

JALT

newsletter

Vol. II No. 1

January, 1978

LEARNING NEW WAYS TO TEACH

Atsushi Kuse

In this country, known for its importing or adopting of anything good from abroad, why aren't English teaching methods adopted?

English education here has made a poor showing, especially in the past decade. Students, their parents, teachers, and the society as a whole are faced with a disturbing question: Why can't Japanese speak English well enough to communicate with native speakers after studying it for as long as 10 years or more beginning in junior high school?

This problem has begun to be tackled in earnest by a group of foreign teachers of English. The driving force behind this up-and-coming campaign is the Japan Association of Language Teachers (JALT). It is challenging various stereotypes in the English teaching system in Japan, specifically the typical island-nation mentality. The association is a nonprofit organization whose primary purposes are to explore ways of approaching the problems of language learning and teaching and to provide information on teaching methods through meetings, workshops and other activities. It was initially established in Osaka late in 1975 as the Kansai Association of Language Teachers by a small group of foreign resident teachers, and it grew to have chapters in Tokyo and Nagoya.

JALT now has a membership of about 320 foreign and Japanese teachers and is the first Asian affiliate of TESOL (Teachers of English to Speakers of Other Languages), the world's largest and most influential organization of language teachers. It held its annual conference of Teachers of English as a Foreign Language (TEFL) Nov. 12 and 13 at the scenic Aichi Prefectural Workers Training Center on the outskirts of Nagoya and made considerable progress in its endeavors.

The two-day seminar, a busy 16 hours, was attended by about 150 teachers including some 30 Japanese. The consensus among the participants from various parts of Japan was that the seminar was informative, stimulating and enjoyable, although exhausting. In fact, most of them were so busy they did not view the late autumn foliage or stroll on the paths at the conference site atop a mountain at the edge of the Japan Alps.

The well-organized seminar was arranged to help both new and experienced language teachers working at any level, from young children to university students and businessmen, to learn about the latest methodology. George W. Pifer, chairman, curriculum development committee, Japanese American Conversation Institute of Tokyo, said the seminar especially created an excellent opportunity for new teachers, who may be in Japan a year or so, to meet experienced teachers. "There were also so many different points of view presented, which in itself is very refreshing to the mind because if we are always in the same class we are going to say the same things over and over again," he added.

Above all else, the seriousness and enthusiasm shown throughout the seminar were enough to convince the participants that their activities have begun to breathe new life into Japan's English education,

The seminar program featured a wide variety of sessions, many of them held simultaneously in separate rooms. The excitement and the lively discussions were very different from the proceedings at similar meetings of Japanese teachers of English. The program dealt with nearly 30 subjects including demonstrations of "The Silent Way," "Community Language Learning," "Total Physical Response," and "English Learning through Drama," problems in teaching students of various age levels, ideas for oral English classes, teaching materials, lesson planning and classroom techniques.

At the "English through Drama" session, which lasted for a total of six hours spanning two days, two Japanese teachers, Yoko Nomura and Masakazu Ohta, who teach at the Model Language Studio in Tokyo, demonstrated, through group participation, dramatic techniques from simple warm-up exercises to preparations for a performance. Drama, which requires relaxation, attentiveness, imagination and total involvement, is effective in easing Japanese students' self-consciousness, embarrassment, fear of making mistakes and stiffness, Ms. Nomura said.

Two language teaching methods that have been particularly drawing attention in recent years--"The Silent Way" and "Community Language Learning (CLL)" using French and Chinese as the respective target languages--were also described.

CLL, a blend of language learning and counseling techniques, aims at reducing the anxieties normally felt by students and at promoting the immediate communication of ideas, no matter how difficult, in the target language. The classic form of this method requires a bilingual "counselor," who provides translations of the students' statements. These statements are then repeated by the students and taped for later review and analysis. The examination

of language is usually followed by reflection sessions which delve into the students' emotional responses to the learning activity.

In the demonstration, Thomas M. Pendergast, Jr., a visiting professor at the Osaka University of Foreign Studies, served as counselor and Ms. Mari Ebara, a free-lance translator of English, French, Japanese and Chinese, as the native-speaker informant.

Ms. Beverly Nelson, who is teaching at Hitotsubashi University, said that the CLL method is an excellent one for Japanese students. "This approach addresses itself to the problems Japanese students have because they are afraid of making mistakes," she said.

The Silent Way approach was demonstrated by Donald Freeman, a teacher at the Language Institute of Japan. The method is concerned with de-emphasizing the role of the teacher and enhancing the participation of the student in the process of language learning. The teacher, who provides examples only occasionally, is for the most part silent and helps the student to build up his "inner criteria." Students are encouraged to utilize their own powers of inference to grasp the structure of the target language, and they are assisted in this effort by specially developed charts, colored rods, and gestures, Freeman explained.

As a technique for promoting class discussion, Ms. Inga Uhlemann, a teacher of English and German at the Matsushita Electric Industrial Co.'s Overseas Training Center, explained the "Values Clarification," drawing the largest audience of the first-day sessions. It is a way to get students talking and can be used with any number of students. Since there is no right or wrong evaluation, the students feel relaxed and don't hesitate to state their opinions with this thought-provoking method, she said.

A controversy, one of many that arose during the conference, was started by a guest speaker from Tokyo, Yoshio Ogawa, former president of the Tokyo University of Foreign Studies. In his keynote address, Ogawa explained the current state of English instruction in Japan at all levels from junior high school to university and presented his experiences and views of English teaching. Describing his opportunity to speak before foreign experts on language teaching methodology as "preaching Buddhism to Buddha," Ogawa said in part that if it's understandable and intelligible it's all right to speak English in the form of a "Japanese dialect."

Ogawa, currently the president of the prestigious Japan Association of College English Teachers, then made a rather challenging remark. Said Ogawa, who has been in the field of foreign language teaching for about 40 years: "Foreign teachers are not in general suited to teaching English to Japanese, especially the young, because they don't understand the psychology of Japanese students."

"Foreigners are indispensable as teachers and advisors to Japanese teachers of English," he added.

Among the participants in the ensuing controversy was Professor David Baldwin of Kinran Junior College in Suita City, Osaka Prefecture, who responded crisply, "He's right." Part of the problem, Prof. Baldwin said, is that in high

schools Japanese teachers are under great pressure to see that their students pass the English part of the entrance examinations for higher schools. "So they have to concentrate primarily on grammar and not worry about conversation because it's not important to them." Until the university examinations require hearing practice, the Japanese teachers are on the right track and they don't need foreigners, he said. Baldwin, who maintained that foreign teachers are just at the service of Japanese, like aides, sees a role for foreign teachers at the junior college level. After senior high school, he said, there are thousands of students who do not pass university examinations, and under the Japanese system many of them attend junior colleges. "Then, at the junior college level, those students can have a good chance to learn how to speak in English," he added.

Alan A. Goodman, lecturer, Department of English Institute for International Studies and Training in Fujinomiya City, Shizuoka Prefecture, believes that Ogawa meant that he doesn't want foreigners to be as severe as they have been, especially in correcting students' errors. "I think he wants us to understand the Japanese point of view and their culture, the individual problems of Japanese speakers of English, and to respect the fact that the English in Japan has reached rather a satisfactory level," he said. "We should be a little more sympathetic and encouraging and also respect the individual who is doing his best."

In contrast, some other participants had a feeling that Ogawa's remark was somewhat insulting. Those who support this view argued that perhaps Ogawa and many other Japanese assume that most foreign teachers are not qualified professionals, but are simply native speakers. As Thomas M. Pendergast, Executive Secretary of JALT, put it: "For many years this has been true." He countered, however, that since JALT was established, many people have been attracted here who are professionally qualified by special training. His interpretation of Ogawa's talk is that Ogawa believes that foreign teachers should be simply "linguistic advisors" to Japanese teachers. "I think his feeling is that Japanese teachers are able to master English to the extent that the grammar allows, but beyond that there's a certain area of 'intuition' where native speakers are needed as advisors."

Pendergast said, "It's true that the Japanese are very special and we have to understand the problems of Japanese, but they're not that special. The roles of the foreign teachers and the Japanese teachers in language education are quite different, it's true, but if we have good ideas, the Japanese teachers should perhaps adopt them," he said. Pendergast, who stresses that foreign teachers should not be merely talking machines, pointed out that there are many foreigners teaching in Japan who are not qualified, are vastly overpaid and are not serious, but it's the fault of the Japanese who hire such people.

According to Pendergast, the JALT member teachers would like to help the school system because most of them believe that the real problem in Japan is in junior high school. "If you get children at the junior high school level and teach them well," he said, "then you won't have so many

problems later on. That's a closed door where we cannot get in. It's a shame. We'd like to see more cooperation between foreign and Japanese teachers on the level of exchange of ideas and approaches to language teaching rather than having the Japanese always make the decision about how to do things and asking the foreign teachers only for linguistic advice," Pendergast noted. "And perhaps a little bit more respect for serious foreign teachers."

Ogawa came from Tokyo to give his talk but he actually did not look at any demonstration nor hear any presentation at the seminar. In that sense, a shortcoming of the Nagoya seminar was the low attendance of teachers from Japanese public schools. Among the few present was Ms. Harumi Nakajima from an Osaka junior high. She said she had encountered many new ideas she believed she could adopt into her classroom work. "A problem for me will be how to find a good combination of new ideas and the conventional methods," she said. Japanese teachers tend to give foreign teachers a wide berth in discussing the problems involved in English education, and they have to refrain from doing so, she added. "We sometimes can't see the forest for the trees, but I hope I can work together with them," she said.

The enthusiasm and seriousness of the participants, evidenced throughout the seminar, without doubt stem from their professionalism and perhaps from their commitment to live and work in Japan with the Japanese.

Member teachers of JALT are willing to help Japanese teachers and hope to continue to do good things. What they now expect on the part of Japanese teachers of English is their "total physical response."

It takes two to tango.*

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Maureen

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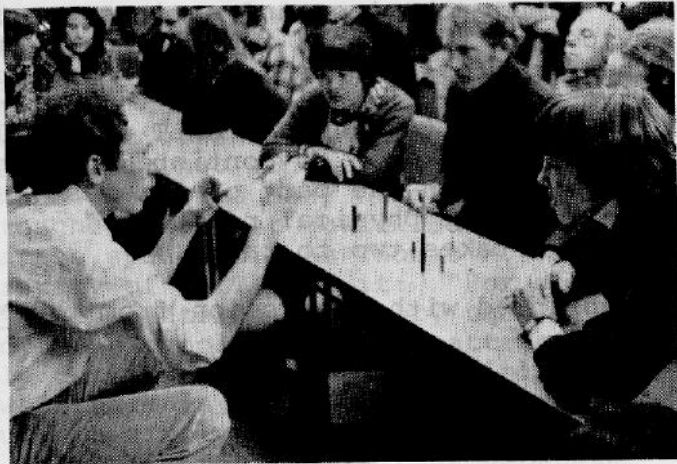
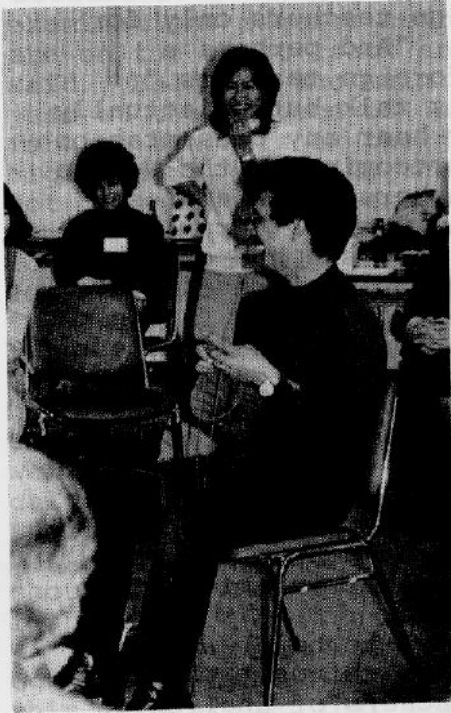
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THINGS PAST AND THINGS TO COME

Tom Pendergast
Executive Secretary

1977 was an important year for JALT. We found that what had begun well in Kansai in 1976 proved to have equal attraction in Kanto and Tokai this past year. Look for our next chapter in Chugoku (see Notices section). Believe it or not, there is interest in Seoul and Taipei in what we are doing. Greater East Asia ALT may be in the offing.

One of our most exciting and certainly our most ambitious undertaking to date will take place this spring when Dr. Caleb Gattegno, creator of the Silent Way, comes to work with us. Several of our members will be attending the TESOL Conference in Mexico City in April and we will arrange for a special report to be made to each JALT chapter shortly thereafter.

Our mailing lists are now computerized and we ask you to be kind enough to keep us up-to-date on changes.

Finally, please remember that JALT is not only FOR you, it is OF you. We are all volunteers, and we need all of the help and ideas we can get. Please drop us a line with your suggestions and offers of help.*

JOB OPENINGS

Athenee Francais, est. 1913, has openings for a director and an instructor in ESL, beginning April 1978. The position of director requires a minimum of an M.A. in TESL and previous overseas and administrative experience. The position of instructor requires an M.A. in TESL and two years teaching experience. In addition to teaching duties, the director will have staff and administrative responsibilities. The instructor will be expected to teach adult students, from beginning to advanced levels. A competitive salary, one-year renewable contract, National Health Insurance, and approximately two months vacation is offered. Write to the present director: Raymond J. Pepper, Director Regular English Program, Athenee Francais, 2-11 Kanda-Surugadai, Chiyoda-ku, Tokyo 101.

Kinjo Gakuin University, English Department, has an opening for a full-time instructor beginning in April, 1978. An M.A. in TESOL or Linguistics is required. Send resume to Mr. Yamamoto, Kinjo Gakuin University, English Department, 228-2 Omori, Moriyama-ku, Nagoya 463.

Athenee Francais, Intensive English Program, will have an opening in April for a permanent and/or temporary instructor. The applicant should have an M.A. in TESOL. Classes will be in the morning and early afternoon. Starting salary will be approximately 375,000 yen monthly. Write Director, Intensive English Program, Athenee Francais, 2-11 Kanda-Surugadai, Chiyoda-ku, Tokyo 101.

notices

CHAPTER MEETINGS

KANSAI 3/19 Osaka University of Foreign Studies, 1-4 p.m.

Two simultaneous presentations: 1) "Teaching Pronunciation: The Silent Way," speaker: Tom Pendergast, Visiting Professor, Osaka University of Foreign Studies. 2) "The Seido System: Modern English: An Oral Approach," speaker: a representative from Seido Language Institute, Ashiya. For further information, contact Tom Pendergast (see address on p. 16).

KANTO 2/18-19, Tokyo

Special two-day workshop on teaching English to businessmen. Contact Doug Tomlinson or David Bycina at Mobil Sekiyu, Central P.O. Box 862, Tokyo 100-91, tel. (03) 244-4250/1.

TOKAI 1/29, Nagoya International College, 1-7 Miyanishi-cho, Chikusa-ku, Nagoya, 1:30-5:00 p.m.

Camy Condon will give a presentation on imaginative ways of teaching English to children. Meeting will include election of officers. Contact Charles Adamson, tel. (052) 731-1581, ext. 293.

CHUGOKU 2/5, Hiroshima

The first meeting of the Chugoku Chapter. Camy Condon will be speaking on imaginative techniques in children's classes, and Tom Pendergast will talk about the JALT organization. For further information on the meeting, contact Marie Tsuruda, Hiroshima YMCA, 7-11 Hatchobori, Hiroshima, tel. (0822) 28-2266.

OTHER MEETINGS

Toro English Workshop February 25-26, March 4-5, 1978
Nagoya

Toyotaro Kitamura's teacher training course for children, previously only offered in Osaka, will be held over two weekend "marathon" sessions with a total of 12 hours of training each weekend. For further information, contact Raymond Donahue, 410 Riverside Mansion, 6-10 Togen-cho, Seto 489, tel. (0561) 84-5424.

TESOL Convention

April 4-9, 1978
Mexico City, Mexico

International Convention of the organization
Teachers of English to Speakers of Other Lan-
guages (TESOL). For brochure, contact TESOL,
c/o Georgetown University, 455 Nevils Building,
Washington D.C. 20057, U.S.A.

The First International
Congress for the Study
of Child Language

August 7-12, 1978
Tokyo

Sponsored by the International Association for
the Study of Child Language. Discussion topics
may also include nonverbal communication and
second language acquisition. For further in-
formation, contact Fred C. C. Peng, Secretary
General of the Congress, I.C.U., 10-2, 3-chome,
Osawa, Mitaka, Tokyo 181.

OTHER ANNOUNCEMENTS

Kayoko Hisano Ishii (Kansai member) still has a few copies
of her book, Teaching English to Japanese, left. Perhaps
most useful for teachers new to Japan, it deals with English
education in Japan, contrastive analysis of Japanese and
English, cultural differences between Japan and the U.S.
etc. The price is 900 yen plus 200 yen postage. 10-7
Funado-cho, Ashiya-shi, Hyogo-ken 657.

TESOL stands for Teachers of English to Speakers of Other
Languages and is the largest organization of its kind in
the world. Even though JALT is an affiliate of TESOL, mem-
bership in one does not imply nor preclude membership in
the other. We are totally separate organizations. A good
reason to belong to TESOL is that membership entitles one
to receive the TESOL Quarterly and the TESOL Newsletter.
The yearly membership fee is \$20.00 plus \$2.00 foreign
postage. For more information, contact your local JALT or
chapter representative, or for an application blank, write
to TESOL, 455 Nevils Building, Georgetown University,
Washington D.C. 20057, U.S.A.

Those planning to attend the TESOL Convention in Mexico City
may wish to contact Maureen Sugai at Miyako Travel Service
for information on special fares available. Individual dis-
count tickets can be arranged, whatever your plans might be,
so if you would like to stop in other cities before or after
the conference and take advantage of the many new excursion
fares, including the new Pan Am Budget Fares, call or write
for an estimate: Maureen M. Sugai, Taiheiyo Club Miyako,
Miyako Travel Service, Inc., Mitsuboshi Honmachi Building,
2-5 Honmachi, Higashi-ku, Osaka 541, (06) 261-6363.

□

language programs

SONY LL, Shimbashi School, Tokyo

J.

Sony LL Shimbashi School is one of a group of schools which were formed by Sony Enterprises, a subsidiary of the Sony Corporation, over a decade ago.

Much of our teaching philosophy emanates from the textbooks we have found most successful. On the elementary level, we use a book called SR: Orientation in American English, published by the Institute of Modern Languages in Washington, D.C. SR is a registered trademark standing for "situational reinforcement." The philosophy of the method is that the context of the conversation rarely includes something that the student is not presently experiencing. The approach is kinetic, the principal verbs being sit, stand, open, close, point, touch, and move. The student is asked to do something and then responds to the questions: What did you do? What are you doing? What are you going to do?

The intermediate program consists of five courses, taking a year and three months to complete in sequence. The textbook used for these courses is Kernel Lessons Intermediate (Longman). In the intermediate courses the focus changes from the physical and situational to the abstract and intangible. The material is designed to sharpen the students' ability to ask and answer questions, make fine distinctions in time and tense, and pick up the gist of long passages of conversation and/or narration.

The "LL" in Sony LL stands for Language Laboratory. All of the courses mentioned above have an equal amount of time spent in the laboratory. The materials used in the lab have, by and large, been developed at Sony. Although the classroom and the laboratory are quite different in both function and format, we are trying to coordinate them as much as possible without being overly repetitious. We have a special committee for coordination of classroom, laboratory, and management matters consisting of a representative teacher from each of the five schools, members of the management and the inter-school coordinator. It is through this coordination system that we maintain a high level of standardization.

On the advanced level there are several courses, usually completely in the classroom with no lab. We use a variety of texts with Kernel Lessons Plus (Longman) being the most common. These tend to include more group discussion than previously.

In addition to the regular program, there are a variety of special courses for intensive study, vocabulary building, revision of structure, pronunciation, learning short sentence structure, basic review, survival English, comprehending video news, etc.

In addition to our English program, we also offer French and Japanese at the Shimbashi school. The basic teaching philosophy is the same, but the programs are not as extensive as the English program.*

. ..from the editor's desk...

Hard work and a shortened winter vacation has seen the emergence of the first JALT Newsletter in a totally new format. The newspaper coverage of the Convention was excellent, and so we decided to reprint the entire article in this issue. There is also a greater variety of contributions and more news, and many thanks to those who donated their time and talents to material in these pages.

With the establishment of a Chugoku chapter there will be four chapters of JALT. In fact, as you know, the local chapters carry the responsibility for local activities. JALT's function is to coordinate information from the chapters, arrange workshops which might be difficult for a single chapter to sponsor, plan the annual national convention, and get out a national publication.

Feedback from the Convention was heartening. Most people commented on the beautiful facilities and variety of presentations. In fact, two of the common complaints were that there were so many presentations that it was difficult to decide which to attend, and there was not enough time for socializing and enjoying the area. More time for "free conversation" can be included in next year's convention in Tokyo; as for the large number of good presentations, they can be repeated in regular meetings in local chapters. I also heard a couple complaints about the food, but in retrospect, it wasn't that bad, was it?

I would like to include my quarterly plea for contributions. By now you have probably realized that each chapter is going its own way; local meetings held in one chapter are often not repeated in another chapter. If you enjoyed a particular meeting, talk to one of the people on your local executive committee about writing a short article on it.

May the new year bring you the best.

Nancy Nakanishi

KALT Newsletter

Kansai Association of Language Teachers

Contributions to the newsletter are welcome and should be sent to Nancy Nakanishi, Editor, KALT Newsletter, Nagoya College of Foreign Languages, 1-7 Miyanishi-cho, Chikusa-ku, Nagoya 464. Book reviews, interesting teaching techniques, news about items or events of interest to language teachers, are all welcome.

The Newsletter is published four times a year in January, April, July, and October. Deadlines for articles or advertising submitted for publication are the 30th of the month, preceding publication.

Advertising should be solicited through Thomas M. Pendergast, Jr., Awaza Central Heights, No. 812, 30 Enokojima Higashinomachi, Nishi-ku, Osaka 550, tel. (06) 345-1272. Notices of job openings are free of charge and will be inserted according to available space. Contact Nancy Nakanishi.

Facilitating Language Learning: A Guidebook for the ESL/EFL Teacher, by Fraida Dubin and Elite Olshtain, McGraw-Hill, 1977, xvii + 249 pp.

Michael N. Joy

This work does not concern itself so much with what constitutes a "facilitator," but rather concentrates on what a facilitator does in the classroom to promote good language learning. The authors state their concept of a facilitator as follows:

A facilitator helps other people develop their own capabilities and inner resources in order to perform tasks successfully. In this view, the teacher's main concern is to facilitate the learner's accomplishment of the difficult job of learning a new language. . .we have observed that although it is possible to tell someone how to do something, yet the results are slight if that someone is not interested in accomplishing the task. Real learning only takes place when students accept responsibility for themselves... It is our strong belief that the most important task that teachers take upon themselves is to help pupils become better learners. This goal is best accomplished by creating a classroom atmosphere which allows the learners to do their best in their own way. Teachers who see this as their prime objective are facilitating the learning process rather than teaching in the old-fashioned meaning of the word.

They then list some of the strategies that are discussed in the book that they feel illustrate this attitude:

- (1) planning for individualized instruction,
- (2) providing a humanizing classroom atmosphere,
- (3) encouraging interaction among students, (4) devaluating mistake counting, (5) fostering creative use of the new language, and (6) adopting alternatives to frontal teaching such as team instruction and cross-age tutoring.

With this background, the authors then begin to consider how this applies to the classroom task. Very wisely, they divide the text of the work into two main sections. The first are the beginners (with a special section on the contrast in motivation and needs between the adult beginner and the young beginner). The second are the intermediate-advanced people. To each of these major areas, they address questions in four major areas: (1) Who is the learner? (2) What language substance and language skills are presented at this stage? (3) How are language substance and skills actualized in the classroom by the facilitator? and (4) Where do we look for materials, aids and resources?

Obviously, in a medium-sized work like this that proposes to cover such an extensive field (beginners to ad-

vanced all four language skills, media use, classroom arrangement, social goals, motivation, etc.), there are bound to be some areas that will be underdeveloped in comparison with other areas. For example, the section on testing in the beginner category is so skimpy as to have the appearance of something of an afterthought. On the other hand, their work on intensive/extensive reading for beginners, the structuring of presentations for beginners and intermediate-advanced, and the classroom activity suggestions for the intermediate-advanced, are all more thorough and interesting.

The greatest strength of the book is that it comes from persons who not only have extensive classroom experience, but also have the good sense to communicate their ideas in clear, careful and readable English. There is a bare minimum of jargon and a maximum of communication. There are some typographical errors and a few cases where the authors may be overstepping themselves in their assertions, but the careful reader will spot these and will most likely set them aside in favor of the better material.

The breadth and variety of material in this book would make it a good auxiliary reference work for a teacher. It would perhaps be best used, however, as a resource text for an in-service teacher training program where experienced teachers can take the authors' ideas and match them against what they themselves are presently doing in their own facilitation. In fact, following each subsection of this work, there are "Workshop Activities" sections that would lend themselves very well to a teacher-training situation. •

English Topics, by V. J. Cook, Oxford University Press, London, 1974, 128 pp.

Charles E. Adamson, Jr.
Nagoya International College

The author states in the introduction to this advanced level conversation course that it "is planned to get the student actively speaking and listening in the classroom" in preparation for the Papers 4 and 5 of the Cambridge First Certificate. The author further states that the book is based on two assumptions: 1) students "hope to acquire the ability to inform, to contradict, to argue, to discuss, to hear and say things they have not said or heard before, to get a particular reaction from the listener, and to be aware of what reaction a speaker is hoping to provoke;" and 2) "the ability to communicate is best acquired by actually communicating: you learn to understand spontaneous speech by listening to spontaneous speech; you learn to speak spontaneously by speaking spontaneously."

The book consists of ten chapters that are each organized around a topic "known to be frequently discussed by English people and... selected so that a variety of beliefs and opinions can be expressed about them." The author insists that the book be used flexibly and not just done in a mechanically unvarying manner. However, each chapter

is consistent in its contents--background material, two dialogs, five activities, and two listening passages.

The background material usually contains a descriptive passage about the topic. This section is intended to supply the student with factual information and with some of the structural items and vocabulary used when talking about the topic.

Dialog 1 is intended for general classroom work--choral readings and discussions of points raised by the students and by the "talking points" which follow the selection.

Dialog 2 is for reading aloud. The individual readings are to lead to discussions. Again, the selection is followed by a list of talking points.

Activity 1 is a questionnaire which asked the students to answer several questions about the topic. This activity is meant to be comprehension practice- and to be a starting point for classroom discussion and argument.

Activity 2 is often a case study. The students are given information about a situation related to the topic and they must solve the problem or act out some situation.

Activity 3 varies from topic to topic but always involves some sort of active work by the students.

Activity 4 usually consists of a series of photographs with a few questions accompanying each. The students are asked to talk about the photographs and the questions are supplied as brief hints.

Activity 5 lists a series of titles for short talks by the students. These titles are on one aspect or another of the topic and the student is expected to speak for two or three minutes.

Listening Passage 1 contains multiple-choice questions, discussion points, and a transcript. Listening Passage 2 contains "an extract from a live recording of English speakers speaking spontaneously; the exercise that goes with it is one in which the student must agree or disagree with several statements about the passage." The exercise is followed by discussion points, an unedited transcript, and a transcript that has been edited for ease in comprehension.

Each chapter concludes with a list of topics for written practice.

Tape recordings of both the dialogs and the listening passages are available. However, there does not appear to be a teacher's manual (which this reviewer feels is not really necessary anyway).

This book could be very effectively used for an advanced conversation class (although there is substantial reading involved). This reviewer feels that this book could provide the basis for extremely effective work in a classroom in which extensive small group work was employed. By letting small groups of students work on the activities, uninterrupted by the teacher, truly effective communication practice could result.~

Charles E. Adamson, Jr.
Nagoya International College

This book is designed to meet the requirements of students preparing for Papers 1, 2, and 3 of the Cambridge First Certificate in English. This means that this is an advanced text dealing with written communication. The book consists of 20 chapters, each containing a reading selection, multiple-choice questions, exercises, sometimes points for discussion, and topics for writing.

The reading selections are varied in both style and content, ranging from light to serious. Although some of the selections appear to have been specially written for this book, most of them are examples of living English taken from public sources. The real selections range from interviews to the text of part of a radio program by Dylan Thomas.

The multiple-choice questions are meant as "exercises in careful reading." The students are instructed not to guess but rather wait for the teacher's discussion and to treat the exercise as a chance to learn more English rather than as a test.

The exercises are based on structure and vocabulary. They are generally very difficult and usually require the student to supply missing material from his own knowledge. Most of the time the student is expected to end up with complete sentences as the result of the exercise.

The points for discussion, entitled TALK, are not present in every chapter and in some chapters they are even combined with the topic for writing. These TALK sections "are to stimulate you to make informative statements, tell stories, express opinions and discuss and argue." The introduction stresses the point that it is better to say something even if it is "full of mistakes" than to remain silent. These points are often quite provoking and should provide the basis for lively discussions for advanced students.

The topics for writing, entitled WRITE, provide a number of different subjects for composition. These usually include a dialog and a letter, as well as other topics to accomplish some special purpose, e.g., the students are often asked to justify some activity or to give their approval or disapproval to something they have just described. The subjects for these WRITE sections are usually interesting and thought-provoking; however, they are generally very difficult--definitely advanced level work.

According to the book's jacket, "a teacher's book, containing notes and oral questions on the texts, a key to the exercises, and suggestions for follow-up work, is also available," Although the teacher's book would certainly be helpful, even without it this reviewer feels that the text could be used very effectively in an advanced course for adult students.*

GATTEGNO SILENT WAY WORKSHOPS

Dr. Caleb Gattegno, creator of The Silent Way, will be in Japan for a series of workshops from April 19-May 3. Many people have heard about The Silent Way, and a number know that it has to do with colored rods and charts, etc., but very few are aware of the profound principles concerning learning and awareness which underlie the surface techniques of this approach.

Dr. Gattegno has long been conscious of this problem, and last summer, decided to do something about it by developing a course of studies leading to a diploma in Advanced Study of The Silent Way.

There are a number of courses in the program, but the essential part of the curriculum is the three-part seminar: Silent Way I, II, and III, offered by Dr. Gattegno himself. We will be offering all or segments of this program during Dr. Gattegno's visit.

The final program, places and fee have yet to be decided. Each seminar is of approximately 20 hours in duration, and we will try to make good use of the weekends. The place will be either Osaka or Tokyo, or a combination of the two. The fee will be no more than (and likely less, depending on the response) 40,000 yen per seminar.

In fact, everything depends on YOU, so please make your wishes known by letter or phone to Tom Pendergast or your local JALT officers:.

Osaka

Tom Pendergast
Awaza Dai-Ni Central Hts. #611
30, Enokojima, Higashinomachi
Nishi-ku, Osaka 550
tel. (06) 443-3810

Tokyo

Doug Tomlinson or
David Bycina
(Mobil Sekiyu)
tel. (03) 244-4250/1

Nagoya

Charles Adamson or
Nancy Nakanishi
(Nagoya International College)
1-7 Miyanishi-cho, Chikusa-ku
Nagoya 464
tel. (052) 731-1581 ext. 293

Hiroshima

Marie Tsuruda
(Hiroshima YMCA)
7-11 Hatchobori,
Hiroshima 730
tel. (0822) 28-2266
(0822) 89-3616 (home)

We would like to know how many people (a) in what geographical distribution (b) could handle the fees for and would be interested in attending (c) which of the seminars (d), i.e. I only, or I and II, or I, II, and III.

There are several possible configurations which we will determine on the basis of the information received.

PLEASE INDICATE YOUR WISHES AS SOON AS POSSIBLE!