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THE JAPAN ASSOCIATION OF LANGUAGE TEACHERS
NEWSLETTER
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Andrew Wright On 'Why Games'

By Andrew Wright, et al.

Language learning is hard work. One must make an effort to understand, to repeat accurately, to manipulate newly understood language and to use the whole range of known language in conversation or written composition. Effort is required at every moment and must be sustained for several years. Games help and encourage many learners to make and sustain these efforts.

Games also help the teacher to create contexts in which the language is useful and meaningful. The learners want to take part and in order to do so must understand what others are saying or have written, and they must speak or write in order to express their own point of view.

Many games cause as much density of practice as more conventional drill exercises; some do not. What matters, however? is the *quality* of practice. Learners are more likely to experience the meaning of the language when using it in a game than they are when manipulating it in a conventional drill. Dense practice in exercises which bore or even depress learners is not productive if they 'drop out' before a reasonable level of achievement has been reached.

The need for meaningfulness in language has been accepted for some years. A useful interpretation of 'meaningfulness' is that the learners respond to the content in a positive way. If they are amused, angered, challenged, intrigued or surprised the content is clearly meaningful to them. Thus the meaning of the

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Perspectives and Changes

By Peter Strevens

The followmg article is an excerpt from Teaching English as an International Language, Chapter one, by Peter Strevens, who will be the main speaker at JALT '82 at Tezukayama Gakuin Daigaku.

Teachers must concern themselves with change and with our individual and collective professional responses to the truly awesome changes in society's demands upon us which we are currently living through. Some of the changes have come to affect the organized learning and teaching of languages in very many countries. They can be considered under these broad headings: changed social needs and educational functions of foreign languages, changed expectations and attitudes on the part of learners and students, and changes in approaches and methodology.

Changed social needs and educational functions of foreign languages

Foremost among these changes is the enormous growth of international communication. In almost every country in the world, far more people are urgently required to have a much better command of more languages. This is an instrumental demand, not an intellectual or aesthetic one: people (and governments) need to understand and to respond and to act, in and through many languages. The change affecting us is a dual one, of *scale* – vastly increased numbers of people using languages – and also of *purpose* – no longer chiefly for the pursuit of literature and the humanities, but predominantly for instrumental use.

Some of those who (like myself) were trained in and for literary studies may lament the passing of the era when 'studying a foreign language' predominantly meant 'studying a foreign literature'. What society now demands is a predominance of practical command, given to a greater and more diverse population of language learners. There is still a place for the study of literature, but it is now a smaller place, relative to the total volume of language teaching; to retain even that diminished place, literary studies

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now have the unfamiliar and unwelcome task of justifying themselves. Of course, this is not to say that literature should not be studied. But it is neccessary to point out the changed relationship of literary study on the one hand, and 'instrumental' courses on the other.

A second major change is always from languages as an offering for a limited elite (i.e. for the few learners destined for university studies) to languages for all (or nearly all). This change exerts two kinds of pressure upon us: firstly, we language teachers are unexpectedly faced with mixed-ability classes; secondly, we find that culturally oriented (and, especially, literary) courses turn out to be largely unsuitable for and unteachable to an unselcted student population, at least in the conventional form of such courses. In general, we have not yet responded to this challenge by diversifying our teaching methods so that they can give equal help across the ability spectrum.

Thus, for example, the adoption' of comprehensive education in Britain, Germany, and Scandinavia has caused severe difficulties of adjustment for language teachers, because it has replaced small classes of academically bright learners with large and often unstreamed classes. The problems created by this change are very difficult, and reaction to them has sometimes been feeble. Some people doubt whether the problems can be sloved, and are beginning to advocate removing foreign languages from the school curriculum altogether. I do not share this point of view, because I believe that language teaching to school-age children can be reorganized in an acceptable and successful way. But this 'de-schooling' view is symptomatic of this change toward mixed-ability classes, and the fact that it can be seriously debated should make us realize how close our profession is to a serious organizational breakdown in some countries.

Linked with the expansion of language needs and with the extension from an elite to a nearly universal population of learners has come a change in the nature of courses for teaching languages to school-age children. The change is away from courses which are a pale reflection of conventional university studies – for example, by leading, without sufficient explanation or justification, to eventual concentration on literary works – toward courses which are designed to meet the needs of the school-age learner and to keep the learner interested, engaged, and even amused.

When this change began about 20 years ago, some teachers genuinely felt that their professional identity lay in the university studies by which they themselves had been trained, and they felt insecure and inadequate when asked to depart from the well-worn path. It is a measure of the growth in maturity of our profession that great numbers of teachers now find a new and a greater satisfaction in producing and teaching curricula, courses, and materials that relate more directly to the reality of our own pupils and their needs and possibility courses.

Finally, we have to recognize the confusion that has been produced, notably in the United States but also elsewhere. through legal de.

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JALT
NEWSLETTER
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The JALT Newsletter is the monthly publication **of the Japan Association of Language Teachers. The editors are interested in articles of not more than 1,200 words concerned with all aspects of foreign language teaching, particularly articles with practical applications. Articles may be in English or in Japanese. The editors also seek book reviews of not more than 750 words; classroom texts, techniques, and methods books are preferred. It is not the policy of the JALT *Newsletter* to seek books for review from publishing companies. Employer-placed position announcements are printed free of charge. Position announcements do not indicate endorsement of the institution by JALT. It is the policy of the JALT Executive Committee that no positions-wanted announcements be printed in the Newsletter.**

All announcements or contributions to the Newsletter must be received by the 5th of the month preceding publication. All copy must be typed, double-spaced on A4 size paper, edited in pencil and sent to: Pam and Chip Harman, Heights Motoyagoto 505, Motoyagoto 1-241, Tenpaku-ku, 468 Nagoya, JAPAN. (052) 833-2453.

The Japan Association of Language Teachers is a not-for-profit organization of concerned language teachers who want to promote more effective language learning and teaching. It is the Japan affiliate of TESOL and FIPLV. Through monthly local chapter meetings and an annual international conference, JALT seeks new members of any nationality, regardless of the language taught. There are chapters in Sapporo (Hokkaido), Takamatsu (Shikoku), Sendai (Tohoku), Tokyo (Kanto), Nagoya (Tokai), Kyoto (East Kansai), Osaka (West Kansai), Fukuoka (Kyushu), Nagasaki and Okinawa. Membership information can be obtained by contacting:

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A *JALT 82* Preview for Jr./Sr. High

Eds. Note*: To get a better idea of what will be going on at JALT '82, Larry and Keiko Riesburg, in charge of publicity, have spoken to some of the presenters preparing for the conference. This report should give you a hint of what you can expect to see:*

There will be over thirty presentations on classroom activities at this year's conference. Secondary education teachers should find many practical ideas to incorporate into their teaching. The following is just a sample of what to expect:

Karen Goto. a Kvoto public junior high school teacher, 'will ghe suggestions and a demonstration on how to cope with the problems encountered under the new three-hour *Monbusho* curriculum.

Ms. Goto says that the main areas of concern are student motivation and retention of materials learned in a slow-paced curriculum and the coverage of materials' patterns. Simple classroom activities, suitable for classes of forty will be proposed including commands and questions in English, games, simple drawings, visual aids, a slight reorganization of textbook materials and the use of other auxillary materials.

Koshiro Takahashi, a junior high school master teacher, says that one of the chief aims of the junior high school English teacher is to have students in junior high schools speak English. He will demonstrate his unique card and tape method. The students develop a lot of interest, and by practice through actual speaking, are able to acquire the linguistic knowledge, habits and skills they need to use the foreign language for practical purposes. Mr. Takahashi's card system helps a great deal in doing this. If his students can become proficient in speech, then he believes they can master a language and the best way to accomplish this, for both students and teachers, is by the card system which he will fully demonstrate.

Masakszu Karita, M.A. in ESL from Brigham Young University, will show how he gets his students to converse through original materials. Applying some of the techniques of a square dance caller, he has created an interesting method of teaching English. This method consists of mini-dialogues with appropriate titles, idiom songs with familiar tunes and skits on relevant situations. The mnemonic method enables students to familiarize themselves with 118 useful sentences. They will be able then to recall them anytime and use them in real situations. Gradually they become confident in using their Ennlish. The inquirv method enables students to increase their fluency in speaking. Training students to ask questions about some stimulus sentence is effective as well as motivating.

. . .AND FOR VARIETY

Hillel Weintraub, M.A. in TESOL from Columbia University, currently a teacher at Doshisha International High School, will make a three-part presentation on the microcomputer, its future in the schools, the Logo Language for those who think of themselves as 'unmathematical' or 'unscientific', and will cover computer related materials that are presently available for teaching languages.

Nicolas Ferguson, a Scottish author of over fifty books and articles on language teaching, will present a materials-based, student-centered program designed so that students in pairs are actively using the language 100% of the class time with the teacher's role being that of or-

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Alatis To Speak On TESOL

To say that James Alatis is the Executive Secretary of TESOL is hardly sufficient; he was at TESOL's birth as a national organization in 1966, chosen as the Executive Secretary, and has steered TESOL from a handful of members to its present status as an international organization with a membership of several thousand.

He began as a Fulbright Lecturer at the University of Athens after receiving his M. A. in Linguistics from Ohio State University in 1953. He worked in Washington, D. C. at the Department of State and the Office of Education as a language specialist and researcher in the early 60's. He received his doctorate in Linguistics from Ohio State, became associate dean and associate professor at the Georgetown University School of Languages and Linguistics, and became the first (and so far, only) Executive Secretary of

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James Alatis at JALT 81

PREVIEW .....

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ganizer, animator and monitor. This will be of interest to those teachers who have access to language laboratories. According to Mr. Ferguson, students learn a language at least twice as fast as any normal class without loss of quality.

ENGLISH THROUGH DRAMA

Yoko Nomura and Hisashi Yamauchi will give a demonstration on using drama in teaching which should be extremely useful for classroom teachers of all age students. Ms. Nomura graduated from International Christian University with a degree in linguistics and studied at the Neighborhood Playhouse School of the Theater in New York: Along with Masakazu Ohta. she founded Model Language Studio. which teaches English through drama. Ms. Nomura succeeded Richard Via as the director of Model Productions. the All Tokvo University Theatrical League. She has adapted the English-through-drama method for radio and currently has an English radio program ('English for the Millions' on Bunkahoso). Her publications include '1, 2, Jump Rhythm Eikaiwa' (TBS Britannica), which was developed for children, 'English Through Drama' (MLS), and most recently 'Pinch & Ouch' published by Lingual House. In collaboration with Camy Condon, she helped to establish the Association of English Teachers of Children (AETC). As a lyricist, she works under the pen name of Yoko Narahashi. The popular group, 'Godiego', uses many of her Iyrics. Working with Hisashi Yamauchi. Yoko will demonstrate a whole range of drama techniques from simple warm-up exercises to preparations for an actual performance.

Ellen Jones, M.S. in Linguistics from Georgetown University, recommends an old party game called 'Alibi' which accommodates all of the students in a multi-level class, and what class isn't multi-leveled!?! 'Alibi' provides practice in listening and speaking and requires limited preparation by the teacher! Reading and writing can also be introduced if desired.

These are only a few of the over 150 hours of stimulating presentations which will be available at JALT '82 on Saturday, Sunday and Monday, October 9, 10 and 11 at Tezukayama Gakuin University, Sayama-cho. Take the Nankai Kohva Line from Namba (near Takashimava Department Store) to Kongo and the free blue and white university bus to the site. See you at the free coffee and doughnut mixer, Saturday morning, October 9, at 9:30.

Strevens .....

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cisions requiring education to be provided in the mother tongue for members of various ethnic groups, both of immigrants and of indigenous communities. This is trend whose consequences will continue to affect our profession, sometimes in quite unexpected ways, for some years ahead.

Changed expectations and attitudes on the part of learners and students

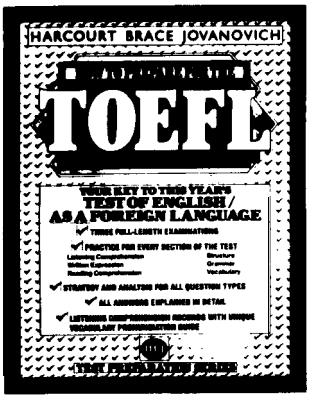
Let us begin with an observation about difference between different age groups. Young children everywhere still continue to learn anything, including a practical command of foreign languages, willingly and almost effortlessly. By contrast, adolescents and adults expect to be given convincing reasons why they should learn, and if they do not receive such reasons, if they do not perceive, and accept, the relevance of a foreign language to their own lives, they are liable to 'turn off' their learning. Unwilling learners do not learn well or easily – or at all! Yet, by a paradoxical extension of this same type of change, ***adult*** learners increasingly realize that they need a practical command of a language for their job or career and become eager and effective learners, often through intensive courses for specific purposes.

In short, at one end of the age scale, young children do not ***seek*** relevance; at the other end, adults quickly *become aware of* it; between the two, teenagers now *have to be convinced* of it by argument and persuasion. If we are unable to convince them, we may lose our teenage student population from language study while gaining a vast, new, and specialized population of well-motivated adults.

Other aspects of this type of change include the following: the focus of classroom attention is less upon the teacher and teaching and more upon the learner and his learning; participation and permissiveness have affected, perhaps only temporarily, some of the methods that students are willing to accept; with higher unemployment in America and Europe, social prospects (i.e. Will I get a job?) colour our students' attitudes toward learning; and so forth.

Changes in our approaches and methods

In recent years there has occured a great and worldwide increase in professionalism in language teaching. Teachers are better trained; their average command of the language they teach contineus to improve (though there are still many lamentable exceptions to this generalization); courses are increasingly designed to meet more precise and specific needs of the learners; methods are more diverse and flexible and specialized, moving away from the aberration, above all, of believing that any single method could be the 'best' method in every teaching situation; our former excessive intellectual dependence upon and subservience to particular theoretical positions in linguistics and psychology has been replaced by the multidisciplinary approach of applied linguistics and the development of theoretical models of the language learning/teaching process in its own right.



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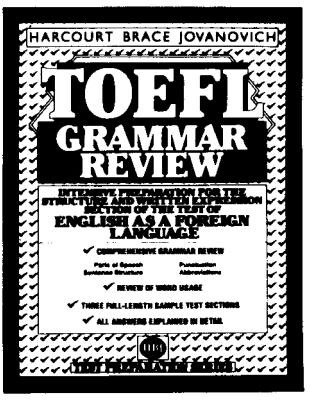

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Why Games..

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language they listen to, read, speak and write will be more vividly experienced and, therefore, better remembered.

If it is accepted that games can provide intense and meaningful practice of language then they must be regarded as *central* to a teacher's repertoire. They are thus not for use solely on wet days and at the end of term!

What contribution can games make?

Games can be found to give practice in all the skills (reading, writing, listening and speaking), in all the stages of the teaching/learning sequence (presentation, repetition, recombination, composition) and for many situations and types of communication.

Which age group are games for?

Enjoyment of games is not restricted by age. Some individuals, regardless of age, may be less fond of games than others, But so much depends on the appropriateness of the games and the role of the player.

It is generally accepted that young learners and adults are very willing to play games. (This partly depends on the learners' socio-cultural background.) Early teenagers tend to be more self-conscious and one must take into account their reticence when selecting games for them. Games which can be played in pairs or groups may be particularly useful in this case. It is clear to all observers of classroom practice that the teacher's own belief in the usefulness and appropriateness of a game affects the learners' response. We have observed games and materials normally used in primary schools being accepted by businessmen owing to the conviction of the teacher!

How to use games

If the teacher is unfamiliar with the variety and use of language teaching games then it is advisable to introduce them slowly as supplementary activities to whatever course book is used. Once the teacher is familiar with a variety of games they can be used as a substitute for parts of the course which the teacher judges to be unsuitable.

It is essential to choose games which are appropriate to the class in terms of language and type of participation. Having chosen an appropriate game, its character and the aims and rules must be made clear to the learners. It may be necessary to use the mother tongue to do this. If the learners are unclear about what they have to do, chaos and disillusionment may result. Many teachers believe that competition should be avoided. It is possible to play the majority of games with a spirit of challenge to achieve, rather than to 'do someone else down'. We believe that it is wrong and counter-productive to match learners of unequal ability even within a single exchange or challenge. The less able learner may 'give up' and the more able develop a false sense of his 'or her own achievement. We also believe it is wrong to compel an individual to participate. For many such learners there will be a point of 'readiness to participate' similar to the state of 'reading readiness' in young children. Learners reluctant to participate might be asked to act as judges and scorers.

As with all events in the classroom it is advisable to stop a game and change to something else before the learners become tired of it. In this way their goodwill and concentration are retained.

Class, individual, pair and group work

In class work it is easy to demonstrate that learners say only one or two sentences in a lesson or, indeed in a week. The greatest 'mistake' (if oral ability is an aim) is for the learner not to speak at all! Thus, although some mistakes of grammar or pronunciation or idiom may be made in pair or group work the price is worth paying. If the learners are clear about what they have to do and the language is not beyond them there need be few mistakes.

Pair work: This is easy and fast to organise. It provides opportunities for intensive listening and speaking practice. Pair work is better than group and class work for the shy learner and is better than group work if there are discipline problems. Indeed, for all these reasons we prefer to organise games in pair or general class work, rather than in group work.

Group work: Some games *require* 4-6 players: in these cases group work is essential. Membership of groups should be constant for the sake of goodwill and efficiency. If there is to be competition between groups, they should be of mixed ability. If there is to be no such competition the teacher might choose groups according to ability: tbis is very much a personal choice.

Many teachers consider it advisable to have a group leader. However, once more, it is our experience that groups can operate perfectly well without a group leader. The leader would normally be one of the more able learners. However, there is much to be said for encouraging a reticent learner by giving the responsibility to him or her. The leader's role is to ensure that the game or activity is properly organised and to act as an intermediary between learners and teacher.

The teacher's role, once the groups are in action, is to go from group to group listening in, contributing and, if *necessary,* correct-ing.

If a teacher has not organised group work before, then it is advisable to work slowly towards it. First of all, make the learners familiar with work in pairs. Add to this games in which rows of learners (if that is how- they are seated) compete against you or between themselves. Finally, after perhaps several weeks

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JALT Undercover

TEACHING ENGLISH THOUGH ENGLISH

Jane Willis, London: Longman, 1981.

Reviewed by Jenney Colley

Anyone who thinks there is nothing wrong with their classroom technique will be instantly put off by *Teaching English through English* – the latest title in the series of Longman Handbooks for Language Teachers.

It is certainly no light-weight course and the author raises a variety of methodological questions to which there are no easy answers. But it is also highly practical and contains numerous suggestions as to how teachers can use their skills more effectively.

It is aimed at both native and non-native speaking teachers of English and can either be used on training courses or as a reference book.

But in view of the rather confusing lay-out (the reader is constantly asked to refer backwards and forwards to other sections in the book) and the fact that most of the activities involve discussion or group work,, I would prefer to use it as the basis for a training course or as a stimulus for separate workshops.

The book is divided into two main sections which deal with the 'Language of the Classroom' and 'Teaching Techniques' respectively. The former is mainly directed towards non-native teachers and there is an accompanying cassette which contains extracts of real-life English lessons in progress. The main aims of this section are a) to demonstrate why English should be used as much as possible in the classroom b) to practise the specialised language of instruction, explanation etc. needed by teachers and c) to show how language can be elicited from students at stages in the lesson when they are normally passive i.e. when the teacher is taking the register

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Why Games..

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ask the rows of pupils to group themselves together to play a game between themselves.

It is absolutely essential that the learners are totally familiar with the games they are asked to play. (It is helpful if they are familiar with the games in their own language.)

Once the learners are familiar with group work, new games are normally introduced in the following way:

- explanation by the teacher to the class;
- demonstration of parts of the game by the teacher and one or two learners;
- trial by a group in front of the class;
- any key language and/or instructions written on the blackboard;
- first try by groups;
- key language, etc. removed from the blackboard.

The spirit of real games

Our aim has been to find games which the learners would enjoy playing in their out-of-classroom lives. Of course, experience of teaching foreign languages shows that many learners *are* prepared to take part in games and activities which they would consider a little juvenile or rather boring in the mother tongue. However, there is a limit to learners' goodwill and we should not stay far from the aim of introducing games worth playing in their own right. It is often the activity expected of a learner which makes it into an acceptable game, or, on the other hand, into a mechanical exercise. One example of this must suffice:

The teacher places a number of pens, pencils, etc. in various places on his desk. He asks a learner, for example, 'Where's the red pen?' As the red pen is obviously on the book, the learner *understands* the question as, 'What sentence in English describes the position of the pen?'

However, if the teacher says, 'Look carefully at the pens, pencils, etc. Now turn round. Where's the red pen? Can you remember?' In this case the learner's powers of memory are challenged and he or she is motivated to think or speak. And, most importantly, he or she understands the question in the same ways as a native speaker.

Collecting new games

Any games or activities which involve language and which your learners enjoy are language learning material. You can find 'new' games by studying magazines, newspapers, radio and television programmes, party games and indeed by asking your learners. If you can create these games in the classroom and the language is appropriate, then they are useful.

It is usually difficult to find a new game for specific language practice just when you need it. It is a wise precaution to collect and file games for use whenever you happen to come across them. Games without materials can be described as in this book and filed in a ring binder. Games with visual materials could be kept in similar sized envelopes bound in the same folder. It is helpful if the description of the game is written on the outside of the envelope and the visuals and handouts kept inside.

When collecting games it is important to note what language need only be understood by the players and what language must be used by them. (Indeed, in some games the learners are only expected to listen, understand, and, for example, point to a picture or carry out an action.) Thus, the language level is determined by the type of use, not just the structures and vocabulary items themselves.

Reprinted from Games for Language Learning *by Andrew Wright, (Cambridge University Press, 1979), David Betteridge and Michael Buckby. Andrew Wright is one of the invited guests at JALT '82.*

Under Cover.

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or setting up the tape-recorder.

The following extract shows how this can be done:

T: You're going to hear a dialogue on tape now. Who can plug the taparecorder in for me?
s: I will.
T: Thanks. Now what do I have to do?
T: Yes, I have to switch it on here. See? This knob here. Right, I've put the cassette in, now let's see if I can find the right place on the tape. . .

And so on. The less mechanically-minded teacher might well appreciate help of this kind and it is obviously a good idea to involve students in the lesson as-much as possible. The book provides plenty of practice in this (see the sections involving the rather taciturn 'Mr Short') but I was dubious about the emphasis placed on exploiting every situation – it could lead to much time-wasting, not to mention irritation on the part of the students.

The second section of the book has a much wider appeal and concentrates on the technical aspects of teaching including presentation of structures, grammar analysis, correction techniques etc. All the main areas covered and there are detailed sections on teaching vocabulary and the four skills – these are especially useful as they are often treated somewhat sketchily on training courses.

The author constantly emphasises the need to bear students' aims/interests in mind and successfully manages to make teachers think about what they are doing and why. The focus pages and questions raised in the Preliminary discussions are extremely stimulating, and the book also contains plenty of useful teaching tips, ideas for games and visual aids etc.

Teaching English through English is a very serious book (although the excellent cartoon-type illustrations liven it up considerably) and can only be used in small doses at a time. It is perhaps better suited for teachers who already have some experience in the classroom as the activities do require some knowledge of teaching aids and materials. The book highlights all the major problem areas in language-teaching and provides a lot of food for thought.

I would recommend it to anyone preparing for the R.S.A. Cert. TEFL examination either at home or abroad.

Reprinted from The EFL Gazette, *(London), No. 31, April 1982.*

THE CAROLYN GRAHAM TURN OF THE CENTURY SONGBOOK

Regents Publishing Company

Reviewed by Dale Griffee

There are two kinds of songs available for language classroom, namely, songs for native language (speakers) and songs for second language learners. Most of the songs in this world are .of the first type. so oftentimes the L_1 songs that we use in our classrooms are of the pop, folk or children's variety: they can be very- useful for intermdeiate classes in iistening and/or singing. However, until now there has been very little in the L2 category of songs for lower levels of students. Carolyn Graham helps us out with style and gusto with her new songbook *The Carolyn Graham Turn-Of-The-Century Songbook,* published by Regents Publishing Company.

This 95-page song text contains twenty turn-of-the-century favorite American tunes to which Ms. Graham has written lyrics for the second language classroom. Examples of the popular tunes include 'The Entertainer' by Scott Joplin (1902), the haunting 'Aura Lee' by George Poulton (186 l), and the bouncy 'Hello Ma Baby' by Howard and Emerson (1899). To these favorite old melodies (and 17 others) Ms. Graham has written new words and given new titles; These three melodies are listed in the text as Unit 20, 'I'm Going Home', Unit 12. 'Sundav Morning. Sundav Night'. and Unit 5, 'You Bring the Hot dogs'.

Each unit has a two page format, with the melody is printed on the left and the words on the right. Interspersed between units are pictures of the persons, events and objects that made the late 18th and early 19th century such an interesting time in America. For example. there is a-picture essay on the role of women on pages 14-15 and the Chicago World Fair on pages 16-17. At the end of the book are exercises for each unit. These exercises take the form of dialogues excerpted from the song lyrics.

The value of this songbook, for me, lies not in any of the exercises, but mainly in the delight of singing. I have used this songbook in classes ranging from high school to English-is-serious-business middle-aged adults. One such class could not believe that I would ask them to sing

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ALATIS TO SPEAK ON TESOL *DEFINITION*

(cont'd from page 3)

TESOL – all in 1966. He became dean in 1973, and a full professor in 1975. He still holds both positions.

Dr. Alatis is an advisor to the Center for Applied Linguistics, and has been active in the Modern Language Association, the National Association for Foreign Student Advisors, the National Council of English Teachers, the Linguistic Society of America, and numerous other organizations. He has authored,, co-authored or edited more than 25 publications, in journals such as the *TESOL Quarterly, The English Language Teaching Journal,* and *Lnnguage Learning.* Most notably he has edited three volumes of the proceedings of the Georgetown University Round Table on Languages and Linguistics.

Presently, Dr. Alatis teaches modern Greek and EFL Methodology.

these kinds of songs. Now it's the first thing they ask for. Despite their years of learning, it_ is still helpful to internalize such phrases as 'you bring the hot dogs and I'll bring the mustard'. And the melody hooks them every time. Thus we have a spirited way to begin and end a class.

A word to the wise, however. It might be a good idea for you to buy the tape that accompanies this text. Before listening to the tape, I could sing only three out of the 20 melodies. The tape contains a barbershop quartet and a seven piece Dixieland jazz band that at first startles and then delights. Ms. Graham sings most of the songs herself in a voice that is a little low for me to follow. But after the class listens to the tape, I move the melody up a little. Is there anything else I would change? Yes. In the song 'I Wish You Lived In Tokyo', in the line "I'd never let you go if you were *there* in Tokyo" I would change the word *there* to the word *here.* In other words I would change the location of the singer. Maybe that difference in perspective is the difference between ESL and EFL.

This is a text and tape that can be used by almost any teacher to lighten almost any class. What more can you ask?

ENGLISH FOR INTERNATIONAL CONFERENCES: A Language Course for Those Working in the Fields of Science, Economics, Politics and Administration

Anthony Fitzpatrick, Oxford: Pergamon Press, 1982, pp.63, $4.95 and four cassette tapes, $60.00.

Reviewed by Ronald Gosewisch, Nagasaki University

Foreign instructors and professors at Japanese universities are, with some degree of regularity, called upon to assist their Japanese colleagues who are about to attend international conferences. I have been no exception to this rule but, while attempting to help my colleagues, I have often felt like the oroverbial blind leading the partically sighted. So. when I spied the title *English for International Conferences* I jumped at the chance to get my hands on a copy, as the conference season – summer – was once again approaching. Since June, I have been working with three members of the Faculty of Medicine who have been or will be attending conferences, and using this book.

English for International Conferences is a course for advanced students of English who 'already have a firm knowledge of English grammar and vocabulary' and 'designed to help those who have to use English for the first time in the context of international conferences and congresses, and for those who have become conscious of the need to improve their mastery of the language in this area.' The stated. goal of the course is, after having 'practised structures and linguistic strategies,' to give the student confidence in his/her use of English so s/he will be able to concentrate more easily on the content of a conference. Since the course is for use by anyone in any field. it does not concentrate on specialized vocabulary. Though the theme found in the example conference is environmental pollution, substitution of terms is no problem. Techmcal terms are almost always no problem for specialists in their fields, so the course focuses on linguistic strategy.

The cassettes cover two areas of language function: Before the Conference. 'Traveling' and 'Making Social Contacts' and; During the Conference: 'Plenary Session' and 'Working Groups.' The booklet itself has two purposes: 1) To aid the weaker learner who needs-visual reinforcement and, 2) To aid the learner while at the conference by acting as a quick reference guide to the expected linguistic strategies. Each unit has six parts starting with a dramatized conversation (upon which each unit is largely based) followed by structural and strategy drills, short dialogues, an active listening exercise and finally, a listening comprehension exercise which is actually a short quiz with the answers provided on the following page. At the end of each unit, also, there is a page or so of useful words and phrases.

At first glance, the language exercises incorporated in first half of the course, 'Traveling' and 'Making Social Contacts,' seem so basic that one wonders what these materials are doing in an advanced course. Remembering, however, that reading can often be much easier than listening comprehension and, that, of the six parts of each unit, the booklet is designed to be used only for the listening comprehension exercise, or the quiz, I decided to have the doctors practice with the first two cassette tapes of the course as well as the second two. To my surprise, the doctors, each of whom had spent at least one year studying in the United States, all had some difficulty listneing to the dramatized conversations at the beginning of the first two units. I had previously removed the printed transcripts from the back of the booklets to force the doctors to rely on the tapes alone. Nevertheless, I couldn't see why such mundance expressions as: 'Ladies and gentlemen, please fasten your seatbelts.' 'What have you got to declare?' 'Shall we take the train?' 'We'd like to register for the conference.' etc. should give any problems to the doctors.

And these phrases didn't really give trouble, not by themselves. But in the flow of conversation, they were a bit difficult for my colleagues to follow. For this reason we practiced all four

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UnderCover .....

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units, though the doctor who went to a Tokyo conference didn't need the linguistic strategies reauired for flying on an international flight or going throigh customs. He did, however, find that the second unit, 'Making Social Contacts,' was useful for him as he had to renew many old acquaintances from the United States and make new ones from many different countries. He also said that, though he had some difficulties with the various accents used by the people at the conference, his own conversation when meeting people seemed to come just a bit easier than he remembered it being in the past. Even so, he found the latter half of the course much more useful for his personal needs. In particular, he found the practice in Unit 4, 'Working Groups,' most helpful, as it better armed him with the linguistic strategies to cope with the give-and-take in the question and answer period following the presentation of his own paper.

In conclusion then, I can say, at least tentatively, that *English for International Conferences* is a useful course for anyone whose native language is other than English and who must attend an international conference in English. It also can serve, as it did for myself, as a useful guide for those whd, up til now, have attempted to help those going to international conferences, by concentrating on the papers their students have had to deliver, correcting the manuscripts, helping them practice their pronunciation, their stress, intonation and rhythm.

CLOZE IN CLASS: EXERCISES IN DEVELOPING READING COMPREHENSION SKILLS

Alan Moller and Valerie Whiteson, Oxford: Pergamon Press

Reviewed by Toshiko Sakurai

The cloze *(Mushikui* in Japanese) is a technique that is constructed by deleting every nth word from a passage. The learner must fill in the blank by referring to more than just grammatical elements. Let's look at some examples in *Cloze in Class.*

Ex. 1: "I have been stealing cars for many years. In fact, I've _____ over 700 American cars."

The learner must first refer to "I've been stealing cars and find out that *I* is an agent and *steal* is an action. Then referring to the gramatical hint *I've,* s/he must fill in the blank with *stolen.*

Ex. 2*:* "At the time of my conviction I_____ steal any American-made car in less _____ 90 seconds and could steal most in 45 to 50 seonds."

In order to fill in the first blank, s/he must realize that an auxiliary verb is missing. Then he/she can put *could* in it citing from 'could steal most in 45 to 50 seconds.' In the second blank, s/he can easily put *than* if s/he knows the comparative form *less than.*

The learner must 1) understand the content of a passage and 2) make use of his/her grammatical knowledge and others such as vocabulary and idioms. So this is an intergrative exercise. Though the authors say the aim of *Cloze in Class* is to develop reading comprehension skill, this book provides more than that. The passages are chosen from various sources and are well-balanced. To motivate your students, this is the _____ textbook.

DEVELOPING READING SKILLS: A PRACTICAL GUIDE TO READING COMPREHENSION EXERCISES

Francoise Grellet, Cambridge University Press (1981) Y3,300
Reviewed by Daryl Newton

When you read the title of this book, can you anticipate what's to come? Being a language teacher helps you to guess the contents, just as a glance at the back cover, and a chance to skim through the table of contents would give you a clue to understanding. Anticipation, prediction, inference, and exercises to develop these and other skills is what this book is about.

The book clearly states its own purposes:

> "This book. . . should be useful to teachers who do not use a reading course and who wish to produce their own material, as well as to people who are developing material for tailor-made courses. . . The book attempts to describe and classify various types of reading comprehension exercises. It is not a textbook for students or a general handbook on reading. "

The book is divided into two sections: a long introduction, and examples of exercises. The introduction sets out purposes, methods, assumptions, and some classroom procedure. The exercise section, the bulk of the book, also provides explanatory notes specifying aims and skills involved.

The exercises and examples of reading material are not graded. There is a rationale given for using unabridged material and gearing the exercise in terms of degree of proficiency for the level of the student rather than designating a specific skill or exercise as suitable for any given level. Although the first section of exercises, 'Reading Techniques'., is considered essential to comprehension relative to the other three which are considered supplemental, there is still a wide range of exercises in the first section.

The exercises should not, however, be con-, fused with reading comprehension exercises, the most common type of exercise everywhere.' Most of the exercises are aimed at developing specific reading skills, i.e., skimming, scanning,' understanding organization, anticipating, using the material afterwards to do something,

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Chapter Reviews

HARVEY TAYLOR: READING SKILLS DEVELOPMENT

Reviewed by Juro Sasaki, Kyoto

The teaching of reading in most languages, including EFL, has traditionally emphasized the total comprehension of a passage through vocabulary study and exhaustive analysis of the grammar and rhetorical devices in the passage. As a result of this type of classroom activity, lanugage learners expect reading to be done intensively, no matter what type of material is being read; they find it difficult to read without constant reference to a dictionary or word list. Reading in one's native language rarely involves such intensive analysis of the text; most reading is for the purpose of finding out some specific bit of information. Second language learners need to learn the benefits of less intensive reading, and to gain self-confidence in their abilities to read in new, more efficient ways when the nature of the text and information desired allow this. These skills could also be of great use in EFL situations in certain cases.

Using selected example passages,. Dr. Taylor showed how to encourage non-native users of English to develop 'scanning' and 'skimming' techniques.

Dr. Taylor raised a question of what reading really is. He said that reading is never a passive skill but an active one, and that good readers don't read aloud as Japanese readers do. He notes that the best reading is silent and with a purpose. According to Dr. Taylor, we read selectively not stopping to use a dictionary, and our eyes move extensively. One word at a time is not reading. Reading ability is much more extensive than writing; we skip a lot when we read, such as when we read newspapers, with an 'active' mind. "Normal' reading depends on the reader's interest, and? consequently, when the loses interest, the will stop reading. We put together each separate idea from reading passages and make up an idea Dr. Taylor says that this way of reading can be translated into an EFL situation.

He advises EFL teachers to help their students make better guesses when they read. He says that text analysis is not reading and that though the students feel guilty when they don't read everything in a book, the teachers should advise the students to make a habit of skipping two or three pages in a book. He also emphasizes that culture is a very important element for the students to learn in a target language, and that the teachers have to make the students try to focus on general comprehension. Ask the students general, comprehensive questions after they have read the text. Never ask questions about small details. Asking detailed questions is not good testing.

He concluded that reading is not eye practice and listening is not ear practice but each of them is comprehension, and he added that since listen-' ing is a mental process, the students are likely to listen to familiar words and refuse unfamiliar ones, so that the teachers must focus the students on listening. Dr. Taylor stresses that teachers should train students step-by-step to be accustomed to 1) the stream of sounds 2) word recognition 3) phrases or formulas 4) clauses and sentences and 5) extended speech. He also says that it is vital for the students to recognize intonation difference and to comprehend the content of a speech in the stream of sentences and that teachers should not allow students to take notes during their listening.

Dr. Taylor taught English and ESL methodology at universities in Vietman and Japan before serving as an Assistant Professor of Japanese (University of Hawaii) and linguistics (English Language Institute, University of Michigan). He has been the Chief of Party of the UCLA-China Exchange Program's Beijing English Language Center, Beijing, China, since 1980, and holds the position of Visiting Associate professor in the Department of English at UCLA.

Undercover

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assessing intention, etc. While teaching a reading and writing course, using the book as a reference has proven useful.

The book meets its own aims as a reference for people who do want or need to write their own reading exercises, but this is also its limitation. It does illustrate a variety of exercises, although similar reading exercises can be found in some intermediate and advanced reading textbooks. The exercises and their purposes are clearly given, but there is not enough in the way of concrete suggestions and information given to teach the teacher how to write his own exercises, nor how to adapt the exercises to the level of the students. Seeing an example of an exercise and even knowing its purpose is still not the same as being able to comfortably choose material and create a suitable exercise, particularly for lower level students.

The book remains 'a good reference and for most teachers, the introduction will probably provide insightful guidelines for the selection of a student text which can meet the aims of developing reading skills.

Checklist for Communicative Activities

Bernard Susser, Baika Junior College

One important recent trend in language teaching has been the increasing use of communicative activities in place of pre-communicative exercises and drills. The latter were the mainstay of the audio-lingual method; they were structural practice with the object of having the learner produce an acceptable piece of language. The focus was on correct pronunciation, intonation and/or syntax; that the learner was saying something that had no functional or communicative utility was of no importance. In contrast to this, the emphasis on communicative activities is on the meaning of what is being communicated.

Lockwood (198 1:20-2 1) distinguishes two main categories of communicative activities, "functional communication activities" and "social interaction activities." In the former, learners must "use the language they know in order to get meanings across as effectively as possible." whether or not the language used is appropriate or even correct. The activity is a success if the learners manage to communicate. "Social interaction activities" make greater demands on the learner, for success is determined "not only in terms of the functional effectiveness of the language, but also in terms of the acceptability of the forms that are used." In other words, the learner's language must be correct and appropriate as well as intelligible.

Lockwood's book presents a very full discussion of communication activities and is also provided with an excellent bibliography. The purpose of the present article is to introduce and discuss a checklist for characterizing and evaluating communicative activities. The categories included on the checklist are for the most part derived from two workshops at TESOL '82 in Honolulu in May 1982: Candlin and Breen, and Newstetter and Thomas. Items l-8 cover the main characteristics of communication activities, and items 9-14 indicate the points on which these activities should be evaluated by the teacher.

CHARACTERISTICS OF COMMUNICATION ACTIVITIES

1. Information
   Overcoming an information gap.
   One-way communication
   Two-way communication (Q & A)
   Processing known information
2. Interaction
   Teacher-student
   Student-student
   Group
3. Focus on:
   Activity (communication)
   Language (structure, etc.)
4. Meaningful goal
   Yes
   No
5. Social Context
   Important
   Not important
6. Solution or resolution
   Only one possible
   Many possible
7. Teacher control
   Much
   Some
   None
8. Correction and feedback
   Possible during the activity
   Possible after the activity
   Not possible

EVALUATION OF COMMUNICATION ACTIVITIES

9. Level of difficulty
   Too difficult
   Appropriate
   Too easy
10. Participation by students
    Enough
    Not enough
11. Instructions and directions
    Clear
    Confusing
12. Motivation and interest
    High
    Average
    Low
13. Sense of accomplishment at end of task
    Yes
    No
14. Language ability and communication
    Language errors prevented communication
    Communication successful despite poor Language performance

As an illustration, let us apply the checklist to a typical language learning activity. "Construction Engineer" has appeared frequently in the literature under different names (Olsen 1977:35; Krupar 1973:35-36). In its simplest form two learners, A and B, are given identical sets of blocks, rods or similar construction materials. A screen is placed between A and B so that neither can see the other's desk. First, A builds a realistic or abstract structure, and then gives B instructions for building the same structure.

1. Information: This activity is clearly a case of overcoming an information gap; A has information (the structure) which must be conveyed verbally or in writing to B. If B asks questions the communication is two-way.
2. Interaction: Here, student to student,

(cont'd on page 20)

Checklist

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although this could be done teacher-student, teacher-class, etc.

3. Pocus: On the activity. If B can complete a structure which is identical to A's, communication has been successful, whatever the quality of the language used in the process.
4. Meaningful goal: This point is subjective. If the learners see this activity as a game, the goal is meaningful since games are real events. (Corder 1977: 10)
5. Social context: Not important for this activity.
6. Solution: There is only one possible solution. B must make a structure which is identical to A's; failure to do so means the communication between A and B has not been successful
7. Teacher control: The general rule for communication activities is that the teacher not interfere while the activity is taking place. (Lockwood 1981:19) But the teacher should certainly provide help when requested to do so, and can teach beforehand language likely to be needed in the activity. The teacher's main opportunity for control lies in his/her choice of the activity; this particular activity might be chosen to supplement a lesson on the language of giving directions, prepositions, etc.
8. Correction and feedback: Possible after the activity. The teacher can listen to the various pairs as they are engaged in the activity, note typical mistakes and problems, and cover these when the activity is finished. This type of correction may or may not be practical, depending on class size and other factors.
9. Level / 10. Participation / 11. Instructions: These are obvious factors in evaluating any language learning activity. Communication activities, like other activities, must be adapted to suit the level of each class.
12. Motivation / 13. Sense of Accomplishment: These are subjective factors. "Construction Engineer" seems to be successful with college classes but these psychological factors will probably not compensate for sheer lack of ability to handle the minimum language required.
14. Language ability and communication: The teacher should note to what extent correct language is a condition of success in the activity. Learners who are unsure of "right/left", "in front of/in back of", etc. are unlikely to perform "Construction Engineer" successfully. On the other hand, it is possible to complete the activity using poor pronunciation and syntax.

This last point is of particular importance because the literature has not dealt sufficiently with this problem. The advocates of communicative activities emphasize their motivational

aspect and downplay the quality of language being used by the learners. Teachers are being assured that the errors made are not habit-forming since the learners are simply progressing through a series of interlanguages on their way to a reasonable approximation of native speech, (See Corder 1981:73f, 87ff) But even if this model can be substantiated for the ESL situation (and the occurrence of fossilization suggests that everything is not exactly rosy there either), it remains to be seen if it holds true in the EFL situation. In ESL, the learners are studying and living in an environment which provides infinite resources and constant feedback; EFL students' exposure to English is usually limited to the classroom.

Three specific problems have been pointed out in the literature. 1) Hutchinson and Klepac (1982) experimented with communicative activities in Yugoslavia and found that "as speakers the students simply *did not care* whether anything had been communicated or not," (p.140) because the educational system in which they had been trained taught them to regard "any piece of language presentation as a form of assessment" by the teacher. (p.142) They claim that the communicative approach is a product of Anglo-Saxon culture and may not suit learners from other backgrounds.

2) Taylor (1982:38) cites research which "indicates that a class of non-native speakers who talk together without much exposure to native speakers is likely to develop a second-language dialect of its own." This is a particular problem in situations like the Japanese case, where all the students are from the same language background and can converse in a pseudo-English whose phonology and vocabulary are drawn from English which has been assimilated into the Japanese language.

3) Preliminary results from an ongoing research project were reported by Susser (Olsen and Susser 1982), indicating that in some cases the least competent speakers may be the most successful in completing communication activities whose solution is not dependent on the quality of the language used. For example, analysis of tape recordings showed that students who used *raito* instead of *right*, or who said *head is cap* rather than *He's wearing a hat*, were likely to complete the activity more successfully and more quickly than students who used more correct language.

This is not to say that teachers in Japan should reject communicative activities. On the contrary, properly used, they can increase our students' motivation and improve the effectiveness of our teaching. But as with any other teaching method or device, the teacher must be fully aware of the potential and the limitations of communication activities. The above checklist is offered as an aid to this end.

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Theory and Practice of Information Exchange Exercises

By Richard Maynard, Oita University

After the functional vs. grammatical upheaval of the sixties and the subsequent emphasis on learners' communicative competence; it was inevitable that the maior focus of TEFL attention should be directed towards English for Specific Purposes. In the last fifteen years or so any TEFL paper aspiring to be worth its salt has emphasised 'learners' profiles', 'goal orienting', 'purposes', 'wants and objectives' and 'needs analyses', so that to a large extent every EFL course has come to be looked on as a budding ESP course. There is every reason to believe Mackay and Mountford that "English for Special Purposes, and EST in particular. is rapidly becoming (. . .) not just a major growth field within ELT, but the dominant approach to the Teaching of English as a Foreign Language" (1978, p.20), for certainly the private sector boom and all research funds and prestige are now firmly committed to adumbrating and expanding the many branches and consequences of the ESP world.

The benefits of such a rigorous approach are incontestable. There now exist both theoretical models and ample practical examples of how to tailor a language course, which procedure can only improve the quality of service that teachers are equipped to provide for the ESP learner. But is it really fair to assume that all learners do in fact have specific needs? How many of the captive audiences in the 'general English' courses in colleges and universities throughout Japan have a narrowly definable linguistic target? It may not be too cynical to say that in some cases the only (or at least, overriding) need and specific purpose is to acquire the credit in English Conversation necessary for graduation. Once it is accepted that compulsory EFL courses are likely to lead in the opposite direction to ESP, it becomes important to try and lay some pedagogically sound foundations for designing the kind of syllabus which Gerry Abbott at Manchester University refers to as TENOR (Teaching English for No Obvious Reason). In the extreme TENOR context there may be a total lack of linguistic goals, purposes or whatever outside the course itself, with the result that all the students' learning effort and language use have to pay their rewards within the classroom rather than be an investment for later. Thus Wilkins' (1976, p.70) concept of a high surrender value' course is extended in TENOR to a point where all language activities and effort invested should be totally paid off within the course.

In the absence of any target competence it may seem that in the 'general English' classroom all activities are equally justifiable. I believe this is not so; there must be ways to distinguish good teaching and syllabus design from bad in a TENOR classroom just as much as there are in an ESP context. In the latter, such evaluation is considerably more straightforward: the extent to which an activity enables learners to satisfy their linguistic needs is the extent to which the activity is valid. Thus in the former it will be necessary to create needs surrogates, and assess their validity to the extent that they are both pleasurable and of some value to the learners.

One category of activities which satisfies these criteria as well as being as close to a genuinely communicative situation as the TENOR classroom will allow is that which simply creates an information gap between two people. There are any number of ways in which these information exchange exercises can be staged; outlined here are the steps which have proved most successful.

(cont'd on page 24)

Checklist

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Note: This article is a revised version of a presentation given for the 6th Practical Seminar for English Teachers, Osaka YWCA Semi Center, August 21, 1982.

Theory

(cont'd from page22)

Pairs Reading

The most fundamental activity of this kind is where student A has a brief passage which he reads to student B. A's task is to read as clearly as possible and then make his own questions, while B's task is to listen, understand and reply to the questions. Then the roles can be reversed. Almost all textbooks have suitable brief passages, or the teacher can write them. Alternatively the students themselves may be asked to write them for homework and the papers, once corrected by the teacher, redistributed around the class. Linked passages, such as those in chapters 40 and 60 of *Streamline English Departures* (valuable too because they give students the challenging opportunity to read handwriting rather than the all-too-familiar typing), lend additional interest to the activity.

Picture 'Reading'

Once a class is familiar with pairs reading the next step is to move away from the teacher-controlled language of reading passages to the activity in which students have first to create the language for themselves. A cartoon story is excellent for this. Both student A and student B may initially need some minutes to prepare their story and questions before begining the 'reading' part. *Streamline English Departures*, chapter 76, and *Connections*, chapter 78, are examples of this kind of picture story, but of course any cartoon or picture may be used.

Information Completion

Any activity which requires the communicative use of language in order to bridge an information gap between one student and another can be used here. For example, a chart providing diverse facts (e.g. *Strategies*, p. 19, gives certain personal details-of the South Sheen Wanderers football team) is photocopied twice, half the information blanked out on one sheet and the other half on the other sheet., and then the students are given the task in pairs of conveying and asking for the relevant facts.

Cue For A Drill is a rich source of such charts. Equally, paired incomplete maps, street plans or picture biographies may be used.

The principles of information exchange exercises need not be restricted to giving and receiving facts written or drawn on paper, but can also be applied to the listening mode. Here it would be preferable to have two classrooms available so that both groups of students can have a different tape to listen to, understand and prepare questions on. Then when the groups change rooms, they both find a listening exercise and some comprehension questions waiting for them. Again, a certain cohesion is provided to the exercise if there is some sort of connexion between the two stories, and *Streamline English Departures*, chapter 58, can conveniently be broken in the middle for this purpose.

The main objection to such exercises is that they do not actually teach anything in any rigorous sense of the word. This may well be true. But if it is the case that the typical TENOR students who arrive in our general English classrooms have throughout their high school years ahd considerable exposure to at least the grammatical system of the language without many opportunities actually to use what they have learned, then these exercises aim some measure to redress this imbalance. From the students' point of view there is the advantage of immediate feedback; participants will see how effective their use of language has been as soon as the two papers are compared. Also, a carefully selected reading passage, or better still a picutre story, enables students to pitch the language level according to their individual abilities; in mixed classes of 4th year English majors and 1st year general education students it can often be a problem to set exercises which satisfy such wide-ranging language competences. From the teacher's point of view, as has already been stressed, the advantage of these exercises is that they steer away from the mechanical towards the guided communicative use of English, in an activity which can successfully be undertaken even with very large classes.

TENOR may well be too extreme for the real world. In practice most students bring at least a modicum of interest, need or purpose to the language class which the teacher can focus his teaching on. But if this extreme nevertheless serves to illustrate that ESP EEP (English for Examination Purposes) are not the only approaches to our teaching and that general English activities deserve more attention than they receive at present, then it will have fulfilled its purpose.

Reprinted from Chalk Face, *Vol. 2, No. 1, May 1982, published by the British Council, Tokyo.*

Teaching Tip

PAINTINGS

Buy or have slide reproductions made of paintings of great artists. As the slides are shown, students write briefly their first impression of each painting and then discuss their impressions in groups. Later, the entire class may exchange impressions. Students should then talk, in groups, of their own artistic interests: a) What would you like to paint some day? b) What kind of painting interests you the most? For the next class period students bring their own painting or collage, or a painting that they particularly enjoy, to share with members of the group or class.

from 101+ Ways to Stimulate Conversation in a Foreign Language, by G. Ronald Freeman

Copy 'n Use It

Thomas N. Robb
Kyoto Sangyo University

If the headlines on the following page seem a bit strange, there is a reason – they have been scrambled from the originals which appear in the answer box below. The object of this activity is for your students, working in pairs or small groups, to try to rearrange the individual lines in order to reconstruct the original headlines, and, while doing so, to learn a bit about the rather peculiar grammar used in them. Naturally, there is no need to use the headlines provided here. The exercise becomes more timely if you prepare "fresh" headlines just prior to using the game in class (although it is a bit more work!).

PREPARATION

1) Make one copy of the headline page for each pair or group.
2) Cut each sheet into strips of one line each, placing each completed set in a small envelope.
3) Prepare copies of the answers for the students if desired.

IN CLASS

1) Put the students into groups, giving one envelope to each group.
2) Tell them that the object of the game is to try to reconstruct the original headlines within the given time limit. (20 minutes is about right.)
3) If desired, you can go over some of the more difficult vocabulary before starting. It is also a good idea to wander about during the activity to catch any other words which are causing them a problem. These can be written on the blackboard along with a definition or translation.
4) The winning team is the one which has the most correctly-matched pairs when "time" is called.

FOLLOW-UP ACTIVITIES

1) Have the students classify the headlines into those referring to actions in the past, present and future. Discuss how these tenses are marked (Present tense often denotes a past event, To + verb a future event, etc.).
2) Have the students attempt to construct complete sentences from the headlines adding articles, the verb TO BE and other words as necessary.

Answer Box

1. **Denmark PM Will Resign Over Budget**
2. **Mexico To Get $1 Bil. Extra Loan From US**
3. **31-Year-Old Ga. Man Gets Lung Transplant**
4. **Investment By To Firms To Rise 10%**
5. **Mutsu Sails For Aomori Prefecture**
6. **US Teacher Strikes Continue in 4 States**
7. **'Other Mitsukoshi Shows Had Fakes'**
8. **Guerrillas Active In Western Salvador**
9. **Riots Continue For 3rd Day In Poland**
10. **US Business Buying More Imported Cars**
11. **Third World Slides Deeper Into Poverty**
12. **Neo-Nazi Membership Rising In W. Germany**
13. **8 Audio Firms To Sell Compact Discs**
14. **ANA Gets Okay For Flights To Islands**

Teachers and Valuable Communication

By Nantha Gohwong

A lot of work has been done on possible causes of students' inability to use a target language (TL) to communicate efficiently. Suggested improvements are quite diversified. In a country like Thailand where language teaching has been following mostly a traditional style, learners tend to become inhibited and wait for signs of approval or corrections from teachers. Such occurrences are unreal in real-life communication. They are examples of pseudo-communication.

The communicative approach and its specific target competence is quite successful in stimulating students' interest. Communication games activate the teaching/learning situations. But the fact remains that students still wait for cues from the teachers in performing the different stages of class procedure. This is pseudo-communication, in spite of the fact that students do use the TL to communicate with each other when performing tasks or activities. And in spite of the fact that students themselves do want to be able to speak the language, they have to wait to be told what to talk about. In addition, students rarely recognize the responsibility they have for their own learning. Such is the case when teachers are native speakers of the TL or possess a near-native proficiency. Situations become worse when

(cont'd on page29)

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8 Audio Firms To Third World Slides

Teachers . . . . . .

(cont'd from page 26)

teachers are less proficient. The less fluency the teachers have, the less confident they are in handling their TL classes, and the more often they turn to use L1 as a means of communication. Therefore, it should be understandable when students sometimes use L1 in performing tasks or activities, whenever they find difficulties in expressing themselves in the TL. After all, the teachers' ususal reason when lapsing into L1 is that it saves time to explain complicated idea/concepts. Why can't that also hold true for students? This leads to reconsideration of the nature of the different elements involved in the teaching/learning of a TL.

What does it mean when we say that successful learners of a TL must be able to communicate intelligibly to other speakers of that language? It means that they must be able to understand and respond properly in TL about, anything, any topics that interest them. It seems that the communicative approach yields itself to this objective more than any other approach. However, it also has limitaions and constraints as was pointed out by Tom Hutchinson and Mira Klepac (1980). The educational philosophy underlying the whole curriculum – to which language teaching belongs, influences the developments in the teaching/learning of a TL. To find practical solutions involves policy planning which is beyond the immediate scope of power of classroom teachers. No one can predict how much time it will take before solutions can be realized.

Nevertheless, there is one approach that classroom teachers can turn to themselves to benefit their students – to force themselves to speak the TL in class, carrying on everything in the TL. This, however, does not mean-that teachers should go rattling on in the TL all the time. It means then teachers need to speak in their TL classes, they should speak only in the TL.

Using the TL as a means of conducting classes is real communication. It is the type of situation learners will find themselves in when they want to communicate to others in TL-speaking countries, totally independent from the crutches of L1. Teachers who allow the use of L1, in classes are simply training their students to be dependent on L1, to a greater or lesser degree, accordingly.

Objections to this suggestion may come in forms like the following:

1. How can we be sure that students will understand everything if we use only TL explanations?
   In trying to answer such a question teachers will be led to reconsider many factors involved in teaching/learning strategies:
   What is the aim of each part of the lesson? Or of each activity?
   What are the necessary steps students should take or recognize as necessary to achieve the goal?
   How much or what kind of help should be given to students? Why?

   What is the minimum target competence that students must achieve? What should be done in case they fail to reach the goals?

2. How can teachers whose TL. competence is not fluent enough carry on classwork in the TL?

   To answer this question, teachers should:
   consider themselves and their ability objectively.
   be ready to accept life as it is or has been.
   decide what they really want to do for their profession in the future. Do they want to improve themselves? Their proficiency? Their methods of teaching? Their capability of better or more efficiently organizing or handling teaching strategies?

   If the answers to these questions are 'Yes', then the logical consequence is to find out:
   What is needed for improvement.
   How improvement can be achieved.
   How high the teachers' own determination for improvement is.

One important fact about language which is often overlooked by the majority of people, teachers and learners alike, is that learning a language is learning to master the skills of *utilizing* a language. Successful learning or mastering skills requires practising through relating experiences, not merely listening to lectures and instructions. Thus, unless such a reauirement is fulfilled. learners are not likely to be in command of the language. Moreover, skills have to be practised regularly for efficiency and/or fluency. Decreasing the amount of practice increases the amount of inefficiency.

In conclusion, it must be emphasized here that this suggestion does not discredit the value of L1 or translation in language teaching/learning. its main concern is to encourage teachers to make an objective and deliberate consideration of themselves and their professional goal(s).

Reference

Hutchinson and Klepac. *The Communicative Approach: A Question of Materials or Attitudes,* Zagreb, 1980.

Reprinted from the Thai TESOL Bulletin, *Vol. 2, No. 3, March 1982.*

the SALT method. Classroom procedures are covered in detail, with opportunity for participants to practice the procedures individually. Finally, participants get experience preparing and delivering a complete lesson with SALT; this is videotaped and its review concludes the learning experience.

This humanistic teaching method has been evaluated in several field experiments in U.S. public school classroom, and the component elements evaluated in analytic laboratory studies with college students. The classroom studies rather consistently show that students trained with the SALT method showed significantly higher achievement scores than the controls, sometimes with significantly better attitudes than controls. Classroom subject matter in these studies has ranged from reading, spelling, mathematics, science, art, and education to beginning German and Spanish. Grade levels have ranged from first grade in elementary school to college freshmen. The lab studies have provided significant support for the major component features of the method.

The SALT teacher-training workshop lasts 35 hours, 5 days at 7 hours per day, with a one and a half hour lunch break. At the end, teachers are at least minimally prepared to use SALT in their own classroom teaching.

The Suggestive Accelerative Learning and Teaching method utilizes aspects of suggestion similar to advertising and uses unusual styles of presenting material to accelerate classroom learning. The essence of this technique is using an unusual combination of physical relaxation exercises, mental concentration and suggestive principles to strengthen a person's ego and expand his memory capabilities plus relaxing music while material to be learned is presented dynamically. Many of the independent elements have been known here in the Western World, but Dr. George Lozanov of Sophia, Bulgaria, apparently has been the first to put all of these component elements together in an integrated and highly effective learning procedure called 'suggestopedia' or 'SALT' in the U.S.A.

Positions

(OSAKA) Seifu Gakuen JHS and SHS has an opening for a full-time conversation instructor beginning April, 1983. Seifu is looking for a teacher with a B.A. degree, a professional interest in teaching English as a foreign langage and experience/interest in working with secondary students. For further information, please contact Barbara Fujiwara, Seifu Gakuen SHS, Ishigatsuji-cho 12-ban 16-go, Tennoji-ku, Osaka 543 or call (0742) 33-1562 in the evening.

Bulletin Board

College Reading Materials Published

An American Sampler, a textbook developed with the partial support of JALT research grants in 1980 and 1981, is being published by Addison-Wesley Publishing Co. will have the chance to see the results. If you teach college students or adults and think you might be interested in this material, please stop by Addison-Wesley's booth at JALT '82 or the JACET conference, and pick up a complimentary CODV.

The goals of this text are to: 1) give students information about the United States 2) interest students in reading English 3) expose students to a variety of literary forms and 4) help students improve their reading skills. This reader contains twenty selections, written by different authors in different literary forms and styles. The selections expose students to different aspects of American life and culture. Each selection is followed by the number of words in that selection so that students can measure their reading speed? as well as by a vocabulary list and various exercises. Through doing the exercises, students learn to develop effective reading strategies and to communicate their own ideas. Experimental editions of this text were used with 1500 students with good results.

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Kansas U. Dinner

All Kansas University graduates, former Kansas residents and honorary Kansans are invited to a Kansas get-together on October 9, after the Regents cocktail party at JALT '82. We plan to go out to dinner. Place will be announced at the cocktail party.

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Tokai U. to Hold S-A-L-T Session

The Junior College of Tokai University (Tokyo) will hold a workshop and lecture on Suggetive-Accelerative Learning and Teaching (SALT) by Professor Donald Schuster, Ph. D., from Iowa State University. He is a Director of the Department of Psychology and the founder of SALT studies in the university. He was also elected chairman at the meeting of suggestologists sponsored by UNESCO and the Bulgarian Educational Ministry in December 1978.

This is a special event during his 10 days stay in Japan. The workshop and the lecture will be presented as follow:
Lecturer: Professor Donald H. Schuster

Workshop

Date:	Monday, November 22 to Friday, November 26
Time:	10:00 a.m.-5 :00 p.m.
Fee:	Y50,000 (including materials)
Place:	Arranged by Junior College of Tokai University (Tokyo)

Maximum number of participants will be limited to 30 (workshop only). Remittance must be sent by November 15.

Lecture

Date:	Saturday, November 27
Time:	2:00 p.m.-5:00 p.m.
Fee:	Free
Place:	Junior College of Tokai University, (Tokyo)

No limit of the number of participants. For further details, contact: J. Igarashi, Junior College of Tokai University (Tokyo), 2-3-23, T;kqrawa, Minato-ku, Tokyo, 108, (03) 441-

Workshop on Suggestive-Accelerative Learning and Teaching (S-A-L-T)

Presented by Donald H. Schuster

The workshop is designed for teachers who want to use SALT in their classrooms, but the workshop also is of benefit to students mterested in improving their learning skills. The workshop provides participants with an introduction to the background and theory of suggestive-accelerative learning and teaching(SALT) along with a lengthy demonstration interspersed with the lecture presentation. Participants are involved in experiencing for themselves how to learn with

Meetings

TOKAI

Topic: JALT '82
Speakers: JALT members
Date: Sunday, October 3 1
Time: 1:30-5:00 p.m.
Place: Kinro Kaikan (near Tsurumai Park)
Info: Tak Uemura (05667) 4-0101

Various members of Tokai who attended JALT '82 in Tezukayama Gakuin University will report on presentations that they presented and attended during the conference. Detailed information will be announced on your October postcard.

WEST KANSAI

Topic: Vocal Paralanguage and Person Perception
Speaker: Dr. Bruce L. Brown
Date: Sunday, October 3 1
Time: 1:00-4:30 p.m.
Info: Jack Yohay (075) 622-1370 or Vince Broderick (0798) 53-8397

Dr. Brown is a professor of psychology at Brigham Young University, Provo, Utah. He has done extensive research in the area of person perception through voice and in second language acquisition research.

Teaching Tip

ADMIRABLE PERSON

Each student tells about the most admirable person s/he has ever met. What made him/her so impressive? What famous person would you want to spend a day with?

DRAW WHAT YOU HEAR

Have the students listen to the description of a well-known animal and sketch it as well as they can. Then, in groups, they should compare what they have drawn. Variations: Draw houses, table settings, the human body, articles of clothing, etc.

from lOl+ Ways to Stimulate Conversation in a Foreign Language, by G. Ronald Freeman