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**TV, Radio, and the Print Media**

Rosanne Skirble

## Part I: An Overview: Some Do's and Don'ts

No matter where we find ourselves in the world today, we are bombarded with media images: on posters, in newsprint, from neon signs, or in radio and television broadcasts. We come into contact with Coca-cola insignia on restaurant awnings, or in messages painted down the sides of buildings. In the United States, by the time a child reaches the age of five he will have spent on the average of forty hours a week in front of the television. We can't escape no matter which way we turn.

So we accept it. The media carries messages which grab our attention and force us almost subconsciously into action. We buy brand name products. That popular song we at first disliked we're now humming all the way to the record shop. In this article we will take a closer look at the visual, audio and print media to see how they communicate their messages. In them we'll find rich resources for ESL/EFL lessons.

## Some Do's and Don'ts

Before even deciding to turn on the television, to record an English language broadcast, or to cut out a magazine advertisement, there are some basic considerations to keep in mind for successful media-adapted lessons.

1. First, look at the nature of the media piece and analyze how its message is stated, its intended audience, and actual use. What figurative language and paralinguistic information is communicated? If it is a written piece, how is it meant to be read-carefully, or at a glance while turning the pages of a magazine?

2. Determine precise communication objectives for the students, such as how and what they should look at, listen to, or react to in a particular segment. This should take the form of written questions, a reading, or a vocabulary list.

3. Material is less likely to be misinterpreted if it is relevant to the students' experience, age group, and language level. Often radio, television, and print advertisements make creative use of language through puns and idiomatic expressions. Although they are very clever, they may be too culturally bound and linguistically difficult for the student to understand.

4. The most effective material will be that in which the meaning is clear from the context. In a radio segment, sound effects contribute to meaning. In a movie clip, television commercial, or news segment where the meaning may be understood from the visual context, there may be no need to explain dialogue.

5. Keep in mind the importance of the message. Even a beginning level student can grasp the main idea of a piece if there are enough visual and audio cues. Action packed segments that tell a story with a clearly defined beginning, middle, and end will work best. A television commercial does this in thirty to sixty seconds!

6. Limit the amount of material to be presented. There should be enough time to present the media piece, to do exercises based on that piece, and to repeat the initial media presentation. Audio or visual segments should be kept well under five minutes. That provides time for them to be played two or three times in one class period.

7. Determine how the lesson will relate to prior and/or anticipated classroom work. The lesson will work best when integrated into the structure of a particular unit.

8. Finally, a word of caution. If audio-visual equipment is part of your presentation, make sure you understand how to use it. Even the best laid plans will sour if the machinery (or machinist) is not working properly.

## Part II: Print Media

The print media communicates messages that come at us at rapid fire rate. It is not unusual to see four of the same poster plastered across a wall, or road signs yelling out commands. Labels on canned or boxed food products, newspaper and magazine advertisements, political cartoons, and the comics reach a mass audience. A lesson built on the print media should take into consideration appropriate material selection, clearly defined goals and objectives, and structured activities which focus on a particular communication skill.

## Material Selection

1. Choose material which you feel will be appropriate to the age, exper-

# **JALT NEWSLETTER**

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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: ¥2,500.

ience, and language level of the student.

2. Choose material in which a picture or series of pictures explain the written message. Magazine or newspaper advertisements are extremely useful. They express a point of view, and their visual impact reinforces the content of the message. Be selective. Try a public service advertisement, or a commercial product with which the student would be familiar, such as Coca-cola or Kodak.

### Lesson Plans

Since you will be using an advertisement or cartoon, no audio-visual equipment is necessary. It is important that the material be reproduced for individual use. In the lesson plan, the students' attention is directed toward how to read or interpret the material. This is followed by exercises and review. Remember to structure the lesson so that it relates to prior or anticipated classroom work.

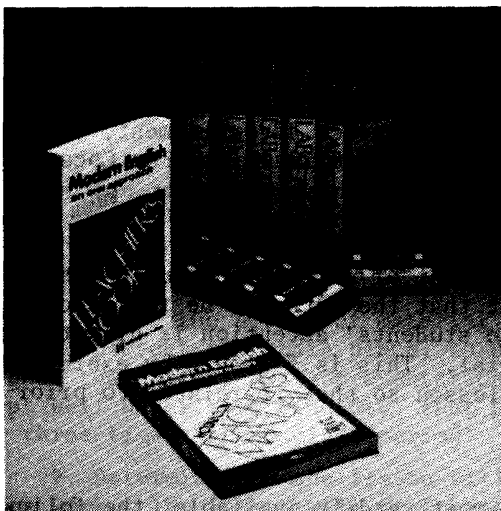
### Activity Suggestions

Since print advertisements are the most readily available, the following suggestions deal exclusively with that medium:

1. Discuss the socio-cultural aspects of a magazine or newspaper advertisement. What can you learn from the picture? To whom is the product directed? What is it trying to make you do? Express these feelings in writing.
2. Analyze the written message of a magazine or newspaper advertisement. Discuss any puns, idiomatic expressions, or unusual sentence construction. How and why is figurative language used?
3. Divide the class into small groups, giving each a magazine advertisement. Have each group write a script based on the ad and perform it for the class.
4. Distribute magazine or newspaper advertisements to each of the students. Have them write a story from the point of view of one of the people in the advertisement.
5. Using a magazine advertisement as a point of departure, develop composition lessons based on one of the following methods of paragraph organization: comparison and contrast, prediction, opinion, cause and effect, or chronological order.
6. After discussing several advertisements, have the students develop original ads based on a product of their choice.
7. Locate additional reading material based on a particular advertisement. If for example, the product is a new Ford, ask or write any Ford dealership for pamphlets describing the latest models. You can find material free of charge from airlines, travel bureaus, the chamber of commerce, the Red Cross or community service agencies. Have the students initiate these written requests for composition practice.

\* \* \* \* \*

*Ms. Skirble, a free-lance witer-consultant and ESL instructor, will be participating in the JALT Applied Linguistics Workshop this August. (See pp.22-43 of this issue for complete details.) The above article, which nicely introduces her field of interest, is reprinted from Collier Macmillan's Interview, Vol.1.4, No.1.*



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# Japanese and English Compared

Sumako Kimizuka

The structural mistakes classified and described in this study are the result of an intricate variety of problems which the Japanese student encounters in learning English. However, most of the typical mistakes can be analyzed on the basis of a comparison between Japanese and English structures, because it is obvious that "the grammatical structure of the native language tends to be transferred to the foreign language."

Sample sentences which are given in this section represent the recurrent appearance of similar mistakes. The mistakes relevant to the particular categories or items are underscored. . .

## I. FORM CLASS WORDS

### A. Nouns

#### 1. Wrong plural form

Since the distinction between the singular and plural forms of nouns does not exist in the Japanese language, the split category\* applies. In Japanese the number of a noun can be indicated by numeral modification whenever it is necessary. There is no change in the form of the predicate verb depending upon the number of the subject. The Japanese learner has to develop a new habit of using nouns in two different forms, depending upon whether the noun denotes a single unit or the plural. In addition to this, there are the regular and irregular forms of plural nouns, including the problem of discrimination between mass and count nouns.

The category of noun forms, therefore, ranks highest in the hierarchy of difficulty. As indicated by the following examples, more difficulties are revealed in the irregular forms.

#### a. Mistakes caused by false analogy

*The early settlers lived in log cabins.*  
*I see four butterflys.*  
*Small childrens\_ believe in Santa Claus.*

Most of these mistakes are attributed to false analogy. The prevailing tendency is the indiscriminate use of "-es" for the plural form.

#### b. Mistakes in "collective nouns" and "people"

*My families are seven in all*  
*Most of all peoples lost their way.*

A considerable difficulty is seen in the use of the noun "people" and the "collective nouns," such as "furniture," "class," "group," "family," etc., because the Japanese make no distinction between "collective nouns" and "singular nouns," such as "man," "dog," "pencil," etc.

\* Note: Dr. Kimizuka here uses Robert P. Stockwell's system of categorization. "The split category applies when the learner must split a familiar unity in his language into two or more unities in English (as when) the Japanese learner of English has to learn to distinguish between the sounds of /o/ in "coast" and /ɔ/ in "cost"..." "The new category means that the learner must acquire a new and unfamiliar unity (e.g. the usage of articles)."

## 2. Wrong usage

## a. Possessive case

The possessive case of a noun belongs to the split category for the Japanese learner. In Japanese the morpheme "no" is attached to a foregoing noun to give it a quality of "possessiveness" or to form a "noun-noun cluster" by giving a quality of "modification" to the first noun. For example: *uchi-no yane* (the roof of the house).

The Japanese morpheme "no" can be transferred as the "noun-'s" construction. However, the Japanese learner has to learn a new distinction between the animate noun which can be used in such form as "Mary's dress," "the dog's tail," etc., and the inanimate noun which cannot be used in such form, but is used in the following manner: "the door of the room," "drawers of the desk," etc. Consequently, such mistakes as follow are frequently found in the composition.

*On December 24th's night we play games.*  
*Every house's children got presents.*

## b. Mass noun and count noun

There are no articles and distinction of noun forms depending upon "number" in Japanese. Consequently, there is no distinction of usage between the mass noun and the count noun. This belongs to the split category in the scale of difficulty. The Japanese learner has to form a new habit of making a distinction between such nouns as *water, grass, warmth, happiness, air, book, child, pen, etc....*

## (1) Mass noun used as a count noun

*After a little while those rices got very sticky.*

## (2) Count noun used as a mass noun

*We ate a lot of food and played much game.*

## B. Verbs

## 1. Wrong form

## a. Wrong form of present, past, present participle, &amp; past participle

The conjugation of English verbs belongs to the new category. The Japanese verbs inflect depending upon the class of words which follow them. The verb can be followed by six different classes of words, that is (1) the negative adjective; (2) the auxiliary; (3) the connective morpheme.. .; (4) the noun; (5) the morpheme of the conditional; and (6) the morphemes of "command." These constitute a considerable problem for the Japanese. Most mistakes in verb forms, accordingly, are due to lack of understanding of the English verb system.

## (1) Wrong past form

*Four water men probably digged the well.*

## (2) Wrong form for the past tense in negative

*We do not played these games.*

## (3) Wrong pattern for the past tense

## (a) Use of "be-verb" form

*After two days from that day Skippy was die.*

## (b) Use of "become-verb" form

*I became almost cry*

As is indicated by the above examples, mistakes in the past form of verbs are numerous. The most typical ones are the use of the "I-ed" form for the irregular verb by false analogy. Mistakes by transfer of the Japanese "verb-morpheme" are repeatedly seen in the forms of "be-verb" and "become-verb"...

b. Wrong pattern of the infinitive

The infinitive belongs to the new category. In Japanese the verb is inflected so as to be connected to the other verb, but there is no pattern of expression which is equivalent to the infinitive. Consequently, frequent mistakes are found in the form of the infinitive.

*I want — get better job than others.*

The tendency to use the infinitive without to is obviously attributed to the Japanese usage of "verb--verb" pattern which does not require any morpheme between verbs.

c. Wrong pattern of the subjunctive

The form of the subjunctive also belongs to the new category. In Japanese the "subjunctive mood" is expressed by the use of a morpheme which follows the verb, and there is no change in the tense. Therefore, the difficulty for the Japanese student seems to be in learning the patterns of the subjunctive.

*If Japan win the Japanese-American War, I wonder how to take care of America, maybe we can't do\_just like the Americans did to us.*

2. Wrong usage

a. Use of wrong tense

(1) Mistakes in tense sequence

Four basic tenses are used in Japanese to denote the present, past, present perfect, and future perfect. These are signaled by the auxiliary (modal) which follows the verb. The progressive form is indicated by the use of a morpheme (bound form). The other tenses are indicated by adverbs as well as by context. In contrast, English has twelve different tense forms which are signaled by the conjunction of verbs, by the use of the auxiliary, and by the combination of both. Some of the important points of contrast in tense concept between Japanese and English are: (a) In Japanese if the action (or the state of being) in the subordinate clause occurs before the action (or the state of being) of the main clause, the tense in the subordinate clause is always in the past, regardless of the tense in the main clause. In short, the determination of tense forms depends upon the relativity or the order of occurrence and not upon "time" (e.g., present, future, past, etc.). In English the tense form is determined in terms of the present, future, past, etc. For example:

Japanese : *Ookiku nattara, ongaku-ka ni nari masu.*  
                   (older) (growl     (musician)     (become)  
                   "*I shall be a musician when I grew up.*"  
 English : *I shall be a musician when I grow up.*

Since the action of the "when clause" occurs before the action (or the state) of the main clause, the tense of the verb in the "when clause" is "past in Japanese; whereas, in English, the present tense "grow" should be used, because the action "grow" has not been completed yet. (b) In Japanese, when the final verb of the main clause is in the past tense, the verbs in the subordinate clauses are ordinarily expressed in the present tense. In English the tense of the verbs is determined according to the sequence of time: past, present, future, etc. For example:

Japanese : *Kino gakkō-e aruite-iku toki, ame-ga futte imashita.*  
                   (yesterday) (to school) (walking) (when) (rain) (falling)  
                   "*When I am walking to school yesterday, it was raining.*"  
 English : *When I was walking to school yesterday, it was raining.*

(c) In Japanese the concept of the present perfect tense and the past perfect tense is expressed by the use of an adverb or a morpheme; whereas, in English different verb forms are required for different tenses. (d) In Japanese the future action or state is ordinarily expressed in the present tense, except when the speaker implies volition, presumption, or vague probability in the future. In this case the verb is followed by an auxiliary which denotes volition, presumption, or probability, respectively. Problems resulting from these points of contrast are obviously reflected in the mistakes in compositions.

- (a) Wrong use of the past tense in the subordinate clause denoting the action (or state) of the future:  
***When I finished high school, I will have to go to college.***  
***I like to be an engineer when I grew up.***

Transfer of the Japanese tense concept is clearly reflected in the above examples. The underscored verbs of the subordinate clauses are ordinarily expressed in the past tense in Japanese, as explained above.

- (b) Wrong use of present or future tense in a clause denoting the action (or state) of the past:  
***I was waiting that today come early.***  
***I gave him a record which he likes best.***

Misuse of the present or future tense in the above examples is a result of transference of the Japanese tense pattern. In Japanese, as described in the preceding section verbs in the subordinate clauses (or nonfinal clauses) are ordinarily expressed in the present or future when the verb in the main or final clause is in the past.

- (c) Mistakes in sequence  
***Everyone found out that she caught the big wolf.***  
***On that day I went to Disneyland where I was once before.***

These are *some* of the typical mistakes found in the compositions because the concept of the past perfect tense is new.

- (d) Use of the present tense for the future action or state:  
***I go back to Japan May 1, 1961.***  
***He brings it to me tomorrow.***

In Japanese the present tense is used to denote the action or the state of the future, unless the speaker's volition, presumption, or vague probability is implied. This pattern is transferred in the above examples.

(2) Wrong use of the progressive

The English progressive form belongs to the reinterpreted category as a whole. In Japanese the progressive is formed by adding a morpheme "te" or "de" after the inflected ending of a verb and before the auxiliary verb. For example: *hashitte-imasu* (is running). One of the problems in this category is that in Japanese any verb can be used in the progressive form; whereas, such English verbs as *know*, *see*, *love*, etc., are rarely used in the progressive form. (E.g. *They were knowing that the man was ill.*)

- b. Wrong use of the present and past participle in such verbs as *interest*, *excite*, *surprise*, etc.

Usage of particles belongs to the split category. In Japanese the meaning of such verb forms as "interesting--interested," "exciting--excited," "surprising--surprised," etc., is expressed by adjectives. The Japanese learner must learn the usage of two different forms of participles. The difficulty is reflected in the following mistakes.



(1) Wrong use of the present participle for the past participle:  
*We were so exciting when the telephone rang.*

(2) Usage of wrong form for the present participle:  
*I thought it was really interested.*

c. Wrong use of participial construction

Since Japanese has a similar construction (verb--morpheme), this belongs to the reinterpreted category. Mistakes in this category are mostly due to the lack of understanding of English usage.

*After I living there, I went to Japan.*

d. Wrong use of the active and passive voices

The passive voice belongs to the reinterpreted category. In Japanese the passive voice is formed by adding an auxiliary after the inflected ending of the verb. Mistakes in this category are mostly due to misunderstanding of English usage.

*That is why our bedroom used for any kind of room.*

e. Wrong use of the infinitive

The infinitive belongs to the new category, as is described in the section of "the wrong pattern of the infinitive." A considerable problem is seen in learning the idiomatic usage of the infinitive form in English sentences.

*We enjoyed to ride the car on a holiday.*

*Thank you very much to take us to the museum.*

Many of these mistakes are attributable to false analogy. Since usage of the infinitive is new, it is natural to use the construction, "...enjoyed to do..." by analogy with "...liked to do," "...wanted to do..."

f. Wrong use of the gerund

Japanese has a structural form equivalent to the English gerund. However, in Japanese, verbs and adjectives are inflected to form the gerund, and the gerund can be used in all patterns of sentences, while in English the usage of the gerund is limited to certain patterns of sentences.

*I was asked for washing dishes.*

Mistakes in this category are also attributed to false analogy.

3. Omission of verbs

a. Omission of verbs after the auxiliary "can"

The usage of the auxiliary "can" belongs to the new category. In Japanese the meaning of "can" is expressed by a verb. For example:

Japanese : *Ano k&a-wa eigo-ga dekiru.*  
 (that person) (English)(can)

*Ano hito-wa yoku dekiru.*  
 (that man) (well) (can)

English: *He can speak English.*  
*He is a talented person.*

"Dekiru" (can) is the final verb in the sentence, in contrast to "can" in English. Consequently, the typical mistakes are found in the use of "can" in the position of the final verb, and in the omission of the verb.

*What more they could?*

*He could everything at school.*

## b. Omission of verbs in the position of the predicate

The factors causing the high frequency of mistakes in the omission of the verbs are considered to be as follows:

(1) In Japanese adjectives have inflections and are used as the predicate without final verbs. For example: *Eigo-wa muzukashii* (English is difficult .).

(2) "Noun--a morpheme" constitutes a complete sentence without a final verb (especially in conversation). For example: *Ashita-wa gakkō yo* (tomorrow...school).

(3) A list of nouns with a "full stop" mark is frequently used as a sentence, especially in literary writing . For example: *Mawari-watada yama, yama, yama* (There is nothing but mountains around me.). A considerable number of mistakes were counted in the omission of verbs.

*Everybody kind to me and we good friends.*

## (4) Insertion of unnecessary verbs

In Japanese verbs are inflected and followed by either morphemes or auxiliaries, or both, to form tense patterns, as previously mentioned. Accordingly, the problem for the Japanese learner is the tendency to add the unnecessary auxiliary "be" to the final verb, which is obviously a transference of the Japanese usage of morphemes and auxiliaries with verbs.

*I am be perplexed.*

*I'm really believe the music is very important for human feelings.*

## C. Adjectives and Adverbs: wrong form of the comparative and superlative

The reason for the comparatively low frequency of mistakes in this category is perhaps the fact that the comparative and superlative degrees of adjectives and adverbs are less frequently used in compositions than the positive degree. In Japanese, comparison is made by adding the morpheme "motto" before the adjective or adverb and "yori" after the noun which is to be compared. For example: *Imoto-to watakushi yori motto ookii desu* (My sister is bigger than I).

The morphemes "motto" and "yori" can be interpreted as "more" and "than" in English. For the superlative degree the adverb "ichi-ban," meaning "No. 1," is added to the adjective or the adverb in Japanese, and "ichi-ban" can be interpreted as "most" in English. However, the Japanese student has to learn the two forms of English comparison: i.e., "-er," "-est," and "more," "most." The tendency to use "more" and "most" for all adjectives and adverbs, which is the transference of the Japanese comparison pattern, is reflected in the following mistakes:

*My country's Christmas Eve is more quiet than America.*

*It was my best happy day in the Japanese Union Church.*

*Mother gets up more early than all the family.*

\* \* \* \* \*

*Dr. Kimizuka will also be contributing to this summer's Applied Linguistics Workshop. (See pp. 12-13) The above article is an abridged version of Chapter 2 of Teaching English to Japanese (Moab, Utah: Tail Feather). The concluding portion--dealing with prepositions, pronouns, articles, and conjunctions--will be printed in the August issue.*

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## Applied Linguistics Seminar

# JALT Summer Workshops

Plans have now been finalized for the JALT Applied Linguistics Workshop, which will be offered in eight cities throughout the country during the first half of August. The workshop--made up of four separate day-long programs--will feature segments on phonology, contrastive analysis, cross-cultural analysis, and classroom methodology.

## Phonology



Dr. Bernard Choseed is Associate Professor of TEFL and Russian in the School of Languages and Linguistics, Gerogetown University. He received his B.A. in Education from Temple University and both his M.A. and Ph.D. Degrees from Columbia. He is the author of *College English for Exchange Students* and a series of EFL workbooks on advanced diction, English hand-writing, and English verbs. A requent visitor to Japan, Dr. Choseed has conducted seminars and workshops here every summer since 1975.



Dr. Yasukata Yano is Assitant Professor in English at Risscho University. After graduating from Fukuoka University of Education in 1961, he studied at the University of Hawaii on an East-West Center Grant and then went on to earn his M.A. in TESL from Teachers College, Columbia and his Ph.D. in Linguistics from the University of Wisconsin. He has taught Japanese and/or linguistics at the Universities of Chicago, Columbia, and Wisconsin. In Japan, he has taught TESL and comparative phonology at Keio and Aoyama Gakuin.

## Contrastive Analysis



Dr. Sumako Kimizuka is Associate Professor and Chairman of the Department of East Asian Languages and Cultures, University of Southern California. A Native of Tokyo, she graduated from Tsuda College and began teaching English in high school. Under a GARIOA grant, she continued her studies at Mills and Occidental Colleges from which she received her B.A. and M.A. Degrees in Education. In 1962, she was awarded a Ph.D. in Education by the University of California, Los Angeles. She is the author of several books and acticles.

## Cross-cultural Analysis



Ms. Helen Munch is an instructor at the World English Center, University of San Francisco. She received her B.A. in French from Connecticut College for Women and her M.A. in TEFL from San Francisco State University. She is the editor of *Looking at the U.S.A.*, a cultural reader, and *Culture: U.S.A.*, a test of cultural awareness now being piloted in the San Francisco Community College District. She has conducted various programs on teaching methodologies, techniques, and culture in the U.S. and Japan.

Classroom Methodologies



Ms. Rosanne Skirble is a free-lance writer/consultant and an ESL teacher in the Fairfax Country Public School System. She gained her B.A.in Spanish at Syracuse University and her M.A.in Latin-American Studies at Georgetown University. She also holds an M.A. in Bi-lingual-Bicultural Education from the University of Michigan. Among her many publications on the use of the media for instructional purposes is the recently printed book, *Teaching English as a Foreign Language through Television Commercials.*

The Schedule

(participants listed in order of appearance)

- Nishinippon Chapter (Fukuoka) Aug. 4-7 Yano, Kimizuka, Munch, Skirble  
Contact: Nancy Lee, 092-771-4161
- Shikoku Chapter (Takamatsu) Aug. 6-9 Yano, Kimizuka, Munch, Skirble  
Contact: Graham Page, 0878-34-3322
- Chugoku Chapter (Hiroshima) Aug. 8-11 Yano, Kimizuka, Much, Skirble  
Contact: Marie Tsuruda, 0822-28-2266
- Kansai Chapter (Osaka/Kyoto) Aug. 9-12 Yano, Kimizuka, Skirble, Munch  
Contact: Kenji Kitao, 075-431-6146
- Tokai Chapter (Nagoya) Aug. 11-14 Choseed, Skirble, Kimizuka, Munch  
Contact: Karen Campbell, 052-831-9245
- Kanto Chapter (Tokyo) Aug. 13-16 Choseed, Kimizuka, Munch, Skirble  
Contact: James Duke, 03-264-5936
- Hokkaido Region (Sapporo) Aug. 14-17 Choseed, Kimizuka, Munch, Skirble  
Contact: David Waterbury, 011-611-2111 ext. 279
- Tohoku Chapter (Sendai) Aug. 17-19 Choseed, Munch, Skirble  
Contact: Tokuko Yamauchi, 0222-65-4288

Participation Fees

The programs may be taken either as a complete block with certification from JALT or individually without certification. The pre-registration cost for participants in the four-day JALT certificate program is Y20,000 for members and Y25,000 for non-members. Day rates are Y6,000 for JALT members and Y7,000 for nonmembers. Postal transfer forms (yubin furikomi) should be sent to Fukuoka Postal Account 18843 in the name of JALT サマ-プログラム (summer program) by August 1. After that date, participants may pay at the door; however, there will be a Y2,000 surcharge for the four-day program, and a Y500 surcharge for the day rate. (Note: Because Dr. Kimizuka will not be able to participate in the workshop in Sendai, the cost there will be Y15,000 for members and Y20,000 for nonmembers. The day rates will be the same.)

JALT APPLIED LINGUISTICS WORKSHOP -- PRE-REGISTRATION FORM

(Please send this form to David Hough, NEC Language Study Center, 1-1 Miyazaki 4-chome, Takatsu-ku, Kawasaki 213 to pre-register.)

Name: \_\_\_\_\_

Address: \_\_\_\_\_

Workshop Location: \_\_\_\_\_ Fee Remitted \_\_\_\_\_

Name(s) of Speaker(s): \_\_\_\_\_

Note: Dr. Fanselow's workshop will be previewed next month.

Model Productions Presents

## *The Magic Monkey*

Jackie Gollin

One week this month there was a long, circular queue of young people in the forecourt of Tokyo? Meguro Public Hall at 5:30 each evening. Inside the hall the atmosphere was similar to that before a college dance with lively rock music issuing from an impressive array of sound equipment in the centre and those already seated greeting their classmates as they arrived. There was a kind of fraternity feeling in the air for many of them had come to see their university friends perform on stage in the original rock musical, *The Magic Monkey*, based on the Chinese folk tale, *Saiyuki*.

When the lights dimmed a platform and a ramp could just be made out on the stage. This was all there was of scenery. Then the cast filtered in from behind the platform and from the wings and formed a group in the centre. They very slowly came to life as the light and the tempo of the music increased until at last everybody was dancing wildly to the best-selling music of the popular rock group, Godiego. The next hour and three quarters were a feast of music, movement, flamboyant costumes, and ingenious effects.

The Magic Monkey was presented by the All Tokyo Student English Theatrical League representing some 31 universities in the Kanto area. It was presented under the auspices of Model Productions which had staged the 1977 version of Hair and, in 1978, *One Flew Over the Cuckoo's Nest*. The book and lyrics were by Yoko Nomura and the music by Godiego member, Yukihide Takekawa. The students had been practising on holidays and evenings for months, and all discussion in the planning stages and in the rehearsals, whether of the play, props or costumes, had been conducted in English. About forty-five students appeared on stage, and altogether 150 students were involved in the production.

Model Productions was founded in 1967 by Richard Via to be a model to university English Speaking Societies of the English through drama method. Following Via's ideas, students learn English by acting out dramas in which they have to respond to new situations and speak out in English on their own. First of all the students, who all come from different universities and do not know each other at all, introduce themselves and the relaxed atmosphere essential to the method is established. Then they are given voice exercises which are a good form of relaxation and give them confidence. The next step is the "talk and listen" technique whereby only the person who is going to speak will look at his script, read his line to himself and then say as much of it as he can remember while looking at the person he is addressing. Memorising the lines would be quicker but this way the student has more understanding of the English he is using. The students get involved in the situation by discussing the motivation and emotion behind each line and the expected reactions of the other person. The method relies heavily on improvisation. The students are given a situation and asked what they would do in that situation. At this point they have no written scripts to fall back on but must use the knowledge of English that they have. Finally there is a full-scale performance.

The guiding light behind these productions is Yoko Nomura, who is the director. Yoko met Richard Via in 1967 when she was a student at the International Christian University and learned a tremendous amount in his group. He recommended her to the Neighbourhood Playhouse School of the Theater in New York where she spent two years. When she came back to Japan she wanted to continue Richard Via's work, and he appointed her to take care of Model Productions

when he left Japan. She believes that the problem of learning a language is really a prelanguage problem involving inhibitions, passivity and willingness to accept without asking and that there's a direct linkage between helping students with the language and their developing creativity and individuality.

After directing Model Productions in 1973, Yoko and another member of the group, Masakazu Ohta, decided that since the method was so successful with university students it should also be possible to use it with high-school students and children. In 1974 they formed Model Language Studio with Richard Via as president to spread and develop the English through drama method to all areas, from children to adults. Their school offers six month courses for high-school students, university students and adults, three month courses for people planning to go overseas and also a French course using the method. In addition, there is a special course offered at different times of the year for high-school students, university students and adults culminating in public performances in January, May and August. One such performance, by high-school students, was *The Creation* based on the Bible story of Genesis.

Model Language Studio and Model Productions are closely associated. Their offices are in the same building, and MLS provides technical assistance and directors for the latter's productions. MLS is also associated with the Association of English Teachers of Children and offers courses for children in which they are involved in playing games, singing and performing in a play. There are 8 students in a class with two teachers, one of whom gives directions while the other makes the appropriate response to whatever the children say or do. Anyone can become a member of AETC, which conducts seminars and workshops on methods of teaching English to children using games, songs, puppets and skits. It also produces a newsletter. MLS will provide information and assistance to anyone interested in using the English through drama method and in play production in English. There is also a library of a thousand plays which can be borrowed.

*The Magic Monkey* was a very lavish production relying heavily on an almost too extravagant abundance of noise, movement and costume changes. There was comparatively little dialogue and the intonation of the actors was not perfect. But the obvious enthusiasm and enjoyment of the participants and the amount of English that must have gone into the rehearsals make these productions a very worthwhile contribution to the learning of English in Japan.



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*AKL: Intermediate* is an intermediate course for older secondary and adult learners which covers the four language skills: listening, speaking, reading, writing. It has been designed to fit the normal teaching year or to be used in a short intensive program. *AKL: Intermediate* is also suitable as a revision course for students who have studied English at some time in their lives but who need to review and activate what they have learned.

**Student's Book** ¥1,080

The course consists of 25 units of 6 pages each.

### First page

Visually presented situations accompanied by cues to prompt oral practice.

### Second page

Short written passages accompanied by questions and based on the visual situations on the first page.

### Third page

Formation and manipulation exercises focusing on the new structures.

### Fourth page

An exciting detective story, a new episode in each unit.

### Fifth page

Consolidation work for further practice, including comprehension, invention and transformation exercises and conversations.

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Summary of grammar points and homework exercises, including a guided composition.

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The tests include the Entry Test, five Progress Tests and the Final Test.

The Entry Test is designed to tell if the student is ready to begin *AKL: Intermediate*. The five Progress Tests test the student's knowledge of the material covered in each five units of the Student's Book. The Final Test is designed to test the control of English that the student has gained while studying *AKL: Intermediate*.

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- SET 1 A dramatic recording with sound effects of the detective story, episode by episode.
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**CHIYODA-KU, TOKYO. (T101)**  
TEL 265-7627



fea·ture

# A New Test of English

Fred Allen

Most teachers and probably all students of English as a foreign language have heard about the TOEFL. It either looms large on the horizon or haunts a murky, vaguely threatening area way back in our minds somewhere. Recently a new acronym, TOEIC, has appeared to occupy some different minds. What do these sets of initials stand for, and what do they mean to us as English teachers and to our students?

The Test of English as a Foreign Language (TOEFL) is a product of the Educational Testing Service (ETS), of Princeton, New Jersey. Founded in the 1940's as an independent entity by the Modern Language Association, among others, ETS at first tested only such foreign languages as were then being taught in U.S. high schools and universities. In the early 1960's a strong need was felt for a device to test the abilities of potential foreign students to pursue their education in American universities. The result was the TOEFL. Since that time the TOEFL has become the single most relied upon evaluator of its kind in the U.S.

The TOEFL is an objective, machine-scored test of listening comprehension, structure, written expression, vocabulary, and reading comprehension. It lasts almost two and a half hours and is divided into clearly marked parts in which the test taker is told exactly what each task is. The listening comprehension, for example, involves a mini-lecture on a topic that would commonly be taught in a university, such as history, or a scientific concept dealt with in nontechnical terms. The comprehension questions ask for both information as reported in the lecture, and conclusions which could be drawn from that information. Such fine points of writing as style are tested by having the student choose the completion of a sentence which best complements the style of the given part of that sentence. After the test is completed, the answer sheets and test booklets are sent to New Jersey to be scored, and the results sent to whomever the test taker indicates should receive them.

The TOEFL is, therefore, academically oriented. It is taken by a population which is by and large in the educational mainstream, and whose age is mostly in the late teens and early twenties. And it is a difficult test. Through the wonders of modern statistics, and for purposes of knowing what scores are all about, an "average" performance on the test is set at 500. That means that year after year the average score for each group is assigned the arbitrary number of 500. The bottom range of scores is at around 200, and the top range at around 700. American universities have found that students who score below the magic 500 mark have a higher failure rate than those who score above it, so they often require that score of people who want to attend.

Although the preceding information is in truth an inadequate oversimplification, it serves to give some perspective when considering the new Test of English for International Communication (TOEIC), also an ETS product. The TOEIC, too, is a machine-scored, multiple choice test, but with some major differences. First of all, it is shorter and easier. It doesn't demand the kind of fine control of style that the TOEFL tests, for example. Part of the listening comprehension section requires candidates to view a

series of photographs while listening to spoken descriptions for each one. The student has to choose which is the correct description of the photo. The reading comprehension items are typical of the kinds of things businessmen usually deal with, such as graphs and charts.

A second major difference is that, although the TOEIC shares the 500 mark of the TOEFL, the range of its scores will be spread from 50 to 600. What this means is that, although the TOEIC scores will be lower for each group taking it than for each group taking the TOEFL, any score achieved on either test will be exactly equivalent to the same score on the other, without reference to an outside conversion table.

These two differences are based on the different assumptions underlying the two tests. It is assumed that the people who take the TOEIC are no longer in the academic mainstream and are a somewhat older group. What will the TOEIC do for business and for us teachers of businessmen? ETS hopes it will help us make decisions about English language needs and how to satisfy them. It hopes that through this test businesses will be able to gauge the ability of their employees to deal in English with businessmen of different language backgrounds. Presumably a Japanese company and a Brazilian one could agree to exchange only those representatives whose scores on the TOEIC were above a certain point.

So far the TOEIC has had only one experimental administration in Japan. Validation and equivalency studies with the TOEFL are not finished, and the first group to take a final version of the TOEIC won't do so until November of this year. Whether or not it will work, and whether or not it will be accepted internationally are still a matter of time.

## NEW BOOK from REGENTS

### English and Japanese in Contrast

edited by Harvey M. Taylor

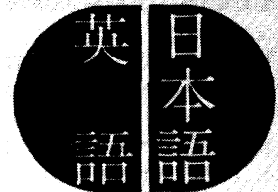
This collection of articles includes topics of interest for all educators who are involved in ESL with Japanese speakers or in JSL with English speakers. It includes contrastive error analysis, contrastive semantic analysis, culture-based differences, and contrastive syntax.

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## inter·views

**TOEFL, TOEC, and Testing**

*Mr. Protase Woodford, Assistant Director of the International Office of TOEFL, was recently in Tokyo to analyse the results of the new Test of English for International Communication (TOEIC). TOEIC was designed by the Educational Testing Service for professional people who have been out of the academic routine and who need English not for university study but for effective communication in international business. Mr. Woodford is here interviewed by Fred Allen, Testing Coordinator at Mobil Sekiyu, one of the companies that participated in this pilot program.*



\* \* \* \* \*

*JALT: : As I understand it, TOEIC was especially devised to be used by industry. Many companies in Japan are already using the TOEFL to measure the English proficiency of their employees. Why was it necessary to develop a new test?*

*Woodford : Indeed, the TOEFL was being used in a number of cases in industry, but in many cases the "population" being served was not comparable to the TOEFL "population," and what was really needed was an easier test--a test that would discriminate at the lower end of the scale which was not effectively being measured by the TOEFL.*

*JALT: Was the decision to lower the difficulty of the TOEIC the result of scores obtained by businessmen on the TOEFL?*

*Woodford : In part, yes. There've not been a great number of studies, but there was at least one major Japanese industry--I believe it was a bank--that required TOEFL scores of a large number of employees. Those scores were significantly below the range of scores for Japanese TOEFL-takers in general, and significantly below the international norms.*

*JALT: How do Japanese students in general do on the different parts of the TOEFL?*

*Woodford : Japanese students regularly perform better on the reading sections than they do on the listening comprehension. So, the one weakness that would seem to be indicated by TOEFL results over the years is a weakness in listening comprehension. (However) there's an overall lower ability on the test as a whole.. I must emphasize that Japan's scores are not the lowest by any means, but they're below the average.*

*JALT: Is that why you choose Japan as the first testing ground for TOEIC?*

*Woodford : Japan chose ETS. A number of times in the past, others in other countries approached us and talked about the possibility of a test for industry, but it never materialized. Since we are a non-profit, non-stock, educational institution, we cannot go out and drum up business. We are "reactive." People come with a project and then contract us for services; so that when International Communications*

Inc. came and told us about the interest of Japanese industries and MITI in doing a more effective job of evaluating the English language skills of people in commerce and industry, the project came about after those conversations.

JALT: *To what degree is the Japanese government, through MITI, involved in this whole project?*

Woodford: The original stimulus came from ICI... The actual proposal was sent by ETS to MITI, and then the Ministry came to the conclusion that it would be a good measurement for Japanese businessmen. After a period of hearings, which lasted about a year, the decision was made to go ahead with the project.

JALT: *In the experimental version of the TOEIC, did you run into any problems?*

Woodford: Well, for one thing, the choices on one (set) of forms were in Japanese. We thought that it would make it easier for the group that had choices written in Japanese. We found out that it was confusing for students to (on the reading comprehension part, for instance) to have to find information in the reading in English and then choose the correct response in Japanese. It was far more confusing than a straightforward English-to-English test. So, that idea has been abandoned and won't show up on the finished form. Another problem that we had with one of the listening comprehension questions was the one of the guy changing the car tire. People didn't really seem to know what was going on in that picture. I don't know why, but it just didn't work. One of the questions that didn't work at all--it's fascinating--was the structure item about "playing" bowling. That one was disastrous. It just didn't discriminate. What's interesting is that it's a defensible item. There is only one correct answer, but it doesn't discriminate among Japanese speakers. Good people and not-so-good people get it wrong.

JALT: *Like the TOEFL, the TOEIC doesn't attempt to measure speaking ability. Is it impossible for a paper test to evaluate speaking skills?*

Woodford : There's no question that indirect measures--paper and pencil tests--can, with some accuracy, predict speaking ability up to a certain level. Those of us who have taught languages, however, know that there 's a "ceiling effect." In other words, there's something involved in producing talk at the level of fluency of near-native ability that simply cannot be measured by an indirect measure, i.e. a paper and pencil test. Many people are familiar with the old Modern Language Association tests. Those tests even had a speaking component, a "canned" speaking test that had things like mimicry of sentences, talk about the pictures, and so on. One of the curious results of those tests was that people who spoke at a level above Foreign Service Level Three (*able to cope effectively with most social and work situations*), for example, were no longer being measured. The test could distinguish form among people at lower levels up to about Three, but there was no way that scores above Three on the Foreign Service scale were measurable through that indirect measure. People who got a top score on the test got a Four... and some of them were native speakers and were by definition Fives.

JALT : *Hasn't someone developed something called the Test of Spoken English?*

Woodford: That one is ours, too. This used to be my department, but now I'm in the International Office, which is slightly different. The TSE is a "canned" speaking test. It will be a series of tapes, some picture stimuli, and a number of different exercises. For example, one activity which correlates highest with the ability to speak is the ability to reproduce a heard utterance. The longer the utterance that you can repeat, the better you speak that language. If you know a little bit of another language, you can usually repeat a moderate-length utterance. If you know none of the language, you end up repeating the first couple of syllables. If it's your own language, you can repeat almost a paragraph. It works out very neatly, and that's one of the exercises that has been included in the TSE. It's still in the experimental stage, and it's an add-on to TOEFL. If it becomes operational, it will be available. But again, we don't know how it's going to work until we're finished with the trial administrations. Again, it's expected that this will have the same kind of "ceiling effect." that we were talking about.

JALT: *Wouldn't this require cassette recordings, and wouldn't the cassettes have to be sent back to ETS in New Jersey?*

Woodford: Yes, and that's why it's available only in the United States and Canada right now. Part of the trial is to work out any of the technical bugs: you know, how can you get the material back; how long will it take to score a cassette and send it back to the test maker? I imagine that you couldn't expect any kind of result in less than a month. But it's a fascinating notion.

JALT: *To go back to TOEFL and TOEIC, do you have any words of advice for those who must evaluate the test results?*

Woodford: One of the problems that we all face is that occasionally people expect more than is possible from a measure. Whether it's TOEFL or TOEIC, I think that they are direct measures...and reliable and valid measures of receptive skills. They directly measure how well someone understands spoken English, how well someone reads English. Those are direct measures. The extent to which they indicate or predict writing ability and speaking ability is always based on assumptions. Even though we can go through long correlation studies indicating how well someone speaks on the basis of the listening test and reading test, there will always be individual cases where the correlations don't work. So, if you want to be certain that someone speaks English at a certain level of proficiency, you should use a direct measure (*such as an oral interview*)...Another major point is to understand what the score differences really mean and not to place too much confidence in a slight difference. There are people who use the TOEFL to make major decisions about two people whose scores are 500 and 490. They say, "Five-hundred is our cut score, and he only got 490." Well, the standard error of the TOEFL is more than ten points, so a 490, for all intents and purposes, is no different from 500. On any given day, the person who gets 500 might get a 490, or might get a 510. There is essentially no difference among those three scores. So, don't be extremely rigid on the basis of one number, because there is a band between which the true score lies.

re·views

## A Testing Primer

Mark Mullbock

Chris Ward of the International Language Centre shared his expertise in testing with the members of JALT/Kanto Branch at their meeting of May 27. He began by admitting his preference for statistics over language teaching, which explained his tendency to give statistical explanations rather than focusing on language .

Mr. Ward then began discussing the aims of testing. The most important point he made was, "Don't give a test unless you have to." Testing is very seldom easy on students and there is almost no such thing as an enjoyable test. The first question one should ask if a test must be given is, "What are we testing for?"; the second is, "How much information is necessary?" and the third is, "How important is the result?" This last question is particularly important since some people's entire careers depend on what score they make on a particular test. This puts a lot of responsibility on the test maker.

After posing the above questions, Mr. Ward got into the more traditional considerations in making tests. First, there is reliability. If you give a group of people the same test, will those scores correlate? In other words, will the same result happen with the same group if they take the test twice? A good example of a test with a high reliability would be a multiple-choice test. Second, there is validity. A test's validity is reduced by the degree of its reliability. A multiple-choice test may be highly reliable, but if you are testing the ability of someone to function in a language, the most valid of tests is probably the interview test. But it has less reliability because the reliability is very difficult to control. It is not as objective.

What are the different types of validity? "Content validity" refers to the appropriateness or completeness of the test. Does the test have anything to do with the reason the students are being taught? The content of a test usually has a strong effect on teachers. When teachers find out the content of a test, they tend to teach for the test. "Construct validity" refers to the marking scheme or how the items are weighted. Is vocabulary as important as pronunciation? Is sound discrimination as important as grammar? Then there is "criterion-reference validity." Criterion-reference means if you teach someone how to use the simple present, can they use it in a real situation? In other words, if someone can "use" the simple present correctly in a test situation, is there any correlation with that person's actual ability to use the simple present in a real-life situation?

After validity comes the consideration of practicality. A highly structured interview test with well-trained interviewers can have high reliability and validity, but it can also be very costly. Mr. Ward maintains that aural comprehension tests are probably the most valid, practical tests of spoken ability.

At this point, someone in the audience asked how many choices should be given for multiple-choice test items. Mr. Ward said that in discussions he had with one of the researchers at the Educational Testing Center at Princeton University, it was explained that three choices are probably the most efficient. Statistically speaking, if a testee receives a score of 33 1/3%, and

everyone also gets above 60%, then it is obvious that the person who received 33 1/3% does not know much about the subject. There is still a "zero" starting point, it just isn't zero. It happens to be 33 1/3%. You can determine what "zero" is after you get the test results. The most important thing is to have good items. Three good items are much better than four mediocre items. It is also very important to find a technique for randomizing the choices. You can throw dice, open a book and pick the last number of whatever page you happened to turn to, or use a random number table. If you try to do it on your own, you will in some way prejudice it. There will be a favorite number or letter, and the students will soon be able to pick up on whatever pattern emerges. As for guessing, it seems that these days very few testers worry about it. It just doesn't make that much difference if a student guesses or leaves the item blank if he/she doesn't know the answer.

The next major category introduced was "types of tests." A test should be designed for specific purposes--there is no such thing as an "all-round test" which will test for everything. Some of the types of tests touched on were:

- (1) *Aptitude tests*. There does not seem to be a good aptitude test these days although there are at least two tests in existence which are designed to test language aptitude.
- (2) *Progress tests* are those designed to test what is taught in the classroom. In other words, they test the content of a specific course.
- (3) *Achievement tests* cover a wider area than progress tests and are *not* course specific.
- (4) *Proficiency tests* try to determine whether the candidate can use the language outside of the classroom.
- (5) *Diagnostic tests* try to find out what testees can and cannot do, and why.

Mr. Ward ended his talk with some advice. First, people who make up tests should not try to trick the testees. This sort of thing is not only disconcerting to the testee, but also unnecessary. Finally, a lot of attention must be paid to instructions. ILC gives its instructions in Japanese--both spoken and written. It is vital that the people taking a test understand what is going on.

## po·si·tions

(Chigasaki) A part-time position is available from September teaching children (and one adult class) at a small private school. Excellent opportunity for a creative, independent native speaker willing to make a reasonably long-term commitment. Classes are on Tuesday and Wednesday. Salary is Y3,500 per hour (negotiable). For information, write Gene Phillips, Tanaka-so, Ogikubo 530-1, Odawara 250; or call 0465-35-4520 on Monday or Friday evening.

(Osaka/Tokyo) Time-Life/Educational Systems is recruiting EFL instructors for positions in Osaka and Tokyo. Classes are conducted with TLES materials at company offices and training facilities. A one-year contract provides visa sponsorship, monthly guarantee and return airfare. Applicants may contact Mr. Paul Hoff in Tokyo at (03) 241-1835 for additional information. Send resumes to Mr. Paul Hoff, TLES, C.P.O. Box 88, Tokyo 100-91. Positions are also available on occasion in Fukuoka, Hiroshima, Nagoya and Sapporo.

# Communication and Values

Norman Harris

More than a hundred people attended KALT's May 20 meeting to hear David Keitges' presentation on "Communication and Values in the Classroom." He began with an enumeration of some of the problems which are encountered in getting students to communicate with each other in English. These include' apathy, fear, and a mind-style more attuned to memorization of grammatical intricacies than meaningful communication in a living language. He then distinguished between predictable and unpredictable communication, the first exemplified by ritualistic greetings and standard responses, and the latter by opinions which must be justified or at least explained. Stressing that by facilitating this unpredictable type of communication teachers can easily overcome many of the problems in getting students to talk, Mr. Keitges went on to demonstrate a variety of techniques to do just that. Some of these were rank/ordering or putting any kind of list in order according to preference or some other criteria and then explaining one's choices, completing unfinished sentences like "If I had a choice I'd..."fantasizing or imagining oneself in a certain situation and then describing what is happening, was happening, or is going to happen, and brainstorming, such as considering as many answers as possible to a question like "How many ways can you use a JALT Newsletter?"



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By Betty Wallace Robinett, University of Minnesota

In this textbook Professor Robinett, a leading authority in the field, provides guidance on both substance and techniques for teachers of English to speakers of other languages by describing the essential features of the English language and suggesting ways in which the communication skill can be taught. The book is directed to both native and non-native speakers of English who are prospective teachers of English to speakers of other languages or who are already teaching the language but feel the need to know more about it. Extensive bibliographies are provided to encourage teachers to broaden and deepen their knowledge of the language and teaching techniques.

List Price: 92,420

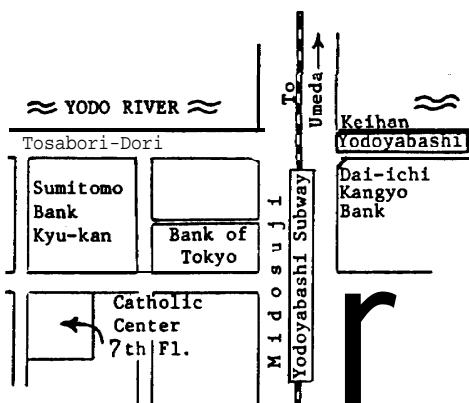
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## meetings

## KANSAI



- Topics : Therapeutical Language Learning/  
English through the Stomach
- Speakers: Toyotaro and Elizabeth Kitamura
- Date: Sunday, July 15
- Time: 1:00-4:30
- Place: Kitahama Catholic Center  
7th Floor, Sumitomo Shintaku Bldg.  
S-31-1 Kitahama  
Higashi-ku, Osaka 541  
(06) 231-1382
- Fee : members free; nonmembers ¥1,000
- Info: Kenji Kitao 075-431-6146  
Fusako Allard 06-315-0848
- Note: This is a repeat of the meeting  
held on July 7 at the American  
Center in Kyoto

Therapeutical Language Learning (The Toro Method with Adults): Mr. Kitamura thinks those who have failed to master the communicative aspect of language in the past can be considered as patients. Therapeutical language learning considers patients' psychological, cultural, and educational roots. Specific techniques, drills and games will be demonstrated as remedy.

English through the Stomach: Many teachers today are looking for new, creative ways to practice everyday English without setting up artificial dialogues or situations remote from a person's experience. Cooking lessons provide a unique means of increasing knowledge of nouns, verbs, tenses, and patterns. Repetition and question/answer forms are built in. If presented in the right way, this can be a useful alternative to boring language sessions, for men as well as women.

Toyotaro and Elizabeth S. Kitamura have been running the Toro English Workshop for children in Osaka for several years. Both pursued graduate studies at Lausanne University in Switzerland. Their books and unique method have been successfully used in the United States as well as Japan.

\* \* \*

The following meetings of Special Interest Groups will be held:

Silent Way Interest Group (SWIG)

July 15, 10:00-12:30  
Catholic Center

Info : Tom Pendergast  
06-443-3180

Children's Interest Group

July 15, 11:00-12:30  
Catholic Center

Info: William Widrig  
0720-33-1085

Japanese Interest Group

July 14, 2:00-4:00  
International Language and  
Cross-culture Research

Info : Fusako Allard  
06-315-0848

Teaching English in Schools (TESIG)--Osaka

July 15, 11:00-12:30  
Catholic Center

Info : Harumi Nakajima  
0726-93-6746

Topic : An Introduction to the Counseling-Learning/  
Community Language Learning Model  
 Speaker: Thomas Pendergast , Osaka Gaidai  
 Date : July 28/29  
 Time : 10:00 a.m. - 5:00 p.m.  
 Place : American Center, Kyoto (075-241-1211)  
 Fee : Members and students: Y6,000; nonmembers: Y8,000  
 Info : Kenji Kitao, 075-431-4146  
 Note: Pre-registration is necessary for this program.  
 Application may be made at any Kansai Chapter  
 Meeting (July 7 & 15) or by postal transfer  
 (yubin furikomi) --Osaka 14463 Karuto (in kata-  
 kana) . The number of participants will be limit-  
 ed to 30.

“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.

Tom Pendergast, President of JALT and Executive Secretary of the Kansai Chapter, is Visiting Professor at Osaka University of Foreign Studies. He has participated in workshops with Fr. Charles A. Curran and his associates in the U.S., Korea, Japan, and Mexico and has extensive experience using CLL.

## KANTO

Topic : Aspects of Intercultural Communication  
in Second Language Learning  
 Speaker: Gwen Thuston Joy  
 Date : Sunday, July 22  
 Time : 1:00- 5:00 p.m.  
 Place : Athenee Francais (near Ochanomizu Station)  
 Fee : Free for members; Y1,000 for non-members  
 Info : James Duke (ILC) 03-264-5936

This presentation introduces some aspects of intercultural communication and ways to make them part of language learning. The materials described, and in part demonstrated, are based on a 40-hour course developed for high school seniors, but have been used with businessmen, college students, and teachers in training. The course activities include applications of drama techniques, values clarification, cross-cultural orientation, and human relations exercises. The basic format involves active student participation and discussion. The objectives are to improve students’ language skills and develop their ability to communicate effectively with people of other cultures.

Ms. Joy is currently an English instructor at Fuji Seishin Joshi Gakuin, a junior/senior high school in Shizuoka Prefecture. She graduated from the University of Redlands with a major in Psychology and a minor in Japanese Studies. In addition she has done graduate study in Japanese at Waseda University. She was an instructor and Resources Coordinator at the Language Institute of Japan for five years.

Note: There will be an open Executive Meeting from 12:15 - 12:45.

## NISHINIPPON

Topic: Modern Trends in Language Teaching  
 Speaker: Daniel Gossman  
 Date: Sunday, July 22  
 Time: 1:00 - 5:00 p.m.  
 Place: Tsukushi Kaikan, Tenjin 4-chome, Fukuoka  
 Fee: Free  
 Info: Frank Carlson, 092-581-3521

Dann Gossman has been a teacher of English at various institutes in Japan for the past 8 years. He now serves as English Language Consultant - Asia for McGraw-Hill International Book Company. In this capacity he has conducted many professional workshops throughout the country. Dann received his M.A. from Sophia University in Comparative Asian Societies. He is fluent both in Japanese and Chinese and formerly was a Chinese-English interpreter/translator in Taiwan and Japan.

Topic: Teacher Training Workshop  
 Four Major Approaches to Teaching EFL/ESL  
 Speaker: Rhoda Curtis, State University of California  
 at San Francisco  
 Date: Saturday, July 28  
 Time: 9:30 a.m. - 4:30 p.m.  
 Place: Noomin Kaikan, Imaizumi, Fukuoka City  
 Fee: Members: Y3,000  
 Info: Frank Carlson, 092-581-3521  
 Anita Kurashige, 092-881-0697

During the morning session, Ms. Curtis will introduce Total Physical Response, Community Language Learning, Suggestopaedia, and English through Drama. Classroom application will be discussed in the afternoon. The program is especially designed for Japanese teachers of English and students, but all are welcome.

## an·nounce·ments

Model Language Studio will conduct a 5-day intensive workshop for English teachers from August 24 - 28. The morning session (10:00 a.m. - 12:30 p.m.) is especially designed for teachers of children and will include a lot of practical songs and games. The afternoon session (1:00 - 3:00 p.m.) is directed at teachers of junior and senior high school students and adults. It will feature "English through drama," practical games, and exercises. Each course costs Y20,000 plus Y3,000 for materials. An additional fee of Y5,000 will be charged to those who do not belong to the Association of English Teachers to Children (AETC). The program will be held at Yoyogi Olympic Memorial Center, Room 7-206. Dormitory facilities are available for 15 people at Y1,500 per day, excluding meals. For further information and reservations call MLS, 0422-21-2487.

Wilga M. Rivers, Professor of Romance Languages at Harvard University, will present "A Practical Guide to the Teaching of English as a Second or Foreign Language" on Saturday, July 21, 2:30-5:00 p.m., at Tokyo's Sophia University (near Yotsuya Station). The admission fee for this lecture sponsored by the Japan Association of College English Teachers will be Y1,000. For further information contact Professor Takagi at 0423-83-3541 (before 9:00 p.m.) or Professor Koike at 03-924-1313.



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