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Photos: Gene Crane

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The Japan Association of Language Teachers is a non-profit organization of concerned language teachers interested in promoting more effective language learning and teaching. It is the Japan affiliate of TESOL. Through monthly local chapter meetings and an annual international conference, JALT seeks new members of any nationality, regardless of the language taught. There are currently 16 JALT chapters: Fukuoka, Hamamatsu, Hiroshima, Kobe, Kyoto, Matsuyama, Nagasaki, Nagoya, Okayama, Okinawa, Osaka, Sapporo (Hokkaido), Sendai, Takamatsu, Tokyo, and Yokohama.

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

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## Interview-PETER DONOVAN

*Peter Donovan, Publishing Director (ELT) for the Cambridge University Press since 1981, was interviewed by Gaynor Sekimori, Co-Editor of The Language Teacher.*

### The Role of the Publisher

Most projects 'published these days come about by the publisher taking the initiative. We identify the needs in various teaching situations and potentially successful projects, and then commission people to write accordingly. A publisher 'plays a large part in drawing up the specifications and getting people to write the material. Thus a publisher is always an entrepreneur, trying to bring people together. He has to know people who can write, has to know the market, has to keep in touch with educational developments, and put these elements together to get something creative.

I come to Japan to find what the needs are, to find out about learning backgrounds, types of students, what the educational situation is. I have to keep in touch with the ELT profession generally; taking part in the professional side of the JALT conference is an important aspect for me as a professional. Everybody on the ELT editing side of CUP has strong ELT experience, and we all feel we could go back into the classroom. In international conferences we like to participate professionally, not just as marketers or salespeople.

The professional ELT author has to be a special kind of person, someone who can work as part of a team, be adaptable and flexible, able to write to a specification, to an extent, and able to take guidance from a number of sources. It's not just a case of writing what you believe. We keep in touch with a wide range of people who are always looking for new people as well. Then we evaluate who we can team up to actually produce something which we know is wanted.

Sometimes an idea will come from an author who knows a particular field. For instance, *Task Listening* was very much an author-initiated proposal. We have published material from people who have never published before who have come up with good ideas we have found to be viable.

We don't want to publish and forget: we're constantly talking to teachers about their experi-

ence in using our materials. This year's JALT conference was particularly rewarding because we feel we have made contact with an even wider number of people than before. It is important that we can talk about our materials quite frankly, how they can be improved and how they should develop in the future.

Marketing ELT is different from marketing many other books; you don't put things on a bookshelf and expect them to sell. You have to bring them to the professional, and integrate them into what teachers are actually doing. That requires ELT skills as well as marketing skills.

### Undertaking New Projects

About ten years ago when CUP started to produce ELT materials, an analysis showed a lot of material already available was at the lower levels, particularly in course material. and there

was a gap at the higher levels. There was also a tendency for publishers to ignore the more innovative ideas. CUP, being a university press, could take some of these more risky and experimental ideas where they looked educationally sound and try publishing them. Alan Maley's *Sounds Intriguing* and Michael Swan's reading material were a case in point. We cannot afford to lose money on publications, but we do not have the same constraints as a commercial publisher.

With this base, and a reputation established for publishing quality, innovative materials, we were able, about four years ago, to start thinking about courses, which need considerable resources and commitment. *Meanings into Words* originated from this kind of analysis. We then turned our attention to the lower levels and considered doing a main "cradle-to-grave" course. We felt that there was no beginner's course really suitable for adults, and that there was in addition a particular bias toward the adolescent learner in Britain. There seemed to be a whole range of learners in adult education and companies where there was a need for beginner's material which would take the learner, and the language, seriously, and move at a faster pace. In contexts like Japan, where students have quite a high passive knowledge, it would allow them to concentrate on other things.

### Trends

At the moment, there is generally a need for material in the various skills, and listening is of  
(cont'd on next page)



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particular relevance for Japan. We feel this is an area we have been able to pursue in our search for interesting supplementary material.

We are looking to ESP, the field of business in particular, and have initiated the Cambridge Professional English Series. In it we propose to publish a number of quite short books each aimed at a particular skill or area of business English, around an intermediate level.

We are also looking at the whole field of software, and I feel this is going to be a significant development in the future. Its success would depend very much on matters such as packaging and pricing, distribution and availability of hardware. Many ELT schools in England are getting computers, while the British Council is taking the initiative in piloting schemes to trial computer installations and software.

I think some of the things that are presently being done on computer software are extremely limited, very much drill and practice. The interesting thing will be when we learn to use the computer in an open-ended way, let the learner be creative and have the freedom to try things out, to experiment. The computer could also be

used to stimulate interaction between pairs or groups of students. Good computer material is transparent, elegant and simple. Once teachers see the effect it can have on their learners and that it is not difficult to set up and use, they start wanting more, producing their own, having ideas, adapting things. We are doing a book next year called *Computers - Language Teaching and Language Learning*, as a very basic introduction of the field to teachers.

Computer software could be used for developing certain skills, certainly accuracy or grammar practice. There are whole areas of fluency practice as well. U.S. research shows that low achievers respond very well to a word-processing program. A screen allows learners to try things out, giving complete flexibility.

Skills material is going to be increasingly important, examination material will continue to be important for us, and we have a very strong base now in books for teachers. This latter is certainly an area we are going to develop. We do not have any immediate plans to launch into video; it requires quite a different level of resources from publishing books.

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## SGAV: STRUCTURO-GLOBAL AUDIO-VISUAL METHODOLOGY A Brief Introduction

**By Bill Stanford, Language Resources  
Ltd., Kobe**

In Tokyo recently, at the JALT Conference, the present writer and a colleague gave a demonstration "shock" lesson in Structure-Global Methodology. Many conference participants who couldn't take part have asked us what SG is about. This article is a brief attempt to answer that question.

In the late 1940s and early '50s, an international group of researchers at St Cloud, outside Paris, led by Paul Rivenc and Peter Guberina, expressed their dissatisfaction with the audio-lingual method of language teaching, based as it was on Structural Linguistics and Behaviorism of the '30s. Courses written for this method emphasize, above all, grammatical structure, ignoring the problem that the syntactical system is only *one* of the "systems" that make up language (Halliday, 1981).

Guberina was in a position to offer fruitful criticism of such approaches, since his research at the Institute of Phonetics, Zagreb, into the teaching of the deaf and aphasics had shown that perception of the phonetic system was much influenced by attention given to the prosodic structure of an utterance, i.e. to the stress, pitch, rhythm and intonation. Rivenc and Guberina's

team were soon placing emphasis on the "structural" nature of *all* the systems associated with language: body movement and gesture, facial expression, the stress system, the intonative system – all are *structural* systems in themselves in a given language and culture. Much attention was also given to situational factors – the physical situation (and the language medium), and the interpersonal factors, the register system; and it was realized that each of these systems and the situation of the speech act itself are structurally inter-dependent. The total set of language-related systems is amazingly rich – rich to the point of redundancy, as Renard (1981) has it – and comprises one large, "systemic" whole. To sum this up in a phrase, *language is a global structure*, structure here being used in the sense of a gestalt.

### Language Appropriation

Such a view of language has definite implications for language acquisition, or language *appropriation* as SG prefers to call it. (*Acquisition* suggests getting something which is "out there" – *appropriation* stresses the interaction between the first and second language systems of the learner.) If language is a rich, complex, redundantly inter-structured whole, then language learning will be a progressive, cyclical, spiraling process in which the verbal, para-verbal and socio-cultural systems of the target language are appropriated by the learner. This implies a great respect for the learner's mother-tongue language and culture – it is out of these that the interlanguage, which is the first step toward the target language system, will be created.

At the same time, however, in language appropriation the mother-tongue and culture also act as an interference structure, from which the learner must be distracted. Of course there is interference from the grammatical and semantic systems; but also from the movement and gestural systems, the prosodic system; and, as the Czech phonologist Trubetsky pointed out, in his concept of the phonetic "sieve," from the phonological system.

Now, since language *is* so rich, and characterized at the signal level by redundancy, we perceive and "understand" through the detection of "critical elements" (Lian and Joy, 1981) which are not at all susceptible to "cross-cultural," cross-lingual transfer. Just as there is prosodic and phonetic sieving out of significant "critical elements" in the act of listening-perception in the target language so that a learner may be thought of as being selectively *deaf* vis a vis the target language – so also there is sieving via the para-linguistic systems: the learner will, often, not "see" what is critical, or will not comprehend what is perceived.

Where the prosodic/phonetic problem is concerned, a sound-filtering device, termed the Suvaglingua, used by Guberina in his work with the deaf, has proved very useful (Renard, 1975). Taking the sub-300 cycle frequencies alone, thereby removing much phonetic information,

the learner can concentrate on stress, rhythm and intonation by themselves. The close perception, *in situ* as much as possible, of the prosodic features of an utterance suggests where (but not which) phonemes occur; and also allows direct perceptual entry to the verbal effectivity system of the target language, depending as this does on the prosody of an utterance. This approach, in which the learner works physically, by beating, stamping, or walking out the rhythm – on the prosody of the target language, has been termed by Guberina the Verbo-Tonal Method of phonetic correction.

In the wider, non-verbal context, SG would insist that language should be presented audiovisually, firstly to give the setting itself and as well to convey some of the essential *critical* elements of the non-verbal systems. Affectivity, for instance, is expressed not only through prosody but also posture, proxemics, gesture and facial expression. As we've seen, these systems are not an icing on the cake, but part of the cake itself. And simply *seeing* the language situation is not by any means enough: it must, within the physical constraints of a given classroom, be *enacted*. This has proved to be the most efficient means of appropriating the non-verbal elements of a situation.

All of this implies the realization that appropriation of the target language is an ongoing process (cont'd on next page)



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Location	: Language Resources, Kobe (1 minute from JNR Motomachi station)
Participants	: 6 to 12

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ing transformation and analysis of the developing "interlanguage" and intercultural behavior unique to a particular learner. Through this autonomous process of learner experimentation, of *self-structuring*, through action and speech and, of course, spontaneous personal communication, the target language, as a global whole, is increasingly approximated, and finally appropriated.

### SGAV Courses

An apprehension of the global nature of language has implications also as to how we might think of speech-in-context; and, therefore, for course design. Linguistics has been conscious of the "wholeness" of a language system since Saussure, even if the ramifications of this unity have been ignored, to some extent at least, in audio-lingual/functional notional approaches. But where the "text" of a speech situation is concerned, most of us, I suspect, would take the view that it is "built up," from grammatico-notional blocks, sentence by sentence. Sociolinguists, in their studies of speech and speech contexts, have pointed out that, on the contrary, this isn't so, that the smallest unit of speech is the text; that a text isn't reducible to sentence grammars. This too would be the view taken by SGAV methodology: the text, Structuro-Globalism would say, should be treated whole, audio-visually; and *not* subsequently treated as if susceptible to being "broken up" for the purposes of drilling. The text itself should feel as authentic as possible, and not seem a pre-analyzed, synthetic creation in which characters are theatrical "flats," cardboard mouthpieces for grammatical items.

At the beginning, in the 1950s, SGAV courses were not, generally speaking, an adequate realization of the methodological insights, and classroom practice was rather traditional. The early courses such as *Voit et Images de France* were affective, contrary to some accounts (e.g. Stevick, 1976), but too many of the speech-

situations were obviously pre-analyzed. By the mid 1970s however. German. Arabic. French and English courses were produced which genuinely use complex speech in context. Courses are still structured, but the structure is not "visible" to the learner: in particular, the 1975 and 1976 English courses *All's Well I* and *All's Well II* show ingenious course designs which provide for both global speech in context and for the learner's cyclical, self-structuring appropriation process.

SGAV Methodology continues to be explored under the auspices of the International SGAV Association, based in Paris. (There are branch associations in Brazil and Australia.) It is proposed that a Japan SGAV Association be formed; and it is hoped that this may take place in the near future. Those interested should contact: Professor Claude Roberge, Director, The Sophia Center for Hearing & Speech Disorders, Sophia University, 7-1, Kioi-cho, Chiyoda-ku, Tokyo 102. (03) 238-3738; or Clive Lovelock/Bill Stanford: Language Resources Ltd, Taiyo Bldg 6F, 1-2, Kitanagasa-dori, 5-chome, Chuo-ku, Kobe 650, (078) 382-0394/5.

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## HOW TO RECRUIT PROSPECTIVE STUDENTS IN ENGLISH AS A SECOND LANGUAGE MOST EFFECTIVELY FROM JAPAN Suggestions to School Representatives Who Visit Japan

By Hiroshi Kuki, Study-Abroad & Educational Consultant, Setagaya Institute for Study Abroad, Tokyo

(This is the second part of a four-part series.)

### 2. Study-Abroad Agents in Japan

In my estimation, the best advertisers are returnees or former students returning to Japan, either briefly for summer vacation during their post-EFL college work or for good. Instead of personally visiting major study-abroad agents in Japan, especially here in Tokyo, you can ask returnees to visit agents and give them brochures and application forms. Such returnees all speak Japanese and know their way around better than you do. A list of permanent returnees to Japan is a welcome gift to an agent, especially those you

are approaching for the first time.

If and when you insist on coming, you can always hold an alumni meeting here in Japan; you do not have to be a "Harvard Business School" to hold one. Prospective referral sources and even prospective students can be invited to such meetings. One of the most popular sites for such meetings is: The International House of Japan, 11-16, Roppongi 5-chome, Minato-ku, Tokyo 106, Japan; tel. (03) 470-4611. Formerly one of the Iwasaki (of the Mitsubishi family) residences, International House was purchased — with the help of John D. Rockefeller III — to house the earliest American Fulbright exchange professors in the 1950s.

Instead of personally visiting major study-

abroad agents in Tokyo via unfamiliar means of public transportation, you can always ask them to come to "I-House," considered a highly respectable place to have visitors. Seminar rooms and lecture halls are also available quite inexpensively, from \$20 up for the entire morning, afternoon or evening. I-House is also happy to arrange for movie projector rental, etc., from outside dealers as inexpensively as possible. Another advantage is that I-House has an English-speaking staff. Its only drawback, perhaps, is that it is better known to Americans than to local Japanese. A good, bilingual map to I-House is available; you should obtain it well ahead of time in order to send copies out to your prospective referral sources here, along with multiple copies of your itinerary and a brief cover letter.

It is unwise to see prospective applicants in a group. Many assume they may be the only Japanese applying and coming to your school or program from here, or at least one of a very few. Many do not even realize there will be no fellow American students to study English as a second language with them except their teachers and advisors, until they arrive at your school or ESL program. Note also that many come from "nuclear families," averaging fewer than one and a half children per family, if your prospective Japanese ESL students are in their high teens or their twenties.

Color photos in printed brochures never impress them or agents, yet, for some reason, amateur photos with captions clumsily pasted onto thicker sheets of typing paper appear to impress both parties concerned. Printed color photos or slides of the interior of your ESL set-up tend to end up looking much the same as everyone else's. The exteriors of your classrooms and other buildings are sometimes more indicative of what you have to offer prospective students as well as agents here. Photos of language labs and your past and present students should be avoided as much as possible. The former tend to look alike; the latter have an emotional place only in your mind.

However, photos of student counseling are impressive, because the American type of extensive and intensive counseling is largely unknown on most college campuses here. Add to these photos of your student housing facilities and student activities. A video tape is often proposed to us by visiting school representatives; a video often gives too many details about you, whereas prospective students can see what they want in photos. Students-to-be often prefer not to know too much about your school or program, especially those who tend to dream of studying abroad for years before they actually come to you.

Nobody in Japan has an exhaustive and complete list of local study-abroad agents. The *English Journal* (see Part 1) publishes an annual study-abroad supplement which lists those who handle individual students as well as groups. Though the list is in Japanese, you can have one of your better students from Japan translate it.

The ideal number of brochures and application forms to send to each study-abroad agent here is probably two per quarter, session, or annum to begin with. Office and storage space is quite limited here, too. Once a student comes to you from any of these referral sources, two additional sets of materials can be sent as replacements.

At last, Japan has its own version of the IIE: Information Center, Association of International Education, 4-5-29, Komaba, Meguro-ku, Tokyo 153, Japan; tel. (03) 485-6827; Mr. Manabu Hone, information officer. This, I believe, is part of the Ministry of Education and is funded by the central government. One of the functions of the office, as I understand it, was to take care of any trouble between study-abroad students and their study-abroad agents here. Mr. Horie told me in a recent, private conversation his office has found it impossible to implement this function, partly perhaps because his office is largely a one-man operation. His office has compiled and published an English-language list of major Japanese colleges, both two-year and four-year, public and private, available for a small fee, plus postage costs for overseas orders. The office is always worth visiting; he has a fairly exhaustive stack of college catalogs, brochures from language schools in English-speaking countries, etc., and one of his many job descriptions is to disperse information thus collected to the local national and public universities.

(To be continued)

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## WHAT MAKES INPUT COMPREHENSIBLE?

By Steven D. Tripp, Nagoya Shoka  
University

At the recent JALT conference, Stephen Krashen made a very strong case for the notion that language acquisition takes place in just one way – through comprehensible input. If such is the case, I thought it would be interesting to speculate about what could possibly make previously incomprehensible language comprehensible.

I will divide the factors that could make input comprehensible into two groups: those that are present in (almost) all language situations and those that are (mainly) present in school situations.

The factors that are present in all language situations can be divided again into two groups: those that are external to the language itself and those that are contained within the input.

The first of the external factors can be roughly labeled body language. This would include physical gestures as well as facial expressions. In addition, voice quality would have to be included in this category. I mean by voice quality such things as intensity, creakiness, and clarity of enunciation. The second external

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factor would be the presence of various physical props that are the subject of the utterance. This would include signs, objects, maps, pictures, and diagrams. The third external factor would be the predictability of the situation. By this I mean that if a person drops and breaks something we normally would expect the next utterance to be an expression of regret. This degree of predictability is unusual though. However, it is not unusual to discuss a subject in a foreign language that is fairly well understood in the native language. The more familiar the subject is, the more predictable is the input and therefore the more comprehensible it is also.

The first of the factors that are internal to the input is lexical redundancy. When two words of roughly the same meaning are used, the unknown one may be made comprehensible by the known one. Paraphrase is very similar to this, though instead of words, phrases or sentences may be reworded so that a previously unknown expression becomes suddenly comprehensible. Another factor that can make input comprehensible is the use of known words in new meanings. If the meaning is radically different, there is not likely to be acquisition; but if a word like "fork" is used in an expression like *fork out some money*, the meaning is nearly transparent and therefore easily acquired. Similarly, if known structures are used with unknown words, the input may be compre-

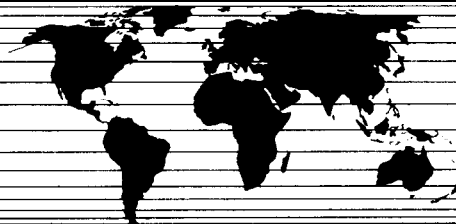
hensible. For example, if you have already acquired the passive in English and you know the word *feed*, then the sentence *The cat has been fed.* " might be comprehensible even if you didn't know the word "fed."

In the classroom, teachers, consciously or unconsciously, use some of the above techniques to increase the redundancy of input and therefore, presumably, make it more comprehensible. The use of synonyms and paraphrase are nearly too obvious to mention.

The second way to make input comprehensible is to make it more salient. The main ways of doing this are to speak more slowly and enunciate more clearly. Another way, although it is often ridiculed, is to speak more loudly. Another way of increasing the saliency of input is to write it down. Teachers don't like this, but letting the students read something before they listen to it will surely increase its saliency.

To increase the predictability of input, some kind of explanation previous to reading or listening to a text would seem to be called for. There are numerous ways of doing this and it can be done in either the native or target language. It is odd that in many reading or listening books the questions and discussion follow the text rather than precede it.

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Another factor that can make input comprehensible is a knowledge of grammar rules. Krashen has objected to this on the grounds that only very intelligent people can do this. In the case of listening he is surely right but when reading I see no reason even the average student couldn't use grammar rules to make sense of unacquired input.

There is one last way to make input comprehensible in the classroom and that is to use translation. I now this is going to make some readers unhappy, but there is no denying that it is true. Translation may be presented, in relation to a text, in three ways: previously, simul-

taneously or afterwards. Simultaneous translation, for pedagogical purposes, would mean something like subtitles in a movie, or parallel texts in a book. The other two types are obvious. The typical teaching technique is to use translation after presentation of the text. There is no reason to believe that this is the best way. But this is an empirical question; perhaps some reader will take advantage of a JALT research grant to answer it.

To sum up, I believe there are basically three ways to make input more comprehensible: heighten the context, increase the saliency, or gloss the meaning.

## interview — **MONICA VINCENT**

### READING WITH READERS AND WRITING FOR WOMEN

By Julian Bamford

**JB:** *You've said that teaching reading should ideally be like teaching music: a lesson from the teacher who guides you and then you go off and practice for the next six days. Could you talk about this practice stage?*

**MV:** Ideally one would constantly put new interesting reading material at an appropriate level into the hands of the learner. That is why I am a great believer in the class library scheme, that I know many schools have set up. The view in the mother tongue – and some experiments have shown this – is that children learn to read by reading, in quantity and with a great deal of variety, and that the experience is a very, very important way of acquiring reading skills. At the same time, I'm afraid with schoolchildren that maybe you need some check on whether they are doing it because, however interesting or involved, they are doing other subjects where what they do is tested and if you don't do that in English then it is not serious and so they stop bothering. So I do advocate very short, very simple ways of finding out if they have read the book.

**JB:** *How did you come to write readers?*

**MV:** It came about partly by accident. I had a letter when I was working in East Africa asking me if I would like to try writing a reader. But the other thing that influenced me was that I didn't like a lot of the readers that I saw. I thought the content was rather trivial and a bit childish.

**JB:** *Could you introduce your three major published readers, which are: A Woman's Place, Girl against the Jungle and Alone on the Atlantic?*

**MV:** The best known reader I have done is *Girl against the Jungle*. I knew the story and I was

extremely fortunate to get asked by the reader editor if I would like to have a go at simplifying it down to Level 2 in the Longman series, and he already had all the pictures for the story. It was particularly nice to write because we had the girl's original account from the Sunday newspaper and a set of very good photographs. And it is also good because it is fast narrative and quite a simple story, even in her own words. So it was an appropriate choice of subject and text to write at an easy graded level where you can only use short sentences and fairly simple verb forms. The other thing was that it coincided with the beginnings of my interest in women's rights and I had by then read several articles about the shortage of materials for girls in schools, that all the stories were about boys or the stories were chosen for boys. It was rather nice to have a heroine who really is a heroine, who was a girl, an ordinary schoolgirl, who had to cope with this very difficult situation. I tried to build in as much tension as I could in that story but I did have some negative comments from my niece who was quite young at the time – that I had killed everybody, and also I had a lot of queries as to whether this was really true. When some children re-wrote the story for me recently in London, they all added a companion in the jungle and some of them made her mother come

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back to life, which I thought was a very interesting response. And sometimes, when my students (trainee teachers) have tried this story in schools, they have reported that some of the children have been in tears! I didn't set out to make people unhappy or sad, but I am actually quite pleased to know that they respond to the story for the content and to the emotional tension of the story. They obviously don't just see it as reading English words and structures.

Then I looked for more stories about girls with the sort of leading figure who wasn't just in a romantic novel, and I saw a television programme which Clare Francis made in the 1970's, showing her in a (single-handed transatlantic yachting) race. It was a very gripping half-hour programme and I thought it would make a good story. I approached various publishers with the idea and Heinemann were interested so, in that case, I used her original book. It was written in very complicated English and it was a question of shortening it and picking out the main story lines, putting it into simple English and deciding what to do about the technical terms. You can't talk about a bedroom or a bed if you are talking about a boat. However, the Heinemann grading scheme is very loose on structures and vocabulary, and allows quite a lot of freedom, which in some ways is more difficult than when you have no freedom. They are very anxious that the foreigner should understand every single point and that, I think, can make it a bit harder because in writing a story you often skate over details of places and people – you don't stop and say, 'By the way, this town is in the centre of England.' So it is not necessarily easier to control information than to control language. I was interested in how different grading schemes work, and the only way to find out was to try writing a book for Longman, and then a book for Heinemann, and see how the actual process of writing compares. The reaction to *Alone on the Atlantic*, I think, has been quite a lot of interest because there are quite a lot of foreigners who enjoy sailing. I in fact don't know how to sail and had to have a lesson before I could tidy up the writing.

*A Woman's Place* was a much bigger project, although it is not much bigger as a book, because I had to go to lots of different sources for my information. A lot of the information was new to me and I got quite angry writing the book at times. And I also tried quite consciously to write in a different tone. Both *Girl against the Jungle* and *Alone on the Atlantic* are stories; they are narrative while *A Woman's Place* is a book of argument, information and explanation. So I was using simple English in a range of different styles and for different purposes. I quite deliberately tried to simulate the tone of some of the books I read, without going into the very strong radical

feminist tone of literature. The other point about *A Woman's Place*, which is part of a series on analysis, was to build into the book types of reading text that involve the reader and make them think or argue. For example, it starts with a questionnaire and everybody who picks it up tries to do this and says, 'This is too difficult,' or 'This is unfair.' or 'I got them all right!' And there is also some work half-way through the book on who does what in your household, a questionnaire on 'How equal is your marriage?' and quite often, children I know start asking their father what happens if a button comes off his shirt. Does he take it to his wife or does he sew it on himself? And they start asking their parents these types of questions and their parents suddenly say, 'What's all this? Who wrote this book? Where did you get it from?' and So again I am getting reaction – perhaps a rather strong reaction – but that is part of a policy of trying to write English which is graded (though Level 4 is quite advanced English), but which will have the same effect on the reader as something they might read in their own language in a newspaper, magazine or book on a non-fiction topic. It is activating the reader and involving the reader in the content of the text, hoping that they will then go off and find out about their own country and the laws, and find out more about England and America.

**JB:** *It's an amazing piece of work. It's so thorough and so far-ranging. A very persuasive document really.*

**MV:** I have had very positive feedback from people who are in the Women's Movement, who say it is very accurate or it is a good introduction. And there is quite a lot of interest from native speakers. In fact, I think it was Ron White

### FROM THE EDITOR

This is the last issue for both Virginia as the editor and Gaynor as the co-editor of *The Language Teacher*. We both wish the new editors good luck and continued success with the publication.

It would be impossible to thank all the people who have contributed in so many ways in the last two years. It is almost needless to say that the other members of the editorial board have contributed an extraordinary amount of their time and energy also to the collective effort each month to get out the best possible **LT** we could. One person behind the scenes whose name has never been mentioned so far I feel has to be acknowledged: Clo Arzaga, a staff member of S.U. Press, who has done most of the typesetting and layout for the last year and a half.

**THANK YOU EVERYONE!**

of Reading University who said, 'I like your new book. I've taken it home to my daughter to read.' (I said, 'You are supposed to buy lots of copies for your students to read!') And another colleague said his daughter took it to school (a boys' school that now has girls in the top two classes) and said, 'You have got to read this.' which was a rather nice bit of feedback. I think it is an acid test of a reader. If a native speaker will read it without dismissing it as language teaching material.

**JB:** *This is a trend. When I spoke to Damien Tunnacliffe of Longman, he was saying that certain books like Computers (Longman Structural Readers, Level 4) cross the boundary and are on sale in places like the computer book section at Foyles in London.*

**MV:** Yes, and *A Woman's Place* has been on sale in the Women's Rights section in Heffer's in Cambridge.

**JB:** *Do you see graded readers as being valuable in providing comprehensible input, in Krashen's terms, for language acquisition?*

**MV:** I think they have a great role to play in Krashen's terms of providing comprehensible input. It seems to me that graded readers *are* comprehensible input. What you have got to add to that is, are they interesting, comprehensible input?

## LETTER EXCHANGES WITH STUDENTS

By Tomoo Tsukamoto

Writing is a neglected area, with both teachers and students failing to acknowledge its potentiality. Students tend to see writing as a mere accessory to the study of speaking and reading, and many teachers take little initiative in providing students with writing experiences.

It was when I came across an article by Mario Rinvulcri (1983), in which he discussed exchanging personal letters with a group of elementary students, that I decided to use his technique with my students. Since the class size is very different from Rinvulcri's (with a registered number of 48, as opposed to a mere 6 in Rinvulcri's class), I divided the class into four and exchanged letters with one group at a time.

At the first class meeting, I told the students they were expected to do an additional assignment: to answer my letters in English. No guidance was given on how to write or what to write. Although their letters would not be corrected or returned, the students were required to answer my letters every time they received one from me.

To initiate exchanges, I handed out the following letter to each group of students:

Dear \_\_\_\_\_

(student's name)

Welcome to English IV. Every Friday evening, we are going to spend some time together studying – and enjoying – English. It think it is important, therefore, that we get to know each other better. I would like you to write me a letter introducing yourself. Tell me something about your likes and dislikes, family, friends, and anything you would like to tell me.

I live in Sakuradai, Nerima. I teach at Meiji Gakuin University on Fridays and elsewhere on other days of the week.

I'm your sempai.<sup>1</sup> I graduated from MGU in 1973 (the Class of '69) and after graduation I went to Indiana University in the United States.

I don't have much free time these days. But when I do have some time to spare, I enjoy reading (especially about history, foreign affairs and language), listening to music, getting some exercise, chatting and playing with my little daughters.

I mentioned my daughters. Yes, I have two: Rumika, four years old and Maiko, seven months. My wife is Tsuyako, whom I met at MGU.

Please tell me about yourself. Perhaps you could give me your letter next week.

Sincerely,

Tomoo Tsukamoto

Although the letter itself (that is, my first letter) is printed, I address each person by his or her real name. This gives the impression that the letter is tailor-made for each individual student, rather than addressed to all the students in general.

Here are a series of letters written by one student. The letters are reproduced here as I received them with all the mistakes intact. Only initials are given to maintain the student's privacy.

April 24, 1984

Dear Mr. Tomoo Tsukamoto

How do you do, I am T. K. I entered MGU for two reasons: one is I like English (but I can't it well) and still I want to be student. I want to go some foreign countrys, do many kinds of experiences. So I think mission school MGU is better than other schools.

I am interested in touring by auto-by. I have a auto-by, 400 cc, and I went some places: FUJI, FUJI GOKO, IZU HANTO, NIKKO and SINSHU etc.

I challenged at lisence 750 cc, 6th. And I will try it this summer-vacation. I will be catch it!

I changed my address at April 6, from Hachioji-shi, Tokyo-to. Now I live in Tsujido-motomachi, Fujisawa-

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### EDITORIAL BOARD CHANGES

Deborah Foreman-Takano will become the editor of *The Language Teacher* beginning with the March 1985 issue. The new associate editor will be Marie Tsuruda. Both Debi and Marie have been active in the Hiroshima chapter of JALT.

Virginia LoCastro will be the chairperson of the Publications Committee.

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shi. Here is a good place: about 5 minutes from sea, from station.

I live in here alone but I'm not lonesome. Because my work is SHINBUN-YA,<sup>2</sup> there are only strange friends.

A myself-introduction is about this.

- Please with-me friendly.

Sincerely yours,  
T.K.

June 8, 1984

Dear Mr. Tsukamoto

Thank you for your letter. As soon as I tried to read it but I need a dictionary, HA, HA.

I came to here, Tsujido, two months ago. And barely I get used to my new life, my work. I am going to go to sea-side for HIYAKE<sup>3</sup> every day.

I have a pen-friend who is a classmate in my high school. I enjoy her letter and I'm looking for it very much. Of course I write to her as soon as I reached it. And I think I am going to write in English as this. It needs much time but I'm not good at Japanese, MIMIZU.<sup>4</sup> And it is for her and my study. How do you think it?

Sincerely yours,  
T.K.

July 8, 1984

Dear Mr. Tsukamoto

This time, I am going to talk about my job. I think my job, newspaper delivery, is a good job for students. I doesn't need to worry about school expenses, living expenses and others. I obtain a scholarship from the MAINICHI: If I continue it for four years, I don't need to pay back. Do you think so good, don't you?

I deliver about 200 pieces MAINICHI, and some other papers. It takes about 2 hours, so I get up at half past three. I come back home from MGU at eleven. So I can't sleep only 4 hours. I often sleep after CHOKAN<sup>6</sup> a few hours.

I am very busy at the end of every months to collect moneys. Sometimes, I can't even eat lunch. But I am trying hard with Guts!

Have a good summer vacation!

Sincerely.  
T.K.

Here are some of the potential problems in carrying out this project:

#### 1) Being too intimate with students?

I believe that language as a means of communication has to have a fair amount of intimacy, so that the learners feel the target language has "depth and affective, expressive potential" (Rinvoluceri 1983: 20).

#### 2) Letter-writing, optional or mandatory?

In Rinvoluceri's case, the students had the option of contracting out if they wished. In this project, however, letter-writing is part of the course work and students are required to write a fixed number of letters. Failure to do so will result in poor marks. It is debatable whether letter exchanges be made optional or part of the required work. With a large and poorly motivated group - that is, poorly motivated at the outset of the project - the optional method would be doomed to failure, with the number of letter writers dwindling toward the end of the semes-

ter. If mandatory, those students who are naturally poor writers, even in their own language, will tend to produce very bored, and boring, responses.

#### 3) Orientation in letter formality?

In this project, complete freedom is given as to style, letter format and size of paper used. This results in a variety of letter paper and format, which I enjoy as a manifestation of students' personalities.

The evaluation of this project should be a positive one. With the exception of a very few, the majority of students welcomes and enjoys the opportunity to write about their lives in English, as clearly evidenced in T.K.'s three letters. I, too, am willing to share my feelings and opinions about things around us. This naturally helps to create much needed rapport between students and the teacher. Actually, when writing my letter I often feel like talking to the student face to face (even though that student only constitutes a part of the "crowd" in the classroom). With some minor adjustments, this technique should be found suitable for any class.

#### Notes

1. sempai: A relative term, referring to someone who has belonged to one's institution in earlier years.
2. SHINBUN-YA: a newspaper boy
3. HIYAKE: a suntan
4. MIMIZU: literally, an earthworm. Here the writer is obviously referring to his bad handwriting.
5. MAINICHI: a Japanese newspaper with a nationwide circulation
6. CHOKAN: a morning edition of the newspaper. Most newspapers in Japan give out both morning and evening editions.

#### Reference

- Rinvoluceri, Mario. 1983. *ELT Journal* 37/1 (January 1983): 16-21.

#### SPECIAL ISSUES OF THE LANGUAGE TEACHER for 1985

March	Video/CA1
April	Speaking
May	Classroom-Centered Research
June/July*	Dictionaries
August	Conference issue
September	More on the Conference
October	(open)
November	(open)
December	Conference Reviews

\*It is possible that the two summer issues will be combined.

Guest editors are Mark Twemlow (March), Bernie Susser (April), David Dinsmore (May), and Bill Crawford (June/July)

The deadline for the April issue on Speaking is Feb. 25th. Send copy of feature articles to: Bernie Susser, Baika Junior College, 2-19-5 Shukunoshō, Ibaraki-shi, Osaka 567.

# CONFERENCE REVIEWS

**With this issue, we begin publication of reviews of conference presentations from the JALT '84 conference in Tokyo, Nov. 23-25. Only a selection of the presentations will be covered.**

## NEVER READ A BORING ESSAY AGAIN!

**By Ann Chenoweth, Temple University**

Most student writers have great misconceptions about the process of writing well. Ann Chenoweth's presentation focused on how to improve students' approach first to the writing process itself, and second to the specific topics they write about. In Chenoweth's classes students become better writers by learning to see compositions as a means of developing, organizing, and expressing one's own ideas.



The old-standby of outline-write-rewrite, as traditionally taught, is not very realistic and may thwart creativity. Good writers do plan, but they plan flexibly and change their writing plans as their thoughts develop, both before and during composition. Meticulous, formal outlines discourage flexibility; looser ones are easy to change. Let your students choose their own way of jotting down their plans, or suggest they simply write the main idea on the center of a page. Add subpoints and details like tree branches as they come to mind. If a very long, complicated branch develops, the need to regroup the ideas is clearly visible.

Good writers frequently pause, scan their writing, revise (perhaps reworking whole paragraphs), and rescan before continuing. Poor writers mistakenly strive to avoid these steps and confuse rewriting with minor editing for spelling and mechanics. Teach your students that revision is desirable and that the first draft (or two) will normally be discarded; they simply don't know this. Talk to them about their drafts, but don't brandish your red pencil at this point — concentrate on ideas. Ask questions such as what (or where) the main point is; what each paragraph says in a nutshell; what the student likes or wants to change about the paper; what the reader should do, know, or think after reading. The third (usually final) draft is the place to clean up spelling and structure.

If papers seem idea-less, students probably need more practice at thinking through their

ideas and writing. Usually ideas are hidden because they aren't developed but are instead expressed in unrelated sentences. Try "pushing ideas," or isolating some glossed-over key point that needs further elaboration. Gaps in logic are more conspicuous to the student when the essay isn't fresh on the mind, so occasionally keep final drafts a few weeks before returning them.

Assign a topic conducive to the format you expect. Simply assigning a format, such as a process essay, is unnatural and implies that form counts more than content. Very controlled topics will bore many of the students and will bore you when you have to grade them. After class practice in topic-narrowing, assign a broad topic and use pre-writing work to show students how to choose an aspect that really interests them.

For example, with a huge topic like "prejudice, begin with lists of stereo-typed groups, including the less obvious (single women, the military, e.g.). Have the students note their gut reactions to the groups, then think of adjectives associated with each, and finally form discussion groups on some aspect of prejudice. Having thus considered the true scope of the topic and having chosen a theme s/he finds significant, the student begins to plan and compose.

This reviewer wonders if more teacher "how-to" presentation is necessary, particularly to teach organization. Chenoweth feels, however, that if revision is thorough, with the teacher pointing out problems along the way, students eventually learn to organize on their own.

**Reviewed by Sue Wanwig  
Pegasus Language Services**

## A CURRICULUM FOR ESL TEACHERS: A ONE-TEACHER PROGRAM

**By Ron Gosewich, Nagasaki University**

One of the sacred cows in the Japanese university education system is the right of each and every teacher to conduct her/his class in absolutely any manner that that teacher deems appropriate. Care is usually taken that the same textbooks are not used in different classes, but beyond that no assumption is made that the teachers are going to consult each other about anything related to teaching, least of all



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how the contents of the courses can be coordinated into a meaningfully integrated whole. Each course is unto-itself-complete, and the students are left to puzzle out the relationships – if indeed there are any – themselves.

Ron Gosewisch, Nagasaki University, didn't like this situation, and fortunately was in a position to make a singlehanded contribution to amending it. The fact that he was teaching aural/oral, reading and writing classes to students in all four years of the university turned out to be the key. He integrated the content of all the classes he taught, providing (for his own students at least) four years of continually widening and strengthening foundation for additional studies comfortably to come to fruition.

In a concise 30 minutes, he provided a chart outlining the method he devised for doing it, and suggested that it would work for any teacher who teaches classes at several different levels.

Briefly summarized: the material in readers chosen for the reading classes is used as the basis for aural/oral lessons, in which students discuss or critique the material, and composition courses, in which they write summaries of and reports on the material. The level of vocabulary and grammatical structures is gradually raised, and the demands on the students proportionately increased. Such authentic materials, as full-length movies are regularly employed as materials.

This approach seems similar to that of a textbook series, in which the several volumes build upon each other to increase competence/performance levels. The difference here is, of course, that the teacher is in effect designing her/his own series, freely choosing material from whatever is deemed appropriate. While it could be argued that this allows for greater possibilities of "error" in selection and adaptation of materials, one clear advantage seems to be that it is the teacher, and not some disinterested materials developer, who is best able to make decisions based on what the students need and want.

If Gosewisch's approach makes a name for itself at Nagasaki, a national university, we can expect that the more flexible institutions will snap it up – and snap the current mindset against such integration.

**Reviewed by Deborah Foreman-Takano**  
Hiroshima Jogakuin College

## THE POWER OF READING AND WRITING

**By Stephen Krashen**

In a Friday lecture, Dr. Stephen Krashen extended his theory of language acquisition to show "The Power of Reading and Writing." Krashen found that good writing "comes only from large amounts of self motivated reading

for interest and/or pleasure." Poor writers "have not acquired the code; they do not have a feel for what good writing looks like."<sup>1</sup> Reading gives students exposure to good writing.

Students should read the way Krashen's ideal language acquirers operate: they should look for meaning. Questions at the end of the chapter, book reports, vocabulary tests, whether computerized or not, all put the focus on the wrong spot. They attempt to *teach* language skills. But "when enough reading is done, all the necessary grammatical structures and discourse rules for writing will automatically be presented to the writer in sufficient quantity."<sup>2</sup> The structures will be acquired.

Teachers who have worked in American schools within the past ten years will recognize one form organized pleasure reading can take: sustained silent reading, a period of ten to 30 minutes a day when students, teachers, and staff members all read what they like, for meaning. When students discuss their reading with each other, they show even greater gains in reading comprehension. Julian Bamford has shown what a reading program might look like in a Japanese context.<sup>3</sup>

Krashen cited a study that found there are only two factors that make a difference in reading comprehension levels: the availability of print and socio-economic class. If children grow up in homes full of books, they will be better readers. Another study shows that they are also more likely to be successful in college freshman composition classes.

It is the pre-college time that seems to be most important in determining who is a good writer? though people can become good writers later in life. Krashen noted several studies that found "good writers reported more pleasure reading at all ages, and especially during the high school years."<sup>4</sup> Krashen called this "the flash-light under the blanket" phenomenon.

Acquisition is a slow process. While the writer is acquiring competence, the code of writing, s/he may benefit from some instruction that improves performance and "untangles

the composing process." The best form of instruction seems to be not comments at the end of an essay but conferencing, where the teacher reacts to one aspect of the writing process at a time: first to see if there is enough concrete information; second, to focus on organization; last, to focus on mechanics.

Teachers should get away from the no-



tion of "one class, one essay." Students cannot be expected to plan and write an essay in one hour.

Teachers can also help students by letting them see the writing process in action. Writing is too often a mysterious process. All the students see is the finished product.

The process of writing is different in good writers and poor writers. Good writers take more time before beginning to write. Good writers are also more willing to change their plans while re-reading the text, which they do more often while writing. Good writers also revise differently, focusing more on content than less able writers, who focus on the surface, confusing re-writing with editing.

The combination of competence, acquired through reading for meaning, and performance, an efficient composing process gained through instruction and writing practice, must finally be filtered through the monitor of grammar. At this point, the student is well on his or her way to becoming a good writer.

**Reviewed by Steve Brown**  
**James English School**

#### Notes

1Stephen D. Krashen. 1984. *Writing: Research, Theory and Applications*. Oxford: Pergamon Press, pp. 20 & 31. This book cites the studies Krashen referred to in his lecture.

2Krashen, p. 20.

3Julian Bamford, 1984. "Extensive Reading with Graded Readers," *The Language Teacher* (April), pp. 3-14.

4Krashen, p. 4.

## COMMUNICATIVE GRAMMAR TEACHING - A WORKSHOP

**By Michael Swan**

In this workshop Mr. Swan made these points.

1. Teachers either teach too much grammar or too little.
2. He isn't really talking about communicative grammar as much as he is talking about grammar and how to teach it communicatively.
3. Communication involves change. The student knows something new (e.g. different) or thinks something different or feels different. In most classrooms, there is no real communication,
4. There are two key concepts in communicative language teaching. One is task and the other is information gap. A task is where students must talk to achieve something, they know what that

something is and they know when they have achieved it. Information gap is when one person knows something the others don't.

Several games and activities were demonstrated to illustrate what Mr. Swan means by communication, grammar and teaching grammar communicatively.

**Fantasia.** Grammar point: "What is this or that like?" You come from the exotic country of Fantasia. Imagine what it is like. One person in each group is going to be questioned and the other students are going to ask them about the country. What are the animals like? What are the trees, people, etc. like? Invent the answers.

**Hand Out Questions.** Structure point: "Do you ever. ?" Hand out one question to every student, questions such as "Do you ever sing in the shower, wish that you were dead, tell a lie, cut your own hair!" etc. Each student goes around the room collecting answers. They keep a simple record of answers so they can report that 60 percent wear pajamas or 80 percent cut their own hair. This is just like structure drill but very rapid and highly communicative in that people are asking real questions and getting real answers. There will be many surprising answers. You can also practice the structures "Have you got" and "Do you like." This activity takes a little time to prepare. It keeps students happy, but not quiet.

**Picture Ranking.** Use eight to ten reproductions of modern art. Give them to a group of students and ask them to arrive at some preferred order, reporting with such language as "we like this the best and this the worst" and "we like this one first and this one second, etc." Other types of pictures can be used.

**Observation.** (From Maley and Duff, *Drama Techniques in Language Learning*.) Work in pairs, observe the room for one minute. One student closes his/her eyes and the other asks questions such as "how many ----?" Alternatives can be to look out the window or look at each other, then turn back to back.

**Reviewed by Dale Griffiee**

## DESIGNING A MULTI-SYLLABUS COURSE

**By Michael Swan**

Sometimes I feel like a survivor from another age. After hearing Stephen Krashen telling me no more (but, to do him justice, no less) than I learned in a Diploma in Education course in Belfast in 1948. I wondered what I might hear from Michael Swan. In the event, it seemed like memories of F.G. French,  
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whose *The Teaching of English Abroad* I hold in high regard.

In other words, Michael Swan is an old-fashioned pragmatic humanist, a practical teacher who adheres to no one theory but recognises that good may lie in many approaches and who, as a progressive conservative, sees no reason why the development of a new theory or approach should be taken as automatically invalidating all earlier theories and approaches.

This pragmatic approach springs from a three-fold respect: respect for the learner, respect for the language, and respect for the learning process. Respect for the learner entails treating the learner as an intelligent, multi-dimensional human being (and avoiding the trap of treating him as a retarded child); respect for the language means that one eschews any attempt to tidy up and simplify the language in the interest of pedagogical ease but presents it as an entity as complex, interesting and many-faceted as the learner himself; respect for the learning process implies a refusal to place total reliance on only one constituent of the teaching/learning relationship, whether it be "input," "output," or "interactron" (or, it may be, the stimulation of the phagocytes).

Respect for the language in turn requires in a course what Swan calls "a multi-syllabus design." He finds a total of 11 syllabuses necessary: 3 syllabuses for the forms of the language – grammar, vocabulary, and pronunciation; 4 for the meanings – functions, notions, situations and topics; and 4 for the skills.

Despite an initial disclaimer, the talk was in essence a puff for the new Cambridge English Course, of which Michael Swan is a co-author; copies of Student's Book 1 were indeed distributed to the audience. A first glance suggests that it is a lively addition to a *genre* by now familiar in the lists of all the major English publishers. Distinctive features seem to be an unusually heavy (and healthy) element of factual content, in the interest of using the language from an early stage for purposes beyond itself; and the inclusion of illustrated jokes from *Punch* and elsewhere. Features to which Swan drew attention and which should be of value include the use of taped material not only to practise oral comprehension but to aid the recognition of the sounds of the spoken language (exercises asking the learner to give the number of words in a short utterance he has just heard seem as helpful as they are simple); exercises that accept the teacher as a member of the classroom group and treat him accordingly as an available informant; and exercises that encourage the learner to do better than the book and produce material superior to that offered as a model.

One notices, however, that despite the efforts that are said to have been made to avoid any sexual bias, the England revealed in the text

is a country that lovers of *Brief Encounter* would not find unfamiliar or uncongenial: blamelessly middle-class, white, Christian and heterosexual.

Reviewed by Louis Levi, Tokyo Woman's Christian University Junior College

## THE PRODUCTION OF TESTS BY COMPUTER

By Steve Tripp

Nearly every teacher has to give tests. But test preparation often not only involves needless repetition, it is usually time consuming and, even though the teacher realizes it is necessary, it is still tedious work often delayed to the last minute or sometimes done only half-right. The advent of the personal computer, however, now offers an easy way for teachers to quickly prepare tests.



Steve Tripp's presentation could be divided into three parts. In the first, he gave a number of reasons for using a computer in test preparation. (1) Because the same questions will appear over and over again, the students are motivated to learn the correct answers. (2) The teacher, knowing that the questions will be used repeatedly, is motivated to design them more carefully. (3) As the computer can automatically randomize the order of the questions as well as the order of the answers within the questions, the students can not pass a test simply by memorizing the answers in a set order. (4) Since several versions of the test can be easily prepared, it is possible to use one version for study and/or review, then a second version as the actual "test." (5) Having multiple versions of the same test can discourage an "aggressive" attitude towards getting the right answer. And, (6) although the tests are, albeit, sacrificial devices, frequent testing gives the students a sense of "progress" and the desire to go on.

Tripp next outlined a table showing all the various ways of testing which he could think of (visual, aural and written), then rated the value of each method for testing various language skills (vocabulary, grammar, pronunciation, reading, writing, listening and speaking). After doing this, he stated that multiple-choice questions, to include "Only A is correct," "Only B is correct," "Both A and B are correct," and "Both A and B are incorrect" questions, appeared to be the most suitable type for his own purposes.

Finally, he introduced a computer program  
(cont'd on page 18)



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(cont'd from page 16)

he had written in Basic which could be used to store, then pull questions and answers out for use. His program permitted anywhere between 1 and 50 questions per test. It automatically randomized the order of the questions as well as the order of the answers, then printed out a master for duplicating the tests and a master answer sheet for the teacher's use. The teacher, when preparing a test, could specify what weeks of the course the test was to cover and/or what grammatical points it covered.

I feel that the preparation of a suitable large test item data bank (from 2,000 to 3,000 questions for a one-year course?) would involve a great deal of time and effort, but, once such was done, Tripp's concepts and computer program would prove to be a very practical tool for the classroom teacher. Ideally, the work of developing the test item data bank could be a cooperative effort involving any number of teachers who could then share their total efforts to the mutual benefit of all.

**Reviewed by Jim White, President, JALT**

## REDUCED FORMS: AN INTEGRAL AID TO LISTENING COMPREHENSION

**By Nina Weinstein**

Before: 1982, reduced forms, such as "haf-ta" for "have to" and "gonna" for "going to" were thought to be employed "all or nothing": You either reduce or you don't. But on a tape of a 1980 Reagan-Carter debate, Reagan reduces in some places and doesn't in others, all in an uninterrupted speech on the same topic. Furthermore, he uses semi-reduced "have ta" and "going ta" as well as fully reduced and unreduced forms. The defining factor is speed of speech: the faster you talk, the more you reduce. Our pace is not constant, and variation of pace is one aspect of effective speaking. In 313 utterances of 15 common forms, Ms. Weinstein found full reduction in 258, semi-reduction in 47, and no reduction in only 8.



Yet a number of Japanese living in the United States for over a year denied that they had ever heard these forms. But once their teacher called their attention to them, they began to notice. Ms. Weinstein does not generally teach the *production* of reduced forms as she has not found informal speech significantly faster than formal. The teacher cannot prescribe to L2ers when to use reduced forms but can point out that using them is an event and that not using them is apt to render one's speech so

formal that it flashes the message, "Stay away."

At her hour-long workshop, Ms. Weinstein played a taped dialogue. "What do you hear that would not be in a written version?" Participants found: "nine ta five," "ta get me," "sorta/sort of," "kind of," "you know," "uh-huh," plus blending, repetition, sound effects (such as throat clearing), and of course intonation, stress, and pausing. She calls such elements "conversational strategies."

At Harvard, 30 percent improvement in listening ability resulted when Ms. Weinstein taught reduced forms and then used a text for reinforcement. Her own texts include *Whaddaya Say?* and *Word Wars: Formal English vs. Everyday English* (both published by Language Services Co., Ltd.) as well as *Voices of America* (Addison-Wesley). Much of her research was done in 1983 at UCLA. She has developed a 93-hour listening program for private industry and continues to teach at Mazda Motors Corp. in California.

To guide the preparation of a sequenced listening program, Ms. Weinstein offers the following checklist for textbook selection. The more elements present, the higher the level: (1) no cohesion within unit or chapter (one exercise doesn't prepare for the next); (2) unscripted (and thereby more reduced forms, more false starts, hesitations, etc.) as opposed to "too clean"; (3) spoken English elements used but not taught; (4) fast or irregular pace; (5) speakers interrupt and overlap (talk at the same time); (6) student not given script; (7) more than two speakers; (8) unstructured exercises (e.g. "Tell me three questions the interviewer asked."); (9) difficult vocabulary, terminology, or grammar; (10) difficult vocabulary not taught; (11) difficult grammar not taught (complicated sentences); and (12) spoken English elements don't "build" within text: no spiraling.

Ms. Weinstein remarked that she has not been able to find any studies of reduced forms in British English.

**Reviewed by Jack Yohay**



# JALT News

## CONFERENCE QUESTIONNAIRE RESULTS

"Exciting speakers, friendly people." "There was so much to choose from - hard to say anything wasn't fully covered." "Good job with only a few glitches."

Those are just a few of the almost 200 written responses received when the JALT '84 committee asked for your opinion of this year's conference. Stephen Krashen was overwhelmingly popular; over 40 percent of the responses named him the most interesting and/or useful speaker. Indeed a few people felt that Krashen's popularity was so great it unfairly overshadowed those presenters who had to speak during the same time periods. Robert O'Neill, the concluding panel, Michael Swan, Don Maybin, Peter Stevens, Kathleen Barley, and Griffith Frost were also very well received. One respondent said, "Big names (Stevens, O'Neill) are always fun - getting it straight from the horse's mouth."

Attendees also liked the chance to meet people, to network. The organization of the conference was praised by about 20 percent of the respondents. Other positive aspects of JALT '84 were the professional atmosphere, the book displays, the staff and volunteers, and the coffee and food.

Any large undertaking will have its share of problems. Overcrowding at the site and the buffet dinner were the major complaints. Yet, even when filling in the "What did you like least?" category of the questionnaire, many people were positive: "a lot of hard work went into it. . . but. . ." Several took the time to extend their thanks.

The JALT '85 committee will receive the feedback from this year's conference and will try to address the shortcomings. Until they can,



perhaps the best summation of JALT '84 came from one of the answers to the questionnaire: "I think everyone did their best to help and I appreciate it."

### Percent of Response

#### Liked Most :

People/Networking	21.8
Organization	19.6
Book Displays	15.0
Coffee and Food	12.8
Professional Atmosphere	9.0
Staff and Volunteers	7.5
Site	6.0
Copy Service	2.25
Handbook	2.25
Others	3.15

#### Liked Least:

Site	32.2
Dinner	29.4
Scheduling	7.7
Food	6.9
Commercialism	4.9
Distance between hotel and site	3.5
Hotel Problems	2.8
Others	12.6

## 10周年記念論文集について

(JALT 10th Anniversary Commemorative

Collection of Papers)

8月に発行予定の『10周年記念論文集』の原稿を2月20日まで募集しています。これに関していくつかの問い合わせが来ていますので、お知らせいたします。

この論文集には日本語の論文、書評、研究ノート、報告等とJALT関係の記事、歴史、現在の活動、各支部紹介、助成金による研究の報告、紀要やニュースレターの報告等で約150ページになる予定です。広告料と寄付の集まり具合によってはページを増やすことも可能です。

依頼原稿はすべて掲載し、投稿原稿は紙面の許す限り掲載いたします。審査員のコメント等によりすべての原稿は書き直して頂くことになると思います。

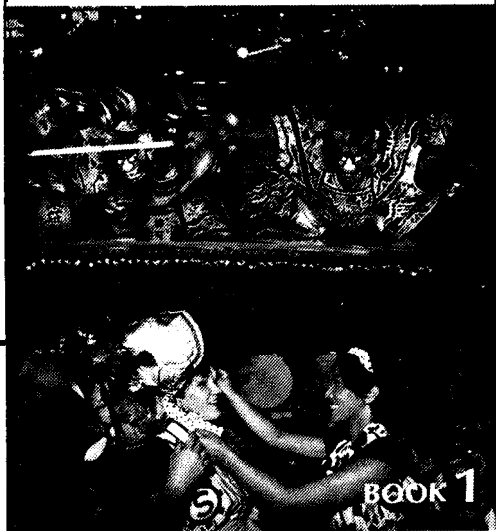
この論文集で英文の原稿を募集しないのは英文の原稿についてはJALT JournalやThe Language Teacherに投稿して頂いて、日本語の原稿のスペースを多く取るためです。ただJALTには外国人の会員も多いので、論文には英文の要約をつけることや日本における英語教育の紹介記事のようなものを英文で掲載することも考えています。

論文集を会員全員に配布しないのは、予算の関係で論文集発行にかかる費用は広告、寄付、販売、JALT '85からの収益でまかなうようにしJALTの一般会計からは支出しない方針です。つまり、会費は使用されないで、会員には受取る資格がないとも言えます。また、JALT創立10周年を祝うのに、当人のJALTが出費するのもおかしいとも考えています。

論文等の原稿は審査委員により審査されますが、評価の対象は、外国語教育への意義、独創性、構成、筆者の理解度、表現方法、実用性と応用性、論理性、証明が十  
(cont'd on page 21)

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## ACCURACY AND FLUENCY: GOING AROUND IN CIRCLES

By Dale Griffiee

For some time I have been concerned with the relationship between accuracy and fluency. By accuracy I mean the ability to produce utterances that are understandable in terms of grammar and pronunciation. By fluency I mean the ability and desire to express ideas and thoughts without long pauses which break the flow of communication.

I have decided to stress accuracy in the presentation and practice of new material, yet I also want some "free-wheeling" time for fluency practice: a time of no error correction by the teacher, a time of "anything goes." This article describes a game technique for fluency practice which I call "circle conversation," which can be used in the last ten or 15 minutes of class.

One further concern: Recently I have been concerned by the informal conversations I have had with students at parties and other gatherings. When students have a chance to "really talk," all they do is ask questions. What time do I this, have I ever done that, what do I think about some other thing. I feel as if I were in a police station being grilled. It is exhausting. The students volunteer nothing; they always take but never give.

### The Rules of the Game

Sometimes I ask my students to move to a different location for this game. Many times we sit in a circle or sit around a table, thus the name of the game. A change in location can often bring about a new perspective and create a different mood. In a large class, however, this would not be necessary.

The first time the game is played it is necessary to introduce the rules. There are three. The first rule is that to begin, one person must state a subject or theme for the conversation. The second rule is that, beginning with the person who states the subject, each person in the group must make a sentence on the theme. After going around the group once, the next person states another subject and says a sentence. In that way

the subject (but not the person) moves around the circle. No questions are allowed. It is not necessary to include the subject word in the sentence. The third rule is that anybody can give up their turn just by saying the word "pass."

### How to Do It: The Role of the Teacher

The role of the teacher is basically that of umpire. I want this semi-free conversation to move *along*. I want to avoid long pauses. I bite my tongue to avoid correcting. I accept incomplete sentences, phrases, even single words. I do not accept silence. If one student is silent too long, I just move on to the next one. There is nothing wrong with silence in other parts of the lesson, but not here. At this point I want speed over hesitation, fluency over accuracy. Therefore, the role of the teacher is to keep things moving.

### What to Talk About

Initial subjects can be such things as sports, music, seasons, food or movies. Almost any student can make a sentence or manage to say one or two words on this kind of subject, if only to say, "I like. . . ." More abstract subjects can be used. But any subject can be introduced if it has some connection with the life of the student.

### What About Intermediate Students?

This technique works well with students capable of actual conversation. Intermediate students tend to talk longer and the time allotted to this activity can be increased to 20 or 30 minutes. What the circle conversation seems to provide is a structure, the key to its success. In other words, the circle conversation provides a mechanism for student participation. The students are in charge. They decide what to talk about, what specifically to say or even to say anything or not.

### Conclusion

Is this new? Maybe yes and maybe no. I can't find it in any of the literature, but I would not be surprised to find a reference. We teachers are famous for reinventing the wheel. And probably it's too good and too easy to be original.

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(cont'd from page 19)

分か、重要な参考文献が使用されているか等で、応募原稿の数が多い場合には、審査の結果に基づいて掲載する

The auditors for JALT National should be:

**Harold Melville**, 7-5 Konki-cho, Hikone-shi, Shiga-ken 522, tel. 0749-24-0287 – instead of Tim Lewis  
and **Kazuko Nishizaki**, Tamura Mansion, 1-18-3 Himejima, Nishiyodogawa-ku, Osaka 555, tel. 06-473-7304 – instead of Sumiko Funakawa.

# opinion

## WHAT MAKES A GOOD TEACHER OF ESL?

By Alex Shishin, Aichi Institute of  
Technology

Michael Redfield in his "open letter" in this column (Dec. 1984) assaults those of us in the ESL field who, in his opinion, do not have the right training for teaching ESL. "The day any native speaker of English, student, artist, housewife, missionary, world traveler or what have you, was considered a qualified candidate for ESL teaching positions should be rapidly approaching midnight. ." he writes. And: "...should Japan continue to be a land of opportunity for untrained native speakers in need of a steady paycheck, or should it become a land where language educators can practise their profession for the benefit of their students and their chosen field?" One does not have to read deeply between the lines to see that Mr. Redfield is calling for a purge.

Who are the ESL pure? "Professional" and "qualified" tinkle through Mr. Redfield's piece but in the end remain vague and arbitrary. He mentions in passing "TESL, Applied Linguistics, Foreign Language Education, etc.," as relevant academic subjects to study and says one ought to have a degree "in TESL or a related subject." But what do the mysterious "etc." and "or related subject" include? Probably Mr. Redfield himself is not sure. There is good reason for this. ESL teaching covers so many areas that, depending on the situation, virtually any background can be appropriate.

As Mr. Redfield's arguments are similar to those Thomas Robb used in a letter to Reader's Forum in the **Mainichi Daily News** when discussing ESL teaching qualifications (April 16 or 17, 1984), let me repeat in part what my colleague and I wrote in reply: "Would the teacher have to teach about his or her culture as part of the job? Then a person with a background in literature, history or social science might be the most qualified. Would the teacher have to teach English composition? Then someone with experience in writing, editing, or teaching writing would probably be the person for the job. And by 'background' and 'experience' we do not necessarily mean an academic degree – work experience can also be a valid criterion." (*MDN*, April 30 or May 1, 1984)

Mr. Robb, unlike Mr. Redfield, did have the insight and honesty to write that "there are many excellent teachers who do not have [ESL] training" and many "qualified" ESL teachers who are failures.

Think of the people you know and you can

probably find many "unqualified" ESL successes and some "qualified" clods who are up on the latest theories and methods but who in class only teach their students to hate English.

Then think of famous outsiders who have made significant contributions to ESL teaching. James Asher, for example, the developer of Total Physical Response and the superstar of JALT '83 in Nagoya, has a Ph.D. in Psychology, not ESL. Or take Robert O'Neill. His initial training was in acting and he apparently drifted into ESL like a lot of us artists and world travelers. And for every famous person there are hundreds of unknowns who do not publish or attend conferences but nevertheless know how to teach English to non-native speakers.

One can argue that I have been talking only about exceptions. But it is the "exceptions" who add vitality to the ESL field and keep the specialists from becoming what the Germans call **fachidioten** – occupation idiots.

ESL is as much a generalist's as a specialist's paradise because you cannot simply teach English – you have to teach **something** in English. In the last month I've had to explain: the difference between a harpsichord and a piano, logical fallacies, whether you "burn" or "bake" a pot in a kiln, the names and qualities of the nine planets of the solar system, and who the Incas, Aztecs, Francisco Pizarro, Mozart and Ben Franklin were. I'm not unique. I pity the person who knows only education theories and little else.

And here I must note something curious: Mr. Redfield's training isn't in ESL but in Foreign Language Education (see the JALT '84 Handbook, p. 106). Is it possible – is it just possible – that he drifted into ESL teaching like us other mongrels?

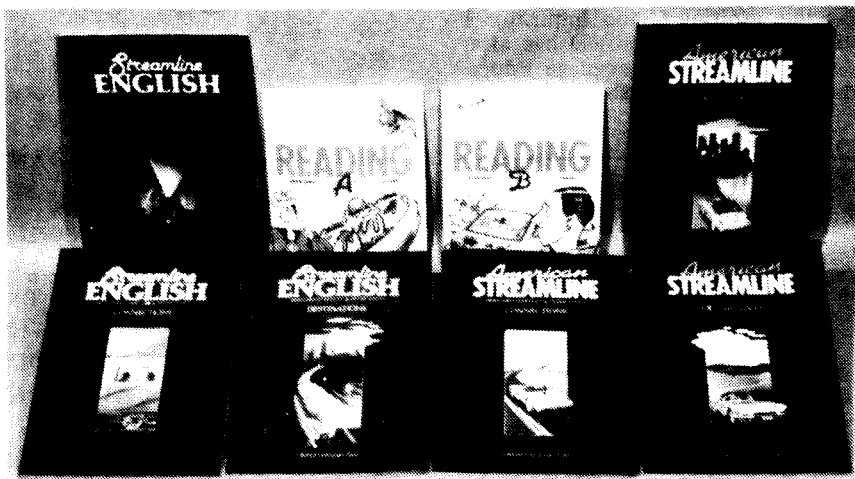
In this I agree with Mr. Redfield: training is important. But what Mr. Redfield fails to understand is that it can be self-taught. "All things being equal" (to use Mr. Redfield's elegant phrase) a teacher who learned ESL teaching through experience might be better than one who has learned it at school.

Like Mr. Redfield, I think the ESL teaching profession in Japan needs improvement. But rather than worrying about who studied what, schools here ought to (1) require a high level of spoken and written English fluency from prospective ESL teachers – there are too many who hardly speak English or understand it when it is spoken – and (2) stop discriminating against foreign teachers.

Everyone knows discrimination against foreigners goes on in not a few Japanese schools but few will talk about it openly. The worst form discrimination takes is "rotating out" – that is, firing – foreign teachers after they have been teaching in a place for a few years. Were academic apartheid abolished in Japan, foreign teachers

(cont'd on page 24)

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(cont'd from page 22)

could teach and do research here for the sake of increasing knowledge rather than maintaining their positions – and there would be fewer running around trying to promote themselves at their fellow teachers' expense.

Finally, a warning to Mr. Redfield. Purges, more than revolutions, consume their creators. After banishing the students to their studies, the artists to their garrets, the housewives to their kitchens, the missionaries to Sunday schools and the world travelers to Narita, the ESL pure will start to eliminate the less pure among them. Some aspiring Grand Inquisitor is bound to notice that Michael Redfield has, after all, only a degree in Foreign Language Education and not in Teaching English as a Second Language.

## 語学教育と異文化問題

—第4回企業内語学教育セミナーを終えて—

(Review of the 4th In-Company Language

Program Seminar)

□ IA4% 浩平

(Takubo, Kohei)

第4回企業内語学教育セミナーは昨年11月22日(木)、川崎の東芝国際研修館において開かれ異文化問題と海外進出とのかかわり合いについて、体験を通しての報告があった。今セミナーは、日本商工会議所、グロービュー社、英文売、アルク、日本工業英語協会、朝日イブニングニュース、東芝人材開発部など7団体の後援を得て行われた。関西、名古屋地区よりの参加者を含めて70名をこす多数の参加者を得て会場は熱気につつまれ盛会であった。

今回のセミナーは、企業が海外に支店、工場を建てる場合、どんな問題にぶつかるかを先進企業の体験を中心に議論がすすめられた。現在、海外に工場あるいは駐在員事務所を開設している日本企業は7,000社をこえている。ここに働く長期滞在の日本会社従業員は、家族を含めると25万人、現地より雇用している、現地従業員は110万人をこえている。又、外国企業の日本進出も最近急速に増加しており、日本に根をおろした外国企業は1,500社、これら企業で働く日本人従業員は30万人といわれている。このように企業の相互乗り入れが、今後はますます盛んになるものと思われる。

9時30分にJALT会長Jim Whiteの開会の挨拶の後、東芝人材開発部長佐藤明佑氏による東芝の全体像の話があった。引き続き、東芝の教育主幹である岩井章氏により、東芝の国際人教育の内容の紹介があった。岩井氏によると東芝においては、1969年に人材開発部が設置され語学教育がはじめられた。1972年には、海外要員養成制度が発足し、国際人養成プログラムがスタートしている。現在まで、この研修制度にもとづいて、海外

研修生として300名が海外に派遣されている。東芝関係の海外工場および海外駐在員事務所は70ヶ所、ここで働く日本からの駐在員数は450名である。年間の海外出張者は8,000名、現地雇用従業員15,000名ということであるが、10年前と比較して、日本企業の海外活動が如何に活発化しているかがよくわかる。

これらの海外要員を養成するプログラムが4つ組まれている；(Aコース)語学研修プログラムとして150時間/4週間のインテンシブコースとなっている；(Bコース)海外エグゼクティブ養成コースとして、語学コースのほかにビジネス・シミュレーション・スタディ、地域研究、ハーバード・ケースなど盛り沢山のカリキュラムが組まれている；(Cコース)アドバンスト・スタディ・プログラムとして、研究・調査主体で1年半程海外事務所に派遣する；(Dコース)海外の大学院に派遣して修士課程をとらせる。

石川島造船化工機㈱、元代表取締役社長の桜井清彦氏は、シンガポール・ジュロン造船所で体験し学んだことを中心に、異文化のなかで生活する日本人の心構えについて、具体例をあげて説明された。ジュロン造船所の経営に17年間たずさわっていた桜井氏の話は、不均質社会いわゆる異質人種のまじり合い社会で暮らすにはどうしたらよいかということが中心であった。桜井氏はこのような社会のなかで暮らすには、まず自己の確立が大切で自己主張がないと相手にしてもらえない。又、同時に相手を理解することが大切であると述べられた。

本田技研工業の人材開発センター所長である木村敦氏は、1959年にわずか7人で設立したアメリカホンダが、1984年には現地従業員2,000名をかかえるまでに発展した成功の原因が何であるかについて話をすすめられた。木村氏によれば、最近、優秀なアメリカ人が日本企業に集まるようになり、彼等は日本企業のなかに生き甲斐、仕事による自己実現に喜びを見出しているということである。アメリカ人と仕事をうまくやっていくには、①明確な目標の提示②役割分担の明示③たえざる訓練、新しい技術の開発④激戦のあとのねぎらいが必要であると述べられた。

創価大学の板坂元教授は、アメリカの若い世代について年代別のちがいを話された。1960年代は環境問題、人工授精などに見られるように、外に向かった理想主義の時代、1970年代になるとシラケの時代ともいえる風潮で、自己充足が中心となり、自己犠牲をさけ、私生活を守るための反核運動に参加したり、ジャズやアルコールにひたるなど1920年代と同じ社会環境になったというお話であった。

今回のセミナー終了後、出席者に対しアンケート調査を行なったが、多くの出席者からセミナーでは得る所が多くあり、今後も東京や大阪でこのようなセミナーを開催してほしいとの希望があった。次回は大阪で5月開催を予定している。このJALTセミナーが企業内語学教育の発展に少しでもお役に立てば幸である。



## 第1回 JALT 英語読解 研究会発表内容報告

(A Review of the First JALT English

Reading Seminar)

講演者：吉田 信介 (追手門大学講師)

(Yoshida, Shinsuke)

報告者：川村 欣司 (京都産業大学)

(Kawamura, Kinji)

大学教養課程の英語講読の授業は訳読中心で行なわれる場合が多いが、はたして学生の英語読解力を伸ばしているのだろうかという疑問から、読解力に関する調査研

# JALT UnderCover

**ONE THOUSAND PICTURES FOR  
TEACHERS TO COPY. Andrew Wright.  
London: Collins, 1984. 128 pp.**

First of all, to help you avoid the mistake I made, the word "copy" in the title means to copy by hand on a chalkboard or with pencil and paper, not with a copy machine. So if you are physically handicapped or a total klutz in the artistic field, this is not the book for you. On the other hand, the drawing skills needed to utilize the pictures in the book are minimal – and the author gives careful instructions to help you produce simple stick and "box" figures (people, furniture, rooms, in fact almost any three-dimensional shape) without the complication of using perspective. The aim of the book is to present a wealth of pictures illustrating objects, scenes, or language situations, and then to give you, the teacher, the skills to exploit those pictures by copying them.

The first chapter of the book is a basic drawing lesson. The last chapter suggests strategies for incorporating drawings into language instruction. Thus the bulk of the book, four chapters and 84 pages, consists of drawings to be copied as they stand or to be brought together in new combinations of the teacher's devising. Chapter 2 presents 32 settings: bus station, doctor's office, hotel, etc. Chapter 3 ("Topics, Behaviour, Notions") presents some 460 pictures classified by notion: personal appearance, professions, furniture, clothing, weather, etc.). Chapter 4 ("Illustrated Vocabulary and Grammar") presents over 550 pictures illustrating selected nouns, verbs, prepositions, etc. Chapter 5 ("Pictures for Composition") presents 10 individual "speculative pictures" and three "story sequences" – sequences of more than 10 pictures illustrating a single story line.

究が行なわれ、その中の「読解力とスピード」に関する研究結果が発表された。吉田氏の授業は全く訳読をせず、内容把握を確認するための種々の練習問題を通して行なわれ、又、一定以上の速度をもって読む力を養う指導をしているが、英語読解力テストをコンピューター分析した結果、訳読を排除した授業を受けた学生はそのレベルにかかわらず、英語力が上昇しており、又、読解力とスピードの相関関係も高く、読解力のある学生は読むスピードも速くなっていることが明らかにされた。発表後、出席者との質疑応答が活発に行なわれ、種々の問題も話し合われた。

Using the book to develop OHP visuals for my freshman conversation course, I have found the drawing instructions easy to follow and the pictures easy to produce. I have introduced my class to a pair of middle-aged bachelors, Bob and Ray, who are identical twins. Too, I've worked out a few sequences for conversation which feature characters copied directly from the book. The visual element of the lessons seems to liven up the class a bit and also to take some of the heat off the teacher, at least momentarily, while all the students focus their attention on the pictures.

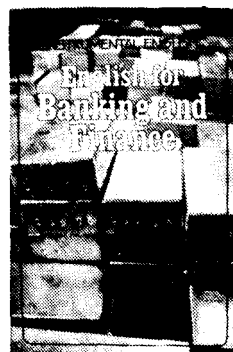
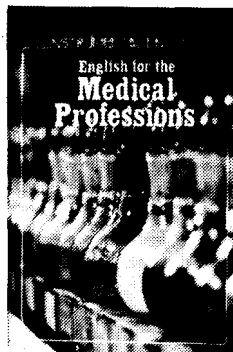
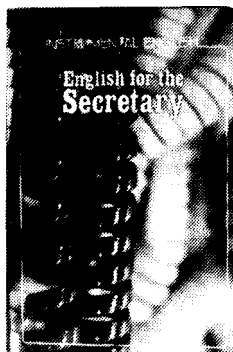
Still, this book suffers from one major weakness. It is very long on art work and very short on ideas for using that art work. It relies almost entirely on a single strategy – the illustration of an individual word or phrase by a corresponding picture. For example, the word *musician* is illustrated by a man playing a trumpet, the word *old* by a wrinkled face, the phrase *by boat* by a picture of a boat, and so on. Of more than one thousand pictures, more than 90 percent are of this type. There is almost total want of situational context within which these pictures and their corresponding vocabulary can be used. Presumably the pictures could teach vocabulary alone, but even here the lack of context could easily result in simple rote learning. This absence of context is all the more surprising in view of the fact that the author notes and particularly stresses (p. 119) the importance of contextual information. Yet the book has only three multi-picture sequences which might provide such a context and allow for something, approaching real language use in the classroom. This is something of a problem – you are supposed to "copy" pictures which, as they are, are not very useful.

Still the book could prove valuable for a certain type of teacher – one who wants to use visuals in the class in order to elicit oral language and who has specific ideas about the form such visuals will take but who lacks the skills necessary to produce his or her own material. For in order to utilize this book, teachers will have to rely on their imaginations – or on the works listed in this book's ample bibliography –

(cont'd on page 27)



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(cont'd from page 25)

to generate workable lessons. This book could serve as a source book, a sort of storehouse of visual images from which teachers can draw raw materials to construct their own lessons.

**Reviewed by David Porter**  
**Matsuyama University**

**FUN AND GAMES: CARD GAMES IN ENGLISH FOR JUNIORS.** Shelagh Rixon. Macmillan, 1983. 28 pp. plus picture cards.

**Fun and Games** consists of a collection of 34 language games and two identical sets of 192 picture cards (printed in colour on thin cardboard) which are intended to be cut out and used by the children in the classroom. Each card measures 7 1/2 cm x 5 cm. and is colour coded and numbered for identification. There are 48 white word cards which correspond to some of the pictures. The illustrations are of animals, food, household items, occupations, and everyday items like buses and trains. They are relatively unsophisticated thick line drawings with colour shading.

**Fun and Games** is a source book which gives you the raw materials and some ideas as to how to put them together, but rather inadequate, not to say non-existent, serving suggestions. There is no discussion on the age range thought appropriate, or what level of language ability might be expected and how much should be specifically pre-taught, how to fit the games into a regular course, etc. 'Sample structures' are offered for each game, however - being loose suggestions as to the sort of language likely to be needed or which could be purposely introduced. The set was apparently originally designed as part of a Macmillan course, **Play and Say with Paddy and Pip**, which I have never seen but which presumably provides an appropriate context for the games, which we shall have to do without.

#### The Cards.

Let us agree from the start that handy sized, fairly durable picture cards which children can hold in their hands, collect, match and otherwise play with, are A Good Thing. They stimulate interest, they concretise the learning situation, they give restless fingers something to hold and greedy eyes something to feed on. Now let's take a serious look at what we've got here. Some of the illustrations are, unfortunately, unrecognisable (the bicycle bell, paint pots used to indicate colours, bee, floor, ...). Another problem is the cultural exclusivity of some of the illustrations: the farmers, postman, policeman, bus, pram, etc. are not certainly recognisable to Japanese children. If you want to use a set of picture cards, I'd suggest that you take a careful look at these and the other commercially available sets and think just how many of them are going to be unusable, before you buy. (The Oxford Junior set, for example, is printed on much thinner cardboard, and the vocabulary is

printed on the reverse of the pictures, which makes them useless for many games; the illustrations are slightly less confusing, however. The Nakayoshi ABC sets - Manga cards and Picture cards - published by Kyobundo are also on quite thin cardboard, though possibly good enough. They suffer from a restricted range of items, making it impossible to collect sets of animals, fruits, etc., but there are some games for which these cards would be well suited.)

The white word cards relate to random selection of items, and you are very likely to want to make more of your own. Once you've found a source of suitable card - it must be stiff enough for fidgety fingers - you might like to consider having your students make a whole set of pictures themselves as you go along: an activity I'd recommend for fixing vocabulary, in the photographic sense almost.

#### The Games.

Rixon divides her games into ones for 'controlled practice' (16) and for 'communicative practice' (18). The former are intended to be used as a kind of drill, in which all the language is provided by the teacher beforehand and the teacher not only decides who is to speak but also whether an utterance is acceptable or not; the game only proceeds if an utterance is judged correct. In this category are placed many games already familiar from elsewhere, such as *Snap*, *Pelmanism*, *I went to market and I bought ...*, and *Kim's game*, all adapted for picture cue cards, as well other original suggestions. One idea I like very much is the matching of word and picture (you can do this with *Pelmanism*, for example). I found excellent results in word recognition and vocabulary retention, using the games to teach the words. The children were not asked to read a word or remember it, but actually wanted to, to further a different aim of more immediate importance to themselves.

You may find yourself ignoring or adapting Rixon's suggested language ("I should like a .please"), and also bending the rules from the basic idea to suit your classes.

Note that many of the 'controlled practice' games require a small enough class for the teacher to be able to service each group at the same time, and you may find it difficult to run many of them with more than, say, 10 students.

The 'communication games' are activities suggested mostly for pairs or groups of three to five, but some are for 'the whole class', intended to run without teacher supervision. You will have to think very carefully, however, whether your class is up to it, as very little guidance is given on the language requirements/level. Many of them are simple adaptations of already widely known activities, and could in fact be played without using the cards at all (**Find you; partner, Am I a .? I Spy. What do you think I am? 20 Questions.**) Others are 'justification' games (like **I'd take .with me on holiday because. . . or This card can go with this one because. . . This**

(cont'd on next page)

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**is a good birthday present for...because...**) and are only likely to be suitable for children returned from overseas who already feel very comfortable in the language and don't need to concentrate both on what to say as well how to say it at the same time. "This egg goes with that banana because they are both something to eat" is quite a mouthful for what is meant to be a fun activity, and challenge/disagreement/argument is not something I'd expect from children in this context. A more realistic suggestion is one called **Who stole the cow?:** with up to 15 students in a circle, the same number of cards are introduced, mixing old and new vocabulary. The deck is shuffled and distributed. Whoever gets the cow is the 'thief', and the object is to discover who it is. Players take it in turn to ask "What have you got?" – "I've got a tree" – "I don't believe you, show me your card," whereupon the thief loses a life, having been caught out telling a lie. This game has the advantage of requiring only a limited range of sentence patterns.

Another good idea is the replication of patterns of cards ("the cow is beside the rabbit on the right, the elephants are under the table...") previously laid out by one of a pair of students; which needs little teacher supervision once the patterns have been taught.

In conclusion, with a little careful study of the suggested games, and a careful choice of picture/word cards (helpful lists are provided in the index; for example, a list of useful pairs for pronunciation games), I think everybody should be able to find here some activities appropriate to the particular group of students you may be teaching.

Reviewed by Simon Gieve  
Key Editions Ltd., Osaka

**A HISTORY OF ENGLISH LANGUAGE TEACHING.** A.P.R. Howatt. Hong Kong Oxford University Press, 1984. 394 pp. (no price given)

In 1483 William Caxton published the first EFL textbook. Five hundred and one years later A.P.R. Howatt has given us the story of that textbook and virtually every other book and person that has contributed to the making of our profession.

Let me put all my cards on the table from the beginning. I believe this book is a major contribution to the literature of English language teaching (ELT). Howatt has managed, in a relatively short book, to tell the story, as a story, of the development of ELT in a style that is both intelligent and entertaining. This book is not likely to be surpassed for a long time. It is one of the minor scandals of our profession that until recently it was possible to complete a degree in ESL without knowing a thing about anything that happened before World War II. In part, this was not the fault of the universities

because no really good histories were available (although of course, the primary sources were). Mackey, in his **Language Teaching Analysis**, gives a' thumbnail sketch of the main trends that led up to the present time, while for a formal history there was Kelly's **25 Centuries of Language Teaching**. Needless to say, Kelly deals with more than just English, and his arrangement by topic (not chronologically) makes the book hard going. It is really a better encyclopedia than a history. Now, with the publication of Howatt's book, all excuses for not knowing or teaching the history of English language teaching are gone.

As I said, this history is a story; it is chronological. It begins with the teaching of English to European refugees at the end of the Middle Ages. The teaching of modern languages has always been somewhat influenced by the teaching of the Classical languages so there is a short discussion of that tradition. Lily's Latin texts emphasized the rote-learning of both text and grammar in the target language. The humanist tradition, as exemplified in Roger Ascham's **The Schoolmaster**, was a reaction to the previous tradition and emphasized the inductive learning of grammar through close attention to a text. The technique of 'double-translation' (from the target language into the native language and then back into the target language) is always associated with this humanist tradition. Joseph Webbe took this tradition a step further and published in 1627 a no-grammar text that was so original that Parliament gave him a patent on it.

Bacon, Comenius, and the Puritan movement accused the Humanists of being overly concerned with 'delicate' form and proposed a language teaching program that was directed outward towards the world of things. Comenius's *Orbis Pictus* (1658) is a landmark in the history of language teaching just for its use of pictures and careful grading, but it also embodied an overall conception of what education should be; the intellectual power behind the Comenian curriculum is unparalleled.

Guy Miegé's *Nouvelle Methode* (1685), with its combination of dialogues, a grammar that covered pronunciation and orthography, and a compact dictionary, brought ELT to a new level of professionalism, and in 1797 the first non-European textbook for teaching English was published in Bengal.

One obstacle to the development of ELT was the lack of a standardized grammar and orthography for the English language. Howatt traces the development of both dictionaries and grammars in the 17th and 18th centuries. One of the most interesting books of this period is John Wilkin's **Essay towards a Real Character and a Philosophical Language** which attempts to construct a kind of semantic deep-structure underlying all language and represent it with an orthography based on Kanji!

The 19th century saw the introduction of  
(cont'd on page 30)

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modern languages into schools and the emergence of two main streams of thought about language teaching. The first is grammar-translation which originated in Prussia. This method emphasized the study of exemplary sentences and practice using exercises. When the grammar-translation method deteriorated into the teaching of long lists of exceptions to long lists of rules the stage was set for the Reform Movement.

The Reform Movement began with the work of four phoneticians. Viator in Germany. Passy in France, Jespersen in Denmark, and Sweet in England. They emphasized the primacy of speech and the need for connected texts to counter the faults of the grammar-translation method. Before the Reform Movement, there were several writers who anticipated modern ideas about teaching languages, the most important of whom was Claude Marcel. Marcel's book, **Language as a Means of Mental Culture**, is described by Howatt thus: "With the possible exception of Sweet's **Practical Study of Languages** in 1899, there is no single work in the history of language teaching to compare with it for the strength of intellect that holds it together over nearly 850 pages of closely-packed text, the breadth of scholarship with which it is informed, and the wealth of pedagogical detail on every aspect of language teaching and learning." (p. 155)

At the same time that the Reform Movement was developing in Europe another revolution was taking place in America. Called the Natural Method, it began with a Frenchman named Sauveur at Yale who later moved to Boston and opened his own school. Sauveur's method was essentially a non-translation oral method which today would be called the Direct Method. Shortly after, another Frenchman working for Mr. Berlitz in Providence, Rhode Island 'invented' this method which 'quickly spread over the world.

In the 20th century, the thread of development becomes a little hard to follow, so Howatt covers the territory in the form of three essays that deal with the contributions of three men: Harold Palmer, Michael West, and A.S. Hombv. Fairly or unfairly, this means that American contributions are not given much emphasis. The essay on Palmer, the man who, more than anyone else, made ELT a profession, is especially good and should be required reading for any foreigners new to Japan who imagine they are going to reform language teaching. In spite of his failure to achieve his program! Howatt rightly makes us realize that Palmer's ideas continue to influence language teachers in many ways.

Michael West's experiments with reading in India deserve to be better known because they directly led to the kind of graded readers that are now available from virtually every publisher under the sun. West's work on vocabulary selection, which has influenced almost all textbook writers, is another example of the enormous contribution made by this man.

The essay on Hombv, who continued Palmer's work, takes us directly into modern times with structural, situational, functional, and now, communicative approaches.

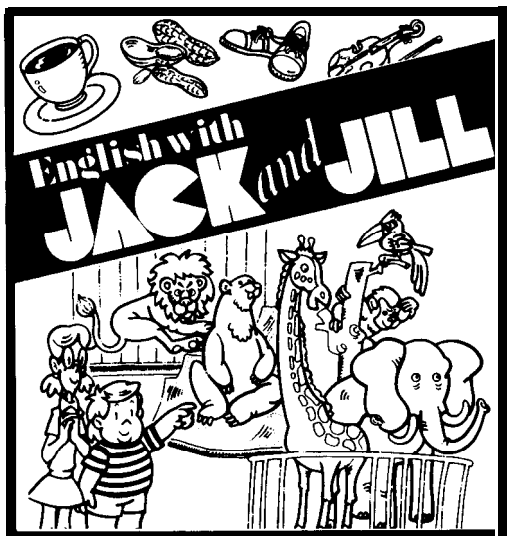
Howatt ends with an epilogue, a chronology of English Language Teaching, some short bibliographical sketches of the major figures mentioned in the book, and an English translation of Wilhelm Vieter's **Der Surachunterricht muss umkehren**, the document that marked the beginning of the Reform Movement.

A good history should set the record straight and Howatt's does so on a number of subjects. The use of dialogues is as old as ELT itself (p. 5). The use of 'inductive methods' is nearly as old (p. 24). The emphasis on communication dates from the 16th century (p. 35). The minimal pair, ship-sheep, was first used in 1580 (p. 16). The early grammarians were not nearly as 'prescriptive' as we are led to believe (p. 121). The grammar-translation method began as a reform method designed to make language learning easier for children. The important features of grammar-translation are not grammar and translation but the emphasis on exemplary sentences and the use of practice exercises (p. 131). (By this definition, what goes on in many Japanese universities is not grammar-translation!) With its emphasis on sentences there are many similarities between audio-lingualism and grammar-translation (p. 132). Mercel said that reception precedes production in 1853 (p. 152). Gouin's famous stories about trying to learn German are probably lies (p. 165). Natural methods date back at least to Montaigne (1580) (p. 192). "A great many 'direct method' courses break the rule that human learners are able to 'learn from context' because they switch incoherently from one topic to another: 'this is a house, it is big', 'this is a book, it is green', and so on." (p. 201) And the supposed connection between behaviorism and audio-lingualism cannot be demonstrated (p. 267).

Although a history of ELT is not, directly, a comment on present-day methods, 'I believe Howatt intends us to think about two questions. The first is: why is there such an aversion to using translation as a method? Bilingual methods were used, apparently successfully, for over 300 years. Every major language teacher of history, except the Direct Method people, advocated the use of the student's language to communicate meaning. Even Palmer said, "Let us recognize frankly that the withholding of an 'official' or authentic translation does not prevent the student from forming faulty associations, but that, on the contrary, such withholding may often engender them." (p. 240) The point is not that translation is necessary; we know very well that it is possible to learn languages without translation. The question is whether the judicious use of translation could improve (speed up) language learning. I believe that there are three main reasons why bilingual methodologies are not popular. First, they aren't very practical when the students are of

(cont'd on page 32)

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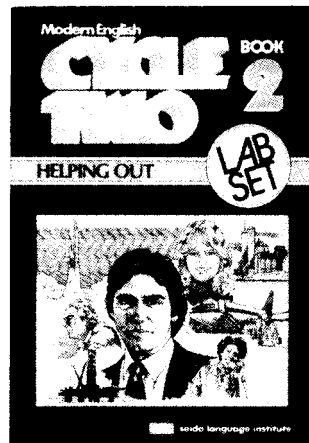
Each level is divided into 40 lessons (10 lessons per book) and each lesson is further divided into three or four sections, which include many interesting games and songs. Almost all the lessons of Level One are taught with the aid of pictures and cards. Reading and writing come in very gradually, and it is not until the end of Book 2 that the children begin learning to read actual words. This is not an arbitrary arrangement. The content of the course and the techniques used in its presentation have been selected very carefully after much trial and error in the classroom. The preliminary material underwent a continual process of revision until the editors were satisfied that a very effective course, with real appeal to children, had been produced.

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(cont'd from page 30)

different language backgrounds. The other two reasons are, to put it crudely, economic. First, monolingual books have a larger market. And secondly, bilingual methods would put a lot of monolingual teachers out of a job. Having said that, in a country like Japan where the students are wonderfully monolingual, an experimental project in the proper use of translation might not be a bad idea.

The second question that Howatt wants us to think about, and he states this one rather more explicitly than the first, is whether a methodology that treats students as if they were illiterates in order to satisfy 'naturalness' models can ever gain widespread acceptance. There are two main reasons for asking this question. The first is that schools are highly print-oriented and therefore do not welcome non-print methodologies except for young children who are still not fully literate. The second reason is psychological. For literate adults, the written language often seems more basic than the spoken language. Notice that such 'foreigner talk' as "No-

you-are-very-busy. I-will-go." is often closer to the written standard than to baby talk. 'Dependence on the written word' may be much more than just a superficial lack of confidence. I know that, even after nine years in Japan, I often feel that I don't really know a Japanese word unless I can picture it (in Romaji!) in my head. This is far from being just a simple problem and it deserves some scientific attention.

If history has a value, and I believe that it does, it is because it allows us to preserve and pass on the insights of the great thinkers (and teachers) of the past while, at the same time, allowing us to put the present in perspective. This history scores one hundred points on both counts. Howatt has done the profession a service by writing this book. Professional English teachers would be doing themselves a service by reading it.

Reviewed by Steven D. Tripp  
Nagoya University of Commerce

## REVIEWS in BRIEF

**FOCUS ON THE LEARNER: BRITISH COUNCIL 1983 BOLOGNA CONFERENCE.** Susan Holden (Ed.). Modern English Publications, ISBN 0 906 149 0.

This volume is a truly remarkable collection of papers that can be read with profit by any language teacher in Japan.

The papers are based on presentations in Bologna, Italy, in April 1983 at a conference for Italian English teachers, sponsored by the local British Council. In the keynote address, Henry Widdowson observes that teaching and learning are not simple knowledge transfer processes: "What is learned does not match up with what is taught," and learner errors "show that the learner is using teacher input to drive the process of learning." There are two possible conceptions of the teacher-learner relationship; one is agent-recipient and the other facilitator-agent. Widdowson argues that the agent-recipient relationship "runs counter to the natural inclinations of language users." A facilitator-agent relationship would accommodate the learner, and classroom conventions have to be based on problem-solving tasks which stimulate natural language use.

The following six groups of papers show how practicing language teachers attempt to create the learning environment suggested by Widdowson. The volume offers an intriguing glimpse of the wealth of ideas presented at the Bologna conference, and it would be wonderful if JALT conferences could be finished with a similar volume.

Reviewed by Torkil Christensen  
Hokusei Junior College, Sapporo

**TEACHING LISTENING COMPREHENSION.** Penny Ur. Cambridge University Press, 1984. 173 pp.

In her book *Teaching Listening Comprehension*, Penny Ur discusses what "in practical terms, successful foreign language listening entails; and on this basis to propose types of practice that might be effective in the classroom." Eighty percent of the book consists of various types of listening comprehension exercises teachers can use with their students.

In Part I, Ms. Ur lists 15 examples of "listening we might expect reasonably educated people living in a developed country to be exposed to." They include listening to TV or radio broadcasts, chatting at a party, receiving instructions on how to do something or how to get somewhere, talking on the phone, attending a formal occasion like a wedding, listening to a lecture, etc. She then talks about listening problems students may have in these situations, such as distinguishing phonemes (for example, in words like "fit" and "feet"), understanding intonation and stress, coping with redundancy and noise, understanding slang, fatigue, and the failure to use visual and aural environmental clues to help understand what is being said.

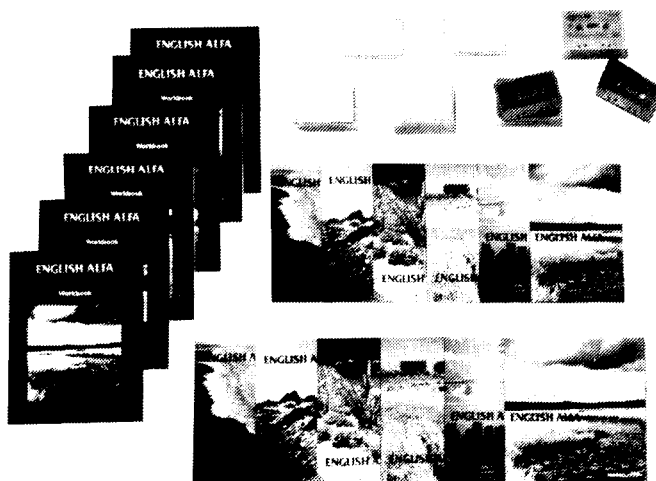
In planning listening comprehension activities, Ur points out that teachers should try to make classes as spontaneous and true-to-life as possible, do exercises that are task-oriented (that is, make it so the students have to make some response to what they are listening to), choose materials that are interesting and relevant to the students, and use visuals to get students in the habit of using environmental clues to enhance understanding. In short, a well-planned lesson in listening comprehension will have students listening and responding successfully

(cont'd on page 35)



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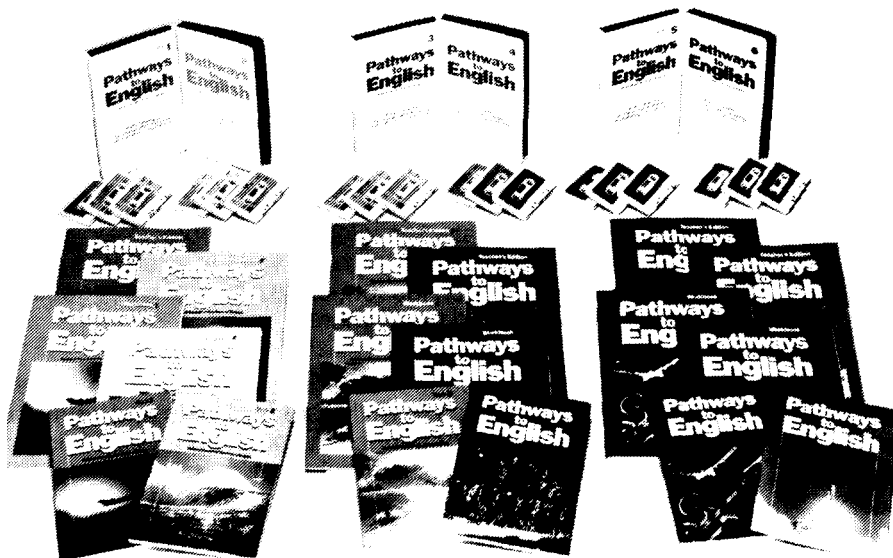
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(cont'd from page 32)

in an environment very close in character to the "real world."

Part II of Ur's book is entitled "Suggestions for Classroom Activities" and is just that – a lot of practical ideas teachers can use to improve their students' listening comprehension. Part II is 120 pages of listening comprehension exercises filled with pictures, maps and charts with detailed instructions on how to do each of the exercises. The types of exercises include word and sentence level perception, listening and making no response, listening and making short responses, listening and making longer responses, and listening as a basis for study and discussion. Ms. Ur says Part II wasn't intended to be a textbook, but there are dozens of useful ideas for teachers with students of any age, level or goal.

As Ms. Ur points out in the opening pages of her book, **Teaching Listening Comprehension** is not intended to be theoretical. It is a down-to-earth explanation of what should be taught and an abundance of ideas on how it may be taught. This fine book is for new teachers and for the more experienced teachers who need or want to be reminded of why and how listening comprehension is taught. It is well worth acquiring.

Reviewed by Don Fensler  
Kinran Junior College

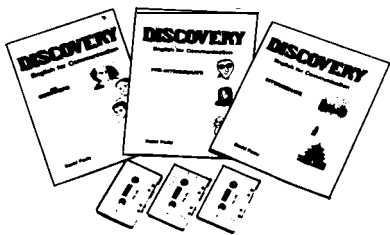
**GRAMMAR IN ACTION: AWARENESS ACTIVITIES FOR LANGUAGE LEARNING.** Christine Frank and Mario Rinvoluceri. Pergamon Press, 1983. 127 pp. ¥2,020.

Are you looking for material which, as Stevick describes it, gives the patterns of the language "in activities which are in some sense communicative but which have been contrived by us to provide many examples of a particular pattern?" If you are, then **Grammar in Action** is for you. The structures covered in the book make it an appropriate supplement for elementary through intermediate students. It also lends itself to excellent review with advanced students. The exercises are arranged by grammatical category, don't require much preparation and are easily incorporated into classwork. They are enjoyable for both teachers and students.

The subtitle, **Awareness Activities for Language Learning**, gives the key to the effectiveness of these exercises. The activities are controlled in the sense of requiring the use of certain forms of the language. At the same time the student is free to communicate with real and personal insights. As students invest more in the exercises the use of language takes on more  
(cont'd on next page)

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depth. For example, in using the 'second' and 'third' conditional, students complete sentences such as, **If I belonged to the other-sex. .; Had I been born a. .; or My parents would've. .** Students then compare their responses with others. In activities such as these, students learn about themselves and other members of their class.

This is a good supplement to use with just about any course from teenage students through adults. Not everything is covered in the use of grammar, but the book is not meant to comprise an entire course. Overall, I would highly recommend this book as a resource to supplement and enrich the content of an English course.

Reviewed by William D. Cline  
Osaka Jogakuin Junior College

**THE AMERICAN WAY: An Introduction to American Culture.** Edward N. Kearny, Mary Ann Kearny and Jo Ann Crandall. Englewood Cliffs, N.J.: Prentice-Hall Inc., 1984. 241 pp.

The authors of **The American Way** identify individual freedom, self-reliance, equality of opportunity, competition, material wealth and hard work as basic American values and beliefs which have contributed to the formation of national character and national values and have influenced American institutions. They explore the impact of these values upon American society and life.

The book aims "to increase students' awareness and understanding of the cultural values of the United States, their own country, and other countries and to help strengthen study skills of ESL students." It is designed for advanced students who are preparing to study at an American university. Short original readings are followed by a wide variety of exercises "to help students become more sensitive to cultural differences and more accepting of them."

Each chapter has exercises on vocabulary, literal comprehension, outlining, questions for discussion and composition, and a cloze exercise. There are numerous additional exercises. Unfortunately, the book seems to be for use by students in American universities and most of the material is not appropriate for EFL students in Japan. In addition; the study skills exercises will not provide students with the study skills expected by American university professors.

On the other hand, an experienced teacher may want to use parts of the book to provide information about America, to nurture affective experience in the language classroom, and to get students out into the real world to practice language skills.

Reviewed by Jeanne M. Wolf

## 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. **All final-notice items will be discarded after 28 February.**

### CLASSROOM TEXT MATERIALS/ GRADED READERS

- †Allsop. **Approaching First Certificate** (Student's book, Teacher's book). Cassell, 1984.
- \*Asano & Dowd. **Cultural Linkages between Japan, UK and USA.** Kinseido, 1984.
- \*Asano & Kizuka. **World Events '85.** Kinseido, 1984.
- \*Bell. **Spotlight on Energy** ("Spotlight on" series, Level 4: 1400 headwords). Cassell, 1984.
- \*Carrier & Evans. **Spotlight on Cinema** ("Spotlight on" series, level 5: 1750 headwords). Cassell, 1984.
- \*Carrier & Pacione. **Spotlight on Rock Music** ("Spotlight on" series, level 3: 1050 headwords). Cassell, 1984.
- \*Christie. **Spotlight on Great Mysteries** ("Spotlight on" series, level 2: 700 headwords). Cassell, 1984.
- NOTICE: The scheduled reviewer for **Church & Moss, How to Survive in the USA**, has withdrawn. If any JALT member who has used this text would like to assume responsibility for the review, please contact the book reviews co-editors.
- \*Curry. **Spotlight on Women in Society** ("Spotlight on" series, level 6: 2100 headwords). Cassell, 1984.
- \*Dean. **Spotlight on the World Cup** ("Spotlight on" series, level 1: 350 headwords). Cassell, 1984.
- \*Hasegawa & Wright. **This is America: readings with exercises.** Seibido, 1985.
- Kitao et al. **American Holidays** (Student's book, Teacher's guide). Eichosha, 1985.
- . **American Mosaic** (Student's book, Teacher's guide). Eichosha, 1985.
- \*Koyama & Takashima. **Catch'it! Bilingual news using your eyes and ears.** Shinozaki Shorin, 1984.
- \*Krone. **Background to New York.** Japanese annotated edition, Kinseido, 1984.
- †Lackstrom & White. **Moving Up: intermediate functional English** (Student's book, Teacher's book). Heinle & Heinle, 1983.
- \*McRae & Boardman. **Reading between the Lines: integrated language and literature activities** (Student's book, Teacher's book, two cassettes). Cambridge, 1984.
- \*Root & Matsui. **Campus Life, USA.** Kinseido, 1984.
- \*Stokes. **Elementary Task Listening** (Student's book, Teacher's book, cassette). Cambridge, 1984.

NOTICE: The scheduled reviewer of **VIZ: A magazine for learners of English** has withdrawn. If any JALT

(cont'd on page 38)

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(cont'd from page 36)

member has been using this material and would like to assume responsibility for the review, please contact the book reviews coditors.

†Woods et al. **On the Way**, books 1 & 2 (Student's books, Teacher's books, workbooks and cue card sets). Cassell, 1984.

Yokoo & Nakamura. **A New Current English Composition**. Yumi Press, 1985.

## TEACHER PREPARATION/ REFERENCE/RESOURCE/OTHER

Huddleston. **Introduction to the Grammar of English** ("Handbooks in Linguistics" series). Cambridge, 1984.

\*Lonergan. **Video in Language Teaching** ("New Directions in Language Teaching" series). Cambridge, 1984.

**The Language Teacher** also welcomes well-written reviews of other appropriate materials not listed above, but please contact the book reviews co-editors in advance for guidelines. It is **The Language Teacher's** policy to request that reviews of classroom teaching materials be based on m-class teaching experience. Japanese is the appropriate language for reviews of books published in Japanese. All requests for review copies or writer's guidelines should be in writing, addressed to: Jim Swan & Masayo Yamamoto, Shin-Ohmiya Green Heights 1-402, Shibatsujicho 3-9-40, Nara 630.

## IN THE PIPELINE

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

Aitken. **Loud and Clear**.

----- **Making Sense**.

Allan. **Come into my Castle**.

Appel et al. **Progression in Fremdsprachenunterricht**.

Azar. **Basic English Grammar**.

Berman et al. **Practical Medicine**.

----- **Practical Surgery**.

Brown & Yule. **Teaching the Spoken Language**.

Buckingham & Yorkey. **Cloze Encounters**.

Clarke. **The Turners at Home**.

Colyer. **In England**.

Comfort et al. **Basic Technical English**.

Cushman. **You and Your Partner**.

Doff et al. **Meanings in to Words, intermediate**.

Gilbert. **Clear Speech**.

Granowski & Dawkins. **Career Reading Skills, book A**.

Harmer. **The Practice of English Language Teaching**.

Hedge. **In a Word**.

----- **Pen to Paper**.

Himstreet & Baty. **Business Communications**.

----- **New ELT Ideas**.

James. **Speak to Learn**.

Jolly. **Writing Tasks**.

Jones. **Ideas**.

Kingsbury & O'Shea. **"Seasons and People" & Other Songs**.

Knowles & Sasaki. **Story Squares**.

Laporte & Maurer. **Structure Practice in Context**.

Lavery. **Active Viewing Plus**.

Lofting. **The Story of Doctor Dolittle**.

McArthur. **A Foundation Course for Language Teachers**.

Milward. **English Poets and Places**.

Morgan & Rinvoluceri. **Once Upon a Time**.

Morrison. **Word City**.

Mosdell & Fujii. **Say It in Style**.

Pickett. **The Chicken Smells Good**.

Pincus. **Composition**.

Rivers. **Communicating Naturally in a Second Language**.

Rubin & Thompson. **How to be a More Successful Language Learner**.

Saitz et al. **Contemporary Perspectives**.

Scarborough. **Reasons for Listening**.

Sharpe. **Talking with Americans**.

Steinberg. **Games Language People Play**.

Swan & Walker. **The Cambridge English Course, book I**.

Tennant. **Natural Language Processing**.

Widdowson. **Learning Purpose and Language Use**.

Wright et al. **Games for Language Learning**.



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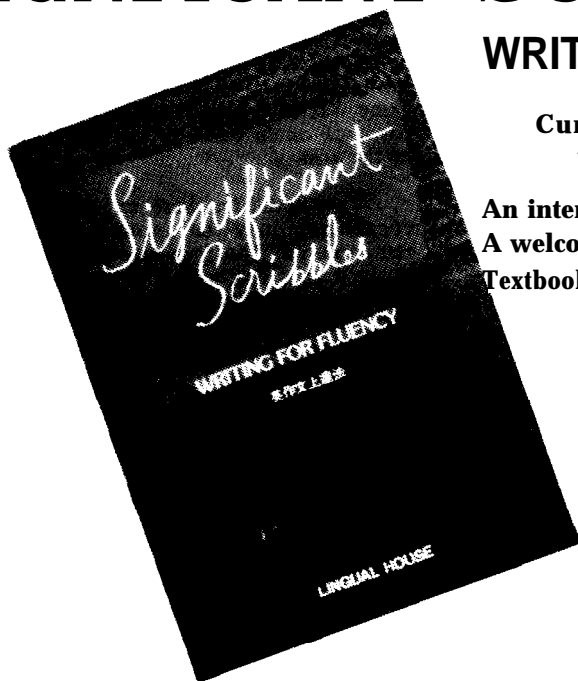
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# Chapter Reviews

*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.*

## HIROSHIMA

### FALL '84 SPEAKERS: KENJI KITAO, WALTER CARROLL, and CHARLES WORDELL

Rounding out an exciting year at JALT-Hiroshima were three speakers who are probably quite familiar to many readers of **The Language Teacher**. In October, we heard Dr. Kenji Kitao of Doshisha University, who also serves as Vice President of JALT National. Dr. Kitao described, in a well-received talk, some of the tricks he uses in teaching reading at the university level. My favorite of his many new ideas was the following: Kitao requires his students to bring spiral notebooks to class. During each class, he gives the students a quiz or written assignment on a page torn from their notebooks. He asks that the pages be turned in. Upon returning to his office, he disposes of the assignments or quizzes without giving them more than a cursory glance. Just the thought that the professor wants their work to be handed in produces learning in the students. What the teacher does with the papers is of little consequence.

In November, Hiroshima members were treated to a presentation by Walter Carroll. Carroll teaches English daily on NHK Radio and may be heard nationally. After playing a short tape of a Halloween-oriented discussion in English, Carroll had his audience form small groups to discover different ways to exploit the program. The list which was created included: act it out, write out new words and idioms, explain what a jack-o'-lantern is, practice the intonation and tone of the sentences on the tape, have the students translate the short play into Japanese, have the students act it out in Japanese.

The list was exhaustive, and should be useful to teachers who need to come up with ideas for classroom activities. Teachers can ask comprehension questions about the passage the students have just heard. You can also: play the tape over and over having the students repeat what they hear, discuss Halloween customs, give a dictation using words and phrases from the passage, have the students draw or make a jack-o'-lantern, compare Japanese traditions which are similar to Halloween ("Kimodameshi"), explain

the religious history of Halloween, and have the students prepare and give a Halloween party.

Dr. Charles Wordell of Kobe University of Commerce returned to Hiroshima, where he had taught for a number of years, to be December's speaker. His talk was of particular interest to foreigners and was titled "English Teaching Contexts in Japan." Wordell took his audience on an instructive and humorous journey through the book which he has been compiling and editing for over two years, and which will be published by the *Japan Times* in February 1985, *English Teaching in Japan*.

Wordell employed true stories as well as statistics to open up the various contexts in which foreigners find-themselves teaching English as guest workers in Nippon: secondary schools, colleges and universities, conversation schools, large corporations! private tutoring, to mention some of the more important situations.

**Reviewed by Laurence Wiig**

## YOKOHAMA

### By Yoko Narahashi

Yokohama featured Yoko Narahashi for the October workshop on English through Drama.

One of the problems language teachers face is having students project their voices toward the person they wish to speak to. A game was performed showing how one can consider a simple word, such as "Hey!" as having a physical form similar to that of a baseball. The object of the game was to throw the word at a person with the force of one's voice rather than with the swing of the arm.

Two activities were explained as ways new vocabulary may be more easily learned and remembered. The first was TPR: the first person in each row was asked to think of a word and physically pass the concept to the person next to them and then to continue passing it along to the last person. Such words as "big," "small," "heavy" and "light" were used. Another means of learning and remembering vocabulary is by studying the meaning of roots of words. The example given was "vi," the Latin word for strength, used in such English words as "vigor," "vitality" and "victory."

Another important factor in teaching and learning a language is proper rhythm and stress. People can learn proper stress simply by mimicry of a verbal cue. However, if the mimicry is done in conjunction with an appropriate physical action, the stress pattern can be learned much more quickly. This principle was demonstrated by volunteers standing on a stressed syllable and sitting on an unstressed one.

A simple dialogue was spoken by two people and then acted out. This was followed by a repetition (cont'd on page 43)



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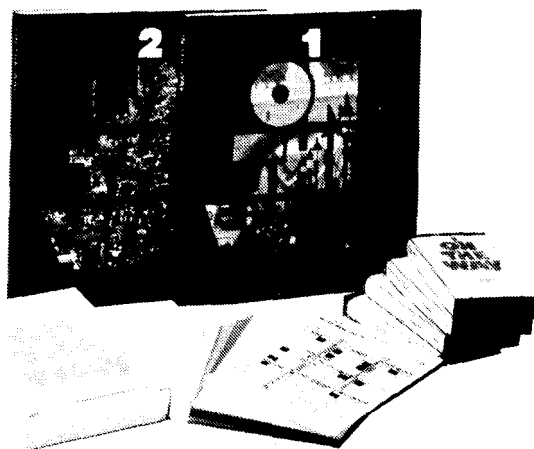
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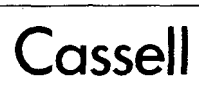
## On the Way 3

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(cont'd from page 40)

tition in which the speaker touched the listener to get their attention before speaking. Later repetitions involved greater interactions with each role being split to show how one person can speak and another person do the actions simultaneously. This method works well if some of

the students in a class are inhibited. It was further demonstrated how one dialogue can be used in a number of different situations to build up a student's confidence.

**Reviewed by Paul Richardson**

# Bulletin Board

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

## SYMPOSIUM ON CAI AND LANGUAGE LEARNING

CALICO (Computer Assisted Language Learning and Instruction Consortium), located at Brigham Young University, Provo, Utah, and the LLA (Language Laboratory Association) of Japan are planning a three- or four-day meeting on computers and language learning in Tokyo during mid-May 1985. This meeting will include workshops, panel discussions and papers/demonstrations on applications of high technology to the teaching and learning of languages. The LLA has asked JALT's cooperation in planning and preparation, primarily in securing presentations in English for the benefit of those participants coming from the United States. A more complete Call for Papers will be in the next issue of **The Language Teacher**.

## A WEEK-LONG WORKSHOP on LANGUAGE ACQUISITION in the SILENT WAY

**by Dr. Caleb Gattegno**

**Time:** Fri., May 3, through Tue., May 7, 1985, 9 a.m.-6 p.m.

**Place:** Umeda Gakuen (St. Paul's Church). 2-30 Chaya-machi, Kita-ku, Osaka (turn right at the Shoko Hotel after the Sanbangai Cinema on the east side of Hankyu Umeda Station)

**Fee:** ¥75,000 (¥70,000 if payment is made by April 6th to our post office account no. 5-86468 Gogaku Bunka Kyokai. Pre-printed postal transfer form will be mailed to those who register in advance at the Center.)

During this five-day, 40-hour workshop, the originator of the Silent Way will add to the detailed presentations of the instruments teachers need to solve their classroom language teaching problems for EFL, a **thorough training** of the participants. Thus they will be able to apply at once what they learn and reduce the burdens they and their students experience when entering

English (spoken and written) and continuing their studies in that world language.

## A 20-HOUR WORKSHOP: ITALIAN the SILENT WAY

**by Dr. Caleb Gattegno**

**Time:** Sat., April 27, through Mon., April 29, 1985. 9:30 a.m.-5 p.m.

**Place:** Umeda Gakuen (see address above)

**Fee:** ¥40,000 (¥35,000 if payment is made by April 6th)

**Note:** For those who apply for both of the above workshops, the fee will be reduced to ¥105,000 (¥100,000 for payment made by April 6th).

**Contact:** Fusako Allard, The Center, 204 Shiro-no Bldg., 341 Manzai-cho, Kita-ku, Osaka 530; 06-315-0848.

## SILENT WAY S.I.G.

Every Wednesday, 3:30-5:30 p.m. at The Center. Info: Fusako Allard (address and tel. above).

## TEMPLE UNIVERSITY M.ED. PROGRAM IN TESOL Spring Weekend Workshop

**Teaching Reading**

This workshop will consider a survey of research relevant to the reading process. Class discussion will include psycholinguistic investigations, comparisons of reading in first and second languages, and methods and techniques for teaching reading.

**Presenter:** Professor Miho Steinberg, who earned her M.A. degree in Linguistics at the University of Michigan, is the former Director of the University of Hawaii's English Language Institute and is currently teaching at the Kanazawa Institute of Technology.

**Dates/Times:** Osaka-Jan. 27 & Feb. 3 (Sundays), 10 a.m.-4 p.m.  
Tokyo-March 16 & 17 (Sat., 3-9 p.m.; Sun., 10-4 p.m.)

**Place:** Osaka-Umeda Gakuen, 2-30 Chayamachi, Kita-ku  
Tokyo-Temple University Japan, Mitake Bldg., 1-15-9 Shibuya, Shibuya-ku, Tokyo 150; 03-486-4141

**Tuition:** ¥43,500 (credit students: 1 credit hr. departmental elective); ¥5,500 (non-credit students)

Apply to Michael DeGrande, Temple U. Japan (address above).

## JALT 英語読解研究会

(JALT English Reading Seminar)

日時：2月16日(土) 2:00~4:30

場所：同志社大学神学館会議室  
(正門より北へ1分)

講演者：川村 欣司(京都産業大学)

演題：言語習得に適した英語講読授業  
その理論と実践

会費：無料

問い合わせ：同志社大学 北尾 謙治

(電話) 075-251-4063

## CALL FOR PAPERS JERUSALEM CONFERENCE ON TEFL-TESOL Israel, July 14-18

Papers are invited related to the theme, "Looking Ahead," in such areas as classroom research, curriculum/material development, technology and language learning, testing and evaluation, teacher training, second-language acquisition, and pupil-centered learning and teaching. The deadline for submitting abstracts is March 31. For full information please write Mrs. H. Barag, Conference Secretariat, 12 Shlomzion Hamalkah St., 94 146 Jerusalem, Israel.

## ALTERNATIVE METHODS IN LANGUAGE TEACHING Suggestopedia in Language Teaching A Workshop with Charles Schmid, LIND- Institute, San Francisco, USA (LIND = Learning in New Dimensions) Tokyo, March 9-12

One-day and three-day workshops are offered. Substantial discounts for JALT members. Application deadline: Feb. 26, 1985. Information: Goethe-Institut, German Cultural Center (Deutsches Kulturzentrum), 7-5-56 Akasaka, Minato-ku (near Sogetsu Kaikan and Canadian Embassy), Tokyo 107; tel. 03-584-3201.

## AUDIO and VIDEOTAPES from JALT '84 NOW AVAILABLE

Both audio and videotapes of the following JALT '84 events are now available. Prices following each item include domestic postage and are for audiotapes, for sale to individuals or chapters. Videotapes are for loan to chapters (chapters assuming postage costs both ways). Times are approximate. Send requests or inquiries, with payment in stamps if appropriate, to Jim White, 14-2 Nishiyama-dai, Sayama-cho, Osaka-fu 589 (tel. 0723-66-1250, evenings).

Dr. Saburo Ohkita, Keynote Speech, 80 min., ¥900.

- Dr. Stephen Krashen, "Principles and Practices in Second Language Learning," 55 min., ¥700.
- Dr. Stephen Krashen, "Issues in Second Language Acquisition," 135 min., ¥1,200.
- Dr. Stephen Krashen, "The Power of Reading and Writing," 135 min., ¥1,200.
- Featured Speakers Panel: Alatis, Freebairn, Haskell, Krashen, O'Neill, Richards, Strevens and Swan, 90 min., ¥900.
- Dr. Peter Strevens, "Research and Theory in the Classroom," 60 min., ¥700.
- Dr. Stephen Krashen, "Principles and Practices in Second Language Learning" (given in Osaka, Nov. 27), 100 min., ¥1,200.

## NEW TESOL S.I.G.

Interested in a TESOL S.I.G. for Teaching English for Professional Purposes? There are plans for a meeting at the TESOL conference in New York to discuss this new special interest section to be called T.E.P.P. Contact: Richard Wilcox, KW U/Language Training, PSW 214, Postfach 062, 6050 Offenbach/Main, West Germany.



## Teachers of English to Speakers of Other Languages,

an international professional organization for those concerned with the teaching of English as a second or foreign language, of standard English as a second dialect, and bilingual education and with research into language acquisition, language theory, and language teaching pedagogy, invites you to participate in its

## nineteenth annual convention

to take place at the New York Hilton,  
New York City; 9-14 April 1985

The convention program will include plenary sessions by internationally-known speakers, papers, workshops, and colloquia by TESOL teachers and their colleagues in related disciplines, educational visits, exhibits, and social events.

Jean McConochie  
Pace University  
New York, New York  
Program Chair

Cathy Day  
Eastern Michigan University  
Ypsilanti, Michigan  
Associate Chair

Non-TESOL members may obtain detailed information by writing to:

TESOL • 201 D.C. Transit Building  
Georgetown University  
Washington, D.C. 20057 USA  
Telephone 202-625-4569



# HARCOURT BRACE JOVANOVICH

## NEW AND FORTHCOMING TITLES

***Take it Home, Try It Out***  
by Bill Vanderwerf (January, 1985)  
A lively conversation text for young adult and adult students  
at the intermediate level

***Ports of Entry: Social Concerns***  
by Abelle Mason (January, 1985)

The second in a series of three readers comprising literary and journalistic selections and intended for high intermediate or advanced students. Reviews dictionary and library skills and focuses on reading for academic purposes in the social sciences and humanities.

***Speak Freely: Conversational American English***  
by Elliot S. Glass and Paul J. Arcario (January, 1985)

An intermediate program for adults and young adults following intensive courses. Activates students' English through communicative activities and provides abundant practice in vocabulary and grammar.

For further information, contact: Yutaka Ichikawa, Harcourt Brace Jovanovich  
Tokyo, Hoku Building 3-11-13, Jidabashi, Chiyoda-ku Tokyo 102, Japan.  
Tel: (03) 234-1527

HBJ

## WOMEN'S STUDIES S.I.G.

A Women's Studies special interest group held its organizational meeting at the JALT national conference in Tokyo. The initial purpose of the group is to share information about teaching materials and other resources available in Japan. An initial bibliography has been distributed by mail. The same bibliography will be included as part of an article by Wayne Pounds scheduled to appear in the Spring 1985 issue of *Cross Currents*. The article is called "Content in Composition: Women's Studies."

Catherine Broderick is providing a clearing center for the Women's Studies S.I.G. Write her for further information: 17-50 Mondo, 503 Haitu Horyu, Nishinomiya-shi 662.

## OPERATION FRIENDSHIP

Operation Friendship is an international pairing of students, teachers, administrators, and parents for the purpose of developing informed, tolerant children and adults capable of understanding foreign cultures through personal involvement. Students in elementary and secondary education in voluntary foreign countries will be paired with similar aged U.S. students. Contact Operation Friendshin. 3850 Paseo del Prado-5, Boulder, Colorado 80301, U.S.A., for more information about the various programs and how you can help this non-profit organization dedicated to education and improving international relationships.

## S.I.T. MASTER'S PROGRAM: REUNIONS/OPEN HOUSES

Visiting faculty from the School for International Training MAT Program look forward to meeting with alumni at gatherings in February in Tokyo and Osaka. In addition, those interested in the Summer Degree Program and the Academic Year Program are invited to open houses in the same cities. Faculty members will be happy to answer questions about the programs. For dates and other information please contact: Shari J. Berman (03-719-4991) or Fusako Allard (06-315-0848).

### IMPORTANT!

#### FROM THE EDITOR

The DEADLINE for all copy for *The Language Teacher* is the FIRST of the month preceding publication. Please send your contributions to the appropriate editor(s) by that date.

# Positions

**(KANAGAWA)** CDI/Sony is looking for English teachers for evening classes at the Sony Atsugi Factory. Classes at various levels, each held one night per week, continue throughout the year in 12-week cycles. For more information contact Miss Miekko Sato at 03-448-2781.

**(OKAYAMA-KOBE)** Full-time teacher (female) for adult classes at the Okayama YMCA beginning April 1, 1985. Native speaker with appropriate university degree and teaching experience. Two-year contract available. For further information and application contact Dean Yujiro Koizumi, Kobe YMCA, 7-15, Kano-cho 2-chome, Chuo-ku, Kobe 650; 078-241-7201.

**(OSAKA)** Sundai-ELS Language Center in Toyonaka, Osaka, is now accepting applications for both full- and part-time EFL instructors to begin April 1, 1985. Applications should be native English speakers with at least one year of teaching experience. For more information contact Steven C. Linke, Director, Sundai-ELS Language Center, 2-S-1 8 Terauchi, Toyonaka, Osaka 560; tel. 06-865-1 132.

**(OTSU)** Nippon Electric Glass Co., Ltd., 25 min. from Kyoto Station, seeks a full-time instructor with an EFL/ESL degree and/or equivalent experience to fill an opening in the Personnel Division from June, 1985. Duties will include instruction, planning, curriculum development, and some administrative duties. Competitive salary, biannual bonuses, and an excellent benefits package. Address resumes with a photograph and inquiries by Feb. 20 to Nippon Electric Glass Co., Ltd., Personnel Division, 7-1, Seiran 2-chome, Otsu, Shiga 520; phone 0775-37-1 700.

**(TOKYO)** Applications accepted for full- and part-time EFL instructors for April 1985. Candidates must be native speakers of English with M.A. in TESOL. Linguistics or related field and at least two years' experience. Salary based on qualifications. Send resume with cover letter and references to: Dr. Robert T. Henderson, Director, Pitt-E.L.I.-Japan, 6-1 2 Fujimi 2-chome, Chiyoda-ku, Tokyo 102.

**(TOKYO)** The Simul Academy of International Communication, an affiliate of Simul International and The Simul Press, has openings starting in April, 1985 for qualified instructors. The Academy has programs for interpreter-training and advanced English education with a heavy emphasis on international affairs. A degree in TEFL or related fields plus teaching experience, preferably in Japan, is highly desirable. Part-time positions are available. Send a cover letter and resume to The Simul Academy, 1-5-17, Roppongi, Minato-ku, Tokyo 106.

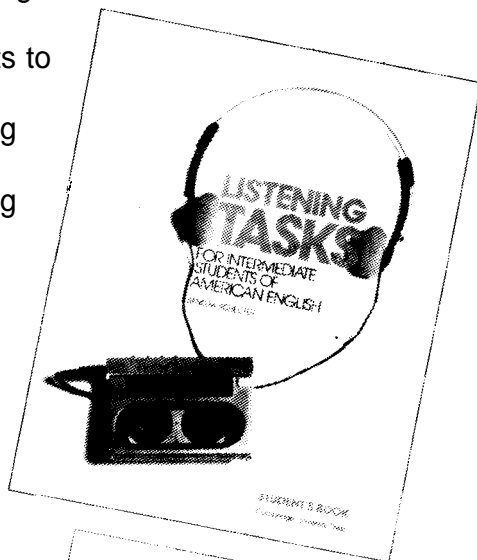
# Listening Tasks

Sandra Schecter

An exciting listening course specifically for low-intermediate students and above who need to understand authentic spoken American English.

- ★ wide variety of interesting material: announcements, telephone calls, dialogues etc, in a range of American accents
- ★ motivating tasks encouraging students to extract the important information
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- ★ useful Teacher's Manual with teaching notes

**NEW**  
from Cambridge

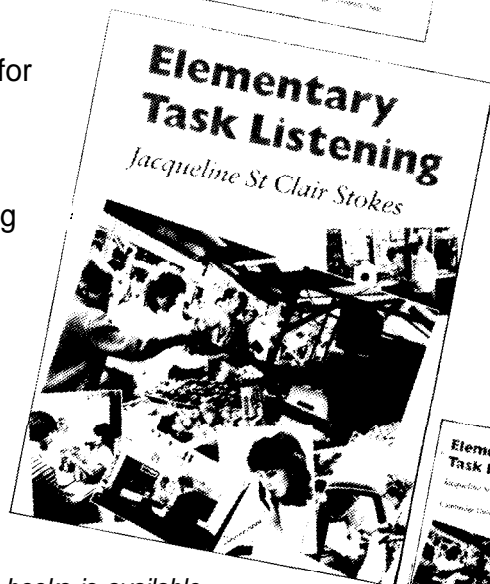


# Elementary Task Listening

Jacqueline St Clair Stokes

An elementary version of the highly successful Task Listening, designed for elementary and low-intermediate students who need to understand authentic spoken English.

- ★ short recordings of people speaking at normal speed
- ★ variety of accents, both native speaker and foreign
- ★ simple, practical tasks with clear illustrations
- ★ Teacher's Book with notes and transcripts



Further information about all Cambridge ELT books is available from Lola Caldeira, U.P.S. Ltd., Kenkyu-sha Bldg., 9 Kanda Surugadai, 2-chome, Chiyoda-ku, Tokyo 101 Tel: 291-4541

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# Meetings

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

## HAMAMATSU

**Topic:** Using Cuisenaire Rods in the Classroom  
**Speaker:** Larry Cisar, English Instructor, Athenee Francais, Tokyo  
**Date:** Sunday, February 17th  
**Time:** 1 - 4 p.m.  
**Place:** Seibu Kominkan, 1-21-1 Hirosawa, Hamamatsu; 0534-52-0730  
**Fee:** Members, ¥500; non-members, ¥1,000  
**Info:** Scott D. Dutton, 0534-52-5818

Mr. Cisar will present six different classroom techniques using cuisenaire rods (or other realia) to promote real classroom conversation. The demonstration will be organized on the format of explanation of a technique followed by practise by the attendees, who will function as students and teachers during the practise segments. The language used in the practise segments will depend upon the language available among the participants.

## HOKKAIDO

**Topic:** English Teaching in Japan: Its Problems and Suggested Solutions  
**Speaker:** Professor Fukuhara, Sapporo U.  
**Date:** Sunday, February 24th  
**Time:** 1:30 - 3:30 p.m.  
**Place:** Kyoiku Bunka Kaikan  
**Fee:** Members, free; non-members, ¥500  
**Info:** Dale Sato, 011-852-6931  
 Torkil Christensen, 011-737-7409 or 561-7156

Prof. Fukuhara has had over 30 years of experience teaching English.

## KANTO SIG

### for Teaching Business English

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

## KYOTO

**Topic:** Discussion on cross-cultural and other issues  
**Speaker:** Professor John Haskell, Temple U.  
**Date:** Sunday, February 24th  
**Time:** 2 - 4:30 p.m.  
**Place:** Kyoto YMCA, Yanagibamba-higashiru, Sanjo-dori  
**Fee:** Members, free; non-members, ¥500  
**Info:** Jane Wieman, 075-541-1419 (after 9:30 p.m.)

## MATSUYAMA

**Topic:** The System of English Language Education in Thailand  
**Speaker:** Preecha Pinyoyang  
**Date:** Sunday, February 17th  
**Time:** 2 - 5 p.m.  
**Place:** Nichibei Bunka Center  
**Fee:** Members, free; non-members, ¥1,000

Mr. Pinyoyang is currently doing research in Ehime University. In Thailand, he served as the Supervisor of English in the Regional Office of Education, District No. 11. He has taught English at the high school level.

## NAGASAKI

**Topic:** How to Improve Students' Listening Ability  
**Speaker:** Munetsugu Uruno  
**Date:** Sunday, February 24th  
**Time:** 1:30 - 4:30 p.m.  
**Place:** Nagasaki University Education Department, No. 63  
**Fee:** Members, free; non-members, ¥1,000  
**Info:** Satoru Nagai, 0958-44-5 116

## OKINAWA

**Topic:** Teaching English to Small Children  
**Speaker:** Miyoko Wordell  
**Date:** Sunday, February 24th  
**Time:** 2 - 4 p.m.  
**Place:** Okinawa Kokusai University, Room 3-101  
**Fee:** Members/students, free; non-members, ¥500  
**Info:** Fumiko Nishihira, 09889-3-2809

## TOKUSHIMA

**Topic:** Practical Learning Activities for Children: Getting your students involved  
**Speaker:** Ritsuko Nakata  
**Date:** Sunday, February 17th  
**Time:** 1:30 - 4:30 p.m.  
**Place:** Tokushirina Bunka Center  
**Fees:** Members, free; non-members, ¥500  
**Info:** Eiko Okumura, 0886-23-5625 (eves.)  
 Norko Tojo, 0886-25-53 19 (daytime)

Ms. Nakata is a graduate of UCLA and continued her ESL studies at Teachers College, Columbia University. She is director of the teach-



er training departments at two companies and is author of several sets of texts, tapes and manuals. She is chairperson of AETC (The Association of English Teachers of Children).

## TOKYO

### (1)

**Topic:** De-stressing the Classroom  
**Speaker:** Judith Gai Maxwell  
**Date:** Sunday, February 3rd  
**Time:** 2 - 5 p.m.  
**Place:** Tokai Junior College, near Sengakuji and Shinagawa Stations  
**Fee:** Members, ¥500; non-members, ¥1,000  
**Info:** C. Dashtestani, 0467-45-0301

Stress Reduction is an essential skill for all teachers - both for themselves and for their students. Besides contributing to general health, relaxed minds and a calm environment greatly enhance the ability to learn. Simple and practical physical exercises have been developed by cardiologists in order to lower the blood pressure and stabilize the metabolism.

### (2)

**Topic:** The Toshiba International Training Center English Language Program  
**Speakers:** Michael Worman and Arthur White  
**Date:** Saturday, February 23rd  
**Time:** 4 - 6 p.m.

**Place:** Toshiba International Training Center, Kawasaki (near JNR Kawasaki Stn.)  
**Fee:** Free  
**Info:** C. Dashtestani, 0467-45-0301

Mr. Worman will give a brief overview of the English language programs at the Toshiba International Training Center and also present ideas on materials that work with Japanese students. Mr. White will speak on in-house materials that he has developed. The presentation will be of interest to everyone teaching in Japan, not just those involved in company training programs. Toshiba teachers will act as guides to anyone interested in checking out the facilities.

## YOKOHAMA

**Topic:** Extended Discourse in Communicative English Teaching  
**Speaker:** Katsuyoshi Sanematsu  
**Date:** Sunday, February 17th  
**Time:** 1 - 5 p.m.  
**Place:** Yokohama YMCA (one-minute walk from JNR Kannai Station)  
**Fee:** Members, free; non-members, ¥500  
**Info:** K. Abe, 045-574-2436

This presentation concerns the teaching of extended discourse to beginning and intermediate students and the use of such discourse in communicative teaching. Extended discourse is

(cont'd on next page)

# New InterCom

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built on the ability to think or organize ideas in the second language. For this reason, it has generally been taught only at the advanced levels. Nevertheless, extended discourse as an element of verbal communication is found in all conversations and should, therefore, be taught at elementary levels with appropriate adjustments in vocabulary and structure.

Katsuyoshi Sanematsu received his M.A. in TESOL from the University of Kansas. He was a full-time EFL instructor for the NEC Language Study Center for four years before moving to the Athenee Francais in 1982. He is also co-author of *Travel Simulations U.S.A.*, Volumes I and II, and has been an active member of JALT for the past six years.

## OSAKA

Topic: The books we almost liked: Adapting textbooks to meet our classroom needs  
Date: Sunday, February 17th  
Time: 1 - 4:30 p.m.  
Place: Umeda Gakuen (St. Paul's Church), 2-30 Chayamachi, Kita-Ku, Osaka  
Fee: Members, free; non-members, ¥1,000  
Info: Linda Viswat, 06-543-1 164  
Reniko Mason. 06-073-6359

All of us have had the experience of being assigned or choosing a textbook which leaves something to be desired. If we had our druthers (preferences), we'd toss it out of the window. However, that's neither practical nor necessary. A group of teachers in the Kansai area will discuss how they've been able to successfully adapt textbooks to make them more effective for their students.

Book Exchange: It's a New Year. Time to dust off the bookshelves and get rid of books you have already read or no longer use. Bring them to the February meeting to sell or trade.

## OSAKA S.I.G.

### Teaching English to Children

Topic: Using Picture Dictionaries for Dialogue  
Speaker: Mrs. Gaya  
Date/Place: as above  
Time: 11 a.m. - 12:30 p.m.  
Info: Naomi Katsurahara, 07363-2-4573

## KOBE CHAPTER AREA CONFERENCE "LISTENING COMPREHENSION"

**Sunday, February 10th**

**Plenary Speaker:** Dr. James Nord - Listening with the Brain

### Presentations/Guest Speakers:

How to Run a Listening-Based Program - Jack Barrow  
How to Get Listening Material Published - Shari Berman  
A Multinational Approach to Listening Comprehension - Richard Berwick and Yukihiro Nakayama  
A Workshop in Materials and Methods - Richard Cauld-

Questions in the Listening Lesson - R. Cervantes, M. Mukai and F. Noji

Listening Agendas - Frank Crane

Listening with Eyes and Ears: Using Video Film Scenes in the Classroom - Gene Crane

Designing Effective Listening Comprehension Exercises - David Hough

Seido's *Cycle Two* Listening Comprehension: How It Works - David Kolf

Teacher-Centered S-Minute Listening Game - Charles McHugh

Using Authentic Language in the LL: An Approach to Materials Design - Richard Monroe

The Importance of Context in Making Video Material Comprehensible - Francis Noji

Predictive Listening: Putting Guesswork In - George Reseter

Dramatic Storyline in Listening Comprehension - Michael Thompson

Listening Variations: On the Way - Elizabeth White

## Monday, February 11th

**Plenary Speaker:** Mineo Suenobu - Nihon no Gakusei wa Eigo o Do no yo ni Kitte iru ka\*

### Presentations/Guest Speakers:

Purpose and Technique in Classroom Listening Activities - Lola Caldeira

Listening Activities for Adult Early Stages of ESL/EFL - David Dinsmore

Competitive and NonCompetitive Listening Games in the Classroom - Alan Fisher and Matthew Schulz

Reduced Forms in American English: How, Where, When and Why - George Isted

Using Listening and Reading with Slide Presentations - Kathleen Kitao

Long-Term Skills Development Versus Short-Term Understanding of a Text - Clive Lovelock

20 Techniques for Developing Aural Skills in the Classroom - Don Maybin

TPR Kits and Unisets - Sakiko Okazaki

The TOEIC Listening Comprehension Examination - Thomas Pendergast

Intensive Listening and Modeling - Gordon Ratzlaff

Chokai-noryoku o Takameru Atarashii Oshiekata - Naoko Robb\*

Discrete vs. Holistic Listening: Does It Make a Difference? - Thomas Robb and Steven Ross

TV Kokoku o Mochiita chykai Video Kyoza no Kaihatsu - Yoko Shimada\*

Teaching Beginning Listening Skills in the LL - Richard Shaepe

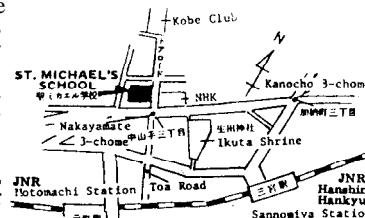
An English explanation will be available for the speech given by Professor Suenobu. \*These presentations will be delivered in Japanese. This is a tentative schedule. Place: St. Michael's International School (see map)

Dates/Times: Sun., Feb. 10th, 9:45 a.m.-6 p.m.; Mon., Feb. 11th, 9:45 a.m.-5 p.m.

Conference Fees (On-Site Registration):

JALT members	¥2,500 (1,day)	¥3,500 (2 days)
Non-members	¥3,500	¥4,500 "
Students	¥1,500	¥2,000 "

We are looking forward to a relaxed yet stimulating environment. Our guest speakers have provided us with a wide variety of presentations on listening comprehension, including applied research, materials, classroom techniques, language lab utilization, and international English. We can also thank some of our commercial members for demonstrating their listening material. Sunday evening, we will have a get-together at the conference site. A list and map of nearby restaurants and entertainment spots will be handed out so that you can eat around on your own and find the kinds of places which suit you. These places have either been recommended by Kobe chapter members or they will offer a discount to conference goers. For more information: Jan Vischer., 078-453-6065 (Mon.-Fri., 8-10 p.m.) or Kenji Inukai, 078431-8580 (Mon.-Fri., 9-10 p.m.).



## JALT—全国語学教師協会について

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

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

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

### 出版物

- ◆JALT JOURNAL—JALTが年2回発行する学術誌
- ◆THE LANGUAGE TEACHER—JALTの月刊誌 (英和文併用、B5、36～72ページ)
- ◆CROSS CURRENTS—The Language Institute of Japan (L I O J) 発行の学術誌 (JALT会員には割引の特典があります)

### 年次国際大会及び例会

- ◆年次国際大会—会員及び国内外より招聘した専門家により、100を越す論文発表やワークショップ等が行なわれます。又、大会期間中には、多くの出版社が大会会場にて、教材、研究書等を展示します。
- ◆特別セミナー及びワークショップ—国内外より、指導的立場にある専門家を招いて行なわれます。
- 夏期セミナー—特に中学・高校教師を対象にしたセミナーで、より効果的な教授法の習得を図る一方、教師自身の語学力の質向上をも目的としています。

語学学校・塾の経営者のためのセミナー  
企業内語学教育セミナー

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

### 支部

現在、全国に16の支部があります。

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

更に、現在、福島、静岡、金沢に新しく支部を設けるべく、準備を進めています。

### 研究助成金の支給

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

### 会員

一般会員—最寄りの支部の会員も兼ねています。

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

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

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

詳細は、〒168 東京都杉並区永福1-33-3

賛助会員担当 John Boylan

(電話 03-325-2971) まで。

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

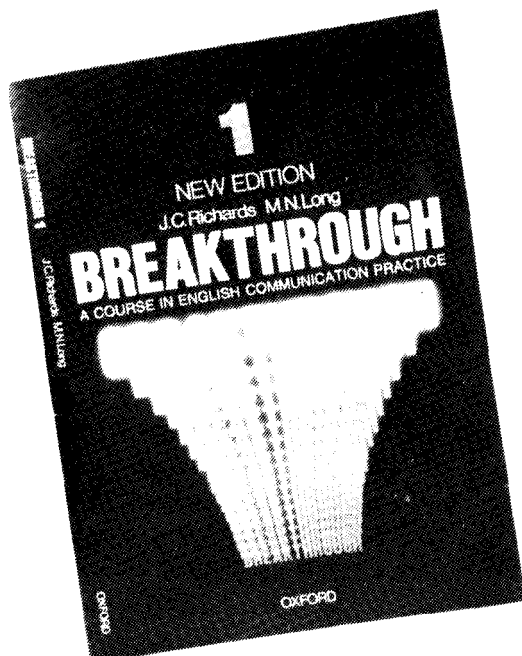
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