

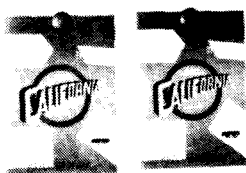
# THE Language Teacher

全国語学教師協会

VOL. VIII, No. 5 MAY 1984

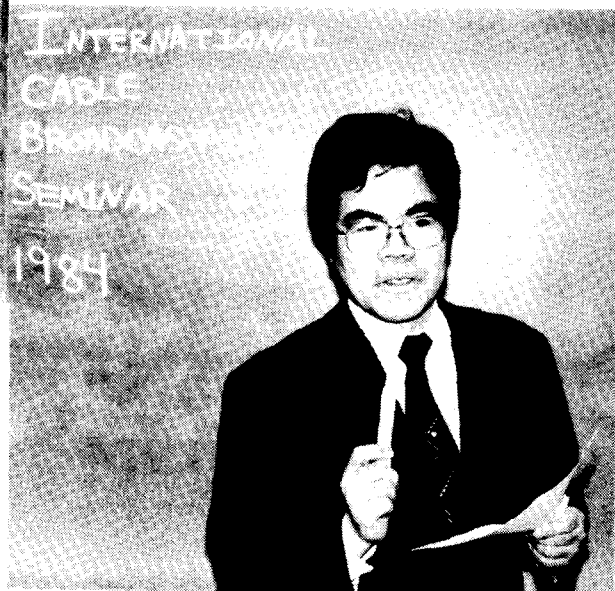
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THE JAPAN  
ASSOCIATION OF **JALT**  
LANGUAGE TEACHERS

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CALIFORNIA JAPAN TRADE MISSION



*Special  
Issue*

ESP



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Front Cover Photos by: Gene Crane

## THE Language Teacher

VOL. VIII, No. 5

MAY 1984

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 16 JALT chapters: Fukuoka, Hamamatsu, Hiroshima (Chugoku), Kobe, Kyoto, Matsuyama, Nagasaki, Nagoya, Okayama, Okinawa, Osaka, Sapporo (Hokkaido), Sendai, Takamatsu, Tokyo, and Yokohama.

*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. 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.

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Editor: Virginia LoCastro, 3-40-25 Ogikubo, Suginami-ku, Tokyo 167; (03) 392-0054

Co-Editor: Gaynor Sekimori, 1-2-11 Nishi-nippori, Arakawa-ku, Tokyo 116; (03) 891-8469

Book Review Co-Editors: Jim Swan and Masayo Yamamoto, 1-402 Shin-Ohmiya Green Heights, 3-P-40 Shibatsuji-cho, Nara 630

My Share Editor: Marc Helgesen, New Day School, Company Bldg. 5F., 2-15-16, Kokubun-cho, Sendai 980

Announcements Editor: Jack Yohay, 1-111 Momoyama Yogoro-cho, Fushimi-ku, Kyoto 612; (075) 622-1370

Commercial Member Services: John Boylan, Eifuku 1-33-3, Suainami-ku, Tokyo 168; (03) 325-2971

Japanese Language Kenji Kitao

日本語の原稿の送り先:

602 京都市上京区同志社大学英語・英文学研究室 TEL: 075-251-4063 北尾謙治

Proofreading Editors: Jack Yohay and Harold Johnson  
Typesetting and Layout by: S.U. Press, Kobe

JALT Journal Co-Editors: Patrick Buckheister and Donna Brigman, Nanzen Heights #13, 18-8 Gokenya-cho, Showa-ku, Nagoya 466; (052) 832-0493

JALT Central Office: Mariko Itoh, c/o Kyoto English Center, Sumitomo Seimei Bldg., Shijo-Karasuma Nishi-iru Shimogyo-ku, Kyoto 600; (075) 221-

# JALT Interview

## TEACHING ENGLISH THROUGH CONTENT

Victoria Kimbrough is one of the authors of *Odyssey*, a Longman series for teenagers and young adults, emphasizing the integration of academic content and language in language learning materials. She was here in Japan for JALT '83 in Nagoya and talked with the editor, Virginia Lo-Castro, about *Odyssey* and the idea of teaching English through content.



**VL:** *We were interested in talking with you about academic content in ESL materials.*

**VK:** You see, I was a little surprised yesterday during my presentation here for JALT '83 because most of the people seemed to know already what I was saying. And when I talked about academic content in ESL materials in South America, it was brand new. Nobody was doing anything with using academic material to teach English. People here seemed to know a lot more about it and seemed to be doing it more.

**VL:** *Do you have any ideas about why people are doing it here more than people are in South America?*

**VK:** Well, in South America, people aren't nearly as academically-oriented as people are in Japan. Students are very conditioned here; from the time they are very young, they are a lot more academic. There's more pressure on them to get into university, whereas in South America, the educational system is not quite as demanding.

Then, of course, too, in South America, I think they put more emphasis on the social act, the interaction between people in English. For so long, there was the move away from classroom language in books; people were getting away from just teaching structure. So the reaction was to take all English outside the classroom. All the books on the market now deal with social interaction, especially for high school, junior high school books. For adults, too, though, teaching students functions is considered very important.

And what I was doing in *Odyssey* was saying that the students are in class for sometimes as much as eight hours a day. They need to learn to socialize, to do all the other things, but there's this whole area of their lives that we can use in English classrooms and show them then how

language, how English relates to what they are doing in other subject area classes. So they can learn something in English rather than just learn English or about English.

But people seem to already know that in Japan.

**VL:** *I think part of the reason is, as you mentioned, that intellectual, academic pursuits are the norm here.*

**VK:** ...are emphasized.

**VL:** *Then the other reason involves the idea here that English teachers should be capable of teaching more than English. Japanese students are always talking about how they want to "brush up" their English. But what happens frequently is they don't "brush up their English," and so they feel frustrated and they complain about the course, the teachers, this and that.*

*But if they feel they've gotten something out of it, it's O.K. They can forget about English to some extent. So that's one reason they want to learn some kind of content. They want two things going on in their classes, so that if one does not work out, they can get something from the other part of the program.*

**VK:** And besides, it's just more interesting than nouns and verbs and adjectives. Or vocabulary out of context.

I think particularly about materials for children, because that's what I've been doing. Most of the materials have bunny rabbits and there's mommy and daddy and this ball and balloon. But where is the science course?

It doesn't have to be heavy and difficult because it's "academic." But there is so much and I think the kids would enjoy it just as much as bunny rabbits. Children, high school students, love to learn and it's exciting when they can learn how to say in English what they already know in their mother tongue.

**VL:** *This whole approach fits in with ideas about language learning supported by John Fanselow and others that one can teach people to do things, really anything, in English.*

**VK:** Yes, in fact, I was at Teachers College the year the TESOL Summer Institute was in New York. I taught students poker. And we had cooking classes. I taught about the stock market and never once mentioned English. We had a science class and no one said noun-verb complement. They just learned things in English.

**VL:** *Did you feel it was successful? Did the students learn the kind of English they wanted to learn?*

**VK:** I think in general they did. What they learned more than anything was they could  
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communicate in English. For the first time almost they could see how much English they'd learned, for example, when they were paired up with someone who could not speak their native tongue; they also saw the need for English.

**VL:** *And their confidence grew as well.*

**VK:** And they could get done what they needed to get done.

**VL:** *Now, that's an ESL situation. In an EFL situation, where you want to use English as the medium of instruction to teach students a particular subject matter, what would you do?*

**VK:** I haven't been in that situation, but what I have found to be a problem is time. And from what I understand about Japan is that most students have English only three hours a week. If you have three hours a week, and a set exam, a set course to follow, then where's the time?

So what I think the students need is those three hours a week and then another three hours a week where they're learning something in English. Perhaps in the ESS groups. . .

**VL:** *Let's talk about the Odyssey book. Was it written to be used mostly by people in the States? Or for the South American market?*

**VK:** Well, the EFL market in general. The only concession we made for the U.S. market was being sure that we had a racial balance. In the U.S., there is great concern for having textbooks that put women in positions that are equal to men, that there are people with glasses, people in wheelchairs, that there are blacks, Asians. But the book was really conceived to be an EFL book and to be sold in every country.

**VL:** *What level is it for?*

**VK:** It's for the beginning nine-year-olds. It's for junior high and high school, and we've found that in some countries they feel it's a little too young for 11-year-olds. It depends on the sophistication of the educational system.

The books grow up with the students. Book 3 is about to come out and what we've done is having the materials progress from being easy to being more thought-provoking. The story line gets into social issues and the subject matter is what students would have in higher grades in school. Also, Book 3 is a summary of the grammar from Books 1 and 2.

So in Japan, people might want to begin with Book 3 in high school.

**VL:** *Have you tried to do any books for advanced learners, integrating academic content and language learning?*

**VK:** Not yet. I'm about to start on Book 5 of *Odyssey*, which will be, in our minds, for the last two years of high school. For an adult



Victoria Kimbrough with Virginia LoCastro

series, we've thought bringing in academic subjects would not be relevant as adults are no longer in school.

But I had a good question the other day: what do you do when students are learning content that's even more sophisticated than what you've done in *Odyssey* and yet their English skills are low? And I haven't worked with that yet.

**VL:** *That's one of the most pervasive problems in Japan.*

**VK:** The only answer I came up with quickly was that as long as it's factual information, I think you can deal with it. You can almost always find a fairly easy way to state facts, because the vocabulary is easy; that's what they want to learn. But what's difficult is expressing opinions, and concepts. And you can't do that at the beginning.

**VL:** *And so with the concepts of management. There's a big demand here for business English. The average adult has a fairly sophisticated knowledge base, yet analysis, conceptualization, and abstraction are not necessarily present, due to the educational system. Many Japanese feel they need such things and expect as much in their English courses, not being content to remain at the level of dealing with facts. But how do you use simple language in English to deal with abstract concepts of personnel management, for example, if the language ability is low?*

**VK:** For the textbook writer, the biggest problem when you get to that level is the options. There are so many. It's not just that the language is going to be difficult; it's also that if you're going to have these discussions on abstract ideas, students have to be able to have options. And students just don't have them; there are so many ways to express one meaning and you can't control it in an environment that doesn't give students time to learn each thing.

I don't think there are plans to develop texts involving sophisticated thinking with elementary level grammar and vocabulary. Academic content is great for high school, junior high school, especially children because it doesn't get to the problem of sophisticated thinking and terms. But it does teach them something and gets at the problem of motivation.

# E.S.P.

## ENGLISH FOR SQUATTING PURPOSES?

There would still seem to be serious lacunae in English language course books and materials. Check them and you will find plenty of advice and hints on how to teach students such relatively simple functions (or are they notions?) as 'Checking into a hotel,' 'Asking for and giving directions,' etc., but nowhere will you find adequate instructions on how to teach potential visitors to these Sceptre'd Isles the appropriate idiomatic expressions and paralinguistic gestures necessary for pacifying bailiffs, burly council labourers and the like. The need for this kind of language to receive more urgent attention from publishers and teachers alike was eloquently demonstrated by an unfortunate incident witnessed recently by an ubiquitous on-the-spot *Gazette* reporter. A group of impecunious Italian youths (thus rendered, no doubt, by the unfavourable exchange rate and exorbitant tuition fees) had, in despair at failing to find cheap accommodation, occupied an empty three-bedroomed house in London's increasingly fashionable downtown Islington. Failing to realise that the raucous singing of revolutionary songs until two o'clock in the morning contributes little to international understanding and co-operation (let alone solidarity), the hapless youths provoked their neighbours into sending a petition to the council demanding swift and effective action. To everyone's astonishment the council did indeed react with mercurial rapidity; no less than 48 hours after the council had received the petition, the squatters were faced with a forbiddingly muscular gang of council workers and an appropriately officious-looking Housing Department representative, who told the illegal inhabitants in no uncertain terms, exactly where they should go.

When a spokesperson for the squatters asked for clarification ("Wadda you say:" were his exact words), the order was perfunctorily repeated, complete with bi-digital gesture, at which point all attempts at meaningful communication were abandoned; the above spokesperson lapsed into his native tongue, after which he rallied the group, which left, sleeping bags and all, in search of alternative accommodation.

Further investigations have revealed that this was not an isolated incident and that surprisingly large numbers of Italians have been organising holiday squats in various parts of London. If the cost of accommodation in the capital continues to rise as sharply as it has done over the past year, this may well of course be one role-play situation the EFL teacher will hesitate [*sic*] to try out in the classroom.

(Reprinted from *EFL Gazette*)

## EAU-de-COLOGNE and ESP

Is ESP only about specialist vocab? Adrian Pilbeam slaps on the aftershave and scents out the truth.

Is ESP primarily a matter of specialist vocabulary? I feel strong that it isn't, in the same way that learning any language is not merely a matter of words.

There are, however, some ESP books, which place a heavy emphasis on specialist vocabulary. But in my view this approach is at best only part of the battle, and at worst is completely redundant.

Let's take some of the titles of these books: English for Banks, English for Aeronautical Engineering, English for Insurance. Presumably they are aimed at people who work in those fields.

But people who work in specific fields already know a lot of specialist vocabulary that they have picked up from their studies, from reading manuals and correspondence, and because English is sometimes the international language for that industry.

Their problem is in incorporating this vocabulary into meaningful discourse relevant to the situation they are in.

Let's take this short example from a report on the market for aftershaves. This is language that marketing people in the general cosmetics field might deal with daily:

"*Aftershaves* differ from *colognes* in two ways. *Colognes*, while also *alcohol-water* products, have much longer-lasting *fragrances* and are used primarily to provide the wearer with a *scent* that will last for a few hours. Thus *colognes* are *applied* to the arms and chest as well as to the face. Some men use both an aftershave and a *cologne*, in that order."

The italicized specialist terms above are the very ones that would be most familiar to the person working in that field. The more useful and generative language areas to concentrate on are the use of modifying phrases (much, primarily, some) and the use of contrast and similarity phrases (while, as well as).

Does vocabulary matter? Of course it does, and without it people wouldn't get very far. One case in which it is particularly important is for those, especially medical and scientific people, who have acquired a good knowledge through reading, but have poor pronunciation of the specialist terms that they know on paper.

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Another obvious case is where people are studying a new discipline and English at the same time, such as oil company trainees in the Middle East. In this situation it is obvious that they need relevant vocabulary, but they also need much more than that. The point is, therefore, that to concentrate mainly on specialist terms is a non-generative and often redundant activity. After all, what are specialist dictionaries for?

*Adrian Pilbeam is a partner in Language Training Services, London.*

(Reprinted from *EFL Gazette*, Sept., 1983)

## CASE STUDIES IN THE E.S.L. CLASSROOM

**By Christopher Sawyer-Laucanno, M.I.T.**

The executive council meeting is in session. Mr. Tanaka, from Japan, presents what he perceives to be the main issue: to invest or not to invest in the overseas market. He is countered by Ms. El Kadi, from Egypt, who claims that the real question is not one of overseas investment, but of protecting the company's domestic market share. She is supported by Mr. Valdez, from Chile. Mr. Hu, from Taiwan, mediates, saying that one issue should be discussed at a time. Ms. Bellini, from Italy, suggests that the meeting should open with a general discussion of the company's profitability. Others agree. Mr. Zuniga from Mexico, consults the text in front of him, then steps to the blackboard and quickly sketches a graph of the company's net profit over the last five years. You are sitting at the end of the table observing the engagement, noting the fluency, the high level of articulation, the complex sentence production, the sophisticated vocabulary usage. An inside look at a major multinational? No, an advanced E.S.L. classroom.

The mode of instruction being used here, the case study method, is gradually becoming more prominent in advanced E.S.L./E.F.L. classes. The reasons for the excitement about the method are numerous. First, as the opening description illustrates, it fosters active communication. Because a case study is essentially an exercise in problem solving, students must work together to arrive at a solution or solutions to the dilemma. Participation, therefore, becomes natural.

Second, since students are continually "put on the spot" to present ideas and defend positions in English, the case method promotes thinking in the language. Third, because case studies do not overtly scream "English," the resistance of some students is greatly reduced. Finally, the case study method reorients the classroom so that the primary responsibility is placed on the students, rather than on the teacher. This most often results in a dynamic learning situation, in which motivation comes

from within, rather than from without.

These attributes of the case method do not come automatically. Thorough preparation by both the instructor and students is important for success. Before launching the discussion/simulation, an instructor should review the basic facts of the case with the students, clarifying vocabulary and examining aspects of grammar and usage. Pre-discussion exercises, i.e., written and oral manipulation of vocabulary and syntax, are useful in aiding students to acquire the necessary skills to deal with the case. This also helps to reduce errors in usage or grammar during the discussion sessions.

While the case is being discussed, the instructor must be willing to cede the authoritative role and become an informed guide, making sure that the students do not stray from the cogent facts in the case. Error correction should be kept to a minimum in order to avoid impeding the communication. This does not mean, however, that mistakes should be ignored. A few minutes at the end of class can be used to point out errors made during the activity.

Error correction can also be handled quite effectively through post-case study application exercises. These follow-up exercises (writing letters, memos or case summaries, expanding notes taken during the session, interpreting graphs or charts, inventing dialogues and role plays, etc.) help to cement the learning while contributing to the student's study of the case.

Although case studies are usually business-oriented, a growing number of instructors are using the case study method with non-business situations. Indeed, many ethical dilemmas lend themselves quite nicely to role play simulation and discussion, the basic foundation of the case study method.

The major source for case studies in the U.S. is the Intercollegiate Case Clearing House, Soldiers Field, Boston, MA 02163 (non-ESL cases). In 1984 Prentice-Hall will publish *Case Studies in International Management*, an advanced E.S.L. text by Christopher Sawyer-Laucanno.

(Reprinted from *MATSOL Newsletter*, Fall,

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## APOLOGY

Somehow *The Language Teacher* neglected to give proper credit for the photos that appeared on the front cover of the April issue as well as in Julian Bamford's article. We apologize and hereby credit all those photos to Koji Yamami.

## EXTENSIVE READERS: BEST HITS EFL

### By Julian Bamford, American School of Business, Tokyo

The following is a listing of graded readers up to an intermediate level currently in print. This annotated bibliography, perhaps the first on such a scale, should assist those wishing to set up a library of extensive readers. Most major series of interest to adults are included. The books are arranged by level (see *April Language Teacher*) in approximately ascending order of difficulty. In some series, certain books have been excluded if they are less suitable as readers, for example, books of word-games, puzzles and crosswords. If a book deals with a topic that is not made evident in the title, the topic is included in the listing in italics. For space reasons, the author's name, page count and date of publication have been excluded.

Most books have been given a popularity rating based mainly on young adult reader reaction. Reviewers were almost all students in general English courses. Each book reviewed was read by 1-17 people (average 3-4 people). Assigning a rating is a difficult and dangerous undertaking, as people respond so differently to the same book. But if you order only books at the top of the ratings, plus other books of interest to your particular students, you can be fairly sure of having a large percentage of popular books. The ratings are as follows:

- 5 extremely popular
- 4 enjoyed by many
- 3 acceptable
- 2 acceptable to some
- 1 often received negatively (for one reason or another, for example, excessively juvenile, or confusingly written, or an unpopular story or subject)
- U unread, therefore unreviewed
- + unavailable for review

Books were placed in libraries at various schools (see acknowledgements in the June *Language Teacher*) and students were free to read the books that appealed to them. Thus, where certain series have a high percentage of unreviewed books, it can indicate that the books, while perhaps intrinsically acceptable, did not attract readers when placed side-by-side with books in other series.

### BOOKS AT LEVEL 1 (Beginner/pre-TOEFL/ 300-word active vocab.)

- American English Readers** (Oxford), ¥400
- Rating (T) -- Tape available
- 5 *The City Mouse and the Country Mouse* (T) Delightfully illustrated fable
  - 5 *The Lion and the Mouse* (T) - As above.
  - 4 *The Boy Who Cried Wolf* (T) As above.
  - 4 *The Rabbit and the Turtle* (T) - As above.
  - 4 *Belling the Cat* (T) - As above,
  - 4 *The Milkmaid and Her Pail* (T) -As above

### Longman Structural Readers (wide format), Stage 1, ¥290

- 3 *Car Thieves* (T) - Ordinary police vs. crooks yarn.
- 3 *Detectives from Scotland Yard* (T) -As above.
- 2 *The Flying Spy* (T) - Very weak plane-chase story.
- 3 *Green Island* (T) ~ Two kids capture thieves. Quite fun.
- 3 *The House Near the Sea* (T) - Young couple rescue man who then terrorizes them.
- 4 *Kate and the Clock* (T) - Cutely illustrated kid-catches-thief tale..
- 3 *King Henry -- English History after Shakespeare: medieval battles vs. France.*
- 3 *Mr Punch* (T) - Archetypes for children: Mr Punch vs. The Devil.
- + *The Prisoners* (T) - Kidnapped kids manage to escape.
- 4 *Nick and the Motorbike* - Runaway teen meets bike racing star.

### Oxford Graded Readers, 500 Headword Level, ¥290

- 3 *The Old Woman and Her Pig* (T) Satisfying, popular old story.
- + *The Eagle, the Pig and the Cat*
- + *The Happy Dragon*
- + *Goldilocks and the Three Bears* (Tj)
- + *The Boy in the Moon*
- + *The Boy and the Ice*
- + *Hansel and Gretel* (T)
- + *The Lion, the Wolf, and the Fox*
- + *The Ugly Duckling* (T)
- + *The Three Goats and the Dwarf*
- + *The Grasshopper and the Ant*
- 4 *Ali Baha and the Forty Thieves* - Attractive and readable version.
- + *The Giant's Garden*
- 3 *Black Beauty* - Story of a horse with popular happy ending.
- + *The Good Man*
- 3 *The Caravan* - Son in poor family would rather his parents didn't find a proper house to live in.
- + *A Message from Mars*

### Rangers (wide format), Range 1 (Macmillan), ¥350

- 3 *The Black Rock* (T) - Kids dive for treasure in the Caribbean.
- 1 *June and Augustus* - Impossibly confusing chase through suburbia.
- 2 *Catman in London* (T) - Dumb story of a Pink Panther/Robin Hood type.
- 2 *Pilbeam's Circus* (T) - Comic circus-comes-to-town tale.. Strictly for kids.
- 3 *The Chase* (T) - Kids chase crooks.
- 3 *Cash on the Nail* (T) - Kids vs. pirates. Ordinary.
- 4 *Maggie and the UFO* (T) - Charming whimsical tale of a shepherd girl's close encounters.
- + *Juan's Eyes* - Farmboy is helped by pony as he fights for sight.

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**Rangers (American English Series)** (see above for reviews)

- 2 *Pilbeam's Circus* (T)
- 3 *Torn and the Pirates* (T) - Adaptation of *Cash on the Nail*.
- 3 *The Chase* (T)
- 3 *The Black Rock* (T)
- 4 *Maggie and the UFO* (T)

**Heinemann Guided Readers**, Beginner Level, ¥440 (except \*)

- 5 *Rich Man, Poor Man* (T) - Involving story of illiterate European peasant ensnared in bureaucracy.
- 4 *Death of a Soldier* (T) ~ *Northern Ireland Conflict/Urban Warfare/Terrorists*.
- 5 *Marco* (T) - European country boy discovers rude reality of the city.
- 4 *Money for a Motorbike* (T) - Unemployed British youth's bikemanía gets him into trouble.
- 3 *Dangerous Journey* (T) - Pedestrian yarn of miners vs. South American rain forest and swollen river.
- 3 *The Truth Machine* (T) - Light morality tale: the inventor has his machine turned on him in the end (\*¥290).
- 3 *This is London* (T) - Illustrated background, and good introductory guide-book (\*¥290).
- 4 *The Sky's the Limit* (T) - Clever story of Max who rises fast in his new job. But what does the company make? *Business Ethics*.
- 5 *Anna and the Fighter* (T) -- Young girl is scared by ugly, dangerous-looking man. Does she have reason?
- 4 *The House on the Hill* (T) - Rich girl and poor boy learn of life and love together, and apart.
- 5 *The Garden* - A young girl has a harsh life. Plants and flowers become her escape and then her salvation.
- 4 *Newspaper Boy* - He aspires to be a detective, and solves two separate cases.
- 4 *This is New York* (T) - Popular illustrated background.
- 5 *The Long Tunnel* (T) - In remote Wales, vacationing students meet desperate criminals; quite exciting.
- 3 *This is Washington* - Illustrated background to *Washington, D.C.*
- 4 *Dear Jan - Love, Ruth* - Young Pole comes to England and falls in love; wicked ending!
- 3 *The Story of the World Cup* - Illustrated background to *International Soccer*.
- 4 *This is San Francisco* - Very popular illustrated background.

**Longman Structural Readers** (regular format), Stage 1, ¥290

- 3 *The Battle of Newton Road* (T) - Granny vs. heartless town planners.
- 4 *Gary's First Season* (T) - Young Soccer star-learns humility.
- 3 *If Never Snows in England!* (T) -- Sally learns to ski against all-odds. Nice story.
- 1 *Operation Janus* (T) - Confusing color-

comic spy story.

- 1 *Sherlock Holmes and the Dancing Men* (T) - Why is this reasonably clear and clever comic so unpopular with readers?
- 4 *The Sheriff* (T) ~ Good comic-book Western with nice tape.
- 1 *The Storm* (T) - Bland adventure strangely told with great jumps in continuity.
- 3 *London* - Non-fiction introduction with full-color illustrations.
- 3 *Elvis Presley, King of Rock 'n' Roll* - Color comic-book bio really enjoyed by his fans.
- 2 *Pele, King of Football* (T) - You have to love Soccer to enjoy 'this confusing comic-book bio.
- 4 *Seven Sketches* (T) - Reasonably entertaining short plays.
- 5 *Lisa in London* - Bright, easy to read comic which is a model of what beginning-level readers should be. Lisa wants to study English but nothing seems to go right.
- 4 *The Mystery of the Loch Ness Monster* (T) - Excellent illustrated background - more difficult than other LSR 1's (label it 'Level 2').

[coming into print: *Four Plays*]

Where there is little reading, there will be little language learning. It is impossible in any secondary school to provide direct experience of language used as part of real life in the way the native learner gets his first language; one is defeated by the multiplicity of the contexts required: house, street, garden, sea-shore, woods, streams, mountains, boats, church, club, doctor, hospital, traffic, Sunday, food, farm, factory, office, birds, insects, trees, flowers, fish, birth, death, marriage, divorce. Something can be done with films and photographs, more could be done with television, but it will be true for a few years yet that the student who wants to learn English will have to read himself into a knowledge of it unless he can move into an English environment. He must substitute imaginary for actual experience.

(J.A. Bright & G.P. McGregor. *Teaching English as a Second Language* 2)

**Longman American Structural Readers** (see above for reviews)

- 3 *Elvis*
- + *The Fight for Franklin Street* ~ Adapted from *Newton Road*: community fights highway construction.
- + *Gary's First Season* - College Football setting.
- 4 *The Sheriff*
- 4 *The Loch Ness Monster*

**Longman Structural Readers** (wide format), Stage 2, ¥330

- 4 *April Fool's Day* (T) ~ Man plays trick on nosy neighbors. Fun cartoon comic.
- + *The Boy and the Donkey* -- How can a young boy save his friend?



- 2 *Don Quixote and Sancho Panza* - Cervantes as comic: no fun unless you're a fan.
- 2 *Hamad the Diver* Middle-Eastern fable: poor man must find giant pearl to get the princess.
- 3 *Have You Got Your Ticket?* (T) ~ English girl visits France for comic mis-adventures.
- 3 *Island of the Volcanoes* (T) - Boys trapped in ancient cave.
- 3 *On the Road* (T) - Father and son meet and beat crooks. An easy popular read.
- 3 *Pop Festival* (T) - Sequel to 'Ticket' above: Paul visits England.
- 3 *Professor Boffin's Umbrella* (T) ~ Non-sense whimsy of a professor who flies into space; popular with young-at-heart.
- 4 *The Stone Mother and Child* -- Touching legend from China.
- 3 *Worth a Fortune* (T) - The 'April Fools' gang are back to comically show that money does not bring happiness.
- 4 *Adventure Story* Hispanic bookworm shepherd beats fire. The message is that you can be 'macho' and read too.

## BOOKS AT LEVEL 2 (Elementary/TOEFL 325/500-word active vocab.)

**Rangers** (mainly wide format), Range 2 (Macmillan), ¥3 50

- 2 *Flying Doctor* (T) -- Plane-rescue tale padded by having people be nasty to each other.
- 3 *Danger Underground* (T) ~ Reckless pot-holer, after endangering the lives of his rescuers, merely says he can't wait to go caving again. Short on sensitivity.
- 3 *The White Deer* (T) - Involving tale of kids on the run in medieval England.
- 2 *Up the Creek* (T) -- Convoluted comedy of stolen money in a cave.
- 3 *Forest Fire* (T) -- Girls vs. hijackers in blazing forest.
- 3 *Fire on the Mountain* Country boy lost in the city almost goes bad. Ordinary book format.
- + *The Firebirds* (T) - Birdmen attack naval port.

At least some, if not a great deal of reading should be strictly voluntary and self-motivated, the teacher's role being only to provide the texts from which the student can make a selection.

The availability of outside reading has been shown to be a strong predictor of reading ability in both first and second language

Reading can serve as an important source of comprehensible input and may make a significant contribution to the development of overall proficiency.

(Stephen D. Krashen & Tracy D. Terrell. *The Natural Approach: Language Acquisition in the Classroom*)<sup>3</sup>

- 3 *Harry's Twin* (T) - Meandering but sensitive story of boy who befriends a ghost.
- 4 *Every Dog has His Day* (T) - Popular cute comic of canine capers in suburbia.
- + *The Watchkeeper* (T) - An old sailor remembers love and adventure.
- + *Great Hollywood Stunts* - The latest of the many non-fiction daredevil books available as readers.
- 3 *Appleby Fair* (T) - Lightweight love story with English Romany. *Gypsies! Minorities and Discrimination.*

**Rangers** (American English Series), Range 2 (see above for reviews)

- Flying Doctor* (T)
- 4 *Every Dog Has His Day*
- 3 *Danger Underground* (T)
- 2 *Up the Creek* (T)
- 3 *The White Deer* (T)

**Oxford English Picture Readers**, Grade 1, ¥330

- 4 *Aladdin and Ali Baba* (T)-Good retelling.
- U *Christopher Columbus* (T)
- U *Don Quixote* (T)
- U *Gulliver's Travels* (T)
- U *Hercules* (T)
- U *King Arthur and His Knights* (T)
- 2 *Marco Polo* (T) - Bland.
- U *Robin Hood* (T)
- 4 *Sinbad the Sailor* (T) ~ Rather exciting.
- U *Stories from Aesop* (T)
- U *Swiss Family Robinson* (T)
- U *Three Musketeers* (T)

**Oxford Graded Readers**, 750 Headword Level, ¥380

- + *Red Shoes* (T)
- + *Thumbelina* (T)
- + *Big Claus and Small Claus*
- + *Sleeping Beauty and Bluebeard*
- U *The Piau of Hamelin*
- + *Snow White and Rose Red* (T)
- + *Beauty and the Beast*
- + *Dick Turpin*
- The Children of the Brown Family*
- 3 *Funny Stories* (T) Anecdotes, some average and some funny.
- + *Buffalo Bill*
- 3 *Gulliver's Travels* (T)
- + *Heidi* (T)
- + *Kit Carson*
- + *Smuggler's Island*
- + *Fire in the Bush*
- 2 *In Portobello Road* (T) - Old woman sells chair in street market.
- In the New Forest* ~ Kids and poachers.
- 3 *More Funny Stories* (T) ~ Sequel to the above.

**Stories for Reproduction**, Introductory Level (Oxford), ¥400

- 3 *Introductory Steps to Understanding* (T)
- 3 *Introductory Stories for Reproduction 1* (T)
- 3 *Introductory Stories for Reproduction 2* (T)

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... wide-ranging reading is probably the most efficient way of extending students' acquaintance with the language. ...

It does not seem unreasonable to claim that any efficient English language school or department should have available to students a library of extensive readers so that those who wish to can read at least one book, however short, of an appropriate level, per week

There are two necessary requirements for the establishment of enthusiastic reading habits in students. The first is access to appropriate books. ... The second is enthusiasm and commitment to reading by teachers. Neither requirement is enough on its own, but in combination, as many schools have already shown, the results can be spec-

(C.J. Brumfit, *Readers for Foreign Learners of English*)<sup>4</sup>

### Collins English Library, Level 1, ¥420

- 3 *Inspector Holt and the Fur Van* (T)  
Average detective vs. thieves yarn.
- 3 *Where is Bill Ojo?* ~ Another Inspector Holt story.
- 3 *Crocodile!* -- Boy + dog vs. terror croc in Australian outback.
- 5 *Four Short Stories* including 'The Cat That Spoke English' - Clever, ironic and fun.
- 3 *The Story of Macbeth* from *Shakespeare*.
- 4 *Fast Money* -- Nice rags-to-riches story set in an African village.
- 3 *It's a Trick!* - Boy, budgie and con-man in an aimless tale.
- 3 *Taxi!* Three stories: smart cabbie and his odd fares.
- 3 *Tin Lizzie* (T) - Inspiring *Henry Ford* biography.
- 3 *Dead in the Morning* ~ Popular but bland whodunit.
- 1 *Letters from the Dead* Very confusing mystery.
- 2 *Pathfinders* (T) ~ *Animal Migration* explained (non-fiction).
- 3 *Cuts in the Dark* (T)-More Inspector Holt.

### Delta Readers, 600 Headword Level (Oxford), ¥370

- 3 *The Happy Prince and Other Stories*  
Four bittersweet fairy tales.
- 3 *The Little Mermaid* - Standard fairy tale from Anderson.
- + *Lord Arthur Savile's Crime*
- + *Stories from Hans Anderson*
- + *The Story of Dr. Doolittle*
- 4 *The Wonderful Wizard of Oz* -- Beloved by those who like cuteness.

### Regents Readers, Level 1, ¥740

- 1 *Hurricane Bay* - Confusing, flat thriller.
  - U *Natural Wonders* - Non-fiction look at Niagara, Grand Canyon, etc.
- (coming into print: *Be a Sport and Glimpses of American Life*)

### Regents Illustrated Classics, Level A, ¥950

- 3 *Huckleberry Finn* -- Classic with some uncomfortably racist suppositions.
- Moby Dick*
- 4 *Gulliver's Travels* ~ Readable and popular.
- + *Robin Hood*
- + *Robinson Crusoe*
- + *The Moonstone*

### Longman Structural Readers (regular format), Stage 2, ¥330

- 3 *Beowulf* ~ A different read: violent, strikingly illustrated verse ballad, enjoyed by some.
- 3 *Double Fear and Other Short Stories* - Three ghost/SF yarns.
- 3 *The Face on the Screen and Other Stories* - Three mysterious tales of possession.
- 4 *In the Beginning* - Sensitive tale of love in the dawn of history.
- 4 *K's First Case* (T) - Long but clever whodunit.
- 4 *The Lost Love and Other Stories* - Three passable tales of the ghostly and the nasty. A good, short book.
- 1 *Rockstars* (T) - Flat, unpopular story of ersatz rock 'band.
- 4 *Girl Against the Jungle* (T) - After an Andes-plane crash, she must cope alone. Many have seen the TV version of this true story.
- 3 *Oxford* -- Non-fiction background.
- + *Scotland* -- As above.
- 2 *The Music Line* (T) - Nine short plays.
- 3 *My Dear Aunt and A Morning in London* (T) - Two plays, the first of which is fun.

### Longman Movieworld, Levels 1 and 2, ¥440

- 4 *Jaws 2* - Not Jaws 1, but not bad.
- 4 *The Poseidon Adventure* ~ For fans of the movie.
- 3 *Rollercoaster* -- Mad bomber in amusement park.
- 3 *The Silver Streak* - Trans-US train dash to thwart art'swindlers.
- 5 *Star Wars* -- Confusing if you haven't seen it; thrilling if you have.

### Squirrels/New Method Supplementary Readers, Stage 1 (Longman), ¥320

- 3 *Alice in Wonderland* (T) - Good adaptation beautifully read on tape. Horrible illustrations.
- 3 *Black Beauty* (T) - Incident-filled autobiography of a horse.
- U *Dick Turpin* - The legend and truth of the outlaw highwayman.
- 3 *Dick Whittington* - As above for legendary hero. *History of London/Pantomime*.
- U *Fables and Fairy Tales* - Seventeen famous ones.
- 3 *Five Famous Fairy Tales*
- U *The Golden Earth and Other Folk Tales* - Stories from Ethiopia.
- U *King Arthur and the Knights of the Round Table* (T) - Nine legends.
- 4 *The Lady from the Sea and Other Celtic Stories* - Satisfying tales simply told. Rather lengthy.

- 3 *More Adventures of Robin Hood*
- 3 *Nine New Fairy Stories* - These longer tales make a dream world for the young at heart.
- 3 *Robin Hood (T)* - Short exploits of the English folk hero.
- U *Seven Little Plays* - Folk and fairy tales.
- U *Tales from Hans Andersen*
- U *Tales from the East* - Ten of them.
- U *Tales of Sinbad the Sailor*
- 2 *The Waterbabies* - Sappy children's classic of the fairy world.

#### **Rooks in Easy English, Stage 1 (Longman), ¥330**

- U *Dead or Alive?* - Four stories.
- 3 *Japanese Red and Other Short Stories*
- U *Looking at Life* - Nine stories.
- 3 *Nothing But the Best and Other Short Stories* - Good ideas, but some of these mini-stories are written in a very complicated way.
- U *Old Gold and Other Stories* - Four stories.
- U *Stories for Everyone* - Two plays and 10 stories.
- U *Stories for Today* - Eighteen stories.
- 3 *Tell Me My Fortune* - Twelve reasonably satisfying mini-stories.

#### **Cassell Spotlight Readers, Level 1, ¥400**

- 4 *A Doctor's Day* - Interview with a British family doctor.
- U A *Radio Station*
- 4 *Muhammad Ali* - Popular biography of his rise to fame.
- + *The World Cup - Soccer.*
- + *The Royal Family*
- + *North Sea Oil*
- + *A Day in the Life of an MP - British Government.*

#### **Collins English Library, Level 2, ¥500**

- 2 *Inspector Holt Gets His Man* - More from this detective.
- + *The Bridge* - As above, with a Middle-Eastern setting.
- 4 *Muhammad Ali: King of the Ring* - Inspiring evocation of his fight to triumph.
- 3 *The Magic Garden* - A simple thief in Africa.
- 4 *The Wrestler* - A tough love story in an Arab country.
- 2 *The Titanic is Sinking (T)* - An average retelling.
- 2 *The Canterville Ghost (T)* - He tries to haunt, but ends up a pitiful creature. Ten percent love this book and 90 percent are bored.
- 3 *The Prince and the Poor Boy* - Two boys learn of life when they trade places.
- 2 *Two Roman Stories from Shakespeare:* Lots of confusing names in retelling of Julius Caesar and Anthony and Cleopatra.
- U *Oliver Twist*
- U *The Story of Madame Tussaud's* - Background to London waxworks.
- Three Sherlock Holmes Adventures*
- 3 *The Story of Scotland Yard - London/Police Work.*

### **The Way to Make Them Read**

After many months, it has become clear that the single greatest encouragement to student reading is for teachers to read the library books and to recommend them enthusiastically to individual students. This is not the burden it might seem, but is actually a pleasure. There are so many excellent readers that are a positive joy to read: there is no better way to spend commuting time or to enliven the late evenings. Each book is different and each student is different. If you have a sensitive knowledge of both, you can approach students and put books in their hands that you know they will enjoy. In this way, they get a steady supply of books at an appropriate level and matched to their individual preferences.

It is a general principle of management that one should not ask anybody to do anything one is not prepared to do oneself. If we expect pupils to read the books in their library, we have an obligation to read them ourselves. . . .

The teacher's own enjoyment of books, his pleasure in sharing it with pupils and his daily interest are of the greatest importance. A teacher who does not read can hardly inspire others to do so.<sup>5</sup>

(Cont'd on next page)



(Cont'd from preceding page)

- 4 *The Charlie Chaplin Story* - Moving biography.
- 3 *Charles and Diana* - Their lives: wildly popular with royalty fans.
- + *A King's Love Story* - Edward VII and Mrs. Simpson.

**Dodd's Supplementary Readers**, 300-350 Word Levels (Macmillan), ¥300

- + *Simple Stories for Beginners*
- + *The Sleeping Beauty*

**Hodder Graded Readers**, Grade A

- 3 *Venus in an English Garden* - A painter. A journalist. A time-warp. Well-written and a sensible short length.
- + *The Flying Saucer*

**BOOKS AT LEVEL 3 (Basic Intermediate/TOEFL 400/1000-word active vocab.)**

**Regents Readers**, Level 2, ¥740

- 3 *Five Folk Tales* - Acceptable if you like folk tales.

(coming into print: *California Style* and *A Southern Childhood*)

**Stories for Reproduction**, Elementary Level (Oxford), ¥450

- 3 *Elementary Steps to Understanding* (T)
- 3 *Elementary Stories for Reproduction 1* (T) ~ The original.
- 3 *Elementary Stories for Reproduction 2* (T)
- 3 *Elementary Stories for Reproduction (American Series)* (T)

**Delta Readers**, 900 Headword Level (Oxford), ¥370

- + *David and Dora*
- + *Dolphin Island*
- 3 *The Life Story of Moominpappa* - Moomin fans love this tale from early in the little creatures' history.
- + *Mary Poppins*
- + *Modern Aesop Stories*
- + *Peter Pan* - Popular retelling.
- 3 *Stories from Lafcadio Hearn* - Well-known and chilling folk tales.

**Oxford Graded Readers**, 1000 Headword Level, ¥450

- + *The Tinder Box*
- + *Nasreddin*
- + *The Ruined House*
- + *He Cannot Really Read*
- + *Moses*
- + *The Dragon's Head*
- + *The Muster*
- + *A Little Princess* (T)
- + *To Catch a Thief*
- + *The Story of Trains*
- + *The Black Case*
- 3 *Joan of Arc* - An inspiring story.
- U *Little Women*
- 3 *Adventure in London*
- 3 *Adventure in Tokyo* (T) ~ Average kid-  
nap yarn in familiar setting. Fun to read.

## Titles, Covers and Illustrations

Don't judge a book by its cover. Yet, inevitably, people do, and publishers are becoming more sophisticated in this area. Most series now boast colorful and imaginative covers, with titles in bolder, eye-catching print. Everyone reaches out for the giant flying hamburger on the cover of *Fast Food* (Galaxies). And who can resist the attractive young faces on *Dear Jan- Love, Ruth* (Heinemann Guided Readers). Indeed, the latter cover and title both make the book the most-read in our review libraries. In general, difficult titles seem to be a turn-off, while simple words in intriguing combinations attract. Collins English Library have reached a high level of sophistication in this, and some of their appealing titles include *Letters from the Dead*, *Dead in the Morning*, and *Cats in the Dark*. Of course, just as in mainstream publishing, film and TV tie-ins like *Jaws 2* and *Star Wars* (Longman Movieworld) are guaranteed to be popular.

By contrast, a major weakness running across many publishers' series is the inside illustrations. Nothing breaks the spell of a fantasy or romance faster than unattractive pictures. Pick up *Madeleine* (HGRs), a book with a lush cover of lovers embracing on a bridge at sunset. Open it and cringe at the crude and ugly representations of these same main characters. Many other books have received complaints for the artwork. Illustrations are much more than cosmetic, especially at beginning levels where they can set the tone of the whole book in the reader's mind. Perhaps publishers should pay more attention to them, to attract the accolades already given to the drawings in *The Stone Mother and Child* (LSRs) and *Maggie and the UFO* (Rangers).

for local residents only.

- 3 *Adventure in New York* - Boy vs. criminals with convincing local flavor.
- + *Stories from Ancient Greece*

**Heinemann Guided Readers**, Elementary Level, ¥570 (except \*)

- + *Roach to Nowhere* (T) - In a village in a developing country, a fiery youth opposes the wisdom of age with predictable results.
- 4 *The Black Cat* (T) - Good detective story with Egyptian archaeological background.
- 5 *Don't Tell Me What to Do* - A boy leaves home for adventure, and finds more than he bargained for. Very suspenseful.
- 5 *The Runaways* - An affecting tale of boy and cheetah on the run. Not a trace of sentiment, but a slightly unsatisfying ending.
- 3 *The Verger and Other Stories* - Somerset Maugham short stories for those who like drama of character. Discussion topic for rock fans: title story is a favorite of

- Michael Jackson's, Why? (¥290)
- 4 *The Red Pony* – Moving Steinbeck tale of a boy growing up in rural California. (¥330)
  - 5 *Star for a Day* – Two fluffy, fun fantasies of teens making it big.
  - 3 *The Goalkeeper's Revenge* – Entertaining short stories with the flavor of the North of England in the 1930's
  - 5 *The Stranger* (T) ~ He came to live in a quiet English village, and he may not be what he seems. Sinister and thrilling.
  - 5 *The Promise* ~ The sensitive story of a poor Brazilian boy who becomes a top soccer star. Then disaster strikes.
  - 3 *The Man with No Name* – What starts as a superbly eerie tale is given no ending ~ to the frustration of most readers. Unnecessarily intrusive comprehension questions.
  - 5 *A River Runs Out of Eden* On a lonely island, men hunt golden seals, and each other. A story both exciting and deeply moving.
  - 3 *Madeleine* (T) -- Average romance.
  - 5 *The Cleverest Person in the World* – Fascinating story of a young and ruthless genius. The first half is especially gripping.
  - 4 *Claws* ~ While searching the snow mountains for a 'Yeti' type monster, people keep disappearing.
  - U *Oxford and Cambridge* Non-fiction background to the universities.
  - 4 *Z for Zachariah* After nuclear war, she is the last person on earth. Or is she? An exciting and realistic character study, but with a weak ending. An almost great book.
  - + *Tales of Horror* – Three Bram Stoker spine-chillers of revenge.
  - + *The British Royal Family* -- Illustrated background.

### Galaxies, Levels 1 and 2 (Longman). ¥490

- 4 *Blue Jeans* ~ Exciting, fully-illustrated, non-fiction look at the denim phenomenon.
- 5 *Fast Food* – McDonald's . . . Kentucky. . . it's all here in this hit magazine-style look at life.
- 4 *Superace!* -- Bright Bjorn Borg bio, with lots more on tennis besides.
- 3 *Dance* From Travolta to tango and more.

### Looking at America Series (Oxford). ¥850

- 3 *Looking at American Food* ~ A photo essay popular with those interested in U.S. life.
- 3 *Looking at American Recreation* ~ As above.
- 2 *Looking at American Signs* ~ Less text than in the above titles, and so less suitable as a reader.

### Rangers, Range 3 (regular format) (Macmillan), ¥350 (except \*)

- 3 *The case of Kate Webster* ~ Deliciously

nasty play about a gin-swaggering ax-murderer in Victorian London.

- 3 *Tales from the Morning of the World* – Folk tales from Bali.
- 1 *Beyond the Blue Mountains* – Fantasy adventure for children only.
- 4 *Alice in Wonderland* ~ With the original Tenniel illustrations. (\*¥380) (wide format)
- 3 *Time for a Quick One* (T) – Ghost stories in an English pub.
- 2 *The Diamond Smuggler* (T) ~ Undercover cops foil Amsterdam heist.
- 2 *The Ghost of Beestley Zoo* (T) ~ Odd comic for kids.
- 3 *Emergency* (T) ~ Satisfying fiction: a nurse rescues a trapped lorry driver.
- 2 *Sky Pirates* (T) – Gold thieves who fly on to ships.
- + *Nurse Campbell* (T) ~ Courage in an African mission station.
- 4 *Bluestones* (T) -- Fictional re-creation of how Stonehenge was made,
- 3 *Held to Ransom* (T) ~ Good kidnap plot spoiled by weak ending.
- 2 *The Gunman at the Bungalows* (T) ~ Odd little story based on the premise that it is cowardly to outwit a gunman.
- + *The Ranger Book of Monsters* – True-life creatures.

### Rangers (American English Series), Range 3 (see above for reviews)

- 2 *The Ghost of Beestley Zoo* (T)
- 4 *Bluestones* (T)
- The Diamond Smuggler* (T)
- 3 *Emergency* (T)
- 2 *Sky Pirates* (T)

### Oxford English Picture Readers, Grade 2, ¥380

- U *Around the World in Eighty Days* (T)
- U *Kidnapped* (T)
- U *Lorna Doone* (T)
- U *Robinson Crusoe* (T)
- U *Treasure Island* (T)
- U *Jane Eyre* (T)
- U *Great Expectations* (T)

(To be concluded next month)

### Footnotes

- 1 The secondary students here are African or Middle Eastern children being taught English "above the 2000 word-level" (p. 53). This would probably correspond to an intermediate/high intermediate level in language courses.
- 2 London: Longman Group Ltd., 1970, p. 52 (referred to below as Bright).
- 3 Oxford: Pergamon Press Ltd., 1983, pp. 131, 137-138, 142.
- 4 ETIC Information Guide 7. London: The British Council English Teaching Information Centre, 1979, p. 6-7.
- 5 Bright, p. 69, 70.

## TERMS OF ADDRESS: A PROBLEM IN THE JAPANESE CLASSROOM

By Michael Redfield, Language Resources

In the mid-1980's foreign language teachers have to become at least aware of the importance of certain sociolinguistic features of the language they are teaching. The days of Chomsky's "ideal speaker/listener" are long gone. Subjects like social register and social distance must be taken into account when preparing an instructional program. In this area one of the easiest things to recognize, but not always to teach, is terms of address. Terms of address, almost by their very nature, define and reveal social distance between speakers. There is a vast difference between calling a man "Mr. Brown," "Brown," "James," "Jim," "Jimmy," or "J.B." Mistakes in this area, perhaps because they are so painfully obvious, can be costly indeed, much more severe, in most cases, than simple grammatical mistakes. The situation here in Japan is perhaps, as it is in so many other matters, even more complicated than in most cultures. The Japanese language, along with Javanese, is probably the most finely tuned, sociolinguistically speaking, language in the world today. Hierarchy, relative position, and personal relations are highly important to speakers of Japanese. The interest in relative position carries over into the foreign language classroom. We, as teachers of foreign languages in Japan, therefore face a real problem. How should our students address us, and each other? And, perhaps more importantly still, how should we address them?

The problem is fairly complicated. Should we address our students as "Mr.," "Mrs.," "Miss" or by the Japanese counterparts, "San," "Kun," and "Chan"? If we choose the latter, would we apply the title to the first name or the last name? And in Japan, of course, first names are last names. Or should we dispense with titles altogether, and if so, should we stick to first names or last names? Should we follow Japanese usage, international usage, native speaker usage, or perhaps our own personal whims?

The choice is an important one. The use of titles, which is typical of formal address, tends to create distance, just as the use of first names and nicknames tends to reduce it. School settings are, naturally, fairly formal, especially in Japan, but ideal language learning is probably not formal at all. Should we act formally, because of the setting, and call everyone "Mister" or its variants, or should we be informal, because of the task, and use first names?

I for one certainly do not possess the defini-

tive solution, but I would like to propose my own ideas for consideration, in the hopes that others will come forth with their own solutions, and that perhaps JALT will somehow be able to come to a consensus concerning this, to me at least, none-too-trivial matter.

One possible solution would be to follow general Japanese usage, if there is one, and call everybody by their last name plus "san," at least in adult classrooms. One problem with this is that, in America at least, we rarely call people for long by their formal titles, and few of us would want our students to carry over their native language habit of calling everyone the equivalent of "Mister" in their dealings with foreigners, because in many situations that is much too formal. Another objection is that "san" is not, of course, English at all.

Calling everyone by the English "Mister," "Mrs.," "Ms.," "Miss" does not seem to be any better solution. For one thing, it is artificial. Elder people simply do not call their juniors, at least those who are not clearly their social superiors, "Mister." Friends do not use the term in normal conversation with each other, either. Many teachers find calling most of their students "Mister" a bit too formal, unnatural, and inhibiting as well.

Some people have suggested assigning English names to the students. A case can be made for this, but I find it very condescending. Everyone has his own name, and should be proud of it. To assume that somehow an English name, for whatever reason, is better seems very insensitive, to say the least.

Another possible solution, which might be an excellent one in a different culture, would be simply to ask the students how they would prefer to be called. The trouble with this is that, in Japan, people have the tendency to try to answer questions and inquiries according to what they feel the person inquiring wants to hear. A further problem is that, due to Japanese group awareness, the first response would have a good chance of becoming the model for the entire group, even if a large majority of the students were privately opposed to it.

The Japanese face this same problem when speaking their own language and seem to get around it by avoiding the use of personal names whenever humanly possible. Unfortunately, you almost always have to use a person's name when addressing him in English, and the non-use of it may be insulting or at least not very friendly. As teachers we have to strive to get our students to know and use each other's names when speaking English, and not to avoid it.

People who teach in the formal Japanese school system probably do not face this problem as much as people who teach in universities, companies, language schools, or privately. If you teach in a public school the best thing would probably be to go along with the established system and address your students the same way your Japanese colleagues address them. If you are teaching elsewhere, however, you do face a tough decision.

My own solution is a bit of compromise and is therefore far from ideal. As a rule I ask the students how they would like to be called in class. If they do not tell me differently, and some of them do, I tend to call the men by their last names. I do this because that is how they generally address each other. I do not add the "san" unless the student is considerably older than me or than the other members of the class. If a male member of the class is considerably younger than the rest of the students, I might add a "kun" to his last name, but this is because the rest of the members tend to do the same thing. In the case of female students, I tend to use the first name, also without the title. If the lady or ladies in question are over 30 I usually go to the last name plus "san." Again, I add "chan" if other members of the class do so too. The other thing I try to do is to watch and see, as the class develops, how the students call each other, and adapt my way of address to theirs. This is not always easy because we tend to continue calling a person by the name we first use with him, but it might be the best solution of all. What do you think?

■

## VARIETIES OF CLOZE

**By Steven D. Tripp, Nagoya University of Commerce**

In a previous article (*The Language Teacher*, April 1984), I described an algorithm for automatically producing cloze texts. The routine I described would cloze a text at any given interval. This built-in flexibility is very useful to teachers who want to repeatedly work on a particular point until it is mastered. In this article, I would like to describe the numerous ways in which a cloze program could be modified to provide maximum variety from a minimum of material.

My routine replaces a word with an equal number of spaces. An alternative is to replace the word with a fixed number of *spaces*. This requires the student to rely more on context. Stuart Luppescu has suggested to me that the

maximum number of clozes could be specified so that the program would stop after, say, 20 words to make grading easier. He has written a program that inserts a number in each blank. The words removed can then be listed in alphabetical order below the text so that the students only have to write a number to answer. Alternatively, among the words listed, some other words that were not in the original text could be sprinkled in.

The program could be set to jump over the first sentence or the first *n* words. It is relatively easy to have the program cloze at random intervals with a fixed minimum and maximum value. Using this random interval routine, the computer can produce reverse cloze texts. These are produced by inserting in the text words that were not there originally. These words could come from another comparable text or from a list of words chosen arbitrarily according to some criterion. Reverse cloze texts have the advantage of being objectively and quickly gradable because, normally, there is no question about which words should be deleted by the student.

Going back to normal cloze procedures, instead of clozing for every *n*th word it is possible to cloze for particular type of words. For example, you could cloze all the function words from a text. Of course a computer doesn't know what a function word is so there are two possible ways of doing this. One way is to give the computer a list of words to check against. A simpler, but not perfect way, would be to cloze for all words of three letters or less. This would get words like "way" and "all" which are not really function words but it's close enough for most purposes. A way of getting at morphological problems is to write a program that clozes the last one, two, or three letters from words of a length of, say, five letters or more. This will not cloze only morphological endings, of course, but since the number of endings is relatively limited, the program could check against an arbitrary list of endings and cloze only those that were on the list. I have heard that in Europe some people are using a kind of cloze procedure in which the last half of words is deleted. This would be very similar to the preceding suggestion.

James Nord has suggested a kind of super-cloze text in which gaps are inserted between ALL the words of a text. You don't need a computer to do this, but if you've already got a text on file, it would be easy to get the computer to cloze it and then print it out with five or six spaces between words so that it isn't obvious where the clozes have taken place.

(Cont'd on next page)

(Cont'd from preceding page)

The ability to reconstruct the signal from the available information is a measure of the knowledge the student brings to bear on the problem. Therefore, when using cloze procedures, it is important to give the students an open version of the text when they are finished. By comparing their incorrect version to the correct version, the student will learn. The fact that the text is likely to appear again will motivate the student to look at it carefully. It is important that the cloze text not be far beyond the ability of the student to reconstruct the signal. By adjusting the amount of information that is deleted, the teacher can adjust the difficulty level. All the procedures given here are essentially ways for the teacher to adjust the amount of noise being introduced over the signal. The computer simply allows the teacher to do that with a minimum of tedious effort.

If you have problems with spelling, you can produce cloze texts with certain letters omitted. For example, all l's and r's could be deleted. Or b's and v's. Instead of deleting them they could be replaced with another letter randomly or with a particular letter.

Needless to say, numerous combinations of the above suggestions are possible. In addition, the same text can be clozed repeatedly in several ways and used with the same students over and over until they can reliably supply the missing elements. The text can also be used with an audio tape so the students have additional cues to go on. This particular procedure seems to be well accepted by my students.

All cloze procedures can be thought of as artificially introducing noise over a signal.

## JALTきのう・きょう・あす(6)

副会長 北 尾 謙 治

### 支部と本部

JALTには現在北は札幌から南は那覇まで15支部あり、数支部ができつつある。設立以来10年も経たないのに、このような発展をしたのは、各支部の役員の方々と多くの一般会員の御尽力と御協力によるものと思う。

JALTは設立以来研究会を重視し、各支部で行われている月例研究会が中心な活動である。少なくとも年6回行われ、活発な支部では十数回の研究会が行われている。1人でも多くの先生方に参加して頂き、共に新しい理論、教授法、技法を学び、日常でおくる問題を討論し、我国における語学教育を向上することがJALTの目的である。我々の願望は、少なくとも一都道府県に一支部を設け、どの先生方にも、気楽に研究会に参加して頂くことである。

この支部の研究会を充実し、活発に行うために、各支部の役員は相当の時間と労力を提供し、日夜ボランティア活動をしている。その他に、講演者の旅費や支部の運営費として、JALTも相当の出費をしている。実情を述べると、集まる会費以上に支出している支部が大半を占めているのが現状である。

JALTは関西で発足し、1977年には東京と名古屋に支部が設立され、1978年には仙台、高松、広島、福岡と急激に発展した。そのため運営は各支部を中心行われ、JALTは連合体として各支部の連絡役をしていた感じが強かった。各支部で自由に研究会をし、ニュースレターも各支部で発行し、JALTは年4回だけニュースレターを出版した。各支部で会員の確得、更新、変更等も行い、抜くお金も今より多く、支部の運営は非常に複雑

であった。

各支部の主体性を重んじながらも、できるだけJALTとしてのまとまりを保つため、全国運営委員会は努力してきた。時にはコミュニケーション不足で多少のトラブルもあったが、根本的なものはなく、時が解決してくれた。

JALTが今日のように発展できたのは、全支部の協力のみになく、とくに東京や大阪のような大支部の寛大な財政的援助を忘れない。大きい支部は財政的に豊かで、活動もしやすくなる。しかし、今までに金銭、とくに会費の支部と本部の分配方法は何度か改正し、そのたびに多くの割合が本部へ、そして小さい支部や新しい支部の援助として使用された。大支部の寛大な協力がなければ、今日のように多くの支部を有することは不可能であった。

JALTの全国運営委員会は、7人の選挙により選出された全国運営委員と各支部の代表者により構成されている。年数回開かれ、大事なことはここですべて決定される。議題はすべて全委員に会合に10分間に合うよう郵送され、各支部は検討して、各支部の意見を述べ1票を投じる。小さい支部は参加しにくいので、年に1回はJALTの費用で参加できるように決められている。支部の利益にかかわることは、委員会で提案されても、次回まで待ち、各支部と相談のうえで決定する民主的な方法が取られている。

各支部と本部は、プログラムや会計のように役割分担でもつながっている。とくにプログラムは各支部の研究会の報告は必ず本部へ集められ、各支部のプログラムの運営資料として各支部へコピーが送られている。

年次大会は日常共に働いている者が顔を合わせ、情報交換をする絶好のチャンスである。手紙や電話を通してのみ知っている人々が増えた今日、互いに会って知り合うことの必要性を痛感している。それで、年次大会に各



支部の役員ができるだけ参加して頂き、色々の連絡会も行っている。

1年余りに京都イングリッシュセンターの御好意で願望のJALT事務局が持てるようになった。伊藤真理子氏の献身的な協力により、多くの仕事が事務局で行われるようになった。その中には、会員の記録、更新、変更等支部が扱っていたものの方に、急な研究会の案内のハガキの印刷や郵送のような支部に対するサービスも含まれている。

このように全国運営委員会にできるだけ支部の声を反映し、支部の発展に寄与できるように努力をしてきたが、まだ問題はあつた。全国運営委員はわずかに数支部からしか選出されていないし、どうしても関西と関東を中心に動く傾向がある。それで数年前に全国運営委員が支部へ行くため十万円を予算化したが、焼酎に水であった。

この1月に会計のアリダ・クラウス氏の提案により、全国運営委員のいない支部へは必ず1人が支部の運営の手助けのため訪問し、各支部の問題解決の助力をすると共に、全国運営委員会に報告することになった。誰が行くかは支部が決定し、その費用はJALTが負担する。この新しい制度が支部の発展や新しい支部の誕生に役立つことを願っている。(つづく)

■

### 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”  
(株)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 雅 雄

17:00 ハネル・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

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

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	BUSINESS VIEW
大 阪 商 工 会 議 所	THE ENGLISH
京 都 商 工 会 議 所	JOURNAL
神 戸 商 工 会 議 所	朝日イブリングニュース社
財団法人関西生産性本部	大 阪 新 聞 社
社団法人関西経済連合会	THE DAILY
社団法人関西経済同友会	YOMIURI
	読 売 新 聞 大 阪 本 社

■

訂 正

The Language Teacher 4月号の「英語能力テスト」は、29ページ12行目で終わるのではなく、25ページの28行目へつづきます。間違いを訂正し、お詫びいたします。

## 第4回JALT夏季講座開催の

## お知らせ

昭和55年から主として中学校及び高等学校の英語科教員を対象にして、JALT夏季講座(JALT SUMMER INSTITUTE)を開催しております。国際的な学術団体であるTESOL (TEACHERS OF ENGLISH TO SPEAKERS OF OTHER LANGUAGES)等の協力を得て、海外からの特別講演者を交え、理論的且つ実践的な内容の夏季講座であると高く評価されております。今年は、8月17日から19日まで愛知県名古屋港区入舟町にあります港湾会館にて行われます。講演者には、横浜国立大学の長谷川潔氏、京都教育大学の田島氏、四天王寺国際仏教大学のトーマス・ベンダガスト氏などを予定し、英語発音の指導、フォニックスメソッド、中学校の英語教材の開発とその問題、ヒアリングのメカニズム、サイレントウェイ教授法、セルフアクセスベアリング、コンピューター利用の英語教育、視聴覚機器の効果的利用法などと広範な分野に渡る内容になり、教員研修の絶好の機会となります。是非とも今からご予定を立てて、振るってご参加下さい。さらに詳しい内容は、本誌6月号及び7月号に掲載します。

## JALT横浜からのお知らせ

4月号の研究会の案内欄にてもう御存知かと思いますが、今度JALT横浜支部が発足し、その第1回の研究会が下記の要領にて行われることになりましたのでお知らせいたします。

横浜は勿論、神奈川県に在住、または職場をお持ちの先生方のための支部です。第1回の研究会を成功させるため是非御参加ください。東京や他の関東地方に在住の先生方の御参加もお待ちしています。非会員の方々にも参加を呼びかけて頂くよう御願いたします。

## 5月研究会

日時：5月13日(日) 2時～5時

場所：横浜YMCA会館(国鉄京浜東北線関内駅下車)

講演：Listen and Act: Moving from Simple

Actions to Classroom Drama

講師：Dale Griffie

費用：会員—無料、非会員—500円

問い合わせ：阿部恵子 03--445 1003

045--574- 2436(夜)

Caroline Dasheestani

0467--45- 0301

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## LETTER TO THE EDITOR

**From Michael Worman, Coordinator  
Toshiba International Training Center**

Your reviewer (March 1, 1984 *JALT Newsletter*) of "On Business Abroad," the video series produced by The Berlitz Schools of Language and C. Itoh Company, is a kinder and gentler soul than I'll ever be. To call the camera work on this abomination only "static" and the acting only "poor" surely required great restraint on Mr. Nunn's part.

But then my thesaurus only lists "abominable," "atrocious," "awful," and "dreadful" as synonyms for bad and he might have felt these were all too strong. A more vindictive sort like myself would have felt they were too mild and searched on for meatier adjectives.

He was also too polite to point out the major flaw in the six-hour series is having a Japanese speaker of English as the central character. After only three minutes of viewing this atrocity I asked the company representatives why they chose a Japanese to be the central figure. They beamingly replied, "We are very proud of that. We want to instill confidence in all of our Japanese viewers."

Sorry, but it just doesn't wash. Lest I be accused of being a bigot or purist let me hasten to add that this objective of "confidence" is brilliantly handled in the BBC's Business English video "Bid for Power." In this masterpiece of what the Business Language Video should be all about, the language is so evenly distributed between native speakers of English (British and American) and speakers of English as a second language that it represents a fair microcosm of the pronunciation and intonation that Japanese businessmen are likely to encounter.

Granted, the two main characters in the fictitious country of Tanaku are not easy for Japanese listeners to understand. It does, however, seem a whole lot more practical to teach Japanese students to understand this Received Pronunciation than to teach them to understand another Japanese person speaking English. Indeed they are surrounded by Japanese people speaking English every time they do pair work and they don't need another example on the silver screen.

In fact, "Bid for Power" does make use of one Japanese speaker of English (and one *nisei* or *sansei*) and this is about all the "confidence building" that needs to be done. But I digress and should never have begun to compare "Bid for Power" with "On Business Abroad." It is like comparing heaven with hell, a brilliant gem with a clod of earth.

I can only repeat my admiration for the restraint shown by your reviewer.

## KANTO DIVIDES INTO TOKYO AND YOKOHAMA CHAPTERS

In order to better serve JALT members in the Kanagawa area, the Kanto chapter of JALT is reorganizing into the Tokyo and Yokohama chapters. The current Kanto chapter will continue to hold meetings in Tokyo but change its name to the Tokyo chapter. Meanwhile a new Yokohama chapter will be formed this month.

Any current JALT member wishing to transfer to the Yokohama chapter is encouraged to come to the inaugural meeting. A special table will be set up to facilitate this. For those unable to attend, transfers can be handled either through the Tokyo chapter or by writing JALT c/o Kvoto English Center, Sumitomo Smei Building 8F, Karasuma-Shijo Nishi-iru, Shimogyo-ku, Kyoto 600. Other interested people are encouraged to come to the inaugural meeting and join.

The inaugural meeting of the Yokohama chapter will be held on Sunday, May 13, from 2-5 p.m. at the Yokohama YMCA (1-minute walk from Kannai Station on the JNR line); it will feature a presentation by Dale Griffiee, author of *Listen and Act*, on how to combine innovative techniques in listening comprehension with drama in the classroom.

After a brief discussion of student needs and the actual classroom settings that teachers in the audience need to work in, Mr. Griffiee will explain why listening is the primary activity necessary in acquiring language. He will then demonstrate how language learning can be achieved when students are required to act out commands. Finally, Mr. Griffiee will introduce mini-drama as a way to give extended coherence to the meanings of these actions.

Mr. Griffiee's presentation will be followed by a short general meeting to accept members, elect an executive committee, and formalize the creation of the chapter. After the meeting, there will be an informal dinner with the speaker at a nearby restaurant in order to give those interested in attending a better opportunity to meet each other and Mr. Griffiee, and to discuss areas of common interest.



# MY SHARE

Contributed by Tom Robb

## NO COMMENT

### PARROT HELPS POLICE CRACK BURGLARY

Baytown, Texas (UPI) ~ Baby the parrot sang like a canary to help police crack a burglary at her owners' home, police said.

Mike Madison and his family were away the night of Jan. 3 and burglars broke in and stole nearly \$9,000 worth of property.

But the family's pet 5 year-old yellow-headed Amazon parrot, Baby, was there and later provided the family and police with the name of one of the burglars, Madison said.

"Come here, Robert, come here," Baby sang to her owners several days after the break-in.

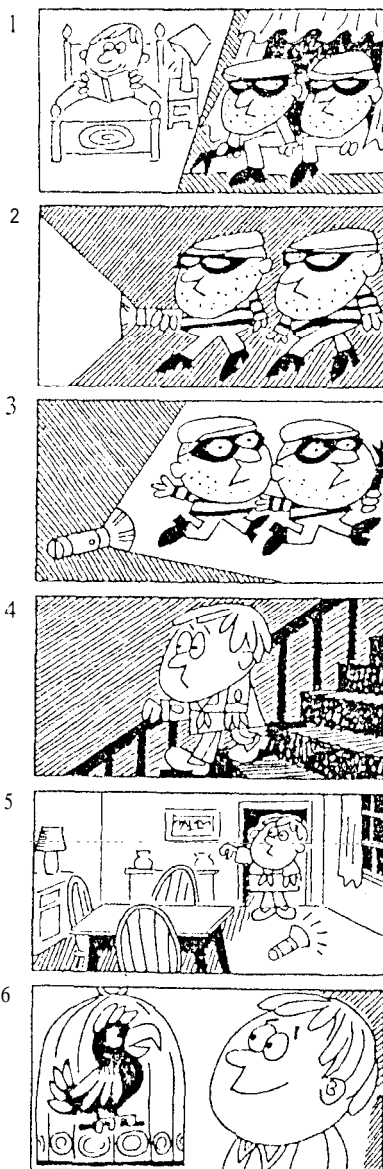
Baby has a vocabulary of several hundred words, but she does not know any Roberts, Madison said.

Police later arrested Robert D. Davis Jr., 18, and John C. Wilbanks, 19, both of Baytown in another burglary.

Detective Reggie Harper said Friday one of the burglars accidentally backed into the bird cage at the Madison home during the break-in.

"The bird said something and two of them ran out of the house. One of them stayed and called out, 'Robert, come here. It's only a bird.' " the officer said.

*Mainichi Daily News, Sept., 1983*



*First Things First* by L.G. Alexander. Longman, 1979. Lesson 119, p. 121.

# COMING THIS FALL

Preparations are now well underway for what promises to be the biggest annual conference in JALT history.

November 23, 24, 25 will see JALT '84 being held at Tokai University Yoyogi Campus, conveniently located in the heart of Tokyo.

The main speaker will be Stephen Krashen, arguably the best-known researcher and theoretician in second language acquisition today. Krashen is probably most widely known for his Monitor Theory which was described by Earl Stevick as "... potentially the most fruitful concept for language teachers that has come out of the linguistic sciences during my working lifetime. ... Krashen's latest book is *The Natural Approach* (Pergamon/Alemamy, 1983) in which, with co-author Tracy Terrell, he takes his theory into the classroom where it is utilised for an actual methodology of language teaching. In addition to being a distinguished scholar and writer, all reports are that Krashen is also a speaker who definitely holds his audience. It is with great anticipation that we prepare to host his first visit to Japan.

In addition to Krashen, other leading U.S.

and British scholars and teachers have indicated that they will attend. Watch for announcements of featured speakers in upcoming issues of *The Language Teacher*.

There will also, of course, be plenty of what is perhaps the most popular aspect of the annual conference: concurrent presentations, demonstrations and workshops on a variety of subjects. Hopefully, you will be one of the presenters; start thinking about it and watch for the call for papers in the June *Language Teacher*. This year, for the first time, abstracts will be accepted in Japanese, which will make it easier to give one of the growing number of presentations in the Japanese language.

There will be comprehensive displays of language teaching materials, several social events and, to be announced, a unique conference hotel for those of you traveling in from outside Tokyo. All this, and more, coming for JALT '84! Note the dates, and look forward to a stimulating long weekend together with over 1,000 of your colleagues in the field of language teaching and learning.

## Chapter Reviews

**KANTO**

### COMMUNICATIVE ACTIVITIES IN THE CLASSROOM

**By Monica Fisher, International Language Center**

**Reviewed by Ann Chenoweth, Temple University Japan**

Monica Fisher, who is currently a teacher trainer, warned us at the beginning of her well-planned workshop that she would be presenting "nothing original," but that we would get her own interpretation of current thinking in

the area of communicative language teaching. She says that students need to use language meaningfully to give and get information. She stressed that grammar instruction must be included, yet there must be a balance between grammar practice and opportunities where they can use it. However, she did not give her opinion on what a good balance would be. She left it up to us to decide for our classes how much emphasis we should put on accuracy and how much on fluency; she just said we need to promote both types.

She asked us to consider pair and group work for our classes. Just as native speakers may feel shy when they are required to speak in front of large groups of people, non-native speakers may be overwhelmed by this task. Group work may be a way to get students to participate in a less threatening manner. She noted that to be successful group activities need to have an aim and there needs to be an actual task for the learners.

Fisher suggested that for lower levels it is necessary to teach communicative classroom language. In this way, when you give them a

(Cont'd on next page)

(Cont'd from preceding page)

task to do they will be able to start it appropriately by saying something like "shall we start?" and end it by saying something to the effect of "nice working with you." She also noted that before and after the "communicative activities" that we set up for students, the students often have time for "real" (non-planned) communication. However,, unless instructed, they are likely to do it in their native language.

The participants worked through several activities that ranged from structured accuracy practice to less-controlled role plays. She divided tasks into three types, depending on what the learners are expected to do and the types of follow-up from the teacher. Type 1 activities (for example "Bingo," or as it is sometimes called "find someone who. .") are usually fairly repetitious and call for some communicative follow-up. Cued dialogues and jigsaw listening are examples of type 2 activities which are usually followed by some kind of accuracy follow-up. Communicative tasks, which she says are ends in themselves, are tasks in which the teacher can not teach the specific items that the learners may need to complete them. Role plays may fall in this category.

Fisher ended by paraphrasing Brumfit: good learning situations are those in which the learner has contact with the target language, motivation to use it, and opportunity to use it. Although the workshop contained "no new ideas," it was useful for those unfamiliar with communicative activities, and those needing assurance or reassurance that such activities can be used effectively in the classroom.

## KOBE/OSAKA

### SURVIVAL ENGLISH: TEACHING A COMPETENCY-BASED CURRICULUM

By Ken and Christine Kawasaki

Reviewed by Jack L. Yohay

During nearly three years of teaching Indo-Chinese refugees at camps in Thailand and the Philippines. Mr. and Mrs. Kawasaki, collaborating with teachers of refugees in other countries, developed a curriculum for basic competency in English that could be taught in three months. The time limitation was a result of the United States Department of State's setting the length of the course at three months regardless of how much longer the refugees might remain in camp.

The teaching topics and specific competencies within each were compiled for international use. Within each camp, language was adapted to cater to the needs of the students, whose backgrounds varied greatly. They ranged from villagers and fishermen to sophisticated city

dwellers. Some were camp veterans; others, new. Some refugees could not read or write even their own language. (Having already lost homes, possessions, and in many cases loved ones, these were in danger of being stripped of their culture as well. To combat this, the camps, concurrently with courses in ESL and cultural orientation to the country of resettlement, held classes in native-language literacy and culture.) Others, particularly the Vietnamese from large cities, were college-educated and could speak a second language, often French. One had a Ph.D. from the Sorbonne. Ethnic Chinese refugees were already bilingual as well. Ages ranged from 16 to 60. (No ESL classes had been created for children.) Many had been traumatized by war, the loss of family members, and being uprooted, not to mention the perilous sea voyages they had undertaken.

Whoever they were, wherever they were from, they were going to the United States to live permanently, so in designing a curriculum tourist concerns were eliminated. The curriculum was the minimum that had to be *mastered*. Students *needed* it. Duration over intensity of instruction was a maxim. Topics were recycled and spiraled. For example, under "health," "explain medical problems, i.e., symptoms, illnesses, injuries" and "get medical help, e.g., in an emergency or for an appointment," were considered the most essential competencies. When health was later reintroduced, "follow instructions about treatment," "follow instructions during physical exam," and "buy medicine: prescription and non-prescription" were added. Out of 19 "chunks" of A-level (basic) competencies, food appeared three times, health, clothing, transportation, and housing twice each.

Four chunks were devoted to employment: (1) Describe work experience, skills, educational background; (2) Recognize common entry-level jobs, indicate job preference; (3) Locate possible jobs, e.g., approach person at work site, convey a desire to work, give relevant information when applying for a job, get information about a job; and (4) follow instructions on the job, report sickness, lateness, absence, mistakes, and converse appropriately with co-workers and superiors.

The Kawasakis began their two-hour talk by defining competency as what people need to do and giving and soliciting examples of both aims and actors. In giving directions, for instance, a traveler abroad would have to be able to tell his driver where to go. He would also have to ask for directions. An airline employee, on the other hand, would be concerned mainly with giving directions to passengers. On food, the airline employee might have to give information about different kinds of restaurants. The traveler would need to understand such information but in addition would need to know how to order food. High school students going abroad in a group or on a home-stay basis should be able to express their food likes and dislikes and perhaps to explain the foods of their own

country.

The word "survival" has been devalued by its metaphoric application to such areas as one's career ("survival in the business world") and by not a few ESL textbook writers, who take it to mean mainly getting housed and fed in alien surroundings: neither having to spend the night on a park bench nor endure hunger pangs for more than ten minutes. The refugees had survived – lived while others died – quite literally to get to where they were. The cultural orientation classes would teach them that one use of a telephone is to call a doctor. In ESL they would have to learn to say, "My daughter has a fever" or "My stomach hurts."

Such considerations lay behind the "guiding principles" of the intensive ESL program:

**1. Familiar to unfamiliar:** The typical refugee had low self-esteem. He or she was constantly receiving information, being told everything. Yet, after all, they were survivors, once had jobs and supported families, and knew much that others didn't know. It was seen as vital that they be given the notion that their past survival strategies might have applicability in the future. The starting point in instruction should therefore, insofar as possible, be what the students already know.

**7. Maximally useful language:** As time would not permit lengthy treatment of the minefields of English pronunciation, the ability to spell was stressed. "Ache," "sore," and "pain" are good words to know but "hurt" was chosen as most useful as one can say not only "My -- hurts" but also can point: "It hurts here." For asking directions. "Where is ----?" won out over "Which way----" *et al.*

**3. Real language vs. classroom language:** Developing elegance of expression requires a command of such structural elements as tense and prepositions, a suitable aim for junior high school and high school students with years at their disposal but in the refugee program a luxury. Prepositions were just not bothered with. Colors were taught not in isolation but in conjunction with clothing.

**4. Contextualization:** The Hmong use "brother" for nearly any male relative. Japanese specify whether a sibling is older or younger but are vaguer than English speakers in distinguishing in-laws or cousins. To require all refugee students to, say, prepare a family tree would serve only to remind them of the many who had perished or been left behind. Relationships were therefore taught in context: "My son is sick." Similarly, numbers were treated in the teaching of time, money, and the telephone. "What's this?" was practiced only in cases where it would genuinely be used. Otherwise, the question word "what" was contextualized in, for example, clothing: "What do you need?"

**5. The number of new vocabulary items per lesson** was set at seven plus or minus two.

**6. Performance indicators:** The ability to perform in class should be as closely tied as possible to competence in action.

**7. Individualization:** Each student had to learn his previous job, his job now, and the one he wanted, plus "policeman," "nurse," and "doctor." Other jobs were considered extraneous to immediate survival. Only one's own marital status, necessary when filling out forms, needed to be learned.

In the health curriculum, listening comprehension was considered crucial. Flash cards, developed from *Insight*, by Fred Ligon (Experiment in International Living), were used showing clocks ("four times a day") and number of pills or spoonfuls.

After observing a class of pre-literate Cambodians practicing a job interview at the refugee camp near Marong, the Philippines, a visitor praised the way the students had been putting themselves into the dialog, keeping good eye contact, but asked the instructor why the interview had concluded with "I'll come on Monday" with no mention of the time to report for work. Time had not been taught yet, she explained. The urgency of getting the students into real-life type situations had prevailed over the pedagogical need to teach a particular area of language.

Ken and Christine Kawasaki now teach high school and junior high school students at Seifu Gakuen in Osaka. They concluded with some suggestions for competency in English for high school students: songs (likes and dislikes), food, questions: how and when to ask them' and which ones to ask and not to ask; give and get information about oneself and one's country, and social interaction in general.

Together with their senior colleague, Barbara Fujiwara, who is a volunteer teacher of refugees at a camp in Shiga Prefecture, they gave a slightly different version of this presentation at JALT '83.

## NAGASAKI

**Reviewed by Ronald Gosewisch, Nagasaki University, and Kunihiro Fukamaki, Nagasaki Higashi Senior High School**

February was a busy month for JALT Nagasaki. On the 14th, we attended a lecture given by Professor Masao Kunihiro at the Sumitomo Building; on the 19th, we got together at Nagasaki University for a discussion meeting (see Mr. Fukamaki's review), and on the 25th, Ca-

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therine T. Tansey of Prentice-Hall gave us a presentation about teaching grammar through conversations, this also at Nagasaki University.

Professor Kunihiro's lecture, which was sponsored by the Nagasaki Peace Promoting Association (our City Mayor, an LDP member, is a member of this association) and supported by JALT Nagasaki, centered on cultural differences between the U.S. and Japan, his major field of interest as a cultural anthropologist. Though he made several points in his lecture, one seemed of greatest interest to language teachers in Japan: the phenomenon of low esteem that conversational ability is held to have in Japan. He quoted a recent survey in which 60 percent of adult Japanese did not think spoken language skills would help one to get ahead and in which 65 percent of Japanese university students said that they would choose awkward speakers as future mates.

He then compared western or Aristotelian logic to that of Japan. The Aristotelian is an either/or approach, 'whereas the Japanese might be termed tetralinear. That is, to answer the question, 'Is there life after death?'. the Aristotelian approach allows that only one of two answers is possible: Yes or No. The tetralinear or Japanese approach allows four answers: Yes; No; It can be said yes or no; It cannot be said yes or no.

Though Professor Kunihiro did not suggest the reason for the development of this pattern in Japanese thinking, as I sat listening to his lecture, I thought that Alex Shishin's opinion on Kaplan (pp. 14-16, *JALT Newsletter* 8:2) provided a very good explanation. People living under autocratic regimes (re the Tokugawa Shogunate and residual elements of authoritarianism in Japanese culture today) need to develop ways to be circumspect or indirect, simply in order to survive.

In conclusion, Professor Kunihiro gave a warning to EFL/ESL teachers in Japan to keep in mind this feeling towards verbal language held by Japanese people. This attitude he called a cultural restraint which, though little attention is ever paid to it, may be a much stronger factor in the FL classroom than L1 interference. This is because the cultural restraint impedes language acquisition whereas L1 interference impedes L2 performance. This, it seems to me, suggests that until teachers become conscious of this important distinction and begin to help their students to get over or around this cultural restraint, teachers here will continue to be disappointed with their students' performance.

On February 25th, Ms. Tansey gave us a presentation on the use of Prentice-Hall's *Side by Side*. She began by quoting Henry Widdowson: "Communicating in another language is not rule-governed but rule-guided behavior." She then used his idea of using poetry to illustrate the point that, while language does not always follow standard grammar, it always communicates.

Next she warned us that heavy reliance on textbooks often leads to unsatisfactory results. This is true because texts rarely prepare the student for situations outside the classroom and very few students ever bother to study beyond the textbook. The teacher then must use the text as a guide and add to it the situations that might spark student interest. She then explained why *Side by Side* can act as a good guide: 1) the grammar focus is clear and simple; 2) the students learn grammar through short conversations vis-"a-vis long dialogs; 3) the illustrations were done by a professional political cartoonist; and 4) the situations are easily applied to students' lives, as they are neutral.

Her demonstration lesson was in three parts. First a warm-up to get students familiar with the new vocabulary. Second, conversation practice from the text. Finally, getting students to practice on their own, generating as much language as they can. As the clock began to signal to us that it was nearing time to leave, she said that she wished she had had more time to talk about many other possible ideas and approaches to L2 teaching, but it was obvious that she had already made clear to her audience the merits of *Side by Side*.

## NAGASAKI

### PROBLEMS IN ENGLISH EDUCATION

**Reviewed by Kunihiro Fukamaki, Nagasaki Higashi High School**

Along with the revision of 'Course of Study' for junior and senior high schools, new guidelines for English teaching have been introduced, which emphasize communication-centered English teaching. In every school, great efforts have been made to change from the grammar-translation to a new method in which English classes are given with the objective of improvement of the student's communicative competence in the language.

Our chapter held its February regular meeting and had heated discussion about effective ways to improve teachers' skills or techniques in communication-centered English teaching.

In order to get material for discussion, first of all, we watched a video-taped interview with Dr. Bernard Choseed on NHK's TV program "English Conversation III." The interview was given under the theme "How to improve our English." In the interview, Dr. Choseed stressed the following three points:

1. English learners should be exposed more to English.
2. English learners should get rid of fears or shyness.
3. Good materials, such as good textbooks, audio-visual aids, etc., should be chosen.

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He mentioned that at Tokai University, where he taught two hours of oral English class per week, he introduced a team-teaching method which required students to coordinate their study of English. Through the activities every student is required to listen to and speak English. He also put emphasis on the necessity for teachers to motivate their students and activate English classes.

On the basis of these three points mentioned above, we held our discussions. However, before starting with a discussion about teaching methods, we took up the question as to whether Japanese students are possessed of an inborn shyness. Some answered in the affirmative and some denied it. After discussing it for a while, we came to the conclusion that Japanese students are not always shy; on the contrary they are sometimes even positive, talkative, and aggressive, but, nevertheless, they are generally shy or tend to keep silent during English class.

As for teaching methods, Mr. Mikuriya, chairman of this chapter meeting, asked each participant whether he or she had adopted a new method which, as the new guidelines direct, helps students to improve or cultivate their communicative competence in English. Some said they were making an effort to change their English teaching method from a grammar-translation method to a communication-centered one by using English during the class or as often as possible. On the other hand, others gave a negative answer and many of them explained the reason was that all the university entrance exams are in written form and that in the second stage of entrance exams for state-run and public universities, grammar-translation oriented questions count for a large percentage of the test items. However, Prof. Gosewisch of Nagasaki University, Department of Education, pointed out the fact that there are some national and public universities testing applicants' communicative competence in English by imposing on them listening -comprehension tests or free composition in English. He advised us that we should have an eye to this trend shown by a large number of universities to give aural-oral exams. In fact, this trend is more outstanding in the case of entrance exams for private universities.

Finally, one participant emphasized the importance of new teaching methods, referring to the experience she had in high school. Her remark was that she had been highly stimulated and motivated to learn English by her former teacher of English, who had used the method introduced in the new guidelines in his class. He had also used English in class.

Our discussion moved on to teaching materials. It is needless to say that good teaching materials are indispensable for good English teaching and for learners to improve their English. So each participant was asked what kind of materials he or she used in class. Most, including senior and junior high school teachers, were using tape recordings and supplementary texts in addition to textbooks. In the case

of senior high schools, supplementary texts are for entrance exam preparation. Most of them contain a series of one-page passages extracted from novels and essays by prominent contemporary writers. In the case of junior high schools, some teachers use subtextbooks which contain stories and skits. Among senior high school teachers, some said that they were giving students types of printed materials different from those they had so far given which contain the whole story and not partially extracted ones. They did this especially after the preliminary unified tests for national and public universities were over so that their students might fully appreciate the content, unlike their usual way of verbatim translation, and develop more interest in reading English stories.

To one junior high school teacher's report that along with English textbooks, he uses tape recordings with slow-ed-down English, Prof. Gosewisch advised that we should use a tape with ordinary speed English.

Lastly, we had a heated discussion about how to improve English on the part of adults. Teachers in-particular, because there can be no expectation of students' advancement in communicative competence in English without teachers' progress in it.

What is an effective way to improve English language skills for teachers? On this matter, all the participants had common views. First of all, teachers or adults should expose themselves to English. All present are actually trying hard to have as many good chances as possible to talk to native speakers of English, and they belong to all sorts of groups or organizations, such as JALT, and take part in any kind of lecture meeting or seminar where they are required to discuss matters in English.

Secondly, as a matter of course, teachers should make the most of audio-visual aids. With regard to their effective use, there might be several ways. That, however, should be left to each individual.

Thirdly, to acquire and accumulate a wide body of knowledge and to cultivate ourselves by reading books is also a prerequisite to being a good communicator and teacher.

In reference to the problem of how to better students' communicative competence in English, exposure to English, overcoming shyness, and selection of good materials were seen as the main factors in attaining that purpose. These, however, had been taken up for discussion before. So, here, we focused on some helpful instances of motivation introduced by some of those present. One teacher starts her class with a physical exercise, giving directions in English, and another teacher does calisthenics with his students before getting into the lesson. Some teachers make their students sing an English song at the beginning of the class. Indeed these are very effective in motivating students to learn English. These will help students relax, get rid of their

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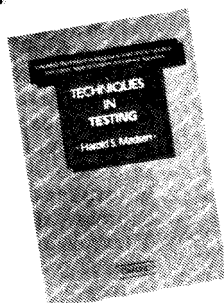
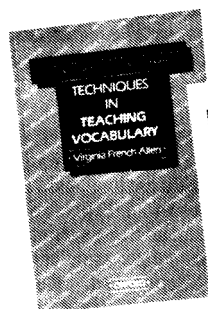
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shyness, and participate in class positively.

Our regular meeting for February was adjourned by affirming the importance of teachers' daily efforts to reform their teaching methods, to brush up their own English, and to develop ways to give better classes.

## MATSUYAMA

### THE HISTORY OF FOREIGN LANGUAGE EDUCATION IN JAPAN

By a panel of Matsuyama Teachers and Professors

Reviewed by Akiko Wada  
and Steve McCarty

A panel discussion on the history of foreign language education in Ehime Prefecture and Japan was held at the Shiki Museum in Matsuyama on Feb. 19, 1984. The moderator, Prof. Tamotsu Fujiwara of the Matsuyama University of Commerce, remarked that it was a unique and interesting experience for him to conduct a meeting in English. The members of the audience shared his opinion.

Prof. Fujiwara showed the audience a handwritten copy of an 1862 English grammar book. The previous year, Chishi Murai had been born in Matsuyama. He was later to become the principal of Tokyo Gaidai. At that time they had a problem which remains with us today: pronunciation. For example, "tongue" was pronounced "tone-gyuu. Before the War a number of Christian ministers and priests were in Matsuyama, and among other things worked hard teaching English.

Mr. Tsuyoshi Aono, Curriculum Coordinator of Aiko Gakuen, handed out a historical table he researched for this meeting, from the 1774 *Kaitai Shinsho* anatomy book to the 1984 founding of JALT-Matsuyama.

From 1868 to 1877, some institutes of foreign studies were established in Ehime as elsewhere, Mr. Aono noted. Early foreign language study in Japan centered on *rangaku*, the study of Western sciences, mainly in the Edo period, by means of the Dutch language. Yukichi Fukuzawa was among the first to change from *rangaku* to the English-oriented Keio Gijuku (1868), now Keio University.

Mr. Aono also prepared a personal history of Prof. Shigeo Imamura, who founded one of Japan's first in-service training seminars in Matsuyama in 1950 for English teachers. He has been a professor at Ehime, Michigan, Michigan State, San Francisco State, and now Aoyama

Gakuin University. A bilingual author and former officer of TESOL, Prof. Imamura will come back to Matsuyama to speak at a JALT meeting in the future.

Mr. Kazuyo Kuwahara of Nichibei Gakuin discussed the role of conversation schools in supplementing the types of language education not stressed in regular schools, particularly speaking. Language schools have also contributed to getting rid of the prejudice toward foreign people, she commented, as indicated by fewer kindergarteners crying when they saw foreigners in the classroom than ten years ago. She commented that teachers often come to Japan to enjoy its culture or travel, and that JALT could help with their professional training.

Prof. Kiyoshi Shioiri of Shinonome Junior College pointed out that in order to understand the present we must understand the past. From the fourth-century Chinese civilization, and then again through Dutch learning, cultural enrichment flowed into Japan through reading, so there is a long tradition of learning foreign languages without necessarily being able to converse in them. At first it was to introduce the high civilization of Britain that subjects were studied in English during the Meiji period. After the War when America became the greatest power in the world, the switch was made from British to American English.

In the Heian, Taisho and present periods, when Japan was strong and self-confident, foreign studies have tended to be criticized as no longer necessary. Now that Japan can compete with the world, the hours of English have been cut from five to three hours a week in junior high schools since 1973. However, English has become a means of international communication, so the importance of spoken English has been felt. Thus, Japanese education has two voices, one saying that cultural enrichment through reading is important in the traditional manner, the other saying that English is needed for international communication.

Mr. Makoto Inoue of Matsuyama Higashi High School, longtime head of English teachers in the Prefectural Board of Education, said that hearing tests were adopted in 1976 for the entrance examinations for public high schools to aid the junior high level. Six years ago, translation into Japanese was also suspended. Recently, students have been asked how they would express themselves according to situations. There is now more emphasis on question-and-answer problems, and catching the main idea of a story.

The Prefectural Board began to employ an American five years ago, half-funded by the Education Ministry. He motivates the learning of English, provides in-service training for teachers, helps make language laboratory videotapes, and also deepens international understanding through himself.

Prof. Ichiro Marui, who teaches German at Ehime University, discussed language acquisition theory, which he hoped that JALT would help shed light upon. Instead of transferring back and forth from one's native to the target language, or even from German to English, he learned to stay and think in the target language, but it was a big change in his life from his original English teacher's "Ai amu beri hiji." Words like "gokurosama deshita" can only be awkwardly translated, so the change must be happening in the brain, and on the level of social interaction.

Prof. Yoshikazu Murakami of the Ehime University Practical Education Research Center is a computer scientist who uses a ham radio to brush up his English at home, making friends on distant continents.

Time limitations shortened the seven presentations, as space does this article. However, there was one suggestion by the panelists that we intend to follow up concretely, if JALT can be of service to the community in this way. That is, since Prof. Imamura left, non-affiliated intensive seminars for schoolteachers have not been generally available, and JALT could restore these, on a non-profit basis, offering native speaker volunteers, in an informal summer camp style perhaps named the Imamura Seminar.

A questionnaire was given out in the latter part of the meeting. To encourage people to talk and get to know one another while gathering information about their foreign language experience, one sheet was given to each small group formed. The results were tallied and announced at the end of the meeting. We learned that most members first became interested in English in junior high school due to a teacher's influence or the desire to travel abroad, but interest tended to decline in high school. Of those present who taught, most became teachers because they wanted to teach. The biggest problem facing us was student motivation. Seven each indicated the need for help in teaching materials and conversational English instruction.

## OKINAWA

### HOW I LEARNED JAPANESE AS AN OCEANOGRAPHER

By Dr. Katherine Muzik

Reviewed by Fumiko Nishihira

Should a JALT meeting speaker be a language teacher? Not necessarily so. Some Okinawa chapter members seemed a bit uncomfortable when they first learned that the February speaker would be an oceanographer, not an English teacher. As it turned out, however, the meeting was a great success. The

speaker gave us an outstanding example of how language can be learned, outside of the classroom and even with no help from a teacher. There is no question that our prime concern is to find out ways to teach language effectively in the classroom; this is our trade and this is what JALT is all about. But we can deal with teaching techniques the other way around, that is, from the learners' point of view. This was where Dr. Muzik, contributed greatly.

Dr. Katherine Muzik, an associate researcher from the Smithsonian Institution, is a visiting scholar associated with Tokai University Press, doing her research work on coral in Okinawa at the Okinawa Expo Aquarium. She is a born linguist. Born of Czechoslovakian stock, she mastered Czechoslovakian at an early age; raised in Puerto Rico, she learned Spanish, also, having a French friend, she came to have a good command of French; and being an oceanographer and out of scholastic necessity she is well versed in German and Russian. However, when she came to Japan two and a half years ago, she had no knowledge of Japanese whatsoever.

She has some definite rules in learning whatever language she chooses. First, she must have the outright necessity to learn it. She says that unless she feels very strongly about the necessity, she cannot move ahead. She believes she must be motivated strongly and properly before she tackles the language. She had to learn Japanese because she wanted to do her research work in Japan. She says, "If you do not have any reason or goal for studying language, you will be indolent, frightened and impatient." For her, necessity is the mother of good learning.

Secondly, she makes it a rule to learn the language through people in their actual condition of life. Before she goes to them, however, she always equips herself with three basic words: "thank you," "delicious," and "beautiful." Then she meets people: 'fishermen and their wives, villagers, children, officials and scholars. Using the three words as liberally as she can, she mingles with them and makes them her teachers. With smiles and curiosity, she asks incessantly, takes notes diligently, and practices tirelessly. She lives in a house similar to theirs, eats humbly like a local fisherman's wife, goes to sea to dive just as fishermen do, and checks with scholars like an eager student. She even feels like them. She says, "Talk to people, then they will open their hearts and accept you as one of them. Language is a means for heart-to-heart communication. It becomes a way of life, living and growing with no abstraction attached to it." Naturally, she has no formal teacher for her Japanese, but simply carries a booklet of Japanese grammar with her.

Thirdly, she learns language with a sense of dedication, devotion to people and to the environment in which they live. In other words, she asks herself how she can contribute to them, their community with the knowledge she has about the language as a language student, and to

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the sea through her work as an oceanographer. At present, she is working on a book titled *Gifts from the Sea* written in both Japanese and English. Also in her spare time she gives lectures on the sea, coral, ecology, and other topics for various groups of people, plays with children to make them realize how beautiful the sea is and talks with people working for the protection of nature in the hope of finding ways of bequeathing it to unborn generations, intact from unnecessary development.

Dr. Muzik is learning language through strong necessity as a researcher, with ordinary people as her teachers. More than anything else, she is learning for her own growth as a human being. As a matter of fact, this is probably why we all learn foreign languages and why JALT members are so concerned about teaching English in the classroom. What Dr. Muzik did at the chapter meeting was show us a living example of the importance of language education.

■

## SAPPORO

### CULTURE SHOCK AND DIFFICULTIES IN INTERCULTURAL COMMUNICATION

**By Ayako Saito, Interpreter and Language Instructor**

**Reviewed by T. Christensen**

For the February meeting of JALT Sapporo, Ms. Ayako Saito talked to perhaps the largest audience in the history of the chapter. Ms. Saito started by confessing to being a sociology graduate of UCLA, but, rather than giving a sociological analysis of culture shock, she would use her own experiences as examples to show her understanding of what cultural shock is and what causes difficulties in intercultural communication.

Culture shock refers to a range of experiences brought about in environments different from those a person has been brought up in, which may affect a person's identity profoundly. It may be brought about by differences in population congestion, transportation, diet, and standard of living, but is easily overcome if a person is in the situation by choice and has a reason for being there. Another kind of culture shock arises from differences in thinking patterns and value systems. This type of culture shock may have a more profound influence as it is difficult to grasp and to be aware of such differences, and most people do not know how to handle and cope with such culture shock.

Ms. Saito wanted to start 20 years back, at the time when she first went to America. Here came a warning that an excessive concern with

and search for differences may have a negative influence; rather, we should look for similarities. Still, in' communication there are Japanese elements that are not well understood by people outside Japan, and so need to be brought up.

Ms. Saito was 16 when she first went to the U.S.A. and her initial impression was that there was overwhelming affluence. The easy availability of ice cream especially was a pleasant convenience that helped in her adjustment to U.S. ways. It took some months to get used to the language, however. One day a teacher asked why she was so serious and reserved when she talked to him. This puzzled her some as, of course, she behaved in a reserved and polite way to teachers: why would he ask about that?

And then there was a fellow student who was not all that a student should be (lazy, flirtatious, etc.). Ms. Saito was aloof to her while her fellow students made no particular distinction. She realized that she was categorizing her surroundings vertically just as Chie Nakane had described. This is a much-practiced Japanese activity not found in the U.S.A. She learned to observe how people interacted, yet occasionally she felt the absence of outward signs of respect to be indicators of lack of culture.

This same phenomenon is working when Japanese create a "gaijin" category and make all who look different fit into it. Ms. Saito considers this an overly easy way of dealing with foreigners, tending to alienate persons subjected to the treatment. Here the Japanese will have to learn more tolerance in dealing with others, but such change will probably be slow.

One day, Barbara, who Ms. Saito was sharing a room with, had an argument with her mother, claiming that her mother was trying to dominate her. Ms. Saito lectured the upset Barbara that mothers will be mothers and ought to be respected; at this point Barbara became very angry. She kept insisting that she was she and that her mother ought to respect that. This made Ms. Saito realize that she was evaluating things from a Japanese point of view. There she was, knowing a lot about the U.S.A. and the people there, and she didn't really understand what was going on; she had been given all the information and was sadly lacking in understanding.

Then at a party she was asked about her religion and for some reason she confessed to being a non-practicing Buddhist and, further, that she did not think much of god and religion. This shut up the questioner, who beat a hasty retreat, just as Ms Saito was feeling good at having finally spoken the truth! Ms. Saito realized that one may talk in one language using the context of another, here about religion using English words for what was really Japanese.

Another matter is role-expectations. When  
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a person is placed in a category, Japanese expect the person to act according to what is expected of such a person. To live up to the role-expectations of others becomes very difficult after having been away from Japan for a long time. Once she got used to being herself and lost consciousness of what she was doing, it became difficult to restrain herself and become a garden-variety Japanese. In modern Japan it is especially hard for females, who are left much less room for individuality than males.

It is not that the Japanese ways are wrong, Ms. Saito stated, but even Japanese have to live in and get along with the world. As signs that Japanese ways are changing, Ms. Saito brought up the high number of divorces among middle-aged couples. The majority are initiated by the wives, and the husbands cannot comprehend the reason the wife wants a divorce even after having been told that she wants to be treated not as someone who happens to be a wife, but that she wants to be respected as a person. Another sign of the changing times is students rebelling against being evaluated just by grades, disregarding their character.

Finally, Ms. Saito introduced a book by J.C. Condon and M. Saito (eds.): *Intercultural Encounters with Japan* (Simul Press, Tokyo), in which Prof. C. Barnlund writes about the public self and the private self. It had pleased Ms. Saito greatly to find a non-Japanese with great knowledge of Japan. The talk was followed by a discussion with a large part of the audience taking part.

## TOKAI

### SIMULTANEOUS INTERPRETATION & LANGUAGE LEARNING

By Tatsuya Komatsu

Reviewed by M. L. Roeklein

Amid humorous anecdotes, the well-known NHK interviewer and simultaneous interpreter, Mr. Tatsuya Komatsu, discoursed on the nature of the activity of simultaneous interpretation and the training his institution, Simul Academy, gives its students. Asserting that such interpretation is in almost every respect a normal linguistic activity, he believes that the training techniques applied to perfecting this ability are equally applicable to ordinary language training, a claim which his audience probably would not dispute as they recognized problem after problem of their own students addressed by the methods Mr. Komatsu espoused.

Noting that interpretation as a profession has existed only since World War II and that it has received very little theoretical formulation thus far, unlike translation, Mr. Komatsu observ-

ed that professional interpreters acquire their skills more than half by experience. But training is being done. That he outlined is organized around the development of three skills: correct understanding, retention, and expression.

The first stage of building correct understanding consists of content or discourse analysis, with readings that have clear organizational and logical structure groups. Emphasizing the paragraph as the basic thought-presenting unit, the students are asked to identify the main idea in consecutive one-minute readings. From the very first, their training curbs the desire to repeat everything and encourages the students to distill *meaning* out of the many words.

Correct understanding is further built by analysis of external factors, so the students are trained to study the personal background, attitudes, objectives, audience, etc., of the speaker and then to predict beforehand what the speaker will say. This is to be done before any interpretation *for*, and Mr. Komatsu estimated that conservatively 30 to 50 percent of a speaker's words can be thus predicted. He further pointed out, and surely we nod our heads, that such anticipation increases ready grasp of the spoken text as well and leaves the mind more free to apprehend the speaker's nuances and intentions.

A corollary of this skill of anticipating/prediction is the necessity of wide reading for the sake of general knowledge, particularly in the field of the person for whom one is interpreting. An interpreter with knowledge will not make serious mistakes, he said, but without this knowledge, the interpreter is bound to make them, no matter how talented. Small mistakes, which are inevitable, do not inhibit the communication when the overall subject is understood. Lack of general knowledge due to little reading is the most serious deficiency in his students, Mr. Komatsu feels.

On the other hand, too much knowledge is also undesirable, as it often destroys objectivity by producing a subconscious tendency to "adjust" the message to one's personal ideas. The antidote is intensive training in analysis, offering as it does the tools whereby what is read or heard is recognized clearly and without interference. The perfect balance between knowledge and analysis yields objectivity, the "backbone of the interpreter's profession," in Mr. Komatsu's words.

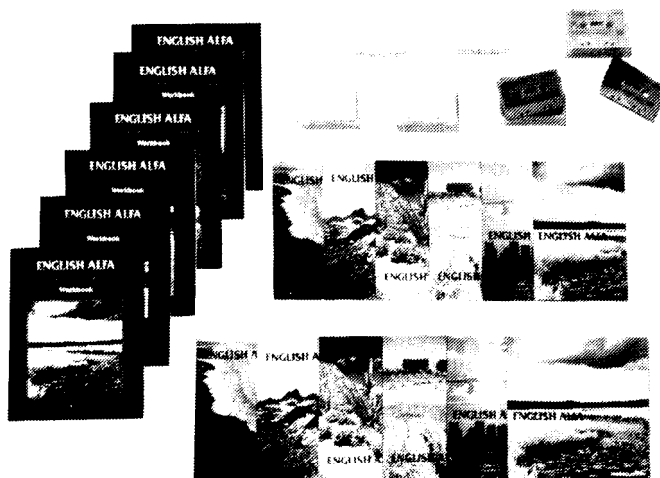
Since the interpreter's art is not one of translation but of recasting the speaker's words into an intelligible form, retention is essential. The initial stages of this training call for precise reproduction of what is heard, first only a few words (five to seven is an accomplishment in the beginning), then a sentence, and gradually a whole paragraph after several weeks of intensive practice. To do this calls on the student interpreter's knowledge of grammar and recognition of meaning, trained already from the beginning, as well as on the mastery of sound recognition.

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Later stages in training retention hone the note-taking skills, as in practice an interpreter will be taking notes. It is emphasized in training that the notes are but memos, the shorter the better, by which to reconstruct what was in fact immediately memorized upon hearing. Final training involves listening to a whole speech and repeating for five to ten minutes what was heard. Clearly the person who can do this has reached a high level of comprehension and retention.

The last area to be trained and the one Mr. Komatsu said was the most difficult skill to acquire is that of expression, i.e., what the audience receives. The process of expression is the same as the process of public speaking, which he feels is very difficult for Japanese because they are neither accustomed to nor trained in public speaking in any way during the course of their usual education here. The interpreter's "public sneaking" is different from an ordinary speaker's, however, in that the ideas in his speech are not his own; rather, the interpreter uses another person's ideas but makes his "own" speech. Good expression, then, requires the freedom to destroy the original structures in order to render the message reasonably in the target language. Since in principle ideas can be expressed in the target language insofar as the interpreter understands them clearly, Mr. Komatsu feels that the best training for expression *per se* is frequent exercise in public speaking. There the students learn to express themselves articulately and in a reasonable fashion, skills which can then be utilized in service to the actual speaker's ideas in an interpretation job.

The second aspect of expression to be learned is to speak also with reasonable emotion, with some sense of drama and theatrics (a skill ably and delightfully demonstrated throughout Mr. Komatsu's speech), with a voice of full volume, and with unflinching tone even when one is insecure. To this end, apologies or self-correction are not out of order while interpreting: Mr. Komatsu asserted that an interpreter must always be conscious of his audience.

An important element in this matter of speaking with reasonable emotion is that of correct rhythm and sense of pause. Repeating immediately after hearing foreign speech helps the acquisition of rhythm and accent, especially since understanding is usually present at this point, which is important because adults can more easily shape correctly what they understand. Listening to *rakugo* was suggested as a way of developing a sense of pause. Poetry and song are, naturally useful, as are poetry and drama for the demands they make on multi-faceted interpretation. The more resources, the better.

All of this sounded like a tall order, and in fact Mr. Komatsu asserted that there is no shortcut to language mastery. But he insisted again that interpretation is ordinary linguistic behaviour with the exception that the ideas are

another's rather than one's own, and that with sufficient effort a person can learn to do it. He also observed that it is a lifelong process, and a delight. Such attitudes and sense of delight vivified Mr. Komatsu's whole presentation and were no doubt among the greatest arguments in his presentation to inspire the necessary effort on the part of his audience to reach such proficiency or to help others reach it.

## JALT UnderCover

**AUTHENTIC READING.** Catherine Walter. London: Cambridge University Press. 1982. 94 pp.

**Reviewed by David Dinsmore, International Language Centre, Nagoya**

Just what, does 'authentic' mean? Recently it seems to have become a vogue word in EFL circles. We are encouraged to expose our students to 'authentic' texts, to give them 'authentic listening tasks and to engage them in 'authentic' communication activities. And the textbook writers and publishers have responded. It would be hard to find a textbook published these days which did not mention 'authentic' somewhere in the blurb or introduction, or which did not have pages laid out like newspapers or some other form of 'authentic' material.

This book takes it even further, choosing 'authentic' as its title and providing 24 "authentic texts from a variety of British and American sources." Widdowson (1979: 166) says:

I might be tempted to select passages of discourse which are thematically relevant from a whole range of sources on the assumption that I am thereby furthering the communicative purpose for which the learners need the language. But if I then exploit these passages from the traditional kind of comprehension question, structure exercise and so on, their authentic potential remains unrealised. . . The fact that the data is genuine is irrelevant.

Ms Walter chooses to exploit her passages by means of summary-writing exercises, basing this decision on one piece of research (Thomas & Augstein 1972). She tells us that this research proves that 'good' readers are those who do well on summary-writing tests, and that readers do better on summary-writing tests when told they will have to do one. She therefore gives

the instructions "read slowly" or "carefully" or "as many times as you wish" for almost every exercise, completely ignoring such reading skills as skimming, scanning and extensive reading. Despite this instruction, she recommends about 40 minutes as enough time to complete an exercise. This proved a rather unrealistic guideline, in my experience. The main reading problem for most Japanese students I have come across is precisely that they read at a very slow pace and are incapable of a flexible response to a text. Ms Walter's book proved of no assistance in tackling this problem; indeed, it made matters worse by encouraging their slow reading style.

Of the other exercises Ms Walter chooses to exploit her texts, by far the most popular is 'Guessing unknown words.' This is a vital reading skill, especially for dictionary-bound Japanese students, but the selection given here is at best arbitrary and at worst bizarre. Ms Walter gives definitions for a few words which "are important to an understanding of the text, and are difficult or impossible to guess." Is *aerosol-type* (defined) more difficult than *elderly* (not defined)? Or do most students at "upper-intermediate level" need help to work out the meaning of *release*? And why does *concave* need a definition when it appears on page 83 although students have been encouraged to work out its meaning in Unit 2 on contact lenses? Page 83 also sees *ivory* defined, despite its occurrence in the sentence *So many African elephants have been hunted for their valuable ivory tusks that...* and a picture of some elephants. Also among the defined words are *cattle*, *harmless*, *caution*, and *stage*. Surely no definitions at all and some more guidance in guessing the meaning of words from their contexts would have been more helpful?

Other exercises such as "accurate comprehension," "inference," "reading for specific information" and "making connections" are provided, but they seem to be remarkably similar in aim. "Feelings" occurs only once, and is therefore unimportant in Ms Walter's view, or so we must suppose. In the Teacher's Book she suggests additional activities for each unit, presumably as a nod towards an integrated approach. Many of her ideas for "oral fluency practice" (or 'talking,' as it is more commonly known) are often of a banal or shallow nature, with very little inherent affectivity. Indeed, this is what is lacking about the whole book, as well with many others like it now filling the bookstores like so many shiny packages of 'natural' food. Like Procrustes, we still try to fit the students to the textbook rather than allowing them to develop their own syllabus out of their own needs and aims. We present them with our specially prepared 'wholemeal' authentic material rather than allowing them to 'eat' the nasty, dirty real material to be found all around them in newspapers, magazines and so on.

This book is also prominently plugged as preparation for the new Cambridge First Certi-

ficate Examination, presumably for Paper I, "Reading Comprehension." This consists of 25 multiple-choice questions on vocabulary and grammar (section A) and 15 multiple-choice questions on three or more texts taken from 'authentic' sources (section B). But there are no multiple-choice questions in *Authentic Reading*, one reason being, Ms Walter tells us (p. 10), "that while people who have good summary skills do well on multiple-choice tests, the reverse is not always true. So if you are preparing for an examination that includes this type of question. *Authentic Reading* will help you." Ms Walter 'seems to want it both ways. She also includes a one-paragraph apology for a "communicative" methodology which seeks to reassure teachers that even though "you will not be able to hear everything that is said, or correct every mistake as soon as it is made. . . you will be able to hear and correct as much as you would in a *traditional* class" (my emphasis). Ms Walter seems to be aiming at a more 'traditional' type of teacher with this strange statement. As the jogging boom, aerobic dancing and muesli have swept through California, so Ms Walter and her publisher no doubt hope her glossy, 'authentic' book will sweep through the ranks of teachers who view 'communication' with deep suspicion. If you like granola bars for breakfast then this is the book for you. Otherwise have your students bring in a newspaper - it's cheaper, and a lot more 'authentic.'

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- Widdowson, H.G. 1979. *Explorations in Applied Linguistics*. Oxford: Oxford University Press.

**AUTHENTIC READING. Catherine Walter. Cambridge University Press, Cambridge, 1982. 94 pages.**

**Reviewed by R.K. Singh, Indian School of Mines, Dhanbad 826004, India**

Catherine Walter's course book, *Authentic Reading*, is meant for upper-intermediate students of EFL and aims at providing them "with strategies for approaching new texts outside the classroom." It has 24 short and interesting *authentic* texts: real samples of written English, British and American, drawn from newspaper articles, advertisements, passages from novels, parts of instruction booklets, letters and poetry. These are presented with a good graphics sense, which contributes to the attractiveness of the book.

To highlight their authenticity, the texts are printed in varying type sizes, styles and features, which also provide visual variety and  
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relaxation. Adult learners of varied interests read the passages with the motivating instruction: "You can read a lot of information from a text without understanding every word." (P. 10)

The texts for reading have been divided, according to their nature, into six parts: Part 1, *Instructions: How to do things*; Part 2, *Descriptions: What things are like*; Part 3, *Processes: How things happen*; Part 4, *Narrative: What happened*; Part 5, *Persuasion: Why you should do it*; Part 6, *Categories: How things are classified*. Each part comprises four units with black-and-white photographs, cartoons, charts, graphs, diagrams, tables, etc. -- all related to the text and to the development of certain skills of reading. The book has some 15 types of specially designed exercises to practise such skills as summary building, guessing unknown words, understanding complicated sentences, understanding internal connections and negative expressions, isolating the main ideas, inferring and interpreting, thinking and writing on a specific idea, etc. Students are encouraged to think *critically*, to read between and beyond the lines.

As English is taught to enable students to communicate in English, the author rightly puts emphasis on those skills that can be generalised across a range of purposes or activities. EFL/ESL students *read* to follow the information structure of the text for the "negotiation of meanings," which involves the finding, exchanging and sending of meanings. Catherine Walter's course does train students in certain strategies of successful reading, like perceiving the overall structure of the message, developing the ability to predict and guess from the context, and skimming and scanning for information, with due attention to removing some of the causes of misunderstanding the text. But the exercises relate only to *partial* negotiation of meaning.

Though the texts are authentic, it is doubtful they are appropriate for adult learners concerned with "specific" texts (i.e., scientific and technical) in English. Since each text demands a fresh strategy to tackle its meaning (even if a general strategy for reading may be possible), much depends on developing a blend of reading, writing and reasoning.

It appears to me that reading and writing are two sides of the same coin. If writing is isolated from reading, or *vice versa*, or if writing is disorganised, no amount of reading exercises can improve the general language development in students, which is the chief concern of a reading teacher. Syntactic growth, an important reading skill, can be attained by practice in the writing of sentences.

The objectives of reading can be achieved through the students' participation in the process of analysis and synthesis. While *Authentic Reading* offers practice in analysis, it has little to offer in the direction of synthesis. The author

also hardly pays any attention to the understanding of term-formation processes which is so necessary for reading specific purposes texts. The book, though intended for advanced level students, also omits skills involved in reference tasks.

The book is, however, very effective in a context where English is essentially meant for reading and students are motivated by a higher-order need. *Authentic Reading*, which is a relevant course in academic study skills, is a significant addition to the ELT method and material.

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**JAPALISH REVIEW. John Pereira (ed.). Kyoto: Seika University. ¥500.**

**Reviewed by Nobuko Shimazu, Osaka Gakuin Daigaku**

Before reviewing the magazine, in order to make my stance clear, I must inform the readers that I myself have been a contributor to it twice. However, because my involvement in the magazine is restricted only to these two occasions of having a poem and then a short critical study printed, I hope to be able to offer a comparatively objective view of the magazine.

First published in 1982, the *Japalish Review* sent out its most recent issue, No. 5, in November 1983. Though the editor, John Pereira of Kyoto Seika University, and the six members on the editorial board, all teachers at colleges and universities in the Kansai area, plan to publish the magazine on a quarterly basis, they kept their pace slow in the first two years in order to build a firm base for future development and to maintain quality.

Subtitled at first as "A living experiment in English by Japanese writers" and later modified to "A living experience in English by Japanese writers," the *Japalish Review* provides a chance for Japanese writers to express themselves in English. This idea is visually well conveyed on the cover of the first issue in which a stern-looking Kabuki character is writing in English his chapter eight of what seems to be a novel, with a calligraphy brush.

The magazine claims that in Japan "most of the English-teaching establishment concur that the spoken word comes first," an argument which would contradict the state of many English classes offered at high schools and universities. To replace what it claims to be the orally-oriented, parrot-like mimic learning approach, the *Japalish Review* encourages an aggressive self-expression by means of written words. "The creation of a Japanese-English idiom" is the goal they set for themselves, although what exactly "a Japanese-English idiom" is they do not make clear. They provide us, however, with an example: "India. .has used Eng-

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lish in the written form as a multi-faceted tool for progress." "Indian writers," writes John Pereira "have carved out their own niche in English literature, and throughout Asia, English has become a vital unifying factor among the separate nations. This can also be done in Japan."

Matthew Zuckerman, in the readers' comment column of issue No. 5, raises an objection to this comparison, suggesting the relative unimportance of the English language in the Japanese society as compared to the case in India. As Isao Uemichi aptly pointed out in his presentation at JALT '83. "A Warning to Foreign Teachers of English in Japan," for the Japanese people, English is not the second language but merely a foreign language. Making English a spontaneous means of self-expression in order for it to function as "a vital unifying factor" could be a goal too ambitious, but the effort must be given its due.

Its articles are as varied in content as their levels of English mastery. There is a special section called "University Writing," offering, for instance, a one-sentence-per-day diary with comic illustrations by a college student. Most of the articles, however, which include short stories, essays, poems and interviews, maintain a comparatively high language standard and are fun to read.

The magazine also holds an annual writing contest, giving awards in three categories: short story, essay and poetry. Issues No. 2 and 3 published 1982 winners' achievements, revealing their talent in both what they say and how they say it. "Alice in Nara" by Fumiko Noda, the winner of the Short Story Award, is a story of an energetic but shy, typical Japanese young girl getting an American teacher at her junior high school and of her amazed reactions to the totally different ways in which the American woman conducts herself. The girl comes home and describes her new teacher to her mother:

"I saw her tongue move back and forth, twisting and wrenching, right and left, as if it were a living, creeping creature. I've never seen anybody's tongue move like that, I mean, no teachers have ever spoken with their mouths so wide open like a barbarian. It's graceless and indecent and funny!" Yoko said, giggling with her hands covering her thin little mouth which was slightly closed but then she suddenly opened it and began to imitate the ways her new English teacher laughed.  
"Ha! ha! ha! ha! ha!" It felt so good to her.  
"Ha! ha! ha! ha! ha!" Yoko continued laughing.

One drawback in encouraging the Japanese writers to convey their thoughts in English is manifest in a few articles. Some of the results of the endeavour are so American that one cannot find a trace of the writer's original background. The writer has absorbed the English

language to such an extent that he accepts the thought pattern of the new language at the expense of his Japanese sensibility. I do realize that learning a language necessarily involves learning the thinking process of the native speaker. Yet to wholly adopt it in one's writing and to depict an American experience viewed from an American perspective would only lead to a skillful mimesis of American literature at most. Besides, such an approach would not help create "a Japanese-English idiom" that the magazine seeks to find. The editor seems to be well aware of this problem, yet at present resolves to publish various kinds of attempts.

Another problem for a writer writing in a foreign language, obviously enough, is linguistic error. "Communicative English is more an attitude of mind than the proficiency level of a language student," writes John Pereira. I agree, yet a writer should not be content with his poor language skill, nor should, I believe, the magazine encourage mistaken usage by letting it appear in print without editing. There should be a Japanese way of conveying an experience in good English without making the linguistic errors that the Japanese often make.

Despite these problems, the *Japalish Review* makes a valuable tool for language teaching. The articles written by the Japanese can evoke a feeling of affinity and offers much stimulus to the Japanese students who are used to passively and uncritically accepting what is on the text written by a native speaker. For more ambitious learners, the magazine offers an opportunity to see their efforts printed and there also are the awards to strive for.

Printed on glossy, quality paper, the magazine looks quite outstanding. Big illustrations and photos, all in black and white, help visualize and expand the image of the articles. The typeface is simple and easy to read, although I don't like the way they generously use boldface for emphasis.

The *Japalish Review*, in short, is a determined little baby learning to walk. It is fun to watch how it struggles to move a foot forward even if it ends up landing on its behind. And maybe next time the steps will be more stable, securing a firmer footing.

**MISSING PERSON: A RADIO PLAY.**  
Karen Hunter Anderson, Kathleen Breuging, John Lance. New York: Longman Inc., 1983. Book: 92 pp.; ¥1,670. Cassette tape: 52 minutes; ¥4,500.

**MURDER COMES TO BREAKFAST.**  
Heather Murray, A.M.J. Niethammer-Stott. Oxford: Pergamon Press, 1981. Book: 32 pp.; ¥780. Cassette tape: 34

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**Reviewed by Julian Bamford, American School of Business, Tokyo**

*Missing Person* is a new listening practice text in American English. Don't be fooled by the cover, which labels it 'for beginners.' Low intermediate is more like it, and, as such, the text fits neatly into the Longman list right before *Listening In & Speaking Out (Intermediate)*.

There are 12 units, each of which can be covered in roughly an hour. The taped listening material takes the form of a mystery drama, centered on the disappearance of one member of a group of American university students visiting Washington, D.C.

Each unit contains a two-minute episode of the drama, and students first predict the story ahead or have a couple of questions to guide them towards a general understanding of what they will hear. These are followed by other questions (true/false ; multiple choice) and tasks (matching; sequencing; filling in a one-sided phone conversation, etc.) which require more detailed comprehension. There is a short cloze dictation, a (non-listening) 'Listening (sic) and Function Practice.' and then another short taped listening passage related to, but not part of, the main story. Students compare this to a hand-written page from the diary of one of the characters and note differences. Finally, there is one discussion or prediction question. Tapescripts and answers are at the back, and there is a page of teaching suggestions at the front.

As listening practice material, it is basically sound. The tape is nicely realistic and quite fast, thus exposing students to authentic-sounding language while guiding them from general to more detailed understanding. From unit to unit, the exercises are similar, but varied enough to avoid both boredom and disorientation. The text purports to: "Encourage the development of listening strategies. Challenge students with listening-centered problem-solving activities. Motivate students with a suspenseful mystery story. . ." Much of this it does. While the listening guidance is too diffuse to effectively develop listening strategies *per se*, the very act of working with realistic English for a period of time provides students with high-quality general practice. This at least 'encourages' the development of these strategies.

The text has significant but not crucial weaknesses. The questions and tasks which make up the listening practice are uneven in quality. In particular, some pre-questions or prediction tasks are so weak as to give no guidance at all in listening (Unit 3), or are answered in the illustration (Unit 9). There is one exercise (Unit 1: Listening for Main Ideas) which cannot be done given only the taped information. And while the story is imaginative and sometimes

amusing, many students and teachers find it bland and slightly childish. A minor technical flaw appears in several units (2, 5, 6, 7, 10) where the tape must be wound backwards and then forwards again to do the exercises in the order printed in the book.

But, in spite of these shortcomings, most teachers at this school agree that it works, and in a variety of classes. A great strength of the text is its flexibility: units can be divided in two, exercises can be skipped, extra questions can be added. The tape alone can also provide useful listening practice for even advanced students.

This is not a great text, and it takes work to handle it smoothly and make it come alive. But there is enough interest and solid listening practice in it to make it worthwhile.

Fans of mystery dramas in episodes might also like to know about *Murder Comes to Breakfast*. It can hardly be called a text, being a tape plus 32-page pamphlet (half of which is tapescript) containing a few activities to be done while listening. The taped thriller is an Agatha Christie-type 'whodunit': a cast of characters in an English country house, all of whom have motives in the death of Peter Reddina, who was shot from behind one morning while taking breakfast. Nasty business. Was it the beautiful Lady Sarah Porter-Elliott, his former lover? Or perhaps it was Mint, family butler for 20 years. Or was it that shifty American, James Packard . . . ? Actually, the tape is less than natural and is sometimes slow, but it is hammy enough to be enjoyable. The plot also disappoints, with too few solid red herrings to make prediction fun. Each scene provides anywhere from 15 minutes to two hours classroom material, but the listening practice tasks need to be rewritten and added to if they are to guide the students and sensitize them to the clues used in solving the case. For teachers willing to invest time in preparing such material, the tape is a reasonable basis for enjoyable listening practice. For intermediate students.

## RECENTLY RECEIVED

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

## CLASSROOM TEXT MATERIALS/ GRADED READERS

Allan. *Come into my Castle* ("Pattern Readers" series). Macmillan, 1984. (Feb. 84 issue)  
Allsop. *English for Cambridge First Certificate* (teacher's book, student's book). Cassell,



1983. (Jan. 84 issue)
- Arnadot & Barrett. *Approaches to Academic Reading and Writing*. Prentice-Hall, 1984. (Mar. 84 issue)
- 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*. Prentice-Hall, 1984. (Mar. 84 issue)
- \*Byrne. *Roundabout Workbook C*. Modern English Publications, 1983.
- Church & Moss. *How to Survive in the USA: English for Travelers and Newcomers* (book, cassette). Cambridge, 1983. (Apr. 84 issue)
- Clarke. *The Turners at Home* ("Pattern Readers" series). Macmillan, 1966. (Feb. 84 issue)
- Colyer. *In England*. Macmillan, 1983. (Dec. 83 issue)
- NOTICE: The above book has been carried on the Recently Received list since the Dec. 1983 issue. If no JALT member has requested it by 31 May, it will be discarded.**
- Curtin. *Use of English* ("Cambridge First Certificate English Practice" series). Macmillan, 1983. (Mar. 84 issue)
- Cushman. *You and Your Partner: Practical English Conversation for University Students*. Liber Press, 1984.
- \*Doff et al. *Meanings into Words, upper intermediate* (student's book, teacher's book, workbook, test book, two cassettes). Cambridge, 1984.
- Granowsky & Dawkins. *Career Reading Skills, Book A*. Globe Book Co., 1984.
- Hill. *Elementary Conversation Topics*. Oxford, 1983. (Apr. 84 issue)
- Jones. *Progress Towards First Certificate* (teacher's book, student's book, self-study guide). Cambridge, 1983. (Jan. 84 issue)
- Kagan & Westerfield. *Meet the US*. Prentice-Hall, 1984. (Mar. 84 issue)
- \*Kaplan et al. 英単語問題集 4500. オック スフォード大学出版局, 1984.
- Lofting. *The Story of Doctor Doolittle* ("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 & Pettitt. *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. (Apr. 84 issue)
- 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)
- Ttofi. *Reading Comprehension* ("Cambridge

First Certificate English Practice" series). Macmillan, 1983. (Mar. 84 issue)

- Ur. *Teaching Listening Comprehension* ("Handbooks for Language Teachers" series). Cambridge, 1984.

## 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. (Apr. 84 issue)

## TEACHER PREPARATION/REFERENCE/RESOURCE/OTHER

- Holden, ed. *Focus on the Learner: British Council 1983 Bologna Conference*. Modern English Publications, 1983. (Apr. 84 issue)
- \*Howatt. *A History of English Language Teaching*. Oxford University Press, 1984.
- 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* ("Handbooks for Language Teachers" series). Cambridge, 1983. (Mar. 84 issue)
- Widdowson. *Learning Purpose and Language Use*. Oxford, 1983. (Apr. 84 issue)
- \*Wright. *1000 Pictures for Teachers to Copy*. Collins, no date.
- This is a pre-publication sample, with author's corrections.**

*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

## 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*.
- Appel et al. *Progression in Fremdsprachenunterricht*.
- Berman et al. *Practical Medicine*.  
- *Practical Surgery*.
- Brims. *Camden Level Crossing*.
- Comfort et al. *Basic Technical English*.
- Connelly & Sims. *Time and Space: A Basic Reader*.

(Cont'd on page 43)

# *Titles in English for Special Purposes from HBJ*

## **MEDICAL TERMINOLOGY** **From HBJ Media Systems Corporation**



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- 40-55 hours, at their own pace

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## **NEW!**

### **Computers and ESL**

**David H. Wyatt**

Examines in-depth issues of computer hardware and software, and discusses some of the most important and practical CALL (computer-assisted language learning) techniques for teaching English as a second language ~ techniques that have already been implemented in existing software or can easily be developed by the computer user. Includes a section on software resources.

**O-I 5-599000-o Paperbound**

(a Centre for Applied Linguistics title)

## **NEW!**

### **Training Translators and Conference Interpreters** **Wilhelm K. Weber**

Discusses ways in which translation and conference interpretation should be taught in order to maintain the integrity of the two professions and attempts to show what can be done to help students interested in these careers. Describes basic aptitudes and qualifications, learning and teaching resources, curriculum, instruction, testing, and career options and job opportunities in translating and interpreting.

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For further information, contact:

**Harcourt Brace Jovanovich Inc.**

Hokoku Bldg. 3-II-13, Iidabashi Chiyoda-ku, Tokyo 120, Japan.

Telephone: (03) 234-1 527 Telex' J27953 Academic

(Cont'd from page 41)

Doff et al. *Meanings into Words, intermediate.*  
 Field. *Listening Comprehension.*  
 Gabriels. *Rhyme and Reason.*  
 Harrison. *A Language Testing Handbook.*  
 Holden, ed. *New ELT Ideas.*  
 Jones. *Simulations in Language Teaching.*  
 Kearny. *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.*

Madsen. *Techniques in Testing.*  
 Morrison. *Word City.*  
 Mundell & Jonnard *International Trade.*  
 Norrish. *Language Learners and Their Errors.*  
 Raimes. *Focus on Composition.*  
 ———. *Techniques in Teaching Writing.*  
 Rixon. *Fun and Games.*  
 Roach. *English Phonetics and Phonology.*  
 Rossi & Gasser. *Academic English.*  
 Seaton. *A Handbook of ELT Terms and Practice.*  
 Steinberg. *Games Language People Play.*  
 Wharton. *Jobs in Japan.*

# Bulletin Board

Please send all announcements for this column to Jack Yohay, 1-1 1 1 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.

## TESOL AUDIO TAPES AVAILABLE FOR LOAN

Selected audio tapes from the TESOL '84 conference in Houston are now available for loan from the JALT Central Office. For each cassette desired, please send ten ¥60 stamps along with the number and title of your request. Upon return of the tape(s) to the office, five of the stamps will be returned to you, the rest having been consumed in postage and administrative expenses. Please note that many selections require more than one cassette.

The Politics of Teaching English as a Second Language, R. Cummings & S. Gregory, chairs. 4 cassettes.  
 Colloquium on Classroom Centered Research, S. Gaies & D. Allright, chairs. 4 cassettes.  
 Computer Assisted Language Learning: Is It for Everyone?, J. Jamieson & C. Chapelle.  
 The Revision Component in the Writing Process in the ESL Composition Class, S. Storla.  
 Teaching ESL Students to Edit: The Forgotten Skill, S. Lamp.  
 Field Independence & Ambiguity Tolerance as Predictors of Proficiency in English as a Second Language, C. Chapelle & C. Roberts.  
 Perception & Production of Politeness in English by Japanese Learners, Y. Iwata & S. Fukushima  
 Plenary Session On Chalk & Cheese, Babies & Bathwater, & Squared Circles: Can Traditional & Communicative Approaches Be Reconciled?, A. Maley. 2 cassettes.  
 Pragmatics, Discourse Analysis & Second Language Acquisition, E. Rintell, Chair. 4

cassettes.

Establishing a Short Intensive EFL Program for Visiting Japanese University Students. L. Hillman, T. Nunnelley & D. Pitlik.  
 The Acquisition of English Questions by Spanish, Japanese & Arabic Speakers, D. Savas.  
 A Large-Scale Study of Feedback Methods in EFL Composition, T. Robb, S. Ross & I. Shortreed.  
 Methods that Work, J. Oller. 2 cassettes.  
 Computer-Assisted TOEFL Preparation, N. Strickland & R. B. Bray. 2 cassettes.  
 Academic Lecture Listening: Comprehension Problems in Relating Technical Terms, Graphs & Anecdotes, P. W. Peterson. 2 cassettes.  
 Sensitizing Students to the Teaching Act Through Poor Teaching: It's Simple., It's Easy, It's Real. and It Works!, T. Plaister. 2 cassettes.  
 What Students Believe about Language Learning, E. Horwitz. 2 cassettes.  
 Listenability: Measuring the Difficulty of Listening Passages, M. Graham. 2 cassettes.  
 Communicative Approaches to Language Teaching: An Analysis, D. Bycina.  
 The Oral Test of English Skills (OTES): A Functionally Based Interview Test, C. Mills et al.  
 Plenary Session - A Brave New World for TESOL, T. Scovel.

## FUTURE TESOL CONVENTIONS

1985: New York, NY  
 1986: Anaheim, CA  
 1987: Hollywood, FL  
 1988: Chicago, IL  
 1989: San Antonio, TX  
 1990: San Francisco, CA

## The TESOL SUMMER INSTITUTE

will be at Oregon State University, Corvallis, June 25 through August 3. However, it is not necessary to attend from beginning to end. Courses (which may be taken for graduate credit) begin on June 25 (3 weeks), July 2 (4 weeks) and July 16 (3 weeks). Workshops,  
 (Cont'd on next page)

(Cont'd from preceding page)

running for one or two weeks only, begin on July 2 and 9 and/or 16. For more details call or write Jim White, 1-4-2 Nishiyama-dai, Sayama-cho, Osaka-fu 589. tel.: 0723-66-1250, and ask for a copy of the complete, 44-page booklet which explains "everything."

## **THE INSIDE STORY ON TESOL MATERIALS Workshops in Tokyo, Osaka**

Richard Yorkey will give two workshops dealing with the publication and marketing of ESL materials and their development for commercial purposes. Mr. Yorkey, a professor in the ESL program and the M.A.-in-TESOL program at St. Michael's College, Vermont, is well known for his own published materials, including such titles as *Study Skills*, *Cloze Encounters* (both McGraw-Hill), and *Intercom* (Heinle and Heinle).

Tokyo: Saturday, May 12th; 3-9 p.m.; Sunday, May 13th, 10 a.m.-4 p.m., at Temple University Japan, Mitake Bldg., 1-15-9 Shibuya, Shibuya-ku, Tokyo 150, tel. (03) 486-4141

Osaka: May 19-20, same times as above, at Seibo Junior College.

Info and registration form: Michael DeGrande, Temple University Japan.

## **OSAKA JALT AREA CONFERENCE CALL FOR PAPERS**

Theme: Applied Linguistics: Students, Teachers and Texts.

Place: Umeda Gakuen (St. Paul's Church)

Dates: Sat.-Sun., July 21-22

Contact: Send title, brief abstract of presentation (including type and anticipated audience) and time required to: Vincent Broderick, 1-4-19 Kamioichi, Nishinomiya 663, preferably by May 15.

Inspiration: Call Vincent Broderick, 0798-53-8397 (eves.) or Shari Berman, 03-719-4991.

## **PARTNERSHIPS IN ESL RESEARCH: UNIVERSITIES AND SECONDARY SCHOOLS - CALL FOR PAPERS**

The Department of Teacher Education, University of Southern California, invites research papers for a symposium, "Partnerships in ESL Research: Universities and Secondary Schools," March 14, 1985. Both completed research and reports on research in progress will be considered. A major goal of the symposium is the development of partnerships between

scholars in higher education and secondary ESL classroom teachers, the better to facilitate classroom-centered research for the former and "input on research topics which reflect classroom realities" for the latter. Suggested topic areas: teacher effectiveness, teacher and student stress, theory, curriculum, methods, approaches, techniques, models, comparisons between bilingual and TESL approaches, legislation, administration, psychological and sociocultural aspects of second-language acquisition, testing, evaluation. Deadline for receipt: November 30. Write Dr. Hideko Bannai, USC School of Education, WPH 1004, Los Angeles, CA 90089-0031. U.S.A.

## **ERIC Is E-X-P-A-N-D-I-N-G Its Focus!**

ERIC is now involved in an experiment which is designed to provide access to a special selection of materials that will help educators meet the new demands of changing needs.

In addition to the traditional ERIC documents, we are now seeking practice-oriented materials which are short, timely, and ready for immediate application in the classroom or at the school site. These materials may be teacher-made, locally produced, or developed by sources not previously tapped by ERIC.

Here's how you can help. Be alert for the following types of practitioner-oriented documents:

- Games/Puzzles
- Worksheets
- Handbooks
- Brief Research Syntheses/Summaries
- Fact Sheets

Send two copies (if possible) of your candidate and reproduction release to the ERIC clearinghouse which covers your subject area:

ERIC Clearinghouse on Language  
and Linguistics  
Center for Applied Linguistics  
3520 Prospect Street, N.W.  
Washington, D.C. 20007

Reproducibility note: All materials submitted must be typed or printed in black ink on white paper that is no larger than letter size (8½" x 11").

## **WANTED: A FILMSTRIP PROJECTOR**

Mrs. Susan L. Iwata, 170 Tabe-cho, Tenri-shi, Nara-ken 632. tel. (07436) 3-4184. would like to purchase a filmstrip projector: either new or used. She would also like to share several used elementary school filmstrips, both regular and sound, purchased recently in the United States, with other teachers or parents involved with children's education.



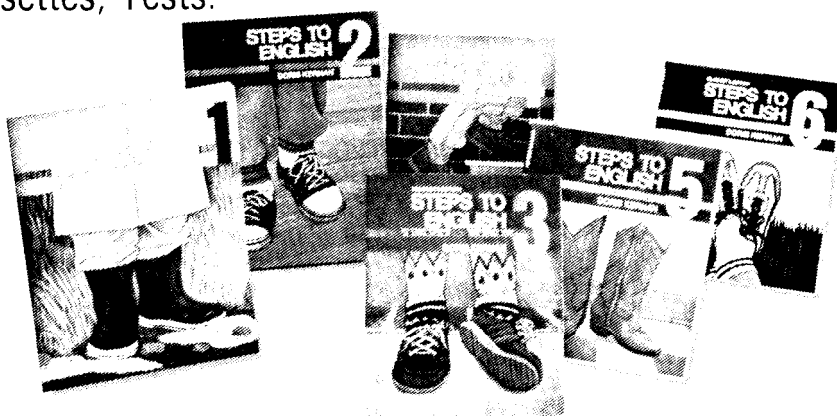
# STEPS TO ENGLISH

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When you teach students of widely different language abilities—including some for whom English may even be a totally new learning experience—you need all the help you can get.

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Pupil's Ed ¥2,480, Workbook ¥950, Cue Cards ¥23,230  
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## CAMBRIDGE APPLIED LINGUISTIC SERIES

Cambridge University Press has recently established a new series: *Cambridge Applied Linguistics Series* (CALS) under the editorship of Michael H. Long and Jack C. Richards of the University of Hawaii at Manoa. In the *Cambridge Applied Linguistics Series*, the editors and Cambridge University Press will publish work in various area of applied linguistics., but with a predominant focus on second language education.

Titles in the series will be characterized by accountability to theory and/or empirical research, with every effort made to match the standards and rigor of other social sciences. Titles may include single author texts, edited collections of papers on a single topic, coherent selections of conference papers, and survey volumes suitable for introductory course work in a given area of applied linguistics. While not intended as methodology handbooks for teachers, titles in the series will be of interest to experienced teachers, teacher trainers, researchers and students of applied linguistics.

Some of the topics the *Cambridge Applied Linguistic Series* plan to cover are second language acquisition, interlanguage studies, discourse analysis, languages for specific purposes, bilingual and immersion education, language program design and evaluation, language testing, reading and writing in a second language, listening comprehension, classroom-centered research, language and the deaf, language planning, and related areas of applied psycho- and sociolinguistics.

If you or a colleague are planning or would be interested in planning a volume which would fall within the domain of the *Cambridge Applied Linguistics Series*, you are welcome to contact the editors with a brief proposal. This should include a suggested table of contents and, if possible,, a sample chapter or related journal publication by you. They may be reached at the following address:

Dr Michael H. Long and Dr Jack C. Richards  
Department of English as a Second Language  
Moore Hall, University of Hawaii at Manoa  
1890 East-West Road.  
Honolulu, Hawaii 96822  
U.S.A.

or you may contact Cambridge University Press via either

Peter Donovan	or	Ellen Shaw
Senior Editor, ELT		ESL Acquisitions Editor
Cambridge University Press		Cambridge University Press
The Edinburgh Building		32 East 57th Street
Cambridge CB2 2RU		New York, NY 10022
England		U.S.A.

## 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.

## PRESS ANNOUNCEMENT

Harcourt Brace Jovanovich and the Center for Applied Linguistics have formed a publishing partnership. The CAL/HBJ partnership will continue and expand the distinguished professional works of importance, in both research and practice, in applied linguistics. The publishing plan is directed by the CAL/HBJ Editorial Board comprising Sarah Blackmun (President, Harcourt Brace Jovanovich International), Dr. Russell Campbell (Chairman, TESL Program, University of California Los Angeles), and Dr. G. Richard Tucker (Director, Center for Applied Linguistics).

Proposals should be sent to the Board at the Center for Applied Linguistics, 3520 Prospect Street, N.W., Washington, DC 20007, U.S.A. or care of HBJ International, Iidabashi Hokuoku Bldg., 3-11-13 Iidabashi, Chiyoda-ku, Tokyo 120, Japan.

## KIDS

Are you a language/literature specialist? Are you a theater buff? Do you want to improve your English skills, or do you just want a good evening's entertainment? If the answer to all or any of these is 'Yes,' then do not miss the forthcoming KIDS (Kinki International Dramatic Society) production of the very famous comedy by Nicolai Gogol, *The Government Inspector*. The play, first performed in Tsarist Russia in 1836 and which shows up the corruption of the officials of a small town, will be presented in English in the version prepared for the Royal Shakespeare Company's production in 1966, by Edward Marsh and Jeremy Brooks (published by Methuen). KIDS' actors and actresses are all native speakers of English, and their productions to date have built up a very solid reputation. Performances will be as follows:

Kyoto: Silk Hall (Shijo Muromachi), Sat., May 26 at 6.00 and Sun., May 27 at 2.00.  
Kobe: The International Conference Center on Port Island, Sun., June 3 at 2.00.

(Cont'd on page 48)

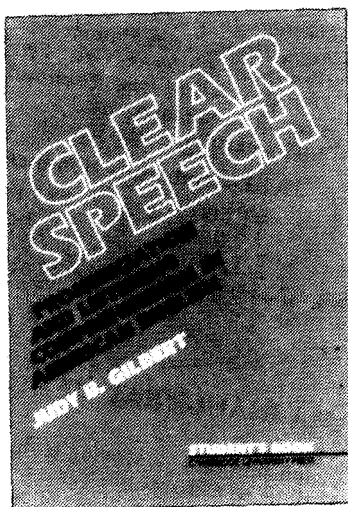
## NEW from Cambridge, New York

### How to Survive in the U.S.A.

Nancy Church and Anne Moss

'Survival' American English at an intermediate level for adults traveling to the U.S.A. on business, pleasure or for study.

- ★ Extensive practice in using American English for practical communication
- ★ A wide range of authentic American material used
- ★ Lots of practical information about living in the U.S.A.
- ★ A variety of American accents on cassette
- ★ Differences between American and British English clearly shown



### Clear Speech

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Practice in American English pronunciation and listening comprehension for intermediate and advanced students. *Clear Speech* covers individual sounds and stretches of continuous speech, while developing students' ability to communicate and understand.

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Further information on all Cambridge ELT publications from Mrs Lola Caldeira U. P.S. Ltd., Kenkyu-sha Bldg., 9 Kanda Surugadai, 2-chome, Chiyoda-ku, Tokyo 101. Tel: 295 5875.

**CAMBRIDGE UNIVERSITY PRESS**  
The Edinburgh Building, Shaftesbury Road, Cambridge CB2 2RU, UK  
32 East 57th Street, New York, NY 10022, USA

(Cont'd from page 46)

Tickets: (adult ¥1,500, advance ¥1,300; student ¥ 1,200, advance ¥1,000) available from KIDS members, the Silk Hall or the following Playguides: Kyoto Fujii Daimaru (Shijo), (075) 211-2431; Osaka Keihan (Yodoyabashi), (06) 202-7544; Kobe Santica (Sannomiya), (078) 332-1570. For further information call KIDS at (075) 71 1-5397.

KIDS tries to use good halls in convenient locations but at the same time keep ticket prices within the reach of everyone, especially students. The cost of renting the halls alone for this production will be approximately ¥1,000,000. So to make ends meet KIDS hopes for large audiences! This will be the 10th KIDS' production since the group was formed in 1981, and will be directed by David Hale.

## 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.*

**(NAGOYA)** Applications are being sought for a full-time position beginning September, 1984, as Associate Instructor, Faculty of Foreign Languages, Nanzan University, Nagoya. Contract is for two years with one renewal possible. Minimum teaching load of 16 hours per week plus office hours and participation in program planning. Compensation depends on qualifications. M.A. in a field related to English language education required. Interested candidates should forward: resume; statement of career goals; two recommendations including one from a faculty member of the most recently attended graduate school, to Professor Hiroshi Nishiwaki, Department of British and American Studies, Nanzan University, 18 Yamazato-cho, Showa-ku, Nagoya 466.

**(SAPPORO)** IAY, a language institute, is seeking a Japanese to fill a full-time position beginning July 1, 1984. Duties involve teaching English conversation to high school and adult students.

Appropriate degree from a U.S. university and speaking/listening skills teaching experience preferred. Contact: Bruce Robinson, Head Instructor, IAY, Hinode Bldg. 5F., Minami 1, Nishi 4, Chuo-ku, Sapporo 060. Tel.: (011) 281-5188.

**(SENDAI)** Full-time English teacher for children and adults. Energetic, positive, native speaker with university degree (ESL/EFL or related preferred), teaching experience and a strong interest in teaching and learning necessary. Familiarity with "new" trends and approaches (e.g., TPR, CLL, Notional/Functional Syllabi, acquisition, etc.) extremely useful. Two-year contract. Training (with pay) provided. Competitive salary and transportation provided.

# Meetings

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

## COMMUNICATE!

### The second Tohoku JALT mini-conference on language teaching

**Saturday, May 26, and Sunday, May 27  
Tohoku Gakuin University, Sendai**

#### Saturday May 26

- 9:00- 9:30 Registration
- 9:30-10:00 Welcome
- 10:00-11:30 *Gotta Get 'em Genki: Games for Language Growth.* Marc Helgesen and Robin Jordan
- 11:30- 1:00 Special Interest Group (SIG) luncheons
- 1:00- 4:00 *English through Drama for junior high & high school.* Yoko Nomura
- 4:15- 5:30 *'It Ain't the Same Old Song and Dance* . Dale Griffice
- Evening Informal dinner and disco

#### Sunday, May 27

- 12:30- 1:30 *Making It Stick: Activities for Acquisition,* Tom Mandeville
- 1:45- 3:00 *Games for Children,* Griff Frost
- 3:15- 4:15 *College Classes and Communication,* Roy Shelangouski
- 4:30- 5:00 SIG meetings. Steve Brown

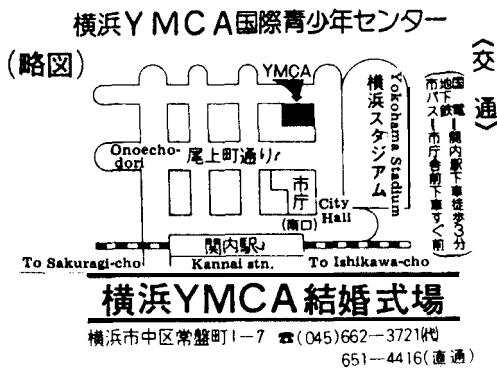
Registration:	JALT members	Non-members
Advance	¥1,500	¥3,000
on-site	2,000	3,500
One day	1,200	2,000
Information:	0222-65-4288; 0222-62-0687	

## YOKOHAMA INAUGURAL MEETING

- Topic: Listen and Act -- Moving from Simple Actions to Classroom Drama
- Speaker: Dale Griffice
- Date: Sunday, May 13th
- Time: 2 - 5 p.m. Informal dinner with speaker to follow at nearby restaurant (no reservations necessary pay as you go)
- Place: Yokohama YMCA (1-minute walk from Kannai Station on the JNR line - see map)
- Fee: Members, free; non-members, ¥500
- Info: Keiko Abe, 045-574-2436 (home), 03-445-1005 (work); Yokohama YMCA, 045-662-3721



This presentation promotes listening as the primary activity in acquiring language with a special emphasis on the role of actions. Mini-drama is introduced as a way to give extended coherence and meaning to actions.



Directions: Get off at Kannai stn. on the JNR Negishi line. If taking the Toyoko line, change to the JNR Negishi line at Sakuragi-cho. Kannai is the next stop. By bus: take nos. 55, 99, 101, 105 or 106 Shicho-mae (Yokohama City Hall).

## FUKUOKA

Topic: Second Language Acquisition in Childhood  
 Speaker: Kiichi Matsuhata  
 Date: Sunday, May 13th  
 Time: 1 - 4 p.m.  
 Place: Fukuoka Chuo Shimin Center, Room 2, 2-5-8 Akasaka, Chuo-ku, Fukuoka, tel. 092-714-5521  
 Koon: Fukuoka Ken Kyoiku-Inkai  
 Fee: Members, free; non-members, ¥1,000  
 Info: Etsuko Suzuki, Bell American School, 092-761-3811

## HAMAMATSU

Topic: The Bilingual Child  
 Speaker: Masao Yamamoto  
 Date: Sunday, May 20th  
 Time: 1 p.m.  
 Place: Seibu Kominkan, 1-21-1 Hirosawa, Hamamatsu, 0534-52-0734  
 Fees: Members, ¥500; non-members, ¥1,500; students with I.D., ¥500  
 Info: Rick Caves, 05384-3-2138

## HIROSHIMA

Topic: "Gotta Get 'em Genki: Games, Big Classes, and Acquisition?"  
 Speaker: Marc Helgesen  
 Date: Sunday, May 13th  
 Time: 1 - 4 p.m.  
 Place: Hiroshima YMCA  
 Fee: Members, free; non-members, ¥500  
 Info: Ms. Taeko Kondo, 082-229-3625; Ms. Deborah Foreman-Takano, 082-221-6661

English acquisition through games offers special opportunities as well as special challenges to teachers and students alike. In the initial portion of this workshop, participants will take

part in several language games. Factors that make games work (or not work) will be considered, along with ways to use game materials for establishing meaning and suggestions for developing variations to provide for extended yet interesting practice.

Marc Helgesen is head teacher at the New Day School, Sendai. He developed some of the games he will present while teaching ESL to inmates of a correctional institution in Illinois. His numerous publications include "Tricks for Individualising EFL." He is the "My Share" editor for *The Language Teacher*.

## HOKKAIDO

Topic: Using Videotapes in Teaching English  
 Speaker: Thomas Guerin, Professor, Sapporo University  
 Date: Sunday, May 20th  
 Time: 12:30 - 1:30 p.m., Commercial Demonstration by Yohan  
 1:30 - 3:30 p.m., Lecture/Demonstration by Prof. Guerin  
 Place: Sapporo University  
 Fee: Members, free; non-members, ¥500  
 Info: Dale Sato, 011-852-6931

### Hokkaido Chapter New Officers

**Coordinator/Treasurer:** Torkil D. Christensen, 403 Hokuken Mansion, Kita 7 Nishi 6, Sapporo 001., Tel. 011-737-7074

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**Member-at-Large:** Richard D. Kizziar, Chisan Ms. #8 Sapporo #708, Minami 1 Nishi 23, Chuo-ku, Sapporo 064, Tel. 011-631-9626 (work)

The other officers remain the same as announced in the March issue.

## KANTO SIG for Teaching English to Business People

Topic: Teaching English for Specific Purposes  
 Date: Saturday, May 19th  
 Time: 2 - 4 p.m.  
 Place: Kobe Steel Language Center, Tatsunuma Bldg. (5th Fl.), 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 above number (Mon-Fri., 1-5 p.m.)

## KOBE

Topics: 1) Purposeful Dictation  
 2) Interpretative Oral Reading  
 Speaker: Walter A. Matreyek  
 Date: Sunday, May 13th

(Cont'd on next page)

(Cont'd from preceding page)

Time: 1:30 ~ 4:30 p.m.  
 Place: St. Michael's International School,  
 17-2, Nakayamate-dori, 3-chome, Chuoku, Kobe. 078-221-8028  
 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. Matreyek has prepared two practically-oriented presentations. The first concerns designing, administering and checking dictations depending on various factors. "Interpretative Oral Reading" demonstrates how areas such as phrasing, pronunciation and listening comprehension can be worked on using this technique. Mr. Matreyek's presentations will begin at about three o'clock.

Mr. Matreyek has a M.A. in Speech Communication/ESL from Pennsylvania State University. He has taught in numerous programs both in the U.S. and abroad. He gave six presentations at JALT '83. Mr. Matreyek is the author of *Communicating in English: Examples and Models* (Vol. 1: *Functions*, Vol. 2: *Notions*, Vol. 3: *Situations*), recently published by Pergamon Press. He is employed by Sumitomo Metal Industries, Ltd. Osaka.

## MATSUYAMA

Topic: More Effective English Reading Classes  
 Speaker: Dr. Kenji Kitao  
 Date: Sunday, May 13th  
 Time: 1 - 4 p.m.  
 Place: Matsuyama University of Commerce  
 Gogoken, Room 52  
 Fee: Members, free; non-members, ¥1,000  
 Info: Ruth Vergin, 0899-25-0374  
 Steve McCarty, 0899-31-8686

Dr. Kitao, a professor at Doshisha University in Kyoto, is well known for his work in improving reading classes. He has tried to make reading in class more "active, interesting and meaningful." In order to do this, Dr. Kitao has developed several reading textbooks as well as various techniques for making students active learners.

## NAGASAKI

Topic: Speech Communication Methods  
 Speaker: James Bowers  
 Date: Sunday, May 20th  
 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

## OKINAWA

Topic: Second Language Acquisition  
 Speaker: Shelton Allen, Missionary Language Institute, Tokyo  
 Date: Sunday, May 20th  
 Time: 2 - 4 p.m.  
 Place: The Language Center  
 Fee: Members, free; non-members, ¥500  
 Info: Dan Jerome, 09889-7-3805; Fumiko Nishihira, 09889-3-2809

## OSAKA

Topic: Teaching Korean the Silent Way  
 a) Videotaped class  
 b) Demonstration: pronunciation/numbers/counting/money  
 c) Discussion  
 Speaker: Ms. Jungja Ha  
 Date: Sunday, May 20th  
 Time: 1 - 4 p.m.  
 Place: Umeda Gakuen (St. Paul's Church),  
 2-30 Chaya-machi, Kita-ku, Osaka  
 Fee: Members, free; non-members, ¥1,000  
 Info: V. Broderick, 0798-53-8397 (eves.);  
 T. Cox, 0798-71-2272; E. Lastiri,  
 0722-92-7320

Ms. Jungja Ha is the Director of the Korean Language Program at the Language Teaching Research Center in Seoul.

## OSAKA SIG

### Teaching English in a Business Environment

Info: Scott Dawson, 0775-25-4962

### Teaching English in Schools

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

### Children

Topic: Some hints for teaching pronunciation:  
 Naoko Robb  
 English through action: Sister Regis  
 Wright

Date: Sunday, May 20  
 Time: 11 a.m. - 12:30 p.m.  
 Place: Umeda Gakuen  
 Info: Sr. Wright, 06-699-8733

### Teaching in Colleges and Universities

Topic: Book Review Project  
 Date: Sunday, May 20  
 Time: 11:30 a.m. - 12:45 p.m.  
 Place: Umeda Gakuen  
 Info: Jim Swan, 0742-34-5960

## TAKAMATSU

Topic: Thirty-five Techniques for Correcting  
 Student Pronunciation  
 Speaker: Don Maybin  
 Date: Sunday, May 13th  
 Time: 2 - 5 p.m.  
 Place: Shimin Bunka Centre  
 Info: Shizuka Maruura, 0878-31-6801

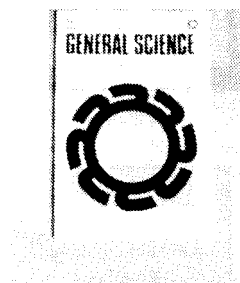
## TOKAI

What is the title? (take your pick)  
 1) All booked up  
 2) Do you think they'll tar and feather us?  
 3) Reading situations  
 4) Throw the book at 'em.  
 Speakers: Donna Brigman and David Dinsmore  
 Date: Sunday, May 13th  
 Time: 1 - 5 p.m.  
 Place: Room 401, Aichi Kinro Kaikan,  
 Tsurumai Park  
 Fee: Members, free; non-members, ¥1,000  
 Info: Kazunori Nozawa, 0532-48-0399;  
 Andrew Wright, 052-762-1493

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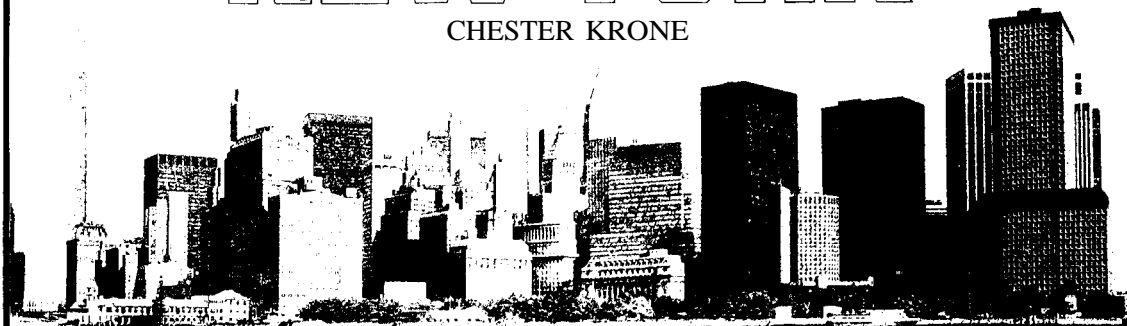
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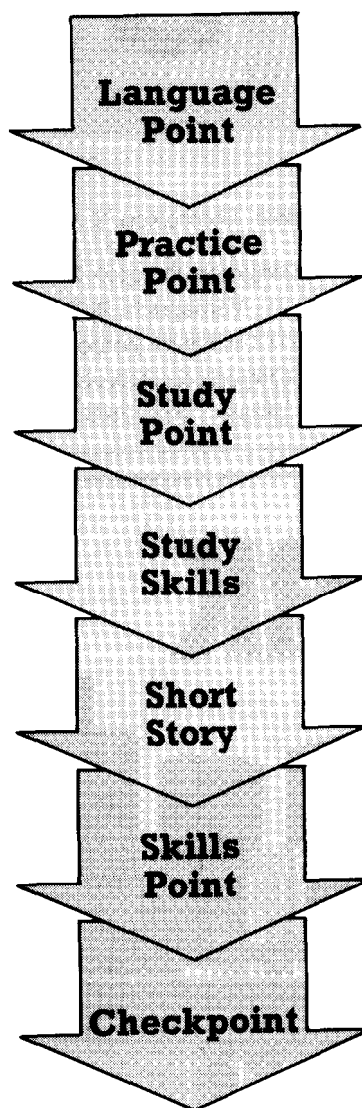
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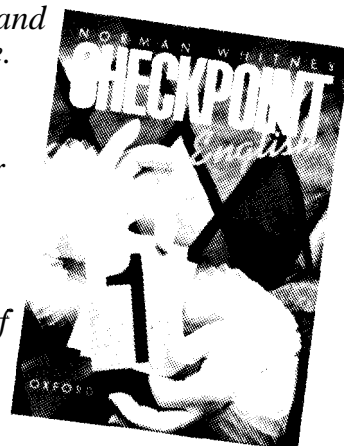
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