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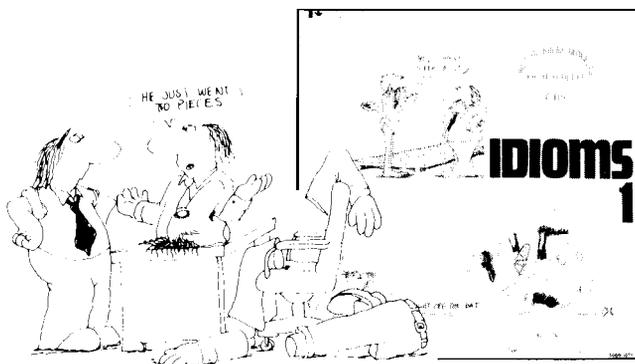
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THE Language Teacher

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The Japan Association of Language Teachers is a non-profit organization of concerned language teachers interested in promoting more effective Language learning and teaching. It is the Japan affiliate of TESOL. Through monthly local chapter meetings and an annual international conference, JALT seeks new members of **any** nationality, regardless of the Language taught. There are currently 19 JALT chapters: Hokkaido, Sendai, Yamagata, Chiba, Tokyo, Yokohama, Hamamatsu, Nagoya, Kyoto, Osaka, Kobe, Okayama, Hiroshima, Tokushima, Takamatsu, Matsuyama, Fukuoka, Nagasaki, and Okinawa.

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SPECIAL ISSUES ON TOTAL PHYSICAL RESPONSE

In this first special issue on Total Physical Response (TPR), Charles Faulkner explains why TPR is successful in terms of Neuro-Linguistic Programming (NLP). According to Faulkner and NLP, the success of TPR comes from its ability to make a direct link between a word in the target language and an experience of the word in the life of the student. And furthermore, this link can come through one of several "sensory modalities." James Asher gives some guidelines for the evaluation of TPR or any approach. He also gives documentation of its success, and shows the relationship of this approach which makes use of right-brain activities to other new approaches. Griffie gives concrete strategies for implementing TPR activities in crowded classrooms and indicates some ways of working these activities into a teacher's regular procedure.

TPR seems to be entering a second phase, namely that of practical implementation in the classroom. As Palmer and Fries discovered, this is easier said than done, especially in Japan. Just because TPR is documented, has a powerful backer in the form of Asher and appears to be successful is no reason to believe that it will necessarily be adopted by Japanese nationals in their classrooms across the country. The indigenous process is more complicated than it might appear.

Dale Griffie, Guest Editor

the NLP* of TPR

Language Teaching Comes to the Senses

By Charles Faulkner

Charles Faulkner conducted the NLP research into language acquisition strategies. A certified Master Practitioner of NLP, he does intercultural communication consultation and training.

*NLP, or Neuro-Linguistic Programming, is a new discipline that examines how experience is taken in through the senses, processed internally, and results in behaviors. It examines how the language and behavior patterns that people use influence and reveal their thinking processes. It will be used as a framework to analyze the effectiveness of TPR.

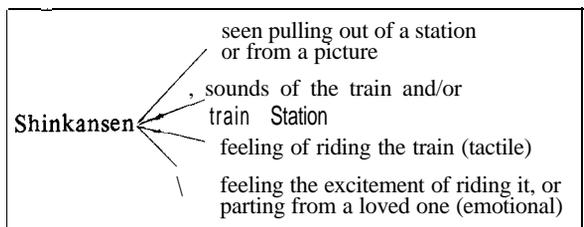
Total Physical Responses (TPR) has become popular in recent years because of demonstrated results. How does it work? This article will explore how TPR utilizes naturally existing processes of the brain for learning. Taking this approach, the techniques of TPR can be freed from specific lesson plans and given to the teacher to use in classes where "pure" TPR might be deemed inappropriate.

A Senses-Based Approach

Total Physical Response, as its name implies, has to do with all the senses: sight, sound, feeling (tactile and emotional) and sometimes smell and taste. TPR is a radical departure from grammar-translation approaches which assume words (or phrases) of a native language can be equated with words (or phrases) of a target language (often through memorized dialogues). The difference between TPR and grammar-translation is the difference between senses-based experience and language-based representations. Dr. Asher, TPR's originator, has students utilize their senses: manipulating named objects and their own bodies.

Language and Experience

One way to understand the usefulness of a senses-based approach is to think of a **Shinkansen**. Learning a foreign language reminds us that words are arbitrary symbols for particular experiences that we have had through our senses. When you read the word **Shinkansen**, *you* have to make a calculation (no matter how rapidly or automatically) that it was: 1) a word, 2) not an English word, 3) but a Japanese one. At that point you needed a way to represent the meaning of the word in your brain. This was done with a picture, sounds, or feelings, or combination of them.



Words are verbally marked experience. TPR makes use of this naturally existing process of understanding to accumulate experiences in the brain of words and phrases in a target language. Contrast this with the grammar-translation methods, where a target-language word is to trigger (hopefully) a native-language word, which then triggers the remembered experience. In TPR, the target language words trigger the experiences (their meanings) directly, eliminating the translation step (see diagram, next page).

Different languages mark difference experiences, as the Whorf Hypothesis would remind us. For example, consider the Japanese distinction **sappari** and **sawayaka**. Both have the English meaning of "refreshing," but are used in distinctly different ways. The difference they mark is a difference of experience. One only has to think of one's own learning of another language to

Grammar-Translation:	Shinkansen	“bullet train”	(see – white and blue, curved lines (hear – high-pitched sound (feel – smooth ride, exciting
	Japanese -English → experience		
			(association)
			(see – white and blue, curved lines
Total Physical Response:	Shinkansen		(hear – high-pitched sound (feel – smooth ride, exciting
	Japanese → experience		

remember how a text or dictionary obscured the meaning of a word by giving native-language words that were to provide analogous experiences of the native language, but ones that were not at all equivalent (as a dictionary implies) to the experiences of the target-language speaker. The results of such translation study necessarily produce “cross-talk,” because English speakers are using English experience to understand Japanese words which mark Japanese experience. English speakers will only understand as much Japanese as they actually equate with English; all the rest will be lost to them (not that they won’t fantasize that they **do** understand it).

TPR, by virtue of its sensory concreteness, shows respect for the target language. Distinctions (finer discriminations of experiences) of the target language not marked in the native language can be made available to students by having them mold their bodies in new ways and then mark (with target-language words) the new experience. In TPR exercises, these target-language words and phrases are recombined, thus recombining the experiences they name (in the same way that we create new thoughts out of recombinations of old thoughts). This creates a fluidity in terms of moving among the experiences. Natural isolations also occur, as **red** in **Hand me the red apple** gets separated from **apple** so that other things can be red, too. This is similar to childhood acquisition processes.

Neuro-Linguistic Processes

When people begin to study a foreign language, there are often auditory distinctions that they “don’t hear” or that they perceive as some-

what similar sounds to those of their native language. For foreign speakers studying English, the slippage between “p,” “b,” and “f” is a common example. Of a different order, but similar in structure, is adding vowel sounds after consonants. When students “don’t hear” the difference between the teacher’s model and their own, they are letting the teacher know that they have fewer, or different, sensory distinctions for that range than the teacher has. This, of course, is the basis of minimal pair work. However, if both sounds of a minimal pair are below the students’ discrimination threshold, then the teacher can do a very interesting thing: show two pictures (of the sounds or named objects) separated in the air. Distinctions in one sensory modality (visual) are thus being used to teach more distinctions in another sensory modality (auditory). In NLP terms, she is using sensory **modality overlapping**.

NLP research has found that each person has one particularly favored sensory modality, one more developed (that is, having more distinctions) than the others. Some people are more sensitive to light and color (visual), some to intonation and pitch (auditory), others to sensations and feelings (kinesthetic), and a few to smell and taste, though these are seldom used in language learning.

Teaching to sensory modalities is *not* new. It was explored in special education, but only recently has it been taken seriously as having an important impact on teaching effectiveness. This partial chart from Barbe and Swassing (c. 1979) will provide more of a sense of how important that impact might be.

Behavior Characteristics Identifying Students’ Dominant Sensory Systems			
	Visual	Auditory	Kinesthetic
Memory	Remembers faces, forgets names; writes things down, takes notes	Remembers names, forgets faces; memorizes by auditory repetition	Remembers best what was done, not what was seen or talked about.
Reading	Likes description; sometimes stops reading, stares and imagines scene	Enjoys dialogue, plays; avoids lengthy description, unaware of illustrations, subvocalizes	Prefers stories where action occurs early; fidgets when reading, fiddles with books
Problem solving	Deliberate; plans in advance; makes lists	Talks problem out, tries solutions verbally	Attacks problems physically; impulsive; selects activity
Learning Style	Learns by seeing demonstrations	Learns through verbal instructions	Learns by doing; direct involvement

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NLP research indicates that the predicates, among other cues, that an individual uses are also good guides to dominant sensory processing. People talk about "getting the feel" of something, of being "in rhythm," of "getting the picture." What NLP researchers have discovered is that words are not just a way of talking about something, they are what people are talking about. When a student says, "I see," in his mind, he does. When a student says she "tells herself the answer," that is what she is doing. When someone feels "out of touch," that person needs to "get a hold of" something.

Sensory-Specific Words Indicating Internal Processing		
Visual	Auditory	Kinesthetic
see	hear	feel
picture	note	touch
clear	tell	handle
bright	say	grasp
outlook	click	throw
examine	buzz	catch
	and many more.	

Language teaching methods previous to TPR denied students a whole class of experience and skilled distinctions, the kinesthetic way that they "make sense of" the world. In a typical classroom, students sit quietly, all facing in the same direction, listening to lots of words, and seeing visual representations that can be understood as words. The students whose personal history favors visual and auditory information processing will have a much better chance of succeeding in school. For those who don't, there is predictable failure. One only has to visit a few classrooms to realize how often a student will say, "I don't understand," and the teacher will then explain the point again using exactly the same modality or modalities (and sometimes the same words) that didn't "make sense" to the student the first time. TPR, with its multi-modality approach, invites us to notice its success and emulate it. The failure Asher attributes to traditional approaches to language teaching can now be understood at the sensory level. According to NLP findings, one has to be able to move one's body, at least minimally, to process information neurologically. (The fidgeting student?)

The above research findings make TPR's success understandable. In the TPR class, the teacher (or a student) is speaking, some students are doing the action (kinesthetic), some students are watching (visual), and all the students are listening (auditory). Students are using their three major sensory modalities. This means that all students get the opportunity to "store" the new information in their favorite modality - visual, auditory, or kinesthetic. It also means the new learning is stored in all three modalities, and the more places something is stored, the more places from which it can be retrieved. A movement might recall it, or a tone of voice, or the sight of an object or situation.

How does a teacher go about using this information? TPR's suggested solution is to do things that cover all the sensory modalities simultaneously. This is called redundancy, and it does work, though a teacher, even a TPR teacher, needs to be-aware that even the choice of exercises will be skewed toward the teacher's favored modality if not monitored. (For example, the class that only does TPR at their desks because the teacher favors the auditory modality.) Another solution is to be able to identify the modality strengths of one's students, teaching them where they are and overlapping them into greater distinctions and abilities. The information in this article provides a base for classroom observation and exploration. Students are a good resource for observations when taught the behavior characteristics and sensory-specific words. Several teaching systems also incorporate this material; guided imagery, the 4MAT System, and sensory education are examples.

For the teacher who dislikes students "marching around the classroom, making lots of noise," rest assured that, according to NLP research, minimal muscle movements are often enough, such as when students "image" themselves (visual ~ kinesthetically) through a process. This is what students that observe TPR classes do, with fine, documented results. For example, if your students are practicing giving directions, have a map drawn on paper and have their fingers do the walking. If you are teaching a dialogue, use a few students and a few lines at a time. Keep varying the lines a little until the dialogue is developed and everyone has "walked through it" with the appropriate intonations and nonverbals. You may not burn through the pages, but your students will have a "solid foundation" to build your next lesson on.

Lowering the Affective Filter

TPR exercises go much further, though. Movement of the body facilitates movement of the brain. One can't think about one's last mistake (or the next usual step in the chain - getting discouraged or depressed) because one has to stand up. One can't talk to oneself about one's performance because one has to walk across the room, and then touch the window, and then point at the door. In NLP terms: the movement of the body prevents stabilizing static emotions (usually negative), prevents internal dialogue (talking to oneself in the native language), and moves the learner's information processing into "uptime" (all conscious attention directed outward to the experience of the world). This is where teachers would often like to have their students: feeling no failure, using no native-language talk, and attending to what is being presented. It is worth considering.

This NLP analysis of TPR has been upbeat and positive, and for good reasons. TPR is effective, easy to use, multi-level in its pedagogy, and practical for low-level students. For middle- and upper-level students, the lessons, more than the lesson plans, are valuable. For abstract con-

cepts, Asher's suggestion of writing the word on a piece of paper and passing it around may cause students to remember it somewhat better than the A-LM way of copying it 20 times, but it still sends the students to their bilingual dictionaries, and back to translation. Also, it must be noted that TPR has no strategies for increasing auditory distinctions or for nullifying the cultural assumptions implicit in the method which might transfer to target-language behavior.

In summary, the lessons of the NLP of TPR are very similar to those given me by a very good language learner when I asked her how she did it:

Good Language Method

- 1) Immerse yourself in the target language
- 2) Use all your senses
- 3) Learn from everything you do
- 4) Keep going

to which I will add:

- 5) Enjoy your learning

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TPR

- Direct experience of target language/behavior
- Use all modalities to take in the target language
- Recombine target language experience
- Keep physically moving

The classes are fun, if not "serious" enough

**TOTAL PHYSICAL RESPONSE:
Some Guidelines for Evaluation**

By James J. Asher, Psychology Department, San Jose State University

During this symposium* we will listen to many interesting ideas about the optimal strategy to help children and adults acquire another language. These innovative approaches will vary from the Silent Way to the Natural Way, from Suggestopedia to Counseling Learning and from the Learnables to the Total Physical Response. I would like to recommend six criteria for evaluating how each criterion applies to an innovative approach which I have developed over the past 20 years, called the **Total Physical Response (TPR)**.

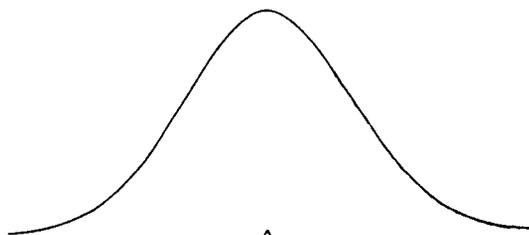
THE CRITERIA

Criterion 1: Survival of the Normal Curve

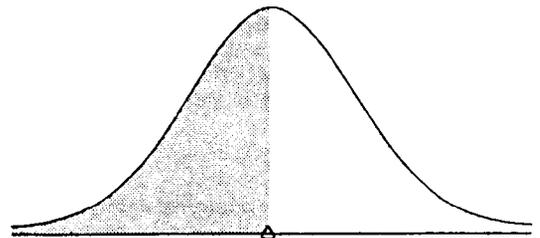
As you know, nature has a mysterious affinity for the normal curve. Almost any characteristic in people, animals, plants, or things including machines will be arranged by nature in a normal curve. For example, blood pressure

from a random sample of people will be distributed in the shape of a normal curve. A few people will have dangerously high blood pressure; a few people will be abnormally low; and the rest of us will scatter between the two extremes. Almost any characteristic in physiology, psychology, engineering, or linguistics will be distributed in this normal curve.

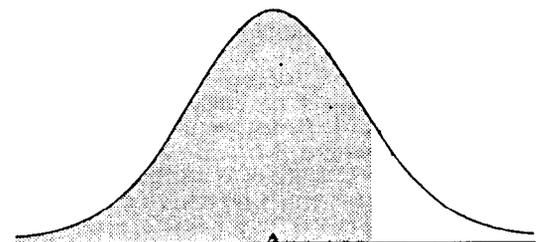
Now, here is the problem for those who are dedicated to helping others acquire another language: The stress experienced by students is so high that from Level I to Level II, we can expect to lose the lower half of the curve; from Level II to Level III, we can expect to lose an-



The Normal Curve.



From Level I to Level II, about half of the students give up.

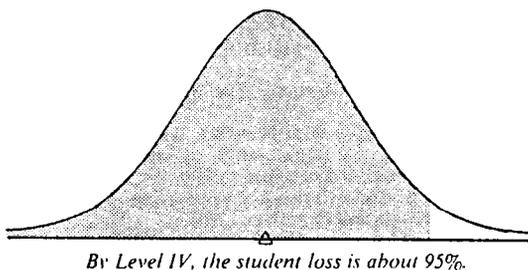


From Level II to Level III, another 34% experience failure.

*Presentation to the University of Wisconsin-Milwaukee Symposium: *Current Approaches to Second Language Acquisition*. March 30, 1984, in Milwaukee.

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other 34 percent; and from Level III to Level IV, the loss will be about 10 percent. **From Level I to IV, the attrition of students in a random sample is a shocking 95 percent.** Hence, I will be curious to see what strategies will **reverse** this wholesale instructional obliteration of the normal curve in which most students experience failure.

Incidentally, in studies with English, French, German, Japanese, Russian and Spanish, the **"Total Physical Response" (TPR)** - a term I coined over 20 years ago - seems especially effective in reversing the massive attrition of students. Usually, TPR language instruction has resulted in high motivation of students who then elected to continue with a long-range study of foreign language (Swaffar & Woodruff, 1978; Asher, 1983).

Criterion 2: Representative Data

When I look at data from various instructional strategies, I will be more impressed if the sample was drawn from **public schools** and **public universities** because there is a better chance that the results represent the general population. An imaginative learning strategy that seems to work at Harvard or Yale, for example, may work elsewhere, but that remains to be demonstrated since the learning strategy was tested with a **non-representative segment** of the normal curve.

Almost all studies with TPR, either in the laboratory or in the classroom, have been conducted in public schools and public universities which increases the probability that the results can be applied successfully in the general population of students.

Criterion 3: Replication

My third criterion for evaluating new instructional ideas is replication. An idea may be imaginative and intriguing, but it may be so **complex** that the learning approach cannot **be duplicated** in the average classroom without expensive, long-term training of instructors.

TPR is attractive because the concept has **simplicity**. Thousands of language instructors around the world have successfully applied the approach after reading my book. They have applied TPR as the major focus of their language program or as an extremely effective supplement. (Of course, the chances for the skillful classroom application of the "total physical response" are enhanced if one has participated in a TPR work-

shop and viewed my documentary TPR films.")

Criterion 4: Uniqueness

I am keenly interested in what makes a learning strategy **unique**. TPR is unique, for example, because it **simulates**, at a speeded-up pace, the process that infants go through in acquiring their first language. Infants acquire their first language when we hold "conversations" with them in thousands of **intimate language-body transactions**. It does not seem like a conversation because the newborns are, of course, silent except for babbling. But it is a genuine conversation in which **we talk** and **infants respond with their bodies**. (Hence the term, "the total physical response.") For example, we make a "noise" with our mouth and the newborn's eyes move in our direction. The typical response from us is excitement and a reaction such as, "She's looking at me! She's looking at me!"

Later in the infant's development, we communicate with what I call **language-body dialogues** such as:

"Smile at me!"
 "Smile at grandpa!"
 "Smile at auntie!"

Still later in the infant's development, the **language-body dialogue** is this:

"Touch your nose."
 "Touch your hair."
 "Touch your eyes."

As the infant acquires more and more intricate physical responses, the **language-body dialogues** increase in complexity:

"Hold my hand."
 "Don't make a fist when I'm trying to put on your coat."
 "Would you like to go for a walk? (The infant nods.) You would. Alright, get your coat from the chair and bring it to me."

Only when the infant has internalized a rather intricate map of how the language works, does spoken language appear. Notice that comprehension **always** precedes production. The achievement of comprehension skill may be biologically necessary before the infant is **ready** to produce. Further, competency in understanding spoken language is achieved through language-body **dialogues** in which we "converse" with the infant about intimate caretaking activities such as eating, going to the bathroom, sleeping, dressing, and playing. Notice that competency in comprehending the target language is achieved at an "earthy" level. A vocabulary of high-level abstraction is not necessary.

Criterion 5: Commonality

Next, I would like to know what an innovative learning strategy has in common with other learning strategies. I am uncomfortable with approaches that **pretend** to be independent of all other learning strategies. Everything, to me, is interrelated. So, tell me how your instructional

approach ties in with other approaches.

Incidentally, TPR plays, I believe, to the **right brain** while traditional approaches such as the audio-lingual or translation will play usually to the left brain. Hence, TPR shares common ties with other learning strategies that also play to the right brain such as those proposed by:

Harris Winitz (1981a, 1981b). In **The Learnables**, developed by Winitz, the voice of a native speaker on a cassette directs the student to "look" at a picture in which the meaning is transparent. The voice then directs the student to move from picture to picture in which the meaning is clear. As the student "looks," the grammatical complexity unfolds as one progresses gracefully through several thousand pictures. This is an effective supplement to TPR instruction.

Norman Gary (1981, 1982). Gary recommends TPR instruction followed by paper-and-pencil activities in which the student works "programs" designed to expand one's comprehension in the target language.

John Rasias. There is a theatrical feature to Rasia's work which plays to the right brain. The instructor is a stage director who uses melodrama to elicit speech in the target language from the actors who are the students. This is a "high-energy" instructional strategy which may be an effective supplemental activity for intermediate and advanced students.

James R. Nord (1981). Nord also recommends TPR instruction followed by paper-and-pencil activities in which one expands vocabulary and grammar in programmed steps which offer systematic feedback to the student.

G. Lozanov (1975). There are many features of **Suggestology** which play to the right brain. One feature is **infantilization** in which students **pretend** to be someone else. Each person has a new name and a new identity which is all that others in the group "know" about the individual. Theoretically, one escapes the "**I-can't-do-it**" inhibitions associated with ourselves.

Another imaginative feature is that all sounds of the target language are embedded in the new names that are assumed by each student. Hence, when one addresses another person many, many times, one gradually acquires what I call "**response availability**" for the phonology of the target language. Also, there is soothing music to relax the critical left brain and thereby permit more entry through the right brain. (Note that background music is essential in motion picture drama to relax our critical faculties and increase the believability of what we are witnessing.)

Stephen Krashen (1982) and **Tracy Terrill** (1982) recommend TPR instruction followed by traditional linguistic exercises that expand comprehension and fine-tune for production. The "monitor" model is left brain instruction for more advanced students. The intent is to fine-tune at a rule-conscious level to help students self-correct for grammaticality.

Caleb Gattegno (1982). The **Silent Way** starts with TPR instruction in which the student responds to directions in the target language. These directions ask the student to manipulate rods of various sizes and colors. However, from the first lesson, there is what I would call a "brainswitch" to the left hemisphere since students are encouraged to produce with the help of color-coded charts called **fidels**. It seems to me that the ingenious use of color-coded charts plays to the right brain. We know from studies of mentally retarded people that, although verbal instruction may have short-term retention only, color coding is an effective training technique for long-term retention.

Carefully designed experimental studies are urgently needed to (a) establish the effectiveness of the color charts for shaping the production of the general population of students, and (b) demonstrate at what stage in language training this technique for prompting production is most apt to result in accent-free speech.

John Curran (1972). **Counseling Learning** is, to me, a technique that may help **advanced students** elaborate their production skills. The approach plays to the right brain when students are regressed to a kind of infantile stage in which the person is dependent upon a "caretaker" who translates the student's thoughts into the *target* language, whispers it in the student's ear and the student then produces the utterance in a "conversation" with other students. Through the "caretaker," students can create sentences in the target language that express any thought.

I view Counseling Learning as a possible follow-up to TPR instruction. My only reservation is the **translation** from the student's native language into the target language. The translation is a left-brain activity which slows learning for beginners, but it may be acceptable for advanced students. Only research can establish whether translation **interacts** with stages of training. That is, translation may have a **negative impact** in the initial stages of learning but a **positive effect** in later, more advanced stages.

Criterion 6: Effectiveness Based on Formal

A **formal study** is a substantial source of evidence in evaluating an instructional innovation because the performance of **typical students** is examined and accounted for, not just selected students who are outstanding. Without a formal study, there is the danger that we may, unintentionally, bring into the focus of our awareness only successful students as "representing" the effectiveness of instruction. In psychology, this is a well-known phenomenon called "selective perception." For example, if 95 percent of the student population is eliminated by Level IV, then the instructor may be dealing with a self-selected non-representative group of students who have an innate gift for pronunciation. The instructor may then mistakenly conclude that the method of instruction is responsible for student skills.

The **Total Physical Response** has been system-
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atically explored in formal studies conducted with students who represent the general student population. Here are typical findings for children and adults acquiring another language.

Children's Comprehension of Spanish. After 20 hours of TPR classroom instruction in Spanish (Asher, 1977), there were no statistically significant differences for 5th graders, but the differences were highly significant for 6th, 7th, 8th graders, and adults, who experienced TPR instruction. The distance in comprehension skill between children in TPR training and non-TPR training **increased** with age. For instance, on the average, **6th graders** in the TPR class had about **25 percent more listening skill**, **7th and 8th graders** who had TPR instruction had **30 percent more comprehension skill**, and **adults** with only 20 hours of TPR instruction had **60 percent more skill in listening comprehension** compared with a non-TPR class of adults.

Children Reading Spanish. The results for reading Spanish were similar to listening comprehension. That is, no significant differences for 5th graders, but a **30 percent advantage for 6th graders** in a TPR class; a **50 percent advantage for 7th and 8th graders** in a TPR class, and a **65 percent advantage**, on the average, for **adults** instructed in Spanish with TPR. Again, as children became older, TPR's impact on learning was accelerated. The results were based on the **Spanish Picture Test** as illustrated in Figure 1.

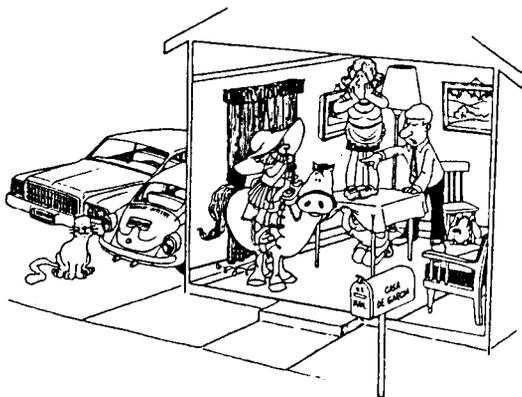


Figure 1. From the Spanish Picture Test

In the listening version of the **Spanish Picture Test**, students **heard**, on tape, a native speaker utter 70 statements related to the picture such as, "Mr. Garcia looks angry," "Mrs. Garcia is sitting on a chair," and "There is a bicycle near the table." After hearing each statement, students wrote either "true" or "false." In the reading version, students viewed another picture, **read** 70 statements about the picture and responded to each statement with either "true" or "false." Students in either the TPR or non-TPR classes were exposed to the same vocabulary items.

When an attempt was made only to assess **whether output equals input**, the TPR classes

generally **outperformed** the non-TPR classes. But what about skill in understanding **novel sentences** — that is, **sentences the students had never encountered in training**? My hypothesis was that since TPR training continually recombined constituents to produce novel sentences, TPR students would develop more **flexibility in thinking**; hence, they should excel on any **measure of novelty**.

Children's flexibility of thinking. The 5th and 6th graders were asked to write down every **recombination** of sentences or commands that they could within 20 minutes, with a reward of one point for each one. The results may be seen in Figure 2.

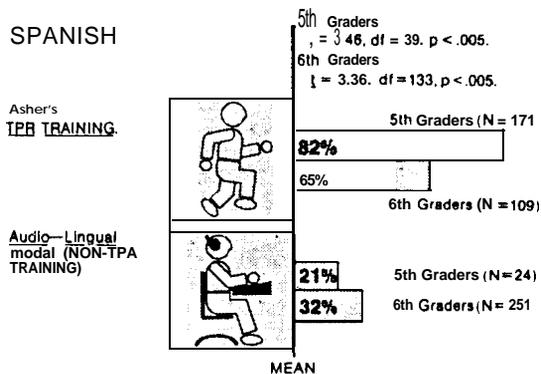


Figure 2 Novel thoughts written by 5th and 6th graders after 40 hours of training.

After 40 hours of training, 5th graders in the TPR classes produced, on the average, **60 percent more novel sentences** while the 6th graders in the TPR classes created about **30 percent more novelty** compared with non-TPR classes.

Adults' comprehension of Spanish. With only 20 hours of training in Spanish, **adults in TPR classes** excelled adults in non-TPR classes, on the average, about **60 percent in listening comprehension** and **65 percent in reading**. The differences in skill acquisition were so large that an attempt was made to further explore the magnitude of the gain. For example, college students with 45 hours of TPR instruction in Spanish were compared with (a) high school students who had 200 hours of non-TPR training in Spanish, (b) college students with 75 hours of non-TPR training, and (c) college students with 150 hours of non-TPR training (Asher, Kusudo & de la Torre, 1974).

The results demonstrated that even when the non-TPR class, as seen in Figure 3, consisted of high school students who had **five times as many instructional hours**, the TPR students were significantly better in understanding spoken Spanish by **30 percent**, on the average.

When the non-TPR class consisted of college students with **twice as many instruction hours**, as seen in Figure 4, the college students in the TPR class were significantly better on the average by

SPANISH

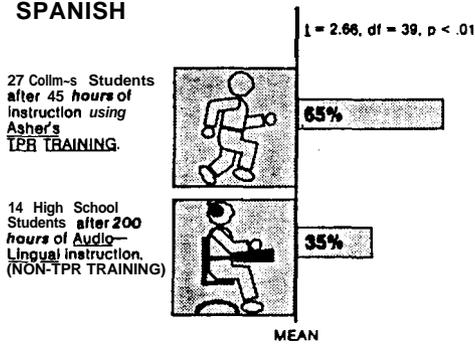


Figure 3. Proportion of Students above the Grand Mean for Understanding stories 1 and 2 spoke in Spanish.

SPANISH

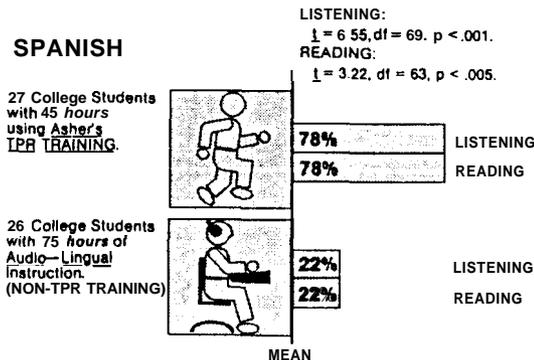


Figure 4 Proportion of College Students above the Grand Mean for Listening and Reading Comprehension of four stories.

about 55 percent in both listening and reading skills. Finally, when the non-TPR college students had three times as many instructional hours studying Spanish, as may be seen in Figure 5, the TPR class of college students were again significantly better on the average by about 35 percent in listening skill and were about equal in reading skill.

SPANISH

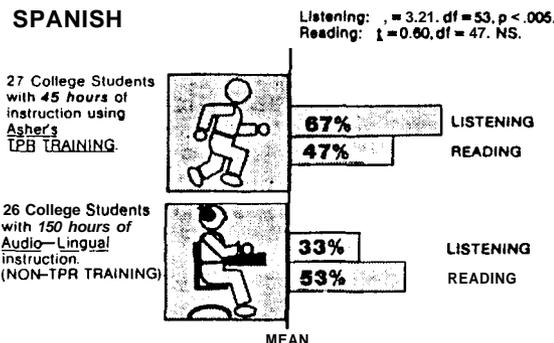


Figure 5 Proportion of College students above the Grand Mean for Listening and Reading Comprehension of four stories.

Adults' comprehension of German. The dramatic gains in accelerating language acquisition – at least for listening and reading – held also when the target language was German. For example, high school adults – ages 17 to 60 – who experienced TPR training in German were compared with non-TPR college students who had either 40 hours or 80 hours of instruction

in German (Asher, 1972).

The results in Figure 6 showed that students with 32 hours of TPR instruction in German excelled those with about the same amount of non-TPR training by about 40 percent to 80 percent, on the average, in listening skill depending upon the measure used, and in reading which was a focus of direct instruction in the non-TPR class but was incidental learning in the TPR

GERMAN

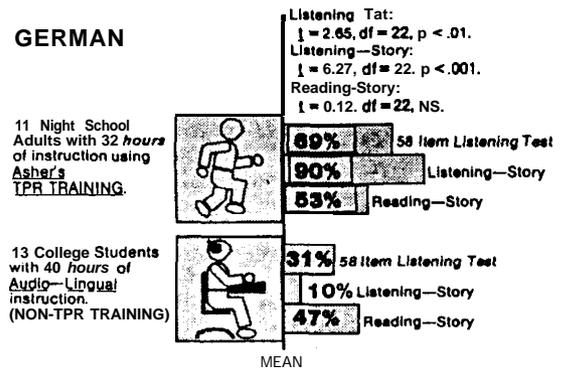


Figure 6. Proportion of students above the Grand Mean in Listening and Reading Comprehension.

class, the classes were about equal. Finally, as seen in Figure 7, when the non-TPR class had more than twice as many instructional hours in German, the TPR class was significantly better in listening comprehension by about 50 percent on the average.

GERMAN

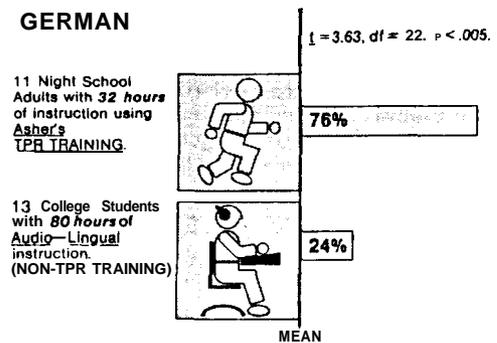


Figure 7. Proportion of Students above the Grand Mean in Listening Comprehension for 7 stories.

The graphs I have selected to present at this symposium accurately represent the results that have been obtained in languages such as English (Asher, 1983; Mooijman & van den Bos, 1982; Takahashi, 1981; Jackson, 1979; Sutherland, in press; Nord, 1975, and Kohno, 1974), French (Davies, 1976, 1977, 1978a, 1978b; Mear, 1969) German (Swaffar & Woodruff, 1978; Reeds, Winitz & Garcia, 1977; Winitz & Reeds, 1973; Asher, 1972), Japanese (Kanoi, 1970; Kunihiro & Asher, 1965) Russian (Nord, 1975; Ingram, Nord & Dragt, 1975; Postovsky, 1974; Asher, 1965, 1969a, 1969b; Asher & Price, 1967) and Spanish (Asher, 1977; Gary, 1975; Asher, Kusudo & de la Torre, 1974; Kalivoda, Morain & Elkins, 1971).

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FORMAL STUDIES WITH TPR: What the data show

In addition to **accelerated acquisition** and **flexibility of thinking** in the target language, TPR also has demonstrated **long-term retention** and a **stress-free** learning experience. TPR has **successfully reduced** the massive attrition of students who begin the study of another language (Swaffar & Woodruff, 1978). In addition, the TPR approach can fine-tune for almost all grammatical features in the target language (Seely, 1982; Schessler, 1984, 1985; Cabello, 1985; Silvers, 1985a, 1985b).

A problem yet to be solved by future research is this: Once students have successfully **internalized an understanding** of the target language as it is spoken, what are the **optimal procedures** for shaping pronunciation? Is it possible for **most students** to achieve an accent-free pronunciation? If not accent-free, then can **most students** acquire a reasonable approximation that is understandable and pleasing to the ear of a native speaker?

The state of the art now seems to suggest that for **most students**, the recommendation is to begin their language study **before puberty** if the goal is to have accent-free speech. However, it may be as Mooijman and van den Box (1982) and Landis (1978) have suggested that "speaking the target language" **for all but immigrants** may be an unnecessary skill. For example, in Europe, if students have **internalized an understanding** of seven or eight other languages, then it would be unnecessary to also speak those languages. One would speak in one's native language - let us say English, a skill the person is comfortable with ~ and the listener who has been trained in understanding English, listens but then responds in that person's native language ~ let us say French. This principle of **understanding** the spoken language- of others but **responding** in one's native language could be powerful in unifying Europe, but it could work as well in other parts of the world.

SUMMARY

Six criteria were recommended in evaluating any innovative instructional strategy. The first was **survival of the normal curve**. Traditional instructional approaches in foreign language instruction have been notorious for obliterating the normal curve. That is, the stress level is so high that about 95 percent of the students give up. The performance of the "survivors" is atypical of the general student population.

The second criterion was **representative data**. Observing an innovation in a public school or public university is apt to tell us how effective the instruction will be in the general population of students. The third criterion is **replication**. An instructional approach, for example, can be attractive but be so **complex** that it cannot be duplicated in the average classroom without involved and costly teacher training.

The fourth criterion is **uniqueness** and the fifth is **commonality**. What features makes the innovation different from other approaches and what features does the innovation have in common with alternative methods?

The final criterion is evidence from **formal studies**. In our zeal to support a particular position, there is always the possibility that we may, unintentionally, overemphasize successful cases and underemphasize less successful learning experiences by students. This error in observation is called "**selective perception**" which can be neutralized with carefully designed **formal studies**.

I then applied the six criteria for evaluation; to show the effectiveness of an instructional approach which I developed over the past 20 years and have called the **Total Physical Response (TPR)**.

Notes

1. It is interesting to note that statistical analysis is a mathematical invention created to cope with the normal curve. If the normal curve were to disappear, the need for statistics would also vanish.
2. For a free catalogue of TPR films, books, and student kits, write or call: Sky Oaks Productions, Inc., P.O. Box 1102, Los Gatos, CA 95031, U.S.A.; tel: 408-395-7600.

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TPR Under Difficult Circumstances

By Dale Griffiee

Total Physical Response usually refers to an instructional approach that stresses the receptive skill of listening. The emphasis is not only on listening, but on executing commands. The command from the teacher might be very direct, such as, "Junko, close the door"; colloquial, "Hey, Junko, Close the door, will you"; or more politely, "Junko, could you close the door." Whatever the form of the command, it is necessary in this type of instruction that the teacher make clear the meaning of the command. This is usually accomplished by the teacher saying the command and doing it at the same time,

Ideal circumstances for TPR instruction would probably be a classroom with a board, a picture area, movable desks or tables, and most of all enough space for students to move about. Most classrooms, however, are designed for the lecture mode. This means little space and perhaps desks bolted to the floor. In such an environment, is it possible to utilize some form of TPR?

The fact of the matter is that TPR-type activities can be used even under less than ideal circumstances. In the examples which follow, students can either sit or stand next to their desks. Naturally, if the room has space enough to move, the teacher can expand these activities.

The first group can be classified as *Warm-up Exercises*. They are helpful in beginning a class and work to dissipate nervous energy.

1. Raise your right/left hand. Stretch your right/left hand up high. Put your left/right hand behind/in front of your head. Put both hands behind your head and stretch. Shrug your shoulders, nod your head "yes" three times. Shake your head "no" three times.

2. Point to objects in the room – usually in sets of three. For example, point to the door, point to a table and point to a window. It would probably be wise to write the names of the sets of objects on a card. There are two good reasons. One is that even very proficient speakers cannot

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think of the names of many objects off the top of their heads. Another reason for keeping a record of the objects used in pointing exercises is that the teacher may wish to use the objects in later lessons.

The usual teaching procedure for these kinds of exercises is something like this. First, the teacher points and says something such as, "point to the door," etc. The next step is to ask the students to point with you. The teacher might wish to caution the students not to speak or repeat anything the teacher says. These are listening exercises which precede speaking. To speak at this stage is to defeat your purpose.

After a time most available objects will have been pointed to. Props can be brought into the room. Pictures large enough and clear enough for the entire class to see can be used. It would be helpful to consider in advance what vocabulary could be reviewed or even previewed.

A final twist could be to reverse the name and description or definition. The usual procedure is to say, "Point to the clock." A reversal would be, "Point to the round thing on the wall we use to tell time with." In that way, another dimension of language is incorporated,

A second type of learning through action exercises might be called *Moving Small Objects*. The student moves or places small objects, usually on a desk or table. There are several small objects students carry with them. These include a pen, a pencil, an eraser, a scale or ruler, a notebook and a text. Of course, the teacher can request students to bring certain objects, for example, colored pencils. Here are four possible exercises:

- To teach vocabulary items:
 - Hold up (*name an object*).
 - Hold _____ in your right/left hand.
 - Put _____ in your lap.
 - Give a (*name an object*) to (*name a person*).
- Simple locations:
 - Put (*object*) on the (*indicate where to place object*).
 - Put _____ next to the _____.
 - Put _____ in the upper/lower right/left-

SPECIAL ISSUES of THE LANGUAGE TEACHER for 1985/86

December - Conference Reviews
January - Teaching Children - Keiko Abe

IN APPRECIATION

The Editor would like to thank Gene Crane, Aoyama University, who has retired as official photographer for *The Language Teacher*.

IMPORTANT NOTICE

All Japanese language copy and book review items for the February 1986 issue should be received by the Japanese Language and Book Review Editors by Dec. 15, 1985. Items arriving after that date will not appear until the March 1986 issue.

日本語編集者よりのお知らせ

1986年2月号用 日本語の原稿に限り、締め切り日を繰り上げて、1985年12月15日とさせていただきます。15日をすぎて到着した原稿については、3月号用になりますので御注意下さい。

hand corner of _____

- Walk with your fingers from _____ to _____.
- Make shapes. Using 4 pencils, toothpicks, matches, rods, or what-have-you, make a square, triangle, or some other shape.

A third type of TPR activity possible in any classroom is what I would call *interstitial teaching*. Interstitial means "between things," referring to limited space or time. Most teachers lose valuable chances to teach English because they don't use English when they are preparing for an activity or, in the case of teachers who are not proficient in Japanese, they don't use English in a careful way so as to make preparing for an activity part of the instruction. For example, a teacher of English might use English when teaching a text, but then speak in Japanese when preparing for a task. This communicates to students that English is only used in drills, but has no practical value in everyday life. Personally, I doubt that most English teachers feel this way, but actions speak louder than words. Following are some possible times that might be utilized for additional English instruction:

- Giving classroom instructions, such as *Take out your books*, or *Turn to page so-and-so*.
- Using the tape player; teach a student to use it, but teach the use of it in English.
- Cleaning the room.
- Making a space to do something, asking students to come to the board, moving tables and chairs.

A general rule is *never do anything that a student could do for you*. Don't erase the board, don't shut the door, don't walk over and pick up something; ask a student to do it for you. However, you must anticipate these activities and prepare for them as if they were mini-lessons, which in fact they are.

TPR is a flexible approach that needs only to be combined with a little "teacher intentionality" to produce interesting results.

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AT THE PARTY

By Marc Helgesen, New Day School,
Sendai

"At the Party" is a TPR mini-drama. I've found the lesson to be a lifesaver when I go into a new class. It is extremely flexible in that it can easily be adjusted for any level from beginning to low-intermediate. It includes the language functions of introducing, greeting, and offering. The following lesson plans suggest ways that it can be used.

Beginning Level Lesson Plan: Preparation

1. Make photocopies of the following two pages. You will need two copies for each group of 3-4 students. One copy (**Copy A**) should be left as it appears on the following pages. The other (*Copy B*) should be cut up so that each picture is separate. If possible, this copy should be on heavy paper or card stock. Also make a copy of the basic script for each group.

2. Record the following monologue on tape:
At the party

You are a host. You are having a party.

You are a guest. You are going to the party.

You are bringing a friend.

You are the friend.

1. Guest and friend: Walk to the door. Knock on the door.
2. Host: Answer the door. Say "Hello. I'm glad you could come."
3. Guest: Greet the host. Say "It's good to see you." Then say "Have you met my friend?"
4. Host: Say "No, I haven't."
5. Guest: Introduce your friend. Say "This is **(name)**.* Tell what your friend does. Say "He/She is a **(occupation)**".**
6. Friend: Shake hands with the host. Say "I'm glad to meet you."
7. Host: Say "I'm glad to meet you too." Then tell the friend your name. Say "I'm **(name)**."
8. Host: Say "Have a seat. Would you like anything?"
9. Friend: Tell the host what you want. Say "I'd like a _____"
10. Guest: Tell the host what you want. Say "I'd like a _____"

*-on the tape, use examples in the blanks.

** -If students have occupations that are hard to describe in English (e.g., **kaisha-in**), this line may be substituted with "He/She works for **(company name)**."

In-Class Procedure

1. Give each group of 3-4 students one Copy A sheet. Play the tape (or read the script). Have the students follow the pictures as they hear the tape.

2. Play the tape again. Have the students touch each picture as they hear the related language.

3. Take away Copy A and give each group the pictures from Copy B. The pictures should be in random order. The pictures are placed on the table/desk. Play the tape again. As the students hear the story, they put the pictures in order (in high school classes, I've turned this into a game by having each student try to be the first to grab a picture as it is described. The student who collects the most is the winner.)

4. Get four volunteers. Assign the roles of guest, host, friend and director (if the number of students doesn't neatly divide by four, the director and the friend can be the same person in one or two groups).

5. Have the group act out the mini-drama for the class. Only the director has a copy of the script. She/He directs the others (reads the script, indicates actions, etc.).

6. All other groups act out the mini-drama. The players change roles. Eventually, the script is eliminated.

As indicated in the introduction, I often use this activity with new classes. In many classes, particularly company classes, I don't know the class level until I start. If I find that they are at a level above that of the lesson plan above, I eliminate Step Two and have the class watch the demonstration group only long enough to understand the activity. The various groups move into the mini-drama more rapidly.

If I think they are a high-elementary or low-intermediate group, I use the following lesson plan:

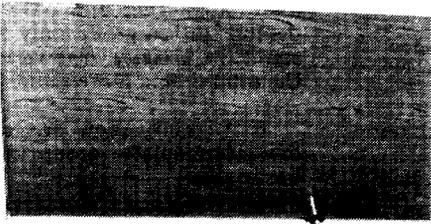
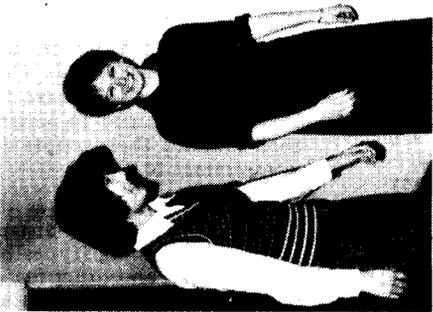
1. (Optional) Play the tape one time. In pairs or small groups, the students discuss what they heard and try to identify the kind of language that *was* used.

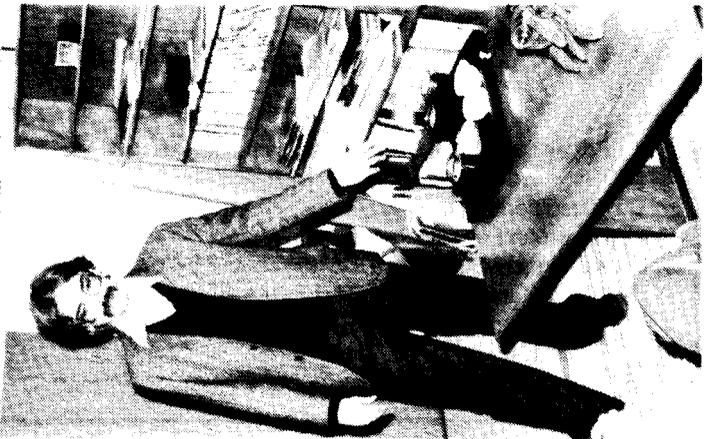
2. Students work in groups of three. Each group is given Copy B. They discuss the proper sequence. When they have determined a sequence, they write a script to accompany it. The groups then practice their scripts and present their own mini-dramas to the class.

3. The class (or, in large classes, several groups) identify and discuss different ways to say the same thing (types of greetings, introductions, offers) and other features (levels of formality, roles in social situations, etc.). You may

(cont'd on page 28)

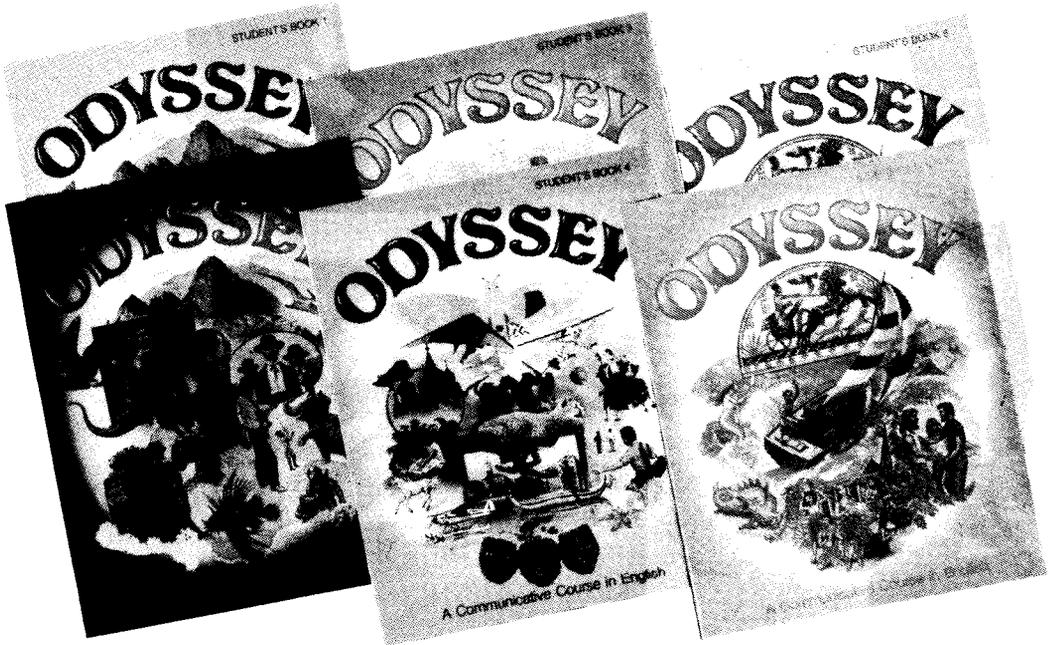
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JALT News

REPORT FROM THE PRESIDENT

Fund for Donations to Carrie Hansen

Carrie Hansen and Walter Caroll have been co-presidents of the Tokyo chapter for the past two years. After moving into a house with a "garden" (how rare in Tokyo!), they left for the United States for a period of summer study. After arrival, it was discovered that Carrie has melanoma, a serious and extremely malignant skin cancer. She is now undergoing radiation treatment and chemotherapy at the Mary Hitchcock Memorial Hospital in Hanover, New Hampshire. Walter is planning to remain in the U.S. with her.

All of us are very concerned, because as a resident of Japan she is unable to receive health benefits in the U.S. Her illness is such that she cannot return and consequently she and Walter are facing catastrophic medical bills. The Executive Committee decided (1) to have JALT immediately donate \$500 to a fund for Carrie, (2) to ask the commercial members to contribute, if desired (some had already expressed a willingness to help), (3) to put donation boxes in the Hospitality area and elsewhere during JALT '85, and (4) to establish a system for members and others to make donations through JALT's postal account.

Individual donations may be made by using the **furikae** found in any newsletter and indicating that it is a donation to Carrie Hansen in the large, vertical block on the back, right side of the form. Donors' names, with amounts omitted, will be sent at the time the funds are forwarded to Carrie. I am sure that they both will also welcome letters and cards of encouragement. Carrie's address is: Ms. Carol Hansen, c/o Mary Hitchcock Hospital, Room FH807, Hanover, NH 03755, U.S.A.

JALT Gains Two More Chapters

Two new chapters, one in Yamagata and another in Chiba, were recognized at the JALT Executive Committee meeting held on Sept. 15th during JALT '85. My congratulations to Paul Stern for his help in making the Yamagata chapter a reality, and to Margaret Ohtake for hers with the Chiba chapter. The total number of chapters is now 19. This won't last very long, however, because during JALT '85 contacts were also made for starting new chapters in Shizuoka, Kanazawa, and elsewhere. This rather rapid growth in chapters is a reflection of the fact that

JALT's membership has been growing strongly during the past few years - but it is also one factor for continuing that growth.

JALT Becomes a Branch of IATEFL

Although time was very limited, another important action at this meeting was a formal decision to make JALT a branch of IATEFL (International Association of Teachers of English as a Foreign Language). IATEFL is based in England, thereby improving JALT's "international" outlook. The director is Peter Strevens, whom some of you may remember as one of the featured speakers at JALT '82 and as an active participant at nearly every annual conference ever since. To the general membership, this affiliation means that JALT members will be able to join IATEFL as well as subscribe to their major publications (**English Language Teaching Journal**, **World Englishes**, **Modern English Teacher**, and the **EFL Gazette**) by using one of the **furikae** (postal money transfer) forms found in every issue of **The Language Teacher**. Not only is this a very convenient way to do this, but subscriptions to these journals are much cheaper than if they are purchased individually or even ordered directly.

Thanks to All for JALT '85

Since I am reporting on the Executive Committee meeting held during JALT '85, I also want to publicly thank Professors Iwao Umeda, Kazuo Yoshida, the other teachers, staff and the student volunteers and the others at Kyoto Sangyo University for their cooperation and assistance in making JALT '85 such a resounding success. In addition, Bernard Susser, as co-chairperson with Professor Yoshida, did an outstanding job of coordinating a rather large conference committee. I am sure he found it to be somewhat of a "pain in the neck" (?) at times but his persistent and steady hand led the day. Finally, my thanks to all those who did so much actual work. Too many to name, but individually in my heart and memory forever. Attendance was around 1,300, less than in Tokyo last year but still several hundred more than anticipated. Most of the feedback has been very positive and I want to thank all of you who were on the committee, gave a presentation, or simply participated, for your generous support.

A Short Parable

Finally, I would like to relate a small incident. The other evening, while on the subway in Osaka, I had a brief conversation with a recent college graduate from the state of Washington. She was a business major, and since all she ever heard during her studies was "Japan" she decided to come here a few months ago, teach English and learn more about the country. I started to ask her if she knew of JALT. (My pastimes on the trains and subways are (1) talking to young ladies, and (2) advertising JALT - in no particular order.) Surprisingly, she named the organiza-

(cont'd on page 24)

TEFL IN JAPAN

JALT 10周年記念 論文集

北尾謙治 博士 監修

野沢和典・小田幸信・Thomas N. Robb

杉森幹彦・山本雅代 編集

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本論文集は、JALT創立10周年を記念して、1年半の歳月を費して作成されました。原稿は公募され、集った41編の原稿中、論文11編、実践報告9編、学会報告9編、研究ノート2編、書評1編の計32編が掲載されています。

すべての原稿は、我が国の英語教育界で重要な役割を果たしている15の学会の会長、副会長、理事、評議員、事務局長等の重職を含む、全国30以上の都道府県から選ばれた審査委員により審査されると共に、よりよい原稿となるようにコメントされ、一定の書式に基づき書き直されていて、外国語教育の研究におおいに役立ちます。

また、本書にはJALTの歴史、その活動、と各支部の紹介等もされていて、JALTの全貌が知れます。

是非この画期的な本論文集を御自宅の書斎か、勤務校の図書館にお備えください。申し込みは、申し込み用紙を御利用頂き、最寄りの書店で御願いたします。

論文

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 社会人英会話クラスにおける試み
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 安 福 恵美子
 西 平 章 子

学会報告

日本太平洋コミュニケーション学会第14回年次大会報告
 日本児童英語教育学会(JASTEC)報告
 第10回全国英語教育学会徳島研究大会報告
 日本時事英語学会第26回年次大会報告
 財団法人 語学教育研究所1984年度研究大会報告
 大学英語教育学会(JACET)1984年度(第23回)大会報告
 全英連京都大会報告
 J A L T '84国際大会報告
 EFL・ESL から EIL へ——東西センターセミナーに参加して——

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 五十嵐 純 一
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 基本文型S+V+Cに補うべき1機能

新 城 岩 夫
 川 辺 康 男

書評

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沿革

J A L T の歴史・今日の J A L T

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 研究助成金による研究成果の報告

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(cont'd from page 21)

tion before I did but said that, although she had seen **The Language Teacher** and thought that it might be nice to go to a meeting or two, another non-Japanese in the bookstore had turned her off by saying that "JALT is only for professionals and they don't want us amateurs." That was somewhat of a shock since I consider myself to also be among the ranks of amateurs in the English-teaching field. I tried to assure her that such was not the case and that she should come to a meeting in the near future, something she did promise to do.

What is the moral of this little fable? Rather hard to say. It does point out that JALT is doing a good job of presenting itself as a professional organization, which it is, through the quality of **The Language Teacher** and other publications, as well as through many other activities. At the same time, however, it means that we must not get carried away to the extent we turn off those whom we may be best equipped to help, i.e., those who have had little formal training but who suddenly find themselves teachers with no idea of what to do. Having passed these small thoughts on to all of you, I close this report.

Jim White

JALT '85 CONFERENCE QUESTIONNAIRE RESULTS

Overall this year's conference was quite a success and there were many comments to support this on the 150 or so questionnaires received. Aside from the rave reviews many of the presenters received, the professionalism, organization, and enthusiasm of all involved were reflected time and again in the responses. One comment that was quite representative of the positive feeling was: **"A chance to re-meet people and make new acquaintances. A chance to review many aspects of one's own teaching and ideas and get new input."** Positive reactions carried over into other areas as well: **"This conference was extremely well organized. If this level can be maintained it will be excellent!"** Networking and socializing with professionals topped the list of "things liked most." Comments about staff and volunteers and the site were the most emphatically positive; always chock-full of superlatives and followed by at least one exclamation point. The overall organization of the conference received high marks, as well as the book display and the sometimes staggering number of presentations.

Taking a look at some of the negative aspects of the conference, the eternal complaints about institutionalized food reigned supreme. It was also suggested by many attendees that a 30-minute lunch break be provided. Travel time to and from the conference was also a big complaint. The thrust of quite a few complaints and suggestions was less quantity and more quality. A typical complaint was: "Some presentations didn't tell me anything new; they told me things

that my own teaching experience has already taught me." Crowding in the rooms was also a hassle for many of the participants. There was one area where complaints and laudations seemed to almost offset each other: some people just adored the variety of presentations while others thought it was overwhelming and much too much to deal with in such a short time. Finally a strange but very real complaint appeared prominently in the responses: the loud, crinkly noise the bags produced.

The number of positive comments about the presenters was tremendous. Don Maybin convincingly headed the list of the most popular presenters. The rest of the list includes Brian Heaton, David Hough, Donald Freeman, Frank Crane, and Marc Helgesen.

Popular topics were listening, business English, and presentations about using videos in the classrooms. It was suggested by some that there be more presentations in the areas of business English, the teaching of junior high school students, and teacher training.

The JALT '85 conference was a success, there's no doubt, and there were scores of remarks about it; but one conference-goer's remark stands out for its trenchancy and sincerity: **"Lots of good people conscientiously trying to share ideas."**

Liked Most :	Percent of Response
People/Networking	28%
Site	18%
Organization	17%
Staff/Volunteers	15%
Book Displays	12%
Variety	10%

Liked Least:	
Food	23%
Lack of Space	20%
Presentations of Dubious Value	18%
Travel Time to Site	15%
Scheduling	12%
Noise	12%

JALT '85 PUBLISHERS' DISPLAY LOTTERY WINNERS

The following JALT '85 conference-goers are the lucky winners of the Publishers' Display Lottery. The drawing was held at the close of the conference. It was not necessary to be present for the drawing.

First Prize, ¥50,000: Goichi Fukui, Yokohama
Second Prize, ¥30,000: Brian Baskerville, Osaka
Third Prize, ¥20,000: Nobuo Ohnishi, Toba City

The following prizewinners received ¥10,000 in book coupons:

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ELECTIONS

-National Officers

VOTING PROCEDURES FOR 1986 NATIONAL OFFICERS

As provided for in the JALT Constitution, National Officer elections will be held by mail. A postage-paid postcard ballot for your use is included in this issue. Joint and group members who receive only one postcard for two or more members should make photocopies and mail them in a regular envelope.

All of JALT's 19 chapters were requested to submit a list of candidates. In addition, a postcard for nominating candidates was included in the August 1985 issue of *The Language Teacher*. The enclosed ballot includes the names of all those who were nominated and who have agreed to run for office.

As a result of the changes in the JALT Constitution and Bylaws passed at the Annual Meeting in September 1983, those elected to the offices of Vice President, Program Chairperson, Recording Secretary and Public Relations Chairperson are serving for two years (i.e., until Dec. 31, 1986). Therefore, this year's elections are only for the offices of President, Treasurer, and Membership Chairperson. Their terms of office will be from Jan. 1, 1986 through Dec. 31, 1987.

Voting must be done in accordance with the following guidelines:

1) All members of JALT paid up until or after Oct. 31, 1985 are eligible to vote.

2) Complete ballots must be received by the Recording Secretary not later than Nov. 20, 1985.

3) Voting may be done in one of the following two ways:

a) By filling in the postcard ballot (or a copy thereof), including your name and chapter affiliation at the bottom, and sending the postcard through the mail "as is."

b) For those desiring to submit a secret ballot, by enclosing the marked ballot (with the lower portion blank) in an unmarked envelope, which is, in turn, placed in another envelope for mailing. Put your name, chapter and return address on the outer envelope only and send it to the address given on the postcard ballot.

4) The lower portion of all ballots will be removed after voter eligibility is ascertained and before the ballots are counted.

5) Ballots which fail to identify the voter either on the ballot itself or on an outer envelope will be deemed void.

VOTE TODAY!

1986年度 全国運営委員選出手続き (Election)

JALT会則に基づき、全国運営委員の選挙は、郵送によって行われます。この号に同封されている受取人払いの葉書が投票用紙となっています。共同会員及び団体会員の場合、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。

全国17の支部が、立候補者のリストを提出しています。立候補者は、8月号に同封の葉書で推薦された後、立候補の意志を確認された人々です。

1983年9月の年次総会で、会則が修正され、全国運営委員の任期は2年となり、毎年半数ずつ改選されることになりましたので、副会長、プログラム委員長、書記及び広報委員長の任期は、1986年12月31日までとなっています。従って、今回の役員選挙は、会長、会計、メンバーシップ委員長についてのみ行われます。これら新選出役員の任期は、1986年1月1日から1987年12月31日までとなります。投票は以下の要領で行われます。

1) 1985年10月31日現在会費を納入している人すべてに選挙権があります。

2) 1985年11月20日までに、書記のもとに記入済み投票用紙が届いていなければなりません。

3) 投票は次の2つのどちらかの方法で行って下さい。
a) 同封の投票用葉書(或るいは、そのコピー)に自分の氏名及び所属支部名を記入した上、郵送で投票して下さい。

b) 無記名投票を希望する人は、投票用葉書には、投票に必要な事のみ記入し、自分の氏名は書き込まないで下さい。この投票用葉書を、白紙の封筒に入れ、更にそれを別の封筒に入れ、住所、氏名、所属支部名を記入の上、郵送して下さい。

4) 投票用葉書の氏名・所属支部名を記入した部分は、投票者の選挙権の有無を確認した後切り取られ、その後、集計されます。

5) 投票者の氏名が確認できない票は無効となります。

さあ、今すぐ投票しましょう!

立候補者のリストは、下記の通りです。

President

JIM WHITE (Osaka) is a professor and Director of the Audiovisual Center, Tezukayama Gakuin University, Osaka. A graduate of the University of Maryland, he received his M.A. in Audiovisual Education from International Christian University, Tokyo, where he is now a Ph.D. candidate. He has lived in Japan intermittently since 1955 and has been active in various academic associations: in the U.S., the *International Division of the Association for Education* (con'd on next page)

(cont'd from previous page)



al Technology and Communications and TESOL; in Japan, the Japan Society for Audiovisual Education, the Japan Society for Educational Broadcasting, and the Language Laboratory Association of Japan. He also works as a translator from Japanese to English in the fields of education and educational technology. Joining JALT in early 1978, he was West Kansai chapter's Program Chairperson during 1980 and its President during 1981. He has served as President of JALT since January 1982.

Treasurer



RUTH VERGIN (Matsuyama) has been teaching in Japan for 11 years. She was a founding member of the Sendai chapter of JALT, and last year she helped to form a new chapter in Matsuyama, where she now lives. She is currently the Program Coordinator for the Matsuyama chapter, and she also served on the planning committee and staff of the Ehime JALT Summer Seminar. She was in charge of On-site Registration at JALT '85 in Kyoto. She is currently teaching at Shinonome Girls High School and in the Japanese Language program for foreign students at Ehime University. She is particularly interested in finding ways in which students can learn while working on something practical: an English entertainment guide for foreigners, practicing to be an English guide, and similar activities.

Membership Chairperson



KEIKO ABE (Yokohama) graduated from Keio University and studied at North Carolina State University. With more than 10 years' experience in TEFL and EFL teacher training, she is the owner/director of CALA (Cosmopolitan Academy of Language Arts), the National Membership Chairperson of

JALT, and the President of JALT-Yokohama. In addition, she has published various EFL books for children as well as teacher training reference books, and has acted as editorial consultant for both U.S. and Japanese publishers of ESL/EFL texts.

Membership Chairperson (cont'd)



KAZUNORI NOZAWA (Nagoya) graduated from Utsunomiya University with a B.A. in Pedagogy and received his M.A. in TESL from the University of Kansas, U.S.A. He currently Lecturer (Koshi) at Toyohashi University of Technology, teaching English and Non-verbal Communication. He also lectures at Aichi

University and Toyota Technical College. He is a member of various professional organizations, including TESOL, NFMLTA, SEAL, JACET, LLA and SMILE. Since 1979, he has been involved in JALT activities as a Tokai (currently Nagoya) chapter member and was the National Program Chairperson for 1981-82. He was also the Coordinator for JALT Summer Institute in 1981, 1982 and 1984, and for the Seminar of Administrative Personnel in 1982. His interests are methodology (especially Suggestopedia and its related fields), Non-verbal Communication, and Computer-Assisted Language Teaching. He studied Communicative Language Teaching at the University of Reading, England, during the summer of 1983 under a Monbusho fellowship. He co-authored *TEFL in Japan* (JALT 10th Anniversary Collection of Papers) which was published in August, 1985.

(cont'd from page 17)

wish to play the tape again and/or distribute copies of the script to allow students to compare their own versions to the scripted version, Note: The scripted version should be presented as merely one of the possible ways of using the language functions, rather than "the correct way."

Acknowledgment: This TPR mini-drama is based on the technique suggested by Griffiee in *Listen and Act* (Lingual House, 1982). While the second lesson plan is not specifically 'based on the TPR methodology, it does demonstrate how the materials may be used at different levels. "At the Party" is copyright, 1983, by New Day School, Sendai. Permission is granted to reproduce the photos and the script for non-commercial pur-

FROM THE EDITOR

The Language Teacher welcomes meaningful, well-written contributions, but requests that the guidelines in the editorial box on page 3 be followed. The editors cannot be responsible for acknowledging or returning manuscripts which are handwritten, are typed inappropriately on the wrong size paper, or arrive after the issue deadline. Those wishing unused manuscripts to be returned should include a stamped, self-addressed envelope. ALL Japanese language copy must be submitted to the Japanese Language Editor.

JALT UnderCover

LISTEN AND ACT. Dale Griffie. Lingual House, 1982. 96 pp. (Workbook, cassettes, preparation cards)

LIVE ACTION ENGLISH. Elizabeth Romijn and Contee Seely. Pergamon Press, 1979. 74 pp.

There are those who say a "new" method or technique will never be fully integrated into the teaching mainstream until it is encapsulated in a textbook. If this is true, TPR has arrived.

The two books under review both consist of series of actions. Romijn and Seely begin with "Washing Your Hands" and Griffie with "The Driver and the Child." From the titles of the action series, you can gain a basic understanding of the differences between the two books. *Live Action English* is "classic" TPR while *Listen and Act* uses TPR to set up what the author calls "mini dramas." That is, in *Live Action English* Chapter 1, the student is led through a series of commands such as "Turn on the water." "Pick up the soap." In *Listen and Act* 1: 1, the students are asked to take the roles of a driver and a child. The driver drives a car that has to brake suddenly to avoid a child playing with a ball. For my students, Griffie's approach is more popular, first of all because the dramatic element allows for more personal experience, even silliness. The older men like to play the child. Both books have a check-cashing scene. *Listen and Act* also has a bank robbery. Perhaps more important is the fact that the mini dramas contextualize; they give a reason to say something.

The methodology of both books is similar. The teacher begins by reading and miming the actions. Then a student volunteer mimes the actions. This leads to pairwork or groupwork, with the students taking over the teacher's role. *Listen and Act* makes the presentation stage easier in that there is a set of tapes on which the series are recorded. The teacher can play the tape and mime the series at the same time. *Listen and Act* also sets up the mini dramas by using TPR commands written on teacher reference cards that incorporate the vocabulary to be used in the mini drama. The students can, for the most part, do these actions at or next to their desks. (The cards are, unfortunately, not generally available but can be ordered through Lingual House.) *Listen and Act* also comes with a workbook useful for high school students.

Though both of these books belong in any well-stocked library, I find Griffie's more versatile. It is the one I go back to more often. (I

should make it clear that I tested some lessons as a colleague of the author.) In particular, I have found the hotel, store and restaurant scenes very useful for supplementing other texts. I used *Listen and Act* to teach a short low-level ESP course for hotel employees because it contains a variety of applicable situations: cashing a traveller's check, ordering food, checking into a hotel, etc.

Both books share a drawback. Neither is very tightly graded. The series get longer and the words slightly more difficult in *Live Action English*, but the last unit is not that much more difficult than the first. You could open up anywhere in the book and begin, it seems. On the other hand, *Listen and Act* takes off quickly somewhere between 5:2 and 6:2. There is a big gap in the difficulty of the two lessons.

There are teachers who can get months of classes out of both books. There are others who will get through only a few lessons before they, and consequently their students, get bored. The spirit of the class has a lot to do with how these books go over. If expanded properly, however, both texts enliven any beginner class. For example, *Live Action English* can be used as a basis for skits. *Listen and Act* skits can be expanded forward or backward in time through improvisation. Backgrounds can be assigned to characters and students can role play. As with most texts, the only limit is the teacher's imagination.

Reviewed by Steve Brown

REVIEWS in BRIEF

BEGINNING ENGLISH THROUGH ACTION/BETA. Celeste Padover, Marge Dequine, Kathryn Price and Pat Jackson. Addison-Wesley Publishing Co., Reading, MA, 1982. 212 pp. plus Preface and Introduction (ix pp.), 11 programs, spiral-bound. \$11.22.

Beginning English Through Action/BETA consists of 11 programs which are sub-divided into steps; based on the instructional strategy that a student can learn language by listening and responding to instruction or commands. Since *BETA* is highly structured, an inexperienced ESL teacher or educational aide could easily follow the program.

The *BETA* program was designed by teachers for teachers. *BETA* is especially appropriate for pre-school and primary school children, but can be adapted for language beginners of any age. It is based on the common knowledge of teachers that there is a strong relationship between children's use of their bodies and the acquisition of language. However, it shows teachers how to go beyond the simple commands of "Stand up," "Sit down" to complex commands utilizing prepositions and adjectives, "Put the pencil between the blue book and the eraser."

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As the use of the word "program" might indicate, this is a lockstep method with blank charts to complete in order to track the progress of the students; this may be helpful for inexperienced teachers but irritating to others. Many experienced teachers may only use the overview of vocabulary and materials at the beginning of each program and the cumulative commands at the end of each program; that is, they might only use 22 pages of a 212-page book!

Although **BETA** makes a valuable contribution to the field of teaching children English as a Second Language, perhaps a better format could have been devised. The charts for monitoring the progress could have been available on duplicating master and a small handbook could contain the introduction, overviews of the programs and cumulative reviews. The introduction needs to be expanded to show teachers how to extend **BETA** when developing different verb tenses and various structures.

Despite these weaknesses, **BETA** is a valuable resource that will help teachers incorporate physical movement in their language instruction.

Reviewed by Fay Pallen

P.S. 54, District 13, Brooklyn, New York

(Reprinted from the Modern Journal)

THE CHILDREN'S RESPONSE. Caroline Linse. Alemany Press, San Francisco, CA, 1983. 60 pp. plus Contents, Forward, Introduction, Index of Grammatical Concepts (xii pp.) and 14 pages of large live illustrations. \$5.95.

The Children's Response is a Total Physical Response (TPR) resource and reference text to supplement a basal ESL elementary school curriculum (K-6). Sixty illustrated lessons present grammatical points that are found in most ESL programs for children. A limited number of vocabulary items and a maximum of one idiom are introduced in each lesson. The introduction describes how to use these lessons in bilingual, ESL and/or first language programs. An approach for language experience stories based on these lessons is also described.

The author's grade school teaching experience is reflected in this book. The format is clear and uncluttered making it visually easy for a teacher to refer to during a lesson. Each page has the grammatical concept, examples of the concept, materials and title of the action series in bold dark print. Caroline Linse knows how to talk to teachers. The following is from her introduction:

... each grammatical concept is presented twice. Both presentations emphasize or illustrate the same key grammatical concept. Either or both of the lessons may be used, but it is best to use only one lesson at a time. The first of these paired presentations requires no preparation and the simplest of materials:

paper, pencil, chalk or crayons. Once you feel comfortable with the basic technique, these lessons can be considered as emergency, last-minute "I was out late last night" lessons. The second lessons require slightly more preparation and in some instances you may need to bring items from home.

The Children's Response is an important resource for all elementary school teachers to own. Its flexibility makes it easy to incorporate lessons and ideas from this book into any language program. It will inspire teachers to include TPR method in their instruction.

Reviewed by Fay Pallen

P.S. 54, District 13, Brooklyn, New York

(Reprinted from the Modern Journal)

MUSICAL GAMES FOR CHILDREN OF ALL AGES. Esther Nelson. Sterling Publishing Co., Ltd., New York, 1976. 72 pp.

This is one of a series of resource books for teachers of native-speaker children, covering music and movement games which I have used successfully in both child and young adult EFL classes. The suggested age range is 5-12, but I don't see why they should have all the fun. There's a lot of useful material here which doesn't usually find its way into TEFL publications. I bought my copy in England through the Blandford Press, but I understand that Yohan handle distribution here.

I was initially attracted to the book with children in mind, looking for a way to make TPR-based lessons more substantive (amusing as it may be to put rods in people's ears), having once scored a major success with "Heads, Shoulders, Knees and Toes." What about "Pat-a-cake," for example? Esther Nelson gives five versions here, and if you think the words are too difficult then change them, or ignore them altogether and concentrate on the actions. There are also ball-bouncing jingles, jump-rope games and counting rhymes. A couple of standard action songs are included, but also a variety of more unusual ones from all over the world: a Burmese stone-passing game, and a Yugoslavian pepper-crushing dance, for example. This is not a TEFL book, however; it's up to you to work out for yourself how best to adapt the ideas.

I also found that many of the dances are sufficiently complex and interesting to appeal to older students: there are some square dances, an Italian Tarantella, and a Troika from Russia, for example. A simple piano score is provided, and I had some recordings made. I taught them initially as TPR actions, gradually building up the sequence to which we put the music, and we all danced.

Reviewed by Simon Gieve
Kinran Junior College

RECENTLY RECEIVED

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

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

CLASSROOM TEXT MATERIALS/
GRADED READERS

- *Abraham & Mackey. **Get Ready.. Interactive listening and speaking**. Prentice-Hall, 1986.
- *Battaglia & Christie. **Start with Hello: Basic conversations for listening and speaking practice** ("Materials for Language Practice" series). Pergamon, 1985.
- *Bell, et al. **Variety: A workbook for intermediate readers**. Cambridge, 1985.
- *Kerns, ed. **Reader's Journal 1.1**, Summer 1985.
- *Knight, ed. **Keep in Touch: A students' anthology of modern literature in English** ("Materials for Language Practice" series). Pergamon, 1985.
- *Pote et al. **A Case for Business English** ("Materials for Language Practice" series; student's book, teacher's book). Pergamon, 1985.
- *Radice. **Language for Banking. Study skills and language practice at advanced level**. Collins, 1985.
- *Wright. **Collins Picture Dictionary for Young Learners**. Collins, 1985.
- Adams & Llanas. **Go On Reading** ("Reading Resources in International English" series, #2). Pergamon, 1985.
- Byrd. **Write On: A student's guide to handwriting** ("English for academic purposes" series). Heinle & Heinle, 1985.
- Davies. **Telecommunication: Developing reading skills in English** ("Materials for Language Practice" series). Pergamon, 1985.
- Fragiadakis. **All Clear! Idioms in context**. Heinle & Heinle, 1985.
- Green. **Accent on Australia: Authentic materials for listening comprehension and discussion** ("Materials for Language Practice" series). Pergamon, 1985.
- Kay. **Biological Sciences: Developing reading skills in English** ("Materials for Language Practice" series). Pergamon, 1985.
- Lindop & Fisher. **Discover Britain: A practical guide to the language, country and people**. Cambridge, 1985.
- Murphy. **Windows: Readings on American culture**. Heinle & Heinle, 1984.
- Tucker & Costello. **The Random House Writing Course for ESL Students**. Random House, 1985.
- Werner et al. **The Random House ESL Library**. Random House, 1985. (16 books in four integrated series, as follows):
- Interactions I (High-beginning to low-intermediate):
 Kim & Jack. **A Communicative Grammar**.
 Kim & Hartmann. **A Reading Skills Book**.
 Segal & Pavlik. **A Writing Process Book**.
 Tanka & Most. **A Listening/Speaking Book**.
- Interactions II (Low-intermediate):
 Werner & Church. **A Communicative Grammar**.
 Kim & Hartmann. **A Reading Skills Book**.
 Segal & Pavlik. **A Writing Process Book**.
 Tanka & Baker. **A Listening/Speaking Skills Book**.
- Mosaic I (High-intermediate):
 Werner. **A Content-Based Grammar**.
 Wegman & Knezevic. **A Reading Skills Book**.
 Blass & Pike-Baky. **A Content-Based Grammar**.
 Ferrer & Whalley. **A Listening/Speaking Skills Book**.

Mosaic II (High-intermediate to low-advanced):
 Werner & Nelson. **A Content-Based Grammar**.
 Wegman et al. **A Reading Skills Book**.
 Blass & Pike-Baky. **A Content-Based Writing Book**.
 Ferrer & Whalley. **A Listening/Speaking Skills Book**.

- †Clark. **Index Games for ESL**. Pro-lingua, 1982. Holt-Saunders Japan International edition, 1985.
- †Kirm. **Ways with Words: Vocabulary puzzles and activities**. Holt, Rinehart & Winston, 1984.
- †Miller. **Smalltown Daily: An elementary/intermediate/advanced reader**. Pro-lingua, 1984. Holt-Saunders Japan International edition, 1985.
- †Prodromou. **Medicine: Developing reading skills in English** ("Materials for Language Practice" series). Pergamon, 1985.
- †Public Service Commission of Canada. **Gambits, books 1-3**. 1985.
- † - - - - - **Idioms, book 1**. 1985.
- †Prator. **Manual of American English Pronunciation. 4th ed.** (book, two cassettes). Holt, Rinehart & Winston, 1985.
- †Zukowski. **In Context**. Holt-Saunders Japan International edition, 1985.

TEACHER PREPARATION/
REFERENCE/RESOURCE/OTHER

- *Brumfit. **Language and Literature Teaching: From practice to principle** ("Language Teaching Methodology" series). Pergamon, 1985.
- *Swales. **Episodes in ESP: A source and reference book on the development of English for Science and Technology** ("Language Teaching Methodology" series). Pergamon, 1985.
- *Wordell, ed. **A Guide to Teaching English in Japan**. The Japan Times, 1985.
- Crombie. **Discourse and Language Learning: A relational approach to syllabus design**. Oxford, 1985.
- Feigenbaum. **The Grammar Handbook**. Oxford, 1985.
- Jackson. **Discovering Grammar** ("Language Courses" series). Pergamon, 1985.
- Quirk & Widdowson, eds. **English in the World: Teaching and learning the language and literatures**. British Council/Cambridge, 1985.
- Wyatt, ed. **Computer-Assisted Language Instruction** ("Language Teaching Methodology" series). Pergamon, 1985.
- †Aarts & Aarts. **English Syntactic Structures: Functions and categories in sentence analysis**. Pergamon, 1982.
- †Alderson, ed. **Evaluation** ("Lancaster Practical Papers in English Language Education" series, vol. 6). Pergamon, 1985.
- †Allen & Swain. **Language Issues and Education Policies (ELT Documents: 119)**. Pergamon/British Council, 1984.
- †Brumfit, ed. **General English Syllabus Design (ELT Documents: 118)**. Pergamon/British Council, 1984.
- †Ellis. **Classroom Second-Language Development**. Pergamon, 1985.
- †Fletcher. **A Child's Learning of English**. Blackwell, 1985.
- †Gaston. **Cultural Awareness Teaching Techniques**. Pro-lingua, 1984. Holt-Saunders International edition, 1985.
- †McArthur, ed. **English Today: The international review of the English language**, 1:3 (July, 1985).
- †McKay. **Teaching Grammar: Form, function and technique**. Pergamon, 1985.

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

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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, Aoyama 8-122, 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**:

- Andrews. **English for Commerce.**
- Asano & Dowd. **Cultural Linkages between Japan, UK and USA.**
- Bell. **Spotlight on Energy.**
- Carrier & Evans. **Spotlight on Cinema.**
- Carrier & Pacione. **Spotlight on Rock Music.**
- Christie. **Spotlight on Great Mysteries.**
- Comfort et al. **Business Reports in English.**
- Curry. **Spotlight on Women in Society.**
- Dean. **Spotlight on the World Cup.**
- Ellin-Elmakis. **Catching on to American Idioms.**
- Gilbert. **Clear Speech.**
- Gregg. **Communication and Culture.**
- Hasegawa & Wright. **This is America.**
- Jolly. **Writing Tasks.**
- Jones. **Use Of English.**
- Klippel. **Keep Talking.**
- Knowles & Sasaki. **Story Squares.**
- Krone. **Background to New York.**
- Menasche. **Writing a Research Paper.**
- Morley. **Listening and Language Learning in ESL.**
- Pereira & O'Reilly, eds. **Four Seasons.**
- Poldauf. **English Word Stress.**
- Porter et al. **Communicating Effectively in English.**
- Richards & Bycina. **Person to Person.**
- Richards & Long. **Breakthrough, new ed.**
- Rivers. **Communicating Naturally in a Second Language.**
- Rinvoluceri. **Grammar Games.**
- Root & Matsui. **Campus Life, USA.**
- Rubin & Thompson. **How to be a More Effective Language Learner.**
- Scarborough. **Reasons for Listening.**
- Sell et al. **Modern English: Cycle Two.**
- Stokes. **Elementary Listening.**
- Swan. **Act One in English.**
- Yorkey. **New Perspectives.**
- Yokoo & Nakayama. **A New Current English Composition.**
- Widdowson. **Learning Purpose and Language Use.**

Chapter Reviews

Chapter reviews are to be 150-250 words, typed double-space on A-4 size paper, and submitted to the editor by the first of the month preceding publication. Longer reviews can be considered only upon consultation with the editor.

CHIBA

**JALT-CHIBA
INAUGURAL CHAPTER MEETING**

On Sunday, Sept. 8, the new Chiba chapter of JALT held its first official meeting. After a quick initial business session, the group welcomed William Gatton of Oxford University Press.

Mr. Gatton had been asked to give a practical, non-theoretical presentation, and he graciously complied with an enjoyable workshop entitled "Games with Children and Young Learners."

Gatton's two-hour presentation included a wide variety of activities, from jazz chants to memory games. He demonstrated a few games to be used with Oxford materials, as well as variations on the standard Bingo, Concentration and Simon Says games. His initial announcement about hands-on activity was not an empty promise, and by the end of the session, everyone had had an opportunity to prance, scurry or dash around the room at least once.

Mr. Gatton's explanations were clear and concise (easy to understand for non-native English speakers), his activities varied, and his presentation well paced. The Chiba chapter had an entertaining and constructive beginning.

Reviewed by Dawn Wilson



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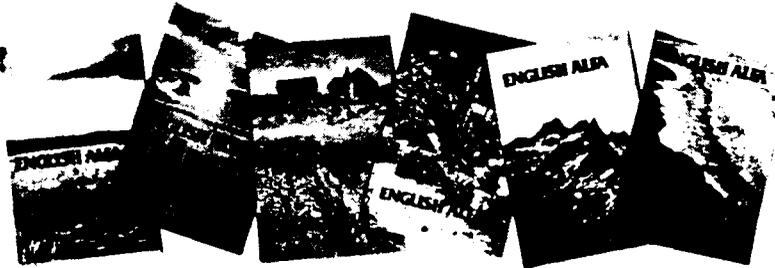
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HOKKAIDO**READING THEORY AND PRACTICE IN THE EFL CLASSROOM**

By Yoshifumi Sato, Shiroishi Junior H.S.

At the July meeting of the Hokkaido chapter, we heard Mr. Sato tell us that discontinuing the grammar-translation method for deciphering reading materials is indeed justified by reading theory. We were also given an example of how to approach teaching in a non-grammar-translation manner.

Mr. Sato started by describing how our experience with reading Japanese is explained by reading theory; and how Kanji makes us grasp meaning directly, shortens sentences, and eases guessing of unknown characters. It was pointed out that discourse does not in itself have meaning; rather, the reader gives meaning to a text. In effective reading the readers use the visual input to predict and comprehend the meaning based on their knowledge (schema). This leads to smooth and efficient reading.

Grammar-translation, on the other hand, encourages "tunnel vision," a narrow concentration on disconnected parts of the discourse, slowing down progress and failing to acknowledge and capitalize on the reader's knowledge and ability to predict meaning.

In learning to read, there should be a concentration on developing prediction skills like scanning, skimming, and discourse patterns and on providing information the reader may lack to grasp the meaning of a text.

Reading materials should be prepared on the basis of the age, interests, and background of readers, and in teaching reading grammar should be avoided and replaced by strategies to develop reading comprehension.

SOME PSYCHOLINGUISTIC PROPERTIES of the PROCESS of SPEECH PRODUCTION: EVIDENCE from PAUSES in SPEECHES

By Shuhei Kadota, Assumption Junior College

Dr. Kadota's research is still in its early stages, and the presentation for this JALT-Hokkaido September meeting was in the form of a summary of knowledge of the function of pauses in speech and a report of an experiment with Japanese college students. He reported that Japanese students of English seem to be aware of phrase boundaries, at least when delivering previously learned speeches.

Speech production has been viewed as a left-right process, the speaker adding words as an utterance proceeds, and also as a top-bottom

process, where the structure is settled before starting an utterance and this framework filled in as the utterance is delivered.

Speech production has been studied through pauses, speech errors, and analysis of aphasic speech. Further, speech production has been considered to be divided into "planning" and "execution" stages.

The element studied in the experiment reported here is the position of pauses. The 27 students in the experiment were asked to learn a prepared speech about women's roles, the delivery was recorded, and pauses in the delivery were analysed. It was found that pauses at phrase boundaries were observed 54 percent of the time and those that did not fall at phrase boundaries 15 percent of the time.

From an analysis at points where students back-tracked and repeated words, it was determined that they seem aware of the phrase boundaries as places to pause or resume speech. The preliminary findings tie in with findings from reading research indicating that speaking need not be considered separate from reading.

Speech production is, even in these communicative times, an element that this reviewer was grateful to learn more about. What to say has been dealt with in numerous presentations, while *how* and *why* it comes out the way it does has been addressed only infrequently. Dr. Kadota's presentation helped fill a very conspicuous hole, and his further findings are awaited with interest.

Reviewed by Torkil Christensen
Hokusei Junior College, Sapporo**KYOTO/OSAKA****IMPLICATIONS OF CLASSROOM RESEARCH FOR LANGUAGE TEACHERS**

By Craig Chaudron, University of Hawaii

Dr. Chaudron shared his experiences as a foreign language learner in Japan, and then defined classroom-centered research as the observation, description, and classification of teachers and students, especially focusing on behavior in the classroom. He reported on studies showing that slower speech benefits lower-level learners, that vocabulary has more to do with understandable teacher speech than syntax, and that there is a correlation between teachers' speech and learners' acquisition of grammatical morphemes. Studies, he said, show that group work is not detrimental to grammaticality. Chaudron encouraged that grammar be explained up to a certain point and then that students engage in meaningful use of language.

Finally, Dr. Chaudron discussed affective
(cont'd on page 36)

Positions

(KOBE) The Kobe YMCA Senmon Gakko has an opening for a full-time male native speaker for April. Master's degree or training in TEFL and experience teaching TEFL. For further information contact Yuiiro Koizumi, Dean, Kobe YMCA, 7-15 Kano-cho 2-chom'e, Chuo-ku, Kobe 650; tel. 078-241-7201.

(KYOTO) The Kyoto YMCA English School has an opening for a Senior Instructor/Curriculum Developer. We are looking for a highly qualified person with a sound knowledge of contemporary teaching methods and materials and with a long-term professional commitment to TEFL in Japan. For further information contact: Yasushi Kawachi, YMCA, Sanjo Yanagi-no-banba, Nakagyo-ku, Kyoto 604; tel. 075-23 1-4388.

(NAGOYA) Full-time position beginning April 1, 1986, as Associate Instructor. Contract is for two years with one renewal possible. Minimum teaching load of 16 hours per week plus office hours and participation in program planning. Compensation depends on qualifications. M.A. in ESL/EFL, English, Linguistics, or related field required. Interested candidates should forward: resume; statement of career goals; two recommendations including one from a faculty member of most recently attended graduate school, to Peter Garlid, Department of English, Nanzan Junior College, 19 Hayato-cho, Showa-ku, Nagoya 466.

(OKAYAMA) Prestigious language school offering unusual opportunity for creative ESL/EFL text writers. Producing major textbook series (adult and children's). Excellent conditions, salary. Immediate start. Call for interview: Miss Maki, 0862-52-5821.

(OSAKA) Seifu Junior and Senior High Schools are looking for an experienced EFL teacher to begin in April, 1986. Applicants are requested to send a resume and a brief description of their teaching philosophy and methods to Barbara Fujiwara, Seifu Gakuen SHS, Ishigatsuji-cho 12-16, Tennoji-ku, Osaka 543. For information, call 0742-33-1 562 (evenings).

(OSAKA) An English language institute for children seeks full-time native speaker instructor, university graduate, male or female over 25 (age around 32 or 33 is most suitable). Standard working hours: 10:30 a.m.-6:30 p.m. (3 days a week), 1:00-6:30 p.m. (2 days a week); summer, winter vacations: approximately 7-10 days each; monthly salary: ¥300,000 (before tax); over-time: ¥1,500/hour; transportation, health insurance provided. Please contact TECHNO, Inc., 11-17-510, Nishiyama-cho, Ashiya, Hyogo 659; tel. 0797-32-1882/22-5702.

(OSAKA) Galaxy Travel Inc. requires female Japanese or foreigner for part-time position. Applicants should speak good English and Japanese and previous business experience is preferred. Travel industry experience would be an asset, but we are willing to train a person with no experience providing she has an interest in the travel business and an outgoing personality. The working hours are flexible but applicant must be able to attend most JALT meetings in the Kansai area. Initially, the position will be part-time but could lead to full-time employment. Our office is located in Osaka very near Honmachi station on the Midosuji subway line. Interested persons should call 06-229-1 155 Monday to Friday, 9:30 to 5:30 to arrange for an interview.

(TENRI) Full-time lecturer for classes in oral English and American/British culture wanted starting April 1, 1986. Six or so 90-minute classes per week. Qualifications: native speaker of English, age 25 to 40, with an M.A. in TEFL/ TESL. Salary, dependent upon qualifications and experience, is based upon national public employee standards; includes bonuses. Other benefits include transportation to Japan and return (if hired outside Japan) and partially subsidized housing. Two-year contract; extension subject to review. Qualified applicants are requested to send (1) curriculum vitae with photograph, (2) two or more letters of recommendation, and (3) a list of any papers and publications to Prof. Yasuji Kitamura Dept. of English and American Studies, Tenri University, 1050 Somanouchi-cho, Tenri-shi 632, not later than Dec. 15th.

(TOKYO) Cambridge University Press seeks an ELT representative for Japan. The representative will be responsible for the sales promotion of the Cambridge ELT list to institutions throughout Japan. Candidates should have an English Language Teaching background, be free to take up the post by December, should already be resident in Japan, and be willing to work from Tokyo. A reasonable knowledge of Japanese and experience of teaching in Japan will be advantageous. Part-time employment will also be acceptable. Attractive terms are offered. Applications including full curriculum vitae to: Mr. Sumio Saito, Cambridge University Press, c/o United Publishers Services Ltd., Kenkvu-sha Bldg., 9, Kanda Surugadai 2-chome, Chiyoda-ku, Tokyo 101. Tel. 03-292-7160/291-4541.

(cont'd from page 35)

factors. He stated that classroom attitudes and learning correlate: a positive attitude leads to behavior that leads to learning. The teacher's personality has not been studied in ESL but first-language instruction research does not show much correlation between teacher warmth and learning. Teachers can show concern for students by being good teachers, which involves using clear and precise language to explain things. Effectiveness of teachers does correlate with their knowledge of their subject matter.

Reviewed by **Bill Cline**
Osaka Jogakuin Junior College

Bulletin Board

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

First CALICO Conference on LANGUAGE AND TECHNOLOGY Tokyo, December 2-4, 1985

The Computer-Assisted Language Learning Instruction Consortium (CALICO), composed of academic, business and government leaders throughout the United States and Europe, is holding its first conference ever on Dec. 2-4 at the Tokyo Hilton International Hotel. Sponsors include JALT, JACET, Japan Association of Educational Technology, CAI Society of Japan, S.M.I.L.E., the LL Association of Japan, the American Electronics Association, the British Council, BBC English by Radio and Television, and UCLES.

Open to all, this conference is of interest to language teachers, curriculum and material developers and supervisors, computer programmers and researchers. English will be the primary medium of communication. Presenters from Europe, Canada and the United States, as well as Japan, will offer workshops, presentations, hands-on experience with authoring systems, demonstrations and panel discussions throughout the three days. Concurrent exhibits, ranging over a wide variety of computer hardware, software and courseware or instructional materials, will include machine translation systems and interactive CAI.

Keynote and primary speakers include Dustin Heustin, Chairman of WYCAT (the first fully "computerized" kindergarten through 12th grade school developed in the U.S.), Frank Otto of CALICO, Kunihiro Masahiro, Yukio Takefuta, professor of Linguistics, Chiba University, and many others.

Proposals for presentations are being accepted through Nov. 15th. These should include purpose, intended audience, and an English-language summary of 100 words or less or a Japanese-language summary of 300 characters or less. Forms may be secured from either of the contacts listed below.

Fees for those registering before Nov. 15th are ¥40,000 for all three days plus the opening reception on the first day, or ¥13,000 for one day. For more information contact Ms. Amano, CALICO Conference Office, tel. 03-348-1 227, or write c/o ILS (Japan), Matsuoka Central Bldg. 8F., 1-7-1 Nishi Shinjuku, Shinjuku-ku, Tokyo 160, or call Jim White, 0723-66-1250 (evenings only).

第6回企業内語学教育セミナー

(The 6th In-Company Language Seminar)

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不可欠なものと言える。当セミナーは企業の国際人教育のカリキュラムに焦点をあて、ゲストスピーカーとして、野村マネジメント・スクール学長徳山二郎氏をお迎えする。ケーススタディとして千代田化工建設、国際コミュニケーション研究センター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：11月22日（金） 9：30-17：00

会場：財団法人 野村マネジメント・スクール
新宿 野村ビル44階
東京都新宿区西新宿1-26-2
☎03-342-8221

プログラム

- 9:30 受付開始
10:00-10:10 開会の辞
JALT会長・帝塚山学院大学 Jim White
10:10-10:20 挨拶
野村マネジメントスクール学長 徳山二郎
10:20-11:50 講演
「わが社の国際化訓練プログラム」
千代田化工建設 内田 宏
11:50-13:00 休憩
昼食・野村マネジメントスクール見学
13:00-14:30 講演
「Administration and Curriculum
Development in In-company
Language Programs」
国際コミュニケーション研究センター David Hough
14:30-15:00 休憩 コーヒーブレイク
15:00-16:30 講演 「国際化教育雑感」
野村マネジメント・スクール学長 徳山二郎
16:30-17:00 閉会の辞 JALT副会長
サイマルインターナショナル専務取締役 小松達也

申し込み方法：

参加申し込みは下記へ参加費を郵便振替で送金して下さい。

京都5-15892 JALT(The Language Teacher)の申し込み振替用紙をご使用下さい)

参加費： JALT会員 JALT非会員
11月8日までに
お申し込みの場合 10,000円 16,000円
11月9日以降
～当日 13,000円 19,000円

※当日の昼食代を含む。JALT非会員は年会費を含む。

問い合わせ：〒600 京都市下京区四条烏丸西入
住友生命ビル8F

(cont'd on page 39)

English for Business

NEW

Enterprise -the new three book course for people learning English for a working environment

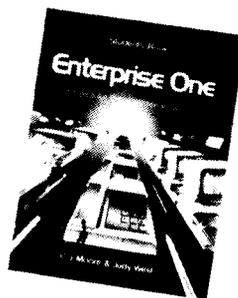
Enterprise provides a sound basis in general English but the topics and situations in the books are related to day to day business activities.

Enterprise 1
C.J. MOORE and JUDY WEST

Enterprise 1 is the Beginner level of the course and its key features are:

- **Balanced instruction in all four skills and a grounding in the key features of English grammar.**
- **Careful grading throughout the course to allow gradual familiarisation with both structures and tasks,**
- **Office related tasks are taught, such as form filling and interpreting tables and diagrams and the accompanying Workbook provides additional practice.**

Students Book Workbook Teacher's Book Cassette



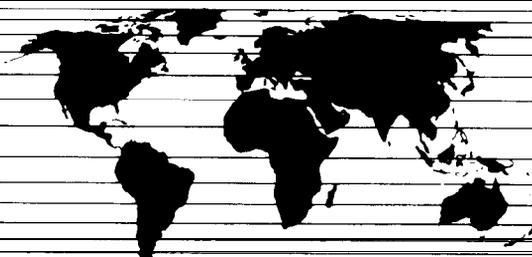
▶ Enterprise 2 available late 1985

For further information contact:
Roger Ahlberg, Japan English Services Inc.
48-2 Minamidama, Oami Shirasato-machi,
Sambu-gun, Chiba-ken, Japan 299-32

Distributed by:
Yohan WPDA,
3-14-9 Okubo,
Shinjuku-ku, Tokyo 160



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MAT is pleased to announce

JAPAN SEMINARS 1986
Asia Center/Odawara

February 15-19, 21-25
August 20-24, 26-30

A series of professional development seminars for the experienced language teacher.

For details write
JAPAN SEMINARS 1986-MAT PROGRAM/SIT

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39 Kipling Road, Brattleboro, VT 05301



(cont'd from page 37)

京都イングリッシュセンター内
JALT事務局 (電) 075(221)2251

主 権: 全国語学教師協会 (JALT)

後 援: 日本商工会議所

THE DAILY YOMIURI

日本工業英語協会

野村マネジメント・スクール

朝日イーベニングニュース社

(株)アルク: The English Journal

日本英語教育協会「百万人のビジネス英語」

Finally, it will look at how to design curricula which meet these needs.

「わが社の国際人研修プログラム」

千代田化工建設株式会社管理第一本部・研修部
課長 内 田 宏

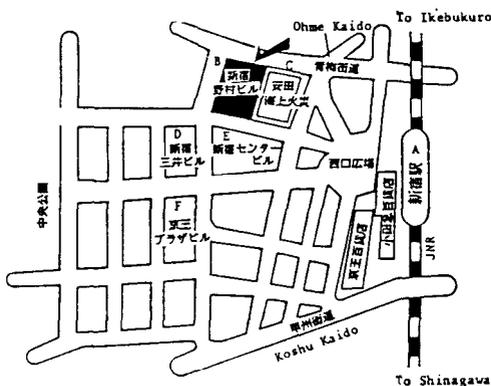
総合エンジニアリング企業である当社は、創業38年目を迎えている。最近10年間に於ける当社の海外プラント建設の比率は70%前後であり、社員に対する国際化能力を高める必然性を持った企業と云える。OJTによる人材育成のみでは、当社の社員の国際化能力向上は到底不可能であったため、OFF・JTの効果的な導入が計られ、今日に至っている。

本講演については、配布資料やOHP等を利用して、当社の国際人研修プログラムを以下の順序で紹介する。

1. 当社の業務概要について
2. 社員の教育訓練プログラムの概要紹介
3. 国際人研修プログラム
4. これからの課題
5. 質疑応答

以上

会場案内



A, Shinjuku Station (JNR); B, Shinjuku Nomura Bldg.; C, Yasuda Kaijo Kasai Bldg.; D, Shinjuku Mitsui Bldg.; E, Shinjuku Center Bldg.; F, Keio Plaza Hotel

「国際化教育雑感」

野村マネジメント・スクール学長 徳 山 一郎

今日、「技術化」、「国際化」による企業環境の変化は著しく、今までの延長線上に同じような未来があるという考えは適用しない状況である。今後のリーダーになる人達は自ら教科書を作らなければならない。そのためには「考える」機会と時間が大切なものとなり、そこから意識革新が生まれてくる。

ADMINISTRATION AND CURRICULUM DEVELOPMENT IN IN-COMPANY LANGUAGE PROGRAMS

by David A. Hough

This paper will describe, in the context of in-company training courses in Japan, how to design specific courses which meet the language learning needs of employees.

It will concentrate on English for Special Purposes (ESP), by first demonstrating how students can learn more if the job of learning is limited to specific and immediate language learning needs.

The paper will then describe administration and personnel constraints which need to be considered when designing an in-company program.

CALL FOR PAPERS “LISTENING COMPREHENSION” Kobe, March 22-23, 1986

Kobe chapter is inviting participation in the second chapter-sponsored area conference on “Listening Comprehension” to be held March 22-23, 1986, 10 a.m.-5 p.m., at St. Michael's International School, Kobe. Presentations should be concerned primarily with listening comprehension although other aspects of language teaching and learning may be included. Please specify if the presentation is in Japanese (for presentations in Japanese see the Japanese announcement) or in English. Please send: an abstract of up to about 50 words clearly stating the content of your presentation; the length of time; equipment requirements; and bio-data in up to 25 words, to Jan Visscher, 6-5-13 Mori Kita-machi, Higashi-nada-ku, Kobe 658. Deadline: Jan. 15, 1986. Further information: Mr. Visscher, 0758-453-6065.

JALT神戸支部

年次大会研究発表者募集

(Call for papers)

大会テーマ「聴き取り」

第2回神戸支部年次大会の研究発表者を募集いたします。内容は聴き取りを主題にしたものでなければなりません。

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応募方法：以下の書類をご用意下さい。

英語発表の場合：横書 400字詰原稿用紙半枚以内の
発表要旨と50字以内の発表者の経歴（英文の題も
付けて下さい）

日本語発表の場合：約50字の発表要旨と25字以内の
発表者の経歴

発表時間を明記して下さい。

送り先：〒658 神戸市東灘区森北町6-5-13

Jan Visscher (ヤン・フィッシャー)

締め切り：1986年1月15日

問い合わせ：Jan Visscher

電話078-453-6065

DIDASKO LEARNING CENTER

(1) Japanese Language Courses

The DIDASKO Curriculum (an integration of TPR, the Silent Way, Self-Access Pair Learning, and CLL) is used in this series of one-day classes to help students learn Japanese, while teachers are helped to learn more about the application of the above approaches to the teaching and learning of any language.

Japanese III, Nov. 10; IV, Dec. 8; V, Dec. 15.

Discount for early registration for both students and observers.

(2) Introduction to Self-Access Pair Learning - Theory and Practice

A series of five one-day workshops leading to a certificate, the program is devoted to a detailed examination of the theoretical principles supporting self-access pair learning, and at the same time provides a thorough training in the numerous methods contained in the self-access course **Threshold**, as well as work in testing and phonetic correction.

Seminar V, Dec. 1; I, Jan. 26; II, Feb. 2; III, Feb. 16.

Information: DIDASKO, 6-7-3 1-6 11 Itachibori, Nishi-ku, Osaka 550; tel. 06-443-3810.

1986 SUMMER STUDY IN ENGLAND FOR JAPANESE TEACHERS

English Literature Summer Schools offers an interesting, non-competitive, two-week travel and study program in late July. The school is located in Sheffield, in the center of England. Students come from America, Europe, and Asia; teachers, librarians, and other interested persons join small informal seminar groups led by university professors. On alternate days the group travels to famous literary sites around England which have connections with the seminar reading. Food and lodging are by homestay. Fees are quite low, the atmosphere is friendly and relaxed, and Japanese participants are very welcome.

For complete information, please write or call (in English or Japanese) Dr. Fil or Fukiko Lewitt, Faculty of Education, Tottori University, Tottori 680; tel. 0857-28-5147, anytime.

Meetings

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

CHIBA

Topic: Reports from this year's JALT annual convention

Speakers: Chapter members who attended

Date: Sunday, November 10th

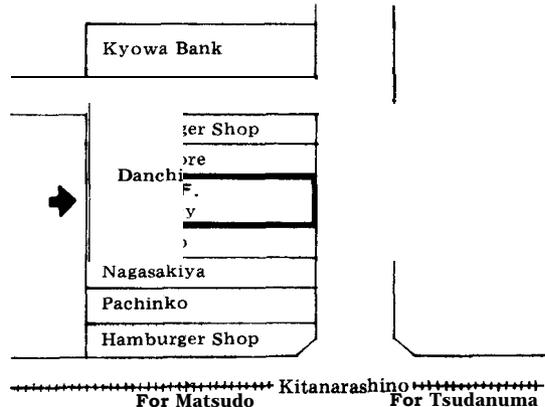
Time: 1-4 p.m.

Place: Margaret's Institute of Language, Taisei Bldg. 3F., 2-6-6 Narashinodai, Funabashi-shi (50m from Kita-Narashino Station on Shin-Keisei Line; see map)

Fee: Members, free; non-members, ¥500

Info: Margaret's Institute of Language, 0474-62-9466

Inaugurated on Sept. 8th, the chapter has a number of new JALT members. This meeting offers a good opportunity to know more about JALT and its activities and about one another.



FUKUOKA

1985 GOLDEN SEMINAR

Speakers/Topics:

- 1) Griffith Frost and Steve Wilkinson, Frost English School, Aomori: "**Dynamic English**: Techniques for college, secondary school, small adult and child classes
- 2) George E. Reseter, M.Ed. (TESOL): "Predictive Listening: Putting the Guesswork In"
- 3) Christopher M. Foley, Regents Product Manager, N.Y.: "**Hopscotch** for children"; "*I Love English* for secondary schools"

Dates: Sat./Sun., November 2nd/3rd

Times: 2 p.m. (Sat.)-12:30 p.m. (Sun)

Place: Fukuoka Kosei Nenkin Sports Center, 4560-2 Fukuma-machi, Munakata-gun; 0940-42-3105. A free bus leaves JNR

Fukuma Station at 1:30 on Nov. 2.
 Fee: Members, ¥8,500; non-members,
 ¥10,500 (includes two meals and over-
 night stay)
 Reservations: Contact JALT Fukuoka office:
 092-761-3811

HAMAMATSU

Topic: Listening Comprehension: Rationale,
 Methods, and Activities (Workshop)
 Speaker: Ron Crain, Coordinator of Yokohama
 YMCA Conversation School.
 Place: Seibu Kominkan, 1-21-1 Hirosawa
 Date: Sunday, November 17th
 Time: 1-4 p.m.
 Fee: Members, ¥500; non-members, ¥1,000
 Info: Judy Hunt, 0534-72-0310
 Alan Cook, 0534-52-4796

Mr. Crain's talk is based on the assumption that for the language learner to achieve success, adequate listening comprehension is necessary. He will refer to various listening theories, discuss techniques, and give guidance for designing one's own listening activities.

HOKKAIDO (Sapporo)

Topic: A Systems Approach to Foreign Lan-
 guage Instruction
 Speaker: Kevin Staff
 Date: Sunday, November 17th
 Time: 1:30-4 p.m.
 Place: Kvoiku Bunka Kaikan
 Fee: Members, free; non-members, ¥500
 Info: T. Christensen. 011-737-7409
 D. Sato, 01 1-852-6931

Mr. Staff has his M.A. in Linguistics from San Diego State University, California. He is currently teaching at IAY and has also taught in Peru. He has served as an Army Reserve Interpreter for Spanish and German.

He will be analysing the notional-functional needs of non-native speakers of Japanese and discussing the methods used in a government agency language program, its effectiveness, and the levels of proficiency attained.

KOBE

Topic: Teaching the Japanese Sound System
 and Scripts through The Silent Way
 Speaker: Fusako Allard
 Date: Sunday, November 10th
 Time: 1:30-4:30 p.m.
 Place: St. Michael's International School,
 17-2 Nakavamate-dori 2-chome. Chuoku;
 -078-221-8028
 Fee: Members, free; non-members, ¥1,000
 Info: Jan Visscher, 078-453-6065 (Mon.-
 Fri., 8-10 p.m.)
 Kenji Inukai, 07843 1-8580 (Mon.-
 Fri., 9-10 p.m.)

During this workshop-demonstration, Ms. Allard would like the audience to experience and/or observe how easy it is to learn the Japanese scripts through sound-symbol association, provided logical and reasonable sequencing is

used. After an actual learning experience by newcomers to the language, and observation by others, the rationale for the approach and its implications for adult L2 acquisition will be discussed.

Ms. Allard, one of the foremost practitioners of The Silent Way in Japan, has studied under Dr. Caleb Gattegno, founder of The Silent Way, both in Japan and the U.S. During the past two years, she has organized workshops with Dr. Gattegno in Japan.

Fusako Allard has been the Director of the Center for Language and Inter-Cultural Learning in Osaka since founding it in 1979. She has taught both Japanese and English for many years and is currently preparing teacher training programs at the Center while completing her thesis for the M.A. in Teaching, School for International Training.

KYOTO (final meeting of 1985)

Topic: The Pervasive Mind and Its Massive
 Challenge to Education
 Speaker (on video): Dr. Anthony Gregorc
 Date: Saturday, November 30th
 Time: 2-5:30 p.m.
 Place: YMCA, Sanjo-Yanaginobamba
 Fee: Members, free; non-members, ¥500
 Info: C. Kondo, 075-622-0783
 Y. Kawachi, 075-231-4388

This video of the opening presentation at TESOL '85 will be followed by a business meeting to vote on next year's officers.

NAGASAKI

Topic: *I Love English*
 Speaker: Christopher Foley, Regents Pub. Co.
 Date: Sunday, November 10th
 Time: 1:30-4:30 p.m.
 Place: Nagasaki University Faculty of Educa-
 tion, Room 63
 Fee: Members, free; non-members, ¥1,000
 Info: Satoru, Nagai, 0958-84-2543

NAGOYA

Topic: The Natural Approach: Theory and
 Practice
 Speaker: Scott Petersen
 Date: Sunday, November 24th
 Time: 1:30-5 p.m.
 Place: Aichi Kinro Kaikan. Tsurumai
 Info: Lynne Roecklein, 0582-94-0115
 Kazutaka Ogino, 05363-2-1600

Our chapter Treasurer will give a lecture-demonstration on Krashen's Natural Approach. The first half will treat some of Krashen's ideas about language acquisition and present a critique of them. The second half will consist of a demonstration of what a Natural Approach might look like, using Russian as the target language. The audience will be asked to take part. But no need for more than simply to come and "be natural."

This meeting also brings **elections** for 1986 Chapter Coordinator, Recording Secretary, and Program Chairperson. **Nominations** for these

(cont'd on next page)

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positions will be accepted until Nov. 10th. Call the present Recording-Secretary, Richard Baker, at 052-833-0440. Also, two small changes in the chapter constitution will be up for ratification.

And our 1985 *bonenkai* will take place from 5:30 p.m. after the chapter meeting on Dec. 15th, in a room at the Kiharute, a Japanese-style restaurant near the Kinro Kaikan, at about ¥3,500/person. Families are welcome. Reservations are necessary; contact Richard Baker at the Nov. meeting or, by Nov. 30th. at 052-833-0440.

OKAYAMA

- Topic: 1) Child-centered Language Learning: Workshop on *Hopscotch* series for children
2) English Learning with "Fun": Workshop on *I Love English* series for secondary school students

Speaker: Christopher M. Foley
Date: Saturday, November 9th
Time: 2:40-4:30 p.m.
Place: Chugoku Junior College, 1st conference room; 0862-93-0541
Fee: Members, free; non-members, ¥500
Info: Akiyo Joto, 0862-93-0541, ext. 413

TAKAMATSU

Topic: Highlights of JALT '85
Speakers: Takamatsu chapter members
Date: Sunday, November 17th
Time: 2-4:30 p.m.
Place: Takamatsu Shimin Bunka Center
Fee: Members, free; non-members, ¥500
Info: Don Mavbin. 0879-76-0827 (after 10 p.m.)
Shizuka Maruura, 0878-34-6801

The annual JALT national conference is a major event for language teachers in this country with hundreds of presentations and noted speakers from around the world. This year was no exception and, if you missed the extravaganza, here's your chance to hear about the best of the presentations.

TOKUSHIMA

Topic: Workshop on new textbooks for children and secondary school students (details in Okayama notice)
Speaker: Christopher M. Foley
Date: Monday, November 4th (holiday)
Time: 1:30-4:30 p.m.
Place: Tokushima Bunri Univ. Bldg. No. 14, Room 22; 0886-22-96 11
Fee: Members, free; non-members, ¥1,000
Info: Eiko Okumura, 0886-23-5625
Noriko Tojo, 0886-85-7153 (days)

There will also be a drawing for a prize donated by Regents Publishing Co.

TOKYO

Topic: Using Poetry for Language Practice in the EFL Classroom

Speaker: Anna Marie Malkoc, Assistant Cultural Attache, American Embassy, Warsaw
Date: Sunday, November 24th
Time: 1:30-4 p.m.
Place: Tokai Junior College (near Shinagawa and Sengakuji Stations)
Fee: Free
Info: C. Dashtestani, 0467-45-0301 (eves.)

Poems selected for simplicity, stress-intonation patterns, interesting rhyme schemes, and universal appeal can supplement, reinforce, enliven, and enrich all levels of EFL instruction. This presentation will consist of a short rationale, a discussion of the criteria for selecting poems suitable for language practice, suggestions for presentation, and then audience participation. Handouts will be given.

YOKOHAMA

Topic: A neurolinguistic programming perspective on learning strategies and methods

Speaker: Charles Faulkner
Date: Sunday, November 10th
Time: 225 p.m.
Place: Kaiko Kinen Kaikan (Port Opening Memorial Hall). From Kannai Station go to the YMCA, then go six (Japanese) blocks north toward the port. It is on the left just past the Kanagawa branch of the Tokyo Electric Power Commission. It is diagonally across from the Kanagawa Prefecture Gov't Building.
Fee: Members, ¥500; non-members, ¥1,000
Info: R. Crain, 045-662-3721 (work)
K. Takubo, 045-332-3 169 (home)

Developed out of linguistics, cybernetics, and psychology. NLP is a model of human information processing for understanding *how* something is done. The speaker will focus on how the good language learner learns, that is, how he process information and what cognitive strategies he uses. In addition, the success of various language teaching methods will be reviewed in terms of the fundamental elements and patterns of communication they possess. According to a review in the *TESOL Newsletter* of Charles Faulkner's presentation of NLP at the ABC Colloquium, Teachers College, Columbia University, his work represents "a quite different, and for most participants quite fresh, perspective on learning."

Charles Faulkner, an Intercultural Researcher and Consultant, is certified in NLP with advanced training. Recently, he has been working on Japanese/American communication patterns, training Japanese overseas operations personnel in interpersonal and intercultural negotiation strategies.

YOKOHAMA SIG for Teachers of English at Secondary School

Topic: "Stand Up and Speak Out, Part II"
Speaker: Yoshio Mochimaru
Date/Place: as above
Time: 1-2 p.m.
Info: Ryuko Kubota, 0427-47-6378 (eves.)

For The Next Year's Textbook Selection.....

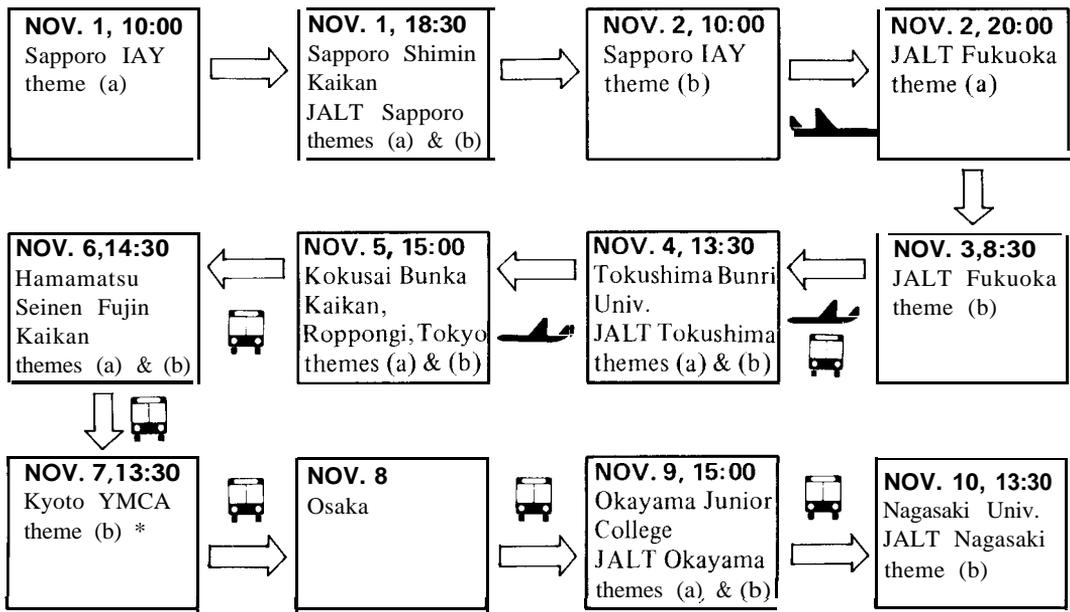
LET'S JOIN US, REGENTS WORKSHOP TOUR!

Ten Day



Speaker: Christopher Foley, Product Manager, New York Regents.
 Theme: (a) Child-Centered Language Learning; Workshop on HOPSCOTCH,
 a new children (aged 5-12) series.
 (b) English Language Learning with "Fun"; Workshop on I LOVE ENGLISH,
 a new course for secondary school.

Tour Schedule:



* In Kyoto YMCA, a special workshop on SPECTRUM will be given in addition to theme b.

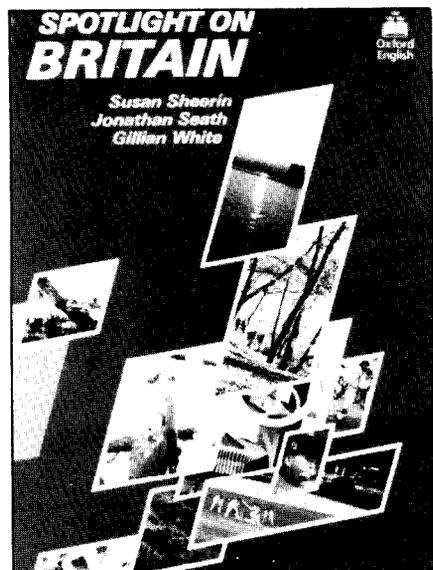
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