

JALT

newsletter

Vol. II No. 3

summer 1978



John Fanselow

--summer speaker--

Dr. John Fanselow is currently Associate Professor of Language and Education and directs the ESL program at Teachers College, Columbia University, New York. He has worked closely with Dr. Gattegno on using the Silent Way for teaching Japanese, is well versed in CLL and has developed several interesting techniques

of his own for ESL teacher training.

Much has been written about what language teachers should do, little on what they actually do. For some time, Dr. Fanselow has been studying what language teachers and students actually do in the classroom, and his summer presentations will center on this subject. Activities will include participation of members as students and the trial of a number of techniques. Discussion will follow.

This is a fine opportunity to meet a dynamic teacher of teachers!

Richard Via

Richard Via has been involved with drama for his entire professional life. Originally an actor and stage manager, Via came to Japan as a Fulbright Fellow and began to experiment with the use of drama techniques for teaching English. His students responded enthusiastically.

Via is currently with the ESL department at the University of Hawaii and the East-West Center. He has written a book on drama for ESL, entitled *English in Three Acts*, and a host of articles in journals. He does not believe drama is a method, and he advises us that more than likely he will not talk about play production in his workshop. Rather, he will present topics such as Verbal Dynamics, Relaxation, Learning through Doing, Personalization, and simulation exercises.

In addition to being a respected educator, we hear that Dick Via gets superior ratings for comedy performances at his workshops. Plan to attend!

notices

CHAPTER MEETINGS

Kanto

- August 6 Richard Via, "Classroom Drama," 10:00 a.m.-5:00 p.m.
Place: Nichibei Gakuen, 1-21 Yotsuya, Shinjuku-ku,
Tokyo
- August 20 John Fanselow, "An Analysis of the Teaching Act:
What Teachers Do." (may be rescheduled to August 27;
watch for notification)
- For further information, contact David Bycina, (03) 244-4251
(work), or (03) 437-5861 (home).

Kansai

- July 29 - Shelley Kuo, Mandarin Chinese through the Silent
August 6 Way, 9:00 a.m.-5:00 p.m. daily. Place: Osaka
Zentei Kaikan (Chuo Subway Line, Awaza Station).
Fee: members, 60,000 yen; others, 65,000 yen.
- August 13 John Fanselow, "An Analysis of the Teaching Act:
What Teachers Do." Place: Osaka Zentei Kaikan.
Fee: free to members.
- August 27 Richard Via, "Drama as a Valuable Addition to the
Language Classroom," 1:00 p.m.-8:00 p.m. Place:
Osaka Zentei Kaikan. Fee: members, 3,000 yen;
others, 4,000 yen.
- For further information, contact Tom Robb, (0720) 45-1874 (home).

Tokai

- August 20 Richard Via, "Classroom Drama," 1:00 p.m.-8:00 p.m.
Place: Nagoya International College (Chikusa Sta-
tion).
- For further information, contact Charles Adamson, (052) 733-8421.

Chugoku

- August 26 Richard Via, "Classroom Drama," 10:00 a.m.-5:00 p.m.
Place: Hiroshima YMCA, 7-11 Hatchobori, Hiroshima.
- Sept. 30 - GDM (Graded Direct Method) Workshop. Place: Hiro-
Oct. 1 shima YMCA.
- For further information, contact Marie Tsuruda or John Christopher
Maher at the Hiroshima YMCA, tel. (0822) 28-2266.

Fukuoka

August 25 Richard Via, "Classroom Drama," 10:00 a.m.-5:00 p.m.
Place: to be announced.

For further information, contact Timothy Lewis (09292) 2-4520
(home).

Shikoku

August 12 John Fanselow, "An Analysis of the Teaching Act:
What Teachers Do," Place: to be announced.

For further information, contact Bonnie Hamm, (0878) 79-4007
(home).

OTHER MEETINGS

The First International August 7-12, 1978
Congress for the Study Tokyo
of Child Language

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

Language Teaching in November 18-19, 1978
Japan '78 (LTIJ '78) Tokyo

Fourth annual national JALT Convention, co-sponsored by
CWAJ. This year's convention will include presentations
on teaching languages other than English.

OTHER ANNOUNCEMENTS

Gregory Stricherz, a Kanto member, has recently had a book
called *Word Ladder* published by Eiyusha. It gives practice
with 500 of the most frequent English words. Lessons include
new vocabulary items, definitions and sample sentences in
English, and three different types of practice exercises.
Cost is 800 yen, and a tape of the example sentences costs
1600 yen. Available at bookstores, or contact Gregory Stricherz,
2-12-15 Kamiogi, Suginami-ku, Tokyo 167.

Mary Ellen Quintana has reported great success with an ESL card
game. It seems to be particularly successful with lower level
students. The name of the cards is Check the Deck, and there
are four decks per set with verb forms and special structures.
Each set is \$14.95, including shipping. For orders or more in-
formation, write to Teachers' Collaborative, 700 Chillingworth
Drive, West Palm Beach, Florida 33409, U.S.A.

chapter reports

KANSAI

Judy Gernant

The Kansai Association of Language Teachers is now in its third year of activity, with a membership of 197 and a ten-seat executive committee. KALT grew out of a 1975 seminar at LIOJ, after which Kansai participants decided to continue meeting in Osaka-Kyoto. In 1976 the name Kansai ALT (as opposed to our larger area label, Kinki) was adopted, and dues and a committee were set.

This year began with two simultaneous presentations in February. Dr. Kenji Kitao of Osaka University of Foreign Studies, whose doctoral research concerned English instruction in Japanese public schools, gave an interesting and detailed lecture on junior-senior high school texts and tests, including how they are chosen and used. Those who attended got new insights into the background of our students and into the Education Ministry's policies and attitudes towards English education. Concurrently, Tom Pendergast gave a presentation on "Teaching Pronunciation: The Silent Way?"

Our March meeting was sponsored by the Seido Institute in Ashiya, Kobe. Members were introduced to the newly revised *Modern English* series, with most of the afternoon devoted to small-group demonstrations given by Institute instructors.

During Golden Week JALT sponsored a six-day Silent Way I and II workshop in Osaka. Also in May, KALT members were invited to Nancy Nakanishi's and Tom Pendergast's demonstration/report on the 1978 TESOL Convention in Mexico City.

This summer will bring Camy Condon and her latest presentation on teaching children and adults (July 2), Shio Ley Kuo for a JALT-sponsored Silent Way Chinese Intensive Course (July 29-August 6), John Fanselow of Columbia University Teachers College for a six-hour workshop (August 13), and Dick Via of the University of Hawaii for a JALT/LIOJ-sponsored workshop (August 27).

This year has seen the rise of special interest groups and projects among KALT members. Silent Way fans, teachers of Japanese as a Second Language, and junior high school English teachers have established groups, and others seem forthcoming. An ESL graduate program resource file is being gathered as a new service to members. Up-to-date catalogs and referral to members who hold graduate degrees in ESL will be available. In addition, we are now surveying interest in establishing formal courses in linguistics/ESL with the possibility of offering a certificate upon successful completion of a curriculum.

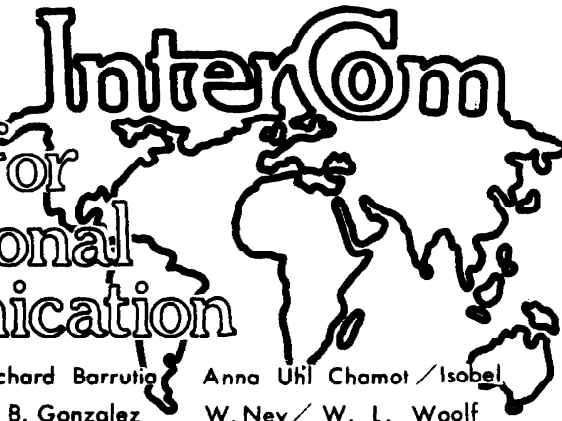
The latest addition to the committee is David Weiner, Social Events Chairperson. We hope to have an opportunity to get together just for fun in the near future!



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AN ECLECTIC METHOD?

John F. Haskell

Many changes are taking place in language education today--as always--and there are many newcomers to the field who might appreciate a defining of terms. The following is an overview of English language teaching methodology with some general conclusions of a somewhat "eclectic" nature.

I. Grammar-translation Method

The Grammar-translation method, sometimes called the "traditional" method, consisted of the following basic tenets:

- A. Read, then translate (into the student's native language).
- B. Learn (often, "copy into your notebook"), the rules (again, in the student's native language).
- C. Memorize (lists of) vocabulary items and their meanings (in the student's native language).
- D. Write sentences (in the target language) using the memorized rules and vocabulary.
- E. Read "good" literature (no matter how stylistically or grammatically complex or archaic), history, and other aspects of the target language culture.

Note: Foreign Language (FL) education, using this method did not generally intend to produce "speakers" of the language, only provide the broad liberal arts education necessary to produce a "well educated person" (who could read a foreign language). FL education was usually limited to those entering or in college. ESL (EFL) taught with the grammar-translation method was meant to be for language replacement rather than addition. Students were placed in regular English classes and expected to swim or sink, learn or leave.

Until W.W. I, bilingual education (education in languages other than English) was common in the U.S. Anti-foreign attitudes during the first half of this century were reflected in such diverse ways as the closing of German schools, the placement of Japanese-Americans into camps, and the delay of Hawaiian statehood until 1959.

II. The Direct Method

As an approach to language teaching, the direct method was "ahead of its time." Devised by Gouin at the end of the nineteenth century and all but abandoned in the twentieth century except for a few stalwarts such as Harold Palmer, Otto Jespersen, and Emile de Sauze' who held on until the thirties. The basic elements of the direct method are:

- A. Exclusive use of the target language in the classroom. No translation or use of the students' language.
- B. Step by step progression of material--generally from easy to difficult.
- C. Meaningful exercises, i.e., meaningful use of the language.
- D. Early use of writing.

- E. Student self-correction of errors (mistakes). Students need to understand their errors.
- F. Explicit formation of rules.

De Souza, in the 1920's added:

Note: Interestingly enough, most methodologies or approaches to language teaching that have developed in the twentieth century reflect the basic tenets of the direct method, in whole or in part--as you will see below.

III. The Audio-lingual or Aural-Oral Method

The 1940's saw a growing need for "other" language speakers both in the armed services and in the field of diplomacy, and at the same time there was a growing need to deal with the influx of foreign scholars that thronged into U.S. universities as European universities were closed by the war. Linguists Kenneth Pike, Charles Fries, and others, long experienced in working with American Indian languages and Bible translation, helped to develop an A-L (Audio-lingual) approach to language teaching. A-L methodology was the result of a "resurrection" of the direct method and the influence of structural linguistics and behavioral psychology.

Structural linguistics said (1) natural language learning occurs first through listening, then speaking, and then reading and writing. (2) Language is made up of three systems: phonology (sounds), morphology (word formation), and syntax (the arrangement of words in sentences) and these systems work exclusive of meaning. (3) Language appropriateness is determined by usage and *not* by prescription (the rules culled from grammar books and based on principles of written language). (4) All languages are different and unique (contrastive analysis). (5) Language (that is used) is constantly changing.

Behavioral-psychology learning theory (as advanced by B. F. Skinner, among others) said that language was a conditioned habit and that language learning was a mechanical process of stimulus-response strengthened by reinforcement of correct responses (behavior modification).

Sociology (and politics) still championed the "melting pot" theory and pedagogy (education) viewed English language learning by immigrants as language (and culture) replacement.

The resulting methodology consisted of:

- A. Exclusive use of the target language.
- B. Step-by-step progression of materials based on linguistic sequencing.
- C. Use of language comparison (contrastive analysis) to "predict" error.
- D. Mim-Mem (mimicry/imitation and memorization).
- E. Mastery of language systems (in pronunciation classes, grammar classes, reading classes, conversation classes, and writing/composition classes). Structures and rules learned by example, demonstration not formulation, analogy rather than analysis.
- F. Use of mechanical drilling to teach production and discrimination (choral and individual drills, substitution, transformation and completion drills, etc.). Emphasis on question/answer (stimulus-response) type teaching.

- G. Vocabulary building deferred until "intermediate" stage. Strict vocabulary control at beginning stages: emphasis on words with regular spelling and pronunciation, and high frequency, to reduce interference with mastery of structure.
- H. Emphasis on speaking.
- I. Use of language laboratories to provide practice.
- J. Emphasis on language as communication rather than translation.

Note: The "classical" approaches to the A-L method are represented by such "methods" as (1) the Michigan Method, which came directly from Fries and Lado and the University of Michigan and was developed primarily for college level students. (2) The Army Method, which also came out of the University of Michigan and is now used at the Defense Language Institute and was aimed at intensive language learning for military and diplomatic personnel. (3) The Berlitz Method, which is the best known of the commercial adaptations of the A-L method, directed at people traveling overseas.

IV. Transition

In the late 1950's and early 1960's structural linguistics came under attack by Noam Chomsky and others (as did behavioral psychology). Developmental learning theory and the growth of the ESL teaching profession (TESOL) with its humanistic approach to teaching/learning produced many changes in second language teaching practices. Support for these changes was based upon research in a variety of fields.

A. In linguistics, Chomsky stated: (1) Language is innate (a product of a thinking brain and not habit formation). (2) Language is rule governed behavior. (3) "Correctness" is determined by the users of the language and is based on understanding (i.e., meaning cannot be separated from language). (4) All languages have "universals" or similarities (e.g., processes or elements in their basic systems). (5) Surface grammar (what we see, say and hear) is only a manifestation of deep grammar (the meaning, rules, and processes which we use to produce language). (6) Our language competence (our *ability* to use language) is not always accurately reflected in our performance (how we use the language).

B. Cognitive-mentalist psychology (as opposed to the behaviorists) states: (1) Language learning is the result of active brain utilization, not passive response to outside stimulus. (2) Child acquisition of language is reflective of, shows parallels to the developmental stages of his physical growth. (3) All children, whatever their language, go through similar stages and apply similar strategies in language acquisition.

C. In sociology: (1) studies in dialectology, particularly "Black English," brought new insights and emphasis on language variety (*non-standard* as opposed to *substandard*). (2) Bilingual education studies indicated the need for affective modes in education (understanding the emotional needs of children).

D. Pedagogy: (1) prompted by the Supreme Court (Lau vs. Nichols) finally found a legal (if not moral) justification for at least a "transitional" bilingual/bicultural language program for non-English speaking students. (2) Studies in second lan-

guage acquisition showed the use of similar strategies and developmental patterns to those used in first language acquisition. (3) There was a re-emergence of bilingual education with emphasis (as a result of such programs as the Hawaii English Program and Black English studies) on language as an additive process rather than a replacement one. (4) Emphasis on individualization. (5) Growing (but still faint) concern for training, certification, and full-time employment of adult education, ESL, and bilingual teachers.

V. Variations on a Theme

A number of new approaches to second language teaching have come into being as a result, I think, of many teachers feeling that the basic A-L approach (as defined above) is somehow neither as affective or effective as it might be. As research and new thinking have provided new information about language acquisition, language learning, and learning in general, the A-L approach has been modified and often given new names to emphasize the major thrust of the modification (or the name of the author). The best progress has been made thanks to sensitive, thinking, trained teachers whose common sense and experience have provided us with new techniques and approaches. Below are some of the new/old methodologies (and non-methods). They are all basically direct method and audio-lingual in approach (with the exception of Counseling-Learning) and in large part are influenced by the cognitive-affective (humanistic and developmental) psychology and pedagogy of today.

A. Total Physical Response. Sometimes the *Asher* method. Utilizes extended periods of listening and following commands before speaking. Students learn by physically performing actions based first on commands of the teacher and then by commands from other students.

B. Aural Approach. The aural approach of *Winitz and Reed* asks the beginning language student to first listen to the teacher (or tape recorder). The only overt behavior is selecting pictures indicated in each utterance. Speaking occurs after basic grammar and vocabulary are learned. *Joan Morley* also suggests early and extensive listening but utilizes written responses.

C. St. Cloud. Sometimes called the *CREDIF* Method or the Audio-visual method. Students are encouraged to speak by means of situations as presented by film and filmstrips.

D. Suggestopedia. Also called *Suggestology* or the *Lozanov* method. Uses non-verbal elements (tone of voice, music, facial gestures) as major factors of communication. Learning is in a comfortable "living-room" type of situation. Students listen to learn.

E. The Silent Way or *Gattegno* method. The teacher supplies a minimal amount of oral support and information. Student is required to "work it out" for himself. Visual stimulation by rods and charts and later, reading materials. No mechanical drilling of any kind. Emphasis on a "feeling" for the language.

F. **Situational Reinforcement.** Lessons using language (patterns, vocabulary) from situations which are reinforced by the reality of the situation itself. Situation dialogues and realia are used.

G. **Modular Learning (or learning modules).** Units (or modules) of lessons in some general sequence of difficulty of language, revolving around a single topic or theme, and encouraging a variety of patterns and structures in each lesson, re-used and reinforced in succeeding lessons. Emphasis on realistic dialogue and topics of interest to the learner.

H. **Pragmatics.** The suggestion that emphasis in language teaching should be on linguistic forms in situational settings, recognizing that they are inseparable.

I. **Counseling-Learning.** Also called *Community Language Learning*. Student centered approach with the teacher acting as a counselor or mediator at the beginning and gradually becoming a part of the language learning group (community). Language based on what the student wants to say. Translation used in initial stages (student says what he wants to say and the teacher/counselor/mediator shows him how to say it in the target language) until student feels comfortable and capable of initiating or responding by himself.

Note: A number of other terms have been used of late with reference to method, technique or approach to language learning, teaching, or program planning. They are part and parcel of present day language teaching. (1) *Individualization*. An approach to classroom organization which emphasizes individual differences and the need to deal with each student as a separate individual. (2) *Sector Analysis*. A linguistic approach to language that emphasizes the manipulation of various elements in a sentence (connectives, nouns, substitute words, X-words and Wh-words, etc.) and a recognition of the variety of slots. Stress on student being able to identify elements before being asked to use them. (3) *Error Analysis*. Suggests a variety of causes of error (besides language interference) such as poor teaching and poor learning strategies, and language fossilization. (4) *Cognitive approach*. The acceptance that the student is a thinking human being who brings knowledge about language to his learning situation and also brings human experience and an innate learning ability. (5) *Communicative Competence*. A term, much in vogue of late, from a theory of language learning suggested by Dell Hymes. Perhaps similar in importance, in present language learning/teaching pedagogy, and to the same extent that Chomsky's theory of language (linguistics) is. Although the term is used indiscriminately in almost all new materials and in all discussions and evaluations of materials, most writers and speakers seem to be referring to that manifestation of communication which reflects our interest in the child as a human being, Piaget's developmental levels, Currans' whole learner concept, non-verbal communication, and a renewed interest in culture as a component of language learning. Perhaps its current popularity reflects our need for a comfortable cover term for the changes occurring in language teaching/learning practice--one that feels more comfortable than, say, eclectic.

VI. An Eclectic Method?

An eclectic *methodology* (or approach) is one which utilizes the best (most appropriate and/or useful) parts of existing *methods*. There is the danger in eclecticism, of creating a Frankenstein monster rather than a Cinderella. The use of the term "an eclectic method" suggests, in one sense, the need for a single, best, method to follow. It also suggests an inability to *be* eclectic.

As in the "pragmatic" approach of Oller and the "ethnomethodology" which Eskey finds appealing, there is a growing awareness among ESL teachers of the need to be concerned with teaching "appropriate" use of language. If not an eclectic *method*, then, perhaps we can come to terms with some general principles or attitudes, some conclusions that can be drawn from current research and thinking in the field.

A. Language learning must be meaningful, real.

B. Translation is a specialized language skill and is inappropriate for the beginning language learner (and most teachers) to rely on as a method of learning. It is a crutch that, though immediately useful, becomes harder and harder to throw away the longer it is used. As used in Counseling-Learning, it may be a useful tool in establishing an initial basis for comfortable communication.

C. Language learning should be done in the target language.

D. Mimicry, memorization, and pattern practice do not "teach" language. They may sometimes be appropriate techniques for a variety of classroom needs but are in general disfavor because of their mechanical (meaningless) nature, their overuse by teachers, and their tendency to be stilted and boring.

E. Reading aloud (oral reading) while useful during the decoding stage (when students, new to the English alphabet, are learning to associate letters and words with already learned language), does not teach reading. It is not useful as a tool for correcting pronunciation, and in fact, inhibits good reading skills acquisition. It promotes word reading (not useful in reading nor accurate for conversational pronunciation) and does not allow for normal regressions in reading; nor facilitate comprehension.

F. Vocabulary acquisition, the use of a large and varied vocabulary, should come early. Vocabulary should be dealt with in meaningful contexts. Retention is not required of all new items; but continuous, appropriate usage is encouraged. Lists of words promote translation and are another crutch that is hard to get rid of; e.g., multiplication tables, days of the week.

G. Reading and writing should not be delayed but taught as soon as the student is ready. Spelling interference is not felt to be the problem it once was.

H. Although structure is still generally accepted as being most efficiently taught in some organized way, language acquisition (developmental) strategies should be taken into consideration rather than exclusively linguistic ones. Teachers need not insist upon mastery of one pattern before moving on to another, nor the presentation of one item at a time, but should provide ample opportunity for reinforcement and continuous use of all patterns and structures in meaningful real contexts.

I. Most student errors are not caused by language interference (less than 10 percent according to Burt and Dulay and then, mostly in the area of pronunciation.) Learning strategies, incorrectly applied, are the cause of some 67 percent of student error. Attention should be placed on the regularities and the universals of language rather than on differences.

J. The first step in any class/program should be to determine what the student needs (and perhaps, more importantly, wants) to learn.

K. Second language students bring a great deal of experience and knowledge about language to their learning situation. Language learning is facilitated by helping the student relate to his own experience.

L. Communicative competence suggests that appropriateness and utility are crucial variables in language acquisition (and language learning must consider such things as non-verbal communication, kinesics, culture, stress, rhythm, intonation, and vowel reduction).

M. Language learning will not occur unless the student is able, wants to, makes a personal commitment to learn. In whatever way you measure or define motivation, it will be the student's choice and decision that determines his language learning success. The expectation of the teacher and the program, and the support of the "community" will greatly influence that decision.

Note: As Larry Anger suggests, language learning can and should be enjoyable. Darlene Larson likes to quote Benjamin Franklin on education and I think it is an appropriate maxim to conclude with. "Tell me and I forget, teach me and I remember, involve me and I learn."

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JALT NEWSLETTER

Japan Association of Language Teachers

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Information on advertising rates and requirements may be obtained from the editor. Notices of job openings are free of charge and will be inserted according to available space.

For all newsletter business, contact Nancy Nakanishi, Editor, JALT Newsletter, c/o Nagoya International College, 1-7 Miyanishi-cho, Chikusa-ku, Nagoya 464, tel. (052) 731-1581, ext. 293.

books

News Tapes, Vol. I-III, by Wm. B. White, Warwick Press (distributed in Japan by Gogaku Sogo Kenkyu-sho, Ltd., 3-19-25 Minami Azabu, Minato-ku, Tokyo, (03) 442-7726), 1977-1978. Includes cassette tapes.

John Boylan
Toyo University

Teachers looking for innovative classroom material which provides an effective and entertaining way to develop listening comprehension, vocabulary and speaking skills will find this new series to be very useful and, as I've discovered, lots of fun to teach. Each volume (148-page text and accompanying cassette tape) contains 23 realistic "news" stories covering a wide variety of contemporary topics---from strikes, accidents and price increases to law suits, robberies and spies---which mature students find both interesting and practical in learning to read, understand and talk about real news events. Despite this broad scope, however, Volume I material--which is intended for low-intermediate students--still manages to be simple without being simple-minded! The other volumes are graded accordingly, with topics requiring a greater background, such as politics and economics, mainly in Volume III.

Each lesson in the workbook-style text contains "answer sheets" on which students transcribe the recorded news stories outside of class, a correct transcription, vocabulary notes, and various exercises based on the story. Students are intrigued with the unique "sealed lesson set" format which keeps the correct transcription and exercises hidden inside the folded answer sheet until the class has completed the listening and verbal drills. A very thorough series of comprehension questions (including the helpful "Ask somebody..?" forms) provides a good means of checking and reinforcing students' understanding of contents, grammar and vocabulary in lively--and often amusing--drill sessions. Oral summaries, composition assignments, substitution drills and discussion questions are also included to provide extensive practice in other vital areas.

I've used Volumes I and II in a number of my classes so far (unfortunately, I don't have any students yet who can handle Volume III), and have found these books to be very worthwhile and exciting classroom materials which are well received by students. Actually, I've been pleased to discover that even students who habitually neglect any outside preparation seem to have been "hooked" by *News Tapes*.

One drawback is that the series is not really effective on a home-study basis; many of the practice activities lose too much of their value if they are not used in a classroom. A minor reservation has been the fact that some of the comprehension questions in the earlier lessons of Volume I can be more difficult than the stories themselves. This has required me to shift down a bit--usually by changing many of the "Ask somebody..." forms to direct questions--when I present this part of the exercises in very low classes. Another annoying, but surmountable, difficulty is the fact that the series is not widely available

at local bookstores without special orders. Evidently, the relatively low price (for a textbook AND cassette) doesn't allow the margin which bookstores normally get for stocking taped material. I've always ordered direct from the publisher (Gogaku Sogo Kenkyu-sho), although I did recently notice them displayed at Maruzen's Nihonbashi store.

On the whole, however, these three volumes of News Tapes constitutes one of the most imaginative and effective listening comprehension and conversation practice texts that I've seen in a long time. I'd heartily recommend the series to anyone who needs a good core or supplementary text in a university, company or language school class.

[ed note: Mr. Boylan says that professional discounts are given to teachers placing orders directly with Gogaku Sogo Kenkyu-sho.]

海外留学英会話：申込みから帰国まで

KAIGAI RY&AK EIKAIWA: MOSHIKOMI KARA KIKOKU MADE

or

Study English Abroad: Conversation Pieces

Many Japanese youngsters today, usually age 13-35, assume that conversation English can only be mastered by studying abroad. In his first book on studying abroad, the author, Mr. Hiroshi Kuki, has pointed out to the general Japanese reading public that this is not necessarily the case, that the job can be done within Japan in the first half of the book. In the second half, he has shown ways and means for Japanese would-be students of ages 13-35 to study abroad on their own private funds.

Most of these same Japanese students plan on studying English abroad for an average of twelve months anyway. Yet they are unable to picture in their minds their life overseas for a year or so and worry about it unnecessarily.

Part I of the book presents an average Japanese student's life as a student of English as a Second Language in Seattle, Washington, U.S.A., through fifty dialogs in English, their translations, footnotes and further explanations in Japanese. Part II of the book presents all the paperwork involved for the same purpose. This book can therefore be used as a conversation school text for its free conversation sessions as well.

For information about language institutes, colleges, professional schools, graduate schools or vocational schools, as well as au pair jobs and "home stay" opportunities, have your Japanese friends or students contact:

SETAGAYA INSTITUTE FOR STUDY ABROAD (S.I.S.A.)
4-1-9 Daita, Setagaya-ku, Tokyo 155
telephone: (03) 325-6020
10 a.m. to 10 p.m. daily

CORRECTION

In the advertisement for the Setagaya Institute for Study Abroad, on page two of the Spring issue of the Newsletter, Mr. Kuki's name was inadvertently typed as Mr. Kiku. Our apologies for the error.



CALL FOR-PAPERS

JALT and CWAJ will co-sponsor a conference called *Language Teaching in Japan '78*, in Tokyo, on November 18 and 19. This joint program will combine JALT's fourth annual TEFL conference and CWAJ's twentieth annual English Teaching Workshop. The name reflects the fact that several presentations will concern languages other than English, and, more importantly, our belief that the principles and techniques to be discussed are applicable to the teaching of any language.

This year we plan to schedule up to ten presentations during each time period. Most of the presentations will be one hour in length, but longer modules of two or three hours can be scheduled.

We hope to complete the outline of the program by August 31 and to notify the speakers by September 10; therefore, we would like to receive all abstracts by August 10. If you are interested in giving a presentation or demonstration, contact the following person for a presentation abstract form:

David Bycina
Lila House 2F
2-5-28 Kita-Shinjuku
Shinjuku-ku, Tokyo 160
tel. (03) 363-2588 (home)

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

So who says language teachers get a vacation? How can I afford to miss the workshops being offered during the summer season? But I hope if I "fuel up" on ideas now, I may feel more ready for classes in September.

And speaking of ideas, just as this issue of the newsletter was being assembled, I received some materials which are too good not to mention immediately. The magazine is *Modern English Teacher*, and the subtitle on the cover is "a magazine of practical suggestions for teaching English as a Foreign Language." The issue I received (Vol. 5 no. 4) focuses on games and activities. Most of the articles have illustrations which could be adapted for your own use, or suggestions for finding or making your own. In addition to this quarterly magazine, there are special, non-subscription issues, which are printed in book format, but are just as full of good ideas. At present there are two of these special editions, *English for Specific Purposes* and *Visual Aids for Classroom Interaction*.

The publisher, Modern English Publications, Ltd., is a member of the International Language Centres Group of Companies, but the publications are in no way used as a promotional device for the International Language Centres, a group of language schools around the world. Subscriptions to *Modern English Teacher* may be ordered through the Tokyo International Language Centre at the rate of Y1800 per year. The address is Iwanami-Jimbocho, 2-1 Jimbocho, Kanda, Chiyoda-ku, Tokyo 101. I think almost everyone would find enough practical ideas within the covers to feel the investment was worthwhile.

Have a nice summer!

Nancy Nakanishi