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Comprehension-Oriented Foreign Language Instruction: An Overview

[When this article was written, the authors were at the Center for Developing English Language Teaching, a joint Egyptian, *UCLA, and* ***British Council Venture, at Ain Shams University, Cairo, Egypt. During 1980-1981. they will be Fulbright Scholars at Cairo University.]***

Is speaking the best way to begin learning a foreign language? It can be argued that it is not. In fact, it may even retard the learning.

Most current language teaching methodologies and practices-both audiolingual and cognitive-code-view language learning primarily as *learning to talk* (Postovsky, 1975). This view leads to the natural consequence of structuring teaching activities to emphasize *oral* practice. This can be demonstrated in almost any modem, foreign language text by comparing the amount of activities devoted to speaking with that devoted to providing for systematic listening. One finds an overwhelming number of the former methodologies and materials, which are *production-oriented.*

It is possible to argue, however, that this oral practice emphasis is very much a case of putting the cart well before the horse. Knowing a language necessarily entails being able to comprehend it; it does not necessarily entail the ability to speak it. A mute who can comprehend is evidence of this (Lenneberg, 1962). Further, it is clear that comprehension precedes production in both first and foreign language acquisition. Speaking without understanding is not language use.

Thus, a number of foreign language teachers have argued and demonstrated empirically that foreign language instruction should begin with large amounts of practice in comprehending the target language, and speaking should be delayed until a substantial base of receptive competence is established. They argue that ultimately this is the most efficient and effective way to teach language-*including speaking!* This approach can be described as *comprehension-oriented.*

There are several arguments to support this position.

Requiring speech before there is sufficient comprehension actually retards language acquisition. Having to process language for speaking will distract the learner from processing the aural input and force him to concentrate on the details of his output, and it causes short-term memory overload and hinders the learning process (see Asher, 1969 and Postovsky, 1975). Further, there is considerable empirical evidence that there is great positive transfer from listening to other language skills, including speaking (see references).

Comprehension-oriented instruction produces highly positive student attitudes toward language learning. Oral practice, especially in the early stages, forces the learner into a position where she or he will make errors, and usually publicly. Student success is almost guaranteed in comprehension-oriented instruction, assuming that material is sequenced at the learner's level. In many cases, learners are able to make and correct their errors privately, as, e.g., in a work-

JALT'81 **********

JALT '81 NEWS – keep those dates free! November 21-23!, Bunka Institute of Language, Shinjuku, Tokyo.

Akio Morita, Chairman of Sony Corporation and member of the prestigious Wisemen's Committee, will be Honorary Guest Speaker at this year's Conference.

The official hotel for the conference will be Tokyo's famed KEIO PLAZA HOTEL, who have agreed to our Committee Chairman's sophisticated business acumen and slashed accommodation costs to give this year's participants their best deal ever!

.....more news in the next *Newsletter.* , ... more news in the next *Newsletter* .

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book. Everyone who has reported on comprehension-oriented programs has reported favorably on student responses. For example, student attrition from a beginning German course at the University of Texas showed a dramatic drop after initiation of comprehension-oriented instruction (Swaffer and Woodruff, 1978).

Comprehension-oriented instruction is more efficient. Students can be provided more language practice in less time through comprehension than through production. For example, students working in individual workbooks doing listening exercises can all be engaged simultaneously in individual, meaningful, and extensive language activity, whereas students engaged in oral drills cannot be.

For a more detailed discussion of these and other arguments, the reader can consult Asher, 1979; J. Gary, 1978; or Gary and Gary, forthcoming, 198 1, among others.

We might now consider how this is translated into classroom practice. Several approaches have been used, all complementary and all requiring that students listen to utterances-ranging from sound countrasts to sentences to discourse -and then make some overt response. The responses can be categorized as either *nonoral* or ***oral.***

Probably the best known of the nonoral approaches is Asher's Total Physical Response, in which learners respond with their bodies. Learners hear commands like "Stand up! Walk to the table! Touch it!" Appropriate responses are modeled, and then learners respond accordingly. Very quickly more complex constructions are embedded in the commands, e.g., "When John touches you, look angry!" Yes/No questions can be answered by head nodding or shaking, and many information questions can be answered by pointing and gesturing (Asher, 1979).

Another type of nonoral response has learners listening to utterances and then choosing among multiple pictures the one that best matches the utterances (Winitz and Reeds, 1973). In a type of response that we have developed in Egypt, students look at visuals and then answer English questions by multiple-choice responses or short write-in answers. We have been able to demonstrate and provide practice with up to 80 sentences in less than 30 minutes with 80% to 90% comprehension on achievement tests using this procedure.

Turning now to an example of oral responses, Gautier (1963) describes a procedure in which a bilingual teacher speaks to learners in the target language, and they reply in their first language until they feel confident enough to use the target language for their responses.

It is possible to have students respond to aural messages by using the target language if the responses are short and require little in the way of syntactic organization. This does not violate the idea of comprehension-first as long as the responses are not very complex and the learners have had sufficient prior listening practice with the response types.

So far we have concentrated on *listening* rather than *reading* comprehension. In general, it seems desirable to introduce reading at about

the same time as listening, but students should hear utterances before reading them to prevent faulty initial hypotheses about the sound-orthographic correspondences. There is much evidence-of high transfer from listening to readina. For example. Reeds. Winitz. and Garcia (1977) dsmonstrated significant ability for learners to translate from written German to English alter eight hours of listening and no practice in reading German. Fahmy (1979) demonstrated that reading comprehension is significantly improved in the presence of aural accompaniment compared with reading without aural accompaniment.

What about teaching speaking? Most of the research suggests that if students are provided with opportunities to speak, even fairly early, but are not required to, they will set their own best pace for speaking. When they are comfortable, they will begin speaking voluntarily and surprisingly well.

Those who have been working out the rationale, methodology, and materials for comprehension-oriented language instruction are uniformly enthusiastic about it. There are many questions left to be answered and procedures to be tried using comprehension as the teaching vehicle. We think the approach has an exciting future.

(Judith O. Gary and Norman Gary)

Repinted from The Linguistic Reporter, *Nov. 1980.*

The references given in this article do not by any means include all of the important or interesting work being done on this topic. There is quite an extensive bibliography, but space limitations prevent us from discussing or even listing all of the significant work.

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JALT '80 Conference Presentations

WHAT "MEANS" SECOND LANGUAGE ACQUISITION?

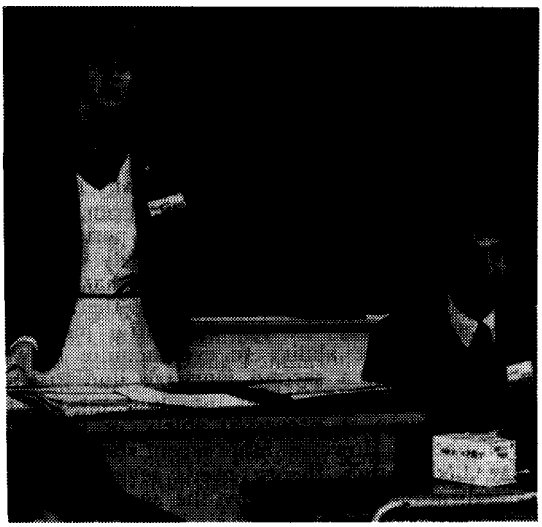
The Harmans began their talk by having the audience take a true/false quiz, using the following statements:

1. A young child acquires a second language more quickly and easily because the child is biologically able to acquire languages. but the adult is not,
2. The younger the child, the more skilled he is in acquiring a second language.
3. Second language acquisition is a very different process compared to first language acquisition.
4. Interference between the first and second language is inevitable.
5. Errors need to be corrected in the classroom.

Pam then proceeded to explain why the first two statements are false. There has been a lot of speculation that there is a "critical period" for language acquisition, based primarily on the argument of Eric Lenneberg (1967) that a child can only acquire a language between the ages of two and puberty; he felt that after puberty, people lose the ability to ever acquire native competence in a second language due to the lateralization of the brain functions (at which time language is processed solely in the left hemisphere). However, more recent studies show that Lenneberg's theory needs revision, since lateralization takes place by the age of four or five years and may even occur before or shortly after birth. Biologically, then. there is no reason why adults can't acquire a language as easily as a child. On the other hand. Brown and Jaffe (1975) and Seliger (1976) believe that there may be a critical period for language acquisition due to a growing degree of specialization of language functions (phonology, syntax, semantics) within the brain. Similarly, Krashen also believes that there may he a critical period which is not based

on biological processes, but on cognitive growth. It appears, that there may indeed be a critical period during which humans can acquire language through mere exposure to the target language, after which "study" is necessary. There have been many studies comparing the rate of adult and child second language acquisition which suggest that, given the same amount of time, an older learner will learn much faster than a younger; this speed is probably due to a better memory and a longer experience with language strategies.

Chip then explained about some recent research which shows that first and second language acquisition are very similar processes. The learning strategies for both are similar, regardless of the age of the learner or the target language: generalization, simplification, analogy, etc. Since the adult learner has already acquired one language, he has a definite advantage over the Ll learner, who has no previous language strategies to rely on, and thus, the adult has the capability to learn at a greater speed. There is little evidence to show that Ll interferes with L2 acquisition, although at the most basic level, some "transfer" occurs. Rather, the learner is using the same strategies for L2 as he did for Ll so that the errors seem to show interference. When students with different Ll were tested on their L2 acquisition, researchers found that the same types of errors were made by all students, no matter what their Ll; Spanish and French students, had just as much trouble learning English as the Japanese and Arab students, and their errors reflected, not their Ll, but their exposure to English. Language learning strategies seem to be the common denominator for all learners.



Pam and Chip Harman

The last question Chip dealt with was whether error correction is necessary. Again, citing many studies as evidence (Krashen), he said that errors do NOT need to be corrected in class, because unless the student is at a level at which he can understand his mistake. correction is useless: furthermore.unnecessary corrections can cause a student to lose confidence in his speaking abilitv so that he eventually stops trying. Students tend to correct themselves when speaking, so teachers should only encourage the students, not correct them.

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KATAKANA EIGO: WHAT'S THE GOOD? WHERE'S THE HARM?

In addressing the topic of *Katakana Eigo* and how it concerns English instructors here in Japan, local usage of English and its frequent rendition into *katakana* was the central focus of Mr. Teweles' one-hour presentation on November 24th. The speaker mentioned various consonant and vowel sounds and combinations of sounds (such as diphthongs before [r/l]) which cannot be effectively duplicated by using a syllabary based entirely on Japanese sounds, i.e. *katakana.* Besides emphasizing the desirability of each instructor trying to point out basic differences in sound and vowel quality between English and Japanese, the need for the instructor to familiarize him or herself with certain basic patterns of *katakana* representation was brought up as well. Examples of typical sound "equivalents" given were ア for both [ae] and [ə] and アー for [ɚ] which is often used as a suffix in Enelish. a fact disguised by *katakana* usage. Persons attending the presentation also offered examples of variant pronunciation and intonational patterns, including the lack of elongational devices in English (at least those affecting syllabic stress or length).

The recent and massive influx of English word borrowings (differing from the original *gairaigo* phenomenon in that the newer borrowings often have suitable equivalents in Japanese) was noted by the speaker and reference was given to such books as Edith Hanson's *Eikawa Peru Pera* and Herbert Passin's ***Japanese and the Japanese: Language and Culture Change*** which also deal with the subject. Examples of student errors in class compositions (tennis "coat" for tennis "court") as well as the written results of two surveys the speaker had conducted at his home school and in the United States were cited. offering further evidence that *katakanu* in many cases causes confusion, especially in the area of sound-letter correspondence. Some responses indicated ignorance of native speech patterns ("Y" shirt for "white" or "dress" shirt) or confusion over forms abbreviated by Japanese speakers but not commonly abbreviated by native speakers *(chocoboru* for "chocolate ball"). A person in attendance offered the astounding example of *basu* for "birth control" which provoked considerable discussion.

Aside from offering personal anecdotes, the largely balanced gathering of Japanese and foreign instructors present seemed to have reached a consensus that *Katakana Eigo* is indeed a problem of considerable proportion in English instruction today. Many wanted to know "What

can I do about it?", which, unfortunately, was not the topic the speaker had prepared for the session nor at this point is a matter which allows for immediate solution. In closing, the speaker appealed for avoidance of assigning *katakana* 'spellings for English words and for liberal usage of the phonetic alphabet (whether IPA or Trager-Smith did not seem to matter) to promote closer sound-symbol correspondence. Teachers, in turn, were advised to familiarize themselves with various "conventions" of *katakana* usage, especially those propagated by the press and mass media (or should I say *masu komi?)* and to realize that *katakana* is eminently more convenient for everyday use than *Kanji* and that many English-derived words are deeply engrained in current Japanese. Thus, knowledge of pertinent contrasts and approaching the phenomenon of a localized English with an open mind and acknowledging that some of the innovations and coinings made here are worthy of our attention (as Dr. Passin also suggests in his book) are all vital if we wish to cope with the obstacle at hand.

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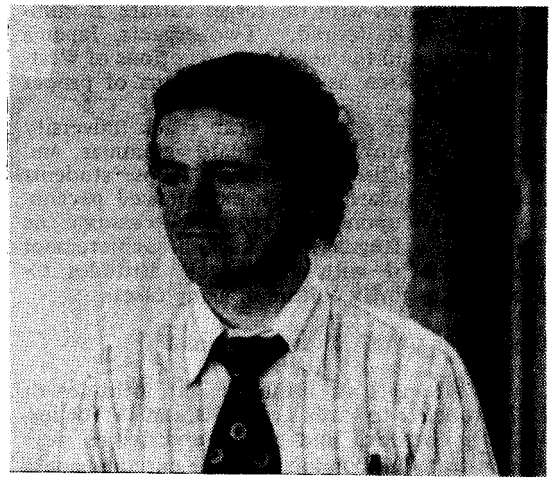
William Teweles

EFL & CROSS-CULTURAL DEVELOPMENT – An Experiential Approach

Lambert and his colleagues have brought attention to the importance of attitudes as a factor in second language study. When incompatibility between two cultures exist, students may experience a corresponding amount of threat. For the serious student, feelings of social uncertainty may develop regarding the reference group. In some cases, defensive reactions to deal with such insecurity develop which adversely affects progress.

Although, it may be more readily apparent with the "serious" student, it was proposed that such a phenomenon may be experienced by any student with a purposeful intent. Furthermore, in a society such as Japan, with its unique geographical and historical background of isolation, tattitudes towards target cultures may play a significant role in FL achievement.



Ray Donahue

During the presentation, several factors contributing to attitudinal blocks of Japanese EFL students were noted and principles and approaches for attitude change, and instructional strategies were introduced. Outcome goals were as follows: minimal levels of empathy, communication skills development, respect and acceptance of cultural differences, protection of native identities, and realistic perceptions of target culture bearers as "human".

Cultural Awareness of Japanese Students

Using Hanvey's (1976) cultural awareness model, it was shown that many Japanese FL students tend to be on Level I, which is marked by an awareness of a very superficial nature. Target cultures may often be viewed as "exotic" or "bizarre" resulting in a sense of unbelief. Heavy reliance for information is placed on tourism, mass media, books, etc. Examples of unfavorable attitudes towards several cultural groups were shown as having been developed upon the basis of Hollywood movies.

According to Ohasako (1976), Japanese rely predominantly on physical characteristics in viewing differences between themselves and *gaijin.* This may account for what he terms "the low frequency and superficial nature of contact with foreigners in Japanese society". This was interpreted as some evidence that complaints heard about Japanese anxiety in cross-cultural situations may not all be attributable to language inability.

Difference has often elicited fear in man. It may be instinctive to ensure survival by protecting the tribe or clan. With Japan's long history of inexperience with foreign groups, there is no question that anxiety and apprehension will naturally exist in cross-cultural encounters. It is further compounded by faulty generalizing about *gaijin,* and the need to protect native identities.

Identity and Perceptions of the Target Culture

Second language learning requires progressive changes in thinking, speaking, and behaving. This process will necessarily include some degree of identification with the target culture, if minimal success is desired. Two aspects, Japan's social roles, and the negative perceptions of Westerners were seen as heavy inhibitors of proper identification.

Experience with American Black university students acquiring a standard grammar and dialect of English was shared. Those students using non-standard English experienced psychological stress upon being required to assume the "oppressor's language". Lack of achievement was associated with unfavorable attitudes towards the majority culture in many cases.

Developing Cross-Cultural Attitudes

In attempts to influence the attitudes of EFL students towards Levels III and IV (believability), cognitive and effective activities were demonstrated as conducive to the outcome goals, as well as, creating psychological security. Such activities could be integrated as one unit, but most effectively used as an "orientation program" to language and cultural study.

The presenter would like to correspond with anyone sharing similar interests. Please write to:

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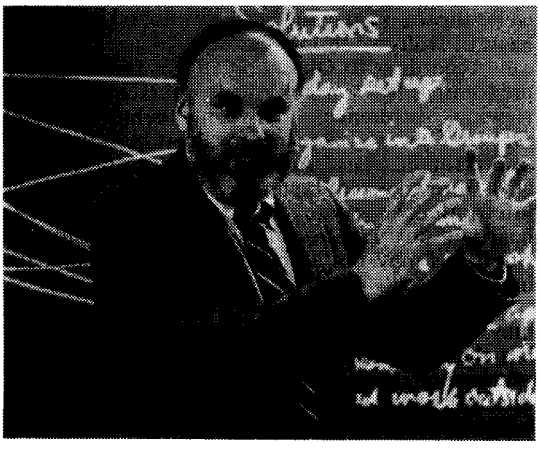
THE SILENT WAY AND LARGE UNIVERSITY LEVEL CLASSES

Mr. Arnold gave a sort of reverse presentation. Since he realized his was one of the very last group of them, he gave his conclusions at the very beginning so that those who would like to attend one of the other excellent presentations could have a last chance at the conference offerings without missing his key points. That left about ten people who wanted to hear more of the details of his conclusions.



Frederick C. Arnold

He began his main talk remarking about the awarenesses he had gotten from the just ending conference and moved into defining the spirit of the Silent Way as being the way of Socrates – the Socratic Method of leading or guiding but not giving answers directly. The heart of his talk discussed his view of the main uroblems of working in English Conversation in Japanese universities and his solutions to them. He ended his talk by suggesting various things the audience might want to discuss in the remaining twenty minutes.

His ordering of the uroblems according to difficulty drew the most- interest. On a large blackboard he listed his nine uroblems on one side and his seven solutions oh the other side. Since a number of solutions attacked more than one problem at a time, the logic of the imbalance was not violated.

His list of problems according to difficulty were: 1. very poor student motivation, 2. their prior exposure to English, 3. their minimal contact with his classes due to long holidays and breaks, 4. overcrowded classes, 5. the poor physical condition of the classrooms and noise outside them, 6. school reluctance to spend money for materials and facilities that really count, 7. the high degree of near-sightedness and poor eyesight which made the rods and charts hard to see, 8. the lack of a Silent Way textbook, and 9. the difficulty of forcing awareness among more than a handful of the class at one time. It was interesting to note that the last three became problems because he chose to use the Silent Way.

His seven solutions which applied to a number of problems were: 1. clearly defining the entire course to the students in the very first class, 2. arranging all students into groups of four to seven, 3. changing all lesson plans into educational games, 4. using wireless microphones to amplify student voices, 5. picking a flexible approach like the Silent Wav. 6. enlarging the Silent Way instruments through various methods, and 7. writing a Silent Way textbook for use in his classes.

The time spent in his presentation seemed to meet the needs of all those who attended. He remarked that he would be happy to discuss with anyone the ways he is continuing to improve his classes. Of special note is the fact that he works with over 600 students, six days a week and is forced to be innovative in order not to be overwhelmed by the sheer weight of his teaching challenges.

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WHAT IS DISCOURSE ANALYSIS?

Discourse analysis is a holistic description of language. It describes more than the linguistic code, attempting to account for the psychosocial factors that influence the way language is used in an extended text, oral or written. Discourse analysis deals with language in context. An utterance is analyzed in relation to other

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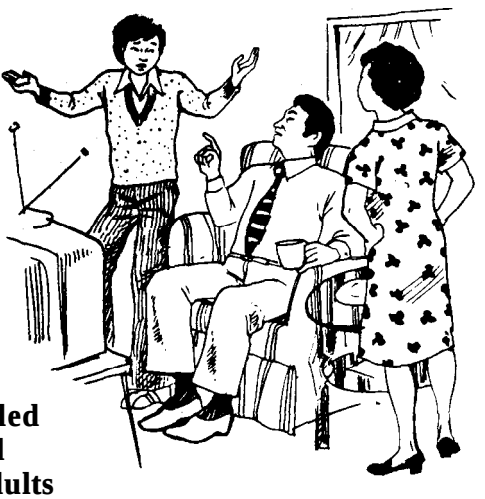

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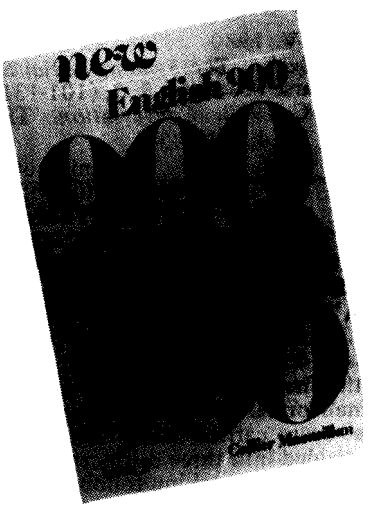

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Virginia Locastro

utterances; and a sentence is analyzed in relation to other sentences, underlining the idea that language is "discourse", not a linear sequence of discrete items.

Discourse analysis is not new. In her presentation, Virginia LoCastro pointed out that Firth was describing language in its social and inter-personal contexts back in 1935, but discourse analysis did not develop at that time. The structuralists, influenced by Bloomfield, focused on the linguistic code and tried to describe language in discrete,, observable units; context (and meaning) were Ignored. Perhaps it was not until the limitations of the work of Chomsky and the generative grammarians were recognized that scholars began to look seriously at the landscape of language.

If language in context is to be studied, a host of procedural problems arise. One main focus of discourse analysis has been the development of a methodology. Several models of discourse analysis have been developed. Some of these models include the speech act model, the expansion model, and the problem-solving model (Cicourel, 1980). In this presentation, LoCastro introduced us to speech acts, perhaps the most widely used type of analysis. Jack Richards (1980) states that "Speech acts can be described as the things we actually do when we speak." Here is an example of a speech act analysis:

Five stages in the buying-selling process
1. salutation
2. enquiry as to the object of sale
3. investigation of the object of sale
4. bargaining
5. conclusion

Example of a shop transaction

	STAGES
Buyer: Have you a bed to sell?	2
Seller: I've got one but it's rather expensive.	2
Buyer: Let me have a look at it then.	2
Seller: Certainly. If you want it for yourself, I will make you a reduction.	4
Buyer: How much is it?	4
Seller: $4	4
Buyer: What's your last price?	4
Seller: Believe me if it were anyone but you I'd ask him five.	4
Buyer: 1'11 make a firm offer of $3.50	4
Seller: Impossible, let it stay where it is.	4
Buyer: Listen. I'll come this afternoon, pay you $3.70 and take it.	4
(Buyer crosses threshold of shop on his way out.)	
Seller: It still wants some repairs.	5

(From Mitchell, T.F. 1957. *The language of buying and selling in Cyrenaica,* in **Hesperis** 44, 31-71. Quoted in Coulthard, 1977, pages 5-6.)

Finding the rules that underlie discourse is one of the primary tasks of discourse analysis research. Human interaction is complex and unpredictable, yet there seem to be ground rules which people follow. Much of the research has been on classroom interaction patterns and conversations. The study of conversation, or conversational analysis, tries to observe such problems as turn-taking, the length of each person's utterance, or devices used to keep the conversation moving.

Some of the rules that underlie discourse can be observed through the devices that make discourse comprehensible or hold language together. Transition words, pronouns, and redundancy, for example, provide coherence in speech and cohesion in writing. It is these devices that many times become the link between the context and the linguistic code and provide an idea of the communicative strategy used by the speaker-writer.

In terms of practical application, Discourse Analysis can perhaps provide the language teacher with a wider perspective on language and information on how people interact through language. This could have an important impact on what we teach as communication skills. Discourse Analysis could also provide information on the kind of language that is actually used, so that our language for instruction can be more authentic and appropriate to a given context. Furthermore, by understanding the cohesive devices in discourse, we might be able to be more resourceful in helping our students develop conscious strategies to use to express themselves.

The one hour was too short to do justice to all aspects of Discourse Analvsis. But those who attended were introduced to a significant movement in applied linguistics which may in fact affect our approach to language and the materials we use to teach it.

Cicourel, Aaron V. 1980. *Three Models of Discourse Analysis: The Role of Social Structure.* **Discourse Processes.** 3,2, (101-131).

Richards, Jack C. 1980. *Conversation.* **TESOL Quarterly.** 14,4, (413-432).

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EDUCATIONAL REFORM IN CHINA'S MIDDLE SCHOOL ENGLISH

Since 1974 an experiment on teaching English in the first year of the five-year program at East China Normal University's Second Middle School has been carried out. The five-year period was divided into three distinct stages:

1. **Listening and speaking followed by reading and writing(two years):**

In the beginning a talk was given by the students as a breakthrough to acquire listening and speaking ability. With real subjects, old pattern practice, situations for questions and answers, situational dialogues, new words, and expressions and sentence patterns were introduced and reviewed. New sentence patterns were properly introduced by using the words and expressions the students had already learnt. The students were organized to do the drills in sentence patterns, using the words claasified under different subject matters and quick questioning and answering. Then followed their picture talks. It was necessary to group the lessons according to the units of the subject matters. Giving precedence to listening and speaking without any subsequent training in reading and writing could not develop the student's ability to read and write and it was, in turn, found to be of no help in the improvement of the student's ability to listen and to speak.

2. **Individual Study (one year):**

Individual study was a compulsory course for students to train and develov their reading skill.

In training the student during individual study. the selection of reading materials should be gradual – from simpler to more difficult. There should not be an excessive number of new words or too much grammar in them. The development of the students' individual reading skill greatly improved their classroom learning.

3. **Intensive Reading Scientific English (2 years):**

To enable the students to read books in the original, especially books on scientific Enalish. after graduation, it is necessary that they-now begin reading some scientific English. *Electricity* or *Algebra* was chosen as the content area for them to read scientific English for a breakthrough. Through experimentation it has been found that the proper time for middle school students to begin reading scientific English is after they have a vocabulary of around 1500 words, and an elementary knowledge of grammar.

The results of the five-year experiment indicate that it is entirely possible for middle school students to learn English, including simple scientific English, well beyond the requirements of the National Syllabus of English.

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inter·view

PAULINE ROBINSON ON THE COMMUNICATIVE APPROACH

(Pauline Robinson, on temporary leave from the Centre for Applied Language Studies. recently completed a three-month assignment- as guest lecturer at International Christian University. Ms. Robinson is an expert on the Communicative Approach and, more particularly, English for Specific Purposes. She received her B.A. in English Literature from the University of Sussex, her diploma in teaching English from Leeds, and her Master's in Linguistics from Manchester. Before joining the stiff at CALS she taught in such varied places as Ethiopia, Denmark, and Tanzania. Former Newsletter ***Editor David Bycina interviewed Ms. Robinson shortly before her return to England in January. Excerpts from that interview follow.)***

JALT: ***Could you first of all tell us a little about the Centre for Applied Language Studies.***

Robinson: Well. as you may know. the University of Reading has -quite a big and prestigious Lingujistics Department. Some Applied linguistics is taught. I think David Wilkins, who is chiefly responsible for that, felt that, if there was actually a teaching unit which taught people language, some of the theories of how you teach and how you learn language could perhaps be tested out. So he devised the Centre for Applied Language Studies. .. In a practical sense, it is independent from the Linguistics Department. It's an institute for teaching teachers and teaching pupils language directly – we hope in a modem way ...

JALT: Is ***any research done at CALS, or are you primarily concerned with teacher training and language instruction as such?***

Robinson: Well, (CALS) was devised with three aims: teacher training, language instruction, and research, though I must admit that so far "research" has been rather practical, most notably a project on notional testing – new methods of testing – and my own work on ESP. We dreamed up various more theoretical research projects, but I'm afraid we've been too busy with basic teaching. We haven't done the research we've intended to.

JALT: ***In terms of teacher training and regular language courses, could you give us a bit more information about the kinds of courses CALS offers?***

Robinson: Well, in the winter (January and February) and in the summer (July and August), we have a series of three-week as-it-were "open door" programs; that is, anybody can enroll ... And these are three-week programs on 'current methods and approaches to language teaching. It's a review of what's happening, and participants can attend a number of electives ...

The rest of the year, we run courses for teachers which are specially commissioned; that is, the ministries of education around the world would ask us to put on courses for – so far – secondary school teachers or college teachers. So we have courses for Japanese, and we had groups recently of Swiss and French secondary school teachers.

Separately from that, we have a big three-month course in the summer for overseas graduate students who are going to begin graduate study in Britain and need some language training before they do that.

During the rest of the year, we have special groups such as groups from Venezuela, Bolivia – most recently – who come for a nine-month language consolidation course. These again are specially devised to suit different foreign ministries ...

JALT: ***Let me ask particularly about the "open door" courses which might be of greatest interest to our readers. What sort of people attend these teacher training sessions?***
Robinson: The people who come on our courses are very often teachers from countries which don't have teacher training . . .Although they're teachers, they've perhaps never had a specific course in (ELT), and they think even just a three-week course is better than nothing. Others are perhaps people who've been teaching for a number of years and feel they're perhaps a bit out of date on new techniques and methods.
JALT: ***Just how are the courses conducted?***
Robinson: We teach by means of plenary sessions (lectures) and elective workshops (small groups). Typical small-group activities are testing, each of the four skills, teacher training, elementary pupils, advanced pupils, ESP, use of idiom. The content of the electives depends a bit on the participants and what they need . . .
JALT: Is ***there anv special methodological bias?***
Robinson: Well; we do try to cover approaches around the world, but we are particularly geared to the communicative approach to language teaching, which David Wilkins helped initiate and which my colleagues, Keith Morrow and Keith Johnson, developed very much.
JALT: You ***indicated earlier that your own specialty is ESP. I believe, in fact, that you recently undertook a survey of ESP materials for Pergamon Press. So. if YOU don't mind. let's talk for a bit about your main interest. Maybe we should start by clarifying some terms. Is there a difference between English for Special Purposes and English for Specific Purposes, as it is also sometimes called?***
Robinson: No, there isn't. The older term is English for Special Purposes. Some people felt that suggested "unusual" purposes, so now the favored term is Specific Purposes. Somehow it's felt to emphasise more the purposefulness of the work, but, in general, everybody uses the acronym ESP. It doesn't matter what it stands for. We are basically talking about the same thing.
JALT: ***How would you sav that ESP is different or differentiable from general English language teachine?***
Robinson: Well, if it's differentiable, it is that it's – well – purposeful, that a very clear idea is held by the teacher and the pupils of why English (if it's English) is being taught and learnt. Usually, it's for a specific job or study requirement: a student is going to be an airline pilot and needs English or is going to study chemistry in English. So he's not interested in the language *per se;* he's interested in it as a tool.

Also in ESP, I think, there is very often a time limit: a certain amount of English has to be learnt in a certain short period of time

Very often, the student is an adult. Quite often, the student is not a beginner. Perhaps he's done some general English but now needs to top it up or specialise for his job.

But I think my study of ESP suggested that reallv what was tvnical – special – about ESP in fact could be said of any "good" general English class. And I didn't, on the whole, find that it was easy to pinpoint ESP, which was very often just "good", purposeful, clearly thought-out teaching.
JALT: ***Isn't there obviously a difference in the lexis and structures being taught?***
Robinson: Well, very often the lexis is special . . .I think an ESP class will look different from a general one because, say, the reading material will be, let's say, on economics, if it's a class of economists. . .

(Furthermore), some have suggested that – well – not that there are special structures in different areas but maybe greater or less use is made of certain structures. Certain series of text books in scientific fields lay special emphasis on the passive, on short form relative clauses – suggesting that these are specially important in certain scientific fields.
JALT: ***And what about methodology? Might there be a difference in that area?***
Robinson: Well, there's a divergence of opinion here. Some have said, "No, it's a question of content and linguistic data, but the methods are the same." Others have said, "Not at all; ESP is fundamentally a question of new methods – of employing the methods of the scientist within science to teaching language." This is quite attractive. The trouble is that people who talk like this never spell out what they a&ally mean. They have not said whether there are different exercise types, different methods, or different activities to be done in the classroom.
JALT: ***Well, could you specify any techniques that might be characteristic of ESP classes?***
Robinson: A number of people working in ESP have made great use of role play activities, simulation games, and doing things – physical activities in the classroom: making things, constructing things. The focus of the student's attention is on the job, the experiment they're performing (for example), not on practicing language. And I think some very interesting activities have come out of this. but I think thev're not special to ESP. They're part of the communicative approach to language teaching, which has given new emphasis to the free practice, or even the production stage of the lesson – time which is explicitly given to producing the language, doing things with language, not just mechanically going through the motions of learning it. So. developments in ESP are really a part of the larger communicative approach, I think . . .
JALT: ***Doesn't ESP predate the communicative approach, however?***
Robinson: Well, yes. Strevens, in some of his articles, has said that ESP is very old – if we consider some very old handbooks for tourists and some old grammar-translation books, normally on science (for scientists learning German, in particular). But I think, with the development of the communicative approach in the 60's, a great new surge of interest was also given to ESP. So, the two have gone together.
JALT: ***Well, if that's so, maybe we can broaden the scope of our conversation and deal with the communicative approach in general. Let's start again with definitions. How would you characterize the communicative approach?***
Robinson: Well, I think we're moving in two directions. I think within the communicative

approach (which I see as quite a large term) we find new approaches to syllabus – conceiving of notional or functional syllabuses rather than' structural syllabuses – but we also see new deve-Iopments in methodology – helping people to communicate and the development of new exercise types for this.

Now, some people have concentrated more on the syllabus, on refining the new types of syllabus (particularly the functinal one), on trying to find objective ways of defining the functions that can be said to exist in English, on determining which ones are needed by particular groups, on sorting out good ways of organising, and sequencing them, and on discussing the match or mismatch. between function and structure.

Other people have developed much more on the methodology side and have perhaps even gone beyond the concept of the syllabus to a stage where perhaps the syllabus is not even apparent at all – possibly just in the teacher's mind as a kind of check-list. So, such people in the area of methodology have concentrated on the freedom to communicate within the classroom – that's even before the students have been apparently fed with language – feeding in the language structures only when a communication breakdown has been achieved. And so, the emphasis has been on devising interesting activities to get people to communicate.

JALT: ***For those who might not know, would you explain the difference between the structural and notional/functional syllabuses?***

Robinson: Well, I think the traditional structural syllabus is a listing of structures. The teacher might say to herself, "Today, I'm going to try to teach them the Past Perfect."

The Notional syllabus would be more a check-list of concepts (notions), so rather than Simple Past or Past Perfect or whatever, we'd have a more general thing like "past time" and focus students' attention on the meaning first before you try to differentiate one or more structures. Other notions are things like comparison, dimension (involving prepositions most likely). Not so much has been done within this area. I can only think of a couple of texts that have been developed specifically on notional lines.

More work has been done on functions, where you'd have listings like "greeting", "agreeing", "disagreeing". The teacher might say, "Well, today our lesson will be on inviting people and accepting invitations – or rejecting invitations."

Obviously, one still needs structures. After all language is structure. But it's a matter of focus. I think very few learners of language – even adults – would say., "I would like to learn the Simple Past Tense in English." Whereas I think a lot of learners would say, "I'd like (I need) to invite someone to a party; I need to respond to someone's invitation; I need to ask the way." All of these are functions. So, (in the functional approach) there's more direct appeal. It focuses on the meaning and what you can do with the language.

The focus is also on variety of expression. There isn't one way of putting across a meaning;

there are several. You can think of twenty different ways of asking someone to light your cigarette. You can't teach all twenty, but I think perhaps you should teach about three – two or three to produce and two or three more to understand because, again, in the communicative approach, our emphasis is on real-life language, and in real life you'll get asked several ways and you must recognise that several different forms can have the same meaning and you must be able to respond appropriately.

So, as well as teaching specific functions and structures, we are also, we hope, developing the strategy to cope with varying linguistic input to help our students when the structure they hear is not quite what they would have expected ...

In teaching one structure, the structural approach instilled in the pupil the idea that there was only one correct way of doing things, and too often that means that, if a pupil can't remember that one correct way, he's silent or produces some structure translated from his own language. And, if he doesn't hear the structure he's expecting, again he can't respond.

JALT: ***Aren't we expecting too much of a student when we ask him to handle a variety of structures, all of which express the same function?***

Robinson: I don't think so. If we control the situations when we present them. The method of presentation is important. I don't mean that as one particular way, but I mean the teacher must be careful always to present things in a meaningful context and to show how functions relate to different people and different situations. ..

JALT: ***Has any attempt been made to grade functions?***

Robinson: Well, a certain effort is made to grade functions, yes. One is teaching in the order of need – of use. I think if people see the need or use for something, this is an important step to coping with potentially difficult structures.

JALT: ***Do you think it's possible to use this approach with beginners?***

Robinson: I think that David Wilkins and certain other originators would suggest that a functional syllabus is not used with absolute beginners. It's used when people already do have some structural competence; what they're lacking is an idea of the use and usefulness of it. So, certainly with the pupils that I most often work with, one is to some extent doing some very necessary revision, plus slotting in new and obviously needed items.

There are, now, courses for beginners which are functional. I'm not entirely familiar with them, and I haven't used them from beginning to end, so I can't say that they're one hundred percent successful or that they are totally unsuccessful. But certainly a large number of textbook writers and publishers have thought it worthwhile to have beginners' courses.

My feeling is looking at some of them, that they are still primarily structural, but with a lot more time and more exercises provided for interesting practice-free production. So, they're a combination. Perhaos. this is reallv an ideal. It might seem a bit untidy but one needs both. And perhaps for beginners one is primarily structural, but there is time for functionally ordered practice As the students get more advanced, the proportion varies, and there's less obviously structural work and more functional work.

JALT: ***Could you be a little more specific about the types of exercises the communicative approach advocates. How are they novel?***

Robinson: Well, in some respects the things we do are possibly not novel; they're often things that teachers and textbooks did but just for a few minutes at the end of a lesson – spare-time things that we don't have to think very much about, . . .fillers. And now we realise that these "fillers" are very, very important, so we might even give a whole lesson to them sometime.

(For example) role play, games – communication games (which play) a tremendously important role in loosening people up, getting them talking, giving them something to talk about ... In communication games, we try to think of interesting activities that will absorb the pupils' attention so that they're not thinking about what language to use (but) about how to negotiate meaning ...

JALT: ***Undoubtedly, mistakes are made thick and fast during such practice, but then the communicative approach tends to be rather more tolerant of error, doesn 't it?***

Robinson: Yes. I think this fits in with current ideas on the balance between accuracy and fluency – that there's a time in the lesson for accurate work where mistakes are corrected and there's also a time (there should be a time) for fluency work when mistakes are not corrected. ..

The teacher, of course, can – or must – listen in and watch, note down what errors – primarily of communication, secondly of structure – occur and then decide if any of these have to be corrected, drilled, subsequently. And the teacher can have his or her own check-list of very important errors that must be worked on later and other ones which are not so important because I think we've realised that there is a hierarchy of error: some do not impede communication, some you're never going to get rid of so why waste time on them, and some that are important because they do impede communication and because they irritate those who hear or read them ...

In the fluency part of the lesson, time should be allowed for freedom – no correction. Do your correcting in the accuracy part. And, if you can present the errors as needing to be corrected, worthwhile paying attention to, then perhaps the students will have a good attitude toward them and will themselves be motivated to correct.

JALT: ***Do you think that Japanese teachers of English might be able to employ the communicative approach in their classes?***

Robinson: It seems to me that it's not too difficult to introduce into the classroom. Now, there are some quite exciting developments in the communicative approach, but I think some of these are perhaps too extreme to be suddenly imposed in Japanese classrooms where, after ali, there is not reinforcement for English outside the classroom. But I do think many-students would benefit if we could do more in the fluency

stage . . .

I think also that it's widely recognised – even in Japan – that the structural syllabus doesn't go far enough. I think, without too much upheaval, it would be possible to go through the structural syllabus within a lesson and expand the fluency, the functional, part of each lesson.

Even in the drilling stage (I mentioned before that we still have structural drills even in the communicative approach, I think we can make even drills more communicative so the students aren't just reading from a book or answering by rote. Sometimes just by deleting a few items on the page of the textbook, by depriving half of the pupils of the d ata so that thev have to ask for it, you can create – even for a short time – some kind of communication gap, some sort of reason for talking or reason for writing, even within a drill And, in this way, I think you can introduce communicative work even into the junior high school class.

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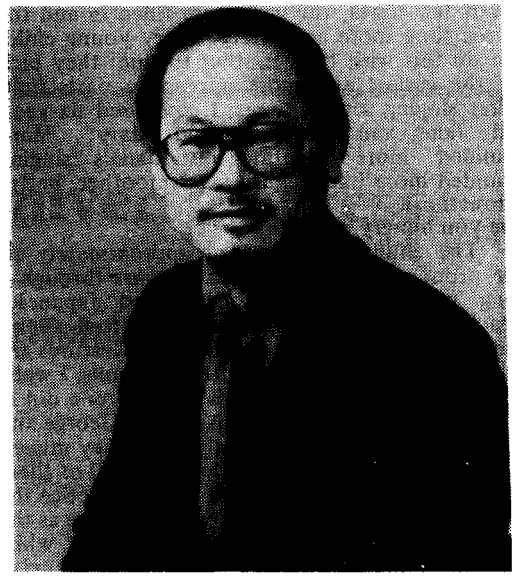
JALT RESEARCH GRANT: A REPORT (cont.)

Toyotaro Kitamura has been running a children's workshop (TORO English Workshop) and teacher training courses in Osaka and around Japan for several years. He also writes and publishes children's hooks and original educational materials. He received his B. A. from Kansai Univresity and pursued graduate studies at Lausanne University, Switzerland. He has developed an integrated system of teaching techniques called the TORO METHOD. His hooks and unique method have been successfully used in the United States with Spanish-speaking. Vietnamese and Korean children among others. He was one of the recipients of the JALT 1979 Research Grant.



Toyotaro Kitamura

THE SECOND DAY

Greetings

At 8 a.m. Jack (9) came running into the classroom and shouted for a game. Naturally I asked him, "Did you enjoy the game yesterday?" and forgot to exchange morning greetings with him, so when he said, "I enjoyed myself. . ." I interrupted to say, "Good morning, how are you?" He smiled and said "Good morning" with an exaggerated Japanese accent. He didn't seem to have a conscious grasp of the meaning of "How are you?" yet.

Greetings in the beginning and end of the lessons are very important rituals. When I started living abroad, my head bowed but words of greeting didn't come out and even if I knew the expression I just couldn't use it. In other words, it hadn't become a part of me. It took a long time to be able to look into a person's face with a smile and say the words clearly and naturally. When the children finished the lesson, they had to shake hands with the teacher and. thank him. This is important for children because if they go abroad they will then be able to do this spontaneously on the international scene.

Ann came in and shouted, "Game!" It seems they really had a good time at the end of the lesson on the first day. They had to cut color cards from the back of their books, and spread them out. Then individuals called out the colors as the others tried to collect as many as they could. Mary and George's group won, so this morning Jack said unless Mary and George were separated, his group couldn't win. He ordered me to choose new team members.

I taught a new song, *Head and Shoulders,* with gestures. When I heard the children, it sounded like [heda ʃ ouni:atou] which is imperfect but for the children's ears, perhaps that is

what it sounded like. When they repeated it about ten times, the gaps were filled in and the verses sung more accurately. Very young children do this with their mother tongue: they pick up the easiest and most impressive parts first. After singing several times, I compared six-year-old Jane and eleven-year-old Mary: Mary sounded more accurate but Jane's singing sounded more like English (i.e. smoother, better intonation).

Are you hungry?

The children memorized approximatelv all the pronouns in the first three-hours through a song which combined English and Japanese. Teaching pronouns was difficult and took a long time until this song was introduced. Gestures are used in *Bon Odori* style. After pronouns, I went into "Are you? – Yes, I am". Everyone did it while singing and miming. As usual, George and Jack started to poke each other but they mimed and sang accurately so I let them be. All of them did well. Even in this kind of simple practice the slow child often doesn't follow the miming as the teacher asks, i.e.. pointing to him/herself while singing 'You' or pointing to a partner, singing 'I'. The successful child observes and copies the teacher's gestures precisely. Often slow children or those who cannot memorize are careless and need individual care. In such cases, the teacher must help by positioning the child's arm and hand during the singing and miming.

Mary (11) and Kate (10) did not necessarily need this kind of song pattern. At their age, they have the ability and patience to memorize sentence patterns properly without relying on a technique with a lot of renetition. In this class, the focus is on the younger children which is why all of them practiced the song pattern. Marv and Kate didn't aet bored doing this technique and continued happily with the others.

After singing the song pattern about three times at ten-minute intervals, I taught adjectives like "hungry" and "happy". Pointing to my stomach and bending slightly, I said, "I am hungry". Peggy asked me if I had a stomach-ache. It seems I over-exaggerated the actions. . .

THE THIRD DAY

Rolls

This time Ann came into the classroom last. I asked, "How are you?" and she answered, "Fine, sank you." Ann is still "sinking". Several children had already improved; although not smooth yet, the [fa] and [ə a] sounds were coming out. She pushed something towards me saying, "Here, this." She explained that the package contained rolls her mother had made and they were to be shared with all the children. I opened the package and said, "Thank you." This moment was a good opportunity to review yesterday's lesson. "Are you hungry?" I asked. Three or four seconds of silence, then Mary said, "Yes, I am hungry." I gave her a roll, thereupon all of them started chanting, "Yes, I am hungry, hungry, hungry." Each of them received a roll. Then I told them to ask me the same question. Nobody remembered how to ask so, disappointed, I whispered, "Are you hungry?" and answered myself, "Yes, I am hungry," then took a roll.

Development of Workbooks

Using the ten colors they learned, they began to color the letter A, made of many circles, following English instructions. Meanwhile I reviewed pronunciation as usual, then grammar and songs. Most followed, using hands and mouth at the same time. Each child was checked individually, being asked what shape, what color, who is she (using pictures). The workbooks have ten male and female characters, e.g., Miss Kate Circle, a Brazilian stewardess; Mr. Ted Triande. a French barber. etc. representing different professions, nationalities, living styles, ages, etc. Why is this kind of world built up? In order to show in the most direct and interesting way our heterogeneous human society and to show how these various characters use English as a tool of communication. Peggy said she liked Mary Star (a British student). Jack liked George Diamond (a Japanese pilot). His reason was that a pilot "looks smart". No child really believes that people with this kind of face actually exist, but they feel that it is a different world when they walk into the classroom. It is this other type of atmosphere I wanted to create. The characters provide a fruitful, imaginative world in order to introduce dry, basic knowledge which is unavoidable for total beginners in English.

Making facial expressions

The students learned about ten adjectives and I decided to let the VTR record their individual facial expressions. I told George to look at the camera and make a happy face. In two seconds he made a happy face, followed by Mary who had to make a sad face. They continued around the room and all had good expressions. I thought of the song *If you're happy, clap your hands;* this honest expression of feeling is, I think, most important for Japanese in order to walk together with others in the world. Some TV announcers try to smile at viewers, but their faces seem unnatural. In growing up, I often heard *Otoko wa nia nia suru na.* If the person doesn't smile when greeting someone on the street, it is understandable that smiling to TV viewers would seem forced or constricted.

We finished the third day's lesson pleasantly with games. The camerawoman switched off the camera and lights. George said, "Teacher, there are three rolls left." I said to everyone in English, "Who wants a roll?" The children didn't know the expression but they understood the meaning from the situation. More than that, to my surprise. Jack said. "I am hungry." Marv answered. "I am not hungry." It was amazing that they could answer so spontaneously. Today I spent a lot of time teaching the negative, "I am not". Except for Mary, the others shared the left-over rolls.

THE FOURTH DAY

Twenty word cards

At the back of the workbooks there are card pages. Yesterday each child made 9 different noun cards, making a total of 72. With the color cards made before, the table was covered with cards. Ted said it would be an interesting game. The drawings on the cards were quite different. Some cards were understood only by the child who drew them. Sometimes even the artist

couldn't tell what it was and we all laughed when we came across a card like that. At the bottom of the card there is a word, e.g., box, cow, etc. The cards are made for individual need. As long as the person who drew it knows what it is, it is satisfactory. The reason why the child can draw his/her own picture is because through drawing the student becomes involved with the word and its meaning so that it becomes easier to memorize. This morning we had a card-taking game for review. When it comes to games, the children are very happy. From the teacher's point of view, this is a substitution drill. From the pupils' point of view, it is a lively game. With a little trick, the interests of the teacher and child coincide.

Artisan-type vs. Scholar-type

Memorizing words, it is interesting to compare Ted and George. Ted tries to teach himself. whispering the words several times in a low voice: George just draws pictures and doesn't make any further effort. When they play the game, the difference in memorizing becomes very clear: in the first try, George hardly gets any cards but as the game is repeated he gets more and more. Each time he seems surprised: "Ah, is this an apple?

" This is the way he memorizes words. Remembering each word from the book seems too much trouble. It looks like he is thinking that as long as he has to memorize words, he might as well do it enjoyably. When I look at his style of learning nouns, I feel he has an artisan-type approach. The Japanese style of carpenter doesn't learn at a carpenter's school, but rather by watching a master carpenter's hands. How can carpentrv be learned from a book? Accordingly in learning behaviour there should be different kinds of approaches for different kinds of people. School, however, generally respects the scholastic approach and has a tendency to put down the artistic style of approach. Games encourage the artisan type.

Twenty-four different English sounds

Since the program began, four days have not yet elapsed, but about 24 different sounds have been introduced, e.g., [fa, θa, l, g, dʒ], etc. Compared with children studying two hours a week (seven and eight years old), the average amount they do in six months has been covered by these intensive course children in about ten hours. Furthermore, the latter's pronunciation, rhythm and grammar are much better. In order to hear and make sure they were producing sounds accurately, I let each child face the camera and do the pronunciation exercise. As I listened carefully, it was obvious that there were many unclear sounds, but the students tried hard to produce them properly, consciously seeking self-improvement through repeated efforts; even if some children study English for many years, if they cannot produce the correct sounds the teacher has not taught how to make the effort to produce better sounds. There are a few things that bother me and one is that Ted tries too hard to enunciate American style pronunciation, rolling his tongue. He thinks that rolling his tongue will produce American sounds. However, this kind of child has good motivation and miming ability.

I want to change seats

Ann suddenly shouted, "Stop it!" I asked her what happened and she said Mary had poked her with a pencil. I asked Mary about it and she said Ann did it first. Anyway, Ann wants to change her seat because she doesn't want to sit next to her sister. In this class they change their seats every day. Today, Mary and Ann happened to sit next to each other. In this moment I didn't quite know what to do but I tried to persuade Ann that if each one started bickering over his/her seat, I would have a lot of trouble. Ann remained silent and continued coloring. The reason the child said something like this was proof that the pupils had begun to feel relaxed with me from a human relationspoint of view. In order to develop the lesson centering around the communicative aspect of language, it is necessary to create a free atmosphere and let children relax. However, the relaxed atmosphere often co-exists with disorder; to teach and let them understand the limits of freedom is also important.

(to be continued)

re·views

TOKAI

INFORMATION SYSTEMS AND LANGUAGE TEACHERS

The Tokai Chapter held its second meeting of the year on February 22. The speaker was Kurt Veggeburg, Director of the Information Centre at Nagoya University of Commerce, who gave a comprehensive account of the use of information systems in the 1980's.

To begin with. Mr. Veggeburg described the great changes in library philosophy and technology since the 1940's. with the introduction of visual aids and later' computers. The biggest push came in the 60's, when computer technology really began to assert itself and systems like the O.C.L.C. (Ohio Colleges Library Centre) were established, first on a local and then on a nationwide basis. Such systems make use of Computer Output Microfilm, from which it is possible to obtain 20,000 pieces of information per second. Hence it is now possible to find what books are available in anv librarv in the United States through the computer system. This has virtually replaced the card-catalogue system, which is obviously slow and burdensome.

More recent technology has produced the micro-computer, smaller and less expensive than the models of the 60's. Storing systems, too, are getting increasingly cheaper and more efficient. Some, like the Dialogue System (introduced in Japan last year), can deal with 21 million items. Other examples include E.R.I.C. (Education Research Information Centre) and the New York Times Information Bank.

To find the material you want through these computer systems, it is necessary to concentrate on various sets of material. Where the sets intersect, then you have the material you want. For example, if you want to find out about Library

Computers in Japan, the intersecting areas in the three sets: Library, Computer and Japan will provide the needed information.

In America today, many scholars have computers at home which can be linked by telephone to other computers. It is also possible to do dissertations by computer, by storing the old material in the computer and then making the computer do all your clerical work for you.

Another advantage is that of putting whole library collections on computer micor-film. This eliminates the necessity of travelling to a particular place to consult a rare book, and it can be done for as little as Y300 per volume.

Mr. Veggeburg concluded his discussion with a brief mention of video-discs, which work in the same way as computers and have a much longer life-span than other forms of records.

This "computer revolution", then, will be of increasing value to all of us who depend upon large stocks of printed information, and we can look forward to seeing Japanese libraries catching up with their American counterparts in the next ten years. And to those "laymen" among us who are awed at the prospect of "computer monsters" taking over our world Mr. Veggeburg has a word of consolation: they are intrinsically rather "dumb", and they need, after all, to be programmed by human beings!

(reviewed by Michael Horne
Nagoya University)

SHIKOKU

INDIVIDUALISING INSTRUCTION IN THE LARGE CLASSROOM

Dr. Janet Fisher has taught at various universitites and is currently working with the armed forces in a program dealing with teaching English as a foreign language and curriculum planning.

In her presentation she stressed the need to personalize the material to be taught as the best means of getting it across. Since students learn in different ways, the most effective method of teaching is to tailor the lesson according to a student's individual capabilities. Dr. Fisher first outlined the various types of learners, and then gave concrete examples of how to teach material to the various types of learners. She contrasted a holistic style of learning in which the learner achieves a global comprehension of the material with a piece by piece style of learning. She extended this contrast to include those who learn by levelling, by making patterns and synthesizing as opposed to the 'piece by piece' learner. She mentioned other differences between various learning styles, such as physiological, environmental, and sexual differences, and then stressed the need for a teaching method which takes all these individual differences into account.

Dr. Fisher then delineated the difference between a traditional approach to learning and the personalized approach which she advocates. In the traditional approach the learner, as well as the process by which he learns and the time that it takes him to learn are all thought of as constants, while the outcome, i.e. what is actually learned, is thought of as a variable depending on individual abilities. In a personalized teaching process the learner as well as his learning method and the time it takes him to learn are all thought of as variables, leading to a constant outcome, which in this case is the ability to communicate in English.

Having explained the theory behind her process. Dr. Fisher soent most of her lecture giving concrete strategies for individualizing the classroom situation. Many of her ideas reflect experimental trends current in the United States. such as team teaching (exposing students to different teachers instead of always having the same teacher), flexible modular scheduling (breaking up solid blocks of class time into small units to be devoted to various tasks), diagnostic prescriptinve teaching (student's weak points are first assessed, then ministered to individually), and a systems approach in which other subjects, such as biology, are taught in the target language.

Dr. Fisher also explained many of her own ideas, the fruit of her own classroom experience. These ideas included uses of charts and films to teach contractions and other difficult points of grammar and usage, as well as various ways to integrate active and passive skills – having students write as they listen, or speak as they read – leading to a mastery of all aspects of communication and getting away from the "I can read but I can't speak" syndrome.

Dr. Fisher concluded her lecture with demonstrations of many of her techniques, in which the audience participated. Regardless of the feasibility of using some of her techniques in the Japanese classroom, her lecture presented a thorough and extremely informative insight into the latest American techniques for teaching English as a foreign language, and provided much food for thought on useful changes that could take place in the English classroom here in Japan.

TEACHING MATERIALS FROM SCOTT-FORESMAN

Mr. Richard Carpenter is a representative for the Scott Foresman Co. in the Far East and the trust territories. He is a former teacher of EFL in various schools in Tokyo. In his current capacity as representative of the Scott Foresman Co. in the Far East Mr. Carpenter visits all kinds of schools in Japan, from military bases to international schools and "language institutes".

After opening with an informal discussion of the various environments in which he works Mr. Carpenter gave a detailed presentation of two series of books to be used for teaching English as a second language to children. As Mr. Carpenter himself said, the books he discussed might not be applicable to the Japanese high school situation, with its emphasis on vocabulary and grammar, but they are well suited to the "language institute" with its emphasis on oral communication.

Mr. Carpenter first gave a demonstration lesson using the first book in the *I Like English* series. This series seems to be divided in much the same fashion as other books of the same sort, with sections for review, tests, "fun pages", and songs. The second part of his presentation was

devoted to the advanced method, *English for a Challenging World.* Both of these series are aimed at children, the beginning series from age 4, the second for "young adults". They are both prepared and printed in the U.S.A., and seem to be thorough, reflecting current trends in American pedagology.

(reviewed by Darrell Jenks
The Nichibei School)

CHUGOKU

TEACHING ON A NAVAHO INDIAN RESERVATION

The March 8th meeting of the Chugoku Chapter featured two "home-grown" speakers; Bill Teweles, instructor at Hiroshima Jogakuin College and Jean Glasser, instructor at Hiroshima University, Educational Division. As this reviewer is the former speaker and have already evaluated my presentation on "Katakana Eigo" and submitted it to this newsletter at a previous date, I will limit my commentary at this time to Ms. Glasser's talk on teaching on a Navajo Indian reservation.

Ms. Glasser's talk was based around her experiences and recollections as a reading teacher at the Rough Rock Community High School in Northern Arizona. Never having been in an isolated setting nor situated among native Americans prior to this experience, the teaching situation was admittedly of an experimental nature and the values and educational attitudes of the students involved startlingly unfamiliar and in some ways contrary to many of those considered desirable by the Anglo-American mainstream. Thus, helping to bridge fhe gap between mainstream American community values and tribal social values was seen to be a major part of her instructional task.

In an effort to make the essential differences in values clear to those attending, our speaker distributed a handout listing and contrasting various social values deemed important by the Pueblo and Navaho Indian communities and the American public schools. Orientation to the future and the desirability of frugality and punctuality and being socially aggressive in order to advance on the "ladder of success" were seen as being important Anglo values whereas the Navaho and Pueblo communities were seen to place more value on harmony with nature and group co-operation and sharing. Deference to elders and humility were also values noted to be similar to those of Japanese, but low levels of aspiration and a relaxed view of time were felt by various instructors to be difficult to cope with in a formal classroom setting. The speaker added that a pastoral tradition and desire to be outdoors tend to make the newer students uncomfortable in town-based schools and degrading experiences in the past (such as pressure to adopt Anglo-type names and being forced to attend classes from distant locations) led to a distinctly negative image of "school" on the part of some. Not to be undone, on the other hand, cases of students coming to class via helicopter or wearing their finest jewelry were not altogether unusual,

according to the speaker.

Moving along to samples of the students' work and intra-school dynamics, Ms. Glasser next distributed both poems and compositions based on such themes as "If I Were a Piece of Fried Bread" and "If I Were Riding a Horse" which reflected the school's emphasis on development of student expression through focus on their own culture. A collection of the students' works "Rough Stones are Precious, Too" compiled over a period of a school year was one particularly outstanding example of group and individual effort that our speaker presented to the members present. Learning the lessons of past tribal history and remembering the sacrifices and traditions of their own people seemed to be the major thread or theme in many of the students' original writings. Lines such as

"Trying to be in harmony with both ways-
if only those outside will let us"

reflecting the dilemma of those trying to assimmilate into an alien culture, no doubt moved many of the listeners and reminded many of the attending foreign instructors of their own living situations!

Ms. Glasser's demonstration was concluded with a showing of various slides she had assembled which afforded a more personal glimpse of the reservation setting and community in which she lived for several months. Outstanding symbols of Native-American life such as "wigwams" and "hogans", as well as the town trading post and school compound were well-captured as was much of the magnificent desert scenery near Monument Valley and the much under-rated Canyon de Chey, a landmark in Northern Arizona.

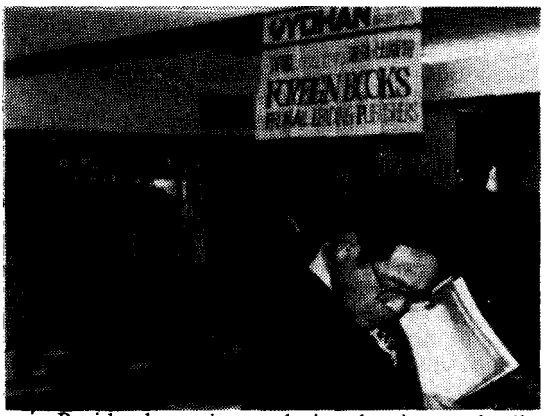
In the time remaining, various questions were asked about the learning problems of the various students attending the community schools, policies of the Bureau of Indian Affairs and life on the reservation in general, but the lapse in time between Ms. Glasser's stay there and the more recent shock of living in Hiroshima prevented elaborate response. Highly elaborate and well-polished, however, were the reading materials and samples of Navaho folk craft and jewelry on display in the adjoining room.

Submitted by Bill Teweles
Recording Secretary, Chugoku

KYUSHU

BOOK FAIR IN FUKUOKA

You should have been there! Everyone else was. More than 80 people came to the largest English language book fair to ever hit Kyushu at the Fukuoka YMCA on Februarv 1st. Eleven major American and British publishers displaying English language books, tapes, and VTR turned the third floor into what someone called, "A Kinokuniya dream for English teachers!" Participating were the followingmajor firms: Addison-Weslev. Collier MacMillan. Linaual House. Linguaphone, Longman, MacMillan, McGraw: Hill, Oxford University Press, Prentice-Hall, Scott Foresman, and Yohan.



Besides browsing, ordering, buying, and talking about books – not to mention visiting with friends you haven't seen in ages – eight of the publishers provided one-hour presentations in two rooms downstairs throughout the afternoon. Publisher representatives introduced and gave practical guidelines for using some of their latest material, or discussed a general classroom problem using their material to illustrate appropriate methods. The texts or themes discussed were:

New *Horizons in English* Second Edition,
by Kiyoshi Koga (Addison-Wesley)
"Creative Approach for Teaching Toward Examination" (based on First Certificate)
by Andrea Charman (Collier MacMillan)
"English Through Video"
by Junichi Kitayama (Linguaphone)ayama
In Touch A Beginners American English Series
by George Farina (Longman)
"What to read in Class?" (using the Rangers series)
by Alan Booth (MacMillan)
Bridges To English
by Daniel Gossman (McGraw-Hill)
Streamline English Departures and *Connections*
by Michael MacFarlane (Oxford Univ. Press)
I Like English and *English for a Changing World*
by Richard Carpenter (Scott Foresman)

I cannot hope to do justice to all those presentations. Thus I would request that those who attended write up short reviews of presentations they observed and send them into the JALT *Newsletter.*

In summary, The Book Fair was an overwhelming success in Fukuoka for the publishers, for the chapter, but most of all for all the teachers who tried to answer that ever re-occurring question: Isn't there something better to help my students learn?

(Reviewed by Richard Dusek
Kyushu Institute of Technology)

let·ters

To the Editor:

I was very "interested" to read the article entitled **JALT Research Grant: A Report** in the February issue of the JALT *Newsletter.*

The reason that I was interested to read it was that I was interested to see how the money taken out of my JALT dues to support "research" had been used.

Therefore, I was rather annoyed to discover that, at least in this case, the "research" conducted bore very little resemblance to what is normally considered "research". In fact, it perhaps is not an exaggeration to say that the "research" reported on seems to have ignored virtually every basic principle of scientific research ever developed.

First of all, the researcher very conveniently made up his own definition of what he intended to measure, a definition tailor-made to make sure that his research would show the results he hoped it would.

Specifically, he writes: ". . . . .what sort of ability are we looking for? Communication requires:

1) the ability to reproduce the sounds of a foreign language as well as a native speaker;

2) the ability to repeat sentences with correct rhythm and intonation and reme mber them ; and

3) the knowledge of basic conversational vocabulary and flexible use of words and phrases."

This unique definition of the requirements for communication will certainly come as a surprise, to all the deaf and dumb people, people with foreign accents, people with poor memories, animals, and others who seem to communicate quite well without fulfilling these requirements.

In fact, he then goes on to say that his "goal in teaching was to raise the children's ability in the three requirements above. . ." And, based on this circular definition, he then goes on to describe in great detail how he "taught" some children to communicate in English. (And since this research report was left unfinished, "to be continued" at some unspecified time in the future, I assume that when the conclusions of this study are eventually printed in a separate place, the readers, having already forgotten the shaky basic premises this research was conducted on, will be told how the research unquestionably shows the success of the author's teaching method.)

In the report on the research itself, there is not a hint of any attempt to maintain scientific controls on the research, no mention of any outside examiners or observers or "double-blind" tests or of any attempt to measure anything scientifically. Rather, there is a detailed description of the classes conducted according to the author's method.

This article was very interesting but whv use part of my dues money to supply these kids with English lessons and the teachers with jobs? The grant was supposedly awarded for "a study of the language learning process in elementary school children" but I fail to see how anything noteworthy will be learned about this subject based on this exercise in self praise beyond what most of us already know.

If what is described in this article is what JALT defines as research, then I would either a) like to be on the receiving end of some of this "research grant" money, or b) I would like to have the portion of my JALT dues money which, goes to support this so-called research returned to me.

Rather than "research", what this report seems to be is an advertisement for one person's method, an advertisement which was subsidised with the money of JALT members.

Seriously, my purpose in writing this letter is not to attack one person's way of using the research money awarded to him.

Rather, my purpose is, first of all, to request that JALT either set up more rigid standards as to how its research grants will be used or reconsider the idea of awarding research grants altogether.

Second, I would like to remind all JALT members that the field of foreign language teaching (and learning) will never develop into anything resembling a science until people involved in it are willing to adopt scientific methods for the research they conduct.

Sincerely,
A JALT member

A Reply from the Resident

I share your concern for the quality of the research and- other projects carried-out with the JALT Research Fund Grants. In the year in question, however, there were only two proposals submitted, and since neither of them were of such quality that they had to be rejected, part of the funds allocated for this purpose were awarded. Whether the project was actually conducted along the lines suggested in the original proposal might, in this case, be open for debate.

Yes, I would certainly encourage you to apply for a grant if you have a project which would meet your own criteria, or if not, I would like to request you to participate on the screening committee for this year's grants. (Proposals are to be submitted to me by Sept. 1. Complete information will be sent upon request.) As far as refunding your share of the money spent, it would amount to less than Y30.

Income for the research fund. incidentally, does not come entirely from the members' dues; since these amount to about one-third of JALT's annual receipts. Additionally, the research fund has its own sources of income. Profits from the sale of TESOL publications at the Nagoya conference, for example, have been earmarked for this purpose.

Thank you very much for your perceptive comments. We will do our best to see that the future awards meet high standards. I also hope that the membership will cooperate by submitting more proposals than they have in the past.

To the Editor:

The research paper. "A Study of the Language Learning Process' in Elementary School Children" subtitled "How children learn English by the TORO Method" was recorded entirely on video tapes. The VTR played the role of objective observer and the children's continuing progression can be clearly seen, their problems

analyzed and a basis provided for improving teacher training courses. The grant (Y40,000) was used for the tape supply and only partially covered the total expenses of the program. A recipient of this grant has the obligation to report on the use of the funds. The report was made in my presentation at the 1980 Nagoya Conference, showing segments of learning develonment from those video tapes. Another form of report was to write in the JALT *Newsletter*. Bearing in mind the nature of the *Newsletter* and its readers, I have chosen this particular style of written presentation and plan to report in a six-part series. The main themes are: Report 1 and Report 2-Introduction: motivation/method/basic knowledge/sound formation, Report 3-Sentence Patterns, Report 4-Sentence Development, Report S-Expanded sentence building in context. Revort 6-Foundations of the Communicative Aspect of Language.

Toyotaro Kitamura
404, l-21-40 Minami Sakurazuka
Toyonaka, Osaka 560

bullet·in board

POSITIONS

(TOKYO) The Tokvo Center for Language and Culture (Tokyo Gaikokugo Center) has part time and full time openings at company classes for qualified English languge teachers in Tokvo. 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.

(SHIKOKU, OSAKA) Language House requires professional native-speaker English teachers for contracts in Shikoku and Osaka Materials and training in Notional-Functional Methodology are provided. We employ only full-time teachers and prefer ?-year contracts (renewable). The schedule is for an average of 26 hours of teaching per week, and salaries (guaranteed), start from Y180.000 in Shikoku. Y220.000 in Osaka. We reimburse travel expenses to and from Japan. Applicants must have a relevant degree. M.A. preferred. Telephone (0878) 34-3322 or send resume to:

Language House
2-3-2 Kawaramachi,
Takamatsu 760, Japan.

CALL FOR PARTICIPATION

Early days yet? Yes! But now is the time to start thinking of possibilities for participation in this year's JALT International Conference on Language Teaching and Learning-JALT '8 l – to be held at Bunka Institute of Language, Shinjuku, Tokyo, from November 21st-23rd. Possibilities? Yes - your own chance perhaps to take part if you've never done so before; or perhaps there's someone recently arrived in your Chapter who you think has something useful to offer; or maybe you presented a paper or held a workshop at the Nogya Conference last year and would like to do so again – with perhaps some amendments to your program based on what you learnt as a participant/presenter at previous Conferences. Fact is, your Conference Committee is already drumming up a storm for this year's Tokyo Conference! Under the theme "Challenges for the '80s" plans are already well under way to make this year the Capital Conference from the Capital City.

Fuller details and more formal Calls for Participation forms and application details will appear in later issues of your *Newsletter*. *You* have been warned!

CALL FOR READERS: The JALT *Journal* is attempting to create a file of members who are willing to review manuscripts being considered for inclusion in the *Journal*. This would involve reading one or two manuscripts/year. Readers automatically become members of the Journal Editorial Board. If you are interested in becoming a reader please send your name, home and office addresses and telephone numbers to the address below. Be sure to indicate your areas of interest and/or expertise.

Caroline C. Latham, JALT Journal Editor, 201-7 Kyozuka, Urasoe-Shi, Okinawa-Ken, Japan 901-21

TESOL '81 TIDBITS

Seen at TESOL '8 1 were some eighteen or so current Japan and JALT hands, including JALT officers Tom Robb and Kenji Kitao; new Journal Editor Caroline Latham of Okinawa; Aleda Krause and Yoshiaki Yamauchi of Sumitomo Kinzoku. Osaka; George Deutsch of Seisen Joshi Dai, Tokyo; Michael and Theresa Cox of Kobe Steel. Kobe: Lance Knowles and Ruth Sasaki of LIOJ, Odawara; Laura Martin,, Karen Svatko, Paul Hoff, and Winston Priest of Time-Life Educational Systems, Tokyo, and Ron Spinks of TLES, Osaka; TESOL's Janet Fisher. recently of Yokota and soon to be of Misawa; and Sylvia Rumme of Nagoya.

Question of the week at TESOL '81: "What does 'JALT' stand for'?"

Old Japan and JALT hands that we met included Sharon Bode, co-founder of the USC American Language Institute, Los Angclcs; Bill Harshbarger and Sully Taylor, formerly of LIOJ and now at the University of West Virginia Bill's summer conference in 1975 marked JALT's first ever conference; Betsy Bedell, also formerly of LIOJ and now in Boston; Clarie-Lucy Toynbee. formerlv of Kanda Gaigo Gakuin Tokyo and now in Victoria, B.C.; Shigeo Imamura, now at the English Language Center, Michigan State University and due to return to Aoyama Gakuin Tokyo this August: Yukio Hirayanagi, formerly at Kwansei Gakuin High School and soon to complete his Master's in ESL at the University of Michigan: Dan Douglas, formerly at Hiroshima Dai and now at the English Language Institute

University of Michigan; and Mary Livingston, formerly at the National LL School in Osaka and now at Arizona State University.

The Detroit Plaza Hotel, the conference site, is a futuristic. seventy-one story, round glass tower and the' centerpiece of Detroit's riverside' Renaissance Center. The first five or so floors are stunning in their architectural beauty. The Ren Center is practically a self-contained city and you need never breathe outside air. In fact, I didn't venture outside for the whole three days.

Japan and JALT visitors encountered in-' cluded JALT '80's Jim Alatis of Georgetown University and TESOL's Executive Secretary, Joan Morley of the University of Michigan, Gertrude Moskowitz of Temple University, and Jack Richards of the Chinese University of Hong Kong; Caleb Gattegno of Educational Solutions and the Silent Way; John Fanselow of Teachers College. Columbia and TESOL's new president: Bernie Choseed of Georgetown University and an ELEC and Sophia summer regular; Sumako Kimizuka of USC and an LIOJ summer regular; Peggy Intrator of Collier-MacMillan; and David Blackie of Thomas Nelson and Sons, Surrey.

For Detroit and March, the weather was surprisingly mild, with highs of 1 or 2 degrees centigrade and lows of -6 to -8 degrees. It snowed occasionally, but since we were all inside all the time. nobodv cared. The hotel had a glassed-in, heated pool, but who would ever think of bringing a bathing suit to Detroit in March?!

For early planners. the dates are May first through the sixth and the place is Honolulu for TESOL '82. That's Golden Week. and we expect Japan to have the biggest contingent from any affiliate. Aloha!

(I promise, I think, not to become the Hedda Hopper, Gloria Noda, Jane Rees or Bill Hersey of the JALT *Newsletter!)*

Doug Tomlinson
Publications Committee Coordinator

****

The list of 1981 Chapter Officers which was published in last month's *Newsletter* should have included **Hyoe Minoda (0467) 23-2686** as Kanto's third member-at-large. The editors apologize for the omission.

CELEBRATING TEACHING
TESOL SUMMER INSTITUTE III

The third TESOL summer institute will be held at Teachers College, Columbia University, for 6 weeks, from July 6 to August 14. Participants can elect to attend for the entire period or just for the first or second three weeks. Courses ranging from one to three points will be offered and all can be taken on either a credit or non-credit basis.

In all courses, faculty will be relating what they teach to what actually goes on in classrooms. Numerous opportunities for observation of language classes at various levels and for various populations, both at Teachers College and at schools throughout the metropolitan area, will be available. Those participants interested in practice teaching themselves can take advantage of one of the three practica which will be offered. In addition to courses, there will also be special workshops on topics such as planning and developing affiliates, legislative concerns, and refugees. Each week there will be two major presentations by Institute faculty for all participants, and there will be numerous opportunities for social gatherings and informal interaction among all those participating in the Institute.

In order to participate in the Summer Institute for graduate credit, you must be admitted to Teachers College.* However, because Institute participants need not be admitted as degree candidates, admission is only a formality and thus requires simply proof of a baccalaureate degree or its equivalent (such as a copy of the diploma or a transcript). Though U.S. citizens can be admitted as "walk-ins" when they arrive, it will be more efficient to be admitted through the mail, and this will enable you to take advantage of the reduced tuition rate if you are admitted in time to register and pay in full by May 15, 1981. Foreign participants coming to the U.S. specifically' for the Institute must apply for admission before coming to the States in order to be granted visas.

Registration can also either be done by mail or during the Teachers College registration period. Registering and forwarding full payment by May 15, 1981 allows applicants to take advantage of lower tuition fees.

Tuition per point before May 15, 1981	
registration for credit	$165.00
registration for non-credit	$ 82.50
Tuition per point after May 15, 1981	
registration for credit	$190.00
registration for non-credit	$ 95.00
Teachers College non-degree eraduate admission fee -	$ 20.00
(Required of all who have never before been admitted to Teachers College and who wish graduated credit)	
Columbia University Health Service fee	$ 26.00
(Required only for those staying in College-arranged housing)	

For more detailed information, contact:

John Fanselow, Director or Ann Frentzen, Assistant Director, TESOL Summer Institute, Box 66, Teachers College, Columbia University, New York, New York, U.S.A. Tel. (212) 678-3795

*Persons interested in attending for advanced undergraduate credit should contact the Institute Office for special information.

WEST KANSAI CHAPTER CONFERENCE

The West Kansai Chapter will hold a one-day conference at Tezukayama Gakuin University, Sayama-cho, Osaka-fu (Nankai Kohya Line from Namba) 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.

meet·ings

WEST KANSAI

Topic: A Workshop on Feedback
Speakers: Donald Freeman and Kathleen Graves
Date: April 26, 1981
Time: 1:00- 4:30 p.m.
Place: Catholic Center (near Yodoyabashi)
Fee: Members, free; nonmembers, Y1,000
Info: Kathleen Graves, 075-932-8284
Jim White, 0723-65-0865 x293 (day)
0723-66-1250 (night)
Kimiko Nakamura, 06-952-1093

The goal of this workshop is to arrive at an understanding of feedback which can provide a basis for participants to work with it in their own teaching. We will examine feedback as an integral aspect of learning, the different ways in which it occurs: both on-going and structured, and possible formats for eliciting it. We would like to get away from the notion that feedback is a judgment of the teacher's performance; rather, we would like to look at it as an interaction which tells us what and how our students are learning. This presentation is a workshop and not a lecture. Those attending will be asked to participate. The workshop will include discussion, a brief demonstration, a presentation and small group activities.

Donald Freeman is currently doing teacher training on a freelance basis; he also teaches at Procter and Gamble Sunhome and is associated with the Center for Language and Intercultural Learning in Osaka. He was formerly Academic Supervisor at the Language Institute of Japan (LIOJ). He received his BA from Yale University and his MAT from the School for International Training. He has done teacher training and cross-cultural work for various groups both in Japan and the United States.

Kathleen Graves is currently working at Procter and Gamble Sunhome and is teaching Chinese at the Center for Language and Intercultural Learning in Osaka. She has her BA from Columbia University in Oriental Studies and is an MAT candidate at the School for International Training. She has taught ESL in the United States and Taiwan and has done teacher training in Japan and the United States.

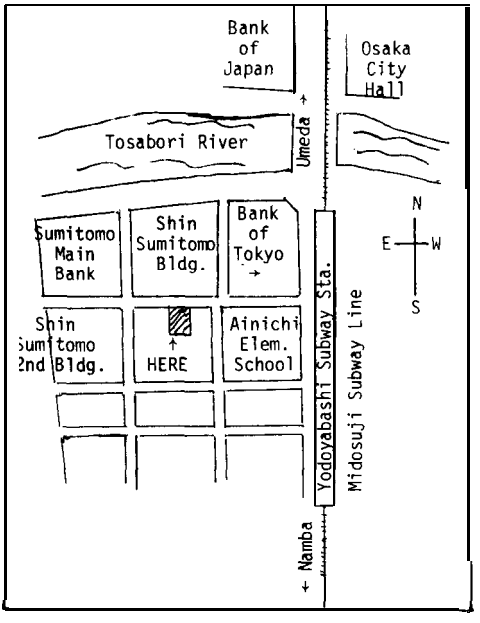
SPECIAL INTEREST GROUPS:

Silent Way: Catholic Center, 11:00-12:30. Contact Frederick Arnold, 078-87 l-7953

Teaching English in Schools: 12:00, Catholic Center. 12:00 Luncheon Meeting. Contact Harumi Nakajima, 0726-93-6746

Children's Interest Gp: Catholic Center, 11:00-12:30, "Difficulties when Teaching Children". Contact: Sr. Wright, 06-699-8733

Japanese: Wednesday, April 22nd, 6:30-8:00 p.m. Center for Language and Intercultural Learning. Contact Keiji Murahashi, 06-328-5650 (days)



This meeting will be at the Catholic Center, not at Umeda Gakuen. The Center is on the 7th floor of the Sumitomo Shintaku Bldg., Minami-kan. Take elevator near garage entrance and a Statue of Saint Mary.

From Yodoyabashi Station, go out Exit No. 8 on the west side.

KYUSHU

Topic: The Toro Method – Creative Curriculum Ideas
Speakers: Toyotaro and Elizabeth Kitamura
Date: Sunday, April 19
Place: The Fukuoka Y.M.C.A. (l-l2-8 Daimyo, Chuo-ku, Fukuoka City)
Time: 1:00-5:00 p.m.
Fee: Members:Y1000; non-members:Y2500
Info: Jay Kilpatrick, 092-84l-3194

This program will present practical curriculum ideas for teaching English to Japanese children focusing on two areas – teaching children 6 to 13 years old. For the young children, many lively activities of proven success will be demonstrated. For the older children, the Kitamuras will demonstrate and discuss various techniques that they have used successfully to teach grammar and pronunciation. They also will present examples of games and songs that teach children basic English in a natural and enjoyable manner. Also, an interesting and effective way to have children make up their own stories in English will be demonstrated. Finally, in addition to demonstration and discussion of those various techniques, the Kitamuras will also offer suggestions on how to make plays in English for *happyokai* (Parents' Days), and they will show video tapes of classroom situations. All in all, this should be an excellent program loaded with practical suggestions useful to anyone involved in teaching English to Japanese children.

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Starting Strategies, for beginners aged 14 and over. And building Strategies, for pre-intermediate students.

You've put them to the test with your students. And they've worked.

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And BUILDING STRATEGIES. The same communicative approach with consolidation of structures and vocabulary presented in Starting Strategies.

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