

THE Language Teacher

全国語学教師協会

VOL. IX, NO. 5

MAY 1985

THE JAPAN
ASSOCIATION OF **JALT**
LANGUAGE TEACHERS ¥350

TA: uh huh I see. when were you born

S1: I was born in six. in January. ah. six of January in 1954

TA: ok. what's the preposition. I was born +

S1: I was born in January

TA: I was born in January. and what's the day

S1: I was born in January sixth

TA: ok look. wrong preposition

S1: six

TA: on

S1: on + on. I was born on six - January. of January. six of January

TA: ok on

S1: on + I was in the six

TA: ok on. what's this next word

S1: erm. the

TA: good

S1: on

TA: on

S1: the the

S2: the in

TA: (siks' T)

S1: (SikT)

S3: aah

S1: on the. on the sixth

TA: next word

S3: of

TA: uh huh

S1: I was born on the sixth of January in 1954

Special Issue:
CLASSROOM-
CENTERED
RESEARCH



PERSON TO PERSON

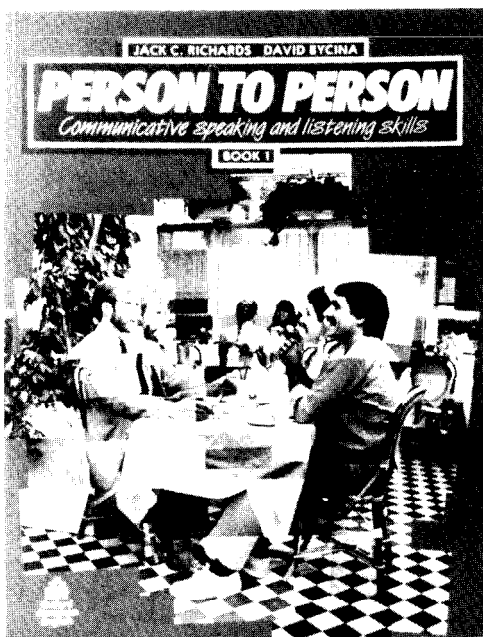
is the hottest new EFL course in Japan.

OXFORD ENGLISH

would like to say

THANK YOU

to all those teachers who have adopted it.



**Oxford™
American
English**

If you have not yet received your free inspection copy of Person to Person please cut out this coupon and send it to

Oxford University Press

3-3-3 Otsuka, Bunkyo-ku, Tokyo 112 Tel. (03) 942-1101

Name _____

School _____

Address (Home/School) _____

Please send me Book 1/Book 2/Sample Cassette. (please circle)

this month....

Interview – Kathleen Bailey	4
Talking About Yourself: Do It Yourself	7
The Use and Misuse of Classroom Observation	8
JALTNews	11
JALT'85	12
My Share – The Processs Approach in Teaching Writing: Some Techniques	17
Opinion –	
The Linguistic Snob as Language Learner	19
An Appeal to Non-native Teachers in Japan	20
JALT UnderCover	21
Chapter Reviews	26
Bulletin Board	30
Positions	32
Meetings..	33

The center photo on the cover of the March issue of *The Language Teacher* should have been credited to "ILS." *The Language Teacher* regrets this omission and apologizes to ILS.

THE Language Teacher

VOL. IX, NO. 5

MAY 1985

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: Hokkaido, Sendai, Tokyo, Yokohama, Hamamatsu, Nagoya, Kyoto, Osaka, Kobe, Okayama, Hiroshima, Tokushima, Takamatsu, Matsuyama, Fukuoka, Nagasaki, and Okinawa.

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.

Editor: Deborah Foreman-Takano, Hiroshima Jogakuin Daigaku, 4-13-1 Ushita Higashi, Higashi-ku, Hiroshima 730; (082) 2216661

Co-Editor: Marie Tsuruda, Hiroshima YMCA, 7-11 Hatchobori, Nakaku, Hiroshima 730; work: (082) 228-2269; home: (082) 289-3616

Book Review Co-Editors: Jim Swan and Masayo Yamamoto, 1402 Shin-Ohmiya Green Heights, 3-9-40 Shibatsuji-cho, Nara 630

My Share Editor: Marc Helgesen, New Day School? Company Bldg. 5F., 2-15-16, Kokubun-cho, Sendai

Announcements Editor: Jack Yohay, 1-111 Momoyama Yogoro-cho, Fushimiku, Kyoto 612; (075) 622-1370

Japanese Language: Masayo Yamamoto

日本語の原稿の送り先:

630 奈良市芝辻町3-9-40

新大宮グリーンハイツ 1-402 山本雅代

Advertising/Commercial Member Services: John Boylan, Eifuku 1-33-3, Sugmami-ku, Tokyo 168; (03) 325

Photography: Gene Crane

Proofreading Editors: Jack Yohay and Harold Johnson

Typesetting and Layout: S.U. Press, Kobe

Publications Chairperson: Virginia LoCastro, 3-40-25 Ogikubo, Suginami-ku, Tokyo 167; (03) 392-0054

JALT Journal Co-Editors: Andrew Wright and Richard Berwick, #505 C.I. Mansion, Yamatedori 1-28, Showa-ku, Nagoya 466; (05) 833-7534

JALT Central Office: Mariko Itoh, c/o Kyoto English Center, Sumitomo Seimei Bldg., Shijo-Karasuma Nishi-iru, Shimogyo-ku, Kyoto 600; (075) 221-2376

Interview - KATHLEEN BAILLEY

Dr Kathleen Bailey of the Monterey Institute of International Studies was in Japan for JALT '84. Dr Bailey is a leading figure in the field of classroom-centered research. Despite a hectic schedule, she kindly agreed to be interviewed for this special issue of The Language Teacher. The interviewer was David Dinsmore.

Note: Throughout this interview Dr Bailey uses "she" when referring to the observer and "he" when referring to the teacher.



DD: *Let's start with a big question: why should teachers observe classrooms.'*

KB: I think the main reason for teachers to observe other teachers would be to learn: to get new ideas, different ideas, to compare, to see how other people teach things that they have to teach. And also to have a chance not to be in the driver's seat. For example, suppose you drive to work every day along the same route, it becomes pretty routine, even boring. Then one day you get a chance to ride with a friend and suddenly you see things you never noticed before. I think that's a good reason for observing other people's teaching, to see things that you don't normally see. Also, in teaching you are constantly having to make decisions in real time about what to teach, how to teach it, how to treat errors, etc., decisions that may have a crucial effect on learners' futures. Observing allows you some freedom from that intense level of activity to watch, to listen and to learn.

DD: *So how would you advise a teacher to go about classroom observation? Would you recommend any of the systems available? Does a teacher, as opposed to a researcher, need a system?*

KB: I think that the lens that you bring with you to the classroom depends on what you're trying to take a picture of. For instance, imagine an October landscape with a pond, surrounded by trees, with autumn leaves and migrating geese: a beautiful scene. Now, if I took a picture of this scene with a 35mm lens I'd get one view. If I used a wide-angle lens from the same spot, I'd get a different picture. And if I used a telephoto lens to zoom in close on the geese or the autumn leaves, I'd get yet another picture. The reality hasn't changed, but what I've chosen to focus on changes dramatically, and the three pictures are very different. Likewise, the system that you bring with you to the classroom should depend on what it is you want to gain from the observation. If the teacher just wants to learn, then perhaps it's best to go in without a system, just to watch and see what happens, maybe take notes, maybe not. If you're going in to study turn-taking behaviour, then you need a system sensitive to the students' participation patterns.

If you want to learn about how teachers' non-verbal behaviour influences the students, then you ought to focus on observable behaviours. I think it's interesting to try different systems, to go in with FOCUS or FLINT, or to try using a category system that you've devised to see what it captures for you, what kind of lens it is. But the choice of lens depends on the picture you want to take. Teachers who are interested in these issues can read about different types of observational instruments in Mike Long's paper, "Inside the 'black box.'" (1980).

DD: *Would you agree there's a danger in going into a classroom without any clear idea of what you're looking for? I've had some experience of this in teacher training, where the observation was wasted because no one really knew what they were supposed to be doing.*

KB: Yes, that's true, but there's also a danger in going in, not sure of what you're looking at, and letting an observational instrument of some sort make the decision for you. I think the first question to answer is, "Why am I going into this classroom?"; and then on that basis choose the right lens.

DD: *Another aspect of observation which has perhaps given it a bad name among teachers is its use for evaluation rather than training, so that a teacher sees observation as a threat, both personally and professionally. How can teachers be reassured about observation?*

KB: Well, I think first of all we have to distinguish between *formative* evaluation, which is used with teachers in training or with m-service teachers for their professional development, and *summative* evaluation, where a course grade, promotion, or retention/dismissal decision hangs on the outcome. All observation is sampling of behaviour. We observe a classroom in order to gain information about what happens when we're not observing. If our presence influences that behaviour, we have an example of what Labov

has called "the observer's paradox." So, from that point of view a one-shot observation may not be too useful in telling us about what normally happens, especially if the teacher is nervous because his job is on the line. In teacher training, both pre-service and in-service, we're dealing with formative evaluation, shaping a teacher's professional development. And in this situation it's important that the teacher and the teacher-trainer work closely together over a series of observations, using various lenses to alter the focus of their investigation over time.

Secondly, how can we reduce the anxiety induced by observation? Well, I think there are many ways to do that, but unfortunately a lot of them aren't practised. The observer's first responsibility is to talk to the teacher and find out what the teacher hopes to accomplish in the lesson. What are the aims, what are the students like, what are their problems, their differences? The observer needs to know, because many of the teacher's hidden decision-making processes will be influenced by these factors. The observer should hear from the teacher, *before* going into the classroom, how the teacher is constrained by the syllabus, the materials or the methods. Only with this information can the observer be fully prepared to interpret what she sees. Also, the very act of stating his position at least gives the teacher some control, some feeling that his case is being heard. The teacher also needs to know what system the observer will be using. Is it open-ended note taking, are there categories, are there major questions to be answered? Also, a post-observation conference is mandatory. A teacher has to have the chance to comment on the lesson and an opportunity to see what it was that the observer saw. If there is any written record, for example a report which will go on the teacher's file, the teacher must have a chance to discuss it and have any items he disagrees with noted. In all observations I conduct on my M.A. program the last two questions are: "What differences, if any, emerged between the teacher's point of view and the observer's?" and, "What accounts for these differences?" The answers to these questions are recorded in writing and are filed along with the rest of the report. The teacher receives a copy too. I sometimes find that teachers have a much keener perception than I do of how the lesson went in relation to how they intended it to go.

DD: *Have you found that teachers will accept observation by professors, administrators or others in positions of authority but are reluctant to allow their peers to observe them?*

KB: I have found that people are afraid of what they don't understand, of the unknown. So one way to overcome that is to let the teacher be the observer first, to reverse the roles. Perhaps not

"let," perhaps "require." This can happen in two ways. One is peer observation where you pair off and go observe each other's classes without reference to a supervisor. If the teachers have a choice as to which peer will observe them (and vice versa), much of the threat will be removed. Another way to reverse the roles is to have the teachers apply an observational instrument to the trainer. In this case the trainer voluntarily puts the trainee in the power position. Of course, by this suggestion I don't mean for the teacher trainer to give a demonstration lesson with the best students in ideal conditions, but rather to let the trainees observe you with your worst class on Monday morning when you may not be entirely prepared ~ in other words, in situations similar to those in which they will be observed. I feel that in any human interaction people can't communicate openly if they're on the defensive. And one of the ways to get them off the defensive and minimise the anxiety is to reduce the power imbalance between the parties ~ in this case between me and the student teacher. I have to be willing to accept their criticisms and suggestions if I want them to accept mine. It's not very comfortable sometimes, I admit, but in the long run it buys me credibility. If my students can see me teach at less than my best, which is I guess about 90 percent of the time, and provide me with honest feedback based on their observations, then they are more willing to accept my observations on their lessons.

DD: *Perhaps I could turn now to the future and ask what direction you think classroom observation is taking or should take.*

KB: I expect, and hope, that we'll see a closer link between process and product variables. In a recent *TESOL Quarterly* article (1984) Mike Long argues that we have to know what it is that's going on in classrooms affecting learning, positively or negatively, in order to correctly interpret outcome data, such as test scores. And at the same time, in order to understand the effects of different classroom behaviours we have to have reliable and valid outcome data.

I also think that as more teacher trainers and supervisors become aware of systematic classroom observation as an option for m-service training programs, we'll see it being used increasingly frequently, hopefully in a less evaluative and more instructional mode – more formative than summative, to use the distinction I made earlier.

One other direction in which I'd like to see observation and classroom-centered research in general move, is towards being better understood by and less threatening to, teachers.

DD: *Yes, there is often a feeling among class-*
(cont'd on next page)

(cont'd from page 5)

room practitioners that research doesn't really have much to offer, that it's something which is fine for university professors but of little value to the teacher. How do you think researchers in the field can close that gap?

KB: Well, I think the same applies to all areas of research in applied linguistics, but yes, particularly in classroom-centered research it is important that findings be made available to teachers, if only in order to test the applicability or generalisability of those findings. Of course, in the best of all possible worlds teachers would be trained both to conduct and to evaluate research, and researchers would be closer to the classroom. It is part of the nature of research to publish, and the researcher might say "I do make my results available, they're in the *TESOL Quarterly*" or wherever. That's OK for other researchers, but whether teachers have access to it, through the prose, through the research jargon, the statistics or whatever, is another question. I feel sad sometimes when teachers are put off an article by some statistics, or some academic jargon. So, I think both sides have a responsibility, researchers to make their findings accessible to teachers in clear, non-technical language, and teachers to learn enough about research and descriptive and inferential statistics to critically assess what they read in the journals. It's important for teachers to become more critical consumers of research. There's a lot of bad research published which often goes unchallenged. I feel a teacher should be able to pick up any journal, read any paper that interests him, and decide whether the research procedures were appropriate, whether the statistical procedures were suitable, and above all, whether the conclusions follow from the data. That, of course, presupposes teachers who have been trained in research methods and statistical techniques, but I think there are enough M.A. programs turning out teachers who've done research methodology courses to ensure that standards are generally being raised.

Another area where teachers can play an important role in research is in testing the results of that research in their own situations. After all, we are ultimately concerned with what happens to our students. We need to be able to find out if the results of a particular study (done with different learners, somewhere else and with variables controlled that aren't normally controlled in typical classrooms) apply to our situations. This is where a group of teachers in one institution can work together on a project, to test whether, say, the type of questions used in their classrooms are similar to those found in other classrooms. I'd like to see much closer links of this kind between teaching and research, and I think it's important that teachers should be given time to conduct research as part of their paid time.

DD: You yourself have done a lot of work on diary studies, both of teaching and learning. Do you think this type of approach might offer the teacher without a statistical background a more accessible introduction to research?

KB: I think you have to remember that statistics come rather late in the research process, after the hypothesis has been set up, the method chosen, the work done and the data collected. So, the statistics are not the most important part of the research process: they merely provide us with a means of summarizing data and results. I like the Hatch and Farhady definition of research: "Research is a *systematic approach to finding answers to questions*" (1982: 1). So first we have to decide what questions we want to ask and then decide on the appropriate research procedure which will allow us to answer them. Now, for some questions, a diary study may be more appropriate than an experimental approach, and vice versa. Again, it's a question of choosing lenses. But yes, I agree that diary studies can give us valuable insights into classroom processes, that's why I do them! I also encourage my graduate students to keep journals of their teaching experiences. Many of them discover previously unrecognized patterns in their own behaviour. One problem with diary studies, however, has been the lack of tools to analyse the results, since they are not amenable to statistical procedures. But I think that with increasing familiarity with and competence in qualitative techniques from other fields, such as ethnography, we shall be able to analyse the outcomes.

DD: Finally, Kathi, what advice would you give to teachers who want to do classroom research?

KB: Well, most importantly, I think, is that they decide very carefully on the questions they want to ask, maybe in consultation with colleagues, supervisors or trainers. Having decided on the questions, they should then read the growing body of research literature to find out how others have attempted to answer these or similar questions, and what answers they got. They should then choose the procedure, the lens, appropriate to the question, and finally go ahead and apply it. Above all, they should have the courage and perseverance to learn what they need to know in order to carry out the procedure successfully.

DD: And to the profession in Japan?

KB: As a field I think we need more classroom-centered research to be conducted in *foreign language* settings, since much of this research to date has been done in *second language* environments. EFL teachers are in good positions to help determine what the effects of language instruction really are, since their students have less access to input outside the language class-

room. The possibilities for (though perhaps not the feasibility of) conducting classroom-centered research in Japan are tremendous.

DD: *Kathi, thank you very much. I'm sure your encouragement will stimulate a lot of JALT members to make the effort and do some classroom research.*

KB: Thank you. It's been good to have this opportunity to reach them.

Kathi Bailey completed her M.A. in TESL at UCLA and worked as the coordinator of ESL

Service Courses there for two years before returning to her school for her doctorate in Applied Linguistics. Since 1981 she has been Director of the TESOL MA. Program at the Monterey Institute of International Studies.

References

- Long, M.H. Inside the "black box": Methodological Issues in Classroom Research on Language Learning. *Language Learning*, 1980b, 30, 1, 1-42, 1980.
 Long, M.H. Process and Product in ESL Program Evaluation. *TESOL Quarterly*, 18, 3, 409-425, 1984.
 Hatch E. & Farhady H. *Research Design and Statistics for Applied Linguistics*. Rowley, Mass.: Newbury House, 1982.

TALKING ABOUT TEACHING: DO IT YOURSELF

By Patrick Buckheister

To the best of my knowledge there is no word in English for the two lines of flesh below the nose. Perhaps this is because these two lines in the upper lip are not often a topic of conversation. However, I am sure that if, for some reason, the need to talk about them became more frequent, English speakers would settle on a term. I would imagine that plastic surgeons, due to the delicate nature of their work, have had the face mapped out down to the square millimeter for years, and that such an obvious landmark as the two lines on the upper lip would long ago have been assigned a technical term by these experts. The case of unnamed parts is probably a rare one for professionals communicating about anatomical matters.

What can we say for the experts who communicate on a daily basis about language teaching? For the most part the case for language teachers, who comprise the largest body of experts on language teaching, seems closer to the layman's treatment of the two lines under the nose than to the plastic surgeon's treatment of those lines. According to Jackson (1968) there are literally thousands of communications occurring during one class period. Consider the possibilities: teacher to student, teacher to students, student to teacher, students to teacher, student to student, book to student, student to book, and so on, all via different channels, including writing, sound, and facial expression, and all made for a variety of purposes. Yet in the faculty lunchroom we have no words for these events. In fact, teachers' lunchroom talk usually evolves no higher than, "I taught the BE verb," which shows the professional precision of a plastic surgeon saying, "I fixed his face." This is, of course, in the rare case of teachers who talk about their professional acts. Unlike surgeons, who are required to precisely communicate and record what transpires during their work, teachers usually find time to discuss everything but teaching. Therefore, teaching, like the two lines under the nose, suffers from an inconspicuous arrested lexical development.

Perhaps one reason that teachers talk so vaguely, if they talk at all, about teaching events is that talk about teaching usually follows an evaluative observation. Observing teaching is most often done by supervisors, master teachers, or administrators, and regrettably enough most teachers view observation systems in the same way that rabbits or squirrels look up the business end of a gun. Indeed, whether using an old-fashioned rating scale, a Flanders-type matrix, or one of the newer "non-judgmental" observation systems, the participants in a post-class conference all know the "instrument" is much more likely to go off in the face of the teacher observed than in the face of a supervisor or teacher trainer. In the end *being observed* becomes the victim and *observation* and *talk about teaching* become the perpetrators of judgment, embarrassment, and pain.

What teachers may not understand is that talk about teaching does not have to end up in evaluation. A first step teachers could take would be one that leaves the administration out. Simply get together and decide to observe each other's classes or record your own classes, and tell no one. Teachers do this to a small degree on a daily basis by remembering what happens from class to class. To tape-record a class of your own or one of another teacher merely provides a more detailed record of events. Going to another teacher's class and taking notes is an activity pre-service teachers often find enlightening. Why is this activity not continued among inservice teachers? Exchanging observation visits or listening to tapes of each other could reassure teachers that their own problems are not unique. At the same time this exchange could afford teachers a fresh view of ordinary activities. Teachers could also profit by seeing the innovations occurring in other classrooms. Finally, each teacher involved in observation could gain opportunities for self-reflection and review of his own teaching act.

By the same token, teachers may not realize that talk about teaching does not have to be imprecise. There are plenty of ways for teachers to communicate about teaching without resorting to the clichés of inane lunchroom talk. If a group of teachers has been exposed to an observation system in a painless way, they may want to continue with it. On the other hand, those who

(cont'd on next page)

(cont'd from page 7)

mistrust existing systems (any system does have built-in biases) can still talk carefully and accurately about the classroom. One way to go about this would be to start with general descriptive statements that divide up classroom events (for example, "I gave them a dictation and then we corrected it."). In order to avoid the lunchroom talk dead-end, participating teachers could repeat particular activities but subdivide the descriptive statement made in the next discussion (for example, "I gave them a dictation. It had three sentences in it and they had 30 seconds writing time for each one. Then we corrected it. I wrote all the function words on the board and they took turns coming up and writing all the content words on the board.").

The eventual result of dividing and subdividing successive statements about teaching would be a detailed picture of classroom activities which, unlike "I taught the BE verb," could actually convey new information. In 'sharing, analyzing, and classifying this information, teachers who continued to talk about teaching over a period of time would gradually switch from time-consuming phrasal descriptions of mutually understood concepts to a developing set of technical terms agreed on by those involved. Both this product and the process of talking about teaching could allow teachers a degree of professional and intellectual satisfaction.

The extended use of the subjunctive above is not to imply that inventing and using technical terms has never been done by teachers on their own. This type of language development is rare, but those doing it have found that mapping out and classifying common areas of expertise with agreed-on terms has certain benefits. This new vocabulary offers less room for misunderstanding. This should streamline discussions on methods, texts, and curricular decisions, if these new terms can be used during or in preparation for these discussions. Also, these new terms have the power to cast clichés about teaching in a new light, and may stimulate teachers to consider alternatives where there have seemed to be none. One other benefit is efficiency. When a new textbook can be analyzed and the activities in it classified by set terms, less time will be spent on ambiguities, dogmatic opinions, and the accompanying emotional concomitants.

Having crisply dispatched of the villains that often impede teachers in talking about teaching, I should be willing to sign off in the calm assurance that teachers will now pursue this essential business with a passion. External evaluation and precedents of personal ignorance should pose no problem for teachers communicating among themselves at increasing levels of specificity. However, some teachers will never talk about teaching during their entire careers. They will always have some meeting to go to. There will always be some duty that must be carried out. It has been suggested that schools are less for the purpose of education than for acculturation. Perhaps the acculturation of teachers includes a sense of procedural matters before all else, or

the technique of substituting physical duties for ethical ones. Whatever the reason, there will never be a shortage of teachers in the lunchroom either talking vaguely about the two lines below the nose or talking about nothing at all. Still, for anyone wanting to talk about teaching, one approach is to do it yourself. And as soon as a second person takes an interest and gets involved even the description of the approach itself will undergo a slight but remarkable transition in specificity, from *do it yourself* to *we're doing it ourselves*.

Patrick Buckheister has a doctorate in TESOL from Teachers College, Columbia University. He recently joined the faculty of Eastern Michigan University, Ypsilanti, having previously taught in Japan. He is a former co-editor of JALT Journal.

Reference

Jackson, Philip. *Life in Classrooms* New York: Holt, Rinehart and Winston. 1968.

THE USE AND MISUSE OF CLASSROOM OBSERVATION

By Donna Brigman

In *The Inner Game of Tennis* (1974), one of Gallwey's students improved his backhand swing by watching himself play in the reflection of a large windowpane. Criticisms and critiques by countless tennis pros had not helped him come closer to getting the ball over the net; neither had explanations of what he should have been doing. The student could not change his swing because he actually thought he was following the guidelines the pros laid down. It was not until he saw himself swing at the ball that he truly understood what he was doing. Before that, he really did not know. This mismatch between intention and performance blocked his success as a tennis player just as it blocks many people's success in many fields. On seeing himself without criticisms or admonitions from onlookers, the student was able to change. He learned by looking, not by being taught.

Teachers want to get the ball over the net as badly as tennis players do. They want to make an impression on students, to cause change, and promote learning. In other words, classroom teachers want to be effective, just as pre-service and in-service trainers want them to be effective. Although students often do learn in classrooms, researchers have not been able to pinpoint the elements of an effective teacher. We just do not know what one is. Research has produced few useful answers to the relationships between teaching behaviors and learning outcomes (Cyphert 1977). In fact, there is no empirical basis for prescriptions in teacher training objectives (Heath & Nielson 1974). Since we do not know what is good, best, or right for teachers, a differ-

ent approach would be to explore classroom behavior, first by looking at what goes on in classrooms, our own or others', then by trying alternatives, and investigating what happens via these alternatives. One way of looking in classrooms is to use a system which can classify communications that occur there. Fanselow's FOCUS (1977 [in press]) is one of these systems consisting of a set of terms for describing communications. On a second level, this system and all others serve as conceptual frameworks so one communication can be seen in relation to another. When in-service and pre-service personnel and teachers have a conceptual framework within which to work, and a common language via a system to classify communications, they become able to see what is happening and explore alternatives. On the other hand, telling teachers what to do and what not to do leaves no room for exploration.

This paper makes a case for flexibility and exploration in teaching. There must be a change from observation/evaluation techniques based on intuition and assumptions to observation techniques aimed at description, classification, and clear communication of classroom events. Un-schooled observers and evaluators plague teachers in workplaces around the world by putting them on emotional roller coasters of praise or scorn. Evaluations couched in the regulatory speech of "shoulds" and "could haves" do not encourage teachers to look at their own teaching, nor to explore the act of teaching. This paper calls for trainers of in-service and pre-service teachers to understand and use a systematic observation instrument which would describe teaching in nonjudgmental language, and which would give flexibility to teachers by giving them a chance to look at themselves. Most importantly, this paper calls for teachers to know what they do in the classroom, and to be able to control and change their behavior rather than follow tried-and-true prescriptions laid down to them by their trainers.

In the recent past, thousands of dollars and man-hours were spent in comparison-of-methods studies wherein the best ESL method was sought. The findings revealed that the methods being studied made very little difference in learning outcomes since a crucial factor was ignored ~ what teachers actually did in classrooms. Even if a group learning by method X scored higher than a group learning by method Y on an achievement posttest, it was impossible to say what caused the difference. Was it the method, the teacher's style in teaching by that method, the students' prior knowledge of the language, or a myriad of other possibilities? Researchers looked at method and outcome, ignoring what went on during the actual teaching. The classroom was considered a black box, something which could not be looked into (Long 1983). With observational instruments for describing communications, we can now see into the black box, describe, control, and possibly change what goes on. Just as the tennis player changed his swing, teachers may also become more flexible when they have seen themselves reflected in an observational instrument. In-service and pre-service personnel can

help teachers see clearly instead of clouding their observations with admonitions. Teacher trainers and in-service personnel who insist on one teaching behavior over another certainly do not base their judgments on empirical findings since researchers do not know what ingredients make up an effective teacher.

No fallacy is more widely believed than the one which says it is possible to judge a teacher's skill by watching him teach. It is difficult to find anyone, professional educator or layman, who does not think he, at least, can recognize good teaching when he sees it. (Medley & Mitzel 1963: 257)

Nevertheless, classes are typically observed and evaluated by people who rely on their intuition, and false notions about "what makes up a good teacher." They use terms which are not understandable to others in describing what they see. "Good use of pictures." "I liked the way you made students guess the answer, but you could have been more specific with your directions." As we can see in eyewitness testimony, the emotional coloring on certain words creates different versions of the same incident (e.g. The cars crashed at 12:00. vs The cars bumped at 12:00.). With this in mind, we can see that evaluations and descriptions of classes without the use of observational instruments may not reflect what is going on in them with any reliability. This is not meant to castigate in-service and pre-service personnel who encourage self-awareness and flexibility in their teachers. However, the apprehension which usually goes along with being observed is justified since most teachers associate observation with criticism. Admonitions issued by observers, heavily laden with "shoulds" sound like a parent telling his child to eat if he is drinking, and to drink if he is eating. Whatever a teacher's method, theory, or timing, an unschooled observer in a supervisory position has free reign to compliment or find fault, neither one helping the teacher to see what he is doing.

Recently at a language school, an in-service coordinator reprimanded a teacher for not having erased the blackboard before class started. Looked at as an oversight by the coordinator, this incident was written up on an evaluation sheet and put the teacher's job in jeopardy. The observer did not notice that the students were reading the notes left on the blackboard by the previous teacher. This was a reading class, and the students were doing a very rare thing. They were reading English because they were curious, not because they were told to do so. Such capricious warnings as: "You should have spent less time on error correction. You should have corrected more errors. You should have used the textbook more. You should have gotten away from the textbook." do little to enlighten any teacher, whether novice or veteran, and imply an omniscience which observers do not have.

In Japan, at one high school I had close contact with, teacher trainers observe student
(*cont'd on next page*)

(cont'd from page 9)

teachers for one week during their guided teaching session. This week fulfills their student teaching requirement for graduation from the university. The "teacher trainers" at this school have not been schooled in teaching others to teach. They were trained by others unschooled in teacher education. Their attitude is to have the student teachers leave the school acting as much like the teacher trainers as possible. The advice and suggestions given the student teachers are procedural in nature and consist of: the proper way to collate and staple papers, how to run the tape recorders, the proper way to conduct the morning salute, and so on. Other tidbits of wisdom are, "Do not lean on the podium. do not sit on the chalktray, and do not pace around the classroom." Whether hypercritical or naive feedback without a common-language does little to accurately describe communications in the classroom. In-service and pre-service personnel following these lines are doing far less for teachers than the windowpane did for the tennis student.

According to Long (1983) there are 22 instruments for analysis of interaction in second-language classrooms. FOCUS (Foci for Observing Communications Used in Settings), a category system which does not use judgmental language in its set of terms for classifying, creating, and evaluating communication (Fanselow 1977) resembles the windowpane the tennis player looked into. It is an instrument to learn and use for understanding. It is a lens for looking at and exploring what goes on in classrooms. Although educational programs around the world function as though our pedagogical questions have been answered, researchers and classroom teachers have just scratched the surface. Observation systems such as FOCUS enable us to keep looking and asking new questions.

Whether you are a teacher or an in-service coordinator, you can begin as the tennis player did, by looking without judging. Tape record five minutes or so of a few classes, yours or others. If you can use an observational system, code the various moves according to the instrument you are using. Ask yourself questions about the data. How many questions **were** asked in these classes? Who asked them, teachers or students? How many times did classroom topics hit on personal areas? How many times did

SPECIAL ISSUES OF THE LANGUAGE TEACHER FOR 1985

- June – 10th Anniversary
 issue – Torkil Christensen
- July – Dictionaries – Bill Crawford
- August – Conference issue
- September – More on the conference
- November – Total Physical Response
 – Dale Griffie
- December – Conference reviews

This month's special issue on Classroom-centered Research was guest-edited by David Dinsmore.

students speak to each other? How often did students repeat after the teacher? Once you have seen, transcribed, coded, and explored possibilities, you can start trying alternatives, and investigating the changes which may occur by further recording, transcribing, and coding.

If teachers know what they do in classrooms, and are prepared to change, control, and explore alternatives, then they can do more for themselves than any in-service or pre-service trainer could possibly hope to do with suggestions and reprimands based on intuition. In-service and pre-service personnel who know and use an observational system and encourage their teachers to understand it are helping their teachers to learn about themselves and about teaching.

Donna Brigman obtained her MA. in TESOL at Teachers College, Columbia University. She has recently returned to the States after working in Japan. She is a former co-editor of JALT Journal. She is currently editor of MITESOL Newsletter.

References

- Cyphert, F.R. "An Analysis of Research in Teacher Education." In J.F. Fanselow & R.L. Light (eds.), **Bilingual, ESOL and Foreign Language Teacher Preparation: Models, Practices, Issues**. Washington, D.C.: TESOL, 1977.
- Fanselow, J.F. "Beyond Rashomon: Conceptualizing and describing the teaching act." **TESOL Quarterly**, 1977, 11, 17-39.
- Fanselow, J.F. **Breaking Rules**. New York: Longman (in press).
- Gallwey, W.T. **The Inner Game of Tennis**. New York: Random House, 1974.
- Heath, R.W., and Nielson, M.A. "The research basis for performance-based teacher education," **Review of Educational Research**, Fall 1974, 44, No. 4, 463-84.
- Long, M.H. "Inside the 'Black Box': Methodological issues in classroom research on language learning." In H.W. Seliger & M.H. Long (eds.), **Classroom Oriented Research in Second Language Acquisition**. Rowley, Mass.: Newbury House! 1983.
- Medley, D.M., and Mitzel, H.E. "Measuring classroom behavior by systematic observation." In N.L. Gage (ed.), **Handbook of Research on Teaching**. Rand McNally, 1963.

JOIN



The International Association of Teachers
of English as a Foreign Language

See the *furikae* form in this issue for further
details.

JALT News

JOIN IATEFL!

As reported in the March issue of **The Language Teacher**, JALT is considering affiliating with the International Association of Teachers of English as a Foreign Language (IATEFL), which is based in England.

As a first step, the JALT office will start accepting memberships in IATEFL in yen from JALT members. Individual memberships, which include a subscription to the IATEFL Newsletter (6 times yearly, 50+ pages per issue) will cost ¥4,200 including air mail postage. Institutional memberships will cost ¥10,300. Institutions will receive three copies of the Newsletter plus the right to register up to four staff members at the member rate for IATEFL conferences.

IATEFL was founded in 1967 by W.R. (Bill) Lee and has since grown into a large international organization with branches in a number of countries and members all over the world. Annual conferences are held in the spring, most often in England. Past conferences have also been held in Hungary, Poland, Greece, France and The Netherlands. The current Chairman of IATEFL is Dr. Peter Stevens.

A significant privilege of IATEFL membership is the right to subscribe to the following publications at substantially reduced rates:

English Language Teaching Journal	¥4.1 00/year
World Englishes (formerly World Language English)	¥3,200/year
Modern English Teacher	¥2,800/year
EFL Gazette	¥2,6 00/year

Subscriptions to these journals normally start with the September issue. Depending on the time when your subscription is received, either you will receive back issues or your subscription will be held until the beginning of the new subscription year. If you have a preference, please so state.

Application may be made with the postal **furikae** form found in this issue.

CALL FOR DONATIONS - JALT 10th ANNIVERSARY PUBLICATION

As you may recall from the March issue of **The Language Teacher**, JALT is preparing a special "10th Anniversary Publication" to be released concurrent with JALT '85 in Kyoto this September. Editing, under the leadership of Kenji Kitao, former Vice President, is proceeding smoothly and from all appearances, this project will benefit JALT in many ways ~ from helping improve our "image" in Japan to showing that

JALT is interested in the "academic" as well as the "practical" aspects of language teaching and learning.

But we need your help in ensuring that it will be a success. By that, I mean your financial assistance. Donations for this publication are now being accepted. A minimum donation of ¥2,000 means you will receive two copies, one of which you can donate to your school or library. Larger amounts will, of course, be highly welcomed.

So, pitch in and do your share: Use the postal transfer enclosed in **The Language Teacher**; write in any amount you feel you can afford and wish to give. Write "10th Anniversary Publication" in the large block on the right of the reverse of the form. Your generosity will be greatly appreciated and we'll be sure you get your copies of this publication as soon as they are available. Thank you.

Jim White, President

10周年記念論文集について

(JALT 10th Anniversary Commemorative

Collection of Papers)

3月30日の編集会議において、上記論文集を150ページから300ページに増加し、3,000部から4,000部へ増刷することが決定致しました。寄贈冊数も、1,000部から1,500部へ増加されました。これは、広告が予想以上に集まったおかげです。

同会議においては、論文10編、実践報告9編、学会報告9編、書評1編、研究ノート2編、計31編の掲載が決定されました。

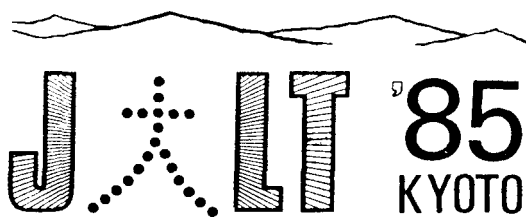
このすばらしい論文集をひとりでも多くの人々に読んでいただくため、寄付を募集しております。上記の増刷の分は、この寄付によってまかなわれます。寄付は、1口2,000円で何口でも結構です。お支払いは、綴じ込みのJALT郵便振替用紙を使用し、10周年記念論文集 〇〇と明記して下さい。寄付をしていただいた方には、論文集を2冊差しあげます。1冊は勤務校の図書館にでも寄贈していただければ幸いです。寄付をおよせいただいた方の氏名は論文集に掲載させていただきます。寄付は6月末まで受けつけております。宜しくお願い致します。

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)
宇留野宗嗣、野沢相典、Leslie Brezak, Charles Adamson



The JALT international conference on Language Teaching and Learning is just over four months away and the committee is actively putting together the best convention ever.

The main speaker will be **Sir Randolph Quirk**, Vice Chancellor of the University of London. Quirk is, along with S. Greenfield, the author of *A Concise Grammar of Contemporary English*, a volume that has become a standard both in Japan and abroad.

Peter Viney, author of the best-selling *Streamline* English series, will be appearing at JALT '85. Mr. Viney also gave presentations at JALT '83 and was, according to the conference feedback survey, a popular and effective speaker.

Plans are also being made for the social aspects of the conference. A major change will be made in the conference dinner. This year's dinner will feature a variety of foods packed in two Japanese-style lunch boxes for each person. There will also be a cash bar. This will insure that everyone gets enough to eat and drink. (In past years, there has been a problem with the smorgasboard style, in that those first in line got a lot to eat and drink while people arriving late came out short.)

People planning to make presentations are reminded that the abstract deadline is June 15. While the committee continues with its plans, it is time for you to start making your arrangements to be in Kyoto on Sept. 14-16. See you there.

CALL FOR PAPERS

JALT '85, the Eleventh Annual International Conference on Language Learning and Teaching, will be held on Sept. 14, 15 and 16 (Saturday, Sunday and Monday) at Kyoto Sangyo University in Kyoto.

The success of this year's conference, just as in the past, depends upon the support and cooperation of every member of JALT. We strongly encourage everyone to contribute to JALT '85 by submitting a proposal and/or attending, and by encouraging others to do so.

We would especially like to strengthen the bilingual, bicultural nature of the conference by increasing participation of Japanese teachers of English, Japanese, and other languages. Presentations may be in Japanese or any other language. Proposals may be in either English or Japanese.

If you would like to make a presentation, please fill out the data sheet and complete the other procedures by **June 15th**.

Michelle Macomber
Program Chair, JALT '85

PROCEDURES

1. Send a 150-word (or less) summary of your presentation for inclusion in the conference handbook and for review by the selection committee. If you feel that you cannot do justice to your topic within this limit, then write a second, longer summary for use by the selection committee. If you submit only one summary, send two copies, one with your name, address and phone number included and one without. If you also submit a longer summary, submit only one copy of the shorter version (with the above information) and two copies of the longer version, one *with* and one *without* your name, etc.
2. In the shorter, conference handbook version, try to give people enough information to understand the main ideas of your presentation and enable them to make decisions concerning attendance. Also include precise details as to the central theme and form of your presentation. Present a clear idea of what you intend to do, as well as why and how, and indicate what level of teaching experience your audience should have in order to benefit from your presentation. Give this abstract a title of 10 words or less. If you write a second, longer summary for selection committee use, then expand on these topics as necessary. But remember that only the shorter version will be included in the conference handbook. The JALT '85 committee reserves the right to edit abstracts which exceed the 150-word limit.
3. Write a 25-30 word personal history for the conference handbook. Write this in the third person, exactly as it should appear, i.e., "T. Sato is . . .", not "I am. . ."
4. Complete and return two copies of the data sheet.
5. Be sure your name, address and telephone number are on every sheet submitted (except for one copy of your summary, as explained above).
6. All submissions in English should be typed, double-spaced on A4 (8½ x 11) paper. All submissions in Japanese should be on A4 "400-ji genkoh yoshi." All papers must be received together at the following address by **June 15th**.

We regret that honoraria cannot be given to presenters. However, the conference fee for the first presenter listed on the abstract will be waived.

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

第11回 J A L T 国際大会 研究発表者募集

(JAL'T '85 Call for Papers)

来たる9月14日(土)～16日(月)までの3日間、京都産業大学(京都)にて、第11回 J A L T 国際大会が開催されることになりました。大会の成功は、過去の例をみるまでもなく、J A L T 会員1人1人の支援と協力なしにはありえません。今大会では、特に、英語、日本語、その他の言語を教える日本人の先生方に、今まで以上に参加をしていただき、大会のバイリンガル/バイカルチュラル化を促進していきたいと思っております。大会での発表は、日本語は無論のこと、何語でされても結構です。J A L T では、多くの会員の参加及び研究発表をお待ちしております。

研究発表を御希望の方は、下記のとおり要領に従い、6月15日までに、以下のものを提出して下さい。

(提出するもの)

1. データシート
2. 発表要旨
3. 発表者の経歴

1. データシート

当ニューズレターに印刷されていますので 必要事項

をすべて英語で記入の上、2部(コピー可)提出して下さい。

2. 発表要旨

選考委員会用に、発表要旨を提出して下さい。要旨には、発表の主眼点、発表形式、又、対象となる聴衆(例えば、教師としての経験が、数年以下の中学校の英語教師を対象と云うように)を明記して下さい。

要旨は、英文でも和文でも結構です。英文で書かれる方は、150語以内に要旨をまとめ、A4版の用紙にダブルスペースでタイプして下さい。和文で書かれる方は、A4版の横書き400字詰原稿用紙を用い、長さは1.5枚以内です。

要旨には、英文・和文共に、必ず10語以内の英語のタイトルをつけ、2部(内1部のみ、氏名・住所・電話番号を必ず記入し)提出して下さい。

この要旨は、そのまま大会プログラムに掲載されますが、長さの制限を越える要旨がありました場合には、選考委員会は、それを編集する権利を持っています。

尚、上記の短い要旨だけでは、発表内容を充分説明することができないという方は、選考委員会用に、別に長い要旨も提出することができます。この場合には、短い方の要旨1部(氏名・住所・電話番号を記入)と、長い要旨2部(内1部のみ、氏名・住所・電話番号を記入)の計3部を提出して下さい。

(cont'd on page 18)

The School for International Training



Get a better job. Do a better job
Master of Arts in Teaching for
certification and effective career
preparation in
■ English as a Second Language
■ French, Spanish
■ Bilingual/Multicultural education
in two consecutive summers or one
academic year. Also, Master's in
Intercultural Human Service
Management



The School
For International Training
39 Kipling Road, Brattleboro, VT 05301
1-800-451-4465

GALAXIES

The Reading Series of the Future

- ☆ **Galaxies** written by Abbs and Feebairn to complement "Strategies".
- ***Galaxies** — designed to relate to the learner's own interests, life and experience.
- ***Galaxies** a bright, new series of documentary readers for elementary and lower intermediate students.

Level 1

- Blue Jeans
- Fast Food
- Super-ace

Level 2

- Dance



For further information
contact: Mike Thompson/T. Muta

Longman Penguin Japan
Yamaguchi Building
2-12-9 Kanda Jimbocho
Chiyoda-ku Tokyo 101
Tel. 03-265-7627

Longman 
English Teaching Services

--	--	--	--

FOR OFFICIAL USE ONLY

JALT '85 PRESENTATION DATA SHEET

Presenter's Name(s): _____

Address: _____

Affiliation: _____

Home Phone: _____ Work Phone: _____

Full title of presentation: (10 words or less)

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

Format: a) ☐ Workshop ☐ Lecture/Paper ☐ Demonstration ☐ Otherb) Estimate of % Practical vs. % Theoreticalc) ☐ Publisher's or ☐ Academic Presentation*

This presentation is mainly (check ONE):

- ☐ A synthesis of existing knowledge, techniques, etc. for those new to the field or unfamiliar with your subject matter.
- ☐ An academic presentation of original research results or materials developed.
- ☐ A practical presentation of original materials or original classroom techniques.
- ☐ A presentation of commercially available materials with the aim of encouraging their adoption or more effective use.

Student Age Level

- ☐ Children ☐ Jr. High ☐ High School ☐ University ☐ Adult ☐ Irrelevant

Content Area (Check ONLY ONE box in each column, if relevant. In addition, circle the one item from any column which most closely describes the central focus of your presentation.)

SKILL AREA	METHOD/SYLLABUS	MATERIALS	SUPPORTING FIELDS
<input type="radio"/> Listening	<input type="radio"/> Curriculum Design	<input type="radio"/> A/V Aids	<input type="radio"/> Language Acquisition
<input type="radio"/> Speaking	<input type="radio"/> CALL/CAI	<input checked="" type="radio"/> Video	<input type="radio"/> Literature
<input type="radio"/> Reading	<input checked="" type="radio"/> E S P	<input type="radio"/> Computer Hardware/Software	<input type="radio"/> Teacher Training
<input type="radio"/> Writing	<input type="radio"/> Music/Drama	<input type="checkbox"/> Other: _____	<input type="radio"/> Testing
<input type="radio"/> Culture	<input type="radio"/> Activities/Games		<input type="radio"/> Socio-linguistics
<input type="radio"/> Multi-skill	<input type="radio"/> Special Method: _____		<input type="radio"/> Administration
			<input type="radio"/> Discourse Analysis

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

Presentation will be in ☐ English or ☐ Japanese.

Presentation length: ☐ 30 min. (25 min.) ☐ 1 hr. (50 min.) ☐ 1½ hrs. (80 min.)

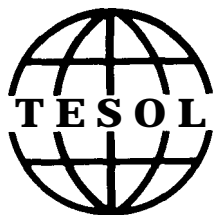
☐ 2 hrs. (110min.) ☐ other _____

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

Presenters requiring movable chairs and tables will not be put in the main conference building.

OHP's are severely limited this year. We suggest you make use of handouts instead.

– Deadline for submission of all materials: June 15 –



Let's meet at Georgetown. . .



1985
**TESOL
SUMMER
MEETING
GEORGETOWN
UNIVERSITY
JULY 12-13**

Sessions, Workshops,
Software Fair and
Materials Exhibits.
Capital Ideas in a
Capital City. Plan on it!

For more information contact:

Joyce Huthings, Director
1985 TESOL Summer Meeting
Intercultural Center
Georgetown University
Washington, D. C. 20057 USA
Telephone 202 W-4985 or
625-8189



TESOL/LSA 1985 Institute

Linguistics and Language in Context
The Interdependence of Theory, Data, and Application

A full range of introductory and advanced courses
Two, three, and six week credit courses
Workshops, symposia, conferences, panels, meetings

Georgetown University, June 24-August 2, 1985

**Sponsored jointly by Teachers of English to Speakers
of Other Languages and the Linguistic Society of America**

Faculty Kathleen M. Bailey, Simon Battesini, Russell N. Campbell, Michael Canale, Marianne Celce-Murcia, Wallace Chafe, Mark A. Clarke, Walter A. Cook, S.J., Jenny Cook-Gumperz, Robert L. Cooper, Florian Coulmas, Francis P. Dinneen, S.J., Frederick Erickson, John F. Fanselow, Ralph Fasold, Charles A. Ferguson, Charles J. Fillmore, Lily Wong Fillmore, John J. Gumperz, Evelyn Hatch, Shirley Brice Heath, Paul J. Hopper, Robert E. Johnson, Charles W. Kreidler, Steven T. Kuhn, Robert Lado, Robin Tolmach Lakoff, Diane Larsen-Freeman, Beatriz R. Lavandera, Scott K. Liddell, Michael H. Long, Peter H. Lowenberg, James D. McCawley, Marianne Mithun, Joan Morley, Daniel Moshenberg, William G. Moulton, Elinor Ochs, Andrew Pawley, Susan U. Philips, Suzanne Romaine, Haj Ross, Solomon I. Sara, S.J., Emanuel A. Schegloff, Bambi B. Schieffelin, Deborah Schiffrin, Shaligram Shukla, Roger W. Shuy, John J. Stacek, Earl W. Stevick, Leonard Talmy, G. Richard Tucker, Thomas J. Walsh, H. G. Widdowson, Walt Wolfram, Rita Wong, Vivian Zamel, Michael Zarechnak

For more information write: Professor Deborah Tannen, 1985 Institute, Department of Linguistics, Georgetown University, Washington, D.C. 20057 USA

MyShare

As language teachers, we all come up with our share of ideas and activities that meet the needs of our students. We also use our share of ideas from other readers. My Share is your opportunity to share your ideas and activities. If it works for you, there are probably a lot of other teachers who would like to hear about it. Articles should be submitted to the My Share editor, Marc Helgesen, New Day School, 2-15-1 6, Kokubuncho, Sendai 980. Artwork should be in black on white paper.

THE PROCESS APPROACH IN TEACHING WRITING: Some Techniques

By Gary Allen

Recently, in both *The Language Teacher* and in *The Japan Times*, there has been much debate on whether there really are great rhetorical differences between writing in Japanese and writing in English. At times I feel ESL instructors have a rather over-developed awareness of cultural differences ~ individuals so sensitive that they tread lightly in all classes in fear that they might commit the grave sin of imposing their cultural values on their students. In the teaching of writing to non-native English speakers this can at times be a hindrance. The existence of rhetorical differences is a moot point; but there is little doubt that what good writers have in common is a passionate desire to ask "why," a curiosity and excitement about the world of ideas ~ traits not encouraged in the current Japanese educational system with its heavy emphasis on examinations and rote memorization. Culturally biased as it might seem, I am convinced that critical thinking and argumentative writing are necessary for creative advancement in any field and that in teaching writing what we are really doing is helping students to develop the tools to talk about and analyze the world around them. And it is in a "process" approach to teaching writing that we can deal with several problems at once: give the students help in understanding different rhetorical patterns, make students more aware of their own writing and therefore help them to gain better control over the final product, and, most importantly, enable the teacher to spend more time on the vital areas of independent idea development and judgment. Besides, when I begin to worry about being too "ethnocentric" in the classroom, I just remember a comment a friend of mine made recently:

Why worry about forcing U.S. critical thinking on Japanese students? Japan has had lots of experience with missionaries, and only lets in those it wants. Seems to me you might have been assuming a power not really there. We'd probably disagree on this, but I'm for all sorts of peaceful missionary work

and believe in free, promiscuous persuasion as long as there aren't battleships in the harbor training guns on the capital.

So with the battleships safely out of the harbor, I'll get down to business. I have two main purposes in this article: 1) to discuss briefly the basic steps of the composing process, and 2) to present a short list of techniques that I have found useful in taking students along the steps of the process.

As has been discussed at great length in many of the journals of the language teaching profession, both composition teaching theory and EFL/ESL teaching have undergone a shift in basic assumptions about the ways language students learn. This change was primarily influenced by a turning away from the behaviorist emphasis on the visible result, and toward the cognitivist emphasis on the internal process. In the field of composition teaching: this "paradigm shift" has thus been one of emphasizing process over product. In the past, the main focus in teaching writing has been upon grammar and the rhetorical modes (cause-effect, comparison-contrast, etc.), with the final criteria for evaluating the writing being how well the paper conforms to the assigned mode and how grammatically correct it is. However, many teachers now realize that writing is rarely such a mechanical process, but more a process of discovery and creation. All writers, of course, differ in their habits and styles; however, the composing process can be discussed in the following stages:

1. **idea generation** - reading, discussion, self-reflection, "incubation"
2. **1st draft stage** - note-taking, outlining, "pre-writing"
3. **2nd draft stage** - considerations of tone, audience, coherence, and unity
4. **final draft** -- final conceptual and organizational changes, proofreading

What if one accepts such a breakdown of the writing process as valid? Making students aware of the various stages is the first step ~ actually presenting the stages to the students and discussing them and structuring essay or paragraph assignments so that students get feedback during each stage. The second step is to recognize that we as teachers need to respond in different ways at different stages of the process: i.e. during the rough draft stage, responding primarily to ideas and stressing the early need for a clear thesis and support of concepts; at the second draft stage, focusing more on the considerations of tone, audience and overall organization; and at the final draft stage, emphasizing the more cosmetic areas of grammar and manuscript form. In general, the response to student writing should include (in order of importance):

1. Content and purpose
2. Organization
3. Mechanics and usage

It's also important to remember to include *concrete* advice on strategies the student might (cont'd on next page)

(cont'd from page 17)

take in the revision process. In addition, I think teachers sometimes forget that they create a definite persona with their comments to student writing, a persona critical to the student-teacher relationship. It's important that all comments are thoughtful and that one is positive whenever possible, but one should never praise poor writing; rather, stress to the students the importance of "working through" the writing process, and that it is not easy to master.

Sample techniques for the three basic stages of the process:

I. Idea generation

1. Discussion of readings (reading is essential for giving a context to a "non-content" course such as teaching writing, and for providing students with useful models of good writing) ~ progressing from questions that require fact answers to those requiring abilities of synthesis and analysis

- always stress decision making and judgment
- ~ always provide clear structure and guidance with questions, activities

2. Group work -- having students discuss a question or problem in peer groups, then getting back together as a class to discuss, clarify, and synthesize

3. Journal writing ~ have students keep journals of personal writing and/or responses to controversial issues generated in class

4. Free writing Five- to 10-minute in-class writings that are kept in the students' journals (any feedback to these should be on ideas only, not on the quality of the writing)

5. Debate

II. Articulation (First and second draft stages)

1. Teacher leading development of partial outlines, providing lists of ideas. Stress: 1) fleshing out of ideas; 2) organization

2. Peer revision on quality of thesis or introductory paragraph (provide structured worksheets to lead the process). As students develop editorial skills, their writing will improve.

3. Use of a visual element, i.e. a flow chart illustrating the progression and interconnection of ideas.

4. Group revision of unclear thesis statements.

5. Conferences - The ideal time to schedule conferences is after you have marked a rough draft; at that point you can clarify your responses and advise the student in the revision effort. Remember to always give the student a purpose for the conference (for example, in a comparison-contrast paper, the student must come to the conference with two main comparisons he/she wants to make and two or three examples illustrating those comparisons) so that valuable time is not wasted.

6. Student contracts ~ make a written

agreement with the student regarding his/her essay, progression of argument, support of ideas, audience, etc.

III. Final Revision Stage

1. Discussing samples of well-supported thesis statements and paragraphs.

2. Students using the main points of their essay in a debate format.

3. Workshops on mechanical problems and matters of essay form.

4. Peer editing on the paragraphs of the body of the essay (once again providing very clear worksheets to guide the students).

In conclusion, I want to stress that all this talk about process is futile without the deeper sense of intellectual curiosity inherent in all good writing. If we as teachers can do nothing more than spark that curiosity, we have something to be proud of. And if Japanese students are ever going to learn that they are capable of writing successfully in English and that they are capable of independent idea development, this learning may take place in a process-type approach to teaching writing. Besides, in the encouragement of a communal exploration of ideas, and in the "working through" of the difficult writing process, the class can be an enjoyable environment to work in.

References

- Elbow, Peter. *Writing with Power: techniques for mastering the writing process*. Oxford University Press, 1981.
- Freedman, Aviva, Ian Pringle, and Janice Yalden (Eds.) *Learning to write: First language/second language*. Longman, 1983.
- Raimes, Ann. *Techniques in teaching writing*. Oxford University Press, 1983.

(cont'd from page 13)

3. 発表者の経歴

大会プログラム用に、発表者の経歴を英文あるいは和文で書いて下さい。英文の場合は、経歴を25~30語にまとめ、A4版の用紙にダブルスペースでタイプしたもの、又、和文の場合には、A4版横書き400字詰原稿用紙0.5枚にまとめたものを提出して下さい。尚、経歴を書く時には、発表者を第3者扱い（例えば、“I am ...”ではなく“J. Smith is ...”、あるいは、“私は...”ではなく“中村一夫は...”）にして下さい。用紙には、氏名・住所・電話番号を必ず記入して下さい。

郵送先は以下の通りです。

〒600 京都市下京区四条烏丸西入ル 住友生命ビル8階
京都イングリッシュセンター気付
JALT国際大会・プログラム委員長

発表者への謝礼はありませんが、発表1点につき、大会参加費1人分が無料となります。

opinion

THE LINGUISTIC SNOB AS LANGUAGE LEARNER

By Paul Axton, Meikei High School,
Ibaraki

I gradually realized that as long as I was struggling to get better in speaking and hearing English, my ability to think creatively seemed to dry up. Japanese themselves lose the functional usefulness of the 'creative' side of their brain as soon as they begin speaking, reading, writing or thinking in English.

Tadanobu Tsunoda¹

What we must do, therefore, is to make a religion of *Nihongo*. We must think of the Japanese language as the *Nihongo* Creed, and spread this new religion of *Nihongo* throughout the nations of the earth.

Takao Suzuki²

If this attitude of linguistic superiority is as commonly accepted as Roy Andrew Miller claims, the language teacher must gauge the impact it might have upon students learning English.³ Miller points out that Tsunoda, Suzuki, and many others have so saturated the media with their ideas that they are accepted at every level of society. Tsunoda explains the supposed Japanese inability to learn English as something connected with the superiority of Japanese, and that it is therefore something to be proud of.⁴

Robert Gardner and Wallace Lambert (1972) have shown that there are definite effects of attitudes on language learning, and the most important of these is the attitude of the learner toward the culture of the target language.⁵ John Oller (1978), in studying the relationship between attitudes and language success, concluded that positive attitudes toward self and the target language and culture enhanced proficiency.⁶ There probably is a connection between the idea of Japanese linguistic superiority and a disability in learning English, but it is certainly not the one proposed by Tsunoda and advocates of the superiority of Japanese.

Several key elements in motivation would be eliminated or thwarted by this attitude. The idea that English is an inferior language would defeat any notion of ego enhancement derived directly from speaking English. Other important elements in motivation such as the need to explore or the need for stimulation are rendered ineffective in learning English if the language offers no new ideological territory or no new feelings and ideas.

Gardner and Lambert distinguished between two basic types of motivation in language learning: instrumental and integrative motivation. Instrumental motivation is defined as the motivation to acquire a language as a means to fulfilling

goals such as career or educational advancement. The integrative motive is the desire to learn a language so as to integrate an identity with a culture. They found that integrative motivation consistently accompanied higher test scores in tests of language proficiency. The conclusion is that integrative motives are an important and some claim an essential part of language learning.⁷ The instrumental motive seems to account for many if not most Japanese English students, and it must account for those who have adopted an attitude of linguistic superiority, which would seem to rule out any desire to really integrate or identify with an English language culture.

For many it is only after they respond to and value "English incarnate" (an English speaker) that they can truly value and pursue English as a part of their self-identity. Tsunoda seems to have based much of his theory on his own bad experience with English speakers.⁸ The teacher must create a desire to identify with English and English speakers. English should be presented as a bridge to a broadened self-identity and to a fuller understanding. Class content should reveal a reality beyond the language such as culture, history, religion, etc., which will appeal to the individual's need to know.

Creating a personal need and encouraging an integrative motivation can be summed up as the need for empathy in the learner. Several studies (Alexander Guiora and his colleagues, 1972; Neil Naiman, Maria Frohlich, and H.H. Stern, 1975) have claimed to predict language success according to the degree of empathy in the language learner.¹⁰ Linguistic snobbery is nothing more than a barrier erected to protect the ego.

Japaneseness is so tied to race and language and to most Japanese self-identity that it is understandable why this barrier may be so difficult to overcome. The English language is not merely another interesting bit of knowledge. It is a potential threat to Japaneseness and to the individual's self-identity. The pressure to conform linguistically cannot be overestimated in the Japanese context. Several of my overseas students, fluent in English, refuse to use English outside the English language classroom. A Japanese friend, educated through grammar school in the United States, admits to creating a Japanese accent for her native English so as not to stand out.

The rush to learn English in Japan should not be mistaken as in any way relinquishing Japaneseness and all that entails linguistically. It is in no way an indication that Japanese want to think like English speakers. In other words, it is not an accurate indicator of empathy. Miller claims many Japanese consider their "enigmatic" thought processes to be a part of being Japanese.¹¹ To be understood by Westerners, or to admit that possibility, may pose a threat to the uniqueness of being Japanese. The threat can only be overcome by fostering an atmosphere of empathy. The students' empathy with one another while learning and trying to communi-

(cont'd on next page)

(cont'd from page 19)

cate in English is as important as any other factor.¹²

The ethnocentric attitudes at the heart of the idea of linguistic superiority can only change if English is seen to be an avenue to ego enhancement, to unexplored territory, to new ideas, and to understanding and being understood by new and interesting people. Where these ideas are promoted an enhanced proficiency in language learning is the likely result.

References

- 1Roy Andrew Miller. **Japan's Modern Myth**, p. 76. New York & Tokyo: John Weatherhill, Inc., 1982.
- 2Ibid. p. 290.
- 3Ibid.
- 4Ibid. p. 75.
- 5Robert Gardner and Wallace E. Lambert. **Attitudes and Motivation in Second Language Learning**. Rowley, Mass.: Newbury House Publishers, 1972. As summarized by H. Douglas Brown, **Principles of Language Learning and Teaching**, pp. 127-128. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1980.
- 6Ibid. p. 128.
- 7Ibid. p. 114.
- 8Miller, *op. cit.*, p. 76.
- 9Virginia French Allen. **Techniques in Teaching Vocabulary**. Oxford: Oxford University Press, 1983.
- 10Brown, *op. cit.*, pp. 108-109.
- 11Miller, *op. cit.*, pp. 165-199.
- 12Brown. *loc. cit.*

AN APPEAL TO NON-NATIVE TEACHERS IN JAPAN

By T. Fukuhara, Professor,
Sapporo University

English teaching in Japan is not as effective as it could be. This is due to a number of factors as I will explain below, but one of the most important of these is the lack of communication, at a professional level, between Japanese and non-Japanese language teachers. I will suggest that one way to overcome this is for non-Japanese language teachers to learn traditional prescriptive school grammar, to become able to discuss language teaching in terms that are acceptable to Japanese language teachers.

English teaching in Japan is constantly under intense scrutiny at all levels of society, in panel discussions and the media. This is because the results of language teaching are seen to be poor despite the efforts, money and time that have been invested. In junior high schools the three (in reality, more like two and a half) hours a week devoted to English are at present seen as the biggest problem. There is not sufficient scope for teaching, but nevertheless 70-80 percent of class time is taken up by Japanese; even in former years, when more time was devoted to foreign languages, the results were not better. The teaching materials are as they have always

been, with the primary concern being to stay within the Ministry of Education guidelines. The teaching is based on traditional grammar as Jespersen proposed it early in the century, and problems like *It is I* (correct) vs. *It is me* (wrong) are major concerns. This is often in conflict with common usage, and native speakers, people who actually use the language, are not liked. At the university level even non-English majors are studying such things as Shakespeare, Donne, and 19th-century poetry; what results do the teachers expect?

Japanese language teachers feel that their knowledge is superior, as they are experts in grammar, which non-Japanese are not. The result is a communication gap at the professional level, as Japanese language teachers do not care to discuss grammar with people who use the language. The Japanese concern is how to teach, not what to teach; and so we achieve poor results. I took the opportunity to say this to some Japanese teachers of English, and they felt offended.

Japanese language teachers may ask non-Japanese about usage; but they will not ask about grammar, which they feel is their greatest concern. This is unfortunate when we both, Japanese and non-Japanese, need each other to accomplish better language teaching. One way to establish communication would be for non-Japanese language teachers to play by the Japanese ground rules and learn prescriptive grammar, to become able to discuss it with their Japanese counterparts.

Language teaching methods have changed: Chomsky, the oral approach, and other, newer methods have all passed by the wayside; and the present method in Japan is a kind of compromise, but one that is convenient for the maintenance of the grammar/translation approach. More than a thousand years ago that was how we assimilated Chinese, and how English was introduced in Meiji times. When translating *I like tea* into Japanese, some English teachers claim *ga* (が) is necessary, others say it should be *o* (を), and this becomes the central matter in the teaching. Or *Trespass at your own risk* becomes, when (grammatically?) translated into Japanese, *Warning to trespass*. This situation arises from the use of the translation method, which gets us to think in Japanese terms.

Here non-Japanese language teachers can help by explaining that usage and even pronunciation is changing, and that sentence patterns need not become like incantations. But the approach in such discussion has to be through traditional grammar to be acceptable to Japanese language teachers.

Even for foreigners it is possible to learn this "school grammar," and through this it will become possible to enter into discussions that Japanese language teachers will find meaningful.

This then is the appeal, that non-Japanese language teachers study traditional grammar, to

(cont'd on page 26)

JALT Undercover

CAREER READING SKILLS. Alvin Granowsky & John Dawkins. New York: Globe Book Co., 1984. Books A, B & C, 96 pp. each; Teacher's Guide, 41 pp.

Career Reading Skills is a series of three English reading skill-books designed to provide native-speaker high school students "insight into the nature of real jobs in the working world" and at the same time to develop both general reading skills and those "specifically related to the work situation." Given the skill with which the series has been produced, it appears likely to achieve these goals when used with its intended audience. But because its content has been organized with native speakers in mind, we would expect it, as I have found to be the case, to require some adaptation in order to meet the needs of foreign language learners. Despite the difficulties thus created, while I do not recommend it as a main text for teaching foreign language reading skills, I believe that the series contains enough adaptable reading and exercise material to make it a useful supplementary text in some situations.

Each book contains a number of one-page "profiles," which are fictitious presentations of problem situations common to such jobs as payroll clerk, telephone line installer, and postal clerk. Accompanying the profiles are comprehension, vocabulary, and other kinds of exercises. Also included are extra-text materials in the form of graphs and charts, various forms and invoices, want ads, etc., which are intended for more specifically job-related reading skills development. The series is written in slightly ascending levels of difficulty from book to book for students who "should have at least a fourth-grade reading level to begin the program." While Book A is concerned with jobs in industrial categories such as transportation and health care, Book B looks at jobs in particular kinds of companies and institutions, and Book C examines sequences of jobs that lead to the production of finished products such as newspapers, air conditioners, and phonograph records. A teacher's guide provides answers to the profile exercises and a pretest and posttest for each book. The tests are for placement and measuring progress, although results would have to be reinterpreted in light of the foreign language learning situation.

The difficulties in using the series as a foreign language text are apparent. Because equipping young native speakers with knowledge and skills useful in the job market of the country where the language is spoken provides the rationale for the text, much of its content is inappropriate to foreign language learning, how-

ever useful the general reading skills practiced. For example, a Japanese high school student may find the profile of an airplane mechanic of little practical use, and therefore of less interest, either because s/he generally has no intention of seeking such a job in the United States or because the details of a like working situation in Japan are different. However, because the profiles are specialized in nature, there is nothing to prevent their being used selectively in related ESP courses. The sequences of jobs described in Book C could be especially useful for special-purpose courses involving similar industries and production processes.

The readability levels of the books, established with native speakers in mind, may also cause difficulty. The authors use digits, which I take to correspond to grade levels in American schools, to describe these levels (Book A: 4.5-6.0; Book B: 5.5-7.0; and Book C: 6.5-8.0). The Frv readability estimate, as described in Nuttall (1982, pp: 26-28) 'when applied to typical passages indicates that Books A and B are around, and Book C above, the 2,000-word level. In my opinion, these high levels, along with correspondingly longer sentences, put them out of the range of most "beginner" and many "intermediate" foreign language students.

However, I have found that these features – specialized contexts and advanced readability levels – appeal to a group of fairly advanced businessmen I teach. The vocabulary is suitable to their level and, because among them they have years of experience in the Japanese working world, they find the details of the job situations – wherein they are similar to or different from those of corresponding positions in Japan – interesting in themselves. In the profile of the payroll clerk, for example, a fictional character, a junior employee of a company, sees an advertisement for a payroll clerk opening on the personnel notice board and decides to apply. My students pointed out that the procedure for filling such a position in their company, and, for that matter, in many Japanese companies, was quite different. Their comments led us to a discussion of Japanese employee recruiting procedures in general and job rotation in particular. My experience suggests that **Career Reading Skills**, with some selection and adaptation, can be used with groups of this kind and can provide a useful supplement to a course's main text.

Reviewed by Jon Simmons
Kansai University of Foreign Studies

Reference

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

IDEAS: Speaking and Listening Activities for Upper Intermediate Students. Leo Jones. Cambridge University Press, 1984. 111 pp.

Ideas consists of a student's book, a teacher's
(cont'd on next page)

(cont'd from page 21)

book and a set of two cassettes with approximately 100 minutes of recorded speech. There are 22 units, each containing a variety of independent conversation and listening activities loosely associated with a general topic such as shopping, health, employment and so on. The material is intended for upper-intermediate students, though many of the listening activities require advanced aural competence. There is no specific curriculum and the language formally presented, though essentially functional, is oriented towards specific topics. Consequently, the material is appropriate for students who can already express themselves to a limited extent and need a stimulus for conversation and discussion in order to develop greater fluency. The 'ideas' are intended to provide that stimulus.

Many of the conversation activities will be familiar to teachers who have used communication-oriented materials before. Students are usually asked to discuss something or solve a problem in pairs or groups, a procedure which, depending on the topic, can generate a great deal of uninhibited conversation. In many cases, the topic is closely related to the students' own lives; the first two activities of Unit 1, for example, get the students talking about themselves. Students not accustomed to using their imaginations, however, may have trouble with many of the activities, particularly those beginning *Imagine you are*. As with all materials of this kind, they work well with students who have something to say and know how to say it ~ the type of students we all wish we had but tend to be hard going with students who are used to having the teacher do all the talking. Each unit contains five to eight speaking activities, the more stimulating of which generally compensates for the others. Unit 3, however, is rather uninspiring and teachers would be advised to take this into account when making up a curriculum.

Teachers who have enjoyed using the 'communication activities' of *Functions of English* and *Progress Towards First Certificate* by the same author will be pleased to find more of these, provided as usual in jumbled sequence at the back of the student's book. Students are given different sets of instructions and information. In some cases, they have to communicate in pairs in order to obtain information from each other, as in *On The Phone* (Unit 4), in which students take turns in making a simulated telephone inquiry about something advertised for sale. One student in each pair is instructed to look at communication activity 12 while the other looks at communication activity 56. In other cases, students work in groups, each of which handles a different activity. In *A Long Weekend* (Unit 11) for example, one group prepares a plan for a few days in town (activity 13), another plans a few days in the mountains (activity 10) while the third plans a few days at the seaside (activity 33). After preparing their plans (appropriate language must be taught in advance), they form new groups, consisting of one member from each of the previous groups, to discuss the three plans and choose the best. Complex as these activities may sound, they

work very well in practice once the students get used to them.

While most of the conversation activities can be handled by low-intermediate students in a typical EFL situation, the listening material is obviously aimed at students living in England. It consists of simulated natural dialogue full of false starts, mistakes and interruptions, delivered at an exhausting pace in a variety of dialects with *h's* and *r's* frequently dropped, *along* with many other features of native speech which we might not tolerate from our own students. Although the pre-listening activities are useful, the instructions precise and the recording itself very clear, the material is too difficult for students who are not accustomed to hearing unrefined native speaker dialogue. I found it necessary in many cases to supply the words and phrases which my students could not catch otherwise, after which they managed to pick up the gist by themselves and gradually filled in the details through a co-operative effort. Most of the listening activities are combined with conversation activities and require the student to listen for specific information tied to a topic which has been or will be discussed. For example, in **There's No Place Like Home** (Unit 5), students first discuss the advantages of country and city life and then compare their ideas with those expressed by the speakers on the recording.

The teacher's book contains a sensible outline of the material and how to use it. Each unit starts with a list of useful vocabulary, followed by tips on what to do with each activity. The recommended number of students is clearly indicated (in pairs, in groups of 3 or 4, etc.). Suggestions for related written assignments are also given, but they appear to have been rather hastily added as an afterthought and contribute little of value.

All in all, **Ideas** is a very well-written and attractively-produced collection of useful communication-oriented speaking and listening materials which I would strongly recommend for relatively small groups of students who are eager to talk and able to express themselves in English.

Reviewed by David Peaty

References

- Jones, Leo. **Functions of English**. Cambridge University Press, 1981.
 -. **Progress Towards First Certificate**. Cambridge University Press, 1983.

REVIEWS in BRIEF

PROGRESSION IN FREMDSPRACHEN-UNTERRICHT (Sequencing in the Foreign Language Curriculum). Joachim Appel, Johannes Schumann & Dietmar Roesler. Heidelberg: Julius Groos Verlag, 1983. 172 pp. DM 33.

The recent battle cry of teachers is *communication*. Everything must be communicative. We

should no longer use a syllabus which progresses by grammar topics but one which progresses along other principles, e.g. notional-functional or situational. *Die Deutsche Akademische Austauschdienst* (the German Academic Exchange Service) recently held an academic essay contest addressing the change in foreign language teaching. Entries were to put forth reasons for or against the move away from grammar sequencing, to suggest criteria important for choosing materials following a situational sequencing, and to examine the possibility of combining grammar and situational sequencing. This book offers three of the winning essays.

All three authors are hard-headed. They jump on no bandwagons. While they all point out the weaknesses of grammar sequencing, they are equally fastidious in their consideration of communicative language teaching. Appel, for example, rejects the ideas of Wilkins as being merely lists of verbs describing speech acts (p. 25). Roesler warns that communicative dialogues present problems. Such dialogues might develop in one a very formal understanding of communication, for they are finished products which students accept without being able to help construct (p. 125). My summary fails to reflect the careful thinking which preceded these conclusions, for the authors have written very closely argued essays.

For anyone who reads German – and the style is academic, i.e. convoluted – this volume is very informative and I highly recommend it.

Reviewed by Scott Petersen
Nanzan University

ENGLISH POETS AND PLACES: A LITERARY PILGRIMAGE ROUND ENGLAND. Peter Milward. Kinseido, 1980. 100 pp. ¥980.

English Poets and Places is a travelogue, written in the prolific Father Milward's characteristic first person singularly sentimental. It is the story of how he guided a group of English literature enthusiasts from Japan around some of the shrines of English Lit in 1980. With the intention of "avoiding the beaten path for tourists" (p. 5) he takes his party to six places for a chapter each: Canterbury, Stratford-upon-Avon, Cambridge, the Lake District, St. Beuno's College in North Wales, and finally East Coker in Somerset, before a 'conclusion' in London. If you feel that most of these places are very much on the beaten track, see the explanation in the book.

Each chapter is awash with quotations, long and short, from the author whose birthplace, school, home or tomb is being visited. This is fun to read, but difficult to follow (and probably teach) without constant reference to the back of the book.

In fact, the 30-plus pages of "annotations"

(why not call them notes?) by Denshichi Takahashi are thorough and informative. They go beyond the normal half-hearted attempts at translating the difficult bits which the annotator happens to understand. More books should have notes like these.

Myself, I would have liked notes to explain why Japanese words suddenly crop up, e.g.:

~~~~~ it is hard to tell which buildings are *honmono* and which are *nisemono*." (p. 19)

"By heart, as well by origin, he (Shakespeare) was an *inakamono*." (p. 20)

Surely these ideas could have been expressed in English, to the greater benefit of the students reading the book.

**Reviewed by Paul Snowden**  
Waseda University

**THE CHICKEN SMELLS GOOD: A BEGINNING ESL READER. William P. Pickett. Englewood Cliffs, N.J. : Prentice-Hall, Inc., 1984. 195 pp.**

A reading text should teach reading and it should teach the different skills associated with reading. The types of skills associated with reading will vary from person to person, as will a list of skills to be taught at different levels of ability.

When I teach reading at the beginning level, I look for certain requirements in a text. I like reading selections that require five to ten minutes to read. I like vocabulary exercises that use new vocabulary in familiar surroundings and then in a new context. I do not like glosses. I like a book that teaches and practices such reading skills as: main idea, comprehension, inference, and vocabulary in context; with some time spent for discussion and comprehension questions and some time spent reviewing aspects of grammar that facilitate better reading skills. I like a reading text that practices and helps to improve reading skills; I do not like a book that doesn't. *The Chicken Smells Good* does not present or practice reading skills.

Short, choppy dialogs and readings with glosses, true/false questions, and dictation exercises do not belong in a reading text. The readings are far too short and are far too culture bound, as are many of the discussion questions, to be of interest to Japanese students.

This review is short for two reasons. First, I selected this book because I thought it was a reader; it isn't. Second, it has no redeeming qualities. It is not a book I would want to use, nor would I want to see other teachers use it. Quite simply, there is not enough of a book to warrant a review of any greater length.

**Reviewed by Tim Cornwall**  
Temple University Japan

# VIEW AND LEARN WITH VIDEO ENGLISH

*The multimedia English language teaching resource which now includes:*

- ★★★ 8 Video English Student Practice Books
- ★★ 8 30-minute Video English Video-cassettes
- ★ 8 Video English Teaching Guides



**OPEN YOUR BOOK  
TO THE WORLD  
OF VIDEO.**

---

For further details please contact MACMILLAN SHUPPAN KK, Eikow Building,  
I-10-9 Hongo, Bunkyo-ku, Tokyo 113 Telephone (03) 816 3756/7



# booksbooksbooksbooks

## 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 May.

## CLASSROOM TEXT MATERIALS/ GRADED READERS

- \*Barbieri. **Fool's Dance.. A communicative text for Japanese students**, Book 1 (Student's Book, Teacher's guide and answer key). Mikuni, 1984.
- \*Batteiger. **Business Writing: Process and forms**. Wadsworth, 1985.
- \*Cobb. **Process and Pattern: Controlled composition practice for ESL students**. Wadsworth, 1985.
- \*Gregg. **Communication and Culture: A reading-writing text**, 2nd ed. Wadsworth, 1985.
- \*Gregg & Russell. **Science and Society.. A reading-writing text**. Wadsworth, 1985.
- \*Peaty. **Functional Practice**. Cassell, 1985.
- \*Porter et al. **Communicating Effectively in English: Oral communication for non-native speakers**. Wadsworth, 1985.
- \*Segal. **Encore**, Book 1 ("English Developmental Reading" series). Heinle & Heinle, 1985.
- \*Verderber. **The Challenge of Effective Speaking**, 6th ed. Wadsworth, 1985.
- \*Yorkey et al. **New Perspectives: Intermediate English**, Book 1, 2nd ed. Heinle & Heinle, 1985.

Andrews. **English for Commerce, elementary stage**. Hulton, 1981.

Candlin. **Visiting Britain: the English you need**. Hulton, 1984.

Comfort et al. **Business Reports in English** ("Professional English" series). Cambridge, 1984.

Richards & Bycina. **Person to Person**, Books 1 and 2 (Student's books). Oxford, 1984.

Richards & Long. **Breathrough**, new edition, Books 1 and 2 (Student's books, Teacher's books, Workbooks). Oxford, 1984.

Rinvolveri. **Grammar Games: Cognitive, affective and drama activities for EFL students**. Cambridge, 1984.

Swan. **Act One in English**, books 1, 2, and 3. Hulton, 1983.

†Hamp-Lyons & Courter. **Research Matters**.

Newbury House, 1984.

†Kaplan & Shaw. **Exploring Academic Discourse**. Newbury House, 1983.

†NOTICE: The scheduled reviewer of Laporte & Maurer, **Structure Practice in Context**, has withdrawn and has returned the materials. Any JALT member who would like to assume responsibility for the review should contact the book reviews coeditors before 31 May.

## TEACHER PREPARATION/ REFERENCE/RESOURCE/OTHER

\*Guth. **New English Handbook**, 2nd ed. Wadsworth, 1985.

Hope et al. **Using Computers in Teaching Foreign Languages** ("Language in Education: Theory and Practice" series, #57). Harcourt Brace Jovanovich, 1984.

Morley. **Listening and Language Learning in ESL: Developing self-study activities for listening comprehension** ("Language in Education: Theory and Practice" series, #59). Harcourt Brace Jovanovich, 1984.

Swan. **Basic English Usage**. Oxford, 1984.

Wyatt. **Computers in ESL** ("Language in Education: Theory and Practice" series, #56). Harcourt Brace Jovanovich, 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 into my Castle**.

Azar. **Basic English Grammar**.

Buckingham & Yorkey. **Cloze Encounters**.

Byrd & Clemente-Cabetas. **React-Interact**.

Clarke. **The Turners at Home**.

Colyer. **In England**.

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

Doff et al. **Meanings into Words**, intermediate.

Ellin-Elmakiss. **Catching on to American Idioms**.

(cont'd on next page)

(Cont'd from page 25)

Gilbert. **Clear Speech.**

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

Hedge. **In a Word.**

- - **Pen to Paper.**

Himstreet & Baty. **Business Communications.**

Holden, ed. **New ELT Ideas.**

Jolly. **Writing Tasks.**

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

Knowles & Sasaki. **Story Squares.**

Lavery **Active Viewing Plus.**

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

McRae & Boardman. **Reading Between the Lines**

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

Morrison. **Word City.**

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.**

Selinker & Glass. **Workbook in Second Language Acquisition.**

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

Sharpe. **Talking with Americans.**

Stokes. **Elementary Task Listening.**

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

Underwood. **Linguistics, Computers, and the Language Teacher.**

Widdowson. **Learning Purpose and Language Use**

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

## CORRECTION FROM ANDREW WRIGHT

Andrew Wright wishes to clarify that his book, *1000 Pictures for Teachers to Copy* (reviewed in the February 1985 issue of *The Language Teacher*) "is intended as a resource book for teachers, and multiple photocopies may be made from it by the individual teacher who has bought the book for use with his or her own students. This permission does not apply to library, resource centre or departmental copies of the book, which are subject to normal copyright restrictions."

(cont'd from page 20)

enable increased professional discussion with Japanese language teachers to take place, and to improve the quality of language teaching in Japan. By following the ground rules laid down by Japanese language teachers, better mutual understanding becomes possible and Japanese worries about exposing their imagined ignorance become smaller. This appeal is balanced with a request that Japanese foreign language teachers, for their part, learn more about the usage of English from a descriptive point of view.

# 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.*

## HAMAMATSU

### USING CUISENAIRE RODS IN THE CLASSROOM

By Larry Cisar

Mr. Cisar presented, at the February meeting, a number of useful techniques using rods to stimulate active and realistic classroom conversation. Each of the techniques was preceded by an explanation of its use and a rationale for it. This was then followed by an actual "hands on" session by the participants, who broke into small groups of students and one counselor to help each group. Mr. Cisar's techniques ranged from very simple "ice breakers" to very complex exercises requiring a great deal of effort on behalf of the students.

Four of the techniques used the rods as "props" or symbols in group discussion. Another group of techniques were more complex in that the participants were given a problem, such as designing a model city, that had to be solved through direct questioning.

Mr. Cisar ended his presentation with some general remarks on the flexibility and adaptability of the rods properly used as a supplement in the classroom.

Reviewed by F. Parker

## HIROSHIMA

### ENGLISH FOR CHILDREN

By Keiko Abe, Director, CALA, Yokohama, and Editorial Consultant, Addison Wesley Publishers Japan

JALT-Hiroshima's first speaker of 1985 was the talented and energetic Keiko Abe, Membership Chairperson of JALT National, who came to the February meeting to offer ideas on teaching English to children. Ms. Abe's audience was composed of 33 females and just two males.

Speaking alternately, and quickly, in Japanese and English, our speaker made three hours seem like a short time with her plethora of

techniques, showing the teaching of foreign language skills to youngsters to be both pleasurable and useful.

As one example, Ms. Abe uses a hand puppet to good effect. She assigned the name "Bobby" to the one she had with her, and showed how she used him to talk to and teach her students.

Ms. Abe's "Waribashi Yes/No" technique is also easy and game-like. She takes stiff pieces of poster board about the size of playing cards and draws **O** (yes) on one side and **X** (no) on the other. Then she fits each card into the open end of a pair of disposable chopsticks (*waribashi*). Abe has a number of students answer simple yes/no questions in English by twisting the *waribashi* to the correct answer.

It appeared overall, considering the varied techniques demonstrated, that teachers of adults can learn a lot from teachers of children.

**Reviewed by Laurence Wiig  
Hiroshima Jogakuin High School**

## KOBE

### HOW TO TEACH JAPANESE TO FOREIGNERS

**By Fusako Allard, Director of the  
Center for Language and Inter-  
cultural Learning**

Ms. Allard started her March 10 presentation by demonstrating Counseling Learning techniques, then demonstrated the techniques of Community Language Learning. The first involves a counselor, who helps students understand, and check their own comprehension; the second makes use of a tape recorder, into which students speak, after which they are corrected by the teacher, who is behind them. The taped results are then replayed for review, explanation, and further study.

In all, the presentation by Ms. Allard was very thought-provoking. The use of student-generated material and the unorthodox role of teacher as facilitator and counselor are ideas which are worth pondering.

**Reviewed by Jack Barrow**

## HOKKAIDO

### ENGLISH TEACHING IN JAPAN: PROBLEMS AND SUGGESTED SOLUTIONS

**By Toshiaki N. Fukuhara,  
Sapporo University**

Prof. Fukuhara, at the Hokkaido chapter's

February meeting, listed a number of problems with the teaching of English in Japan, among them that many of the classes are conducted in Japanese with too much "language about language." The texts being used are often outdated, prescriptive rather than descriptive, and with no acknowledgement that language – vocabulary, syntax, even phonology – is constantly changing.

He mentioned that some Japanese teachers even come to resent foreigners who don't speak like the textbook, and questioned methods being used to teach English. As a solution, he exhorted Japanese teachers to learn more about contemporary English usage and the way native speakers live. He also admonished non-Japanese teachers to look at how English grammar is being taught.

**Reviewed by C. A. Edington**

**Editor's Note:** Mr. Fukuhara presents his views in a contribution to this issue's *Opinion* section.

## SENDAI

### VARIETIES OF PAIR WORK COMMUNICATION: ACTIVITIES IN THE CLASSROOM

**By William Gatton**

Mr. Gatton presented creative ways to use ~ in particular -- the *Streamline* English series, at Sendai's February meeting. In his introductory remarks Mr. Gatton gave us the rationale for using pair work: it is by nature practice in speaking and listening, and it increases students' speaking time.

Then he suggested that many classes involving dialogue readings and teacher-centered question-and-answer sessions are inhibitive to the students, and by their very nature not suitable for language acquisition ~ thus his preference for pair work. He set forth some of the diverse activities that can be used ~ problem solving tasks, discussions, drama, role plays, simulations – and their benefits: "mutual and collaborative development of meaning; negotiated completion of tasks, information sharing; and focus on comprehensible input and output." He went on to explain the requirements of successful pair work. The most essential requirement, he said, is preparation. He wasn't tentative in admitting that drills and pattern practice are useful tools for preparation since low inhibition levels and confidence build-up, among other things, can be achieved using these kinds of exercises. Listening to examples, he said, is also important for it gives them accurate models. Another must is clear instructions (in Japanese if necessary) with clear guidelines, if the students are to execute the activity properly. Finally, the teacher should constantly monitor the pairs to make sure no pair is straying from the guidelines.

**Reviewed by Brooke Crothers**

## OSAKA

### TEXTBOOKS WE ALMOST LIKE

By **Jim Swan, Yukihiro Nakayama,**  
**Bernard Susser and Natsumi Onaka**

There were four contributors to the February meeting in Osaka. Jim Swan chose *Streamline Connections and Departures* as the Textbooks We Almost Like. From a positive standpoint he feels that these two books have great illustrations which provide the teacher with a lot of material to discuss with the students in class. He also likes the fact that the teacher's manual has many exercises that are not in the student's textbook. He feels the biggest drawback to these two textbooks is the fact that the further you advance, the more structured they become.

Yukihiro Nakayama discussed the Birdree English textbook, which he has been using at the university level. He felt that, overall, this book was a good textbook, because the topics are interesting for students and the book gives them various Asian English-speaking models to study. Editing, he said, would make this book even better.

Bernard Susser used *World English* as the basis for his discussion of pros and cons of textbooks for conventional English. Natsumi Onaka's choice of a Book She Almost Likes is *In Touch*. She made up a series of information cards for each of her students, as supplements to the book, which gives them the chance to be someone famous for a short time. She also made several other adaptations to this textbook in order for it to suit her Japanese students.

Reviewed by Steven Mason

## TOKYO

### THE SILENT WAY APPROACH TO LANGUAGE TEACHING

By **Fusako Allard, Director of the  
Center for Language and Inter-  
cultural Learning**

The March meeting of the Tokyo chapter was devoted to a presentation of the Silent Way by Fusako Allard. As those who have had some exposure to the Silent Way know, it is a philosophy that by its very nature must be demonstrated rather than explained. Mrs. Allard's demonstration provided the experience of direct participation for a group of five learners and of observation of and interaction with them by the audience in the discussions following the demonstration lessons.

The language being taught was Japanese and Mrs. Allard began with an elementary group using the color chart ("fidel") to introduce the sound system. In accordance with the principles of the Silent Way, this was done by elicitation

from the students with no modelling by the teacher. Following practice in the pronunciation of syllables, the kana chart was introduced. Printed in colors the students now associated with Japanese syllables, the characters could be read immediately and one could see how the task of reading would be facilitated as the learner passed from the association of the sounds with colors to association with the shapes of the characters. Finally, fluency in the pronunciation of combinations of syllables and the reading of kana characters was given meaningful application in terms of the most precise and readily pictured set of lexical items in a language, the number system.

Discussion following the first model lesson indicated that while observers wondered why modelling by the teacher was rejected in favor of trial and error by the learners, the participants themselves seemed to feel the efficacy of the method.

The demonstration proceeded with, an advanced level group. A picture chart was used to elicit sentences from the group. These were then written down, and formed the basis of various exercises in speaking, reading and listening. In contrast to the tenseness of the elementary lesson, the atmosphere now was light and humorous as the group attempted to compose descriptive sentences that they judged to be grammatically acceptable. But as different as those demonstration lessons seemed superficially, they skillfully illustrated the underlying consistency of the Silent Way method in which the teacher's role is that of sensitive monitor and the student's that of responsible learner.

Reviewed by George B. Deutsch

## YOKOHAMA

### ACTIVITIES WITHIN ENVIRONMENTS FOR LOWERING THE AFFECTIVE FILTER OF STUDENTS

By **Yoko Morimoto**

Yoko Morimoto, Yokohama chapter presenter for March, defined the affective filter and discussed its impact on student performance. The affective filter, as defined by Krashen, hypothesizes that "attitudinal variables" such as motivation, self-concept, and anxiety "relate directly to language acquisition" success (Krashen and Terrell, *The Natural Approach*). Students with a high affective filter end up filtering out the comprehensible input which they most need to acquire the language. On the other hand, a student with a lower affective filter is by definition more relaxed and motivated, and capable of receiving a great deal more comprehensible input. Ms. Morimoto presented a number of techniques and approaches to lower the affective filter of students. These include music, classroom management skills, Total Physical Response, Counseling Learning, Threshold, Natural Approach, and Suggestopedia.

Reviewed by Ron Crain

The complete English program that teaches students how to use the language and how the language works

# ENGLISH ALFA



**Student Texts** — Short, manageable lessons that balance the teaching of communication, grammar, reading, and writing skills, followed by consistent, thorough tests and reviews

**Workbooks** — Immediate follow-up practice for new skills in workbook exercises that parallel and extend each lesson—a resource for individual homework assignments

**Teacher's Editions** — Convenient resource containing motivating teaching strategies, clear lesson objectives, grammar notes, full-size student pages with answers to exercises, extra practice activities for each lesson, extra unit tests, suggested teaching schedules, and much more..

**Cassettes** — Dialogues, exercises, dictations, and listening comprehension exercises from the student texts and workbooks help students develop confidence in speaking and listening skills—one set of cassettes for each book

**Placement Test** — Helps the instructor decide at which level to place each student and provides information on individual strengths and weaknesses—test package includes 25 tests, 50 answer sheets, an answer key, and an instructor's manual



**Houghton Mifflin**

**ENGLISH ALFA**  
A Language For All

International Division, One Beacon Street, Boston, MA 02108, U.S.A.

# 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 PAPERS TESOL SCOTLAND

TESOL Scotland is holding its third annual conference in Glasgow on Oct. 26, 1985. The plenary speakers will be Jean Handscombe (North York Board of Education, Toronto, Canada, and President of International TESOL 1985-6) and Andrew Cohen (Hebrew University of Jerusalem). Contributions are invited, either of papers (30 minutes plus discussion) or other types of presentations. Write to Liz Hamp-Lyons, Secretary, TESOL Scotland, Institute for Applied Language Studies, 21 Hill Place, Edinburgh EH8 9DP, Scotland, before July 12th stating the type of presentation, time and equipment required, and including an abstract of 200 words or less.

## CALL FOR PAPERS

The *MITESOL Newsletter* is now accepting contributions of articles which contribute to the field of foreign and second language teaching and learning in both the theoretical and practical domains, especially in the following areas: (1) curriculum, methods, and techniques; (2) classroom observation; (3) teacher education and teacher training; (4) cross-cultural studies; (5) language learning and acquisition; (6) overviews of, or research in related fields; (7) book reviews.

Articles should be no longer than 1,200 words. All copy must be typed, and double-spaced. Please note that articles will not be returned.

Direct all articles and inquiries to: Donna Brigman, Editor, *MITESOL Newsletter*, 211 Oakwood, Ypsilanti, MI 48197, U.S.A.

## TESL CANADA SUMMER INSTITUTE University of British Columbia Vancouver, B.C., July 8-August 2

Short (15-hour) courses will be offered in a variety of areas of EFL expertise. For information, write: TESL Summer Institute, c/o English Language Institute, Centre for Continuing Education, The University of British Columbia, Vancouver, B.C. V6T 2A4, Canada.

## TEMPLE UNIVERSITY M.ED. PROGRAM IN TESOL COURSE OFFERINGS FOR THE SUMMER SESSIONS, 1985

### First Summer Session

**Tokyo** (May 7-June 21): English Ed. 645: Seminar in English Education – Humanistic Techniques in Teaching English as a Foreign Language (3 credit hrs.). Instructor: Dr. Charles William Gay.

**Osaka** (April 26-June 8; no class on May 3): English 722 – Modern American Fiction (3 credit hrs.). Instructor: Prof. George Deaux.

### Second Summer Session

**Tokyo** (June 25-August 8): History 601 ~ Modern Japan (3 credit hrs.). Instructor: Dr. Kathryn Meyer.

Further information: Michael DeGrande, M.Ed. Program in TESOL, Temple University Japan, Mitake Bldg., 1-15-9 Shibuya, Shibuya-ku, Tokyo 150; tel.: 03-486-4141.

## GATTEGNO WORKSHOPS IN LANGUAGE ACQUISITION

The Center for Language and Intercultural Learning, 204 Shirono Bldg., 3-41 Manzai-cho, Kita-ku, Osaka 530, is offering a workshop and a seminar by Dr. Caleb Gattegno, the originator of the Silent Way, both in Osaka:

- (1) A 5-day workshop (40 hours) on Language Acquisition and the Silent Way (May 3-7), and
- (2) A 1-day (8 hours) advanced seminar for experienced teachers of the Silent Way (May 8).

Apply at once to Fusako Allard, above address. Tel. (06) 3 15-0848; (0797) 32-9682.

## HISTORICAL LINGUISTICS Pavia, Italy, Sept. 9-13

Workshops at this international conference will include (tentatively) the historical development of auxiliaries and reconstructions of the Indo-European sound system and their consequences. Membership in the International Society for Historical Linguistics and the conference abstract booklet are available even for those who cannot attend. Information: Prof. Anna Giacalone Ramat, Institute di Glottologia, Università, Strada Nuova 65, I-27100 Pavia, Italy.

## TOUR TO CHINA July 23-August 1

Shanghai – Wuxi – Nanjing ~ Qufu – Taishan – Chingdao – Beijing. Guided by Bill Sharp, M.A. in Chinese Studies. Information: 03-934-5784.

## 第6回 JALT 英語読解研究会

(The 6th JALT English Reading Seminar)

日 時：5月18日（土） 2：00～4：30

場 所：同志社大学 神学館1階会議室

（正門より北へ1分）

講演者：北尾 謙治（同志社大学）

演 題：読解指導の動向 - 第19回TESOL国際大会の報告

内 容：TESOLは世界最大の英語教育学会で、この年次大会には世界70ヶ国余りから数千名の英語教育者が参加する。この大会に参加すれば米国のみでなく、世界の英語教育の動向がわかると言っても過言でない。本年は4月8～14日ニューヨークで行われるので、そこの読解指導に関する研究発表の報告をする。

会 費：無 料

問い合わせ：北尾 謙治（電話）075-251-4063

### SEMINAR for IN-COMPANY LANGUAGE TRAINING

JALT's fifth Seminar for In-Company Language Training will be held Fri., May 24th, from 9 a.m. to 6 p.m. at the Matsushita Overseas Training Center in Hirakata, Osaka Pref. Most presentations and discussions will be conducted in Japanese. Please see p. 38 (green) of the April *Language Teacher* for the complete program. Abstracts of the topics to be discussed are outlined in the following announcement in Japanese. Further information: JALT Central Office. 075-221-2376.

## 第5回企業内語学教育セミナー

(The 5th In-Company Language

Program Seminar)

前号では、プログラムの概要をお知らせいたしました。今回は各講演内容をご案内いたします。

5月24日 10：20 A.M.

「合宿研修の体系とその問題点」

三洋電機 中西 基員

現在、実施中の合宿研修は、海外駐在予定者を対象として実施しており、2ヶ月の準備期間と、3ヶ月の合宿研修の2部に分かれております。準備期間中には、通信教育により、英語の耳慣らし、口慣らしを行ない、合宿研修においては、語学はもちろん、海外で仕事をする上で必要な知識、技能など総合的カリキュラムをこなしております。特に語学については、海外実習を含む5回の集中講座を設け、前半2回は日常英会話、後半2回は実務英語、最後の1回は総合復習と赴任地の言語の学習にあてております。受講生の年齢、レベルに差があります

が、出来るだけ1つのグループで研修を行ない、3ヶ月間の合宿を通して得られる互いの心の通じ合いを大切に育てるよう心掛けて、研修を実施しております。

同日 12:50 P.M.

A. 「語学研修制度の定着とその変遷」

大阪ガス 森本 茂男

I 当社の経営方針とその背景

- ・将来の大阪ガスの未来像「国際性豊かな企業」の実施を旨として
- ・海外ガス事業者との技術交流の活発化
- ・ロンドン、ニューヨーク事務所開設

II 「国際性豊かな企業」をになう人づくり策

- ・海外出張
- ・海外留学
- ・海外派遣研修制度
- ・語学研修制度

III 語学研修制度の運用

- ・雰囲気づくり
  - 社内英会話教室の開講
  - 英語検定受験制度化
  - 新入社員にTOEIC実施
- ・エース別語学教育の実施
  - 外国人語学教師の採用
  - ビジネス、R&D技術者用クラス開設
- ・今後の課題

B. The Implications and Consequences of Changing the Program Name

Walter A. Matreyek

Administrative Coordinator

International Business Communications Program  
Personnel Development & Education Department  
Sumitomo Metal Industries, Ltd.

The names we give things strongly influence how we think, feel, and act in relation to them. The name "Foreign Language Program" or "English Conversation Program" showed a focus on language or English. This name did not seem to adequately represent what was being and could be done to meet company international business communication needs. It also did not seem to be effective in drawing many people who were actively involved in actual international business communications. By changing the name to "International Business Communications Program," we hope to begin to change the conceptualization of the program: its focus, goals/objectives, structure, content, testing/evaluation process, and needed personnel mix. We hope that this, in turn, will lead to a program that more appropriately meets company needs, more effectively

(cont'd on next page)

(cont'd from page 31)

draws and helps people who are or may be actively involved in actual international business communications, and increases genuine communication and language acquisition/learning in the program.

#### C. 「海外要員語学研修の抱える問題・今後の対応」

大日本スクリーン製造㈱ 原 浩

現在、自己啓発語学研修として、英語を中心に25クラス程実施中であるが、出席率の低さ―業務多忙による理由が多いが、予習、復習の不十分さなどにより、期待している程の効果があがっていない。加えて、海外駐在員(技術系社員が大部分を占める)に選ばれた者が前述のクラスに参加していないケースが多く、また、参加していても語学力が十分でないことが多いため、渡航前集中語学研修を必ず実施しており、費用、手間等頭の痛い点である。

今後は、海外要員の範囲を社内的に明確にして、定例的業務語学研修に重点を移したいと考えている。また、社歴の浅い若い社員が駐在、出張に出る傾向が強まっているので、日本人としての礼儀作法を含めた異文化対応訓練―駐在者向け、出張者向け―を企画中である。

#### D. 「合宿研修におけるカリキュラム」

㈱竹中工務店 渡辺 治夫

『合宿などの集中研修』は、『週2回、1回2時間等の通常研修』に比べて30%効果が上ると言われている。本当にそうだろうか。

観察結果からすれば“Yes & No”である。

効果を左右する要素としては、

1. 参加者の Morale/Incentive/Motivation
  2. Instructor の Quality/Personality
  3. 取り扱う Material/Curriculum
- …の3点にあると思う。

馬に水を飲ませるにはそれなりの戦略が必要であり、その要諦は臨場感・切実感をどう抱かせるかである。

当社の場合、会社の Brochure, Tender Document, Contract Document などあくまで具体例を基にした、Presentation, Discussion, Debate 等を行なっている。

### HOLT-SAUNDERS JAPAN, LTD.

The advertisement on page 57 of the March 1985 issue was run in error. The ad on the inside back cover of the same issue, however, is correct and should have been the only one printed.

Our apologies to Holt-Saunders and its customers for any confusion we may have caused.

## Positions

**(JAPAN)** The English Language Center (ELC), an independent language school in west Los Angeles, is looking for a representative in Japan to recruit students for ELC's Intensive English Program as well as its special programs. Payment is on a commission basis. ELC is owned and operated by a former ESL instructor (M.A., UCLA) and offers a high-quality program in an excellent location. Please contact: Ms. Ellyn Waldman, English Language Center, 1902 Westwood Blvd., Los Angeles, CA 90025, U.S.A.

**(GIFU)** Experienced teachers wanted for adult and children's classes. School has 65 classrooms and over 3,400 students. Beginning salary to ¥240,000/mo. + trans. + ins. + low-cost company apts. avail. Send resume and cover letter to: Chris Williams, World Language Institute, Dai Gifu Bldg., 4F., 9-25 Kanda-machi, Gifu-shi, Gifu-ken 500. Tel.: 0582-62-8161 (10:30 a.m.-6:00 p.m.).

**(HAMAMATSU)** A small innovative language school in Hamamatsu is now seeking qualified applicants to fill instructor positions beginning July 1985. Minimum qualifications: M.A. or certificate in TESL/TEFL or related field, one year teaching experience, ability to conduct community, business, and children's classes. Responsibilities include: 80 contact hours per month, student placement, lesson preparation, and attendance at teachers' meetings. Terms: one year contract. ¥220,000 base salary plus housing allowance, ¥20,000 (single)/¥30,000 (married), paid monthly. Overtime compensated at ¥3,000 per hour. Return trip fare every year. Modern, spacious, furnished apartments, telephone, refrigerator, washing machine, dishes, linens, etc. All deposits prepaid by Four Seasons. Send resume, cover letter and recent snapshot to: Curriculum Director, Four Seasons Language School and Cultural Center, 4-32-8 Sanarudai, Hamamatsu, Japan 432.

**(MICHIGAN, U.S.A.)** Possible tenure-track assistant professorship in Japanese to teach graduate and undergraduate courses in Japanese language, literature, culture and business Japanese; plan graduate and undergraduate program for Japanese component in the Language and International Trade program, pending state funding. Doctorate in Japanese studies or relevant field; fluent Japanese and English bilingual; significant experience in language instruction; demonstrated abilities in program development. A standard application form must be obtained from the Eastern Michigan University Personnel Office, 310 King Hall, and returned to Dr. Patrick Buckheiser, Chairperson, Japanese Search Committee, 310 King Hall, Eastern Michigan University, Ypsilanti, MI 48197, U.S.A.



**(NAGANO Prefecture)** Matsumoto Dental College, located in Shiojiri, is looking for a conversational English teacher. This is a full-time position, involving 8-16 hours of teaching/week, plus work on curriculum development projects. Salary will be based on qualifications. Excellent benefits, including housing allowance and bonus. Minimum B.A., plus a demonstrated interest in TEFL and learning Japanese. Send resume, photo to: David Carlson, Program Director, Matsumoto Dental College, 1780 Gobara, Hirooka, Shiojiri, Nagano 399-07.

**(SENDAI)** Teacher for English conversation and business English wanted. Prefer experienced teacher with an interest in professional development. Good salary, approximately 90 hours per month. Resume to Steve Brown, James English School, Chuo Sogo Bldg., 5F., 3-3-10 Chuo, Sendai 980.

**(TOTTORI)** We are looking for a full-time foreign English conversation teacher, 12 teaching hours a week. The position starts on Oct. 1, 1985 to continue two years. Applicants should be native speakers of English with a degree of B.A. or higher and preference will be given to those with some years of experience in relation to ESL, EFL or TEFL. If interested, please send by May 30 resume with a recent photo, certified academic records and a letter of recommendation to: Department of English, School of Liberal Studies, The University of Tottori, 101 Minami 4-chome, Koyama-cho, Tottori City 680.

## お詫びと訂正

( Correction )

4月号掲載の記事(P19)の中で、小松達也氏をサイマル・インターナショナル社長と紹介しておりましたが、これは専務取締役の誤りで、ここに訂正をいたします。同社代表取締役社長である村松増美氏と小松氏の御両名には御迷惑をおかけ致しましたことを、心よりお詫び申し上げます。

## SUBSCRIBE AT REDUCED RATES TO

- \* *English Language Teaching Journal*
- \* *World Englishes*
- \* *Modern English Teacher*
- *EFL Gazette*

See the furikae form in this issue for further details.

# Meetings

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

## HAMAMATSU

Topic: Drama, Games, Improvisation  
 Speaker: Tim Williams, Osaka Gakuin University  
 Place: Seibu Kominkan, 1-21-1 Hirosawa; 0534-52-0730  
 Date: Sunday, May 19th  
 Time: 1 ~ 4:30 p.m.  
 Fee: Members, free; non-members, ¥500  
 Info: Scott Dutton, 0534-52-5818

This workshop is designed to help teachers lacking experience in using drama techniques in the classroom. Participants will spend most of the time taking part in drama activities, rather than merely discussing them. Anyone who wants to use drama techniques in class should find usable and adaptable content here.

Don't forget the monthly book sale and/or exchange!

当ワークショップは、授業にドラマ・テクニクを用いる経験の浅い、もしくは無い教師の助けとなれば、というものです。参加者はドラマについて単に検討し合うというのではなく、実際にドラマの一部を取り上げ、ドラマそのものの動きについて知ってもらう事に大半の時間をかけます。

## HIROSHIMA

Topic: Testing: Theory and Practice  
 Speaker: Martin Millar  
 Date: Sunday, May 12th  
 Time: 1 - 4 p.m.  
 Place: Hiroshima YMCA. 4F.  
 Fee: Members, ¥500; non-members, ¥1,000  
 Info: Martin Millar, 082-227-2389 (eves.)  
 Ms. Kondo, 082-228-2269 (days)

Mr. Millar intends this presentation for those who are relatively unacquainted with the principles and practice of language tests.

In discussing theory, he will deal with: (1) aims and purposes of language tests, (2) validity and reliability, and (3) criterion-reference v. norm-reference tests. On the practical side, Mr. Millar will discuss item-writing and will demonstrate the value of item-analysis, using examples from tests he has written himself.

Mr. Millar, of Hiroshima University, holds a Master's degree in Applied Linguistics from Edinburgh University. He has taught EFL to Arab, European and Japanese students.

## HOKKAIDO CHAPTER CONFERENCE "Lively Listening and Learning"

Place: Kyoiku Bunka Kaikan, 4F., Ohdori West 14, Sapporo. (From Ohdori Station, take the Tozai Line toward Koto-ni. Get off at Nishi 11-chome. Take Exit #1 and walk 3 blocks west. Kyoiku Bunka Kaikan is on the right, across the street.)

### Saturday, May 25th

- 1:00- 2:00 Registration and Book Display  
2:00 2:15 Welcoming Remarks  
2:15- 4:15 "Creating the Active Student"  
Workshop by Don Maybin  
4:30- 5:00 Question and Answer Session with Don Maybin  
6:30- 8:00 "Intercultural Communication"  
Discussion led by T. Kumatoridani

### Sunday, May 24th

- 9:00-10:00 Registration and Book Display  
10:00-12:00 Concurrent Sessions:  
"ESL Games for Children"  
Workshop by Grif Frost  
"25 Techniques for Aural/Oral Skills in English"  
Workshop by Don Maybin  
1:30- 3:30 "Basics in -Listening\_ Hearing for the First Time"  
Presentation by Munetsugu Urano  
3:45- 5:45 Panel Discussion with Main Speakers

### Conference Fees (On-site Registration):

|                         | 1 Day | 2 Days |
|-------------------------|-------|--------|
| JALT Members & Students | ¥ 500 | ¥1000  |
| Non-members             | ¥1500 | ¥2000  |

**Information:** Dale Sato, 011-852-6931  
Torkil Christensen, 011-737-7409  
or 561-7156

## KOBE

Topic: Creating the Active Student  
Speaker: Don Maybin  
Date: Sunday May 12th  
Time: 1:30 - 4:30 p.m.  
Place: St. Michael's international School  
Fee: Members. free; non-members. ¥1,000  
Info: Jan Visscher, 078-453-6065 (eves.)  
Kenji Inukai, 078-431-8580 (9-10 p.m.)

Don Maybin will demonstrate how to overcome shyness and help to build confidence, which leads to more effective interaction for adult learners in the EFL classroom. This presentation includes a guide to basic techniques for student manipulation of conversation with follow-up materials and ideas to apply in your classes. Three points which will be covered are how to (1) interrupt, (2) ask for repetition or clarification, and (3) verify the partly understood utterance of the speaker.

Please see the Takamatsu meeting announcement for bio-data on Mr. Maybin. At the Sunday,

June 9th meeting Dr. James Nord will lecture on "Listening with the Brain."

## MATSUYAMA

Topic: Livening Up the English Language Classroom  
Speaker: Laurence Wiig  
Date: Sunday, May 19th  
Time: 2 - 5 p.m.  
Place: Nichibei Bunka Center (Kodomo no Ie, 3F.)  
Fee: Members, free; non-members, ¥1,000  
Info: Ruth Vergin, 0899-25-0374  
Kyoko Izumi, 0899-77-3718

Mr. Wiig is currently teaching at Hiroshima Jogakuin and will concentrate his presentation on teaching English at the high school level.

## NAGASAKI

Topic: How to Motivate Students Through Group Technique  
Speaker: Hideko Midorikawa  
Date: Sunday, May 26th  
Time: 1:30 ~ 4:30 p.m.  
Place: Nagasaki University, Education Dept., Room 63  
Fee: Members. ¥500; non-members. ¥1,000  
Info: Satoru Nagai, 0958-84-2543

This will be an adaptation of Ms. Midorikawa's acclaimed presentation given at the 1983 Zeneiren Conference.

## OKAYAMA

Topic: Practical Uses of Video in the Language Class  
Speaker: John Alan Cane Brown  
Date: Saturday, May 18th  
Time: 2:40 ~ 4:30 p.m.  
Place: Chugoku Junior College Auditorium, 0862-93-0541  
Fee: Members, free; non-members, ¥500  
Info: Akiyo Joto, 0862-93-0541, ext. 413

## OKINAWA

Topic: Group Discussion: "How to teach verbs"  
Date: Sunday, May 19th  
Time: 2 - 4 p.m.  
Place: Language Center  
Fee: Members, free; non-members, ¥500  
Info: Fumiko Nishihira, 09889-3-2809

## NAGOYA

Topic: What Do We Do with "Bambi"?  
Speaker: David Watson, Meito High School  
Date: Sunday, May 19th  
Time: 1:30 ~ 5 p.m.  
Place: Aichi Kinro Kaikan. Tsurumai

Fee: Members, free; non-members, ¥1,000  
 Info: Lynne Roecklein, 0582-94-0115  
 Kazutaka Ogino, 05363-2-1600

Mr. Watson will share with us his ideas about and experiences, humorous and otherwise, in teaching "the right English" to public high school students while working within the administrative structure. Included will be an overview of how he teaches lessons as well as specific practical techniques he has found particularly effective in motivating and supporting students.

David teaches some 500 students in large classes in Nagoya. Before coming to Japan, he built a wide base in many different areas and then taught transitional students for three years in Los Angeles. His is an experienced and committed voice informed with humor; do not miss this chance for mutual input.

## OSAKA

Topics: (1) Using Pairs in the EFL Classroom  
 (2) Information Gap in Teaching English  
 Speakers: (1) Ron Cline, Osaka Prefectural Univ.  
 (2) Curtis Kelly, Kansai Univ. of Foreign Studies  
 Date: Sunday, May 19th  
 Time: 1 ~ 4:30 p.m.  
 Place: Umeda Gakuen  
 Fee: Members, free; non-members, ¥1,000  
 Info: Linda Viswat, 06-543-1 164 (eves.)  
 Ed Lastiri, 0722-92-7320 (eves.)

Mr. Cline will deal with some theoretical and practical aspects of using pairs and present activities whose emphasis will be on how to get your students chatting freely in English by using pairs. Mr. Cline, who teaches at Momoyama University and Kansai University of Foreign Studies as well as O.P.U., has taught English in Iran, Sabah, Thailand, and the Philippines and is currently in Temple University's graduate program in ESL/ EFL.

As opposed to creating an artificial mechanism to force students to interact in English, the use of an information gap between student pairs leads to real interaction. Students must verbally compare notes in order to reach some information objectives. Mr. Kelly plans to use Lingual House's *PAIRallels* and an assortment of other materials, including some of his own, to demonstrate how information gaps work. Mr. Kelly, co-author of *Significant Scribbles* (Lingual House, 1984), received his M.Ed. from George Peabody College of Teachers.

## OSAKA SIG& (same date/place as above)

### Colleges and Universities

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

### Composition

Time: 11 a.m. - 12:30 p.m.  
 Info: Linda Viswat, 06-543-1 164 (eves.)

## Teaching English to Children

Topic: English through Songs and Games  
 Time: 11 a.m. - 12:30 p.m.  
 Info: Sr. Regis Wright, 06-699-8733

## SENDAI

(1)  
 Topic: Video in the Classroom - 20 Techniques  
 Speaker: Don Maybin  
 Date: Saturday, June 1st  
 Time: 4 ~ 7 p.m.  
 Place: New Day School, Sendai  
 Fee: Free  
 Info: Brooke Crothers, 0222-67-4911

This workshop will include 20 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 class, and audience participation is requested.

(2)  
 Topic: Creating the Active Student  
 Date: Sunday: June 2nd  
 Fee: Members, free; non-members, ¥500  
 Speaker/Time/Place/Info': same as (1) above

This workshop will demonstrate how to help adult students interact with confidence. The presentation is both lively and practical, and 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.

## (3) THIRD ANNUAL SENDAI JALT MINI-CONFERENCE

### Saturday, June 15th

10:00-12:00 "Creating Classroom Activities that Promote Cross-cultural Understanding" by Matt Glotfelter  
 1:30- 3:30 "Activities for Children" by Chris Clark  
 4:00-5:00 "Using Stories in Intermediate Classes" by Steve Brown

### Sunday, June 16th

10:00-12:00 "The Importance of Learning in Teaching/Listening to Japanese" by Tokuko Yamauchi  
 1:30- 3:30 "Aizuchi" by Virginia LoCastro  
 4:00- 5:00 "Four Songs and Four Techniques for the Language Classroom" by Dale Griffie

Place: Sendai YMCA  
 Fees: Members, ¥2,000/3,000 (1 day/2 days)  
 (cont'd on next page)

(cont'd from page 35)

Non-members, ¥2,500/3,500 (1 day/  
2 days)

Info: Brooke Crothers. 0222-67-4911

## TAKAMATSU

Topics: (1) Productive Pressure – Stress as a Classroom Tool  
(2) Cuisenaire Rods with Classroom Texts

Speaker: Don Maybin

Date: Sunday, May 19th

Time: 2 ~ 4:30 p.m.

Place: Takamatsu Shimin Bunka Center

Fee: Members, free; non-members, ¥1,000

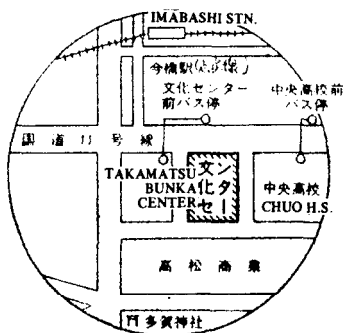
Info: Don Maybin, 0879-76-0827

Shizuka Maruura, 0878-34-6801

In this double presentation, Don will first demonstrate how pressure can be used to the student's advantage in an EFL classroom. Though modern approaches often focus on the need for a relaxed, non-threatening atmosphere, Don suggests that adult Japanese students can be better motivated and made to speak when subjected to stress, such as time limits, team points, etc., and he will present a stimulating variety of classroom techniques. This will be followed by a practical workshop demonstrating how cuisenaire rods can be used with classroom texts, in some cases incorporating such pressure techniques.

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

### 文化センター付近見取図



## TOKUSHIMA

Topic: Workshop on Pronunciation

Speaker: David A. Hough

Date: Sunday, May 12th

Time: 1:30 – 4:30 p.m.

Place: Tokushima Bunka Center, Conference Room 5; 0886-53-2185

Fee: Members, free; non-members, ¥1,000

Info: Eiko Okumura, 0886-23-5625 (eves.)

Noriko Tojo, 0886-85-7 153 (days)

This workshop is designed primarily for Japanese teachers of English who want to review the sound systems of English and Japanese and learn how to help their students improve their English pronunciation. It will include a review of the basics of phonetic transcription, problem

sounds for Japanese students of English, and specific classroom activities.

David A. Hough is Executive Director of International Communication Research Associates. President of Teacher Training Seminar. and a member of the national executive committee of JALT. He is the author of numerous texts and has had extensive experience in linguistic research, language teacher training, administration and curriculum development throughout Asia, the Pacific, the Middle East and North America

## TOKYO

Topic: From 'Fast Food' to 'Finnegans Wake' a look at the arguments for graded readers

Speaker: Michael Thompson

Date: Sunday, May 19th

Time: 2 - 4:30 p.m.

Place: Tokai Junior College, near Sengakuji and Shinagawa stations

Fee: Free

Info: C. Dashtestani, 046745-0301

The 'Input theories,' in particular Krashen's, have spotlighted the value of graded materials as 'comprehensible input': current research indicates that not only do students who read extensively become better readers but also better talkers and better writers. In Japan the need to encourage the 'reading habit' would seem self-evident given the low level of reading ability even among literature majors and the general lack of contact with the target language outside class time.

This talk will, after an initial look at the content and style of graded readers, introduce ideas for using a class-reader and setting up a classroom library, and then attempt to look at whether improving reading skills and studying great works of literature can be reconciled within a reading programme. This will lead into a final discussion phase on the merits of graded materials and authentic materials.

Michael Thompson, the Longman ELT consultant for Japan, has taught TEFL in England, Spain and Japan in a variety of unpromising situations.

(2)

Speaker: Wilga Rivers, Harvard University

Date: Saturday, May 25th

This is a combined JACET/JALT program. Time and venue will be announced at the above meeting. Further details as above.

(3)

Topic: Teacher Involvement and Courseware Selection

Speaker: Dr. Frank Otto, CALICO, Brigham Young University

Date: Sunday, June 9th

Time: 1 ~ 5 p.m.

(cont'd on page 38)

# Speaking Naturally

**Bruce Tillitt and Mary N. Bruder**

A new course for intermediate and high-intermediate students who are interested in using American English in social interaction.

- ★ function-based units
- ★ informative readings explaining the cultural 'rules' students need to know in real-life situations
- ★ recorded dialogues in a range of American accents and different levels of formality
- ★ structured exercises and freer role plays

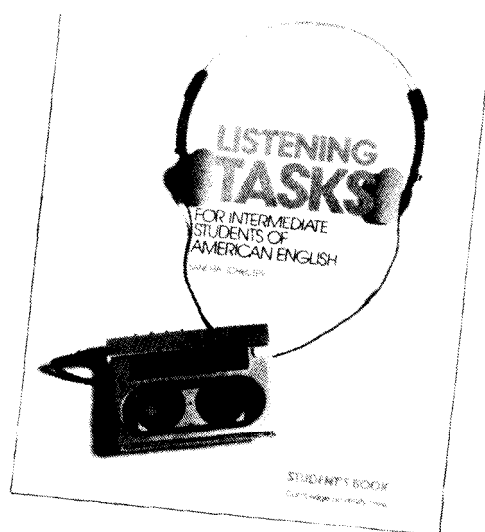
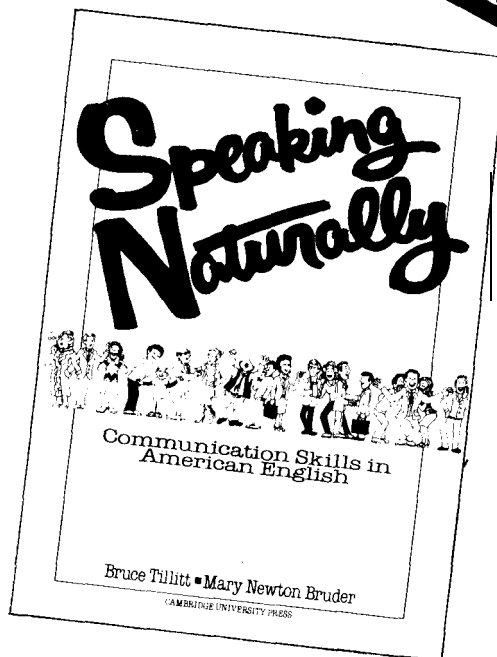
# Listening Tasks

**Sandra Schecter**

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

- ★ wide variety of interesting material: announcements, telephone calls, dialogues etc, in a range of American accents
- ★ motivating tasks encouraging students to extract the important information
- ★ thematically-linked reading and writing exercises

**NEW**  
from Cambridge



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

## CAMBRIDGE UNIVERSITY PRESS

The Edinburgh Building, Shaftesbury Road, Cambridge CB2 2RU, England

(cont'd from page 36)

Place: Tokai Junior College, near Sengakuji and Shinagawa stations  
 Fee: Members, free; non-members, ¥1,000  
 Info: C. Dashtestani, 0467-45-0301  
 J. White, 0723-66-1250

Dr. Otto, Executive Director of the Computer Assisted Language Learning and Instruction Consortium (CALICO) at Brigham Young University, Provo, Utah, will be visiting Japan for one week and has agreed to talk on computer-assisted instruction and teacher involvement and other topics related to computer-assisted language learning.

This meeting has been arranged and is being publicized in coordination with the Kanto and Chubu chapters of the Language Laboratory Association of Japan. A number of other academic associations, including S.M.I.L.E., the CAL Society, the Japan Society for Educational Technology and others, are also cooperating. Members of these associations will be able to attend at the membership rate. Please watch for an update in the next issue of **The Language Teacher**.

Coming up also in June: Larry Cisar Techniques for Cuisenaire Rods in the Classroom. See your June **Language Teacher**.

## YOKOHAMA

## Open House at LIOJ

Topic/Speakers: see below  
 Date: Sunday, May 12th  
 Time: 1 - 4 p.m.  
 Place: Language Institute of Japan (LIOJ), Asia Center, Odawara; tel. 0465-23-1677  
 Travel arrangements: A caravan will meet at Yokohama Station, platform #6, Tokaido Line, at 10:55 sharp, the tail end of the train, ¥800 fare. If going independently, take taxi from Odawara Station to Asia Center.  
 Fee: Members, free; non-members, ¥500  
 Info: Ron Crain, 045-841-9677 (home); 045-662-3721 (work)

Multiple presentations will be given by teachers and administrators at LIOJ. A definition of language learning problems in Japan will be formed and possible solutions will be given in the form of the following presentations: Problem-solving in the classroom using a communicative format; Teaching notions using cuisenaire rods; Comparison and passive construction notions; Information gap activities; Story Squares; and the design of the curriculum at LIOJ.

KANTO BUSINESS ENGLISH SIG  
"ON ICE"

Meetings have been suspended for the time being. It is hoped, though, that the group will be able to resume in the autumn. Meanwhile, the coordinator, Stephen Turner, urges anyone who would like to suggest a topic for discussion or who would be willing to give a presentation, however informal, to contact him at Kobe Steel Language Center, Tatsunuma Bldg. (5F), 1-3-19 Yaesu, Tokyo 103, tel. 03-281-4105 (Mon.-Fri., 1-4 p.m.).

BACK ISSUES  
from the JALT Office

## ALL AVAILABLE ISSUES OF..

The JALT Newsletter/  
 The Language Teacher ¥5.000  
 JALT Journal ¥3.000



See that your **Language Teacher** follows you. Send this form **ALONG WITH YOUR CURRENT MAILING LABEL** to the JALT Central Office: c/o Kyoto English Center, Sumitomo Seimei Bldg., Shijo-Karasuma Nishi-iru, Shimogyo-ku, Kyoto

|                      |                      |
|----------------------|----------------------|
| Name _____           | Date effective _____ |
| New Address _____    |                      |
| Postal Code _____    |                      |
| New Home Phone _____ | New Work Phone _____ |
| New Employer _____   |                      |

# JALT—全国語学教師協会について

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

JALTは、1976年に、関西地区在住の語学教師数人により設立され、現在では、日本全国に約2,700名の会員を持つ全国組織となっています。また対外的には1977年に、英語教育の分野で世界的影響力を持つ英語教師協会 (Teachers of English to Speakers of Other Languages—TESOL) の加盟団体となりました。

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

## 出版物

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

## 年次国際大会及び例会

- ◆ 年次国際大会—会員及び国内外より招聘した専門家により、150を越す論文発表やワークショップ等が行なわれます。又、大会期間中には、多くの出版社が大会会場で、教材、研究書等を展示します。
- ◆ 特別セミナー及びワークショップ—国内外より、指導的立場にある専門家を招いて行なわれます。  
夏期セミナー特に中学・高校教師を対象にしたセミナーで、より効果的な教授法の習得を図る一方、教師自身の語学力の質向上をも目的としています。  
語学学校・塾の経営者のためのセミナー  
企業内語学教育セミナー
- ◆ 各支部の例会—各支部毎に、毎月、或いは隔月に1度、例会が開かれます。原則として、会員の参加は無料です。

## 支部

現在、全国に17の支部があります。

札幌、仙台、東京、横浜、浜松、名古屋、京都、

大阪、神戸、岡山、広島、徳島、高松、松山、福岡、長崎、那覇

更に、現在、山形、福島、金沢に新しく支部を設けるべく、準備を進めています。

## 研究助成金の支給

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

## 会 員

個人会員—最寄りの支部の会員も兼ねています。

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

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

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

詳細は、〒168 東京都杉並区永福1-33-3

商業会員担当 John Boylan

(電話 03-325-2971) まで。

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

JALT事務局 〒600 京都市下京区四条烏丸西入ル  
住友生命ビル8F 京都イングリッシュセンター気付  
(電話 075-221-2376)

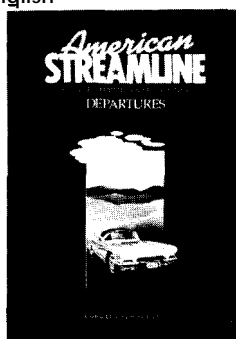
担当 伊藤真理子

# THANK YOU

As the new academic year gets under way  
Oxford English would like to say thank you for  
all your support and interest during the past year.

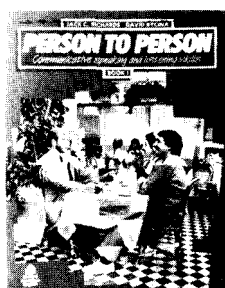


We publish a wide range of EFL materials including



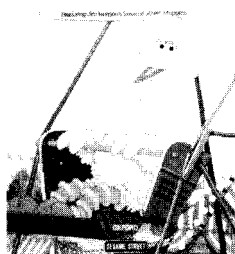
## STREAMLINE

The course that sets the standards.



## PERSON TO PERSON

The hottest new EFL course in Japan.



## OPEN SESAME

Big Bird, Grover and the gang.  
Your kids will love it.



We are here to provide a comprehensive service to  
teachers in Japan. Please don't hesitate to contact us.

Roy Gilbert or William Gatton

OXFORD UNIVERSITY PRESS

3-3-3 Otsuka, Bunkyo-ku, Tokyo 112 Tel (03) 942-1101