

# JALT 全国語学教師協会

## THE JAPAN ASSOCIATION OF LANGUAGE TEACHERS

# NEWSLETTER

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## JALT Interview

### STEPHEN WARSHAW ON PUBLISHING TRENDS IN JAPAN

Stephen Warshaw, head of ELT publishing for Oxford University Press, studied French and Russian at Oxford before moving into publishing. He said that he became 'disillusioned' with teaching and couldn't see himself teaching modern languages in the secondary school system all his life. He has been with OUP since 1975, having previously worked for MacMillan and Methuen. In Tokyo this month for a half year review of the Japan market, he spoke at length with Shahrzad Mahootian.

**SM:** In Japan, what do you see as the trend in ESL? For example do you think the Japanese are more interested in comprehension and conversational materials rather than materials designed for reading comprehension?

**SW:** From what I gather from our colleagues in Tokyo, our experience has been that the rather solid diet of grammar, translation and reading that Japanese students mainly get in their high schools and in their two-year university courses really doesn't encourage their productive skills. So we've found that the materials that go down best are those that encourage productive skills and spoken English which students don't seem to be getting enough of in their regular education.

**SM:** Is the demand for aural comprehension materials greater in Japan than in other areas? For instance, how does Japan compare with the Middle East?

**SW:** I would say that there is much more of a tradition, particularly in European markets and, to a certain extent in the Middle East, albeit a recent tradition, of a language being there primarily to speak and communicate in, and that, I think, has spread much faster in the last five to ten years over Europe and the Middle East than in Japan. But of course the need has been so much greater. I mean that a Dutch businessman will speak to his Spanish counterpart in English and these sorts of contacts are going on all the time. One has to remember that the people of Europe have

been traveling around freely for hundreds of years, whereas contact of Japan with outside countries, particularly the U.S. and Western Europe, has only been for 120 years. So it's important to recognize that, insofar as the Japanese market is concerned, the main cultural and travel contacts are with the U.S. so that when we are thinking of developing an ELT list that suits Japan we're thinking of more American English rather than British English. I think one can exaggerate the differences between British and American English, but it is when one comes into the area of culture that differences are large. Then you come up against the question of how closely language and culture *are* related, how closely should they be related, and whether it is relevant to teach either British or American culture in a Japanese context. Our view is that it is very difficult to separate language and culture because, perhaps not least, it results in some bland materials. But where do you base them? If you're teaching a foreign language in Spain or Japan, it's unnatural to have Spanish kids meet on the street and say, "Good morning, how are you."

**SM:** So in considering the Japanese market where *do* you have them. How do you direct curriculum more towards the Japanese?

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Stephen Warshaw

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**SW:** This is a very good question. It is no secret that the British English materials we've been selling in Japan were not designed specifically for Japan, nor have any of the other British and American publishers. Unlike most British and American publishers we do have an office here and have produced locally Japanese language answer keys, bilingual grammars, teachers' guides in Japanese. But largely, the local publishing has been geared to the state schools, the junior and senior high schools. We've tried to fashion our materials to go in alongside the core series that schools have been using. We haven't done any specific Japanese focused publishing for higher education or further education in private schools, but I think the days where certain publishers could dump on Japan series of materials that had been designed for Mexico or Brazil are over. We're certainly looking more and more at what Japanese students and teachers need.

**SM:** What do you think some of those needs are? Could you give some examples.

**SW:** Well, an example would be in the private language schools. Whereas a private language school in Spain, France or Italy is going to teach quite an integrative program of skills and they can usually expect many of their students will have had some grounding during their school education, here it doesn't seem to be the case. Presumably the students in the private language schools want to do mainly oral work.

**SM:** By and large that's true.

**SW:** And they probably haven't had any grounding in all their work at school. So there's one

major difference. Another example is materials for universities. Here the need is largely reading comprehension materials of an academic sort. Whereas a university in Europe or the United States may place a larger emphasis on spoken English. But here the needs are different. We all may think that it would be wonderful for university students to be able to speak English, but if that's not what they need, if they're not going to be traveling to countries where they need to speak English and if they're not going to be coming into contact with foreigners here, then our job as publishers is partly to innovate, but mainly to cater to the needs of the market. Of course, being a university press, we have to spend some time trying to innovate and trying to set trends, but it would be blind to do that without having an eye on the market for what we need to develop. From Oxford's point of view, as Japan has more and more contacts with the U.S.A., and as more and more Americans visit Japan and teach here, we believe the need now to be American English and American culture rather than British English and British culture.

**SM:** How does a publisher decide what will be published?

**SW:** Decisions on what is published can be made in a number of ways and very much varies from company to company. Certainly in educational publishing and what we're talking about in ESL publishing, it is very rare that the perfect manuscript or proposal lands on one's desk. Perhaps one should start at the beginning. We have editors who are responsible for commissioning and shaping and seeing through the design and process of the books we publish.

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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.

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**Editor:** Virginia LoCastro

**Rook Review Coeditors:**

Jim Swan and Masayo Yamamoto

**Associate Editor:** Gaynor Sekimori

**Publications Committee Coordinator:**

Chip Harman

**Commercial Members Services:**

John Boylan

**Japanese Language:** Kenji Kitao

**Proofreading Editor:** Kevin Monahan

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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.

\*Official from May.

JALT Central Office

c/o Kyoto English Center

Sumitomo Seimei Bldg.

Shijo-Karasuma Nishi-iru

Shimogyo-ku, Kyoto 600

In Oxford we have twenty editors working in ESL materials, eight designers working on illustrating, and that's just in Oxford. But back to the beginning, it's very rare that a perfect manuscript lands on an editor's desk. Most of what we publish is as a result of market research and looking at what the competition is doing in various parts of the world. We go out and find it. If we know that we want a book at an elementary level mainly for eleven-year-old students in Japan or Spain we go out and find somebody to write it. We encourage somebody to write it. It may be an author we haven't tried or an established author. We could always do with new, good authors. I would always encourage people who want to write. There aren't that many top authors around actually. how the decision is made in OUP depends upon what our investment program is, on where the main priorities are. At the moment we would like to publish materials that are likely to be successful in Japan, in Europe, in the Middle East and in the United States rather than, at the moment, materials for Latin America or Africa which are economically and politically difficult areas to publish in. Of course, that evaluation shifts.

**SM:** Why are American publishers seemingly so far behind in the field of ESL?

**SW:** First of all, I'm not sure that American publishers are that far behind any more or will be. Secondly, you really have to define what an American publisher is. I mean, Oxford and Longmans are, in a way, American publishers. They have businesses in New York, they publish books in the United States, ok, their parent companies are British. Is Regents an American publisher? They're owned by Hachette which is a French publisher. I prefer to say that ESL books are published from the U.S., rather than American ESL publishers, and I think they're not that far behind anymore. Certainly publishers like Longmans and, more and more, Oxford, will be publishing materials from the U.S.A. that are every bit as excellent as those of their parent companies in the U.K. Most recently, Regents, who in the past have published materials that have been perhaps fairly dull and traditional, are publishing a lot of very impressive and far more exciting materials both visually and methodologically. But of course those three are all companies that are not native American companies. Of the native American companies I think one of the reasons that materials have not been terribly attractive or innovative has been because these native American publishers have been looking largely at their South American neighbors and have had to produce materials for those countries that are reasonably cheap, very traditional, and not very innovative. They've looked at these markets as a base and have sold the same materials to other parts of the world such as Japan. There was also a certain amount of complacency, because American ESL publishers were sitting on a very large domestic market and the British publishers on the whole were not very active in South America. The competition wasn't enormous and there's nothing like competition to make you improve your products.

**SM:** What do you see as the next hot spot for ESL?

**SW:** Where do you pack your bags for next? Latin America is in a difficult economic and political state and for both teachers and publishers, it's not a strong area at the moment. The Middle East is an extremely important area for ESL. From a publishing point-of view, the big opportunities in the area are ministry contracts, producing a packet of materials from the cradle to the end of formal education in, say, the Emirates or Saudi Arabia or Jordan. These contracts are invariably awarded to British publishers. American publishers are interested in that scene, but they just don't win the contracts. American ESL publishers like Regents, Longmans, Addison Wesley do sell American English titles to the Middle East, but it's mainly to the private language schools, not the formal education systems. Indeed, Oxford has plans with our growing American English list, to sell those titles to the Middle East as a priority market. But honestly, when you get into an area like the Middle East, I think that, apart from those American teachers who insist on using American English materials, teachers will use the materials that are the best. It is equally as true in Japan that good teachers will select from the materials that are the best.

## ARISTOTLE AND ESL

By Keith Maurice, Florida State University

There has been a lot of confusion among ESL professionals in the last few decades about what we're doing, how we're doing it, and even why we are doing it. Each new twist in methodology is heralded, usually by its creator, as "the" way to teach languages. The field of ESL, perhaps lacking a foundation and certainly lacking an identity, has been prone to too many fads and fashions. Although there is some exciting work being done now in that regard, it seems worthwhile to step back from the madding crowd and reflect upon some of the words from past sages.

Given that premise, I'd like to discuss briefly some of Aristotle's ideas on persuasion from his treatise called *Rhetoric*. His ideas are as current today as they were many centuries ago and they can easily be adapted and applied directly to ESL.

Aristotle considers three factors as being important to a speaker's success in persuading others. Those factors are ETHOS (the speaker's character), PATHOS (the emotions that the speaker activates in the audience), and LOGOS (reasoning logically). He states:

"Of the modes of persuasion furnished by the spoken word there are three kinds. The first kind depends on the personal character of the speaker; the second on putting the audience into a certain frame of mind; the third on the proof, or apparent proof, provided by the words of the speech itself.

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Persuasion is achieved by the speaker's personal character when the speech is so spoken as to make us think him credible. We believe good men more fully and more readily than others. . ." (Roberts 1954:24-5)

In ESL, we often take the first factor for granted. Perhaps we shouldn't. We are often at the forefront, whether we want to be or not, of cross-cultural training. As such, an integral part of every person's job is to serve as a cultural ambassador. To serve as an ambassador, one ought to have good character. Aristotle further explains:

"There are three things which inspire confidence in the orator's own character - the three, namely, that induce us to believe a thing apart from any proof of it; good sense, good moral character, and good will." (Roberts 1954:91)

He goes on to mention friendliness of disposition. These seem like obvious and desirable traits for any teacher to have. Unfortunately, in my own experiences, both in Japan and in the U.S., there has been ample evidence of people without any of these. Character is not something administrators should look at after reviewing the credentials; it is something that should take precedence over credentials.

Aristotle also talked of how a person of good character can affect communication through emulation:

"Emulation is pain caused by seeing the presence, in persons whose nature is like our own, of good things that are highly valued and are possible for ourselves to acquire; but it is felt not because others have these goods but because we have not got them ourselves. It is therefore a good feeling felt by good persons. . . Emulation makes us take steps to secure the good things in question. . . It is accordingly felt by the young and by persons of lofty disposition." (Roberts 1954: 120)

Franklin Roosevelt told the American people in the midst of the Great Depression that "the only thing we have to fear is fear itself." John Kennedy, in his inaugural address, told people to "Ask not what your country can do for you, but what you can do for your country." With those statements they changed the way that many people had been thinking. They showed their characters and tried to push others higher. We can do the same in the classroom.

What does Aristotle say about how we do what we do. Of style of expression, he says:

. . . it is not enough to know WHAT we ought to say; we must also say it AS we ought. .

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## THE STORY SO FAR. . . .

### Richard Harris, Programme Chairman

First of all, many thanks to all of you who have sent in proposals. The standard this year seems to be remarkably high, and the selection panel will have had a difficult task in that many submissions are going to have to be rejected on grounds other than that of quality - we will soon need a four-day conference! For this reason please don't feel too disappointed if your proposal is rejected; there is always next year!

One of the features of this year's conference is that we have received a large number of proposals from overseas. At the time of going to press, there has been no decision on which offers will be accepted, but some of the more interesting ones are outlined below:

Dr. J.C. Maher of Edinburgh University, Scotland, has offered a workshop on 'Principles of Textbook Selection', which could be most interesting in view of the number of textbook authors who will be at the conference!

Eie Ericsson, from the University of Goteborg, Sweden, has proposed a demonstration of the 'Collect-Combine' method which he uses to teach German.

Mr. T. Tinkham has offered a presentation on 'English at the University of Guam', where he is an assistant professor of English and Applied Linguistics.

JALT regular Michael Rost has offered two presentations based on his research at the University of Lancaster, England, where he is preparing a Ph. D.

Dr. K. Sinhaneti, from Bangkok, would like to present a macro language test for EFL learners.

Two more presentations on testing have been offered by the British Council in Hong Kong, to be given by Mr. Milanovic, Mr. Falvey and Ms. Falvey.

Nicholas Ferguson, from CEEL in Geneva, has offered three presentations; one commercial, one on phonetic correction, and one on music in the language classroom. Also from CEEL, Christina Zambrano has offered a demonstration lesson in beginners' Spanish with self-access.

Gregory James, Head of the Department of Applied Language Theory at the Government Institute of Language in Education, Hong Kong, has proposed a discussion of assessment in oral performance.

Gordon Hemsley of Edinboro State College, Pennsylvania, has offered a workshop in computer assisted instruction.

Another pleasing feature of this year's conference is the high number of proposals received from Japanese teachers of English. This is a trend certainly to be encouraged, and we hope that next year produces an even greater proportion of presentations from Japanese teachers.

The list of guest speakers has still to be finalised, but details will appear in the August *Newsletter*. James Asher is writing an article for this issue, and there will also be an article on Peter Viney, the author of the 'Streamline' series. He will be giving two presentations at the conference; one commercial and one on the skills of the classroom teacher.

Watch this space!

## THE EVOLVING DEFINITION OF TESOL: THE ORGANIZATION AND THE PROFESSION

**By James Alatis, Director of TESOL, Dean  
of the School of Language and Linguistics,  
Georgetown University**

Thank you very much for this opportunity to come to Japan once again and share my thoughts with you. I make many professional trips to this country usually attending conferences, and since JALT is our largest international TESOL affiliate, I am particularly pleased to be here today to talk about "The Evolving Definition of TESOL: The Organization and The Profession."

To begin with, I must say that before the conference started, I was slightly uncomfortable about the topic of my paper, thinking I had struck perhaps too lofty a tone. However, when I heard Dr. Michio Nagai's speech this morning I was relieved, realizing that my hopes for global interdependence and world peace through language education are very much in agreement with the theme of Dr. Nagai's talk concerning "International Exchange and Language Education." His emphasis on cultural understanding as a means of building up a world community somewhat reassured me that "The Evolving Definition of TESOL: The Organization and The Profession" is an appropriate topic for this audience.

English, as you all know, is the most widely taught foreign language in the world. As early as 1962, William Riley Parker pointed out that "in terms of the number of pupils and teachers, of timetable hours and geographic extent, the teaching of English as a second language is the biggest educational undertaking in the world today?"<sup>1</sup> Parker's statement holds true even today in light of the unique position English enjoys as an international language in the modern world. To verify the truth of this statement, it is enough to remember how rapidly the demand for the English language has increased in recent years. In the United States, the demand for teachers of English as a second language has increased for three reasons: 1) The growing number of non-English speaking foreign students seeking higher education in the U.S.; 2) The growth of bilingual education programs, of which ESL is an integral part; 3) The growing number of immigrants, refugees, documented and undocumented aliens coming to the U.S. each year and with every new international crisis. It is also important to know that the increase in the demand for the English language and for teachers of English as a second language has produced changes in the quality of language teaching. To summarize the situation in the words of Ravi Sheorey:

As a professional discipline, the teaching of English as a second language has become increasingly technical, complex, and specialized. Professional literature, growing rapidly in both quality and quantity, is tackling such areas as the nature of first and second language acquisition; the dimensions of bilingualism; second language testing and materials development; and the professional preparation

of-ESL/ESL, emphasizing course work in linguistics, methodology, practice teaching, and second language testing. About a dozen states have also made provisions for the certification of teachers of English as a second language. In short, the teaching of English to speakers of other languages has established itself as a field of study and research in its own right, separate from that of teaching English to native speakers or that of teaching a foreign language in the United States.<sup>2</sup>

Thus the teaching of English is a vast undertaking. Vast undertakings require organizations, and organizations, as is well known, require acronyms. Hence TESOL has become the acronym that is most widely used in America to refer to teaching of English to speakers of other languages.

Within TESOL a distinction is made between two acronyms: TEFL, teaching English as a foreign language, and TESL, teaching English as a second language. In the U.K. these are both encompassed in the acronym ELT, English language teaching. In the U.S. the two terms were frequently used interchangeably, and it was Marckwardt who first called attention to the distinction our British colleagues have traditionally made between TEFL and TESL. In the case of TEFL, literary and cultural goals predominate and use of the language as an active communicative tool is minimized. In TESL, on the other hand, the primary goal of instruction is the achievement of a high level of communicative competence in English, sometimes developed to a point of balanced bilingualism or, not infrequently, English dominance over the native language.<sup>3</sup>

American usage has moved historically from TEFL to TESL to TESOL. TESOL has the advantage of encompassing both terms. At the same time, its choice reflects the development of the profession from one whose major concern was foreign students to one whose focus has come to include domestic learners of English in the U.S. who cannot accurately be described as "foreigners" since they are U.S. citizens.

TESOL is also the acronym for "teachers of English to speakers of other languages," an independent professional organization established in 1966. The organization was created out of professional concern over the lack of a single, all-inclusive professional organization that might bring together ESOL teachers and administrators at all educational levels. The formation of the organization was a sign of TESOL's maturity as a profession. It is worth looking back to where TESOL has been in order to understand where TESOL, both the field and the organization, is today and where it is likely to go in the future.

Any attempt to trace the development of English as a second language in the United States must begin with the relationship between linguistics and language teaching. Teaching English as a second language has been an educational activity in the United States for over 300 years. Its first "students" were the American Indians, and one may note the ironic coincidence that

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one of the profession's most important concerns remains the teaching of English to American Indians. The coincidence is made more remarkable when one realizes that the early anthropological linguists, such as Boas, Sapir, and Bloomfield, based their linguistic theories on studies of the American Indian languages. These linguists collected and analyzed samples of speech and formulated hypotheses on language from the analyses. The methods and findings they derived were eventually extended to the study of the more commonly known languages, including English. Thus, English-teaching methodology profited greatly from linguistic science. a twen-

tieth-century outgrowth of the study of American Indian languages. The wheel has come full circle!

A major contribution of modern linguistic science to English teaching was the application of scientific analysis to the language, including an analysis of the "system of mutually contrasting basic sounds" (phonemes) and an analysis of the grammar.

Another major contribution was the emphasis on the study of the contrasts between the learner's mother tongue and the language being learned. This notion of contrastive analysis is the most important distinguishing feature of the approach advocated by Charles Fries. Fries and those who followed him insisted as well on the

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The first question to receive attention is... how persuasion can be produced from the facts themselves. The second is how to set these facts out in language. A third would be the proper method of delivery; this is a thing which affects the success of a speech greatly." (Roberts 1954: 164)

That sounds like a professional curriculum coordinator talking about how to put together a new program! But he goes on with some practical advice:

"Style to be good must be clear as is proved by the fact that speech which fails to convey a plain meaning will fail to do just what the speech has to do. It must also be appropriate, avoiding meanness and undue elevation. . . Clearness is secured by using the words. . . that are current and ordinary." (Roberts 1954: 167)

What does that say to a teacher who is scolding and/or belittling students as well as to the teacher who is so full of love (a patronizing kind?) that his/her word for failure is "marvelous"? It says plenty. Our speech should be mainstream. He goes on:

"A writer must disguise his art and give the impression of speaking naturally and not artificially. Naturalness is persuasive, artificiality is the contrary; for our bearers are prejudiced and think we have some design against them" (Roberts 1954: 167)

What 'are we doing to reduce and eliminate the excessive amounts of unnatural speech that penetrate many classrooms and many materials? Many of us are familiar with taped materials in which the speakers' voices are so painfully slow as to be rendered artificial. This is not an argument for speaking to our students the way we speak to people who have the same accent or dialect that we have. It is an argument for developing the art of speaking seemingly naturally in the classroom.

Continuing in the same vein, he brings ETHOS, PATHOS, and LOGOS together:

"Your language will be APPROPRIATE if it expresses emotion and character, and if it corresponds to the subject. 'Correspondence to subject' means that we must neither speak casually about weighty matters, nor solemnly about trivial ones. ." (Roberts 1954: 178)

We teach people to communicate, both verbally and non-verbally, with people from other cul-

tures. Notice what I excluded in that statement? Language. For our language to be appropriate and for our mission to be clear, it seems essential that we look at our audience and then look at their reasons for needing and/or wanting to learn to communicate in new ways with new people. We must be able to empathize with those people and we must be able to realize that LIFE IS MORE IMPORTANT THAN LANGUAGE. Once we have internalized that, then we can go on to the business at hand - helping people learn to communicate in new ways through the use of English. Are our clients businessmen, or students preparing for exams, or housewives with a general interest in things international? Each "audience" needs instruction personalized to their needs and wants.

What of the last few minutes of the class? Aristotle, in an altogether different context, stated that:

"The Epilogue has four parts. You must make ( 1) the audience well-disposed to yourself. ., (2) magnify. .the leading facts, (3) excite the required state of emotion in your hearers, and (4) refresh their memories." (Roberts 1954:217)

Refreshing their memories another way of saying review. If you know where you've been, you know better where you can go next. Review of material is important in our field.

No teacher operates in a vacuum. A teacher without students is unemployed. The teacher who wants to be effective must look at the people s/he's dealing with and then plan accordingly. Often the suitability of *the* technique is dependent on the particular makeup of the students in the classroom. A teacher is a persuader. As such, we can learn from persuasion theory and from classical philosophy. The bottom line is that we should be good people who are knowledgeable about English and about teaching and who are sensitive to the needs and wants and characteristics of our students.

#### Reference:

Aristotle. *Rhetoric* (translated by W. Rhy Roberts, The Modern Library, New York, 1954.

(Keith Maurice lived and taught in Japan for four years.)

importance of contrastive analysis of the target and source cultures. Although, contrastive analysis has seen periods of disfavor, its current position as a complementary discipline to error analysis underscores the strength of its basic contribution to applied linguistics.<sup>4</sup>

The *scientific attitudes* contributed by Fries, and others like Lado, Pike, and Marckwardt, insisted upon the *objective* observation of the facts of language and began by dispelling the myths, the misconceptions, the prejudices, about language which have often been used by bigoted people who were in important positions to assert their superiority over those less fortunate than themselves. . .and to oppress children.

I do not intend to discuss in detail, developments in linguistic theory as they have affected TESOL methodology. Significant changes in the form and in the substance of ESL classroom practices have taken place recently. Suffice it to say that we have reached a methodological maturity in that the reaction to one dogmatic approach has not resulted in another method equally arbitrary and inflexible. Judging from techniques and trends of the past few years, we can see that current thinking in methodology seems to be in the direction of (a) relaxation of some of the more extreme restrictions of the audiolingual method and (b) development of techniques requiring a more active use of the students' mental powers.

Here I intend to trace in some detail the history of TESOL in America since the rise of professionalism in the 1940s. The phrase "in America" is a key one; it is important to note that Great Britain, by this time, already had a century and a half of experience in teaching English abroad. However, the late entry of the United States into the field was in one sense her greatest asset, since it meant that her efforts in TESOL were, from the very outset, under the direction of people with training in linguistics. Such was not the case with the Western European nations, which already enjoyed a history of language teaching experience and considered the new linguistic concepts "as objectionably American as the variety of English spoken in the United States."<sup>5</sup>

In the 1940s, the United States initiated wide-scale participation in English language teaching abroad and established the first intensive TESOL programs at home. TESOL abroad received its impetus from the establishment of adult education projects in Latin America under our Good Neighbor Policy. TESOL efforts at home were concentrated on the development of intensive courses for the foreign students who were attending colleges and universities in the United States. The establishment of the English language institute at the University of Michigan in 1941 marked the first intensive, linguistically oriented TESOL program in the United States.

By the end of World War II, as a result of the expansion of national interests, American TESOL activities had spread to the Near East, the Far East, and parts of Europe. The 1940s provided the groundwork for what was to become a major educational concern.

The 1950s marked a decided increase in TESOL activities. The Exchange Program of the U.S. State Department had expanded to include over twenty countries, more English institutes had been established with the universities, and instruction had been extended to the non-English-speaking elementary and secondary schoolchildren in the American educational system.

Largely because of the lack of coordination and communication among the myriad government agencies that became involved in English teaching activities as a result of the sudden and widespread growth, the Center for Applied Linguistics was established in 1959 as an extra-governmental body designed to provide a channel of communication among the government agencies and the universities.

By the 1960s, TESOL had become a world-wide endeavor.<sup>6</sup> The U.S. Information Agency conducted adult English classes in over fifty countries and held short-term seminars and workshops for local teachers in countries throughout the world. By the mid-1960s over 2,000 Peace Corps volunteers were teaching English in over forty countries. The Ford Foundation and Rockefeller Foundation also assisted in the development of training facilities overseas.

On the domestic scene, American colleges and universities were serving a greatly increased number of students from abroad. By the end of the decade, there were over 90,000 foreign students served by programs in some 150 colleges and universities. However, the development of greatest significance in this decade was the profession's change of focus from the adult, university-level foreign student to the American school-age child.

In 1964, the federal government officially recognized the thousands of children, either immigrant or native born, whose mother tongue was not English and who, therefore, needed specialized instruction in English if they were fully to understand and participate in American cultural, social, and economic life. Testimony before the House General Subcommittee on Education in 1967 revealed that, of the three million non-English-speaking students in American schools, only about one million were receiving English language instruction. The myth of the melting pot was being dispelled by a truer version of the facts, the existence of a multilingual society. Attitudes toward the role of non-English languages in American society began to be reexamined. As Fishman suggested, bilingualism in the language of one's immigrant parents began to enjoy the acceptance, even status, that formerly had been restricted to bilingualism acquired in more elite social settings, for example, from a Harvard education or from study abroad.<sup>6</sup>

Major groups of children who needed assistance in English included American Indians and children from families who had immigrated from Latin American countries.

Consideration of the number of Spanish-speaking children attending school in just one city may give some sense of the dimensions of

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## COMMUNICATIVE APPROACHES

By M.A. Nicholls, English Language Officer,  
The British Council, Tokyo

On the shelf beside my desk as I sit here writing the introductory paragraph to this article are three reference books for teachers containing the word communicative in the title, all of which I frequently use or refer to.

They are Leech & Svartvik's "Communicative Grammar of English", certainly one of the best pedagogic grammars currently available, John Munby's "Communicative Syllabus Design", a difficult book but one which any course designer ignores at his peril, and Brumfit and Johnson's "Anthology: The Communicative Approach to Language Training" which is probably the best guide to what communicative approaches are all about.

In the May JALT *Newsletter* the word communicative (or communicate or communication) occurred no less than 24 times. Communicative is clearly becoming a rallying cry for TEFL in the eighties to match the great banners of the past "Audio-Lingual", "Functional", "Structural", "Situational", "Direct Method." It isn't all that new; older readers who were brought up on the work of the great Harold Palmer will recall that he discussed the idea of English for communication at some length in his "This Language Learning Business" written with H. Vere Redman and published in 1932. To modern teachers communicative approaches are clearly "A Good Thing", and the word used in an advertisement for a new text book is a signal that the book should be considered. In this article I would like to produce an acceptable definition of the word "communicative" as applied to a teaching approach, and then to consider the use of communicative materials and methods in the classroom.

The communicative approach has its origins in the growing awareness amongst applied linguists and teachers over the last twenty years that the sort of language teaching predominated around the world in the 60's and early 70's (and is still current today in many countries including Japan) resulted in the 'structurally competent student who is able to produce grammatically correct sentences but is yet unable to perform a simple communicative task such as asking for a light from a stranger. The ability to manipulate the structures of the language correctly is only a part of what is involved in learning a language. The learner also needs the ability to say something which is not only grammatically correct but is also appropriate to the situation, i.e. to the physical setting and to his relationships to the other participants in the event. There are as Hymes pointed out "rules of use without which the rules of grammar would be useless."

The student who is structurally competent but communicatively inept is the product of a system of language teaching which places a strong emphasis on the mastery of structures and tends to ignore the end purpose of language in use. Such systems are easily identified by

syllabuses which are specified only, or mainly, in terms of a list of structures to be taught. If we want to produce a student who can communicate effectively in real life situations, we must add the idea of appropriacy to that of grammaticality.

Awareness of the importance of meaning and appropriacy led to the development of the functional/notional syllabus. This is a syllabus in which uses and meanings are added to structures, are in fact often made to dominate the structures within the syllabus. We are now moving well down the road towards our desired end product, the communicatively competent learner. However what we now have is a syllabus specifying what we want the learner to learn. There is still another step to be taken. We have to decide how we are going to teach him, or in the modern learner-centred mode, how he is going to learn this syllabus. If we want our learner to become communicatively competent we will probably need to reassess our techniques, and put them together in a different way, perhaps with the addition of a few new ones, that will lead our students towards this goal of communicative competence. It is this newly rearranged and supplemented repertoire of techniques that forms the communicative approach.

There are four principal features that identify the communicative approach to language teaching:

### 1. Purpose:

Communicative activities in the classroom must have a purpose other than merely practising language forms in the classroom. Real language is used for a purpose, to obtain information from the hearer, to induce a particular behavioural response in the hearer, to establish or strengthen a relationship with the hearer.

### 2. Choice:

In real communication the speaker is able to choose his own form and his own content. That is, he will choose his own structure and vocabulary, rather than be simply repeating words and structures provided by the teacher. The learner will choose. What is more he will be able to choose not just the linguistic form but also the meaning. For example he will decide whether to accept or decline an invitation on the basis of information only available to himself and not be forced into acceptance because the teacher wished him to practise accepting an invitation.

### 3. Interaction:

In real communicative activities the speaker and hearer interact; the speaker does not know exactly how the hearer will respond, whether, for example, he will accept or decline an invitation he makes. Furthermore all the utterances in a conversation will arise from the previous utterance.

### 4. Reality:

Communicative activities are based on the real world, real places, real people, real events and should not be artificial language exercises created solely for the classroom. Moreover speech activities will have to take place in real time, the learner will not be able to spend an



evening at home working out an answer to the question.

For the teacher trained in the traditional three-stage approach to language teaching, communicative approaches are an essential feature of the final production stage. Communicative activities require the student to bring structural, lexical and functional resources to bear on real world situations. To develop these resources, traditional practice and drill techniques may still be usefully employed in the earlier stages of the lesson or unit. Communicative activities utilise the real world both inside and outside the classroom to provide conditions conducive to the use of the target language.

There are a wide variety of types of material now coming into use in the communicatively oriented classroom. These materials usually centre around the idea of an information gap which needs to be bridged. That is, one student or group of students is in possession of an item of information which another student or group of students, requires in order to perform a set task. This may come in the form of questionnaires, or authentic items of information in the target language such as timetables, instruction booklets for items of equipment, maps, official forms, etc. The information gap alternatively may be provided by the "jigsaw listening technique" which requires students to listen separately to taped accounts of an event, the accounts of which all vary somewhat, and students have to question their fellows who have listened to the different versions before they can complete the task they have been allotted. It can be seen that most of these approaches tend to be centred around the completion by the student of a task, which requires him to communicate effectively with his fellows before he can complete it. It thus frequently involves working in pairs or groups. The view is often expressed in Japan that pair or group work is not suited to large classes or to Japanese students. My own experience of Japan is limited, but I would point out that if oral fluency is aimed at, the only way of getting adequate practice for members of a large class will be if they can be split into pairs or small groups. Furthermore if as is often said, Japanese students are reluctant to talk English in front of the class, it may well be that they will find it easier when they are only exposed to the ears of 2 or 3 fellow students, rather than 45 fellow students and a teacher. Also the ability of Japanese students to co-operate effectively in groups, and their willingness to obey instructions quietly and efficiently in the classroom all point to a satisfactory basis for the use of pair and group work in Japan.

The communicative approach is primarily applied to oral language learning though its principles can often be applied equally effectively to the written skills. It assumes that learners are learning the language in order to use it. In the Japanese school context this may not always be the primary motivation for learning. The examination system tends to dominate the English language teaching classroom, but it is arguable that even here the communicative approach, by enabling learners to handle language more

competently and effectively, could well provide a better basis for examination success.

## References:

1. G. Leech and J. Svartvik, *Communicative Grammar of English*, Longman 1975
2. J. Munby, *Communicative Syllabus Design*, Cambridge University Press 1978
3. C. Brumfitt and K. Johnson (Ed), *The Communicative Approach to Language Teaching*, Oxford University Press 1979
4. K. Morrow and K. Johnson, *Communication in the Classroom*, Longman 1981
5. K. Johnson, *Communicative Syllabus Design and Methodology*, Pergamon 1983

.....  
(cont'd from p. 7 )

the effort, required to correct the educational injustice. In New York City in 1967 there were approximately 200,000 children of Latin American origin, of whom about 88,000 were rated as seriously handicapped in their use of English.<sup>7</sup>

Increasing arguments for the recognition and acceptance of a multicultural and multilingual society, and concern that all children be provided equal education opportunity, culminated in the Bilingual Education Act of 1968, designed to meet the special needs of large numbers of children of limited English-speaking ability in the United States. Subsequently, the Bilingual Education Act of 1974 was to provide the first definition of a bilingual education program: "instruction given in, and study of, English and to the extent necessary to allow a child to progress effectively through the educational system, [in] the native language of the children of limited English-speaking ability."

The Constitution of the National Association for Bilingual Education (NABE), an organization established in May 1974, provided another definition of bilingual education: "The continuous use and preservation of two languages and their corresponding cultures. One of the two languages must be English." The NABE statement, by contrast with the definition offered in the 1974 Bilingual Education Act, stresses native language maintenance. Both, however, insist on the importance of education in English. Thus, in the United States, bilingualism is inextricably intertwined with TESOL.<sup>8</sup> Any bilingual education program in the United States must include an effective TESOL component: conversely, any TESOL program must take careful account of the child's native language.

What, you may ask, has bilingual education to do with the topic of my speech? I am glad you asked. I have focused on this issue in order to emphasize that our experience in bilingual education in the United States has provided us with invaluable insights into what actually takes place when people learn and teach a foreign language. Indeed, some of the most basic tenets of TESOL as an organization and a profession are founded on the conclusions reached as a result of our many attempts to solve the various

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linguistic and cultural problems that confronted us as a multilingual society.

To give a few examples: In 1975, when the influx of Vietnamese and Cambodian refugees brought 50,000 school-age children to America, the urgent question became how best to provide for their educational needs.<sup>9</sup> The answer to the question involved consideration of the cultural as well as the linguistic differences that presented obstacles to effective classroom instruction. The linguistic differences would seem simple enough to deal with if the solution were thought to be found by the straightforward application of methodology, for example, by isolating the features of structure and pronunciation which differ in two languages. Even if this were the case, we would have remained woefully unprepared, since contrastive analysis presumes the existence of linguistic studies of both languages, and in the case of Cambodian, Lao, and Thai such studies were not available. In any case it was obvious that knowing the language differences alone was not sufficient. As we have said before, American linguistic theory was based on the principle that language cannot be divorced from culture, and often it is the cultural differences that present the most serious obstacles to learning. On the one hand, even differences that seem obvious are complex. Take, for example, the "translation" of names, which was problem enough for European immigrants to the United States, let alone for Indochinese. Added to the difficulty of decoding unfamiliar sounds, is the unfamiliarity with certain customs. For example Vietnamese and Cambodians write their surnames first (just as, I understand, is done with Japanese names). Married women retain their given names. Such practices are guaranteed to wreak havoc with ordinary public school records in the U.S.

On the other hand, the less obvious differences are more likely to be misunderstood because potential explanations, even sympathetic ones, are framed within the reference of one's own cultural bias and expectations. Here the manual for Indochinese refugee education cites an example of educational expectations. Vietnamese parents place a strong emphasis on "book learning" and often hope their children will go on to university studies. In the classroom, however, the children display a "passive" approach. Conditioned by a sense of respect for their elders, they are reticent to ask questions and to disagree with or ask help from the teacher. This general unfamiliarity with the methods employed in American classrooms, compounded by the difficulties with the new language, can lead teachers to conclude that the child is incapable of doing the work. An extreme instance of this failure in the classroom is the case of a Laotian boy, a senior honor student in Laos, who six months later as a refugee high school student in Washington, D.C., found himself the recipient of three successive warning notices in biology, the result of his inability to speak English and of the teacher's failure to recognize the true source of the problem.

(to be continued)

## SELF ACCESS

Interest in giving students more independence in their study has grown in recent years, and is most obvious in the ways pair and group work are used to maximize student participation in the classroom. Many teachers are also encouraging their students to take more responsibility for their learning, and this has led, among other things, to self-access learning. This term may refer both to a physical arrangement and a philosophy. The most important aspect may be the creation of individualized learning, where the teacher and the student together analyze the student's needs, and put together a package to deal with them. The following deals with setting up a self-access system.

### TEN SUGGESTIONS TO START YOU OFF

**A self-access facility in a small school need not require a large capital outlay. Tim Blake on SAL on a shoestring.** (from *EFL Gazette*)

You want to do something about self-access learning but haven't any money. No one else has either so don't be put off – you won't be able to get everything just right but you can do quite a lot for relatively little cash. I can't promise that it won't take time, though, because it will.

What can you do with limited resources? Here are a few ideas:

1. Get the balance right between thinking only of what you can do at once and dreaming of the perfect system which may cause total paralysis because it's unachievable. Think through where you might go and anticipate future pitfalls but don't get too carried away. Don't try to take tomorrow's decisions today; you're bound to change your mind when tomorrow actually comes.
2. Think broadly. Try to get something organised in several different areas. Don't concentrate exclusively for example on reading or listening.
3. Start with the easy things. Newspapers that someone's already bought are free, for instance, so use them – especially if a colleague's done some work on them. But make sure they won't date.
4. Look around for all the tapes and class books in the staffroom that no one uses any

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### ARE YOU MOVING?

Please inform the JALT Central Office using the handy form on your *Newsletter* wrapper.

more. What's wrong with them? Are they really bad or are you just bored with them? If so, and they can stand on their own, why not recycle them as self-access materials? The same goes for less exciting new materials. It's the students that count and they may like and get benefit from stuff that makes you cringe.

5. You've probably got a little heap of readers on a shelf somewhere. Put them to some use – but make it appropriate: a simple borrow-and-return box may be suitable than pretending you have a "library".

6. Listening is an ideal self-study practice activity. Provided a tape is interesting (crucial) there's no absolute need to provide texts, questions, notes, although it's certainly better to do so. There are many sources of natural speech but never underestimate the work of transcribing and writing questions for tapes. Another reason for using what you already have if you can.

7. If you are providing your own materials you'll save time if you have a brainstorming session first to draw up a list of different question styles and activities to draw on. People like the opportunity to repeat a formula they've enjoyed but variety is important.

## ヨーロッパにおける 英語教育の動向

### —— 第17回IATEFL国際大会参会記 ——

同志社大学 北 尾 謙 治

TESOL 大会の後、ボストン・ニューヨークを観光し、英国へ渡った。IATEFL 大会での研究発表を気にしつつ、大会まで10日余りロンドン周辺とエジンバラの観光を十分楽しんだ。

・第17回IATEFL 大会は4月5日～8日までロンドン郊外のSt. Mary's College で行われた。参会者は約500名で、英国はもとより、共産圏を含む全ヨーロッパ、アフリカ、アジア、オセアニア、南北アメリカの40ヶ国から約半数が参加し、とても国際的な大会であった。

IATEFLはInternational Association of teachers of English as a Foreign Language の略で、TESOLにつぐ国際的な学会である。会員数は千数百名で JALT とほぼ同じであるが、その会員の半数近くが英国外の数十ヶ国に散在している。その年次国際大会はクリスマスかイースターの休日に行われ、過去数回はヨーロッパ大陸でも行われている。年5回ニュースレターを発行する他、会長のWilliam Lee博士の編集するWorld Language Englishと世界的に知られているEnglish Language Teaching Journal との関係も深く、会員は安価で購入できる特典がある。

## COMING SOON!

JALT '83 in Nagoya  
September 23-25, 1983.

8. Trust your students. They're probably brighter than you are anyway and self-access work only makes sense if you assume they're interested in what they're doing. Attach the answers to the questions, for example. Ask for their comments on the materials and the system and take them seriously: self-access only works if people enjoy it.

9. You'll have to establish a system sooner or later. Some ideas are given in *Individualisation* (MET Publications, article p46 Storage and Retrieval Systems for Self Access Centres' Timothy Blake).

10. Self-access materials have a life of their own – usually walking straight out of the building and never coming back. This is inevitable and your hysteria won't help. Take it as a compliment and learn to live with it.

*Tim Blake is the vice principal of the London School of English.*

今大会のテーマは“Motives and Incentives in the Teaching and Learning of English as a Second or Foreign Language”であって、約85の研究発表があり、すべてがテーマと関連していた。

開会式の後、ロンドン大学のHenry G. Widdows博士の“The Incentive Value of Theory in Teacher Education”の講演があった。博士は言語教育者は理論的背景を持つ必要があり、教員養成プログラムでは言語教育理論を教えることが重要であると説かれた。教師の役割は理論と教室の活動との橋渡しを行うことで、理論的背景のない教師は盲目的に伝統的な教授法に頼るか、新しい流行にとびつくことしかできない。しかし言語教育理論の知識があれば、古い方法論と新しい方法論を評価し、クラスに適した教授法を採用できる。教師はその教授法をクラスでよく観察し、修正することにより、クラスは単なる機械的な活動以上のものとなり、動機が高まると話された。

約85の研究発表は、どれも25分の発表と25分の質疑応答で、質問及び応答はすべてニュースレターに載せられるので、かなり形式的な運営を行い、日本の学会に似ている。

研究発表の内容は、理論的なものから実践的なものまで幅広く、すべて動機づけと関連があった。発表内容の主なものは、クラスの活動、企業内研修、動機の測定方法、コミュニケーションのための文法指導、各国の英語教育事情であった。コミュニケーションとしての英語教育の関心が非常に高かった。

家内と私も日本人大学生の英語読解及びその教材開発の研究発表を行った。出版社がとても関心を持っている

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## LETTER TO THE EDITOR

のに驚いた。

TESOL 同様ビデオ教材とコンピューターを利用する語学教育の人気は高かった。

ワークショップも11あった。黒板の使用法、学生中心の教員養成、ビデオ教材の使用法、CAIのプログラムの書き方、人形の使用法、サジェストベディア等興味深いものがあった。

社交行事も多くあり、5日夜ロンドン大学の Quark 副学長を招き、ワインによるレセプション、7日の夕食会、出版社のパーティー等があった他、3食大学の食堂で食事をしていたので多くの人々と知人になり、楽しく情報交換をしあえたのは大変よかった。

5日と6日の夜にはBBC、Nelson、英国文化センターによるビデオ教材に関する発表があり、色々なビデオ教材の試写会があった。ビデオテープを有効に使用するためには、3～5分のテープを使用し、それに合った印刷物の教材が用意される必要性が強調されていた。夜なのに多くの人々が集っていた。

出版社の展示も35社あり、日本にない多くの教材があり、とても興味深く見て回った。ベルガモン社のように日本向けの教材を開発している出版社もあった。

大会の最後は、JALTも会員になっているユネスコ関連団体の語学教師国際連盟(FILPV)の幹事 Jacek Fisiak の全体会で、演題は“Students Attitudes and Foreign Language Achievement”で、博士は長年の研究にもかかわらず、動機や動機と学習の関係はあまり知られていない点を指摘、動機に関するクラスにおける色々な要因と、それが学習にどのように影響するかを論じた。博士の説明した4つの要因は、人格、職業的能力、クラスの運営術等教師に関するもの、教材、教授法、機器等教育内容に関すること、クラスの大きさや時間等の教育行政に関すること、そして人格、態度やオリエンテーション等学習者に関することである。

大会は盛会のうちに終り、ヨーロッパをはじめ多くの国々の先生方と話し合えたことはとても有意義であった。参加者の英語は実に上手で、英語母国語話者との区別がほとんどつかなかったと言っても過言でない。我国にはIATEFLの会員は少ないが、今後活動を活発にされる計画で、多くの人々が参加されることを望む。来年の大会は4月25～27日、オランダの Groningen で行われる。

I read with great interest the article, “‘Putting on the Style’: On Countering Cliches of American and British English,” by-Douglas K. Stevenson and Richard J. Brunt. in *JALT VII*, 3 (March 1, 1983), and respond to you concerning it albeit it is a reprint from *Teaching English Abroad Newsletter* 3, No. 2 (9/82).

Much of the authors' commentary has merit, and many of their points are well taken. Yet the evidence they adduce for support is flimsy chiefly because the American examples reflect a tendency among American advertising copywriters to affect a “tonier” British style because it sells more successfully to an -Anglophile public. Thus, an *apartment* may be for rent in New York City for, say, up to \$500 a month; but if one wishes to sell a cooperative or a condominium for more than \$150,000, he would be more successful if he referred to it as a *flat*.

Similarly, the ordinary “Grocery” becomes, in fancier neighborhoods, the “Greengrocer” or “Fruiterer,” the simple “Sophie’s Dresses” becomes “Dresses by Sophie,” or “The Dress Shop” or “The Dress Shop - Sophie, Prop.,” the common American *candy* (more commonly *sweet* in England) store (more commonly shop in England) becomes “The Chocolate Shop,” and so on.

There remain many differences: \*

Americans *never*  
speak of.  
shop assistant

accumulator  
action replay  
amenities  
anorak (—well, rarely)  
articulated lorry  
bank holiday  
bap  
“High Street”  
bath (as a transitive verb)  
bathe (as a noun)  
biro

preferring.  
salesgirl, salesman  
saleswoman, or (recently)  
salesperson  
storage battery  
instant replay  
conveniences  
parka  
trailer truck/“semi”  
legal (or national) holiday  
hamburger bun  
“Main Street”  
bathe  
ball-point pen

## CORRECTION

In Patrick Buckheister's review article in the June issue, Page 30, Col. 2, line 16 should have read as follows:

“affect in communication, and so on.”

We apologize for the error.

## CORRECTION

The prices announced in the Thomas Nelson advertisement in the June Newsletter for cassettes for TOEFL preparation were incorrect. The correct prices are as follows:

Practice Tests for the TOEFL (cassettes):  
¥8,400  
Building Skills for the TOEFL (cassettes):  
¥16,800

...and I could add thousands of others. I have avoided culturally identified differences – that is, Criticisms like the Ashes – but one does speak of *soccer* in America (= *football* in England) and *football* in America (something akin to *Rugby football* in England). There are many other examples.

It must be conceded that Americans and Britons do talk to each other and watch each other's movies and TV programs. Neither can be entirely ignorant of the other's existence. But an American seeing a text in which all *-or* words are spelt *-our* (*harbour*, *neighbour*, *succour*, etc.) knows he is reading material written by an Englishman. Thus, neither is ignorant of what is afoot in the other country, but that should not be interpreted as meaning that either has (necessarily) adopted the other's *façon de parler* (or *d'écriture*), any more than one should conclude from the appearance in America or England terms like *façon de parler*, *gemütlich*, *andante*, *hacienda*, *that French*, *German*, *Italian*, *Spanish*, and *Russian* have suddenly become one with English.

\*These have been drawn from *English English*, Norman W. Schur, Verbatim, 1980.

Laurence Urdang  
Editor, *Verbatim*  
Essex, Connecticut

## JALT Interview

### PAUL LINDSAY ON TEACHER TRAINING

The interview with Paul Lindsay concludes this month with a discussion about teacher training. The first part of the interview, dealing with accreditation and ARELS, was published in the June *Newsletter*. Gaynor Sekimori talked to him and his wife Diana when they were in Japan in April.

\* \* \* \* \*

### TEACHER TRAINING

**GS:** So teacher training is of great importance to you?

**PL:** Teacher training has always been my particular passion.

**GS:** What has been your impression of the standard of classroom teaching in Japan?

**PL:** I must say that some of the teaching we've seen in private language schools here is appalling, most boring, lifeless. Should I say this? Who am I going to upset?

**GS:** Not the professional teachers, anyway!

**PL:** I've seen certainly dedicated teachers, with very nice personalities, but they so badly need training in a range of techniques. They seem to

have two or three techniques for all purposes and make no attempt to develop rapport. It's such a basic necessity. Without rapport I can't begin teaching. They are faced with large classes which is extremely difficult, and we did see forty in a class, in a good language school. Obviously you can't have a conversation with forty students. But you can attempt to warm them up, get on to their wavelength, address them as individual people, so that you are not so formal and everything is coming from the teacher.

**DL:** Students still sitting in rows! In battened down desks.

**PL:** It's not that the teachers were badly chosen as people, I'm not saying that at all. We saw people with good sympathetic personalities. One woman I remember, with a very pleasant, lively personality, very attractive, smartly dressed, someone who could have her! She just needed a good month's training to give her a few ideas how you stop teaching and get some learning going. That's the trick. Either you learn it yourself through self-criticism or you get it from training, how to stop interfering with the learning process.

**DL:** I'm thinking of some techniques like drama. When some university students asked me how we taught, I gave a number of different ways in which we teach besides actually sitting behind a desk, and one of the things we talked about was drama and improvisation and so on. They got quite excited, said they didn't do anything like this, and really wanted to try it.

**PL:** In the ESS if you talk about using drama to help language development, they think you mean putting on a Shakespeare play, which is crazy. What we mean by drama is any kind of role-play, improvisation, all kinds of situational stuff. That ought to be part of the basic equipment of an EFL teacher. It's not a frill on top, it's the very essence.

**GS:** Recently more and more people have been taking the RSA certificate here in Japan. What exactly is the RSA?

**PL:** Well, the Royal Society of Arts is an examining body in Britain which helps to raise teaching standards by setting up examinations through which they can issue a certificate or diploma to teachers, whether they're teachers of typing or languages or whatever, and because of their reputation, these certificates are widely respected and accepted, and help teachers get work.

Recently, in the late 70s, they created the RSA Preparatory Certificate which was intended as an initial training certificate for teachers who could then go on to the full RSA Certificate (TEFL). The preparatory course must give the teacher trainee at least 100 hours of theory and practice. That can be spread over a period, or it can be an intensive full time course. I think there is an advantage in the build-up of skills which come with an intensive course rather than one spread out over nine months for example. The trainee must be a native speaker of English or be bilingual in the

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spoken language, and have graduated from university. They will sometimes make exceptions for people who have a good academic background though we certainly insist that a teacher is a university graduate. There has to be at least 6 hours of observation of experienced teachers, and about 8 hours of teaching practice. That may not sound very much, but within a four-week intensive course the novice teacher would, at the beginning of the course only be able to conduct a mini lesson of 15-20 minutes. Over the course he gets a buildup, and by the end of the course he has to show that he can manage a class and do something useful with that class within a 45-minute period.

There is no written examination. It's a continuous assessment system, done by the course tutors mainly week by week. They build up a profile of the trainee's grasp of the subject and principally his teaching- practice performances. He has to do some written work, but the assessment is mainly based on classroom teaching, practical ability. That is decided, at St. Giles, by two course tutors who have both watched the trainee over a period of four weeks, and they bring their assessments to me as director of the course and they will advise me whether the person should pass, and the grade. An outside objective independent assessor has to visit the course twice to make sure that it is following the syllabus, and to ask the course tutors about the level of the course and to watch some teaching practice and discuss with the tutors who is likely to pass and what grades they might get. The RSA feels that provided it can trust the establishment running the course, they can trust the course tutors and director to decide whether after four weeks of intensive observation a person has the promise to get the certificate or not.

Maybe about 20 centres are authorized. There are three in London. It's spreading around the world and there are quite a few overseas centres. I think the best-known ones in Britain are the Bells Schools in Norwich and International House and St. Giles in London. St. Giles was the first private English language school in Britain to put on a course for the full certificate in 1967. We have that honour.

**GS:** How do you feel about the full certificate?

**PL:** I think it's improved enormously in some ways. We've become a lot more flexible about the content of a lesson. No longer do we insist that it be based on some sort of written or recorded text. If the teacher wants to base it on some other kind of activity, it's quite OK if by the end of that lesson the students have learned something. I'm still worried about the written exam. I think it tends to weed out people too ruthlessly, there's still a little too much emphasis on the teacher's theoretical knowledge. I think the essay type questions in examinations will continue, but really I'd like to see continuous assessment. A good piece of written work done over a period of two months would seem to me a much better indication of the person's ability than what he can

do in three hours. Some people just simply can't write good quick essays.

**GS:** Do you think that an MA in Applied Linguistics is suitable training for an EFL teacher?

**PL:** Perhaps. We've found it tends to bring forth teachers who have a lot of theoretical knowledge but not necessarily enough classroom experience. I've found in San Francisco that people with an MA in ESL still don't know how to choose language teaching materials and while they may know how to do a tree diagram on generative grammar they may not know when to teach grammar consciously and when not. What they all need is a month's intensive course from an experienced teacher training establishment to introduce them to class management and how to motivate students and maintain their interest and get pair work going and all the skills an EFL teacher needs. One can't dismiss an MA in applied linguistics. Of course it's a good basis.

The people we hire in the States tend to be rather a mixture of people but what they have in common is lots of classroom experience, the kind of teacher I would employ in England. We do inservice training, weekly seminars, and get into some kind of agreement about methods, books, materials. We've just started to put on month intensive courses in our San Francisco school like the RSA Preparatory courses we run on Britain because the local demand from American teachers is quite astonishing. I hope the first one will start in July.

**GS:** What's your opinion about the work coming out of America in recent years, for example Stevick's approach? In terms of usefulness for a trainee teacher?

**PL:** I think Earl Stevick's writings suffer from a kind of vagueness. I find he's inspirational rather than practical. But he is stimulating. I've enjoyed reading his books, especially the one 'Memory, Meaning and Method'. I am very, very keen on some of the things Stevick is keen on, but they have to be adapted to the particular needs of the schools and the students you're dealing with.

I have adapted CLL particularly in our school in the States where we are teaching a lot of American students foreign languages where you get a bi-lingual teacher and a monolingual group. This has worked out as a component in a course. I don't think you should ever go overboard for one of these humanistic methods, but they all have valuable insights in them. In that I'm with Stevick all the way, that teachers should have an open mind on the craziest looking ideas, examine them, try them out, adapt them, but never go overboard, and say 'I'm a Silent Way teacher' or 'I'm a Suggestopedia teacher' because that is going into a rigid straight-jacket which will not enable you to see what your students really need. We've used elements of Suggestopedia in our courses in San Francisco and in London where certain kinds of students, Japanese for example, really do need relaxing so that they will really listen. They can sit and listen to a teacher reading to them in a very relaxed way with some Mozart playing in the background. It's really valuable for adult

students who are very tense and anxious, particularly at the beginning of the course. It doesn't work necessarily, and I don't think you should do it simply because it's part of a method. But it should be available for a teacher. That's something we have introduced very successfully but I want the teachers to be flexible and to decide for themselves when they know their students and their needs and not to decide all these things in advance as a ready-made package. GS: This means that a teacher in order to understand a student's needs has to be trained, not just as a CLL teacher or whatever, but as a classroom manager.

## JALT UnderCover

竹蓋幸生, 1982, 『日本人英語の科学——その現状と明日への展望』, 研究社, 東京, 247 p.p.

大阪経済法科大学・非常勤講師 山本雅代

平泉武家が英語教育界を騒がせたのはもう9年も前のことになる。その前にも、またその後にも、英語教育に対する批判は常にあり、その中で右往左往するのはいつも決まって現場の教師である私たちであった。何がいけないのか、どこが正しく作動していないのか。数々の批判、提案がなされてきた。受験英語が諸悪の根元だ、いや教師の質がよくないのだといった批判があるかと思えば、教養としての英語か、実用としての英語かといった英語教育の基本姿勢を問うような議論もあった。そのどれをとっても、成る程と思うのではあるが、どうも何かが欠けている気がしてならない。それは一体何だろうか。その問いに答えてくれそうなのが、ここで紹介する『日本人英語の科学——その現状と明日への展望』である。書名が示す通り、この本は日本人の英語を科学的に分析し、その結果得られた情報をもとに、もう一度日本人の英語を見直し、延いては、日本における英語教育の改善を目指そうという意図を持って書かれたものである。つまり周辺論ではなく、日本人の英語という核心へ科学の光を当て、何が原因で私たちの英語が今一つ伸び悩んでいるのかを明らかにしようというものである。

あなたの英語はどの程度ですかと問われ、英語教師という職業柄、まさか、どうもいけませんと答えるわけにはいかない。自信があればよいが、そうでない場合、読み書きは良いのですが、聞いたり話したりはどうもといった答えが自然口をついて出てきそうである。教師を含

**PL:** I totally agree. In our teacher training courses, the very first hour trainees are subjected to a foreign language learning lesson themselves. . . . we put across the basic direct method by teaching them Hebrew, for example . . . and they learn something how it feels like to be a beginner in a classroom where they can't use their own language even to ask questions. But later on in the course, we show them there are other ways of starting off teaching beginners and we use a CLL lesson and a little bit of Sugestopedia. They see that there are other ways and they mustn't think that the direct method is holy writ.

め、英語を学ぶ多くの日本人が、こう思い込んでいる節がある。しかし、果たして実態はそうであろうか。私たちは、この本を開くとすぐに、外国人の口から、又日本人有識者の口から、そして更に、追い打ちをかけるように、TOEFLの試験結果をつきつけられ、読み書きは云云がまさに思い込みであることを思い知らされることになるのである。こうした下準備を経て、次に私たちは4つの代表的なコミュニケーションシステムモデルを通して、コミュニケーションとしての言語活動がいかに複雑なものであるかを理解すると、いよいよこの本の中心的課題である日本人英語の科学的分析が、音声、語彙、語法、意識、発想、教育等、つまり言語学、心理言語学、社会言語学、EFL等の各方面から多面的に紹介されるのである。中でも著者が音声言語科学の専門家ということもあってか、音声の面における分析にかなりの頁がさかれているが、ここで大変興味深かったのは、日本人の英語がなぜ不自然に聞こえるのか、そのなまりの正体を科学という道具を使って見せてくれたことである。なまりの正体の容疑者としては、イントネーション、リズム、単音発音の3つが挙げられているが真犯人探しは、本を読んでのお楽しみとしておきたい。

そして最後に、英語教育改善のためとして、5つの提案がなされているが、中でも最も傾聴に値するものとして、第3の提案である「視聴覚教育から教育科学へ」を挙げておきたい。ここで著者は、LLが単なる生のデータの一方的提供だけに終わっており、有効に利用されていないと指摘し、その欠点をカバーするものの1つとして、CAI (=Computer Assisted Instruction)システムを紹介している。今後益々コンピューターが身近になることを考えると、こういったシステムの広範囲な利用がそう遠くない将来、可能になるであろう。

私たちは、主観的な批判に対しては、感情的に反発することが多いが、こうしてデータを提示され、説明されると、耳に痛い批判であっても、冷静に受け止めることが出来るものである。そういった意味で、この本は巷でよく耳にする独り善がりの批判論よりもずっと多くの事

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**UnderCover** .....

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を私たちに語りかけてくれるはずである。

最後になったが、内容とは別に、この本を高く評価する理由として、著者が使用したデータの出所をきちんと明記していることと、参考文献のリストが充実していることを記しておきたい。こうした著者の研究者としての姿勢は、後に続く私たちの今後の研究の大きな助けになることは、まちがいないであろう。

**PICTURE PROMPTS** by Don Kindler. Thomas Nelson & Sons, Ltd. 1981. 62 pp. Teacher's book, 33pp.

By Anne Marie DeYoung

This is a handy-sized little book (155 x 216 mm) with thirty separate lessons, each with an illustration or set of illustrations which often depict an amusing scene or story upon which the exercises and suggestions for compositions are based.

The book has been designed to provide composition exercises for students of English from lower intermediate to intermediate level. I used this book with various groups of freshmen college students and they enjoyed the studies as well as being able to review grammatical constructions and reinforce and expand their use. The students also enjoyed role playing and imaginary dialogues generated by the pictures as their creative classwork.

Lessons can be studied in the order presented or may be used in random order since the lessons are self-contained. With each unit, a list of key words is provided to help the students describe the picture and complete the picture-related exercises. Some of the lists are not as complete as I would have liked and I felt the need to supplement with my own list of words.

Each unit provides one or two exercises, not always related to the illustration, which provide practice for the grammatical construction presented.

Using the materials provided in the picture composition section, the average student will be able to write sentences or an essay rather easily with few errors.

The composition section which concludes each unit gives suggestions to the students for writing a creative composition using previously practiced writing skills.

Exercises include matching and joining sentences from two lists, sentence transformations, correcting deliberate mistakes, sentence forming/joining from guide words, questions with suggested joining words or cue answers, and completion of passages by selecting the correct formation of a given time.

A few of the grammar points stressed include:

present continuous tense, present simple tense, modal verbs, past simple tense, present perfect and past perfect tense. Even for an unenthusiastic grammarian, this is not bad news, as the grammar points need not be emphasized but merely presented as "correct English".

Don Kindler, the author of this book, is an Englishman and we are not told of his credentials. He has written a friendly, often amusing book, and one cannot define it as being too scholarly for Japanese college freshmen. Some British words and phrases may prove a bit troublesome to the average American and the lesson on football may require an explanation from a British friend.

The teacher's book gives an introduction to teaching *Picture Prompts* and also a few suggestions for expanding some of the lessons. It provides all of the answers to the exercises, something which probably is not needed by the average native speaker teacher.

The units are geared to the interests of the young person. Some of the titles are: "The Square Wheel," "An Automatic Bath," "Painting a Fence," "Pollution," "The Uninvited Guests," "Too Many Cooks," and "Do-It-Yourself."

Although this is not a great book with a capital G, it is well thought out and better organized than most other picture story books I've seen. If you feel you are in a rut with your old teaching materials and methods or if you are a new teacher not knowing what textbook to use, you might find this just the textbook to brighten up your conversation or composition class. Assess the abilities and interests of your students. They may be compatible with the ideas and materials found in this book and the combination may be a winning number for you.

**WHICH IS WHICH? A MANUAL OF HOMOPHONES.** S. F. Hagan. Macmillan, 1982. 128 pp. (no price given).

Reviewed by Mark Sawyer, International University of Japan.

*Which is Which?* is a delightful little book which probably fills some urgent need that is difficult to perceive at first glance. Concerning homophones - words which sound the same but are spelled differently, e.g., *witch* and *which* - this book more than adequately answers the question "which is which?" But the more challenging questions are why it was written and for whom it was intended.

The book is organized somewhat like a dictionary, with each entry consisting of a pair of homophones, listed first by their normal spellings and then by the phonetic spelling (International Phonetic Alphabet) which represents both of them. Thus, we find "all/ale/ei/." followed by different forms of each word and indications of what part(s) of speech these forms are, and then each of the homophones used in one or more sentences. Notes on usage are sometimes included at the end of the entry.



## UnderCover. ....

The unique feature of the book is how the entries are ordered. To look up a word, you first determine the phonetic symbol which represents its vowel sound. Then you look in the Table of Contents to see where words containing that particular vowel sound are to be found in the book. Once you get that far (assuming you are proficient enough at I.P.A. to have identified the vowel correctly), tracking down your word is a fairly simple process. The words within one vowel sound are listed in regular alphabetical order. Hence, before you know it, you find that *chic* and *sheikh* are indeed homophones, and what is more, that this homophone pair is going out of style, coming to be replaced by the more chic pair, *shake* and *sheikh*. The information provided in this and other entries is clear, interesting, and quite likely worthwhile, but the chances are poor that many people possess sufficient curiosity, persistence, and mastery of the I.P.A. to go to the trouble of finding the entry to begin with. Furthermore, words are listed only once, so that if the spellings are widely divergent – or just unusual – it would be quite easy to miss the homophone pair completely.

If there is any way that *Which is Which?* could be used systematically, I imagine it would be to confirm suspected homophones. It is perhaps true that a regular dictionary might also serve this purpose quite well, but the advantage of this book is that, since there are not too many homophones for any given vowel sound (although /ei/ has fifteen pages, there is a good chance of finding the homophone pair even if you are not sure of the spelling of either member. As the effective use of a dictionary is difficult for people whose knowledge of the spelling system is weak, perhaps there are people weak in English spelling but trained in phonetic spelling who could take full advantage of this book.

I believe there is some value in having all of the homophones of English compiled into one volume, but I also have my doubts about the comprehensiveness of the book. Part of the problem is that homophones in British English are often not homophones in American English, and vice versa; this book is based on both British spelling and pronunciation, and therefore of limited use when dealing with American English. Furthermore, though I was quite impressed by such esoteric offerings as *atta/attar*, *Pa's/parse*, and *Carrv'd/carried*, when I decided to find out if I could use the book properly myself, I arbitrarily chose *gym* and *Jim*, which, in fact, did not appear.

This book may have a special role in Japan. Japanese entrance examinations and commercial English proficiency examinations such as the *Ei-ken* often employ homophones to test students' "pronunciation" ability. Thus, *Which is Which?* could become a valuable study aid. The question is whether it will be the students or the testmakers who make the fullest use of the book.

Which is Which? has one additional quality which I must reluctantly mention. It tends to be addicting. If you are looking for something in particular, you will probably have difficulty, but part of that difficulty is that there are a lot of interesting things to distract you from what you were looking for. The bold-face type of the homophone pairs is too large to ignore, so that in three or four attempts to look up homophones, you may find that you have inadvertently read over half of the book, and in the process found one or two of the pairs you had forgotten about while you were looking for them. How can you resist such unlikely pairs as *succour* and *sucker*, or the opportunity to find out the meaning of *warp's* counterpart, *whaup*? Thus, even though the book has limitations for systematic study or reference use, anyone who is interested in English, especially in English words and their pronunciations and spelling, may find *Which is Which?* fascinating browsing material. Such readers may also find their knowledge painlessly enriched while they are looking for elusive homophones which may or may not ever be found.

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**SOMETHING TO TALK ABOUT.** David Peaty. Thomas Nelson and Sons, 1981.

**Reviewed by Sarah Couchman**

For teachers of intermediate level English students who are looking for a book which presents topics for student discussion, *Something to Talk About* is an attractive new book offering just that. It is designed to encourage self-expression through discussion; listening comprehension and discussion practice are the main foci.

The student's book consists of twenty units, each centering on a specific topic for discussion. Examples of topics are noise pollution, smoking, exams, strikes, and aid to developing countries. In each unit students receive a brief outline of a situation referring to the unit's particular topic, a list of six to seven characters who have been interviewed in regard to the topic (interviewees), and edited transcripts of each character's interview relating to the unit topic. The spoken interviews are recorded on an accompanying tape. This information provides the background for the intended class discussion.

Students are encouraged to prepare for the discussion by studying the given information, learning the required vocabulary, and doing further outside research on the topic. The teacher's book offers hints for teaching students how to prepare, gather information, make notes and outlines for main arguments, and take notes during the discussion. Also found in the teacher's book are lists of comprehension, discussion, and discussion expansion questions for each unit. A suggested program is presented for each lesson which includes techniques for discussion, expansion, and review.

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In the introduction of the student's book one finds lists of useful expressions for discussion that deal with (dis)agreement, disputing or questioning facts, asking for clarification, pointing out illogicalities or irrelevance, and conceding a point.

Obviously, the degree of success of classroom discussion depends on the level of student motivation. Preparation and outside research is expected of students in order to insure good discussion. Students are encouraged to take a stand and be able to support their opinions. Student involvement in class discussions requires careful listening and note-taking. Roleplaying is easily incorporated into each situation as students can take on one of the characters listed in each unit.

*Something to Talk About* is attractive because it presents students with a tidy, concise foundation of a situation and topic. The framework of each unit is useful because it can be expanded upon according to the students' needs and abilities. Topics are generally of interest to students and not too difficult for intermediate students to approach.

## RECENTLY RECEIVED

The following books have recently been received from publishers seeking reviews in the *Newsletter*:

Breiger, Comfort. Hughes. & West. *Business Contacts*. E. J. Arnold & Sons, 1981.  
Brims. *English for Negotiating*. E. J. Arnold & Sons, 1982.

Comfort, Hick, & Savage. *Basic Technical English*. Oxford. 1982.  
Doff, Jones, & Mitchell. *Meaning Into Words*. Cambridge, 1983.  
Hubbard, Jones, Thornton, & Wheeler. *A Training Course for TEFL*. Oxford, 1983.

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

## IN THE PIPELINE

The following books have been requested by JALT members for review in future issues of the *Newsletter*:

Dubin & Olshtain, *Reading By All Means*.  
Goldman, *Getting Along With Idioms*.  
Haycroft & Lee, *It Depends on What You Say*.  
Hoban, *English For the Secretary*.  
Huizenga, *Looking At American Signs*.  
Johnson, *Steppingstones*.  
Jones, *Simulation in Language Teaching*.  
Jones & von Baeyer, *Functions of American English*.  
Kruse & Kruse, *English for the Travel Industry*.  
Molinsky & Bliss, *Side By Side*.  
Revell & Stott, *Five Star English*.  
Seaton, *A Handbook of ELT Terms & Practice*.  
Yorkey, *Reply Requested*.  
Yorkey, *Study Skills, 2nd ed*.

# Summer Institute

## SPECIAL VISITOR

One of JALT's special guests for the summer is John Fanselow; he will be doing workshops on teacher training, classroom observations, and textbook use in various parts of Japan during July and August. Most notably, he will be the main speaker at the JALT Summer Conference, July 31st through August 2nd in Tokyo.

Prof. Fanselow has published extensively; two of his articles of particular relevance for his summer workshops are:

Beyond Rashomon - conceptualizing and describing the teaching act. *TESOL Quarterly*. 1977. 11.1. 17-40.

"It's Too Damn Tight" - Media in ESOL Classrooms. *TESOL Quarterly*, 1980, 14, 2, 141-156.

For those of us who have studied under Prof. Fanselow, we need no introduction to or clarification about what he will be doing in his workshops. One of his doctoral advisees, however, has written about Prof. Fanselow and it is published below for Newsletter readers.

## OBSERVATION: LOOKING AT FANSELOW

By P. Buckheister, Nanzan University

John Fanselow, Professor of TESOL and Chairman of the Department of Languages and Literature at Teachers College, Columbia University, will be giving a series of workshops for JALT and LIOJ (The Language Institute of Japan, Odawara) this summer, starting in July. Since I have known Professor Fanselow for some time, have studied under him, worked for him, and am currently a doctoral advisee of his, I was asked in some way to indicate to JALT members

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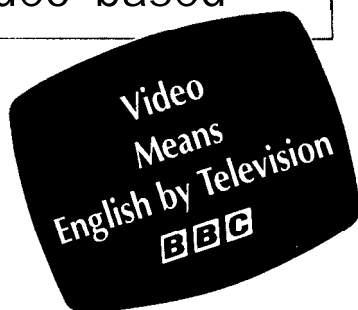
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what they might expect in his workshops this summer.

It has been said that JALT members are occasionally led to theoretical presentations under the impression that they are to be practical workshops or demonstrations. Make no mistake: Professor Fanselow is concerned with what happens in classrooms. He will be giving two types of workshops, one type aimed at teachers who are bound to a set curriculum or particular texts, and the other type for teachers who have more opportunities to make curricular decisions themselves.

Participants in both types of workshops will find, however, that instead of prescribing curricular use or curricular decisions, Professor Fanselow will be asking them to look at exactly what happens in classrooms. Much as Gattegno asks students to look at a language, Professor Fanselow asks teachers to look closely at teaching, referring to the behaviors in classrooms by specific names that can become a common language among those looking.

One would not think that looking at our own classrooms or those of others would be too excruciating, yet it is something that we do not do often, nor willingly in many cases. The desire for improvement in education all too often leads us to pursue new methods without stopping to look at what we already have. Others of us, while not chasing the latest or 'best' method, still do not examine our own teaching lest we be struck with a critical thought. This is the second thing Professor Fanselow will ask workshop participants to do: to look at classroom acts without evaluating them.

At this point many people politely excuse themselves from this entire line of thinking and leave the room. Looking, we can understand, but of course we should be looking for something, like the right answer. Nevertheless, Professor Fanselow will ask us, again as Gattegno has asked his students, to suspend judgment and just look, not feeling good or bad, guilt or pride, criticism or praise. He will ask us to look at what happens in classrooms to take in what really occurs there.

Finally, Professor Fanselow will ask us to try alternatives in teaching. Ah hah! So we really are wrong and he really is going to give us the answers! Not at all. In asking teachers to work alternatives into their classrooms, for even one minute a day, Professor Fanselow intends to involve each teacher in a type of self-directed information gathering which will liberate him/her from teaching practice based solely on surmise and cliché.

These three themes, looking, suspending judgment, and trying alternatives, will be fundamental to the workshops given by Professor Fanselow this summer. You may say to yourself, "A little unconventional, this guy. ." Yes, in fact, compared to many professors of education who spare little energy in showing us how much they know and we don't Professor Fanselow himself is an alternative. Merely by attending his workshops, then, you will be looking at

an alternative, Professor Fanselow himself. And, if you participate in exploring the communications that actually occur in classrooms, you may find surmise and cliché to be excess baggage needing temporary or even permanent checking.

## JALT SUMMER INSTITUTE

The third annual JALT Summer Institute will begin on the evening of July 31st, directly following the Kanto Chapter's July meeting. The program will go approximately as follows:

July 31

4:30-- 6:00 Opening Ceremony/Reception  
7:30-10:00 Advanced English Language Activities (Jim White)  
"To Tell the Truth" (Group A)  
Teacher Effectiveness Training (Alice Bratton)  
"But it won't work in my class".  
Overcoming the Psychological Barriers that Keep Teachers from Being Innovative" (Group B)

August 1

9:00-12:00 Adapting Texts (John Fanselow)\*  
Part 1 in a two-part series. Teachers are requested to bring the actual texts they use to the workshop.  
1:30- 4:30 Media Projects (Mark Seng)  
Projects will include work with the OHP, color slides and non-photographic slides.  
7:00- 9:30 Group A and Group B will attend the opposite activity from that which they participated in the previous evening.

August 2

9:00-12:00 Adapting Texts (John Fanselow)\*  
Part 2 \*Teachers attending Professor Fanselow's workshops may apply for graduate credit through Columbia University Teachers College  
1:30- 4:30 Using the Silent Way in Large Classes (Jim White, et al.)  
5:00- 6:00 Panel Discussion/General Questions

Location: Keihoku High School  
5-28-25 Hakusan, Bunkyo-ku  
Tokyo Tel.: 941-6253  
near Hakusan Station on the Mita Subway Line

The fee structure:

Members		Non-members	
1 day	¥ 6,000	1 day	¥ 7,000
2 days	¥12,000	2 days	¥14,000
2½ days	¥14,000*	2½ days	¥17,000*

Those who register for 2½ days\* will be admitted free to the Kanto July 31 chapter meeting featuring John Fanselow. Otherwise, that will cost ¥1,500 for members/¥3,000 for non-members.

For those who register at the door or after July 21:

Members		Non-members	
1 day	¥ 7,000	1 day	¥ 8,000
2 days	¥13,000	2 days	¥15,000
2½ days	¥15,000	2½ days	¥18,000*

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## 中・高校英語教師夏期セミナー

全国語学教師協会 (JALT) は、中・高校英語教師を対象に、中・高校で使用している英語教材の使い方について、各種の方法を実演指導する夏期特別セミナーを下記の要領で開催する。

日時：昭和58年 7月31日(日) 8月1日(月) 8月2日(火)  
会場：京北高校 東京都文京区白山5-28-25

TEL 03-941-6253  
(地下鉄 三田線 白山駅下車)

指導講師：ジョン・ファンズロー  
(コロンビア大学ティーチャーズカレッジ)  
マーク・セング (テキサス大学)  
ジム・ホワイ (帝塚山学院)  
アリス・ブラットン  
(ジャパン・ランゲージ・フォーラム)

募集人員：40人

参加費

支払日	7月 31		
金額	1日のみ	2日のみ	全日程
会員	¥ 6,000	¥ 12,000	¥ 14,000
一般	¥ 7,000	¥ 14,000	¥ 17,000
支払日	7月 31 後 及び 当日		
金額	1日のみ	2日のみ	全日程
会員	¥ 7,000	¥ 13,000	¥ 15,000
一般	¥ 8,000	¥ 15,000	¥ 18,000

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佐藤ビル404号 Shari J. Berman

講義内容

7月31日(日)

10:00~16:00

関東支部 7月定例会

指導 ジョン・ファンズロー

如何にして各種環境に応じた教育をするかについて授業実演をする。

※但し、この会には全日程参加者のみ無料、その他の参加者は、会費¥1,500、一般¥3,000をお支払下さい。

16:30~18:00

オープニングセレモニー及びレセプション

場所

19:30~22:00

Aグループ

指導 ジム・ホワイ

上級英語の教え方について

Bグループ

指導 アリス・ブラットン

英語の効果的な教え方について

8月1日(月)

9:00~12:00

指導 ジョン・ファンズロー

中・高校英語教材を用いて、授業実演を実施

(パート1)

13:00~16:30

指導 マーク・セング

“メディアプロジェクト” OHP (オーバーヘッドプロジェクト) スライドなどを使って授業をすすめる。

19:00~21:30

Aグループ

指導 アリス・ブラットン

英語の効果的な教え方について

Bグループ

指導 ジム・ホワイ

上級英語の教え方について

8月2日(火)

9:00~12:00

指導 ジョン・ファンズロー

中・高校英語教材を用いた授業実演 (パート2)

13:30~16:30

指導 ジム・ホワイ他

多人数クラスに対してどのように“サイレントウェイ”授業を実施するか。

17:00~18:00

パネルディスカッション及び質疑応答

# Chapter Reviews

## CHUGOKU

### CLASSROOM ACTIVITIES FOR HIGH SCHOOL STUDENTS

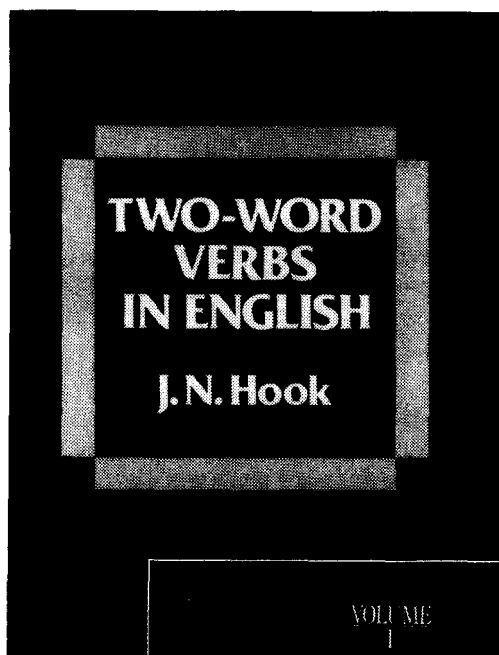
Reviewed by Scott Petersen

The Chugoku Chapter has been trying to attract more Japanese public school teachers. To this end, in May we invited Mr. Laurence Wiig to give a talk. He based his presentation on the teaching he has done the past year at Hiroshima Daiichi Girls' Commercial High School. Mr. Wiig, in addition, has taught French, Spanish, and Japanese in Hawaii and has given seminars

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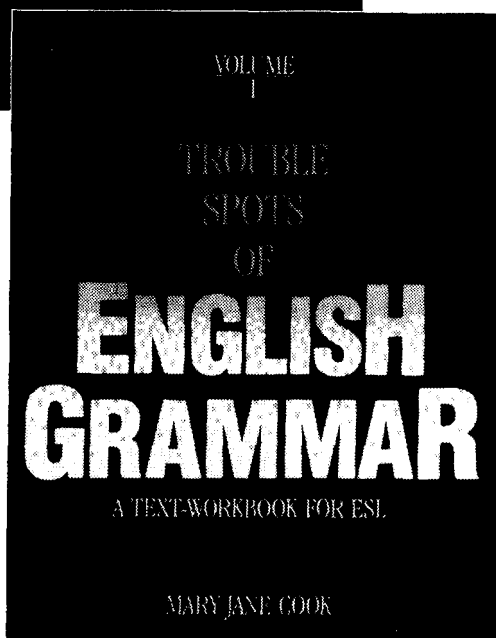
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(cont'd from p. 2 1 )

for Japanese teachers in Hiroshima Prefecture. He presented some old standbys as well as some interesting new ideas.

The old standbys include buzz, *shiritori*, concentration, and bingo.

Buzz involves students sitting in a circle and counting by turns. However, students should say the word buzz instead of a word with a seven in it. In a more difficult variation, buzz is said instead of multiples of seven. For example, Student A says 1; Student B, 2; Student C, 3;

Student G, buzz. Students who make a mistake are out and the game starts all over.

*Shiritori* is a Japanese game adapted to English. A student gives a word, and the next student takes the last letter of that word to start a new one. So if the word is new, the next person must think of a word that begins with "w."

Concentration is another counting game. Each person gets a number. Then students tap their knees twice; clap their hands twice; they make a fist with the thumb extended, and on the next beat, point to the right with the right thumb, and on the next beat, to the left with the left thumb. As he or she points to the right, the student whose turn it is says his or her own number. Then, as he or she points to the left, he or she says the number of someone else in the group. That new person will give the numbers on the next round. The important point is to keep the rhythm going steady. If someone makes a mistake, she or he is out; and the game starts all over.

Bingo is widely known. Students have a grid of nine, sixteen, or twenty-five squares. They then write any number (within prescribed limits) in any of the squares in any order. The teacher has all the numbers written on small bits of paper, and draws a number and reads it. The students then cross out that number if they have it. The winner is the first to get three, four, or five in a row, up, down, or diagonally. The nine-square grid requires three in a row; the sixteen one, four; and the twenty-five one, five. Instead of numbers, one might use verbs, or nouns, or almost anything.

The new ideas include the creative use of forced standing, the use of magazine pictures, *gairaigo* and basic conversation.

Forced standing is based on the idea that in Japan the nail that stands out gets beaten down. Students will do anything to sit down. The teacher says, "You may not sit down until you..." The part that follows is variable. You cannot sit down until you have introduced someone in the room and say what he or she did yesterday. You cannot sit down until you tell us what you can see. Teachers can probably imagine more possibilities.

The USC of magazine pictures has a long history. The teacher passes out pictures and asks the students to do certain tasks. Mr. Wiig gave us pictures and asked us to write five each of verbs, colors, nouns, plus three adjectives, and one sentence. For more advanced students, the instructions might be to construct a dialogue. It is important to choose pictures that lend themselves to such activities. They should show action and spark the imagination.

*Gairaigo* would be an interesting unit for many Japanese, especially because many people assume that a *gairaigo* is good English. Let me quote Mr. Wiig's exercise.

romanized Japanese	as heard by native speaker	true meaning
1. BAITO	bite	a. to leave
2. SHATSU	shots	b. to grip or tear with
3. ZERII	jelly	c. a large splendid residence with pool and driveway
4. KURIIPU	creep	d. an instrument to open and close a door
5. KARUPISO	calpis (sic)	e. a substance similar to jam
6. DEPAATO	depart	f. a metal container to cook in
7. PANKU	punk	g. a hoodlum type
8. PAN	pan	h. cow urine
9. HANDORU	handle	i. a detestable person
10. MANSION	mansion	j. injections

The version that Mr. Wiig gives to the students is in Japanese; this translation was prepared specially for the presentation. Students have to match the romanized Japanese with the true meaning. A twist on *gairaigo* is to give Japanese words which have become English. i.e. are listed in Webster's dictionary. They are koto, tsunami, shoji doors, sukiyaki, samurai, kimono, karate, bonsai, obi, and banzai. Students receive definitions in Japanese and have to come up with the English.

Mr. Wiig believes that his students should know certain conversational phrases, and he works on these the whole year. One part of his conversation lessons has the objective of purging the standard pseudoconversation:

Hello, how are you?

I'm fine thanks. And you?

I'm fine thanks.

That's good.

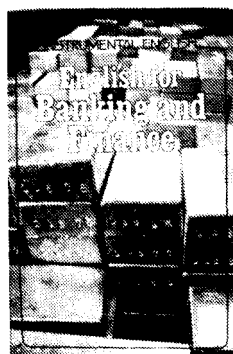
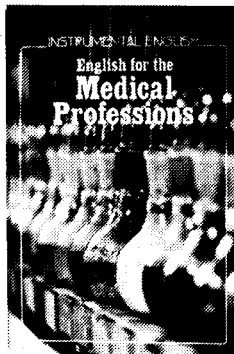
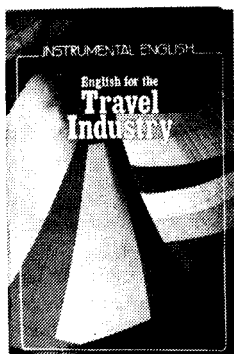
He teaches various ways of answering: wonderful, pretty good, not had, o.k., so-so, not so good. In another lesson for first year students, he hands out a sheet with ten questions such as: How are you? Where do you live? etc. He then works on this list the entire year. Finally, he has students ask and answer about likes and dislikes. "I like Barbra Streisand. Do you like Barbra Streisand?"

This was the end of the presentation. Most

(cont'd on p. 25 )



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(cont'd from p.23 )

people seemed to have a good time. If high school and junior high school teachers could (or would) use some of his ideas, students would benefit greatly.

### EAST KANSAI MINI CONFERENCE

Reviewed by Juro Sasaki, Kyoto

East Kansai Kyoto Chapter held a two-day "Mini Conference" on Friday, April 29, from 9:30 a.m. to 6:30 p.m. and on Saturday, April 30, from 9:30 a.m. to 12:30 p.m. at the Nashinoki Gakusha Campus of Doshisha Women's College. There were thirty presenters and more than a hundred participants.

Dr. James Nord of Michigan State University gave the keynote address on the first day of the conference. His academic career includes a Baccalaureate from the United States Naval Academy, Annapolis, a Master's Degree from Michigan State University, work as a Specialist at the University of Paris, Sorbonne, and a Doctorate in Educational Technology from Michigan State University. Presently Associate Professor at Michigan State University, he has spent two periods as a Visiting Professor at Mie University, Tsu. His lengthy list of publications comprises several books including the forthcoming *English Alone* from Pergamon Press, Oxford, and many bulletins and articles on a wide variety of aspects of ELT. He has served

on many committees, and given many presentations at academic meetings. JALT is indeed lucky that he is currently Chairman of the JALT '83 Committee.

In his address, he mentioned that industrial society has advanced to an information-centered society, and with the advent of the information revolution, the world has started shrinking. People are in more contact with each other through language than ever before. There is the tendency in all the societies for people to become more open. Recent technological change has resulted in the predominance of aural language over the written form. Linguistic cognitivism is now being replaced with linguistic behaviorism. The listener's feed-back is crucial. Emphasis should first be put on listening, because like a thirsty man in the middle of an ocean, we are surrounded by a sea of sound. However, only being exposed to sound is not learning.

What is language? Language is something growing in our head. It is fusion of word and meaning. People can learn by hearing and seeing. Communication is the transfer of information, and words simply help this transfer, not convey information. Information has its own meaning in a certain situation, and the meaning is in people's minds. Speech is thought and thought is speech. Information just does not come to us. We are all active seekers of information. We seek it, find it, and take it into ourselves. It is a myth that physics is a model for science, for it deals only with external energy, not human internal energy. As we anticipate

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information, and create ideas in our mind, the connotation of information is variable, depending on the viewpoints of the speaker and the audience.

If one goes to a language conference expecting to learn new practical classroom techniques, and finds that the presenter at a session is giving a lot of theoretical ideas, then disappointment and conflict might occur. This too could be relieved somewhat if the role of viewpoint were better understood.

If a student enters a class assuming that learning a language means speaking a language, and the teacher assumes that the best way to learn a language is through listening practice, then confusion and disappointment might arise on the part of both teacher and student. And both are likely to be frustrated if language examiners test only written grammar.

A language cannot be understood from its syntax, vocabulary and orthography alone, for it is also conditioned by the way we look at things. A conference is similar. Much disagreement, confusion, disappointment and conflict arise from differing or unclear viewpoints between presenter and audience. Yet much can be clarified, and often simplified, by a slight shift of viewpoint.

For those who wished to appreciate a conference better, a performance matrix was presented and explained. This matrix was intended to help the audience classify points of view and thus aid in the ability to shift points of view.

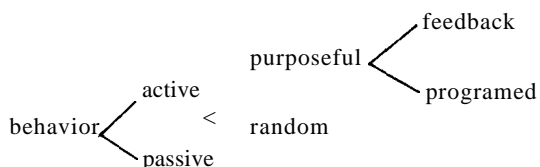
A performance matrix where teaching of language is developed contains six levels, philosophical, cultural; institutional, strategical, tactical, and logistical. Dr. Nord suggested in conclusion that translation is a coding process, and that it is an obstacle to developing the student's ability to listen.

recent years, which focus on listening, leave the student "like a thirsty man in the middle of the ocean. . . surrounded by a sea of sound unable to digest a drop."

In the best evidenced portion of the presentation Dr. Nord argued that mere listening could not be equated with comprehension. He showed what parts of the brain are activated by different language activities. Listening (aural discrimination) is not aural comprehension and therefore not learning.

What the listening approach fails to do is to look for learning where learning is taking place. The listening school also fails to develop a proper model for human behavior that explains the way we learn language. The inadequacy of the behavior model then results in inadequate methods of instruction.

Where the model of behavior used by the listening approach considers only passive behaviors, the model used by advocates of the Comprehension approach looks like this.



The active, purposeful, feedback mode of behavior best describes what takes place in a learning situation.

Whatever the materials or activity, teachers should tighten the feedback loop. If we made the student aware of comprehension errors (through corrections, testing) he/she will be able to understand better and learn more quickly. Since language learning also requires language differentiation, Dr. Nord also recommended the use of materials with a 70-90% correct selection range to avoid the stimulus generalization that results from anxiety that learners experience when errors are called to their attention.

Because language learning requires an ability to (1) decode, (2) anticipate and (3) detect errors, Dr. Nord advocated a re-apportionment of classroom time to develop these skills before honing conversation skills. Dr. Nord concluded that the more we de-emphasize expressive skills (Read conversation) in the classroom, the greater a learner's expressive skills become. Disorienting? Just an altered perspective.

## KANTO

### ROD CITY

Reviewed by Walter Carroll

A city is a place where people gather to carry on commerce, to live and work, to take refuge, to build their homes, factories, offices, places of worship and education, and carry out all the

(cont'd on p.29 )

## HAMAMATSU

### THE COMPREHENSION APPROACH TO SECOND LANGUAGE ACQUISITION

Reviewed by Santiago R. Cortez

With projector, tapes, VTR deck, overhead transparencies and some interesting similes and analogies as aids., Dr. James Nord spoke and "signed" in multi-media to alter the perspective of some forty members of the JALT Hamamatsu Chapter.

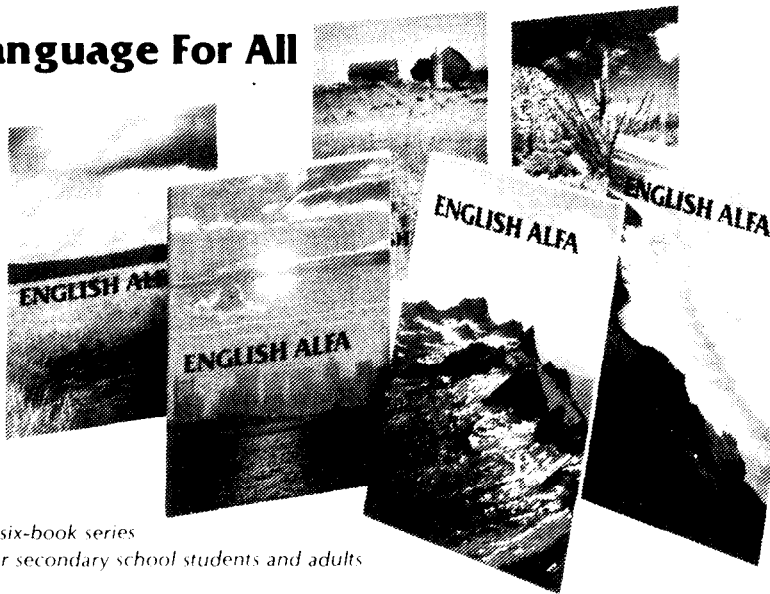
Dr. Nord first traced the shift in focus in the history of linguistics from reading to writing to speaking to listening. The recent shift from speaking to listening is based on research which indicates that good- receptive skills in language learning are the basis of expressive skills. The greater-the size of the base.: Envisage an iceberg!

Although the importance of listening skills is now a focal point of interest in the field of language acquisition, Dr. Nord seems to think that instructional materials and methods of

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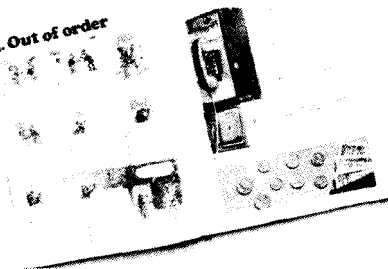
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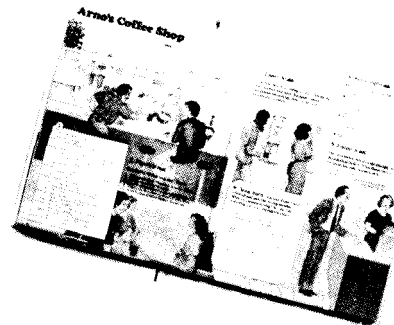
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(cont'd from p. 26 )

functions of non-agricultural human activity. Physically it is a place of buildings, streets, power lines, subways, parks, restaurants, and 'other structures which fill some human need. This is so even when the city consists of a few small wooden rods.

Rod City is an imaginary place with all the attributes of its less ethereal counterparts. It is built on a tabletop, and by a committee thus perhaps sharing some of the attributes of the camel. More than anything else, it is an exciting idea for use in the foreign language classroom -- for stimulating creativity in a multitude of ways.

This was amply demonstrated at the May meeting of the Kanto chapter by Derrold Nielsen and Bob Ruud of LIOJ. Though they have slightly differing approaches, both have been using the Rod City technique for some time quite successfully there. The name of the city comes from the use of Cuisinairc rods as the "building blocks" from which the city is formed. The rods are color coded by length, from one-centimeter cubes to one-by-ten-centimeter rectangular prisms. Originally developed for teaching mathematics, they have been adapted to a multitude of uses in language teaching. The techniques demonstrated by Nielsen and Ruud will be a useful addition to the teacher's repertoire of uses for the rods -- or perhaps an introduction to their use.

For both men, the basic technique is to have students create their own stories concerning a fictional city, which is represented by rods forming shapes. Nielsen started by building a square and naming it the "Mayfair Department Store." Laying out other squares, he got volunteer students to name their own buildings. In this demonstration, he ended up with four department stores facing each other on the four corners of an intersection. This gives an opportunity for plenty of work with positions, directions, locations, etc. In addition to the buildings, rods were used to represent people, and their relationships, which were graphically illustrated by building steps for the "people" to stand upon in hierarchical order. This gave way to time relationships, as one character was shown moving up the ladder. He "used" to be vice-president of the department store, but is now president. Nielsen also showed us this upwardly mobile character's father, placing him on the top rung of the ladder while the current president was on the second step. The students themselves decided that the elder one had died, and the younger had succeeded to the presidency upon his death. There was even a grave created, with a cross on its headstone.

There was a great deal more to the city, of course, almost all of it a creation of the students. And herein lies one of the great strengths of this technique. The students themselves are highly

invested. They have created the city and the story that goes along with it. They thus are highly motivated: they care about what happens. This was illustrated again in the sample lesson taught by Ruud, when after the city had been built -- in three dimensions this time -- he shook the table just enough to simulate a devastating earthquake. Even before that, however, it was obvious that not only the students, but also the observers were intensely interested in what the students would make of the city and what would become of it. This level of student investment also meant that the students were willing to take risks -- that they would try out something new (it should be noted that both Nielsen and Ruud mentioned that this was easier with some classes than with others -- that some classes would brook no interference from the teacher in what they considered their own story, while others would beg for more guidance from the teacher). Another of the strong points of the technique is its flexibility: both noted that while they had targets when they went into the class -- functional; grammatical, conceptual -- the serendipity of student imagination can lead to tangents which are far more productive than the directions which teachers plan for. Learning to exploit these tangents, as well as abandoning those which prove unproductive, are functions of the teacher's experience with the technique. And from discussions generated by this demonstration, it was clear that a lot of the teachers present were planning to gain their own experience with it.

## KANTO BUSINESS SIG

### ORAL/AURAL PRACTICE FOR BUSINESS

Reviewed by Walter Carroll

Business people are a special group with special language learning needs, right? Well, yes and no. Whatever the answer, the teaching of English to businesspeople is enough of a specialty to have spawned its own special interest group, which has been meeting regularly in Tokyo since late last year.

Whatever the specialized needs of businesspeople may be, they share with all other students here in Japan a formal education in English which concentrates on translation to such an extent as to leave them with less developed skills in listening and speaking. Dealing with this deficiency through oral/aural practice for businesspeople with a low level of English was the topic of a presentation by Larry Knipping of International Management Institute.

IMI conducts programs for a number of companies and has developed a text it calls Sound Education. The text is available only to the instructor -- student reading and writing is kept to an absolute minimum. Lessons start from the basics -- practicing individual phonemes which are critical problems for Japanese speakers, and build up to structure and communicative activities. So that both teachers and students know

(cont'd on next page)

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what to expect, each unit is consistent, using the same type of exercises, and instructors are trained to use the same methods of correction.

A brief demonstration lesson showed the rapid pace Knipfing uses to break students of the habit of translating and to maintain a high level of interest - "students like speed," he says. The vowel sound represented by /iy/ was the starting point. Production was illustrated with a drawing of the head, with jaw, lip and tongue position noted. The sound was practiced in an exaggerated manner, then in words, while Knipfing encouraged loudness and diaphragm support, the lack of which in students all teachers will be familiar with. Much of this work was done with the "students'" backs turned in order to keep them concentrating on listening to the sounds and not on picking up visual cues. One of the few exercises involving writing was a rapid-fire spelling dictation, of familiar words containing the target sound. Done three times in different order and at increasing speed (enough that native speakers had a hard time keeping up), this exercise is to associate roman letters with the sounds as well as preventing translation. Extending this work with sounds, as well as working on concentration and retention, a series of six unrelated sentences containing the target sound were memorized and repeated. Had we been a real class, practice would have extended into more meaningful communicative exercises as well, utilizing dialogues, role plays, idiom practice, etc. It is at this point, of course, that more strictly business oriented content comes in

People in business have their specialized needs for English, but at the same time they have to learn how to recognize and produce clearly and accurately the sounds and structure patterns of English. This is clearly the goal of Larry Knipfing and the IMI Sound Education Program.

.....  
**WEST KANSAS**

### TESTING RESEARCH

**Reviewed by Jack L. Yohay**

Professor John W. Oiler (rhymes aptly with "scholar", not with "roller", though at times he did have his audience "rolling in the aisles") of the Department of Linguistics, University of New Mexico, has what he modestly terms a hunch that language teachers could benefit from what story-writers have to say, that perhaps language teaching should be more like story writing than grammatical analysis. Though lacking aisles to roll in, a packed gathering of over eighty at Osaka's Umeda Gakuen on May 29 were nonetheless regaled by the way Dr. Oiler, not unlike a master story-teller himself, spun his way through a cogent outline of trends in testing research. He set out four working premises, hypotheses concerned generally with language use and acquisition, and particularly with second language acquisition. From these he served a distillation of eleven principles to guide the choice and adaptation of methods.

Though, as Krashen has pointed out, linguistic theory has greatly influenced language teaching,  
(cont'd on p. 32)

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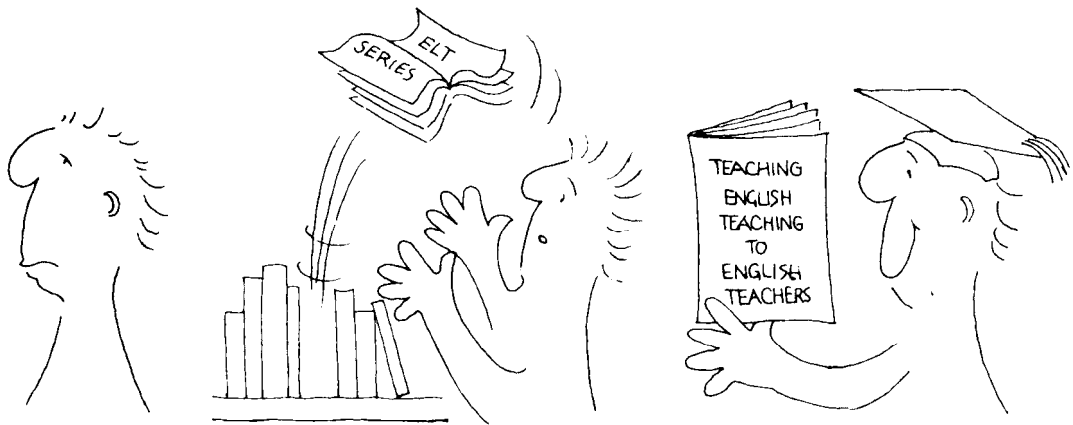
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**Pronunciation Skills**, by Paul Tench, describes how from the teacher's point of view phonetic language can be usefully applied in the classroom. Should students have their books open? Should they be taught the English "R"? Should the teacher bother with intonation? This book presents a basic teaching strategy that explains why and why not.

**Teaching English Writing**, by Anita Pincas, follows the principle that writing should be more than a reinforcement of lessons in vocabulary and grammar.

Books in production to extend the series include:

**Look here! Visual Aids in Language Teaching**, a well-illustrated book, by Betty Morgan Bowen which uses amusing and relevant drawings to amplify rich lesson plans and teaching ideas aimed at the full exploitation of visual material.

**Language Learners and Their Errors**, in which John Norrish examines the output of the learner when faced by a new language.

**A Language Testing Book**, by Andrew Harrison is full of practical suggestions and examples for setting, administering, marking and Interpreting your own tests.

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(cont'd from p. 30)

there has been little influence in the other direction.. Similarly? though testing research has been influenced by linguistics and the classroom, it has had little impact on teaching practice.

In the "prescientific" testing period, students were expected to know about language: rules, spelling, morphology, pronunciation and stress, surface syntax. Communication and the constraints that the world of experience places on what can be done and said were ignored. Though the emphasis on surface syntax is still with us, this type of testing, says Dr. Oller, is today properly despised, though it might be overly optimistic to say that it will pass from the scene.

The structuralist-psychometric period (approx. 1950-65) was the heyday of contrastive analysis, phonemes, minimal p&r drills and the like, and its influence still prevails in many parts of the world. This emphasis improved our knowledge of structure and grammatical function, but not pragmatic function. Pronunciation pairs, count and non-count nouns, etc. were presented without any conceptual base, without any relation of the elements of language to the elements of experience. By itself, the surface function of language has no meaning, and yet most foreign language teaching "drowns" the student in surface forms and for this reason fails. (Here, Dr. Oller vividly pantomimed the act of holding a helpless student under water.)

The integrative-sociolinguistic trend dates from about 1965. It became obvious during this period that some testing techniques had unexpectedly worked well. The Dictation and the Cloze had been designed primarily for practice, and it was only incidentally that they were found to have high reliability and validity in measuring proficiency. The Oral Interview, opposed earlier by such people as Lado on the grounds that it put too much pressure on examinees, in fact proved not only successful, reflecting that many true-life situations involve pressure, but also popular with students, who thought it was fair and conformed to what they expected to have to do with the language. Still another technique that was shown to work was elicited imitation. This involves relating a story the tester has told, to a second examiner. Why these worked has not been resolved theoretically. It does seem clear, however, that necessary to any test are time and meaning restraints. A test must be oriented to the extraction of meaning: the relating of the facts of experience to the utterances of the text.

The newest approach is the pragmatic-textual, with which Dr. Oller is most deeply involved. "Text" is any discourse, any verbal material which is sequential and logical. Inspiring this approach are British textbook linguistics and (largely) American artificial intelligence research, deriving from the need to program computers to understand the world of experience as humans do and relate this to discourse in a language.

The input hypothesis, best articulated by Krashen, says that for language acquisition to occur, the student must have access to comprehensible input, and must make sense of this

input and convert it to intake. One who has done this has acquired language. What is uttered is text, and this observes grammatical principles. The bedrock of Dr. Oller's thesis is that the facts of experience themselves have a logic, a grammatical structure which cuts across all cultures. Text must spring from the facts of experience, and acts upon it. At the moment he is trying to learn how this linking of utterances to experience is established, how input becomes intake.

Dr. Oller related an anecdote about how his three-year-old son acquired a minimal pair in a way isolated classroom teaching could not compete with. The boy, out on a drive, appeared to have said "I want my coat." "But son, you have your coat on!" Mrs. Oller quickly realized it was a soft-drink the child was after. Said his father, "You want your coke," emphasizing the "k". Some days later, having digested this, the boy approached his father and said, "Your real name isn't 'Daggy', is it? It's 'Daddy'."

A foreigner in New York saw a sign BUS STOP - NO STANDING and in compliance sat down on the curb. Though he had decoded "Bus-stop" correctly, he lacked the deep structure and experience to interpret "stand" appropriately.

The notion of a logic, a grammatical structure, to experience itself is the textuality hypothesis. If there is no structure, we could not call it experience. A mentor of Dr. Oller's, driving at 70 m.p.h., lit a cigarette with a brand new lighter, shook the lighter out and threw it out the window. His actions had followed an ordered neuropsychological sequence. By not dividing the source of his light into cheap and expensive, he made what in language would be a lexical error. Unless we posit propositional operations such as prediction (the match is burning), negation (shaking out the match), presupposition (spent matches are worthless) and the like, it will not be possible to explain ordinary events.

This textuality hypothesis is a corollary to one which relates to the use of language in ordinary discourse, the expectancy hypothesis. If we hear "the lighter was lost by. ." we expect to hear who by, but if we get "the roadside" we are mildly surprised. Something happens to our cognitive momentum. Discourse processing depends greatly on the correct anticipation of elements in sequence. This is violated constantly by language teaching material with its emphasis on syntactic form. Material which respects the textuality of experience will help intake.

If discourse is meaningful it is easier to understand, and convert to intake. This best occurs in longer units which are episodically organized. This is episode hypothesis. Acts and utterances are motivated. In real life a passenger on a plane is hardly motivated to ask the stewardess if her friend is older or younger than she is, as appeared in a particular textbook. The dialogue was not unidiomatic and had its pedagogical aims, but was an unrealistic representation of real experience.

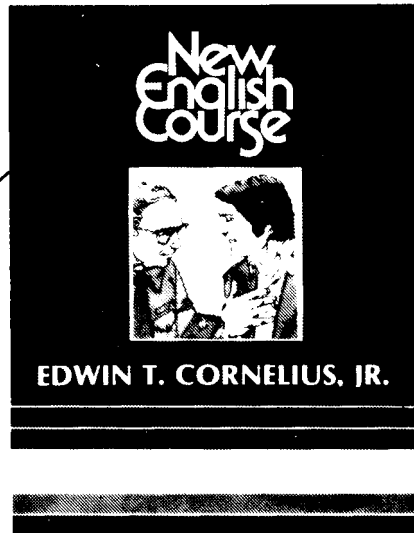
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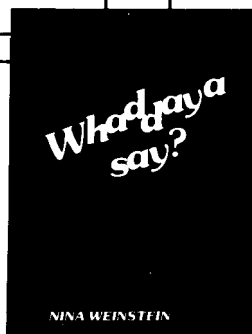
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(cont'd from p.32 )

At the end, Dr. Oller gave eleven practical principles:

1. Respect logic and causality.
2. Be aware of plans and goals (not only of the story but of the students).
3. Use surprise value and conflict to motivate learning. These derive from textuality and expectancy hypotheses.
4. Operate with facts or believable fictions.
5. Don't ask students to comprehend nonsense. These can be traced to input hypothesis and the correlative notion of pragmatic mapping.
6. Find interesting characters.
7. Look for meaningful conflicts.
8. Find material with action (Dr. Oller cited Earle Stanley Gardner as being exceptionally

good here). These are based on episode hypothesis.

9. Ask leading questions to increase comprehension.

10. Ask a variety of questions on the same material.

11. Go over the material a number of times. Dr. Oller's "Story Writing Principles and ESL Teaching" in the TESOL Quarterly, March 1983, set these hypotheses out.

This presentation rounded out a "double-header" opened by Bill Bliss, Deputy Director, International Catholic Migration Commission, Philippines RPC ESL/CO Training Program for SE Asian refugees. He outlined his text "Side by Side" and its new companion "Line by Line" co-authored with Steven J. Molinsky and published by Prentice-Hall.

# Bulletin Board

## CONFERENCE ON APPLIED LINGUISTICS

Seventh World Conference on Applied Linguistics, 5-10 August 1984. Theme: the contribution of applied linguistics to international understanding. Next information announcement, Sept. 1982. Deadline for papers, 1 Jan. 1984. Address: AILA World Congress 1984, ITO/VUB, Univ. of Brussels, Pleinlaan 2, B-1050 Brussels, Belgium.

## 'TELL' WORKSHOP

Tokyo English Lifeline (TELL) will sponsor an INTENSIVE JOURNAL Workshop, a creative way of working with yourself to remove blockages and clear the way for the next step in life. It will be conducted by Dr. Marie Mosbach at Ichigaya Lutheran Center, Tokyo on August 12, 6-9 p.m., and August 13, 9 a.m.-9 p.m. Fee is ¥16,000 and there is a maximum of 40 participants. Deadline is August 1. For further details, call TELL at (03) 264-4347 between the hours of 9AM to 1PM and 7-1 IPM. TELL is a non-profit telephone counseling service for the foreign community.

## DRIVING TO JALT '83

The campus of Nagoya Shoka Daigaku is near the expressway and offers almost unlimited parking. However there is only one reasonable hotel in the area. It is the Sun Plaza Hotel. We have *not* reserved a block of rooms and you cannot pay for it on the conference yubin furikae. The telephone number is 052-774-0211. This is a new hotel but not especially large (29 twins and 5 singles plus some Japanese style rooms) so make your reservations early!!

## SMALL GRANTS FOR RESEARCH IN LANGUAGE LEARNING AND TEACHING

### Application Information

#### Eligibility

The applicant must be a JALT member in good standing.

#### Use of Funds

Funds will be granted for supplies, printing, postage, transportation, and limited student help, but not as wages for the applicant.

#### Application Procedure

Applicants must submit a request stating the amount desired along with a summary of the proposed research project to the president by September 1, 1983. The applicant should state specifically how the funds are intended to be used.

#### Decision Procedure

A committee appointed by the president will examine all applications and make recommendations to the JALT executive committee which will decide on who will receive funds and how much will be allocated to each successful applicant. Awards will be announced at the annual meeting in September.

#### Follow-up Report

The awardee is required to file the results of the study by November 1 of the following year. The report may be in the form of an article published elsewhere, or as material for possible publication by JALT in either the *JALT Newsletter* or the *JALT Journal*.

#### Acknowledgements

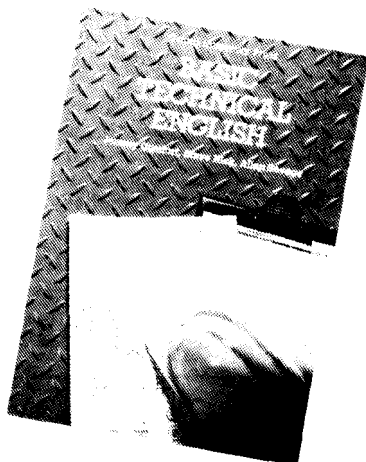
Acknowledgement that the project has been partially or totally funded by JALT, as the case may be, must accompany any publications emanating from the research project.

#### Address

Jim White, President, JALT, 1-4-2, Nishiyamada, Sayama-cho, Osaka-fu, 589.

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# NEW FROM OXFORD!

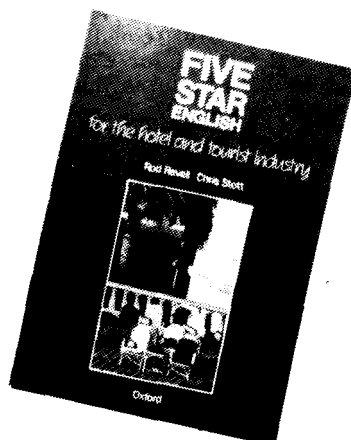


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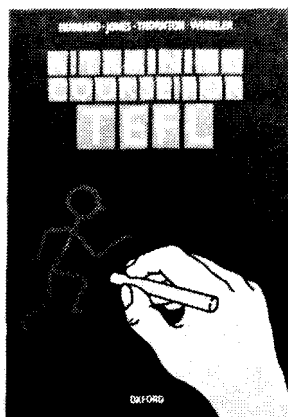


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(cont'd from p. 34)

### APOLOGY

The JALT Newsletter would like to apologize to Prentice Hall and to our readers, who for lack of a mirror, could not read the advertisement last month for *Communication Skits*. The ad has been re-run in this issue in the form originally intended.

### TORO METHOD TEACHER TRAINING COURSE

The next TORO Method Teacher Training Course will be held in Tokyo for three days (from 9 - 5) during the last week in July, probably at Kay Anna's English School near Mitaka Station. This course is especially helpful for those teaching children: how to teach pronunciation, grammar, sentence-building and games, how to plan a curriculum, etc. All nationalities welcome. For registration information: Toyotaro and Elizabeth Kitamura (06) 841-9043.

### HELP JALT GROW

Encourage your colleagues to join JALT!

Does your library subscribe to JALT publications? Subscriptions are available commercially through Yohan.

### BRITISH COUNCIL REGISTER OF TEACHERS

The British Council is setting up a register of British English Language Teachers in Japan in order to act as a clearing house for information with regard to events, materials, teaching posts, etc.

Any British teachers currently in Japan who would like their names to be added to this list should write to the British Council giving their name, address, phone number, date of birth, qualifications and current position.

## Positions

(TOKYO) Sumitomo Metals Industries, Ltd. has a full-time opening for a qualified English language instructor with an M.A. in TESOL at our Tokyo Head Office. Candidates with some teaching experience and experience living and working abroad preferred. Job description includes teaching company employees, developing materials, correcting correspondence and reports, and administrative work.

For further information, call Mr. Yoshikawa, Tokyo Personnel Section, at (03) 282-6120, or Mr. Ando, Personnel Development and Education Department, Osaka Head Office, at (06) 220-5723.

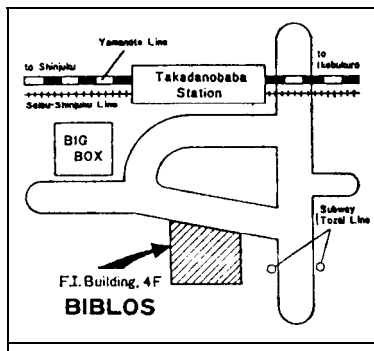
## YOSHO BIBLOS STARTS A NEW BOOK CLUB

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# Meetings

## CHUGOKU

Topics: Taking the Learners Seriously: Implications for Teaching English  
Video Materials for Conversation Classes

Speakers: Dr. Walter Enloe and  
Dr. Charles Wordell

Date: Sunday, July 10

Time: Dr. Enloe, 1:00 - 2:30 p.m.  
Dr. Wordell, 2:45 - 4:00 p.m.

Place: Hiroshima YMCA, 4th Floor

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

Info: Marie Tsuruda (082) 228-2269

Dr. Enloe's talk will focus on the assumptions teachers make, often implicitly, about the learner and the learning process. He will survey three typical learning theories and their corresponding teaching methods. Finally he will show how developmental psychology's current knowledge suggests an activity based, learner centered pedagogy.

Dr. Wordell will describe and demonstrate several techniques for adapting commercial television broadcasts for use in the conversation classroom. The chief method, which he devel-

oped while teaching at colleges in Hiroshima, is "Soap-Opera English," in which dialogs from American soap-operas are used in place of textbook dialogs. Three other methods are described: "Tell What Happened," "Explaining Japanese TV to a Foreigner," and "Bilingual News."

Dr. Walter Enloe received his Ph.D. in Human Studies at Emory University specializing in Literature and Developmental Psychology-Education. For the past 14 years he has taught kindergarten through 12th grade, and presently is Principal at Hiroshima International School.

Dr. Charles Wordell received his Ph.D. in English from the University of Chicago in 1982, and has taught at Yasuda Women's University since then.

## KANTO

Topic: Discovering alternatives in teaching

Speaker: John F. Fanselow

Date: Sunday, July 31

Time: 10:00 a.m. - 12:00 noon  
1:00 - 4:00 p.m.

Place: Keihoku High School (near Hakusan Station, Mita line), S-28-25 Hakusan, Bunkyo-ku, Tokyo, Tel.: 941-6253

Info: Philip Hall (03) 454-6453  
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# Meetings.....

(cont'd from preceding page)

meeting will be donated to the national organization to cover the speaker's overseas travel expenses.

Usual discussions of teaching consist mainly of cliché's – general, often meaningless, terms such as reinforcement, method A or B, involvement, communicative, feedback. The discussions also usually involve the advocacy of one practice over another.

In this workshop, an alternative model for discussions will be developed, substituting specific non-judgmental descriptive terms for clichés and substituting alternative activities and actions for judgments. Using new terms to analyze exchanges and activities in classes and in non-teaching settings, participants will both learn ways to see their teaching differently and to discuss alternatives on their own and with their colleagues.

Intending participants at this workshop should particularly note that it may be possible to have their attendance counted as graduate credit towards an M.A. in TESOL. Although not all institutions are currently prepared to accept transfer credit, many do.

The next meeting of the KANTO SIG for Teaching English to Business People will take place on Saturday, July 9 from 2 to 4 p.m. The location, as usual, will be:

Kobe Steel Language Center, Tatsunuma Building (5th floor), 1-3-19 Yaesu, Chuo-ku, Tokyo 103. Tel: (03) 281-4105. The building is on a corner, and 'the entrance is from the side street, not the main street. A landmark is the Aeroflot (Soviet Airlines) office, which is in the same building, at street level.

The topic will be the video course "Bid for Power." Anyone who is using or plans to use this course, or is simply interested in the topic, is welcome to attend the meeting. Various ways of using "Bid for Power" will be discussed, and it is hoped that as many people as possible will bring along samples of lessons and supplementary material which they have devised.

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

## SHIKOKU

Topic: Well, what I do is ...  
 Speakers: JALT members  
 Date: Sunday, July 17  
 Time: 2:00 – 5:00 p.m.  
 Place: Kagawa University Education Department, Saiwai-cho, Takamatsu  
 Fee: Members, free; Non-members, ¥500  
 Info: Betty Donahoe (0878) 61-8008  
 Michiko Kagawa (0878) 43-5639

By popular demand, July's meeting will be quite different from our usual meetings. It will provide an opportunity for JALT members to discuss problems they have encountered in their

language teaching and to share various solutions and ideas. It should also give us all a chance to get better acquainted. We are planning to organize into four discussion groups: Junior High School, Senior High School, Commercial Language School, and Teaching Children, but the format will be flexible. If you have prepared any teaching aids which you would like to demonstrate or display please bring them along.

## TOKAI

Arrangements for our July meeting are still pending – so there will be further communication nearer the date by postcard and the press.

## WEST KANSAI

Topic: Discovering alternatives in teaching  
 Speaker: Dr. John F. Fanselow  
 Date: Sunday, July 24  
 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  
 Vincent Broderick, 0798-53-8397

Dr. Fanselow, who teaches at Teachers College of Columbia University in New York City, will share his many years of experience and extensive knowledge of the ESL field with us again this summer. Those who were able to attend his summer workshop a few years ago will remember the energy and enthusiasm he was able to relay. This summer promises to be quite as fruitful.

## SIG Meetings:

Children's Interest Group: Sunday, July 24, 11:00-12:30 Umeda Gakuen, Info: Sr. Wright, 06-699-8733.  
 Teaching English in a Business Environment: Sunday, July 24, 11:00-12:30, Umeda Gakuen, Info: David Baird, 078-801-1112 (days)  
 Teaching in Colleges and Universities: Sunday, July 24, 11:30-12:45, Umeda Gakuen. Info: Jim Swan, 0742-34-5960.  
 Teaching English in Schools: Wednesday, July 20, 6:30-8:00 p.m., Center for Language and Intercultural Learning, Info: Keiji Murahashi, 06-328-5650.

## SIGs Special Announcement!

The Children's Interest Group will be presenting a talk by Mr. Raymond G. Levi on Education through Music (ETM), Friday, July 22. ETM uses song-experience games to facilitate children's growth in social interaction and language development. It also provides the teachers with ways to create an effective learning environment and helps the child to develop critical thinking skills.

Mr. Levi is an open classroom teacher in Oberlin, Ohio, curriculum planner and teacher of English as a Second Language at Oberlin College, as well as workshop clinician for the Education through Music program in the Midwest and

# Meetings.....

Eastern Canada.

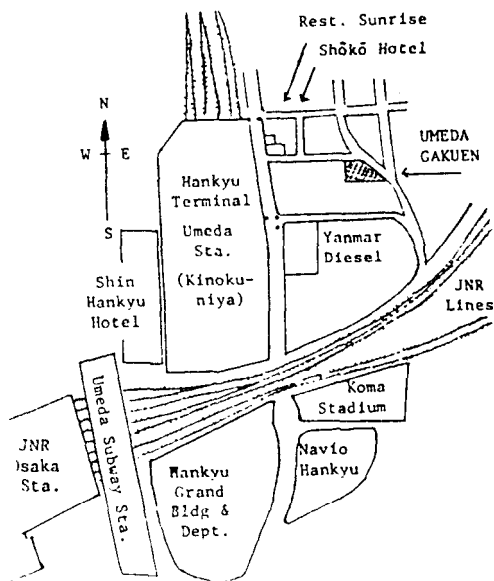
Date: Friday, July 22

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

Place: Umeda Gakuen (St. Paul's Church), 2-30

Chaya-machi, Kita-ku, Osaka

Info: Naoko Rnhh. 0720-45-1 874



## WEST KANSAI SIG MEETINGS

### Teaching English in Schools

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

### Children (two meetings in July)

Friday, 22 July

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

Place: Umeda Gakuen

Topic: Education Through Music, a presentation by Raymond Levi

Info: Sister Wright, 06-699-8733

Date: Sunday, 24 July

11:00 a.m. - 12:30 p.m.

Place: Umeda Gakuen

Topic: Feedback from the 22 July meeting and planning for the JALT '83 presentation

Info: Sister Wright, 06-699-8733

### Teaching English in a Business Environment

Date: Sunday, 24 July

Time: 11:00 a.m. - 12:30 pm

Place: Umeda Gakuen

Topic: "What does the company expect from

Info: Scott Dawson, 0775-25-4962

### Teaching in Colleges and Universities

Date: Sunday, 24 July

Time: 11:30 a.m. - 12:30 p.m.

Place: Umeda Gakuen

Topic: Informal ran session

Info: Jim Swan, 0742-34-5960

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