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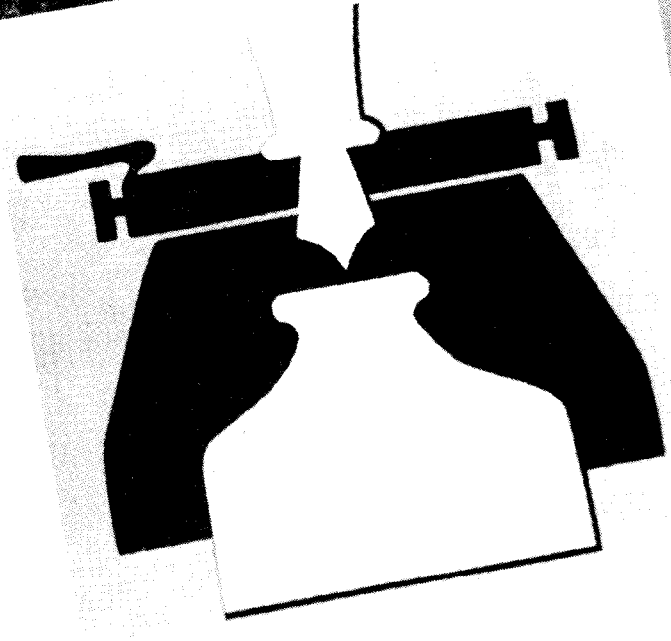

composing in a second language

ESL/FL

this month....

Cover Photos by Gene Crane

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The Japan Association of Language Teachers is a non-profit organization of concerned language teachers interested in promoting more effective language learning and teaching. It is the Japan affiliate of TESOL 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.

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ESL/FL COMPOSITION RESEARCH: WHAT IT *TEACHES* TEACHERS

By Ian Shortreed and Curtis Kelly, Kansai University of Foreign Studies

Until quite recently, composition instruction has been relegated to a secondary position of importance behind listening and speaking activities in the ESL/FL classroom. Consequently, as Vivian Zamel (1976) notes, ESL/FL composition research has been "almost totally non-existent." However. with the influence of native speaker writing research, there is now an emerging body of ESL/FL research literature reflecting a growing dissatisfaction with many of the current methods of teaching composition. A brief review of this literature reveals that research is influencing three primary areas of classroom methodology, particularly methods for 1) teaching grammar, 2) facilitating written composition, and 3) evaluating writing.

The Teaching of Grammar

Over the past 50 years, research studies have consistently questioned the pedagogical value of grammar instruction in the composition classroom. A majority of these studies found that formal, traditional, and structural grammar instruction has a negligible effect on improving writing quality (see e.g. Zamel *op. cit.* for a review of the literature). Braddock (1963), in his comprehensive review of composition methodology, accounted for this by pointing out that traditional grammar instruction has a "harmful effect since it usually displaces instruction and practice in actual composition" (p. 83). O'Donnell (1963) echoing Harris's criticism, found structural grammar instruction equally unsuccessful due to the controlled and artificial nature of standard textbook exercises.

As a result of this dissatisfaction with established methods of grammar instruction, researchers began examining the effects of transformational grammar study on improving writing quality. During the 'Chomskian Renaissance' in the 1960's, a number of research studies reported that transformational grammar (TG) had been successfully used in elementarv school writing programs (Bateman and Zidonis, 1966; Mellon, 1969). These earlier studies, which advocated the actual use of TG nomenclature, were later superseded by O'Hare's (1973) study which dispensed with the formal instruction of TG and instead employed signalled drills in conjunction with sentences reduced to 'kernel' or deep structure form:

COMBINE THE FOLLOWING SENTENCES BY ELIMINATING ANY UNNECESSARY WORDS OR PHRASES:

1. The bell rang.
2. Naomi stood up.
3. Naomi gathered her books.
4. Naomi gathered her exercise sheets.
5. She went to her next class.
6. She flipped something.
7. It was her composition.
8. Her composition was full of red slashes.
9. It was flipped into the garbage can.
10. It was done on her way out.

Rewrite 1 When the bell rang, Naomi stood up, gathered her books and exercise sheets and went to her next class. On her way out, she flipped her composition full of red slashes into the garbage can.

Rewrite 2 As the bell rang, Naomi, gathering her books and exercise sheets, stood up and went to her next class. On her way out. . . .

Sentence combining, as it is now known, has become a popular method of grammar instruction both in native speaker and second language composition classes. Although the ESL/FL research on sentence combining is comparatively limited in contrast to native speaker research, a number of studies have reported that ESL/FL students' writing improved substantially as a result of sentence combining practice (see e.g., Ney, 1980; Cooper, 1981). Moreover, recent native speaker research indicates that sentence combining not only enhances syntactic proficiency in writing, but also improves reading and listening skills by requiring the actual 'chunking' of language in short term memory (see e.g. Stotsky, 1975; Combs, 1977; Straw and Schreiner, 1982).

The relative success of sentence combining can be accounted for by the emphasis placed on the manipulation and use of grammar rather than mere recognition of grammatical patterns as is often stressed in traditional grammar instruction. While most ESL/FL teachers agree that traditional grammar instruction is necessary at the preliminary stages of foreign language study, it is evident that such instruction by itself can not provide a transfer of skills to students' writing (see e.g. Zamel, 1980).

In Japan this seems to be particularly true since students who have had six years of formal grammar instruction in secondary school usually enter college writing courses with an excellent *'passive'* knowledge of English grammar, but are unable to *'actively'* employ this knowledge when faced with the task of writing in English. Rather than administering more 'back-to-basics' grammatical nomenclature, teachers in Japanese high schools and universities should consider using alternate methods of grammar instruction, such as sentence combining. Or, perhaps even more to the point, teachers should approach grammar instruction as a means to an end and not as an end in itself. In essence, the real goal of grammar instruction should be to "increase linguistic flexibility and independence in free writing" (Strong, 1976:61).

Facilitating Written Composition: The Composing Process

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Over the past ten years, researchers have turned their attention to discovering the cognitive strategies writers employ when composing. Recent research indicates that most writers, whether native speakers or second language learners, do not compose in a clear linear progression. Instead the phases of pre-writing, articulation, and post-writing or revision have been found to be interwoven to such an extent that a non-linear model of the composing process has been advanced (Gebhardt, 1982).

According to this model, a writer first allows ideas to formulate through self-reflection, discussion, and even a period of incubation or distancing oneself from a specific topic to achieve some level of objectivity. While planning and organizing ideas in this way some writers simultaneously begin note-taking, outlining, or even writing a preliminary draft. In this process of articulating ideas a writer normally revises, edits, and discovers new content and form. Considerations of tone, audience, coherence, and unity are further refined through subsequent drafts until a piece of writing conveys the writer's intention. The process is cyclic in nature: the writer's intention is being constantly redefined through the act of writing itself.

Once writing is approached as a process of discovery rather than merely as a cumulative process of developing mastery over basic mechanics, then many of the standard classroom methods, such as providing prose models for imitation and the teaching of outlining, or what has been called "product-based instruction," lose their pedagogical value (Murray, 1978; Zamel, 1982).

Process-based instruction, on the other hand, attempts to guide students through the various stages of composing by teaching skills applicable to the three phases of pre-writing, articulation, and revision. Pre-writing activities can consist of peer-group discussions or interviews, followed by the writing of drafts with teacher-student consultation. and finallv. the post-writing phase allows for the revision or editing of earlier drafts.

In contrast to native speaker writing courses where greater emphasis is now placed on developing these process skills, ESL/FL teachers have shown a reticence towards adopting similar methods. The reasons for this are twofold. First, the teaching of grammar and the use of rhetorical models is a much more manageable classroom method due to the limited subject matter that can be covered and tested. Second, unlike native speakers, ESL/FL students face the additional challenge of learning culturally determined patterns of rhetorical organization which differ from their native languages (Kaplan, 1972).

This is especially true in Japan since the patterns of discourse in Japanese expository prose are radically different from those found in English writing (Hinds, 1980). In Japanese prose, a general theme runs throughout a text with sub-themes developed and subsequently returned to or elaborated upon using generalizations rather than specific details. Thus, Japanese students often have difficulty with such basic conventions governing English exposition as stating the topic of a piece of writing prior to developing supporting details, systematictally ordering and organizing information, and avoiding redundancy. Add to this the additional disadvantage of having never written a sustained piece of discourse either in English or their native language prior to entering college, and it is obvious that Japanese students have a formidable task in learning to write in English.

Given this inexperience in writing and the oversized classes in universities, ESL/FL teachers need to employ methods that are both manageable and facilitate the process of written composition. Prior to teaching exposition, a mass-writing approach employing diaries or journals can be used to develop writing fluency. Students can write about topics that are meaningful and within their level of competence. This type of writing also forces students to abandon their translation dependency and, instead, compose directly in English.

Once a level of writing fluency is achieved, more specific assignments involving expository writing can be introduced. Pre-writing activities, such as group discussion and student interviews, should precede the writing of a preliminary draft or outline. The subsequent revision of earlier drafts can be initiated through teacher-student conferences during class.

Organizational skills should also be stressed throughout these phases of composing, and exercises developed to help students understand the thinking processes involved in expository writing. The overall objective of such instruction should not be limited to skill-building activities alone, but also towards helping students discover that writing can be a highly rewarding experience regardless of whether a grade is assigned or not.

The Evaluation of Writing

Along with the declining emphasis placed on grammar instruction and the recent research on the composing process, there has been an equally important shift in the theory and practice of evaluating writing. Since the early 1960's, studies in cognitive psychology, transformational generative grammar, and first and second language acquisition have discredited behavioral learning theories and the corresponding school of foreign language pedagogy, audiolingualism. Not only have the general premises of habit theory been shown to be inadequate to account for language acquisition, but also the cornerstone of behavioral theory, the importance of correction in language learning, has been shown to be equally fallacious (see e.g., Diller, 1978; Dulay, Burt and Krashen, 1982).

As a result of this research, learners' errors

are no longer viewed as obstacles to language learning correctable only by the teacher, but rather, as stepping stones or transitions in the eventual mastery of a second language. Moreover, recent research indicates that with increased exposure to the target language, particularly through listening and reading, second language learners are capable of correcting many of their own errors (Krashen, 1981; Terrell, 1981). Seen from this perspective, the learner ceases to be only a passive observer in the acquisition process and, instead, becomes an active filter for monitoring his/her own language learning. Similarly, the role of the ESL/FL teacher is transformed from the 'keeper of the key' to a facilitator or counsellor ready to intervene when necessary.

The form that such intervention should take has also been the subject of intensive research. Numerous studies have attempted to discover the optimal ways of providing teacher feedback for correction. Hendrickson (1981), in perhaps the most comprehensive study to date, found that neither selective correction of global errors (errors affecting overall sentence organization, e.g., word order) nor total correction (global and local errors – e.g., articles, verb forms, etc.) had "a statistically significant effect" on improving writing proficiency.

Other researchers have explored both the effects of 'direct' correction, where a corrected form is provided by the teacher, and 'indirect' feedback, which encourages students to discover an acceptable solution to a given error (Corder, 1967; Lalande, 1982). While indirect feedback seems to be the most effective and manageable method, it must also be accompanied by a systematic format of correction. As Cohen and Robbins (1976) suggest, teachers often provide delayed feedback long after a student has forgotten what was even written.

They also point out that teachers frequently correct errors that native speaker non-teachers find relatively inoffensive. In fact, recent studies on error gravity reveal that lexical errors hinder comprehension much more than grammatical errors, yet the latter usually receive the most attention in composition classes (Johansson, 1978; Hughes and Lascaratou, 1982; Ludwig, 1982). Furthermore. lexical errors involving incorrect choice of vocabulary, omission of words, and spelling seem to be the most difficult for students to self-correct (Ross, 1982).

The practical implications of this research on classroom methodology are extremely important. If correction is provided through teacher feedback, it must be systematic and given as swiftly as possible (as close to the actual point in time when the error was committed). Once again, teacher-student conferences during the writing of drafts allows for this kind of instruction and avoids the usual two-week, after-the-fact, post-mortem slashes on the student's paper. When a student sees that his/her efforts have been rewarded with blood-red marks scattered in the margins, he/she is likely to resort back to translation-based writing, checking and rechecking each word to make sure it is correct. The end result: dishonest, non-creative performance writing for a grade and not for communication.

To ensure that writing is communicatively motivated, teachers can have students write for each other. Peer evaluation can be a much stronger motivation for students to write than a teacher waiting with a red pen in hand. Alternatively, a quantitative evaluation of journals or diaries can be employed to encourage students to write without the fear of making mistakes and being subsequently penalized for it (see e.g., Briere, 1966).

Again, this method seems to be particularly suitable for Japanese students who generally suffer from an extreme phobia of making mistakes due to over-correction throughout their language education. While there will obviously be many errors, this kind of writing will be honest and a significant improvement can be seen when earlier journal entries are compared with later ones (Kelly and Shortreed, 1984).

The Relevance of Research

A premise that has been assumed throughout this paper is that composition research has a place in influencing teaching methodology. However, for the vast majority of language teachers research is nothing more than a meaningless garble of numbers and statistics best left on the periodicals shelf to gather dust. Indeed, researchers would reach a much wider audience if they directed their efforts towards communicating with the soldiers (the teachers) rather than their fellow generals sipping tea in the cafes (the halls of academia) hundreds of miles from the battle lines (the classroom) (see e.g. Murray, 1982).

Nonetheless, composition research performs a very important function. As Kenneth Kantor (1981:64) points out, "it suggests important insights about basic learning processes and it can offer teachers an awareness of issues which lie at the heart of teaching writing."

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SPECIAL ISSUES and GUEST EDITORS

The Language Teacher is exploring a new avenue to further improve the quality of the published articles. We are experimenting with having guest editors take the responsibility for soliciting and editing articles, with the current editors acting as advisors and second readers, for our special issues. Bernie Susser has taken on the guest editorship for the special issue on Speaking for November. The following is a list of the special issues for the remainder of 1984.

August – Listening
September – English as an international language
December – Testing

If anyone is interested in discussing the possibility of doing a guest editorship, please contact the editor, Virginia LoCastro.

Also, if taking full responsibility for a whole section of one issue of the *L T* is not of interest to you, but you do have some expertise and/or interest in writing on any of the above topics, we welcome contributions. Those who have something to contribute for the Speaking issue in November, please send your work to Bernie Susser, Baika Junior College, 2-19-5 Shukunosho, Ibaraki City, Osaka 567, Japan.

WHAT'S THE BEST WAY TO CORRECT COMPOSITIONS?

By:
Thomas Robb, Kyoto Sangyo University
Steven Ross, Baika Junior College
Ian Shortreed, Kansai University of Foreign Studies

The following is a preliminary report of a year-long research project conducted at Kyoto Sangyo University (and partially funded by a JALT Research Grant), to examine the utility of various error feedback methods commonly used in composition classes. Four different methods of marking student compositions were compared with a view toward examining qualitative differences arising over the course of the academic year. The four methods of providing feedback differed in the degree of salience in the instructor's marking and-ranged from complete correction to a marginal summation of errors per line.

First year composition students at KSU were alphabetically (kana system) placed into four classes. Cloze tests were administered in the first week of classes to determine if there were differences in baseline English language proficiency. All of the composition students also wrote in-class narrative compositions during the second meeting to provide a second baseline measure. Classroom activities for the four groups were identical: 40 percent of class time was spent on editing grammatical errors produced by freshmen writers who wrote on the same topic the year before, and 40 percent of the time was spent doing sentence combining activities. The remainder of the class time was spent on preparation of the next week's homework composition.

Students in all four groups were assigned weekly homework compositions. An effort was made to include descriptive and expository type essays as well as narratives. The content of the homework explanations and the sequence of assignments were kept constant for all four groups. The only variable manipulated by the researchers was the type of feedback learners in each group would receive.

The *correction* group (n=30) papers were completely edited in red by the instructor. Once their papers were returned, the students in this group needed only to copy their original compositions incorporating the instructor's corrections.

The *coded* feedback group (n=37) compositions were marked in an abbreviated code system in which the type of error was indicated on the student's paper. Each student in this group was given a guide with which s/he could revise the compositions by referring to the code system with accompanying examples.

The *uncoded* feedback group (n=37) compositions were marked over in a yellow text marking pen. The uncoded feedback differed from the coded feedback in the salience of the marking; it specified the location of areas in need of revision or editing, but gave no specific indication as to the reason why it was deemed necessary by the instructor.

The *marginal* feedback group (n=30) compositions were marked in the least salient method. The total number of errors per line was summed and indicated in the margin of the student's paper. Students were requested to reread each line of their compositions searching for the place in need of revision. Once the location of the error was found, the students had to do their best to discover an alternative to their original and revise accordingly.

	location of error	content of error	model by instructor
Correction group	+	+	+
Coded feedback group	+	+	–
Uncoded feedback group	+	–	–
Marginal feedback group	–	--	–

Learners in all groups were required to revise their weekly compositions based on the feedback provided by the instructor. The revisions were returned to the instructor during the next class meeting and were then checked for accuracy. Learners received either a plus or minus mark on their revision efforts.

In total, five narrative picture compositions were written in class. These test compositions were analysed and graded with 19 different measures of EFL writing ability: 1) a holistic rating, 2) a usage correctness score, 3) total words written, 4) number of additional clauses in T-units, 6) total number of error-free T-units, 7)

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total number of T-units, 8) total number of T-units written, plus the following derivative measures: 9) the ratio of words in error-free T-units to total T-units, 10) the ration of error-free T-units to total T-units, 11) the ratio of error-free T-units to total clauses, 12) the ratio of error-free T-units to total words written, 13) the ratio of words in error-free T-units to total words written, 14) the number of words per T-unit, 15) the ratio of words in error-free T-units to total T-units, 16) the number of error-free clauses, 17) the ratio of error-free clauses to total clauses, 18) the ratio of clauses to words, and 19) the ratio of additional clauses to total words.

Each narrative test composition was factor analysed to reveal the underlying dimensions of the various measures and to reduce the number of variables. In all, 720 compositions were factor analysed yielding a three-factor structure consisting of aspects of EFL composition skill which were called 'accuracy,' 'fluency' and 'complexity.' The original list of 19 measures was then reduced to 7 by selecting those measures that loaded highly and uniquely on one of the factors. The seven 'best' measures were:

Accuracy:
1) The ratio of error-free T-units to total T-units
2) The ratio of error-free T-units to total clauses
3) The ratio. of words to error-free T-units to total words

Fluency:
1) Total words written
2) Total clauses written

Complexity:
1) The ratio of extra clauses to total words
2) The ratio of extra clauses to total T-units

The seven measures of writing skill were analysed separately with univariate analysis of variance for each of the five narrative compositions written during the year. The authors found that significant differences gradually arose in the accuracy factor only. Specifically, the three groups that at least had the location of their errors indicated by the instructor showed significantly more improvement in their ability to write accurate sentences. The only group that did not improve in this aspect of writing skill at the same rate was the marginal feedback group (although all four groups did make improvement). The fluency and complexity factors were not affected by differences in instructor feedback, presumably owing to the fact that all four of the groups received equal practice in the relevant areas by writing weekly compositions and regularly doing in-class sentence combining exercises.

The results of this project suggest that complete correction may not be worth the time and effort of instructors with large classes. Additionallv. the claim of some instructors that a coded | 'marking yields better results since it forces students to think, may also be invalid. All that can be said at this point is that marking the location of errors in compositions, no matter how done, leads to more accurate surface structure in the EFL compositions written by Japanese college freshmen.

The project was primarily concerned with methods of corrective feedback, and did not include alternatives to overt instructor marking. The second part of the project (in progress) will examine the effects of alternative teaching strategies in a factorial analysis of variance design. Instructor marking of papers (location and content of errors) will be compared to student reformulation of sample compositions and a journal/diary approach involving no teacher marking (or reading!) of the students' papers. The effects of grammatical analysis versus sentence combining practice done in class will be concurrently examined.

Opinion

TEACHING ENGLISH COMPOSITION TO JAPANESE

By Alex Shishin

English composition in Japan is a neglected craft. While students studying English are invariably stuffed with English conversation, they get little, if any, instruction in expository writing. If Japanese students of English write bad graduation theses and in their later careers write unreadable articles and operation manuals, and speeches that induce sleep, we ESL teachers must take some of the blame.

We have a moral obligation either to teach English composition thoroughly or admit to our students that their education is incomplete.

But what is good writing? Actually the answer is simple: the ability to describe or argue rationally and clearly. Getting there is the hitch.

Our jobs in teaching English composition to Japanese would be made easier were critical thought taught in Japanese composition classes. But this is very seldom the case. Therefore, we must in effect teach our students in a foreign language what they should have first learned in their own.

This paradox might conjure up some intimidating mythology: that there is a difference between "Japanese" and "English" logic; that Japanese is intrinsically circular and English linear ~ therefore, the linear form is un-Japanese.

Rhetorical forms are learned, not genetically inherited. Sometimes the reasons they are taught are bad ones. (Women, for example, who

are taught that if they are too logical men won't like them suffer the intellectual equivalent of the old Chinese custom of feet binding.) The merits of a form cannot be evaluated on the basis of vague nationalistic sympathies.

The so-called English form is essentially nothing more than deductive/inductive reasoning which is the property of no one language or culture. It is no more "un-Japanese" than that infernal Western invention, the automobile. If you read the letters to the editor in the *Asahi Evening News* translated from the Japanese *Asahi Shimbun, you* will see that Japanese can be as linear as anyone.

The best introduction to the linear form that I have found is the ubiquitous journalistic style called the reversed pyramid. As I wrote in the *JALT Newsletter 8/82, I* use it in the following way. I have the students look at a slide and then ask them to name objects and actions, which I write on the board. Next, I ask them to give these values of l-very important, 2-secondary, 3-least or not important. Lastly, I have them write a paragraph in which they put very important first, secondary second and either put last or leave out the least important.

One can build on this exercise. For instance, take your students to the window and ask each student to name one thing s/he sees. List these on the board. You might explain that the eye sees many things but what we focus on is selective. As the eye can only focus on one thing at a time, so can a reader's mind ~ his/her mental eye. Therefore it is necessary to be selective in writing.

Next, you might ask your students to describe something familiar, like their rooms, by making a list. Give them ample time to list as many things and qualities as they can. Then give them homework: Write a short descriptive paragraph using the words in their lists. If they are normal students they will groan. So say, "Don't spend more than ten minutes on this. Just use the words you think are *most important."* Thus, you can utilize your students' natural laziness to prepare them for "linear" writing.

All observation entails a judgment. You can make the transition from pure description to critical writing by showing your students a slide where the situation seems obvious but isn't. (I've used slides of a policeman talking to a taxi driver, an old man with policemen and firemen standing by a fire in an alley, a sports car smashed into a telephone booth.) Ask the students to write what they think happened and then ask several to read their thoughts to the class (or take up their papers and read a few out loud). If there is general agreement on what is happening in the slide, you might ask for alternative scenarios or suggest a few yourself. (If my students all thought that the taxi driver was getting a ticket, for example, I would suggest that he might be lost and is asking the policeman for directions.) When your class gets used to this exercise, you might ask the students to write or tell why they reached the conclusions they had.

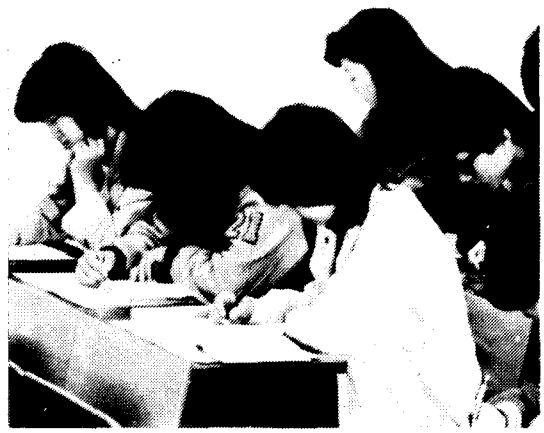
This can lead into explanations about the separation of prejudice from objectivity, logical fallacies, emotionalism versus reasoned argument, etc.

When teaching writing, it is also necessary to teach students to read critically so that they can have models and also learn what bad writing is. (There is something intimidating about a foreign language. Until you get to know it well enough, everything at first seems a model to emulate.)

For teaching critical reading, letters to the editor are especially useful. Their virtue is that they are short. Because they are short, stylistic strengths and weaknesses are more readily apparent. Also they can be read quickly. You can copy them onto slides and project them.

I recommend not grading exercises nor writing extensive criticism on them at first. Neither will have much meaning for the beginning student. Perhaps in a semester you might give a lot of short non-graded exercises and two or three term papers of five pages or less.

The foregoing does not represent a closed system. The exercises can be incorporated into various writing programs. However, if the teaching of expository writing is to be successful, it must be assumed that the student is, in Emerson's words, "man thinking" – not child swallowing. This runs counter to the way the present Japanese educational apparatus is set up.



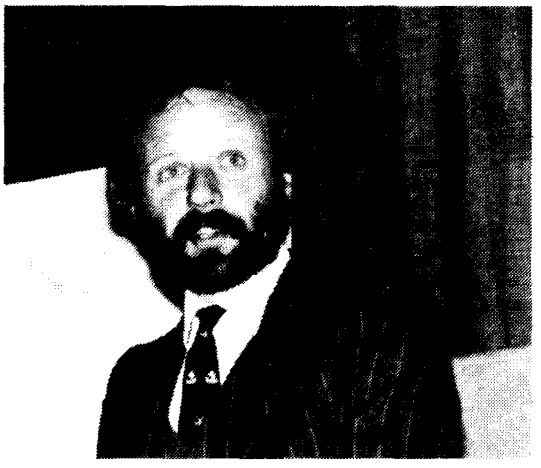
KYOTO JALT SEMINAR ON TESL AND APPLIED LINGUISTICS
Discourse Analysis in Second Language Instruction: Theory, Research and Practice

Reviewed by Ian M. Shortreed

Armed with a tape recorder, video camera, scissors and some glue, the applied linguist ventures into the world to gather data. Everyday talk in the street, a telephone conversation between friends, teacher-student interaction in the classroom ~ all are perceived as valuable sources of information for understanding the social functions of language. This data is especially important for teachers who wish to design materials and classroom activities that better reflect the real communicative needs of second language learners. Moreover, it is the teacher who frequently becomes the researcher and thereby bridges the gap between theory and practice.

Discourse analysis, the generic term given to this type of research, has become a dynamic inter-disciplinary field dealing with issues in sociolinguistics, psycholinguistics, pragmatics, and text analysis. The enormous scope of this field was evident at the Kyoto JALT seminar on Feb. 11 th and 12th with 15 presentations addressing both theoretical and practical issues in second language teaching ranging from classroom-centered research to the significance of newspaper headlines. JALT was also fortunate to have one of the leading researchers in this field as plenary speaker, Michael Long from the University of Hawaii.

In his keynote address, Long surveyed both past and current research on native/non-native speaker interaction and the implications of this research for classroom teaching. Long began his speech by focusing on the characteristics of the language addressed to learners outside the classroom. He pointed out that learners are usually exposed to simplified input, simplified not only in terms of syntax and vocabulary, but also through the interactional adjustments made by native speakers which facilitate comprehension. These adjustments occur in the form of more questions than statements addressed to non-native speakers, more confirmation and comprehension checks, and a higher frequency of repetition, paraphrasing and expansions in native speaker speech. Long claimed that such 'foreigner talk' provides learners with comprehensible input which he described as the first prerequisite for second language acquisition.

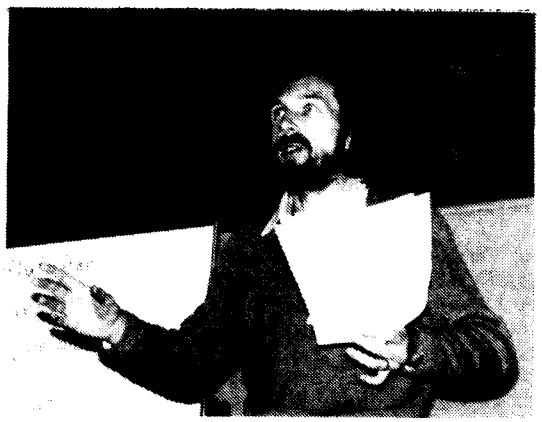


Turning to the language of the classroom in the second part of his address, Long suggested that 'teacher talk' performed a similar function, although he added that teachers' questions often elicit information which is blatantly obvious to all (i.e., "Is the clock on the wall?"). According to Long, real questions elicit unknown information and similarly, real communicative tasks in the classroom involve an exchange of information rather than an 'acting out' of what is already known. Long emphasized that everyday interactions outside the classroom require learners to negotiate meaning when communication breakdowns occur. Learners do this by resorting to various repair strategies such as correcting their own speech and recycling prior talk until their message is understood. Long claimed that often classroom activities do not allow students to acquire such strategies even in classrooms where so-called communicative language teaching occurs. He concluded that classroom-centered research would help determine the kinds of tasks or classroom activities which are most conducive to second language learning.

Steven Ross's presentation partially addressed this issue by comparing the communicative strategies used by learners with different levels of proficiency completing a series of 'information gap' tasks. In Ross's study, students were assigned to dyads on the basis of a battery of placement tests and then recorded while completing individual tasks. Ross then

rotated students to different dyads so that high proficiency learners were matched with low proficiency learners. When these transactions were compared with the evenly matched dyads, there were significant differences both in the quality and quantity of speech. The high proficiency learners carefully monitored their speech, simplifying syntax and vocabulary and used Japanese to paraphrase their English explanations to their partners. Ross concluded that pair work may be most beneficial if learners are matched according to proficiency so that more advanced students do not stagnate as a result of receiving input well below their level of competence. Ross noted that the same applies for less advanced students since they are receiving input which is well beyond their attained proficiency. Ross's study suggests that there may be a threshold level where such tasks can be most profitably used especially if learners have a basic knowledge of vocabulary and grammar.

Like Ross, David Dinsmore also examined language in the classroom by comparing Beckett's play 'Waiting for Godot' to ESL/



EFL textbook dialogues and teacher talk. Dinsmore pointed out that scripted dialogues are often filled with language which resembles Beckett's prose rather than what one would expect to hear in the street. Citing examples of teacher talk in the classroom, he compared these to the rather banal conversations of Vladimir and Estragon who confess in the play that their idle chatter is void of any real communicative purpose. Dinsmore concluded that both textbook language and teacher interaction with students should reflect natural usage and most importantly involve a real exchange of information.

Eloise Pearson's presentation on agreement and disagreement links in natural conversation and in ESL/FL textbooks provided additional empirical evidence to support Dinsmore's criticisms of textbook language. In everyday conversations Pearson found that softer disagreement links were preferred while in textbook dialogues harder or more abrupt expressions were more frequently used. For example, most people

would choose to use an expression such as, "Yeah. . . .but. . . . to introduce an opposing point of view rather than such conversational gambits as, "I totally disagree. . ." Pearson concluded that notional-functional syllabi should be carefully scrutinized by both teachers and publishers to ensure that the language taught conforms to natural rather than prescribed usage.

Mary Sullivan Taylor's presentation on telling anecdotes illustrated the procedure teachers can use for designing authentic materials. After collecting samples of natural conversation, Taylor isolated the most important structural features of storytelling. She claimed that students have the most difficulty with introducing and tying a story into the topic of conversation, maintaining coherence and finally closing down a story. She then showed how these features could be formally taught and integrated into classroom materials.

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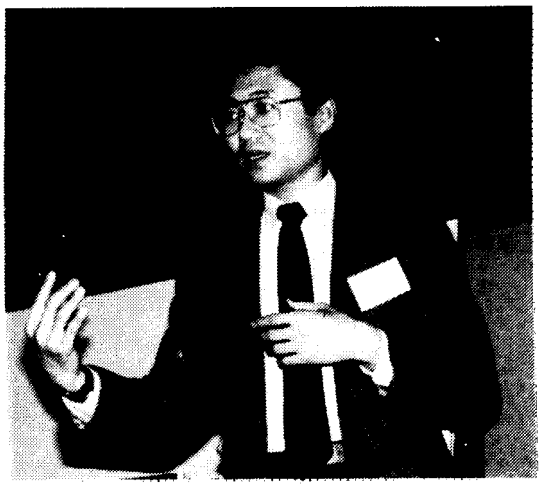

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Eichi Ehira's study of conversational fillers in a radio counselling program recorded in Hawaii provided similar insights to those of Taylor's on the strategies used by speakers to extend their speaking turns. Ehira found that seemingly insignificant expressions such as 'you know' or 'well' could be used to tip the balance of power in conversations. The psychologist on the radio program extended her speaking turns through an excessive use of fillers punctuated by short interludes for feedback from callers. Surprisingly, she did this in a most accommodating manner while maintaining the dominant role throughout the entire program.

Two other papers examined similar staging devices in spoken discourse, specifically, phonological highlighting and cohesion markers. Hisao Minami demonstrated how both pitch and tone facilitate the encoding/decoding process between speaker and listener. According to Minami, new information or topic nominations are phonologically marked by pitch in the same way a picture frame channels vision towards the center of the canvas. In both cases, the viewer or listener's' attention is focused on a specific aspect of the sender's message.

Michael Rost's study of cohesion markers in academic lectures revealed additional clues as to how speakers signal topic changes. When Rost analyzed Japanese university students' recall of a lecture on the basis of a note-taking exercise, he found that many of the students could not follow the overal presentation of ideas. After examining the text of the lecture, he concluded

that students had failed to recognize key expressions signalling shifts in the topic structure ('on the other hand,' 'moreover'). He suggested that ESL/FL students should be formally taught how to listen for these expressions through extensive practice in listening to academic lectures.

While Minami and Rost's papers were primarily concerned with comprehension, Naoko Aoki and Ian Shortreed's presentations focused on the productive strategies learners use when communicating in a second language. Aoki reported on a study involving non-native speakers of Japanese completing a series of communica-

tion tasks over the telephone. Aoki claimed that communication breakdowns occurred frequently because learners did not use formulaic openings or closings. Like the subjects in Rost's study,

they also were unable to use cohesive devices for nominating or continuing topics. When communication problems occurred, she noted that learners were unable to repair their own speech. Finally, Aoki recommended that teaching materials should be designed to address these student needs.

Shortreed examined two-way foreigner talk

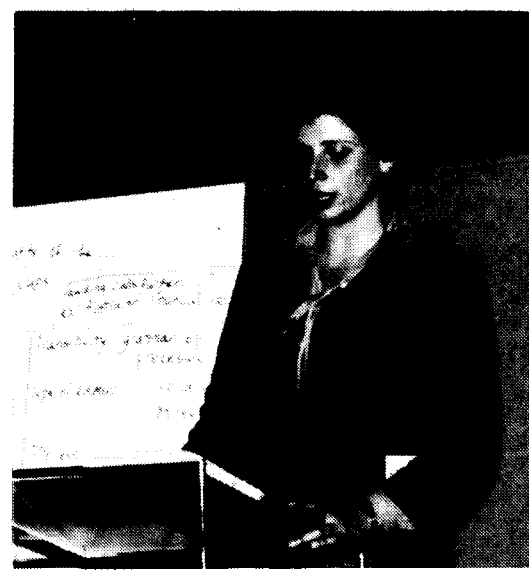
in Japanese and English between American and Japanese university students. Both the American and Japanese students simplified their speech in their native languages in order to provide meaningful input to each other. Moreover, there was a constant negotiation of what language to use during these interactions with the Americans wanting to speak Japanese and the Japanese wanting to speak English. As a result, there was frequent code-switching from one language to the other.

Moving beyond both production and comprehension, Virginia LoCastro and Bill Harshbarger examined the importance of paralinguistic or non-verbal behaviour in conversational interaction. Citing numerous examples from the Japanese cross-cultural context, they demonstrated that conversational participants often

place as much importance on what is left unsaid and instead conveyed meaning through eye gaze, posture, and hand movements. Both speakers discussed their individual approaches to researching non-verbal behaviour and briefly outlined future projects they plan to pursue.

All of the presentations that have been reviewed to this point were concerned with spoken discourse. However, three papers by Curtis Kelly, Alex Shishin, and Lisa Perlman focused on the written language. Kelly and Shishin presented opposing views concerning why Japanese students have such difficulty mastering English exposition. Kelly advanced the argument, common to contrastive rhetoric studies, that Japanese transfer a more loosely structured prose style from their native language. Shishin, on the other hand, claimed that native speakers of English frequently write prose which could be easily mistaken as being written by a Japanese. Using letters from the English language press as evidence, he went on to argue that learning to write the 'academic cant' is equally as painful for the native and non-native speaker.

Finally, Perlman's study of newspaper headlines showed how professional writers mold public opinion through the print media. She stressed that headlines were extremely complex and definitely, as the title of her paper suggested, "there's more there than meets the eye."



In the final session of the seminar, charred by Michael Long, the floor was open to anyone who wished to ask questions. However, after two days of *non-stop talk* about *talk,* everyone just seemed to be happy to go home for a little silence.

Photos by Yasushi Kawachi

JALT Interview

CLASSROOM-CENTERED RESEARCH

Michael H. Long, University of Hawaii at Manoa, was interviewed during his recent visit to Japan by Andy Blasky of The Language Institute of Japan. (See *The Language Teacher.* April. 1984, for a review of the presentation he gave for the Kanto chapter in February, 1984.) Long and Blasky discussed in particular the new Center for Second Language Classroom Research at the University of Hawaii.

AH: I d *like to start with a general question. What is classroom-centered research and what do you expect to find?*

ML: At the University of Hawaii at Manoa, in Honolulu, we have recently set up a Center for Second Language Classroom Research with a mandate to conduct classroom-centered research on any aspect of second language learning in classrooms, both in second language and in foreign language situations. We're interested in such issues as: What effect does second language teaching have on second language acquisition? Does it make any difference when you receive that instruction? Some people have argued, for example, that if you don't get formal classroom instruction early, but are only exposed to language naturalistically, by ear on the streets, you're going to fossilize with lots of errors in your interlanguage and subsequent instruction won't make any difference. It's too late.

So that's one of the things we're interested in studying. And we would like to do that, incidentally, with a collaborative piece of research conducted jointly by the Center for Second Lanugage Classroom Research in Honolulu and one or two Japanese programs here that are interested in this kind of work. We would like to analvze what is possible with classroom instruction only, with natural exposure only, with instruction followed by exposure, and with exposure followed by instruction. We can get the latter three groups in Honlulu, but what we don't have in Honolulu is people who have had only formal instruction, whose only exposure to English is in the classroom, who don't meet with native speakers outside, and so on.

AB: *How would you like to set up those projects with the people here in Japan.?*

ML: During the past week, three or four individuals have said that they would indeed like to cooperate with work of this kind. Anybody who is interested should write to me in Honolulu, and say what kind of program they have, what kind of access they can have to students, and so on. And I'll write back to them.[1]

AB: *What other projects do you have going on?*

ML: We have, for example, a project on different methods of teaching Japanese, using Silent Way, Suggestopedia, Counseling-Learning, TPR, the Natural Approach, and so on. And several other studies in high school and junior high school classrooms. We'll no doubt start up other projects in time. We've only been in existence since last September, so we've been very busy already. And we think that it's the kind of research that's needed for language teachers because the thing that's being studied is classroom second language acquisition.

AB: *The studies of the different methods, like Silent Way and TPR, are those intended to show the effectiveness of one method compared to another?*

ML: The study we've got right now is not intended to show the effectiveness. This study is simply trying to find out whether there is any difference between them. If we find differences, then we'll run the study on the effectiveness. First of all. though. we're rather skeptical about some of the claims that are made for some of these methods and we first want to establish whether *in fact* there are differences in the classroom.

AB: *How do you judge differences?*

ML: Well, as an example, if the Natural Approach is being used by a teacher, there are some things that we would expect to find and some we would not expect to find in the classroom. For examnle. Krashen and Terrell[2] explicitly rule out any kind of error correction in the classroom; so, if we find a teacher who purports to be using the Natural Approach doing error correction, then we know we're not really looking at the Natural Approach.

AB: *People talk about "communicative methodologies. " What kind of research do you think is useful as far as assessing the effectiveness or the existence of such methodologies?*

ML: There's another example of a study that would be ideally run here in Japan, with our cooperation or without it, where you took 50 or a hundred students at the same level of language proficiency, randomly assign them to two or more groups, randomly assign teachers to groups, then have one or more of the classes taught using a "communicative method," like the Natural Approach, and another one taught by some other method where the focus is on accuracy, such as audio-lingual or Silent Way. And measure the students' performance after a semester or a year and see who does better. There's nothing new in this. It's the kind of thing we should have done long ago.

AB: *How do you think this information will get back to the teachers? Will it be through training programs? Or are you recommending that classroom teachers become more involved in reading the research?*

ML: I think that a self-respecting teacher should subscribe to one or two professional journals at least. like *TESOL Quarterly, Language Learning.* or *Studies in Second Language Acquisition.* And maybe one of the more practically oriented journals, like *Applied Linguistics* or *English Language Teaching Journal.*

Another way is through talks like the one 1 gave today or the ones that other JALT members gave in Kyoto last weekend.[3] There are a lot of people here in Japan doing interesting research with good training. They know how to run the studies and they're beginning to run the studies now.

A third way, as you say, is through training programs. 1 would say a few words about our program. At Hawaii in the Department of English as a Second Language, we have an M.A. program which is not only large but flexible. Experienced teachers can choose some of the courses they take in the program so that they reflect more advanced kinds of work, particularly research-oriented or theory-oriented courses.

On the other hand, if they prefer to continue with practical kinds of courses, they can do that instead. They can take courses in the teaching of specific language skills, such as listening or speaking, or syllabus design. Another example of the flexibility is the fact that you can choose to do a thesis as part of your degree, if you wish, and less course work, and that enables you to develop some particular interest that you have. If you don't want to do that, however, you can take the whole program through course work. The program is so big ~ we have usually about 110, 115 students, and the largest faculty in the United States --- that we can accommodate fairly new teachers, without much experience, as well as people with a lot of field experience.

I would also like to mention that just this year we have made two arrangements with other departments for Ph.D. work in Applied Linguistics. There is now an Applied Linguistics option through the Ph.D. program in Linguistics, which will enable people to do Applied Linguistics at the doctoral level at Hawaii, and we have also arranged a similar joint program with the Educational Psychology Department for people wishing to do Ph.D. work in Applied Linguistics who are more interested in the applied ends of the field, things like testing, classroom-centered research, language learning, language acquisition, language teaching, and so on.

This fall we'll begin to accept the first Ph.D. students into the program. We're only going to take limited numbers, because we want to maintain a very high standard in our Ph.D. graduates and because if we take too many students, we wouldn't be able to give them the kind of individual attention that they need.

AB: I've *noticed that there are a lot of' people interested in research here in Japan, but, on the other hand, I think there are always going to be a lot of people who are very skeptical of research, because published research often seems to focus on* such *small details, while the classroom teacher often sees teaching in more general terms.*

ML: 1 agree. I think the skepticism is understandable. I think another reason for the skepticism is not only the narrowness of the focus of some studies but also because many of the studies have not been looking at classroom language learning. They have been looking at other things, for example, what happens to migrant workers when they arrive in a second-language community and try to pick up language by ear. That information too is very useful in the long run for the teaching profession, but in the short term, and presumably the long term too, studies of classroom-instructed language learning *must* be more relevant for language teachers. And that's one of the reasons we've established the Center for Second Language Classroom Research.

AB: *Are you the only people doing that kind of research now?*

ML: There are, fortunately, a growing number of researchers in other departments in the United States and Canada which are doing this kind of work. I think I'm right in saying that we're the only department to have estahlished a center with a mandate to carry out this kind of research.

AB: *In your talk you described techniques for observing classrooms and talked about how teachers can use these techniques for observing their own classes. Can you tell us a little about that?*

ML: Yes. One of the side benefits of classroom-centered research so far has been that researchers have identified a few of what we call "process variables," such as the types of questions teachers ask, for example, display and referential questions, the types of feedback they give, the types of soliciting moves they use, such as open vs. closed, directed vs. non-directed soliciting moves, which are related to acquisition.

Many of these variables are conceptually very simple. They could be learned in an hour and then applied by practicing teachers to monitor their own classes. They simply tape record their own class, transcribe the class afterwards, then analyze what it is they've been doing. I think that's useful not because you want to do research necessarily but just to find out what you're actually doing in your own classes as opposed to what you think you're doing.

Some studies. such as the one by Long and Sato (1983),4 have found that teachers who have been trained to teach so-called "communicative language teaching" – whatever that is – and indeed profess to believe in that, are teaching in just the same way as teachers who would be proud to he called audio-lingual teachers.

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So I think the self-awareness this kind of very simple exercise can bring about is useful for teachers themselves.

Secondly, if they want to make some change in their teaching, such as by introducing a new textbook or materials, or by changing to a different teaching method, a simple before-and-after design, where they tape themselves doing the old thing, then tape themselves supposedly doing the new, can show them whether they have changed or not. Even if they find they have changed, it doesn't necessarily mean it's better, but at least they know the potential is there.

AB: *So that's a way teachers can use research methodology to study their own classroom behavior.*

ML: . .or their colleagues'. . .

AB: . . .*and use what they learn to evaluate themselves. You've had the opportunity to talk to many classroom teachers who aren't familiar with the research and who haven't had training. I was wondering what some of the misconceptions are that people have about teaching that you feel research has now conclusively disproved?*

ML: Well, I think there are very few things that have been conclusively proved or disproved, because classroom-centered research has only been going for about ten years at the most. So I think what progress we have made has been in a very short time with very few people working.

But some examples of where we are at least headed in different directions as a result of classroom-centered research. . If you take feedback on errors, teachers correcting students' errors – or thinking they are correcting them – the work done by John Fanselow (1977)[5] and Richard Allwright (1975)[6] are just examples of studies where I think they have shown that if teacher correction of students' oral work is indeed going to help as most methods assert that it do& – it's going to have to be tightened up, at the very least.

Those studies showed that the inexplicitness of much teacher feedback makes it most unlikely that students could even perceive the teacher's intention in the feedback move, let alone benefit by it. For example, Fanselow showed that many teacher feedback moves take the form of repetition of the correct response. But the problem is that teachers use that same move following the student's correct performance and also following an incorrect performance. How is the student supposed to know which one it is in a particular case?

Now, some people have already rushed out into print on this, saying that error correction doesn't make a difference or advocating a teaching method which claims that error correction is a waste of time. I don't think we know that for sure yet. But the implication is that the whole high status of error correction and a focus on form and accuracy, which it implies, is at least open to doubt now. I repeat, only open to doubt. I don't think that we should go around saying that we know the answer to questions like that.

AB: *So those are descriptive studies where you can really see what's going on, and see how it corresponds to what people think should be going on or what they say is going on.*

ML: That's exactly right. And the next step, now that we have identified some of these (what we think are) key process variables in classroom discourse, is to start manipulating them in studies which actually measure differential student achievement in classrooms which are characterized by those behaviors and classrooms which are not.

AB: *I have the feeling that there are a lot of people here in Japan who have been excited by methodologies and gone through several, one after another, and I think they're very ripe for the sort of message that you have of' saying,"'Do you want to keep jumping from methodology to methodology or do you want to start questioning it from another level?"*

ML: All over the world, I think, you go to conferences, you hear teachers from different countries who are expressing increasing skepticism with people who advocate a particular teaching method or a particular set of materials because these people are all advocating something different. They can't all be right. And sometimes you even encounter people who advocate different things from one year to the next.

I think this is the impetus for classroom-centered research. Most of the people now active in classroom-centered research, including

myself, taught for many years in classrooms in different countries and we got very tired of that kind of "indoctrination" and decided that the only way to break out of that vicious circle was to do research to find out what does make a difference in classrooms. And then, and only then, tell our teachers how they should be teaching. We want in the long run to have a higher standard of accountability in our field, where we can actually hold our heads up and say, Yes, we know that X works, given such-and-such a type of learning situation. Or that X works better than Y. We need accountability if we are going to call ourselves professionals.

AB: *That's the long term. But I guess it's just starting off now.*

ML: It's the long term. but I think some things – I'm optimist& maybe overly so – but I think that within five vears we'll know the answers to some basic questions, such as the relative merits of focus on form vs. focus on communicative language use at different times in someone's language learning history.

Footnotes

1 Michael H. Long, Department of English as a Second Language, University of Hawaii, 1890 East-West Road, Honolulu, Hawaii 96822, U.S.A.

2 Terrell, T.D. and S.D. Krashen. 1983. *The Natural Approach: Language acquisition in the classroom.* San Francisco: the Alemany Press.

3 JALT Seminar on TESL and Applied Linguistics, Discourse Analysis in Second Language Instruction: Theory, Research and Practice, Feb. 1l-l2, 1984, Kyoto.

4 Long, M.H. and C.J. Sato. 1983. Classroom foreigner talk discourse: forms and functions of teachers' questions. In H.W. Seliger and M.H. Long (eds.), *Classroom Oriented Research in Second Language Acquisition.* Rowley, Mass.: Newbury House, 268-286.

5 Fanselow, John. 1977. The treatment of error in oral work. *Foreign Language Annals,* Vol. IX, Oct., 1977.

6 Allwright, R.L. 1975. Problems in the study of the teacher's treatment of error. In Burt, M.K. and H.C. Dulay (eds.), *On TESOL 75: New Directions in Second Language Learning, Teaching and Bilingual Education.* Washington, D.C.: TESOL.

AUDIO-VISUAL METHODS IN LANGUAGE LEARNING

By Hideko Fukuhara

This report attempts to present a brief history of audio-visual education, its basic theoretical background, and its application to the present teaching situation. Audio-visual education is said to be an area which has recently made remarkable progress and whose application to language learning has contributed a great deal to the improvement of postwar English education in Japan. Every year educational technology, the advanced form of A-V education, is showing new progress, and refined A-V aids are being introduced in language learning. Reviewing the original needs and the fundamental theories, however, would serve to give us insights into their effective usage.

Historical Background

Tracing back the history of educational philosophy, theoretical origins of audio-visual education are found in the educational ideas of Francis Bacon in the 15th century, Comenius in the 16th century and Rousseau in the 18th century. In the 18th century, Pestalozzi advocated the 'object lesson' theory, which was developed into the 'project lesson' theory by John Dewey and other scholars in the 19th and 20th centuries. Those ideas and theories emphasized the importance of direct and concrete experiences with the subject under study and, opposing the verbalism which had been the traditional mode, they valued training of the senses through direct experiences.

What could be experienced directly, however, was very limited. To broaden the scope, some substitute for real experience had to be devised. A-V aids began to be introduced into modern education to meet such needs, and in recent history, the ASTP (Army Specialized Training Program) system, which was practiced during W.W. ii played an important role in the research and promotion of postwar A-V teaching.

In Japan, this educational theory began to be practiced at the end of the Edo Era (1867). and modern A-V aids were introduced into instruction in the Meiii Era (1868). Progress in the use of A-V teaching 'materials described in a pamphlet, *Audio-visual Education in Japan,* and other'sources, can be summarized as follows:

Prewar Activities:

Slides: 1880 -- First production (by the Ministrv of Education) of educational -slides for distribution to normal schools.

1941 -- Production (by the Ministrv of Education) of film slides and mbdel film slide projectors.

The Showa Era (1925-) – Increase in the pace of slide diffusion.

Films: Beginning of the Taisho Era (19 1 0-

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25) – Beginning of utilization of films by some schoolteachers.

Early in the Showa Era (1925-) – First production of a series of movies for systematic teaching materials.

Radio: 1935 – Preparation of radio programs (by NHK) and start of full-fledged broadcast of school programs to the whole country.

In 1941, the National School Ordinance was enacted and, under its enforcement regulations, the use of movies and school radio programs was officially encouraged.

Postwar Activities:

After a temporary halt due to World War II, prewar progress in the use of audio-visual materials advanced due to epoch-making reforms in the educational system.

Movies: 1946 – Start of "movie classes."

1947 – Beginning (by the Ministry of Education) of the selection and screening of movies.

1948 ~ Distribution by C.I.E. (Civil Information and Education) of 16mm Natco films and American movies to local social education departments.

Television:

1953 – Beginning of telecasting and simultaneous inauguration of school television programs.

1958 – Partial amendment of the Broadcasting Law and provision for desirable ways of managing educational TV programs.

Tape recorders:

1960 – Beginning of domestic production.

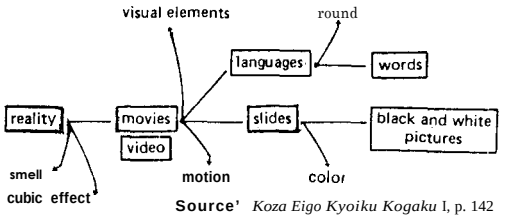
1965 – Provision of tape materials for most of the secondary school English textbooks.

With progress in science and technology, new audio-visual materials of various types and of high quality have been developed, and the "10-year teaching material adjustment plan." formulated in 1967 by the Ministry of Education, played a key role in providing funds for the gradual and efficient improvement of teaching materials.

With the active use of the language laboratory from around 1965, the term 'audio-visual education' has changed into 'educational technology.'

Theoretical Basis

(1) Perception --> Recognition



Source' *Koza Eigo Kyoiku Kogaku* I, p. 142

The above chart shows what elements in a "real" object or scene are left out when it is described only with words. A language lesson presented by the audio-visual method can give learners a larger quantity of information about the contents of the lesson, for such a lesson appeals to all the senses. Although there is a limit to the human capacity to manage information beyond which a single sense or multi-senses make no difference, the multi-sensory method is superior in that it can provide learners with the possibility of making their own choices among the different senses in their information management. Thus, by giving the learners the possibility of receiving a larger quantity of information, the A-V method attempts to lead them to the recognition of 'reality.'

(2) Recognition-->Verbal expression

What does it really mean to "recognize something"? How is a perceived, recognized object linked to words, and how is an abstract word formed from a concrete word? S.I. Hayakawa explains that, in recognizing something, since we cannot perceive it in its totality, we select only one element of it, and generalize the element by association with related matters. Words are given to those generalized matters. He shows this process of generalization in his 'ladder of abstraction,' giving the example of a cow, Bessie, and showing how the abstraction proceeds: cow – livestock – farm assets – asset – wealth. In learning languages, he maintains, what matters is to relate words correctly to the things and happenings for which they stand.

Application to Present Learning Situation

Most Japanese students start studying English in secondary school. The main teaching method used there is still grammar-translation, which is far from the natural language learning process of 'perception – recognition -- verbal expression in the target language.' Students tend to replace mechanically Japanese words with equivalent English words without any emotion or cognition involved in the utterances. The use of visual aids – from simple textbook illustrations to the showing of video – can improve this learning situation by directly relating the words or expressions of the target language to the visualized objects or scenes.

Nowadays almost all English textbooks used in secondary schools contain enough pictures and illustrations. Every part of each lesson has pictures or drawings related to the content of

that part of the lesson. Those pictures can be used to identify each object with new English words, to describe the relation between those objects, or to analyze the situation by means of question-and-answer type of exercises.

The procedures for such exercises are varied. Most simply, teachers get students to concentrate on the pictures or drawings by having them cover the written forms. In order to focus the attention of the whole class, they can use wall pictures, slides or overhead projectors. These visual materials can be placed on the panel of an OHP, and by moving the zoom lens a specific part of the material can be enlarged, as needed. Although these visual images lack mobility and therefore a certain amount of realism, they have the advantage in that they can be kept in place long enough for the students to master the points to be learned. On the contrary, when video is used, each sentence can be represented visually, and students can be challenged to make sentences out of the projected scenes within limited time. Enough practice with this type of exercise habituates the students to thinking in the target language.

Aural aids also benefit the students' learning. By using taped materials students can listen to a variety of English spoken by native speakers. Because of the inflexible regulations on teachers' qualification, native intructors are rarely provided at public secondary schools. Students are usually given their only chance to approach the real spoken English of native speakers through these taped materials. Japanese teachers of English can also compensate for their deficiency in pronunciation or reading proficiency with these aids. By the careful selection of taped materials, English of all kinds with different voices and from different linguistic areas can be provided for students' listening practice.

In well-equipped modern language classes, both aural and visual aids are used in an integrated manner. Students look at and listen to the materials at the same time. One important feature of those materials is that they should be of good artistic quality. for if the materials are of artistically high quality, students are more likelv to develoo a feeling for the words and learn how to use' them better. They can master the words, phrases, and sentences without experiencing much of the pain involved in mechanical language practice.

With good dramatic video materials, the effect of showing video is soon evident. Visual images, expression of emotions in dialogs or reading passages, and artistic sound effects, all these elements working together, appeal to students' senses, and create empathy with the spoken words, helping them grasp the whole situation. This method total sense involvement – can provide the students with chances to learn and internalize words, and eventually develop communicative competency in English.

An additional feature of the audio-visual method is that students can participate actively in material development. Slides or video can be made with students' cooperation. The different skills and talents of students in drawing pictures, creating musical effects, and manipulating machines are employed for making these materials. In this process of material development they learn to understand the contents of the text. Thus, learning takes place not only in the classroom, but also in this process of creating the text. In fact, there are some projects and active movements among some schoolteachers to make their own video materials, in which student participation is greatly encouraged. In this way the audio-visual method has the potential to provide students with new and positive forms of study suitable for the minds of students living in this highly advanced age of technology.

Recently, many innovative and excellent language teaching methods have been developed. However, it is obviously better to utilize the resources which we already have. According to a survey conducted in 1983 by the Ministry of Education, the installation rate in 1979 for cassette tape recorders, slide projectors, OHP's, and TV's in a selected 20 percent of the nation's high schools is almost a hundred percent (with 70 percent for cassette VTR's). The advantage of audio-visual methods is that this equipment can be utilized to its full extent.

Of course there are some problems. As Mr. Ron White, in the *JALT Newsletter* (Feb., 1984) stated, in Japan educational software is disproportionately poor. Along with the fast advancement of hardware, however, has been the gradual improvement of software. In 1977, an audio-visual educational foundation started projects to develop software materials, and with the cooperation of secondary schoolteachers, they have made creative video materials for school textbooks.

The audio-visual method does also have disadvantages and limitations which have not been covered in this paper. For example, excessive stimulus of sounds or visual images could hinder students from concentrating on the words themselves. Used imaginatively and well, however, it can lead to interesting and stimulating classes which bring good results in language learning.

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Japan Audio-Visual Information Center for International Service. 1974. *Audio- Visual Education in Japan,* Revised Edition. The Japan Audio-Visual Education Association.

Suzuki Hiroshi (ed.). 1972. *Koza Eigo Kyoiku Kogaku* (The Technology of Teaching English), Vol. I. Tokyo: Kenkyusha.

EXTENSIVE READERS: BEST HITS EFL (Conclusion)

By Julian Bamford, American School of Business, Tokyo

Newbury House Readers Series, Stage 3, ¥670

3 *Corning to America* – Short anecdotes written by immigrants. U.S. *Society.*
4 *Bridges to Fear* – Short, true tales of the supernatural. Some quite scary.

Regents Illustrated Classics, Level B-C, ¥950

\+ *Dr Jekyll and Mr Hyde*
3 *Oliver Twist*
\+ *A Connecticut Yankee in King Arthur's Court*
\+ *The Flayed Hand and Other Famous Mysteries*
\+ *The Gold Bug and Other Tales*
The Prince and the Pauper
4 *Frankenstein* – Sad and tragic tale well told.
\+ *The Hunchback of Notre Dame*
2 *Treasure Island* – Rather complicated retelling.
\+ *The Three Musketeers*

Delta Readers, 1200 Headword Level (Oxford), ¥390

\+ *Agaton Sax and the Bank Robbers*
\+ *Agaton Sax and the Criminal Doubles*
Botchan, the Young Master
3 *The Diary of Anne Frank* – The famous account of a Dutch Jewish family hiding from the Germans. *WWII/Minority Discrimination.*
\+ *Nonsense Novels*
2 *Selected Stories* – From William Saroyan. Growing up in '30s California. These subtle studies are more suitable for higher-level readers. *Ethnic Minorities.*
2 *Starman Jones* – Heinlein SF adaptation for adolescents only.

Cassell Spotlight Readers, Level 2, ¥400

The Beginning of Radio – Non-fiction.
3 *Inventions* – Six, including false teeth and the ballpoint pen.
British Food
3 *Tennis* – Ordinarv background.
\+ *How a Record is Made*
\+ *Great Mysteries*
\+ *Assassins*
\+ *The Space Race*

Books in Easy English, Stage 2 (Longman), ¥370

U *Eleven Short Stories*
U *Faces and Places* – Four plays and six stories.
U *The Hand of the Law* – Four stories of police work.
3 Is *Anybody There? – Life in Space?* Thorough probe for science fans only.
3 *Lucky to be Alive* – Six true stories of survival.
U *More Plays and Stories* – Six plays and four stories.
U *A Number of Things* ~ Six plays and seven stories.
U *Some Unusual People* ~ Twelve stories of famous people.
\+ *UFO's* - Interesting but unsatisfying collection of facts and photos.

Longman Structural Readers, Stage 3, ¥400

3 Seven *One-Act Plays* (T) – Of average interest.
3 *Biggles Breaks the Silence* – Boy's adventure in the Antarctic.
4 *The Brumby* – Long, sensitive saga of a boy and wild *horses* in the Australian outback.
3 *Clint Magee* -- Greedy villains, weak sheriff, reservation Indians and a hero. Average *Western.*
4 *Dangerous Game* – Rather long, but clever and chilling tale of *Poltergeist* possession.
3 *David and Marianne* – Weak romance spliced with improbable thriller.
3 *David Copperfield* – From boy to man in Victorian England.
4 *Down the River* - Popular pastoral kids vs. criminals adventure..
5 *Good Mornina. Mexico!* – A simple and terrific love story enjoyed by all. _ Needs a new cover and title, though.
3 *The Last Experiment* ~ Rather ordinary SF.
4 *Love is a Gimmick and Other Short Stories* ~ Four low-key, warm and touching tales by Paul Gallico.
4 *Mark and Jennifer* – Love triangle, and the search for mineral wealth in *Cornwall. Progress vs. Tradition/Regional Traits/ Corporate Greed.* Rich and readable.
U *Mosquito Town* – Family of insects fight threats of genocide.
3 *The Munich Connection* ~ Overlong, ordinary thriller.
3 *Operation Mastermind* – Secret agent adventure.
3 *Around the World in Eighty Days*
U *Short Stories from Dr Finlay's Casebook* ~ Five human tales of the British Dr Kildare. Rural setting.
U *Smith* – Pickpocket picks the wrong pocket in period London.
3 *The Spy and Other Stories* -- Thrillers with Cambridge setting.
3 *Treasure Island*
U *Ulster Story* – The *Northern Ireland Conflict* is background for this Romeo-and-Juliet update.
4 *Everest the Hard Way* – Narrative of a real expedition, with stunning color photos. For *Mountaineering* fans.
U *SOS in Space* – Contemporary lost-in-space fiction.
3 *Stunt!* – How 'Ben Hur,' 'The Wild Bunch' and other movies were made.
4 *Survive the Savage Sea* – Exciting, true-life story of a family adrift on the Pacific.
4 *Great British Ghosts* – True stories, with exciting color illustrations. Don't read it

at night!
U *Television* – How programs are made.
U *Galileo* – For science buffs, a biography and examples of modern applications of his experiments.
3 *How Life Began* – Very thorough probe of our protoplasmic origins.
Tales from Arab History – Moral fables.
4 *The World Under the Sea* – Very interesting non-fiction look at man's voyages to the deep.
3 *Inspector Thackeray Calls* (T) – Short whodunit play with clues for the reader to spot.
3 *Police* – Three average plays.
U *Gandhi* – Biography, handsomely illustrated.

Fiction or Non-Fiction?

Business-oriented Japanese students sometimes state a preference for non-fiction books, considering- them more useful and helpful for attaining knowledge and bridging the- cultural gap. This is laudable, but when we look at what these same students are reading in their own language, it turns out to be mainly light fiction. Looking closer at these attitudes, we find that fiction in English is associated with literature which is in turn associated with advanced level reading.6 Remember how these students experienced English literature in high school and college!

One way to circumvent the honorable intentions of your readers is to provide attractive mystery, detective, science-fiction and love stories at low levels. Experience shows that, given appropriate material, students will naturally begin reading for pleasure just as they do in their own language. They will begin to read the same types of material at (closer to) the same speed and for the same types of personal reward. And with the same frequency: it has been estimated that 90 percent of Japanese read every day in their own language (compared to 50-60 percent of British).[7]

> We have occasionally been asked by teachers how to persuade pupils to start reading and hardly know how to answer them. Our experience has always been that if the right books are available, the pupils lapped them up.[8]

Squirrels/New Method Supplementary Readers, Stage 2 (Longman), ¥370
3 *Canterbury Tales* – From Chaucer.
3 *Five on a Treasure Island* – Juvenile buried-treasure adventure.
2 *The Greek Heroes* – Welter of names makes this very sticky reading. but enjoyed by mythology fans.
U *Kalula the Hare* – Lone. fable with human-type animal characters,
3 *Gulliver 's Travels*
U *The Magic Slippers* -Nine short children's stories.
U *The Mystery of the Island* – Jules Verne tale of haunted island.
U *100 Million Francs* – Children outwit bank robbers.
3 *Pirates* – Colorful look at the myth and reality.
The Prince and the Pauper (T)
3 *Rip Van Winkle and The Legend of Sleepy Hollo w*
3 *The Secret Garden* – Touching allegory of two selfish children who are redeemed by the natural world.
U *Stories from Ancient China* – Nine folk-tales.
U *Tales from the Arabian Nights* – Ten of the best known.
U *Traveller's Tales from the Odyssey and Baron Munchausen*
3 *The Wind in the Willows* – The adventures of Toad, Mole, Rat and Badger in this popular children's classic.

Evans Graded Reading, Grades 14
+ *Who? How? When?* – This and all titles below are non-fiction.
+ *Islands*
+ *Knives. Forks and Fingers*
+ *Superstitition*
+ *The Long and Short of It*
+ *How Sports and Games Began*
+ *Laugh! An Introduction to English Humor (T)*
+ *Theatre in Britain*
+ *Making a Living* (T)
+ *Family Life*
+ *Did You Know?*
+ *The Wild West*

Hodder Graded Readers, Grade B
3 *Rock On* – Large format picture history of rock. Ten years out of date and less than perfectly designed, but not bad.
+ *The Escape of King Charles – English History.*

Dodd's Supplementary Readers, 600-750 Word Levels (Macmillan), ¥300
+ *The Blue Jay and Other Stories*
+ *Brave Children of Other Lands*
+ *Fairy Tales from Ireland*

Pattern Readers, Beginner and Intermediate Levels (Macmillan), ¥350
+ *Mr Kneebone's Hobbies*
+ *Let's Look at Cats*
+ *Three Short Stories* – From Oscar Wilde.
+ *Two Minute Plays*
+ *The Golden Tale* – A play.
+ *The Burning Glass* – A play.

BOOKS AT LEVEL 4 (Intermediate/TOEFL 425/1500-word active vocab.)

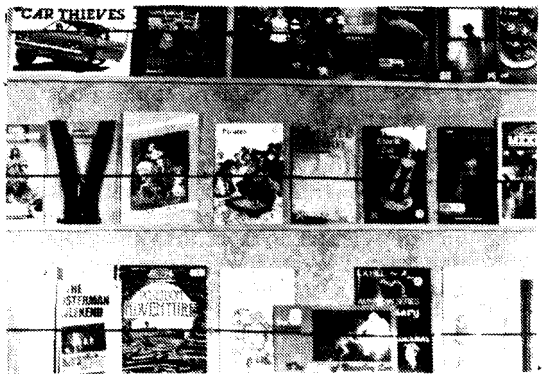
Stories for Reproduction, Intermediate Level (Oxford), ¥450
3 *Intermediate Steps to Understanding* (T) – Funny one-page anecdotes.
3 *Intermediate Stories for Reproduction 1* – As above.

(cont'd on next page)

3 *Intermediate Stories for Reproduction 2* -- As above.
3 *Intermediate Stories for Reproduction (American Series)* – As above.

Nelson Graded English Readers, Elementary and Intermediate Levels, ¥420
3 *The Man in Black and Other Stories* – Lengthy collection of stories and plays, fiction and non-fiction (the story of *Gandhi).*
U *The Sightseers and Other Stories* -- As above, including *Beethoven* biography.

Heinemann Guided Readers, Intermediate Level, ¥620 (except *)
4 *Shane* -- The famous *Western.* Tough fun. Very exciting.
5 *Old Mali and The Boy* – Compelling tale of an old storytelling Indian who takes his young colonial charge hunting.
4 *A Man from Glasgow and Mackintosh* – Two good Maugham yarns. (*¥290)
5 *Bristol Murder* (T) - Young John is accused of murder.' Can he find the real murderer in time? Blazing suspense! Good tape.
3 *Tales Of Goha* a.k.a. Nasreddin – "Witty" anecdotes popular with some readers.
4 *The Smuggler* (T) -- Gangs double-cross each other over stolen objet d'art. Lots of action.
4 *The Pearl* – Steinbeck's fascinating. depressing tale of society and human nature. Mexican background. (*¥330)
U *Football* Non-fiction look at Soccer.
3 *Things Fall Apart* – Rather long drama of hubris in p&missionary rural *Africa.*
4 *The Hairless Mexican and The Traitor* More good storytelling from Maugham, on a WWII-espionage theme. The latter tale is especially engrossing and eventually deeply poignant.
5 *The Woman Who Disappeared* (T) – Hot story with nasty narrator.
3 *The Razor's Edge* – Maugham's classic of self-realization. (*¥370)
4 *The Moon is Down* ~ Steinbeck story of courage under enemy occupation. (*¥370)
4 *Footprints in the Jungle and Two Other Stories* – Strong Maugham. (*¥290)
5 *The Raid* -. Can Paul stop the deer poachers? Cover-to-cover thrills.
4 *Scottish Adventure* – Superior thriller. The face at the window is onlv the first shock.
4 *Mission to Kalu* – Warm, meandering comedy of growing up in a *Black African* village.
4 *A Town Like Alice* - Human drama of trans-Asia trek in WWII. *Japanese War Atrocities.* Unfortunate racist illustrations.
5 *The* Queen *of Death* – Exciting thriller of *Archaeological* theft in modern *Egypt.* Complete with a real mummy's curse.
5 *Walkabout* – Very exciting story of humanity and survival in the *Australian* outback.



Library. . . .

4 *Meet Me in Istanbul* – Average missing person thriller.
4 *The Great Gatsby* – He devoted his life to realizing his dream. But no woman can be turned into a dream. Atmospheric classic of '20s America.
5 *The Walker After Death* – When the children discover a Viking skeleton, mysterious fires begin. Builds to a thrilling climax.
4 *The Space Invaders* – Robots and intergalactic thievery. Good SF.
3 *Elephant Walk* – The upper colonial classes in WWI Ceylon. Fair storytelling. *My Cousin Rachel*
4 *The Two Million Dollar Loan* -- Exciting bank-fraud thriller with Caribbean setting. *Finance/Banking.*
5 *Alone on the Atlantic* – Real solo voyage adventure. *Women's Issues/Sports.*
+ *The Peacemakers*
3 *I'm the King of the Castle* – A terrible and compelling tale of one boy terrorizing another. Conclusion guaranteed to depress.
4 *Dracula* – Bram Stoker classic retold.
+ *The Sign of Four*

Squirrels/New Method Supplementary Readers, Stage 3 (Longman). ¥450
U *As You Like It and Much Ado About Nothing* – From Shakespeare.
U *The Black Pearl* – Treasure doesn't bring happiness. Mexican setting.
2 *The Blue Lagoon* – Boy and girl marooned on desert island. Devoid of sensitivity or plausibility.
U *Children of the New Forest* - Hiding to escape persecution in Jacobean England.
U *Classic Stories from the Ballet* – Eight of the most famous, including Swan Lake. Color photos of sets and costumes.
U *Dracula* (T)
3 *Emil and the Detectives* – Popular story of theft in Paris.
4 *Frankenstein* (T)
U *The Midwich Cuckoos* – UFO mysteries in a quiet English village.
U *Moonfleet* – Smuggling in 18th-century England,
3 *The Return of Sherlock Holmes* – Three later tales.

Robinson Crusoe (T)

4 *The Snow Goose and Other Short Stories* – He was a loner, rejected for his deformity. She was an adolescent, repelled and yet drawn to him. Set in wartime England.

2 *Stories from Shakespeare* – Five, including Hamlet.

2 *The Swiss Family Robinson* – Survival on a desert island.

U *The Young King and Other Stories* – Chidren's fables from Wilde, including The Happy Prince.

(coming into print: *The Count of Monte Cristo)*

Collins English Library, Level 3, ¥600

2 *Five Ghost Stories* (T) – Acceptable but unpopular collection.

2 *Brainbox and Bull* – Complex thriller for young teens: kids foil oil pirates.

2 *Climb a Lonely Hill* – Youngsters survive in Aussie outback. Unexciting.
Custer's Gold – *Western* adventure.

3 *The Gunshot Grand Prix* – Satisfying thriller. *Motor Racing/Terrorists.*

5 *Born Free* – Life with the lions. Readers love this well-adapted true-life adventure set in Africa.

3 *Cinema Stunts* – Non-fiction.

2 *I Will Be Called John – Pope John XXIII* biography.

3 *David Copperfield*

U *Easy English Poems*

U *Three English Kings* – From *Shakespeare.*

2 *An American Tragedy* – Dreiser s o a p opera: rise and fall of social climber in '20s America.

3 *Six American Stories* – London's *Fire* and Poe's *Heart* are good; skip the rest.

\+ *Emma and I* – Blind girl and faithful guide dog.

Regents Readers, Level 3, ¥850

U *Engineering Triumphs* – True background on *Empire State Building, Golden Gate Bridge,* etc.

2 *The Extra* – Star-struck teen sees her big chance. Small-town college campus and (unrealistic) movie studio background.

2 *The Man Without a Country* – To have no country is apparently a fate worse than death. Thinly disguised paean to patriotism from post-colonial America.

\+ *An Ordinary Life* – Biography of a special American woman. Confusing episodic structure.

(coming into print: *As Long As the River Shall Run)*

Longman Structural Readers, Stage 4, ¥470

4 *The Angry Valley* – When they site a nuclear power plant on a Welsh hillside, only one man sees the danger. Good thriller and character study. Pro-nuclear power premise. *Tradition vs. Progress.*

4 *The Cooper Diaries* – Riveting war-time time warp mystery.

U *Desiree, Wife of Marshal Bernadotte* – Romance in Napoleonic France.

U *Doomwatch: The World in Danger* – Three sci-mystery thrillers.

2 *Eight Ghost Stories* – New depths in the supernatural.

U *The Forger* – His Old Masters fooled everyone, so would he be caught?

U *Gold Robbery and Mine Mystery* – Two thrillers.

4 *I Can Jump Puddles* – The courage of a young polio victim in *Australia.* Compelling but low-key; more suitable as a reader at higher levels.

5 *Island of the Blue Dolphins* – Moving story of a girl growing to womanhood alone on a small island. After a slow start, a brilliant psychological re-creation.

4 *Me, Myself and I* – Uneven collection of SF short stories from top writers. The

(cont'd on next page)

Dictionary? Vocabulary? Exercises? Pleasure?

The Japanese buy more dictionaries than any other people by far,[9] and overreliance on this tool is probably the greatest enemy of pleasurable reading.

> If students must translate word for word, spending most of their time with a bilingual dictionary, then the number of unknown words is too high.[10]

Many teachers strongly advise students never to use a dictionary when reading extensively – neither a bi- nor monolingual one – and to read at Ievels low enough that vocabulary isn't a problem. Nobody really wants to look up words when trying to enjoy a story. Yet students often believe that they don't 'understand' if they don't understand every word, and, given this conditioning, it can take a little while and the extracting of strong promises before the dictionary- habit is broken.

Students need to know that non-use of a dictionary doesn't mean they aren't learning new words.

> The native speaker has not been told the meaning of all the words he has learnt and has not looked them up in a dictionary. He has picked them up painlessly. And there comes a stage in the foreign learner's progress where, given suitable material, he can do the same thing while his attention is where it should be – on the meaning of what he is reading.
>
> At the secondary stage we can expect the pupil to read himself into a knowledge of vocabulary provided we give him suitable material in sufficient quantities He will then be exercising other skills at 'the same time, enjoying himself and educating himself as well.[11]

In a similar vein, it may not be wise to set exercises either.

> . . .it can be argued that questions of any sort take the pleasure out of pleasure reading![12]

(cont'd from preceding page)

best stories are brilliant.

3 *Nothing to Fear and Other Short Stories* -- Six varied tales of mystery, suspense and detection by famous writers.

U *The Prisoner of Zenda* – Extremely long adventure in Central Europe.

U *A Scandal in Bohemia and Other Stories* – Seven from Sherlock Holmes.

U *Silas Marner* - - Taking care of a child renders an old miser human.

U *Stories from the Arab World* -- Fourteen legends and fables.

3 *The Thirty-Nine Steps* (T) – Overlong spy-chase thriller.

U *The White Mountains – 2100.* The world controlled by machines. Will the boys escape to freedom? Sequels now out of print.

4 *Race to the South Pole* By printing the diaries of the Scott and Amundsen exneditions side-by-side. the tragic and inspiring story is vividly recreated..

5 *A Woman's Place?* – Must-read magazine-style potpourri of articles, quizzes, facts and figures on sex roles and stereotypes. Sure to raise discussion. *Women's Issues.*

3 *Fair Play?* – Non-fiction background on toughness in *Sports.*

4 *A Taste of Britain* -- Deliciously illustrated recipe book. *Cooking.*

3 *A Book of British Humour* – Some of these jokes and cartoons are rather complicated, but lots to enjoy.

U *Computers* – Step-by-step how-to guide for the layperson.

U *Your Car and How It Works* – Fully-illustrated mechanical guide.

U *The Energy Crisis* – Non-fiction examination of present and future power sources.

2 *Oil* – Non-fiction: where it comes from and how it is used. Rather technical.

3 *Water* – Ensuring supplies around the world. Of general interest.

3 *Three Mystery Plays* (T) – Acceptable contemporary crook dramas.

U *How Happily She Laughs* (T) – Original poems.

Cassell Spotlight Readers, Level 3, ¥550

U *Motor Racing*

2 *Football* – The history and highlights of *British Soccer.*

U *The Kennedys*

U *The Common Market*

\+ *Rock Music*

\+ *Airports*

\+ *The City*

\+ *Tomorrow's World*

Books in Easy English, Stage 3 (Longman), ¥400

U *Behind the Headlines* – Eleven true events (including *King Tut, Rosetta Stone, Titanic, Great Plague of London).*

U *Catch a Thief* – Eight short stories of crime and detection.

U *Mysteries* – Twelve true ones (including *Piltdown Man, Easter Island Statues, Bird Migration, UFO's).*

U *Submarine Disaster* – The full technical scoop on tnree true-life tragedies.

U *Who Did It First?* -- Inventions, discoveries and great feats.

Graded Barbells for Fluency?

A few students have problems with fluent reading, and make heavy weather of even simple and interesting books. This is often as much a psychological problem as one of poor reading habits. The following technique has helped in some cases. Put such students right down to Level 1 books and ask them to read a book a day. This they can do painlessly within 20 minutes or so. After a few weeks, they can start to mix in books from Level 2 and so on very gradually until they reach the level at which they had trouhle before. Students now find that, where once they struggled, they can now read the same books quickly and fluently. The students have taught themselves to read word groups efficiently rather than plodding along word by word, and their aversion to reading has disappeared.

If students resist Level 1 books ("They're too easy/childish/stupid. ."), you can draw a parallel with weight training. If you have trouble lifting a certain weight, it is best not to keep struggling but to reduce the weight and increase your repetitions (fluency). You then build gradually over many sessions up to the original weight.

Reading skills will develop much better if (the student) reads a lot of books that are too easy rather than a few that are too difficult. 1 3

Dodd's Supplementary Readers, 1000-word Level (Macmillan), ¥300

\+ *Stories from Famous Poems*

\+ *Discoverers of New Lands*

\+ *Folk Tales from Asia*

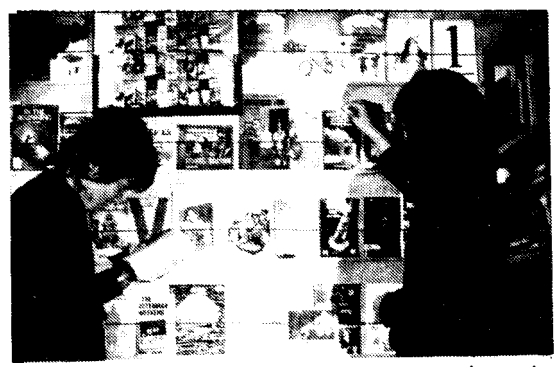
The Knights of the Round Table

3 *Stories from Greek Myths* – Many names make for tough reading, but good cross-referencing aids comprehension and enjoyment.

Alpha Books, 1000-word Level (Oxford) ¥520

From Russia with Love – 007 action.

4 *Quiet as a Nun* -~ Convent murder whodunit hard to put down.



. . . .in action

Acknowledgements

While taking full responsibility for the ideas presented and the mistakes included, I would like to thank everyone who assisted in various ways with this bibliography/review:

Eiko Iwasa, Chuck Lambert, Marie Grammer and Steve Cook for reading and commenting on earlier drafts.

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Footnotes

6 Data from Claire Thompson (personal communication) who administered a questionnaire to company employees studying English at Pegasus Language Services, Tokyo (Feb. 1984).

7 Cited by Damien Tunnacliffe at a JALT '83 presentation on Reading.

8 London: Longman Group Ltd., 1970, p. 72 (referred to below as Bright).

9 as '7' above.

10 Oxford: Pergamon Press Ltd., 1983, pp. 131, 137-138, 142 (referred to below as Krashen).

11 Bright, pp. 17, 19-20.

12 Krashen, p. 137.

13 *Teaching Reading Skills in a Foreign Language*, Christine Nuttall, London: Heinemann Educational Books. 1982. p. 185.

opinion

THE FOREIGN LANGUAGE TEACHER AS AN AGENT OF CHANGE

By Torkil Christensen, Hokusei Junior College, Sapporo, and Thomas Upson. Asahi Culture Center, Sapporo

It will be argued here that to effect good language instruction in Japan, language teachers must go beyond simply assisting students in language learning. They must at times act as change agents who try to foster more positive and independent attitudes to foreign languages and cross-cultural learning. This is not in order to change the attitudes of the students, but to enable language learning that results in the students becoming able to use and apply the studied material.

Inquiries of how foreign language teaching in Japan can be improved elicit a great number of suggestions like the need for better programs, textbooks, students, working conditions, or perhaps other things. The students themselves, both at regular schools and at institutions where they pay their own tuition, generally wish the study to take place in friendly and interesting classes.

One reason why students hope for friendly and interesting classes is that many foreign language learners even at the lower levels are not really beginners but rather are what may be termed "false beginners." They have already studied what they are now once again studying, because they have had little success in using and applying the previously studied material and feel unable to pursue the studies alone.

The limited success in learning to use and apply foreign languages may be explained by the limited need to know these languages and a poor understanding of the rewards of a cross-cultural awareness that is evident at all levels of education and society in Japan.

Indications of this are in the large number of students who are unable to keep up with studies even at an elementary level; they do not see the need to make the effort to keep up, as the results are often negligible. At private language learning institutions, the non-formal evaluation of students permits the schools to blame the students for not advancing, and so possibly helps to encourage those who don't drop out.

The difficulties with using and applying foreign languages are also influenced by other factors like the psychological problems in relating to what has not been accepted as Japanese and so is treated uneasily as alien. The unease in dealing with alien matters can be used as an excuse for not progressing and it makes a passive attitude to the studies acceptable.

For a teacher with students who expect to learn little and give up easily, it is not always possible to remain enthusiastic and inventive. This teacher may turn to learning tasks that preclude acquisition (in the Monitor terminology), and the grammar-translation method that is much used in Japan is a method that provides such learning tasks. Learning with only the written word permits exact analysis and rote learning which does not, however, lead to use or application of the learned material except for further analyzing. These practices are not brought about by poor teaching and poor programs but are defensive reactions that students and teachers fall back on when they lack confidence and attempt to study in a way that will be "safe."

The teacher's concern becomes to overcome the students' expectations of failure and to make the study relevant. By paying attention to student reactions while teaching something that can be learned, the teacher has the opportunity to observe the students to determine what is difficult and assess why it is difficult. Having determined what the students have trouble with, the teacher can proceed to prepare lessons that respond to the student needs and attempt to show the students how to gain control of their own foreign language learning.

Teachers can encourage students to express and become conscious of what they want to learn to enhance and enrich their lives and careers. The students should be guided to ask themselves what they want to master about foreign languages – is it grammar and composition, is it speech patterns and conversation, or what is it? When students are consulted and included in the decision-making process, it can be anticipated that they will become much more enthusiastic and resilient in their language learning, and the teacher with restored enthusiasm can concentrate on how to provide for the learning needs. It is in this role, guiding students to make their own decisions with respect to language learning, that teachers of foreign languages may perform their greatest service to the students.

While working in the traditionally accepted role as a purveyor of knowledge of foreign languages, the teacher then also becomes an agent working at changing the students' attitudes toward themselves and the learning process. 'The object of trying to change the students' attitudes is to enable them to learn the language skills they wish to acquire.

JALT '84 CALL FOR PAPERS

JALT '84. the 10th annual International Conference on Language Learning and Teaching. will be held on Nov. 23. 14 and 25 (Friday. Saturday, Sunday). The conference this year will be held at Tokai University, Yoyogi Campus in Tokyo. Over the years the conference has increased in scope both in the number of participants and in the variety of presentations. Thc slogan for this year's conference is "everything you always wanted to know about language teaching. ."

The success of this year's conference, just as in the past,, depends upon the support and cooperation ot every member of JALT. We strongly encourage everyone to contribute to JALT '84 by submitting a proposal and/or attending and by encouraging others to do so also.

We would especially like to strengthen the bi-lingual, bi-cultural nature of the conference by increasing participation of Japanese teachers of English as well as teachers of Japanese and other languages. Presentations may bc in Japanese or any other tanguage. Proposals may be in either English or Japanese so long as the title is in English. If you would like to make a presentation at JALT '84. please fill out a data sheet and complete the other procedures by Aug. 15.

Program Chair, JALT '84

PROCEDURES

1. Send a 200-word or less summary of your presentation for inclusion in the conference handbook and/or for review by the selection committee. If you feel that you can not do justice to your topic within this limit. then write a second. longer summary for use by the selection committce. If you submit only one summary, send two copies, one with your name, addrcss and phone number and one without. If you also submit a longer summary, submit only one copy of the shorter version (with the above information) and two copies of the longer version, one with and one without your name, etc.

2. Try, in the shorter, conference handbook version, to give people enough information to understand the main ideas of your presentation and enable them to make decisions concerning attendance. Also include precise details as to the central theme and form of your presentation. Try to present a clear picture of what you intend to do as well as why and how; and indicate what level of teaching experience your audience should have in order to benefit from your presentation. Give this abstract an English title of 10 words or less. If you wish to write a second, longer summary for selection committee use. then expand on these topics as desired. But remember that only the shorter version will be included in the conference handbook.

3. Write a 25-30 word personal history for the conference handbook. Write this exactly as it should appear. i.e.. "J, Smith is. ," not "I am. ." Enclose a passport-size head and shoulders photograph (optional).

4. Complete and return the data sheet.

5. Except for the second copy of either the short or long summary, which is for use by the selection committee. be sure your name, address and telephone number are on every sheet.

6. All submissions in English should be typed. double-spaced. on 81/2-x 1 ! (A4) paper. All submissions in Japanese should be on A4 "400-ji genkoh yohshi." All papers must be rcccived together at the following address by Aug. 15.

JALT '84 Program Chair
JALT, c/o Kyoto English Center
Sumitomo Seimei Building
Karasuma Shijo Nishi-iru
Shimogyo-ku, Kyoto 600

RECOMMENDATIONS FOR PRESENTATIONS

Thinking of giving a presentation at the JALT '84 Conference? A questionnaire distributed following the '83 Conference showed that the most popular areas of interest were Listening. Video, Computers, Games, Testing, and Teacher Training. There were also a number of recommendations for programs people would like to see at the next conference. The most popular one was for computer-related presentations. Other popular requests were for presentations on video and university-level teaching. Follo wing this, people wanted to learn about discourse analysis. Japanese, second language acquisition, TPR. testing. humanistic/affective research, listening, methods, teaching at Junior and senior high schools, and working conditions.

There were single requests for presentations on the following: teaching children, practice teaching, false beginners, grammar, language in the classrooms, conversation in junior and senior high schools, the notional-functional syllabus, technical English, content areas, drama, classroom techniques. cross-cultural communication, textbook selection, hicultural education, and pronunciation.

The above is a list of possible ideas for people who are interested in speaking at the next conference. We also welcome additional suggestions for presentations you would like to have on the program, including any form last year that you missed or would like to see repeated.

OFFICIAL USE ONLY

PRESENTATION DATA SHEET

Presenter's Name(s): _____

Organization(s): _____

Address: _____

_____

Home Phone: _____ **Work Phone:** _____

Full title of presentation: (10 words or less)

_____

Short title: (for block schedule, 5 words or less)

_____

Format: a) ☐ **Workshop** ☐ **Lecture/Paper** ☐ **Demonstration** ☐ **Other**

b) Estimate of % **Practical vs.** % **Theoretical**

c) ☐ **Publisher's or** ☐ **Academic Presentation***

Content area: (Check more than one above/below the line only if applicable.)

☐ University/college teaching	☐ High school teaching	☐ Junior high school teaching
☐ Company programs	☐ Commercial language schools	☐ Teaching children
☐ Applied linguistics	☐ Classroom activities	☐ Community language teaching
☐ Computers/CA1	☐ Cross-cultural training	☐ Curriculum design
☐ Developing teaching skills	☐ Drama/music in teaching	☐ Japanese language teaching
☐ Listening	☐ Listening-based approaches	☐ Literature
☐ Materials	☐ Notional/functional	☐
☐ Silent Way	☐ Teacher Training	☐ Teaching oral skills
☐ Testing	☐ Total physical response	☐ Use of hardware
☐ Working with large classes	Cl Writing	☐ Other _____

Audience:

☐ Classroom teachers	☐ Teacher/program supervisors	☐ Japanese teachers of English
☐ Administrator	☐ Teacher trainees	☐ Other (specify) _____

Audience experience level: ☐ **Newcomers** ☐ **Experienced**

Audience size: ☐ **Unlimited** ☐ **Limited to a maximum of** _____

Equipment required: (Please be *specific;* **i.e. Beta-l l)**

_____

_____

Presentation will be in ☐ **English or** ☐ **Japanese.**

Presentation length: ☐ **½ hr.** ☐ **1 hr.** ☐ **2 hrs.** ☐ **3 hrs.** ☐ **6 hrs.**

***Note:** **Presenters are expected to clearly indicate in their summary any commercial interest in materials or equipment used or mentioned during the presentation.**

To be submitted with summary(ies) by August 15.

第10回JALT国際大会研究発表者募集

来たる11月23・24・25日の3日間、東海大学代々木キャンパス（東京）におきまして、第10回JALT国際大会を開催いたします。本年のテーマは「語学教育に関するあなたの知りたいことすべて」で、日常の語学教育に役立つ実践的で有益な発表や、その背景となる理論等多くの発表がなされます。その大会の研究発表を以下の要領で募集していますので、多くの日本人の先生方の御参加をお待ちしています。

1. 発表及び発表要旨は英語でも日本語でも結構です。ただタイトルは英文で10語以内で御願いいたします。
2. 提出物は、200語程度の発表要旨2部、内1部には氏名、住所、電話番号を明記のこと、25～30語の発表者の経歴、パスポートサイズの顔写真、（大会プログラムに写真の掲載を希望する方のみ）と記入済のデーターシート（ニューズレター閉じ込みのもの）
3. 〆切・8月15日
4. 送り先・問い合せ先

〒600 京都市下京区烏丸西入
住友生命ビル 8F
京都イングリッシュセンター内
JALT事務局 JALT国際大会係
Tel 075－221 2251

5. 発表要旨はそのまま大会プログラムに印刷されますので、発表の主眼点、発表形式、聴衆のレベルや経験（例えば、中学の英語の先生で経験が数年以下の人等）明記されていると参加者には便利です。

発表要旨が200語以内で十分に書きなれない場合には、選考委員用に、さらに長い要旨を1部御提出ください。

発表要旨は以下の用紙を御使用ください。

英文：A4版・ダブルスペース
和文：A4版・横書400字詰原稿用紙

詳しくは英文の説明も併せて御参照ください。

第1回 九州英語教師のための夏期集中研修会

Kyushu Intensive English Program

国際化が急速に進む今日、JALTが九州地方で初めて開催する英語教師のための研修会です。この研修会は日本人英語教師が苦手である「話すこと」「聞くこと」を中心に、四技能のドリルを行い、平常の授業に直結する実用的能力を伸ばすことを目的としています。

日本に於ける語学教育に豊かな経験がある下記二人のネイティブ・スピーカーを中心に、三泊四日のワーク・ショップを行い、英語教師としての資質を高めます。

対象者：英語教育に関係するすべての教師
日　時：昭和59月7月25日（水）～7月28日（土）
会　場：阿蘇勤労者いこいの村（本年4月オープン）Tel 09673－4－2151
（熊本県阿蘇郡阿蘇町大字蔵原字下大久保1420、〒869－22）
交　通：豊肥本線阿蘇駅下車。タクシー5分。
マイクロバス送迎あり。

プログラム：
25th: 11:00 to 12:00 – Registration, Lunch & Self-introductions. Announcement of Groups and Orientation, Book Reading I (Chapter 1), Supper/Baths, Party (followed by socializing)
26th: Lecture by Native Speaker, Book Reading II (Chapter 3), Lunch, Grammar (English) Q & A Session, Book Reading III (Chapter 4), Outing, Supper/Baths, Games and socializing
27th: Speech Contest (Preliminary Rounds), Speech Contest (Finals), Lunch, Book Reading IV (Chapter 5), Skit Preparation, Supper/Baths, Presentation of Skits
28th: Book Reading V (Chapter 6), Lunch and Closing Ceremonies

外国人講師：

Jim White 氏 – Professor of English at Tezukayama Gakuin University. M.A. in Audiovisual Education,, International Christian University, President of JALT. First came to Japan in 1954.

Jim King 氏 -- English lecturer at Kyushu University. Graduated from University of Sussex (B.A.Honors) and Kent (Postgraduate diploma in linguistics and translation). Came to Japan in 1981 after teaching English in Cambridge (U.K.), France and Saudi Arabia. Worked for Shell as a technical translator for three years.

参加費の支払並びに申込み方法：

①参加費の支払：参加費（三泊四日の宿泊・食事・パーティー・その他の経費を含む）
JALT会員30,000円、JALT非会員32,000円を郵便振替にて送金してください。
京都 5－15892 JALT（加入者名）

②下記の申し込み書を送付してください。
申し込み書送付先 〒810 福岡市中央区草香江2－16－23
草香江ビル305号
ジム キング宛

(cont'd on page 32)

(cont'd from page 30)

申し込み〆切：昭和59年7月14日（土）まで
但し　先着順40名で〆切ます。
問い合せ先：Tel 092 --714 -4043 Jim King
(8 :00 P.M--10:00P.M)

主　　催：全国語学教師協会（JALT），全国語学教師協会福岡支部
研修会で使用するテキスト名：（参加者は前もって読了のこと）
Language and Culture, Book One ed. by JACET, Eichosha, ¥350

申　込　書

第1回九州英語教師のための夏期集中研修会に申し込みます。

ふりがな 氏　名		男　女	年令
住　所	(〒　　)	Tel	
勤務先		Tel	

第4回ＪＡＬＴ夏季講座

FOURTH ANNUAL SUMMER INSTITUTE FOR JAPANESE TEACHERS OF ENGLISH

（目　的）
英語教育者（特に中学、高校教師）の方々に、語学教育分野における最新の理論や実践的教授法を短期集中的に習得していただき、実際の英語教育活動に役立てていただくことを主目的と致します。JALTはこの為に、海外から特別講演者を招くと共に、国内でも語学教育分野の最先端で活躍なされている著名な講師陣でもって、充実したプログラムを作り出すよう最善を尽くします。

（対　象）
英語教育担当者（特に中学、高校の教師）及び英語教育に関心のある方々

（定　員）
50名

（会　場）
愛知県名古屋市港区入舟2丁目1番17号
名古屋港湾会館
（地下鉄名城線名古屋港下車　徒歩2分）

（期　間）
昭和59年8月17日から8月19日までの3日間

（プログラム）

第一日目（8月17日）
9時30分－10時00分　受　付
10時00分－10時15分　開会の辞　豊橋技術科学大学　野沢和典
10時15分－11時45分　講　演　「落ちこぼれを救う英語教育のありかた」愛知県立大学教授　出山桂吉
11時45分－13時00分　昼　食
13時00分－14時30分　講　演　「英語教育と総括的評価」筑波大学教授　大友賢二
14時30分－14時50分　休　憩
14時50分－16時20分　講　演　「英語教育と形成的評価」筑波大学教授　大友賢二
16時20分－16時30分　休　憩
16時30分－18時00分　講　演　[GAMES IN THE CLASSROOM]　豊橋技術科学大学外国人教師　ウイリアム　フランクリン

第二日目（8月18日）
9時00分－10時30分　講　演　「コンピューター利用の英語教育の現状と将来」河合塾学園講師　チャールズ　アダムソン
10時30分－10時50分　休　憩
10時50分－12時20分　特別講演　「WRITING FROM EXPERIENCE」ニューヨク大学教授　マルセラ　フランク
12時20分－13時20分　昼　食
13時20分－14時50分　講　演　「発音の指導」横浜国立大学教授　長谷川潔
14時50分－15時10分　休　憩
15時10分－16時40分　講　演　[SELF-ACCESS PAIR LEARNING AT SHITENNOJI INTERNATIONAL BUDDHIST

SENIOR HIGH SCHOOL]
国際仏教大学教授
トーマス ペンダガスト

16時40分－16時50分 休 憩
16時50分－18時20分 特別講演「GRAMMATICAL STRUCTURES FOR PRACTICE」ニューヨーク大学教授 マルセラ フランク

第三日目（8月19日）
9時00分－10時30分 講 演 [TANGIBLE GRAMMAR: THE SILENT WAY AT SHITENNOJI INTERNATIONAL BUDDHIST JUNIOR HIGH SCHOOL]
国際仏教大学教授
トーマス ペンダガスト

10時30分－10時50分 休 憩
10時50分－12時20分 講 演 「フォニックスメソッド」
横浜国立大学教授
長谷川 潔

12時20分－13時20分 昼 食
13時20分－14時50分 講 演 「聞くこと：英語学習上の位置」
京都教育大学教授
田島 穆

14時50分－15時10分 休 憩
15時10分－16時40分 講 演 「中学英語教科書の作成とその問題」
京都教育大学教授
田島 穆

16時50分－17時00分 閉会の辞 JALT夏季講座実施委員長
野沢和典

（参 加 費）
8月10日までに申し込みの場合

	JALT会員	非会員
1日のみ	6,000円	7,000円
2日間	12,000円	14,000円
3日間	18,000円	21,000円

8月10日以後及び当日に申し込みの場合

	JALT会員	非会員
1日のみ	7,000円	8,000円
2日間	13,000円	16,000円
3日間	20,000円	24,000円

申し込み方法
下記の郵便振替口座へ参加費を送金して下さい。

口座番号 名古屋 9－51889
口座名称 JALT夏季講座

問い合せ先
〒440 愛知県豊橋市王ケ崎町字上原1－3
合同宿舎2－201
野沢和典
電話 0532－48－0399（夜間のみ）

夏の特別講演者

マルセラ フランク博士

1963年にコロンビア大学教育学部から英語教育で博士号を取得。ユーゴスラビアのサラエボ大学にてフルブライト客員教授として教えたほか、ハワイ大学、ブリガムヤング大学、モンタナ州立大学、ブルックリン大学などで教え、現在はコロンビア大学の米国語学研究所教授である。

著書には Modern English: A Practical **Reference Guide** (1972), Modern English: Exercises for Non-Native Speakers (1972), Writing from Experience (1983), **Writer's** Companion (1983) があり、いずれもプレンティスホールから出版されている。その他研究論文、学会発表も多数で、英語教育界の最先端で活躍中。

The **Language** Teacher 4月号の無料配布

The **Language** Teacher 4月号は、下記の団体より特別に広告を掲載して頂き、1,800部増刷し、語学教育を行っている企業や語学学校等に配布いたしました。御協力に感謝いたします。

Asahi Evening News	日本工業英語協会
LIOJ	The Daily Yomiuri
NIC	杏文堂
Business View	Kyoto English Center
The English Journal	

以上の他に、オックスフォード大学出版局、ＩＬＳ、パーガモンプレスとリージェンツ出版社より上記の企画に御寄付を頂きました。

JALT ADMINISTRATOR/CURRICULUM DESIGNER SEMINAR

Have you ever wondered why some language schools have few attendance problems? Or why some have no trouble getting their students to speak only the "target language"?

This seminar is designed to answer these questions and more.

If you are an administrator, feel your career may be heading in that direction, are curious about these issues, or know someone who is:

Dates & Times:	June 16th, 2:30-9:30 (Steak Dinner included; vegetarians please advise) June 17th, l0:00-12:00, 2:00-4:30
Workshop Topics:	Recruiting students/attendance policies/choosing materials/keeping students in the "target language"/follow-up on the effectiveness of your program/counseling students/understanding employees better/making in-house materials.
Speakers include:	Derald Nielson, Robert Ruud, LIOJ; Murray Walker, et *al.,* ELEC; Lawrence Cisar, Athenee Francais; Alice Bratton, JLF.
Format:	Workshop format.
Place:	Bunka Institute of Languages (Bunka Gakuen JALT '81 site), 3-22-l Yoyogi, Shibuya-ku (near the south and west exits of Shinjuku station, Tokyo)
Pre-registration deadline:	June 12th
Pre-registration fees:	¥11,000, JALT members ¥14,000, Newcomers (includes membership)
On-site or late registration:	¥13,000, JALT members ¥16,000, Newcomers (includes membership)

One-day-only rates may be arranged on an individual basis. If you require a hotel, call immediately!

To apply, send a GENKIN KAKITOME to: Shari J. Berman, 404 Sato Bldg., 2-25-10 Ebisu Minami, Shibuya-ku, Tokyo 150; (03) 719-4991.

MY SHARE

CARD TRICKS FOR VOCABULARY BUILDING

By Marc Helgesen

A couple of years ago, Julian Bamford's *Vocabulary Building Using Index Cards* appeared in the *JALT Newsletter* (Sept. 1982:19-22). The article gave a clear and reasoned rationale for using vocabulary cards to build receptive vocabulary. In this month's My Share, we'll continue in that vein by offering a series of games and activities that can be used to review the students' target vocabulary. As per Bamford, I suggest that you preface any of these activities with a quick receptive review of the cards. This entails showing each card to the students. Students indicate that they know or don't know the word. If they don't know a word, it is deflected to another student who provides an example of other information that will help the student(s) understand it. It should be noted that students who know the word do not necessarily have to define it or give a synonym or an example. A nod is adequate to indicate comprehension. Often too much time is taken up giving definitions, etc.

ACTIVITIES:

One-word mime. Each student is given one card. S/he mimes something related to the meaning and the other student(s) guess the word. (To increase the student talk-time, this can be done as a pair game with the pair guessing the most words winning.)

Three-word mime. (Pairwork) Each pair is given three cards (or four cards of which they pick three). The pairs create a story incorporating the words and pantomime it. Other students guess the story and the target vocabulary.

Password. (Pairwork) A variation on the American TV game show (the same game is seen in Japan on *Quiz de deito).* Each student is given about five cards. In pairs, student A give clues concerning his/her first word and B guesses. They change roles after each word. The first team to guess all their words wins.

Antler game. Each student receives one card which s/he may not look at. When the game starts, each student places the card face-out on his/her forehead. In this situation, everyone can see the cards of all other students but they don't know their own word. The students move around the room. They give each other clues about the words. If a student does not guess his/her word on the first hint, s/he must get each ensuing clue from a different person. This ensures that students will get input from several people and points of view. It also makes the activity livelier.

Dictionary. Students each receive one card. They create a dictionary-style definition and the other students try to guess. This activity can be particularly useful in technical English ESP classes where the students will later have to teach processes and procedures in English to engineers from abroad. In such cases, you may want to give them the following definition formula:

formula:	target word = member of group x	"wh" word	cnaracteristics different from other members of group *x*
example:	"loan shark" = a money lender	who	charges very high interest

For example. Like "dictionary" (above), except that students are forbidden to give definitions. Rather, they must generate a series of examples that serve to clarify the word. Other students guess.

These are just a few of the many activities that can be used to practice, learn and acquire vocabulary. If you have others, please send them to this column. At a later date, we'll publish a larger listing.

Chapter Reviews

HIROSHIMA

A SEMI-INTENSIVE ENGLISH PROGRAM IN TAIPEI

By Bill Teweles

Reviewed by Laurence Wiig

March's featured speaker was Bill Teweles, formerly of Hiroshima Jogakuin College and currently Curriculum Director at English Learning Service in Taipei. Mr. Teweles spoke enthusiastically about E.L.S., which operates a large multi-level, 15-hour-a-week program.

Many of the students at E.L.S. wish to learn English as quickly as possible in order to study in the United States. They usually enter at the beginning level and, through a carefully gradated program involving three hours per day of contact with a native speaker of English, leave E.L.S. a year later with an intermediate or advanced-level ability in English.

Some points of particular interest about E.L.S.:

– The School, which achieves professional-level results, generally hires native -speakers of English without a background in teaching. The faculty is made up of foreign students living in Taiwan, globetrotters, and the like.

– These teachers are closely supervised both from above and below. Students are asked to leave language lab for periodic individual student conferences during which they are asked to rate their current teacher on matters such as punctuality, friendliness, and promptness in returning homework.

-- Teachers who score particularly low on student ratings are occasionally released from employment.

– Teachers who have a high rate of bringing back students for the following term receive a bonus.

– E.L.S. has a policy of not hiring Americans of Chinese ancestry, supposedly because they are more prone than Americans of other backgrounds to breaking the rule about speaking only English during class time.

– It is forbidden for teachers to talk about politics with their classes.

- Foreign staff at E.L.S. do not receive visas formally allowing them to teach English. Even Mr. Teweles must leave and re-enter Taiwan every six months on a visitor's visa.

– What would be referred to as "English Conversation" in Japan is called "Discussion" at E.L.S. Mr. Teweles helps develop materials and procedures that bring about enthusiastic discussions and debates in class.

We viewed a videocassette of Jackie, a teacher from New York, leading her students in "jazz chants." A cross between a sutra and exercise time at a nursery school, a jazz chant gets a class firmly into the rhythm and intonation of English as it is actually spoken by native speakers. "1 can't go swimming. I'm busy today. How about another day?" "Sailing." "1 can't go sailing. I'm busy today. How about another day?" Jackie keeps a chant like this going for five minutes, dancing, bouncing, and building up enthusiasm. Although the technique looks exhausting for the teacher, it seems like a useful activity for classes devoted to quick improvement in speaking ability in a new language.

Teweles ended his presentation by having the participants break into small groups to discuss how each group would design curriculum for a semi-intensive program. To hear speakers recently arrived from teaching in other lands such as Mr. Teweles and Hiroshima's February speaker, Martin Millar, who reported on his ESL experiences in Saudi Arabia, is a particularly valuable aspect of JALT membership.

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HOKKAIDO

OBSERVATIONS ON ENGLISH TEACHING IN JAPANESE SCHOOLS

By John F. Day

Reviewed by Dale Ann Sato

The "Teacher-Centred Classroom" where students participate, but the teacher initiates and controls activities, is the most realistic classroom atmosphere that Japanese public schools can aim for. This was one of many points that John Day, English Fellow to the teacher consultant at the Sapporo Board of Education, made. After a near-year's experience of getting a bird's eye view of over 20 secondary schools in Hokkaido's largest city, Mr. Day sees this as the most appropriate approach compared to the "Teacher-Dominated Classroom" and "Student-Centered Classroom."

He observed many of the teacher-dominated type where the Japanese teacher devoted most of the class time to lecturing about the English lan-

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guage. Little, if any, was seen of the student-centered atmosphere where the teacher acts as the organizer and facilitator but the students control the outcome of the activities. [1]

Mr. Day is very aware of the problems of the teacher-dominated classroom. He felt that Japanese students entered junior high with solid. consistent educational preparation to learn. However. this is gradually eroded by large class sizes (45 or more) and the pressure to cover the curriculum within a now-reduced number of teaching hours (three SO-minute periods a week). He sees the difficulty in coping with tltc discrepancy in English ability between juku-prepared students and others who had none.

Yet the most serious challenge the speaker felt. as others have lamented. is the teaching of English for the entrance exams. This means emphasizing reading and writing over the communicative aspects of listening and speaking.

Mr. Day sympathized with the Catch-22 situation that teachers find themselves in. caught by the demands of the curriculum. He gave the analogy of tcaching basketball by the rules without ever going out onto the court. So as a result. Mr. Day heard little difference in spoken English between the first year junior high students ("What you like sports'?") and the third year senior high students ("What you like sports?"). Teachers seem concerned with teaching "passing and dribbling skills," but not "shooting and blocking." So no one scores in English.

Another key point was how much respect students had for their teacher's English ability. If their teachers had expertise. the students felt confident and motivated in learning English from thcm. Often asked by students whether their teacher spoke good English, the speaker was obligated to stretch the truth sometimes.

Mr. Day did not leave the audience dangling without some constructive classroom suggestions. Many dealt with eliminating student crutches and others with providing more variety in the classroom activities. First. he felt that it was absolutely necessary to involve all the students every day in some kind of individual practice and to monitor their mistakes. This would he in contrast to mass repetition and the rather loose demands placed on students day to day, except at exam time. Secondly, teachers should be strict about full and correct responses, yet flexible in the range of possible answers. Thirdly? shy students need assurance that making errors is all right while stubborn, lazy students need to be dealt with firmly, with class pressure. fle advised against allowing students to whisper answers to one another, making each person responsible for his own responses. Another suggestion was to avoid "katakana English," always emphasizing correct pronunciation from the beginning, especially front the first year in junior high.

Providing supplementary teaching activities to enliven the classroom was something more the speaker elaborated on. lie recomtnended regular use of movies. object manipulation, games. drama, studenl-interest level material, etc. Introducing cultural topics or native speakers to the class especially helps. For this reason, he strongly supports Mombusho's assistantship program.

Hokkaido JALT is grateful to the speaker for giving us a logical, well-organized talk, re-emphasizing the handicaps that teachers and students labor under. His observations and suggestions were always prefaced by an awareness of how his own cultural background colored his views. Mr. Day sincerely empathized with the Japanese public schoolteachers' plight and encourages them to keep pushing for changes,

Reference

1 Celce-Murcia. Mary Ann. 1984. "Interaction and communication in the FSL classroom," *Forum,* Vol. 22. No. 7.

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KOBE

WHAT CONTRIBUTIONS CAN A LOCAL CHAPTER MAKE TO JALT?

By Prof. Isao Uemichi

Reviewed by Harold Johnson

What contributions can a local chapter make to JALT ? Not a provocative-sounding title for a presentation given by a man known to be just that. However, Professor lsao Uemichi's talk at the March meeting of the Kobe chapter did spark a discussion and generated interest in subjects that need consideration if JALT's effectiveness is going to parallel its membership growth.

Professor Uemichi pointed out the importance of the chapter as a link between individual members and the national and even international levels of JALT The chapter level is where many ideas are first presented, if not born, and also where information and ideas from higher levels are ultimately funneled to.

Although he emphasized the importance of meeting the chapter members' needs and interests. the professor also advocated distinct characteristics of individual chapters and specialization on certain aspects of teaching, such as business or children. This idea provoked discussion and the question of purposes of chapter meetings was tossed around. To hear specialized speakers, to exchange news between chapters as well as pass on infortnation from national JALT, as previously mentioned, were some of the obvious reasons. Some people attend out of curiosity about the language teaching profession and the

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people it attracts (I.e., speakers of foreign languages).

At this point Uemichi expressed his hope that one or two of the speakers each year could be honored at annual national conventions Recognition, awareness, and public relations are important reasons he gave for his hope, though the question of feasibility came up.

The professor also recommended JALT contact and involvement with the Ministry of Education, the Special Committee for the Amendment of the Educational System, and the Teachers' Union of Japan. Interest from our end will show our seriousness, surely enlighten both parties, and possibly lead to influence in the future. The neutralitv of JALT must be assured however, it was pointed out, as were the probable problems of actually getting in contact with the groups and the barriers to educational reform.

As JALT becomes more influential in Japan, Professor Uemichi wants to continue to push for awareness and influence at the international level and suggested that we begin to think about a committee to select essays to be sent to applied linguistics conferences each year, again depending on feasibility. He believes now is the time for JALT to become internationally recognized.

Would increased recognition of JALT affect the chapters and membership positively? Is JALT for chapters or are the chapters for JALT, or is there a happy medium? Importantly, Professor Uemichi did not pretend to know all the answers but was more of a presenter of growth options at a time when these ideas should be considered.

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TOKYO

GAMES WORKSHOP

By Douglas Buckeridge

Reviewed by Tony Corcoran

"Too often games are used as a 'filling-in' exercise at the end of the lesson or the end of the year, and thus are not taken very seriously by either students or teachers." Having thus introduced his presentation, Mr. Buckeridge went on to demonstrate how games could and should be used as an integral part of a course in order to revise and practise, as well as an aid to memorization, as a motivating factor, and as a welcome change of pace for student and teacher.

Mr. Buckeridge briefly revised the various categories of games, i.e., card games, pairwork games, board games, movement games, listening games, reading games, and games for revision, and then went on to demonstrate games he had devised for use in his classes.

Although he had prepared a total of nine games for presentation, only six games could be dealt with because of lack of time. A description of the games, together with feedback from the participants, follows:

The Speedy Reporter Game

This is designed for intermediate level students to practise listening, grammar, and speaking, for 14 students or less; it lasts 20-25 minutes.

The game is intended to practise reported speech. A number of direct speech sentences and their indirect speech equivalent are recorded on a tape with a brief pause between each direct speech and indirect speech sentence. On hearing the direct speech sentence, a designated student must give the indirect speech equivalent before it is heard on the tape. The game is played at speed and the tape is not stopped. Each student has three 'lives' and a life is lost if the student is too slow to respond or makes a mistake. The game ends when all the students are 'dead' or the remaining students prove themselves too clever to be caught.

If the tape finishes before the game does, it can be replayed because it is unlikely that students will be answering the same questions. The students can be seated in a circle, answering in turn or a student can be designated to answer just before or just after the indirect speech is heard. In the latter case, a slightly longer pause between direct and indirect would be necessary. For students who are knocked out early in the game, a written handout could be prepared.

The Mine Field Game

This is a board game designed for any level for revision or speaking practise; it can be used for up to 40 students and lasts 60 minutes. A lot of ureuaration is needed and so it is most efficient to use it with a frequently-used coursebook.

The board is a large sheet of paper with the numbers 1 to 100 marked out in squares along a winding road or snake-type pattern. Students are divided into groups of 6-8 and each group gets a board and dice. In turns the students throw the dice to determine how many squares they move. A student landing on a square with a circle around the number must answer a question written on a folded piece of paper put in a slit cut in the paper next to the number. The question should be read aloud to the other students. If the student answers the question, s/he moves forward by the number of squares written on the question paper; if s/he cannot answer s/he goes back by the same number. The winner of the game is, of course, the first person to reach 100.

The answers to the questions can be written on pieces of paper with numbers corresponding to those on the board. The questions are put in the slits so that another student landing on that number need not answer a question. If the teacher wants every student to answer a question, the question papers can be left in a pile. A suggested variation was that a student landing on a numbered square could choose another student to answer; in this way, the front-runners could be pulled back. Before the game begins, game language such as, "It's your turn," "Oh, my luck's in!", could be taught.

The Story Chain Game

This is designed for intermediate level for vocabulary development and writing practise; it can be-used for-up to 48 students, and lasts 20-30 minutes. The students are divided into groups of 6-10 students. Ten words are written on the blackboard and the students have to make a story using each word in a sentence. Every sentence should contain at least one of the words. The students then rehearse the story with each student saying a sentence. The story is finally told to the whole class. The teacher should correct the sentences before the story is read to the class.

The Bridge Game

This is designed for any level for revision and question-forming; it can be used for up to 48 students and lasts 60 minutes.

Students are divided into groups of 4 and play as 2 pairs of partners. Student 1A takes a question card from a pile in the middle. The question card is in the form of a question prompt, e.g., 'Ask what the capital of Japan is,' and 1A has to make a question which his/her partner 1 B must answer. If 1B cannot answer students 2A and 2B can discuss and trv to answer. The answer is written on the card together with a number which indicates how many points the question is worth – the harder the question, the more the points. 2A then asks 2B, then 1B to **1 A,** and 2B to 2A. The game lasts as long as the questions, until a certain number of points is reached, or until the time runs out.

The Listening Crossword Game

This is designed for any level for listening and speaking practice; it can be used for up to 48 students and lasts 30-40 minutes.

Photocopy a crossword from a crossword book for learners of English and cut off the clues. The students are divided into groups and each group is given only the blank crossword. The clues are recorded before the class and this tape is played to the students. The tape is stopped after each clue to give the students time for discussion, using pre-taught language such as 'Why don't we put here?' The tape can be played again, concentrating on the words causing difficulty. When the clues are being recorded it might help to prevent mistakes if the number of letters in the word is mentioned. After the listening is over, groups can compare crosswords. The written clues can also be given before the answers are elicited.

The Offering Game

This is designed for intermediate level to practise the functions of offering, accepting, and refusing; it can be used for 24-32 students and lasts about 30 minutes.

The students are divided into groups of 8 and each person adopts one of the following roles: a pilot, a schoolboy, an old lady, a young lady, a punk rocker, a businessman, a policewoman, or a chef. Each group is given 50 cards on which are written instructions in the following format, 'Offer to open the door for the

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Each student is dealt four cards and the remainder are put in the center. Each student in turn chooses one of his/her cards and decides who to make the offer to. If the offer is refused, the student puts the card under the pack in the center and takes another from the top. If the offer is accepted, it is not necessary to take another card after discarding one. As the winner is the first to get rid of all his/her cards, the student should obviously make the offer to someone who is likely to accept.

There are 14 different offers to be made and each person receives a role card saying which seven offers to accept, and which seven offers to refuse. Because there are 50 cards and only 14 offers, the students will get the chance to repeat offers to characters who have already accepted the same offer from another student, or avoid someone who has already refused the offer. The 14 offers were: carry a bag, give a seat, buy cigarettes, help with homework, take to a rugby match, help move a table, get beer, cook dinner, drive to a classical concert, open the door, wash the car, give an early-morning call, tell the latest business news, find out tomorrow's weather. Prior to the game, the students will have' been taught the language of offering, accepting, and refusing, and the different levels of formality in each of these.

In discussion following the presentation, the participants were in agreement that the games which had been presented were more worthwhile and more relevant to the student's needs than many other games which they had experience with. The hope was expressed that Mr. Buckeridge would return to give another workshop at a future date.

MATSUYAMA

THE NATURAL APPROACH

By Scott Petersen

Reviewed by Ruth Vergin

The plenary speaker at the JALT conference in November will be Stephen Krashen, a professor at the University of Southern California. He is noted for his controversial theory of language acquisition, especially second language acquisition. His latest book. *The Natural Approach,* was introduced and explained by Scott Petersen of Nanzan University at the meeting in March.

The first part of Petersen's presentation consisted of a basic introduction to Krashen's five hypotheses. The Acquisition-Learning Hypothesis makes the distinction between 'acquisition,' i.e., picking up a language naturally by being exposed to real communicative situations, and 'learning,' by which Krashen means the traditional classroom approach based on drills, translation, etc. Krashen believes that learning never becomes acquisition and that even adults can acquire a language in the same unconscious way a child does.

The Natural Order Hypothesis states that we acquire a language in a certain, natural order and that this order holds true for first as well as second languages. In the Monitor Hypothesis, Krashen develops the idea of a monitoring mechanism that consists of what we have 'learned': grammar rules, patterns, etc. This monitor checks and corrects our output. So the initial response comes from our 'acquired' competence, while the monitor, given enough time, will correct according to the rules we know.

The Input Hypothesis proposes that we improve our language acquisition by taking in and being able to understand a little more than our current competence. Therefore, listening and reading are most important when acquiring a new language. According to Krashen, speaking and writing will follow as a matter of course. Lastly, with the Affective Filter Hypothesis, Krashen refers to the importance of the student's mental state. He isolates motivation, a good self-image and a low anxiety level as critical factors in the acquisition process.

Petersen next presented the implications of this theory. There were three main points that Krashen wishes to make. These are that languages are best taught as real communication, that speaking is not essential for language acquisition and that grammar should be used sparingly. Petersen then went on to the second part of his presentation which was a demonstration of how Krashen's theory could be applied in the classroom. Using Russian as the target language, Petersen showed how TPR. TPR-Drama, passive participation by the audience and other related techniques might be used.

This program was an excellent way to introduce the work of Stephen Krashen and to promote interest in the JALT conference in November. Petersen's presentation was well-organized and easy to follow. In order to be up on this new approach, we suggest all of you take this crash course on Krashen.

HIROSHIMA

"HOVOPLODOK-DOPLODOVOK. . .?"

By George Hughes, Hiroshima University

Reviewed by Laurence Wiig, Hiroshima Jogakuin H.S.

George Ilughes, a seasoned Japan hand, came to our April JALT meeting to advocate increased use of contemporary English literature in English teaching in this land. Hughes made many persuasive points which this writer would like to share with *Language Teacher* readers.

As a starter, conversation textbooks of the "Can I carry your bags?" and "Which way to the station?" variety are too limited and boring to bring out the best in Japanese students. Hughes feels that the young people of Yamato become inspired and excited about English when called on to understand poetry and prose which is not too difficult and which has meaning in modern life.

A favorite poem this talented teacher uses is "In Memoriam" by D.J. Enright. It is about, of all things, an English teacher in Japan:

> How clever they are, the Japanese,
> how clever!
> The great department store, Takashimaya,
> on the
> Ginza, near Maruzen Bookshop and British
> Council –
> A sky-scraper swaying with every earth-
> tremor,
> Bowing and scraping, but never falling
> (how clever!). . .
>
> And he lived his last year in Japan,
> loved by a
> Japanese orphan, teaching her the
> rudiments of
> Happiness, and (without certificate)
> teaching
> Japanese students. In the dungeons of
> learning, the
> Concentration campuses, throbbing with
> ragged uniforms
> And consumptive faces, in a land where

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the literacy
Rate is over 100%, and the magazines
Read each other in the crowded subways.
And
He was there (clever of them!), he was
there teaching. . . .

Hughes recommends that teachers use a carefully chosen poem, such as "The Lift Man," which challenges the students at first and then provides a great deal of satisfaction as they come to understand some of the more subtle lines. Later the students can be asked to memorize part, or all. of the poem. (Maybe next time- they're riding in · a department store elevator, they can delightedly imagine if the operator is thinking such thoughts as she calls out, "Daishokudo" or "Fujin fuku, bebi yohin.")

In uniform behold me stand,
The lovely lift at my command.
I press the button: Pop,
And down I go below the town;
The walls rise up as I go down
And in the basement stop.

For weeks I've worked a morning shift
on this old Waygood-Otis lift.
And goodness, don't I love
To press the knob that shuts the gate
When customers are shouting 'Wait!'
And soar to floors above.
(John Betjeman)

Our visitor made his audience both laugh and cheer with a perfected rendition of Edwin Morgan's "The Loch Ness Monster's Song":

Sssnnnwhuf ff fll?
Hnwhuffl hhnnwfl hnfl hfl?
Gdroblboblhobngbl gbl gl g g g g glbgl.
Drublhaflablhaflubhafgabhaflhafl fl fl –
gm grawwwww grf grawf awfgm graw gm.
Hovoplodok-doplodovok-plovodokot-
doplodokosh?
Splgraw fok fok splgrafhatchgabrlbabrl
fok splfok!
Zgra kra gka fok!
Grof grawff gahf?
Gombl mbl bl –
blm plm,
blm plm,
blm plm,
blp.

Basically, George Hughes's message came down to this: Loosen up! If you like Harlequin Romances, introduce them to your students. Perhaps you might want your students to know what Paul Theroux or Hunter Thompson have to say about the world. How about using a poem by Yoko Ono or a speech by Martin Luther King? *Streamline* might be trusty and faithful, but do yourself and your charges a favor by exposing them, from time to time, to words and lines which have actually enriched your life.

KOBE

DO TEXTBOOK CHARACTERS MAINTAIN INTEREST?

By James Swan, Osaka University of Economics & Law

Reviewed by Taeko Yokaichiya, Kobe Women's College, with Jan Visscher, Kwansei Gakuin University

For the April Kobe chapter meeting, James Swan, a member of the Osaka chapter, conducted a workshop on the importance of the characters in an ESL/EFL conversation textbook for maintaining student interest. The workshop consisted of three parts: a presentation, small group discussions to evaluate the texts which the audience had brought, and a report of the findings to the group as a whole.

Swan's interest in textboook characterization goes back many years, when he first found the books he was using very boring because the students could not identify with the characters at all. His M.A. thesis-at the University of Hawaii was on the same subject, characterization in ESL texts.

According to Swan, characters in a text are especially important when students' motivation is integrative rather than instrumental, because in the latter case students are more likely to drop out if the class is not interesting. In fact, the speaker maintained that a character with whom students can easily identify can be a motivational force by her/himself.

The main obstacle to the creation of such characters, besides the obvious one of inept textbook writers, is the vested interest of the publishers. What they look for are texts that are inoffensive, universal and interesting, all at the same time. They want their books to be equally marketable in Latin America, the Middle and the Far East. The result? Interest is usually sacrificed for the requirements of

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James Swan asks members of the audience to evaluate a textbook.

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inoffensiveness and universality, so that most texts are full of bland "characters" unable to capture the student's interest.

Swan made the thought-provoking suggestion that universal texts, by definition, cannot be interesting, because of the impossibility of identifying with universal characters. The most motivating texts may ultimately be those written with a specific culture and society in mind.

How can engaging characters be created? Swan proposed a combination of three approaches to be considered in order to develop characters which can easily maintain student interest. The first is to create characters who interact with the plot; the second is to use existing, familiar characters (Mickey Mouse would be an example), and the third to use native characters, such as Doraemon in Japan. To determine how effectively the first approach has been applied, the speaker introduced and explained his exhaustive checklist of 44 items which can be used to evaluate texts.

For the text evaluations by the small groups, Swan asked the audience to concentrate on character classification, i.e., is s/he a caricature, a "type," a stock character, a static or a dynamic individual, among others. It was suggested that the most effective type for a textbook would be the static individual, whose character is complex and intricately developed but is limited to a fixed set of responses. S/he should be interesting enough to carry a continuing series, but incapable of significant change. Finally, s/he should have some outstanding habits, talents, eccentricities, etc.

In the small group discussions, a few texts were evaluated on the basis of Swan's criteria. *In Touch,* for example, was found to be full of one-dimensional caricatures and types. With stronger personalities and more conflict, the book might be far more interesting.

As an English teacher, I have tried to find interesting texts, but usually without success. I now realize that, in addition to the input from linguists, teachers and researchers, a good text needs the work of skillful, effective writers. The audience obviously appreciated being given concrete criteria for text evaluation. I feel, however, that publishers would have benefited as much, if not more, from attending this well-organized and most interesting presentation.

CORRECTION

Steven D. Tripp *writes:*

Unbelievable as it may sound, there was a small bug in my cloze algorithm as published in the April issue, p. 20. If, in line 410, you change TEXT$(I) to TEXT$(COUNT) you will live happily ever after.

JALT Undercover

CASSELL'S STUDENTS ENGLISH GRAMMAR, CASSELL'S STUDENTS' ENGLISH GRAMMAR EXERCISES WITH ANSWERS. Jake Allsop. London: Cassell, 1983. 327 pp. and 147 pp., respectively. (no prices given)

Reviewed by Steven D. Tripp, Nagoya University of Commerce

I can hear the objections to these books already. "My students know plenty of grammar. What they need is practice putting that grammar to work in real communicative activities." If your students know the English grammar in these books, they are a lot better than mine and indeed what they probably need is real communicative work.

Let us put these questions aside for a moment and consider what these books offer. *Cassell's Students' English Grammar* is a reference grammar. It contains 14 chapters which progress roughly from word formation to phrase formation to sentence formation. The first six chapters deal with nouns, articles, quantifiers, adjectives, pronouns, and prepositions. In other words, it begins with the noun phrase and its varieties. The next six chanters deal with the verb phrase. They are verb forms, verbs ~ meanings and uses, modals, phrasal verbs, and adverbials. The last two chapters deal with sentence patterns and sentence construction.

This book contains a number of features that set it apart from most other grammar books. The first is that it contains a very large number of diagrams to illustrate distinctions of meaning. Most are of a form that could be copied easily onto a blackboard. This book is obviously the product of an experienced teacher. The second is that it contains numerous charts and lists. Let me list some lists: foreign plurals, common compound nouns, common nouns formed from phrasal verbs, verb+noun expressions like to *catch cold,* preposition+noun expressions like *by accident,* common words ending in *-able* or *-ible* nationality adjectives, adjectives by the preposition they take, verbs by the preposition they take, set phrases by preposition, irregular verbs, verbs by Latin prefix and root (accept, except, etc.) – I'm only half-way through the book. I don't believe you will find this kind of information listed in one place anywhere else. The third feature of this book is that it uses the traditional grammatical terms. There are, of course, many objections that can be raised to these terms, but they are still universally used and that simplifies searching when you have a

problem.

The aim of this book is not to be comprehensive – there are already books that attempt that -- but to cover all the points of English that are normally troublesome to ESL students. In this respect the book is successful; it covers just about everything that a non-native student would need to know. To give a few examples of some often overlooked points that are here: the stressed and unstressed forms of some, the difference between *have someone do it* and *get someone to do it,* the difference between *Will you come?* and *Will you he coming?,* when *should* does not equal *ought,* and sentences like *He is believed to have been.* In addition, it gives advice about which of two choices is more normal or modern or friendly.

As with any book, there are some points that are missing. Here are a few that I noticed: It doesn't say that when the reason is obvious you should use so instead of *because;* there is no mention of the adverb "way" (. . .way over $100); the negative of *I'm about to go* has a completely different meaning, but it isn't noted; *here* and *there* are presented as if *over here* and *over there* didn't exist; and I can't find any reference to *get* passives. In addition, the book is written totally from the perspective of British English. However, I estimate that for 95 percent of the examples this will not be a problem for Americans and others.

The general tone of the book is intelligent and reasonable. I regret to say, however, that if there are students in Japan who are capable of reading and understanding this book, they probably don't need it. That does not mean that this is not a useful book and, in fact, if I were Cassell I would have called this a teacher's grammar. Anyone who is teaching English would benefit from having this book on his/her bookshelf.

The second book under review here is a companion to the first. Its structure is entirely parallel to *Cassell's Students' Grammar.* It covers everything of importance from the grammar book. There are 12 chapters and each chapter contains from 12 to 20 exercises. Each exercise contains between 10 and 20 problems. Simple arithmetic will reveal that there are more than 2,000 problems in this book. If you think that sounds boring, you are wrong: The variety of exercises is enormous. I estimate that there are at least 20 different forms of problems used in this book. Each chapter begins with a kind of cloze passage and ends with a language game. Even if used simply as a reference on how to construct questions, this book would be valuable to the average teacher. There are really no two exercises that are alike and most of them deal specifically with the kind of subtle distinctions that non-native speakers typically have trouble with. In addition, the sentences that appear in the exercises are, where possible, cliches, lines from popular songs, or other set sayings. In other words, they were not made up by the author, so the student has a reasonable chance of meeting them again in real life.

If you are teaching "conversation" and have students who are lacking in many of the fundamentals, I recommend this book. I have used it as a homework text. As the title says, the answers are in the back. Some teachers may feel that this is not a good idea, but I disagree. The students need some form of feedback in order to learn, and having the answers lets them know immediately how well they understand the point in question. How do you ensure that they actually do the homework if the answers are in the book? I have handled it this way: I assign certain exercises. The next day I ask if there are any questions on the homework. Normally there are. But whether there are or not, I give a short quiz consisting of a few questions taken directly and randomly from the homework. The knowledge that a quiz is coming and that the answers are all available in the book is motivation enough for most students to do the homework.

One problem with using this book is that it is not graded in any way. Although it really deals with only fundamental aspects of the English language, that is too much for most Japanese students. Their school preparation simply doesn't cover the real basics of English. I get around this by not assigning a complete exercise. In other words, I select only the problems that the students are reasonably capable of doing. The teacher will have to use his/her own judgment about this. If you finish the book and have time left over, you can always go back to the beginning and do the more difficult questions.

As I said at the beginning, if your students really know lots of grammar, you don't need these books. If your students are like mine, though,, you wouldn't be doing them any harm to consider looking at these books.

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SIMULATIONS IN LANGUAGE TEACHING. Ken Jones. Cambridge: Cambridge University Press, 1982. 122 pp. Boards ¥5,570, paper ¥1,960.

Reviewed by Peter Evans, Keio University

Simulations in Language Teaching is a compact handbook that lucidly informs the language teacher how and why simulations should be adopted and given a more than peripheral place in the curriculum.

Although the author finds "simulation" the best word available. it needs to be shed of misleading connotations. "Reality of function in a simulated and structured environment" (p. 5) may be an uninvitingly worded definition, but Jones explains it well. Briefly, each participant in a simulation is expected to accept some fictional but plausible situation (1). This may entail the adoption of a new identity (2) and the pursuit of certain goals (3), although the latter are not always predetermined. To illustrate these

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abstractions with an example from a coursebook reviewed in the January *JALT Newsletter:* (1) a public meeting to disucss and vote on a proposal to replace a chain ferry with a suspension bridge; (2) the chairman of a civil engineering company in financial trouble; (3) persuading all to agree to the scheme. *(Eight Simulations.* Controller's Book,p.61)

Sceptical readers familiar with role plays may be wondering if these have not just been graced with a more trendy name. Not so: most role plays expect their players to *act,* whereas participants in a simulation are only asked to accept their roles. Thereafter "they are not actors or magicians. They have to fulfil their functions the best they can with the facts at their disposal." (p. 33)

Jones stresses that teachers should not confuse simulations with conventional role-plays or other educational techniques, and that they should ensure their students understand what is expected of them. Moreover, the simulation proper, in which there are participants and a "controller" (unobtrusive dramaturge-cum-monitor, or "traffic controller" [p. 401). should be clearly divided from the briefing preceding it and the debriefing that follows. The author's advice on how this unanimous definition of the situation is to be achieved is clear and sound.

Jones' lucid description of all aspects of the use of simulations can be illustrated with a detailed description of chapter 3, *Preparing for the Simulation.* He starts by saying that the best preparation is based on prior participation by the teacher in the simulation concerned. Then comes a discussion of adaptation, which the author believes is often considered for the wrong reasons and in general best minimized. An "overview briefing" on simulations in general will prevent harmful misconceptions. For example, "the teacher can make the point that if the participants are ever in any doubt about the extent of their powers, they should ask themselves whether such powers are normally inherent in the function." (p. 33) Remarks on the specific briefing suggest which kind of points to bring up, and warn against pre-empting the action by over-briefing. A page and a half is devoted to the pros and cons of allocating roles at random, and another to the kinds of language that should be pretaught, if any.

Other chapters deal with choosing simulations; supervision and monitoring of the simulation proper; subsequent debriefing for behaviour and language, and follow-up activities; the analysis of simulation designs, with notes on defects to watch out for; the use of simulations to assess communicative linguistic ability; and the role of simulations in teacher training. The penultimate chapter, on assessment, is particularly interesting for its potted history of simulations and accounts of their use for everything from British secondary school geography to the selection of suies. Also included as an appendix is a simulation, ostensibly for use among six or more colleagues,, of an appeal against government instructions to increase the use of simulations. Even if one cannot arrange the 10 or more man-hours necessary to stage this, its provision at least allows the reader to examine the materials for a simulation ~ controller's notes, role cards, documents – in their entirety.

A second appendix offers *Eight Key Reminders.* (pp. 112-l 20) These are intended as "memory "triggers" (p. 112), halfway between summaries and conclusions. Each brings back to mind the contents of an entire chapter. There is also an immediate guide to *Selected points for skip readers.* (p. 1) The combination of guide and appendix makes *Simulations in English Teaching* particularly easy and fast to use.

The book has its flaws. Jones examines two simulations in detail, and also provides a "short, tentative and personal" list briefly describing six others, "not to restrict choices, but to widen them." (p. 27) But this list is not informative enough. Many simulations have clear and easily tabulated requirements for class time, hardware and space, which may prevent their use. A book such as this should not just refer the reader to "books on simulations, especially handbooks which list or describe simulations" (p. 26), even if these are listed in a generous bibliography. If a mere magazine article can summarize the purposes, target students, contents and other aspects of 31 audio-visual products on a single page (Wright, p. 58), this book should attempt something analogous for simulations. True, it would date the book, but the extra two or three pages required could be reset with relative ease. An index is also needed so that one may look up the simulations that appear in the bibliography – although *Eight Simulations* oddly seems to appear there and nowhere else.

Although it may be short on information about specific simulations and lack an index, *Simulations in Language Teaching* comes with an unexpected bonus -- a painless introduction to communicative discourse analysis. Jones transcribes part of a conversation that took place during his own *Space Crash,* and annotates it first for grammatical errors and then for functional effectiveness (pp. 50-52, 53-56). The latter commentary is most illuminating and quite free of jargon, and leads to some helpful advice on what to listen for in tapes made in this way, and why they are particularly valuable for diagnostic work.

In *Simulations in Language Teaching* Ken Jones nrovides theoretical justifications for spending class time on simulations, and gives clear and well-illustrated advice on how this should best be done. Careful readers of the book will be well prepared to evaluate and choose the simulations most appropriate for their classes, to obtain the most from them and to anticipate problems. And once the book has been read, its innovative construction makes a skim through it an efficient refresher course.

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A final note: As it is not obvious how to obtain any of the simulations described in *Simulations in Language Teaching,* here are some tips. The Simile II publications mentioned can be obtained directly from Simile II, Box 910, Del Mar, California 92014. *Nine Graded Simulations* is available from Interface, Inc., 407, OAG Haus, 7-5-5 Akasaka, Minato-ku, Tokyo 107. *Space Crash* may be ordered from Management Games Ltd, 2 Woburn Street, Ampthill, Bedford MK45 2HP, England.

References

Jones, Ken. *Space Crash.* Bedford: Management Games, 1979.

Jones, Leo. *Eight Simulations.* Cambridge: Cambridge University Press, 1983.

Wright, Andrew. Visual Materials for the Language Teacher: Part 1. *Modern English Teacher,* vol. 9. no. 4, 1982, pp. 32-37, 58.

SURVEYS 1; SURVEYS 2. Valerie Kinsella (ed.). Cambridge University Press, 1982. 160 pp. and 157 pp., respectively. ¥2,520 each.

Reviewed by Torkil Christensen, Hokusei Junior College, Sapporo

Each of the two volumes contains eight survey articles which were originally published in the journal *Language Teaching.* The earliest article is dated October 1977 and the latest July 1982. The survey of situational context and stylistics in *Surveys 1* has no date but appears to have been published in the same five-year period. The surveys are mainly compiled by scholars residing in the United Kingdom (exceptions are bne each from Finland, Mexico, the United States, and Canada).

Surveys I contains articles on the psycholinguistic view of second language learning; bilingualism, cognitive functioning, and education; systemic linguistics; structural context and stylistics; mother tongue teaching for migrants; vocabulary acquisition; and language testing (in two parts). *Surveys 2* has articles on language universals; speech act theory ; phonology; speech research; syllabus development: and ELT (two articles).

The 16 articles are not for the English teacher looking for immediate help in planning lessons; they are surveys of recent research in currently active areas of language learning research. The coverage of the surveyed areas is very good, and for the reader who wishes to get acquainted with, or catch up on, recent developments in one or more of the fields that are reviewed thev are excellent value. For a JALT member much subjected to texts and materials written in the United States they provide a welcome variation, and some of the surveys bring UP material that refers to uniquely European conditions. Some of the earlier surveys are provided with addenda to bring them up to the present (1982); this is not quite successful as the added material is too limited.

In *Survcys 1,* the review of bilingualism, cognitive functionmg, and education by Swain and Cummings reports findings that may help the instructor in Japan to better understand the problems facing the Japanese as language learners. The review of mother tongue teaching for migrants by Tosi is limited to reports from Europe and describes how European countries are coping with the linguistic challenges posed by migrants – very useful to balance the many reports on this matter from the United States. Of the remaining articles, perhaps those on language testing by Davies are the most pertinent for teaching in Japan.

In *Surveys 2,* the articles on phonology (Coates) and speech research (Nolan) provide good overviews for the pronunciation-conscious instructor. The two ELT articles by Roberts are of direct interest to the working language instructor; however, they are still very theoretical and for a person without a theoretical background they would be difficult to understand. As an overview of the numerous approaches in vogue today, both articles are useful and the bibliographies are very helpful, indeed.

The surveys, with their extensive bibliographies, provide a welcome overview of aspects of language learning research, especially for people living in remote areas where the journal *Language Teaching* is not available. However, the teacher who is looking for texts and articles that are not theoretical would find the volumes disappointing. For a person wishing to get thorough information on what is being discovered and investigated, the articles provide an economical and convenient avenue to recent research. For someone pursuing advanced studies the two volumes are perhaps essential.

秘書英語

－異文化間コミュニケーションの基本－

(Communication Skills for Bilingual Secretaries)

田中篤子・Bernard Susser

行斐閣選書R、1983年 203pp ￥1,300

宮城 和子

昨今、日本人海外留学生の数は、急増しており、なかでも女性の数は、以前とは較べられないほどの割合を占めている。こういった海外留学体験をもつ女性の多くが、日本のビジネス社会で活躍する為の最初のステップとして、バイリンガル・セクレタリーになることは、日本の

国際化が進む今、最も時代に適した選択であると思われる。

本書は、2部からなっており、パート1では、秘書業務の内容および、バイリンガル・セクレタリーとして機能する為に必要な異文化間コミュニケーションに関しての問題点等の説明、パート2では、実際の具体的実務(電話、手紙、接遇、スケージュールの調整等)を練習問題形式をとりながら、解説している。

従来のノウハウ的な実務英語のテキストと異なる点としては、(1)副題が示すように、本書は、英語をコミュニケーションの手段として仕事を円滑におこなうために、異文化間コミュニケーションに充分配慮が必要であると説いている。著者は、「バイリンガル・セクレタリーという、ふたつの文化の接点に立って偏見なくコミュニケーションを処理していく人間にとっては、自分の視点を変え、相手の立場でものを見るということが特に必要であり…」と語っており、言葉そのもの以外に発想の柔軟性がいかに重要であるかを強調している。これは、秘書に限らず、国際化に伴って、全ての日本人ビジネスマンにも適用できることと思われる。特にEnglish for Special Purposesとして、日本人が英語を習得する際に、日本語の発想をそのまま、英語におきかえようとする。これは、「意味さえ通じれば、仕事に支障をきたさないであろう。」という考え方から由来しているものであり、人間関係の伴うオフィスでのコミュニケーションには、私達は、もう少しセンシィティブな態度が必要ではないかと思われる。

(2)パート2での秘書英語の実務練習に際して、状況設定が明確にされている。本書では、具体的に、"Pacific Foodstuffs Co.,Ltd"という会社のVice President木村氏の秘書、鈴木弘子さんが、どのように英語を使って、仕事を処理しているかが、ケース・スタディ方式で提示されている。オフィスで働いたことのない人々にとっては、この様な現実に近い具体的状況設定は、非常に解りやすい。"もし自分が、鈴木さんであったら、どのように処理するか?"という想定で、問題解決の方法をとりいれ、自己を投影させていくことは、最も効果的な学習法であり、自然なやり方で、自習できる。また、本書の英語表現は、簡潔で解りやすく、他の英語の実務書等でとりあげられているようなcliche的英語表現を避けて、通常人々が日常会話の中で使う単語、用法をとりいれている点にも注目される。

本書には、以上の様な特色があり、バイリンガル・セクレタリーとなるためには、単に英語をfluentに話せるというだけではなく、業務に精通し、情報を適切に、タイミングよく処理することが要求されるということが、本書を読むことによって認識させられる。オフィスでのOA化が進む今、秘書の技術も変化し、機械がとって代わる部分も多くなりつつあり、著者が秘書を情報処理の専門家としてとらえていることは、現在の国際化社会で、今後の秘書の資質がより高い水準を求められるであろうことを暗示していると思われる。

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, 1964. (Feb. 84 issue)

Allsop. *English for Cambridge First Certificate* (teacher's book student's book). Cassell, 1983. **NOTICE: The above book has been carried on the RECENTLY RECEIVED list since the Jan. 1984 issue. If no JALT member requests it by 30 June, it will be discarded.**

Arnaudet & Barrett. *Approaches to Academic Reading and Writing.* Prentice-Hall, 1984. (Mar. 84 issue)

Bowers & Godfrey. *Decisions* (teacher's edition). Dominie Press, 1983. NOTICE: The **above book has been carried on the RECENTLY RECEIVED list since the Jan. 84 issue. If no JALT member requests it by 30 June, it will be discarded.**

Buckingham & Yorkey. *Cloze Encounters.* Prentice-Hall, 1984. (Mar. 84 issue)

*Bury *et al. Video English* (Teaching Guides for Videocassettes 1, 2, 3, and 5). Macmillan/British Council, 1983. NOTICE: Review **copies of the videocassettes themselves are not available, but a sampler containing extracts from all levels may be obtained in VHS, Beta, or U-matic formats from Macmillan.**

Byrne. *Roundabout Workbook C.* Modern English Publications, 1983. (May 84 issue)

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)

Cushman. You *and Your Partner: Practical English Conversation for University Students.* Liber Press, 1984. (May 84 issue)

Curtin. Use *of English* ("Cam bridge First Certificate English Practice" series). Macmillan, 1983. (Mar. 84 issue)

Granowsky & Dawkins. *Career Reading Skills, Book A.* Globe Book Co., 1984. (May 84 issue)

*Hagiwara *et al. English through Sights and Sounds* (book. cassette). Central Press. 1983.

Hill. *Elementary 'Conversation Topics.* Oxford, 1983. (Apr. 84 issue)

Jones. *Progress Towards First Certificate* (teacher's book, student's book, self-study guide). Cam bridge, 1983. **NOTICE: The above book has been carried on the RECENTLY RECEIVED list since the Jan. 84 issue. If no JALT member requests it by 30 June, it**

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will be discarded.

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 Dolittle* ("Delta Readers' series), 600-word level). Oxford, 1983. (Feb. 84 issue)

Lynch, *Study Listening: Understanding Lectures and Talks in English.* Cambridge, 1983. (Mar. 84 issue)

*McHugh & Gray. *Octopus: A Multi-skills Sourcebook for Short Courses in English.* Cassell, 1984.

McKay & Petitt. *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)

Ttofi. *Reading Comprehension* ("Cambridge First Certificate English Practice" series). Macmillan, 1983. (Mar. 84 issue)

PERIODICALS

Viz: A Magazine for Learners of English (ESL), No. 5. Editions du Renouveau Pedagogique. 1983. (Mar. 84 issue)

Cross Currents 10, 2. Language Institute of Japan, 1984. (Apr. 84 issue)

TEACHERPREPARATION/ REFERENCE/RESOURCE/OTHER

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" seriesj. Cambridge. 1983. (Mar. 84 issue)

*Barnes. *The American University: A World Guide.* ISI Press, 1984.

Holden, ed. *Focus on the Learner: British Council 1983 Bologna Conference.* Modern English Publications, 1983. (Apr. 84 issue)

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. It is *The Language Teacher's* policy to request that reviews of classroom teaching materials be based on m-class experience. Japanese is the appropriate language for reviews of books published in Japanese. All requests for review copies or writer's guidelines should be in writing, addressed to:

Jim Swan & Masayo Yamamoto
Shin-Ohmiya Green Heights l-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.*
Appel *et al. Progression in Fremdsprachenunterricht.*
Azar. *Basic English Grammar.*
Berman *et al. Practical Medicine.*
-----.----. *Practical Surgery.*
Brims. *Camden Level Crossing.*
Colyer. *In England.*
Comfort *et al. Basic Technical English.*
Connelly & Sims. *Time and Spacer A Basic Reader.*
Doff *et al. Meanings into Words, intermediate.*
———. *Meanings into Words, upper-intermediate.*
Field. *Listening Comprehension.*
Harrison. *A Language Testing Handbook.*
Holden, ed. *New ELT Ideas.*
Howatt. *A History of English Language Teaching.*
Kearny. *The American Way.*
Kenning & Kenning *Introduction to Computer Assisted Language Teaching.*
Kingsbury & O'Shea. *"Seasons & People" and Other Songs.*
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.*
Ur. *Teaching Listening Comprehension.*
Wharton. *Jobs in Japan.*
Widdowson. *Learning Purpose and Language Use.*
Wright. *1000 Pictures for Teachers to Copy.*

FROM THE EDITOR

We would like to announce to ***The Language Teacher*** readers and contributors that Masavo Yamamoto is now the Japanese language editor, replacing Kenji Kitao. She will handle all Japanese language items; her address is on page 2.

The article written by Michael Redfield that appeared in the May issue of the *LT* **should** have been under the column "Opinion." The opinions stated in his article do not represent the ideas or opinions of the ***LT.*** We welcome rebuttals on the use of terms of address in classrooms in Japan.

Bulletin Board

TESOL '85 RESCHEDULED

The annual TESOL Convention, originally scheduled for March 5-10 at the New York Sheraton Centre, has been rescheduled for April 9-14 at the New York Hilton. The move is due to the fact that the original hotel, while completely adequate when originally decided upon, could no longer provide facilities of the kind, quality, and size required for a successful convention in 1985. This is not due in any way to a reduction in facilities at the Sheraton Centre, but rather the spectacular growth in the annual TESOL convention which has left few hotels around the U.S. capable of accommodating it under a single roof.

This date change will likely present a major problem to JALT members who had wished to attend since it coincides with the beginning of the school year. We hope that, nevertheless, they will be able to attend, and that failing, that they make plans to attend the convention the following year in Anaheim, California, from March 3-8, 1986.

AN APPEAL to English Teachers in Japan, Editors. and Textbook Writers

During 1984, we, the editors of *Japalish Today* (formerly *Japalish Review),* are compiling a reading-composition textbook for intermediate students of English. In this regard we seek the opinions, suggestions, and ideas of experts in the field of reading and composition.

We would like for this textbook, tentatively titled *Four Seasons,* to be based on excerpts from *Japalish Review,* including short stories, essays, poems, and interviews, but would like additional input. .

All materials will be strictly edited, carefully structured to cater to teachers who demand not only high professional standards but also *relevant teaching materials.* Japanese writers of English will be featured in this unique textbook. We are looking forward to receiving your suggestions – and cooperation, if possible -- on the editing. Professional teachers. editors., and textbook writers interested in working with us on this project should address all correspondence to John Pereira, Seika University, Iwakura, Kino, Sakyo-ku, Kyoto 606.

OSAKA JALT AREA CONFERENCE in APPLIED LINGUISTICS: CALL FOR PAPERS

Theme:	Applied Linguistics: Students, Teachers and Texts
Place:	Umeda Gakuen (St. Paul's Church)
Dates:	Saturday-Sunday, July 2 l-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, as soon as possible.
Inspiration:	Call Vincent Broderick, 0798-53-8397 (eves.) or Shari Berman, 03-719-4991.

ENGLISH TEACHING SEMINAR Fukuoka, August 3-5

The Kurume Eigo Koshukai is holding an English Teaching Seminar at the Fukuoka Sun Palace on August 3, 4, and 5. For further information call 092-714-0001.

THE CURRICULUM CLEARING HOUSE NEWSLETTER (CCHN)

The Curriculum Clearing House Newsletter, published four times a year (March, June, September, and December), is designed to inform ESL professionals about all areas of curriculum. ESL teachers, administrator, and TEFL/TESL graduate students are encouraged to submit l-2 single-spaced pages about such topics as successful curricula, integrative lessons, materials development, curricula book reviews, and research in ESL classrooms. Interested readers will then communicate with the author directly for more information. Contributions to the CCHN do not preclude publication or presentation of a full-length paper elsewhere; rather, the goal of the *Newsletter* is to promote valuable interchange among ESL professionals.

A subscription to CCHN for one year overseas is only U.S. $6.

CCHN is also looking for guest editors, a new editor, and a book review editor now.

Please contact: Ms. Joy M. Reid, Curriculum Clearing House Newsletter, Intensive English Program, Colorado State University, 01 Old Economics, Fort Collins, Colorado 80.523, U.S.A.

Please send ail announcements for this column to Jack Yohay, l-11 1 Momoyama Yogorc-cho Fushimi-ku, Kyoto 612. The announcements should follow the st le and format of the LT and be received by the fifth of the month preceding publication.

JALT GROUP MEMBERSHIP APPLICATION FORM

Institution Name: _____

Address: _____

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Phone Number: _____ Liaison's Name: _____

Member's Name (Given + Surname)	Home Phone	Currently Member?	Extra *L T* Copy?' Same Address	Extra *L T* Copy?' Different Address	For Office Use Only
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Total new members: _____ @ ¥2500 = ¥ _____

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CALL FOR PAPERS

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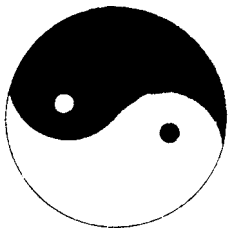
August 7-l 0,1985 – Hotel King Sejong, Seoul, Korea



Send Abstracts to:

John H. Koo, Conference Chairman
Department of Linguistics and Foreign Languages
University of Alaska
Fairbanks, Alaska 99701

Deadline for Abstracts: January 20, 1985

Suggested Topics

Metaphors Across Cultures, Language and Social Psychology, Language Attitudes, Language and Social History, Language and Ethnicity, Class Consciousness and Language, Literary Sociolinguistics, Second Language Methodology, Error Analysis, Code Interference, Didactics of Applied Linguistics, Impact of Industry on Language Policy, English as a Foreign Language in Asia, Language Education in Asia, Romanization Problems, Contrastive Analysis

Discourse Analysis, Fromal Linguistics, Semantic Domains, Models of Semantics

Oral Literature: East and West (special session)

CONFERENCE COMMITTEE:

Dr. John H. Koo, Conference Chairman
(University of Alaska, Fairbanks)
Dr. Juck-Ryoon Hwang, Conference Co-Chairman
(Seoul National University)
Dr. Robert St. Clair, Program Coordinator
(University of Louisville)
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(Hanyang University, Seoul)

Positions

(CHIBA) Applications sought for two full-time positions, one beginning Aug.-Sept. 1984 and one beginning Nov.-Dec. 1984, as a full-time English teacher for children and adults of all levels. Outgoing, cheerful native speaker with a degree in ESL/EFL or related fields and experience desired. Salary based on qualifications; transportation, housing, and bonus upon completion of contract provided. Contact: Margaret Pine Otake, Teaching Director, M.I.L., Taisei Bldg., 2-6-6 Narashino-dai, Funabashi-shi, Chiba-ken 274. Tel.: (0474) 62-9466.

(OTSU) Nippon Electric Glass Co., Ltd., 25 minutes from Kyoto Station, seeks a full-time instructor with an EFL/ESL degree and/or equivalent experience to fill an opening in the Personnel Division from October, 1984. Duties will include instruction, planning, curriculum development, and some administrative duties. Competitive salary, biannual bonuses, and an excellent benefits package. Address resumes with a photograph and inquiries by June 29 to Nippon Electric Glass Co., Ltd., Personnel Division, 7-1, Seiran 2-chome, Otsu, Shiga 520. Phone: (0775) 37-1700.

(OSAKA) English School of Osaka has an opening for a full-time TEFL professional with experience and training. Position starts in June and has approximately 20 teaching hours a week. If interested,. send resume and two letters of recommendation to: English School of Osaka, 38 Kasaya-machi, Minami-ku, Osaka 542, or call Kjeld Duits, 06-21 l-4070.

TOKYO) Athenee Francais is looking for English teachers starting in September, 1984. Hours include afternoons and evenings. APplicants should be native speakers and preference will be given to those with a Master's degree in TEFL and at least two years' full-time TEFL experience. Salary will be based on qualifications and available number of teaching hours. Send resume to: Mary Ann Decker, Director, Regular English Program, Athenee Francais, 2-11 Kanda Suruaadai, Chiyoda-ku, Tokyo 101.

(OSAKA) Sumitomo Metals has a few openings in July for part-time teaching positions for its in-house language program. Applicants should have teaching experience and TEFL training. Send resume and a recent photo to Mr. M. Ando, Manager, Personnel Development & Education Dept., Sumitomo Metals, 5-l5, Kitahama, Higashi-ku, Osaka 541. Phone: (06) 220-5723.

Meetings

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

HAMAMATSU

Topic:	Teaching Spoken English Through Drama Techniques
Speaker:	Shiomi Yamamoto
Date:	Sunday, June 17th
Time:	1 – 5 p.m.
Place:	Gary F. Wood's, 2-8-20 Nunohashi, Hamamatsu (3 minutes' walk from the Kitako-mae bus stop); 0534-72-4056
Fee:	(includes Barbecue Party) Members, ¥3,000; non-members, ¥3,500

Shiomi Yamamoto is the Head English Teacher at Hamamatsu Higashi High School and a local member of JALT. She is also the representative of the Language Laboratory Committee of the English Teachers' Association of the Western District of Shizuoka Prefecture. The presentation will include a video that shows actual English classes through drama techniques. We are planning to have the Barbecue Party before the presentation, so please come early.

HIROSHIMA

Topic:	What Spoken English Involves for the Japanese: A Phonemic Analysis
Speaker:	Prof. Yukie Setoyama
Video:	*The Carolyn Graham Songbook*
Date:	Sunday, June 17th
Time:	1 – 4 p.m.
Place:	Hiroshima YMCA, 4F.
Fee:	Members, free; non-members, ¥500
Info:	Ms. Taeko Kondo, 082-228-2269 Ms. D. Foreman-Takano, 082-221-6661

Professor Setoyama, head of the English Department at Hiroshima Jogakuin College and a teacher of phonetics for 30 years, was educated in Canada, Japan and the United States (M.A., Linguistics, Univ. of Michigan). She is bilingual in Japanese and English, She will discuss the fundamental differences in the phonemic systems of English and Japanese and the difficulties encountered by the Japanese in mastering spoken English, including psychological factors and the perfectionist attitudes taken in school education from the primary school level.

The video of Carolyn Graham's presentation of her *Songbook* was recorded at the JALT annual conference in 1982. She demonstrates a method of combining practice in pronunciation and sentence patterns using songs which she wrote and set to popular tunes from the turn of the century. After the video, participants are invited to tell how they teach pronunciation.

KANTO SIG for Teaching English to Business People

Topic:	Simulations for Travel
Date:	Saturday, June 16th
Time:	2 – 4 p.m.
Place:	Kobe Steel Language Center, Tatsunuma Bldg. (5F.), 1-3-19 Yaesu, Chuo-ku, Tokyo 103, tel.: 03-281-4105. The building is on a corner, and the entrance is from the side street, not the main street. A landmark is the Aeroflot (Soviet Airlines) office, which is in the same building, at street level.
Info:	Stephen Turner at the above number (Mon.-Fri., l-5 p.m.).

TOKYO

Topic:	Beyond Question and Answer: Narratives
speaker:	Matthew Hogan
Date:	Sunday, June 3rd
Time:	2 – 4 p.m.
Place:	Tokai Junior College (near Sengakuji and Shinagawa stations)
Fee:	Members, ¥500; non-members, ¥l,000
Info:	Caroline Dashtestani, 0467-45-0301 (after 9 p.m.); 03-282-6686 (work)

Besides covering aspects of the selection, creation and exploitation of suitable materials, this practical workshop will examine techniques designed to encourage learners to speak at length in connected sentences; to explain, describe and narrate.

Mr. Hogan has been involved in teaching and teacher training for several years and was a tutor for the R.S.A. Certificate T.E.F.L. from 1981 to 1983. At present he teaches at both university and company classes as well as acting as a consultant for several organizations. He is also a director of a translation/teaching company.

Topic:	a) The Daily Paper as EFL Text b) Using Newspaper Articles
Speakers:	a) Aleda Krause b) Derald Nielson
Date:	Saturday, June 30th
Time:	3 ~ 5 p.m.
Place, fee, info:	Same as for June 3rd meeting (see above)

These very successful presentations were given at JALT '83 in Nagoya. Ms. Krause, most recently of Sumitomo Metals, Ltd. and currently national treasurer of JALT, will show the audience how newspapers can be used as a basic text

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to teach grammar and vocabulary while interesting the students in daily world-wide events. Mr. Nielson, director of the Language School of Japan, Odawara, will approach similar material from a slightly different angle – using the newspaper to encourage students to *produce,* a skill teachers in Japan are particularly interested in.

KOBE

Topic: Is No Response the Best Response?
Speaker: Dr. Patrick Buckheister
Date: Sunday, June 10th
Time: 1:30 – 4:30 p.m.
Place: St. Michael's International School, 17-2 Nakayamate-dori 3-chome, Chuo-ku, Kobe; 078-221-8028
Fee: Members, free; non-members, ¥l,000
Info: Jan Visscher, 078-453-6065 (Mon-Thur.-Fri., 9-11 p.m.)
Kenji Inukai, 078-431-8580 (9-10 p.m.)

Dr. Patrick Buckheister will discuss attitudes which cause students to give up responding in the English language classroom. Participants will examine alternate communication patterns and design classroom activities based on these patterns.

Dr. Buckheister has taught English for nearly a decade in the United States and Japan. His most recently published article, "Bowwow Factor Leaves Students Fried Out." appeared in the *Japan Times* "Guest Forum," Dec. 18, 1983. He is also co-editor of the *JALT Journal.*

KOBE-OSAKA JOINT MEETING (July)

Topic: Co-Teaching: How Can a Japanese Teacher and a Native Speaker Work Together?
Speakers: Keiji Doi and Timothy Falla
Date: Sunday, July 8th
Place: St. Michael's International School (see address above)
Info: Jan Visscher, 078-453-6065 (evenings)
Vince Broderick, 0798-53-8397

SENDAI

Topic: Simulation
Speaker: Tom Mandeville
Date: Sunday, June 24th
Time: 4 – 7 p.m.
Place: New Day School, 4F.,
2-15-16 Kokubuncho
Fee: Members, free; non-members, ¥500
Info: 0222-65-4288; 67-4911; 62-0687

The presentation will begin with a short overview of the uses of simulations for intermediate and advanced students. Participants will do pre-simulation exercises. The majority of the presentation time will be an actual simulation which will be facilitated by the presenter.

Tom Mandeville is the Director of Sendai New Day School. He has been teaching in Japan for over 10 years. Prior to coming to Japan, he taught English in Afghanistan.

MATSUYAMA

Topic: Grammar, Culture, and Vocabulary in 25 Words or Less
Speaker: Deborah Foreman-Takano
Date: Sunday, June 10th
Time: 1 – 4 p.m.
Place: Bancho Kominkan
Third Floor
Fee: Members, tree; non-members, ¥l,000
Info: Steve McCarty, 0899-3l-8686
Ruth Vergin, 0899-25-0374

Ms. Foreman-Takano, an instructor at Hiroshima Jogakuin College, will show us how monolingual dictionaries can be used effectively in the ESL classroom.

NAGASAKI

Topic: Speech Communication
Speaker: Takehide Kawashima, Nihon University
Date: Saturday, June 23rd
Time: 2:30 p.m.
Place: Reikyu Komin-kan, Shita-jin-machi, Shimabara-shi
Fee: Members and non-members, free
Info: Masahiro Kadokura, 09576-3-1400
Satoru Nagai, 0958-44-1697

OKINAWA

Topic: How to Teach Composition
Speaker: Dr. Karen Lupardus, Professor at the University of Ryukyus
Date: Sunday, June 17th
Time: 2 – 4 p.m.
Place: Language Center
Fee: Members, free; non-members, ¥500
Info: Dan Jerome, 0988-97-3805
Fumiko Nishihira, 0988-93-2809

NAGOYA

Title: Is it really human?
Speaker: Patrick Buckheister
Place: Aichi Kinro Kaikan, Tsurumai
Date: Sunday, June 17th

Time: 1:30 – 5 p.m.
Fee: Members, free; non-members, ¥1,000
Info: Kazunori Nozawa, 0532-48-0399
Andrew Wright, 052-833-7534

'To err is human -- but not in my class.' This is how some English teachers feel; hut it's more than a rumour that errors are here to stay in learning situations. This presentation will focus on six ways to treat errors, with time for participants to make up teaching activities incorportating these error treatments. In addition, the concept of error will he examined, along with the value of error in language study.

Patrick Buckheister recently received his Ed.D. in TESL from Teachers College, Columbia University. He is co-editor of the *JALT Journal.*

OSAKA SIG

Teaching English to Children

Topic: Some more ways of teaching English speech patterns
Date: Sunday, June 17th
Time: 11 a.m. 12:30 p.m.
Place: Umeda Gakuen
Info: Sister Regis Wright. 06-699-8733

Colleges and Universities

Topic: To be announced
Date: Sunday, June 17th
Time: 11:30 a.m. ~ 12:30 p.m.
Place: Umeda Gakuen
Info: Isao Uemichi, 06-388-2083

OSAKA

Topic: Non-TESL Simulations in the Language Classroom
Speakers: Del Smith, Karen Campbell
Date: Sunday, June 17th
Time: 1 ~ 4:30 p.m.
Place: Umeda Gakuen
Fee: Members, free; non-members, ¥500
Info: E. Lastiri, 0722-92-7320
V. Broderick, 0798-53-8397

After a brief historical overview of the development of simulations and their use as a learning medium, the presenters will give an outline of their own experience in using non-TESL

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simulations with Japanese students. They will devote the main part of the presentation to the explanation of the steps taken in setting up a simulation in a language classroom, and will show a video of Japanese university students participating in various simulation exercises. It is hoped that a discussion will follow.

Karen Campbell is a visiting assistant professor of EFL and education at Aichi Prefectural University. Since completing her studies at London University, she has taught EFL in England and, since 1975, in Japan. Del Smith completed his postgraduate studies in applied linguistics at the University of Edinburgh and has been a lecturer at Nagoya University since 1976. He has taught ES/FL in Canada, Thailand and Scotland.

TOKAI

On July 8th, the Tokai chapter is planning to hold an all-day seminar on the role of Computers in Language Teaching. At this time Japan seems to be long in hardware, but relatively short on software designed to enhance language learning and teaching. The goal of this seminar will be to demonstrate materials and techniques available here and now in Japan. Please mark this important date in your diary.

TAKAMATSU

Topic:	"A chance for language teachers and learners to introduce themselves"
Speaker:	No special speaker ("free-talking" style): Anybody is welcomed to express his or her opinions, ideas or problems in teaching or learning English. And we shall all think about the problems and try to find solutions.
Date:	Sunday, June 10th
Time:	2 – 5 p.m.
Place:	Shimin Bunka Center
Fee:	Members, free; non-members, ¥500
Info:	Shizuka Maruura, 0878-34-6801

YOKOHAMA

Topic:	Designing Classroom Materials That Work
Speaker:	Robert Ruud
Date:	Sunday, June 10
Time:	2 – 5 p.m.
Place:	Yokohama YMCA – one-minute walk from JNR Kannai Station
Fee:	Members, free; non-members, ¥500
Info:	Keiko Abe, 045-574-2436

Many teachers are in the position of having to modify texts which they need to use in the classroom, or having to prepare new materials for students. Invariably, the biggest problem for the teacher is trying to design materials which meet student needs and work in the classroom.

Mr. Ruud will begin his presentation with a discussion of the principles of curriculum design. From there, he will examine what language and language learning involve and attempt to reach a definition of language acquisition, Following this, he will discuss its application in terms of meeting student needs. Finally, he will relate this to technique and methodology.

Mr. Robert Ruud received his M.A.T. from S.I.T. and is currently academic supervisor at Language Institute of Japan, Odawara.

Following the meeting, there will be an informal pay-as-you-go dinner in Yokohama Chinatown with the presenter. No reservations necessary.

MEMBERSHIP INFORMATION

JALT is...

An organization of professionals dedicated to the improvement of language learning and teaching in Japan.

A vehicle for the exchange of new ideas and techniques in TEFL/TESL, Japanese as a Second Language, etc

A means of keeping abreast of new developments in a rapidly changing field

JALT, which was formed by a handful of teachers in the Kansai area in 1976, has grown to an organization of some 2000 members throughout Japan with a broad range of programs. JALT was recognized as the first Asian affiliate of International TESOL (Teachers of English as a Second Language) in 1977 and in 1981 was admitted to FIPLV (Federation Internationale des Professcurs de Langues Vivantes), an affiliate of UNESCO, as the Japan representative. JALT members teach at all levels, from pre-school to adult, in public schools, colleges and universities, commercial language schools and industry, All share a common commitment to the betterment of language teaching in Japan.

PUBLICATIONS

- **JALT JOURNAL –** A semi-annual publication of interest to language instructors at all levels.
- **THE LANGUAGE TEACHER ~** JALT's monthly publication with 36 to 72 pages per issue, containing brief articles on current issues and new techniques, interviews with leaders in language education, book reviews, meeting announcements, employment opportunities. etc.
- **CROSS CURRENTS** -- A Journal of Communication/Language/Cultural Skills, published by the Language Institute of Japan (LIOJ). Subscriptions are available to JALT members at a substantial discount.

MEETINGS AND CONFERENCES

- **JALT INTERNATIONAL CONFERENCE ON LANGUAGE TEACHING/LEARNING** - An annual conference providing a forum for the exchange of new ideas and techniques similar in aim to the annual TESOL conference. The program consists of over 100 papers, demonstrations, workshops and mini-courses given by the membership and invited guests. An exhibition of language teaching materials from all major publishing houses covering an area of over 500m2 is held in conjunction with this meeting every year.
- **SPECIAL MEETINGS/WORKSHOPS** -- Special meetings or workshops, often conducted by a distinguished educator especially invited from abroad. The following annual worskshops cater to the special needs of the members and to the teaching profession as a whole: Summer Institute -- Primarily for secondary school teachers, aims at improving their language proficiency while studying effective techniques for the language class, Seminar for the Director of Language and Preparatory Schools to keep administrators informed on current trends in language teaching and learning. Seminar on In-Company Language Training Provides businesses with the opportunity to exchange information for the betterment of language education programs in industry.
- **LOCAL MEETINGS** - Local chapters organize monthly or bi-monthly meetings which are generally free of charge to all JALT members regardless of their chapter affiliation.

LOCAL CHAPTERS -- There arc currently 16 JALT chapters throughout Japan. located in Sapporo, Sendai, Tokyo, Yokohama, IIamamatsu, Nagoya, Kyoto, Osaka, Kobe, Okayama, Takamatsu, Matsuyama, Hiroshima, Fukuoka, Nagasaki, and Naha. Chapters arc now being formed in other areas such as Fukushima, Shizuoka and Kanazawa.

AWARDS FOR RESEARCH AND MATERIALS DEVELOPMENT - JALT allocates funds annually to be awarded to members who apply for financial assistance for the purpose of conducting research into language learning and teaching. or to develop materials to meet a specific need. Application must be made to the President by September 1. Awards arc announced at the annual confcrcncc.

MEMBERSHIP Regular membership in JALT includes mcmbcrship in the nearest chapter. Joint memberships apply to two members sharing the same address. Joint members have full membership privileges, but receive only one copy of JALT publications and other mailings. Group memberships are available to five or more people employed by the same institution, One copy of each JALT publication is provided for every five members or fraction thereof. Group mcmbcrships are transfcrrable by submitting the former member's membership card along with the new name and particulars. Contact the JALT Central Office for further details.

Commercial Memberships are available to organizations which have a product or service of potential value to the general membership. Commercial members may display their materials. by prior arrangement, at all JALT meetings including the annual confcrencc, make use of the JALT mailing list and computerired labels, and advertise at reduced rates in JALT publications. For further details, contact John Boylan, Director, Commercial Member Services, Eifuku l-33-3, Suginami-ku, Tokyo 168. Tel. (03) 325-2971.

Application for membership may be made at any JALT meeting, by using the attached postal money transfer (yubin furikae) form or by sending a check or money order in yen (on a Japanese bank) or dollars (on a U.S. bank) accompanied by an application form to the JALT Central Office.

JALT c/o Kyoto English Center, Sumitomo Seimei Building, 8F., Karasuma-shijo Nishi-iru, Shimogyo-ku, Kyoto 600. Tel.: (075) 221-225 1.

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日程表

日次	月日曜	滞在地	交通機関	摘要	宿泊
1	7月21日(土)	東京発	夜	航空機	
2	22日(日)	ロンドン着	朝		R
3	23日(月)	オクスフォード		セントピーターカレッジ	R
4	24日(火)				R
5	25日(水)				R
6	26日(木)				R
7	27日(金)				R
8	28日(土)				R
9	29日(日)				R
10	30日(月)			セントピーターカレッジ	R
11	31日(火)				R
12	8月1日(水)				R
13	2日(木)				R
14	3日(金)				R
15	4日(土)			自由研修	O
16	5日(日)			オプショナルツアー（別料金）	O
17	6日(月)			ロンドン、パリ、チューリッヒなど	O
18	7日(火)				O
19	8日(水)				O
20	9日(木)				O
21	10日(金)	ロンドン発	午前	航空機	
22	11日(土)	東京着	夜		

※発着日時及び交通機関は変更になることがあります
R=Residential　OP=Optional Tour

■期　　間：昭和59年7月21日～8月11日　22日間
　研修期間　7月22日～8月4日
■旅行代金：お一人 648,000円
■募集人員：25名（最少催行人員20名）
■申込締切日：昭和59年6月22日（ただし満員になり次第締切ります）
■旅行代金に含まれるもの
1 航空運賃：日程表に記載された区間エコノミークラス団体運賃
2 宿泊料金：大学の寮、8/4～8/10は含まない。
3 食　　事：朝食、夕食。但し8/4～8/10は含まない
4 研修費用：セントピーター・カレッジでの研修
5 バス料金：空港大学間の送迎バス料金
6 団体行動中の税金・チップ等
7 手荷物運搬料金：運輸機関の規定内手荷物料金（詳しくは係員におたずねください）
8 添乗員費用：1名1往復（ただし参加人員が25人未満の場合は現地係員がお世話します）
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2 海外旅行取扱料金（渡航手続手数料）
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4 手荷物超過料金
5 お1人部屋使用料金
6 傷害、疾病に関する医療費
7 任意の海外旅行傷害保険料
8 自由研修時（8/4～8/10）の食事・ホテル代、行動費用（オプショナルツアー）
9 成田空港施設使用料（¥2,000）
■参加ご希望の方は、下記近畿日本ツーリストまでお申込み下さい。

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