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JALT Interview

LANGUAGE TESTING

An Interview with John Oller by Steven Ross

One might associate the cloze procedure with Wilson Taylor and Gestalt Psychology, or dictation with the centuries old teaching and testing procedure characteristic of early French language education. But many language teachers and foreign language testers have come to think of the work of John W. Oller when these testing procedures are mentioned. Indeed, with more than one hundred publications dealing with testing second language proficiency, Professor Oller is recognized the world over as an authority on this aspect of language education.

John Oller taught Spanish and French at the high school level before completing a PhD in linguistics at Rochester University. He was an assistant professor of applied linguistics at the University of California at Los Angeles before moving on to the University of New Mexico where he is now professor in the Department of Linguistics.

Professor Oller's most recent work on language testing includes ***Language in Education: Testing the Tests*** (with Kyle Perkins, Newbury House, 1978), ***Language Tests at School*** (Longman, 1979), ***Research in Language Testing*** (with Kyle Perkins, Newbury House, 1980) and ***Issues in Language Testing Research*** (Newbury House, 1983).

SR: The British and North American emphasis on testing English as a second language has recently been directed toward testing communicativecompetence. Has this emphasis on communicative testing, in your opinion, reached countries where English has traditionally been taught in the schools as abstract linguistic system?

JO: I think we need to make a distinction between communicative competence which I would define as knowing the language, and what Krashen has called 'learning' or knowing about the language; knowing certain rules, knowing vocabulary or being able to talk about the language in an abstract sense, what has been called an 'algebraic' knowledge of English. It seems to me that the proper time to do the kind of analysis that most language teachers attempt to do at the beginning, where one would start picking the language apart looking at its internal structure, would be only after when a student knows the language well enough to do it in the target language. That is, to do the analysis through the medium of the target language. The weakness in knowing 'about' a foreign language is that grammatical knowledge is of little real use when a person is trying to use the language for communication.

SR: But linguistic analysis as language teaching is useful in a psychometric sense in that administrators can easily separate those who know the discrete points of grammar from those who do not. Those who 'know' the structures will be admitted to certain universities and those who do not know the grammar of English so well go to less prestigious schools.

JO: So it has its instrumental value. But suppose that English were taught as a system of communication instead of as an abstract

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system. The question would be if we would be handicapping the students by not preparing them for the college entrance examinations. My guess is that these students would still exceed the performance of those students who know 'about' English even on the types of examinations that 'linguisticians' have created to match the freakish expectations of foreign language classrooms. Let me give you an example of such a test. 'Where do you place the main stress in the word *elevator'?* What does a first year high school student need that for? He would need to know how to use the word elevator in some communicative way, not to be able to provide an abstract analysis.

SR: Four main trends in language -testing are often mentioned in the testing literature. How have these evolved?

JO: As heretical as it may sound for me to say this, the characterization of four consecutive periods in language testing is somewhat overly optimistic. Actually, there is little or no evidence that wide spread teaching and testing has made much of the progress that is suggested in the three or four distinct stages going from the 'pre-scientific' to the structuralist-psychometric to an intergrative-sociolinguistic trend and, the one I suggested, the pragmatic-textural trend. I think we would have to say that the three or four trends are to a large extent a polite fiction that expresses an unrealistic optimism about language teaching and testing. If one looks in the schools and sees what people are teaching and testing, there is very little evidence that much progress has been made in the last ten or twenty years.

SR: Perhaps the reluctance to change testing strategies revolves around the considerable amount of debate between those who endorse the use of discrete point tests and those who prefer the intergrative-sociolinguistic or pragmatic tests. Has any accord been reached on this issue among test researchers?

JO: Yes, I think there is a lot more agreement about the proper relationship of what was formerly called discrete point testing and what has been called integrative testing. Not all the testers have adopted the same terminology, but I proposed the term pragmatic tests which were tests that require the pro-

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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 langauge 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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The Japan Association of Language Teachers is a not-for-profit organization of concerned language teachers who want to promote more effective language learning and teaching. It is the Japan affiliate of TESOL and FIPLV. Through monthly local chapter meetings and an annual international conference, JALT seeks new members of any nationality, regardless of the language taught. There are currently 13 JALT Chapters: Sapporo (Hokkaido), Sendai (Tohoku), Tokyo (Kanto), Hamamatsu* Nagoya (Tokai), Kyoto (East Kansai), Osaka (West Kansai), Okayama*, Takamatsu (Shikoku), Hiroshima (Chugoku), Fukuoka, Nagasaki, and Okinawa
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cessing of discourse or text under normal temporal constraints in order to obtain meaning. If a tester uses tests such as these, he can achieve all of the purposes of discrete point testing in terms of the diagnosis of specific morphological, phonological and lexical problems. One can also achieve the aim of pragmatic testing which is to assess the communicative ability or proficiency in the use of language for communicative purposes.

I would still insist that the discrete point method of testing which advocated the testing of items in isolation from the context of experience is flawed in the same way that most foreign language teaching is flowed. It fails to respect the fact that people don't communicate outside the world of experience. ii the world of experience is missing from the test item, then it seems to me that the test lacks construct validity; it is not a language test.

SR: You've recently written that certain tests such as essay writing, cloze tests, dictations, oral interviews and elicited imitation are pragmatic tests. What do they have in common?

JO: Well, they aren't ***necessarily*** pragmatic tests. They are pragmatic only when they meet what I've called the two natural pragmatic criteria. The first is a time requirement. The processing of the language has to be done under normal time constraints. Not all integrative tests are pragmatic but all pragmatic tests are integrative. One could say that pragmatic tests are a subclass of integrative tests. Namely, they are that subclass which meets the temporal processing constraint and a meaning requirement. This refers to the world of experience, that when we say something we say it within the meaningful context of experience. If this meaningful context is missing, even though the test may be highly integrative, it does not qualify as a pragmatic test. This same principle can apply to foreign language teaching too. We could say that there is pragmatic teaching. The same requirements would apply. I think that research in language learning will emerge to make this whole distinction clearer.

SR: Would you elaborate on the relationship between pragmatic tests and what you have called the general factor underlying proficiency?

JO: The general factor is apparent in the correlation across distinct types of langauge tests. It is very obvious that there is a general factor by looking at the raw correlations between various kinds of language tests. And in fact, it was fairly well known even before the evidence amassed in language testing became so prevalent. One research project after another kept turning up this evidence in the late 60's and early 70's. The general factor become most apparent during the integrative-sociolinguistic trend in language testing.

There are, however, other theoretical reasons to expect a general factor to emerge independent of the correlations themselves. For example we know that listening requires grammatical knowledge. This is the same grammatical knowledge that is employed in reading and speaking and writing. All of the skills require a grammatical system that is internalized and functions when we psycholinguistically process any foreign language. This internal system has to function across the four skills. This is not to say that there are no listening comprehension phenomena distinct from, say, speaking. But there is an independent theoretical argument which shows that regardless of what the correlations might show, a reasonable theory has to predict that there is a general factor or common competence underlying the four skills.

SR: In your most recent Newbury House publication *Issues in Language Testing Research,* a few researchers, for example Bachman and Palmer, Upshur and Homburg, Farhady and John B. Carrol, have called into question the strongest form of theory you formulated in the last five years. Do you think that the evidence they have gathered is sufficient to justify the various arguments against the Unitary Competence Hypothesis?

JO: Actually, it is important to realize what they are arguing against. They are not arguing against the existence of a general factor of

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language proficiency. They are not even arguing against the existence of a very strong general factor. Rather, they have challenged the radical interpretation of that general factor being entirely exhaustive. They are arguing against the hypothetical view that perhaps the general factor is the *only* factor that exists, that there is only one type of competence in language proficiency.

Truthfully, such a view has never been taken' seriously by anyone. It was only stated as a hypothetical extreme which needed to be dealt with in an adequate theory. In fact, the main objective of research has always been to produce evidence that would rule out this hypothetical extreme. One always wants to narrow down the alternatives in scientific research and eliminate any hypothesis that has any logical basis even if it seems empirically unfounded. If there is a logical basis that a theory could be correct, then one would want to test it out to either substantiate it or discard it.

There was a time when I thought that the empirical evidence against the Unitary Competence Hypothesis was inadequate. But it has always been the object of the research to test this hypothesis. The most recent research that Bachman and Palmer have done, what Upshur and Homburg have done, what Farhady has done and what John Carrol commented on shows conclusively that the Unitary Competence Hypothesis was incorrect. What the research does not show, however, is that a general factor underlying proficiency is any less pervasive. Bachman and Palmer tried to find a solution to a correlation matrix comprised of test data from a variety of integrative, sociolinguistic and strategic competence tests, but they could not in fact find an adequate model that could eliminate the general factor. There has never been an empirically motivated model to interpret language test data that does not include a strong general factor. I think the general factor is a grammar of expectancy or some kind of internalized grammatical system that enables a proficient langage learner to use language competently in a wide variety of situations.

What has been done recently in language testing research has resulted in a very productive advance in ruling out an extreme hypothesis which is now demonstrably incorrect.

SR: The most common point that these researchers made was that in your early studies you used Principal Components Analysis instead of Principal Factor Analysis with some form of rotation. When these researchers used Confirmatory Factor Analysis and other methods with rotations they found other factors in addition to the general factor. Has anyone been able to identify these other 'skills' or subcomponents of proficiency?

JO: The Principal Component versus Principal Factor Analysis versus Confirmatory Factor Analysis is in some ways a minor issue. In reference to the general factor, any one of those methods is sufficient to demonstrate the existence of a general factor of language proficiency. Even the Principal Components method I used in the first couple of studies demonstrated the existence of a general factor. The weakness of this method is centered around the fact that when the issue is delicate, it tends to be insensitive. It will show a general factor even though it can be readily seen in the correlation matrix. The PCA will also tend to overestimate the strength of the general factor significantly by incorporating error variance. Principal Factor Analysis eliminates this error varience at the outset, at least the obvious error variance, and therefore reduces the tendency for the general factor to incorporate error and be inflated. Confirmatory Factor Analysis goes a step further and allows you to postulate a certain constellation of factors with certain relationships with each other. Its weakness, however, is that the postulation of these factor constellations is hypothetical to start with and is based on theoretical assumptions which are usually not testable. In this sense, Confirmatory Factor Analysis does not provide an easily interpretable model. It can be tested for a goodness of fit, but, in fact, there ma

goodness of fit, but, in fact, there may exist a large number of viable models which could explain the same data. There seems to be no way to determine what the single best model might be when there is such a large number of possible models to examine.

There is a difficult problem in determining just what other factors exist in test data. I think that part of the problem is owing to the misconception that the general factor is homogenous. In fact, it is most likely a conglomerate of several factors. It logically

has to include elements of morphology, phonology, lexicon, syntax as well as elements of world knowledge and elements of strategies relating to experience. Perhaps there is no real way to even determine how many sub-factors contribute to the observable general factor. This is part of Upshur and Homburg's conclusion. They have come to believe that it is some complex constellation of factors itself.

The special factors that have been demonstrated to exist, according to Bachman and Palmer's research, include a reading factor and a separate speaking factor. They were also able to identify method factors that are associated with particular testing procedures. The method factors are generally undesirable because we would like the testing method to contribute as little variance as possible. Many of the recent studies have demonstrated that the general factor is usually so sufficiently large that the other sub-factors only account for a small amount of the total variance in the language tests.

SR: I have heard numerous endorsements of the use of cloze tests because they are thought to measure what most other batteries of tests do and measure the general factor as well. Does this particular method work as well as many people seem to think?

JO: A test should be viewed as a window, or a peep hole through which we view language proficiency. The trouble with foreign language ability is that it is multifaceted and extremely broad in its scope. Logically, looking through any single peep hole will not give a perspective of the totality that is adequate. It is probably true that most tests will, to some extent, measure a general factor. But there are some very crude tests that will do a very poor job of measuring general proficiency and no doubt some cloze tests fit into this category Someone can develop a fill-in-the-blank test based on a non-sensical text that will not work well as a good measurement. It will be an exceedingly distorted instrument through which to view the object of interest. I think we need to take great care in constructing any test, and cloze tests are certainly not exceptional. There always should be pretesting and analysis to determine if the test is at the appropriate level for the students.

ALATIS ON TESOL

This completes the article by James Alatis, Director of TESOL international, "The Evolving Definition of TESOL: The Organization and the Profession," begun in the July issue.

* * *

Linguistic Imperialism?

Painful anecdotes such as these opened our eyes to the crucial importance of the consideration of cultural differences in teaching English to speakers of other Janguages, and reminded us once more of what John Carroll, the eminent psychologist, had called: "A developmental theory of linguistic relativity."[10] It was time for TESOL to value more than ever its long held view that each language and each culture has a value in and of itself and is worthy of study for its own sake. A popularized versibn of the-attitude to which TESOL subscribes is based upon the proposition: *My* language and culture are OK. *Your* language and culture are OK. The ultimate purpose of all second language teaching is, and must be, the encouragement of bilingualism and biculturalism, the establishment of the attitude of linguistic and cultural pluralism which will lead to an "I'm OK – You're OK" attitude among all people throughout the world.

On the basis of this awareness. we in TESOL have spent a good part of our careers in trying to convince the public that the children we wish to teach are not backward, mentally inferior, or stupid, but simply ***speakers of other languages.*** Indeed, TESOL has steadfastly rejected the notion that non-English-speaking children were ***culturally*** disadvantaged. We have specifically ***rejected*** the theory that these children are victims of ***inferior*** culture, or ***inferior*** socialization by inadequate parents, or a stifling of cognitive stimulation in the preschool years, or an ***inferior*** intellectual endowment. We have ***opposed*** the isolation of these children in 'special education' classes, or special classes for the socially and emotionally disturbed. We have insisted that teachers must be ***educated,*** rather than merely trained, to respect the potential strengths of the linguistically different rather than be armed by a set of mithologies, masquerading as theories of social science, which only discourage the youth of ethnic minorities from investing in education. We have insisted that English for speakers of other languages is ***not*** synonymous with 'remedial English' or 'remedial reading' or compensatory education, but consists of a highly specialized form of English instruction.

Although TESOL professionals have been accused of fostering "linguistic imperialism" and "cultural aggressiveness" by those who feel that instruction in English is intended to replace the child's mother tongue as the language of communication, such accusations stand in direct opposition to the principles espoused by specialists in the TESOL field. Largely because of TESOL's awareness of the importance of the

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native language and culture, professionals have always held to an "additive" rather than a "subtractive" philosophy in teaching English. [11] That is, they have attempted to add a new register of language to a student's repertoire rather than to eradicate or replace a register that the student already possessed. TESOL professionals do not attempt a large-scale language switch, but are concerned with maintaining the student's contact with the mother tongue.

As a result of our growing awareness of the significance of the language and cultural values of other people, we developed an attitude toward language study which is human, humane, and humanistic. As the Executive Director of TESOL, I am proud to say that we subscribe to a philosophy of language teaching which heavily emphasizes the humanistic basis of the language profession. It defines the ultimate function of language study as an attempt: "To achieve an understanding as complete as possible, between people of different linguistic backgrounds."[12] We strongly support the notion that learning a foreign language is a "liberalizing" experience because it serves to free one from the shackles, the restraints, and barriers imposed by such limitations as confinement to a single language. We insist that even the study of language *as language* is a humanistic study; that is, all the uses and manifestations of language and linguistic communication, in all their philosophic, social, geographic, and ethnic splendor, are the basis of a humanistic discipline. Seen in this light, language study assumes a function that extends beyond academic objectives to national and international considerations. It can be charged with the task of contributing to the improvement of the human condition – indeed. even to the survival of mankind.

It is an attitude such as this that gives TESOL its prestige as an international organization with capabilities to facilitate global unity and world peace. This is no paltry slogan or vapid boast! The creative function of language as a means of building bridges of understanding between peoples of diverse linguistic and cultural backgrounds has focused the attention of many language scholars. The classic statement on this subject is that provided by William Riley Parker who, recognizing that "knowledge of a foreign language, whether slight or extensive, brings no automatic or certain sympathy with the people speaking that language," nevertheless contends that: "Foreign language study *speeds* and *increases* understanding when the desire to understand is there – speeds and increases sympathy when the germ is present."[13] He states further that "foreign language study may, and often does (although there can be no guarantee), create the desire to understand, the germ of sympathy. It may, and often does, prevent mis-understanding. Given good will, foreign language study makes possible that ready and more nearly perfect communication between peoples upon which mutual understanding depends. Given indifference, foreign language study makes possible, through better communication, the discovery of good wi11."[14]

International Education

It is also relevant to refer in this context to a special issue of one of America's foremost educational journals, Change magazine. The special issue, entitled "Educating for the World View" expanded on theories of international education, an interest sparked by the report of the President's Commission on Foreign Languages and International Studies which elaborated on the current status and future requirements of America's expertise in language and international studies.

Naturally, the question can be argued at length, and I do not intend here to dwell on the discussions contained in the Change special, issue. What is of particular interest is the interrelation which is presupposed between language studies and international and intercultural exchange, understanding and cooperation. One of the contributors to the issue, Harlan Cleveland, wrote of this interrelation in a manner which is all the more interesting to us because he is neither a linguist nor a language teacher, but a political scientist. He says:

> It is true that I have long been skeptical of the too easy assumption that linguistic skill, cultural empathy, and political acumen are likely to be found in the same package. But while language learning is not a sufficient condition for cross-cultural understanding, it is a necessary condition of global perspective. It is especially useful if the language learning is embedded in a total experience, including the learner's immersion in a situation where everybody else already speaks the language the student is trying to learn.[15]

The international need for the humanistic function of language study can be better understood only if we remind orselves of the alarming nature of the cross-cultural conflicts that continue to abound in our increasingly complex world. There is ample reason to believe that such conflicts can readily draw the superpowers into dangerously confrontational positions. At stake, thus, is not just the security of a particular country but the survival of mankind.

All of this comes about at a time when U.S. government support for English teaching activities is beset by budgetary problems. This is not a wholly new situation, but it has become aggravated over the past several years to a point where apprehensions over the future effectiveness of our efforts in this direction are bound to arise. Nor is dwindling governmental support for the teaching of English abroad confined to the U.S. Equally apparent is the diminution of the British effort in various parts of the world. It is scarcely necessary to document the details of this sad recession.

In the face of this alarming situation, it behooves us as committed educators, to use our most powerful weapon – language study – as effectively as we can to help create a sense of unity among men, which is an indispensable condition of peace and general prosperity. It is to this end that TESOL, as an international organization of educators was established, and it is to this end that it is dedicated. As such,

TESOL has a great vitality and a sense of youthful idealism that distinguishes it from other professional organizations or fields. Domestically, it is our abiding belief in equal educational opportunity – our opposition to discrimination – that gives us a special excitement and relevance. Internationally, this belief has its roots in the notion of mutual educational exchange and improved cross-cultural communication leading to world peace.

In this connection I would like to refer to a quotation from *Mexico Visto Por Sus Ninos;* these lines written by a Mexican child in *Mexico as Seen by Her Children,* a book of Mexican children's art and writing:

> I ask everybody in the world and esneciallv the Mexican people to treat one another as true brothers and I wish that discrimination between people would not exist and that there would not be any more wars between the great nations of the world because it would be a real tomb and the end of the planet earth.
>
> Out of the mouths of babes!!

This tells what TESOL and second language learning and their application are all about and exemplifies the ideology that unifies, harmonizes and strengthens us. If we can begin to express our belief that language is the key to cultural understanding, if we can educate all the nations to be aware of the dazzling diversity of cultural expression around the world, if we can demonstrate the centrality of language to quality education in general, we will begin to fulfill our mission as responsible and active members of TESOL, JALT, and the language profession in general.

It is only through genuine communication and communion among peoples that we can hope to survive or indeed, prevent, the holocaust that threatens the world today. We at this conference are in a favored position. Everyone in our profession, by attitude and training, possesses the key to bringing such communication and communion about. Let us continue not only to use the key but also to pass it on to teachers and interested persons in other fields who have similar yearnings for humanity and justice among all peoples.

Humanistic Mission

As an epilogue to the basic theme of this paper, I would like to conclude with one essential point: To fulfill the humanistic mission of our profession is not an easy task. It requires forceful and creative leadership. For this purpose, we need cooperation and unity among professional organizations. If the language profession is to acquire and maintain the intellectual strength and political power necessary in these troubled times, a new concept of the professional, and a new concept of a unified professional entity must be created. In this regard, an encouraging sign is to be found in the professional organizations of English teachers which have come into existence in various parts of the world.

Of course, these organizations do run into certain kinds of uroblems. In some countries

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COMPREHENSION TRAINING: THE "OUTRAGEOUS" HYPOTHESIS THAT WORKS

James J. Asher

It has been more than 20 years since I recommended (Asher, 1964) that the primary goal in language acquisition should be comprehension. A corollary to the Comprehension Hypothesis is that all other language skills – especially production – *will follow* once the student has internalized a genuine understanding of what people are saying in the target langauge. First, thoroughly develop comprehension, then production will follow naturally – that was the hypothesis I proposed in one journal article after another beginning in the early 1960's.

The idea of delaying production to achieve comprehension (which, incidentally follows the natural progression of events when infants acquire their first language), was perceived by 'experts' in psychology and linguists as an 'outrageous' hypothesis because it was contrary to what I call the 'talking head' model of language acquisition.

The 'talking head' model of language acquisition is still a rival hypothesis that has dedicated supporters. 'The notion is that students should come into a classroom, sit down quietly in rows, and then make noises with their mouths on cue from a person in front of the class who points at a student and says, 'Listen to what I say and repeat after me!'

There are a number of serious flaws with the 'talking head' model. First, it generates a high level of stress. Studies in psychology seem to concur that as stress escalates, performance of *any* skill deteriorates.

The native speaker is often puzzled by the idea that asking a student to 'listen and repeat after me' can result in destructive levels of stress. The task seems so simple. Why should it result in stress?

Here is what seems to be happening. The instructor who is fluent in the target language has an *illusion of simplicity* which is a by-product that comes when we achieve high level

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of skill for any task. Once we attain a skill, we often have amnesia about the involved process we went through to achieve the skill. This amnesia is readily observable in people who are superb cooks. If you ask them for the recipe for a delectable dish they have prepared, they often cannot give precise details except to say, 'It takes a pinch of this or a splash of that. There is nothing to it.' Whatever they did to create the savory dish is now an unconscious, almost automatic activity that is not easily encoded into language. Furthermore, it appears easy to the person who can do it.

The native speaker has achieved a high level of language skill and therefore may have the *illusion of simplicity* which means that the person has unrealistic expectations of what is easy or not easy – simple or not simple – for a beginner in the target language.

A corollary to the *illusion of simplicity* is a yearning for perfection (after all, if I can do it, why can't you) which moves the instructor in the direction of being over-ambitious for the student. Here is the scenario:

Instructor: Relax. This will not be difficult. Just listen and repeat after me. (Pointing to a student) *'Saba(h) il hare.'*

Student: (with hesitation), 'Saha(h) il hare.'

Now, of course the probability is almost certain for all but a few students that the pronunciation will have some distortion. The distortion, incidentally, usually will not interfere with communication. That is, even though the student may- not reproduce perfectly, 'Saba(h) il hare,' most native speakers of Arabic will recognize that the person is saying, 'good morning.' But, the goal of communication is not good enough for the instructor who wants error-free pronunciation. Hence, the instructor typically will repeat the utterance and gesture for the student to try again. Observe that even though the instructor has good intentions of helping the student shape pronunciation, the second attempt by the student will be *more* distorted than the first attempt. And if the exercise is repeated a third time, the student's production will float even further away from the model. Theoretically, based on principles of feedback, the student's performance should improve on each trial, but typically it gets worse.

The reason is quite simple. You asked me to make some noises with my mouth. I complied, Although you did not say that my attempt was wrong, you implied this by asking me to do it again, which increased my distress. I did something wrong, but I am not sure what was wrong – and now you want me to try again. I feel certain I will again fail because I'm not confident in what I should be doing differently. Nevertheless, I take a deep breath and try again. Was it right this time? Apparently not because you want me to try again.

Curiously, a few people can produce native-like pronunciation of an unfamiliar language on cue, Why they can do this is still an unanswered research question, but I can offer two hypotheses. The first is that people with acting ability who are able to mimic dialects easily will enjoy 'Listen and repeat after me' exercises. My second observation is that people who are fluent in several languages seem not to be intimidated by a request to repeat utterances in an unfamiliar language. They seem to have the self-confidence from prior successful experiences in acquiring other languages so that the task is perceived as an interesting challenge rather than as a threat. Those with training in linguistics may view the task as a kind of linguistic crossword puzzle – a toy to be played with until one discovers the solution. People in these categories do *not* represent the population of individualswho attempt the mastery of a second language.

Although a *few* people are able immediately to reproduce spoken language on cue, *most* people cannot. This may account for enormous attrition in foreign language classes which often reaches 96%(Lawson, 1 971).

Does this mean that most people will never be able to talk in the target language? No, I don't believe so. Most people, including adults, can eventually speak with enough fidelity of pronunciation so that they are able to communicate with a native speaker. This achievement for most people is contingent upon prior preparation through comprehension training.

The comprehension training that I have recommended and documented in many research studies is often referred to as the 'Total Physical Response' (TPR). Fundamentally, TPR simulates, at a speeded up pace, the process that infants experience in acquiring their first language. Nature's blueprint for acquiring any language, including the sign language of the deaf, in my opinion, may be observed in infant

development. If you follow the progress of an infant you will observe, for example, what I have called a 'Silent Period' (Asher, 1981a, 1981b). For many months, the infant is silent except for babbling, but during this 'Silent Period', the infant is deciphering the inner structure of language. The infant is sorting out the patterns that will transform noise coming from people's mouths into information,

How the infant decodes the noise into information is a fascinating puzzle, but here is what I believe is happening. More than 50% of all utterances directed to the infant are in the form of commands (Friedlander et *al*, 1972) such as:

'Touch your nose!'
'Stick out your tongue!'
'Smile at me!'
'Hold onto my finger!'
'Look at Daddy!'

The infant decodes the noises by observing a 'cause/effect' relationship between the noises coming from people's mouths and changes in physical behavior. *Utterances that are followed by actions* are meaningful – that is, they are rich in information (Krashen calls this, 'comprehensible input,' 1982).

The language-body interaction becomes a powerful source of information for the infant. How else can the infant make sense of the noise unless the noise is followed by an observable change in persons, places, and things in the infant's reality?

Not only are there thousands of language-body transactions hetween the caretakers and the infant, but it is clear that the infant seems able to respond with accuracy when familiar utterances are recombined into novel *sentences*. For example, the infant has responded many times to these directions:

'Give Daddy a kiss!'
'Give Mommy a kiss!'

Not only does the infant make an appropriate response to familiar utterances, but the child can react to a recombination of constituents in an utterance the infant has never heard before such as:

'Kiss your teddy bear.'

The ability to respond to novel *sentences* seems to be unique to the human species. Chimpanzees adopted into human families (and reared for several years as brothers and sisters of human infants) were unable to achieve more than a rudimentary understanding of novel utterances (Kellogg and Kellogg, 1933).

As the infant matures, the directions from the caretakers become increasingly complex as the infant is guided through intimate scenes as, for example, bathing in which the parent says.

Darling, its time for your bath.
Take daddy's hand.
That's the way.
Let's go into the bathroom.
OK, you want to take your teddy bear with you.
Do you think he needs a bath, too?
You do. Alright, grab teddy and off we go.
Wait until I get this water adjusted.
Careful now. The water is still too hot.
Wait until daddy gets the temperature right.
Don't put your hand in the water yet.
My, you're a patient boy.
Now, let's take off your shirt,
raise your arms. . . .

In intimate scenes in which we interact with infants, the child is able to decipher messages in three ways. First, the infant observes cause effect relationships between language and human behavior. As an illustration, in the bathing scene, the utterances from the parent resulted in immediate actions from players in the scene (both the adult and the child). For example:

Take daddy's hand. (The father reaches down to grasp the boy's hand.)
Let's go into the bathroom. (The father and boy walk into the bathroom.)
Wait until I get this water adjusted. (The boy waits.)

The second way noise is converted into messages is when language results in a change in the physical environment. For example, the father says, 'Now let me turn on the water in the tub' (and the infant observes his father turn a handle attached to the bathtub and water immediately pours out of the faucet.)

The third noise-to-message transformation comes from the *context* of the situation. For instance, the father says, 'Wait until I get this water adjusted. (The infant observes steam coming from the water that is gushing into the tub and he feels heat.) Careful now. The water is

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still too hot. Wait until daddy gets the temperature right. Don't put your hand in the water yet. . .' The context of the scenario communicates many abstractions such as temperature.

In summary, the infant has at least three ways of converting noise into information. The *first* is to observe a cause-effect relationship between language. and human behavior and the second is to observe a causekffect relationship between language and the physical environment such as water coming into a bathtub. The *third* is the *context* of the situation, which enables the infant to infer abstract concepts, as demonstrated by 18 month old David who was asked by his aunt, 'David, do you like grapefruit juice?' and he responded, 'Yes, it is nutritious for my body.' I hypothesize that David developed the abstract concept of nutrition casually in the context of an intimate adult-infant sarataking transaction.

Research in the past 20 years demonstrates that when the elements infants use to decode language are applied in the classroom, students – adults and children – acquire comprehension of the target langauge with great enjoyment. This approach, TPR is illustrated in this scenario:

Stand up. Walk to the telephone.
Pick up the phone and dial a number.
Your face shows great apprehension as you wait for the person to answer.
You tap your fingers nervously on the table as you wait.
No one answers, so you hang up the phone.
There is a knock on the door.
You walk cautiously to the door and ask who is there.

In TPR, the instructor becomes a movie director who guides actors – the students – through complicated scenes much like a parent guiding an infant through intimate caretaking situations. And just as the infant develops an intricate understanding of spoken language, students acquire, with pleasure, an in-depth understanding of the target language. When working with the beginning student, the TPR instructor starts with simple directions in a relationship that is like a caring parent interacting with an infant. For example, the instructor will utter a direction in the target language and model with one or more students. The instructor may say, 'stand up' (the instructor and a student sitting on either side of the instructor will immediately stand up). Then 'sit down,' and everyone sits down.

When the students are responding with confidence, the instructor may say 'walk' and the instructor and students walk forward. Then 'stop' and everyone stops. 'Walk' and everyone walks, then 'stop' and everyone stops. Again 'walk' and everyone walks until the instructor says 'stop' and everyone stops. 'Turn' and the instructor along with the students will turn. Again, 'turn' and everyone turns. Once more, 'turn' and everyone turns.

The instructor, like the caring parent, is sensitive to whether the students are receiving the messages. The body movements of each student will signal immediately how comfortable they feel. If there is hesitation, for instance, the skillful instructor will slow-down and continue to work with a routine in a compassionate manner until each student feels confident enough to act alone in response to the instructor's directions.

The objective is to 'lower the filter' (that is, reduce stress) while simultaneously building the student's self-confidence. A successful TPR experience results in the students saying to themselves, 'I can do this. I can do it.'

Many language instructors ask, 'But what about a large class of students? What will those sitting at their seats be doing while the instructor is uttering directions and modeling with a few students?' Those at their seats are observing the language-body, interactions between the instructor and other students. The patterns being observed are internalized by those seated, but to build their confidence, it is necessary to give each person a chance to perform. The instructor will *not* model over and over for those students who sat and observed, but simply be seated and invite different students to act in response to spoken direcitons in the target language. For more details, please consult (Asher, 1982).

Another question about TPR that is frequently asked, 'How do people progress beyond simple directions such as stand up, sit down and walk?' The answer is that we start with simple directions but, within a few minutes, directions have been expanded in complexity such as,

Stand up.
Walk to the cabinet, open the drawer of the cabinet, and look for a bottle of aspirin.
Pick up the bottle.
Close the drawer and walk quickly to Mary.
Offer her the bottle.
Mary take the bottle from him and . . .

(to be continued)

JALT 83

FRIDAY 23rd

Placement testing: Falvey/Milanovic
Testing conversation: Isted
Communicative activities: Kinbrough
Speaking Up: Crane
Using Video: Berman/Bratton
Yoshi goes to N.Y.: Battaglia
Learning Strategies: Flenley
Teaching Skills: Viney
ESP Curricula: Hough
Testing: Ross
American Language Academy: Pickett
Self-Access: Ferguson
French in Canada: Obadia
News Workshop: Noji
Workshop : Asher
Computer BASIC: Tripp
'Teaching/learner: Jerome
Internat. Eng.: Intrator
Kids' English: Abe
Chalkboards: Matreyek
Communication: Matreyek
Warnings: Uemichi
Simulations: Campbell/Smith
Texts: Person
Active Students: Kitao
Japanese: Herlofsky
What's New: Carpenter
Interaction: Chapman
Better- teaching: Kaneko
English verbs: Knowles
Composition: Krause
CAI: Johnson
Acquisition: Saito
KEYNOTE SPEECH: Masao Kunihiro

SATURDAY 24th

Career English: Teraoka
Microcomputers: Gossman
Composition: Hale
Composition: Kelly
Longman Readers: Tunnacliffe
Simulation: Sanematsu
Testing: Sinhaneti
Debating: Foreman – Tanaka
Teacher-training: Fisher
Puzzles: Honnold
Rod City: Nelson/Ruud
Catchphrases: Shishin
Time & Space: LaForge
Conversation: Hagiwara
Using Video: Turner
IBU Curriculum: Pendergast
Listen & Act: Griffee
Oral tests: James
Texts: Maher
TV & Teaching: Schaepe
Academic EFL: Kinbrough
Testing Objective: Falvey/Milanovic
Conversation: Cornwall
Step Ahead: Hough
Private Lessons: McBean
Testing: Ward/Thrasher
Conversation: Trembath/Levi
Vowels: Murakawa
Let's Watch: White
Aizuchi: LoCastro
Interaction: Hale
Self-access Spanish: Zambrano
Self-access Spanish: Zambrano
Mix & Choosing: Caldeira
Reading: Crane
Workshop: Asher
Phonic reading: Jantz
Games: Hodgson
Idioms: Peaty
Teaching kids: Abe
Listen to this: Boyd
Politeness: Fukushima/Iwata
Dictation: Matreyek
Daily papers: Krause
Oral reading: Matreyek
Error correction: Matreyek
Talking of if: Levi
American Sampler: Kitao
Good Teaching: Brooks
Acquisition: Matsumoto
Newspapers: Nelson
Fluency: Rost
Curriculum: Hanchey
Nursery English: Kitamura
Conversation analysis: Harshbarger
Onomatopaeia: Herlofsky
Testing: Fallon/Toyokura
Questions: Buckheister
Interset: Nozawa
Vocabulary: Banford
English & Islam: Barattini

SUNDAY 25th

Composition: Kelly
Collect-Combine Method: Ericsson
Reading: Tunnacliffe
Use of Video: White
Toro method: Kitamura

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Classroom Management: Helgesen
Guam Uni: Tinkham
Communication Activities: Campbell/Smith
Reach Out: Teraoka
Using Photos: Monahan
Personal Computer: Weintraub
Music in Class: Ferguson
Am. Streamline: Viney
Phonetic Correction: Ferguson
Speech: Asher
Conversation: Pounds
Basic Reading: Jantz
Video: Charman
Pictures: Crane
Fluency Squares: Knowles
Language Skills: Coleman
TPR: Schulte-Pelkum
Games: Weschler
Narratives: Rost
Mediatec: Pendergast
Soap Opera English: Wordell
Bilinguals: Yamamoto
TPR: Vuchic
Survival English: Kawasaki/Fujiwara
CLL in Business: Brooks/Ames
Grammar: Matreyek
Songs for Kids: Wright
Text Selection: Swan
Assimilation: Peaty/Flood
Listening techniques: Boyd
The Square Dance Method: Karita
CA1 Spanish: Hensley
TPR in the LL: McCooey

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there is a tendency to cast them in the image of trade unions rather than professional organizations, with more attention being paid to conditions of work than its quality – not without some justification, perhaps, in terms of the teaching situations that one often encounters. In addition, there is a tendency toward elitism which manifests itself in two ways: (a) In some, there is an unfortunate division between university and secondary school teachers, which may extend to the point of rivalry and mutual distrust; (b) In others, the provisions for membership are so couched as to bar from the organization the very individuals who might profit most from it – the provisionally certified and the substitute teachers, and teachers who are employed in the private, proprietary schools and institutes that are springing up all over the world in response to the increasing demand for English, and-the spread of English that has been described by Fishman and others. and to which I have alluded earlier.

Nevertheless, a number of these organizations have built up an enviable record of activity, as is the case of the JALT organization, holding excellent annual meetings, such as this one, which have both organization and substance, publishing journals and newsletters which serve admirably as a professional forum; and, as in the case of the JACET organization, organizing an annual summer institute.

The spread of English (cf. Fishman) is most dramatically demonstrated in the growth of TESOL affiliates throughout the world. Without too much encouragement, TESOL affiliates have increased to a total of 6 1, 18 of them outside the U.S. They are:

1. British Columbia (Teal) Canada
2. Colombia (ASOCOPI)
3. Dominican Republic (DATE)
4. TESOL Greece
5. Ontario (TESL Assoc. of) Canada
6. TESOL Portugal
7. Puerto Rico TESOL
8. Quebec Province (SPEAQ) Canada
9. TESOL Spain
10. Ireland (ATESOL)
11. TESOL Italy (ATESI)
12. Japan (JALT)
13. Mexico (MEXTESOL)
14. Thailand TESOL
15. TESOL France
16. Scotland
17. Korea
18. Venezuela

Perhaps the most important contribution that TESOL, the organization has made to TESOL, the 'field, is in proving the organizational framework upon which its affiliates can build, each according to local needs. Basic to this framework has been TESOL's insistence upon quality above all, and a sense of professionalism that is growing throughout the world. Organizationally and substantively, TESOL seeks to provide a model for other organizations to emulate. In this connection, I should like to speak about the relationship of TESOL and its affiliates.

TESOL Affiliates

TESOL is ready to provide a number of services to each of its affiliates. These services are enumerated in detail in the Affilliate/Special Interest Group Handbook, a copy of which goes to each affiliate as it is created, discussed in each executive committee by the Executive Director on his first visit to an affiliate. The purpose is to help teachers at every level to develop and maintain effective organizations which constantly seek improvement in the teaching of English as a second or foreign language. The ultimate beneficiaries of such improvement, of course, are the thousands of children as well as adults throughout the world for whom English is a second or foreign language.

I should like to emphasize one thing. The abiding relationship between TESOL and its affiliates is one of *mutual* service and *joint*

need. Through its affiliates, TESOL reaches not only a wide audience, but an organized one. We speak in many tongues, but we speak with one voice. In an age of new challenges and new opportunities for English as a second language teachers, the capability for united action at local, state, national and international levels is most important. At the same time, the affiliates will find in TESOL another forum for exchange of ideas, for exploring professional issues, for reaching agreement and expressing this agreement in a single voice which represents approximately 10,000 members and subscribers, and the list is-growing.

Recognizing its responsibility and its need, TESOL is pleased within the limits of its resources to offer the services to which I referred. In every way it can, *TESOL helps to strengthen the regional affiliates by aiding in membership drives, by helping to sponsor publications, by providing advice and leadership when requested,* and by acting as a liaison and communication link among the vast network of TESOL affiliates that is developing throughout the world.

At the same time, TESOL hopes that affiliates will see that part of their strength derives from keeping TESOL informed of their activities and problems, and from calling to the attention of their membership the privileges and advantages that accrue to the individual teacher who joins TESOL and takes an active part in its program.

It is appropriate to emnhasize that TESOL professionals throughout the world must learn to work together with other professionals in language studies toward a common goal. The proliferation, duplication, and internicine conflict among organizations consumes energy and displaces constructive programs needed for development of an effective profession. We need planned intergration of interrelated organizations and affiliates. TESOL provides a mechanism for such integration and development. Jurisdictional battles are a waste of energy and frustrate the realization of our common goals. We must learn to control *ourselves* and govern our own profession. We must establish and maintain our fraternal ties, for the ultimate beneficiaries are the millions of children throughout the world who look to us for leadership.

To conclude, I am convinced that the growth and progress of TESOL depends upon the health of its regional affiliates. I predict that through the affiliates, the leadership will gradually be transferred to school teachers at all levels as they grow ever more professional and more sophisticated through their unparalled energy and devotion. Thus, JALT, through meetings such as this one, which lead to continued professionalism, can contine to make a very significant contribution to the international organization. I promise to help you personally in every way I can as you proceed to strengthen your organization. It already has made significant contributions to the international organization through individual members such as your President, James White; your Executive Secretary, Thomas Robb; Kenji Kitao, Kohei Takubo, Paul LaForge, Steve Tripp, Kazunori Nozawa, and Hirosho Takahashi; Journal Editor, Caroline Latham; Newsletter Editors, Pam & Richard Harman; and Douglas Tomlinson.

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14. See James E. Alatis, "Interdisciplinary Approaches to Language Teaching," ***Rassegna Italiana di Linguistica Applicata,*** Anno XIII, no. 3, 1981, p. 14.

(This paper is based on a presentation given at JALT '82. James Alatis will be a featured speaker at JALT '83.)

Chapter Reviews

WEST KANSAI

The Jabal Project: Extended Problem Solving and Simulation as Strategies for ESP Course Design

Presented by Richard Berwick and Barry D'Andrea

Reviewed by Jack L. Yohay

Richard Berwick arrived in Japan last September 1 to take up his present post at Kobe Steel, Ltd. In a previous four-year stay in Japan, he had managed to learn some basic Japanese and with the aid of various books and lessons continues the noble struggle to learn more. His four-year-old daughter, Yuri, who ten months ago knew no Japanese at all, has become fluent, not through any formal instruction or even any attempt at systematic correction, but simply by playing with Japanese-speaking children. Should her papa follow her example and just 'go play with the kids?' An adult could scarecely do that.

Yuri's advantage. apart from the more malleable, less cluttered brain commonly attributed to younger learners, was that she was very profoundly motivated. Not to learn Japanese would have meant isolation from playmates and an unbearable loss of self-esteem.

In effect, students at Kobe Steel, who in class are given extended problem-solving in simulated dealings with overseas powers and professional counterparts from other countries, are made to go with the kids. In the course of wrestling with problems to which they must apply their professional skills and which are designed to simulate actual problems they may one day face in representing their firm abroad in multi-million dollar dealings, the students of Mr. Berwick, his co-presenter Barry D'Andrea, and their colleagues, learn language. They learn it to get things done, to accomplish their own purposes, solve their own problems.

To the dictionary definition of simulation, 'the imitative representation of the functioning of one system by the functioning of another,' Mr. Berwick added an education-oriented one: 'a technique for learning problem-solving skills resembling those the participants may encounter in the performance of adult roles.' Ideally this kind of activity motivates participants to suspend disbelief and bend their whole-hearted efforts towards sorting out invented information and coping at times with the unexpected to attain goals not unlike those of real life.

Addressing an audience of 43, of whom 13 were non-members, many no doubt attracted by the fact that this West Kansai chapter meeting was taking place in Kobe – at Kobe Steel, Ltd.'s gymnasium, to be exact – Mr. Berwick and Mr. D'Andrea pointed out that a simulation (1) shifts attention from language to problems – it just happens that you use language to solve them, (2) changes the scene in participants' minds from the classroom to the office or laboratory, where real work is done, (3) produces a great deal of language, even though most of it may be flawed, with no immediate purpose but to work through the problem at hand, and (4) thereby gives the students enough exposure to language to enable them to start figuring out how to use it themselves, how to make sense of it, how to "test hypotheses" about grammar and usage.

A key to responsibility of the teacher in simulation exercises is needs assessment, which means figuring out the purposes. What kind of reading or writing will the student be likely to encounter in the target task? At present the main area of writing that Kobe Steel students need to concern themselves with is the writing of technical proposals to be submitted to foreign governments or firms. Though corrections may be made in a number of ways, the students are generally left free to find their own level: let them make myriad mistakes in English so long as they produce a proposal.

The Kobe Steel students are currently intermediate or advanced; a simulation course for beginners, while not inconceivable, has yet to be designed. They have an average of eight years' study of English under their helmets, so they don't need basic pattern practice. They are heavily professional and talented in such fields as engineering and metallurgy. On overseas projects, they design and constract desalinization, fertilizer, and cement plants. This process is very involved and relates to many international agencies. They meet engineers from other countries. The aims of in-house instruction relate to such projects, and those who work on them must get used to frequent revision as

new information comes in from overseas, a factor built into the workshop which followed.

Here, Mr. Berwick and Mr. D'Andrea took the part of general project managers. The tables in the spacious, comfortably air-conditioned (by cold rolled steel?) room had already been arranged in four sections to accommodate as many groups. A handout distributed to all present described the geography and politico-economic conditions of a fictitious Middle Eastern country called Jabal, ruled not by a cabal but by a sheikh, and whose capital city is called Ducat. The capital available for development is expressed not in ducats but in United States dollars, a hundred million of which are to be advanced to the firm or consortium judged by Group to have submitted the best proposal. This simulates an independent consulting firm hired by the government of Jabal, whose task it is to evaluate (a) the feasibility study done by Group A, (b) the outline for a written proposal put together by Group B, and (c) the production schedule set up by Group C.

Group A had to determine which of several kinds of factories would be most feasible to construct. Group B's outline ~- which kind of information to include in which sections ~~ was for a proposal which in real life could be expected to run between 100 and 700 pages. In real life, Group C would have had to wait for the feasibility study – Group A's work -- to be completed before starting work on the production schedule, which had to take the country's geography, its resources (and where these were located), and economic and political conditions into account. But in this workshop a general project manager simply informed Group C which projects had been approved as feasible. In the middle of their work he came back with new information: the sheikh's brother had insisted that a desalinization plant have priority and that it be constructed in a certain area. By this time, the group, which like all others had been unsure of itself at the start, was functioning smoothly; it had laid out on a table cards supplied by the presenters on which each item of the schedule could be written and which could be shifted about, and was not at all confused by the change of plans.

In addition to the general handout, each group received its own particular set of instructions, with copies for each member.

In the Kobe Steel (KSL) program so far, Mr. Berwick has had courses lasting 44 hours (two hours a week) and has therefore been able to afford a liberal amount of discussion time, much brainstorming, and a long porposal. Mr. D'Andrea, leading a 22-hour course, gives out more information to save time and introduces a business dimension. On real company projects, staff members are assigned, but the Jabal Project students are volunteers who as part of an overall professional consciousness are expected to improve their English. Classes are held on company time.

Each group in the actual project has (1) a proposal-writing manager (except Group D, which writes no proposal and simply has a leader), (2) a critic-observer who takes notes, may listen to any conversation, and reports to the class as a whole on the content of the group's deliberations, and (3) a process observer, who watches to see how well the group works as a group and how decisions could have been produced differently or more effectively. All three make reports. In real life their work would be taken to pieces and revised, either by the groups themselves or by a higher authority within the compnay.

Mr. Berwick appointed the manager proposal-writing manager and observers for each workshop group. After an exhausting hour's work, each group manager reported to all, using the overhead projector. Group A thought that a cement factory was feasible as the objections of indigenous tent-dwellers to apartment-block living could be overcome if they were offered cement tents, which, in the event of war, could be used as bomb shelters. Though not urgently needed, electrification could come about through the establishment of "desert discos." which would (1) generate body electricity and (2) keep the populace too occupied to start a revolution. Desalinization need not be bothered with as it was posited that warring neighbors had closed down the sea and waterways on all sides of the Jabal peninsula. And all that would be needed for fertilizer production were signposts to limestore pits. Portable fertilizer could come from sheep droppings.

Group B and C produced more or less straightforward proposals. Group D's manager announced that though his group had been plagued by personnel changes (another fact of business life built into the project, as is security vis-a-vis industrial spying), they had had the good fortune to have a calculator on hand and were able to announce that, alas, a rival's proposal

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had won. KSL had shown the lowerst total for all three criteria: technical, economic, and administrative.

Observations made by both presenters and participants testified to the difference between the workshop and the company's Jabal Project classes. Those in the workshop, being teachers and not businessmen or engineers, had had a hard time getting started. The time factor was overwhelming: one hour, not 22, much less 44, to produce a proposal. The participants were volunteers and, as abundantly shown by Group A's findings, had felt the need to have some fun over and above that injected by the presenters in describing the game and making changes in midstream. The participant who pointed this out asked if KSL's student have fun in the process and to this the reply was that the students are professionals who need to know and gain pleasure and satisfaction from activities that they see relate directly to their professional needs.

Is 'remarkable progress' made in English? The presenters responded that students gained in confidence and spoke up better but beyond this could not evaluate imnrovement in proficiency per se as pre-tests and post-tests are not currently being administered. The question of whether instructors prepare a written evaluation of each student was not raised.

To the objection that students left to play with the kids might generate and perpetuate substandard English, it was pointed out that errors are dealt with in three ways: (1) the teacher stops the group and makes the correction on the spot, (2) editor-observers are appointed whose job it is to make corrections, and (3) some class time, ranging from half an hour to a full session, is built into the schedule to go over observed mistakes.

Mr. Berwick and Mr. D'Andrea allowed as how this had been their first presentation of the Jabal Project to teachers and that in future versions they would simplify the instructions and make the tasks manageable enough to complete in one hour. They added in closing that though this type of project is by no means suited to all classes, simulations can be developed for many kinds of classes. Teachers, either by themselves or through brainstorming, may estimate students' future language needs and what is interesting. The idea that students themselves might take part in such brainstorming sessions was not brought up.

Mr. Berwick, originally from California, is working on a doctorate degree in education at the University of British Columbia, where he earned his master's degree. Mr. D'Andrea, born in Connecticut, holds a master's degree in linguistics and teaching English as a foreign language from the University of Michigan, and has been a professional pianist, a sailing instructor, and a translator (Italian-English). Aiding them in the presentation were David Baird, who busied himself mainly with video, and Jan Heyneman, who circulated among the groups and offered counsel and reinforcement on request.

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HAMAMATSU

GAMES

Reviewed by Nancy Olivetti

The June 19th meefing of the Hamamatsu Chapter featured a presentation of games led by local member, Gary Wood. John Bowen and Nancy Olivetti also demonstrated some games they found useful in their classes. Several other members briefly explained some games and useful ideas to use in the classroom. The audience acted as 'students', observers and evaluators.

Gary demonstrated several of the traditional ESOL games such as 'who am I?', 'What's my line'?' and 'Tic Tac Toe', but with a different twist. He designed questions of a general nature to be answered specifically. Instead of asking, for example, 'Are you Japanese?', he asked 'What's your nationality?', thus presenting a wider range of new vocabulary as Well as insuring that the answer would be more than just 'Yes' or 'No' and, would in fact, often be descriptive.

Several of the games, he suggested, could be used as a warm-up, a productive time filler while waiting for late students to arrive, or to give students a break in the middle of a difficult lesson.

John Bowen next explained two games that were designed for businessmen. In one game, half of the participants were 'buyers' and the other half were 'sellers'. Buyers had to Contact several sellers by telephone. After determining which seller offered the best deal for the buyer, contracts were negotiated and signed.

Two other activities were demonstrated by Nancy Olivetti: the traditional strip story and another using a cartoon strip. The words of the cartoon characters were blanked out

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and students working in small groups were asked to write in appropriate conversations. Afterwards, each group could either read, act out, or write their conversations on the board for whole-class discussion.

With some time remaining, Gary Wood presented another game. Gary, the emcee, posed several questions to a panel of students. Such questions were, for example, 'Which planet is closest to the sun?' and 'Several hundred years ago, what part of Tokyo was under water?' If a panelist knew the answer, he or she slapped the desk (hit the buzzer). The first panelist to answer the question correctly earned a point. The person with the most points at the end won ($10,000 and an all expense paid trip to Las Vegas??).

KANTO SIG– TEACHING ENGLISH TO BUSINESSMEN

The seventh meeting of the KANTO Special Interest Group for Teaching English to Business People took place on Saturday, June 11 at the Kobe Steel Language Center. Fifteen people attended the meeting, some from language schools and others from company programmes. In addition to one participant who teaches privately, eight different organizations were represented.

The topic of the meeting was "Writing and Reasoning." The meeting opened with Bill Gatton of Oxford University Press introducing some of the writing text-books currently produced by his organization. They included "Business Letters for All," "Career Developments," "Manage with English" and "Basic Technical English." Bill had suggested the topic of discussion at a previous meeting, and he emphasized the role of reasoning in business writing in his initial remarks.

His main theme was that the writing of actual letters is only one aspect, albeit an important one, of a business writing course. Before a student can write effective letters, though, he must understand the way that ideas are connected and arguments developed in English. Many text-books concentrate on simply teaching students to manipulate language by studying model letters and making slight changes rather than by creating their own language. "Manage with English," on the other hand, offers what Bill referred to as a "conceptually-based" approach, showing students how to produce original language on the basis of a logical development of ideas which in turn translates into the logical development of paragraphs. This particular text-book makes copious use of diagrams and notes, or information in graphic form, from which the students are trained to construct their own paragraphs.

The aim of the meeting was not, of course, to be a forum for a commercial presentation, so after a few minutes the discussion was thrown open to everyone. Most of the participants explained what writing courses their organizations offer, and the materials they use. Several problems shared by most or all of us were aired! One is that we are often unable to keep our students long enough or have them study intensively enough for them to make substantial progress. As one of the teachers present pointed out, the principles of letter-writing are eminently teachable, but it takes the students a long time to achieve competence in the "nuts and bolts" of the exercise. Several people mentioned the difficulty of finding satisfactory text-books. There are some which the teachers find extremely instructive, but which have been written for native speakers and are thus too difficult for a lot of our students to cope with. Two books which did attract mainly favourable comments, though, were "Modem English Letter Writing," written specifically for Japanese business people by Thelma Margolis, and "Business Correspondence" by Leo G. Perkins.

A lively discussion developed. All of the participants learned a fair amount about the approaches adopted and programmes administered by the other organizations represnted at the meeting. I. am confident that most of us picked up a few ideas which will come in useful in our own programmes in the future.

NAGASAKI

Nagasaki/Nagasaki YMCA Program Review

By Yukitaka Mikuriya (Publicity Chairperson)

On the 11th of June at the Nagasaki YMCA, Mr. Ron Gosewlsch,. Coordinator of JALT-Nagasaki, talked about "The Cultural Differences Between Japan and the U.S." The talk was meant mainly for those who are interested in English but who are not yet so good at it. So he talked rather slowly and humorously about racia,linguistic, arid other differences.

The approximately seventy participants, including twenty-one JALT members, seemed to be interested in his way of talking and the

topic. Briefly, he (1) attacked the myths of homogeneity in Japan and that of a uniform culture in the U.S., (2) compared the different structure of family bonds and child rearing in both countries, (3) mentioned the encouragement of independence in children in the U.S. and, (4) early dating in the U.S.

He said that though Japan is racially more homogeneous than the U.S., Japan may be linguistically less homogeneous than the U.S. because Japanese dialects are more diverse and difficult to understand for Japanese people than are American dialects for American people. However, he did say that T.V. is diffusing the differences among the dialects in Japan. While in the U.S. the husband-wife bond in strong, in Japan it is generally weaker, so the Japanese woman forms a stronger bond with her children than the American woman and the Japanese man forms a strong bond with his fellow workers that American men seldom do. The reasons for this are in America love is the only acceptable reason for marriage while in Japan the 'miai' is acceptable. Moreover, Japanese companies demand much more loyalty of their employees than do American companies.

He mentioned, too, the difference in Skinship between American and Japanese mothers and their children. There seems to be much more physical contact between the Japanese mother and her baby than between the American mother 'and hers. However, skinship falls off drastically between Japanese mothers and their children when the children reach the age of five or six. With American parents and their children skinship starts off at a lower level or rate, but tends to remain at that level throughout life, with little drop in the rate of skinship. He related that in the little town he grew up in the thing to do on Halloween was to roll 'borrowed' pumpkins down a hill until they smashed into the town police building. Such activities or 'defiance of authority' are supposed to encourage independence in boys. Finally he said early dating was a common thing in America because people there are encouraged to deal with the opposite sex early in life so that they won't be too shy later on.

Though some of the people felt his talk was about too big a topic for such a short time, the reaction of most of the participants was good and they appreciated his clear and interesting way of talking. Most said they would like to have this kind of meeting again and get more people interested in English and the culture of the English speaking people.

JALT Undercover

DOUBLE ACTION PICTURE CARDS. Jane Yedlin. Reading, Mass: Addison-Wesley, 1981. 24 cards and 63 pp Teacher's Guide in portfolio, ¥14,000.

Reviewed by Donna Brigman, Nanzan School System

1 know what a band-aid is, and what a hearing-aid is, but what do we mean by "visual aid?" Since it does not aid us to see, such as a pair of eye glasses, it must be something we look at. We look at television shows, but can we say, "Did you see that good visual aid on channel 5 last night?" We look at photographs, but can we say, "Did you see these visual aids I just got developed?" If we use the term "visual aid" in this way, the people around us will think we are crazy. We can pretty safely say, then, that "visual aid" is a concept limited to the teaching profession.

What or who do "visual aids" aid? Of course it seems logical that students would be the target of this aid. In books on teaching technique, we are invariably told that visual aids are supplementary devices contrived to support, stimulate, or even cue classroom language practice. However the question might be raised whether the "visual aid" is a help or a hindrance to students. It may, after all, pertain only to a dubious concept in teaching. As applied to language learning, the term is misleading, and if we look at recent attempts to reconcile activity in language learning with activity in life, the term "visual aid" proves downright inadequate.

If we take a medium which was designed to bc used in a stimulus-response way, say *New Horizon English Series Picture Card #1,* to an environment outside the classroom, such as a party, and display it, the reactions would be far different from those expected by the publisher. Although it would aid the guests in doing something, perhaps laughing and joking, it would not necessarily cue them to utter particular forms of the language. Certainly, if the target forms were uttered, a great deal of incidental language would accompany them. Mediurns, 1 even ones designed as "visual aids." have the potential to make people want to talk. It is the mental set teachers impose on students which limits mediums to the status of "visual aid."

Outside of classrooms, the stimulus-response relationship breaks down between "visual aids " and the linguistic symbols associated with them. Outside of classrooms mediums we know as objects, pictures, maps, graphs, and so on have meaning in their own right. They relate to other meaningful things and to people. Non-linguistic visual mediums, as defined by Fanselow (1983: 25) constitute pictures, graphs, objects, anything which appeals to the eye and is not language per se. They might range from a Boeing 727 to a triangle drawn on a blackboard. Mediums other than language are central to communication in language classes.

A teacher might consider an umbrella a "visual aid" when brought to class to teach the lexical item "umbrella," however, students or teachers alike would certainly not consider it one while walking home in a sudden shower. In life there are no "visual aids" because humans respond to items and pictures in countless ways, not just in ways specified by publishers. Teachers who keep the stimulus-response concept of "visual aid" alive may be hiding from their students the full range of contexts, feelings, and functions which occur in contiguity with mediums.

Look at the box below which contains lines to form an image. The smaller squiggles at the bottom of the box work in conjunction with the lines to convey meaning. The lines and squiggles may make me feel one way or another, however, nothing about the box of lines inspires me to say the names of the things pictured, or to contrast "this" and "that." I may want to relate the box of lines to experiences I have had, or to explain how I feel about it, or how it relates to my life.

Mediums in classrooms serve many functions. 1 do not mean that students should never learn or practice the forms of the language. It would certainly be impossible for them to express their feelings about a medium in the target language without having a certain amount of this type of instruction. But there is a possibility that genuine communication can be a part of language instruction. even in the earliest stages. The concept of "visual aid" limits students and teachers in their mutual effort to be creative with language; moreover, it limits and demeans the uses of mediums in the classroom.

If you are interested in students at any stage of language ability engaging in genuine communication through the use of mediums, then you will be interested in Jane Yedlin's *Double Action Picture Cards (DAPC).* They are what inspired this long tirade on the "visual aid." To group them with ancillary materials which work only to help students master a particular form, is to do them a grave injustice. The *DAPC'* are a set of mediums which leave the choices of language to the beholder. Students and teachers will bring the situations, problems, and characters to life in their own particular

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ways. The *DAPC* might well be labeled a package of conversation pieces. They surpass, beyond all doubt., the concept of "visual aid."

The *DAPC* package contains 24 display-sized double picture cards featuring black and white line drawings, and a 63-page teacher's book. There is no textbook included in the package. Each card contains two related pictures which can be shown at the same time, or folded back so only one can be seen. In general, the two sides of a card depict a character in a work and a contrasting home or recreational setting. For example, card 1A shows a chef at work, while card 1B shows the same chef relaxing at home in a bubble bath. Card 5A shows factory workers making toys on a assembly line, while card 5B shows the same workers at a baseball game. Other cards include: Homemaker, Farm Family, Tour Guide, Lazy Son, Teacher, Customs Agent, and so on. There are 24 topics in all, each depicting the characters in multi-dimensional or contrasting situations. Main characters sometimes appear as background characters on other cards. The chef from card IA-B also appears on card 14B where he is waiting to see a doctor because of a cut hand. The main focus of that card is a carpenter and a painter.

The drawings by Penny Carter are not of the *Mud* magazine variety, nor are they cute, charming, or hilariously funny as so many packaged materials seem to be these days. They are not overwhelming, flashy, or culturally bound. The drawing style is compelling and complex enough to inspire students to talk, yet not overly complex so that there are no gaps for students to fill. In other words, the personalities and actions of the people are not delineated. In this way the cards free students rather than manipulate them into one set interpretation. Since there are no textbooks to spell out what is on a card, students and teachers alike can grapple with interpretations, surmises, and predictions. Students and teachers may even find themselves in the rare position of collaboration on the cards, since their use increases the probability of a curriculum derived from communication (Barnes, 1979) rather than the all-too-common converse. According to Barnes (1979: 68): humans mutually explore through discussion by asking questions, surmising, and inviting elaboration from each other. When such a relationship occurs, students communicate genuinely. These exchanges may have some similarities with communications which go on outside of language classrooms. Furthermore, students who ask questions out of curiosity, or speak because they have something to say, may listen and respond to others with a new intensity. The *DAPC* are one way to incorporate this kind of atmosphere into language learning activities.

Although Ms. Yedlin has sprinkled the teacher's book with terms reminiscent of behaviorist psychology (cue, reinforce), which appear to be aimed at the novice teacher, she acknowledges that the cards are open for any style of teaching. She states that the cards were created with the desire to help "students and teachers reach their common goal of communicative competency – and have fun along the way (1l)." And indeed the teacher's book is organized to allow many different approaches. It contains a functional/notional index and a display of grammatical structures. For each card, there are vocabulary lists, suggestions for eliciting questions, and role-play activities. The teacher's book suggests rather than recommends. Suggestions range from structured "practice" to open exchange. There are also suggestions regarding speech registers, cultural differences, and personal preferences. In fact, most activities call on students to express themselves on a personal level, or to imagine new situations and their reactions to them.

As well-organized and informative as the teacher's book is, including miniature reproductions of each picture card, you probably will not be needing it for ideas on how to use them. The pictures speak for themselves. Since they are composed of relevant problem situations rendered in an inviting style, they can be used and reused.

I have used the cards with Japanese beginners as well as advanced groups of mixed language backgrounds in New York. They inspire genuine discussion and interaction during class time as well as on breaks. I feel they warrant serious thought beyond the concept of the "visual aid." Certainly they can be used for the introduction and conceptualization of linguistic forms and vocabulary, however, their main selling-point lies in their ability to spur-genuine discussion and interaction among students.

Language and meaning meet through contexts, situations, and actual speech events. People talk and listen, and what they say and hear fits into a social setting. In language teaching it is easy to forget how intricately related thought and emotion are to the very thing we are trying to teach. Language learning certainly transcends mere memorization and practice. John Dewey observed that lessons without personal involvement resulted in unattainable facts and figures.

> One trouble is that the subject-matter in question was learned in isolation; it was put, as it were, in a water-tight compartment. When the question is asked, then, what has become of it, where has it gone to, the right answer is that it is still there in the special compartment in which it was originally stowed away. If exactly

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> the same conditions recurred it would also recur and be available. But it was segregated when it was acquired and hence is so disconnected from the rest of experience that it is not available under the actual conditions of life (1938: 82).

Around the world students spend their school years filling water-tight compartments with English words, bits of grammar, and usage rules. In Japan, teachers may well be on the lookout for materials which might awaken dormant language ability by integrating life and study. If you are one of those teachers, do investigate the *DAPC* package. Whether you are teaching beginners or students quite proficient in the language, the *DAPC* can add an element of visual mystery to your teaching repertoire. They may help unlock those water-tight compartments. Moreover, the *DAPC* are definitely a way to include life content in classroom language study.

1. The anglicized plural, *mediums,* is used hereafter to avoid confusion with mass communication.

List of References

Barnes, Douglas. ***From Communication to Curriculum. Harmondsworth, England: Penguin Books Ltd,*** 1979.

Dewey, John. Experience and Education. In John Paul Strain (Ed.), ***Modern Philosophies of Education.*** New York: Random House, 1971.

Fanselow, John. ***Breaking Rules.*** New York: Longman, 1983.

IT DEPENDS HOW YOU SAY IT: Dialogues in Everyday Social English Brita Haycraft & W. R. Lee. Oxford: Pergamon Press, 1982. 100 pp.

Reviewed by Paul Snowden, Waseda University

The cover shows two cartoons. In one, a young man, with a camera round his neck to show he's foreign, asks a passerby the way to Piccadilly Circus, but the passerby seems not to understand. This, it seems from the picture, is not because he is foreign, but because the foreigner speaks in a mixture of capital and small letters not written in a straight line and with some incorrect punctuation marks among them.

Then, in the other picture, the same foreigner asks the same question with much better success: the passerby can be seen jerking his thumb over his shoulder – although hypercritical people might remark that this is not the most gentlemanly way to give directions to overseas guests. The young man's success is apparently attributable to the way he speaks – this time with the capital and small letters all sorted out nice and straight, and selection of little diagonal and horizontal lines scattered among them.

It is as difficult to describe the pictures satisfactorily as it is to show intonation patterns in writing, which many readers will recognise ***as*** the function of those little diagonal and horizontal lines. There have been a lot of transcription systems proposed for intonation, pitch and so on: blobs and dashes and arrows and curvy lines, in any combination, on or off something resembling a musical staff, among ***or*** above or below the letters. None of them is perfect by a long chalk, and some are positively dangerous in front of students. After all, we're supposed to be providing more of the "direct, living contact with English" for which our students claim to be so starved, and then a whole new collection of dots and squiggles comes along and interferes with the spontaneous English they're dying to speak.

In fact, this book uses not one, but TWO separate systems of notation. In the printed boxes that begin each section of a section we find what are called "contours." Let it pass that in geography contours are lines which join points of the same height. while these contours indicate great differences in pitch; instead let us notice that they are here sandwiched between two continuous lines about half an inch apart above the model sentence, and consist of straight and curved lines and dots printed in such a way as to illustrate pitch in a graphic manner. The lines are of two different thicknesses.

On the other hand, interspersed among the letters of the model sentences and some (not all) of the sentences in the exercises, come some other marks, at times similar to the "contours" and at times different; for these marks are never curved, and the lines (horizontal, or steep or shallow diagonals, or vertical arrows up or down) are of a constant thickness.

It's all verv confusing. and makes those lines over which those marks have been sprinkled look like passages in Vietnamese or Czech or some other diacritic-rich language. The overall impression is not helped by the misprints in the explanations on p.xi, where a double comma precedes one word which is immediately followed by a superfluous parenthesis and then, a couple of words later, by a smudge. In an ordinary book, these errors could be ignored, but in this one, you begin to wonder whether they might have a special significance and whether there might not be more errors lurking in this forest of dots and dashes.

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As the author of a simple little book of pronunciation exercises, I know how publishers and public demand an attractive layout, with something a bit more graphic than just a list of words and sentences, but we do still have to think whether the graphic efforts will be of any use. Who can copy one of those grisly clinical cross sections of the head and make the right sound just like that, and who can read all those dots, dashes and curves fluently?

Actually, this book does have some excellent illustrations, and some attractive cartoon bubbles aimed at the student asking, e.g., "Do you sound interested?" "You aren't absolutely sure, are you?" These bubbles are called in the introduction "attitude clouds," on the same page as are some deliitful line drawings of how to demonstrate sentence intonation with your hands. It is these pictures and "attitude clouds" that really fulfil the publishers' and students' demands for a lively appearance, not the mess of marks among the letters and words.

The illustrations also served to remind me that this was a students' book; were it not for them, one might easily imagine it was intended to be a teacher's handbook.

Every teacher should possess a copy of ***It*** *Depends,* as every teacher should be aware of the common intonation patterns (and their alternatives, often and – to the confusion of students – briefly alluded to in the book's numerous footnotes). But it has been my experience that classes do not react well to printed patterns, but prefer the teacher's makeshift ones in class. Moreover, printed patterns in front of the student tie the teacher down, too. One assumes that these patterns are faithfully reproduced by the perfect Oxford/Queen's/ BBC/R.P. voices on the tapes (I have not had the -chance to listen to them – do the little worm-like arrow marks in front of some sentences indicate that only they are recorded?) but mimicking them can be as daunting for the teacher as for the student.

The examples and dialogues are all well-considered and relevant, with a very comfortable mix of serious and humorous items. The structures chosen are also relevant, and up to date. A good job has been done in quashing the hoary old rule that a negative tag question should follow a positive statement and vice versa: Section-of-Section 2.4b gives the "contours" for "This goes to Kensington,. does it?" and "Katinka's the eldest, is she?" This sort of expression is much more common in G.B. than the U.S.; in the U.S. it might sound challengingly rude, as of course it could do in G.B. with a different -er- "contour."

Quite a lot of the expressions sound terribly, terribly British, e.g., "How much is it for a postcard?" "That lady looks awfully ridiculous," "It's really very good of you, doctor." It is a little surprising to come across, suddenly, in 6.8a, "Was it cold! Brother! It was 50 below."

Brita Haycraft and W.R. Lee, who is after all founder-chairman of IATEFL, know their stuff, and have complied a book whose contents every teacher of spoken English should be acquainted with. Do buy it and use it for reference and ideas, but I really do wonder whether it would work as a course book.

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PREVIOUSLY NOTED ARRIVALS

Brieger, et al. *Business Contacts.* Arnold, 1981.
Brims. *English for Negotiating.* Arnold, 1982.
Comfort, et al. *Basic Technical English.* Oxford, 1982.
Doff, et al. *Meaning Into Words.* Cambridge, 1983.
Hoban. *English for the Secretary.* McGraw-Hill, 1982.
Hubbard, et al. *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 l-402, Shibatsuji-cho 3-9-40, Nara, 630.

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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.*
Huizenga, *Looking At American Signs.*
Jones, *Simulation in Language Teaching.*
Jones & von Baeyer, *Functions of American English.*
Kruse & Kruse, *English for the Travel Industry.*
Molinsky & Bliss, *Side by Side.*
Revel1 & Scott, *Five Star English.*
Seaton, *A Handbook of ELT Terms and Practice.*
Yorkey, *Reply Requested.*
Yorkey, *Study Skills, 2nd ed.*

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RECENTLY RECEIVED

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

Connelly & Sims. ***Time and Space: a Basic Reader.*** Prentice-Hall, 1982.
Harrison. ***A Language Testing Handbook.*** Macmillan, 1983.
Holden (ed.). ***New ELT Ideas: 1982 Bologna Conference.*** Modern English Publications, 1983.
Kinsella. ***Language Teaching Surveys 1.*** Cambridge, 1982.
Levine & Adelman. ***Beyond Language: Intercultural Communication for English as a Second Language.*** Prentice-Hall, 1982.
Molinsky & Bliss. ***Line by Line, books 1A and 1 B.*** Prentice-Hall, 1983.
Rossi & Gasser. ***Academic English.*** Prentice-Hall, 1983.
Walter. ***Authentic Reading.*** Cambridge, 1982.

Bulletin Board

FROM THE EDITOR

Recently I have gotten phone calls and inquiries that indicate some of the JALT readership believe the JALT Newsletter editor handles any and all JALT business! Let me clarify some points.

First of all, JALT has its own journal. The co-editors are Patrick Buckheister and Donna Brigman. Please contact them directly for all business concerning the journal.

Secondly, anything related to commercial members should be addressed to John Boylan. The camera-ready ad copy and the schedule for advertisement insertion however should go to the Newsletter editor.

Thirdly, Jim Swan and Masayo Yamamoto are the book review co-editors and therefore handle all related business. Books for review should be sent directly to them.

Lastly, membership information, such as address changes, and requests for copies should be sent to JALT c/o Kyoto English Center,

We all thank you for your cooperation.

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.

NEW CHAPTER FORMED IN HAMAMATSU

A new chapter in Hamamatsu, the twelfth to join the "JALT family," was approved by the Executive Committee at its meeting in Nagoya on May 21, 1983. Led by, among others, Nancy Olivetti, they had their first meeting just this past January. Affiliate status was granted in February and by May the chapter was fully formed, constitution and officers and all. Meetings have been held monthly and the chapter already has over 50 members. The following is a list of thier new officers. Contact any of them for more information.

Executive Secretary: Nancy Olivetti
205Grace Msnion, 4-11-45 Sanarudai, Hamamatsu-shi 432
Tel: 0534-53-2969
Treasurer: Jacqueline Schindale
c/o Four Seasons, 4-32-8 Sanarudai, Namamatsu-shi 43 2
Tel: 0534-48-3457
Recording Secretary: Jim Tieson
315-207 Wago-cho, Hamamatsu-shi 433
Tel: 0534-71-4269
Publicity Chairperson: Bill Anton
2-l 2-6 Hirosawa, Hamamatsu-shi 432
Tel: 0534-55-2137
Program Chairperson: Gary Wood
2-8-20 Nunohashi, Hamamatsu-shi 432
Tel: 0534-72-4056
Facilities Chairperson: Kyoko Hongo
K243 Idai Shukusha, 776 Handa-cho, Hama-

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matsu-shi 43 l-3 1
Tel: 0534-33-7633

Membership Chairperson: Richard Maclean
Hase Apt. No.4, 276-49 Aoi-cho, Hamamatsu-shi 433
Tel: 0534-37-7799

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!!

APOLOGY

KIDS hopes that the Comedy of Errors did not turn sour for any JALT member asked to pay postage surcharges on publicity material. That error was beyond our control, and we wish to apologise most sincerely! We thank all of you who came and who mentioned the performances to your students. The large crowds show an increasing interest and encouragement.

KIDS.

INTERCULTURAL COMMUNICATIONS UNIVERSITY OF PENNSYLVANIA

The Educational Linguistics Program of the University of Pennsylvania announces a new Master's degree program in Intercultural Communications. This program is designed to prepare students to deal with problems which arise in education, government and industry due to cultural differences. For more information on the Intercultural Communications Program or other programs in TESOL and Educational Linguistics, write Educational Linguistics Program, Graduate School for Education, 3700 Walnut St. Phila., PA 19104.

TOKAI CHAPTER

JALT Tokai Chapter is interested in attracting new members at the 1983 JALT Convention. There will be a special desk in the Registration Area for the Tokai Chapter, and we are considering giving special rebates to all new members who join before noon on the last day, Sunday, September 25th. The Chapter will offer special printed information about its activities and hopes to sponsor at least one social event during

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the Convention. More about this in the September Newsletter!

THE AUSTRALIAN NATIONAL UNIVERSITY GRADUATE PROGRAM APPLIED JAPANESE LINGUISTICS

This program trains students in the principles of language learning and the philosophy necessary to establish a sound methodology for language teaching. There is an emphasis on the teaching of Japanese as a second language. There are three streams: Diploma Program, MA Program, and PH.D. Program.

DIPLOMA PROGRAM

This is a two-semester program from March to November, if taken full-time. It can also be taken part-time over a two-year period. Aimed at teachers who lack sufficient formal training to November, if taken full-time. It can also be taken part-time over a two-year period. Aimed at teachers who lack sufficient formal training in linguistics for direct entry to the MA program or who may be able to devote only one year to a course, it consists entirely of course work. No scholarships are available.

MA PROGRAM

This program consists of two semesters of course work and one semester (or, if necessary, two) devoted to the writing of a thesis. Part-time, it can take up to six semesters. There are seminars on selected topics related to language teaching. Applicants must have a bachelor degree with first class honours or the equivalent for entry, and may apply for Master degree scholarships offered by the university.

PHD PROGRAM

This is a three-year program for writing a thesis on research supervised by members of the staff. Course work may be prescribed if the candidate lacks adequate knowledge of the chosen field of research. The requirements are similar to those for the MA program, plus competence in issues dealt with in the MA program. Applicants may apply for PhD degree scholarships.

Native speakers of Japanese must be competent in English and will be required to take a test administered by the Australian Embassy in Tokyo. Further information concerning applications for the programs and scholarships may be obtained from: The Registrar, Australian National University, G.P.O. Box 4, Canberra. A.C.T. 2601 Australia. Applications for 1984 close on 31 October 1983.

EDUCATORS' TOUR TO KOREA

Seoul (ソウル), Suwon (水原), Kyongju (慶州) and Pusan (釜山). ¥133,OOO all inclusive, per person (based on a group of 20). Contact: Bill Sharp (03) 359-9621/(03) 333-7498.

Positions

(NISHINOMIYA) Native English speaker for a free conversation class from September 3, 1983. This is a part-time position, 2 hours (1:00 to 3:00 p.m.) on Saturdays. For further information write or call: Ms. Shimokawa at 0798-35-8911, Union English Conversation School, 4-14, Ochayasho-cho, Nishinomiya-shi, 662.

(PERU) The TRANSLEX Institute, one of the largest and most comprehensive English teaching centers in Latin America, offers employment opportunities to recent graduates or advanced students of ESL/TEFL programs. Contracts are for 12 or 24 months. For further information contact: Edificio TRANSLEX, Av. Paseo de la Republica Cdra. 56, Miraflores, Lima 18 Peru.

Meetings

NAGASAKI

Speaker: Mr. Masumi Muramatsu, President of Simul, Inc.
Topic: Watashi mo Eigo ga hanasenakatta (I couldn't speak English either)

Time: September 3, 1983 2:00 to 3:30 p.m.
Place: Nagasaki Shoko Hall (Chamber of Commerce – the red tile building across the street and just down from City Hall)
Fee: Free to all.

(Joint Program with YMCA Nagasaki)

TOKAI

Topic: Use of Crosswords & Slides in the language classroom
Speaker: Michael Horne
Date: Sunday, August 28
Time: 2:00 – 5:00 p.m.
Place: Aichi Kinro Kaikan, Tsurumai
Fee: Free; non-members:¥1,000
For further information: Contact Michael Horne (052) 851-0034

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WEST KANSAI SIG MEETINGS

Teaching English in Schools
Info: Keiji Murahashi, 06-328-5650 (days)

Teaching Children
Date: Sunday, August 21
Time: 11:00 a.m. – 12:30 p.m.
Place : Umeda Gakuen
Topic: Making Operators for In-Class Use
Info: Sister Wright, 06-699-8733

Teaching English in a Business Environment
Date: Sunday, August 21
Time: 11:00 a.m. – 12:30 p.m.
Place: Umeda Gakuen
Topic: Some Comments about Technical Writing
Info: Scott Dawson, 0775-25-4962

Teaching in Colleges and Universities
Date: Sunday, August 21
Time: 11:00 a.m. – 12:30 p.m.
Place: Umeda Gakuen
Topic: Informal rap session
Info: Jim Swan, 0742-34-5960

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医学博士 東京医科歯科大学 難治疾患研究所教授
Professor of Department of Auditory Disorders, Medical Research Institute, Tokyo Medical and Dental University

2 8 長谷川潔氏 ***Prof. Kiyoshi*** Hosegawa
横浜国立大学教授
Professor of Yokohama National University

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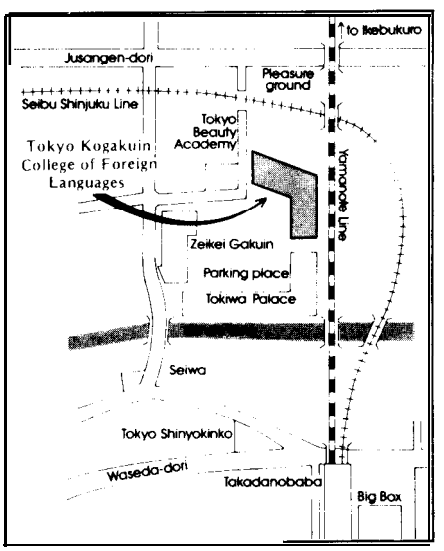

お問合わせ ***Further information*** ☎(03)322-4874