

JALT 全国語学教師協会

THE JAPAN ASSOCIATION OF LANGUAGE TEACHERS

NEWSLETTER

Vol. VII, No. 11

¥250

November 1.1983

JALT Interview

ROBERT O'NEILL ON THE USE OF NONSENSE IN TEACHING GIST UNDERSTANDING

By Robert Ruud,
The Language Institute of Japan

Robert O'Neill is a well-known textbook writer who spent part of the summer of 1983 in Japan, presenting workshops on curriculum design and textbook design.

RR: What exactly do you mean by "nonsense?"

RO: I use nonsense quite a lot to help people learn how to predict. If they see a nonsense word in a sentence, and they can understand more or less what the nonsense word means, then they learn that they can also understand what real words mean, words which were new to them or which they thought were too difficult. That means of course that you have to construct the sentences with a fair amount of redundancy. Like if I say, "Do you shang very often?" you really have no idea of what I mean. But if I say "Do you shang pretty women?" you will have a slightly better idea. Or "Did you shang a pretty woman this evening!?" you still would not know what I meant. And then I say "As I was coming to work I shanged a beautiful woman. She was walking down the road and I just shanged her and then came on, I didn't say anything to her or anything." You have to understand of course something about my ethical and moral background, that I don't believe in rape and, the fact that it was a public place that I shanged her in, it probably means something like "saw." I think that's a very good example. But I use nonsense quite a lot to help people to predict from the context, or to infer from the context what the word means. That's my primary use of nonsense.

The difficulty with using nonsense is that some teachers believe you're suggesting they should use nonsense, or that there's something magical about using nonsense. That wasn't the idea at all. It's just to prove to them that you can tell a great deal just from the context of the sentence, even if that context contains quite a lot of nonsense in it.

RR: Is that based on the assumption that native speakers don't listen to every word that they hear and yet understand the general meaning and are selective in their listening?



RO: It's based on that assumption. It's also based on the assumption that we really don't fully understand how people really understand. There is really no satisfactory model of comprehension. If you ask teachers, native and non-native speakers alike, a lot of them believe, I think, that you understand by accumulating a lot of semantic units from a sentence. So the sentence "You can understand this if you listen hard" can only be understood if you understand each unit in it. If you listen harder you can understand this. That's, I'm sure, not the way people understand at all. I think that we understand very often by predicting long before the person has finished the sentence what they're going to say and by getting just a few of the key words, listening to a few structural signals.

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Of course that means that very often listening is very sloppy and that people don't listen very well. But even a very very good listener does not simply listen, or does not construct the message or reconstruct it on the basis of each individual word that speaker uses.

RR: It's probably true we as native speakers don't pick out every word individually. So in some sense we have criteria for our selective listening and the second language learner doesn't have that skill.

RO: Well, that's very true. We have all sorts of criteria, intuitive and otherwise, that we can use to select and to infer meaning. And as you say a non-native learner doesn't have those criteria. That's why I use such devices as advance questions and other things. That's why it's very important for the teacher to focus on questions beforehand, or use some kind of advance organizer, so that the learner has some idea. We as native speakers wouldn't need the advance organizer, but it helps the learner very much.

But there are also various types of tasks, a kind of hierarchy of tasks which can be used which will help the learner eventually to build up some of these criteria that we use as native

speakers, and which they use in their own language, but which they can't use in English. For instance I think you have to get people to listen for different things at different times, like listening for tone and attitude might be one listening exercise. And then listening for the general point of the message, trying to construct or decide exactly what the general point of that message is. And then thirdly you might listen for certain signals that the speaker gets which the non-native learner may not be tuned into, signals like "that's not what I really meant" or "I'm going to change the subject now, slightly," or irony and sarcasm sometimes. These things tend to be lost very much on a non-native speaker or listener.

But my own experience comes from being not just a teacher, but a learner of other languages. For instance, when I went to Germany twenty-five years ago I didn't speak any German at all. Within about three months I was reading newspaper articles. I didn't understand every word in the newspaper articles, and there were lots of allusions which were lost on me, and that still elude me even after twenty-five years, part of which time I taught German. And I've lived in Germany for long periods, I still don't understand it as fluently as a German does. And there

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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 FIPLV. Through *monthly local* chapter meetings and an annual international conference, JALT seeks new members of any nationality, regardless of the language taught. There are currently 14 JALT chapters: Sapporo (Hokkaido), Sendai (Tohoku), Tokyo (Kanto), Hamamatsu, Nagoya (Tokai), Kyoto (East Kansai), Osaka (West Kansai), Kobe, 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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are things, precisely because of the absence of these criteria, that I find very very difficult to understand

But I did find that I could improve my reading comprehension enormously by reading newspaper articles and not trying to understand every word in them. For instance it helps very much if you use passages for listening or reading comprehension which are about things that the learner already knows something about. Let's say a story which is likely to have occurred in a Japanese newspaper. If you read that story in English to a Japanese who had read that newspaper, then the Japanese person would have some of the criteria we're talking about, some of the background.

RR: What is the problem that this kind of work addresses? For example, we criticise our students' strategies for learning: they focus on a word that they don't understand, and they dwell on it, at the expense of understanding the rest of the passage. Do you feel that is a general characteristic of second-language learners? What kind of change is it that we're after?

RO: Well, I think there are two parts to it: what attitude or defective strategy are we dealing with, and how best can we deal with it? And for the first question I think it's precisely what you've just said, the tendency to focus only on what you don't understand and not what you do. That is the most defective strategy, the unwillingness to guess. Sometimes of course it's not only the unwillingness but the reluctance, because you may feel that guessing is intellectually inferior. After all, we've been educated to believe that precision and exactitude are very very important virtues. And so they are if you're a lawyer and you're reading a contract, you can't make a guess about what this word means or that word means. But you won't get to the skill that a lawyer needs in order to read a contract unless you first use general inference skills. Otherwise you'll just be bogged down all the time in the detailed meaning without getting to the general meaning of the contract. So the problem that we're dealing with is the problem caused by a student not localizing her/his natural abilities to infer meaning from the whole context. I think that's one function of nonsense: to reverse that tendency.

But to get to the second part of your question, "What are the strategies for dealing with it?" I think the first strategy for dealing with it is really not to make students feel too anxious about exact meaning. I think that the teacher tends to focus upon individual words: Explain that word, explain this word. Very often when we read a passage, either we don't have a very good idea of the general meaning, or it's so obvious to us because of the criteria you referred

to previously, we can hardly articulate it. We have to understand that longer passages for use in the classroom should be understood for their general meaning first, and that means that before the teacher does anything else, the teacher has to make sure the class can answer certain general types of questions based on the feeling or mood of the text, the general meaning, and possibly a few other things.

For instance sometimes I play short dialogues for people. They listen to three different dialogues, and I simply ask them "Where do you think the dialogues are occurring?", not even what the people were saying, like:

"Could you give me some information about the trains for London please? I have to be there by eleven o'clock this evening."

Or:

"I didn't know that it was going to cost that much. Can't you find something cheaper?"

"Well there's this. This is also quite good for headaches."

I simply ask people "Where do you think these dialogues are occurring?" That makes them listen to it once with a very very general question in mind, and then when they listen to it a second time we go further into its general meaning: "What kind of information is the person actually asking for?" and "What is the problem here?"

RR: We have some very interesting cases here where a student will leave the program and come back two years later after living in the U.S. with listening comprehension skill going way up and the speaking ability staying about the same. Is that true for students in general, and if so, how does that relate to teaching comprehension as the key skill? In other words (perhaps I'm playing the devil's advocate for the moment) it seems that students are capable sometimes of improving their listening comprehension without a teacher, where they're not so inclined to improve their speaking skills.

RO: I'm sure that's right, and when I say it's the key skill, the foundation skill, I don't mean that other skills can be ignored. But that without that first skill, I think it's very difficult to develop the other skills: the skills of speaking, the skill of writing. Unless people can understand fairly widely, I don't think that as a rule (there are exceptions) people will be able to speak very well, or to write very well. I'm not suggesting that all you have to do is focus on the listening skill, and forget about all the others, or that they will come automatically, because that clearly doesn't happen. We meet people who can understand quite a lot, but can't say
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very much.

RR: What are the implications for that in curriculum design?

RO: You said earlier you don't necessarily need a teacher to develop these skills, and I think that's quite true. However you do need a teacher to encourage students to do the right things to develop these skills. Personally I feel that the best way to develop many of these skills is not in the classroom, but outside the classroom.

Homework almost always tends to be the sort of homework which involves production, usually writing, because that's the easiest thing to mark. And not, for instance, listening. A lot of homework, which is going to be used later as the basis for some sort of production exercise, should be done by the student privately at home. When I conduct listening and reading lessons now, I tend to use a fairly formal, much more formal, even more rigid, approach than I do when I'm doing a pure production skills oriented lesson. And that's because I don't think the classroom is particularly a good place to learn production skills, but it may be in many ways an even worse place for some of the reception skills.

However, there are certain advantages the classroom has. We can arouse initial interest. If we say to a student, "This is a very interesting text, now go home and read it," I don't think he'll go home and read it, and he probably won't even get interested in it. But the classroom is a good place to get students interested. I can get you interested, I can get some class discussion, I can arouse your interest to the point that you will go ahead and read it. We're dealing with a longer reading passage, and you have a book full of longer reading passages. I would argue very strongly that the teacher should allow some initial interest, and give students a set or a series of goals to read or listen for. But then the learner should do three-quarters or at least a half of the rest of the job at home, without any help from the teacher at all. Then they have to come back and the teacher makes some use of what they've read or what they've listened to.

RR: On the technique level, you mentioned a couple of things that you use in the classroom: dialogues with questions like "Where are the people speaking?" rather than "What did he say to her?" Do you have a set of techniques that you've been using to implement this in the classroom?

RO: Yes, I have a series of things that I've been using more and more for listening comprehension and for reading comprehension. For listening

comprehension recently I've developed an old idea which has also been used by other people, Jigsaw, and I wrote an article about it in *Cross Currents* recently. It seems at first to be so simple, and perhaps even a rather trendy idea. You take two different stories, or a series of sentences, each belonging to two different subjects, and the student has to classify the sentences first of all according to the subject. For instance if there are two newspaper headlines and stories, then the student classifies each story according to the headline: this belongs to headline A, this belongs to headline B. Or you could say "I'm going to tell you something about two different people. One is a rich movie star in Hollywood, and the other is a poor teacher in Japan." Who am I talking about? I'm using a particular example that I used recently in Japan. That's a jigsaw exercise. All the student has to do is tell me who I'm talking about. Not even what I've said.

So that's a gist exercise. I begin with a gist. The structure of the lesson is to begin with gist, to build in devices which will make students read or listen to the passage more than once, to build into the material certain types of ask-and-answer exercises (by ask-and-answer exercises I mean ones in which one student asks and the other student answers. Even though you use a teacher-dominant style in the beginning, you quickly descend, or branch out, into learner-centered styles of interaction, where students are working in pairs. I cut down the listening or the reading to fairly short segments. If I read three paragraphs with a class, I will go through the three paragraphs fairly quickly, with general comprehension in mind; I will go through each paragraph once more, this time asking rather more detailed questions, or sometimes using prediction and other types of skills, which I can get into later.

So to answer your question briefly, I begin with a gist, I try to make sure that the students will read or listen to the passage more than once, the first time at least for gist, listening or reading, and the second time it's with more detailed comprehension goals in mind, and then the third and final phase would be extracting from those reading or listening passages certain types of material which is useful for language work: it could be vocabulary, it could be structure, it could be a number of things.

RR: Do you see an increase, and I don't know how much you've gotten around Japan this time, in Japan or around the world in classroom teachers working with "macro-English" and the grammar of text, or perhaps working from an "analytic" viewpoint in the sense Wilkins uses it? It seems to be what gist listening is geared toward.

RO: I can't speak for Japan, really, because the only place I've been in Japan this time is here in Odawara. But in places like Spain and Argentina and almost everywhere I go, I notice one particular striking fact: that is that it seems to me in most classrooms throughout the world it's very rare for the teacher ever to go beyond the sentence level. You can't have much cohesion if you're only working at the sentence level all the time. And I don't see any evidence of teachers anywhere in the world seriously coming to grip with cohesion and coherence. I think even those words themselves probably fill most teachers full of fear: Cohesion and coherence? How can I possibly teach cohesion and coherence?

Again the answer is through teaching gist first of all, through later looking at some of the signals which suggest change, through some more specific work on linking devices in grammar, and sequential signals, and also through such simple devices as cutting a newspaper article up into different pieces and getting students to rearrange it. That's a very good cohesion and coherence device: Let students rearrange texts. You have to explain to them why they are doing it. I don't think you should use words like cohesion and coherence, not with the students at least. I don't see much evidence of that kind of exercise, except perhaps in some places in England, and at university level, and perhaps in the United States I think they're doing more and more of that.

It's become almost a kind of fad. Students yawn and say "Oh my God, we're going to do this again." I think that very often students don't understand the purpose of it. And it has to be made clear to them somehow, without using metalanguage like coherence and cohesion.

RR: Are you publishing anything which is aimed at this kind of skill development?

RO: Yes, there's a book I've just finished called *Kernel Three*. I hate to use the word "Kernel." I sometimes think that when I finally die and they bury me they'll say "Here lies a kernel of Kernel." or something like that. I'll never use the word again, or not as a title. But there is a book, *Kernel Three*, it's a new series out, *Kernel One*, *Kernel Two*, and *Kernel Three*. But it's really quite different from *Kernel Intermediate* and *Kernel Plus*. It's not a replacement, but an alternative to those two other books. And in these three books, particularly in the Two and Three, there's quite a lot of emphasis on coherence and cohesion, upon gist understanding, upon gist comprehension, upon a variety of other comprehension devices. One last thing, I would just like to say that from my own experience of learning languages, particularly for instance my experience recently of trying to learn Spanish (I haven't been very successful at it so far), that I don't think one can make any rigid distinctions sometimes between comprehension and production, except to say that, for instance.

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in Japanese schools. there is very little comprehension; if the teacher simply speaks, or drills all the time at sentence level, there's hardly any understanding at all. There's no basic understanding of why you should take fairly simple texts and simply read them, and use fairly ordinary comprehension strategies with a class. There should be far more emphasis on finding out what people do understand. The types of ordinary questions teachers use are probably far more important than any of the devices I've mentioned. What kind of questions can you develop. and foster comprehension through?

RR: By "the ordinary questions" you mean

RO: If you are dealing with a short text in class, a newspaper article, a headline, a news item which has been spoken on the news, a short dramatic scene. a conversation. what sort of

questions do you use as a teacher with that material? I'm going on the assumption that you won't simply use the questions in the book, because they're very roughly tuned, and you have to be more finely tuned in your questions, finely tuned to the particular class. How do you formulate the question, what reasons have you got for formulating the question you have, where does the question lead? If we just took that one area, What are questions for?, you have a very fascinating area for research. If you sit at the back of classes and watch teachers teach. you soon discover that there is a great variety of reasons for asking questions, the last of which is to find out whether somebody has understood somebody or not. Questions can be asked to direct attention to a particular part of the text. Questions are often used to find out whether somebody's paying attention at all. The way teachers ask questions is a very very critical skill. I think it's one which tends to be ignored.

WHO SAID ELEMENTARY AND ADVANCED STUDENTS CAN'T BE TAUGHT TOGETHER?

The story of an ESP simulation
using mixed-ability classes

By Tony Deamer, Kobe Steel

1) Background to the Course

Every summer Kobe Steel holds a four-week residential Intensive Course in English at its Nada Training Center for the Freshmen who joined the company the previous April. This course marks the end of their six-month induction program into the company, and immediately afterwards these Freshmen begin work in whatever section they have been assigned to.

This year the teachers of Kobe Steel's International Communication Program were asked to offer a course to 50 Freshmen. The Freshmen had majored in various subjects, but the majority were of a science bias and would eventually work in the Engineering or Construction Machinery Divisions of the company. In June and July each Freshman was given a short

interview by two teachers. who then graded the student on a scale ranging from 0 for an absolute beginner to 5 for a native speaker. This interview score reflects the students' oral communicative ability and is an adaptation of the well-known F.S.I. system.

2) Timetabling and Class Formation

Five classes of 10 students were formed, based on these interview scores. and these were taught for three hours every morning. In these classes, named A - E, the fairly uniform level of the English of the students allowed the two teachers who taught each group to plan programs emphasising language work suitable for each range of ability. For the afternoons of the last three weeks, however, it was decided that new classes should be formed containing students with widely different levels of English ability, as defined by their interview scores. These new classes would undertake a week-long guided-design¹ followed by a two-week simulation. and they were formed by taking two students from each of the morning classes. which we referred to as 'horizontal classes,' in order to create five afternoon groups, referred to as 'vertical classes,' which had a fairly equal average interview score. To achieve this similar avcrag interview score, each horizontal class was split up as is shown in the example below. The names of the students have been omitted for obvious reasons. and the vertical classes were named 1-5.

CLASS A

<i>Student Number</i>	<i>Interview Score</i>	<i>Vertical Class No.</i>
1	4.5	1
2	3.9	5
3	3.9	2
4	3.8	4
5	3.7	3
6	3.5	3
7	3.45	4
8	3.4	2
9	3.3	5
10	3.3	1

Thus, each vertical class had a fairly similar average interview score but contained students within a range from the most advanced at 4.5 to the most elementary at 0.8.

3) The Rationale behind the Vertical Grouping

Behind the formation of these vertical classes lay the thought that in a real-life Japanese work situation there are people whose English also ranges from the advanced to the elementary and that when these members of staff are called upon to use English of any kind, they must work together to arrive at the desired end-product in English, whether it be a written technical report, a business letter, a telex or an oral presentation at an international conference by one of a research team.

Although there is no doubting the value of the classification of students into groups, each of which contains students with a similar level of English ability, when one wishes to concentrate on specific linguistic items, the teachers at Nada wanted to find out whether, in certain circumstances and with certain aims in mind, classes formed of students with a wide range of ability could be taught together. People are, after all, a sum total of intelligence, personality, experience, and have widely different talents, strengths and weaknesses, so to see students entirely one-dimensionally in terms of their interview score or a label like 'elementary,' 'intermediate' or 'advanced' seems to suggest that these other aspects of the person are unimportant.

The teachers were to find out that the so-called 'lower-level' students were often able to perform linguistically equally, if not better, than their 'more advanced' classmates, and were certainly able to contribute equally in other areas of the group activities which we undertook with the classes.

4) How the Simulation was Organised

As already stated, the main activity of the course was 3 simulation over a two-week period. It consisted of a total of 30 hours made up of

three hours per afternoon. To add spice to the work a competitive element was introduced, and each group was asked to design an experiment which could fit into a canister of five cubic feet, as used in the American Space Shuttle Program. The rules of our competition were based on the real advertisements placed in various magazines by NASA and which welcomed experimental proposals from the public.

By the time the opening day of this simulation, which we named 'The Space Shuttle Get-away Special,' came along, the vertical classes had been together for six afternoons, and in this time they had worked on a guided design which simulated a visit by an American businessman to the Kobe office of Kobe Steel. It followed a sequence of situations of the kind that the students might encounter in their careers with the company when a visitor from abroad comes on a business trip to Japan. Apart from the obviously useful language generated in this work, the six-day period served as a warm-up for the main simulation and in this time a positive group-feeling was established.

Although a 'pure' simulation follows its own course entirely, in order to simulate a real working situation a schedule was prepared with guidelines as to the areas to be considered when a proposal is being developed and with various deadlines marking points where all of the five classes should be at the same stage in their work on their experiments. Blank forms were typed to fit in with this schedule so that the students had starting points for their various discussions in the many decision-making processes which were needed to crystallize their initial ideas. The schedule is outlined below, and the items in italics indicate not only a point in the schedule but also one of the blank-forms mentioned above or a handout prepared by the teachers, the contents of which are clear from the titles.

<i>Day number</i>	<i>Work for that particular afternoon</i>
1	Introduction to the simulation using a NASA video. Explanation of the <i>competition rules and the schedule for the simulation</i> . Examination of the <i>criteria for judging the simulation and suggested ideas for choosing the class proposal</i> . Choosing a class manager and discussion of the <i>manager's duties</i> . Students to think of one idea each as homework
2	Discussion of the students' ideas and selection of the class proposal. Managers to assign basic design tasks to group members using the <i>initial design check list</i> .
3	Review of the <i>budget form</i> and discussion of its application to the class experiment. Refinement of the class design and production of basic graphics.

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- 4 preparation of a two-page typed summary of the class proposal containing a preliminary budget. Choosing two spokesmen and a secretary for the press conference the following day.
- 5 Discussion of the four other classes' summaries and formulation of questions about these to be asked at the press conference. Taking part in the press conference and a post-mortem of the press conference to reconsider the class proposal in the light of any problems raised by the other classes.
- 6 Application of details of the class proposal to the *specifications and materials check lists*.
- 7 Application of the proposal to a process flow chart and the preparation of the initial outlines of the verbal and graphic elements of the final presentation.
- 8 Preparation of detailed material for the final day.
- 9 Full rehearsals for the presentations.
- 10 The final presentations and the awarding of the prizes to the winning group.

Thus, the students had a fairly rigid framework in which to put their ideas.

5) Classroom Roles

The two teachers assigned to each class worked closely with the group manager, who was either chosen by the class or by the teachers. On the first day he was given a clear list of his duties, and depending on his talents and leadership qualities, the teachers played a stronger or less important role in group decision-making and in the organization of the proposal. However, in all cases the students were allowed to develop their own ideas, and the teacher acted more in the role of a facilitator and a language resource.

In a real work situation, of course, Japanese is used, and some groups used Japanese when discussing complex details or major decisions, while others decided to try to express everything in English, either due to the prompting of the manager or the teachers. It was generally felt among the teachers that limited periods of 10 minutes could incorporate some Japanese, since this is how the students would work later within the company. However, as this was part of an intensive English course, the teachers had to balance simulating reality with their roles as teachers. The relief value of such short stretches of Japanese was also very important. It appeared, during long periods of often highly technical discussions in English.

As we had hoped, the students found a niche within the group for their own talents and knowledge, and these they adapted to their linguistic ability. Some used their artistic talents in the production of visuals, others used their knowledge of economics for accounting, while yet others were able to make use of subjects they had studied in high school or university. We made a rule that in the final presentation everybody in the group had to make some oral contribution, and this gave everyone the motivation to polish up their speciality within the class proposal. This they did to astonishing levels of competence, as will be described in the second part of this article to be published in the next *Newsletter*.

Many thanks to Mr. W. Harshbarger of Sumitomo Metals for permission to adapt his original idea to the needs of our course.



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VOTING PROCEDURES FOR 1984 NATIONAL OFFICERS

As provided in the JALT Constitution, the National Officer elections are being held by mail. A post-paid postcard ballot is included in this issue for your convenience. Joint and group members who receive only one postcard for two or more members may make xerox copies and mail them in a regular envelope.

All of the chapters were requested to submit a list of candidates. In addition, a postcard for nominating candidates was included in the September 1983 *JALT Newsletter*. The ballot includes the names of all those who were nominated and agreed to run for office.

As a result of changes in the JALT Constitution and Bylaws passed at the Annual Meeting during JALT '83, those elected to the offices of President, Treasurer, and Membership Chairperson will serve for two years (i.e., from January 1, 1984 through December 31, 1985) while those running for Vice President, Program Chairperson, Recording Secretary and Public Relations Chairperson will serve for only one year. Next year's elections will be only for the latter four positions.

Voting must be done in accordance with

the following guidelines:

1) All members of JALT paid up until or after October 31, 1983 are eligible to vote.

2) Votes must be received by the JALT Office no later than November 25, 1982.

3) Votes may be submitted in one of two ways:

a) By filling in the postcard ballot, including your name and chapter affiliation at the bottom and submitting the card through the mail "as is."

b) For those desiring a secret ballot, by enclosing the marked ballot (with the bottom portion blank) in an unmarked envelope, which is, in turn, placed in another envelope for mailing. Put your name, chapter and return address on the outer envelope and send it to the address given on the postcard.

4) The lower portion of all ballots will be removed after voter eligibility is ascertained and before the ballots are counted.

5) Ballots which fail to identify the voter either on the ballot itself or on an outer envelope will be deemed void.

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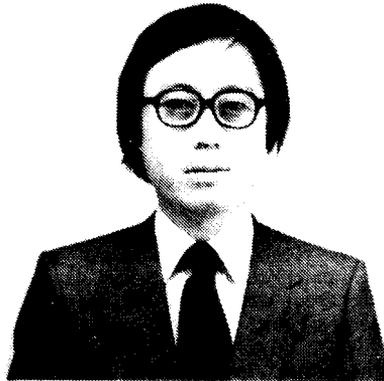
President

JIM WHITE (West Kansai) is an assistant professor and Director of the Audiovisual Center, Tezukayama Gakuin University, Osaka. A graduate of the University of Maryland, he received his M.A. in Audiovisual Education from the International Christian University, Tokyo, where he is now a Ph.D. candidate. He has lived in Japan off and on since 1955 and has been active in various academic associations both in the U.S. and Japan. The former include the International Division of the Association for Educational Technology and Communications and TESOL. The latter are the Japan Society for Audiovisual Education, the Japan Society for Educational Broadcasting, and the Language Laboratory Association of Japan. He also does translating from Japanese to English in the fields of education and educational technology. Joining JALT in early 1978, he was West Kansai chapter's program chairperson during 1980 and its president during 1981. He has served as President of JALT since January 1982.



(Tohoku, Kanto, West Kansai, Shikoku, Chugoku, Fukuoka)

tions at conferences both in Japan and abroad. He is a co-author of *An American Sampler*, *Enjoying America*, and various other EFL textbooks. He was Program Chairperson for the Kansai chapter of JALT in 1979, and is a founding member of the Kyoto chapter of JALT. He was JALT Program Chairperson in 1980 and has been JALT Vice President since 1981.



(Kanto, Shikoku)

DALE T. GRIFFIEE graduated from Baylor University with a B.A. in Philosophy. He was a member of the Institute of Cultural Affairs (an educational think-tank based in Chicago) for eight years. He is a charter member of the Tohoku chapter and was program chairman for three years. He is currently chairman of the Long-Range Planning Committee. He has made presentations in Taiwan, various JALT chapters, JALT '80 and JALT '81. He is especially interested in drama and Total Physical Response and is the author of *Listen and Act: Scenes for Language Learning*, Lingual House, 1982.

Vice President

KENJI KITAO received his M.A. and Ph.D. in TESL at the University of Kansas. He is an assistant professor at Doshisha University and teaches English there. He has taught Japanese to foreign students at Osaka University of Foreign Studies and Doshisha University. He is a member of various professional organizations, such as TESOL, ACTFL, NALLD, SIETAR, IRA, IATEFL, JACET, CAP, ELEC, JELES and LLA. He is a member of the advisory board of the Center for Intercultural Communication at Marquette University and of the Rules and Resolutions Committee of TESOL. He has published many papers and has made presenta-



(Tohoku, Chugoku, Fukuoka)

Treasurer

ALEDA KRAUSE graduated from the University of Michigan with a B.A. in German and an M.A. in Linguistics and TEFL, taught English and German in the U.S. for four years, has been teaching and doing teacher-training in Japan for four years, most recently with the Language Training Program at Sumitomo Metal Industries in Osaka. She has done presentations on teaching listening comprehension and the Total Physical Response Approach at LTIJ '79 and at various chapters around Japan. In West Kansai, she served on the executive committee for three years and was the Treasurer for one. She is presently the National Treasurer and was the Treasurer for JALT '82 and '83.



(Tohoku, Kanto, West Kansai, Shikoku, Chugoku, Fukuoka')

Membership

JIM KING is an English lecturer at Kyushu National University. He is 33 years old and has lived in Japan for almost three years. Joined JALT in 1982 and became Fukuoka Coordinator in 1983. Started teaching English as a Foreign Language 14 years ago while studying French at Sussex University, England. Obtained a post-graduate diploma from Kent University (1977). Career to date has been divided between TEFL, translating and writing. Prior to coming to Japan, worked as a technical translator for Shell in London and as an English instructor for the Saudi Arabian National Guard in Riyadh.



(Tohoku, Shikoku, Fukuoka)

KEIKO ABE graduated from Keio University with a B.A. in literature and studied at North Carolina State University. She has been teaching English and doing teacher training for many years, and is the owner/director of CALA - Cosmopolitan Academy of Language Arts. She has published an English song book for children and several books for Japanese English teachers. She is also co-founder of Women's International Society of English (WISE).



(Kanto)

Recording Sec.

JAN VISSCHER has a B.A. from McMaster University, Hamilton, Ontario. He has lived in Japan for 12 years, teaching at large corporations and at Kwansei Gakuin University. He was recording secretary and the commercial member liaison for the JALT '82 Conference, and was coordinator of the West Kansai chapter in 1980. He is National Recording Secretary for 1983.



(Tohoku, Kanto, West Kansai, Shikoku, Chugoku, Fukuoka)

Program

SHARI J. BERMAN became involved in JALT local committee activities as a member-at-large in Kanto in 1977. At that time she was an instructor at Sony LL and worked on establishing large school liaisons to increase membership. After an absence of three years during which she attended graduate school at The School for International Training in Brattleboro, Vermont.

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and taught at University of California Extension in Riverside and Berkeley, she returned to Tokyo to become Kanto chapter president. She has served as chapter head for three years and been National Program Chairperson for one year. At present Shari is doing freelance consulting, teacher training and teaching in Tokyo. She was the curriculum director and founder of Aoyama Language Academy and has founded the Japan Language Forum.



(Kanto, Shikoku. Chugoku)

three different TESOL conferences in 1977, 1978, and most recently at TESOL Hawaii this year. He was JALT National Recording Secretary in 1980 and Public Relations Chairman in 1981, 1982 and 1983



(Tohoku. Kanto)

N.B. The names indicated in parentheses at the end of each bio-data are the JALT chapters that have endorsed the nominees.

Publicity

ELSA VILLAMARIN graduated from Brooklyn College of the City University of New York with a B.A. in Romance Languages. After one year of an interpreter's course in the graduate school of the Institute of Foreign Studies in Monterey, California, she came to Japan with the intention of learning Japanese. Her interests have shifted from interpreting to cross-cultural and Japanese studies as well as teaching English as a foreign language. She has taught English for the last nine years and been a member of JALT for the last five. In 1983 she was program chairman for the West Kansai chapter.



(West Kansai)

KOHEI TAKUBO is General Manager of Education and Director of the Board, NEC Culture Center, Ltd. Before his present position, he served as general manager of NEC Language Study Center for nine years. He presented papers at

EXCOM MEETS AT JALT '83 Journal Goes Semi-Annual; Kobe Chapter Recognized

With meager amounts of coffee to keep their eyes open, the JALT Executive Committee met at 8 a.m. on Saturday, September 24, at Nagoya Shoka Daigaku for their fourth quarterly meeting for this year. The meeting was well attended with the entire Executive Committee, the chairpersons of all committees and all but two of the chapter heads (Hokkaido and Okayama) present.

Several important matters were considered at the meeting, some of which will have a direct effect on the membership:

1) The *JALT Journal* will be published semi-annually, a move which has long been advocated by the *Journal* editors. The Spring issue will carry commercial advertising in order to partially defray the cost of printing.

3) JALT's 14th chapter, Kobe, was recognized. The following members have agreed to serve as a pro-term committee until formal elections are held at the end of the year

Coordinator	Jan Visscher
Facilities	Kenji Inukai
Membership	Taeko Yokaichiya
Programs	Kevin Monahan
Publicity	Jan Visscher
Treasurer	Sandra Kaplan-Utting

The chapter had 33 members at the time of its recognition.

3) The recipients for this year's "JALT Grants for Research and Materials Development" were determined. Three separate projects will

receive support: 1) "English for Technology and Engineering Students" proposed by Linda Donan (Osaka Sangyo University); 2) "Composition Feedback & Analysis" by Steven Ross (Baika Junior College), Ian Shortreed (Kansai University of Foreign Studies) and Thomas Robb (Kyoto Sangyo University); and 3) "Typical Errors by Japanese Students" by Jim King (Nakamura Gakuen).

4) Appointments to the JALT '84 Organizing Committee were confirmed as follows: Julian Banford - Conference Chair, Carol Hansen - Programs, Prof. Junichi Igarashi - Facilities, Aleda Krause - Treasurer, Marc Heglesen - International Publicity, and Steve Brown - Handbook editor.

ANNUAL BUSINESS MEETING HELD

The JALT Annual Business Meeting was held in conjunction with JALT '83 on Saturday, September 24, from 5:30 to 6:30 p.m. This year's meeting was a bit more relaxed than those of the past with only two major items on the agenda.

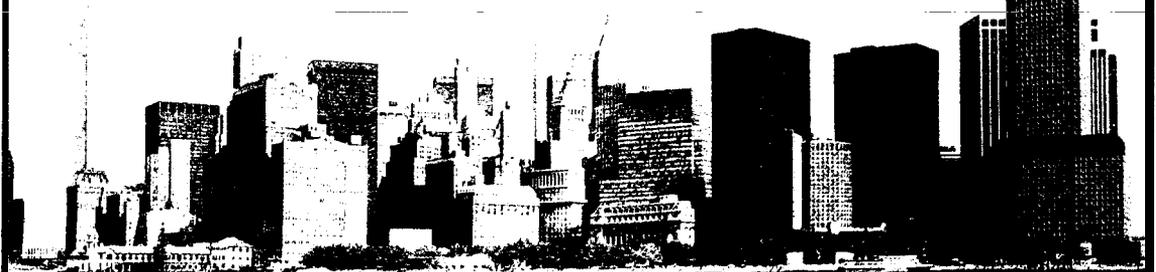
The first item of business was to rename the office of "Membership Chairperson" to "Membership Promotion Chairperson" and to redefine the duties so that all administrative aspects of the job were removed, since these are now carried out by the JALT Central Office. After a short discussion, it was decided to allow the name of the position to remain as "Membership Chairperson" but to redefine the duties, as outlined in Article II, Section 6 of the Bylaws, to read "The Membership Chairperson shall be actively involved in forming new chapters, arranging special publicity and assisting chapters in membership drives."

As the second item of business, the terms of the Executive Committee officers were extended to two years from the current one with "the President, Treasurer and Membership Chairperson to be elected in odd-numbered years to begin service in even-numbered years, and the Vice President, Program Chairperson, Recording Secretary and Public Relations Chairperson being elected in even-numbered years to begin service in odd-numbered years." In accordance with this motion the officers elected this November in the second group above will serve for only one year, while the others will serve for two.

In addition to the above, the officers each gave brief reports. Please see the December *Newsletter* for complete details.

BACKGROUND TO NEW YORK

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opinion

The *Newsletter* editors invite serious responses to the following article.

THE USE OF THE VERNACULAR IN FOREIGN LANGUAGE CLASSROOMS IN JAPAN

By Michael Redfield, Manabi Language Institute

Throughout the recorded history of the teaching of foreign languages, there have always been arguments both for and against the use of the students' native language in the classroom. The venerable Grammar Translation Method had the use of the students' native language at its very core, while the Direct Method banned its use entirely. Even today, in many parts of the world, the controversy goes on. Some say not to use it at all, that "after all, children learn without the benefit of translation." Others advocate its judicious use, especially in the teaching of vocabulary and listening comprehension.

In Japan, however, the matter seems to have been decided, at least as it pertains to foreign instructors. "Use only English (or Spanish or French or German or what have you)" we are often told, when talking to students both in and outside of class. Well-known schools like ECC, ELS and LIOJ have adapted this "English Only" policy, as have most of the universities. The thesis of this article is that an "English Only" policy is mistaken, and that the judicious use of Japanese, and better yet, local dialect, when talking to students, both in and outside of class, can be of great benefit in student learning.

It seems to me, as a foreign instructor in Japan, that 'breaking the ice' with a new class is about the hardest thing to accomplish. It is also the most important, at least if the teaching/learning of communicative strategies is the main goal of your course. If students will not communicate with fellow students or with you, then it is difficult to reasonably expect them to communicate with outsiders. We all have our pet techniques we use to create that all important classroom atmosphere, some of which seem to work better than others in Japan. One of the most effective that I have seen, both in my own teaching and in that of others I have observed, is the judicious use of the vernacular with the students. I am referring especially to lower level classes (beginning, elementary, pre-intermediate, or whatever you prefer to call them), almost

regardless of the age level and motivation of the students.

When a foreigner first walks into a class, be it at the start of a term or as a substitute, it is as if he were walking into a wall. The class is probably tense, and so is the teacher. We foreigners are still a bit strange here, and no one knows quite what to expect, least of all the students. Those first few minutes (days?) seem to go very slowly. We immediately go into our fixed routines, trying to establish "control" over the class, and to get things going. Even though our Japanese students are very obedient, they do not seem to go beyond our explicit instructions. A "spark" seems to be missing, and we cannot seem to get the students to go beyond the book, to take the initiative. We have not, in other words, broken the ice.

If this is frustrating to you, the teacher, think how it must be to the students. Doing manipulative drills, like minimal pair, substitution, and transformation drills, memorizing dialogs, or taking part in controlled communication exercises are very good, and in fact quite necessary, but our students are human beings too, and they have things that they want to say, to you and to each other, and they have needs and desires that need to be fulfilled. Here they have this "fascinating" foreigner right in front of them, perhaps for the first time in their lives, and they cannot communicate with him/her.

You as the teacher of course know this. You have probably felt the same way yourself in your daily life in Japan. You know that if you could only get the students going, class would be so much better, both for the students and for yourself. And yet your employer insists that you not use the only tool that you have available to you to communicate with your students, to win them over to your side, to break the ice: the Japanese language.

In order to have a humanistic classroom, which is the kind I am advocating here, a classroom where "people say things that they want to say, to whom they want to say it, and when they want to say it" (a paraphrase from Earl Stevick), you as the teacher first have to know your individual students, and they have to know each other. The most efficient way to go about this, it seems to me, is for you the teacher to speak to the students in their own language. Only when they understand that you too are a person, and that you are capable of understanding their own needs and wants, will they open up, and, in opening up, create that kind of friendly classroom atmosphere you need in order to be successful in your teaching. If you can do this through the use of the target language exclusively, more power to you, but many of us cannot, at least in the time period given us, and so we would like to be able to use Japanese.

By Japanese, going one step further. I do not mean the "book" Japanese so often taught to foreigners, the slightly stilted formal Japanese we are taught so as not to offend strangers on the street. Rather I am talking about informal, colloquial, local Japanese, the kind your students use with each other. Littlewood says "(L)anguage can help determine the social atmosphere of the situation. For example, the level of formality of the teacher-pupil relationship can be greatly affected by the level of formality of the teacher's language. In general, the use of informal speech not only reflects but also accelerates the development of personal relationships." (*Communicative Language Teaching*, Cambridge, 1981) Since our lower level students cannot be expected to understand our attempts at using informal English, we should turn to informal Japanese instead.

I am not, of course, advocating teaching the actual class in Japanese: far from it. All I am saying is that if you find that you are having trouble breaking the ice with a class, try using Japanese with the students in the halls, or on break, or before and after class. Teach the class

using your tried and tested techniques, which certainly include using English most of the time, and especially for communication. Let the students know, by your use of local Japanese on an informal level, that you are, as far as possible, one of them, and that you understand their problems and frustrations, but keep its use to a bare minimum in the actual classroom.

For those of you who find that you do not need Japanese in order to carry out the kind of class you want, you are in the best of all possible situations. For those of you foreigners who have not learned Japanese or who do not want to, you will have to come up with strategies of your own. But for those of you who can speak Japanese but have not been doing so with your classes, talk to your colleagues and supervisors about it, and, if possible, give it a try the next time you face a new class. If you find, like I have, that the judicious use of Japanese helps to create a good classroom atmosphere, then you can add this technique to your repertoire. You might find that your classes are more fun, and your students more real, and interesting, than you had thought.

APPROACHES TO COMMUNICATIVE TEACHING METHODOLOGY

Presented by Chris Brumfit

Reviewed by Virginia LoCastro

On Saturday, August 20th, some forty Japanese and English-speaking specialists and academics from several sectors of the language teaching field in Japan attended a workshop at the British Council in Tokyo presented by Chris Brumfit and Robert O'Neill on "Communicative Teaching Methodology - The Theory and Practice."



Chris Brumfit is currently Reader in Education, with reference to English for Speakers of Other Languages, at the University of London Institute of Education. He has taught in primary and secondary schools in Britain and Africa and

has spent periods of several months working in India, China and Canada. His publications are numerous, the most recent being *English for International Communication*, Pergamon Press, 1982.

His expertise in the theory and practice of TESOL enabled him to present to the participants of the workshop a "map" of the current situation of "Approaches to Communicative Teaching Methodology," during the morning session.

Brumfit began his talk by citing an early article of his in which he wrote about the 'death' of language teaching. His real intent was to emphasize the change in attitudes over the last few years to the extent of looking with increased clarity at the social aspects of language. We can no longer think of language as a closed system, but rather as a social phenomenon.

One possible reason for ignoring the social dimensions of language is that a lot of the teaching of English is done by instructors from countries such as England and America, where most people are monolingual. It has been estimated recently that about 70% of the people in the world grow up knowing more than one language. In East Africa, for example, a child may know the local dialect, the language of the family, and Swahili, and will code-switch between the three with ease, depending on the situation.

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The identification of language as a social phenomenon leads to questions about Dell Hymes' adoption of the phrase 'communicative competence,' defined as the "rules of use without which the rules of grammar are useless." Brumfit pointed out, however, that even the rules of use may vary according to the situation: he himself found that when he was in a Greyhound bus station somewhere in the U.S.? he was incompetent as a speaker of English for he did not know the local rules of use.

Another topic related to the communicative approach is that of second language acquisition research. Much of the research links second language acquisition to first language acquisition and there is the idea that the classroom should attempt to duplicate the FLA situation. But there is no classroom in the world that can do that. Most people do not go to a classroom to do anything "real," but rather to get something to take for use elsewhere. It is only teachers, in Brumfit's opinion, who go to classrooms to do something "real."

Thus Brumfit cautioned the participants not to take a dogmatic approach as, first of all, there is no one answer, and, secondly, language learning is tied to our personal perceptions, to what's going on in the minds of the learners, all of which is totally beyond the teacher's ability to know and/or understand.

There are only *three* essential elements that seem to influence language learning: (1) contact with the language, (2) motivation to exploit that contact, and (3) the ability and opportunities to exploit the contact. All other variables in the language learning situation may vary.

Brumfit then went on to talk briefly about syllabuses, organizing language learning points according to notions and functions,¹ and then about others called "process syllabuses," composed of items to be learned that are negotiated by those involved. This latter form of syllabus

is particularly for more advanced students when it is difficult to specify neatly what someone needs to learn.

As far as methods go, Brumfit also cited the "humanistic approaches" to language teaching, commenting that, unlike most traditional approaches, the Silent Way, Suggestopedia and Counseling Learning approaches focus on the internal characteristics of learners. He does feel, nevertheless, that most language teaching is inherently "humanistic."

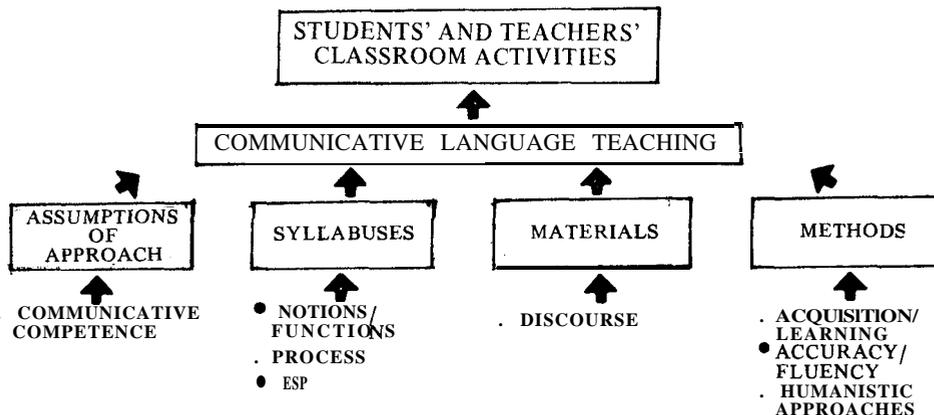
His next comments were about Stephen Krashen's acquisition vs. learning distinction, which he feels is dangerous.² If Krashen is right, then all language teaching systems over the last two thousand years or more have been wrong! Nevertheless, Brumfit does see something useful in the distinction, i.e., that there is a difference between what we do consciously and what we do unconsciously.

In his own work, Brumfit has used this distinction in speaking 'about fluency vs. accuracy. Accuracy, itself a relative term, as it is based on the social judgment of the particular speech community is related to "getting the tokens of the language." Fluency training involves internalizing the tokens, which is closer to what develops through natural language use in a total immersion situation. The classroom can be the locus for both types of training.

The reason therefore that language *teaching* may be dying is that language *learning* is growing - assisted by the teacher.

The discussion session that followed with Brumfit and a small group of participants was also fruitful. Several points were brought up.

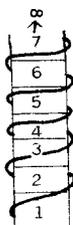
First of all, if we want to consider fluency training as a major aspect of ELT, then there are direct implications for non-native speaker instructors. Otherwise, there are no forbidden activities when it comes to using the communicative approach which, he reminded us, is not a method but a different way of looking at lan-



guage. So even drilling can be a 'prc -communicative technique.

Secondly, to consider using the communicative approach, however, the objectives of ELT have to be in line with it. Several of the Japanese teachers of English present explained that one big problem is that there is no agreement on objectives. In Japan, English is taught (a) as an academic subject, (b) as a window on the world, (c) for communicative purposes and/or (d) as a foundation for some future needs.

Lastly, Brumfit explained his concept of language learning.



The ladder represents the systematized aspects of language: grammar, phonology, morphosyntax, etc. The spiral signifies the "extras": culture, literature, functions/notions/situations, i.e., anything to exemplify the realizations of the structure. These aspects "flesh out" the basic structure, although there is no intrinsic ordering *per se* in their order of presentation.

"YOU SHOULDN'T BELIEVE ANYTHING I SAY"

Presented by John Fanselow

Reviewed by Walter Carroll

This is just one of the provocative statements from John Fanselow at JALT's Summer Institute, which took place in Tokyo July 31 and August 1 and 2. This followed his presentation at the July Kanto chapter meeting, where the message was essentially the same, Dr. Fanselow, of Columbia University, reminded me of one of my junior high school teachers, who always said "Don't do as I do, do as I say." For Fanselow, the dictum should be turned on its head. Do as he says and does.

Dr. Fanselow is an advocate of alternatives, of looking at many different ways of teaching. We is not an advocate of making judgments. The focus of his presentations was getting teachers to look at their own teaching in new ways and provoking them to try alternatives, not because they are necessarily better, but because teachers will then have the chance to see what happens.

This is what he said. It is also what he did. During the three days of presentations, Dr. Fanselow was constantly giving his audience his "students" unpredictable tasks. He was constantly providing new challenges, especially by breaking the total group into smaller sub-groups, each with its own challenging tasks to examine their own ways of teaching. And at every turn, he stood things on their heads, getting teachers to take a new view of what happens

Brumfit further explained that it was not until 1970, with the publication of Robert O'Neill's *English in Situations*, when English was perhaps first viewed as a second and not merely a foreign language, that this development of including the "extras" took place.

As necessary as syllabuses and materials are, they are essentially static, written documents and therefore cannot solve the problems of teaching language as communication. The solution is in methodology and that is the focus of Brumfit's forthcoming book with Cambridge University Press in 1984, *The Bases of a Communicative Methodology in Language Teaching*.

For more information on notional/functional syllabuses, the readers are referred to *Eigo Kyoiku*, Oct. 1, 1983, Vol XXXII, No. 8.

For the background to this argument, see *Principles and Practice in Second Language Acquisition and Second Language Acquisition and Second Language Learning*, both published by Pergamon. A recent publication, *The Natural Approach: Language Acquisition in the Classroom*, was reviewed in *JALT Newsletter*, October, 1983.

in the classroom, reducing their impressions to very specific language, or to technical terms which will give us distance enough from our own involvement to remove embarrassment about looking at ourselves.

Students, too, gain a certain distance from themselves under Fanselow's tutelage. Each of the participants at the institute was given a 3x5 card as a name tag, but what went on the cards was not necessarily our names. We were identified by our favorite authors, favorite songs, etc. The categories are endless, and there is always something new to be learned from the others in the class (someone shares your taste in books; someone has an exotic hobby; someone else knows about something everyone else is interested in). This kind of peripheral learning is one of many ways of bringing in the outside-world, of making the classroom a little less of a separate, special place unrelated to what's out there.

It is also a way of bringing home the fact that earning a foreign language is not necessarily a case of memorization. A common sight in Tokyo is someone on the subway silently flipping through cards with an English word on one side and its translation on the other. In this way, students build their vocabularies. Or that's what they think they're doing. To illustrate the dangers of this, Dr. Fanselow asks participants to think of the kanji for the English word "run." And then to think of the sentence "The Thames runs through London." Or, since the song title "Fly Me to the Moon" appeared on one of those 3x5 cards, to try translating that. Words have a whole range of meanings and an even wider range of associations. Exposure to those associations is one way of helping along unconscious learning.

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And exposure to, say, the romantic associations with the moon will help those attempting to interpret the nonliteral meaning of the song title. Students should be especially mindful that their cards with translations or definitions can be accurate or inaccurate, but associations will simply exist.

Thus, learning words taken out of context is meaningless. So is trying to read something word for word, or to repeat something word for word. Far more important is to repeat the sense of something, breaking a sentence into meaningful chunks. If students, when reading a passage, look at a sense unit then look up and say that portion of the sentence, they will have gained far more than simply reading each word. And Dr. Fanselow would applaud a paraphrase which shows that the student is actually processing the thought in the passage instead of just repeating it.

He would probably applaud anything which would get students and teachers to look at their activities in a new way: to contrast, for instance, the activities designed and structured by teachers for classroom instruction, and the way that we do similar things outside – reading or listening

for information or pleasure rather than to practice those skills, and on topics of our own choosing rather than those dictated by teacher or text. Or to look at the ways we communicate: who are the sources and targets of the communication (teacher, student or other)? what is the purpose of the communication (structuring the situation, soliciting a response from someone, responding to the solicit, or reaction)? what is the medium of communication (verbal, nonverbal, or gestures)? And to try new ways of teaching.

This takes resourcefulness, of course. And alertness, a willingness to experiment, and a lack of self-consciousness, since one must be willing to make a fool of oneself. Mostly it requires a recognition that there is no limit on the number of ways that people learn. Students will learn even from the most despised of outdated methods; the activities which will inspire some sort of learning are uncountable, and as teachers we should be trying out as many of them as we possibly can. If we manage to do that, we will be following in the footsteps of Dr. Fanselow who certainly seems to believe another of his own statements: "If you have a problem, try switching media."

PSYCHOLOGICAL BARRIERS

Text and photos by Martin E. Pauly

"All of the students *should* be listening all the time."

"Don't feel guilty about feeling good (or bad) about your teaching."

"They were excellent teachers but they were burned out."

'What's wrong with being satisfied with yourself and your teaching?'

"It's hard to admit that I'm not always 'super-teacher.' "

'We're not perfect people.'

"Sometimes we're too hard on ourselves."

These are some comments from a workshop on Teacher Effectiveness Training by Alice Bratton at the JALT Summer Institute. Entitled 'But it won't work in my class. . . Overcoming the Psychological Barriers that Keep Teachers from Being Innovative,' the presentation forced all present to take a good look at their own teaching; not at techniques and methodologies, but at things more basic, the attitudes we carry into and out of the classroom and the feelings we have about ourselves as teachers.

In a short introduction we were told that one of the aims of the workshop was to reassure each other by talking openly and by giving and receiving feedback because. . ."as I'm sure everybody knows, if they're halfway honest with themselves, teaching can be very frustrating at times."

Ms Bratton then had us close our eyes as she guided us through relaxation exercises. With our eyes still closed, we were told to imagine ourselves in a classroom situation and to think about a class (real or imaginary) that was going very very well. We were instructed to notice everything in the scene ~ the walls, the students, and, most importantly, to think about how we were feeling in that situation. Then, while still in the same relaxed state, we were told to change our focus and to imagine a class where everything was going wrong.

After opening our eyes, we paired off and told our partners about our classes, before returning to the circle. The ensuing discussion brought out many of the comments which are at the head of this review – as feedback from either the participants or from Ms Bratton. The bad classes, and the ways they were coped with, were the most interesting to hear about. My partner related how she threw her entire class out. She couldn't walk out herself because it was her own home.

At this point we were asked to list ten characteristics of a good student (e.g., A good student is motivated. . .) and ten characteristics of a good teacher. The discussion of these lists actually became a little excited.

"A good student should be talkative and open."

"Yes, but he should be quiet sometimes."

"A good teacher should be strict."



"No, kindness and understanding are more important."

JALT UnderCover

BEYOND LANGUAGE: INTERCULTURAL COMMUNICATION FOR ENGLISH AS A SECOND LANGUAGE. Deena R. Levine and Mara B. Adelman. Prentice-Hall, 1982. 223pp.

Reviewed by A. Rise Nakagawa,
OTC, Inc. (Osaka)

The first word that comes to mind when looking through this textbook is "interesting. For a change, here is a book with contents that are interesting reading, even for the instructor. *Beyond Language* is obviously well thought out, with good exercises to go along with the reading passages

According to the authors, the goals of this text are: "(1) to present aspects of American culture using reading passages; (2) to provide a context for reading and vocabulary development. (3) to stimulate discussions about culture based on the readings and conversational activities; (4) to assist students' adjustment to life in the United States; and (5) to encourage an appreciation of cultural diversity and the process of intercultural communication. All too many of the texts on the market set lofty goals but fail to live up to them. *Beyond Language* however, does succeed in doing what the authors set out to do.

Ms Bratton stopped us. "Do you hear all the 'shoulds'?" She pointed out that we too often expect the ideal. I looked down at my own list. My good perfect student was quiet, attentive and well-behaved yet responsive, active, and talkative.

What does this all add up to in terms of the reality of the classroom? When things don't go perfectly we often become frustrated and blame the imperfect student or ourselves, the imperfect teacher. We can either deal with, and free ourselves from, these idealistic beliefs, or mask them, or continue blaming, or burn out.

Ms Bratton was quite good at eliciting comments from the group and one comment which summarizes the feeling of the workshop was offered by one participant about his classroom philosophy. "I taught a good class today. Let's go out and celebrate. The class bombed but I did my best. I gave it my best shot. Let's go out and celebrate anyway."

Just what does this text do? As for "presenting aspects of American culture using reading passages, each passage covers a broad range of American culture, language, customs, mores, and other related aspects of communication. Generalizations are made, but ones that Americans who read these passages can accept; stereotypes are avoided. The chapter titles cover specific areas such as *verbal patterns, non-verbal communication, personal relationships, work values, time and space patterns*, etc. There are ten chapters, each chapter including a lengthy reading passage (broken down into numbered paragraphs) at an advanced level, plus exercises. According to the teachers' notes, this book contains one to two (American college) semesters of material, indicating quite a few classroom hours of work.

Vocabulary building is stressed throughout, with vocabulary lists plus numerous vocabulary-based exercises focusing on synonyms or definitions, completion and matching exercises, and student-generated exercises such as having the students make up their own sentences using specific vocabulary. The vocabulary includes idioms, colloquialisms and conversational gambits as well as simply "hard" words.

Conversational stimuli are presented in quite a variety of exercises, with a note from the authors suggesting that these exercises be adapted, changed somewhat, or omitted, depending on the students' backgrounds and needs. A lot of the exercises are planned based on a multinational/ethnic class, but alternatives are usually presented for classes with the majority or all of the students coming from the same country. These activities range from pair work to written

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composition, including a smorgasbord of exercises such as role playing, reporting, problem solving, case studies, and so on. This variety of exercises alone makes this a much-appreciated text. Even the best of classroom activities can get stale when used week after week. This is one problem the teacher can avoid by using this book.

The fourth of the authors' goals, however, may indicate a potential problem for teachers using this book in Japan. To "assist students' adjustment to life in the United States" means just what it says. In other words, this book was actually planned for use in the U.S. More specifically, it was designed to be used in college-level courses in the U.S. It is, of course, possible to use this book in Japan, but both the students' and teachers' roles are greater. Japanese students may not have had opportunities to observe many of the points mentioned in the readings, which means that the teacher may have to spend extra time explaining things that could be easily pointed out were the students to be studying in the U.S. rather than in Japan. In conjunction with this, the teacher should preferably be from the U.S. A non-American teacher may have as hard a time as the students in understanding certain points. For a Japanese teacher of English to use this book, he/she should have lived in the U.S. for at least several years.

As mentioned already, this text is at the advanced level - in this case, perhaps more advanced than many of the purportedly "advanced" classes in Japan. It is doubtful whether very many Japanese college-level students would be able to handle this material with any degree of competence. Some of the adult English classes, such as those held at various companies, may be advanced enough to handle it, but the material would then require some adaptation. Many of the exercises refer specifically to American campus settings, which probably would not be of much interest or practical value to the average businessperson-student. For example, in the unit on verbal patterns, the students are supposed to make dialogues to practice giving definite and indefinite invitations in situations such as these: "Two casual friends passing each other in the *school cafeteria*, "Two *instructors* who are interested in each other's work," "A *professor* who invites a former *student* to his office for a visit," etc. (Italics added.) Obviously, the teacher could suggest changes such as school cafeteria-company cafeteria, instructors-bosses, etc. These changes, however, in no way detract from the appeal of the book; they just indicate that the teacher has to prepare carefully, keeping in mind the students' needs, which should be done anyway with *any* book for classroom use.

In order to help the students derive benefit from this material, the authors have conveniently defined terms which must be understood by the students before undertaking the readings and exercises. These definitions, on the "To the Student" page, include clear explanations of *intercultural communication, culture, communi-*

cation, and American. The authors prepared this material so as to be useful for students from a variety of cultures, so explanations are not biased in the direction of European students' awareness (as are many British texts), nor are they founded on the cultural knowledge of students primarily from Spanish-speaking countries as are many of the ESL texts published for use in the U.S.

This is definitely a "thinking" text; students cannot just read and respond by rote. The comprehension questions following the readings include factual questions, summary questions, and implication/inference questions. The vocabulary exercises, as mentioned previously, include student-generating sentence formulation, etc., and the conversational activities range from individual to pair to group work. The amount of student preparation necessary will depend partly on just how advanced the students' levels are and partly on their previous exposure to American culture and lifestyles. (Even students who have lived in the U.S. -will need to read through and study the material carefully.) Certain parts of the material can be done on an impromptu basis, giving the students time in class to read and prepare: however, to fully benefit from this material including active conversation/discussion based on the contents, a certain amount of pre-class preparation is indicated, especially since the students may need to check their dictionaries for certain vocabulary items and to think through what they have read. Since one chapter will normally cover several class sessions, review before each session is needed to refresh the students' memories, including students' self-review at home as well as a short review in the classroom before going on to the next part of the lesson.

A word of caution: these chapters should not be taken out of order; they are systematically graded, with the first chapters being much easier than those near the end, gradually increasing in complexity of contents and degree of conceptual abstraction, deeper cultural awareness, etc.

All in all, this is one of the better texts to make its way to Japan in recent years. The reading passages or the exercises alone would make it a text worth considering for classroom use - *if* the students are truly at an advanced level, *and if* the teacher is either an American or has spent a considerable length of time in the U.S.

DRAMA TECHNIQUES IN LANGUAGE LEARNING, 2nd ed. Alan Maley and Alan Duff. Cambridge: Cambridge University Press, 1982. 234 pp.

Reviewed by Walter Carroll

For those readers who are scratching their heads and saying "But didn't I see a review of this just a couple of months ago?" the answer is "Yes, but. . ." Yes, indeed, the June *Newsletter* included a review by Patrick Buckheister (Buckheister, 1983). But that was before the Second Edition.

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That earlier review discusses the uses of dramatic techniques in the classroom, calling *Drama Techniques in Language Learning* "a teachers' handbook that furnishes the teacher with a compendium of clear, brief dramatic activities that can be used singly or combined, making a greater diversity of communication situations available." These activities were broken down into three general categories: observation, interpretation, and interaction. These categories are similar to those used in the training of actors, who learn first to note in detail the people and things around them, then to "interpret" them ---sometimes mimicking what they have observed, but more often filtering that observation through their own experience in order to come up with something original -- and to work in common with other actors to create scenes.

And just as a great deal of an actor's training deals not with direct use of language, but with training in communication both verbally and nonverbally, the techniques in *Drama Techniques in Language Learning* stress the communicative skills in ways which allow learners to use whatever language ability they have, and thus are frequently adaptable to various levels of proficiency.

Buckheister (1983) sums up his review thus:

"What is perhaps unique about. . . *Drama Techniques in Language Learning* is [its] potential to awaken both teachers and students to dramatic activity as a constructive, enjoyable process that results in personalized and creative language use almost immediately." (p. 30)

I have been using *Drama Techniques in Language Learning* in the classroom for about two years: and have found this to be quite true. It has been a remarkable source of ideas and activities both to reinforce particular teaching points and to build up for the students' communicative strategies. As with any other text, though, I found certain activities that worked better than others, some which worked best if modified, and some which inspired another approach.

Maley and Duff, of course, have gone through the same process, refining, extending and developing their ideas, and the result is this Second Edition, a book more than twice the size of its predecessor. Many of the original activities have been retained -- with any modifications they have acquired -- but there are an additional 150 new activities, and a new organizational structure. This time there are five categories (but definitions are loose, and many activities would overlap two or more of these) as well as a cross-referencing system, to suggest other activities which are related in intent, content, or style. This cross-referencing allows the teacher to select a whole range of activities suitable for a particular purpose.

Each activity is thoroughly described, and in a remarks section the authors comment on appropriate levels, the reasoning behind the activity, and -- very important -- their suggestions for strategies which will make them work best. For many activities there are suggestions adapting them to learners at different levels of proficiency.

A very useful reference section on language needs which show up in the activities has been expanded. In planning to use these activities, teachers will be trying to predict what pieces of the language students will need in order to carry them out; in this section is a very handy list of the functions and expressions which are likely to occur.

The new categories do not really replace the old ones; the names *Observation* and *Interpretation* still exist, though some activities have been switched about and others added. The new lineup of sections will prove very useful in deciding what the emphasis of a particular activity should be and how it can fit into a lesson plan. The first is *Introduction and warming-up*, which contains almost 70 different activities to bring a group into harmony and prepare it for the tasks which will be asked of it. The cross-referencing here is especially helpful, since many of the more complex activities can be linked to a simpler warm-up. A whole series of non-verbal warm-ups is included, which may seem odd in a language class, but these are very powerful tools in teaching the class to work with one another, to trust each other, to concentrate and to cooperate, as well as breaking down inhibitions about expressing themselves. Many of the group activities emphasize development of trust and cooperation which are vital for the verbal interactions which come later. Warm-up activities serve to wake up a sleepy class as well, and there is also a series to cool down an over-excited one.

Many of the activities from the *Interpretation* section of the First Edition has been transmogrified into the new *Creation and invention* section. This section concentrates on transforming real things into imaginary ones. A few more "real" things have been added: sounds, drawings, photographs and other props.

A completely new section is the one on *Word-play*. Just as children delight in playfully exploring the new world of language they are coming into, learners of foreign languages at all levels use play to experiment and discover the potentials of the sound and sense and variety available to language users.

Problem-solving is a section which gives students practice in using the language for some other purpose. Here the task is the focus of concentration, and to the student the language used is only secondary. It thus reduces the tendency to self-monitoring, and hesitating for fear of making a mistake. Practice in the language becomes unconscious, and probably more effective.

Finally, there is a new section on *The use of literary texts, poems and songs*. This use is not in the sense of an academic study of the texts, nor is it the rote memorization of a piece to be spouted on cue or for a recitation contest. Rather, these texts are used to suggest new ideas, as jumping-off places for the dramatization of the students' own ideas. This might seem to be suitable only for students whose language capabilities are quite advanced, but even elementary students can produce "computer poems" by changing the order of words in a familiar saying or random line of prose. A number of others are appropriate at various levels.

Looking at the cover of *Drama Techniques in Language Learning*, the only clue to the difference is the words "New Addition" on the front. There is no dramatic hype like on boxes of detergent. But if there were hype it would be deserved. What once was a singularly useful resource for activities that bring the language – and language learners -- alive has now become a fountain of ideas to inspire the language teacher.

Reference

Buckheister, Patrick E. 1983. Review of *Drama Techniques in Language Learning and Skits in English*. *JALT Newsletter*, 7:6. 27-30.

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)
 *Brims. *Camden Level Crossing* (a boxed set of simulation materials). Arnold, 1982.
 Ladousse. *Personally Speaking: Quizzes and Questionnaires for Fluency Practice*. Cambridge, 1983. (Oct. 83)

TEACHER PREPARATION MATERIALS/ OTHER

*Appel et al. *Progression im Fremdsprachenunterricht*. Julius Groos Verlag. 1983.
 Holden (ed.). *New ELT Ideas: 1982 Bologna Conference*. Modern English Publications. 1983. (Aug. 83)
 *Johnson & Morrow (eds.). *Functional Materials and the Classroom Teacher: Some Background Issues*. Modern English Publications. 1983.
 Pereira (ed.). *Japalish Review 4*. Seika University. 1983. (Sep. 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)

*Wharton. *Jobs in Japan: The Complete Guide to Living and Working in the Land of Rising Opportunity*. Global Press, 1983.

The *JALT Newsletter* also welcomes well-written reviews of other appropriate books or materials not listed above, but please contact the book review co-editors in advance for guidelines. Japanese is the appropriate language for reviews of books published in Japanese. All requests for review copies or writer's guidelines should be in writing, addressed to Jim Swan and Masayo Yamamoto, Shin-Ohmiya Green Heights I-402, Shibatsuji-cho 3-9-40, Nara 630.

NOTICE: Unless the following books (all copyrighted in 1982 or earlier) are requested for reviewing, the Newsletter will dispose of them after 31 December:

Brieger et al. *Business Contacts*. Arnold, 1981. (July 83)
 Comfort et al. *Basic Technical English* (Student's book, Teacher's book). Oxford, 1982. (July 83)
 Molinsky & Bliss. *Line by Line*, books 1 A and 1B. Prentice-Hall. 1982. (Aug. 83)
 Kinsella (ed.). *Language Teaching Surveys I*. Cambridge, 1982. (Aug. 83)

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*:

Bowen. *Look Here! Visual Aids in Language Teaching*.
 Brims. *English for Negotiating*.
 Coe et al. *Writing Skills*.
 Doff et al. *Meanings into Words: ~ ~ ~*
 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*.
 Seaton. *A Handbook of ELT Terms and Practice*.
 Walter. *Authentic Reading*.
 Yorkey. *Reply Requested*.

NOTICE: The scheduled reviewer of Molinsky & Bliss' *Side by Side* has missed his deadline by several months and can not be contacted by mail. If any other JALT member has been using this text and would like to assume responsibility for reviewing it, please contact the book review co-editors.

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CORRECTION

Rise Nakagawa's September review of Jann Huizenga's *Looking at American Signs* stated that there are "no instructions on how to use the material. . . . In fact, there is a separately printed teacher's guide intended to accompany the book. Ms. Nakagawa and the *JALT Newsletter* apologize for this error.

Chapter Reviews

WEST KANSAI

STUDENT-CENTERED LEARNING: THE WORK OF SKINNER, AUSUBEL, AND ROGERS

Presented by Dr. Adelaide Heyde Parsons

Reviewed by Jack L. Yohay

As if in observance of o-Bon, during which the Japanese honor the souls of their ancestors, Dr. Adelaide Heyde Parsons chose to pay homage in her August 28 presentation at Osaka's Umeda Gakuen to the venerable -- and much alive -- theoreticians B.F. Skinner, David Ausubel, and Carl Rogers, identified respectively with operant-instrumental conditioning (the reinforcement of response-stimulus events, the establishment of habits: mechanical drills, programmed learning, the audio-lingual method), cognitive learning (relating new material to old through subsumption, forming and applying rules through deduction, errors seen as a natural part of learning and as useful clues to learners' strategies: communicative drills, functional-notional curricula), and humanistic psychology (integrating the physical, cognitive, and emotional aspects of learning). Dr. Parsons, director of the Ohio Program of Intensive English at Ohio University, Athens, where she is Associate Professor of Linguistics, asserts that it is possible through "studied eclecticism" to accommodate all three theories and to maintain a student-centered classroom.

Cautioning against regarding as mutually exclusive the behaviorism of Skinner and the cognitive approach taken by Ausubel, she cites the integrative effort made by Carroll (1971), who urged "cognitive habit-formation," the development of reasoning skills side by side with practice. Carroll eschewed the successive repetition of a response in favor of its evocation on a number of widely-spaced occasions with different material given in between. Dr. Parsons credits the Silent Way with combining practice and drill with reasoning.

Humanistic psychology agrees with the cognitive school that learning must be meaningful and that errors are part of the process, but adds that learning involves self-actualization. Humanistic education is emotional as well as intellectual: the combination of subject matter with the learners' feelings, experiences, and lives. Common models are the developmental (of self-identity and greater self-esteem), the sensitivity and group orientation (how to be open with others), and the consciousness-expansion (becoming more imaginative, creative, and initiative-taking). Class content is personalized to enable students to explore the ideas, experiences, and feelings of others.

Though it has much to do with one's wanting to learn, self-esteem is but one aspect of motivation. Studies show that both instrumental (better grades, a better job) and integrative (wanting to be like members of the target culture) motivation work. Family and socioeconomic class are motivating factors and so are class size, teacher-learner contact, and relevance of material. Overall, global self-esteem is beyond the scope of the language class but the student's achievements as a learner will enhance his self-esteem in that specific intellectual-emotional area.

In student-centered learning, goals, materials, and activities are written, developed, and used from the perspective of the students' needs and interests. The students somehow make a commitment to be responsible for their own learning. After all, says Stevick (1980), the learner has an "ultimate need to feel. . . he . . . is an object of primary value in a world of meaningful action." In other words, just as it all matters, I matter too.

And just as the moon matters in a solar system, the teacher matters plenty even where the students are at the center. The teacher (1) organizes information about the language, (2) manages the classroom, structuring the use of time, (3) translates students' and society's goals into specific curricular goals, (4) directs the interpersonal atmosphere of the class, and (5) acts as a fount of enthusiasm for tasks and a source of conviction of their value.

How can teachers maintain all this control and still get students to take the initiative? Control and initiative need not conflict. Students can share in the responsibility for both the structuring of classroom activities and the providing of feedback as to how students' responses match those of native speakers. A long-term cognitive goal is for the learners to choose the situations in which they use the language, what they say in those situations, and how well they say it. They must also become sensitive to and responsible for their own accuracies and inaccuracies in the language. Initiative refers to the decisions the students make about who says what to whom and when. Teachers who truly control the classroom give it a sense of direction and purpose and thereby provide

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opportunities for students to take the initiative. Too much control stifles student participation but too little means students will feel there is no use taking the initiative if all the ship is going to do is drift.

Teachers, too, want to be "of primary value" and in this lies the dilemma they face in trying to work out how student-centered they are willing to let their classes be.

Here Dr. Parsons outlined Stevick's seven steps to make teaching truly humanistic and student-centered:

1. Look at the students' desires to preserve their self-image, their desire to be part of a group, and their goals.
2. Examine the lesson plans and classroom activities in terms of the control provided and the initiative the students are exercising.
3. Examine how the control provided may lead the students to exercise their initiative in ways that develop a sense of community/group identity.
4. Send nonverbal messages that you are confident of yourself and the students' abilities, that students are accepted as they are, and that the teachers are pleased to be in a situation where they can exchange viewpoints (sic) with the students.
5. Leave or appear to leave the role of teacher from time to time in order to act the part of an ordinary person (a cordial, interested, fellow human being).
6. Provide the student with a model for dealing with self-evaluation and setting realistic goals about his performance. Help him relate his performance to his goals.
7. Allow time for the students to talk openly about their reactions to the course and to the language.

Community Language Learning and Suggestology were noted as the most common examples of humanistic methods.

Each theory of learning affects curricular organization. Behavioral design calls for clearly stated, step-by-step goals. The objectives are performance objectives. These state (a) what the student will do (e.g., read a passage, answer 10 questions), (b) under what conditions (e.g., in class), (c) in how much time (e.g., 20 minutes), and (d) how well (e.g., 80% correct). A functional-notional syllabus, went on Dr. Parsons, could be ordered according to students' needs and thereby be made more student-centered. She did not give concrete examples of humanistic goals but said they can be set. She also did not go into the question of to what extent students might take part in the setting of such goals. However, she later said that she and a class of Japanese students had agreed on the goal of overcoming the fear of making mistakes in speaking. She said that a humanistic curriculum is different from a humanistic teacher but did not spell out how.

Grammar drill can be made student-centered. Even the formation of the habit of using patterns automatically can be made meaningful. Teacher: "Mr. P., where did you go yesterday?" "(I went) to Kyoto." "Where did Mr. P. go yesterday?" Class: "(He went) to Kyoto." There is still a "right answer" expected but control has shifted just a bit toward the students' world. In the next step, **communicative drills**, students transfer the patterns freely to their own situations. In this classification (by Paulston and Bruder) we see an attempt to integrate the cognitive and behavioral theories of learning.

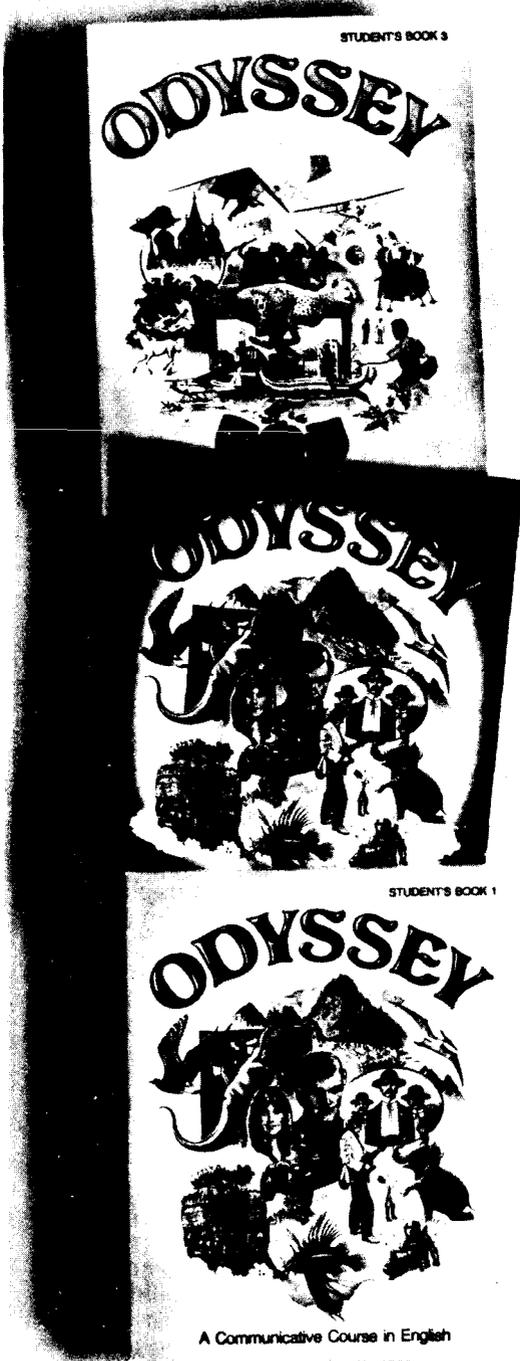
Two variations of drill which are humanistic as well as communicative are the conversation line and "projection." The conversation line (LaForge, Nanzan University) seats the two halves of the class facing each other. The person across from you is your conversation partner. Dr. Parsons structures the conversation by setting guidelines for the first question (e.g., "Ask a 'Wh-' which is also in the past tense"). The second question must be a request for more information about the answer to the first question, and similarly the third is to ask for elaboration of the second answer. The students choose the content and the ordering of the questions is the pattern used in conducting a normal conversation. After the first person has asked his three questions, then the other asks three. The total exchange takes about five minutes. If time permits, shift one row one seat to the right and repeat the process. Even if students use the same first question, the questions and content which follow will be new. Drill and repeated practice of a grammatical point in a semi-controlled environment are part of the process.

In projection the students are asked to think back five years and describe where they were, what they were doing, what their dream/ambition was, and what was the most interesting or "fun" thing they were doing. One can repeat this series, asking them to tell of the present and/or the future (e.g., 10 years from now). Pedagogically, the technique contrasts various tenses. Humanistically, students are sharing important information and beginning to develop a sense of community and at the same time providing the teacher with insights into who they are and how they look at things.

Here Dr. Parsons remarked that if students would genuinely *acquire* the grammar of a language through its use, they could go on to become truly adept at grammar-translation, "a fine skill."

Next a curriculum for a **speaking** class was handed out. The general goals were: (A) to enable the learner to speak accurately, fluently, and intelligibly (cognitive-based) and (B) to enable the learner to develop a positive self-concept in his second language (affective-based). The specific cognitive goal was to develop self-monitoring skills in four stages: (1) be aware of the sound pattern of English, (2) be aware of one's own and peers' sound patterns. (3) develop

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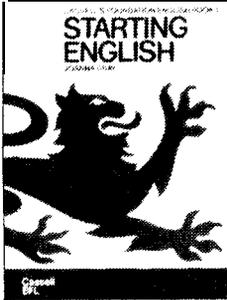
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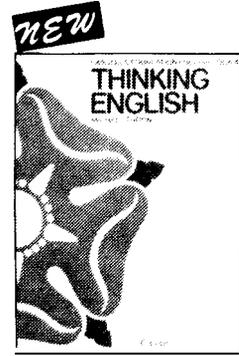
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the skill of monitoring one's own and others' speech and (4) learn to correct one's own speech. The specific affective goal was to enable the learner to build better interpersonal relationships in a cross-cultural setting.

The four stages (from Morley's *Improving Spoken English*) are not mutually exclusive: they overlap and can be worked on simultaneously. For each stage, behavioral, cognitive, and affective foci were set out and materials and activities specified. For example, drill and specific phonology were the behavioral foci of stage 1; talk-and-listen was the cognitive focus of stage 2. The behavioral focus of stage 3 was to prepare, correct, and practice topics prior to their presentation as speeches. No behavioral foci were set for either stage 2 or 4. Monitoring and self-correcting was seen as a cognitive focus; the "how" need not be specified.

Suggested activities for stage 2 include: (a) Choose three items from your belongings and tell partner why each is important. Change places after five minutes. Another five minutes later, group all in a circle and have each student tell about his partner's objects. A variation: tell three things you have learned about, say, the United States. (b) Projection (in groups of three or four): Each writes his major interest, problem: and dream ten years ago, now, and ten years from now. These are discussed within each group. (c) For up to 12-15 students, answer any of: (1) What was the highest point in your life in the last 12 months? (2) If you could bring one souvenir from home that reminds you of an unforgettable experience, what would you bring and why? (3) What would you like to do the most?

These activities work best, says Dr. Parsons, if the teacher "goes first." A teacher who feels uncomfortable about participating shouldn't try them. The positive aspects of the responses should be emphasized.

She briefly described additional material on **listening**. Here the stages are: (1) recognize that a second language has a sound system which has meaning, (2) with the sounds arranged in sentences, understand and recognize specific sounds and grammar points and their meanings, (3) understand the message as a whole; understand what is and isn't said; make inferences; evaluate (Cloze dictation is helpful here), (4) understand lectures and more complicated pieces of discourse.

One way to make **reading** consistent with student-centered-learning is to have the learner draw a picture, write a story, or do both about an important event in his life. He may tell it to a teacher or another student, who writes it down. The learner can then practice reading the story. Several such stories can become reading material for an entire class. The pioneer of this "Language-Experience Approach," Ashton-Warner in New Zealand, asked children which words they wanted to learn to read. Students may be asked

to keep a journal. Learning to read can become a group process with students correcting one another as they read aloud, the more advanced helping the weaker.

Dr. Parsons demonstrated "word gathering." Groups of four brainstormed as many words as they could think of on "summer in Japan," one member being "secretary" and writing them down. Next each group made up a poem from the words it had generated and then recited it to all present. One was:

Watermelon striking
Is just like teaching
English to students:
We-don't know whether
We hit or not.

A class can write a story, each student contributing one sentence and passing the paper along.

Work in small groups, not unlike "quality control circles" at factories, can also facilitate the development of fluency in writing, or for that matter in any language task. Each group has a leader who must see to it that each member is doing his part and who also serves as liaison to the teacher. Several groups may work on parts of a project, such as a language fair.

Student-centered learning, then, gets the students talking, planning, and acting, and sets the teacher free to give individual attention to learners for a few quiet moments, making comments on the learners' accomplishments and thereby helping enhance the learner's self-image. The affective filter through which learning input must pass is thereby made weaker and this makes it easier for the student to acquire language or whatever else it is he is trying to learn. Learning occurs at any age but defensiveness and resistance do increase with age.

Teachers, maintains Dr. Parsons, should keep their students constantly in touch with language. They should seek to reduce reflectivity and boost productivity. She believes in the dictum "teach, test, and get out of the way." Prepare materials in such a way that both teacher and students can do them. Be ready to **paraphrase**, that is, to put correctly and succinctly what a student is struggling to say. If the student has shown a certain affect, such as anger, indicate that you have picked up this nonverbal message. Dr. Parsons did not suggest putting his anger into words for him, though the reviewer supposes that if verbally expressing displeasure were a goal this could be done.

A local member remarked that this presentation "had a lot of meat in it." "Stamina ryori" for the late summer heat? One somehow felt strengthened and heartened at Dr. Parsons' articulate, example-marbled account of how three influential schools of thought can be reconciled in the classroom.

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Ohio University, she announced afterward, is seeking native Japanese-speaking graduate students (in TESOL or related fields) who, in return for a waiver of tuition fees, would be willing to serve as teaching assistants in courses in the Japanese language. Inquiries may be made to her at 201 Gordy Hall, Ohio University, Athens, Ohio, U.S.A.

References

- Morley, Joan. *Improving Spoken English*, Ann Arbor, Michigan: University of Michigan Press, 1979.
- Skinner, B.F. *Verbal Behavior*.
Via, Richard A. *English Through Drama*, ELEC Bulletin No. 33, Tokyo: The English Language Education Council, 1971

TOKAI

USING CROSSWORDS AND SLIDES EFFECTIVELY

Presented by Michael Horne

Reviewed by Lynne Roecklein

Those who bestirred themselves to attend the August 28th Tokai chapter meeting were rewarded by Michael Horne's presentation on the "Use of Crosswords and Slides in the Language Classroom." This presentation was very practical in that Mr Horne used materials he has developed over more than a few years and showed us what he does with them in the classroom, but the presentation was much more than this in that we could comprehend from the demonstrations how to integrate crosswords and slides closely into our course material rather than simply use them as extras. An additional benefit is that the activities are suitable for very large classes; Mr Horne uses them in classes of more than one hundred.

The discussion of crosswords began with the observation that traditional crosswords, those in which the spaces are filled in merely by using definitions of random words, are neither particularly interesting nor useful. Rather, effective crosswords are those with the clues embedded in a context, whereby students will learn about discourse as well. To this end, our presenter has created over the past seven years or so some twenty crosswords of truly varied kinds, a good number of which we had in a mimeographed booklet. These included a prose story, which the presenter feels are most effective when the story is eccentric. Another was a "Model Letter" crossword, an amusing account written by a wife to her husband about a traveling mix-up. Other types were serious; for example, a crossword hascd on a reading about the life of Darwin and one relying on a newspaper article.

In all cases, the crossword is embedded in pre- or post-activities which are integrally related in content, mode or language. The crossword can be an initiator of an activity; for example, a prose story can be followed by an oral or written sequel. The crossword can be a model, as in the case of the letter. Or the crossword may constitute a supportive vocabulary exercise for a content lecture on some aspect of culture. A series of crosswords, whether in dialogue or story form, can support work with speculation or giving advice. Clearly there is no limit to the materials crosswords can be adapted to, as the crosswords themselves are devices subordinate to the primary matter being taught.

Crosswords can also be used for listening training. Students can fill in missing words as the teacher reads an accompanying dialogue, story, or article, a technique which is also useful if a crossword is unexpectedly difficult. Or the teacher can supply the first letters of words with which the students are having trouble.

Thus these crosswords, built into other activities, are useful for encouraging language imagination and awareness of discourse. They can activate vocabulary and arouse a sense for synonyms. They also perforce teach English through English. All in all, they provide an adaptable and flexible way for a teacher to devise satisfying exercises independent of textbooks with all their in-built decay and depressing nature. Most of all, as Mr Horne observed, the students seem to like them and are highly motivated to complete them. To this end, students are often set to work on them in groups, sometimes competitive ones.

The crosswords do require some time to draw up, but apart from their obvious teaching advantages, the presenter also noted that once compiled, they can be used again about every two or three years, and that by making the crosswords himself, he can unify them with the other course materials. A final note was that it may be unavoidable at times to use strange words due to the demands of the form, and that in regard to class management, some students are quicker than others. However, he cautioned us not to underestimate their ability.

The second major concern of the day's presentation began with two very practical matters about slides: people must sit close to the screen, and the projector should be level with the screen to avoid angular distortion. From then on, the audience enjoyed Mr Horne's very carefully thought out and well photographed slides while we picked up fine ideas about how to use them. Clearly, single slides may be used to show customs or to explain them. But organization on 3 larger scale can be far more interesting and afford more varied language practice.

A sequence Mr Horne uses to introduce himself begins with his home but quickly passes to shots of the neighborhood and the village, including interesting small items like a telephone box. Slides can be grouped by topic; for example,

gardens, pubs, picnicking, family groups, behavior, etc. These are useful for presenting cultural matters.

In addition to this obvious use, such sets can be arranged either in or out of sequence as a basis for story creation. When out of sequence the first task is, naturally, to put them into a meaningful one. The slides illustrating these uses displayed considerable imagination and "likeability." In one, a boy of about 10 taunts a girl with his bicycle, showing off as he makes as if to run into her, and finally topples himself backwards under it. Another, evoking more imagination, presented a series of seven evocative slides among them an abandoned castle, a donkey and a girl, a boy and a cow, two shoes on a beach, a cemetery. In such story sequences, an irrelevant slide placed somewhere in the series keeps viewers awake and thinking. These sequence slides can be followed up with other activities such as writing stories or creating dialogues.

Another major type of activity is to use a number of slides of the same thing with only small variations. The task here is to identify and describe the differences, some of them fine indeed. Subject matter for these slides need not be only inanimate; there was an interesting series of a cat in a field.

"Odd Man Out" is also amenable to slide use. Groups of four or five slides include one which does not belong to the category of items shown in the others. Done competitively with students divided into groups, the game fires enthusiasm. It is useful also for "Why? . Because" exercise.

The final suggestion for slide use was of a more traditional nature, that is, to use slides as lecture illustrations. The two examples included a series of slides taken in three English cities of comparable size and the other a series taken at the Darwin House outside London to accompany a reading on Darwin and the supporting crossword puzzle.

Of all the activities, the "Odd Man Out" inspired much spontaneous enthusiasm in the audience. But in general the slides were remarkable for their versatility and none of the activities felt dull. It also seemed to this reviewer that slides are admirable in the way they stimulate interest in themselves as natural occasions for language use, so that language learning may be facilitated insofar as it is not itself the center of attention. Notable, however, is the importance of planning the slides well; these collections of slides were anything but a mere pastiche culled from the casual shots of a home vacation. I dare say the planning and execution of such slide gathering projects would be remarkably self-stimulating in itself.

The presentation ended with brief but fairly lively discussion which turned from considering the subject matter of slides to comments about textbooks. I imagine many of us left this chapter meeting with a resolve to do something more

"intelligent" about slides and crosswords, for they do have inherent power and cannot help but stimulate the imagination, interest, and activity of students and teachers alike. But more than that, our own imaginations regarding how to integrate such materials into the essence of our courses was itself stimulated by the day's presentation.

KANTO

ARABIC THROUGH TPR

Presented by James Asher

Reviewed by Walter Carroll

My friends have two bilingual dogs. My cat is more or less trilingual, and has taught me a lot of her own language.

The dogs have been through an obedience course in Japanese. They are instantly responsive to commands like "o-suwari" and "matte." They are still a little slow about "migi te" and "hidari te," so their owners reach down to raise up the appropriate paw. At times, other actions have been fitted to the words to bring the lesson home. Since the language of the home is English, the dogs receive affection (and occasional reprimands) in that language. They recognize commands and prohibitions in English. There are even words -- like "walk" -- which must be spelled out or circumlocuted in order to avoid a high state of excitement and ultimate disappointment when they don't get their walk.

The cat has been working so hard on training me that I now comprehend her commands for feeding her, petting her, turning on the faucet for her or playing with her.

The ability shown by these animals is a demonstration of the effectiveness of language learning which takes place purely receptively. It has its parallel among human children, who learn to recognize words, to obey commands, and to communicate their own needs long before they are capable of speaking. The dogs have reached their highest level of competence in dealing with human language: understanding a fairly wide range of utterances. Infants respond in the same way, although they also have the capacity to learn gradually to talk. And, according to Dr. James Asher, Professor of Psychology at San Jose State University, and developer of the Total Physical Response (TPR) approach to language learning, students of foreign languages can learn most effectively how to speak by following the same routine.

Dr. Asher's presentation at the September Kanto chapter meeting, repeated at JALT '83 in Nagoya, was a solid demonstration of this thesis.

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After outlining the rationale behind TPR, which is the product of 20 years of research, he provided a demonstration, teaching participants the rudiments of Arabic, and showed videotapes of classes in the United States over a longer period of language development.

The contrasts cited by Dr. Asher between TPR and more traditional language learning methods (audio-lingual, grammar translation) were dramatic, the advantages of TPR being that it accelerates acquisition, is stress-free, and provides long-term retention. 'The reason for this is that TPR channels learning through the right side of the brain, while other methods work through the left side. One might say that students absorb the language rather than think about it

They absorb it the way children do: by listening to and imitating their "parents" and other "elders." This is not listen-and-repeat, but listen-and-obey. Students are asked to perform various acts; commands are given in the target language. And as parents will do with children who do not yet fully comprehend, teachers demonstrate the action, performing it simultaneously until the learners are able to do it on their own. Dr. Asher gave a vivid demonstration of the way a parent teaches a child in this case showing how a father would take a "2-year-old" to wash up for dinner, holding her hands under the faucet, helping her soap and rinse and dry, all the while keeping up a steady stream of chatter about what was being done, much of it in the imperative. Naturally this does not have an exact parallel in the foreign language class, but it was sufficient to remind us of the process through which a child acquires language well before it begins to speak.

Research on childhood language acquisition has shown that children will not actually begin to speak until they are ready; there is nothing parents can do to speed up this process. In the same way, Dr. Asher proposes that students should not be forced to speak until they feel themselves ready. The pressures put on them in traditional classrooms to begin speaking immediately -- and with perfect pronunciation and grammar -- help create stress which proves detrimental to learning. Students in TPR classes are not asked to begin speaking until they are ready. And their first efforts are not subjected to rigorous correction; it is recognized that they will achieve spontaneous improvement as exposure to the language increases.

Exposure to the language takes the form of a steady stream of commands from the teacher. The simplest commands -- to stand up, sit down, walk around the room, point at various things -- form the basis of the first lessons. The speed with which they can be acquired was amply demonstrated by our own first lesson in Arabic (one of the representative students was a woman who had asked a question about how much stress was involved in TPR; afterward she noted that apart from initial nervousness about being a

guinea pig while in front of the group she had felt very little) in which even those who remained in their seats had a good notion of a large number of Arabic words after only 15 minutes. As a contrast, we were shown the dialogue which beginning students are asked to memorize as part of the first lesson at the Defense Language Institute in Monterey, California. While we did not spend anything like the amount of time studying this dialogue as would be the case at the institute, it was obvious that it would be much more difficult to learn and repeat, and that there would be very little comprehension or retention.

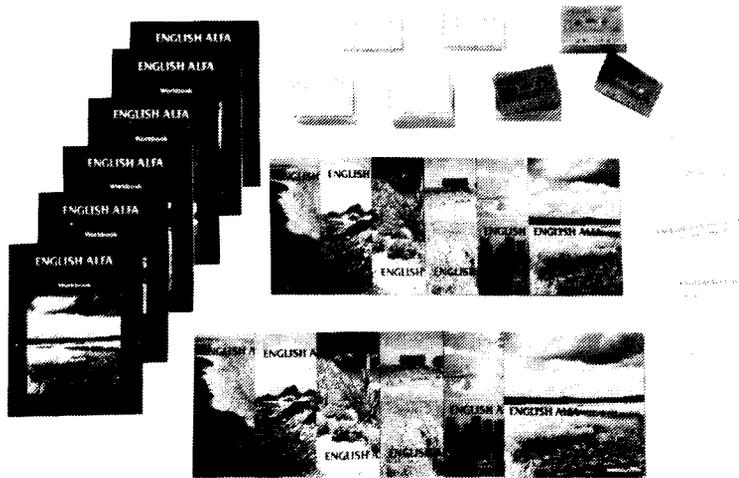
The demonstration -- which broadened during the course of the afternoon to include Spanish, German and Japanese, thus incidentally illustrating how easy it is to retain more than one language at a time -- was very interesting and apparently quite effective. The question becomes how these methods extend over a full course of instruction. Dr. Asher had several tapes of classes to show just how his approach works over the long run. The first remarkable fact visible from the tapes was the enthusiasm with which young children take to it. The schoolchildren in the tapes quite literally ran to do what they had been told. Even when it was time for role reversal, when it was fellow students who told them what to do, these students moved with amazing speed (which also meant that teachers had no time to catch their breath and think of what to do next: there was no time; things had to be done right away). They were also capable of giving each other remarkably complex instructions; we saw one girl take off her shoe, run to the blackboard, pick up a piece of chalk, move to a chart on the wall and touch the number 12 on the chart with both the chalk and her shoe.

Adult students were apparently just as enthusiastic, and in one sequence we clearly saw the dramatic improvement in production, fluency and pronunciation which could be achieved in a short time as we saw one student fumbling and hesitating when trying to say something, then just three weeks later making clear, coherent statements. Their enthusiasm apparently continued throughout the year-long course, and while one would not call them fluent at the end, they had obviously made significant progress.

They also appeared willing to continue, which is hardly the case in most classes. Dr. Asher cited statistics from an Ohio study which showed that of every 100 students who start a high school or college language course, 45 continue in the second semester, 15 in the third, and only 4 in the fourth. It is Asher's contention that any approach will work if the students stay with it long enough, and that with the non-stressful approach of TPR the likelihood of staying with it long enough is much greater than with most other approaches.

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NAGASAKI**JAPAN
THROUGH SHAKESPEARE'S EYES****Presented by Fr. Peter Milward****Reviewed by Ronald Gosewisch**

On Tuesday evening, September 20th, Fr. Peter Milward, Professor of Literature at Sophia University, long-time resident of Japan, and author of more than 150 books, including ten published this year alone, gave a presentation to Nagasaki JALT and Nagasaki YMCA. Fr. Milward's talk was entitled "Japan Through English Eyes," but as he began his talk, he said that he wished to change the title, adding that he felt quite free to do so as, after all, Japan is the land of "Nandemo ii." since whenever he has asked what it is that people wish him to talk about, the reply has invariably been, "Nandemo ii" (=whatever). Moreover, he added, the original title sounded to him too much like another "Nihonjin Ron." a topic already too overworked.

Having made these justifications, he said he really wished to change only one word in the title of his talk. "English." The title would be "Japan Through Shakespeare's Eyes." Glancing up at our cocked heads and rapidly unfocusing eyes, sensing an element, if not of despair or even disappointment, certainly one of confusion, Fr. Milward asked for us. "How could Shakespeare, a 16th-century English playwright, foresee Japan of the 20th century? - 'That is the question!'" The answer, he said, is that Shakespeare speaks of universal truths that bridge both time and cultures. Quoting Falstaff in the second part of *Henry II* he gave himself further justification for the change in his topic: "Whenever the English (read Japanese) find something good (read Nihonjin Ron) they make it too common."

Dividing Shakespeare's works into the categories he prefers to use, namely: serious, comedy and tragi-comedy, Fr. Milward proceeded to make comparisons of various situations and conditions in Japan to similar ones to be found in Shakespeare. With each example he pointed out the lesson that Shakespeare has for Japan today. In *Much Ado About Nothing*, the point is "look before you leap" in marriage: or anything else for that matter. As for the problem of school violence in Japan today, Shakespeare tells us in *King Lear* that control cannot be enforced from without, it must come from within. from our own hearts.

The theme that Fr. Milward implied throughout his presentation was that the teaching of literature is a valuable vehicle for teach-

ing more than the stories themselves. Literature, he seemed to imply, is integrally bound up with the culture of the country, and an understanding of the culture. And our goal as language teachers should ultimately be understanding, understanding beyond basic language skills, beyond even communicative competence. Our students' understanding should, ideally, reach the human heart, and literature, which can often speak to us across the ages, as Fr. Milward so clearly pointed out in the case of Shakespeare, can lead our students to cultural and, eventually, ideal understanding.

HAMAMATSU**ECLECTICISM IN THE USE OF
VIDEO IN LANGUAGE TEACHING****Presented by Kenzo Sakaguchi****Reviewed by Jeff Kucharski**

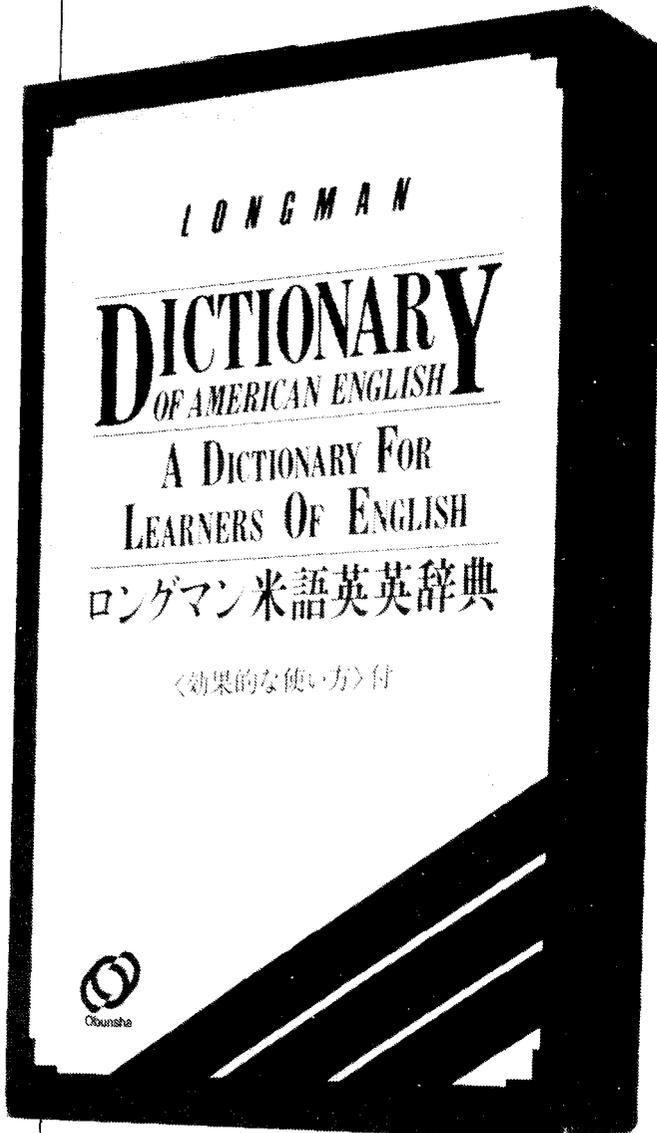
A demonstration of how eclecticism can be applied to the use of video in the language classroom was presented by Mr. Kenzo Sakaguchi at the August 28th meeting of the Hamamatsu affiliate of JALT. The presentation consisted of showing how a segment of a popular English language television program or movie could be used to bridge the gap between English and Japanese by using the video in an eclectic way to meet the actual needs of the students.

Mr. Sakaguchi's program is useful for the intermediate or advanced class and is made by editing bilingual movies from T.V. and T.V. shows. The medium used is the Video Tape Recorder (V.T.R.) and various interesting scenes are shown in both Japanese and English.

The procedure is as follows. First, the students should be allowed to select programs or films that are relevant to their interests. Then, a transcript of the dialogue (in Japanese) is handed out to the class. The students are then asked to change the given dialogue into an 'intermediate language' because a transcript of an English dialogue in Japanese often omits certain words as well as the subject, object, etc. Therefore the original Japanese dialogue should be changed to grammatically easy Japanese. The tape segment (in Japanese) is then played once or twice so that students can become familiar with the setting, characters, etc. Next, the native English teacher should assist the students to translate the intermediate language into English. The teacher should explain all tense, grammar and word meanings to the students. Any mistakes the students make in translation should not be

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corrected at that point. After the students have been considering their translations for three or four lessons, corrections can then be made by the teacher. Replay the video segment, stopping after each sentence, and ask the students to take parts and translate to English. Next play the tape without sound and have the lines repeated. At this time the students should be told to think of the Japanese dialogue and then orally translate into English using the intermediate language as a guide. Finally it is time to hear the tape in English and comparisons of idioms, expressions, and meanings can be made. The students can now compare the original English dialogue with the English dialogue they made from Japanese.

This method has been shown to be very popular with the students but also has the advantage of helping native and Japanese English teachers come together by encouraging them to cooperate and assist each other through the translation process. The use of the intermediate language technique makes the translation of Japanese to English much easier for the students. As well, certain sounds that are difficult to distinguish can be replayed on the video thus improving listening comprehension skills. Another point of the lesson is that it helps the students see the different functions of the two languages in terms of semantics, phonology, and syntax.

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

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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

秋田忠志

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(株)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」
OTC代表取締役 田口 貢
日本アイシー東京事務所長
田中真一郎
京都イングリッシュセンター事務局長
小西 桂
- 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(株)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

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JALT事務局 Tel. 075 221 2251

月～金 9～4時

担当者 伊藤真理子

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JALTきのう・

きょう・あす (2)

JALT副会長 北尾謙治

JALTと国際社会

JALTは設立以来非常に国際的であった。それは外国人教師が中心となり設立され、運営、研究活動、出版物等は今でも英語の占める比重が大きい

日本の学会の中で外国人教師が最も多いのもJALTであり、月例研究会や年次大会に出席すれば、何か外国的な感じがする。それは英語で研究発表がされ、外国人が多く参加しているからだけではなく、日本の学会に欠けているサービスの精神が徹底しているからであろう。役員が細部まで気を配り、会員へのサービスが行き届き、よき社交の場となっている。

しかし、JALTが真に国際社会に貢献しているのは、上記のように、日本人と外国人の交流の場を増やしたり、英語の訓練をしているからではない

JALTは単に日本国内に留まらず、積極的に世界の語学教育にも貢献している。JALTの国際社会への貢

献は、海外会員、TESOLやFIPPLVの外国の団体を通して、海外の団体との協力、出版物、講師の海外からの招聘、その他多くの方法によっている。

海外会員：日本の英語教育に関心を持っている人々は世界中に多くいる。以前日本で英語教育をしていて本国に帰国した人々、将来日本に来ようと計画している人、研究のための資料を探している人々、出版社関係の人々等がその代表者と言える。

現在JALTの会員で海外在住の者約70名、出版社関係はESL/EFLLの代表的な出版社はすべてJALTの会員と言っても過言でない。その他我国の英語教育と深く関係のある人々や大学に数十部ニュースレターを送っている。我国の学会で、海外に多くの会員を有し、有益な情報を多量に提供しているのはJALTだけである。

TESOL：世界中で英語を母国語としない人々に対する英語教育で最大の団体は米国にある Teachers of English to Speakers of Other Languages (TESOL) である。JALTは1977年9月にアジアで最初の加盟団体となった。

加盟以来毎年年次大会には代表役員を送り、TESOLの運営に間接的に関与してきた。多くの有益な提案も、年次大会のお手伝もしてきた。今年は私がある委員会の役員に任命され、直接的な貢献もしている。

JALTはTESOLの加盟団体中、最も活発で、米国外では最大の規模を有する。最近では、TESOLにおいてJALTの活動は認められるようになり、他の加盟団体から注目されている。他の団体と協力して、TESOLを米国中心の団体から真に国際的な団体にする改組運動にも着手した。現在TESOLのかかえている問題に興味のある方はTESOL Newsletterの10月号を参照されたい。

1980年の年次大会にTESOLの事務局長のJim Alatis を招待して以来、毎回JALTの大会に来日されている。JALTの運動の結果、米国以外でTESOLの会員が最も多いのは日本であり、TESOLのJALTへの期待も大きく、その熱の入れようが分かる。

昨年ハワイでTESOLの年次大会があった時は、JALTへも強い要請があったので、チャーター機の世話もし、80名余りのJALT会員が参加した。

TESOLにおけるJALT会員の研究活動も活発で現在までの全国運営委員のほぼ全員はTESOL年次大会に参加し、多くの者が研究発表を行っている。JALTの年次大会で研究発表した者、紀要やニュースレターに論文や報告を出版した者は、のべ数十名に達している。

TESOLからJALTが得たものも大きい。大会の運営、学会の運営や管理、書類作成方法等 Jim Alatis から学んだ。

TESOLの関係者で年次大会や支部研究会で、最新の有益な英語教育の理論と実践の講演をして頂いたのは、元会長の John Fanselow 博士、サンフランシスコ大会委員長の Janet Fisher 博士、マイアミ大会委員長及び執行委員の Joan Morley 氏等で、勿論多くの出版物が

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ら得た知識や情報も多い。

F I P L V : ユネスコ関連団体でジュネーブに本部を持ちヨーロッパを中心として外国語教育に関係ある研究活動を行っている語学教師国際連盟(Federation Internationale des Professeurs de Langues Vivantes—FIPLV)の日本代表団体に1981年なった。

J A L T は F I P L V の一員として調査や研究にも協力してきた。近々国際シンポジウムが開催される予定で、J A L T からも参加する予定である。

海外の団体との協力: T E S O L や F I P L V 以外の海外の団体とも情報交換や団体の紹介等で協力してきた。J A L T Journal に掲載されている学術誌や学術団体とはとくに協力関係が深く、J A L T の紹介も行ってもらっている。その成果があり、英語教育の関心の深い人々の間で J A L T はよく知られている。

昨年夏に韓国英語教育学会の国際大会がソウルで開かれた時も、発表者や参加者の募集を行い、積極的な協力を行った。昨年9月号のニュースレターに報告が掲載されている。

出版物: J A L T Newsletter や J A L T Journal は海外でもかなり読まれている。海外からの投稿も多く、貴重な情報や意見が寄せられている。

現在 T E S O L の加盟団体中月刊誌を持っているのは J A L T のみ。年間の記事の量でも J A L T Newsletter は最も多く、多くの団体から注目を浴びている。

海外の多くの団体と複製権を認め合っているのも、他の機関誌に転載され、日本での研究活動が随分紹介されている。

J A L T Journal は世界の主要な学会や学術誌に送っている。日本での研究活動の一部が関係者に少しでも理解されるよう努力している。

J A L T の研究助成金に基づいて日本人大学生の英語読解能力調査と共に成人用英語読解教材が今までに数冊作成され、実験教材として数千人の大学生に使用された。その1冊An American Samplerが米国のアジソン・ウェスレイ出版社より出版され、近々もう2冊が米国で出版される。我国で開発された英語テキストで最初に海外に進出したもので、中国と南北アメリカで使用されている。

海外からの講師の招聘: もともと J A L T は海外の最新の言語理論や教授法を取り入れ、語学教育の向上を計ろうとした。会員が海外で学んだサイレントウェイや C L L 等の新しい教授法を盛んに紹介した。それでサイレントウェイの創始者 Caleb Gattegno 博士を招待したのが1978年、それ以来 T P R の創始者 James Asher 博士や Drama Method の Richard Via 氏等15名海外から講師を招聘している。現在でも夏と年次大会に一人ずつ講師を招聘できるよう予算を組んでいる。

その他にも著名な語学教育家で来日された人や出版社の協力で招待できた学者の数はのべ百名近くになる。これら多くの熱心な研究家から我々が受けた教養は計り知れない。

その他の活動: J A L T の会員はなぜか海外によく渡航する。多くの会員が色々なことを学び、情報を入力し、また I A T E F L 等海外の学会やセミナーで研究発表や講演をしているが完全な実態は全然つかめていない。(つづく)

レディング大学での夏期研修

豊橋技術科学大学 野澤和典

はじめに

昭和51年度から「国立大学等英語担当教員の連合王国派遣」という短期の英国留学制度が、ブリティッシュ・カウンシルの協力を得て実施されている。幸いにも筆者は、昭和58年度の派遣者の一人に選ばれ、レディング大学での語学講習会(8週間)と自主研修(2週間)に参加する機会を得た。ここでは、この語学講習会について簡単に紹介してみたい。

レディング大学の C A L S

パークシャーの首都レディングは、1112年ヘンリー1世が建てた大修道院の遺跡、オスカー・ワイルドが18ヶ月間囚われていた刑務所、ハントレー&パーマーのピスケットで有名な古い町である。レディング大学は、その中心街から少し離れた所に、周囲2マイル以上あるキャンパスを持つ。散在する大学の建物の中に、CALS(Centre for Applied Language Studies)がある。CALSは、英米への留学生を短期間で集中的に訓練して、大学の講義を聴けるようにしたり、外国から英語担当教員を受け入れて、その英語力を改善し、教授法や適切な教材選択の指導を行うレディング大学の付属機関である。J A L T '78で基調講演者として来日したことのある応用言語学者のDavid A. Wilkins博士が、センター長である。しかし、我々の実際のコース担当は、今年の J A L T 国際大会でも講演したRon White氏である。

講習の内容は、文部省からの募集内容とは多少異なっていたが、全体的に極めてプラクティカルなものであった。これは、CALSの本来の使命から考えて当然のことと思われる。CALS内の図書室は、ESL/EFL関係の理論及び教材図書が充実しており、大変参考になる。

講習の概要

講習内容から大きく分けると、Language Practice, Description of English, Applied Linguistics, On Britain, 及びPrivate Study の5つになるが、実際の講習の時間配分は以下のようである。

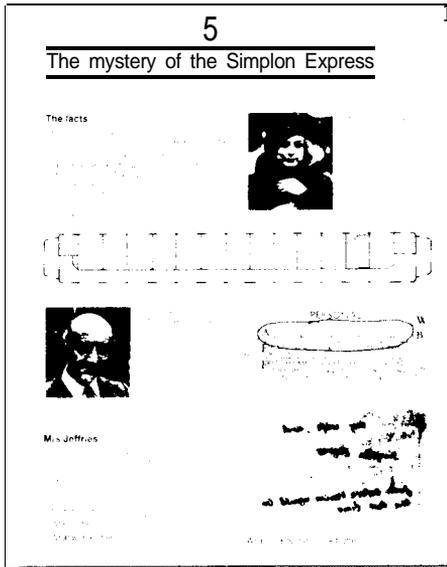
言うまでもなく、この分類は便宜的なものであり、厳密なものではない。しかし、この表から明らかのように、Authentic Materialを十分取り入れたLanguage Practiceに多くの時間を前半当て、次第に変化に富んだ内容の講義やデモンストレーションを提供している。ただ

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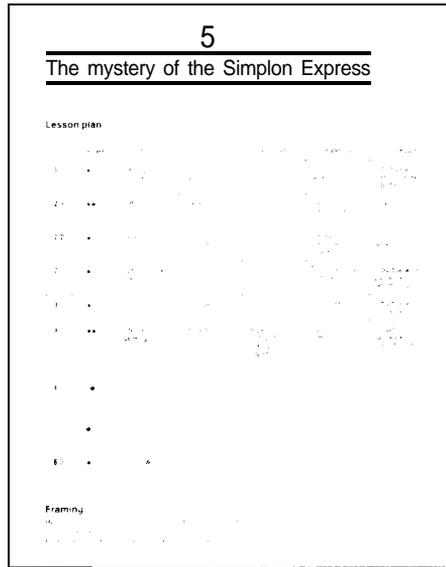
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残念なのは、日本でもよく知られている言語学関係のProf. Frank R. PalmerやProf. David Crystalが、ほんの数時間しか講義せず、一般論に終わってしまったことである。教授法についても Communicative Language Teaching について、4時間しか組まれてなく、そのテクニックも修得できずに終わってしまったような気がする。CALSが採用している教授法なりをもっと披露

Distribution of Time

Subject		Week								Total
		1	2	3	4	5	6	7	8	
Language Practice	Language Study	7	7	3	0	0	0	0	0	17
	Oral Fluency	3	4	3	0	0	0	0	0	10
	News Quiz	1	1	1	1	0	1	0	0	5
Description of English	Contemporary British Fiction	0	0	1	0	0	0	0	0	1
	Current English & Correctness	0	0	2	0	0	0	0	0	2
	Dialect	0	0	4	0	0	0	0	2	6
	Modality	0	0	0	0	0	0	0	2	2
	Intonation	0	0	0	0	0	5	0	0	5
	Varieties	0	0	0	6	4	0	2	0	12
	Communicative Language Teaching	0	0	0	0	4	0	0	0	4
	Discourse Analysis	0	0	0	0	0	4	0	0	4
Applied Linguistics	Conversational Analysis	0	0	0	0	0	2	2	2	6
	Using Video & I.I.	0	0	0	0	0	0	2	1	3
	Reading Texts	0	0	0	0	0	0	4	0	4
	Writing	0	0	0	0	0	0	2	0	2
	Current Trend	0	0	0	0	0	0	0	3	3
	Sexism	0	0	0	2	0	0	0	0	2
	History	1	1	0	0	0	0	0	0	2
On Britain	Education	0	0	0	2	0	0	0	0	2
	Current Issues	0	1	2	0	2	1	2	1	9
	Private Study	0	0	0	1	1	0	0	0	2
Total		12	14	16	12	11	13	14	11	103

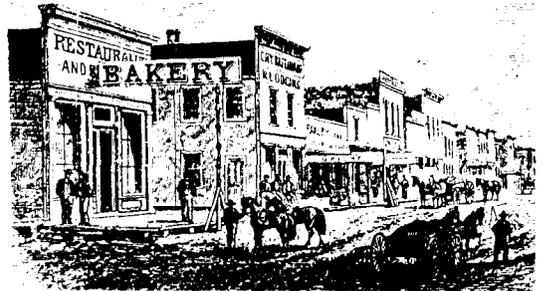
してくれたら、さらに評価が高まったであろう。

On Britainの授業では、外部からのゲスト・スピーカーによる講義も多少あったが、ほとんどがビデオを使っただけの自主学習であった。もちろん、内容的に様々な角度から話題を取り上げてあるものであったので、英国の文化を知る上で大変役に立ったと思う。

Language Studyは、イタリア帰りのスコットランド人 Catherine Prenticeが担当したが、その中で特に悩まされたのは、Twenty-Four Things Englishであった。これは、学生寮や交通機関などといった話題について観察し、日英を比較しながら一分間スピーチをするというものである。毎回異なった話題について、他のメンバーと違った内容を考え、Oral presentationをするのは良い経験となった。

また、週一回の News Quiz もかなり悩まされる結果となった。これは、毎日の新聞記事を材料として、三グループ（1グループは5人から成る）の1つが Pun を入れた質問文を作り、他グループ全体やその構成員一人一人に答えさせるというものである。最初は、かなりの時間を The Times や The Guardian 等の新聞講読にとられたが、次第に慣れ、苦にならなくなった。Punを入れた質問文を作ることは、決して容易なことではないが、英字新聞を利用して、国際教養と英語力を高めることは、日本の大学レベルでも十分にできると思う。

Ron White の講義



CALSの授業全体を通して、最も Systematic に行われ、充実して良かったのは、Varieties of English について講じてくれた Ron White のものである。彼は、ニュージーランド出身であるが、その慎重な言葉使いや正確で几帳面な発音は、とても良い印象を与えてくれたし、時折のユーモアや慣用表現についての説明も大変役に立った。

Ron White は、また style や formality などの違いについての Text の分析をしたり、Journalism in English (広告の英語、街で見かける英語、各種新聞の英語など) を素材にした多くの資料を提供しながら興味深い講義をしてくれた。これらの資料は、大学レベルでの補助教材として大変利用価値のあるものと言える。又、他の CALS スタッフにも言えるのであるが、彼は学習者に作業を課すのが実にうまい。前もって Work sheet を配布し、興味を持たせておくとか、決して十分とは言えないけれども、ビデオや OHP などの視聴覚機器をふんだんに活用して、それらを基に作業させていた。

もう一つの研修

CALS が計画してくれたもう一つの研修に Excursions がある。これは、チャーターした観光バス又は Ron White 自身が運転した大学のマイクロバスで出かけるもので、我々グループだけの時と CALS の別の研修グループと一緒に時とがあり、大いに見聞を広めることができた。ロンドン、オックスフォード、ストラットフォード・アポン・エイボン、バースなどの歴史的に重要な都市やストリートリー&ゴアリングやソニングのバブ訪問と楽しい Excursions であった。

尚、その他にも週末や最後の自主研修の一部を利用して、カンタベリーやドーバーなどの南東部、ウェールズ地方、エジンバラを中心としたスコットランド地方など

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をレンタカーで走り回った。Motorway などの道路事情はかなり良く、快適な車の旅を味わえ、常時利用した B & B (Bed & Breakfast) でも、その暖かい人情に触れ満足の旅であった。

むすび

この夏期研修への個人的な満足度は、70%くらいである。CALSでの授業内容は、必ずしも期待通りではなかったが、英国滞在は初めての経験であり、大学の寮生活とホーム・ステイを通して、英国でのキャンパス・ライフとファミリー・ライフの両方を垣間見ることができたし、Excursions によって各地を訪れることで見聞を広めることもできた。

米国で専門教育を受けた筆者にとって英国は、多少遠い存在であったが この研修への参加により、英語・英国についての知識が増し、又、より身近に感じるようになったことは確かである。

さらに、久しぶりに学生の立場に戻って、英語教育者側を観察でき、改めてコミュニケーションの為の英語学習の重要性を認識した。もちろん、この夏期研修に参加して大変良かったと思っている。

Meetings

OKINAWA

- Topics: 1) Report on JALT '83 Conference in Nagoya
2) Jazz Chants (II) and song books
3) Article system
4) Election of chapter officers
- Speakers: 1) Mr. Mamoru Kinjo and Ms. Fumiko Nishihira
2) & 3) Mr. Dan Jerome
- Date: Sunday, November 20th
Time: 2 - 4 p.m.
Place: Language Center
Fee: Members, free; non-members, ¥500
Info: Mamoru Kinjo, 0988-87-5492

NAGASAKI

- Topic: "Listen to this!" Putting listening theories into practice
- Speakers: John and Mary Ann Boyd, Illinois State University (currently Visiting Professors at Nanzan University)
- Date: Saturday, November 12th
Time: 3 -- 6 p.m.
Place: Faculty of Education, Nagasaki University
Fec: Free to all

FUKUOKA

- Topic: same as above
Speakers: same as above
Date: Sunday, November 13th
Time: 3-5 p.m.
Place: Fukuoka Y MCA
Fee: Free to all

TOKAI

- Topic: Training interpreters and its application to general English education
- Speaker: Mr Tatsuya Komatsu
Date: Sunday, November 7th
Time: 2 - 5 p.m.
Place: Nanzan Junior College (take exit #2 at Irinaka subway station)
- Fee: Members, free; non-members, ¥1,000
Info: Kazunori Nozawa, 0531-47-0111
x414; Andrew Wright, 052-762-1493 (evcnings)

Mr Tatsuya Komatsu is a Director of Simul International in Tokyo and well-known NHK broadcaster. He is certain to give us some very valuable insights into topical and important areas of language education. This presentation should have a wide appeal; so do come and bring your friends.

We also plan to have a videotape of Mr Komatsu's interview with Dr John Fanselow (our July presenter) which took place earlier this year. If there is time we will show part of that recording at this meeting.

KOBE/OSAKA JOINT MEETING

- Date: Sunday, November 13th
Place: Kobe City Kinro Kaikan, 1-2-S chome. Kumoidori. Chuo-ku. Kobe. 078-232-1881 (see map)
Fee: Members, free; non-members, ¥500
Info: J. Visscher, 078-453-6065
V. Broderick, 0798-53-8397

- Time: 10 a.m. - 12 noon
Title: English through Song and Action
Speakers: Sr. Regis Wright, Mrs. Naomi Katsurahara, Mrs. Bishop

In this workshop we want to show you some songs that are helpful for pronunciation and intonation to learners of English, especially the young. There are songs with actions, which are a

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great help to children, helping them to relieve the stress and/or boredom that they feel after 10 or 15 minutes of study. There will be several kinds of games that are a great help in the practice that is a must, if the pupils are going to really remember the basics of English. All the songs and games will be new, except for Bingo.

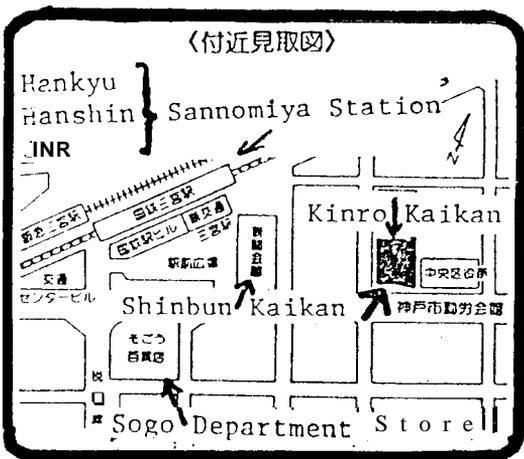
Time: 9:30 a.m. - 4:30 p.m.
West Kansai Book Fair

The newest, highest quality language teaching materials will be on display, a 'tachiyomi' delight. Exhibitors include Regents, Oxford University Press, Seido and Addison-Wesley

Time: 1:30 - 4 p.m.
Title: Survival English: Teaching a Competency-based-Curriculum
Speakers: Ken and Christine Kawasaki

A model of a competency-based curriculum, developed for the Intensive ESL/CO Program for Refugees in Southeast Asia, will be presented. An important aspect of this curriculum, as perhaps with any competency-based curriculum, is the inclusion of a great deal of cultural orientation material. The basic premise behind this curriculum is that students should be prepared to understand and respond within the situations they will encounter in the United States, rather than be taught to deal with all aspects of the language.

Application to the situations encountered in Japan and adaptation of the curriculum will be discussed. Cultural material, realia, simulations and activities that have proved successful will be demonstrated.



国鉄・阪急・阪神各三宮駅から東へ歩いて約5分
5-min. walk east of Sannomiya

HAMAMATSU

Topic: Video: Learner-centered English Education in Junior High School
Speaker: Katsuko Nagayoshi
Date: Sunday, November 20th
Time: 2 - 5 p.m.
Place: Seibu Komin Kan, Hiro-sawa 1-21-1, Hamamatsu. 0534-52-0730
Fees: Members, ¥500; non-members, ¥2,000
Info: Four Seasons Language School, 0534-48-1501
NOTE: It is advised to use public transportation as parking space is limited.

The featured speaker, Katsuko Nagayoshi, will present "Video: Learner-centered English Education in Junior High School." The presentation will be of particular interest to junior and senior high school teachers. The purpose of this presentation is to show a video of actual English classes taught in a public junior high school in Osaka. The main goal of the presenter is to help junior high school students become active users of English. To achieve this goal, she has been experimenting with various learner-centered methods, as will be shown in the video. The video will be followed by a short discussion in English and Japanese.

The first order of business will be the election of officers for 1984. This will be followed by a short business meeting.

Those wishing to attend only the election and business parts of the meeting will be admitted free of charge. Junior and senior high school teachers are especially urged to attend.

SHIKOKU

Speaker: Dr. James R. Nord
Date: Sunday, November 13th
Time: 2 - 5 p.m.
Place: Takamatsu Shimin Bunka Center,
Fees: Members, free; non-members, ¥1,000
Info: Betty Donahoe, 0878-37-2031
Michiko Kagawa, 0878-43-5639

Dr. Nord's topic will be "Some practical applications of the Sens-it Cell Model." He will begin by providing a brief explanation of the Sens-it Cell Model. Then he will provide examples of instructional materials and procedures that other teachers have generated using the model. A discussion of the model and how the audience may use it to improve their language teaching will follow. A major focus will be on the teaching of listening comprehension.

Dr. Nord is from Michigan State University. He is presently Director of the Language Center at Nagoya University of Commerce and was the chairman of the JALT '83 committee.

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Step Ahead

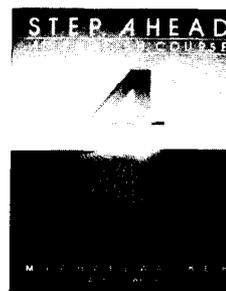
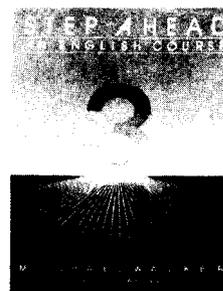
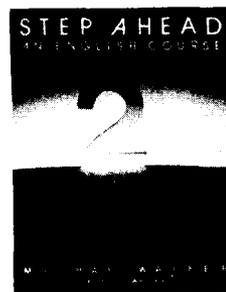
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*(cont'd from page 44)***KANTO SIG**

The next meeting of the Kanto SIG for Teaching English to Business People will take place as follows:

Date: Saturday, November 26th
 Time: 2 - 4 p.m.
 Place: Kobe Steel Language Center, Tatsunuma Bldg. (5th Fl.), 1-3-19 Yaesu, Chuo-ku, Tokyo 103, 03-281-4105. 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.

The topic was due to be decided at the October 15 meeting, so was not available for inclusion in this announcement. Please call Stephen Turner at the above number (Mon.-Fri., 1-5 p.m.) for details about the topic or for any other information.

WEST KANSAI S.I.G. MEETINGS**Teaching English in Schools**

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

Children

Info: Sister Wright, 06-699-8733

Teaching English in a Business Environment

Info: Scott Dawson, 0775-25-4962

Teaching in Colleges and Universities

Info: Jim Swan, 0742-34-5960

EAST KANSAI

Topic: Teaching and Learning Japanese as a Second Language: Student Motivation & Innovative Classroom Methods
 Speakers: Steven Ross and Reiko Horiguchi
 Date: Sunday, November 20th
 Time: 2 - 5 p.m.
 Place: British Council, Nishimachi 97 Kitashirakawa, Sakyo-ku, Kyoto
 Fee: Members, free; non-members, ¥1,000; students, ¥500
 Info: Juro Sasaki, 075-491-5236

This presentation will focus on both theoretical and practical issues in the teaching and learning of Japanese. Steven Ross will discuss the results of a survey on the attitudes and motives of foreign students studying Japanese at two universities in the Kansai area. The survey was based on similar research studies carried out in French Canada to determine the influence of

affective factors such as student motivation on second language proficiency. This study illustrates the importance of affective factors in distinguishing between successful and unsuccessful second language learners.

Reiko Horiguchi will demonstrate a number of classroom methods for increasing student motivation in the classroom. Emphasis will be placed on the teaching of Japanese writing scripts by employing Silent Way color charts.

CALL FOR PAPERS

**East Kansai Chapter Conference
 Discourse Analysis in Second Language
 Instruction Theory, Research and Practice**

Date: Saturday, February 11, and Sunday, February 12, 1984
 Place: Kyoto; location to be announced in December *Newsletter*
 Info: Abstracts for presentations should be submitted by December 15, 1983. Papers, presentations or workshops are encouraged on various aspects of discourse analysis pertaining to second language instruction. Send an abstract of your presentation and brief bio-data to:
 Ian Shortreed
 Kansai University of Foreign Studies
 333 Ogura, Hirakata-shi
 Osaka-fu 573
 Tel.: 075-711-0079

KANTO

Title: Creative English for Children: English through Drama
 Speaker: Claudia Peretti (of the Model Language Studio)
 Date: Saturday, November 19th
 Time: 1 - 3 p.m.
 Place: Tokai Junior College, near Sengakuji station (Asakusa line); Tel.: 441-1171

The presentation will include a variety of techniques for teaching children up to about 11 years of age. The use of dialogues, games and rhythm will be demonstrated, as well as techniques for relaxation, using music and movement. For the teaching of the alphabet, a special technique called "dancing the letters" will be introduced.

The Model Language Studio in Yoyogi specializes in teaching languages through drama to all age groups. It was founded by Yoko Nomura, the author of the "Pinch and Ouch" series.

Bulletin Board

S.M.I.L.E.

Persons interested in joining S.M.I.L.E. and participating in the coming meeting should contact Hillel Weintraub, Donald Kelman or Noriko Nishizawa, Doshisha International High School, Tatara, Tanabe-cho, Tsuzuki-gun, Kyoto 610-03; tel. 07746-3-1001.

S.M.I.L.E.'s first two meetings largely introduced the members to each other as far as their computing activities and interests were concerned. A constitution was adopted. The coming meeting will present many diverse directions. Commercial presentations will be heard for the first time, and so it will be possible to get some idea of the various directions well-known enterprises are taking. Given the same theme of *directions*, S.M.I.L.E. itself must give serious thought to its own direction.

On November 19-20, at Doshisha International High School S.M.I.L.E. (The Society for Microcomputing In Life and Education) will hold its third meeting. (The Society was formed one year ago and presently has over 50 members, both Japanese and non-Japanese. The members are largely professional educators, but other professions are also represented. What the membership has most in common, however, is the idea that the computer, being an extension of the human mind in the same way that traditional tools became extensions of the human hand, will inevitably become a powerful force in life and education.)

TEACHER TRAINING WORKSHOP

A teacher training workshop for helping students with their pronunciation, articulation and language building/rebuilding will be conducted by Adria M. Ragosin, M.A.-C.C.C., Clinical Supervisor at the Clinical Rehabilitation Center and Veterans' Administration in Ohio, U.S.A., on November 26th and 27th (Saturday/Sunday) from 9:00 a.m. to 4:00 p.m., at the Center for Language & Intercultural Learning, Osaka; fee is ¥18,000. For further information and reservation (by November 21st), call Fusako Allard at 06-3 15-0848.

Positions

(JAKARTA) Several solid EFL teachers are urgently needed for instruction in a private school in Jakarta, Indonesia. Applicants need strong EFL/ESL background including a minimum of two years in this field. Prefer individuals with overseas experience and some knowledge of Indonesian and Asian culture, languages, and lifestyle. One year commitment. Assistance with housing and air fare. Air fare will be reimbursed after completion of contract.

Pay is \$1500/month after taxes. Please send C.V. or resume and cassette tape recording telling about your life - professional background, interests and interest or knowledge of Indonesia and Asia - to: Alan Ridley, Placement Director, 4064% Oak Crest Drive, San Diego, CA 92105, and/or call (6 19) 280-6468. Departure date is mid-October. No other openings at this time, but future openings possible.

(NAGOYA) A private women's university founded in 1889, Kinjo Gakuin University, includes a junior college, four-year Colleges of Literature and Home Economics and a school for graduate studies. The College of Literature is composed of Departments of Japanese, English, and Sociology with a total staff of 31 full-time teachers and an enrollment of 1,017 students. The English Department is seeking applications for a full-time position as visiting instructor from Spring 1984 for a period of two years.

Qualifications: Ph.D. or M.A. in TESOL or Applied Linguistics. Duties: To teach English Majors: English Conversation, Composition, Seminar Classes. Compensation: Salary depends on qualifications and experience (e.g., M.A. \$14,456, Ph.D. \$16,396 annually); no Japanese taxes; research fund (\$1333); housing allowance; and round trip air fare.

Send a letter of application, two letters of recommendation, and resume and credentials, including transcripts, to: Department of English, College of Literature, Kinjo Gakuin University, 2282 Omori, Moriyama-ku, Nagoya 463, Japan.

(OSAKA) Seifu Gakuen/Seifu Nankai Junior and Senior High Schools are looking for an experienced EFL teacher to begin in April, 1984. Applicants are requested to send a resume and a brief description of their teaching philosophy and methods to Barbara Fujiwara, Seifu Gakuen SHS, Ishigatsuji-cho 12-ban 16-go, Tennoji-ku, Osaka 543. For information, call 0742-33-1 562 (evenings).

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