

Chapter Presentation Reports

Reports written in English on chapter presentations should be sent to co-editor Ann Chenoweth; those written in Japanese should be sent to the Japanese Language editor (addresses, p. 1). They should reach the editors by the first of the month preceding desired publication, although actual publication dates may vary due to space limitations.

Acceptable length is up to 250 words in English, two sheets of 400-ji genko yoshi in Japanese. English must be typed double-spaced on A4-size paper. Longer reports can be considered only upon prior consultation with the editors. Please refer to guidelines in the January issue of this volume.

FUKUOKA

DRAMA AND LANGUAGE LEARNING

By Richard Via

Richard Via, the father (or grandfather) of the use of drama techniques in language teaching and learning (the author of *English in Three Acts*) presented a full-day workshop at the July meeting.

Via set the philosophical stage by defining drama as "communication between people" and theater as something which is "concerned with the individuality of the individual." Language, he noted, is something which "has to be inside of you." Via then demonstrated various techniques that could be used to help students express their own feelings in a foreign language. These included techniques for relaxation and observation (including lip exercises, mirror activities, memory exercises and gesture exercises), "talk and listen" (an acting technique for learning lines and developing listening skills), and the use of different tones of voice during a dialog (to show the effect that the changing of tone has on meaning).

Via spoke of the "Magic IF" of language learning — an adaptation from the director Stanislavsky's chart for actors. The Magic IF means that, while language learners should be aware that they will be playing different roles, they should imagine how they themselves would say something if they were in a particular situation rather than trying to act like someone else. The day was a worthwhile one for those attending, with many teachers picking up ideas that were applicable to their classes, and all receiving a lot of thought-provoking input on the nature of language, and of language teaching and learning.

4TH ANNUAL GOLDEN SEMINAR

By Don Maybin

Don Maybin, of the Language Institute of Japan, gave three lively and practical presentations at the fourth annual Golden Seminar, held Sept. 24-26. In the first, entitled "Motivating Students and Tired Teachers," participants were shown how "pressure

techniques" — such as teams and points, time limits, noise, and blindfolds — could be used to provide immediate, concrete goals to create or enhance motivation in the classroom. The second presentation, "Techniques for Developing Oral and Aural Skills," centered around the teaching of macro and discrete listening skills, comprehension and production of stress and intonation, and the production of problematic English sounds. Mirrors, a sock, a "Top 20" radio broadcast, and hand gestures (to demonstrate tongue and mouth position) were among the novel tools used. In the third and final presentation, "Exploring the Promise of Team Teaching," Maybin emphasized the need for close cooperation between the LT (local teacher) and the VT (visiting [foreign] teacher) in planning and carrying out team-teaching lessons in Japanese schools. As an example, a lesson which he had used successfully, entitled "Good and Bad Questions," was presented and discussed.

Although each of the presentations had a different focus, there were some pervasive themes that ran through them: an emphasis on macro-level communication strategies as a framework for overall language development; the importance of developing those aspects of language which are most useful or interesting to the students; and the need to work within given classroom limitations. Maybin's presentations provided participants with a repertoire of effective and adaptable techniques for immediate classroom application.

Reported by Fred Anderson

HIROSHIMA

FALALALA LANGUAGE — CONDUCTING A CHRISTMAS CLASS

By Don Maybin

Does the holiday season always sneak up, leaving you at a loss for ideas for the last class of the year, the Christmas class? Do you wonder if Christmas activities are really worth the time and effort? At the December meeting, Don Maybin, Community Program Supervisor at the Language Institute of Japan, Odawara, demonstrated that holiday activities do not have to be "one-shot" lessons when they are based on language activity ideas which can be adapted for any time of the year.

He began by asking us to keep three points in mind: 1) Be critical — how can I use it in my own class? 2) Introducing a new idea — give it three chances. 3) Comments — learn from the suggestions people make.

In conducting a Christmas class, Maybin transformed seasonal favorites such as making egg nog, collecting Christmas cards, making decorations, and listening to and singing Christmas songs into familiar language activities such as charades, using pictures to tell stories, making objects by following instructions, music listening cloze, TPR, jazz chants, and drama. He mentioned that teachers should choose activities which they them-

(cont'd on page 57)