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Developing Extensive Reading

By Helen Kraemer, Sophia Junior college

Many of the students in the first year at our junior college have never read a book in English though they are able to read difficult sentences and translate them into Japanese or analyze them grammatically. Thus they have many skills required for decoding words and focusing on details but they don't seem to be trained in approaching written material with more comprehensive strategies that help in rapid reconstruction of meaning, and very few of them know that reading English can be a pleasure unspoiled by constant consultation of the dictionary. Therefore, these conscientious, careful readers also have to be engaged in tasks which ask them to look at larger chunks of printed Japanese language to find a more general meaning thereby learning to tolerate a certain vague

ness in particular instances. Their potentials for guessing, anticipating, and processing cues ingeniously have to be developed so that they will be able to handle printed material in an efficient and creative way.

It took quite some time of experimenting before putting together a satisfactory reading program. A sketchy outline will perhaps benefit those who are trying to tailor a course which meets the needs and level of their students.

In the first year I usually start out with some easy essays like *Japan: A World of Difference* by Alan J. Turney; at the same time I introduce the SRA multilevel Reading Lab which remains freely accessible throughout the year. A certain number of SRA units are compulsory but very often the students do more than the minimum motivated by their visible success

(cont'd on page 4)

角田学説の科学性を問う

獨協大学 鍋倉健悦

東京医科歯科大学の角田忠信博士が『日本人の脳』の中で提起した幾つかの課題が、日本の英語教育界から注目を集めている。角田氏は、日本語の母音の特殊性が、日本人の脳のメカニズムに特異な方式の機能分業を形成するため、日本人の外国語学習（または使用）は、大脳優位性パターンに攪乱を引き起こし、左右両脳の働きのバランスを完全に崩すと主張する。しかも、日本人の英語下手を脳の科学によって説明しようとする角田学説が、ある一部の英語教育者達から熱烈な賞賛をもって迎えられている事実は、何とも皮肉なことである。この学説は日本の英語教育界にとって極めて重大な問題を投げかけているにもかかわらず、今だどこからもこれに対する見解もしくは反論は出されていない。その理由は、この学説が自然科学的実験データに基づいていると考えられているからである。科学的実験によって証明されたものと言われれば、言語学者、英語教育者

はそのまま承服しかない。しかし、角田学説は果して十分に信頼できる大脳生理学に基づいた理論なのであろうか。角田学説は、大脳生理、言語一般、英語、日本語、音響などの問題を扱っているが、この論説の中で角田が提起した幾つかの課題の中から、特に日本人と言語の問題にメスを当ててみたい。

日本人、外国人にかかわらず、大多数の人間は言語的に左半球が優位であり、その中で言語の主領域とされているのは、ウエルニッケ (Wernicke) 領域角回 (angular gyrus) それに縁上回 (supramarginal gyrus) であり、すべてが後側頭—頭頂接合点 (posterior temporal—parietal junction) に位置している。そして運動言語野としてのブロッカ (Broca) 領域は、第三前回 (third frontal convolution) の基部に位置している。何故左半球で言語処理が優性になるのかは十分わかっていない。環境的なモデル、

(cont'd on next page)

JALT 82
Call for Participation
p.10

発生的なモデル、また神経解剖学的なモデルなど様々なモデルが考えられているが、これらすべてのモデルにみられる本質的な重要点は、左右どちらの半球も言語発達を支えることができるという事実である。ただ、解剖学的に側頭-頭頂結合の側頭平面(planum temporale)の大きさは、約60パーセント(もっと高い数字をあげる専門家もいる)の人が左半球の方が大きい。カナダのペンフィールド(Penfield)や他の研究者達が、脳の電気刺激の実験から、左半球内の言語領域にだけ言語現象を認めたことで、1960年代の中ごろまで、右半球は言語処理とは無関係であると信じられていた。角田氏も、『右脳と左脳—その機能と文化の異質性』の中で、ことばの機能はひじょうに限局して左側にあり、右側にはないと強調している。

だが、大脳生理学の専門家でない角田氏がこう言切るのは誤りである。現在の神経科学はまだ揺籃期にしかなく、大脳のメカニズムと言語との関係には未解決の問題があまりにも多いのが事実である。左半球と右半球がどのような機能を司っているのかという問題は、大脳局在論の一つであるが、大脳皮質の局在論をそのまま受けとめることは最近ではむしろかしくなっている。なぜなら、言葉は脳の中のいろいろな現象と強く結びついているからである。角田氏は左脳を言語半球と呼び、言語の左脳局在論を主張するが、最近になって、言語能力が右半球にも存在し、話し言葉の理解、言語命令の遂行が、右

脳でも行なえることが専門家達により確認されている。このため、角田氏の主張するような、左右半球の分業を厳密なものと考えてるのは明らかに誤りであり、左脳が言語機能において右脳より優性であるといういい方が適切である。

同様に、角田氏が左右半球をロゴス(logos)とパトス(pathos)に分け、西欧人の右脳が日本人のそれよりも、感情音、母音、自然音など多くの音を処理しているとする仮説も、科学的根拠に基づいたものではない。分割脳者を使用しての実験では、右半球の優位な機能はそれほど明確にされていない。左右の脳を結ぶ脳梁を半球結合半切截術(cerebral commissurotomy)によって切断して、半球間の伝達(interhemispheric communication)をなくし、左右半球の機能を独立に調べるこの研究では、操作空間的(manipulospacial)な機能—空間的な前後関係が手の知覚や運動活動の上に地図的に描かれる機構—において右半球の優位性が認められただけである。この研究は西欧の神経科学者達によって行なわれたのであるが、これによると角田氏の右半球を劣半球とする考えは成立たないため、日本人の英語学習(または使用)による左脳負担の説も当然成立たぬ筈である。つまり、日本人にとって左脳に強く依存する英語の学習は、同時に本来の脳の活動を犠牲にしているとする角田氏の主張、科学的根拠を見出すことはできない。

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角田学説にはさらに、純正な科学研究としては評価しがたい部分が含まれている。それは、角田氏自身の体験と実験によって支えられている部分である。例えば、英語での講演終了後の頭痛（主に左で感じられるとのこと）、海外旅行中に起きた方向感覚のくるい、旅行後の時差ボケならぬ英語ボケなどであるが、これは、本人が英語使用中の左脳負担を強く意識しておれば当然のことであり、大脳生理学というより、心理学で取り扱うべき課題であると思われる。研究者自身の主観がはいった場合、その研究から科学性は減少する。仮説を慎重かつ批判的に分析し、そのあとで経験と対質する態度こそが、科学性を要求することのできる唯一の態度ではなからうか。

最近の目ざましい神経科学の進歩により分割脳の手術が可能になったにもかかわらず、左右半球にとって優性な課題の根底にある情報処理プロセスを同定するのは、現状ではまだまだむずかしい。このため、角田説の発端となった、日本人の西欧人と異なるコーロギの音の処理の仕方は、単なる仮説にすぎない。現在の脳の科学は急速な発展をとげてはいるものの、人間の営みの簡単なものすら明確に説明できぬほど未熟なのであり、脳と心の問題は、まだ遙か先の大問題なのである。それ故、情緒性・非論理性・自然性などを日本人の特徴とし、これらの抽象的概念や民族の精神構造、さらに日本文化までを日本人の音響知覚機構の特異性からのみ説明しようとする角田論は、もはや科学とはまったく無縁なものである。

日本人の左右半球の精神機能が西欧人のそれとは異なるというテーマは、確かに興味深い。またこのテーマは、日本人はユニークな民族、と信じたがる日本人には受け入れやすい。しかし、角田理論の中でも一番科学的とされる部分、つまり、日本人では西欧人と反対で、持続母音が左半球、純音が右半球で処理されるが、ある種の簡単な刺激によって純音の処理が右から左の半球に逆転するという“発見”は、科学理論として納得しがたい。左脳が損傷を受けても、母音処理の障害が起らないという事実は、日本人が左半球で母音を処理しているとする角田説と真向から対立するのである。さらに、西欧の研究では、左利きの人間のほぼ50パーセントが、右脳もしくは左右両脳で言語機能を司っていると推定されているが、角田氏は、左利き日本人の脳が、どの

ように言語の母音や純音を処理しているのかについては何も触れていない。

以上のように考えて来ると、角田理論を支えている母音と純音の左右半球での“発見”を導びきだしてきた実験方法自体に疑問がでてくるのである。角田氏がその実験に用いた両耳聴覚刺激に対する電鍵打叩法は、もともとは耳鼻咽喉学の領域で聴覚研究や聴力検査に用いられたものであり、大脳生理学の実験方法ではない。そのため、大脳の研究にこの実験方法を用いることは、大脳生理学、神経科学の専門家から倫理的承認を得ているわけではないのである。実験方法の科学性を問う場合は、それが広く認められ標準化されているかどうかということなのである。欧米でも類似した方法で子音や母音の優位性を実験している研究者達がいるが、条件によって出てくる結果が変わるという状態であり、これでは標準化できない。この実験方法での最大の疑問は、聴覚を即大脳と結びつけていることである。つまり、例えば電鍵打叩法である音が日本人の場合右耳優性であるという理由だけで、即その音が左脳で処理されていると結論を出してしまうのである。しかし、これは複雑な構造を持つ大脳をあまりにも単純な固体として考えている。

外国語学習は記憶能力と強い関係を持っているが、脳のかなり広範囲の部分に記憶能力があり、また脳の全体は大変に細かい区分を沢山持っていて、各区分が別々の働きをしていることがわかり始めている。言語と学習や記憶の関係については、今だよくわかっていないが、「馴れ」とよばれる一種の学習は、刺激が加わってシナプス伝達がおこる度に、伝達物質の放出量が減少するということがわかってきている。いずれ、シナプス伝達の可塑性とシナプス結合の可塑性により、外国語学習と母国語習得の違いが説明できるようになるかも知れない。

大脳の科学には何か人間存在の根柢にかかわる重要な問題が含まれている。しかし、脳研究の地平線ははるか遠く、そこから精神そのものに到達することはまだまだ先のはなしである。それまで脳研究の目標は、精神を支えているメカニズムの解明であるが、その間、独断と偏見にあふれた研究は極力避けてゆかねばならない。

JALT 82

October 9 - 11, Tezukayama Gakuin University

Reading

(cont'd from page 1)

(the selfcorrection system of the exercises gives them feedback and guides them to higher levels when they are ready for it). Moreover, the carrot of a good grade for additional work seems to spur them on, too. Towards the end of the term we start reading a children's book, *On the Banks of Plum Creek*, by Laura Ingalls Wilder, one of the volumes of the *Little House in the Prairie* series, which is shown on NHK at present. This book always turns out to be the hit of the year for the majority, a fact which never ceases to surprise me. Instead of taking a term exam, the students have to read this book and hand in a short book report based on specific questions. For many students this experience of reading an entire book without a dictionary is! a major revelation. They didn't know they could become so engrossed in an English book. In the second term we continue reading essays like *Look East. Look West* by James Kirkup, *Japanese and Americans* by Edward Seiden-sitcker, or *Japan and America* by Carol J. Kline. I always get 'a positive response when choosing cross-cultural reading material. While the dictionary is banned during the first term (and for SRA the whole year) we do some vocabulary studies in the second term in connection with reading. Towards the end of the term the students are asked to read a book of their own choice. The most important criterion for its selection requires the book to be enjoyable whatever the topic or level of difficulty. A minimum number of pages (70) is prescribed, too.

In the second year the homework quite often consists in reading books of the students' own choice. 3 short reports have to be handed in on three set dates. In class we again read essays like *U.S.A.: Dreams and Realities* by Douglas Stout as well as newspaper articles and some short stories such as *The Garden-Party* by Katherine Mansfield, *The Shadow in the Rose Garden* by D. H. Lawrence, or *The End of the Party* by Graham Green.

Following are some techniques for essay and article reading which I use besides questions, true/false statements, discussions based on the material, etc.:

- 1) Ask the students to look at the titles of the table of contents and to tell their partner which one appeals most and which one appeals least to them citing some reasons. Let them read and find out whether the initial reaction was justified.
- 2) Give the students questions which require skimming. Ask them to find the answers as quickly as possible by reading the beginning and end of the paragraphs, looking for a keyword or perhaps a number related to the question.
- 3) Give the students skimming questions concerning several chapters. Of course they have to first classify the questions according to the table of contents before trying to find the answers in the text.

- 4) You can enumerate topics (e.g. food, politics, working hours) and ask them whether the text deals with them or not.
- 5) Ask the students to read and underline, for example, a) differences between Japanese and Americans regarding marriage, b) information which surprises them, c) aspects of the British school system they find positive, etc. As follow-up groupwork the students compare and mark those items the majority agreed on. To keep everybody alert during the presentation of the groupwork they cannot repeat any items already mentioned.
- 6) The 'Crocodile Technique' and mutual information about different texts read (both of which were described in the *NL* IV: 11;22) continue to be a popular part of my repertoire. They also work very well with encyclopedia entries on countries and personalities.
- 7) Cloze reading exercises (as suggested the *NL* in V:2;15: 'It Works! From Shikoku') are a welcome change, too, though I am always slightly disappointed with the analytical approach the students use and I often have to 'que,;' translations. Does this technique **help** in developing good reading habits or is it rather a grammatical exercise or a testing device? I always try to justify its use by pointing out the value of intelligent guessing which the deletions require. But actually, by comparing blanks with unknown words we have to admit that unknown words carry certain clues to meaning (like plural or participle endings e.g.) which omissions obviously don't. Perhaps if cloze readings are done on a regular basis and under time pressure the tendency towards translation and grammatical analysis might disappear.
- 8) Ask the students to read an English newspaper, cut out the articles they find most interesting and paste them on two sheets. The end-product should be a small newspaper consisting of four pages. Make sure they fill all the spaces. A certain amount of ads or pictures could be included. In class, groups of four or more take turns reading the newspapers and try to decide which article or item of each paper they find most interesting. They discuss their decisions. This groupwork could also be done with four or more different texts supplied by the teacher, such as movie reviews, columns, etc.

At the junior college level testing doesn't play such an important role since the students have gone through the elimination process already. Still, we have to give a grade at the end of the year, and grades do motivate many students. I try to make up tests and quizzes which reflect the style of the comprehensive activities in class requiring as much reading and as little writing as possible, e.g. questions which ask for one sentence or a keyword to summarize a paragraph, or true/false statements which cover one or

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Letters

Dear Editors:

The article 'Ten Valuable Books The New Teacher Needs in Japan' (Griffiee, 1982) in the February issue of the *JALT Newsletter*, is an interesting, if idiosyncratic, list of 'helpful' books for new English teachers.' Since both the author and the editors invited comments, it would be churlish not to oblige.

Griffiee's 'new teachers' are apparently native speakers who are new to teaching, new to Japan, or both. It would have been more helpful if two lists had been made, one with the standard works on language teaching and TESOL for those who are about to undertake teaching English without previous training or experience, and one with some basic works on Japan for use by TESOL professionals new to Japan. In fact, the novice teacher of, English will find excellent lists of books for TESOL teacher training in John Haskell's 'A Barebones Bibliography' (1979). These lists have been reprinted in a different format by Henrichsen (1980) and are readily available, so it is pointless to repeat their contents here.

Reading

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several pages. Also, I might give the students three page numbers and ask them to indicate the page which contains, e.g., the main reason why the Japanese are conservative, according to Seidensticker. Obviously, this type of test is not very easy to design but rather easy to correct. Book reports and SRA work also determine the grade. Since the grades don't have the function of important yardsticks anymore, I take diligence throughout the year into account, too.

We cannot say that dealing with printed material in the foreign language is a forgotten skill in Japan. but very often fluent direct reading for-meaning and- for enjoyment seems to be a neglected aspect of the 'third skill' in this country.

References

- British Variety*. Selected Readings from Modern British Authors, Nan'Un-Do.
 Laura Inaalls Wilder. *On the Banks of Plum Creek*, Puffin Books.
 James Kirkup. *Look East, Look West*, Tsurumi Sho en.
 Carol Kline. *Japan and America*, Bunken Extensive Reading Series.
 Edward Seidensticker. *Japanese and Americans*, Asahi Press.
 SRA Reading Laboratory 2c
 Douglas Stout. *U.S.A.: Dreams and Realities*, Seibido.
 Alan J. Turney. *Japan: A World of Difference*, Eichosha Green Book Special.
 Marcelle Kellermann. *The Forgotten Third Skill*, Pergamon Press.

TESOL experts newly arrived on these shores might benefit from reading about Japan in such areas as: 1) Japanese society history and culture. The possibilities are many but Vogel's *Japan's New Middle Class* (1971), though a bit out of date, is one of the best places to start. 2) The Japanese language: Miller's *The Japanese Language* (1967) is a standard work. 3) The Japanese education system: the Ministry of Education's little guidebook (Ministry, 1981) is useful as is its *Course of Study for Upper Secondary Schools in Japan* (Ministry, 1976); similar courses are available in English for elementary and lower secondary schools. Books by Cummings (1980), Dore (1976) and Singleton (1967) can be recommended along with *The Teaching of English in Japan* (Koike, 1978). 4) Communication in Japan: see Condon & Saito's *Intercultural Encounters with Japan* (1974) and Barnlund's *Public and Private Self in Japan and the United States* (1975). 5) Information on contemporary Japan: in addition to the four daily English-language newspapers, articles on various aspects of Japan today, including translations from the Japanese, are carried in journals like *The Japan Quarterly* (published by the Asahi Newspapers), *The Japan Interpreter* (now defunct?), *Japan Echo* (TBR Bldg., 10-2, Nagata-cho2-chome, Chiyoda-ku, Tokyo 100), and, especially valuable for those teaching young people, *Eye-Ai* (Riverfield, Inc., 507 Caprice Aoyama, 3-12-7 Kita Aoyama, Minato-ku, Tokyo 107). 6) Bibliography: the standard bibliography of works on Japan in European languages is the *Bibliography of Asian Studies*, published annually by the Association of Asian Studies.

The most remarkable thing about Griffiee's list of 'ten valuable books' is that none of the items listed are even one-tenth as valuable for an untrained teacher as Rivers and Temperley's *A Practical Guide to the Teaching of English as a Second or Foreign Language* (1978) or Paulston and Bruder's *Teaching English as a Second Language: Techniques and Procedures* (1976). As a background book Diller's *The Language Teaching Controversy* (1978) is too specialized; the novice will gain much more from a general text on language teaching such as Chastain's *Developing Second-Language Skills* (1976), Rivers' *Teaching Foreign-Language Skills* (1981) or Brown's *Principles of Language Learning and Teaching* (1980). Griffiee's inclusion of Wilkins' *Notional Syllabuses* (1976) is unwise because this book, while an important statement of the notional-functional (not-fun) approach, is too specialized and technical for the beginner. Unless the new teacher is going to be writing textbooks from scratch, he or she might put off reading this book for some time. Teacher who use textbooks based on a not-fun syllabus will find most of what they need to know in the teacher's manual; the introduction to *Mainline Beginners A* (Alexander 1978) is a very good example. And whatever merits the not-fun approach may have, its present popularity is largely the result of textbook publisher's hype and the whole fad may soon fizzle, as Jack Richards suggests (LoCastro, 1982:22).

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Books

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Griffie next recommends Stevick's latest tome (1980). Although I believe that Stevick's work is highly overrated, a beginning teacher will certainly learn something from reading him. But the reader should keep in mind that Stevick's accounts of the methods he uses are very much his own interpretations of those methods; the reader might also consider if the situations in which Stevick is using these methods have any relevance to the typical classroom situation in Japan.

Griffie lists Maley's *The Mind's Eye* (1980) under 'Innovative Ways,' an odd classification since using pictures as a stimulus for language practice is an old device. Like much of Maley's work this book has its meretricious aspects; it may belong on a list of the top thousand language teaching aids, but not here. Moskowitz's *Caring and Sharing in the Foreign Language Class* (1978) is a fine adaption of the principles of values clarification to language teaching. But much of what it assumes and requires is not suitable for language teaching in Japan; the concepts and the exercises themselves are in many cases too closely bound to contemporary American culture. Even so, any teacher will find useful ideas in this book and it might even go on a list of the top fifty, but Asher's *Learning Another Language Through Actions* (1977) or Olsen's *Communication Starters* (1977) will both be of much more use to the untrained teacher.

Finally, how can the teacher find out more about what is going on in this field? Membership in JALT is a must and joining TESOL International is probably worthwhile, although that organization is still very much 'TESOL Insular.' The standard bibliography for linguistics, including applied linguistics and language teaching, is *Language and Language Behavior Abstracts*, published by Sociological Abstracts, Inc. (La Jolla, CA).

Bernard Susser, Baika Junior College

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JALT Undercover

THE COMPREHENSION APPROACH TO FOREIGN LANGUAGE INSTRUCTION

Harris Winitz, Rowley, Mass: Newbury House,
1981. pp. 307, Y5,780.

**SECOND LANGUAGE ACQUISITION AND
SECOND LANGUAGE LEARNING** **Stephen
D. Krashen** Oxford: Pergamon Press, 1981
pp. 151, Y3,080.

Reviewed by **Julian Bamford**

That through listening and understanding, and only through listening and understanding can we build the competency that allows us to speak in a language.

That when we listen and understand, it is only when our conscious mind is on the message and off the language itself that we can build that competency.

That there is a place for conscious learning of structure and usage but it is a separate and secondary one from the main business of acquiring language unconsciously through listening and understanding.

It is these and other intriguing hypotheses that are explored in the two important new books reviewed here. There are aimed at a specialized professional audience rather than a general one. One volume is, in the main, easy to read and persuasive, while the other is dense and sometimes opaque in argument, but both will be of interest to anyone exploring how we learn language, and thus how we might better teach it.

For researchers Harris Winitz and Stephen Krashen to have come to such startlingly similar conclusions almost entirely independently only adds to the interest. Krashen has his 'Monitor Theory': there are two independent but inter-related systems for developing second language ability - subconscious acquisition and conscious learning, and 'in general, (second language) utterances are initiated by the acquired system.' Winitz is a pioneer of the comprehension approach to language instruction based on tenets such as that grammar rules are best acquired by implicit (subconscious?) inference from programmed exposure to the target language. 'Acquisition of linguistic knowledge is not, for the most part, under the explicit control or conscious awareness of the student.'

Both authors summarize their theories in their introductions; there are differences such as in the value and place of conscious learning, but it is to editor Winitz' credit that in his book he includes articles suggesting further possibilities and ideas beyond his own.

Winitz' book contains thirteen unconnected articles, some appearing for the first time, roughly balanced between theory, empirical

research and practical application. For those conversant' with the comprehension approach, all the familiar names are represented - Asher. Postovsky (to whom the volume is dedicated); Nord and Winitz himself - but, because they have already published widely, it may be the other articles that prove the most interesting. Leonard Newmark's fresh and objective analysis, for example, is alone worth the proverbial price of the book.

Winitz himself contributes three pieces starting with the interesting introduction. Unfortunately his other two papers are less easily readable, with thier illustrations from a field unfamiliar to most language teachers, that of Language disorder. In Chapter One he makes the point that grammar rules are so interrelated that correct production of any one structure can only be achieved after many other aspects of grammar are understood.

The most currently well-known application of the comprehension approach is the 'Total Physical Response,' and its champion James Asher summarizes his research in two papers. One wonders if he doesn't over-stretch the evidence trying to prove that 'motion' and learning are inseparable. "Without motion" he states, "there is no experience," and he cites the eyes' constant tremble, thus (?) "people must be in motion to see." Moving through brain hemisphere research and Piaget's theory of child development, he reaches the conclusion that children learn language through actions and so should we. I was also only partially convinced by Karl Diller's chapter where he hypothesises the comprehension approach as superior to most teaching methods because it involves connections between more areas of the brain, and that De Saueze's version of the direct method is even more superior for the same reason. The argument was weakened by Diller's illustration of a direct method class, in this case one from Berlitz: "Pointing to a shirt, the teacher would say, 'This is a shirt. What is this?' Student: 'It's a shirt.' teacher (holding up a book): 'Is this a shirt?' Student: 'No, it's not a shirt. it's a book.'"

Bearing in mind Earl Stevick's definition of 'meaningful' ie. something deeply felt and difference-making to the student, such methodology, at least in the early stages, might be judged as less than ideal no matter how many neurological pathways it involves.

Later chapters are mainly varied and interesting accounts of applying the comprehension approach in the classroom. I was especially struck by the Swaffar/Stephens comment that, in a comprehension approach framework, they teach grammar explicitly because 'no classroom can provide adult learners with large enough samples of usage upon which they can develop their own hypotheses about the language.' (Incidentally, what happened to the control group in this field experiment? Only the experimental group's results were reported.)

Best of all is Leonard Newmark's look from a new angle at the undoubted evidence that there is something rather important and primary about listening. He begins by re-posing Stevick's 'Riddle of the Right Method' - why does one method sometimes succeed and sometimes fail? He notes.

that while there are too many variables to allow comparison of methods with each other, we can at least look at the conditions in which language learning takes place and those in which it doesn't and, in this way, assess the various teaching methods. Newmark then isolates three factors associated with learning: student (a) attention to (b) meaningful language instances (c) sufficiently repeated. Noting that the comprehension approach, as well as other methods, seems to fulfill these conditions, comprehension approach may be the insight that students don't need to prove understanding by speaking.

The book is a potpourri of ideas with no tidy conclusions and, as such, is honest but perhaps unsatisfying, so it is with relief that one can turn to Stephen Krashen's book. In this collection of his own papers Krashen explores the differences between unconscious acquisition and conscious learning, and theorizes that the latter can only be used to 'monitor' or fix up the output generated by our acquired competency. Chapter One shows how this distinction can help describe the poor language learners we all know: the confident, fluent but ungrammatical Monitor underuser, and the knowledgeable but tongue-tied Monitor over-user. Next Krashen relates the learning/acquisition distinction to such issues as learner attitude and aptitude, to formal classroom and informal language learning environments, and to interference from our first language, and in all cases the Monitor theory helps us to see things in a new and clearer light.

The conclusion of all this is that we have to help our students acquire as well as learn; traditionally we have been rather good at the latter while being mainly unaware of the former. The final part of the book gives pointers for making acquisition-rich classrooms, including discussion of the value of teaching routines- and patterns, and the use of simplified codes of language, such as 'teacher-talk.'

Taken together, these books can help us get an idea of how to evaluate language teaching and perhaps move closer to more effective instruction.

* * *

SECOND LANGUAGE ACQUISITION AND SECOND LANGUAGE LEARNING

Stephen D. Krashen. Pergamon Institute of
English, Oxford. 1981 . pp.151.

Reviewed by Terence Toney,
Hokkaido University

In this book about the Monitor Theory, Stephen Krashen sets out to show how the theory can account for or be seen to be consistent with a large number of the findings of language acquisition research.

The introduction is basically a series of summaries of each of the nine chapters, preceded by a brief explanation of the Monitor Theory, in which acquisition and learning are differentiated and defined. At the end of the book there is an exhaustive bibliography of more than 200 books and articles, most of which have appeared

over the past 20 years. Unfortunately no index is provided.

Most of the chapters are tailored versions of papers written by Krashen either alone or with others since 1976. The papers are based on diverse sources ranging from reports in classic works, through research reported in numerous journals, to the unpublished work of post-graduate students in various U.S. universities and the personal experiences of the author and his acquaintances.

The Monitor Theory hypothesizes that there are two independent systems for the development of language ability in a second language; on the one hand, subconscious acquisition, and on the other, conscious learning. Acquisition typically results from natural communication where the focus is on the message. Structures are acquired in a roughly predictable order and grammaticality results from feel rather than conscious knowledge of rules. Learning, on the other hand, is based on the presentation of rules and error correction. It aims at correct linguistic generalizations and normally proceeds from the simple to the complex (which may not coincide with the acquired sequence). The Monitor Theory posits that conscious learning is useful to students as a monitor of their utterances, which are initiated by the acquired system. Use of the monitor can be difficult, however, as it requires the following three rather demanding conditions: 1) Time to apply the rules, 2) Focus on form, and 3) A correct knowledge of the applicable rules.

In viewing the Monitor Theory in relation to second language acquisition research, Krashen proceeds to show its consistency with many of the findings of this research. Individual variation between students, for example, can be accounted for in terms of monitor overusers (those who pay too much attention to correct form and are therefore hesitant speakers), underusers and optimal users. The discussion of attitude and aptitude in second language learning may be made clearer if it is seen that attitude is related to acquisition whereas aptitude is related to learning. Learning is seen to be a feature of the formal operations stage of human intellectual development which Piaget has described as occurring at puberty. This may account for the differences between adults and children in second language acquisition. Adults can apply the monitor early in their learning whereas children must wait for the acquired system to develop. In the domain of conscious grammar it is seen that the natural order of morpheme acquisition is disturbed by the use of the monitor, which points to the existence of two different systems. In cases where there is interference from an acquirer's first language, Krashen suggests that there has been too little acquisition of the target language and that the utterance is initiated from the first language and modified by the system. This is why adults (with monitor ability) have more initial success in a foreign language than children. Recent research in neurolinguistics suggests that theories of cerebral dominance may bear no relation to differences between

(cont'd on next page)

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

Undercover . . .

(cont'd from preceding page)

children and adults in language acquisition, and Krashen tentatively suggests that the development of formal operations at puberty may account for better learning ability (and therefore monitor use) but poorer acquisition in adults. Poorer acquisition may be related to affective changes at puberty, self-consciousness and general attitude, but beyond this, acquisition is still an important part of adult second language development. While Krashen believes that the learned and the acquired systems are both involved in creative language use, he considers that certain stereotyped language use, based on memorized routines and patterns, is unrelated to the development of competence in the second language.

Krashen's position is that the acquired system is the superior one but that the learned system is also useful in developing second language ability. He claims that there is no relationship between the two systems, which is significant because traditionally language teaching has assumed implicitly that conscious learning will lead to acquisition. An objection to this might be that while it is clear that conscious learning does

not necessarily result in acquisition, it is by no means obvious that it does not facilitate (for example, speed up) at least some stages of acquisition in some way. Krashen's methodological suggestions are aimed at creating conditions for acquisition to take place, and at this point his concept of 'intake' is important. Not all language heard by acquired is used to develop the acquired system (this is why exposure to a language alone is not enough to acquire it). The language which is used, however, is called 'intake'. The teacher's objective in the classroom should be to create an intake-rich environment. The main difficulty with this is that the characteristics of intake (as Krashen admits) are not clearly known yet, which obviously makes it difficult to create an environment for it. Krashen's advice is for the teacher to provide comprehensible input focussed on message and communication rather than form.

One way in which a teacher can provide comprehensible input is to use a simple code, that is use a simplified form of language similar to the caretaker speech referred to in first language acquisition work. Such a code is intuitively adjusted by the speaker to a level of

(cont'd on page 12)

JALT82

Presentation Data

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

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

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Reading

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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.

UnderCover

(cont'd from paae 10)

complexity manageable for the acquirer, and it should ideally encourage the acquisition of the next suitable structure for the acquirer. The teacher should also aim at lowering the student's affective filter (resistance to acquiring the second language) and making communication the basis of the class. Simple and easily applied grammatical rules of thumb can also help students achieve accuracy with items which they have not yet acquired. As a guide to the reader Krashen reports on some classes in which he feels this approach is manifested.

It is perhaps by now obvious that the book is by no means an introduction to either second language acquisition or to language teaching methodology. The technical vocabulary and the necessarily condensed survey of second language acquisition research suggest that the book is aimed at an informed audience (more informed than the average teacher). The methodological suggestions are not detailed, being more at the level of approach rather than method or technique (Anthony, 1963). They are also discussed predominantly in terms of an English as a Second Language context (i.e. in an English speaking country) rather than an English as a Foreign Language one (in the mother-tongue country), and for this reason perhaps ignore the important question of what objective a language class should have (in terms of the balance between aiming at acquisition or learning) in a situation where there is very limited time

devoted to the foreign language, and where there is no contact with it outside the classroom. This book does, however, provide strong theoretical support for our intuitive feeling that there is a difference between knowing about a language and being able to communicate in it, and it convincingly argues that the ways of developing these two systems are different.

Chapter Reviews

Kanto

ENGLISH THROUGH DRAMA

Reviewed by Robert Weschler

"Without a 'pinch', you cannot say 'ouch.' And the way the 'ouch' is said depends on the kind of 'pinch' that you get." That this fundamental principle of acting is just as relevant to the teaching of English was impressively demonstrated by Yoko Nomura and her two assistants, Claudia Peretti and Reiko Hyodo. They did so through a well-planned sequence of exercises designed to allow real language to spring from its natural source in the body and the heart.

The three-hour presentation was divided into roughly two parts. the first ostensibly

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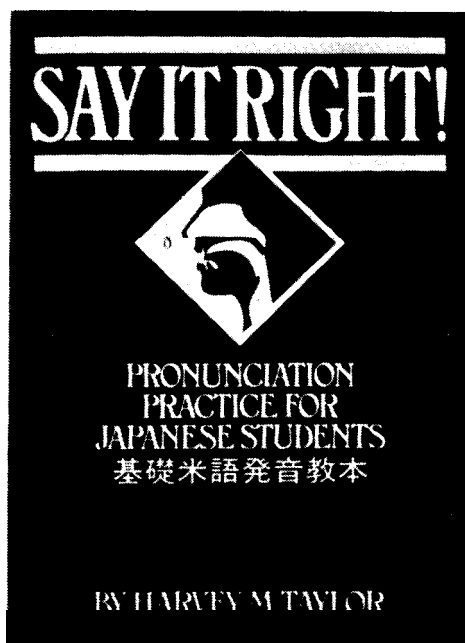
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devoted to teaching adults and the latter to teaching children, though by the end of the afternoon, it was difficult to tell who was who, which, to my mind at least, is the way a true learning setting should appear.

We began with some deceptively simple warm-up exercises, both for the body and the voice. Having dispensed with such encumbrances as desks and chairs, 40-some participants got down to the serious business of swimming through the classroom, groping blind for lost partners, and shouting at unsuspecting smoke detectors in the ceiling. These exercises tended to dissuade any late-arrivals who might have come expecting a lecture on theoretical linguistics. By the end of the warm-up period, the only participants feeling self-conscious were the smoke detectors, while most of the people spent the rest of the session trying to refrain from overexpressing themselves.

This is a pen. Or is it? It was to this shopworn statement that we next turned our attention. First, Ms. Nomura took out the real thing, called it a stick, and began passing it around the room, and by the time it had come full circle, it had been transformed into a thermometer, a piece of cooked spaghetti, a space shuttle, and a junkyard of other objects, each more intriguing than a simple pen. She then approached Ms. Peretti, proclaimed emphatically that, "This is *my* Pen", whereupon Ms. Peretti coyly recoiled from the pinch, "This is *my* pen!", and back and forth the struggle mounted. So by merely changing one word and engaging a willing combatant, the bane of existence for language teachers and students alike had suddenly been transformed into an enthralling light comic opera.

We then proceeded to the dialogues, a series of seemingly simple pre-set conversations in which each person sees only his own lines. The lines themselves are not all that unusual; however, their manner of presentation is what lifts them off the written page. The partners are initially told not to try to memorize their lines, but rather to maintain eye and emotional contact with each other. After a few such hesitant trials, each is told to speak in various exaggerated ways. One begins by speaking in a high voice a la Tiny Tim, the other in a low voice. The next time through, one speaks slowly, the other quickly. Then loud and soft. And finally any combination thereof.

As the settings for each dialogue are mischievously shifted - two new lovers meeting outside a theatre suddenly become a wife waiting in a courtroom for her runaway husband - and as the partners themselves change, the very same words take on surprising new overtones and underlying meanings. As a last stage, the same partners are allowed to maintain the same settings, but are then turned loose to improvise their own dialogue.

At this point, the dual improvisations were expanded to include several people at the same time; all stuck on an elevator between floors. Three groups in turn enacted the same scene. The zoological garden of characters that emerged included a mental patient on leave, a frustrated

elevator repairman, and a lawyer thirsting for a class-action suit. Each group was stranger and funnier than the next, but no one could be called the best. I imagine that even the most battle-weary of students would find it difficult to forget such a display. Afterwards, my only question was whether non-native speakers could allow themselves to become as far removed from reality. That they would learn English in the attempt seemed beyond question.

Finally, we made the time to learn ways of teaching children. First, Ms. Peretti took the floor and led us through a rousing (if not loosely choreographed) rendition of an 'ABC's' song. After catching our breaths, Ms. Hvodo engaged us in a variety of games all of which seemed to involve a delicate balance of competition and cooperation, an element of surprise, physical exercise, and an objective greater than the exercise itself. For example, in order to memorize the line, 'The king is coming,' as part of a larger play, a game was played-in which one's tone of voice depended on just how much one liked the king.

Throughout the afternoon, Ms. Nomura stressed the distinction between this kind of drama, in which the student is simply placed in an emotional situation and led to express his inner feelings, and traditional role-playing, in which the student is, in effect, asked to put on a mask and pretend to be someone he does not feel he is. Oftentimes, the latter can be as mechanical as any drill repetition, and just as unrewarding.

To the traditional public school teacher used to panning out across vast rows of students crucified to their desks, such scenes must surely seem chaotic at best, and of dubious educational value. But, honestly, for whose convenience are those rows? If there is a problem with this method, it would be the difficulty in finding suitably qualified teachers. For such a teacher would - require a rare combination of experience, enthusiasm and skill, particularly in group dynamics, and perhaps most importantly, the self-confidence to willfully light a fire, step just far enough back to allow it to spread but not so far that it would flare out of control - a rare trick, indeed. At least on this particular afternoon, there was never any need to sound the alarm, but the smoke detectors could surely sense the heat.

Chugoku

IN TOUCH

Reviewed by Scott Petersen

On April 11, George Farina of Longman-Penguin Japan introduced the Chugoku Chapter to two of Longman's new series of textbooks, *In Touch* and *Life Styles*. Since these two series follow a notional-functional (N-F) syllabus, Mr. Farina first gave us a little background to this kind of syllabus.

The notional-functional syllabus is the result of new ideas about the purpose of language as

(cont'd on next page)

In Touch

well as perceived deficiencies in traditional, grammar-based syllabi. Take for example this sentence:

Is there a bank near here?

In traditional courses the form of the sentence is most important. In N-F courses, one is more interested in notions and functions. So the sentence expresses a general notion (inquiring), a function (location), and a specific notion (bank). These three categories provide the central subject matter for teaching. So the *what* of teaching is changing. *How* to teach these new categories and how to sequence them still present problems. Solving these problems will be the job of the language teaching profession in the 1980's.

But more than just what to teach, the N-F syllabus is an approach to syllabus and course design. As a result of looking at language differently, this approach encompasses more than just new content. For one thing, the four skills are not separate, since they complement one another. For another, speaking receives less overriding attention, and listening and reading receive special attention. For another, material is relevant and its communication value is immediately evident. Consequently, grammar will always be immediately useful. Next, students always know what they are learning because notions and functions carry clear labels. For testing, the discrete point test of Lado is rejected in favor of more global testing. And, finally, teachers are willing to sacrifice correctness: in the long run, students will be able to communicate better than before.

Earlier I said that grammar takes second place to communication. Mr. Farina identifies four types of course design. One type ignores grammar. Such courses provide survival English: sentence frames into which a person needs only plug alternatives; tourist books are of this type. A second type places grammar on top, but still recognizes the communicative value of grammar. So if the structure for the week is 'This is a _____', then the teacher points out ways that the structure fits into natural conversation. We could use this structure, for example, to introduce people and name objects in the foreign language. A third type gives the upper hand to communication without ignoring grammar. It can do this by spiralling. Examples of the function 'suggesting' are embedded in simple sentences at first, and then in more complicated sentences later. A final type of course design is the "thematic area." Lessons focus on broad thematic areas such as self, suggestion, location and time.

In Touch and Life Styles, two new series from Longman, follow the third type of course design. Each unit follows the same format. A conversation introduces the unit's teaching points. Two- or three-line dialogues for pair work provide further practice for notions and functions under study. This practice calls upon students to express ideas or opinions from their own experience. This controlled practice precedes open conversation practice. Next,

comes an expansion exercise centering on reading, writing, and listening skills. Finally, students reinforce the lesson's material with a crossword puzzle, a humorous cartoon, a find-the-conversation exercise, and a unit test.

On the whole, the presentation was interesting, however a few constructive criticisms are in order. Chugoku had a presentation on the ideas on notional-functional syllabi a few months ago. Perhaps we should give guests such information so that they may plan accordingly, though Mr. Farina did give us some new aspects of the problem. Secondly, the book presentation was a little disappointing. I knew a little about the books and would have liked a demonstration lesson.

East Kansai

TOWARDS GREATER AWARENESS IN THE CLASSROOM

Reviewed by Juro Sasaki, Kyoto

Joseph Macadam, who has spent 13 years teaching in Japan and is currently a full-time lecturer in English at Osaka Kvoiku University, was the speaker at the April -18th meeting of JALT East Kansai. He talked about some of the attitudes underlying student expectations.

Mr. Macadam said that he was interested in teaching methods and that he wanted to have reactions to his teaching from the students in the classroom. He asked them for comments on his class, but they said nothing and were only smiling, so he gave them an examination to let them write what they thought about his class and course. Mr. Macadam emphasized that it is necessary for the teacher to know what the students expect of the teacher, and to get feedback from the class. Some of the questions that Mr. Macadam raised were these: 1) What areas of school life affect the overall attitude of students in the classroom? 2) What attitudes do students bring with them from society to the classroom? 3) What do students expect from a foreign teacher? 4) How can students be motivated?

The speaker noted that Japanese teachers demand obedience, silence, and conformity in the classroom, but that students enjoy being with the teacher in a coffee shop to talk with him informally. Moreover Japanese students tend to depend on the teacher and feel secure in belonging to a group. These culture-bound facts must be taken into account by the foreign teacher when in the classroom.

He concluded his speech by saying that he tried to put his students together and give them group work in which each of them had responsibility, but that it is important for the teacher to let Japanese students be comfortable in class so that they'll try to speak out. He added that he wants to treat each of his students as an individual, but that grouping is vital to Japanese students because they would not like to stand out in class. He makes it a rule to make groups in class for the students to be motivated, and he usually asks questions of the groups without naming an individual student.

- FIVE WAYS TO BUSINESS SUCCESS

ENGLISH FOR BUSINESS STUDIES

BRENDAN MOORE AND CHRIS PARSONS

This book shows how essential concepts, practices and institutions of business are described in English, and aims to develop the skills necessary for understanding and communicating successfully on Business Studies courses. The listening exercises develop listening and note-taking skills in the context of formal lectures.

The reading texts have varying degrees of complexity, but in all cases the linguistic and organisational connection is with themes related to business studies. The language exercises develop the linguistic expertise, knowledge and vocabulary necessary to write clearly and knowledgeably about business subjects. A key has been included to provide answers to questions which non-specialist teachers and students may find difficult.

Level: Intermediate-Advanced; Secondary/Adult
Textbook 4 1950

TALKING BUSINESS

M. O'REILLY, P. MORAN AND N. FERGUSON

A course on the spoken English of business. The twelve dialogues cover various business situations, including the initial exploratory meeting, the negotiation of a contract, the making of delivery arrangements, and the investigation of export facilities. Notes explain how the careful choice of words can convey extra meaning. There is a detailed list of terminology which includes reference to American usage where this differs from the British. The exercises test the students' understanding of the dialogues and terminology, and give opportunities for role-playing and for finding alternative ways of expressing an idea.

Level: Higher Intermediate/Advanced;
Adult Textbook 4 1250 Transcript of drills 4 900
2 Dialogue and Drills Cassettes 4 5500

ENGLISH FOR THE OFFICE

BRENDAN MOORE

A comprehensive practice book for students and those working in all branches of

commerce. An introduction in each unit gives background information to the practice of secretarial duties. 250 sentence patterns, and vocabulary exercises in British and American English develop and practice the basic skills while also covering the secretary's different roles: reception in a general office, answering and making international telephone calls, giving directions to foreign visitors, instructions in banking practice and, of course, correspondence.

Level: Intermediate-Advanced; Secondary/Adult
Textbook 4 2000

WRITING BUSINESS LETTERS - *An Introduction for Foreign Learners*

A. B. KENCH

This book contains thirty model letters covering the main structures and phrases used in modern English business correspondence. Detailed notes are given on each letter, and letter writing exercises give further practice in these structures and phrases. Each model letter is preceded by a dialogue which sets the context from which the letter emerges.

Level: Intermediate/Higher Intermediate;
Secondary/Adult

Textbook 4 980 Cassette 4 2000

THE LANGUAGE OF ENGLISH BUSINESS LETTERS

A. B. KENCH

Teaches the essentials of commercial correspondence. Part 1 consists of ten short sections, introducing the structures on which the student will base his first letters. Part 2 follows the correspondence relating to a number of specific transactions (the enquiry, the offer, the complaint, etc.) through its various stages. Each group of letters is followed by extensive notes, exercises and guided letter-writing practice.

Level: Intermediate/Higher Intermediate: Adult
Textbook 4 1200



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Bulletin Board

LANGUAGE TESTING SYMPOSIUM

The University of Hong Kong Language Centre is holding an international symposium on direct/performance testing and large scale testing from December 18-21, 1982. The conference registration, fee, which includes tea and lunch for the four days, will be US\$35 and should be sent to: The Secretary, Organising

Committee, International Symposium on Language Testing, Language Centre, University of Hong Kong, by October 1.

INTERNATIONAL CONFERENCE ON ENGLISH TEACHING

The college English Teachers of Korea (ICET) is holding a conference from July 27-30 at Baewha Women's College in Seoul. The main theme of the conference will be English teaching in a rapidly industrializing international community. The emphasis, therefore, is laid on a changing society which requires English.

Teachers and scholars in Japan are invited to submit an abstract to: Tom Robb, 6-27, Hirakata-Motomachi, Hirakata-shi, 573. The

Publications Received

Acceptance to Zeal (dialogue course book). Carol Akiyama, Minerva Books, 1981.

Approaches to Translation. Peter Newmark, Pergamon Press, 1981.

Beginning English Through Actions (teacher's program book, TPR). Jackson et al, Addison-Wesley, 1982.

Chalk Face, Vol. 1, No. 2. British Council (Japan), November 1981.

Double Action Picture Cards. Jane Yedlin, Addison-Wesley, 1981.

Getting Along With Idioms. Lorraine Goldman, Minerva Books, 1981.

Hotel English. Binham et al., Pergamon Press, 1982.

Language Teaching and Linguistics: Abstracts. Vol. 14, No. 4. October 1981.

Looking at American Signs. Jann Huizenga, Oxford, 1982.

Profiles (student and teacher's books). Susan Axeby, Nelson, 1981.

Psychology and the Language Learning Process. Alexei A. Leontiev, Pergamon Press, 1981.

Read Right! Developing Survival Reading Skills. A.U. Chamot, Minerva Books, 1982.

Reading By All Means. Freida Dubin and Elite Olshtain, Addison-Wesley, 1981.

Reply Requested. Richard Yorkey, Addison-Wesley, 1981.

Restaurant English. Binham et al., Pergamon Press, 1982.

Something To Talk About. David Peaty, Nelson, 1981.

Steppingstones. books 1 & 2, teacher's book. Jean Johnston. (Intermediate level course.) Addison-Wesley, 1981.

Teaching English Through English (non-native teacher-training text). Jane Willis, Longman, 1982.

The Third Language (translation problems). Alan Duff, Pergamon Press, 1981.

The Topic Dictionary. Bennett and van Veen, Nelson, 1981.

Word Ways (gameboards). Benson and Stack, Pergamon Press, 1981.

Any one of the above books will be sent to a JALT member who wishes to review it for the *Newsletter*. If the book is not reviewed in the agreed upon time, then it must be returned to the editors. Contact the editors at the address on page two for specifications. No phone calls please



1982

TESOL Summer Institute

On the campus of Northwestern University in Evanston, Illinois on Lake Michigan, just north of Chicago
JUNE 28-AUGUST 6

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TAKECOURSES IN:

ESL Methods, Classroom Testing, ESL Materials, Second Language Acquisition, Vocational Education, Adult Education, Error Analysis, Culture in the ESL Classroom, Ethnomethodology, Pragmatics, English for Special Purposes, Psycholinguistics, Sociolinguistics. TEST Development, Research Design, Program Development and Administration, Grammar, Linguistics (Phonology, Morphology, Syntax), Linguistics and Reading, Linguistics and Composition, Elementary and Secondary ESL Methods.

A consortium of Northeastern Illinois University, University of Illinois-Chicago Circle, and Northeastern University.

For further information write:

Elliot Judd, Director
1962 TESOL Summer Institute
2003 Sheridan Road
Northwestern University
Evanston, Illinois 60601

length of the actual paper may vary, however, the length of presentation must be either 25 or 50 minutes. Any questions should be referred to Tom Robb as soon as possible.

JAPALISH REVIEW WRITING AWARDS

Japalish Review, a quarterly literary journal presenting original writing in English by Japanese, is announcing the 1st Annual *Japalish Review* Literature Contest.

There will be three categories for essays, short stories and poetry. First prize for each will be a round trip ticket to the Philippines where winners will have an opportunity to meet and talk with leading writers and poets in that country. The prizes are being provided by the Philippine Ministry of Tourism, which is also arranging an itinerary for the trip. Other prizes are also being given.

The basic contest rules are that entrants are restricted to native Japanese speakers; all work must be original and previously unpublished and that length must not exceed 5000 words. Closing date for entries is September, 1982.

Full details of the contest will be given in *Japalish Review* No.2, soon to be on sale at leading bookstores in Japan. Or, write to John Pereira, c/o Seika University, Iwakura, Kino, Kyoto, or call (077 12) 3-2838.

TEACHING SCIENTIFIC AND TECHNICAL TO NON-NATIVE SPEAKERS

July 26 – July 30, 1982
in Ann Arbor, Michigan, USA

September 6 – September 10, 1982
in Aachen, Germany

This intensive conference/workshop is designed for teachers of foreign technical students in intermediate and advanced English or ESL courses. The primary focus of the conference/workshop will be on the written English of science and technology (EST), and particularly on:

- 1) Problems in reading EST discourse
- 2) Problems in learning to use EST discourse
- 3) Functions of important rhetorical and linguistic constructions in EST discourse
- 4) Methodologies for teaching EST discourse
- 5) Curriculum design

Other topics treated will include: theoretical traditions for teaching special-purpose English, lecture comprehension and oral presentations, text selection and development of course materials, testing, using technical experts as informants for EST research, and differences in cultural perspectives.

Instruction in the conference will be by lecture, workshops, and small group and individual discussions. Early application is strongly recommended.

The registration fee for the entire conference

or any part of it is \$400.00 per person for the Ann Arbor Conference or \$350.00 per person for the Aachen Conference. This fee covers tuition and all conference materials. It also covers a daily continental 'breakfast and some social events: The fee is payable in advance and should accompany the application in the form of either a personal check or complete institutional billing instructions.

Contact Ms. Barbara Cox, Conference Coordinator, Department of Humanities, College of Engineering, The University of Michigan, Ann Arbor, Michigan 48109. Tel: (313) 764-1420.

* * * * *

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.

Meetings

SHIKOKU

Topic: 101 + Ways to Teach English
 Speakers: Don Maybin, Geoffrey Wherret,
 Edward John, Barbara Hayward
 Date: Sunday, June 20
 Time: 2:00 - 4:30 p.m.
 Place: Conference Rm No.4, Education Department; Kagawa University, Saiwai-cho, Takamatsu
 Fee: Members: free; Non-members: Y500
 Info: Barbara Hayward (0878) 22-1807

Each of the teachers will demonstrate different classroom activities which have been used very successfully in intermediate classes. The activities are not directly related to any textbook, and help develop skills in interreaction and conversation in an enjoyable way. Some of the techniques can easily be adapted to teach English to students of different ages (e.g. junior high, high school) and different abilities. Everyone present at the meeting will have a chance to participate as a 'student' or an observer, and hopefully will find many ideas to use in the classroom.

All of the teachers are currently working for Mitsui Engineering and Shipping Co. and have taught English in Japan for several years.

FUKUOKA

Topic: Classroom Activities
 Speaker: Richard Duseck
 Date: Sunday, June 27
 Time: 1:00 - 4:00 p.m.
 Place: ECC Gaigo Gakuin, Hakata-eki, Higashi
 Fee: Members: free; Non-members: Y500
 Info: Etsuko Suzuki (092) 761-3811

Richard Duseck is the full-time lecturer at the Kyushu Institute of Technology. Group and pair games for all levels will be demonstrated and discussion will follow. The activities are Identity Card Game, Fruit Basket Game, Interview, and Introductions. They are specifically designed as introductory games, but very useful for any kind of classroom situations where it is necessary to get the students together. At this meeting committee members are planning to have some get-together time for all members and non-members with coffee, and self-introductions.

TOKAI

Topic: TESOL '82
 Speakers: Chip and Pam Harman, Steve Tripp,
 Date: Sunday, June 13
 Time: 1:00 - 5:00 p.m.
 Place: Kinro Kaikan
 Info: Steve Tripp (05617) 3-2247

You've read about it in *Nihon Keizai*, *The Japan Times*, *Asiaweek*, *The Yomiuri*, *Mainichi Daily News* and *Asahi*. Now, read it yourself. *Japalish Review* ... written by Japanese in English for the world.

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WEST KANSAI

Topic: Superlearning: An Introduction to Suggestopedia Results, Methods and Applications

Speaker: Patricia Bray

Date: Sunday, June 27

Time: 1:00 - 4:30 p.m.

Place: Umeda Gakuen (St. Paul's Church), 2-30 Chaya-machi, Kita-ku, Osaka
Members: Yfree; Non-members: Y500
Info: Jack Yohay (06) 771-5757 (day).
 Vincent Broderick (0798) 53-8397 (eve)

Special Interest Groups:

Teaching Children: Sunday, June 27, 11:00 - 12:30, Umeda Gakuen. Please bring a cassette recorder. Contact: Elizabeth Schweib (06) 947-0385.

Teaching in College and Universities: Sunday, June 27, Umeda Gakuen, 11:30 - 12:45. Contact: Jim Swan (0742) 34-5960 (eve)

Teaching English in Schools: Wednesday, June 23, 6:30 - 8:00 p.m., Center for Language and Intercultural Learning. Contact: Keiji Murahashi (06) 328-5650 (day).

The Suggestopedia method uses a variety of 'Super-learning,' has been used in Bulgaria for more than ten years to teach subjects ranging from geography to foreign languages. Students learn quickly and with no apparent effort.

The Suggestopedia method uses a variety of techniques already familiar to language teachers to reinforce the main technique: a series of 'concerts.' A demonstration concert will be given at the presentation.

Patricia Bray received her B.A. in English teacher, a copy-writer, a banker specializing in urban economic development, and has returned to teaching after coming to Japan last year. She was trained in the Suggestopedia method in Tokyo by Allison Miller

KANTO

Topic: Applying the Essentials of Interpreting: A Communicative Approach to English Education

Speaker: Tatsuya Komatsu, simultaneous interpreter, Director of Simul Academy

Date: Saturday, June 19

Time: 1:00 - 4:00 p.m.

Place: Aoyama Language Academy, 7F West Tower, Shin-Aoiama Bldg.; Minami Aoyama 1-1-1, Minato-ku, Tokyo

The speaker, a first generation Japanese-English interpreter in this country, will analyze the skills and processes of interpreting and will reveal how the method of training interpreters contains valuable insights for TEFL. In addition, based on his many years of experience at the crossroads of intercultural communication, he'll also describe various elements that are necessary for Japanese to function effectively in international activities.

Mr. Komatsu is the senior managing director of Simul International, director of Simul Press, and has co-authored several publications.

EAST KANSAI-KYOTO

Topic: Project Work in the Classroom

Speaker: Roy Gilbert

Date: Sunday, June 20

Time: 2:00 - 5:00 p.m.

Place: British Council - Kyoto Center (on Imadegawa-dori, Sakyo-ku)
 Tel: (075) 791-7151

Fee: Members: free; Non-members: Y1,000

Info: Juro Sasaki (075) 491-5236

Mr. Gilbert will talk about the aims and practice of students working on an on-going project in the classroom and will give details of a project in preparing and producing a radio programme.

Mr. Gilbert is currently Director of Studies at the International Language Centre in Osaka, a post he has held for the last three years. He previously served as DOS for ILC in Tokyo and has spent a total of seven years in Japan.

OKINAWA

Topic: Panel Discussion, Q & A on New Trends in Language Teaching - Report on TESOL '82 - Hawaii Conference (with slides)

Presenters: Richard Carpenter DOD/ESL Coordinator; Caroline Latham, Univ. of the Ryukyus; and Fumiko Nishihira, Univ. of the Ryukyus and Okinawa International Univ.

Date: Sunday, June 20

Time: 2:00 p.m.

Place: Univ. of the Ryukyus, Senbaru Campus (new campus), Kyoyo Bldg. 3, Room 105

Fee: Members: free; Non-members: Y1,000

Info: C. C. Latham (0988) 78-8774/(0988) 95-2221 ext. 2306; F. Nishihira (0988) 93-2809

TOHOKU

Topic: Notional-Functional Syllabuses and Texts

Speaker: Philip Barbieri

Date: Saturday, June 5

Time: 4:00 - 7:00 p.m.

Place: James English School, Sendai

Fee: Members: Y500; Non-members: Y1,000

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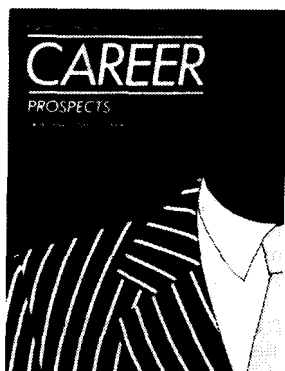
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