

THE Language Teacher

全国語学教師協会

VOL. VIII, No. 4 APRIL 1984

Formerly the JALT Newsletter

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THE JAPAN
ASSOCIATION OF **JALT**
LANGUAGE TEACHERS



Special
Issue:

READING

this month....

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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 and FIPLV. Through monthly local chapter meetings and an annual international conference, JALT seeks new members of any nationality, regardless of the language taught. There are currently 15 JALT chapters: Sapporo (Hokkaido), Sendai (Tohoku), Tokyo (Kanto), Hamamatsu, Nagoya (Tokai), Kyoto (East Kansai), Osaka (West Kansai), Kobe, Okayama, Takamatsu, Matsuyama, Hiroshima (Chugoku), Fukuoka, Nagasaki, and Okinawa.

The Language Teacher is the monthly publication of JALT. The editors are interested in articles of not more than 1,200 words concerned with all aspects of foreign language teaching and learning. Articles may be in English or Japanese. The editors also seek book reviews of not more than 750 words; it is not the policy of *The Language Teacher* to seek books for review from publishing companies. Employer-placed position announcements are printed free of charge; position announcements do not indicate endorsement of the institution by JALT. It is the policy of the JALT Executive Committee that no positions-wanted announcements be printed in the newsletter.

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

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EXTENSIVE READING WITH GRADED READERS

By Julian Bamford, The American School of Business

The best way to improve your knowledge of a foreign language is to go and live among its speakers. The next best way is to read extensively in it.

So said Christine Nuttall in her excellent *Teaching Reading Skills in a Foreign Language*. One might add that, for all but advanced students.

The best way to read extensively in English is with graded readers.

This paper is an overview of these readers. The first section introduces graded readers and the reasons for using them in the teaching of foreign language. The second section details how to use readers and to ensure that they are read by students. The third part discusses the way readers are graded, and introduces a tentative analysis of the levels of all published readers in terms of readability. Finally, there is a comprehensive bibliography and review of most available readers of interest to adult learners up to a pre-intermediate level. This may be the first bibliography since Brumfit's 1979 list.² It may also be the first attempt at an overall review of readers ever published.

A: BACKGROUND

1. Graded Readers
2. Why Graded Reading?

B: HOW TO USE READERS

1. Using Readers
2. Getting Students to Read

C: THE GRADING-

1. How Readers are Graded
2. Readability: The Final Criterion for Grading
3. Level Chart

D: THE BOOKS

1. The Series
2. Bibliography/Review (Beginning to Basic Intermediate Level; see *May Language Teacher*)

A: BACKGROUND

1. Graded Readers

Many EFL/ESL publishers issue graded readers. These are short books of fiction and non-fiction which are graded structurally and

lexically as well as in other ways. At lower levels, the books are usually especially written original titles. At higher levels, they are usually abridged and adapted from existing books. The levels are graded from beginning to advanced, and at each level the books are written using only the grammatical structures and vocabulary items appropriate to that level of study. This grading ensures that students can read with relative fluency without being overwhelmed by unfamiliar structure and vocabulary. Ideally, if students are reading at the right level, they should often forget that they are reading in the target language.

Graded readers contain few, if any, questions and exercises, and this is one way to distinguish them from textbooks and unsimplified annotated 'side readers.' These latter are designed for classroom use and typically consist of short reading passages followed by many comprehension and 'reading skills' exercises. Indeed, graded readers try to look as little like textbooks as possible, and attempt in both content and design to simulate the type of paperbacks students might read for pleasure in their own language. Not all graded readers are of interest to adults, with many titles being aimed at younger readers. Many titles at lower levels are available on cassette tape.

2. Why Graded Reading?

Graded readers are ideally suited for extensive reading. This is to be distinguished from intensive reading, which is the detailed and time-consuming analysis of reading material, usually in the classroom. Intensive reading is used for translation purposes, to teach vocabulary and structure in context, to teach reading skills such as scanning or guessing unknown words, and to prepare students to eventually read and comprehend all kinds of written material in the target language. Intensive reading can be equated to the language drill or teaching phase in oral language instruction.

Extensive reading, on the other hand, is the reading of large amounts of material for pleasure and information, just as students (hopefully) do in their own language. This corresponds to the 'application' or 'conversation' phase in oral language teaching, when students are encouraged to use what they have learned. A common rationale for classroom speaking activities is that language teaching should progress from controlled practice to freer usage, so that students can experience and get used to using language in the same way as they will in the real world.

In the same way, reading instruction can benefit from this 'free practice' phase, and it
(cont'd on next page)

FROM THE EDITOR

With this issue, we begin a new era of the JALT Newsletter: a new name – *The Language Teacher* – and an increased commitment to make the newsletter a more professional publication. We still have a lot more work to do and welcome feedback and suggestions, and of course time and energy from other people committed to volunteering to produce a better organization and better publications.

The editor would like at this point to thank the people who have been particularly willing to give their time to this development of *The Language Teacher*: Tom Robb, Gaynor Sekimori, Jim Swan and Masayo Yamamoto, Jack Yohay, Kevin Monahan, Kenji Kitao, and

Marc Helgesen. Mariko Itoh at the Kyoto English Center has also supported our efforts with clerical help.

And without our very generous Commercial Members, we wouldn't be where we are today. This issue in particular was made possible through the organizing efforts of Kenji Kitao and the contributions through ads and donations to support the highly successful seminar for company programs.

Our new masthead is the result of the efforts of Paul Butler, who patiently took time on a rather inclement weekend to produce a new look for our front cover. We wish him luck in establishing himself as a graphic designer in the Kansai.

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may be that extensive reading is, for most students, a prerequisite for eventual reading fluency. Good readers 'chunk' a text into sense units as they read, their eyes taking in several words at a time. As Nuttall points out,

The FL student's problem is that he does not know the language well enough to chunk effectively. He tends to read word by word, especially if the text is difficult. so to encourage good reading habits, it is necessary to give a lot of practice with easy texts. The amount of practice needed is too great to give in the classroom; this is one purpose of an extensive reading programme.³

There are other important reasons for having students read extensively. Low level students in an ESL and (especially) an EFL environment are not exposed to a lot of comprehensible input. Extensive reading may be one of the only ways to increase exposure to examples of language use for the purpose of language acquisition, or to reinforce and recombine language learned in the classroom.⁴

B: HOW TO USE READERS

1. Using Readers

Although they can be and are used in the classroom, graded readers are most widely and suitably used outside the formal language lesson. Typically, they are displayed at school and may be borrowed library-style by students, who freely choose books to suit their own level and interest. Students read the books at their own pace at home, after which they complete some sort of follow-up activity at school (see '2' below). Records are kept of who reads what when.

Classroom and language laboratory uses for graded readers include listening to the tape of a book while reading (to increase reading speed and make students comfortably accept less than 100 percent comprehension)⁵ or reading and discussing parts of a book in class, followed by the reading of other parts at home. These activities require that each student have a copy of the same book.

2. Getting Students to Read

It is one thing to have a library of interesting and appropriately graded books, and quite another to get students to read them. The following list is not comprehensive, nor is each point essential. But all the factors below have been found to contribute to student reading.

a) *Content and Appearance of Books* – Books should be of various lengths and of subjects appealing to the students. Most books should be short and with good-sized print. If they look too childish, adult students will be ashamed to be seen reading them on the train. The covers should be bright and attractive.

b) *Display* – Books should be arranged so that title and cover art are visible.

c) *Availability* – Books should be kept where students gather and hang out – a lounge area is ideal. Check-out should be simple. (Yes, books will disappear, but that may be a small price to pay for having them widely read.)

d) *Arousing the Curiosity* – Books should be regularly brought before the students (either as individuals or as a class) and talked about. Teachers should read a number of the books so

they are in a position to genuinely recommend (or otherwise) certain titles. Later, a system should be set up for students to recommend books to each other (see below).

e) *Giving Reasons for Students to Read* - For 'Giving reasons for,' read 'Apply pressure to.' Only the most avid student/reader will read reasonable amounts in the target language purely for pleasure. The other 90 percent of the students have to be gently 'persuaded.' The most effective way is to tie the extensive reading to regular classroom assignments. Three ideas for doing this are introduced below.

Reading (and Listening) Report Sheets: Students get a sheet every week on which they list the number of minutes they listened to or read extensive material per day. An example is reproduced below. Totals can be added up each semester to contribute to grades. Students should be clear about the place that extensive reading plays in their language learning curriculum.

LISTENING / READING DIARY

Target: 1hr. a day

name : Reiko (Morning 8)

MON 2/6	Listen 30 mins	Seido Bk 5	Read <input type="radio"/> mins
TUE 7	Listen 0 mins	Don't tell me What to do	Read 40 mins
WED 8	Listen 30+20 mins	Seido Bk 5 Missing Person	Read 30 mins
THU 9	Listen 30 mins	Seido Bk 5	Read 60 mins
FRI 10	Listen 0 mins	(Finish this book) Z for Zachariah	Read 110 mins
SAT 11	Listen 40 mins	NHK-TV (Enough)	Read <input type="radio"/> mins
SUN 12	Listen 0 mins		Read <input type="radio"/> mins

An extensive reading programme. . . is the single most effective way of improving both vocabulary and reading skills in general.⁶

Some people believe that in a language course, half of the value is gained in the classroom, and half from reading, listening to and speaking the target language on every available occasion outside the classroom. However, each half portion of value can only be obtained if the other is also gained. Each type of learning/practice is of small value without the other.

Speeches: Students can be required to read a book a week and to prepare a five-minute speech about it. Half an hour of class time can be set aside for these speeches per week. If the class is large, a couple of speeches can be delivered to the whole class, and the rest in small groups of three or four students. Students should show the actual book to the class while speaking. Speeches can start with the following basic pattern:

Introduction - "Last week I read [title]. It is a [type of book] and I [enjoyed/didn't enjoy] it."

Body - (Brief summary of the book or one of its short stories, and told with a cliffhanging ending.) "If you want to find out what happens, you'll have to read the book!"

Conclusion - "I [recommend/don't recommend] this book to [everyone/people] who like [type] books."

Alternatives might be to ask for written book reports, or book reviews for the school newspaper.

Follow-up to Regular Classwork: Once the extensive-reading habit is established, students seem to be willing to do large amounts of background reading on topics tied to the coursebook, if you set this as an assignment. Most textbooks are topic-oriented, and after finishing a unit you can sometimes have students read more about it in order to complete a project, or give a short presentation in class. Thus, it can be a good idea to select some library books that fit your coursebook topics (and to keep these books aside lest they be borrowed just when you need them!). To this end, in the bibliography of readers below, the topics of the books have been listed for easier identification. It is also useful to have some good encyclopedias on hand and to acquire copies of those books excerpted in the coursebook. Below are a handful of examples of readers which match selected units in a few widely used coursebooks.

Text	Unit	Topic	Reader
Talkabout 2 Crosstalk 2	7 17	Inventions	<i>Inventions</i> (Cassell Spotlight Readers)
Streamline Destinations	4	Monte Carlo Rally	<i>Motor Racing</i> (Cassell Spotlight Readers) <i>The Gunshot Grand Prix</i> (Collins English Library)
Studying Strategies	11	Ghosts	<i>Great British Ghosts</i> (Longman Structural Readers)

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C: THE GRADING**1. How readers are Graded**

Modern series of readers are usually controlled in **Structure, Sentence Length** and **Complexity, Vocabulary** and (rarely) the amount of **Information** presented at one time, with **Repetition** of elements crucial to understanding. Control of structure and sentence complexity is fairly standard in all the various publishers' series. Beginning level readers are restricted to the present tenses, imperative, 'going to' future and perhaps the regular past, and sentences are typically only single clauses of the 'subject + verb + direct object' construction. At higher levels, structures are introduced in a logical way closely corresponding with the teaching order found in most main course textbooks.

Vocabulary grading is less straightforward. Readers usually have a specific number of words within which they are written (either the -for example - 1000 most frequently used words in English, or 1000 words chosen from among the most frequently used words in English). The word lists issued by the various publishers are virtually identical. Most series also allow writers to introduce other 'topic' words particular to a story, if these are glossed and repeated at intervals. Some problems do arise when common words are combined into difficult idiomatic phrases, or when a word has meanings other than the common one(s). The following is from a 300-word (beginner) level reader. A father is talking to his just-returned son,

"How long were you in India?" Arthur asked. "Two years? Two years without a letter to me! Then, yesterday, you come back home. No letter. No word. Nothing. ."

We will pass quickly over the awkward tense usage, "yesterday, you come," and concentrate on lexical problems. Beginning level students misinterpret the final "No letter," not realizing that it is supposed to indicate 'you didn't write and tell me you were coming.' In this case, students harmlessly assume "No letter" to be a repetition of the previous "Two years without a letter to me!" "No word" is more confusing, because students assume that 'word' means 'speech.' Because they can't logically fit "No word" into the flow of ideas, beginning students are slightly disoriented.

In vocabulary lists, 'word' is listed as level 1 (beginners) item. And so it is ~ when it means a

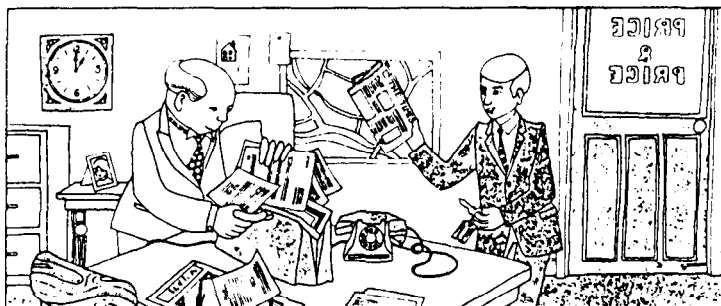
sound forming a unit ("the words in a sentence") or a remark or statement ("he didn't say a word"). But in the above passage, 'word' means 'news' ("send me word of your arrival") and that usage belongs to a high intermediate level (level 5) according to the *Cambridge English Lexicon*.⁷ Careless writing like this confuses beginners, and makes a book 'read' much less easily than it ought to, given its limited vocabulary.

The more controlled the structure, and the more carefully the vocabulary is used, the easier the books in a series are to read. But these criteria pale to insignificance beside that of information control. Only one series - Heinemann Guided Readers - sets rigid guidelines for writers so that information in their books is presented in 'easily digestible' amounts. Characters are kept to a reasonable limit and introduced gradually. Background cultural suppositions (schemata) are made explicit. Crucial information is repeated as necessary. Pronoun referents are made especially clear. Processes are described in full.⁸

In order to understand the importance of this information control, we can look at the first page of a beginning level reader not in the Heinemann series,⁹ and recreate the thought processes of a student reading it. It is in column three of the text that problems with pronouns and schemata begin:

'Oh, and there's a (Why is there a key with a key with the Times,'newspaper? This is not a usual combination. The student must pause here and hopefully be able to fill in the missing process 'steps' of Mark discovering a key in the mailbox along with the newspaper which must have been delivered to the office.)

He shows it to Mr Price. (Is 'it' the key or the newspaper? Students usually decide quite fast that it is the key.)



It is one o'clock in the office of Price and Price, house agents. Mr Price, the manager, is putting his papers into his bag

He has to be quick, because he is catching the Paris plane. Mark Upper is helping him. 'Here's the 'Times', he says. 'You can read it on the plane

'Thank you, Mark,' says Mr Price. 'Oh, and there's a key with the 'Times', says Mark. He shows it to Mr Price. 'Water Road,' he reads

'Water Road,' he reads. (Many students now decide they made a mistake, because it is unusual to read keys. 'He' must have read 'Water Road' in the newspaper. Some students may see that the key in the illustration has a tag on it and realize that 'he' is reading the tag on the key. But who is 'he'?)

And so on. Beginning level students have particular difficulty in reading pronoun referents smoothly, because these referents have complex rules of usage which are only very gradually acquired. When our purpose is to build students' confidence and to give them a smooth reading experience, writing such as the above is not helpful. In fact, because of the careful information control, books in the Heinemann series 'read' far more smoothly and easily than books written at half the vocabulary level in other series. This seriously upsets the usefulness of judging the level of books by vocabulary count. Another criterion must be found against which to measure books. That criterion is readability.

2. Readability: The Final Criterion for Grading

Vocabulary count is still the most widely used way of estimating a book's level, perhaps because it is convenient and objective. There have been several other 'objective' attempts to measure readability, such as the SMOG index (examining word length) and the Fry Readability Estimate (which looks at both word and sentence length).¹⁰ Finally, there is cloze, the simplest to score and which, at the same time, checks the full complexity of language.

In the early days of this review process, an attempt was made to use cloze to measure readability, but this was abandoned when results were inconclusive and failed to support the subjective opinions of readers. It later became obvious why this had been so. Cloze, because it only involves short passages and focuses on the language rather than the ideas, hardly touches the information control (or lack of it) in books, which so contributes to or undermines fluent reading. We finally convened a panel of readers – native speakers, people who were fluent in English as their second language, and people of various levels below that – who read books from various levels in the various series. Consensus was reached on how readable the books were, and where they should be placed in the traditional six-level syllabus. The results are laid out on page 8.

When students are at a certain level of a

syllabus, they should read books mainly from the level just below, to encourage fluent and dictionary-free reading. Less confident readers should be steered towards the shorter books with information control, whereas more confident and fluent readers of the same language ability will happily read the longer books at the same level.

There is another factor in readability – when students are interested in certain subjects, they will often successfully read about them in books at levels higher than usual. These students have a head-start with the material because they are familiar with the schemata of the topic. At the same time, their motivation creates a greater tolerance for ambiguity, rendering the difficult material readable.

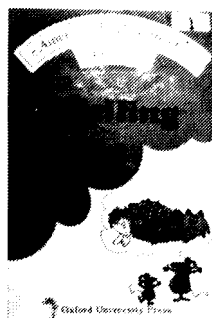
D: THE BOOKS

Because of the vast number of readers available, we have limited the following bibliography/review to books of interest to adult learners. We have also cut the task in half by limiting the present listing to books graded below 1200 words and/or at an intermediate level. The review is in two parts; the first describes each series as a whole, and the second part details the individual titles.

1. The Series

(Number of titles indicate books available up to intermediate level only)

American English Readers (6 titles). Oxford. Books: ¥370. Tape + Book: ¥2,800.



Six fables for younger readers, based on vocabulary and structure familiar to Japanese junior high school students. The very attractive color illustrations, large print, short length, and the familiarity of the material make for satisfying reading for all false beginners. Consistently

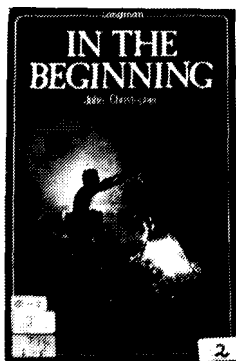
highly rated by readers of all ages, these books can provide the first experience of understanding and enjoying a book without using a dictionary, and of finishing it within half an hour. These are the only available entry level readers. (Tapes are read too slowly to be of value to adults.)

(cont'd on page 9)

LEVEL Active Vocabulary	Some Coursebooks Used at Each Level	Readers Series Suitable at Each Level (arranged from easiest to most difficult within each level) Numbers in parentheses are publishers' estimate of vocabulary level
1 Beginner (pre-TOEFL) 300 words	Streamline Deoartures Opening Strategies In Touch 1 In Touch 2	American English Readers Levels I-3/Oxford (200) Longman Structural Readers (long format) Stage 1 (300) Oxford Graded Readers 500-headword level Rangers (long format) Range 1/Macmillan (450) Heinemann Guided Readers Beginner Level (600) Longman Structural Readers (regular format) Stage 1 (300) Longman Structural Readers (long format) Stage 2 (500)
2 Elementary (TOEFL 250-325) 500 words	Streamline Departures Streamline Connections Opening Strategies Building Strategies In Touch 2 In Touch 3 Spectrum 2 Elementary Composition Practice 2	Rangers (long format) Range 2/Macmillan (800) Oxford English Picture Readers Grade 1 (750) Oxford Graded Readers 750-headword level Introductory Stories for Reproduction/Oxford (750) Collins English Library Level 1 (300) Delta Readers 600-headword level/Oxford Regents Readers Level 1 (300) Regents Illustrated Classics Level A (500) Longman Structural Readers (regular format) Stage 2 (500) Longman Movieworld Levels 1-2 (300-500) Squirrels/NMSRs Stage 1 /Longman (450) Books in Easy English Stage 1/Longman (500) Rangers (regular format) Range 2/Macmillan (800) Cassell Spotlight Readers Level 1 (350) Collins English Library Level 2 (600) (also estimated to be at level 3) Dodd's Supplementary Readers 300-350 word levels /Macmillan
3 Basic Intermediate (TOEFL 400) 1000 words	Streamline Connections Building Strategies Kernel Lessons Inter- mediate In Touch 3 Lifestyles 1 Spectrum 3	Regents Readers Level 2 (500) Elementary Stories for Reproduction/Oxford (1000) Delta Readers 900-headword level /Oxford Oxford Graded Readers 1 000-headword level Heinemann Guided Readers Elementary (1100) Galaxies Level 1 /Longman Looking at America Series/Oxford Rangers Range 3/Macmillan (1150) Oxford English Picture Readers Grade 2 (1000) Newbury House Readers Series Stage 3 (1000) Regents Illustrated Classics Level B-C (750-1 000) Delta Readers 1200-headword level/Oxford Cassell Spotlight Readers Level 2 (700) Books in Easy English Stage 2/Longman (750) Longman Structural Readers Stage 3 (750) Squirrels/NMSRs Stage 2/Longman (750) (also estimated to be at level 3 or 4) Evans Graded Reading Grades 1-4 (600-1000) Hodder Graded Readers Grades A-B (800-1 000) Dodd's Supp. Readers 600-750 word levels/Macmillan Pattern Readers Beginner and Intermediate levels/ Macmillan
4 Intermediate (TOEFL 425) 1500 words	Streamline Destinations Developing Strategies Spectrum 4 Listening In & Speaking Out (Intermediate) Strategies for Reading	Intermediate Stories for Reproduction/Oxford (1500) Nelson Graded English Readers Elementary and Inter- mediate levels Heinemann Guided Readers Intermediate Level (1600) Squirrels/NMSRs Stage 3/Longman (1000) Collins English Library Level 3 (1000) Regents Readers Level 3 (1000) Longman Structural Readers Stage 4 (1100) Cassell Spotlight Readers Level 3 (1050) Books in Easy English Stage 3/Longman (1000) Dodd's Supp. Readers 1000-word level/Macmillan
5 High Intermediate (TOEFL 450) 2000 words	(not covered in this review)	
6 Advanced (TOEFL 500) 2500 words		
Fluent (TOEFL 500+)		ungraded material

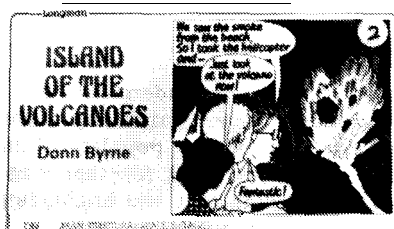
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Longman Structural Readers (LSR's) (112 titles). Books: ¥290-¥470. Tapes: ¥1,800-¥2,400.



Titles from this huge multi-level series rightly form the bulk of most libraries. Slightly larger than a conventional paperback, bound pamphlet-style rather like a book with a spine, and with bright, attractive glossy covers, these books are relentlessly attractive on display. Most titles are acceptable

many are popular, and a few are outstanding (e.g., *Island of the Blue Dolphins*). Unfortunately, there are too few short books at higher levels. A handful of level 1 stories written as comics are less popular because they are confusing. Warning: specify 'new covers' when ordering. Some suppliers still carry old editions which will sit unread in your library. (Many excellent and bargain-priced tapes for books at lower levels)



Some titles (23 of the above), mainly level 1 and 2 fiction, come in a longer-than-tall picture book format aimed at younger readers. Most adults are less excited by this layout, but there are so few adult books at lower levels that these are acceptable substitutes. (Many tapes available)

Longman American Structural Readers (10 titles) (unseen) Prices unavailable (no tapes)

A handful of the best LSR beginning level titles, adapted linguistically and culturally to the American market. Not available in Japan; can be ordered directly from the U.S., Britain, or Hong Kong. Workbooks and Teacher's Guide available for series as a whole.

Heinemann Guided Readers (69 titles). Books: ¥290-¥620. Tapes: ¥2,700.

The sleeper of the readers series, and one that deserves to be better known. These books provide the most consistently popular, satisfying and valuable reading experiences for lower level students. 'Information control' is the key

ingredient that this series has, and that other series don't have. The editors of the series believe "the control of vocabulary and structure are not by themselves enough to produce a story which the foreign learner of English will be able to read easily."¹⁰

This revolutionary criterion does result in books which 'read' far more easily than their vocabulary level suggests. The fiction stories are of consistently high quality, and many are hard to put down. Add to this an attractive format and large print at lower levels, and you have books which are read 50 percent more than those of other series. Students even search out the windmill trademark of the series on the covers. These books can give adults their first experience of reading 'real' books in quantity, thus building the confidence and ability to read less carefully adapted material later. It is hard to praise these books too highly. (Some tapes - most good)

Cassell Spotlight Readers (23 titles). Books: ¥400-¥550. (No tapes)

Brand-new multi-level non-fiction series. Many topics are European-based, and some (*North Sea Oil*, *The Common Market*) are of limited appeal to the general reader in search of thrills and excitement. The murky covers with hard-to-read titles just about kill the series on the shelf. But the books themselves are excellent and when students do read them, they like them. This is the richest series from which to cull books to assign for background reading on topics covered by a class coursebook.

Longman Squirrels/New Method Supplementary Readers (49 titles) Books: ¥320-¥450. Tapes: ¥1,800-¥2,400.

The original multi-level reader series, conceived by Michael West way back in the early 50's. Books are graded by vocabulary, with a looser control of structure than in LSR's. The titles still reflect an old-fashioned bias as to what our students 'ought' to read: mythology, fairy tales and Victorian children's classics. Such titles may



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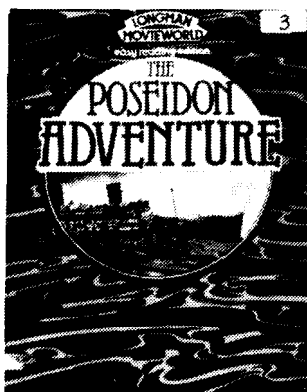
appeal more to the teacher than to the older student. But many people do enjoy this more gentle excitement, and the familiarity of the material. New editions are quite attractive. Books at lower levels seem too long, but have popular large print. Avoid old covers. (A very few tapes, including a beautiful reading of *Alice in Wonderland*)

Collins English Library (43 titles) Books: ¥420-¥600. Tapes: ¥2,970.



The books in this multi-level series are attractive enough, and they are frequently taken out of the library, but, in general, the quality of plot and writing seems to make for only average satisfaction. Some titles match those in the Longman and Heinemann series in popularity. (A few tapes – unheard)

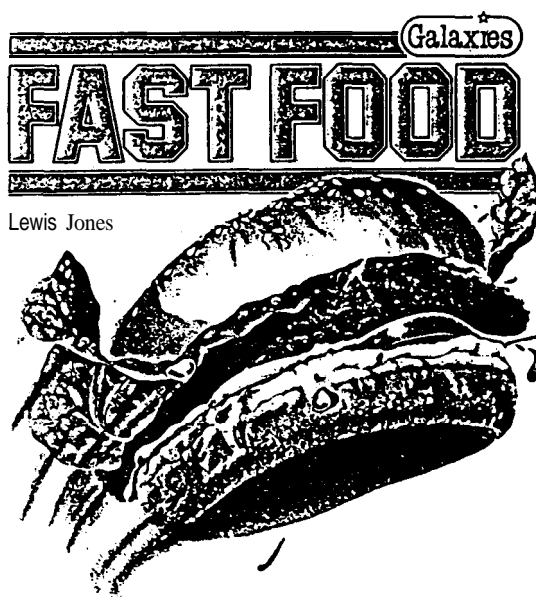
Longman Movieworld (5 titles) Books: ¥440. (No tapes)



Larger format extension of LSR's with less structural control. Very attractively packaged retelling of popular and not so popular movies, profusely illustrated with color stills, these beginning level readers are compulsively devoured by those who have seen the movies.



Galaxies (4 titles). Longman. Books: ¥490. (No tapes)



Longman

A breakthrough in readers. A new non-fiction elementary series guided by Abbs and Freebairn, authors of the popular 'Strategies' series of coursebooks. Put together magazine-style, with compelling text and bright, fascinating illustrations, the books are winners. Very popular.

Delta Books (21 titles). Oxford. Books: ¥370-¥390. (No tapes)

Handsome series produced locally, with large format and print. Titles at lower levels are often aimed at younger teens, but many of the books have adult appeal.



Books in Easy English (Bees) (22 titles). Longman. Books: ¥330-¥400. (No tapes)

Another older multi-level series, this one focusing on collections of very short stories. The series suffers from a basic problem inherent in the format: it is hard to write anything very



very interesting or meaningful within a two- or three-page story. A few books are extended descriptions of rather technical non-fiction subjects, again broken into bite-size pieces. Most titles are acceptable. Avoid old covers.

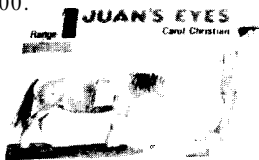
Regents Illustrated Classics (16 titles). Books: ¥950 (No tapes)

Multi-level 'Classics Illustrated'-type black-and-white comic book adaptations. Exercises are placed between chapters, but the books still feel more like readers than textbooks. They read reasonably easily, but cluttered western-style comics don't go down well with Japanese who are used to the looser *manga* style.



Rangers (35 titles). Macmillan. Books: ¥350-¥380. Tapes: ¥3,000.

Multi-level fiction series which, at these lower levels, is mainly geared to younger readers, with most titles in the juvenile long picture-book format (see LSR's above). A handful of titles also appeal to adults. Teacher's Guidebook and Activities Books available. (Some tapes ~ unheard)

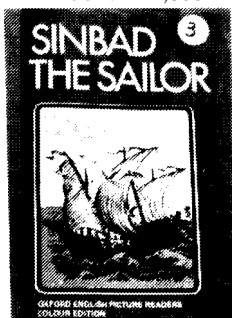


Rangers (in American English) (15 titles) (unseen). Prices roughly the same as *Rangers*.

Selected titles from the above series, adapted into American English. Can be ordered in Japan. (Many tapes)

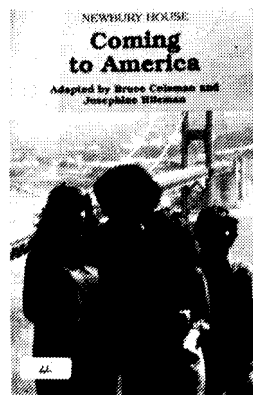
Oxford English Picture Readers (19 titles). Books: ¥330-¥380. Tape + Book: ¥2,800-¥3,300.

The large print and profuse illustrations make these old-fashioned books quite attractive. Titles are all classics and mythology. (All with tapes, but not all of these have music between chapters)



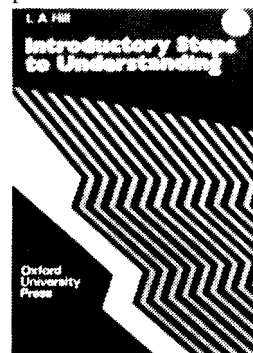
Newbury House Readers Series (2 titles) Books: ¥670. (No tapes)

Most titles, including the popular *Murder in the Language Lab*, are now out of print. The remaining books have many exercises interspersed with the text. This detracts from the reading-for-pleasure atmosphere, but the books are well-liked.



Stories for Reproduction (11 titles). Oxford. Books: ¥400-¥450. Tape + Book: ¥4,000-¥5,000.

These collections of one-page anecdotes are familiar to many teachers. While not readers *per se*, the books are funny enough to be popular as readers with some students. (All with good tapes)



Looking at America Series (3 titles). Oxford. Books: ¥850. (No tapes)

They aren't graded readers, but these large format books in simple English give interesting pictorial background information on U.S. life.

Pattern Readers (6 titles). Macmillan. (unseen) Books: ¥320-¥350. Tapes: ¥2,000.

General fiction and non-fiction for high school age/adult readers.

Oxford Graded Readers (54 titles). Books: ¥290-¥450. Tape + Book: ¥3,000

Fairy tales and children's fiction for junior and senior high school ages. Some titles also have adult appeal. The profuse color illustrations and shortness of the books add to the attraction of the series, (Some tapes)



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Alpha Books. Oxford. Books: ¥520 (No tapes)



Despite being adapted to a 1000-word vocabulary, the readability of most of these books is closer to books with a 2000-word vocabulary. They are harder to read because of the many idiomatic usages of common words, and the density of the information

presented. But the good news is that these books are almost 'the real thing': they are adaptations of popular bestsellers and other superior fiction in all genres, and they look like real paperbacks. The over 50 titles are immensely popular with students of higher intermediate and advanced levels. A very few of the books have been enjoyed by the best intermediate student readers, and these titles are listed in the bibliography.

Hodder Graded Readers (4 titles). Prices unavailable. (No tapes)

Mixed bag of fiction and non-fiction. Books are attractive, well-written and of sensible length.

Evans Graded Reading (12 titles) (unseen) Prices unavailable)

A non-fiction series, with an accent on the light and popular. (Two cassettes)

Regents Readers (7 titles), Books: ¥740-¥850. (No tapes)



5

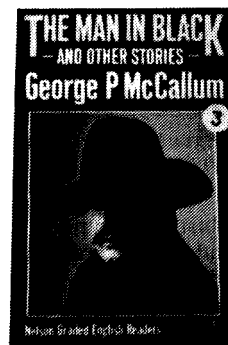
A new adult multi-level series of assorted original and adapted fiction and non-fiction, not entirely escaping the bias of Regents for American Classics. It isn't fair to judge the books against other readers, but with so much guidance to the student ('Before you read' pre-questions and pages of exercises between chapters) that they have a decidedly 'school text' feeling. Attractive covers.

Regents Readers (Japanese editions). Books: ¥390

Two of the above titles in larger format, with glossing in Japanese.

Nelson Graded English Readers (2 titles). Books: ¥420 (No tapes)

The length of these short-story collections makes them closer to classroom-based texts (with stories assigned one-by-one for out-of-class reading) rather than take-home readers. But they look like readers, and they have been taken home and enjoyed by motivated students.



Dodd's Supplementary Readers (10 titles). Macmillan. Books: ¥300 (No tapes)

Old-fashioned series of fairy tales and mythology.

FOOTNOTES

- 1 Nuttall, Christine. *Teaching Reading Skills in a Foreign Language*. London: Heinemann Educational Books, 1982, p. 168 (Chapter 12 is devoted to extensive reading).
- 2 Brumfit C.J. *Readers for Foreign Language Learners of English* (ETIC Information Guide 7). London: The British Council English Teaching Information Center, 1979. This pamphlet also contains a useful bibliography on grading.
- 3 Nuttall, p. 33.
- 4 Damien Tunnacliffe raised this point at his JALT '83 presentation *The Importance of Extensive Reading in Japanese Learning*. This presentation was an excellent overview of the whole subject, and was reviewed in the *JALT Newsletter* 8:1. See also *The Natural Approach* by Krashen and Terrell. Oxford: Pergamon Press, 1983, p. 131.
- 5 For a thorough discussion of how to use tapes with readers, see the excellent *How to Make the Most of Graded Readers on Cassette* by Janet Tadman. London: Longman Group Ltd., 1980.
- 6 Nuttall, p. 65.
- 7 The definitions and examples of 'word' in this paragraph are taken from Hindmarsh, Roland, *Cambridge English Lexicon*, Cambridge University Press, 1980. This is one of the few word lists that distinguishes between the different meanings of the same word.
- 8 *Heinemann Guided Readers Handbook* by John Milne. London: Heinemann Educational Books, 1977, p. 6. This guide to the series explains information control in detail. Many other publishers have written guides to their own series, which explain the structural grading in detail and usually include a vocabulary list. The major ones are: *Guide to Rangers*. Ed. Paul Aston/Carol Christian. London: The Macmillan Press Ltd., 1982.

Longman Guide to Graded Reading. London: Longman Group Ltd., 1977 (for Squirrels and Bees. No vocabulary list included).

Longman Structural Readers Handbook. London: Longman Group Ltd., 1976.

A Guide to Collins English Library. London: William Collins Sons and Co. Ltd., 1978.

Newbury House Writers' Guide. Rowley, Mass.: Newbury House Publishers, Inc., 1978. (unpriced) (Of interest for its American English vocabulary list.)

9 *June and Augustus* by Paul Aston. Macmillan Ranger (Range 1), 1973.

10 Described in Nuttall, p. 27.

SETTING UP A LIBRARY

Readers, which typically cost about ¥500 apiece, are readily available from the usual sources of imported textbooks. They can be selected from publishers' catalogues, or from the bibliography/review in the May *Language Teacher*. Once books are purchased, the most important thing is to motivate the students to read them. To this end, display is very important. A normal bookshelf won't do: readers are thin and usually without a titled spine. (Normal ungraded paperbacks can, of course, be shelved in the usual way.)



How not to display readers

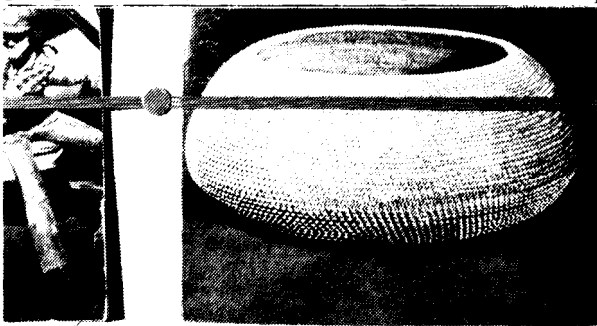


...but paperbacks are fine like this.

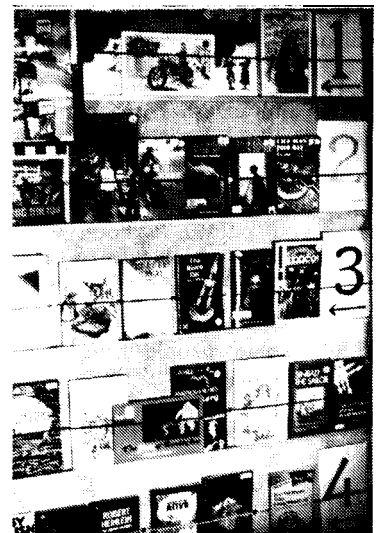
How can these thin books be displayed so that their attractive front covers are showing? It is possible to lay the books on a table or other flat surface, or to make a portable rack. (Detailed instructions for making several types of these are included in Nuttall's *Teaching Reading Skills in a Foreign Language* (Heinemann), pp. 175-7.)

A cheap and effective alternative is to convert classroom or other walls into a display area. Experience shows that this is extremely attractive and motivating, apart from the decorative value such a display has for a school.

You need a wall that will take nails. Thin wooden strips are nailed into the wall. Thin bands of elastic tape are secured with pushpins midway between the strips. Books are pushed behind



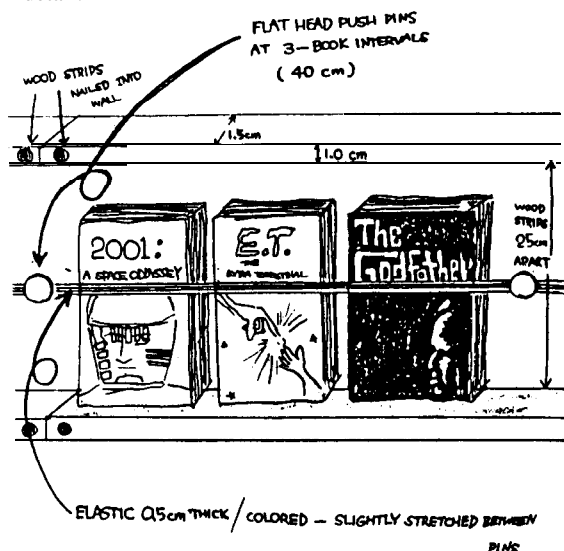
the elastic tape which holds them flat against the wall where they rest on the thin wood strip 'shelf.'



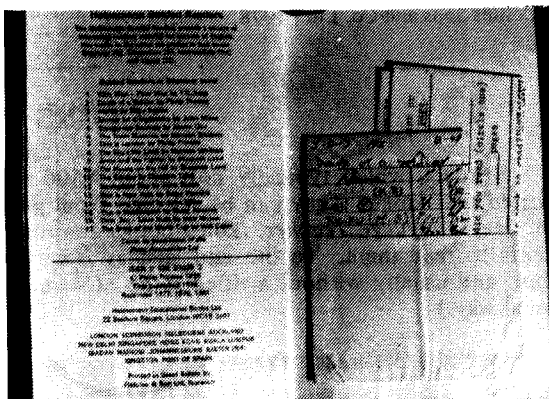
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The strips should be far enough apart to accommodate the larger format readers. Wood can be purchased from building merchants, and elastic tape from 'Tokyu Hands' or the dressmaking section in department stores. In detail:



Books can have a pocket taped into the cover to hold a library card. Book survey forms (one kind of follow-up activity) can also be enclosed here (see photo).



JALT Interview

READING, PUBLISHING AND TEACHER TRAINING

Damien Tunnacliffe is an editor at Longman where he publishes professional books for teachers, graded reading and background books. He was interviewed by Helen Kraemer.

H.K.: What is the greatest satisfaction of an editor in a big publishing company?

D.T.: For me it is choosing a subject, finding a writer and together producing a book which, a year or two later, students *want* to read. When teachers come and say, 'We like using this book in the classroom and our students enjoy it, too,' then that is the greatest satisfaction. Occasionally, you publish a book which you think is excellent but which fails to catch on and so you don't get the second big satisfaction of good sales.

H.K.: Some people have called reading 'The forgotten third skill.' But the number of books recently published in this field seems to indicate a reawakening of interest. Can you confirm this?

D.T.: I think there has always been interest in reading, though if you look closer, it hasn't

always been reading in a sense that I would fully approve of. There has always been, as in Japan, the practice of reading with attention to the minutest details of the text, constant reference to dictionaries and inevitably, translation. That is reading of a sort but it is somehow a travesty of the fuller sense of the word 'reading.' The Japanese attention to detail is wholly admirable, but I think it is not sufficient today when you need the ability to read in many different ways, at many different levels of sophistication and above all to read *fluently* both for work and relaxation. This is an essential part of being a successful and educated person and I consider it a great loss that in many school systems this aspect of reading is not only neglected, it is virtually unknown.

H.K.: When looking for texts for 'extensive reading' classes, I can rarely find books whose entire contents are of high interest to my classes. I often wish there were a possibility of selecting texts and short stories from various books to make a one-volume reader. With computer technology greatly advancing, do you think that sometime in the future, teachers will be able to order tailor-made books from one publishing company or preferably an association of publishers?

D.T.: Perhaps you are teaching at a high level in Japan?

H.K.: Yes, I teach at a junior college.

D.T.: Well, I would be very much against the

(cont'd on page 16)

([☆]GALAXIES)

The Reading Series of the Future

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Tel. 03-265-7627

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(*cont'd from page 14*)

idea of one reader, one book of any form for university-level students. I think the purpose of universities is to open minds to the tremendous diversity and variety of human thought. And if you are teaching an English literature or English language course, it should be the first priority of the teacher to ensure that the students read much more than the books which are on the reading list, that they read background materials, that they read other books by the authors of the prescribed texts, books by people of the same generation and of the same sort of society. They should be informing themselves in the widest possible way and I believe that they will only do this (a) through the encouragement of their lecturers and tutors and (b) through the gradual training of good reading habits from the *earliest* years of junior high school. If they get to the university without proper reading habits, it is almost too late. You can, of course, do remedial work. But I think that one of the great problems in the teaching of English in Japan (as in many countries) is that the reading habit has not been formed early enough. So when students reach university, they expect to be spoon-fed. I regard using a class reader of the kind you mention, with texts taken from different sources and different publishers, as a sort of spoon-feeding. I think that if we are going to train mature and confident adults, they have to go out and find the material on their own initiative, though with guidance as well, but they shouldn't be given one book and told it's all there.

H.K.: But since the majority of students in Japan haven't had the opportunity to develop extensive reading skills, we must do some remedial work at the college level. For that purpose I like to have texts that can be used in class for all kinds of 'information-gap' exercises, like skimming and scanning, as well as for discussion. While looking for texts in the past years, I had this vision of collaboration between computers and publishing companies,

D.T.: So long as the State doesn't do everything, so long as there is any sort of free market publishing, you will not find publishers collaborating in the way you describe. It doesn't make sense to me. Having been a teacher myself, I know that teachers are often rather uncommercial in their outlook and that is fine, but I think that teachers ought to be sufficiently 'commercial' to realise that without a strong publishing industry their lives would be very much harder. I think it is really in everyone's interest to have competitive and efficient publishing businesses.

H.K.: This is the age of the copying machine. Do you think publishers should readily grant permission for copying texts for use in the classroom?

D.T.: I think that the problem of copying is a very serious one. From the point of view of the publisher, it is a major financial drain and results in more expensive books. From the point

of view of the teacher, I know it is very convenient to be able to take an extract from a book and then make 30 copies. But what teachers ought to do is to actually figure out what it costs to make xerox copies and not to see this as a sort of manna from heaven that is somehow provided free. Comparing page for page, a xerox copy is probably five times more expensive than the page of a book.

Copying has become abused in some countries. One sometimes sees almost whole books or substantial extracts as xerox copies. This deprives not only the publisher but also the author of a livelihood. People outside publishing do not realise the effort, the time, and the frustration even that authors go through in order to produce a book for a reputable publisher. Authors are entitled to a fair reward for their work as also is the publisher. Publishers are not just rich financiers putting up money. They are closely involved in the creation of a text, and the creation of the illustrations and the layout and in finding the right market. Producing language teaching books is a very professional and a very skilled business these days. It has changed enormously during the past twenty or more years.

I think there has to be a fair balance, because I do recognise that teachers need to take extracts from books but there also has to be some payment for that. Recently, in Britain and I believe in the USA, too, legal measures have been taken in the State school system to prevent the abuse of copying and to ensure that fair payment is made when copies are taken. As long as publishers can control the situation, I think they will be prepared to be reasonable in giving essential permission to reproduce extracts from their publications.

H.K.: Have you ever heard of a case where a publishing company sued a teacher for violating copyright?

D.T.: Not a teacher. But in Britain, there have been some court cases against schools. But I don't want to become too involved in this question. I would simply say that if everybody has a responsible attitude and realises that it is fair to pay when using other people's material, then there is room for a certain amount of licensed copying on payment of an appropriate fee.

H.K.: Individualised reading plays an important role in and outside my classroom. When adding material to the library, the question sometimes comes up whether simplified readers are an unforgivable mutilation of great masterpieces. In your opinion, are original stories written for different proficiency levels gaining in popularity compared with simplified versions?

D.T.: It varies in different countries around the world and so it is impossible to generalise. In terms of sales of our books, the sales of simplified classics are quite healthy in just those

countries where they also read a lot of our originally-written material. I think that if it is a question of reading something rather than nothing, it is far better to read a simplified version. Often this is the alternative. Another point, more positively, is that a simplified version which reflects the original sensitively, can bring out genuine qualities of the work and can give readers a taste for further reading and make them more interested in the author. Consequently, they will return to that author as their English improves. Another reason for promoting simplified readers is that people tend to be drawn towards names that they have heard about. There is the initial attraction of a famous name and a famous title. We must always try to tempt our students to read, particularly if they are not avid readers even in their native tongue. So there are very compelling reasons for thinking that simplified classics have their place. A further point is that some of the classics were written for a public very different from our own, in economic and social conditions which are very different from those of today, so that the original edition may in any case be rather inaccessible, even to a native speaker! Its style, and its structure of writing, may no longer be familiar to us. I think if you can bridge the gap through a good simplified edition, you perform a function similar to a TV serialisation which motivates people to go out and read the original or read books by the same author.

It is true, though, that over the past few years, particularly on the Longman list, we have been publishing more and more original writing, partly because there are now few classics left to be simplified! Also, we have found, through the long experience that we have, that it is possible to produce challenging and interesting reading, in a simple, accessible style. And that is, I think, one of the great changes of the last ten years. There are now easy readers on the market which are quite worthy to stand alongside books written for native speakers, both in format and quality of writing. My own view is that making a subject clear and inviting and accessible to learners (or to native speakers for that matter) is a very worthwhile objective. One of the recent satisfactions I had was publishing a short introduction to micro-processing. This book was conceived about two years ago and its publication has coincided with a tremendous fashion in Britain for micro-processing. So this book, written for ESL learners, has been sold by department stores and bookshops for native speakers in Britain. And I think this is perfectly natural. With their attractive layouts, lots of use of colour, beautiful illustrations, texts which are broken down into accessible units – all this helps improve readability both for the foreign learner and for the native speaker.

H.K.: Since you are also the editor for professional books for foreign language teachers, you are somehow standing at the frontier of the field. What do you see as some of the latest trends?

D.T.: As I am sure you are aware, the trend in Europe and America is towards a much greater emphasis on communicative learning. This means that I am concerned to produce guides for teachers which help to meet the demands of this new approach. I would also add that I don't just mean speaking when I say 'communicative.' I also mean communication in terms of listening, reading, and writing, which are equally important aspects of a communicative approach to language learning. Another trend where I am equally concerned to provide assistance to teachers is the movement towards learner-centred language learning which requires teachers to become managers of activities as well as advisers and counsellors. From the so-called 'fringe' movements originating in the USA, we have learned a greater sensitivity towards the learner, the learner's personality and needs. These very valuable insights have to be incorporated into mainstream language learning.

To meet such objectives, a very serious attempt has to be made in Japan, as elsewhere, to train teachers. I think it is most unfair, as has happened in one or two countries, to move away from grammar-translation or an audio-lingual approach to a communicative approach, simply by changing the textbooks and telling the teachers to get on with it. Ministries of Education and people who decide these matters have a great responsibility to their teachers to give them proper training when they encourage them to adopt new approaches, thereby maintaining the teacher's confidence. If the teachers' confidence is undermined, it doesn't matter what method they use, they won't get good results. It is important to keep these psychological aspects very much in mind. In terms of teacher training, I see my role as providing books which are sensible, down-to-earth, clear and reassuring, based on good theory but without letting the theory intrude on the practical preoccupations of the teacher. That I think is the great priority in the next few years.

USING THE CLOZE PROCEDURE AS A QUANTITATIVE MEASURE OF TEXT READABILITY

By Jeanne M. Wolf

The Cloze Procedure was first proposed by Taylor in 1953 as a measure of readability. Since that time, researchers have suggested many ways to use cloze – as a testing procedure and as an instructional device. The purpose of this article is to review the design, administration and interpretation of Cloze tests so that teachers can have more confidence in making their own assessments of reading materials.

Readability measures are an attempt to assess difficulty level of written materials. They assist in determining the level at which
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teachers can expect readers to read and understand written materials. They aid in matching readers with instructional materials.

There are many different readability measures. The cloze procedure is used in order to determine the reading level of the material for a specific group of learners. It is based on the assumption that fluent readers reduce uncertainty and predict word meaning from context with the aid of their semantic, syntactic and grapho-phonetic knowledge. It is derived from the Gestalt theory of closure which states that a person naturally wants to complete a pattern and that he provides any missing elements in that pattern. The user constructs a test from the proposed reading material by systematically deleting words from a selection. The test is administered and evaluated. The scores are used to judge the appropriateness of the reading materials.

Construction

a. Select a reading passage of approximately 275 words from intended, unread instructional material. The passage should be representative of the average difficulty level of the material as a whole.

b. Leave the first sentence intact. In the second sentence delete the fifth word. Leave an underlined blank of about 15 spaces for this word.

c. Delete every fifth word thereafter, until there is a total of 50 underlined blanks. Finish that sentence and then add a final sentence intact.

d. Type the test, making sure that all blanks are the same length.

Administration

a. Distribute the test and tell students the purpose of the test to measure the difficulty of the reading material.

b. Give directions to add one word in each blank space on the test paper.

c. Present a sample sentence. For example, "It's dark in here. Please turn on the _____"

d. Give students as much time as needed in order to complete the test.

Scoring and Recording

a. Count as correct only the author's exact word. Do not accept synonyms in readability measurement.

b. Multiply the total number of exact word replacements by two in order to determine the student's cloze percentage score.

Interpretation of Results

a. If the percentage of correct answers is above 60 percent, the passage is at the reader's independent level. This is the level at which the reader can be expected to read the material by himself. It is the appropriate level for recreational reading. In the classroom, the reader would probably be challenged by more difficult material.

b. If the percentage of correct answers is between 40 and 60 percent, then the passage is at the reader's instructional level. This is the level at which one can read satisfactorily, with guidance. It is the most appropriate level for use in an instructional situation.

c. If the percentage of correct answers is below 40 percent, then the passage is at the reader's frustration level. The material is probably too difficult for the reader.

The criteria to determine the reading levels were developed by Emmett Betts in 1957. It has been shown to correlate highly with standardized reading tests. According to Betts, the independent reading level is the level at which readers comprehend 95 percent of the material and recognize 99 percent of the words. At the instructional reading level, a student has about 75 percent comprehension and 95 percent word recognition, while at the frustration level a student is less than 50 percent accurate in comprehension and less than 90 percent accurate in word recognition. Material should be at the instructional level of the majority of the students.

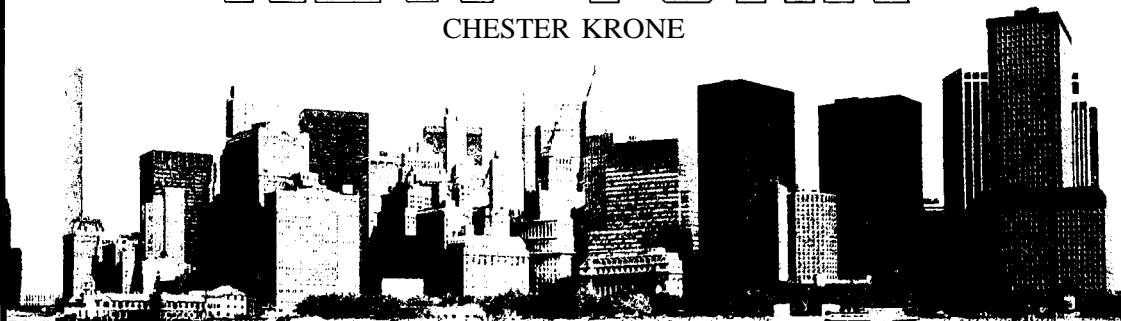
A final note of caution is necessary. Cloze is an estimate of readability. In addition to inherent textual complexity, other factors enter into readability. Teacher observation, informal assessments of student interest, motivation, background and instructional needs, and examination of text organization must supplement the decision-making process. All of the facts about the material, the reader and the purpose for reading must be brought together in order to make a final decision about the readability of written material.

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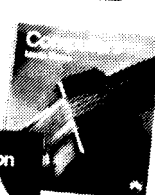
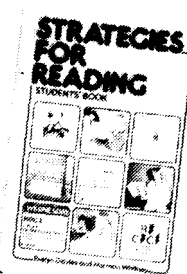
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AN ALGORITHM FOR CLOZING A TEXT

By Steven D. Tripp, Nagoya University of Commerce

The production of cloze exercises is a procedure that is rule-governed and therefore suited to computerization. The following is a routine (not a program – it will not run as is) that will produce cloze texts automatically. To make a program you will have to add routines for entering, storing, and retrieving texts and also a printing routine of some sort. This is a relatively straightforward procedure and can be done by anyone with some programming experience. The difficult part is the main clozing algorithm which is given here.

The routine works in this way. It takes a line of text, counts the number of words in the line and searches for the nth word. It finds the first and last letter of the word, checks that the last letter is not some form of punctuation, and replaces the characters with underlines equal to the number of letters in the word. It then returns to the line and finds the next nth word and repeats the procedure. If it runs out of words it remembers how many words it has passed over, displays the completed line, and goes to the next line. The interval between clozes may be set anywhere from zero to a number greater than the number of words in the text and it will not fail.

The following routines are written in Sony Basic. Most readers will have to do some translation to implement this on other computers.

```

10 GOTO 100
100 INTERVAL=0
130 INPUT "interval":INTERVAL
140 RETURN
200 *REPLACE
210 GOSUB *PUNCTUATION
220 TEXT$(COUNT)=REPLACE$(TEXT$(COUNT),FIRST, LAST-FIRST, STRING$(LAST-FIRST, "_"))
))
230 IF TEMP THEN SWAP TEMP, LAST
240 RETURN
250
300 *WORDCOUNTER
310 WORDS=0:FOR K=1 TO 80:K=INSTR(K, TEXT$(COUNT), " ");IF K THEN WORDS=WORDS+1
ELSE K=80:WORDS=WORDS+1
320 NEXT K:RETURN
330
400 *PUNCTUATION
410 TEMP=0:PUNC$=MID$(TEXT$(1), LAST-1, 1)
420 IF PUNC$="," OR PUNC$="." OR PUNC$="!" OR PUNC$="?" OR PUNC$=":" THEN TEMP
=LAST-1:SWAP TEMP, LAST
430 RETURN
1000 *CLOZE
1010 GOSUB *RETRIEVE-TEXT
1020 GDSUB 1 INTERV6LO
,030 PLACE=0:CORRECTION=0
1040 FOR COOUNT=1 TO LINECOUNT:FIRST=1
1050 GOSUB *WORDCOUNTER:PLACE=(INTERVAL-CORRECTION)+1
1060 WHILE PLACE<=WORDS
1070 FOR J=1 TO (INTERVAL-CORRECTION)
1080 FIRST=INSTR(FIRST, TEXT$(COUNT), " ");J=J+1
1090 NEXT J
1100 LAST=INSTR(FIRST, TEXT$(COUNT, " "))
1110 IF LAST=0 THEN LAST=LEN(TEXT$(COUNT))+1
1120 GOSUB *REPLACE
1130 FIRST=LAST+1
1140 PLACE=PLACE+INTERVAL+J:CORRECTION=0
1150 WEND
,160 OVERFLOW=PLACE-WORDS:CORRECTION=INTERVAL-OVERFLOW+1:PLACE=0
1170 PRINT TEXT$(COUNT)
1180 NEXT COUNT

```

Specifically, this Basic contains the words REPLACE\$, STRING\$, SWAP, ELSE, WHILE-WEND, and INSTR and it allows you to GOSUB a label. These speed up processing and make the listing more intuitively understandable, but they do not do anything that cannot be done with simpler Basics.

The variables used are as follows. INTERVAL is the number of words between clozes. PLACE is the number of the next word to be clozed. WORDS is the number of words in the current line. LINECOUNT is the number of lines in the text. COUNT is the number of the current line. CORRECTION is a number to correct for the fact that, for example, if you were clozing for every 7th word but the line contained only 10 words, in the next line you would want to cloze the 4th word from the beginning. FIRST is the position of the first letter after the next space. LAST is the position of the space after the last letter after FIRST. In the case that the word is the last word in a line, LAST will be equal to the length of the line plus one. OVER-

FLOW is the number of words that are "missing" from the end of the line to complete the next cloze.

In the subroutines PUNC\$ will be the last character of the current word (note that it may NOT be punctuation). If PUNC\$ is a form of punctuation, TEMP will be the position of that punctuation, otherwise it will be zero. It is called TEMP because it is SWAPped temporarily with LAST for the replacement and then SWAPped back if PUNC\$ is a form of punctuation. J and K are temporary variables.

INTENSIVE AND EXTENSIVE READING

**A summary, for practising teachers, of
material presented by Damien Tunnacliffe
at JALT '83**

By Claire Thompson

Intensive Reading

What's Intensive Reading?

Reading a passage in depth for complete comprehension and/or analysis.

Things to remember before starting:

1. The reader is not merely supplementary material and therefore the objective must be set out and met. A "lesson" plan is necessary as for an ordinary class.

2. Read the book beforehand.

3. Note down the significant points of the story. Orientate the students adequately in the case of a difficult story-line or large number of characters.

4. Be aware of what discussion topics are interesting and suitable for their productive ability. This is especially important if the students are reading at a higher level than their speaking – which will be the case if we are dealing with a reader "intensively."

5. Note down those written activities which suggest themselves.

Introductions.

1. Motivate by taking time to talk around the subject, stimulate response and interest.

2. Bring in visuals to accompany the book under study, e.g., photos, maps, etc.

3. Pre-teach some vocabulary items if absolutely necessary. Otherwise, guessing the meaning may be used as an intensive reading activity/exercise.

4. Exploit students' opinions, knowledge of the subject (see extensive reading for more ideas).

5. Find parallels in the student's own culture/history. Most stories have some universal characteristics.

6. Don't drag out the introduction phase!

7. Give a purpose to the reading as a whole by setting a couple of focus questions.

Ways to exploit the reader in this way:

Variety of pace and activity is the essence so. .

1. Some parts of the books should be used for close study - maybe 15 minutes for detailed comprehension, followed by the teacher asking questions.

2. Homework reading with follow-up and checking of comprehension questions in class. Don't forget to go faster when the book goes faster. This increases motivation.

3. Personalize the book. Students can keep their own character portrait.

4. Pictures can be drawn as a comprehension exercise.

5. Time-lines, family trees add to the variety of activities.

6. Get students to make up their own questions to give each other to check understanding. Good for motivation.

7. Let the students dramatise the scene in their own words.

8. Dictate a summary of the story so far every two or three weeks. Or you could get the students to prepare summaries for dictation themselves.

For follow-up, see extensive reading.

Extensive Reading

What is Extensive Reading?

Reading in quantity for information or enjoyment, without bothering to focus on every unknown *item* which occurs.

Aim:

1. To develop the reading habit in the second language (Japanese read a lot in their first so capitalize on this!). In turn, this should enable students to read fluently. Important to remember that the motivation has to come from the teacher initially.

2. To build confidence by reading in quantity on a wide variety of subjects.

How does the extensive reader help the language learner?

1. It helps consolidate, expand and transfer that learnt in the limited textbook. It helps transfer knowledge/language to new situations and to the outside world. *N.B.* Those who read more, write *and* speak better (if the speaking and reading levels are kept more or less the same).

2. It helps develop fluent and efficient
(*cont'd on next page*)

(cont'd from preceding page)

reading in the foreign language and mother tongue.

3. It's a *realistic* use of the language.

4. Those who read widely tend to pass exams.

Practical Aspects:

1. First prepare the around: the teacher needs to read widely and show the students its importance.

2. The teacher should talk about his/her reading habits as students are impressed by examples.

3. Get the students to talk to each other and recommend books. Reading should be a shared experience.

4. Find out about the students' interests, and what they read in Japanese.

5. Prepare a questionnaire.

6. Do a book *survey*. Get students to write to the publisher with their views.

7. Motivate by talking about the cover. Interest the students in the subject by talking about the title and picture on the cover.. Also get them to react to the "blurb" on the back.

8. Find out what the student know/don't know about the subject ~ or like/dislike. This can be done in note form in two columns.

9. Always give a purpose to the reading. Pre-set a couple of focus questions before reading.

Benefits for the teachers:

1. The teacher has time to give special attention to individuals.

2. It gives students the opportunity to work together. Weaker and/or uncooperative students can work with their peers.

3. Organization and running of the "venture" can partly be entrusted to students themselves.

4. Okay for mixed ability classes. Benefits and motivation are not hindered.

Which books should be chosen?

1. Books which are slightly below the current level of acquisition. The satisfaction attained from finishing a book is important. Books that are too long or difficult will kill motivation.

2. Always insist on the best in terms of cover appearance,, illustration and, above all, the quality of writing.

3. The books should be structured and vocabulary load not too heavy.

4. There should be a variety of books to choose from – to accommodate all tastes and hopefully develop awareness of the different subject matter available.

Follow-up:

This should be natural and not imposed. It could be as simple as recommending a book to another student or, more formally, a written piece/summary or questionnaire as mentioned previously.

Keep a record of students' reading and comments for future use by others.

MAKING STUDENTS ACTIVE LEARNERS IN COLLEGE READING CLASSES

By Kenji Kitao

Reviewed by Naoko Robb

Kenji Kitao's one-hour presentation at JALT '83 was packed with ideas for making the reading classroom more than a place where a teacher dryly calls on students in turn to recite or translate a text line by line. He, in fact, forswears all translation in his classes. Instead, he devotes the time to a variety of activities based on the reading, often placing the students in pairs or groups for this purpose.

At the beginning, Mr. Kitao administers a proficiency test to the students during the first class of each course, using the results as the basis for his seating arrangement. Students are seated in order of their results with the best students being seated in rows 1, 3 and 5, and the rest continuing according to their ability in rows 2, 4 and 6. In this manner, each student has a partner of differing ability on his/her right or left which allows the groups to complete the activities in a similar amount of time, as well as providing each of the poorer students with the help of a better one.

One of the most important points is the selection of materials. Mr. Kitao emphasized that one of the primary reasons why students in college do not enjoy their reading classes is because the material is often boring. This is particularly true with excerpts from famous writers. Instead, he suggests short selections from everyday English, and from many genres including such things as directions, recipes and the like. Other qualities which he looks for

in a good text include the use of natural, standard English, texts which are unbiased and factually accurate, texts of an appropriate length to be handled in one class period, and those with a relatively controlled vocabulary and which would provide a degree of challenge for students at their current level of ability.

He points out that it is best to select a text which already provides an ample selection of exercises to go with each reading, otherwise the burden of preparing exercises on a weekly basis might become too great. Exercises can include true/false or comprehension questions (multiple choice or short-answer), cloze exercises, outlining or charting exercises, sentence completion questions and questions requiring inferences from the ideas in the passage.

Mr. Kitao cautioned teachers against plung-

ing "headlong" into each reading passage starting at the beginning and plodding through to the end. He strongly urges teachers to have the students read the passage two or more times in class, the first time having them only skim (under pressure of time), and following each read-through with appropriate class activities.

One technique which he employs seems not only to be highly motivating, but also to result in better learning. The students are put in groups of three, each group containing one student each of high, middle and low proficiency. The students are then required to study together for the periodic in-class tests outside of class with the knowledge that their test scores will be the average of their three individual grades. Mr. Kitao reports a rise of some 20 points (out of 100) in the class average after he put this into practice.

READING: IN-COMPANY LANGUAGE PROGRAMS AND EVALUATION

第3回企業内語学教育セミナー

同志社大学 北 尾 謙 治

はじめに

国際化が急激にすすむ今日、各企業における国際的なビジネスマンの養成、とくに語学教育は必要欠くべからざるものになっている。

今日では大企業のみでなく、中小企業も英語のレッスンをやっている所が大半を占めるのが現状である。しかし、どのような語学教育が行われ、どの程度の成果が上っているかは、ほんのわずかししか公表されていない。

個人的に聞いているのでは、多額の費用をかけているのにあまり成果があがっていない、また、どのようにすればよいのかすら分からず困っている企業が多い。

このような折、大阪商工会議所や関西生産性本部からの要望もあり、第1回企業内語学教育セミナーを両団体と関西経済連合会の後援で、大阪商工会議所で一昨年の9月に開催した。

第1回企業内語学教育セミナー

最初のセミナーであるので、企業内語学教育の歴史の長い、松下電器産業、神戸製鋼と日本アイビーエムの3社の実態報告を中心とし、企業内語学教育で必要と思われるプログラムの設定、レベルの設定、教師の選び方、給与、教師の労務管理、生徒の選び方、動機づけ、フィードバックの仕方、評価、経費、教材の選び方等多くの問題を討論した。

最初にしては40名以上の参加者があり盛会であった。(詳しくは82年11月号ニュースレターを参照ください。)

第2回企業内語学教育セミナー

第2回セミナーは昨年11月松下電器産業海外研修所で

行った。内容も豊かになり、2日間で、企業の関係者、教師派遣団体の関係者、外国人教師、語学教育の専門家の立場から企業の語学教育を検討した。

内容も講演以外にパネルディスカッションやケース・スタディーを行い、充実した2日間であった。

とくに熱心な討論があったのは、外国人教師の採用、どのような英語が必要か、英会話以外に必要なもの、異文化間コミュニケーションの必要性等であった。

参加者は約80名で、内20名は関東や東海地方からわざわざお越し頂いた方々であった。名古屋や東京でも同種のセミナーを開催するようにとの強い要望もあり、我々関係者には非常に嬉しいことであった。

後援団体も、第1回セミナー以来の大阪商工会議所、関西生産性本部、関西経済連合会の他に、京都商工会議所、朝日ブニングニュース社、日本経済新聞社、Business View、と松下電器産業の8団体に増えた。(詳しくは本年1・2月号ニュースレター、Business View 2月号、The Daily Yomiuri 12月11日号を参照ください。なお参加者へは上記報告記事を出版元の御協力によりお届けいたしました。)

第3回企業内語学教育セミナー

今回のセミナーは5月25日(金)に大阪商工会議所の401号大会議室にて行われる。セミナーのテーマは「評価(テスト)」である。

TOEIC運営委員会の御協力により、米国の標準テストを作成・実施する専門機関であるEducational Testing Service(ETS)よりゲスト・スピーカーとしてWoodford氏もこのセミナーのため来日され、このセミナーも国際的になった。

企業内語学教育によく利用されているTOEIC、TOP、BETA、TOEFLの作成者、アドバイザーや実施責任者

(cont'd on page 25)

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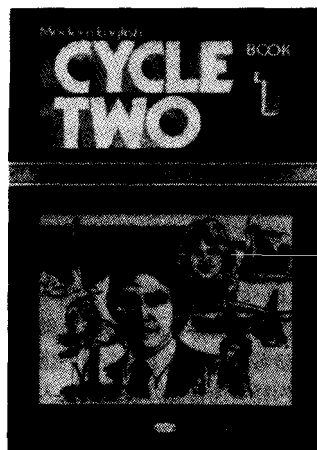
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Book 8. . .DISCUSSIONS



● Classroom procedures have been chosen according to their practical effectiveness. The following are used regularly:

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- Projects to provoke extended conversation: interviewing, decision making, problem solving, etc.
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による講演を中心に今回のセミナーを企画した。

テーマに評価を取り上げたのは、企業の場合、職種や海外勤務の割り当て、語学教育の成果の測定には必要欠くべからざるものであり、しかも一番選れた分野であるからである。

各講師及び講演内容を紹介する。

神戸製鋼の山野上素充課長は長年語学教育プログラムの運営及び外国人社員の採用に長年従事されてきた。神戸製鋼では英語社員の英語能力の測定する標準的な単一のものさしのないのを発見し、それを作成するよう努力されてきた。

ものさしは単に英語力のみを測定するのでは不十分で、クラスの成果を示す、目的別のものさしも必要である。またテストが学習者にとってよい動機づけになることは見のがせない。

企業内の社員の英語力の評価の意味と重要性、語学教育の成果をどう評価するか、プログラムや生徒の評価の利用方法、評価の方法論を中心にした講演が行われる。

次に米国一のテスト専門機関で2,000名以上のスタッフをかかえるETSで20年以上語学能力テストの開発や実施を行い、TOEICやTOEFLにも関係していたProtase E. Woodford氏の語学能力テストの講演。

Woodford氏は目的別のテストの必要性を認めると同時に、単一のものさしとなりうるテストの提唱者でもある。ETSは米国の大半の教育テストを一手に引き受け、TOEICやTOEFLのような語学能力テストは国際的に実施され、世界的なものさしが出来つつあるのは現実だ。

語学能力テストの意味、内容、限界、どのように作成され、結果が処理されるか、いかに単一のものさしに近づけるかの努力等興味ある講演が期待できる。

三枝幸夫氏は、語学研修には評価が重要であるにもかかわらず、従来確率した制度がうまく出来てない場合が多い。

評価は多くの場合研修実施者または団体が行うので、第三者より信頼されにくく、あまり活用されなかった。そこで研修者と評価をする者を分離し、どの角度からも信用される標準テストとしての条件を満たすテストとしてTOEICが広く活用され始めた。

このTOEICの多くのデーターを基に研修と評価に関する詳しい説明が行われる。

Thrasher博士とTucker氏は国際語学センター(ILC)の開発したBETAテストを中心に、必要に応じてTOPテストにも言及して講演をされる。Thrasher博士はBETAの製作者でもあり、我国の数少ないテストの専門家である。Tucker氏はILCのテスト関係の責任者であり、両テストの実施に尽力されている。

企業における社員にどれだけの英語力が必要かの疑問を解決するため、1)企業内で必要とする英語力の調査結果から、伝統的な4つの能力を測る。2)誤った選抜により、経済的・精神的な負担が起らないように適切な情報を企業に与える。3)企業の研修・人事選考計画に柔軟に呼応させるテスト内容。BETA Iでは、基本語

い、構文、聴解力の測定し、それに基づいて、BETA IIでは作文力と会話力を測定する。

この2つのテストの要素とテスト結果の信頼性をいかに確証しているか、及び社内研修や人事選考計画に上記テストをどのように実践的に利用するかの説明がされる。

最後に国際教育交換協議会東京事務所の井上雅雄氏によるTOEFLの企業内語学教育における意義の講演がある。

TOEFLは米国の大学留学の英語能力テストである。日本の主要企業では社員のために海外留学制度を設け、社員の選抜にこのテストを利用している。その方法は全員受験、あらかじめ英語力がある程度以上あることを確認し受験させ、そして人物考査をして受験させる3通りが考えられる。

留学決定後の語学教育には、自主的なもの、企業内か外部機関で研修、少し早く渡米して現地での研修がある。

講演は主にTOEFLの内容、点数の意味、得点に基づく留学先の選抜、留学生の語学教育とオリエンテーションである。

セミナーの最後に半時間ほどの講演者にでも自由に質問できるオープン・ディスカッションが設けられている。おわりに

語学教育の最初でもあり最後でもある「評価」をテーマにした今回のセミナーにおいて、テストの目的、範囲、限界、困難さ、日常の努力による向上等数々の有益な点を参会者に少しでも御理解頂き、より効果的な語学教育が一つでも多くの企業で実施されることを望む。

会場：東京・名古屋・大阪。対象：中・高・大学生・社会人等、受験料：3,500円（インタビューテストは別途料金です。）、締切日：'84年8月10日（金）（当日消印有効）。申込み：〒101 東京都千代田区神田神保町2-1、岩波神保町ビル9F

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Test of English as a Foreign Language

(TOEFL)

米国のETSが英語を母国語としない人の英語能力判定のため開発され、1964年以来実施されています。昨年は135ヶ国で40万5千人が受験しています。日本では26試験会場があり、大都市では年間10~12回実施されていて、2万人以上が受験しています。

米国・カナダの2千以上の大学が、外国人留学生の入学許可の参考資料にTOEFLを使用しています。他の国々の大学や英語力を客観的に知る必要のある機関・団体等もTOEFLを利用することが多くなってきました。

TOEFLの内容は、次の3部門、合計150問よりなっています。テストは約2時間で、全問多肢選択方式です。

- a. 聴解力：テープにより米国口語の理解力
- b. 構文と書く力：標準文体の構造と文法の理解力
- c. 理解力と語い：英文の読解力、語いと慣用句の理解力

〒100 東京都千代田区永田町2-14-2

山王グランドビル205号室

(cont'd on page 27)



今日の 問題

東京の国境で、アメリカ人が英字新聞を読んでいて、どこへ行っても自分の国の言葉で刷られた新聞があると、はうやましいないと思ふ。手に入るのは外資系新聞ばかりという海外での経験を思い出すからだ。

英字紙という窓

当然、英字新聞の読者は外国人が多い。「朝日イブニングニュース」の場合、マンソフィールド米大使をはじめ、米国の外交官やビジネスマンに読まれている。だが、意外なことに、読者の半分は日本人なのだ。

学生ではない。むしろ会社員、会社役員、公務員、弁護士など、国際的な関係を必要としている人たちがあつて、その広がりから、日本の国際化を痛感させる。だが、一般紙だけでなく英字紙まで読むのはなぜだろう。

「石油ショック」など、世の中が騒がしくなると、いつも参考にする。外人コラムニストが国際的な感覚で論じているのが特にいい」と作家・岡野平氏の話だ。国際感覚が、日本の新聞にないと思ふ。しかし外人がその国の新聞に書く論説とは、むろん立場が違う。マンソフィールド大使もまた「英字紙で読む朝日新聞の論調に、いつも賛成とはいかない。しかし刺激的で、速う視点を学ぶ。意見の不一致はよいことなのだ」と語っている。そろした意見の交換は、原爆記念日、創刊十周年を迎えた。

目のこころ、いつも頂点に達する。「あの悲劇をくり返すな」という紙面にたいて、米人読者があつた。「日本」の経済行動をきき思ひ出さないのか」と激しい投書がくる。英字紙はしばしばふつろの新聞にあらわれ、内外の競争の舞台になつた。

ちかごろ朝日新聞の「声」欄で、そろした投稿の一部が転載される。日本人から見ると、びっくりするほど正直でおもしろい。それを通じて外国人のものの考え方が、論じ方を知るの、なかなか教育的だ。かつて読者の多くは、米連駐日参事とその家族だった。やがて日本人が生き、きた英語に響く教科書の役をした。いま、外人が日本を、日本人が外国を学び合う場になりつつある。

「朝日新聞」1月20日付

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(cont'd from page 25)

国際教育交換協議会 Tel. 03-581-7581

**Secondary Level English Proficiency Test
(SLEP)**

ETSにより最近開発されたテストで、TOEFLよりレベルの低い受験者用のテストです。中等教育を受けている生徒の英語運用力を測定テストとして開発された。主として話された英語と書かれた英語の理解度を試すテストであるが、企業内で実施されている語学教育の受講者の習得度を測定するのにも適している。所要時間は85分。
問い合わせ：国際教育交換協議会

英語を母国語としない学習者の英語を話す力を測定するテストであり、主として大学院生レベルの人を対象にしている。企業内語学教育では上級者に利用できる。所要時間はわずか30分であるが、SLEPと異なり決められた日時にテスト会場で受験しなければならない。

問い合わせ：国際教育交換協議会

**Test of Spoken English (TSE)
工業英語能力検定試験 (工業英検)**

国際的な技術情報交換が急激に活発になり、テクニカル・コミュニケーション(工業英語)の能力を客観的に評価する必要性が増し、81年4月より工業英検が実施され、すでに6回で4千名が受験している。有資格者は2千名程で、学生・企業人・実務翻訳家等です。

企業での各級の評価は、

- 1級：海外との事業を遂行するのに必要な各種の英語ドキュメントを通用するレベルで書ける。
- 2級：各種技術英語ドキュメントのスタイルや特徴を把握し、実務レベルの力がある。
- 3級：工業英語の文体を把握しており、簡単な技術英語ドキュメントの読解力がある。
- 4級：高校レベルの英語の知識があり、科学技術関係の入門テキストのレベルの読解力はある。

〒105 東京都港区芝公園3-1-22

協立ビル 日本工業英語協会

Tel. 03-434-2350

(文責：北尾謙治)

英語能力テスト

我国は「テスト王国」と言われるほど多くのテストがある。英語のテストも、大学や高校受験の模擬テスト以外にも無数に近い、沢山の英語能力テストが全国レベルで行われている。

The English Journal の「英語の資格試験突破大作戦」特別号を見ると、何ページにもわたって全国レベルで実施されている英語のテストが列挙されているのに驚く。

ここではとくに企業内語学教育によく利用されるテストのうち、TOEIC、BETA、TOP、TOEFL等のテストを紹介する。この情報はテスト実施団体、または製作

団体より提供されたものである。

**Test of English for International Communication
(TOEIC)**

TOEICは、1979年にETS(Educational Testing Service)がTOEFLのデータベースを活用して開発した、新しい英語能力評価基準です。TOEFLはいわば米大学への留学試験ですが、TOEICは国際コミュニケーション英語能力テストです。テスト形式は、Listening(100問)とReading(100問)に分れたマークシート方式(合計200問；2時間)。韓国と日本での総受験者数は90,000人を超え、世界各国での実施と普及をプロモート中です。受験者にはスコア認定証とスコアの読み方が発行され、Proficiency Scale(スコア10~990をA~Eにレベル分け)がガイドラインとして示されます。

大半のテストが合否判定または資格試験である日本では、当初「モノサシ」としてのTOEICがわかりにくいとの声もありましたが、最近では急速に浸透をはじめ、企業や学校での利用も増えています。年3回の定期テストのほかに企業や学校での一括受験を対象にIP(Institutional Program)も提供しています。

〒100 東京都千代田区永田町2-14-2

山王グランドビル

TOEIC運営委員会 Tel. 03-581-5663~5

〒533 大阪市東淀川区東中島1-17-5

ステュディオ新大阪807号

Tel. 06-323-6228

**Businessmen's English Test & Appraisal
(BETA)**

BETAは、1975年に日本のビジネスマンのために開発された英語堪能度測定テストです。BETAは、多肢選択式の客観テスト(BETA I)と筆記とインタビューによる主観評価(BETA II)の2つのテストから構成されています。BETA Iでは英語の受動的技能、即ち聞いて理解する力、基本構文、読解力を測り、BETA IIでは書いて表現する力と口頭で表現する力を評価します。いずれも広範な予備テストと厳密な統計的手法に基づいた極めて信頼性・妥当性の高い総合テストです(受験者数はこれ迄に約4万人)。

BETAの目的は、受験者の英語力が業務遂行上充分かどうか、又どの位のレベルなのかを正確に測定することです。それ故BETA Iでは全ての受験者に英語の一般的知識を、BETA IIでは成績上位者だけにビジネス・社会面に関する事柄をテストします。受験者は10段階に等級づけされ、各技能について細かい診断がなされます。現在、海外選抜や研修のために多くの企業に幅広く活用されています。

〒101 東京都千代田区神田神保町2-1

岩波神保町ビル9F

ILC BETAテスト係

Tel. 03-264-9566

Test of Proficiency in English (TOP)

TOP(トップ)は英語学習者が現在もっている英語の
(cont'd on page 29)

NIC DIAGNOSISには

企業人のための語学診断テスト

理由があるのです。

生年 月 日

59 年 01 月

社 内 英 語 検 定 試 験 (個 人 評 価 表)

所 属 001009

受験番号 620440

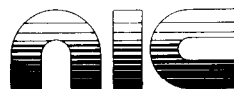
姓 名

1) 成績 満点 200		P15 (75)	P24 (150)	P28 (50)	P32 (50)	P35 (75)	2) TOTAL (400)	平 均 点 (100)	3) 偏差値
4) 読 解	27	78	40	29	30	40	204	51	53
5) 文 法	13	80	25	27	10	47	204	51	53
6) 自 然 語 彙	47	93	31	31	47	268	53	53	53
7) 聴 解	27	78	40	29	30	40	204	51	53
8) 文 法	13	80	25	27	10	47	204	51	53
9) 自 然 語 彙	47	93	31	31	47	268	53	53	53
10) 聴 解	27	78	40	29	30	40	204	51	53
11) 文 法	13	80	25	27	10	47	204	51	53
12) 自 然 語 彙	47	93	31	31	47	268	53	53	53
13) 聴 解	27	78	40	29	30	40	204	51	53
14) 文 法	13	80	25	27	10	47	204	51	53
15) 自 然 語 彙	47	93	31	31	47	268	53	53	53
16) 聴 解	27	78	40	29	30	40	204	51	53
17) 文 法	13	80	25	27	10	47	204	51	53
18) 自 然 語 彙	47	93	31	31	47	268	53	53	53
19) 聴 解	27	78	40	29	30	40	204	51	53
20) 文 法	13	80	25	27	10	47	204	51	53
21) 自 然 語 彙	47	93	31	31	47	268	53	53	53
22) 聴 解	27	78	40	29	30	40	204	51	53
23) 文 法	13	80	25	27	10	47	204	51	53
24) 自 然 語 彙	47	93	31	31	47	268	53	53	53
25) 聴 解	27	78	40	29	30	40	204	51	53
26) 文 法	13	80	25	27	10	47	204	51	53
27) 自 然 語 彙	47	93	31	31	47	268	53	53	53
28) 聴 解	27	78	40	29	30	40	204	51	53
29) 文 法	13	80	25	27	10	47	204	51	53
30) 自 然 語 彙	47	93	31	31	47	268	53	53	53
31) 聴 解	27	78	40	29	30	40	204	51	53
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34) 聴 解	27	78	40	29	30	40	204	51	53
35) 文 法	13	80	25	27	10	47	204	51	53
36) 自 然 語 彙	47	93	31	31	47	268	53	53	53
37) 聴 解	27	78	40	29	30	40	204	51	53
38) 文 法	13	80	25	27	10	47	204	51	53
39) 自 然 語 彙	47	93	31	31	47	268	53	53	53
40) 聴 解	27	78	40	29	30	40	204	51	53
41) 文 法	13	80	25	27	10	47	204	51	53
42) 自 然 語 彙	47	93	31	31	47	268	53	53	53
43) 聴 解	27	78	40	29	30	40	204		

〈企業内語学研修の要諦〉

1. 企業ニーズの正しい理解。
2. カリキュラム作成時に於ける実現不可能な希望事項の線引き。
3. 受講生へのカリキュラムの周知徹底。
4. カリキュラム内容をよく理解している講師派遣。
5. コース開始後の関係者間の綿密な意志疎通。
6. 企業内教育体系基準に沿った評価の具現。

語学診断テスト・各種企業内語学研修システムの詳しいお問い合わせについては、下記までご連絡下さい。



Language Training in Business & Industry
Nippon Information & Communication
Co., Ltd.

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Tokyo Office: Sun Helm Tamachi 317. 2-9. 3-chome. Kaogan.
Mmatw-ku. Tokyo Tel. (03)-453-1210

(cont'd from page 27)

堪能度を測定するテスト。受動的能力6部門、問題数は全部で260問、所要時間3時間、年2回実施、構成：Aural Sentences 2.Aural Passages(日常生活でよく耳にする声とその状況にあった効果音を混ぜて流れてくる。学校の講義、空港アナウンス等) 3.Grammar 4.Vocabulary、5.Reading Sentences、6.Reading Passages、各部門にそれぞれ9段階に細かく評価し、受験者の英語力のどこが強いかわかりやすくを明確にし、以後の学習の指針となることを目的としています。尚、高得点者はインタビューテスト(ネイティブスピーカーとの一対一の面接)も受けられます。

第12回TOP. 日時：'84年9月2日(日) 1:30 p.m.

訳読脱出の試み

—“An American Sampler” を教材に使ってみて—

追手門学院大学 吉田 信介

従来の大学教養課程での英語講読の授業は筆者の経験では英米の有名作家の作品の原書の一部に注を付加えたものを、一年間かけて訳読していくというものであった。つまり未知の単語の日本語のcounterpartを辞書でみつけ、逐次日本語に置き換え、それを日本語に機械的に作りかえていくという形で、そこからくる弊害は、北尾博士の指摘の如く、各々の文を日本語に置き換えられるが、それらがどのように結びつき、段落が構成されているか、又、主題の展開、作者の意図を読みとる能力が、なかなか養われていないということである。具体的には、文中の登場人物の数、作者の命題に対する肯・否定の区別、文中の人称代名詞の被指示人物等の質問に対する正答率の低さから、それが見うけられる。そのかわり、日本語の訳文を書かせると、すらすら美しい文章を丸暗記のもとに完成させる。これでは国際語としての英語を通して、多量の情報をこなして行く現代の社会についていけなくなるのは明らかである。

本書の著者は、従来のこの訳読中心の授業から脱出すべく、2年間の研究の成果をこのテキストに託した。ここでは4つの目標を掲げている。つまり、(1)米文化の紹介(言語の背景となる文化を理解すれば、実感と深みをもって学習できる。)(2)学習者の興味を高めること(リアリア、作業、体験、最新情報をもって学習。)(3)多くの文体に触れる(従来以外に対話、新聞、宣伝、メニュー等。)(4)読解スピードを高める(単語5,000語レベル、Time Record Chart.単語を英語で説明、全体の理解から詳細に移っていく読み方、14種の練習問題。)

特に注目すべきは練習問題で、従来の方式つまり、[単語理解→文→段落→全体]から脱出し、[全体の大まかな理解(未知の単語は類推させる)→主題の発見→段落での展開]具体的には、Skimming→T/F question→

Comprehension→Outline、と構成されるという演繹的方法をとっている。単語はその間、文化的背景とともに真に身につけていく。

私の本書を通じての体験を述べると、まず学習者(大学1年生)が特に興味を示したのは、都市(3～5課)、スポーツ(7課)、料理(10、16課)、行事(11、19課)等、実生活に側したものが多かった。

Favorite Pancakesでは、小麦粉といえば米国では薄力粉を指すが、日本では中力粉のことだから、注意すること(無視すると濃厚にできて、しつこくなる)、ガスを使うと均等に焼けない(米国では電気をよく用いている)ことを予め教えておくべきであった。

The Bennettsでは、大学生の典型の一日の生活表を書かせ、彼らの生活ぶりを具体的につかむことができた。

Halloweenでは、日本の年中行事と比較し、両国の類似、相異点を指摘させた。

My Religious Lifeでは、日本人、米国人の宗教観について議論し、日本人には宗教心はあまりないが、欧米人にとってはそれが奇異に映るらしく、せめて、日本人個々の考え方、つまり、神道、禅等の知識は、外国人に説明できるぐらいでないとい国際社会では通用しないと喚起させた。

What is this Natural Wonder? では、グランドキャニオンの大きさを、実感をもって理解させるのに、日本の国土にあてはめ、京都府より少し広く、大阪—東京間の長さで、2,000 mの深さで、8～16kmの幅の大きな地溝と説明したところ、何とかわかってもらえた。

TV Programsでは、番組の説明、主人公の性格を詳しく説明し、日本の番組の米国からの影響度の大きさを示した。

単語は英文説明で、最初は学習者はとまどっていたが、すぐに慣れ、英語独特の発想が、少しは身についたと思われる。

今後の続刊を望むにあたり、各課にもう少し具体性を持たせるため、短くてよいから、典型的対話文を付けてもらえれば、会話の教材としても使えるし、臨場感も出、より広い読者層を持つことが可能と思われる。

訳読脱出の試みとして、正にうってつけのテキストとして、勧めさせていただく。

企業内語学教育の結果評価

田久保 浩 平

企業の海外進出にともなう語学研修の必要性は、それぞれの企業において重要性が認識されはじめた。その結果、JAL Tにおいても、特に企業内の語学研修担当者を対象に教育セミナーが企画され、毎回、多数の受講者がつめかけている。この分野における関心の高さがうかがわれる。

(cont'd on page 31)

「もっと早くこの本に出あっていたら……」

読者からのお便りがあいついでいます。

子どもが英語と出あうとき—— 児童英語教育の進め方

五島忠久 著 (日本児童英語教育学会会長・大阪大学名誉教授) A5判 290頁 2,200円

言語学と英語教育を専攻する学者として、児童英語教育の可能性を追求してきた著者が、最新の研究成果をふまえて、理論と実践の両面から、望ましい児童英語教育の進め方を具体的に解説します。さらに巻末には、実績のある先生方の実践記録が紹介されています。

世界に羽ばたけ子どもたち —— 私の児童英語教育

野上三枝子 著 (成城学園初等学校講師・語学教育研究所評議員) 四六判 210頁 1,200円

子どもたちの持っている無限の可能性を上手に引き出してやるためには、どんな教材、どんな教え方、どんな教育観が望ましいか——母校・成城学園の教壇に立って、児童英語教育の道を切り拓いてきた著者が、永年の教師体験をもとに得た「結論」を伝授します。

杏文堂 〒101 東京都千代田区猿樂町 2-8-16 電話 03-291-5283(代) 振替 東京 1-5192



私も読んでいます

英語教育を考える姿勢に好感

教育は基でいう布石みたいなもので、いい布石をうっても効果が表れるまで時間がかかる。僕は、とくに英語を勉強したわけではないが、アメリカで暮らしたとき、中学・高校で習った英文法が非常に役立った。大学時代、数学ばかりやって忘れていたようでも、ちゃんと身についていた。

最近、デイリー・ヨミウリが週一度、新しい優れた英語学習指導の実際を紹介しており、興味深く読んでいる

ハーバード大学教授
京都大学教授
広中平祐氏

THE DAILY YOMIURI

読者に経済的負担をかけない月ぎめ購読料 1,000円 1部売り40円

申し込み先

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電話03-242-1111(大代表) 内線4387

(cont'd from page 29)

企業内語学研修の三本柱は、教師、教材と評価システムである。今回は評価システムの問題点を指摘してみよう。

- 1) 企業内において語学研修を実施する場合、評価システムを定着させることが一番むずかしい。これは評価結果が、社内の身分と給与にはねかえるのではないかという危惧が、受講者を支配するからである。
- 2) どのような評価システムを採用するにしても、必ず評価上の欠点がある。その欠点をとりあげて、評価システムが悪いと、社内からの反撃が強いので、この反撃をどうしづめるかが大きな問題である。
- 3) 評価システムを採用するにあたり、まずトップマネジメントの理解を得ることが必要である。
- 4) 評価システムを、会社の業務と何等かの形で関連させる必要がある。そうしないと、受験者層を拡大することができない。評価システムが会社の資格として認められると、実施が楽である。

このほか、評価システムを実施するにあたり、かなりの抵抗があることを予想して、計画をねる必要がある。

NEC語学研修システムの実施にあたり、次のような根廻しを行い、漸進的に評価システムを定着させた。計画をたてるにあたって参考になるとおもうので、その概要をお知らせする。

- 1) 1965年頃より、外国技術導入が活発になり、外国企業と技術供与契約が締結されはじめた。この結果、関係した技術者が技術習得のために、外国会社に出張する機会がふえはじめた。ところが、外国会社より、英語がわからないので、技術の供与ができない。もっと語学のできる技術者を派遣してほしいとの要請が相次いで出はじめた。
- 2) これに対処するために、毎月行われる会社の幹部会議に問題をもち上げ、特定の外国会社に行って、技術習得をする技術者に対して英語の評価テストをすることの了承を求めた。トップマネジメントの意向として評価テストを実施せよとの方針決定後に、評価テストを実施しはじめた。
- 3) 評価方式は米国で採用されている五段階方式とし、特にヒヤリングとスピーキングを重点項目として評価した。
- 4) 1972年に社内に語学研修所が設立され、専門機関として語学研修を手がけることになった。この機会に、前項の語学力評価テストを全社にひろげ、海外出張する者は全員受験することを義務づけた。
- 5) 評価システムとして確立しても、受験者を動員する方法が十分でないとなれば成果があがらない。そこで、海外出張の場合、トップマネジメントに提出する、海外出張時に、出張者の語学レベルを申告することを義務づけた。こうすると、マネジャーは、評価システムを、マネジメントのコントロール手段に使うことができるようになる。たとえば、海外の学会に論文を提出してパスしたから、海外に出かけて論文を発表したいという希望者に対し、予算上、多人数

を派遣できない。その場合、語学レベルが、一定水準に達していないからもう一年語学研修をして、翌年まで出張を延期させる論據として利用することができる。

- 6) 最近では、年間4,000名にのぼる、社内語学力評価テストの受験者があり、一定の語学レベルに達していないと肩身がせまいと感ずる雰囲気になってきている。

語学力評価テストがマネジメント用具として機能しはじめると、その目的が達せられることになる。

■

東芝国際研修センター

英会話コーディネーター Michael James Worman

東芝国際研修センターが開館したのは、1981年の9月です。「国際」が付加されたのは、英語以外の語学プログラムがあるからです。

毎週月～金曜日の8時30分から正午までは初級英語のクラスが行われ、1クラス12人位で日常会話を学習します。BBCのビデオ教材や多くのテープ教材が使用され、LLが立派なものがあります。

午後は中級のクラスが行われ、8～16人のクラスでレベルの高い英語を学習します。中級にはLLのクラスはありません。

上記のクラスは年間11ヶ月間行われています。8月は夏休みの関係でクラスはありません。

技術者用に、ごく初歩的なクラスを週3回行っています。英語に関係の少ない技術者に、生活に必要な最低限の英語を教えるのが当初の目的でした。

年に6回位上級の集中コースが行われます。朝8時30分から5時15分まで10日間行われます。

上級クラスの教材は、テキスト・ビデオテープやカセットテープと多種のものを使用しています。最上級レベルでは、英語話者でも100%理解できない程度の難しいビデオテープを利用しています。

1年間に何度か各種レベルの集中コースが開かれ、朝8時30分から5時15分まで、夜は7時から9時まで行い、10日間で100時間消化します。

特殊なクラスもいくつか開かれ、英作文等も教えられています。

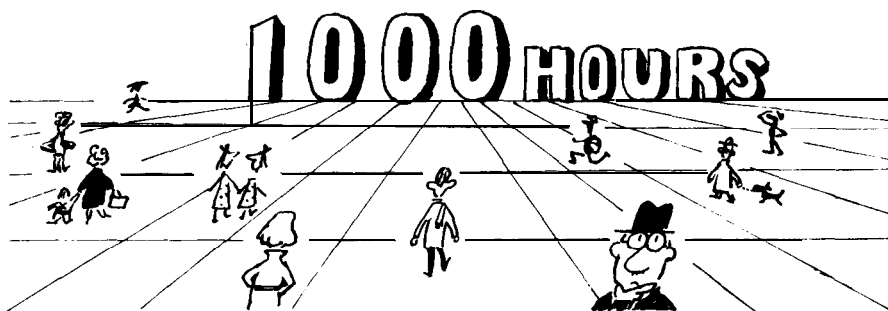
最近専門職としての英語のクラスが開かれ、週に1度の割で3ヶ月間行われ、初・中・上級レベルがあります。これは主にビジネス・レターを書くためのコースです。

留学する人々用に速読とノートを取る練習をするクラスも年に1～2回行われています。

ビデオテープのみを使用するクラスは非常に好評です。週一度で3ヶ月続き、習慣、マナー、服装、社交等を学習するのに有益です。

国際ビジネスマンとしての研修は当センターの最も重要なコースです。いくつかのテストに合格し、上司の推

(cont'd on page 34)



The English Journal 主催通信講座

「1,000時間ヒアリングマラソン」参加者 3万人を突破！

外国人講師、英語学校、同好会、オーディオ教材、ビデオ教材、通信教育、はてはタオルしぼりの英語体操から血液型英語上達法まで、英語の研修方法は枚挙にいとまがありません。どの方法をとっても一長一短がありますが、結局は研修の時間数が研修結果を決定するということが実証されました。

- 月刊 The English Journal 主催実戦通信講座「1,000時間ヒアリングマラソン」参加者は、1年間に1,000時間生の英語を浴びるように聞くことを目標とします。
- マークカードにより申告された毎月の試験結果とリスニング時間は、コンピューター管理の「ヒアリングカルテ」に登録され、累積時間と得点の相関が出されました。
- マラソン参加者の中から、TOEFL のスコア保持者の記録を追跡。始業時の英語力が、(学習時間の累積)→(得点の伸び)に与える影響を明らかにしました。
- HEMHET (ヒアリングマラソン・ヒアリングテスト) と TOEFL、TOEIC、英検などの得点の相関が出されました。
- 企業の方々を対象にくり返し行われたHEMHET 試行テストで試験の難易度を調整。電機・鉄鋼・貿易・機械・金融などの業種からサンプリングした企業の方々約 600 名の最多得点層に試験の焦点を合わせました。
- 毎月の試験は、Type A→文法構造と語い Type B→基礎的な理解力、Type C→文化的背景の知識力の3つに分けられ、タイプごとの英語力が明らかになりました。
- タイプごとに3つに分けられた試験は、さらに英語力を構成する諸要素に細分化され、冠詞の使い方、Be, Do, Haveなどで始まる疑問文や会話場面の理解力など、きめ細かい英語力診断が行われ、その原因と克服法を示す処方せんサービスにより、実のある学習時間の累積を可能にしました。

「1,000時間ヒアリングマラソン」(年間48,800円)に関するお問い合わせ、資料請求は下記までどうぞ。特に会社内での自己啓発プログラム用にアレンジされたい場合は、係の者がさらに詳しい資料を持参致します。

The English Journal

東京都渋谷区広尾 3-2-13
(株)アルク 企業研修担当
Tel 03-498-1055

第1回企業内語学教育セミナー

同志社大学 北 尾 謙 治

国際化が急速に進む今日、国際ビジネスマンを教育するのは、各企業にとって必要欠くべからざるものと言っても過言でない。しかし、多くの企業では、何を、いかに、どの程度教育すればよいのか、その費用はどの程度かを見い出すのに困っている。

JALTでは今まで企業内語学教育には関与していなかった。しかしその目的が我国の語学教育の向上であり、この分野は大きく重要で、多くの要請もあり、4月下旬から当セミナーを企画した。

この分野の関心は高く、大阪商工会議所、関西生産性本部と関西経済連合会の後援も頂き、日本経済新聞等の新聞や語学教育関係の雑誌の協力もあり、大きな波紋を起した。

9月13日に大阪商工会議所の会議室には予想を上回り40人以上が出席、あわててテーブルと椅子を増やす有様であった。今回は、第1回であるので、企業の側から企業内語学教育を考察するのが目的で、この分野の先輩にあたる松下電器海外研修所長の阪本昭氏、神戸製鋼海外企画担当課長の山野上素充氏、日本アイビーエム人材開発語学教育担当の小林清子氏に具体的な講演をして頂くよう依頼した。

この講演会は少し変わっていて、各講演には題がない。3講演者で企業内語学教育に重要な内容を分担して話して頂いた。それらは、企業内語学教育の必要性及び問題点、プログラムの内容、プログラムのレベルの設定、教師の選び方、教師派遣機関の選び方、それらの契約、教師の給与、教師の労務管理、生徒の選び方、生徒の動機づけ、生徒の評価及び本人と所属部所へのフィードバック方法、教材の選び方、語学プログラムの評価の仕方、PR方法、経費、他の部門の協力を得る方法等であった。

3講演者に1時間ずつ講演をして頂き、半時間ずつの質疑応答を行った。半時間も時間がもつかどうか心配であったが、次々と質問があり、時間内に終えるのが難しかった。

簡単に講演と質疑応答をまとめ御報告する。雑用や司会等で忙しく重要点が抜けているかもしれないが、お許し頂きたい。

阪本所長は、企業内語学教育の必要性を、企業内社員教育、国際化教育、そして国際人の育成の3つの関点より説明され、社員にはコミュニケーション能力と国際感覚が必要であると強調された。企業内教育の問題点は、誰に、何を、どれだけ、どのように教えるかである。そして、生徒の動機づけと継続性が大きな問題となる。

一般論の後に松下電器の語学教育の説明があった。20年以上の歴史があり、1500人を対象としているだけに学ぶべき点は多かった。言語も英、西、中の3ヶ国語と必要に応じ他の外国語も教えられる。研修制度と語学力認定制度があり、独習も行われている。

海外要員以外は原則として就業時間外に行われ、スクリーニングテストで7つのレベルに分けられる。10人程のクラスで1学期100時間しぼられ、80%以上の出席が要求されている。全社員の語学力は人事部へ登録され、

海外出張員の選抜等に利用されている。教師の他に各レベルのコーディネーターがおり、テストの作成、教師の指導、人事との連絡を行う。月1回教師と会合し、報告書を人事部へ提出する。

教材は各レベルで共通の松下独自のものが使用されている。直接仕事に関係はないが、語いは関連づけている。

特殊なコースとして、通訳コース、留学準備コース、その予備コース、集中コース等、及び全員に実施されるスピーチコンテストや中級以上で行われる実践的なコンタクト・トレーニング等の詳しい説明もあった。

歴史もある大先輩の松下電器の語学教育は非常に整然とシステム化が行われており、おおいに参考になった。

神戸製鋼が語学教育に踏み切ったのは、6年前に海外に出張した技師の英語力の低いために色々と問題が起こったのが発覚してからである。毎年300人以上の社員を海外に派遣する企業の悩みである。

この企業の特徴は外国人社員が24人もおり、内14人が英語教師である。外国人に好かれる上司は、社内で顔のきく人だそうだ。

当社では就業内と外の教育プログラムがあり、前者は業務とみなされ、受講料は不要である。週に90分のクラス2回、その他に8時間程度の合宿も4回行われている。

山野上課長は、多くの企業の担当者があまり実情を知らないことを指通。語学学校に任せっぱなしではうまくいかない。必ず教育担当の人とよく討論すること、複数の学校と契約すること、教師とコースの計画をあらかじめ立てること、教育機関や教師を教育することが必要である。教師はプロの職人と同様に扱われるべきであるが、外人だからと高い給料を支払う必要はない。外国人社員や教師の契約、扱い方、給料等具体的な例をあげて説明があった。

小林氏は7ページのハンドアウトとOHPを利用して、多くの資料により具体的な説明をされた。日本アイビーエムは他の2社と異なり、外資系の会社で、社内通信やビジネスミーティングには英語が不可欠であるが、内部のみで英語が必要で、外部に対する厳しさに欠けるとか。就業内の語学教育もあるが、大部分は就業時間外の志望者教育で、38クラスで600名余りが受講している。年間1人約120時間受講が可能である。

当社は、自己啓発を援助、促進し、「自らを育成し得る人間」を育成するのが社内の教育方針で、本人の自主性に任されており、受講料は無料。立派なプログラムがあり、その中より各人の希望とレベルに合ったクラスや科目に登録する制度である。中・高校の英語、英会話、時事英語、速読の科目がある。

中心的な教材は会社で決定し、他の教材は契約した語学学校かその教師が決定している。

クラス以外にも、スピーチ、ディベートや他の色々な英語の行事が行われている。

当社のプログラムで興味深いのはTOEICを採用し、それにより集中コースの成果や海外出張員の決定、コースの登録の条件等に使用されはじめたことで、まだ日が浅いが、速く多くのデータが出そろるのが楽しみである。



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

第3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、とくに語学教育を促進することを目的とする。

今回のセミナーでは、企業内語学教育における評価（テスト）をテーマとして、米国の Educational Testing Service よりゲスト・スピーカーとして Protase E. Woodford 氏をお迎えする。企業内語学教育によく利用される TOEIC、TOP、BETA、TOEFL のテスト関係者の講演が行われる。

対象者： 現在語学教育を行っている企業、及び企画中の企業の関係者

日時： 5月25日（金） 9：30 - 17：45

会場： 大阪商工会議所 4階401号会議室
（地図参照）

プログラム

9：00	受付	
9：30	開会の辞	JALT会長 帝塚山学院大学 ジェイムズ・ホワイト
9：50	講演	“企業内語学教育における評価” 神戸製鋼人事部海外企画課長 山野上 素 充
10：50	講演	“語学能力テスト” Educational Testing Service Protase E. Woodford
11：50	休憩	
12：00	講演	“企業内語学教育とTOEIC” ㈱国際コミュニケーションズ編集長 三 枝 幸 夫
13：00	昼食	
14：20	講演	“4つの言語能力を測定するためのテストングプログラム” 国際基督教大学準教授 ランドルフ・スラシャー 博士 ILC教務部長・テストプログラム担当 フィリップ・タッカー
15：50	休憩	
16：00	講演	“企業内語学教育におけるTOEFLの意義” 国際教育交換協議会東京事務所長 井 上 雍 雄
17：00	パネル・ディスカッション	“セミナーを終えて” 講演者 全員
17：30	閉会の辞	JALT副会長 同志社大学 北 尾 謙 治

参加費及び申し込み方法：

参加申し込みは下記へ参加費を郵便振替にて送金してください。

京都 5-15892 JALT（とじ込みの用紙を御使用ください。）

参加費：（非会員は会費を含む）

	JALT会員	JALT非会員
5月5日までに申し込みの場合	10,000円	15,000円
5月5日以後・当日	14,000円	19,000円

問い合わせ 〒600 京都市下京区烏丸四条西入

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 TEL (075) 221-2251

担当者 伊藤 真理子

(夜) TEL (075) 371-8413

主催：

全国語学教師協会

(JALT)

後援：

日本商工会議所

大阪商工会議所

京都商工会議所

神戸商工会議所

財団法人

関西生産性本部

社団法人

関西経済連合会

社団法人

関西経済同友会

BUSINESS VIEW

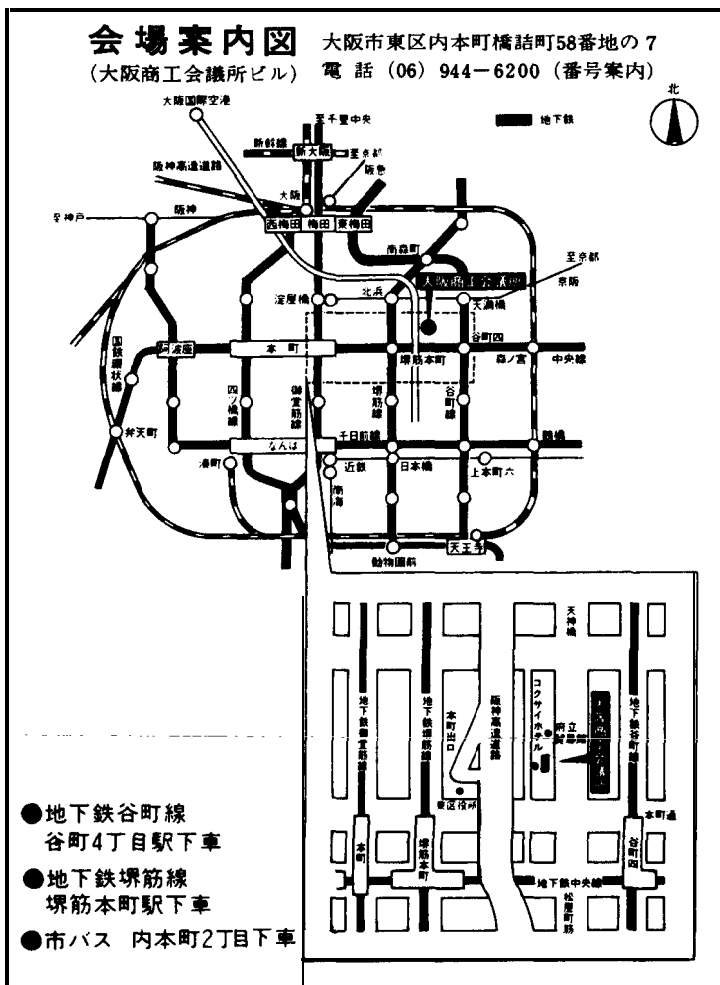
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多様化時代が求める英語とは

——JALT第2回企業内語学セミナーより

去る11月10・11日の両日、大阪府枚方市の松下電器産業海外研修センターにおいて、全国語学教師協会(JALT)主催の第2回企業内語学教育セミナーが開かれた。今セミナーは本誌ほか7団体が後援し、関東、東海地方からの20名を含む80名程が参会し、盛会であった。

法律クラスやパソコンの利用も

このセミナーの目的は、企業内語学教育セミナーを、企業で関係している人々、企業に教師を派遣している語学学校の責任者、外国人教師、外国語教育の専門家の色色な観点から検討することであった。

10日は開会行事の後、海外研修所の紹介があり、住友金属工業の安藤幹雄氏による同社の語学プログラムの説明が行なわれた。国際化の波に押されて開始されて以来の苦労談、外国人教師の状況、法律に関するクラスやパソコンを利用したレッスン等は興味深かった。

その後神戸製鋼の山野上素充氏により外国人採用に関するケーススタディーが行なわれ、履歴書をもとに数人の外国人をいかに採用するか活発な討論がされた。

OTCの田口氏、日本アイシーの田中氏及び京都イングリッシュセンターの小西氏によるパネルは、企業内語学教育のここ10年の経過、現状、今後の見通しと改良点に関して討論された。詳しいデータが提示され、実施企業の70パーセント以上が製造業で、低いレベルの

学習者が多い、95パーセント程のクラスは英会話、85パーセントが1クラス12人以下、80パーセントが普通のクラス形式、60パーセントの学習者は全部か一部の経費を自ら負担している、60パーセントは夜行なわれ、85パーセントが2時間のクラスである。プログラムの成功のかぎは、会社と語学学校の担当者がよく連絡をとり、目標を明確にし、教師と学習者の意欲をいかに持続させるかにかかっていることが明らかになった。

英語力の評価に強い関心

11日には神戸製鋼のロナルド・カックス氏が、外国人の視点から分析した企業内語学教育、外国人教師の問題について講演。ビザ、住居、健康保険、書類作業等がとくに問題で、改善するためには、仕事の内容・時間、職場の規則や会社での地位を明確にする必要がある、日常情報の収集、返答を得ること、フィードバックを得るの

に職場で苦勞しているという。

午後は企業にとって必要な英語とはなにかが、住友金属工業の安藤氏、神戸製鋼の山野上素充氏、日本IBMの小林氏により論ぜられた。企業により異なる英語が必要であるが、役に立つ英語、コミュニケーションの英語が重要で、読み、書き、聞き、話す順で重要である。異文化の理解が外地ではとくに重要である。

最後に同志社大学の北尾謙治博士による英語教育のABCで、英語教育では学習者が最も重要で、それを中心に、教師、教授法、教材、評価、運営者が関与した複雑なものである。外人教師のみでなく日本人の学習者をよく理解できる日本人教師を採用する必要がある。英語のみでは十分でなく、異文化の理解が重要であること、ある程度英語が出来れば、実際に使用して学習することが大切であることが報告された。

このセミナーを通して外国人教師の採用条件、方法、労務管理、学習者の評価方法等に強い関心がうかがえた。低い英語力の学習者が多く、いかに短時間で成果を上げるかが多くの企業の課題である。また教授法、技法、教材等の直接クラス運営に関することには関心がうすいのも我国の企業内での語学教育の特徴ではないだろうか。



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TENTH ANNIVERSARY ISSUE
Volume X, No. 2

Articles include,

*Rod City: Context and Focus for Student-Generated Language, Robert Ruud, *Prediction as a Listening Strategy, Michael Rost *Teaching Writing in the College Classroom, Tomoo Tsukamoto, *Reading, Writing, and Culture Shock, Louise Damen, *Getting Into Texts (Part Two): Coherence in English, Joe D. Palmer.
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CROSS CURRENTS TEN-YEAR INDEX

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(cont'd from page 31)

薦で約150人の社員が国際ビジネスマンのコースに入れます。

このコースでは、テスト結果により、2～4週間センターで研修します。教材や教授法はほとんど他のクラスと同じですが、この受講者は1年間海外に留学し、3ヶ月別に英語の研修のみも海外で行います。学校は米国の30校、英国の20校程の中から受講生が自由に選択できます。当センターで研修をまずするのは、ある一定以上の英語力があれば、海外での上達が速いからです。

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日本人監督者2名の下に1人の英語母国語話者のコーディネーターと5人の英語話者の教師により当センターは運営されています。

機器は言うまでもなく、素晴らしい東芝製品のみを使用しています。建物も静かで理想的なものです。企業内語学教育として、当センターはとてもよいと誇りに思っています。

■

The Daily Yomiuri

モニター募集

英字新聞The Daily Yomiuriでは、毎週木曜日に英語教育ページを設けています。学会の年次大会や研究会、その他の会合や研究活動、著書やテキストの書評、著名人のインタビュー、報告、小論、教材開発、ユニークな意見等を掲載しています。

英語関係者の御意見をお聞きするため、モニターをして頂く方を募集しています。1ヶ月無料購読をして頂き、何かお気づきのことがあればお知らせ頂きます。以後購読の義務はありません。

生きた英語教材として英字新聞をクラスで使用御希望の場合は、先生と学生の方方でモニターして頂ければ、一ヶ月無料購読が全員できます。何でもお気づきのことをお知らせ頂ければ結構です。

御関心のある方は、モニターする人の氏名、住所、電話番号、職業を明記して下記へ申し込んでください。〆切は毎月20日で翌月にモニターして頂きます。クラス使用の場合も各自の自宅へ配達いたします。

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教育ページの記事も募集しますので、上記宛お送りください。掲載分には原稿料を支払います。

■

英語能力評価テストで思うこと

日本アイシー株式会社(NIC) 田中 真一郎

多くの一般のビジネスマンの方々が素朴に思う語学能力テストに対するイメージとは、どういうものなのか実際に社員の方々に聞きますと、

第一に“どのレベルまで到達すれば海外業務に必要な語学力を有するか”を明確に打出したテストが良い。

第二に、仮にそのレベルまで到達しなかった場合、どこが自分の弱点で、どういう勉強方法で自己学習すれば良いかを分析、提示できる評価表及び指導書が欲しい。

第三に、英語に自信のある方ならば、それなりに良いと思いますが、単なる語学力検定試験で成績と順位だけ知らされても受ける気がしない。等の意見が反射的に帰って来ます。

専門家の方々から見れば上記のような意見は、甘えの上に立った身勝手な意見だと言われるかも知れません。とかく英語の能力試験といえば、どういうフォーマットで、どういう要素を盛り込んで、何点とれば何レベルでと、その能力査定そのものに目が行きがちです。しかし、真に企業人にとっての語学検定試験の価値とは何点だったか、何レベルにあるかが重要ではなく、第1回目に修得したレベルを基準として、その後どうワン・ランク・アップしたか、そのためにどう自己学習あるいは、勉強を実施したか、その大きな動機付けにテストが効果を発揮することの方が大事ではないかと思われます。この観点から、もう一度前述の社員の方々の意見を見直してみると、ビジネスマンを対象とした英語能力評価テストの一つの在り方の方向を示唆しているのではないかと思います。

ANNOUNCEMENT

As of this month, the newsletter is available for purchase in several bookstores in the Kansai and Kanto areas. So far, the following have agreed to display *The Language Teacher* for sale:

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LETTER TO THE EDITOR

From Steven D. Tripp

Your February 1 issue of the *JALT Newsletter* contained an interesting and informative article on computer-assisted language learning by Bernard Susser. The article contains, both explicitly and implicitly, criticism of the idea of using computers as mere mechanical drilling devices for discrete point items. The question of whether discrete point drilling is a good idea can be approached on both logical and empirical grounds.

First, to look at the question from the logical point of view let us remember what Mackey said in *Language Teaching Analysis* (1965). We cannot teach everything so some selection must be made. What we have selected cannot all be taught at once so it must be broken down into pieces and taught in a sequence. What is too difficult to be mastered in one

unit must be divided into its component parts and mastered piece by piece. If this doesn't logically suggest that all teaching must be, intentionally or unintentionally, discrete point teaching, then I would be happy to know why.

From the empirical point of view, it is true that in the past teaching methods that have emphasized discrete point teaching and testing have not produced startling results. However, the limits of discrete point teaching and testing have hardly been reached. There are many techniques that are little known and used and these can be added to up to the limits of human creativity. To dismiss discrete point teaching and testing now is like a doctor giving a patient an aspirin, watching the patient die, and concluding that medicine is worthless.

The computer will be capable of doing many wonderful things. Let us not over-hastily rule out one rather mundane, but useful, area of teaching that the computer seems, even now, quite well suited for.

MY SHARE

Edited by Marc Helgesen

Numbers are often one of the first things our students learn and become fluent in using. This month's 'My Share' is a NUMBER BINGO game submitted by Steve Kolack of the Nagasaki YMCA. I had an opportunity to use the activity and found that my students really enjoyed it.

NUMBER BINGO

By Steve Kolack

A. Write "BINGO" on the blackboard along with a bingo configuration and ask the students if they know how to play this game. If any say yes, ask them how many ways there are to score bingo and go on to explain "across," "down," and "diagonally."

B. Draw two large bingo configurations on each side of the blackboard and write in the numbers 1 through 9 in the squares. (See figure 1)

C. Ask the students to repeat after you, "One, two, three shoot." Explain that you can

1	2	3
4	5	6
7	8	9

Figure 1

shoot a gun or a bow and arrow, but that in this game we shoot our fingers.

D. Ask two students to come to the front of the class and have them face each other with one hand behind their back. Explain that after all the students have said, "One, two, three shoot," they will "shoot" their fingers and the first one to add them together and shout out the correct number in English will be the winner. (They can throw out their solid fist for zero.) Explain that the winner will get that number in his/her team's box crossed in. Practice a few rounds until you are sure everyone understands.

E. Divide the class into two teams and have
(cont'd on page 38)



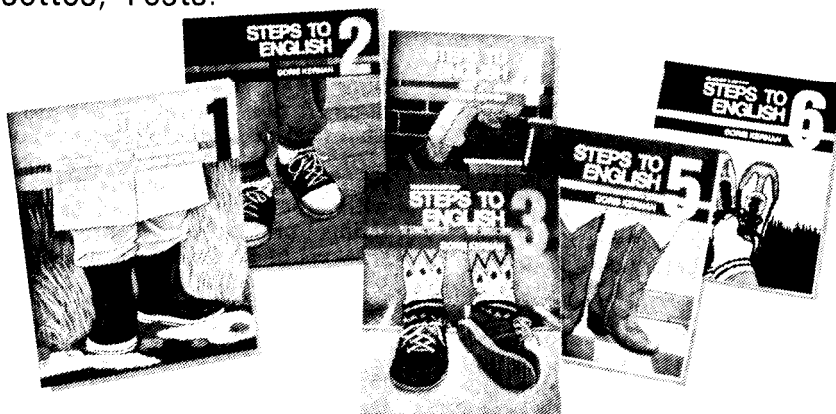
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(cont'd from page 36)

them decide their team names. Write each team name above its card.

F. Call up one member from each team and begin the game. Be sure to get the enthusiasm level high by using loud voices, clapping, etc.

G. After crossing in the winner's square, keep the two members up there and have the loser ask the winner a question. Be sure that the name is used before the question is asked. The teacher should then redirect the question to the entire class and have them answer in chorus or have them ask the same question to each other in pairs.

(In the case that the winner's box is already crossed in, but the loser's box is still open, it is considered prevention. The loser had a chance to get that numbered box crossed in but couldn't take advantage of it. However, in the case that that numbered box is crossed in for both teams, the round is taken over with the same two opponents.)

H. After the game is completed, mention that in Japan people usually shout, "Banzai, Banzai, Banzai," but that in this game we say, "Bingo, Bingo, Bingo," and proceed to have the winning team give themselves three big ones.

Chapter Reviews

KANTO

CLASSROOM DISCOURSE AND SECOND LANGUAGE ACQUISITION

By Michael Long, University of Hawaii

Reviewed by Ann Chenoweth, Temple
University Japan

Michael Long, professor in the Department of English as a Second Language and director of the "Center for Second Language Classroom Research" at the University of Hawaii, briefly reviewed some of the classroom-centered research (CCR) literature and suggested ways for teachers to look at their own teaching during his presentation at the February JALT meeting in Tokyo.

Early classroom research focused on product; that is, they tried, without success, to find the most effective method for teaching languages. While their aim was certainly a useful one, their research methods were somewhat flawed, so the studies were inconclusive. Long noted that one problem was that they tried to compare method "a" with method "b" without ever having determined that each teacher was actually following a particular method faithfully. Current classroom researchers, while still interested in effective classroom teaching, realize that they are in no position to give prescriptions; rather most of them concentrate on descriptions of what actually goes on in the classroom. With this in mind, researchers have investigated such areas as teacher feedback on learner error, teacher questions, interaction patterns, simplifi-

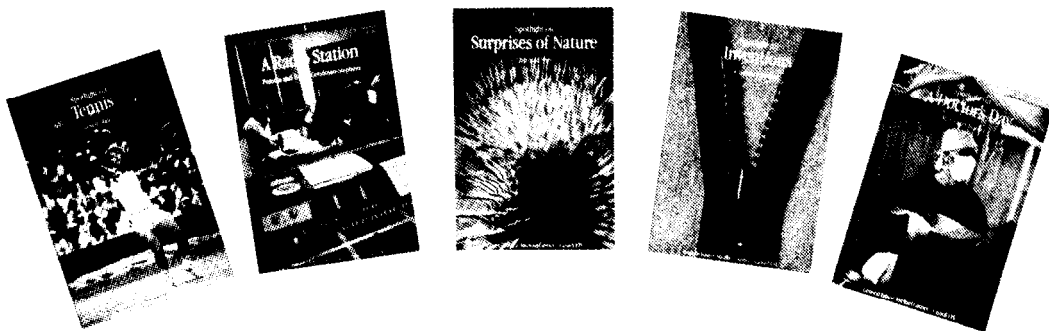
cation in teacher speech, to name a few. Although the researchers emphasize that they are only describing, they have already provided some useful insights.

As an example of one of these insights, Long noted that teachers are not always aware of what they are doing in the classroom. Some claim to be doing one thing – which they've been trained to do – whereas, in fact, they are really doing something quite different. This was shown in a recent study by Long and Sato (1983). They looked at transcripts of taped classes taught by trained teachers who claimed to be using a "communicative method." As one measure, to see if this was really happening, Long and Sato looked at questions which teachers asked their students. Of the questions asked, 51 percent were display (or known information) type questions of the variety: "Where's the clock?"; 14 percent were referential questions (e.g.: "Do we have another answer for number two?"); and about 30 percent were rhetorical questions, comprehension checks (e.g.: "Do you understand?") and the like. Long reported that they compared the classroom data with other data they had gathered from transcripts of 36 conversations between native speakers of English (NS) and non-native speakers of English (NNS) in which there were only two display questions and 1320 referential ones.

Comparing classroom discourse and conversations which occur outside the classrooms between fluent speakers of the target language and either first or second language learners is important in view of the role that researchers (such as Scollen and Hatch) now ascribe to conversation in language acquisition. Long views it as the "crucible for language acquisition"; it is through conversation that learners acquire their language, and their control of grammar follows later. So, presumably, classroom discourse should more closely mirror that of natural conversations outside of classrooms. Long stated that what we find instead is a large amount of display questions and the general belief among language teachers that meaning is expressed by grammar and therefore students are

(cont'd on page 41)

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(cont'd from page 38)

required from the beginning to produce native-like complete and formally accurate utterances. It is also commonly assumed that syntactic units can be added in a linear fashion although there is no evidence to support this and much evidence to the contrary (see, for example, Pica, 1983).

In spite of the seemingly obvious unfavorable contrast in the use of questions in and out of classrooms, Long does not recommend eliminating all display questions in classrooms. There are certainly some differences in natural and classroom learning situations and it may be that some meaningful language practice is provided by asking display questions. So it may turn out to be a useful supplement to natural conversations; Long and other researchers are not prepared at this point to make claims either way. One purpose of the study mentioned above was just to inform teachers of what was actually going on in classrooms. These teachers had all professed to be teaching the language communicatively; Long said this should have been coupled with a large proportion of referential questions which occur with a high frequency in natural language use, few display questions and probably not as many comprehension checks. A high number of comprehension checks may indicate a disproportionate amount of information going from teacher to student, again linked to the fact that the teacher in these cases is the "knower"; students are not communicating new information to their teachers. Long stressed that these findings are important, not because this would lead to ideal classroom discourse, but because the teachers thought they were teaching language communicatively, when in fact, when examined, it appeared that they were not.

Observations of this type can be very helpful in bridging the gap between classrooms and teacher training programs, and can serve to highlight areas which teachers may wish to change, Long noted. These observation systems, such as categorizing teacher questions as used above, and other, more comprehensive systems, such as Fanselow's FOCUS system (presented at the August Tokyo JALT meeting) are other useful by-products which have come from CCR.

References

- Long, M.H. and C.J. Sato. 1983. Classroom foreigner talk discourse: forms and functions of teachers' questions. In H.W. Seliger and M.H. Long (eds.), *Classroom Oriented Research in Second Language Acquisition*. Rowley, Mass.: Newbury House, 168-286.
- Pica, T. 1983. Adult acquisition of English as a second language under different conditions of exposure. *Language Learning*, 33, 4, 465-497.

HIROSHIMA

OF BB-S AND CAMEL RACES

By Miyoko Wordell and Martin Millar

Reviewed by Laurence Wiig

JALT-Hiroshima scheduled a doubleheader to get its 1984 speakers' program underway. The February meeting featured Miyoko Wordell, a certified Montessori teacher, who transported her living room English-teaching operation some ten miles to the Hiroshima YMCA to share with her audience, and Martin Millar, a recent addition to the Hiroshima University faculty, who transported us to Saudi Arabia where he had taught English for four years before coming to the Far East.

The focus of Wordell's teaching is the 3-to-8-year-old age group. Her primary aim is to create a positive attitude towards English in her charges and, in a Montessori setting, to bring about understanding and production of English. As Wordell explained it, one of the key concepts in Montessori education is to have a wide variety of activities available for a group of children to choose from, and to allow them to make choices on an individual basis about which activity they wish to do at any given time.

Some of the highlights of Wordell's classroom, and teaching, are:

— She teaches a phonetic pronunciation to introduce the English alphabet — "ah," "buh," "kuh," "duh," "eh," "fuh," "guh," etc. She finds that this technique allows her pupils to make speedier progress in reading English than if she teaches them that the English alphabet is pronounced, "ay," "bee," "see," "dee," etc.

~ She likes to develop mental and physical ability at the same time. In her classroom, she encourages children to do activities such as lifting soybeans or BBs from one container to another with a pair of tweezers. Wordell always has crayons and paper available.

— One of the most popular "toys" in Wordell's living room is a doctor's stethoscope.

— Wordell strongly discourages the parents of the children she teaches from using the words "Eigo" ("English") or "benkyo" ("study") in reference to what goes on in her classroom.

A review such as this can barely do justice to the wide spectrum of techniques Wordell touched on. One of her most valuable hints was that she unhesitatingly asks her students' parents to lend her the oftentimes expensive language-learning toys, books, and other equipment.

(cont'd on next page)

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ment they have bought over the years for their children. Wordell is obviously alert to her charges, and to their parents;- she seems to succeed in her aim of creating a positive attitude towards the study of English.

* * *

What do the YMCA, bonenkai, kosher delicatessens, hot sake, bacon sandwiches, pachinko parlors, high school proms, and dogs riding in the family station wagon to a church picnic all have in common? Stuck for an answer? Well, put down your glass of beer, stick that copy of *Playgirl* back in its plain brown envelope, and come spend a couple of minutes teaching English in Riyadh, Saudi Arabia, with Martin Millar.

Millar's talk, "Cultural Antipathy in Language Teaching: English as an Alien Language," had something for everyone. At a bare minimum, it let listeners see English-teaching in Japan from a different perspective. For an all-too-brief moment, Millar succeeded in making Japan and the West look as similar as Tweedie and Tweedledum. (This writer frequently tires of Japanese people who think that America is "Japan's opposite.") Just as there are no Western-style bikinis or churches in Riyadh, neither are there Japanese-style gyoza or Seiko Matsudas. Students do not take gaijin English teachers in Saudi Arabia to karaoke bars after class or to visit their family's home on a Sunday.

Millar helped us realize how little we teachers of English in Japan have to be careful of when making a decision on a text or on course content. Even if Japanese students are generally content with a future as a stay-at-home housewife or as a salaried man who puts in 30 years straight for the same company, this does not mean that a foreign English teacher is likely to create an uproar in a class by using a lesson about a woman engineer or going into detail about Mark Twain associating with drunken gamblers.

According to Millar, to be a Western teacher of English in a traditional Islamic society, such as Saudi Arabia, is to be viewed as an actual threat. The Saudi authorities want Saudi people, in surprisingly large numbers, to undertake the study of English. At the same time, to the greatest extent possible, they do *not* want their citizens to be exposed to the values and views that native speaker English teachers bring along as part of their "cultural baggage." Millar apparently spent a fair part of his four years in Saudi Arabia choosing- and creating teaching materials which would offend as few Saudis as possible.

One of the highlights of the presentation of this witty, insightful newcomer to the Hiroshima English-teaching community was his Saudi slides. He took right-up-next-to-veiled women and berobed fans at a camel race, one of the freest, most exciting events of the year in that land. As for what the YMCA, bonenkai, kosher delicatessens, and the other items mentioned a few paragraphs back all have in common,

they are just a few of the rather commonplace things in our lives which should not even be *mentioned* in an English class in a traditional Islamic society.

HAMAMATSU

PRONUNCIATION WORKSHOP

By David Hough

Reviewed by F. Parker

On Feb. 19th, the JALT Hamamatsu chapter was treated to a pronunciation workshop given by Mr. David Hough. The lively and animated Mr. Hough's three-hour workshop was broken into two parts, both of which were geared for those who have had little or no exposure to phonology. The first part of the workshop dealt with the setting of realistic teaching goals in relation to teaching 'native speaker' fluency in a second language; the second part, with some practical hints for achieving those goals.

Mr. Hough began his presentation by asking the participants to give their own pronunciation-related teaching goals. The goals which he elicited from the participants ranged from 'native speaker accuracy and intonation' to 'simple articulation, the ability of the speaker to be understood by the listener.' After these goals were discussed, but before he presented his own goals, Mr. Hough made the claim that any person in attendance at the workshop was capable of mastering a native speaker utterance in any language. Having made this claim, Mr. Hough went on to demonstrate, how in fact, this could be done.

A group of words were written on the blackboard, none of which were recognizable by anyone present. Working with one word at a time, the speaker displayed the idea and principle of 'backward buildup.' After the participants had mastered, to Mr. Hough's satisfaction, the pronunciation of one of the words, a new word was added to the front of it. This cycle of repetition, mastery and addition went on until a single phrase had been completed. It was soon evident to most of the participants that the series of seemingly random and meaningless words were in fact the phrase "It's a beautiful day today" as it would be spoken by someone with Mr. Hough's own native New York background.

Having proved his claim, the speaker went on to state that it is very possible to teach native speaker pronunciation if the sounds of a language can be divorced from the meaning of the word. Once meaning is introduced, he went on to add, a reversal back to incorrect pronunciation often occurs.

After this demonstration, Mr. Hough
(cont'd on page 45)

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presented his own goals for teaching pronunciation. His first goal is to 'give students the confidence to know that they can pronounce an utterance correctly.' His second goal is to 'create exercises which build up listening skills and encourage production.' Mr. Hough suggests lots of listening exercises because listening naturally comes before speech. The third goal of teaching pronunciation is to 'allow students to make mistakes.' Textbooks, Mr. Hough suggested, are such that often seemingly simple skills (from the instructor's point of view) are the most difficult for students to master. Constant chastisement may undermine a student's confidence. The fourth goal is to 'allow students the opportunity to be perfect': students should be allowed to master known sounds before they move on to unknown, more difficult sounds in a language. Mr. Hough's fifth and final goal is to 'teach pronunciation through other skills.' Reading is especially important in pronunciation training as it allows the student to actually see what words are stressed and what words are reduced in a spoken passage.

Broken into small groups, the participants were given sample dialogues in which key words had been altered. Although these altered words were without 'meaning,' they followed basic grammatical rules and contained sounds which are often difficult for non-native English speak-

ers to pronounce. By working in groups, the participants were able to make the dialogues intelligible through the use of questions, knowledge of grammar and through the context itself.

The second part of the workshop dealt mainly with hints and suggestions for teaching pronunciation on a practical level. This section focused on the mechanics of speech and the problem areas often found in the Japanese learning situation. Mr. Hough recommended some remedial exercises which can help the non-native English speaker overcome some of the difficulties in pronouncing sounds which are not found in the Japanese language. The speaker's major point was that if the correct sound cannot be achieved, then a substitute sound can be successfully used. By using a sound that closely approximates the native sound, a speaker can communicate effectively and, in time, may attain the original.

Mr. Hough's goals for teaching pronunciation skills were very well covered as were some practical ideas for realistically achieving those goals. The workshop was successful in that it allowed those in attendance, even those without prior background in linguistics, to ponder one of the most difficult aspects of any language, the basic sounds.

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JALT UnderCover

LOOK HERE! VISUAL AIDS IN LANGUAGE TEACHING. Betty Morgan Bowen. London: Macmillan Press, 1982. 111 pp.

**Reviewed by AnnaMarie DeYoung,
Shizuoka University**

In the *JALT Newsletter* of Sept. 1, 1983, there appeared an interesting article listing titles of books and suggestions for further reading in the area of visual aids. This list was taken from the book, *Look Here! Visual Aids in Language Teaching* by Betty Morgan Bowen. The list seemed to be a very comprehensive one, and I was eager to obtain a copy of the book to find out what else of value it contained. I have now read, studied, and reviewed the book and I have not been disappointed.

Published in 1982, it is an up-to-date, very complete book in giving visual aid suggestions to language teachers just as the title suggests. It is small in size and cannot only be used as an individual study guide but could also be used as a basis for a short seminar or workshop.

If you were lucky enough to hear Andrew Wright of England at the JALT '82 Conference, you will find many suggestions in Chapter Two, in regard to building a picture collection, familiar. The suggested classification system for a picture collection is an invaluable aid for collecting, filing and using pictures efficiently. Sixteen categories ranging from 'Activities' to 'Transportation' are included, with each category subdivided in various ways. Details for making and using file boxes are also included.

However helpful this chapter may appear to be, many of you may have already found that making your own collection of pictures is very difficult and time consuming in Japan. Pictures must meet the requirements of appeal, relevance, recognition, size and clarity to be of any value. In addition, to keep the pictures looking good for a long time, mounting on heavy cardboard and laminating are necessary. Schools with laminating machine are scarce in Japan, which further complicates making a picture card file. Even though sets of professionally prepared pictures are expensive, they may be the answer for the harried teacher with little time, and may prove to be an excellent investment in the long run.

In Chapter Three, different types of pictures such as wall pictures and charts, sequence pictures, flash cards, word, picture and work

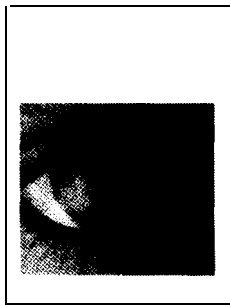
cards – are illustrated, sources of supplies given and classroom procedure explained. The sample lessons are especially valuable and interesting. In trying out one of the same lessons, I found my first year junior college level students especially receptive, showing interest, amusement and readiness to work out the study task assigned to them.

Chapter Four describes sample lessons which will help the language teacher to get started on using visual aids with entire classes. Well-written lesson plans and well-drawn illustrations are presented, as are directions for three interesting games suitable for entire classes. The group games which are presented are also exciting and interesting to the classes in which I've used them. Picture cards are used and some of the games resemble popular television shows such as "What's my Line?" The final section of this chapter gives suggestions for pair work. An example of a game in this section is one called *What's the Difference?* Each player receives a picture slightly different from his partner's picture. The participants may either talk about the pictures or they may question each other about their pictures. A popular cartoon feature in some American newspapers is called *Hocus-focus* and is ideal for this game.

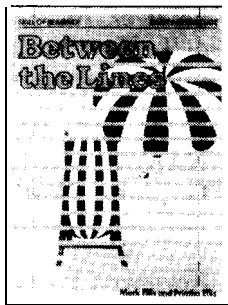
Chapter Five gives suggestions for using boards. Chalkboards and whiteboards are perhaps the most commonly used and their proper care is explained in this chapter. Hints in regard to drawing simple stick drawings and potato heads is also given. A list of specialized books on these subjects is given if more information is wanted. Ideas for using the boards are explained as presenting structures, substitution drills, tables using information generated by students and various other ideas. Display boards described are the flannelgraph, which can be made easily and inexpensively, and the magnet board, which would require buying commercially-prepared products. Again, suggestions for effective classroom use with sample lessons are included.

One of the longest chapters in this book is Chapter Six. In this chapter Ms. Bowen presents the overhead projector as being especially valuable in the classroom. This reviewer was so impressed with the presentation that she wanted to run out and buy one immediately after reading the chapter. Ms. Bowen's enthusiasm for the OHP, the explanation for making materials and the ease of using materials were all selling factors. Because use of the OHP is a skill that businessmen and university students often have to acquire, it seems particularly important that students in our classrooms are required to use the OHP in giving short talks and presentations. Writing exercises and listening exercises, not to mention the teaching of reading and speaking skills, can be enhanced by the use of OHP. Specific language items can also be taught using the OHP. An example is given in teaching a phrase such as "It might be .," by showing a picture out of focus. A variety of games
(cont'd on page 48)

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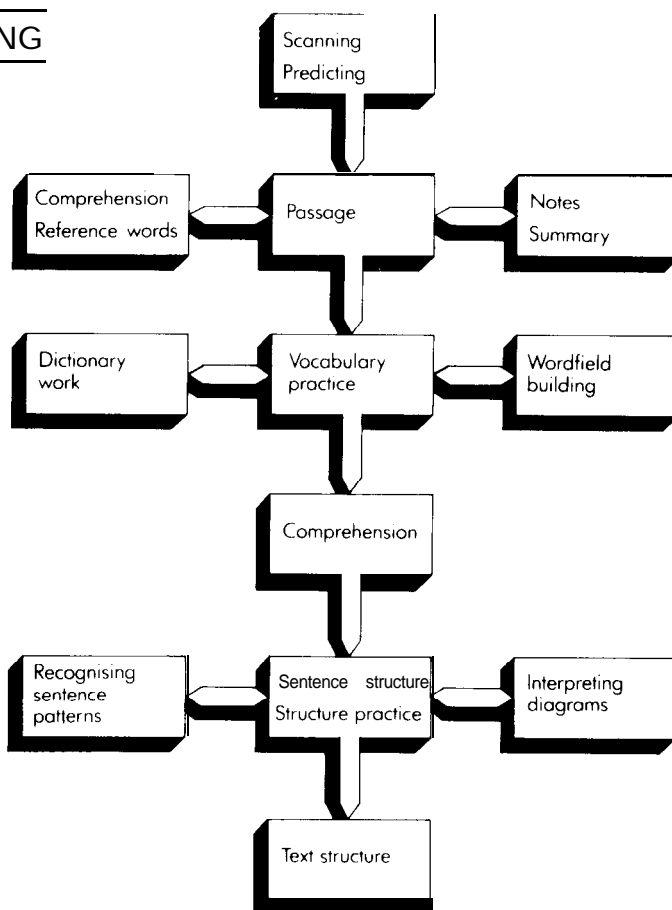
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are included such as *Guess the Drawing*, *Spotting the Difference*, and *The Magic Box*. Directions and suggestions are also given concerning the use of the OHP in teaching songs, technical language, and in testing programs.

Chapter Seven describes and gives uses for the slide projector. Some advantages given were that slides are easily obtainable, easy to produce, provide a change of pace and activity, and transport the viewer beyond the confines of the classroom in an enjoyable manner. Filmstrips, too, are suggested as being valuable, especially in specialized areas of study. The episcope, a machine used largely for enlarging drawings, diagrams or pictures, is a useful item to have, but Ms. Bowen carefully points out that it is large, noisy, expensive and needs a darkened room. Whether one could justify the purchase of such a machine is questionable, but it does provide the teacher with a wide range of materials which are not accessible in any other way.

Ms. Bowen also writes a bit about movie films but suggests that they are too expensive for most schools. However, the rental of films at reasonable costs may be available in certain parts of Japan, which could make this medium an inexpensive way to add variety to the classroom.

Ms. Bowen has not taken up the subject of video tapes and in Japan we might wish to learn more about this medium, its legality, its value and use in the classroom.

Further information given in this book includes a basic visual aids kit, the useful books list previously mentioned and a section of useful addresses in the British Isles where visual aids may be obtained. Americans using this book would rather see a list of useful American addresses, I'm sure. Although my British friends will find this book more valuable than I do, I'm sure that most language teachers will appreciate the valuable information they find in this book. Over 30 drawings are included and most can become valuable teaching aids. The figures can be copied or enlarged and may even motivate one to try one's own skills at drawing. Students are often clever in this area and, using these illustrations as a guide, may be able to give us much help using their talents.

Some types of glue and paper, not to mention some of the equipment suggested in this book, are "foreign" to me, an American, but teachers can probably make suitable substitutions once they get to know what is available in Japan.

To help teachers add variety, enrichment, creativity and imaginativeness to language classes, this reviewer advises buying a copy of *Look Here! Visual Aids in Language Teaching* and faithfully studying it. Most of us will feel motivated to "give it a try."

BANKING. Lynne Rushton and Tony Hopwood. Harlow: Longman Group Limited, 1982. 47 pp. (World at Work)

BUSINESS: BANKING. English Language Services, Inc. Consultant: William A. Mundell. New York: Macmillan, 1984. 87 pp. (Macmillan Career English)

ENGLISH FOR BANKING AND FINANCE. David M. Stillhnan and Ronni L. Gordon. New York: McGraw-Hill, 1983. 161 pp. (Instrumental English)

Reviewed by Bernard Susser, Baika Junior College

It may be, as Ross (1981: 226) remarks, that "[t]here is no such *thing* as ESP," but, as in the case of the UFO, a doubtful existence has not prevented the growth of a substantial literature (see, e.g., Strevens 1977; Mackay and Mountford 1978; Robinson 1980; Selinker *et al.* 1981). The experts insist that true ESP materials (as distinct from those so labeled by authors or publishers) must meet a number of rigorous criteria: terminological, situational, notional-functional, rhetorical, and communicative (Strevens 1977:460-61). Robinson even insists that any ESP course should be "based on a rigorous analysis of students' needs and should be 'tailor-made'." (1980: 13) This review will examine three ESP texts in the field of banking, describing them in detail, measuring them against these ESP criteria and concluding with a judgment on their possible utility in Japan. (Two other texts on the same subject, Ferguson and O'Reilly 1978 and McGovern and McGovern 1983, were not available to me at time of writing.)

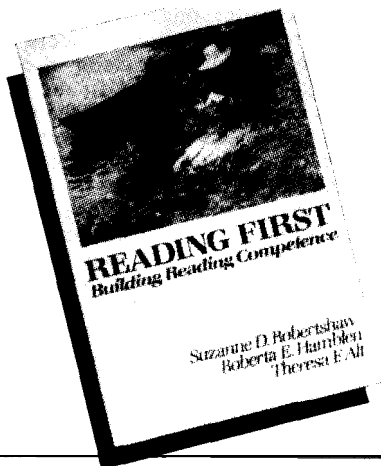
Banking

This slim book consists of 18 units on such topics as bank accounts, security, credit cards, borrowing, etc.; the information is based on the British banking system. Each unit is two pages long and usually contains either a text descriptive of some aspect of banking or an authentic or pseudo-authentic item of realia, such as a check. Mechanical comprehension questions help the student with the meaning of the text. Only seven of the units have a dialogue; some of the dialogues are in passable textbook spoken English; others are written explanations in dialogue form. It is regrettable that neither co-authorship by a woman nor the publication date of 1982 has been sufficient to prevent the puerile sexism of the dialogue in "In the Red!" (p. 11) Almost half of the lessons have crossword-like puzzles; other exercises practice structure, vocabulary, writing sentences and paragraphs, and register; all use the banking context fully. One of the better ones asks the student to change expressions from an informal to a formal register (p. 20); some of the worst ask for prepositions and the past tense of verbs

(cont'd on page 50)

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(cont'd from page 48)

(pp. 10, 32). The answers to the exercises are printed in the back of the book; there is no tape available.

Business: Banking

This textbook consists of 14 lessons on banking functions, from checking accounts to trust and brokerage services; it also covers the Federal Reserve System and the Eurodollar market. The information is based on the American banking system. Each chapter consists of three sections: a dialogue; terminology practice; and check-up. The dialogues are dialogues in the philosophic sense ~ they function as vehicles for explaining the meaning of terms and bank operations rather than as models for speech. For example, the first line spoken by the customer in Lesson 1 is, "Who really owns the bank?"; not exactly a typical teller window query. Eight of the dialogues are between a customer and a staff member of the bank; some provide the student with practical language practice, while others sound more like high school civics lectures. Other dialogues take place between two bank officials, where one *ignoramus* is enlightened by a more experienced colleague on how the bank operates.

Part B of each lesson is terminology practice. All technical terms appearing in the lesson are listed in alphabetical order with a definition in English, followed by a few examples of use. A rough check shows that a new technical term appears in every one or two lines of dialogue. The definitions are usually clear and easy to understand (but on p. 28 *chattel mortgage* is defined as a *mortgage on chattels*). The problem is with the examples of use; they are not contextualized and many of them contribute nothing to an understanding of the meaning of the term or how it is used. For *negotiable*: "They're immediately negotiable everywhere" (p. 11); for *estate*: "It belongs to an estate (p. 29); and for *creditor*: "There are no large creditors" (p. 43). There is an excellent glossary at the back of the book which repeats the definitions given in each lesson and also indicates the lesson where the word and its example sentences can be found,

Part C of each lesson is called *check-up*; it invariably consists of fill-in-the-blank questions practicing the terms introduced in that lesson. The authors have been careful to frame the questions so that only one term from the list of possible answers will fit any given question; unfortunately, this has resulted in rather contrived sentences, often consisting of a definition and then a repetition to use the term being tested.

This text is accompanied by a cassette tape which contains a dramatic reading of the dialogues. The readings are smooth studio recordings done at natural speed and with good intonation, though they are not intended to approximate authentic speech. All conversations are recorded by the same man and woman

who manage to inject a certain amount of sexiness into the language of high finance; perhaps, as Brecht said, "Geld macht sinnlich!"

English for Banking and Finance

(This title appears on the title page, under the heading "Instrumental English." But in their preface (p. ix) the authors call this book *Instrumental English for Banking and Finance*. I wonder which is correct.)

The 14 chapters of this textbook are each devoted to some aspect of banking – savings banks, loans, consumer credit, etc. Each chapter also has a grammatical subtitle listed in the table of contents: chapter one covers verb tenses, chapter five direct and indirect objects, and so on. Although the authors claim their book introduces English banking and financial terminology," (p. ix) the text is based on the American banking system. Each chapter begins with a vocabulary section, in which technical terms are defined in English; this is followed by an "expansion" section, which gives more vocabulary, and then by multiple choice vocabulary practice. Next comes a text, either a reading passage or a dialogue on the theme of the chapter; these are followed by comprehension questions, including a composition assignment. The next two sections of each lesson are vocabulary building and a grammar presentation with various kinds of exercises. The last section, *Banking Conversations*, is a role play in which the student is given a situation and required to talk as instructed. Some lessons have a *reading plus* section, an authentic text with vocabulary help and comprehension questions.

Of the three textbooks under discussion here, this is by far the most substantial, in sheer volume as well as in number and variety of exercises. Like the other two books, it strongly emphasizes the specialized vocabulary of banking; like them, the dialogues are not attempts to teach oral skills but are vehicles for explaining aspects of banking, no different from the prose sections. (This textbook is not accompanied by a cassette tape.) The role play exercises are a good idea, but the student is given little help in doing them. The grammar exercises cover some of the main points of basic English grammar with standard explanations and exercises; their vocabulary consistently uses banking terminology. The book concludes with an extensive vocabulary index.

For what kind of students and for what purpose were these three textbooks written? *BANKING* 'is one of a "series of practice books at the intermediate level for students of English, either planning for, or in, business careers"' (back cover). *BUSINESS: BANKING* is one of a series "intended for students who have some proficiency in English as well as a working knowledge of their own professional fields. The books are designed to teach the special terminology students need in order to communicate in English within their career areas" (iii).

ENGLISH FOR BANKING AND FINANCE is "for the student of English who works in the sphere of banking and finance. . . [It gives] an introduction to English [sic] banking and financial terminology, while at the same time reviewing some of the more important grammatical structures of the language" (ix).

These statements make it clear that the main concern of these books is with the vocabulary of the banking field; while this is one important aspect of ESP materials, it is not sufficient; as Strevens points out, replacing *This is a book* with *This is a passbook* is not enough to transform a standard English course into ESP. The only other criterion these books make any effort to meet is the situational one: most of the chapters are given realistic settings. But none of these books makes any effort to meet the other criteria of ESP materials: their dialogues are largely written prose rather than authentic speech; they display no interest in teaching the specific functions or modes of discourse appropriate to banking; and their grammar exercises are *ad hoc* and elementary, rather than being based on a study of what forms are most frequently used in this profession. Further, all three have a cultural bias, devoting much space to the British or American banking systems.

Another important problem seen in *Banking and English for Banking and Finance* is that the texts and vocabulary assume a fair degree of competence in English on the part of the student, while the grammar exercises are often at the elementary level. For example, the student of *Banking* is expected to be able to comprehend this passage: "If you need a statement of your account, press 'inquiry.' You will see the balance in the viewer. If you need cash, press 'withdrawal' and the amount you need." But on the next page the same student is drilled on the simple past tense of words like "go" (pp. 9-10). Students using *English for Banking and Finance*, after reading sentences like: "By raising or lowering margin requirements, the Federal Reserve Board may limit or expand the volume of stock purchases," are then drilled on passive sentences: "The teller showed me the forms. I was shown the forms by the teller" (pp. 75, 77). This kind of imbalance in the demands made on the students by various parts of a textbook is a fairly typical example of sloppy textbook writing which usually indicates that the book has not been field-tested.

Another, more basic, problem is that all three of these textbooks assume that the student has some ability in English at the start; *Business: Banking and English for Banking and Finance* further assume that the student is already working in the banking field. Consequently, other problems aside, these texts would be very difficult to use in university or junior college business English classes because they are too technical. On the other hand, students in in-house classes at banks might welcome the exposure to English terminology but would find the

conversations not very helpful; only the book with the least natural dialogues has a tape. Further, these students would find most of the elementary level grammar exercises redundant.

Perhaps it is unfair to criticize a textbook without having tried to use it first. But teachers have an obligation to their students and to themselves to examine textbooks carefully before adoption. Such an examination suggests that all three of these books are unusable.

References

- Ferguson, Nicholas and Maire O'Reilly. 1978. *English for Bank Cashiers*. London: Evans.
- Mackay, Ronald and Alan Mountford, eds. 1978. *English for Specific Purposes*. London: Longman Group Limited.
- McGovern, John and Jean McGovern. 1983. *Bank on Your English*. Oxford: Pergamon Press.
- Robinson, Pauline. 1980. *ESP (English for Specific Purposes)*. Oxford: Pergamon Press.
- Ross, David. 1981. "From Theory to Practice: Some Critical Comments on the Communicative Approach in Language Learning." *Language Learning* 31.1, June 1981, 223-242.
- Selinker, Larry, Elaine Tarone and Victor Hanzeli, eds. 1981. *English for Academic and Technical Purposes*. Rowley, MA: Newbury House Publishers, Inc.
- Strevens, Peter. 1977. "English for Special Purposes." Reprinted in Kenneth Croft, ed., *Readings on English as a Second Language*. Cambridge, MA: Winthrop Publishers, Inc., second edition, 1980, 458-72.

■

RECENTLY RECEIVED

The following materials have recently been received from publishers. Each is available as a review copy to any JALT member who wishes to review it for the newsletter. Dates in parentheses indicate the first notice in JALT Under-Cover: an asterisk (*) indicates first notice in this issue.

CLASSROOM TEXT MATERIALS/ GRADED READERS

- Allan. *Come Into my Castle* ("Pattern Readers" series). Macmillan. 1964. (Feb. 84 issue)
- Allsop. *English for Cambridge First Certificate* (teacher's book, student's book). Cassell, 1983. (Jan. 84 issue)
- Arnadet & Barrett. *Approaches to Academic Reading and Writing*. Prentice-Hall, 1984. (Mar. 84 issue)
- Azar. *Basic English Grammar*. Prentice-Hall, 1984. (Mar. 84 issue)
- Bowers & Godfrey. *Decisions* (teacher's edition). Dominie Press, 1983. (Jan. 84 issue)
- Buckingham & Yorkey. *Cloze Encounters*. (cont'd on page 53)



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(cont'd from page 51)

- Prentice-Hall, 1984. (Mar. 84 issue)
- *Church & Moss. *How to Survive in the USA: English for Travelers and Newcomers* (book, cassette). Cambridge, 1983.
- Clarke. *The Turners at Home* ("Pattern Readers" series). Macmillan, 1966. (Feb. 84 issue)
- Colyer. *In England*. Macmillan, 1983. (Dec. 83 issue)
- Curtin. *Use of English* ("Cambridge First Certificate English Practice" series). Macmillan, 1983. (Mar. 84 issue)
- Field. *Listening Comprehension* ("Cambridge First Certificate English Practice" series). Macmillan. 1983. (Mar. 84 issue)
- *Hill. *Elementary Conversation Topics*. Oxford, 1983.
- Jones. *Progress Towards First Certificate* (teacher's book, student's book, self-study guide). Cambridge, 1983. (Jan. 84 issue)
- Kagan & Westerfield. *Meet the U.S.* Prentice-Hall, 1984. (Mar. 84 issue)
- Lofting. *The Story of Doctor Dolittle* ("Delta Readers" series, 600-word level). Oxford, 1983. (Feb. 84 issue)
- Lynch. *Study Listening: Understanding Lectures and Talks in English*. Cambridge, 1983. (Mar. 84 issue)
- McKay & Pettit. *At the Door: Selected Literature for ESL Students*. Prentice-Hall, 1984. (Mar. 84 issue)
- Monfries. *Interview* ("Cambridge First Certificate English Practice" series). Macmillan, 1983. (Mar. 84 issue)
- *Mullen & Brown. *English for Computer Science*. Oxford, 1983.
- Pickett. *The Chicken Smells Good: A Beginning ESL Reader*. Prentice-Hall, 1984. (Mar. 84 issue)
- Pincas. *Composition* ("Cambridge First Certificate English Practice" series). Macmillan, 1983. (Mar. 84 issue)
- Stone. *New Cambridge First Certificate English*, revised for 1984 Syllabus. Macmillan, 1983. (Mar. 84 issue)
- Tofti. *Reading Comprehension* ("Cambridge First Certificate English Practice" series). Macmillan, 1983. (Mar. 84 issue)

PERIODICALS

- Viz. *A Magazine for Learners of English (ESL)*, No. 5. Editions du Renouveau Pédagogique, 1983. (Mar. 84 issue)
- *Cross Currents 10, 2. Language Institute of Japan, 1984.

TEACHER PREPARATION/REFERENCE/RESOURCE/OTHER

- * Holden, ed. *Focus on the Learner: British Council 1983 Bologna Conference*. Modern English Publications, 1983.
- McArthur. *A Foundation Course for Language Teachers* ("Language Teaching Library" series). Cambridge, 1983. (Mar. 84 issue)
- Morgan & Rinvolucri. *Once Upon a Time: Using Stories in the Language Classroom* ("Hand-

books for Language Teachers" series). Cambridge, 1983. (Mar. 84 issue)

- *Widdowson. *Learning Purpose and Language Use*. Oxford. 1983.

The Language Teacher also welcomes well-written reviews of other appropriate books or materials not listed above? but please contact the book review co-editors in advance for guidelines. Japanese is the appropriate language for reviews of books published in Japanese. All requests for review-copies or writer's guidelines should be in writing, addressed to:

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

NOTICE: The scheduled reviewer of Johnson & Morrow, *Functional Materials and the Classroom Teacher*, has declined to review it and has returned it. Any other JALT member wishing to review it should contact the book review co-editors before 30 April; otherwise it will be discarded.

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*:

- Allen. *Techniques in Teaching Vocabulary*.
Allsop. *Cassell's Students' English Grammar*.
Anderson et al. *Missing Person*.
Appel et al. *Progression im Fremdsprachenunterricht*.
Berman et al. *Practical Medicine*.
-----, *Practical Surgery*.
Brims. *Camden Level Crossing*.
Comfort et al. *Basic Technical English*.
Connolly & Sims. *Time and Space: A Basic Reader*.
Doff et al. *Meanings into Words*.
Gabriels. *Rhyme and Reason*.
Harrison. *A Language Testing Handbook*.
Holden, ed. *New ELT Ideas*.
Jones. *Simulations in Language Teaching*.
Kearney et al. *The American Way*.
Kenning & Kenning. *Introduction to Computer Assisted Language Teaching*.
Kingsbury & O'Shea. *"Seasons & People" and Other Songs*.
Kinsella, ed. *Language Teaching Surveys*.
Ladousse. *Personally Speaking*.
Madson. *Techniques in Testing*.
Morrison. *Word City*.
Mundell & Jonnard. *International Trade*.
Murray & Neithammer-Stott. *Murder Comes to Breakfast*.
Norrish. *Language Learners and Their Errors*.
Pereira, ed. *Jupalish Review*.

(cont'd on page 55)

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(cont'd from page 53)

Raimes. *Techniques in Teaching Writing*.

Rixon. *Fun and Games*.

Roach. *English Phonetics and Phonology*.

Rossi & Gasser. *Academic English*.

Seaton. *A Handbook of EL T Terms and Practice*.

Steinberg. *Games Language People Play*.

Walter. *Authentic Reading*.

Wharton. *Jobs in Japan*.

Bulletin Board

FROM THE EDITOR

As of the April 1984 issue, Jack Yohay will become the editor of the BULLETIN BOARD, POSITIONS, and MEETINGS columns. That means Publicity Chairpersons and anyone who wants items of interest announced in those columns should send the information from now on to:

Jack Yohay
1-111 Momoyama Yogoro-cho
Fushimi-ku, Kyoto 612

We welcome Jack and look forward to working with him. He will continue to help with the proofreading as well.

JOB PLACEMENT INFORMATION

Education Information Services, P.O. Box 662, Newton Lower Falls, MA 02162, U.S.A., is involved in (i) -informing Americans and Canadians of teaching opportunities in Japan and other countries and (2) finding teaching, administrative, library, counseling, and support staff positions in the U.S. and other countries for persons now teaching in Japan who wish to move on to another country,

CALL FOR PAPERS

The seventh International Conference for Historical Linguistics will be held September 9-13, 1985 at the University of Pavia. One-page camera-ready abstracts for papers on any topic within the domain of historical linguistics should be sent by October 30, 1984 to Prof. Anna Giacalone Romat, Institute di Glottologia, Università, Strada Nuova 65, I-27100 Pavia, Italy.

KOREAN through the SILENT WAY: AN INTENSIVE COURSE

Osaka's chapter of JALT and the Center for Language and Intercultural Learning will present Korean through the Silent Way, 40 hours of basic intensive Korean, four hours a day from May 21 through June 2 (no classes May 27) at the Center, 204 Shirono Building, 3-41 Manzai-cho, Kita-ku, Osaka 530, tel. (06) 315-0848 (Fusako Allard, director). Tuition: ¥40,000. Enrollment will be limited to 12 students. The course will be taught by Ms. Jung-ja Ha, Director of Research, Korean Language Division, Language Teaching Research Center, Seoul.

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

This workshop is intended to provide a meeting place for Asian-Pacific teachers of English to deepen their knowledge of the latest developments in the theory and practice of foreign language education and to improve their proficiency in English, both spoken and written.

The Workshop ranges over English as a Foreign Language, Theory and Practice; Understanding America, and EFL Skills Training. Participants will be exposed to special presentations by leading scholars and experts in linguistics and EFL, including Nancy Cramer, Charles Mason, Jack C. Richards, Richard W. Schmidt, and Christine Winkowski.

To allow for close interaction between lecturers and participants, enrollment will be limited to the first 50 paid-in registrants. Registration forms, which should be returned by May 1, are available from the workshop sponsors, the Center for Asia-Pacific Exchange, 1520 Ward Ave., Suite 302, Honolulu, HI 96822, U.S.A.; telephone (808) 523-1560.

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

Positions

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 newsletter and be received by the fifth of the month preceding publication.

(KYOTO) The British Council Kyoto requires a qualified, experienced part-time British teacher for evening classes for the April/July term. Telephone (075) 79 1-7151.

(SAPPORO) Asahi Culture Center has an opening for a full-time English conversation teacher; 38 working hours a week including 18-22 hours teaching (2-3 classes per day). Position starts September, 1984, and renewable contract runs through September, 1985, and includes 25 days vacation. Salary is ¥200,000 a month plus transportation and benefits. Opportunity to board with Japanese family, if desired. If interested, send resume, recent photograph, and taped recording of your natural voice to: Mr. Shoji Ando, Director, Asahi Culture Center,

Asahi Building, 4th Floor, Kita 2-jo, Nishi 1-chome, Chuo-ku, Sapporo 060. Tel. (011) 231-1121.

(KURE) The Kure Y.W.C.A. wants an English teacher from September 1, 1984. Applicants should have a college degree and teaching experience. This is a full-time position with approximately 20 teaching hours a week. Those interested should submit a personal history and two letters of recommendation. For more information call Yoshiko Kawagoe at 0823-21-2414. Kure Y.W.C.A., 3-1 Saiwai-cho, Kure-shi, Hiroshima-ken 737.

(FUJINOMIYA) The Institute for International Studies and Training. Six-month opening for Teaching Associates in the Intensive English Program for Businessmen from late August '84 to late February '85. Candidates should be unaccompanied males with EFL/ESL training and experience. Remuneration is ¥250,000 monthly salary and free lodging in a campus dormitory. Duties include classroom teaching, LL monitoring, and a residential commitment in a dormitory. Address resumes and inquiries to English Department, TA Search Committee, IIST, Kamiide 1650-3, Fujinomiya City, Shizuoka 418-02.

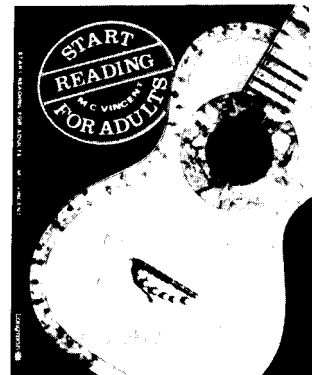
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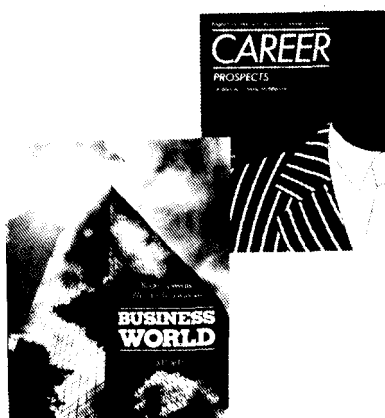
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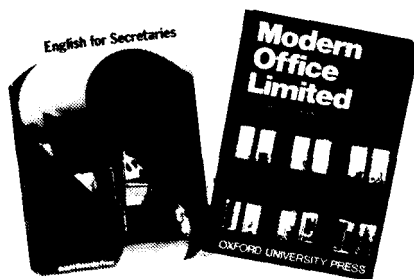
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Meetings

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

YOKOHAMA INAUGURAL MEETING

Topic: Listen and Act: Moving from Simple Actions to Classroom Drama
 Speaker: Dale Griffiee
 Date: Sunday, May 13th
 Time: 2 - 5 p.m.
 Place: Yokohama YMCA (1-min. walk from JNR Kannai stn.); see May issue for detailed map.
 Fee: Members, free; non-members, ¥500 (credited against annual dues if you become a member at this meeting)
 Info: Scott B. Swanson, (work) 045-662-3721, 7th floor; (home) 045-843-9365

Mr. Griffiee's primary interests in the field of TESOL are listening, drama, music, and poetry. He has written *Listen and Act*, a text using drama and total physical response.

After a brief discussion of classrooms and students, the presentation promotes listening as the primary activity in acquiring language with a special emphasis on the role of actions. The mini-drama is introduced as a way to give extended coherence and meaning to actions.

FUKUOKA

Topic: Sound Spelling Harmony: Phonic Techniques for Teaching English to Beginning Students
 Speaker: Dr. Paul V. Griesy, Kumamoto University, Faculty of Education
 Date: Sunday, April 8th
 Time: 10 a.m. - 4 p.m.
 Place: Fukuoka Shimin Kaikan, A-kaigishitsu (2F)
 Fee: Members, free; non-members, ¥1,000
 Info: Etsuko Suzuki, Bell American School, 092-761-3811

This presentation will deal with a method for teaching phonic reading and spelling as well as pronunciation to beginning students. The process deals with prescriptive phonology which is based on a set of principles drawn from extensive observations of the sounds and spellings of American English. The method begins with instruction in the alphabet, both pronunciation and graphic production. After extensive instruc-

tion in the alphabet, students are taught the consonant sounds of the language and the various vowels according to their regular spellings.

Dr. Griesy is a graduate of Carleton College (BA), Yale and Columbia Universities (MA), and received his doctorate from Columbia. He has taught in Doshisha Senior High School, Okayama University, Columbia University, Temple University, Sofia (Bulgaria) University, and has been at Kumamoto University for 12 years.

FUKUSHIMA

Topic: Teaching English in Fukushima: What's happening in your classroom?
 Speaker: Jane Clare Ishiguro
 Date: Sunday, April 15th
 Time: 1:30 - 4:30 p.m.
 Place: Sakura no Seibo Junor College, Acacia-kan
 Fee: Members, free; non-members, ¥500
 Info: Roy Shelangouski, 0245-34-7137 (work); 9245-59-2865 (home)
 Noriko Takahashi, 0245-34-7137 (work); 0245-83-3260 (home)

Jane Clare Ishiguro has been living and teaching in Fukushima for more than seven years. The aim of her talk is to have members and newcomers share their problems and successes in their teaching situations. Mrs. Ishiguro has a master's in TESOL from Boston University.

HAMAMATSU

Topic: Creative Classroom Activities for Young Japanese Children
 Speaker: Keiko Abe
 Date: Sunday, April 15th
 Time: 1 p.m.
 Place: Seibu Kominkan, Hirosawa 1-21-1 Hamamatsu, 0534-52-0734
 Fees: Members, ¥500; non-members, ¥1,000; students, ¥500

Keiko Abe is a graduate of Keiko University. She is a Teacher Trainer at ABC Kenkyukai, and has published the songbook "Let's Sing Together" (Kyobundo). She is also Director and Chief Instructor at the CALA, Cosmopolitan Academy of Language Arts.

HIROSHIMA

Topic: Learning Strategies and the Use of Literary Texts
 Speaker: Dr. George Hughes
 Date: Sunday, April 22nd

(cont'd on next page)

Time: 1 - 4 p.m.
 Place: Hiroshima International School (see March *Newsletter* for directions)
 Fee: Members, free; non-members, ¥500
 Info: Ms. Taeko Kondo, 082-229-3625
 Ms. Deborah Foreman-Takano, 082-221-6661

Dr. Hughes, author not only of numerous scholarly papers on literature, but also of an historical novel and a play produced in London, will explain why and how literary works can be used effectively, much as classroom games are, for expedient language learning.

An instructor for the British Council at Hiroshima University, Professor Hughes has taught previously at universities in the Tohoku and Osaka areas, as well as in England.

HOKKAIDO

Topic: Teaching English to high school students in Japan
 Speaker: John Day
 Date: Sunday, April 8th
 Time: 1:30 - 3:30 p.m.
 Place: Kyoiku Bunka Kaikan (North 1, West 13, Sapporo)
 Info: Carol Ann Edington, 011-231-1121

Mr. Day is the Assistant Teacher consultant for the Sapporo Board of Education.

The meeting is open to the public.

KANTO SIG for Teaching English to Business People

Topic: "Flight 505" (new BBC video course)
 Date: Saturday, April 7th
 Time: 2 - 4 p.m.
 Place: Kobe Steel Language Center, Tatsunuma Bldg. (SF.), 1-3-19 Yaesu, Chuo-ku, Tokyo 103; tel. (03) 281-4105. The building is on a corner, and the entrance is from the side street, not the main street. A landmark is the Aeroflot (Soviet Airlines) office, which is in the same building, at street level.
 Info: Stephen Turner at the above number (Mon.-Fri., 1-5 p.m.)

The subsequent meeting will be held on May 19 (same time, same place), with the topic being "Teaching English for Specific Purposes." A general topic has deliberately been chosen as a contrast with the rather more specialized subjects of recent meetings. We hope as many people as possible will come and contribute to the discussion!

KANTO

Topic: Games: When and how to use them in the classroom
 Speaker: Douglas Buckeridge
 Date: Sunday, April 15th
 Time: 2 - 4 p.m., with time for questions afterwards
 Place: Tokai Junior College, near Sengakuji station, Asakusa line, tel. 03-441-1171
 Info: Caroline Dashtestani, 0467-45-0301, (work) 03-282-6687
 Daryl Newton, 03-416-7709, (work) 03-254-2731

A brief introduction will be given to explain different kinds of games and their purposes. Most of the time will be spent in active participation. Mr. Buckeridge has found games useful in all four skills and will demonstrate how teachers can apply and adapt these to their own classroom circumstances. The workshop will be basic and practical for large or small classes.

(cont'd on page 62)



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(cont'd from page 60)

KOBE

Topic: Do Textbook Characters Maintain Interest?
 Speaker: James Swan
 Date: Sunday, April 8th
 Time: 1:30 – 4:30 p.m.
 Place: St. Michael's International School, 17-2, Nakayamate-dori 3-chome, Chuo-ku, Kobe; 078-221-8028 (opposite NHK on Tor Road)
 Fee: Members, free; non-members, ¥500
 Info: Jan Visscher, 078-453-6065 (Mon.-Thur.-Fri., 9-11 p.m.)
 Kenji Inukai, 078-431-8580 (9-10 p.m.)

Mr. Swan's workshop will be preceded by informal group discussions/exchanges, such as voice exchange, cross-cultural topics, language learning/teaching strategies. This is followed by refreshments. The workshop will begin at about 3 p.m.

James Swan will present a three-part workshop on character development in conversation textbooks. He will discuss several points to consider when analyzing characters used in textbooks. Next, in small groups, the audience will evaluate textbooks against a checklist. The last part of the workshop will be reporting the findings of this evaluation. We are requested to bring textbooks which feature characters. This is a good chance to examine and exchange ideas about conversation textbooks.

Mr. Swan has an M.A. in TESOL from the University of Hawaii and he is currently an instructor at Osaka University of Economics and Law. He is on the JALT Osaka Chapter 1984 Executive Committee. He is also a co-editor of *The Language Teacher Book Review*.

KYOTO

Topic: Adult Education in Japan: Current Trends and Needs Assessment for Business English
 Speakers: Tom Whalley and Richard Berwick
 Date: Sunday, April 15th
 Time: 2 – 5 p.m.
 Place: (New meeting location) Kyoto YMCA, Yanaginobanba-higashiiru, Sanjo-dori, Nakagyo-ku, tel. 075-231-4388
 Fee: Members, free; non-members, ¥1,000; students, ¥500
 Info: Juro Sasaki, 075-491-5236

In the first half of this presentation, Tom Whalley will outline some of the recent developments in adult education in Japan and the implications for English language teaching in companies and private institutions. In the second half of this presentation, Richard Berwick will discuss the importance of needs assessment for designing in-company language training pro-

grams.

Tom Whalley, Director of ESL & Continuing Education at Douglas College, Vancouver, Canada, is currently in Japan researching adult education and in-company language training programs.

Richard Berwick, co-ordinator of Kobe Steel's English language training program, is a Ph.D. candidate in adult education at the University of British Columbia.

NAGASAKI

Topic: "Yakudoku kara no dasshutsu" (Breaking [away from] translation in
 Speaker: Kenji Kitao, Doshisha University
 Date: Sunday, April 22nd
 Time: 1 – 4 p.m.
 Place: Nagasaki University, Faculty of Education, Room 63
 Fees: Members, ¥500; non-members, ¥1,000
 Info: Satoru Nagai, 0958-44-1697 or 5116

OSAKA

Topic: Reports from TESOL '84 Conference, Houston
 Speakers: Kenji Kitao, Kazue Minamino, Steven Ross, Ian Shortreed, Jim White
 Date: Sunday, April 15th
 Time: 1 – 4:30 p.m.
 Place: Umeda Gakuen
 Fee: Members, free; non-members, ¥500
 Info: V. Broderick, 0798-53-8397
 E. Lastiri, 0722-92-7320

OSAKA SIG MEETINGS**Teaching English to Children**

Topic: Games for teaching English speech patterns.
 Date: Sunday, April 15th
 Time: 11 a.m. – 12:30 p.m.
 Place: Umeda Gakuen
 Info: Sister Regis Wright, 06-699-8733

Colleges and Universities

Topic: A reorganization meeting
 Date: Sunday, April 15th
 Time: 11:30 a.m. – 12:45 n.m.
 Place: Umeda Gakuen
 Info: Jim Swan, 0742-34-5960

TOHOKU

- Topics: (1) "What do you say after 'So what else is new?'" : Strategies for Private Lessons
(2) Getting Published
- Speakers: (1) Michelle Macomber, New Day School
(2) Dale Griffiee, James Brown, Marc Helgesen
- Date: Sunday, April 15th
Time: 4 - 7 p.m.
Place: Sendai YBU Bunka Center
Fee: Members, free; non-members, ¥500
Info: Marc Helgesen, New Day School, 0222-65-4288; Hiroko Takahashi, 0222-62-0687; Dale Griffiee, James English School, 0222-67-2911 or 47-8016 (home)

Ms. Macomber will explore methods and techniques that are helpful in teaching in a one-to-one setting. The second presentation will be a panel discussion of the process of writing materials and articles for publication. Different media, including international publishers, Japanese publishers, journals, and professional newsletters, will be considered.

Coming on May 26-27: The second Tohoku

JALT mini-conference, featuring Yoko Nomura on drama in the high school and junior high school classroom. See the May Language Teacher for details.

TOKAI

- Topic: Mini-course on debating
Speaker: Deborah Foreman-Takano
Date: Sunday, April 15th
Time: 10 a.m. - 3:30 p.m.
Place: Aichi Kinro Kaikan
Fee: Members, free; non-members, ¥1,000
Info: Kazunori Nozawa, 0532-48-0399
Andrew Wright, 052-762-1493

One particular hazard of being a foreigner teaching in Japan is the likelihood of being called on to judge the debates which are routinely held by the various college federations: how many of us are equipped and experienced enough to do this job really well? Ms. Foreman-Takano teaches at Hiroshima's Jogakuin University and gave a presentation on debate at JALT '83. She is currently Executive Secretary of the Chugoku chapter.

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可欠な概念を英語で表現する練習を主として行なう。数字や現実的な用語を使用するため、社内研修に最適。著者は Language Institute of Japan の knowles, Sasaki 両氏。

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