

JALT 全国語学教師協会 THE JAPAN ASSOCIATION OF LANGUAGE TEACHERS NEWSLETTER

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Y150

May 1, 1982

Songs for the Teaching

By Julian Bamford

The virtues of songs as attention-getters, motivators and a change of pace don't need to be stated. Neither does their value for language practice and memorization. It's also true that many teachers fight shy of songs because they don't know what to do with them beyond play them and ask a few comprehension questions. Added to that, few hit songs past and present are suitable for less advanced students. Finally, when do you use them? They often don't contain the structure or function of the day.

Fight shy no more! Why not sample some of the specially written-for-the-language-classroom cuts? They are intended to pass as the real pop/rock thing, and some do. Among the pedagogical platters some are hypnotic in simplicity ('How Far' from *Same Time Same Place*), some rousing rock ('One Day' from *Goodbye Rainbow*; 'Sounds of the City' from *Cloudsongs*), some achingly beautiful ('You and Me' from *Seasons and People*), and some downright catchy ('Things You Like' from *Skyhigh*). Yes, and some are less than terrific, too. I'm picky and I won't use a song I dislike musically however useful it might be for teaching, but one person's Rolling Stones are another person's John Denver (I love both) so you'll have your own tastes and favorites. In general, however, the earlier collections haven't weathered well into the 80's with their folky tone, not to mention doses of protest lyrics liberal to even liberal ears. But blame the times changin', not the talents of the writers: the ranks of ELT songwriters are thin and those selfsame scribes penned the more tasty tracks on the newer collections.

So how do you use them? Many earlier collections had detailed teaching notes - few later ones have - but here are some ideas for integrating the songs into your main lesson: Buy a couple of the collections that appeal

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TESOL とその年次大会

北尾謙治 同志社大学

JALTがTESOLの加盟団体に認められて早くも5年目となる。現在JALTは60足らずの加盟団体中最大で、最も活発に活動し、TESOLにおいて重要な地位を占めるようになった。毎年TESOLの年次大会に代表者を送り、各地の支部会等でその報告をしてきたにもかかわらず、よく知らない人が多い。それで多くの会員にTESOLをを理解して頂くため筆を執った。

TESOL(正式名はTeachers of English to Speakers of Other Languages)は、1966年ニューヨークにおいて、英語を母国語としない人々に対する英語教育者300余名により、その学問及び教育上の基盤となる学会として設立された。

最初の会長にはHarold Allen、副会長にはRobert Lado、第1回大会委員長にはDavid Harris、紀要の編集者にはBetty Robinettが就任した。

以来16年間、TESOLは飛躍的な発展を遂げ、現在では会員数1万人余り、内4分の1は海外の百数十ヶ国に在住している。年間予算が50万ドル、役員以外にJim Alatisと4人の常勤職員を有する学会に成長した。加盟団体も60足らずあり、内4分の1は海外に存在している。このようにTESOLは非常に国際的な学会であり、この分野では世界最大の規模を誇っている。故に、TESOLは世界の英語教育に影響を与えており、TESOLの動向は世界の英語教育の動きと言っても過言ではない。

TESOLの本部は主都ワシントンのジョージタウン大学にある。ここで日常業務とTESOL/TEFLの図書収集等が行われている。

TESOLの出版物は紀要「TESOL Quarterly」と年6回のニュースレターを中心として、年次大会の主な論文を集めた「On TESOL～」シリーズや、TESOL/TEFLの分野の多くの書物を出版している。

この学会の目的の一つは専門家の養成で、1978年より

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TESOL

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TESOL Summer Instituteが行われている。これは、有名な先生による大学院の講座で、ロサンゼルス、ニューメキシコ、ニューヨークで行われ、この夏はイリノイで行われる。

この学会には9つのspecial interest groupsがある。それらはTeaching English **Abroad**, EFL in English Speaking Countries, ESL in Elementary Schools, ESL in Secondary **Schools**, ESL in Higher Education, ESL in Bilingual Education, ESL in Adult Education, Standard English as a Second Dialect and Applied Linguisticsである。各々の関心に基づいてニュースレターの発行や特別のプロジェクトを実施している。

多くの研究が学会内で行われているのは言うまでもないが、TESOLは他の学会と協力してこの分野の確立に努力してきた。ESL (English as a Second Language)の教員の専門職化をめざし、専門家を養成すると共に、その地位の確立のための政治的活動も行ってきた。その結果、19の州でESLの教員免状が25州でbilingual educationの教員免状が発行されるようになった。

政府の政策に基づくbilingual/bicultural programにも積極的に協力し、この学会の中心分野の一つであったが、予算が大幅にカットされて以来あまり活発でない。最近ではむしろインドシナからの難民が多く、その人々に対する英語教育がクローズアップされている。

TESOLの活動を拡大し、支えているのが加盟団体で、

多くの出版物を発行したり、年次大会や研究会を開き、研究発表をすると共に教員養成にも一役かい、英語教育の向上に努力している。

TESOLの最大の行事は年次大会で毎年春に数千名の英語教育者を集め開かれている。この大会に出席すれば、日常書物を通してしか知れない有名人のほとんどと気楽に話せるチャンスがある。期間は6日間で、約300の研究発表が行われ、朝七時～夜10時位まで行事がぎっしり詰まっている。同時に多くの発表が行われるので各人の関心により適当に出席し、参加者の得るものは各人各人が異っている。

最新の情報はこの大会に参加すれば十分得ることが出来る。ESLの関係の出版社はすべて展示を行っているし、新刊もこのTESOLの大会をメドに出版されている。世界各国から加盟団体の代表や英語教育関係者が集ってくる。

今年は幸いにも我国に最も近いハワイ州で5月1日～6日まで第16回年次大会が開かれる。JALTとJACETで会員の便を計り、チャーター便の用意をしたので、多くの人々が利用されることを望む。

過去のTESOL大会に関しては、我国でも多く紹介されているのでその参考文献をつけておく。

参 考 文 献

北尾謙治 「第8回TESOLコンベンションに参加して」
英語教育 Vol. XXIII, No. 4 (1979年7月) P.86

羽澄英治 「The TESOLコンベンション参会記」

現代英語教育 第11巻4号(1974年7月) P.33

森戸由久 「第9回TESOL大会と最近の英語教授法」

JALT NEWSLETTER

Vol. VI, No. 5

May 1, 1982

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.

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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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Songs

(cont'd from page 1)

to you most and catalogue them for vocabulary, functions and structure. Then slot them into whatever text or syllabus you are using. They can be the theme- music for that unit. Have students listen once and identify generally what the song is about. Ask any specific question and make it a team game to see who can answer first as the song is playing. At the end have everyone mention any words or phrases they caught. Then listen again, with a picture if there is one, telling the students they'll be filling in some words afterwards. After this second time through, give a special cloze of the lyrics for them to fill in as best they can (in pairs?) from memory, context cue, rhyme or intelligent guess. Prior to class, run a copy of the lyric sheet and, with white correction fluid, cloze out the particular teaching point of the' lesson (eg. all the 'I like's, or all the words connected with houses). For beginners, list all the missing words and phrases at random beside the song. Set a short time limit, students leaving blank the ones they can't guess at. Play the song again as they check and complete the answers. And notice with how much attention they listen this time!

By now you've sneakily had them listen to the song 3 times, and the melody and beat have caught hold. What follows is a bonus in pleasure and unconscious memorization. Sing along with the tape (using the original unfilled cloze, of course) before or after break time and the next day, too. For variety, listen with no word sheet and press the pause button just before a key word which the students must supply from memory. Sing it at the end of the week for review. And at the end of semester party? But by now it's time for the next song anyway.

TESOL

英語教育 Vol. XXIV、No. 7 (1975 年 9 月) PP.54 - 55.

大谷泰照 「Bilingualism/ Biculturalismへの脱皮——今年度(1975)のTESOL Convention」 JACET 通信 第24号 (1976 年 1 月) PP.6-8

北尾謙治 「最近の米国の英語教育— 第10回TESOL コンベンションに参加して」 英語教育 Vol. XXV No. 3 (1976 年 6 月) PP.40-41

Thomas Pendergast, Jr. 「TESOL大会報告」 英語教育 Vol. XXV、No. 3 (1978 年 6 月) P. 93

河野守夫 「TESOL78 Mexico Convention」 現代英語教育 第15巻4号 (1978 年 7 月) PP.14-15

北尾謙治 「最近の米国における英語教育の動向——第13回TESOL コンベンションに参加して——」 英語の窓 No. 196 (1979 年 7・8 月) PP.13-16

伊藤健三 「TESOL大会見聞記」 中学英語 No. 144 (1979 年 7 月) PP.3-4

Below is a handy consumer's guide to most of the waxings, hot or not, written especially for ELT.

The following information is given in order: title; year; publisher; level (basic - intermediate); syllabus; teacher's book; musical type; (grade) evaluation; comments, if any.

Mister Monday; 197 1; Longman; B-I ; structural; teacher's book; folk; D.

Sunday Afternoons; 1973; Longman; B-I; structural; teacher's book; folk; D.

Goodbye Rainbow; 1974; Longman; B-I; structural; teacher's book; folk; B.

Skyhigh; 197.5; Longman; B-I; functional; no teacher's book; strong mainstream pop; A; originally written for use with *Strategies texts*, but no special notes for use in those teacher's books.

ESL Express; 1976; Collier-Macmillan; B-I; structural; some ideas on lyric sheet; folk; C; the only U.S. collection,~ so the folk is of the 'Oh Susanna' type rather than the 'Old London Town' type..

Cloudsongs; 1977; Longman; B-I ; functional; no teacher's books; strong mainstream pop; A; same as Skyhigh.

Seasons and People; 1978; Oxford; B-I; structural: **no** teacher's book. but excellent student's 'book; strong mainstream pop; A; especially professional, both musically and otherwise-the only collection with illustrations.

Note: Earlier collections are sometimes available for half price on record. If you buy a cassette, by sure to insist on, or write for, a lyric sheet.

Thomas Pendergast・黒谷晴美 「1979 年 TESOL 大会報告」 現代英語教育 第16巻第4号 (1979 年 7 月) PP.30-31

Tom Robb "Boston Hosts TESOL Conference" *JALT Newsletter*, Vol. III, No. 4 (April, 1979) PP.1 -3

Mark Mulbock "TESOL Tidbits" *JALT Newsletter*, Vol. III, No. 6 (June, 1979) PP.1-3

北尾謙治 「新しい教授法とTESOLの動向」 日本英語教育学会関西支部研究集録3 (1980 年 3 月) PP. 28-33

北尾謙治「最近のTESOLの動向」 *Hemisphere*, No. 2 (Spring, 1981) PP.27-33

Doug Tomlinson "TESOL '8 1 Tidbits" *JALT Newsletter*, Vol.V, No. 4 (April, 1981) P. 22

Letters

Dear Editors:

Glad you put the invitation to respond at the end of the article 'Ten Valuable Books ...' (Feb. 1, 1982. JALT Newsletter 6:2) because I didn't go very far into the article before I wanted to respond. It is not that I don't think the books listed are not valuable (though I did not make the connection with 'Japan' except in the first two). They certainly are. But I was compelled to comment on the choices and make my own.

I can't/don't/won't quibble with the first two books (Hall and Reischauer). They at least deal in part with Japan and language teaching. But the third book by Diller, while very interesting and certainly a basic picture of a 1960's controversy, hardly provides information which will make the classroom teacher better. To be better informed one might benefit more by reading a more complete book such as H. Douglas Brown's *Principles of Language Learning and Teaching* (Prentice-Hall: 1980). In fact, it would be on top of the list of any three books I would say were required and valuable reading for the classroom teacher or student of TESL. And it is readable.

The second section, 'Methods', I find even more curious. Any list I would make would include Stevick's book, I think (with the admonition to read it twice, at least because it is not easily read.) and probably the Madsen and Bowen book (though I like Stevick's *Adapting and Writing Language Lessons* equally well). They are complementary rather than substitutable, but they are definitely not 'methods' texts per se, and neither is the Wilkins book. While I agree that the idea of notional-functionalism is the 'trend' of the 80's, I do not feel that this particular book either truly elucidates the subject nor fits into a top ten list of books (essential books, valuable books). The Van Ek book (*Threshold Level*, etc.) certainly has a better list of 'notions' and 'functions' but neither provides the reader with any satisfaction as to what one can do with the ideas therein. I believe that Brown's book does a better job of explaining what notional-functionalism is and how to use it. Surely the 80's will eventually provide us with a really useful book on notional-functional syllabuses.

What is missing, then, in the methods section, for my money, is a 'methods' book. While I would agree that those available are uneven, they do contain that information on language and teaching which is basic to our profession. The two best, as far as I am concerned, are Paulston and Bruder's *Teaching ESL: Techniques and Procedures* (Winthrop: 1976) a good basic 'cook book'; and Robinett's *Teaching-ESL: Substance and Technique* (McGraw-Hill: 1980) which also includes a basic description of the language that we should be teaching as well as the techniques to present it.

As a footnote, I would add that the upcoming 'methods' book by Fanselow called *FOCUS* (to be published, I believe, by Newbury House), and Haskell and Buckingham's 'pre-methods' text,

would also be on my list ... next year?

Though it would not be in my top ten because of its age, a book which deals directly with the problems of Japanese learning English that should be of interest to teachers in Japan is Sumako Kimizuka's *Teaching English to Japanese* (Anchor: Los Angeles, 1968).

Section Three (Innovative Ways): Again, while I cannot quibble with the choices here, 'I find them arbitrary and given the limitations of the number of books which one could choose, perhaps too many in number. Personally I would prefer another methods text or grammar book (for reference) or a book of 'grammar' exercises. I like all three of the books mentioned but mightn't one consider 1) a good textbook series such as *American Kernel Sentences* (Longman 1981), *World English* (HBJ: 1980) or *English for International Communication* (ABC: 1978); 2) a book which emphasizes reading or writing such as *Skillful Reading* by Amy Sonka (Prentice-Hall: 1980), *Send Me a Letter* by Gonshack and McKenzie (Prentice-Hall: 1982), *Paragraph Development* by Arnaudet and Barrett (PH: 1981), *English for Academic Purposes* by Adams and Dwyer (PH: 1982), *Who Done It* by Yorio (PH: 1981); 3) in Communication/Listening, *Connections* by Boyd and Boyd (Regents: 1981), *Skits in ESL* by Hines (Regents: 1973), *Let's Talk About It* by Knepler (HBJ: 1982); 4) *Study Skills for Students of ESL* by Yorkey (McGraw-Hill: 1982); 5) Even a book on pronunciation such as Bowen's *Patterns of English Pronunciation* (Newbury House: 1976) would be useful here.

My own biased opinion relative to 'innovative ways' is that rather than try to come up with the one or two books that might fit, one would be better to deal with some sort of collection of articles or even better subscribe to a periodical such as *The Forum*, *MET*, the *ELTJ*, or the *TN*, all of which contain not only 'news' items but reviews of texts, and articles on current trends and practices. They are far more current and inclusive than any one limited-area text can be.

Training: Again, I thought the section titled belied the use and value of the text. I certainly agree with the choice of the Valette and Disick text as a useful one but it is hardly a 'training' text. It is a good classroom management, lesson planning text, of which there are few geared to the language teacher, let alone the ESL teacher.

But what is missing? What would I choose in place of the above categories besides the methods books I have mentioned? Probably, I would add to category 1) Stevick's *Memory, Meaning and Method* book, either an index for easy reference such as Crowell's *Index to Modern English* (McGraw-Hill: 1964), or one of the volumes based on usage such as *A Communicative Grammar of English* by Leech and Svartvik (Longman: 1975) or *Practical English Usage* by Swan (Oxford: 1980). There are of course others which might work as well as these, but something that covers the topic and is easy to use when information or questions on grammar are needed, seems to me to be a must for the classroom teachers. While I would never teach a grammar

JALT Undercover

COMMUNICATE IN WRITING

Keith Johnson. Longman; 1981. Y1,240, student's Book; Teacher's Book, Y760.

Reviewed by Diana Evans, Mobil Sekiyu-Osaka

Communicate in Writing is good news for you if you teach or are interested in teaching writing. What's more, it's very good news for students of intermediate level or above who have to write compositions or reports in English. Why? It helps them to make the all-important translation from writing sentences to writing connected discourse.

Many students competent in other areas find this transition extremely difficult to make because understanding how to organise facts and ideas in a way that appears logical to a native speaker is a double headache for Japanese learners. The approach to composition writing in Japanese is nothing like the approach in English, so the concepts of selecting and ordering information for a particular purpose are new and strange. Students are therefore not only grappling with the usual problems of vocabulary, usage, grammar, etc., but they also face the problem of having no experience of an analytical approach to writing in their native language. They have no conceptual model to which they can anchor the ideas underlying English composition.

Developing this conceptual framework is the headache. *Communicate* is the aspirin.

The book takes "a functional approach to writing through reading comprehension". At the beginning of each unit there is a 350-word

reading passage. Summarising, note-taking, parallel writing, and re-writing exercises based on the passage focus attention on how it is organised. In the second part of each unit ways of expressing specific relationships are practiced through sentence-level drills and one or two controlled paragraph writing exercises. All the 'main' units also have a third part, in which there are additional exercises for extra practice or revision. In this section students also have a chance to write about their own subjects.

The 'building block' approach ensures that students understand both how sentences work together to form paragraphs and how paragraphs contribute to the logical development of the essay as a whole. The exercises are graded in difficulty so the teacher can select those best suited to the level of the class. Less able students could work through all the sentence-level exercises before going on to paragraph and essay writing. More able students could begin with the paragraph writing exercises.

Most of the work within a unit hinges on the reading passage, but each unit is complete in itself. Consequently, there is no need to work through the book from the beginning to the end. The teacher or the class can select the units they would prefer to cover. Indeed, Keith Johnson explains in the Teacher's book: "Because of the very many different types of student wishing to learn writing in very many different institutions, the book has been written with flexibility of use very much in mind. The best way of looking at *Communicate* is as a 'bank of materials'."

This flexibility extends to using the book to practice other skills besides writing. Keith Johnson goes on to say that some of the exercises can be done orally, and many of them have, in fact, been designed to promote classroom discussion.

Though the twenty units of the book are independent, they have been organised into three basic divisions. They are: 'Describing things and ideas' (Units I-10), 'Describing

(cont'd on next page)

Letters.

text, some of them such as Praninska's *Rapid Review of English Grammar* (P-Hall: 1975) or *A Practical English Grammar* by Thomson and Martinet (Oxford: 1980) provide the teacher with access to grammar information and include useful exercises as well as examples. I feel that the 'grammar' reference is the teacher's (bilingual) dictionary.

I guess all of this amounts to a slightly different list than Mr. Griffee's, though not recessively any better. If I retained Hall, Reischauer, Stevick, Madsen and Bowen, and Valette and Disick from the original list, I would add to it:

6. Brown, H. Douglas. *Principles of Language Learning and Teaching*. (Prentice-Hall: 1980).
7. Paulston, Christina and Mary Bruder. *Teaching English as a Second Language: Techniques and Procedures*. (Winthrop: 1976).

8 Robinett, Betty J. *Teaching English as a Second Language: Substance and Technique*. (McGraw-Hill: 1980).

9. Swan, Michael. *Practical English Usage*. (Oxford: 1980).

10. *The TESOL Newsletter*.

(and when it comes out: Haskell, John and Thomas Buckingham. *Teaching English as a Second Language: A Pre-Methods Text and Resource*. 1983?).

It was fun to think about books and reminisce of the 'Bare-Bones Bibliography' which appeared in the *TESOL Newsletter* a couple of years ago. Hope you get lots of interesting responses. I'm sure you will.

Sincerely,

John Haskell
Editor
TESOL Newsletter

Chapter

Reviews

West Kansai

LESSON PLANS FOR
SENIOR HIGH SCHOOLS

Reviewed by Jerry Biederman,
West Kansai Liaison

Ms. Gwen Joy gave a presentation on lesson plans for senior high schools at the March 28 meeting of the West Kansai chapter. She began with an explanation of the theoretical structure behind her approach to language learning. It was broken down into areas termed 'Skill Getting' and 'Skill Using'.

The 'Skill Getting' area involved acquiring

Undercover.....

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processes and events' (Units 11 - 15). and 'Developing an argument' (Units 16 - 20). In each part, language functions associated with those areas are taught. For example, Unit 3 covers 'Defining'; Unit 7, 'Giving examples'; Unit 11, 'Expressing purpose and means'; Unit 14, 'Describing a sequence of events'.

The topics used to present these functions cover a wide range of general interest subjects - and they do promote discussion. If your students are not interested in 'Dying stars', 'Volcanoes', or 'The polar regions', you could try 'Inventions', 'The biological clock' or 'Genetic engineering.' If 'Magic charms' and 'Ghosts' seem too other-worldly, 'Work' and 'Skid Row' bring things down to earth with a bump.

The teacher's book suggests a number of ways to use *Communicate* in different situations. It also contains model answers and notes on especially important or useful points.

Keith Johnson explains in the 'Introductory' unit that the book is aimed primarily at two types of student. "One is the student who is learning English in order to study some other subject, in the arts or sciences, and who wants to learn how to write academic English. The other is the student whose main interest is English and who needs to learn how to write essays as part of his school or university course."

I would say, however, that the book's usefulness extends much further than that. In Japan *any*, no every, student of intermediate level or above who needs to write English can improve his or her writing skill by using *Communicate in Writing*.

Now, isn't that good news?

a knowledge of vocabulary, grammatical categories, their functions and inter-relationships. Also included in this area was the acquisition of fluency (the physical aspect of speaking), and the production of grammatically correct utterances.

The area of 'Skill Getting' excludes what might be called 'real communication' and involves merely a practice and preparation for it. It is in the area of 'Skill Using' that real communication becomes the central focus of concern. This area involves listening comprehension exercises and the expression of personal thoughts and ideas. This theoretical structure of the learning process was credited to a book titled. *A Practical Guide to the Teaching of English as a Second or Foreign Language*, by Rivers and Temperley and published by Oxford Press.

Ms. Joy went on to explain the structure of her lesson plans. These plans were designed for fifty-minute classes and emphasized the need for a variety of activities within that time space. It also implied the need for a fairly detailed plan although she admitted that the plan was not followed rigidly. One sample lesson plan included four different activities which were in turn broken down. Her activities were described in the plans under eight separate categories including the specific materials to be used, the kind of activity to be generated, the aim of the activity, the skill to be developed, and the time allotted among others.



Gwen Joy

Photo by Sonia Yoshitake

In the final part of the session we worked together in small groups. We were given sample teaching material and asked to construct a lesson plan around it. Then we discussed the results. The presentation was clear and informative, an afternoon well-spent.

Looking at American Signs

Jann Huizenga

A pictorial introduction to the American language and culture



Signs are not just so many words, so much information. Signs are culture condensed.

Most students of English are interested in the culture behind the language. In *Looking at American Signs* they will be intrigued and puzzled by a photographic wealth of signs in their everyday settings.

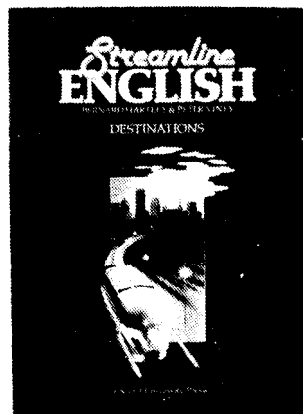
The problem-solving exercises based on each two-page grouping of signs develop skills in information decoding, inference and discrimination.

In addition, the valuable *Teacher's Guide* highlights the many opportunities for motivated discussion and vocabulary extension.

Student's Book	¥ 850
Teacher's Guide	¥ 490

This Autumn look out for these further titles: **Looking at American Entertainment**
Looking at American Foods

Streamline ENGLISH DESTINATIONS

Bernard Hartley
& Peter Viney

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CLASSROOM ACTIVITIES FOR INTER-MEDIATE AND ADVANCED STUDENTS

Reviewed by Jerry Biederman

It seems that a successful presentation usually focuses generalities. Mary Ann Decker provided an excellent example of this at the February twenty-eighth meeting of the West Kansai Chapter.

Offering activities for intermediate and advanced speakers, she briefly explained each exercise and then, using hand-outs and work sheets, allowed the audience an opportunity to experience the exercises at first hand working in pairs and small groups. This was usually followed by a short discussion of the results.

The exercises were fairly simple but imaginative and enjoyable. The first activity was recommended as a warm up to get students talking in a relatively free unsupervised way. Before class, Ms. Decker cuts out a number of English newspaper headlines and pastes them on a single sheet. Then she makes copies of the sheet and passes them out to her students. The students then work in pairs converting the headline phrasing into normal conversational English and exchanging opinions concerning each of the stories.

In the following exercise the audience listened to a couple of tape-recorded interviews in which a person was explaining a concept or a process and the interviewer asked for clarification of various points. The goal of the exercise was to teach students to seek clarification during conversations. So after the basic patterns of these types of requests were introduced by the tape, work sheets were given out and the audience, following the patterns on the sheets and, working in pairs, attempted to make requests for clarification to each other.

In another exercise Ms. Decker explained how she offered simple, completed crossword puzzles, which she had constructed with pertinent vocabulary words, to one part of her class. These students wrote the clues for the words and then passed the clues to an other section of the class who had received the blank puzzle and had to complete it using the clues. This seemed to provide good practice in paraphrasing.

In the next exercise, Ms. Decker explained how she made copies of mystery stories written in relatively simple language and than gave alternate portions of the story to the students, one class at a time. Then the students who had received a portion had to explain what they had read to the students who hadn't.

In perhaps the most amusing exercise, we were given magazine photographs of people with particularly interesting faces. Working in small groups we were asked to make up stories about these people. The only disappointment for some of us in that particular exercise was that we were not given a chance to share our stories with the rest of the audience.

Pictures were used for other exercises also. In one, two groups were given different photographs. After studying them for several minutes

the group exchanged the photos and then asked each other questions concerning the contents of the pictures they had examined: test of memory, but more importantly, a challenge for describing things.

Comic strips were also used with the words in the balloons taken out, allowing the students to speculate on what had been said.

Ms. Decker made many useful suggestions on possible variations on these exercises as well. In all, the presentation was stimulating and entertaining, one of the best we've seen in a while.

Kanto

CLASSROOM OBSERVATIONS
GIVE INSIGHTS

Eds. Note: On February 28, Donald Freeman, Kathleen Graves, Claire Stanley and Jack Millet conducted demonstration classes for the Kanto chapter. All four are teacher-trainers, who have found class observation to be invaluable. They are able to watch situations developing, note the teachers' solutions and develop their own ideas of how to deal with those situations. What follows are two reports on those classes, the situations which developed, and the observations which came out in discussions afterward.

KATHLEEN GRAVES AND JACK MILLET

Reviewed by Derald Nielson

Beginning Chinese and advanced English. What could they have in common for a workshop on language teaching? At first it would appear that there is not much, but from Jack Millet's and Kathleen Graves' workshops, held at Athenae Francee on February 28th, we could see that there are some common ways of looking at creative teaching in the language classroom, no matter what the level or language.

The morning session began with participants being asked to state some of their expectations for the day's work. After this, Kathleen asked for volunteers to be students in a beginning Chinese class. She began by using familiar words from Japanese and English to lead us to make the sounds of Chinese numbers. The first step was to write the Japanese character for 3 on the board and then we were asked to read it. Because the sound is almost the same in both languages we now had our first word in Chinese with little or no effort. Next, we were asked to take the first sound of the word we had just learned, and that, with just a little modification, turned out to be the Chinese 4.

We continued to work like this, beainnine with sounds or words that we already knew and using them to form the Chinese sounds for all of the numbers from one to ten continuously practicing the sounds we were learning and integrating the new ones with the old ones.

Next we expanded our command of the Chinese numbering system when we were led to make the numbers beyond ten by recombining

(cont'd on page 10)

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Observation

(cont'd from page 8)

the numbers we had already learned. Chinese apparently has no irregular numbers and so we were able to make numbers up to 99 without learning any new sounds. Not bad for a day's work, but this had taken us less than half of the morning. I should mention that all of the work done so far was done completely without any modeling from the teacher.

After this first class session, we then had a feedback/reflection session. First the Chinese class members talked about their reactions to the class, and then the observers were invited to give their comments.

Following the feedback session and a break we went back to the Chinese class and did more work with the numbers. This time we added the tones that are characteristic of Chinese. This practice was done by the students trying to discover the nature or 'feeling' of the tones. Working with a single tone and the words that had that particular tone, a student would first say the word and then the teacher would repeat after the student, the student could then say the word again and the teacher would repeat again, until the student stopped. After several students had tried with a tone we were asked to describe that tone. Such descriptions as 'high and flat', and 'starting down and then going up', were expressed and confirmed indirectly by the teacher.

Finally we moved into telling time, which let us continue to practice the numbers we had just learned, but at the same time begin to learn something new. The second session ended with another reflection period and then we broke for lunch.

The afternoon session began with the newcomers being asked to say why they had come to the workshop and what they hoped to get out of it. Then Jack asked if some of the non-native speakers of English would volunteer to be his class for the demonstration. He apparently had a back-up plan had no one volunteered.

With four volunteers in his class, he began by saying that he was going to work with them on accuracy and fluency, and that he felt that they were already competent communicators in English. One area of English that they could work on for 'improvement'; i.e., coming closer to sounding like native speakers, would be their pronunciation and intonation. With that he proceeded by beginning a seemingly ordinary conversation but he soon stopped to work on the pronunciation of the word 'learning', which had been pronounced to sound like, 'laaning'. This was done by using the word 'teacher' to elicit 'cher' then the student was asked to change the 'ch' to an 'l' to get 'ler', which was then used to try 'learning' once again. After several tries it seemed to this observer that the student's pronunciation was getting closer to sounding like that of a native speaker, but the student kept slipping back into the first pronunciation. Work like this continued for awhile and the teacher returned to the first 'error' from time to time. In addition to work with

pronunciation, work on word stress and sentence fluency was done in much the same manner as described above. The place or nature of the error would be pointed out and then ways to correct it would be drawn from the student or from one of the other students in the class.

At the end of the first session there was a feedback period similar to those in the morning. This manner of working with advanced students caused a fair amount of discussion about the need for such critical pronunciation correction with advanced students, especially those as advanced as the ones in this particular class. Another point of controversy was the teacher's selection of his own pronunciation of English as the standard that he would teach.

After a break the class began again, this time with a picture of a house and a woman with a child walking along the sidewalk. Again the work was directed towards getting very accurate production, however, this time there was greater emphasis on vocabulary. The students were directed to ask questions about anything in the picture that they did not know the vocabulary for. After first trying to get the answer from one of the other students, the teacher would tell the students the new word if needed. Then he would continue to work with that same word or words related to it, to expand the connection; that the students made with that word. The reason given for this was that the more connections each word had the more likely it was to be remembered. An example of this is: from 'attic' we got 'store'; and junk *stored* in the attic; and *stores* where we buy things; and animals *storing* food for the winter.

Common to the way both Jack and Kathleen worked were two things that I observed. One is that they were both always non-judgemental in their assessment of a students' work; they didn't give rewards for good work or punishments for bad work. A mistake was something to work with and nothing more. The second is that they were always working with the knowledge and abilities that the students already had, working with that knowledge and expanding off of it to learn something new.

These are the points that relate the morning and afternoon sessions to each other. There is ample room for individual teachers to work in their own style and create their own devices for working in the classroom, relating the class to the level of the students and working with whatever it is that the students have brought with them. At the same time working teachers can work in a non-judgemental way that allows the student to make his/her own evaluation of his/her progress.

DONALD FREEMAN AND CLAIRE STANLEY

Reviewed by Walter Carroll

One of the patterns of presentations at JALT meetings is for someone to speak about teaching in the abstract, with some demonstration of materials or techniques along the way so that he proceeds from theory to application.
(cont'd on page 11)

Macmillan

LET S TALK
ABOUT
JAPAN



He finally stopped talking
about Japan,



AN ENGLISH CONVERSATION TEXT

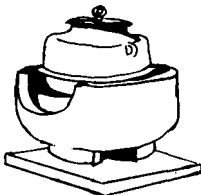
英 会 話

- 9 How is the food different. in your opinion?
- 10 Do you prefer the pace of Tokyo or Kyoto?
- 11 Are there any dishes unique to Tokyo?
- 12 What would you say characterises Japanese cooking?
- 13 Can you recommend a hotel in Kyoto?

- 18? easy?
- 19enta clever?
- 20ress new?
- 21woman ugly?
- 22the boys lazy?
- 23s 'Noh' boring?
- 24Is the passage dark?
- 25Are the answers wrong?
- 26Was the man rude?
- 27Is the knife blunt?



- Introduction 薬 迷信
- 1 Medicine 20
- 2 Old Wives' Tales 2
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Observation

The presentation by Donald Freeman and Claire Stanley gave observers a chance to develop their own theories from observation of the classes they had just seen. No reference was made to anything outside of what actually happened in those classes; generalizations were left up to the observers.

The morning session was an advanced English class which focussed on accuracy, while the afternoon session was a beginning lesson in French. Every 20 minutes of teaching was followed by a longer period of reflection on what was going on, first by the 'students' themselves and then by the observers.

In the sessions run by Freeman and Stanley, general conclusions about teaching drawn from the observations was that both started from the level where the students already were. The goal was a general one of moving towards native fluency, rather than starting with some pre-conceived goal such as teaching the use of some particular tense. Freeman explained that he attempts in his teaching to approximate the way he has actually learned, rather than how he was taught - though when he first began teaching, he followed the only models then available.

In the advanced English class, with students who are themselves teachers of English, Freeman worked on the tiny points which may not really preclude communication, but which certainly label the speaker as non-native. It was a kind of fine-tuning of pronunciation, vocabulary, stress and intonation, and grammar, with the teacher never modelling for the students, never actually telling them what to say, but rather leading them to success by showing them how to use their own resources. In the same way, in the later French lesson by Ms. Stanley, students told each other how they had achieved mastery of pronunciation and shared their knowledge in other ways. Rather than modelling, the teacher's job is to conduct the students' practice in such a way that they achieve mastery. The point focussed on is put into circulation in a number of different ways for the students to draw their own conclusions from. Details were concentrated upon, from which the students could generalize. The fact that the students were aware of the goals of the lesson and that they could comment on them when it was over, allowed them to see how much they had accomplished in this short session, and to express their own feelings of progress.

Both classes were small and intensive. Both teachers managed quite well with the problem of giving balanced attention to the various students, without leaving some of them out. In the French class, where there was obviously a diversity in previous acquaintance with the language, some students reviewing while others struggling to learn, the students themselves felt that they were able to work at their own pace, the faster ones experimenting with new forms while others struggled to gain confidence at a more basic level. Observers felt that students came out of both classes with renewed confidence in themselves as learners.

Chugoku

THE DIDASKO CURRICULUM

Reviewed by Scott Peterson

Most JALT members have probably heard of the comprehension approach in which listening is emphasized over speaking. Students start speaking in the target language only after many hours of listening practice. The literature is full of reports about this approach (see for example Winitz, 1981).

On March 7, the Chugoku Chapter had a chance to see a concrete demonstration of this approach. Past JALT president Tom Pendergast and his wife Sakiko Okazaki gave a presentation of their curriculum at DIDASKO, the name of their school. This was the first of two hours of the six-hour presentation which Tom and Sakiko will be giving at the Honolulu TESOL convention.

Tom started with an explanation of the origin of the current interest in comprehension approaches. The late Dr. Valerian Postovsky, Russian instructor at the U.S. Defense Language Institute, West Coast (DLI), started the process. Not all groups at the DLI develop all four skills in Russian. Some receive training as stenographers - they only learn to transcribe Russian. Consequently, their training emphasizes listening comprehension. One night at a party for visiting Russians, Dr. Postovsky noticed that the stenography students were not only speaking as much as the audio-lingual students, but they had better accents. From this observation, he hypothesized that delayed speaking has advantages, and he conducted numerous experiments along these lines. His idea has since spread.

At DIDASKO, Tom and Sakiko work with the same idea. To get an overall idea of the curriculum, Tom asked us to imagine an hourglass. At the bottom, students receive extensive training in listening for comprehension. During this time (the bottom of the hourglass), they learn to handle fairly complex material. After about thirty hours, the program introduces speaking but with much simplified structure: language becomes narrow and accuracy is the focus. Gradually, students begin to branch out to increasingly complex language. Wide, narrow, wide: like an hourglass.

One shaping force has been Tom's and Sakiko's educational philosophy. Their aim is to help beginners to learn how to learn. So after going through the program, students should not only have acquired certain language skills, but they should have also acquired the strategies for proceeding on their own. Indeed, the name DIDASKO is classical Greek meaning 'self-learning'.

Becoming more specific, our speaker gave us several characteristics of the program. Students learn the language by listening and doing. The usual order of learning is changed. It is: listening, reading, writing and only then speaking. Students do no translating nor do they receive grammar explanations. Careful presentation of material eliminates the need for them. Classroom time is

JALT 82 Call For Participation

JALT will hold its 8th Annual International Conference on Language Teaching/Learning on October 9-11 at Tezukayama Gakuin University in Osaka. The theme of this year's conference will be 'Perspectives on Learning,' indicating the conference committee's goal of offering a program of presentations, workshops, material displays, seminars, and demonstrations representative of the diverse interests, teaching situations, and approaches of the teaching community here in Japan. We hope that this year's conference will reflect that diversity and give those who attend the chance to exchange ideas with other teachers, to gain new insights into teaching, or simply to look at their own teaching strategies from a fresh point of view.

The success of the conference program depends on the willingness of individual teachers to come forth with their ideas and experience. Many of you have activities that have worked well in your classroom, or methods that have helped you develop your own teaching skills; the conference is the ideal environment for getting those ideas into circulation as well as to benefit from input from other teachers. If you have an idea but are not sure how to put it into presentation form, don't hesitate to contact the Program Chairperson or a past presenter for some assistance.

In order to encourage a balanced exchange between foreign teachers and Japanese teachers of languages, presentations may be delivered in English and/or Japanese.

Now is the time to begin organizing your ideas for a presentation at this year's conference.

The procedures for submitting a proposal and the data sheet are below. Those submitting abstracts will be notified of the status of their proposal by August 1. One registration fee per presentation will be waived at the conference. All materials must be received by July 1.

PROCEDURES

1. **Abstract:** Include two copies of a 200-word double-spaced typewritten abstract, one with your name ON and one with your name OFF. Although the presentation may be delivered in Japanese, we ask that the abstract be submitted in English. A clear statement of the purpose or central idea of the presentation should be included in the text of the abstract. Please underline this sentence.
2. **Bio-data Sheet:** Include a 25-50 word bio-data statement worded as you wish it to appear in the conference handbook.
3. **Photo:** Include a black and white photo of yourself, head and shoulders, to be included next to your presentation abstract in the conference handbook. (OPTIONAL)
4. **Data Sheet:** Include the completed data sheet or a copy thereof.

Send all materials before July 1 to:

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Program Chairperson
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Takatsuki-shi, Osaka 569

For further information call (0726) 82-6398 (before 10:00 p.m.).

Curriculum

centered on students; they are always occupied. The work, consequently, is energizing and not enervating. Moreover, since each student adds to the group, students as a whole can absorb around 95% of input as compared to the 40-70% absorbed normally.

After listening to this lecture by Tom, we were then ready for the real thing. With six low-level students of Japanese as volunteers, Sakiko demonstrated how to fill up thirty hours with listening components: Total Physical Response (TPR), *The Learnables* by Winitz, and oral discrimination a la Silent Way.

The TPR component consisted of Basic and Extended. In Basic, Sakiko led the volunteers through various commands in Japanese: stand up - walk - run - turn around - sit down; stand up - go to the table - touch the table - run to the door - walk to your chair - touch your chair - sit down. In extended, the volunteers manipulated table ware, rods, and thin plastic pieces of a kitchen scene. They followed directions: Put the big plate under the table - put the plate on the floor - put the fork in the cup and the knife on the plate; to take a blue rod - give someone a red rod; and to put the orange,

Juice in the refrigerator - put the mother in front of the sink.

Basic and Extended TPR were split up by using the *Learnables*. This is a series of books and - tapes which present vocabulary and structures through pictures. One looks at the pictures and hears the tape. In this way, translation isn't necessary for understanding. In all, the series contains 1600 pictures and 6000 vocabulary items. At first, the book presents a noun; and then the same noun in a sentence: The meat. The man is eating the meat; The sandwich. The man is eating the sandwich; The lady. The lady is eating the sandwich. This part resembles pattern practice without student response. Later, students listen to stories. We heard one about a bank robbery. The meaning of all the vocabulary and structure was made clear through the pictures.

The students use the material in four ways. One way is for basic understanding. A second way is without the pictures. A third way is by anticipating the tape. Students look at a picture, think of what the next picture should be, and then confirm their guess. A final way is to listen to the tape on a Variable Speed Control (VSC) tape recorder. The VSC is supposed to play

(continued on page 15)

JALT

82 Presentation Data

Name_____Affiliation_____

Address _____Phone: Home _____

_____Work _____

Title: (Please make title descriptive of presentation content.) _____

Length of presentation: 30 min. 1 hr. 2 hrs. 3 hrs.

Format: Workshop Lecture Demonstration Reading of paper

Group/panel discussion Commercial presentation

Other (Specify) _____

Content area: (Circle more than one only if applicable.)

University/college teaching

Company Programs

Teacher training

Japanese language teaching

Testing

Materials

Use of hardware

Total physical response

Teaching oral skills

Listening

High school teaching

Commercial language schools

Applied linguistics

Classroom activities

Working with large classes

Literature

Listening-based approaches

Silent way

Writing

Other (Specify) _____

Junior high school teaching

Teaching children

Cross-cultural training

Curriculum design

Developing teaching skills

Drama/music in teaching

Notional/functional

Community language learning

Reading

Intended audience: Classroom teachers Teacher/program supervisors Japanese teachers of English

Administrators Teacher trainees Other (Specify) _____

This presentation is intended for those who are:

New to the field Experienced General audience

Audience size: Maximum number of participantsDoes not matter

Equipment needed: Indicate all items that you will need as well as the details of the type of equipment.

2x2 slide projector

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16mm movie projector

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Video player (Specify _____)

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VHS Betamax _____

U-MATIC _____

This presentation will be delivered in English Japanese Both

A note on commercialism: It is expected that all presentations not labeled as "Commercial Presentations" per se will clearly indicate through either the abstract, the bio-data statement, or

a combination of both, any commercial interest that the presenter has in material or equipment to be mentioned in the session.

Curriculum.

(cont'd from page 13)

a tape faster or slower than normal_ without disorder. The objective is to force students to "chunk" the language. While it is true that the tape was not distorted in frequency, it still seemed to me that the sound was distorted.

We had but a few brief moments for Oral Discrimination. It involves the use of Silent Wav fidsels. The teacher dictates words or single sounds to the student, who then points to the appropriate spot on the fidel. In this manner, the Japanese syllabaries can be taught in three hours, and the English alphabet in five.

During the question and answer period, two basic questions came up. One person was concerned about those who do not catch on to meaning or who fall behind the others. If only one such person were present, might not he or she become discouraged? In answer, Tom remarked that such people would be free to bring up such feelings during the many feedback sessions. They do not present a big problem. A second question probably bothers many people. How can more abstract vocabulary be taught without translation? The speaker was glad to demonstrate using native Japanese. Unfortunately, no volunteers stepped forward. Therefore, he had to fall back on persuasion. If material is carefully programmed, abstract vocabulary will not show up until students are able to understand a target language explanation. Without a demonstration one wonders how many agreed, but this was not the fault of the speaker.

Even though few will (or can) adopt the DIDASKO curriculum *in toto*, I for one have already found a place in my teaching for parts. Since this was only a part of the total presentation that Tom and Sakiko have prepared, the Chugoku chapter has invited them back to give the rest at later time.

Reference:

Winitz, Harris, ed. 1981. *The Comprehension Approach to Foreign Language Instruction*. Rowley, Massachusetts: Newbury House Publishers, Inc.

Tokai

CROSS-CULTURAL PROBLEMS AND INSERVICE LANGUAGE TRAINING

Reviewed by Michael Home, Nagoya University

The Tokai Chapter was privileged to have Mr. Kohei Takubo is its guest speaker on March 28th. Mr. Takubo is General Manager of Education and Director of Nippon Electric Company's Culture Center, and has a long experience of organizing language programmes and trying to bridge the communication gap between Japanese nationals and workers from other countries. His company has factories in America, Mexico, Brazil, Malaya, Ireland, Iran and Saudi-Arabia; and in each of these 'there are problems with the local employees about

habits, customs, ways of thinking and attitudes to work. Sometimes these problems can be solved easily; at other times, they create a serious dilemma.

From the Japanese point of view, the chief problem when working abroad is isolation from the local community, and the language barrier is mainly responsible for this. Other concerns are depression, loss of confidence, racial discrimination and homesickness. In certain countries, special problems arise. Sanitation is a big hazard in Mexico, for example, while the damp weather is a serious discomfort to more than half of the Japanese nationals in Ireland! In all areas, the situation of wives, and the education of family members are constant worries, and the eventual return to Japan after three or five years provokes special difficulties. (In this regard, a system of re-entry bosses has been set up, to repatriate employees and make sure that their stint abroad has not resulted in any material disadvantages.)

Eighteen thousand of N.E.C.'s 30,000 employees are eligible to be sent abroad, so the Culture Center has developed textbooks and other materials to suit their needs. The English of university graduates in Japan has improved in recent years, yet the average level is still only 1.6 on a scale of 5. The desired level for Overseas Representatives is 3, so training programmes have had to be instituted. A telephone conversation manual has been developed to help overseas employees with telephone English (an obvious practical necessity) and other materials for basic, intermediate- and advanced levels of English have been tried and tested.

Mr. Takubo then went on to outline the N.E.C. Inservice Language System, which has a pyramid structure, starting with a self-development course (tape cassettes) at the base, and then Passing through an initial Intensive Course (A) which is followed up by more advanced Intensive Courses: (B), for those whose English is between 1.5 and 2.0 on the scale of 5, and (C), for those over 2.0. Alternatively, there is a technical writing course for engineers and scientists.

Towards the top of the pyramid are cultural study programmes, business English, speed-reading, and a rather interesting special course based on the writings of Dale Carnegie, which 700 people have taken during the past five years. Finally, there are international manager seminars and a special monthly lecture series. Similar programmes deal with other foreign languages: French, German, Spanish, Portuguese, Chinese, Korean, and Japanese, which is regarded as a 'foreign' language in that it has to be taught to more than 1,000 overseas trainees. (There seemed to be no mention of Arabic, however, which must surely be essential in the Middle East).

Mr. Takubo also showed us some of the teaching materials produced by the Center, and gave us an impressive bibliography. His talk was documented throughout with a wealth of statistical detail and data-which a brief review like this cannot possibly do justice to; suffice to say that he convinced his audience that at least one major Japanese company is doing its utmost to adjust to the international science.

Tohoku

TAPES AND TRANSCRIPTS

Reviewed by Steve Brown

Tohoku's March meeting featured Shari Berman speaking on student-centered materials using tapes and transcripts. She began by asking for audience definitions of 'student-centered' in order to find out our expectations. Then she went on to give us a sample of her approach to Counseling-Learning, using four volunteers. The first phase is a one-on-one conversation between the facilitator and the student. The facilitator periodically clarifies her understanding. Then, in phase two, anyone may ask questions, through the facilitator, to clarify information or vocabulary, but no new information is given. In the third phase, new information may be gained, again through the facilitator. Next, every student makes a statement about someone else. This is recorded. Then, the group is encouraged to use 'exciting' language: new grammar or unfamiliar vocabulary. The facilitator makes a transcript of the experimental statements. Ms. Berman prefers using craft paper and magic markers. Copies of each class are thus easily kept on file. The students take time to reflect on the written transcript, then silently underline any mistakes with different color markers. The facilitator then goes back through and elicits corrections. Once the transcript is corrected, there are many options: students may copy it for personal use; the transcript may be reproduced with a target part of speech blanked out, etc.

Ms. Berman went on to describe two types of journals, she uses in class: an individual taped journal and a collective journal. Individual journals are recordings of extemporaneous student speech of no more than two minutes. Students are encouraged to organize their thoughts before taping, but are asked to be careful not to overplan or read aloud. Topics might include 'my job', 'my hometown', 'a trip I took recently', etc. The teacher listens to the tape and makes notes, then records a counseling response and creates a dialogue by asking questions or commenting. The student then listens to the tape, notes any differences between her language and the response, and continues the dialogue.

A collective journal is made from collected student contributions, which are transcribed and presented to the class. Any necessary corrections are made silently. Either the students copy the corrected text, or the teacher compiles the corrected texts and distributes them in booklet form. This gives the students a record of the class.

Ms. Berman feels transcripts give an opportunity for reflection which she sees as a necessary, but an ignored aspect of language learning. They also give students freedom to generate their own language, within limits. Most of all, students can bring their own experiences and language into the classroom, making it theirs.

Teaching Tip

IDEAL SELF

Groups are assigned different tasks, contrasting parts of the human body. Another is to cut articles of clothing. Another might look for professions, places, or activities. Then one member from another group is invited to select and create his ideal self. Thus, one member might go to a group and select and create the kind of body he/she might like to have. Members of the host group should interrupt in the selection and ask why he/she selected certain body parts rather than others. Why, for example, does the person choose to be a blonde rather than a redhead?

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



TESOL is proud to announce its Fourth Annual TESOL Summer Meeting to be held on the campus of Northwestern University in Evanston, Illinois, on Lake Michigan (just north of Chicago) in conjunction with the Fourth Annual TESOL Summer Institute.

There will be presentations on Teaching ESL/EFL, Methods, Classroom Techniques, SESO, Research in Second Language Acquisition, Classroom Testing, Applied Linguistics, Bilingual Education, Vocational ESL, ESP and Language and Culture.

Featured Plenary Speakers are tentatively scheduled as James. E. Alatis, G. Richard Tucker, Merrill Swain, Donald Knapp, Geneva Smitherman and Mark Clarke.

Information on this meeting will be sent to all TESOL members. Others may write to: John Haskell, Program Chairman, Northwestern Illinois University, Chicago, Illinois 60625, 312 462-7672

TESOL 1982

Bulletin Board

WHAT? MORE JUNK MAIL!

By Tom Robb, Executive Secretary

At the end of last year, JALT sent out a follow-up questionnaire to members who had not renewed their dues, asking them if they had any suggestions to offer JALT so that it could improve its services to the membership. A number of people replied that they did not appreciate the amount of 'junk mail' that they had started to receive since joining. One went so far as to say that it was a "cheap way to use the members."

Is JALT really *using* its members if it sells a set of address labels to a publisher? I don't think so. Naturally, if a member is completely satisfied with what he is currently using, there may be no need to keep informed of newly developed materials, but for many the receipt of such mail can be considered a service.

Please also consider that the small profit that JALT makes on label sales does help defray our administrative costs. In addition, the commercial members are a valued resource for JALT in that their fees cover a large share of our operating expenses. Without their help, annual membership dues would have to be raised considerably, or our services curtailed sharply.

Naturally, if you are teaching in a high school, information about a new series for pre-schoolers is of little help. By the same token, publishers don't want to send information to people who don't need it. To this end, JALT has begun to offer specialized lists to our commercial members so that they can send information only to those who are likely to appreciate it. (This is one reason why we ask you for your fields of interest on the application form.)

So, if you are one who has been grumbling, please think of the advantages that each mailing has for the organization as a whole. And remember, you may be able to make a few yen of your own by selling what you don't want to the *chiri-gami kohan*!

NEW REP

Scholastic Inc., a JALT commercial member, is pleased to announce the appointment of Miss Sachiko Koizumi as Resident Representative in Japan.

In her new assignment, Ms. Koizumi will be traveling throughout Japan to ensure that Scholastic materials are readily available to local schools and booksellers. Please do not hesitate to contact her to assist you in locating the resources you require. She may be reached at the following address:

Ms. Sachiko Koizumi
29-7 Kugayama 3-chome
Suginami-ku
Tokyo 168

Tel. (03) 332-4869

APPLICATION INFORMATION

Small Grants for Research in Language Learning and Teaching

Eligibility

The applicant must be a JALT member in good standing.

Use of Funds

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

Application Procedure

Applicants must submit a request stating the amount desired along with a summary of the proposed research project to the president by September 1, 1982. The applicant should state specifically how the funds are intended to be used.

Decision Procedure

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

Follow-up report

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

Acknowledgments

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

Address

Jim White, President, JALT, 1-4-2 Nishiyama-dai, Sayama-cho, Osaka-fu 589.

CALL FOR CONTRIBUTIONS

The British Journal of Language Teaching - Audio-Visual Language Journal, one of the most famous journals on language teaching in Britain, is calling for contributions, such as articles, reports, and reviews.

Contributions should be submitted in duplicate, typed and double-spaced. Contributors are asked for an assurance that articles are not being offered for publication elsewhere. If accepted, authors receive five copies of the issue of the *Journal* in which their article appears.

For further information, please contact the editor:

Dr. A.P. Dyson
British Association for Language Teaching
University of Oxford
Language Teaching Centre Oxford OX1 2JF
4 1 Wellington Square England

STANFORD SUMMER PROGRAM

The Stanford Institute for Intercultural Communication will be held July 22-August 6, 1982 on the Stanford University campus. Three training sessions varying in duration will present workshops to examine cross-cultural training in a variety of professions.

The core training session (Session II, July 25-30) consists of these intensive training programs: teaching intercultural communication, counseling across cultures, developing multicultural education, programming international education, training in transnational business, developing global perspectives (K-12), training in ESL and VESL, and managing binational organizations: Japan and the U.S.

The advanced program (Session III, August 1-6) promises a new and very exciting workshop designed for trainers and educators. The special two-day session (Session I, July 22-23) is designed for participants interested in the role of gender in communication training or working with Indochinese communities.

Along with these three sessions, internships will be offered to qualified people interested in a full two-week program (July 17-30). Interns will explore central theories: methodologies, and issues in intercultural education, training and research.

For further information, contact: The Stanford Institute for Intercultural Communication, P.O. Box A-D, Stanford, California 94305 U.S.A.

JOBLINE

The National Clearinghouse for Bilingual Education has created a jobline, a computerized listing of current employment opportunities in bilingual education and related fields throughout the United States.

Employers seeking qualified bilingual personnel may list employment opportunities within their company, school system, or organization on JOBLINE and reach a nation-wide audience with a single advertisement. Likewise, prospective employees may contact NCBE to receive current information on employment opportunities. At present, there is no charge for either advertising a job opening or requesting job information.

Job descriptions must contain the following information wherever applicable: job title; academic requirements; language requirements; certification requirements; salary range; starting date; application date; name, address, telephone number of contact person for further information; any specific requirements of employer. Job notices received by NCBE later than five working days prior to application deadline will not be accepted.

Job notices should be sent to:

JOBLINE Coordinator
National Clearinghouse for Bilingual Education
1300 Wilson Boulevard, Suite B2-11
Rosslyn, Va. 22209 U.S.A.

CALL FOR CONTRIBUTIONS

The *RELIC Journal*, a journal of language teaching in Southeast Asia, is a semi-annual publication of the Southeast Asian Ministers of Education Organization (SEAMEO) Regional Language Centre (RELIC) located in Singapore. Now in its twelfth year, the journal is read in more than 80 countries throughout the world and has been rated officially as one of the leading journals in the field of applied linguistics. Contributions, which should be original and not published elsewhere, are welcomed from educationists and linguists, and should be between 1,000 and 5,000 words in length. A short abstract should accompany each manuscript sent for consideration.

POSITIONS

(TENNESSEE) The Office of International Programs at the University of Tennessee at Martin is seeking ESL instructors for a special ten-week intensive English Program for Japanese university students. The program will run from July 1 to September 11, 1982. Preferred qualifications are a M.A. in EFL, ESL or Applied Linguistics. However, applicants with a B.A.-plus two years of ESL teaching experience will be considered. Overseas teaching experience and/or knowledge of Japanese culture is desirable but not necessary. Salary will be approximately \$4000. Depending on terms of contract, housing in an apartment-like residence hall may be provided free. Send resume and three letters of recommendation to: Dr. John Eisterhold, Office of International Programs, University of Tennessee at Martin, Martin, Tennessee 38238 U.S.A.

(NAGOYA) Nanzan Girls Junior High School has two openings for full-time conversation instructors beginning September 1, 1982. A working visa will be provided. Salary is commensurate with qualifications and experience. Contact: Fr. J. Schubert, Nanzan Tanki Daigaku, 19 Hayato-cho, Showa-ku, Nagoya 466 Japan. Tel: (052) 832-6211.

(JAPAN) The Bridge International School is presently looking for qualified people to represent the school in the Kanto and Kansai areas. Applicants should be fluent in both Japanese and English. Marketing or sales experience in Japan would be helpful. Duties will include counseling students, representing the Bridge International School at JALT functions and assisting in marketing efforts in their respective areas. All inquiries and/or resumes should be directed to Michael Fulks, Marketing Co-ordinator, The Bridge International School, 1800 Pontiac St., Denver, Colorado, 80220, U.S.A.

(REP) Bilingual Japanese or American to be the Japan representative for Scott, Foresman and Company. Person should be energetic, hard-working, and willing to learn product line. Business-minded person with sales experience preferred. Send resume in confidence to: Richard L. Carpenter, Scott, Foresman and Company, 1-10-9 Naka-Magome, Ota-ku, Tokyo 143.

New For 1982 From Prentice-Hall

LOOKING AT ENGLISH: An ESL Text-Workbook for Beginners, Books I & II

Fred Malkemes, New York University,
Deborah Singer Pires, Union College

1981 Vol I 272 pp. Paper
Vol II 256 pp. Paper

VERBS FOR A SPECIFIC PURPOSE

Sandra McKay,
San Francisco State University

1982 320 pp. (est.) Paper

CONTACT U.S.A.

Paul F. Abraham and Daphne Mackey,
Boston University

1982 240 pp. (est.) Paper

COMMUNICATE WHAT YOU MEAN:

Grammar for High-level ESL Students

Carroll Washington Pollock,
University of Denver

1982 288 pp. (est.) Paper

BEYOND LANGUAGE: Intercultural Communication for English as a Second Language

Deena Ft. Levine and Mara B. Adelman,
The American Language Institute,
San Diego State University

ENGLISH FOR ACADEMIC USES:

A Writing Workbook

Judith-Anne Adams and
Maragaret A. Dwyer, English Language
Institute, American University

1982 240 pp. (est.) Paper

SEND ME A LETTER:

A Basic Guide to letter Writing

Sol Gonshack, Los Angeles Unified School
District (emeritus)

Joanna McKenzie, California State
University at Northridge

1982 224 pp. (est.) Paper



GETTING ALONG: English Grammar and Writing, Book I & II

Donna Brinton and Regina Neuman,
University of California at Los Angeles

1982 Vol I 300 pp. (est.) Paper
Vol II 288 pp. (est.) Paper

A WRITING BOOK:

English in Everyday life

Tina Kasloff Carver,
Sandra Douglas Fotinos and
Christie Kay Olson, all of The

Cross Cultural Communications Collaborative
1982 208 pp. (est.) Paper

ESL GRAMMAR HANDBOOK FOR INTERMEDIATE TO ADVANCED STUDENTS OF ENGLISH AS A SECOND LANGUAGE

Allan Kent Dart, New York University

1982 256 pp. (est.) Paper

ESL GRAMMAR QUIZ/BOOK FOR INTERMEDIATE TO ADVANCED STUDENTS OF ENGLISH AS A SECOND LANGUAGE

Allan Kent Dart, New York University

1982 256 pp. (est.) Paper

THE PROCESS OF COMPOSITION

Joy M. Reid, Colorado State University

1982 224 pp. (est.) Paper

ACADEMIC ENGLISH FOR INTERNATIONAL STUDENTS

Lee O. Rossi, West Coast University

Michael Gasser, U.C.L.A. Extension

TIME AND SPACE: A Basic Reader

Jean Sims and Michael Connelly,
University of Colorado

1982 176 pp. (est.) Paper

Prentice-Hall of Japan, Inc.

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

Telephone 03 (583) 2591

Listening Comprehension Bibliography

By Aleda C. Krause, Sumitomo Metal Industries and Bernard Susser, Baika Junior College

II. Narrative Listening Materials

(cont'd from preceding Newsletter)

Ravensdale, A. *Listening Comprehension Practice in English*. London: Hamish Hamilton, 1973. (Not seen).

Rost, Michael A. *Listening Contours*. Tempe, Arizona: Lingual House, 1979. A/intermediate/scripted/IS. 23 units with short talks (1.5 - 6 minutes) on topics of general interest. The student must fill in or complete the outline given for the early lessons and make outlines in the later lessons. Speech on the tape is reasonably natural.

Russell, Michael. *Aural Tests*. London: Evans Brothers, Ltd. 20 m-c papers; questions on pronunciation, stress and a story. (Not seen).

Sims, Jean and Patricia Wilcox Peterson. *Better Listening Skills*. Englewood Cliffs, New Jersey: Prentice-Hall 1981. A/intermediate/scripted/IS. 5 lectures with numerous pre-listening reading and writing exercises, some T/F questions after the lecture and instructions for taking notes. Actually very little listening practice. (Tapes not heard)

So. Wu Yi. *Bridging the Gap Between Learning English in the Classroom and Using English in Lecture Halls*. East Lansing, Michigan: Instructional Media Center, Michigan State University, 1979, 2 volumes. A/advanced/scripted. 53 units, including lectures, speeches and dialogues; a language lab program to develop listening skills for following university-level lectures. Exercises to help students develop vocabulary, guess meanings from context, outline lectures, etc. Some of the exercises such as pronunciation, grammar and dictation seem to have little to do with listening comprehension at this level. Judging from the tape supplied with the sample lesson, the speech on the tape is unnatural, being an inept reading of a written text, not a true lecture style.

Templer, J.C. *Listening Comprehension Tests*. London: Heinemann. Practice for the Cambridge First Certificate Oral Paper, Paper 4. (Not seen).

Templer, J.C. *Further Listening Comprehension Tests*. London: Heinemann. Slightly more difficult version of the above. (Not seen)

III. Courses and Other Material with Good Listening Components

Abbs, Brian and Ingrid Freebairn. *Building Strategies*. London: Longman, 1979. B/intermediate/?. One or two excellent listening exercises in each unit. Speech on the tapes is highly realistic, close to authentic. The speakers use

several varieties of English including American and non-native speaker accents, some of which may be faked.

Abbs, Brian and Ingrid Freebairn. *Starting Strategies*. London: Longman, 1977. B/beginning/scripted. One or two excellent short listening exercises in each unit. Speech on the tape simulates authentic speech, even for basic exercises.

Abbs, Brian et.al. *Challenges*. London: Longman, 1978. B/intermediate/scripted. 6 units with lots of listening exercises of uneven quality, but some are very good. Tapes also good. (Also has videos).

Alexander, L.G. and Roy Kingsbury. *Follow Me*. London: Longman and BBC, 1979. A/beginning/scripted/IS. Two good listening exercises in each of 60 units. Speakers can be nauseatingly stogy, especially to American listeners. (Also has videos).

Alexander, L.G. *Mainline Beginners A and B*. London: Longman, 1978-80. B/beginning/scripted. Many excellent short listening exercises scattered throughout these books. Tape is excellent, with even basic exercises simulating authentic speech.

The Bellcrest Series: *English for Business*. Oxford: Oxford University Press, 1973. B/advanced/scripted/IS. A course in business English for radio and television. The 13 radio programs maintain a good interest level and are well produced. There are also 13 extra listening comprehension passages with additional material not necessary to the story. These are available along with structure drills, but at a rather high cost. Both radio programs and comprehension passages have open-ended comprehension questions, but fuller development of the material, which would be highly appropriate with this series and at this level, must be done by the teacher. (Also has videos).

Curtin, John and Peter Viney. *Survival English*. London: Mary Glasgow Publications, 1979. B/low intermediate/scripted/IS. 20 units designed to take a businessman through his trip to London. Listening exercises are usually simply dialogue completion/dictation, but a few comprehension questions are scattered here and there. The tapes are rather stogy and the 'tourist' is frequently unbearably rude.

Howatt, Anthony et.al. *A Modern Course in Business English*. Oxford: Oxford University Press, 1967. B/intermediate/authentic but careful. One interview-style dialogue with comprehension questions per each of the first 9 units.

Norman, Susan. *Export English*. London: BBC, 1980. B/intermediate/scripted. Business English course with one rather long listening passage with T/F and open-ended questions per each of 10 units. Speakers are fairly clear and obviously performing.

IV. Other Materials

Asher, James J. *Learning Another Language Through Actions: The Complete Teacher's Guidebook*. Los Gatos, California: Sky Oaks Productions, 1977. beginners. (No tape) Teacher's source book for the Total Physical Response approach to teaching language through listening comprehension. Theoretical discussion of the approach plus lesson plans for up to 150 hours of classroom instruction in English. The first 40 hours or so are a good introduction to and application of the approach; later lessons use less TPR and more techniques gleaned from other methods, but give ideas to start from.

Erway, Ella A. *Listening: A Programmed Approach*. Second edition. New York: McGraw-Hill, 1979. A/advanced/scripted. A listening course for secondary or college level native speakers, for teaching the skills of critical listening using speeches by public figures in *Vital Speeches*. Programmed format. Included here as a source of ideas for teachers who want to develop materials for critical listening. (Tape not heard).

McClintock, John and Borje Stern. *Let's Listen..* London: Heinemann, 1980. B/beginning-intermediate/scripted. Stage 1 has 24 units and Stage 2 has 15 units. Most units consist of picture problems; the student must pick out from a set of pictures the person or object being described on the tape. or decide if statements about a picture are 'true or false. The other units are either standard m-c comprehension questions about narrative passages or m-c problems requiring choice of a correct response to a situation described on the tape. Some units are much better than others, but interesting on the whole. Speech on the tape is dramatic radio style.

McDavid, Jr., Raven I. and John T. Muri.. *Americans Speaking, A Dialect Recording Prepared for the National Council of Teachers of English*. Urbana, Illinois: National Council of Teachers of English, 1967. This record and the accompanying pamphlet were produced to study dialects of American English but may provide source material for making listening exercises. 6 persons, each speaking a different dialect of American English, read the same set passage and then talk freely on a subject of their own choosing.

Nelson, Gayle and Thomas Winters. *ESL Operations: Techniques for Teaching While Doing*. Rowley, Massachusetts: Newbury House, 1980. low intermediate. (No tape) Teacher's source materials for action chains. as used in the Total Physical Response approach. Chains are short and easy to teach, and suggestions for follow-up are included.

Romijn, Elizabeth and Contee Seely. *Live Action English for Foreign Students*. San Francisco: The Alemany Press, 1979. low intermediate. (No tape) Teacher's source material

for action chains, as used in the Total Physical Response approach. Chains are up to 17 times long and use very informal English. All are suitable for children; some are too silly for adults.

Scott, Wendy. *Are You Listening?* Oxford: Oxford University Press. 1980. B/beginning/scripted. Listening comprehension materials for children. 42 short lessons with many kinds of hearing exercises using join-the-dots, coloring, cut-outs, etc. Speech on the tape is very realistic. Reviewed this issue.

Taylor, Harvey M. *Action English*. Tokyo: World Times of Japan., Inc., (1975-77?). Also known as 'Michigan Action English.' (Not seen).

V. Suggestions for Choosing and Evaluating Listening Materials

1. Listening skills

Lundsteen (1979:66-71) describes the general and critical listening skills 'taught to child-native speakers. Adapting them for adult non-native speakers gives the following:

A. General Listening skills

- 1) Selecting and remembering significant facts and details
- 2) Following a sequence in a narrative or argument
- 3) Following oral directions
- 4) Selecting the main idea
- 5) Summarizing and paraphrasing
- 6) Understanding connotative meanings of words in context
- 7) Listening for implications (unstated messages)
- 8) Making inferences about the context
- 9) Extrapolating (predicting what might come)

B. Critical listening skills

- 10) Identifying the purpose(s) of the speaker and the message (to instruct, persuade, entertain, etc.)
- 11) Identifying and categorizing facts and opinions (distinguishing fact from opinion, reason from emotion, etc.)
- 12) Judging validity and adequacy of ideas and arguments
- 13) Identifying bias, affective loading, etc. (i.e., noting the use of intonation. 'loaded' words, etc.)

C. Body language, gestures, etc. and their meanings in different cultures

This is a hierarchy of skills from the simplest to the most difficult, yet most of the listening materials described above concentrate on the most elementary. Very few have exercises for teaching the more difficult general skills, and even fewer make any attempt at teaching critical listening. Typical exercises have students fill in blanks or choose the correct answer concerning some specific fact mentioned in the passage; students are seldom asked to analyze the speaker's logic, use of example, motives, etc.

2. Characteristics of good listening comprehension materials

Bibliography.

Taylor (1979:237-38) gives the “characteristics which should be present in a maximally effective language lab comprehension series.” Since they could just as well be applied to listening comprehension materials in general, we list them here:

- 1) Student comprehension of the tape materials is constantly checked.
- 2) Simple responses are required from complex information, not the reverse.
- 3) The directions and comments to the students reflect normal, live classroom usage.
- 4) Background noise and sound effects are included to encourage students to listen selectively for information.
- 5) Students must commit themselves to some active choice or written answer in response to the recorded information; passive listening is not allowed.
- 6) A story line with recurring identifiable characters provides an interpretable social setting for the language introduced.
- 7) An explanation of grammar points, the meaning of new vocabulary, and the cultural implications of the language heard are provided in a form the student can understand – in the student’s native language if possible.
- 8) No student has access to a script of what is heard in order to force reliance upon listening abilities alone.
- 9) The types of response tasks constantly change to encourage close attention to the material on the tape.

3. Nature and quality of listening comprehension

a. Listening versus reading/writing/speaking

Most listening comprehension textbooks provide the learner with a reading passage, which introduces the recorded material, and a list of difficult vocabulary items. But this information, together with the information contained in the questions themselves, often enables the learner to answer several of the questions *without hearing the tape*. To take one example, Exercise 1 of Unit 1.I in Underwood’s *Have You Heard*. . ? consists of 8 T/F question?. The learner can find the answers to questions 1, 2 and 6 in the introductory matter and the answer to 5 in Exercise 2, Question 5. In addition, the answer to question 7 is common sense, so a total of 5 out of 8 ‘listening comprehension’ questions can be answered correctly without doing any listening at all. While preparation for listening in the form of introductory readings may be necessary to get the students ready to listen, there should be a clear distinction between questions about the introductory matter and questions about the listening passage itself.

Some exercises in listening texts by their nature can be done without listening (e.g., cloze), and others have nothing to do with listening but are included to teach other skills, to provide opportunities for class discussion, or just to inflate the price of the book. For example, if the learner hears a conversation about sports and is then asked to list all the sports mentioned in the conversation, that is a test of listening, although on a low level. But if the next exercise asks the learner, as it frequently does, to list the sports the learner likes personally, that exercise

has nothing to do with listening. M-c questions are often guilty of offering answers in various grammatical forms, so that one which is correct in terms of the content is also the only one correct grammatically – a test of grammar, not listening.

b. Listening in sequence versus listening for overall meaning

The order of items in vocabulary lists and the sequence of the comprehension questions themselves often follow the order of the recorded message, so the learner can listen for the answer to one question at a time without making any effort to comprehend the passage as a whole. Taylor (1981:46) points out that as a result of this spoon-feeding. “the student thus loses the essential opportunity of listening to real speech to find out how much can be comprehended in spite of unknown vocabulary.”

c. Listening level versus speaking level

There is sometimes a wide discrepancy in the demands made on the learner by different exercises in the same book. It is not -unusual to find textbooks which present the learner with difficult comprehension auestions on authentic speech, itself extremely -difficult for the non-native to decode. But these high-level exercises are followed by the most inane drills, suitable only for beginning learners. On the other hand, simple passages spoken or read slowly or clearly may be followed by difficult open-ended questions that require the learner to reword and rework the material.

d. Teaching versus testing

Exercises should perform a teaching function, such as providing the learner with an opportunity to induce grammatical rules, or pointing out distinctions that the learner may not have been aware of before (e.g., the relationship between meaning and intonation patterns). Most listening comprehension exercises do not teach anything new, but just test how well the learner has decoded the speech on the tape.

e. Classroom versus the real world

M-c and T/F auestions have long been a stand-by in the language classroom, especially for testing comprehension. While they have their place, one can imagine a learner outside the classroom being completely unable to answer a simple question because no one provided 3 answers to choose from. Exercises that provide opportunities to listen and act as one does in the real world are necessary, such as exercises that require students to fill in forms, take notes on short messages, find the way on a map, etc.

4. Speech and speakers

The speech on the recordings Should be checked for speed, fluency and- naturalness. Although it has long been a truism in the profession that foreign language learners are not helped in the long run by unnaturally slow or otherwise distorted speech, publishers are still producing tapes of this kind. Each set of materials must be checked, since regrettably neither the eminence of the author nor the prominence of the publisher is a guarantee that the tapes will be any good.

On the other hand, there are a number of tapes on the market on which the speech is a

formal radio-lecture style, artificially perfect and often delivered at a high speed. These recitations of written texts lack the redundancy, hesitations, etc. characteristic of natural speech. It has often been pointed out in the literature that this type of material presents the learner with listening tasks that are more difficult than those met in reality. (Snow and Perkins 1979:52-53; Chastain 1979:83).

One useful feature of some textbooks is the clear identification of the speakers on the tape by name; this gives the learner a chance to learn to recognize their voices and maintains a continuity from lesson to lesson. To help the learner identify and classify the varieties of English used in the recordings, speakers should be identified at least by place of birth, dialect spoken, age and occupation.

For those teaching EFL the choice of British or American speech on the tape should not be a problem. British materials often include many British accents and dialects as well as American. Australian and other Englishes, and sometimes the English speech of non-native speakers. American materials lag far behind in this respect; as someone remarked at the 1980 TESOL convention "It's easier to become the president of the United States than to get a job recording tapes for teaching English," implying that then-President Carter's southern accent would be frowned upon by TESOL publishers. Taylor (1979:233) notes that "the student needs to understand a great number of the varieties of spoken English," he says that "students are quite sensitive to this need." Doubtless ignorance of the British materials led him to the erroneous conclusion that "few ESL/EFL courses teach toward it."

5. Tape quality

Teachers should check tapes carefully to judge the quality of the recording. Look for background noise, clarity of sound, use of sound effects and other technical points. Too many otherwise good materials are marred by 'white noise' (humming, etc) in the background, or sound like they were recorded in the office next door with the typewriter going and the door slamming.

VII. Conclusion

Writing in 1979, Snow and Perkins "noted a paucity of listening comprehension materials for the advanced student." (1979:52) Either their note-taking skills leave 'something to be desired or they are thinking only of materials in American English; as the list above shows, a large number of materials for advanced learners, mainly British, have been on the market since the mid 1970's and even before. There has been a recent boom in the publication of listening comprehension materials, and American publishers are finally getting the message. But some of the most recent produced at a speed that precludes the careful classroom testing necessary and results in materials with no exercises, tapes with no pauses for answers, or tapes and materials so badly put together that

not even a highly educated native speaker of English could decipher them.

We have attempted to make this bibliography as complete as possible; any omissions should be attributed to ignorance rather than disapproval. We regret being unable to include the many materials produced in Japan. The authors have no intention of endorsing any of the materials listed and welcome additions or comments from readers. Please write to Bernard Susser, English Department, Baika Junior College, Shukunoshō 2-19-5, Ibaraki-shi, Osaka Prefecture 567, Japan.

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1982 TESOL Summer Institute

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JUNE 26 - AUGUST 6

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For **further information** write:

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1962 TESOL Summer Institute
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Northwestern University
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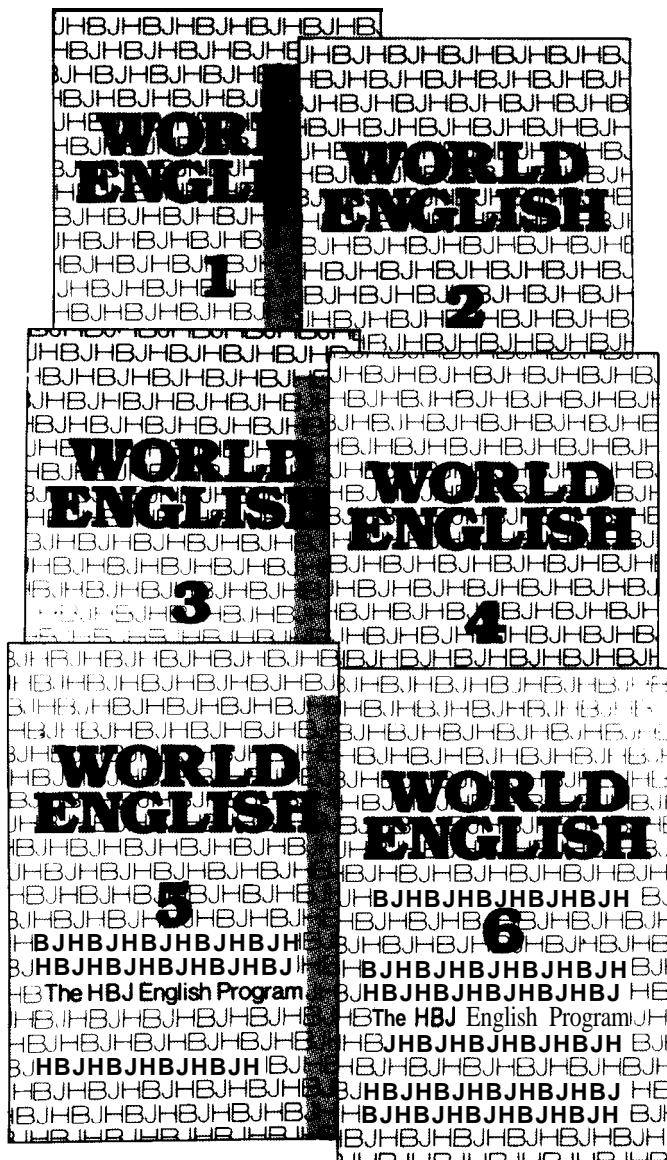
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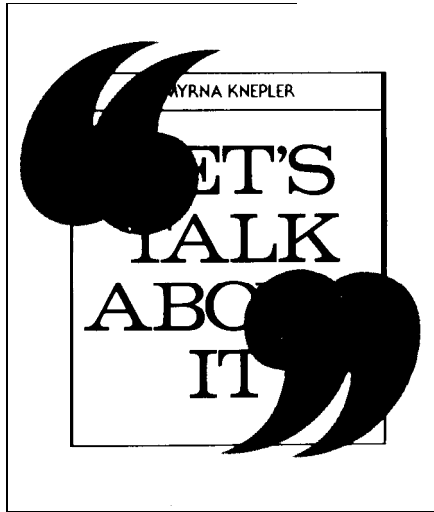
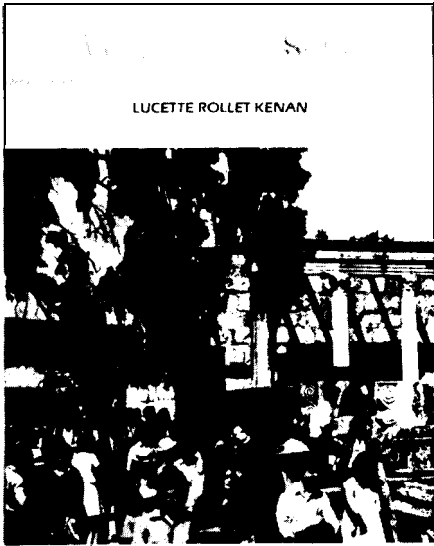
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Meetings

KANTO

Topic: Cohesion and Coherence
 Speaker: Dr. Joe Palmer, TESL Centre, Concordia University, Montreal
 Date: Saturday, May 15
 Time: 1:00 – 4:00 p.m.
 Place: Aoyama Language Academy, 7F West Tower Shin-Aoyama Bldg., Minami Aoyama 1-1-1, Minato-ku, Tokyo
 Fee: Members: free; Non-members: Y1,000
 Info: Shari Berman (03) 408-1 511

In this workshop three kinds of textual *cohesion* – grammatical, lexical, and conjunctive – along with the notion of rhetorical *coherence* will be examined by considering how narrative and expository texts may be radically different, both in their thematic organization and in the incidence of cohesion devices. A closer look at exposition reveals general functions (definition, classification, and description) that are shown to be produced through identifiable techniques: time order, space order, causality, result, comparison, contrast, analogy, and exemplification.

Dr. Palmer has considerable practical experience in linguistic description, syllabus design, and EFL classroom instruction and teacher training, having served on the faculties of universities in Somali, Thailand, and Egypt as well as in Canada and the U.S.A. He is the co-author of a forthcoming book, *Languages for Specific Purposes: Program Design and Evaluation*.

KANTO

Topic: Silent Way Weekend
 Speaker: Donald Freeman
 Date/Time: Saturday, May 15, 4:30 – 10:30 p.m.
 Sunday, May 16, 10:00 a.m. – 6:00
 Place: Aoyama Language Academy, 7F West Tower Shin-Aoyama Bldg., Minami Aoyama 1-1-1, Minato-ku, Tokyo
 Fee: Participants, for the weekend: Y15,000; for Saturday only: Y7,000
 Observers, for the weekend: Y9,000; per day: Y5,000
 Info: Shari Berman (03) 408-1511

This course is offered for those who know very little French or who have studied but not spoken it. Participants will be introduced to the sound system, number system, and some basic structures of the language. It is also an opportunity for those people interested in studying a language through the Silent Way to be students in the approach.

While the course is intended primarily as a language learning experience, time may also be taken to discuss issues in teaching/learning which arise, if the participants are interested in doing so.

Observers are welcome for one or both days.

SHIKOKU

Topic: Teaching English in Junior and Senior High Schools
 Speakers: Toshiaki Ishii, Hiroshi Jige, Phyllis Manning
 Date: Sunday, May 16
 Time: 2:00 – 4:30 p.m.
 Place: Education Dept., Kagawa University, Saiwai-cho, Takamatsu
 Fee: Members: free; Non-members: Y500
 Info: Barbara Hayward (0878) 22-1807

This month's meeting will focus on the teaching of English in Japanese schools. Each of the presenters will give a short demonstration of teaching techniques which they have found useful with large classes of young students. They will also mention ways of presenting and adapting the English textbooks used in schools. After a short coffee break, the speakers will then be on an informal discussion-panel, and everyone present is welcome to share his ideas and experiences.

Mr. Ishii is the Researcher for Kagawa Education Center, Mr. Jige is an English teacher at Fuzoku Takamatsu J.H.S., and Dr. Manning is currently Head Teacher at Language House, Takamatsu.

TOHOKU

Topic: Practical Ideas for the Classroom
 Speakers: Dale Griffie, Lynne London, Jeff Hunter, Noriko Fujisawa, Steve Brown
 Date: Saturday, May 15
 Time: 4:00 – 7:00 p.m.
 Place: James English School, Sendai
 Fee: Members: free; Non-members: Y500

Several local teachers will share some practical ideas and lessons that have worked well for them. Topics to be covered include listening comprehension, jazz chants, drama, pictures, and newspapers as a resource.

TOKAI

Topic: Language in Use
 Speaker: Dr. Joe Palmer
 Date: Sunday, May 16
 Time: 1:00 – 5:00 p.m.
 Place: Kinro Kaikan
 Info: Steve Tripp (05617) 3-2247

This colloquium examines our hitherto unrevealed knowledge of the pragmatics of conversation. We illustrate principles of language use and some of the rules we follow in creating meaning in spoken discourse. First we define 'pragmatics'. Then we demonstrate the use of three of the most important devices that link what we say or hear to the context of situation: deixis (pointing terms), presupposition (known information) and performatives (the locutionary/illocutionary distinction, conversational postulates, and the cooperative principle).

WEST KANSAI

Topic: 'Omiyage' From TESOL '82
 Speakers: See list of presenters
 Date: Sunday, May 23
 Time: 1:00 - 4:30 p.m.
 Place: Umeda Gakuen (St. Paul's Church)
 2-30 Chaya-machi, Kita-ku, Osaka
 Fee: Members: free; Non-members: ¥5 00
 Info: Vincent Broderick (0798) 53-8397
 (eve); Hiroshi Inoue (0729) 56-
 0047 (eve); Jack Yohay (075) 622-
 1370 (eve), (06) 771-5757 (day)

Special Interest Groups:

Teaching Children. No May meeting. Will resume
 in August.

Teaching in Colleges & Universities: Sun., May
 23, 12:00 -- 12:45 p.m., Umeda Gakuen.
 Contact: Jim Swan (0742) 34-5960 (eve)

Teaching English in Schools: Wed., May 19,
 6:30 - 8:00 p.m., Center for Language and
 Intercultural Learning. Contact: Keiji Mura-
 hashi (06) 328-5650 (day)

TESOL '82 convention papers, demonstra-
 tions, workshops and colloquia will provide
 a banquet of many courses: testing, vocabulary,
 classroom-centered research, culture, curriculum,
 materials development, teacher education, etc.
 JALT West Kansai presenters for May's meeting

will do their best to bring back from this luau a
 doggie bag full of insights, discoveries and
 developments to nourish all of us (and, in turn,
 our students).

Presenters: Ellen Jones., Aleda Krause, Kazue
 Minamino, Hiroyuki Miyai, Steven Ross, Elsa
 Villamarin.

Teaching Tip

SELF PORTRAIT

Ask each student to paint a self portrait to
 introduce him/herself to the class. The painting
 may be of any materials (collage, personal
 objects, etc.) and it may portray the student in
 any manner he/she chooses. During the next
 class, have students introduce their paintings in
 groups of three to five. If desired, select people
 to present their portraits. Be supportive and
 encouraging. Do not question students about
 their portrait.

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

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**LE MOT JUSTE: A Dictionary of Foreign and Classical Words and
 Phrases (pap)**

by J. Buchanan-Brown et al.,
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 Whether you want to dazzle the company with your wit
 and intellect, understand an academic article, or are simply
 interested in words and language, this book is a fascinating
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1811 DICTIONARY OF THE VULGAR TONGUE (pap)

by C. Grose
 81 (PAPERMAC) ¥1,210.-

An entertaining insight into the slang, wit and humour of
 late 18th and early 19th century England, when a "Flay-
 bottomist" was a school teacher, a Carrion Hunter an
 undertaker. Many words had different meanings then with
 special apologies to today's feminists, To Lib meant to
 lie together. And, believe it or not, a Pig was a police-
 man.

TO COIN A PHRASE: A Dictionary of Origins (pap)

by E. Radford & A. Smith
 281pp 81 (PAPERMAC) ¥1,770.-

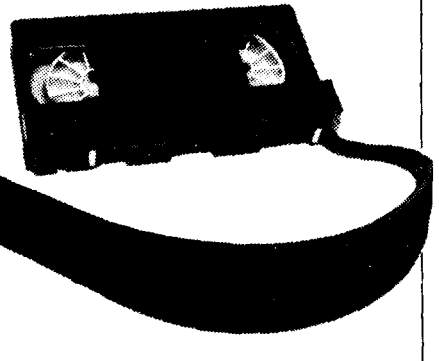
blurb A brief and eulogistic note on the character and con-
 tents of a book printed on its paper dust-lacket. A striking-
 ly successful example of this on a book by the American
 writer Gelllette Burgess featured a Miss Belinda Blurb, and
 this name came to be associated with all such wrapper
 advertisement. The word entered Standard English in the
 1920s.

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Video Cassettes: U-Matic VHS Betamax

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