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Language Teaching/Learning: Which *Way?*

By Tom Pendergast

When I was in high school, a Jesuit college preparatory school in Illinois, we were able to choose from among four languages the one that we would use to fulfill the language requirement for college entrance. No university worth going to would accept anyone with fewer than two years of foreign language study, we were told, and we would be much better off with four years of study. That was in 1956.

Things have changed. Foreign language study has fallen to such a low estate in the United States that it is close to being considered a national disaster. In 1978, President Carter commissioned a special group to look into the situation and to make recommendations. The commission's final report cited statistics showing that foreign language enrollment in America's high school had dropped from 24 percent in 1965 to 15 percent in 1979. Among colleges and universities, only 8 percent were still requiring a foreign language for undergraduate admissions, contrasted with 34 percent in 1966.

As it happens, the four languages offered at my school were ancient Greek, Latin, French, and Spanish. I ended up taking four years of Latin and two years of Greek, having been strongly encouraged by statements, like the following one made by Dr. Fred C. Zappfe, secretary of the Association of American Medical Colleges, which was printed in my first year Greek text:

> In my opinion, Latin and Greek are the most valuable subjects in the college curriculum... This Association is opposed to too much science and it definitely favors and recommends a cultural education, with the Classics as the basis. Personally, I would unhestatingly accept as a medical student one who is long on the Classics, especially Greek, and short on Science.

This was heady stuff for a fourteen-year-old interested in medicine and mythology, in practically equal parts. I had dreams of consorting with gods and heroes in school and enjoying the fruits of an enviable and worthwhile career thereafter.

I learned a lot from my studies in classical literature, but I somehow never learned to feel that either Latin or Greek were languages in the sense that my native English was a language. I continued my studies in college, studying Greek for a total of six years and Latin for a total of seven. I did well in my examinations, attained a master's degree in the classics, and graduated with honors. Later, I even taught Latin and Greek for a year.

In retrospect, I have to admit that I never really "knew" either language as a language, even when I was a student. Because of the way we learned to study them, they were always simply alternative ways of writing English, since I always had to translate in my head to get any meaning out of them. This did not particularly bother me at the time, since my fellow students seemed to do the same. We considered that this was simply the nature of the study of what we called "dead languages."

This curious circumstance is one that I share with an American neurolinguist of my acquaintance. We both studied Greek. We both had

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JALT'81 NEWS

Mini-Courses are being planned for JALT '8I! James Duke, Program Chairperson of the conference to be held in Tokyo, has announced that Jack Richards (JALT '80) is holding a Mini-Course, as are the Language Institute of Japan, and ILC Japan, Alan Maley (Drama in the Classroom) and Donn Byrne (Longman Handbooks for Language Teachers) will be coming, along with many more. Pre-registration details will be in the August Newsletter. Plan now for November 2 l-23!

Call for Participation

See page 16 for Details

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For JALT membership information, please contact Hiroko Takahashi, 4-l 1112 Sakuragaoka-Koen, Sendai 980. Tel.: (0232) 62-0687.

grades at the top of our class. Neither of us learned the language. He once told me something like this:

> In the fourth semester of Greek. we "read" some dialogues of Plato's. And I thought that after "reading" (I should say "translating") through this whole book, I would go back and try to *read* it directly and see if I could get the meaning without having to translate into English. I found that I could not. It was impossible for me to look at the Greek sentence and get any meaning directly; I had to translate it into English to understand it.
>
> Dr. Karl Diller, 1979

He went on to give me a neurolinguistic explanation for our failure to learn Greek and suggested that the way we had studied (grammar rules, rote memorization of vocabulary, and translation exercises) had underutilized a section of the brain known as Wernicke's Area, and area that is essential in activating the neural mechanisms that give psychological reality to grammar.

In all fairness, it must be said that neurolinguists are not the only ones to have noticed that something was wrong. In 1925, a well-known language educator named Harold Palmer complained of the prevailing classical method of teaching languages, which he described as one which places language on a foundation of alphabets, spellings, and writing systems, assumes that the mastery of sentence structure is to be attained mainly or solely through the memorizing of so-called rules of grammar, and assumes translation to be the main or only procedure for the learning of vocabulary. Palmer wrote that this approach to teaching was not only ineffective, but positively vicious – an unsuccessful and harmful method. He felt that those who succeeded in their linguistic efforts did so not because of but in spite of the classical procedure.

The next ten years gave me direct experience of four more languages – French, Italian, Japanese, and Chinese – and in the middle of my work with the second of these, I began to feel that there was more to this language learning business then met the eye – my eye, at least. Over ten years, I studied with many teachers, textbooks, and fellow students and noticed that the teachers and textbooks were, for the most part, but from the same mold, but that the students ranged from some who became fluent in six months to those for whom it seemed that a lifetime of study would not suffice.

One conclusion that 1 reached, at that time, was that it must be "know-how." Some people, consciously or not, know how to face an unknown language and make it their own. If this were the case, then the solution to the problem of language learning lay not in better teaching of the language but in helping the student to know himself as a learning mechanism while he is learning the language, so that his efficiency as a learner could grwo and grwo exponentially. It was not the language that was difficult, it was the learner who did not know how to proceed.

Now this was something that I could relate to. I remembered from my classical studies that

Plato had known that the answer to learning lay in the student himseif. Look at how Socrates worked with a slave boy to elicit from him certain principles of geometry that the boy has never studied. Socrates says to the boy's master:

> I shall only ask him, and not teach him, and he shall share the enquiry with me. And do you watch and see if you find me telling or explaining anything to him, instead of eliciting his opinion... for there is no teaching... the soul has learned all things and there is no difficulty in her eliciting, or as men say learning, out of a single recollection all the rest, if a man is strenuous and does not faint. For all enquiry and all learning is but recollection . . . and the enquiry (itself) will make us active and inquisitive.

I came to the belated conclusion that languages were taught and studied in many ways, but that there was only one way to mastery. The way is neither technique nor method, for it transcends both and lies within. The baby we all once were knows the way, but to its elders it is hidden, forgotten. Like all forgotten things, however, it can be retrieved and resuscitated, to act once more in the service of its possessor. It is the task of the language learner and the languge teacher to undertake together the enquiry that will lead to its rediscovery.

It is clear that no baby is born knowing a language. It is equally clear that all normal babies are said to know the language of their environment within a few years. Now this is quite a feat when we consider that not only does the baby not know the language when he starts he does not know anything about the world outside the womb. Undaunted, the baby sets about his task, which is to make the unknown known, and he usually does this so well that those around him are amazed. They have forgotten that they did the same thing at his age.

Apparently, the baby knows something, if not the language. He knows what he has to do with himself, and he simply (not easily) goes about doing it. The baby's approach is remarkably similar to what Konosuke Matsushita refers to as *sunuo na kokoro*, or the untrapped mind. "Unless ye become anain as little children. ye shall not enter the Kingdom of Heaven," 'the Bible says. And we could add, "Nor shall ye learn a foreign language."

Now that I knew where to Iook, it was not too difficult to find men who had thought about these things longer and more deeply than I.

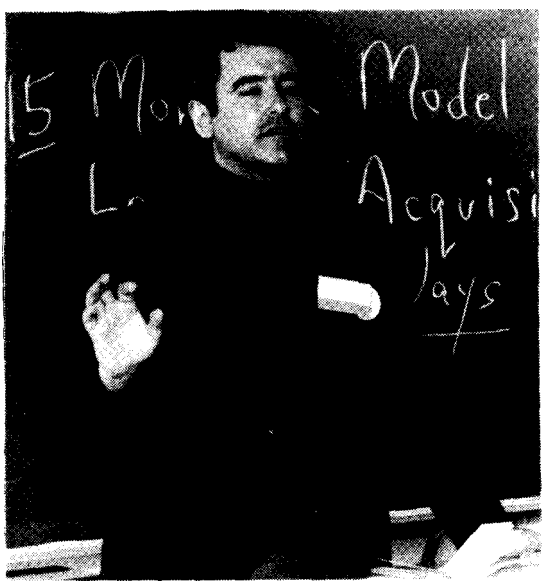
Dr. Caleb Gattegno's whole approach to education, called, the subordination of teaching to learning, is based on the way, or, as he calls it, the education of awareness. In his book *What We Owe Children*, he says:

> That we must prepare for the unknown is my approach to education...It happens that everyone of us as a child did precisely this. For a while we did not talk, we did not speak, and after a while we did both. That is to say, we met what was and we managed to make it our own,

Dr. Gattegno, who created a bit of a stir in a 1978 interview by saying, "You can learn Japanese – in fact, any language – in twenty hours through the Silent Way." Who would not want to sign up for such a course? I once wrote elsewhere that foreigners studying Japanese with the Silent Way could expect to know the sound system within the first thirty minutes, to be able to read the ***hiragana*** and ***katakana syl***labaries in the next ninety minutes, during which time they would learn to add, subtract, multiply, and divide with numbers up to 100,000,000,000,000.

While they are doing all of this, experienced Japanese teachers observing the process will be exclaiming that they have rarely heard such good pronunciation from a foreigner. And yet, true to the Silent Way, the teacher has not spoken a word of instruction the entire time. It has all come from within the students themselves!

One of the advantages of being a Silent Way teacher is that this approach to teaching does not keep him very busy teaching, since the main job is to be with the students in their learning. One of the first things that the new Silent Way teacher learns from his observations is that few of the students who are experiencing trouble are finding difficulty with the material (the language) of the study. What they are having trouble with is themselves. They have not yet learned to be free and to be with the task at hand all of the time.



Tom Pendergast

It is the teacher's great responsibility to make them come to terms with themselves, to unblock themselves from their fears and preconceptions, and to find the child in themselves – the same child who was once such an efficient language learner. This is why one can say that, in the Silent Way, the teacher's most important task is to help the student to help himself gain awareness, not to teach the language. It may seem difficult at first, but when the student does unblock himself, the learning is exponential, explosive. The Silent Way is a complete system for taking a student who knows nothing about

a language to a point where he can continue on his own.

Dr. Gattegno's latest contribution to language learning, at least to English as a second language learning, is a set of 140 video tapes that purport to take beginners in English to an intermediate level in the language with only minimal help from a teaching assistant. On these tapes, not only is the teacher silent, he is also invisible (he never appears) – the ultimate in an approach that throws the learner back on his own resources. Currently in use in Japan in a few universities, company training programs, and language schools, it has more than lived up to expectations, allowing students to use all of the powers at their disposal to learn a language.

The late Dr. Charles A. Curran began experimenting with language learning from the viewpoint of a clinical psychologist interested in the effects Of negative and positive effect on human learning. In 1961, hc published a little known article in the *Bulletin of the Menninger Clinic* that told of his research in what he called Community Language Learning (CLL). His research program extended over approximately 135 hours but involved learning four languages (French, German, Spanish, and Italian) at the same time. Results showed that most students learned several of the languages as well or better than control students who had spent as much or more time concentrating on only one Ian-' guage We are doing research in the same way at Osaka University of Foreign Studies with Tagalog and Cantonese as the target languages, and already have grounds to believe that these results were not exaggerated.

Dr. James J. Asher is a psychologist who has thoroughly documented what he calls the language learning strategy of the total physical response. This is one of what we call the comprehension approaches to language learning, all of which stress the primacy of understanding the language before attempting to speak it. One of Asher's papers tells of a German language class in which low aptitude adult education learners learned more German in less time and with no homework than did high aptitude university students who spent more time in class and an equal amount of time outside of class on homework. One of our students at Osaka University of Foreign Studeis has duplicated this research with similar findings.

One of the most interesting aspects of listening comprehension studies for me as a former classics student is that the research shows that students spending almost all of their time on listening comprehension do better on reading tests than students who spend almost all of their time on reading. That's right – you learn to read and even translate better by working on something else! This is no more strange than to find that students have better pronunciation when they never hear the teacher at all, as in the Silent Way, Or that students may be able to learn any language faster by studying another at the same time, as in Dr. Curran's CLL.

The reason that the above remains a secret to most people is that almost no one looks at the learner to see what really helps him to learn, and so his potential remains greatly underestimated, while his dependency on books, teachers, and equipment is constantly reinforced.

We have already, at the beginning of our story, seen somethmg of the state of foreign language education in schools in the United States. What of Japan? Well, to hear a respected member of the Diet tell it in his own words. it is "not only unacceptable, it is getting worse." As Wataru Hiraizumi put it in a report to the Diet six years ago:

> The lamentable fact is that graduating high school students are almost wholly incapable of reading and writing the language (English) they have studied (for six years), not to mention understanding it when they hear it.

It is too early to know what will come of the recommendations of the President's Commission mentioned earlier. In Japan, the only recent visible change has been a revision of the junior high school-curriculum to decrease the number of classroom hours devoted to language education by 25 percent. There are those who feel that this is a step in the right direction.

It must be clear to whoever gives it a moment's thought that school language education often has very little to do with language learning in any functional sense of the term.. It has a lot to do with politics, bureaucracies, budgets, teachers' unions, publishing companies, equipment manufacturers, and, here in Japan, entrance examinations. These are the factors that determine what goes on in the schools and not whether or not learning is occurring. It is for this reason that the American educator, John Holt, wrote his book *Instead of Education,* in which he says:

> Education, with its supporting system of compulsory and competitive schooling, all its carrots and sticks, its grades, diplomas and credentials, now seems to me perhaps the most authoritarian and dangerous of all the social inventions of mankind.

Perhaps, as Plato wrote, we must wait until philosophers become kings or kings philosophers to see the way through the tangle. Until then, one must apprentice himself to the quest, with or without a master.

> When the highest type of men hear the Tao (the way)
> They try to live in accordance with it.
> When the mediocre hear the Tao.
> They seem to be aware and ykt unaware of it.
> When the lower type hear of Tao,
> They break into loud laughter-
> If it were not laughed at, it would not be Tao.
>
> Laotse, 57 1 B.C..

Tom Pendergast is currently a visiting professor in EFL at Osaka University of Foreign Studies. An East/West Center Grantee, he holds an M.A. from the University of Hawaii. He is one of the co-founders of JALT and a past president.

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JALT UnderCover

NOTIONS IN ENGLISH. Leo Jones. Cambridge: Cambridge University Press, 1979.177 pp.

Reviewed by Virginia LoCastro, Kanto Chapter

Ever since notional/functional syllabuses became a "buzz" word 'in the field of ESL/EFL teaching with the publication of Wilkins' *Notional Syllabuses* in 1976, many classroom teachers have been searching for textbooks which could help them implement those ideas in a classroom setting with students. I came across Jones' *Functions of English* back in 1977 in New York and found it very useful, so that when I saw his *Notions in English* here in Japan last fall, I immediately picked up a copy. It is one of the more frequently used books on my desk, not only by myself but also by my colleagues.

The title of the book can be, unfortunately, misleading. Although it is often difficult to make a clear distinction between notions and functions, it does seem that such things as "Shops" and "Entertainment" are not, strictly speaking, "notions." Notions have to do with the semantic aspects of language: speculations about future events. modality. and supposition.

However, Jones has a total of fifty units, divided into two types of notions: 1) "Topics." which introduce "specific notions," ranging from "The Weather" to "Holidays", and 2) "Problem areas," which review main problem areas of Enghsh grammar. He attempts to relate structure and vocabulary to "general notions," such as "motion" and "possibility." In the introduction, he indicates that the terms "specific notions" and "general notions" come from the Council of Eurone's model. In other words. the definition he uses of "notion" is other than what many of us have been using.

Once this is understood, one can move beyond the title and examine the text for its usefulness. It can be used in conjunction with *Functions of English*, but that is not necessary. The fifty units cover a wide variety of topics with titles. such as: The Weather, Home, Drinks, Money, Feelings, Food, Work, Crime, In the News. There is one unit contrasting wntten and spoken English and two other very useful ones with a collection of word + preposition combinations and preposition + noun combinations. At the back of the book is an answer key for parts of certain units, and a cassette tape can be purchased with recordings for some sections. As I have never heard the tape, I can not comment on its quality.

It seems that these units on "topics" are primarily for vocabulary and gambit development. The various exercises are oriented towards helping the students use the expressions in as appropriate and natural contexts as one can devise for a classroom setting. In the 'problem area' units, the focus is unquestionably on structure and related vocabulary of particular "general notions?" such as possibility, passive, and ability. A possible problem is that unless the teacher knows his/her English grammar well, the students – and teacher – can get lost in the lists of different ways Jones gives to show, for example, present and future time possibility. An advanced group of students who need no further work on grammar would understand that the intent of this book is to review particular points and then activate their passive knowledge through exercises that are not as structured as they may have been accustomed to. For lower level classes, the teacher would have to adapt the materials somewhat and be ready to deal with possible confusion over the grammatical differences.

In the introduction, Jones suggests nine different types of exercises:

1. pattern conversations and typical interactions
2. role-playing
3. games
4. your own experiences and feelings
5. talking points
6. questionnaires
7. simulations
8. write
9. exercises (for revision at home)

He has a tenth category of other activities that can not easily be labeled; an example is demonstrating gestures and then comparing them with those of other cultures. All the different activities are aimed at stimulating the students to communicate more effectively in English by using the language to do things of interest to them and that may meet needs they have. *Notions in English* helps to build the learner's vocabulary of everyday things and improves conversational techniques. The book encourages the learner to use what s/he already knows in imaginative, inventive ways.

In addition, the lists at the beginning of many of the units, called 'Useful Language', have the different expressions marked for their functions: this is from page 2 1, 'In a bar.'

What would you like?	Offering
Can I get you a drink?	
I'd like	Requesting
Could I have...?	
I'd better not. I'm driving.	Refusing

In this way, the students can move beyond viewing language as a set of expressions to be memorized. and begin to see it as a form of purposeful behavior. The teacher can then work on developing communication strategies.

But this is not a book for the inexperienced, authoritarian teacher, as Jones states in his introduction. At times, it may appear that this is just another book which lists useful expressions for talking about shopping, the weather, and drinking, and a lot of the exercises may seem unstructured, leaving a lot of room for student-generated errors. The teacher must expect this and understand the value of students' experimenting with the language learning.

One possible disadvantage of the book for the

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(continued from p. 5)

American teacher is that it is written in British English and that the content of the units is British. Jones. however. made an effort throughout to indicate differences between British and American English; vocabulary, spellings, and usage differences are brought out and explained. The book is, in fact, a rich source of information on such differences. Moreover, as we talk more and more about English being the language of international communication, we need to expose our students to all varieties of English; the Jones' book may invite some teachers to move beyond the parochialism we sometimes allow ourselves to get into.

Basically, as I almost never use a textbook 'straight,' Jones' book is an 'idea' book for me. If you are faced with a class of intermediate to advanced level students, all Japanese speakers of English who have a considerable passive knowledge of English, but who have had few chances to actualize that potential, this book can be very useful for ideas for role-plays, sumulations, games, vocabulary development, discussion topics. One has to use some discretion on the choice of topics: talking about feelings might not be a good topic at the beginning of a course or maybe not at all, depending on the group dynamics and the composition of the class, the teacher included. But something like 'Shopping' worked surprisingly well even with a class composed mostly of men.

In conclusion, I would not recommend this book as a class text for anything other than an advanced, 'conversation' class. However, the ideas in it for role-type interaction activities, the lists of vocabulary and gambits, and the philosophy underlying the book are more than useful and can provide stimuli for development of completely teacher-rnadc lessons,

Reference

Wilkins, D.A. *Notional Syllabuses*. Oxford: Oxford University Press, 1976.

JALT '80 Conference Presentations

THE NOTIONAL SYLLABUS AND THE PASSIVE VOICE IN ENGLISH

This investigation of the passive voice was prompted and aided by two factors; the kinds of difficulties my students had in using the passive voice correctly and current discussion of a semantic or notional syllabus.

My students' difficulties were basically problems of correctly identifying where the passive was necessary or preferable: I did not have the opportunity to make a formal error analysis, but it seemed that the students were asking R. Lakoff's question, "Why passivize a sentence at all?" (R. Lakoff 1971). Though I considered various analyses of the passive, few of them took meaning or motivation into account.

In order to look more closely at motivation, I took a survey of usage in various publications, mostly popular magazines and newspapers. From the resultant data I described four basic categories of motivation for the passive voice: instances where there is no active correlate or where a possible agent is so remote that it is nonsensical to construct one, instances where some kind of focusing of attention is the main objective, instances due to the requirements of register and lastly, instances due to special or illocutionary motivations.

This breakdown of motivation for the passive may be used as a guide to learning the meanings and usage of the passive voice. This schema could he used with several different teaching methods but it is particularly suitable for use with a notional syllabus as the criteria for the analysis are semantic and the categorization is based on usage.

Susan R. Alexander,
Neos Gaigogakuin, Nagoya

PHONIC READING AND SPELLING TECHNIQUES FOR BEGINNING ESL STUDENTS

This presentation reported on a two-year teaching project in which a regular first year junior high school class was taught to read and spell phonically as part of their initial English instruction. Instruction in the assigned textbook was delayed for nearly two months while rules of sound and spelling harmony were learned, and penmanship skills were taught. The presenters prepared a series of penmanship workbooks which led their students through various writing stages from block to cursive writing of the alphabet to cursive writing of words which were spelled for them, and finally to cursive writing of dictated words. All student writing after the initail instruction in the alphabet was in cursive style to emphasize that letters written in combination are pronounced differently than those in isolation.

Pronunciation was taught without the use of phonemic symbols, both because textbooks for beginning junior high school English do not introduce such symbols, and because the teachers wanted the students to recognize the basic connection between sounds and the letters and combination of letters used to represent those sounds. Words used for this instruction initiallv were primarily *gairaigo*, words borrowed into Japanese from English. It was felt that by using words which were familiar to the students, albeit pronounced somewhat differently in English, the students would be able to concentrate on the

sound and the spelling and not be burdened with remembering meaning.

A set of rules for sound and spelling harmony was developed which accounted for most of the words which appear in the English language textbooks used in all three years of junior high school. The pronunciation of each word which was taught was verified in Kenyon and Knott. In addition to the basic rules of sound and spelling harmony for vowels and consonants, students were taught rules for reduction of vowels to the schwa, /I/, and /ɔr/ in unstressed syllables, and the migration of vowels when followed by /r/.

Since phonemic symbols were not used a numbering system for vowels that was developed by Dr. Robert L. Allen of Columbia University Teachers College was adopted. Various letter combinations for difficult consonant sounds and for those sounds represented by phonemes which are different from alphabet letters were used to reinforce pronunciation and indicate spelling.

The presenters explained the rationale for this technique and presented some comparative test results which indicated that students who were taught in this manner were better able to read and pronounce unfamiliar words and to write unfamiliar words which were dictated to them than students instructed in the conventional manner. They indicated that their students also showed a marked interest in English throughout the year and were able to equal or excell by the end of the year the performance of students in other classes not taught by this method. They also indicated that although two months had been spent teaching sound and spelling harmony at the beginning of the year and an average of fifteen minutes in each class thereafter the students were able to complete the assigned textbook at the same time as other classes in the school.

by Paul V. Griesy and Yoshiko Yanoshita

TOTAL PHYSICAL RESPONSE WORKSHOP

Total Physical Response (TPR) is a teaching technique or what Jack Richards might call procedure, and as such, it totally lacks a structure of its own. There are actually two kinds of structure that TPR lacks: a structure of grammar, and what one might calf a structure of meaning. This workshop attempted to provide the TPR teacher with such a structure of meaning.

After a short introduction and demonstration of TPR. the mini-drama was introduced. The mini-drama is a short play or skit with action and dialogue and is guided by the key words *ask. tell.* and *say*. Mr. Griffee's favorite mini-drama 'Cops and Robbers' was demonstrated. The workshop brainstormed possible subjects for other dramas and broke into groups based on the type of students the participants taught. Each group then selected a title from the brainstorm and wrote a drama. The following guidelines were given: 1) Write the mini-dramas first; 2) decide on what vocabulary must be taught; 3) prepare the regular TPR lessons from the mini-

drama. The groups then acted out their own dramas.

The final aspect of the workshop dealt with how to present such a TPR mini-drama to your class. These steps were recommended for the leacher: 1) Arrange your space and gather your props; 2) act all parts of the drama yourself; 3) hand out copies of the mini-drama and read it over until the class feels familiar with it; 4) call back the scripts and have the students act the drama out with one student being the reader. All students should rotate and play all the parts, including the reader.

Dale Griffee
James English School, Sendi

UNDERSTANDING MEANING: A DISCOURSE ANALYSIS APPROACH FOR LANGUAGE TEACHING

This paper dealt with ordinary meaning in discourse, particularly in talk, and what it is that the student has to understand to be able to apprehend meaning in the target language. The speaker, Christine Winskow-ski, began by presenting a view of the process of language learning from Jakobovits and Gordon (1976-77). In this view,, the language learner moves from the positron of a *foreigner* (someone who is foreign to the talking practices of the language) to that of a *regular* (someone who employs these practices with competence and fluency). The role of the teacher in this view is that of a *cultural informant;* that is, someone who coaches the 'foreigner-student' to notice the things that the regular might, to interpret them as a regular might, and to have a command of the various responses to a situation that a regular might have.

The speaker went on to say that she often finds herself doing just this sort of coaching in her EFL situation. when students as "When can I say X?", or "What can I say when . . . (the student describes a situation)?", or, about a reading passage, "I understand what the words mean, but I don't understand what it means." Explanations given in reply to these questions often include something about who would say the sample of English, and to whom, under what circumstances, what it presupposes, and what it implies, etc. Such explanation deal with where meaning lies in the target language, and how the conventions for constructing meaning might compare with the conventions in another language.

While we don't have a complete account of all the ways meaning can be constructed in English discourse analysis is helping to fill in the picture and fostering the development of an ordered conception of the organization of discourse in English. Two areas of work which are particularly useful for language teaching can be mentioned. One is the work on speech formulas by Charles Fillmore (1979) and others. This work is making us aware of the extent to which English is formulaic A related area is the research on speech acts and their defining contingencies. Richard Schmidt and Jack Richards (1980) give a detailed assessment of the field, with 'implications for language teaching. Research on speech acts can serve as useful resource material for the teacher.

The discourse analysis done by Ms. Winskowski dealt with the conversation of two women during a series of six conversations. Since their contact was limited to these occasions, theirs was an experimental relationship. Ms. Winskowski investigated the structure and dynamics of their *topicalization behavior,* that is. the production of topic in their talk. The findings that were of interest for language teaching were these:

1) During the initial episodes, the participants exchanged information about themselves, compared their tastes in music, discussed people whom they discovered they knew in common, and so forth. During the final two episodes, topics and issues were discussed of a more intimate nature, and because strongly held personal convictions were in apparent disagreement, the emotional tone of their talk was comparatively more intense than the first episodes.

2) In order to reconstruct the sense, or significance, of what one of the participants said at a given. point, account had to be -taken of two things: First. what could be inferred about the individuals viewpoint on the topic at hand and from previous topics, and what could be inferred about how the participant saw what was going on between them (indeed, sometimes they appeared to have quite different ideas about what had happened in their conversation); and second, the sequence of their topicalization that could be objectively observed up to that point in the conversation, that is to say, the context of their prior conversation.

The implications of these findings for language teaching, and the development of materials and course syllabi are discussed below:

1) Topicalization practices do reflect the nature of the conversants' relationship. As a cultural imformant, it is the teacher's (or materials writer's) responsibility to realistically illustrate the normative range of family, work, social, and other relationships, and what characterizes each, since these may differ in the student's culture.

2) The normative progression of topicalization behaviors in a relationship must also be illustrated for the student; for example, how a friendship might typically start, and the various pos-

sibilities for its progress; when and how it is acceptable to move from formal behaviors with an acquaintance to informal ones; what typical family conversations might consist of; what constitutes intimate talk, and who one can acceptably talk intimately with; and so on.

3) Finally, the conventional forms of reference and comment in topicalization, which embody the normative progressions of relationship, must be presented to the student. This includes, of course, the standard forms of greeting, politeness ritual, conventionalized forms of speech acts, and so on, but also should include the inherent cultural and relational presuppositions, and implications about the speakers. Further,. students must learn to recognize topicalizatron which is not conventionalized or formulaic in its surface form, but which takes on functions and conveys a particular significance because of the topicahzation which has preceded it. The significance of topicalization at one point in conversation as it relates to previous points as been referred to as *argument logic* by Jacobovits and Gordon (1978). While our language sciences are not sufficiently developed to provide taxonomies of argument logic in talk, the student's repeated exposure to realistic examples of topicahzation practices in English will lead to a better and better apprehension of how meaning is sequentially constructed – what advanced language students have described as "getting a feel for the language"

The speaker concluded by saying that coaching the student's encounters with meaning as they ordinarily and normally occur, and situating language samples so that what the student recognizes is the same as what a regular might recognize, comprises the last frontier in the craft of language teaching.

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Fillmore, Charles. Keynote Address, CATESOL Bay Area Mini-Conference, October, 1979.

Jakobovits, Leon and Barbara Gordon. "Transactional engineering for the language teacher: The third force in language teaching." Alberta *Modern Language Journal,* Winter, 1976-77.

Jakobovits, Leon and Barbara Gordon. *Workbook for the Study of Social Psychology,* 2nd Edition, 1978.

Schmidt, Richard and Jack Richards. *Speech acts and second language learning.* Mimeo, 1980.

Christine Winkowski
Sichuan Province College of Education
Chengdu, Sichuan Province, PRC

Editors' Note: *These reviews conclude the coverage of the JALT '80 Convention.*

Bulletin Board

LONG RANGE PLANNING COMMITTEE

Dale Griffee, Tohoku program chairman, has been appointed the chairman of the Long-Range Planning Committee. At the May Executive Committee meeting held at the Matsushita Overseas Training Center in Osaka, the first preliminary survey of long-range needs of JALT members as presented. Not surprisingly, there was no consensus about the direction of JALT. .4s a result of this survey, Mr. Griffee is planning to hold a 'brainstorming session' for a limited number of JALT members who are concerned with the direction of JALT in the future. Anyone wishing to become part of the committee may contact Dale Griffee at: 2-17-11 Kano, Ssndai, 982. Tel: (0222) 47-8016.

Positions

(FUKUOKA) An experienced, native English-speaking teacher is wanted for full-time conversation classes at a *juku* beginning August 1, 1981. College graduate. Approximately 12 teaching hours a week, small classes. sixth grade through high school. Evenings, Monday through Saturday. Some Japanese helpful. Hours and salary negotiable. One year renewable contract. Send resume to: Mr. Kurazumi, Fukuryokan, 2-9-13 Arae, Nishi-ku, Fukuoka 814-01. Tel.: (092) 841-4151.

(KOBE) Full-time and part time, day and evening session TEFL positions available beginning in Sept. 198 1. Teaching experience and TEFL qualifications required. For information call or write: Kenjiro Sakazaki, 7-15, Kano-cho 2-chome, Kobe 650. Tel.: (078) 241-7201.

EXECUTIVE COMMITTEE MEETING HELD IN MAY

The second Executive Committee Meeting of 1981 was held at the Matsushita Overseas Training Department on May 30 and 31. At the meeting, it was decided that JALT would join the World Federation of Foreign Language Teachers' Associations *(Federation Internationale des Professeurs de Langues Vivanter),* or FIPLV, as it is more commonly known. FIPLV membership will entitle JALT to represent Japan in international consultations with UNESCO and will open more lines of communication with other teaching organizations around the world. JALT will be the only East Asian affiliate.

Perhaps the higgcst news from the meeting was the motion which passed unanimously for the purchase of a computer, which JALT needs desperately. Previously, a university was kind enough to allow JALT to use their computer for membership and other purposes, but JALT was getting too big, and so the purchase of JALT's own computer was necessary. This will mean better membership records and addresses, among other possible uses. For more information, talk to your chapter president.

APPLICATION INFORMATION FOR SMALL GRANTS FOR RESEARCH IN LANGUAGE LEARNING AND TEACHING

Eligibility

The applicant must be a JALT member in good standing.

Use of Funds

Funds will be granted for supplies, printing, postage, transportation, and limited student help, but not as wages for the applicant.

Application Procedure

Applicants must submit a request stating the amount desired along with a summary of the proposed research project to the president by September 1, 1981. The applicant should state specifically how the funds are intended to be used.

Decision Procedure

A committee appointed by the president will examine all applications and make recommendations to the JALT executive committee which will decide on who will receive funds and how much will be allocated to each successful applicant. Awards will be announced at the annual meeting.

Follow-up Report

The awardee is required to file the results of the study by November 1 of the following year. The report may be in the form of an article published elsewhere, or as material for possible publication by JALT in either the newsletter or the journal.

Acknowledgments

Acknowledgment that the project has been partially or totally funded by JALT, as the case may be, must accompany any publication emanating from the research project.

Send applications to:

Thomas N. Robb
President, JALT
6-27 Hirakata-Motomachi
Hirakata-shi 573

SUGGESTIONS FOR KYUSHU?

As your program secretary,, I would very much appreciate any suggestions you might have about the type of program you would like to see, or about any particular person you feel could give a worthwhile presentation,

If you have such a suggestion please don't hesitate to write to me, Jay Kilpatrick, at: Befu 5-S-2 1, Nishi-ku, Fukuoka City, 8 14.

Commercial Members

These Commercial members of JALT have recently joined or changed addresses.

Dawn Press
Mr. John Terry
Post Office Box 3
Ouda-cho, Uda-gun
Nara, 633-2 1

Scholastic International
Ms. Ann Moravick
50 W 44 St.
New York, NY 10036

Scott, Foresman, and Company
Richard Carpenter
l-10-9 Naka Magome
Ota-ku, Tokyo 143
Tel:(03) 777-6630

Tell them you saw their ads in your JALT Newsletter!

Outside JALT

INTEGRATED APPROACH WORKSHOP

English Academy Ryugakukai announces two training workshops for teachers of English by Professor John Dennis, professor emeritus of English at San Francisco State University, and Professor Takashi Shimaoka of Tsukuba University. The two workshops will be on the theme "The Integrated Approach in Japan: Theory and Practice"

Workshop A: July 28-30 in Beppu, Oita-ken, Kyushu

Workshop B: Aug. l-3 at the Language Institute of Japan in Odawara

In addition, Prof. Dennis will give a public lecture at 2:00 p.m. on Sunday, July 26th at the International House in Roppongi, Tokyo, on the subject: Making Errors and Making Progress: The Function of Errors in Learning a Foreign Language.

Following the lecture there will be a discussion session-led by Prof. Shimaoka. Registration fee for the lecture is Y500.

Anyone interested in any of the above events should contact:

English Academy Ryugakukai
602 Amagi Roppongi Mansion
7-7-13 Roppongi, Tokyo 106
Tel:(03) 402-8447

Chapter Reviews

Kanto

THE STATE OF LABOR RELATIONS IN JAPAN

Reviewed by Walter Carroll, Kanto chapter

In countless meetings JALT members have dedicated themselves to the objective of self improvement. We have participated in demonstrations of teaching methods and workshops to improve teaching skill, and examined the latest teaching meterials. In these programs of professional improvement, little attention has been paid to the more personal matter of teachers as human beings, with physical and emotional needs, and our working and personal relationships with our employers.

At the Kanto meeting on May 24, Terry Brago led a session which was part discussion, part gripe session, and part brainstorming and organizing on the topic of labor relations. It was primarily for the purpose of exchanging information, although it is hoped that it will result in an ongoing forum for contact and information exchange. The meeting tended to focus on the problems of foreign teachers, but it is also hoped that in future we will be able to give more attention to the needs of Japanese teachers, especially those who are being exploited by some commercial conversation schools.

Defining labor relations as the working or contractual relationship between employers and those doing the work, including hiring and firing politics, support for visas (and theats of withdrawal of visa support), and the means of discussing and resolving issues including pay, benefits, and working conditions, Ms. Brago elicited a number of examples of problems in these areas, outlined the status of employees – especially with respect to visas – and collected suggestions for courses of action.

One of the most frequently cited problems is with the type of school which has no interest in anything other than profit, ripping off students as well as teachers in the process. This kind will look for fresh-off-the-boat foreigners. avoiding at all costs anyone who knows anything about Japan, who might wish to stay long enough to accumulate seniority, who has any training as a teacher, or who upsets the stereotype of the blue-eyed foreigner.

Another problem is the attempt to control the foreign teacher through threats of removal of sponsorship; this threat is generally empty, since sponsorship usually continues until the visa expires, although it still can be a weapon of intimidation. Another weapon is starvation: despite the legal obligation of sponsors to provide for a minimum of support for the sponsored teacher, it is possible to pressure teachers to quit by reducing teaching hours or by assigning them to Siberia – lessons in remote areas involving long train rides and even longer working days. This 'flexible scheduling may also be used to hamper organization of teachers' unions.

For teachers new to the country some problems may be less deliberately caused – as in the case of management being unaware of the differences in cost of living or the relative values of salaries quoted in foreign currencies and in yen. Management may also have no direct experience of setting up a household, and no idea of the differences in the concept of an 'unfurnished apartment' in various cultures.

Most language teachers in Japan fit into an ambiguous category, outside the regular emplyment situation. We are regarded as part-time and transient in a system where stability and security are very important values. Teachers thus lose out on the fringe benefits such as bonuses and company housing which make up such a large part of the 'permanent' employee's compensation. Hourly pay may be high, but the need to pay for transportation, health insurance, etc.,

(continued on p. 14)

The First JALT Summer Institute

The purpose of the first JALT Summer Institute is to offer a program in the basic skills of language teaching with practical application as well as theory for both junior/senior high school teachers and college students who are planning to be teachers of English.

The institute will run for three days, from August 21 to August 23, at Nagoya International College, and participants can elect to attend for the entire period or just for a single day. In all courses, the faculty will relate the material they present to what actually goes on in classrooms. Each day there will be a variety of presentations by Institute faculty and there will be ample opportunity for social gatherings and informal interaction among all those participating in the Institute.

Registration can be done by mail or at the door. Bv registering and forwarding payment-in-full prior to August 1, 1981 applicants can take advantage of lower tuition fees.

Housing will be available in the Chisan Hotel near Nagoya Station. Rooms are air-conditioned with color T.V. & bath. Reservations for rooms should be made through the JALT Summer Institute. Reservation requests must be received by July 15, 1981. Costs are as follows:

Single room for one night	Y3,900
Twin room. for one night	Y7,400

Tuition Fees:

Registration before August 1, 198 1

	JALT Members	Non-Members	JALT Student Members
3 Davs	Y15.000	Y19,000	Y10,000
2 Days	Y10,000	Y12,000	Y7,000
1 Dav	Y 6.500	Y 8,000	Y4,500

Registration after August 1, 198 1

	JALT Members	Non-Members	JALT Student Members
3 Days	Y17,OOO	Y21,000	Y12,000
2 Days	Y12,OOO	Y15,500	Y 9,000
1 Day	Y 8,000	Y10,000	Y 6,000

*25% reduction will be given for people who don't take language study classes.

Schedule

August 2 1 (Fri.)
9:00- l0:00
Registration
10:10-l1:40
Games in ESL (Thomas N. Robb)
Lunch
13:00-16:00
The Use of Popular Songs in the Language .Class (Larry Smith)
16: 15-17:45
Language Study Classes
19:00-20:30
Confluent Education "Another Step Along the Road" (Sharon Bode)

August 22 (Sat.)
8:45- 10:15
Language Study Classes
10:30- 12:00
Listening Comprehension "What's so special?" (Sharon Bode)
Lunch
13:10-16:10
Community Language Learning Workshop (Kathleen Graves)
16:30-17:30
English as an International Language (Larry Smith)
18:30-20:00
Panel Discussion

August 23 (Sun.)
8:45-l0:15
Language Study Classes
10:30-12:00
Testing in LL (Steven Tripp)
13:10-16:l0
The Silent Way Workshop (Tom Pendergast)
16:30
Closing Ceremony

Teaching Staff:
Sharon Bode. Universitv of Southern California
Timothy Davis, Time-Life
Kathleen Graves, Proctor and Gamble Sunhome
Bradford Kennedy, Nagoya International College
Tom Pendergast, Osaka University of Foreign Studies
Thomas N. Robb, Doshisha University
Joseph H. Sheperd, Shiga University
Larry Smith, East-West Center, University of Hawaii
Steven Tripp, Nagoya University of Commerce
Chris Williams, International Education Research and Analysis Corporation

For more detailed information and application form, contact:

Kazunori Nozawa, Director
JALT Summer Institute
Nagoya International College
1-13-2. Noritake. Nakamura-ku.
Nagoya 453. Tei.: (052) 452-738 1

ENGLISH AS A SECOND LANGUAGE

ESL/EFL NEW TITLES FOR 1981

Arnaudit/Barrett, Paragraph Development: A Guide for Students of ESL 160pp./$7.95(p)

Azar, Understanding and Using English Crammer 416pp./$10.95(p)

Barnes, Crisscross: Structured Writing in Context 208pp./$8.95(p)

Boyd/Boyd, Alice Blows A Fuse 202pp./$5.95(p)

Byrd/Drum/Wittkopt, Guide to Academic Libraries in the United States 184pp./$7.95(p)

Janssen, International Stories: A Conversation Reader to Improve Your English 151pp./$5.95(p) Tapes $35.00

Keltner/et. al. - English For Adult Competency, BK.I BK. II. Book I-174pp., Book II-188pp. $5.95(p) each.

**(p) = Paperback

Malkemes/Pires, Looking at English: An ESL Text and Workbook for Beginners, Books I and II. 256pp./$8.95(p)

McPartland, Take It Easy: American Idioms 210pp./$6.95(p)

Molinsky/Bliss - Side by Side: English Grammar through Guided Conversations, BK.I, BK. II $6.95 each Bk.I-206pp., Bk.II-208pp./Tapes $99 ea

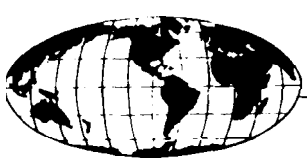
Sandberg - Steinmetz - Creative English: The Basics For Comprehension and Expression, BK. I., BK. II 277pp./$8.95

Sims/Peterson, Better Listening Skills 168pp./$6.95

Sonka, Skillful Reading: A Text and Workbook for Students of ESL Did 288p./7.95(p)

Yorio/Morse, Who Done It? A Crime Reader for Students of English 184pp./$6.95(p

Prentice-I-fall offers a wide range of material for the English teaching field, from beginning to advanced levels. It covers ESL and EFL needs in grammar, reading, conversation, and other areas. The first four pages of this **1981 ESL/EFL** catalog graphically present the Prentice-Hall publishing program. These new and recently published books are described in alphabetical order by author. Examination copies of the texts and teaching aids in this catalog and demonstration tapes for some of the tape programs are available to teachers and faculty responsible for selecting texts for classroom use.



Prentice-Hall of Japan, Inc.

Room 405, Akasaka Mansion, 12-23, Akasaka 2-chome, Minato-ku, Tokyo 107, Japan

Telephone: (03) 583-259

(continued from p. 11)
means one's real income is considerably reduced.

A number of suggestions were made, including establishing an information service for newcomers, forming a network of references, making a tape to be used on the Tokyo English Life Line system, and publishing our own handbook on teaching in Japan.

For those who were unable to attend! it is not too late to get involved. For further information, contact:

Terry Brago (03) 321-6524

West Kansai

LOOKING AT LEARNING

Reviewed by Vincent Broderick

At the West Kansai Chapter's April meeting, Donald Freeman and Kathleen Graves led a workshop/presentation on feedback. The starting point of the workshop was a focusing on the following two questions: 1) What, for you, are the purposes of feedback? and 2) As a teacher, if you want to achieve those purposes, what are some things you can do?

In the first half of the meeting, Donald Freeman offered a working hypothesis of feedback as a response on the student's part which shows 1) That s/he is learning. (Yes/No feedback). 2) What s/he is learning. (Quantitative fcedback) and 3) 'I-low s/he is learning. (Qualitative feedback). After distinguishing between "ongoing feedback". which is seen as occurring in the process of learning and "structured feedback", which takes place as a separate activity, Donald Freeman led a 10-minute demonstration French class as an example of a learning situation in which feedback could he seen to take place. About half a dozen people who knew basic French were seated around a table and one of them was asked to describe a place s/he had visited which no one else in the group knew about. Using different colored cuisenaire rods,, Ms. Junko Hayashi depicted a place she had gone to during a boat excursion on the Lico River near Guilin, China. At first, the students would follow as the teacher helped verbalize the scene, recycling precious phrases as new information was added to the picture on the table. Gradually, requests for more information and some clarifications came for the students themselves.

Following the lesson, each student met with a group of the people who had been observing, to discuss in what ways ongoing feedback occurred, how it was obtained. and how the teacher responded to it. The groups were asked to keep in mind the different perspectives involved for the students and the observers. Some comments made during these group discussions included Sonia Yoshitake's having felt that there was active feedback from the teacher and a sense of participation in the activity with the other students, Seiko Sano's noticing how strongly the students were relating to the activity with the rods, Trini Yates-Nepp's remarking that the 'teacher remained inobtrusive, letting the students build up the sentences together, and Fred Arnold's comment that, as an observer, he had focused on the teacher, rather than on the language, more than the students had.

In the ensuing discussion among all the participants, it was noted that the teacher seemed to be giving largely active non-verbal feedback during the lesson, while the students' feedback was very verbal but more passive. Kathi Kitao remarked that there was some non-verbal feedback in the form of occasional blank looks from the students, and that the feedback must have worked. because the teacher never once asked the students if they understood. Trini Yates-Nepp noticed that at first the teacher asked for new input, but soon the students asked for more when there was a consensus that they had "got it." Elsa Villamarin thought that some students had not given much verbal indication about what they were learning, and she asked when the teacher would give the correct version of a sentence and when would s/he know the students had internalized it. Tom Pendergast commented that the students in the lesson with him seemed to catch on very quickly, responding well enough for the teacher to let them go on at their own pace. Donald Freeman said he prefers to go on if the situation shows a 70 per cent degree of "being with it", even if he's not quite sure, but in any case he prefers to keep track of whether things are going well without interrupting the flow of the lesson. Whether the students are getting enough time, the right subject mutter or proper feedback in the lesson should come up during structured feedback activities, he felt. Trini Yate-Nepp felt she'd had to pay very close attention during the lesson, but that she could tell when something was going along correctly without having to be specifically told so by the teacher.

After a break for coffee and cookies, the workshop continued with Kathleen Graves leading the discussion on structured feedback. One reason for rather strictly separating the two types of feedback was the presenters' belief that intrusion on the part of the teacher would reduce the learners' "space" and interfere with giving ongoing feedback. This part of the presentation was itself an interesting exercise in giving feedback, in that the participants were asked to postpone questions and to increase the degree of "sharing" by offering counselling-learning type responses.

Structured feedback, as an activity separate from actual lessons, was seen as giving the students a chance to reflect on the needs they have identified and whether they are being met. In structured feedback sessions, it is the teacher's task to set a focus on I) content; the students reflect on what they've been learning to see what they need to learn; 2 j form ; learning activities are examined to see if they are meeting identified needs; and 3) on the teacher's role.

Content-oriented structured feedback involves identifying the component elements of the lessons being considered, either by having the teacher bring them up or asking the students to list them. Then. the students go on to look at these component elements and determine what in fact they (the students) can and cannot do. This serves to see if needs are being met, as well

as to make actual needs clearer. Kathleen Graves placed particular stress on the fact that the ability to work with structural feedback is a learned skill, and that it is based on the assumption that people have goals in learning and that they ultimately know what they are. Also, since the ability to refect is a skill, understanding what you know and don't know is a process, an instance of learning by doing. The result of structured feedback sessions should be an identification on the part of the teacher of what elements in his/her teaching repertoire will most effectively meet the needs that have been identified, while the student learns which learning strategies are efficient and which are not. In short, the. teacher evolves skills; the student, abilities.

When the discussion turned to the teacher's role in structured feedback, the main point raised was the need to bring feedback on content and form into circulation. It was suggested that teachers should work on keeping things in focus, making sure the students understand the issue about which feedback is being solicited; that they should focus on the students' learning, and not on their own teaching; and finally that they should keep things as constructive as possible, on the target of what they need. In one of their handouts for the presentation, Freeman and Graves succinctly expressed the rationale for this type of structured feedback: "A student who can identify his/her needs and the most effective/ efficient ways to meet them, can learn more efficiently. Ultimately, the student can learn to direct the process of his/her own learning."

The next part of the discussion on structured feedback took up some issues to consider when choosing a feedback format and some possible formats. The following list is taken from a handout from the presentation.

ISSUES

1) **Language:** Is the target language a barrier in getting feedback because of the students' level?
2) **Student expectations**: Does the feedback. format conflict with student expectations? Can a format be used which will circumvent or diffuse their expectations?
3) **Logistics:**
   a) Class size: How does class size affect the choice of the format and its executiions?
   b) Group or individual: Does the format require students to work together in small groups or individually?
   c) Time limits: How often does the teacher meet with the class? How much time will the feedback activity require?
   d) Timing: When does the feedback activity occur? Immediately following/in conjunction with a particular classroom activity? As a separate activity?

POSSIBLE FORMATS

Oral: Question-oral answer
Verbal review of activity
Verbal review according to a student-generated evaluation form

Written: Question-written answer
Student journal
Rapid writing

Categorizing:
Grids
Student-generated checklists
Card sorting

The participants once more formed workshop groups to discuss a situation in which one of the following feedback formats could be used: question-oral answer; question-written answer; student journal; card sorting; grids. Each group then planned an actual feedback activity for that situation, using the format the group chose.

Since time was running short, the subsequent discussion of what each group had planned was abbreviated. Still, there were interesting comments. The group that chose a grid format found they could not make it work if they wanted feedback on a phonetics exercise, and the group planning a journal activity said there was definitely a lower limit in students' ability that would make it impossible to have them write a journal outside class, and that raised the issue of just how much class time should be devoted to feedback. The card sorting exercise group realized that it was essential to decide what kind of answers are wanted before sorting can begin. Kathleen Graves reminded everyone that structural feedback is a skill that takes learning, and that knowing what could not be done now would lead to success later.

The workshop ended with a request for input as to what had been clear and what not, and whether anything unclear was so because it was a new idea or because of a flaw in the presentation. There was a comment that the "how" of structured feedback activities was unclear at this stage, and it was also requested that the difference in self-perception between student and teacher be given a bit more emphasis.

photo by Sonia Yoshitake

At the close of the meeting, most participants seemed to feel that an awful lot had been undertaken in the space of an afternoon, and that, once again, West Kansai's Program Chairperson had arranged a presentation that more' than made up for having to stay indoors on a nice day.

JALT'81 Call for Participation

Dear JALT Members and Friends:

JALT'81 is the Japan Association of Language Teachers' 7th Annual International Conference on Language Teaching and Learning. This year the Conference will be held in Tokyo at the Bunka Institute of Language in Shunjuku during the three-day 'weekend' of November 21, 22, 23. It will feature papers, workshops, seminars, material displays and demonstrations varying in length from thirty minutes to nine hours.

We hope you will give one of these demonstrations.

We expect well over 600 visitors., participants and friends from all over Japan and abroad. They will bring, as we hope you will too, a vanety of backgrounds, interests, experiences and needs which they will be eager to share as fully as possible in these three short days.

By the time you see this, you will already have been thinking hard about your presentation. Why' not submit a proposal now? Procedures are outlined below and, although they may seem complex, are designed to make sure that every proposal, no matter who or where it's from, is treated entirely on its merits. As in the past, ail Entry Fees to the Conference will be waived for those making presentations.

Please complete your proposal according to the directions given below and return it by August 1 to:

JALT'8 1 Conference Committee
c/o Bunka Institute of Language
22-l Yoyogi 3-chome
Shibuya-ku
TOKYO 151

Date Due: August 1st 1981

LeRoy Willoughby	Kohei Takubo	James Duke
Conference Chairperson	Secretary	Program Co-ordinator

PROCEDURES

l.- Write a title for your abstract. Limit the title to 9 words. Indicate the time required and the type of presentation.

2.- Compose a 200-word, typed abstract of your presentation. The summary should include central theme or idea, issue or purpose; precise details of procedures, evidence or argument; summary, conclusions, applications or implications.

3.- Immediately below the abstract and on the same page, indicate the prime area and audience for whom you have intended your presentation. From each list below select one main descriptive item:

A (Areas) a) Teaching University & College students in Japan; b) Teaching High School/ Secondary School students in Japan; c) Language Schools in Japan; d) English for Business; e) ESL/EFL in Bilingual Education; f) Teaching Children; g) Teacher Training; h) Applied Linguistics; i) Language and Culture; j) Classroom Activities; k) Literature; 1) Humanistic Approaches; m) Drama/Music in Teaching: n) Publishing and Authorship; o) Use of Hardware; p) other and specify.

B (Audience) a) Classroom Teachers: b) Jaoanese Teachers of English; c) Administrators: d) Teachers/ Students in Training; e) Teacher/Program Supervisors; f) Teacher Educators; i) Other (specify).

C (Experience) Presentation intended for those aj new to the field or bj experienced in the field.

4.- Next to your audience write one of the following to identify the content of your presentation: the teaching/learning of a) grammar; bj reading; c) writing; dj speaking; e) listening; f) pronunciation; gj vocabulary; h) teacher education; ij research in second language acquisition; j) classroom centered research; k) testing; 1) program evaluation; mj curriculum materials development; n) English for Specific Purposes; o) Functional/Notional Approaches; p) Administration; q) Other and specify.

5.- Photocopy 2 copies of your abstract, one with your name OFF and one with your name ON.

6.- Include 2 copies of a seoarate sheet which contains:

a) a 25-word bio-data *statement. Prepare this exactly as you want it to appear in the Conference Program.

b) the following information (items i and ii only as you wish it to appear in the program):
   i) your name
   ii) your affiliation
   iii) your mailing address
   iv) your contact phone number (work and home)

c) a 50-word precis of the abstract which will accompany the title of your presentation in the convention program.

d) a list of all the equipment that you require – excluding normal classroom furniture but including details of the type of equipment you might need. The word 'microphone' for example is not enough.

e) if a special seating arrangement is needed, please specify.

f) if this is a commercial presentation, please specify also.

Meetings

SHIKOKU

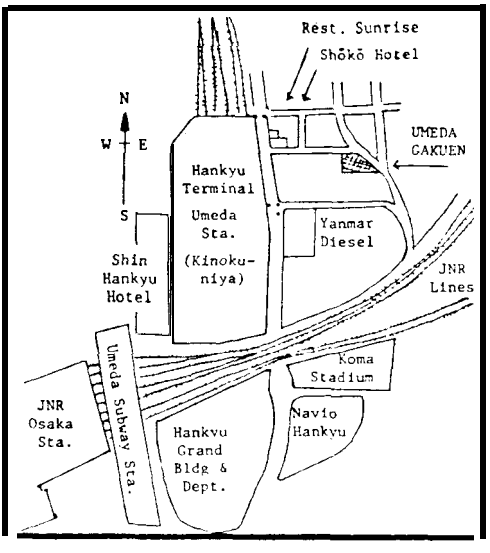
Topic: Creating the Active Student
Speaker: Don Maybin
Dated: Sunday, July 12th
Time: 1:00 p.m.-4:00 p.m.
Place : Conference Room 4, Education Department, Kagawa University, Saiwai-cho, Takamatsu
Fee: Members: free; Non-members: Y500
Info: Peggy Slocum (0878) 34-3322

Mr. Maybin has taught EFL for several years in Japan, and has encouraged his students to' become entirely involved in learning English. In this presentation, he will demonstrate how to overcome initial shyness in the classroom, and how to help students interact with confidence. This demonstration will be both lively and practical, and there will be both a Japanese and an English workshop so that all members will have a chance to try out his ideas.

WEST KANSAI

Topic: Listening Comprehension: What's So Special?
Speaker: Sharon Bode
Date: Sunday, August 2nd
Time: 1:00 p.m.-4:30 p.m.
Place: Umeda Gakuin
Info: Kathleen Graves (075-932-8284)

In the last 3 years, there has been an explosion of interest in listening comprehension and materials that develop student skills in this area. This presentation will look at the various materials on the market and how they approach this skill. Of particular interest will be materials based on natural texts, including the presenter's own book, which was co-authored with Gary James and Chuck Whitley, *Listening In and Speaking Out.*



EAST KANSAI

Topic: Stress and Timing in Spoken English
Speaker: Connie Kimos
Date: Sunday, July Sth
Time: 1:00 p.m.-4:30 p.m.
Place: Kyoto, Doshisha Women's College, Denton-kan, Room 205
Fee: Members: free; Non-members: Y1,000
Info: Yukinobu Oda (075) 251-4156/4151

One of the most obvious characteristics of English is that it is a stress-timed language. Native speakers bounce merrily along in their sentences -BOOM-biddy-BOOM-to the bewilderment of non-native speakers who often pronounce English giving each syllable its due. This often causes problems in communication when English speakers expect the use of the voice to alter meaning by placing more stress on certain words or syllables. Further, the lengthening or shortening of an otherwise identical sound can alter the meaning of an entire utterance. For example, the c-a-n of *can* and the c-a-n of *can't* are phonetically the same in American pronunciation, but in fact the latter *can* is longer in duration.

By virtue of demand, this presentation will be a review and expansion of Miss Kimos' presentation at last August's Mini-Conference. It will offer practice in stress, timing, and rhythm of spoken English She will deal with some common utterances which. if mis-timed, either cause confusion or sound inappropriate. Exercises will also be taken from Mother Goose rhymes and children's songs. Some commercial books such as *Jazz Chants, Tune In to English, and Sing for Joy* will be demonstrated, and participants should share any other ideas or publications they have found useful.

Connie Kimos has been teaching English in Japan for more than a decade, and her experience includes teaching in public and private schools, as well as translation work and textbook writing. She is now a foreign teacher/ consultant for the Kyoto City Board of Education.

TOKAI

Topic: Linguistic Behavior and Teaching Japanese
Speaker: Osamu Mizutani, professor at Nagoya University
Date: Sunday, July 25th
Time: 1:00 p.m.-4:30 p.m.
Place: Aichi Kinro Kaikan
Fee: Members: free; Non-members: Y1,000
Info: Satoshi Ito (0562) 97-0437 (home)

Professor Mizutani is a professor of applied linguistics at the Language Center of Nagoya University, and co-author of the weekly column *Nihongo Notes* in the *Japan Times.*

KYUSHU

Topic: University Level Composition
Speakers: Steve Sabotta. Chief Instructor, Fukuoka Y.M.C.A.: "Using Logic and Sentence Combining to Teach Composition"
Wayne Skipper, Fukuoka Women's University: "Guided Composition"
Date: Sunday, July 19th
Time: 1:00 p.m.-4:00 p.m.
Place: The Fukuoka Y.M.C.A., 1-12-8 Daimyo, Chuo-ku, Fukuoka City (092-781-7410)
Fee: Members: free; Non-members: Yl,000
Info: Jay Kilpatrick (092) 84 l-3 194 or Etsuko Suzuki (092) 7 13-87 18

Often in Japan at both the high school and university levels, courses entitled "English Composition" actually teach translation of isolated sentences and short passages, not real composition, in which the student must logically organize and develop his ideas at length. Conse-' quently, after graduation, when the former student is presented with a task requiring English writing ability, such as preparing a business letter or a report, it is often painfully difficult for him. In this program Steve and Wayne will discuss the ways they- have approached the teaching of English composition. The content of the program will be-mainly of interest to those teaching in universities, but high school teachers also may find it useful.

First Steve, who holds a B.A. in English from West Chester State College in Pennsylvania, will give a 90-minute presentation in which he will explain his method and then provide an opportunity for the participants to try some writing exercises. Next Wayne, who holds a B.A. in Japanese History from the University of Victoria, will talk for about 30 minutes about his experience using guided composition in his university classes. Again, members of the audience will be able to try some writing exercises.

After Wayne's presentation, the floor will be opened to questions and comments from the audience. All will be encouraged to share their ideas about teaching composition in general, and specifically, how the ideas presented by Steve and Wayne might be put into practice in their classes.

TOHOKU

Topic: How to get students to talk in the classroom
Sneaker: Tom Robb. president of JALT
Date: Saturday, July 11 th
Time: 4:00 p.m.-7:00 p.m.
Place: Shimin Kaikan, room 2
Fee: Members: Free; Non-members:_ Y1,000
Info: New Day School, 65-4288, or Dale Griffee, 47-8016

KANT0

Topic: Story Squares
Speaker: Ruth Sasaki
Date: Sunday, July 26th
Time: 1:00 p.m.-4:00 p.m.
Place: Bunka Gakuen '(near Shinjuku station south exit), 3-22-l Yoyogi, Shibuya-ku. Tel.: 3794027
Fee: Members:Y500; Non-members:Yl,000
Info: Bill Patterson (0463) 34-2557
Gaynor Sekimori (03) 89 l-8469

Fluency/story squares have been designed to bridge the gap between free and controlled practice. Students are given practice in actively producing English as they communicate about a body of information that is represented by, or can be inferred from, carefully designed vidual grids called squares. Imbedded within the squares are grammatical, semantic, and modal meanings, as well as contrasts between troublesome but important phonemes. By discussing the squares, students are challenged to communicate a variety of meanings, each of which is fundamental to attaining communicative competence.

Squares are based on a problem-solving approach to language learning. Activities are structured within a well-defined context, yet there is considerable forom for creative experimentation by the students, with the teacher acting as the facilitator. The limited context enables students to focus on the structure and-logic of the language without being distracted by vocabulary inadequacies. Using squares, students go beyond the manipulation of grammatical forms and work to develop and integrate their language skills in a situation that always requires communication as opposed to performance. The presentation will demonstrate different levels of difficulty. and the audience will be asked to participate.

Ruth Sasaki graduated from the University of California at Berkeley, and has taught EFL there and at the Language Institute of Japan (LIOJ) in Odawara. She has published "Story Squares" and her forthcoming "Fluency Squares for Business and Technology" will be published shortly.

CORRECTION

The chapter review of Jack Richards' presentation in the June issue incorrectly placed the Aoyama Language Academy; it is located, not surprisingly, in Aoyama.

GENERATION GAP

Each student lists six beliefs held by his/her parents, and indicates agreement/disagreement. (Group discussion may focus on how beliefs change.) Then groups are formed after discussion; each group is based on points of disagreement.

from I01 + Ways to Stimulate Conversation, by G. Ronald Freeman

Who are you?

It was a hard question. Alice answered, but not very quickly:
'I — I don't know. I knew who I was this morning, but I have changed — more than once — I think.'

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'How?' the Caterpillar asked.
It was another hard question. Alice said, 'It's just that — changing from one thing to another is very hard.'

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