

feature

A Communicative Syllabus At Beginner/Elementary Level?

(Based on part of a lecture given to the Panhellenic Association of Foreign Language School Owners, Athens, September 1979.)

During the last few years language teachers have been confronted with a bewildering variety of new methods and new textbooks. Most of the authors would claim that their work was communicative, but this label seems to cover a range of different approaches to language learning and teaching. The common interest has been to produce more learner-centered material rather than to teach an abstract grammatical system. It is almost impossible to reach any kind of objective assessment of the efficacy of the different approaches because it would seem that all of them have produced students who are able to communicate in English. As L.G. Alexander says in the supplement to the **Threshold Level** document produced by the Council of Europe, "There are many roads to Rome". Perhaps though some of the roads are less bumpy, some have fewer holes in them and some have more pleasant scenery along the way. If we examine some of the approaches we may find that there is no single method, there is no "secret way" to learn a language and that many of the course books currently on the market are eclectic - drawing the best from several different methodologies. In discussing the different approaches, the main consideration will be their application in the earlier stages of learning English, at the Beginner, Elementary and Pre-Intermediate levels.

1. THE TRADITIONAL GRAMMAR/TRANSLATION COURSE

Although this approach is the most criticised it is probably the way in which most teachers of English actually learnt the language themselves. The criticisms of this approach have been stated so often that it is not worth going into them in

detail here. For the pupil the language becomes a remote code divorced from any application. It has been said that the advantage of this approach is that it does teach the whole system and that productive ability will be activated by later immersion in an English speaking environment. It has also been argued that the younger pupil would not benefit from a more functional approach because he or she might be unlikely to visit an English speaking country and would fail to learn useful "survival" expressions because these would seem remote to his or her situation. However, I feel that the child can only be motivated by seeing language as something real and tangible, something that produces results in the concrete world rather than as a subject like algebra. Language is a tool, rather than an abstraction.

2. THE STRUCTURALLY GRADED/SITUATIONAL APPROACH (TAUGHT IN L2)

This approach has dominated E.F.L. for most of the last twenty years, and I think reaches its best expression in L.G. Alexander's **First Things First**, where the structural progression is clear, carefully worked out and proceeds smoothly from the simple to the complex. Many other textbooks of this type display faults which are not present in **First Things First**. Though the grading is often good, the situations are equally as often forced and silly. The language is not real or useful, and it is still difficult to see the practical application. The following example comes from **Present Day English for the Foreign Student** where we see a husband and wife sitting at home. The television set must have broken down because they are actually talking.

JOHN: I am John Brown.

MARY: I am Mary Brown.

JOHN: I have a book. This is my book.

MARY: I have a pen; this is my pen.

JOHN: Have we a house?

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MARY: Yes, we have a house; we are in our house. Have we a sitting room?
JOHN: Yes, we.....

Apart from the patent absurdity of the dialogue above, there are other problems. If it is a dialogue, why aren't there any contractions? Why (if they are native speakers) do they use "Have we..." rather than "Have we got...?" Why does the author use semi-colons in Lesson 2 of a Beginner's course?

This is a particularly bad example of the approach, but it does serve to point out some of the problems. Some of the popular criticisms of structural/situational material appear to be directed at this kind of course. There is a clear need for Beginner's material to move smoothly and logically from the simple to the complex, but there is also a need for naturalness! Too often texts and dialogues are dominated by the need to show first, second and third person examples in the affirmative, negative and interrogative forms, for example:

"John is going to the post office. He isn't going to the bank, and he isn't going to the supermarket. Is he going to buy a stamp? No, he isn't! He's going to buy a postal order!"

However there is absolutely no need for courses of this type to fall into these traps. **First Things First** and **Kernel Lessons Intermediate** are both examples of excellent courses which avoid them.

3. A STRUCTURAL APPROACH AT ELEMENTARY LEVEL, FOLLOWED BY A FUNCTIONAL ARRANGEMENT IN THE LATER STAGES.

One of the obvious disadvantages of the structurally graded/situational approach was that by the time the student had progressed to the higher levels, the material he was studying was based on less frequent, fairly obscure and complex grammatical forms. Also the need to recycle and revise material taught at the Elementary/Lower Intermediate level led to student boredom. It was felt that by using a functional/notional framework motivation could be increased by shifting the emphasis towards actually using the language and towards practising useful language items which could be transferred to the student's own situation. It is paradoxical that while the Council of Europe's specifications for a functional framework were related to the early stages of learning English, the early functional textbooks were at the Advanced level. This was because the shortcomings of the other approaches were most obvious in the higher levels. It was suggested that students should first study the basic structural framework before going on to a functional course. The implication behind this idea seems to be that Elementary students don't need motivation as much as those higher up!

4. A FUNCTIONAL APPROACH FROM THE BEGINNING

This was the logical development from the

Threshold Level document. Clearly this seemed to be the most radical and exciting move in E.F.L. At Elementary level a purely functional approach soon produced new problems. The first and most obvious was the "phrase book syndrome". Sometimes the most frequent and useful expression in a situation does not actually generate new forms which can be used in other and different situations. It is almost impossible to predict the communicative needs of any individual student. The student needs building blocks enabling him to improvise and construct utterances which are unique to him or her. Robert O'Neill's article "The Limits of the Functional Notional Approach-or My Guinea Pig died with its legs crossed? (**English for Specific Purposes**, edited by Susan Holden, Modern English Publications, 1977), sums up this problem. I remember an incident in a lesson on "I've never done (it)". A student said, "I've never broken an egg in my life". I made the mistake which is often unavoidable for teachers. I started playing the game "Don't say what you want to say. Say what I expect you to say", and spent two or three minutes trying to correct him by getting him to say "a leg...I've never broken a leg". His persistent response was "I've never broken an egg.", and at last he explained. "I've never been in the kitchen in my life!" A sentence which I could never have predicted, but which he was able to assemble from the structural building blocks at his command.

At Elementary level another aspect of the phrase book syndrome is giving the student lists of alternative ways of saying the same thing. The function under study is "Polite Requests", so the student is presented with a list:

"A cup of tea, please."

"Can I have a cup of tea?"

"Could I have a cup of tea?"

"May I have a cup of tea?"

"Might I have a cup of tea?"

"Could I possibly have a cup of tea?"

"I wonder if I could possibly have a cup of tea?"

"I wonder if you'd be kind enough to let me have a cup of tea?"

...and so on! Now, no Beginner needs eight ways to perform the same function! Nothing in the **Threshold Level** suggests that all the ways of "requesting others to do something" should be presented simultaneously, and if a structural course did the same kind of thing, by presenting all the uses of the Present Perfect simultaneously it would justifiably be criticised.

It seems unfortunate that most functional courses have a whole chapter on "Polite Requests" or a whole chapter on "Giving Advice". It would seem more sensible to introduce one example, or perhaps two examples (neutral and polite) at any one time and to keep coming back and extending the students ability to use that function in later units. What did happen was that courses began to take more interest in register. This was an important move, but in the early stages too many complexities of register are confusing. The Beginner confronted with the list above will either assume that all the expressions are the same - which is wrong, or

worry about the differences - which is confusing. In any case, over attention to register assumes that the learner may want to be mistaken eventually for an Englishman. This is unlikely - unless of course he is studying to be a spy in an English speaking country!

Another difficulty was linguistic labelling. The structural/situational approach had shifted the emphasis away from talking about the language, and towards talking in the language. Labels such as "The Present Progressive" or "Uncountable Nouns" were often avoided. Such labels are the jargon of our profession, and although they are invaluable for communication between teachers, they need not be communicated to the students. Grammatical descriptions were pushed into the background in structural/situational courses. Unfortunately some new functional courses have set up a whole new system of labels. The language used to give instructions to the student is more complex than the items being studied. I could begin the first lesson with a new class in a variety of ways:

I am going to introduce myself.

Today's topic is "Introductions".

I'm going to say what my name is.

I'm going to establish my identity.

I'm going to state my name.

I'm going to identify myself.

Today we're going to study "Personal Identification".

I'm going to use the verb "to be", first person singular

or

I could simply walk and say:

"Hello, I'm Peter".

An example of an instruction from a recent coursebook (**Mainline - Beginners A** by L.G. Alexander) is:

Situation: SI is checking in at an airport.

Conduct the exchange with reference to the lists below:

The language this instruction produces is:

"What's your name?"

"Andrew".

Such instructions bring back translation into the classroom in a major way, and we are again talking about the language rather than in it.

The last comment we can make on the purely functional course is that by its very nature it has to be mundane. Every lesson has to deal with everyday topics, and there is no room for narrative at the earlier levels. There is more to English or any other language than simple everyday survival, and motivation is increased by doing rather more with language than simple survival situations.

5. TWO PARALLEL COURSES

This approach suggests operating a structurally graded course in parallel with a functionally arranged course. David Wilkins in a recent article mentions some of the problems of a purely functional approach and stresses the need to remember the structural element as well.

"We are teaching people to generate utterances in the languages, and not to remember handy phrases. ... We must not throw out the baby with the bathwater. That would be

the danger if we somehow believed that people could learn languages without acquiring a practical mastery of the grammatical system".

(David Wilkins, "Current Developments in the teaching of English as a Foreign Language" in *English for Specific Purposes*, ed. Susan Holden).

One idea for reconciling the need for both a structural and a functional dimension is to have two separate but parallel courses. However! the difficulty with this is integration. It is unlikely that two courses will use the same stock of vocabulary items. Then there is the risk they will repeat each other as well as perhaps missing things out if two existing different courses are utilised by selecting from some areas and leaving out others.

6. THE CRYPTO-STRUCTURAL COURSE

This description can be applied to a number of recent courses. The material is in fact carefully selected and graded to move in a logical progression from simple to complex, but it is arranged in a functional framework which makes it more appealing and seemingly more relevant to the learner. In a positive sense this approach enjoys the best of both worlds. On the other hand, a structural course can be thinly disguised with functional labels to give it a more fashionable air, to make it in effect a more marketable commodity. Sometimes the functional division seems to be an afterthought.

After all we can equally honestly describe a

unit as "Comparing Things" or as "Comparative and Superlative", as "The Present Progressive" or as "Talking About Actions". There is much more to a functional approach than using a functional title for a basically structural unit. The aims of communication, of enabling a student to use the language in some way meaningful to him or her, of concentrating on the learner's needs rather than the abstract system, are all integral to the syllabus design in a truly functional course.

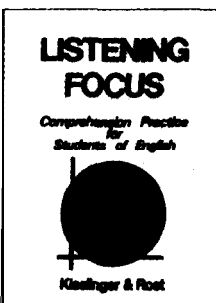
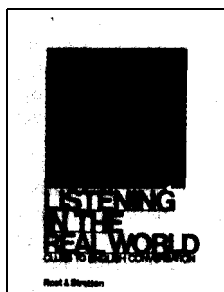
7. THE ECLECTIC APPROACH OR THE STRUCTURALLY GRADED/SITUATIONAL COURSE WITH A FUNCTIONAL DIMENSION

This approach recognises that the learner has two aims. The short term aim of enabling himself to survive in an English speaking context and the longer term aim of achieving a mastery of the basics of the grammatical system. It adds the narrow view of communication (survival) to the broader view (a mastery of the whole system).

In an eclectic approach the course will be graded from simple to complex, but the traditional structural progression will be modified by considerations of usefulness and frequency. Conversely, the functional dimension will equally be modified by considerations of cover and generalisability. Forms such as "I'd like...", "I've got...", will be taught early in the course, taking precedence over the Present Progressive. They in no way interfere with the orderly structural progression and their usefulness demands that they should be taught early on. In

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the functional dimension we might choose a less frequent but more generalisable expression (e.g. "Where are you from?" rather than "Where do you come from?"). We will not worry about the underlying structural complexities of phrases like "Could you pass the salt, please." The meaning is clear, and the student learns them easily as fixed formulas, very much in the way he has to learn "Here you are", or "How do you do". The student will not be given ten ways of asking for directions, but one at a time.

The Eclectic course seems the natural result of the structural/functional debate. Of course the exact blend of the different approaches utilised by any particular course will vary tremendously, but to go back to L.G. Alexander's quote "There are many roads to Rome!"

Peter Viney

(Peter Viney is co-author, with Bernard Hailley of *Streamline English Departures* [O.U.P.] , and *Streamline English-Connections* [O.U.P.])

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re·views

NISHINIPPON

AUTHENTIC DISCOURSE IN LANGUAGE TEACHING

On September 28th, Nancy Lee of Kyushu University spoke at the Nishinippon Chapter meeting. Her presentation emphasized communication as the aim of language teaching.

Drawing upon her recent studies in England and the works of Allwright and others, she criticized conventional language teaching theories and practices that concentrate on language proficiency. By focusing on language proficiency, we often teach only language analysis and manipulation. As a result, there are EFL students who know a lot about English, yet in situations where they must express themselves, they are often unable to do so. In order to put their language knowledge into practice, students need to be taught language skills.

Lee pointed out that most language teaching aims at linguistic competence rather than communicative competence. Linguistic competence is based upon the phonological, grammatical, and vocabulary systems of language. Communicative competence involves getting one's message across, using linguistic or paralinguistic means. Lee referred to Dick Allwright's assertion that teaching linguistic competence will leave a large area of communicative competence undeveloped, whereas teaching communicative competence will cater to all but a very small part of linguistic competence. In other words, communication will involve the development of linguistic competence whereas linguistic competence will not necessarily lead to communicative competence.

If linguistic competence alone is not the goal, it is perhaps not necessary to order or

control the language that is presented to the student. Further, the language used for instruction need not be initiated by the teacher or the textbook, but by the students themselves. The instruction should not be wholly concerned with teaching language structure, but rather should emphasize giving feedback as to whether the student communicated or not. In giving feedback, the teacher needs to distinguish between global errors and local errors. In so doing, Lee suggests a threefold class procedure: a communication task, class discussion and presentation, and a replay of the communication task. A communication task, for example, can be done with two or three players with a screen between them so that they cannot see what the other person is doing. Each player has five objects. One player makes a pattern; then in thirty seconds he tries to explain how the pattern is arranged while the other student tries to arrange the objects according to the directions he hears. This game guarantees failure, which will make the student aware of his need to communicate and also remove any fear of failure. Then the game is discussed. From the notes the teacher has made during the game, and the observations of the students, there is a discussion on how language can be used. At this point, the teacher may make some comments about grammar and give or elicit rules regarding the local errors. In addition, group or individual activities such as paraphrasing can be done to eliminate some of the global errors. It is at this point that textbook material can be presented as well. Finally, the communication game is replayed, giving the students an immediate chance to improve and test their communication skills.

Lee suggested that a class of this type will:

- lessen student fears in using the language
- stress that total linguistic accuracy is often not of absolute necessity for communication; mistakes may be accepted
- point out that people with a poor command of English who try to communicate are often able to cope with communication problems better than linguistically correct speakers
- encourage guessing
- enable students to work at their own pace
- encourage use of alternative language and paraphrasing
- help students rely on each other and develop confidence in their language ability
- enable different learning styles
- enable students to verify their own conclusions about language structure and form
- give the student more of an active role in his learning process

In addition to rethinking our emphases in our teaching, whether it be language structure or communication Lee stresses the use of authentic language in the classroom. What textbooks present, and what a native speaker perceives to

be authentic may not, in fact, be authentic. Recent research in discourse analysis is beginning to demonstrate the kind of language people actually use. Also studies in cohesion are starting to indicate how people weave their messages together in order to make them communicable. How much of this research can be applied to language teaching is yet to be seen. But it is perhaps our task as language teachers to be aware of the kind of language that is presented in our classes and whether that language is contributing to our students' communication skills.

(Reviewed by John E. Ingulsrud,
Kyushu Jogakuin Junior College.)

TOHOKU

Mary Ann Decker: Communicative Competence

Imagine going to a cocktail bar, having a drink with interesting people and listening to a young woman sing at the piano.

Exchange a blackboard for the piano and you have an idea of the November Tohoku-JALT meeting in Sendai featuring Mary Ann Decker, director of the regular English program at Athenée Francais, at the blackboard.

Beginning her program with an imaginary cocktail party, Ms. Decker talked about communicative competence.

What is communicative competence? To answer that question take a paper and pencil and write down what you think language is. Now answer another question. What is communication? Notice any difference in your answers? This exercise suggests communication is much broader than language. Ms. Decker said most English teachers work only on the language and ignore communication. Language competence is grammar, syntax, and vocabulary, whereas communicative competence is meaning, intention, feelings and social appropriateness.

Ms. Decker sang six songs (exercises) on this theme, but I'm only going to review three: paraphrasing, talk & listen cards and a combination of the two.

For the first exercise we were given a few sentences, asked to paraphrase them and then explain the function of the paraphrase. For example the sentence, "Why don't you call me in the morning?" can be paraphrased:

- (1) "Is there any reason you can't call in the morning?"
- (2) "It would be a good idea if you called me in the morning."
- (3) "You never call me in the morning."

The group identified (1) as information, (2) as a suggestion and (3) as an accusation.

In the second exercise, we used Talk and Listen (T&L) cards. T&L cards are a pair of cards with the lines of a dialogue divided into A and B and typed on corresponding cards. Thus, one can only read one's own part and must listen to the other person speak. We were asked to read our line silently and then look up and say the line. (See *English in 3 Acts* by Richard Via, page 16).

After reading a dialogue in this way, Ms. Decker asked us such questions as:

- can you tell me who they are?
- what have they just done?
- why do you think A wants to meet B again?
- how old do you think they are?
- do they know each other well?

We were also asked to stretch our voice range by reading the lines in a high voice, a low voice, fast and then slow. In this way, a wooden sounding dialogue can be worked with to achieve communicative competence.

The 3rd exercise combined the above two. We were given an ordinary telephone conversation on T&L cards. One woman asks to talk to another woman. The secretary says she isn't there but is expected in tomorrow. The first person says s/he will call again tomorrow.

We worked in groups of 4. We were assigned the following roles: reader 1 and 2, and reporter 1 and 2. The reporters could not read the cards. They must identify the function by listening. Example. Reader 1: Is Jane there? Reporter: she asked if Jane was there. Reader 2: No, I'm sorry, she isn't. Reporter 2: she apologized and said no she isn't.

Ms. Decker presents a lively program of practical classroom exercises. All of these exercises are ways to work with dialogues beyond language competence. They are interesting and challenge intermediate students.

(Reviewed by Dale Griffiee
James Language School, Sendai)

CHUGOKU

TEACHING JUNIOR AND SENIOR HIGH SCHOOL COMPOSITION

The guest speaker at the October Chugoku meeting was Father Ulrich of Hiroshima Gakuen. He has spent most of the past twenty-four years living and teaching in the Hiroshima area and has been affiliated with Sophia University in Tokyo.

In an introductory section on "theory", Father Ulrich stressed the need to activate the students' latent knowledge and familiarity with basic English vocabulary and to harness these along with their individual creative abilities as early as possible in the language classroom. Noting that students will eventually have entrance exams to contend with, he feels they need not be limited to grammatical structures and translation exercises at the junior high level. This forces them to deal with English as if it were some fixed entity. Helping the student to "become at home with English", rather, and encouraging its use as a means of communication has been an expressed goal in his classes here. Citing his own, initially frustrating experience trying to apply textbook Japanese in his daily life here, he advocates teaching what is immediately useable outside of the classroom. To illustrate this, he distributed a handout of "Giving Directions" which would serve to help a student direct a lost foreigner to various points in Hiroshima.

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Important also in teaching junior high schoolers is to appeal to their sense of imagination by providing visual stimuli such as captions or illustrations alongside dialogues. (These being offered by the ever-popular *manga* they so often read on the side.) One sample he shared was a story of two students who had stolen answers to a test, which not only appealed to the students' taste for adventure, but provided a moral lesson as well (the offending parties winding up in jail). Follow-up activities he suggested were questions on the story's content, cloze passages framing certain grammatical points (e.g. present vs. future tense) and an expansion exercise, which invited the students to speculate on what eventually became of the central characters. Father Ulrich read some of the students' work, including poetry, which proved convincing to most present that something inventive and original could be derived from a fixed or pre-chosen theme. He also emphasized the need to keep vocabulary simple enough that students need not rely on dictionaries. Most learning materials he used for the demonstration were also effectively combined with a translation in Japanese, which he felt should be consistent in register with the original English.

As time was limited, Father Ulrich could not elaborate on high school composition activities, but added that high schoolers were ready to consider social issues in their writing. He recommended supplementary usage of student newspapers and *Reader's Digest* to help keep students informed.

In essence, our guest speaker advanced the idea that junior and high schoolers have the necessary communicative tools and imagination to apply English in a variety of ways, and that instruction in composition at these levels can effectively complement the more regimented grammar or translation-based methods traditionally used for entrance exam preparation.

books

Oxford Picture Dictionary of American English
English/Japanese edition by E.C. Parnwell and K. Shimizu Oxford University Press, Tokyo, 1980 - Y950 (also available in a Cassette Pack-dictionary and two 60 minute tapes - Y5,000)

Here's a colorful dictionary which presents - in 73 pages of detailed pictures - a good basic vocabulary covering topics from animals to our universe, and words from abdomen to zipper.

If your students turn to page 9, for example, and if they don't mind looking at a bearded man sticking his tongue out, they'll be able to learn 14 words dealing with the face. If they turn to page 12, (which is about as risqué as this book gets) they'll learn "bra, slip, and panties" by looking at a young lady who happens to have her back toward us.

Moving on through pictures and vocabulary dealing with the city, the law, the supermarket,

the office and lots of other things, they'll come to page 30 and a very messy-looking kitchen. They'll see all kinds of kitchen tools and pots and pans all over the place. They'll also see all kinds of doors open-including the-oven door and the dishwasher door. Tell them to keep their eyes open as they walk through this room because they might walk into one of those open doors and wind up with black and blue shins as they learn the 40 words on this page.

Now, ask them to leave the kitchen for a moment and pass the household objects (19 words) and the bedroom (37 words) and go into the bathroom. Here they can learn 31 words provided they don't cut themselves on the three razor blades some fool has left next to the sink.

If they'd like to leave our messy and dangerous house, they can travel (189 words, seven pages of pictures) or they can engage in their favorite sport, or visit their favorite bar or restaurant. They'll find most of the words they'll need on these pages. In the last part of this book there are picture tables covering parts of speech, family relationships, measurements, and time. And finally, there's an English Japanese glossary which includes some British English expressions and some American idioms.

This slim volume can be used - in reverse - by those of us who are studying in both languages. Its principal audience, however, will be Japanese teen-agers and adults who are learning English. One such learner - the little monster who lives next door - told me he was going to ask Santa Claus to bring *him* one for Christmas. If he gets one, I'll have to be sure to tell him that not all American kitchens and bathrooms are like the ones in the book.

(Reviewed by John Boylan,
English Dept. Toyo
University)

Composition Through Pictures by J.B. Heaton, (Longman, 1966) Y830

In trying to use visuals in my ESL classes, I am often frustrated by the lack of resources. I can use magazine pictures, but many times the pictures are not inclusive enough. Fortunately, *Composition Through Pictures* offers a variety of visuals which cover a wide range of interests.

The text has thirty-two "Picture Compositions". These black and white illustrations consist of from one to six frames per picture. Each frame is numbered for easy reference. The pictures are interesting and not in the least infantile. Each lesson consists of four parts: vocabulary, sentence patterns, comprehension questions, and an assignment.

Although the author does not specify the level of the text, my experience in using it has been with beginning level students. It could easily be used with all levels because each picture can be interpreted in countless ways. Some adjustments must be made if the instructor is uncomfortable with British spellings and turns of phrase.

The structures Heaton proposes for use with

each picture are rather complex. For example, the first exercise in the book provides the following model:

They are running towards We are watching Richard is looking at	a girl a fat man	who	is asleep. cannot swim. is reading a book.
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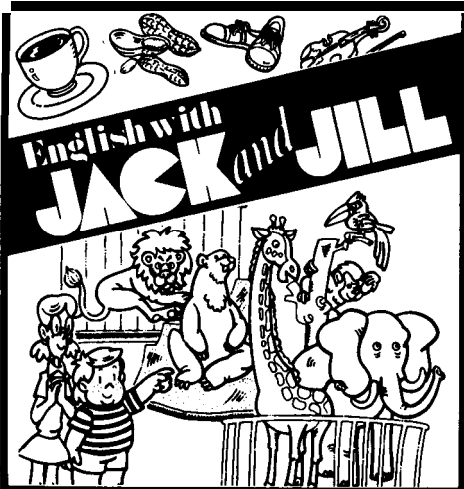
These are only suggested patterns, however, and can be taught, ignored, or supplemented according to the needs of the particular class. Interestingly enough, my beginning level students did not balk at such a complex pattern because of their interest in the picture. By the end of the lesson, they were forming many complex structures, including Heaton's suggested model.

I have had success with this text by expanding Part 4 of Heaton's approach. When asked to produce one short sentence about the picture, my students seemed to be struck dumb. In order to make the assignment seem less threatening, I decided to make it a group effort. Each student was required to produce at least one word about the picture. We went around a circle building one sentence at a time. Students were forced to listen carefully to one another, and more advanced students were given the option of offering more than one word at a time. Lower level

students could opt to pass. As a result, the pace was rather lively. Students were also called upon to use correct intonation since an incorrect signal often confused and irritated the group. After a sentence had been completed, the next student in the chain would repeat the sentence in full. The students tried to count out the components by associating a face with a word. In this way, often forgotten articles and prepositions were more easily recalled. Since the exercise was done as a group effort, students were encouraged to help one another. These peer teaching efforts were very exciting for me to witness. The following is an example of students helping one another:

- S1: The
 - S2: sun
 - S3: is
 - S4: disappear (S5 hesitates before answering)
 - S4: (corrects himself) disappearing
 - S5: behind
 - S3: (interrupts) from
 - S5: (hesitates, wondering why he should say 'from') from
 - S3: (offers his more advanced structure) from our sight.
 - S5: (resumes his turn) behind the clouds.
 - S6: (repeats the easier pattern since he is a lower level student) The sun is disappearing behind the clouds.
- (At this point, I interrupt to explain that both 'behind the clouds' and 'from our sight' are acceptable.)

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English with Jack and Jill is a series of eight student workbooks in two levels (Level One, Books 1 to 4; Level Two, Books 1 to 4), with supplementary sets of cards and tapes, designed to introduce young Japanese children to the study of spoken and written English. The Teaching Script accompanying each student book contains graded lesson plans which help the instructor (parent or teacher) to work through the course in a pleasant and lively way.

Each level is divided into 40 lessons (10 lessons per book) and each lesson is further divided into three or four sections, which include many interesting games and songs. Almost all the lessons of Level One are taught with the aid of pictures and cards. Reading and writing come in very gradually, and it is not until the end of Book 2 that the children begin learning to read actual words. This is not an arbitrary arrangement. The content of the course and the techniques used in its presentation have been selected very carefully after much trial and error in the classroom. The preliminary material underwent a continual process of revision until the editors were satisfied that a very effective course, with real appeal to children, had been produced.

For further information about any of the series of the New Seido Materials, send this coupon to the publisher.



This text can be used for conversation and/or composition. Heaton's "Assignments" offer challenging exercises such **as**: Describe this picture; Compare Picture A with Picture B; Tell this story; Tell someone how to make a (model airplane, for example); Direct someone from to (map pictured).

Students can become very easily absorbed in these pictures. They are faced with a limited task which encourages them. **Composition Through Pictures** combines a structured approach with a realistic focus. I wish more such texts were available. Until they are, **Composition Through Pictures** serves admirably.

Kathy Malizia
(Time-Life Educational
Systems, Osaka.)

advertising that the fact that JALT members have trouble finding jobs should indicate the value of ads placed in this **Newsletter**. After all, the JALT membership includes substantially more than 1,000 trained and experienced teachers who demonstrate their eagerness to improve themselves by virtue of their JALT memberships. And best of all, the price is right - FREE! But please remember the 5th of the month deadline for the next month's **Newsletter**.

Charles E. Adamson, Jr.
JALT Referral Service
26-3 Imaike 2-Chome
Chikusa-ku, Nagoya 464
Tel.: (052) 733-8421

job referral service

This month I would like to address this space to those of you who are looking for a job. First, I would like to make it clear that JALT can not act as an employment agency. This would be against Japanese law. When the idea of a Job Referral Service was first discussed in the JALT Executive Committee, the idea was to make JALT a go-between for employers and job seekers, but we are not legally qualified to do this at present and probably will not be for a long time. For now, the most we can do is to encourage employers to advertise in this **Newsletter** so that the membership can be informed of openings.

Now, in view of this, what can someone do who needs a job? Where can you start looking? Paul Hoff (JALT **Newsletter** 4:4; April 1, 1980; pg. 7) said:

"The teacher looking into employment possibilities in Japan must consider all the possible places where recruitment might be announced. Possibilities are newspapers both in Japan and the U.S. or U.K., professional organizations like TESOL, JALT, MLA, ACTION, bulletin boards in tourist information centers in Tokyo or on university campuses, Japanese consulate lists of English schools, employment agencies or professional search companies. Often, personal introductions or the grapevine will produce possibilities."

In addition I would suggest a listing with E.E.S.I., a professional search organization described in the November 1, 1980 JALT **Newsletter** (4: 11, pg. 27).

A good start to any search for a job would be to read the article Job Hunting in the 'Big Mikan' by Irma Woodward (JALT **Newsletter** 3:6 June 1, 1979, pg. 7), a report of Ms. Woodward's search for a job immediately after arriving in Japan. It contains information that would be of value to even the most seasoned job hunter.

In closing, I would like to point out to those readers who are in a position to effect hiring or

bulletin board

POSITIONS

(TOKYO) - The Tokyo Center for Language and Culture (Tokyo Gaikokugo Center) has part time and full time openings at company classes for qualified English language teachers in Tokyo, Osaka, Nagoya, Kita Kyushu and various rural areas. For further details please contact: Mr. M.E. Hess, Manager, Foreign Staff, 7-9, Uguisudani-machi, Shibuya-ku, Tokyo 150, Tel: (03) 463-7861.

(SAPPORO) - The TESS English School is presently accepting applications for a full-time position beginning in April, 1980. Duties will basically involve the teaching of English to Children. The contract for this position will last one year and salary will be Y100,000 per month. A home-stay will be provided during the one year period. The successful applicant will be expected to work 40 hours per week. A college degree (though not necessarily in English) is required and only female applicants will be accepted. Contact Mr. Hasei at the TESS English School, Sumikawa 3-jo, 3-chome, Minami-ku, Sapporo 061-21. Tel: (021) 824-1543.

(TOKYO) - Koka Gakuen Elementary School is seeking a full-time instructor from March 1981 to April 1982 with possibility of further employment. For details, contact Ms. Kitamura, Koka Gakuen Elementary School, 1324 Sasu-machi, Chofu-shi, Tokyo, Tel. (0424) 83-4506.

(GUMMA) - WINTER HOLIDAY JOB OPPORTUNITY: Native English Speakers needed to teach at English-speaking Camp at a hot spring resort in Gumma Prefecture, WHEN: December 28, 29, 30 (three days, two nights); TEACHING: Approximately 10 hours, 6 students per group; SALARY: Transportation to and from the site, hotel charge, breakfast and dinner will be paid for, plus a salary of 30,000 yen. Please contact: English Academy Ryugakukai, Roppongi, Tokyo, Tel. (03) 479-3253 or English Academy, Takasaki, Gumma-ken, Tel. (0273) 52-2777.

NISHINIPPON CHAPTER BONENKAI

The Nishinippon Chapter will hold their annual Bonenkai as follows:

Date: December 13 (Sat.)
 Place: Fukushima (Chinese Restaurant),
 Tenjin, Fukuoka
 Time: 5:30 - 8:30 p.m.
 Fee: ¥4,500
 Info: Roswitha Okochi (092) 771-7296

You can bring your wife, husband, or friends. Don't miss this opportunity to communicate with English speaking people and have a great time!

TESOL GUIDELINES FOR SELECTING TESTS

Eugene Briere and Donna Ilyin, TESOL Executive Committee members, are chairing a committee to draft a proposal - TESOL GUIDELINES FOR SELECTING STANDARDIZED TESTS FOR ESL/EFL STUDENTS - and they have requested input from teachers in Japan. This input will be included with that from other areas during discussions at the 1981 TESOL International Conference in Detroit. Following the discussions, a committee will write a draft proposal and submit it to the Executive Committee for revision, approval, and adoption. If you have any ideas, concerns, or suggestions that you wish to be considered in these discussions, please send them to:

Thomas Nunnelley
 c/o Division of International Studies
 Tokai University
 Kitakaname 1-1 17
 Hiratsuka-shi
 Kanagawa-ken 259-1 2

COMMERCIALISM AT JALT MEETINGS

The following guidelines on commercialism at JALT meetings were approved at the last Executive Committee meeting, held on October 4 and 5 in Hirakata, Osaka.

1. Any one speaking at a JALT meeting must make clear to the audience any financial interest s/he may have in any material or equipment mentioned. (This may be done in the biographical statement accompanying the program announcement, or by announcing his/her commercial affiliation at the meeting.)

2. A speaker, be s/he a commercial member or not, may display products or distribute information at the meeting which is directly relevant to the presentation. (A speaker speaking about "X" may thus distribute information about ordering the same, but may not distribute or display a general catalog containing information about publications not relevant to the topic of the presentation.)

3. Short announcements of training programs for professional advancement and the like may be made at meetings, be the sponsoring institution profit or non-profit, commercial member or not.

4. Products of non-profit professional

organizations, such as TESOL or JACET may be freely displayed.

5. Except for provisions 2 through 4 above, only commercial members of JALT may display products or distribute information about them at JALT meetings.

6. Commercial members may be admitted free of charge to meetings when on official business, but must pay normal member rates if the primary intent is to participate in the event.

 tea·ching tips

PREDICTIVE READING

Richard Young has taught EFL in Italy and Britain. At present, he is writing materials and training teachers with the British Council in Hong Kong. He is the author of 'Holiday English' 6, MCP, which contains other predictive reading exercises similar to the ones shown here.

I want to describe a simple technique that I have found very useful in getting students to apply the knowledge of English they already have when they come to read an unfamiliar text.

Reading is 'a process of creative interaction' (i) between the reader and the text. If all the information in a text were totally new to the reader, then reading would be a tiresome process indeed. Understanding depends both on what is presented to the reader (the text) and what knowledge of vocabulary, grammar and the world the reader already possesses before he or she starts reading. You can picture the two sorts of information as existing in front of the reader's eyeball and behind it (ii)

We are all familiar with the slow, plodding, insecure approach which many students have to reading English. It is my belief that the majority of traditional reading exercises create and reinforce this insecurity by concentrating on what is unfamiliar in the text rather than encouraging the student to rely on what is familiar - the information behind the eyeball.

Two techniques have been developed in recent years which aim to develop in students the ability to use this behind-the-eyeball information. The first is cloze procedure, in which words are deleted from a text and the student is asked to guess the missing word or to choose between a number of alternatives. The second is perhaps less familiar. It is a process of text construction in which a text is presented in the form of alternative sentences from which the student has to choose one after another in order to construct rather than just read the text (iii).

In order to guess the missing word in cloze procedure, the reader must apply his or her knowledge of grammatical relations within the sentence from which the word has been deleted, of collocational relations between different words and of relations holding between different sentences in the text. In text construction, the reader has to rely on this knowledge of sentence connection as well as relying on a knowledge of

the typical discourse structure of the type of text involved.

Another way of looking at reading exercises is to see *when* students are supposed to do them: before they have read the text, while they are reading it or after they have read it. Before-reading exercises tend to concentrate on establishing a *purpose* for reading a text. After-reading exercises tend traditionally to concentrate on testing the reader's understanding of the text (*iv*). But an alternative type of after-reading exercise uses the text as information input for some sort of activity. This activity may be called the *product* of the reading process. While-reading exercises focus on the *process* of reading itself. The techniques of cloze procedure and text construction are clearly while-reading exercises which aim to develop that part of the complex skill of reading which is instantaneous decoding of printed information.

The technique, which I call 'predictive reading', is derived from cloze procedure and text construction and can therefore be seen as a technique which (1) encourages students to use behind-the-eyeball information and (2) focuses on the process part of reading. In this example, both before-reading and after-reading exercises are used around the central predictive, while-reading exercise. The text is a newspaper article and the materials are designed for use with intermediate Chinese adolescent learners of English in Hong Kong (v).

Aims

1
To practise students' receptive understanding of the following conjunctions and sentence connectors: **so, that, after, as, when, and then, with, who** (non-restrictive relative pronoun). **in case, and, although: First. At the same time, Now.**

2
To help students develop a predictive strategy for reading.

Materials

1
Four photographs accompanying the newspaper article 'Ngan Wai-chu's Escape'. (Most newspapers are willing to supply - at a price - copies of photographs which they have printed. These are of a much better quality than the printed version.)

2
Three OHP transparencies of the 'gapped' text. (It is much better to re-type in a large typeface any reading text which you use on an OHP as the original will undoubtedly cause eyestrain and irritation. The retyped text is 'gapped' in the sense that it is interrupted after each conjunction or sentence connector and begun again on a new line. When you have prepared the gapped text it can be photocopied directly on to the transparency if you have a plain paper copier. If you don't, it can be typed on to the transparency direct using a special typewriter ribbon. In either case, always cover the prepared transparency with another blank one. By doing this you will protect the text and also be able to write with a water-based OHP pen on the top transparency and erase what you have written

with no damage to the text.)

3

One copy of the normal, ungapped text for each student in your class,

Aids

An overhead projector and a water-based OHP pen,

Procedure

1

Before-reading. This stage has two aims: firstly, to provide a context for the text so that the students have some idea about what they are reading before they read and; secondly, to provide a purpose for reading, i.e. to discover whether their guesses about the story derived from the photos are true.

- 1.1 Write the name 'Ngan Wai-chu' on the board and get the students to teach you the correct pronunciation. Explain that they are going to read a story about Ngan Wai-chu.
- 1.2 Distribute the photographs to four individuals or four groups. Each group or individual describes their photograph to the rest of the class. Three of the photographs are very similar; get students to find the differences between them. Establish who the people in the pictures are - Ngan Wai-chu and a fireman - what they are doing, how Ngan Wai-chu is feeling, etc. Students should then try and put their pictures in some sort of order and invent a story that the pictures illustrate. Discuss the various possible stories.

2

While-reading. The aims of this stage are the central ones of the exercise, i.e. practising recognition of conjunctions and sentence connectors and relying on behind-the-eyeball information in reading.

- 2.1 Place transparency Page One on the OHP. Make sure you mask the text below the dots which indicate a gap in the text with a sheet of paper so that the students cannot read on. The text is interrupted immediately following a conjunction or sentence connector. Students should try and predict how the sentence or text continues. Either ask students to call out, **or** elicit possible versions from individuals.
- 2.2 Listen carefully to what is said and write the students' guesses on the board. There are four types of answer that students might give, viz.

"A seven-year-old girl yesterday wanted to go to school so desperately that ...

(a) ... she stayed at home." (this shows a misunderstanding of **so desperately that**)

(b) ... she walked ten miles to get there" (This is possible grammatically, but unlikely from what the pictures have-established of the context)

she climbed out of her locked flat"

(This is possible grammatically and from what the pictures tell us. NB There is no right answer, just answers which are grammatically correct and more or less probable)

(d) ... climbing out of her flat" (OK from the point of view of meaning, but shows an inadequate grasp of the structure: **so** +

Adverb + **that** - clause).

- 2.3 When you have put the suggested phrases on the board, discuss which are grammatically possible and discuss how probable they are on the basis of what is known of the context.
- 2.4 Now move the mask down to the next gap and reveal how the article in fact continues. If this is the first time your students have done this kind of exercise, this generally results in astonishment when they discover that one of their number has guessed correctly. This emotion is very useful reinforcement for the predictive reading habit: Compare the students' versions with the text and discuss the differences.
- 2.5 Continue in this way through the whole text. Do not worry at this stage too much about new words unless they interfere with the predictive reading exercise.

3

After-reading. This stage comprises a test to discover whether students understand the vocabulary and an activity for which the text provides the information input.

- 3.1 Distribute the conventionally-printed text and discuss any new vocabulary. You can identify new words on the OHP by ringing them with the OHP pen.
- 3.2 The 'product' or activity in this case is suggested by the last sentence: "The police are now looking for the father of the girl in connection with a suspected child cruelty case after doctors found her body covered with wounds." It consists of a roleplay of

the police interviewing Ngan Wai-Chu's parents in order to decide whether to prosecute them for cruelty to her. Divide the class into two halves. One half (equal numbers of males and females) prepare the girl's parents' side of the story. The other half, who play the police, prepare the questions they want to ask.

In groups of four - two policemen and the girl's parents - students roleplay the interrogation. The police in each group then report to the rest of the class on what action they have decided to take.

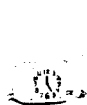
Ngan Wai-chu's Escape Predictive Reading Exercise Text

A seven-year-old girl yesterday wanted to go to school so desperately that she risked her life for it. Little Ngan Wai-chu clutched onto the window grate of a 14th floor Saumpaping flat after trying to find a way out of her locked room and attend school. She had earlier been locked in her room by her parents as punishment for being naughty, neighbours said yesterday after the 30-minute drama. The girl climbed to the ledge shortly after 1 pm when she realised it was time to attend class. She hoped to enter her neighbour's flat and then make her way to school. But Wai-chu became stranded on the ledge, with a 14-storey drop below.

Alarmed neighbours immediately informed the police, who arrived at about 1.25 pm. Firemen, who arrived almost at the same time, deployed a rescue net in case the girl fell. Another team of firemen broke into the flat with

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an axe. First, they spoke to the child, hoping to learn why she was on the ledge and stop her from jumping. At the same time, a fireman, assisted by his colleagues, managed to reach and grab hold of the frightened child, Wai-chu was rushed to the United Christian Hospital for examination, but although frightened she was unharmed.

The police are now looking for the father of the girl in connection with a suspected child cruelty case after doctors found her body covered with wounds.

References:

- (i) C. J. Brumfit 'The teaching of advanced reading skills in foreign languages, with particular reference to English as a foreign language' *Language Teaching and Linguistics: Abstracts* 10.2, pp 73-84, 1977
- (ii) Frank Smith, 'The Role of Prediction in Reading' *Elementary English* 52.3, pp 305-311, 1975
- (iii) See for example K. W. Moody: 'A Type of Exercise for Developing Prediction Skills in Reading RELC Journal 7.1, pp 13-20, 1976
- (iv) Jorge Suarez 'Reading Comprehension' *MET* 6.6, 1979
- (v) The text and photographs appeared in the *Hong Kong Standard* on 12 June 1979 and are reproduced with permission of the editor.

RICHARD YOUNG

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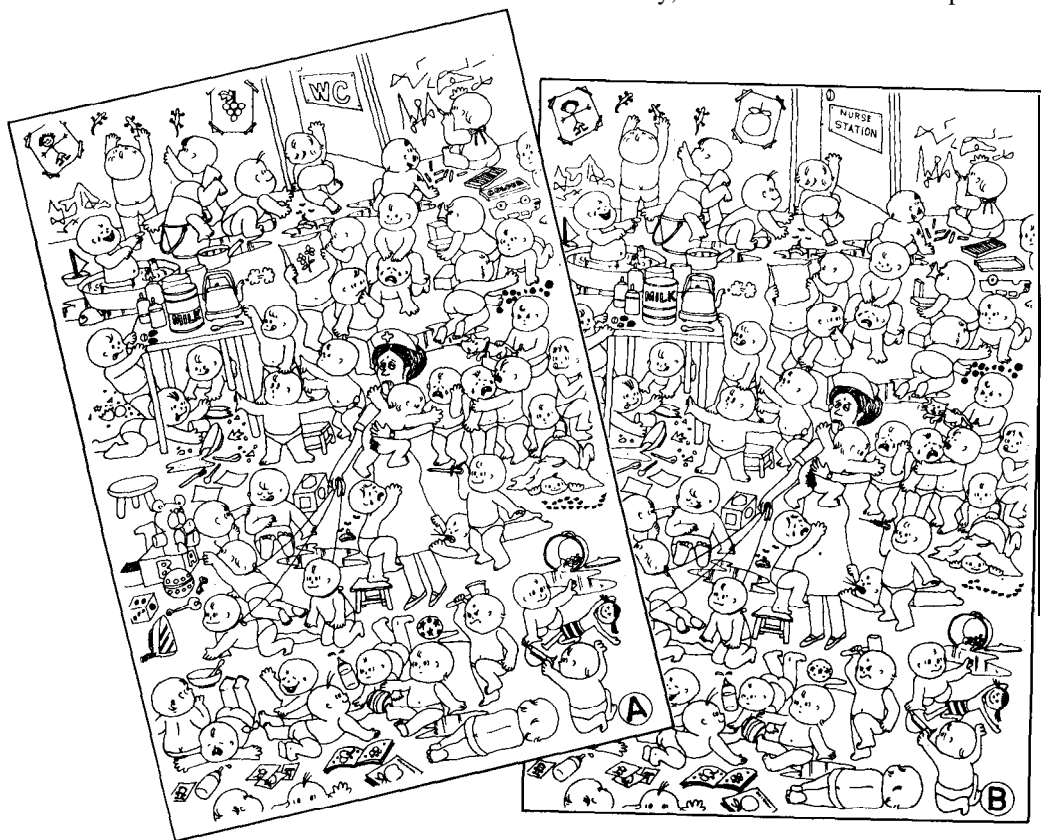
NURSE STATION

Paul Nation is a senior lecturer at the English Language Institute in Victoria University of Wellington in New Zealand. He is at present on secondment to the DTEC Language Institute in Bangkok, Thailand.

Ruangyuth Teeravanich is an architect whose hobby is drawing. He recently won a British Council scholarship to study housing for developing countries in Britain. He has illustrated several books for Thai children.

This exercise is an example of the combining arrangement. (i) Information is divided among the learners and it must be combined in order to do the exercise. The learners work in pairs. One learner in each pair has sheet A and the other has sheet B. They do not show their sheets to each other. They take turns at describing their sheets to each other in order to find the 20 differences between the two pictures.

There are two ways of organising this. In the first way the two learners in a pair work together until they have found all the differences. They number the differences on their sheets as they find them. In the second way, each learner works with one partner for only a short time - four or five minutes is about right at the beginning, but the time should increase a little with each change of partner. Then Learners A stay still while Learners B move along one seat. In this way, the learners have new partners every



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five minutes or so. As soon as they have new partners the two members of the pair should tell each other all the differences they found previously. This makes the exercise go much faster. A group of advanced learners will take about twenty to thirty minutes to do the exercise in this way.

Some teachers may wish to prepare the learners for the exercise by presenting relevant vocabulary and structures. Other teachers might prefer to wait until the learners strike a problem and then ask for help. The teacher then deals individually with the request. The reason for this is that the combining arrangement described here splits up the information so that learners must share what they have in order to find the answers. It is therefore an excellent opportunity for learners to learn from each other. Changing partners every few minutes increases this type of learning. Thus unknown vocabulary can be picked up from each other. If neither learner knows however then the dictionary or the teacher is the next source of information.

Similar exercises can be made with each learner having forty or fifty small pictures to describe each other. The learners decide, on the basis of their description, if the pictures are the same or different. When they have decided if the pictures are the same they both write 's' next to 1 on their sheet. After five items have been done the learners change partners. A circle around the number means that the learner should begin describing. His partner, of course, can ask any questions he wishes and can describe his own picture.

Often exercises like *Nurse Station* can be made in the following way. Two photocopies of a picture are made. On one of the photocopies some parts are blanked out by using typists' white correcting fluid. On the other photocopy different parts are blanked out. Stencils are made from the photocopies.

More difficult exercises can be made requiring the learners to draw the missing parts of their pictures. This requires greater accuracy and detail of description. Maps – one with the roads missing and the other with the railway lines missing – are good for this. Plans of houses or villages are also suitable because only simple stylized drawing is needed.

With less advanced classes, instead of the learners working in pairs, the teacher can be A and the rest of the class can be B. In this way the learners can help each other with the description and can also learn by listening to the teacher's description.

Combining exercises with pictures can be varied in many ways and are always successful in producing meaningful communication within the classroom. There are two rules the learners must follow.

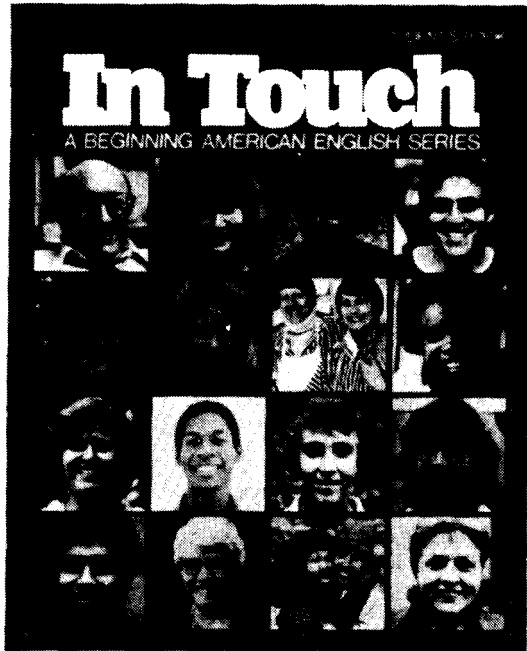
1 Speak English.

2 Don't let your partner see your picture.

As long as these rules are followed almost anything else is allowed.

- (i) I S P Nation (1977) 'The Combining arrangement: some techniques' *Modern Language Journal* LXI, 3, pp. 89-94

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THE SELF-IMAGE OF THE FOREIGN LANGUAGE TEACHER IN JAPAN

There has been a change in the basic image teachers have of themselves, their activities and their students. This article is an attempt to delineate some of the interior dynamics of that change and also point to some of the implications.

By way of research, I went through all my past issues of the JALT Newsletter and listed the topics of every article. Notional Syllabus and Listening were the concerns of six major articles each. But I wasn't interested in teaching methods as much as discerning the image that teachers have of themselves and of their students.

When I re-read past issues of the JALT Newsletter to see what articles interested the members, I found in addition to the two mentioned above, interest in English through Drama, the teaching act, Cross-Cultural courses, CLL and Suuggestology. What I noticed is a change in the perception of the teacher as a commander to the teacher as a consultant. I noticed an interest in the teacher being a director who does his work before the class, shapes the direction of the class, and then steps back and allows the students to carry it through. There is a desire to put the student on center stage, so to speak – for the student to be the star of the show.

In an intermediate class, for example, I planned an improvisational skit. On the board I marked off four columns headed "famous person", "place", "time" and "weather". I had the students brainstorm a list under each column. Then I broke the class into teams of three. Each person became a famous person. Their assignment was to write and act out a skit. What followed was a 50 minute continuous blast of creative energy during which I wasn't consulted once. When performance time came, the skits ranged from a lost Emperor being helped by Jack Nicklaus to find his security guard, to Momoe Yamaguchi deciding to marry Borg instead of Shimura Ken because of her interest in tennis.

The Audio-Lingual method seems to demand a benevolent drill sergeant who through his or her personality lifts the student from drills to conversation. Apart from the fact that in my experience this transcendence seldom happens, the teacher is the pivot around which the class turns. I sense a new spirit of the times. When I ask myself the question just what is it that everybody today is looking for, I come up with the answer that everyone is looking for a way to participate in life. I think this is the power behind the change of image in today's teachers. We as artist-teachers are trying to find a way to respond to that spirit. Whereas before Japan wanted to produce readers, now the consensus is to produce speakers. The old image of the relationship between student, teacher and knowledge seemed to be that of the teacher standing between the student and knowledge, either giving

it to the student or leading the student to it. The new image is more the teacher pulling knowledge from within the student. In other words, as in the Silent Way, the process of learning begins with what the student already knows and proceeds to what s/he does not know.

Many current methods seem to emphasize this. Total Physical Response (TPR) uses repetition and action to internalize vocabulary and structure. Teachers such as Tom Pendergast use the Silent Way to draw out sounds and then use TPR to illustrate meaning. I had a chance to use this technique myself only a few weeks after attending Tom's seminar. I was asked to teach a class of junior high school students in the nearby town of Mizusawa. After a TPR lesson to introduce vocabulary, I had my students sit in a semi-circle working with flashcards. Since the meaning had previously been introduced, I was now working on reinforcing and pronunciation. I would show the card and the student would pronounce the word. We came to a word with the notorious 'r' sound. Previously I would have engaged in a lengthy repeat-after-me session. This time I simply waved my hand in front of my face in the Japanese style of negation while shaking my head, "no". Saying nothing, I then held up the same card and pointed to the next student. Again the pronunciation was inadequate and I repeated my gesture. This happened four more times. As I was coming closer to the end of the class and my own despair, a little girl who had not been especially active in the class pronounced the most beautifully clear 'r' sound I have ever heard. "Yes," I said. "Again." She hesitated and then taught the class how to say the word.

Although not a method in itself, games seem to fit the new image of teachers as artist-practitioners very well. Games used to be considered either as adjuncts to a class or as suitable only for children. This feeling that games are for children or recreation and not really to be respected by teachers is still strongly held – by both Japanese- and native speakers-of English. Games seem to combine imagination and creativity in a way that is ideally suited for today's new teaching style. I believe the use of games, and the study of games, will play an increased role in the future.

This new image that I have been trying to describe directly *confronts* the main stumbling block to smooth speaking, which is the professed goal of all my students. If I were writing a skit, I would call this arch-enemy Mr. One-Correct-Way, and his accomplice, Mr. One-To-One-Correspondence (also known as Son-of-Grammar-Translation). The English to Japanese dictionary is a sure sign that these two villains are around. Both maintain that there is one – and only one – word that directly means what every word in Japanese means. Small wonder that our students are forever hesitating when they speak, or should I say, translate.

The language studies of a nation are related

in a rather direct way, it seems to me, to the social needs of that nation. The new image I have tried to describe supports the social needs of Japan today. Japan needs language students who can mix with foreigners easily, who can argue with foreigners, learn from foreigners and teach foreigners. This is what our students are trying to tell us when they say the reason they want to study English is to "talk with foreigners". By attuning ourselves to this new image we can help our students do just that.

Dale Griffie
James Language School, Sendai

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Join TESOL!

Why not join TESOL today by using the postal form enclosed in this issue? TESOL (Teachers of English to Students of Other Languages) is the parent organization of JALT with a membership of over 8,000. Your membership would entitle you to receive both the TESOL *Newsletter* and TESOL *Quarterly*, as well as voting privileges at any meeting of the Legislative Assembly.

The TESOL *Quarterly* is published in March, June, September, and December, and includes such things of professional significance to teachers of English to speakers of other languages as: assessment of needs within the profession, teacher education, instructional methods and techniques, materials needs and development, testing and evaluation, implications and applications of research from related fields, such as anthropology, communication, education, linguistics, psychology, etc., curricular problems and developments, etc.

The TESOL *Newsletter* contains organization news and announcements, affiliate and special interest groups news and information, book reviews, conference reports and short articles on current classroom practices and general information. Both the TESOL *Newsletter* and TESOL *Quarterly* are available only with membership, so join today.

* * * * *

meet·ings

KANTO

Topic: Language Learning in Japan: Method, Meaning or Madness? - Adapting Methods for a Learner-Centered Approach
Speaker: Carl Adams
Date: Sunday, December 7th
Time: 1:00-3:30 p.m. Presentation; 4:00-5:00 p.m. Business Meeting
Place : Athenee Francais (near Ochanomizu Station)
Fee: Members: free; nonmembers: Y500
Info: Larry Cisar, (03) 2954707

This demonstration/discussion will investigate the adaptability of learner-centered methods, primarily the Silent Way and Community Language Learning to a variety of classroom situations. The presentation will begin with a demonstration of the Silent Way in Bahasa Indonesian, which will give the participants an opportunity to experience and reflect upon this method at the beginning stages of language learnins. The focus will be on the learners' awareness and the amount of learning involved as well as the practical uses and problems encountered. Following this and other brief demonstrations, the problems of using and adapting the Silent Way and other methods will be discussed.

The following quote has greatly influenced the development of the speaker's teaching methods and this presentation:

"Teachers should focus on their students' learning styles and needs before selecting content, materials, and methods of instruction. It is unwise to adopt certain methods and materials or 'new' approaches just because that is the thing to do. What works for some students may not work for others. The more teachers know about their students, the better equipped they are to tailor instruction to their needs." (*Learner-Centered Language Teaching* by Anthony Papalia, p. 17.)

Many teachers in Japan teach in a variety of situations, with the students' ages, abilities, the class size, and other factors varying. To find MEANING (for the teacher and the students) in such diverse classes requires adapting METHODS (the Silent Way, Community Language Learning, Values Clarification, Story Squares, etc.) to fit the needs of the students to keep from going mad...or is it all MADNESS?

Carl Adams graduated from the University of Redlands and has done graduate work in TEFL. Before coming to Japan he taught in Hong Kong, Viet Nam and Indonesia. During his seven years in Japan he has taught businessmen in intensive in-company courses, and students at various levels in both private language schools and public schools. He is presently an instructor of English at Ibaraki University in Mito.

The agenda items for the business meeting include final nominations for the 1981 Kanto Chapter officers, constitutional amendments, and other important matters.

WEST KANSAI

Topic: Commercial Games
Speaker: Robert J. Orme
Date: December 14, 1980
Time: 1:00-6:00 p.m.
Place: Umeda Gakuen (St. Paul's Church) (06) 311-6412
Fee: Members: free; nonmembers: Y1,000 (Party will be WOO each, members and guests)
Info: Fusako Allard (06) 31 S-0848
Jim White (0723) 65-0865x293 (day) (0723) 66-1250 (night)
Jan Visscher (078) 453-6065

This presentation will be on commercial games (Milton Bradley, Parker Brothers, Lowe, etc.) and materials currently available in Japan. To give attendees an idea of how the games can be used in the classroom, some people will be asked to assist by actually playing them. Some of the games to be demonstrated are **Password**, **Concentration**, **Go to the Head of the Class**, **Yahtzee**, **Quizmo**, **Punch Bingo**, and **You Can Read**. There will be other teaching materials on display as well.

The value of games in the classroom has been made apparent in presentations by a number of JALT members, Bernie Susser and Sr. Regis Wright among others. Rob feels that the games and materials he will be demonstrating are valuable in that they provide realistic practice of the language (they are quite compatible with TPR), they offer repetition without being boring (especially important with children), they are a medium which new vocabulary may be introduced, and the results of the language heard or used are immediate.

But why buy a commercial game when a comparable one can be constructed by hand? The answer to this question is obvious to anyone who can't find enough time or energy to do half the things s/he would like to do in the course of a week! In any case, Rob hopes to discuss this question with those in attendance.

Finally, it is hoped that this presentation will be rather loose in the sense that feedback from those participating or observing will be forthcoming. Any comments, criticism or ideas will be welcomed.

Rob Orme has been teaching in Japan since 1976. His classes are very diverse being composed of all ages and all levels of proficiency. Prior to coming to Japan, he taught English as a Second Language in Viet Nam for the Defense Language Institute for two and a half years and for the United Way, a volunteer agency, in New England for three years. He is currently teaching a number of adult and children's classes and at a private girl's high school in the Osaka area.

Mr. Orme feels that games can serve as a medium for teaching for a variety of reasons, and has used them in all his classes. He has successfully used for a number of years the commercial games that he will be demonstrating.

SPECIAL INTEREST GROUPS:

Silent Way: Umeda Gakuen 11:00-12:30.
Contact Frederick Arnold (078) 871-7953

TES: Umeda Gakuen, 12:00 luncheon meetine. Contact Harumi Nakajima (0726)-93-6746

Children's Int Gp:

Umeda Gakuen, 11:00-12:30.
"Teaching Games." Contact: Sr. Wright (06) 699-8733

Drama: Umeda Gakuen, 10:30-12:00.
Contact: Jan Visscher (078) 453-6065

Japanese: Thursday, December 11 th, 1:00-3:00. Center for Language and Inter-Cultural Learning. Contact:

Fusako Allard, (06) 31 S-0848

OTHER EVENTS:

ANNUAL BUSINESS MEETING AND ELECTION OF 1981 OFFICERS: The results of this meeting will determine the future of your chapter. Please come!

YEAR-END PARTY: (4:00--6:00) Relax, get together for either business or pleasure Mostly -- Enjoy yourself!!

NISHINIPPON

JALT/KURUME ENGLISH SEMINAR

An English Seminar for Teachers in
Junior and Senior High Schools

Instructors: Richard L. Dusek (JALT Nishinippon Executive Secretary, Kyushu Institute of Technology)
Timothy Lewis (JALT Treasurer, Kurume University)
Anita Kurashige (Principal of Open Space School)
Jay Kilpatrick (YMCA, Fukuoka)
Toru Nishida (Principal of E.S.C. School)

Place: Central Inn (1st day), 1-3 Mutsumon-cho, Kurume City, Fukuoka-ken, Tel. 90942) 39-72 11
Kurume Seminar Building (2nd day), 2 chome 56 Tenjin-cho, Kurume City, Fukuoka-ken, Tel. (0942) 35-4970

Date: December 27th(Sat.) & 28th (Sun.)
Time: Sat.: 15:00-21:00 (stay overnight at the hotel)
Sun.: 9:00-18:00

Fee: ¥10,000 (including three meals, accommodation and all other ex-

Information: Akira Hosomi Tel. (0942) 35-4970

This seminar is open to all English teachers and all those who are concerned with English teaching. Our purposes are multi-fold:

- 1) to learn practical methods to motivate students
- 2) to learn current trends in teaching practical English
- 3) to examine new books, tapes and games
- 4) to participate in an 'English learning experience and increase our communication skills
- 5) to exchange ideas and opinions for bettering English teaching for future generations

On the first day time will be spent getting to know each other through introductions and games. In the evening there will be an informal eat-together with instructors over a glass of wine. After it's over you're free to retire to your room in the hotel and have a golden slumber or go out downtown in search of the golden neon lights.

On the second day class begins at 9:00 in the morning. There will be three classes before noon and another three in the afternoon.

NEW from Regents

Business in English:

A Communicative Skills Approach

by A. Jack Hacikyan and Marilyn Gill

This is an innovative and entertaining book for students who have studied English and who wish to improve their ability to communicate in business. It makes for a useful supplement to one's knowledge of business terminology.

The book is based on real life situations which illustrate the use of English in everyday business communication. Twenty-five lively and animated dialogues tell the story of an American businessman who is faced with the usual and unusual problems of managing a rapidly expanding manufacturing company.

The story is designed to sustain student interest and motivation, while developing communicative skills. Oral and written exercises accompany each dialogue and provide excellent practice in all areas of communication. The exercises concentrate on specific problem areas, rather than presenting a systematic review of grammar. Brief grammatical explanations are provided at the beginning of more difficult exercises. Special attention has been given to common idiomatic expressions, prepositional phrases, and phrasal verb, which are stumbling blocks for every student of English. They are carefully graded to insure that students have a firm grasp of the material, while they are flexible enough to be adapted to the teacher's own methodology and to available laboratory facilities.

All of the dialogues are recorded on cassettes. An answer key to the exercises is provided at the end of the book.

#18835

#58836 Cassettes

NEW EDITION

Skits in English

by Mary Elizabeth Hines

Role-playing makes learning a language fun. This new edition of *Skits in English* takes full advantage of role-playing as a learning tool. There are thirty skits—eleven are new, and the others revised so that the language and situations are completely contemporary. All are followed by suggestions for role-playing activities that lead to improvisation. Humorous and well constructed, it is suitable for a functional approach and is also an ideal supplement to a grammar-oriented syllabus.

#18854

#58855 6 C-60 cassettes

Sample available upon request.

Tune In To English

Learning English Through

Familiar Melodies by Uwe Kind

Tune In to English can be used in the classroom or in a self-study situation, and is accompanied by cassette recordings containing such verses as "Oh, Susannah" and "la Cucaracha"

The verses are tailored to teach the student how to perform important functions in English, such as asking for directions and apologizing, while teaching the basic grammatical structures. Dialogues, situations, exercises, and creative activities are provided so that the student may apply and build on the grammar reviewed in each song.

#18845

#58846 Cassettes

React Interact:

Situations for Communication

by Donald R. H. Byrd & Isis Clemente-Cabatas

This text is composed of twenty-two situations to stimulate real communication and to expand vocabulary and grammar.

React Interact develops the communicative functions of: giving information of advice; persuading others; debating; agreeing/disagreeing; reaching a consensus; solving a problem; expressing preferences, probabilities, necessities, opinions, reasons, and feelings. Each lesson contains questions for oral interaction, exercises for written reaction, and a vocabulary list with definitions.

React Interact is intended for both native and non-native adult speakers of English at the intermediate to advance levels.

#18674

K. K.

Regents

Shuppansha

2-2-15

Koraku

Bunkyo

Tokyo

03-816-4373