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EIL CONFERENCE

By Virginia LoCastro

The second conference on English as an International Language was held June 1-8 this year at the East-West Center in Honolulu. The 1978 conference focused on English as an auxiliary language whereas the 1983 conference explored the theme of "Discourse Patterns Across Cultures."

English as an International Language can be defined as that English in all its linguistic and sociolinguistic aspects which is used as a vehicle for communication between non-native speakers as well as between any combination of native and non-native speakers. The concept of EIL began with Larry Smith's article in the *RELJ Journal* of December 1976. "English as an International Auxiliary Language," Vol. 7, No. 2. The term English as an international language has been used many times before this date but always before it was used as a promotion to make native speaker English the language of the world.

There were 17 participants, representing Britain, Norway, the U.S., Thailand, Japan, Australia, the Philippines, India, and Sri Lanka. All presented summaries of their papers that explored various aspects of spoken and written discourse, focusing on how the cultural backgrounds of non-native speakers of English influence an individual's use of English. After each 20-minute summary, a panel of three participants discussed the paper and facilitated question asking and discussion from the floor.

In addition to the actual presenters, there were about 35 others, some on the staff of the East-West Center of the University of Hawaii, some students in the M.A. program in TESOL. Also, several came from the Pacific rim countries: Indonesia, Micronesia, Taiwan, China, for example --- as part of a six-week intensive seminar in EIL.

The aim of this conference was, among other things, to look at areas of increasing concern in the field of EIL. One is that native English speakers (NES) may have to face the need for training in EIL. There have been many assumptions, some of which are not at the level of conscious awareness, about foreigners' learning English. One such assumption is that if all foreigners learn English, all will be well from the point of view of international communication. NES are part of the problem.

Another assumption is that *if* non-native English speakers (NNES) can communicate with NES, they will probably be able to deal with *all* speakers of English. This is simply not true in a world where there are now more NNES than NES. One example of a problematic area concerns levels of politeness between NNES of different cultural backgrounds interacting together.

In 1966, R.B. Kaplan published his now often cited paper, "Cultural thought patterns in inter-cultural education," in which he presented the results of his analysis of different samples of written discourse: English, French, Arabic, Japanese. However, his work has limitations: he only dealt with the written language and, moreover, his analysis was from the point of view of European discourse. This is similar to analyzing the Japanese language, using Latin or Greek grammar as one's model.

Generalizations such as those of Kaplan, interesting though they may be, have pitfalls and should be avoided. Before norms or standards are established, there remain many questions and areas of future research. Larry Smith, the conference coordinator, raised these questions:

1. Are there patterns of discourse that can be identified as Japanese: Thai, British, etc.?
2. If there are such patterns, how do we learn about them? What methodology is most useful?

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3. What can be learned about a culture if our sample is written, literary discourse, translated into English?
4. Do the topic and audience have a significant influence on discourse patterning?
5. What hypotheses can be put forth? What should be our order of priorities in selecting research topics?

These and other issues were brought up during the six-day conference. EIL at this point is rather amorphous in that it draws from many disciplines and from many people, from the ELT teacher in the field with anecdotal experience to the university semiotics professor.

The conference itself was an actual experience in some of the problems and issues raised. Participants with Western backgrounds used different styles of presentations from those whose Thainess or Indian-ness was dominant. And even in the discussion periods, the manner and language used to make a particular point differed. One Thai participant stated, as she began her paper summary with poetry, that she was using English as the medium, but she was using it the "Thai way."

This then leads to the issue of intelligibility, one of the central concerns of EIL: if a Thai is using Thai English with Thai discourse patterns, will a Chinese or Russian or American, using his/her variety of English with his/her culturally influenced discourse patterns, be able to communicate with and understand the Thai. . . and vice versa? Do we need a norm or standard and, if so, which variety of English is to be that standard?

For further exploration of the history, research and issues involved in EIL, you can begin by selecting one of the books on the annotated bibliography. (See page 00)

Reference

- Kaplan, R.B. Cultural thought patterns in intercultural education. Reproduced in K. Croft (Ed.), *Readings on English as a second language for teachers and teacher trainees*. Cambridge, Ma.: Winthrop, 1980. pp. 399-418.

JALT NEWSLETTER

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The Japan Association of Language Teachers is a non-profit organization of concerned language teachers interested in promoting more effective language learning and teaching. It is the Japan affiliate of TESOL and IPLV. Through monthly local chapter meetings and an annual international conference, JALT seeks new members of any nationality, regardless of the language taught. There are currently 13 JALT chapters: Sapporo (Hokkaido), Sendai (Tohoku), Tokyo (Kanto), Hamamatsu, Nagoya (Tokai), Kyoto (East Kansai), Osaka (West Kansai), Okayama, Takamatsu (Shikoku), Hiroshima (Chugoku), Fukuoka, Nagasaki, and Okinawa.

The JALT *Newsletter* is the monthly publication of JALT. The editors are interested in articles of not more than 1,200 words concerned with all aspects of foreign language teaching and learning. Articles may be in English or Japanese. The editors also seek book reviews of not more than 750 words; 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 the editor or book review editors.

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BOOKS BOOKS BOOKS

An Annotated Bibliography

By Shuhung Shen and Yi An Wu, Beijing
Institute of Foreign Languages, Beijing

The concept of EIL, while not new in the lives of many people throughout the world who must cope with it on a daily basis, is relatively new as a field of inquiry and research. Two language teaching specialists from the Beijing Institute of Foreign Language who are currently at the East-West Center in Hawaii have written a useful bibliography of some of the major works in the field of EIL.

English as a World Language. Richard W. Bailey & Manfred Gurlach, eds. The University of Michigan Press: 1982. 496 pp.

The articles collected in this volume provide a brief historical sketch and an overview of the present-day forms and functions of English used intranationally around the world. All of them give detailed illustration of the features of pronunciation, vocabulary and the process of word formation and syntax that characterize each national or regional variety, and suggest the diversity of English within the communities they discuss. The splendid cooperation of the contributors in writing to a common set of themes allows the readers to see comparisons, to recognize trends, and to formulate hypotheses about the consequences of languages in contact and about the general patterns of change apparent in English throughout the world. The intended audience includes persons with some prior training in linguistics or English language studies.

English for Cross-cultural Communication. Larry E. Smith, ed. London: The Macmillan Press Ltd., 1981. 248 pp.

Recognizing English as a world language for cross-cultural communication, the book raises and probes some basic issues that the linguist, language planner, material writer and classroom teacher face as a result of the worldwide expansion of English. Status and pragmatics of non-native varieties of English are explored and their defining and differentiating features specified. Guidelines concerning goals, models and techniques for English teaching are provided. The concept of EIL (English as an international and intranational language) is established as a supplementary to that of ESL and EFL and the idea of Nuclear English is brought up.

Contributors to the volume share a global perspective and draw aptly on a social-cultural framework which makes the book illuminating reading as an introduction to EIL.

New Englishes. John B. Pride, ed. Rowley, Massachusetts: Newbury House Publishers, Inc., 1982. 286 pp.

This collection of papers brings together a wealth of information on non-native varieties of English. The basic characteristics of these new Englishes are analyzed with regard to their descriptive linguistic features and their main users and uses. The major issues related to English as an intranational and international language are examined. The book promises to satisfy the needs of those linguists, language educators and teachers who are interested in language standards, intelligibility, educational objectives and language transfer.

The Other Tongue: English Across Cultures. Braj B. Kachru, ed. Urbana: University of Illinois Press, 1982. 358 pp. London (paperback): Pergamon Press, 1983.

The book presents a collection of papers discussing the form and function of non-native varieties of English, viewed in their sociological, linguistic and literary manifestations. It raises a number of important theoretical and practical issues the spread of English as a global language has given rise to and explores some of them in depth. Being issue-oriented, the volume includes quite a few penetrating discussions that provide an insight into the nature and pattern of language change as a result of language contact and point to the direction for further research.

To be able to comprehend the book, the audience needs to have some knowledge of general linguistics.

Readings in English as an International Language. Larry E. Smith, ed. London: Pergamon Press, 1983. 160 pp.

The book contains a collection of papers which deal directly with issues related to the study of English as an international language (EIL). Among the topics are the concept of EIL; the attitudinal consequences of the EIL approach; the questions of intelligibility, comprehensibility, and models; a method of teaching EIL and materials development; and the issue of contrastive discourse. A key point emphasized throughout the book is that native as well as non-native speakers of English need training in order to effectively use English for international communication. The papers are interesting and

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thought-provoking; they could serve as comprehensive introductions to the study of EIL.

Talk and Listen: English as an International Language Via Drama Techniques. Richard A. Via & Larry E. Smith. London: Pergamon Press, 1983. (Teacher's Book, 26 pp.; Student's Book, 64 pp.)

Talk and Listen is an attempt both to introduce an innovative language teaching technique and to produce teaching materials based on an EIL perspective. Aimed at developing natural conversation, it advocates the teaching of EIL via such drama techniques as relaxation, observation, improvisation and "Talk and Listen." While maintaining the customary aspects of social appropriateness, grammatical acceptability and intelligibility as language standards, the book provides classroom tasks that allow students to participate in new cultural roles, behave in a culturally acceptable way, and learn how to communicate more satisfactorily. The concepts for teaching EIL presented in this book are refreshing and the materials interesting. The exercises, which are especially innovative, would be a welcome addition to any foreign language course.

Teaching English as an International Language: From Practice to Principle. Peter Strevens. Exeter: Pergamon Press, A. Wheaton and Co., Ltd., 1980. 163 pp.

This book addresses itself to the three important questions the profession of English teaching faces today: language teaching and linguistic theory; the global spread of English and its implications for pedagogy; and the teaching of English for specific purposes (ESP). Drawing on his in-depth knowledge of applied linguistics and extensive experience as a teacher and trainer of teachers, the author shares his insightful views on language teaching/learning. His vision of language teaching as a societal undertaking and therefore as a dynamic field is, perhaps, best reflected in his enlightening discussions of the teaching of EIL and ESP.

MORE ON BOOKS

One frequent contributor to the field of EIL is Dr. Braj B. Kachru, Professor of Linguistics at the University of Illinois at Urbana-Champaign.

Kenkyusha has recently published in Japanese

the first volume of *English Around the World*. The second volume, to be available in October, contains chapters on several non-native varieties of English, including one by Dr. Kachru on Indian English.

His book *The Other Tongue* is available in Japan through Pergamon Press and Oxford University Press, New Delhi, has just released *The Indianization of English: The English Language of India*.

ENGLISH AS AN INTERNATIONAL LANGUAGE: ON TEACHING PRONUNCIATION

Larry E. Smith, East-West Center, Honolulu, Hawaii

English is being used as an International Language (EIL) around the world. Almost every country uses English for international communication in trade, diplomacy, conferences and entertainment. English is not the only international language, but it is by far the one most frequently used. No matter how countries are ranked on a political or power scale, they generally have an equal need to use English on the international scene. For example, both Bangladesh and Japan use English to represent their positions at international meetings and have an equal need for English as an international language.

This however is not the case at the intranational level. Although almost every country has some use of English *intranationally*, the need for this use differs greatly among nations. For example, in India, Singapore, Fiji, and the Philippines, English is used *intranationally* a great deal while in Korea, Thailand, China, and Indonesia it is not. This distinction between countries which have a greater use for English *intranationally* from those which do not is important for the teaching of pronunciation. I will return to this distinction later and offer an explanation.

In discussions and writings about EIL, everyone should be reminded that English is a *world* language and it belongs to the world. It is no longer the exclusive property of its native speakers. It belongs to its users, native as well as non-native, and these users as speakers, listeners,

readers and writers must be more accepting of one another.

This has, however, been distorted into a doctrine of pedagogic irresponsibility. It has been interpreted to mean that whatever is spoken or written is acceptable English. That simply is not true! We continue to be concerned about intelligibility, grammatical acceptability, and appropriateness. Relating this to the teaching of pronunciation, let me clearly state that when teaching English as an International Language we must be concerned with *good pronunciation*. It is not enough for our students to attain some vague approximation of a word even if they would sometimes be understood by educated English users. A *good pronunciation* of English is one which will *not* draw the attention of an educated English user away from *what* is being said to the way in which it is being said. (cf. Hockett, 1950)

No two speakers of any language have absolutely identical pronunciation, and in many cases there is a great deal of variation from region to region. This is the case for English, and educated English users are accustomed to hearing a relatively wide range of pronunciations, without necessarily having their attention drawn to pronunciation itself instead of to content. Consequently, a good pronunciation of English need not be exactly like any particular educated English user. A pronunciation model and target can be chosen which best suits the circumstances. Here is where the *intranational* use of English comes in.

In countries where there is a large intranational use of English, the pronunciation model and target may be the educated local form of English. For example in India where English is used a great deal intranationally, the educational model for English classes may be educated Indian English.

In countries where there is little intranational use of English, the pronunciation model (i.e., what the students hear on tape in pronunciation classes) may be that of a major national variety (e.g., British or American) while the target (i.e., what the students are expected to produce) may be the educated local form of English. For example, in Japan where English is rarely used among Japanese intranationally, the educational model for pronunciation could be American or British English while the accepted target is a good pronunciation, identifiable as educated

Japanese speakers of English. If our students are successful in reaching this target, research (Smith and Rafiqzad 1975; Smith and Bisazza 1982) indicates they will have few problems in being found intelligible and comprehensible at international meetings.

On January 3, 1970, *The Economist* had this to say about English: "It is the language of international unintelligibility, rushing headlong to total discommunication." We must, we can, and, I'm convinced, we will prevent that from happening by encouraging everyone to acquire a good command of English in a form which enables them to communicate, without strain, with others.

Americans sound like Americans in their pronunciation of English, the British sound British, and Australians sound Australian. When speaking English, an Indian may still sound Indian, a Thai sound Thai, and a Japanese sound Japanese. The pronunciation of each can be judged "good" if the attention of the listener is not drawn away from the content to the way in which it is said.

In teaching English as an International Language, the teaching of pronunciation may not be the most important aspect nor does it deserve the major part of class time. The intelligibility of words is probably not as important for successful communication as stress patterns and intonation of sentences and certainly not as important as learning something about speech acts and discourse patterns across cultures. Nevertheless, teaching pronunciation is important and must not be neglected.

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- Hockett, Charles F., "Learning Pronunciation," in *The Modern Language Journal*, Volume XXIV, Number 4, April, 1950.
- Smith, Larry E. and K. Rafiqzad, "English for Cross-Cultural Communication: The Question of Intelligibility," in the *TESOL Quarterly*, Volume XIII, Number 3, September, 1979.
- Smith, Larry E. and J. Bisazza, "The Comprehensibility of Three Varieties of English for College Students in Seven Countries," in *Language Learning*, Volume XXXII, Number 2: December, 1982.

JALT Interview

THE ART OF LETTING GO

By Virginia LoCastro

Numerous workshops, an NHK interview for Eigo Kaiwa 3 with Tatsuya Komatsu, and other activities throughout Japan have kept Prof. John F. Fanselow pleasantly active during his summer in Japan. Prof. Fanselow is both the Chairman of the Department of Languages, Literature and Social Studies in Education and Coordinator of the TESOL Program at Teachers College, Columbia University in New York City. In 1981-82, he was the president of TESOL, an international professional organization for those concerned with the teaching of English as a second or foreign language. Prof. Fanselow is involved in many language education-related committees and concerns in the New York area, the U.S. and abroad. He has published numerous articles; his book *Breaking Rules – Alternatives in Language Teaching* will be available from Longman, New York, in early 1984.

The JALT Newsletter editor, Virginia LoCastro, who happens also to be one of his former and ongoing students, talked with Prof. Fanselow during his stay in Japan and attended one of his workshops. This article is a summary of some of his ideas on various topics related to teaching and teachers' behavior in the classroom. Prof. Fanselow is not one to give "answers" or "recipes" on how to do something; he talks about more fundamental issues which involve learning, alternatives and change.

Language as more than grammar

Dealing with teachers and methodology is an exciting area because that's where all the problems are. One man who gave the closing talk at a workshop for teachers, who is the personnel manager of a major Japanese company, was saying we have to teach more than grammar. We have to practice communication. So people get the insight that language is more than grammar.

Then he got two people to shake hands with him; with one he tried to show he was very friendly, with the other, unfriendly. But both of the Japanese, of course, said they liked him anyway. Then he said the experiment failed.

But what he failed to point out was the experiment showed what the Japanese do, which is that they don't say what their real feelings are. I mean, they wouldn't say in front of 150 people that in fact the handshake was not friendly.

And then he said teachers should be interested in what the students say instead of just practicing

patterns. On one level, this is right. But if the teacher were to be interested in what the students really said, and then the students got interested in what the teacher said, they'd all go nuts after a while. You can't do that every day.

So there are reasons for translation. There are reasons for pattern practice: it's to keep away from "communication." So to say that language is more than grammar is true; but grammar is part of it and, if you consistently say things incorrectly, people make a judgment about it. Even if they put their arm around you and are very friendly, they wonder why you couldn't master verb agreement. And pronunciation isn't everything, but people do comment, which means it is part of communication.

Purpose of teaching

The purpose of teaching is not to get people to be able to communicate; it's to select people, people to go to university. The Regents Board in New York has just mandated that in order to get the Regents diploma, students will have to have three years of a foreign language. They'd abolished that requirement and now have reinstated it to take effect three years from now. Why are they doing this? It's to limit the people who can go on. And they'll still teach language only four or five hours a week as any other subject.

Language learning is like studying chemistry. A textbook in both cases is a distilled summary of fixed, closed language. The chemistry described in a chemistry text is not what a real chemist does and likewise the language in a language text is not real language. It does not represent what we really do with language. So we may be expecting too much of language classes.

Textbooks

One funny thing at one workshop I did for teachers was I'd asked them to bring their textbooks with them. And in this one room, I collected the titles. All had the word "new" somewhere in the title. Every textbook and dictionary had it; I couldn't believe it. Nor could they.

And yet all of the textbooks, if you were to take off the cover, tear pages out, no one would be able to tell the difference between these "new" ones and older ones. They're all pretty much the same; a reading passage or a conversation, directions in Japanese, questions about the passage, a few key phrases. . just like an NHK English lesson. They all follow a model. People seem to feel comfortable with it and so they do it.

Language for communication

When I meet someone here and they say, "Oh, how nice to meet you. How long have you been here?", it occurs to me it's like a dialogue in a book. Like the ladies in the elevators: they speak in a certain voice, in a certain way with certain expressions. It's the same in English. The language, expressions one goes through with certain kinds of people in certain situations are the same.

So when people talk about communication as a part of English language teaching, they oversimplify. If every one "communicated" in the classroom, the teachers and students would go crazy.

They find now with teachers who work with kids with computers that they have much more time to talk with the kids. Some of the teachers just put a wall between themselves and the students because they can't handle it. Others try to communicate everything and they simply get exhausted emotionally. Then there are some who know how to limit it and so they get a little involved and then keep a certain distance. It's an unnatural thing to have such intense personal communication with 30 to 40 people, four times a day. Even psychiatrists only have one patient an hour.

Studies of language between husbands and wives have shown that in one entire day they may not speak more than a minute or two. So why would you want to have it more intense in a classroom? You have to recognize English is a subject, like chemistry. And it's partly that way to keep some distance between teachers and students, and students and students.

The brain

I also like to talk about the brain and its parts. I drew a side view of the brain, showing there is a layer for memory, a layer for translation and a layer for processing and filing. And I said usually this last layer is exercised the least and one option for the teachers is to exercise it a little bit.

Then I talked about classifying and how students are able to find meaning in a cloze test or a conversation through guessing only because they reduce the number of possibilities by the fact they have classified or categorized.

But in fact, some students don't categorize very much; they memorize and then they can't reduce this confusion of how to classify things, without being given all the information, which is what translation is. When you get 100% of the information outside the mind, your mind doesn't have to supply anything. But the more you do that, the less the mind is interested in supplying

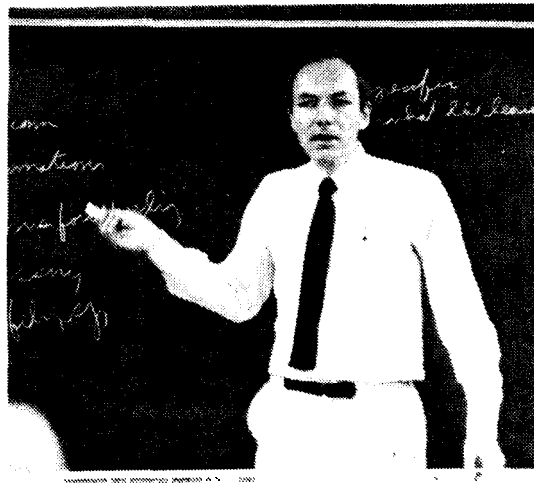


Photo by Alex Shishin

anything and the more the mind needs total information.

Information

I was supposed to meet someone for lunch in a particular building and I had the name of the building, but I also knew the building was 20 stories high. So when I got out of the subway, there were three options: one was simply to try to look for the name of the building, one was to ask someone, and one was to stand back at some perspective to see which building was the tallest. It turned out the only one near 20 stories was the one I wanted.

But if you were used to a translator, were used to working with only language for information, you'd have to ask and then the person would have to write it down for you.

So with textbooks, the teacher could take three minutes a day and get some information from the students about the pictures in the book, for example, how the pictures relate to the text. Some kids will see and then on their own they'll begin to make use of that information. That is, they'll use information other than language to solve a problem, or understand a conversation.

Guessing

Japanese students are not used to educated guessing, only random guessing. But not just language teachers need to help students acquire this skill. And it is a problem with all teachers in all countries, in my opinion.

Teachers in general are in a helping profession. If I am having trouble opening the door in a restaurant, a waiter or maitre d' or someone will help me open the door. We don't like to have people puzzle things out for some reason. We

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just don't. . . and when they have difficulty, we give the "answer" in all settings.

So teachers do that and consider it part of their work. Unconsciously, teachers give information before hand and don't present problems for people to work with.

Cliches and questions

I think foreigners like to come into a country quickly and make statements about what is going on, what isn't going on, and they think it's simple; but it's anything but simple.

We basically use cliches so we can stop asking questions. We get settled and get in our own rut and feel comfortable again with answers. The alternative is to feel comfortable with questions, which I believe is part of our task as teachers: to feel comfortable with questions, not answers. And to get our students to do so as well.

When you look at little kids, they always want to open things: boxes, bags, anything. Parents are always saying "don't open. ." And as teachers we follow that tradition. Maybe it is something about Pandora's box: if you ask too many questions, you run into too many avenues, and then you may have a mess. That's what happened to Oedipus; he kept questioning and he learned too much and that destroyed him.

Translation

One thing to do with translation is to add categories. When you give a definition of a word or the kanji for it, instead of having students write it alphabetically or according to what story they are reading, have them begin to classify the words, for example, as nouns, adjectives, etc. They could also classify them as emotion words, dealing with sadness, happiness. And you begin to group the words in your mind. Some words will be in four or five groups. If some students can begin to see distinctive features in different words, I think some of them will begin to see new connections between words.

Categories and classifying

Obviously, what native speakers see as mistakes in Japan are from labels or signs. People who make those mistakes probably have the word in a category similar to a Japanese category, rather than a category a native English speaker would have it in.

For example, when you go into a hotel in Tokyo, you may see "CLOAK." In native speaker English, it would be "Cloakroom" or "Coats" for the same function. "Cloak" is normally used in the plural to refer to a place where we store coats. Or we use it in the singular to refer to something a particular person wears.

So there are many examples of signs in Japanese English where there is one meaning that does not parallel the meanings in native speaker English. This is not to say that English should not change, that a non-native speaker shouldn't be different, but it shows different ways of classifying words.

Pronunciation

Pronunciation may be important to Japanese because they feel embarrassed and because they respect the language. Also people who go to special clinics to improve their pronunciation may be going there because they are first of all tense people and such a clinic may help them maintain that tension.

Alternatives

I try to encourage teachers here that if you feel comfortable with what you're doing and the students feel comfortable, the main thing is to continue that. If not, take three minutes a day and no more, and try a couple of things. But limit it to three minutes or the English Club after school. A lot of things go on in the ESS clubs and that's as it should be because that's for a different purpose.

So if I can come back to Japan, I want to come when school is still in session to work with teachers, particularly in after-school activities, in the ESS clubs because that's where things can occur. You can play games in English, set up problem-solving projects. Studying English conversation is not the way to learn English; it's by, studying something else and in the process one learns English and acquires the ability to talk about something. And it is useful if in studying something else, that study involves some problem-solving activity so that the learning is goal-oriented. Problem-solving tasks may help to get students to take risks, to learn to guess, and to realize that even a "no" answer is useful because it provides information.

Change

In general I feel the first skill to learn is the art of letting go of the human inclination to judge ourselves and our language use as either good or bad. We never repeat any behavior which isn't serving some function, but it is difficult to become aware of the function of any behavior while we are in the process of blaming ourselves. Awareness of what *is* without judgment is relaxing and is the best precondition for change.

(This interview also appeared in *The Asahi Evening News* of September 22, 1983.)

USING INTERNATIONAL GUEST SPEAKERS IN ESL CLASSES IN JAPAN

Keith Maurice, C.I.E.S., Florida State University

My working definition of the job of an ESL teacher is to teach people how to communicate, both verbally and non-verbally, with people from other cultures through the use of English. If you pick it apart, you can see that the emphasis is on people and on communication in the broad sense rather than on all the narrow nooks and crannies of the English grammar system. That is not to imply that grammar is not important, but only to stress that the ultimate goal of our profession is to help people communicate better with other people.

English is an international language and in some areas of endeavor it is the international language. As such, our field is, or at least has the potential to be, at the forefront of cross-cultural training. In our classes, we have the opportunity to discuss all sorts of international issues, to view those issues from different cultural perspectives, and to reach deeper levels of understanding of the issues and of those differing perspectives. What follows is a description of an experiment I tried in Nagoya in 1979-80. The experiment, though relatively small in scale, was successful.

The idea was to have non-native English speakers with a relatively good grasp of the language come as guests to our ESL classes and talk to our students about their countries and/or some area of expertise that they had. My motivation in doing this was threefold. First, it seemed important for our intermediate and advanced classes to be exposed to other viewpoints and other cultural traditions than is normally the case in ESL instruction. Though we often talk of culture in ESL, far too frequently it becomes trivialized by the time it reaches the classroom. Second, since it is a characteristic of many Japanese to feel reserved or "shy" about using English, it seemed worthwhile to let them see the international aspect of the language. English is used not only to communicate with Americans, Australians, and the British, it is also used by many peoples of the world to communicate with each other. Another part of this rationale is that, by having Japanese communicate with other non-native English speakers from time to time, our students can see that their language skills can actually be used to communicate with other people, even with all their imperfections. Finally, a very practical reason for trying this was that we would periodically have shortages of native English speakers on hand to teach our classes. From visa problems to vaca-

tions to sicknesses to unexpected departures, scheduling inevitably brings hassles for managers in Japan. By having a reservoir of speakers available, we could eliminate some of the hassles endemic in the profession.

In practice, using "international guest speakers" was successful on all fronts. Our advanced classes responded very well to the idea of having this special exposure to people from other countries. Because the emphasis for the class was on cross-cultural communication and not on the language, our students could let their natural curiosity roam and not be overly concerned with making grammatical mistakes. In some cases, our students marveled at the English abilities of the speakers. In others, our students saw that speakers from other countries were not unlike themselves — good people using English as a way to communicate with people from anywhere in the world. In these cases, our students gained in confidence and willingness to speak up. They realized that their own language skills were better than they had previously imagined. And, on the practical side of administration, we were able to plan a few vacations and teacher shortages better. While the hassles didn't disappear, they did become somewhat more manageable.

Clearly, it seems to me, this kind of program can help many curriculum planners and schedulers in Japan. There is a tendency among many administrators to ignore the wealth of international talent out there in the different cities. It is certainly legitimate not to hire non-native teachers when they do not have the proper linguistic skills. But in our quest of good language teaching, we have ignored one very good way to teach culture. By using non-native speakers from other countries to visit our intermediate and advanced classes, as lecturers and guests rather than English teachers, we can add depth and variety to our services.

It is true, however, that this service can be provided in some cities, e.g., Tokyo, Nagoya, and Osaka, much easier than it can be offered in smaller cities in other parts of Japan. Still, it is sometimes surprising what a properly worded 'Help Wanted' ad in the paper can do. In Nagoya, in the span of a few months, we used about seven or eight international speakers, some repeatedly. They included an Indian artist, a French teacher, Malaysian and Sri-Lankan students, a man from Afghanistan, a black American entertainer, a young Japanese woman who had lived in England, and an old man who learned English when he was a student in 1913. We could use only one or two as teachers, but they all had special perspectives to share with our students.

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A few thoughts on designing a system around the use of international speakers:

1. First, build up a small reservoir of people who can be used for this purpose. Find out what they can offer your program as speakers: the woman from India could talk about India and she could also talk about commercial art; the black entertainer could talk about the entertainment industry and could also talk about the experience of being black in America.

2. Prepare your speakers. or make them prepare, for the sessions with your students. If possible, have them submit outlines of discussion topics and sub-topics. Where possible, have them bring visual aids (or supply them with the aids) from maps to slides to portfolios, etc. This will help to ensure a quality program and will reinforce the fact that the speakers are not there to teach English but are there to offer a special and unique service.

3. Announce the program to your intermediate and advanced classes ahead of time so they know what is being done and why it is being

done. The speaker program needs to be announced as a special program, not just as a way of substituting for a vacationing teacher.

4. Once these things have been done and the system is moving along, you need to be aware of new speakers both as additions to the existing pool, and as replacements.

5. Finally, where possible, it would be good to schedule occasional guest speakers into the curriculum, not at any particular class period, but announced nonetheless, so that students know from day one what will be happening. In this way, the scheduler has the flexibility to put a guest speaker into the classroom when needed and available.

An international language is a language used by people from all over the world. When our students can see first hand how international English is, the resistance to studying and trying to communicate can sometimes be melted away. Using international guest speakers is one good way to do this.



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SHIKOKU

THE UPS AND DOWNS OF TEACHING IN CHINA

Reviewed by B. Donahoe

JALT Shikoku was very happy to welcome back on Sunday, August 7th, former Executive Secretary Peggy Slocum who told a fascinated audience what it is like to live and work in China. Professor Slocum's experience in China seems to have had more ups than downs; she had the highest praise for her students and somehow managed to make even the frustrations of coping with a dimly understood bureaucracy sound entertaining. Professor Slocum, who taught both at Kagawa University and Language House, Inc. during the time she lived in Takamatsu, is presently a Foreign Expert at Sichuan University in Chengdu, China. The text of her speech follows.

★

At first the difficulties of making a two-hour presentation on teaching in China seemed to outweigh the value of such an endeavor. How to harness the vast amount of information, the number of experiences and impressions? How to give a balanced view when to picture teaching and living in China necessitates what seem to be only negative descriptions? And yet, after having spent two years teaching in China, I can't help wanting to share something of it with fellow teachers. My attempt then, concentrates on a discussion of the programs I have taught in, through which perhaps the good and the not so good aspects will be revealed.

I went to Chengdu, Sichuan Province in late August, 1981, to teach in the Southwest China Teacher Training Program at Sichuan University. I was hired as the result of an interview at the TESOL '80 Convention in San Francisco with officials of the Foreign Experts Bureau from Beijing. This program, one of 25 in China, was for college teachers of English from the provinces of Sichuan, Guizhou, and Yunnan, who left their colleges for one semester to upgrade their English language skills and learn some new teaching methods. The program was located in the Foreign Language Department of the university, but was a separate and autonomous instructional unit. The three foreign teachers in the program were free to develop their own curriculum, with the Chinese department leaders assigned to serve in an administrative capacity only.

We were required to teach 16 class hours a week, give four of individual coaching, and a lecture to the entire department approximately every six weeks. The 45 students in the program were divided by placement test into three ability-

level groups with one teacher responsible primarily for each group. The course content varied with each teacher's background and training, but generally we were responsible for working on all four skills. Rather than doing any formal methods teaching, our introduction of new teaching materials and our way of using them became a methods course in itself. Each teacher also offered an elective course each half semester, such as, American Topics, Introduction to Linguistics, English through Drama, British Literature, History, Canadian Life, American 20th Century Writers, etc. Most students were so eager not to miss anything, that they signed up for all three at once.

At first the biggest frustration was lack of materials. Until these were typed and copied so that the students had appropriate and sufficient reading materials and listening and speaking exercises, it was something of a struggle. By the second term, however, this was no longer a problem, and we concentrated on developing listening tapes for the language laboratory free listening times three times a week.

The teacher-trainees varied widely in age, language ability, type of educational background, and present college teaching. In general the younger trainees were better in English, having had the advantage of more years of college after the Cultural Revolution, whereas the older ones, whom we spoke of as the "Russian-retreads," had studied Russian as their first foreign language and were switched to English as the foreign language needs of the country were perceived to change. Many of the trainees had had only two years of formal training after high school and some even less. Many were largely self-taught. But all were eager to be in the program and worked hard to get all they could in the five and a half months.

In addition to the normal instruction part of the program, there were many opportunities to meet with the students: on class outings, trips for the entire program, cooking meals in teachers' apartments, going to movies together with students as interpreters, and having student help with difficult shopping errands. These chances for cultural interchange and extra language practice were an important part of the program and added greatly to its success. We also staged parties at Halloween and Christmas, taught square dancing, and tried to use every opportunity to involve the students in English communication.

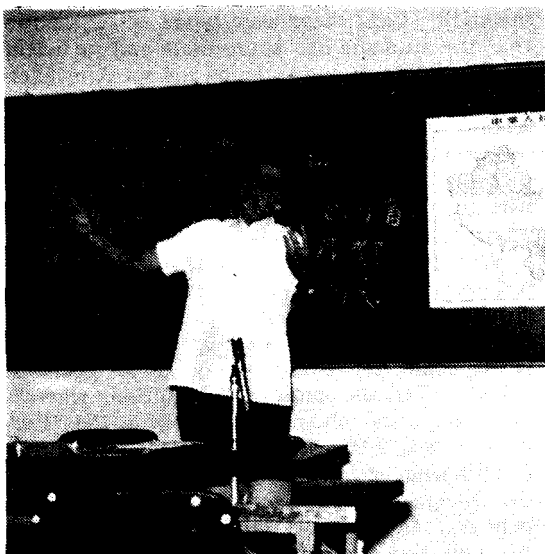
The rewards for the teachers in this program were very great. My own belief is that the success of the program was due first to the enthusiasm and motivation of the students. the

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work and cooperation among the foreign teachers, the support of the Chinese staff, and the basic organization of the program which allowed for autonomy.

Unfortunately, the university chose to end the program before my four-semester contract was finished. The reason given was that there were not enough teachers in the three provinces whose English was at a high enough level to benefit from such a program. Our students did not seem to share this view, and it was hard for us to believe it too, but this was the decision. In our final report session we brought up this question again, but never were given what to us were satisfactory answers.



During my last term, then, I was assigned primarily to teach in the Language Center, another instructional unit within the department designed to give intensive English instruction to scholars going abroad to study in graduate schools. This unit was very well organized by Professor Wu Yi So, of Michigan State University, who had come to Chengdu to help set it up. In spite of the excellence of its organization, teaching content, and good staff, it was less clearly defined as an instructional unit than our teacher training program had been, and there were some resulting policy and procedural decisions that hampered its work. However, the work with the students was rewarding as, again, they were highly motivated and were extremely able people, since in most cases they were the top students in their departments who had been selected for study abroad. Several of my students in this program have finished and are now either in the States already or in Beijing waiting to go. Many will be gone for five years as they plan to get a doctoral degree before returning home.

In the above recital, I may have painted a rosy picture after all; but there are some difficulties about living and teaching in China that should be mentioned.

First is the matter of living in a third world country with different service facilities and availability of goods. One learns fairly quickly to cope with lack of hot water, boiling all drinking water, insufficient heating, intermittent or wavering electricity, cooking gas available only at meal times, and for those of us on the fourth floor, no water at all except around meal hours. One has a much harder time, though, coping with the realization that one's Chinese students and colleagues have far fewer conveniences. One never gets used to the contrast between what one is provided as a foreign teacher and the basic living level of the Chinese people.

Second are the frustrating procedures that seem so unnecessarily difficult, making travel arrangements, for example. In China, when you go on a trip, there is no mapping out all the train, plane and hotel reservations ahead of time; you can only do it for the stop ahead. When you travel, therefore, you spend a maddening amount of time making arrangements in each city for the next place.

Third is the problem of contact with Chinese people. In Chengdu we had far greater freedom than teachers in other cities, but even there we knew it was well to be cautious, to avoid causing trouble for our Chinese friends or students. This is still an area of sensitivity for China and has yet to be clearly defined. But along with a lot of governmental policies like control over people's jobs when they graduate from universities, job assignments that separate husbands and wives for years, difficulty of transfer from work units . . . all these things one learns to come to terms with if one lives in a country like China. But for some people these are big difficulties.

I think, though, that for most people the hardest thing to deal with is the type of thing that directly affects one's teaching job. Many people come to China with one set of expectations and find that they are far from met. Some people come expecting to teach one subject and find they're expected to teach something entirely different. One person had lengthy correspondence about teaching English drama, Shaw in particular, and arrived to find no books of Shaw plays. In my case, during the fourth term, I was persuaded to teach a course in Introduction to Linguistics to the fourth year students, for which I was hardly prepared and the students totally unwilling to be taught. But the department leaders were unshakable in their determination to have this course taught. In general: the lack of

well-organized, well-thought out curriculum in the foreign language department was a source of problems for foreign teachers and students alike. The fault seemed to lie somewhere in the area of management and leadership. Then there were the pesky problems of getting equipment: typewriters, recorders, getting materials printed, and knowing what person to see for each type of request. Like many things in China, it seems to be a matter of lack of a rational system. These matters can be very distressing.

In spite of all these difficulties and frustrations, some people like myself keep wanting to

stay longer in China. New people keep wanting to come and see for themselves. Others go home and study further and plan to return. I am sure that for most, as for me, teaching in China means having a chance to live and work in and for a country that governs one-fourth of all the people in the world. It means trying to help a country that needs to go as fast as it can to make up for lost time. And more simply, it means being one of the foreign teachers of a foreign language that China needs so acutely. It is for these reasons that I am going back again.

Chapter Reviews

WEST KANSAI

THE ROLES AND FUNCTIONS OF GRAMMAR

Presented by Robert O'Neill

Reviewed by Beniko Mason

I teach grammar at a language school to 19- and 20-year-old Japanese learners of English. We study grammar rules, do the problem-solving just like we solve math problems, and do some drilling in the hope that they will be able to use the structures learned in the classroom in the outside world. But I have always felt that all these exercises were not helping them to use the language to function with English-speaking people. I felt all the information that they were getting was taken into a different part of the brain from the one which activates knowledge for actual interaction with people. I knew that I had to do something else.

I was delighted to have been able to attend the August JALT meeting featuring Mr. Robert O'Neill, who spoke on the topic, "The Roles and Functions of Grammar." At the beginning he said, "Grammar is not only a study of syntax." but that the semantic part of language must be considered in studying grammar. For instance, when one says, "You are standing on my foot," the reply to that should not be, "Oh, am I?" in a real situation. The sentence above is not meant to explain that the listener's foot is on the speaker's foot. Instead, the speaker is asking (or telling) the listener to remove his foot.

O'Neill said when we introduce different grammar rules, we should help the students become aware of different meanings that derive

from different patterns, instead of trying to cram a rule into a learner's head. Here is one example of a possible task.

Question: Read the two sentences below and answer these questions.

- a) What is the difference in meaning between each sentence in the pairs?
- b) What signals this difference in meaning?

Sentences:

- 1) I'll see you tomorrow.
- 2) I was going to see you tomorrow.
- 3) The ship stopped to look for the survivors.
- 4) The ship stopped looking for survivors.
- 5) Jack had left the office when Mary got there.
- 6) Jack left the office when Mary got there.

Also we should help them realize how important the content is to interpret the meaning a structure is signaling.

Question: Explain how each of these sentences can be interpreted in at least two different ways.

- 1) Why don't you speak English here?
- 2) What are you doing with that knife in your hand?
- 3) Where is the soy sauce?

It was intriguing when he said we can learn grammar "without learning grammar." I think it is the essence of learning: you don't have to sweat to learn. It is like learning the violin by the famous Suzuki method. Give the second language learners a similar if not the same opportunity that native children get when they acquire their first language. Help them gain the intuitive (operational) knowledge rather than conscious (formal) knowledge. The reason studying grammar fails is because teachers forget input is not intake.

Well, then, what do we have to do in our classrooms to help students gain an intuitive knowledge of grammar? First, illustrate situations to introduce. Second, use meaningful drills to internalize. And last, provide short realistic comprehensive passages for further internalization and review.

「第1回企業内語学教育 セミナー」に参加して

日本IBM野洲工場語学教育担当 小林 清 子

昨年の9月13日に大阪商工会議所にて関西で初の企業内語学教育セミナーがJALT主催で持たれた。それまで国際化教育セミナー等出席する機会は何度かあったが、すべて東京であった。それがJALTにより関西の地で開催された事は、関西で語学教育を担当している者にとっては、まさに天与の機会であった。最も、経験の浅い私が当工場の実状を発表するはめになるとは夢想だにできなかった事であるが。

まず、発表した三企業の選択はうってつけであった。各企業が違う方式、つまり、社員として外人教師を直接採用の神戸製鋼、英語教師として直接個人契約の松下電器、語学学校との委託契約の当社という三社三様の方式をとっていたからである。今後、企業が語学教育を実施する場合、この三方式のいずれかになるであろうが、どの方法をとるにせよ、一長一短があり、様々の問題に直面する。例えば社員として採用の場合は、給料・昇給・昇進・労務管理等、又、個人契約の場合も給料・昇給・人事管理等の問題を伴うが、委託契約の場合は、すべてこのような問題は契約学校に委任するので簡単である。反面、自社のニーズに合ったプログラムの開発が思うようにいかない点が大きなポイントである。

かつ、1時間の発表と30分の質疑応答という時間配分も得ていたと思う。この30分間に突如ある質疑応答がリラックスした雰囲気の中でなされ、十分な手答えがあった。

しかし、少しおこがましい言い方であるが、このセミナーの最大の収穫は何といっても同じ企業教育担当者同志、あるいはそこで語学教育を実施する派遣機関の方々と直接話し合えた事であり、その後も何かの折りにこのセミナー参加の方々と偶然同席する機会があり、このセミナーが発端となり、情報交換・交流の輪が広がってきたことである。

私事であるが、最近偶然にも仏IBMの英語教育担当者の一人と話す機会があり、多に得るものがあった。企業により語学教育の占める位置・目的も違う訳であるが、語学教育という共通点を土台に、企業・語学学校あるいは教師が忌憚なく意見を戦わせる交流の場が持てる事は、非常にすばらしい事である。

来る11月10日・11日の両日に渡って第2回セミナーが松下電器海外研修所で企画されている。研修所の見学が楽しみであると同時に、今回は企業のみならず、語学学校及び外人講師の意見も聞けるので大いに期待している。又、前回参加の方々と再会し旧交を温めつつ、新しい出会いの輪を拓けつつ、前回以上に各討議事項を掘り下げより実り多きものになるよう期待している次第である。

第2回企業内語学教育セミナー

国際化の急激に進む今日、国際ビジネスマンを教育することは、各企業にとって必要欠くべからざるものと言える。当セミナーは企業の国際人教育、とくに語学教育を促進することを目的とする。

今回のセミナーでは、企業内で語学教育を担当している人々、外国人教師、企業に教師を派遣している団体の関係者、英語教育の専門家等、多くの観点より検討する。対象者：現在語学教育を行っている企業、及び企画中の企業の関係者

日 時：11月10日（木） 11：00～8：00
11月11日（金） 10：30～5：00

会 場：松下電器産業海外研修所 A-109 番教室
〒573 大阪府枚方市菊丘南町2-10
Tel. 0720-44-1881
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プログラム

11月10日（木）

10:30 受付
11:00 開会の辞 JALT会長 帝塚山学院大学
ジェイムズ・ホワイト
挨拶 松下電器産業海外研修所長
秋田忠雄
海外研修所見学

12:00～1:00 昼休み
1:00～2:30 講演 「企業内語学教育をはじめて」
住友金属工業能力開発室副主任
安藤幹雄

2:50～4:20 ケース・スタディー「外国人教師の採用について」
神戸製鋼人事部海外企画担当課長
山野上素充

4:40～6:30 パネル・ディスカッション「企業内語学教育を担当して」

6:30～8:00 懇親会

11月11日（金）

10:00 受付
10:30～12:00 講演「外国人教師の見た企業内語学教育」
神戸製鋼人事部係長英語教育コーディネーター ロナルド・カックス

12:00～1:00 昼休み
1:00～2:30 パネル「企業に必要な英語とは何か」
ディスカッション

住友金属工業能力開発室副主任
安藤幹雄
神戸製鋼人事部海外企画担当課長
山野上素充
日本アイビーエム人材開発語学教育担当 小林清子

2:45~4:15 講演「英語教育のABC」
同志社大学 北尾謙治
(教育学博士)
4:45 パネル「2日間のセミナーを終えて」
ディスカッション
講演者・パネリスト全員
4:45 閉会の辞
セミナー実行委員長 近畿大学
井上博史

会場への交通

国鉄京都駅——丹波橋——京阪電車 枚方公園——バス——さつき丘

新大阪——地下鉄 淀屋橋——京阪電車 枚方公園——バス——さつき丘

所要時間はいずれも約1時間

参加費及び申し込み方法

参加申し込みは下記へ参加費を郵便振替にて送金してください。

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参加費(昼食、懇親会費及びJALT会費を含む)

10月25日までに申し込みの場合

	JALT会員	非会員
2日間	21,000円	26,000円
10日のみ	13,000円	18,000円
11日のみ	10,000円	15,000円
10月25日以後・当日		

	JALT会員	非会員
2日間	24,000円	29,000円
10日のみ	16,000円	21,000円
11日のみ	13,000円	18,000円

問い合わせ(案内書請求先)

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京都イングリッシュセンター内
JALT事務局 Tel. 075-221-2251
月～金 9～4時

担当者 伊藤真理子

夜 Tel. 075-371-8413

ホテル

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後援: 大阪商工会議所

財団法人 関西生産性本部

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第4回ハワイ大学東西文化センター同窓会学会に参加して

琉球大学 非常勤講師 西平 章子

East-West Center The Fourth International Alumni Conferenceは7月28日より8月1日まで、シンガポールの Equatorial Hotelで行われた。学会のテーマは New Dimensions in International Relationships and Interchange で世界各地から110名の同窓生が集まってきた。日本からの参加者は10名だった。

7月28日の夕方6時にシンガポールに着いた私は、7時半からの Welcome Dinner に出席することができた。シンガポール同窓会主催の Dinner はにぎやかな Lion Dance (獅子舞) に始まり、Mrs. Vivien Wang の Welcome Address、そして豪華な料理とショーで11時すぎまで続いた。

7月29日 朝9時から East-West Center President Dr. Victor Hoo Li の Official Opening と Keynote Address が行われた。今回の学会は次のような目的を持っていた。

1. Address new or current issues in international relationships and interchange.
2. Examine areas of mutual concern among East-West Center Alumni.
3. Develop closer professional, academic and other types of links among alumni and with the East-West Center.
4. Discuss activities that East-West Center Alumni can pursue on local, national and cross-national or international level.

午後1時半から Session I, Concurrent Panels and Workshopが始まった。A: Cultural Heritage Conservation in the face of Development, B: Changing Pacific Relationships, C: International Education—The Case of English. 私は英語教育の session に期待して参加したのに発表者はいなかった。結局、発表が予定されていた Mr. Supermin (IKIP, JAKARTA) の "Issues & Trends in Language Teaching in the U.S. & their Possible Impacts on the Teaching of English in Indonesia" は司会者の Mr. Rob Gibson が読み上げただけだったが、いくつかの興味あることが指摘された。インドネシアでは英語は外国語として教えられ、中学校から週3時間の授業で "reading と listening" に重点がおかれている。1クラスの生徒数60名では文法中心主義を排斥し、生徒をでき

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るだけ“relaxation”させるべきだ。教師の側で英語を話す能力がないとか、教授法の研究に意欲がないと言う。その結果、Jakarta English Examination の合格率は20%である。学校英語は役に立たないが、“earning more money”のためにはやはり英語が必要であり“mushroom growth”という言葉を使って英語ブームが表現されていた。Mr. Supermin の paper では生徒の母国語使用を禁止すべきと言っているが、同じインドネシア出身の Dr. Simandjuntak は英語教授法は Translation Method しかないと言い切った。Coffee break の時、その点について質問したら、彼の言う Translation Method は逐次訳ではなく、生徒のわからない単語を母国で説明してあげるのだということだった。

期待していた Mr. Cesar A. Hidalgo (University of the Philippines) “The English Language in International Education: Problems and Proposals” もまた欠席。Mrs. Supar Rienjoo Siriboon (Thailand) “The Case of English in Thailand” は出席はしていたが、結局発表はしなかった。たまりかねたシンガポールの Ministry of Education の Mrs. Mok が、「各国の英語教育事情について発表したらどうですか」と言って、「ではシンガポールから」と自から始めた。彼女が言うには、シンガポールの四つの公用語であるマレー語、中国語、タミール語、英語のうち、英語が最近とみにその重要性を増し、中小高のレベルで、第一言語として教えられ、中国語以下の言語は第二言語として扱われる傾向にある。しかし文化的基盤はあくまで、中国語以下の言語が母国語であるから、それはそれなりに重要であるが、政治、経済、通商言語として学校では英語を最重要言語として教えている。さらに、これら四つの公用語に加えて、日本語や仏語などの外国語を学ぶ機会が与えられると言うことである。その言語教育の幅の広さ、複雑さにただ驚かされた。

シンガポール同様、英語が公用語とされるフィリピンの教師は、生徒達が Pidgin English を使うようになってきたと報告した。タガログと英語が一緒になったタガロリッシュのような現象も起きていると言う。両国とも数学と自然科学は絶対に英語を使って教えるべきだと言った。時間切れになり、日本の英語教育は誰も発表しなかった。日本からのおみやげと言って JALT の古い Newsletter をみせたら、たちまちのうちになくなった。JALT の海外会員が増えてほしいものである。

ここで、学会プログラムの中で紹介されていたシンガポールの The Regional Language Center (RELC) of the Southeast Asian Minister of Education Organization (SEAMEO) について触れたい。これは1968年に設立された機関で“an autonomous international institution administered by a Director under the overall policy direction of the Governing Board”*とのことである。会員国はインドネシア、カンボジア、ラオス、マレーシア、フィリピン、シンガポールとタイ国で、オーストラリア、フランス、ニュー

ジーランドが準会員国である。語学教育の向上を研究する国際機関で単なる training course から M. A. Ph. D の degree course もある。日本も参加国になったら、語学教育の交流がもっと盛んになると思う。

さて、日本政府は沖縄県に国際センター（仮称）を昭和60年オープンを目途に建設を進めている。このセンターは主に東南アジア諸国からの留学生や研修生を受け入れるようで日本語教育も行われる予定である。国際センターは East—West Center と性格的に似ているので英語が重要なコミュニケーションの手段となることは間違いないさそうである。こういう機関の設立が日本の英語教育にどのような影響を与えるか注目したいところである。

第2回企業内語学

教育セミナー

近畿大学 井上博史
(セミナー実行委員長)

はじめに

国際化の急激に進む今日、国際ビジネスマンを養成することは、各企業にとって必要欠くべからざることと言える。

大企業では1970年はじめより、国際人教育、とくに語学教育を熱心にやっている所が多い。中小企業においても夜英会話のレッスン等をしている所が急増している。

どこも多額の費用をかけている割に、十分な成果があがっていない。よそもやっているのだから我社とも始めてみたものの、どのようにすればよいのかも分からず、困っている企業が多いと聞く。どれだけの効果があるのかも分からず、何のためにやっているのかとの疑問を関係者がもっていることすらある。

第1回企業内語学教育セミナー

企業内語学教育には多くの問題点もあり、それらを共に考え、情報交換を行い、専門家の意見を聞くことも必要となってきた。1970年代後半より東京においては1～2の団体がこの分野のセミナーを定期的に行っている。

関西においては、多くの輸出入に関係した企業も多く、社内語学研修を行っている企業が多いと聞くが実態は明確でない。何分商業の都大阪と言われる位であるから、かなり多くの社内語学研修が行われているであろう。

大阪商工会議所と関西生産性本部の強い要望もあり、JALT 発生の地のため第1回企業内語学教育セミナーを昨年9月13日に大阪商工会議所で、上記両団体と関西経済連合会の後援で行った。（このセミナーの報告は昨年11月のJALT ニュースレターに掲載されている。）

第1回なので、この分野の先駆者である、当時松下電器産業海外研修所長の小阪博昭氏、神戸製鋼海外企画担当課長の山野上素充氏と日本アイビーエム小林清子氏

が各企業の語学教育の実態を報告し、企業内語学教育の問題点や改良点についての説明があった。

参会者も40名近くあり、1日中活発な討論が続いた。
第2回企業内語学教育セミナー

第1回セミナー参会者や後援団体からの強い要望もあり、第2回セミナーが来る11月10・11日の両日、大阪府枚方市にある松下電器産業海外研修所で開催される。(詳しくはセミナーの案内を御覧ください。)

第1回セミナーの成果が反映してか、今回のセミナーの後援団体は、大阪商工会議所、関西生産性本部、関西経済連合会、京都商工会議所、朝日イブニングニュース社、“Business View”、日本経済新聞社と松下電器産業海外研修所の8団体である。

今回のセミナーの特徴は、企業内語学教育を、企業内で語学教育を担当している人々、外国人教師、企業に教師を派遣している団体の関係者、英語教育の専門家等多くの観点から検討することにある。

第1日目(11月10日)

11時より、JALT会長ジム・ホワイト氏や海外研修所長の秋田忠雄氏の挨拶で開幕、研修所の見学をまず行う。宿泊施設ももつ立派な研修所は一見の価値がある。

午後は講演・ケーススタディーとパネルディスカッションが行われる。

住友金属工業能力開発室副主任の安藤幹雄氏が、最近語学教育をはじめるにいたった経過、どのように実施したか、失敗談、及び現在どのようなプログラムを行っているか等の講演を行う。現在語学研修を企画中の企業や、やはりはじめばかりの企業には、安藤氏の苦労話はおおいに役立つであろう。

神戸製鋼人事部海外企画担当課長の山野上素充氏による、外人教師採用に関するケーススタディーがつついて行われる。企業内研修に関しては外人教師の占める割合が高く、直接採用する場合と他会社に派遣を依頼する場合がある。いずれの場合も関係者は外人教師の能力や適性を知る必要がある。

ケーススタディーとは参会者自身に実際にやって頂くことで、まず簡単な外人教師採用のノウハウの説明の後、講師の用意する数人の外人教師の履歴書や記述をもとにして、少人数のグループで、どの教師を採用すべきか、面接をするのであれば各教師に何を質問すればよいかを検討して頂く。その後全体でグループの結果を発表し、比較検討する。実践的な企画で、参会者には将来必ず役に立つことがあると思う。

企業に教師を派遣している団体からみた企業内語学教育のパネルディスカッションも行う。パネリストは、OTTO C社長の田口貢氏、日本アイシー東京事務所長の田中真一郎氏と京都イングリッシュセンター事務局長の小西桂氏である。古くからこの分野の仕事を手がけ、多くの企業の英語教育を担当し、関西のみでなく関東や他の地域にも進出している団体もあり、定評のある3団体で、しかもこの分野に精通した3人にお願いした。

内容は、企業内語学教育の歴史、現状、問題点及び今後のあり方を中心に討論がすすめられる。範囲は、どのような英語を扱うか、費用、教材、評価方法、効果をあげる方法、教師派遣会社の上手な使い方等多くの実践的な話題が含まれている。

夜は講師、パネリスト及び参会者全員で懇親会。アルコールを飲み、夕食を食べながら気楽に講演者やパネリストと、または他の参会者と話し合い、情報交換を行うと共に、親ばくを深めて頂け、恐らくセミナーの楽しい思い出になるであろう。

2日目(11月11日)

午前中は神戸製鋼の語学教育コーディネーターのロナルド・カックス氏による外国人のみた企業内語学教育と外国人教師のかかえる問題、不満や希望の話。外国人教師は我々日本人と時には異った見方や考え方をする。外国人教師と協力し、よく理解し合わなければ十分な効果が期待できないので、有益な話であると思う。

午後はまず企業にとって必要な英語とは何かのパネルディスカッション。パネリストは住友金属工業の安藤氏、神戸製鋼の山野上氏と日本アイビーエム小林清子氏の3人である。今までのセミナーは社内研修全体を取りあげたが、まず最初に考えなければならないことは、何を教えるかで、今回はこれを深く討論し、検討することにした。企業には特殊な英語や技能が必要なのか。会話だけでよいのか。読解や作文は取り入れるのか。教材はどのようなものがよいのか。和書か洋書かどちらが適しているか。他にも色々な話題が提示される。まず最初に決めなければならないのに、最も分かっていない分野でもあり、面白い討論となる。

最後の講演は同志社大学の北尾謙治博士。米国の大学院で数年英語教育を研究し、多くの論文を国内外で発表している。博士達の開発した読解教材An American Samplerは最初に海外に進出したテキストである。

講演内容は、英語教育を担当する者として最少限知っておく必要のあること。とくにプログラムの運営方法と英語教育にかかわる重要なポイント5つ：学習者、教師、教授法、教材、評価を中心に具体例を豊富に用意されている。とにかく目先のことに走りがちな我々であるが、何事も基礎がしっかりしていないとうまくいかない。よい反省材料となろう。

最後に講演者とパネリスト全員が参加するパネルディスカッションを設け、2日間のセミナーの幕を閉じる。

ビジネス界に有益なテキストや出版物の展示も計画されているので、各社の語学教育に適した教材を見つけるよい機会ともなる。

なおセミナーは1日のみ参加することも可能で、詳しくは案内を見て頂きたい。

このセミナーが企業内語学教育の発展に貢献することを確信し、関係者の参加を呼びかけ、また知人にお勧め頂くよう御願ひする。

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企業内語学教育の特徴

田久保 浩 平

従来、語学教育、特に英語教育というと、学校における英語教育が主流であった。ところが、1970年頃をさかいとして、日本企業の海外進出が盛んになり、それともなあって、日本ビジネスマンの海外出張が急増した。それまでの英語教育は比較的語法中心になされて来たが、異文化圏への進出による文化摩擦の問題が表面化してきたので、企業内語学研修には異文化問題に関する教育の比重が高くなって来た。

学校英語では基本文法、語いなど語学的な基礎を学習する。その基礎のうえにたって、ことばの運用とか異文化圏における風俗習慣のちがいのなどの教育が企業内における語学教育の重点で、その訓練をへて国際人に仕上げて海外に送り出している。

企業内語学研修の特徴をあげてみる。

1. 就業時間外の語学研修が多い。従って自発参加の人々の興味を如何にしてつなぎとめるかが問題である。
2. 年齢、職歴、性別、学歴背景などのちがう混成クラスが中心なので、どこに標準をおいて教育したらよいか問題である。
3. クラスを開講したあと、最終までどの位の出席率が確保できるか。

企業内語学教育に有効なアクション・ドリル

上記のような特徴をもつ企業内クラスを指導して成果をあげるために、テキストの読解中心をはなれて、いくつかの実験を試みた。

1. 入門クラスには、45才の課長から、新入社員の18才の女子まで、年齢差があった。入門クラスといっても生徒のなかには、学校時代英語が得意で、他の生徒とくらべると理解が早いものが混っていた。従ってどこに焦点をあてて教育するか問題であった。
2. クラスのはじまる前に、アンケート調査をして、学習の目的をしらべてみた。漠然と英会話を勉強したいという者と、海外に出張の可能性があるので、

仕事の話しができるようになりたいという具体的な目的をもつ者もいる。電話の英語に自信がないという人が75%いた。

このようなクラスを常に緊張させ、学習効率を高める方法として次のような指導をするとよい。

1. テキストを読む場合、pair drill方式を使い全員が同時にテキストを読むよう指導。
2. Warm-up drill のため、授業の冒頭に game を導入する。たとえば、前日学習したテキストから新しい語いを拾い出し、A・Bグループに分け、spelling contest を実施する。
3. クラスを4乃至5グループ（1グループは4人～6人）に分けて、グループ別に practice を実施、たとえば、一連の話しを4枚～5枚の絵にして、グループで英語の story を作らせる。あるいは rods を使い、グループ毎に簡単な direction drill、あるいは preposition drill などを実施させる。
4. advanced class には、比較文化の discussion drill、debate practice、speed reading、speech contest など適時実施し、ビジネスに対応した訓練を実施する。

以上企業内研修は、研修後直ちに実務にむすびついた教材を開発し、研修者のニーズに即した教育を実施することが重要である。

The Daily Yomiuri モニター募集

英字新聞 The Daily Yomiuri では、毎週木曜日に英語教育ページを設けています。学会の年次大会、研究会、その他の会合や研究活動、著書の書評、著名人のインタビュー、報告、小論、教材開発等を掲載しています。

英語教育関係者の御意見を聞きするため、モニターをして頂く方を募集しています。1ヶ月無料講読をして頂き、何かお気づきのことがあればお知らせ頂きます。以後購読の義務はありません。学生の方でも結構です。クラスの教材として利用して頂いても結構です。

御関心のある方は下記へお知らせ下さい。毎月20日に〆切、その翌月モニターして頂いています。

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INTERNATIONAL SYMPOSIUM ON LANGUAGE TESTING

(University of Hong Kong Language Centre)

An international symposium on language testing was held at the Language Centre of the University of Hong Kong from 18th to 21st December 1982. Speakers came from Hong Kong, the U.K., West Germany, Sweden, the U.S.A., Japan, Canada, the People's Republic of China, Denmark, Malaysia, Tanzania, Israel and Thailand. Participants represented, as well as the countries listed above, Australia, Korea, Qatar, Indonesia and Singapore. Thus almost twenty countries were represented at the symposium.

Discussion covered all aspects of testing of concern to all those involved in education. It included topics such as direct and indirect testing, group interviews, individual interviews, communicative testing and non-communicative testing, backwash, close tests and listening tests. Underlying all was concern over the questions of validity, reliability and practicality. Many of the discussions were backed up by examples of testing procedures actually in use or in the stage of development. Brief summaries follow of the ideas presented at the symposium.

The first keynote address was presented by Alan Davies of the University of Edinburgh whose theme centred around the idea of backwash. Mr. Davies suggested that the relationship between tests and courses should be two way. Tests should not only keep abreast of developments in classroom teaching and reflect them but, on occasions, tests should take the lead and be used as the catalyst that will encourage the introduction into the classroom of teaching approaches that are thought to be desirable. In a later session Johnson, Marshall and Young introduced a listening test being developed for the Hong Kong Certificate in Education in English which was to be introduced with this purpose in mind. With the introduction of the listening test it was hoped that school teachers would concentrate more on the development of the students' listening skills especially in practical areas which the test tried to replicate.

D.K. Stevenson of the Universitat Essen of West Germany presented a paper in which he suggested that "pop validity" was not sufficient in judging tests. By "pop validity" Mr. Stevenson meant the decision about whether a test was well prepared or not simply by checking how the test looked. This "pop validity" threatened to replace more stringent controls on test design and to encourage the packaging of tests to make

them "look" good to the detriment of all. He suggested that this tendency was caused by the metric naivety of the classroom teacher who needed to learn more about how tests should be developed and appraised.

James Dean Brown of the UCLA/China Exchange Program, presently at Zhongshan University, presented Generalizability theory (G. theory) as a means of reducing error in task-oriented tests by providing a means of identifying the source of error. In a test where a number of testers make a number of observations of a candidate performing a number of tasks, classical theory suggests that the larger the number of testers, the larger the number of observations made and the larger the number of tasks performed, the more reliable will be the results, ie the more likely it is that candidates of the same target ability will be assessed the same. G theory could be used to identify the area, number of testers, number of observations or number of tasks, where an increase in number would prove most effective in increasing reliability. Also a prediction could be made as to what reliability could be achieved as a result of any such change. Some people, however, felt that G theory had few advantages over classical test theory.

Mervill Swain of the Ontario Institute for Studies in Education presented a French language assessment developed in Canada for use in schools. The programme was set up to encourage the development of communicative skills. Thus, there was from the outset a determined effort to "work for washback", ie to produce an assessment system that would encourage a teaching/learning style conducive to the development of the communicative skills. Teachers in the schools were encouraged to take part in the programme development and then to assess their own pupils using the system developed.

The content was made interesting to pupils by including topics a sample of students proved to be interested in. Tasks were designed to be informative, ie the assessment system also provided information likely to be of interest to the students, information they were unlikely to have acquired elsewhere. One task led into another and the tasks were interactive, ie the completed task was meant to be seen by others such as a letter to a friend or a notice to fellow members of a group. The students were given plenty of time to do the tasks, to review them until they were satisfied. Reference material was freely available. Also students were informed what was being assessed in each task. For example, the students might be told that when writing to a friend they were expected to use the appropriate "friendly" language, ie the correct register. In this way it was hoped that both

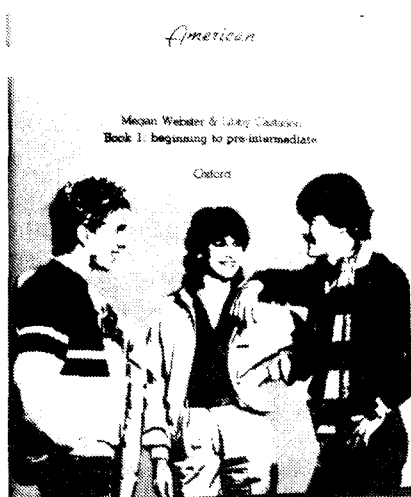
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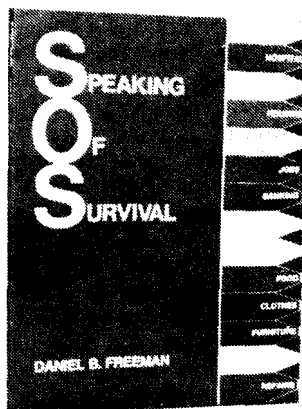
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teachers and students would be made more aware of the goals of the curriculum and, in sharing the assessment of whether those goals had been achieved or not, would be motivated much more to reach these goals. By making the assessment as realistic as possible it is hoped that teachers will be encouraged to make their teaching as realistic as possible. It was admitted, however, that the assessment was unlikely to work on a large scale where the final assessment was crucial to university entrance or employment prospects.

Patrick Griffin of the University of Hong Kong suggested that the Rasch method of item calibration could be modified so that it could apply to structured interviews. Direct methods of testing, such as interviews, were more valid, that is, they more clearly tested the skill we want to test, in this case, spoken English. However, they should be structured, or controlled, to ensure reliability, to ensure that assessments were consistent from one candidate to another. A free flowing interview was difficult to assess reliably as it is difficult to compare one interview with another. The Rasch method of calibrating items was developed to examine the effectiveness of questions where students are right or wrong (dichotomous items) such as true or false questions or multiple-choice questions. With some modifications the same model could be used to calibrate questions scored on a scale (polychotomous items) eg. the assessor decides whether the given response is very good, good, average, poor, very poor. Mr. Griffin suggested that this method of structured interview combined with a marking scheme based on the Rasch model could provide a valid and reliable method of testing spoken language. We were all grateful to Mr. Griffin for presenting his ideas despite the fact he was suffering from laryngitis. Unfortunately he was not able to give the workshop which promised to add practical examples to the ideas discussed.

Rondall Jones from Brigham Young University gave advice on the development or adaptation of oral proficiency interview tests. As an example he talked about the F.S.I. (The Foreign Service Institute test - developed by the American Foreign Service Institute for grading personnel proficiency in second languages) which had proved very successful for the Foreign Service Institute. However, Mr. Jones warned that if it was taken over "lock, stock and barrel" by other institutions without thought to its appropriacy, it was likely to prove a failure. Among the areas that needed to be checked first were the purpose of the test, the resources available, the relationship between examiner and examinee (for example, a teacher/student relationship or a relationship of equality.) and the levels of proficiency being tested. During the talk, Mr. Jones suggested tests such as

T.O.E.F.L. were not suitable as evaluations of the spoken skills. High scorers on T.O.E.F.L. or the Michigan Test could not necessarily teach their own subject in English. This could only be evaluated by an oral interview. At the same time he had doubts that "communicative competence" was a concept that could be readily used by testers. Clearer definitions of what it was were needed first.

The British Council in Hong Kong has. to Place up to 4,000 students in one day. Peter Falvey and Michael Milanovic showed how they had tried to improve the process so that it became a pleasant experience for the student as well as increasing the efficiency of the placement.

In the old system teachers, untrained as assessors, interviewed the students in a large noisy hall. Conditions were not conducive to the students doing their best. In the interview shown the interviewer did all the talking and was felt by some to be aggressive. In the new system native-speakers from outside the school were carefully trained to be sympathetic and to elicit from the student. The interview started with the interviewee reading a passage out loud. This was the "test" as far as the student knew. Having completed it he could relax a little while chatting to the examiner in surroundings conducive to such a chat. The chat led to the examiner asking the interviewee for advice such as the best place to go for a picnic in Hong Kong (this done with the aid of a map). It was the chat and advice that were the real test. This was combined with a written test and self-assessment. The three results were considered by a councillor (a full-time teacher at the school) who finally placed the student. At the time of the conference the new system had only just been tried and comparative results were not available. However, one result of the system seemed to be an increase in the percentage of students who then eventually enrolled in the school.

Angela Fok of the University of Hong Kong presented a paper which suggested that traditional, academic tests and performance tests were dealing with two different factors ("Communicative" and "Academic") plus a third polar factor representing the passive/active contrast. Miss Fok also suggested that socio-economic status related very differently to proficiency in English and proficiency in Chinese. However, this may well be a reflection of the socio-economic structure specific to Hong Kong.

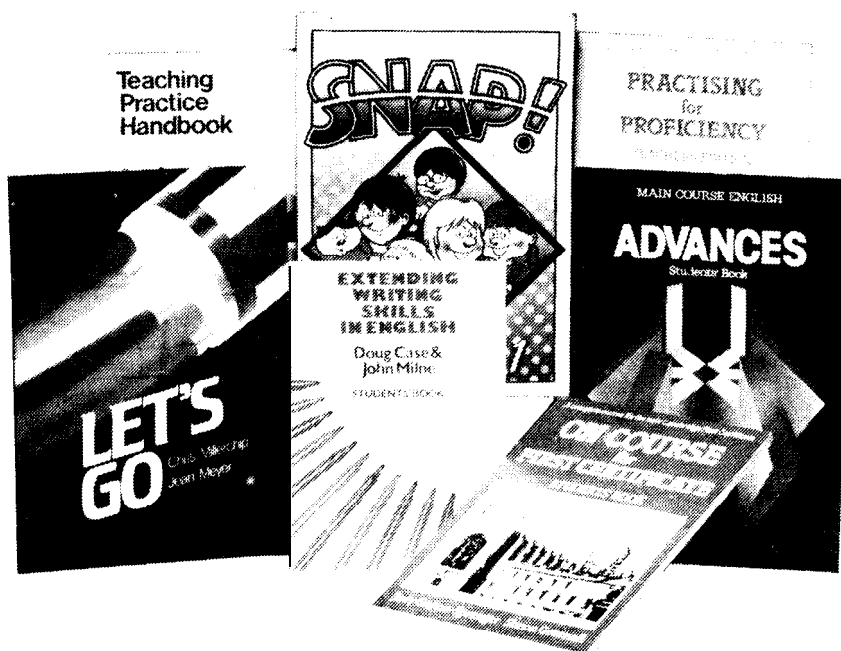
Low and Lee, also of the University of Hong Kong, were concerned in establishing processes for validating language tests used to determine if students had the necessary language to follow a given course. Course grades obtained by students were often used but this process was questioned as these grades referred more to

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ability in the course subject. They felt that, with training and practice, lecturers were able to isolate language skills out from subject skills and thus provided a method through which language tests for university entrance could be validated.

Pauline Rea of the University of Dar Es Salaam was concerned with closing the "gap" between applied linguists and testers on the one hand and the language teacher on the other. She felt that communicative competence could not be tested but communicative performance could. Some multiple-choice items were presented and were categorised according to whether they were meaning independent (purely mechanical) or meaning dependent, whether they were atomistic (dealing with detailed points of language) or global (dealing with language as a whole). Items that were meaning dependent and global were offered as better tests of communicative performance. She felt that more effort was needed to involve teachers in developments in language testing, thus helping to inter-grade teaching and testing.

Finally, Mr. Lee of the University of Hong Kong analyzed the results of three cloze passages for two different groups, one of philosophy students and one of engineering students. The subject content was engineering, philosophy and general (neutral) respectively. Cloze passages are reading passages where every seventh to tenth word has been erased. The student has to supply the missing word. There are two possible marking systems. In the first system only where the student supplies the original word is it marked correct. This was the system used by Mr. Lee. In the second system, any word that is acceptable is marked correct. Mr. Lee demonstrated that the blanks could be categorised as "open" and "closed". "Closed" blanks were ones where only one word was possible. They usually represented grammatical choices but not always. Blanks in set phrases also tended to be closed. In subjects familiar to the student certain blanks seemed "closed" whereas they were "open" to people not familiar with the subject. It was conjectured that the results may be different if the second method of marking is used.

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BELL CURVE - AID TO LANGUAGE LEARNING

Ken Anderson, Brigham Young University

The Bell Curve, or Gaussian Curve, is a common means of showing distributions of characteristics among biological organisms. It demonstrates that for any given characteristic, the majority of a group will align themselves in an average range with dramatic decreases in either direction away from this common area.

This distribution is so well known and applied in the world around us that it has come to be known as the "normal curve," or simply "the curve," indicative of its profound impact and acceptance. Needless to say, it finds its way into education, as well as numerous other fields.

Perhaps its application in the education field is so well known because it and its devastating consequences come within the experience of all who have been students. Though scorned by many educators, the curve is an accepted method of grading for numerous professors. Students characteristically despise it, and why not since it labels more than two-thirds of them as average or worse. It might not be too far off to claim that this distaste for it arises from the fact that, to the satisfaction of most, it has been proven true.¹ At any rate, the truth of it does not seem to be challenged, but rather the moral implications of using it.

Present applications by teachers are generally limited to grading of an individual test, and in some cases, for the total class grade as well. In these cases, the curve is usually plotted along a grading scale that goes from zero to 100, with grades assigned along that scale so that the center of the curve falls in the "C" range. (See Figure 1)

In such a case, we are supposedly measuring the degree of competence in the subject matter being offered. In a language class we have been measuring a characteristic of language ability.

The scope of the measurement does not seem to affect the distribution, for we find a normal distribution in a single case (one test) or in a larger one (the class).

Now if this holds true in both of these limited areas of the characteristic, one of which is a smaller segment within the order, it logically follows that the same should hold true for greater areas or even the entire characteristic. If it is in truth a scientific fact, then its application should be universally true.

We can extend the curve to show the entire language ability. In this case, zero will represent no language ability and 100 will show "perfect fluency." We assume that in the same way that a class or test grade is plotted, the output of students through an entire language learning experience can likewise be plotted.

To plot any given group on this scale we pick an arbitrary time universal to all students. We will choose as our occasion the termination of the language learning experience. That is, at the time of language study termination each student will fall somewhere between the point zero and 100 on the grading scale.²

Since this is an extension of other applications of the curve, we expect the distribution to maintain a bell shape. In other words, the majority of the students terminate their study when they are in the average fluency rate.³

Now supposing that the result is a Bell Curve, what does that show?

By using this graph of the entire language ability, we can plot the relative progression of a beginning student through the levels of language learning. This may be of benefit to us in that we may expect (because of the odds) our student to terminate his learning at this stage and we may try to prevent it. However, the possibilities are much more far reaching than that. Many other things can be predicted; this is only the tip of the iceberg or the hint of the gold vein. Naturally, the limitless possibilities for its use extend far beyond just the education field.

Let's look more closely at this misunderstood asset. Why do people fall into the Bell Curve? Why does a majority always cluster near the center of the curve?

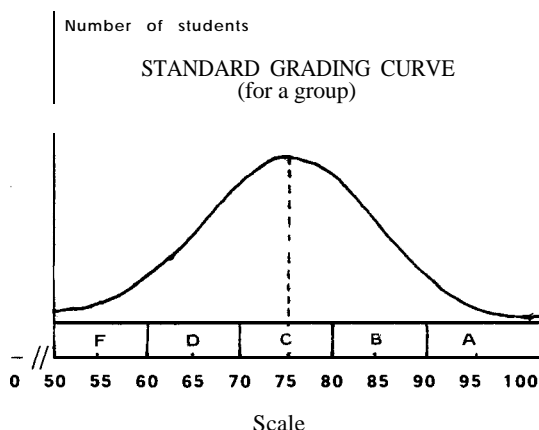


Figure 1

By monitoring the actions and attitudes of students as they move up the levels and into the average range, perhaps we can find out some specific reasons for this occurrence. However, the most revealing investigation will be looking at

students at the time of termination of the language study. This is to be expected since the emotions of the student are more candid and less guarded than at other points along his progression.

In looking at the students who stopped their progression at this point, we find that students in this area discontinued their progression due to a feeling of accomplishment, because they have reached a level of "necessary fluency."

Now we find that not only can we determine things about this average range, but about each part of the curve. Each has its own characteristics, often different from every other part of the curve. The curve can then be broken down into these different areas, according to its characteristics. In other words, the situations encountered in language learning are different according to the particular level of progression.

A simple analysis indicates three basic areas on the curve. (See Figure 3) One is the center of the progression and the other two are before and after the average range.

Sometimes the differences between these curve areas are dramatic. For example, students in the beginning or end of the progression will be more apt to cease their study due to discouragement.⁴

Since the situations of each level in the process are different, the teaching and learning methods may be different. In fact, they will often require completely different methods and strategies for maximum results.⁵

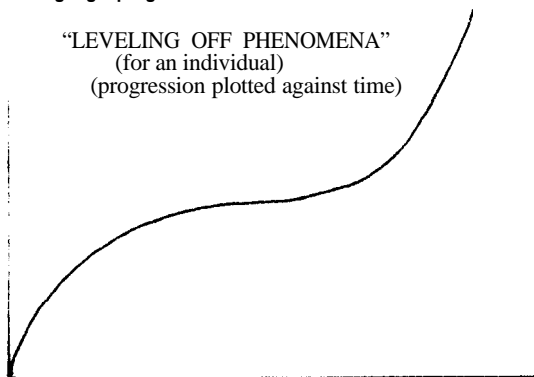
To analyze in detail the many different teaching methods and examine which would be best at which particular level would be another complete discussion. Hopefully this will be a topic of future research. Let me just mention, however, a few examples of some of the more obvious ones.

Probably the most exciting one is the role of culture learning in this process. Since culture and language are so interrelated, and since the integration of culture seems to encourage quick language acquisition, culture learning should have an important place in our process. The curve characteristics indicate that the most beneficial time, or the time in the language progression when cultural adaption will most facilitate language learning, will be in the second area or level. In fact, as one goes through the transition stage, the emphasis can and should become quite acute. The value of culture as a learning tool remains throughout the entire progression, but the results increase dramatically in the second level as the language first begins to really open up to the individual and he feels a sense of "language excitement."

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Language progression



Time
Figure 2

One equally dramatic idea would be the use of student-teachers in the first two areas of the progression. Students in one area become assistant teachers under the direction of the teacher for the students in the level just below them.

Another important possibility seems to be the behavioristic approach. This approach need not be totally incorporated into any of the process, depending on the teacher's personality, but it would seem well to have the second level teaching *more* behavioristic in comparison to the other areas of the graph.

One aspect which is quite obvious to teachers is a gradual shift in the emphasis from more of a group learning structure to an individualized structure. As the student progresses, more of the responsibility of his growth should be placed on him. The pressure needs to become great enough to push him beyond the average range. However, the beginning classroom seems to benefit from more of a group atmosphere without the intense personal pressure, a "we're all in this together" type of a feeling. A natural part of this would be the gradual reduction of classroom size as the students progress up the levels.

In summary then, there are two major ideas. 1) The majority of the students quit their language progression in the average ability range, and, deduced from this observation but independent of it is the more important one, 2) that the analysis of the areas of language progression yield evidence to help us properly teach advancing students.

Notes

¹Some credit for this antagonism must be given to the improper application of the curve. Many feel, and justly so, it pits student against student causing frustration, contention, and education for the aver-

age, among other things.

²A physical example for this, since established mental ones are so hard to come by, would be the height of a segment of the population. Studies can be made for the respective ages, or a cumulative one for the height at the time of death. In the latter case, the age will be different for each person. Age does not become a significant factor. Likewise, in a study of language termination, the time factor is not significant so long as we have one common occasion.

³I was first intrigued by such a possibility when I heard of a study done by what was then the LTM with the L.D.S. missionaries. In the course of that study they noticed something that I believe many have suspected, the interesting "leveling off" phenomena. (See Figure 2) The missionaries who had been in the field for a certain amount of time progressed to a certain level in language ability and then seemed to level off, that is they didn't progress beyond that point. I was intrigued by this idea, and so while in the mission field I investigated. At one time I was language zone leader, meaning that I was working with 14 missionaries on their language acquisition. From the limited data they provided, I concluded that there was such an occurrence.

From that and other observations, I began to feel that there was a connection between leveling off and language termination, both being a form of discontinued progression. I felt that as many missionaries fail to continue progression, so many students of language cease their study while in the average or "necessary fluency" range.

Since this would be a universal rule, it should not be confined to language; it should be true among all fields.

⁴It should be mentioned that in general the change taking place as one moves from one area into another will be gradual. This then will make two areas of transition between the major levels of the curve. Very few of the changes occurring in language progression will be sudden. The closest might be the "enlightenment" one feels when he begins to understand the language, when the door seems to have opened.

⁵It may be wise, because of the difficulty of instantly changing one's style of teaching (from one hour to the next, or from one day to another), for a teacher not to teach more than one level at a time.

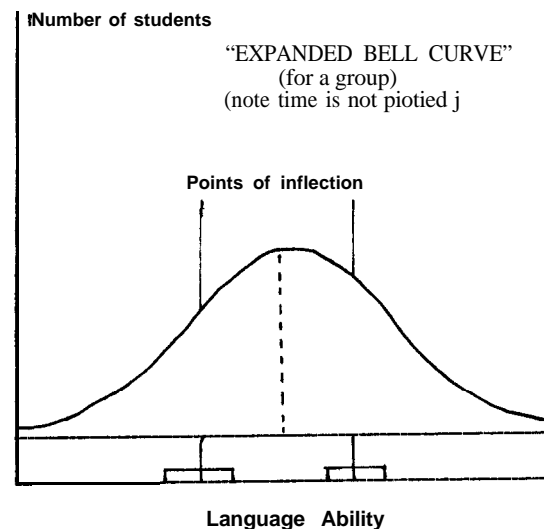
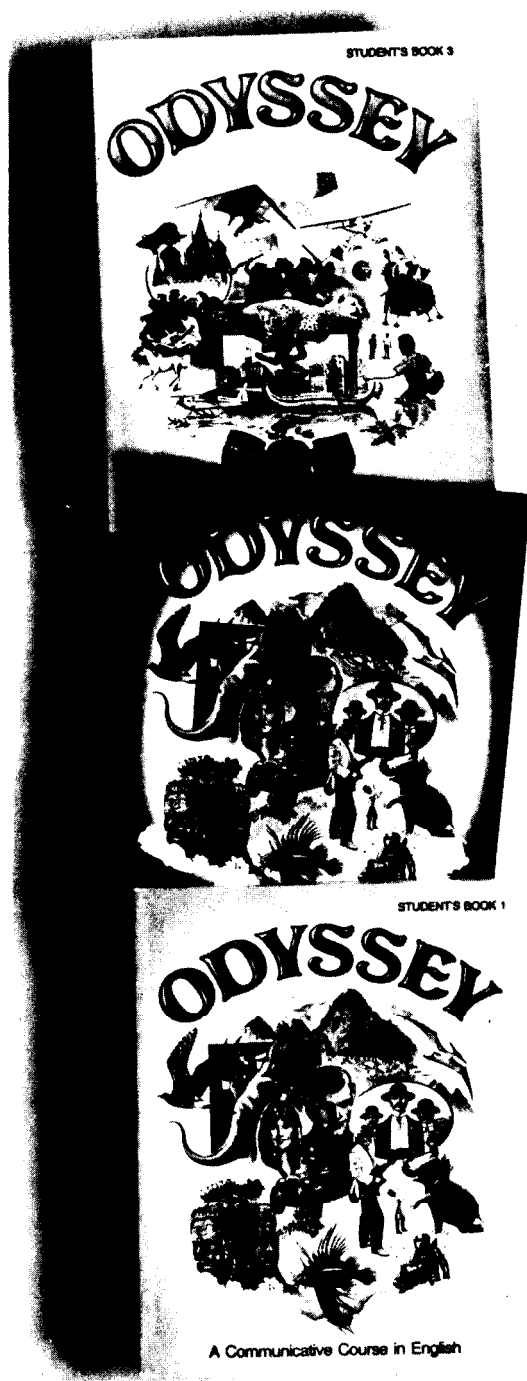


Figure 3



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PRINCIPLES OF LANGUAGE LEARNING AND TEACHING. H. Douglas Brown. Prentice-Hall, 1980. 276 pp.

Reviewed by Dale T. Griffie, James English School, Sendai

This is not a book for everyone. It would not be on my list of the first 10 books to recommend to the new language teacher. But it might be on my list for teachers who are experienced but who don't yet have a solid theoretical background.

Principles is a text for a graduate school course in applied linguistics. It contains a broad overview of the process of second language (L2) acquisition. It is written for a person of general academic training and does not presuppose a sophisticated background in psychology or linguistics.

The aim of this book is to present the reader with the current menu of issues which confront any language teacher, then to indicate the boundaries of these issues. Within these boundaries, issues and positions are put forth and compared. No position is set forth as a favorite. The final goal is for the readers to sift through positions and come up with their own philosophy.

There are 12 chapters, with such titles as *First Language Acquisition, Personality and Language Learning, Error Analysis, Discourse Analysis, and Foundations of Measurement and Research*. Each chapter concludes with suggested readings and a list of topics and questions for study and discussion.

To take a closer look, let us consider chapter 3, entitled *Comparing and Contrasting First and Second Language Acquisition*. This chapter has 22 pages or 58 paragraphs. The purpose is clearly stated in paragraph 2: "to set forth explicitly some of the parameters for comparing and contrasting the two types of language acquisition." Then seven common myths about children learning their first language (L1) are listed for discussion. For example, the second myth is: "Language learning is mainly a matter of imitation. You must be a mimic. Just like a small child. He imitates everything." (p. 42) Is this true or false? All seven myths' flaws are discussed.

The discussion is carried on by means of comparing how children learn L1, how children learn L2, and how adults learn L2. To facilitate this discussion several domains are examined. These domains are the physical, the cognitive, the affective, and the linguistic. Each domain is given three or four pages. So at the end of

17 pages of this chapter the reader has been introduced to such terms as *lateralization*, *language ego*, and *second identity*, and to such researchers as Thomas Scovel, Jean Piaget, Alexander Guiora and many others. In the last three pages of this chapter the seven myths are looked at again, this time as eight issues. Very logical, very tight, fairly comprehensive and very frustrating as we finally read

Once again, final answers have not been provided, but parameters for considering the comparisons have been set forth. By operating on them you can construct your own personal integrated understanding of what the relationship is between first and second language acquisition. . . (p. 58)

The book has a contemporary feel. It clearly reflects where we are today in the language teaching field. If you are thinking about attending a major language conference such as TESOL '84 in Houston, Texas, next March, this would be a good book to read. And chances are you could meet many of the researchers mentioned, including the author.

If you stay at home but want background, this book will give you the issues, the vocabulary, and an excellent bibliography. But let the buyer beware. This is not a book of helpful hints, teaching methods or practical suggestions. I have the feeling that most teachers would not read this book from beginning to end unless they were in a study group of some kind. In fact, you might find yourself crying out for something concrete to hold on to. For which Douglas Brown would refer you to 12 general statements on page 247, which he feels hold the possibility for a unified theory of language acquisition. And that is what he set out to do.

GETTING ALONG WITH IDIOMS. Lorraine Goldman. Minerva, 1981. 105 pp. Y1,310.

Reviewed by Merinda Wilson

Getting Along With Idioms is a book designed to teach those "phrases whose meanings are not obvious through the knowledge of the individual meanings of the constituent words," as the dictionary concisely describes this rather vague, wide and unruly group. Lorraine Goldman succinctly summarises her choice of idioms as "special expressions" and "two- or three-word verbs," which is a good indication of how she attempts to present idiomatic expressions with as little as possible of the confusing jargon and complicated explanations which usually accompany them.

Thus this book can be used by the student alone or it can be directed by the teacher in a wide range of different class situations. Students who are living in English-speaking countries will find this book most useful. However, it is worthwhile for any students who wish or

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need to become better acquainted with and more fluent in the common idiomatic expressions which form the basis of conversational English. The general level of the language presented, which includes over 600 high-frequency idioms, is aimed at intermediate students. *Getting Along With Idioms* can be classified as a survival-cum-notional supplementary textbook and is intended to practise the four skills, but unfortunately there is no cassette and the materials revolve mainly around the reading and writing skills. There are 25 units altogether, which are divided on a notional basis with one or two closely related functional aims, e.g., *Going to the Doctor's* plus *Describing One's Illnesses*; *Looking for an Apartment* plus *Making Decisions* and *Expressing Alternatives*.

Before describing the units in more detail, I would first like to consider some of the problems encountered when trying to tackle idioms, either as a teacher or a student. Personally? I find it a real headache trying to invent stories and dialogues with which to present and test the group of idioms I am aiming to teach, and ways of initiating oral pair-work and meaningful exercises for the less-controlled part of the lesson are usually beyond the limits of my preparation time. In desperation I hunt through textbooks to help me out and I can usually find materials for presentation and testing (usually gap-filling completion exercises). Nevertheless, I cannot be totally satisfied. Intermediate coursebooks often approach idioms and phrasal verbs in one unit and expect the teacher to attempt them *en masse*. In this case the teacher may find it difficult to avoid using a lecture-type list to present the expressions. Not only are students bored by lists, but also they can be easily disheartened by such a large amount of new vocabulary to take in in one go. There are also textbooks solely for the practice of idioms, e.g., Anne Baker's *English to Get On With*, or David Peat's *Working with English Idioms*, which tend to club idioms-together-into groups under such headings as "*get*" verbs, *idiomatic phrases using "as," verbs taking an adverbial particle*, or more obscure categories like *preposition-noun-preposition combinations*, *intransitive verb plus adverb combinations*, which confuse me, never mind the students. It can be easier to remember idioms if they have something in common, but again the students may be presented with a list. Furthermore, with headings such as "*get*" verbs, introducing too many at once could add more confusion while trying to iron out subtle differences, as phrasal verbs often have more than one meaning. In both types of books I sometimes find that the presentation texts are so overloaded that the language is stilted and quite unnatural. Although these books provide useful, ready-made exercises to practise and test the correct usage of idioms (grammatically and semantically), they usually require the relevant idioms to be taught.

In my opinion idioms should be taught gradually, a small group regularly, and should be pointed out in authentic texts at every oppor-

tunity. A few unrelated idioms in context may be easier to remember than a large group under one of the aforementioned headings. As well as needing to learn the meaning of the idioms, students also need to learn when and how to use them, so it is better to teach them in context rather than in isolated sentences. Oral drills, such as we can find in *English to Get On With*, by Anne Baker, could prove very useful and effective for mastering the correct grammatical structure of the expressions and attaining fluency. Idioms cannot be easily structured and codified under simple rules of usage, so the best way for students to learn them is by constantly meeting and having opportunities to produce them. A very valuable exercise I have found is from one of the units in Saxonne Menne's *Writing for Effect*, where students are required to use phrasal verbs to contrast formal and informal types of language. While doing the exercise the students can understand more clearly the appropriateness of idioms in different situations depending on the register of the language. When practising idioms we should try to concentrate on listening and speaking skills, often neglected by textbooks. After all, idioms feature more in conversational than written English.

So how can Lorraine Goldman's book help students and teachers to make progress with idioms? First, let us look more closely at the contents of each unit, which is divided into five parts. In the first part roughly 10 random idioms per unit are introduced through a variety of written texts, usually taking the form of a conversation or an advertisement. The expressions have been very naturally and discreetly introduced, so that it is not immediately recognizable that the text is designed to present idioms. The texts are lively and stimulating, either for their everyday practicality (e.g., *Going to the Doctor's*), or for their discursive value (e.g., *Giving Up Smoking*). By the side of the text is a list of the expressions and a clear definition of each one. The expressions are unrelated in terms "I use usual categories, "UC can DCrelated to the notional theme and the situation of the text.

The second part gives explanations of how the expressions, notably the phrasal verbs, are used; that is, whether they are separable, non-separable, transitive or intransitive. The explanation is brief, simple and illustrated by clear examples, which is important for students studying alone. Parts three and four are practice exercises: part three is a matching activity where the sentence has been split in the middle of the idiom and students have to select the correct two parts that give a meaningful sentence; part four is a completion activity which requires the students to complete the black spaces of a passage by using the new expressions. Both these exercises, especially the latter, run on the same theme as the introductory text and form a conclusion or sequel to it. The final part, entitled *Fluency Activity*, aims at fluent and spontaneous oral use of six or seven additional

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Step Ahead

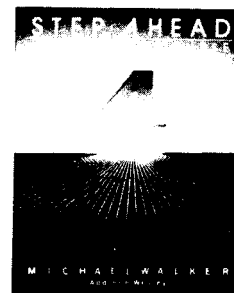
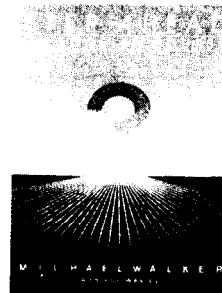
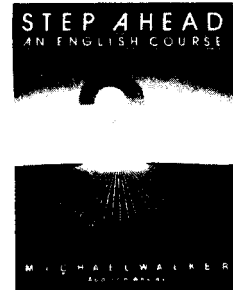
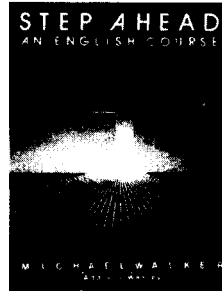
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cont'd on page 30

idioms, which do have something in common (e.g., expressions using *could*, *do* collocations, pair idioms). However, this part is perhaps mis-titled as it consists only of explanations followed by a written completion exercise.

Secondly, how valuable is this book for studying idioms? In terms of inventive presentation texts and written testing exercises, this book is excellent. The idioms are tackled as they crop up in the context. In other words, the context has not been created around any particular idioms, so the language sounds natural and colloquial. The number of new idioms per unit is small enough for students to easily digest. The practice exercises are satisfactory to test the correct grammatical use of the idioms, and, as they are contextualised, the students can check if they are using the idioms in a suitable situation. The exercises are meaningful in that they continue on the same theme as the first part.

As with most idiom textbooks, however, this book does leave a lot to be desired regarding oral and less-controlled, free-stage practice. In order to exploit the book fully the teacher needs to be prepared to provide extra work, both written and especially spoken, so that the students can have the opportunity to assimilate and experiment with the new expressions, and to practise them for fluency and appropriateness. Nevertheless, compared with other books, Get-

ting Along With Idioms does have an advantage in that each unit is under the notional heading of an everyday situation and has a closely connected functional aim, which the teacher could develop further. By following the suggested topic and function, the teacher could supplement the book fairly easily with his or her own materials to provide less-controlled practice in the form of pair or group work, role-plays, or homework. In addition to being too controlled, another criticism of the exercises is that the tasks involved sometimes appear too simple for the level of the language being taught, and, although the context is varied, the format does tend to be rather repetitive.

The aspects that I like about this book are that it does not focus solely on the idioms and that each unit provides other elements with which to diversify the lesson and which can be expanded on. There is no significant grading through the book and the units need not be studied in sequence, so they can be selected to coincide with other teaching aims. There is enough material in one unit to cover a 50-minute class (depending on the level of the class), but the units do lend themselves quite neatly to being split up and used as parts of separate lessons. For example, half of one lesson could be taken up with the introductory parts of the unit, and the practice exercises could then be used in part of a following lesson. As each unit

cont'd on page 34

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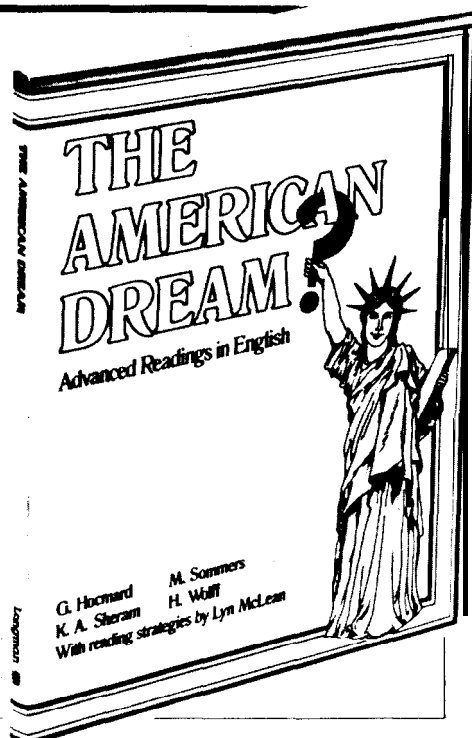
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has a few short exercises it could be divided between a number of lessons (for 10 or 15 minutes), thus maintaining a regular review of the new expressions.

At first glance this book may appear as just another supplementary book for practising idioms. However, a closer examination will reveal a wide range of high-frequency idioms contextualised naturally in a variety of useful everyday situations, providing ideas and materials which can lead on to (with a little contribution from the teacher) practice of functions, survival skills and discussions. For students, I am sure this book could help to transform the dreaded idiom-learning into a more interesting and lively activity, so they may find it easier. For the teachers, although we perhaps cannot depend solely on the materials of this book, it will certainly reduce the brain-racking as far as inventing presentations and controlled exercises are concerned. The most favorable point I feel about *Getting Along With Idioms* is that the idioms are integrated into useful functions and notional themes, allowing us to combine quite naturally teaching idioms with giving students practice in everyday colloquial English.

References

- Baker, Anne. *English to Get On With*. Heinemann Educational Books, 1975.
Menne, Saxonne. *Writing for Effect*. Oxford.
Peaty, David. *Working with English Idioms*. Nelson, 1983.

THE NATURAL APPROACH: LANGUAGE ACQUISITION IN THE CLASSROOM. Stephen D. Krashen and Tracy D. Terrell. San Francisco: The Alemany Press (U.S. Edition), 1983. 191 pp. (price not given)

Reviewed by Jim Swan, Osaka University of Economics and Law; JALT Newsletter Book Reviews Coeditor

It is impossible to avoid seeing this book as the logical extension of *Language Two* (Dulay, Burt & Krashen, 1982), which I reviewed for the *JALT Newsletter* in May (Swan, 1983). In that review, I characterized *Language Two* as a "from-theory-to-practice" book, but heavy on the theory and light on the practice. The present volume may fairly be called *Language Two's* complement: it runs lightly again through Krashen's Monitor Model of language competence, but concentrates mainly on the implications this Model has for language teaching and the ways in which language classrooms could be managed in order to accord with these implications.

Several of the Monitor Model's points related intimately to the central and significant distinction between language *learning* and language

acquisition. The model claims that unconsciously acquired language accounts for most of a learner's competence; that formal, conscious language learning is only a very small part of one's competence; and that the learned portion is brought into operation only under a set of conditions conducive to "monitoring" one's output. These are strong claims, and *The Natural Approach* does not marshal the research literature in support of them, but merely refers the reader to the places where such support can be found. Instead, the book's main thrust is to show that, whereas most previous classroom language instruction has been devoted to language learning, for teachers to provide acquisition opportunities is not only possible but one of the main incumbent responsibilities. Teachers are to do this by providing the students with *comprehensible input*.

The book's insistent emphasis on comprehensible input is a direct conclusion following from one of five basic hypotheses:

[The Input Hypothesis] states simply that we acquire (not learn) language by understanding input that is a little beyond our current level of (acquired) competence.

... [I]n order for acquirers to progress to the next stages of acquisition of the target language, they need to understand input language that includes a structure that is part of the next stage.

To state the hypothesis a bit more formally, an acquirer can "move" from a stage *i* (where *i* is the acquirer's level of competence) to a stage *i + 1* (where *i + 1* is the stage immediately following *i* along some natural order) by understanding language containing *i + 1*. (p. 32)

If it is true that we acquire languages via comprehensible input, and if language acquisition is central, not language learning, then it follows that the most important element of any language teaching program is input. According to the input hypothesis, language acquisition can only take place when a message which is being transmitted is understood, i.e., when the focus is on *what* is being said rather than on the form of the message. This could be referred to as the "Great Paradox of Language Teaching": *Language is best taught when it is being used to transmit messages, not when it is explicitly taught for conscious learning.* (p. 5)

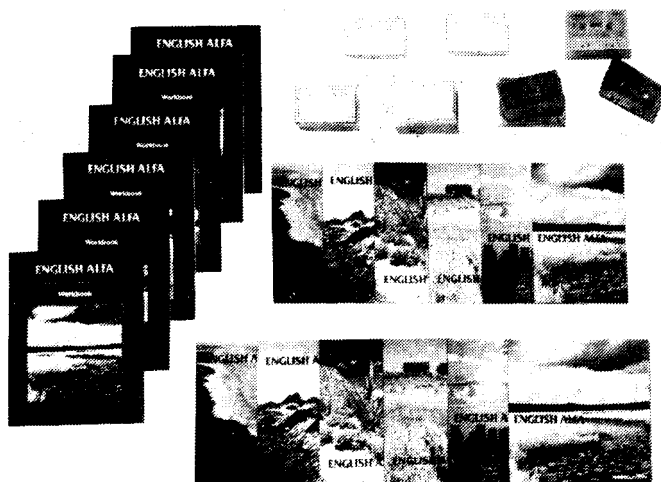
This is perhaps the bluntest formulation yet published of the attitudinal differences between the "new" and "old" methodologies of classroom language teaching.

The effect of this position is to legitimize, from a basis in theory, the increased use of acquisition activities ~ humanistic, affective, communicative, problem-solving, or game activities or

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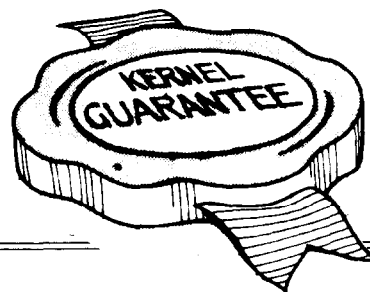
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outside content instruction in the foreign/second language classroom. The theoretical basis of this position also provides a powerful explanation for the general failure of the audio-lingual, grammar translation, or cognitive code methodologies to produce many competent speakers -- despite the fact that bilingualism exists naturally in the world wherever it is required for real communication between members of differing speech communities. Indeed, this view of language "getting" quite effectively places the burden of proof back onto the shoulders of the methodologies that were largely unquestioned until recent years.

Chapter 4 deals with goals and strategies for the acquisition-oriented classroom, and chapters 5-7 deal with other practical applications of this theoretical viewpoint. The authors do not present many affective-humanistic-communicative "recipes," however, as there are already several such books in print (e.g., Winn-Bell Olsen 1977, Moskowitz 1978), which are referenced in the bibliographic entries. Among other approaches, the authors firmly endorse TPR as a starting strategy.

The review copy sent by Alemany Press contained an apology for the book's many printing problems and implied that the book would not be marketed until a new printing was made. Whether or not these errors apply to the U.K. edition (by Pergamon Press) is not clear. The prospective buyer may therefore be cautioned to look at the book carefully before making the purchase. Among the mistakes to look for are mismatches between some map activities and their instructions on pp. 113-114 (the review copy contained an errata sheet revising the maps), many extraneous underlines throughout the book, and duplicate pages 105-108.

These problems, however, are not crucial to the book; even if they were to go uncorrected *The Natural Approach* would still be a major addition to the language teacher's library. *Language Two* provides a reasonable, coherent, unique and eminently satisfying viewpoint of language "getting," mostly aimed at the language researcher, and *The Natural Approach* follows it up with practical applications of that viewpoint for the classroom teacher. While we might conceivably wish for a combined volume with fewer redundancies, these two works are mutually illuminating and reinforcing.

References

- Dulay, Heidi, Marina Burt and Stephen Krashen, 1982. *Language Two*. New York: Oxford.
Moskowitz, Gertrude, 1978. *Caring and Sharing in the Foreign Language Class*. Rowley, Ma.:

Newbury House.

- Swan, Jim. *Review of Language Two* by Dulay, Burt & Krashen. *JALT Newsletter* 7:5, 28.
Winn-Bell Olsen, Judy E., 1977. *Communication Starters*. San Francisco: Alemany Press.

RECENTLY RECEIVED

The following books have recently been received from publishers. Each is available as a review copy to any JALT member who wishes to review it for the *Newsletter*. Dates in parentheses indicate the first notice in JALT Under-Cover; an asterisk (*) indicates first notice in this issue.

Classroom Text Materials

- Allsop. *Cassell's Students' English Grammar* (Main text. Exercise book). Cassell, 1983 (Sep. 83)
Brieger, et al. *Business Contacts*. Arnold, 1981. (July 83)
Coe, Rycroft & Ernest, *Writing Skills* (Student's book, Teacher's book). Cambridge, 1983. (Sep. 83)
Comfort, et al. *Basic Technical English* (Student's book, Teacher's book). Oxford, 1982. (July 83)
Connelly & Sims. *Time and Space: A Basic Reader*. Prentice-Hall, 1982. (Aug. 83)
* Ladousse. *Personally Speaking: Quizzes and Questionnaires for Fluency Practice*. Cambridge, 1983.
Molinsky & Bliss. *Line by Line*, books IA & IB. Prentice-Hall, 1982. (Aug. 83)
Roach. *English Phonetics and Phonology* (Student's book, Tutor's book, two cassette tapes). Cambridge, 1983. (Sep. 83)
Rossi & Gasser. *Academic English*. Prentice-Hall, 1983. (Aug. 83)

Teacher Preparation Materials/Other

- Bowen. *Look Here! Visual Aids in Language Teaching*. Macmillan, 1982. (Sep. 83)
Holden (ed.). *New ELT Ideas: 1982 Bologna Conference*. Modern English Publications, 1983. (Aug. 83)
Kinsella (ed.). *Language Teaching Surveys I*. Cambridge, 1982. (Aug. 83)
Pereira (ed.). *Japalish Review 4*. Seika University, 1983. (Sep. 83)

The book review co-editors also welcome well-written reviews of other appropriate books or materials not listed above. Japanese is the appropriate language for review of books published in Japanese. All requests for review copies and proposals for outside reviews should be in writing, addressed to the book review co-editors, Jim Swan and Masayo Yamamoto, Shin-Ohmiya Green Heights 1-402, Shibatsuji-cho 3-9-40, Nara 630.

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IN THE PIPELINE

The following materials are currently in the process of being reviewed by JALT members for publication in future issues of the *Newsletter*.

Brims. *English for Negotiating*.
 Doff, et al. *Meanings Into Words*.
 Dubin & Olshtain. *Reading By All Means*.
 Gabriels. *Rime and Reason*.
 Harrison. *A Language Testing Handbook*.
 Hoban. *English for the Secretary*.
 Hubbard, et al. *A Training Course for TEFL*.
 Jones. *Simulations in Language Teaching*.
 Jones. *Eight Simulations*.
 Jones & von Baeyer. *Functions of American English*.
 Kingsbury & O'Shea. *Seasons and People" and Other Songs*.
 Molinsky & Bliss. *Side by Side*.
 Seaton. *A Handbook of EL T Terms and Practice*.
 Walter. *Authentic Reading*.
 Yorkey. *Reply Requested*.

NEW VIDEO PROJECT

By Gaynor Sekimori

A new video project which has been developed by the British Council and Macmillan provides the first classroom-centred, video-based course to be produced with the materials geared to the teaching of specific functions and concepts. It contrasts to the majority of materials on the market which have a strong story line, from which the teacher must extrapolate teaching points. In other words, 'Video English' is teacher-friendly.

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Although accompanying materials, such as students' and teacher's books and audio-tapes for each stage are being produced, 'Video English' could be as well used to supplement a regular

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ENGLISH WORLD-WIDE

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The journal has provided exhaustive and up-to-date information on current research, publications, theses, and congresses in the fields of English dialects and sociolects, and the users and uses of English around the globe. A special feature, particularly important since the demise of the *Journal of Creole Studies*, has been EWW's full coverage of English-based pidgins and creoles, which makes it indispensable to all interested in this discipline.

New subscribers are urgently needed. Annual subscription rates will be \$44 (df11 10) for institutions and \$24 (df1 60) for private persons, for two issues of ea. 160 pages each. There will be a special offer for back numbers 1-3 (1980-82). North American customers can be assured that distribution in the US/Canada will be punctual and efficient.

The monograph series *Varieties of English Around the World* will also be taken over by Benjamins, who will also distribute the Groos volumes of the series in North America.

The next volumes to appear will be John Holm, *et al.*, *Central American English* (Groos, April 1983), and thereafter Caroline Macafee, Glasgow, and John T. Platt, *et al.*, *Singapore and Malaysia* both Benjamins, summer 1983).

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course (Streamline, Strategies, etc.) to present a concept or to provide further practice. At the presentation stage it would provide variety to other methods, such as dialogue building, audio-tape work, etc. In the further practice or review stage it could be used to pull a variety of patterns together and act as the stimulus for a roleplay.

A demonstration video showed two sequences being used in British Council classes in Jordan. From a two-minute segment entitled 'Asking permission,' an hour's classroom work was provided. The 'silent viewing' technique demonstrated how learners can concentrate on characters and actions preliminary to studying the language itself. This allows vocabulary to be reviewed (or taught) and the language forms to be predicted through group discussion. The viewing-with-sound then becomes a check of the predictions, an added stimulus to concentrate on language forms. Very short excerpts (2-3 exchanges) were taken at a time, and with each the same pattern of silent viewing, viewing with sound, and then role-play, stressing body language, were used. Frequent pauses were made as well during viewing for questions, predictions, etc. Before the final viewing of the whole sequence, the forms were highlighted and drilled for intonation and structural accuracy. Finally the students tried the whole as a roleplay.

This showed how even a short extract can provide a complete lesson if the material is interesting, motivating and dealt out in easily-handled chunks. It is also a way to provide visual stimulation without the students switching into passive, TV mode.

The filming is extremely professional, the language natural and clear, the actors competent, and the script with that touch of whimsy and humour that allows the viewer to enjoy the sequences for their own sake, as well as their illustration of language points.

For the teacher, especially one who has not any experience at video teaching, the materials are self-evident in goal, and their suggested use provides a framework from which to develop as more experience is gained. A teacher's book with further suggestions and ideas for adaptation to self-access material has been promised for each level.

These materials are well worth looking at, for their professionalism as well as for their flexibility, adaptability, and wide-ranging treatment of basic elements of study at all levels.

INTERNATIONAL STUDY GROUP FORMED

At the TESOL Convention in Toronto, a number of affiliate representatives and individuals who are concerned about questions relating to the interface between TESOL and its affiliates within the United States ("domestic") and affiliates and individual members outside the United States ("non-domestic") met.

As a result of this rap session a study group was formed to explore the needs and interests of affiliates and individual members outside the U.S. As I see it, the Teaching English Abroad (TEA) Interest Section exists to serve the interests of American TESOLers who work in other countries (i.e., abroad") for a period of years. There is, however, currently nobody within TESOL which serves the interests of non-American TESOLers (who are, in fact, not "abroad" but very much at home) or American TESOLers who have made their permanent home outside the U.S. There are 17 non-domestic TESOL affiliates, but many of them find representation at the annual convention difficult, and they have little liaison during the year with TESOL.

During the next year, the group plans to study the specific problems which were raised at the rap session, through an informal exchange of correspondence, and through this column. It also wishes to be made aware of other problems perceived by the non-domestic TESOL affiliates and by individual non-domestic TESOL members so that by the time of the TESOL Convention in Houston (March 6-11, 1984) as complete a picture as possible will be available. Thus far the study group consists of Terence Carroll, Washington TESOL, ex-TESOL Greece and ex-TESOL Portugal; Liz Hamp-Lyons, TESOL Scotland; Greg Larcque, TESOL Ontario; Robert Ramsey, Arizona TESOL, ex-TESOL Spain; Thomas Robb, JALT (Japan); Denise Staines, TESOL France.

We plan to organize a session on the international role and concerns of TESOL at the convention in Houston. It is proposed that this session have two parts: (1) A keynote speech followed by brief reports from non-domestic TESOL affiliates and individual non-domestic TESOL members on specific problems for TESOLers in their region, and how TESOL has helped/might help ease those problems; (2) A working session during which the major issues which have emerged during the year will be reviewed, and concrete proposals prepared for the TESOL executive board or affiliate council.

We hope that the work of the study group during the year and at the convention will result in a clearer definition of the relationship between TESOL and its affiliates outside the United States which will be beneficial to the TESOL organization as a whole. Anyone inter-

ested in joining the group, or who wants to bring a problem to our attention, may contact us through Liz Hamp-Lyons.

Any non-domestic affiliate or non-domestic member in a region where there is no affiliate who is interested in having input to the session in Houston may write to Liz Hamp-Lyons. Write (1) a brief indication of the topic of the proposed presentation, and (2) a statement of interest in attending will suffice. Your letters must reach Edinburgh by August 8th.

(Reprinted from *TESOL Newsletter*, June, '83.)

REPORT: RAP SESSION ON THE INTERNATIONAL ROLE OF TESOL

Those present raised a range of concerns on behalf of Affiliates and members outside the United States. The major areas of concern were:

1. Representation.

A need for more representation on the TESOL executive board was expressed. The first vice president acts as liaison with affiliates, but this is only for one year and encompasses both domestic and non-domestic affiliates.

2. Funding.

Affiliates dues are payable in U.S. dollars, and this is a real problem for some affiliates outside the U.S. Alternatives are being considered, according to John Haskell. In addition, some non-domestic affiliates are unable to fund a representative to the annual convention, and this is detrimental both to the affiliate and to TESOL as a whole. ("The affiliates are TESOL." John Haskell) The TESOL executive board is giving attention to ways in which poorer affiliates (non-domestic and domestic) can be helped to get maximum benefit from TESOL and to share their areas of strength with it.

3. Publications.

The suggestion of a third publication pitched between the *TESOL Quarterly* and the *TESOL Newsletter* was made but not widely accepted. Submissions to the publications from non-domestic contributors are welcomed when they are received. Alice Osman pointed out that the *TESOL Newsletter* is not copyrighted and therefore affiliates anywhere may reprint from it.

4. Regional Conferences.

Many people were in favour of holding regional conferences, e.g. for Europe, Asia, Latin America. These will be welcomed by TESOL, too, who will do everything they can in support of such conferences. Regional conferences would attract major speakers from a wider area than national conferences can usually expect, and would play an important role in sharing the

expertise within TESOL more widely.

5. Annual Convention.

A number of practical suggestions were made, to increase the international relevance of the annual convention, and to increase the sense of participation in it for international members. These have been passed to the program chair for TESOL/Houston. In particular it was agreed that sessions which are expected to be of special relevance to participants permanently based in non-U.S. teaching situations should be so indicated in the convention program. Efforts will be made to arrange the video-recording of at least some of these sessions, and to make the videotapes available for loan to affiliates, so that the majority of TESOLers who cannot get to the annual convention can have an opportunity to experience some of the major presentations.

6. Information (out).

It was suggested that TESOL play a more significant part in the dissemination of professional information (e.g., on research in progress; teacher training consultancies and literature; materials and critiques of materials). No suggestions as to how this could be done were made.

7. Information (in).

It was pointed out that TESOL as a whole would benefit from the wider sharing of information about the work and concerns of non-domestic affiliates and of non-U.S. TESOLers working in their home countries. An interest in learning about the sociopolitical concerns of TESOLers outside the U.S. was expressed.

8. Cost.

John Haskell reminded us that TESOL receives \$37.50 a year from each affiliate-domestic or non-domestic. Many members of affiliates, especially of non-domestic affiliates, are not individual members of TESOL. It is difficult for TESOL to provide an extensive support system for affiliates from such a limited income. This point was generally accepted. A number of people expressed their feeling that the benefits of affiliation with TESOL are intangible, not concrete (*moral* support; identification with a group of fellow travellers, membership in a professional network. .)

Hosting the rap session were: John Haskell (President '83-'84); Liz Hamp-Lyons, Terence Carroll, and Robert Ramsey.

Report submitted by Liz Hamp-Lyons

INTERNATIONAL EXCHANGE

News items should be sent to Liz Hamp-Lyons, Institute for Applied Linguistics, University of Edinburgh, 21 Hill Place, Edinburgh, Scotland EH8 9DP.

(Reprinted from *TESOL Newsletter*, June, '83.)

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Bulletin Board

LANGUAGE JOURNAL

The CEEL (Center for the Experimentation and Evaluation of Language Learning Techniques) has begun to publish a *Language Journal* devoted to exploring the advantages of Self-Access Pair Learning.

Titles include articles on the role of the teacher in Self-Access; language training in business; classical music, relaxation, and language learning; teacher training. . .

The *Language Journal* carries no advertising and is published three times a year. Single copies may be had for ¥700 each plus postage. A year's subscription for three issues (postage included) is ¥2,000.

Apply to: Didasko, 6-7-31-611 Itachibori, Nishi-ku, Osaka 550, Japan; 06-443-3810.

SELF-ACCESS LEARNING

Didasko and CEEL (Center for the Experimentation and Evaluation of Language Learning Techniques) are holding a three-day workshop by Nicolas Ferguson on the use of Threshold, entitled 'An Introduction to Self-access Learning' at Bunka Gakuen in Tokyo, October 8-10. The tuition cost is ¥38,000. Since the number of participants is limited, early registration is urged. For further information about exact times and room number, please call Leroy Willoughby at 03-379-4027. For general information about registration, write to Didasko, 6-7-31-611 Itachibori, Nishi-ku, Osaka 550, or call 06-443-3810.

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cont'd on next Page

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For Kanto residents
ILC Tokyo will also be
running its usual RSA course



cont'd from preceding page

TESOL '84 CALL FOR PAPERS

The call for papers for the 18th annual TESOL Convention in Houston, Texas from March 6 through 11, 1984, published in the April issue of the TESOL Newsletter, is also available from TESOL, 202 DC Transit Bldg., Georgetown University, Washington, D.C. 20057, or from Penny Larson, TESOL '84 Convention Program Chair, 750 Eddy St., San Francisco, Ca. 94109. The deadline for applications is September 12, 1983.

KOREAN AMERICAN EDUCATION CONFERENCE

The First Annual Conference in Korean American Education will be held in Los Angeles, October 14 and 15. Sponsored by the Korean American Educators Association with the assistance of the California State Department of Education, the conference will focus on the education of Korean American students in California although many of the issues are applicable to other language minority groups. For further information contact Suzie K. Oh, (213) 625-5539, or Daniel D. Holt, (916) 445-2872.

KINKI INTERNATIONAL DRAMATIC SOCIETY

K.I.D.S. (Kinki International Dramatic Society), following the success of "The Comedy of Errors," will present two modern British comedies - Peter Schaffer's "The Black Comedy" and Tom Stoppard's "A Separate Peace" - at the Silk Hall, Kyoto, on Saturday, October 29th, at 6:00 p.m. and on Sunday, October 30th, at 2:00 p.m. Also at Kobe Bunka Sho Hall on Friday, November 4th, at 6:00 p.m.

Tickets are available at Jujiya Sanjo, Fuji Daimaru Playguides and at the Silk Hall, Kyoto; at the Keihan Playguides, Yodoyabashi, Osaka; and at Santica Playguides, Sannomiya, Kobe. Also available from K.I.D.S. members. For further information, call 075-71 1-5397.

1984-85 FULBRIGHT PROGRAMS

The announcements and application forms for the 1984-85 Fulbright Program are now available from the Council for International Exchange of Scholars, 11 DuPont Circle, Suite 300, Washington, D.C. 20036.

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Meetings

TOHOKU

Topic: Contest conversation -- A game-like activity to improve oral skills
 Speaker: Richard E. Freeman, Chuo University, Tokyo
 Date: Sunday, October 9th
 Time: 4:00 - 7:00 p.m.
 Place: New Day School, Company Bldg. SF., 2-15-16 Kokubuncho, Sendai
 Info: Steve Brown, 0222-67-4911 or 72-4909; Marc Helaesen, 0222-65-4288 or 74-1 236; Hiroko Thkhashi, 0222-62-0687

WEST KANSAI SIG MEETINGS

Teaching English in Schools

Info: Keiji Murahashi, 06-328-5650 (days)

Children

Topic: Using Games and Activities in Teaching Children
 Date: Sunday, October 23rd
 Time: 11:00 a.m.-12:30 p.m.
 Place: Umeda Gakuen
 Info: Sister Wright, 06-699-8733

Teaching English in a Business Environment

Topic: Discussion of the forthcoming Kobe chapter's effects on our SIG: Organization
 Date: Sunday, October 23rd
 Time: 11:00 a.m.-12:30 p.m.
 Place: Umeda Gakuen
 Info: Scott Dawson, 0775-25-4962

Teaching in Colleges and Universities

Topic: The five books you have found most valuable as a teacher. (We will try to compile a bibliography of "must" background reading.)
 Info: Jim Swan, 0742-34-5960

EAST KANSAI (KYOTO)

Topic: Multinational English
 Speakers: Yukihiro Nakayama and others
 Date: Sunday, October 23rd
 Time: 2:00 - 5:00 p.m.
 Place: British Council, Kyoto Centre, 77 Kitashirakawa Nishimachi, Sakyo-ku, Kyoto 606; 075-791-7151
 Fee: Members, free; Non-members, ¥1,000; Students: ¥500
 Info: Juro Sasaki, 075-491-5236

Professor Nakayama and a panel of speakers will discuss the use of English as a language of

international communication. Emphasis will be given to the use of English in Asian countries, especially with regard to the teaching and learning of English in Japan.

Professor Nakayama attended the University of Hawaii East-West Centre for two years where he carried out research on non-standard dialects. He is presently teaching at the Kansai University of Foreign Studies.

SHIKOKU

Topic: Conversation Management Skills
 Speaker: Sully Taylor
 Date: Sunday, October 16th
 Time: 2:00 - 5:00 p.m.
 Place: Takamatsu Shimin Bunka Center, 3rd Floor, Room 2
 Fee: Members, free; Non-members, ¥1,000
 Info: Bettv Donahoe, 0878-37-203 1
 Michiko Kagawa, 0878-43-5639
 Sachiko Sakai, 0878-52-7332

Using a language effectively requires more than mastery of its grammatical structures and acquisition of a lexicon. Learning when to say what and, even, when to say nothing can be more important than learning how to express particular ideas. Drawing on speech communication and discourse analysis research, Sully Taylor of Sumitomo Metal Industries will discuss English conversation management and will suggest some ways to help students learn the necessary skills. Her talk will include theoretical background and presentation of teaching materials.

WEST KANSAI

Topic: Techniques Assessment
 Speaker: Shari Berman
 Date: Sunday, October 23rd
 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, ¥500
 Info: V. Broderick, 0798-53-8397
 T. Cox, 0798-71-2272

This session will be a workshop to investigate how to adapt a variety of techniques to each teacher's situation. Techniques from CLL, Silent Way and the use of video equipment will be explored.

Shari Berman has just received an MAT from the School for International Training. She has many years of experience teaching in Japan and is the director of a language school in Tokyo, called the Japan Language Forum. She is also simultaneously the head of the Tokyo chapter and national program chairperson for JALT.

HAMAMATSU

Topic: JALT '83
 Date: Sunday, October 16th
 Time: 2:00 - 5:00 p.m.
 Place: Seibu Kominkan, Hirosawa 1-21- 1, Hamamatsu (0534-52-0730)
 Fee: Members, free; Non-members, ¥1,000
 Info: Four Seasons Language School
 0534-48-1501

Local members and attendees will divide into Interest groups and discuss the presentations they attended at the JALT '83 Convention (held at Koryo International College on the campus of Nagoya Shoka Daigaku in Nisshin-cho, Aichi Prefecture on September 23-25). These group discussions will be followed by a panel discussion on JALT '83. The meeting will be followed by an ongoing book sale to which attendees are asked to donate books of any type.

CHUGOKU

Topic: The Anatomy of a Textbook
 Speaker: John C. Maher
 Date: Sunday, October 16th
 Time: 1:00 ~ 4:00 p.m.
 Place: Room 412, Hiroshima YMCA
 Fees: Members, ¥500; Non-members, ¥1000
 Info: Jim Orr, 082-228-2269

This presentation deals with two aspects of the language textbook: composition and use. What dynamic elements are present in the average textbook? How does the teacher come to select the 'right' textbook?

John C. Maher is a doctoral candidate in Applied Linguistics at the University of Edinburgh and an instructor at the Institute of Applied Language Studies. He graduated from the Universities of London and Michigan (M.A. Linguistics) and has published extensively in the field of English language teaching.

KANTO BUSINESS SIG

Topic: Teaching Survival Skills
 Date: Saturday, October 15th
 Time: 2:00 - 4:00 p.m.
 Place: Kobe Steel Language Center, Tatsunuma Building (5F.), 1-3-19 Yaesu, Chuo-ku, Tokyo 103 ; 03-28 1-4 105. The building is on a corner and the entrance is from the side street, not the main street. A landmark is the Aeroflot (Soviet Airlines) office, which is in the same building, at street level.
 Info: Stephen Turner, 03-281-4105, 1:00-5:00 p.m., Monday-Friday.

Please note that our last meeting of the year will take place on Saturday, November 26th (same time, same place). The topic for that occasion will be fixed at the October 15th meeting.

OKINAWA

Topic: English Through Drama
 Speaker: Yoko Nomura
 Date: Sunday, October 23rd
 Time: 2:00 - 4:00 p.m.
 Place: Okinawa Kokusai University (Room 7-201)
 Fees: Members, ¥500; Non-members, ¥1000
 Info: Fumiko Nishihira, 098893-2809

"English Through Drama" will be presented in Okinawa for the first time. Members of Okinawa Kokusai English Speaking Society will help in the presentation.

KOBE CHAPTER (PETITIONING)

The first meeting of the Kobe Chapter (Petitioning) will be held on Sunday, October 16, from 1:30 to 4:30 p.m. at the Kobe Municipal Kinro Kaikan in Sannomiya (see map), Rm. 405.

The first part of the meeting will be a demonstration/workshop by Kevin Monahan, "Teaching and Learning with Magazine Photos" (see below), which was very well received at the Kyoto Mini-Conference earlier this year.

The second part will consist of a discussion of the most desirable course for the future Kobe Chapter.

Admission free! For further information call Jan Visscher (078-453-6065), Monday, Thursday or Friday, between 9 and 11 p.m.

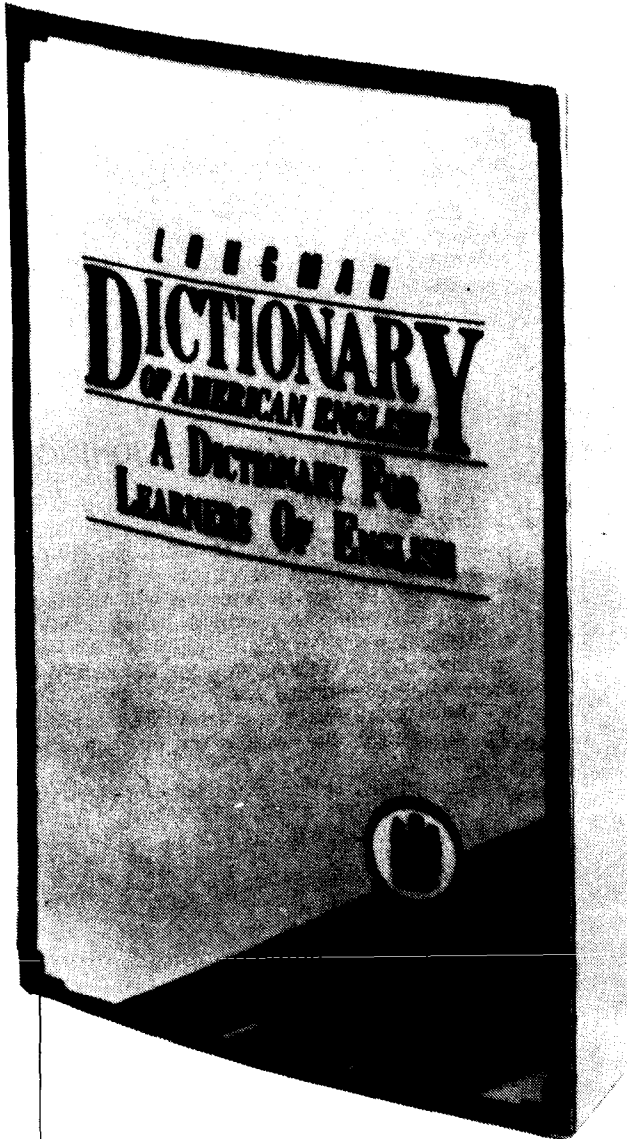
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Anyone attending this demonstration will have an opportunity to participate in the varied structural, functional, notional and conversational applications of this visual aid. Collecting and developing materials will also be discussed.

Kevin Monahan is currently teaching at the Kobe YMCA Semmon Gakko. He has a Master of Arts in Teaching from the School for International Training, Brattleboro, Vermont, U.S.A.

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