JALT
THE JAPAN ASSOCIATION OF LANGUAGE TEACHERS
NEWSLETTER
Vol. V, No. 8 Y150 August 1, 1981

Inside a Learner's Dictionary : Register, Context, and Function

(Della Summers, lexicographer and publisher of learner's dictionaries for Longman English Teaching Services, recently talked to JALT's David Bycina about her involvement in the compilation of dictionaries for foreign language learners.)

JALT: ***First of all, would you tell us how one becomes a lexicographer?***

Summers: Well, in my case it was, in fact, purely an accident. I had studied English language and literature and, of course, some linguistics at university, but I was really much more interested in publishing, and in dictionaries specifically. And it just so happened that I was able to get a job working on dictionaries, and I've never worked on any other sort of book since, apart from encyclopedias.

Q: ***Was your initial work involved with native-speaker dictionaries?***

A: Yes. I started off by working on dictionaries which were intended for use in England, or in the English-speaking world, by native speakers of English. In fact, I worked for several years on the ***Collins English Dictionary,*** which is perhaps the best-known new dictionary which is specifically for native speakers. It is quite a novel dictionary in British publishing terms. It borrows substantially from the traditions of American lexicography and,. to a certain extent, from English language teaching dictionaries – dictionaries especially compiled for learners of English.

Q: How are native-speaker dictionaries and learner's dictionaries different?

A: Well, the typical differences would be that a native speaker dictionary would be much larger and deal with a greater number of rare words, specialist words, the sort of words that you and I have to look up because we've seen them in a newspaper or a book and really don't know what they mean. And the definition that we want is relatively precise and factual. infromative.

With a learner's dictionary, the emphasis is much more on the way words are used. Very often the words that learners are interested in will be quite general words, particularly when they're used in an unusual way. One of the less frequent meanings of a word like 'leaf,' as in 'gold leaf,' would be the sort of thing that might throw a foreign learner but wouldn't throw a native speaker.

Q: Why did you make the change from native-speaker dictionaries to learner's dictionaries?

A: Well, I made the change because I was presented with the opportunity of writing an idioms dictionary for Longman, which was designed specially for people who are learning English. The thing about learner's dictionaries which makes them much more immediate and important in some ways for a lexicographer is that the person who is reading the definition is much more reliant on what the lexicographer is-so to speak-saying to him or her. The dictionary is 'the Bible' and gives him the information that his teacher would normally give (if he were there).

Also I'm interested in grammatical description and usage, which are much more important to a learner of English. A native speaker already knows how the word is used and what the appropriate context or register is for the word to be used in. This gives one the opportunity of really documenting language in a linguistic way, but also in a very useful way, because the person reading the dictionary needs to know this information. I think that's why I find it personally more interesting and exciting.

Q: How do you as a lexicographer go about choosing the words to include in a learner's dictionary?

A: Well, that's an absolutely crucial question.

(continued on p. 2)

JALT NATIONAL & LOCAL CHAPTER ELECTIONS COMING SOON

Let's Have YOUR Suggestions!

see *page* 11!

JALT'81

The Conference Committee has decided to extend the deadline for JALT '81 presentation abstracts to August 20th. For detailed information on submitting abstracts, see the center of this Newsletter.

Contents

JALT NEWSLETTER

Vol. v, No. 8 August 1, 1981

Editors: Pamela Harman
Richard Harman
publications Committee
Coordinator: Doug Tomlinson
Commercial Member Services: John Boylan
Distribution: William Widrig
Proofreading Editor: Charles McHugh
Type setting by: S.U. Press

The JALT Newsletter is the monthly newsletter of the Japan Association of Language Teachers. Contributions must be received by the 5th of each month. Send double-spaced typed material to: Pam and Chip Harman, Heights Motoyagoto #505 Motoyagoto l-241, Tenpaku-ku, 468, Nagoya. Tel.: (052) 833-2453.

For JALT membership information, please contact Hiroko Takahashi, 4-1-1 112 Sakuragaoka-Koen, Sendai, 980. Tel.: 0222-62-0687.

It's crucial for a lexicographer working on a native-speaker dictionary too, I have to say, but we feel that there are certain instances where the learner of English is much more dependent on the dictionarv because of the things I've already said-that they don't know how-to use fairly ordinary words-I mean general, everyday words. In a learner's dictionary, our policy is to concentrate on general language, to include spoken register in a way that perhaps a native-speaker dictionary doesn't, without ignoring, of course, some scientific and technical vocabulary-commercial vocabulary particularly.

In order to find out which words we're talking about for an English learner's dictionary, we have done research using published word lists to begin with, and then the files of the Survey of English Usage, which is a research organization run by Randolph Quirk of University College in London. And we've also done some 'on the ground,' actual research on dictionary use by non-native speakers of English. Together, all of these form the basis for our headword lists.

Q: Once ***the corpus of words for the dictionary has been selected, how do you go about defining individual words so that the foreign language learner will be able to understand them?***

A: Well, we at Longman believe very strongly that if you're writing a dictionary for somebody who doesn't speak English, which is going to teach him about English, you have to make certain assumptions. The first of those assumptions is that he has to be at a certain level; he has to have probably at least three years of English in most teaching situations-which is roughly intermediate level-so that he can cope with the English definitions. But we also feel that in order to make the definitions comprehensible to that student, the words in the definition have to be words that are *known*. So we cleave very strongly to the view that you can only use a certain number of words in definitions and example sentences. In order to do that, we have a defining vocabulary. The one used in our major dictionary, *The Longman Dictionary of Contemporary English*, is a list of 2,000 words, derived from frequency lists, and printed in the back of the book so that the student knows which words he has to understand before he can use the dictionary properly.

So all of the definitions and all of the example sentences are written within those 2,000 words. This is then checked by computer. The list of defining words is fed into the computer. The whole text of the dictionary is fed into the computer and compared, and where they don't match up, the computer throws out an error, and it's then corrected. So we believe that our use of the defining vocabulary is one hundred per cent accurate.

However, sometimes it's necessary to introduce a more precise word than we would find in the defining vocabulary but it's given in a different typeface, which the student should recognize as a cross-reference to a word which is outside the defining vocabulary. He can then go to that word in the dictionary and look it up for himself, but it would also be explained on the spot as well. So you have the defining vocabulary expla-

nation and the more precise word at the same place.

Q: ***Are you saying that all the definitions included in the LDOCE were written especially for this learner's dictionary?***

A: Oh, yes. They're all original definitions, but the use of a defining vocabulary is onlv one of a number of techniques for writing' learner's dictionaries.

Q: ***How large a staff worked on the project?***

A: Well. the dictionary was begun about 15 years before it was published-so that would be 1963. But about five vears before it was published. it was completely overhauled and, in fact, all the definitions-were -rewritten. And the staff consisted of about eight full-time lexicographers working within the Longman Lexicographic Unit, which produces dictionaries.

But also, of course, there was a large number of advisors round the world-teachers of English, academics-and the text of the dictionary was sent to them for their correction and refinement throughout the compilation process. We benefitted immenselv bv the fact that we had high-level linguistic panels to help us. Randoiph Quirk is our main dictionary adviser, and he helped us to devise the grammatical coding system. the defining vocabulary technique, and the general aims of the dictionary.

Q: Thinking back to something YOU said earlier. I-would like to know how you help students to realize what might be appropriate usage in the case of a particular word?

A: Well, I think there are three parts to the answer to that question. It's necessary to show appropriate context, appropriate grammatical behavior, and appropriate register. I think these are the three things which the student has to be given informationabout.

The register is indicated, first of all, by a label, so, if it's something that is a slang usage, like 'bread' meaning 'money,' it would be labeled ***sl*** for 'slang' in the dictionary. That's a very tiny note but it has immense importance for students, particularlv students in Japan. as it happens, who -I've been told-very often use the wrong register. They use a very formal word in preference to a neutral word and sometimes finish up their sentence with something that sounds distinctly informal in comparison. Formal words are also labeled in the dictionary, for example "cogitate" meaning "think," which is highly inappropriate in an otherwise neutral sentence.

Register is also indicated by the way the example sentences are expressed. Many of our example sentences are written in spoken English because we think that that is something that has been lacking in dictionaries before. So we try not to have dictionary-style, formal, pompous examples, but to have natural-sounding examples.

And we much prefer full-sentence examples.

Also from the examples, the student should be able to derive the appropriate context in which the word is normally used. There's also information in the definition about the typical referrent of an adjective, for example, so that in the definition of 'dapper,' it's necessary to specify that ' dapper ' is usually used of men; it's not usually used for women. So that is said at the beginning of the definition. The student would also get that information from the example.

It's very important that the examples are also read and noted by the student, because they work in conjunction with the definition and contain a good deal of subliminal information in fact. In many ways, it's one of the most appropriate ways for information to be understood-without the use of any grammatical or linguistic terminology.

And the third part is grammatical information, which the student is in dire need of usually. It is one of the main reasons why students have recourse to the dictionary, apart from looking up the meaning. And in our Longman dictionary, ***LDOCE,*** we have a very comprehensive system of grammatical information shown by codes. The system of codes is related to the *Communicative Grammar of English* and the Quirk *Grammar of Contemporary English* as well. It gives information on complementation types-whether a noun or a verb can be followed by a 'to' infinitive or a 'that' clause or an "ing"' form, or whatever. It also gives informatfon on adjectival position and various other things.

Q: Despite the pains publishers have taken to make learner's dictionaries intelligible to non-native speakers, foreign students still seem to be more comfortable with bilingual dictionaries. Would you care to comment on why you think monolingual learner's dictionaries are superior to the bilingual ones?

A: The problem with bilingual dictionaries is that they make the assumption that there is a word in one language which corresponds exactly to a word in the target language, and this is very, very often not the case, particularly in the case of two languages like English and Japanese where the bridge between the two languages is quite often non-existent because the two languages work in substantially different ways. It is therefore possible to have a totally inappropriate translation in a bilingual dictionary, which is likely to lead to a mistake, a completely wrong translation. You don't have that problem with a monolingual dictionary.

Also, of course, the fact that these learner's dictionaries are compiled entirely by native speakers, so you get correct but natural language and small differences in meaning covered, which is not possible for a bilingual dictionary to do at all.

The monolingual dictionary also tries to encourage the students to think in English, so he's not grasping in the air for the word in his own language. One of the most important things in a monolingual learner's dictionary is the inclusion of example sentences as models for production in the target language.

Q: ***Perhaps, one last question. I noticed in a recent flyer that Longman has just produced a*** new ***English lexicon. Could you explain what a lexicon is and what benefit it might be to language learners or teachers.***

A: Yes. *The Longman Lexicon of Contemporary English,* to give it its full title, is a vocabulary source book. It's organized like a thesaurus into subject sets, but, unlike other thesauruses which are always for native speakers, it doesn't

(continued from p. 3)

just list series of words or phrases; it gives full definitions, usage examples, lexical information, and so on, about each meaning of each word in the set. It makes fine distinctions in the ways the words are used and what they mean by' grouping them together out of alphabetical order, using register labels a good deal to show when something is informal and when something isn't. For example, 'bump off' is an informal way of saying 'to kill,' so that can be contrasted.

The purpose of the *Lexicon* is to preselect vocabulary so that teachers, particularly non-native speakers, have a source book which they can base vocabulary teaching of a particular idea or subject area around. And they already know that the words have been preselected on the basis of frequency, so there aren't any infrequent words anyway. And then within the set, the words are listed in order of importance, with the most neutral term as the first term and then going into detail about different registers-a slang used or a formal use or even a poetic use.

West Kansai Conference

Editor's Note: ***The West Kansai Chapter Conference was held at Tezukayama Gakuin University May 24th with more than 20 presentations for the one-day conference. Many of the presentations were new, and many of them were 'favorites' of the membership, which have been presented before. Below we have a few of the presentations reviewed. Coordinating the reviewing was our faithful West Kansai Liason Vince Broderick, to whom we owe our thanks for seeing that the presentations were reviewed.***

USING MUSIC FOR LISTENING COMPREHENSION

Reviewed by Andrew Wright, Tokai Chapter

Larry Riesberg's presentation at the West Kansai Chapter's Conference concentrated on the use of recorded songs as intensive listening exercises for adult students.

The presenter first turned our attention to our own experiences of well-known songs. We were asked to write down the name of any familiar song and to try and define the theme ***or*** topic portrayed through the words. Together we produced a fairly comprehensive list of topics that occur in the world of song. Our list ranged from politics, through memories and entertainment to despair, nature and drugs. The audience was then asked to assign relative percentages, to represent the percentage of all songs having that particular topic as theme. Estimated percentages hiffered widely and discussion revealed the problems of establishing criteria for such a classification. It is difficult for example, to isolate 'humour' as thematic, when it might well be combined with other topics.

Mr. Riesberg then played a song and asked for identification of its topic, and comments. The song was 'My Life' by Billy Joel. In his classes the presenter usually allocates a cassette and player to a small group of students who cooperate to produce a complete transcription. At this point some words of caution were offered. Different areas of a classroom may have quite surprising acoustic shadows or confusing echoes; so it is important for the teacher to be aware of this and to make a check from the physical standpoint of the student. There was also a word of warning about defective English transcriptions that are sometimes offered as wordsheets by Japanese record companies.

The presentation was completed with a brief discussion of some advantages of this type of activity. Songs presented in language classes are often familiar, and students generally find song transcriptions enjoyable. Transcribing provides intensive exposure to English and, through the topic or theme portrayed, can be an effective vehicle for the transmission of culture. Finally, this kind of exercise seems to challenge students, provoking them to listen acutely to the words.

NATIONAL BUBBLES

Reviewed by Elsa Villamarin

Gordon Ratzlaff's session entitled 'The Foreign Teacher in Japan' started with a brief description of some probelms teachers are faced with when teaching a group of students from different cultural backgrounds.

After a short period set aside for introducing ourselves to people we hadn't met before, we were asked to form small groups and to do some role playing. Some members of each group were to play the part of Japanese and some to play Americans. The groups were to plan a trip deciding when and where to go, with the stipulation that the length of the vacation fit into each person's real life. Since the audience included people from many English-speaking countries as well as Japanese, as you can surely imagine, there were British people acting American, Japanese people acting Japanese, American people acting Japanese and almost any other combination you can think of. Some groups came to decisions rather quickly, but others had some trouble.

Then the group as a whole was to discuss 1) whether the behaviour we perceived as American needed to be taught when teaching English, and 2) how the behaviour we perceived as Japanese and as hindering communication in the classroom should be dealt with.

A few solutions were suggested. With regard to whether the behaviour which we perceive as American should be taught, some people gave a definite 'no' as an answer. Others felt certain behaviour, such as what seems to many English speakers as extreme shyness, had to be modified if any communication were to occur at all. Still others seemed to feel it would be necessary to compromise to some extent, learning and teaching new behaviour patterns, along with the new language, without going completely one way or the other.

One of the suggestions made about what to do in the classroom was to set up situations in which students feel comfortable. This means letting the student know his role and what he can say in a given situation, the more specific the situation and role, the better. If the student knows where and when the conversation takes place, who he is speaking to, and the relationship between the speakers, he will probably feel comfortable enough to speak up.

Due to the lack of time and some digressions in the discussion, not many specific activities or approaches were discussed. One point which should have been defined for the discussion was exactly what was meant by 'Japanese' or 'American'. Just what kind of behaviour we were talking about was not very clear. It might have been better to collect people's observations and then' compare them to the collected observations of researchers which were on Mr. Ratzlaff's handout, before entering into discussion.

This sort of activity is very sensitive, since it touches people's identities and their conceptions of themselves and their national character. One speaker called it, a person's 'national bubble'; awareness of this 'national bubble' and tolerance for other people's would certainly be an advantage to English teachers in Japan of any nationality. Work in this area at future JALT meetings would certainly be profitable.

THE LANGUAGE OF CHANGE.

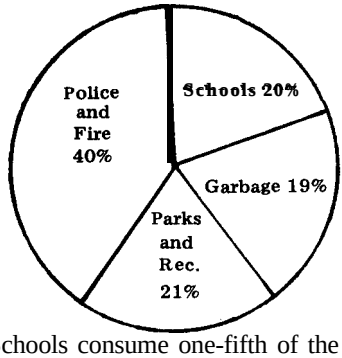
Reviewed by Susan Goshen

Perhaps one of the biggest problems we face as language teachers is being able to break down the language we are teaching and look at it the way students are seeing it. What is it that native speakers really do with the language? Donald Freeman, with his bright smile and abundant energy, explained that after working with Japanese businessmen for four years he found that using language involves explaining changes and that native speakers in all walks of life use a variety of ways to explain change. Not many language teachers have looked at language this way, nor realized how important "the language of change" is. Not only do we as native speakers use a vast vocabulary to explain change, but we also use a variety of verb tenses, grammatical structures, and functions. Freeman demonstrated a method for teaching the language of change through the use of circle, line, and bar graphs.

All people use the language of change throughout their lives. If a Japanese businessman involved in the export of Japanese cars was going to explain the popularity of Japanese cars in America, over a one year period, for example, he would have to talk about increases and decreases in popularity, comparative rises and falls, and perhaps make speculations about the future success of Japanese cars. As another example, if a job applicant was to tell the employer something about his life, he would have to use narration to describe his life in the past in relation to his present-day life, all the while explaining the various changes in his employment and then speculating about what he hopes to do in the future.

Basically, the language we use to discuss change is quantitative and involves two notions: that of quantity (amount) and that of time change). For example, if you were going to compare the price of something, say hamburger, at a certain point of time, say last week, with the price of hamburger this week, you might come 'up with a sentence like this: I bought hamburger last week at 59c a pound, but when I bought it this week it was 10c more expensive. The functions involved here are a description of something: hamburger last week at 59c a pound, and the narration of something: what happened to the hamburger this week (it became 10c more expensive.) If you wanted to include who much hamburger will cost next week, then the functions of speculation and inference would be necessary. What we are doing, then, when we use the language of change is using particular words, verb tenses, and grammatical structures to persorm certain functions.

So what vocabulary and structures are included in the language of change? If you take a sample graph which shows how the money in the city budget is allotted and ask any native to come up with sentences that explain the graph, you might get sentences like these: Schools consume 20 per cent of the budget. More money is allotted to police and fire protection than to schools. Schools and parks and recreation received almost the same amount of



money. Schools consume one-fifth of the budget. Police and fire protection was allocated the greatest amount of money. Just from these sentences you can easily see that native speakers are making use of the active and passive voices, comparatives and superlatives, and per cents and fractions. If one continued to generate more sentences he could develop a list of vocabulary and structures being used such as the following:

vocabulary	structures
comparatives	**active/passive**
superlatives	**comparatives**
percent (quantification	**superlatives**
fractions	anonymous
	subject(they)
high/low	**verbs & prepositions**
verbs of description	**verb tenses**

Once students know the ways we use language to' describe change, they can take this knowledge and apply it to any context. Students are often very familiar with graphs, especially if they are related to the students' field or business, and will most likely be highly motivated to try to communicate what they see on the graph in the second language. This way the teacher can stand

back and let the students perform, see what they can already do with the language, and then fill in the chunks of language that students need in order to express what they really want to say. In other words, the exercise becomes student-centered, and as a result student motivation and retention will be at their highest.

Some of the structures we use to describe change on a graph or in other contexts can be very difficult for the non-native speaker. Not only will we use different verbs, but also different structures to describe one part of a graph, for instance how much of the budget schools consume. We can use the category of schools and say: Schools consume 20 per cent of the budget, or we can start with a number: Twenty percent of the budget went to schools, or we can start with an anonymous subject: They spent 20 per cent of the budget on schools. The most important thing to note is what happens to the language when we do this – what happens to the subjects, the verbs, the prepositions; there is a lot of linguistic change taking place.

There were several ways suggested for dealing with the language of change and second language learners. One way is to have students listen to a tape of a conversation between two native speakers about a graph and to have students write down the expressions they've never heard, discuss them in class, and then try to use them to explain the same graph and then a different one. Another idea is to put various verbs we use to describe change and the prepositions that go with them on separate cards, have students match the verbs and prepostitions, and then have them practice using the phrases to describe a graph. Another idea is to have one student make a sentence describing a part of a graph and have another student say the same idea another way. For example, student A says: Schools took 20 per cent of the budget, and student B says: Twenty percent of the budget was allotted to schools. This way students can learn which verbs can become passive as well as active, and they can practice the use of prepositions. Still another suggestion was to work on basic comparative expressions by having students in groups arrange a series of cards with comparative expressions on them on a scale from the greatest quantity expressions to the most neutral ones. Some examples of expressions are: 1) a whole lot more than . . . 2) a lot . . . than 3) much more than . . . 4) just a little bit . . . than 5) a tad . . . than 6) somewhat . . . than 7) just . . . more than 8) around about almost... 9) approximately as much as . . . 10) identical to . . . 11) ... percent . . . than. After students have arranged the expressions on a scale, they can go back to the graph and use the expressions to explain relationships. As an additional activity, students can take turns describing graphs to other students who must draw a circle around one of four similar graphs according to the graph that is being described.

When it comes to using verbs in the language of change, the correct use of tense can be tricky. If we work with a line graph and we are talking about the increase or decrease of something like population over time, we might see sentences like the following: Between 1971 and 1972 the population of (some place) increased to 100,000. By 1973 it had increased to 200,000. Notice the use of the past perfect in the second sentence. If we talk about or describe what the population was like at a certain point in time we can use the past tense easily: In 1970 the population was 45,000. In 1971 it was 86,000. In 1972 it grew to 100,000, and in 1973 it reached 200,000. When we talk about intervals and change, however, we will need to use the past and present perfect tenses, along with words like between, by, and *during:* In 1978 the population was 600,000; in the next year it increased to 750,000; and this year it has reached 900,000. Freeman suggested attacking the graph by working with it 1) at certain points in the past, 20) in intervals, and 3) in the past and working up to the present point in time. Using graphs that relate to students' lives like graphs comparing the popularity of hit turnes, or graphs comparing baseball teams' wins will greatly add to student motivation.

The most important thing of all is that we as language teachers be aware of what native speakers are doing with the language. Since describing change is something we all do all the time, it's important that the second language learner be able to function when describing change, to be able to use important words, verb tenses, and grammatical structures within the frame of certain functions correctly.

By following some of Don Freeman's suggestions, a language teacher should be able to at least begin to help the student integrate the language of change into his working knowledge of the target language.

WRITING TEXTS FOR UNIVERSITY AND SENIOR HIGH USE

Reviewed by Vincent Broderick,
West Kansai Liason

Professor David Hale's presentation focused on the writing of texts, based on his own experience of having written two books for university students, as well as being a member of an editorial team compiling an Education Ministry approved series of high school English texts.

By his own admission, Professor Hale's first book, *Through a Looking Glass-Darkly,* received a very enthusiastic reception because it was considered too difficult for an introduction to English Studies and because, when he wrote it he was not fullv aware of the need to be more forthcoming with regard to the many university teachers who favor line-by-line close reading and translation.

Professor Hale wrote his first book before he had found a publisher, but his second book, Kyoto Sketchbook, came to be written in exactly the opposite fashion. The publisher of a series of books on cities and regions in Japan written by non-Japanese asked Prof. Hale's colleague at Kyoto University to write the annotations for a book on Kyoto. Prof. Shoichi Ando then asked Prof. Hale to write the text proper. In this book, greater consideration was given to factors such as the teachers' needs, the desire of the students to

(continued on p. 8)

Writing texts

(continued from p.6)

complete a text in the approximately 25 class meetings a year. and Prof. Hale's own intention to use the text 'as a source of topics for discussion. He found his students rather enthusiastic about discussing the city they were living in, although some Kyotoite Kyoto University students felt actually frightened that someone not born in Kyoto could find out so much about the place.

Professor Hale mentioned a book his wife had written, consisting of 25 dialogues made up from the lists of phrases she had compiled over the years which had drawn blank expressions when she tried them out on her Japanese students. The book is called *It's Up to You,* and Prof. Hale said students seemed genuinely challenged bv it. and were not even put off by difficult dialogues done as purely listening comprehension. If these were explained and discussed carefully, the students felt they got a better understanding of "normal" English. In fact, the main resistance to the book came from those *teachers* who could not do without exercises in which there would be one and only one fixed answer to each problem.

Turning to the high school text series, *Mainstream,* on which he is now working, Prof. Hale discussed the particular demands made by the need to gain education ministry approval of the texts. One major issue was the need to edit out things that have not yet been taught, while another was the corollary problem of adding vocabulary and structures in the sequence in which they are to be taught. It was noted that the education ministry does not issue a list of words that have to be taught. Rather, the all-important thing was the relative frequency of the vocabulary and the actual word-count in the text. Prof. Hale said there were genuine efforts being made to make the material more interesting, and that genuine progress had been made during his 14 years in Japan.

Considering the effects on the learner that high school Enalish texts might have. Prof. Hale p&ted out that the average age of the men on the editorial board was about 45, so care had to be taken to keep from being irrelevant to the situation of the teenagers who will be using the books. As far as the content of the texts goes, Prof. Hale felt that he could say the students would theoretically improve their English if they worked with the books. He was more concerned about the role/culture images the material and exercises could impose on the students, so he tried to avoid stultifyingly moralistic examples and cliched role situations that would misrepresent the actual situation in the English-speaking world.

One major issue was brought up regarding student comprehension of material in the *Mainstream* series. Given a cloze exercise for which the proper answers were offered to the student for selection, does it matter that a student could give the correct answers without understanding? Prof. Hale says his Kyoto University students are specialists in taking tests, even to the point of doing listening comprehension without hearing a sound, getting the answers by "reading" the teacher's body language! He felt that it was worth the effort to remove exercises which merely test *substitution* of grammatical structures or vocabularly instead of *interpretative understanding.* Again, the problem seems to be that the Japanese teachers of English 'want ***the*** answer,' since they lack the confidence to deal with more than one possibly correct response. So, it is difficult to write exercises that cognitively engage the student. *Mainstream I* is now in circulation, ***II*** is at the Education Ministry, *11 (b)* is in compilation and the *Book for Spoken English* is not being produced.

AN AUDIO-VISUAL APPROACH

Reviewed by Karen Goto and
Chiyo Nishizawa, East Kansai Chapter

Mr. Koshiro Takahashi is a teacher with long experience in Kyoto City schools. He is the head of the LL for teachers, as well as coordinator for the foreign teacher/advisors. He presented his adapted and reorganized materials based on the standard textbook and showed how the lesson time could be divided. He demonstrated the oral approach method that he has used for the last thirteen years. He said that if it's used systematically, teachers can maximize learning capacity and interest by combining the logic of English language patterns with the students' own learning habits and desires for self-expression. He showed a variety of techniques.

Mr. Takahashi depends largely on the text pictures to introduce his students to communicative English. First, the students listen to the dialogue or story on a loop tape (a short tape made from a reel-to-reel tape and taped together at both ends to form a loop). They listen a few times, then try to read out loud with the tape. After mastering the dialogue in spoken form, each student is asked to say something about the picture; they can use a sentence from the dialogue or create their own.

Sometimes the students are asked to make a dialogue by themselves moving their hands as though they were mouths. At other times they have to ask their neighbor a question and report back. Sometimes the question is passed around the room. Having a variety of activities keeps the class moving at a fast pace. The students feel challenged and do not have a chance to be bored.

Mr. Takahashi's method is all audio-visual. He teaches only in English using commands that the students learn to understand with the help of mime and simultaneous visual symbols (e.g., the cards). Materials are reorganized to help students to think in English – not how to change the English to Japanese, a language that they have already mastered.

After his presentation there was time for an exchange of opinions. His use of the loop tapes attracted attention because not many people had seen it or actually used it. With the reduced teaching hours in the public iunior high schools. these techniques that Mr. Takahasi presented would certainly be helpful to a teacher who might be wondering how to pack the prescribed volume of vocabulary and structures into this reduced teaching/learning time.

Chapter Reviews

Chugoku

CULTURE IN A COOKBOOK

Reviewed by Bill Teweles, Chugoku secretary

On a steamy Sunday afternoon at the Hiroshima YMCA, Deborah Foreman-Takano, lecturer at two Hiroshima women's colleges, helped attending members assess a Japanese cookbook for both cultural content and for what it revealed about the presumably non-Japanese user's own culture. Using Tada Tatsuji's Japanese ***Recipes*** (the writer being a former chef at the Japanese Embassy in Washington, D.C.), our speaker showed how the cookbook's basic format, specific instructions on how to prepare various dishes and inclusion of background information (or non-inclusion of it) also reflected the author's own perception and knowledge of his readership's eating habits and general familiarity with traditional Japanese cuisine. How a cookbook could be used as a source of easily digestible reading material was clearly one of the essential aims of the presentation once the author's view and necessary terms were explained.

A point of interest brought out early was the use of punctuation in conjunction with Japanese vocabulary in the book, as sometimes italics were used, sometimes quotation marks, and sometimes neither, depending on the familiarity of the term to the prospective reader. Teriyaki and sukiyaki, for example, were not set off by quotation marks as they are relatively familiar to most, whereas 'kabuto-age' was expected to be an unfamiliar term and was thus put in quotes with the literary explanation "fried armor" attached. (No doubt the explanation serving to discourage misinterpretation of the term to mean some militaristic period in Japanese history.) Certain other entries were left untranslated. one being the Japanese version of chicken soup offered, which would not be recognizable (or sound ridiculous) if rendered as tori-jiru . let's say. Distinctively Japanese food items such as tofu shoyu and sashimi were generally left unmarked once their basic properties were understood (the speaker at this point pausing to praise the author's choice of 'fresh, uncooked fish' as a more palatable definition for sashimi than most dictionaries afford). In general, punctuation was used as a clue to meaning; items set off in some way were seen as requiring further clarification or translation.

Instructions that might be considered *atarimae* by most Japanese cooks were also included (such as NOT stirring the ingredients of sukiyaki together) as a Westerner or novice cook might think he should "Chinese stir-fry" and thereby ruin the dish. Likewise, the direction to not put in a lot of vinegar in *sunomono* was, undoubtedly, a response to the large doses of dressing put mto the tossed salads commonly eaten in the West. The idea of serving the dishes in the proper manner was also put forth in the book: ***sunomono*** usually being served in a small mound and rice served 'plain' (meaning not topped with sauce or spiced meat and vegetables) in a separate bowl.

A final perception offered at the end of the first half of the presentation was that rice ***is*** familiar to Westerners in various forms. Likened to bread and potatoes by the author in the sense that it is commonly eaten by Japanese at most every meal, the indispensability of rice to people outside the Orient is also deducible by the lack of background information given about it and/or accompanying pictures of indentured servants toiling in rice paddies. Other notable concessions to Western readers were cooking terms such as fish 'steak' and 'bite-size' pieces of chicken, which reflect a certain pre-disposition as to what comprises a servable or edible portion. Descriptions and comparisons of this nature also make reader dependency on a dictionary quite unnecessary, the book's various illustrations serving to clarify what the text does not. Our speaker pointed out, however, in the question-and-answer session that followed, that "'cookbook language" is often rather terse and contains deletions or abbreviations (e.g. 1 tsp. sugar) and one-word imperatives (e.g. drain.) which might confuse the beginning cook.

With various attending members reading and commenting, the session went by quickly and an additional presentation our speaker had prepared on "Student Evaluation and How It's Changed in Recent Years" had to be postponed for another time.

Kanto

DISCOURSE ANALYSIS

Reviewed by Walter Carroll, Kanto chapter

While there may be little direct connection between the formal discipline of discourse analysis and the needs of the classroom (just as Chomsky claimed that transformational grammar was never meant to be used in teaching), Virginia LoCastro, Academic Supervisor at the Language Institute of Japan, showed the Kanto chapter at the June meeting that there are some very good reasons for studying this way of analyzing language at a level beyond the sentence. As teachers, we are constantly called upon to make decisions, especially in the delicate area of compromise between grammatical accuracy and communication needs, and anything which will give us a clearer understanding of our subject will be of help.

Discourse is the use of language to perform social actions, and using extended texts (written or spoken), the analyst tries to discover what ties together the whole discourse. The goal is to understand the use of language by the native speaker in order to help the learner approach that level. Conversations and written texts of both native and non-native speakers are analyzed to discover the structures and (often differing) strategies which are used. So far there are no clear answers to be gained from fieldwork, says Ms. LoCastro, but an aware-

(continued on p. 12)

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. uarticioants and friends from all over Japan and abroad. Thev will bring, as we hope you will too, a variety of backgrounds, interests, experiences and needs which the; 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, all Entry Fees to the Conference will be waived for those making presentations.

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

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

Date Due: August 20,1981

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

PROCEDURES

1.- 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 Universitv & 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) Japanese 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 a) new to the field or b) 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; b) reading; c) writing; d) speaking; e) listening; f) pronunciation; g) vocabulary; h) teacher education; i) research in second language acquisition; j) classroom centered rcscarch; k) testing; 1) program evaluation; m) 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 3 copies of a separate 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 3 commercial presentation, please specify also.

A MESSAGE FROM THE PRESIDENT

JALT does not live by dues alone!

While the member's dues are vital to the functioning of any organization, without one more element – the help of the members, themselves – little could be accomplished. Of course, I am sure that there are some who are too busy with their jobs or previous commitments to give JALT a hand at this time, but nevertheless. I would like to ask each of you to carefully consider the possibility of running for office. If YOU think that you might be able to spare the time, don't wait for someone to nominate you, nominate yourself! *We need you!*

Naturally, some positions require more time than others. but it has been JALT policy to trv to distribute the work load as evenly as possible. Please keep in mind that holding an office does not mean that you must do all the work, but merely that it is *your responsiblity* to see that it gets done. A membership chairperson, for instance, can occasionally be absent from a regular meeting; another officer can take care of the reception desk.

A list of the the maior offices and their basic functions is provided below for your guidance. Note that in additon to these duties there are periodic chapter committee meetings and liaison work with the JALT Executive Committee counterpart:

President/Executive Secretary/Coordinator
1. Chairing meetings
2. Suggesting and implementing new policies, programs & activities
3. Acting as primary spokesman for the chapter.
4. Representing the chapter at JALT Excom meetings.
5. Supervising the functioning of the other committee members.

Program Chair
1. Receiving program suggestions from the chapter members and officers.
2. Inviting guest speakers.
3. Making the physical arrangements (room, refreshments, etc.)
4. Informing the JALT Newsletter and other publications of meeting details (in the absence of a publicity chairperson).
5. Making a follow-up report on the meeting which is distributed to other chapter program chairs for their future reference.

Treasurer
1. Maintaining the chapter funds and keeping accurate records of the same.
2. Taking care of money operations at meetings.
3. Reimbursing chapter officers for their expenses.
4. Reporting receipts and remitting funds to the JA LT treasurer.
5. Preparing the chapter budget and annual financial report.

Membership Chair
1. Supervising the reception desk at meetings, accepting new memberships.
2. Reporting changes and discrepancies in the membership list to the JALT head office on a monthly basis.
3. Encouraging new memberships.

Recording Secretary
1. Keeping the minutes of chapter committee meetings and distributing them to all concerned.
2. Maintaining the chapter files.
3. Sending reviews of programs to the JALT Newsletter. (Sometimes this is done by the Program chair or a special Newsletter Liaison.)

Publicity
1. Distributing information about *future meetings and workshops to the members and other interested persons.
2. Informing publications of future meetings.

JALT NATIONAL & LOCAL CHAPTER ELECTIONS COMING SOON

Let's Have YOUR Suggestions!

It may seem a little early to be thinking about elections since the actual dates are still a way off – November for the national elections and normally December for the local chapters – but the nomination process must start now to allow adequate time for the entire procedure.

National Elections

National elections will be conducted according to the following procedure:

1. The members send in their nominations using the post-paid postcard found in this issue. All nominations received by August 31 will be forwarded to the chapters on the following day.

2. The chapters consider the above nominations for national offices and submit a slate of one nominee per position to Steve Tripp, the Recording Secretary by Sept. 15.

3. The JALT Executive Committee will then review the submissions at its Sept. 19-20 meeting in Hirakata, making adjustments and/or additions, but no deletions. After the candidates have been contacted to affirm their willingness to serve, their names, along with biographical data, will be submitted to the Newsletter by the October 5 deadline for inclusion in the November issue.

4. The November Newsletter will contain all relevant voting information plus a post-paid postcard ballot. (Provision will also be made for secret ballots.)

5. All ballots received by November 20 will be counted by tellers appointed by the Recording Secretary, and announced at the Annual Meeting.

Local Chapter Elections

Little can be said specifically since the elections procedure varies from chapter to chapter as specified in their own constitution. Generally speaking, the chapters will form their slate from nominations gathered at a local meeting held in either October or November, supplemented by whatever nominations come in through the postcard which is included in this issue.- Each chapter will inform its membership of the election procedure through the Newsletter or a direct mailing.

Postcard Nominations

To encourage as much input as possible from the membership, the JALT Executive Committee has included a nomination postcard in this month's JALT Newsletter. Space has been provided on the postcard for you to nominate people for both the JALT National Committee and for your local chapter. Additional space has been provided for any comments or suggestions which you might want to pass on to JALT. Cards received by the deadline of August 31 will be passed on to the local chapters the following day.

DISCOURSE ANALYSIS

(continued from p. 9)

ness of it may stimulate all of us to observe more closely the way people use language.

The basic unit of analysis is the speech act, which takes place within a speech situation as a part of a speech event. Definitions are as yet rather imprecise, and beginning and ending points and transitions between various stages' may not be clear. There is no predictability in the grammatical structures chosen, and various elements may be skipped or expressed nonverbally or through a shared context. But patterns do emerge.

The language classroom itself is a speech situation which is worthy of study. Analysis of language interactions in the classroom can help in choosing appropriate management techniques since what happens there can affect the quantity and quality of learning. The researcher will examine input provided by teachers, other students and materials. One study of the effect of group activities on learning shows that when there is no teacher present present students helped each other more, made more explanations, using more structures and greater variety in their speech, while attempting to keep conversations going. The standard classroom pattern is that the teacher solicits student responses, then explains or gives feedback, with most work taking place between the teacher and individual students. The potential for language learning, however, is much greater when the teacher structures an activity then steps aside, leaving a situation much closer to natural speech, in which one is required to initiate conversations, ask and answer questions, or explain things outside the class. For a short course in how language learning takes place, Ms. LoCastro suggests taping or videotaping oneself, with playback strictly in private.

Studies have shown that good learners develop an awareness of the purposes of discourse and the different strategies adopted to fit the circumstances, timing and partners. Ms. LoCastro examined a number of teaching techniques and texts which develop – or can be adapted to – this awareness. They included student-developed questionnaires aimed at getting information on usage from native speakers, analysis of video tapes of all sorts or tapes of unrehearsed conversations? with students outlining ideas, noting transition words or question forms or other points for practice, and paraphrasing, summarizing or reporting content. A number of exercises from currently available texts were examined,. including role plays, surveys, problem solving, ranking and other activities in which an information gap is created requiring the participants to use language in reaching their objectives. The teacher's role is to set up, facilitate, and act as an information source for these activities. Naturally, error correction is also necessary – using video or audio tapes, which are especially useful in dealing with ideosyncratic errors, or by taking notes to deal with errors which are common to the group. But Ms. Locastro emphasized that the purpose of this correction is not to attempt to enforce grammatical accuracy, but to help students communicate effectively in context..

Tokai

TOTAL PHYSICAL RESPONSE

Reviewed by Michael Horne Tokai

Aleda Krause's delightfully clear and practical Total Physical Response workshop on June 27th and 28th constituted the most recent meeting of the Tokai chapter.

Ms. Krause. who teaches English for Sumitomo in Osaka, bases her method on the principle that listenmg to a language proceeds at a faster rate than speaking ("the ear is better than the mouth"), and that a student can become a ' native listener ' of a language in two or three years. Research by authorities like Professor J. J. Asher of California has shown that transference from listening to other language skills is much easier than any other form of transference; in other words, once listening comprehension has been established, speaking, reading and writing can naturally follow.

The Total Physical Response method is based on the way children learn their first language, and was pioneered as far back as the 1920's by Harold Palmer. In the modern classroom, it is used partly to ensure the efficacy of listening comprehension; it is also 'active' and enjoyable. Instructions, commands, and requests are used to get students to perform things in a

foreign language without seeing it written. The teacher is somethings of a 'sergeant-major' in this situation, and he can also control the pace of the instruction, adding new elements as he thinks fit.

In her workshop presentation, Ms. Krause taught basic German to a mixed group of foreigners and Japanese who had little or no experience with that language. Participants were told to perform physical actions with their hands, to move about the room, to locate things, and later to write numbers and names on the blackboard. This was done after a preliminary introduction to the language through a series of pictures known as the *Learnables.* By listening to a tape and following the picture series participants were able to recognize single objects and later simple adjective-noun phrases. Testing of the participants' comprehension could then be done by finding a certain picture and showing the number of the correct answer on the fingers.

Ms. Krause stated that she makes much use of these *Learnables* in her basic and intermediate classes. They were first developed by the University of Kansas, and are now available in several languages. The English series consists of 80 lessons and takes the instruction up to passives and relative clauses.

Other methods and teaching aids were introduced on the second day. Ms. Krause has great success forming lessons around an object, like a collection of magazine pictures, or a box of matches. Not only can physical actions be performed with these objects, but structures like relative clauses ("Find a picture of a man who is smiling") or prepositional phrases ("Give the matchbox to the man on your left/in the corner") can be introduced. Learning can thus be a 'painless' process; even if a student is formally unaware of the structure, he can often guess what to do in this kind of 'physical response' situation.

Further lessons can be developed around a function, like washing hands. As the various stages of hand-washing are gone through, students learn to apply words to each action, and can thereby acquire new structures and vocabulary. If they are really fast learners, and have some confidence in their oral prowess, they can repeat the actions aloud, remembering the order, or issue commands to their fellow students.

Ms. Krause also uses puzzles and word games in her classes. In such activities students normally read the instructions or clues, but again, these can be given orally, thus making the puzzle more of a listening comprehension exercise. The filling-in of the answers is thus viewed as a Total Physical Response activity, not an exercise in writing.

Ms. Krause normally uses T.P.R. techniques 50% - 75% of the time-with her basic students, about 50% with her intermediates. and 2.5% with her advanced groups. She finds they work particularly well in Japan, since second language learning can be a frightening experience, and Japanese learners are often afraid to commit themselves orally. Their progress can therefore be tested more 'comfortably' by showing that they recognize and understand what they are learning.

Positions

(TOKYO) The Institute for Educational Development, located in Meguro, will have an opening for Director of the ESL Program beginning in October. The program at IED is intensive and prepares Japanese students for study at an American university leading to a professional degree. Applicants may either be American or Japanese and must have a Master's Degree in TESL or an eauivalent deeree. Thev must be reasonably fluent in their non-native language (either Japanese or English) because the position requires close communication with both English speaking and Japanese speaking staff. The salary is Y450,000 per month with a one year contract. Sponsorship is available. Send resume and at least two recommendations to Ms. Thalia Alberts, Institute of Educational Development, Fujita Building, 2-l 3-2 Kamiosaki, Shinagawa-ku, Tokyo 141. For further information call (03)440-074 1.

(KJTAKYUSHU) A once-a-week English conversation position is available from October for one or two small classes of eager students and business people. Either an American or Japanese teacher is being sought, who lives near the Wakamatsu-ku, Kitakyushu City area and radiates enthusiasm for teaching. Schooling and experience is secondary to the enthusiasm for the teaching/learning task. Contact: Mr. Kawamura at Wakamatsu Bunka Center evenings (093) 751-305 1 or R. L. Dusek (0940316-0395.

(NARA) Nara Y. M. C. A. has the following openings: one full-time native English teacher and two Japanese female part-time teachers wanted beginning in October. Teaching experience and college degree required. Send resume to: Nara Y. M. C. A., 2 Saidaiji Kunimi-cho, Nara 63 1.

(SENDAI) New Day School in Sendai (Tohoku) has an opening for a full-time teacher. For further details please write to: Thomas Mandeville, Director, New Day School, Company Building 5F, 15-16, 2-chome, Kokubuncho, Sendai 980.

(NAGOYA) Nanzan University has an opening for a qualified and experienced full-time teacher of English beginning April, 1982. He/She should be a native speaker of English preferably under forty years of age and have at least an M. A. in TEFL. The term of contract will be for two years, with the possibility of renewal. Rank and salary will depend of qualifications and experience. Curriculum vitae and three letters of recommendation should be sent to Chairman, Department of British and American English, Nanzan University, 18 Yamazato-cho, Showa-ku, Nagoya 466. The deadline for application is November 30.

BOOK REVIEWERS STILL NEEDED

We're going to try again. The response from our last request for book reviews was not overwhelming. We had fewer than we expected. Not too many. Actually, we only received one. So here's our offer. Again:

If vou would like to review a book related to English teaching, we will be more than happy to print it in these pages, though we make no guarantees that anythmg will be published. Contributions must be typed, double-spaced, pencil-corrected, and in our mailbox before the 5th of the month preceding publication. We do not accept review copies of books from publishers, and we do not give review copies to reviewers. We will not return manuscripts if they have been printed in the NL, but we will return reviews for changes or rejections.

Here is a list of some of the books we would like to see reviewed. If you have a favorite book or textbook that is not in the list below and is less than three years old, then we invite you to submit a review for to be run in your JALT Newsletter.

A Way and Ways	by Earl Stevick
Listening In and Speaking Out	James, Whitley, and Bode
Longman Dictionary of English Idioms	
World English Vols. I & II	Harbrace International
The Second Language Classroom	Edited by Alatis, Altman, and Alatis
Modern American Dialogues	Pearson, Alton and Hantke
Teaching English as a Foreign Language	Broughton, et al.
Teaching English as an International Language	Peter Strevens

JALT Summer Institute

Registration Information in July Newsletter

GAMES IN ESL

August 21 (Fri.) lO:lO- 11:40

This presentation has two aims:

1) to nrovide material which will help raise the English language proficiency of the participants.
2) to demonstrate some activities which can be used in large classes to stimulate the realistic use of English.

The participants will be expected to take an active part in the proceedings. Time will be allowed to discuss how these and other activities can be successfully used in the large public school or university classroom.

Thomas N. Robb is an instructor at Kyoto Sangyo University and at the Matsushita Overseas Training Center. A graduate of Brown University, he obtained his M.A. in linguistics from the University of Hawaii, where he is now a Ph.D. candidate. He has published a number of articles and texts related to EFL. He is a founding member of JALT and has served as JALT Membership Chairperson, Vice-President, and currently, president.

THE USE OF POPULAR SONGS IN THE LANGUAGE CLASS

August 21 (Fri.) 13:00 - 16:00

This workshop will consist of a demonstration of how popular songs can be used in English classes to develop the skills of listening, sneaking, reading and writing. The rationale for the use' of popular songs in the language classroom will be discussed. a guideline will be given for the selection and use of songs, and the participants will be asked to do a sample mini-lesson plan.

Larry Smith has been a Research Associate at the Culture Learning Institute. East-West Center in Honolulu, Hawaii, for the past ten years. After receiving a B.S. Ed. from Arkansas State University in 1962, Larry spent several years in Thailand, where he was both a teacher of English and a supervisor of practice teaching. Then in 1967 he moved to Hawaii where he completed an M.A. in ESL at the University of Hawaii. His articles have appeared in *English Teaching Forum, TESOL Quarterly, TESL Reporter,* and the *RELC Journal.* He has co-authored or edited several books, among which are: *Developing Fluency in English,* and *English for Cross-Cultural Communication*

ENGLISH LANGUAGE CLASSES

August 21 (Fri.) 16:15 - 17:45
August 22 (Sat.) 8:45 - 10: 15
August 23 (Sun.) 8:45 - 10: 15

Instructors:
Christopher H. Williams is currently the program supervisor in the Nagoya Branch of International Education Research and Analysis Corporation.

(continued on p. 16)

(continued from p. 14)

He graduated from the University of Denver where he received his B.A. and M.A. in Theater Arts. He has been a producer, writer, and director for television shows as well as an actor for theater arts in various countries.

Tim Davis is currently the supervisor in the Nagoya Branch of Time-Life Educational Systems. He taught EFL at numerous companies in the Nagoya area as well as the Nagoya International College. He is a graduate of the University of Keele at Stoke on Trent in U.K. where he majored English Literature and philosophy.

Bradford D. Kennedy received his B.A. in English literature from Williams College. He is presently a full-time instructor at the Nagoya International College.

CONFLUENT EDUCATION
'Another Step Along the Road'

August 21 (Fri.) 19:00 - 20:30

Psychology and theories of learning have intersected with English language teaching (ESL, EFL) in many ways over the past 100 years. This presentation will take a look at a new model for language instruction known as 'confluent education takes into account all aspects of the person in the classroom and uses a wide range of activities such as fantasy, imagination, kinesthetics, movement, values and arts.

Sharon Bode received her B.A. in Humanistic Studies from St. Mary's College in Indiana and M.A. in TESL from the University of Hawaii. She spent several years in Japan, where she was a teacher of English. Then she moved to Los Angeles and since 1976 has been an instructor at the American Language Institute, University of Southern California. She also has been an instructor at the American Culture and Language Program, California State University in Los Angeles since 1980. She has co-authored books which are: *Listening In and Speaking Out,* and *Listening In and Speaking Out – High Intermediate.* She is a founding member of JALT.

LISTENING COMPREHENSION
'What's So Special'

August 22 (Sat.) 10:30 - 12:OO

In the last three 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.*

Sharon Bode will be the presenter for this talk. See Friday, 19:00.

COMMUNITY LANGUAGE LEARNING (R) WORKSHOP*

August 22 (Sat.) 13: 10 - 16: 10

Community Language Learning (CLL), developed by Charles Curran and his associates, is an approach to teaching which recognizes that learning is a process which engages the learner's 'whole person': not only his/her intellectual abilities, but also his/her experience, knowledge, feelings and emotional needs. It recognizes that risk-taking is necessary for learning to occur and meets the anxiety and resistance inherent in such risk-taking with understanding. This understanding encourages learners to invest themselves in the language learning process and to enter into the second language world. It nurtures a learning community in which the learners use the language creatively and spontaneously.

This workshop will include:

- A language learning experience (Mandarin Chinese)
- an eplanation of some of the theory
- Time to relate the theorv to the language learning experience.

*The presenter wishes to make it clear that CLL is registered under the Counseling Learning Institute's trademark. She does not claim to officially represent the trademark, but is only working from her own experience with the approach.

Kathleen Graves has B.A. in Oriental Studies from Barnard College, Columbia University and a candidate for the M.A.T. in ESL from the School for lnterantional Training in Vermont. She has had teaching experience in the U.S. and Taiwan and has taught both ESL and Chinese. She taught at the Language Institute of Japan in 1979 and is currently teaching at Proctor and Gamble Sunhome.

ENGLISH AS AN INTERNATIONAL LANGUAGE

August 22 (Sat.) 16:30 - 17:30

This presentation will introduce educators to the concept of English as an International Language (EIL) with particular emphasis given to

how EIL differs from ESL/EFL and what implications the concept has for teaching materials and teacher training.

Larry Smith will be the presenter for this talk. See Friday 13:00.

PANEL DISCUSSION

What is the solution for three-hour English class?

How can we deal with the new curriculum?

August 22 (Sat.) 18:30 -20:00

Panel Leaders:
Katsumasa Matsuura received his B.A. in English literature from Nanzan University. He has been taking a leadership role for English education in high schools. He is currently teaching English at Tsushirna High School (Aichi-ken).

Joseph W. Sheperd has been teaching English in Japan for more than 25 years. For the first few years he taught in junior and senior high schools in the Kyoto area, and in 1963 he was appointed assistant director, and later acting director, of the YBU English Center in Kyoto. In 1969, he became a full-time instructor at the Nagoya YMCA English School as well as a part-time instructor at Aichi Prefectural University. Since 1975, he has been teaching at Shiga University. In addition, he has had a regular English radio program for junior, high school students sponsored by the Aichi Board of Education for the last ten years.

TESTING IN THE LANGUAGE LABORATORY

August 23 (Sun.) 10:30 - 12:00

This presentation will deal with testing listening comprehension in the language laboratory. I am particularly interested in the design of tests that are easy to produce, administer, and modify. I will talk about two tests that I have written to evaluate class progress and general areas of difficulty.

Steven Tripp received his B.A. in English Literature from Purdue University. He then taught English as a Second Language at Thailand's Chiengmai University for three years as a Peace Corps Volunteer. He then joined International Voluntary Services and taught English for two years at the College Technique in Vientiane, Laos. Leaving Laos, he went to the University of Hawaii and received an M.A. in ESL. He has been in Japan for five years teaching English at Nagoya Shoka Daigaku.

THE SILENT WAY

August 23 (Sun.) 13: 10 - 16:10

This three hour workshop will focus on the following elements:
1. Lecture: The History and Evolution of the Silent Way. Dr. Caleb Gattegno, originator of this approach, stated at the 1976 TESOL Convention in New York that the 'Silent Way' "has changed and will continue to change as long as I am around to change it." A brief account will be given of these changes.
2. The Silent Way is **not** rods and colored charts, or gimmicks and chicanery, as some think. but an empirical studv of learning based on certain *principles* These will be discussed and exemplified.
3. Certain *instruments* have been developed for the efficient application of these principles. These materials will be introduced.
4. Since the majority of the workshop participants are expected to be junior and senior high school teachers, some ideas for the *adaptation* of the spirit of the Silent Way to the reality of the public school classroom will be elicited and examined.
5. Finally, *feedback* on the presentation will be welcomed in the hope that a sharing among the participants and presenter will generate somethings of value to all.

Tom Pendergast is Visiting Professor in EFL at Osaka University of Foreign Studies. He has Master's Degrees from Stanford University and the Universitv of Hawaii (TESL). where he was an East-West Center Grantee. "He is a past-president of both JALT and JALT's Kansai Chapter and has published dozens of articles on language learning and Japanese culture, the latest of which is a feature article in the May issue of *PHP International.*

Meetings

WEST KANSAI

Topic:	The Design and Use of Picture Squares
Speaker:	Ruth Sasaki, Language Institute of Japan.
Date:	Sunday, August 30
Time:	1:00 p.m. – 4:30 p.m.
Place:	Umeda Gakuen (new location-check the map).
Fee:	Members, free; non-members, Y500
Info:	Kathleen Graves (075)932-8284; Jim White (0723)66-1250; Kimiko Nakamura (06)952-1093.

Meetings (cont.)

WEST KANSAI (continued)

Special Interest Groups:
Teaching English in Schools: Wednesday, August 26, 6:30 – 8:00 p.m., Center for Language and Intercultural Learning. Contact Keiji Murahashi (06)328-5650 (day).
Children's Interest Group: Sunday, August 30, 11:00 a.m. – 12:30 p.m., Umeda Gakuen. Contact Sister Wright, (06)699-8733.
Japanese: Thursday, August 27, 1:00 – 3:00 p.m., Center for Language and Intercultural Learning. Contact Fusako Allard, (06)3 15-0848.

Picture Squares are carefully designed picture grids which represent a core of information, sometimes a story, about which students ask and answer questions. Squares can be designed for structural, conceptual, or topical purposes. By having students communicate information represented by the pictures, teachers can focus activities to meet the specific needs of their students. The purpose of this demonstration/workshop is to demonstrate the use of various kinds of squares, and to stimulate teachers to create their own. Use of squares will be demonstrated, followed by a discussion of the possibilities and problems which exist in designing them. Those attending the presentation will be asked to participate as 'students' during the demonstration, and later to try creating their own squares in small groups.

TOKAI

Topic:	undecided before going to press
Speaker:	Robert St. Clair, University of Louisville
Date:	Tuesday, August 11
Time:	5:00 p.m. – 6:00 p.m.
Place:	probably Aichi Kinro Kaikan, near Chikusa subway station.
Fee:	Members free; non-members: Y1,000.
Info:	Chip and Pam Harman (052)833-2453 evenings

Doctor St. Clair is a professor of English and Linguistics at the University of Louisville. He is currently the editor of the *Journal of Technology and Mediated Instruction,* and the editor-in-chief of a monograph series on language and literacy, published by the Institute of Modem Languages. He has published numerous books on interdisciplinary linguistics, including *Language and Social Psychology, The Social and Psychological Context of Language, Developmental Kinesics, Bilingual Education for Asian-Americans, Language Renewal for Native American Indians,* and *Perspectives On Applied Sociolinguistics.*

KYUSHU

Topic: Drama for the Classroom
Speaker: Mr. Richard A. Via
Date: Saturday, August 22
Time: 12:30 p.m. – 5:00 p.m.
Place: Fukuoka Y.M.C.A. (1-12-8 Daimyo, Chuo-ku, Fukuoka-shi)
Fee: Members: ~~Y 1,500~~; non-members: Y2,500
Info: Jay Kilpatrick (092)841-3 194 or Etsuko Suzuki(092)713-8718

For the past 15 years, Mr. Via, who is now an educational specialist at the Culture and Learning Institute of the East-West Center of the University of Hawaii, has been involved with using drama in teaching foreign languages. He brings to this task over 20 years experience as a professional theater actor, stage manager, and director.

In this workshop, he will discuss and demonstrate various dramatic techniques that can be used effectively in the language classroom. While some of the more sophisticated activities would not be suitable for lower level students, Mr. Via will also be. demonstrating some techniques that can be used for anyone, even children. Don't miss this opportunity to make your teaching more effective, as well as more enjoyable for your students.

SHIKOKU

Topic: Listening Comprehension: What's So Special?
Speaker: Sharon Bode
Date: Sunday, August 23
Time: 1:00 p.m. – 4: 00 p.m.
Place: Conference Room 4, 3F, Education Department, Kagawa University
Fee: Members, free; non-members, Y 1,000.
Info: Barbara Hayward (0878)22-1807.

Sharon Bode, a co-founder of JALT, has had extensive experience teaching EFL in Japan and the United States. In Japan, she taught at the Sony Language Laboratory in Osaka, and was chief instructor of the Kyoto YMCA English Program. In the United States, she was an instructor at the UCLA American Culture and Language Program. At present, she is teaching at the American Language Institute at the University of Southern California.

Ms. Bode is visiting Japan this summer to give workshops for the Language Institute of Japan, the JALT Summer Institute in Nagoya, and at JALT chapter meetings. She is co-author of the widely used EFL text, *Listening In and Speaking Out,* and also a follow-up text for high intermediate students (in press). Her chief interest is the development of teaching materials for the improvement of listening comprehension. Her presentation will focus on this aspect of language teaching and learning.