

JALT

The Japan Association of Language Teachers

NEWSLETTER

Vol.III No.10

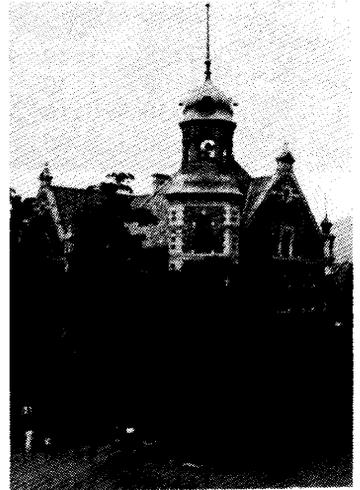
Y200

October 1, 1979

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+@%*Q***Language Teaching Conference**

Kyoto's Doshisha University, one of the oldest and most famous private institutions in Japan, will be the site of JALT's fifth annual conference, Language Teaching in Japan '79, which this year will run for three days, from Friday, November 23 to Sunday, November 25. Over 500 participants are expected for the conference which will feature some 70 presentations totalling over 130 hours.

The Planning Committee has gone to great pains to make this year's conference an unforgettable experience. The call for papers went out not only in Japan, but to professional journals around the world. The result has been a program with considerable depth and scope, a program which should offer as much to the experienced professional as to the teacher trainee.



The first day of the conference, Friday, will be devoted to three- and six-hour workshops. There will be three "language experience sessions" (one each in French, Mandarin Chinese, and German), which will use the Silent Way, Community Language Learning, and the "listening approaches"--Total Physical Response and Optimal Habit Reinforcement, respectively. Other Friday presentations will involve mini-courses in testing, pronunciation, and the "functional approach," as well as "how-to" type demonstrations. (See the preliminary program on pages 6 and 7 for further details .)

Saturday morning will feature an address by our keynote speaker, Karl Conrad Diller, Professor of English at the University of New Hampshire and currently Visiting Professor at the University of Hawaii Department of ESL. Dr. Diller, who will be coming to Japan especially for the conference, will discuss "Teaching Listening and Speaking: Some Neurological Considerations." His address will be based on research he has recently conducted on the efficacy of various language teaching methodologies from the standpoint of brain neurology.

Saturday afternoon and all day Sunday have been reserved for shorter presentations. With up to ten sessions running simultaneously, we foresee

participants having a lot of hard decisions to make. But weep not! With sufficient demand, presentations missed can be rescheduled for your home chapter. Be sure to request them on the post-conference questionnaire.

SCHEDULE OF EVENTS

Friday, November 23, 1979

8:30 - 9:30 Registration
 9:30 -12:30 Morning Sessions (See block schedule)
 12:30 - 2:30 Lunch Break
 2:00 - 5:00 Afternoon Sessions
 7:00 -10:00 Informal Cocktail Hour, Tokyu Inn

Saturday, November 24, 1979

8:30 - 9:30 Registration
 9:30 - 11:45 Welcoming Addresses
 Keynote Speech: Dr. Karl Conrad Diller
 Professor of English, University of New Hampshire
 "Teaching Listening and Speaking: Some Neurological
 Considerations"
 11:45 - 1:30 Lunch Break
 12:00 - 1:30 JALT Annual Business Meeting & Elections
 1:30 - 6:10 Afternoon Sessions (See block schedule)
 6:30 - 8:00 Interest Group Sessions
 Teaching Children CT-2
 Teaching English in Schools CT-6
 Teaching Adults CT-24
 Silent Way CT-26
 9:00 -11:00 Reception with JALT Officers, Tokyu Inn

Sunday, November 25, 1979

9:00 -12:20 Morning Sessions (See block schedule)
 12:20 - 1:45 Lunch Break
 1:45 - 5:00 Afternoon Sessions

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JALT NEWSLETTER

David Bycina, Editor

Nancy Nakanishi, Associate Editor; Sanae Matsumoto, Secretary
 Mark Mullbock, Kanto Liaison; Norm Harris, Kansai Liaison
 Gene Crane & Javier Macuaga, Photographers

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The *JALT Newsletter* is the monthly newsletter of the Japan Association of Language Teachers.

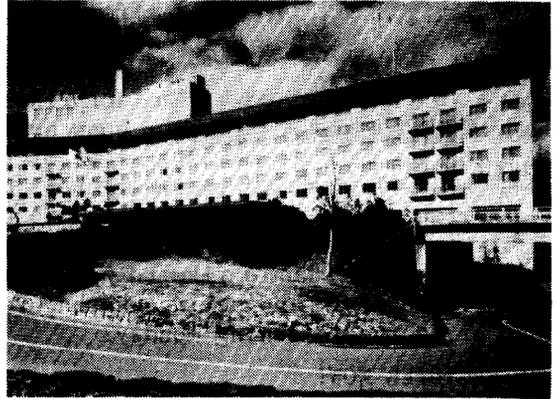
Contributions, especially reviews of meetings, book reviews, and letters to the editor, are welcome. For original articles, you may wish to contact the editor first. We reserve the right to make editorial changes in the manuscripts. THE DEADLINE FOR CONTRIBUTIONS IS THE 15th OF THE PRECEDING MONTH. Send manuscripts to David Bycina, c/o Mobil Sekiyu, Central P.O. Box 862, Tokyo 100-91, tel. (03) 244-4251.. Nonmember subscription rate: Y2,500.

SOCIAL EVENTS

The Planning Committee, in response to the questionnaires from last year's conference, has tried to allow ample time for participants to mix socially. Of particular note are the informal cocktail hours to be held the first two nights at the Tokyu Inn, our conference hotel. Special interest group sessions have also been scheduled for Saturday night so that participants will be able to meet other teachers with similar interests and problems for informal discussion.

HOTEL

The Tokyu Inn, located in Kyoto's Yamashina area will be our hotel headquarters this year. Members will be charged a low Y4,500 per night, including breakfast, for double or triple accommodations. Bus service has been arranged from Kyoto Station to the hotel, between the hotel and Doshisha each morning and evening, and from Doshisha to Kyoto Station on Sunday night.

MEALS

Lunches and Saturday night's dinner will be catered by Shizuya, a well-known restaurant chain in Kyoto. Professors Atsumi and Kitao of Doshisha have personally taste-tested the meals and report that they are not only excellent in quality, but also quite, if not too, generous in quantity. The following menu will give you an idea of the bill of fare:

FRIDAY LUNCH (Y700)*Western-Style Bento*

Cream Croquette	Egg "Su-Maki"
Fried Shrimp	Fried Pork
Sausages	Green Beans
	Carrots
	Spaghetti

SATURDAY LUNCH (Y700)*Sandwich Quarters*

Breaded Beef Cutlet (2)
Boneless Ham (4)
Egg Salad (2)
Vegetable (2)
Cheese, Ham & Cucumber (2)

SATURDAY DINNER (Y1000)*Western Style Bento*

Breaded Beef Cutlet	Fried Fish Filet
Fried Chicken	Fried Shrimp
Sauteed Pork	Egg "Su-Maki"
Green Beans	Carrots
Rice & Tsukemono	(Kyuuri)

SUNDAY LUNCH (Y700)*Chinese Bento*

Spring Roll
"Shumai"
Crab Foo-Yoong
Sweet & Sour Pork
Salad
Rice & Tsukemono (Shinko)

JALT members who plan to attend the annual JALT business meeting & elections, scheduled during the lunch break on Saturday, will want to have lunch provided. Additionally, those planning to attend the special interest group meetings Saturday night will probably want to order the box dinner unless planning to "brown bag" it. Although there are only a few restaurants in the immediate area of Doshisha, those who prefer will have ample time (90 minutes) to have a leisurely lunch on campus. A guide to favorite restaurants and other worthwhile places is being planned to aid participants in their forays around Kyoto.

SIGHTSEEING

Since the conference coincides with the peak of the "momiji" (red maple) season, participants from out of town may want to take advantage of their presence in Kyoto to do a little sightseeing. The Hospitality Desk at the conference will attempt to answer any questions that you might have.

The Hospitality Committee can also arrange for a Monday morning tour of Nijo Jinja, an Edo-period inn for feudal lords which contains secret rooms, trap doors, and a wealth of other surprises. Register at the Hospitality Desk upon arrival at the conference.

SCHOOL VISITS

Arrangements are also being made to take a limited number of people on visits to a local junior and senior high school to observe English language classes. If you would like to participate, please reserve space on the pre-registration form indicating whether you would prefer to go on Saturday morning, or on the following Monday.

PRE-REGISTER NOW!

By pre-registering early, you can save money and ensure yourself a place in the Friday workshops of your choice. Note also that only 150 spaces have been reserved at the Tokyu Inn. These will be allotted on a first-come, first-served basis. Since the conference does take place during a busy tourist season, it may be difficult to obtain suitable accommodations elsewhere.

You may register by filling out one of the enclosed "yubin furikae" forms and (without separating the two halves) taking it to the bank window of any post office. On both halves, please fill in the total amount owed in the small boxes under the words "LTIJ 79," and write your address in the larger box immediately underneath the amount. Note that there is an additional ¥50 postal service charge for the transfer, but this should not be included in the total amount to be paid to JALT.

Please fill in the reverse of the form as clearly as possible. Write your name and school or company name just as you want them to appear on your convention badge.

You may conveniently renew your JALT dues if they will be expiring in the next few months. Your expiration date is on the upper righthand corner of your newsletter mailing label. Non-members may use the form to join JALT if they wish to take advantage of the lower pre-registration rates.

Pre-registrants will receive immediate postcard confirmation of the receipt of their application plus detailed information on the conference on or about November 15. All but a ¥1,000 service charge is refundable if LTTJ is notified in advance of the actual date of the conference.

All communications about registration and hotel reservations should be addressed to the LTIJ Reservations Center, c/o T. & E. Kitamura, 404 Sakurazuka Mansion, 1-21-40 Minami Sakurazaka, Toyonaka, Osaka-fu 560.

ENROLLMENT IN FRIDAY WORKSHOPS

Participation in Friday workshops is by reservation only. People who do not pre-register will have their choice limited to those sessions which have

not yet been closed. On the registration form, please indicate your first, second and third choices for both the morning and the afternoon using the codes found on the Friday block schedule. Note that the code letters indicate participation as a student, the numbers as an observer.

Special criteria apply to the three language experience sessions:

- 1) To be a student, one must have no or very little prior knowledge of the target language.
- 2) To be either a student or an observer, one must arrive punctually. Late-comers will not be admitted. Observers may attend either or both the AM/PM sessions.

HOTEL RESERVATIONS

If you have anyone in mind with whom you would like to share accommodations, please list them on the application form. Roommates must be mutually requested. The Reservations Center will assign roommates for those who do not make a special request. If you have any particular requirements ("non-smoker," etc.), please mention them on the "roommate" line. Single accommodations are unfortunately unavailable. No advance payment is required for hotel space, but we would appreciate prompt notification if you change your plans.

LTIJ Review

LTIJ Review '78, containing summaries of last year's presentations, is available at a special pre-conference price, ¥800, by ticking the appropriate box on the registration form. It can also be reserved along with next year's for only ¥1,500. At the conference, the prices will be ¥1,000 and ¥1,800.

CALL FOR REVIEWERS

It is anticipated that a good number of this year's presenters will be writing their own summaries for *LTIJ Review '79*. For the other presentations, however, we are asking for volunteers to attend the sessions and report on what transpires. These summaries will be passed on to the original presenter for comments before publication next spring. If you would like to volunteer, please check the box on the pre-registration form.



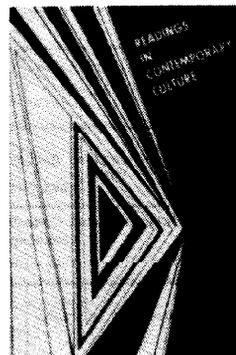
Readings in Contemporary Culture

Alice Horning
(*Secondary or adult students at upper-intermediate-advanced level*)

This ESL/EFL reader emphasizes vocabulary building by means of context clues and re-entry and reinforcement. It contains factual and interpretive comprehension questions, word-study exercises and a glossary. Readings themselves cover 25 topics of contemporary life followed by discussion, interpretive comprehension questions, directed writing exercises, and suggestions for further reading. There are five review lessons, each consisting of "Opinion Paper" with built-in vocabulary review, comprehension and discussion exercises, and word study. The text is a perfect supplement to Books Two and Three of ENGLISH FOR TODAY or other intermediate-level texts.

07-030352-5

¥810





Language Teaching Conference

FRIDAY, NOVEMBER 23, 1979	
ROOM	9:30 12:30 (LUNCH) 2:30 5:00
CT-2	Silent Way: French Donald Freeman Std: A Obs: 1
CT-4	CLL Workshop: Mandarin Chinese Kathleen Graves Std: B Obs: 2
CT-6	Ears-on Workshop: Beginning German Through Listening Comprehension Al eda Krause Std: C Obs: 3
CT-22	Beginning English with Young Children Opal Dunn 4
CT-24	The Functional Approach: An Introduction David Bycina 5 Reading Scientific and Technical Japanese Maurice Poublian 6
CT-26	A Pratt icum on Pronunciation David Hough 7
R-23	Using Motion Pictures and Psychodrama in Teaching Total English Communication Bruce A. Perkins & Russell Brand 8
R-24	Testing and Teaching: An Integrated Approach Randolph H. Thrasher 9 Guided Discussion: Writing Your Own Case Studies George Pifer 10
R-26	Silent Way Open House Fusako Allard

SATURDAY, NOVEMBER 24, 1979								
ROOM	1:30	2:30	2:40	3:40	4:00	5:00	5:10	6:10
CT-2	Contest Conversation: A New Way to Teach English Learners To Speak Richard E. Freeman			Information Processing in Listening & Speaking Tasks Michael Rost		Simple Classroom Techniques for Evaluating Listening Comprehension Larry Cisar		
CT-4	Poetry and Song in the Language Classroom John Maher	Cohesion: The Weaving of Sentences John Ingulsrud		Goal-Directed Reading Holly Deemer		Meter and Intonation: On the Uses of Poetry in TEFL Louis M. Maze		
CT-6	Whaj asay? : A Listening Test of English Grammar Dan Douglas	The Learner's Needs, Teaching Materials, and the Publisher David Blackie		How Jr. High School Students Enjoy "The Learnables" in English Club Activities H. Nakaj ima & T. Pendergast		Eng. Pronouns vs. Jap. Zero Pronouns.... Y. Yano		
CT-22	The TORO Method: How to Teach Pronunciation, Grammar and Basic Conversation to Children Toyotam Kitamura			Playtime Sr. Regis Wright				
CT-24	Open Session with the Key-note Speaker Karl C. Diller		Silent Way: The Materials Donald Freeman & Kathleen Graves					
CT-26				Verb Markers: Their Form and Meaning Philip Knowles				
R-23			Notional Syllabuses: An Actual Text Graham Page		Techniques for Using the VTR in the Language Classroom Howard Gutow			
R-26	Three Steps to Better Listening Skills James Nord			Silent Way Open House Fusako Allard		Language Learning Through Listening Comprehension: The Total Phys. Response Approach Aleda Krause		
Z-32	Aspects of Intercultural Communication In Language Learning Gwen Thurston Joy			Mind-Logic and Hara-Logic Michihiro Matsumoto				
Z-33	English Education in Japan I(enj i Kitao		Listen to the World: Shortwave and Multiplex William Widrig		Idiom Exercises and Techniques for Developing Speaking Skill: Katherine Bergstrom			
LL	Listening Comprehension Text for Doshisha Students: Principles & Objectives Nakamura, Okada & Uda							

SUNDAY, NOVEMBER 25, 1979 - MORNING						
ROOM	9:00	10:00	10:10	11:10	11:20	12:20
CT-2	Making Listening Comprehension Come Alive Mary Ann Decker			A Survey of English Teaching Richard E. Freeman		
CT-4	Dramatic Techniques in the Classroom James Duke		English Through the Stomach Elizabeth Kitamura		Index Card Activities Howard Gutow	
CT-6	Get Your Students Going Dan Gossman			Improving Your Technical Form Joan Burkhart		
CT-22	The Silent Way: Japanese (Advanced) Harumi Kurotani					AM & PM
CT-24	Working with "Invested Material." Within the CL/CLL Model Kathleen Graves & Donald Freeman			Literature in the Classroom John J. Wilson		
CT-26	Introducing College English: A Comprehensive Textbook for Japanese Student. Ronald Taylor					
R-22	F.S.P. - Designing and Mounting Courses Colin Buchan			Grid Games for Children: A Playshop Bernard Susser		
R-23	Slide-Tape Synchronization Stories: Techniques and Applications Louis M. Maze		English Trng. Progs. at Doshisha U. and Doshisha Women's College Miyamoto, Fukumoto, Oda & Nakajima		Teacher Trng. Progs. at Doshisha U. and Poshisha Women's College Miyamoto, Fukumoto, Oda & Nakajima	
R-26	Silent Way Open House Fusako Allard		The Silent Way in Large Univ. Classes: . . .with Conversation & Comp. Classes Frederick C. Arnold		Silent Way Open House Fusako Allard	
Z-32	Conversation Pieces Jan Visscher			Finding a Job in Japan Paul Hoff		

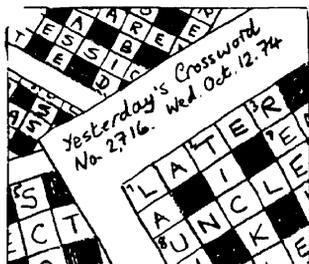
SUNDAY, NOVEMBER 25, 1979 - AFTERNOON						
ROOM	1:45	2:15	2:20	2:50	3:00	5:00
CT-2	Using Radio Commercials to Teach Listening Howard Surguine					
CT-4	Perspective on a Community College Reading Lab Larry Silverman		BaFa BaFa --Beyond Language Jim White			
CT-6	Role of Language Training in Multi-National Corps. M. Imman	Changing Patterns of In-Service Language Programs Kohei Takuho		BaFa BaFa (Extra Room)		
CT-22	The Silent Way: Japanese (Advanced) Harumi Kurotani					AM & PM
CT-24	Say, Tell, Talk & Speak K. Watanabe	Communicational ESL for H.S. Students Ho-Peng Lim		Seven Clocks and Their Ailments Fr. Paul La Forge		
T-26	Our Trail: Team Teaching Costa & Miyazaki		Fluency Squares and Story Squares: Their Use in the Classroom Philip Knowles			
R-22	For Our Mutual Understanding Reiko Naotsuka	Expressing Location: English & Japanese Patricia Wetzel		Using the Silent Way in the Junior High Classroom B. Fujiwara, K. Nagayoshi & Nakajima		
R-23	The Formal Debate Adapted for ESL: Organization and Uses Louis M. Maze					
R-26	Combatting Failure: Using Total Physical Response H. Lazzarini	From Real Situation to Verbal Language Thomas Wright		Therapeutical Language Learning Toyotaro Kitamura		
Z-32	Making and Using Unrehearsed, Taped Dialogs in the Classroom Ruth Sasaki			Language Variety and Choice of Communicative Learning Goals Erich Berendt		

teaching tips from



[Part 2 of Doug Case's article on the use of newspaper extracts, radio broadcasts, magazines, etc., especially with higher intermediate and advanced students. The concluding portion will be printed in the November issue.]

IV. Crosswords: inventing clues



Source: The answers to the puzzle in the previous day's newspaper. Try to avoid those with obscure words. Photocopy enough to distribute to individuals or groups.

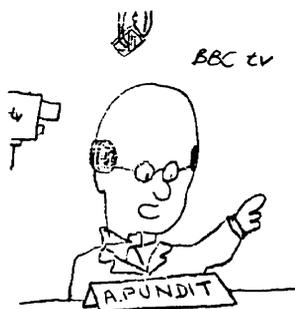
Activity: Group discussion; giving clear explanations.

Why? Puts into play all areas of language learned so far.

What I did was:

1. Do a couple of examples with the class as a whole. Ask individuals to suggest clues for one or two answers. Discuss the merits of suggestions.
2. Group work - some groups work on clues across, some down. Go around and listen in, check, and correct as necessary.
3. Groups read each other a selection of their clues. Groups guess what the answer was and say if the clue is valid or not.
4. Later in the course, go on to composing crossword puzzles of their own. Exchange within class groups, or from class to class.

V. Points of view: roles for discussion



Source: Quotations from interested parties involved in some current controversy, e.g. politicians from several parties, plus "men in the street" in those newspaper surveys.

Activity: Discussion based on role-playing; making notes on a given topic; making a short speech on a particular point of view.

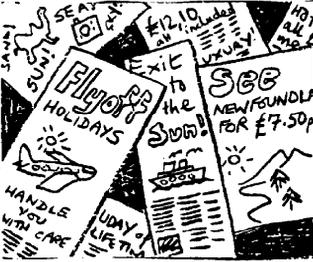
Why? Role-playing gets the discussion going, and the basis in actuality (i.e. topic and characters) helps.

What I did was:

1. Introduce protagonists with various points of view to the whole class.
2. Give cards with five different characters/points of view to five students. Then, have cards placed face down so that only the individual knows who he is to be speaking for.
3. Ask the five to prepare a few things to say in defence of the point of view on their card. They should speak as that character regardless of their own opinions. Other students prepare questions to put to the five "celebrities"?
4. When prepared, present like a TV panel. Invite the five to give their points of view. Then invite questions. The five must stay in character.

5. Open out to a broader discussion. The five can give their own personal points of view and say why these are different from those of the character they played.

VI. Brochures for finding information



Source: Set of brochures (all the same or, better yet, parallel), especially on travel/holidays.

Activity: Reading for information; note-taking; speaking from notes; writing up notes.

Why? The kind of activity associated with brochures in real life. Interest in the places themselves.

What I did was:

1. Take into class a set of "America Welcomes You" travel brochures, one for each town (Denver, Los Angeles, Atlanta, etc.), all set out in a similar way, and all giving similar information on each town.
2. Ask students to find out (in groups) information on five topics: what to wear, climate, transport, etc. and note it under those headings.
3. Take brochures away, and ask each group to present their city to the class from their notes.
4. Write up the information from the notes.
5. Follow up: students do the same for their own home-towns.

VII. Radio news for listening practice



Source: Taped news-broadcast.

Activity: Listening--extensive and intensive; note-taking; discussion.

Why? Current affairs interest; listening to the radio is a useful skill.

What I did was:

1. Play through for general listening and ask afterwards what struck the students most. General discussion of what they'd found most striking and why.
2. Some names given (Why were X, Y and Z in the news?); second listening for note-taking on the various people in the news.
3. Discussion of notes. Deal with vocabulary and idiom problems.
4. Intensive listening--remaining vocabulary and idioms in detail.
5. Discussion of main news items, going into written work based on one of them (e.g. reconstruction of a politician's speech, etc.)

research grants

JALT has set aside Y100,000 to promote research in teaching and learning languages. Those members interested in applying should submit their research proposals to the JALT Executive Committee by October 15. For details, contact Tom Robb at 4-48 Hirakata-Motomachi, Hirakata-shi, Osaka-fu 573 (0720-45-1874).

re·views

Crossing Cultures

Fred Allen



As part of the JALT Summer Workshops, Ms. Helen Munch gave a presentation on cross-cultural analysis and how it can be adapted for use in the foreign language classroom. Ms. Munch teaches English to foreign students in the World English Center of the University of San Francisco. Students at the Center are from all over the world, including Japan, and they all share the desire to study at American universities.

As far as the cross-cultural aspect is concerned Ms. Munch said her own impetus into that particular area came as a result of traveling abroad and being a "stranger in a strange land ." She began a systematic study of culture and, as a language teacher, saw the inseparability of two sides of the same coin--language and culture. She was quick to point out and often repeated that she is "not a cultural imperialist ." This assertion is born out by the approach used at the World Language Center, where the students themselves act as informants who give examples of miscommunication they have observed in their own countries.

In order to establish a common ground, Ms. Munch first defined culture as a particular set of variables shared by a group of people. These variables include the written and spoken language, verbal and non-verbal behavior (stress and intonation patterns, gestures and facial expressions), commonly held values, thoughts and beliefs (politics and religion), customs and habits (hand shaking/bowing), traditions (holidays like o-bon), forms of expression in art, music, drama, dress, dance, and architecture, and finally the way the group perceives the world through the senses. This definition does not ignore the fact that there are differences within a culture; however, these intracultural inconsistencies are of less importance in the language classroom than intercultural ones involving two or more distinct cultures.

The first exercise of the workshop involved an example of miscommunication reported by a Swiss student who saw two tourists pour their melted cheese fondu into their bowls thinking it was to be eaten as soup. The members of the workshop had to tell whether the source of miscommunication was linguistic or cultural. In this case, it's easy to see that the trouble was cultural. Now try this quick quiz: Would you bring cut flowers or potted plants to a Japanese friend in a hospital in Japan? Is a lily the best choice for a Japanese man to give his American girlfriend? If you don't know the answers (cut flowers and no), then you should have been at the workshop.

You might object that these examples are not likely to be encountered in your classroom. True, but there are other cultural signals of same kind which are. How do you signal "no" to your students? How do you indicate you're composing the answer to a question? What about strictly linguistic "fillers in English? Have you ever had a student say "Oh, I see," upon hearing you say only "Wei 1. . ." in response to a comment? If it's true that between 70-90% of a message comes from sources other than the words spoken, should these sources be taught to language students? If so, should they be

taught for recognition or for production? It was suggested by one of the participants that because these kinds of verbal and non-verbal signals sometimes cause miscommunication in the classroom, that was reason enough to teach them.

Once you have decided to tackle the non-linguistic aspect of your language, what's the best way to begin? Where would you get material? It's not all that difficult. Ms. Munch favors photographs from magazines, newspapers, and her personal collection. She also suggested cartoons and comics to get at some very basic ideas about a culture. Analyzing photographs of faces helps you and your students focus on exactly why you get a certain impression from a person. Informal snapshots as well as professionally posed photos can tell much about social status and attitudes. Comic strips and cartoons are a rich source for investigating the basic values and expectations of a culture.

po·si·tions

(Kobe) Kobe Steel Ltd. is seeking an experienced teacher (minimum of 1-2 years in Japan) for a full-time position in Kobe. Salary is commensurate with education and experience. Interviews will take place in Tokyo and Kobe on October 10-12. Contact the Tokyo Language Center at 03-281-4105 by Oct. 9 to arrange an appointment. Resumes will be collected at the interviews.

(Osaka) Sumitomo Metal Industries, Ltd. needs an English or American male with teaching experience and a TEFL/TESL degree to teach five days a week (9-5:30) in Osaka, near Yodoyabashi. Applicants with Japanese language ability will be given preference. The salary is based on experience and ability. Send your personal history, in English, to the Personnel Section, Sumitomo Metal Industries, Ltd., 15 Kitahama 5-chome, Higashi-ku, Osaka. (06-220-5177)

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Scott, Foresman and Company

1900 East Lake Avenue Glenview, Illinois 60025, U.S.A.

re·views

Using the Media

Steven D. Tripp

Like many teachers in Japan, I have access to video-tape recorders (VTR's), tape recorders, radios, televisions, magazines, newspapers, slide projectors, and the like. My university in particular has large numbers of VTR's and because of my puritanical attitude towards waste from time to time, I've tried to make use of them. What I've discovered is that television programs are seductively attractive and deceptively difficult to use. With this background I was quite interested to see what Rosanne Skirble would have to say about using the media in the EFL classroom.

Although you can use dramatic programs, Ms. Skirble emphasized the use of commercials (carefully chosen) for two reasons. First, they are short and to the point. One minute is a long commercial and from her experience (and mine) segments longer than two or three minutes are very difficult to deal with. Secondly, the advertiser and the teacher are both trying to impress a message on people but the advertiser has greater resources and can therefore put his message in a more impressive package. The EFL teacher can essentially hijack this packaging and use it to promote a different product--namely English.

Of course, hijacking is illegal, but Ms. Skirble informed us that under the "fair use doctrine" of the copyright law (both Japanese and American), you can use short segments of copyrighted materials for educational purposes.

Besides English TV commercials, Ms. Skirble suggested using Japanese commercials (with the sound turned down), radio news and weather, short topical programs from the radio, radio commercials, magazine advertisements, and wire service news and weather copy. These kinds of things are available for free from advertising agencies, television and radio stations, and newspapers.

The key to using any of these media is preparation. None of these media used in raw form will yield effective lessons. Among other things, the teacher must examine the nature of the media, the abilities and interests of the students, and the goals of the course. In general, a segment should be complete in itself, relevant to the students, and applicable to the teacher's purposes. Also the teacher should know the equipment and be sure it is working.

We looked over six sample lessons prepared by Ms. Skirble and then prepared one ourselves. The sample lessons incorporated techniques that are familiar to any EFL teacher: questions and answers, dictations, note-taking, naming objects, discussions, written exercises, cloze tests, etc. Basically all the lessons involved getting the students to react in some way to what they had seen or heard. This reaction is then channelled into some kind of linguistic activity. This is in keeping with current EFL trends. However, my own students' understanding of English is quite superficial and although they can react to my words, often I feel that we are engaging in "false communication." For example, if a person says, "Will that be all?" my students might understand it and might be able to react to it by saying yes or no. However, if you asked that student if there is

a difference between "will that be all?" and "Is that all?" he might say there is no difference, or he might say that there is some difference related to the present and the future tense (which of course would be wrong). In other words, a student can react in a way that suggests that communication is taking place without actually understanding. Especially when dealing with the media, teachers should guard against "false communication," even when students can react in an appropriate way.

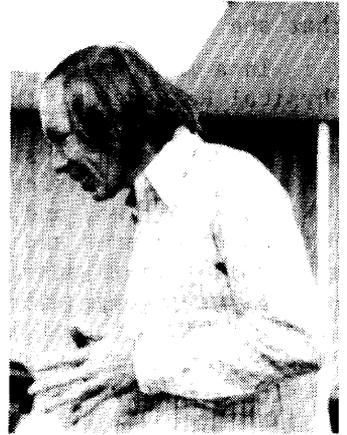
When I was in graduate school some students were reacting strongly to the dryness and artificiality of the language classroom. They suggested taking the students out of the classroom and into the world. I objected on practical grounds. As Ms. Skirble has shown, with the aid of some equipment we can start to bring the world into the classroom.

The Teaching Act

John E. Ingulsrud

Together with about twenty five participants, John Fanselow explored numerous facets of the "teaching act," giving insights and new possibilities for ESOL classes and teacher training.

Fanselow reminded us that teachers, when examining teaching, tend to give opinions rather than reporting what happened. By reporting what the teacher and students say and do, it is possible to see what goes on in the classroom. Categorizing classroom interaction further reveals what takes place. Rather than describing teaching generally, comments should be specific--focusing on individual teacher actions and solicits in the context of student response. One distinction of classroom activities mentioned in the seminar was receptive and productive. A receptive activity consists of either auditory or visual intake by the student; whereas a productive activity demands student performance.



As Fanselow made these distinctions, we were able to reflect on our own teaching and perceive its one-sidedness. Fanselow emphasized seeking alternatives to what is already happening in the classroom. If the teacher usually explains things verbally, perhaps pictures could be used. If no Japanese language is used in the class, maybe some Japanese would be helpful. Student-initiated dialogs can be an alternative to those in the textbook. Using different media and areas of content, such as language study, life situations, and academic subjects, a multitude of teacher solicits and classroom activities can be devised.

Perhaps the single technique most stressed during the seminar was the reviewing of audio recordings of lessons. Instead of making value judgements, the teacher reflects: "I do X; now, I will try Y." Fanselow suggested that we seek alternatives even for mundane tasks such as greeting the class and roll call.

re·views

Total Physical Response

Norm Harris

"Stop that!" "Come here!" "Go to your room!" "Eat your vegetables or you can't have any desert!" Do these sound familiar? They and similar commands may have been the first sentences we understood in our own language. They were meanings which we grasped long before we could speak them ourselves. They were meanings which require us to act. Total Physical Response, developed by James Asher at San Jose University in California, is a language method that derives from the observation that it is by listening and responding to such orders from our parents and others that we first learn our native tongue. Asher hypothesizes that perhaps our minds are programmed to learn languages in just this way, be it our first, a second or any successive one. Total Physical Response, then, is a method for teaching languages that uses commands given by the teacher in the new language. These commands do not demand that the student speak, but rather that he or she do some one particular thing, that she or he hear, understand and act appropriately on that understanding.

In a remarkable presentation on June 17, Aleda Krause introduced Total Physical Response to the Kansai Chapter. It began with the video tape, "Children Learning Another Language: An Innovative Approach," which showed students from kindergarten to sixth grade at various stages of learning French or Spanish using Total Physical Response. The film gave a general idea of what a TPR class is like, and, moreover, provided examples of the wide range of grammatical structures and vocabulary that can be taught in the imperative. Asher claims that it is possible, with creativity, to teach the entire linguistic code of a language with such a format, but it certainly helps the overtaxed imagination to see it in practice. The film ended with a reference to Asher's *Learning Another Language Through Action: The Complete Teacher's Guide* which gives lesson plans for the first 150 hours of instruction. It is written for English teachers but can be applied by teachers of other languages as well.

After the film, Ms. Krause related some of the experimental evidence supporting Asher's strategy. This was done using Counseling-Learning, which involved volunteers counseling or summarizing each point she made. If what she meant had been misunderstood or an important detail had been missed by the person counseling, one of the other counselors would help or Ms. Krause would restate her point. The counselors changed in the process of the presentation, one leaving and someone else from the audience coming forward to take his or her place. In the reflection period which followed, one native speaker spoke for many of us when she related how helpful it had been to hear the points twice, in different words. One non-native speaker was especially appreciative of the non-native speakers who had counseled, because they had been particularly sensitive and had used English that she could understand easily. Ms. Krause herself felt that the experience of being counseled was uniquely useful in giving her immediate feedback as to which aspects of what she was saying were being clearly understood and which needed to be rephrased. It was a superb method for communicating the intricacies of the subject, and a method that has obvious applications to classes or situations of any sort in which the assurance of understanding is desired.

Some of the first experiments Asher developed tested the importance of acting and the effect of translation in second language acquisition. According to his results it doesn't seem to matter at the early stages whether one

does the movements or watches someone else model the actions commanded. Eventually, however, one has to actually perform the actions themselves for thorough comprehension and long term memory to ensue. Moreover, as the linguistic content of the commands become more complex, the performance of the motions are increasingly crucial for learning. Translation, he determined, either during training or in retention tests, even if students are acting at the same time, tends to reduce recall of the new language. Students who do no translation at all remember better than those who do so at any point.

Another experiment tested the effects of requiring students to repeat the commands before they act. It was found that such students remember dramatically less of the new language than those who don't repeat. It is theorized that the reason for this, and perhaps also for the negative effects of translation, is that, during the early stages of language learning, simply listening and understanding requires all our attention. Trying to speak or translate at the same time reduces the energy available for listening comprehension and memory, much as if our mind were like a tape recorder whose record button has to be turned off if we want listen to it.

The implications are profound for other current language teaching methods nearly all of which require students to begin speaking from the very first class. Indeed, Asher suggests that perhaps our language programs are too demanding that attempting to teach listening, speaking, reading and writing, all at the same time, is inefficient, or worse. We should, instead, concentrate exclusively on listening comprehension.

His reason for emphasizing listening comprehension is that there is an extraordinary transfer from listening skills to speaking, reading and writing. In various experiments, students studying a language through TPR, with no actual class time spent on reading or writing the language, scored better on standard, written achievement tests after one semester than other students using traditional methods scored after two semesters. This transfer applies only, of course, to students literate in their own language and to languages with an orthography and phonology similar to that of the students' native language. Concerning speech, Asher's schema is equally simple and disturbing. He claims that it occurs spontaneously, just as it does for children learning their first language, though no one teaches them how. After a certain period of listening, which seems to be somewhere between 10 and 20 hours, speech begins, slowly, in bits and snatches and imperfections. The teacher is entreated to maintain a tolerance for these rough utterances similar to that adults have for children when they first begin to talk. The emphasis is on not dampening the flowing, uninhibited willingness on the part of the students to talk and talk and talk without anxiety about making mistakes. Eventually, when the student's confidence is extremely high, writes Asher, the subtleties can be taught.

This points to the limits of the Total Physical Response strategy. Asher himself admits that alternative approaches must be developed for "fine-tuning" the details of a language. He is not very specific, however, as to exactly at what point these might be needed. In the conclusion of her presentation Ms. Krause suggested that TPR need not be used exclusively, that, in conjunction with other methods, it could be used as the first six weeks or so of an introductory course, as a means to introduce new points throughout a course, or as a break or relaxing mechanism in the middle of a lesson. This seems reasonable, but surely Asher having written a teacher's guide covering the first 150 hours of instruction, favors a less restricted usage of TPR. He even advocates the teaching of abstractions, such as "honor" and "justice," by writing the words on cards and then manipulating them as objects.

For instance, the teacher would say in the target language, "Luke, pick up 'justice' and give it to Josephine." Such an approach strikes this writer as a loyalty to the imperative pushed almost to the point of quirkiness. But even if questions remain as to the upper limits of the applicability of Total Physical Response, Asher's experimental evidence in support of its efficacy throughout the early stages of second language learning demands a re-consideration of our traditional language learning strategies.

This conclusion became even more forceful during the final 40, minute demonstration in which Ms. Krause taught us German using the technique. She began by giving a command and modeling the appropriate action. A small group of volunteers at the front of the room mimicked her until after two or three repetitions, having learned the association between the words and the movements, they could act on their own without her prompting. The volunteers were changed every few minutes, but each successive group had no trouble continuing from where the previous group had left off. Before long nearly everyone in the audience of more than a hundred was acting out the commands in his or her seat. This occurred spontaneously, as if we could hardly help ourselves. Perhaps it was because it was fun and easy. The commands began with single word orders like "Stand!" and slowly evolved in a logical progression into sentences of fifteen words or more which we understood completely, despite the fact that not a single word had been translated.

TPR works especially well for children, but Asher's research shows that it works even better with adults. The reason for this is that, popular opinion to the contrary notwithstanding, adults are more efficient language learners than children are. Children living in a foreign country generally learn the new language through playing with other children, while adults are generally static and cerebral in their efforts to learn a second language. Under such circumstances children typically learn more rapidly than their parents. Experiments have proven, however, that adults learning through TPR, wherein the language is synchronized with physical responses, learn far more quickly than do children. There is something rather satisfying for us adults in such a conclusion, but Total Physical Response has more to recommend it than this appeal to our vanity. Those of us who attended Ms. Krause's demonstration left with a feeling that German was somehow friendly and familiar, that we had achieved a tangible sense of understanding in that language. We left convinced that Total Physical Response, with its elegant simplicity and remarkable lack of stress, is a language method that works. Try it!

* * * * *

The second speaker at KALT's June 17th meeting, Jan Vischer, introduced "Instant Talks," which are an alternative to (1) set dialogues, with their deadening limits in terms of response possibilities, (2) speeches, with their tendency to induce extreme anxiety in students desiring to give them perfectly, and (3) free conversations, in which the problem of choice supercedes that of language and student concerns with their own speech requirements make it difficult for them to listen to other students. "Instant Talks" require students to write down something another person would be happy to talk about. These topics are then exchanged, though not read, except by one student at a time. That student then speaks for a number of minutes on that topic and is recorded. Afterwards, these recorded talks are listened to, other students ask the speaker for clarifications, and errors are worked out.

* * * * *

NOTE: The KALT Executive Committee would like to express its appreciation to Nitto Onjyo Seiki K.K., for loaning the video equipment used at the meeting.

re·views

Community Language Learning

On a gray, overcast weekend in Kyoto, the Kansai Chapter sponsored a two-day workshop on Counseling-Learning/Community Language Learning (CL-CLL). The gray weather did not affect the mood of those of us who gathered at the American Center, however, and Tom Pendergast, our "knower-expert"--to use the CL-CLL lingo, was able to lead us to a brighter understanding of some of the theories and methods of this new approach to language learning.

The first day began with a brief history of the method. CL-CLL was begun by Father Charles A. Curran, a clinical psychologist, whose research took him into the field of language learning in 1955. Father Curran noticed that learning a language produced a great deal of emotional tension in the student, and that to compensate for this, learners often showed aggressive attitudes towards their teachers. He, therefore, decided that one must reduce this tension in the classroom. To do this, he borrowed the concepts and techniques of Carl Rogers' humanistic psychology that he had been using with his patients.

The teacher's role was changed to that of a "knower-expert" who essentially sits back and allows the students to carry on until the advice of an "expert," in this case a native speaker of the target language, is needed. At this point the "knower-expert" provides, with an "absolute, positive regard," the information that the "client" (student) is seeking. Father Curran said that this reduces anxiety by decreasing the traditionally threatening role of the teacher in the classroom. By reacting in a positive and encouraging way, the "knower-expert" can provide the security that the learner needs.

The rest of the day was spent in activities designed to show us that, when CL techniques are used, tension is indeed reduced and a more joyful attitude towards learning can result. The experimental sessions were followed by "reflection periods" in which we took some time to give observations and express personal feelings about what had occurred in our groups. We were told that we were taking part in these experiments together with the reflection periods in order to develop a general feeling for the CL "model."

On the second day, Mr. Pendergast showed us how Counseling-Learning techniques could be applied to practical classroom situations through using Community Language Learning. Again, we did small group exercises followed by reflection periods.



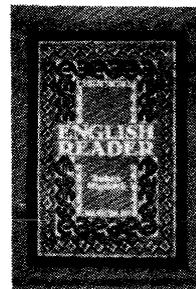
English Reader

Barbara Mszalnick
(*Secondary or post-secondary at elementary level*)

This book presents a variety of readings, dialogs, comprehension exercises, word study, songs, and controlled writing exercises. There is, in addition, a continuing detective story, "The Wrong Car," consisting of reading passages, dialogs, comprehension, and writing exercises. The entire book has inventive and interesting content, with vocabulary and structures on an elementary level. In addition, each reading, exercise, etc., has been rated according to its applicability to the slow, average, or bright student. This book is a perfect supplement to Book One of ENGLISH FOR TODAY or most any other first-level text.

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How is SR different from other methodologies?

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① SITUATE

How does SR® work?

SR® employs the *Response Sequence*, consisting of units of language that are factually correct or appropriate for an action being performed. In the initial stage, the teacher establishes the situation and the student is encouraged to respond: first, the teacher models a unit of the response sequence, often playing two distinct persons: "Open your purse. What did you do? I opened my purse." Following the teacher, the entire class says the unit. Then, the teachers asks individuals, chosen at random, to repeat the unit which leads to an exchange between the teacher and a student:

Teacher: Maria, open your purse. What did you do?

Maria: I opened my purse.

This stage is crucial. The situation will govern the language. If Maria drops her purse, or shuts it instead, the language should reflect these variations.

Finally, the students exchange questions and answers among themselves. The teacher is now in a facilitator role. At the end of this stage, students will be able to comfortably use the language you've taught them.

② COMMUNICATE

What will my students like about SR®?

The primary thing students like about SR is that it allows instant communication, which is a kind of instant reward. Let's be honest. Conjugations of verbs, pattern practice, and memorizing vocabulary lists are not effective means of learning to communicate. More importantly, the student may even be de-motivated by these methods. When SR is used, however, the student manages his own learning and becomes involved in *communication* — the real point of language learning. He is, in fact, creating his own "syllabus".

SR® Orientation in American English

a complete course from 1-6 . . .

real communication ; real learning

Eugene J. Hall and Sandra Costinett

The *Orientation in American English (OAE)* series consists of six levels of materials designed to take the English as a *Second Language* or remedial English student from little or no competence in English to the threshold of academic fluency.

- **OAE's** practical orientation, based on Situational Reinforcement® (SR®) (see pages 10-11), makes it adaptable to all training situations, academic to industrial training;
- The variety of flexible components in OAE (see below) gives the teacher the opportunity to tailor the materials to each individual program and student. OAE components can also be used as complements to other ESL materials and methods;
- The relevant and up-to-date subject matter that forms the situational core of OAE is revised continually to keep students interested and involved in learning;
- Information about modern American life and culture is an integral part of OAE.

Course, Material and Duration

The complete OAE series consists of six levels, each designed to take 80-100 classroom hours. The series is composed of the following components:

SR® Orientation in Business English

readings and response sequences reflecting situational reality in the job world . . . the increasing role of women and other minorities.

Orientation in *Business English (OBE)* equips students with the vocabulary and job-related information they will need to prepare for a broad range of clerical, secretarial, and administrative positions in commercial, industrial, school, and government offices.

- *Orientation in Business English* is completely non-discriminatory and culture-fair in its portrayal of today's occupational world.
- *Orientation in Business English* is used extensively in Europe and Latin America, where there is a considerable need for English in business and government.
- Consumer-related material — credit, for instance — is an integral part of *OBE*, as is job-hunting and on-the-job communications.

Course Materials and Duration

The OBE Materials

The materials for a complete OBE course consist of the Teacher's Guide for all three levels; Texts 1, 2, and 3; and Workbooks 1, 2, and 3. Text 1 and Workbook 1 contain 20 lessons each, and require 120-150 classroom hours of instruction; Text 2 and Workbook 2 have 15 lessons and also require 120-150 classroom hours; Text 3 and Workbook 3 consist of 10 lessons each, and can be covered in 100-120 classroom hours.

American English for International Businessmen

For self-study or classroom use, *American English for International Businessmen* has been prepared for students who are or will at some time be engaged in work that brings them into contact with English-speaking businessmen.

Terminology and structures appropriate to business situations — such as ordering, travel arrangements, and investments — are practiced and reinforced in oral and written form. *American English for International Businessmen* contains 12 lessons, and is accompanied by a tape program.

PRICE LIST

*Orientation in American English (OAE)

Text, 1-6
 ¥1,300 each
 Workbook, 1-4
 ¥1,100 each
 Tapebook, 1-4
 ¥1,100 each
 Audio Cassette, 1 (Set of 10)
 ¥23,500
 Audio Cassette, 2-4 (Set of 5)
 ¥12,000
 Reader, 2-6
 ¥1,200 each
 OAE'S Teacher's Manual
 ¥2,000

*Advanced Readings and Conversations

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*Orientation in Business English

Text, 1-3
 ¥1,900 each
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*American English for International Businessmen

Text,
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 Audio Cassette (Set of 6)
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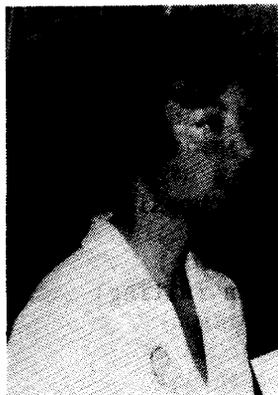
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re·views

The Toro Method for Children

Susie Cowan Fujishima



The Kanto Chapter had as its June speakers Toyotaro and Elizabeth Kitamura who have developed "The Toro Method"-- an integrated, effective, and pleasant system of teaching English to children ages 6-13 which covers speaking, reading, and writing skills taught through oral -aural and textbook techniques.

This presentation dealt mainly with teaching speaking skills with an emphasis on grammar and pronunciation. Topics covered included: 1) teaching the child under 6, 2) the Toro Method for children 6-13, and 3) English through the stomach.

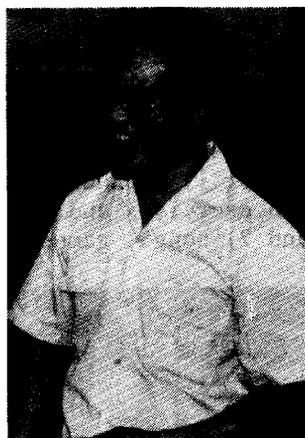
Pre-school Children

As an introduction Mr. Kitamura pointed out that until the age of 5 or 6 children learn conditionally, and it is almost impossible to develop materials for them which present English systematically. These children need activities like songs, games, and dances which include a lot of movement. The teacher should behave naturally as a mother would. After the age of 6, children can gradually learn conceptually, and lessons can be introduced that teach the language in grammatical steps.

Mrs. Kitamura then demonstrated several types of activities for pre-school children. The lessons revolve around a workbook which present themes to stir the imagination of children instead of grammatical patterns.

One page from the workbook showed ants playing in the rain, the sun coming out, and a spider trying to go up a water spout. Around the themes of "rain," "ants," and "a spider," many kinds of activities can be done:

1. "The Rain Songs"
 - a. Children form a circle with one child in the middle. while everybody sings "Rain, rain, go away. Little _____ wants to play," the child in the middle opens an umbrella and spins it on the floor. The child the handle points to is "it" and gets to spin the umbrella.
 - b. Pitter, Patter, Pitter, Patter ... Hit hands on knees
 What's the matter? What's the matter? loudly
 Drip, Drop, Drip, Drop ... Hit slower & softer
 stop
2. "The Ant Games"
 - a. Where's the ant?"
 Children form a circle around one child who is blindfolded. They pass around a toy ant while saying, "Where's the ant?"



Where's the ant?" The child in the middle takes off his blindfold and tries to guess who is holding the ant behind his back.

- b. "Ants, ants, ants, ants
which color do you choose?"
Children make paper ants of various colors and put them in a box. A child names a color and picks an ant from the box. If it is the color he names, he can be "it" and hold the box for the next child.

3. "The Itsy Witsy Spider Song"

The itsy witsy spider
Went up the water spout
(show climbing with thumbs and first fingers of opposite hands)
Down came the rain
(hands and fingers move up and down to show rain falling)
And drove the spider out
(hands out to side; sad facial expression)
Up came the sun
(arms in a big circle; happy facial expression)
And dried up all the rain
And the itsy witsy spider
Went up the spout again.
(repeat climbing with fingers & thumbs).

Children color pictures in their workbook showing the spider & the water spout. The teacher then illustrates the song with pictures, and the children sing and act out the song together.

The Toro Method for Children 6-13

The Toro Method for children has 7 levels, each with its own workbook. The workbooks help the child in his symbolic development in EFL, leading him from pseudo-communication to real communication. The phases of the program include: 1) pronunciation skills, 2) song patterns, 3) grammar patterns, 4) syn-con exercises and miming, 5) syntax pattern miming, 6) short yes-no answers, and 7) songs, games, drama, cooking, crafts, and other activities.



1. Pronunciation Skills

Pronunciation practice should be funny and exaggerated at first. Mr. Kitamura recommended using songs that include Japanese and English to teach the sounds Japanese doesn't have, like [f], [v], [θ], [æ], [ɔ], [ʃ], etc. One song sung to the melody of "Twinkle, twinkle, little star" goes:

Kuchibiru kande/Fa, fa, fa
Fa, fa, fa, fa/Fa, fa, fa

Kuchibiru kande means "bite your lip." After the children have learned how to bite their lower lip and make the sound correctly, the words *Kuchibiru kande* can be dropped, and the song can be sung using only the word "fa" or other words or combinations of words with "f" in them like "four" or "five." The remaining verses go on to practice the other difficult phonemes indicated above.

After rehearsing this song, the teacher can make up funny combinations of sounds to give the children further practice in moving the muscles of their mouths. These can be done as chants or sung. The children can also try to see who can make up the funniest combination.

2. Song Patterns

Song patterns for teaching basic vocabulary and grammar also use Japanese and English together. For older children, the Japanese can be omitted. First of all, the pronouns are introduced.

Watashi wa - I, I
(point to self)
Anata wa - you, you
(point to another person)
Hitori no otoko wa - he, he, he
(point to a picture of a man)
Hitori no onna wa - she, she, she
(point to a picture of a woman)
Inu wa ippiki - it, it, it
(point to a picture of a dog)
Empitsu wa ippon - it, it, it
(point to a picture of a pencil)



The plural forms are practiced similarly by pointing to yourself and others, or to pictures of people or animals.

3. Grammar Patterns

With songs, charts, and drills, the children's grammatical range is gradually expanded. The following song, for example, is used to practice predicate adjectives.

I'm so happy. . . . Use gestures. Continue with other
I'm so happy. feeling words: sad, crazy, scared,
I'm so happy. mad, hungry, etc.
Happy everyday.

After the present tense has been introduced, the way has been prepared for the next phase of instruction.

4. Syn-Com Exercises

a. Pseudo-Communication Exercises

Teacher: You are thirsty. Do you drink juice?

Student: Yes, I drink juice.

Teacher: Ask me.

Student: You are thirsty. Do you drink juice?

Teacher: Yes, I drink juice.

b. Follow-up exercises teach syntax, context, and relation through feeling and thinking and require students to use judgement in answering. Sample questions:

1) You are a cowboy, but you are sick today. Do you ride a horse?

2) You drink milk. Are you a baby?

3) You are a carpenter, but it is a holiday today. Do build a house?

5. Syntax Pattern Miming

In the next stage, the students are presented with a story to act out.

For example: "You are a fisherman. You fish on an island. You catch a jelly-fish. You live in a hut. You cut with a knife. You eat the jelly-fish. You are sleepy. You lock (the door) with a key." Afterwards, the students can draw pictures of each scene in the story. Older children can make up stories of their own with picture cards.

6. Short Yes-No Answer

In this phase, the teacher makes a card, one side of which says "yes" and the other "no"

Teacher (showing "yes"): Do you drink juice?

Students: Yes, I drink juice. (or: Yes, I do.)

Mr. Kitamura recommended teaching the longer answer, "Yes, I drink juice," instead of "Yes, I do," to give the students more practice in using the language. Later the students can be taught the shorter answer.

7. Activities

Mr. Kitamura demonstrated a few games, some of which were games for fun, games for fluency and speed, guessing games, and sentence building games. Most of the games are played with special cards he has developed at his school. "Cooking lessons" are also used at this stage to consolidate and expand the students' speaking skills.

English through the Stomach

Mrs. Kitamura began her presentation with the question, "Why should we teach cooking?" She gave five reasons: for enjoyment, for teaching vocabulary, for teaching skills--like measuring, to help students relax, and to develop sensitivity to other cultures.

In a regular school program such a lesson could be given once a month. Boys enjoy it as much as girls do. All kinds of activities can be done before, during and after the actual cooking itself.

First, the teacher shows the class pictures that illustrate the recipe:

- a. Put fruit in a glass.
- b. Pour soda on the fruit.
- c. Add icecream--1 tablespoon.
- d. Sprinkle coconut on top.

Then, the teacher explains the vocabulary, which should be limited to four or five new words, using gestures and realia. Looking at the pictures, the students listen to the teacher and repeat each step of the recipe several times. The students' understanding of the vocabulary can be checked with short questions and answers, like:

What do you do first?

Who's pouring now?

What do you need next?

Students should be encouraged to make up their own questions and answers. Advanced classes can even try initiating spontaneous dialogues.

* * * * *

The representative for the Toro Method in the Kanto area is Ms. Toshiko Yasui. For more information about Toro materials and teacher training programs, call her at 0474-74-8924.

re·views

Inter-Cultural Techniques

Mark Mullbock



Gwen Joy bases her course in inter-cultural communication at Fuji Seishin Joshi High School on the premise that effective communication with someone of another culture can only take place after some degree of self-awareness has been achieved. Following this, a general cultural awareness and knowledge of how culture shapes people's ideas, plus awareness of other people's opinions, are essential.

How can these goals be attained and how can they be made part of language learning? These and many other questions were answered by Ms. Joy at the July meeting of JALT's Kanto branch held

at Athenee Francais.

Gwen began by explaining that although this 40-hour course was developed for high school seniors, it has also been used with businessmen, college students and teachers in training.

The twelve seniors in this elective course meet twice a week. Each class is fifty minutes long. The goals Ms. Joy would like to see the students work toward include:

- 1) self awareness
- 2) social awareness
- 3) cultural awareness
- 4) getting factual background information
- 5) communicative skills
- 6) problem-solving skills
- 7) learning skills
- 8) language skills

The steps taken to achieve these goals include:

- 1) evaluation of the group and selection of activities
- 2) an introduction to themes and objectives
- 3) the activities themselves
- 4) evaluation

Ms. Joy pointed out that the students themselves have a voice in the course and are encouraged to make suggestions throughout.

At the beginning, a contract is made with the group of students as a whole. This contract is continually re-evaluated during the course. It then takes two or three class hours to select the different themes. Next come the activities.

One of the earlier activities has the students remaining silent for fifteen minutes. Nothing can be said--not even "uh-huh" or "un-un. After a few breathing and limbering up exercises (shaking the legs, hands, etc.) the students are asked to make a circle, then a square, then a circle again, then a triangle, then a circle, a square, etc., etc. They are then asked to make two circles, one inside the other, with the same number of people in each

cle. Next, the people in the inside circle are asked to move clockwise and those in the outer circle are asked to move counter-clockwise. Then they are asked to stop, and the person opposite becomes a partner. The couples move out of the circles with one partner serving as a mirror, i.e. mirroring the actions of the other. The couples are first asked to stand three meters apart, then 30 cm. apart and then as far apart as they feel comfortable. Next, they are asked to look around and find a new partner--someone they don't know. Then they are asked to introduce themselves without speaking. After giving some information about themselves without speaking, the students are asked to form a line according to the month and day (not the year) of their births, all of this done without saying a single word. Finally the students are allowed to speak and are asked to call out the month and day of their births to see how close they came to being in the correct position in the line.

After this activity is over, the students are asked the following questions:

- 1) What was the easiest thing to do? Why?
- 2) What was the hardest thing to do? Why?
- 3) What did you learn?

Some of the students' answers to the third question included, "It's easier to speak English than to remain silent for 20 minutes." and, "We can communicate without words." The ideas that mutually understood symbols are needed to communicate and that communication (especially non-verbal communication) is based on co-operation, were also expressed.

The above activity is part of the theme of non-verbal communication and usually takes place during the first or second class hour.

One values clarification activity consists of listing those personal questions which a person would rather not answer, along with possible answers to those questions. Another has the students making a list of those items typical of Japan which they would take in their suitcases when going to another country. The students are divided into groups for these two activities with the teacher acting as a guide who may join a group if invited.

More values clarification techniques include having the students form a line and asking them to divide according to such questions as "Are you more like summer or winter?"; "Are you more like the sun or the moon?"; "Are you a day person or a night person?"; etc. Then the students can form a line representing a scale from 0% to 100% on an issue such as "The International Year of the Child--It is greatly benefitting children all over the world?" In order to form the line, the students need to find out how each other feel about the statement. Whatever topic is chosen, it should be interesting and at least a little controversial with no easy yes/no answer.

Still another values clarification technique is called "brainstorming." Students again divide into groups and are given a question such as "How can you use an empty Coke bottle?" The four rules are:

- 1) Give as many ideas as possible.
- 2) Do not judge the ideas,
- 3) One person writes them down.
- 4) Stop when the time is up.

A few of the answers given by the participating teachers at the presentation to the question "How can you use an empty Coke bottle included: a vase, musical instrument, ash tray, paper weight and light bulb.

Ms. Joy made the following useful suggestions for conducting a successful intercultural communications course of this type:

- 1) Careful evaluation of the group
- 2) Constant re-evaluation during the course
- 3) Making the objectives clear through the contract
- 4) For the teacher--experiencing the activities before doing them with the students. The teacher shouldn't have the students do anything the teacher would not do him/herself.
- 5) Making the directions clear and brief (students should concentrate on the activity and not on the directions)
- 6) Teacher should be part of the group without getting too personally involved.
- 7) Lessons should be well-planned but flexible.

If a teacher senses that students are feeling uncomfortable with a certain activity, the activity should be stopped and students should be asked why they feel uncomfortable.

After completion of the course, it is hoped that students will have improved their discussion skills, both listening and speaking, and will have learned some new vocabulary as well as something of the cultural background of English, other people's opinions, and some facts about other countries; in short, that they will have acquired the language skills and cultural awareness necessary for communicating effectively with people of other cultures.



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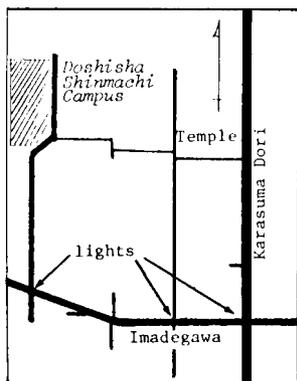
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meetings

KANSAI

Topic : BAFA BAFA--Meeting a Different Culture
 Speaker: Jim White, Tezukayama Gakuin College
 Date & Place : Saturday, October 20; 2:00-5:00 p.m.
 Doshisha University, Shinmachi Campus
 (075-441-1146)
 Sunday, October 28; 1:00-5:00 p.m.
 Ashiya Shimin Kaikan (See map below)
 (0797-31-4995)
 Fee : Free to members; nonmembers, ¥1,000
 Info : Kenji Kitao, (075) 433-6146,
 or (075) 611-7449 at night
 Fusako Allard, (06) 315-0848,
 or (078) 821-8286 at night

BaFa BaFa is a simulation or game designed to help participants realize the problems of cultural shock. Participants are divided into two distinct groups, the Alpha and the Beta. Following own-culture orientation, observers from each group visit the other "country." Based upon their reports, each group develops hypotheses about the most effective ways to deal with the other culture. Everyone then has a chance to visit the other country and to attempt to successfully communicate and participate in a new world. After all the participants have made a visit, they discuss and analyze their experiences and feelings about cultural shock.

In summary, BaFa BaFa creates a situation which allows profitable exploration of the idea of culture, creates feelings similar to those likely to be encountered when traveling in a different country or culture, and gives participants experience in observing and interacting with a different culture.

Jim White has been an assistant professor at Tezukayama Gakuin in Osaka for the past 5 1/2 years. He has lived in Japan for over 15 years and in other parts of the East for 6 more. He received an M.A. in Audio-visual Education from International Christian University in Tokyo in 1965 and now does free-lance translating in education and educational technology. Jim is particularly interested in foreign language education, cross-cultural explorations and international understanding.

SPECIAL INTEREST GROUP MEETINGS

Topic : Using the Unconventional Method
 in the Schools
 Speaker: Barbara Fujiwara, Seifu Gakuen
 Date: Tuesday, October 16
 Time: 6:00-8:00 p.m.
 Place: Koen-Kan (basement), Doshisha University
 (Get off the bus at Doshisha Mae on
 Imadegawa St. or Karasuma Imadegawa and
 follow the JALT signs.)
 Fee: Free
 Info: Yukinobu Oda, Department of English
 Doshisha Women's College, (075) 251-4151

The following meetings will be held on October 28 at Ashiya Shimin Kaikan.

Teaching Children Interest Group	11:00-12:00 p.m.
Teaching English in Schools (TES)	10:30-12:00 p.m.
Teaching Japanese Interest Group	5:00- 7:00 p.m.

KANTO

Topic: An Introduction to the Counseling Learning/
Community Language Learning Model
Speaker: Thomas Pendergast, Osaka Gaidai
Date: Sunday, October 14
Time: 9:30-5:00 p.m.
Place: Athenee Francais
Fee: Members: Y1,500; nonmembers: Y3,000
Info: James Duke (ILC), 03-264-5935

"Community Language Learning is a particular application of Fr. Curran's research findings to the learning of foreign languages. In this context, Counseling-Learning skills create the positive atmosphere in which knower and learner can function together as a creative learning community." This presentation will attempt to clarify and illustrate C-L/CLL through lectures, exercises in developing counseling skills, demonstrations, and suggestions for classroom use. Special attention will be paid to the "multi-faceted" aspect of the C-L/CLL model. The presenter wishes it to be understood that this presentation makes no claim to being an "authorized" or "official" version of C-L/CLL, which is registered under the Counseling-Learning Institute's trademark.

CHUGOKU

Topic: Reading in the Teaching of English
as a Second Language
Speaker: Margaret Eleanor Wall
Date: Sunday, October 14
Time: 1:00-4:00 p.m.
Place: Hiroshima YMCA
Fee: Free to members; nonmembers: Y1,000
Info: A. Barbara O'Donohue, 08266-S-3476

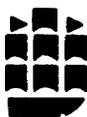
Mrs. Wall is a graduate of Washington University in St. Louis, Mo. She has a B.S. in English, an M.A. in Language Development, and a Ph.D. in the Historical Foundations of Education. At present, she is a reading specialist at the M.C. Perry School, Iwakuni Air Base, Japan.

TOKAI

Topic: Humanizing the FL Experience
Speaker: Ray Donohue
Date: Sunday, October 28
Time: 1:30-4:30 p.m.
Place: Kinro Kaikan (Tsurumai Station)
Fee: Members: free; nonmembers: Y500
Info: Nanacy Nakanishi, 052-763-2897

This presentation is concerned with the theory and practice of Humanistic Education as applied to FL learning. It will focus primarily on teaching in Japan: limitations, goals, conditions for learning, application, etc. Part of the program will be experiential. A video-tape of a noted figure in Humanistic Education circles will be shown. The program will begin promptly.

Ray Donohue is a counselor and holds an M.S. Degree from Indiana University. He has worked as a counselor for ghetto youth and as a leader of a Black-White sensitivity group. He is now a lecturer at Nagoya Gakuin University.



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