# JALT
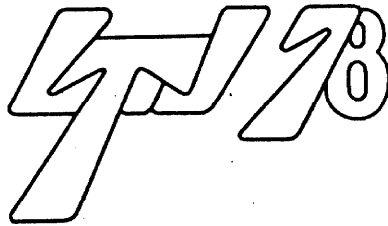
# *newsletter*

LANGUAGE   TEACHING   IN   JAPAN   ‘78

Here is your chance to find out more about:

---English through Drama
---The Silent Way
---Community Language Learning
---Total Physical Response
---Cross-Cultural Communication
---Teaching Children
---Business Writing
-- -Teaching Reading
-- -Developing Listening Comprehension
---Recent Research in TESOL and Psychology

Language Teaching in Japan ‘78, which will be held on
November 18-19 (see the last page for details), will combine
the fourth annual TEFL Conference of JALT and the twentieth
English Teachers' Workshop of the College Women's Association
of Japan (see special section). This year's program features
over 60 speakers and around 70 different presentations.
The two-day meeting will begin with an address by Professor
David Wilkins, Director of the Centre for Applied Language

Studies, University of Reading, England. Dr. Wilkins has been active in developing the new **notional** approacht to teaching English to adult learners, which is popular in England and Europe (see special section on Professor Wilkins).

Rooms have been reserved for out-of-towners at both the Olympics Memorial Youth Center itself and the Hotel Sunroute Tokyo, Shinjuku (see special section on the Olympics Memorial Youth Center).

Olympics Memorial Youth Center (OMYC): Yl,lOO per person, per night, 4 persons to a room, spartan conditions, gates, locked by 10 p.m., no alcoholic beverages permitted

Hotel Sunroute Tokyo (HST) : twin rooms, Y4705 per person, per night, tax and service included, 2 minutes from Shinjuku Station South Exit, and only 2 stops from the conference center on the Odakyu Line.

Leisure Activities: The bar in the Sunroute Hotel is reserved for us on both Friday and Saturday nights; there will also be a SATURDAY NIGHT BUFFET in the Gay '90's room of the Sanno Hotel in Akasaka from 7:00 to 10:00 p.m. The price is only Yl5OO and feast your eyes on this menu!

## MENU

LTIJ '78 Dinner/Social
Sanno Hotel
Saturday, November 18, 1978
7:00-l0:00

Roust **Beef**
**Baked Ham**
**Crisp Spring Rolls**
**Suki yaki Sandwich**
**Tempura Fish**

**Chinese Style Fried Chicken Bits**
**Beef Kabobs**
**Cocktail-size Pizza Pies**
**Bacon-Wrapped Frankfurters**

**Cold Canapes**
**Assorted Relish Tray**
**Assorted Fruit Tray**
**Assorted Cold Meat and Cheese Platter**
**Deviled Stuffed Eggs**
**Cheese Dip and Chips**

**Petite Fours**

**Beverages available at cost**

About 450 participants from all over Japan are expected. Because of space limitations, members of the two sponsoring organization will be given priority in registration.

Don't delay!   Fill out your registration form Now!

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PROFESSOR DAVID WILKINS

Guest Speaker, LTIJ '78

Professor David Wilkins is Director of the Centre for Applied Language Studies, and Senior Lecturer in the Department of Linguistic Science, at the University of Reading. He received a post-graduate Certificate in Education from the University of London, and a Diploma in Applied Linguistics at the University of Edinburgh.   He has taught EFL in the Republic of Guinea and was later a British Council lecturer in English in Libya.

Professor Wilkins' main interests are in the field of general and applied linguistics, and he is well known for his work in the fields of functional-notional syllabuses for language teaching.   His publications include:

*Linguistics and Language Teaching* , Arnold Publishers, 1972 (also published by M.I.T. Press)

*Second Language Learning and Teaching*, Arnold Publishers, 1974

*Notional Syllabuses*   Oxford University Press, 1976

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THE COLLEGE WOMEN'S ASSOCIATION OF JAPAN

The College Women's Association of Japan, which is co-sponsoring this year's conference, is a Tokyo-based organization of more than 500 college-accredited women from a great variety of countries.   In existence for 20 years, CWAJ has a distinguished history of service activities in the educational and cultural fields.   Although it is perhaps best known for its annual print show, most of CWAJ's committees are in fact concerned with some aspect of English education.

In addition to its Japan-wide Summer seminars for junior and senior high school teachers of English, it also provides volunteer teachers' aides to Tokyo high schools on a regular basis.   By way of assisting these volunteers, and the community at large, it has presented each Fall since its foundation Its own one-day workshop on teaching English as a foreign language. It has, moreover, been active in providing financial assistance to promising Japanese students who desire to study abroad and instruction to the wives of Japanese businessmen being transferred overseas.

The "notional" curriculum, in contrast to grammatical/ structural and situational syllabuses, organizes a course according to categories of language use; for example, "inquiry," "command," or "persuasion." It focuses not on drilling or practicing typical situations, but rather on developing communication skills. This method would seem especially relevant to teaching languages in Japan.

The following excerpts are taken from David Wilkins' book, *Notional Syllabuses 1976,* reprinted by permission of Oxford University Press.

## Approaches to Language Syllabus Design

To a considerable extent the different ways of structuring courses reflect different ways of looking at the objectives of language learning and teaching. If a close analysis of objectives has been made, the most obvious pedagogic strategy *to* adopt in planning to meet those objectives is to follow the components of the analysis step-by-step.. Since the learning of a language is most commonly identified with acquiring mastery of its grammatical system, it is not surprising that most courses have a grammatical (or "structural") pedagogic organisation. Of course there is enormous variety in the ways in which language may be presented in grammatically structured teaching materials themselves, but there are also quite other ways of defining the content of language courses. There are courses based on the systematic introduction of vocabulary and others which take language situations as the starting-point. There are those that adopt a functional approach that resembles parts of the notional syllabus that is to be proposed here. The attempt has also been made to give an operational definition to the objectives of language learning and to plan courses accordingly.

While admitting that in practice these approaches are not necessarily mutually exclusive, regarding them from the linguistic point of view, I would wish to argue that they can be grouped into two conceptually distinct types of approach which could be labelled *synthetic* and *analytic*....A synthetic language teaching strategy is one in which the different parts of language are taught separately and step-by-step so that acquisition is a process of gradual accumulation of the parts until the whole structure of the language has been built up...

In analytic approaches there is no attempt at this careful linguistic control of the learning environment. Components of language are not seen as building blocks which have to be progressively accumulated. Much greater variety of linguistic structure is permitted from the beginning and the learner's task is to approximate his own linguistic behaviour more and more closely to the global language. Significant linguistic forms can be isolated from the structurally heterogeneous context in which they occur, so that learning can be focussed on important aspects of the language structure...

Reservations about synthetic approaches: In recent years a number of arguments of varying degrees of importance

and validity have been put forward for questioning the adequacy of a grammatical [synthetic] syllabus. It is not generally denied that what is learned through a grammatical syllabus is of value to the learner. It is rather suggested that this is not the necessary or the most effective way of designing language courses and that, in any case, language learning is not complete when the content of a grammatical syllabus has been mastered...

The contrast between language **is** it is experienced in the classroom and language as it is known to be used in society often makes it difficult for the learner to appreciate the value of what he is learning. The motivation of learners is hard to sustain when success is measured in terms of the proportion of the grammatical system known. Although some learners are able to see that an investment in learning effort now should produce practical benefits in the future, many are looking for a much more immediate return for the effort expended. Their motivation will be less likely to fade if they are continually aware that this is not an unapplied, and from their point of view perhaps unapplicable system, but a genuine means of communication. The argument is the stronger if the learners are already in a situation where they can or need to use the language they are learning. On grounds of motivation, therefore, as well as on linguistics grounds, there are reasons for looking for an alternative to the grammatical syllabus as a strategy for structuring the learner's experience of language.

Situational syllabuses [analytic approaches]: I have suggested that the framework for most foreign language teaching is provided by a grammatical syllabus and that dissatisfaction with this shows itself most readily in concern that the language acquired in this way is not adequate for situational needs. It is hardly surprising, therefore, that the most commonly proposed alternative is to take situational needs as the starting-point and thereby to construct a ***situational syllabus*** to replace the grammatical syllabus. It is the only other kind of syllabus that is at all widely used as a basis for the construction of teaching materials.

The argument for the situational syllabus is fairly straightforward. Although languages are usually described as general systems, language is always used in a' social context and cannot be fully understood without reference to that context . . . We should predict the situations in which the learner is likely to need the language and then teach the language that is necessary to perform linguistically in those situations. It will be a more efficient process because it will include only what is relevant to the learner. It will be more motivating because it is **learner** rather than subject-centred. The distinction between language for learning and language for use will disappear. Units in the syllabus will have situational instead of grammatical labels.

Situational courses do exist. They consist of learning units with labels like 'At the post office', 'Buying a theatre ticket', 'Asking the way' and so on. In all probability they are successful in what they set out to do, but there are reasons for doubting whether they can be taken as a model for the general organization of language teaching . . . A situational

syllabus will be valuable insofar as a learner's need is to be able to handle language situations of this sort. The limited aims of a tourist, a waiter or a telephone switchboard operator might be provided for adequately in this way. However, they would, by definition, be unprepared for anything 'out of the ordinary'. If we were to attempt to use a situational syllabus for any learner whose needs could not be identified in these situational terms, including the general language learner, we would fail to provide him with the means to handle significant language needs. Useful as a situational syllabus may be in certain circumstances, therefore, it does not offer a general solution to problems of syllabus design.

Notional syllabus: The discussion so far has suggested that there are limits to what can be achieved through grammatical and situational syllabuses. The grammatical syllabus seeks to teach language by taking the learner progressively through the forms of the target language. The situational syllabus does so by recreating the situations in which native speakers use the language. While in neither case would it be denied that languages are learned for the purposes of communication, both leave the learner short of adequate communicative capacity. We have now, in effect, dealt with the existing situation in syllabus design and in doing so have provided a context against which the proposals for a notional syllabus, which are the major concern of the present book, can best be understood and judged.

The notional syllabus is in contrast with the other two because it takes the desired communicative capacity as the starting-point. In drawing up a notional syllabus, instead of asking how speakers of the language express themselves or when and where they use the language, we ask what it is they communicate through language. We are then able to organize language teaching in terms of th content rather than the form of the language. For this reason the resulting syllabus is called a `notional    syltabus.` [1]

The advantage of the notional syllabus is that it takes the communicative facts of language into account from the beginning without losing sight of grammatical and situational factors. It is potentially superior to the grammatical syllabus because it will produce a communicative competence and because its evident concern with the use of language will sustain the motivation of the learners. It is superior to the situational syllabus because it can ensure that the most important grammatical forms are included and because it can cover all kinds of language functions, not only those that typically occur in certain situation.

[1] The term *notional* is borrowed from linguistics where grammars based on semantic criteria are commonly called *notional grammars* (cf. *formal grammars* where the criteria used in analysis are *formal*).

# IN MEMORIAM

## Charles A. Curran

In 1953 Dr. Charles A. Curran, a psychologist and a priest, was invited by the University of Louvain in Belgium to be a visiting professor of psychology the following year. He was given the option of lecturing in French or in English. Dr. Curran who had studied under Carl Rogers at Ohio State University, receiving his Ph.D. there in 1944, accepted the invitation and opted to lecture in French. Although he had only a rudimentary knowledge of the language, he felt certain he could become fluent in a year's time. So he bought a grammar book, found a tutor and set to the task.

Within weeks, however, he found himself in a psychological state similar to that of clients he counseled: anxious, fearful, threatened. lie wondered if he could alleviate some of the panic and trauma of learning to speak French by training his tutor in counseling skills and sensitivities. This he did, and by the time he arrived at Louvain for the 1954-55 academic year, he had learned French well enough to lecture in it. Thus began his lifelong research into adult learning, using the study of foreign languages as the vehicle for this inquiry.

Upon his return to the U.S., Dr. Curran became professor of psychology in the graduate school of Loyola University in Chicago . There, for the past 23 years, he and a group of associates and graduate students have been studying foreign languages-- sometimes four at a time--and looking at themselves as learners in the process. From this research has evolved Counseling-Learning and Community Language Learning, an educational model which incorporates concepts of counseling and psychotherapy, resulting in whole person "operationalized learning. " Two of his books which describe the C-L/CLL model are *Counseling-Learning: A Whole Person Model for Education* and *Counseling-Learning in Second Languages.*

Father Curran passed away in July.



[biography written by Irene Dutra and reprinted from the TESOL Convention *Daily,* April 6, 1978]

# Notices

## Chapter Meetings

### Kansai

October 15   "The Noisy Way:   Teaching English with Games," presented by Bernard Susser, Baika Junior College. Place:   Zentei Kaikan. Time:   1:00 - 4:00 p.m.

For further information, contact Tom Robb at (0720) 45-1874.

### Kanto

October 22   Listening Comprehension, presented by Larry Cisar of Athenee Francais.   Place:   Athenee Francais. Time:   1:00 - 5:00 p.m.

For further information, contact David Bycina at (03) 244-4251 or Dave Hough at (044) 855-2111.

### Tokai

October 29   "What Do Your Students Really Think?" A meeting with Japanese students of English about their opinions of teachers, methods, etc.   Place: Nagoya International College (Chikusa Station). Time :   2:00 p.m.

For further information, contact Charles Adamson at (052) 731-1581 ext. 293.

### Chugoku

December 3   Projected:   Business meeting and video tapes of The Silent Way or CLL.

For further information, contact Marie Tsuruda or John Maher at (0822) 28-2266.

## Other Meetings

Language Teaching in Japan '78 (LTIJ '78)

November 18-19, 1978
Tokyo

In case you haven't noticed the rest of the news in the newsletter, LTIJ '78 is the fourth annual JALT convention, this year co-sponsored by CWAJ.   For extra registration blanks, contact David Bycina, Lila House   2F, 2-S-28 Kita-Shinjuku, Shinjuku-ku, Tokyo 160, tel. (03) 363-2588 (home)

# Job Openings

International School of Languages wants a qualified English teacher from March, 1979. Qualifications should be a degree in TESL or Linguistics. The opening is a full-time position for two or more years. Cooperative management and the chance to participate in the development of the curriculum for the English section. Salary is about Y200,000, depending on experience and qualifications, plus a Y20,000-25,000 housing allowance. Contact Ms. Ursula Yoshida-Braeunche, International School of Languages, Z-7-8 Teramachi, Kanazawa 921, tel. (0762) 43-1167.

The Japanese American Conversation Institute (Nichibei Kaiwa Gakuin) is looking for a full-time instructor to teach business English, preferably with an M.A. in Business Administration and/or business experience. The basic salary is Y240,OOO a month (or more, dependent on experience and qualifications) with 24 working hours a week. Those interested should submit a personal history in essay form, two letters of recommendation and their philosophy of teaching to Minoru Saito, Head, General Affairs Section, Nichibei Kaiwa Gakuin, 21 Yotsuya l-chome, Shinjuku-ku, Tokyo 160.

# Chaptereports

## ANOTHER CHAPTER FOR THE BOOK OF JALT

### Aiden Grew

Nineteen seventy-eight has seen two major events in Fukuoka: the great drought and the formation of the Nishi-nippon Chapter--new life in the midst or aridity--ah! the stuff of poets.

Our first meeting was held on June 18 at Mizuki Gakuen in Fukuoka. Stuart Luppescu, a linguist with Time-Life, gave an informative talk on "Language Acquisition in Children." More than 50 people filled the hall and about half became members. The Nishinippon Chapter was born.

July 16 saw trooper Tom Robb at Mizuki Gakuen. His presentation "Games for Instructional Purposes" was enthusiastically received and our membership climbed to 35.

On August 25, Richard Via demonstrated to a large audience that English could be fun and not just a lot of work. The attendence and lively discussion proved that drama has a great potential for growth in the Nishinippon area. Via's workshop showed once again that the Nishinippon Chapter fulfills a definite need.

With more and more people in west Japan becoming aware of our organization, we feel that a sound foundation has been laid. We look forward to a number of stimulating presentations and accelerating growth.

# NOTES ON DR. FANSELOW AT OSAKA

## Patrick Buckheister

As presented at the Osaka Zentei Kaikan on August 13, 1978, Dr. John Fanselow's seminar, "An Analysis of the Teaching Act: What Teachers Do," is indeed a tough act to follow. Working against time, Dr. Fanselow packed a kinetic mini-course on language teaching and learning into five and one half hours.

The ideas were there, the actions were there, the sound effects were there and even Star Wars got into it. Anyone who came to Dr. Fanselow's Seminar expecting to hear a lecture was probably surprised when he asked the group to begin with a word association task. Constantly referring to the audience for input, Dr. Fanselow promoted a discussion of the relationship between free word association and cloze (passages where every nth word has been deleted) in reading. The idea was arrived at early in the seminar that learning a language is in fact a process of making a series of hypotheses, and that, depending on the amount of material s/he receives (a word, or a passage minus every nth word), the student can make certain guesses about the language.

Bearing these ideas in mind, the participants and Dr. Fanselow subsequently did several oral reading tasks, based in part on Michael West's technique of "Read and Look Up" (West, 1960). As opposed to regular oral reading (word/letter perfect), this type of reading would push the reader toward guessing or making predictions about the chunks s/he says as s/he looks away from the print. A particular point arrived at here was that print can be a prop, a stimulus about which the student can say something, just as a picture or song might serve (perhaps more obviously) in the same way.

Next, the seminar participants were given a variety of objects by Dr. Fanselow and told to form small groups and write some language learning exercises based on the objects. In the discussion that followed, certain groups were exactly sure what objects they had been given and other groups were not so sure. At this point Dr. Fanselow, taking one of the objects (a white plastic thing that looked like half of an egg), put it to his ear and turned it into a two-way radio. Seconds later he picked up what had been clearly identified as a flashlight and menaced the participants with it as a laser saber. "Star Wars! Whooooom! " he shouted.

After those of the participants who had entirely or to some degree jumped out of their seats returned to them, the ground seemed broken affectively as well as intellectually for Dr. Fanselow's commentary on realia and "visual aids." Stating at the outset that he did not like the particular term "visual aids ," he solicited a wide variety of comments

from the participants until it became increasingly clear to all that the way many teachers use visual aids is usually not the way we would talk about the same objects in real life. Dr. Fanselow proceeded by stating that he thinks of all objects as rods (cuisenaire). Hence, any object can be what it is, or what it is not (i.e. anything) as a means of putting the student closer to living out the language of the moment. Most teachers and students alike would probably view a prop which is not exactly what the situation calls for as somehow deficient. Yet upon the use of such a prop, it is just such a "**deficiency**" that *decreases* the limitations on the student, who, involved in the drama of his own actions, can give the prop whatever attributes s/he needs to. (How many countless people have seen a child given a big toy as a present, and only a short time later witnessed the same child enthusiastically playing on or inside the box the toy came in?) If the student becomes involved with what he is doing, a drama



of use is created which far surpasses the functional **fix**-idity with which we so often view "lifeless objects" or "**visual** aids. " The focal point developed by Dr. Fanselow here, again considering viewpoints of many of the participants, was that language must be "meshed" with experience if the language of the classroom is ever to become the language of life.

The next segment of the seminar was a discussion of how the participants would have handled learner errors in spoken-English (e-g. "I speak English language .")    Classifying and logging types of error treatment on the blackboard as they were brought up' and examined, D r Fanselow created a list which looked approximately like this :

    l. -ing it (not correcting the error)

    2. Giving information: A. Locate
                              Label
                **B.** Right or wrong (no judgement)

    3. Judgement:   Right or wrong (good or bad)

    4. Giving the answer

    5. Repeating:   same or corrected

    6. Generalization (extended information)

An assessment of feedback between the teacher and student was made for the types of treatment on the above list and a summary of the points discussed within this period of time is:

   - -One-ing it (going on), implies that, rather than dealing with the error (regardless of how), the teacher is deciding not to deal with it.

---Using rods or fingers to help the student locate his error (as per Silent Way) or saying a one-word cue such as "past" *or* "verb" are examples of Number 2 in the list. This is per- haps the least fre- quent type of correc- tion in second lan- guage classrooms.



---Dealing with an error in terms of 'Correc- t ion" implies Number 3, "Judgement," involving not only the quality of the answer (good or bad) but the quality of the student. Gestures, the face, the tone of voice, repetition with rising intonation, with rising eyebrows, or with a rising body are the fre- quent means by which teachers indicate judgement of an answer and, by implication, judgement of the stu- dent. Also, "Correction" implies a solution to an error, whereas words like "treat," "deal with," "handle," etc., are more truthful since the error may well occur again.

---If the student is given the answer, it does not fol- low that s/he necessarily comparies it with what s/he has done. Also there is reason to doubt that invariably any person who is working on a problem would like to be given the answer (e.g. person working a crossword puzzle).

Repeating what the student has said or what s/he should have said, though being the compulsive manner in which many adults deal with children in their na- tive language, may be more a source of confusion to the language learner than anything else. When the stu- dent says "I speak English language" (final falling intonation) and the teacher responds with "I speak English language" or "I speak the English language" (either with final falling intonation) what does the student think? S/he may think s/he is right, or s/he may think s/he is wrong (without knowing where), or s/he may think the teacher wants repetition of the utterance, or s/he may think the teacher is replying to the student's first utterance, etc. Students need contrasts to learn, so repeating a mistake unaltered does nothing, nor does repeating the sentence cor- rected, if the student does not discriminate between his error and what is correct.

---If the teacher can set up a puzzle or a task from which the student can derive appropriate answers or distinguish appropriate from inappropriate forms, then the feedback between the teacher and the student

will be less paralinguistic and the criteria for the language learning at hand cannot help but become clearer.

The final segment of the seminar was an extension of the previous discussion, wherein Dr. Fanselow gave the participants more opportunities to make hypotheses about treatment of errors in spoken English. As he delineated certain criteria the participants tried to create learning tasks to satisfy them. The following is an approximation of what Dr. Fanselow logged on the board in regard to this period.

| | | |
|---|---|---|
| 1. | Teacher says "I speak English language" or "I speak the English language" | Student says "same" or "different" |
| 2. | Teacher says one correct form or one incorrect form | Student comments "correct" or "incorrect" |
| 3. | Teachers says word "correct" or "incorrect" | Student gives corresponding form |
| 4. | Teacher says word "correct" or "incorrect" | Student gives contrasting form |

At the time of the discussion, the full rationale for the arrival at this set of techniques as the final point of the seminar was obscure. However, reading a review of a book by Frank Smith, whom Dr. Fanselow often refers to, revealed not only the importance of these techniques but clarification of previous events of the day.

"Asking a child to say what sound is common to' 'men, make, money, maybe , is a request to perform an amazingly complex task. You and I can do it immediately and easily, so it's hard to see the difficulty of it. .We are able to comprehend it because our 'theory of the world' as Smith calls it includes a category 1'11 call phonemes, and the possession of that category allows us to ask ourselves 'Which phonemes match the three in make?' and consequently we ignore all the others. It is our theory of the world that enables us to ask cognitive questions and that determines which question we ask. " (Rigg, 1976)



If the student cannot understand what task he is doing he is liable to regard the elements of the task as "noise" and disregard the task. This seems to be in part what Dr. Fanselow.
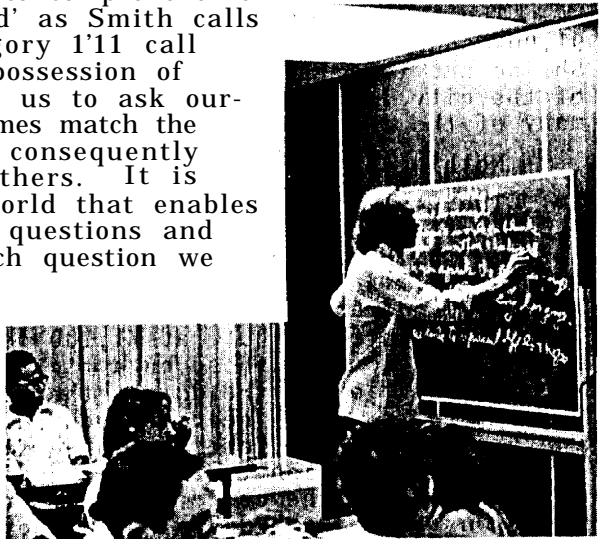
was getting at during the final period of the seminar: pro-
viding the student with contrasts that let him develop the
power not only to correct himself but to know the difference
between what he has done in error and what he should do.

The four tasks which were discussed at the end of this
seminar were, in fact, more examples of the type of learning
which the participants had disucssed throughout the day--
materials and situations for completion by the student based
on what the student has at his command, with the teacher work-
ing in a nonjudgemental, technical capacity;

References

Rigg, Pat, *Review of Comprehension and Learning: A Conceptual
Framework for Teachers* (Holt, Rinehart & Winston), in *TESOL
Quarterly* 10: 445-449, December, 1976.

West, Michael, *Learning to Read a Foreign Language,* cited in
C. B, Paulston and M. N. Bruder, *Teaching English as a Second
Language : Techniques and Procedures,* page 159, Winthrop Pub-
lishers, 1976.

## THE OLYMPICS MEMORIAL YOUTH CENTER

The Olympics Memorial Youth Center, the site of Language
Teaching in Japan '78, was founded in 1965 and opened the fol-
lowing year in commemoration of the first Olympic games held
in the Orient. *To* handle the 500,000 young people who every
year use the facilities, the buildings of the original Olympic
Village were expanded and refurbished. Financed by the Japa-
nese government and under the jurisdiction of the Ministry of
Education, the Center is also available for use by nonprofit,
educationally oriented groups like ours.

The grounds of the Center, which extend over approximately
91,000 square meters, are adjacent *to* the Inner Garden of Meiji
Shrine and Yoyogi Park. Yet this placid refuge from the noise
of the city is only two stops from bustling Shinjuku, where
many of the conference participants will be staying.

Nothing, of course, is perfect...

The Center's dormitories, which can accommodate up to
2,500 persons, are spartan in the extreme and sleep four to
a room. With regard for the weaknesses of youth, the dorms
are sexually segregated and "dry" (no alcoholic beverages al-
lowed). And, as if that were not enough, there is also an
11:00 p.m. curfew. But, at 1,100 per night, they are cheap--
a consideration for those on a tight budget.

In addition to the dorms, the Center has a variety of
"study" rooms, which seat between 50 and 100 people. For the
conference, we have reserved three floors of the central Tower
Building in addition to the main auditorium. All of the for-
mal meetings of the conference will take place in these two
locations, The Saturday night dinner and social will be held
in the more relaxed atmosphere of the Sanno Hotel.

# ENGLISH THROUGH DRAMA

### David Bycina

Richard Via, Research Associate at Hawaii's East-West Center, began his two-day drama workshop with a quote from a favorite text, *The Velveteen Rabbit:*

"What is real?" asked the rabbit one day.

"Real isn't how you are made," said the skin horse. "It's a thing that happens to you. When a child loves you for a long time, not just to play with, but really loves you, then you become real."

"Does it hurt?" asked the rabbit.

"Sometimes," said the skin horse, for he was always truthful. "When you are real, you don't mind being hurt ."

"Does it happen all at once like being wound up? Or bit by bit?"

"It doesn't happen all at once. You become. It takes a long time. That's why it doesn't happen to people who break easily or have sharp edges, or have to be carefully kept. Generally, by the time you are real, most of your hair has been loved off, and your eyes drop out. And you get loose at the joints. But these things don't matter at all. Because once you are real, you can't be ugly. Except to those who don't understand."

Dick Via is far from ugly. At 55, he may be a trifle loose in the joints (and most of his hair has been loved off), but his eyes still sparkle with warmth and affection for those he meets. Dick Via is very real; a gentle, compassionate, and genuine human being.

Via, a veteran of over 20 years of theatrical experience, was quick to admit that there is no "drama method." Furthermore, using drama is not the only way to teach English, but it is (forgive the pun) a viable alternative, or supplement, to many current means of instruction. And it has its advantages. It prepares the student to be looked at and listened to ; it develops independent thinking; it stimulates the imagination; it gives the-student insight into himself and a foreign culture; it eliminates a threatening atmosphere; and it's fun.

As with the Silent Way and CLL, using drama ironically but inevitably removes the teacher from stage center. Via is fond of pointing out that the teacher is not in the classroom to have his ego bolstered but to be of assistance to his students. He is there as a facilitator to involve his students in the language and to let them learn through their own experience. The best way to learn, said Via, is to do. To confirm his point, he cited Ben Franklin's charming and apt remark:

"Tell me and I forget; teach me and I remember; involve me and I learn. "

If education at its best is concerned with the individual, then, suggested Via, drama is concerned with the individuality of the individual, that is with the development and expression of the self.

Contrary to what one might expect, Via rejected the notion that actors must become the characters they play. He insisted that they always remain themselves but call on various aspects of their own experience and their own feelings to inject into their roles. Acting is not pretending; it is being and doing. It requires full involvement and honest, moment-to-moment responses; not cliched mannerisms, but what you might actually and intuitively do.

So, too, when using drama in the classroom, students must be encouraged to bring their experiences and their emotions to the situations as required *or* as appropriate.

Drama, above all, does not mean mere memorization and recitation. It does not necessarily require a play or even a written script. In Via's definition, drama's scope is broad indeed. It involves, ultimately, the production of "real" communication and all the techniques that serve to promote it.

During the workshop, Via gently guided his 35 teacher-students through many of the exercises he employs in his own classroom. After a few folksy remarks about himself and a raucus self-introduction free-for-all, Via introduced a variety of relaxation, voice, and movement exercises, ranging from simple deep breathing to simulated silent movies. The exercises were often silly, sometimes, stupid, always fun. And most importantly, they did break down initial embarrassment and self-consciousness and created, in a remarkably short time, a very congenial group spirit. The morning exercises reflected Via's notions about the primacy of real, personal encounters and the need to create a comfortable, supportive atmosphere in which the individual feels free to express himself. Via explained that even the voice exercises are not to train a person's breathing (such reflexes are already fixed), but rather to promote relaxation and confidence.

The afternoon was given over to "talk-and-listen" and its extensions. "Talk-and-listen" is Via's modification of a rehearsal technique that aims at developing listening and communication rather than rote memorization. The classical form is as follows: each of two students receives a card with only his half of a short dialog on it. Student A reads his lines to himself, looks up at Student B, and produces the line as best he can. B just listens, but that in itself is a skill that must be trained. As Via reminded us, conversation, like acting, is 50% listening. Having heard and comprehended A's line, B then reads his own silently, looks up, and tries to produce it. The first few efforts are often crude and broken, but gradually the sentences begin to take shape as real communication.

To complicate things and test for listening comprehension, cards can be devised with two alternate dialogs. The choice of one of the first lines by Student A determines the proper sequence. If B "reads an incongruent response, he hasn't understood what has been said, or hasn't been listening. The technique takes some practice but certainly does focus on the students' attention.

Variants of "talk-and-listen" can be used with more advanced students as was illustrated with a scene from Our Town. In one exercise the students were told to "recap" their partner's lines before producing their own. This exaggeration of natural conversational redundancy again promotes both listening and production skills. In a second exercise, the students were instructed to make a list of as many key words from the passage as they could remember, They- then had to reproduce the dialog as accurately as possible using the words they had compiled.

Moving further away from written texts on the second day Via concentrated on improvisational techniques. He began with a group exercise that placed six students in an imaginary elevator, which, of course, stops. The group activity provides security for shyer class members. Chances for individual improvisation can be created by inter viewing students, who may be themselves or famous people. To add verisimilitude, a book may become a TV camera, a pencil, a microphone.

A more complex improvisation set two or more students into a conflict situation. Each received a card describing his character, necessary details of time and place, an objective contrary to that of his partner, and hints for a dialog. Participants, given a chance to write some situations, came up with some really humorous and imaginative ones.

Although usually only two students got a chance to act out the situation at a time, the others were not totally passive. Via pointed out that while waiting for their turn, students exercise their imaginations in planning their own strategies. For variety and to involve others more, two students can be instructed to mime the situation, while two others provide the voices.

During the afternoon session, Via talked about the use of "strip stories" and writing original skits. "Strip stories" are made by typing a narrative line by line on a sheet of paper, skipping several spaces between each line. This text is then cut into strips, each strip containing one sentence. The strips are mixed up and distributed to the students, who must memorize their lines and then, with everyone's cooperation, sort out the proper sequence of the story. This exercise requires a narrative with a fairly strong story line and is best suited for a group of about ten.

To give practice in skit writing, Via assigned initial lines to pairs of students, who were then instructed to complete a dialog. He reassured us that anyone can write a skit. Just take a line and start, keeping in mind what you would actually say and do in the given situation.

More ambitious teachers might even want to try their hand at short plays. One of Via's graduate students came up with a clever idea for parallel dialogs, in which four people play the "principals" and another four the characters' subconscious minds. The "minds" speak after the characters and reveal what they are truly thinking in the situation in which they find themselves.

In closing, Via had a few words of advice for those who would like to try a formal play with their classes. First, he suggested, choose a modern play with contemporary language and preferably one with some cultural content. Keep it simple; you don't need a lot of fancy sets, elaborate props,t and expensive costumes. Discuss the play with the students and rehearse it, changing roles. This will get the participants interested in the play as a whole, rather than in their particular parts. Lastly, assign final roles and do the play before you are quite ready in order to keep the performance fresh, spontaneous, and "real ."

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## AN INTERVIEW WITH RICHARD VIA

[excerpts from an interview with Richard Via in Nagoya on August 20, 19781

*I was just reading this article about you.*

Via: When I was doing that [points to article] I probably was still involved with putting on plays and looking at the use of performance and of actually putting on a play, whereas now most of my work is aimed at classroom situations and not putting on a play necessarily. I still think if we can give a performance in English it's very very useful. I think you'll find that students will grow tremendously in language, plus personal development. But most students and teachers don't have time so they've got to give up their free time. So most of my work now is aimed at using drama techniques within the classroom.

*Maybe that is one big reason why drama, because of people's preconception of it as taking time, loses out as a classroom alternative.. .*

Via : Well, change the meaning of drama,..of what drama is. We do not mean just any play with a script. It involves much much more.. . Even the plays in my book, which run from ten to fifteen minutes to perform, if you consider working on a fifteen-minute play, could easily take two hours for the first several rehearsals with beginning students. Therefore, it's completely impractical, so I've gone from the three-act play to these little fifteen-

minute plays, which I thought would work, but then in trying to work them out I realized they were too long also so...  I've got three books I want to work on, all at the same time.  One is a very short series of short playlets or skits that could be easily done if worked on for fifteen or twenty minutes, to get through it once.

So *these could be "polished" in a couple* of **periods?**

Via:   Yes, you could have the whole class working on different ones.

*Speaking along these* **lines reminds me of** Skits in English.

Via :   Yes, *Skits in English* by Mary Elizabeth Hines [Regents] which is probably the best book that I know--that length is about right.  I might do some a little longer.   She tackled a fantastic problem!   She wanted to make the skits structured, so that it seems that every other line or so points out the structure.   And language teachers will buy this because they like the idea of structure. However, *y*ou get unnatural language very often, or un- natural situations.   So, actually, the one that she has about the future is the best one in the book, as far as I'm concerned.   The language comes out to be fairly normal.. .but some of the others...it's wierd.

*What do you think about doing* **dramatic readings as opposed to** *performing plays from memory?*

Via:   Well, "Talk and Listen" is probably the most important contribution that I have made or will make as far as the classroom teacher is going to be concerned. I'm almost sure that when I talk about "Talk and Listen" people will utilize that and they will use 80 percent of the technique.
         Possibly, if I were *to* say what is the most impor- tant thing about drama, then I would say the self-- getting people to add themselves to the language.   This is something that we kind of ignore.  We have modeled so much for our **students**-- "This **is** the way it is **said"** and this is the way the teacher says it.   In a *real* situation, how is it said?   Only each individual can say that.
         A lot of people, because of a lot of my writings and interpretations that other people have given to what I have been doing, have the feeling that I'm against *any* modeling or pronunciation drill or any kind of thing like that.   So some people are saying "O.k., if you just keep acting, it will all come **out.**"   Well, of course, that's nonsense.   I do not model the lines of a play or dialog for the students, but pronunciation--they cer- tainly have got to have help.
         We can model all around the exact thing in plays but we've got to make students aware that "This is the way *I* do **it,**   and that their security will come when they find out how *they* do it--how *they* feel.

# MEMORY AND SECOND LANGUAGE LEARNING:   A POINT OF VIEW

### Patrick   Buckheister

How teachers and students look upon "memory" and the various aspects of it bears considerable influence on second language learning situations:

--A teacher walks into the staff planning room after his applied conversation class and says, "X is such a terrific student.  He remembers everything. I can't put anything past him.   I even ask him questions we used six or eight weeks ago, but he's right there with the answers--bang, bang, bang!   I just wish the other students were the same kind of go-getters he is.. ."

--A hot afternoon and sixteen students are sitting in their English conversation class.   The teacher reads a line of Dialog A, page 32, and half of the students repeat after him.   He reads the next line and the other half of the students repeat.   After doing the entire dialog this way twice, the teacher divides the students into pairs and encourages them to look at each other instead of the book, each taking one part in the same dialog.   After a time it seems that most of the students have memorized the dialog; they are working with their books face down.   At this point the teacher decides to provide the students and himself with a brief respite by explaining a line or two of the dialog and relating a short, somewhat related anecdote.   Near the end of the period, the teacher asks the students to "remember the words and phrase" on the opposite page for the upcoming mid-term test.

Judging from the ordinariness of the above two examples, (admittedly sketchy), it would scarcely take much effort for most second language practitioners to develop an extensive list of similar situations, whether first-hand experience, second-hand or merely probable.   The instances in which the memory, or processes related to it, i.e. memorizing and remembering, are variously linked with the second language learning experience seem inevitable.

What, then, is memory as it relates to second language learning?   Do we view it as a place for the learner to "put" new lexical, phonetic, and grammatical information until he is ready to use it?   Do we see memory as a process which helps the learner utter lines two and three of a dialog upon hearing line one?   At various places and times, second language teachers have made direct as well as indirect demands upon students to perform'tasks inextricably involved with what is spoken of as "memory.   If we consider briefly the hours that an average student spends with lists of words, pages of rules, and so on, it would seem that we should be able to explicitly account for the workings of this thing or process which warrant demands for its use.

Nevertheless, it seems we are not able to do this. True, there have been numerous experiments concerning habit formation, experiements concerning proposed simultaneous firings of neurons, experiments concerning mental storage, etc. Accordingly, the terminology abounds: attending, acquiring, encoding, retaining, conditioning, repeating, recalling, rehearsing, recognizing, re-constructing, retrieving--the words and theories contradict, support, overlap, and repel each other, and where is the teacher in the second language classroom?

Probably a good number of us give a back seat to justifi-cation of memory demands in comparison with the other exigen-cies at hand. Such a basic issue may be sidestepped as we say to ourselves, "If I can just make this class concentrate, some-how I'm sure I can get them to memorize everything. If they don't pay attention to this and memorize it now, they're going to have trouble later.. ." Nevertheless, the feeling persists that requiring or requesting someone to remember or memorize something is as questionable,. or even as capricious a demand as telling someone "don't fall down." If one falls, he falls, and neither the demand nor the strictest intentions of compli-ance lessen the fact that no normal human would TRY to fall down. In effect, something which is usually taken for granted has been turned into an obligation.

One possible basis for such common memory demands as those occurring in the second language classroom probably centers around what Earl Stevick calls a "Questionable Assumption," that "what you pay attention to you will remember. In other words, attention and memory are parts of a single whole." (Stevick, p. 6) He goes on to illustrate that this is a mis-conception by citing instances of patients who have had a cer-tain type of brain surgery. These people can "remember the words and language skills that they had before the operation," yet cannot remember new information no matter how much atten-tion they pay to it. He concludes his argument as follows: "'What these patients have been made surgically unable to do, our students often fail to do. Awareness, even for a sustained period of time, does not necessarily lead to memory." (Stevick, p. 7)

So, what if for a moment we agreed that there was little direct control to be had over students' memories, in terms of "getting them to remember ," the myriad of things which we here-tofore have been trying to "get them to remember." What if we decided to stop asking students to "know page 30 by heart," "memorize the parts of the body," or "remember this rule"? Would we end up back at zero, surrounded by stacks of psycho-linguistic research, searching feverishly for a substitute route to the entity we need but cannot identify? What would we utilize and how?

At this point let us consider the following classroom technique. In an applied conversation class, the teacher asks the students to form groups of three or four people. He then requests them to close their eyes, and says:

"You are sitting in a big, soft chair. There is a television in front of you. Can you see the tele-vision? There is a stereo close to the wall. Can you see the stereo? Can you see the records by the stereo? Next to your chair, there is a small table.

Look at the table.   On the table there are some
cookies, a bottle of cola, paper, and a pen.   Can
you see everything on the table? There is a clock
on the television.   It is 8:00.   You have free time
now.   Open your eyes. [Pause. ]   What will you do
until you go to sleep?   [Pause.]   Discuss this with
your partners ."
As he asks the question "What will you do until you go to
sleep?" the teacher may write this on the board.

I have used this technique on several occasions, with a
wide variety of purposes in mind.   The students involved were
young Japanese high school graduates enrolled in a commercial
English school in classes ranging from 25 to 30 people. On
each occasion the group discussions lasted at least 15 minutes.

It is possible that the above example could be interpreted
as just another, perhaps more elaborate than usual, memory de-
mand made by the teacher.   This could not be farther from the
truth.   The teacher at no time implies nor need imply that the
task involves memory in any way.   There is nothing to keep the
students from looking upon the activity as finishing a story
in which they have been made a character.

A second type of misunderstanding could arise if a teacher
assumed that, regardless of definitions, this technique could
prove to be a very subtle way of force-feeding every word,
structure, and point of the class into the students in the be-
lief that the "picture" conjured up by each student was, in
fact, a "memory."   The point missed here is that the conjured
picture, scene, or whatever one calls it, is no more a memory
than a phone number scribbled on a note pad.   What profit could
there be in memorizing the exact size of the pad, the color of
the ink used, and the size and shape of each individual number?
Would there be any point at all in such an investment of energy
if one did all this and yet failed to make any connection be-
tween the number and the person whose number it was?

The technique above is intended to distinguish between
making a memory demand and giving the learner the opportunity
to use the resources he has at hand, of which memory is a part.
In contrast with memory demands, which typically evolve from a
set of items that the students does not "know," this technique
starts with things which he/she is acquainted with (to some de-
gree) .   Such a simple activity as asking the student to visual-
ize something with which he/she has some familiarity, as has
been done with children (Miller, 1972), puts him/her in a posi-
tion to use his/her knowledge of the language to bring such a
scene to life.   It follows that the parameters of the task will
not exceed the student, but the student may exceed the parame-
ters of the task.

Upon reading this, it is expected that certain practitioners
might evaluate this technique as "not comprehensive" on the very
grounds that it does not afford inclusion of every item in a
lesson.   Yet, the purpose of explaining this technique has not
been to bring about any conversion to it in particular.   The
concern here is much more with the light which such a technique
throws on the relationship between memory and second language
learning.

In order to avoid confusion about the importance of the
technique under discussion, I would like to relate a recent

classroom incident which may help to illuminate the point of view I am trying to get across. My applied conversation class had spent a few days on several pages concerned with the rooms of the house and what is in them. The day that we reached the final page there were some simple fill-in-the-blank sentences, which **I** decided to use as a recap of "the house." The students listened while I said, "We park our car in the...<u>garage.</u>" However, I was hardly surprised to see the attention of certain people fade on contact with my first utterance. For some reason (chance, desperation, my nature?), I said the next sentence and deliberately filled in the blank with a nearly impossible item for the situation: "We eat dinner in the.. .bathroom." Several students laughed, and a few said, "No!" I said the same sentence and filled it in with another ridiculous item. More people said, "No," more people laughed, and some of the people who had dropped out seemed to be trying to find out what was going on. I continued in this fashion, feeling like I had a roll going, and devoured with curiosity about how to keep it going. For each sentence I gave several impossible combinations and received enthusiastic choruses of "No! " Finally I filled the blank appropriately, received a loud "'Yes!" and went on to the next sentence. Running out of sentences from the text, I began making my own ("When you eat dinner, you wipe your mouth on the.. curtain!) and found that students seemed to be flipping through the pages of the book to find the room I was in (my book was open on my desk and visible). It also seemed that the longer I "stayed in a room," the more students' faces came up from the books. As soon as I changed to another room, the heads seemed to be going up and down, watching me, scanning the pictures of the rooms and the word lists. At this point I decided to see if I could involve them even more by switching from sentences to short vignettes (again with a ridiculous last word or phrase), in which each student was made a character, as follows:

> You go into the kitchen and you want to make a cake.
> You will use cold milk in the cake,
>> so you open the.. OVEN...
>> . ..so you open the . ..TOASTER...
>> . . so you open the...REFRIGERATOR.

> Some people shave and some people put on makeup.
> When you shave or put on makeup,
>> you go into the bathroom and look into the...TOWEL...
>> you go into the bathroom and look into the...BATHTUB...
>> you go into the bathroom and look into the...FAUCET...
>> you go into the bathroom and look into the...MIRROR.

We continued like this for the remainder of the period.

While feeling quite satisfied that something quite worthwhile had happened during this particular incident, I was not able to come to any understanding of just what had transpired for a day or two. The first thing that eventually struck me was that, although the incident and the technique explained earlier in this paper are ostensibly quite different, the incident eventually evolved to the same kind of activity as the technique previously described: evoking. Wondering if "evoking" was the word I really wanted in this case, I consulted the *Merriam Webster Pocket Dictionary of Synonyms* and found:

*Evoke* implies a strong stimulus that arouses an emotion or interest or recalls an image or memory from the past.

If we call this type of activity a memory process, do we know what we are talking about? Is a process which starts with the memory the same as a process which may be in touch with the memory? The students were not told not to use their books during the incident. They were given no demand to remember; they were given a task of distinguishing things in a situation wherein each of them had something of a personal stake. At the same time that they were not deprived of the book, they did not seem entirely dependent on it; each person seemed uniquely responsible for his comment.

It must be said that the previously discussed "evoking" activities do at some point involve the memory, but more, they must inevitably involve the student with a wider kind of **self**-investment not previously held, related to memory. Previously, the memory has been compartmentalized and often identified as having this or that capability. At the same time, it has been divorced from the persons in learning. It is time we should turn toward the concept of the memory as a not always easily contacted but inseparable aspect of the person we want to get in touch with in each student.

"I think we will eventually conclude that the mind remembers what the mind does, not what the world does. That is, experience is the mind at work, not the active world impinging on a passive organism-- and experience is what will be remembered."

<div align="right">--James J. Jenkins</div>

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# TESOL BIBLIOGRAPHY: AN INTRODUCTION

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The last few years have seen a profusion of publications on English language teaching, both ESL and EFL, including textbooks and other teaching materials as well as books and articles on teaching theory and methods. The present article is intended as a preliminary guide to bibliographies of such materials which will help to facilitate their discovery and use by teachers of English in Japan.

I. General Bibliography (excluding textbooks and teaching materials)

*A Language-Teaching Bibliography* (compiled and edited by The Centre for Information on Language Teaching and The English-Teaching Information Centre of the British Council, Cambridge University Press, London, second edition, 1972)

> Gives a brief description of 838 books in the general field of language teaching, including works on linguistics; specific areas of language teaching such as methodology and testing; and a list of books pertaining specifically to the teaching of English (and other languages).

*An Annotated Bibliography of Modern Language Teaching: Books and Articles 1946-1967* (compiled by Janet 0. Robinson, Oxford University Press, London, 1969)

> Contains articles as well as books but is now more than ten years out of date.

*Language Teaching & Linguistics: Abstracts* (a quarterly publication from Cambridge University Press)

> This journal , to quote the editors, "provides objective summaries in English of selected articles taken from nearly 400 journals. These cover relevant work in psychology, linguistics, language studies, teaching methodology and technology, and experimental teaching. ' There is a separate section for ESL. This journal is extremely handy for finding out what kind of research on English teaching is being conducted throughout the world.

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

> Contains (pp. 378-90) a fairly up-to-date **bi.bliography** of books on TESOL.

II. ERIC/CLI,

Readers of the fine print at the back of the *SOL Quarterly* will be familiar with the publications of ERIC (Educational

Resources Information Center) CLL (Clearinghouse on Languages and Linguistics), located at the Center for Applied Linguistics (1611 North Kent Street, Arlington, Virginia 22209, U.S.A.). This is a government-funded service which makes available to the public materials that were originally prepared for a limited audience or purpose. Among their many publications are several bibliographies, some of which are discussed below. ERlC/CLL also provides an article reprint service (via University Microfilms) and a search service, all of which are described in detail on pp. **113**ff of the *TESOL Quarterly* (Vol. 12 No. 1, March, 1978).

III.  Two Important Bibliographies of Textbooks and Teaching Materials

*Catalog of Selected Materials for English as a Foreign Language* (Information Center Service United States Information Agency, Washington D.C.. U.S.A.) [Possibly an annual publication; I have No. 13, dated 1976; c. 165 pp.]

> This is a mimeographed list apparently produced for Americans teaching English overseas in the Peace Corps or other official programs.  It is not for sale, nor is it distributed free of charge, but it is possible to see and xerox a copy at your local American Center (they may have to get it from Tokyo). It contains an extensive list (94 items) of "**Classroom** Materials," including basic courses, supplementary texts (for conversation, composition, etc.), readers, specialized field texts (business, science, technical, etc.), tests, and "Non-EFL Texts;" in the back there is a list of about 50 titles on language and linguistics and reference books.  There is a title and an author index and a list of publishers with addresses. All materials listed are American.  The entries in the "Classroom Materials" section are excellent, giving title, author, publisher, date, a brief categorization (e.g., "semi-self-instructional language-laboratory course"), indication of the level (elementary through adult) , a paragraph describing the material in detail, and then a list of supplementary materials (if any), such as tapes, workbooks, teacher's manuals, *etc.*

*An Annotated Bibliography of Adult ESL Instructional Materials* [ "developed" by Joanna **Sculley** Escobar and John Daugherty, Illinois ESL/ABE Service Center (500 South Dwyer Avenue, Arlington Heights, Illinois 60005, U.S.A.), 1976, 161 pp., plus a separate "Locator-Index" (1977)].

> An evaluation of about 250 ESL tests and series in the following categories:  basic texts, composition, spelling, conversation, pronunciation, grammar/structure, life-coping skills, reading, listening, vocational/ career English, idioms, citizenship, Americanization, specific language background (only two items for Japanese background), multimedia, reference, vocabulary, gaming/simulation, literacy, and science.  Each entry

gives the series name, title and subtitle, author, date, price, publisher, format (binding, etc.) and number of pages. The "Locator-Index" is a title index ; there is also a list of publishers/distributors with addresses. The important feature of this bibliography is that each item listed is "systematically and consistently evaluated" in terms of twelve categories, as follows: target population (urban, rural, housewife, professional, tourist, etc.); target language background (non-specific or for speakers of Japanese, Spanish, etc.); student educational level presumed ("no previous schooling" to "coliege/university") ; teaching approach ("audiolingual ," "situational reinforcement ," "direct ," "bilingual ," "grammar-translation," "cognitive," "eclectic," or other); pacing (basal, review-rapid progression, practice/ remedial); illustrations (from "constant use" to none) : approximate reading level of materials (from illiterate through college) ; language areas (listening, speaking, reading, writing, grammar, drills; exercises, supplementary activities, games/role playing, pronunciation, conversation/dialogues, cultures, vocabulary); evaluation (i.e., the kind of testing in the book, as placement, achievement, progress, etc.); answers (in student text, in teacher? manual, programmed, etc.); life skills (earning a living, consumer affiars, government and law, leisure time, etc.); student performance ability presumed (ability in comprehension, speaking reading and writing from zero to bilingual). There is also a "comment" section containing descriptions of supplementary materials, indications of whether the material is suitable for experienced or inexperienced ESL teachers, and other information.

It would be convenient if one of these two bibliographies was clearly superior to the other but unfortunately that is not the case. The USIA volume's detailed descriptions are more useful than the brief comments in the Escobar-Daugherty volume, but the systematic checklist in the latter provides much important information not given in the former, and is especially useful for comparison. Another point is that while there is a good deal of duplication, the coverage does not completely overlap, even though both are dated 1976. For example, the famous *An Intensive Course in English* (English Language Institute, University of Michigan) is described in detail in the USIA volume (p. 3) but does not appear as a series in the Escobar-Daugherty book, where instead three of the five volumes are listed separately under their respective authors. In two of these cases (pp. 52, 60) they are marked as not belonging to a series, while in the third case (p. 150) the series name is given along with a garbled version of the titles of some of the othcr books in the series, which are not themselvcs listed in this bibliography. To give just one other example, the Escobar-Daugherty volume has good coverage of the *New Horizons in English* series (Meilgren & Walker, Addison-Wesley) , but the USIA bibliography does not even mention it.

## IV. Other Bibliographies of Textbooks and Teaching Materials

*Master Locator Booklet for Classroom Materials in TESOL* [edited by Adolf E. Hieke  Indiana University Linguistics Club (310 Lindley Hall, Bloomington, Indiana 47401), third edition, 1975, 119 PP.1

> A fairly extensive list of text's for complete courses and for specialized subject areas (pronunciation, grammar, composition, etc.) and also an extensive list of audio-visual aids.  Cross-indexed, with an author index.

*ESL Bibliography* [Naguib Greis, ERIC Reports #ED 126 732, ERIC Document Reproduction Service, Computer Microfilm International Corporation (P.O, Box 190, Arlington, Virginia 22210, U.S.A.), 1975, 19 pp.]

> 117 items of college-level text materials, in the following categories:  oral skills, reading, patterns and vocabulary, writing and grammar exercises, orientation, library and study skills, technical English, and tests.  A good list with some annotation for level, content, approach, linguistic basis, etc.

*A Selected List of Instructional Materials for English as a Second Language:  College Level* (Robert P. Fox, CAL·ERIC/CLL Selected List of Instructional Materials, ERIC Clearinghouse on Languages & Linguistics, Center for Applied Linguistics, Arlington,  1975, 20 pp.)

> About 150 textbooks listed by author with brief annotations.

*A Selected List of Instructional Materials for English as a Second Language:  Secondary Level* (Maybelle Marckwardt, CAL*ERIC/CLL  Series on Languages & Linguistics, No. 20, ERIC Reports,  #ED 105 754, ERIC Document Reproduction Service; Computer Microfilm International Corporation, Arlington, Virginia, 1975, 13 pp.)

> Forty-five textbooks, puzzles, games, etc. for secondary level; listed by author with brief annotations.

*An Annotated Bibliography of Materials for Teaching Advanced Written Skills in English as a Second Language* (Dyne Macha and Paul Angelis, ERIC Reports, #ED 132 823, ERIC Document Reproduction Service, Computer Microfilm International Corporation, 1976, 20 pp.)

> A very useful bibliography of textbooks for the teaching of writing skills in English as a second language to college and adult students.  Section one lists 2 4 items written specifically for nonnative speakers; section two contains 28 texts written for native speakers but which were deemed useful for ESL classes as well.  Each entry gives full bibliographical data and a fairly detailed description of the purpose, contents,  level and approach of the item.

*Testing in English as a Second Language: A Selected, Annotated Bibliography* [Marie Garcia-Zamor and David Birdsong, CAL-ERIC/CLL Series on Languages & Linguistics, No. 40, published by Teachers of English to Speakers of Other Languages (455 Nevils Building, Georgetown University, Washington D.C. 20057, U.S.A.) and ERIC Clearinghouse on Languages and Linguistics, Center for Applied Linguistics, Arlington, 1977, 24 pp.]

An annotated list of books and articles on testing and of commercially published tests. The bibliography is divided into four sections: second language testing (7 items); testing theory (40 items); test design (30 items); tests and test assessments (33 items). annotations are brief but useful.

v. Miscellaneous

*Teaching English as a Second Language: An Annotated Bibliography* (Wallace L. Goldstein, Reference Library .of the Humanities Series, Vol. 23, Garland Publishers, 1975)

Not seen.

*Subject Guide to Books in Print* (R. R. Bowker Company, New York, annual)

Has a section "English Language - Study and Teaching Foreign Students" (p. 1428 of Vol. 1 of the 1977-78 edition), which gives a good list of textbooks and other materials.

The above list is intended as a preliminary introduction. Any suggestions for additions or revisions will be gratefully accepted. Please write me c/o English Department, Baika Junior College, 171 Shukunosho, Ibaraki-shi, Osaka 567.

# Books

*Critical Thinking: Selected Topics for Discussion and Analysis,*
by K. C. Aik and S. Edmonds, Longman Malaysia Sdn. Berhad, 1976,
ix + 282 pp.

Jim Brown
Toyama University

There is a taboo expression in language teaching: "ad-
vanced conversation." Although there is a growing number of
quality courses for beginning and intermediate students in
English, advanced conversation is still a treacherous area.
Teachers are more often than not left to fend for themselves
when it comes to intellectually mature students who have ac-
quired a certain proficiency in the language. The teacher has
the responsibility of enabling students to express ideas and
opinions relating to more abstract matters in a clear and co-
herent manner. It is also at this level that the content of
what is taught becomes at least as important as teaching the
language per se.

With *Critical Thinking,* you'll no longer need to moan,
"Not another advanced class! " Advanced conversation can be
seen, from one point of view, as topically oriented discussion,
and this book is designed to supply material for this, as its
subtitle indicates. The authors formulate the goal of the book
as:

> **Critical Thinking** is directed at those who wish to
> develop the habit of thinking and reading intelli-
> gently.. .
> By working through *Critical Thinking* systemati-
> cally, the reader should acquire the necessary skills
> for critical analysis and expression, and learn to
> apply these to problems and issues with which he is
> confronted.

The 32 chapters are arranged under three rubrics:

I. "The Fundamentals of Percept ion, Logical Thinking and
Communication+' (e.g., Ch. 5, "Principal Methods of Reasoning;"
Ch. 6, "Crooked and Fallacious Thinking;" Ch. 9, "Statistics").

II. "The Sciences, Arts and Human Values" (e.g. Ch. 12,
"Art and Society;++ Ch. 13, "Cartoons and Comic Strips;" Ch. 19,
"That Great Dust-Heap Called History").

III. "Issues in Modern Life" (e.g., Ch. 24, "Money--An Es-
sence of Life?" Ch. 26, "Examinations;" Ch. 32, "Nationalism
and Internationalism").

The chapters are from five to nine pages in length, with
the material arranged as follows:

A. Introductory essay. This is designed to give the ba-
sic ideas conccrning the topic, and is followed by five discus-
sion questions meant to supply a basis for discussion and de-
vclopment of the topic.

B. Written work The material varies, and is of three
types: ( i) a reading pas-sage with comprehension questions ;
(ii) a reading passage with questions for textual analysis,
which the authors define as "the evaluation of ideas, and/or

the evaluation of the expression of ideas;" (iii) problems in critical analysis, involving the interpretation of statistics, report/memo writing, or speech writing. The reading texts have been well chosen, drawn from a variety of sources including literature (poetry, drama, novels), philosophy texts and newspapers.

C. Essay writing. Three questions supplying topics for essays.

D. Suggested readings. This is a short list of books related to the chapter topic.

In addition to the chapters, there are three appendices giving even further material. Throughout the book, the reader is referred to sections of this supplementary material as they become relevant.

A wide variety of visual material--photos, drawings, graphs, tables--avoids any monotony of presentation. Furthermore, although the content is mainly based on occidental sources, the book is published by Longman Malaysia, and there. are many oriental elements--photos [e.g., a Sanyo factory, p. 214), kanji used for illustration, and passages and quotations from Chinese texts. And Japan is included in at least two of the statistical studies (p. 207f; 278f).

In short, thanks to the wide range of topics and the variety and quantity of material, *Critical Thinking is* a very flexible text, adaptable to the interests of the group as well as of the teacher. Everyone should be able to find several topics in this book which are related to their special interests. Take Chapter Two, for example: *"What is the Real Table?"* A group could move from this chapter to a study of the "impossible worlds" of M. C. Escher, whose lithographs and prints really do make you wonder about reality. [*The Magic Mirror of M. C. Escher,* by Bruno Ernst, New York: Ballantine Books, 1976. A collection of Escher? work, with explanation and analysis. Available in Japan.] Or, for those with a penchant for the philosophical, this topic leads right into the labyrinthian appearance-reality problem. [A small volume which nicely complements *Critical Thinking* is *Learning to Philosophize,* by E. R. Emmet, Pelican book edition, 1968. Full of exercises which would serve well as discussion catalysts.]

So try *Critical Thinking* for your "what am I gunna teach this time?" problems.

[For further information about the book, write to: Longman Penguin Liaison Office, Yamaguchi Bldg., 2-12-9 Kanda Jimbocho, Chiyoda-ku, Tokyo 101]

For more information on JALT, the local chapters, and how to join, contact Tom Robb, JALT Membership Chairman, 4-48 Hirakata-Motomachi, Hirakata-shi, Osaka 573. Tel. (0720) 45-1874 .

*Teaching Orderly English,* by Evelyn Cornbreath. Original sepia washes by the author. TruTone Press, 1978.

Elsbeth Fiddich
Harmonia Academy

What a delight to find a sensible ESL teacher training text in the rubble heap of recent publication! Dr. Cornbreath's volume (subtitled, *Towards Uninvolved Teaching: The Subordination of Learning to Teaching)* is for teachers who are getting on with their business of teaching proper English grammar. In the exhaustive discussion of the so-called "new methodologies, " the author deftly dismisses the linguistic and philosophical foundations of Dr. Intaglio's "Chatty Method, " Father AuCourant's "Conformity Language Learning, " Raclette 's "Suggestivepaedia," and Lositz 's "Oral Retardat ion Method ."

Dr. Cornbreath's slim volume (35 pp.) packs in methods and materials for years of fruitful study. His chapters on methods of restricting student vocabulary, lock-stepping large groups and preparing finite-point tests to humble "smart alecks (and what teacher hasn't had to put up with *those!)* are alone worth the price of the book. My years of experience in ESL teaching have taught me that, as the author declares, "No detail is too small to escape the teacher's designand control. Students will soon learn the full extent of teacher authority and bend beneath the weight of individual and institution?

Of special timeliness is the section dealing with the current madness of "English for Special Purposes. " Dr. Cornbreath's contention that correct English is best for *all* occasions displays the common sense that characterizes the writing of this wise and experienced teacher.

The author has provided excellent sepia washes and numerous well-drawn charts to guide the novice in arranging materials in good order on classroom shelves, calculating ideal distances between students to forestall speaking and, of course, placement of globe, floral arrangements and writing instruments on the teacher's desk.

Everyone awaits the author's soon-to-be-published text series, *Disciplined English,* also from Tru-Tone Press, a company rapidly building a fine reputation for language books. Any problems with bindings can easily be fixed with cloth tape.

# Programs

**NEC**
Nippon Electric Co., Ltd.
Tokyo, Japan

Mark Mullbock

The NEC Language Study Center at present trains a total of 1,600 people in English per year. Projected for 1978 are 10 four-week intensive courses, in which students will study eight hours per day, five days per week; and 24 semi-intensive courses of two days per week for five weeks. There will be 22 technical writing courses and fourteen Saturday programs, primarily for managers, which will train another 400 people. In addition to these courses, evening self-development courses, held in five different locations in the Kanto area, will train an additional 800 people.

Changes in the NEC program over the past few years have reflected the gradual shift in emphasis within the field of TESOL away from the teaching of general English and toward the teaching of specific, need-related English--otherwise known as English for special purposes, or ESP.

NEC has had an in-house English language program since 1976. Prior to that time, all English instruction was done by contract companies which used their own materials over which NEC had no control. In an attempt to better meet the needs of NEC, in December 1975, Mr. Takubo embarked on a recruiting trip to the United States and visited a number of American universities. Within six months, NEC had four instructors of its own who began to develop materials specifically tailored to meet the goals of NEC. This policy of continuing development of NEC-tailored materials and coordination of those courses still taught by contract companies is now the responsibility of course director Dave Hough.

As export territory has expanded, languages other than English have become important to NEC. A factory was built in Brazil in 1975, necessitating the training of NEC engineers, accountants, and administrators in the Portuguese language. A factory built in Mexico coupled with international bidding for building microwave communication systems in Paraguay, Nicaragua and other Spanish-speaking countries have made Spanish a very important language. In French-speaking North Africa, contract conditions require every document to be translated into French, making French another principal language, for NEC. The NEC Language Study Center offers six courses per year in Portuguese, Spanish and French. In addition, one course per year is offered in both Chinese and Korean.

When asked about the goals of the NEC Language Study Center, Mr. Kohei Takubo, Language Study Center General Manager, made the following comments:

"At the end of 1976, in answer to a questionnaire, 7,500 NEC employees, 40% of all the employees of NEC, reported that they were capable of speaking some foreign language. Eighty-eight percent of those said they spoke English. The main problem is that the language level of these employees is low, so one of the main goals of the NEC Language Study Center is to improve the general level of foreign language proficiency of NEC employees. Seventy-six percent of our **foreign**-language-speaking employees score lower than 1.5 on the Peace Corps (FLI) scale and only eight percent score at the 2.5 level or higher. Our final goal is to bring up the foreign-language speaking level of our employees to 3.0."

Mr. Takubo also commented on some of the problems of foreign language learning by Japanese;

"Because of Japan's long isolation, foreigners are looked on as being a different kind of people. Japanese need to be educated that people are people, even though they speak different languages. Language education is important so that they can speak to foreign people and find that, really, they are not so different after all. Once the barrier of human differences is broken down, Japanese will be able to study languages more easily, and will be better prepared to go abroad and deal with foreigners. Until this human barrier can be broken down, effective communication with foreigners will **continui** to be difficult.

"Language training must be culture training which influences people to broaden their views and to think on a more global scale. People are exposed to different cultures with language training ."

When asked how foreign language teachers can help achieve this goal, Mr. Takubo gave his idea of the kind of language instructor he would like to see in Japan:

"From my experience, a good instructor is a person of good character who is friendly, warm, sympathetic and who is genuinely interested in Japan and the Japanese people and culture. Professional knowledge of teaching has its place, but is not of primary importance. Much more important is that a person show enough interest to stay with a company for a long period of time--not one or two years--but possibly five years or more to understand the company's needs and to be able to develop a suitable curriculum?

[reprinted from the *Kanto Newsletter*]

# TEFL/TESL PUBLICATIONS

Larry Cisar

Coming to the local meetings is one very excellent way of keeping up with what is happening in the TEFL/TESL field. But not everything can be covered at the meetings. Another good way to keep up with what is happening in language teaching is by reading the periodicals on teaching and language. Below is a list of some of the more well-known ones along with subscription information. They all contain interesting articles and usually do not repeat what another one has had. If you know of some more that you have found to be helpful, please share the information by sending it to the Newsletter.

*BBC Modern English*
(A magazine for students with separate teacher's notes)
by International Language Centre

issues l0/year                 Y4,000 (including postage)
International Language Centre
Iwanami-Jimbocho
2-l Jimbocho, Kanda
Chiyoda-ku, Tokyo 101

*The Canadian Modern Language Review*
by Ontario Modern Language Teachers Association

issues 4/year                 $1l/year (individual)
                              $13/year (institutional)
Editorial and Business Office
*4* Oakmont Road
Ontario L3C 4X8
Canada

*Cross Currents*
by Language Institute of Japan

issues 2/year                 Y2,400/year
Language Institute of Japan
4-14-1 Shiroyama
Odawara 250

*English Language Teaching Journal*
by Oxford University Press

issues 4/year                 $13/year
Subscription Department
Oxford University Press
Press Road
Neasden, London NW10
England

*English Teaching FORUM*
by United States Information Service

issues 4/year                 Y1,200/year
ELEC
3-8 Kanda Jimbocho
Chiyoda-ku, Tokyo 101

*Language Learning*
by Researc h Club in 'Language Learning

issues 2/year $8/year (individual)
$13/year (institutional)
Language Learning
2001 North University Building
University of Michigan
Ann Arbor, Michigan 48109 .
U.S.A.

*Language Planning Newsletter*
*by* East-West Culture Learning Institute

issues 4/year free
William Feltz
East-West Culture 'Learning Institute
East-West Center
Honolulu, Hawaii 96848
U.S.A.

*The Linguistic Reporter*
by Center for Applied Linguistics

issues S/year $14.50/year (foreign airmail only)
The Linguistic Reporter
Center for Applied. Linguistics
1611 North Kent Street
Arlington, Virginia 22209

*Modern English Teacher*
(A magazine of practical suggestions for teaching ESL)
by International Language Centre

issues 4/year Y1,800/year (postage included)
Y1,600 (10 copies or more)
International Language Centre
Iwanami-Jimbocho
2-1 Jimbocho, Kanda
Chiyoda-ku, Tokyo 101

*The Modern Language Journal*
by The National Federation of Modern Language Teachers Association

issues 6/year $10/year
Richard S. Thill
Department of Foreign Languages
University of Nebraska
Omaha, Nebraska 68101
U.S.A.

*NAFSA Newsletter*
by National Association of Foreign Student Advisors

issues 9/year $5/year
NAFSA
1860 19th Street NW
Washington, D.C. 20009
U.S.A.

[reprinted from the *Kanto Newsletter*]

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


        I've been feeling guilty about the name of this column.
I used to work on the newsletter at school, but now I do the
work at home, and I don't have a desk.   What else could I call
this column?   "From the editor's kitchen **table**" is truthful
but lacking in sophistication, and besides, some people might
expect a recipe column.   "From the editor's coffee **table**" is
also true to the extent that I do all my layout and design
work on it, but I can no longer find room on it to serve
coffee, so is it still a coffee table?   Perhaps I should say
"from the editor's easy chair ,'  but the editor only has time
to sit in something soft after the newsletter has been turned
over to the printer and before it has to be mailed out. "From
the editor's typewriter" gives too much credit to the type-
writer.   Maybe I should go for **a** different style altogether,
like "Off the top of my head."   Anyone could see *that* was true.
I suppose I could solve my problems by buying a desk.   After
all, visitors to my place have commented that I am more suc-
cessful at growing stacks of papers than I am at plants.   Yes,
I think I'11 get a desk as soon as I can figure out a place
where I could put one.

# FURTHER INFORMATION ON INTERCULTURAL COMMUNICATION

On page five of the Spring 1978 JALT Newsletter, there was a bibliography on intercultural communication recommended by Dr. Reta Gilbert of Eastern Washington University. Two of the publishers were not well known, and Dr. Gilbert has supplied the addresses,

Science Research Associates: contact Richard L. Carpenter, Marketing Consultant, 12-7, l-chome, Okwa-machi, Setagaya-ku, Tokyo 157.

Volunteers of Asia: contact *The Bridge*, Center for Research & Education, 1800 Pontiac Street, Box 104, Denver, Colorado 80220, U.S.A.

Also, Dr. Gilbert recommends three other excellent organizations and publications in intercultural communication:

1. The Society for Intercultural Education, Training, and Research, which publishes the *International Journal of Intercultural Relations.* Membership is $25 a year.

2. *The Bridge* [address above) --takes a more practical approach and includes extensive bibliographies in each issue (they also have a bookstore where books from smaller publishers can be ordered).

3. *The Journal of Cross-Cultural Psychology,* Sage Publications, Inc., 275 South Beverly Drive, Beverly Hills, California 90212, U.S.A. Concentrates on reporting the results of scientific studies in the field.

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The length of this newsletter, more than double that of previous newsletters, was not planned. It just happened. A larger organization, expanded resources, and more souls willing to set words down on paper have all contributed to the sudden growth.

In fact, this growth, plus the fact that the December issue will probably match this one, have convinced us that JALT is due for a restructuring of its system of publications. One of the proposals is that the JALT Newsletter become monthly and the local chapter newsletters be abolished. This topic will be discussed during the business meeting at LTIJ '78.

By the way, for some time I have been thinking of including articles written in Japanese. If you would like to write an article on language teaching or learning in Japanese, please get in touch with me. Also, if you find an article in English or Japanese that you think would be useful to our members, please send me a copy of the article and I will try to get permission to reprint it.

Remember, the big event this fall is LTIJ '78--plan to attend, and don't delay filling out the registration form to assure your place at the convention!

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|  / /  /  /8       Language  Teaching  in  Japan  '78       |
| └─┘└─┘└─┘                                                  |
|                                                            |
|              Sponsors:   The Japan Association of Language Teachers |
|                          The College Women's Association of Japan  |
|                                                            |
| *Date*           Saturday and Sunday, November 18 and 19, 1978 |
|                                                            |
| *Hours*          Saturday,  9:00 a.m. - 6:00 p.m.          |
|                  Sunday,  9:00 a.m. - 5:00 p.m.            |
|                                                            |
| *Place*          Olympics Memorial Youth Center, Yoyogi, Tokyo |
|                                                            |
| *Guest Speaker*  Professor David Wilkins, The University of Reading, |
|                  England,  author  of  Notional  Syllabuses |
|                                                            |
| Conference Fee JALT and CWAJ members     ..........¥  7,000 |
|                     after November 1, 1978   ........  8,500 |
|                 Non-members     ................  8,500    |
|                                                            |
|                 One-day attendance:                        |
|                     JALT  and  CWAJ  members  ........¥  4,000 |
|                     Non-members     ............  4,500    |
|                                                            |
| *Reservations*   Deadline . . . . . . . . Wednesday, Nov. 1, 1978 |
|        Priority to JALT and CWAJ members, since space is limited |
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Use  the  registration  form  enclosed  with  the  newsletter,  or  contact
the  following  people:

| Tokyo | David Bycina | 03-244-4251 (office) |
| | Doug Toml inson | 03-244-4250 (office) |
| Nagoya | Charles Adamson | 052-731-1581 ext. 293 (office) |
| Osaka | Tom Robb | 0720-45-1874 *(home)* |
| Hiroshima | Marie Tsuruda | 0822-28-2266 (office) |
| Fukuoka | Tim Lewis | 09292-Z-4520 (home) |