

## JALT '80 CONFERENCE

### PRESENTATIONS REVIEWED

#### IMPROVISATIONS WITH CONFLICT

So-called "drama techniques" such as mime, improvisation, roleplaying and various methods used by actors to rehearse plays are being used for language teaching (Via, Maley & Duff). Role-playing and improvisation overlap, but in improvisation the emphasis is on a spontaneous and ingenious response to an unexpected situation (Hodgson & Richards, p. 2). Improvisations with conflicts were introduced by Via, who says that conflict "helps the students by giving them a direction and goal for their conversation" (p.26). If the teacher just puts the students in a situation, saying, "You're the customer in a bakery and you're the clerk", the **students** do no more than repeat phrases from situational dialogues they have studied. But if the teacher sets up a

conflict, by secretly telling the "customer" that he/she must not buy donuts, and the "clerk" that he/she must sell as many donuts as possible because the shop has too many, then the students will have a powerful motivation for pursuing the conversation to a solution and a clear goal to work towards.

Participants were requested to practice with a few improvisations with conflict, and to consider both the kind of demands the activity makes on students and the problem of errors. Four main types of improvisation with conflict were practiced:

1. Standard type for two or three persons

Example: Two students are planning to go to Shikoku over the summer vacation.

A: [You have just gotten your driver's license so you want to go by car.]

B: [You are afraid your friend is not a good driver yet so you want to go by bus.]

2. Improvisations with a change of persona  
These are to be done twice: A remains the same person, but B changes, as from a mother to a teacher. The point is to see how B will change his/her performance and how A will react.)

Example: A young married couple are living with the wife's parents. It is Sunday.

A: The young wife. [You know English well so you work all week translating letters; today is Sunday so you want to rest.]

B: The young husband. [Your wife's English is very good so you ask her to translate some important papers for your work.]

A: (same)

B: A's father. [Your daughter's English is good so you want her to translate some important papers for your work.]

3. Open instructions (The students make their own choices.)

Example: B is visiting A's house.

A: [How shall you spend the afternoon? You decide, and convince B.]

B: [How shall you spend the afternoon? You decide, and convince A.]

4. Improvisations with conflict for the telephone



Bernard Susser

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West Kansai Kanto Chugoku  
Tokai Hokkaido

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## JALT NEWSLETTER

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(These usually involve pronunciation practice.)

Example:

A: [You want to get some grass planted so you call a gardener. I

B: [You make and sell glasses; the phone rings. I

**Hodgson, John and Ernest Richards.** *Improvisation.* London: Eyre Methuen, revised edition, 1977.

**Maley, Alan and Alan Duff,** *Drama Techniques in Language Learning.* Cambridge: Cambridge University Press, 1978.

**Via, Richard.** *English in Three Acts.* Honolulu: The University Press of Hawaii, 1976.

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## NOTIONAL-FUNCTIONAL SYLLABUS

(review by: Kathleen Foley)

Phil Barbieri's presentation on Notional-Functional Syllabus provided his audience with both a brief summary of the approach and practical suggestions for putting it to use - all in one hour. He spent a majority of that time discussing his own experience of developing such a syllabus for his students.

Mr. Barbieri and I teach a course which used to consist of three hours per week of pattern practice. We were finding that most of the sentences our students were memorizing and repeating would not be useful to them in a real situation. We therefore deduced that pattern practice is only useful once the material to be repeated has been carefully explained and put into some kind of context. And, even then, for only short periods of time.

At this time, Mr. Barbieri was doing research into the notional-functional approach to ESL teaching. Three of his reference works were cited during his presentation: Julia M. Dobson, "*The notional syllabus: theory and practice*", **English Teaching Forum**, 17, 2 (April, 1979); Mary Finocchiaro, "*The functional-notional syllabus: promise, problems, practice*", **English Teaching Forum**, 17, 2 (April, 1979); J.A. van Ek, **The Threshold Level for Modern Language Learning in Schools**, (Longman, 1976).

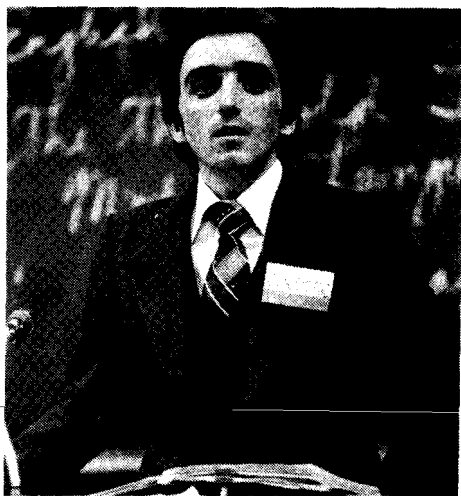
He summarized that teaching a notion is teaching a student *how to express what he or she feels* such as fear, displeasure, gratitude, and so on. Teaching a function is teaching *how to perform* in situations such as giving directions or using the telephone.

The focus of our course is on conversational English and the most effective way to practice conversation, we felt, is through dialogs. In order to give the students a common frame of reference in which to hold a dialog, we developed situations in which they might actually find themselves speaking English. This eliminated having conversations with relatives, Japanese postal clerks, and the waitresses in their favorite restaurant. Instead, we wrote situations in which they were speaking English to their American

teachers, host families who have them for week-end home-stays at the nearby American base, and American students from their sister college in the States. An important element of each situation is that each involves a specific notion or function.

In addition to the situation, we provided the students with formulas, or sentences that were useful in that situation. When pattern practice is desired, these formulas become the material to be repeated and the students can relate each of them to the situation in which they were taught.

In order for students to make use of sentence patterns or formulas, they need to be able to take the pattern and fill in the changeable parts. A good vocabulary and an understanding of grammar enable them to do this



Philip Barbieri

effectively. The grammatical structures chosen for the text were those Mr. Barbieri felt gave Japanese students at the intermediate level of English the most problems: modals, passives, causatives, conditionals, and certain perennially troublesome tenses.

During his presentation, Mr. Barbieri passed out copies of daily lessons we use with our students. Each lesson consists of four parts: a situation built around a specific notion or function; formulas useful in the situation; a grammatical structure which usually continues through ten or more lessons; and a vocabulary of useful words often used in the situation. Class time is spent introducing the situations, explaining the structure and formulas, reviewing the vocabulary, and doing some pattern practice and role-playing. The homework is to write a dialog from the situation using the structure, formulas and vocabulary.

Mr. Barbieri concluded his presentation by saying that the beauty of the notional-functional syllabus is that it can be used to develop material that speaks to the needs of the students that will learn from it. It is useful at all levels of English ability and for all ages. Developing one's own text is time-consuming but so is pouring through books looking for something that both the

teacher and the students can enjoy working with. By making his or her material relevant and practical, a teacher obviously becomes more effective and can save time in the end. And the students enjoy practicing English they can easily imagine themselves using.

(NOTE: Encouraged by the audience's response in Nagoya, Mr. Barbieri and Ms. Foley decided to get their material illustrated and printed. The resulting text entitled *I've Got a Notion. . . that writing dialogs can be functional* in 2 volumes of approximately 50 situations each will be available upon request after Mar. 1 at Y2,500 per volume, including postage.)

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### PERCEPTION, LANGUAGE LEARNING AND COMMUNICATION

Our brain receives **actual** information (objects, events, sounds, smells, etc. – those things we directly see, hear, taste and feel) and **encoded** information (words, symbols, etc., that have no meaning in themselves, but merely represent real things).

A picture of an ape directly communicates an image of a small furry animal students can recognize, although they may not know what to call it in a particular language. They perceive it directly with their senses.

The word "ape" doesn't all resemble the active furry animal we see – it's only a shorthand substitute that "stands for" all the properties of the animal we call an ape. Until a student associates the word "ape" with this small furry animal, he could listen to (or read) the word "ape" forever, and never understand.

If we show the student a picture of an ape and pronounce the word "ape", we instantly implant the word-meaning association in his mind.

We shouldn't ask the student to produce (say) an utterance until he has established the proper word-meaning association in his mind. Repeatedly saying an utterance before word-meaning association takes place in the brain interferes with association and inhibits learning. Also, the stress of trying to immediately pronounce an alien utterance may retard listening fluency. Delay in oral response until the student internalizes meaning, reduces interference and task overload from stress and anxiety.

We struggle to get meaning from words, but visuals state their messages instantly – and are received and assimilated almost instantly. Visuals are much closer to reality than are words or abstractions. Ideas and associations presented visually are easier to understand and are remembered longer, more vividly.

English learning materials (drills, dialogs, pronunciation exercises, home-study tapes, situational episodes, etc.) should be visually supported. Dialogs are learned much faster through pictures showing situational developments.

Using pictures, students don't need to read (including dialogs). Reading often results in

students using Japanese pronunciation and unnatural intonation – it introduces a task or activity not included in final performance. It's like looking at typewriter keys when learning to type – it hinders performance and delays development of real skill.

Using pictures we can quickly eliminate voice cues and rely upon picture cues, reducing strain on auditory memory. Pictures establish a direct bond between meaning and utterance, eliminating the need for Japanese.

When a student sees situations in which English utterances occur, he feels he's learning something practical. Since he associates utterances with people and events pictures, rather than learning them as abstractions, he sees how utterances serve real purposes. Pictures also have a stimulative effect, even for slow students.

**PERCEIVING, LEARNING AND COMMUNICATION CAN TAKE PLACE IN THE BRAIN – NOT IN SPACE!!** The part of language that passes from sender to receiver – the part linguists have studied extensively – is only part of language and communication. **LANGUAGE MEANINGS AND COMMUNICATION TAKE PLACE IN THE BRAIN.** Without word-meaning associations in the brain, language is useless, and there is no communication.

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Leo G. Perkins

#### MATHS OR SCIENCE AS AN INTEGRATED PART OF SCHOOL RUSSIAN OR ENGLISH

During the periods of 1960-1966 and 1976-1980 the author conducted experiments in teaching Russian/English with maths or science as an integrated part and has developed an Ability Developing Strategy, cultivating the following abilities in the students:

(A) Developing the students' listening, speaking, reading and writing ability, especially their communication ability in real language situations. Language learning and content learning cooperate to enable the students to read and understand Russian and English textbooks.

(B) Enabling the students to have a wide

range of knowledge, both linguistic and non-linguistic. In order to pass government examinations on English or Russian, it is necessary for the students to know grammar well, yet we do not teach language for language's sake. Our teaching material is imbued with maths and science which is informative as well as interesting so that the students can enrich their knowledge along with foreign language learning.

(C) Developing the students' intelligence. In the lessons we also teach them problem-solving strategy. Students' intelligence potential is thus gradually brought into full play. Take the lesson "Cross the River" for example. (This is a river. Here are two children and one man. They want to cross the river. They have a boat. It carries only 150 pounds. The man weighs 150 pounds. Each of two children weigh 75 pounds. How can they use the boat to cross the river?) For third and fourth grades to solve the problem is no easy task. Every student is impelled to do a lot of thinking. Through lessons like this, from easy ones to difficult ones, the students' intelligence is notably developed.

(D) Helping the students to be able to do independent work. Some students are asked to write their own "Cross the River" type lessons in English and ask their classmates to give the answer. The students are guided in using some math or science reference books in English or Russian to help solve the problems they encounter in class.

We have found that this strategy works fairly well so long as the material can hold the interest of the students. We have difficulty in getting language teachers competent in both language and maths or science, particularly for upper grades.

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#### EFL CURRICULUM FOUNDATIONS FOR CHILDREN

Mr. Toyotaro Kitamura's three-hour presentation covered both theoretical and practical aspects of curriculum development in teaching English as a foreign language to children. In the first half, which covered theory and background, he used many examples of children taken from past experience to discuss the following six points. First, the age level of children to whom the different levels of curriculum would apply (e.g.: 3-5, flexible, short activities, 6-13, more structured programs, story-telling) was described. Second, individualized instruction was shown to be essential in teaching young students. Third, that a good working relationship with parents should be fostered to ensure encouragement and interest in the child's work and progress was stressed. Fourth, Mr. Kitamura talked about discipline problems and ways of handling students who might tend to disrupt the class. Fifth, the learning environment such as the classroom, the school and society as strong forces in shaping the child's attitude towards English learning was

brought up. Sixth, that proper teacher training courses for teaching English specifically to children would be beneficial in preparing self-confident, capable instructors in this relatively new field was discussed.

The above items were discussed with members of the audience contributing their own experiences. Many teachers shared the problems of different age levels in the same class, unsympathetic supervisors, education-minded parents, unruly students, difficulties in applying a workable curriculum, etc. Before going into the details of putting the theory into practice, Mr. Kitamura formulated two important objectives in EFL for children: 1) the ability to understand a native speaker and 2) the ability to converse with a native speaker. In other words, through a well-planned curriculum, the students could be brought to a level where they can express needs and feelings, and create their own stories.

In the second half of the presentation, the speaker talked about how to develop a curriculum for specific situations. He reminded the audience that the following seven items were important to bear in mind when drawing up a language program: syllabus, on what grammar, vocabulary, expressions to teach; technique, or how to get across the syllabus items in an interesting way; learning environment; parents' attitudes and desires; children's psychology; school administration and its educational policies; and finally, teacher training.

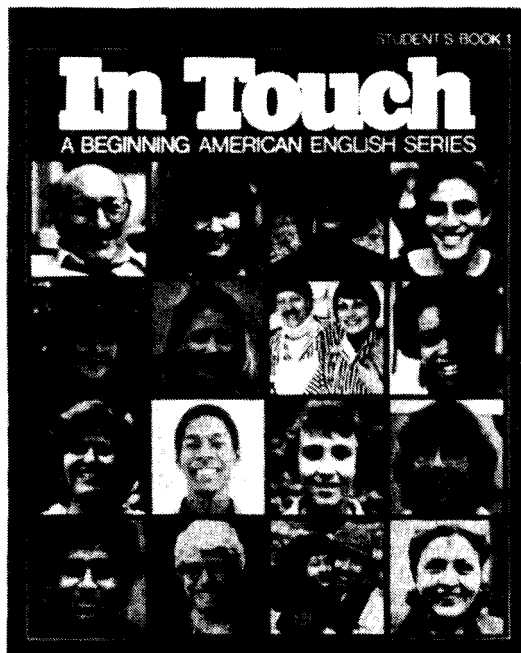
Taking the example of cooking utensils, Mr. Kitamura compared the teaching of older children to a blender where all the ingredients are poured in



**Toyotaro Kitamura**

and mixed together at high speeds while teaching younger children is like using a crock pot where things simmer together over a longer period of time.

He then described how a teacher can make a hypotheticals curriculum, be flexible enough to incorporate adjustments, re-evaluate the course and produce a more refined curriculum. The material thus becomes generalized and systematized for future teacher training. Going into the



For more information, contact

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practical aspect, he divided curriculum making into two parts. One demonstrated highly workable ideas for the very young (3-5) such as puppets, masks, finger games, action songs, reading preparation games, motor skills development activities, rhythm and movement, drawing, etc.

The other, based on the TORO Method as a guided curriculum, was for older children (6-13) and analyzed the scope and sequence of a program which included pronunciation, grammar, graduated textbooks, games and role play which also help open up the children's world to intercultural differences and similarities.

Mr. Kitamura concluded his presentation with video-tapes of children learning English over a period of several weeks which effectively illustrated how much progress they could make with a flexible curriculum.

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## inter·view

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### GERTRUDE MOSKOWITZ – CARING, SHARING AND INTERACTING

*(Gertrude Moskowitz is well-known for her views on the beneficial effects of including a humanistic element in the foreign language class. While at the JALT '80 conference in Nagoya last year as a guest speaker, she spoke with Jan Visscher, ex-president of the West Kansai chapter.)*

*JALT: I see in your biographical data that you teach methodology. When we think of methodology we usually think of rather fixed, rigid ways of teaching but your book (Caring and Sharing in the Foreign Language Class) doesn't seem to be related to any particular method. How do you make method and what you write about work together?*

**Moskowitz:** Well, to begin with, I don't perceive methodology as being very rigid. There are a number of approaches to anything, including language teaching, and in my courses I teach a spectrum from various sources. My book has certain kinds of goals in it that I feel are very important and that blend in nicely with the fact that learning a language is communication. One of the problems we have with languages, and trying to learn them, is getting students to overcome their anxieties, inhibitions – their fears of speaking. So one thing that's important is to try to provide material that students want to talk about. Often the things that we've had students talk about in language classes – such as memorizing dialogs or trying to personalize in very superficial ways – have not been for many students, particularly today's youth, relevant in their estimation. So in terms of the humanistic aspect, the themes in this type of approach – I don't really think I'd call it a method, it's an approach – the themes have universal appeal to all people. I'm finding this out more and more just since I've

written the book – how universal are the needs people have. In various workshops that I've given that cut across cultures, it's been obvious that the same kinds of things appeal to people despite whatever their own culture may have engrained in them. The kinds of needs I'm referring to, and the types of goals that are implicit in many of the activities in the book, are, for example, building one's self-esteem, enhancing one's self-image and building closer relationships with others. We all need to feel that we have closeness with others, that there are people there for us, that we can communicate. We all have needs to understand ourselves better – these come under self-discovery, self-understanding – these are some of the things that are built into the activities. Another that I think is very important is positive thinking. We have so many things that happen to us that help us to think and feel negatively – myself included! I try, in some of the activities, to bring out thinking positively. In fact, one of the ground rules throughout the various activities is that we stick to the positive. It's very interesting, as a matter of fact, you'll always find at some point somebody will suggest dealing with the negative and I just don't recommend it. There are people who are working in this field – humanistic activities relate to humanistic psychology, humanistic education, it isn't just in language teaching that these activities are used – and in a number of cases people do go into the negative but I don't advocate it at all. You have to be that much more sensitive and highly trained in what you're dealing with, and also the results will be that much more predictable by focusing in on the positive.

Basically, I've categorized the activities in my book under certain humanistic themes and the activities during my workshops are aimed at allowing people to communicate. Language is communication – we've been saying it for a long time but we haven't often given people the kinds of things they want to talk about. So in terms of helping language, humanistic activities help students to want to say something and to break through some of those barriers. They also help people to get to know each other at different levels. Sometimes – it happens in any classroom – there are some people who are not as accepted by students as others and this approach can help those students, once they are in groups and are seen through another light – a deeper light.

I've been overwhelmed by things that I've seen happen since I wrote the book, with people – teachers and students – who've used the activities. I've conducted two research studies – the results will be published in the *Modern Language Journal* (Jan. '81). The studies involved six languages, twenty-two schools and twenty-two classes. Three-quarters of the way through the school year the students were introduced to humanistic activities along with their regular curriculum – this is not a curriculum in itself, it's supposed to be tuned in, plugged in to your regular curriculum – and we measured different things in the students prior to, and two months after, the study. The results were exciting – after two months the students had statistically more positive attitudes towards the language they were studying, they had improved

significantly in their self-concept and also in their perception- and acceptance of their classmates. This is terribly exciting. to think that in two months, in the latter part of the school year when students are pretty set about how they feel towards each other, about the language they're studying and about themselves, that a different kind of relating and caring could bring about that kind of change in attitude.

**JALT:** *You were talking about the universal appeal that these kinds of humanistic activities have and also that they are not any kind of curriculum but are to be used in conjunction with the curriculum. Can you see this approach, these activities, being used in a classroom where the text is laid on the teacher from above - where everything is fixed?*

**Moskowitz:** Certainly, in the U.S., those are the teachers I was gearing this towards because those are the teachers I work with. Just to pick up on something you said - I wasn't inferring that these humanistic activities in themselves, are fulfilling universal needs or have universal appeal. It's the aim, the purpose of the activities that are fulfilling universal needs - the need to communicate, to be understood, to understand yourself, feel good about yourself. Back to your question - the activity we did (during the conference workshop) with names is one of the easiest to fit into any curriculum. In almost every language class you deal with names - "My name" is.... "What's your name?", etc., we go through that 'whole bit and how interesting is it? When you're dealing with names you could make that humanistic activity very simple, for example, "My name is....". "Other names people call me are....", "My mother calls me....", "My friends call me ....". "I don't like ....". "I like ....". As you go up and have more fluency you could go beyond that level and say more. That's a very good example of how that particular activity could be used at any level and at a very beginning level with a topic that is used anyway and personalizing it. I know very often some people are called something they don't like to be called, and what is more important to us than our name - that's our identity. It's not great to be called something we don't like to be called and we don't often have the chance to let people know that. Often youngsters don't know they're being unkind. At the end of this exercise we get to say, "I want to be called ...." "I like to be called ....", and the way I'd end this activity (it's in the book) is that I'd go around the whole class and everybody would say clearly what they want to be called.

**JALT:** *People are familiar with the book Caring and Sharing in the Foreign Language Class and it's available here. You've also written and published A Foreign Language Teacher Interacts and I don't think that's available in Japan. Could you tell us a little about it?*

**Moskowitz:** Well, interaction analysis is the other end of what's important to me in a classroom - analyzing the interaction of a teacher with students, becoming very sensitive to that interaction and getting a whole new look at how you do communicate with your students. You become more able to consciously control behaviour to get the kind of result you want and also not to

communicate unconsciously in ways that you really don't want to - teachers don't really want hurt students, for the most part! Analysis has been used in many countries - I was the first person I think to apply it to the teaching of foreign languages and I developed tapes in about seven languages that can be used to learn how to analyze the interaction through that language. There are tapes in English, French, German, Italian, Spanish, and Latin. I guess I could conclude by saying that I've always been interested in something beyond just the content in the classroom and interaction is how I, as a teacher, relate to the students. The humanistic then makes the content something that is even more palatable and creates an additional important element to the climate in the classroom.



Gertrude Moskowitz

#### ADVICE COLUMNS COMPARED: U.S. AND JAPAN

Reiko Naotsuka and members of the Intercultural Communication Project collected 373 samples of letters and advice given in the *Jinsei Annai* (Reader's Lifeline) in the Osaka and Tokyo **Yomiuri Newspaper** and Ann Landers' column in the **Asahi Evening News**. Ms. Naotsuka said that the group had intended to study differences in methods of persuasion in Japanese and English but had found the content and advice given more interesting.

In the overall comparison, basic differences were found in function, feedback, range of topics, style, advice given and various content and reply comparisons.

Advice columns have different functions in Japan and in the U.S. The Japanese letters only ask for advice and information whereas the American letters not only ask for information/advice, but also give readers' opinions, sharing their experiences with other readers by use of the columns. This extra function can be compared with the *Reader's Forum* in a Japanese newspaper.

There is no feedback from Japanese readers whereas there was the comparatively high percentage of 19.3% from Ann Landers' readers. The explanation given was that in Japan the rela-



**Reiko Naotsuka**

tionship between advice-giver and advice-receiver is that of an above/below position but the relationship is an equal one between Ann Landers and her readers.

The range of topics was very interesting. Ms. Naotsuka found the Japanese topics easy to categorize and the wide-ranging American topics more difficult. Topics which appeared in the U.S. columns but which never appeared in the Japanese columns were 15 homosexual/lesbian letters, 11 letters dealing with etiquette (wedding, religious, etc.), 12 asking for specific information or definitions, and 105 (28%) dealing with reader self-expression. It was unclear if these subjects weren't written about or if newspaper policy dictated which were chosen for publication.

The style of writing in Japanese was serious and gloomy. The style in the U.S. was light, colloquial, and often argumentative. There was a conscious attempt to make the style original.

The advice in the **Yomiuri** is given by 6 specialists in Tokyo and 7 in Osaka. Ann Landers writes her column herself, after consulting with various experts. The advice given by each specialist in Japan is comparatively long. It starts from a sympathetic redescription of the problem presented (or "conventional wisdom") and gradually moves towards the point. The advice does not clearly present the advice-giver's viewpoint, nor does it present the possible alternative choices. By contrast, Ann Landers' advice is very short, cryptic, direct and clearly presents her point of view.

The advice-giver in Japan puts equal emphasis on the viewpoints and feelings of everyone involved (called the "multi-directional approach"). Ann gives advice in terms of practical and factual information and in terms of the letter-writer's feelings.

Reiko Naotsuka gave the audience handouts with sample letters and answers. We especially enjoyed reading the content and reply comparisons on various husband-wife relationships.

Some of the advice given by Japanese male specialists elicited negative response from the foreign men and women in the audience. The following are two examples. A wife writes that her husband has been running around for the past 5 years, has had VD twice and they haven't had sex for 5 years. She's wondering about divorce. The advice by Mr. Shirakawa, a writer, says to think seriously about divorce and ends with "If you don't want a divorce, there is only one way, that is, that you should realize that strict wives are not always good wives." (**Osaka Yomiuri, Jan. 12, 1980**)

Another woman is distrustful of her husband after one year without sex. She feels lonely and unloved. The advice given by Prof. Oda throws it back to pregnancy, childbirth and childcare (although the woman said nothing about children) and finishes with "but treat your husband as one of your children and try to understand his feelings." (**Osaka, Sept. 21, 1979**)

The audience enjoyed reading the letters and seeing the cultural differences through Reiko Naotsuka's unique approach.

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### **CRITICAL READING AND ANALYSIS: ITS TEACHING**

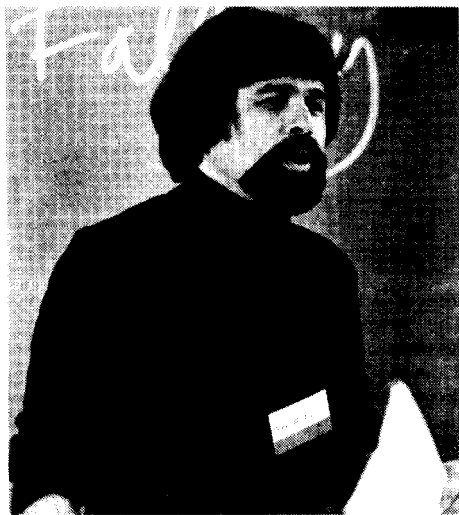
The basic premise of Mr. Shishin's presentation was that much of what is written in English is junk, that non-native speakers ought to be taught to recognize bad writing, and that not enough emphasis has been put on this aspect of critical reading in the ESL field. The presentation dealt mostly with teaching about clichés and logical fallacies. Before beginning, Mr. Shishin passed out about five pages of written material to the audience. A portion of this consisted of examples of bad writing gleaned from **The Japan Times** and **The English Journal**. These sources were chosen to underscore the fact that material our students learn English from may contain bad habits which they could unconsciously use as models.

The presentation was often a dialogue between speaker and audience. Mr. Shishin began by asking the audience to define "cliche" and what they thought were the dangers of clichéd thinking. (In the handout, Mr. Shishin listed clichés used as ethnic, religious, and racial slurs which showed one important danger.) He then argued that too often clichés are taught as idiomatic usage. Though difficult, he said, teachers should consciously differentiate clichés from idiom per se. One way he suggested was to deal with the relationship between proverbs, idioms and clichés, since the former is often a source of the better two. By such comparison, one could see how common wisdom might either make an essentially harmless change in language usage or, through uncritical repetition, become trite. However, Mr. Shishin did not insist on this approach and said he possessed no magic formulas to undo the damages countless textbooks on idiomatic



usage and vocabulary building have done.

Proceeding to logical fallacies, Mr. Shishin started by discussing an elementary mistake in reasoning? the mixed metaphor, and suggested it could easily be demonstrated to be fallacious just by drawing a picture of it on the blackboard to show its incongruity. But for fallacies like argu-



Alex Shishin

ment of the point, over-generalization, non-sequitur, etc., the speaker said there was no simple way of teaching about them. He emphasized that the important thing is the relationship the student established with the written word: either passive and accepting, or active and critical. An authoritarian classroom situation would tend to produce the former effect, he said, and suggested using the Socratic Method to stimulate critical thinking. Though he'd used this method during the presentation, he wished to give a more thorough demonstration by centering on a more specific topic. However, time limitations, among other things, made this difficult.

During questions and answers, someone asked about the difference between Japanese and Western logic. Mr. Shishin pointed out that logic is essentially universal and what was meant by "logic" in this case is often a source of misunderstanding in cross-cultural exchange. Were the confusion between logical thought and rhetorical patterns removed, many misconceptions Westerners and Japanese have about each other would disappear.

Though Mr. Shishin has taught critical reading at universities in Germany, America and Japan, he confined his remarks mostly to work he is at present doing with advanced and intermediate students in his company's English program

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## J O U R N A L -----

The JALT **Journal** Editorial Board is now accepting manuscripts to be considered for inclusion in Volume 3 of the **Journal**, scheduled for publication prior to the 1981 JALT International Conference on Language Teaching/Learning.

Since its inception in late 1978 and first edition in the fall of 1979 the **Journal** has served as a forum for the varied theoretical and practical needs and interests of language teachers, researchers and learners in Japan and abroad. It is hoped that the **Journal** will make an increasingly significant contribution to the many disciplines concerned with language learning by continuing to address itself to the problems and professional concerns of JALT members and other readers of the **Journal** in a very instrumental way.

### EDITORIAL POLICY

The Journal Board invites the admission of articles which demonstrate pragmatic, speculative, progressive and/or controversial approaches to language teaching and learning. Areas of particular emphasis include:

1. Language Teaching in Japan
2. Instructional Methods and Techniques; including materials development, testing and evaluation
3. Research in Applied Linguistics
4. Research in Fields Related to Language Study; such as anthropology, psychology, sociology, etc.
5. Cross Cultural Studies

### MANUSCRIPT SPECIFICATIONS

To be considered for publication, manuscripts should be typed, double-spaced and submitted in triplicate. References should be cited parenthetically in the text, giving the author's surname, date of the work cited and necessary page numbers. Footnotes, on substantive matters only, should appear at the bottom of the page on which they occur. The bibliography should conform to the MLA Style Sheet.

An abstract of no more than 200 words and biographical sketch of less than 50 words should accompany the three copies of the manuscript. Please note that manuscripts mailed in Japan can not be returned unless a self-addressed stamped envelope is enclosed for that purpose.

The deadline for submission of articles is June 1, 1981. All materials and inquiries should be directed to:

Caroline C. Latham  
JALT Journal Editor  
20 1-7 Kyozyuka, Urasoe-Shi,  
Okinawa-Ken, JAPAN 90 1-2 1

## TEACHING ABOUT JAPAN IN EFL CLASSES

It is generally believed that learning a foreign language involves learning about the culture of that language. However, what Yukio Tsuda has tried to show in the presentation: "Teaching About Japan In EFL Classes" suggests exactly the opposite. That is, his presentation centered around the idea that there is a need for experiencing self-recognition and self-expression of one's own culture as one of the goals of learning a foreign language, i.e. English.

A better part of the presentation was dedicated to the explanation of the texts Tsuda has developed for one of his junior-college language lab classes. He has written a total of twenty lessons; each text consisting of 400-700 words. Based on these texts, the teaching materials produced to get the students to learn the vocabulary and expressions in the text, as well as listening comprehension quizzes and pattern practice drills. Each lesson is accompanied by a recorded tape for the convenience of a language lab class. The titles of the lessons include the following:

were produced to get the students to learn the vocabulary and expressions in the text, as well as listening comprehension quizzes and pattern practice drills. Each lesson is accompanied by a recorded tape for the convenience of a language lab class. The titles of the lessons include the following: *Sumimasen*, *Hodo Hodo-ni*, *Ishin Denshin*, *Shirakeru*, *Miuchi* and *Tanin*, *Tatemaie* and *Honne*, and *Bushido: The Way of Samurai*, etc.

In his explanation, *Sumimasen* has three meanings: "Excuse me", "I am sorry", and "Thank you", depending on the situation. Hence, some learners of English confuse "Thank you" with "I am sorry".

*Ishin Denshin* was introduced as a highly refined Japanese way of interpersonal communication in which the main idea is not clearly mentioned, but is only vaguely hinted at and expected to be understood between the two or

more speakers. The explanation included a highly respected value of *sassuru*, which means "to understand the message without a detailed explanation". The practice of *sassuru* in Japan enables people to practice *Ishin Denshin*, which also reveals the psychological sensitivity of the Japanese.

*Shirakeru*, meaning "turned off" or "reactionless", was exolined to refer to the darker side of the 'Japanese young, who are labeled as a *Shirake* generation. Political apathy and little zeal for social causes, which seem prevalent among the youth, are attributed to the *Shirake* attitude.

*Miuchi* and *Tanin* invoked intense interest and attention among the audience, especially American and English natives. The Japanese seem to have a strong *miuchi* ("insiders" or "family-members") awareness against the rest of the world which is *tanin* ("outsiders" or "strangers") to Japan. An example of this would be the term *gaijin* ("outsiders"), referring to white Anglo-Saxon Caucasians or Americans in most cases. This special word seems to reveal the psychological barriers the Japanese embrace in interacting with foreigners.

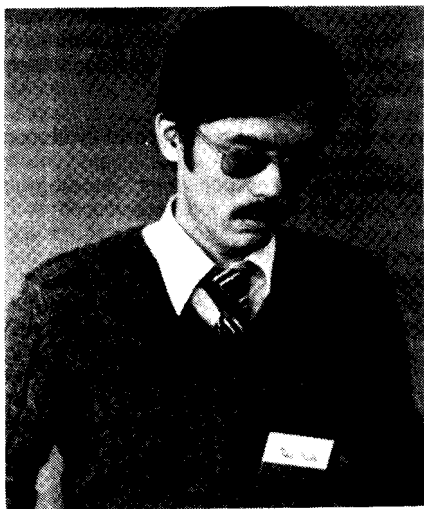
A reference to *Bushido: The Way of Samurai* serves as an antithesis to the material-oriented modern world. *Bushido* has been misunderstood as a cruel samurai code in Japan and abroad, but actually it is based on the teachings of Buddhism, Shintoism, and Confucianism, which enable people to develop and attain spiritual strength. A discussion of *Bushido* inevitably leads to further discussions concerning the Japanese spirit.

The explanation of the texts was followed by a demonstration of classroom activity, in which the audience listened to the tape and answered True-False quiz items, according to the handouts prepared.

Before closing, Tsuda mentioned a recent growing recognition of Japan by overseas scholars and journalists and stressed an urgent need to create an opportunity in English classes in which the Japanese learners could practice speaking about their own culture, people, and nation. Such an opportunity in learning English, he said, would contribute to the promotion of two-way communication, that is, relating Japan to the rest of the world.

A couple of questions were raised at the very end of the presentation. Among them was the question: "Aren't some texts too philosophical for students to discuss?" Actually, some of them are a bit difficult. Unless the students are quite advanced in English, they will find it difficult to take an active part in discussions. However, in terms of developing listening comprehension, learning new vocabulary, and many expressions to describe the Japanese culture, as well as common expressions used in cross-cultural discussions, this particular class may contribute a great deal.

As a closing thought, it might be a good idea to try these materials in an "Introduction to the Japanese Culture" class arranged for non-Japanese speakers of English.

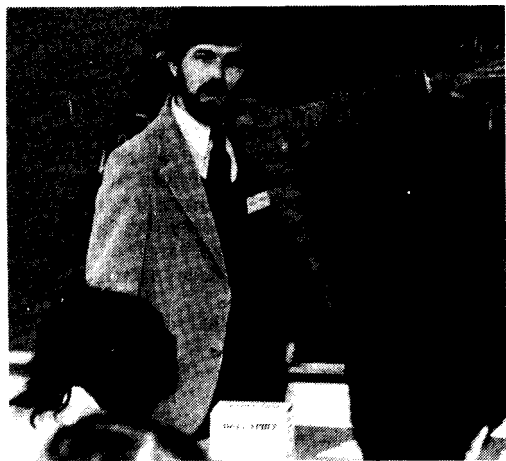


Yukio Tsuda

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P. Lance Knowles

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## re·views

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### WEST KANSAI

#### KNOWLES ON PREDICATE MARKERS

In his presentation on January 18th, Language Institute of Japan director P. Lance Knowles proposed a system of predicate markers which offered an alternative way of looking at what he referred to as "the backbone of English:" the verb system. Knowles noted that his work is largely based on the original work of Martin Joos, who first proposed a system of markers in his book *The English Verb: Form and Meaning*, 1967, Madison, Wisconsin (Univ. of Wisconsin Press).

Intended to replace traditional formal grammatical classifications of predicates, Knowles' five predicate markers provide a semantic approach to the organization of English verbs.

The five markers may be summarized as follows:

1. (-d): "past tense form"  
Ex: [- - - -]go I go home. (Unmarked predicate)  
[1- - - -]go I went home. (I (-do)go.)
2. Modals: will, shall, may, can and  
must, had better, need should, ought to, dare  
Ex: [-2- - - -]go I must go home. (I (modal)go.)
3. Have + V(n): V(n)=participle  
Ex: [- -3- -]go I have gone home. (I (have + V(n)go.)
4. Be + V(ing)  
Ex: [- - -4-]go I am going home. (I (be + V(ing)go.)
5. Be + v (n)  
Ex: [- - -5]go He is gone. (He (be + V(n)go.)

A few rules of use must be mentioned before more complicated examples can be introduced:

A. Markers are applied in the order in which they were introduced above.

B. Each marker may be used only once in any given predicate.

C. The markers operate additively on the predicate.

Ex: [123- -1 go He might have gone. (he (-d) may (have + V(n)go.)

The term 'additive' also refers to the fact that the meanings of the markers add together. If markers 2 and 3 are used in the same predicate, then both meanings are included in an additive manner.

And finally, to close the introduction to the formal aspects of the markers, Police Lieutenant Columbo's realization as to why no one heard the fatal gunshot: [123451 ring: "The church bell might have been being rung when the murder occurred." (The church bell (-d)may (have + V(n), be + V(ing), be + V(ing))ring.)

Each marker has a distinctive semantic impact on a predicate to which it is applied. These may be schematized as follows:

1. (-d): REMOTE
2. Modal: RELATIVE CERTAINTY OR NECESSITY
3. Have + V(n) PERFECT STATE
4. Be + V(ing) TEMPORAL
5. Be + V(n) PASSIVE

Marker 1 signals that the predication is remote from the speaker in either time (past), reality (unlikely), accessibility (reported speech, narrative) or psychological space (polite, formal diction). For example, "Let's suppose he went to New York next week" expresses far less likelihood that he'll in fact go than would be the case with the unmarked "goes". It is also worth noting in passing that the predicate remains unchanged if we shift the time context, as in: "Let's suppose he went to New York last week."

The second marker consists of what Knowles identifies as the "two families" of modals, divided according to whether their effect on the predicate is to relativize it in terms of a "scale of certainty" or a "scale of necessity".

Certainty:

- will-certainty "I will open the door."
- shall-contingent certainty "Shall I open the door? Please decide."
- may-possibility "I may open the door."
- can-potentiality "I can open the door."

Necessity:

- must-necessity "I must open the door."
- need-contingent necessity "Need I open the door?"
- had better-advisability "I'd better open the door if I want to leave."
- should-expectation because of logical or social/moral reasons assumed by the speaker "I should open the door."
- dare-expectation despite reasons to the contrary "Dare I open the door?"

Since modals can be said to express the speaker's degree of certainty or belief, it is interesting to speculate on issues such as why the modals on the "scale of necessity" have no "remote" forms, because they are judgment or expectations literally "held" by the person using them. Furthermore, the gradual demise of modals such as "shall" and "need" in declarative statements could be said to mirror a change in the way speakers of English feel about contingent certain-

ty or necessity, a shift in attitudes Knowles said may be explained by the lessening importance of divine involvement in what we think is certain or necessary. It was quickly noted that this change in English modal usage means it is no longer necessary to worry so much about teaching the distinction between "will" and "shall", although some of the questions asked by high school teachers seemed to indicate some uncertainty as to how much of a good thing this was.

Knowles was asked why he felt "to have to", "to be going to", and "used to" were not modals, and he replied that he considered them "quasi-auxiliaries" that could be considered as operating like verbs.

Marker 3 indicates that the predicate to which it is applied does not describe an event, but rather a state. Using this marker makes the predicate an "adjective" that describes a resulting condition, as in "She will have arrived by next Monday". The discussion of past-perfect tense expanded on this state/event distinction, when it was shown that "had + V(n)" is more adequately seen as an "incomplete" state anticipating an event to fill it out ("She had left by the time I arrived."). Knowles' explanation also is more useful than the traditional grammatical one (an event in the past before another event in the past) for understanding why this marker is such a favorite with mystery story writers.

Marker 4 serves to endow its predicate with a temporal aspect, putting it into what Knowles called an "envelope of time". Although this marker is usually labelled "present progressive" and defined as indicating something is happening

at the moment, it does seem preferable to rely on the context of a phrase to indicate just what the temporal reference is, as in "He is playing golf well these days", a statement that is true even if he happens to be playing nothing at all right now. Marker 4 is not accepted by every type of verb, since verbs expressing states or relations are resistive to its semantic function of putting a process into a temporal framework. This was well illustrated by the following examples which use different sense of the verb "see":

He sees his father every six months. (State/relationship)

He is seeing better with his new glasses. (Process)

The fifth and final marker that describes the English verb system serves to indicate that the subject of the predicate is not the actor of the predicate, but there is some actor besides fate or happenstance. Verbs which express happenings are considered lexically passive, so they do not need this marker in any case.

Keeping in mind that meaning is also constructed by other factors as well, we can make the same observations about the markers in their semantic aspect as was possible when considering their form: if more than one marker is used in the same predicate, all the messages come together:

He had been smoking for several minutes when his teacher caught him.

[ REMOTE, STATE, TEMPORAL ] smoke  
[ REMOTE ] catch

(It will be recalled that the second verb in the

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sentence is the event the earlier "remotely incomplete" state was waiting for.)

Mr. Knowles concluded his presentation by suggesting teachers use the markers to construct curriculum materials that would teach by contrast, making it unnecessary to work with an abstract system of grammatical rules. He felt that it would also be possible to master modals and conditional sentences at a much earlier stage, by focusing on how they reflect the relationships in the language, the logic of situational context.

(Reviewed by Vincent A. Broderick,  
Seifu Gakkuen)

*[This presentation was based on an article in Cross Currents, published by the Language Institute of Japan.]*

## CHUGOKU

### GAMES AND SUPPLEMENTARY ACTIVITIES FOR THE E.S.L. CLASSROOM

At the kickoff meeting for 1981, the Chugoku Chapter of **JALT** were fortunate to have the current president of **JALT**, Thomas Robb, as our featured speaker. After being exuberantly and effusively introduced (or hailed rather) by our Chapter head, Marie Tsuruda, Mr. Robb launched an afternoon session dedicated to the principle that English language learning can be fun if "fun" is effectively incorporated into class activities. Stressing that the standard two-way stream of communication between teacher and student is only one way to organize speech activities in a classroom, the speaker suggested various ways, both "puzzling" and humorous, to spur inter-student communication in English.

First comparing language learning to learning a sport such as tennis, Mr. Robb noted that few tennis enthusiasts care to be reminded of their mistakes while in the process of playing, and that repeated correction can be an inhibiting factor in overall performance. Similarly, passive or rote repetition of patterns and drills do not stimulate student involvement or give little sense of actual accomplishment. Problem-solving and task-orientation activities, thus, help activate the student's mind as well as encourage "teamwork" among those involved in a given activity.

An initial or warm-up activity our guest speaker suggested was a Total Physical Response (TPR) sequence in which a tape recording outlining a particular task (buying a coat in a clothing store or changing a light bulb) is run through step-by-step until the students can go through all the motions involved. As a mnemonic (aid to memory) device, the speaker added simple diagrams on the blackboard to help the persons attending retrace the situation in its entirety. He further noted that he has been able to get even corporate executives at Matsushita Electronics to act out certain situations and even simulate birds and animals, which he felt was proof that the method had possibilities with beginning learners of all descriptions (especially children!). Not only serving as a warm-up or means of perfecting one's "command" of the imperative, TPR activities also afford valuable listening practice so vital in developing speech skill.

The next two activities were clue-based and asked that the students deduce an intended number or a certain shape from another student's description. The former activity was controlled by the data offered on the handouts and was essentially a process of elimination, while the latter activity required accuracy of description to enable the listener to come up with the desired response. The visual stimuli and solve-the-puzzle approach utilized here invited the students to



actively piece together information individually or in groups.

A chance encounter with a handbill distributor in Osaka produced perhaps the afternoon's most well-received (nay uproarious) activity. Mr. Robb passed out a flyer advertising Colonel Sander's Kentucky Fried Chicken in a mixture of "English" and Japanese and challenged the members present to find 25 mistakes in it. Errors in such areas as spelling, punctuation, usage and agreement in number and tense were produced readily and the desirability of rewriting certain portions of the ad in their entirety was impressed upon the somewhat astonished gathering (which I might add was overwhelmingly females of the Japanese persuasion).

Equally impressive was a city street scene listed from a recent edition of *MAD* Magazine that offered 25 carefully diagrammed inconsistencies or unexpected sights (i.e. "seeing is NOT believing") which invited the learners/readers to compare their guesses with the outrageous explanations offered by *MAD*. A representative "mistake" uncovered was the unbelievable sight of an entire block of public phones in complete working order. In this activity, a correct answer or guess was not being sought so much as a peek into a type of humor popular in another corner of the world. The speaker also introduced a representative excerpt of "mad" humor on the topic of "Inflation" which offered not only humorous cultural insight, but which invited those present to compare the situation abroad to their own.

Another potentially valuable magazine source our speaker spoke of highly was *GAMES*, which although not a linguistics-oriented publication of itself, yet supplies various game-centered or appraise-the-data-and-see-what-you-get-type of activities for possible language class application,

Persons present were advised to apply directly to the head office in the States for subscription privileges although Mr. Robb noted that *MAD* is available in many bookstores in Japan now and is even being translated in part by certain distributors.

A final note implied by the speaker was that while, in many cases, cultural assumptions may not be shared, games, comics and puzzle-like activities can make the world of the native speaker more familiar to the learner, and perhaps through inclusion of humor, a more likeable world at that.

## TOHOKU

### COMMUNITY LANGUAGE LEARNING SEMINAR IN TOHOKU

"Please sit in a circle around the tape recorder and the rest of you please sit in a second circle outside. Could you please, hold your questions and not take notes." These were our first instructions. Our consultant Kathleen Graves was carefully explaining what we should do to begin our 3 session seminar on Community Language Learning (CLL) held in Sendai last January 17 and 18. We were forming our community. The center of attention would be a tape recorder (and each other) rather than a teacher.

"I'd like you to have a conversation with each other. When you want to say something, raise your hand, say it in English and I will tell you how to say it in-Chinese."

"You will record only in Chinese."

In that way we made a short recording of what might be called a dialogue. We listened in wonder at our tape as it was played back entirely and then sentence by sentence. Then we translated the sentences back to English. Kathleen transcribed selected sentences (using Romanji and Kanji) on a large sheet of paper and with her help we guessed at meanings and she wrote an English translation.

Then we played the human computer game. Kathleen was the computer. The students could choose to say any part of the transcribed sentences. If a student said something, the computer would repeat it in correct Chinese. The only way to stop the computer was to stop speaking. In other words, the students were in control.

Then some of us attempted to make our own sentences in Chinese based on what was written on the transcript. Our last activity was to identify tones. We did this in a simple way. Kathleen marked all the Romanii on the transcript with marks to indicate tones. We called out words to a scribe who put them in columns under the appropriate tone mark. Then we practiced the words with the human computer and tried to describe how each tone sounded to us.

Is this CLL? Well . . . it's part of it. It's more an introduction to a classical CLL technique than anything else. But it was our basic experience in CLL and was the reference point of discussion and reflection on CLL.

Kathleen used it to illustrate the part of the

CLL model called SAARRD: Security, Attention, Assertion, Retention, Reflection and Discrimination, which she presented in the third sessions.

Personally I hate to study language and Chinese especially. Also, I am insecure and nervous even though I put up a good front. I think of myself as the Woody Allen of JALT. But even I felt secure as I watched those in the inner circle make their recording. When the backbenchers were asked to come forward, I even made a sentence. Security is definitely a strong point of CLL. Attention comes when the material or activity is not too new and not too boring. Assertion means the student does something on his own. In a group it is easy to assert yourself by recording a sentence, guessing at a meaning, or playing human computer. But we were surprised at how many of these activities qualified as retention. Every activity after the tape recording helped retention. Reflection and discrimination are helped by the human computer game and intonation practice.

In the second session Kathleen presented some of the basic theory of CLL. This was followed by small group discussion of the theory in which we practiced the skill of 'understanding' (also known as 'counseling').

As for me, I'm not sure that after just these three sessions I can teach English a la CLL, but I'd like to learn another language using it. And from a nervous insecure language learner, that's a lot.

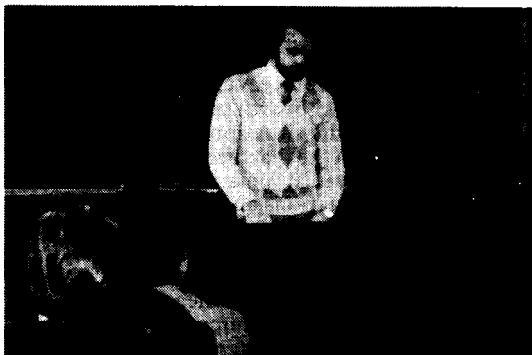
(Reviewed by Dale Griffie)

## HOKKAIDO

### SOME PSYCHOLOGICAL AND SOCIOLOGICAL ASPECTS OF LANGUAGE TEACHING: A CASE FOR SMALL-GROUP ACTIVITIES

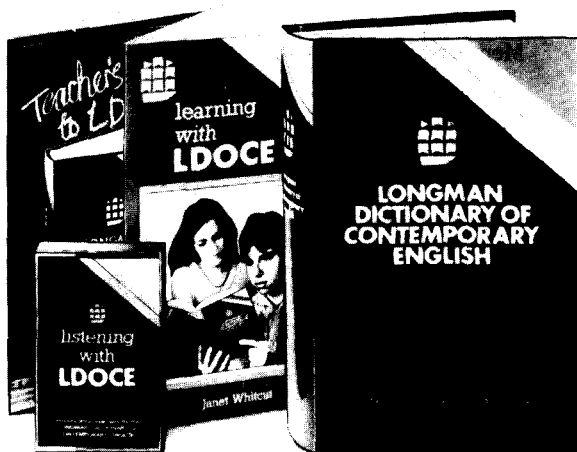
On January 25th, Mr. Terence Toney of Hokkaido University spoke at the Hokkaido Chapter meeting. His presentation was intended to turn our attention from concern with teachers and teaching towards a more balanced look at the language classroom, including the learners and learning.

First he pointed out some of the problems of teacher-centered lessons. If teachers rule their



Terence Toney

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classes, learners will have very little practice, students will be bored and, what is worse, they will experience anxiety and stress. Mr. Toney referred to Dick Allwright's assertion: frustration, confusion, spoon-feeding, time-wasting, demoralization, and dependence breeding.

After he mentioned the above, he spoke about the advantages of small-group tasks and activities. If the class is small, each learner has a greater chance to interact, with less anxiety, with his peers. Learners learn not only from their teachers but also from each other. Few learners are idle at the same time. Students take the initiative in communication, and learners are free to use language.

At the end of his introduction he talked about learners who have considerable skills and expectations. They should be trained in group work and self assessment, gauging progress, while ideal teachers should study and be flexible in their classroom approach. The most important thing is to have communication with learners.

After his speech was over, we divided into groups of 4 or 5 to discuss problems listed under 'problems of teacher-centered lessons' from the point of view of our experience both as teachers and learners of a foreign language. It was interesting, because everybody realized how important the small group is, to facilitate speaking together freely. However in Japan it would be difficult to use such techniques in learning a foreign language, considering our entrance examination system, many junior and high school teachers added.

There are many advantages of small classes,

of course, as Mr. Toney mentioned, and we are looking forward to organizing small classes in Japan.

(Reviewed by Masae Sugita,  
Sapporo Commerce College)

## KANTO

### CONTRASTIVE ANALYSIS: JAPANESE AND AMERICAN BUSINESS NEGOTIATIONS

Contrastive analysis is a familiar linguistic technique for language teachers. At the January meeting of the Kanto chapter, this technique was applied to whole systems of communication, in this case Japan and the West (primarily the USA). Mitsugu Iwashita of the Interpreter and Tourist Guide Institute gave a presentation on problems in international communication in business negotiations, and although the focus was indeed on business the relevance to communication problems which arise whenever people approach a subject from different viewpoints and with different assumptions and expectations was clear.

As a background to the contrastive analysis, Mr. Iwashita gave a number of insights into the Japanese style of negotiation and typical relations within the Japanese business community. There business is conducted in an atmosphere of harmony: it is important not to hurt the feelings of one's counterparts, therefore direct objections and arguments which could be considered as

personal attacks are avoided. Polite language, proper forms of address, and attention to nuances of age and position are all necessary. Power within the company is not distributed in a clear hierarchy of authority, but rests within the group, which operates by consensus. This is reached most often through informal discussions – frequently outside of the office – and merely ratified in more formal meetings. One's position in the group is not clearly defined; new workers create their own positions by finding work which needs doing. Offices are large, open spaces where no one is isolated from the group, and the workers generally understand and can do each other's job without difficulty.

Within this system the worker who identifies with the group is the one who will get along best, while the group – or company – takes care of its own, providing housing and other benefits including psychological nurturing. This creates a feeling of loyalty which makes switching jobs extremely difficult and leads to what Mr. Iwashita calls '*mura no gino*' or 'village ethics' whereby the interests of the group take precedence over all other interests and even unethical behavior may be tolerated if it is of benefit to the group. Leaders are very much a part of the group, and the wage gap between them and the ordinary employee is not large – the president of a Japanese company may receive 6 or 7 times the average annual salary while his American counterpart may receive 20 times the average.

It was stressed that within the company human relations are a vital concern, and this carries over into negotiating styles, which Mr. Iwashita contrasted with the American approach of problem or conflict solving. Instead of striving for mutual understanding, Americans will try to persuade the other side to accept their positions. Speaking as part of a group, Japanese negotiators will avoid stating opinions or even defining terms, which contrasts with the American style of speaking on one's own behalf and making definite statements of fact, opinion or policy.

Japanese tend to consider negotiations just the beginning of work, with details left to be worked out later; negotiations may not even have decision-making powers. Americans often give their negotiators power to make decisions, and they desire to put everything into detailed and final terms before agreeing to a contract. Americans tend to stick to the letter of agreements, while Japanese are more flexible, adjusting details as necessary while carrying out the agreement.

Overall the differences seem to come down to priorities: Japanese giving greatest emphasis to successful relations with their co-workers and the people they negotiate with, while Americans are more goal-oriented, deliberately pursuing the course of maximum benefit. Mr. Iwashita emphasized the necessity of understanding each other's value systems and noted that even as Japan and the United States are experiencing closer relations, the more we know about each other the more difficult it is to live successfully together.

(Reviewed by Walter Carroll,  
Liaison, Kanto Chapter)

## 1981 CHAPTER OFFICERS

### TOHOKU

**President/Coordinator:** Thomas Mandeville  
11-5 Shiheicho, Sendai 980, Tel: 0222-34-1054  
**Membership Chairperson:** Kayo Taniguchi  
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**Recording Secretary & Newsletter Liaison:**  
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**Program Chairperson:** Dale Griffiee  
Tel: 0222-47-8016



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**T. Mandeville**  
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**Sugita, T. Toney**



In the January *Newsletter* listing of new commercial members the Far East region representative for Scott, Foresman and Company was incorrectly listed as Ms. Eileen Peters. The correct representative is Richard L. Carpenter. 1-10-9. Naka-Magome Ota-ku, Tokyo 143, Tel. (03) 117-6630.

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Tel: 0468-65-1 123 (Work)  
Donna Reed  
Tel: 03-265-8911 (Work)



Kanto Chapter Officers: (from left to right) W. Carroll, T. Brago, S. Berman (not pictured: M. Uruno, J. Macuaga, W. Patterson, G. Sekimori, Y. Kamai, D. Reed)

## CHUGOKU

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Publicity: Hiroshi Abe  
 Tel: 093-963-3276

Newsletter Liaison:

Arrangements: Etsuko Suzuki  
 Tel: 092-713-8718



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**E. Suzuki)**

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Publicity & Newsletter Liaison:  
 Yoshihiko Higashihara, Tel: 0878-67-1078

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 Tel: 0988-86-4702

## EAST KANSAI

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 Kyoto 611, Tel: 0774-43-5004

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 Tel: 075-2 1 1-7335

Publicity: Yukinobu Oda  
 Tel: 0754924307

Newsletter Liaison: Chiyo Nishizawa  
 Tel: 075-391-5252

Social Chairperson: Shigeru Inoue  
 Tel: 0754924307



**East Kansai Chapter Officers: standing, left to right) M. Honjo, Y. Oda, C. Nishizawa S. Inoue**  
**seated, left to right) L Sackett, J. Pierce, K. Goto (not pictured: S. Fujii)**

## WEST KANSAI

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 1-4-2 Nishiyama-dai, Sayama-cho, Osaka-fu  
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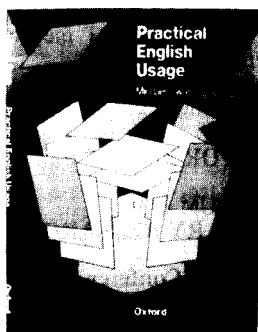
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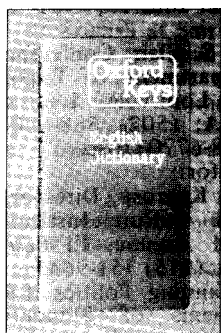
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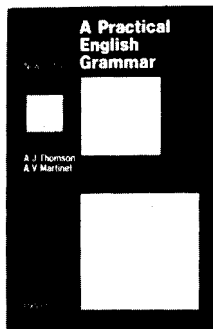


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 Tel: 0726-32-2107  
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 Tel: 06-473-7304



West Kansai Chapter Officers: standing, left to right) K. Nakamura, J. White, M. Shirai seated, left to right) N. Nishizawa, V. Broderick, B. Fujiwara (not pictured: A. Krause, K. Graves, Nishizaki)

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## bullet in board

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### NEWSLETTER EDITORS CHANGE FROM APRIL

Beginning with the April issue, there will be two new editors of the *Newsletter*. They are Chip and Pam Harman of the Tokai Chapter. Pam and Chip have been living in Japan for one and a half years, and have been members of JALT for two years. Both have an M.A. in Linguistics from the University of Florida and have experience in journalism. At last year's conference in Nagoya they gave a joint presentation on second language acquisition which was well received. We wish them all the best – many hours of happy proofreading! – and hope the membership will give them all the support they need. Please submit any material for the May, and subsequent issues, to the Harmans at: Heights Motoyagoto 505, Motoyagoto 1-24 1, Tenpaku-ku, 468 Nagoya, Japan.

### TOHOKU-JALT PROGRAM ON TEACHING CHILDREN

Mr. Dana Larrick of James English School, Sendai, will present a program for teachers of English to children. Mr. Larrick will demonstrate various methods of teaching with special emphasis on the creative use of music.

Mr. Larrick, who has been teaching children for 5 years, has developed a one year curriculum for 3 age levels: 5th and 6th grades (10 and 11 years), 3rd and 4th grades (8 and 9 years) and younger children. Each level has 5 or 6 teaching

units. From these units he will select various techniques and songs to illustrate his talk. He has 3 rules: 1) his students sing the vocabulary they know, 2) the grammar must be appropriate, 3) the music must be interesting. For these reasons, he doesn't use songs such as Ten Little Indians or Twinkle, Twinkle Little Star.

From the unit on city and country life entitled "Urban Cowboy", Mr. Larrick adapted a Dolly Parton tune "Baby, I'm Burning" to teach nationalities and countries. He has also adapted songs by Sawada Kenji as well as a Wagner opera.

The program will be in Sendai March 7 from 4:00 at Shimin Kaikan, Daichi Kyo yo shitsu. Admission will be Y500 for JALT members and Y1,000 for non-members.

For further information call Dale Griffie at 47-8016 or New Day School at 65-4288.

### CALL FOR PAPERS

#### FORUM FOR INTERDISCIPLINARY RESEARCH – III

An International Conference on  
Language Problems and Public Policy

Date: December 16-19, 1981  
 Place: Cancun, Mexico  
 Deadline for abstracts: June 15, 1981  
 Send Abstracts to:

Dr. Robert S. Clair, Conference Chairperson, Department of English, University of Louisville, Louisville, Ky 40292, USA; (502) 588-6801 Dept/Message, 588-6770 Office

Conference Coordinator:

Dr. Geraldo Kaprosy, Director, Mexico Language & Culture Institute, 4733 Tumbleweed Avenue, El Paso, Texas 79924, USA; (915) 751-9643

Topics: Language Planning, Politics of Remediation, Problems of Standardization, Social History and Policy Formation, Case Histories of Language Development, Language Renewal, Lexical Modernization, Foundations of Language Education, Language and Political Socialization, Political Symbolism, Language and Inter-ethnic Relations, Language Awareness and Social Class, Language Attitudes, Language Acquisition and Public Policy, Multi-lingualism, The Role of Ideology in Language Planning, Language and Symbolic Interactionism, The Politics of Linguistic Accommodation, Language and Sexism, Rhetoric and Composition, and Intervention.

### WEST KANSAI AREA CONFERENCE CALL FOR PAPERS

The West Kansai Chapter will hold a one-day area conference at Tezukayama Gakuin University, Sayama-cho, Osaka-f., on May 24, 1981, from 10:00 a.m. to 6:00 p.m. We hope to have workshops, presentations on languages and teaching, meetings by special interest groups as well as any others who would like to form discussion

groups, and displays by commercial members.

Anyone interested in contributing in any of these areas please contact either Jim White, 1-4-2 Nishiyama-dai, Sayama-cho, Osaka-fu, 589, tel: 0723-66-1250 or Kathleen Graves, 20 Arahori, Oku-kai-in-ji, Nagaoka-kyo-shi, Kyoto-fu, 6 17, tel. 075-932-8284, not later than March 20, 1981.

#### POSITION AVAILABLE:

Needed, someone who believes in JALT and its goals who can join the West Kansai Chapter Executive Committee. Duties will vary, the most important will be working in cooperation with others on the Committee in formulating plans, developing goals and assisting the membership of JALT, West Kansai. Time required will depend upon how involved the applicant is willing to become, but experience shows that it is far outweighed by the satisfaction of knowing that one is making a positive contribution to the development and diffusion of ideas and methods related to language learning and teaching, and that s/he is working with others towards making JALT a viable and essential organization.

#### LECTURE AND WORKSHOP SERIES

English Academy Ryugakukai is pleased to announce that Professor John Dennis, Professor Emeritus of English at San Francisco State University, will come to Japan at the end of March for a series of lectures and workshops with Professor Takashi Shimaoka of Tsukuba University on Teaching English as a Foreign Language. The schedule is as follows:

March 26-27: Two day workshop at Odakyu Highland Hotel in Hakone

Topics: Prof. Dennis - "Telling Stories: An active way to teach notions and functions"

Prof. Shimaoka - "How to Analyze Teachers' Classroom Behavior"

March 28: 2:00-4:00 p.m. Lecture at Nakano Sun Plaza in Tokyo

Topic: Prof. Dennis - "From Speech to Literature: The Colloquial Tradition in America"

March 30-April 1: Three-day workshop at the Language Institute of Japan in Odawara

Topics: Prof. Dennis - "Language Activities for the E.F.L. Classroom;" -

Prof. Shimaoka - "Teaching English Pronunciation to Japanese Children"

For more information, please contact:

English Academy Ryugakukai  
602 Amagi Roppongi Mansion  
7-7-13 Roppongi, Minato-ku  
Tokyo 106  
Telephone: 03-479-3253

#### WEST KANSAI AUDIOTAPE DUPLICATING SERVICE

The West Kansai Chapter has been using a wireless microphone system as an amplifier and to record presentations. At present, the chapter has a "file" of audiotapes of all presentations

given since July 1980. Many people attending meetings bring their own tape recorders, but since the wireless system gives much better quality recordings the Executive Committee has decided to establish an audiotape duplicating service. The service will operate as follows:

Cost: Y1,500 per presentation. It normally takes three C-60 or two C-90 audiotapes per meeting. In addition to tape expenses, cost of envelopes and postage must be taken into consideration.

Ordering: If at a West Kansai Chapter Meeting, anyone may pay in advance and leave his name and address in **romanji** with any of the Chapter officers. Otherwise, mail your order with payment (either in cash or stamps) to Jim White, 1-4-2 Nishiyama-dai, Sayama-cho, Osaka-fu, 589.

Response: If at all possible, orders will be put in the mail within five days.

Available topics, speakers and dates of presentation are given below. More information on the presentations is contained in the *JALT Newsletter*. Additional titles will be added as meetings are held.

Teaching in Schools I (Panel/July 20); Teaching in Schools II (Panel/Aug. 17); Using Dyads for Maximum Communication Practice (Judy Olsen/Aug. 3 1); It Works (Local Members/Sept. 24); Commercial Games (Rob Orme/Dec. 14); Predicate Markers (Lance Knowles/Jan. 18); Communication and the Basic Skills (Janet Fisher/Jan. 24); The Educated Guess Reading System & Teaching. Organization and Accuracy in Composition (Henryk Marcinkiewicz/Feb. 22).

#### POSITIONS

(NAGOYA) NEOS Gaigogakuin needs an instructor to teach businessmen, students. 20 hours/week maximum, one or two-year contract, with sponsorship. Mail resume to: NEOS, Saka Yamakichi Bldg., 3F, 9-30, 2-chome, Naka-ku, Nagoya

(OSAKA) Beginning April 6, Yomiuri English World in Toyonaka-shi needs part-time and full-time instructors for classes of many age and ability levels: children, adult and business classes are possible 'but a sincere, eager and qualified native speaker to teach children is seriously needed; salary, specific working conditions, benefits negotiable for the right persons; very good working situation; for details, contact Mr. Kuroishi at 06-252-5918 or Mr. Sakai at 06-833-5031. If you like children and work well with them, Yomiuri English World is for you.

(KYOTO) Friends World College is looking for a new Director for its East Asia Center in Kyoto, to begin in June 1981. Applicants should be fluent in verbal Japanese (and in verbal and written English), have cross-cultural experience, administrative skills, advising and listening abilities, at least a BA, and a desire to work closely with college students studying through experience. If interested, please contact: Ed Kinchley, FWC, 28 Gokooda-cho, Nishikujo Minami-ku, Kyoto 601, Tel. (075) 672-6160.

(TOKYO) The Simul Academy of International communication an affiliate of Simul International and The Simul Press, has openings starting in April 1981 for auallified English teachers. The Academy is Japan's leading center for interpreter training and advanced English education. Full- or part-time positions available for instructors in :

1. Business communications (with MBA or business experience)
2. ESL (preferably also able to teach subjects under 3)
3. Public speaking, business writing or speed reading.

Excellent remuneration and conditions for skilled individuals. Send resume to The Simul Academy, 1-5-17 Roppongi, Minato-ku, Tokyo 106, Tel. 03-582-9841.

(HIROSHIMA) Kure YWCA has a position for an English teacher from September, 1981. Applicants should have a college degree and teaching experience. Salary is Y150,000 a month plus free room. Approximately 20 teaching hours a week. Transportation allowance of Y100,000 for overseas applicants. Those interested should submit a personal history and two letters of recommendation to Ms. Yoshiko Kawagoe, Kure YWCA, 3-1, Saiwai-cho, Kure, Hiroshima. Phone: (0832) 21-2414.

(HIROSHIMA, KAGOSHIMA) Native English-speaking American teachers wanted for part-time Conversation and Telephone English classes. American company, good salaries, opportunities for expense-paid overseas and domestic travel. Send resume to: ALE Director, International Services, Shinjuku Urban Bldg., 4-2-23 Shinjuku 160, Tokyo, or call: (03)341-2431-4 (M-F 9:00-5:30), 341-2433 (W&Th. 6-9 pm).

(NAGOYA) Interface, a private language school for children in Nagoya, has openings for two full-time teachers beginning April 6 and one full-time teacher beginning July 6. The one year, renewable contract includes a monthly salary of Y180,000 plus a Y20,000 housing allowance, 4 weeks per year of paid vacation, all key money and deposits paid on an apartment supplied by the school, Social Insurance (Health and retirement), and one bonus per year. Teachers are expected to work 6 hours per day, 5 days a week, and additional hours are paid for on an hourly basis. A BA/MA in Japanese or Linguistics, or a TESOL, pre-elementary or elementary education certificate is required. Send resume to Ken Nakamura, Interface, 1-1 Yotsuya-Dori, Chikusa-ku, Nagoya 464, or call (052) 781-2001 between 12:00-7:30 p.m. except Thursday and Sunday.

(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, Uguisu-dani-machi, Shibuya-ku, Tokyo 150, Tel: (03) 463-7861.

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## meet·ings

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### KANTO

Topic: The Notional/Functional Approach: Materials and Techniques  
 Speaker: David Bycina  
 Date: March 29, 1981  
 Time: 10:00-5:00 p.m.  
 Place: Bunka Gakuen (3-22-1 Yoyogi, Shibuya-ku; near Shinjuku Station; 379-4027)

Until recently, the emphasis of most language courses has been on teaching basic grammatical patterns. This approach often produces the semblance of structural competence, but it seldom prepares students to understand the richness of real language or to perform even the simplest communicative tasks.

The Notional/Functional Approach attempts to provide an alternative to this traditional orientation. Redefining the priorities of language teaching, it aims not at formal proficiency but at communicative ability. To achieve this end, it exposes the students to more authentic materials and substitutes more meaningful and realistic exercises for old mechanical drills.

This full-day program will provide an introduction to the Notional/Functional Approach. It is intended for teachers at all levels, both foreign and Japanese. Some previous acquaintance with the approach might be useful but is not necessary.

The workshop format will require the active participation of those attending. In some of the exercises, you will be asked to draw upon your knowledge and experience as teachers. Such exercises will include defining "language functions", identifying student needs, analysing existing texts, devising functional lessons, and making materials more communicative. In others, you will be asked to assume the role of language learners to explore a wide variety of functional materials and techniques.

(Note: This program is not the same as the one presented in February of last year.)

David Bycina has been active in JALT for the past five years. During that time, he has served as Secretary of the Kansai Chapter, Kanto Co-ordinator, JALT Program Chairperson, and, most recently, *Newletter* Editor. He is particularly interested in the Notional/Functional Approach and, during the summer of 1979, attended a seminar on the Functional Syllabus at the University of Reading in England. He graduated from the University of Buffalo in English History and received his M.A. from Stanford. He also holds a Royal Society of Arts Certificate in Teaching English as a Foreign Language.

### WEST KANSAI

Topic: A Listening-Based Curriculum  
 Speaker: Michael Rost  
 Date: March 22, 1981

Time: 1:00-4:30 p.m.  
 Place: Umeda Gakuen (St. Paul's Church)  
 Fee: Members: Y500; Nonmembers: Y1,000  
 Info: Jim White 0723-65-0865 x293 (day)  
 0723-66-1250 (night);  
 Kimiko Nakamura 06-952-1093  
 Kathleen Graves 075-932-8284

This presentation will outline how some goals of an ESL curriculum can be achieved through listening-based activities. Mr. Rost will discuss and demonstrate specific listening activities that promote acquisition of all major language skills.

Models of perception, memory storage and retrieval and the relationship of these models of learning strategies will be discussed briefly. A system for grading "listening inputs" and a framework for recognizing student progress will also be discussed.

Michael Rost is currently an instructor at Athenee Francais in Tokyo. He has also taught ESL in the U.S. and in West Africa. He has an M.A. in TESL from Arizona State University. Mr. Rost has authored four tape-texts: *Listening Transitions*, *Listening Focus*, *Listening in the Real World*, and *Listening Contours*. (Lingual House Publishing Company: 1980, 1979, 1978).

### Special Interest Groups:

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

**Teaching English in Schools:** Umeda Gakuen 12:00 luncheon meeting. Contact Harumi Nakajima, 0726-93-6746

**Children 3 Interest Group:** Umeda Gakuen, 11:00-12:30. Contact Sr. Wright, 06-699-8733

**Japanese:** Tuesday, March 17th, 12:30-2:30 p.m. Center for Language and Inter-Cultural Learning. Contact Fusako Allard, 06-315-0848

**NOTICE:** The March 22nd meeting will be the last one to be held at this location. St. Paul's Church/Umeda Gakuen is moving to a new building nears the Hankyu Umeda Station. Facilities for JALT, West Kansai meetings are planned, so please look forward to moving from April 1981. Maps and details will be available at the next regular meeting.

### HOKKAIDO

Topic: A Listening-Based Curriculum  
 Speaker: Mr. Michael Rost, Athenee Francais  
 Date: Sunday, March 8, 1981  
 Time: 1:15 p.m.-4:15 p.m.  
 Place: Sapporo Shimin-Kaikan Room No. 4 (Nishi 1, Kita 1, Chuo-ku, Sapporo)  
 Fee: Members: Y500, Non-members: Y1000

### EAST KANSAI

Topic: Oral Interpretation - A Means to an End  
 Speaker: Mr. Makoto Omi

Date: Sunday, March 15  
 Time: 1:00-4:30 p.m.  
 Place: Doshisha Women's College, Dentonkan, Rm. 301  
 Fee: Members: free, Nonmembers: Y1,000  
 Info: Yukinobu Oda, 075-25 1-4156/4151

Oral interpretation is an end in itself. It is a way of appreciating a work of literature by involving oneself vocally and physically in it.

More importantly, however, it can serve as a means to our common end of TESOL, i.e. (1) a way of developing one's vocal skills. (2) a way of affecting deeper reading comprehension that is peculiar to OI, and (3) a useful substitution for a mechanical memorization of a given material, affecting an amazing degree of retention on the part of the learner.

While the lecture will touch upon each area of application, the listener is expected to confirm in advance his own interest area, so he won't get the overall impression - as is often the case - that OI is just the reading aloud of literature.

### CHUGOKU

Topics: Katakana Eigo (Bill Teweles, Lecturer in English, Hiroshima Jogakuin)  
 A Teacher's Recollections of a Navaho Indian School (Ms. Jean Glasser. Lecturer in English; Hiroshima Jogakuin)  
 Date: Sunday, March 8  
 Time: 1:00 p.m.-4:30 p.m.  
 Place: Hiroshima Y.M.C.A.  
 Info: Marie Tsuruda (0822) 28-2266

### CHUGOKU

Topic: Learner-Centered Education in Junior and Senior High Schools  
 Sneaker: Barbara Fujiwara  
 Date: Sunday, April 19  
 Time: 1:00 p.m.-4:00 p.m.  
 Place: Hiroshima Y.M.C.A.. Hatchobori.  
 Hiroshima  
 Info: Marie Tsuruda (0822) 28-2266

Ms. Barbara Fujiwara teaches English at Seifu Gakuen Junior High School and Senior High School and has lectured widely on the subject of language education in the Japanese high school.

The presentation will include a videotape of the actual classroom teaching.

### TOKAI

Topic: Some Teaching Tricks  
 Speaker: Chris Williams  
 Date: Sunday, March 29  
 Time: 1:00 p.m.-5:00 p.m.  
 Place: Kinro Kaikan

This presentation will consist of some items that may prove useful, fun, or both for teaching in the classroom, for example, conflict, role playing, storytelling, improvisation and pantomime.

Mr. Williams is the program supervisor at the Nagoya branch, International Education Research and Analysis Corporation.

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