ISSN 0287 2978

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

Vol. VII, No. 12 ¥250 December 1, 1983

CONFERENCE REVIEWS

and more....

JALT Interview

A TEXTBOOK WRITER LOOKS AT JAPAN

Claire Thompson caught Peter Viney, OUP textbook writer and author of the Streamline series, in a rare free moment during his recent visit to Japan, and talked to him about his reactions to the EFL scene here and about his Streamline books.

CT: This is your second visit to Japan. Have you noticed any changes in the two-year gap?

PV: This time we have been to more places. so we have had a wider view than just the Book Fair and JALT. Everywhere people seem to be getting more enthusiastic about and interested in language teaching. It's gradual but I almost expect it now, because there's a steady gradient everywhere.

CT: Do you feel that the profession is isolated in any way here?

PV: No. Actually, I think JALT is *one* of the more active TESOLs I've been to. Speaking generally, the JALT conference is one of the best organised I've been to. TESOLs have to avoid just relying on people like me who fly in from abroad. That's part of the role of TESOL. but the main role is to get local people to give their first ever presentation. That's one of the most important aspects of a TESOL organisation. I think JALT succeeds very well in that role. A lot of the others tend to rely on just four or five guest speakers.

CT: So you feel that we are quite up-to-date here in Japan?

PV: Yes, certainly. And here in Japan you have got a nice blend of the American and British traditions, whereas some TESOLs will be more American-influenced and some of the European ones will be much more British-influenced.

JALT NEWSLETTER

Vol. VII, No. 12 December 1, 1983

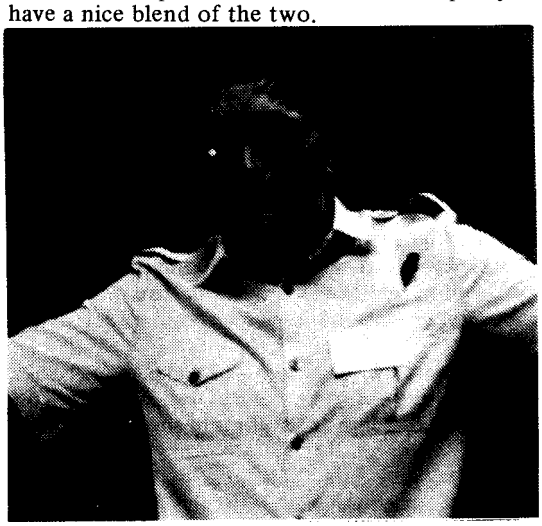
All announcements or contributions to the *Newsletter* must be received by the 5th of the month preceding publication. All copy must be typed, double-spaced on A4 size paper, edited in pencil and sent to the editor or book review editors.

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*.

Editor: Virginia LoCastro, 3-40-25 Ogikubo, Suginami-ku, Tokyo 167; (03) 392-0054
Co-Editor: Gaynor Sekimori, 1-2-11 Nishi-nippori, Arakawa-ku, Tokyo 116; (03) 891-8469
Book Review Co-Editors: Jim Swan and Masayo Yamamoto, 1-402 Shin-Ohmiya Green Heights, 3-9-40 Shibatsuji-cho, Nara 630
Meetings/Bulletin Board Editor: Nancy Olivetti, 4-12-16, Sanarudai, 203 Saint Paulia Sanarudai Mansion, Hamamatsu 432
Commercial Member Services: John Boylan, Eifuku 1-33-3, Suginami-ku, Tokyo 168; (03) 325-2971
Japanese Language: Kenji Kitao
日本語の原稿の送り先：
602 京都市上京区同志社大学英語・英文学研究室 TEL：075-251-4063 北尾謙治
Proofreading Editors: Kevin Monahan, Jack L. Yohay
Typesetting and layout by: S.U. Press, Kobe
JALT Journal Co-Editors: Patrick Buckheister and Donna Brigman, Nanzen Heights #13, 18-8 Gokenya-cho, Sowa-ku, Nagoya 466; (052) 832-0493
Publications Committee Coordinator: Chip Harman
JALT Central Office: c/o Kyoto English Center, Sumitomo Seimei Bldg., Shijo-Karasuma Nishi-iru, Shimogyo-ku, Kyoto 600

Here there does seem to be a nice blend of both. I tend to concentrate very much on classroom skills and classroom performance in my attitude to teacher training, whereas a lot of American writers recently have been concentrating more on the reaction of the student in the classroom. I think we are both thinking of the same things, but the Americans in their writings concentrate more on the students' feelings in the classroom. British writers tend to concentrate traditionally on teachers' performance. I think in Japan you have a nice blend of the two.



CT: Do you think then that the standards of teaching are the same here as anywhere else?

PV: Yes. I don't think the standards are any different but I think the situation is extremely so. Most teachers here seem to be teaching false beginners and there tends to be a concentration on oral/aural skills – particularly among the foreign teachers, British and American. Because a lot of the actual knowledge is being put in by the Japanese school system and the English native speaker is supposed to activate it, there does tend to be a concentration on oral/aural activity. There is a tendency to feel that the reading and writing work is either being done, or will be done, by the Japanese teachers. A lot of teachers have been coming up to me and saying, "My job is really the conversation class," so there is a slightly one-dimensional aspect here.

CT: Presumably you are aware of the greater number of teacher-training schemes in the rest of the world. Do you find they are noticeably lacking here?

PV: I think it would be great if the R.S.A. Certificate was more popular, as I know a lot of teachers would like to take it. So many teachers, everywhere I go, come up to me and ask for advice about courses. And the universal thing I hear from them is: "I want a course to improve my teaching but I don't want something very theoretical. I want something practical and designed for the classroom teacher. Where should I go?" If they haven't got the R.S.A., then that is probably the most practical kind of exam available. A lot of teachers I've met have done an applied linguistics course and been disappointed with the lack of practical training. I'm not saying the theory is not important, but the practical aspect does seem to be

Another thing: To help teachers in a school in an ongoing situation, I think it is very useful to open the doors of your classroom and allow other teachers to come in and observe you, and then you go and watch them. Doing the R.S.A. as a tutor, I've never observed a class where I haven't learnt something. So it's a very useful experience to watch each other teaching and I would encourage this.

CT: Moving on to Streamline. Somebody asked a question at one of your talks concerning the teacher's guide and who it was in fact written for. I mean what kind of teacher it is aimed at – whether experienced or inexperienced.

PV: The teacher's guide was not written for the experienced teacher. It was written for the inexperienced teacher. It's like an old analogy: you have to learn scales before you can do jazz improvisations. We wanted to write a lesson plan where an inexperienced teacher would cover the topics from a number of different angles; that the matieral in it would be presented clearly and practised thoroughly and that was the aim of the teacher's guide. Now obviously the experienced teachers are going to be able to think of lots of techniques to do that, but I think the inexperienced teacher needs that background. In fact, my experience in Japan has been that people have come up to me and said: "Thanks for the teacher's guide. You've saved me hours of work." A lot of them said, that when they got to Japan, the teacher's guide was like a bible for the first few months and then of course it stopped being so and they began to think of their own ideas and put other things in. But they needed that starting point and so did I when I started. When 1 discovered *First Things First* and *Kernel Intermediate* teacher's guides telling me what to do, I thought it was great.

CT: Also, in your answer to the question asked regarding the teacher's guide, you mentioned the idea of starting a Streamline newsletter which would incorporate all these new ideas on how to use the books, which are coming from different parts of the world. So would you say that there are any general patterns to the way in which the material is used differently here to the way it's used in other parts of the world?

(cont'd on next page)

(cont'd from preceding page)

PV: Yes. If we are talking about the whole part of the course, because of the conentration on oral/aural skills, I think people have had problems with the material on the third level. One thing I have been trying to concentrate on is, at the *Destinations* level, that people shouldn't be explaining every word – that a lot of it, the input stage, should be the same length; that people should be working for gist and that they should still be getting the same amount of transfer out of the lesson. But it is natural at that level to have a greater input of reading and writing. That's one thing that people have been asking me everywhere. The idea of a kind of Streamline newsletter has been discussed here and in other countries and people have said: "We have got lots of ideas for Streamline but is there a system for swapping them?" So now we are trying to think of some system we could set up. Maybe a newsletter or maybe it could be incorporated into the Oxford ELT Bulletin.

CT: But do you think students' needs in different countries have prompted teachers to adapt material in different ways to each other?

PV: Take the *Destinations* level first. It didn't bother anybody in Europe that the text got longer. They expected it to because they were working on the full range of reading and writing. Whereas very often, teachers here have said: "Well, I'd like to, but my job really is to concentrate on conversation." So I have been trying to stress that there is as much conversation in that as in any of the other books. It's just a higher input level of reading. At the first level, there is very definitely a false beginners' situation and the book is used to activate passive knowledge – which it works for. We designed it for both false and true beginners and very often in Europe it is being used in a true beginners' situation along with the workbooks and *Speechwork*. Perhaps here the workbooks and *Speechwork* are used rather less than they are in Europe.

CT: With all the trends towards notional-functionalism. how do you feel about your texts in relation to this and do you feel that they progress communicatively?

PV: Yes. I am very proud of the way we have changed the structural syllabus in terms of getting frequent, useful items like 'I'd like' in very early. The first polite request we introduce is 'Could you. . .?' We avoided the functional mega-unit where you have 15 pages on directions until everybody is sick of it and confused by the variety- of ways. We tried to give the functional element in small chunks with a logical movement so that polite requests were introduced one at a time over the whole course. And the functional element grows more overt as we proceed through the four books, which 1 think is the natural way to do it. At the early level we don't use any functional titles or structural ones for the student. We avoid both of them. Obviously there is a very careful, logical and structural grading but we try to introduce the functional element in the same way.

CT: Another feature of communicative texts is the information gap activity whereby students are put in the situation where they want to interact and exchange information in English. How does Streamline deal with this?

PV: The workbooks lend themselves well to this. A lot of the charts and diagrams can be used with one of the students having the book open and trying to find out information, and the other student replying. A lot of the charts and diagrams in the workbooks, particularly as they progress through the series, are very useful for that kind of activity. And when it is used as a full course for beginners, teachers tend to use the workbooks in the classroom for that kind of activity.

CT: Presumably you feel that the workbooks supplement your texts quite well, but do you think there is room for still more supplementary work?

PV: Next year we have got the reading series coming out called *Departures in Reading, Connections*. . ., etc. They are divided into three areas: graded texts, which are recorded; skills development texts, which are obviously not recorded; and thirdly, a kind of story which runs to several pages and these are recorded too – not because we think most people will use the recording but we think schools with a listening centre would like to have the recording there so that students can go in and use the material for extensive listening purposes.

CT: How do the 'readers' integrate with the Streamline series as it is now?

PV: They are not designed purely to be used with Streamline. Each reader covers one workbook. In other words, *Departures in Reading A* covers Units l-40 of *Departures* and the graded material relates to 10 units of each book. Hence there are four groups of graded material. The skills development material is obviously not graded and has a separate progression of development skills through the book. And I think that is an important dimension to add to the series because we always used to encourage lots and lots of reading outside the classroom. So what we did in the readers, instead of having questions or exercises on the same page as the text, would be to put them in a section in the middle of the book. Then, if the teacher wanted to, they could be ripped out or if the students preferred, they

could be left in. In this way, it still has the feel of something you want to read rather than just another piece of homework. We didn't want students to think of readers as homework, but rather as something fun to do in English after class.

CT: You seem to have come a long way in developing the series but is there anything now, looking back, that you would change?

PV: Well, we have been back with the American series. We've changed the cultural content and added a little bit more guidance for application. The dialogues have been developed and changed. These are all things that we might consider if we eventually revise the British edition. We learnt a lot from doing the American edition.

CT: When will the American series be out in its entirety?

PV: *Connections* will be out by January at the latest and *Destinations* will be out September next year. So the American series is progressing rapidly and the workbooks are due for *Departures* soon.

CT: Do you think the American series is going to attract a whole new audience? Particularly the American teachers who haven't picked up the books vet – due mavbe to their British style?

PV: We feel it should be much more attractive to the American teacher. In the American series there are two American authors working with us on it. In this way it is not a case of British authors doing an American book. It is a case of British authors and American authors working together.

CT: Have you any plans for a fourth addition to the series?

PV: Yes, I'm now working on the fourth book and have just finished a long concentrated writing bout in preparation for writing it. It takes us up to the First Certificate level and just beyond it. There is much more emphasis on skills development and authentic material. There are still some new teaching points too. 1 also try and review everything that has gone before. We are expecting it to be out by September 1984.

CT: So do you feel this trip has been a successful one?

PV: Yes, it has been an important learning experience. People have been able to tell me what they want, what they like and don't like and this is an important aspect – especially from my point of view as an author. Hopefully though. as I mentioned previously. more feedback will be available through the newsletter.

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

The story of an ESP simulation using mixed-ability classes (Part II)

By Tony Deamer, Kobe Steel

The first part of this two-part article appeared in the November, 1983 issue of the *JALT Newsletter.*

6) Highlights of the Course

The two activities where all of the students took part together proved to be the highlights of the course. As described in Part I, the whole 50 students participated in a press conference and a final presentation session, and these will now be described.

The press conference was held at the halfway stage of the simulation, and all the groups had by this time a clear idea of their own experiment and had had time to study a short summary of the other four proposals and to formulate questions on the rival groups' work. Not only was this an exciting and enjoyable experience in itself with excellent group dynamics in action, but the press conference focused particularly on the language of process and description needed when reporting on an experiment. It also made each group reconsider its ideas in the light of the questions and problems raised by the other groups, and the post-mortem, which followed, produced discussions involving the redesign and adaptation of the various proposals.

The final session, where each group gave its final presentation, exceeded all our expectations and produced five very different but well documented experiments. The subjects ranged from a way to produce purer silicon in a vacuum, a study of the growth of plants in zero gravity and under the effect of space rays, to an examination of the changing shape of the water droplets in space conditions. Each group had a strict limit of 20 minutes to present its proposal followed by an equally strict lo-minute limit for questions and answers. The hard work each group had done in the previous two weeks was apparent in the high quality of the oral presentations, the OHP or chart visuals and the confidence of the speakers. The groups all produced well-timed and well-researched performances, where teamwork and the obvious value of each member within his team were outstanding features. In one team the student with the highest interview score (a 4.5) was followed by the student with the lowest (a 0.8), and in this limited context the standard of each's presentation was quite similar – something the 0.8 student and the teachers could never have imagined four weeks earlier. Overall, the teachers were very impressed by the high standard of the work shown, and those teachers who constituted the panel of judges had the unenviable task of deciding the winning class. The judges used the list of criteria explained to the students on the first dav of the simulation. and this included noints for such things as the' students' use of English, the flow of the presentation, technical feasibility and the value of the experiment to mankind in general.

The question-and-answer period was equally impressive, since it produced a series of lively and pertinent questions, which were asked both effectively and challengingly. This element of challenge reflected the gain in confidence the students had made during the course, and the answers they received were also given with a standard of self-assuredness often missing when Japanese people are in similar circumstances in an international setting.

This final presentation session was, then, a memorable one for the students, the teachers and the audience, and the intense involvement of all there made one forget that this was part of an English course. The activity itself had taken over, and English was being used naturally and appropriately as in the real world and not being contrived in an artificial classroom situation.

7) Teacher Feedback

Since this was a new kind of teaching for all of the Kobe Steel teachers, we all entered the simulation with varying degrees of optimism and misgivings about the venture, but all of the teachers agreed afterwards that they enjoyed working with these vertical groups, since within the classroom there was such a wide range of teaching/learning situations. One or both of the teachers could work with any size group ranging from the whole 10 students together to helping *one* person individually. The teacher could find himself or herself giving advice about where to find technical information – some students visited the town library and a company research laboratory to find authentic data or proofreading a written copy of a presentation speech, to name just two of the facilitating roles which were required during the two weeks of the simulation. These afternoons with the vertical classes, then, provided a good contrast with the teacher-centred classes and contained enough unpredictability within the schedule framework to provide good motivation for both the students and the teachers.

8) Conclusions

Although this simulation was undoubtedly a success, we at Kobe Steel are in no way suggesting that all classes should now suddenly be taught with students of mixed language ability; but the success of this experiment does illustrate that very low-level students can be taught to perform equally as well as higher level ones in a particular ESP context. Since many Japanese working for companies only have to peform in English in similarly limited ESP contexts, we have illustrated a short-cut to proficiency in that limited context which avoids the necessity of years of grinding through general English courses before being allowed to specialize in the ESP field which the student really needs to study for his job. However, there is no easy way to learn a language quickly, and the following points were essential to the success of our course, and not all of these can be combined so easily in every ESP learning situation in Japan.

a) The students were extremely highly-motivated.

b) An intensive course is very suitable for maintaining group-identity and the momentum of an ongoing activity.

c) The simulation schedule gave enough guidelines and help without limiting the originality of any group ideas.

d) The students were Japanese and were, therefore, very good at working together.

e) The subject of the simulation was topical and sufficiently realistic to give the students with a science background an opportunity to use their knowledge and experience to produce a life-like experiment.

f) The competitive element combined with the relative secrecy of each group about its proposal added to the motivation the students already had.

g) The contrast with the morning language-based classes gave the day a more varied aspect than having the same kind of classes and the same class members for the whole six hours a day.

h) The students could see the relevance of the activity to their future careers where they may have to speak in public in English, whether at a small meeting or to a large international audience at a conference.

So, with the above-mentioned points all working together in our favor, this course taught us as teachers that students of any level can work together to arrive at a high-quality end-product in English, and that in a short time any student can be trained to perform almost faultlessly within a narrow range. This is precisely what is expected of many Japanese businessmen and engineers, and for this reason we feel it was an important finding for us as ESP teachers. However, as far as general English is concerned, let me repeat that there is no substitute for sustained and systematic study in order to gain a broad base of linguistic ability. This experiment about experiments has shown that it is very worthwhile to consider new ways of learning certain limited skills within the broad field of ESP.

If any reader has any information concerning any other work using mixed-ability groups in EFL, we would be delighted to hear about it, and, in addition, if anyone would like any other information concerning our Intensive Course, please write to Tony Deamer at Kobe Steel, Ltd., Nada Language Center, 5-l-8, Ohuchi-Dori, Nada-ku, Kobe 657, or call 078-801-1112.

I would like to thank all the teachers of Kobe Steel, from both the Kobe and Tokyo offices, for their great help in planning and executing the 1983 Freshman Intensive Course. In particular, many thanks to David Baird and Rick Berwick for their invaluable suggestions during the planning stages and to Ron Cox for his technical assistance during the course.

FROM THE EDITOR

The Newsletter editors would like to thank Alex Shishin for his role as official conference photographer for JALT '83. And we join Alex in thanking his assistant, Hermann Meyer. Their work was much appreciated.

As of the January, 1984, issue, Nancy Olivetti of the Hamamatsu chapter will become the editor of the BULLETIN BOARD and MEETINGS columns. That means Publicity Chairpersons and anyone who wants items of interest announced in either of those columns should send the information from now on to:

Nancy Olivetti
4-12-16 Sanarudai
203 Saint Paulia Sanarudai Mansion
Hamamatsu 432

We welcome Nancy and look forward to working with her. We now have five editors working on the *Newsletter* and a sixth is on line. More next month.

Conference Reviews

TOTAL PHYSICAL RESPONSE (TPR)

By James J. Asher

Reviewed by Nancy Olivetti

Most JALT '83 conference goers had heard of Total Physical Response, read about it, even used it, but now was a chance to hear it from its originator. We gathered in the Asher Room to see Dr. Asher in action and to hear about TPR first hand. Some came to learn of the background and theory of TPR. Others were eager to hear about the new evidence concerning its effectiveness. Some came to ask questions, some to see demonstrations, some to challenge the theory, its application or the 'evidence' and some just to see what the guy looks like. Probably a few from each group were disappointed (you can't please all the people) except those who came to see Asher, the man. He proved to be energetic, amusing, downright charming and he looked a lot better than his picture.

The Theory

Those who came to learn the history, developmental background of TPR and the latest evidence concerning its effectiveness were soon appeased. Dr. Asher began with "the big, big picture of how this works." First, one should develop comprehension thoroughly, and then production will follow naturally. Asher claims that TPR simulates "Nature's Blueprint for acquiring any language,"[1] i.e., the process that infants go through when learning their first language and the environment in which they experience such learning. Infants learn by observing a cause/effect relationship between utterances and actions. This they experience in the home, ". . .an 'acquisition-enriched environment' in which there is a maximum understanding of spoken language in transactions between the caretakers and the child. However, these transactions do *not* demand speech from the child. The child responds exclusively with a physical action initially and, in later development, with simple one-word utterances such as yes or no."[2] An example of such a language-body transaction is 'Touch your nose, sweetheart. Come on. Touch your nose for Daddy.' Or 'Smile. Smile for me.' What Asher claims is that TPR is an accelerated simulation of this developmental process; that it is stress-free and has long-term retention.

That brings us to stress, a very important consideration: not sentence stress, nor word stress, but the worst of all kinds, mental stress. Asher says that if students stick to a language learning program long enough, there will be positive results. However, 96% of students give up because they have experienced a high level of stress which they could not cope with. The cause of this stress is left-brain instructional strategies, including such practices as listen-and-repeat-after-me, dialogue memorization and pronunciation drills. While these strategies are valuable at advanced stages of learning, they are too stressful for beginners.

The latest evidence to support the effectiveness of TPR comes from work on brain lateralization by Roger Sperry[3] at the California Institute of Technology. Sperry found that each hemisphere of the brain is an 'independent brain' and that each operates with a set of rules that would be incomprehensible to the other. The left hemisphere, for example, processes information that is logical and linear, moving in a sequential order (starting with A, then B, then C). The right hemisphere, on the other hand, processes non-logical, non-linear information in a non-sequential order. The application of this evidence to teaching as Asher claims is that ". .it is necessary to short-circuit the left brain which will then allow the right brain to receive messages without interference – without static. The static is the usual attempt of the left brain to screen, to block, to reject incoming messages."4 If, for example, teachers ask students to 'do it again' ("Again. Say it again."), the student will naturally assume he or she has made an error. ("I did something wrong, but I don't know what and now I have to do it again.") The left hemisphere is continually whispering sabotaging thoughts. This causes a lack of confidence, a certainty of failure and – stress.

Another concern with the left brain involves the use of declarative sentences which have only momentary meaning without believability. While visiting a shrine during his stay in Japan, Dr. Asher told us, he encountered a group of elementary school students. When he said "Hello.", the children were shocked. Someone besides our teacher really speaks this language! Those children had learned to communicate but without believing that it was real. The declarative sentence, usually employed and translated to the native language in the classroom, breeds an incredibility of the target language. Students learn 'This is a chair,' but wonder how this thing that they know is *isu* can possibly be anything else but *isu*. "The critical thinking of the left

hemisphere will automatically evaluate those utterances as noises that have no validity."[5] They are, therefore, not stored in long-term memory. TPR avoids such a problem by using imperatives, the truth of which is demonstrated through body action. "An utterance in the target language followed immediately by a physical action is a cause-effect relationship that the mind must cope with as a fact."[6]

The solution, therefore, is the use of right brain instructional strategies.

Demonstrations

Much to the delight of those who came to see "The Asher Performance," Dr. Asher next moved on to do some demonstrations. Here is where the workshop offered a unique experience. While we could learn a great deal about TPR by reading Asher's (and others') books, discussing his theories with others and experimenting in our own classrooms, we couldn't see it being used as Asher intended it to be used. Watching Asher demonstrate, we observed the qualities of a TPR teacher – active, energetic, simultaneously self-evaluating and pre-planning. Yet when asked about TPR and teachers' characters, Asher remarked, "I don't have a method. I have a principle. You take it and use it according to your own personality." So much for the notion of an ideal TPR teacher.

The observations of the 'students' taking part in the demonstrations were also informative. One participant, after being commanded (in Arabic) for the fifth or sixth time to pick up the book, could only stare bewildered down at the table strewn with a book, pencil, notebook, pen. Alas, he couldn't remember and simply gave up. Yet as soon as he gave up, he reported, his hand automatically reached for the book. Dr. Asher's comment was that the body somehow knows. "First comes body response, then emotional reaction."'

Another participant, when asked if she had translated the commands, said that she translated in her mind the commands given to other 'students' but not those directed at her and when she wasn't sure of a command, she guessed. The idea is for the teacher to give the commands very quickly, too quickly for the students to have time to translate. This means that the instructor must have readily available an enormous amount of material with a lot of variety. One essential element when giving a series of commands is the logical progression of events. After giving one series, Asher revealed his error of having told one 'student' to sit on the table without first commanding him to turn around. Since it was impossible for the 'student' to sit before turning around, the series was illogical and, therefore, confusing and not credible. Dr. Asher corrected his mistake by commanding the 'student' back to his chair, then beginning the entire series agam in the proper sequence.

Audience Questions, Comments, Challenges

One issue that was brought up had been baffling many of us. How can we deal with abstract ideas? Asher's response was that, first of all, we must stress understanding and that second language students, like elementary school students, could be fluent without understanding abstractions. However, once students had acquired structure, they could then compose dialogues. One person offered a solution of using pictures and another explained that she had introduced reading texts but continued to stick to the listen-and-act format of TPR. Past and future tenses can also be employed 'at more advanced stages. (See the September *JALT Newsletter)* At this stage, in particular, adults have a distinct advantage over infants in learning a language. Adults can learn much faster as they have more experiences and previous knowledge to draw from, whereas infants have only a primitive repertoire of physical responses.

The next question had also had many stumped. How do you handle a class of 50 students?. Asher's response: "That's an easy one. I already have today. Infants have no intention of learning and yet they learn. The same applies to students in class. They will learn by watching others act out the teacher's commands." (Provided you can get them to watch – you may be saying to yourself.) Asher asked a mere observer to stand and act out the commands in Arabic which had previously been given to others. She performed perfectly.

Another issue was pronunciation. Dr. Asher's answer was that adults can realistically expect to learn to understand and communicate in a foreign language but not without a notice-

(cont'd on next page)

(cont'd from preceding page)
able foreign accent. While this will not interfere with communication, the instructor who demands error-free production will not be satisfied with such a distortion. That teacher, despite good intentions, will cause even more distorted production. The reason is that this practice creates 'do it again' stress and guarantees failure. Pronunciation which is distorted to the point that it interferes with communication will in time correct itself.

A few people challenged the right/left hemisphere theory. One noted that the Japanese brain processed classical music in the opposite hemisphere from the occidental brain. Dr. Asher commented that the theory was yet unproved and that even if it were true, the principle is the same, only reversed. The Japanese right brain would be governed by the same set of rules as the occidental left brain.

The Punchline

Dr. Asher wound things up by projecting a "How to Apply TPR" chart 'on the wall. He suggests that teachers 1) read his book, 2) start, 3) try samples, 4) expand, 5) mix and blend, 6) discuss your experiences with others, 7) read other comprehension theorists (Winitz-Reeds, Lambert, Gattegno, Lozanov).

1Asher, James J. 1983. Comprehension Training: The "Outrageous" Hypothesis That Works. *JALT Newsletter* 7:8, p. 8.

2Asher, James J. 1981. The Total Physical Response (TPR): Theory and Practice. "Native Language and Foreign Language Acquisition" (H. Winitz, ed.), Vol. 379, p. 325. (Workshop handout)

3Asher, James J. 1982. Keynote presentation to the 59th Bi-Annual Conference of the Foreign Language Association of Northern California. (Workshop handout)

4 *Ibid.*

5Asher, James J. 1981. p. 326.

6*1bid.*, p. 327.

7*Ibid.*, p. 327.

STUDENT-CENTERED TEACHER TRAINING

By Ann Kristen Brooks

Reviewed by David Burger, Joshi Seigakuin Junior College, Saitama

Referring to a quotation from Tao Te Ching, Ann Brooks introduced her thought-provoking presentation by stating that it would be less concerned with the "wall all around".from which a clay bowl is moulded (techniques, information, and research results) than with the "void" in between on which the use of the bowl depends (the relationship between teachers and students,. the teacher's vision of what good teaching is, and trusting that vision and acting on it). Such an analogy applied to teaching is particularly well placed and intriguing for those of us in Japan inasmuch as it is the same philosophy behind much of Japanese art, as in brush painting, where the white or empty spaces are as important in the total appreciation of the work as the strokes themselves.

If we as language teachers can be thought to start with an empty piece of paper, the brush strokes we use – our techniques and methodology – form a visible and necessary part of the picture, but there are times when we allow the strokes to take over and become our main preoccupation. We overlook the importance of the empty spaces, or our selves in the teaching process. This was the idea Ms. Brooks wanted the participants to think about. To represent this, a pyramidal diagram was drawn on the board clearly showing the self as the foundation on the bottom underlying the art of teaching, and ascending upward to the peak were in this order: information, techniques, theories, and skills.

Speaking from the perspective of a teacher trainer, Ms. Brooks presented a brief summary of three approaches to teacher training. The first, the instrumental approach, is information-centered, concentrating on how to teach and making use of research information, but it is less concerned with criteria for good teaching. This leaves the teacher vulnerable to the opinions of so-called "experts," administrators, and students.

The theoretical approach attempts to have teachers develop their own theory or approach to teaching or adapt one from an authority. The danger is that everything will be viewed through the screen of theory and become removed from reality; for example, "I am a 'suggestopedia' teacher" or "1 am a 'silent way' teacher."

The eclectic approach strives to put everything together, and this is incredibly difficult, especially for teachers with a large number of class hours. This approach leaves the teacher vulnerable to the next approach that comes along, such as communicative vs. communication. What a teacher may not realize is that it isn't the superficial theory or technique that worked or failed but something else inside the teacher. A certain technique will work because it was right for the teacher.

According to Ms. Brooks, none of these approaches is necessarily bad. but they put teachers in a world of theory and opinion and leave out the teachers themselves. Thus, teachers are not teaching from the self or what is right for them. An integration of theory, skill development, and tapping into the teacher's true self are what is needed. While not a therapist, the teacher trainer can still help teachers to trust their inner voices and to express their individual selves better. By relying on what that inner voice tells them is the right style of teaching for them, teachers can not only be much less "self-consciously professional" and less troubled by doubts about how good a teacher they are, but they can also be "with" their students more completely.

As an example of this in the area of new approaches within the profession, Ms. Brooks expressed the opinion that while the communicative approach stresses language as people really use it, this is not enough. Once, for instance, Ms. Brooks decided to voice her curiosity about her students' company jobs by asking them in class whether they were bored with their work. Through their frank answers she learned something more about them, her own need to know was satisfied, and the language was used meaningfully at the same time. This kind of interchange is real communication that goes beyond the mere idea of practicing for communicative competence.

Following this, the participants were asked to form groups of three to talk about our best learning experience and what qualities had made it the best. Then we were to remember our best teacher and discuss the qualities that made that teacher the best. This bit of introspection and sharing was very useful, as well as fun. In my own case, for instance, none of the qualities I listed as making my favorite teachers the best was directly related to theoretical methodology. Instead, each had to do with that special quality the teachers brought of themselves into their teaching. Through her presentation Ms. Brooks reminded us that by looking at our best learning experiences and by becoming aware of what it is we want to be as teachers, we can learn to appreciate the "void" that is ourselves and use it to enhance our skills and methods.

VOCABULARY BUILDING USING INDEX CARDS

By Julian Bamford

Reviewed by Vincent Broderick

Julian Bamford's fast-paced presentation dealt with the issue of increasing students' vocabulary by means of a series of practice and review techniques using index cards. The issue of vocabulary building is a vital one since it takes about a 12,000-word vocabulary to read a magazine like *Time* with any degree of reasonable comprehension and time. Bamford feels that by using index cards, the students can be exposed to vocabulary in an intense enough fashion to shift their knowledge of words from short-term memory into long-term and permanent memory. He suggests having the students work with a relatively small pack of words on index cards, with vocabulary being added as words are mastered. The level of difficulty of the words should not be beyond the abilities of the students and learning should be accomplished by attempting to make associations with already known materials, by constant and frequent reviews and by accompanying vocabulary study with "events" that provide additional "hooks"for the students to associate with the words being learned.

The students must be constantly kept in contact with vocabulary items as they are being learned and the learning should be reinforced with extensive reading and listening.

AT TWO HUNDRED PER CLASS, THEY MATTER: QUESTIONS

By Patrick Buckheister

Reviewed by Peter Garlid, Nanzan Junior College

On the second day of JALT '83 a small group of people gathered for a presentation on "questions." We did not hear about how to be better teachers, or about how to write better materials, or about asking better questions. In fact, we heard very little about "questions." Instead, we were encouraged to look at what we do in the classroom as teachers. In Mr. Buckheister's words, we were asked to look not at "what should be done," but at "what is done."

With the title of the presentation, why was there so little mention made of questions in the

(cont'd on next page)

(cont'd from preceding page)

hour and a half? Using data gathered for his doctoral dissertation, Patrick introduced a new term, if not a new idea, to most of us. The term was "solicits." He was not encouraging us to change professions, but rather asking us to look at our classroom activities from a slightly different angle. Certainly we all do things in class to get students to perform certain acts. One of the most common, if not the most common, ways of doing this is by asking questions. But are we aware of the other ways in which we get students to do things? Are we questioning someone when we hand that person the chalkboard eraser to get the board erased? When we say "Close the door," are we questioning someone? Are these two examples "questions," that is, "a linguistic form which has a certain syntax and a certain intonation?" Of course they are not. They are what Patrick chooses to call "solicits" and produce the same results as questions. They get students to do things. Solicits include demands, requests, and questions.

After this introduction to the terms we would be hearing and using, our work began. We were asked to think of ways we could get students to write their names on assignments without our saying "Write your name" or some such thing. Through our examples we were introduced to the "channels" that solicits may take – Language, Para-Language, and Non-Language. These in turn were sub-divided into aural, visual, and other. Patrick touched someone on the shoulder to elicit a response, an example of a Non-Language-other solicit. He mouthed "Tell me what you wrote," a Para-Language-visual solicit. He showed us a sign on which was printed "tell me what you wrote," a Language-visual solicit. He was getting us to do things, but not by questioning us. Of course all these same channels are available to students when they respond to solicits.

Having been introduced to the channels used in soliciting and responding, both easily observable in the classroom, we were asked to look at what was being asked with the solicit and what was being done in response. Patrick thinks of acts solicited and acts performed as falling into the five categories which follow.

1. Take in: to consciously pay attention to or take in communication
2. Choose: to talk about differences, similarity. acceptability, features, attributes, or classes
3. Present: to state facts, give information, or present things
4. Connect: to make generalizations, inferences, rules, and so on
5. copy: to repeat or do again something already done

We were given the chance to analyze a number of solicits ourselves and were warned that care must be taken not to be fooled by lexical traps. For example, "State the relationship between x and y," is not asking the student to "present" something given, but is asking for an inference, a rule, or a generalization, the "connect" category.

Using one or a combination of the channels, a teacher may ask the student to perform any of the acts. This is likewise true for the student in their responses. "When the student is agreeable, the act solicited may be the act performed." In analyzing data from classroom observation, Patrick suggested that, along with the act solicited and the act performed, we take into account who is asking whom and what the content of the solicit is. in the iatter he uses John Fanselow's divisions of "life, procedure, and study."

In closing, the question was posed, "Why do any of this?" Patrick emphatically stated that we should not use such analysis to prescribe what constitutes good teaching. In fact, he said such a prescription is impossible. He does not see "any proven dependable connection between teacher behavior and student achievement." On this point, some, if not many, people may disagree. His answer to the question was that such analysis should be done for "awareness" of what we do in the classroom, "what the range of activity is."

The presentation was a chance for the participants to practice what Mr. Buckheister preached (read "advocated"). Looking at some of his data on solicits in ESL, Science, Social Studies, and Economics classes, it was difficult to keep from thinking of the figures as merely descriptive.

2087 solicits in ESL classrooms observed

WHO	Teacher	97%
	Student	3%
ACT EXPECTED	Take in	1%
	Choose	3%
	Present	10%
	Copy	84%
	Unknown	1%
ACT PERFORMED	Take in	4%
	Choose	3%
	Present	10%
	Connect	1%
	Copy	81%
	Unknown	1%

(cont'd on page 15)


JALT 83
REGISTRATION

(cont'd from page 12)

CONTENT	Life	1%
	Procedure	1%
	Study	98%

If this data were descriptive of my classes. I think I would try to do some things more and others less. And you? If questions are asked in classes as often as 100 to 200 times per hour as Mr. Buckheister said was observed in the early 1900's, I agree that we must look at what we do in the classroom, that questions or the broader term. solicits, do matter.

USING NON-TEFL SIMULATIONS WITH JAPANESE STUDENTS

By Karen Campbell and Adelbert Smith

Reviewed by Stephen Turner

Karen Campbell, of Aichi Prefectural University, and Adelbert Smith, who lectures at Nagoya University, have been working together with non-TEFL simulations for around four years. The insights and experience they have gained during this time were quite evident from the detailed description of their work that they gave at the Conference in Nagoya. Their presentation was particularly impressive since, in spite of the requested video equipment being unavailable, they managed to give their audience a comprehensive account of the amount of language training students can get from non-TEFL simulations if they perceive the theme as being relevant to them and are given the necessary guidance.

The simulation which the presenters described involved 40 freshmen students divided into two groups at Aichi Prefectural University. Their level of Engiish was modest, though they had just completed a two-month English course (speaking and listening only) prior to the simulation. The students were asked to do a simulation originally designed for -- and very successful with – secondary students in Britain. The presenters felt the theme, juvenile delinquency, was equally relevant to Japan, and the participants apparently agreed -- eventually, if not at first. The project took place over five weeks, finishing with two filming sessions.

The students were told the story of a 16-year-old boy named Fred. They had to tell and retell it to each other to make sure that they had understood it. In the story, Fred had a history of involvement in hooliganism and was apathetic and mediocre at school. His antics had extended to "borrowing" a motorbike that did not belong to him. and culminated in his abuse of school rules with a moped which his father. a well-to-do businessman, had given to him for his birthday. The students came into the picture at the point where Fred had physically assaulted his deputy headmaster during questioning about the moped incident, with the result that the latter was now in hospital with concussion.

Since the students had all been to good academic schools, they had no experience of juvenile delinquency. They were thus instructed, first of all, to find out what would happen to someone in Fred's position under Japanese law. Their investigation was not all plain sailing! When some of them visited a police station on a quest for information, they received a negative and unsympathetic response. However, the information-gathering exercise was instrumental in getting them involved in the problem.

A written summary of the story, containing more vocabulary than the oral version, was then given to the students. In addition, they were furnished with a list of possible punishments or remedies under British law. The students were also provided with an explanation of the cast of characters – magistrate, clerk of the court, etc. – that they would find in a British magistrate's court. Their task at this stage was to discuss in small groups which punishment(s) would be suitable for Fred. The aim of this exercise was to reinforce the students' modest knowledge of Fred's situation.

Now that the students were gradually becoming more involved in the situation. it was their turn to be "magistrates." In view of their numbers, they were divided into "committees," each of which had to interview the various characters concerned with Fred's case, such as his parents. psychiatrist and headmaster. The students were assisted by six juniors and seniors from the Education Department themselves doing research into juvenile delinquency, who volunteered to take these roles.

It was necessary for the students to work out what sort of information they would need to get from the people involved in Fred's case, so as to help them to come to a decision on Fred's future. They did this by having a brainstorming session. After they had devised their lists of questions, the teachers provided comments and guidance about possible improvements, but the work was essentially theirs. As the freshmen got deeper into their roles, the six juniors and seniors endeavoured to add more substance to theirs by going out and interviewing a government official with knowledge of the problem.

Instead of the film of the actual simulation which the presenters had been planning to show,

(cont'd on next page)

(cont'd from preceding page)
they let the audience see a diagram indicating how the room had been set up for the filming sessions. Questions from the audience elicited enough information for us to be able to picture how the simulation must have gone. It transpired that, while the students received counselling concerning what questions they should ask before the filming, they were left to their own devices once the camera started rolling. However, the teachers gave them feedback after the first filming session. For example, the students' attention was drawn to the fact that several of them had failed to follow up their questions, but had simply gone on to the next one. We learned, moreover, that while some of the students were excited by the whole operation, others were intimidated by the camera and the accompanying paraphernalia. Most of them, though, found the project worthwhile – and English was used all the time!

There was some discussion on the relevance of various simulation themes to Japanese students, and how their reaction differs to that of westerners, The subject of juvenile delinquency was chosen, said Ms. Campbell, simply because it was topical. Moreover, she showed during the presentation how the students were induced to identify with the topic even though it was outside their personal experience. Some simulations, though, flop in Japan whereas they are a great success in the West ~ due, for example, to the unwillingness of Japanese to assert themselves and be aggressive in class.

The vexing question of the distinction between roleplays and simulations was discussed for a few minutes. Ms. Campbell directed us to a book entitled *Simulations in the Study of International Relations* by Michael Clarke (published by G.W. & A. Hesketh) for an in-depth analysis of the theory behind simulations – and for guidance as to what exactly a simulation is! The audience was provided with a wealth of information on sources of simulations and of information on them. Worthy of particular note is the *Central Index of Games and Simulations* from Bishop Grosseteste College, Lincoln LNl 3DY, U.K. Another useful guide to the theory behind simulations is the *Sagset Journal,* obtainable from the Centre for Extension Studies, Loughborough University of Technology, Leicestershire LE11 3TU, U.K. Finally, Community Service Volunteers are behind several of the simulations which the presenters have found useful. Their address, shared by the Christian Aid Advisory Service, which issues a newsletter of new publications on social topics, is: 237 Pentonville Road, London N1 9NJ, U.K.

The people who attended this presentation put their time to good use. Ms. Campbell and Mr. Smith left the audience in no doubt that non-TEFL simulations can be an extremely valuable tool in English language education. Jt is a fair bet that more EFL teachers in Japan will be venturing into this relatively uncharted territory as a result of this informative presentation.

READING STRATEGIES FOR BEFORE, DURING, AND AFTER

By Frank Crane

Reviewed by Ann Chenoweth

The teaching strategies that Frank Crane recommended during his presentation "Reading Strategies for Before, During, and After" are based on current thinking which views reading as a "psycholinguistic guessing game" (Goodman, 1970); that is, as readers sample the text, they are constantly making predictions about the text based on their background knowledge and expectations which are then confirmed or rejected. Crane observed that reading, according to this view, requires specific skills of the readers and therefore the teacher's task is to provide activities that will foster the development and use of these skills. He gave many specific suggestions about what we as teachers can do; a few of these are summarized below. But of greater value perhaps is Crane's list of references also provided here.

Crane, an ESL consultant for Harcourt Brace Jovanovich International, pointed out that good readers utilize context to understand words and sentences and they rely on schema – what they already know or associate with the topic – to provide themselves with clues as they go through a text. The problem, of course is getting poor readers to use these techniques to their advantage. Crane gave several example guessing games to try, and recommended that we use similar ones with students to show them how much they do already know and can deduce from context. For example:

> You are wheeled into a c o n s c i o u s of the hiss and click of automatic doors. .

As lexical sets tend to stick together, good readers can use the clues provided by being wheeled into some place with automatic doors to figure out that the missing word is "hospital." Another example that Crane used, which is particularly useful in helping students to wean themselves from over-reliance on dictionaries, requires an

explanation of the situation described below:

A man is at home.
A man is coming home.
A man is wearing a mask.

You can "understand" every word here, but only non-visual information, schema, allows you to process it and arrive at the solution "baseball." If you lacked background information about baseball, you would never figure it out. This example demonstrates a problem readers may have – inadequate background knowledge for processing the required texts.

After playing around with some of these activities to show students that they can guess at the meanings of unfamiliar words and that reading involves more than just sentence level comprehension, what do you do when actually faced with a text? Crane had several suggestions; the ones which follow are based on predicting from both verbal and non-verbal clues, something which good readers naturally do.

Start with the title or a picture, ask: "What's this going to be about?"

Activate schema: "What do you want to know about _____?"
"What do you already know about _____?"

Anticipate: "What do you think you will find out?"

Read, then ask: 'Who was right?"

Refine prediction skills: "Why? Prove it."

More prediction: "What do you think will happen next?" Read as far as prediction carries you, then stop, and check the prediction; make a new one.

On the word level: "Was there a word you didn't know but figured out? How did you do it?"

Once you and the students have read through a text, then what? Crane noted that there are several things to do but it is probably best to avoid literal or common sense questions (Cates, 1979, Nuttall, 1982). Rather, he noted. you can ask questions which require students to make inferences based on the entire meaning of a text, or others which require them to make a judgment about what they read. However, in many cases, a verbal response is inappropriate. so Crane suggested that they make a diagram or flow chart based on some aspect of the reading to demonstrate comprehension.

The presentaion was very informative and served to add to the audience's collective schemata "teaching reading." One of the strengths of this presentation was that Crane consistently linked each suggested teaching strategy to current theory. Too often it seems that well-meaning presenters ignore theory and present seemingly unrelated "it works" techniques only.

References

Cates, G. Turett, and Janet K. Swaffar. *Reading a Second Language.* Washington, D.C.: Center for Applied Linguistics. 1979.

Frank, Christine, Mario Rinvolucri, and Marge Berer. *Challenge to Think.* Oxford: Oxford University Press. 1982.

Grellet, Francoise. *Developing Reading Skills; A practical guide to reading comprehension exercises.* Cambridge: Cambridge University Press. 1981.

Harvey, A., Anamaria. "Why Reading?" *English Teaching Forum,* Vol. XVIII, No. 1 (January 1980):34-35.

Huddelson. Sarah, ed. *Learning to Read in Different Languages* Washington, D.C.: Center for Applied Linguistics. 1981.

Mahieu, Roma. *Como Aprender A Escribir (prosa, poesia, teatro) Jugando.* Madrid: Altalena editores. 1981.

Nuttall. Christine. *Teaching Reading Skills in a Foreign Languagc.* London. Heinemann Educational Books. 1982.

Palmer, David M. "Information Transfer for Listening and Reading." *English Teaching Forum,* Vol. XX. No. 1 (January 1982): 29-34.

Rivers. Wilga M., and Mary S. Temperley. *A Practical Guide to the Teaching of English as a Second or Foreign Language.* New York: Oxford University Press. 1978.

Russo, Gloria. *Expanding Communication.* New York: Harcourt Brace Jovanovich. Inc. 1983.

Smith, Frank. *Understanding Reading.* New York: Holt: Rinehart and Winston. 1982.

Wanat, Stanley F., ed. *Language and Reading Comprehension.* Washington, D.C.: Center for Applied Linguistics. 1977.

THE USE OF PERFORMANCE OBJECTIVES FOR GENERATING TESTS

By Margaret Falvey & Mike Milanovic

Reviewed by M.A. Nicholls

Margaret Falvey is the teacher training specialist and Mike Milanovic the testing specialist at the British Council in Hong Kong, the largest English Language Teaching Centre run by the British Council in Asia. In the Hong Kong Centre there are more than 11,000 students and over 110 teachers. The centre is very well equipped with modern technology and uses the latest methodology. This means in general that the methodology used tends to be communicative in approach, and to rely on more student talk and less teacher talk. The problem which faced the centre and which formed the central theme to the presentation was the mismatch between students' preconceived views of what teaching is, and the methodology the centre used. This is a problem which is relevant to many of the better language schools in Japan today.

M s Falvey pointed out that if the student doesn't have confidence that the methods used by his teacher are effective, then his motivation and thus his application will be weakened. Hong Kong students have usually had an education in which great emphasis is laid on memorisation, and relatively little attention is given to the development of skills. They therefore expect the teacher to talk and expect to absorb the knowledge offered to them in a passive rather than an active manner. They often distrust lessons where the teacher expects the class to take an active part even though they may find them enjoyable.

In the field of E.S.P. course design, it has been axiomatic since Munby published his Communicative Syllabus Design (C.U.P. 1978) that a syllabus should be based on a needs analysis. The objectives of the course should be related to a student's need for the language in use. However, it has always been felt that such an approach would be impossible to apply to general English courses where students' needs would be too many and various for the course designer to meet. In Hong Kong they decided to challenge this conventional wisdom and to see if a common core of student needs for the students in their general courses could be identified.

To achieve this they carried out a survey of their student body. The survey covered educational background, age, sex, jobs, use of English, educational expectations, work situations, home and social use of English, work aspirations and examination aspirations. Amongst the facts they discovered were that 45% of their students worked in office-related jobs, 73% of them were between 18 and 33, 50% of them needed English at work, and 90% of them had no tertiary education and had left school at 18 or earlier.

Armed with this information, they then set about designing course objectives described in performance terms for their general English courses. The example which was shown and discussed was English for Work Purposes, a course which they currently offer in Hong Kong at three levels. One example of a performance objective from those given was "1.2. The students should be able to listen actively to descriptions of how things work in the office or in work-related areas." (Listening actively was defined as meaning "that the student has the confidence to 1) ask questions when he/she needs clarification and participate in the interaction, and 2) take appropriate action while listening, e.g., make a note of action to be taken or information to be provided.) Examples were provided of the situations to which these objectives related. One example of the above objective in a situation was "expatriate member of staff describing features of a piece of equipment which is unfamiliar to the office worker so that the office worker can obtain brochures and estimates."

Courses built around an analysis of the students' needs and working towards performance of this kind provide motivation to the student. The student is able to see why he is learning each new item and how it will benefit him. The problem which follows on from this point is that the tests which the students take are usually designed to compare students, and are based on the demonstration of the mastery of discrete language items out of context.

Mike Milanovic then went on to describe how they have attempted to tackle this problem. The first point he made was that tests based on performance objectives would be concerned with whether or not a student can do something. That is they would be task based. The difficulty with task-based tests tends to be that the task is either achieved or not and no allowance is made for partial understanding or achievement. They have tried to overcome this by breaking down the task into steps and providing marks for the successful completion of each step.

The tests that are being developed in the British Council Hong Kong have as their objectives:

1. to encourage active learning inside and outside the classroom
2. to measure students' ability to do something in English
3. to compare students
4. to encourage teaching for communication and use rather than for a test irrelevant to the students' needs

In designing such tests, use has been made of 'Banked Cloze' tests using authentic texts, dialogue completion, reference to real world information, and integrated activity tests. The marking schemes used have placed more emphasis on appropriacy than on accuracy.

In conclusion, this was a fascinating presentation of the work being done in Hong Kong on designing courses and tests related to student needs. It raised as many questions as it answered but all worthwhile research in this field always does. There was much food for thought for schools and teachers in Japan. The examples shown were clearly Hong Kong-based and could not be transferred to Japan, but it is surely time that work of this quality was done in Japan for the Japanese learner.

LARGE-SCALE PLACEMENT TESTING

By Peter Falvey and Mike Milanovic

Reviewed by Gary I. Tsuchida

Peter Falvey and Mike Milanovic of the British Council in Hong Kong presented a practical and humanistic procedure for placing thousands of students in one day. The British Council provides English language instruction to 10-l2,000 students, mainly Cantonese-speaking Chinese. With as many as 6-9,000 new students every three or four months, they needed testing devices which could handle as many as 5,000 students a day. Because of the logistic constraints on time, people, and money, they had to devise as effective a placement program as possible using information from numerous sources which they could act on in a fairly short period of time. The placement procedure they have developed provides information from five sources:

1. A written test
2. A computerized registration form
3. A self-assessment
4. An oral assessment
5. A counseling session

The placement procedure has four aims. The first, by its very nature, is to place the student into the appropriate class. Variables such as linguistic competence, educational background, previous language learning experience, the number of languages spoken, the role of English in the student's work or studies, and the reasons for learning English are taken into consideration when placing the prospective student in a class.

The second aim is to make the potential student's first encounter with the British Council a positive one. First impressions are important especially since the British Council is not a school in the formal sense and students are free to attend classes for as long or as short a time as they wish to.

Another aspect is to sensitize the teachers to the needs of the students, allow them to see a wide range of the student body, integrate teaching with testing, and narrow the gap between teachers and administrators. Lastly, the placement procedure works toward increasing understanding between the Chinese and expatriate communities. The expatriate community is generally exposed to only a very small segment of Chinese society, but by having the assessors interview people from the local community they have the opportunity to meet a wider spectrum.

The purpose, then, is to create an atmosphere where the element of confrontation is reduced to a minimum. The British Council wants to leave the student with the feeling that he or she is participating in the placement process and that the balance of power has, as much as possible, been brought to a state of equilibrium between the assessor and the assessee.

With these aims in mind, a four-phase placement procedure was designed. The student first takes a 40-minute, 100-item written test which consists of 6 to 7 multiple-choice cloze-type passages such as a letter to a newspaper, a letter

(cont'd on next page)

(cont'd from preceding page)

to a friend, a conversation between two people, and a short story. The passages are valid for Hong Kong students as the texts are the kinds they may encounter in real life. With a reliability quotient of .96 the presenters feel fairly confident of its reliability, validity, and ability to discriminate. The student also fills in a computerized registration form which provides the British Council with background information.

Self-assessment, the second phase, is also a part of the placement procedure. Based on six very broad descriptions in English and Cantonese, the student indicates his or her level of proficiency. It was found that a student could recognize fairly well the level which the teacher thought suited him or her best. This phase gives the student a sense of participation in the placement procedure, and if the final assessment matches the self-assessment the student feels he or she has been assessed fairly. It turns out, in fact, that the self-assessment section correlates at .70 with other parts of the test.

In the fourth phase the student meets the oral assessor for a five-minute interview. As the British Council lacks the necessary manpower to do all the testing and placing by itself, it hires native speakers from the expatriate community to conduct the interviews, while the British Council teachers do the counseling. The assessors come from a wide range of backgrounds and not necessarily all of them are language teachers.

In the interview itself, the assessor stands up and greets the student. This is done to relax the student and to make him or her feel that the assessor is friendly and genuinely interested. Then the assessor asks the assessee to read a passage aloud. Passages which native speakers would normally read aloud with little or no preparation to someone else were selected as being the most realistic. Some examples are a recipe for making fried rice, information on British Council language courses, and instructions on how to play a game. Reading aloud allows the assessor to see if, in fact, the assessee can read at all. It also allows the assessor to sit back a bit and get some kind of feeling for the person he or she is talking to. Most importantly. it gives the assessee the feeling that once he or she has finished reading the passage the test is over.

In fact, it is not! The real test begins from here. To promote student participation a situation is created where the student is made to feel the teacher doesn't know the answer to the question. The assessor may mention that a friend will be visiting and can he recommend a beach to take him to. Another scenario is traveling around the region. The assessor, then, can evaluate the student in terms of whether he can ask questions, maintain the conversation, initiate, etc., and it is on this basis that the assessee's proficiency is evaluated on a six-point scale.

The fourth and last phase is counseling the student. Based on the information from the registration form, the written test, the self-assessment, and the oral interview, the student can be placed if he or she falls into the same bands at each phase of the placement procedure. Sometimes, however, a student's oral ability may be better than his or her written ability or vice versa. The student and the counselor can then work out the class best suited for the student.

The presenters also described the training the assessors received. One assumes that teachers can interview, but they found in examining videotaped interviews that teachers tended to ask too many questions. They often didn't give enough attention to student attempts at extended responses and didn't try to establish a genuine interaction. When the interview tested certain structures, the assessors tended to switch off when the students used the correct form. All of these led toward establishing a negative atmosphere. The teachers also didn't realize that the cause of the non-interaction on the students' part was due to the teachers' own lack of interaction.

To be able to assess the students on a six-point scale which coincides with the six proficiency levels on the self-assessment section, the assessors are given training over a seven-hour period. In the first phase the prospective assessors grapple with such questions as what they think they are expected to do, their role as an assessor in the interview, and what they imagine the student would be feeling while being assessed. At the end, usually after an hour of discussion, the assessors realize that the interview must be some form of human exchange.

Another phase of the assessors' training is establishing criteria which will help them assess the students' levels. Criteria which arose from the discussion were items such as grammatical accuracy, complexity of structure, pronunciation, the level and use of idioms, and willingness to initiate, to name just a few. The presenters pointed out that the criteria was close to the Canale and Swain model of communicative competence and was grouped accordingly. They also noted that from this exercise native speakers who are not language teachers are capable of deciding what points will help them in assessing students.

Video was found to be the best way to standardize the oral assessment. However, for it to be effective Falvey and Milanovic noted that it is extremely important that the assessors go through the first two phases of discovering what form the oral interview ought to take and establishing criteria, because if they don't, they won't go through the third phase – the standardization of assessors – with open eyes.

The placement procedure as outlined by Peter Falvey and Mike Milanovic works toward intergrating teaching and testing. Involving as many teachers as possible in the testing program, be it working on the placement procedure or writing test items, has led to a positive attitude among the teachers toward testing and has diminished the gap between administrators and teachers. Above all, they have humanized the placement procedure and, from the students' point of view, far from it being an unpleasant and in some cases terrifying experience, it has become a positive one.

Reference

Canale, Michael and Merrill Swain. 1980. Approaches to Communicative Competence, *RELC Occasional Papers No. 14.* Singapore: SEAMEO Regional Language Centre.

MUSIC IN THE LANGUAGE CLASSROOM

By Nicholas Ferguson

Reviewed by Michael Horne, Nagoya University

Did you know that the music of Bartok and Vivaldi makes cows give better milk? Or that Ukrainian folk songs are good for putting babies to sleep? These were but two of the revelations that emerged from Nicholas Ferguson's presentation on "Music in the Language Classroom." delivered on the last morning of the JALT '83 Convention.

Mr. Ferguson made it quite clear at the outset that he was concerned not with singing or music-making but with music as a background or support. He dealt first with the physiological effect that music has on our bodies, irrespective of the psychological situation. Frenzied jungle music, for example, produces a "beta" rhythm of 12-24 vibrations per second, and this kind of rhythm occurs in tense concentrated situations. A lullaby produces an "alpha" rhythm of 6-12 vibrations per second and is the rhythm we experience just before dropping off to sleep. There is a third category, the "pheta" rhythm, which is associated with mystic states, hypnosis, torture and possibly Gregorian chant, where there are only 3-6 vibrations per second and where the body is independent of outside influences. Although in normal circumstances two of these rhythms are present, one always predominates, and one way of determining how music can be used as background is to think of these physiological rhythmic categories and select accordingly.

Another approach is the psychological. To illustrate this, Mr. Ferguson gave us a list of 14 "situations," ranging from a chic French restaurant to a sports stadium. He then played 14 short musical extracts and we were asked to match these with the 14 situations. There were special psychological reasons for selecting a particular musical item for a particular setting. To play public park music in a doctor's waiting room or cathedral organ music when a plane is about to land would be to aggravate the situation, not to enhance it. Background music in these different situations must be psychologically appropriate. Similarly, in the classroom, the situation is a special one, and any background music must be carefully chosen. To begin with, the music must "mask" the particular kind of two-way nervousness that exists between teachers and students. On the other hand, music which is too soothing, too much along "pheta" rhythm lines, can slow students' metabolism down and even put them to sleep.

Mr. Ferguson went on to issue a series of caveats on the kinds of music that are usually "wrong" for classroom use:

- Music chosen because you or the students happen to like it may be altogether unsuitable.
- Movie themes and other popular tunes are bad because people are inclined to "hum along" and this can be distracting.
- Vocal music is bad because the words interfere (except for songs in unknown or dead languages, like Latin. and of course Ukrainian folk songs).
- Music with too many rhythmic and dynamic variations, like Beethoven's symphonies, are inappropriate because the "mood" is not consistent.
- Violin and piano solos are insufficiently relaxing, and organ music has too many religious connotations, at least in the West.

What then, should one select? Mr. Ferguson concluded by asserting that class background music should be fairly relaxing, directing students towards an "alpha" state which is the best

(cont d on next page)

(cont'd from preceding page)
condition for learning. In general, the music which does this best is string orchestral music of the Baroque period (1650-l750): Vivaldi certainly, Handel sometimes, and J.S. Bach never. (For reasons which will probably remain eternally unclear, Bach has a disastrous psychological and physiological effect on all forms of human life, from unborn babies to Japanese sophomores.)

Since this was the only presentation in the whole Convention which had any connection with Suggestopaedia, it came as a refreshing novelty and it was a pleasure to hear such a clearly-articulated discussion of the topic. In the main, Mr. Ferguson was forceful and convincing; when it came to details of musical history or statements about recent research, however, his touch was less secure. And there is just one final snag: What happens if, like the present reviewer, you loathe and despise Vivaldi as a second-rate pedant? Is one compelled to suffer unending agonies in the classroom for the sake of his students' "alpha" rhythm? To what sacrificial heights must altruism go?

THE TEACHER AS LEARNER: A SELF-HELP PROGRAM FOR ESL TEACHERS

By Dan Jerome

Reviewed by Jack L. Yohay

Even a monk who begs for food must provide his own bowl. And teachers who seek nourishment in the form of ideas and strategies to improve their skills must first provide themselves with assumptions about how we learn and teach. Just as good ceramic or wooden bowls deepen in beauty with use, the teacher must constantly reflect upon and refine these assumptions as he goes on working and learning. Dan Jerome's hour-long presentation September 23 focused mainly on how, through observation, either on our own or with the aid of peers, and reflection on how faithful our classroom behavior is to our assumptions, we can evaluate ourselves in action as teachers.

"There are an awful lot of us," he began, "who are masters at figuring out ways in which 'this (new idea or technique) would never work in my class.' Others passively sit through workshops and say, 'Aha! I'll try this next Tuesday.' But it doesn't work when you try it because you haven't thought it through well enough. So you go back to the 'tried and (not necessarily) true.' "

Just as we want active learning for our students, we must demand it of ourselves, he insists. The checklist he handed out consisted largely of such reflective questions as: Where am I as a teacher? What are my assumptions about the learning process? How do my classes and the way I behave in them reflect these assumptions? How do the students' responses confirm or contradict them? What do I believe about how the ideal teacher is supposed to teach?

The ideal self-help program would include the "privilege" of further education as well as books, journals, workshops, lectures, and professional organizations. True help can also come from a supervisor who shares the teacher's desire for improvement, who "speaks the same language," and who is not there just to determine whether or not he keeps his job or gets promoted.

But ongoing, constructive supervisory evaluation is available to very few ESL teachers. Many work in settings where there is no one who could be considered a peer.

Whether the method of evaluation is to be video (prohibitive for most), cassette tape, direct observation, or reflection (indispensable), the main goal should be awareness. (What you do with the awareness is another matter.)

Who is to evaluate you? Ideally, choose someone who shares your assumptions. The "when" should be decided in advance. Some teachers may not mind being told, "I'll drop in one day soon, so don't plan a special lesson," but Mr. Jerome would: "I want to be seen at my best and evaluated for my best." Tell your evaluator *what* to watch for, just as you would want your students to know what they are learning. And have a follow-up session as soon as possible afterward, especially if your "observer" has been just self and tape recorder.

Prepare questions and gear them to objective information. Subjective opinion and reflection should be based on facts. "Yes/No" questions work less well than "How" questions: How interesting are the materials? How much did I talk? Evaluate what really happened in class, not what was supposed to happen. Make the questions fit your specific situation and your personality. And don't evaluate too much at once.

Sample evaluation questions:

A. Teacher talk: How much am I talking in relationship to total class time (use observer or cassette **to** time you)'! What kind of talking (lecturing, instructing, disciplining, greeting, questioning, answering, giving examples, counsel-

ing, joking)? How do the volume, pitch, rate of my speech affect my teaching? What kind of attitudes (anger, frustration, amusement, excitement) do I reflect? How do students react to these attitudes? To what extent have I used "reduced" speech, idioms, challenging vocabulary, puns, ellipses, complex sentence patterns – and to what extent was I aware I was using them at the time? Have I used pidgin, baby talk, or extraneous or flawed Japanese? How has my behavior, including the way I talk, reflected my assumptions about teaching.

B. The plan and production: Why have I chosen this lesson? For fun? What linguistic need is being met? How clearly do the students realize this need? How does this lesson fit into my goals and plans for the whole course? How much time was needed for a particular section of the lesson? How much time did I expect that part to take? Did the lesson proceed as expected? Why or why not? How did I lead up to this lesson in previous classes? Was there consistency between this class and others given the same lesson?

C. The environment: How do seating arrangement, lighting, time of day, temperature, class size, and noise affect learning? What realistic steps could I take to change the environment?

D. The students' response: How do I know if students have learned what I have taught, or tried to teach, in this lesson? What have I incorporated into this lesson to find out who has learned and how much? Conversely, how do 1 know that what students have learned, they have learned here in class? An audience member added: "How well did I strike a balance between reaching out to be understood and having the students 'come to me'?" How have I encouraged students to experiment and use new skills, and how successfully? (This last reflects the assumption that students learn through experimentation.) To what extent do students seem to be assimilating the "lesson bits" into less structured language situations? Which students are the most/least responsive? Am I playing up to the ones who respond? How do students' responses confirm or contradict my assumptions about the learning process?

E. The materials: Why did I choose these particular ones? To what extent did I have to explain how to use them? Were there enough? Was the print clear? Were they appropriate? How did I adapt them (including teachers' guides) to fit this particular lesson and the particular needs of my students? One of Mr. Jerome's assumptions is that the particular needs of the students should be diagnosed before materials are chosen, even at the risk of delay in obtaining them in the first weeks of the term.

Dan Jerome taught English and speech in western New York public schools before coming to Japan in 1975. He spoke of having had to modify his assumptions considerably on shifting from first-language to second-language English teaching. After helping to develop the ESL program at Okinawa Christian School, Urasoe, he taught at Yamanashi University and Eiwa Junior College in Kofu, where he and his family were the only English-speaking non-Japanese in town. He earned the M.A.T. degree at the School for International Training in Vermont and is now back at Okinawa Christian School as an ESL and high school teacher.

Mr. Jerome is a singularly impressive and inspiring presenter in that, together with the intellectual gifts, industriousness, thoroughness, and reflectiveness which have gone into this self-help program, he at once and constantly shows a deep-rooted sense of empathy and concern with the day-to-day problems teachers face. He does not pretend that he has risen above the struggle nor that the insights he is sharing will of themselves do that for others.

FUNCTIONS OF AMERICAN ENGLISH – WORKSHOP

By Leo Jones

Reviewed by C.L. Thompson

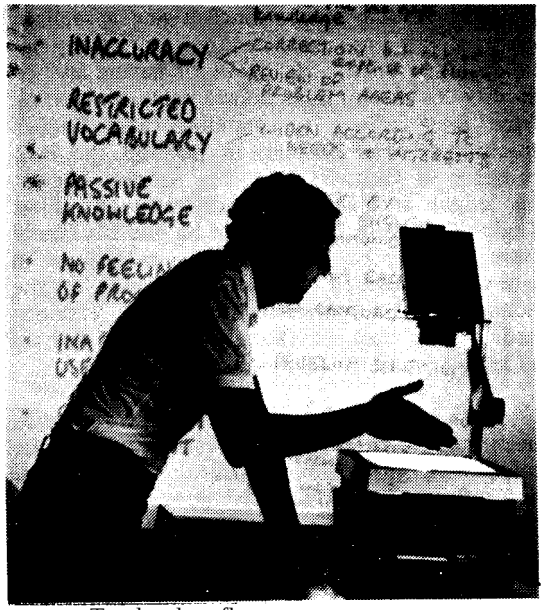
Mr. Jones' workshop on 'Functions of American English,' an upper immediate/advanced coursebook, proved to be an interesting discussion and gave us some valuable insight into the text as well as practical suggestions as to how we could use the material. How he did this was to take two units from the book and work through them step by step.

We kicked off to a lively start with a short warm-up activity. Everybody wandered around inviting/persuading each other to take part in various 'happenings.' I'm afraid I could only get one person to join me for a sexy and violent film! Once completed, Mr. Jones pointed out that the aim of such an activity was to get people using the language; and this, he continually stressed throughout, was the only way to learn. Also, this lively activity incorporated a wide variety of functions and so, he remarked, was a taste of what his book was intended to work towards.

We were then given a brief background to the book in the form of a list of aims. These were as follows:

(cont'd on next page)

(cont'd from preceding page)



- To develop fluency
- To encourage appropriate use of English
- To develop communicative skills
- To allow students to use the English they already know
- To encourage communication
- To help students become confident and effective speakers of English

Mr. Jones also stressed the importance of class and teacher working as a team and that a good working relationship would lead to good, communicative use of the language.

Each unit is divided up into: a conversation/ taped dialogue, presentations of the language, exercises (which are reasonably controlled), and finally a communication activity. The number of presentations, exercises and communication activities in each unit depends on the number of functions in the first conversation. In this way, the functional objectives are clearly laid out.

We started with Unit 2 and listened to the conversation on tape. It might be as well to note that the conversations were improvised and the scripts written later. What the students would be expected to do at this point – and what Mr. Jones got us to do – is listen for the key functions. In this way, the conversations are not intended as new language presentation stages but rather as a means for drawing on students' presupposed knowledge. Once "extracted," these functional exponents are then highlighted in the next, 'presentation' phase. We then listened to a list of these from Unit 2 – a variety of question techniques including: "I hope you don't mind my asking, but. . . and "This may sound like a dumb question but. ." One question which came up at this point was why should you try and present the students with a vast selection to choose from when there is then the danger of them becoming over-exposed to too many at once, leading to confusion. What Mr. Jones pointed out, in reply to this, was not to confuse this presentation/isolation stage with the kinds of presentation we find at lower levels. The emphasis at this level should not be on grammatical manipulation, but rather on drawing the various threads of knowledge together from the individual students and finding out what they actually know. From the list, the students are expected to select as off a menu and there is no need to bore them with repetition of those ways they already know. This phase is clearly not a "learnable" phase in the lesson. Students should be at the level where they can absorb the odd technique and this should be encouraged.

The other question raised at this point concerned the introduction to the presentation stage which is relayed at normal speed on tape. It was suggested that it seemed rather unfair to expect students to do too many things at once, for example, listening to something which could be much more easily explained through the teacher or indeed just through demonstration. The reply to this was to do "exploded" listening: pacing it to make sure it was understood and the students felt happy.

Then came the fun bit when we were actually able to ask our 'sensei' some questions. This part of the lesson in the book consisted of making up a couple of personal and a couple of factual questions – in pairs – and then, using the question techniques in Unit 2, we bombarded (well not quite) Mr. Jones with them. (In case anybody is interested, he has two children and, when pushed, leans to the left politically.) Once having practised asking questions in this way we were then ready to move on to our own communication activity, in closed pairs this time.

We then went through the same procedure with Unit 14. This time we were dealing with how to tell a story and narrative techniques ("Anyway, as I was saying. . ." and "You can imagine how I felt. . ."). Gradually we moved on to the communication activity and this one really is fun! (Or maybe my enthusiasm is due to the excellent story-teller I was working with at the time!) Anyway, the idea was to relay the story from your book to your partner (who has another story to tell you). During the telling, we were expected to add the various interjections and narrative techniques accompanied by our partner's frequent interruptions for clarification, repetition, etc. In fact this activity ran very smoothly and naturally due to the interesting story content. An extremely motivating activity!

Feedback for 'real' students would then consist of discussion of appropriacy, vocabulary, etc.

It was also added that, depending on the length of the lesson, the components of a unit could be easily broken up without interfering with the "wholeness" of our lesson plan.

Homework would consist of written work as consolidation of the oral classwork. This, Mr. Jones added, was sometimes a way of showing the students the difference between the two. Supplementary tapes and topical reading articles were also suggested as back-up material.

All in all, a very enjoyable talk with lots of practical hints to take away.

THE SQUARE DANCE METHOD

By Masakazu Karita

Reviewed by Edward Schaefer

The inspiration for the Square Dance Method came when Masakazu Karita witnessed a genuine square dance in Seattle. One person would call out the names of each step and groups of dancers would perform them. He first made the connection between this style of dancing and language teaching when he was searching for a quick way to teach a preparatory course for Japanese students who were on their way to American universities. Having found mnemonic devices effective in his own education, the idea of naming dance steps which people have memorized, and calling out the names of the steps to be performed, struck him as a device which could also be effective in teaching English.

In his presentation at the JALT Convention on September 23, Karita talked about the Square Dance Method and some other methods which he uses to teach large classes of junior college girls at Kinran Junior College, and which have been incorporated into his textbook, *How Much Can You Remember?*

The core of the Square Dance Method consists of 118 short "mini-dialogues" with such names as "Health," "Sports," "Study," etc. The students are required to memorize these, and Karita sets four to eight mini-dialogues for memorization in each class period. One technique for memorization is called "Let's Teach One Another." This is a type of chain activity, in which the instructor first teaches one student a mini-dialogue, who then proceeds to teach another student the same dialogue, who then teaches another, etc. If the instructor teaches four students four different dialogues, eventually the whole class will have memorized all four dialogues through peer instruction. The procedures for this peer instruction are listen, repeat, and perform.

Once some dialogues have been memorized comes the actual "square dance." The class is divided into groups of four each, arranged in squares. Each student performs the dialogues with another member of the group according to the teacher's instructions, or "calls."

First there is "Square Dance Practice" without the names of the dialogues as follows: "Health with your partner," and the students do "Health" with the person sitting next to them; "Sports with your comer," and they do "Sports" with the person sitting catty-corner from them; "Study with your cross," and "Study" is performed by the students sitting opposite each other.

"Square Dance Practice with Music" comes next, and it is essentially the same procedure, but accompanied by music.

Besides the Square Dance Method, Karita's text also contains a section called "Activities," which further exploits the mini-dialogues. For example, one activity is role play, which is divided into four categories: 1) Coffee Shop, 2) Double-Dating, 3) Job Interview, and 4) Square Dance Method without Prepared Dialogue.

The Coffee Shop activity is a guided free conversation which can be done following the memorization of at least 20 dialogues. The students have a conversation by freely choosing the mini-dialogues they want to perform. Also, there is the "Least Shy Girl Contest" – in a group of, say, eight students, four girls talk and the other four listen and count the number of sentences spoken. The girl who utters the greatest number of sentences is "the least shy girl."

The Double-Dating activity resembles the Coffee Shop, except that a group of four pretends that they are two couples getting together and making conversation (using mini-dialogues), and one member of one couple does not know one member of the other couple.

In the Job Interview activity one student asks seven others two questions each – one question is lifted from a list of questions in the text, and the other is student-made.

(cont'd on next page)

(cont'd from preceding page)

And in the Square Dance Method without Prepared Dialogue, the teacher calls out a mini-dialogue title and the students make up their own dialogue on the same topic.

Mr. Karita had planned to show us videotapes of his method in operation at the beginning of the presentation, but unfortunately he had trouble operating the machine. He finally got it to work after giving his talk, and we got to see some of his classes in action. While realizing that videotapes can be selectively edited to present the "best face," one got the impression of very active and involved students, and classes in which, inspite of their size, the students did most of the talking. It was also impressive to see how much they were willing to remember.

One reservation, however, is that the pronunciation of some of the girls was the type that only English teachers could understand. It might be a useful addition to the course to add more activities practicing pronunciation.

Aside from the above-mentioned Square Dance and Activities, Karita's text contains a variety of other material, such as pedagogic songs written to familiar tunes, drama, and some other mnemonic activities.

While not earth-shatteringly original, Karita's course presents the students with a variety of activities in a highly organized manner that allows them to move from controlled to communicative practice. The textbook is not commercially available and can be obtained by writing to Mr. Karita.

THE DAILY PAPER AS EFL TEXT

By Aleda Krause

Reviewed by Steve Brown, James English School, Sendai

In her well-organized, highly useful presentation on the "The Daily Paper as EFL Text." Aleda Krause began by noting a number of reasons papers are useful. They're real. Students are used to reading them in their native language. Newspapers provide vocabulary that intermediate students need for discussion. The language is natural, if somewhat terse. Finally, once students are used to the conventions of newspapers, they can continue to read for self-study.

Krause uses newspapers in classes from the low intermediate level upward. Headlines can be used in beginning classes. One way of grading material is to use articles about Japan at lower levels, since students probably already know the background to the topic.

After giving this background, Krause went on to outline the ways papers may be used: for grammar study, idiom and slang practice, for reading skills development, and for cultural information. The newspaper may also be utilized to learn how to talk to foreigners about Japan. The kinds of articles that get translated are presumably the kinds that are important to foreigners.

Next, a number of exercises were presented. You might begin with defining basic vocabulary such as "article," "headline," etc., and go on to defining the locating sections of the paper such as local news, sports, and comics.

Headlines often intimidate students. If they don't understand the conventions of headlines, they will probably stop reading. Students need to know that conjunctions and articles are usually dropped and verb tenses are changed. For instance, the present is usually substituted for the past, the present continuous for the present, and infinitives for "are going to."

Papers are filled with abbreviations and slang (gov't, hike, bogged down) that students should know. Specialized vocabulary lists (crime, sports, business) can also be developed. Password or Concentration, where students match words and definitions printed on cards that are spread out face-down on the table, reinforce newly-acquired vocabulary.

Reading comprehension work comes alive with articles from papers. One type of exercise is scanning, where students are looking for specific information. This can be turned into a communicative activity by giving one student in a pair questions on an article and the other the article. The person with the article has 10 seconds to answer, so s/he cannot read, but must scan.

A skimming exercise can be made by asking students to match headlines with articles. Each person in a group has an article which s/he skims. matches with a headline on a worksheet, and passes on. To discourage reading, the teacher can keep time.

Finally, teachers may use papers as a basis for real discussion by asking students to read different articles on the same topic, so that everyone has a contribution to make. Students could also listen to a partner's report on an article, then relate it to the class.

Krause covered other areas as well, such as finding relative clauses, breaking down long sentences, working with multiple modifiers and summarizing. She kept the audience interested and had people contribute their own ideas.

DICTATION AS A STEPPINGOFF POINT

By Walter A. Matreyek

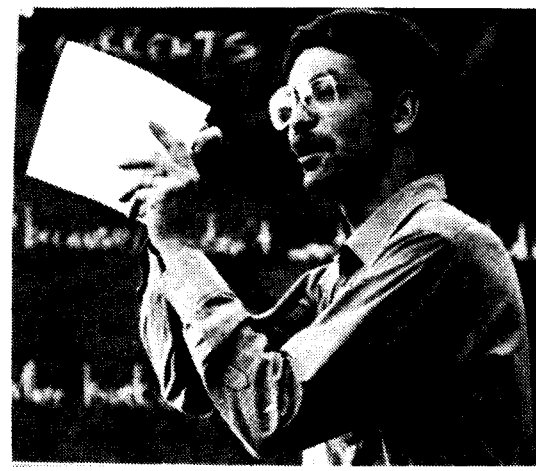
Reviewed by Barbara Fujiwara

As dictation has always proved to be highly involving for even my least involved students, I attended Walter Matreyek's presentation with the hope of getting some new ideas for using this listening task. And I wasn't disappointed. Walter has done a lot of work in developing the use of dictation as the point of departure for other activities. The subsequent activities not only give the students a reason for doing the dictation but also help them verify the meaning of the sentences in the dictation.

Walter has developed a comprehensive dictation program for his students at Sumitomo Metals in which he gives regular dictations and has his students keep their corrected dictations as a cumulative record of their progress. In the beginning, he starts his students off with simple sentences and then gradually moves to more complex sentences, in terms of structure and length, functional expressions, etc. Each dictation usually has eight sentences of different types: one with a noun clause, one with an infinitive clause and so forth, in a rather standard format so that. students can realize what types of sentences cause them difficulty and use that information for their own study.

In order to help students become aware of and learn to use phrasing which will make their speech maximally understandable, Walter sometimes has students listen for thought/information units and mark them on their papers. As a way of maintaining student interest, he often puts his students "into" the dictation. He finds that using their names or the names of things and places they are familiar with keeps their attention in a way that commercial materials cannot.

Walter emphasized the importance of variety, both in the way the dictation is given and the way it is corrected. The dictation should always be given at natural speed and it should be simple enough that the students can do it. But within these two givens, the teacher can vary the dictation in any number of ways: a) giving



the sentence one time only; b) giving the sentence one time only but at the end letting the students ask for the ones they want repeated; c) giving the sentence as many times as it is requested; d) having tape-recorded dictations to allow for other. voices, speeds and accents; and e) having a student give the dictation. In the last case, Walter would usually give the student the dictation beforehand so that he/she could practice it before giving it to the class.

Walter also varies the correction process: a) students correct each other's dictation with an answer key; b) students write the sentences on the board; c) students go over the dictation in pairs before step a or b; d) reverse dictation – students dictate the sentences to the teacher, who puts them on the board; and e) the teacher collects and corrects the dictation. Walter doesn't recommend the last method because it has the least student involvement and it postpones the use of the dictation for other activities. One of the first dictations in the program should provide the students with the expressions or vocabulary they need to manage their roles in the dictation and correction activities, e.g., "Could you please repeat that? / number 5?" "You wrote ____ Instead, you should have written ____."

Walter gave us several ideas for ways in which dictation can be used as a jumping-off point for other activities and a couple of sample dictations for each suggested task.

a) A set of instructions to be followed – The sample dictation:

1. Stand up and go to the blackboard.
2. Take a piece of chalk, and draw a line on the blackboard.
3. Write your full name on the line which you drew.
4. Ask the teacher to say and spell your name.
5. After he does that, thank him.

(cont'd on next page)

(cont'd from preceding page)

6. Ask him if he likes your name.
7. If he says yes, go back to your seat and sit down.
8. If he says no, hit him on the head with your hand.

When Walter first dictated this set of sentences and asked the students to "do" the dictation, he found out that they hadn't even realized it was a set of instructions.

b) Statements or questions to be responded to as part of a discussion activity – Sample sentences for this values clarification type activity included statements like 'Working for Sumitomo Metals is very challenging" or "I don't really want to study English." Students would agree or disagree with the statements and give the reasons for their agreement or disagreement. Another sample dictation had questions like "Who in the class is more handsome than you are?" which led to a lively discussion.

c) A preview/review activity for another activity: e.g., a fluency square

d) A summary or scrambled summary of something they have/will see(n), hear(d), read Walter summarizes audio or video tape units the students will hear as a lead-in to a lesson or scrambles a summary of one they've already worked with as a review. The students have to put the dictated sentences in the correct order.

e) A situation or conversation to be performed or continued – The sample Walter gave was the first eight lines of a telephone conversation which the students could use to call him if they were going to be absent for a class. The first four lines were:

1. Good afternoon. Sumitomo Metals English Program. Can I help you?
2. Yes. May I speak to Mr. Matreyek, please?
3. This is Walter Matreyek speaking.
4. Good afternoon, Mr. Matreyek. This is Sadao Mori speaking.

f) A function/alternative expression activity involving ranking – The sample dictations gave a number of ways you could give a suggestion or an order. The students would have to decide which expression would be most appropriate in a certain situation or they would have to rank the sentences in terms of formality. The sample sentences illustrated Walter's principle of putting the students "into" the dictation: "I want you to talk with Mr. Kato about this." "I'd like you to take this to the mail room right now."

In the last part of his presentation, Walter asked us to think of a class we were teaching and try to write a "purposeful" dictation for that class. Walter's well-organized presentation with its clear suggestions and thorough outline (future convention reviewers, take note!) will certainly help us to continue the task of exploring the potentiality of dictation as a stepping-off point for a variety of activities.

YOSHI GOES TO NEW YORK: AUTHENTIC DISCOURSE FOR LISTENING COMPREHENSION

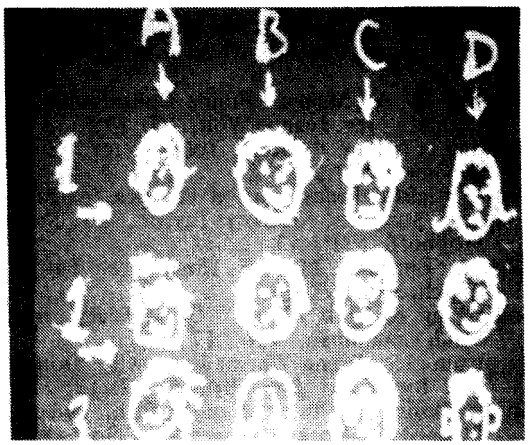
By Derald Neilson

Reviewed by C.J. Nicholls

Yoshi Goes to New York has 12 units which tell the story of Yoshi's journey to New York, his arrival, his problems at the hotel and his experiences, usually in the company of the woman he met on the plane. at an Italian restaurant. at the cinema, sightseeing, etc. Each unit is designed to be taught in three main stages: firstly, the pre-listening stage when the teacher sets the situation and gives advance assistance with potential vocabulary problems; the listening stage when students listen repeatedly to the dialogue and answer a series of multiple choice, true/false and gap-filling questions; and thirdly, the post-listening stage when students might prepare and perform a role-play based on a similar situation to that in the dialogue, using similar structures and functions. The material is designed specifically for highly motivated students at the Language Institute of Japan, many of whom expect to be going to the U.S.A. in the not too distant future and might well, therefore, experience some of the situations covered in the book. At the back of the book there is an Answer Key and a full tapescript, so that students may use the book, with the tape, for self-study. For adult students who expect to be visiting the U.S.A. shortly for business or study purposes, this is, I am sure, a useful and enjoyable listening comprehension course. There are, however. two points which I would like to discuss further.

The first is the question of authenticity – which is rapidly becoming a catchword in E.L.T. as popular and perhaps as misunderstood as 'communicative.' Authentic dialogue is dialogue which is spoken primarily for the purposes of genuine communication in the course of normal everyday life and recorded probably without the knowledge of the participants. Material recorded in a sound studio may well be unscripted and spoken at normal speeds with normal hesitations, false starts, etc., but it can,

at best, only be simulated-authentic material; it is spoken primarily for the purposes of teaching English and not for real communication. Simulated authentic dialogues are undoubtedly of great value in the EFL classroom, but there still remains a noticeable step to be taken before genuine authentic discourse can be easily understood. *Yoshi Goes to New York* consists of simulated and not genuine authentic dialogues.



l'he second point concerns the value of the actual listening tasks in *Yoshi Goes to New York.* Like so many textbooks, each unit follows a set pattern and includes a series of almost identical exercises, despite the fact that variety is surely more stimulating and conducive of interest for both students and teachers. More important, most of these exercises entail activities which are quite unrelated to real life and which have no purpose for the student other than pleasing the teacher and completing the exercise correctly. In real life we rarely listen objectively to a private conversation between two other people, we never (except in an examination) have to answer multiple choice questions on such a conversation we never have to memorise the exact words and structures used. we never have to fill in gaps in a written dialogue, etc. Such exercises may be sufficiently motivating for students who feel a real need to master the language but many students would be tempted to find the right answers by looking at the key at the back of the book. Less motivated students would surely feel a greater enthusiasm for listening comprehension tasks if they varied from lesson to lesson, if they were interesting and enjoyable to do, and, most important, if they necessitated the practice of communicative skills which are directly relevant to real everyday life. In real life we usually listen for a purpose, to obtain specific information. to learn more about a place, person or object, to discover someone's opinion, to learn about plans or arrangements, to hear advice or instructions, etc.; in all of these activities the meaning of the words used is of far greater importance than their forms. This should be reflected in the classroom listening exercises which students are expected to do. Such exercises could entail a variety of practical tasks, sometimes involving a problem-solving element, sometimes involving the completion of charts or diagrams, sometimes involving note-taking or summary writing, sometines involving group discussion, the passing on of messages, the writing of letters, etc. The possibilities are numerous and there are some other recent publications which have taken advantage of them.

A NOTE OF THANKS FROM THE EDITORS

The editors would like to thank all who wrote presentation reviews for the *Newsletter.* However, it may not be possible to put all of them in this issue as well as the other items which must be included in the current issue. As such, we will continue to print the reviews of the conference JALT '83 and chapter reviews in the coming issues. We sincerely appreciate the time and effort spent on conference and chapter presentation reviews and do not want to disappoint our contributors.

THE THIRD ANNUAL JALT NEWSLETTER INDEX

This is the third *JALT Newsletter* index, giving information needed to find articles based on subjects in the 12 issues of the *Newsletter* in 1983. An example of an entry is:

> Language. James Nord. rev. Juro Sasaki. VII: 7;25

This gives the title of the article (in this case a presentation review), the presenter (James Nord), and the reviewer (Juro Sasaki). It is in Volume VII (1983) number 7 (July), on page 25. Where final editing of the December issue has prevented page numbers being inserted, an asterisk (*) will be found in place of the page number.

APPLIED LINGUISTICS

(cont'd on next page)

BOOK REVIEWS

COMPOSITION AND READING

COMPUTERS IN LANGUAGE TEACHING

ESP

(cont d on page 32)

(cont'd from page 30)

INTERCULTURAL COMMUNICATION

Japan Through Shakespeare's Eyes. Peter Milward. rev. Ron Gosewisch. VII:11;34
The Cultural Differences Between Japan and the U.S. Ron Gosewisch. rev. Yukitaka Mikuriya. VII:8;18
Warning to Foreign Teachers of English in Japan. Isao Uemichi. rev. Graham Herd. VII:12;*
Why Did Nagoya Lose the 1988 Summer Olympics? Teruyuki Kume. rev. M.L. Roecklein. VII:4;8

INTERVIEWS

Fanselow, John. The Art of Letting Go. lnt. Virginia LoCastro. VII:10;6
Graham, Carolyn. Jazz Chants. Int. Chip Harman. VII:4;1
Lindsay, Paul. Int. Gaynor Sekimori. On Accreditation and ARELS. VII:6;12. On Teacher Training. VII:7;13
Oller, John. Language Testing. Int. Steven Ross. VII:8;1
O'Neill, Robert. On the Use of Nonsense in Teaching Gist. Int. Robert Ruud. VII:11;l
Viney, Peter. A Textbook Writer Looks at Japan. Int. Claire Thompson. VII:12;*
Warshaw, Stephen. Publishing Trends in Japan. Int. Shahrzad Mahootian. VII:7;1
Widdowson, Henry G. Teaching, Language and Cultural Identity. Int. Virginia LoCastro. VII:3;1

JALT ORGANIZATION

Annual Business Meeting Held. VII:11;13
Changes Proposed for Constitution. VII:923
Commercial Members Privileges. VII:1;38
Committee Chairpersons. VII:1;47
The Constitution of the Japan Association of Language Teachers. VII: 1 ;10
Excom Meets at JALT '83. VII:11:12
Executive Secretary's Report. Thomas Robb. VII:1;8
JALT Commercial Members' List. VII:1;38
JALT Finds a Home. VII:4;17
JALT: Yesterday, Today and Tomorrow (in Japanese). Kenji Kitao. VII:9;6 VII:11;37
JALT Membership List. VII:1;14
JALT Membership List Update. VII:3;9 VII: 5:16 VII:9;35
JALT on Steady Course: President's Report. Jim White. VII:1;l
Membership Report. Hiroko Takahashi. VII:1;8
Memory, Meaning and Madness: Preparing for JALT Conference. Dale Griffee. VII:9;19
National Executive Officers. VII:1;47
1983 Chanter Officers. VII:3:23
Okayama Affiliate. Jim White. VII:9;33
Program Report. Kazunori Nozawa. VII:1;4
Public Relations Renort. Kohei Takubo. VII:1:5
The Second JALT School Administrators' Seminar Keport (in Japanese). Kazunori Nozawa. VII:2;3
Treasurer's Report. Aleda Krause. VII:1;5
Two New Affiliates Formed – Okayama and Hamamatsu. Jim White. VII:4;17
Vice President's Report. Kenii Kitao. VII:1;3
Video and Audio Cassettes of JALT '82. VII: 2:11
Voting Procedures for 1984 Officers. VII:11;9

JUNIOR AND SENIOR HIGH SCHOOL TEACHING

Classroom Activities for High School Students. Laurence Wiig. rev. Scott Petersen. VII:7;21
The Internationalization of Foreign Language Education (2) (in Japanese). Kenji Kitao. VII: 2;8
Japanese Education in Comparative Perspective. Tetsuya Kobayashi. rev. Juro Sasaki. VII:2;14
Language Teaching in Japan. Tsutomu Ishikawa. rev. Ron Gosewisch. VII:6;23
Making Junior and Senior High School Classes Come Alive. Miho Steinberg. rev. Scott Petersen. VII:4;9. rev. Ron Gosewisch. VII:9;27

MATERIALS

Americanizing Streamline. Peter Viney. VII: 9;16
EIL Annotated Bibliography. Shuhung Shen and Yi An Wu. VII:10:3
English through Drama Bibliography. Marc E. Helgesen. VII:6;l
Functions of American English: Workshop. Leo Jones. rev. Claire Thompson. VII:12;*
Visual Aids. VII:9;50
Yoshi Goes to New York: Authentic Discourse for Listening Comprehension. Derald Neilson. rev. C.J. Nicholls. VII:12;*

METHODOLOGY

Arabic Through TPR. James Asher. rev. Walter Carroll. VII:11;31
Communicative Approaches. M. A. Nicholls. VII:7;8
The Comprehension Approach to Second Language Acquisition. James Nord. rev. Santiago R. Cortez. VII:7;26
The Essence of Interpreting and Its Application to General English Education. Tatsuya Komatsu. rev. Betty Donahoe. VII:6;24
Language Learning as a Reflective Process: The Contemplative Approach. Jean-Paul Songe-Creux. VII:5 ;24
Listen and Act (TPR). Dale Griffee. rev. Scott Petersen. VII:6;18
The Square Dance Method. Masakazu Karita. rev. Edward Schaefer. VII:12;*
Teaching English Through Listening Comprehension. Aleda Krause. rev. Ron Gosewisch. VII:6;23
Total Physical Response (TPR) Workshop. James R. Asher. rev. Nancy Olivetti. VII:12;*

OTHER ORGANIZATIONS

The British Council. VI1:6;14
East-West Center Fourth International Alumni Conference Report (in Japanese). Nishidaira Akiko. VII:l0;15
EIL Conference. Virginia LoCastro. VII:10;l

PRONUNCIATION

RESEARCH

TEACHER TRAINING AND DEVELOPMENT

TECHNIQUES

(cont'd on next page)

TESTING

Backwash (or is it Washback?). ILC Testing Newsletter. VII:9;58
International Symposium on Language Testing. ILC Testing Newsletter. VII: 10:24
Large-Scale Placement Testing. Pete; Falvey and Mike Milanovic. rev. Gary I. Tsuchida. VII: 12;*
The Use of Performance Objectives for Generating Tests. Margaret Falvey and Mike Milanovic. rev. M.A. Nicholls. VII: 12:*
Testing Research. John W. Oller. rev. Jack L. Yohay. VII:7;30

VIDEO

Bid for Power. Andrea Charman. rev. Stephen Turner. VII: 9;26
Eclecticism in the Use of Video in Language Teaching. Kenzo Sakaguchi. rev. Jeff Kuscharski. VII: 11;34
New Video Project. Gaynor Sekimori. VII: 10;38
Video Materials. Andrea Charman. rev. John E. Caldwell. VII: 2;12
Video Materials for Conversation Classes. Charles Wordell. rev. Laurence Wiig. VII: 12*

ＪＡＬＴきのう・きょう・あす (3)

同志社大学 北 尾 謙 治
（ＪＡＬＴ副会長）

ＪＡＬＴと日本社会

前回「ＪＡＬＴと国際社会」のテーマで、ＪＡＬＴが国際的であり、欧米を含めた国際社会において色々な活動をしていること、国際的な英語教育学会の設立に協力していること、そして世界の英語教育の発展に寄与していることを述べた。

ＪＡＬＴは設立以来非常に国際的でありすぎたため、「外人クラブ」との悪口もよく聞いた。しかし、JALTの目的は日本における語学教育の向上であり、ＪＡＬＴの活動の多くが日本の英語教育の向上、日本人の先生のインサービス・トレーニングを目的としている。

現在ではＪＡＬＴ会員の大半は日本人であり、79年に田久保浩平氏が全国運営委員に選ばれて以来、毎年約半数の運営委員が日本人である。各支部の運営も日本人の役員を含めて日本の実情に合った研究会を行う努力をしている。

各支部のプログラムの報告を見ても、中・高・大学の英語教育に役立つものが多く、とくに会員のほとんどが中・高・大学の先生である京都・長崎・沖縄ではその傾向は顕著である。

1980年の第６回ＪＡＬＴ国際大会より、毎回開催地の教育委員会より後援を受けている。また一昨年の夏季セミナーも開催地の教育委員会の後援を受け、数支部の年次大会も教育委員会の後援を受けた。これはＪＡＬＴの活動が中・高校の英語教育に有益であることが徐々に多くの公的な機関で認められつつあることを意味する。

ＪＡＬＴは英語教育改善懇談会にも80年より参加が認められた。過去３年間、毎年４人の代表者を送り、その中には全国運営委員のJim White、Tom Robb、田久保浩平、宇留野宗嗣氏及び私も含まれている。今年からは宇留野氏に世話人会にも参加して頂き、積極的に日本の英語教育改善のため努力している。改善懇には約20の英語教育関係の学会が参加しており、その一員として認められたことは栄誉あることで、それらの学会と共にＪＡＬＴの目的を追求できることは喜ばしいことである。

ＪＡＬＴは多くの学会と共同の研究会を主催したり、また海外から招聘した講師を他の学会でも講演して頂き、ＪＡＬＴの会員のみでなく、より多くの日本の語学教育の先生方に、研究や教育の向上に役立てて頂くようにも努力してきた。例えば小田原のＬＩＣＪとは紳士協定を結び、海外から招聘した講師を両団体の研究会で講演して頂くよう努めている。ＪＡＣＥＴの研究会には、ハワイ大学のRichard Via氏、ミシガン大学のJoan Morley氏、ＴＥＳＯＬのJim Alatis博士、及び元TESOL会長のJohn Fanselow博士に講演して頂いた。ＴＰＲの創始者James Asher博士にはLLA、日本英語教育学会、日本児童英語教育学会の研究会で講演して頂き、多くの先生方のお役に立てたことはＪＡＬＴとして光栄なことである。今後も夏と年次大会には海外より講師を招聘し、日本の英語教育発展のため、他の学会等でも大いに講演して頂き、多くの先生方の研究や教育の参考になれば幸いである。

ＪＡＬＴではとくに日本人の語学教育関係者用のプログラムも行っている。中・高校の英語の先生用の「夏季セミナー」、企業で語学教育を担当している人々向の「企業内語学教育セミナー」、及び語学学校や塾の経営者のための「語学学校経営者セミナー」がその中心である。

夏季セミナー： １９７９年に当時のプログラム担当のDavid Hough氏の御努力により、海外よりChoseed博士、Kimizuka博士、Fanselow博士、Munch氏とSkirble氏を迎えて、北は北海道から南は九州まで８支部において夏季セミナーを開催した。

1980年は財政難のため中止されたが、81年からは野沢和典氏御努力により、中・高校の先生方を対象とした３～４日間のプログラムとすること、及び夏季セミナーを中心に海外から講師を招聘することになった。

80年は名古屋で、81年は仙台で、本年は東京で行われた。内容としては中・高校の先生方に役立つ理論と実践で、英語のゲームやトレーニングも含まれている。年により少し異っているが、日本語の講演の含まれていた時もあり、色々の方法を試し、充実したプログラムになりつつある。

(cont'd on page 36)

(cont'd from page 34)

企業内語学教育セミナー： 国際化の急激に進む今日、各企業にとって社員の英語教育はとても重要になっている。しかし、専門家の不在の多くの企業において、語学教育は必ずしも成功しているとは言えない。

大阪商工会議所と関西生産性本部からの勧めもあり、語学教育者の学会として企業内語学教育の発展向上にも責任があるので、企業内語学教育者向のセミナーを昨年より実施している。

昨年は9月に大阪商工会議所で、3つの大企業の語学教育プログラムを紹介して頂く形で行った。（詳しいことはJALT Newsletter昨年の11月号及び本年10月号を御参照ください。）本年は11月10・11日に松下電器産業海外研修所で、企業の関係者、教師派遣団体、外国人教師、英語教育の専門家の観点より検討するセミナーが行われた。（JALT Newsletter本年10月号及び来年11月号を御参照ください。）

語学学校経営者セミナー： 英会話学校や塾の経営者や運営にたずさわっている人々向のプログラムで、外国人講師の採用に関する問題、プログラムの設定や英語力の判定に関する問題等、語学学校運営上必要なことを研究するためのセミナーである。

我国の英語教育の学会は中・高・大学の英語教育を中心としていて、開かれた学会と称されているものも、あまり他の分野を研究テーマとはしていない。しかし、中・高・大学以外の英語教育の比重は重く、実践的な語学教育がむしろそちらに依存しているのが現状である。

語学学校の運営に関して討論する場はあまり設けられていなかったし、我々専門家も協力する必要があった。今まで学会で活動していない人々にも参加して頂き、情報交換を行うと共に、研究を行い、我国の語学教育の向上に努力している。

第1回は81年10月、東京の文化外国語専門学校で2日間に渡り行われた。昨年も東京で11月に行われた。（詳しい報告がJALT Newsletter本年2月号に掲載されている。）第3回は来年2月に行われる予定である。

（つづく）

Chapter Reviews

KOBE

FIRST MEETING

Reviewed by Wayne Pounds & Jan Visscher

The Kobe chapter, established on September 24 of this year, held its first meeting on October 16 at the Kobe Kinro Kaikan. In spite of limited publicity, more than 50 people attended.

During the first half of the afternoon, Kevin Monahan from the Kobe YMCA instructed and diverted the assembly with the wit and modesty of his presentation, "Teaching and Learning with Magazine Photos." He involved the group in a series of flexible exercises designed to illustrate how the infinite visual variety of magazine photos can stimulate student creativity while providing opportunity for fluency practice. A more detailed description of this very worthwhile presentation can be found in the program book for JALT '83.

The second half was devoted to a lively discussion of possible directions for the new chapter. The consensus was that active participation by the members in meaningful and useful functions should be one of the main goals. Some of the functions proposed were: Language Exchange, where members can practice a foreign

(cont'd on page 38)

(cont'd from page 36)
language with native or highly proficient speakers: Teaching Clinic. where specific teaching problems would be discussed; Voice Exchange, where members would help each other make voice recordings for teaching purposes, and many others. In addition, special interest groups will be formed whenever the need arises. To round off a very promising start for the Kobe chapter, half a dozen people volunteered to help out with the organizational side.

CHUGOKU

ADULTOCENTRISM & ETHNOCENTRISM IN TEACHERS' BEHAVIOR

By Walter Enloe

VIDEO MATERIALS FOR CONVERSATION CLASSES

By Charles Wordell

Reviewed by Laurence Wiig

Two speakers divided the afternoon at the Chugoku Chapter's July meeting. Walter Enloe, Hiroshima International School principal and teacher, spoke about ways of viewing teaching in general, and language teaching in particular. Enloe holds a Ph.D. in Child Psychology from Emory University in Atlanta and has spent a good part of his life living in Hiroshima.

Enloe's talk was refreshing, in particular. because his starting point as a teacher is early childhood education in which a teacher must have a talent for channeling a lot of potentially disruptive energy in educationally desirable directions. Dr. Enloe asked his listeners to look closely at their "adultocentrism" as well *as* their "ethnocentrism" and at how these two tendencies in a teacher can hinder learning in their students.

Dr. Enloe is a practitioner of "learner-centered education." He views his role as that of a "facilitator" and looks at language and language learning in a context of *activity*. For example, when he teaches the pronunciation of "apple," he actually passes out pieces of apple. With this simvle act. he notices a remarkable change in pronunciation from "ah-pu-ru" to "appie." He also recommends that, instead of "This is a ven." which is structurally rather far removed from '"Kore wa pen desu," and not of immediate application to young students, a teacher start a course with words and phrases of greater use to their charges – "Hi," "What's your name'?," "Give me that," "Give me that back."

With numerous well-chosen examples, Dr. Enloe took the audience and put them into the shoes of a child in a classroom and helped all realize how. if a class does not go well, that the teacher is usually the one who is responsible. This writer left the meeting with the feeling that any ESL teacher would do well to gain some experience in teaching children in order to be a better teacher with adult students.

Dr. Charles Wordell, professor of English at Yasuda Women's University in Hiroshima, took over from Dr. Enloe for the second part of the afternoon. Wordell gave a wit-laden presentation on how to teach foreign languages with video materials.

In the first type of program, the audience learned about teaching with t.v. soap operas; Wordell used a 50-second segment from the popular program "General Hospital" (which had been recorded by a friend in the U.S.). Soap operas are desirable for teaching conversational English because there is an abundance of talk, a minimum of action, the acting is often done by second-rate actors – people "like us," in other words – and the story continually builds to a peak every few minutes.

Another easily utilized type of segment Wordell calls "Tell What Happened." A teacher simply chooses an interesting part of a program and erases the dialog if there is one. The teacher then asks the students to describe what is happening at each instant, replaying the tape over and over.

The third method we learned about involves explaining Japanese t.v. to a foreigner. Wordell chose a program in which two comedians dressed in Edo-era costumes consumed ramen as quickly as possible while attached to wheels which slowly turned their bodies upside down. The last technique we were shown was the use of Japanese news in English. The teacher passes out a questionnaire and has the students analyse the news clip.

In this writer's opinion, serious teachers of conversation should look into all the types of teaching that Dr. Wordell so enthusiastically recommends.

SHIKOKU

TEACHING ENGLISH CONVERSATION MANAGEMENT SKILLS

By Sully Taylor

Reviewed by M. Thorstenson

It is not always possible to determine what makes some people "good conversationalists." Certainly the components of conversation such as hesitation, eye contact, verbal and non-verbal

(cont'd on next page)

(cont'd from preceding page)

responses, posture, and so on, differ from situation to situation and from culture to culture. Non-native English speakers are thus at a clear disadvantage if their communication skills are to be judged by a set of rules foreign to their own culture. Cross-culturally sensitive language teachers, accustomed to the ways non-native speakers try to 'start, sustain, and stop conversations, may actually deny their students the opportunity to become familiar with and practice the conversation strategies used by native English speakers.

Sully Taylor of Sumitomo Metal industries, Ltd., has put together research and ideas drawn from the field of speech communication (in America) into a curriculum which she has been using to teach "English Conversation Management" to Japanese businesspeople. In her workshop presentation with the JALT Shikoku Chapter. she exnlained that the acquisition of English conversation management skills is most important for the advanced student whose aim is to express himself as fluently in English as he does in his own language, and who wishes to avoid the appearance of cultural insensitivity or ignorance. What follows is a brief outline of Ms. Taylor's ideas for teaching English conversation management. defined bv Rodnick and Wood as "The mastery' of an underlying set of rules determined by the culture and the situation, affecting language choice in interpersonal communication events."

Starting conversations. The teacher might try to determine when students feel it is appropriate or necessary to start a conversation with a stranger, and the class can discuss and practice ways to gracefully open up such conversations.

Pause control/hesitation. Native speakers of English feel uncomfortable if more than three seconds elapse between phrases. Verbal expressions such as "Ummm. ." and "Let me think " and non-verbal signals such as looking away are necessary to ensure that listeners do not become bored or impatient. To practice, students can ask each other questions which require the speaker to think a bit before answering and thus use an English hesitation signal.

Volunteering information and assumptions/ generating questlons. The teacher should explain that if the conversationalist does not contribute information, assumptions or questions, he may be perceived as unfriendly or unwilling to talk about the given subject. A simple "yes" or "no" answer to the question "Do you watch much TV?" for example, makes the asker feel uncomfortable, and he may wonder if he brought up a subject too sensitive to discuss. If the respondent says, "No, not really, I feel it's a waste of time," the asker can easily continue the topic.

Some gambits to keep the conversation alive include "Really?" "You're kidding!" "You mean that. . ." and non-verbal cues such as nodding. Questions may be open-ended, but they shouldn't be too broad. Or they may be tag questions to volunteer assumptions such as "That's due next week, isn't it?"

Native speakers usually respond with statements using "must" and "sounds like" when they want to empathize. A fun exercise to practice with students is to hand out a list of statements for which they must supply "must" and "sounds like" responses. A few examples that came up at the workshop were:

"I just bought a new car."
"You must be rich!"

"My husband threw a teacup at me last night."
"Sounds like he was drunk."

Listening cues. The listener assures the speaker that he's paying attention by using nonverbal cues such as nodding or leaning forward, and by using verbal indications such as "Uh-huh'.' at regular intervals. A listener also uses short phrases to express feelings of sympathy ("I know what you mean"), agreement ("That's for sure"), regret ("How awful!"), happiness ("That's great!") and surprise ("Wow!"). Students can practice using appropriate phrases during their conversations.

Interrupting and clarifying. Taylor suggests practicing this strategy of conversation management through covert demonstration. For instance, the teacher might begin a long rambling story and, if all goes well, a student will interrupt for clarification and thus present himself as a model. Students can familiarize themselves with typical ways to interrupt and ask for clarification, and then practice using such tactics in pair work while their partners, as instructed, discuss very detailed topics.

Opinion sharing. A way to begin this topic might be to discuss the different ways Japanese speakers and English speakers express opinions. Students can then familiarize themselves with some of the phrases that native speakers use to tactfully give. agree with, and disagree with opinions. Students can practice opinion sharing with virtually any topic, important or unimportant.

(Other strategies mentioned by Ms. Taylor but not included in her "Teaching Ideas" were Turn Taking and Ending Conversations.)

Some students can benefit from actually mimicking the strategies; others may simply want to become conscious of the vibrations they may be giving off to people who may not be sensitive to either culturally different conversation styles or the general problems of communication in a foreign language. Practicing conversation management strategies, moreover, can be rewarding to teachers as well as students,, since any of the major topics tends to generate an interesting conversation in itself. Certainly it is true that as students become more fluent in English, the more a familiarity with conversation management becomes necessary.

(cont'd on page 42)

(cont'd from page 39)

Ms. Taylor ended her presentation with a few words of caution. Her outline of conversation management skills is of course biased toward native speaker English and toward American English in particular; thus it is probably entirely irrelevant for English as an international language. Also some students may feel that it is okay to be familiar with conversation management, but they may be uncomfortable abandoning their own culturally-determined communication habits. Conversation management, therefore,. should be presented as an optional commumcation strategy and/or as a matter of cultural interest,

KANTO

MEDIA PROJECTS

By Professor Mark W. Seng

Text and photo by Martin E. Pauly

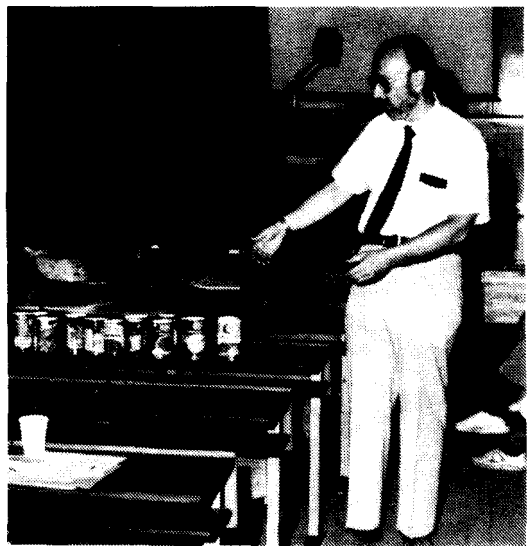
It is said that "one person's junk is another person's treasure." Professor Mark W. Seng of the University of Texas showed participants of the JALT Summer Institute how to take things that many people would regard as junk and convert them, simply and inexpensively, into usable, interesting teaching materials.

Having taught junior and senior high school for ten years, he was fully aware of the everyday problems that teachers face. "An experienced, successful teacher has 'a bag of tricks' he/she can reach into and pull out an activity from which can save a class," he told us. Assuming that we had access to a slide projector or overhead projector (OHP), the first part of the presentation was devoted to showing us how to use items from his "bag of tricks."

It was amazing to see the pedagogical uses to which old X-ray film, old greeting cards, Saran Wrap, large-print texts, menus, magazine photos, advertisements, and word puzzles could be put. Professor Seng's paper-people with movable limbs were especially useful for teaching prepositions like between, on, below, etc. Another device, when placed on the OHP, simplified and illustrated the explanation of a process as complicated as the workings of a four-cycle engine.

A common problem in language classes is to get students to speak. If you call on a student and say "talk," he'll often feel on the spot. Audio-visual items, as Professor Seng pointed out, supply the student with something to talk about and take the attention away from the student himself.

Professor Seng told us that his materials and the way he uses them had evolved over a long period. Many were credited to his students. Many that he expected to work well in a classroom didn't. We should realize that some things will go over and some won't and the only way we can find out is by making and trying them ourselves.



He wanted us to try things: he didn't want to "just talk at us for a couple of hours and go away and not have any impact." The second part of his presentation was therefore a hands-on workshop where we actually made some of the items in the "bag of tricks."

Using only a picture from a magazine, clear plastic with adhesive already applied, warm water containing diswashing detergent, and a slide mount, I was able to produce a "color lift" that could be readily projected. It gave me a feeling of accomplishment to make something that looked so good, so easily and cheaply and, as the Professor mentioned several times, "once you've got it you've got it forever."

We appreciated his lecture. As I make use of the ideas he presented I'll bear in mind one of his comments, "Learning a language is tedious work, and things that you can do to make it more interesting are really appreciated by the students."

AN ADDITION

The October issue of the *Newsletter* carried a bibliography of books on English as an International Language. We would like to add that the title *English as a World Language* by Bailey and Gorlach will be available in Japan in January from United Publishers Services, in Tokyo (03-291-4541).

JALT Undercover

READING BY ALL MEANS: READING IMPROVEMENT STRATEGIES FOR ENGLISH LANGUAGE LEARNERS. Fraida Dubin and Elite Olshtain. Reading, Massachusetts: Addison-Wesley, 1981. 317 pp.

Reviewed bv Jeanne M. Wolf

Reading By All Means is intended to be a self-instructional text "for people of all language backgrounds who want to improve their ability to read English." In order to accomplish this objective, the authors introduce numerous strategies to enhance comprehension and to develop flexibility in the reading process. They provide varied, up-to-date selections for this purpose.

The authors' concept of reading is based on the widely held view that reading is an interactive process between the reader, writer and text. They recognize the importance of the background that the reader brings to the printed page and the active role that the reader must play in the reading process. In addition, some of the features of text language and syntax are examined as they relate to meaning.

Two main types of strategies are developed, insuring that instruction is consistent with philosophy. The first one is text oriented. It focuses upon the effect of the structure of passages upon reading comprehension. There are exercises to help process compound words, discourse threads, key words, main ideas, transition words, reiteration, reference organization and topic sentences. The second type of strategy is reading and study skill oriented. Such skills are employed by the reader in his attempt to derive meaning from the printed page. Exercises develop the skills of scanning, skimming, summarizing, sequencing, previewing, using contextual clues and developing background of experience.

The preface outlines the plan of this well-organized text. Each chapter includes an introduction to the reading selection and the authors' background. Pre-reading questions follow to help students focus on general comprehension after an initial, quick reading. This is followed by guidelines for a second reading and reading exercises. Answers are provided at the end of the text to give immediate feedback to the reader. Furthermore,, a section entitled *Talking About* features interesting discussion topics. These may be used as the basis for written assignments. A summary concludes each chapter.

The first three chapters develop strategies to enhance comprehension of different types of reading materials – narratives, general information materials. and specialized information (college texts).' Chapter-four, entitled *In-Depth Reading Selections,* stresses the Gestalt nature of the reading process by providing additional readings on previously introduced topics. The instructional selections include a wide variety of topics and materials: from novels to texts, from poems to newspapers, advertisements, essays, popular magazines, psychology and medical journals, and bioethic and psychology texts. In the fifth and final chapter, *Reading On Your Own,* there are no exercises. The reader is urged to apply the strategies presented in the book – to deal with whole selections on his own. In addition, a *Personal Journal Reading Record* is provided to record materials read in English and to emphasize the importance of carefully planned continued reading.

The problem of matching text with student is a crucial concern of educators. One variable to consider is the amount of teacher intervention available. In my own experience, using portions of the text with native English speakers and Japanese speakers of English in an international school, many of the directions to the exercises required further explanation. I found it necessary to supply additional instruction and to provide supplementary reading materials to ensure student masterv of the skills. The authors do not provide guidelines regarding suitable additional materials. Only an experienced teacher of reading can solve this problem with confidence.

The authors' suggestion that each lesson be preread is a practice that may prove useful to second language learners. On the other hand, this approach may limit flexibility in the reading process, by leading the reader to believe that there is only one correct approach to reading. In fact,, readers must adapt their approach to suit their purpose and the difficulty of the reading material.

Matching the difficulty level of the printed page to the needs and interests of the reader can be done by applying a readability formula. Application of the *Fry Readability Formula* resulted in an estimated grade level of 15. Therefore, students who do not read at a tertiary level may experience failure and frustration in their efforts to read and understand this text. In addition, it is not appropriate for students with reading problems. Finally., contrary to the introduction, the text is not suitable for self-study.

The ultimate value of the book is whether it meets its objective – to improve the ability to read in English. I recommend the book to advanced readers, cautioning them that it is not necessary to work their way through the text, page by page. In addition, teachers of reading will find this book a valuable reference and a good source for challenging instructional materials. Like any good textbook, it will be more effective if it is used selectively and accompanied by additional instruction.

SPECTRUM 1. Diane Warshawsky, with Donald R.H. Byrd. New York: Regents Publishing Company, 1982. 136 pp. Y1,700.

Reviewed by Steve Brown, James English School, Sendai

Textbooks are always the last expression of a new educational paradigm. Though the communicative approach has been in the fore for some years, finding a good textbook that is based on communicative principles and teaches American English has been difficult. Longman's *In Touch/Lifestyles* series has had few competitors.

Now Regents has begun to publish its *Spectrum: A Communicative Course-in English.* The first two books of a projected six-volume series have appeared and the third is on its way. I have used *Spectrum 1* for almost a year and will confine my remarks to it. I assign it to my beginning classes at a language school. "Beginning" must be understood within the context of the program. Thus, I've used the book with both first year high school classes and with company classes made up of college graduates whose exposure to spoken English has been minimal. According to the publisher, *Spectrum 1* is suitable for zero-level beginners. I've begun to wonder if it is.

The claim that this is a book for absolute beginners stems from the fact that only five hundred words are introduced for production. The rest is receptive vocabulary. Each chapter contains a series of short (four- to six-line) dialogues, which introduce the functions and vocabulary for production. Each chapter also includes a long dialogue that puts the productive material into context and introduces the receptive language. The authors' aim is global understanding of the material.

Here in Japan at least, the authors' distinction between "productive" and "receptive" is difficult to maintain. Though I try for this global understanding, grammar-translation training causes some anxiety when one-hundred-percent understanding is not achieved. This is particularly true in high school classes. For these students, the cardinal numbers and "He has a grocery store down the street." (DOWN the street?) are equal in importance because they both appear in chapter 2. The fact that the authors want students to use the former and to have a general understanding of the latter doesn't matter to them. This causes some feelings of frustration. Of course, the fault lies more with the Japanese educational system than with the book, but it is a problem worthy of note.

Spectrum I is an interesting book, both for students and teachers, but sometimes, in their zeal to make an activity interesting, the authors make its set-up overly difficult. One example of this is in chapter 3, where affirmative and negative statements using the present tense of "to be" are practiced. First, students are asked to match some cities and countries. Some of the countries are paired with two cities, others with one. Next, there is a puzzle where the names of eight cities are hidden Students are asked to find and circle the eight. So far, so good. Activity 3 asks the students to take information from the puzzle and respond to statements. Example: "The Clarks are from London." Since London does not appear in the puzzle, but another English city, Liverpool, does, the correct answer is: "Wrong. They're not from London. They're from Liverpool." I have seldom been able to lay out the ground rules for this exercise without some Japanese being spoken, either by myself or, usually, by the students asking me to confirm their understanding. They can't seem to believe, nor can I, that a simple cue can be so complex.

This is not an isolated case. Sometimes the teacher's book is quite helvful. I charmed my presentation of a map activity after receiving and reading the teacher's edition. Based on a series of eight clues, students are asked to identifv buildings labelled A, B, C. .on a map as a theater. a bank. etc. The teacher's book suggest ed a helpful chart to consolidate the information given in the clues.

It is in the nature of a review to focus on the negative. Like every other book, *Spectrum 1* has its problems. It also has many real strengths. One of these is its idiomatic language and real-life contexts. The continuous present is practiced in the context of complaints (Are you having a good time?) or telephone conversations (What are you doing?). Couples argue. People gossip. The word "unemployed" is taught in chapter 5. (Oh *Zeitgeist!)* In the "receptive language" dialogues, people say things like, "What did you put in these suitcases, lead?)"

Each unit is well-organized. The material is presented first in small, manageable units, then consolidated into longer dialogues. This is a welcome contrast to the usual practice of presenting one long dialogue full of new information on the first page of a chapter. Though the material is organized functionally, grammar is given a page of its own in each unit.

Though some teachers I've spoken to have complained that the artwork is too cartoony (indeed, one student's first comment was *"Manga mitai!"),* I find the illustrations hold student interest. I can't comment on the audio program because I haven't used it.

I plan to continue using *Spectrum 1* with adult classes, but will look for something else for high school classes, probably a comprehension-based text. *Spectrum 1* is not for absolute beginners, but it is a good text for adult learners who have finished high school.

Practically perfect

Practical English

Tim Harris, Illustrated by Alan Rowe

Let your students do the talking with HBJ's *Practical English* With a cast of humorous. engaging characters. *Practical English is* designed to teach students the most common structures of English *Practical* English encourages students to talk, express themselves in writing, and read popular books and periodicals

The program stresses creative language practice throughout Free-response questions allow students to talk about themselves in simple, straightforward English Other sections offer discussion topics and ideas for dramatic sketches Delightful, imaginative drawings stimulate student Involvement

With workbooks, instructor s manuals, and cassettes, *Practical English* becomes the catalyst for meaningful language experiences. Take a look at HBJ's, *Practical English* and discover how we've qotten both teachers and students talking *in English*

A TRAINING COURSE FOR TEFL. Peter Hubbard, Hywel Jones, Barbara Thornton, and Rod Wheeler. Oxford University Press, 1983. 337 pp. ¥2,210.

Reviewed by Scott Petersen

Probably many people earning their living as language teachers – in Japan and elsewhere – have no formal training in language teaching. Such people are always on the lookout for new books to help with their self-education. *ATCFT* provides some good ideas, and would be a useful book for beginning teachers. However, despite what the authors say, it is not very comprehensive. The authors set themselves a number of goals which they do not meet very well.

The book consists of 10 chapters, an introduction, plus discussion questions and questions from the Roval Society of Arts Certificate for Overseas Teachers of English. The 10 chapters are : *First principles, Useful classroom techniques, Teaching aids, Errors and mistakes, Planning and preparation, From controlled to free practice, The teaching of pronunciation, Recent approaches, Testing,* and *Special techniques for problem classes.* The introduction sets forth the authors' desires for new teachers: teachers should become more than just adequate technicians; they should become innovators themselves and contribute to the technology. Consequently, the authors set themselves the task of listing not only many useful techniques, but also of attempting to put forth the principles of modern teaching and to provide a guide to further reading. They aim the book at non-native English teachers, who, after all, constitute the majority of English teachers in the world.

Chapters One and Two are indicative of both the strengths and the weaknesses of the book. I would like to examine them closer.

Chapter One, *First principles,* starts off rather nicely. The authors give several ways to introduce a new dialogue. Each way illustrates a certain kind of teacher presenting the same structure *(some vs. any). So.* instead of dogmatically laying down a principle, they lead readers to think for themselves. This would urovide good material for a teachers' discussion group. However, then one runs into a most annoying characteristic of the book. For seemingly important information, the authors tell readers to read such-and-such a book. On page 13, for example, thev instruct us to read "[the] Introduction to *English language teaching* by John Haycraft, pages 31-35 (Section 4.2) on different methods of presentation." One assumes that they save space by having readers consult other books. I tried to get hold of these books, but was not successful. Peaple reading the book should keep in mind that they may be missing something if they do not have access to these other books.

Actually, the title of the chapter is a bit misleading. The chapter really concerns drills and their various kinds. Perhaps drills are basic, but teachers should also know their limitations. and the authors mention only one criticism of drills, i.e., they are boring. They should have, at least, cited Stevick (1976) for his criticism of drills based on transactional analysis, or Lamendella (1979) for his criticism based on anhasia research. They should have also mentioned something about memory research.

The authors conclude this chapter by outlining the various methods in language teaching: grammar-translation, the audio-lingual, the structural-situational. They claim that no one method is perfect and so they advocate an eclectic approach. For the authors, the best way is the eclectic way: teachers should pick and choose. How to pick and choose? "The answer must be simply: adopt those [skills and techniques1 which are successful. If it works, use it." (p. 37) Success is determined by whether the aims of the students have been met. However, the authors leave unstated how the teacher, especially the beginning teacher, is to determine if the aims have been met. Finally, the authors admonish readers to go into the principles behind each approach discussed. It would have been nice if they had provided some help in this matter. However, despite their claims, they have given us a very small bibliography.

Chapter Two presents techniques. This is by far the most useful chapter. The techniques are listed under the headings *reading, writing, listening, songs, dictation, vocabulary* and *games.* Almost all the activities are on the elementary or intermediate level. Some of them are quite interesting. However, at some time teachers need to be able to evaluate techniques. For this they need to have some theoretical background. The authors should have at least mentioned the work of Frank Smith (1971) for example, or pointed out that differences in rhetorical styles between languages can cause problems when learning to write a foreign language (Kaplan 1966). The authors call on teachers to become more than technicians, but they provide little guidance.

Does the book lack theory altogether? No, but the predominant theoretical orientation concerns the recent turn to communicative language teaching. The authors introduce Widdowson's distinction between *usage* and *use.* The former refers to the form or grammatical structure of a sentence; and the latter refers to the communicative function of a sentence. Later, they outline Wilkins' ideas about notional-functional syllabuses. Underlying the entire book is the assumption that teachers will be working with a structurally-based syllabus. They try to steer teachers toward paying attention to the meaning and not just the form. They provide a bridge between structural work and communicative work. In this one area they provide a good bibliography of textbooks based on notional-functional ideas and/or communicative language teaching,

To conclude, this book provides an introduc-

(cont'd on page 49)

(cont'd from page 47)
tion to teaching beginning/intermediate students. It sets forth principles of communicative language teaching, but neglects insights into language teaching that psycholinguistics provides. It seems to me that people who read this book will become adequate technicians, but nothing more. On the other hand, very beginning teachers need a good stock of techniques first and foremost. Theory would probably only confuse.

References

Kaplan, Robert B. 1966. Cultural thought patterns in Intercultural education. *Language Learning* 16, l-20.

Lamendella. John T. 1979. The neurofunctional basis of pattern practice. *TESOL Quarterly* 13, 1:5-19.

Smith, Frank. 1971. *Understanding reading.* New York: Holt, Rinehart, and Winston.

Stevick, Earl. 1976. *Memory, meaning, and method.* Rowley. Mass.: Newbury House.

WRITING SKILLS. Norman Coe, Robin Rycroft and Pauline Ernest. Cambridge: Cambridge University Press, 1983. 95 pp.

Reviewed by Dr. R.K. Singh, Indian School of Mines, Dhanbad-826004, India

One learns to write by writing. Norman Coe *et al.,* in their book *Writing Skills,* provide real and relevant writing tasks that develop students' writing ability at upper intermediate and more advanced levels. Their main aim is "to help learners to put sentences together so that the things that they write will be easy to read and understand." (p. 4)

With their problem-solving approach to teach writing, the authors have composed the following nine units:

1. Informal letters
2. Formal letters I
3. Formal letters II
4. Reports
5. Brochures and guides
6. Articles
7. Instructions
8. Writing a story
9. Business letters and memos

These offer students a meaningful opportunity to learn and use writing skills.

The authors are aware of the numerous problems teachers have to tackle in developing skills of writing, from structural and logical organisation, linking devices, emotive tone, to style of writing. They also wish to ensure that learners produce correct forms. In their note to the student, they give some of the reasons why a written piece is not intelligible. To instance a few, the ideas are not in the right order, or they are not grouped together into distinct paragraphs; the writer does not begin his piece with an introductory paragraph that leads the reader in the right direction, or does not end it with a concluding paragraph that sums up the points he wants to make; the writer fails to interrelate his ideas by using appropriate linking words; it is not clear, for example, whether his attitude is one of describing, suggesting or criticizing; he fails to discriminate between relevant and irrelevant ideas; and he does not use clear punctuation marks.

Coe *et al.* provide a variety of practice exercises related to these specific aspects of writing with emphasis on "authentic" material.

Each unit begins with practise in punctuation, which includes the use of capital letters, apostrophe, commas in a relative clause (for example, (a) *Mr Branston who is a rather shy man does not like making speeches; (b) Mr Branston, who is a rather shy man, does not like making speeches.),* semi-colon, colon, inverted commas, etc. This invariably follows exercises in re-arranging the scrambled sentences of a letter, newspaper report, brochure, article, or instructions in the correct order. Fill-in-the-blank exercises relate to the use of such linking words and phrases as *then, because, even, for instance, however, by the way, at the end, after all, although, as a result, so as to, consequently, therefore, since, firstly, at the beginning, lastly, in other words, i.e., e.g.,* etc. This type of exercise is also exploited to teach the use of appropriate attitude words and phrases, like *naturally, perhaps, frankly, surely, actually, undoubtedly, indeed, obviously, of course, in my opinion, eventually, to my surprise, admittedly, generally speaking,* etc. There is adequate practise in the use of reporting words, i.e., changing the items of direct/indirect speech using a given set of reporting words.

Then, there are paragraph (including sentence) completion exercises: the students are required to provide the missing information on the basis of what precedes or follows a certain sequence of thought; they provide the topic sentence/the beginning paragraph, and/or develop the preceding parts of a paragraph (often from the given choices) on the basis of the concluding statements, and *vice versa.* These activities mark a step by step progression in communicating ideas in a linear style. The students are urged to use their imagination. There is a wealth of writing exercises, from controlled to free writing.

They also learn to discriminate between important and less important points by selecting and organising information into paragraphs and also by comparing and rewriting the given texts. They further practise in writing texts based on conversation and visual information (like maps, diagrams and photographs). The last

section provides several ideas with necessary instructions to write business letters and memos, stories, articles, brochures and guides. reports and formal and informal letters: with a view to developing the non-native English speakers' skills of composition.

All these exercises, designed to be done in pairs or small groups, help to develop word sense, sentence sense, paragraph sense, and punctuation sense in an integrated manner. Each of the interestingly and attractively planned units helps to teach total communication in a relevant context and also to develop critical sense both about form and meaning. The variety of texts – formal, informal and business letters (27 model letters in total, covering the main forms and structures), memos (6), dialogues (4 sets), texts based on visual information (8 sets). descriptive/ expository paragraphs, newspaper articles/ reports, instructions, etc. – with suitable photographs, drawings, diagrams, and graphs seem to integrate both communicative and grammatical competence, so necessary in the EFL/ESL setting. Learner-centred as the book is, students are encouraged right from the beginning to work by themselves; they learn functional effective communication. The teacher serves as a resource person for them to draw on as they develop their skills.

But the book does not cover an important problem area in writing, that is, spelling. EFL/ ESL learners frequently make errors in spelling and it should have been possible to provide appropriate exercises in order to develop the spelling sense by establishing in the mind of students the correlation between letter and sounds.

The book is, however, practical and reliable for students in many institutions where going through secondary and tertiary level education without ever getting from teachers the help that is both relevant to their needs and effective is a sad reality. Needless to say, development of writing skills needs serious attention because it is by their ability to write well that students succeed or fail in the educational system. *Writing Skills* offers the necessary model to manage writing development. It seems especially useful in the Japanese context, where English is required on college entrance examinations and is largely performance-oriented.

Writing Skills, also claimed to be ideal for students preparing for the Cambridge First Certificate in English examination, is really helpful to students everywhere. English language teachers willing to promote adult learners' ability to handle writing strategy should find it an important course book.

RECENTLY RECEIVED

The following materials 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

*Berman et al. *Practical Medicine* ("Career English" series: textbook and cassette). Macmillan, 1984.
*Berman et al. *Practical Surgery* ("Career English" series: textbook and cassette). Macmillan, 1984.
Brims. *Camden Level Crossing* (a boxed set of simulation materials). Arnold, 1982. (Nov. 83 issue)
*Colyer. *In England.* Macmillan, 1983.
* Mundell. *Banking* ("Career Enelish" series: textbook and cassette). Macmillan, 1984.
*Mundell & Jonnard. *International Trade* ("Career English" series; textbook and cassette). Macmillan, 1984.
*Rixon. *Fun and Games.. Card Games in English for Juniors.* Macmillan, 1983.
Rossi & Gasser. *Academic English.* Prentice-Hall, 1983. (Aug. 83 issue)

TEACHER PREPARATION MATERIALS/

Appel et al. *Progress im Fremdsprachenunterricht.* Julius Groos Verlag, 1983. (Nov. 83 issue)
Holden (ed.). *New ELT Ideas: 1982 Bologna Conference.* Modern English Publications, 1983. (Aug. 83 issue)
Johnson & Morrow (eds.). *Functional Materials and the Classroom Teacher.. Some Background Issues.* Modern English Publications, 1983. (Nov. 83 issue)
*Norrish. *Language Learners and Their Errors* ("Essential Language Teaching" series). Macmillan. 1983.
Pereira (ed.). *Japalish Keview 4.* Seika University, 1983. (Sep. 83 issue)
Wharton. *Jobs in Japan: The Complete Guide to Living and Working in the Land of Rising Opportunity.* Global Press, 1983. (Nov. 83 issue)

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 l-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:

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

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:*

Allsop. *Cassell's Students' English Grammar,*
Bowen. *Look Here! Visual Aids in Language Teaching.*
Brims. *English for Negotiating.*
Connelly & Sims. *Time and Space: A Basic Reader.*
Doff et al. *Meanings in to Words.*
Gabriels. *Rime and Reason.*
Harrison. *A Language Testing Handbook.*
Hoban. *English for the Secretary.*
Jones. *Simulations in Language Teaching.*
Jones. *Eight Simulations.*
Jones & von Baeyer. *Functions of American English.*
Kingsbury & O'Shea. *"Seasons and People"and Other Songs.*
Ladousse. *Personally Speaking.*
Roach. *English Phonetics and Phonology: A Practical Course.*
Seaton. *A Handbook of ELT Terms and Practice.*
Walter. *Authentic Reading.*

NOTICE: The scheduled reviewer of Molinsky & Bliss' *Side by Side* has missed his deadline b 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.

Positions

(SAKAI CITY) Poole Gakuin Junior College is looking for part-time English Conversation teachers (at least 2 days a week) for April, 1984. Please send applications to: Miss P. Cooper, Poole Gakuin Junior College, 4-5-l Makitsukadai, Sakai City 590. Please send applications by December 9th if possible. Further enquiries: 0722-92-7201; 06-716-4700 (evenings).

(KOBE) Position available in April for a native speaker of English. Master's degree in TESOL or related field. Teaching experience. Day and evening classes. For further information call or write to Kenjiro Sakazaki, YMCA, 2-chome. Kano-cho, Chuo-ku, Kobe 650; 078-241-7201.

(NIIGATA-KEN) The International University of Japan, located near the Urasa Shinkansen Station, needs qualified native-speaking EFL teachers for an intensive English Program, March 19-April 11, 1984. Academic English skills will be emphasized to prepare students for a two-year course (in English) leading to an M.A. in International Relations. Small classes, excellent students, beautiful environment. Salary, room and board, and travel expenses provided. Please send resume A.S.A.P. to Mark Sawyer, Director of English, I.U.J., Yamato-machi, Minami Uonuma-gun, Niigata-ken 949-72; tel. 02577-9-4411. Interviews to be held in Tokyo December 10-l1; final decisions to be made by December 16.

TOKYO) Athenee Francais Intensive English Programs will have temporary full- and part-time openings beginning in April, 1984. Candidates should have experience and/or an M.A. in TESOL/TEFL. Applications will be accepted beginning the first of January. For more information, contact Larry Cisar at (03) 295-4707 or write to: Intensive English Programs, Athene Francais, 2-l 1 Kanda Surugadai, Chiyoda-ku, Tokyo 101.

Meetings

CHUGOKU

Topic: 1) Conversation and Composition: Why Not? 2) Annual Business Meeting – Election of Officers; 3) Bonenkai

Speaker: Mr. George Isted
Date: Sunday, December 4th
Time: Presentation 10:00 -- 12:00
Business Meeting/Election 12:00
Bonenkai (immediately following

Place: Hiroshima YMCA, Room 412
Fees; Presentation and Meeting: free; Bonenkai: Members, ¥500, Non-members, ¥l,000

In Japan, English is normally divided into "English" (reading and writing) and supplementary "English Conversation" (listening and speaking). Consequently, the chances for interplay between the spoken and written media are few. However, if viewed from the point of view that both wntmg and speaking are production media, it becomes apparent that the two areas can be used to reinforce one another. In this talk, Mr. Isted will describe attempts he has made to interrelate spoken English and composition for elementary students in large university classes. The techniques have been used successfully, however, in groups of as few as six students, and can be adapted to all language levels from upper junior high school through university.

Mr. Isted is Assistant Professor of English at the International Buddhist University in Osaka. He received his M.A. in Applied Linguistics at the Universitv of Southern California and has authored numerous English materials for large class instruction.

HAMAMATSU

Date: Sunday. December 1 lth
Time: 1:30 – 4:40
Place: Seinen Fujin Kaikan, 3-3-l Saiwa-cho, Hamamatsu
Fee: Members, ¥2,500; non-members: ¥3,500
Info: Four Seasons Language School, 0534-48-l501
Ticket info: Neil Dunwald, 0534-73-8143

The Hamamatsu chapter will hold a meeting and Christmas Party. Attendance is limited to 48. The meeting/party will feature a presentation of large group activities, games and songs for large classrooms and parties. All attendees are invited to participate and contribute to the repertoire. There will be food, drinks and everyone is asked to bring a ¥300-present for a gift exchange.

KANTO

Topic: 1) Contest Conversation
2) Roll-taking with Questions
Speaker: Prof. Richard E. Freeman
Date: Sunday, December 4th
Time: 12:30 – 3:00
Place: Keihoku High School (near Hakusan station on the Mita Line)

Contest Conversation

Briefly stated, Contest Conversation is a classroom technique that motivates students to speak, teaches them the art of conversation, and intructs them in peer-tutoring and self-monitoring of their English. In as little as nine minutes of class time, it permits all the students in even large classes to have two guided "free conversations" with two others in a game-like atmosphere.

Roll-taking with Questions

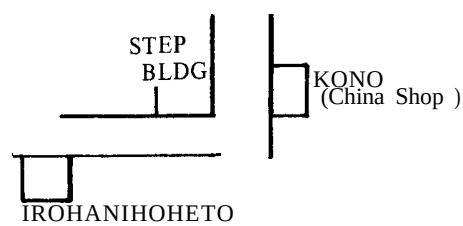
In large classes it is difficult to get to know all the students, especially if you meet only once a week. Simply calling their names while taking attendance is hardly sufficient. And it is difficult to converse with each one every time.

Asking each student a question which can be answered yes or no is an effective way to take attendance, have a brief word with every student, and get to know them all more quickly.

Richard E. Freeman is a professor at Chuo University where he has been teaching since 1964. He also lectures at Rikkyo and Seijo Universities. For seven years until 1972, he was first an "actor" and then the regular lecturer and writer of dramas for NHK television's Intermediate English program. He has written a number of textbooks for high school and college students, most recently a text entitled "College Students" (Asahi Press) which was based on interviews he conducted at Georgetown University while he was on sabbatical there as a visiting lecturer.

SHIKOKU

Topic: Annual Business Meeting and Bonenkai
Date: Saturday, December 3rd
Time: 6:00 p.m.
Place: Irohanihoheto
Fee: (Bonenkai) ¥4,OOO
Info: Michiko Kagawa, 0878-43-5639
Sachiko Sakai, 0878-52-7332



TOKAI

Presentations: Charlie Adamson – Miscommunication between foreigners and Japanese
Wayne Gilliam – The use of slides of the USA in the language classroom
Toshihiro Yoshikawa – The use of animal imagery: a comparative look at Japanese & English literature
Date: Sunday, December 1lth)
Time: 2:00 – 5:00
Place: Room 400, Kinro Kaikan, Tsurumai
Fee: Members, free; non-members, ¥l,000

Our December meeting will consist of three short presentations followed by a Bonenkai.

Bonenkai: Greek Restaurant – 'Athene' at Hibarigaoka (located a few minutes walk from Yagoto, on the Tsurumai Line. Limited car parking)
Info: Kazunori Nozawa, 0532-47-0111 X414; Andrew Wright, 052-762-1493

KOBE

Date: Sunday, December 11 th
Time: 1:30 – 4:30
Place: St. Michael's School (see map)
Fee: Members, free; non-members, ¥500
Info: Jan Visscher, 078-453-6065 (Mon-Thu-Fri 9-11 p.m.)
Kenji Inukai, 078-431-8580 (evenings)

The meeting will be divided into three parts, all designed to bring members and newcomers together through meaningful and useful functions and activities – one of the principal aims of the Kobe chapter.

Part I – Introductions

A series of activities designed to give everyone a chance to meet and get to know everyone else. Culled from a wide variety of sources, these activities will also be directly applicable to language learning and teaching.
Coordinator: Jan Visscher

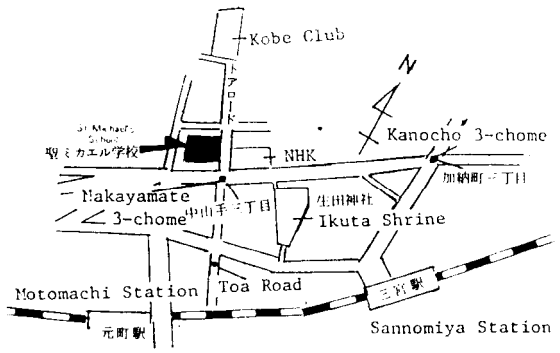
Part II – Functions and General Meeting

Interest areas proposed during our first meeting in October will be further explored. Anyone interested in such functions as Language Exchange (practice the foreign language you are studying or wish to brush up on with like-minded people), Teaching Clinic (discuss your particular teaching problems) or Voice Exchange (make voice recordings for your teaching purposes; bring your tape recorder, some tapes and a good microphone). is invited to look into all the possibilities." Suggestions, proposals, ideas, support for and participation in other functions are welcomed.
Coordinator: Kevin Monahan

The main purpose of the General Meeting is to nominate and elect chapter officers for next year. Please nominate anyone who could and would like to be actively involved in steering the chapter's course during 1984. Do not hesitate to nominate yourself!

Part III – Bonenkai

The process begun by the earlier activities will be enhanced by the year-end party. There will be a nominal charge for snacks and liquid refreshments. Feel free to bring music, decorations or anything else you wish to share for an even better party atmosphere.



聖ミカエル学校 ST。MICHAEL'S SCHOOL
〒(650) 神戸市中央区中山手通3丁目11番2号 17-2. Nakayamate-dori, 3-chome.
(トアロードNHK前向い) Chuo-ku, Kobe 650
TEL. (078) 221 8028

EAST KANSAI

Topic: Listening Comprehension: What to Teach and How-to Teach It
Speakers: Julian Bamford and Richard Monroe
Date: Sunday. December 18th
Time: 2:00 –5:00
Place: British Council, Kyoto Centre, 77 Kitashirakawa Nishimachi, Sakyo-ku, Kyoto 606; 075-791-7151
Fees: Members, free; non-members, ¥l,000; students, ¥500
Info: Juro Sasaki, 075491-5236

This presentation, balanced between the theoretical and the practical, will provide an overview of the skills learners need in order to comprehend spoken English. Audio-visual materials will be evaluated on the basis of whether they *teach* or simply *test* listening comprehension skills. The presenters will examine some of the currently available listening comprehension classroom texts in order to demonstrate that teachers are overlooking important issues in teaching listening comprehension.

Julian Bamford has attended the UCLA TESL graduate program and has taught ESL/EFL in the U.S. and Japan since 1976. Richard Monroe attended the University of Minnesota and taught at the ALI at the University of Minnesota before coming to Japan in 1979. He is currently teaching at the Kansai University of Foreign Studies.

(cont'd on next page)

(cont'd from preceding page)

CALL FOR PAPERS

February 11 and 12, 1984 (Saturday/Sunday): Kyoto Conference on –

Discourse Analysis in Second Language Instruction Theory, Research and Practice

Presenters are invited to submit an abstract of not. more than 200 words and a brief bio-data. Presentations can deal with various aspects of discourse analysis in second language instruction. There will be a keynote speaker who will be announced at a later date. The location of the conference has not been finalized; however, watch for additional information in the *JALT Newsletter*. Inquiries should be directed to either: David Hale, 49 Saikata-cho, Ichioji, Sakyo-ku, Kyoto 606, tel. 075-711-5397, or Ian Shortreed, 47-2 Hinokitoge-cho, Shugakuin, Sakyo-ku, Kyoto 606, tel. 075-71 l-0079.

WEST KANSAI SIG 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

WEST KANSAI

Date: Sunday, December 4th
Time: 1:00 – 4:30
Fees: Members, free; non-members, ¥500
Place: Umeda Gakuen (St. Paul's Church) 2-30 Chaya-machi, Kita-ku, Osaka
Info: V. Broderick, 0798-53-8397
T. Cox, 0798-71-2272

Part I – Sharing Resources

The audience will be asked to join one of the following discussion groups in order to get tips from each other. The areas we have in mind are:

1) A Grammar Group – Bring your questions, bring your favorite reference.
2) A Pronunciation Group – Bring your tape recorder.
3) A Voice Exchange Group – Bring that material you always wanted to record.
4) A Material Adaptation Group – Bring your textbooks and your shopping bags.
5) Whatever you have in mind.

Part II – Elections/Business Meeting

When more than nine people are nominated for the executive committee, the West Kansai chapter is required to hold elections. If that is the case elections will be held Sunday, December 4th.

The West Kansai chapter will hold its annual business meeting at its regular December meeting. Items on the agenda:

1) Selection of the 1983 Executive Committee.
2) Change of chapter name

Part III – A Yearend Party!

Please send all announcements for this column to Nancy Olivetti, 4-12-16 Sanarudai, 203 Saint Paulia Sanarudai Mansion, Hamamatsu 432. The announcements should follow the style and format of the Newsletter and be received by the fifth of the month preceding publication.

Bulletin Board

NAGASAKI
MINI CONVENTION AND BONENKAI

Time and Program

Dec. 10 (Sat)
1 – 2 p.m. Registration
2 – 5 p.m. 1. Dr. Paul Greisy: "Phonic Reading" (I)
2. Prof. Richard Ulrvch: "TPR Using Jr. and Sr. High School Textbooks"
6 -- ? p.m. Bonenkai Party

Dec. 11 (Sun.)
9 a.m. -- 12 noon 1. Dr. Paul Greisy and Ms. Yanoshita: "Phonic Reading" (II)
2. Mr. Richard Dusek: "Ideas for the Secondary Classroom"
12 – 1 p.m. LUNCH
1- 4 p.m. 1. Dr. Paul Greisy and Ms. Yanoshita: "Phonic Reading" (III)
2. Prof. Francis Noji: "Newsprogram: A Workshop Project for Students

Place: Shikimi Heights, 0958-41-l 111
Fees: Room, Meals and Party ¥9,000
Convention
Members
Pre-registration ¥1,000
On-site registration ¥2,000
Non-members
Pre-registration ¥2,000
On-site registration ¥3,000

RELC REGIONAL SEMINAR
Communicative Language Teaching
Singapore, 23-27 April 1984

The Southeast Asian Ministers of Education Organization (SEAMEO) Regional Language Centre (RELC) will hold its 19th Regional Seminar, 23-27 April 1984, in Singapore. The theme of the seminar is "Communicative Language Teaching."

The objectives of the seminar are:

* To consider the applicability of the communicative approach to language teaching in the various countries of Southeast Asia;
* To review the theoretical concepts that are relevant to communicative language teaching;
* To discuss how these concepts relate to syllabus design, materials development, teaching methodology and evaluation;
* To explore specific applications of the communicative approach in the classroom, including the appropriate use of educational technology ;
* To examine the factors involved in planning and implementing communicative language programmes in Southeast Asia and elsewhere.

Further information and invitations to participate in the seminar can be obtained from the following address:

Director
(Attention: Chairman
Seminar Planning Committee)
SEMEO Regional Language Centre
RELC Building
30 Orange Grove Road
Singapore 1025
Republic of Singapore

TECHNICAL COMMUNICATION CONFERENCE

TEACHING TECHNICAL AND PROFESSIONAL COMMUNICATION, a five-day conference designed to improve instruction in technical and professional communication, is again being offered by J.C. Mathes and D.W. Stevenson, July 30 – August 3, 1984 at the University of Michigan. For more information please contact Ms. Gretchen Jackson, Technical Communication Conference Coordinator, 1223 East Engineering, College of Engineering, The University of Michigan, Ann Arbor, MI 48109. Telephone: (313) 764-1420.

Please send all announcements for this column to Nancy Olivetti, 4-12-16 Sanarudai, 203 Saint Paulia Sanarudai Mansion, Hamamatsu 432. The announcements should follow the style and format of the* Newsletter *and be received by the fifth of the month preceding publication.

WORKSHOP FOR ASIAN-PACIFIC TEACHERS OF ENGLISH
July 24 – August 7, 1984

The Center for Asia-Pacific Exchange
1520 Ward Avenue, Suite 302
Honolulu, Hawaii 96822

The Center for Asia-Pacific Exchange was established in 1980 with the unique aim of promoting mutual understanding, respect and cooperation among the peoples of the Asia-Pacific region, and providing opportunities for professional and academic collaboration, interchange and cooperative study and research. And this Workshop is intended to provide a meeting place for Asian-Pacific teachers of English to deepen their knowledge of the latest developments in the theory and practice of foreign language education and to improve their proficiency in English, both spoken and written.

The Workshop ranges over English as a Foreign Language, Theory and Practice, Understanding America, and EFL Skills Training. In addition, workshop participants will be exposed to special presentations by leading scholars and experts in linguistics and English as a Foreign Language from the U.S. mainland and other parts of the world.

Enrollment will be limited to approximately 50 individuals so as to allow for coverage of pertinent topics in small group settings and close interaction between lecturcrs and participants. The first 50 paid-in-registrants will make up the workshop participants.

For further information and registration forms. contact The Center for Asia-Pacific Exchange. The registration deadline is May 1, 1984.

PRESS RELEASE

Cambridge University Press has launched a new series of books under the general title of *New Directions in Language Teaching.* The series is co-edited by Howard B. Altman and Peter Strevens.

The series hopes to serve the interests of language teachers and others who wish to be aware of major issues facing the profession today, who seek to understand the theoretical underpinnings of current debates, and who wish to relate theory to classroom practice. These books are designed to provide stimulating discussions of important new developments in language teaching theory and methodology.

Those who would like to contribute a volume to the series or to make suggestions for volumes should write to either of the series editors: Prof. Howard B. Altman, Department of Classical and Modern Languages, University of Louisville, Louisville, KY 40292, USA; Prof. Peter Strevens, The Bell Educational Trust, 1 Red Cross Lane, Cambridge CB2 2RU, England.

SPECIAL ISSUES

As the 1983 set of Special Issues has been relatively successful, the editors have decided to expand the idea, adding even more for 1984. For both our Commercial Members, to help them in planning their advertising schedules for 1984, and for our contributors, to entice them to plan ahead for articles they would like to write, we give you, below, the schedule for the *Newsletter* for 1984.

January	JALT officers' reports, membership list
Feburary	Video/computers
March	Business ELT
April	Reading
May	ESP
June	Writing
July	Drama
August	Listening
September	EIL
October	Conference Issue
November	Speaking
December	Index

CALL FOR PARTICIPATION

Are you interested in giving a presentation at a chapter meeting at home or on the road, but nobody has asked you? If so, hesitate no longer! Starting this very moment, you may volunteer yourself.

1. Send one or more *one-page* abstracts describing what you would be interested in speaking about.

2. Include a separate half-page of bio-data. On the other half of the page add information about the equipment you require, your schedule, any financial arrangements that your own organization might be willing to bear, etc.

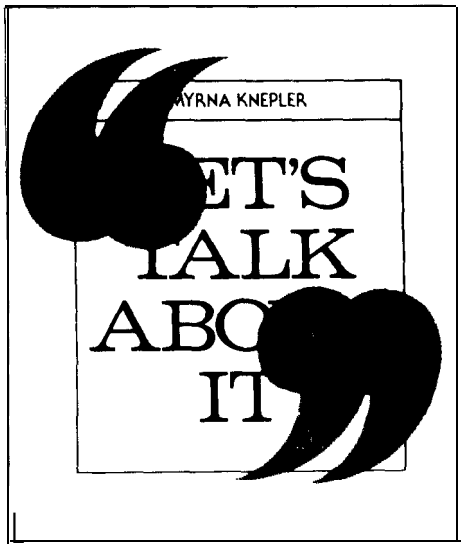
Send to: Shari J. Berman, 404 Sato Bldg., 2-25-l 0 Ebisu Minami, Shibuya-ku, Tokyo' 150.

EIL SEMINAR

The Culture Learning Institute of the East-West Center announces a seminar for educators on the topic, ENGLISH AS AN INTERNATIONAL LANGUAGE (EIL): 1SSUES AND IMPLICATIONS to be held in Honolulu July 3 - August 10, 1984. The seminar is designed for native and non-native speakers of English who train teachers, write materials, or develop language policy. The cost is US$l,000, which covers registration, accommodation, health insurance, and seminar materials. Each participant is responsible for roundtrip airfare, food, and all personal expenses. The application deadline is February 15, 1984. For more information and an application form, write to: Larry E. Smith. EIL Coordinator. Culture Learning Institute, East-West Center, 1777 East-West Road, Honolulu, Hawaii 96848.

Fact, fiction, fantasy
The Joy of Reading from HBJ

Our highly acclaimed series of readers will captivate your students with high-Interest stones. lively essays, and profiles Accompanying exercises will strengthen their comprehension. writlng. conversational. and grammatical skills



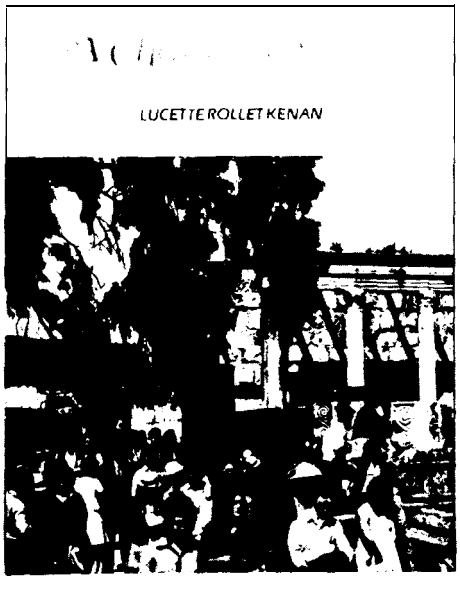
NEW for 1983

Americana: A Beginning Reader
Pamela McPartland

Let s *Talk About It*
Myrna Knepler

American Short Stories: Exercises in Reading and Writing
Greg Costa

A Changing Scene
Lucette Rollet Kenan



Current Favorites

Encounters: A Basic Reader
Paul Pimsleur. Donald Berger. and Beverly Plmsleur

Fact and Fancy: A Basic Reader
Lucette Rollet Kenan

Modern American Profiles
Lucette Rollet Kenan

Perspectives: An Intermedtate Reader
Len Fox

The Spice of Life
James M. HendrIckson and Angela Labarca

Light and Lively
Mlra B. Felder and Anna Bryks Bromberg

For further information contact:

HBJ Harcourt Brace Jovanovich Inc.

Hokoku Bldg. 3-1 l-1 3 lidabashi Chiyoda-ku Tokyo 120 Japan
Telephone: (03) 234-l 527 Telex: J 27953 Academic