through audio or video, examples of their own teaching and attempt to identify their own assumptions about teaching and how they go about it.

Small-scale investigative projects are also a means teachers can use to develop their skills in observation and enquiry, to promote their understanding of the cultures of their classroom and school, and to help them to see their school and classroom as settings for study and inquiry. In our program, teachers complete an action research project once a term, in which they identify an aspect of classroom life they would like to change, select a strategy for intervention, implement the strategy, monitor for effects, and then reflect on the processes involved.

The last ten years have thus seen the beginning of a shift away from a methods-based view of teaching, towards a view of teaching which sees the teacher as a planner and decision maker and which looks at the interactional dynamics of the classroom and the teacher's mle within it. Stevick's work, together with that of Candlin, Nunan, Fanselow, and others, has helped achieve this focus on teachers and learners, rather than methods. This approach implies a redefinition of the mle of the teacher. Teachers are not viewed merely as "performers," who carry out the role prescribed by a method. Teachers are seen rather as investigators of both their own classroom practices and those of their learners. Through regular observation, monitoring, and information gathering about what happens in their own classes, teachers canobtain valuable feedback about the effectiveness of their own teaching and thus develop their own strengths as teachers. Relevant concerns for the teacher thus focus not on the search for the best method, but rather on the circumstances and conditions under which successful teaching and learning are accomplished.

Acknowledgement

The ideas expressed here are discussed more fully in my book ***The Language Teaching Matrix*** (Cambridge University Press, 1990).

Reference

Bartlett, L. (1990). Reflective teaching. In J.C. Richards & D. Nunan (Eds.), *Second-language teacher education* New York: Cambridge University Press.

Jack Richards is Professor and Head of the Department of English at the City Polytechnic of Hong Kong. His primary interests are teacher education, curriculum and materials design, and methodology, and he has written over 100 articles and books. His most recent publications are:

The Language Teaching Matrix ***(Cambridge,*** 1990); Second Language Teacher Education ***(editor with D. Nunan, Cambridge,*** 1990);Interchange ***(with J. Hull and S. Proctor, Cambridge, 1990).***

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The Methods

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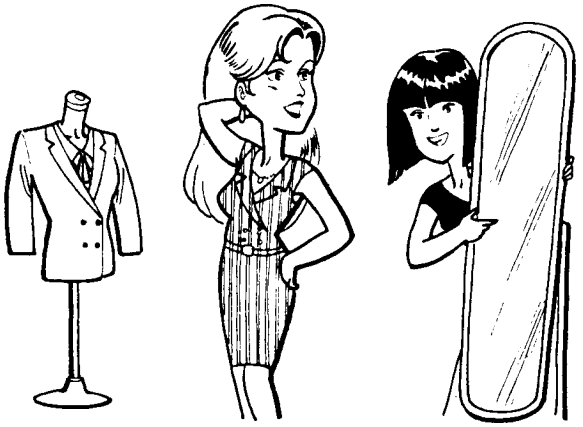

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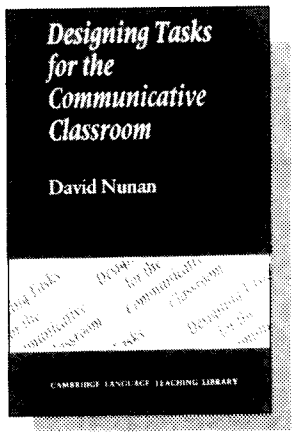

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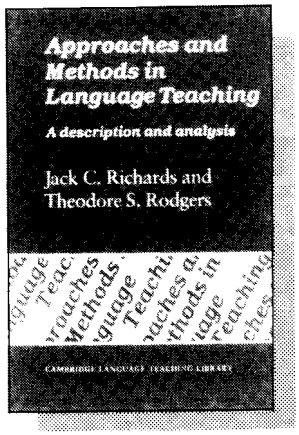
Approaches and Methods in Language Teaching

A description and analysis

Jack C. Richards and Theodore S. Rodgers



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The Last One Hundred Years of Second-Language Teaching Methodology

by John F. Haskell

It has been said that those who refuse to study history are condemned to repeat it. Others contend that all of history, even that of language teaching (Stevick, 1971) is cyclical and that we should study it to learn where we are going. In any case, a bit of historical perspective on second-language teaching should prove to be valuable (Haskell & Messec, 1990).

Grammar-Translation Method

Most foreign-language teaching in the U.S., and around the world, has been-and possibly still is-conducted basically as a study of how the grammar of the target language (L2) works, through the medium of literature and by using the strategy of reading and translation. The grammar-translation approach views language as a system of rules to be taught and tested. Instruction is generally in the language of the student (L1), even though the student is trying to learn Spanish or French or German (or English) or whatever. Use of the target language, outside the classroom, is negligible, if it occurs at all, and any hope of ever using the language in real life is generally far in the future. This method, used in much FL and EFL teaching, and until the 1950s common in ESL teaching, is called the grammar-translation method.

In the grammar-translation method, the teacher and students assume that by studying the grammar rules of the new language and adding vocabulary and some application work such as translation and the conjugation of verbs, the new language will be learned. The well-documented lack of success of this assumption for all but a few students has not changed the opinion of most teachers and students. The grammar-translation method still holds a high position of academic respectabilitythroughout the world-a respectability ultimately derived fmm the prestige of Latin studies based on the idea that grammar study encourages clear thinking, the tradition of a "well-rounded" education, and the sanctity of literature and academic translation. Even the failure of generation after generation offoreign-language students has not dissuaded many.

Direct Methodology and the Linguistic Approach

At the end of the nineteenth century and for the first half of the twentieth century, one of the most promising alternatives to grammar-translation was one of the many permutations of the direct method which stressed, from the beginning of instruction, the use of spoken language and the use of the target language as the medium of instruction. Francis Gouin's Series Method (Gouin, 1880) and the conversational method of M.D. Berlitz (Berlitz, 1887) were direct-method approaches which were promoted as more 'natural' methods of learning since they emphasized speaking first and utilized more natural language learning techniques such as the sequenced presentation of real language and the inductive learning of grammar. Carl Kraus brought the direct method to the U.S. in the early part of the twentieth century (Kraus, 1916) and in 1929 deSauze (deSauze, 1929) brought his version of the direct method (especially for the teaching of French) to the U.S. The Danish scholar, Otto Jespersen (Jespemen, 1904), and Harold E. Palmer (Palmer, 192l), in England, encouraged and developed a more linguistic and scientific method called the oral method or approach. Palmer traveled to Japan where he headed the Institute for Research in Language Teaching (IRLT) and where he encouraged foreign-language teachers to use his more scientific, and, he felt, eclectic approach (Palmer, 1917). Michael West (1953) and Albert S. Homby (1948), looked at word frequency and encouraged the notion of vocabulary control in language teaching. The oral approach, with its systematic and graded presentation of language, its structural drills, its restricted vocabulary, and, like the direct method, inductive presentation of grammar, was the generally accepted approach used by the British in Great Britain and overseas well into the 1960s and was the direct precursor to the audiolingual method (Diller, 1978).

The Audiolingual Method and its Offspring

During World War II there was a need for instant speakers of a number of exotic languages for countries into which U. S. soldiers were being sent. The need helped bring together in a new language-teaching pedagogy, concepts fmm the fields of behavioral psychology and structural linguistics, as well as ideas fmm the direct method and the oral approach. Fmm behavioral psychology this pedagogy took such ideas as stimulus-response, drill, positive reinforcement and the notion of the brain as a tabula rosa or clean slate. From the new science of descriptive linguistics, it adopted the structural nature of language with its systems of phonology (sounds), morphology (word formation), and syntax (grammar). Fmm direct method pedagogy it borrowed the practice of teaching language in the target language, its emphasis on the more natural order of learning to speak before reading and writing, and the inductive presentation of grammar. From the oral approach it took the notions of practice (structural drills), mimicry and memorization, and control of vocabulary. This new language-teaching pedagogy which emphasized speaking rather than reading and writing, was called the audiolingual method (ALM).

The ALM, which, in the United States, gained much favor as a second-language teaching method in the 1950s and 196Os, was based on a practical lan-

guage emphasis that seemed especially appropriate for ESL teaching. It soon became the standard method for those who were formally trained in ESL instruction in the United States and Canada. Like Palmer before him, Charles C. Fries took his method to Japan where he worked with the English Language Exploration Committee (ELEC) and where he hoped the ALM would replace more traditional foreign-language teaching methods (Fries & Fries, 1961).

The ALM placed a heavy emphasis on mechanical drills, the sequenced presentation of grammar, pattern practice, dialog memorization, immediate error correction and even error prediction through contrastive analysis, controlled vocabulary and context, and the insistence on teaching one item at a time, not moving on until the new item had been learned (Fries, 1945; West, 1960; Lado, 1964; Finocchiaro, 1965; Stevick, 1955, 1963). ALM programs tended to compartmentalize content into separate classes for pronunciation, grammar, conversation, reading, and composition, seldom providing an opportunity for the integration of all the areas being taught. This traditional ALM approach did not coincide for long with what experienced ESL teachers found to be practical or workable in the classroom nor with the movement towards a cognitive, rule-governed psychology of language learning reminiscent of much of the direct methodology.

The 1960s and 1970s saw the introduction of such modified audiolingual methods and approaches as the Modular Approach of Earl Stevick, Situational Reinforcement of Eugene Hall, the Methode Credif or St. Cloud Method, the Silent Way of Caleb Gattegno, James Asher's Total Physical Response (TPR), Georgi Lozanov's Suggestopedia, and Charles Curran's Counseling-Learning. The 1960s and 1970s also saw such specialized program approaches as English for Academic Purposes (EAP), English for Special Purposes (ESP), English for Science and Technology (EST), and VESL, Vocational English as a Second Language.

Each method, each program, ,attempted to correct or counter some perceived weakness in the more traditional ALM approach and emphasized some need or important strategy turned up as a result of the rise of humanistic psychology's "affect" studies and teachers' classroom experiences. Each of these attempts to "modify" or replace ALM bmught to the classroom new ideas about how students learn language and how to meat their needs.

The Offspring

The modular approach of Stevick, popularly used in Peace Corps training programs, encouraged the organization of language into modules (or units) of information on single, often situational, topics, stressing the spiraling of grammar and the teaching of topic-related vocabulary (Stevick, 1967).

The situational approach showed us the importance, especially for adult students, of associating language with behaviorby putting language into more natural and realistic contexts which reflected the real needs of adult students--replacing the controlled, sterile, often nonsensical dialogues of the early AIM texts with real-life situations (Hall, 1978).

The Methode Creclif or St. Cloud method impressed upon us the importance of audio-visual stimuli as natural triggers for the teaching of language-in-use (Stevick, 1976).

From the Silent Way we learned the importance of having the student take responsibility for learning, of the students' committing themselves to the process rather than relying solely on the teacher for all direction and all input. The Silent Way was also a way of introducing a student to the 'feel" of a language by stressing the importance of being comfortable with the sounds, rhythm, and intonation patterns of the language (Gattegno, 1976).

From Counseling-Learning we learned the importance of letting the students' needs and experiences direct the course of language acquisition, and we recognized that the mle of the teacher was to act as an effective resource to help meet student-centered needs--and as an equal participant in the learning process (Cm-ran, 1976).

Suggestopedia made us look carefully at the atmosphere in which we taught students, helping us to recognize the importance of positive thinking, reducing anxiety, and subliminal learning (Lozanov, 1971).

And Asher's TPR emphasized the physical nature of the language act-the importance of multiple stimulus learning and the active participation of the student (Asher, 1977).

None of these methods has been completely successful nor recognized, at least for long, as the method. That is due not only to their own limitations as solutions to the question of how we learn language, but also, in some part, to the commercialization of the training and materials that had to accompany many of them. Their inability to 'catch on" in teacher training institutions as singular methods of teaching ESL reflected the growing eclectic nature of language-teaching philosophy. Like the more traditional ALM and even, for a few, the grammar-translation method before it, each method worked for some, yet no method worked for everyone, teacher or student. Despite the failure of each as. the method, they each offered insights and challenged us to look at language learning differently than we had before. In addition, the dominance ofcognitive psychology and humanistic research in the 1960s, together with the increased interest in the nature of second-language acquisition (SLA) and classroom-centered research of the 1970s resulted in new and expanded views of language teaching and language learning.

Gardner and Lambert (1972) provided us with studies that helped us understand better the notion of motivation in the classroom, suggesting both integrative and instrumental factors. Crymes (1980) told us about the different strategies learners use, and Eskey (1976) praised our discovery of teachers and learners as human beings. Stevick (1981), interviewing successful language learners, told us, once again, that we

The Methods

all learn differently-that 'natural' language learning is to some extent based on the learners' view of learning, their expectations-what 'seems' natural to them-and that it is often those attitudes and expectations, different for each of us, that affect our success.

Communicative Competence

The 1970s were an exciting time in language learning in large part because of what we learned from research in SLA. Driven by criticism from bilingual/bicultural educators and the sociolinguist's communicative-competence bandwagon, we looked at the strategies language students and teachers actually used in the classroom. We became familiar with reasons for failure other than language interference, identifying such elements as poor teaching strategies, overgeneralization, fossilization (Burt, 1975; Selinker, 1974), and recognizing the importance of systematic error (Corder, 1967) as opposed to random error. Hymes (19721, Paulston (1974), and Savignon (1976) presented us with the notion of communicative competence as a goal of the classroom. And, we began to look at language learning as a set of communication strategies such as those suggested by Canale and Swain (1980) who defined communicative competence as linguistic competence (language usage), sociolinguistic competence (language use), discourse competence (coherence and cohesion), and strategic competence (communication repair strategies).

Each of these attempts...brought to the classroom new ideas about how students learn language and how to meet their needs.

The British, Widdowson (1983), Strevens (1977), Brumfit and Johnson (1979), Littlewood (1981), Wilkins (19761, and others, directed us towards English-for-special-purposes programs, communicative approaches to language teaching, and notional-functional syllabuses. Austin (1962), Searle (1969), and later, Giles (1980) discussed the importance of and defined more clearly the speech act. In the U.S., such researchers as Oller and Richards (1973), Krashen (1982), and Smith (1983) pushed us toward more natural, pragmatic approaches to language teaching.

The audiolingual method, born from WW II military foreign-language teaching successes and modified intuitively in the 1960s by various methodologists, was transformed by the sociolinguistic theories and research of the 1970s into a more communicative approach to ESL teaching. This approach is based on a view of language as a system of human communication. Sometimes it consciously teaches rules, sometimes not. All learning is done in context, and the context must be appropriate for the learner. The communicative approach, also derived from the ALM, often uses its techniques, but adds communicative, meaningful activities such as mle plays, problem solving, and small-group interaction, and emphasizes communicative competence-the sociolinguistic notion of language use (function) in addition to usage (form).

The communicative approaches of the late 1970s and early 1980s led ESL teaching away from a strictly linguistic emphasis and toward more natural, pragmatic and functional uses of language.

By the 1980s, the result of research in second language acquisition had, with the 1970s emphasis on communicative competence, pragmatic learning, notional-functional svllabuses. and humanistic classroom practices, led ESL teaching into a new phase of development. SLA research has given ESL teachers practical information both for discussing the progress and problems of learners and for plating coherent teaching programs which include both language rules and language performance. It has also pmvided us with a new set of approach, method and syllabus bandwagons such as the Notional-Functional syllabus (Wilkins, 1976), Threshold level programs (Van Ek, 1977), the Pragmatic Approach (Oller & Richard-Amato, 1983), the New' Natural Method (Krashen & Terrell, 1983), the Integrated Appmach of Blair (1982), Proficiency-Oriented Instruction (Omaggio, 1986), the Comprehension Approach (Winitz & Reeds, 1975; Winitz, 1981) and the teacher-training theory of FOCUS (Fanselow, 1977, 1987).

The 'New' Natural Approach

The 'new' natural approach supports two often conflicting events in language classrooms: conscious rule learning andunconscious language acquisition. It is concerned with language as human communication and is adaptable to a broad range of language methods and techniques. The 'new' natural approach emphasizes the importance of listening activities at the beginning of instruction; real, pragmatic, and functional activities for language acquisition; the integrative nature of language learning; the naturalness and value of making errors; the appropriate use of language; the importance of motivation; and a recognition of such hypotheses as the natural order of acquisition, affective filter, fossilization and feedback, language monitoring, language acquisition (versus learning), and comprehensible input.

This 'new' natural method, similar to its precursor in name, the natural methodology of the direct-method period, is one of the many newer modifications of the ALM. Its underlying hypotheses are the catch-words of the 1980s: notional-functional syllabus, monitor theory, affective learning, communicative competence, appropriate language use, natural language learning, language acquisition, and comprehensible input, among others. The analysis and criticism of these notions, these hypotheses, have fed the discussion and the research that have made the eclecticism of the 1980s even more effective and have resulted, perhaps, in a natural method progeny (McLaughlin, 1978; Higgs & Clifford, 1982).

For all this, Clarke (1984) would tell us to look to each other, to share ideas, but to be prepared to experiment and adapt because what works for one

may not work the same for another-what works with one student may not be what the next one needs. Clarke would also warn us not to jump blindly on the "natural method" or communicative competence bandwagons just because they seem interesting or intuitively appealing, but to look at them critically and clearly. Gaies (1987) has admonished us to not only appreciate what research brings to the field, but to look at it skeptically. The close scrutiny and eventual acceptance of such ideas as the cloze procedure (Oller, 1973; Haskell, 19731, informal classroom testing (Buckingham & Haskell, 1981), the language experience approach (Rigg, 1977), and an early emphasis on listening skills (Morley, 1972) are reflective not only of our willingness to accept new and carefully evaluated ideas, but of our classroom eclecticism based on the rational, principled development of a philosophy of teaching based on the needs of students, what we have learned about language learning, and our own capabilities as teachers.

Eclecticism has been the other major "bandwagon" of the 1980s.

Eclecticism

Besides the 'natural' method, eclecticism has been the other major bandwagon of the 1980s. Eclecticism is not so much a method, as an approach or philosophy of teaching-the selection and use of appropriate techniques for language instruction (Haskell, 1978a). It generally emphasizes communication and an understanding of the students'needs and goals. While trends in second-language research would emphasize natural, pragmatic, and integrated language learning, no technique is eliminated if it supports the purpose of the student's language study, though such tactics as constant and immediate error correction, mechanical drills, and formal testing are felt to be generally in opposition to 'natural' learning strategies. An eclectic 'methodology' is one which utilizes the best, most appropriate parts of existing methods-a principled versus an irrational eclecticism. Some issues, some questions, however, seem not easily answered; some techniques not easily discarded. While the more classic features of the grammar-translation and audiolingual methods have been, by and large, replaced by the selective use of a greater variety of effective and affective techniques, both teachers and students still use or approve of tactics, strategies, and techniques that have limited value to learning. They do so because they are comfortable and familiar. Old ideas or new, Clarke has warned us to beware of bandwagons (1982) and to both look to and be cautious of gurus (1984).

What the Gurus Say Today

In some ways, while we are listening to people outside the immediate field of language teaching (Haskell, 1988), we have reverted to, or rather are rediscovering, things that the oral and audiolingual methodologists such as Palmer, West, and Fries told us (Stevick, 1971).

Many students and teachers, for example, still view the use of memorization and translation as viable learning techniques. Translation is a specialized language skill and is generally inappropriate for the beginning language learner (and teacher) to rely on as a primary method of learning. It is a crutch that, thoughimmediatelyuseful, becomes harder and harder to throw away the longer it is used (Duff, 1981). As the reading of many a translated novel, poem, or article will show, good translation requires a special talent and probably special training. It is not even always successfully used by fully bilingual individuals. Early adaptors of ESL materials, who simplified materials for classroom use, found it difficult to translate even within a language-from more complex English to simpler English. Nevertheless, many of our students find it a comfortable tool. Who of us has not asked "What does that mean in...?" or "How do I say...?" and who does not use a dictionary, monolingual or bilingual, during almost every stage of language learning? Teachers need to show students how to use dictionaries more effectively (and learn to use them themselves). They need to help students adapt such less successful strategies as translation and memorization and encourage them to use a wide range of new and more successful strategies.

The audiolingual techniques of mimicry, memorization, and pattern practice are not popularly accepted today as learning strategies because it is felt that they do not "teach" language. They may, sometimes, be appropriate techniques for a variety of classroom needs, but they are in general disfavor because of their mechanical and 'unnatural' nature, their overuse by teachers, their tendency to be stilted and boring, if not off topic, and their tendency to produce unthinking language responses (Ellis, 1988). First-language learners all practice language, whether the babble of infants or the preparation of a speech as an adult. But *why* does one practice? *when* should one practice? and *what* does one practice? Teachers use it, often, because it is a way of having the whole class participate simultaneously (and it provides total contml of the classroom). But there are better ways of giving students the opportunity to use-practice if you will-language in non-threatening ways and in more meaningful contexts. Role plays, small group activities, editing work and language-experience type exercises, for example, all give students less-threatening opportunities to practice or use language in controlled but real situations.

Listening exercises and comprehensible input have also become recognized and organized parts of the second language curriculum. From Morley (1972) and Smith (1975) to Krashen (1982), the importance of listening has been encouraged as a necessary learning skill which must be taught directly and early. Similar to the new emphasis on the teaching of pronunciation and other prosodic features (Allen & Haskell, 1978) and the need for an extensive recognition vocabulary, we recognize that listening is not something that somehow emerges as a by-product of speaking or the learning of grammar.

The Methods

ESL instruction has also emphasized not only the humanistic needs of students, but also the integral nature of language and culture (Lado, 1957; Hall, 1957) and the need to look at, understand, and share intercultural and cross-cultural experiences (Valdes, 1986; Buckingham, 1981b). We recognize that students need to keep and sustain pride in their primary cultures as well as gain an understanding of their newly acquired culture. We recognize the importance of such things as non-verbal communication (Moraine, 1978) which have become integral parts of the language classroom. We accept error as a natural part of learning and that appropriate feedback can be a successful way of dealing with error (Bmwn, 1980; Buckingham, 1981 a). We have, as teachers, also learned to recognize the notion of international English (Strevens, 1980), that English comes in many varieties. We have also come to recognize that English teaching is a political act-that we need to look at the moral and ethical impact of our teaching on our students (Judd, 1983). Auerbach and Burgess (1986) call it the 'hidden curriculum.' As such, teachers have decisions to make about what to teach and how.

Strevens, as early as 1966, and Haskell and Galvan, in 1978 (Haskell, 1978b) called for content-area language teaching; today, as part of the more 'natural trend in language teaching, we recognize more and more that language is a symbiotic part of all learning-that learning is often best accomplished by using it in contexts to which the student has found multiple reasons for commitment. We recognize that real language can be presented in the context of other learning needs of students, as incontent-based language classes (Terdy, 1986; Brinton, Snow & Wesche, 1989).

We have moved a little, from structural grammar-centered syllabuses, through strictly situational syllabuses and syllabuses purporting to be notional-functional, to textbooks which recognize that, while on the one hand they must reflect the idealized model of fairly universal standardized English, the demands of teachers and the needs of students today are for real language in real contexts (Maple, 1988-9; Flamm, Northam & Yorkey, 1990). Students need information on a variety of different ways to present and use language, and opportunities to use language in appropriate situations rather than assuming transference fmm single models to real life. Textbooks are more sensitive today as to how the target culture is presented and how our students' cultures are treated. Our curricula, syllabuses and texts reflect more and more integrative, communicative, cross-cultural, and 'natural' trends in language learning, and while publishers still put their hearts and souls into multi-volume series, they have in the past decade been increasingly willing to publish texts of more limited areas of instruction for the classroom teacher. Textbooks and resource materials am more easily gotten today as state and regional professional meetings, such as TESOL, IATEFL, and JALT, lure publishers to display their wares. For the professional ESL teacher, being eclectic is only a matter of accessing the right materials. There are more and more teacher-oriented publications as well. *Modern English Teacher* MET), the *English Teaching Forum* (FORUM), the *English Language Teaching Journal* (ELTJ), *TESL Talk*, JALT's *The Language Teacher*, and the new TESOL publication, tentatively called the *TESOL Journal*, provide the interested classroom teacher with ideas by other classroom teachers.

Professionalism

We have become more professional, too. TESOL, JALT, IATEFL and others, as organizations of ESL and EFL pmfessionals, have promoted sound classroom practices, fostered second language research, and encouraged the evaluation and dissemination of language-learning information to the classroom teacher (Alatis, 1977; Strevens, 1986, 1987). They have also promoted the thorough training of teachers and their certification. (See TESOL's 1970 *Statement of Qualifications and Guidelines for the Preparation of Teachers of English as a Second Language* and its 1983 *Statement of Core Standards for Language Professional Preparation Programs.)* We have recognized the significant differences between EFL and ESL students, their differing classroom needs and expectations as well as their environments, and the different training needs of their teachers (Maple, 1987).

Perhaps professionalism and eclecticism have made more things available to the ESL and EFL teacher, but at the same time they have made it harder to teach. The lack of a single simple method has not eliminated the need for teachers to develop a philosophy of teaching based on what we know of the language learner and language learning (Richards, 1984). One cannot accept irrational eclecticism in the classroom. Eclecticism-the reasoned selection of texts, techniques, strategies, and supplementary materials-must begin with a careful evaluation of student need and be based on solid language research and a sound teaching philosophy.

For Further Reading

Probably the best discussion of methods for most ESL and EFL teachers is Richards and Rodgers' *Approaches and Methods in Language Teaching: A Description and Analysis* (1986). It discusses in much more depth what this article touches only briefly on, from the history of language teaching to its chapter by chapter discussion of the various methods and approaches encountered by ESL teachers. Larsen-Freeman's book, *Techniques and Principles in Language Teaching* (1986), also covers the broad spectrum of language-teaching methodology but limits itself to clear and simple descriptions of each method. It is quite suitable for those who may not want nor have the background for the more philosophical, detailed presentation of Richards and Rodgers. Readers interested in learning more about communicative language-teaching may want to consult Widdowson (1978) and Johnson and Morrow (1981) in addition to those cited in the text. Howatt (1984) and Kelly (1969) provide in-depth histories oflanguage teaching, and Ashworth (1985) has talked about the wider context of language teaching in her book *Beyond Methodology*. *Stern* (1983) has written a thorough and clear volume which discusses the *Fundamental Concepts of Language Teaching* from its earliest beginnings to the present. H. D. Brown's (1987) book on the *Principles of Language Learning and Teaching* is as good anintroduction to the various areas of research in the field of second-language

learning as you will find-and it is very readable. It contains valuable suggestiosn for further reading in each area of discussion as well as thorough bibliographies; along with Stern it is the most widely read general text in the field. Three recent publications which contain excellent information on field and classroom-centered research in second-language acquisition (Beebe, 1988; Chaudron, 1968) and on innovations in foreign-language teaching (Wagner, 1988) are also worth a look. The previously mentioned article on research by Gaies (1986) is exceptional and Morley's 'state of the art' article (1987) not only covers the field of language teaching and learning today, but also has an excellent bibliography.

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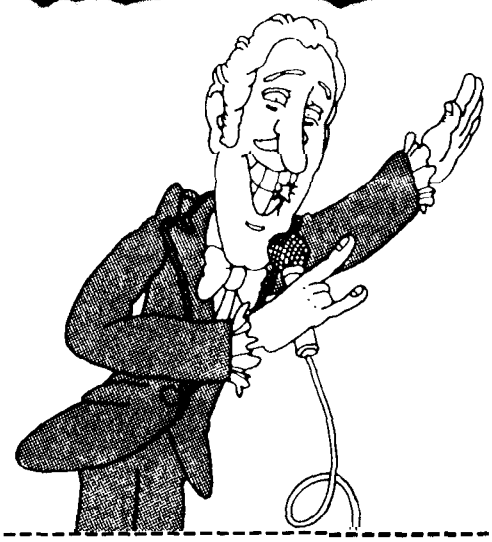

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HUMANISTIC THINKING AND ITS INFLUENCE ON MAINSTREAM EFL

by Mario Rinvolucri
Pilgrims, U.K.

The dissemination of ideas and their subsequent practical application is a very difficult area to describe with clarity and confidence as any one writer knows so little of what is going on, especially as "mainstream EFL" is a worldwide phenomenon. The best I can do is to offer you a dibs and dabs picture which will mainly focus on Western Europe, where I happen to work.

Creation of a state of mind

Colleagues in my own organization, Pilgrims, first met the ideas of Cm-ran, Gattegno, and Stevick in the summer of 1977. Some people immediately felt sympathy and excitement-others resisted and others were relatively indifferent. Over the next two summers (this part of Pilgrims is summer only) the ideas seeped further into people's thinking and practical work: several of us tried CLL work with beginners and you could see teachers vying with each other for boxes of rods. These practical classroom attempts were important in themselves but they were more important in creating a new state of mind, one in which we began to think about students differently.

In 1979, Lou Spaventa, a S.I.T. graduate who had been the main transmission wire for much of this thinking, proposed that we scrap our diagnostic test at the start of the summer program and replace it with a set of get-to-knoweach-other exercises followed by a find-your-own-level bazaar. In the bazaar students moved round a hall and tried to decide which level class they felt they should join. There were labels round the walls: very advanced, advanced, upper intermediate, and under each label stood the respective class teacher. The students' task was to talk to the class teacher and to each of the other people who felt they might belong to that given level. Students were also encouraged to visit the groups that had formed above and below the one they had initially chosen.

I would compare the spread of [humanistic ideas]... to the way water irrigates a land area. Some areas of the plain are really ready for the water.

We discovered that the level bazaar was no more inefficient in placing students in class than the old diagnostic test but that it was a hundred times more dynamic and that it spelled out a clear message to the students: the course was theirs, they were the protagonists, the decision was theirs. For some students and teachers a negative by-product of the bazaar was a feeling of insecurity, lack of authority, anxiety.

For a group of twenty teachers to move fmm using a "safe," paternalistic, technical instrument, like a diagnostic test, which bored the students but which they accepted as a fact of academic life, to using a much more risky, student-centered procedure speaks of a genuinely new collective state of mind in the staff-room. The important thing that contact with Cm-ran, Gattegno, and Stevick's ideas and practices had brought us was a genuine openness to student-centered ways of behaving.

Over the ten years since 1979 maybe two-thirds of our summer program class placement has been done by the bazaar method and one-third by a variety of placement tests. The point I am trying to make is that the influence of the humanistic originators is not to be judged simply by the number of teachers who are now "pure" Silent Way or CLL teachers.

Gattegno Stands Behind Grammar Games

Had I not met the thinking of Gattegno I would certainly not have written Grammar Games, a teacher's resource book. From Silent Way I learnt the idea that language mistakes are hypotheses, trials, stepping stones to firm, skilled use of language. I had been trained in the Skinnerian tradition that sees mistakes as dangers to be suppressed and avoided at all costs. Gattegno gave me permission to ask students to look carefully at their mistakes, to wonder about them, to try to put them right themselves. His simple message was: "don't correct the students' mistakes-help them focus sharply enough to do it themselves-that way they may really learn." Nearly all the exercises in the book follow this Gattegno principle.

Without Gattegno's thought I could never have proposed an activity like "Grammar Auction," in which students are asked to decide on the correctness of sentences lifted from their written work. Each student pair are given a notional sum in dollars that they can spend at a "sentence" auction. Their aim is to only buy correct sentences. The teacher tries to sell off all the sentences good and bad. Sometimes the whole group will enthusiastically bid for a mistaken sentence! The feeling of being cheated when they discover they were wrong can be very strong.

This exercise draws on Silent Way thinking for its language learning theory and is now used in many different comers of the globe by teachers who have never worked with the full Silent Way apparatus of sound charts, word charts, and rods. Powerful, generative pedagogical insights will never be limited to the dress they first appear in.

The Flow of Water

I would compare the spread of the ideas that Stevick has eloquently championed to the way water irrigates a land area. Some areas of the plain are really ready for the water.

An example of a group who have made humanistic thinking part of their normal teaching life are the Studia teachers in Polish universities. These folk teach English to other faculty members and so, in a way, student-centeredness is simply a way of respecting colleagues. The English teachers have been so successful that many of their teaching techniques are being used by other subject lecturers in their own disciplines: engineering students suddenly find themselves doing a jigsaw reading exercise during a lecture on hydrodynamics!

When private EFL schools began to spring up in Hungary in the early '80s the teachers in them got together to find out all they could about humanistic teaching. I have met Hungarian colleagues who know Maley's books better than he does himself!

The team who run in-service training in the Canton of Geneva in Switzerland have been strongly influenced by Moskowitz and other work drawn from the therapies. Over the past ten years they have been making this thinking easily available to EFL teachers via materials packages and workshops.

There are groups in mainstream EFL all over Europe who have been powerfully influenced by humanistic thinking but the flow of the irrigation water is patchy and hard to predict-there are many central people in the European educational establishments who do their best to keep their patches clear of such subversive thinking.

The Teachers' Resource Book Phenomenon

In the early seventies Cambridge University Press created a new genre of EFL writing, the teacher's resource book: a collection of practical ideas that were classroom-ready. The mainstay writers in those early days were Duff and Maley, with books like ***Drama Techniques, Variations on a Theme*** and ***Sounds Intriguing.*** The Cambridge list has been a major channel for the dissemination of humanistic thinking at an extraordinarily practical and accessible level. The proof of the success of such books is that they just won't die. Teachers keep on buying them and in 1986 Oxford University Press started a major series of their own, edited by Maley. In Spring 1990 Longman, weighed in with the first five titles of their own resource book list, in collaboration with Pilgrims.

These books are vitally important in their own right in that they slake the thirst for genuine, practical methodological help that teachers rarely get from their training in university EFL and linguistics departments. The resource books are also central as an idea source for the next generation of course books. An example of this process would be the way the ***Cambridge English Course*** came into being. Its authors, Swan and Walter, were both working in Paris in the late seventies at a time when Maley was running a major series ofhumanistic seminars and workshops at the British Council there. Those rich workshops and the books that went with them provided the humus out of which CEC grew.

Untouched Areas

The world is an enormous place and it is safe to say that the vast majority of EFL teachers have never heard of Stevick or any of the other "internationally well-known" EFL writers. They know their local/national coursebook and that is it.

There are areas of the EFL world you might expect to have access to plenty of ideas but where nothing of interest is happening. Most science students taking service English courses at Malaysian universities are offered an unremitting diet of dreary gap-filling and substitution exercises. It is as if the last twenty years in EFL methodology had never happened. The University of Malaya and one or two other institutions are notable exceptions to these strictures. I discovered that the various teachers' resource books produced in the U.S. and U.K. were virtually unavailable in Kuala Lumpur, as of May 1989. Extraordinary.

Irrigation water will flow in unexpected directions and reach places you would never have imagined. It will also fail to provide any results in places you might think were natural oases for it. The movement of ideas is truly mysterious.

Mario Rinvolucri writes, teaches and trains for Pilgrims in the U.K. His 1990 books are The Confidence Book, ***with P. Davis (Longman), and*** Video ***with R. Cooper and M. Lavery (Oxford University Press).***

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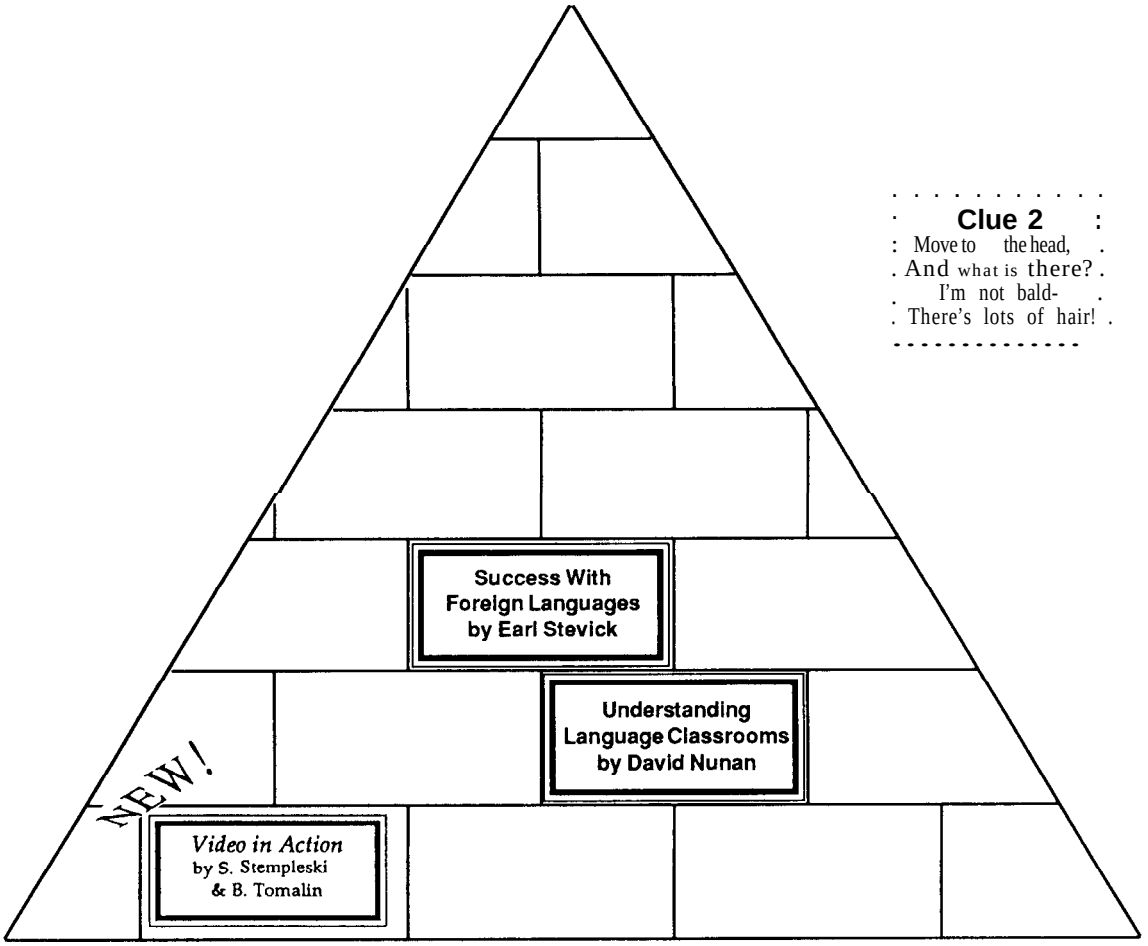

. . . . . .
· **Clue 2** :
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. And what is there? .
. I'm not bald- .
. There's lots of hair! .
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APPROACHES AND METHODS-AN OVERVIEW

by David Nunan

	Theory of language	Theory oflearning	Objectives	Syllabus
Audiolingual	Language is a system of rule-governed structures hierarchically arranged.	Habit formation; skills am learned more effectively if oral precedes written; analogy not analysis.	Control of the structures of sound, form, and order, mastery over symbols of the language; goal: native-speaker mastery.	Graded syllabus of phonology, morphology and syntax. Contrastive analysis.
Communicative	Language is a system for the expression of meaning; primary function-interaction and communication.	Activities involving real communication; carrying out meaningful tasks; and using language which is meaningful to the learner promote learning.	Objectives will reflect the needs of the learner; they will include functional skills as well as linguistic objectives.	Will include some/all of the following; structures, functions, notions, themes, tasks. Ordering will be guided by learner needs.
The Silent Way	Each language is composed of elements that give it a unique rhythm and spirit. Functional vocabulary and core structure are a key to the spirit of the language.	Processes of learning a second language are fundamentally different from L_1 learning. L_2 learning is an intellectual, cognitive process. Surrender to the music of the language, silent awareness, then active trial.	Near-native fluency, correct pronunciation, basic practical knowledge of the grammar of the L_2. Learners learn how to learn a language.	Basically structural lessons planned around grammatical items and related vocabulary. Items are introduced according to their grammatical complexity.
Community Language Learning	Language is more than a system for communication. It involves whole-person, culture, educational, developmental communicative processes.	Learning involves the whole person. It is a social process of growth from child-like dependence to self-direction and independence.	No specific objectives. Near-native mastery is the goal.	No set syllabus. Course progression is topic-based; leaners provide the topics. Syllabus emerges from learners' intention and the teacher's reformulations.
Suggestopedia	Rather conventional, although memorization of whole meaningful texts is recommended.	Learning occurs through suggestion, when learners are in a deeply relaxed state. Baroque music is used to induce this state.	To deliver advanced conversational competence quickly. Learners are required to master prodigious lists of vocabulary pairs, although the goal is understanding, not memorization.	Ten unit courses consisting of 1,200-word dialogues graded by vocabulary and grammar.

The Methods

From Appendix B (pp. 194-195) of Nunan, 1989, ***Designing tasks for the communicative classroom*** (Cambridge: Cambridge University Press). Used by permission.

Activity types	Learner roles	Teacher roles	Roles of materials
Dialogues and drills, repetition- and memorization-pattern practice.	Organisms that can be directedby skilled training techniques to produce correct responses.	Central and active teacher-dominated method. Provides model, controls direction and pace.	Primarily teacher-oriented. Tapes and visuals, language lab often used.
Engage learners in communication, involve processes such as informationsharing, negotiation of meaning, and interaction.	Learner as negotiator, interactor, giving as well as taking.	Facilitator of the communication process, participants' tasks and texts, needs analyst, counsellor, process manager.	Primary role of promoting communicative language use; task-based materials: authentic.
Learner responses to commands, questions and visual cues. Activities encourage and shape oral responses without grammatical explanation or modelling by teacher.	Learning is a process of personal growth. Learners are responsible for their own learning and must develop independence, autonomy, and responsibility.	Teachers must a) teach b) test c) get out of the way. Remain impassive. Resist temptation to model, remodel, assist, direct, exhort.	Unique materials: colored mds, color-coded pronunciation and vocabulary charts.
Combination of innovative and conventional. Translation, group work, recording, transcription, reflection and observation, listening, free conversations.	Learners are members of a community. Learning is not viewed as an individual accomplishment, but something that is achieved collaboratively.	Counselling/parental analogy. Teacher provides a safe environment in which students can learn and grow.	No textbook, which would inhibit growth. Materials are developed as course progresses.
Initiatives, question and answer, role play, listening exercises under deep relaxation.	Must maintain a passive state and allow the materials to work on them (rather than vice versa).	To create situations in which the learner is most suggestible and present material in a way most likely to encourage positive reception and retention. Must exude authority and confidence.	Consists of texts, tapes, classroom fixtures, and music. Texts should have force, literary quality and interesting characters.

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THE SILENT WAY

by Fusako Allard, The Center for Language and Intercultural Learning, Osaka and Roslyn Young, Centre de linguistique Appliquee, Besancon, France

Stevick's Contribution to Language Teaching

The publication in 1980 of ***A Way and Ways*** constituted, for many people, an introduction to the Silent Way. At the time, Stevick himself was hesitant about his understanding of the Silent Way, on the theoretical level as well as on the practical, and states this clearly. This hesitancy may well be explained by Stevick's involvement in Transactional Analysis and with the vision of human beings Transactional Analysis offers us. The vision TA provides furnished him with a theoretical framework for his earlier book, ***Memory, Meaning and Method,*** and some influence from this school of analysis would seem to remain in the second. Also, as Stevick says himself, the influence of Curran permeates ***A Way and Ways.***

What seems striking to us as Silent Way teachers is the dichotomy between the learner that Stevick depicts in Chapter 3 of ***A Way and. Ways***, based on Gattegno's vision of humans, and the actual classes he describes in the following chapters. This strong divergence would seem to stem from the model in which Stevick operates which is at least partially expressed in the first two chapters of the book. In fact, Stevick's vision of human beings would seem to stem from a view that people in general, and learners and teachers in particular, are usually, and normally, in some kind of psychological difficulty. The concept of the "divided self," leading to the feelings of inadequacy and conflict we all normally experience, is to be taken into account in the classroom as a prerequisite for efficient learning.

This model of humanity is essentially psychoanalytical in nature. It would seem to describe us well, living, as we are, at the end of the twentieth century. However, as a model, it was specifically and forcibly rejected by Gattegno in 1952 in his book (published in French in 1967 and never translated) ***Conscience de la Conscience.*** For Gattegno, the difficulties people experience exist, ofcourse. He does not deny this. However, his model enables him to depict a strong Self, the one that Stevick describes in Chapter 3 of ***A Way and Ways,*** and it is this Self that is the learner. The necessity for security, the conflicts we find ourselves in, the difficulties we experience, all these stem from the Psyche, another aspect of humans that Gattegno describes in great detail in his other work.

The essential tenet of the Silent Way is that it is possible-and necessary-to bypass the Psyche altogether and concentrate the learning experience solely on the Self, the only part of humans which learns. The experience of living in the Self is immensely powerful. This is the experience mountain climbers have when they must maintain total presence in their acts in order not to fall off the cliff-face and be killed. It is what athletes experience when they push themselves to the limits of their possibilities, what musicians experience when they become totally involved in their activity. To create this experience in language-learners, it is necessary to force them to shed their preconceived ideas about their abilities and capacities in order to enter into a new experience, that of being totally present in what there is to be done in the language classroom. Only then will they live the experience Stevick spoke of at the end of his description of the Silent Way in his preceding book, that is to say, a transformation of themselves as learners, a "metamorphosis," to use his words. Stevick himself was unable to explain this change at that time, largely because his theoretical model was inadequate for the task. However, the influence of Cur-ran's thinking in the second book continues to stop him from arriving at an understanding of the phenomenon he describes so well in the first.

Thus, he describes his introduction to Turkish in Honolulu in which he says: "My overriding concern was... that the students should begin to feel secure in the course and with me" (1960, p. 6.5). He acknowledges his debt to Community Language Learning in this regard and gives other examples of places where, he says: "I may have been departing from the Silent Way" (1980, p. 66). He was indeed, firmly establishing the students in their Psyches, and in doing so, cutting them off from the experience they might have lived.

What the Silent Way Could Contribute to Methodology Now

Our aim here is not to prove that the Silent Way is this or that. The Silent Way has always been, and remains, an excellent way of working on a language. It can lead to rapid and joyous learning. However, we feel no need to try to show that this is so, nor why. The Silent Way is there for those who are looking for an approach which will give them what it provides.

What the Silent Way also does, however, and this seems much more important now, at the beginning of the '90s, is to provide an example of an application of a theoretical framework which allows us to re-examine all the basic tenets of teaching, including language teaching, which furnish teachers' minds at the moment. Gattegno gave us a model of learning adapted to all learning, whether it be of roller-skating or riding a bicycle, of history and geography, of mathematics, of reading, whatever the language, or of learning the language itself, either as a first language or as a second or foreign language. This model deserves serious scientific study. It should be refuted if this is possible or accepted, partially or completely, if this is necessary.

Here are some questions which can be looked at by means of this model and which may give readers an insight into the scope and the extent of the theoretical challenges needing to be met.

Is Not the Transmission of Skills an Illusion?

If we assume that speaking a language is a skill, can such a skill be transmitted?

We maintain that skills are never "transmitted." They must be entirely constructed by the person learning the skill. This is obvious in such skills as learning to play the piano or skating. We contend that language skills do not differ from other skills and that teachers who believe they are transmitting something of the language when they give their students anything other than practice in building the capacity to speak are deluding themselves.

Can one imagine any use in giving a theoretical course on the centrifugal and centripetal forces involved in turning in order that the student become a better skater?What use is there in a course in acoustic physics for a budding piano player? Using the same logic, why teach grammar?

A corollary of this is, of course, that linguistics has no role in the teaching of language; the area of study linguists give themselves is outside that required by teachers for their job. The domain of investigation involving teachers is didactics, a discipline different from and unrelated to linguistics.

What Role Does Imitation Have to Play in Learning?

How is it that I am not able to imitate a tightrope walker on the high wire? Why do I not become an excellent skierjust by watching skiing on television?The

CLASS DESCRIPTION

It is important to note that the Silent Way teacher's job is always to subordinate teaching to the students' learning. Subordination means many things. For our purposes here, however, it means that while the teacher is responsible for making the students aware of the correct pronunciation, rhythm, intonation, structures, and choice of words, the students are responsible for the choice of what is actually said-for the actual content-of the lesson. This means it is quite impossible for the teacher to predict at what stage of a particular course any particular grammar point might come up. It might even never come up, though this is highly unlikely.

INSTRUMENTS AT THE TEACHER'S DISPOSAL

A sound/color chart On this chart the phonemes are represented as rectangles, each rectangle and therefore each phoneme having a different color, and diphthongs and complex consonants having two or more colors.

Wallcharts On these charts are written the functional words of the language being taught. We will use English as our example here. These words are written in English, color-coded to the sound/color chart, so as to allow the students to say the word with the correct pronunciation.

A box of rods These rods are small pieces of wood 1 cm high, 1 cm wide and from 1 to 10 cm long. All the rods of any one length are of the same color.

A pointer This is used by the teacher to point to whatever is necessary: sounds *on* the sound/color chart, words on the word charts, or rods placed in a particular position.

The pointer is the most valuable instrument used by the teacher, since it is the pointer which allows the teacher to create chains of words or sounds whilst leaving no trace except in the minds of the students. Students must thus remain attentive in order to seize the chains created by the teacher. They also can only retain them by using mental *energy* to create "mental glue." (No *notes* are taken.) Once the students master the chain, the pointer is used like an orchestra conductor's baton to create the music of the language within the chain being dealt with here and now.

Silence The teacher would remain silent throughout the lesson and, indeed, throughout the course.

Number of students As many students as possible (50+) can participate.

Situation For some reason, a student has stumbled on a comparative form and cannot express her idea in correct English. The teacher indicates, using gestures, that he wishes to open a parenthesis in the conversation taking place. [The actual choice of rods in what follows is arbitrary)

The teacher takes a blue rod (9 cm) and a yellow one (5 cm), indicates that the aspect he is dealing with is their length, and points on the word charts, "The blue rod is longer than the yellow one." Since the students know what their difficulty is and know all the words in the sentence except "longer" and "than," they can seize the meaning. They repeat the sentence until the teacher is satisfied that they have developed criteria as to the melodic qualities of the English. Then he indicates his intention to inverse the relationship, invites the students to begin it: ("The yellow rod is..."), furnishes "shorter" and allows a student to finish the sentence This sentence is worked on like the preceding one

The students may well want to practice what has just been done and may take other rods to test their ideas. One or two may try "This rod is a darker green that this one" or "This rode is blacker than that one." In this case, the teacher might well open a new parenthesis and show two orange rods of slightly different intensities. This would allow "This rod is more orange than that one" to come up, and this could lead to a morning's work comparing size, height, number of people, men, women, and children in the class until the class has criteria. Or the students may not accept the invitation to explore this area, in which case the teacher doses the parenthesis and asks the original student to pick up the sentence she was engaged in-pointing out lo her if she has forgotten what it was, thus allowing her to continue with the original conversation.

Time taken This lesson could take between five minutes and three hours, depending on the students.

Fusako Allard and Roslyn Young

The Methods

answers am obvious. I only develop skills such as these by doing what is necessary to instill them in myself. The function of the environment is to indicate the existence of an area of study-a discipline--into which we can launch ourselves.

Even more outlandish is the idea that I could learn to swim by watching people ice-skating! Yet this is what seems to be believed language students do when they work on language. Most of the teachers seem to imagine that by listening, students will develop speaking skills. They never seem to wonder whether the two disciplines are related. In fact, a little thought will show that it is only possible to imitate what one already knows how to do.

Gattegno suggests that one learns to listen to language by giving oneself training in the production of sounds. This is done by all of us in our cribs from the age of about one month, when we begin to babble. Babbling is in fact a complex learning of the relationship between the muscular movements involved in producing of sounds and listening, and involves the installation of a double feedback system ('I know I have placed my muscles like this, what does it sound like?" and 'I know I heard this, what did I do with myself to produce it?") which allows each of us to be a proficient language learner by the age of one. These investigations, undertaken during the first year of our life, did not necessarily lead us in every direction and consequently, when, later on in life, we try to learn another language and come across a sound for which the work was not done at that time, mere listening will never allow us to learn to produce it. The work we did in the crib for the other sounds must be done for this one too.

Imitation, therefore, has practically no role in any learning.

Can Listening be Taught?

Hearing takes place simply because we are not deaf. Listening, on the other hand, involves the presence of myself in my ears in order to know and interpret what has been heard. The teacher's role, then, can only be to find ways of inducing the students to invest their presence more completely and fully in what there is to be heard. Improving students' listening can only be done by working directly on their presence in the activity of listening.

Can Language Ability be Evaluated?

Who can say that this person walks better than that person? What does "better" mean in this case? Who can say that this native speaker speaks better than that native speaker? Statements such as these have no meaning, in our opinion. Obviously it is easy to say that a person who has no knowledge of a language speaks it less well than a native speaker, and it is possible to say in a very general way which non-native speaker speaks better, but fine distinctions are quite impossible. They are so vague as to be meaningless. This is why we would contend that, in the present state of our scientific knowledge, meaningful evaluation is impossible.

Wbat is Motivation?

Why do people voluntarily put themselves into difficult situations in activities such as sports? Why do they take dangerous jobs? We contend that people are motivated to brave such difficulties as the cold, the pressure of being deep under water, the risk of accident, or simply the barrier of their personal limits, in order to participate in such activities by a profound desire to know themselves better in and through the circumstances they put themselves into. Only if a class offers the students an opportunity to learn more about themselves as well as learning the language will motivation be high.

The Silent Way was invented to function in such a way as to heighten these occasions of learning more about oneselfwhilst engaged in the activity of learning a language.

What is the Relationship Between Language and Communication?

In our opinion, it is an illusion to believe that there is a close relationship between language and communication. We say this for many reasons. One of the most compelling is that, whilst each of us controls exactly what we emit, nobody ever knows if communication has taken place. The most we can say is that it seems to have taken place. That is why we think it is much more rational to build language learning on expression than on communication, since this reflects the reality of language much more closely. It is never possible to master communication in any language, simple because of the nature of communication, but always possible to master expression.

What is Learning?

All learning, whatever the field in which it takes place, can be traced back to the movements of the self becoming aware. Without awareness, there can be no learning. That is as true for learning to ski as for learning to read or to speak a foreign language. It also applies to mathematics and to such disciplines as history and geography.

Placing awareness at the center of learning gives us a perspective that allows us to evaluate the work of the teacher in the classroom. Good teachers are those who provoke a large number of "awarenesses" in their students and who are in a position to watch the students becoming aware as it takes place. Their teaching is designed to pmvoke awarenesses and is, therefore, necessarily subordinated to the students' learning.

The transmission of knowledge has no place in this classroom, for, like the transmission of skills, it is nothing more than an illusion.

Reference

Stevick, E. (1980). *Teaching 1anguages: A way and ways.* Rowley, MA: Newbury House.

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SUGGESTOPEDIA

by Charles Adamson

A Way and Ways

Stevick's ***A Way and Ways*** was probably one of the first introductions that many teachers in Japan had to suggestopedia, although they may have previously read Adamson's (1979) and Buckheister's (1979) articles in the ***JALT Newsletter*** or attended one of the introductory lectures[1] that that were given as part of the establishment of the first suggestopedia program in Japan.[2] Stevick's description is an easy-to-understand discussion of aspects of what we might call the suggestopedic approach, the presuppositions and the ways of thinking that the teacher must bring to the classroom. This was the first description by a teacher for teachers that became generally available and that was in language that related to most teachers' experience. In this respect his discussion remains valid today, ten years later.

A Suggeestopedia View of the Student

As Stevick realized, of the three suggestopedia means (psychology, art, and pedagogy), the psychological means is hardest to understand. Although other methods are also concerned with psychology, it is suggestopedia's unique concentration on suggestion that is alien to the typical teacher's understanding.

The suggestopedic teacher approaches the psychological aspects of teaching with a question: Why are the students not using more of their human potential? Many psychologists estimate that students use only 4% to 10% of the capacity of the brain. This means that the students' effectiveness could be increased fmm 10 to 25 times without assuming any changes in the students' intelligence.

The answer to the suggestopedic teacher's question is mental barriers, a concept which seems to be almost the same thing as Krashen's affective filter (1985; Krashen & Terrel, 1983). Lozanov's (1978) research has shown that there are three types of barrier that affect our ability to employ our full potential.

(a) The ***critical-logical barrier*** blocks everything that does not seem possible within our personal version of reality. We all "know" that it is impossible to memorize 1,000 words an hour, so we won't even consider the possibility of doing it.

(b) The ***intuitive-affective barrier*** inhibits everything that fails to create a feeling of confidence and security. If something seems to be negative, we block it out. Having constant corrections, as opposed to feedback, creates negative feelings about our ability, so we are very likely to stop trying.

(c) The ***ethical barrier*** blocks everything that is contradictory to our individual ethical principles. Most people believe that it is unethical to make gains without working hard, so they reject easy gains. We have all heard (and believe!) the adage: No pain, no gain. So, of course, it must take a lot of work to learn a little language.

These barriers are all equally important but are erected in relation to different contexts. In practice they overlap and are therefore difficult to separate.

If attacked directly the barriers usually become more entrenched. According to Lozanov, the most effective way of handling the barriers is to find a way around them by suggestively harmonizing with them. This allows us to go around them, under them, over them, or whatever your own favorite metaphor is, without ever directly confronting them. Although this is not the place for a long discussion of suggestion, we might note that set-up, attitude, motivation, expectancy, interests, and needs must be considered.

The Practical Means of Suggestopedia

Suggestopedia uses six specific practical means (Lazanov, 1978, pp. 185-200) for applying suggestion to teaching. These means can be placed into two separate groups: those that can be provoked fmm the outside and those that must be accepted by the personality.

The provokable means are infantilization and concert psuedo-passiveness. Infantilization is the return to that joyous state that young children enter while learning. Mistakes are part of the learning process and not a threat to the personality as they are for most adults. This is considered to be the optimal human state for learning. Concert psuedo-passiveness refers to the state that we enter while listening to a classical concert: the body is relaxed and passive but the mind is working. In this state we internalize the music so that after a single hearing we can recognize the piece if we hear it again. The same thing happens with the content of the dialog during the concert session (Lozanov & Gateva, 1988).

The means that must be accepted by the personality are authority, multi-planeness, intonation, and rhythm. Authority refers to the authority of an expert rather than that of a disciplinarian. It is somewhat similar to the doctor/patient relationship which allows the patient to make internal changes through a placebo effect. Multi-planeness refers to the various levels of communication which are being received, both verbally and non-verbally, from the teacher, the other students, and the environment. Traditional teaching concentrates purely on the content of the verbal message. The other communication which is taking place, such as noise fmm outside, the actions of other students, the teacher's body language, and the decor of the room, is ignored. As the teacher is able to encode more and more of the class content into messages on other planes, or channels, learning is enhanced. Into-

nation is used to highlight language and activities and to improve recall as it is in music. Also the verbal message can be subtly changed with a change in intonation. For example, if the teacher says, 'DON'T study tonight," the students will relax and obey, but if the teacher says, "Don't STUDY tonight," using the intonation of a command for "STUDY tonight" an entirely different message is being sent to the student's subconscious. Finally, rhythm aids the memory and adds artistic interest, just as it does in music.

The Suggestopedia Foreign Language System

As outlined by Lozanov (1978, pp. 271-297), a suggestopedic course consists of the following when seem fmm a psychological point of view:

(1) Preliminary psychological preparation-the advertising and organization of the administrative support system

(2) Psychological preparation on the first day of class-tests, explanations, and instructions

(3) Current psychological maintenance-the psychological aspects of the teacher's relationship with the students, including the class activities which consist of an introduction, the active and passive concerts during which the text is presented, and elaboration of the contents of the text

(4) Final psychological presentation-tests, a dramatic presentation by the students, and a final lecture about course results and the students' future with the language

(For a detailed description of how all of this is actually put into practice see Lozanov's teachers' manual.)

CLASS DESCRIPTION

Students actually "learn" the point during the concert session, when they internalize the dialog. After that, they are exposed to a particular point many times and accept it into their functional language when they are ready. This repetition comes about through the natural redundancy of language as it occurs in the selected situations that make up the dialog and in the activities during the elaboration. A typical sequence might be as follows.

Introduction to the dialog

The teacher is telling the students a story in the target language. Most of the thematic and grammatical content of this story is new and is the 'teaching points" of the new dialog. The teacher is making the meaning clear through the use of such things as realia, gestures, and an occasional translation of a word or two. After reaching into a bag at her feet, the teacher brings out some pictures of animals and explains that these are her pets. She says that the dog is the biggest, the goldfish is the smallest, and the parrot is the most intelligent. Although a lot of interaction is taking place no one is required to produce the structures, but if they try, and make a mistake, the teacher quietly repeats the correct form in a manner that makes it clear she is just clarifying the meaning for herself, not correcting the student.

Active Concert

The students sit in comfortable chairs with a copy of the text and a translation. As the students relax, the teacher adjusts the hi-fi sound system and we hear the first notes of Concerto for *Violin and Orchestra in A* Major No.5 by W.A. Mozart. When the students are settled and expectant, the teacher begins to read. This is clearly a recital by the teacher, who is carefully controlling the various artistic and suggestive aspects of the reading while leaving pauses so the students can glance at the translation and grammar notes. When the music ends, the teacher quietly leaves the room for five or six minutes.

Passive Concert

The teacher returns to the room. The students place their texts under their chairs and relax with their eyes closed. The music starts. This time we hear *Fantasia for* Organ *in G Major BWV* 572 by J.S. Bach. The teacher's voice is now more colloquial and the students fall into a meditative self-concentrative state. The reading and the music finish and the teacher leaves the classroom. As they become ready, the students quietly get up and leave. There are no further activities for the day.

Elaboratlon

The teacher and students read and translate the text together. When they reach a section with an example of a comparative, they stop reading. The teacher brings out an artistically designed chart showing the grammatical pattern. After quickly going over the chart, the teacher brings out another chart. This one contains the words and music for a specially composed song that highlights comparatives. Together they sing the song with simple dance steps and motions to highlight the comparatives. When the song is over, they applaud each other and return to the reading and translation.

Later in the course the teacher creates situations that require the use of comparatives and if necessary encourages their use by singing the song again, just for the "fun" of it. The song itself may even be sung again if the students indicate a desire to do so, or do it spontaneously.

-Charles Adamson

Teacher Training

From the above it should be obvious that extensive teacher training is necessary. At present a teacher training course takes about a month and consists of taking a complete suggestopedic language course in the mornings and studying theory during the remainder of the day. Teacher training programs are relatively rare since the trainers must be masters of the entire system, both practical and theoretical. Without formal training, an individual teacher will find it next to impossible to reconstruct the entire system and to become aware of the extensive psychological and artistic information that is necessary, to say nothing of mastering the suggestopedic top-down approach to pedagogy.

Changes Suggestopedia Has Gone Through

At the time ***A Way and Ways*** was published suggestopedia was going through a major change in classroom techniques. The previous version might be described as more audiolingual in its appmach to the elaboration, but the new version was what we might call more communicative. It should be stressed, however, that the theory had not changed, only its application.

This change is typical of the history of suggestopedia; over the years almost all aspects of the classes have changed. If we add to these changes the spin-offs based on particular versions of Lozanov's method which then underwent gradual change based on experience, we find that there are a wide variety of classroom procedures that the users call 'suggestopedia" or "suggestopedia-based." This makes it very difficult for a newcomer to make any sense of the technical literature, because depending upon the time, the country, and the particular author, details will vary greatly. For example, Suggestive Accelerative Learning and Teaching (SALT3) seems on the surface to be something quite different fmm Lozanov's current method. This came about because SALT was originally based on Lozanov's method as it was in the late 1960s and has since been altered further in light of research in the U.S.

Impact of Suggestopedia on Language Teaching

One of the effects of these changes is that suggestopedia has had very little effect on language teaching in general. Although there have been presentations at professional organizations such as JALT and TESOL, very little real understanding of suggestopedia is possible without extensive training. Also, without an effective teacher-trainer, the potential teacher's barriers remain in place, and he or she retains strong doubts about the true value of the method. This can be readily seen in McCullough's (1989) review of Lozanov's one-day workshop held at Sanno Junior College in Tokyo. The reviewer "experienced the workshop with an open mind" and then wmte a generally negative review. Since an "open mind" will almost by definition have strong barriers in place, it is not surprising that the reviewer did not, without more extensive psychological preparation, perceive the goals of the various demonstrations. The presence of barriers in the audience is a constant problem when discussing suggestopedia with untrained teachers. In fact this discussion here will, for many readers, activate the ethical barriers related to brainwashing.

Impact of Other Methods on Suggestopedia

Because of basic theoretical differences, there is little room for other methods to contribute to the development of suggestopedia. There have been some reports (e.g. Taguchi, 1984) of attempts to combine suggestopedia with the Silent Way or Total Physical Response (TPR). However, the results have not been published, so the success of the experiments is unclear. In any case the methods seam to have been kept separate and run simultaneously, or as discrete units within the curriculum, rather than being theoretically integrated. Also, there has been some borrowing and adapting from other methods at the activity level, but the theory behind the activities has been ignored and only those activities which are compatible with, or can be adapted to, suggestopedic theory are taken.

Suggestopedia in Japan

Suggestopedia began its permanent presence in Japan about 10 years ago. There was a burst of interest then which contributed to the opening of a number of small schools specializing in the method. Apparently few of the teachers had received adequate training, so as might be expected, these schools were generally unsuccessful and quickly disappeared. Their failure to deliver the promised accelerated learning has, ofcourse, somewhat tarnished the reputation of suggestopedia in Japan. However, two schools have established successful long-term programs: Trident College and Sanno Junior College. The Trident program was the first in Japan and for various reasons had led the way in adapting suggestopedia for the needs of a specific administrative set-up. Naturally, this had led to a reduction in acceleration, but the students are not told that the course is "accelerated," just different and interesting. At the end of the course the students are made aware of the tremendous progress that they have made, but the students are praised, not the curriculum. The program at Sanno started later, but they have been the beneficiaries of a full teacher-training course by Lozanov and Gateva. Also the Sanno directors seem committed to providing psychological and administrative support which has the proper suggestive effect, as evidenced by locating the Japanese Association of Suggestopedia4 at Sanno, for example. This allows the Sanno program to closely reflect Lozanov's methodology.

Where is Suggestopedia Going?

Since them has been so little interaction with the rest of the language teaching field and little general acceptance of the method, we might well ask what the

future of suggestopedia will be. At this point in time, it appears that them are three possibilities: (1) suggestopedia will gain in popularity and become generally accepted, (2) suggestopedia will continue as a successful but minor methodology, and (3) suggestopedia will fade away and be of historical value only. It seems very unlikely that (1) will be the case. Few teachers or schools have the interest or available resources to obtain the level of training required to become successful, so suggestopedic courses will not be offered or, if they are, will not be carried out successfully. Also, most language program schedules are such that a true suggestopedia course can not be effectively scheduled. Given the current commitments at Sanno and Trident, (2) will probably be the future of suggestopedia in Japan. Both schools have successful programs of long standing that are supported by the administration and trained teachers. However, the loss of a key personality could potentially lead to the elimination of either program in spite of their success. This means that (3) is a possibility, especially in the long run, if administrative restrictions gradually erode the effectiveness of the courses.

Suggestopedic schools have been established in almost every country in the world. The details vary with the location; for example, the extensive programs in Russia, Europe, and North and South America are quite distinctive. However, the programs are successful and growing, so it seems unlikely that they will fail. It is more likely that they will continue to grow slowly, restricted by the need for teacher training and special administrative set-ups. This growth should continue at least until someone develops a more practical accelerative methodology, probably baaed on a new model of language learning.

Dr. Charles Adamson, Academic Director, Trident School of Languages, Trident College, has been teaching with suggestopedia since receiving initial training from Gabriel Racle in January 1980.

Notes

1. **Gabriel Racle, Director, Suggestopedia Program, Public Service Commission of Canada, gave lectures in Tokyo, Nagoya, Osaka, and Hiroshima.**
2. **Racle gave a one-month teacher training course and became advisor to a new suggestopedia program at Nagoya International College (now Trident College).**
3. **Society for Accelerative Learning and Teaching, P.O. Box 1649, Welch Station, Ames, Iowa 50010, U.S.A., publishes a quarterly journal in English.**
4. **Japanese Association of Suggestopedia, Sanno Junior College, 6-39-15, Todomki, Setagaya-ku, Tokyo 166. JAS publishes a quarterly newsletter in Japanese.**

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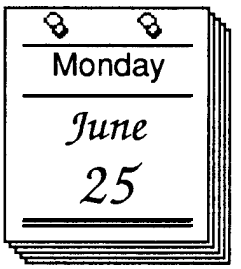

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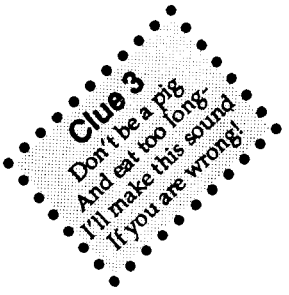

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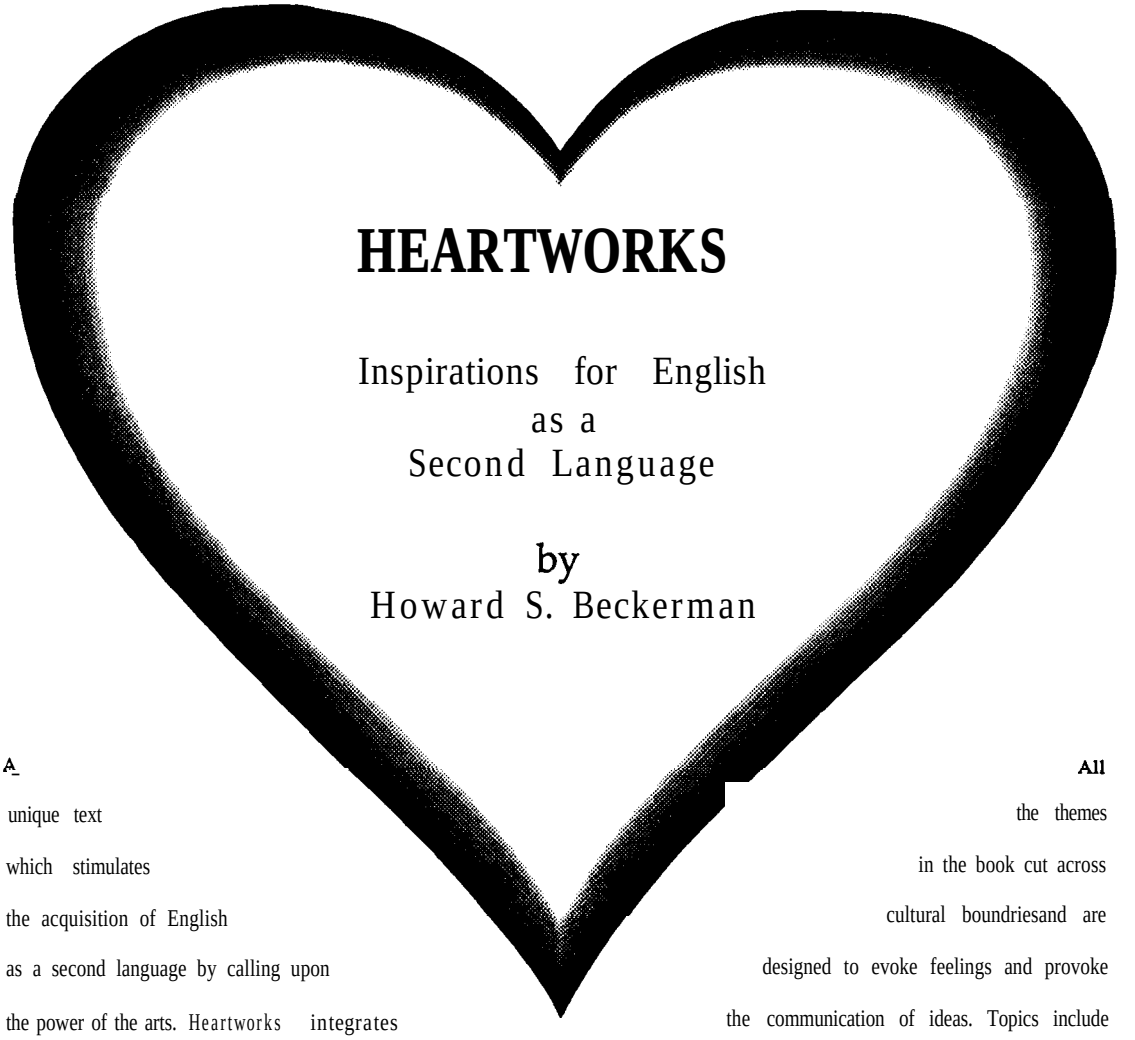

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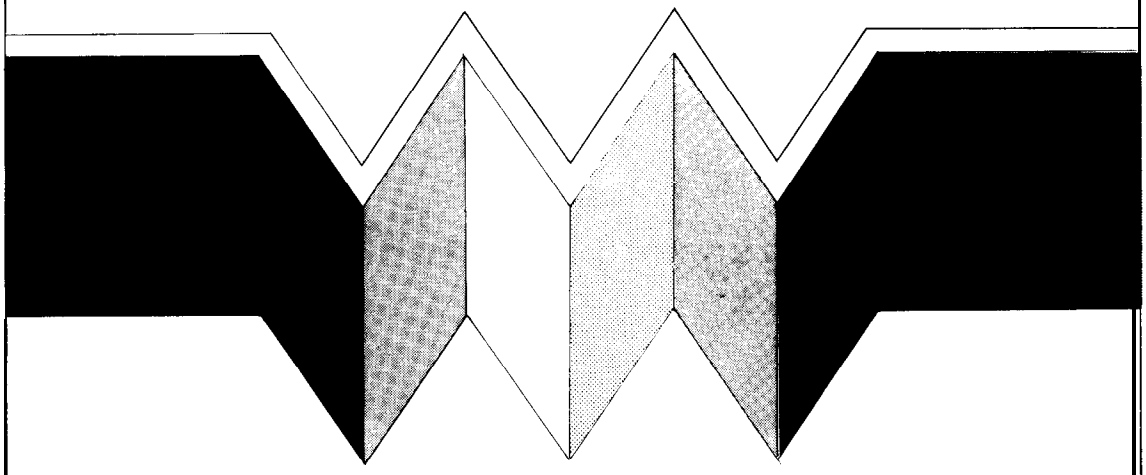

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CLL: A WAY OF TENDING GARDENS

By Carl Adams

THE GARDEN: AN ALLEGORY

Long, long ago only one way existed for growing plants in the Grand Old Garden, in straight mws with plenty of soil, toil and sunshine. Work was hard, repetitious and boring but the results favorable. Then one day someone noticed the daffodils had started drooping, so the gardeners got together and invited a group of 'strangers" to town to demonstrate their newfangled ideas for revitalizing the garden-a mistake they'd later regret. Each stranger offered their own advice: one suggested playing Baroque music, another shouted commands, while another sat in silence waving a magic wand-until finally the last one suggested, Why not ask the daffodils?" That was the last straw, for everyone knows flowers can't speak. Suddenly, pandemonium broke out as the once lethargic gardeners became charged with excitement, started calling each other names, and threw themselves into a great debate over which fertilizer would be most effective. Then, as push came to shove, The Great Garden Battle erupted and divided the land. Fortunately, no one was seriously injured in the fracas but the Grand Old Garden was stripped of its fine old grandeur forever. Wild forests were leveled and the land subdivided into various sized plots. The larger, more established plots became great estates which prosper on ventures in "hi-tech" and large-scale peanut farming. The smaller, independent gardeners, exiled to the outer fringes, barely survive raising cane and exotic herbs on their modest plots.

Visiting the area you might wonder if The Great Garden Battle had really been worth it. Well, most folks today seem fairly content. Of course, the old garden was more peaceful but...now they've got progress, all kinds of fancy machinery, bigger and better crops, more variety, and, oh, I nearly forgot, even the daffodils smile and tell you they're feeling fit!

A "WHOLE-PERSONS" GARDEN

Each spring gardeners must turn the soil, plant new seeds, care for and nurture the young plants, and then let them grow and thrive on their own before the harvest. Gardeners must not only care for the whole garden but for each individual in the living community of plants. And so it is with the language class: teachers must share those same aims in their garden-communities.

Community Language Learning(CLL) which originally amse out of Cur-ran's research in Counseling-Learning (Curran, l972), like Carl Rogers' work (1969), concerns itself with such a "garden" model to learning. This "whole-person" model is the most learner-centered approach for it allows both teachers and learners the freedom to explore and grow in their mutual teacher-learner relationship while learning a foreign language. As in "zen" gardening, plant a seed, sit and watch it grow: the techniques CLL employs appear quite simple. In the Classic CLL model (see box) beginning language students need only sit in a circle around a tape recorder conversing as the bilingual teacher, standing behind, gives them an instantaneous translation (Stevick, 1980, p. 114). CLL can be extremely flexible and easy to adapt to any climate, but it takes a lot of time and patience to appreciate and become adept as a practitioner. Planting the seed may appear easy but even then many variables must be taken into account: the where, when, why and how of it. Likewise, Counseling-Learning (C-L) depends upon a deeper understanding of the interrelationships of teachers and learners in foreign-language learning. In CLL the very existence of a class depends on the teacher's ability to prepare a rich environment before planting the ideas which will then rely solely on the learner's investment in the learning tasks.

CLL uses a natural approach to teaching by allowing the learners space in decisions about what materials will guide the course. Students are free to grow and learn without the constraints of a given text or syllabus. Instead of students re-producing what is given in a prepared text, students produce their own texts in the process of group talks, tasks or projects, which is truly a bottom-up, learner-centered approach to teaching. As learners grow accustomed to their learning mles the teacher as facilitator continues to structure tasks to fit their changing needs.

This whole-person approach for learning aims to help both the learner and teacher grow in their respective roles. It seeks a creative relationship whereby the teacher-knower and community of learners deeply engage themselves in the language learning process. This interdependent relationship (based on Curran's 6 stages of growth and his formula of SAARRD @ecurity, Attention, Assertion, Retention, Reflection, and Discrimination) requires that a mutual understanding exist so the teacher can perceive the changing needs of the learners in order to pmvide appropriate tasks for them. As in any growth, learners need the necessary "learner space" to assert themselves and make independent choices without unnecessary intcrference. "Implicit in most teaching-learning relationships is the notion of the teacher changing students. What is suggested here is the opposite, namely, that the teacher change himself to accommodate the students" (Rardin, 1988, p. 35)-growth from the bottom up.

CHANGES IN THE GARDEN

From an informal survey I recently conducted it is apparent that CLL has evolved over the years. Originally CLL was developed by Curran in research semi-

nars with graduate students in counseling where the "primary purpose...was to deepen their understanding of themselves, and...(their human interactions), the language learning was secondary-a vehicle for experience" (Stevick, 1980, p.114). These taping sessions for beginning language learners became the basic technique out of which other techniques and principles have evolved. Here a distinction needs to be made between Classical CLL for beginners and CLL for false beginners, for rarely in Japan can one find a true beginner unless teaching in junior high school, where such large, institutional classes rule out adoption. Instead most teachers using CLL are at the college or adult level-where the teachers have to integrate the

CLASS DESCRIPTION

The following is a description of a typical CLL tape/transcription activity adapted for low-intermediate level students. While CLL can include far more activities, the tape/transcription remains indicative of the philosophy embodied in CLL.

A MODEL CLL CLASS

From the outset, students in our model CLL class of young college students alternately work in small groups, in pairs, and as a whole class. On this particular day the teacher asks for a volunteer from each group to seat themselves in a small circle around a table with a tape recorder on it. Behind them stands another circle of students of equal number who act as assistants while the remaining students act as observers for this activity. The teacher begins by saying: "Today you are going to have a conversation in English. You may say whatever you wish to whoever in the circle. However, since this is your first time, you may want to talk about simple and easy things at first, When you are ready, take the microphone and speak into the tape recorder. If you have any questions or problems about saying something you may ask the person directly behind you for help either in English or Japanese. However, what you say on the tape must be in English. Okay? Some students appear puzzled so a student gives a quick translation and they quietly nod in approval. Confirming that learners have understood, the teacher announces **a** time saying, "We'll have seven minutes for this activity." Then, after a long silence, student A takes the microphone and begins, "What time did you get up this morning?" He hands the microphone to student B who stares at it for a few seconds and says slowly, "I got up at six-sirty." He sets the mike down. Silence. Then a student across from him says, "Really?" hesitates, takes the mike and repeats, "Really? . What time are you...usually go to bed?" "I usually go to bed at 11 o'dock." "Oh, you go to bed so early." ___ The conversation continues with students talking about their interests until the teacher signals time.

Then the teacher joins the circle and asks the students how they feel about the experience. One student comments on how well student A speaks English. Another says, "I didn't want to speak in English because I'm afraid of making mistakes." A third agrees and says she felt very nervous speaking in front of others and a fourth says he wanted to speak but felt too shy to take the mike. The teacher accepts their comments and agrees that it takes a lot of courage to speak up in class, Next she says, "Okay, would you like to listen to your English tape?" A few embarrassed giggles, but they agree and listen to the tape. Then she asks, "What do you remember saying? Let's write it down." The group dictates most of theconversation as she writes it on a large piece of paper:

A: What time did you get up this morning?
B: I got up at 6:30.
C: Really? What time (are) you usually go to bed? ( )verb
B: I usually go to bed at 11 o'clock.
C: Oh, you go to bed (so early). When ( ) you go to bed?
D: I usually ( ) sleep about (thirty past twelve). And you?
E: Last night I (go) to bed ( ) two o'clock.
A: Why? Did you watch too much TV last night?
E: No, I played mahjong.
C: How much did you (lost) last night(.) ( ) verb*
E: I lost 1,400 yen.
C: Too bad. What do you want to do now? [etc.]

While dictating these sentences some students offer suggestions to improve the original utterance, or the teacher leaves space ( ) on the chart and asks, "Do you have any questions or suggestions to make about the text?" Here, students asked to reflect on the linguistic content usually identify most of the more common errors and have few problems correcting the two comparatives: "so early> very early" and "more cheap> cheaper" as well as simple past tenses, etc. Students may choose to listen to the tape once more before doing fluency practice with the "Human Computer" or combining parts of the dialogue with the "Creative Computer."

In subsequent classes, while other groups begin making, transcribing and revising tapes, alternative group tasks are given to allow the facilitator greater flexibility to spend time with those groups that require special attention.

-Carl Adams

The Methods

principles underlying CLL in their own classes. In such classes the teacher acts as a facilitator by providing tasks for students to work on in groups, pairs, or for the whole class.

In many respects this adapted CLL class doesn't appear so exotic today because teachers have grown accustomed to many of the humanistic principles embodied in CLL. Also, due to the increased amount of "informed eclecticism" (Richards & Rodgers, 1986, p. 158), teachers might even confuse CLL with Communicative Teaching, since both emphasize communication and seem to share common notions such as learner-centered, language tasks, whole-person learning, facilitator, negotiation, and reflection (Nunan, 1989).

As towards the future of C-UCLL, Rardin writes, "Since the completion of the book ***Education in a New Dimension*** (1988), energies have been focused on the C-L/CLL Institute's new language and teacher training programs in Kansas. It is the hope of the Institute that with locations in New York City (Teachers College, Columbia University) and Leavenworth, Kansas (Saint Mary College) C-L/CLL teacher training, language learning and counseling programs will become more available on a year-round basis. As more graduate students at the master's and doctoral levels become interested in the approach through courses which may become an accepted part of the regular curriculum, such continued research will undoubtedly expand our understanding of this kind of holistic learning and teaching." Also, in Japan a CLL research group led by Sabum Tamura seems eager to introduce CL/CLL to Japan and have recently started a project of translating three CL-CLL books into Japanese. There is a chance Rardin or others might come to Japan in the future to give workshops.

THE HARVEST

Curran often spoke of his approach to education as an 'inseminational model." He made much use of metaphors both from human reproduction and from the planting of seed in a garden or a field. '...The agricultural metaphor brings out the lapse of time and season between planting and reaping, and reminds us that the one who cultivates the plants, or who reaps the harvest, may not be the one same one who planted the seed" (Stevick, 1980, p. 109). A few years after Curran's death the C-L Institute ceased publication of the ***CL /CLL Newsletter.*** Many consider the harvest over. However, Rardin writes, "Given the breadth and holistic character of Curran's vision, he left behind a wealth of material to be researched and developed. His death made more firm the commitment to carry on his work by those who were following in his path." Recently the fruits of their labor have come to bear in the completion of ***Education in a New Dimension*** (Rardin & Tranel, 1988), which is much easier reading and "more geared to applied CLL...relating that theory to its application in the classroom." (Ryding-Lentzner, 1990). While CLL has aged, new buds still appear as teachers seeking changes begin to invest in new ways to adapt CLL to their own styles and situations. As one survey respondent lamented, "(CLL) will always be 'fringe' and attract a certain type of person/practitioner; not part of the mainstream." Indeed, CLL will probably remain a guide and inspiration only for those few hardy souls who take the time and effort to cultivate an 'understanding" of their "client-learners'" needs. Others will prefer the short-term, hi-tech of large-scale ventures to investing in the risky business of 'whole-person" gardening.

> Gardens need a lot of care. But if you love your garden, you don't mind working in it, and waiting. Then in the proper season you will surely see it flourish (Kosinski, p. 56).

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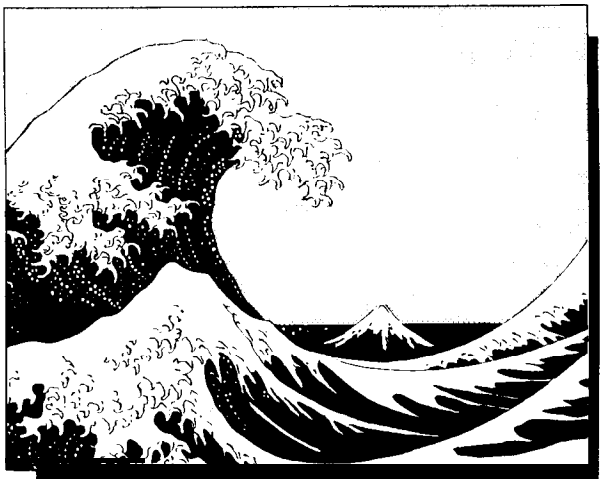
Carl Adams has been "gardening" for the past 24 years in Vietnam, Indonesia, the United States, and Japan. He received his MA. in TESOL from the School for International Training and is ***an assistant professor at the Faculty of Education, Niigata University and president of JALT-Niigata.***

CROSSCURRENTS

AN INTERNATIONAL JOURNAL OF LANGUAGE TEACHING AND CROSS-CULTURAL COMMUNICATION

Cross Currents is a biannual publication of the Language Institute of Japan (LIOJ) which provides a forum for the interdisciplinary exchange of ideas within the areas of cross-cultural communication and language skill acquisition and instruction. At ***Cross Currents,*** we are particularly committed to issues concerning both the theoretical and practical aspects of ESL/EFL instruction, cross-cultural training and learning, English language teaching as it applies to Japan, and English as an International Language.



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LIOJ WORKSHOP '90

22ND ANNUAL SUMMER WORKSHOP FOR JAPANESE TEACHERS OF ENGLISH

本年で22年目を迎えるこのワークショップは、日本人英語教育者を対象とし、40名の経験豊かな外国人英語教育者との活発な交流、意見交換を通して、効果的指導法の習得とコミュニケーション能力の向上を図る教師による教師のための研修講座です。

T.E.F.L.学会の最近の理論、実践テクニック、様々な教授法などの紹介、デモンストレーションを行うとともに、LIOJで長年培われた集中教育システムの実際を体験していただきます。また近年富に盛んになっている外国人教師との「ティームティーチング」や「国際理解教育」をも取り上げ、様々な問題点をグローバルな視点で研究、探究します。リラックスした雰囲気の中で、期間中の講義、生活の全てを英語オンリーで行うTotal Immersion方式を採用した本格的ワークショップです。

対　象　英語教育者(中・高校、語学学校教師)

海外特別招待参加者

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定　員　135名(定員に達し次第締め切ります。)

期　間　8月12日(日)～18日(土)

講師陣

Dr. Sumako Kimizuka, Univ. Southern Calif
Alan Maley, Bell Educational Trust, U.K.
Don Maybin, 香川大学
Denley Pike, Eng, Lang. Ctr. of Australia
Robert O'Neill. Author, Kernel series, U.K.
Barry Tomalin, BBC, U.K. ほか特別招待講師8名
LIOJ専任外国人教師22名が指導にあたります。

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Total Physical Response: Where Do We Go From Here?

by Dale T. Griffee

It is appropriate that this special issue reflects on teaching methods. JALT was born in the heyday of the new methods. It was impossible to attend a national JALT conference in the late 70s without noticing a well- attended presentation on the new methods that Stevick wrote about in ***A Way and Ways***. What has happened since then: Did they fail? Did they succeed? Where do we go fmm here? In this article, I will attempt to answer these questions, using TPR as my example. Though Total Physical Response (TPR) wasn't one of the methods Stevick described, I maintain that what is true of TPR is also true of the methods.

Success or Failure?

The methods (Silent Way, Community Language Learning, and Suggestepedia) described by Stevick, as well as TPR, succeeded in that many teachers who saw a demonstration or read about them became convinced that they had merit. On the whole, however, they failed for several reasons. Taking TPR for an example, while it looks like a lot of fun to observers and may be fun for the participants, TPR is hard on the teacher. Second, there is no TPR syllabus or curriculum. Third, the main reviver of TPR in our time, Asher, is neither an applied linguist nor a TESOL classroom teacher and is, therefore, limited in the kind and amount of help he can give. I would like to maintain that what is true of TPR is also true of the other methods.

TPR is physically hard on the teacher. Larson-Freeman (1986) describes a sample TPR lesson in which "no one except the teacher has spoken a word" (113). It is not stated how many minutes thelesson was nor how many lessons the teacher had scheduled for that day, but if any teacher attempts TPR for a full day of classes her last stop will be a hospital either for throat medicine or treatment for total exhaustion.

Another reason the methods fail is that they all lack scope and syllabus. Many TPR conference presentations, including mine, begin with a sample lesson and one of the early commands such as "stand up." But what follows? In principle, any command or series of commands is possible, but in fact, there are no guidelines (Griffee, 1985b).

Finally, while Asher has published papers on the background and explanation of TPR as well as produced various films and videos that demonstrate TPR, he has not, to my knowledge, published a TPR curriculum or any papers which would suggest the principles a teacher could use in constructing one. Indeed, Asher's only book on TPR was self-published and consists only of his introduction to a classroom teacher's lesson notes (Asher, 1977).

Where do we go from here?

Fmm my vantage point I can see three possible directions. One would be teacher-training, another would be curriculum development, and another would be textbooks. Teachers with an M.A. in TESOL have usually had an introduction to various teaching methods including TPR but usually lack much hands-on classroom experience while untrained teachers often have never even heard of TPR. In both cases, short training sessions would be helpful. Much teacher-training in Japan is conducted in JALT chapter meetings, mini-conferences and the national conference. I would suggest that it is time to move beyond two- or three-hour training sessions to two- or three-day sessions. A weekend training session would provide enough time to discuss historical background and theory and yet give time for extended practice.

On the other hand, developing a TPR curriculum would be a considerable undertaking, possibly beyond the reach of any one teacher. A commercial publisher probably would not be interested in such a project, although a not-for-pm& institution or organization could possibly be found to underwrite the cost.

Finally, regarding the third direction, Richards has pointed out that any method that can not be incorporated in a text is not as apt to be as successful as one that can (1986, p. 38). Have any of the methods produced a commercially viable textbook? TPR certainly has not. Text authors are sensitive to teacher and publisher demands and will include any technique generally accepted by the market. TPR can, I believe, be incorporated in an easy-to-use format, but it needs a wider context. It will have to go beyond standing up and opening a window to include working with pencil and paper, task work, pair work and perhaps reading and writing.

I will conclude with two scenarios and an observation. The best-case scenario would be for TPR to be incorporated into the mainstream of classroom in-

Cont'd on p. 44

CLASS DESCRIPTION

Briefly, TPR is a way to introduce material through listening. It was pioneered by Palmer in Japan in the twenties and rediscovered and popularized in recent times by Asher. A typical episode in the classroom would proceed in the following way: with students only watching, the teacher gives a command such as "pick up a pencil" and at the same time picks up a pencil. Then the teacher gives the command again and one or more students are encouraged to act out the command. In this way language can be introduced to students by a physical demonstration (for a more detailed description see Griffee 1985a, 1986; Palmer 1955).

-Dale Griffee

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JALT News

1988 FINANCIAL STATEMENT

1) The Central Office has seen two major changes in 1988. Firstly, the extra work which has come into the office has increased costs requiring extra staff needed. Secondly, the move in December 1988 incurred heavy start-up costs. These costs form part of the increase in fixed assets.

2) New equipment purchases in 1988 together with those mentioned under (l), caused an increase in fixed assets of over \l,500,000.

3) Publishing costs have increased considerably during the second half of 1988, although increased advertising revenue has helped offset this somewhat.

4) The Kobe conference was very successful despite the considerable cost of renting the conference site.

5) The increase in chapters, while bringing in some new members, did place a further financial weight on national funds. These new chapters add to the depth and breadth of the organization in ways that cannot always be measured by a balance sheet.

6) In closing I would like to further develop my last point a little further. JALT as a ***volunteer*** organization has gone from strength to strength in many ways. However, for JALT to be able to serve and support its members adequately, it must ensure even greater financial stability. To that end I, and the Financial Steering Committee, assist the Executive Officers and Executive Board in trying to reach decisions that ensure this financial well-being. However it is only with the continuous support and co-operation of you, the members, that we are able to achieve this. May I sincerely thank each and everyone of you for your continued support.

Respectfully submitted,
Philip Crompton

INCOME STATEMENT (January-December 1988)

REVENUE			**EXPENDITURE**		
MEMBERSHIP DUES			ADMINISTRATIVE		
General	12,328,540		Officers	2,266,349	
Assoc. Memb.	3,900,000		Office	7,204,659	
International	437,770		committees	484,526	
Subscriptions	287,769	16,954,079	Meetings	1,544,660	11,502,194
ADVERTISING			PUBLICATIONS		
LT	6,227,400		Production	13,925,04.5	
Journal	60,000	6,287,400	Editorial	999,600	14,924,645
PROGRAMS			PROGRAMS		
Conference	25,016,500		Conference	18,778,303	
Summer Sem.	394,000		Summer Seminar	305,882	
Lecture Tours	0		Lecture Tours	604,837	
Other	0	25,410,500	Other	0	19,689,022
MISCELLANEOUS			GRANTS		
Interest/exchange	315,552		CHAPTER		
Misc.	2,136,495	2,452,047	Lump Sum	3,253,986	
			Transport	3,311,005	
			Other	783,468	**7,348,459**
			OTHER		595,250
LOSS FOR 1988		3,493,105	MISCELLANEOUS		537,561
		54,597,131			54.597,131

BALANCE SHEET AS OF 31/12/88

CURRENT ASSETS			CURRENT LIABILITIES		
Cash Post Office	6,574,102		Accounts Payable		3,457,665
Bank	3,143,345	9,717,447			
Accounts Receivable		5.572.460			
Advances		1,550,000			
FIXED ASSETS			LONG TERM LIABILITIES		
Fixed Assets	3,117,307		Dues in Advance		8,981,260
Cum. Deprec.	(375,241)	2,742,066	Fund Accounts		
			General	10,636,153	
			(loss for year)	0493.1051	7,143,048
		19,581,973			19,581,973
		==========			==========

Correction

There was an error in the list of new officers that appeared in the April issue. The correct information follows:

NAGANO

President: Tokio Watanabe, 1-3-9 Konya-machi, Komoro-shi, Nagano-ken 384; 0267-23-2063

Co-Treasurer: Shim Ozawa, c/o Nagano Nat'1 College of Technology, 716 Tokuma, Nagano-shi; 0262-44-4197

Co-Treasurer: Kiyoko Tsunoda, 1815 Amori, Nagano-shi; 0262-27-7173

Program Chair: Leo Yoffee, 643-8 Shikawa-cho, Suzaka-shi, Nagano 382; 0262-45-6626

Co-Program Chair: Richard Uehara, 1-18-22 Inasato, Nagano-shi, Nagano Ken 381-22; 0262-86-4441

Membership Chair: Takuro Miyashita, 1545 Kitanagaike, Nagano-shi 381; 0262-59-2707

Publicity: Haruhiko Shiokawa, 4-7 Koichiminami Danchi, 5467 Minami-oki Amori, Nagano-shi 380; 0262-28-5628

Facilities: Takumi Ehara, 6-m Nishinagano, Nagano-shi, Nagano-ken 380; 0262-34-7619

SUWA

President: Shizuo Tabata, Kyoin Jutaku #103, 861-3 Kotobukikoaka, Matsumoto-shi, Nagano 399; 0263-58-4276

Treasurer: Yoshiko Kotagiri, Shirakaba Eigo Kyoshitsu 1925, Miyata-mura, Kamiina-gun; 0266-85-2385

Program Chair: Mary Aruga, 4656 Osachi, Okaya-shi 394; 0266-27-3894

Membership Chair: Fukiko Yoshino, 176-3 Hotaka, Hotaka-machi, Minami Azumi-gun, Nagano-ken 399-83; 0263-82-7088

Recording Secretary: Naoshi Kurashita, 5777 Teradoko, Matsuo, Iida-shi; 0265-22-8248

Publicity: Shigeru Kobayashi, Sanko English School, 189-5 Daimon, Shimosuwa-machi; 0266-28-7938

Newsletter Liaison: J. Tague, 521-5 Matsuoka, Okada, Matsumoto-shi 399; 0263-46-0305

Facilities: Tami Ueda, 6094 Konami, Suwa-shi, Nagano-ken; 0266-53-7707

Change of Address

Shizuo Tabata (Suwa Chapter President) has a new address:

Shizuo Tabata, #17, 9779 Nakaminowa
Minowa-machi, Kamiina-gun, Nagano-ken 399-46
Tel. 0265-79-0418

Niigata JALT Officer Changes

Program Chair, Setsuko Toyama, l-20-21 Nishi-Osaki, Sanjo-cho, Niigata-ken 955. Tel. 0256-38-2003

Co-Publicity Chair, Toru Seki, 2-9-5 Kamishineicho, Niigata-shi 950-21. Tel. 025-260-1871

JALT National and Local Elections for 1991

Nominations are once again being sought for both JALT national and local chapter elections following procedures compatible with Article IV of the Bylaws of the Constitution of JALT (published in the January issue of *The Language Teacher*.

National Elections

The positions of vice-president, recording secretary, program chair, and public relations chair 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 nomination cards are not being provided this year; however, members may cut out or copy the nomination form provided here and mail it to one of the committee members listed. Nominations will also be accepted by phone.

According to the Bylaws, it is the chapters that actually nominate members for national officers; the Nominations and Elections Committee then obtains the consent of each nominee in order to present a list of those willing to stand for office to the Executive Committee. Changes in the Executive Committee meeting dates necessitate doing much of this by mail, so be sure to send in nominations as early as possible. As set forth in the Bylaws, voting for national officers shall be by ballot in November, with results reported in the January 1991 edition of *The Language Teacher*.

Local Chapter Elections

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

Cont'd from p. 41

struction and for teacher-trainer-text writers such as myself move from a narrow focus on teaching methodology to a broad focus on syllabus design; I am heartened by the work of Nunan (1988). My worst-case scenario would be that the language teaching profession gradually forgets about TPR and in about twenty years a professor chances across the insight that language can be learned by a combination of listening, watching and doing. This professor then proceeds to investigate and document this insight, gives the process a new name and proclaims to have originated a new stress-free approach. The wheel has been reinvented yet once more.

My observation is that TPR, along with the other methods such as Silent Way and Community Language Learning, have provided a valuable service to the language teaching profession in that they all provided classroom alternatives to the grammar translation method and the audiolingual method. Teachers needed ways to move beyond grammar rules and repeat-after-me drills and will always be grateful to

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 All in every position. The offices for each chapter are listed in the April 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 glve your nomination to any of the members of the Nominations and Elections Committee.

NATIONAL OFFICERS

Vice President _____

Recording Secretary _____

Program Chair _____

Public Relations Chair _____

CHAPTER OFFICERS (Please Include chapter, office, and name of person

NOMINATIONS AND ELECTIONS COMMITTEE MEMBERS:

Tamara Swenson, 2-7-57-902 Katamachl, Miyakojima, Osaka 534; 06-351-8843

Mlkiko Oshlgaml, 33-37 Tsukahara, Toyama-shl, Toyama 939; 0764-29-5890

David Wardell, Univ. of Pittsburgh E.L.I., 2-16-12 Fujimi, Chlyoda-ku, Tokyo 102; 03-978-l 183 (home)

Fred Anderson, Fukuoka University of Education, 729 Oaza Akama, Munakata-shi, Fukuoka-ken 811-41; 0940-36-7594

the methods and their originator/promoters for providing such 'tools.'

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Richards, J. C. *(1985). The context of language teaching.* Cambridge: Cambridge University Press.

Dale T. Griffee teaches at the University of Pittsburgh ELI, Tokyo. He has an M.A. in TESOL from the School for International Training,

JALT SUMMER SEMINAR

Friday/Saturday/Sunday, August 3/4/5, 1990

Traditional Methods, New Approaches-English for the '90s

Program

Friday

11:00	Registration
13:00-13:15	General Announcements
13:15-13:30	Opening Address: Natsumi Onaka, Morioka College, Shirayuri Gakuen Kotogakko; President, JALT-Morioka)
13:30-15:00	Keynote Speaker in Japanese: Sen Nishiyama, *Language Communication in a Multi-Cultural Society*
1530-17:00	Featured Speaker in Japanese: *Review of English Education in Japanese* Schools, Professor Sato (Tohoku Gakuin U.)
17:30	Barbecue at Koiwai Farm

Saturday

Reading and Writing

9:00-10:00	*Writing:* Robert Gray (Senshu U.) *Reading:* To be announced
10:00-11:00	*Writing:* Atsuko Ushimaru (Temple U.) *Reading:* To be announced

Other Topics

11:30-12:30	*Team-Teaching:* Mika Miyasone (Shokei Jyogakuin Tanki Daigaku) *Using a Double Deck:* Atsuko Ushimaru

Speaking and Listening

14:00-15:00	*Speaking:* Mika Miyasone *Listening:* Masaki Kawamura (Chiba-kenritsu Ichiharumidori
15:00-16:00	*Listening:* Ken Hartmann (Sapporo Hokuseigakuen Jyoshi Koko) *Speaking:* Ichiro Iwani (Hachinone HS.)
18:00	Sansa Dancing Parade

Sunday

10:00-11:00	*Team-Teaching:* Anthony Cominos/Masae Saito (Sannohe Junior H.S.)
11:00-12:00	*Team-Teaching:* Koto-ku Representative to be announced
13:00-15:00	*Symposium-Communicative English with the AETs;* moderator Natsumi Onaka; Professor Sato (Tohoku Gakuen U.); Anthony Cominos/Masae Saito; Koto-ku representative (to be announced)

Fees	Member	Non-Member
3 Days	\9,000	\10,000
Pre-Registration (until June 30)	\8,000	\9,000
One-day only	\5,000	\5,000

Hotel

Hotel Ace, Chuodori 2-chome 1 l-35 Morioka-shi. The hotel is located in downtown Morioka within walking distance of the Seminar site.

Barbeque at Koiwai Farm

Come and enjoy the evening at Koiwai farm and eat their famous barbeque dinner.

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We supply the hachimaki and you bring your own *yukata* and join in on one of Morioka's most celebrated festivals!

Information

For information about the program, call: Natsumi Onaka, 0196-54-5410.

For information about accommodation and transportation, call: Hiromi Sasaki (mornings) 0196X38-7579.

Location

Morioka, the site of the 1990 Alpine Ski Championships, is located 21/2 hours from Tokyo. Its beautiful natural setting makes it a perfect place for a relaxing weekend alone or with the family. For those who enjoy hot springs, there are many nearby. The Seminar will take place during the famous Sansa Festival so please come and enjoy yourselves!

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日　時　8月3日(金)・4日(土)・5日(日)

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テーマ　90年代の英語教育

参加費	会　員	非会員
3日間（当日）	9,000円	10,000円
（6／30まで）	8,000円	9,000円
1日のみ	5,000円	5,000円

参加申込み　当日受付もできますが、セミナー期間中に盛岡夏まつりさんさおどりが催され参加企画をしておりますので、都合上6月30日までにお申込みください。

宿　泊　ホテルエース　セミナー会場まで、散歩距離内に確保しております。

懇親会　小岩井農場でバーベキューパーティと盛岡夏まつりさんさおどりに参加企画しております。ゆかたを御持参下さい。

御問い合わせ　プログラムに関しては、尾中夏美 ☎0196-54-5410。懇親会等に関しては、佐々木裕美 ☎0196-38-7579岩手県紫波郡都南村東見前6-71-9

プログラム

3日(金)

11：00～　受付開始

13：30～15：00　基調講演

西山　千（著述家　同時通訳者　アポロ月面着陸時の同時通訳で有名）

15：30～17：00　招待講演

佐藤茂男　（東北学院大学教養部助教授）

17：30～　小岩井農場でバーベキューパーティー

4日(土)

『書く』『読む』分野

9：00～10：00(書)ロバート・グレイ(専修大学講師)

(読) 未定

10：00～11：00(書)牛丸敦子(テンプル大学日本校講師)

(読) 未定

トピック

11：30～12：30『ティームティーチング』宮曽根美香(尚けい女学院短期大学)

『ダブルデッキ導入授業』　牛丸敦子　(テンプル大学日本校講師)

『話す』『聞く』分野

14：00～15：00　(話) 宮曽根美香　(聞) 川村正樹(千葉県立市原緑高等学校教諭)

15：00～16：00　(話) 岩見一郎（青森県立八戸高校教諭）(聞) ケン・ハートマン　(札幌北星学園女子高校講師)

18：00～　盛岡夏まつり『さんさおどり』参加

5日(日)

9：00～10：00　出版社発表タイム

10：00～11：00　『ティームティーチング』佐藤正栄(青森県立三戸中学校教諭)　アントニー・コミノス(青森県 AET)

11：00～12：00　未定　江東区プロジェクト

13：00～15：00　シンポジウム『AETとの意志疎通の有り方』　佐藤茂男（東北学院大学教養部助教授）アントニー・コミノス（青森県 AET）　佐藤正栄（青森県立三戸中学校）　未定　江東区プロジェクト

司会：尾中夏美（JALT盛岡支部長）

15：00　閉　会

For Pre-registration

1. Fill out the form below
2. Indicate the total amount to be remitted
3. Send this form or a copy of it to Hiromi Sasaki (address above)
4. Send money to JALT Summer Seminar via *furikomi* at any bank to:

Dai-ichi Kangyo Bank, Morioka Branch # 1397148
JALT Summer Seminar

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1990 JALT SUMMER SEMINAR

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JALT '90

JALT '90 Update from the Program Chair

Work on this year's JALT conference is proceeding on schedule, and those planning to attend the conference in Omiya from November 23 to 25 can look forward to an exciting and informative weekend.

SPEAKERS

The program committee is pleased to announce that in addition to an increased number of presentations from local educators and researchers, several prominent scholars fromoverseas have confirmed their participation in the conference.

Attending the conference as main speakers will be Ron Carter and David Nunan. Dr. Carter, director of the Centre for English Language Education at the University of Nottingham, England, is the author and editor of several texts on literature and language education, including ***Literature and Language Teaching*** with Christopher Brumfit (Oxford University Press, 1986) and ***Language, Discourse and Literature*** with P.J. Simpson (Unwin Hyman, 1989). In addition, he is co-director of a linguistic research project on the language needs of business and industry.

Dr. Nunan, associate director of the Australian National Centre for English Language Teaching and Research, and associate professor at Macquarie University, is active in several areas, especially in teacher education and language curriculum design, and is the author of a number of influential books, including ***Syllabus Design*** (Oxford University Press, 19881, ***Designing Tasks for the Communicative Classroom*** (Cambridge University Press, 1988) and ***The Learner-Centered*** Curriculum (Cambridge University Press, 1989).

In addition, a number of other renowned researchers will attend the conference, bringing their expertise to share with JALT members. Featured speakers include:

Christopher N. Candlin, director of the Australian National Centre for English Language Teaching and Research and a professor at Macquarie University, is well known for his wide-ranging publications and presentations on language education.

Michael McCarthy, a lecturer at the University of Nottingham, has done extensive work in grammar and vocabulary acquisition. He is the co-author with Ron Carter of ***Vocabulary and Language Teaching*** (Longman, 1988) and an advisory editor of ***A Way With Words*** (Cambridge University Press, 1989; 1990).

Thomas Scovel, professor in the English Department at San Francisco State University, has presented at a number of conferences and is well known for his work in the Thai language, as well as for his most recent book ***A Time to Speak*** (Newbury House/ Harper and Row, 1988).

COLLOQUIA

The number of colloquia is yet to be confirmed, but participants can expect a series of challenging and informative sessions. We encourage you to attend at least one of these sessions that brings together speakers who represent a bmad spectrum in the topic area.

POSTER SESSIONS

Concurrent Poster Presentations return to the 1990 conference as one-day sessions, allowing even greater access to the ideas presented. Posters are designed to be largely self-explanatory presentations and commonly rely upon such visual aids as flow charts, collages, illustrations, and summaries, to convey the presenter's message. Presenters will be scheduled to be in the display area for at least one hour to allow conference participants ample opportunity to browse through the display and obtain more detailed information if desired.

For further information contact the Poster Session Chair: Mitch Terhune, 2-44-26 Mukonoso-Nishi, Amagasaki-shi, Hyogo 661.

MORE TO COME

The complete list of speakers and more information on colloquia and social events will follow soon. Keep informed of the latest developments by reading this column each month.

FROM THE DEVIL'S DICTIONARY

(a number of definitions)

By Tom McArthur

Reprinted courtesy of

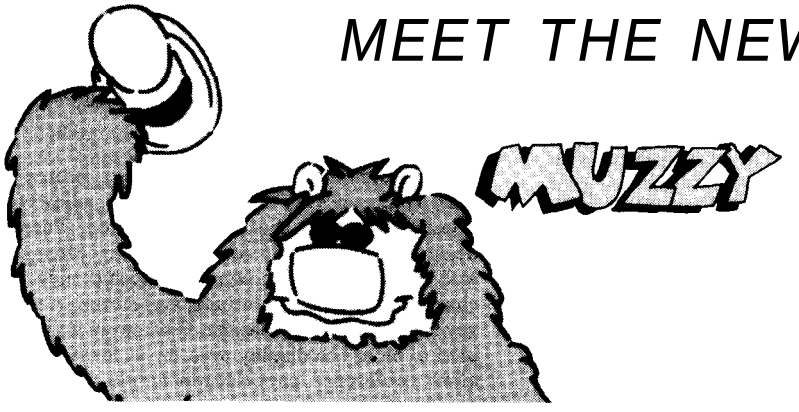
EFL Gazette

MOTIVATION That which enables students to learn a language in spite of teachers, orgtanisers, institutions, classrooms, methodologists, or any other obstacle that we have so far found to put in their way.

MULTIPLE-CHOICE TEST None of the above.

NATURAL APPROACH A revolution in languate teaching and learning in which students are steadily filled with input until they feel the need to output.

NATURE VERSUS NURTURE The controversy about whether our inability to communicate decently together should be blamed on our remoter ancestors or on our immediate ancestors.



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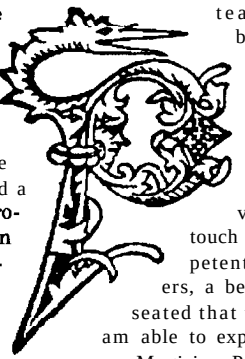
Opinion

THE QUEST

John Dougill, Kanazawa University

Throughout human history quests for truth and enlightenment have been an enduring source of fascination. The search for the Tree of Life, for the Holy Grail, for the Key to the Universe simply mirrors our restless dissatisfaction and preoccupation with the notion that somewhere lies an answer to it all.

Whatever the age, whatever the subject, this obsessiveness has made itself manifest. Medieval alchemists hoped to find the means to turn metal into gold. Einstein sought the ultimate mathematical formula. And in language teaching too we can find the same dissatisfaction, the same preoccupation, and the same obsessive quest for perfection as elsewhere.



Just as in other spheres of life, language teaching orthodoxies have been shown to have their limitations. The audio-lingual method, the direct method, the communicative approach- all have served a purpose, but none have provided the magical golden touch of turning language incompetents into proficient speakers, a belief in which is so deeply seated that those of an avaricious bent am able to exploit it for their own purposes. Magician Paul Daniels, for example, recently introduced his Magic Language Memory Method that claims to teach a language in seven days!!

For those disillusioned with the orthodoxy of the day, an alternative is provided by mystical sects that claim to possess secret knowledge and special powers. So it was in the Middle Ages with groups such as the Knights Templar, Rosicrucians, Freemasons, Illuminati, and Theosophists, some of which are still going strong today, their fascination lying precisely in their mystique.

For language teachers of the past ten years Suggestopedia, CLL, and the Silent Way have had much of the allure of secret cults. The similarities are striking: groups of initiates who swear by the method's success; inaccessibility to the ordinary teacher; special language and rituals; the tapping of secret powers; and high priests holding the supreme knowledge.

The way in which such cults maintain themselves has always been through separateness. If they become widespread, the allure of hidden knowledge is lost. Over the past ten years the mystique has been gradually stripped fmm CLL and the Silent Way as more and more teachers have been exposed to them. Viewed in the clear light of day they seem more like useful additions to the language teachers' armory and less like a means of salvation.

Suggestopedia has retained the greatest allure, partly because of its exoticism, partly because of its claims to unleash the full potential of the brain, and partly because of politics-High Priest Lozanov hails fmm behind the Iron Curtain and was for many years forbidden any links with the West.

The most extraordinary claims have been made on behalf of Suggestopedia, claims that polarize people into cynics or fanatics. Up to 1,600 words learnt in a day, for instance. It is hard to find any independent research to back up such claims, yet Suggestopedia continues to be a buzzword among progressive TEFL circles. It is the language teachers' Zen: everyone likes the idea, but few know what it actually is.

What Suggestopedia can do, and certainly does do, is provide the thrill of the new. Imagine walking into your regular classroom and instead of dirty chairs in solid rows lined up before a stem teacher, you find comfortable armchairs, flowers, soft music, and someone dressed in a formal suit welcoming you as if to an important social function. Naturally you will feel good and pay attention. But how will you feel after a month, after a year? Remember that all the glowing reports of Suggestopedia are written before the novelty effact wears off, for none of the courses outside Sofia ever last longer than that!

So is the quest for a perfect method useless, a chasing after linguistic rainbows? Surely not, for the true value lies in the quest itself and not in the mythical end. By searching and seeking, teachers extend their personal horizons and the boundaries of their capabilities Even if you do not buy the Suggestopedia package wholesale-teaching conditions and student resistance might not allow you to anyway-it may well open your eyes to more creative ways of teaching, to introducing a more relaxed atmosphere, to getting away fmm the tension that plagues Japanese classrooms. By embarking on the quest we develop as teachers, and without development we stagnate.

For Goethe the living process was one of being-and-becoming. Simply being was a negation of life. Herein lies the value of the "new" methods. As long as they remain unknown and tantalizingly out of roach, they serve to spur us on in new directions. Keepers of the linguistic Holy Grail come and go, but by their presence they inspire us with the thought that there must be a better way. The Holy Grail itself will never be found, but in the seeking we may become better teachers-and better human beings. Long live the quest!

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My Share

Parts of Speech and Sentence Construction

by Richard R. Day

Teaching the parts of speech and the way to construct sentences can be a difficult task for even the most enthusiastic teachers. One technique that I have found helpful is to enliven the class with a game that focuses on material that has been previously covered. By using an appropriate game, one can motivate the students, help them learn the material, and get feedback on the students' understanding.

I would like to describe a game that helps to consolidate students' knowledge of the parts of speech and of sentence construction. The only materials that are needed are paper, pens or pencils, and a written passage at the appropriate level of grammatical construction and vocabulary.

The Game

To play the game, each student makes up a new five or ten-word sentence based on the selected text. Then the student rewrites this new sentence on a separate piece of paper, substituting the name of the part of speech for each word. Each student then exchanges his or her paper with a classmate. The task of each student is to replace the names of the parts of speech with words that will make up a meaningful sentence. The newly-constructed sentence must follow the structure of the first sentence, make sense, and (this is important) use only words fmm the original text.

To illustrate taking this article as the base text, I can make up this ten-word sentence:

(1) The game can help students to learn parts of speech.

Rewriting this sentence, replacing each word with the name of its part of speech, yields:

(2) Definite article + noun + Modal + verb + noun + to-infinitive + noun + preposition + noun

The next step is the construction of a new sentence based on (2), using only words fmm this article. Remember that the student reconstructing the sentence has not seen the original sentence, (1). One sentence reconstructed from (2) is:

(3) The students would like teachers to play games in class.

The first time that this game is used in class requires careful instruction by the teacher. It is helpful to work through several examples with the entire class before the students break up into pairs. The length of the sentences can be changed, of course. Once a pair has completed a set of sentences, they can be asked to continue with a further set.

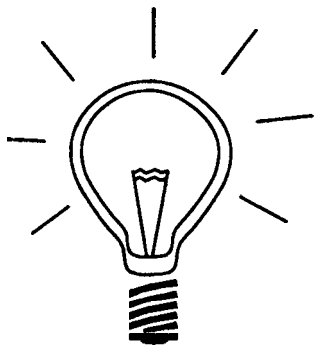
The Role of the Teacher

While the students are playing the game, the teacher's role is to ensure that they understand the rules and are playing the game, and to judge the correctness of the reconstructed sentences. One of the easiest ways to mark a reconstructed sentence is to underline the incorrect part (or parts). The student then knows where an error is located and can try to correct it.Alternatively, students can check each other's reconstructed sentences, the teacher acting as referee in cases of difficulty.

Variations

The game may also be turned into a contest, with points being awarded to the first student to reconstruct a correct sentence, to the student who reconstructs the most sentences in a given time, and so on. In addition, depending on the objectives of the lesson, the game could be played using more technical terms, such as count/noncount nouns; proper/common nouns; direct/direct objects; gerunds; and adverbs of time, place or manner.

Dr. Day is a Visiting Professor at Ashiya University



Share Your Ideas with Us!

Do you have good ideas for use in the classroom? Why not share them with colleagues through the My Share column? Write them up according to the guidelines in the January, 1990 issue of *The Language Teacher* and send them to My Share editor, Louis Levi (address p.1 of this issue).

Good Directions!

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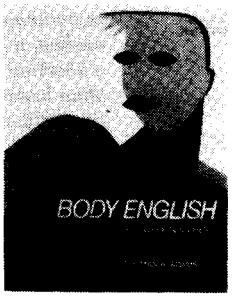

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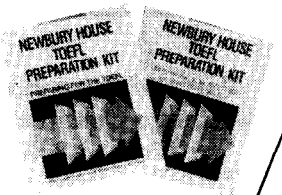

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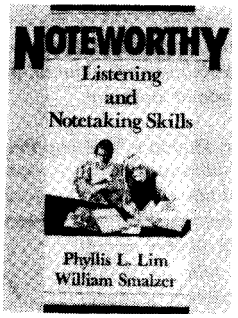

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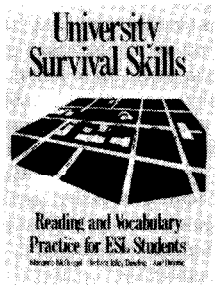

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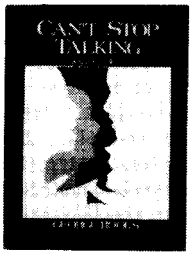

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JALT Under Cover

Humanism in Language Teaching: A Critical Perspective. Earl W. Stevick. Oxford: Oxford University Press, 1990.

Release of Dr. Stevick's book coincides with the 10th anniversary of his well-received 1980 work ***Teaching Languages: A Way and Ways.*** The earlier work has had a profound effect on the way language teachers view their teaching and their students. In 1980, Stevick pmposed that successful teaching depended on the preservation of self-image and on providing opportunities for language use rather than on learning rules and lists of vocabulary. He warned against controlling students through the mystification of explaining more than they were ready to receive. Most of all, however, Stevick was interested in asking questions, not for the answers, but for what we do in struggling with them.

A Way and Ways appeared at a time of excitement and innovation. Language teachers were experimenting with new methodologies. They were trying bits of this and pieces of that. The buzz word of the moment was 'eclectic." Ten years later, Stevick is still asking questions. Again-not for the answers, but for the struggle. In 1990, innovation and experimentation seem to have been replaced by faith. Perhaps because of this, Stevick's 1990 questions focus on humanism rather than on methods of teaching.

Humanism in Language Teaching: A Critical Perspective is abstract and difficult to use. The message, however, is clear. Avoid blind acceptance of dogma. Match the familiarity of daily practice with careful thought. Language teachers seeking the reassurance that there is nothing as practical as a good theory will be uneasy. Stevick provides no new theory.

As an example of careful thought, Stevick undertakes a critical examination of the main tenets of Curran and Gattegno, whose'humanistic" approaches he explored in 1980. The model selected for the examination is that of the philosopher Karl Popper in his autobiography, ***Unended Quest.***

For those unfamiliar with Karl Popper's 'scientific method," Chapter 1 may require several readings. Chapter 2 crawls thmugh the "semantic thicket" (Stevick's metaphor) surrounding the word "humanism." Stevick begins by exploring the term in general discussions of philosophy and education. He then circles back to its use within the field of language teaching. The thicket is bewilderingly broad with thorny side trips through Edens and New Jerusalems. Stevick leads us to five components seen as distinctly human: feelings, social relations, responsibility, intellect, and self-actualization. His discussion includes the following: "natural and spontaneous rather than conforming, ' "not prejudiced," "independent," and "look to themselves for their own growth."

Teachers working outside Western culture may find these components inappropriate--particularly, those related to individualistic goals and personal development. This bias toward Western values continues throughout the discussions of humanism in the methods of Curran and Gattegno.

Chapters 3 and 4 explore how imprecise word use interferes with clear thinking. Stevick is convincing when he claims that metaphor activates a wide range of associations which shape as well as label our ideas. This may well be the most important contribution of the book. He advises, "the more certain we are of our arguments, the more careful we need to be about the rhetorical means we employ." Krashen's use of 'monitor," "affective filter," and "LAD" are rejected as being attributive and reminiscent connections.

However, this notion of metaphor only increases the difficulty of exploring the main tenets of Cur-ran and Gattegno. The statements made to explain these tenets in Chapters 5 and 6 are both metaphorical and imprecise.

Stevick's position on humanism in language instruction might be summed up by saying that although we cannot fully accept the faith, we can still make profitable use of humanistic elements. His last chapter asks three questions about seven additional approaches to language teaching.

1. Which uniquely human attributes of the learner does the approach emphasize?
2. What sort of freedom does this approach offer to the learner?
3. How does this method contribute to human dignity?

It might well be worthwhile for us to ask these questions of any method or model we are considering adopting.

Reviewed by Fairlee Winfred
Visiting Professor, Miyagi Gakuin

Survival English-The Sounds of New York, Book 1. Paul McLean. Tokyo: Asahi Shuppan-sha, 1989. Pp. 70. \1,300. Videotape \3,600.

SurvivalEnglish-The Sounds of New York, Book 2. Paul McLean. Tokyo: Asahi Suppan-sha, 1989. Pp.81. Vl,442. Videotape \3,600.

In the words of its author, ***Survival English-the Sounds of New York*** is "a survival conversation textbook that deals with common situations encountered abroad. It is meant for Japanese traveling to the United States, to New York in particular." It is composed of two, seven-chapter textbooks, Survival ***English, Book 1*** and ***Survival English Book*** 2, with videotapes of the textual conversations and cassette tapes containing the conversations and additional listening exercises. I have found the level to be appropriate for university freshmen, but the material could probably also be used with slightly lower groups and definitely with higher ones.

Each chapter of the two books follows the same format. A reading on one aspect of New York City

(airports, taxis, hotels, etc.) is followed by two conversations. Each conversation is accompanied by several short exercises-one or two substitution drills, a vocabulary-matching exercise, and a cloze listening exercise. In the two 'Getting Information' exercises per chapter students must answer questions about genuine maps, menus, transportation schedules, etc.

At the heart of each chapter are the mnverstions. In these we follow Kenji Shimada, a young Japanese man, during his stay in New York City. Book one goes from his asking for directions upon arrival at the airport and chocking into a hotel to his eating out, taking public transportation, and sightseeing. Book two continues with his buying tickets, shopping, and asking for directions but also covers a number of non-survival situations such as visiting an office and interviewing several New Yorkers. As the author states, "the speech heard in the conversations is natural (i.e., unrehearsed) and informal," and "the conversations are recorded at normal speed, which may seem a little fast on first hearing."

In use, I have found the conversations in Book One to be excellent-short, very functional, simple in structure and vocabulary yet completely natural. Most involve genuine survival communication situations for tourista. Despite the author's claims to the contrary, the dialogs in Book Two are significantly harder than those in Book One. They sometimes go on for pages and cover a handful of different functions. Kenji's visit to an office and the interviews of a street vendor and college students seemed unlikely experiences for the average tourist and offered little in the way of conversational development. Beyond brief substitution drills, the books do nothing to develop the students' own conversation skills. They provide no bridging activities and no 'practice in actual, purposeful conversational exchanges with others" which Rivers (1978) states are essential for developing communication. Even the simple grammar and vocabulary exercises in the books fail to address the problems of Japanese students.

The accompanying videotapes, in my estimation, are quite well done. The actor playing the main character, Kenji, is young and likeable and it was fairly easy for my students to identify with him. My only criticism is, that as a non-native Speaker of English, he never finds it necessary to ask for repetition or clarification in the conversations he has-indispensable functions for most foreign tourists. The people featured in this video do not appear to be actors but actual workers and students in New York City giving unrehearsed performances. This gives students a rare opportunity to experience real, spoken English. Locations are also real and the camera work is good.

The videos are not without problems, however. In several outdoor scenes, traffic noises make parts of the conversations almost inaudible. Also, the Hispanic maintenance man and Haitian taxi driver in Book One and a salesclerk in Book Two speak with accents beyond the comprehension of the majority of Japanese university students.

Despite the inadequacies of the books and videotapes, I have had very gratifying results using the video conversations in combination with a second conversation textbook covering similar themes. In my case this was ***Around Town***, but other texts or teacher-made dialogs might work just as well.

For each lesson I used the videotaped conversation as an attention-getter and to set the stage for further conversation practice. After a vocabulary introduction students watched the videotape once, read the text during the second playing, practiced the conversation with me and in pairs, and finally viewed the videotape once more. Next we practiced the four similarly-developed dialogs in ***Around Town*** or ones that I had written. Finally we did a communication activity, usually information-gap, using the practiced dialogs fmm memory to perform a typical travel task, e.g., finding the correct bus and getting travel information, taking a cab and tipping the driver, obtaining specific information from a waitress in the course or ordering dinner.

While I could not recommend using ***Survival English*** alone as a conversation text, I have found its videotaped conversations do pmvide a very stimulating introduction to other tourist English materials currently in use.

Reviewed by Stella Yamazaki
Shinshu University

References

Ockenden, M. and Jones, T. (1982). ***Around Town: Situational Conversation Practice.*** New York: Longman.

Rivers, W. and Temperley, M.S. (1978). ***A Practical Guide to the Teaching of English as a Second or Foreign Language.*** New York: Oxford University Press.

Roundabout Activity Book and Teacher's Guide. Donn Byrne. Oxford: Modern English Publications, 1988.

The relatively small market of English teaching materials especially geared towards children has been enriched by Donn Byrne's 'Roundabout' series.

'Roundabout' is a well-rounded package of materials consisting of: ***The Roundabout Picture Book, Roundabout Wall Pictures,*** the ***Roundabout Teacher's Resource Book, Roundabout Workbooks, Roundabout Read and Listen,*** and ***The First Book of Board Games,*** as well as the ***Activity Book*** accompanied by a ***Teacher's Guide.***

The author states that all Roundabout materials are designed to complement the first three years of any main course book used with children between ages 7 and 11, or taken as a course in their own right by teachers who want flexibility.

The main focus of the ***Roundabout Actiuity Book*** is extra oral and written exercises at an elementary level. In 14 activities, spelling practice and the use of sets of words like professions, colors, names of countries, animals, etc., are introduced. Each activity is divided into three or more related sections, which should be done in sequence, offering a range of bingos, puzzles, guessing and board games. Most of the games involve pairwork. In the teacher's guide the author

gives no specific time allotment for each exercise but stresses that the games can and should be repeated.

The teacher's guide has clear instructions and hints on variations and, of course, a key to the cross-word puzzles.

Donn Byrne's ***Activity Book*** and ***Teacher's Guide*** are well devised and enjoyable to use. With his approach to teaching basic vocabulary, no special efforts to motivate learners are necessary. It lends itself not only to use with young learners, but also to any class where a quick vocabulary brush-up mixed with fun is called for.

Reviewed by Monika Nold Proebat

Stepping Out. A Teacher's Book of Real Life Situations. Christine Bunn and Sharon Seymour. New York: Collier MacMillan. Pp. 156.

Stepping Out aims to give students fmm beginner to lower intermediate level a chance to build confidence in everyday transactions, or "life skills," as the authors term them. It is intended as a textbook supplement, or for use in conversation or reading classes at community colleges, adult education centers or in high schools. It contains 16 information gap and 8 scanning activities on a variety of indexed topics (e.g., price tags, family trees, bus maps, calendars & holidays). Each unit provides one to two hours of class time and the material for the activities is ready for photocopying.

The units themselves follow a standard format. Preparation (vocabulary explanation and pronunciation) is followed by Skill Building (the class and teacher doing the activity in lockstep). That, in turn, is followed by Practice ("only differs fmm Skill Building in that students work together in pairs on their own"). Finally, in each unit there is a Stepping Out section (further practice) which 'you are encouraged to supplement...with your own ideas"-and you will have to supplement quite heavily.

I must confess I tried this book sparingly as I was not willing to bore my students any more than absolutely necessary. Information gaps, according to the authors, "mirror authentic communication where the speaker asking the question cannot predict the answer." Agreed, but not if the only question your partner can ask you is "Where's the (Name of Room)" and your only possible answer is "It's (Room Number)."

In other words, practice is not of "life skills" but simple structural items with monotonous gapfills. These drills are not meaningless, but then neither are they very meaningful. Little of the material is real in origin, nor is it visually interesting or stimulating. It can not be easily adapted either as the only information contained is that specified by the practice drill. Granted the later scanning activities allow more communicative variety, but any conscientious teacher could tailor something better or write to friends, family, or national tourist bureaus for realia.

Reviewed by Chris Cleary
FC English Centre

Love Me Tomorrow. Jane Homeshaw. London: Collins, 1989. Pp. 47.
Arab Folk Tales. Helen Thomson. London: Collins, 1989. Pp. 62.

Love Me Tomorrow and ***Arab Folk Tales*** are two books in a series published by the Collins English Library. ***Love Me Tomorrow*** is graded as level one (with a "basic" vocabulary of 300 words) and therefore one would assume it to be easier than ***Arab Folk Tales*** at level three (1,000 words). However, after using these books with students, I have discovered the opposite to be true.

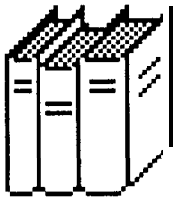
Love Me Tomorrow is a story which takes place in Indonesia. It offers a basic view of the problems Indonesia faces in the world as a third world country. The book is composed of easy, grammatically-structured sentences. Nevertheless, it uses words, concepts, and idioms not easily understandable for lower level/younger students. The story is appreciated more by older students who can understand the complex story involving Indonesia's economic, political, and social problems. Beginners find it difficult but interestinn and advanced students seem to enjoy it because it is easy to read and sparks discussions based on the issues raised.

Arab Folk Tales, despite its higher level, has proved far more enjoyable than ***Love Me Tomorrow*** for younger and beginner level students and more charming for advanced level adult students. There are eight stories in this book. Children find them fun; the stories often involve animals that can speak, and the themes are simple, and colorful. To adult students, the stories show a culture fmm another world, at the same time sharing similarities with Japanese folk tales. For instance, a group of neurosurgeons liked "The Farmer Without a Brain," not just because it is related to their field of study, but also because it reminded them of similar Japanese folk tales about ***kappa.***

My main criticism of this book is not of its contents, but with its composition. No introduction or information is given by the publishers nor by the author about the source of the stories and therefore there is no way for the reader to check the authenticity. These stories are Arab folk tales, not originally written or thought of bv Ms. Helen Thomson: the author should have provided her sources. A phonetic list for the pronunciation of the Arabic names would have been useful as well.

Finally, in order to check the students' level of understanding it would be helpful to have comprehension questions at the end of each chapter or each story. The crossword puzzle given at the end of each book is simply not enough.

Reviewed by Laila Hawker
Ehime English Academy



RECENTLY RECEIVED

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

Notations before some entries indicate duration on the holding list: an asterisk (*) indicates first notice in this issue; an exclamation (!) indicates third-and-final notice this month. All final-notice items will be discarded after June 30th.

CLASSROOM TEXT MATERIALS/ GRADED READERS

*Flower, J. (1989). ***Build your vocabulary 1,2, and 3.*** Hove: Language Teaching Publications.

*Garvie, E. (1990). ***Story as vehicle: Teaching English to young children.*** Clevedon, Avon: Multilingual Matters.

'Redman, S. and Ellis, R. (1989). ***A way with words: Vocabulary development activities for learners of English.*** Cambridge: Cambridge University Press.

*Webster, D. (1989). ***Muzzy comes back-A video English course for children A sequel to Muzzy in Gondoland.*** (video and audio cassettes; activity book, teachers' and parents' notes). London: BBC English.

Beckerman, H. (1989). Guessworks! ***A musical mystery play*** (student's and cassette). NY: Collier MacMillan.

Heyer, S. (1989) ***Picture stories for Beginning communication.*** Englewood Cliffs, NJ: Prentice Hall.

Jones, L. and Alexander, R (1989). ***International business English*** (student's, teacher's, cassette). Cambridge: Cambridge University Press.

Jordan, R. (1990). ***Academic writing course*** (2nd ed.). London: Collins.

Sazanami, J. (1990). ***Mini-World video*** (sample video and class material). Seattle, WA: Mini-World.

Vince, M. (1989). ***First certificate grammar workbook*** Oxford: Heinemann.

Walker, T. (1989). ***Computer science.*** London: Cassell.

Wellman, G. (1989). ***The Heinemann English wordbuilder: Vocabulary development and practice for higher-level students.*** Oxford: Heinemann.

!Brender, A. (1989). ***Three little words: A systematic approach to learning English articles.*** Tokyo: McGraw Hill.

!Dunn, O. (1989). ***Outset 2.*** (pupil's, workbook, caaaettes, teacher's).

!Thomas, B.J. (1989). ***Advanced vocabulary and idiom.*** London: Edward Arnold.

TEACHER PREPARATION/REFERENCE/ RESOURCE/OTHER

*Norris, W. and Strain, J. (Eds.). (1989). ***Charles Carpenter Fries: His 'oral approach' for teaching and learning foreign languages.*** Washington, D.C.: Georgetown University Press.

Byram, M. (1989). ***Cultural studies in foreign language education.*** Clevedon, Avon: Multilingual Matters.

Corson, D. (1990). ***Language policy across the curriculum.*** Clevedon, Avon: Multilingual Matters.

Dechert, H. (Ed.). (1990). ***Current trends in European second language acquisition research.*** Clevedon, Avon: Multilingual Matters.

Fishman, J. (1989). ***Language & ethnicity in minority sociolinguistic perspective.*** Clevedon, Avon: Multilingual Matters.

Gass, S., Madden, G., Preston, D., and Selinker, L. (Eds.). (1989). ***Variation in second language acquisition: Discourse and pragmatics.*** Clevedon, Avon: Multilingual Matters.

Gass, S., Madden, G., Preston, D., and Selinker, L. (Eds.). (1989). ***Variation in second language acquisition: Psycholinguistic issues.*** Clevedon, Avon: Multilingual Matters.

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

Allsop. ***Making sense of English grammar exercises*** (Self-study edition).
Barnett. ***More than meets the eye.***
Boyd. ***In their own words: Interviews with personalities.***
Brinton, et al. ***Content-based second language instruction.***
Brooks & Grundy (Eds.). ***Individulaization and autonomy in language learning.***
Brown. ***Understanding research in second language learning.***
Brown & Hoods. ***Writing matters: Writing skills and strategies for students of English.***
Carrier. ***Take 5.***
Carter, R., Walker, R. & Brumfit, ***C. Literature and the learner: Methodological approaches.***
Chan. ***Process and product.***
Chaudmn. ***Second language classrooms.***
Clark. ***Talk about literature.***
Davis & Rinvolucri. ***Dictation.***
Dewar. ***Computers: From beads to bytes.***
Doff. ***Teach English: A tmining course for teachers.***
Ellis. ***Second language acquisition in context.***
Ellis & Sinclair. ***Learning to learn English.***
Fox (Ed.). ***Collins essential English dictionary.***
Fried-Booth, et al. ***Collins COBUILD English course photocopiable tests.***
Greenhalgh, et al. ***Oxford-ARELS preliminary handbook.***
Hadfield. ***Elementary communication games.***
Hamem & Blanc. ***Bilinguality & bilingualism.***
Hill & Holden (Eds.). ***Creativity in language teaching: The British Council 1988 Milan conference.***
Hughes. ***Testing for language teachers.***
James. ***Medicine.***
Johnson. ***The second language curriculum.***
Johnson & Snowden. ***Turn on!***
Karant. ***Storylines.***
Kelty. ***The English workout.***
Kennedy, et al. ***Newbury House TOEFL preparation kit.***
Kitao. ***Reading, schema theory and second language learners.***
Krashen. ***Language acquisition and language education.***
Lewis, et al. ***Grammar and practice.***
Littlejohn. ***Company to company.***
Maple. ***New wave 2.***
McLean. ***Survival English 1 and 2.***
Morgan & Rinvolucri. ***The Q book.***
Nunan. ***Designing tasks for the communicative classroom.***
Odlin. ***Language transfer.***
Oxford. ***Language learning strategies.***
Ramsey. ***Images.***

Ramsey. ***Images.***
Ramsey & LoCastro. ***Talking topics.***
Smith. ***Issues for today: An effective reading skills text.***
Sobel & Bookman. ***Words at work.***
Trueba. ***Raising silent voices.***
Willis & Willis. ***Collins COBUILD English course 3*** (teacher's book).
Wright. ***Pictures for language learning.***
Yalden. ***Principles of course design for language teaching.***
Zimmerman. ***English for science.***

原 稿 募 集

The Language Teacher の1991年3月号は
〝幼児の英語教育〞
を特集しますので御寄稿をお願いします。
○締切は1990年8月30日
○詳細は Eloise Pearson (1頁参照) まで

Submissions are sought for "Teaching English to Children" A Special Issue of *The Language Teacher,* March, 1991. Deadline for submissions is August 30,1990, Contact Eloise Pearson (see p- 1) for more information.

Chapter Presentation Reports

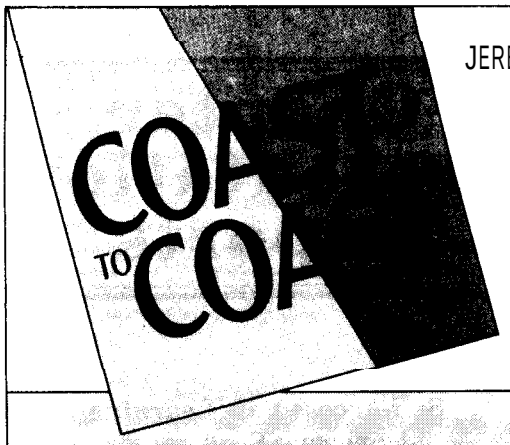
FUKUI

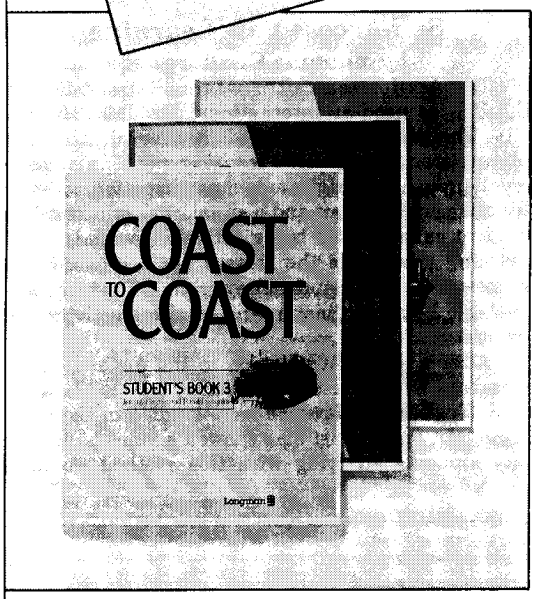
Self-Access Pair Learning
by Thomas Pendergast

The April presentation was an introduction to S.A.P.L. as used at International Buddhist University. This method of study offers several attractive alternatives to traditional teaching methods, such as small-group work, high student participation, a secure learning environment and a situational syllabus. The student cannot avoid being actively involved in the learning process as the classes are self-paced and homework is at the student's discretion. The teacher is replaced by a coordinator who monitors activity and evaluation.

Alter a short introduction to the method, JALT members were assisted in forming a S.A.P.L. area. Both English and Spanish were studied in the same room. Mr. Pendergast also showed a video of university students studying with this method. A short

JEREMY HARMER AND HAROLD SURGUINE





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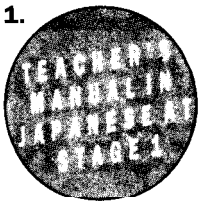

For more information contact:
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IT'S A NEW WAVE OF
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discussion of the pros and cons of such a system followed.

Reported by Jean Echevarria

FUKUOKA

Reading and Writing Skills Workshop

The workshop in March began by focusing on the nature of reading itself and listing the skills we, as teachers, need to teach. This was followed by lively group discussion on how to use a text. Suggested activities ranged fmm sequencing to cloze. Comprehension check methods were also considered by teachers, e.g., asking question of graded difficulty, using drama, and paraphrasing.

The writing workshop featured a simulation classroom activity called the 'Journal.' The growing popularity ofjournals in English teaching reflects the value of giving writers a real audience to write to. One member, Fred Anderson, has been using journals in his classrooms for several years with great success. The students write about anything that interests them and give their books to another student, who writes a personal response back. The emphasis is on ideas rather than technical accuracy. According to research done by the Inner London Education Authority in England, as much as 80% of all technical errors are eliminated by redrafting your own work, perhaps with help fmm a partner.

Reported by Shane Hutchinson

HIMEJI

Graduate Programs for Language Teachers

by Michael Rost, Eiji Hashimoto, Keiko Inui, and Graham Taylor

At the March meeting, the speakers addressed the theme of professional studies beyond the B.A.; each offering a different option: study in a Japan-based graduate program offered by an overseas university (Temple University), full-time study at an overseas university (St. Michael's College), summer study at an overseas university (Pacific Lutheran University), and correspondence study (Tasmania University).

Michael Rost introduced the program theme by noting that graduate study may be undertaken for three different reasons: to keep up-to-date in TESOL, to teach better, and merely for the status of having a degree. Temple University's Japan program, offered in Tokyo and Osaka, emphasizes the first two and awards an M.Ed. in TESOL for ten 3-hour courses (5 required, 5 elective) plus a five-hour comprehensive examination. A TOEFL of 550 is required and students usually finish in two to 2½ years. Monthly one-unit weekend courses by distinguished lecturers from around the world are a notable feature of the Temple program.

Eiji Hashimoto outlined the advantages of studying full time for 1½ years on a small university campus abroad. St. Michael's College in Vermont offers an English-speaking American-culture environment with high-quality professors and a TESOL Teacher's curriculum. A thesis is not required, but practice teaching and an oral comprehensive exam are.

Keiko Inui shared her experiences of studying summers in a graduate program designed for Japanese teachers at another small university, Pacific Lutheran University in Tacoma, Washington. Three summers of study plus a thesis are required, with a time limit of seven years.

Graham Taylor described the correspondence graduate course of an Australian University that he enrolled in to upgrade his TESOL knowledge and skills.

Reported by Jeris Strain

ELT Video-The Picture So Far

by David Wood

Video for language teaching is still an underdeveloped resource, despite the popularity of watching videos outside the classroom among students and teachers alike. In March, David Wood of Chikushi Jogakuen University in Fukuoka and coordinator of JALT's Video Special Interest Group demonstrated in detail how he uses video in the classroom.

Wood showed us carefully edited and thoughtfully selected scenes from various popular movies such as ***Back to the Future*** and ***Stand By Me*** to present techniques he has employed. Cloze information gapping the telephone call fmm Doc to Marty, comparing Marty's family at the beginning and the end of the story, and sequencing the steps of Doc's plan for returning Marty home are just a few of tasks he has tried with ***Back to the Future.***

Scenes from ***Stand By Me*** can also stimulate active learning through discussion. When the boys come to the bridge, they must make a major decision. Without revealing the outcome, encourage students to predict what will happen and why. Another technique, micro viewing for macro comprehension, was illustrated by observing how the way each boy walks across the bridge reflects his character.

Besides giving us a sampling of the limitless possibilities for practical application, Wood also mentioned advantages of video (e.g., motivation, communication, paralinguistic goldmine) and the important development of closed captioning.

If ELT video is handled sensitively by considering the students' level and pre-teaching vocabulary, video can become, as in Wood's case, one of the most important ingredients in teaching.

Reported by Ian Nakamura

IBARAKI

Communication Activities and Dictation

by Steve Maginn

At the February meeting, Steven Maginn introduced a variety of communication and dictation activities for use in the EFL classroom.

1. Communication activities

Mr. Maginn began his presentation by asking the audience: What is the difference between model con-

vexation and real conversation? One point is that in a model Q&A we have a situation and dialogue prepared in advance, so we are able to anticipate the response to a given question. However, in a real conversation, the solicitation and response are not necessarily anticipated. A simple example follows. Q: "How are you?" Model A: "I'm fine, thank you. And you?" Real A: "Lousy!"

Maginn further stated that when second language learning is related to everyday situations and purposes, it becomes more rewarding, meaningful, and effective. Some of the activities Maginn demonstrated are as follows:

(1) Q&A. Each member is given a question on a slip of paper. Task: Memorize and ask every participant your question. The reply cannot be only yes or no.

(2) "Interchange." From the CUP textbook of the same title. Role-play/information-gap activity. Situation: Groups A&B are at a press conference for a new movie. Reporters (group A) interview actors (group B) to find the missing information on a data sheet (name, nationality, and movie role).

(3) Group discussion. List six occupations: By discussion, the audience ranks the jobs twice: first by estimated salary, then by potential salary based on societal worth.

2. Dictation activities

Dictation can be used as an approach to using traditional teaching techniques with communication as the focus, rather than drill work. The resource book ***Keep Talking*** by CUP was recommended.

(1) Picture dictation. A leader dictates a picture. When it has been drawn, the leader poses a problem and asks a question about the picture. As a matter of course, finding the solution depends upon having the correct drawing constructed.

(2) Exchange story. In pairs, a single story has been divided into Text A and Text B: mutually exclusive parts of the same story in cloze form. In pairs, A and B dictate the complementary missing parts of the story to each other and write down what they hear.

(3) Action/cloze. The leader dictates a TPR situation which the audience performs. This is done several times with the speed of dictation increasing each time. End with a written cloze exercise of the TPR situation.

Following the demonstration of the activities was an open discussion about them.

These activities are useful for the EFL classroom. They require little explanation and can be readily adapted for various levels of learner ability. This presentation was aimed at Japanese teachers of English and less experienced native speakers of English.

Mr. Maginn's presentation was succinct, informative and enjoyable. JALT Ibaraki expresses its gratitude to Mr. Maginn and extends a warm welcome for future presentations.

Reported by Lawrence J. Wetz

A Reminder

When submitting chapter reports, please follow the guidelines in the January, 1990 *The Language Teacher.*

Double-spaced, 250 words maximum, same format as in *The Language Teacher.*

Thanks!

-The Editors

SAPPORO

Learning with Phonics

by Yoko Matsuka

While getting her master's degree in the United States and at the same time teaching young children, our March speaker, Yoko Matsuka, currently Director of the Matsuka Phonics Institute and a lecturer at Tamagawa University, discovered that Japanese students are taught English in the reverse order from the way American children learn their native language. Americans first learn **meaning** from their mother's gestures or situational context, and later learn to reproduce the **sounds** of words which are most important to them (e.g., "mama," 'food"), and finally learn the **letters** and spellings for these words at home and in school. Japanese students, on the other hand, are directed to follow the traditional commands: "Open your textbook" (letters); "Repeat after me" (sound); and What does that mean?" (meaning) in that order.

Realizing this basic defect in Japanese foreign language teaching methodology, Mrs. Matsuka established her institute and set about lecturing to parents and educators throughout Japan in an effort to rectify this error. She has propounded four rules for teaching English: (1) No Japanese in the classroom; students must be guided to form images and guess meaning; (2) students should be given a selected vocabulary of 300-600 words containing regular sounds and spellings; (3) students should be taught the 24 consonant-and 15 vowel-sounds of English; and (4) students should learn the 100 phonics letter&sic]. Mrs. Matsuka emphasizes the slogan, "Experience first (enjoy) and learn later"-the natural method.

Mrs. Matsuka drew a record audience and inspired everyone with her persuasive speaking style and hands-on approach.

Reported by Stuart Walker

SENDAI

The Koto-Ku Project

by Ken Burton

In March, Ken Burton, fmm the British Council in Tokyo, discussed the Koto-ku Project, a team-teaching scheme in Junior High Schools in Koto-ku, developed by the British Council and the Board of Education of Koto-ku.

The original aims of the project sought to improve the students' speaking and listening skills and to increase their confidence in English. As a result,

communicative teaching was introduced into the schools in a team-teaching arrangement where both the NST and JT shared responsibilities eouallv.

Burton distributed lesson plans and materials used in the course and discussed the assumptions behind them. Each lesson is based on a page of ***Sunshine 1,*** and the plan provides the teachers with a tightly scripted presentation, including task-based listening activities and pair and group work. Segments of actual lessons were shown on video and it was demonstrated that with the right perspective, even seemingly 'anti-communicative' texts can be utilized in a communicative approach.

Finally, Burton reported that one of the most satisfying aspects of the project has been the success of the professional and cross-cultural relationships between the native-speaker teachers and the Japanese teachers.

Reported by Keith Adams

SHIZUOKA

Active Listening
by Mark Melichar

In the April meeting, Mr. Melichar first pointed out the distinction between passive and active listening. Passive listening activities include most lectures, tests, and listening comprehension exercises. Passive listening activities may not be very useful for students, yet they are a feature of many language classrooms. Active listening is a two-way communication process in which each party assumes joint responsibility that each other is being understood. Students are often reluctant to practice active listening because they arc shy, suffer fmm a "correct answer only" mentality, or simply have not learned any active-listening skills. Basically, active listening consists of three skills: "guiding", confirming, and paraphrasing. Each of these skills can and should be taught in the language classroom. Students who do not have these skills are apt to "freeze" or bluff their way through a conversation, not really understanding what is being said. Active listening may be a time-consuming process, but is it also rewarding when both parties know that they are being accurately understood.

Reported by Timothy Newfields

SUWA

The A.E.T. and the Public School System

The March meeting was a panel chaired by Mary Aruga. The panel consisted of: Takaharu Kurashina and Kazuo Kisumi, local Japanese Teachers of English (JTE); and Becky Marck, Debbie Miller and Alan Reinstein, Japan Exchange and Teaching Program (JET) Assistant English Teachers (AET).

"Team-teaching is like social dancing: the more two people do it together, the better they do it," said Marck.

But what's the point ofteam-teaching? For Kisumi, it is seeing the JTE and AET enjoying talking together which motivates the students, and so the AETJTE relationship is of primary importance. Another good thing, he added, is that it brings cultural differences into the classroom. The inseparability of culture and language was stressed by Miller too.

Kurashina cited from a Niigata survey that, "13 out of 14 JTEs think that team-teaching helps students prepare for entrance exams."

Reinstein and March emphasized the necessity for planning the day before.

Asked to close with proposals, Miller said, *JTEs, know your AETs' strengths." "Have all AETs school-based," was Marck's suggestion, and Kisumi pointed out that making AETs assistant homeroom teachers would increase involvement, and allow JTEs and AETs more time together. Reinstein hoped that no JTE would be forced to team-teach, and Kurashina aimed to have his students be more active, with or without an AET.

Reported by Jim Tague

TOKYO

Computer-Aided Instruction
by Don Modesto, Anthony Butera, and Stuart Luppescu

The use of computers in ESL instruction was the focus of the February Tokyo meeting. Don Modesto, of Toyo High School, gave a rapidly sequenced presentation of class management functions which are facilitated by the Apple Macintosh II computer and graphics programs such as MacPaint. He used an overhead projection of the computer screen to show how he uses the Mac to prepare handouts, worksheets, and other materials. He also illustrated the use of 'clip-art" which can be enlarged, reduced, inverted, and changed in a multitude of ways before it is fmally incorporated in page design through a 'paste-up" function. Mr. Modesto also showed how the Mac helps him produce spreadsheets for simplified record-keeping to refer to for later evaluation of students.

Anthony Butera, of Tokyo American College, took us into his school's computer lab and gave 'hands-on" experience with ESL computer games. His main goal was to show teachers that these activities are both fun and learning activities. Some of the games required the ability to group vocabulary items into semantic categories while others were cloze-like guessing games. It was soon clear that Mr. Butera had made all of us more comfortable with computers, an important first step towards discovering potential applications of computer-aided instruction in our own classrooms.

Stuart Luppescu, of Kanto Gakuen Daigaku, gave a very interesting presentation on the use of word processing and electronic mail for English language instruction. There are several very extensive world-wide networks available to computer users in Japan who have modems. Mr. Luppescu uses one of these networks to do letter exchanges between his students and secondary school students in Canada through an alliance he has formed with a teacher there and by taking advantage of Canadian government programs which support such exchanges. Mr. Luppescu offered his assistance in setting up similar exchanges, equipping a computer with a modem, and in sharing information with other professionals to encourage them to see what is possible within today's technology. In his presentation it became very clear that a number of us have not even begun to scratch the surface of the

potential uses of computers in our lives today. "I cannot imagine living without a computer," said Mr. Luppescu to underscore the point.

Reported by Robert Bruce Scott

TOYOHASHI

English through Drama
by Jim Matchett and Anthony Robins

Toyohashi's February meeting consisted of demonstrations by Jim Matchett and Anthony Robins, who presented various practical activities in which participants could experience the pleasure of being totally involved.

The activities were warm-ups, games, TPR (Total PhysicalResponse),role-plays, and simulations (which can be used to focus university students on such topics as politics and 'human interest' stories in newspapers.

Students, accustomed to the traditional "class-teaching" method, will surely feel freer and less-controlled, because drama brings out a wide range of interpretations. They have a golden opportunity to make the most of the accumulation of their knowledge of the English language. Benjamin Franklin once said:

Tell me and I forget.
Teach me and I remember.
Involve me and I learn.

As for activities which encompass improvisation at higher levels, there is the danger that students, working either in pairs or in groups, might get stuck and begin to waste time just chatting or doing nothing. So letting students work in pairs or groups has both positive and negative effects on their motivation. In this respect, Jim and Anthony never failed to provide a preparatory phase for the next activity, to enhance self-confidence and to break away from "language in a vacuum.'

Activity-Based English for Children
by Steve Maginn

We welcomed Mr. Steve Maginn fmm Cambridge University Press at the April meeting. His presentation introduced the course book series ***Early Bird l-3*** by demonstrating an activity-centered approach to the teaching of English to children.

Each book consists of 20 units. Maginn outlined a model teaching plan of three lessons per unit, which can respectively be called Buildup, Main Activity, and Follow Up. Every lesson should begin with a warmup and end with a roundup so that children feel secure and get involved in the class.

The goal of this approach is to teach elementary school topics in English with the children listening, understanding, experiencing, and doing cross-curricular activities in English. He insisted that this approach should not overtly aim to teach vocabulary, grammar, structures, and the like.

This is a revolutionary teaching idea. Students experience language through activities involving global concepts which will be valuable in their daily life. There may be a passive interlude, but children will soon start to speak English spontaneously. The book ***Early Bird*** will bring stimuli into your class. Maginn is planning to hold workshops for teachers who are interested in the book.

Reported by Tomoyo Kumamoto

Utilizing Junior High School Textbooks
by Masahito Nishimura

At our March meeting, Mr. Nishimura fmm Toyohashi University of Technology (TUT) demonstrated the importance of memorizing English words and sentences. Most of his students are graduates of technical colleges, who are admitted to TUT as juniors. He showed us a list of "common errors" from their compositions. Some of them are as follows.

1. Mr. Nishimura met Miss Takahashi at the front of Shibuya Station.
2. Taro drunk, drunk, drunk.
3. They had wiskey.
4. She dranke a lot beers.
5. She feeled good.

His lament reached its peak while pointed out errors in fixed items such as irregular past tense forms and plural nouns. Therefore he has focused the aim of one of his classes on acquiring the basic fundamentals of English. According to him, Monbusho-authorized texts for junior high schools are now the most appropriate for his students to learn by heart in terms of their length and their content.

The outline of his class is as follows: 1. Tape listening; 2. Chorus reading; 3. Questions and answers on a text; 4. Memorization; 5. (in the next class) Checking the memorization; 6. Recitation and Q&A in pairs; 7. Reading practice.

In watching a class simulated by some participants, I felt that some students might get tired of lots of mechanical and impersonal activities. There seems to be a need for something which focuses on students' personalities. It should be possible to create some personal-level activities by utilizing junior high school tests so that students can share their own feelings and ideas.

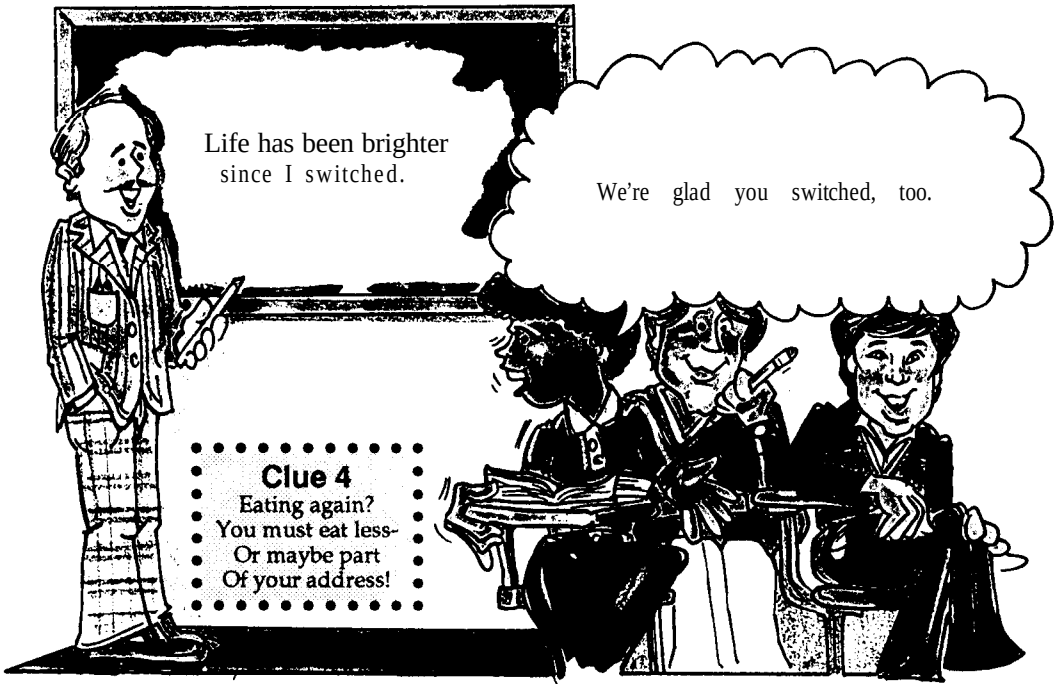
Reported by Tomoyo Kumamoto

WESTTOKYO

Language Simulations
by Katsuyoshi Sanematsu

The April meeting featured Katsuyoshi Sanematsu, who introduced his "Language Simulations," which he developed while teaching large company classes at a commercial English language school. Mr. Sanematsu began his presentation by defining Language Simulations as a kind of "super mleplay" in which students are practicing communication, not just language. Students have learned the language necessary to carry out Language Simulations weeks in advance and then use the Simulation to "bring together" their language skills with a task that requires communication.

Mr. Sanematsu then outlined the rationale for using Language Simulations. First, Simulations take on a whole approach to language learning. Students don't just learn discrete language points but learn to use the language they've acquired in a comprehensive



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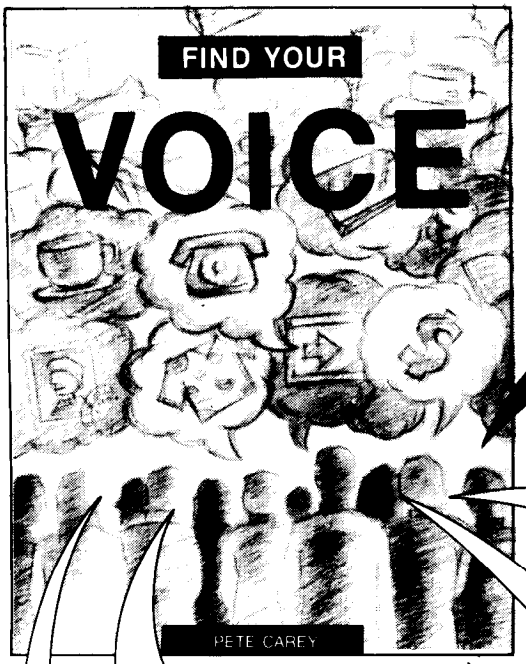

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activity. Second, Simulations, when properly prepared, are embedded in reality which will motivate students. Third, students are encouraged to actively use the language they've acquired.

In conclusion, Mr. Sanematau walked the participants through two Language Simulations he has developed, "Shopping" and "Blue Thunder." Both Simulations use a great deal of realia and pictures to create the feeling of a "real situation" to motivate students.

Reported by Greta Gorsuch

YOKOHAMA

Team -Teaching, "Conversation," and Examination English
by Kevin Bergman

"The Great Wall" between foreigners and Japanese teaching English is how Mr. Bergman frequently referred to his subject. Team-teaching is a crack in this wall! Our impressions of the JET scheme, team-teaching, and the like were gauged and often found critical.

Reasons why included: "top down" designation style of administration; Japanese teachers' expectations that the foreigner (AET) is tc teach only conversation; unclarified basic cultural differences between the established Japanese teaching of English and the foreign visitor ("Will she use chopsticks," educational culture shock, kuro fune no obake-isu); often failure to understand and meet the needs of parts of the team-teaching triangle, AET/Japanese teacher/(most importantly) students. Pessimism tended to end when we took a break.

In the second half Mr. Bergman introduced some of the "good things" in team-teaching, such as what to do, based on his own three years' experience in Tokushima. He explained how team-teaching can complement the established emphasis on teaching in translation skills, by encouraging the students to use the English they "learn" in receptive skills (reading, listening) and production skills (writing, speaking). Indeed, "teaching of skills" is an enormous part of the contribution team teaching can make. One straightforward way is to make "authorized" texts into communicative teaching material, directly (through interactions using content, vocabulary, grammar, background) and indirectly (e.g.,. passage summary in plain English as review, making pictures, story building, or free expression "inspired/derived from textbook contents"). English conversation can be something else again.

Even if team-teaching, or the entire JET scheme, fails, Mr. Bergman concluded, Japanese people can see the thousands of AETs who have come to Japan even just walking around their neighborhoods, or buying aspirin in local drug stores for the same kinds of headaches as Japanese. Even this will contribute to greater international understanding. This, after all, is one of the Education Ministry's goals for foreign-zlanguage teaching-and a crack in a different wall.

Reported by Howard Doyle

Bulletin Board

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

Attention-Contributors
Special Issues for Teaching Children and Junior/Senior High School

If you have been unsuccessful in contacting Eloise Pearson about a submission, please try again. I have sometimes not been able to get the phone number fmm my message tape. Thank you for your interest.

MALKEMES PRIZE

Submissions are invited for the annual Fred W. Malkemes Prize of U.S.$1,000 for an article published in the two years preceding the submission deadline, November 1, 1990 (postmark) on any topic which makes a contribution to our knowledge of teaching and classroom practice. Authors, editors, publishers and readers are welcome to submit articles. In a cover letter which includes the name(s) of the author(s) and the date and place of publication, please remark briefly which feature of the article, in your opinion, makes it outstanding. Send the letter, together with six copies of the article, to The Malkemes Prize, The American Language Institute, #1 Washington Square North, New York, NY 10003, U.S.A.

SCHOOL FOR SALE

FOR SALE: Well-established English language school (120 students). A "Mom and Pop" type operation very suitable for a husband and wife teaching team or joint ownership by two compatible friends. Now grossing over \1,000,000 a month with lots of potential for further growth., Current owner getting busy with university obligations but in no immediate hurry to sell. Total price: \7,000,000. Please call 06-431-7917.

KANSAI S.W.E.T.: CREATIVE WRITING

The Kansai chapter of the Society of Writers, Editors, and Translators will host a presentation on creative writing on Sunday, June 24th at 2 p.m. at Yamanishi Fukushi Kinen Kaikan, 11-12 Kamiyamacho, Kita-ku, Osaka: 06-315-1868. Richard Evanoff, an editor of Edge magazine in Tokyo, will discuss what kinds of writing the editors would like to see contributed. Information: Alan Fisher, 078-821-6527 (9-10 p.m.); reservations: Mr. Fisher or Jane Hoelker 078-822-1066. A used-book sale is planned for the fall. Those willing to make or to organize presentations locally are asked to inform the Steering Committee.

LIOJ WORKSHOP '90

The 22nd Annual LIOJ Summer Workshop for Japanese Teachers of English will take place Aug. 12-18. For full information contact the Language Institute of Japan, Asia Center, 4-14-l Shiroyama, Odawara 250; Tel. 0465-23-1677, Fax 0465-22-2466.

CALL FOR PAPERS
INTERNATIONAL CONFERENCE ON SPOKEN-LANGUAGE PROCESSING
Kobe, November l8-22, 1990

Chaired by Prof. Himya Fujisaki, Tokyo University, this will be the first international conference on spoken-language processing by both humans and machines covering bmad aspects fmm basic research to applications within the following areas:

Phonetics and Phonology; Production of Spoken Language; Perception of Spoken Language; Analysis of Spoken Language; Synthesis of Spoken Language; Speech Coding and Transmission; Speech Enhancement; Speech Recognition/Understanding; Analysis/Synthesis of Discourse; Discourse and Prosody; Integration of Speech and Language Processings; Speaker Identification/Verification; Neural Networks for Speech Processing; Hardware/Systems for Speech Processing; Assessment and Human Factors; Standardization in Speech Technology; Spoken Language Database; Hearing/Speech Impairments and Aids; Spoken Language Acquisition/Learning; and Spoken Language Education.

Please direct all inquiries to: Prof. Morio Kohna, Kobe City University of Foreign Studies, 9-l Gakuen-Higashi Machi, Nishi-ku, Kobe 673; tel. 078-794-8207, 078-794-8169.

CERTIFICATE IN LANGUAGE TEACHING
Geneva, July 16-August 10

The four-week Cert. L.T. at the C.E.E.I. is an intensive program which builds on the Introduction to S.A.P.L. training offered twice a year in Japan (see below). The Course Director is Nicolas Ferguson, originator of the Self-Access Pair Learning methodology and author of the course Threshold. Info: DIDASKO, 6-7-31-611 Itachibori, Nishi-ku, Osaka 550. Tel: 06-443-3810.

DEADLINE REMINDER: SPECIAL ISSUE ON VIDEO

David Wood, guest editor for this November's Special Issue of the *LT* on Video (Chikushi Jogakuen University, tel. 092-925-3511; Fax 924-4369), would like to ask all concerned for their co-operation in putting all the pieces together in good time. The planned components are: Introduction, Interview, Articles (up to 4), Bibliography-cum-Glossary, Opinion column, My Share column, and Undercover (book review[s]). Scheduled contributors so far are: David Wood, Shari Berman, Chris Bragoli, Barry Natusch, Susan Stempelski, Jan Visscher, and Willetta Silva. Those proposed contributors who have not as yet sent Mr. Wood their papers should do so this month or inform him urgently.

INTRODUCTION TO S.A.P.L. and S.A.P.L. FOLLOW-UP
Osaka, Aug. 24-28 (Intro.); 29 (Follow-Up)

This is a five-day introductory course in Self-Access Pair Learning recommended for anyone who wishes to use the course Threshold. The course leader will be Tom Pendergast. Place: DIDASKO Learning Center near Awaza subway station on the Chuo Line. Info: DIDASKO (as above). The S.A.P.L. Follow-Up on the 29th is for coordinators who have done the introductory course and have had several months of experience with S.A.P.L.

CALL FOR PAPERS
Conference on L2 Research in Japan
Tokyo, October 20, 1990

We are soliciting papers which deal with current second-language research in Japan. Send by July 1 a brief abstract (maximum 300 words in English or 600 characters in Japanese) plus a short biographical statement to Tom Hayes or Yoshioka Kaoru, Language Program, The International University of Japan, Yamato-machi, Minami Uonuma-gun, Niigata-ken 949-72. Fax 0257-79-4441. (Papers submitted in Japanese should be accompanied by a brief summary in English.)

TEMPLE UNIVERSITY JAPAN
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June 2-3 (Tokyo), 9-10 (Osaka): English for Specific Purposes, John Swales, University of Michigan. June 30-July 1 (T), July 7-8(O): Research and Teaching L2 Writing, Alister Cumming, University of British Columbia. All Sat. 2-9 p.m., Sun. 10 a.m.-5 p.m. 3 credits for series. JALT members and others not enrolling formally may attend the Sat. 2-5 p.m. portion of any lecture free.

Second Summer Session

Tokyo: Special I-credit, 3-week course July 7, 8, 12,14,15,19,21, and 22 (Thurs.6-9p.m., Sat.2-6 p.m., and Sun. 10 a.m.-6 p.m. Introduction to Language Testing, James D. Brown.

Osaka: Special 3-credit course June 25.26, and 30; July 2, 3, 9, 10, l6, and 17; and Aug. 6, 7, 11, 13, and 14 (Mon. and Tues. 6-9 p.m., and Sat. 2-5 p.m.): Comparative Education, David Willis.

TUJ, 1-16-7 Kami-Ochiai, Shinjuku-ku, Tokyo 161 03-367-4141, fax 4112; Kyowa Nakanoshima Bldg. 2F, l-7-4 Nishi-Tenma, Kita-ku, Osaka 530; 06-361-6667, fax 6095.

STUDENT WRITING SOUGHT

Non-fiction stories and poems by students through Grade 12, in English or Japanese, are wanted for an international publication project. Artwork is also sought. Final deadline for receipt is August 8, 1990. For details write the Oregon Students' Writing and Art Foundation, P.O. Box 2100, Portland, OR 97208-

2100, U.S.A. The previous two books, *Treasures* and *Treasures 2*, are reputed to be of great value in teaching writing and reading.

INTENSIVE COURSES IN PHONICS

Yoko Matsuka, M.A. TEFL, will conduct, entirely in English, two-day workshops in the theory and practice of teaching phonics and including up-to-date information about language acquisition, practice in "teacher-talk" and games, and individual checking of pronunciation by native speakers of English: in Nagano (6/23-24), Fukuoka(7/29-31), Okinawa(8/2-3), Hakuba (8/18-21 and 22-25), Himeji (9/8-9),, Numazu 10/20-21), Osaka (ll/17-18), and Tokyo (12/8-9). Apply to: Matsuka Phonics Institute, 5-6-3 Tamagawa-gakuen, Machida, Tokyo 194; tel. 0427285421.

TEACHING ENGLISH IN JUNIOR HIGH & HIGH SCHOOL IN JAPAN
Call for Papers

Dec. 1991 will be a special issue of ***The Language Teacher*** on Teaching English in Junior & Senior High School. Submissions are sought in Japanese and English on any and all aspects of the topic and especially the following:

* an overview of the teaching situation
* requirements for the teaching license
* pre-service & in-service training
* problems in the classroom
* the role of foreign teachers in high schools
* the JET program & how it fits into the general scheme

Submissions are also welcome for My Share and JALT Undercover. Please contact Eloise Pearson (see p. 1) if interested in contributing.

C.A.P.E.
Honolulu, July 25-Aug. 4, 1990

The Center for Asia-Pacific Exchange will hold a workshop designed to increase teachers' knowledge of recent developments in the theory and practice of foreign-language education, featuring stimulating lectures by University of Hawaii faculty on such topics as methodology, grammar, testing, psycho/sociolinguistics, and the teaching of various skills. Accommodation arranged. C.A.P.E., Sano, 078-413-1970 (Japan); 808-942-8553 or 523-1560 (Hawaii).

TELLTRAINING
September 24-December 6

Tokyo English Life Line (TELL) will conduct its annual twelve-week, twice-weekly training course for new volunteer telephone counselors, beginning September 24. Those interested in applying to take the training for this accredited, confidential telephone counseling service should contact TELL, 03-261-7314.

The British Council

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来る5月26日（土）、下記の英国大学10校より、英文学、英語学、言語学の教育を専門とする代表団が来日します。

参加校	代表者名	所属
Univ. of Essex	Dr R M Atkinson	Chairman, Dept of Languages & Linguistics
Goldsmith's College Univ of London	Mr E Batley	Head, Dept of European Languages
Univ of Birmingham	Mr T R Davies	Dept. of English
Royal Holloway & Bedford New College Univ. of London	Mr A W Gibson	Dept. of English
Univ. of Nottingham	Prof N Page	Head, Dept. of English
Univ. of Sheffield	Prof P E Roberts	Head, Dept. of English Literature
Univ of Manchester	Mr A J Robertson	Director, North West Center for Japanese Studies
University College Univ. of London	Prof N Smith	Head, Dept. of Phonetics & Linguistics
Univ. of Lancaster	Mr N Taylor	Institute for English Language Education
School of Oriental & African Studies Univ. of London	Mrs S Yates	Director, Special Programme

この代表団のこの度の来日は、日本でこれらの教科がどの様に教えられているのかの実情視察と共にこれらの科目を英国で勉強しようとされる方々への情報提供を目的としています。

英国文化センター主催の「大学フェアー」が、京都新聞文化プラザにおいて催されます。このフェアーでは、各大学を紹介するヴィデオが上映され、各専門分野からの講演が以下の時間帯で行われます。

日　時　1990年5月26日（土）
午後2時～8時（随時相談受付）
講　演　午後2時～2時45分　言語学
午後4時～4時45分　英文学
午後6時～6時45分　英語学

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Meetings

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

If there is no announcement for your chapter, please call the contact person listed below for information.

CHIBA

(1) Topic: Learning English Through Debate5
Speaker: Michihiro Matsumoto
Date: Sunday, June 10th
Time: 1 ::00-4:00 p.m.
Place: Chiba Chuo Community Center
Fee: Members free; non-members \500
Info: Bill Casey 0472-66-7489

Ways of teaching debating skills will be considered and participants will be asked to engage in several activities which employ logical argumentation. The question of whether or not these techniques are appropriate for Japanese students will also be discussed.

Michihiro Matsumoto, widely known for his programs on English education for NHK and his unique blending of education and martial arts theories, is a professor at Nagoya University of Foreign Studies and President of Management Development Institute. His 70-plus books include ***Eigo Dojo*** and ***Debate Dojo.***

(2) Topic: Cross-Cultural Communication: Experiences of a Simultaneous Interpreter
Speaker: Masaami Muramatsu
Date: Sunday, July 1st
(Time/place/info as above)
Fee: Members \500; non-members \1,000

Masaami Muramatsu, the President of Simul Academy and author of numerous texts on both interpreting and learning English, will discuss the problem areas of simultaneous interpreting and possible implications for language teaching. Drawing on his years of experience as an interpreter for world figures, he will consider both the light side of his profession and the inherent dangers.

FUKUI

Jean Monroe, 0776-66-8295

FUKUOKA

(1) Topic: Learning to Listen
Speaker: Nicholas Bmphy (Maynard Press)
Date: Sunday, June 17th
Time : 2:00-5:00 p.m.
Place: Westchester University, l-3-29 Nagahama, Chuo-ku; 092-761-0421
Fee: Members free; non-members \300
Info: Program Chair 092-823-4141

Different kinds of listening skills will be analyzed before the presenting of a variety of activities to make them accessible to learners. Mr. Bmphy, a British teacher with considerable international experience, is a Tokyo-based BBC representative.

(2) Topic: Using Pictures and Video
Speaker: David Wood (JALT Video SIG Coordinator)
Date: Sunday, July 8th
(Time/place/fee/info as above)

Mr. Wood will first discuss still images and their place in EFL methodology, then analyze the variety of English teaching techniques made possible by the moving pictures of video for their pedagogical implications. Mr. Wood has fifteen years of video teaching experience to share.

GUNMA

Topic: Eigo Kyoshitsu no Honne: Teachers Tell the Truth-Inside English Classes at Japanese High Schools
Speaker: Sherry Reniker
Date: Sunday, June 17th
Time: 2:00-4:30 p.m.
Place: Nodai Niko High School, Takasaki
Fee: Members \500; non-members \1,000
Info: Wayne Pennington 0272-51-8677
Hisatake Jimbo 0274-62-0376

Prof. Reniker will report on a 1987 survey of Japanese private high school English teacher5 on: Use of English, Student Attitudes Toward English, The Perception of English as an International Language, Varieties of Media Used in H.S. English classes, and Recent Changes in Young People. The audience will then divide into small groups, one for each topic and at least one for areas the survey missed, all to assess various English teaching situations, and finally share something meaningful with the larger group.

Sherry Reniker, a high school English and social studies teacher in the U.S.A. and U.K., later taught ESL/EFL at Michigan State University where she received an M.A. She is an Associate Professor at Aoyama Gakuin University.

HAMAMATSU

Topic: Motivating Students and Tired Teachers
Speaker: Don Maybin
Date: Sunday, June 17th
Time: 1:00-4:00 p.m.
Place: Seibu Kominkan, l-21 -1 Hirosawa
Fee: Members free; non-members \1,000
Info: Brendan Lyons 0534-64-4649
Barbara St. Clair 0538-37-7668

Mr. Maybin will demonstrate how constructive pressure, such as team5 and time limits, can be used to motivate students. This presentation require5 active participation and is of particular interest to teacher5 of large classes.

Don Maybin has an M.A. in Applied Linguistic5 from Essex University (UK.) and teaches at Kagawa University.

HIMEJI

Fumio Yamamoto, 0792-67-1837

HIROSHIMA

Marie Tsuruda, 082-289-3616 or Ian Nakamura, 0848-48-2876

IBARAKI

Topic: Recently published Communication Texts
Speaker: Uruno Munetsugu (Longman/Lingual House, lbaraki High School)
Date: Sunday, June 10th
Time: 2:00-4:30 p.m.
Place: Sun Lake Tsuchiura Hotel-Ayame Room (see map)
Fee: Member5 free; non-members \500

Info: Ishii Takashi 0292-41-0356
Martin Pauly 0298-64-2594

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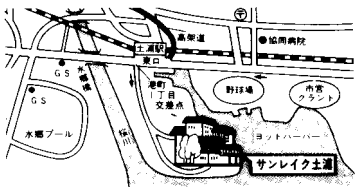

KAGAWA

Topic: English Education in Our Country-a panel discussion with overseas technical trainees in Kagoshima
Speakers: Rhea Artillaga, Jailank Kuning, Mohammad Ismail
Date: Sunday, June 17th
Time: 1:30-3:30 p.m.
Place: Kagoshima Chuo Kominkan, next to the Bunka Center
Fee: Members free; non-members \1,000; students \500
Info: Yasuo Teshima 0992-22-0101

The panel members, though not specialists in English education, will give the outline of English education in their countries. They will also relate how they learned English and their thoughts on the poor communicative English ability of the Japanese.

The overseas technical training program is co-sponsored by the Foreign Ministry of Japan and the Kagoshima Prefectural Government Office.

KANAZAWA

Topic: Teaching Culture in EFL
Speaker: Kyoko Nakai
Date: Sunday, June 17th
Time: 2:00-4:00 p.m. (new time!)
Place: Toyama College of Foreign Languages, 6th floor of Toyama Shimin Plaza (June meeting only, about 10 minutes walk from Toyama station-towards the castle)
Fee: Members free; non-members \500
Info: Mikiko Oshigami 0764-29-5890
Mary Ann Mooradian 0762-62-2153 (leave a message)

Since English is not only used amongnative speakers, but is also more and more widely used among non-native speakers as an international language, teaching the cultures of English-speaking countries such as Britain and the United States is not adequate. Ms. Nakai will briefly introduce what she perceives to be appropriate objectives in teaching culture in EFL courses and then invites audience participation in some of the activities she has used in her Cross-Cultural Understanding classes.

Kyoko Nakai teaches at Toyama College of Foreign Languages and is also a student at Teacher's College, Columbia University.

KOBE

J. Patrick Bea, 07457-8-0391

KYOTO

Topic: Cross-Cultural Awareness Workshop
Facilitators: Helaine Minkus, Greg Peterson, Jane Wieman
Date: Sunday, June 17th
Time: 10:00 a.m.-5:30 p.m.
Place: Kyoto YMCA, Sanjo Yanaginobamba between Kawaramachi and Karasuma, 075-231 -4388
Fee: Members and students \1.000 (cost of bento); non-members \2,000 (includes cost of bento)
Info: Kyoko Nozaki 075-711-3972
Stephanie Hawkes 075-791-2081

Schedule

9:30-10:00	Registration
10:00-10:45	'Gallery": introduction of participants; identifying issues and goals
10:45-12:15	Helaine Minkus will report on her ongoingstudyoftheeffectsofstudyabmad on Japanese and American university students in terms of adjustment, ethnocentrism, and the awareness and appreciation of both one's own and the host culture.
12:15-1:15	Lunch
1:15-4:00	BaFa BaFa Simulation (participation by all)
4:00-4:15	Break
4:15-	Wrap-up Discussion. How the experiences, insights and new ideas from the day relate to the group's concerns and goals identified in the morning Gallery: 1) What can I do to help myself? 2) What can I do to help others? 3) What do I do now?

With day-long, wholehearted participation, this workshop promises to be very informative for all who have experienced (or are experiencing) a foreign culture.

Helaine Minkus is an anthropologist at the University of Wisconsin, Eau Claire. Greg Peterson, of Notre Dame Women's College, reported on "Stigma and Intercultural Adaptation; Perceptions, Defenses, and Coping Strategies Among Westerners Who Live in Kyoto" in TLT, July 1989; the same issue carried a report (by Eloise Pearson, p. 23) on the successful 5/28/89 JALT Kyoto Intercultural Experiences workshop, at which Minkus and Peterson presented. Jane Wieman, Consultant in English for Professionals, Kyoto YMCA, is interested in cross-cultural training for business people and engineers, among others.

講 師：Helaine Minkus, Greg Peterson & Jane Wieman
テーマ：異文化認識ウォークショップ
日 時：6月17日（日）10時から5時半まで
場 所：京都 YMCA（三条柳馬場南東角）
TEL ：（075）231 4388
連絡先：野崎京子 （075）711-3972
ステファニー・ホークス （075）791-2081
会 費：会員(Members) ¥1,000(弁当代)／無料(Free)
非会員(Non-Members)¥2,000(弁当含む)

㊟この度は終日のウォークショップです。時間厳守かつ、最後までの参加が原則です。(人数制限)

スケジュール

9：30〜10：00	登録
10：00〜10：45	参加者紹介ウォークショップの目的と視点等

10：45-12：15	"Effects of Studying Abroad" ヘレン・ミンカス
12：15- 1: 15	少グループ別スピーカーをかこんでのランチ
1:15-4:00	シミュレーション
4:00- 4:15	休憩
4:15- 5:00	総括討論

昨年5月、非常に好評だった"Creating Constructive Approaches to Intercultural Experiences"ウォークショップの続編として、異文化体験をされた方には興味深くお役にたてるものだと思います。

ヘレン・ミンカスはウィスコンシン大学の人類学者、グレッグ・ピーターソンはノートルダム女子大助教授、ジェーン・ワイマンは京都 YMCA コンサルタントで三者共、異文化コミュニケーションに係わっておられます。

MATSUYAMA

Topic: Games and Activities for the Young at Heart
Speaker: Helene Jarmol Uchida
Date: Sunday, June 17th
Time 2:00 p.m.
Place: Shinonome High School. Memorial Hall
Fee: Members free ;non-members \1 ,000
Info: Bobbi Fontaine 0899-23-6675

These exciting, provocative, oft-humorous activities and games initiate and motivate students to take the great leap and interact with their peers in English. Most learners think winning is the goal, but all who listen, speak and think in English as they play are the real winners. The teacher simply organizes and coordinates the games as the students take the lead and play them (75% geared to the beginning student and 25% to the intermediate adult).

Helene Jarmol Uchida has a B.A. and M.A. in English with teaching experience in America, Greece and Japan. She had her husband manage their own English school in Fukuoka, where she is also advisor for the Little America Book Store.

MORIOKA

Topic: Developing Cultural Awareness
Speaker: Jim Batten (Ibaraki Christian Coll.)
Date: Sunday, June 10th
Time: 1:30-4:30 p.m.
Place: Morioka Chuo Kominkan
Fee: Members free; non-members \l ,000
Info: Natsumi Onaka 0196-54-5410

This workshop is based on a course Assistant Professor Batten teaches entitled, "Intercultural Communication Seminar" for 20 Japanese students plus, during May and June, American exchange students. Mr. Batten will share a bibliography, a schedule, and a description of class activities used to increase cultural awareness.

Mr. Batten is completing his doctorate in Intercultural Communication and TEFL at Columbia Pacific University.

NAGANO

Team-Teaching at Junior High School Level: Saturday, June 23, Shinshu Univ.Leo Yoffe, 0262-45-6626

NAGASAKI

Sue Bruell, 0958-49-0019

NAGOYA

Topic: Extensive Reading
Speakers: Nancy Mutoh and Eiko Ujitani
Date: Sunday, June 17th
Time: 1:30-5:00 p.m.
Place: Mikokoro Center, Naka-ku
Fee: Members free; non-members \1,000
Info: Ryoko Katsuda 0568-73-2288
Helen Saito 052-936-6493

NARA

Lisa Atkins, 0742-22-5638

NIIGATA

Topics: (1) Grammar Teaching as Consciousness Raising (2) The Role of Formal Instruction in Se&d-Language Acquisition
Speaker: Rod Ellis (Temple University)
Dates: (1) Saturday, June 8th (2) Sunday, June 10th
Places: (1) SIUJ-Nakajo Campus, Nakajo-machi (2) Rm. 501, Niigata Business College, l-2-22 Bandai
Fee: Members free; non-members \500
Info: Akiko Honda 025-228-1429
Setsuko Toyama 0256-38-2003

In session (1) Dr. Ellis will propose that often practicing grammar points does not result in their acquisition. A case will be made for a more learner-cantered approach to consciousness-raising+ne that requires the learner to solve grammatical problems-than the traditional teacher-explanation and translation approaches.

In session (2) Dr. Ellis will consider the effects of instruction on (a) the rate of language acquisition, (b) the ultimate level of success, and (c) the process of acquisition and the sequence of acquisition of specific grammatical structures. He will consider the implications for language teaching of his conclusion that the beneficial effects of instruction are generally delayed rather than instant, and offer a number of grammatical teaching tasks.

Rod Ellis, Professor of Applied Linguistics, previously taught in Zambia and at St. Mary's College and Ealing College of Higher Education, London. He is the author of ***Understanding Second Language Acquisition*** (CUP, 1988) and ***Instructed Language Learning,*** Basil Blackwell, 1990.

OKAYAMA

Kenji Numoto, 0862-63-6648

OKINAWA

Karen Lupardus, 09889-8-6053

OMIYA

Margaret Sasaki, 048-644-3643

OSAKA

Topic: Global Issues in Language Education
Speaker: Kip A. Cates (Tottori University)
Date: Saturday, June 16th
Time: 3:00-5:00 p.m.
Place: Umeda Gakuen
Fee: Members free; non-members \l,000
Info: Naomi Katsurahara 0736-32-4573

This presentation will suggest that, in a world of needless poverty, injustice, war, and environmental destruction, our goal as language teachers should not merely be to train fluent yet selfish, apathetic, and

ignorant foreign-language users, but also to help our students become active, concerned, socially-responsible world citizens. Ideas will be presented about what global education is, why teachers should deal with global issues, and how global awareness can be integrated into our classroom teaching.

Kip Cates (M.A. in Applied Linguistics, University of Reading, England) belongs to the organization "Educators for Social Responsibility."

See Bulletin Board for details of Temple University's June 9-10 "English for Specific Purposes" workshop.

SAPPORO

Topic: Using Film in the Classroom: What and How
Sneaker: C.A. Edington
Date: Sunday, June 3rd
Time: 1:30-3:30 p.m.
Place: Hokusei Women's Junior College (Minami 6. Nishi 17)
Fee: Members free; non-members \500
Info: Ken Hartmann 01 l-584-4854

C.A. Edington, Lecturer at Boston University, will talk about using feature films to teach EFL. She will give examples of what to look for and what to avoid when selecting a film. Then she will show various ways to work with a film in developing vocabulary and listening comprehension.

SENDAI

Keith Adams, 022-0265-4288

SHIZUOKA

Noboru Yamada, 0546-35-2195

SUWA

Mary Aruga, 0266-27-3894

TAKAMATSU

Shizuka Maruura, 0878-34-6801

TOKUSHIMA

Topic: PACE: A Course for Children's EFL Lessons
Speaker: Kraig Pencil
Date: Sunday, June 24th
Time: 1:30-4:30 p.m.
Place: Tokushima Bunka Center 3F, Room 1
Fee: Members free: non-members \1.500; students \1,000
Info: Sachie Nishida 0886-32-4737
Emiko Endo 0886-74-7416

PACE is a course for teaching English to children through actions and games, developed by Kraig Pencil and the teachers at Pencil English Center, Nagoya. PACE is based on the Natural Approach and TPR techniques. Mr. Pencil will demonstrate some of these techniques, with special attention to training teachers to use TPR. This workshop will bc active and practical.

TOKYO

Topic: Out of the Vacuum: Interdisciplinary Approaches to EFL
Speaker: Josef Mestenhauser, Director, Office of International Education, University of Minnesota
Date: Sunday, June 17th
Time: 2:00-5:00 p.m.
Place: Temple University (one minute from Shimo-Ochiai Station on the Seibu Shinjuku Line)
Fee: Members free; non-members \1,000
Info: Don Modesto 03-291-3824 (work)

Prof. Mesenthauser, a consultant on International education as well as interdisciplinary studies, will discuss how the non-linguistic needs of language learners, i.e., cultural expectations and differences, often go wanting in EFL programs and present case studies to illustrate. Two simulation games, "Star Power" and 'BaFa BaFa", will give participants a more personal understanding of the issue.

Temple University offers 'English for Specific Purposes" June 2-3d, "Research and Teaching L2 Writing," June 30-July 1. See Bulletin Board.

TOYAMA

No local chapter as yet but Kanazawa (see above) chapter meets in Toyama this month.

TOYOHASHI

Topic: Ideas That Work with Young Learners
Soeakers: Richard Beach and Christopher Knott
Date: Sunday, June 17th
Time: 1:30-4:30 p.m.
Place: Aichi University Kinenkaikan 2F
Fee: Members free; non-members \1,000
Info: Masahito Nishimura 0532-25-6474
Anthony Robins 0532-56-1284

The activities, games, materials and techniques to be presented can be used effectively with students from preschool to junior high school. This will be an opportunity for participants to exchange ideas they've found useful and to work on problems they face in their classrooms.

Richard Beach is in charge of curriculum development at Chris English Masters, a Kyoto school owned and operated by Christopher Knott.

UTSUNOMIYA

Topic: Reading—and enjoying it too!
Speaker: Marc Helgesen (Miyagi Gakuin)
Date: Sunday, June 17th
Time: 1:30-3:30 p.m.
Place: Utsunomiva Sogo Community Center. 0286-36-4071
Fee: Members free; non-members \500
Info: James Chambers 0286-27-1858
Michiko Kunitomo 0286-61-875s

This workshop will present a series of skill-building intensive reading techniques that make students better readers and make reading activities more interesting. While examples from Mombusho-approved textbooks will be presented, the techniques can be used at any level.

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

WEST TOKYO (no June meeting)
Greta J. Gorsuch, 03-228-7443

YAMAGATA

Alan Scott Henderson, 0234-25-0402

YAMAGUCHI

Topic: How AETs and Japanese Teachers Can Work Together Effectively
Speakers: Karen Blahitka, AET in Yamaguchi Pref.; Japanese junior/senior high school teachers
Date: Sunday, June 24th
Time: 1 :00-4:00 p.m.

Positions

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

(AICHI-ken) seeking a teacher at our small, non-traditional school. A teaching background is valuable, as is speaking Japanese, but our primary consideration is to find people creative, loving children, adaptable, and sensitive to cultural values. Room and board is available with out American-Japanese family (\20,000/month). Teachers teach 2 weeks on (40 hrs/wk. w/class preparation) then have 2 weeks off. Salary is \150,000 to \200,000/month. Further inquiries may be made in writing to Thia Jackson Maki, New Age Connection, 13 Naka-machi, Nishio-shi, Aichi-ken 445; tel. 0563-37-2863.

(KANSAI area) Part-time evening classes at companies: native-speaker EFL teachers. Terry Shortall, 03-453-0210 at The Japan Times, 4-5-4 Shibaura, Minato-ku, Tokyo 108.

(MATSUYAMA) One EFL instructor needed starting April 1,1991 to teach freshman and sophomore English. Native-speaker with an M.A. in TEFL. Knowledge of Japan and/or experience in teaching Japanese students helpful. Six classes/week. Two year, non-renewable contract includes salary (roughly \3,600,000/year), air fare to and from Matsuyama, partial payment of health insurance, and other banefits. Resume, transcripts, and copy of diploma should reach us by September 20,1990 and will not be returned. Address: Chifuru Takubo, Registrar, Matsuyama University, 4-2 Bunkyo-cho, Matsuyama 790.

(OSAKA) One full-time British/American teacher of English/American literature and one American Studies teacher. Both positions start 4/l/91 and are age-restricted. Apply by 6/30/90 to Prof. Yukie Ando, Otemon-Gakuin University, 2-1-15 Nishi-ai, Ibaraki-shi, Osaka-fu 567. Info:H. Amano, 0726-43-5421 ext. 5409.

(SEATTLE, U.SA.) ESL instructors,-part and full-time-with B.A. in English (ESL highly desirable) or related field plus at least one year of experience teaching ESL to literate adults. Responsibilities: prepare for and teach 2-25 hours per week; participate actively as a team member. Send resume to Katherine Wildermuth, Director of Curriculum, Washington Academy of Lan ages, 98 YesIer Way, Seattle, WA 98104-2524, U.S.A.

(SEOUL, KOREA) Full-timeESLinstructor.Monthly starting dates. Salary W1,OOO,OOO/month. Requirements: M.A. or B.A. in TESOL or related field or experience. Benefits: Partial housing, round-trip airfare, four weeks vacation, 60% health insurance. Send resume, copy of first page of passport, and references to: Fred Linkenhoker, Head Coordinator, English Training Center, 646-22 Yoksam-dong, Gangnam-gu, Seoul 136, Korea.

(TOKYO) Tokyo Center for Language and Culture: full-time EFL instructors for Special Projects Team. Courses are intensive, usually live-in at our clients' training centers in one-week blocks. Students are business and technical people of various language levels. This can become a career position, with challenges in teaching, program development, curriculum planning, and management. Send resume and covering letter to: Mr. Keith , Manager, Special Projects Team, T.C.L.C., l-20-1 Shibuya, Shibuya-ku, Tokyo 150.

(TOKYO) Two full-time English teachers, tenured or tenure-track, beginning April, 1991. (Appointment for October, 1990, possible.) Applicants must be native speakers of English who have at least an MA. and revious university teaching experience.

Necessary Documents:

1) A detailed resume with a recent photograph
2) A list of publications, weith copies of important articles and theses
3) A letter from the institution from which the applicant received his/her latest degree certifying receipt of that degree
4) Two letters of recommendation

Deadline: Applications must be received by July 8, 1990.

Address: Send applications and the necessary documents to English Department Office, Tsuda College, 2-1-1 Tsuda-macbi, Kodaira-shi, Tokyo 187. Inquiries should be made in writing and sent to the same address. Tsuda College is a four-year women's university with a strong English major.

Place: Yamaguchi City; exact location to be announced
Fee: Members free; non-members \500
Info: Yayoi Akagi 0836-65-4256
Brenda Watts 0832-54-0420

YOKOHAMA

LIOJ Annual Open House
Speakers: Robert Ruud, Kim Edwards, Tom Clayton, and others
Date: Sunday, June 10th
Time: 2:00-5:00 p.m.
Place: Kaiko Kinen Kaikan (JR Kannai Station; maps available by fax or mail from Program Chair)
Fee: Members free; non-members \500
Info: Bill Patterson, Program Chair, 0463-34-2557

The annual Language Institute of Japan (LIOJ) "open house" will be hosted by JALT Yokohama this year. The Director and Assistant Director of LIOJ will give presentations as will the editor of ***Cross Currents.*** This will be an excellent opportunity to meet the staff of LIOJ and to receive valuable information on teaching English communicatively.

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 3,700. There are currently 36 JALT chapters throughout Japan. JALT 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.** In addition, members can enjoy substantial discounts on **Cross Currents** (Language Institute of Japan).

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, and **National Special Interest Groups,** N-SIGS, disseminate information on areas of special interest. JALT also sponsors special events, such as the annual Summer Seminar for secondary schoool teachers, regular In-Company Language Training Seminars, and special conferences on Testing and other themes.

Awards for Research Grants and Development — Awarded annually. Applications must be made to the JALT President by September 15. 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 JALTs 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, or by using the postal money transfer form ***(yubin furikae)*** found in every issue of ***The Language Teacher,*** or by sending a check or money order in yen (on a Japanese bank) or dollars (on a U.S. bank) to the Central Office.

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Tel.:(076)361-5428 Fax (075) 361-6429 Furikae Account: Kyoto 5-l 6692, Name: "JALT"

JALT－全国語学教育学会について

JALTは、語学教育のために、最新の言語理論に基づく、より良い教授法を学ぶ機会を提供し、日本における語学学習の向上と語学教育の発展を図ることを目的とする学術団体です。現在、日本全国に約3,700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、各支部の例会や全国的な主題別部会があります。

支部： 現在、全国に36支部あります。（札幌、盛岡、仙台、山形、茨城、宇都宮、群馬、大宮、千葉、東京、西東京、横浜、新潟、金沢、福井、長野、諏訪、静岡、浜松、豊橋、名古屋、京都、大阪、奈良、神戸、姫路、岡山、広島、山口、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、出版物の展示を行なったり、会員名簿の配布を受けたり、又、JALTの出版物に低額の料金で広告を掲載することを希望する方が対象です。

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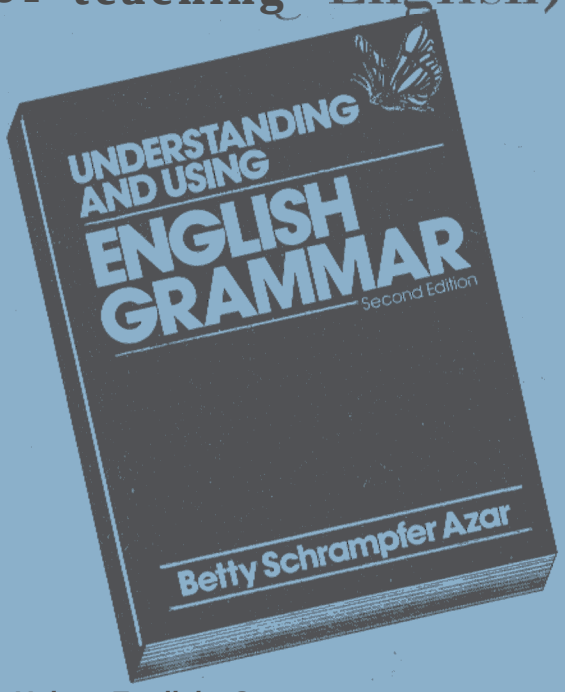

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