

# JALT 全国語学教師協会

## THE JAPAN ASSOCIATION OF LANGUAGE TEACHERS

# NEWSLETTER

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## E. S. P

### THE ESP DISCUSSION GROUP

By Robin D. Corcos and Leslie G. Corcos

In the following article we will describe a language learning activity that might best be called 'The ESP Discussion Group.' It was initiated as a result of our realising that our students needed to improve their oral fluency in the highly specialised areas of their professional fields and that we, as teachers, were not giving them the opportunity to do this due to our ignorance of modern technology. Given that we could not, for practical reasons, bring technically qualified materials writers onto our staff,<sup>1</sup> the only alternative was to look to the students themselves to supply the authentic content that our teaching had hitherto lacked.

The discussion group forms a 40-hour component of a 240-hour intensive course, spread over eight weeks, at the Institute for International Mineral Resources Development, near Fujinomiya. At present, it is the only component of the course that attempts to directly address the vocational needs of the students, the remaining contact hours being devoted to improving listening and speaking skills across a broad range of 'social' functions. All the students are university graduates who have had several years' work experience with large corporations in the mining and metal processing industries.

For logistic reasons, each class (of not more than 10 students) constitutes a professionally mixed group that may include geologists, mining engineers, metallurgists and businessmen, in roughly equal proportions. The typical student is highly motivated, has a sound passive knowledge of the structural system of English and can recognize a relatively broad range of lexical items, both of a general nature and from his own particular technical register. He has, however, had very little experience using the spoken language and, as a result, his performance at entry lacks both accuracy and fluency.

The discussion group component is divided into two consecutive 20-hour phases. During Phase I, which is intended as preparation for Phase II, essential notions such as shape, struc-

ture, measurement and so on are presented and practised, using a variety of published texts. The content is derived from universally familiar subject matter; e.g., the language of describing sequential events is based on the operation of a bicycle pump. Information exchange exercises and other varieties of pairwork take up more than half of each 50-minute class.

The primary objective at this stage is to encourage oral fluency in one or two notional areas at a time, dealing with subject matter that is relatively simple in concept. This is, of course, very far removed from the target performance of Phase II (see below), where the students will be handling many notions within a short space of time and in conceptually difficult areas.

One of the main problems initially has been the selection of which notions to teach, as it had been impossible to predict what the students would want to communicate and what they would find difficult. The data we have gathered from Phase II will give us useful guidance for future courses in this respect. Another problem has been the paucity of suitable published texts:<sup>2</sup> many are marred (for our purposes) by triviality of content (e.g., the notion of 'composition' being presented and practised through cake recipes), dull practice material, a purely structural approach oriented towards the written language, etc.

In Phase II each student is asked to make two 'presentations' on technical subjects related to his work. A day or two before his presentation he meets with a teacher to go over it in outline. The teacher's advice is limited to matters of visual presentation, such as the preparation of OHT's, the availability of slides and wallcharts, etc. The student is discouraged from using photocopied handouts as we have found that, in the classroom, even the smallest amount of written text tends to supplant oral communication.

At the beginning of the presentations in Phase II, the 50-minute classroom period is divided as follows:

1. Presentation by-one student ... 25 minutes
2. Question and answer (whole group) ... 15 minutes

3. Remedial practice : : : : : 10 minutes  
In addition to the remedial work at the end of each lesson, one hour in every five in Phase II is devoted to dealing with recurrent errors.

Once the presentations began we quickly

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ran into difficulties. Even before they started we had been aware that we were asking each 'presenter' to perform an essentially unrealistic language task insofar as in the real world he would rarely if ever be afforded the luxury of delivering a monologue.<sup>3</sup> Moreover, the other students, displaying the very typical Japanese reverence for whoever is holding the floor, were reluctant to interrupt when they did not understand what the speaker was saying. Thus the immediacy of interactive communication was lost and it was often difficult to re-establish it during the question and answer stage.

We have now moved to a two-stage format, a formal 'presentation' having been eliminated. Students are asked to interject their comments and to ruthlessly interrupt with 'I don't understand' – a rather bald but effective statement. Establishing the new rules was fairly difficult and the teacher was forced for a while to abandon his normally passive role and show the way.

While a student is talking, the teacher makes notes of any errors that impede the flow of communication, just as s/he might during a role-play or simulation. S/he does not intervene except to correct errors of high frequency. The sole arbiters of whether the message has been conveyed are the students themselves, and it is usually fairly easy for the teacher to see where communication has broken down.

What is not so easy is discerning the cause. This takes considerable analytic skill and practice as the students are operating in subject areas with which the teacher may be totally unfamiliar. We have often fallen into the trap of pin-

pointing obvious syntactic errors when the real cause of breakdown lay in the phonology or in a wrong lexical choice. One other problem has been the development of a suitable system for recording errors. We rejected video and audio recorders in favour of what we felt to be the greater flexibility of a written record using our own shorthand system. At the end of the lesson errors are presented, and corrected versions are elicited from the group as a whole.

### FROM THE EDITOR

The JALT Newsletter announces the appointment of Jim Swan and Masayo Yamamoto as co-editors of the JALT Undercover book review column. All correspondence concerning book reviews should be sent to them at their address (Shin-Ohmiya Green Heights 1-402, Shibatsuji-cho 3-9-40, Nara 630).

The editor would like to thank the following people for the help they have given over the last three months: Jim Nunn, Akira Oguri, Valerie Oszust and Tom Robb.

The next issue will be a special one on drama. The deadline is May 5th.

The Widdowson interview that appeared in the March issue was published in part in the Asahi Evening News of November 20, 1982.

### CORRECTION

The cost of the Temple University Masters Program will be a one-term application fee of ¥25,000 plus ¥115,000 per 3 credit-hour course (¥10,000 as a facilities fee and ¥105,000 as tuition).

# JALT NEWSLETTER

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The JALT Newsletter is the monthly publication of the Japan Association of Language Teachers. The editors are interested in articles of not more than 1,200 words concerned with all aspects of foreign language teaching, particularly articles with practical applications. Articles may be in English or in Japanese. The editors also seek book reviews of not more than 750 words; classroom texts, techniques, and methods books are preferred. It is not the policy of the JALT Newsletter to seek books for review from publishing companies. Employer-placed position announcements are printed free of charge. Position announcements do not indicate endorsement of the institution by JALT. It is the policy of the JALT Executive Committee that no positions-wanted announcements be printed in the Newsletter.

All announcements or contributions to the Newsletter must be received by the 5th of the month preceding publication. All copy must be typed, double-spaced on A4 size paper, edited in pencil and sent to: Virginia LoCastro, 3-40-25 Ogikubo, Suginami-ku, Tokyo 167, Japan. (03) 392-0054.

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The Japan Association of Language Teachers is a not-for-profit organization of concerned language teachers who want to promote more effective language learning and teaching. It is the Japan affiliate of TESOL and FIPLV. Through monthly local chapter meetings and an annual international conference, JALT seeks new members of any nationality, regardless of the language taught. There are currently 13 JALT Chapters: Sapporo (Hokkaido), Sendai (Tohoku), Tokyo (Kanto), Hamamatsu\* Nagoya (Tokai), Kyoto (East Kansai), Osaka (West Kansai), Okayama\*, Takamatsu (Shikoku), Hiroshima (Chugoku), Fukuoka, Nagasaki, and Okinawa.

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In conclusion, we have learned several valuable lessons from this discussion group. Firstly, oral communication in a specific technological or other field can be conceptually more complex and thus more linguistically demanding than materials writers and teachers can allow; this is so even in the case of communication between people of similar, but not identical, professions, e.g., an electrical engineer talking to an industrial chemist. Secondly, the teacher may not always be in a position to judge when communication has succeeded or failed; many exchanges took place in our classrooms that were incomprehensible to us simply because we lacked either specific or general background knowledge. Thirdly, and perhaps most importantly, student motivation was very strong; in a follow-up questionnaire students rated the classes very highly in terms of interest and usefulness.

One further refinement we are hoping to make is to encourage students to prepare simple problem-solving exercises, along the lines of

'North Sea Oil'.<sup>4</sup> Undoubtedly this will entail more preparatory work outside the classroom on the part of teachers and students, but it should generate a greater range of language than the predominantly expository type that is produced under the present format.

Notes:

1. This is recruiting policy at the English Language Centre, King Abdulaziz University, Jeddah. The Centre offers ESP courses to undergraduates from various faculties. Half the staff are qualified English language teachers and half are graduate physicists, chemists, etc., with no EFL training. Materials writing and teaching duties are shared equally.
2. We currently use:  
*Defining and Verbalising*. Evans. 1980.  
*Nucleus Engineering*. Longman. 1978.  
*Basic Technical English*, OUP. 1982.
3. Carroll. *Testing Communicative Performance*. Pergamon. 1980. p.26.
4. BP Educational Service. 1979.

## SONGS AND SINGING: BEYOND KARAOKE AND MIZUWARI

By Steve Stoyneff, Shizuoka Prefectural  
Board of Education

For many of us in Japan, our only contact with music or singing occurs far from the classroom, most often in the form of the ubiquitous KARAOKE gathering. We assiduously avoid integrating songs or singing into our curricula, either because we consider the activity pedagogically unjustifiable, or we feel too poorly endowed and self-conscious to carry it off without the aid and comfort of MIZUWARI.

Songs can be an important feature in a language classroom. Songs are useful in raising the interest-level in a lesson and making the learning that occurs an enjoyable activity resulting in an overall increase in the effectiveness of a lesson. Many language teachers maintain learners are more likely to comprehend the meaning of the language when using it in an interesting, meaningful way than when manipulating it in a purposeless, tedious manner. Well-chosen songs that are appropriate to the level and interests of the student can have a positive impact on a number of different factors of concern to the teacher. By incorporating songs into a lesson, a teacher can provide content variety, increase learner motivation, reinforce grammatical structures related to a lesson, and improve retention.

Songs can be used in a class to aid in pronunciation practice, or to form a framework around which to organize an integrated communicative activity. As a pronunciation aid, a song serves as an interesting and enjoyable means of practicing the rhythm, stress patterns, and phonetic features of English. Singing provides the student with a meaningful context for practicing pronunciation and it is a satisfying form of repetition. When the teacher chooses to use a song for pronunciation practice, it should

reflect the pronunciation features that are to be emphasized in a given lesson. For example, in Book Two of the New Prince English Course (N.P.E.C.) adopted for the second-year English curriculum in junior high schools, the song "Blowin' In The Wind" can be found. This song is well-suited for contextualized practice of the distinctive features that distinguish the /r/ from the /l/ sound in English. This same song could be reintroduced in future lessons to practice other features by shifting the emphasis in the monitoring and correction of production errors to another feature, e.g., the intonation patterns of information questions.

The use of songs, as a form of contextualized pronunciation practice, is a good warm-up activity in a lesson plan. It quickly focuses the learners' attention, has everyone functioning in the target language immediately, and is a task even the slow-learner can successfully perform before moving on to more demanding activities. While a song can be introduced in a variety of ways, the following systematic approach is helpful:

- teacher models the first verse line by line as students listen;
- teacher repeats the first verse line by line and students mimic chorally;
- students perform a backward build-up;
- teacher sings each line of the first verse and students sing chorally (a tape may be substituted for the teacher if desired);
- teacher focuses on troublesome pronunciation problems related to the features being emphasized;
- teacher and students sing the first verse together;
- teacher works through the song with students, clarifying vocabulary and meaning;
- teacher and students sing the verse together again.

Subsequent verses can be introduced following the same procedure.

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Pronunciation practice is only one way of using songs and singing in the language classroom. A more communicative approach uses songs for the specific vocabulary, grammatical aim, or theme that one finds in the textbook lesson. In this way, the song becomes a link between lesson content and an actual language situation, overcoming the gap that frequently develops between language study and language use.

Below is an example of how the song "Blowin' In The Wind" might be adapted to a class working on information questions..

#### Phase One

How many \_\_\_\_\_ must a man \_\_\_\_\_ down before you call \_\_\_\_\_ a \_\_\_\_\_? Yes, 'n' \_\_\_\_\_ many seas must a \_\_\_\_\_ sail before she \_\_\_\_\_ in the sand? Yes, 'n' How \_\_\_\_\_ times must the cannon balls \_\_\_\_\_ before they're forever banned? The \_\_\_\_\_ my friend is blowin' in the \_\_\_\_\_ The \_\_\_\_\_ is blowin' in the \_\_\_\_\_

#### Phase two

man highway  
In this song, a woman must walk down a street  
girl road  
before you can call him a man.  
How much times must the cannon balls fly?  
many

The white dove sleeps in the sand  
tree.  
sea

question wind  
The answer is blowin' in the sea.  
name air

1. What must a man walk down?
2. What color is the dove?
3. What two things fly in this song?
4. Where is the answer?

#### Phase three

\_\_\_\_\_ many roads must a \_\_\_\_\_ walk down before you \_\_\_\_\_ him a man? \_\_\_\_\_ 'n' How many \_\_\_\_\_ must a white dove \_\_\_\_\_ before \_\_\_\_\_ sleeps in the sand? Yes, 'n' How many \_\_\_\_\_ must the cannon fly before they're \_\_\_\_\_ banned? \_\_\_\_\_ answer m\_\_\_\_\_ is blowin' in the \_\_\_\_\_ answer is blowing' in the \_\_\_\_\_

#### Phase Four

1. How many roads must a man travel before he is a man?
2. Have you ever slept in the sand? Where? Why?
3. What other things sometimes blow in the wind?
4. What would you like to ban?

Steps in utilizing a song as a communicative exercise are these:

- teacher plays the tape twice as students attempt to fill in the spaces;
- students share their results in small groups or pairs;

- student puts the completed cloze passage on the board;
- students can sign the passage several times as the tape is played;
- teacher works through the song with the students, explaining the meaning and vocabulary;
- students work in pairs or small groups to complete the multi-choice and information exercises;
- students share answers and discuss them;
- students individually complete the reading cloze without looking back at the other sections;
- students discuss the final set of discussion questions in small groups.

The preceding format is organized around a four-phase instructional mode that integrates all four basic language skills (listening, speaking, reading and writing). A modified listening and reading cloze procedure is used in phase one and phase three. Questions that encourage consolidating and sharing information appear in phase two, and questions designed to stimulate creative and individualized responses for developing communicative exchanges constitute phase four.

In conclusion, the purpose of this article has been to illustrate the use and viability of songs as an effective instructional medium in language classes. Two very different but nonetheless important strategies were outlined. It is true that songs and singing may not work in every class or situation, but interestingly enough, the key factor seems to be less a matter of class size, age, or ability, and more a matter of the confidence and enthusiasm the teacher has for the activity. If the teacher considers the activity frivolous or is extremely uncomfortable, it will probably not benefit the class. However, if carefully selected and enthusiastically executed, songs and singing can be a valuable aid to language learning.

### A REPORT ON 'THREE WORKSHOPS IN CLASSROOM MANAGEMENT FOR LANGUAGE TEACHERS'

By Roy Miller and Janet Heyneman,  
Kobe Steel, Ltd.

On three Sundays in February and March, Jack Millet, Claire Stanley and Alice Himes led a series of seminars called 'Workshops in Classroom Management for Language Teachers,' held at the Center for Language and Intercultural Learning in Osaka.

All three of the facilitators have worked together extensively in the past, especially at the School for International Training in Vermont. The three workshops gave the participants a chance to reflect on some of their own teaching and learning, and to share observations on and reactions to some activities designed to focus their attention on some basic elements of humanistic teaching.

The first of this series of workshops, entitled "Establishing a Working Classroom Atmosphere with Positive Group Dynamics," was held on January 23rd. In the first part of this

workshop, the participants reflected on and wrote about their current teaching/learning experiences. Information was shared, and discussion centred on what made for positive/negative group dynamics. Focus was on the experience in the classroom. Jack Millet was trying to get the participants to look at the group dynamics in their own classrooms. They were being guided to a position where they could feel and see those dynamics in action and look at what and who influenced them.

Altering the classroom environment greatly influences and improves group dynamics. The teacher has a great influence on group dynamics as s/he attempts to develop the trust, respect and confidence of the learners. To see group dynamics in action, Claire Stanley gave a beginners' French class. The class was then discussed, with the members talking about the group dynamics and what factors they felt influenced them.

In the afternoon, each of the three facilitators worked with one group. The teachers wrote about and discussed some of their current classes in terms of positive or negative group dynamics, and how those dynamics could be further developed to create a more positive learning environment.

The three groups then came together for a review of the workshop. The following points summarise the first workshop:

1. The teacher has the greatest influence and impact on group dynamics and is responsible for checking and reading the feelings and reactions of the group.
2. The teacher should be well self-prepared and should be nonjudgemental.
3. Altering the classroom environment improves and enhances group dynamics.
4. The teacher is responsible for getting the students actively involved.
5. Adequate time must be given to preview and review.
6. The timing of corrections and interference by the teacher has to be carefully and sensitively timed.

A recommended reading for the second workshop on February 6th was 'One View of Teaching' (Teaching Languages: A Way and Ways by Earl Stevick, Newbury House, 1980) as the theme of the second workshop was 'Responding to Group and Individual Needs.' The morning session was concerned with how the teacher chooses his/her teaching focus, classroom material and activities. What criteria is this choice based on? When a teacher meets a class for the first time, how does s/he choose the activities for that first lesson? By presenting these questions Jack was trying to get the teacher to look at the factors which influence him/her when selecting language learning activities. The workshop participants agreed that the choice of activities, language focus and teaching strategy are based on the teacher's awareness of and sensitivity to the learners' needs.

The teachers were asked to look at how they determined group and individual needs. Ways of assessing needs were discussed. It was agreed that the major needs were linguistic,

emotional and functional. The group was asked to reflect on and write about whether there was such a thing as 'common needs.'

To put the ideas discussed into practice, various classroom activities were demonstrated by the facilitators. This was done in small groups. Each facilitator focused on some points s/he consistently uses to evaluate activities for their breadth of usefulness to students of various learning styles.

For example, Alice Hines gave a demonstration lesson in which a picture was used as the central focus. A structural point was chosen by the teacher, and the learners sitting in a semi-circle generated their own sentences about the picture using the chosen structure. During this stage Alice listened carefully to the language used by the individual students working with what they said immediately or noting any problems for later work.

This picture was the framework for the 'concrete' part of the lesson. The next stage was to go from the concrete to the abstract with the learners applying their own ideas and experience in further extension of the information in the picture. In this case learners were asked to write a dialogue or a story about the picture.

The reason for going from the concrete to the abstract is to include various learning activities to provide opportunities for students with different learning strategies to approach the same point. Emphasis was on integrating all four skill areas and allowing the students to generate their own language in a meaningful context. In this way, the teacher is free to listen to and observe the learners in action, thereby seeing what they can and can't do, so as to get ideas on what activities and areas to work on and develop for the next class.

The third workshop in this series was on the theme of 'Maintaining Interest and Motivation.' A recommended reading was chapters 1 and 2 of Earl Stevick's new book, *Teaching and Learning Languages* (Cambridge University Press, 1982). It began with a sample French class, taught by Claire Stanley to most of the workshop participants, while one person observed. We then looked back on how aspects of the class had influenced interest and motivation. Some of the points brought up were:

- the distinction between the pre-set attitudes and expectations that the students and teacher bring with them to a class from past experience, and those which are determined by what is going on in the here and now of the classroom;

- the variety of levels within the class: though it has a potential to create problems, it can be balanced by positive group dynamics and the teacher's sensitivity to individual needs, thus allowing each student to work at his/her own level;

- the practice of a teaching point in a practical, clearly transferable context to increase interest and motivation;

- the importance of the task's clarity of focus in avoiding student confusion and discouragement.

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The second part of the workshop was spent, first, in a period of reflection on the French class as well as on the participants' own classes or experiences as students. Then, Alice Hines asked the participants to prepare a short presentation on what they saw as the essential elements in fostering student interest and motivation. Some of the common ideas were the importance of clarity, relevance, humor, the teacher's flexibility, a clear focus at the right level, and a positive group atmosphere.

In the third section of the workshop, Jack Millet talked about some basic ways he uses to look at both his own state of preparedness and at the preparation of lesson activities. He tries to be relaxed and natural; clear on his own responsibilities, the students' responsibilities, and the difference between them; free of expectations and ready to respond to the students' initiative. The task or activity should have the

potential for a variety of uses according to the students' initiative and capability, and it should be clear and structured, providing the students with the opportunity for initiative, challenge and practice.

In the final feedback session, it seemed that those people who had attended two or three of the workshops felt a cumulative understanding of the facilitators' basic principles. Jack, Alice and Claire have an approach to teaching that is more than a collection of techniques, and its illustration with discussion of technique was useful in understanding the ideas behind it. Some of their assumptions about teaching and learning seem to be centred on the importance of student initiative, the teacher's responsibility for ensuring an atmosphere where students feel relaxed enough to initiate, and the importance of reflection on one's own teaching and learning experience in order to decide for oneself the essential elements of both.

## Chapter Reviews

### NAGASAKI

#### Reviewed by Ron Gosewisch

When the Nagasaki YMCA invited Assoc. Prof. Randolph H. Thrasher, Ph.D. of International Christian University, Tokyo, to Nagasaki to give a talk, the Y contacted JALT-Nagasaki for advice as to what might be of interest to the local community and how to attract its attention. This was an opportunity we could not pass up; so, after a hurried meeting of our Ex-Comm, we decided to cooperate with the Y for our February program, which was held on February 26, 1983, at Nagasaki YMCA's International Youth Center. More than eighty people attended, including twenty-seven JALT-Nagasaki members.

The program was divided into two parts. The first was aimed at a general audience interested in improving their own language ability. This took the form of a lecture entitled, "Points to Learn English." Dr. Thrasher focused upon seven important points in learning. First, he mentioned purpose, for the more specific one's purpose in learning, the better one's progress. He pointed out that, unfortunately, most Japanese students of English study for the wrong reason, i.e., to pass entrance examinations, which, by and large, do not test listening or speaking. But, as he also pointed out, in Japanese businesses today, business letters are being replaced by the telex and telephone.

Second, motivation, internal motivation, is necessary for one to keep studying. Third, it is better to work with a regular program of study at a steady pace, a few minutes daily versus cramming. Also varied ways of studying are necessary; e.g., vocabulary is better developed through reading followed by speaking than by

just one or the other. Fourth, regular exposure to the language is important, and listening is available through commercial tapes, FEN radio, and dual language broadcast of English language films on T.V. Such exposure to films and personal conversations is necessary to develop aural/oral skills, because texts by themselves are 'artificial worlds.'

Fifth, use of the language is necessary even if one's control of it is not perfect. Related to this, teachers should not discourage students by overcorrection. Sixth, feedback in the form of reactions to use of the language is important to let the learner know his or her level of success. Seventh, encouragement: though useful, it is not enough for the teacher simply to say, "Well done." The best encouragement comes from a combination of exposure, use and feedback, when the student actually gets the chance to, and actually does, communicate.

After a thirty-minute recess, those who were interested in pedagogical questions stayed for an informal question-and-answer session, something of a seminar format, as the thirty-five or so who remained moved their chairs into a large circle. Since Dr. Thrasher's main area of interest in ESL is testing, much of the questioning centered on it.

However, from the questions themselves (in both English and Japanese), it became evident that few of the questioners had received training in language testing while at university. Dr. Thrasher's replies to the various questions can be summarized as follows: tests can have both good and bad effects depending upon three major factors - validity, reliability and practicality. Another, frequency, is important in developing proper study habits in the student; that is, frequent testing in small doses is preferable to an overload at the end of a term. Finally, since the university entrance examinations are neither 'appropriate in terms of stated objectives' nor 'dependable in the evidence they provide,' he suggested we all encourage the Ministry of Education to include a valid, reliable, as well as practical, listening test in the Uniform University Entrance Examination in time for 1985.

# Reviews .....

## TOKAI

### THE USE OF GUIDED DESIGN IN TEACHING ENGLISH FOR SPECIAL PURPOSES

Reviewed by Andrew Wright,  
Nanzan Junior College

Armed with a set of detailed, weighty hand-outs, Bill Harshbarger of Sumitomo Metal Industries presented some of his ideas and teaching materials to the February meeting of the Tokai Chapter.

Guided Design began life as a method of teaching engineering to college students in the USA, but has now come to be used in a wide variety of situations. Guided Design focuses on creating certain experiences for students by giving them open-ended problems to solve and guiding them stage by stage until a solution is reached. Evaluation of work already done and orientation for the next phase of work is achieved by distributing a succession of information sheets during the exercise.

Guided Design implies a shift from the traditional role of the teacher to one based on certain assumptions about the processes of teaching and learning: the teacher must guide the students learning, provide opportunities for practice, provide the all-important evaluation and sets of instructions, motivate students and, as far as possible, individualise students' learning.

After this introduction to the theory of Guided Design we were set to work in groups, trying our hand at one of the exercises. In this exercise, the Fishing Trip, we played the part of a foursome on a fishing trip who become stranded on an uninhabited island after the boat has been made unusable by rough seas. Fourteen more or less useful items were rescued from the boat and we were told to rank order them in terms of their usefulness, without consulting with our friends.

At each stage in the scenario we were required to make decisions or formulate ideas and were then able to assess our own work by reading the evaluation sheets in which we were told what the 'model' group had done in the same situation. At the same time further instructions were received. In this manner we were led from making a rank ordering to a general discussion, to identifying the real problems facing us in our predicament, to a reevaluation of our course of action, to group re-ranking of our survival items.

During these operations our presenter was fulfilling his functions as teacher, moving from group to group checking discussion, answering questions and providing feedback and new instructions as needed. It was emphasised that this particular exercise is only used as an introduction to the mechanism of Guided Design – as a demonstration.

In the next stage of the presentation, we were introduced to the 'Case of the Mysterious Drink-Happy Bird.' In this exercise students are set to describe one of those strange birds made of glass that we have all seen bobbing endlessly back and forth in front of a glass of water. After a superficial description of the toy, students are invited to say what further questions they would like to ask about the mechanism of the toy if it could be taken to pieces completely. This exercise is designed to give students experience in developing the skills of enquiry, evaluation of evidence, the pursuit of arguments and formation of logical conclusions.

Finally, we were able to have a brief look at two other sets of materials that Dr. Harshbarger has written for use at Sumitomo. These materials are noteworthy as they are designed to exercise those functions, in the medium of English, in which the students have to operate in their ordinary working life.

In last month's *Newsletter* Professor Henry Widdowson was interviewed. In discussing the teaching of ESP, he emphasised the importance of using methodology which is in tune with the student's working methodology in their ordinary jobs. For example, as well as teaching the specific language that electrical engineers need, the teacher should teach them in a way similar to that in which they ordinarily work, in a way that would appeal to the intellectual interests of engineers.

Dr. Harshbarger seems to have risen to this challenge with his 'Lunch Industries of Japan' and 'Rajpat' scenarios. In the first, the students become a board of directors who are trying to expand their operations and begin marketing Japanese food products in the USA. They have to plan market research, staffing, capitalization and so on. Feedback consists of being informed what the 'model' directors did, while the instructions were in the form of memoranda from the Managing Director.

In the 'Rajpat' scenario students are faced with the plausible situation where they have been selected to entertain a highly valued foreign client who, it is suspected, is really coming to assess the English language competence of this group of employees. Students have to correspond with their visitor, discharge various social responsibilities and conduct him on a tour of the steelworks. The Rajpat materials have an appealing twist: feedback and instructions are in the form of memoranda coming from the General Manager, though of course really written by their teacher. Needless to say this does wonders for student motivation, while the teacher is perceived as being an ally helping his students to achieve the objectives foisted on them by their Senior Executive.

In all this was a most impressive demonstration of materials designed to fit the needs of particular groups of students. Our thanks to Dr. Harshbarger for sharing his ideas and materials freely with us.

## JALT 83: CALL FOR PAPERS

JALT 83, the ninth annual International Conference on Language Learning and Teaching, will be held on September 23rd, 24th, 25th, 1983. This is earlier in the year than recent conferences, and deadlines have been revised accordingly, so please be particularly aware of this.

The conference this year will be held at Nagoya University of Commerce, which was briefly described in the March *Newsletter*. Further details will be announced in subsequent newsletters.

There is little doubt that the JALT conferences are attracting increasing attention internationally as well as within Japan, and it is only through the efforts of individual members that this healthy state of affairs has come about. Jim White, in his President's report, admitted to not being sure as to whether he was leading JALT or just running to stay in front, and I feel sure that the membership as a whole is going to have to run, just to keep up with the increasing momentum of this educational juggernaut!

Therefore, I want to encourage you strongly to contribute to this year's conference – by submitting a proposal, by attending, by encouraging others to submit proposals and to attend. There is no theme to this year's conference – the range has become too great – but we would like to encourage more presentations from Japanese teachers of English, or of other foreign languages, as the bias at present is perhaps too heavily weighted in favour of English or American teachers giving presentations on English teaching. Nothing wrong with this in itself, of course, but it would be nice to hear about other languages and to hear more from our Japanese membership. Presentations may be given in or about any language, and one way all members could help is by encouraging people they know to

give 'different' presentations – as well as giving one themselves, of course!

Procedures are outlined below, but please do not hesitate to contact me at the address given if there are any questions. And remember: all proposals must be in by *JUNE 1st*.

Richard Harris  
Programme Chairman

## PROCEDURES

1. Write a summary of your presentation in less than 500 words. This will be reviewed by the committee selecting proposals and should thus include precise details as to the central theme of the presentation and the form it will take. You should also indicate the way you intend to develop your ideas through the presentation and, in short, try to give the reader as clear a picture as possible of WHAT you intend to do, WHY, and HOW.
2. Write an abbreviated version of the above for inclusion in the conference handbook. The 'long' version will be available to prospective audiences at the conference itself, but you should try to give people enough information for them to understand the main ideas of the presentation from this short abstract. Give this abstract a title in less than *ten words*. Please write this abstract in English.
3. Write a 25-30 word personal history for the conference handbook, and enclose a passport-size photograph (optional). Write this exactly as it will appear in the handbook, i.e. "J. Smith is ..." not "I am ...".
4. Complete and return with the other items the data sheet on the next page.
5. Make sure your name, address and phone number are *on every sheet*.

(cont'd on p. 10 )

## 第9回JALT国際大会 研究発表募集

来る9月23～25日の3日間、名古屋商科大学において第9回JALT国際大会を行います。

JALT国際大会は年々大きくなり、昨年参会者は800名を越え、今年は1,000名に達すると予想されています。海外によく知れ渡り、数十名が海外より参会いたします。

今大会の研究発表を、以下の要領にて募集いたします。会員の方々は、ふるって応募してください。非会員の友人や知人で関心のある人々にも応募するようお勧めください。日本人の先生方や、英語以外の外国語の先生方の発表が多くされることを期待しています。

### <提出物>

1. 500語以内の発表要旨：選考に使用されますので、何を目的とした発表か、どのように発表するか、なぜそれが重要か等具体的に詳しく書いてください。ペーパー、デモンストレーション、ワークショップ等の区

別も書いてください。

2. 上記の要旨の要約：これは大会のプログラムに載せるものです。10語以内の題をつけてください。
3. 25～30語の発表者の略歴：大会プログラムに載せます。（写真も載せるのを希望される方は、パスポートサイズの写真一枚）
4. 記入済のデーターシート

### <提出方法>

1. すべての提出物には、各ページに氏名、住所と電話番号を記入してください。
2. A4サイズの紙に、ダブルスペースでタイプしてください。
3. 〆切：6月1日
4. 問い合わせ及び申し込み：

Richard Harris  
Nijigaoka Mansion 1207  
Nijigaoka 1-1-1  
Meito-ku, Nagoya 465  
(052) 782-4927



DATA SHEET

NAME \_\_\_\_\_

ORGANIZATION \_\_\_\_\_

ADDRESS \_\_\_\_\_

HOME PHONE \_\_\_\_\_ WORK PHONE \_\_\_\_\_

TITLE OF PRESENTATION \_\_\_\_\_

FORMAT:    WORKSHOP        LECTURE        DEMONSTRATION        DISCUSSION

COMMERCIAL        OTHER (PLEASE SPECIFY) \_\_\_\_\_

CONTENT OF PRESENTATION \_\_\_\_\_

INTENDED AUDIENCE \_\_\_\_\_

OPTIMUM AUDIENCE SIZE \_\_\_\_\_

EQUIPMENT REQUIRED (PLEASE BE SPECIFIC)

PRESENTATION LANGUAGE \_\_\_\_\_

LENGTH OF PRESENTATION \_\_\_\_\_

NOTE:    Presenters are expected to indicate clearly if they have any commercial interest in materials or equipment to be used or mentioned in the course of the presentation.

\*\*\* ALL MATERIALS TO BE IN BY JUNE 1ST \*\*\*

(cont'd from p.8)

6. All submissions should be typed in double spacing on standard (A4) paper, and all items must be received together at the address below by *JUNE 1st*.

Richard Harris  
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(052) 782-4927

## Reviews .....

### SHIKOKU

#### CLASSROOM COMMUNICATION THROUGH GAMES AND SMALL GROUP ACTIVITIES

Reviewed by Betty Donahoe, Language House,

Sometimes a familiar idea given a new twist opens up a whole range of new possibilities. So it was with Shizuka Maruura's use of the familiar flannel board. Mrs. Maruura covered an entire blackboard, a length of perhaps 3 meters, with flannel and proceeded to demonstrate a variety of activities illustrating the flexibility resulting from the use of such a large space. Mrs. Maruura, who teaches English to children at AMVIC English School in Takamatsu, first put pictures of many kinds of fruit on the flannel board and asked questions about them: 'What's this?' 'How many are there?' 'Where are the bananas?' etc.

Next, Mrs. Maruura played an alphabet game. She put a large letter A on the board and asked, 'What is 'A' for?' Then answering, 'A' is for apple' she put a picture of an apple beside the letter. After she had several sets of letters and pictures she quickly removed the pictures, shuffled them and gave them to students to replace. This game can be an individual or team competition.

To teach body parts, Mrs. Maruura used a variation of the *fukuwari* game. The children close their eyes and are given various face and body parts. They may be asked, 'What do you have?' 'Do you have a nose?' etc. Then they put the pieces together on the flannel board to make funny faces and figures.

With the able assistance of The AMVIC Players substituting for students, Mrs. Maruura, using a flannel board set, put on a production of *Goldilocks and the Three Bears*, which got rave reviews from the audience. The production featured the teacher as narrator, a student as prop manipulator and other students in the roles of Goldilocks, Mama, Papa and Baby Bear. A modified creative drama technique which puts relatively little pressure on the students but which nonetheless involves everyone in the story, this procedure might be particularly effective with students who are hesitant to speak.

Mrs. Maruura has a seemingly inexhaustible supply of games and activities. A few of her suggestions are reproduced below.

#### Spelling Game with Alphabet Flags (photo)

Divide the students into two groups with at least 3 players in each group. Each player is given 2 alphabet flags; each team has the same letters. The teacher says, 'Spell 'cap.' ' The first team to hold up their flags arranged in the proper order wins.

#### Picture Map

Draw a simple map on a large piece of paper. One of the students is blindfolded. He puts his finger on a coin which is the start and says, 'Where is the flower shop?' The other students tell him the way: 'Go straight,' 'Turn right,' etc.

#### Number Game

The students sit in a circle and are given consecutive numbers. Student number 1 begins the game by saying his number and someone else's and then everyone claps twice. The student whose number was called now says his number and someone else's, everyone claps and so forth.

Example:

Student 1 'One, four'  
clap, clap

Student 4 'Four, six'  
clap, clap

This is a rhythm game and the rhythm must be maintained. If a student makes a mistake he is out of the game until someone else makes a mistake. While a student is out of the game, the others must be careful not to call his number. This game is more fun if you play it quickly.

\* \* \* \*

Patrick Scanlon, of Nichibei Gakuin, primarily teaches company classes of adult men. He says he has found two limitations to effective teaching. One is that the classes often have students of very different levels of English ability; the other is that suitable ways of introducing concepts and terminology (particularly technical) are difficult to find. His students' needs and interests often do not parallel the available teaching materials and relevant teaching materials seemed almost impossible to find until Mr. Scanlon hit upon the idea of using handouts and advertisements available in the community.

For instance, he got some pamphlets advertising a housing project. The pamphlets included floor plans of the various models, information about prices, financing and so forth. Mr. Scanlon was able to plan several lessons around this material. For one lesson, he prepared a large map of the project and set up shop as a 'Real Estate Office.' The student-customers came into the office, described their housing needs and discussed available housing with the real estate agent. The agent asked such questions as, 'Do you want to rent or buy?' 'Which part of town are you interested in?' 'How far do you want to be from your work?' The target vocabulary for this lesson included: *rent, buy, mortgage, discount, facilities, convenience*. Mr. Scanlon has adapted this idea using many different types of brochures, selling things from running shoes to engineering equipment. However, Mr. Scanlon stressed the need for careful planning. 'The name of the game is reinforcement,' he said. 'None of this is worth anything unless you

follow it up.'

Another game presented by Mr. Scanlon was 'What am I?' or 'Who am I?' The name of the person or object is pinned on the student's back and he must ask the teacher questions which can be answered by yes or no until he discovers his identity.

Mr. Scanlon also plays an observation game with his classes. The teacher says to a student:

Go to the window.

What do you see?

Do you see any people?

What's he doing?

What's he wearing?

This can lead to questions of the type 'Where do you think he is going?' 'Why do you think he is hurrying?' which can stimulate imaginative free conversation.

Rick Brown, of Language House, Inc., organized his presentation around concepts of time. He suggested that labeling tenses past progressive or present perfect does little to clarify meaning. He believes it is much more productive to consider time from the speaker's viewpoint. He presented a chart, divided into three main categories, past, present and future, outlining the possible time perspectives. From the present, for instance, one can look at the present moment, the interval from the recent past to the present, the past or the future. The main structures associated with the outlined perspectives are:

Present seen	I'm reading a book.
from present:	I often read books.
Recent past to present, seen	I've read 3 books this week.
from present:	I've been reading a book about . . .
Past seen from present:	I read a good book yesterday.
Future seen from present:	I used to read a lot.
Future seen from present:	I will (am going to) read that book.
Future seen from past:	I was going to read that, but . . .
Past seen from past:	I had read . . .
Past from future:	I will have read
Future from future:	I will be about to read

After explaining the chart and some of its uses, Mr. Brown initiated a pairwork activity to practice a tense associated with a view of the past from the present: 'Things I did regularly. . . . Students interviewed each other, asking such questions as, 'Did you used to cry a lot when you were a child?' 'Did you used to argue with your parents when YOU were in high school?' Mr. Brown's handout had these questions suggested in skeletal form and students were required to supply the tense. Since the questions were provocative, the activity resulted in quite animated conversations.

Mr. Brown's last activity, based on Richard Via's drama techniques, in its first phase provided an opportunity for practice with modal forms 'You must have left them,' 'You might

have left them' and other time perspectives, and then led into a creative activity as students were instructed to finish the story. Students were doing this with zest when, unfortunately, we ran out of time.

### PARTIAL CONVERSATION

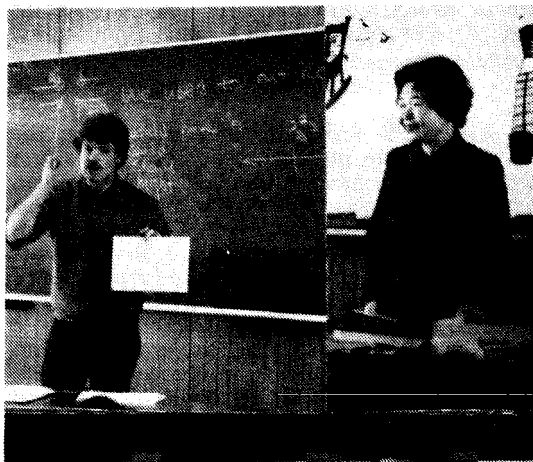
FOLD YOUR PAPER IN TWO. DO NOT LOOK AT THE OTHER HALF. LOOK YOUR PARTNER IN THE EYE AND SPEAK YOUR PART OF THE CONVERSATION.

A

B

- |   |  |
|---|--|
| 1. Honey, where are the car keys?   | 1. Well, if they're not on the dresser then you must have left them in your bag. |
| 2. They're not there. I just looked.  | 2. Oh my God! You don't suppose you might have left them in the car last night.  |
| 3. Oh no, and we didn't lock it! ( <i>goes outside to check the car</i> )<br>Honey, the car's gone! | 3. . . . .   |

AFTER YOU AND YOUR PARTNER FEEL COMFORTABLE WITH THIS DIALOGUE, TRY TO CONTINUE IT. GOAL: DECIDE WHAT TO DO ABOUT THE STOLEN CAR.



## Reviews . . . . .

### SHIZUOKA

#### FROM LISTENING TO SPEAKING IN FIVE STEPS; LISTENING COMPREHENSION IN A FOREIGN LANGUAGE

Reviewed by Jim Tiessen

Tom Pendergast spoke of the importance of aural comprehension in the production of spoken English. Various techniques, designed to expand vocabulary, develop listening skills and establish a "state of readiness" for the speaking of English were demonstrated in a workshop manner. It was suggested that the "state" could be said to have been reached when the student is able to generally understand a conversation between two native speakers. Mr. Pendergast expressed the idea that grammar could be learned through induction and discovery as the students assimilate, correlate and eventually use networks of language patterns demonstrated by the teacher *in* directed classroom activities. The methods shown stressed the pairing of linguistic expression with real experience through the use of physical response.

The "Five Steps," in progressive order are Basic Total Physical Response, Extended TPR, Use of Realia, Computer Drill, and Alternating Lingual Counseling (ALC) and Community Language Learning (CLL). The major characteristics of these techniques shall be discussed in brief.

Basic TPR drills are those which have the student perform physical responses and gestures according to commands dictated by the teacher. Obvious examples are simple instructions to 'stand up,' 'turn around,' etc. The comprehension and vocabulary retention of the students is reinforced by physical action and repetition of commands. This method is often used with children, but adults appear to respond with more enthusiasm than most teachers, who have not tried it with older students, would expect.

Extended TPR drills are designed to expand concepts introduced in Basic TPR drills as students are expected to follow and/or repeat series of orders which incorporate more difficult vocabulary, especially adverbs. In addition, the Extended TPR drills improve the skill of 'chunking,' that is, the response, memorization and vocalization of bits of information, the size of which range from syllables to whole sentences.

The aim of the use of Realia is largely to further increase and reinforce the knowledge of grammar and vocabulary introduced in TPR drills. Cuisinaire rods (various colours, in size denominations from 1-10) and the modern vinyl equivalent of felt boards were used as tools to aid this process. Commands were given and responded to using the realia. This technique can be further expanded by the personification of the Realia and the creation of dialogues and/or stories. The use of Silent Way charts on which are minted lists of commonly used and use-

ful English expressions, in conjunction with the rods, was shown. It was apparent that this combination could be an effective way of instructing specific grammatical points using limited vocabulary.

The 'Computer Drill,' is one wherein the teacher or competent speaker takes the role of a speaking, though intellectually and emotionally removed, grammatical 'reference' in a small group activity. The students are to say any sentence in the target language and the 'computer' is to be activated by the speaker to repeat, in correct form, what the speaker is intending to say. This method is seen to be a manner in which speaking skills can be honed, without the students fearing negative sanctions from others.

In ALC and CLL, some students are responsible for instructing others in the group as to what the teacher is saying. In CLL, counseling is done in the target language, while in ALC, it is done in the native language of the student. In either case, the goal is to provide real feedback regarding the actual comprehension of the students. It was pointed out that many students tend to nod their heads, and/or smile while the teacher is speaking, and that this should often be taken as expressions of politeness and/or pride, rather than as indications of understanding.

The reviewer found the presentation very informative and enjoyable. Questions were raised as to the limitations of these techniques with respect to the development of the capacity of students to discuss intellectual and emotional topics. Mr. Pendergast responded that a very high level of proficiency in a foreign language is necessary before a student can effectively participate in such levels of conversation. The reviewer feels that both points are well taken. Much of the language used in such conversation is metaphorical, so a sound understanding of the roots of expressions is indispensable for the proper use of them. However, though the self-initiation of students is encouraged at higher levels of the 'Five Steps,' the frameworks of the earlier stages may suppress spontaneous self-expression. To the reviewer, it seems that the views of Mr. Pendergast are well-founded and his techniques can be an integral part of a foreign language instruction program.

### CHUGOKU

#### NON-VERBAL COMMUNICATION

Reviewed by Scott Peterson

When thinking about learning a foreign language, one usually thinks about only verbal communication. However, according to Chugoku's March speaker, non-verbal communication is equally important. Mr. Yoshiaki Nakamitsu of Tokuyama University gave a talk on non-verbal communication and its place in language teaching and learning.

Non-verbal communication can be broken down for analysis into six areas: paralanguage, kinesics, proxemics, communication by touch, artifacts (clothing, jewelry) and olfaction

(body odors, perfume). The discussion centered around the first four categories, and so I will concentrate on those

First of all, paralanguage is divided into voice qualities and silence. The first has several variables: stress, pitch, juncture, and speed. By varying these factors, one varies the import of utterance. Take, for example, the utterance, 'I'll do it.' Most native speakers would have no trouble in conveying the following meanings:

1. I'll be really happy to do it.
2. I'll do it, but it's the last time.
3. You always make me do what you want.
4. All right, you win.
5. Don't worry. I'll do it.
6. You're so dumb I'd better take care of it myself.

The second, silence, also conveys various meanings. Mr. Nakamitsu pointed out five: anger, attentiveness, boredom, lack of conversation topic, and lovers' silence.

Kinesics is the study of the use of the body in communication. One needs to look at hand, eye, head, and foot movements, as well as facial expressions and body postures. In this category are the different ways of indicating 'yes' (shaking the head from side to side or up and down), or ways of summoning someone from a distance (done in Japanese in a way similar to the English hand signal for leave taking).

Proxemics is the study of the use of space and time. For example, people in various cultures stand at different distances from each other to talk. When talking with people from cultures observing different space relations, people become nervous sometimes. People in different cultures also relate differently to time. Mr. Nakamitsu related an experience he had while living in the U.S. He made an appointment with a Mexican friend of his for 12:00 noon. Mr. Nakamitsu arrived promptly at the arranged meeting place at 12:00. He waited and waited, but no friend. Finally, he left a little before 1:00. The next time he saw his friend, the friend was a little puzzled: where had Mr. Nakamitsu been. The friend arrived at 1:00 and nobody was there. Evidently, for Mexicans an hour does not constitute being late.

Touch can communicate depending upon how, when or who one touches. In some cultures, people touch their speaking partners without any deep meaning. Mr. Nakamitsu told of one American missionary who would always touch his students when talking with them. However, he was teaching at a girls' school, and the girls imagined that the teacher had more than teacherly feelings for them. He was shortly transferred to an all boys' school.

It is just such intercultural misunderstanding that might be avoided by awareness of different patterns of non-verbal communication. One might distinguish two sorts of teaching in this area. In one, one would teach those gestures which are interesting or different, but cause no misunderstandings. Here one might include pointing to the nose instead of the chest to indicate self, counting on the hand starting from a fist to open hand and vice versa, and summoning someone from a distance by waving the

hand.

In another category would be those gestures which cause misunderstanding or embarrassment. For example, most Japanese businessmen need to learn how to shake hands. American teachers sometimes point at people with the index finger or sit on the desk while teaching. Japanese consider this behavior to be rude. Americans consider the slurping of soup or noodles to be rather uncouth. Teachers could think of many more examples.

The speaker recommends that, while it may not be necessary to teach these things for active production, students should be aware of them so as not to cause ill feelings.

## WEST KANSAI

### ALTERNATIVE METHODS FOR TEACHING COLLEGE COMPOSITION

Reviewed by A. Rise Nakagawa

Ian Shortreed and Curtis Kelly were the speakers at the March, 1983, meeting of the West Kansai chapter of JALT. At the beginning of their presentation, they mentioned that their original title was so broad that they had decided to narrow the focus; they would talk about the curriculum they are actually using in their college composition classes.

Mr. Kelly started out by explaining the typical process used in Japanese schools, which basically moves from totally controlled writing to free composition. Mr. Shortreed and Mr. Kelly then spent time explaining why the reverse would be preferable, i.e., the students should move from free composition, based on quantity, to controlled composition, based on strict guidelines.

In addition, "sentence combining" (which they illustrated through an audience participation exercise) serves as the core for developing syntactic flexibility, helping students focus on usage rather than just recognition. They quoted several studies showing that this form of semi-controlled writing has proved effective in improving fluency, coherence and paragraph unity. Sentence combining was tied in with what they called "mass writing," i.e., having students aim for quantity (rather than grammatical quality) in writing diaries or journals. Also, they relied heavily on peer group activities for evaluation of the written work (choosing the best papers, etc.) as well as for other activities such as preparing a class newspaper.

It was apparent that Mr. Kelly and Mr. Shortreed had done quite a bit of research in the area of teaching composition. The use of statistics and quotations to back up their methodology added credence to what they said. They limited the theoretical and statistical information, however, keeping their discourse from being overly academic or dry in tone. They discussed actual classroom experiences in detail, with interesting examples to back up the theoretical aspects.

(cont'd on next page)

## Review . . . . .

Their approach to the teaching of composition can be summed up as focusing on (1) grammar through use rather than prescription, (2) fluency through quantitatively evaluated mass writing, and (3) control through pre-writing and peer evaluation exercises.

The presenters had anticipated many of the questions they would be asked and had come prepared to justify their approach. For example, they spent some time explaining why teacher correction is not a part of their curriculum. Although error correction is being widely debated in ESL circles, they gave very convincing reasons for avoiding correction of student compositions. When questions were asked that they had not prepared for specifically, they were still able to handle these well, drawing on their extensive academic backgrounds as well as actual classroom results to justify their methodology.

The two speakers were thoroughly professional in their way of presenting the lecture, both in approach and in content. They did a good job of maintaining audience interest at all times. Even teachers who are not teaching college composition could go away with useful ideas for adaptation. The majority of those present felt that listening to this presentation was time well spent.

### KANTO

#### Reviewed by Daniel Moore

Miho Steinberg gave an enjoyable and informative presentation on student-centered project activities at the March 13th meeting of JALT-Kanto. She is on sabbatical leave from the University of Hawaii where she was the director of the English Language Institute. She has been teaching English and training English teachers for twenty years.

During the first part of her presentation, she made some general comments about English teaching and learning in Japan. She pointed out that in Japan, most classes are passive; that the students are expected to sit in the class and absorb information that is fed to them by the teachers. For this reason, most Japanese students are hesitant to participate in classroom activities. Mrs. Steinberg noted that it is important for the students to understand that English is not just a subject that they have to study or a hobby, but a means of communication and that they should participate and try to communicate while studying it.

Mrs. Steinberg went on to talk about reception vs. production in learning. She stressed that people's receptive ability is always greater than their productive ability. For instance, you may be able to recognize faces but you probably can't draw them. Therefore, when learning a language, reception comes before production. Students must be able to hear and understand before they can speak and students must be able to read before they can write.

The last part of Mrs. Steinberg's presentation was mostly devoted to the introduction and demonstration of some of the activities which she has collected over the last twenty years. She said that these activities or ones like them are needed to make the otherwise uninteresting textbooks come alive. When using these or other exercises, teachers should think about their objectives and be careful to teach in accordance. For example, it is unfair to correct production when the exercise is on reception.

She also said that because Japanese students have almost no chance to get listening practice outside of the classroom, teachers, even if they are Japanese and don't think their English is good enough, should always use English in class.

Although her activities were generally directed toward junior high students, they were suitable for any level. In her introduction to the various activities, she briefly explained the purpose and use of each activity and then demonstrated it by letting the audience take the part of the students and participate in them.

Some activities she presented were:

**Swapping information** - In this activity, the students are asked to go somewhere and get some sort of information (ex. Go to a fast food place like McDonald's. Find out how many kinds of hamburgers they have. Write down their prices. Find out what is the most expensive item (on the menu) and the cheapest item. The students then give this information to another member of the class and that member gives the information to the rest of the class.

**Getting to know you** - In this exercise the students are given a sheet with several squares on it. Each square has some questions which the students have to ask other students (ex. Do you ever go to school on foot? Do you know what country Inchon is in?). When the students get 'yes' answers, they write the name in the appropriate square. There is only one name for each square. The students are then asked to identify people whose signatures they got.

**A cloze test using a song** ~ An old exercise but using more enjoyable material.

**Space puzzle** ~ The students are given a sheet with squares on it. They are then read statements which tell them about what information goes in each space. At the end they are asked for information that was not given but can be deduced if they followed the directions correctly.

At the end of her presentation of these activities, Mrs. Steinberg spent a few minutes talking about the difference between Japanese and English in the areas of stress and rhythm. She mentioned that Japanese stress seems aggressive to English speakers.

Generally, Mrs. Steinberg's presentation was both enjoyable and instructive. The ideas presented can be used by English teachers at any level to help the classroom come alive.

# teaching tip

## MAKING YOUR OWN GAMES

By Steve Brown, James English School, Sendai

You can make a set of cards versatile enough to use for three different games by using index cards and picture seals (gummed labels) available at any stationery store or department store. The small cardboard cards used for place cards seem most durable, but unlined index cards are fine. They should be thick, however. Find a seal set with several pairs of different seals. Affix one picture seal in the upper right hand corner of each card, then make its twin. Write the same function, notion, question or grammatical point on each of the two cards. For example: "Introduce your neighbor." "How was your weekend?" "Make a sentence using 'but.'" About twenty pairs should be enough for a class of six. You're ready for shuffling and dealing.

The first game is "Concentration." Spread the cards out on the table face down. One student picks up a card, looks at the picture seal on it, and then picks up a second card. If the pictures are not the same, the student returns the cards to their exact former locations, taking care to show the pictures to the other players. The object is to remember the positions of the cards so that pairs can be matched. The student with the most pairs at the end of the game wins.

The second game is a variation on "Go Fish." Use the same cards as in "Concentration." Deal either all the cards to the group or deal five or six cards to each person and put the rest in a pile in the middle of the table.

In the first version, students show each other the pictures on their cards and ask, "Do you have this?" or "Do you have a car, an apple, etc.?"

When they find a pair, they perform the task or answer the question on the card. ("Introduce your neighbor," etc.) If the other player doesn't have the card, the play passes to the student on the left.

In the second version, if the student answers "No," the questioner may take a card from the pile. If the cards match, he/she answers the question or performs the task. If they don't, the play passes to the left. Once pairs are made, they are discarded. The first person to get rid of all his/her cards wins.

The final game is "Around Town." It requires the cards and a city map to use as a game-board. The city map can be found at most large bookstores. Mine is a map of San Francisco printed by JAL and sold for ¥500. I pasted it on cardboard and drew numbered circles on it to represent stops. Give each player a small car or other marker. Put the cards in a pile in the middle of the table. Each player rolls a dice, moves his/her marker and takes a card. If the player can answer the question on the card, he/she may stay. If not, he/she returns to the previous stop. First player to the destination wins.

I have found these activities a motivating way to review material taught in previous lessons. Students seem to enjoy them because they introduce an element of fun, yet are obviously instructional. Students know the structures are important (they are in the text), so they do not feel their time is being wasted. Equally important to me is the help games give me in building a feeling of class unity. Students often help each other during "Concentration," from sighing as someone reaches for the wrong card to staring at the right one. I also include lots of cards which require interaction between students ("Ask someone his name.") The games seem to work best with young adults to the age of twenty-five, though I have used them with varying degrees of success from high school students to adults. They are definitely best used for review and not for teaching.

## JAPANESE LANGUAGE SCHOOLS IN JAPAN

The ability to speak and read the Japanese language is indispensable for almost any aspect of Japanese studies. There are many schools one can attend in Japan for that purpose: among them, the Center can recommend the following. The information here is revised from the list in the *Center News*, Vol. V/No. 1, May 1980 and No. 2, June 1980, and is arranged by (1) prerequisites, (2) course descriptions, (3) hours of instruction per week, (4) duration of courses, (5) dates when programs begin (application deadlines), (6) tuition costs, excluding application fee., (7) address and phone number, and (8) application procedure. For further information, please contact the schools directly.

### Tokyo Area

Japanese Language Institute,  
Department of Comparative Culture,  
Ichigaya Campus, Sophia University  
上智大学市ヶ谷キャンパス 比較文化学科

- (1) 12 years of schooling or the equivalent of a high school education
- (2) Basic, Intermediate, Advanced (two terms each)
- (3) 15 h. (5 days)
- (4) 2 years (six trimesters)
- (5) April (Dec. 15 of the previous year); Sept. (June 1)
- (6) ¥184,000 (for beginning trimester)
- (7) 4 Yonbancho, Chiyoda-ku, Tokyo 102  
(03) 264-7337 (03) 264-7337
- (8) Contact Admissions Office, Ichigaya Campus

(cont'd on p. 18 )

# ----- update -----

Below are further corrections (asterisked) and additions to the JALT membership list. Please see the January issue for an explanation of the format and codes. Additionally, two new chapter codes have been added: U = Hamamatsu; Y = Okayama. Please notify the Executive Secretary, Thomas Robb, if you find any irregularities in your own listing.

AKAMATSU, YOSHIKO

\*AMAKI, JOANNE S.  
U TOKAI UNIVERSITY WOMEN'S JC

\*ANDRADE MELVIN R.  
T 0463-81-7801 SOPHIA JUNIOR COLLEGE  
APARTANI, LUCIA  
Y 0862-52-1155 NOTRE DAME SEISHIN UNIV  
BARTON, BLAINE

BENNETT MARK CONRAD  
F 093-522-6001 & 6002 TCLC CO.. LTD.  
BRABY, JACK  
O 0720-32-3199 THE INT'L UNIV., OSAKA L C  
G. BROWNING, J. M.  
K WEST SUFFOLK TEACHER'S CENTER

**\*CISAR, LAWR**  
T 03-295-4707 ATHENEES FRANCAIS

**\*COLLIER, MARY**  
C 03-582-4388 MS. MISAGI SONOYAMA  
CROWL, LOUIS  
T UTSUNOMIYA ENGLISH CENTER  
DENEGO, CAROL  
O 0722-63-8989 GRAYCEE ENGLISH SCHOOL  
DEVINE MAUREEN  
Q 222-65-4288 NEW DAY SCHOOL  
DRAKE BARBARA A  
F 083231-6522 BAIKO JOGAKUIN  
DRAKE, MARK  
F 082-247-2632 BAIKO JOGAKUIN  
DUPPENTHALER, CATHY  
SEIBO JR/SR H S

EMI, TOMOKO  
S

FOSTER ROBERT A  
P 011-891-2731 HOKUSEI GAKUEN DAI GAKU  
FOULSTONE, JANET  
T

FRANCIS, WARWICK  
T F.J.KURDYLA & ASSOC CO LTD  
FRANCIS, CAROLYN  
T TSUDA COL, TOKYO JOSHI DAI  
FUJII GLENN  
O 06-621-1851 TENNOJI ENGLISH ACADEMY  
FUJITA, SHUJI  
F 0832-82-1841 SHIN-NIPPON KYOIKU TOSHO  
FURUKAWA, GINGER  
T  
GAIGO ZEMINARU  
I 045-831-8390

\*GIANESIN, FR. CLAUDIO  
T

\*GILBERT, ROY  
T 03-264-5935 ILC  
GRANT, PETER BARRY  
O TENNOJI ENGLISH ACADEMY  
HANPETER, STEPHEN  
T 03-241-1835 TIME-LIFE

\*HASELTINE, JEFFREY O  
T IBARAKI CHRISTIAN COLLEGE  
HATANAKA SHIGERU  
O RYUKOKU UNIV

\*HATSUTANI, YUKIO  
O 0792-35-1951 HYOGO KENRITSU SHIKAMA TECH HS

\*HELMER CHRISTINE  
G 0958-45-0084 JUNSHIN WOMEN'S JR. COLLEGE  
HEYEN, NEIL  
O 0734-51-2238 SUMITOMO METAL IND. LTD.  
HINDS, JOHN  
K 814-965-7365 PENN STATE UNIVERSITY  
HIRATA, HIDEO  
T 03-483-0567 CRILE

ICHIKAWA, KANEZO  
S 0878-61-4141 KAGAWA, UNIV

\*ICHIZUKA, HIDEO  
T 0425-82-2511 TORITSU HINODAI S H S

IGAUE, MAYUMI  
G 0878-33-3774 AMVIC ENGLISH SCHOOL

\*II, MARY  
U  
IKEHARA, AKIKO  
,

**IKUCHI, TAKESHI**  
S 0878-61-0244 TAKAMATSU FIRST SR H S

**INOUE, YUKIKO**  
N  
ISHIKAWA, MASAO  
M E.C.C.  
IWAOKA, CAROLYN J  
O KANSAI GAIDAI  
IZAWA, HIDEYUKI  
Q 02232-2-5511 AERONAUTICAL SAFETY COL

\*IZUMISAWA TUTOMU  
T 0292-21-4936

\*JAGER, CALVIN  
F 092-581-1492 FUKUOKA JOGAKUIN  
JONES, DELIA  
O 0720-77-0004 SHIJONAWATE H S  
JORIANO, ANNE MARIE  
T CHUO DAIGAKU  
KAWAGUCHI, NORIAKI

KAWANISHI, MASASHI  
S 0878-67-0111  
KINUKOSHI, NAOKO  
S 0878-33-3774 AMVIC ENGLISH SCHOOL  
KOGA, KIYOKO  
S

\*KOIZUMI AKIHIRO  
O 06-944-1061 OSAKA GAIGO 100 SENMON GAKKO  
KOJIMA, ISAO  
T 0462-38-1333 KENRITSU ARIMA H S

**KOLAK, STEVE**  
G 0958-22-5987 YMCA

**\*LANCE, JOHN**  
K

\*LASTIRI, EDWARD  
O  
LOWCOCK, ERIK  
P  
MACLAURY, JUDITH  
TOKYO FOREIGN LANGUAGE SCHOOL

\*MATSUDA, SHOJI  
Q 02238-4-2511 MIYABI NOGYO H.S.  
MATSUMI, NOBU  
S

MATSUO, AKIHIRO  
H 082-241-8108 KOKUTAIJI JR H S

MELLON, CANDACE  
T 0463-58-1211 X3578 TOKAI UNIV  
MIDDLESEX COMMUNITY COLLEGE  
I F. VIAUX

\*MILLER, ROY  
O 078-801-1112 KOBE STEEL LTD  
MINAMI, TARO  
O 06-227-5612 CITI BANK N.A. OSAKA  
MITANI, YUMI  
O 0726-26-1521 COMMUNITY INSTITUTE FOR CH.  
\*MITCHELL, ALICE ELAINE

MIYANISHI, HIROSHI  
S 0878-85-1131 TAKAMATSU MINAMI H S  
MIYASAKI, SHIRLEY  
T 03-244-4250 PEGASUS LANGUAGE SERVICES



MIYATA MINORU M 0720-71-1251 MOCHIZUKI, U 0534-54-4486 MOORE, JAMES T 03-244-4250 MORI, NAKO N 052-736-0237 MORIYA, MARIKO N 0561-21-3161 MUKAI, MAMORU M MURAKA MI, HIROKO Y 0862-72-1237 MURANAKA, YUMIKO G N.S.G. INTERNATIONAL I 0252-47-7231 NAKAGAWA JANICE H 082-228-2269 NAKAJIMA, YUKARI	OSAKA SANGYO UNIVERSITY SHIZUOKA JOSHI TANDAI W. PEGASUS LANGUAGE SERVICES SHIDAMI JR H S NAGOYA SEIREI TANKI DAIGAKU HOKKOKU CULTURE CENTER OKAYAMA HIGASHI COMMERCIAL S HIROSHIMA YMCA ROBERT HUGHES NISHIDA KUMIKO O 07436-5-1321 X2519 NISHIKAWA, MAYUMI M 0775-24-5989 NISHIMURA, YUTAKA N 052-801-1145 NOTESTINE, RONALD D. N 05617-3-2111 OHE, YUKO F 092-541-4931 OKABE, NAHOKU S OKAMURA, VIRGINIA T OKUJO, YOKO S 0878-33-3774 OMI, YOSHIKO Y OSHIMA, YUKIKO F *OTANI, KAYOKO T 045-843-1950 *PARRY, BARBARA K *PARTON, WAYNE T *PEARSON, ELOISE T PEDERSON T 03-254-2731 *PENNINGTON, T PFLUGRATH T 03-241-1835 PFLUGRATH, T 03-241-1835 *PICK, VELMA P 01137-2-3111 *PURCELL, WILLIAM F Q 0188-45-4111 RYCROFT, DAVID M SAITO, NOBUKO Y *SAKURAI, TOSHIKO O 06-761-9371 SATO, KOUICHI T *SATO, DALE ANN P SCHUMACHER, M 075-701-2151 *SCOTT, FORESMAN & COMPANY C 0427-96-7620 *SEINO, MISAKO Q *SHARMA, BISHAN C. S 0888-82-3217 SHARP, JR. . WILLIAM E T 03-359-9621 SHERMAN, TIM Q 24-3891 SHIMIZU, KIYOKO S SHIMIZU, SADAYO S	SHIMODA, KUMIKO SHINOHARA, YUJI SHINONOME DAIGAKU I 0899-31-5211 *SNOWDEN, PAUL T 03-203-4141 SOGO, HIDEYO S *STERN, PAUL G 0958-25-6554 *STERN, TERRI G 0958-25-6554 SUGIYAMA, HIDEKO S SUNAMI, MASAYO Y 0862-52-3161 X226 *SUZUKI, ETSUKO F 092-761-3811 SWENSON, TAMARA M 0776-21-7870 *TABATA, MINORU T 0292-21-4936 TABUCHI, HIROFUMI Y 08656-7-0311 TAKASAKI, ASAKO U TAKENAKA, KEIKO Y TAMURA, HIROKO F TANAKA, HISAKO S TATEISHI, KISHIKO S 0878-67-3131 *THOMAS, SIMON O 06-220-5500 *TOYOKURA, MAMORU T 03-267-8692 TSUBOI, SADA O 06-723-5511 *TSUDA, YUKIO T UCHIYAMA, YUKO F 09492-2-0006 *VILLAMARIN, ELSA O 078-881-4141 X2222 VISGATIS, BRAD M 0776-21-7870 *WACHMAN, ROBERT K WALKER, JOSEPH W F 093-522-6001 & 6071 *WALKER, BRUCE T 0422-44-0505 WALSH, MADELEINE Y 0862-52-1155 WASHBURN, TERRI LEE Q 22-7533 *WEED, GRETCHEN E O 0798-52-0955 X336 *WHITE, SANDRA G 0958-22-4107 WILLIAM, SR. CATHERINE Y 0862-52-1155 *WONG, JOHN F. O 078-241-7201 YAMADA, AKIKO S YAMADA, CHIEKO T 03-246-0634 *YAMASAKI, YUKO H YOSHIHARA, TAKAO S 0878-67-0276 YOSHIHARA, MINEKO S 08776-2-0242 YURA, TOSHI O 06-698-2211 EAGLE CO, LTD.	H.D. SOMNER WASEDA UNIV NEW DAY SCHOOL NEW DAY SCHOOL OKAYAMA UNIV OF SCIENCE BELL AMERICAN SCHOOL FUKUI WOMEN'S COL KASAOKA TECHNICAL SR H S SEIREI GAKUEN HS & H J C KURASHIKI-MINAMI JR H S ST. MARYS TR SCH FOR NURSES KITA MIYAKE HOSPITAL SUMITOMO METALS LTD. LEBSEN CO LTD SHOIN-HIGASHIJR COL SOUTHERN ILLINOIS UNIV NAGATA SK H S KOBE STEEL LTD. FUKUI WOMEN'S COL TCLC CO. LTD. BUENA PARK LANGUAGE CENTER NOTRE DAME SEISHIN UNIV YMCA KOBE JOGAKUIN DAIGAKKU NOTRE DAME SEISHIN UNIV KOBE YMCA COLLEGE SANKEI INT'L COL A JR H S IN HIROSHIMA TAKAMATSU TECHNICAL COL ZENTSUJI WEST SR H S ***** TOTALS ***** REGULAR JOINT STUDENT OTHER TOTAL 0 0 0 0 0 NEW MEMBERS RENEWALS DELETIONS 0 0 0
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(cont'd from p. 15)

Institute of Language Teaching,  
Waseda University

早稲田大学語学教育研究所

- (1) University graduates; undergraduates, specializing in Japanese or Japanese studies
- (2) Elementary, Intermediate, Advanced, Advanced specialized
- (3) 10 20 h.
- (4) One Year
- (5) April (Sept. 30)
- (6) ¥125,000 ¥195,000
- (7) 1-6-1 Nishiwaseda, Shinjuku-ku, Tokyo 160  
(03) 203-4141 ext. 5356
- (8) Applications are screened. Successful applicants take placement test in mid-March.

Japanese Department, Division of Languages,  
College of Liberal Arts, International Christian  
University

国際基督教大学教養学部語学科日本語学科

- (1) A. One-year Regular Student: current or previous enrollment at college or university abroad  
B. *Kenkyusei*: completion of undergraduate work-or proof of pending completion
- (2) Intensive Japanese I-III; Japanese I-VI; Advanced Japanese I-II; Special Japanese I-III; Summer Program
- (3) 6-23 h.  
One year
- (5) A. Sept. (May 1)  
B. April, Sept.
- (6) ¥452,000 ('81 '82)
- (7) Admission Office, I.C.U., 10-2 Osawa 3-chome, Mitaka-shi, Tokyo 181

(0422) 33-3059

Summer Program: (0422) 33-3 117

- (8) Further information available on request.

International Center, Keio University

慶応義塾大学国際センター

- (1) Completion of undergraduate university program abroad
- (2) Elementary A, B, Intermediate, Advanced 1, II
- (3) More than 15 h.
- (4) 4 months  
April (Feb. 28); September (June 30)
- (6) ¥264,000
- (7) 15-45 Mita 2-chome, Minato-ku, Tokyo 108  
(03) 453-4511 ext. 2322
- (8) Write Office of the International Center, Keio University for application forms.

Inter-University Center for Japanese Language  
Studies

アメリカ・カナダ11大学連合日本研究センター

- (1) Current enrollment in a university (or completion of professional training); completion of at least two years of college-level course work in Japanese, and demonstrated commitment to and promise in a profession in which Japanese is-needed  
Intermediate, Advanced
- (4) 15 h. (5 days)  
10 months
- (5) Sept. (Jan. 15)

- (6) \$4,000
- (7) Noken Building 2F, 3-29 Kioi-cho, Chiyoda-ku, Tokyo 102 (03) 262-5639
- (8) Students are encouraged to apply for admission as early as possible in their academic careers. For application forms write:  
Center for Research in International Studies  
Room 200, Lou Henry Hoover Building  
Stanford University  
Stanford, California 94305

The Japanese Language School,  
The International Students Institute  
国際学会日本語学校

- (1) 12 years of schooling or the equivalent of a high school education
- (2) A. Higher Education Course (Japanese and other subjects), for those who wish to enter universities  
B. Japanese Language Course (Japanese only), for graduate courses or vocational training institutes
- (3) 28 35 h. (6 days)  
One year, 18 months
- (5) April (October). for the one-year course  
October (April); for the 18-month course
- (6) ¥343,000~¥486,000
- (7) 22-7, Kita-shinjuku 3-chome, Shinjuku-ku, Tokyo 160 (03) 371-7'65
- (8) Further information available on request

The Tokyo School of the Japanese Language,  
The Institute for Research in Linguistic Culture  
言語文化研究所附属東京日本語学校

- (1) 12 years of schooling or equivalent
- (2) Elementary, Intermediate, Advanced, Graduate
- (3) Morning course (15 h.), afternoon (6 h.), evening (3 h.); private lessons also available
- (4,5) Spring Quarter (Apr. -June), Summer School (July-Aug.), Fall Quarter (Sept. Dec.), Winter Quarter (Jan. -Mar.)
- (6) Morning (¥165,000 per quarter), afternoon (¥65,000) evening (¥47,000), summer school (¥96,000), private (¥3,500 per 50 min.)
- (7) 16-26 Nampcidai, Shibuya-ku, Tokyo 150  
(03) 463-7261
- (8) Applicants must submit personal histories and school transcripts. Letter of Admission issued upon advance payment of tuition (¥100,000).

Tokyo Japanese Language Center

東京 8 5 . 8 \* X 9 -

- (1) No special requirement
- (2) Group lessons, small group lessons
- (3) 2 -25 h. (a.m., p.m., evening and intensive courses)
- (4) 3 months-one year and 7 months
- (5) April, July (Summer Semester: 2 months).  
Sept., Nov., Jan.
- (6) ¥21,000-¥275,000
- (7) 5-4 Shiba Park 3-chome, Minato-ku, Tokyo 105 (03) 433-3378
- (8) Applicants must submit application form and two pictures, and be interviewed by staff.

(cont'd on p.20)

## NEW VIDEO

This is a new series of video-based materials covering a variety of levels and situations and supported by books and audio cassettes.



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#### SWITCH ON

A course for students who have learnt English in the past but need to brush it up for a business trip abroad, a conference or an important meeting.

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Intended for students who have learnt some English in the past but need revision of basic English and practice to activate their speaking, comprehension and writing skills.

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¥1,810  
¥1,430

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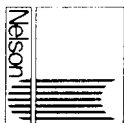
Each course consists of:

- ☐ 40 minutes of video material in full colour
- ☐ 1 x C90 audio cassette containing the video soundtrack and extension exercises
- ☐ a Students' Book

¥100,000  
¥4,620  
¥1,810

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## Thomas Nelson & Sons, Ltd.

4-10-19, Daita, Setagaya-ku, Tokyo, 155 Japan (03)322-4874

(cont'd from p. 18 )

The Japanese Language Division,  
Asahi Culture Center

## 朝日カルチャーセンター日本語科

High school education

- (1) Intensive, Comprehensive, Applied, Easy Japanese; Summer Intensive
- (3) 4-15 h.  
3 months
- (5) April, July (Summer Intensive: 2 months), Sept.; Jan.
- (6) ¥45,000 ~ ¥130,000
- (7) P.O. Box 22, Shinjuku Sumitomo Building, 6-1 Nishi-shiniuku 2-chome. Shiniuku-ku. Tokyo 160-91 (03) 348-4041
- (8) Prospective students residing in Japan should go directly to the registrar's office for payment of membership fee (¥5,000; valid for 3 years) and tuition. Brief placement interview required prior to enrollment.

Japanese Language Institute,  
International Education Center

## 国際教育振興会日本語研修所

- (1) 12 years of schooling abroad
- (2) Basic I. II: Intermediate I-III; Advanced I-III
- (3) 15 h. (5 days); evening courses available
- (4) 3 months
- (5) April, July, Oct., Jan.
- (6) ¥120,000 - ¥140,000
- (7) 21 Yotsuya 1-chome, Shinjuku-ku, Tokyo 160 (03) 359-9621 8
- (8) Further information on request

Sonny Language Laboratory Shinbashi School

## ソニー・ランゲージ・ラボラトリー新橋スクール

- (1) No special requirements
- (2) Introductory I. II. Pre-Intermediate. Intermediate, Advanced; Private
- (3) 334.5 h. (2-3 days)
- (4) 3 months
- (5) April, July, Oct., Jan.
- (6) ¥36,000 ~ ¥54,000
- (7) 6-12 Nishi-Shinbashi 1-chome, Minato-ku, Tokyo 105 (03) 504-1356
- (8) Free trial lessons every Tuesday and Thursday from 11:30 to 12:30. Applicant's level determined by the teacher. Course and registration fees payable in full at registration.

## Multiple Locations

The Berlitz Schools of Languages of East Asia Inc.

## ザ・ベルリッツ・スクールズ・オブ・ランゲージズ

- (1) No special requirements
- (2) All levels and special programs
- (3) Tailored to student's objective
- (4) As required
- (5) Enrollment at any time
- (6) Varies according to course required
- (7) 19 schools in Japan: (03) 584-42 11 Akasaka, Yurakucho, Shibuya, Shinjuku, Nihonbashi, Ochanomizu (Tokyo); Yokohama; Nagoya; Umeda and Honmachi (Osaka); Kobe; Fukuoka, etc.
- (8) Applicants interviewed by instructors to determine placement level

Shinjuku Japanese Language School

## 新宿日本語学校

- (1) More than 12 years of education
- (2) Beginning I, II; Intermediate I, II; Advanced I, II; Private  
6-20 h.
- (4) 3 months (12 weeks)
- (5) March, June, Sept., Dec.
- (6) ¥95,000 - ¥145,000
- (7) 4F Zeikei Bldg., 1-1-3 Shimo-ochiai, Shinjuku-ku, Tokyo 16 1 (03) 368-6381
- (8) Application form and placement interview required

Association for Japanese-Language Teaching

## 社団法人 日本語普及協会 (AJALT)

- (1) None
- (2) Intensive, Primary, "Japanese in 40 hours"
- (3) 12.5 h.
- (4) 4 weeks
- (5) Jan., March, May, July, Sept., Nov.
- (6) ¥50,000
- (7) 6F. Kowa International, 4-12-24 Nishi-azabu, Minato-ku, Tokyo 106 (03) 400-903 1
- (8) Applicants register at AJALT office; admission fee ¥12,000

\* Group and private lessons to suit learners' convenience and needs

## Kansai Area

Kyoto Japanese Language School

## 京都日本語学校

- (1) Equivalent of secondary education completed
- (2) Elementary, Advanced; Summer Session; Private  
130 h.
- (4) About 3 months: 14 w. (Autumn), 12 w. (Winter), 13 w. (Spring)  
April, July (Summer; 5 w.), Sept., Jan.
- (6) Varies according to the classes
- (7) Ichijo-dori Muromachi Nishi, Kamigyo-ku, Kyoto 602 (075) 414-0449
- (8) Enrollment in principle at the beginning of a term; late admission to class already organized is permitted only when candidate's ability is at comparable level. Independent class may be provided for new students until capable of fitting into a given class.

Japanese Division, Kyoto English Center

## 京都イングリッシュセンター日本語科

- (1) A. Intensive Course: 12 years of schooling or the equivalent of a high school education  
B. Regular Course: no special requirements
- (2) A. Basic, Intermediate  
B. Basic I-III, Intermediate I-III, Advanced
- (3) A. 25 h. (5 days/week)  
B. 6-12 h. (3-5 days/week)
- (4) A. One year  
B. 10 weeks
- (5) A. April, Oct.  
B. Jan., April, July, Oct.
- (6) A. ¥170,000  
B. ¥50,000 - ¥75,000
- (7) Sumitomo Seimei Bldg. 8F, Shijo-Karasuma Nishi-iru, Shimogyo-ku, Kyoto 600 (075) 221-2251
- (8) A. Application form, letter from Guarantor

and copy of Diploma required; registration fee should be paid three months before class begins.

- B. Application form required; registration and tuition fees must be paid one week before class begins.

The Japanese Language School,  
The Kansai International Students Institute  
関西国際学友会日本語学校

- (1) A. Regular Course: 12 years of schooling or the equivalent of a high school education  
B. Special Course: a university degree or the equivalent
- (2) A. Regular Course                      B. Special Course
- (3) A. 32 h.                                      B. 4- 20 h.
- (4) A. One year, 18 months  
B. 6 months (21 weeks)
- (5) A. April (one year)  
Oct. ( 18 months)  
B. April, Oct.
- (6) A. ¥450,000 ¥645,000  
B. ¥82,000 ¥303,000
- (7) 5-1 Oigimachi 2-chome, Kita-ku, Osaka 530  
(06) 36 1-0033
- (8) Further information available on request

The Osaka Y MCA Japanese Language School  
大阪 YMCA 日本語学校

- (1) No special requirements  
(2) Basic, Intermediate  
(3) 6 Oh.  
(4) 10 weeks (3 months)  
(5) April, June, Oct., Jan.  
(6) ¥77,000 ¥91,000  
(7) Dojima Ground Bldg. 1F, 1-5-17 Dojima, Kita-ku, Osaka 530 (06) 344-1717  
(8) Applications accepted starting six weeks before course begins; should be submitted with entrance and tuition fees.

Kobe YWCA Gakuin

神戸 YWCA 学院

- (1) Foreigners  
(2) Conversation, Reading, Writing; Introductory, Intermediate; Private, Intensive  
(3) 3-20 h.  
(4) One year-two years  
(5) April, Sept.  
(6) ¥29,000 ~ ¥36,000 for one quarter 3 h. course, ¥143,000 for 20 h. course  
(7) 1-30 Kamitsutsumi 1-chome, Chuo-ku, Kobe 651 (078) 23 1-6201  
(8) Application form, statement of purpose for studying Japanese, letter of reference on proficiency in Japanese and letter of guaran-

(cont'd on p. 24 )

### GROUP MEMBERSHIP APPLICATION FORM REPRINTED

Due to a printer's error, the group membership application form carried in last month's issue was incomplete. A corrected copy is reproduced in this issue.

(cont'd on p. 23 )

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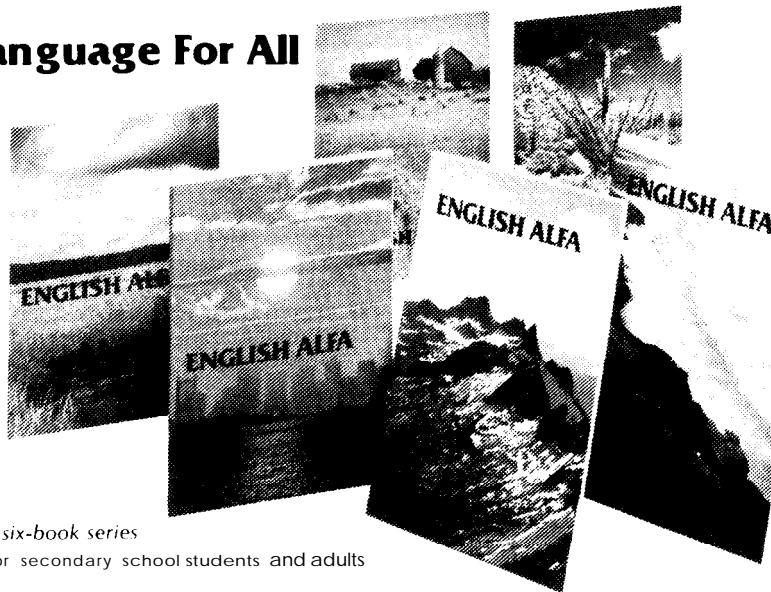
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(cont'd from p. 21)

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(Reprinted from the Japan Foundation *Center News*, Vol. VII, No. 7.)

### LANGUAGE LEARNING AS A REFLECTIVE PROCESS: THE CONTEMPLATIVE APPROACH

By Jean-Paul Songe-Creux,  
Ecole Experimentale, Paris

(This paper originally appeared in French as *L'Approche contemplative a l'apprentissage des langues* in *Transactions et Reponses Linguistiques*, Tome 14, no. 3)

The formulation by the language learner of successive interlanguages during the instructional period is now well-known. What has hitherto been passed over by most investigators and pedagogues is the assessment of the level of inhibition threshold generated by each successive interlanguage state. Of course, it is, strictly speaking, simplistic to characterise the acquisition of interlanguages as a succession of states, for the evolution of the interlanguage is gradual in any learner. But for the purposes of the present discussion it will be helpful to regard the acquisition process as a series of fixed states, and to disregard any analytical approach which tries to handle the complexities that result from taking the other view, as Bengtsson (1976) has shown. To do otherwise would result in complicated analyses of inhibition subsets that, although diverting in themselves, would shed little light on the core of the problem that we are now concerned to clarify.

A closer consideration of inhibition thresholds, it is argued here, will reveal shortfalls in existing instructional strategies. The implication is clear: As Watson (1978) remarked, 'The success of any strategy to reduce inhibition thresholds is directly related to the complexity of the interlanguage of the learner at the time that strategy is applied.' Hence, any reduction in inhibition, with a consequent acceleration of accuracy of phonological and syntactical performance must be seen as a function of methodological strategy. It is now widely accepted that the successive approaches employed by pedagogues in the last thirty years or so (Thackeray, 1974) have paid far too little attention to this important aspect, subjecting the learner as they have to stress and conflicts which, from the point of view of L1 acquisition must be seen as atypical, although this atypicality has not, until recently, been accepted as a significant factor

in L2 acquisition.

The most important and obvious consequence of these observations is that a way has to be found for overt activity during the instructional process to be reduced, if possible, to a level at least approaching total passivity. Only in this way can one avoid the stress and tension that is the hallmark of all active language instruction and learning. Dixon (1979) has shown that any activity among other members of a learning group will disturb the mental equanimity of any individual not participating in this activity.\* Kohler (1979) took the view that it was therefore necessary to aim for total involvement of all members of the group at all times. Here the opposite view is taken, because to involve the uninvolved group members clearly does not imply a removal of stress on the part of such people, and indeed their participation may lead to an increase in the stress (and, consequently, the inhibition threshold) levels of the original group. Therefore, it is essential to reduce activity to imperceptible levels.

We realise that the strategies for achieving this cannot be simple. Besides being operationally difficult, they are, *prima facie*, seriously at odds with recent European and American practice. There is thus an effective barrier to be overcome, even before any adumbration of the principles of what has now become familiarly known as the Contemplative Approach (L'Approche contemplative), can be given.

Essentially, the Contemplative Approach is a series of questions about language acquisition, the most central of which is whether we can be certain that any interlanguage state is perceptibly analogous to the input (syntax, phonology, lexis, etc.). For several fairly trivial reasons, the answer to this question is obviously in the negative. The consequences, however, are far from trivial, since it follows that any input of whatever kind will undergo distortion to a greater or lesser extent, thus rendering instruction more or less ineffective.

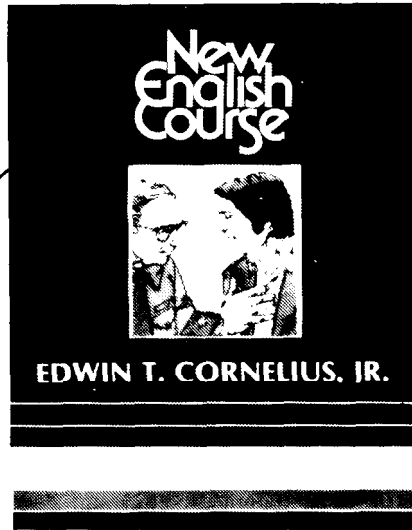
In a survey of 347 freshmen majoring in French at U.C.L.A. during 1975 and 1976. Takara (1977) found that there was a significant awareness among students that their own interlanguages were a distortion of the input they had received. The survey also revealed that this awareness heightened the inhibition thresholds of as many as 87.5% of the students surveyed.

(cont'd on p. 26)



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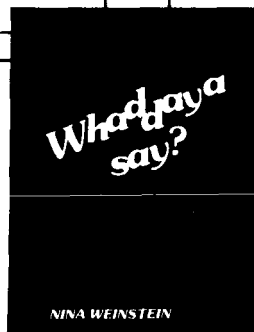
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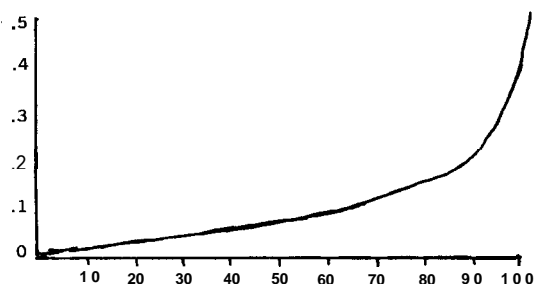


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(cont'd from p.24 )

This heightening of inhibition threshold resulted in an exponential increase in output distortion regarded as a function of input. The results are plotted in Fig. 1.



**Fig. 1: Inhibition threshold against distortion of input. (Vertical axis, Threshold coefficient; horizontal axis, distortion (%).)**

\* For example, a sleeping student may be woken up by noise from other students.

It will be seen at an inhibition level of 0.5, distortion levels are already 100%. In a survey of the same kind at the University of Grenoble, Menton (1979) found a similar degree of correlation between inhibition threshold coefficient and input distortion, as well as near identical absolute coefficient values, and, although his sample was smaller (249 students), we may take this result as indicative of a general consistency. Now, an inhibition threshold coefficient of 0.5 is, of course, below average as Davide (1973) has shown. This means that the *average* student's threshold is already at a level that results in any instruction having a negative effect, i.e. he inevitably regresses as a result of instruction.

A corollary of this conclusion is that for instruction to be successful it must be entirely passive, and this is the starting point of the Contemplative Approach. This approach rests on the consequence that distortion of the input to the student is eliminated by having no instruction whatever. Hence, if a student is asked to speculate independently on what a language may be like before he encounters any examples of that language, it will be the case that, whatever interlanguage he arrives at cannot be a distortion of any input.

In August and September of 1979 pilot courses were held at the Ecole Expérimentale in Paris under the supervision of the present writer with results that were little short of staggering. Students were recruited who knew no English at all, and put into groups of ten (although we had to break this rule on two occasions with twelve in a group). For four weeks the students attended the Ecole Expérimentale from 9 a.m. until 5 p.m. They were asked to sit in silence and contemplate what

English might be like. At the end of the course, the students' individual speculations on the character of English syntax, lexis, phonology and discourse structure were recorded and analysed. The results appear in the table below.

	Probably like French	Quite like French	Same French	A bit different	very different
Syntax	56	50	34	19	18
Lexis	50	34	56	81	19
Phonology	50	50	50	50	50
Discourse structure	81	19	34	50	56

Table

The range of view on all aspects is extremely encouraging and resulted in two important developments.

The first of these was that those students who took part in the pilot courses were asked to write a book in English. The results of this are incomplete so far, and any attempt to interpret the data would be premature.

The second development, however, is complete. A further set of students was recruited and asked to attend the Ecole Expérimentale for twenty-four hours a day for six weeks. We were most encouraged to find, as we hoped, that the results of the second course were almost the same as the first when interpreted on the basis of averaging the deviation from the mean in both groups.

In both groups, a measurement of the participants' inhibition threshold levels at the end of three hundred hours with the Contemplative Approach showed that their coefficients were zero, indicating that no distortion of interlanguage in relation to input had occurred.

## References:

- Bengtsson, T. (1976): Inhibition subset analysis – a diverting irrelevance? *Acta Linguistica*. Vol. 56, No. 8
- Davide, I.N. (1973): Vers une investigation préliminaire de la possibilité d'établir un coefficient pour le seuil d'inhibition. *Mélanges Autodidactiques*, 1973
- Dixon, G. (1979): *Affecting effective outlook variables – an interpersonal reactive modelling process*. Key Issue Press, London
- Kohler, S. (1979): Towards a preliminary investigation of the possibility of establishing an exhibition threshold coefficient: a new approach. *Editions Hectiques*, Paris.
- Thackeray, I. (1974): *Outmoded innovation since 1945: 'a graveyard of methodological novelty'*. Diachronic Press, London
- Menton, J.P. (1979): Vers un modèle préliminaire de la déformation des interlangages. *Journal des Speculations Linguistiques* (mimeograph)

(cont'd on p. 28 )

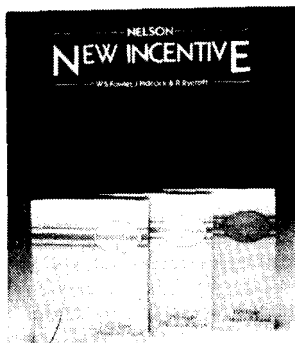
# ANNOUNCING!

## NELSON NEW INCENTIVE

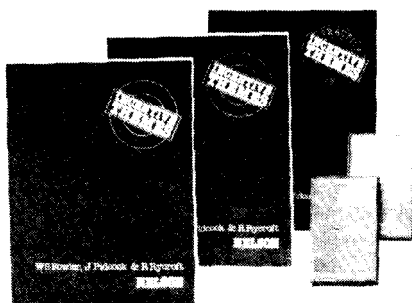
WS Fowler, J Pidcock & R Rycroft

- New Incentive 1
- New Incentive 2
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(cont'd from p. 26 )

- T'akara, T. (1977): *Majoring in French at L.A. - an Inhibiting Experience?* in Kleenhacker, E.Z. (ed.) *Essays in Experimental Methodology*, Full Frontal Editions, New York.
- Watson, D.R. (1978): *Towards an investigation of the inhibition threshold - interlanguage relationship*. (personal communication)

*Reprinted from*

**The Philippines TESOL Quarterly**  
**Vol. CCIV, No. 3**

### SIG

At the March 20th meeting of the Teaching in Colleges and Universities SIG, a summary of "Criticizing ESOL Texts from a Literary Perspective" was presented by the author himself. Jim Swan led the discussion on what aspects of story writing would lend themselves to improving ESOL textbooks. The idea is that regular characters in varied situations, as in a Mickey Spillane mystery, a Hardy Boys novel or a situation comedy would hold students' interest because they could identify with the character's adventures. At the time Mr. Swan wrote his thesis, this type of text was rare, but recently, quite a few texts try to develop interest in a certain character's progress. Since there is so much to choose from these days, it's certainly helpful to have this criteria in mind when choosing a new text.

For the May meeting we plan to read and discuss "Explaining the Reliable Variance in Tests: The Validation Problem," by Dr. John Oller which appeared in *Concepts in Language Testing/Some Recent Studies*, 1979.

## Positions

**(OSAKA)** Procter and Gamble Sunhome has an opening for a full-time English Instructor beginning July 1, 1983. The contract is for 1 year, 30 hours per week. A MAT in ESL with 2 years' teaching experience and a strong interest in teaching in a business setting are required. Send a resume by May 20 to Jack Millett, Procter and Gamble Sunhome, Asahi Seimei-kan, 50, 5-chome, Koraibashi, Higashi-ku, Osaka 541. Phone: (06) 201-1581 Ext. 911.

**(KURASHIKI)** A private, girls' high school is seeking candidates for a full-time position on its English Dept. faculty, English Conversation Section. Applicants should be native English speakers who are certified teachers with TEFL teaching experience at the high school level. For further information, write or call: Sister Akie Aratani, Principal, Seishin Girls High School, 1200 Futago, Kurashiki-shi, 701; telephone: 0864-62-1661.

## JALT Undercover

**LANGUAGE TWO. Heidi Dulay, Marina Burt, and Stephen Krashen. Oxford University Press, 1982. 315 pp. ¥3,480.**

**Reviewed by Jim Swan, Osaka University of Economics and Law**

In my opinion, this is one of the most significant "from-theory-to-practice" books currently available to the foreign language teacher. The authors are three of the field's most productive and eminent researchers, each with a long list of academic credits, but their book is also one of the most accessible of its kind. It never fails to point out the relevance of the particular research area under discussion, and often notes gaps in current knowledge with suggestions for further research to fill those gaps. Most importantly, although the book is founded on weighty academic research, it is written clearly and comprehensibly.

It is fitting that these particular researchers should collaborate to produce this particular book, as their areas of research interest supplement each other nicely. Dulay and Burt, usually as a team, have contributed in several areas, most notably in investigating syntax acquisition order, error analysis, and effective variables. Krashen is probably best known for his proposed "Monitor Model" of language acquisition, which Stevick (1981) has predicted "will bear some very practical fruits in years to come." Perhaps *Language Two* is one of the first of those fruits.

I must confess that I have been slow to see the value of Krashen's model: my reaction upon first encountering it was that Krashen had merely restated the obvious in different terminology. Perhaps so, but his restatement provides a coherent framework for discussing many aspects of language acquisition. Here, the Dulay-Burt-Krashen collaboration has produced an updated version of the Model. As with any other science, the psycho-Linguistic theory which can explain the greatest number of phenomena with the least expenditure of energy is considered the most elegant; by this measure the updated Monitor Model in effect presents us with a parsimonious theory of language acquisition.

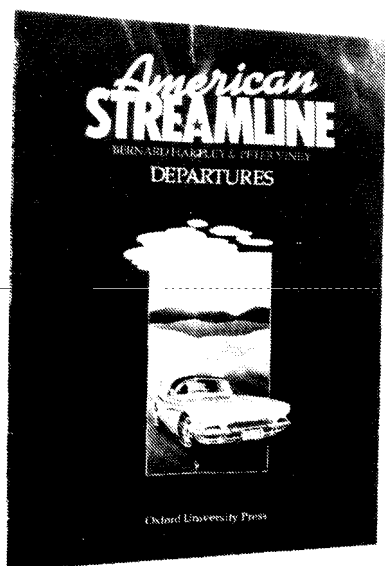
This is no small accomplishment, for once this model has been established (Chapter 3), the authors are able to develop an entirely new perspective on the various phenomena associated with language acquisition; often described in

(cont'd on p. 30 )

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## UnderCover .....

(cont'd from p. 28)

previous "from-theory-to-practice" books in a disconnected way, they may now be seen in straightforward relationships to each other.

Although I have categorized *Language Two* as a "from-theory-to-practice" book, those teachers who are looking for a classroom cook-book are sure to be disappointed. To be honest, this volume is overwhelmingly research-oriented. Its only overt discussion of classroom applications *per se* is saved for the last chapter-at nine pages the very shortest of all-entitled "From Research to Reality." Yet this one chapter is potentially more useful in the long run than shelvesful of the usual "from-theory-to-practice" books. This chapter lists fourteen "major characteristics of second language learning" derived from recent research results, and then goes on to suggest ten "teaching guidelines" consistent with these fourteen characteristics. Several "classroom techniques" are suggested under each guideline. Although not all of these "techniques" are really techniques in the usual sense of the term (for example, "expect errors"), all of them are timeless, sensible generalizations.

After future psycho-linguistic research has filled in the current knowledge gaps this book will have aged, perhaps, but aged very gracefully. In a world of instant obsolescence, this is one of the highest compliments to be paid anything.

### Reference

Stevick, Earl W. 1980. *Teaching Language: A Way and Ways*. Rowley, MA: Newbury House.

### BOOKS FOR REVIEW

The following books have been sent by publishers seeking reviews in the *JALT Newsletter*.

*American Signs*, Jan Huizenga. Oxford University Press.  
*English ALFA*. Teacher's Books 1-6. Houghton Mifflin.  
*A Handbook of English Language Teaching Terms and Practice*. Brian Seaton. Macmillan.  
*Hearsay*. Teacher's and Student's Books. Guy Wellman. Nelson.  
*Introducing English Pronunciation*. Baker. Cambridge University Press.  
*It Depends on What You Say*. Dialogues in Everyday Social English. Brita Haycraft and W. R. Lee. Pergamon.  
*Meanings in to Words*. Cambridge University Press Course Books, 1983.  
*New Incentive 1*. Teacher's, Student's and

**WORKING WITH ENGLISH IDIOMS. David Peaty. Surrey: Thomas Nelson and Sons Ltd., 1983. 112pp., ¥1,300.**

**Reviewed by Jerry Biederman,  
West Kansai Liaison**

Learning idioms can be a major problem for the student of foreign languages, and textbooks seldom make it easier. But recently a promising approach to this problem has been published. *Working With English Idioms* by David Peaty has been organized according to the grammatical similarity of the idioms.

As a result of grouping idioms in this way, the student is able to perceive some regular patterns in what otherwise might seem to be an amorphous collection of terms. Mr. Peaty defines the groups and makes some general comments about their mechanics. For example, phrasal verbs are established as a category. Then they are defined and subcategorized as: separable (i.e., put (something) on), inseparable (i.e., deal with), without objects (i.e., break down), and those using extra prepositions (i.e., get along *with*). The author defines other categories such as noun phrases (i.e., population explosion), adjectival idioms (i.e., short of), adjective-noun combinations (i.e., cold war), etc.

The book consists of twenty units, each one representing a different category of idiom. The idioms are each redefined in clear English with an example of usage in context. The idioms are also accompanied by related exercises giving students a chance to practice using them.

*Working With English Idioms* seems to be a useful supplementary textbook. Since there are more than 800 idioms included it also functions as a handy reference for teachers as well as students. All idioms are listed alphabetically in the index, making them easily accessible.

Practice Books. W. Fowler, J. Yidcock, and R. Rycroft. Nelson.  
*Practice Your English*. Books 1 and 2, W. Fowler and N. Coe. Nelson.  
*Profiles*. Teacher's Book. Susan Axbey. Nelson.  
*Reading by All Means*. Dubin and Olshtain. Addison-Wesley.  
*Reply Requested: 30 Letters of Advice*. Richard Yorkey, Addison-Wesley.  
*Steppingstones*. Books 1 and 2 with Teacher's Guides. Jean Johnston. Addison-Wesley.  
*Surveys 1*. Kinsella. Cambridge University Press.

Any one of the above books will be sent to a JALT member who wishes to review it for the *Newsletter*. If the book is not reviewed in the agreed-upon time, then it must be returned. All requests should be sent in writing to the book review co-editors, Jim Swam and Masayo Yamamoto (Shin-Ohmiya Green Heights, 1-402, Shibatsuji-cho 3-9-40, Nara, 630).

# Bulletin Board

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## TEACHER TRAINING COURSE

The next TORO Method Teacher Training Course will be held in Tokyo on May 3, 4, 5 (Tues., Wed., Thurs.) at Kay Anna's English School near Mitaka Station. For registration information: Toyotaro and Elizabeth Kitamura (06) 841-9043.

## ILC IN NAGOYA

International Language Centre recently opened a new school in Nagoya (052-221-7441) under the directorship of Roy Gilbert. ILC now has four schools in Japan: Kanda Tokyo, Shibuya Tokyo, Osaka and Nagoya.

## INTERNATIONAL LANGUAGE CENTRE'S 15th ANNIVERSARY IN JAPAN

1983 marks the 15th year since I.L.C. started operations in Japan. In celebration I.L.C. will be organizing a series of events. Included will be seminars on testing English in Japan at which the data and experience collected by I.L.C. in direct and indirect testing will be presented. Material will be drawn from the B.E.T.A. and T.O.P. programmes run by I.L.C.

In Tokyo:

Place: Iwanami Small Hall, Iwanami Jimbo-cho Bldg., 9F.

Date: Wednesday, May 18

Time: 3:00 - 7:00 p.m.

Info: Chris Ward (03-264-7566)

(cont'd on p. 32)

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(cont'd from p. 31)

In Osaka:

Place: To be arranged

Date: Wednesday, June 15

Time: 3:00 - 7:00 p.m.

Info: Chris Ward (as above) or Roy Evans  
(06-3 15-8003)

In Nagoya:

Details have yet to be arranged. Please contact Chris Ward (as above) for further news.

Prof. Oller

Prof. Oller, a controversial figure in the testing world, will be visiting Japan in May. He will be speaking to a JACET meeting at Sophia at 2:30 on 28th May. His programme in Kansai, where he will be for two days (29th-30th May), has not yet been decided. Please contact Prof. Tetsuo Chihara for further details of Prof. Oller's Kansai visit. His address is:

Y.M.C.A.

1-14-13. Sonezaki

Kita-ku: Osaka.

# Meetings

## CHUGOKU

Topic: High School English-teaching Techniques That Work

Speaker: Laurence Wiig

Date: Sunday, May 8

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

Place: Hiroshima YMCA, 4th floor

Fee: Members, free; Non-members, ¥1,000

Info: Marie Tsuruda (082) 228-2269

Mr. Wiig will describe and demonstrate some of the techniques that worked for him during the past year while he taught English at Hiroshima Daiichi Girls Commercial High School. His talk will revolve around the following:

- 1) Creative use of forced standing - "You can't sit down until you. . .", English 'Shiritori'
- 2) Language games - "Buzz," "Bingo," "Concentration," "How many words can you write in a minute?"
- 3) Use of photos to teach grammar, writing and speaking
- 4) "Gairaigo" - Japanese words used in English, English words used with different meanings in Japanese
- 5) One-to-one conversation testing - likes and dislikes

Mr. Wiig has requested that the people in attendance participate in the above demonstrations.

Besides teaching the past year at Hiroshima Daiichi Girls' Commercial-High School, Mr. Wiig has taught English for two years at Tokyo Foreign Language College. He has also taught Japanese, Spanish and French at the high school level in Honolulu, Hawaii. Currently, he is a part-time teacher at the Hiroshima YMCA and at the Hiroshima International School. He is helping to raise a 22-month-old daughter.

## HAMAMATSU

Topic: The 'Shut Up and Listen' Approach

Speaker: Dr. James Nord (Nagoya University of Commerce)

Date: Sunday, May 15

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

Place: Seibu Kominkan, 21-1 1-chome, Hiro-Sawa, Hamamatsu (0534-52-0734)

Fee: Members, ¥1,000;

Non-members, ¥1,500

Info: Four Seasons Language & Cultural Center (0534) 48-1501

## FUKUOKA

Topic: Games and songs for junior and senior high school students

Speakers: Jim King and Richard Ulrych

Date: Sunday, May 15

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

Place: Bell American School, Arato 3-4-1, Chuo-ku, Fukuoka

Fee: Members, free; Non-members, ¥500

Info: Etsuko Suzuki, (092) 761-3811

## KANTO

Topic: Rod City

Speakers: Dearald Nielson and Robert Ruud

Date: Sunday, May 15

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

Place: Bunka School of Languages, Shinjuku (03-379-4027)

Info: Philip Hall (03-454-6453)

Rod City is a student-centered project using cuisinaire rods in which students create a city and thematic history for it. The focus is notional rather than grammatical. Other features include error correction and extensive written transcription, work. The presenters will demonstrate their technique and show video tapes of it actually being used in the classroom.

The presenters are instructors at the Language Institute of Japan in Odawara.

## KANTO SIG

The next two meetings of the Kanto SIG for Teaching English to Business People will take place on Saturday, May 14, and Saturday, June 11, respectively, starting at 2 p.m. in both cases. The location, as usual, will be: Kobe Steel Language Center, Tatsunuma -Building (5th floor), 1-3-19 Yaesu, Chuo-ku, Tokyo 103; tel. (03) 28 1-4105. The building is on a corner, and the entrance is from the side street, not the main street. The Aeroflot (Soviet Airlines) office is in the same building, at street level.

The topic of the May meeting will be "Developing Oral/Aural Communication Skills for Lower Level Business People," and that of the June meeting "Writing and Reasoning." The latter meeting will focus on writing in a business

(cont'd on p. 34 )



# Who are you?



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*'How?' the Caterpillar asked.*

*It was another hard question. Alice said, 'It's just that — changing from one thing to another is very hard.'*

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# meetings .....

(cont'd from p. 32)

context. Developing writing skills will be discussed-not only from a grammatical point of view, but also with regard to the reasoning and logic which should form the basis of effective business writing.

Both topics were suggested by participants of previous meetings, who will be bringing along materials produced by their respective organizations. However, neither meeting is intended as a commercial presentation, but rather as a springboard for launching informal discussion on these topics. Please come and contribute to the discussion, bring along any materials you feel might be of interest.

For further details, contact Stephen Turner at the above number between 1 and 5 p.m., Monday-Friday.

## OKINAWA

Topic: "Student-Centered Learning" and the more traditional teacher-centered approaches: activities and theories for large classes

Speaker: Thomas N. Robb

Date: Sunday, May 15

Time: 1:00 - 3:00 p.m.

Place: Language Center

Fee: Members, free; Non-members, ¥1,000

Info: Mamoru Kinjo, (0988) 87-5492

Thomas Robb is presently a lecturer at Kyoto Sangyo University and the Executive Secretary of JALT. He is interested in exploring new ways to make language learning in large classes more productive.

## SHIKOKU

Topic: Current Trends in TESOL

Speaker: Tom Robb

Date: Sunday, May 29

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

Place: Kagawa University Education Department, Saiwai-cho, Takamatsu

Fee: Members, ¥500; Non-members, ¥1,000

Info: Betty Donahoe (0878) 61-8008,  
Michiko Kagawa (0878) 43-5639,  
Sachiko Sakai (0878) 82-7322

Freshly returned from the 17th Annual TESOL conference in Toronto, Canada, Mr. Robb will give an overview of some of the latest theories and pedagogical techniques discussed there. The presentation will, in particular, focus on those aspects relevant to the teaching of English in Japan, and especially in large-class situations.

Mr. Robb is the former President of JALT and currently its Executive Secretary. He is a lecturer at Kyoto Sangyo University in the Department of Foreign Languages. He obtained

his bachelor's degree in linguistics from Brown University and his Master's degree from the University of Hawaii where he is currently a Ph.D. candidate.

## TOKAI

Date: Sunday, May 29

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

Place: Nanzan Junior College, near Irinaka Station (Tsurumai Line)

1. Speaker: Steve Tripp

Topic: Computers and language teachers: Essential information for getting started with your computer. This is based on Steve's previous, highly acclaimed presentations.

2. Videotape presentation (from JALT 82)

Nicholas Ferguson

Pairwork: Student Participation as a Direct Measure of Progress

Fee: Members, free; Non-members, ¥ 1,000

Info: Kazunori Nozawa (0532) 470111,  
x414, or (Andrew Wright (052) 762-1493 (evenings)

## TOHOKU MINI CONFERENCE

Action and English will be the theme of the Tohoku JALT mini-conference to be held Saturday, June 4, and Sunday, June 5, at Tohoku Gakuin in Sendai. The topics will include a wide range of items of interest to public, university and private school language teachers. Among those topics are "drama techniques," children's classes, TPR, games, and dealing with large classes.

Claudia O. Peretti and Yoko Nomura, both of the Model Language Studio, Tokyo, will be the featured presenters. Ms. Peretti will explore rhythm, music, movement, reading, writing, and "acting art" as part of "Creative English for Children."

Ms. Nomura will demonstrate the use of her new English through drama text, Pinch and *Ouch* --Introductory Course. Her appearance is being made possible by Lingual House Publishing Co.

Four additional workshops will round out the conference. Daie Griffie, author of *Listen & Act*, will present "TPR under difficult circumstances." This workshop will include activities especially useful in public school classes which often have large numbers of students and a limited amount of space.

"Big Classes-What to do" will be presented by Marc Helgesen, who has published several articles in the U.S. and Canada on the topic of individualizing ESL/EFL. Participants will receive the presenter's International Communication Agency booklet entitled "Tricks for individualizing EF L" which identifies 100 activities for large classes.

"More games!" will be an expansion of previous presentations in Sendai and Tokyo by Jeff Schwartz. The emphasis will be on children's and adult's games that require little expense or preparation time.

# Meetings.....

Steve Brown, president of Tohoku JALT, will wrap up the workshop with "What do I do Monday morning," a session designed to consolidate the information from the workshop and provide direction for teachers as well as to set the course for further teacher development activities.

The conference fee for JALT members will be ¥1,500 (advance) and ¥2,500 at the door. For non-members, the fee is ¥2,000 (advance) and ¥2,000 (door). Advance registration is possible at the April JALT meeting or at James or New Day English Schools.

For further information, interested people should contact Steve Brown (67-4911 or 72-4909), Marc Helgesen (65-4288) or Hiroko Takahashi (62-0687).

## WEST KANSAI

Topics: "Side by Side" and "Story Writing Techniques and ESL Teaching"  
 Speakers: Mr. Bill Blass and Dr. John Oller  
 Date: Sunday, May 29  
 Time: 1:00 - 4:30 p.m.  
 Place: Umeda Gakuen (St. Paul's Church) 2-30 Chaya-machi, Kita-ku, Osaka  
 Fee: Members, free; Non-members, ¥500  
 Info: Terry Cox, 0798-71-2272, or Vincent Broderick, 0798-53-8397 (eve.)

Mr. Bill Blass will be speaking about the commercially available text *Side by Side* which combines comprehensive communicative gram-

mar presentation and practice with cartoons which make it entertaining and meaningful.

Dr. Oller, who is especially well known for his work in the area of testing, will be speaking about how to work on creative writing with students for whom English is a second language.

## WEST KANSAI

### Teaching English in Schools

Topic: (Not selected as of press deadline)  
 Date: Wednesday, May 25  
 Time: 6:30 - 8:00 p.m.  
 Place: The Center for Language and Inter-cultural Learning  
 Info: Keiji Murahashi, 06-328-5650 (days)

### Teaching English in a Business Environment

Topic: (Not selected as of press deadline)  
 Date: Sunday, May 29  
 Time: 11:00 a.m. - 12:30 p.m.  
 Place: Umeda Gakuen  
 Info: David Baird, 078-801-1112 (days)

### Children

Topic: How to Teach Reading: Whole Words or Phonics?  
 Date: Sunday, May 29  
 Time: 11:00 a.m. - 12:30 p.m.  
 Place: Umeda Gakuen  
 Info: Sister Wright, 06-699-8733

### Teaching in Colleges and Universities

Topic: Two Articles on Language Testing  
 Date: Sunday, May 29  
 Time: 11:30 a.m. - 12:30 p.m.  
 Place: Umeda Gakuen  
 Info: Jim Swan, 0742-34-5960

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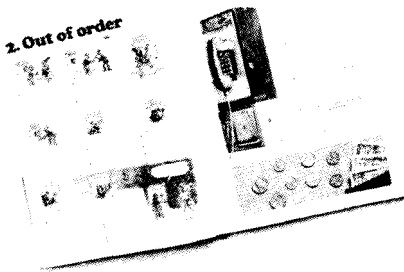
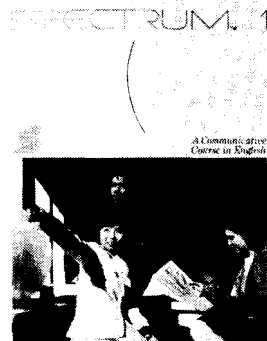


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