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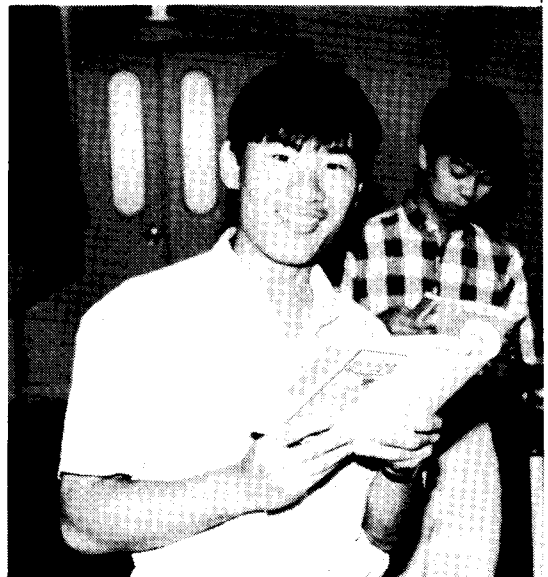
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## **JALT '84 CONFERENCE**

Special Issue:

**SPEAKING**



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Cover photos by Gene Crane

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The Japan Association of Language Teachers is a non-profit organization of concerned language teachers interested in promoting more effective language learning and teaching. It is the Japan affiliate of TESOL. 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 16 JALT chapters: Fukuoka, Wamamatsu, Hiroshima, Kobe, Kyoto, Matsuyama, Nagasaki, Nagoya, Okayama, Okiwa, Osaka, Sapporo (Hokkaido), Sendai, Takamatsu, Tokyo, and Yokohama.

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# Interview

## FROM STRUCTURES TO SKILLS: A COMPREHENSIVE VIEW OF LANGUAGE TEACHING AND LEARNING

An interview with **Michael Swan** conducted by Terry Toney, previously of JALT Hokkaido chapter and now with the British Council in London.

### On the content of language teaching programmes

A lot of the debate about language teaching in the last ten to 15 years has been about syllabuses and what kind of syllabus should be used as the basis for a language course. The standard view is that in the bad old days courses had a structural syllabus so a language course would have one lesson devoted to the present progressive tense and the next lesson devoted to the present simple tense and so on. Anything else taught, such as vocabulary or pronunciation, was subordinated to this structural progression. More recently the communicative approach has taken meaning as a starting point. Lessons have focused not on structures but on language functions such as apologising, agreeing and interrupting, or on notions such as point of time and speed, etc. These meaning elements have been taken as the points which a syllabus covers one after the other and everything else has been subordinated to that. This structural versus notional/functional debate is a rather senseless kind of argument, rather like asking a musician whether it is better to practise scales or Beethoven's Violin Concerto. It is obvious to most practising teachers that both language forms and the expression of meaning are important and that both are central in a language course.

In order to teach a language properly you need at least three formal syllabuses, covering structures, words and pronunciation. Some learners will also need a graphics syllabus to cover handwriting and spelling where the mother tongue uses a non-Roman alphabet. In addition to these formal syllabuses you also need at least four meaning syllabuses. These are to cover what the students need to do with the language: in other words, language functions (apologising, agreeing, etc.; secondly, what concepts students need to express, i.e., notions (size, speed, duration, point of time, etc.; thirdly, what situations the students must be able to operate in, for instance telephoning or buying railway tickets, etc.; and finally, what subject matter they will want to talk about, such as sports, economics or other specialist subjects. On top of this, it is very important to be able to use all these language elements easily and freely; in other words,

we must consider performance as well as competence. We need, therefore, a set of performance syllabuses or skills syllabuses, which in effect means including in the language course activities to help students speak easily, understand the spoken language easily, read easily and write easily. All of these involve subskills which must be covered by the course. A course which aims to meet students' needs in language learning must include a whole set of intertwined syllabuses similar to the ones I have described.

### A map of the course

With so many different course elements, we have to give some thought to how students (and teachers) can keep track of what they have covered and where they are in the course. In earlier language courses students could easily see where they were because working through the course they could simply tick off structures as they went along. But this is misleading because it gives students an oversimplified picture of what language learning is all about. A map of the lessons will help the students see what they have covered, where they are in the course, and where they are going next.

### On methodology

The essence of a genuine multi-syllabus approach to language teaching is that it should  
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include a wide range of methods and techniques. Anything which in the past teachers have found useful, which works, should be made use of in a course. In new language teaching movements the orists often come along and condemn old, established practices, recommending they be dropped and replaced with the new ideas which they have developed. The only correct response to this is to try out the new ideas, because they may be useful, but also to carry on using the established techniques because they worked before and will not suddenly stop working now. So, for example, new techniques include activities, task-based work, group work and so on, but there is still a place for drills, particularly where difficult structures are being learned which need a lot of practice. In adopting new methods and techniques it is important to incorporate them at a manageable pace.

This is particularly important in the case of non-native speaker teachers who are not familiar with the latest developments in methodology and materials, and who are not very confident about their command of the language. I have met many such teachers over the years and many of them came from East Asia. Most recently I was on a teacher training tour in Shanghai, China, where many of the teachers were in this position. My advice to them is to adopt new methods, but to make a modest start and build up from there slowly. If they want, for example, to introduce group work to their classes, then they should start with short periods of pair and group work, no more than a minute or two in occasional lessons, and then build up the frequency and length of the sessions from that. New methodology should be built upon present, established practice, not replace it immediately.

### Learning styles and materials

It is important for teachers to be aware of the fact that different learners have different learning strategies and that people do not all learn in the same way. Teachers will be familiar with the careful student who likes to get one thing right before going on to the next, does not like to take risks and does not like making mistakes, who probably does not get fluent very quickly but is quite accurate. Teachers will also know the kind of student who likes to take risks, likes communicating, who does not worry about making mistakes and wants to speak as fast as possible. There are two fundamentally different ways of learning involving different strategies, but it is extremely important that materials and methods should respect both of them. All too often a book or a method, or indeed a whole national language teaching tradition and policy may be appropriate for one

type of learner, but totally unsuitable for another. This does not mean that there should be separate language courses for the different styles. A course should aim to encompass a wide range of styles.

### Two kinds of fluency

The diversity of aims of a course is also illustrated by the need to develop at least two different kinds of fluency as I see it. The first is general fluency and the second particular fluency. **General fluency** relates to the ability to talk about something not closely predetermined; situations in which you do not know in advance what you are going to do next, and in which you need to recall the appropriate language from all the language you know very quickly. One kind of exercise which can develop this is, for example, role play. A role play I used in France to develop general fluency involved students imagining they were passengers or staff on the Trans-Siberian Express covering the U.S.S.R. Throughout the long journey there were opportunities for conversations of many kinds.

**Particular fluency** relates to the ability to manipulate particular structures which are either difficult (through length or complexity) or totally unfamiliar to the student. Practice drills are needed to help learners use the structures easily and freely. An example of such a drill is the following one used in the Cambridge English Course (CEC). In this drill we have tried to make the stimulus as genuine as possible. The students see four pictures of works of art and a number of possible responses are presented, such as "I like this," "I quite like this," or "I don't like that," etc. For the first stage the students simply tell each other what they think of the works of art. Then a tape is played on which six or seven different kinds of music have been recorded. The music has deliberately been chosen to stimulate very different kinds of reaction. Finally, more verbs are introduced and question forms gone over and then the students question each other on their likes and dislikes. This is clearly a drill practising simple present forms associated with the function of expressing likes and dislikes, but it is also designed to provide a real stimulus for the exchange of information about the students themselves; it achieves much more than a simple substitution table. Both these fluency exercises take into account the students' feelings and motivation which are important aspects of language learning.

### The teacher/student relationship

Teachers are individuals and vary a lot so it is difficult to generalise about how they should behave. Different teachers get their

best results in different ways, some by being non-authoritarian and others by being directive. I have found myself to be most effective by being myself, that is to say, quite directive. Although teachers differ, it is still possible to generalise about their relationship with students in the classroom to some extent. On the whole teachers talk too much in class, which can restrict the time available for students to learn. An important part of the teacher's job is to make it easy for students to learn and do particular things, to set up activities and situations to enable students to practise communicating. The teacher should not dominate by correcting too much. Setting standards of accuracy too high, especially in spoken activities, frightens students and undermines their confidence. Teachers should aim to build up this confidence in using language.

A good example of how this might be done is in relation to **humour and creativity** in the classroom. In many courses and teaching situations it is the course or teacher that makes the jokes or does something clever. Students look on, laugh and do a drill or a simple exercise but nothing particularly clever. In my teaching I try to work to a different structure; one in which the course or teacher sets up the situation for the students to do something interesting. An example from CEC is an activity designed to promote general fluency. The synopsis of an opera is presented, but only of the first two acts. The setting is a typical one: a poor girl whose lover is in prison, etc., and the synopsis leads towards a climax but stops short of it. The students put together the content of the third act in groups (practising future forms – what will happen in the third act), and report back to other groups when they have finished. This allows the students to be creative and entertaining and is very motivating.

### In conclusion

To repeat some of what I have said before, I think it is important for teachers, especially non-native speaker teachers, to adopt new ideas at a manageable pace. This also applies to new emphases in the classroom. For example, if teachers want to develop speaking activities more, then they should introduce the various exercises and activities gradually, enabling both themselves and the students to adjust to the new element. Teachers should add to their present practice and gradually build up their repertoire of techniques over time, building up their own and their students' confidence at the same time. With energy and commitment any teacher can achieve interesting and effective lessons.

## TALKING: NON-THREATENING PEER INTERACTION ACTIVITIES

By James W. Hale, Academic Director,  
Sundai-ELS Language Center, Tokyo

All of us realize that participation is essential if students expect to improve in spoken English, but some instructors cannot find a key to open quiet students up. However, participating may not be an easy task for some students. A personality trait such as shyness or nervousness in front of others is often stronger than the desire to speak. This article describes seven activities designed to give students non-threatening speaking practice in small groups or pairs. The activity may have to be initiated with the whole group (entire class), but in the final steps, students will be working in pairs or small groups of three or four. In addition to giving speaking practice, the activities are designed to foster and encourage peer correction, interaction and establish positive group dynamics.

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### ACTIVITY #1: Interview Sheets

**Preparation Before Class:** Make a handout and make enough copies for all students.

**Time Limit:** Ten minutes is recommended, but may vary with class.

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Interview sheets can be made for many structures from do/does questions to passive voice. The possibilities are endless. Below is an example of an interview sheet for a lesson which deals with schedules and activities. The inter-

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### FROM THE EDITOR

This is the first in a series of special theme issues of *The Language Teacher* done by a guest editor. Bernie Susser of Baika Junior College collected the feature articles for this issue on "Speaking."

Other special issues planned are:

December	Testing -- Steve Ross
March	Video and Computer Assisted Instruction
April	Speaking -- Bernie Susser
May	Classroom-Centered Research -- David Dinsmore

Other suggestions for special theme issues include Bilingualism, Teaching Children, Discourse Analysis. Any volunteers?

At JALT '84, *The Language Teacher* will have a table in the Commercial Members area. Please come by to talk with the editors, volunteer for guest editorships, arrange to write a conference presentation review, and make suggestions for the future of the JALT publications.

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view sheets should be given *after* the students are comfortable with the question forms.

Example Handout :

Question	Interview Sheet		
	Schedules/Activities		
	Name: Student 1	Student 2	Student 3
1. What time/ get up/ every day?			
2. When/ usually/ go to bed?			
3. What/ do/ after class?			
4. Which line/ take to school?			
5. What sports/ play/ free time?			

Procedure :

Have the students look at their copies of the interview sheet. Tell them they are going to ask questions using the cues on the left side of the page. If you haven't reviewed the questions already, model the first one so that the students know a complete question must be asked.

Now ask the students to pair off. In the first name slot at the top of the page, everyone should write his/her partner's name. Tell the pairs that they'll be interviewing each other using the same questions previously modeled. Partners should write each other's answers in *note form*, not sentences. When all the questions have been asked (both partners), each person should find another partner and ask the questions again. Depending on the time you have, you can have the students interview just one person or three.

**Follow-up Activity:** Each student orally summarizes the information about one of the partners interviewed  
**Homework:** Write out the answers in complete sentences.

ACTIVITY #2:Dyad Information Seeking Charts




**Preparation Before Class:** Make two charts and copy enough of each for half the class (chart 1 for half; chart 2 for the other half).  
**Time Limit:** Ten to 20 minutes (slow class); 6-9 minutes (fast class).

Let's call Activity #2 DISC to save space. As with interview sheets, DISC can be made for many structures and levels of proficiency. Making the charts takes more time than the interview sheets, but once you have a master, they can be used over and over again.




In pairs, students will gather the missing information for their partners. Student 1 doesn't know where Mr. Richards was last night, so he/she will ask student 2, "Where was Mr. Richards last night?" Student 2 knows and will answer, "He was at his office." As with interview sheets, encourage students to take notes. Complete sentences will be spoken orally later (or written for homework). Students should do this activity until they have completed the chart.

**Follow-up:** Complete sentences are given orally about all information.  
**Homework:** Written sentences or a written paragraph about one or all characters on the DISC.

DYAD INFORMATION SEEKING CHARTS (1)

			
	Mr. Richards	Shunsuke	Cathy
Place Last night		At the Disco in Shinjuku	
Place Yesterday afternoon	At Tokyo Station		
Place Yesterday morning			At her apartment
Problem Yesterday		Overslept; missed a class	
Lives in	near Kobe		
Hobby		Photography	

DYAD INFORMATION SEEKING CHARTS (2)

			
	Mr. Richards	Shunsuke	Cathy
Place Last night	At his office		In the hospital
Place Yesterday afternoon		At Tokyo University	At the doctor's
Place Yesterday morning	On the Shinkansen	At home sleeping	
Problem Yesterday	Lost his wallet		Sick
Lives in		near Sasazuka	Kyoto
Hobby	Playing golf		Cooking and eating

**ACTIVITY #3: Dyad Lines**  
**Preparation Before Class:** A short dialogue ready to be put on the blackboard.  
**Time Limit:** n.a.

Example:

B: Thanks.

Talking about what is missing in a picture, or about the difference between pictures, is not realistic. With artificially prepared information  
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gap exercises, students know that they must go through an unnatural routine in order to get an answer they could get instantly by comparing notes. There must be a real information gap. What is required is a simple and easy topic which has the potential to be new in every class, real to the students sharing it, and can lead to a real need to communicate.

A second problem is getting away from the discourse rules observable in most ESL classrooms. Classroom interaction does not resemble non-classroom conversation in many ways. Van Lier (1984) discusses three major areas in which real conversation rules do not resemble classroom interactional rules: turn taking patterns, learner initiative, and repair. White and Lightbown (1984) discuss the way a group of observed teachers used questions and reactions and compared their findings to norms found outside the classroom. Coulthard (1977) includes a complete chapter on classroom discourse and the way it differs from conversation. There can be little doubt that the conversational patterns found in most ESL classes do not resemble the patterns of communication that students are going to encounter in the real world. If our students are going to use real English, in real situations, we as teachers must make our classrooms resemble this reality. In order to start a system which can combine these two needs, a topic must be found and normal classroom rules must be abrogated.

Finding a topic which will lead to a need or a desire to talk is the easier part of the problem to solve. The topic used is referred to as "Good News or Bad News." When students come to class, they must have a piece of recent and personal news that they can share with the class. It might be Bad News: "My cat died." "I lost my job." "I was sick yesterday." It might be Good News: "I went skiing." "I won ¥10,000 at pachinko." "My daughter graduated." I usually try to remember the different news items and encourage students to do so also. At a later date the class can ask questions and discover how things have developed.

Dropping normal classroom rules is a much more difficult problem involving three stages of preparation. First, students must be taught the English to use in the different kinds of situations they might encounter. Second, students must be given an opportunity to practice and develop confidence using English for different purposes. Finally, the teacher must keep out of what might be going on between students; the teacher needs to take a back seat.

Students need to be taught how to tell short narratives and more importantly how to

respond to different types of news. Depending upon the level of English ability, different complexities of narrative can be presented, practiced, and expected from students. In beginning stages three basic ways to react to different types of news are taught: Sympathy - "That's too bad." Happiness - "Fantastic. Great." Surprise - "Wow. Really?" I also present aspects of body language and culture that might be different. Smith (1983) presents an interesting way to introduce facial expressions associated with different emotions. As students develop proficiency, more ways of expressing reactions are presented along with new conversational skills: listening noises and actions, changing the topic, and interrupting. Different texts such as *Functions in English* (Blundell 1983) and *Gambits* (Keller 1979) can supply a teacher with a great many ideas. In addition, a teacher might also want to introduce some of the ideas in *American Cultural Encounters* (Ford 1981). I usually spend time teaching an idea: when to use it, how to use it, and how and when not to use it, and then during the first few times it is used I monitor what students are saying to insure it is used correctly.

As students become more skilled at giving information, they also become more skilled at asking questions or encouraging the speaker to continue with the narrative using both verbal and non-verbal cues. One or two cues (uh huh, mmmmm) can be taught at an early stage and more can be added in later classes (I see. Mmmmm. interesting). In the beginning the taking of turns usually needs to be designated by the teacher, but once students begin to take turns on their own initiative the problem of breaking the classroom cycle ends. Breaking this cycle of question-response-feedback is difficult, but I have found that when students are talking about something personally important in their lives it becomes easier. Teaching them when to take a turn, the signs to look for, the rules of turn taking, how to interrupt, and how to change the topic can all help to lead to a much more enjoyable and extensive exchange of real information.

The hardest part of teaching conversation skills and ideas and having our students practice in real situations is getting away from the typical classroom routine. The steps mentioned above will give students the skills they need to interact in a real conversation, but more importantly students need to be given the opportunity to gain confidence. This is a difficult problem and involves the willingness of the teacher to step out of the spotlight. In my experience three steps have helped in establishing a non-classroom relationship. First, I share my news with the students and try to make it something they will



want to ask me about. Second, I do not ask questions or in any way act like a teacher. At first this may result in long periods of silence, but usually these periods of silence get shorter and shorter until they are no longer a problem. Third, I never repeat what other students have said or ask anybody to repeat or clarify what they have said. This is up to the students to do.

When this part of the class is finished, I return to a teacher role and, if it is needed, go over what has been said. "This question was inappropriate." "Your reaction to his news could have been more sincere." "Why not try this reaction?"

This exercise is not a one-time affair, but it is an ongoing activity which is built on from class to class. I usually spend about 30 minutes on the entire exercise. New ideas are introduced each week and new ways to express old ideas are presented. This gives both a good and an average student the same range of skills but allows the better student a chance to acquire more than one idea for each skill.

At the beginning of a term or when I first meet a class, I ask the students if they have any "Good News or Bad News." They begin their narrative by informing the class "I have bad news" or "I have good news." This allows the other students a chance to know how they should react. As they become more skilled at reacting to different types of news, this part is dropped and just the news is given. The other students must decide whether the news is good or bad and, judging from how it was said and how the person looks, they must react accordingly. In later stages no special time is given for this activity, but sometime during the class students must present their piece of news. This might be done by changing the topic, in the answer to a question, or in any of a variety of ways we would introduce good or bad news. "Did you do your homework?" "No, I didn't have time. My daughter graduated from high school and I didn't have any time." This is good

news and it would be up to the other students to realize that it is good news and then react accordingly.

This activity does not have an end. A teacher can continue to use it for as long as the class continues to meet. There are always new ideas which can be presented, and there will always be fresh news to react to and talk about.

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## PROBLEMS INHERENT IN CHOOSING APPROPRIATE TEXTS FOR "ORAL ENGLISH/ENGLISH CONVERSATION" CLASSES

By Michael "Rube" Redfield, Nanzan  
Women's College

This article addresses a problem which, theoretically, should not exist; that of choosing a text to match Japanese students' approximate ability in spoken English. It would seem, logically but perhaps naively, that beginning, elementary, and intermediate students (however it is decided to classify them) would be assigned

beginning, elementary, and intermediate textbooks, at least in classes where the use of textbooks is mandatory. In Japan, however, this is often not the case at all, for a number of reasons discussed below.

Japanese students, when entering EFL programs, be they company, commercial, government, or university programs, are often given a number of placement tests. Unfortunately,

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the vast majority of these tests seem only to tap formal language learning and not the equally important unconscious language acquisition (Krashen, 1981). Because of the character and educational background of most Japanese learners, they tend to score quite high on these paper and pencil, discrete point exams. Their communicative capabilities in English, however, rarely match their formal knowledge of grammar. As a result, they are often placed in classes at higher levels than their oral abilities would seem to merit. Better tests of communicative competence, certainly, need to be developed and employed, but until that time we are still faced with the problem of inappropriately placed students.

An apparent lack of understanding of the important distinction between language learning (conscious) and language acquisition (unconscious) (Burt, Dulay, Krashen, 1982) appears to lie at the root of the problem. To very briefly summarize the theory, often referred to as 'Monitor Theory,' conscious knowledge of grammatical rules, gained through formal study, is only available to learners as a monitor, to check the accuracy of utterances. Monitor use is restricted by time constraints, and comes into play only when the learner has time to concentrate on linguistic forms, i.e., when he is writing, preparing a speech, or in test-taking when the instructions are to concentrate on form. Structures are internalized unconsciously, on the other hand, when the learner is confronted with comprehensible input, both in listening and reading. Communicative competence, or fluency in a language, comes only through the latter process of language acquisition. Monitor Theory explicitly states that material 'learned' through conscious study is not transferable, that is to say, cannot be called upon by the learner in oral communication. This is not the place to go into all the merits and demerits of Monitor Theory, but it does give us a useful tool for understanding why Japanese students, after six years of formal English study in schools, still are often not able to function communicatively in the language.

Teachers unfamiliar with Monitor Theory run a risk of falling into two related traps. A detailed analysis, or even a cursory glance at Japanese Ministry of Education-mandated texts for use in high school English classes might lead the unwary teacher into believing that the students entering his classes actively control most of the material studied in high school. This is clearly not the case for a huge majority of students, even those majoring in English at the so-called elite universities.

The second pitfall is believing, as many

teachers and administrators apparently do, that just because students can recognize vocabulary and structure in written form, they can also recognize the same material in spoken form. Recognition of printed forms is one thing, understanding, of both written and spoken forms, quite another. And of course there is also a wide gap separating passive knowledge (recognition) from active control.

A further problem confronting the teacher of "Oral English" or "English Conversation" (the two terms seem synonymous, although restricted in their particular uses, "OE" being predominant at colleges and universities and "English Conversation" holding sway at companies and commercial language schools) in Japan is the notion, held by a large number of Japanese and foreign teachers alike, that students need to be 'challenged.' The harder the material, the more diligently students will be forced to work. The easiest way to challenge the students, outside of course, of the infamous Japanese university entrance examinations, would be, it seems, to assign them difficult textbooks, one or two steps beyond their current level. All this goes along quite well with the seemingly pervasive Confucian notion that studying, in and of itself, is more important than actual learning. The more students are challenged, the harder they must study, the better people they will become, regardless of how much English they happen to acquire. The formation of diligent, hard-working adults is certainly an admirable educational goal, but does it necessarily have to come at the expense of learning to use a foreign language?

### Problems encountered when students are assigned inappropriate texts

Harper, in his *The Practice of English Language Teaching*, states that "success or the lack of it plays a vital part in the motivational drive of students." He goes on to say that "to give students very high challenge activities (high, because the level of difficulty for the students is extreme). . . may have a negative effect on motivation." (Harper, 1983, p. 6). Faced with demands that are too difficult, such as those commonly found in materials designed for more advanced learners, students are often almost forced to resort to undesirable avoidance strategies. They may in fact give up entirely, by leaving the program, or rely exclusively on 'defensive' learning (Stevick, 1976) and therefore acquire little or none of the material available as input.

The teacher is faced with a dilemma when he finds that his class cannot 'work up' to the level of the text he has been assigned to teach or in fact has chosen himself. He can either teach,

and test, to the textbook, leaving the students far behind, and thereby making class a frustrating experience for all involved, or he can attempt to pick and choose more manageable items out of the text, thereby losing continuity (see Oller, 1983, for an excellent discussion of continuity) and perhaps the class' confidence in him as a teacher. In choosing the latter strategy the teacher also runs the very real risk of running afoul of both colleagues and school administrators.

There might be, in certain cases, a third possibility; simply do all the communicative activities provided by the text and ignore the structural exercises, presentations, readings, etc. Since most acceptable textbooks these days try to cover both accuracy and fluency, this might be a viable solution, especially if teachers are allowed to both test and grade their own students. There are problems with this approach as well, however. Because students' oral, communicative abilities are lower than those assumed by the textbook writer, they are often simply not able to do the communicative activities in the book with their limited knowledge of English, forcing them to fall back on what they do know well, Japanese. A case can be made for allowing use by the students of the native language in class (see CLL practices, for example) but many people still feel uncomfortable with this approach, both teachers and administrators. In places where 'English Only' is the rule, this third possibility is no possibility at all.

Every effort therefore should be made to pick an appropriate textbook. A good teacher is supposed to be able to get something out of whatever may be assigned, but that is really begging the question. Proper textbook selection can minimize, but obviously never eliminate, the problems involved in classroom language learning and teaching. Teachers must strive to learn as much as possible about their particular student bodies, the language learning process, and the goals of their particular program. They must try to eliminate misconceptions about their students' levels and capabilities, and convince administrators and textbook selecting bodies to 'pick materials appropriate to the students' levels. If at all possible, classroom teachers should have direct input into the selection process. There are a number of articles available discussing how to pick appropriate texts (Rivers, Williams, Tucker, Daoud and Celce-Murcia) and these should certainly be consulted before making final selections. If at all possible, a pilot study should be carried out on likely texts. If this cannot be done, arrangements should be made to view classes at other institutions where different materials are in use.

We cannot often or easily control student

motivation or innate ability, the two factors probably most closely related to student achievement in classroom foreign language study. But we can, and have a responsibility to, control much of the material systematically presented and exploited in our classrooms. The first, and perhaps most important, step in doing this is to pick appropriate materials.

### References

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### On "LETTERS TO THE EDITOR"

*The Language Teacher* follows the policy of most other publications concerning "Letters to the Editor" and "Opinion" letters. All such submissions must have the author's name and address included. If the author wishes to remain anonymous, that request can be made of the editor. We do not publish anything submitted by "anonymous."



## JALT '84 SUPER SHOW ABOUT TO START!

Get ready for the biggest conference on language teaching ever held in Asia! With over 200 events lined up during the three days (Nov. 23-25) and over 1200 participants expected, JALT '84 promises to be an event which will not be soon forgotten. The entire program can be found in this issue, so start planning your sessions now.

For those who still have not pre-registered, if you are reading this before Nov. 10, keep reading; all others —skip to the next paragraph. There are still a few rooms left in the Washington Hotel, although we are fairly certain that late-comers will have to find alternate (and more expensive) accommodations. Even if you will not be needing a hotel, your pre-registration means that you can go straight to a presentation without having to stand in the slower on-site registration line and save ¥¥ to boot. You will find a registration form in the past two issues of *The Language Teacher*.

For those who cannot meet the Nov. 10th deadline for registration, Alice Bratton, who is in charge of registration, will try her best to make your wait in line as brief as possible. Please do not try to send in the postal furikae form after that date, since your payment may not arrive in time to be processed.

If you have any further questions about the conference, do not hesitate to call 03-982-2208 in Tokyo, or 075-221-2251, the JALT office in Kyoto.

## PARTY! PARTY!

The hospitality committee for JALT '84 takes great pleasure in welcoming you to the conference and to Tokyo. We have planned various activities that we hope will give you a chance to meet old friends, make new ones, talk casually with speakers and presenters, and simply relax from the busy conference schedule. We will begin "unofficially" on Thursday evening by gathering in the Suntory Pub in the first basement of the Washington Hotel. The Pub offers "pub time" (happy hour) from 5 to 7 and regular service until 2. Drink prices are reasonable and there is a very limited food menu — mostly *otsumami*. This can be a way to "see who's here" and to meet some of the featured speakers in a relaxed atmosphere. We have set no specific times just drop in when you get thirsty. On Friday evening, Regents Publishing Company will sponsor their highly anticipated annual party, furnishing drinks and snacks for all. This will take place in the auditorium on the fifth floor of Building 4 following the presentations.

The social "high point" will be the JALT dinner on Saturday night at 7:15 at the Tokai Club on the 33rd floor of the Kasumigaseki Building. For the very reasonable price of

¥4,000, there will be a buffet of Japanese and Western dishes, drinks, and an astounding view, if the weather cooperates. Please use the furikae form to pre-register for this popular event as reservations are highly recommended. On Sunday afternoon there will be a farewell get-together in the auditorium, during which the drawing for the publishers' prizes will be held.

Throughout the conference there will be free coffee and cookies available in the center of the publishers' display area on the third floor of Building 4. In addition, the second floor restaurant will be open for coffee from 8 to 5, and a "morning service" will be available.

A handout giving details of all the social events (and directions to the dinner) will be included in your registration packet. We will also include a necessarily brief list of restaurants recommended by Tokyo JALT members and some suggested sights to see, if we can be of any help to you, please feel free to come by the hospitality desk and see us. We would like to help you enjoy both Tokyo and JALT '84.

Anyone planning to drive to Tokyo and Washington Hotel can write to Mariko Itoh at the JALT Central Office for a driving map. (There is no available parking at the Conference Site. Parking at the Washington costs ¥140 per half-hour from 9 a.m. to 6:30 p.m., and half-price at night.)

Health-minded conference-goers who are staying at the Washington can walk to the JALT '84 site within half an hour, which is the same as it takes by train. Special walking maps will be available at the hotel and on site.

— Tom Nunnolley

## COMMERCIAL MEMBERS to SPONSOR LOTTERY and COFFEE TABLE

Visit every commercial display this year, because if you do, you'll have a chance to win one of the very substantial cash prizes being offered in the Commercial Display Lottery.

You get a Lottery Card at registration; then all you have to do is get it stamped by all of the participating exhibitors before you drop it in the box.

A list of prizes and other details will be posted in the display area during the conference.

Also, thanks again to our CMs, there'll be free coffee service in the display area throughout the conference; so we hope you'll drop by every chance you get.

## TOKYO HOSPITALITY

In a break with tradition, the Tokyo chapter has decided to take some of the sugar out of  
(cont'd on page 17)

1:30

2:30

3:30

4:30

## SCHEDULE OF EVENTS

Friday November 25

- 10:00 - 10:30 Koto Concert  
 10:30 - 12:00 Keynote Address: *Internationalization and Language Teaching* - Dr. Saburo Okita  
 1:30 - 5:20 Concurrent Sessions  
 2:30 - 4:00 Tokyo Hospitality  
 5:30 - 7:00 Regents Cocktail Party  
 Sponsored by Regents Worldwide (AUD)

Saturday, November 24

- 9:00 - 10:00 Concurrent Sessions  
 11:20 - 12:20 Plenary Address: *Principles and Practice in Second Language Acquisition*  
 Dr. Stephen Krashen - (AUD)  
 1:30 - 4:40 Concurrent Sessions  
 2:30 - 4:00 Tokyo Hospitality  
 5:30 - 6:15 JALT Annual Business Meeting (AUD)  
 7:15 - 9:00 Annual Conference Dinner  
 Tokai Club (See map)

Sunday November 25

- 9:00 12 2" Concurrent Sessions  
 1:30- 3:30 Concurrent Sessions  
 2:30 - 4-w Tokyo Hospitality  
 3 40 6 50 Acquisition in the Classroom -  
 Alatis, Freebairn, Haskell, Krashen,  
 O'Neill, Richarda. Stevens & Swan

PUBLISHERS' DISPLAYS OPEN UNTIL 5:30  
 (6:15 on Saturday)

Free Coffee in the Publishers' Area

## ROOM &amp; BUILDING CODES

Registration Building (#4)  
 Rooms (001) - (099)  
 Auditorium (AUD)

Bosci High School (#5)  
 Rooms [100] - 12991  
 Music Room

Star Building (#2)

Rooms • 300\* - • 599\*

1:30 2:30

- Cloze Encounters  
 Novak, Dr. Carole Ann [203]  
**Language Testing**  
 Stupak, Steven [206]  
 Child-Centered Classroom Materials  
 Chapman, John [204]  
 Magnetics In Children's Classes  
 Clark, Christopher [42]  
 Fluent Reading For Pleasure  
 Kraemer, Helen \*543\*  
 Ways With Words And Gambits  
 Berman, Shari J (55)  
 In-Service Language Courses For Business  
 Ferguson, Nicolas (52)  
 Dictation: Everything You Always Wanted.  
 Matreyek, Walter A \*321\*  
 Basics In Listening  
 Urano, Munetsugu [103]  
 Predictive Listening: Putting Guesswork In  
 Reseter, George E [202]  
 Private Lessons: Ideas And Activities  
 Macomber, Michelle (53)  
 Introducing Hajimete-Do-ABC  
 Abe, Keiko (41)  
 Procedural Design  
 Mather, Prim \*523\*  
 On TESOL  
 Alatis, James E (45)  
 Career English Series  
 Pflugrath, Richard J [102]

2:40 3:40

- Evaluation Within A Communicative Framework  
 Pearson, Eloise \*523\*  
 The Diary: A Communicative Approach  
 Latona, Maria (41)  
 The Roles Of The Teacher  
 Zambrano, Maria Cristina [103]  
 Simulated International Conference  
 Pifer, George W [203]  
 Significant Scribbles: Writing For Fluency  
 Kelly, C and I Shortreed \*321\*  
 The Language Learning/Teaching Process  
 Stevens, Peter (45)  
 Introduction to U.S. Culture  
 Tansey, Catherine [102]

3:50 - 4:50

- Teacher Education With Values Clarification  
 Lash, Eric C [203]  
 Insights And Ideas  
 Newton, Daryl [204]  
 Language Acquisition Through Silent Reading  
 Robinson, Bill [101]  
 Using Songs In The ESL Classroom  
 Bailey, Kathleen M [103]  
 Creating Pair Exercises For Standard Drills  
 Isted, George [102]  
 Integrating Speaking, Writing And Reading  
 Sawyer, Mark [202]  
 Constraints & Conflicts In Testing  
 Heaton, J B [MUSIC]  
 Sensory Perceptions  
 Berman, Shari J \*333\*

2:40 - 4:40

- Understanding & Assimilation  
 Peaty, David [204]  
 Language Proficiency Interview Testing  
 Stupak, Steven [205]  
 Suggestopedia & The Natural Approach  
 Taguchi, Hiro (55)  
 Practical Video In University Classes  
 Brown, John Alan Gane \*423\*  
 Creating The Active Student  
 Maybin, Don \*543\*  
 The IBU Curriculum  
 Pendergast, Tom (52)  
 Practical Activities For Children  
 Nakata, Ritsuko (42)  
 Designing Listening Comprehension Exercises  
 Hough, David A (53)  
 Computer Assisted Language Learning (CALL)  
 British Council \*331\*

1:30 - 3:30

- Word & Picture Card Games  
 Andrade, Melvin R, Jr. (54)  
 Activities: Shaking The Theory Tree  
 Crane, Frank J [MUSIC]  
 Opening The Black Box  
 Dinsmore, David \*533\*  
 Some Communicative Composition Activities  
 Lupescu, Stuart [201]  
 Introducing Young Japanese To English  
 Wordell, Miyoko \*333\*  
 Demystifying The Methods  
 Faulkner, Charles [101]  
 How To Make The Most Of Video  
 Freebairn, Ingrid \*323\*

3:50 - 5:20

- Games & Activities For Acquisition  
 Helgesen & Jordan (54)  
 Computer As A Tool  
 McHugh, Charles \*321\*  
 Sound-Spelling Harmony  
 Griesy, Paul et al \*323\*  
 Three Vital Characteristics Of Lesson Planning  
 O'Neill, Robert (45)  
 Using Authentic Materials In Test Production  
 Milanovic, Michael (41)  
 Task-Based Teacher Training  
 Gilpin et al \*533\*

1:30 - 4:30

- Drama Improvisation Games, Williams, Tim '311'  
 Lively up Your Class Hale, James W '443'  
 The Power Of Reading And Writing Krashen, Dr. Stephen (AUD)  
 English Thru Dialogues, Songs & Games Wright, Sr Regis '341'

FRIDAY  
 NOVEMBER 23

9:00

10:00

11:00

130

2:30

3:30

4:30

The Language Teacher 8:11

9:00 - 10:00

Se Habla Japanese  
Perales, Alonso M (55)

Questions In The Listening Lesson  
Cervantes, R. & F Noji (54)

ESP For Nurses  
Nishihira, Fumiko (102)

Origami For Language Teaching  
Uemichi, Keiko (42)

Efficiency = Cost - Effectiveness  
Pendergast, Tom (52)

Using Magazine Pictures  
Bailey, Kathleen M \*523\*

Inside ESL Video Production  
Crawford, William \*323\*

Teaching Japanese To Foreigners  
Riesberg, Larry (101)

The Impact Of New Technologies  
Likoff Laurie (203)

Creating An Involving Learning Environment  
Weintraub, Hillel • 423

Technology English For Anybody  
Donan, L & K Inukai [MUSIC]

Approaches To Communicative Test Design  
Milanovic, Michael (103)

Principles In Teacher Refresher Courses  
James, G (201)

Group Process In Language Learning  
Gilpin, Arlene \*443\*

10:10 - 11:10

Macro Approach To Videos  
Noji, Francis A '323'

Characters In EFL Texts  
Swan, James (204)

Guidelines For Teaching Streamline English  
Gilbert, Roy (203)

New Approach To Teacher-Training  
Ferguson, Nicolas (52)

Cross Cultural Awareness Through Video  
Cooney, Barbara Leigh • 333\*

Composition By Dictation Method  
Yokaichiya, Taeko (102)

The Good L2 Learner  
Paukner, Charles \*423\*

English Conversation For University Students  
Cushman, Charles (205)

Computers: Just Another Classroom Aid  
Tucker, Philip (101)

Topic Structuring: The Listener's Perspective  
Rost, Michael [MUSIC]

"Ideas Box" For Teaching Children  
Abe, Keiko '623'

Introducing Step Ahead!  
Hough David (63)

The Addison-Wesley Picture Dictionary  
Nakata, Ritsuko (42)

College Student's Reading Problems  
Kitao, Kenji (65)

A Reading Workshop  
Tunncliffe Damien (64)

1:30 - 2:30

Selection Of Developmental Errors  
Ghadessy Mohsen (47)

Video Materials  
Kitao Kathleen S '423'

Use Of Functional Objectives  
Dhansobhon, Dr. Sontawil (54)

Beyond The Page  
Hale, James W '333'

Songs And Songbooks  
Griffie, Dale T \*311\*

Computer Assisted Reading  
David Clarke & Jenny Fox '323'

Role Play Revisited  
Richards, Jack (46)

Never Read A Boring Essay Again!  
Chenoweth, A (55)

A " Invitation To Education Computing  
Saito, Motoharu Mark '321'

Multi-Layered Video Explication  
Freebairn, Ingrid (62)

Text Users' Session - Threshold  
Gosewisch, Ronald (205)

Text Users' Session - Streamline  
Lee, William (202)

Text Users' Session - Yes! For Children  
Taniguchi, Kayo \*523\*

Text Users' Session - New Horizons  
\*533\*

Text Users' Session - Kernal  
[MUSIC]

Text Users' Session - In-Touch  
[102]

Text Users' Session - Seido  
[103]

Text Users' Session - Side By Side  
(203)

Text Users' Session - Spectrum  
Brown, Steve (204)

Text Users' Session - Strategies  
Mourao, April (201)

2:40 - 3:40

Communicating In English: Examples And Models  
Matreyek, Walter A [205]

Ceremonial And Everyday Video  
Seton, Alistair C. G. \*423\*

2:40 - 4:40

English Composition Teaching. Various Approaches  
Shishin Alex (52)

Learning Effectiveness Thru Human Engineering  
Perkins, Leo G \*321 \*

Teaching How To Discuss Topics  
Barrow, Jack (102)

English Through Drama  
Narahashi (Nomura), Yoko \*311\*

Teaching Macro Listening Skills  
Bailey, Francis M. '333'

Reading Workshop  
Dinsmore, D & D Brigman (64)

ESL Games For Children  
Frost, Griffith et al '523 .

Testing Spoken English At IBU  
Pendergast, Tom (202)

Dealing With Expectations  
Newton, Daryl \*321\*

English Teaching Contexts In Japan  
Wordell, Charles B [103]

Introduction To Discourse Analysis-I  
Roessiter, Paul (47)

Phonemic Difficulties For The Japanese  
Setoyama, Yukie [201]

Japanese Writers I" English  
Pereira, John [103]

Get Them Talking  
Swan, Michael (45)

More Communication Activities That Work  
Karen Campbell k A Smith [203]

A Structuro-Global Course: "All's Well"  
Stanford, B & J Wisscher (55)

Getting Published - A Panel Discussion  
Hough, David (Chmn) [MUSIC]

9:00 - 10:30

Making It Stick Acquisition Activities  
Mandeville & Takahashi \*311\*

Aural/Oral Skills - 36 Techniques  
Maybin, Don [202]

Computers For Teaching Grammar  
Nguyen, Ky \*321\*

Grammar, Meaning And Common Sense  
O'Neill, Robert. \*341\*

An Authentic Listening Sampler  
Robb, Naoko (41)

10:40 - 11:10

Using The Natural Approach  
Fotos, Sandra S [201]

Reading Aloud Teaching and Testing  
Deutsch, George B '443'

How To Make A Text Communicative  
Redfield, Rube [202]

A Curriculum For ESL Major  
Gosewisch, Ronald • x1\*

What Am I Doing? Mistaking  
Tinkham, Thomas '341'

Metatheory For Second Language Learning  
Donahue, Ray [103]

Item Analysis In Multiple Choice Tests  
Robb, Thomas N '321'

10:05 - 10:35

The Reading Laboratory  
Kleinmann Howard '443'

Perception Of Para-linguistic Features  
Ghadessy, Mohsen [201]

Reading Comprehension And Contextual Cues  
Donahue, Ray [103]

1:30 - 4:30

Issues In Second Language Acquisition Theory  
Krashen, Dr. Stephen (AUDI)

A Cross-Cultural Simulation: Ba Fa Ba Fa  
Gay, B et al (41)

Spanish For Beginners With Self- Access  
Zambrano, Maria Critina [101]

The Information Gap Lindsay, Angus (48)

Silent Way For Advanced Learners  
Allard, Fusako (53)

Testing Workshop  
Stevens, Peter '443'

SATURDAY

NOVEMBER 24, 1984

9:00 - 11:00

Computer Assisted Language Learning (CALL)  
British Council • s.\*

Communicative Grammar Teaching - A Workshop  
Swan, Michael '533'

PUBLISHERS' DISPLAYS OPEN UNTIL 6:15

Free Coffee in the Publishers' Area

ber 1984

9:00

10:00

11:00

12:00

9:00 - 10:00	10:10 - 11:10	11:20 12:20
Using Slides Kitao, Kathleen S. (62)	Discovery Series, The Peaty, David (42)	Using Videotaped News Turner, Stephen E. (123)
Language Learning Tutorials Christensen, Torkil (42)	Balanced Skills Approach Christenson, Steven W. *321*	Reduced Forms Aid Listening Comprehension Weinstein, Nina *443*
Teat-Item Data Base Tnpp, Steven D. (85)	The New Intercom Series Farina, George (55)	L2 Reading & Schema-Theoretical Research James, Mark O. (54)
Critical Writing And Thinking Allen, Gary (41)	On The Way Coleman, Chris (54)	College Level English Composition Program Carr, Marion et al. (44)
Listening Comprehension Thru Movies Cisar, Lawrence *333*	Introducing New Breakthrough Richards, Jack *311*	Senmon Gakko No Eigokyoiku Nozawa, Kazunori (42)
Reading Passages/Passageway Crane, Frank J. *341*	Introducing English Visa Gatton, William *423*	Reading Textbooks For Avoiding Direct Translation Kitao, Kenji (55)
English Exclamations And Intonation Signals Reagan, Nevitt *449*	Introducing Open Sesame Lanzano, Susan *443*	Survey Of Bilinguals In Japan Yamamoto, Masayo *321*
Objective Testing Of Spoken Language Ferguson, Nicholas (63)	TPR Kits And Unisets Okazaki, S. & Pendergasst (53)	The Range Of Group Work Crane, Frank J. *341*
Television And Teaching Hambrook Joe *429*	Listening And Language Acquisition Donovan, Peter (41)	Classroom Video -20 Techniques Maybin Dan *323*
CAI Speed Reading Yoshida, Shinsuke & Haruyo *323*	Yea! English For Children, 2nd Edition Abe, Keiko (44)	Introducing Person To Person Richards, Jack *311*
Testing & Evaluation Falvey, Peter (64)	Sherlock Holmes - And Other Videos Tunnaciff, Damien *323*	Self-Access Pair Laming Ferguson, Nicolas (63)
Oral Testing k Examining Button, A I. (44)	The Strategies Series Freebairn, Ingrid *341*	Card Game For English Learning Suenobu, Mineo *333*
	Reach Out Series: Teaching Children English Pflugrath, Richard J. (62)	Pathways To English: An Integrated EFL Series Likoff, Laurie (62)
	side By side Tansey, Catherine (47)	

1:30

2:30

3:30

4:30

1:30 - 3:30	3:40 - 5:00
Pairwork Communication Activities# Total English Communication Basic Reading Skills Suggestopedia - The Japanese Variation Creative English For Children Secondary School Methods & Textbooks Language Learning k The Videodisc Video English English As An Alien Language Teacher Training Inner-Outer Voice Vocabulary And Pronunciation For Children Still More Communication Activities Why The New Kernl Hidden Curriculum Computer Assisted Language Learning (CALL) Introduction To Discourse Analysis-11 Designing a Multi-Syllabus Course	Peaty, David (42) Perkins, Leo G. *323* Cornwall, Tim *321* Adamson, Jr, Charles E. (55) Peretti, Claudia *311* Lupardus, Karen (54) Hambrook, Joe *423* Jones, Susan *333* Millar, Martin (52) Brooks, Ann Kristen (41) Hough David A. *443* Campbell, K & A Smith (53) O'Neill, Robert (45) Falvey, Margaret (44) British Council *331* Rossiter, Paul (47) Swan, Michael *341*
	Featured Speaker Panel  Alatis, Freebairn, Haskell, Krashen, O'Neill, Richards, Stevens & Swan (A U D)

**SUNDAY**  
**NOVEMBER 25, 1984**

ON-SITE TELEPHONE

Nov. 23-24-25 only

PUBLISHERS' DISPLAYS OPEN UNTIL 5:30

03-467-4221

Free Coffee in the Publishers' Area

# LOOK to Addison-Wesley for the innovative titles teachers depend on!

## **New!**

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Further information  
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(cont'd from page 12)

your conference diet. Each afternoon of JALT '84, beginning at 2:30, you will find booths serving *yakitori* and *edomae sushi*. A nominal charge of ¥50 and ¥100, respectively, for these native chicken and fish delicacies has been imposed to regulate the turnover of partakers. Tickets will be available in the registration area in the morning for those planning a late-lunch, as well as near the booths from 2:30 until 4:00, or until the day's supply is gone. The Tokyo chapter welcomes you: *IRASSHAIMASE!*

## UPDATE - OVERSEAS SPEAKERS

### STEVEN W. CHRISTENSON

Steven W. Christenson is ESL/Language Arts Consultant for Houghton Mifflin and has given workshops around the world. He has taught ESL for five years in Colombia and has served as English Coordinator at Javeriana University in Bogota.

His presentation, "A Balanced Skills Approach in the Student-Centered Classroom," will show how *English ALFA*, a six-level ESL series, provides a program of instruction designed to bring the student to a level of proficiency necessary for professional and academic purposes, including ESP. By emphasizing reading and writing skills in a context that encourages communication practice, *English ALFA* aims specifically at those students who need these skills. The session will be organized around criteria for evaluating textbook material in relation to student needs.

### PETER DONOVAN



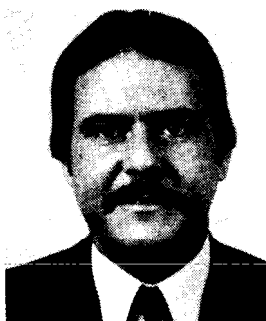
Peter Donovan is Senior ELT Editor for Cambridge University Press, Cambridge, England. He is responsible for commissioning and developing a wide range of books including coursebooks, supplementary material, ESP, and books for teachers and applied linguistics. He has taught EFL in Sweden, Africa and Belgium, as well as in Britain. He has a particular interest in ESP and spent three years as a writer in this field. He is the author of *Basic English for Science* (Oxford University Press).

Developing the skill of listening is an important priority in many teaching programmes. A wide variety of different types of listening material, for different levels and for various purposes, is now available in published form, much of it 'authentic.' His presentation, "Listening and Language Acquisition," will describe the range of listening material available from Cambridge

University Press, both established and more recent publications, as well as important books about listening comprehension.



### GEORGE FARINA



George Farina is Assistant Manager for Asia and the Pacific with Wadsworth International and has had over eight years' experience teaching English to adults in Japan.

The six-level New *Intercom* Series is the completely revised edition of the widely-used *Intercom: English for International Communication*. This refreshingly direct series will appeal particularly to teachers looking for well-organized, attractive, complete, easy to use, flexible and reasonably-priced materials for young adults and adults. In the presentation, the syllabus of the series, the format of the books and the exercise types in each unit will be discussed.

### J. B. HEATON

J.B. Heaton is Director of the English Language Unit for Overseas Students at the University of Leeds. He spent 12 years in Hong Kong, where, among other things, he served as Chief Inspector for English at Northcote College of Education. He has published many books, including *Writing English Language Tests*, and has edited two collections of papers on ELT: *English for Academic Purposes* (with A.P. Cowie) and *Language Testing* (Modern English Publications).

His presentation is entitled "Constraints and Conflicts in Testing Proficiency in English." After examining basic principles of valid tests of communicative performance, it concentrates on several inherent conflicts in the design and construction of language tests used for general proficiency purposes. Some practical aspects of test item writing are discussed. Heaton concludes with a brief survey of several widely-used tests of proficiency, with special reference to the revised Cambridge examinations.

### SUSAN LANZANO

Susan Lanzano is an ELT editor at Oxford University Press, New York. She received her M.A. in 'TESOL' from Columbia University and has extensive ESL experience.

(cont'd on next page)

(cont'd from preceding page)



**Open Sesame** is Oxford's new American English course for children based around the popular Sesame Street Muppets. It is an activity-based course and the children learn through chants, games, songs, stories, and lively conversations. The student's book is full color throughout and is accompanied by an activity book, cassette, picture cards, picture dictionary and teacher's book.

The presentation, "Introducing *Open Sesame*," will introduce the various components of the course and demonstrate how to use the course with your children's classes.



RICHARD J. PFLUGRATH

Richard J. Pflugrath is Instructor Supervisor, Time T.I. Communications Co., Ltd. He has been involved in training foreign teachers who teach English at Japanese companies and in helping develop materials for intensive programs.

Ways to approach the teaching of ESL to professional and vocational or technical students will be discussed, including how to integrate ESP materials into an overall ESL program; how to work with students of mixed technical interests; and how to increase student motivation by appealing to the specific needs and interests of each student. Collier Macmillan's new Career *English* series will be used in the demonstration.

Pflugrath's second presentation will focus on how basic pedagogical and methodological concerns in teaching children in a second language are handled in *Reach Out*, an ESOL program for children. Problems related to such factors as different ages and skill levels in the classroom will be discussed using the concept of multiple entry points as a solution. How ESOL materials should reflect a child's cognitive development will also be covered.



Teachers of English to Speakers of Other Languages,

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Pace University  
New York, New York  
Program Chair

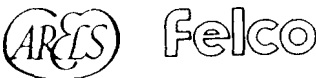
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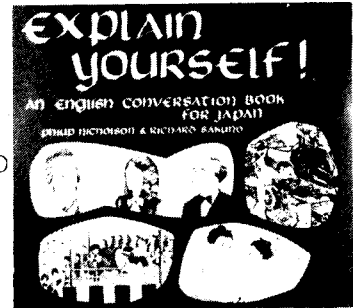
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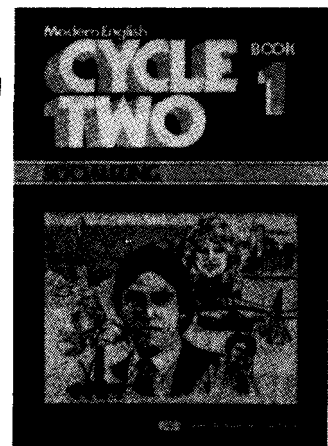
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For more information contact: **Longman Penguin Japan Company Ltd., Yamaguchi Building, 2-12-9 Kanda Jimbocho, Chiyoda-ku, Tokyo 101.**

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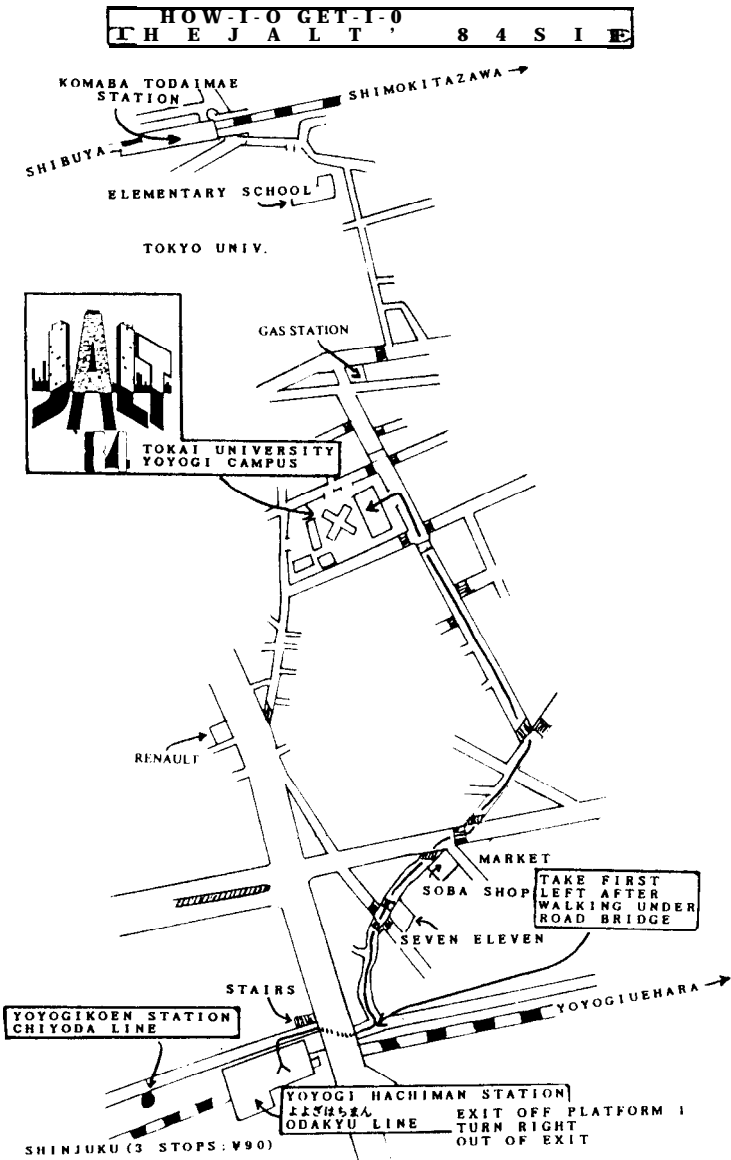
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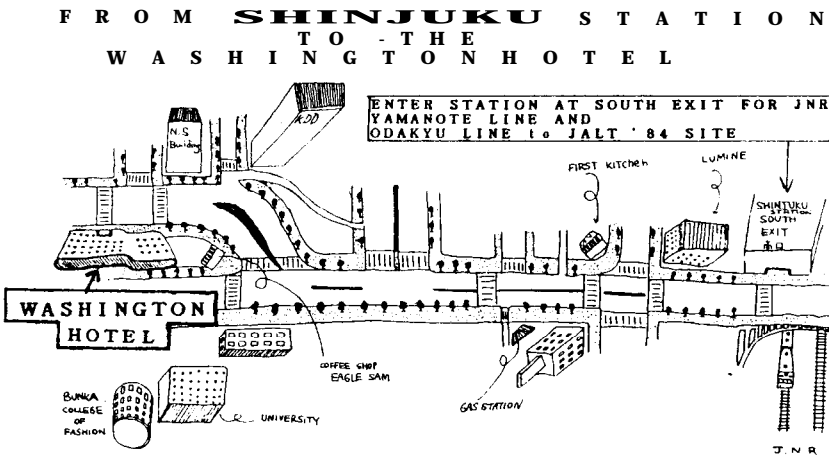
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There are three stations, each less than a 15-minute walk from the site:

- a) From Shinjuku, take the Odakyu Line (local train, not an express) from Platform 8 or 9. The ticket costs Y90. Get off at the third stop – Yoyogi Hachiman Station (よよぎはちまん) (exit is at the front of the station).
- b) Take the Chiyoda Subway Line to Yoyogi-koen Station. Come out of the Hachiman Guchi (at the front of the train traveling from Central Tokyo).
- c) Go to Komaba Todaimae Station on the Inokashira Line. Exit from Nishi Guchi (西口) (at front of train traveling from Shibuya).

Use the map on this page to walk to the site, or follow the JALT '84 signs from each station.



## 10周年記念論文集の編集会議

11月24日(土)正午にJALT国際大会会場にて、10周年記念論文集の公開の編集会議を行います。編集委員、審査委員と、このプロジェクトに関心のある方は是非御参加下さい。特に、投稿を予定されている方々はよろしく御願い致します。場所は講堂を予定しておりますが、時刻・場所共に大会ハンドブックで確認して下さい。

参加できない方は、御意見・御希望などを下記へお送り下さい。

〒602 京都市上京区 同志社大学 英語・英文学研究室 北尾謙治

## 出張依頼状の御案内

JALT国際大会に参加希望者で、出張依頼状の必要な方は、返信用封筒に住所、氏名を明記し、60円切手を貼ってJALT事務局まで申し込んでください。その際、一般参加か、研究発表か、あるいは役員の参加であるのか、その参加目的を明確にしてください。

〒600 京都市下京区四条烏丸西入 住友生命ビル 8F  
京都イングリッシュセンター内  
JALT事務局

# JALT News

## REPORT ON EXECUTIVE COMMITTEE MEETING September 8/9, 1984

A number of important topics were covered at the JALT National Executive Committee's third meeting for the year, held at the New Sanno Hotel, Tokyo, on Sept. 8th and 9th.

### JALT Terminates its Affiliation with FIPLV

The Executive Committee decided JALT should withdraw from FIPLV (World Federation of Foreign Language Teachers' Associations). The Executive Committee had passed the motion for JALT to become a FIPLV affiliate in May 1981. The reason for the decision at that time was the perception that doing so would possibly increase JALT's prestige as well as help further language teaching and learning in Japan. It has since been realized that FIPLV is more concerned with socio-political actions than with promoting the purely academic or technological aspects of language teaching/learning. Since JALT's and FIPLV's spheres of interest don't match very well, the Executive Committee thought the annual fee of approximately ¥100

## カンザス大学

### リユニオンのお知らせ

第10回JALT国際大会の期間中、カンザス大学のTESLプログラム出身者のリユニオンを行ないます。日時は11月25日(日)の夕方を考えていますが、まだ決定していません。大会の掲示板で発表します。カンザスの出身者、米国留学経験者などで関心のある方も御参加下さい。

## 大学講読教材出版 及び献本の御案内

1980年及び1981年のJALT研究助成金を基に、大学生英語読解教材開発プロジェクト・チームは、日本人の英語読解力や読解スピードなどの基礎研究、日本人向けの教材の研究と開発を行ってきました。この5年間の成果を今度アジソン・ウェスレイ出版社から *American Patterns* と *American Vistas*、英潮社新社から *American Holidays* と *American Mosaic* の4冊の総合読解教材として出版されます。前記2冊に関しては、JALT国際大会中アジソン・ウェスレイ出版社のブースにて御関心のある先生方に献本されます。

per JALT member could well be used in other ways. FIPLV also expects its affiliates to be able to "represent" the entire spectrum of the language teaching profession in each country. JALT, of course, cannot even pretend to represent the entire language teaching profession in Japan. Neither is it possible for JALT to become politically involved or to coordinate its activities with the Japan National Commission for UNESCO (another "advantage" expounded by FIPLV). All of these problems in combination convinced the Executive Committee JALT should withdraw from FIPLV.

JALT's ties with FIPLV may not be completely cut, however, as the Executive Committee is now considering becoming a branch of IATEFL (International Association of Teachers of English as a Foreign Language), located in Great Britain, which is in turn an affiliate of FIPLV.

### JALT to Support Change of Name of TESOL TEA IS

The Executive Committee also decided to endorse changing the name of TESOL's Teaching English Abroad Interest Section to "Teaching English as a Foreign Language" Interest Section. JALT's endorsement will be an encouragement for members of that IS, who are also JALT members, to vote for this change. The main reason for the Executive Committee to feel that this change in name is important is that the present name

(cont'd on page 24)

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(cont'd from page 22)

does not include Japanese who are teaching English in their own country, Japan. Such teachers are a large and important part of our membership and they should not be excluded from TFSOL's Teaching English Abroad Interest Section by reason of its name.

### Increase in Advertising Rates

As explained in another article in this issue of *The Language Teacher*, JALT National is currently in a financial bind. In addition, the circulation of the *JALT Journal* and *The Language Teacher* has nearly doubled since the advertising rates for these publications were last fixed. The Executive Committee therefore approved a new schedule for advertising rates. These are only about 10 percent higher than the previous schedule so advertisers will continue to get a bargain.

### Plan for Future JALT Conferences

The Executive Committee decided it was time to begin planning a little further into the future than it has done so far. JALT '85 is already set for Sept. 14-16, 1985, at Kyoto Sangyo University. But in a single bound (super-committee?), the following annual conference schedule was also approved:

Nov. 22-24, 1986	Chubu or Central Japan
Nov. 21-23; 1987	Kanto or Northern Japan
Oct. 8-10, 1988	Kansai or Southern Japan
Nov. 3-5, '1989	Chubu or Central Japan
Sept. 22-24, 1990	Kanto or Northern Japan
Nov. 2-4, 1991	Kansai or Southern Japan

### INCREASING DUES TO ¥6,000 UNDER CONSIDERATION

The Executive Committee, at its Sept. 8th and 9th meeting in Tokyo, was unanimous in its opinion that, because of expanded services to the membership and rising costs, it would be necessary either to raise the membership dues to ¥6,000 effective Jan. 1, 1985, or to begin to curtail some of JALT's current activities. Although empowered to change the dues by a four-fifths vote, in order to be able to follow the wishes of JALT as a whole, the Executive Committee felt it best to consult the general membership at the coming Annual Business Meeting. The Executive Committee concurred with the following reasons for the need to do this:

1) While costs have risen considerably, the JALT dues have been at their current level since January 1979.

2) The value returned on the dues is much greater than the amount paid in, even at the proposed new rates. Each regular member receives the following directly from the national organization:

<b>The Language Teacher</b>	12 issues x ¥350 = ¥4,200
<b>The JALT Journal</b>	2 issues x ¥750 = ¥1,500
	Total value ¥5,700

Additionally, members have the right to borrow audio tapes of a selection of the presentations made at each annual TESOL Conference, to apply for grants for research and development purposes, to subscribe to various periodicals through JALT, and to attend JALT national-sponsored functions at reduced rates.

Through each chapter, additional benefits include:

Direct chapter share of membership dues	¥1,000
Programming funds and other grants given to chapters (average per member)	¥1,800
Total value	¥2,800

The above figures do not include general JALT expenses, such costs as maintenance of the head office, transportation and lodging for national and chapter officers to attend Executive Committee meetings, financial assistance for a number of special programs, and other administrative expenses (postage, office supplies, phone calls, etc.).

Even with our other sources of income, such as commercial memberships, advertisements, conference revenues, etc., it is not possible to cover all of JALT's costs. Unless the membership dues are raised, JALT is going to have to reduce expenses in a number of areas. Some areas for increasing revenue and/or reducing expenses discussed at the Executive Committee meeting included:

1) Increasing charges for advertisements ~ Because of the currently larger JALT membership and therefore increased circulation of our publications, it was decided to increase advertising rates by an average of about 10 percent.

2) Increasing the ratio of advertisements to text in our publications — This is being attempted. The goal is an average "ad ratio" of 25 percent for *The Language Teacher*. Specials, to include two- to four-page color spreads and combination advertising packages involving the *JALT Journal* and the Annual Conference Handbook are also being developed.

3) Decreasing allotments to chapters — The majority of JALT's chapters are doing well at their current level of funding, even if it appears the larger ones are not able to keep the level of surpluses they have enjoyed in the past. It was felt that decreasing chapter allotments would only lessen their ability to schedule quality programs and thereby more fully serve their members.

4) Reducing the frequency of *The Language Teacher* — This was quickly rejected because doing so would (a) forfeit our special postage rates and therefore not really save anything, and (b) both content quality and quantity would suffer greatly.

5) Publishing the *JALT Journal* once a year — This option was also quickly rejected since (a) the *JALT Journal* has only recently been made a semi-annual publication, and (b) everyone felt that frequent publication was

(cont'd on page 26)



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(cont'd from page 24)

necessary in order to improve its quality and status,

Considering the many benefits of membership and the need to maintain our publications and other activities at their current or even higher levels, the Executive Committee believes that a raise in membership dues to ¥6,000 a year is fully justified. It is now up to the membership to pass on this increase at the Annual Business Meeting. This will be held from 5:00 to 6:15 p.m., Sat., Nov. 24th, during JALT '84. All members are encouraged to participate whether they are able to attend JALT '84 or not. The future of JALT -- your organization -- is up to you!

## JALT COMMERCIAL MEMBER UPDATE

### Aves & Book Sales Co., Ltd.

New Rep: Mr. Kiyoshi Ozaki

### Books for Japan, Ltd.

New address (From Dec. '84)

Yohan Bldg. 7F

14-9 Okubo 3-chome  
Shinjuku-ku, Tokyo 160

### Collier Macmillan Int'l

New Rep: Ms. Akemi Goto

501 Lions Mansion Ogawa

1-8-8 Ebisu-Nishi

Shibuya-ku, Tokyo 150

### Cross Currents

New Editor: Ms. Laura A. Mayer

### Pergamon Press, Ltd.

New Rep: Dr. R. Suleski

### Yohan

New address (from Nov. '84)

13-9 Okubo 3-chome

Shinjuku-ku, Tokyo 160

### Japan English Service, Inc.

is the Japan representative of **Multilingual Matters Ltd.**, a new U.K. publisher concentrating on the educational aspects of children brought up in a bilingual environment.

### Thomas Nelson & Sons, Ltd.

is now agent for **Collins**, a leading U.K. publisher.

## 第4回企業内語学教育セミナー

国際化の急激に進む今日、国際ビジネスマンを教育することは、各企業にとって必要欠くべからざるものと言える。当セミナーは企業の国際人教育、とくに企業進出の際派生する異文化問題を中心にとりあげ、ゲストスピーカーとして、ハーバード大学客員教授板坂元氏をお迎えする。ケーススタディとして石川島造船化工、本田技研より発表が行われる。

対象者：現在語学教育を行っている企業及び企画中の企業関係者

日 時：59年11月22日(木) 9:30～17:30

会 場：東芝 国際研修館 (川崎市幸区大宮町27)

### プログラム

- 9:00 受付開始  
9:30～9:40 開会の辞 JALT 会長  
(帝塚山学院大学) Jim White  
9:40～9:50 挨拶 東芝人材開発部長 佐藤朋佑  
9:50～10:50 講演「東芝の国際人教育」  
東芝人材開発部教育主幹 岩井嘉章  
11:00～12:00 東芝国際研修館見学  
12:00～13:00 昼 食  
13:00～14:00 講演「シンガポール・ジュロン造船所で体験し学んだこと」  
石川島造船化工㈱  
元代表取締役社長 桜井清彦  
14:00～14:10 休 憩  
14:10～15:10 講演「本田技研の海外進出と人材育成」  
本田技研工業㈱  
総務部人材開発センター所長 木村 敦

15:10～15:20 休 憩

15:20～16:20 講演「アメリカの若い世代」  
創価大学教授 板坂 元

16:20～17:20 パネルディスカッション

17:20～17:30 閉会の辞 JALT 副会長

(同志社大学) 北尾謙治

参加費：(非会員は会費を含む)

	JALT 会員	JALT 非会員
11月5日までに申し込みの場合	10,000円	15,000円
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問い合わせ：

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JALT 事務局 電075(221)2251

担当者 伊 藤 真理子(月～金 9～4時)

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「東芝の国際人教育」

1. 「国際化教育の経緯」

(cont'd on page 28)

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**Gambit :“An opening remark or stratagem.”**

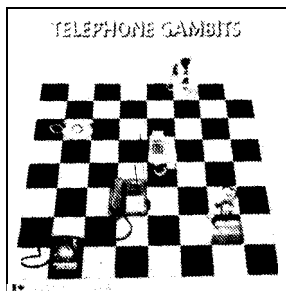
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*(cont'd from page 26)*

2. 語学教育の概要
3. 国際企業人育成制度
4. その他の国際化教育

桜井清彦 石川島造船化工機元代表取締役社長

「シンガポール・ジュロン造船所で体験し学んだこと」  
日本人の国際化という言葉は日本独特のもので、真の国際化が進んだときには意味のない死語になるべきものであると思う。典型的な多民族、多文化国家のシンガポールでは、人々は自らはまったく意識せずに、しかもわれわれの言う国際感覚を豊かに発揮し行動し、生活している。この中に日本人としてどう入り込むか、これは日本でよくいわれる「溶け込み」ではなく、自分の主体性を保ちながら異質なものと共存して行く「混じり合い」が必要である。うまく混じり合うための要件として、明確な自己主張、

説得力、相手の立場との妥協、集団主義に溺れない自立心などがあろう。

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  - ・アメリカホンダモーターの人事管理
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板坂 元 創価大学教授（元ハーバード大学客員教授）  
「アメリカの若い世代」

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### TWO ACTIVITIES FOR FLUENCY

By Marc Helgesen

This being a special issue on speaking, I thought it appropriate to share a couple of fluency activities. Neither is original, but as they don't seem to be widely known, it may be useful to present them in this column.

In each activity, the students need to select topics. Depending on what you plan to accomplish, you may want to assign the topic or at least provide guidelines that are likely to elicit natural use of the functions and/or the grammar the students have been studying (e.g., if you've been teaching "talking about future events" and the future tense, plans for the upcoming New Year's holiday will likely generate the language you are hoping for. A description of the student's room or apartment will produce prepositions, lots of adjectives, and static object description language). Careful topic selection is more likely to produce sought after structures communicatively than ordering the students

to "use x-pattern" since that is certain to focus their attention on the rules instead of the communication.

**Mouth Marathon.** (Based on Meagher, 1979; time required: 10 minutes) Students are divided into pairs (A and B). During the contest, each student will speak for as long a time as possible (thus the marathon). The students may not

- a) pause for more than five seconds
- b) recite lists (numbers, days, etc.)
- c) say anything in Japanese (I usually don't count time-fillers like "ano" as such a ban is likely to make the students focus on the words, not the communication).

When the contest begins, A speaks while B listens and keeps track of the time. When A pauses, B counts silently. If A stops for five seconds, B says "stop" and records the time. Of course, B stops A earlier if either of the other rules are violated.

A and B then reverse roles and begin again.

The winner is the student (either in each pair or in the class) who speaks the longest. Because of the five-second limit, it is unlikely that anyone will speak longer than two or three minutes.

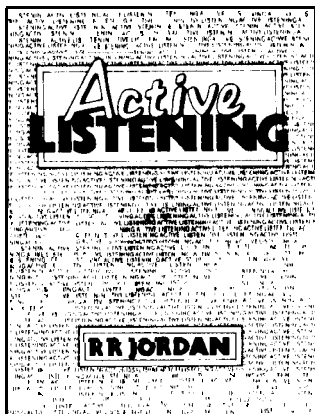
The time pressure seems to encourage fluency since students do not have time to carefully "think through" (i.e., translate) more than the first few seconds of their monologue.

**Fluency Workshop** (Maurice, 1983 ; time required: 20-25 minutes). The teacher begins by pointing out the difference between questions that clarify and questions that expand on what has been said. The students are then told that they will each speak for two minutes on x-topic.

*(cont'd on page 32)*



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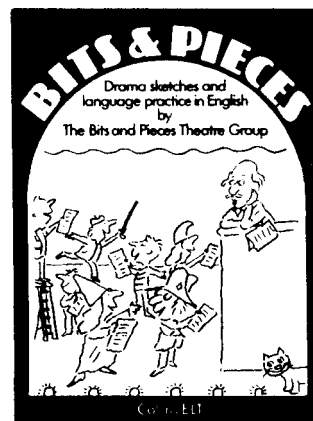
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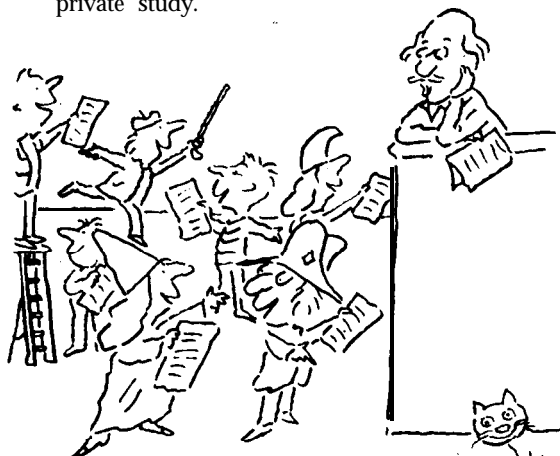
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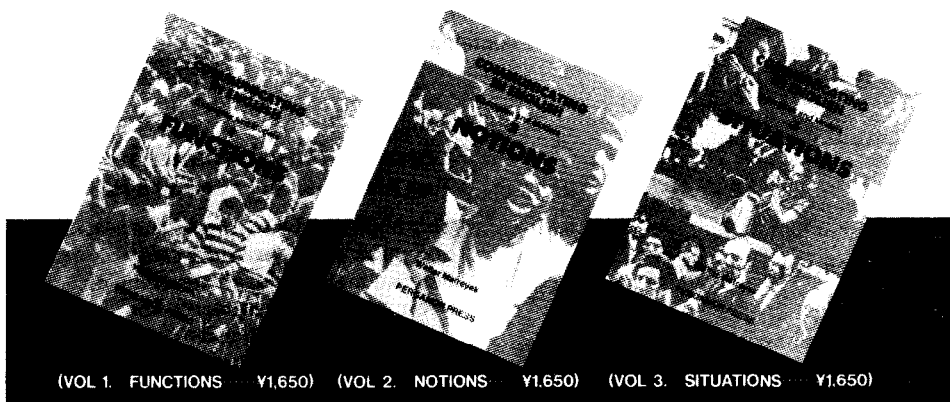
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(cont'd from page 28)

They are given about one minute to think about what they want to say and to organize it in their minds (i.e., no notes). They are then divided into pairs (A and B). A is told to speak first. B listens during A's monologue but does not ask questions at that time. After two minutes,\* A stops and B asks questions about anything s/he did not understand. Ideally, B will only ask clarification, not expansion, questions. A is encouraged to pay close attention to the questions as they indicate those things that were not presented clearly. A and B then change roles: B speaks for two minutes and A listens. After the time limit, A asks questions.

Round 1	A1 speaks	B1 listens	2 minutes
	B1 questions	A1 answers	
	B1 speaks	A1 listens	2 minutes
	A1 questions	B1 answers	
Round 2	A1 speaks	B2 listens	1½ minutes
	B2 questions	A1 answers	
	B2 speaks	A1 listens	1½ minutes
	A1 questions	B2 answers	
Round 3	A1 speaks	B3 listens	1½ minutes
	B3 questions	A1 answers	
	B3 speaks	A1 listens	1¼ minutes
	A1 questions	B3 answers	

All B's then move to the next A (see fig. 1). The activity is repeated but this time only 90 seconds of speaking time is given. Students should give essentially the same monologue as before but they should use the questions they were asked to better organize their information.

After A and B have both spoken and asked questions for clarification, B's again move to the next A. This time the activity is repeated with a 75-second time limit.

Even though the students are saying the same thing each time, they are communicating with a different person in each phase so the boredom often associated with repetitive activities is eliminated. Students are usually surprised that they can convey the same information in a much shorter time. They also report doing

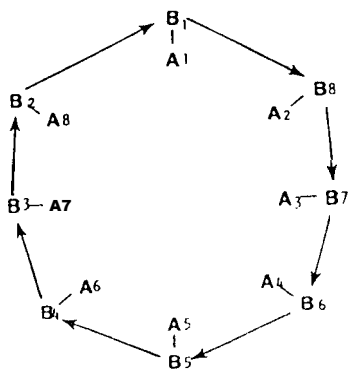


Fig. 1 – pair rotation model

much less mental translation after the first round. It can be a good confidence builder.

\*The actual speaking time can easily be changed. Maurice originally suggested a 4-minute/3-minute/2-minute drop. I have found the 120/90/75-second ratio most workable.

## References

- Maurice, K. 1983. "The fluency workshop." TESOL Second Interest Section Newsletter. Winter. Reprinted in the *TESOL Newsletter*: Meagher, L.A. 1979. "It works." *TESOL Newsletter*, 33(2)35.

# JALT UnderCover

**ENGLISH PHONETICS AND PHONOLOGY: A PRACTICAL COURSE. Peter Roach. Cambridge University Press, 1983. Student's book 212 pp. Tutor's book 64 pp. Two cassette tapes, total running time 155 min.**

**Reviewed by Paul Snowden, Waseda University**

If you want a clear explanation of Chomsky, you go to someone like John Lyons rather than to the great man himself. For Shakespeare, they used to tell you to go to Bradley. Now for the phonetics and phonology of English (British Received Pronunciation, that is) there is Peter Roach, a much more approachable writer than the masters, Jones or Gimson.

Everybody who is the least bit seriously interested in the sounds of English should read this book. It should be required reading (and listening) on every course for teachers native or non-native of the English language. Any language department library which does not possess it cannot be called complete.

Peter Roach is a Senior Lecturer in Linguistics and Phonetics at the University of Leeds: he wrote much of the material for this book during a sabbatical year in Spain, and had it tested in various countries. There is no evidence of it having been specially written for Spanish speakers, or indeed the speakers of any foreign language. In very few places are there references to other foreign languages; in other words, there are gratifyingly few of those frustrating comparisons with or between languages which the reader happens not to know. One of those few is in the chapter on stress, where Roach refers (p. 75) to the fixed stress positions of Polish, Czech and French. This immediately lands him in hot water with those of us who prefer, for teaching purposes at least, to think of

(cont'd on page 33)

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John Battaglia has an MA from the University of Iowa, has taught in Malaysia and currently teaches at the Language Institute of Japan.

Marilyn C Fisher has a J.D. (Juris Doctorate) from Duquesne University School of Law, Pittsburgh. She taught a course entitled "The Legal Environment of Business" for three years at Gannon University, Erie and has taught at the Language Institute of Japan.

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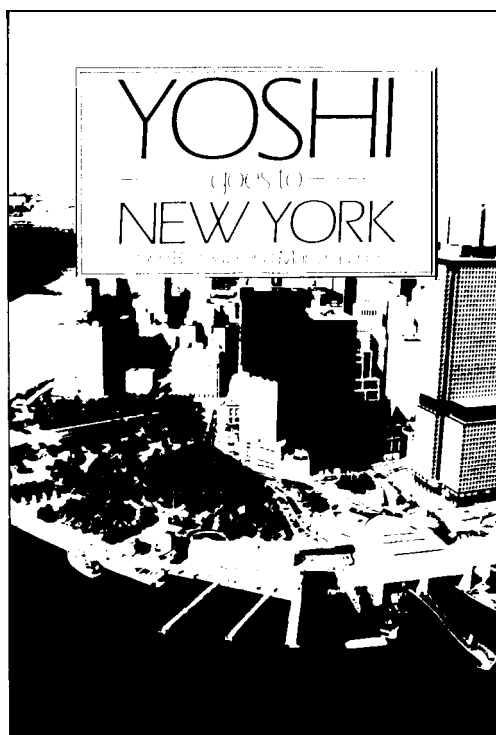
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(cont'd from page 31)

Frenph as stress-less; the general absence of comparative examples is a good thing.

Something else which is fortunately absent (on the whole) is obscure examples dredged up from the depths of oblivion just to make a point. In moments of desperation, when compiling a list of minimal pairs, it's easy to succumb to the temptation to use as examples words which one wouldn't normally see or use more than once a year, and which one certainly wouldn't bother to include in lists of important vocabulary for students. Roach's minimal pairs *lark/lurk* and *lobe/lope* verge on that ridiculousness, but most of his illustrative examples are modern and relevant.

Phoneticians seem to like finding rather risqué pairs. My old supervisor (Cambridge jargon for "tutor") J.L.M. Trim, whose book, *English Pronunciation Illustrated*, is a companion CUP volume and a marvellous combination of hilarity and utility, used to use the expressions *kætʃ* It and *kat* [ɪt both to illustrate juncture and to prove that *tʃ* is an affricate and a separate phoneme of English. Roach's risqué humour comes out in his example to illustrate syllabic r: *adulteress/adulterous*, although he avoids Trim's impropriety by offering us *watch apes/what shapes*.

Roach is obviously a fan of the syllabic consonants l, r, m, n and even ɱ; to one who prefers in teaching to retain the ə, his explanation of this is a little on the weak side. I don't see why he has singled (*sɪŋɡld?* *sɪŋɡəld?*) out *missal* and *acquittal* as words in which a schwa is permissible (-b! bal?) in the final (-n! nal?) syllable (-b! bəl?).

The phonetic transcriptions given above (the first pair partly for the sake of propriety) reflect a laudable decision: Roach explains about square brackets and slashes to enclose phonetic and phonemic transcriptions, but dispenses with them for the purposes of this book. The result is a much, much neater, less formidable appearance to the book. The symbols he uses are, not surprisingly, those of Gimson in the third edition of his *Introduction to the Pronunciation of English* ~ and, of course, of J.L.M. Trim. It is a narrowish transcription, insisting on the paralphabetic characters such as ɪ and ʊ, which are often ignored in dictionaries, etc., in Japan. (Roach's discussion of whether a final -y in spelling should be transcribed ɪ, i or i: is clear-and-scrupulously fair.)

The problem with this narrowness is that it prevents anyone whose English is not RP from being able to fit his own accent to the symbols, or vice versa. To be fair, Roach does express diffidence about the suitability of RP for teaching as a foreign language. This diffidence is in keeping with his scrupulous fairness in dealing with controversies, of which phonology certainly has its fair share. For myself, as a speaker of almost-but-not-quite RP, I'm quite happy to see that Roach doesn't bother with the

italicised *r* at the end of transcriptions of *bigger*, *better*, etc. In fact, he prefers to call it syllabic *r*, when he makes a brief mention of its existence in dialects such as U.S. and West of England. What I am not so happy about is the diphthong əʊ normally shown as [ou] in Japan. In this respect, Anthony Burgess, I seem to remember reading somewhere, agrees with me in feeling that there is really more lip-rounding to it than the schwa would indicate. Indeed, the two narrators on the tapes, although in general they speak a totally unexceptionable modern RP, seem to resolve this diphthong in two different ways: while the young gentleman says something like oʊ, the young lady goes the other way and what she says is something more like e ʊ. The Queen might say that. but then. as Roach **hints** in the tutor's book, she also pronounces *tar*, *tower*, *tyre* all the same, and cannot be considered a good model.

On triphthongs, I agree with Roach that the people who actually use them as described are few and far between. Not many go as far as the Queen's extreme of pronouncing *tower* *ta:*, but the rules on modern triphthongs, and the diphthongs *ea* and *ua*, seem to be very fluid, indeed. The diphthong ɔə appears not to be recognised in this book, but I am sure (fɔə) it exists, even though Roach has all the big names on his side. I do not feel that I can agree when Roach says that diphthongs in syllables without primary stress must bear secondary stress, and cannot be regarded as unstressed. He says himself that quality has relatively little effect on prominence.

Roach does not reject intuition and vague feelings and the part they play in phonemic analysis. They are given prominent consideration, for example, in his discussion of final -y in spelling. This is very important, and it is very encouraging that he goes to the trouble to discuss these elements that cannot easily be categorised in a nice, neat chart.

He makes no mention of the suggestion that *tr* and *dr*, like *tʃ* and *dz*, may be single affricate phonemes in English. Trim gives them separate sections for pair practice in his book. But of course intuition tells us that they are not affricates, even though they fulfil, from a phonetician's point of view, at least some of the articulatory and distributional conditions to be called such. Roach's admirable no-nonsense attitude would certainly come down on the side of *t + r*, and it would have been good to read about it. On the other hand, perhaps he pays a little too much attention to the recent tendency, mainly among the English equivalent of O.L.s, to put a glottal stop before the affricates in words like: *Thatcher's a butcher by nature*. (not Roach's example)

Another slight grievance is that the convention of starred forms is not introduced, although an opportunity presents itself on, e.g., p. 47: *lɒŋge*, not \**lɒŋe*.

(cont'd on page 35)



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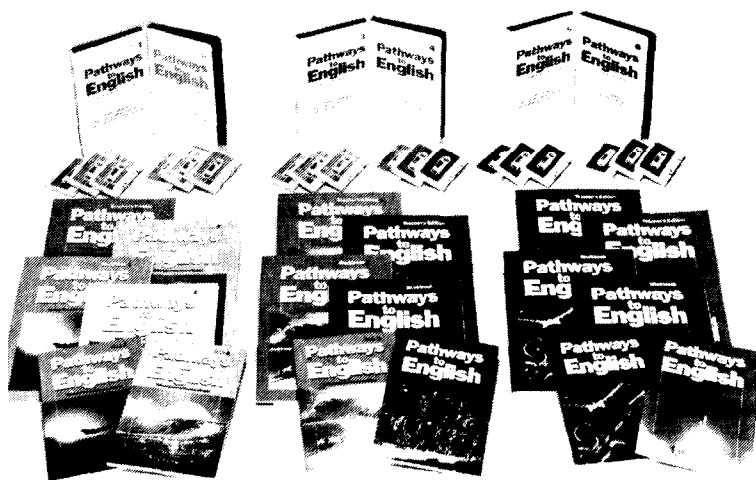
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(cont'd from page 33)

However, the general impression of this book is of great and balanced comprehensiveness, with variant interpretations noted with an awe-inspiring honesty, thoroughness and clarity. The style of writing is so clear and untrammelled with unnecessary convolutions that it might almost be used as a model text for English composition classes. In fact, when Roach has to introduce new terms, they tend to stick out rather obtrusively in what are otherwise very ordinary, straightforward sentences. His description of a post-alveolar approximant, to name but one, is a model of explicatory writing. Chapter 13, "Problems in phonemic analysis," is a model of honesty and fairness.

Occasionally one wishes the pronunciation of some of the terms themselves were given: does *lenis* rhyme with *Venice* and *Denis*, or with something else? Listen to the tape and see.

Roach's first 13 chapters concern phonetics and phonology inside single words. Then follows one chapter on aspects of connected speech, four on intonation and one on further aspects of study in phonetics and phonology. Choice of phonetic/-emit symbols is beset with problems; all the more so is choice of notation for intonation. Roach introduces a variety of marks, lines, staves and so on, as he must, but the ordinary reader is rescued from this rather frightening mess by the consistently clear and patient (but not patronising) definitions, explanations and analogies.

There is a slim tutor's book which gives extra hints on how to guide students through the course — still in the same crystal-clear, down-to-earth style. The eight-page bibliography is international and comprehensive.

The two tapes and their exercises offer students the chance to listen, discriminate, repeat, transcribe, etc. A full text and answers appear in the back of the course book. The speakers, of whom the male gets the lion's share of the important bits, sound slightly bored, but that is probably better than false, exaggerated enthusiasm.

In short, this is a wonderful course, which will probably not get all the attention it deserves in Japan because its uncompromising concentration on RP might prevent it from being used by those who use or aim to use non-RP pronunciation. Sentimentalists and nationalists may be tempted to buy it when they know that *Japan/Japanese* is used on page 81 as an example of stress shifting to a suffix.

**SPECTRUM 2: A COMMUNICATIVE COURSE IN ENGLISH.** Sandra Costinett *et al.* New York: Regents Publishing Company, Inc., 1983. 136 pp.

Reviewed by C.A. Edington, Asahi Culture Center, Sapporo

"I feel as though I'm teaching my own language," is the way I expressed it to a colleague of mine. I have been using *Spectrum 3* as the basic text in my weekly intermediate conversation classes since October 1983. My students, primarily professionals, business people, office workers, and housewives who are studying English for the purpose of traveling or living abroad or for communicating with foreigners in Japan, have also responded positively.

The format of the lessons in *Spectrum 2* at first glance appears similar to those in most popular conversation texts today — the use of a dialogue to introduce the lesson followed by exercises based on functions and structures presented in the dialogue. There are differences, though.

First is that, while most ESL conversation texts I've seen have a tightly controlled vocabulary, which often results in contrived, awkward-sounding dialogue, the authors of *Spectrum 2* were not afraid of exposing students to "authentic language in an appropriate context" (p. xi, Teacher's Edition), even if it is not familiar to the students. The authors distinguish between "receptive" and "productive" material, and assert that students don't need to be required to use actively all the expressions and structures they might understand.

Billed as a text for false beginners, *Spectrum 2* doesn't "baby" the students with confining them to material they may have already mastered, or at least been exposed to extensively. It makes them reach a little — just as they would in a normal conversation — and puts an emphasis on deriving meaning from context (since none of the vocabulary is glossed). To give an example, here is an excerpt from a dialogue:

Bobby: Do you have her number?  
Eva: No. Do you?  
Bobby: Uh-hu. .622-2202.  
Eva: You know it by heart!  
Bobby: It's an easy number to remember.  
(p. 22)

The students may very likely not know the meaning of the expression you *know it by heart*, but can gather it from the context. Realistic drawings and even photographs that illustrate the dialogues provide further clues for meaning. Inferring is also encouraged in a "Figure it out" activity that follows each of the dialogues.

While I basically support the concept of deriving meaning from context, I find that the text sometimes fails to provide adequate context. In some cases, a new word or expression is used in an exercise and students have no way of discovering the meaning, such as in this fill-in-the-blank exercise that has two people discussing taking a bus to a soccer game:

Rick: To the soccer game. Uh, \_\_\_\_\_  
Bobby: Three-fifteen.  
Rick: U-oh. \_\_\_\_\_?  
Bobby: \_\_\_\_\_  
Rick: The game starts in fifteen minutes.  
Bobby: No problem. Here comes the bus now.  
(cont'd on page 37)



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(cont'd from page 35)

None of my students had any idea of what was meant by the term *uk-ok* (or even how to say it), so found the exercise impossible to complete.

While this may be the worst example, there were other oversights that indicated to me the text had never been tested as a whole with an actual class. However, even in those *cases* where the meaning of an unfamiliar expression is more obvious from context, I have had some difficulty convincing my students (whose previous language learning experiences have been strictly grammar-translation) to rely less on dictionaries and word-for-word explanations.

On the positive side, a big attraction of this text for me from the first time I saw it was its relative lack of racism or sexism, starting with the photograph on the cover which has a mixture of ages, races, and genders. One of the leading characters is a female orthopedist, another is a black bank teller.

About six of the characters appear in dialogues throughout the text in a story that is rather interesting though certainly not compelling. (The most exciting moment is when one of the characters locks himself out of his apartment, breaks into it, and is apprehended by the police as a thief.) The best that can be said is that the characterizations are consistent.

The recordings of the dialogues are fairly natural – with pauses, hesitations, interjections, etc. The pace is neither rushed nor forcedly slow. And the voices actually fit the people in the illustrations.

One objection I have, however, is that in the printed text the authors chose to use geometric figures rather than people's names to indicate who's talking. Of course, there's a key, but it can be confusing. Is the dark triangle supposed to be Charley or Steve?

Most of the dialogues are made more authentic-sounding by the addition of background sounds – in an office scene there'll be typewriters and phones ringing, in a restaurant scene, the sounds of dishes rattling, etc. In one dialogue the sound is more distracting than enhancing, when a page over a loudspeaker in a hospital makes hearing the dialogue almost impossible – though this is not unlike a real hospital!

Some bouncy music has also been added to the recordings but, in my opinion, adds nothing to the listening and is a waste of classroom time. It's annoying that one cannot play the dialogues without the music, which overlaps them at the beginning and the end.

Another major improvement in this text over many I've seen is that drills are often designed to be practiced in situational role plays, personalized exercises, and problem-solving activities. The structures are presented clearly with alternatives and variations in a "Ways to say it" section, with grammatical points being made in a similar way in a "Close-up" section, then expand-

ed in a more open-ended section called "Try this."

An example is a presentation of ways to describe someone's appearance. This is followed by an exercise matching descriptions of three brothers with their photographs, after which students ask each other "What does \_\_\_\_\_ look like?" and "What's he like?" This naturally leads to students asking each other, "What does your father look like?" etc. (I must add, one of my students told me, "We Japanese normally don't ask each other such a question.")

Each chapter has a short drill on pronunciation with emphasis on stress, intonation, and reduced sounds. There is also a reading passage – taken from authentic reading materials such as magazines – for students to study on their own, complete with comprehension questions.

One of the most valuable sections, in my opinion, is a short listening selection in which the students are to listen for specific information and are not expected to understand every word. While my students often express frustration because "it's too fast," I think it's important for them to get a taste of what they may have to experience in reality some day – which can be a shock for those who have been in protected environments, hearing only what they understand completely.

The Teacher's Edition, which includes the student text in a reduced black and white format, gives suggestions for procedures, options, and additional activities that are of value to both experienced and inexperienced teachers. There is also a workbook, but I haven't used it so I can't comment on it.

The student's text is a little heavy and a little crowded, with not enough space for students to write notes. There are 16 units, with units 8 and 16 being review, which I find fits fairly nearly into a six-month schedule, the entire book taking about a year for my 80-minute-a-week classes.

While the text is written more to meet the needs of second language learners living in the U.S. than those living in another country, it is the best I've seen for preparing intermediate level students to live or travel in the U.S. or to talk with Americans in Japan.

## RECENTLY RECEIVED

The following materials have recently been received from publishers. Each is available as a review copy to any JALT member who wishes to review it for *The Language Teacher*.

Notations before some entries indicate duration on the holding list: an asterisk (\*) indicates first notice in this issue; a dagger (†) indicates third-and-final notice. **All final-notice items will be discarded after 30 November.**

(cont'd on next page)

(cont'd from preceding page)

# CLASSROOM TEXT MATERIALS/ GRADED READERS

- † Doorley *et al.* Workbooks to accompany the *Foundation* series. Cassell, 1984. **NOTICE: The main texts and cassette tapes for the Foundation series are not included.**
- Field. *Listening Comprehension* ("New Cambridge First Certificate English Practice" series; book and cassette). Macmillan, 1983.
- \* Fletcher & Birt. *Storylines.. Picture sequences for language practice.* Longman, 1983.
- † Gilbert. *Clear Speech: Pronunciation and listening comprehension in American English* (Student's book, Teacher's manual, two cassettes). Cambridge, 1984.
- \* Higgins. *Elementary Grammar Workbook*, vols. 1-3. Longman, 1983.
- Himstreet & Baty. *Business Communication: Principles and methods*, 7th ed. Kent Publishing Co., 1984.
- † Jolly. *Writing Tasks: An authentic-task approach to individual writing needs* (Student's book, Teacher's book). Cambridge, 1984.
- † Jones. *Ideas: Speaking and listening activities for upper-intermediate students* (Student's book, Teacher's book, two cassettes). Cambridge, 1984.
- \* Laird. *Welcome to Great Britain and the USA.* Longman, 1983.
- † Lanzano & Bodman. *Milk and Honey: An ESL series for adults.* Harcourt Brace Jovanovich, 1981.
- \* Laporte & Maurer. *Structure Practice in Context*, vols. 1 & 2. Longman, 1984.
- \* Letterman & Slivka. *Word Plays: Grammar and conversation for beginners.* Longman 1983.
- Miller. *Punch Line: Stories for conversation and fun* (Student's book, Teacher's book, two cassettes). Nan'undo, 1984.
- Monfries. *Interview* ("New Cambridge First Certificate English Practice" series; book and cassette). Macmillan, 1983.
- Naylor & Hagger. *First Certificate Handbook*, 2nd ed. Hulton Education Publications, 1984.
- Saitz *et al.* *Contemporary Perspectives: An advanced reader/rhetoric in English.* Little, Brown & Co., 1984.
- *Stimulus: A first reader/workbook in English.* Little, Brown & Co., 1984.
- † Scarbrough. *Reasons for listening* (book, two cassettes). Cambridge, 1984.
- \* Sell *et al.* *Modern English: Cycle Two*, vols. 1-8 (for each volume we have received the following items: Student's book, picture supplement, Teacher's supplement, after-book test script, question sheet, answer sheet, and cassette sampler). Seido, 1982. 1) *Socializing*; 2) *Helping Out*; 3) *Information*; 4) *Past Experiences*; 5) *Influencing People*; 6) *Feelings and Attitudes*; 7) *Conversation Aids*; 8) *Discussions*
- Sharpe. *Talking with Americans: Conversation and friendship strategies for learners of English.* Little, Brown & Co., 1984.
- † Swan & Walter. *The Cambridge English Course*, book 1 (Student's book, Teacher's book, practice book, test book, cassette sampler). Cambridge, 1984.

† UCLES. *Cambridge Proficiency Examination Practice I* (Student's book, Teacher's book). Cambridge, 1984.

\* Vincent. *Start Reading for Adults.* Longman, 1984.

Yorkey *et al.* *New Intercom*, books 3 and 4 (Student's books, Teacher's book 4, Workbook 4). Heinle & Heinle, 1984.

## TEACHER PREPARATION/ REFERENCE/RESOURCE/OTHER

† Brumfit. *Communicative Methodology in Language Teaching* ("Language Teaching Library" series). Cambridge, 1984.

\* Harmer. *The Practice of English Language Teaching* ("Handbooks for Language Teachers" series). Longman, 1983.

\* Lavery. *Active Viewing Plus.* Modern English Publications, 1984.

† Littlewood. *Foreign and Second Language Learning: Language acquisition research and its implications for the classroom* ("Language Teaching Library" series). Cambridge, 1984. **NOTICE: The second notice for this book was inadvertently dropped from the October issue.**

† Wright *et al.* *Games for Language Learning*, new ed. ("Handbooks for Language Teachers" series). Cambridge, 1984.

*The Language Teacher* also welcomes well-written reviews of other appropriate materials not listed above, but please contact the Book Review Co-editors in advance for guidelines. It is *The Language Teacher's* policy to request that reviews of classroom teaching materials be based on in-class teaching experience. Japanese is the appropriate language for reviews of books published in Japanese. All requests for review copies or writer's guidelines should be in writing, addressed to:

Jim Swan & Masayo Yamamoto  
Shin-Ohmiya Green Heights 1-402  
Shibatsuji-cho 3-9-40  
Nara 630

## IN THE PIPELINE

The following materials are currently in the process of being reviewed by JALT members for publication in future issues of *The Language Teacher*:

Allan. *Come into my Castle.*

Appel *et al.* *Progression in Fremdsprachenunterricht.*

Azar. *Basic English Grammar.*

Berman *et al.* *Practical Medicine.*

~ ~ ~ ~ *Practical Surgery.*

Brims. *Camden Level Crossing.*

Brown & Yule. *Teaching the Spoken Language.*

Buckingham & Yorkey. *Cloze Encounters.*

Church & Moss. *How to Survive in the USA.*

Clarke. *The Turners at Home.*

Colyer. *In England.*

Comfort *et al.* *Basic Technical English.*

Cushman. *You and Your Partner.*

(cont'd on page 41)



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(cont'd from page 38)

- Doff *et al.* *Meanings Into Words*, intermediate.  
 --. *Meanings into Words*, upper-intermediate.  
 Granowsky & Dawkins. *Career Reading Skills*, book A.  
 Harrison. *A Language Testing Handbook*.  
 Holden, ed. *Focus on the Learner*.  
 --- ----. *New ELT Ideas*.  
 Howatt. *A History of English Language Teaching*.  
 Kearny *et al.* *The American Way*.  
 Kingsbury & O'Shea. "Seasons and People" & *Other Songs*.  
 Knowles & Sasaki. *Story Squares*.  
 Lofting. *The Story of Doctor Dolittle*.  
 Madsen. *Techniques in Testing*.  
 McArthur. *A Foundation Course for Language Teachers*.  
 Milward. *English Poets and Places*.  
 Morgan & Rinvoluceri. *Once Upon a Time*.  
 Morrison. *Word City*.  
 Pickctt. *The Chicken Smells Good*.

- Rivers. *Communicating Naturally in a Second Language*.  
 Rixon. *Fun and Games*.  
 Rubin & Thompson. *How to be a More Successful Language Learner*.  
 Steinberg. *Games Language People Play*.  
 Tennant. *Natural Language Processing*.  
 Ur. *Teaching Listening Comprehension*.  
 VIZ: *A Magazine for Learners of English*.  
 Wharton. *Jobs in Japan*.  
 Wright. *1000 Pictures for Teachers to Copy*.

## CORRECTION

Due to production error, one entire manuscript page was omitted from Michael De-Grande's October review of *Academic English*. The editors greatly regret the omission and any embarrassment it may have caused. The review will be reprinted in its proper length at the first possible opportunity.

# Chapter Reviews

*From the editor: The Chapter Review section is reduced in this and succeeding issues due to space limitations. The reviews are to be 150 to 250 words, maximum; complete guidelines will be available in the local chapters shortly. In order to acknowledge all the presenters and reviewers who have contributed in the last three months, the editor has summarized several into this survey article.*

Marcella Frank gave presentations at several of the JALT chapters. Dr. Frank is a professor of English as a Second Language at the American Language Institute of New York University with over 25 years of teaching experience in ESL and related fields. Her presentations were reviewed by Hideko Kawakami of the Hamamatsu chapter and Satoru Nagai of Nagasaki.

Dr. Frank was concerned with the teaching of grammar, in particular the verb system, to junior and senior high school students as well as the use of sentence combination exercises to teach composition. Some of the ideas come from her book, *Writing from Experience* (Prentice-Hall, 1983). To emphasize that enjoyment should be a part of study, Dr. Frank used both Eastern and Western zodiac charts to demonstrate how to teach adjectives and collocations to describe personal characteristics.

Shari Berman, the National Program Chair, was also busy this summer, giving presentations in Hamamatsu and Takamatsu. Gary Wood of Hamamatsu reviewed her "Video Variations: Looking Beyond Listening Comprehension," during which Berman presented rationales and

exercises for the use of video. The exercises developed by Berman, called "peripheral" exercises, emphasize cloze passages, scrambled sentences, prediction/anticipation tasks, card-sorting activities, and games.

The Takamatsu presentation, "Balancing Input and Output: Techniques for Challenging Advanced Students," was reviewed by Marie Thorstenson. Berman's focus was on challenging advanced students with activities that are not like those that usually occur in English classrooms. Among the ten different exercises described or demonstrated were "Vanishing": a variant of cloze where the text, written in full on the blackboard, is erased little by little; and "Dramatic Twenty Questions": a phrase, "I woke up this morning and found *this* on my kitchen floor," is offered as an envelope circulates with something long and soft inside.

Richard Via gave a presentation, reviewed by Brooke Crothers of the Sendai chapter, on "English through Drama." Via emphasized that the bottom line of his approach is "Communicate!" A "hello" that sits lifelessly on a textbook page does not communicate any real meaning, but the "hello" that you might give a college buddy you haven't seen in years is bursting with meaning and thus with communicativeness. Yet the way you understand language is not through role-playing, a term Via resoundingly discredits, but through the many facets of your personality. Via offered one formula as a starting point: vocabulary + structure + goal + feeling + body language = educated communication. The presentation was followed by a demonstration of activities, particularly of Via's "Talk and Listen."

The Osaka-Kobe chapters had a panel discussion of the use of Japanese in the classroom, moderated by Edward Lastiri, and featuring Isao Uemichi, Thomas Pendergast, Beniko Mason, and Billy Hammond. Jack Yohay summarized the various pros and cons stated by the panelists

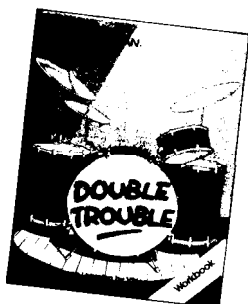
(cont'd on page 43)

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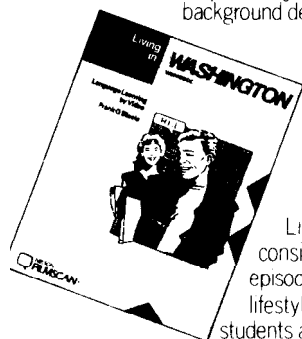
It's Your Turn to Speak is a course in both American and British English for students at elementary to lower-intermediate level who need revision of basic

English, and practice in speaking, comprehension and writing skills.



## Double Trouble

The video material was filmed in England and portrays the adventures of three school children in their attempt to set up a pop group, the problems they encounter and how they deal with them. The varied location sequences give interesting and scenic background detail.



## Living in Washington

Living in Washington consists of four twenty-minute episodes which focus on the lifestyle of three American

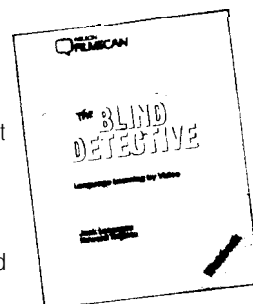
students at home and on the University of

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## The Blind Detective

The Blind Detective comprises seven short detective stories for higher Intermediate to advanced level student;

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## Switch On

Switch On is a course in standard American English aimed at those people who have studied English in the past but need to brush it up for a business trip abroad, a conference or an important meeting. The video material was filmed in the United States and is based on a light-hearted mystery story which follows the adventures of the spy Viammski.



## Let's Watch

Let's Watch is a supplementary course for students at pre-intermediate to intermediate level. The video material centres on the

everyday life of a typical British family and covers a wide range of situations which are interesting and motivating for foreign learners.



## Living in New York

Living in New York was filmed in the United States and provides the ideal setting for a course in standard American English at elementary to lower-intermediate level. It consists of eleven units which present typical situations a visitor to the United States may be faced with. Interactive video sequences provide material for effective language practice.

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(cont'd from page 41)

and members of the audience. It seems there was agreement with the idea that the use of the target language as much as possible in the classroom is highly desirable but that each teacher must decide, often on the demands of the moment, but best according to his/her philosophy and goals, in which language s/he is going to "edit the world" for students.

Laurence Wiig reported on the Hiroshima chapter presentation given by Dr. Marjorie E. Hermann, presently a Fulbright Visiting Researcher at Kinjo Gakuin University, Nagoya. She discussed "Bilingual Education in the U.S." or "How to create a platter of sushi starting with a pot of white rice." Dr. Hermann gave a glimpse of an America which culturally, linguistically, and racially is as varied as the offerings on a ¥1,500 platter of mixed sushi. To demonstrate the utility of bilingual education, Dr. Hermann gave many examples and then told the audience of her estimate that by 2020, only one-third of the children in American public schools will be "white."

The Kobe chapter had Patrick Buckheister, formerly the *JALT Journal* editor, give a talk before he left Japan. His presentation, "Life discovered in English class ~ Teachers stunned by revelation!" was reviewed by Richard Berwick. Buckheister urged the audience to redress the balance in our language classrooms by mixing the study of language with the study of other content areas, Citing Fanselow's work at Teachers College, Columbia University, Buckheister also suggested we study what happens in classrooms in order to reveal often unnoticed methodological biases. He was, in effect, urging classroom-centered research to help instructors understand and control some of the powerful forces at their disposal.

### Reference

- 1 Fanselow, John. 1977. Beyond Rashomon: Conceptualizing and describing the teaching act. *TESOL Quarterly*, 11, 17-39.

TOKYO

### EVALUATION IN COMMUNICATIVE TEACHING

By Eloise Pearson, Sophia University

Reviewed by Ann Chenoweth, Temple University

At the July Tokyo chapter meeting, Eloise Pearson reported on an interactional test that she developed and used recently in testing oral skills of both businessmen and university students. Small groups of learners were given situation cards that presented a problem to solve, such as devising a campaign to interest all the company employees in physical fitness. They were given a few minutes to prepare individually ideas for the

discussion and were informed that they would have 10 minutes to create the basic plan for the campaign.

The students were told that they would be graded as individuals and as groups on several criteria. One was that they have a balanced conversation; this was to insure that all participants would contribute to the discussion and that one student would not dominate it. They were also graded on the amount of relevant information that they conveyed, the complexity and appropriateness of their utterances, comprehensibility, creativeness (as opposed to simple repetition), and overall fluency.

### 訂正

10月号 Chapter Review の「北海道支部7月例会」の記事中、講師阿部恵子、報告杉若恭子両氏の御名前が抜けていました。訂正して、おわび申し上げます。

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# Bulletin Board

*Please send all announcements for this column to Jack Yohay, 1-111 Momoyama Yogoro-cho, Fushimi-ku, Kyoto 612. The announcement should follow the style and format of the LT and be received by the fifth of the month preceding publication.*

## CALL FOR PAPERS "LISTENING COMPREHENSION"

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Kobe chapter is inviting participation at a chapter-sponsored area conference on "Listening Comprehension" to be held on the second weekend in February 1985, at St. Michael's International School (078-221-8028). Kobe, from 10 a.m. to 5 p.m. The above are only proposed topics for methods, studies and materials concerned with listening comprehension. Please specify if the presentation is in Japanese or in English. Please send a summary of less than 200 words, clearly stating the content of your presentation, a bio-data in less than 50 words, and the length of time (30, 60 or 90 min.) and equipment requirements by Dec. 14, 1984 to: Charles McHugh, 6-13-203 Rokkodai-cho, Nada-ku, Kobe 657.

For more information please contact Jan Visscher (078-453-6065, Mon.-Thu.-Fri., 9-11 p.m.).

## CALL FOR PARTICIPANTS A UNIQUE COLLOQUIUM ON WRITING - TESOL '85, New York

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**Written Text:** Dr. Robert B. Kaplan, University of Southern California

Send two copies of abstract with name, address, affiliation, and telephone number by Jan. 15, 1985 to: Martha Clough, Language and Culture Center, Department of English, University of Houston, University Park, Houston, TX 77004, U.S.A. Tel.: (713) 749-2713.

## CALL FOR PAPERS - PARTNERSHIPS in ESL RESEARCH: UNIVERSITIES and SECONDARY SCHOOLS

The Department of Teacher Education, University of Southern California, invites research papers for a symposium, "Partnerships in ESL Research: Universities and Secondary Schools," March 28, 1985. Both completed research and reports on research in progress will be considered. A major goal of the symposium is the development of partnerships between scholars in higher education and secondary ESL classroom teachers, the better to facilitate classroom-centered research for the former and "input on research topics which reflect classroom realities" for the latter. Suggested topic areas: teacher effectiveness, teacher and student stress, theory, curriculum, methods, approaches, techniques, models, comparisons between bilingual and TESL approaches, legislation, administration, psychological and sociocultural aspects of second-language acquisition, testing, evaluation. Deadline for receipt: Nov. 30. Write Dr. Hideko Bannai, USC School of Education, WPH 1004, Los Angeles, CA 90089-003 1, U.S.A.

## JALT神戸支部年次大会研究発表者募集

### 大会テーマ「聴き取り」

神戸支部の年次大会の研究発表者を募集いたします。内容はL1における聴き取り、クラスにおける聴き取りのための活動、聴き取りの内容、聴解力の評価、聴解に関する実証的研究、聴解のための教材の開発や分析等聴解に関するもの。

応募方法：以下の書類を御用意下さい。

英語発表の場合：200字以内の発表要旨と50字以内の発表者の経歴

日本語発表の場合：横書400字詰原稿用紙一枚以内の発表要旨と100字以内の発表者の経歴（英文の題も付けて下さい。）

発表時間は30分、60分、90分のいずれかを明記して下さい。

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Charles McHugh(チャールズ・マクヒュー)

締切り：12月14日必着

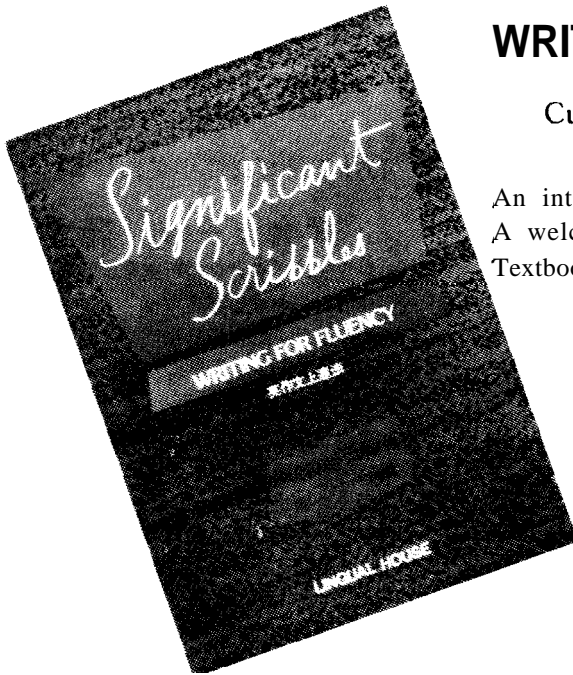
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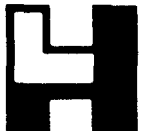
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## WORKSHOPS BY NICOLAS FERGUSON

Nicolas Ferguson, Director of the Centre for the Experimentation and Evaluation of Language Learning Techniques, author of the *Threshold* textbook series, and a prominent advocate of self-access pair learning, will be offering two workshops in Tokyo towards the end of November and two in Osaka in mid-November.

**1. Auditor Rehabilitation and Phonetic Correction** will enable teachers to integrate their approach to listening comprehension, which is largely a hearing problem, and pronunciation training, which is best accomplished by student pairs trained to do the job.

**2. Testing:** N73 and OLAF will enable the teacher to understand and administer the N73 testing programme for evaluating written or oral performance. Teachers will also learn to use OLAF (Oral Language Analysis and Feedback system), a digital computer which allows a stabilized evaluation of speaking ability in two minutes.

# Meetings

*Please send all announcements for this column to Jack Yohay 1-11 Momoyama Yogoro-cho Fushimi-ku, Kyoto 612. The announcements should follow the style and format of the LT and be received by the fifth of the month preceding publication.*

## FUKUOKA

**Speaker:** Michael Swan, Cambridge University Press  
**Date:** Monday, November 19th  
**Time:** 6 - 9 p.m.  
**Place:** Fukuoka Shimin Kaikan A-kaigishitsu 5-1-23, Tenjin, Chuo-ku, Fukuoka 810  
**Fee:** Free  
**Info:** Etsuko Suzuki, Bell American School, 092-761-3811

## HIROSHIMA

**Topic:** English through Educational Radio and T.V. Programs  
**Speaker:** Walter Carroll  
**Date:** Sunday, November 11th  
**Time:** 1 - 4 p.m.  
**Place:** Hiroshima YMCA, 4th Floor  
**Fee:** Members, free; non-members, ¥500  
**Info:** Ms. Taeko Kondo, 082-228-2269  
 Ms. Foreman-Takano, 221-6661 (eve.)

Mr. Carroll will describe how to teach conversational English using NHK educational radio and television programs. While the programs,

For details as to time, place, and fees, please contact DIDASKO at: 6-7-3 1-611 Itachibori, Nishi-ku, Osaka 550. Tel.: 06-443-3810.

## WORKSHOP BY INGRID FREEBAIRN

Simul Academy of International Communication and Longman Penguin Japan Co., Ltd. will present a workshop by Ingrid Freebairn, well-known author of the *Strategies* series and developer of communicative materials. The workshop's title is "Integrating Skills and Strategies," and will take place Wed., Nov. 28, 6 to 8 p.m., at the Simul Mejiro school. This event is free of charge to all interested instructors, students, and course designers. Call 03-582-9841 or 03-265-7527 for further information.

## KANSAS REUNION

There will be a Kansas Reunion during JALT '84. All Kansas University graduates, former Kansas residents and honorary Kansans are invited. Time and place will be posted on the announcement board.

such as "Eigokaiwa" and "Step Two," are designed for self-study, the teacher may easily adapt and extend the lesson materials to serve as the basis for classroom or private instruction. Mr. Carroll, co-president of the Tokyo chapter of JALT, was formerly a regular guest on NHK TV "Step Two." Currently he appears daily on the NHK radio program "Eigokaiwa" and teaches at Mitsui, Inc.

## HAMAMATSU

**Topic:** Mr. Wright will give a presentation of games and classroom activities which he terms "old saws."  
**Speaker:** Andrew Wright - Nagoya University; Editor, *JALT Journal*  
**Date:** Sunday, November 18th  
**Time:** 1 ~ 4: 30 p.m.  
**Fee:** Members, free; non-members, ¥1,000  
**Info:** F. Parker, 0534-71-0294

## HOKKAIDO

**Topic:** Communicative Grammar Teaching  
**Speaker:** Michael Swan  
**Date:** Friday, November 16th  
**Time:** 7 - 9 p.m.  
**Place:** Kyoiku Bunka Kaikan, Sapporo  
**Fee:** Free  
**Info:** Dale Sato, 011-852-6931

Michael Swan is a cofounder of the Swan School of English in Oxford, England. He has published several textbooks, reference books, and articles including the Cambridge English Course. His talk is sponsored by Cambridge University Press.

**KOBE**

Topic: Whose English is Better: The Queen's or the President's?  
 Speaker: Dr. Kenneth G. Schaefer  
 Date: Sunday, November 11 th  
 Time: 1:30 – 4:30 p.m.  
 Place: St. Michael's International School, 17-2, Nakayamate-dori 3-chome, Chuoku. Kobe: 078-221-8085  
 Fee: Members, free; non-members, ¥1,000  
 Info: Jan Visscher, 078-453-6065 (Mon.-Thu.-Fri., 9-11 p.m.)  
 Kenji Inukai, 078-431-8580 (9-10 p.m.)

Dr. Kenneth Schaefer will discuss the general nature of dialects, the historical development of British and American English, what the real differences are in pronunciation, lexicon and grammatical forms, and what a teacher is to do or say about English dialects.

Dr. Schaefer is an Associate Professor at Temple University. He has earned Ph.D.'s in English and Linguistics from Columbia University and has been teaching in ESL for 14 years.

**KOBE SIG – Colleges and Universities**

Date, place: Same as main meeting  
 Time: 3:30 – 4:30 p.m.  
 Info: Isao Uemichi, 06-388-2083 (eves.)

The group will discuss two articles from the *EFL Gazette*, July 1984: (1) Stephen Krashen: "The Great Debate (between Krashen and Jane Mackillop about language acquisition theory; p. 9)" and (2) John Dougill: "A review of Krashen's 'Principles and Practices in Second Language Acquisition' (Pergamon Press, 1982) (p. 11)." Copies are available from Professor Uemichi.

**KYOTO**

Topic: Observing Teachers and Students in the Classroom  
 Speaker: Dr. Kathleen M. Bailey (Monterey Institute of International Studies)  
 Date: Sunday, November 18th  
 Time: 2 – 5 p.m.  
 Place: Kyoto YMCA, Yanaginobanba-higashi-iru, Sanjo-dori  
 Fee: Members, free; non-members, ¥500  
 Info: Ian Shortreed, 075-711-0079

**NAGASAKI**

Topic: Communicative Grammar Teaching  
 Speaker: Michael Swan  
 Date: Sunday, November 18th  
 Time: 2:30 – 5:30 p.m.  
 Place: Nagasaki University, Faculty of Education, Room 63  
 Fee: Members, free; non-members, ¥1,000  
 Info: Satoru Nagai, 0958-44-1697

**OKINAWA**

Topic: Panel Discussion: "Teaching English at Junior and Senior High Schools"  
 Speaker: Tatsuo Taira  
 Date: Sunday, November 11 th  
 Time: 2 – 4 p.m.  
 Place: Language Center  
 Fee: Members and students, free; non-members, ¥500  
 Info: Fumiko Nishihira, 09889-3-2809

**SENDAI**

Topic: 'Communicative Grammar Teaching' workshop  
 Speaker: Michael Swan  
 Date: Saturday, November 17th  
 Time: 2 – 5 p.m.  
 Place: James English School, Sendai  
 Fee: Members, free; non-members, ¥500  
 Info: B. Crothers, 0222-67-4911

**TAKAMATSU**

Topic: Conducting a Christmas Class – Fa la la la language!  
 Date: Saturday, December 1st  
 Time: 2 – 4 p.m.  
 Place: Takamatsu Shimin Bunka Center  
 Fee: Members, free; non-members, ¥1,000  
 Info: Don Maybin, 0879-76-0827  
 Shizuka Maruura, 0878-34-6801

Members of the JALT Takamatsu chapter will provide a holiday assortment of tried and proven activities for use in the Christmas classroom. A selection of exercises, games, and songs for students of all types and ages will be demonstrated just in time for your classes during the festive season.

Ho, ho, ho! Don't miss it!

**TOKYO**

Topic: Business Meeting & Social Hour  
 Speakers: All interested parties  
 Date: Sunday, November 11th  
 Time: 2 – 4 p.m.  
 Place: Tokai Junior College, near Sengakuji or Shinagawa stations  
 Fee: Free  
 Info: C. Dashtestani, 0467-45-0301  
 C. Hansen, 03-473-0673

This will be a combined social hour and annual business meeting to nominate the slate of Tokyo chapter officers. We are hoping you will join us and offer your suggestions for future presentations as we are concerned that we meet your needs. All language teachers welcome.



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## JALT—全国語学教師協会について

JALTは、語学教育者のために、最新の言語理論に基づき、より良い教授法を学ぶ機会を提供し、日本における語学学習の向上と語学教育の発展を図ることを目的とする学術団体です。

JALTは、1976年に、関西地区在住の語学教師数人により設立され、現在では、日本全国に約2000名の会員を持つ全国組織となっています。また、対外的には1977年に、英語教育の分野で世界的影響力を持つ英語教師協会(Teachers of English to Speakers of Other Languages—TESOL)の加盟団体となった他、1981年には、ユネスコ関連団体・語学教師国際連盟(Fédération Internationale des Professeurs de Langues Vivantes—FIPLV)の日本代表団体として承認されました。

JALTの会員は、幼児語学教育に携わる者から、小学校・中学校・高等学校・大学そして語学学校等の語学教師、更に、企業内語学教育を担当する者まで、幅広い層に跨がっています。

### 出 版 物

- ◆JALT JOURNAL—JALTが年2回発行する学術誌
- ◆THE LANGUAGE TEACHER—JALTの月刊誌(英和文併用、B5、36～72ページ)
- ◆CROSS CURRENTS—The Language Institute of Japan (LIOJ)発行の学術誌(JALT会員には割引の特典があります)

### 年次国際大会及び例会

- ◆年次国際大会—会員及び国内外より招聘した専門家により、100を越す論文発表やワークショップ等が行なわれます。又、大会期間中には、多くの出版社が大会会場にて、教材、研究書等を展示します。
- ◆特別セミナー及びワークショップ—国内外より、指導的立場にある専門家を招いて行なわれます。
- 夏期セミナー—特に中学・高校教師を対象にしたセミナーで、より効果的な教授法の習得を図る一方、教師自身の語学力の質向上をも目的としています。

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- ◆各支部の例会—各支部毎に、毎月、或いは隔月に1度、例会が開かれます。原則として、会員の参加は無料です。

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語学教育に関する研究や、教材の製作に、経済的援助をする事を目的として支給されるもので、会員ならば誰でも、助成金の申請をすることができます。申請のべ切りは、毎年9月1日で、助成金の受給者名は、年次国際大会で発表されます。

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賛助会員—年次国際大会や例会等で、各社出版物等の展示を行なうことができる他、会員名簿の配布を受けたり、JALTの出版物に低額の料金で広告を掲載することができます。

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