

全国語学教師協会

VOL. IX. NO. 3 MARCH 1985

THE JAPAN
ASSOCIATION OF
LANGUAGE TEACHERS ¥350

JALT

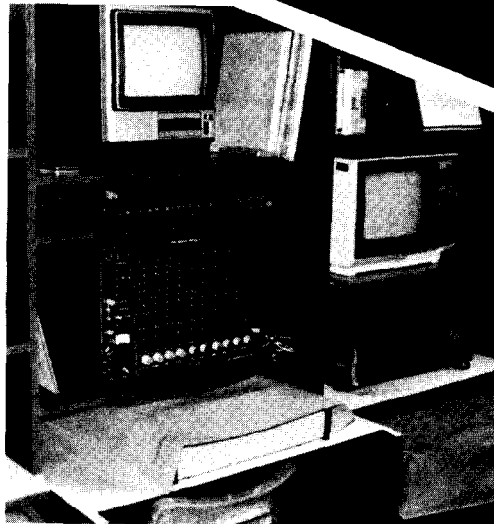
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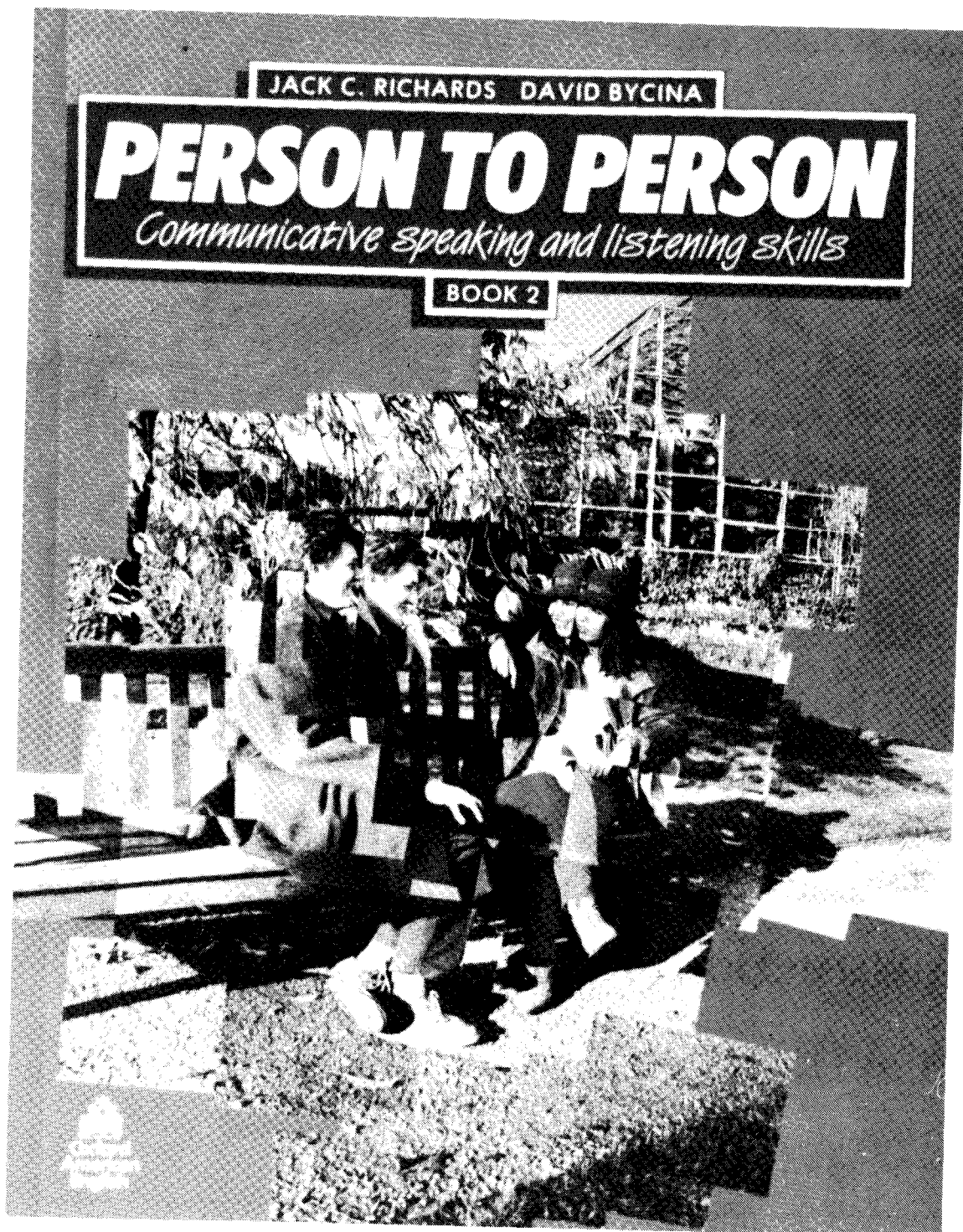
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THE Language Teacher

VOL. IX, No. 3

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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 17 JALT chapters: Fukuoka, Hamamatsu, Hiroshima, Kobe, Kyoto, Matsuyama, Nagasaki, Nagoya, Okayama, Okinawa, Osaka, Sapporo (Hokkaido), Sendai, Takamatsu, Tokushima, Tokyo, and

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.

All announcements or contributions to *The Language Teacher* must be received by the first of the month preceding publication. All copy must be typed, **double-spaced** on A4-size paper, edited in pencil and **sent to the** appropriate editor.

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USING COMPUTERS WITH ADVANCED LANGUAGE LEARNERS: AN EXAMPLE

By **Khurshid Ahmad, Greville Corbett and Margaret Rogers, University of Surrey, U.K.**

1. Introduction

The boom in microcomputer sales which began in the late 1970's has enabled many language teachers to familiarise themselves with a new classroom resource in the form of computer assisted language learning (CALL). Work in CALL, dating back to the mid-1960's, concentrated on teaching the written language to beginning students and was carried out on very powerful computers (called 'mainframes').

While most currently available CALL material is of the tutorial kind, with the computer acting as "tutor": checking answers, "analysing" anticipated common errors, giving corrections, providing help, keeping score and providing information where required, packages of other kinds have more recently been developed. As an exploratory tool, one possibility is the problem-solving approach adopted by Johns (1983) who emphasises the active role of the learner as an intelligent guesser.

Another idea is to stimulate group discussion through the use of "simulation" programs, often designed for other disciplines, where the need to make decisions gives a meaningful context for a range of discourse functions (Harrison 1983). For a general overview of the possibilities offered by CALL see Ahmad, Corbett, Rogers & Sussex (1985).

2. Language Learning and Linguistics

Some ways in which students' interest in linguistics can be combined with language learning have recently been investigated at the University of Surrey, U.K. The work has its origins in concordance analysis, which was one of the earliest applications of computer technology to natural language (Wisbey 1962). The function of concordance analysis has generally been research-based, often in a literary context however.

For advanced learners, the borderline between language learning and linguistics is not at all clearly defined. Advanced learners have reached the stage where they realise that some rules are variable; one such phenomenon is the choice of semantic or grammatical agreement with certain nouns in English, e.g. *government*:

The government (are/is) agreed that unemployment is a social problem. (It is/They are), however, unwilling to take the necessary action. (Its/Their) lack of political initiative has been heavily criticised by the

opposition parties.

If students were able to search for examples themselves, this would not only save the teacher time, but would also place the initiative with the language learner, thus acknowledging the fact that natural language is not a mechanistic system where all rules are clear cut and easily available.

A further point to be considered is that advanced language learners are usually adults. It has been pointed out that adult learners may benefit more than younger ones from formal instruction in the target language, the essential ingredients of "formal" instruction being the isolation of rules and words in the target language, and the possibility of error detection and correction (Krashen and Seliger 1975):

3. Practicalities

We decided to give students direct access to a corpus (set of texts) with the means to search it for examples. To this end a package called SEARCHSTRING was developed, allowing a student sitting at a terminal to produce a concordance interactively. This requires both a corpus and a means of searching it.

From the computing point of view, the requirements of large amounts of storage and rapid search time mean that such packages are at present likely to be more successful on mainframes and minicomputers than on microcomputers.

There are several ways in which a corpus such as that on which SEARCHSTRING operates can be set up. Texts can be selected and then painstakingly typed in to the computer, or, providing the equipment is available, the material can be read in directly to the computer, using an Optical Character Reader. It is easier if one can simply acquire a copy of text (in machine-readable form, on a magnetic tape for instance) which has already been input, whether for research or commercial purposes. Such sources are becoming more common as an increasing number of newspapers and magazines use computer typesetting, so large quantities of text are input to computers on a regular basis. (English specialists are extremely favoured, since carefully assembled corpora of both British English and American English are already available at moderate cost from the International Computer Archive of Modern English, Norwegian Computing Centre for the Humanities, PO Box 53, University of Bergen, 5014 Bergen, Norway. The materials include transcripts of spoken English and a range of written English. Once obtained, by whatever means, the texts must be stored in a structured

way so that different parts of the corpus can be accessed easily.

Our second requirement is a means of searching through the corpus. As mentioned above, a great deal of the early use of computers by people in the humanities was precisely in this area. Literary critics and theologians used computers to produce concordances of literary works and of biblical texts (see Howard-Hill 1979 for the techniques involved). To facilitate this activity, special software has been developed, for example the Oxford Concordance Program (Hockey & Marriott 1980) and CLOC (Reed 1978). Such concordance packages offer the investigator a range of facilities: they can find every example of a given word and print it in context (of one line, for example); they can list every work which occurs in the corpus; and they can give the frequency of occurrence of specific words. A literary researcher might search for all the occurrences of the word *optimism* in the works of a particular author and from its frequency and context draw conclusions about the author's view of the future. The *same* data would be of value to the language teacher, but for different reasons. Dictionaries rarely give all the information one needs: how should one express, for example, a considerable degree of optimism? A set of real examples of the use of the word would reveal that *great optimism* is the appropriate phrase. There would also be instances of the prepositions which can follow it. Even this very straightforward example should give some idea of the ways in which such concordance packages can be of use to the teacher in the preparation of teaching materials (for fuller discussion see Skehan 1981).

One kind of information which a concordance cannot of course provide is negative information. In other words, if a student wishes to know if the combination *big optimism* is permissible, the non-appearance of such a collocation in the corpus does not prove conclusively that it is unacceptable (although, of course, it is incorrect). It is this kind of information which is often needed by L2 learners, but which cannot be provided by conventional reference sources, nor by scanning a corpus. A teacher, preferably a native speaker, is the only source here. Concordances can also provide information on syntactic problems. To show this, and at the same time to give a clearer impression of SEARCHSTRING, we will describe an example of its use (a demonstration run is provided as an appendix, using Australian English data). The student first types RUN SEARCHSTRING at a terminal and the computer then asks a short series of questions prior to producing the concordance; no computing knowledge is required of the student.

The first question concerns the language in which the student is interested. We have a corpus for English, German and Russian. As the texts are stored separately from SEARCHSTRING, it can scan any texts in any of the three languages at the student's request. New texts can be added to the existing corpora, and indeed new languages could be added without difficulty. The existing corpora run to several hundred thousand words in all. (An earlier use of an interactive concordance package is mentioned in Last [1984: 17-19], though that used relatively short texts for stylistic analysis.) We will assume that our student is interested in the syntactic question of agreement with corporate nouns and so decides to look for examples of the noun *government*.

The next choice offered by the computer is whether to specify exactly that string, or whether to accept extensions of it (such as *governments*, *governmental*). Since only the singular noun gives rise to the agreement problem under consideration, only the exact string is of interest.

The computer then scans through the corpus of English texts, displaying on the screen every example of the word *government*, together with three lines of context. When ten examples have been found and displayed, the student has the option of continuing or finishing the search. The resulting examples can then be printed if required, together with some useful statistical information. Of course, not all the examples found will be of relevance to our student's problem: in some, the noun *government* will not appear in the subject position, for example. However, the student has had the spadework done and, though a final sort by hand is required, has a reasonable set of genuine examples on which to base conclusions about the syntactic question which is being investigated.

It should be noted that syntactic studies must be lexically based. Thus agreement can be investigated, as we have just seen, by searching for *government* and so on. Similarly, one could investigate concessive clauses by searching for *although*; alternatively, by using keywords such as *however*, *nevertheless*, *furthermore* or *moreover*, it is possible to look at textual cohesion (in the Hallidayan sense).

Computer programs can search for strings of letters ("words" to us) without any difficulty. As long as the machine is asked simply to match character-for-character (letter-by-letter) the string provided by the user with the data in its corpus, it will encounter no problems. What it cannot as yet do is search for an abstract concept such as "collective nouns" or "conditional clauses." Programs which analyse written natural language rather than just matching
(cont'd on next page)

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strings, are still at a relatively early stage of development.

In the meantime, however, a program such as SEARCHSTRING is still extremely valuable. It can do the time-consuming preliminary work of looking for real examples of whatever the student (or the teacher) wants to be illustrated. It encourages students to follow their own particular interest by enabling them to work individually with a large corpus of data. Group work is, of course, also possible. Finally, even if the search for a particular item proves fruitless, this is still valuable information since it indicates the low frequency of the item sought (provided the corpus is sufficiently large).

4. Conclusion

While CALL practitioners have naturally concentrated on providing material for beginners, CALL nevertheless offers exciting prospects for advanced learners. The area which lies on the border between language learning and linguistics appears to us to be particularly promising in this regard.

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Demonstration run of SEARCHSTRING

OK, RUN SEARCHSTRING [typed by student]

This program is designed to enable you to search through a large amount of text to find examples of particular words in context. Material is available in the following languages:

- (1). English
 - (2). Russian
 - (3). German
- Type 1 for English
or Type 2 for Russian

or Type 3 for German
1 [typed by student]
Do you want to:
(1) see the results of the search on the screen
as the program runs
or
(2) wait to look at the results until the search
Type 1 or 2
1 [typed by student]
Do you want a printout of the results of the
search? Type YES or NO
NO [typed by student]
Input character string
GOVERNMENT [typed by student]
The string you asked for is:
GOVERNMENT
Providing this is the string you want, press
RETURN. However, if you have made a typing
mistake, type ERROR and press return, in order
to correct it.
[student presses return]
Do you want the search to include inflected
forms? Type YES or NO.
NO [typed by student]

Scanning ENGLISH corpus for GOVERNMENT

```
-----
- Variety      : AUSTRALIAN -
- Text type    : NEWSPAPER -
- Subject area : POLITICS   -
- Filename     : AGE1
-----
```

Current file contains no examples of
"GOVERNMENT"

»»»»» Press RETURN to scan the next file ((<<<<<

Scanning ENGLISH corpus for GOVERNMENT

```
-----
- Variety      : AUSTRALIAN -
- Text type    : NEWSPAPER -
- Subject area : POLITICS   -
- Filename     : AGE2
-----
```

WASHINGTON PRESSED FOR THIS FACILITY
OR WHETHER THE FRASER GOVERNMENT
LOBBIED FOR THE REQUEST. DESPITE SOME
FEARS THAT THE PRESENCE OF

OF SHARED INTERESTS. BUT, AS IN THE
1950s AND 60s. THE PRESENT COALITION
GOVERNMENT SEEMS OVER-EAGER TO
LOCK THIS COUNTRY INTO THE ROLE OF A
GREATER INDEPENDENCE AND SELF-
RELIANCE IN ITS DEFENCE PREPARATIONS,
AND THE GOVERNMENT SHOULD
EXPLAIN HOW ITS LATEST DECISIONS FIT
WITH THIS

Scanning ENGLISH corpus for GOVERNMENT

```
-----
- Variety      : AUSTRALIAN -
- Text type    : NEWSPAPER -
- Subject area : POLITICS   -
- Filename     : AGE3
-----
```

OF PLACE OF TRUST EITHER CIVIL OR
MILITARY" IN VICTORIA TODAY. THE
STATE GOVERNMENT FEARS IT DOES. IF
SO. AS THE PREMIER. MR HAMER, HAS

PROHIBITION, IF IT STILL BINDS THE
STATE, ARE QUITE INTOLERABLE. THE
STATE GOVERNMENT HAS HAD ITS
SUSPICIONS FOR SOME TIME, AND LAST
YEAR ASKED

SUSPICIONS FOR SOME TIME. AND LAST
YEAR ASKED THE FEDERAL GOVERNMENT
TO LEGISLATE TO ALLOW THE STATES TO
REPEAL OBSOLETE IMPERIAL LAWS

IS THAT THE STATUTE OF WESTMINSTER
OF 1983, WHICH ENABLES THE
COMMONWEALTH GOVERNMENT TO
REPEAL REPUGNANT BRITISH
LEGISLATION. DOES NOT

AFFAIRS. DESPITE ITS APPREHENSION.
THE VICTORIAN GOVERNMENT HAS
ONLY RECENTLY DECIDED IT SHOULD
ACT OVER THE ACT OF SETTLEMENT.
THE CHAIRMAN

OR HER OTHER REALMS. THE STATE
GOVERNMENT MUST URGENTLY ANSWER
THE QUESTION WHETHER THE ACT OF

IMMEDIATE ACCESS TO THE REGISTER.
OTHERS, INCLUDING GOVERNMENT
BACKBENCHERS AND OPPOSITION MPS,
WILL HAVE TO OBTAIN MINISTERIAL

»»»»» Press RETURN to continue <<<<<<<<<<

10 examples of the string "GOVERNMENT"
have now been found. Do you wish to continue
with the search? Type YES (to continue) or
NO to stop).

[at this point the student can continue, select a new
string, or finish using the package]

VIDEO LANGUAGE AS INPUT

By John Markson-Brown

I. Introduction

Video in language teaching is a new and expanding resource which brings the visual element of discourse into the classroom. Like other technical resources it may be felt by many to be only a fad. Yet as language teachers, it behoves us to look at the linguistic and pedagogical applications that such a versatile medium as video can produce. Television has a vast influence already on people's lives in both educational (Wood 1964) and leisure activities; it brings the world, for better or worse, into our home. It is hypothesized therefore, that video can, if well produced and in the hands of a competent teacher, provide far more understanding (comprehensible input) to the student than audio-cassettes and textbooks. However, video is not a replacement for these, but a supplement, providing vital linguistic information that tapes and texts by their very format are unable to provide.

Krashen's input hypothesis (Krashen 1984) suggests that we acquire when input is comprehensible. Video provides realism, gesture, setting and situation as well as language, in our classes, in ways which were never possible before, providing the students with the total situation of the linguistic act, which leads to a fuller comprehension of the spoken language (Lonergan 1984).

II. Comparison

Let us compare audio and video in terms of supplying understanding and how far one goes to present comprehensible input. A native speaker very rarely has to perceive and decode messages in abstract, except at such times as, when on the telephone, listening to the radio or if the speaker is out of sight. He always has some extra-linguistic input to help him decode the message and its meaning. It seems, therefore, a little unreasonable to deprive second language learners of non-linguistic input which native speakers take for

granted. We are in fact making language harder for the second language learner than for the native speaker. As an example, if we take the function "giving instructions," for a general or ESP course. "First tap the dowels into the holes near the bottom edge of the front rails."

Without visual support of the above instruction, there will more than likely have to be teacher explanation of the following:

- i) Lexical items: dowel, holes, edge, rail.
- ii) Spatial relationships: location, size, pressure.
- iii) Setting and situation: place, mood, reason.

With audio, even if the above is taught, students may not fully understand, or fail to acquire the concrete extra-linguistic markers necessary for comprehensible input. Much is still in abstract, left to the students' imagination.

If the same dialogue is accompanied by video, how much clearer become the three items above. Students can actually see what is happening. Although not referring solely to language teaching, a spokesman for the "Fund for the Advancement of Education" said, "Despite the newness of television as a medium of instruction, despite all sorts of technical difficulties, the results clearly showed that students who received part of their instruction over television in large classes did as well as, and in many cases significantly better than students who were taught by conventional methods in small classes." (Stevenson 1961) It is reasonable from this to assume that the learner gets a far greater input with video than without it.

All cultures have symbolic language, which as students progress they must acquire to help fluency and understanding. Emblematic language, a nod, a shake or gesture, are all part of the language act. Some stand alone without language; others supplement and make language clearer. They sometimes change in different areas of language and in different registers. It is only common sense that students, especially those who intend to visit the target language community, should have some understanding of these; it is very difficult to make students aware of symbolism without visual movement.

Language is also manipulative through tone, stress, intonation (paralinguistics) and these convey the desired effects of the actual linguistic utterance. Thus underlying meaning is "caught" on video as the receiver's actions, body movement, proximity to speaker are seen in a direct relationship to the utterance and the situation.

The variations of language (Finocchiaro 1983) which result from dialect, register, time, relationship of speakers, provide recognition points beyond language for the student to focus on. Video shows to the student the appropriateness of such language variations as regards:

- i) the social positions of the participants.
- ii) the place of transmission.
- iii) the style of the utterance (Joos 1965).

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Further the above items, symbolism, manipulation and variations are also often difficult for non-native speakers to teach whatever their linguistic capabilities may be, as they are culture-based. Video helps to present these three areas of communication in a cultural context with a much wider range of appropriate language and gesture covering several cultures at the same time, by the judicious use of speakers from various backgrounds of different parts of the English-speaking world.

The non-verbal clues of gesture are also cultural in nature and are missed on audio alone. "Oh well," meaning 'what do you expect to happen if you do that,' and "Oh well," with a shrug, meaning, disappointment, can be visually understood and passively acquired by students when watching video.

It may be argued that audio tapes can produce a great deal of non-linguistic information, but I feel that they don't do it as well as video and often suffer from being too explicit, whereas real language is not explicit, but draws its meaning from the situation, previous states of knowledge of the participants and the setting. If, say, two people are looking for a restaurant, and one of them sees one, he would most likely say, "There's one over there" or "There's one" and gesture in the direction of the restaurant. The audio tape to aid understanding would often delete "one" and substitute "restaurant," thus making it too explicit and unnatural. This conditions students in discourse to rely on all clues being given verbally, and does not sensitize them to the visual and non-verbal aspects of language.

It has often been said that language teaching does not have a subject and often this is true. We teach the form, sound and meaning of language but not a subject to place it in. Notional-functional ideas have alleviated this problem slightly by giving language a purpose. I feel that future developments in video need to tackle this problem not 'only on an ESP course but also for an EGP course, to provide subject matter that is interesting, motivating and comprehensible.

III. Testing the Hypothesis

In support of the hypotheses suggested at the beginning, a test was designed to determine the comprehensible input of three dialogues in regard to:

- i) comprehension,
- ii) relationships,
- iii) abstract notions,
- iv) morpheme and phoneme decoding ability.

The dialogues were chosen to be as representative of existing audio tapes as possible, and were a telephone conversation, checking in at a hotel and an invitation to dinner.

The students were a class of first year university students of mixed ability who had not been exposed to video before. The class was divided in half and each half was given an iden-

tical test, except that one-half only heard the dialogues on the audio and the other half saw the dialogues performed on the video. The tests were done simultaneously in different rooms. It was carefully explained that it was not an examination and that there would be no mark; further the students were told not to write their names on the paper.

The test was divided into two parts:

- A) Comprehension, which was subdivided into three sections:
 - i) Linguistic comprehension and understanding.

"What was her name?"

"How many people checked in?"
 - ii) Paralinguistic or "Relationship" comprehension.

"Did she know the speaker?"

"Was she happy about this?"
 - iii) Abstract comprehension.

"Where are they?"

"How old is she?"
- B) Gap-filling – morpheme and phoneme decoding skills.

Part A was administered and completed before Part B was begun. In Part A each group of students heard, or heard and saw each dialogue twice. They were then asked after each dialogue to answer the questions.

In Part B each dialogue was played twice whilst the students filled in the gaps. Fifty percent was used as a pass mark for each Part.

Part A – Comprehension: Eighty-three percent of video students got over 50 percent. Eleven percent of audio students got over 50 percent, the range of the video students being from 44 percent to 81 percent while the range of the audio students was from 12 percent to 56 percent. What is more interesting is the results when broken down into sections:

	Video Students	Audio Students
i) Linguistic comprehension and understanding	58%	30% passed
ii) Paralinguistic or "Relationship" comprehension	57%	37% passed
iii) Abstract comprehension	70%	30% passed

The students who saw the video received far more comprehensible input than those who did not. The scores are impressive in both the linguistic comprehension where nearly twice as many passed and in the relationship comprehension where 20 percent more were able to perceive the relationship of the speakers or the effects of the utterances.

Although more research is needed in this field, it is suggested that proper use of video in the classroom can provide better and probably quicker comprehensible input as regards meaning and understanding of discourse.

In Part B the results of the gap-filling exercise, however, showed no appreciable difference between the groups: Video students had a mean

average of 58 percent and a range of 80 percent to 35 percent. Audio students had a mean average of 56 percent and a range of 85 percent to 30 percent.

This supports the earlier idea expressed in the beginning of this article that video is only part of a language course and not a replacement for audio and text.

It also suggests that much more research is needed to clearly define the area where video does provide comprehensible input better than audio and text. This study has only begun to crack the ice.

John Markson-Brown teaches at Tottori University and is currently doing research on

LEARNING APPROPRIACY THROUGH VIDEO

By Jack Lonergan

Video brings a wide range of benefits into the language learning classroom. It is particularly good for showing learners *how* native speakers behave in particular circumstances. This can lead to a consideration of the language used in the scenes presented on video: do the learners appreciate the choice of words made by the speakers? Where there are many cultural differences between the learners and English speakers, there are likely to be difficulties in understanding why certain language is appropriate, and other items are inappropriate. Language learners also need guidelines, based on their own understanding of English grammar and syntax, which help them analyse and remember the different language features shown in different sentences.

Learners may need some training in watching and listening with care. I usually lead up to appropriacy exercises by using other, more simple, language tasks, which are designed to make the learners view the sequence with understanding. They must interpret what they see.

In the following example, the learners watch the sequence twice: the first time is without sound. From what they see, they must interpret the character's mood and attitude. The class then compares their interpretation with what they decide on second viewing, with the sound turned on.

NO SOUND	SOUND		NO SOUND	SOUND	
		sad			afraid
		angry			kind
		relaxed			aggressive
		arrogant			nervous
		excited			happy
		strong			friendly

(from *The Blind Detective*, Programme 5, Workbook)

video toward a Ph.D. in Applied Linguistics.

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The same technique can be used to draw attention to actions:

Watch the third scene again. Focus your attention on Jim Sullivan. Inspector Garrick says the prisoner is nervous. How can you see this?

- He smokes a lot of cigarettes.
- He moves about restlessly.
- † He taps the table with his fingers.
- He taps the floor with his foot.

(from *The Blind Detective*, Programme 3, Workbook)

These viewing guides have two merits, apart from helping the learners to concentrate on what they see. Firstly, they provide an opportunity for the teacher to extend the vocabulary of the learners in an interesting way. Not all the words and phrases listed fit the scenes; but they allow the learners to talk about what they see and hear, adding more interest to the video sequence and to classroom discussion. The second point is that the teacher can draw attention to an important point, without making it too obvious. In the second example above, it is vital that the learners realise that the criminal is tapping on the table (the villain is not nervous at all; he is sending a Morse message from under the noses of the police!).

From actions and expressions, the learners' attention can be directed at language, and how it should be interpreted. A manager in a regular meeting with a supervisor discusses various workers, and during the course of the conversation says:

'You've got his last appraisal there?,'
 'We've got to keep this moving,
 haven't we?,' and
 'Well, as usual next Thursday again,
 then.'

All three of these remarks are really commands, but the use of comparative forms or harsher language would be quite inappropriate for the context - an informal business meeting (from **ESP Business**, Unit 13).

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Although many learners of English may not be able to express themselves so colloquially, it is important that they recognise the function of such language when used by native speakers. Associated with the spoken words are characteristic gestures: looking people in the eye, or not; tidying up documents; walking across a room; and so on.

Learners at an elementary level can be asked to watch and listen for one specific thing. In this example, the classroom instruction might be 'The manager is going to give a command/make a request. Shout "Now!" when you see or hear him do it.

At a more advanced level, the class can be split into groups, and each group has separate tasks:

A	B	C
As you watch, note down examples of: <ul style="list-style-type: none">- displeasure- disappointment- optimism	As you watch, note down examples of: <ul style="list-style-type: none">- agreement- disagreement- pessimism	As you watch, note down examples of: <ul style="list-style-type: none">- direct commands- indirect commands- resignation

Such task cards draw attention to both visual and aural clues, and are easily adapted to any programme.

However, noticing what has happened is easier than understanding why particular language items are chosen and others rejected. All learners know from their own language that changes are made in response to different situations, when addressing different people, and so on. The language learner needs to know how to make effective choices in English to ensure that the language generated is appropriate.

With less experienced learners, I prepare worksheets that include alternatives for comparison and analysis. The following is based on a scene in which the speaker at a business meeting says 'Can we perhaps adjourn the discussion until tomorrow?' (from *Bid for Power*). The worksheet task is to rank alternative sentences in order of relative politeness:

Mark the boxes a, b or c, to show how you rank the sentences:

☐ more polite

☐ the same

☐ less polite

a) We'll talk tomorrow, OK?

b) I wonder if it would be at all possible to postpone this discussion until tomorrow?

c) Do you think we could follow this up tomorrow?

Of course, what is polite or correct or formal in one setting may sound different elsewhere. With learners who are used to this approach, there is less need to prepare the worksheets in advance. The class can be invited to offer alternatives, and then these are used for analysis. In British English the main features associated with different registers include the following:

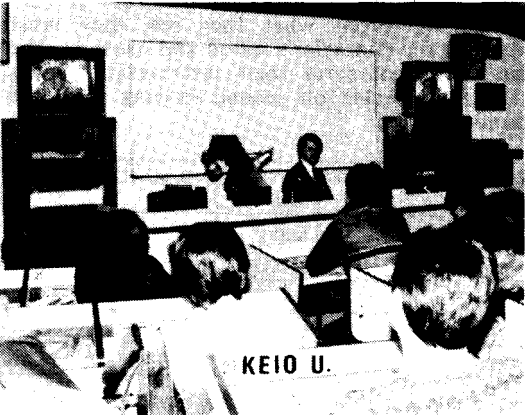
register	language features
formal and/or polite	conditionals (e.g. 'could', 'might') redundant adverbs or adverbial phrases (e.g. 'really', 'at all possible') complex syntax (e.g. 'if...' clauses)
neutral	simple sentences
informal and/or rude	ellipsis (e.g. 'talk tomorrow', 'right') colloquialisms and slang (e.g. 'OK', 'get knotted')

These examples focus on one sentence within the discourse; it is easy to take in a more complete exchange of remarks. The following example is based on a silent sequence; on the original videotape there is no dialogue, as the scene is a flashback. A witness to a murder is giving evidence to the police. In the flashback, we see the witness, Hutchinson, talking to the future murder victim, Gibbs. A third man, Lee, joins them. The learners' task is to judge the correct level of English to be used in the situation. This is done using the worksheet on the next page.

This approach to the analysis of language is useful for foreign learners of English. It also helps to show up distinctions between American English and British English, if the language in parallel situations is compared.

These examples are based on published English language teaching materials. But the principles can be applied to a far wider range of materials. In particular, work with a video camera can use appropriacy exercises very well. The same script can be filmed in both appropriate and inappropriate settings; the learners have to work out the social and cultural reasons for the differences.

Jack Lonergan is a freelance teacher, writer and consultant who has published numerous articles and books on language teaching with video.



Watch the dialogue sequence carefully, and then look at the dialogue possibilities below. Choose the most suitable conversation to fit the scene shown in the flashback: professional colleagues meeting in a hotel bar.

Write A, B, or C in each box on the left to show what each person says.

	A	B	C
Gibbs:	Ah, Alec. Good evening!	Ah, good evening, Mr Lee. How very nice of you to come.	Alec, hello!
Lee:	Mr Gibbs, may I say it really is a pleasure to be here.	Hi! Everything OK?	Good evening, Matthew. And how are you?
Gibbs:	Come and sit down.	Come over here and sit down.	Do please take a seat.
Hutchinson:	Sit here.	Here, have my seat. I'm just going.	I'm leaving, actually. Do take my seat.
Lee:	Thank you very much indeed. That really is most kind of you.	Thanks.	Thank you very much.

(from *Follow Through, Unit 5. Coursebook*)

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THE DEVELOPMENT OF COMPUTER INTERACTIVE SIMULATIONS IN LANGUAGE TEACHING

By Erick V. Myers

For as long as foreign languages have been taught, teachers have struggled with the non-linguistic aspects of language. Traditionally, these aspects of language have been learned best in the country and culture in which the language was spoken. That may still be the case today; but language study abroad is not always possible, and it is certainly impractical for many who must learn a language for business or professional reasons. There is another, often-overlooked reality that argues against the traditional solution. It is a fact that learning subtle nuances inevitably involves trial and error. It involves risk, the possibility of embarrassment in situations where ineptness may be economically fatal. Under such circumstances speakers of a foreign language must have had ample opportunity to practice and master cultural intangibles.

A very useful and increasingly practical tool for learning both structure and cultural context of languages is simulation of a visit to a foreign country and/or culture. Computer technology makes such simulations possible and, through creative interaction between computer and student, makes the simulations realistic.

The value of simulations has been scientifically established in a variety of studies. Adding a videodisc player as a peripheral to the computer creates a powerful tool for training and instruc-

tion that is ideally capable of producing simulations.¹ Applications of this technology to language teaching have developed over the past six or seven years. In 1979, for example, microcomputers and videodisc players were used in combination to create highly interactive, conversation programs for teaching Spanish. Edward Schneider of Brigham Young University (BYU), Provo, Utah, U.S.A., adapted the classic Mexican film *Macario* to a 30-minute videodisc. Students were able to interact through dialogues in Spanish with English translation on a second audio track. The microcomputer supplied information on history, culture, vocabulary and plot when appropriate keys were touched on the keyboard. In all, 23 unique choices and kinds of interaction could be presented to the student depending on where in the video presentation information was accessed.²

Following quickly on the heels of *Macario* was a grant-funded program that simulated face-to-face conversations with native speakers of Spanish. Schneider worked with Dr. Junius Ben- nion, an instructional scientist, to produce the program, titled *Montevideo*. It colorfully simulates a visit to a mythical Mexican metropolis. In *Montevideo*, students determine the order in which they will work their way through a maze of typical tourist experiences, including stops at a restaurant, the marketplace, a pharmacy, a rural village, a bullfight, the police station, etc. The program has separate videodiscs
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tor male and female students to afford accuracy of language and authenticity of situations. *Montevideo* was shot subjectively, with actors speaking directly to the camera, as if it were a person. Following dialogue which requires a response from the student, the videodisc stops and the computer superimposes several possible responses onto the screen. The student's response – spoken aloud in Spanish – is recorded onto an audio cassette, after which the computer accesses the scene on the videodisc that is the logical consequence of the student's chosen response. Numerous other features of the computer program make the interaction realistic. *Montevideo* was a major step forward in using the capabilities of videodisc players and computers to simulate an on-site language experience. It continues to be used in upper-intermediate level Spanish classes at BYU.

By 1982 others had begun to develop the potential of interactive media for language teaching. During that year, Time/Life Incorporated introduced its videodisc-based EFL course in Japan. English dialogues and situations presented on the videodisc carried a summary explanation – also in English – on a second audio track on the disc. Elsewhere, two demonstration projects using interactive video to teach German have been produced. One of them, *Kontakt*, is a joint venture of the British Broadcasting Corporation (BBC) and the U.S. Defense Language Institute. *Kontakt* demonstrates the potential for adapting existing films and video materials produced in German, expanding on techniques used in *Macario*. The second, *Klavier Im Haus*, is a prototype program developed by the Goethe Institute in collaboration with BYU, Utah State University (Logan, Utah, U.S.A.) and the Defense Language Institute. It also employs adaptations of existing video materials in German.

The latest application of computer-assisted instruction to language teaching is one that would teach American business English to Japanese business and professional people. Titled *Flight 505*, it will be marketed in Japan this year by International Learning Systems (Japan) Ltd. Designed and produced as a joint venture of the BBC's English by Television unit and by BYU, *Flight 505* is designed to capitalize on the interactive capabilities of computer technology and videodisc.³ Special provisions have been made to make it suitable for classroom use and for individual, self-paced studies.

Flight 505 presents a lively simulation of a Japanese businessman's first visit to the United States. Students view virtually the entire program as if they were Toshio Kurokawa, director of sales for a Japanese electronics firm. In conversation, actors address the camera as if it were Mr. Kurokawa. When one of the numerous characters asks Mr. Kurokawa a question, the student must respond as if he were indeed Toshio Kurokawa. A Learner's Manual builds on the videodisc presentation, expanding it and developing related themes. In its pages are speaking, listening, writing and viewing exercises; quizzes, biographical

sketches, special notes, points to remember and vocabulary lists. An audio cassette offers dialogues centered on points of grammar, vocabulary, and use of English in a variety of situations related to the main story.

The computer program driving *Flight 505* provides three levels of difficulty at which students may work their way through the material, as well as an on-screen dictionary, an explanation of how to interact with the computer and videodisc material and other aids to learning. These may be called up at any time during the program.

A surrogate – a native speaker of American English who responds for Mr. Kurokawa when called up by the student – resides on the videodisc. He serves as a model for pronunciation, pacing, emphasis and expression. The presentation of the surrogate is a refinement of techniques developed for *Montevideo*. As the levels of difficulty move from low through intermediate to advanced, fewer and fewer automatic helps are available to students. Low level students, for example, select their responses to situations from Japanese text displayed on the screen by the computer. They are to translate the text into English and respond aloud. At the intermediate level, a summary of their response is listed in Japanese, which they must then translate. At the advanced level, only a general indication of the response is listed on the screen. At all levels, however, students may press a key to repeat the scene they have just viewed, and they may view the surrogate for a model of their response. Given these arrangements, students may work their way through the nearly two-and-a-half hours of video presentation at least three times in increasing levels of difficulty and at increasing levels of independence. The goal is to enable a student to communicate not as an American, but as a Japanese who speaks English as well as an American does.

Expansion of *Flight 505* beyond the materials provided in the package could include having the student record his responses to the videodisc interaction on an audiocassette which could then be monitored by the instructor to measure progress in spoken English. Countless exercises and drills based on the printed support materials could also be developed. In short, *Flight 505* provides instructors and students alike with an adaptable and very extensive resource for achieving proficiency in English. Such a resource could fill a rather large need in preparing Japanese business people to deal effectively and comfortably with one of their most valuable foreign markets.

Erick V. Myers designs, writes, and produces interactive videodisc projects for ISW, Inc., Salt Lake, Utah. U.S.A.

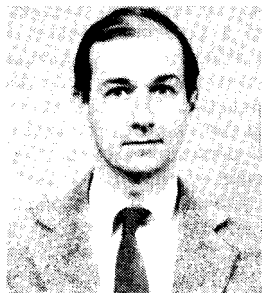
Notes

1-Young, J.I. and Schlieve, P.L. Videodisc Simulation: Training for the Future. *Educational Technology*, April, 1984, pp. 41-42.

(cont'd on page 18)

Interview - FRANK CRANE

By Clive Lovelock



Frank Crane has a Master's degree in TESOL and is an ESL consultant for Hurcourt Brace Jovanovich Publishers. He also works for the Center for Applied Linguistics, a Washington-based private non-profit organisation, which publishes various books and journals

on language teaching and research into applied linguistics and which co-publishes with HBJ. At the JALT '84 Conference he gave three presentations, one of which was on group work. Clive Lovelock interviewed him on the subject.

TEACHING LANGUAGE TO GROUPS: TECHNIQUES AND ADVANTAGES

CL: *Naturally at this year's conference Krashen's statements about language acquisition drew a lot of attention. How do you see group work in relation to the learning-acquisition debate?*

FC: The group helps to make the student feel more at home, so that, in Krashen's terms, the affective filter is lowered. There is that potential for a comfortable "me-and-my-buddies-learning-together" situation. Whereas in a purely teacher-dominated situation there's always the feeling, "Well, I'd better pay attention." Also, the other members of the group become sources of input. Tracy Terrell in "The Natural Approach" mentions pair work with standard information gap exercises like *you've got a map ~ I've got a map ~* and asking each other for information, for example.

CL: *Some people would say, of course, that the input that students give each other is comprehensible precisely because it's not native speaker input.*

FC: Again, I suppose Krashen would say, if we accept that we can learn English by understanding messages, the whole importance of error-correction goes way down. It's always been a criticism of group work that if students get together, they'll make errors. But that type of criticism gives disproportionate emphasis to the idea of the student internalizing the errors that his partners are making. For centuries, teachers have been providing correct models and agonizing about why it is that the students don't say it correctly!

CL: *What do you do about the cultural problem here in Japan ~ that it's difficult to get groups of students discussing things in the Western sense, because they're reluctant to disagree?*

SPECIAL ISSUES OF THE LANGUAGE TEACHER FOR 1985

April	- Speaking	- Bernie Susser
May	- Classroom-centered research	- David Dinsmore
June	- 10th Anniversary issue	
July	- Dictionaries	- Bill Crawford
August	- Conference issue	
September	- More on the conference	
October		
November	- Open	
December	- Conference Reviews	

Deadline: Copy for the May issue on Classroom centered research should be sent by March 25th to the guest editor, David Dinsmore, Chateau Hoshigaoka No. 202, 1-1-35 Hoshigaoka, Tarumiku, Kobe 655.

This month's special issue on Video and Computer-assisted Instruction was guest-edited by Mark Twemlow.

FC: In our series "Milk and Honey," students listen to dialogs which show them models of people disagreeing, sometimes quite vehemently. But you point out that, with Western cultural ground rules, this is perfectly okay. And then we give them a set of cases to discuss. For instance: you want to disagree with your boss because you feel that you should have been the one to take the client to lunch - what do you say? Then you might have a kind of roleplay game, where people try to be as obnoxious to each other as possible - but because it's a game some of the "teeth" are taken out. Then finally they might try to roleplay a disagreement situation that might happen in their own lives; again, the fact that it's roleplay makes it a little less threatening.

Of course, there's also that terrible danger with "discussion" classes, that, having selected a wonderful article from today's newspaper, you pull it out and say, 'Well! What did you think of that?'

CL: *Silence!*

FC: Right! So you have to select a topic that forces talk. And one of the classic moves is to select a situation where you have to make choices or rank items like "The NASA Game." You're a space crew; and you've crashed; and you've got 20 minutes to decide what to take with you before your oxygen runs out. You have a list of 15 items ranging from two oxygen tanks to a .45 calibre pistol, and you've got to, individually, write them down in rank order with nobody knowing what the next guy has written. But then you have to come to a group consensus about the order. So you have to do some talking to come to a final decision.

But I'd like to point out that group work can mean many different things, and disagreement does not necessarily have to be in your
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range of group activities. There's an activity called "circles of knowledge" similar to Japanese quality circles, which you might use. It stresses group consensus activities – such as coming to an agreement about how best to express agreement or disagreement in a given situation. Another aspect of group work is that sometimes a group can be a powerful stimulus to learning, without interaction between group members. For example, in the humanistic school, Moskowitz suggests exercises like the one where we all lie down, relax and imagine something like: you're walking down a road; and you see a great big chest in the road; you lift the lid of the chest, and it creaks open. . . .

What's happening while you're laying this rap on the group is like what happens when you're at a concert listening to Vladimir Horowitz play some fantastic cadenza, and you can hear a pin drop in the hall: the fact that all of the audience is getting into it helps you get into it even more. The shared experience lowers the affective filter.

CL: *You said that roleplay has the advantage of enabling the student to do something he might be uncomfortable doing in his own cultural environment. But of course there are also disadvantages in playing a role rather than being yourself.*

FC: That's right, because it's burlesque. There's a tendency in roleplay to go off into either tragedy or comedy, whereas in real life we spend more time just doing a job. And this is where what we call "simulation" comes in and offers, as Jones says, "reality of function in an imaginary environment." A group of Japanese businessmen can imagine they're a company board of directors, each assigned a different job: chairman of the board, treasurer, controller. . . Let's say they have to make a decision: "Should we relocate the firm?" It's all a fantasy, but it's real in that I can keep my own personality even while imagining I'm the chairman of the board. But I also have to do the real job of chairman of the board. And thirdly, the simulation is set up in such a way that the world will punish us if we don't do it right. Jones describes a simulation where some Swedish teenagers are simulating a mooncrash and they're a spaceship crew looking for water. Having explored some distance, they suddenly realize, "Uh-oh! We're too far away from anywhere. We're not going to find water in the required time. We're dead!" So the simulation provides a model of reality which is credible. You can have as much imaginative stuff as you want, but you still keep the reality of function. That's the beauty of it. Take the example of a bunch of schoolboys who were bored by practically everything until their teacher suggested they plan a bank robbery. They spent months on

(cont'd on page 17)

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Longman

ELT VIDEO

(cont'd from page 12)

elaborate plans and preparations, and loved it. Meanwhile the teacher cleverly elicited the entire syllabus!

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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 third part of a four-part series.)

Some 90 percent of would-be study-abroad agents here collect tuition, fees, room and board in your name, plus their service fee, in one bulk payment made by prospective students. If necessary, you can check with your arriving students to see if they have been asked to pay too much – ask them to show you their receipts (agents always issue these to their clients). The remaining 10 percent or so, including S.I.S.A., charge different fees for different types of verbal counseling and/or paper work offered to study-abroad counselees and parents. Their fee structure is in close accordance with that of your own, private high school finders' charges, as was reported in the education column of *Time* magazine (July 20, 1981), entitled "How to Pick a Private School." Close to two-thirds of what is collected in various fees is applied to some 15 expense items; i.e., our own students and their prospective schools and colleges.

Experienced U.S. ESL school representatives, including a few officials representing collegiate programs in ESL, never fail to visit the Consular Section of the U.S. Embassy, Tokyo, if not all the other four U.S. consular posts which issue student visas to your prospective students, to make sure that their I-20 holders will not have their student visas rejected: Visa Branch, Consular Section, U.S. Embassy, 10-5, Akasaka 1 -chome, Minato-ku, Tokyo 107, Japan; tel.: (03) 583-7141, ext. 7329. Prospective students sometimes only submit the I-20's and their Japanese passports, never submitting the other required materials: a bank statement showing coverage of the first year's study-abroad ex-

penses, a temporary visa application form to be duly completed, and a recent photo. These, quite curiously, have never been specified in detail by any of the five U.S. consular posts here, including the Consular Section of the U.S. Embassy, Tokyo. As of Spring 1982 the temporary visa application can be officially completed by a third party; i.e., by a study-abroad agent here, only if the form is co-signed by the same agent as well. Note also that the consular posts belong to the Department of State in Washington, D.C., whereas your nearby I.N.S. operates under the jurisdiction of the Department of Justice and is, in fact, part of it. The implication here is that there can be a few discrepancies of procedure between the two departments when a new regulation is introduced and put into practice. No second I-20 from a college for its regular, academic program is necessary for student visa issuance at any of the five consular posts here, although elsewhere in the world it is required for most other Asian and Arabic nationals, such as prospective South Korean and Jordanian students.

It is advisable not to get oneself involved in any student visa application trouble, however. Problems can best be referred to: Public Inquiries Division, Visa Services, U.S. Department of State, Washington, D.C. 20520. Issuance of an F-1 or student visa lies in the exclusive administration of any given U.S. consular post and its officer in charge and is a confidential matter between the applicant and his officer.

Not all private, study-abroad agents here in Tokyo operate on a walk-in basis. Some of them, like S.I.S.A., are one-man operations and can be best approached by making a prior telephone appointment – which should ideally be preceded by advance notice of your prospective visit to Japan in writing.

Computerized college data available to pro-
(cont'd on next page)



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spective foreign students, such as those from Foreign Student Information Clearinghouse, will always play a role only secondary to that of study-abroad agents here, and perhaps even elsewhere, in that so many personal and minor factors appear to be much more important to their final choice of a language program or institution. Student recruitment has been and will always be a fact of life to good U.S. private colleges and can also be executed by local agents, if conducted in a respectable manner at all times. Perhaps it is also high time that U.S. public institutions, especially state-operated ones, made up their minds about this. To my mind there is no shame involved in asking private agents here to execute this important job, unless their representative has picked up fluent Japanese and has decided to go 100 percent native before arriving here.

Production and dissemination of a Japanese-language brochure, and even a Japanese application form, is not as good an idea as it might seem at first. Several British ARELS schools have done this. Rumor has it that a Japanese agent recently moved to London with a word processor and has made a fortune by offering just this service not only to British private language schools, but also to the so-called new universities there. The existence of a Japanese brochure, and especially an application form in Japanese, only too clearly indicates to prospective Japanese applicants that there will perhaps be many other Japanese students studying at the same institution, a point which our own-study-abroad counselees have so

often made in reference to the Japanese materials available from some of these overseas language schools and tertiary institutions of higher learning. It is best instead that materials in English be summarized by Japanese agents here in order to answer specific and typically Japanese questions on U.S. institutions.

(to be continued)

(cont'd from page 12)

2-Merrill, P.F. "Education and Training Applications of Video Disc Technology." *Video Discs: The Technology, the Application and the Future*. White Plains, NY: Knowledge Industry Publications, 1980.

3-Information about *Flight 505* is based on numerous conversations with individuals involved in its creation and production during 1983 and 1984. Among them are: Dr. Junius Bennion and Dr. Larrie E. Gale, Brigham Young University; Joe Hambrook, BBC English by Television (London); and Andrea E. Charman, International Learning Systems (Japan) Ltd.

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.

CONFERENCE REVIEWS

ACTIVITIES: SHAKING THE THEORY TREE

By Frank Crane



The medium of Mr. Crane's long yet chock-full-of-goodies presentation was (probably inadvertently) the message: we EFL/ESL teachers are besieged by a vast armory of theories, methodologies and materials, bombarding us from every side. And although Mr. Crane added some fusillades of his own to the din of battle raging in our minds, the silver bullets he had to offer struck home. Here's one: "We (language teachers) are tremendous rationalizers, but not good observers." That is to say, we can think of a million good reasons for using Theory X over Theory Y, but we don't spend the time to analyze either theory thoroughly enough to be able to use it effectively.

We are lost in a thicket of theories. Mr. Crane urges us to come out of the jungle, to stand back and get a better perspective. He says we should shake the Theory Tree with our feet firmly on the ground, rather than climbing aimlessly in the branches. Only the ripest, sweetest fruit will fall, and we'll be in a better position to catch it. We are, Mr. Crane reminds us, prone to slavishly applying fashionable theories which we quickly abandon whenever we discover another new bough growing among the clouds.

More of Mr. Crane's pearls before us pedagogical swine included a list of his personal favorite Theory Tree windfalls: 1) the communication skill-building activities found in *Creative Activities for the Second-Language Classroom*, Diane Birkbichler, 1982, Center for Applied Linguistics: very effective in helping the instructor determine the kinds of "communicative" activities which might be the most useful; 2) the classroom discourse-analytic technique of John Fanselow's "focus" matrix (in "Beyond *Rashomon*: conceptualizing and describing the teaching act,") very useful in helping the teacher understand what is really going on in his own classroom so that he can better gauge what kind of additional teaching is necessary and how to apply it; and 3) the suggestions for syllabus construction found in Gail Gunterman and June K. Phillips's *Functional-Notional Concepts: Adapting the Foreign Language Textbook* (Center for Applied Linguistics, 1982): very useful in helping the teacher combine the components of a course ~ teacher, students, materials, methods, goals, etc. ~ into a cohesive whole.

But the kernel in Mr. Crane's basket may well have been Alex Osborn's *Applied Imagination* (3rd ed. New York, Scribners, 1963), and the "questioning techniques" listed therein. Osborn's questions (e.g. "Can I put this theory/these materials to other uses?"; "What can I add/subtract to make this more relevant?"; "What else can I use instead?"; "Should I turn this around/change roles?"; etc.) are the kind we should be asking ourselves about what we're doing and what we're using or applying in the classroom in order to maximize our efforts.

We must, according to Crane (via Osborn) question the authority of The Way Things Are. We must reexamine the way our textbooks are laid out, our syllabi constructed, our theories applied, because, although there are great and obvious advantages to use set course components, there are also pitfalls ~ or "dragons," as Crane calls them. And as he pointed out, the most formidable dragon is the one which preys on the creativity of the teacher, and the students, by making the learning experience too rigid ~ too prescribed, as by a particular theory or methodology. We can construct marvelously rational systems or "grids" to help us teach. But, ironically, these grid-maps can "help" us lose our way rather than find it.

Crane says we need to consult as many (good) maps as possible. Check out *all* the theories. Use them to help you get the lay of the territory. But then choose your own destinations and routes. Let there be systems, yes, but let them come from within the teaching/learning experience and not be imposed from without.

Shake the Theory Tree. Then step back and watch what falls. Observe. Analyze. Apply. Ask yourself, as Crane says Fanselow (his mentor) does, "Now, what does *this* have to do with language teaching?"

Reviewed by James Nunn
Simul International

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IN-SERVICE LANGUAGE COURSES FOR BUSINESS

By Nicolas Ferguson

Company managers take a very pragmatic approach to language teaching and learning, according to Nicolas Ferguson, director of the Centre for Experimentation and Evaluation of Language Learning Techniques (CEEL). Since they are paying for their employees' training, they want results. Ferguson outlined the results obtained by various methods, claiming that those obtained by one particular method are especially noteworthy.

Companies and employees seek training in foreign languages in order to gain information from manuals and other literature; make contact while traveling or by telephone, telex and post; prepare for overseas assignments or for dealing with foreign employees in the home country, and for the social benefits of paying special attention to employees. Companies thus are very selective about the schools they choose to train their employees, and will constantly be evaluating those schools in comparison with others. Ferguson presented a way in which schools can be evaluated in their performance and comparative cost. This is based on the concept of hours of progress, which is an arbitrary figure not directly related to the number of hours students spend in the classroom. This measure puts a basic survival level at 50 hours, autonomy as a tourist at 150 hours, university entrance level at 300 hours and professional and academic autonomy at 450 hours of progress.

As a standard to measure results by, a preliminary study was made of 100 schoolchildren in European secondary schools, who were found to have made 100 "hours of progress" in 1000 classroom hours, a factor of 1 in 10. Eighty-three students of company programs were found – after factoring out progress made in school at this 10 percent rate – to be learning in company programs at a rate of 19 percent. An intriguing finding which Ferguson did not elaborate on was that the 50 students who had been to English-speaking countries showed absolutely no difference in learning progress (with the exception of a man who apparently learned from his girlfriend).

Progress of this sort in company classes is very expensive. Including lost work time at \$50 per class hour per student and six students per class, it works out to some \$1500 or Y375.000 per class hour of progress. Thus bringing employees to a level equivalent to the ability to read manuals costs the equivalent of a Rolls Royce, which makes haggling over a dollar or two per hour in tuition costs seem a little out of proportion.

In contrast with this standard of progress, Ferguson presented the results of a group of 237 students who had studied using the CEEL method of Self-Access Pair Learning. These students were aged 15 to 50, in large and small classes meeting for various amounts of time; some were highly motivated while others were not. The results were surprisingly uniform: in long or short and in small or large classes, with high or low motivation or IQ, progress was the same. Ferguson claimed an efficiency of 82 percent for these classes.

Self-Access Pair Learning (which was the subject of four other presentations by Nicolas Ferguson and two by Cristina Zambrano) is designed to give students a chance to hear the new language, to practice it with help and then to practice it without help. There are times when all students listen together to the same thing, but often they will be working as a number of classes of two students rather than as one large class. These small classes will be working with taped materials, at the pace which is appropriate for them. Since they do not have to wait for the rest of the class to perform, but can be active at all times, they increase their learning efficiency. Students are allowed to choose their own partners, and to change if necessary in order to find someone comfortable to work with. This also allows mixing of abilities in one classroom. It results as well in a lack of the inhibitions which are commonly present in classrooms, since students are not asked to perform before an audience of the entire class. And since the composition of the "classes of 2" is fluid, it is possible to work in a manner which is unaffected by the frequent absences which normally plague company classes.

Ferguson's description of the classes for which he claimed this level of efficiency was brief; interested readers should look for reviews of his other presentations for further details.

Reviewed by Walter Carroll

VIDEO IN THE CLASSROOM – 20 Techniques

By Don Maybin

The presentation given by Don Maybin at JALT '84 did just as the title suggests: Maybin gave 20 techniques for use with videotape programs, in particular, the BBC's **Sadrina Project** and **Bid for Power**. The techniques described and

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demonstrated had all been used with Japanese businessmen and engineers who were advanced intermediate to advanced level students. Such students needed a stimulating situation in which to develop their ability to interact in English as well as material that would help them im-

prove their oral/aural, reading and writing skills. Videotape programs can provide interesting material in addition to a "fifth" dimension, visual input, enabling students to learn culturally appropriate facial expression and body posturing.

The 20 techniques were divided into ten categories: vocabulary study, comprehension, transcription, drills, summarizing, dialogues/role plays, conversation, diaries, memos and letters, newspapers. Then, within each category, Maybin further classified the techniques on the basis of the language skill emphasized in the task - aural, visual, reading, oral, etc. A sample of the techniques follows.

Comprehension

One student is appointed "it" (SI). The class then watches a short segment of the video program and each person must produce two questions based on the segment to ask SI who must then answer. Another student replaces SI and so it continues until every one has had a chance to be "it." This technique allows the students to do all the talking, minimizing the teacher's role.

Dialogues/Role Plays

The class listens to a segment and then some students are asked to reenact it. As long as the basic content is the same, they may use their own words rather than repeat exactly what was said. This can be taped and analyzed by the class for proper use of language and correct pronunciation and intonation.

Once the students have been made aware of the functions/notions in the video program material, they can create dialogues about their own particular situations -- jobs, interests, etc. To work on disagreement, for example, a more elaborate role play can be developed where the class is divided into two rival "companies."

Newspapers

Both *Sadrina Project* and *Bid for Power* deal with regions of the world frequently in the news: Southeast Asia and developing countries. Newspaper and magazine articles can be collected by students to be used for reading assignments, discussions, and finally put on a bulletin board to spark an interest in and awareness of those regions.

Reviewed by Virginia LoCastro

AN AUTHENTIC LISTENING SAMPLE

By Naoko Robb

Ms. Robb's presentation on teaching listening skills in a business milieu demonstrated her knowledge of the subject, and her ability to bring this important skill to her students in an enjoyable and productive manner. In all the sample exercises presented, she divided the task into three parts: pre-listening, listening, and follow-up. She made it clear that pre-listening exercises are very important and need to get students interested and committed. Her choice of listening exercises and the tasks involved demonstrated that she is in favour of using authentic material: change the exercise asked of the students but not the language they hear. Using a number of professionally prepared tapes, she showed how she has put this theory into practice. Finally, she discussed a number of possible follow-up activities that she would use depending upon the confidence of her students. Ms. Robb's presentation was enjoyable and showed the time and effort that she puts into her listening class.

Reviewed by Tim Cornwall
Temple University Japan

USING VIDEOTAPED NEWS IN THE CLASSROOM

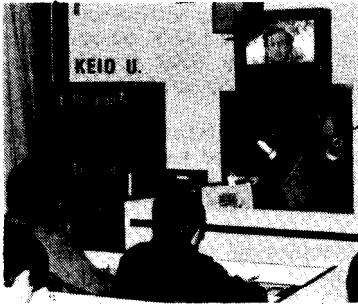
By Stephen Turner

Stephen Turner gave his presentation on techniques he uses to present CBS News in the classroom. Most of his classes are company classes so his choices of news stories and methods of presentations have a business slant and are geared to "salarymen." During his talk, he showed several news stories from tapes and then demonstrated how he would present a story in class. Some of the news stories chosen were related to Japan, such as a story on "Train Etiquette in Japan," while other stories were not about Japan, for example, a story about coverage of the U.S. on Soviet TV news. In most cases, the topics chosen were fairly complicated and "meaty."

The handouts that accompanied the presentation were detailed. They included exercises which can be done at the beginning of the lesson while viewing the video with the sound turned down. These exercises are generally sentence completion or cloze type exercises. In addition, there are vocabulary lists and comprehension questions. For some stories, students are given background reading taken from magazines and newspapers, in particular, *Time*.



Turner then went through a sample lesson step by step with the audience, showing the news story and demonstrating how the reading assignment and worksheets would be used with the visual material in a classroom setting. As the presenter said, part of his purpose was to demonstrate how to "get a lot of mileage out of" taped news by expanding it with worksheets and background materials.



One of the reasons he gave for using news-tapes was that they are a good source of vocabulary and idioms. A second reason is that such tapes give students a good chance to hear a wide variety of spoken English, including many non-standard forms and non-native speaker varieties. Since many of his businessmen students will be doing business in English primarily with other non-native speakers, this type of exposure can be very useful. For example, during the demonstration, the audience had the opportunity to hear Japanese, Mexicans, Indians and Russians speaking English.

The conclusion of the lesson is to have each student prepare and give a short talk about a subject related to that of the news story. The audience was shown a tape of students giving their talks. This was accompanied by a discussion of methods for correcting students while they were giving their talks.

The presentation was well organized and accompanied by useful handouts. It offered ideas of immediate practical value in the classroom.

Reviewed by Terry Brago

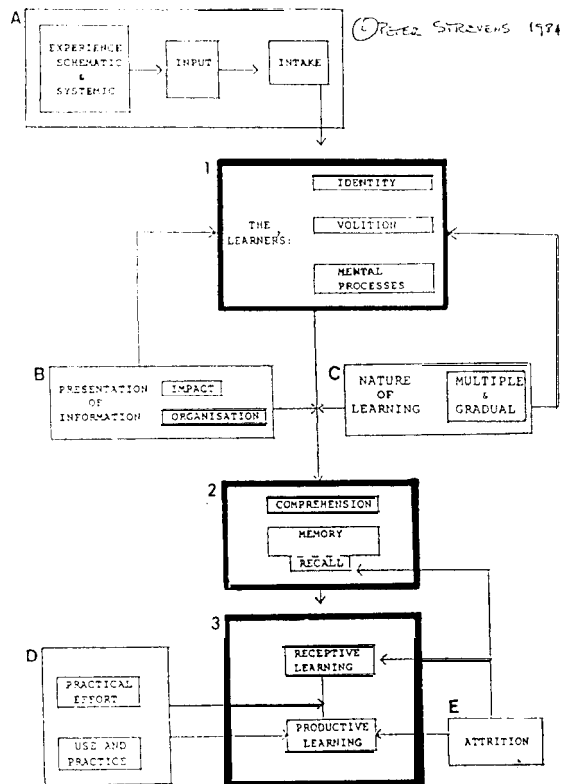


ELEMENTS OF THE LANGUAGE LEARNING/TEACHING PROCESS

By Peter Strevens

According to Professor Peter Strevens, Director-General of the Bell Educational Trust and President of IATEFL, "Models of language learning in conjunction with language teaching until recently have been only half formulated. But now we are beginning to see the main elements of both. This is a proposal for an Integrated Statement of Language Learning and Language Teaching."

The outline of the presentation is given in the following chart:



The three bold-edged blocks, starting from the second from the top and proceeding down the middle, represent the learner. The rest of the blocks represent elements which are outside the learner, but nevertheless influence learning. Quoting the brief summary that came at the end of the presentation:

"Experience of life in general and language in particular serves as input to the learner from which intake is a lesser amount. That intake provides the raw material for comprehension and learning. (Block A) The learner and his characteristics influence the extent and quality of learning through features of his identity as a learner; through his volition; and through the effectiveness of his mental processes (Block 1).

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"The whole sequence leading to comprehension is strongly influenced by the manner of the presentation of the language in terms of Impact and Organization (Block B) and also by the fact that learning is Multiple and Gradual (Block C).

"Comprehension, when it is capable of being recalled from memory (Block 2), constitutes Receptive Learning (Block 3).

"Further Practical Effort (Block D) converts some of the Receptive Learning into Productive Learning (Block 3). It does so rather inefficiently, but the poor representations we produce at first can be improved by Practice and Use (Block D).

"And, finally, Practice and Use, repeatedly encountered, go against the effect of Attrition or reduced recall (Block E)."

A conceptual model is hardly a panacea for the classroom, nor is Professor Stevens making any such suggestion. Teachers, he says, are constantly making decisions (which are not clearly reflected in the model): decisions of quantity, rate, source, content, contextualization, authenticity, impact, interest, variety and relevance.

Models do, however, help the teacher to attain greater control over the learning process and achieve more efficient educational progress. And to this end, Professor Stevens has provided us with the means to keep from getting lost among the trees and to keep our eyes on the forest, the broad scope of the teaching and learning processes.

Reviewed by Ron Gosewisch
Nagasaki University

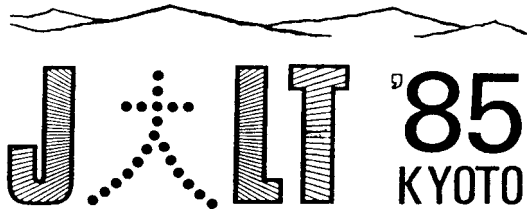
take a break. . . .

THE PACHINKO PSALM

**Pachinko is my god, I shall not want.
Thou leadeth me inside the parlor.
Thou restoreth my soul.
Yea, though I cower through the hordes of
people day to day,
I shall fear no machine,
for thou art with me.
Thy buzzers and bells comfort me.
Surely good luck and mercy shall follow me
all the days of my life,
And I shall dwell in the house of pachinko
forever.**

Mark Robinson
Hiroshima Language School

Mark Robinson is a newcomer to Japan who is quite amazed by some things that most of us take for granted. Only after writing the "Pachinko Psalm" did Robinson find out that there are little holes in the walls near pachinko parlors where the folks turn in their winnings of unnecessary tie clasps and fancy pens in plastic cases for cash.



The dust had hardly settled on the last JALT conference before the JALT '85 committee went into action, planning what promises to be the best and highest quality conference ever.

The JALT '85 International Conference on Language Teaching and Learning will be held in beautiful and historic Kyoto from Sept. 14-16 at Kyoto Sangyo University.

The specifics of the conference, including schedules, speakers, registration information and social events, will be announced in these pages over the next few months. But now is the time to mark the dates on your calendar and to plan to participate in Asia's most significant language meeting.

While you're planning, you might want to arrange your schedule to allow an extra day or two in Kyoto. There is so much to see and do that it is said that, for sightseeing in Kyoto, the best plan is no plan at all. Just check your mood and there is sure to be something to fit it. Perhaps a visit to Nijo Castle with its famed "nightingale floor" which trumpets a warning of attacking ninja. The shrines and temples range from the magnificent Sanjusangendo (noted for its hundreds of gilt statues) and Kinkakuji (the golden pavilion) to the peaceful and profound zen rock gardens of Kyoanji and Daitokuji. Shops, centers and museums featuring traditional crafts and arts abound. Maybe you'll even have time for a day trip to nearby Nara or Lake Biwa.

Despite the stunning setting for the conference, the main business will, of course, be language learning and teaching. If you are thinking of presenting, it is a good time to begin considering your topic. In addition to the many topics that have been popular for some time (listening, junior/senior high school, children, teacher training), participants at last year's conference expressed an interest in more presentations about business ESP, video, and school management. There was also a strong call for more sessions in Japanese, oriented toward the Japanese audience. The call for papers will be published in next month's *Language Teacher*. With a six-month lead-time, you may even be able to do your presentation for your local chapter before the Kyoto conference, giving yourself the chance to smooth out the rough spots and to discover what "hits" and what "misses" with a JALT audience (for more information about local presentations, contact your local program chair).

See you in Kyoto!

KAIZENKON CONFERENCE

By Munetsugu Uruno

The 13th Kaizenkon (Discussion on Improving English Education in Japan) Conference was held at Nakano Sun Plaza Dec. 1-2, 1984. More than 50 representatives participated from ten member organizations. The organizations represented were Goken (Institute for Research in Language Teaching), JACET (Japan Association of College English Teachers), ELEC (English Language Education Council), LLA (Language Laboratory Association of Japan), GDM (Graded Direct Method Association of Japan), Shin Eiken (New English Education Study Society), Kanto Koshinetsu Association of English Teachers, Chubu Association of English Teachers, JASTEC (Japan Association for the Study of Teaching 'English to Children'), and JALT. There were also about 20 observers.

Representing JALT were Kenji Kitao, Kohei Takubo, Kazunori Nozawa, Hideko Midorikawa, Minoru Tabata, Keiichi Terada, and Munetsugu Uruno.

The two-day conference started with a plenary session moderated by Makoto Oshima (JACET), and three speakers gave presentations. The first was Shunsuke Wakabayashi (Goken) who proposed a law to promote foreign language education. The second was Kohei Takubo (JALT) who stressed the importance of English in international business. The third was Shigemitsu Ahara (Shin Eiken) who talked about the aims and purposes of foreign language education.

After lunch, another plenary session followed, moderated by Kenji Kitao (JALT) and Iwao Shbkei (Shin Eiken). In this session we discussed the aims and purposes of foreign language education, which was the main theme of the conference.

On the second day of the conference, we had two more plenary sessions devoted to further discussion. The morning session was moderated by Yonezo Ida (ELEC) and Hitoshi Sato (LLA), and we discussed the legal and social backgrounds of foreign language teaching in Japan. The afternoon session was moderated by Kenichi Fukigai (Kanto) and Makoto Morinana (Goken), and we agreed to make appeals to authorities concerned such as the Ministry of Education, Chukyoshin (Central Council for Education), Kyoiku Katei Shingi-kai (Committee for Drawing Up New Course of Study), Chairman of the Board of Education in each prefecture, Rinkyo-shin (Ad Hoc Education Reform Council), Association of Senior High School Principals, Association of Junior High School Principals, Association of Senior High School PTAs, Association of Junior High School PTAs, Chairman of Education Committee in each party in the national Diet, each political party at the Diet, and any relevant others.

The following are the points included in the Appeal:

1. Establish a law to promote foreign language education.
2. Make foreign language lessons compulsory at all grades in junior high schools.
3. Secure at least 140 class hours a year for foreign language learning at junior high schools.
4. Reduce the class size to 20 students for foreign language instruction.
5. Do not introduce *shujukudo-betsugakkyu-hensei* (classifying students according to their performance) in junior high schools.
6. The Course of Study should be only a guideline for teachers; it should not prescribe textbooks or other teaching materials.
7. Give up the present system (wide area system) for choosing junior high school textbooks. This should help to ensure creative teaching.
8. Take measures to make it easier for teachers to engage in self-study.
9. Improve teacher training programs to produce teachers who are wellqualified with enough knowledge and skills.
10. Improve entrance examinations to senior high schools and colleges by introducing listening comprehension in the examinations.

外国語教育振興法(外振法)

について

(New law proposed
at Kaizenkon)

宇留野 宗嗣

(Uruno, Munetsugu)

昨年12月1日・2日の両日、中野サンプラザで、日本英語教育改善懇談会第13回大会が開催され、JALTからも6名の代表が参加した。第1日目の午前中に外国語教育振興法の成立を日ざすべきであるとの提案があり、参加各団体に持ち帰って、十分な審議をして成立に向けて努力してはどうかという意見が出された。

今までに、すでに理科教育振興法、産業教育振興法、スポーツ教育振興法の三つの振興法が成立して、各種の成果をおさめている。もし外国語教育を発展させようとするならば外国語教育振興法の成立をめざすことが、一番の近道である。

次に外振法案を示して置きますので御意見等をお寄せ下さい。

外国語教育振興法

(この法律の目的)

第1条 この法律は、世界に於ける我が国の国際的地位にかんがみ、又外国語教育が外国語教育を通じて外国語の運用能力を養うとともに、外国及び外国語に関する知識を授け、文化的な平和国家の基盤のために特に重要な使命を有することにかんがみ、教育基本法(昭

(cont'd on page 27)

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John Lance in **JALT Newsletter**

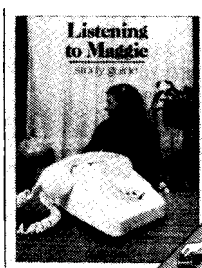
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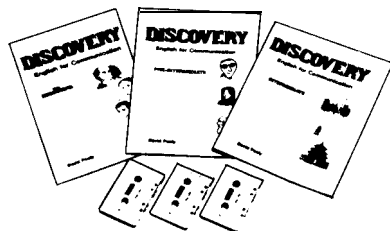
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和22年法律第25号)及び学校教育法(昭和22年法律第26号)の精神にのっとり、外国語教育を通じて、外国及び外国語に関する知識を授け、外国語運用の能力を養うとともに、広く国際的視野を養い、もって豊かな日常生活を営み、且つ、わが国の国際的発展と世界の平和と人類の福祉に貢献する有為な国民を育成するため、外国語教育の振興を図ることを目的とする。

(定義)

第2条 この法律で「外国語教育」とは幼稚園、小学校(盲学校、ろう学校及び養護学校の小学部を含む。以下同じ。)、中学校(盲学校、ろう学校及び養護学校の中学部を含む。以下同じ。)、高等学校(盲学校、ろう学校及び養護学校の高等部を含む。以下同じ。)、大学、高等専門学校又は専修学校、その他の教育機関が、児童生徒又は学生に対して、外国及び外国語に関する知識を授け、且つ、外国語の運用に必要な技能、技術、態度を養成する目的をもって行なう教育をいう。

(国の任務)

第3条 国は、この法律及び他の法令の定めるところにより、外国語教育の振興を図るように努めるとともに、地方公共団体が次の各号に掲げるような方法によって外国語教育の振興を図ることを奨励しなければならない。

- 1 外国語教育の振興に関する総合計画を樹立すること。
- 2 外国語教育に関する教育の内容及び方法の改善を図ること。
- 3 外国語教育に関する施設又は設備を整備し、及びその充実を図ること。
- 4 外国語教育に従事する教員又は指導者の現職教育又は養成の計画を樹立し、及びその実施を図ること。
- 5 外国語教育の実施について、当該外国語を母語ないし公用語として使用する国の政府諸機関等との協力を促進すること。

(実験等による収益)

第4条 国又は地方公共団体は、その設置する学校が行なう外国語教育に関する実験等によって収益が生じたときは、これを当該実験等に必要経費に増額して充てるように努めなければならない。

(教員の資格等)

第5条 外国語教育に従事する教員の資格、定員及び待遇については、外国語教育の特殊性に基づき、特別の措置が講ぜられなければならない。

(教科用図書)

第6条 外国語教育に関する教科用図書の編集、検定及び発行に関しては、外国語教育の特殊性に基づき、特別の措置が講ぜられなければならない。

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(補助金の返還等)

opinion

A RESPONSE TO SHISHIN

By William Grabe

As a doctoral student at the University of Southern California, Los Angeles, and being familiar with the general theory of contrastive rhetoric as presented by R. B. Kaplan, I feel compelled to respond to the letter of Mr. Alex Shishin in the JALT Newsletter of Feb. 1, 1984 (Vol. 8, No. 2). In his letter, Shishin demonstrates that he has failed to grasp the significance of Kaplan's theory, and that he is uninformed of the growing body of research both supporting and exploring Kaplan's theory (note the 300+ sources given to *Annual Review of Applied Linguistics III*).

Before setting the factual record straight, I must remark on the vituperative nature of the letter. For whatever reason, the author apparently feels it necessary to attack Kaplan personally. Surely, the merits of Shishin's arguments (or lack thereof) should suffice to persuade readers without resorting to crude innuendo ("with apparent approval"), or gross overstatements ("Based on thinking which lacks historical and political perspective").

Kaplan's contrastive rhetoric theory, in brief, is an assertion that rhetorical patterns are culturally shaped, in accord with a weak version of the Whorfian hypothesis (Kaplan, 1983). A current review of his theory and its implications may be found in Hoey and Houghton, 1983.

To begin, I have some trouble understanding why the letter of Shishin was written at all. In the first half Shishin attacks the concept of Oriental indirection as a too-rigid way of viewing Japanese composing, while in the second half he proceeds to explain why the rhetorical concept of indirection is, in fact for him, a truism of Japanese rhetorical organization. Moreover, he

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made reference to Achiba and Kuromiya (1983), who, in effect, demonstrate the general viability of the different rhetorical patterns sketched in Kaplan (1966, 1972), when their readers are able to classify reliably 120 out of 130 Japanese ESL essays (Achiba and Kuromiya, 1983:4).

Lest we think that Kaplan's view of Oriental rhetoric is a too-rigid perspective, it is wise to refer to Kaplan's wording directly. As can be seen below, Kaplan is careful not to ascribe strong status to the various rhetorical patterns, and suggests that much improvement could be made through further research.

Superficially, the movement of the various paragraphs discussed above may be graphically represented in the following manner.

(diagrams)

Much more detailed and accurate descriptions are required before any meaningful contrastive system can be elaborated.
(italics added)

Clearly, Kaplan recognizes the dangers of all-inclusive statements, though the same cannot be said of Shishin.

A number of the specific statements of Shishin also deserve comment. Shishin states:

As Kaplan seems not to appreciate that Aristotle was what he was because he was born of an elite in a particular era of Greek history.

The point of this statement is mystifying in light of the cultural/anthropological relativity perspective adopted by Kaplan in his writings. Shishin then continues:

...he also fails to understand that rhetorical patterns, like cultural patterns, being products of circumstances, are not immutable.

Again, a mystifying statement in light of Kaplan's writings, one major aspect of which being the question of how to teach new rhetorical patterns to ESL students. This is not an undertaking that would be pursued by anyone believing in the immutability of rhetorical patterns. The only implication to be drawn from these statements of Shishin is that he is misinformed of both the rhetorical assumptions underlying Kaplan's research, and the range of research by others on aspects of Kaplan's theory.

Another statement of Shishin claims that Kaplan would deny the possibility of a universal rhetorical pattern. Kaplan, rather, would suggest that, to the extent that a particular rhetorical pattern (i.e., a science report) has legitimate use in different cultures it is likely to occur. As the modern science report form becomes more universal, it should become a normal rhetorical pattern by groups in more cultures. Such a view is consistent with Kaplan's assertion that these rhetorical patterns can be taught.

A final comment must be made on the cryptic note offered by Shishin:

I do not discuss another major weakness in Kaplan's mistaking grammatical constructions for rhetorical patterns. His analysis of Russian and most probably Semitic forms fall into this category.

While it is difficult to respond to a non-existent argument, I will note Kaplan's perspective on the Russian examples:

Some of the difficulty in this paragraph is linguistic rather than rhetorical. But some of the linguistic difficulty is closely related to the rhetorical difficulty.

In contrast to Shishin's statement, Kaplan clearly recognizes the linguistic nature of the evidence. And, as Kaplan notes, much more detailed work is required. Beyond the details of misstating Kaplan's views, Shishin, however, also would do well to familiarize himself with the range of research on discourse in the linguistic literature, where issues on the relation between syntax and discourse (rhetoric) are recognized as anything but clearly delineated. I suppose Shishin knows something that no one else knows; I only hope he shares it.

As a final note, Shishin states that Kaplan misquotes Yeats with the line "...turning and turning in the widening gyre." The original, from Yeats (1959:184), is found as the opening line of the poem "Second Coming."

What is obvious from Shishin's letter is that much more reading is needed on his part (note that only one out of 64 sources cited in Hinds [1983] is noted by Shishin, that being a Kaplan citation) before an informed, balanced and constructive critique will be forthcoming.

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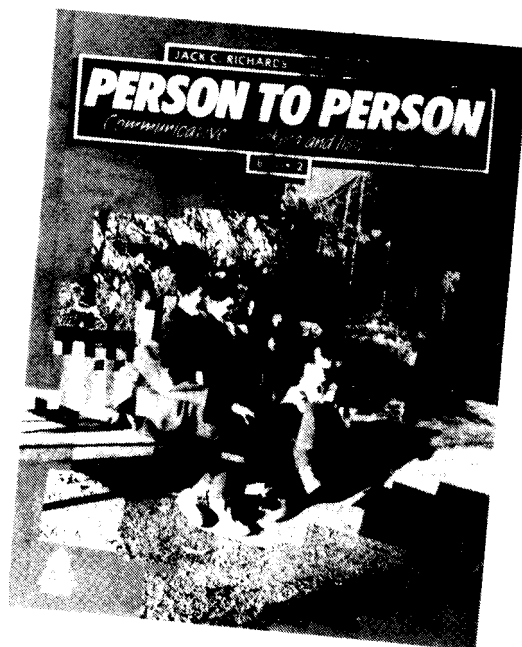
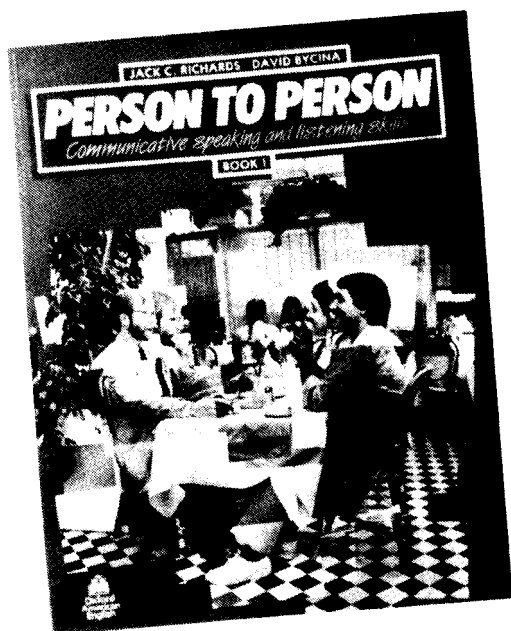
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Among the most highly attended sessions at last November's JALT conference were those dealing with acquisition and those suggesting possibilities for private lessons. In this month's "My Share," Alex Shishin shares an activity that can be useful for both.

A STRATEGY FOR TEACHING PRIVATE LESSONS

By Alex Shishin

"Man to man" (called *mantsuman* in Japanese) can be a terrible strain if the student or

teacher have nothing to say to each other, or if the student is too shy or doesn't feel confident enough to carry on sustained conversation because of limited vocabulary. In those situations, I've discovered that showing slides is a great verbal lubricant. I take a batch of my latest shots, slip them into the projector and start talking. Invariably, the student will begin asking questions and making comments.

I cannot explain the psychology behind the success of this technique, except that perhaps its unstructured style relaxes the students and the slides provide handy and vivid subjects for discussion. I've used slides when I'm with Japanese friends who don't speak English to help my fluency in Japanese. I don't know what happens, but I suddenly find myself rattling away in Japanese with a lack of inhibition that surprises me.

Slides work well with individuals and small groups for starting discussion. A note of caution: I've found that if I show slides of America or countries where I've traveled, I do more talking than I want, though students initiate the discussion by asking questions. On the other hand, if I show slides of Japan, I become the primary questioner and my students do the bulk of the talking.

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Jack Lonergan. Cambridge University
Press, 1984. 133 pages.

Another title in the Cambridge University Press "New Directions in Language Teaching" series is Jack Lonergan's **Video in Language Teaching**, an excellent introduction to the use of video in the classroom. This text is useful for teachers and teachers-in-training (and for their trainers as well) as it covers a wide range of topics that most people need to know about in order to begin using this medium in the classroom. The author carefully gives the reasons behind the techniques he describes, maintaining throughout that the principles of good language teaching always apply, with the video dimension only as an added resource.

Among the ten chapters, there is one on "Acting viewing and comprehension" (Chapter 2), in which Lonergan explains and gives examples of the use of viewing guides, intended to aid comprehension and to keep the amount of reading and writing during actual viewing to a minimum. Although many of the examples here and elsewhere in the book come from English-language learning materials, there are also some examples from French- and German-language materials, demonstrating that these ideas and approaches can easily be used to teach any language.

Chapter 4, "Gesture, register and structures," focuses on the paralinguistic features of communication. The author makes a case for the enhanced comprehension possible with video programs and then goes into a variety of ways the visual dimension can be exploited by the teacher in the classroom.

In Chapter 6, Lonergan presents "sound only, sound off and sound over" techniques. Using only the visual information can generate student discussions, speculation, and other open-ended tasks. The technical aspects of audio-dubbing are explained and clear rationales given of the advantages of this potential use of video.

"Using authentic broadcast materials" is examined in Chapter 7, beginning with an explanation of the problems concerning the legal use of video for educational purposes. The author, stating clearly that the situation can be confusing, suggests that the potential user contact the broadcasting company concerned for permission. This chapter's main purpose is to underline the variety of materials available in authentic broadcasts and to make suggestions for their use.

Chapter 8 is the chapter for people who usually want to run the other way when classroom use of video is suggested. The various technical, organizational and psychological problems are discussed and step-by-step instructions are given. Subjects ranging from setting up the equipment to hints on picture composition are touched upon.

The last two chapters have suggestions for projects with a video camera (Chapter 9) and some notes on video hardware (Chapter 10), though, as the equipment is constantly evolving, this chapter is clearly meant only to describe the basic features and functions of the hardware, software and accessories.

With only 133 pages, **Video in Language Teaching** can be read quickly, providing immediately accessible information for the teacher who needs to know what to do with video materials in the classroom. Though Lonergan does not go into the use of full-length feature films, it is an eminently readable, useful text and seems to include about everything one needs to know.

Reviewed by Virginia LoCastro

A FOUNDATION COURSE FOR LANGUAGE TEACHERS. Tom McArthur.
Cambridge: Cambridge University Press,
1983. 183 pp.

A Foundation Course for Language Teachers is one of a number of TESL/TEFL teacher-training texts that have appeared in recent years. Others are, for example, H.D. Brown's **Principles of Language Learning and Teaching** and Earl Stevick's **Teaching and Learning Languages**. Tom McArthur, of the University of Edinburgh, the University of Quebec, and compiler of the **Longman Lexicon of Contemporary English**, sets his focus in his introduction:

Three themes... have persistently recurred in my own career and... seem nowadays to be constants in the lives of language teachers:

1. the increasing influence of linguistic science on language teaching.
2. the perennial question of grammar.
3. the need to have coherent strategies for handling the pressures exerted upon language teachers by educational systems, by our own and our students' needs and hopes, and (importantly) by the impression of constant turmoil, change and uncertainty in methodology.

The three main unit divisions of his book reflect these three themes precisely: First, "Linguists and language: some basic principles"; then "Twenty-five centuries of grammar: an examination of our cultural conditioning"; and finally "The gift of tongues? - A review of language teaching in its sociocultural setting." The three units are followed by three useful appendices: "Using this book in teacher training
(cont'd on next page)"

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courses," "Basic review questions" and "Topics for project work."

The first unit, "Linguists and language," consists of 20 sections on various themes related to linguistics: linguistics as a science, language acquisition, linguistic relativity, verbal and non-verbal communication, the politics of language, and so on. The final section is "An outline history of modern linguistics." McArthur describes this first unit as "an introduction to the introductions" to be found in the primary sources of linguistics, which he thinks might be difficult for non-linguists.

The author's choice of the history of attitudes towards grammar as the topic for a third of his "foundation course" says a great deal about his position on the subject: if he thought grammar unimportant he might discuss it more briefly. He is adamant in encouraging new teachers to remain independent of the current trend regarding grammar as an archaic, static, singular way of looking at language. A particular grammar is one way of organizing the facts of a language; there is more than one possible grammar of a single language (with the example of case grammar and transformational grammar), and teachers need to be familiar with these various analyses in order to have a flexible hold on the material they are to teach. At the same time, they should be aware that we don't yet know of one single grammar that is correct for all analytical purposes. McArthur also thinks it extremely important for teachers-in-training to know that the idea of grammar has a long history, and that it influences linguists in ways of which they are not always aware. He seems to be saying that we should not cast aside something that most of us have not taken the time to understand.

In the last unit, on language teaching in its sociocultural setting, McArthur aims to help teachers become aware of their own unconscious assumptions and prejudices, of their students' real needs and motivations, and of the larger context of language use in the society surrounding and including the classroom. He describes this section as

a consideration of choice (and lack of choice) in language learning, as well as the methods and approaches currently competing for the attention of language teachers, the whole discussed in relation to our educational systems and general cultural attitudes towards language, language teaching and language learning.

Of the three sections in the book, this one is perhaps the most directly useful for teacher-trainees, as it attempts to help them look sanely at methods, materials, students and institutions and the place of language in society. As with the other sections, it is one man's opinion, but McArthur does not pretend otherwise, as some writers might. In his section on "methods and approaches," he sanely concludes:

We do not as yet have a respectable and comprehensive theory of either how people learn in general or how they learn languages in particular, although enthusiasts sometimes give the impression that we have, or very nearly have. Until we get such a theory (if ever), we will not have the means of substantiating our pet techniques or disconfirming those that are anathema to us.

This capsulizes the general tone of McArthur's book: as new or experienced teachers, we should not be too attached to being right, to having a complete and final understanding of language and of teaching. It is better to be well-informed, unaffiliated, open-minded, humble and aware of ourselves, our students and their world.

As a "foundation" course for teachers-in-training, this book suffers from the inevitable problems of any book that attempts to establish a foundation for a field that already has so many foundations and so many structures built upon them: the author offers his own interpretations and distillations of information necessary for student teachers, but new teachers are unlikely to be sufficiently familiar with the primary sources to appreciate the author's help in dealing with them. The first unit on linguistics, for example, offers 20 "basic urinciples," most of them written at the interpretive-level when it cannot be assumed that the reader knows the theories under interpretation. For this reason, it would be best to take McArthur's choice and use this book as one of many filters for the flood of information available to language teachers. Since it is written with the emphases he thinks important, it is probably not useful if applied according to its title: it cannot really function as a foundation, especially for inexperienced teachers. Its individual sections, however, could be useful and illuminating in corresponding sections of a general teacher-training course, where readings in the primary sources were assigned and other "foundation" texts used in addition.

As a whole, **A Foundation Course for Language Teachers** might be most directly useful to teachers like many working now in Japan: experienced in the classroom but largely self-taught, relatively well-read in the "classics" and current trends of linguistics and pedagogy, but in need of some evaluative synthesis. McArthur's book is his own individual pulling-together of his years as a linguist and teacher, and can encourage reflection on and expansion of our own experience.

Reviewed by Janet Heyneman
Soai University

References

- Brown, H. Douglas. **Principles of Language Learning and Teaching**. Englewood Cliffs, N.J.: Prentice-Hall, 1980.
- Stevick, Earl W. **Teaching and Learning Languages**. Cambridge; Cambridge University Press, 1982.

GAMES LANGUAGE PEOPLE PLAY. **Jerry Steinberg. Dominie Press Limited,** **1983. 120 pp. (no price given).**

Games Language People Play is a slim volume of games for language learners. It contains 110 games aimed at all levels of learners, with most aimed at beginners. My overall impression is that the author had developed a few good, original games, but needed to add a few extra activities in order to come up with a book. In addition to his own games, he has included some standard games as well as some activities which are not really games. This notwithstanding! if you want to increase your stock of games, this book offers some interesting additions.

I would like to look at the games using a classification system that is different from what the author uses. He simply divides the games into those suitable for beginning, intermediate, intermediate-advanced, advanced, and all levels. It might be more useful to divide them into those games that require a one-word response, those that require a sentence response, and those that require some exchange between students.

The book contains about 47 word games (depending on how one counts). Many of these are useful. One fun game that has been popular in my classes is number 4, **Four-square**. We start

with a grid of letters, 4 x 4, and we have to find as many words as we can. The following is an example; the words below the grid are possible:

C E I K
H S R A
O E P B
M N L O

bar	Par	pair	pare
are	ark	Aries	help
person	bars	rise	raise
chose	home	shoe	Park

Sentence games are exemplified by Game #1, **Segmented sentences**. Students work in groups. Each group receives a set of cards. On each card a word has been written, and the students must arrange these cards to make a sentence. When the group finishes one set of cards, they get a new one. The more sets they finish, the more points they get. This game has worked well to review sentence patterns. I have found it an engrossing way of bringing about retention of complex structures such as embedded questions. To further challenge my students, I include an unneeded word, which in the case of embedded questions is **do**.

Exchange games are relatively few. I count only 25, and not all of these are really games, but activities: they are not competitive. How-
(cont'd on next page)

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ever, I have found some which I rather enjoy. One is Game #7. *Question baseball*. One team is the pitcher and one is the batter. The pitching team has lists of questions on general knowledge that have been labelled very easy, slightly harder, harder still, and the most difficult. The batting team takes turns asking for a question from whichever list they like. Answering a very easy question yields a single-base hit, while answering a slightly more difficult question yields a two-base hit, and so on. Not being able to answer is of course an out, and three outs retire the side.

By looking at the types of responses elicited, I hope I have shown that these games will not get students talking since only 25 games elicit any sort of exchange. This collection works best either for reviewing or for a relaxing interlude in regular class work.

I said that many of the games are not really games. Let me clarify myself by describing in full the section for advanced learners.

This section contains only six games or activities. Game #104 is called *Encyclopedia*. In it the teacher reads accounts of famous people taken from the encyclopedia, and students have to guess who it is. *Lifeboat* is the brainstorming activity which requires students to choose who must sacrifice him- or herself so that others may survive. This is not really a game even if it is an interesting activity (at least sometimes). *Homonyms* requires students to make sentences for each word in a set of homonyms, e.g. make one sentence using *they're*, one using *their*, and one using *there*. *Rhyme* has students write four-line poems whose first and third, and second and fourth lines rhyme. *Detailed instructions* has students write detailed instructions for doing something. This reminds me of a Total Physical Response lesson. *That's new?* uses news broadcasts. Two teams take turns answering questions about a news broadcast they have heard. Each correct answer gains one point. *Reluctively speaking* is a way of reviewing idiomatic expressions. For example, students must decipher such codes as b/ sick/ ed and Cover The answers are "sick in bed" and "under agent -cover agent."

I think this section illustrates the feel of the book. We have some activities requiring competition (games), some non-game activities which might be interesting (*Lifeboat*), and some activities which are nothing more than exercises, uninteresting ones at that (*Homonyms*).

Before buying this book, you should decide what you are looking for. If you are looking for a batch of great games to get students talking, you will only find a few here. If you want some ways to practice certain language patterns or words or to provide a respite, you will find a lot of good ideas here.

Reviewed by Scott Petersen
Nanzan University

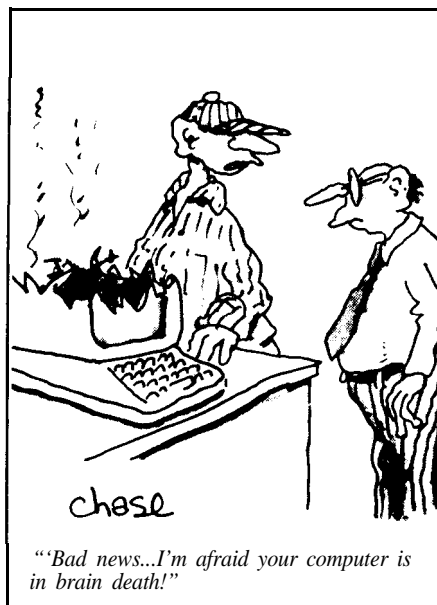
REVIEWS in BRIEF

NATURAL LANGUAGE PROCESSING.
Harry Tennant. New York: Petrocelli Books, 1981. 275 pp.

This is a book about teaching English to computers. This is somewhat more difficult than teaching it to Japanese because computers not only know nothing of the English language, they also know nothing of the world. It is not a book about programming but about the approaches taken by various programmers and the degree of success or failure they met with. The author can communicate with human beings and has eliminated jargon as much as possible. If you know a little about modern linguistics you can understand this.

To oversimplify, there are two main approaches to programming a computer to understand natural language: the syntactic and the semantic. These may be roughly compared, in language teaching, to the structural approach ("Teach 'em the grammar 'cause they need it") and the communicative approach ("The purpose of learning a language is to communicate"). Both approaches work part of the time. The syntactic parsers choke if the sentences are at all complicated. The semantic analyzers tend to work only if the universe of discourse is highly restricted. In other words, they give the impression of mastery only because a great many possibilities are ruled out from the beginning. (Communicative approach teachers, are you listening?)

This does not mean that some fairly impressive performance has not been achieved. Winograd's famous program SHRDLU, which uses both syntactic and semantic analysis, can



understand the sentence *Does the shortest thing the tallest pyramid's support supports support anything green?*, which is more than I can always say for myself.

Because of these limitations, some programmers have tried looking at the problem from the point of view of discourse analysis. This has led to rules of dialog, dialog games, causal chains and story grammar. All of these might be of some use to language teachers.

Language teaching tends to be influenced by psycholinguistics and in recent years psycholinguists have looted Computer Science for models. Read this book and find out where some of those models have come from.

Reviewed by Steven D. Tripp
Nagoya University of Commerce

YOU AND YOUR PARTNER. Charles Cushman. Tokyo: Liber Press, 1984. 85 pp., ¥1,400.

This book is written specifically for Japanese university conversation classes. It is divided into 15 units. Each unit has a theme (university schedule, the weather, etc.) which furnishes the topic for the "free conversation" at the end of each unit. In this "conversation" the student is given either (a) instructions as to the "thematic" questions to be asked, (b) grammatical practice very thinly disguised as conversation, or (c) some kind of information exchange exercise based on drawings, diagrams or information to be verbally transmitted.

Some of these latter are not too bad (for example the direction-giving exercises, "describe and draw," and the "20 questions" technique), although they are far from original. What Mr. Cushman does claim to be original is his treatment of the preceding drills, dialogues and stories. They are presented with the questions/cues together with the responses, so that a student can act as "teacher" by drilling/questioning/correcting his partner. For large classes, this is surely a good idea in principle, but for the technique to be useful the material has to be good. This material is not.

Mr. Cushman is surely right to try to have students practising talking in groups on everyday topics. But

a) What grammatical/functional resources do they need to do this? *You and Your Partner* has no answer; the utterances expected of the student seem largely to be randomly selected as to grammatical topic and there is no implicit or explicit reference to function.

b) What methodology will best mobilise their resources? In this book we see a lot of substitution/transformation drills which are completely decontextualised, hence "meaningless," often pointlessly tricky, and which frequently lead to extraordinary statements being produced

by the student. The dialogues, which we are enjoined to exploit by repetition and memorisation only, are simplistic, stilted and frequently implausible. The stories suffer from the same defects.

Mr. Cushman in his JALT presentation was disarmingly frank about the defects of the book. It is a pity more was not done before publication to correct them.

Reviewed by Jeremy Ward
Institute for International Studies & Training

booksbooksbooksbook?

RECENTLY RECEIVED

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

Notations before some entries indicate duration on the holding list: an asterisk (*) indicates first notice in this issue; a dagger (†) indicates third-and-final notice this month. **All final-notice items will be discarded after 31 March.**

CLASSROOM TEXT MATERIALS/ GRADED READERS

- * Ellin-Elmakiss. *Catching on to American Idioms*. University of Michigan Press, 1984.
- * Hamp-Lyons & Courter. *Research Matters*. Newbury House, 1984.
- * Kaplan & Shaw. *Exploring Academic Discourse*. Newbury House, 1983.
- 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.
- 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.
- Koyama & Takashima. *Catch it! Bilingual news using your eyes and ears*. Shinozaki Shorin, 1984.
- Krone. *Background to New York*. Japanese annotated edition, Kinseido, 1984.

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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.

†Kitao *et al.* *American Holidays* (Student's book, Teacher's guide). Eichosha, 1985.

† - - - - -. *American Mosaic* (Student's book, Teacher's guide). Eichosha, 1985.

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

TEACHER PREPARATION/ REFERENCE/RESOURCE/OTHER

*Selinker & Glass. *Workbook in Second Language Acquisition*. Newbury House, 1984.

*Underwood. *Linguistics, Computers, and the Language Teacher*. Newbury House, 1984.

† Huddleston. *Introduction to the Grammar of English* ("Handbooks in Linguistics" 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 in-class teaching experience. Japanese is the appropriate language for reviews of books published in Japanese. All requests for review copies or writer's guidelines should be in writing, addressed to: Jim Swan & Masayo Yamamoto, Shin-Ohmiya Green Heights 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 in to 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*.

Doff *et al.* *Meanings into 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*.

Holden, ed. *New ELT ideas*.

James. *Speak to Learn*.

Jolly. *Writing Tasks*.

Jones. *Ideas*.

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

Knowles & Sasaki. *Story Squares*.

Laporte & Maurer. *Structure Practice in Context*.

Lavery. *Active Viewing Plus*.

Lofting. *The Story of Doctor Dolittle*.

Milward. *English Poets and Places*.

Morgan & Rinvulcri. *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*.

Scarbrough. *Reasons for Listening*.

Sell *et al.* *Modern English, Cycle Two*.

Sharpe. *Talking with Americans*.

Stokes. *Elementary Task Listening*.

Swan & Walker. *The Cambridge English Course, book 1*.

Widdowson. *Learning Purpose and Language Use*.

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

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ANNOTATED BIBLIOGRAPHY OF ESL MATERIALS

BY CHRISTINE ARONIS

This bibliography contains 636 titles from 76 U.S. publishers including non-U.S. publishers who publish ESL texts in American English.

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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.

KOBE

WHAT IS COMMUNICATIVE?

By Mike Nicholls, British Council, Tokyo

Mr Nicholls began his presentation at Kobe chapter's January meeting by saying that he felt a lecture was of little communicative value, and that he would therefore not be giving one. He put us into groups to list the features we thought communicative materials ought to have, and wrote them on the board, then gave a history of the Communicative Approach, tracing it back about 18 years. He claimed that the label "communicative" had developed an emotional appeal which led to its being attached to almost every coursebook or material on the market. So what do we mean by "communicative"? Mr Nicholls said that until the mid-sixties language teaching had been exclusively concerned with a mastery of the forms and lexis of the language, to the neglect of use. Not that Mr Nicholls was advocating that we abandon teaching grammar and lexis altogether. On the contrary, he insisted that we must try to strike a balance between focus on forms and focus on the use. Quoting Littlewood (1981) he gave four reasons for using communicative activities:

1. They provide practice in the total skill, as opposed to bits which are never put together.
2. They improve motivation because students like doing them.
3. They allow natural learning to take place. Since we don't really know how students learn, we should give them space to do their own thing.
4. They create a context supportive of learning.

Mr Nicholls warned of the danger of equating the students' intelligence with their linguistic level and therefore providing them with tasks which bored them because these did not tap the rich stores of work knowledge and problem-solving ability which they bring with them to the classroom. We have to provide them with the means and the opportunity to do in English something which comes naturally.

Reviewed by David Dinsmore

References

- Howatt, A.P.R. **A History of English Language Teaching**. London: Oxford University Press. 1984.
 Kelly, L.G. **25 Centuries of Language Teaching**. Row-

ey: Newbury House, 1969.
 Littlewood, W. **Communicative Language Teaching: An Introduction**. Cambridge: Cambridge University Press, 1981.

HAMAMATSU

INTERVIEWING IN COUNSELING-LEARNING/ COMMUNITY LANGUAGE LEARNING

By Paul G. LaForge

Father LaForge's presentation to the Hamamatsu chapter in January was to introduce counseling-learning/community language learning (CL/CLL) to those who were unfamiliar with the concept. The 'interview' in the presentation's title is essentially a face-to-face meeting between the instructor and the student, in which a counseling task and a learning task are set. The counseling task is an interpersonal contract made between the instructor and the student in which a series of social rules is negotiated to guide the direction of the learning task. The learning task is simply the mastery of a foreign language (in this case English conversation). During the interview both tasks are achieved simultaneously.

"CLL, according to Father LaForge, "is a supportive language learning contract which consists of group experience and reflection." The group experiences are both variable and flexible enough to be used effectively in the classroom. Experiences were demonstrated in basic interpersonal group configurations such as pairs and small and large groups.

Each of these group configurations was given a purpose and a time limit (a 'contract') for interaction (conversation). This was then followed by a reflection period - a period of silence in which the participant thinks over the speaking experience. A 'reporting' period followed in which each member could react to what had been said (or 'un'-said). Once all of these conditions had been fulfilled, the contract, too, had been fulfilled.

Reviewed by F. Parker

OSAKA

TEACHING COMPOSITION TO JAPANESE STUDENTS

By Bill Cline, Osaka Jogakuin
Junior College

The main topic of the Osaka chapter's January meeting was "Composition," and a stimulating discussion was led by Bill Cline of Osaka Jogakuin Junior College with active participation on the part of the members present in the form of questions and suggestions.

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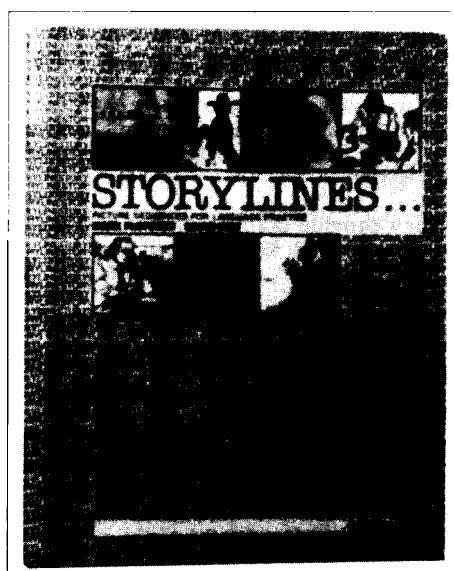


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(cont'd from page 43)

Bill began by having all participants write down what they wanted from the presentation, then listing them on the blackboard. This helped to ascertain people's various interests and to narrow the scope of the discussion. The technique was not only useful within the context of the meeting but was a good demonstration of how to get students involved in a pre-writing task.

Three primary areas of concern were voiced: when and how to make corrections; the purpose of teaching composition to Japanese students; and techniques for teaching composition. A number of suggestions were made by various people on how to deal with corrections, such as: using checklists as a way of saving time in correcting errors; having students correct each other's compositions (peer correction); recognizing the difference between performance errors and competence errors; devising a code for pointing out student errors and having the students correct their compositions themselves. It was further suggested that we place emphasis on the communicative aspect of writing, allowing students to "write from the heart" rather than be stymied by the fear of making mistakes. One of several ideas proposed to motivate students to wrote was the "Pen Pal Method" whereby students in various classes would exchange letters throughout the year.

Questions were raised as to why we are asking our students to write, what kind of writing they will be doing after they leave school, and whether our goals and expectations for students are realistic. Good questions to ponder. It was decided to start up a Special Interest Group which will meet to pursue this topic in greater depth. Anyone interested should contact Linda Viswat (06-543-2 144).

**Reviewed by Linda Viswat
Umeda Gakuen**

SENDAI

COMMUNICATIVE MISHAPS BETWEEN JAPANESE STUDENTS OF ENGLISH AND NATIVE SPEAKERS

By Christine Laurell, Fukushima University

More than 30 members and guests attended Sendai chapter's January meeting, held at James English School. Christine Laurell, Associate Professor of Fukushima University, prefaced her presentation by emphasizing that teachers of languages have multiple roles and among them is the need to teach cultural awareness.

She shared knowledge and the many insights gained from her reading research, and provided a list of resource texts and references, encouraging further individual study. To emphasize the findings in her investigations of the communicative process, she involved the group in activities so they might relate their own frustrations and

interactions within the culture of Japan. This included: *A Test of Identifying Inappropriate Topics in Communicating with Foreigners* (by Shigehito Mivoshi. 1984). This test encompassed the identification of questions dealing with clothing, health, religion, politics, food and first encounters with people which would or would not be appropriate to ask foreign visitors.

Mrs. Laurell conveyed the need: 1) to consider deeply the necessity of forming new human relationships; 2) to develop a new sense of cultural awareness; and 3) to shun ethnocentrism - the belief in the intrinsic superiority of the nation? culture or group to which one belongs - which is often accompanied by feelings of dislike and contempt for other groups. She encouraged us to use sound and honest ways to teach cross cultural awareness as well as language in the classroom.

Reviewed By Wanda Hollingshead

TOKYO

HERE TODAY; WHERE TOMORROW?

By Robert O'Neill

Last-minute advertising for Robert O'Neill's presentation in December meant only a small turnout, but we all felt rather pleased that it gave us the opportunity to meet the man on a personal basis, and a very human, entertaining and engaging man he is.

In the usual O'Neill way, he wandered around and sometimes away from his given topic of "Here Today; Where Tomorrow?", interspersing his talk with anecdotes and observations, always pertinent as well as entertaining. The random nature of the talk, however, makes it somewhat difficult to summarize neatly. A few of the points are mentioned below. O'Neill warned that the points are obvious, but because we forget the obvious things so easily, they need saying again.

Learners need a variety of styles of English.

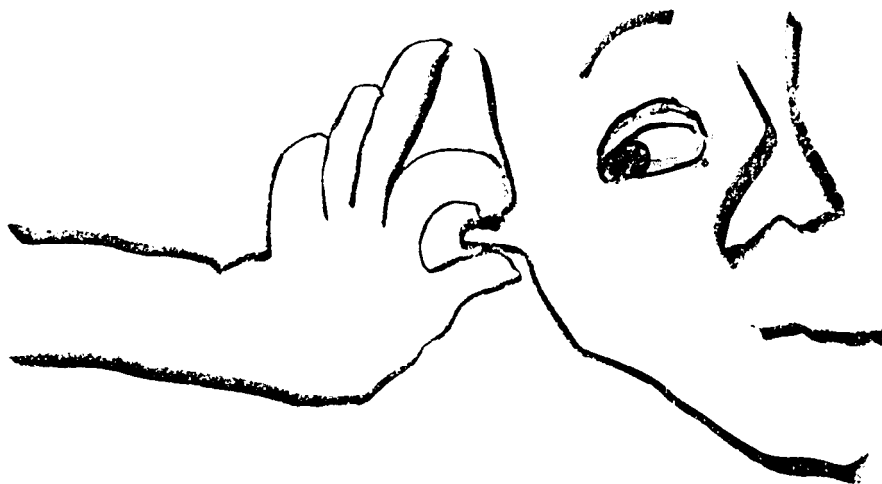
The English used in dialogues is very different from that used in narrative, or telegrams, or postcards, etc. Students need exposure to all kinds of English. and teachers need to consciously plan this as part of the lesson.

Input is not intake. Language is not precise, even among native speakers; what one person says is not necessarily what the other person receives. Students may appear alert and interested in what we're saying, and we think it's all being taken in, but it could be merely the dazed look of a student in the first few minutes of class when he's still thinking of the meeting he's just come out of, or his date tonight.

To understand, we need to know how to use language. Teachers often seem to place focus on getting students to use the language, without finding out if they understand it. And vice versa.

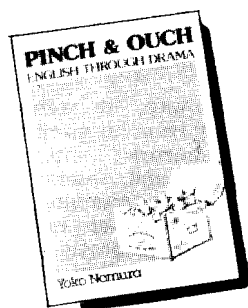
(cont'd on page 47)

What are people saying about “Pinch and Ouch”?



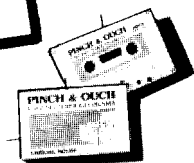
“Pinch and Ouch, in a neat and handy package, combines various drama techniques that help accomplish many of the communicative goals in current language teaching. ”

-Richard A. Via, East-West Center, Hawaii



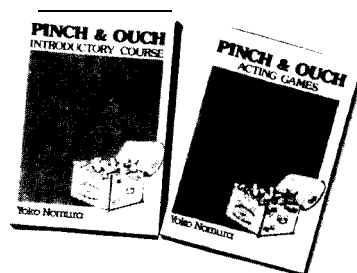
By using this textbook, students can learn to communicate with their actual feelings ! I hope this method will spread throughout Japanese language education.

-S. Sunada, former Japanese Minister of Education



I cannot think of a better introduction to English through Drama than Yoko Nomura's book.

-Ted Plaister, TESOL Quarterly



- Pinch and Ouch: Introductory Course ¥1300 cassettes ¥4500
 - Pinch and Ouch: English through Drama ¥1400 cassette ¥2900
 - Pinch and Ouch: Acting Games ¥1500
- (now available as appendix to Pinch and Ouch: English through Drama)

For inspection copies, please contact **LINGUAL HOUSE** P.O. Box 14 Ogikubo Suginami-ku 167 Tokyo
Telephone: 03-395-6842

(cont'd from page 45)

Formal knowledge of a language is not the same as performance knowledge. Knowing the rules is not enough. When speaking a foreign language, the rules that we use may be ones that we don't realize we know, and would have difficulty identifying; the ones we think of formally as "rules," we probably can't use. As teachers, we should not confuse formal knowledge with performance knowledge.

Does "school learning" help? The present examination system doesn't, and it's generally this that determines the syllabus, so school learning can only improve if there is a change in examinations. Even if something can't be tested (such as "conversational ability"), perhaps it should be put into the examination anyway, so that it will be studied in the curriculum.

The discussion continued on a wide variety of subjects, through the coffee break and for an hour after the presentation was due to end, with general conversation on the state of teaching from our various personal perspectives. It was an extremely interesting afternoon with a very impressive man.

Reviewed by Daryl Newton

GERMAN THROUGH SUGGESTOPEDIA

By Rudolph Schult-Pelkus

At the January meeting of the Tokyo chapter Rudolph Schult-Pelkus of the Goethe Insti-

tute gave a demonstration of Suggestopedia, teaching German to a group of 14 participants and observers.

Basically the famous Lazanov approach to EFL/ESL teaching aims at promoting maximum receptivity to learning by providing an environment and activities that are at once relaxing and stimulating. Music serves not simply as background but as support for the presentation of the language in "reading concerts" (particularly satisfying when the language is German and the music is Beethoven and Brahms).

Activities such as the choosing of a name and an occupation in the target language aim at shielding the learner from the anxiety of producing errors in the target language by masking his identity, as well as providing useful material for conversations with the teacher and other members of the group. Keeping the conversational ball rolling is exercised through the technique of calling on a member of the group by "tossing the ball" which the student "returns" when he has answered. Another outstanding characteristic of this method is the use of various types of creative activities to promote vocabulary acquisition.

For those who may be interested in a more prolonged exposure to Suggestopedia, it was announced that a three-day workshop will be held at the Goethe Institute in mid-March.

**Reviewed by George B. Deutsch
Seisen Women's College**

第2回 J A L T 英語読解 研究会報告

(Review of the 2nd JALT English Reading
Seminar)

「連読の理論と実践」

講演者：吉田 晴世 (小林聖心女子学院)
(Yoshida, Haruyo)

報告者：枝沢 康代
(Edasawa, Yasuyo)

一般的日本人の英語読解の速さは、slow-100WPM以下、normal-100-150WPM、faster-150-200WPMと言われているが、実際にはそれよりも遅く、連読は英語教師の懸案の1つである。

講演者は(1)連読の意義、(2)連読と目の動きとの関係、(3)目の動きを訓練する従来の連読指導法とその問題点、(4)C A I と連読指導、(5)C A I を使った連読指導の実験、(6)連読指導プログラミングの提案等を中心に、連読について興味ある講演をされた。特に、連読はeye fixationとregression(戻り読み)をできるだけ少なくすることが肝心であり、そのためにはC A I はそれらの問題を克服する連読指導の強力な武器となることが強調された。

講演後、参加者の活発な質疑応答があり、C A I が無い場合の連読指導についても説明された。

日本語編集者からのお願い

(From the Japanese Language Editor)

日本語で記事を書かれる方は、日本語の題名の他に、その題名の英訳を加え、更に御自身のお名前にローマ字を添えて、お送り下さい。

第8条 文部大臣は、前条の規定により補助金の交付を受けた者が次の各号の1つに該当するときは、当該年度におけるその後の補助金の交付をやめるとともに、すでに交付した当該年度の補助金を返還させるものとする。

- 1 この法律又はこの法律に基づく政令の規定に違反したとき。
- 2 補助金の交付の条件に違反したとき。
- 3 虚偽の方法によって補助金の交付を受けたことが明らかになったとき。

(政令への委任)

第9条 前2条に規定するものを除く外、補助金の交付に関し必要な事項は、政令で定める。

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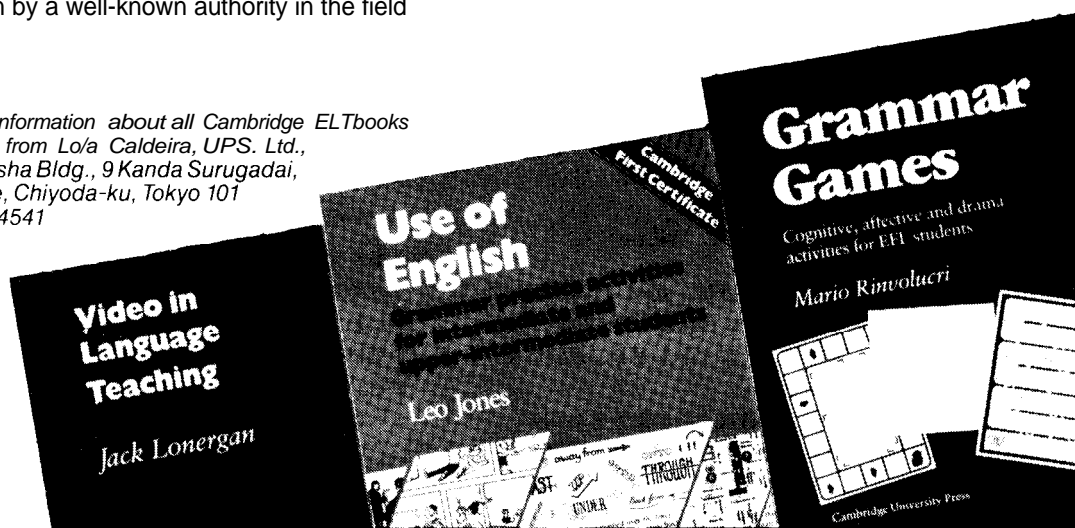
- ★ lively and communicative, involving students in thinking and action not just drilling
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Bulletin Board

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.

CALL FOR DONATIONS - JALT 10th ANNIVERSARY PUBLICATION

In order to commemorate its tenth anniversary, JALT will publish its tenth anniversary collected papers in Japanese this August. It will include papers, reviews, reports, research notes, and information about JALT, such as its history, activities, publications, chapter activities and major events. Almost all of the articles will be in Japanese. We will print 3,000 or more copies of a B5 size 150-page book. We will donate 1,000 copies to: 100 boards of education, 100 in-service training centers, 250 professional organizations, 50 libraries and 500 colleges. The rest will be sold to members and at bookstores.

We are fortunate to have 50 distinguished scholars to read manuscripts and comment on them. Forty of them are not JALT members. They include presidents, vice-presidents, board members, and executive secretaries of about 15 organizations. They are from about 30 different prefectures from Hokkaido to Kyushu, so this is a nation-wide and inter-organizational effort.

This project will cost over one million yen and will be partially funded by JALT. Its other income sources are sales (¥1,000 for members and ¥1,200 for non-members), advertisements, and donations.

JALT is now calling for donations. One unit is ¥2,000 and more units are welcome. All donors will get two copies and we are hoping that they will donate one copy to a library. Any money collected over the budget before March 20 will be used to increase the number of pages and before June 15, to increase the number of copies we print. Thank you for your cooperation.

For donation, please use the *yubin furikae* in *The Language Teacher* and write "10th anniversary x unit(s)."

CALL FOR ADVERTISEMENTS

JALT is also soliciting advertisements for

half-page (7" by 5") ads, the same size as *The Language Teacher*, are available. The rates are:

	paid by March 20	paid after March 20
full-page	¥30,000	¥40,000
half-page	¥20,000	¥25,000

We will increase the number of pages if receipts exceed budget by March 20, and publish more copies if this holds true by June 15. Your contributions and support are welcome.

The camera-ready copy has to be received by June 15 at the latest. If we do not receive the copy in time, we handle the fee as a donation.

For information: JALT Office, Kyoto English Center, Sumitomo Seimei Bldg., Karasuma Shijo Nishiiru, Shimogyo-ku, Kyoto 600; 075-221-2376.

JALT 10周年記念論文集の 寄付について

(Donors to JALT 10th Anniversary
Commemorative Collection of Papers)

10周年記念論文集に下記の方々より寄付を頂きましたので、氏名を記載し、感謝の意を表します。(敬称省略)

Steve McCarty, Torkil D. Christensen, 永井 智

TUFTS UNIVERSITY SUMMER PROGRAMS Medford, Mass., July 1 -Aug. 9

The *Summer Institute on American Language, Culture and University Life* is a college-preparatory, intensive English course for foreign undergraduate and graduate students.

The *Conversational English Language and Culture Program* is for students and professionals who would like to vacation in Boston while studying English.

The *American Studies and Foundations of College Writing* course is a new college-preparatory program for motivated high school students. Developed by members of the American Studies Department, the program combines a multidisciplinary lecture series with daily writing classes. Designed for native English speakers; international students with a high degree of proficiency are also invited to apply.

Information: Karen L. Stiles, Director of Summer English Language Programs, Tufts University, Medford, MA 02 155, U.S.A.

VERBATIM COMPETITION

VERBATIM, The Language Quarterly, invites original articles for \$2500 in prizes - \$1000 first prize, \$500 second prize, and third through sixth prizes \$250. *VERBATIM*, with more than 30,000 readers worldwide, is edited for all those interested in language, especially the English language, and contains lively articles, book reviews, commentary, correspondence, short items and puzzles. *VERBATIM*'s purpose is to amuse, inform and entertain. not teach or correct
(cont'd on next page)

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grammar, pronunciation, or usage.

Submit as many articles as you like by July 31st. Articles, not to exceed 2000 words, can be on any topic pertaining to language ~ how to speak it.. write it. play with it, mutilate it, criticize it, or enliven it. All entries will be considered for publication in VERBATIM. For further information send a self-addressed stamped envelope to VERBATIM, P.O. Box 668, Essex, CT 06426, U.S.A.

TESOL AT GEORGETOWN Washington, D.C., July 12-13 CALL FOR PARTICIPATION

The organizers welcome proposals for papers, demonstrations, and workshops relating to classroom practices, research in language learning and teaching, or the connection between the two. Topics of interest include teacher-developed materials and methods, teaching abroad: opportunities and problems, computer-assisted instruction, program management, what works in ESL, teaching writing, teaching reading, and testing.

Submit your proposal, postmarked by April 15, to Joyce Hutchings, Director, TESOL Summer Meeting, ICC, Georgetown University, Washington, D.C. 20057, U.S.A.

Positions

(KOBE) Kobe City Board of Education has a few openings starting in April, 1985, for teaching positions for its school system. Applicants should have teaching experience and preferably EFL training. Send resume and a recent photo to Mr. Katsunori Manto, Supervisor, Kobe City Board of Education, 6-5-1, Kano-cho, Chuo-ku, Kobe 650.

(KURE) The Kure Y.W.C.A. wants an English teacher from April 1, 1985. Applicants should have a college degree and teaching experience. This is a full-time position with approximately 20 teaching hours a week. Those interested should submit a personal history and two letters of recommendation. For more information call Yoshiko Kawagoe at 0823-21-2414. Kure Y.W.C.A., 3-1 Saiwai-cho, Kure, Hiroshima 737.

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

K.I.D.S. : FIVE SHORT PLAYS in ENGLISH

The Kinki International Dramatic Society will perform five plays on plays by Tom Stoppard (two), Neil Simon, David Mamet, and Mamet, Anthony Bonds, at the Kobe Club, March 2nd, 7:30 p.m.; 3rd, 2:30 p.m.; and the American Center, Kyoto, March 9th-10th, both 6:30 p.m.

第4回 J A L T 英語読解研究会

(The 4th JALT English Reading Seminar)

日時：3月16日(土) 2:00~4:30

場所：同志社大学 徳照館1階会議室(西門より東南へ2分)

講演者：枝沢康代(同志社女子大学講師)

演題：音声の観点からの読解指導

内容：読解において音声は不必要であるとか、読解のスピードを遅らせる障害物である等と言われているが、果たして真実であろうか。読解において、音声果たす役割について述べ、テープを使用した読解指導方法を提案する。

会費：無料

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banba, Nakagyo-ku, Kyoto 604; tel. 075-231-4388.

(KYOTO) The JALT Central Office requires an assistant. Fluent Japanese, a conversational knowledge of English, and some typing ability required. A rewarding chance to practice one's English and learn computer operations. Call Mariko Ito at 075-221-2376 (days), 371-8413 (nights) for an appointment.

(TOKYO) The Improved Reading Center is seeking to identify additional teachers with background in reading instruction for potential new courses to be taught in Tokyo. Please call 03-401-2803 for further information. (See advertisement, page 18.)

(NIIGATA/KORIYAMA) Niigata Sogo Gakuin, overseers of Business Colleges in Niigata, Nagaoka and Koriyama, are seeking applicants for full-time openings beginning April 1985. Duties may include all four skill areas (day and adult night classes) and/or company lessons. Applicants should have at least a Bachelor's degree, teaching experience and/or training or education in ESL. Sponsorship available. Send resume to

Robert Hughes, Supervisor, Niigata Business College, 1-2-22 Bandai, Niigata-shi, Niigata-ken 950, or telephone 0252-41-2131 for additional information.

(SAITAMA Prefecture) Part-time English conversation teacher needed from April. Eight hours per week (four hours on one day). Long vacations and other school holidays. Candidate should have some formal EFL training and be willing to team-teach with Japanese colleagues. School is located near Sayamagaoka Station on the Seibu Ikebukuro Line about 30 minutes from Ikebukuro. Monthly salary: ¥110,000. Contact Mr. Miyazawa, Tokorozawa Commercial Senior

High School, tel. 0429-48-0888.

(SENDAI) Full-time English teacher for children and adults. Energetic, positive, native speaker with university degree (ESL/EFL or related preferred), teaching experience and a strong interest in teaching and learning necessary. Familiarity with "new" trends and approaches (e.g., TPR, CLL, Notional/Functional Syllabi, acquisition, etc.) extremely helpful. Two-year contract. Training (with pay) provided. Competitive salary and transportation provided. For more information contact: New Day School, 2-1 5-16 Kokubuncho, Sendai 980; tel. 0222-65-4288.

Meetings

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

FUKUOKA

Topic: Let's sing together
Speaker: Keiko Abe
Date: Sunday, March 3rd
Time: 1 - 4 p.m.
Place: Fukuoka YMCA, 1-12-8 Daimyo, Chuo-ku; 092-781-7410
Fee: Members, free; non-members, ¥1,000
Info: Etsuko Suzuki, 092-761-3811

HAMAMATSU

Topic: Student-centered Teacher Training, Inner Voice-Outer Voice
Speaker: Ann Kristen Brooks, English instructor, Sumitomo Metals, Ltd.
Date: Sunday, March 17th
Time: 1 - 4 p.m.
Place: Seibu Kominkan, 1-21-1 Hirosawa, Hamamatsu; 0534-52-0730
Fee: Members, free; non-members, ¥500
Info: Scott D. Dutton, 0534-52-5818

Teaching at its best is an act of self-expression. It is skillful harmonization of our inner and outer voices. As teacher trainers, we limit our task by focusing solely on transferring knowledge and skills. We must take responsibility for helping teachers express themselves as skilled professionals. The workshop will consist of activities for helping teachers harmonize who they are with how they teach.

HIROSHIMA

Topic: Creating the Active Student
Speaker: Don Maybin
Date: Sunday, March 3rd

Time: 1 - 2 p.m.
Place: Hiroshima Y.M.C.A.
Fee: Members, ¥500; non-members, ¥1,000
Info: Ms. Foreman-Takano, 082-22 1-666 1 (eves.); Ms. Kondo, 082-879-1520 (days)

Mr. Maybin's presentation will demonstrate how to overcome shyness in the EFL classroom and how to help adult students interact with confidence. The presentation includes a step-by-step guide to the basic techniques for student manipulation of conversation (SMOC) with follow-up materials and ideas to apply in your classes. The steps are applied in a series of activities following six categories. Each category represents a gradual moving from greater to lesser dependence on the group until the student develops the confidence to use the SMOC techniques on his own.

Don Maybin has over ten years' language teaching experience in Canada, England and Japan. He now teaches English and French to adults and high school students in the Inland Sea area.

HOKKAIDO

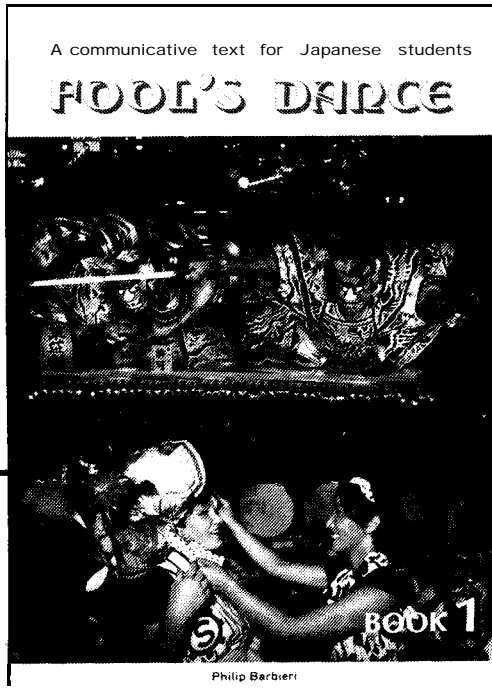
Topic: Problems of Teaching and Learning Japanese as a Second Language in Japan
Date: Sunday, March 24th
Time: 1:30 ~ 3:30 p.m.
Place: Kyoiku Bunka Kaikan, Odori West 12, Sapporo
Fee: Members, free; non-members, ¥500
Info: Fumiko Dobashi, 011-853-5792
Dale Sato, 011-582-6931

Students and teachers of Japanese will present their views of what makes it difficult to learn or to teach Japanese. Participation from the audience will be encouraged.

KOBE

Topic: Teaching Japanese to Foreigners
Speaker: Fusako Allard
Date: Sunday, March 10th
Time: 1:30 - 4:30 p.m.
Place: St. Michael's International School

(cont'd on page 53)



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language learning,
you can't be
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Address : _____

(cont'd from page 51)

Fee: Members, free; non-members, ¥1,000
 Info: Jan Visscher. 078-453-6065 (Mon.-Fri.
 8-10 p.m.)
 Kenji Inukai, 078-431-8580 (9-10 p.m.):

Fusako Allard will examine the ways in which she teaches Japanese as a second language (JSL). Some of the points to be looked at will be the types of teaching techniques utilized at various skill levels, the place of listening comprehension in the classroom, and the responsibility for the learning/teaching act.

Fusako Allard has been the Director of the Center for Language and Intercultural Learning for six years. She is a candidate in the summer degree program at the School for International Training (SIT) at Brattleboro, Vermont.

At the April 14th meeting Dr. Kenneth G. Schaefer will speak on how the English language acquired its words. Included will be such topics as forming new words from old ones and loan-words from other languages.

KYOTO

Topic: 1) Using Literature in Teaching English at the University Level
 2) Using *Origami* in Teaching English
 Speakers: 1) Prof. Isao Uemichi
 2) Mrs. Keiko Uemichi
 Date: Sunday, March 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.)
 Shizuko Kondo, 075-622-0783

MATSUYAMA

Topic: Teaching English to Children Workshop
 Speaker: Keiko Abe
 Date: Sunday, March 24th
 Time: 10 a.m. - 12 noon and 1 ~ 4 p.m.
 Place: Shimin Kaikan, Room 4
 Fee: Members, free; non-members, ¥1,000
 Info: Ruth Vergin, 0899-25-0374
 Marin Burch, 0899-33-8686

NAGOYA

Topic: Teaching Critical Writing in a Process Approach
 Speaker: Gary Allen
 Date: Sunday, March 10th
 Time: 1:30 - 5 p.m.
 Place: Aichi Kinro Kaikan, Tsurumai Park, Nagoya
 Fee: Members, free; non-members, ¥1,000
 Info: Kay Ogino, 05363-2-1600
 Lynne Roecklein, 0582-94-0115

Many overseas students, especially from Oriental countries, often have writing skills which are insufficient to equip them for Ameri-

can college life, especially when it comes to writing critical or argumentative discourse.

This presentation will be in three parts: (1) a philosophical description of the need for training in critical and argumentative writing in Japanese ESL classes; (2) the objectives and implementation of a basic composition course for international students at the University of Arizona. The use of the University of Arizona course serves as a model of a state-of-the-art composition course for international students, a course that emphasizes process over product; (3) a few suggestions on how to implement such objectives in advanced ESL classes for Japanese students.

Gary Allen is currently teaching at Suwa Seikosha; he is also Consultant/Academic Director at Suwa Language Academy.

NAGASAKI

Topic: Using Shortwave Radio to Improve Your English
 Soaker: Bert McBean. Oita University
 date: Sunday, March 17th
 Time: 1:30 ~ 4:30 p.m.
 Place: Nagasaki University Faculty of Education, Room 63
 Fee: Members, free; non-members, ¥1,000
 Info: Satoru Nagai, 0958-44-5116

OSAKA

Topic: Classroom Video Techniques
 Speaker: Don Maybin
 Date: Sunday, March 17th
 Time: 1 - 4:30 p.m.
 Place: Umeda Gakuen (St. Paul's Church)
 Fee: Members, free; non-members, ¥1,000
 Info: Linda Viswat, 06-543-1 164 (eves.)
 Michiko Inoue, 06-3 23- 1153 (eves.)

This workshop will include a variety of practical classroom techniques for use with video in developing students' aural/oral, reading, and writing skills, as well as helping students visually perceive culturally appropriate facial expressions, posturings, etc.

The BBC's 'Sadrina Project' will be used for demonstration purposes; however, the techniques are flexible and may be applied to teacher-generated materials, film, etc. Each technique will be explained then applied as in a class, and audience participation is requested.

This workshop should be particularly useful for those instructors with intermediate/advanced level students who feel they have 'reached a plateau' in their English language studies.

Don Maybin has over ten years' language teaching experience in Canada, England and Japan. At present he coordinates the JALT Takamatsu chapter and teaches English and French to adults and high school students in the Inland Sea area.

(cont'd on next page)

*(cont'd from preceding page)***OSAKA SIG** (same date/place as the foregoing)**Colleges and Universities**

Time: 11 a.m. – 12:30 p.m.
 Info: Ed Lastiri, 0722-92-7320

Teaching English to Children

Topic: English Dialogues from Pictures
 Speaker: Mrs. Gaya
 Time: 11 a.m. – 12:30 p.m.
 Info: Sr. Regis Wright, 06-699-8733 (if unavailable, leave message)

TOKUSHIMA

Topic: Phonetics for Language Teachers
 Speaker: Eiko Okumura
 Date: Sunday, March 17th
 Time: 2 – 4:30 p.m.
 Place: Tokushima Bunka Center; 0886-53-21 85
 Fee: Members, free; non-members, ¥500
 Info: Eiko Okumura, 0886-23-5625 (eves.)
 Noriko Tojo, 0886-25-53 19 (days)

Miss Eiko Okumura, an English teacher at Tokushima Bunri University who received her Master's degree in TESL at Portland State University, will demonstrate how articulatory phonetics can be a useful tool for both Japanese

and native teachers of English, bridging the gap between a teacher's intuitive knowledge about the sound system of his or her native language and the application of this knowledge to classroom teaching, i.e., correcting students' pronunciation.

The presentation will be in two parts: some basics in articulatory phonetics and a kind of pronunciation clinic session in which participants help each other with their pronunciation.

(The presentation will be in Japanese since all audience has been Japanese so far; but also, it can be translated into English on request.)

TAKAMATSU

Topic: The Notional/Functional Syllabus and Needs Analysis
 Speaker: Graham Page, Language House, Takamatsu
 Date: Sunday, March 24th
 Time: 2 – 4:30 p.m.
 Place: Takamatsu Shimin Bunka Center
 Fee: Members, free; non-members, ¥1,000
 Info: Don Maybin, 0879-76-0827
 Shizuka Maruura, 0878-34-6801

The notional/functional approach uses behavioural goals as a strategy for language teaching. In his presentation, Mr. Page will demon-

*(cont'd on page 56)*A Weeklong Workshop on Language Acquisition and the Silent Way

by Dr. Caleb Gattegno

Time: Friday 3 May 1985 through Tuesday 7 May 1985, 9 am - 6 pm
 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 6 April 1985 to our Post Office Account #5-86468 Gogaku Bunka Kyokai. Pre-printed postal transfer form will be mailed to those who register in advance at the Center).

During this 5-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

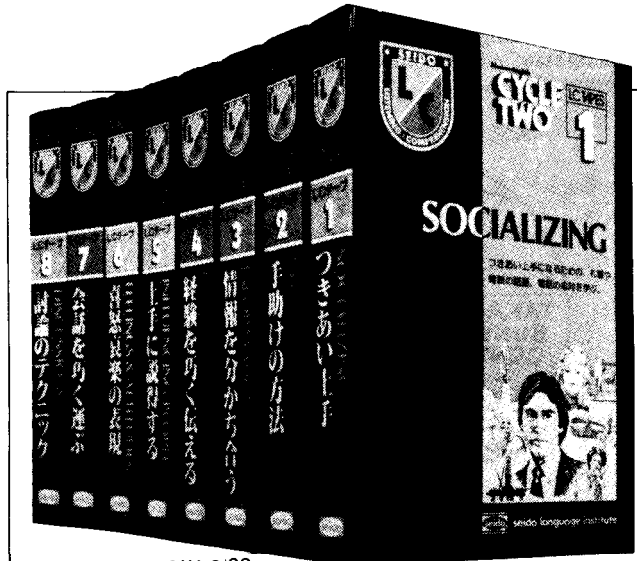
by Dr. Caleb Gattegno

Time: Saturday 27, Sunday 28, Monday 29 April 1985, 9:30 am - 5:00 pm
 Place: Umeda Gakuen (St. Paul's Church), 2-30 Chaya-machi, Kita-ku, Osaka
 Fee: ¥40,000 (¥35,000 if payment is made by 6 April 1985)

Note: For those who apply for both of above workshops, the fee will be reduced to ¥105,000 (¥10,000 for payment made by 6 April 1985)
 Contact: Fusako Allard, The Center, 06-315-0848

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LCTAPES 4 PAST EXPERIENCES 〈経験を巧く伝える〉

LCTAPES 5 INFLUENCING PEOPLE 〈上手に説得する〉

LCTAPES 6 FEELINGS & ATTITUDES 〈喜怒哀楽の表現〉

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Get Help	Babysitters	Lost & Found Depts.	Housing
Give Instructions	Customs Officers	Weddings	Law & Politics
Suggest (& reply)	Dates	Panel Discussions	Ghosts
Ask Permission	TV Announcers	Tourist Attractions	Business
Give Permission	strangers	Health Clubs	Foreign Customs
Ask for Advice (&reply)	Doctors	College Campuses	Exams
Describe People	Company Executives	Shops	Driving
Describe Things	Real Estate Agents	Carnivals	Thieves
Interrupt	Salesmen	Parties	Exercise
Clarify Misunderstandings	Hotel Managers	Hospitals	Sightseeing
Discourage	Taxi Drivers	Restaurants	Shopping
Encourage	Coaches	Car Accidents	Music
Persuade	Colleagues	Lunch Breaks	Children
start a Conversation	Radio Announcers	Space Flights	Monkeys
Change the Topic	Waiters	Horse Races	Babies
Request (& reply)	Job Interviewers	Hamburger Shops	Money
Comment on News	Politicians	Used Car Shops	Human Relations
Correct Mistakes	Friends	Drugstores	sports
Rephrase Things	Friends if a bad mood	Department Stores	History
Advise (& reply)	Nurses	Buying a Home	Travel
Introduce People	Students	Courts	Food
Warn	Teachers	Conventions	Celebrations
Remind	Bank Clerks	Campfires	Crime
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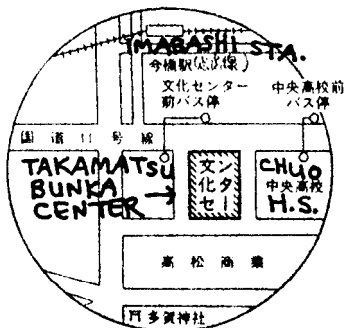
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(cont'd from page 54)

strate its advantages over more typical grammar- or situation-based curricula, as well as specific techniques for eliciting creative responses from students.

Graham Page has been teaching English as a Foreign Language for 15 years in Japan and is president of Language House conversation school in Takamatsu. At present he specializes in classes for companies.

文化センター付近見取図



TOKYO

Topic: The Silent Way Approach to Language Teaching
 Speaker: Fusako Allard
 Date: Sunday, March 24th
 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

In this demonstration/discussion, Fusako Allard will share her skills and experience of teaching through the philosophy of the Silent Way. The presentation will be of value to teachers who are new to the Silent Way as well as those who are familiar with its techniques.

For those of you who could not get into her demonstration at the big conference, this is another chance to see Fusako in action. And for newcomers to Japan, this is an ideal way to see a non-threatening expert show another approach to teaching. Fusako holds regular intensive Japanese classes in the Kansai area and it is our

hope to persuade her to give a series of weekend classes in the Kanto area in the future. If you are at all interested in learning Japanese successfully and effectively, you will enjoy seeing her approach demonstrated on the 24th.

YOKOHAMA

Topic: Activities within Environments for Lowering the Affective Filter of Students
 Speaker: Yoko Morimoto
 Date: Sunday, March 10th
 Time: 2-4:30 p.m.
 Place: Yokohama YMCA (one-minute walk from JNR Kannai Station)
 Fee: Members, free; non-members, ¥500
 Info: Keiko Abe, 045-574-2436

What makes Japanese students tense and nervous while studying a foreign language? What is the relationship between their anxiety levels and their language acquisition capabilities? To investigate these questions and review recent developments in language learning, a two-part workshop is being offered.

The first part will involve sharing of participants' experiences and thoughts relevant to the problems of second language acquisition/learning. The second part of the workshop will be devoted to presentation and demonstration of activities within environments that aid in lowering student affective filters. Many of these learning activities will come from CL/CLL, Threshold, Natural Way, Suggestopedia, TPR, and Drama.

This workshop should prove particularly beneficial to teachers with self-conscious and easily intimidated students, particularly those in adolescence.

Yoko Morimoto is a teacher of EFL at the Japanese American Conversation Institute and Toyoko Gakuen Women's Junior College. She holds a B.A. in TESL and Linguistics from C.W. Post Center of Long Island University, New York, and an M.A. in TESOL from Teachers College, Columbia University. She has taught ESL/EFL to students of all ages and backgrounds in New York and Tokyo for five years. Her current interests are in comprehension-based approaches and the Threshold program.



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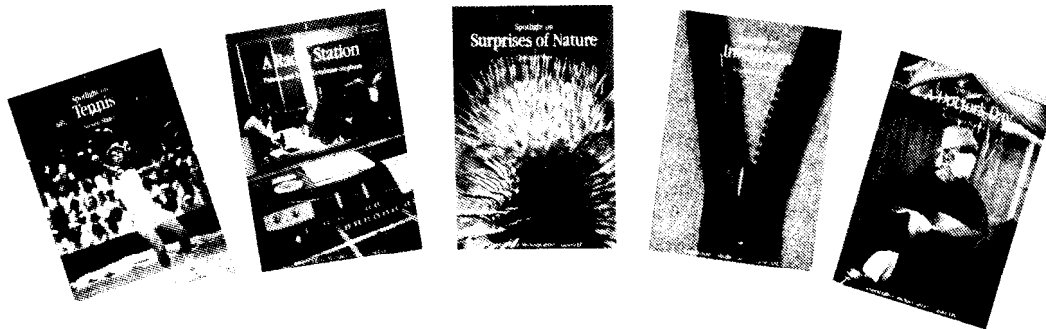
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JALT is ...

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

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

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

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

PUBLICATIONS

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

MEETINGS AND CONFERENCES

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

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

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

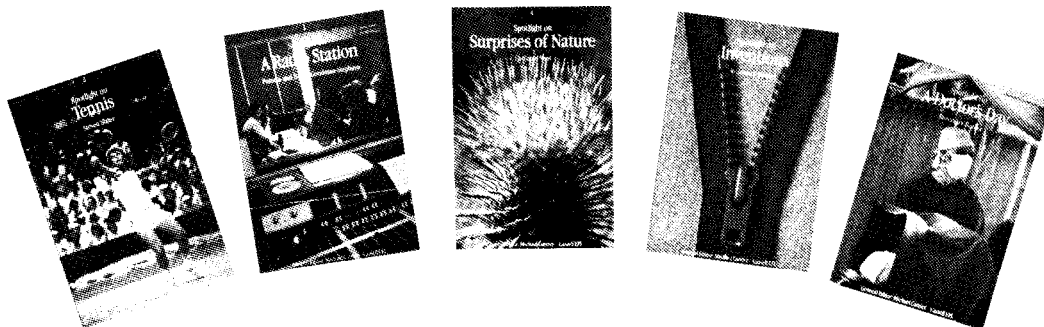
MEMBERSHIP -- Regular membership in JALT includes membership in the nearest chapter. Joint memberships apply to two members sharing the same address. Joint members have full membership privileges, but receive only one copy of JALT publications and other mailings. Group memberships are available to five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

Commercial Memberships are available to organizations which have a product or service of potential value to the general membership. Commercial members may display their materials, by prior arrangement, at all JALT meetings including the annual conference, make use of the JALT mailing list and computerized labels, and advertise at reduced rates in JALT publications. For further details, contact John Boylan, Director, Commercial Member Services, Eifuku 1-33-3, Suginamiku, Tokyo 168. Tel. (03) 325-2971.

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

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