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ENGLISH as an INTERNATIONAL LANGUAGE

this month....

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INTERPRETING the Thai VARIETY of ENGLISH

A Functional Approach

By Mayuri Sukwiwat, SEAMEO

Since English is hardly ever used by Thais in communicating among themselves, the term "the Thai variety of English" of the title needs some explaining. If there is a single variety of English which Thais use when they are communicating with non-Thais, this variety is not on a par with other well-attested varieties such as American, British, or Australian English. Nor is it even on a par with other Southeast Asian varieties of English, such as those spoken in Malaysia. Singapore and the Philippines. . . . In short, whatever the Thai variety of English is, it belongs to the "foreign" rather than the "second" language category. . . .

This status of the Thai variety of English, however, does not imply that its characteristics are not worth describing. In fact, a considerable amount of research has already been done on Thai English, particularly on its phonology (e.g., Brown 1976). Less work has been done on the semantic and syntactic aspects of this variety. From a pedagogical point of view, the phonological differences between the Thai variety of Englsh and other varieties are indeed great, and deserve attention, especially during the early stages of language instruction. But the potential for miscommunication between speakers of Thai English and other English speakers does not stop here, unfortunately; it is only when we put the use of language in its cultural context that we begin to see the magnitude of the non-phonological discrepancies between the Thai variety of English and other varieties.

Accurate perception of what a Thai speaker means when he says or writes something in his variety of English, in other words, can be visualized as a series of mountain peaks which must be climbed before one arrives at that perception. Language proficiency is only the first peak in this series. Others are non-verbal perception, cultural understanding, and contextual considerations. For the Thai speaker himself, of course, the same mountain peaks must be traversed in reverse in order to arrive at an accurate perception of what is said to him in a different variety of English. Thus communication in English (or any other language, for that matter) between Thais and non-Thais involves many factors of intercultural communication which must be incorporated in our work as "discourse interpreters."

Gumperz (1979) has pointed out that it is precisely when attitude and meaning are conveyed through one set of conventions and interpreted through another that breakdowns in communication may occur. In discussing communication breakdown and communication conflict, Clyne (1975) attributes them to cross-cultural (interlingual or dialectal), social (sociolectal) or individual (idiolectal) differences in communicative rules – e.g., different rules for the realization of particular speech acts. Candlin (1978) asserts that misunderstanding is often caused by interethnic and intercultural variation among mother tongues, domains of language use, interlanguage attitudes and language-learning purposes. Brislin (1980) contributes to this list the important factors of non-verbal behavior, different bases for making attributions about others, and biases stemming from the ingroup-outgroup distinction.

In an attempt to include some or all of these linguistic and non-linguistic factors in an analytical model which could be applied to identifying the distinctive (non-phonological) features of the Thai variety of English, my colleagues and I at the Culture Learning Institute, East-West Center, Hawaii eventually came to the conclusion that a functional approach would serve our purposes best. The analytical model which we developed then became the basis for a study that is partially reported on in the present paper. .

The present paper is divided into four parts. Part I describes the research design. . .„ Part II gives some examples from three of the functional categories identified. . . Part III examines in detail a specific semantic pragmatic concept in Thai which has no functional equivalent in English. Finally, Part IV summarizes the conclusions to be derived from the functional approach. . .and from the research itself, including some suggestions for application. . .to teacher training.

I. Research Design

A. Procedure

The following were the steps we took in conducting our research:

1. A preliminary questionnaire was administered and interviews were conducted in Thailand and Japan so as to give us general ideas regarding grammar, vocabulary, cultural differences and instances in which individuals actually used English.

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2. Scenarios for a typical day where Thais would actually use English and with whom were described.

3 D.A. Wilkins' functional categories (Wilkins 1975) were synthesized and reordered into twenty basic broad functions which we believe are pan-cultural.

4. A 150-item survey to assess the ability of Thais at various levels to use English was conducted in Thailand and in Honolulu.

5. In-depth interviews were held with twelve Thais in Honolulu and two Thais in Bangkok.

6. We then analyzed data from the survey and sorted out the problems, which seemed to fall into four categories; namely. cultural, syntactic semantic and non-verbal.

B. The Taxonomy of Basic Functions

In order to determine which functions to include in our study, an analysis was made of all of the functions listed by D.A. Wilkins in "Notional Syllabuses." Wc compared how various functions would be expressed in Thai and in English and consequently which functions might lead to misunderstandings when expressed by Thais in English. Such miscommunication could be traced to the fact that the functions were expressed very differently in the two languages, and that Thais in speaking English – not aware of this difference -- might tend to give an English rendering of the Thai expression called for in the particular instance. Or Thais might have an awareness of how a native speaker would express the function, yet feel uncomfortable or unwilling to express it in this "native speaker" way since it would seem inappropriate or sound unnatural from the standpoint of Thai cultural values.

In other instances a function that would be expressed by native speakers in a particular context might simply not be expressed by 'Thais in that context (or vice versa). Thus Thais might not be aware that native-speaker norms called for an expression of the function; or, again, even with this awareness, they might choose not to express the function or to express it in a way that was in keeping with Thai cultural values.

This in turn may or may not be fully acceptabie in terms of native speaker norms, depending on the particular context. We have thus selected functions which appear problematical for any of the above reasons and have attempted to explain how they arc expressed in the two languages. Strategies can be developed so that Thais might use them in expressing or interpreting these functions so as to further intercultural communication through the medium of English.

II. Examples of Functional Categories

In the course of our research, we collected examples of how the various speech acts were realized in English by Thai speakers in situations as close to real life as possible. In order to show how certain semantic. syntactic, and cultural features are transferred from discourse patterning in the Thai language to the Thai variety of English two fairly typical examples have been chosen. The. .cases serve to illustrate in different ways. how such transfer can lead to faulty comprehension, interpretation, and reaction. The examples-chosen correspond to. .spccific functions in our taxonomy. and they also relate to the rules of politeness and appropriateness. (examples 1. .) and to the semantic and syntactic dimensions of exposition (example 2).

Each example is presented in terms of a description of specific speech events, the Thai English discourse utterances involved, and an analysis of the possible causes of miscommunication.

1. Offering a Suggestion to a Supervisor

This example represents the function, "Securing Cooperation or Compliance: Suggestions." The specific details of the situation are as follows, Chawiwan has recently been employed by an organization which has a small library. She feels that the library would be considerably improved if several new publications were ordered. She would like to suggest to the American director of the organization, in a tactful way, that these new publications be obtained. Given Chawiwan's proficiency in English and her experience with this sort of situation, here are some of the possibilities that may occur to her as a means of broaching the subject to the American director.

(1) I would like to present you the best publications for our library.

(2) Do you want to listen to my suggestions?

(3) I have some idea about the library. Would you please allow me to speak?

(4) Mr Director, please. May I have an opportunity to give an idea?

(5) 1 believe we need new publications in our library ; do you?

(6) It's a good idea to order some new publications.

(7) I think you should order several new publications for our library.

(8) How about ordering some new publications'!

(9) Why don't you order some new publications?

Analysis:

There are two problems with sentence (1), both rooted in the use of the verb "present." If Chawiwan chooses this word, she is no doubt being influenced by use of the Thai verb /sanəə/ ("present") in a similar context. The first problem is a failure to distinguish between presenting an idea for consideration and presenting a physical object. Chawiwan here intends to present merely the suggestion, yet she says that she wants to present the publications. Thus her sentence would be appropriate only if she were physically presenting the publications to the director. The second problem is the use of the verb "present" itself in this situation. It is generally not used when giving a spoken suggestion, although it may be used in writing_ In spoken language, it is more often used to describe what a third person has done (e.g., "He presented a proposal to the director.") rather than actually to suggest something to a second person.

Though Chawiwan is no doubt trying to be polite in sentences (2) and (3) by ensuring that the director really wants her to speak before she does so, (2) comes across as a rather abrasive question because it is introduced by "do" rather than a softer modal form such as "Would you like to ." Even with the modal "would," the question in item (3) – "Would *you* please allow me to speak?" – usually conveys a sense of exasperation, as if Chawiwan is irritated at the director for not allowing her to speak. Thus it would not be appropriate in this context either. The question in sentence (4) "May I have an opportunity to give an idea?" is both too formal and too deferential for this context; the first half of the sentence "May I have an opportunity. . ." is out of proportion to the rather modest request sought in the latter half "to give an idea."

Though (5) is somewhat milder than (6) and (7), all three are too direct for this situation in which a subordinate is giving a suggestion to her supervisor. "It's a good idea to . . ." and "I think you should" appear demanding and presumptuous, as if Chawiwan had the right to order her supervisor to comply with her wishes. As we have pointed out earlier, the lead-in phrases used in (8) and (9) ("How about . ." and "Why don't . . .") are commonly accepted ways of making suggestions in many contexts. In this instance, however, they are a little too flip to be used with a supervisor. It's one thing to suggest an activity to a friend in this way; it's quite another thing to assume a position of informal equality through use of these expressions when dealing with one's boss.

2. *Reporting and Describing Events*

The following example illustrates how transference of semantic and syntactic features from the Thai language into Thai English may create confusion and incongruence. In terms of our taxonomy, it represents the function, "Seeking and Conveying Information: Reporting."

The situation is as follows. Wichit is a public health worker who has been chosen for a short-term training program in the United States. During the course of the training, he is required to submit periodic reports about his activities. The following is a copy of one of these reports.

Brief Report Of Field Trip - June 13 to June 20 1980

During this trip ***I*** *got the knowledge about* (I) different ways of operating community health clinics. *Almost the doctors and nurses* (2) that I spoke to were very cooperative and gave me some good advice *that* (3) *I accepted it.* (4) *The most important thing I had a chance* (5) to observe all aspects of the daily operation of several clinics. I went to the Elmsville clinic *before.* (6) There I spoke to a couple of patients who income (7) was not enough to allow them to visit a private doctor. The physician, *who was in charge there,* (3) *told stories about* (8) their budget. The *reason they could not assist as many patients as last year because* (9) their funds had been cut.

At the next clinic I asked if they had any *details* (8) concerning a new drug *that I had read about it.* (4) They gave me some *data* (8) and suggested that I read some case studies. I took the case studies with me and *learned* (1) them very thoroughly that night. At the third clinic *that was located in Riverside* (3) I wanted to visit Dr Robinson, but I found out that *he died for a long time.* (10) So I spoke to Dr Allen who *had replaced him* (3) instead. I had a chance to know) (1) some new techniques for handling the patient flow more efficiently. I will explain in more detail in my final report. I spent *money about fifty dollars* (11) per day during the trip.

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Analysis:

The numbers in brackets beside the portions in italics of Wichit's report serve to group the variant semantic and syntactic features of his variety of English, for the purposes of analysis. (Note that more than one portion of the text may carry the same number.) The variant forms will be discussed in the order of their first occurrence in the text.

(1) *got the knowledge: learned; to know*

These three verb phrases in the report illustrate the difficulty Thais often have in choosing the appropriate verb from the English group *study, learn,* and *know.* The confusion arises, at least in part, from the lack of semantic fit with the comparable Thai verbs, which can be shown as follows:

Thai	*English*
rian	study; address oneself to
rianruu	learn (about)
d^ay khwaamru'u	learn (about)
day khwaamruu kiawk'ap	learn about
ruu	to know; to have learned
khwaamruu	knowledge, learning

Since Thais are often not matching up English "learn" with either /rianruu/ (lit. study-know) or with /d^ay khwaamruu kiawkap/ (lit. get knowledge about) they may randomly throw the verb "learn" into environments where "know" or "study" would be more appropriate. The root of the problem may be the mere existence of the Thai compound /rianruu/, which combines two elements that are more or less mutually exclusive in most varieties of English: the notions of pursuing knowledge (studying) and having (knowing).

(2) *almost the doctors and nurses*

This phrase in Wichit's report illustrates another fairly common problem for Thai users of English: putting together the right combinations of *almost, most, all,* and *of* Again, we can throw some light on this problem by juxtaposing the comparable Thai and English phrases, as follows:

Thai	*English*
mɔ̌ɔ suanm^aak	Most (of the) doctors
mɔ̌ɔ thîɛ p thuk khon	Almost all of the doctors

Aside from the fact that Thai expressions of quantity almost always follow the noun, and comparable English expressions usually precede the noun, there is the possibility of making a false analysis of English *almost* as being composed of *all* and *most.* Even those Thais who use *almost* in the correct semantic sense (as Wichit apparently did in the example) may use the wrong construction – e.g., omitting *all* and *of* – in the belief that they have already conveyed these notions.

(3) and (4) some good advice
that I accepted it. (3,4)
The physician. *who was in charge there,* (3)
a new drug *that I had read about it.* (4)
At the third clinic *that was located in Riverside* (3)
Dr Allen who *had replaced him* (3)

These are all cases of variant uses of the English relative clause. They illustrate two separate problems for Thai speakers: failure to distinguish between restrictive and non-restrictive relative clauses (3), and failure to delete the pronoun object which has already been expressed through the relative pronoun (4). As to the first problem, Wichit seems to have learned a rule which is just the opposite of the usual one: he sets off restrictive clauses with commas and leaves the non-restrictive ones unpunctuated. Part of his confusion can be traced to Thai, which uses no punctuation marks at all to set off relative clauses, all of which may be introduced by the single item /thii/, which covers the same ground as English *that, who, which, where, when,* and *why.*

Another contributing factor here is probably the tendency in Thai to avoid relativizing by producing compound sentences joined by various coordinating conjunctions. This is especially so in the case of non-restrictive relative clauses, which are rare in the middle of Thai sentences. On the other hand, failure to delete the object pronoun in a relative clause is probably *not* an instance of interference from Thai, because Thai follows the English pattern in this respect. If there is interference, it must come from confusion of the English relative clause patterns with the (often equivalent) Thai compound sentences, in which the object noun or pronoun must be expressed if it is not already clear from the context.

(5) *The most important thing I had a chance* to observe all aspects of the daily operation of several clinics.

One complement construction is particularly troublesome for many Thais: the "that" clause which occurs as a subject complement. Wichit has furnished an example in the sentence quoted above. The general pattern for such constructions in most varieties of English is as follows:

The [most important thing / reason for going / major effect, etc.] is that

The corresponding pattern in Thai is one which introduces the first noun phrase (The most important thing, etc.) as a *topic,* then proceeds directly into a full sentence describing or commenting on that topic; this sentence may have its own subject and predicate. Between the topic and the full sentence the speaker or writer has the option of signalling the construction. If he decides to do so, he uses the word /khyy/ "equivalent to, in other words, namely" rather than any of the Thai verbs corresponding to English *to be.* In the corresponding Thai construction, moreover, there is no word like English *that.* The result is that when Thais attempt this type of English construction, they are apt to omit *that* and sometimes the copula as well, going directly into the complement sentence.

(6) I went to the Elmsville clinic *before.*

Actually, this is Wichit's first trip to the clinic, and what he means is that he went to this clinic *first* (before going to others). The reader, however, may put a different interpretation on the sentence, thinking that Wichit means he *had been* to the Elmsville clinic before. The source of this confusion can again be found in Thai, since the same Thai word, /kòɔn/, would be used in both instances.

(7) There I spoke to a couple of patients who *income* was not enough .

This example is related not only to the problem of relative clauses (examples 3, 4) but also to the Thai topic construction just cited (5). Superficially, all that Wichit has done is to fail to use the possessive form of the relative pronoun, writing who instead of whose. But the Thai equivalent, shown below, contains a topic construction within its relative clause:

khonkhâay	thîi	raydâay	mây	phɔɔ
patients	who	income	not	enough

The sentence underlying the relative clause, likewise, if it occurred independently, could be expressed with or without the verb meaning have:

khonkhâay	(m i i)	raydâay	mây	phɔɔ
patients	(have)	income	not	enough

Thus the possessive relationship which must be signalled in English is optional in Thai; if it is expressed at all, the verb corresponding to English *have* is used.

(8) The physician . . .*told stories about* their budget.
I asked if they had any *details* concerning a new drug. . .
They gave me *some data* and suggested that I read some case studies.

This is clearly a lexico-semantic problem rather than a syntactic one. Although the English words Wichit has chosen *(stories, details, data)* might all be appropriate in slightly different contexts, the word he should have chosen in all three cases was probably *information.* The trouble is that there is no single word in Thai that corresponds to English *information,* as can be seen from the display below.

Information

khôomuun	raaylā'iat	rʸaŋraaw	lākthăan	raaykaan	prachaasămphan
data	details	story	basis	list	public relations
evidence	particulars	account	foundation	schedule	(information as a service)
		case			

A further complication is that English *information* happens to be a mass noun; all the words chosen by Wichit have been put in the plural, which may indicate that he wishes to emphasize that he got more than one piece of information in each case, but does not know how to express this in English.

(9) The reason they could not assist as many patients as last year *because* their funds had been cut.

This is another example of a difficult complement construction in which Wichit has omitted the necessary English copula (as he did in example 5). Again, interference from Thai is probably the explanation. The equivalent sentence in Thai parallels the English almost perfectly up to the point where the English copula (was, in this case) should occur. At this point, the Thai word /kɔ̂/ would be inserted before the word /phrɔ̂'/ "because." The trouble is that /kɔ̂/ has no English equivalent; here, its function is simply to signal that the predicate of the main sentence is about to begin. Since the Thai clause introduced by /phrɔ̂'/ "because" is not a noun clause, Wichit probably sees no need to use a copula.

(10)I found out that *he died for a long time.*

Failure to understand the difference between the English adjective *dead* and the many forms of the verb *to die* leads Thais to describe people's demise in a number of unusual ways:

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e.g., "He was died," "He is dead long time ago," "He has been dead long ago," or even "He deaded." Wichit here has merely selected another popular incorrect form. The root of the problem is that the Thai equivalent of both *dead* and *to die* is a stative verb /taay/, which in terms of Thai syntax can head a predicate regardless of whether it refers to the process of dying or to the state of being dead. Therefore, it makes no difference whatever how we translate a Thai sentence like /kháw taay pay naan lέεw/ (lit. "He die go long-time already"). From the Thai point of view, "He died a long time ago" and "He has been dead for along time" are just two ways of saying the same thing. Consequently it is not surprising that the many possible English patterns are often superimposed on each other, or otherwise confused.

(11)I spent *money about fifty dollars* per day

This is obviously a direct transfer of a common Thai pattern of counting, in which the item to be quantified comes first in the noun phrase, followed by the number of numerical expression and the classifier (in this case the Thai equivalent of *dollars*). This pattern is quite often followed in Thai even when the classifier makes it obvious what is being counted (money). Wichit does not realize that this kind of redundancy in English is non-standard, and that "I spent about fifty dollars per day" is all that is required.

III. The Concept of Consideration

"Consideration" is culturally defined. Some activities which are accepted or regarded as basically positive in one society may be viewed as highly inappropriate in another. Many contexts in which the concept of "consideration" in Thai society is captured can be neatly encapsulated in the single Thai word /kreeŋcay/. This word, which has no exact one-for-one parallel in English, is sometimes translated as "to have consideration for (someone)" or "to be reluctant to impose on (someone)." The concept also involves the desire to be self-effacing, respectful, and extremely considerate in the sense of avoiding embarrassment *for others* and not intruding on their space or time.

Ways can be found to give an equivalent for /kreeŋcay/ in any specific context in English, but it is extremely difficult for Thais to come up with just the right English phrase to fit the context, in the numerous situations where the Thai word would be applicable. (In a sense, this is a problem similar to that of *information,* discussed in 11.3 (8) above, only this time in reverse, and with far deeper cultural implications.) This example has been set aside as a separate section of this paper, although it fits in with one of the functions from our taxonomy ("Consideration"), precisely because it illustrates so well the complexity of cross-cultural semantics.

A typical situation involving "consideration" is the following. Pranee and Dick are colleagues at a social science research institute, and they usually have lunch together at work. Recently two new researchers, Jim and Anne, have come to the institute and have been assigned to work with Pranee. Wanting to be cordial to her two new co-workers, Pranee has gone out to lunch with them several times. When Jim and Anne ask Pranee to go out with them again, Pranee feels that she should decline since she has not had lunch with Dick, her usual luncheon partner, for some time. In Thai she could easily express her feeling by saying that she /kreeŋcay/ Dick, and thus would have to refuse their invitation so that she could eat with him. However, she is not sure how to convey this concept in an appropriate manner in English.

Thai English

Pranee:
(1) I am being consideration of his feeling.
(2) I am considerated of his feeling.
(3) I'm reluctant to impose on him.
(4) I have respectful fear for him.

Analysis:

Since there is an element of "consideration" embedded in the word /kreeŋcay/, many Thais feel that they must use some form of "considerate/consideration" in contexts such as these in English. Unfortunately, this often leads to grammatical as well as word choice problems, as illustrated by Pranee's first two sentences. In the first sentence, she has used the ungrammatical form "I am being consideration. ." In the second sentence. she has made the grammatical error of placing "considerate" in what appears to be a non-existent past participle form ("considerated"). Even if this latter sentence were changed to the grammatically correct 'I am considerate of his feeling," the very use of the word "considerate" sounds somewhat peculiar in this context. The subtle point often missed is that one usually does not refer to himself as being "considerate," for in most instances it comes across as somewhat boastful. Usually it is used to refer to persons other than the speaker. In the relatively few cases in which the speaker uses 'considerate" to refer to himself, it usually indicates some annoyance or frustration: e.g., that despite his good intentions, things didn't work out exactly as the speaker had hoped. For example, if the

speaker had let a tired person sleep late, only to learn later that the person was upset because he had missed an important appointment, the speaker might say (to the one he had allowed to sleep or to a third person), "Well, I was only trying to be considerate."

Another common error made by Thais is to equate /kreeŋcay/ with "impose" and then sue "impose" in English in any context in which they would use the Thai word. This leads to Pranee's incorrect third sentence, "I'm reluctant to impose on him." The problem here is that while "impose" is appropriate in some /kreeŋcay/ contexts, it is limited to situations in which the speaker is placing a burden (whether large or small) on someone else. Thus Pranee's sentence would be perfectly proper if she were expressing her disinclination to have Dick run an errand for her, drive her to a distant place, etc. But in the present context, no such burden is involved. In other words, there is no "imposition" on Dick which would call for Pranee's sentence. Rather, Pranee's concern is one of not hurting Dick's feelings.

Her final sentence, "1 have respectful fear for him," is another fairly common (and incorrect) rendering of /kreeŋcay/ in English. This is due to the fact that traditionally the Thai expression has been associated with the concept of "respect." In more recent Thai history, /kreeŋ/ has been identified with ~ and indeed paired with – the word /klua/ "fear." This association has led some Thais to come out with "respectful fear" in English a combination which, if understood at all by English speakers in general, would be likely to convey a quite different notion.

IV. Summary and Conclusions

The Thai variety of English, if such a variety exists, is characterized not only by distinctive phonological patterns but also by distinctive semantic and syntactic patterns, many (though not all) of which can be traced to interference from the Thai language. At a somewhat deeper level of analysis, the cultural background of Thai speakers of linglish can be seen to influence discourse patterns: both discourse in its social interactional sense and in its academic sense --- e.g., in the way Thai students write expository English, quite apart from their often variant mechanical, lexical. and syntactic choices.

We have tried to show. with examples. how an analytical model based on a functional or speech-act approach can reveal some of the most significant differences between the Thai variety of English and other varieties. Although the burden is normally on the Thai learner of English to modify his variety of the language in the direction of varieties that are more internationally acceptable, a knowledge of the general characteristics of Thai English can also be useful in another way – for example, to the expatriate working in Thailand who does not know Thai and whose communication with his hosts is mainly in English. Thus, in spite of the fact that the Thai variety of English is definitely a "foreign" variety, there is justification for describing it as fully as possible as a variety in its own right, rather than as a set of aberrations from some international norm. . . .

Implications for Further Research

Possible areas of research to be conducted in the SEAMEO region are the following:

1. Format/rhetorical pattern used in expository writing in Thai (and other languages/dialects/varieties in other SEAMEO countries).

2. The relationship between language and patterns of thinking within one language group and a comparative study of language groups in the region.

3. Strategies employed in expressing one's opinion, agreeing, disagreeing, etc. in public discussions in Thai (and other languages/ dialects/varieties in other SEAMEO countries).

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4. Extent to which the format/rhetorical pattern used in Thai is transferred to written compositions in English.

Implications for Teacher Training

1. Give increased emphasis to communicative language teaching and the functional/notional syllabus in the teacher training curricula.

2. Review and re-examine the goals of teaching and learning English in the SEAMEO region. (For example. if one of the goals of teaching and learning English is to promote regional cooperation among SEAMEO countries. in what methods and materials should teachers be trained or retrained'?)

3. Develop a linguistic/cultural awareness and strategies for interpreting varieties and variations of English used in the SEAMEO region (For example, the product of such studies could be materials for teaching listening comprehension and the interpretation of varieties of English in various styles and registers.)

Conclusions

Granted that there are differences in interpretation of the same speech act, it is crucial to understand both *whut* the differences are, and *why* they are different. The Thai "yes" to an either/or question can be interpreted in more than two different ways. When a Thai says 'We *will* send this to you *soon*," does he know that this is constructed by native speakers as committing him to lake some action, whereas he may mean only that he would like to take this action at an unknown, unspecified time in the future? When a Thai becomes *silent,* does it mean he is angry, sleepy, or bored? And how would you take it if a Thai friend breaks your best china teacup and exclaims "'Never mind," or "Please apologize to me?" Examining Thai cultural values, Thai thought and Thai communication patterns as a means of understanding the Thai variety of English can he both absorbing and frustrating. But that is perhaps the only way you will be able to interpret "Thai English."

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SPEAKING OF DEADLINES. . .

Our special guest editor for the November issue of *The Language Teacher* will feel more at home the more you ply him with contributions on ***Speaking.*** They should reach him by October 1st. See the box on page 2 for general guidelines and address: Bernard Susser, Baika Junior College, 2-19-5 Shukunosho, Ibaraki-shi, Osaka 567.

JUDO and ESL

By Keith Maurice, C.I.E.S., Florida State University

Some traditionalists in education seem glued to the notion that the job of an educator is to teach and the job of the student is to follow the teacher. The teacher is king (or queen) and controls the classroom as a castle. With chin pointed upward and a stiff upper lip, s/he fights everyday to keep control and to keep up with the lesson plan. Students exist to do what they're told to do and dissenters are controlled with all the delicacy of a karate chop to the head.

While this represents an extreme case of what goes on in many classrooms, the analogy does fit more than we'd sometimes like to think. I'd like to present another analogy that coincides with recent research and trends in the field and which also is related to views held by some of the best educational philosophers through the ages.

Educators who unconsciously use karate as a model for teaching believe in the use of force. Judo, however, depends not so much on force as on quick movement and leverage. The main idea of judo is to always be aware of your opponent and to react to his moves rather than initiating strong moves of your own. When this is translated into teaching, it comes out as a student-centered, communicative style of approaching the learning situation. The only major flaw in the analogy, as far as I can see, is that it still puts the student in the role of opponent. It would, of course, be better to view the student as a partner in the process and that *IS* the main thrust of the argument here.

Looking at the main idea of judo a bit more closely, we can see better what it entails. First, it is not a solo activity. To do judo, like dancing the tango, you must have two people. While that seems obvious, the implications are far-reaching. Second, to be effective, you have to study the other person all the time. As soon as you look away, you lose concentration and the ability to use your leverage. Third, you attune yourself to every characteristic, tendency, strength, and weakness of the other person that might have some bearing on your interaction with him. Fourth, you use what you've learned from your study of the other person to plan your own tactics. Fifth, you tie your actions into theirs. You react to their actions. You plug into their strengths and their movements in order to accomplish your own goals. And finally, once you've done what you've set out to do, you walk away peacefully and let them do likewise.

You don't impose your will on them, but rather lead by example.

Judo involves a way of dealing with others that has maximum effect with minimum effort. It is related more to persuasion than to argument and with diplomacy than to force. That is not to say that it doesn't require effort, because it does. But the work involved is done to enhance the continuation of the process and not to bring about its demise. It requires tremendous alertness of mind and much practice of the basic techniques. Still, it does not become actualized until there is interaction with another person.

With regard to education, judo has more to say about the *HOW* of teaching than with the *WHAT*. It relates more to the approach one takes with the lesson than to the lesson itself. Whereas karate encourages more directness, judo emphasizes indirectness. A paradox of education is that indirectness often gets us where we want to go faster than directness.

Here, then, are a few implications for the classroom from this seemingly simple art:

1 – Because teaching is not a solo act, the teacher needs to study not only the lesson to be taught, but also the ways in which that lesson can effectively be communicated to the students. Knowledge of English is not enough. It has to be combined with an understanding of human and group dynamics, techniques of motivating people, ways of making the material meaningful and so on.

2 – Because the teacher needs to study the students all the time, s/he has to be constantly on the lookout for miscommunication, techniques that aren't working, student disinterest, etc. Total concentration is needed so that the dragging class can be changed into a dynamic one.

3 -- Because the teacher needs to know the characteristics, tendencies, strengths, and weaknesses of the students, s/he has to try to pick

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up as much information as possible as soon as possible so that the lessons can come alive. From birthdays to specific jobs to hobbies to aspirations to fantasies and so on, the more the teacher knows about the students, the more effective and interesting the classes can be.

4 Because the teacher can use that information, s/he should try to incorporate it whenever possible into the lesson. Lessons are then tailored to the students' lives. Their language needs can be taken care of in ways that they can relate to and enjoy. Businessmen want to use English as it is used in business and not as it is used at the bridge club.

5 Because the teacher needs to tie his actions into theirs, it makes sense to structure activities so that the students and the tasks are the focal point of the lesson and not the teacher or the formal properties of the language. To get them to learn grammar, we can guide them along so that they can "discover" it. Socrates did not tell his students the answers in their search for truth; he deflected them with questions again and again so that they could learn it themselves. We can teach the language so that nobody will be able to use it in real life or we can let the students explore situations where they need to use it and then steer them out of trouble at critical spots. We can use our quick and creative minds rather than stern voices to do the job.

6 · Because the teacher can plug into the strengths of the students to accomplish his own goals, the teacher can move from being a "classroom answering machine" to being a human being. The absolute control of the castle can give way to the communal sharing of responsibility. By letting the students act, we can have more time, and better vision, with which to react. Teacher pressure can bc partially replaced by peer pressure as students are given real opportunities to show what they can do.

A wide variety of activities fit into this approach. A few types that have been successful in Japan include the following:

1 Competitive activities. Japan is a competitive society and one where sports are highly regarded. All sorts of classroom activities have used this foundation, from quick response games to vocabulary review exercises to debate.

2 ~ Cooperative activities. Japan is well-known for being a group society. That can be utilized in class by having small-group projects and presentations, dramatic or comic skits, making a student newspaper, brainstorming on a current issue, and so on. Team debate is one activity that is cooperative within the group and competitive outside of it. The key is to gear the task towards those where English will be needed in the final product so that it can also be pushed in the process as well.

3 – Decision-making activities. These relate to some of the ones already mentioned, but sometimes have a different focus. These allow the full intelligence of the students to come out. They are no longer limited language speakers but are full human beings with creative minds who must sort through problems and reach decisions and use English in the process. Hypothetical problems that need to be solved can be utilized for this. Real situations, such as where to have the end-of-class party, can also be used. In advanced classes, for example, students could be assigned to he in charge of the class for short periods of time. They could he given the status of "teacher for the first half hour" or "assistant teacher." Adult students are already decision makers in their own lives. While being a teacher may be a challenge for many of them, with preparation they can handle it moderately well. In addition, being able to talk like a teacher is something that all students need to he able to do. To initiate a conversation and move it along are skills vital to communication, but rarely taught in classrooms.

4 – Teacher deflection/Peer correction. 'Teacher deflection can refer to several techniques. One involves having students answering each other instead of the teacher doing it. This can help to foster a greater sense of responsibility among the students. both in listening to their classmates more closely and in being ready and willing to respond to their questions. This can be especially helpful in an EFL situation where they have only a limited amount of time to interact in English. Selected students can be chosen as monitors for questions and/or activities can he designed so that every learner is given the task of monitoring others.

Another way of promoting student action and assertiveness is for the teacher to purposely make mistakes on occasion. If students are forewarned and told of their responsibilities to share in keeping things on the right track, this can work very well. Many of us have had the experience of a student knowing the grammatical rule better than the teacher. The technique of making mistakes is not an excuse for incompetence, but it does allow the learners to be partners in the process of discovering the language. Obviously, if you make 30 mistakes in a class, your credibility may be profoundly shaken. But the idea is to show, in a humanistic and perhaps humorous way, that the teacher is human. The act of interrupting and/or correcting

is natural in interaction, but students usually don't have the opportunities to practice these things.

5 – The use of humor by the teacher directed at students. This assumes knowledge of the students and a willingness to jest with them. A hard-worker could be characterized as the class workaholic; the man with the good social life could be designated as the class playboy; the woman with excellent abilities could be mentioned as the next company president. Humor is a very personal thing and it has to fit your own character and your understanding of the students' characters. But a friendly repartee with the class leads to lower inhibitions and an increased ability to get on with the task at hand.

Benjamin Franklin, in adapting an old Chinese proverb, once said: "Tell me and I forget; teach me and I remember; involve me and 1 learn." Students need to be involved. It is a big part of the teacher's job to make that involvement enthusiastic and meaningful. Use the students' own interests to take them where you want them to go.

Students need to be able to see language as a mode of action; they need to be able to take risks and to show some assertiveness; and they need to be able to view conversation and communication as a partnership. Traditional classroom settings encourage passivity. Judo is but an analogy for the message: Activate the students in ways that allow their humanness to flourish and guide them to communicative competence, not just linguistic competence.

English as Preparation for Other Foreign Language Learning

By Rudolf Reinelt, Ehime University, Matsuyama

1. English as an Intermediate language[1]

From the seventh grade onwards almost all Japanese pupils study English. This English learning goes on for some years. After graduating from high school, about 40% of all pupils of any one year go on to some university. Quite a few of the students have to take courses there in another foreign language as part of the requirements of their subject. This means that at least 30% of all Japanese learn three languages in their lifetime, with Japanese (J) being the first, English (E) the second, and for example German (G) the third.

What the students learn can considered to be some kind of interlanguage (Selinker, 1972). Interlanguages are intermediate phases between his native tongue (NT) and the target language (TL) in a student's foreign language learning process. There are, however, different goals in TL acquisition and in foreign language (FL) learning. If the goal is communicative competence in the TL, what the Japanese students learn can hardly be called an interlanguage (IL) on the way to TL English. Translation, as a goal, mostly from TL into NL is a different matter. The students acquire a lot of deciphering techniques and thus get quite near to the goal, although not to the TL.

The aim of English language instruction at school is to be able to pass. Later on, with the same aim, German is learned at university. Thus the students expect it to be taught the same way as English, and this is what usually happens. As aims and teaching methods are historically similar, it is not surprising that English and German are readily equated or taken as only variations of each other. Furthermore, with English having been learned before, and partly simultaneously with, German, it serves somewhat as an IL to German, which, in turn, is only an IL to TL German.

Regarding language production in German, the students seem to have at least three ways of processing (which we have to leave quite unexplained here):

(1)
1. J ——— E ——— G
2. J ——————— G
3. E ——— G

From (1) the importance of English for later German acquisition should be obvious. An example may illustrate this (from a student's essay on Japan and the USA):

(2) Nach dem zweiten Weltkrieg, Japan hat den wunderbaren Wachstum und die wunderbare Entwicklung gevollendet.

We can reconstruct how the student generated sentence (2):

(2.1) Reconstructed Japanese Version:

Dai niji sekai taisen go, nihon wa

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subarashii seichoo ya hatten o togemashita.

In this version the finite verb is at the end of the sentence.

(2.2) Reconstructed English Version:[2]

> After the Second World War, Japan has completed a wonderful growth and a wonderful development.

If we change to English sentence position, the whole verbal complex including the finite verb is after the subject.

(2.3) If we change to German, we must place the indefinite part of the verb (gevollendet) at the end of the sentence. The finite verb remains in third position in the sentence, which is not grammatical in German. [2]

Generalizing from examples like (2), we come to the following assumption: Any foreign language learned to some extent and/or for some specified goal consciously or unconsciously influences later different foreign language learning.

Rather than going into the discussion of the assumption any further at this point, in this paper we want to show some of the aspects of English teaching and learning which are relevant to later German learning. Here we take the validity of the assumption for granted.

II Problem fields

In this paper we will take only a short and rather sketchy look at the following areas for the effect of English learning: attitudinal, grammatical and pragmatic problems. Needless to say there are more problematic areas and a closer, more detailed study is needed.

Il. 1. Attitudinal problems

Before a student is taught even the first word of English he has contact with things called "inglishu." These may be words, like *sankyu* (thank you), or various constructions. Many students learn English at a *juku* before they reach seventh grade.

When a student meets with something English, there is one thing which is a' real problem for him: English is not Japanese. However much he has heard about it before, it remains something foreign and unknown. This means that English will be in opposition to what he knows or is familiar with. Since English is, for a lot of students, the only foreign thing they will ever have to deal with, it becomes representative of foreign things.

Now foreign things can be treated in two ways. They can be consumed unquestioned. Such English is offered widely in consumable forms as a fashion, in ads, for example and taken in in large amounts.

Another way of dealing with such things is to work them out, to think about them or question them. This *is* not the way English is treated. It would, however, have to be the object of thinking rather than sheer consumption, were it to be acquired at school. Since English is not Japanese, English teaching and learning has always run two dangers at the same time. First, a teacher might not sufficiently demonstrate the differences between English and Japanese. The result is a ready identification of English with Japanese. Underdifferentiation, as we might call it, makes students expect that they can subsume any foreign language under Japanese in the same way they treat English. If this happens, the teachers only enlarge the students' knowledge about English and the students only have to apply this knowledge to carefully selected texts in exams. This approach avoids any question of the acquisition of English right from the start, and English becomes degraded to a rote subject. Later, not a few students are outright surprised to find out that German is different from both English and Japanese.

The opposite phenomenon is similarly dangerous: if a teacher over stresses differences between English and Japanese, the students start to think of English as something which they absolutely do not have anything to do with. It may be necessary to cope with some English for the examinations, but that's all. To have to learn German later on means to have to touch something even more strange, and quite understandably students are surprised that someone can read or understand or write or even speak one of these strange languages, i.e., communicate through them.

To find a way between these two extremes is not an enviable task for an English language teacher. If it were found, however, it could facilitate later German learning. The teacher can prepare the attitudes of the students towards language learning. That this means he has to overcome the prejudice that Japanese are poor at language learning is another problem.

11.2. Problems with grammar

Students learn a lot of English grammar, much of it to unfathomable depth and unneces-

sary detail. Nevertheless, many students are never told that grammar always has to make sense. For sentences this means that within a sentence there has to be a sentence perspective. For rules this means that there have to be limitations and conditions of application. It also means that generalizations have limits. In short, a teacher has to give the students some feeling that not everything that is the way it is in English is naturally or even necessarily the way it *is*. Rather, explanations have to be sought, to be worked out and to be given. There are numerous examples to be found:

(1) Not accidentally are time and place expressions placed at the beginning of a sentence in English. This. due to the overall structure of the sentence in English which places more important parts at the end of the sentence, bears some significance to later German learning. in German, it is not so possible to place such expressions at the beginning of a sentence. Rather. other elements, according to different importance criteria within a sentence, stand in this important position.

(2) Another example is that the choice of expression is dependent on what effect a speaker or writer wants to create with his words. It is not enough just to have a look at the dictionary and take one of the choices offered. This is even more strange because most dictionaries give a hint as to what kind of connotation might be connected with a word, but only a few students ever learn to make use of these hints.

(3) Although the grammatical structures of Japanese and English are quite different as well as the uses of forms and expressions, only a few students ever seem to be taught the strategies of foregrounding, backgrounding, emphasis, etc. Passives seem to be usable only for translations of *rarcru*-forms. which is unfortunately the only type of passive in English.

(4) Nominalizations are used quite a lot in Japanese, yet only a few students seem to have heard of their use.

(5) Modal verbs or modal expressions and their possible uses are foreign to most students. Modals can be used to make what is expressed stronger or weaker. thus functioning in some way as a means to indicate politeness. Ideally, students have to be taught what constructions can mean and do. Only some students know that he must come can be stronger, in the necessitational sense, or weaker, in the epistemical sense. than he comes.

11.3. Pragmatics and communication

Evcn in the field of pragmatics English teachers could do a lot. We mention only some points which may not be even the most important.

If we go back to politeness expressions, so important in Japanese, we can say that to weaken or to strengthen what one says is done in any language, be it English, German or Japanese, or French. The ways however in which politeness is managed and how far it is grammaticalized, differ quite a lot.

Another point is that the distribution of pragmatic categories and their relative values are different in English (and German). To answer a *whether/or* question with *maybe* is just not acceptable English – or German either. The point is that in Japanese it is in a lot of cases more important to be polite and avoid a decision, for which, in the worst of cases, you might have to justify yourself; hence a noncomittal *maybe* will do.

The aforementioned point hints at another very important problem. Most students know that there are differences between English and Japanese, and England and America and Japan. Thus they have expectations about what they are going to be taught. Yet, there are a lot of differences the students never expect. Teachers following the strategy shown above in 11.1 never teach students such things, thus leaving them with prejudices about *chi'an* (safety), *mizu* (water), etc. . For a later acquisition of German the ability to learn about unexpected differences ·· and may be even commonalities – is quite important. Otherwise language learning rests with prejudices for which no extensive language learning is necessary.

Even overall communicative strategies can be different. To remain silent is an essential part of *enryo* behaviour in Japan. It does not however work as appropriate behavious to questions in either English or German. There has to be at least some kind of reaction, although not always a correct or fitting answer is necessary.

The points mentioned here not only have to be taught but also demonstrated and acted out, in for example role plays. These aspects are quite difficult to acquire, but nevertheless a substantial part of foreign language learning.

III Hints for the teacher

The problems touched upon in this paper may not seem to be of immediate relevance to an English class. Still, they are important

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later on, as shown above. The responsibility of English teachers can be divided into two degrees of importance.

Of minor importance to later German language learning is the acquisition of somewhat correct English. This is necessary to give the student some certainty and confidence in the use of a foreign language. Students should not get false assumptions about grammar, which later on prove to be the same or very similar in English and German, such as verbal inflection or the article system.

Of major importance, however, is an opening of the students to unknown or unfamiliar thngs, even given the risk that they are not readily understandable or translatable. This seems to be possible, at least in the early phases of *chugakkoo*. To state it more explicitly, it depends to a large extent on the language teacher, i.e., the English teacher, whether s/he forces the eyes of his students open and gets them interested in foreign languages or closes their minds to within the limits of examination English and deprives the students at the same time of later foreign language learning. [3]

Notes and References

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1 Thanks go to the uarticioants of a teachers course at our university for a discussion of a previous version of the paper. and to John Dean for some corrections of my English.

2 The reconstructions themselves pose some problems. Without going into detail here, at least two methods seem to justify the reconstructions: Mistakes of the students, and utterances while processing (Reinelt 1984).

3 The argument about who is to change the present situation is somewhat circular. High school teachers claim that the university entrance examinations have to be changed. University teachers, in turn, argue that if they change the entrance examinations, the system will become unfair and only a few students will be able to pass the examinations.

survey

OUR STUDENTS ARE COMFORTABLE WITH US AND RESPECT US BUT WE ARE NOT ALL SOCIAL CHANGE AGENTS!

A Survey by: Thomas H. Upson, Asahi Culture Center, Sapporo, and Torkil Christensen, Hokusei Junior College

This is a preliminary report of a survey of non-Japanese JALT educators in Japan to inquire into aspects of their perceptions of the part language teachers play as "role models" and "social change agents." The survey was mailed to non-Japanese JALT members residing in Japan on May 19, 1984, and as of July 1, 30% had responded. Below we will report the background for the survey, the results, and a summary of the responses to the essay questions.

Addresses were provided by JALT and we wish to thank JALT for making the survey possible; we further wish to express our gratitude and to thank the respondents for their trouble.

The purpose of the survey was stated in the cover letter, which said, "We feel that foreign language instructors in Japan may function in a much larger role than just the teaching of foreign languages, and through this survey we hope to be able to explore aspects of that role."

In conjunction with the survey reported here we are conducting a complementary survey of student attitudes to non-Japanese language teachers. This survey has been distributed in Northern Japan and is still in progress.

We anticipated that the terms "role model" and "social change agent" might prove difficult and therefore provided definitions in the instructions. Role model was defined as, "a person who is not actively seeking to alter or change the behavior of those about him or her," and a social change agent as, "a person who actively attempts to initiate or serve as a catalyst in the process of community improvement."

The instructions included a note that this "survey of non-Japanese language instructors in no way intends to disparage language instructors born in Japan. Non-Japanese language instructors were selected to focus attention upon language instructors who are significantly different from their native students. Further, the term non-Japanese language teacher is not intended to have racial connotations, but rather is meant to include language teachers who were not born in Japan, and are not Japanese nationals." We invited questions, observations, and recommendations from the respondents.

A total of 769 surveys were sent out, and

228 (30%) responses have been received as of July 1. One letter was returned undelivered. two respondents were Japanese nationals, and seven were without any replies to the questions. These ten were not included in the tabulations. Of the unmarked surveys one explained that questions and answers did not match and one had removed the return postage. Comments on these surveys indicated, displeasure and disappointment with the objectives of the survey. About 5% of the respondents expressed anger at the questions and some referred to our parentage.

In addition to the seven completely unmarked responses, one to 23 respondents (average seven) failed to respond to single questions. Further, varying numbers marked "no opinion" to some questions; for question two there was one such response while question 22 had 54 (30%). The tabulation does not include the unmarked questions but does show the "no opinion" responses.

The survey was preceeded by eight demographic questions, and of these the sixth (professional status) and eighth (special interest or subject of study) gave a very wide variety of responses that are not included here. Tabulating the fourth question (degree to which you are enjoying your stay in Japan), involved our evaluation of the responses, We have both seen all responses and agreed on the results presented here.

The demographic responses show males to outnumber females (65% to 35%), a wide spread of ages (27% below 30 years of age; 29% 30-35 yrs; 16% 35-40 yrs; 17% 40-50 yrs; 12% over 50 yrs), and lengths of stay in Japan (13% below 1 year; 23% l-3 yrs; 23% 3-5 yrs; 23% 5-10 yrs; 21% over 10 yrs). The majority (68%) are enjoying themselves very much, 28% are enjoying themselves, but only just, 4% not really (14% of the total gave no response or had no opinion here). Only 5% of the respondents are not college graduates, 39% have completed four years of college, 47% graduate school, and 7% are doctors. Nearlv all teach English; including those who teach more than one language and excluding those with no answer only a single respondent did not teach English.

The table with the results shows the incidence of responses in percent followed by the average and standard deviation (A) or the number which a large proportion of respondents selected and which is not part of a more general tendency (M). Questions 4 and 7 present the average of a part of the responses with an isolated high incidence (excluded from the average) noted separately.

Question 17 has the least variation in responses, showing nearly all the respondents to agree that students feel comfortable in their studies. Questions 10 and 11 also show a high degree of agreement that students respect non-Japanese language teachers as language teachers and also as persons. Question 29 shows the greatest disagreement among the respondents indicating that the knowledge of some respondents is different from others.

The first nine questions, asking the respondents, own opinions, show less agreement than the questions asking opinions of student perceptions (10-l 7) and the last group (18-29) asking opinions about fellow non-Japanese language teachers. Here we do not provide further comments to the results and invite readers to study the numbers themselves.

The last part of the survey was four essay questions; fully 90% made some response, and about 40% contributed serious, well thought out responses.

A small number of people utilized the essay questions to indicate varying degrees of displeasure with the organization, tone, and subject matter of the survey. In many cases we found the information valuable and well intentioned, in a number of responses, however, anger was clearly apparent. We question whether these responses were intended purely for our use, or perhaps reflect aspects of the lifestyles of the respondents. A number of respondents were unable to understand all or some of the essay questions.

We are extremely grateful to those numerous respondents who provided us with valuable information and encouragement for the survey, and we will in time respond to all who requested individual correspondence of one sort or another.

Essay Question 1: What does social change in modern Japan mean to you?

The largest number of respondents (25%) indicate that they have little or no idea of what social change in modern Japan could mean. A substantial number of those who did have an idea, mentioned: a reduction in regimentation; a transition from group to individual responsibility ; expanded opportunities and more flexible roles for both women and men; increasing global awareness and international participation; changing values, customs, habits, and beliefs; and an assumption of western values and emphasis upon materialism; a gieater attempt to overcome discrimination of minorities and foreigners; and finally reform within the educational system.

Essay Question 2: If you believe that other non-

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Japanese language instructors serve to improve and/or change the lifestyle of their students, could you provide some examples of how you think this process takes place?

A very large number of respondents (40%) believe that improving or changing the lifestyle of the students is most effectively realized through the teaching materials (religious or secular) and through extensive socializing with the students. Many left this question unanswered or stated that they did not know. A considerable number stated that the everyday Lifestyle of language teachers yields some change or improvement in student lives, and a nearly equal number mentioned that language instruction in no way serves to improve or change the lifestyle of students. Some respondents stated that the presence of non-Japanese language teachers encourages students to develop more inquiring minds and to become more open to the presence of foreigners, minorities, and other Japanese who choose to be more independent and individualistic.

Essay Question 3: How to your students compare with other Japanese in the community in which you work?

The largest number of respondents (35%) believe their students to be the same or no different from the other Japanese in their community. This is closely followed by respondents who feel their students to be more intelligent, self-assued, and confident than the norm. Respondents also believe their students to be more mature, motivated, inclined to travel or to have traveled abroad, and to speak better English and be more wealthy than other citizens in their community. Many respondents do not know how their students compare with the norm.

Essay Question 4: How would you describe the impact of your teaching and presence as a non-Japanese in Japan?

Almost half of the respondents indicated that their impact, be it great or barely significant, was felt only in the immediate neighborhood or community. A nearly similar number believe that their impact is felt only among their students and within the confines of their English speaking ability. A large number also indicated that regardless of current impact, it is at best temporary and without permanency. As with the other three essay questions a sizable minority chose not to respond.

We invite the reader to compare the essay responses with the results of the survey questions. We will provide a more thorough analysis of the results at a later time. With the complementary Japanese survey we hope to be able to make comparisons between our (the teaching side) perceptions and that of our students.

In conclusion we wish to once again thank the respondents and JALT. We hope you will find the results as perceptive, interesting, and thought-provoking as we have.

Questions asked in the survey

1. Is your primary role in Japan to teach grammar/composition?
2. Is your primary role in Japan to teach speech patterns/conversation?
3. Do you think you are an effective language instructor?
4. Do you teach anything besides grammar/composition/speech patterns/conversation?
5. Do you teach customs, values, belief systems and/or behavioral attitudes to your students that are at variance with existing Japanese beliefs and customs?
6. Do you think that the material you choose to teach with, may in any way alter the lifestyle of your students?
7. Do you think that the way you choose to live alters the lifestyle of your students?
8. Does your choice of study materials, manner of instruction, or lifestyle tend to indicate in any way, that you may be a social change agent?
9. In your role as a language instructor, are you a social change agent?
10. Do your students respect you as a language teacher?
11. Do your students respect you as a person'?
12. Do your students understand and trust you?
13. In the course of the development of the learner/facilitator relationship with your students, do they in any way make an effort to change their values and beliefs to coincide with your own?
14. Do your students think of you as a role model?
15. Do your students think of you as a social change agent?
16. Do your students view you as a source of inspiration for their study of foreign languages and culture?
17. Do your students feel comfortable in studying with you?
18. Do other non-Japanese language instructors have essentially the same goals and values as you?
19. Do most other non-Japanese language instructors teach **only** grammar/com-

position and/or speech patterns/conversation?

20. Do most other non-Japanese language instructors teach values and belief systems that are at variance with traditional Japanese values and beliefs?
21. Do most other non-Japanese language instructors have a positive impact upon their students?
22. Are most other non-Japanese language instructors trusted and understood by their students?
23. Do Japanese foreign language students attempt to model their attitudes, beliefs, and values after those of their non-Japanese language instructors?
24. Do non-Japanese language instructors act as role models for their students?
25. Do non-Japanese language instructors function as social change agents?
26. Do non-Japanese language instructors serve to improve the lifestyle of their students?
27. Are non-Japanese language instructors respected as language teachers by their students?
28. Are non-Japanese language instructors respected as persons by their students?
29. Do you know any non-Japanese language instructors who function as social change agents?

RESPONSE

0	1	2	3	4	5	6	7	8	9	0	Av./Mode
1	2	0	5	3	18	8	15	3	46	1	A:7.13+-2.09
2	36	8	24	8	11	2	1	0	9	0	A:2.58+-1.63 M:9
3	28	9	35	11	14	0	0	0	1	1	A:2.84+-1.53
4	45	4	7	5	17	2	4	0	14	1	M:l59
5	31	6	7	11	28	2	6	0	7	2	M:l 5
6	15	0	2	4	27	7	22	4	14	4	M:57
7	7	0	1	4	20	5	22	11	26	4	A:7.02+-1.68 M:l
8	15	1	3	7	22	7	12	6	24	3	M:l59
9	13	2	3	6	23	8	12	7	23	4	M:59
10	34	15	30	8	6	1	0	0	0	6	A:2.38+-1.30
11	36	12	30	5	5	1	0	0	0	10	A:2.29+-1.31
12	21	13	32	11	8	3	0	2	2	8	A:3.03+-1.77
13	3	0	0	3	30	9	23	7	13	10	A:6.26+-1.87
14	6	2	5	6	29	8	13	4	11	16	A15.53+-2.19
15	2	0	1	3	17	10	15	8	28	16	A:6.91+-1.99
16	13	8	20	11	29	6	2	1	2	8	A:3.83+-1.80
17	21	11	43	11	8	1	0	0	0	6	A:2.77+-1.25
18	8	4	11	6	30	8	4	1	4	23	A:4.56+-2.00
19	8	2	20	4	10	2	11	2	14	26	M:390
20	11	2	11	5	21	6	9	2	0	26	A:4.76+-2.36 M:O
21	6	6	17	8	27	8	1	0	0	25	A:4.03+-1.56 M:O
22	4	5	23	9	21	5	3	0	1	30	A:4.00+-1.55 M:O
23	0	0	3	2	24	10	22	9	11	18	A:6.45+-1.57
24	6	1	8	6	30	7	13	6	4	19	A:5.23+-1.95
25	4	1	2	4	28	10	17	9	8	16	A:5.92+-1.88
26	1	1	3	4	26	9	16	5	10	24	A:6.03+-1.83 M:O
27	9	7	32	13	19	4	3	0	0	13	A:3.63+-1.54
28	9	7	30	13	18	4	3	0	0	16	A:3.60+-1.49
29	40	3	1	1	4	2	5	5	26	12	M:l 9

Survey questions (Q) and responses in percent (1:yes; 3:usually; 5:sometimes; 7:rarely; 9:no; 0:no opinion). Right hand column shows averages (A): standard deviations (plus or minus), and/or high incidences (M).

opinion

SIGNALS OF FORMALITY AND THE FOREIGN LANGUAGE CLASS

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

By now it is a fairly accepted goal, not only in Japan, but in most parts of the world, that students should learn how to function communicatively in the foreign language that they are studying (Kranke and Christison, 1984). If this is the case, and there are exceptions, such as TOEFL, preparation classes and formal grammar 'appreciation' classes (Krashen, 1983), then new classroom techniques, and attitudes towards them, are certainly needed (Taylor, 1983). The literature abounds with articles on why language classes should become communicative. and how this lofty goal might be accomplished. The purpose of this article is to discuss a more mundane, non-linguistic aspect that can either help or hinder efforts to make classes more communicative: signals of formality.

Krashen (in Burt, Dulay, and Krashen, 1982. and elsewhere) has developed the now well-known distinction between Language Learning and Language Acquisition, which, for the purposes of this paper, I will call formal and informal learning. Formal learning is characterized by the presentation and exploitation of formal grammar rules, normally in a classroom situation. Informal learning, on the other hand, is unconscious, and is developed only through real communication in the target language. Communication takes place, and language is therefore acquired, it is argued here, basically in informal settings. The question for language educators is how to make the language classroom usually, almost by definition, formal as informal as possible.

One way to do this, and to signal to students that different behaviour is acceptable and appropriate, is to treat the language classroom differently from the science or math classroom, for example. Decorations, posters, realia of all kinds, and different, living-room type furniture perhaps, are ail positive steps in this direction. Other signals of formality can also be altered. One would be to lower the social register used in class, from formal or perhaps consultative, to informal or even colloquial, in both the target language and, as has been argued elsewhere, the vernacular (Redfield, 1983). Another would be to adopt informal terms of address, dropping the formal Mr.. Mrs. Ms., Miss (or Japanese San or Sensei) in favor of the use of untitled first names. (Redfield, 1984). An additional way would be to adopt more informal ways of dress, discarding the perhaps more standard suit and tie for men and corresponding semi-formal attire for women, in favor of more casual clothing.

There are obvious problems with this last suggestion, but it is maintained here that the benefits of more informal learning outweigh the liabilities. All language programs, with the possible exception of those funded by public monies, are in a sense a "business." If there are not sufficent numbers of students to meet expenses, even in non-profit programs such as those at some universities, the programs will soon cease to function. That does not mean that teachers are "businessmen" and should be expected to meet the unwritten Japanese business dress code (the 'salaryman's' ever present suit and tie). If our students learn and are satisfied with their learning, they will return, regardless of how we dress. Appropriateness is of course a factor, and it is not suggested here that men dress in cutoffs and tee-shirts and women in halters and shower sandals. There is undoubtedly a happy medium between beach wear and formal attire.

Another problem has to do with so-called "professionalism," something those in the field have been striving to achieve for quite some time now. Professional people in Japan, doctors, lawyers, architects, business executives, etc., do indeed dress formally, when appropriate, which in this case means in their offices. They do not, however, dress formally in the field. Factory managers wear the same company uniform on the shop floor as line workers, and engineers wear the same clothing as manual workers on a building site. The language teacher's worksite is the classroom, not the executive offices, and we should dress appropriately for our work, i.e., informally so as to do our job, which is to facilitate informal language acquisition.

This does not mean, of course, that we all have to dress exactly the same. We often come from different backgrounds, and are teaching different languages and cultures. Some people feel "undressed" without a tie, for example, and they certainly should not try to "dress down" if it interferes with their effectiveness. Those of us who can dress informally, however, should try to do so, not out of a feeling of individuality or a desire to "do our own thing," but because this is one way to make our classroom more informal and to encourage more informal learning to take place.

Administrators' attitudes and expectations are a final consideration. If they hire language teachers for their presumed commercial and publicity value, they will expect us to conform to their images of how a language teaching employee should dress. If, on the other hand, we are hired primarily as language teaching professionals, then administrators should listen to our opinions when they relate to educational matters. A strong case can be made for lowering the formality level of our classes and thereby lowering the "affective filters" of our students (Burt, Dulay, and Krashen, 1982). It is to be hoped that educational considerations will override business considerations, at least in a majority of situations.

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1985年度全国運営委員、支部役員選出について

残暑厳しい中、9月の声と共に、役員選挙の時期がやってきました。

全国運営委員

1985年～1986年度に選挙が行なわれる役員は、副会長、プログラム委員長、書記、広報委員長です。選挙は以下の手順に従い行なわれます。

1）来月号の *The Language Teacher* 同封の受取人払いの葉書に、推薦しようと思う人の名前(自薦も可)を書き込み、送付して下さい。締切りは10月15日です。共同会員、団体会員の場合には、各会員に選挙権がありますので、必要人数分、用紙をコピーし、封筒に入れ送付して下さい。

2）書記は、10月16日に、推薦された候補者のリストを各支部に送付します。

3）各支部において、候補者リストを検討し、各役員につき候補者を1人に絞り、そのリストを10月25日までに、書記のもとに提出します。これは、電話で書記（又は会長）に報告するという形をとっても構いません。

4）書記は、各支部から報告された各候補者に、立候補する意志があるかどうかを確認した後、10月27日までに、候補者リストを各全国運営委員に送付します。全国運営委員会では、そのリストの検討、調整を行ないます。必要に応じ、候補者を増やすこともありますが、削除することはありません。最終立候補者リストは、*The Language Teacher* 12月号の締切りに間に合うよう、11月1日までに決定されます。

5）この立候補者リストは、*The Language Teacher* 12月号に発表されます。その他、投票手続きや無記名投票に関する規定も同時に掲載されます。12月号には、投票用紙（受取人払いの葉書）も同封されています。

6）書記は、12月15日までに到着した有効票を集計し、その結果を会長に報告します。会長は、これをＪＡＬＴ'84で行なわれる年次総会において報告します。又、この結果は *The Language Teacher* の1985年度1月号でも報告されます。

支 部 役 員

各支部の役員選出手続きは、それぞれの支部により異なっています。上記の全国運営委員候補者選出用の葉書には、各支部の役員を推薦する欄がありますので、そこに推薦者の名前を書き込んで下さい。各支部は、10月16日に送付された推薦候補者のリストを受け取り、検討、調整を行なった後、支部会員にそのリストを直接郵送するか、*The Language Teacher* に掲載します。各支部は、1985年度の役員選出をそれぞれの手続きにより、1984年度末までに行ない、最終結果を1985年1月1日までに、ＪＡＬＴ事務局に報告します。各支部の新役員名は、1985年度2月号の *The Language Teacher* で発売されます。

CALL FOR PAPERS

International Conference on Cross-Cultural Communication: East and West

August 7-10, 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, Formal Linguistics, Semantic Domains, Models of Semantics

FROM THE EDITOR

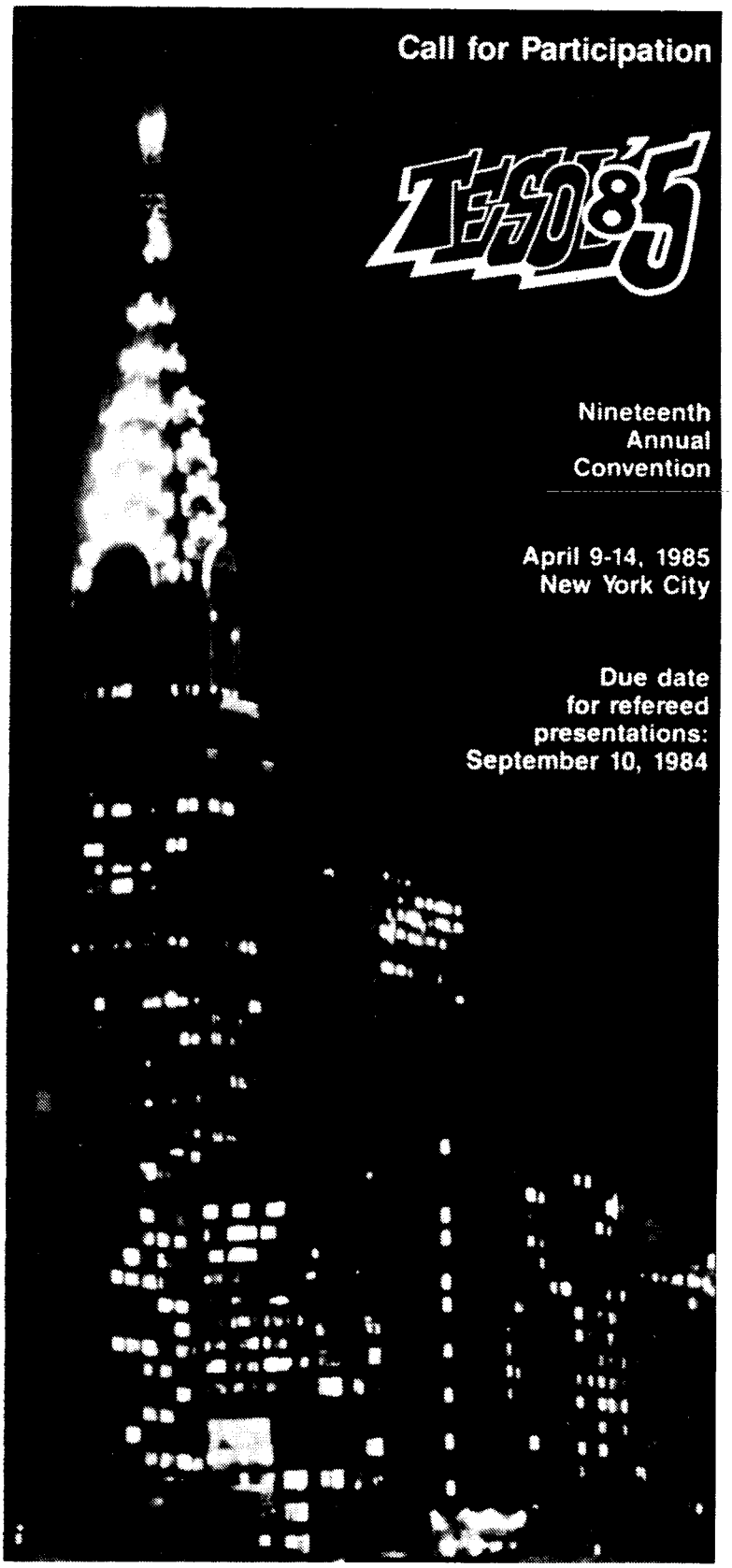
This issue of *The Language Teacher* would not have been possible without the considerable help of both Lola Caldeira and Jack Yohay. They took over while Virginia was away in the States and she will be forever grateful to them for their contribution.

The Language Teacher is considering creating another assistant editor position, that of Chapter Reviews. Someone with writing as well as editorial experience is needed to take over this particular role. Please contact the editor if interested.

SPECIAL ISSUES OF THE LANGUAGE TEACHER

November – Speaking
December – Testing
March – Video/Computer Assisted Instruction
May -Classroom-Centered Research

The special guest editors are Bernie Susser for November, Steve Ross for December. and David Dinsmore for May.



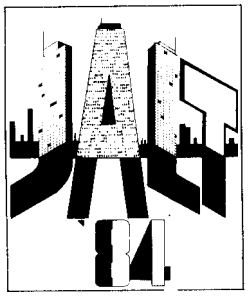
The nineteenth annual convention of Teachers of English to Speakers of Other Languages (TESOL) will be held at the New York Hilton in New York City from Tuesday, April 9, through Sunday, April 14, 1985. The official opening will be Tuesday evening. Preconvention workshops and colloquia will be presented during the day on Monday and Tuesday.

The interests of TESOL, an international organization, are broad. Its focus is the theory and practice of teaching English as a second or foreign language and standard English as a second dialect in the many diverse settings throughout the world where a knowledge of English is seen as important. The convention is planned for the professional stimulation and personal pleasure of all who share these concerns.

The program committee invites presentations dealing with classroom practices, research in language learning and teaching, or the connection between the two. We welcome proposals from teachers, teachers-in-preparation, graduate students, researchers, program administrators, and materials and curriculum developers, including colleagues in related disciplines such as communications, education, foreign languages, and linguistics. Papers, demonstrations, poster sessions, workshops, and colloquia constitute the refereed presentation formats for TESOL '85.

The program will also include demonstrations by convention exhibitors, sessions sponsored by TESOL's fourteen interest sections, and exhibits of teacher-made video tapes and other materials.

We hope to see you in New York-



THE MONITOR MODEL AND THE NATURAL APPROACH

By S. Kathleen Kitao, Doshisha Women's College

Stephen Krashen's research has, in recent years, made major contributions to the field of language education theory. His first book, *Second Language Acquisition and Second Language Learning* presented the "Monitor Model" and Krashen's extensive research supporting it. His second book. *Principles and Practice in Second Language Acquisition,* incorporates his model into a wider framework of five hypotheses and analyzes a number of methods in the light of these hypotheses, with research from comparative studies to support his analyses. In his most recent book, *The Natural Approach: Language Acquisition in the Classroom,* Krashen and Tracy Terre11 discuss these hypotheses and their application to the language classroom. The Natural Approach is based on extensive research on second or foreign language acquisition, and is adaptable to a wide variety of teaching situations.

The theoretical model on which the approach is based is expressed in terms of five hypotheses:

1) **Acquisition/Learning Hypothesis.** *Acquiring* language means "picking up" the language by being in communicative situations. This is how children acquire their first language. Adults can also acquire a second language, though not as well as children can. In contrast, *learning* a language means knowing the rules and having conscious knowledge of the grammar of that language. According to modern research, this is not as important to communicative ability as it was once thought to be. Learning is mainly important in correcting output as an "afterthought." Language is, on the other hand, best taught when it is being used to transmit messages, not when it is explicitly taught for conscious learning.

2) **The Natural Order Hypothesis.** Language structures tend to be acquired (as opposed to learned) in a generally predictable order. For example, some learners' acquire the -ing (progressive) form first and the plural second, and others acquire them in reverse order, but both of these structures tend to be acquired before articles *(a* and *the).* Based on various studies, this appears to be true for both children and adults.

3) **The Monitor Hypothesis.** Output is generated from the store of acquired language. The learned system monitors (corrects or edits) output from the acquired system, but it does not generate language. The learned system is used to monitor output when form is important and when there is time to concentrate on it. However, its usefulness is limited because the performer must have enough time to monitor the output, must be focused on form rather than content, and must know the rule in question. Especially in a conversational situation, a performer may not' be able to or may not choose to spend the time and concentration necessary to monitor output. This is not to say that the Monitor is not useful; performers use it when they have the time to concentrate on form, such as when writing, preparing a speech, and so on.

4) **The Input Hypothesis.** Language is acquired by understanding input a little beyond acquired competence. Thus, speaking fluency is not taught directly; it gradually emerges as a result of exposure to input. Thus an acquirer moves from *i* (present level of competence) to $i + 1$ (the stage following *i* in the natural order) by understanding language containing (though not limited to) $i + 1$. The acquirer understands structures s/he hasn't yet acquired through context and extra-lingual factors.

5) **The Affective Filter Hypothesis.** Emotional factors can prevent language acquisition. Such factors as 'low self esteem, anxiety, and poor relations between the teacher and student or among students can impede acquisition. Also, students who have good feelings about the target language and the people who speak it will be more likely to seek situations where they can receive input and thus acquire the language.

Acquisition takes place when there is comprehensible input, when the focus is on what is being said, not how it is being said, and when the acquirer's affective filter is low, that is when the acquirer is open emotionally to learning the language, has a positive orientation to speakers of the language, and is in a low-anxiety situation. The authors discuss some principles of the Natural Approach related to these hypotheses and some of the implications of these principles.

1) Comprehension precedes production. Production will emerge naturally after sufficient comprehensible input is received. The starting point in the language classroom is helping students understand what is being said to them. Therefore, the teacher should always use the target language, the focus should be on a topic of interest to the student, and the job of the instructor is to help students understand the input.

2) Production should be allowed to emerge in stages, beginning with non-verbal responses and working up in responses requiring a single word, two or three words, and finally full sentences. Grammatical accuracy does not need to be emphasized at first. Errors that do not impede communication do not need to be corrected. Correction aids learning, but not acquisition.

3) The syllabus for a class using the Natural Approach consists of communicative goals. The focus of classroom activities is on topics, not on grammatical structures.

4) The teacher must help students be open to acquisition of language and contribute to a positive feeling about the language on the part of the students. This is done by focusing on interesting and relevant topics, encouraging students to express themselves, and creating an environment conducive to acquisition, with a low anxiety level, good rapport between student and teacher and good relations among students.

The Natural Approach is designed to develop basic personal communication in all four skills. A teacher who is going to use the Natural Approach should first assess student needs and goals. At the end of the term, students are expected to have learned to discuss certain topics and function in certain situations, rather than to have learned certain structures. Topics work up from personal identification ~ giving information about oneself – to experiences and finally to opinions. These allow for a wide range of communicative situations.

Beginning students start with pre-speech activities, which require little or no linguistic response. Total Physical Response one of the techniques that is useful at this stage. The teacher uses context, physical objects, and repetition to help students understand the input. After several hours of comprehensible input, production begins as opportunities are made available. Students at first respond with one word and later start putting together phrases and sentences. Krashen and Terre11 suggest activities for each of these stages.

The core of the Natural Approach is a series of acquisition activities. They provide the input that serves as the basis for acquisition of language. In using the Natural Approach, there must be a focus on transmission of relevant information and an emphasis on comprehension. The teacher uses visual aids, gestures, and other extra-lingual strategies to aid students' comprehension. The focus should be on the topic of the activity to the point that students almost "forget" that the topic is not being dealt with in their native language. Using a familiar topic is useful, since students can more easily comprehend material that they already have some knowledge of. Students should also be taught at an early stage how to regulate input so that they can get clarification if they don't understand.

The suggested activities are divided into four categories: affective-humanistic activities, problem-solving activities, games, and content activities. The affective-humanistic activities focus on personal interests and activities. Krashen and Terre11 recommend different types of interview activities, charts of personal activities, and activities using visualization and imagination. Problem solving activities make use of schedules, advertisements, maps, role playing, and so on. The authors discuss how to adapt different types of well-known games to the language classroom and how to turn other types of activities into games or contests in ways that provide input and are interesting and fun for students. Finally, they suggest using content activities, that is, activities whose purpose is learning something new besides language. In most cases activities are done with a partner or in small groups and then with the class as a whole in order to provide maximum input. While the activities are not necessarily new or unusual – many of them appear in other sources – they are used a little differently in that the emphasis is on providing input as a basis for acquisition and on helping understand this input.

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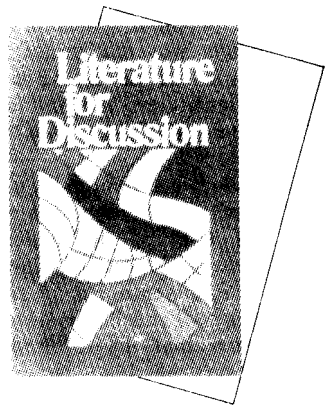

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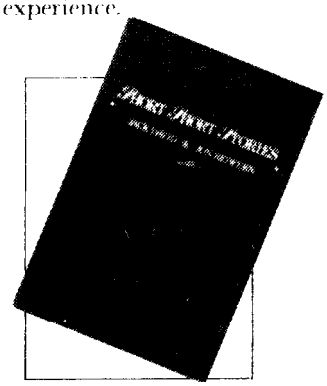

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A western-style buffet breakfast (¥l,000) is served from 7:30 to 10:00 each morning in Gaslight, the steak restaurant on the top floor. If we get a clear day or two in November we should have a spectacular view of Mr. Fuji to go with breakfast.

Though one must still deal with desk clerks and fill out registration cards to check in, checking out is a little like going to the bank with your cash card. The room "keys" are in fact magnetic cards designed for one-time use. To check out one inserts the card into a machine which will balance the account and return the unused portion of the deposit, or ask for additional payment, and then issue an itemized statement. The card key is yours to keep.

JALT Conference group check-in will be at a special section of the registration desk on the third floor.

As one approaches the Shinjuku Washington Hotel it appears somewhat like an overly tall ocean liner, being all white with rounded corners. and porthole-sized windows. The rooms, also, may remind one of the efficient use of space found on ships (not that they are any smaller than those usually found in business hotels in Japan).

The card key has functions beyond opening the door. Once inside you will need it to turn on the power. Once the card key has been inserted in the proper slot, lights other than the entrance light can be turned on, and the television and radio will operate. You can also get drinks from the refrigerator. These will automatically be charged to your account. There are also two pay television channels, costing ¥800 per day each. One shows recently released movies, and the other, euphemistically dubbed the "mood" channel, offers more "adult" fare.

There is a full complement of restaurants and bars on the 2nd and 3rd floors. Bonjour is the main lobby coffee shop, open 8:00 a.m. to 10:00 p.m. Baron, a contemporary lounge, is open until 12:00 midnight. Ginza is a Japanese pub and restaurant that also serves Japanese breakfasts. Sanju Sangen Doh is a Japanese restaurant featuring nabe-style cooking and "jizake" – regional sake.

On the first level and the basement arcade one can find an all-night coffee shop and a pub that stays open until 2:00 a.m., as well as a variety of shops and restaurants. And if that is not enough, Shinjuku is just outside the door.

From the hotel to the conference site takes about 30 minutes: 10 minutes to Shinjuku Station, 10 minutes on the Odakyu Line train to Yoyogi Koen, and finally another 10 minutes on foot to the Yoyogi campus of Tokai University. It is also possible to walk directly to the site from the hotel in almost the same amount of time. A taxi should take around 10 mintues when traffic is not heavy.

The Tokai Travel Agency have done their best to negotiate a very good price for us, and the management of the hotel seem eager to help us in any way they can. We hope to see you there.

Edward Schaefer
JALT '84 Committee

REGISTER NOW FOR JALT '84!

The time has come to reserve your place in JALT's biggest and most exciting conference ever! Detailed information can be found on the light-blue postal *furikae* form found in this issue of *The Language Teacher.*

Why pre-register? Let us count the reasons:

1) Most participants who come to the conference would rather spend their time listening to presentations than waiting in a registration line. Pre-registrants need only to show their acknowledgment postcard to pick up the name-tag, tickets and conference bag with its "goodies."

2) For those desiring to stay at the Washington Hotel, the chances are good that our allotment of rooms will be booked up well in advance of the conference time. Reserve your place where the action is now.

3) In a similar vein, we foresee that the banquet in the Kasumigaseki Building will not be able to accommodate all those who want to buy tickets at the site. We have had to turn people away regretfully at past conferences. Don't let it happen to you!

4) You can renew your JALT dues at the same time. The chances are good that your dues will expire in 12/84 or earlier. Check your mail-

(Cont'd on page 29)

(Cont'd from page 27)
ing label if you are not sure, and save yourself another trip to the post office by renewing now. (Renewing early never hurts and it saves JALT the cost of a renewal notice.)

The October and November issues of *The Language Teacher* will carry more detailed information about the JALT '84 schedule. The October issue will give full information on many of the guests coming from abroad with brief resumes of their presentations. Look forward to the complete schedule in the November issue so you can pre-plan your sessions.

As of this writing, it looks as if we will have more proposals with a greater variety than we have enjoyed in past years. We can all look forward to a truly stimulating three days.

See you there!

第10回JALT国際大会

同志社大学　北尾謙治

来る11月23日(祝)～25日(日)の3日間、東京代々木にある東海大学において、東京都及び神奈川県教育委員会の後援により、第10回ＪＡＬＴ国際大会を開催する。今大会のテーマは「語学教育に関するあなたの知りたいすべてのこと」で、大会委員長は Julian Bamford 氏である。

もう1年近く前から準備が着々と進められ、おおまかなことは既に決定しているので、御紹介する。

今大会の基調講演は、元外務大臣で現在国際大学長及び外務省顧問の大来佐武郎氏である。国際舞台の第一線で活躍された人で、我々外国語教師にとっては刺激になる経験談が聞けるであろう。

海外からのゲスト・スピーカーとして、言語教育界の Chomsky とまで言われた、南カリフォルニア大学の Stephen Krashen 博士が来日される。彼の言語習得に関する数々の仮説は世界中に知れわたり、我々外国語教師に示唆するものが多く、彼の講演が楽しみである。あちこちから講演の依頼があり、3年の月日をかけての交渉がやっと実を結んだ。多くの先生方に有意義な話であることが、十分期待できる。

海外からは他にも、*The Cambridge English Course* の著者 Michael Swan氏、*Person to Person* 他多くの著書のある Jack C. Richards氏、*Kernel* や The *Strategies* series: *Opening Strategies*, *Building Strategies*, *Developing Strategies* と *Studying Strategies* 等の著者の Robert O'Neil氏やその共著者の Ingrid Freebairn 氏等多くの著名な研究者や著書が海外から来日する。約20～30の発表が海外の人々により行われる予定で、海外からの参加者は50人を越えると予想されている。世界最大の英語教育学会ＴＥＳＯＬの事務局長 Jim Alatis氏やヨーロッパ最大の団体 IATEFL の会長 Peter Strevens氏も来日され、文字通りの国際大会と言える。

全体の参会者は1,100名を予想している。研究発表やワークショップは最終決定ではないが100を軽くオーバーする。内容は教授法、クラスルーム・テクニック、クラスにおける活動、教材開発、テスト、文化教授、ビデオテープやコンピューターの応用、どれも実用的かつ実践的なものが多いが、純理論的な研究発表もある。英語の発表が多いが、日本語の発表も例年より多くなりそうだ。3日間ではあるが米国の大学院でＭＡを取得するのと同じ位の語学教育に関する知識や情報が入手できると言っても過言ではない。

今回の特徴はテキストの著者によるそのテキスト及び使用法の説明の時間があり、日常使用しているテキストの著者の話が直接聞けるし質問もできる。また、ビデオ・テープの時間もあり、最近一般化したビデオ・テープを先生方がどのように使用しているか、又、どのようなテープを利用しているかを紹介したもので、ビデオ・テープをクラスで使用しようとしている先生方にはとても有益である。この他にもコンピューターによる語学教育には色々と新しいものがあり面白そうだ。

40社余りの教材の展示も見ものである。世界中の最新の語学テキストや参考書がそろっていると言っても嘘ではない。この展示を見るだけでもＪＡＬＴ大会に来る価値はある。

勉強ばかりでなく、23日にはリージェンツ出版社主催のカクテルパーティー、24日には霞ケ関ビルの33階にある東海クラブで、東京の夜景を見ながら懇親会を行う。その他に、毎日午後東京支部の人々の御厚意で焼鳥と寿司の屋台が出る。コーヒーとクッキーは例年のごとく飲み放題、食べ放題である。

この貴重な機会を利用して、語学クラスの向上に役立てて頂ければ幸いである。11月10日までに割引料金にて申し込まれるようお勧めする。東京、神奈川、千葉、埼玉の中・高校の先生方は会員の割引料金で参加して頂ける。学生諸君は半額で、また5人以上おれば1人1日千円となるので教科教育法や教育実習のクラスの一部として御利用頂ければ幸いである。料金・ホテル・交通機関は英語の案内を参照されたい。

なお出張依頼状が必要な方は返信用切手を同封し送り先を明記してＪＡＬＴ事務局の伊藤真理子氏にお申し込み頂きたい。

MOVING OVERSEAS?

Your *Language Teacher* can be sent to you by sea mail at no extra **charge,** If you would like air mail delivery, please remit ¥250 for each issue remaining in your membership using the *furikae* form found in this issue.

第4回企業内語学教育セミナー

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

対象者：現在語学教育を行っている企業及び企画中の企業関係者

日　時：59年11月22日(木)　9：30～17：30

会　場：東芝　国際研修館（川崎市幸区大宮町27）

プログラム

9：00	受付開始
9：30～9：40	開会の辞ＪＡＬＴ会長 （帝塚山学院大学）Jim White
9：40～9：50	挨拶　東芝人材開発部長　佐藤朋佑
9：50～10：50	講演「東芝の国際人教育」 東芝人材開発部教育主幹　岩井嘉章
11：00～12：00	東芝国際研修館見学
12：00～13：00	昼　食
13：00～14：00	講演「シンガポール・ジュロン造船所で体験し学んだこと」 石川島造船化工㈱ 元代表取締役社長　桜井清彦
14：00～14：10	休　憩
14：10～15：10	講演「本田技研のアメリカ進出」 本田技研工業㈱ 総務部人材開発センター所長　木村　敦
15：10～15：20	休　憩
15：20～16：20	講演「アメリカの若い世代」 ハーバード大学客員教授　板坂　元
16：20～17：20	パネルディスカッション
17：20～17：30	閉会の辞ＪＡＬＴ副会長 （同志社大学）北尾謙治

参加費：（非会員は会費を含む）

	JALT会員	JALT非会員
11月5日までに申し込みの場合	10,000円	15,000円
11月5日以後・当日	14,000円	19,000円

問い合せ：

〒600 京都市下京区四条烏丸西入　住友生命ビル8Ｆ
京都イングリッシュセンター内
ＪＡＬＴ事務局　電075（221）2251
担当者　伊　藤　真理子（月～金・9～4時）

主　催　全国語学教師協会

後　援　日本商工会議所
"ビジネス　ビュー"
"デイリー　ヨミウリ"
"イングリッシュ　ジャーナル"
日本工業英語協会
朝日イブニングニュース社
東芝人材開発部

LETTER to the Editor

The May 1984 issue of your journal contained two reviews of my book *Authentic Reading*. one by R.K. Singh and one by David Dinsmore. Mr. Dinsmore obviously does not like my book, and this is his privilege. However, I would like to put straight some of the errors of fact that occur in his review:

1. 'Authentic' reading means two things in the title of the book: first that the texts included were not specially written for language teaching (though the selection criteria were functional, rather than thematic, as Mr. Dinsmore's quotation from Widdowson seems to imply); and secondly that an attempt is made to teach a way of reading that is used by successful native speakers.

2. Contrary to what Mr. Dinsmore says, no summary-writing exercises per se are included in the book. Instead students are encouraged to use different ways of building their own verbal or non-verbal summaries of the text ~ via diagrams, pictures, tables, discrimination exercises, and so on. Not only the Brunel research quoted in Mr. Dinsmore's article (Thomas and Augstein 1972), but also much thinking in applied linguistics today supports this approach. See, for example, Widdowson's concept of 'recreating discourse' (Widdowson 1979:63) or the excellent article by Williams (1984).

3. Forty minutes is the suggested time, not for a single exercise. but for a unit (text plus three or four exercises). This figure was based on extensive piloting of the units before publication.

4. Skimming and scanning are not ignored; explicit scanning exercises open units 4, 7, 10 and 18. while the summary skills exercises in seven of the other units practice skimming or scanning -- for a total of 11 out of 24 units.

(Cont'd on page 32)

From Scott, Foresman

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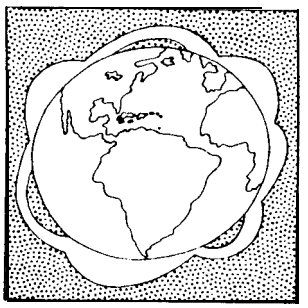

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25,200 entries; 32,365 definitions; 22,889 illustrative examples; 1,021 illustrations; 330 word histories; 42 pages of lessons(answers given in back of book); Thorndike-Barnhart Pronunciation Key; 768 pages.

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$14.65

68,700 entires; 80,0CO definitions; 43,700 illustrative examples; 1,800 etymolgies including 158 featured Word Histories and 69 Word Families; 1,637 illustrations; 34 pages of lessons(answers given in back of book); Thorndike-Bamhart Pronunciation Key; 1,104 pages.

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100,000 entries; and 120,000 definitions(over7,500 are new); 35,000 illustrative examples; 900 usage notes and synonym studies; 1,500 illustrations; 80 maps; 11 charts; 18,000 etymologies; 43 Word Sources; 70 Word Families; 22 pages of lessons(answers given in back of book); Thorndike-Barnhart Pronunciation Key; 1,312 pages.

Pictionary/Picture Dictionaries

My Pictionary Grades K-I — hardbound $6.99, softbound $5.213

My First Picture Dictionary Grade 1 — hardbound $8.85, softbound $7.59

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Toward American English:

Starting Line Moving Ahead

Alan Meyers / Ethel Tiersky
Truman College

Both texts with Student Workbook, Instructor's Manual and Audio Cassette Tapes

Toward American English is an innovative, two-level ESL/EFL series that Integrates all the essential language skills-speaking, listening, reading. and writing.

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Toward American English: Starting Line is intended for students in junior college and university ESL/EFL programs and can be used in a variety of teaching formats. The main text and supplements serve as a complete course for the advanced begtnning level (TOEFL: 230-330).

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INSTRUCTOR'S MANUAL: for each main textprovides chapter-by-chapter advice on using the text, teaching suggestions,an explanation of the grammar and specific sentence patterns, answer keys to text exercises and tests, and a tape script. It also contains a test bank with two multiple-choice tests for each chapter.

Student Book	¥2,250
Work Book	¥1,480
Instructor's Manual	¥ 530

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* Starting Line: 4 Cassettes Pack 76,400
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(Cont'd from page 30)

5. Far from being 'remarkably similar in aim,' the other exercise types are classified into four broad categories, each exercise working on a single very specific reading subskill, for example recognizing anaphoric devices, dividing complex sentences properly. or making inferences as intended by the author.

6. Regarding glosses and the *Guessing unknown words* exercises, Mr. Dinsmore misunderstands things slightly. (a) Some moderately difficult words (like elderly) are not defined, not because they are considered to be less difficult than the defined words. hut because help is given in guessing their meaning from context. (b) Mr. Dinsmore criticizes the choice of words glossed. One of the main criteria for deciding whether to gloss words (or give help in guessing their meaning) was their rating in the recognized word lists (e.g., The *Cambridge English Lexicon* [Hindmarch, 1980]); according to these lists, students preparing the Cambridge First Certificate Examination could not be expected to know words like *release* and *aerosol-type,* so these were defined where they were important to the meaning of the text and not easily guessable from context. (d) The reason that a word may be defined in a later unit even though it has appeared in an earlier one is that teachers are not necessarily expected to use the book from left to right, but to adapt the order to their own needs and wants.

7. The oral fluency activities suggested in the Teacher's Book may have been lacking in affective impact for Mr. Dinsmore's students; elsewhere this has been one of the popular aspects of the book, and students have enjoyed exploring feelings about loneliness; unattractiveness; body image; being an outsider in a group; their relationship to their working/studying environment; feelings about cars, flying, telephones; etc. And in the Student's Book at least six exercises deal specifically with exploring the feelings expressed or implied in the text.

8. Mr. Dinsrnore criticizes the claim that the book prepares for the reading comprehension section of the Cambridge First Certificate Examination, since no practice is given in multiple-choice questions. (Most examination preparation books are criticized for being too exam-bound!) We now have exneriental proof from rne Brunel work that improvement in global reading skills is more important for success in multiple-choice tests than practice in rnultiple-choice. Thus developing skill in reading authentic texts of varied functional types seems a more than reasonable way of preparing for a multiple-choice examination in reading comprehension.

Yours sincerely,
Catherine Walter

Hindmarch, R. *Cambridge English Lexicon.* Cambridge University Press, 1980.

Thomas, L. and S. Augstein. "An experimental approach to the study of reading as a learning skill." *Research in Education 8,* November 1972, pp. 38-45.

Widdowson, H.G. 1978. *Teaching Language as Communication,* Oxford University Press.

Williams, R. "Teaching the recognition of cohesive ties in reading a foreign language." Reading in a Foreign Language, *Volume 1 Number I, 1983.*

Mr Dinsmore replies.,

M s Walter obviously does not like my review. 'That is her privilege. However, she disregards the main thrust of my objections, which is that the word 'authentic' has been much abused of late by publishers and authors anxious to jump on the communicative bandwagon. 1 made the analogy with processed, packaged 'natural' food to point out that 'authentic' material is not found in textbook collections thereof. Teachers who want to use 'genuine' as opposed to merely 'authentic' material (in Widdowson's terms) would perhaps find a newspaper cheaper and more suitable.

To answer Ms Walter's points:

1) As I tried to emphasise by quoting Widdowson, the purpose for which the texts were written is irrelevant. It is what we do with and to them that matters.

2) I cited Thomas & Augstein because it is the only work cited by Ms Walter in support of her book.

3) Apologies. For "exercise" read "unit." I found it impossible, nonetheless. to complete one in 40 minutes.

4) Ms Walter says of good readers:
   a) First they read the text once, *slowly,* with pauses to think about what they have read.
   b) Then they read the text at least once more, *pausing from time to time* to look at other parts of the text. (p. 10; my emphasis)

In her introduction to the Student's Book she seems to me to be telling students to read in this way.

5) Remarkably similar? "15 types of exercise in all" (p. 12) become five, (Teacher's Book. p. 3)

6) 'The "recognised word lists" (although only one is cited) seem to be out of touch with my students. And Ms Walter says on p. 2 that the book can be used either in or out of order.

7) Ms Walter entirely misses (or avoids) my point. Why call a spade a "manual excavation implement"?

8) It has been my experience that students need practice in examination technique as well

(Cont'd on page 35)

MyShare

English through MAGIC

By Marc Helgesen

There are those who would contend that, everything else aside, the real heart of language learning/acquisition is, essentially, magic. This may or may not be the case. None the less, this month's MY SHARE is devoted to *English through Magic.*

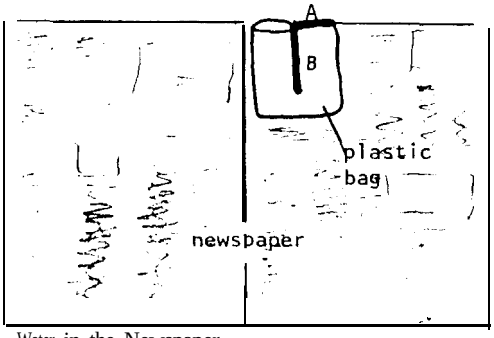
The use of magic tricks in the classroom is, of course, great for getting the students' attention. I've found it particularly useful for teaching certain skills. Perhaps the easiest (and most obvious) are prepositions of place (the old "ball and three cups" standard will elicit "It's in the middle." "It's on the right." etc.) and past tense (the classic "ball in the egg cup" is great for "The ball was in your pocket but now it's in the cup.").

Ball and Three Cups

Ball and Egg Cup

Generally, I only use the two tricks listed above in kids' classes. In adult classes, I find magic very useful for teaching speculation/certainty language and process language. For the former, I use "the water in the newspaper" trick. In the trick, you open the pages of a newspaper to make certain there is nothing inside. The newspaper is then folded. You pour a cup of water into the paper, then unfold the paper, only to "discover" that the water has disappeared. Ask the students what happened. Usually someone will be quick to confidently suggest that a plastic bag is hidden in the paper. You point out that a hidden bag is a possibility and then proceed to turn the paper upside-down. No water pours out. If there is a plastic bag, why doesn't the water spill? At this point, the students work in pairs or small groups to speculate about how the trick works. You'll hear a lot of "I think. .." "Maybe. _," etc.). When a group is fairly certain that they can make the trick work, give them the paper and have them try (I've found it useful to put a big plastic basin on the table under the experimenters. It saves clean-up time.).

The trick is this: There is a plastic bag in the paper but it is seamed as illustrated. Papers



Water in the Newspaper

with such an insert can be purchased at most magic shops but you can easily make one with a good quality bag (regular sandwich bags are'nt thick enough). Put the bag between two sheets of paper and iron along lines A and B with the tip of a very hot iron. Using double-sided tape or a good quality glue, adhere the bag to the inside of a newspaper as illustrated. One final note: practice. I dumped four cups of water onto my tatami before I got it right.

Clearly the thing I've found most useful in English through Magic is teaching process language. I teach several industrial ESP classes. Frequently my students have to be able to discuss manufacturing processes in English. Because I generally have no expertise in the technical language that they are using (somehow, I never learned to chat about optic-fiber cables or petroleum processing), I find it best to teach the process language using something non-technical before moving them on to describing their own turf. For this, I use a fairly complex magic trick. I demonstrate the trick, then show them how it works. The students then receive copies of the instruction sheet with all the words deleted. Only the pictures remain (magic trick instruction sheets are always well-illustrated). The students, in pairs, write the instructions. They then change partners and tell each other how to do the trick. They follow each other's instructions exactly. The students enjoy seeing if they have written them with enough precision to make the trick work.

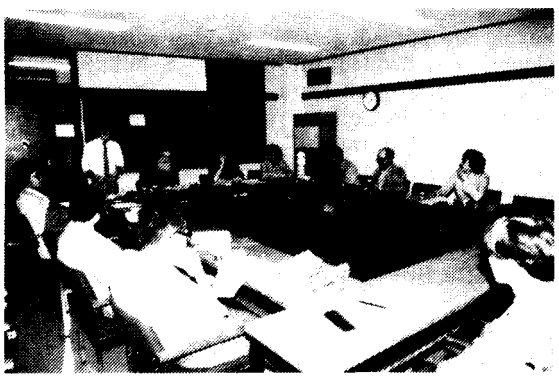
I should confess that I'm particularly bad at anything that requires sleight of hand so I usually stick to purchased tricks that have the "magic" built in. You can buy "magic kits" at some toy and department stores for prices

bcginning at about ¥3,000. Individual tricks start at a few hundred yen. 1t's fun and it works.

ASIAN RESEARCH ENGLISH ASSOCIATION

By Eugene O'Reilly, Kyoto Women's University, Prof. of English Literature

Having spent some considerable time gestating as a project AREA finally became more than just an idea when it held its first official meeting on May 12 at Doshisha University, Kyoto.



As became evident during the course of the meeting the "area" itself which the group hopes to map out is, as yet, uncharted territory.

Inevitably then there was a certain tentativeness as to what the aims and the purposes of the group should be.

Nevertheless, the diversity of approaches to even establishing the nature of the "problem" of English in Asia was in itself testimony to the need for discussions and investgations of this sort and regularisation in the form of a group of this kind.

Indeed, what seemed at issue implicitly at least was the very nature of language itself.

After all the English language in having become the shared linguistic currency of an ever-widening number of different nations and cultural groups dramatises, in a rather unique way, what is at stake when we make exchanges. using language(s) in one form or another.

In fact what became evident during the course of the meeting – again perhaps implicitly rather than explicitly – was that even between people whose first language is English there seemed to be significant divisions of opinions as to what function language does or should fulfil.

These days it has become little more than a platitude that "International Understanding" is crucial and that as the East/West exchanges increasingly multiply in every field the mastery of some form of English is acquiring increasing importance.

In so far as English is "used" as a means of communicating facts, data, information, there does not appear to be an insoluble problem in discovering how to go about improving our methods of achieving this.

But the whole business becomes far more problematic when language is also understood as something deeply embedded and deriving life from its contexts that are compounded of such elusive, inextricable elements as values, states of mind and feeling.

Reprinted from *Kaleidoscope Kyoto,* June 1984.

(Cont'd from page 32)

as language work if they are to do their best in an examination. This is particularly true of multiple-choice type questions. The only evidence given by Ms Walter to support her view is the Thomas & Augstein study, which as a laboratory-based study must only with caution be applied to the classroom.

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Chapter Reviews

HAMAMATSU

CLASSROOM ACTIVITIES FOR CHILDREN

By Keiko Abe

Reviewed by Jim Tiessen

In a lively three-hour workshop Keiko Abe inspired chapter members who are blessed with the rewards yet beset by the frustrations of teaching children. Ms. Abe involved all in the singing of songs and playing of games which can liven up or at least control a group of young students.

Ms. Abe started by noting that most children's classes are held for but one hour a week, and the students have short attention spans and are easily frustrated. The proper way to deal with these difficulties is to use a curriculum which proceeds step by step in a creative, stimulating manner and incorporates plenty of review. A one-hour lesson should consist of a few activities which relax and encourage children.

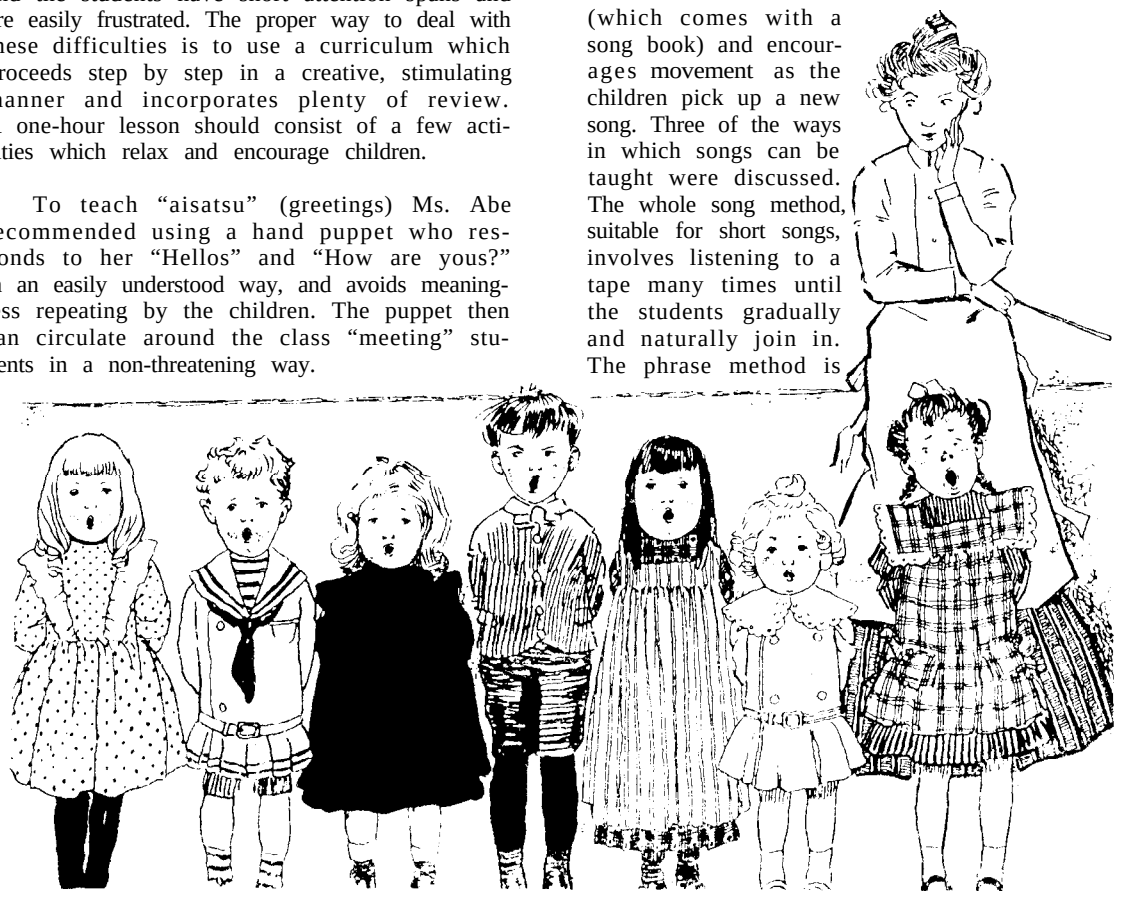
To teach "aisatsu" (greetings) Ms. Abe recommended using a hand puppet who responds to her "Hellos" and "How are yous?" in an easily understood way, and avoids meaningless repeating by the children. The puppet then can circulate around the class "meeting" students in a non-threatening way.

A variety of games were introduced and played by our group. Among the card games is "Match Mates," which is played by two teams. One team is given the picture cards, and they must describe the picture in English, without showing the card. The other team is to respond by giving the meaning in Japanese, with points awarded for correct answers.

Ms. Abe also showed us some Bingo games with interesting variations. Besides number bingo, she also plays colour bingo using cards made with *origami* paper. For junior high classes. the winner is to make sentences using the winning colours in order to claim his prize.

I found the "Minefield" game most interesting. Objects, the mines, such as chairs and boxes, are spread about a playing surface, and players are divided into teams. A blindfolded member from each team is guided through the "minefield" by others who shout commands to "stop," "go straight" and so on. If a player crosses the field, he is replaced by another, with the first team crossing the field the winners.

Everyone knows that the singing of songs is an effective, yet relaxing means of teaching intonation and vocabulary. Ms. Abe uses a tape (which comes with a song book) and encourages movement as the children pick up a new song. Three of the ways in which songs can be taught were discussed. The whole song method, suitable for short songs, involves listening to a tape many times until the students gradually and naturally join in. The phrase method is



similar except that difficult passages are taken out and repeated until learned. Those who can read are given sheets of lyrics.

While listening, children are asked to stand up, sit down, clap hands or perform appropriate gestures along with cues found in the song lyrics. Such cues include the "B's" in "My Bonnie" and birthday months in the months-of-the-year song. The tapes used in the presentation were clear and I have found them invaluable in children's classes, largely because of my lack of singing ability.

In order to make listening practise fun, Ms. Abe makes yes/no evaluation "tools" by inserting cards with "X," for no, and "0," for yes, in "waribashi" (throwaway wooden chopsticks) and securing them with tape. A passage referring to a picture is read, or played, and students are to hold up an "X" or "0," indicating whether or not the statements are correct. This is non-threatening for the children and easy on the ears of the teacher.

Ms. Abe also involves children in a form of activity used mostly with adults: pair work. This can be done with "What is this? " "It's a wagon tongue " question and answer patterns. She suggests three steps for introducing and demonstrating patterns. First, the teacher asks the class the question, and they respond chorally. Next, the teacher demonstrates the pattern with an individual. After this, the class makes the questions, and the teacher responds. This is followed by pair work using cards and/or realia. This is a good way of getting children to use the language and break the habit of repeating without thinking.

All who attended seemed to get a lot from the presentation. It was evident, though, that knowing the activities is only half of the battle; Ms. Abe's natural. friendly energy and its effectiveness is something easy to appreciate but no doubt hard to acquire.

Reference

Abe Keiko, 1982. *Let's Sing Together,* Kabushikigaisha Kyobundo, Tokyo.

KOBE – OSAKA

HOW CAN A JAPANESE TEACHER AND A NATIVE SPEAKER WORK TOGETHER?

By Keiji Doi and Timothy Falla,
Ashiya-Minami (Hyogo) High School

Reviewed by Jack L. Yohay ,
Seifu Gakuen High School, Osaka

Mr. Doi offered, at the conclusion of his part of the talk, this quotation:

> Since he did not speak Japanese at all, a Japanese teacher of English translated him. Every word he pronounced sounded funny to us, who had never heard a native speaker talk in English before. So we could not resist laughing while Mr. C. was talking . . It happened every day . . the teacher scolded us while Mr. G. was embarrassed not knowing what to do Now I think it was very stupid of us.
>
> Now I don't think you will laugh like we did many years ago. .
>
> Yaichi Hoga, 1880

Why this quote from a century ago? Because, said Mr. Doi to an audience of 55 at St. Michael's School, Kobe, July 8, there is basically no difference today in the Japanese attitude toward foreign languages. There was no team teaching in the Meiji period but by 1874 there were already 103 foreign teachers in Japan at a time when there were only some 13,000 teachers overall. Even ten years ago it was a rarity to find native speakers teaching in Japanese junior or senior high schools, particularly public schools.

The Mombusho (Education Ministry) English Fellow program brought Mr. Falla and 35 other British university graduates to Japan in 1982. He had experienced second-language learning from the student's point of view but had taught only one year, in Austria as part of his own university course. Lack of teaching experience was typical of the MEFs. This plus their unfamiliarity with Japan's language and learning environment made them hesitate to take the initiative in the classes they were assigned to help teach. Mr. Falla found some Japanese teachers eager to participate but now says he is glad that being teamed with a less than eager partner forced him to take the initiative.

In standard classes with a low boredom threshold the novelty value of hearing and seeing a native speaker soon wore off and, having been given little advice on how or what to teach, he developed his own material by trial and error. The Japanese teacher (a) translated, (b) helped keep order, (c) acted out the dialog with Mr. Falla, (d) spoke in English with Mr. Falla in front of the class (e) circulated to help monitor pair practice, and (f) answered students' questions in Japanese.

When Mr. Doi joined the Ashiya-Minami faculty this past term, he suggested that Mr. Falla and he make up a syllabus together. Mr. Falla chose six topics: meeting people, classroom English, students' and teachers' everyday

(Cont'd on page 39)

(Cont'd from page 37)
lives, English around the school, a puzzle, and "Find Someone Who." Mr. Falla uses lots of dialogue material as he feels that dialogues, even if spoken anonymously (as in choral repetition), help overcome shyness and can be practiced with verve and humor by the pair of teachers. Dialogues are varied, repeated, and then practiced in pairs. In general, Mr. Falla works out what to teach and Mr. Doi suggests the procedure.

They demonstrated "Every Day," in which Mr. Falla first gives a sentence-completion dictation ("I get up at _____") of about ten lines on a given theme. Mr. Doi asks him questions in English and then gets the students to ask further questions. After an explanation in Japanese by Mr. Doi, Mr. Falla makes some false statements ("I am a playboy.") which the students are to correct.

In addition to the standard once-weekly course, Ashiya-Minami High School offers a Kokusai Bunka (International Culture) program originally catering for returners from abroad but now open to others as well. Here Mr. Falla is particularly dependent on his co-teacher in a newspaper class in which the students are urged not to translate but to work on overall comprehension. The firmer the grasp they can get of long, complex sentences, the better they are likely to perform in entrance examinations. The Japanese teacher does not subvert the goals by translating and explaining details but on the contrary reinforces them by asking questions in Japanese to elicit a command of the "big picture" and cluing the students as to what to read for.

Co-teaching, as Mr. Doi and Mr. Falla independently pointed out, is a joint effort. It includes preparation before the class and feedback afterward. To collaborate well the co-teachers should get on well and understand each other's aims and methods.

Mr. Falla suggests that the Japanese teacher can help by giving as much information as possible: show the native speaker the reading text(s), tell him the students' level and personalities. Let him observe a regular English class. Don't be "polite"; be frank. Tell the native speaker promptly what you think needs correcting and suggest how. (*Not* "The material you chose last year was too easy.") Think of goals for the native speaker's lesson and take more responsibility for planning and running it. Lead by example. If you are shy about speaking English, prepare and practice the conversation with the native speaker before class.

Critical to the interest level and thereby the success of any native-speaker-taught class, with or without a co-teacher, is *what* to teach. Mr. Falla found, through a questionnaire given to the students, that lessons with high cultural content were most successful Most said that of all aspects of language, their listening comprehension had improved most.

In a way "all of Japanese education is against you" as it aims against the learner being outspoken.

> What makes the . ; . . . Japanese students interesting to the native speakers is that the function of disulav and exhibitionism *(sic)* is the reverse of what is found in their cultures. The customs there is that the one who is in the dominant position often acts as spectator, and the one in the subordinate position plays 'the role of exhibitionist. (Scoloon and Scolon, 1979, cited by Mr. Doi).

To work within the system, the native speaker, rather than risk wasting time by teaching only conversation, might better concentrate or teaching culture and comprehension. Find out what social studies teachers are presenting and reinforce it by talking about it in English. This can give them a context for practice in listening to the kind of long sentences they may have to cope with on entrance examinations. Above all, do try to convey the *pleasure* of being able to understand a foreign language. Don't abandon conversation or dialogues as these, when skillfully done, can help draw students out of their shells.

Mr. Falla is soon to leave Japan and cautioned his listeners that he hasn't had a chance to try out some of the ideas.

Mr. Doi outlined what team teaching is *not:* Some Japanese teachers use the native speaker as a "humanoid tape-recorder" or as an entertainer. Others just leave everything to the native speaker: "Please teach this page," they say on the way to the classroom. Of course a native speaker can model pronunciation but a tape recorder is more patient. The same is true for listening comprehension, and many younger Japanese teachers are effective enough speakers. In his 1981 survey, Mr. Doi found that Japanese teachers cited as problems a lack of understanding between themselves and hative speakers ~ a difference in way of thinking. Native speakers, they alleged, slow a class down and their lessons are more like a relaxation than teaching English. For their part, the native speakers mentioned infrequency of classes, class size and ungraded student placement, and above all the students' poor imagination and reluctance to speak English. They complained that English was taught too much as a subject, not as a living language, and that real skills were not being taught.

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Improvements were revealed in Mr. Doi's 1984 survey. Some native-speaker respondents stated that team teaching "definitely increases student interest" and "can be good when the Japanese teacher is prepared to work effectively." "It is good if one has an intelligent and cooperative co-teacher, who doesn't panic." "It's irritating to get no response at all and so good if there is a Japanese teacher who can step in."

Mr. Doi compared a traditional-style English lesson given by himself and observed by an American with a "let's-speak-English" type of lesson given by the American and observed by the Japanese. Test results were the same for both classes. Many mistakes were the result of too-literal translation. He saw co-teaching as a solution, the Japanese teacher giving a literal, exact translation, explaining things in Japanese, and the native speaker then having the students practice spoken skills.

In a later experiment Mr. Doi tape-recorded co-taught classes and classes taught by a Japanese alone. Playing the tapes, he stopped them every two minutes to see who was speaking at that point. In the Japanese-taught class, the teacher was speaking at 20 of the 24 points, the students at only four. In the co-taught class, the teacher and students were each speaking, *and in English,* at 12 of the 24.

Mr. Doi's final contribution, before throwing everything back into perspective with the 1880 quote above, was a systematic speaking test which could be administered to individual students and which provides alternative questions for students who are initially silent:

EXAMINER	SUBJECT	POINTS
1. Good morning	_____	0
	Good morning,	1
2. How's it going?	- - - -	0
	I'm fine, thank you.	2
	Pretty well. 'Bout you?	3
(To the students who keep silent)		
How are you?	_----	0
	I'm fine, thank you. And you?	
3. Where do you live?	_----	0
	Amagasaki.	
	I live in Amagasaki City.	2
4. How do you ***come*** to school?	-_-_-_	0
	By bicycle.	2
(To those who keep silent)		
Do you come to school by bicycle?	_-_--	0
	Yes/No.	
5. How many people are in your family?	---__	0
	Four/five etc.	1
	There are five people in my family.	2
	*Four families.	

(bonus) What are you going to do after you graduate?
- - - - 0 Work. 1 point. Work for . (name of company) 2

(Cont'd on page 42)

Though the MEF program has placed native speakers of English into school classrooms with little systematic orientation, it seems to have "muddled through" handsomely when it has resulted in teamwork like that of Timothy Falla and Keiji Doi. The presenters are to be roundly praised for thier ground-breaking efforts, as are the Kobe Chapter program committee for their opportune timing of the presentation.

YOKOHAMA

SOME PERSONAL THOUGHTS ON THE USE OF COMPUTERS IN TESOL

By Dann Gossman

Reviewed by Paul R. Richardson

The July 8th meeting of JALT Yokohama had the pleasure of welcoming Dann Gossman as its guest lecturer. Mr. Gossman began by stressing that he was only giving personal thoughts on the subject. Yet he spoke from so much experience that the lecture carried an authority that made it very enlightening for those in attendance who had never considered using computers before.

The technology which allowed the computer to enter the private home is very recent, yet few people have been unaffected by the various aspects of this technology. Along with this rapid growth has come software applications for an ever increasing number of fields, leaving few authorities who can keep abreast of all the advances.

(Cont'd from page 40)

Nevertheless, Mr. Gossman outlined four basic uses of computers in the classroom. These were as a toy for such purposes as video games, as a tool for such purposes as record keeping, as a tutor for instructional purposes, and as a "tutee" in which the computer is the object of instruction by the student.

Mr. Gossman concentrated on applications of the computer as a tutor. He noted that some instructors had erroneously expressed the fear that the computer would eventually replace the teacher, but pointed out that the computer can in fact relieve the teacher of many hours of drudgery both inside and outside of the classroom.

In spite of the decreasing size of each new line of computer, along with an increasing number of output capabilities, a small chart at the front of the room graphically proclaimed that the human brain is infinitely greater than the computer.

Mr. Gossman cautioned that for computers to be of optimum use in an ESL classroom, the programs must be well written and thoroughly validated. They must be analyzed before introduction to the class to ensure their relevance to course work and student proficiency levels.

Assuming that such programs meet the above requirements, however, Mr. Gossman listed seven ways in which they can be of assistance:

(1) Give individualized instruction on a one-to-one basis.
(2) Provide embedded remedying which students can internalize without conscious focusing.
(3) Provide supplementary material within a program.
(4) Maintain records on student progress.
(5) Allow the student to progress at his own pace.
(6) Provide audio-visual material.
(7) Provide a massive information retrieval base.

With this information before the audience, Mr. Gossman opened the floor for discussion so that teachers could consider how the computer might help them in their teaching.

At the conclusion of the lecture, Mr. Gossman pointed again to the chart in the front of the class and stated, "The human brain is infinitely greater than the computer – for the time being at least!"

松山支部

「松山は国際都市として足りうるか」

パネル参加者　澤田充明(愛媛大学学生部長)
中岡務(松山日米文化センター館長)
宮本佳男(松山国際交流協会)
塩入愛子(主婦)
司会者　佐藤靖雄(タウン情報まつやま編集長)
報告者　井上貴美子(毎日新聞社)
Steve McCarty(JALT松山支部長)

松山支部は7月15日の会合で、アカデミックな表題のもとに　　日本語によるはじめての試みを行ないました。(外国人会員も日本語で参加をし、活躍しました。)

参加者は、松山の国際都市化へのパネル討議を行ない、将来の計画について、多岐にわたって話し合いました。

講師、松山国際交流協会の宮本氏は、組織の機能が行政化して硬いイメージを与えているが、運営方針や理念を将来にわたって改善してゆかなければならないと述べ、松山日米文化センターの中岡氏はボランティア活動養成、姉妹都市サクラメント講座(第1回松山市民英語スピーチコンテスト実施)をより充実する必要があると述べました。また、愛媛大学の澤田氏は、大学の立場から、大学を充実しより良くすれば国際交流も自然と盛んになり、交流の為にどうするかではなく、時間、空間を超えて、大きな交流をはかりたいとの意見を出され、主婦塩入氏は、英語(言語)の奥にある西欧の思考を考えなければならないと述べ、この秋には、英語による松山、愛媛ガイドブックの発行収益金の寄付を行なう予定があることを報告されました。

以上、積極的な意見が述べられました。

次に、様々な立場にある人の意見を広く聞く為にディスカッションが行なわれましたが、次のような発言がありました。

A氏：外国人を呼ぼうというなら、松山ならではの魅力を持ちたい(気候の特色、名所、旧跡、町並保存、イベントを持つ等)。サクラメントとの人的交流だけでなく、経済に結びついた組み合せをしたらどうか。

B氏：俳句外国人大会、能、狂言、水軍、砥部焼等芸術的感興を高めることができれば外国人を魅きつけ

ることにもつながる。また、本当に魅力あるものは、私達で作ってゆかなければならない。

C氏：人は呼ぼうとしてくるものではない。そこには魅きつけるものが欲しい。そんな松山人にあいにくる。コミュニティセンターで国際会議場をつくるのも良いが、そこで何をするのか、基本的心構えが必要だ。県と市が一体となって、話し合えるふれ合い広場を推進してもらいたい。

D氏：日本で暮して本当に良かったという思いを抱いて帰って欲しい。善意の輪を広げてゆかなければならない。それは、とりも直さず、市民参加、市民レベルでの交流に他ならない。

E氏：他の観光の街に比べれば松山の特徴は、目に見えるものより精神的な事だと思う。私が松山へ来た理由は俳句であった。もっと多くの俳句を英語に翻訳すれば多くの人々に知ってもらう事ができ、観光の手伝いになるだろう。ＪＡＬＴ松山支部で２カ国語の出来るメンバーが通訳やガイドの名簿を作ったらどうだろうか。

以上、今後積極的に対応することが望まれます。郷土の繁栄を願うことは誰しも同じこと。国際都市足りうるかということは、難しい問題ではありますが、自分なりの参加で貢献することは、実現可能なのではないでしょうか。各方面の方々のお力を借りながら、努力すれば近い将来その願いが果たされる可能性は十分あると信じてこの稿を閉じます。

北海道支部
「使える英語の指導」

講師　杉　若　泰　子　氏
報告　クリステンセン千恵子

穏やかな夏の一日、緑に囲まれた閑静な丘陵地に建つ函館大学において、三年ぶりの函館例会が開催された。

午前中は、外国人英語講師三名により、一時間半にわたるパネルディスカッションが行われた。論題は"Problems of Non-Japanese Teachers in Japanese Colleges"である。続いて昼食をはさんでの一時間半は、杉若泰子氏の講演が行われた。

出席者は、残念ながら多くはなかったが、大変、意義深い時を過ごすことができた。

杉若先生は、最初に、creative doubt というご自身の問題意識、従来の pattern practice に対する少なからぬ不満ということから演題にはいられた。どうして、中学校（或いは高校）における英語教育が即、使える英語、コミュニケーションのできる英語に必ずしもなり得ていないのか。今日、英語教育界を席巻している問題に対する、現場教育者としての杉若先生の実践的な試みが、図画やテストの例を用いて非常に具体的に発表された。それは要約させていただくなら、　　文法を基礎として、生徒自身にとって意味のある　背景の中において、会話を経験させていくということの積み重ねである。例えば、"This is a pen."という文を背景から単独に切り離して「さあ、覚えなさい」というのではない。生徒自身をもその背景＝場面にとり込んで文の意味を考えさせようとするものである。教科書の基本文はもちろん、充分に生かし、既習の単語を用いながら、新しい教材を取り入れる。そして、内容を説明したら、先生から質問が出されるという手順をのみこませ、check of understanding を行い、基本の pattern sentence を用いて expansion を行う。この時は、教科書を用いず、可能な限り自己表現をさせる、という非常に綿密な手続きの下に指導される。先生は、更に使える英語、コミュニケーションのできる英語に向けての日常的な指導について興味深い成果を交えユーモアたっぷりに話された。その教授法には、様々な組合せが工夫されている。Natural speed による聞きとりの訓練、各課毎の暗記奨励とTrue—False Test、応用として、図やジェスチャーで、解答させる事などである。これらのいずれについても、深く考慮されていることは、生徒にとって、いかにすれば、楽しく、又、親近感をもって英語が学べるかということである。英語が記憶に長くとどまるようにするには、何よりも文脈が身近にならなければいけない。聞きとりでは、"Jazz Chant"などの楽しい教材を用いリズムをとって歌わせる、英文に相当する絵を切って貼らせる、というように、単なる written practice ではない。多面的な学習方法を用い、あくまで、生徒にとっての楽しい英語であることを心掛けているという先生のお言葉が、印象的であった。

CORRECTION

In the May and July issues of *The Language Teacher*, a Mr. Richard Berwick was referred to as co-ordinator of Kobe Steel's English language training program. Although Mr. Berwick does in fact work for the Kobe Steel language program, he is not and has never been co-ordinator of the program. Kobe Steel has two co-ordinators – Dale Young in the Tokyo office and Tony Deamer in the Kobe office.

The Language Teacher regrets the error and apologizes to all concerned.

JALT UnderCover

AN INTRODUCTION TO COMPUTER ASSISTED LANGUAGE TEACHING. M.J. Kennin M-M. Kenning, Oxford, England: Oxford University Press, 1983. pp. xii + 195

Reviewed by Norm Johnson, Institute of Foreign Languages at Yokohama

During the past couple of years there has been a growing interest within our profession in the use of computers in language teaching. Workshops and presentations at JALT and TESOL meetings that deal with this topic are usually well attended. Unfortunately, those who've attended these presentations have often come away disappointed. It seems that presentations are either so basic that they don't say anything meaningful, or they are so abstract and specialized that they are impossible to follow by all but the already informed, It may be in the nature of the problem confronting us: computing is a very technical and complex field, so language teachers cannot hope to master it simply by attending a few workshops and reading a book or two. Yet many in our profession are eager to get involved in this emerging sub-field within our discipline, and most secretly hope that it won't be necessary to master the intricacies of computer science in the process.

This book seeks to show the way for non-"computer literate" language teachers to become involved in computer assisted language teaching without all of the math background usually associated with computer science. The authors recognize that many language teachers don't have the math background necessary to follow the examples and exercises in most tutorials on computer languages, which spend most of their time illustrating the marvelous number-crunching capacity of computers. They have sought to show how computers work with words and to use these processes to teach only the elements of the computer language BASIC which are needed by language teachers in order to create computer assisted language teaching programs.

The first point I want to emphasize, then, is that this is a book primarily about learning to write computer programs in BASIC. It might more appropriately have been titled *An Introduction to Writing Computer Assisted Language Teaching Programs*, and this is a serious point. Increasingly computer hardware and software design is becoming geared for the non-specialist user. In the future it may well be less necessary to understand computer programming as we now know it in order to profitably use and create computer assisted language teaching materials. It's not that the authors deny the possibilities of using authoring languages and authoring programs to create CALT (computer assisted language teaching) programs, but they virtually ignore them and devote the bulk of their book to information on writing programs in BASIC. I think this is unfortunate because, even with this book's presentation of BASIC (which downplays mathematics and computer jargon), there will be many language teachers who are interested in CALT but get blown away after the first couple of chapters. Writing sophisticated CALT programs in BASIC requires sophisticated computer programming techniques that will be intimidating to many novices,

Part of the problem of this book is that it suffers from an identity crisis; it doesn't seem to know for whom it is intended. The first couple of chapters are exceedingly elementary and appropriate for raw beginners with no background in computers at all. There are frequent example exercises to try out the techniques and commands discussed. Unfortunately, when the book begins to get into the more abstract techniques of string handling capabilities in order to facilitate multiple correct answer possibilities in chapter 4, there are far fewer practice exercises. It is as if the authors suddenly switched audiences and started packing the content a lot more densely. The discussion of user-defined functions in chapter 5 and that of arrays in chapter 6 both suffer from a lack of in-depth treatment and I'm afraid will be of little help to the uninitiated. Chapter 7, which is concerned with using files in BASIC to give such capabilities as a glossary that students can access for help, or special hints for answering questions, or further background information, is one that interested me a lot. But again I'm afraid that you wouldn't learn how to do these things unless you already knew BASIC'. This book is just not sufficient by itself as a tutorial on BASIC. The core chapters of this book pretty much require the prerequisite understanding of BASIC in order to understand its application for CALT.

The sample programs included in the text to illustrate how to achieve certain results were developed on a dialect of BASIC "derived from MICROSOFT BASIC and BBC BASIC." The authors go on to say, "Dentailed instructions are given in a number of places throughout the book on how to adapt the programs to run under a number of other systems, including

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APPLESOFT BASIC and TANDY TRS 80." I wish it were so. This comment on page 15 is the last time APPLESOFT is mentioned in the book, although occasionally the authors note that"some systems"may not have such-and-such a feature, or may have different procedures. The end result is that you will need to know your machine and its peculiar dialect of BASIC in order try out the sample programs. This is certainly not an unrealistic requirement for a serious discussion of CALT, but it seems a bit misleading to title such a book *An Introduction* . If you really want to get into writing programs for CALT, this book probably will be of help to you if you use it in conjunction with other, more complete, tutorials on BASIC. There may be other more appropriate books for those who are interested in CALT but unsure yet how much they really want to invest in learning a programming language like BASIC.

TIME AND SPACE: A BASIC READER. Michael Connelly and Jean Sims. Englewood Cliffs, N.J.: Prentice-Hall Inc., 1982. 199pp.

Reviewed by Tim **Cornwall, Temple University Japan.**

The text *Time and Space: A Basic Reader* is based on current ideas concerned with the teaching of reading. While it is easy to describe these ideas, it is unfortunately difficult to produce material which will lend itself to related classroom practices. Such is the case with this book.

The introduction explains the purpose of the book: "to provide at a low reading level, exercises which require critical thinking; interpretation, inference, conclusion and evaluation." The authors also explain the theory behind the organization of the book and the selection of the different exercises. The introduction is impressive, leading a teacher to believe that the text will help to develop basic reading skills. This is not the case. The exercises do not reflect the goals mentioned and very few of the skills mentioned are actually practiced by students. The text is product-oriented. It is primarily concerned with getting students to answer different types of comprehension questions.

'There arc sixteen sections to the book. Each section has two different readings on the same subject. One exercise precedes the Main Reading and a variety of exercises follow the Main Reading and the Timed Reading. The exercises which follow the main reading are mainly comprehension-type questions: those which follow the timed reading are meant to be mainly reading skills exercises.

The readings have a vocabulary limited to 1000 words and controlled structure. These two features have resulted in a stilted and unnatural form of English. The readings are also short (the timed readings range in length from 205 words to 514 words). This is too short if students are going to improve their reading speed and begin to integrate new ideas with old ideas. A third problem with many of the readings is that they do not interest the students. "The Namib Desert," "The Neanderthals," and "Tools" are not subjects which usually appeal to young adults.

The main reading in each section is preceded by questions "designed to draw the student's attention to the topic and to elicit from them what they already know about the topic." This is an excellent idea, but the three or four questions are not enough to get students involved. In many cases the questions plunge into a topic and do not seem to have a natural beginning or ending. Easier questions are needed at the beginning and more difficult questions are needed at the end. This would lead students into the topic more gradually and push them to recall and discuss what they know about the topic.

The exercises which follow the main reading are mainly comprehension questions. The problem with these exercises is that they require almost total recall of what is in the reading. Reading quickly, jumping over or guessing at unknown vocabulary, and hypothesizing about what is going to happen next would be among the different reading habits that would be a disadvantage if a student wanted to complete the comprehension exercises. The exercises do not try to determine what the student has learned from the reading; but instead, test whether the student has remembered certain facts that the authors considered important.

The exercises follow the timed reading are meant to be reading skills exercises. The authors have tried to give the student a chance to practice different reading skills, but for the most part they are designed in such a way that there is not need for the student to practice different skills. Three or four questions about a five-line paragraph do not create a real need for skimming, hut this is way the authors have presented skimming exercises. This same problem can been seen with other exercises: there is no need for the students to vary their reading habits to do the work. In addition, the exercises, except for a few words, contain paragraphs identical to the timed readings. The students are being asked to do exercises with material they have already read.

The authors do not explain how to do an exercise or explain why a reading skill is being practiced. In the exercise "Check Your Guess," students are asked to choose the correct meaning of an underlined word. The authors do not explain why the students are doing this exercise or how vocabulary can be presented and explained in context. Each of these exercises in each chapter is a mixture of different ideas found in different situations. The authors have not tried to systematically explain a reading skill and its usefulness and then present exercises in which students can practice under real conditions.

The text has a good theoretical base but the teacher using the text will encounter a number of problems putting this theory into practice. Each exercise will have to be explained in detail if process rather than product is going to be stressed. Due to the organization of the book a teacher will have to watch carefully that students are following instructions and are attempting to practice reading skills rather than just getting the correct answer.

Teaching reading and getting students to practice reading skills is not easy. In a basic reading class I would prefer to use more natural readings that would normally require the use of different reading skills. I would use longer readings on topics that would be more interesting than many of those in the book. I feel that this text would make an interesting addition to a teacher's library as a source of ideas, but I would keep it away from students.

TECHNIQUES IN TEACHING VOCABULARY. Virginia French Allen. Oxford University Press, 1983. 136pp.

Reviewed by Geoffrey Wherrett , Mitsui Engineering and Shipbuilding Company.

Vocabulary could perhaps be called the "Cinderella" of the language teaching world at present. With emphasis being placed on communicative syllabuses. the teaching of those little basis units called "words" seems to have been forgotten. Some popular course books swamp students with too much vocabulary while others leave them with only a bare minimum after two years of study. At any rate, as the author states in her introduction, hardly any books supply teachers or students with techniques to aid the teaching or learning of vocabulary. In her introduction the author gives some of the reasons why she feels that this situation has come about and then sets out to provide the teacher with useful techniques to teach vocabulary at different levels.

The book consists of ten chapters, six appendices, and an index. The chapters cover such topics as vocabulary lessons and techniques for beginning students; the use of visual aids; teaching vocabulary in intermediate and advanced classes; and what to do before and after teaching. The appendices contain pictures, word lists, a crossword puzzle and sample tests.

Each chapter gives an outline of the problems and characteristics of teaching vocabulary to a certain level and then supplies useful techniques for the solution of these problems. At the end of each chapter there is an activities section for the teacher. The teacher is asked to complete various activities at increasing awareness of the problems involved in teaching vocabulary at that level.

As the book has been to a large extent divided into teaching techniques for beginning, intermediate and advanced students, I will give some examples of the techniques given at these levels.

At the begining level the author strongly emphasises the need for students to have an experience with the vocabulary item to be learned. Examples of how to do this are given using basic TPR techniques. The importance of creating a need for the word first was also strongly stressed. Examples of the use of games, visual aids, simple target language definitions and mother tongue explanations are given in this section.

The author states that at the intermediate level students are more able to describe word meanings using other target language words. Also, at the intermediate level there is value in presenting words in a sentence, so that students can begin to acquire the skill of working out the meaning from the context. Other techniques at this level consist of various term games, the use of picture prompts and group work involving the collection of words belonging to similar categories.

At the advanced level the author stresses the use of dictionaries and a continued development of the ability to guess the meaning from the context. Many of the techniques given at this level deal with creating the ability to distinguish between different parts of speech such as verbs, nouns and adjectives and how to use various prefixes and suffixes.

A large portion of the book is concerned with the nature of the problems associated with the teaching of vocabulary at various levels. This may be a useful exercise in itself, but as the book is called *Techniques in Teaching*

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Vocabulary, 1 was disappointed not to have found more actual techniques and ideas that could be used to help the student practice and master vocabulary items.

Many of the actual techniques given in the book are very basic and experienced teachers, especially those working with adults at a company or university level, would find little of value in this hook. However, inexperienced teachers, especially those working at the primary or secondary school levels (at whom the book seems to be aimed), would find the book very useful, not only for the techniques given but also for gaining insights into the problems involved and how these problems differ between students at the three levels of ability.

RECENTLY RECEIVED

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

It has heen JALT **Undercover's standard practice to carry each item on the RECENTLY RECEIVED list for six months before discarding. However, due to the tremendous publisher response over the past year, the co-editors regret to announce the increasing unmanageability of the list; beginning with this issue, the holding period will be reduced to three months. We hope that this necessary change will in no way impair the usefulness of JALT Undercover as a means of communication between publishers and** *The Language Teacher's* **readership.**

Notation before some entries indicate duration on the list: an asterisk (*) indicates first notice in this issue; a dagger (†) indicates third-and-final notice.

All final-notice items will be discarded after 30 September.

CLASSROOM TEXT MATERIALS/ GRADED READERS

Aitken. *Loud and Clear* ("Skill of Listening" series, early-intermediate level). Nelson, 1983.

_____ *Making Sense* ("Skill of Listening" series, elementary level). Nelson, 1983.

Archer & Nolan-Woods. *Bridge to Proficiency.* Nelson, 1984.

-----. *Cambridge Certificate English: A Course for First Certificate, revised edition.* Nelson, 1984.

----. *English for Cambridge Proficiency, revised edition. Nelson,* 1984.

-------_ *Practice Tests for Cambridge Certificate of Proficiency in English, New syllabus,* set one. Nelson, 1984.

† Auerbach & Snyder. *Paragraph Patterns.* Harcourt Brace Jovanovich, 1983.

Bolton & Peterson. *Breakaway, book 2* (Student's book). Nelson, 1984.

† 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 format.

† Byrne. *Roundabout Workbook C.* Modern English Publications, 1983.

*Doorley *et a/.* Workbooks to accompany the *Foundation* series. Cassell, 1984. **NOTICE: The main texts and cassette tapes for the** *Foundation* **series are not included.**

Ellis & Ellis. *At First Sight* ("Skill of Reading" series, elementary level). Nelson, 1984.

-------_ *Between the Lines* ("Skill of Reading" series, early-intermediate level). Nelson, 1982.

----, *Shades of Meaning* ("Skill of Reading" series, pre-intermediate level). Nelson, 1983.

---__ *Take it as Read* ("Skill of Reading" series, intermediate level). Nelson, 1983.

Etherton. *General Certificate English.* Nelson, 1983.

Fowler & Pidcock. *Language and Composition* ("New First Certificate English" series, book 1). Nelson, 1984.

Fowler. *Reading Comprehension* ("New First Certificate English" series, book 2). Nelson, 1984.

----_. *Use of English* ("New First Certificate English" series, book 3). Nelson, 1984.

*Gilbert. *Clear Speech: Pronunciation and Listening Comprehension in American English* (Student's book, Teacher's manual, two cassettes). Cambridge, 1984.

†Gregg. *Communication and Culture: A Reading/Writing Text* (Student's book, Teacher's guide). Wadsworth, I98 1.

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

*Hedge. *Pen to Paper* ("Skill of Writing" series, elementary level). Nelson, 1983.

* ---- *In a Word* ("Skill of Writing" series, early intermediate level). Nelson, 1983.

† Hill. *Elementary Conversation Topics.* Ox ford, 1983.

*Jolly. *Writing Tasks: An Authentic-task Approach to Individual Writing Needs* (Student's book, Teacher's book). Cambridge, 1984.

*Jones. *Ideas: Speaking and Listening Activities for Upper-Intermediate Students* (Student's hook, Teacher's book, two cassettes).

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Cambndge. 1984.

†Kaplan *et al.* 英単語問題集 *4500.* オックスフォード大学出版局. Oxford, 1984.

Knowles & Sasaki. *Story Squares.* Little, Brown & Co., 1981.

* Lanzano & Bodman. *Milk and Honey: An ESL Series for Adults,* books l--4. Harcourt Brace Jovanovich, 1981.

Llana & Taylor. The *Sunrise* series, books 1 ~ 4. Nelson, 1983, 1984.

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

†Miller. *Punch Line: Stories for Conversation and Fun* (Student's book, Teacher's book, two cassettes). Nan'undo, 1984.

Milward. *English Poets and Places: A Literary Pilgrimage Round England* (Japanese annotations). Kinseido, 1980.

Mosdell & Fujii. *Say it in Style: A Cultural and Conversational Approach to the Use oj Two Word Verbs.* Kinseido, 1982.

†Mullen & Brown. *English for Computer Science.* Oxford, 1983,

Norman & Hufton. *The Countrybar Story, book I* (Student's book). Nelson, 1984.

†Rubin & Thompson. *How to be a More Successful Language Learner.* Heinle & Heinle, 1982.

* Scarbrough. *Reasons for Listening* (book, two cassettes). Cambridge, 1984.

*Swan & Walter. *The Cambridge English Course, book 1* (Student's book, Teacher's book, Practice book, test book, sampler cassette). Cambridge, 1984.

*UCLES. *Cambridge Proficiency Examination Practice 1* (Student's book, Teacher's book). Cambridge. 1984.

Yamamoto, ed. *American Dreams and Fantasies. Five American Short Stories,* Japanese annotated edition. Kinseido. 1976.

†Yorkey *et al. New InterCom, books 1 and 2* (Student's book, Teacher's book. Workbook for book 1) Heinle & Heinle. 1984.

PERIODICAL

†*Cross Currents 10. 2.* Language Institute of Japan, 1984.

TEACHER PREPARATION/ REFERENCE/RESOURCE/OTHER

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

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

* Littlewood. *Foreign and Second Lanxguage Learning: Language Acquisition Research and its Implications for the Classroom* ("Language Teaching Library" series). ('ambridge, 1984.

† Widdowson. *Learning Purpose and Language Use.* Oxford, 1983.

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

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

Jim Swan & Masayo Yamamoto
Shin-Ohmiya Green Heights 1402
Shibatsuji-cho 3-9-40
Nara, 630

IN THE PIPELINE

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

Allan. *Come into my Castle.*
Appel *et al. Progression in Fremdsprachenunterrich t.*
Azar. *Basic English Grammar.*
Berman *et al. Practical Medicine.*
———. *Practical Surgery.*
Brims. *Camden Level Crossing.*
Buckingham & Yorkey. *Cloze Encounters.*
Church & Moss. *How to Survive in the USA*
Clarke. *The Turners at Home.*
Colyer. *In England.*
Comfort *et al. Basic Technical English.*
Costinett *et al. Spectrum 2.*
Bushman. You *and Your Partner.*
Doff *et al. Meanings into Words, intermediate.*
————. *Meanings into Words, upper intermediate.*
Field. *Listening Comprehension.*
Granowsky & Dawkins. *Career Reading Skills.*
Harrison. *A Language Testing Handbook.*
Holden, ed. *Focus on the Learner.*
----. *New ELT Ideas.*
Howatt. *A History o.f English Language Teaching.*
Kearny *et al. The American Way.*
Kingsbury & O'Shea. *"Seasons and People" & Other Songs.*
Lofting. *The Story of Doctor Dolittle.*
Madsen. *Techniques in Testing.*
McArthur. *A Foundation Course for Language Teachers.*
Morgan & Rinvolucri. *Once Upon a Time.*

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(Cont'd from preceding page)
Morrison. *Word City.*
Pickett. *The Chicken Smells Good.*
Raimes. *Techniques in Teaching Writing.*
Rivers. *Communicating Naturally in a Second Language.*
Rixon. *Fun and Games.*
Roach *English Phonetics and Phono1ogy.*
Rossi & Gasser. *Academic English.*
Steinberg. *Games Language People Play.*
Tennant. *Natural Language Processing.*
Ur. *Teaching Listening Comprehension.*
VIZ: A Magazine for Learners of English.
Wharton. *Jobs in Japan.*
Wright. *1000 Pictures for Teachers to Copy.*

Position

(HIMEJI) Wanted: a full-time (lady) Christian English teacher, to teach pre-school through ninth grade. If interested please call the Immanuel English Center, (07916) 3-0842.

Bulletin Board

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

CALL FOR PAPERS
The 1985 Los Angeles Second Language Research Forum

The 1985 Los Angeles Second Language Research Forum (SLRF) will be held February 22-24, 1985, at the University of California, Los Angeles. There will be panel sessions and papers in the areas of Language Universals and Methodology, with papers on data-based research in Language Universals and SLA, Computers and Second Language Research, Discourse, Bilingualism, Interlanguage, Classroom Research, Input, and Sociolinguistics. For further information, please contact:

Anne Lazaraton, Chair
1985 SLRF
UCLA TESL/Applied Linguistics Program
3303 Rolfe Hall
Los Angeles. CA 90024

Data-based rcsearch IS solicited in areas including. hut not restricted to, Language Univcrsals and SLA. Computers and Second Language Rcsearch. Discourse. Bilingualism. Interlanguage. Classroom Research. Input. and Socio-Iinguistics. Abstract information should include:

4 copies of a 250-word abstract (name on one copy only)
3 copies of a 100-word description of the paper to be included in the program
a 3 x 5 card with your name, address, title of the paper and a brief biodata statement

Send to Tom Ricento, Program Chair, 1985 SLRF, UCLA TESL/Applied Linguistics Program, 3303 Rolfe Hall, Los Angeles, CA 90024. Abstracts must be postmarked no later than October 15, 1984. A selection of papers from the conference will be published.

CALL FOR PAPERS
S.M.I.L.E. FALL MEETING, 1984
SOCIETY FOR MICROCOMPUTING IN LIFE AND EDUCATION
Kyoto, October 13 and 14

Will all people who may be interested in attending or making a presentation relating to the *use* of microcomputers in education please contact Hillel Weintraub, (07746) 2-2498, or Don Kelman, (07748) 2-2900. S.M.I.L.E. presentations may be given either in Japanese or English.

THE LANGUAGE TEACHER
On Sale Near You!

The Language Teacher is now on sale at the followmg locations through the cooperation of our Commercial Member, Yohan (Western Publications Distribution Agency). If you do not see your favorite bookstore on the list. and feel that it should be displayed there, please phone or write the JALT Central Office. The address is on page 2.

Also, please help stimulate sales of *The Language Teacher.* Tell your colleagues about it and check to see that it is being adequately displayed. The most favorable location is in the language text section. not with the English language magazines.

Sapporo:	Maruzen
Sendai:	Maruzen
Tokyo:	Biblos: Kinokuniya Honten: Maruzen Honten; Maruzen.

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	Ochanomizu; Sanseido Honten
Yokohama:	Yurindo lsezaki
Nagoya:	Maruzen
Kyoto:	Maruzen
Osaka:	Asahiya ; Kinokuniya ; Maruzen
Kobe:	Maruzen
Hiroshima:	Maruzen
Fukuoka:	Kinokuniya; Maruzen
Okinawa:	Kyuyodo Shobo

KOBE: Personnel Changes

The new Kobe chapter Treasurer is Geoff Rupp, 078-382-0394 (work) or 078-412-1220 (home). Charles McHugh, home tel. 078-881-0346, is now in charge of both programs and publicity.

TEMPLE UNIVERSITY M. Ed. PROGRAM in TESOL

Course Offerings for the Fall Semester, 1984

Tokyo and Osaka

English Ed. 652: Methods and Materials for TESOL, Part 1 (3 credit hrs.)

A basic course primarily concerned with ways of developing communicative competence in listening and speaking: skills in pronunciation, structure/grammar, and appropriate usage. Theoretical issues, new approaches, and lesson and curriculum planning will also be considered. This is a required course for the Master's Degree Program in TESOL.

Professor: Dr. John Haskell
Dates: September 4-December 18 (Tokyo)
September 8-December 22 (Osaka)
Day: Tuesday (Tokyo)
Saturday (Osaka)
Time. 6 – 9 p.m. (Tokyo)
3 - 6:30 p.m. (Osaka)
Tuition and Fees: ¥105, 000 (Tuition) + ¥10,000 (Fees)

English Ed. 642: Teaching Applications of the Sound System of American English (3 credit hrs.)

A practical introduction to English phonology; basic sounds and spelling, grammatical inflections and derivational affixes; intonation (stress, pitch, pause). The course will focus on applications of phonology to classroom instruction in reading, composition, speaking, and listening. This is a required course for the Master's Degree Program in TESOL.

Professor: Dr. Kenneth Schaefer (Tokyo)
Dr. John Haskell (Osaka)
September 6-December 20 (Tokyo)
September 7-December 21 (Osaka)
Day: Thursday (Tokyo); Friday (Osaka)
Time: 6 – 9 p.m. (Tokyo)
6 – 9 p.m. (Osaka)
Tuition and Fees: ¥105,000 (Tuition) + ¥10,000 (Fees)

English 502: History of the English Language (3 credit hrs.)

This course is a survey of the origin and development of the English language from its roots in lndo-European some six thousand years ago; through its earliest recorded stage, Old English: through the Norman Conquest and the development of Middle English; through the strange but little known events of the Great Vowel Shift to the language of Shakespeare; to the present day variations of Britain, North America, and the rest of the world. This course can be used as an extra-departmental elective for the Master's Degree Program in TESOL.

Professor: Dr. Kenneth Schaefer (Tokyo and Osaka)
Course Requirements: Mid-term examination, final examination, and one term paper or project (about ten pages)
Text: Algeo and Pyles, *The Origin and Development of the English Language. (New* York: Harcourt, Brace)
Dates: September 5-December 19 (Tokyo)
September &December 22 (Osaka)
Day: Wednesday (Tokyo)
Saturday (Osaka)
Time: 6 9 p.m. (Tokyo)
3 ~ 6:30 p.m. (Osaka)
Tuition and Fees: ¥l05,000 (Tuition) + ¥l0,000 (Fees)

Courses will be held in Tokyo at Temple University Japan (address below) and in Osaka at: YMCA International Program Center, Dojima Grand Bldg., 1-5-17 Dojima, Kita-ku, Osaka 530. Tel: 06-344-l717.

Weekend Workshop

Dr. Nicholas J. Teele of Tsukuba University will conduct a workshop on Teaching Expository Prose in Tokyo.

Dates: September 22nd & 23rd
Time: Saturday: 3 --- 9 p.m.
Sunday: 10 a.m. – 4 p.m.
Place: Temple University Japan (address below)
Registration Deadline: September 14th
Tuition: ¥38,000 for credit participants
¥5,000 for non-credit participants

To enroll in any of the Fall Semester 1984 courses or the Workshop, please apply to:

Michael DeGrande
M.Ed. Program in TESOL
Temple University Japan
Mitake Bldg., 1-l5-9 Shibuya
Shibuya-ku, Tokyo 150
Tel: 03-486-4141

BUSINESS JAPANESE: A TEXT

Nissan Motor Co., Ltd. has published *Business Japanese,* a Japanese language textbook designed for English speakers doing business in Japan. Five thousand copies are available and will be mailed on request, free of charge, on a first-come-first-served basis. Please write: Mrs. Sato, Nissan Motor Co., Ltd., International Division, 6-l7-l Ginza, Chuo-ku, Tokyo 104 or call 03-543-5523, ext. 2341.

IATEFL CONFERENCE
Brighton, England, April 9 – 12,1985

IATEFL (the International Association of Teachers of English as a Foreign Language) will hold its Nineteenth International Conference at the Metropole Hotel, Brighton, Sussex, England April 9 -~ 12, 1985.

Activities will include talks, workshops, resource demonstrations, creative activities, debates, poster presentations, formal lectures, etc. A concurrent book exhibition is also planned, as are visits to local language schools and other places of interest.

Further information may be obtained by writing Mrs. B. Thomas, 87 Bennell's Avenue, Tankerton, Whitstable, Kent, England CT5 2HH.

"STUDY IN THE U.S.A."

Teachers and academic counselors may order free copies of two magazines about U.S. intensive English courses and universities. Give copies to students, and use them as a teaching tool, Postage is prepaid. Minimum order: 20 copies.

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2. *Summer Study in the U.S.A.* Describes summer programs.

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Meetings

Please send all announcements for this column to Jack Yohay, l-l11 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:	How to Create Enough Tension
Speaker:	Robert Weschler
Date:	Sunday, September 16th
Time:	1 – 4:30 p.m.
Place:	Seibu Kominkan, 1-21-1 Hirosawa, Hamamatsu, 0534-52-0730
Fee:	Members, free; non-members, ¥1,000; students, ¥500
Info:	F. Parker, 0534-7l-0294

HIROSHIMA

Topic:	The Field of Interpreting in Hiroshima
Speaker:	Rev. Hideyasu Tanimoto
Also:	Hiroshima Volunteer Interpreters
Date:	Sunday, September 30th
Time:	1-4 p.m.
Place:	Hiroshima YMCA, 4F.
Fee:	Members, free; non-members, ¥500
Info:	Taeko Kondo, 082-228-2269. D. Foreman-Takano, 082-221-6661

Reverend Tanimoto, a senior instructor of English and Interpreting at the Hiroshima YMCA English School, has extensive experience both as a teacher and practitioner of simultaneous interpreting. His talk will first define the term "interpreter"; then he will explain how interpreters are trained; finally he will explain the role of interpreters in the development of Hiroshima as an international culture city.

Representatives of the Hiroshima Volunteer Interpreters will introduce their group, describe its programs, and relate some of the experiences they and other members have had in their work.

MATSUYAMA

Topic:	International Trends in Language Education
Speaker:	Professor Shigeo Imamura Aoyama Gakuin University
Date:	Sunday, September 9th
Time:	2 – 5 p.m.

(Cont'd on page 57)

(Cont 'd from page 55)

Place: Shimin Kaikan
Fee: Members, free; non-members, ¥1,000
Info: Tsuyoshi Aono, 0899-22-9520, 22-8980

OKAYAMA

Topic: Living Languages of the World
Speaker: Laurence Wiig
Date: Saturday, September 22nd
Time: 2:30 -- 4:30 p.m.
Place: Chugoku Junior College
83 Niwase, Okayama
0862-93-054l
Fee: Members. free; non-members, ¥500
Info: Akiyo Joto, 0862-93-0541 (ext. 413)

OKINAWA

Topic: Teaching Spanish
Speakers: Professor Yuichi Yasui, Ryukyu University
Mr. Tomei Taira, American Express Bank
Date: Sunday, September 2nd
Time: 2-4 p.m.
Place: Language Center
Fee: Members and students, free; non-members, ¥500
Info: Fumiko Nishihira, 0988-93-2809

TAKAMATSU

Topic: Carolyn Graham's ***Jazz Chants***
Date: Sunday. September 16th
Time: 2-4:30 p.m.
Fee: Members, free; non-members, ¥l,000
Info: Don Maybin, 0879-76-0827
Shizuka Maruura, 0878-34-6801

A VTR presentation followed by a discussion with instructors using the material. A presentation by the *Jazz Chants* publishers is also tentatively scheduled.

OSAKA

Topic: Education through Music
Speakers: Mikako Uemura, Yuriko Ishikawa
Date, time, fees: To be announced
Place: Umeda Gakuen
Info: Naomi Katsurahara, 07363-2-4573
Edward Lastiri. 0722-92-7320

OSAKA SIG

Teaching English to Children

Topic: Teaching the Rhymes of Fnglish by Clapping
Speaker: Mikako Uemura
Date: to be announced
Time: 11 a.m. – 12:30 p.m.
Place: Umeda Gakuen
Info: As above

ETM uses song-experience games to facilitate children's growth in social interaction and language development. It also provides the teachers with ways to create an effective learning environment and helps the child to develop critical thinking skills.

Mikako Uemura and Yuriko Ishikawa are active members of the Tokyo ETM group and have lots of teaching experience. This summer they attended the ETM workshops in the U.S. and Canada

TOKYO

Topic: Building Oral Summarization Skills Through Listening
Speakers: Andrew Blasky, Elizabeth Chafcouloff
Date: Sunday, September 23rd
Time: 2 ~ 3:30 p.m. (demonstration by speakers)
4 - 5 p.m. (open forum)
Place: Tokai Junior College, nr. Sengakuji and Shinagawa stns.
Fee: Members, free; non-members. ¥500
Info: Caroline Dashtestani, 0467-45-0301 (after 9 p.m.)

Andrew Blasky of LIOJ and Elizabeth Chafcouloff of Mitsubishi Chemical Industries have agreed to repeat the same highly successful presentation they gave at the annual TESOL conference.

They will show how students can be taught to identify and mimic the discourse patterns of what they hear while remaining free to use their own words as they speak. This will be demonstrated through the use of flow diagrams and charts using the audience as participants. The speakers will also give ideas for designing of suitable materials as well as follow-up activities.

Following the demonstration an opportunity will be provided for the audience to discuss problems they have encountered with listening materials and to share solutions and ideas. We are planning to separate into several discussion groups which we hope will be a flexible arrangement to enable the participants to demonstrate any aids they have found successful. With this in mind, please bring along any ideas you would like to share.

APOLOGY

Due to unforeseen circumstances. Dr. Paul Byers' tentatively scheduled August presentation in Tokvo had to be cancelled. The Tokvo Chapter Program Chair sincerely regrets any inconvenience caused.

HOKKAIDO

Topic: A Phonetic Approach to the Study of Literature
Speaker: Peter Wain
Date: Sunday, September 30th
Time: 1:30 ~ 3:30 p.m.
Place: Kyoiku Bunka Center, Sapporo
Fee: Members, free; non-members, ¥500
Info: Dale Sato, 011-852-6931

Professor Wain has taught at the University of Essex, Moscow University, and is currently teaching at the University of Hokkaido.

HOKKAIDO STUDY GROUP

Topic: See below
Date: Saturday, September 8th
Time: 2:30 ~~ 4:30 p.m.
Place: Kiyozumi Heights, North 23, West 2, Kita-ku, Sapporo
Info: C.A. Edington, 011-231-1121 (work); 011-737-4074 (home)

The group will discuss an article from *ON TESOL '82,* "Tradition and Revolution in ESL Teaching," by Ann Raimes. Copies are available at the meetings or from C.A. Edington.

KANTO SIG for Teaching English to Business People

Topic: Teaching Business and Technical Writing
Date: Saturday, September 29th
Time: 2-4 p.m.
Place: Kobe Steel Language Center. Tatsunuma Building (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.).

KOBE

Topic: Organizing Group Discussion
Speaker: Mr. Jack Barrow
Date: Sunday, September 9th
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, ¥1,000
Info: Jan Visscher, 078-453-6065 (Mon.-Thur.-Fri., 9-l 1 p.m.)
Kenji Inukai, 078-431-8580 (9-10 p.m.)

Mr. Barrow's workshop will outline a strategy for teaching language skills which are necessary when discussing topics. These skills include listening skills, recognizing patterns of discourse, opinion development, topic reduction, and expository writing. Mr. Barrow's lecture will begin at 1:30 and last two hours.

Mr. Jack Barrow has a secondary level teaching credential from the State of California. He is an instructor at Kobe City Fukiai Senior High School, Setsunan University and Ohtani Women's College. He is a candidate in the Temple University graduate program and is developing material for both high school and college level students.

At Kobe Chapter's **October 14th** meeting Professor Miho Steinberg will speak on "Adapting Textbooks to meet *Mombusho* (Ministry of Education) Objectives."

KOBE SIG

Colleges and Universities

Topic: Student Autonomy in the Learning of English at the University Level
Date: Sunday, September 9th
Time; 3:30 ~ 4:30 p.m.
Place: St. Michael's International School
Info: Isao Uemichi, 06-388-2083 (eves.)

The group will discuss "Towards Student Autonomy in the Learning of English as a Second Language at the University Level," by C.M. Armanet and K. Obese-jetty, from the *ELT Journal,* Oxford University Press, October 1981. Copies are available at the meeting or in advance from Prof. Uemichi.

SENDAI

Topic: Techniques for Cuisenaire Rods in the Classroom
Speaker: Larry Cisar
Date: Sunday, September 30th
Time: 4 ~ 7 p.m.
Place: James English School
Fee: Members, free; non-members, ¥500
Info: Dale Griffee, 0222-47-8016

This three-hour workshop will present six different techniques for using cuisenaire rods to promote conversation. Activities will involve spelling, words, grammar, drawing, and games.

JALT－全国語学教師協会について

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

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

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

出　版　物

◆ＪＡＬＴ　ＪＯＵＲＮＡＬ—ＪＡＬＴが年２回発行する学術誌

◆ＴＨＥ　ＬＡＮＧＵＡＧＥ　ＴＥＡＣＨＥＲ—ＪＡＬＴの月刊誌（英和文併用、Ｂ５、36～72ページ）

◆ＣＲＯＳＳ　ＣＵＲＲＥＮＴＳ—The Language Institute of Japan（ＬＩＯＪ）発行の学術誌（ＪＡＬＴ会員には割引の特典があります）

年次国際大会及び例会

◆年次国際大会—会員及び国内外より招聘した専門家により、100を越す論文発表やワークショップ等が行なわれます。又、大会期間中には、多くの出版社が大会会場にて、教材、研究書等を展示します。

◆特別セミナー及びワークショップ—国内外より、指導的立場にある専門家を招いて行なわれます。

夏期セミナー—特に中学・高校教師を対象にしたセミナーで、より効果的な教授法の習得を図る一方、教師自身の語学力の向上をも目的としています。

語学学校・塾の経営者のためのセミナー

企業内語学教育セミナー

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

支　部

現在、全国に１６の支部があります。

札幌、仙台、東京、横浜、浜松、名古屋、京都、大阪、神戸、岡山、高松、松山、広島、福岡、長崎、那覇

更に、現在、福島、静岡、金沢に新しく支部を設けるべく、準備を進めています。

研究助成金の支給

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

会　員

一般会員—最寄りの支部の会員も兼ねています。

共同会員—住居を共にする個人２名が対象です。ＪＡＬＴの各出版物が、２名に対し、１部しか配布されないという事以外は一般会員と同じです。

団体会員—同一勤務先に勤める個人が５名以上集まった場合に限られます。５名毎に、ＪＡＬＴの出版物が１部配布されますが、端数は切り上げます。（例えば、６名の場合は２部、11名の場合は３部配布されます。）団体会員は、メンバーが入れ替わっても構いません。その場合、抜ける会員は会員証を返却し、新しく会員になる者の氏名、その他必要事項を報告せねばなりません。詳細は、事務局まで。

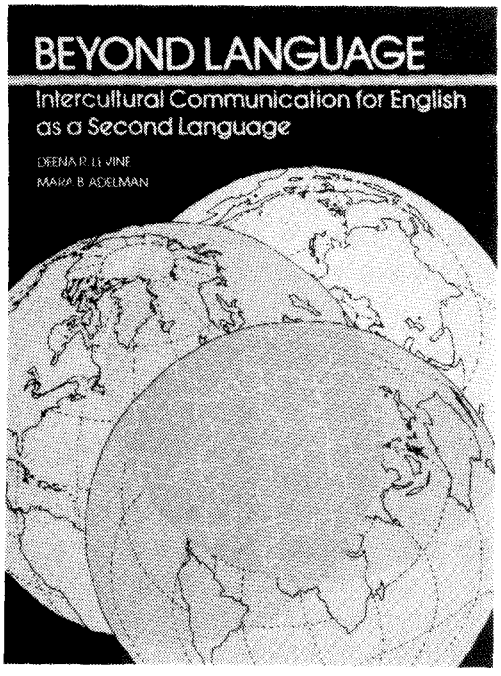
賛助会員—年次国際大会や例会等で、各社出版物等の展示を行なうことができる他、会員名簿の配布を受けたり、ＪＡＬＴの出版物に低額の料金で広告を掲載することができます。

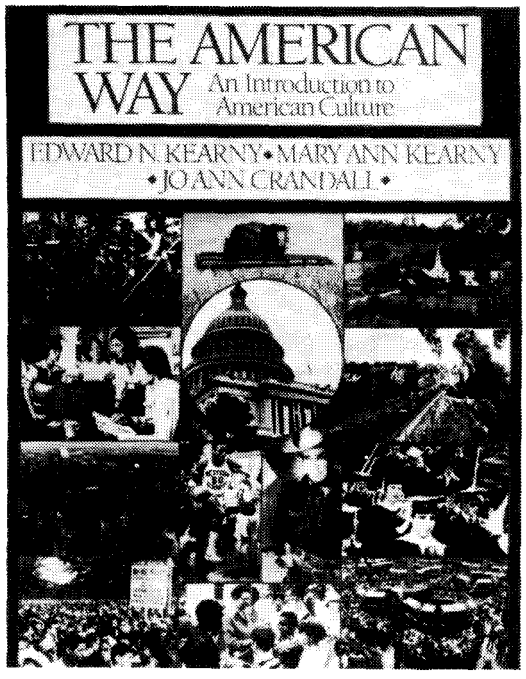
詳細は、〒168　東京都杉並区永福１－３３－３
賛助会員担当　John Boylan
（電話 03－325－2971）まで。

入会の申し込みは、綴じ込みの郵便振替用紙を利用するか、或いは、日本円又はアメリカドルの小切手か、郵便為替に申し込み書を添えて事務局まで郵送して下さい。例会での申し込みも受けつけています。

ＪＡＬＴ事務局　〒600　京都市下京区四条烏丸西
住友生命ビル８Ｆ　京都イングリッシュセンター気付
（電話　075－221－2251）
担当　伊藤真理子

INTERCULTURAL COMMUNICATION





Culture hides much more than it reveals, and strangely enough what it hides, it hides most effectively from its own participants. Years of study have convinced me that the real job is not to understand foreign culture but to understand our own.

Edward T. Hall

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