

# CONVERSATIONS IN CLASS

NO.3 OCTOBER 2008

アルマ言語教育研究会ニュースレター

## Editorial

Here is a 20-second quiz to determine whether you want to read this newsletter :

In your opinion, what does teaching conversation in Japan require?

- (1) efficient teaching techniques
- (2) good materials
- (3) nothing special, conversation is essentially talking

If you answered "nothing special", our guess is that you teach conversation to individuals or small groups. You may find the information in this newsletter irrelevant.

But if you chose (1) and/or (2), you probably teach conversation to sizable groups of students with various levels of ability and motivation, and, like us, realize that teaching conversation is more than just 'talking'. If so, read on. We hope you find the ideas raised in this newsletter interesting and practical.

### Efficient teaching techniques

The technique we use, promote and strive to improve is the Immediate Method, a simple classroom management system that emerged from classroom practice as a practical solution to... our hitherto lack of results. In this issue, you will find:

- Marc Sheffner's account of how his classes went when he decided to try the IM (this page);
- the announcement, program and registration details of the IM Autumn Workshop (pp 7-8).

### Good materials

Textbooks and other class materials are the basic tools teachers use on a daily basis. Alma Publishing is devoted to publishing textbooks that are 100% Immediate Method-compatible.

In this issue, you will find:

- An update on the upcoming Conversations in Class revamp (p 5);
- An interview with teacher David Bergh on how his school uses Immediate Conversations 1 and Conversations in Class (p 6). ■

## The IM in two contexts: a report

Marc Sheffner

I teach Oral English at university level. After hearing about the Immediate Method from a colleague, and reading about it on the Internet, I decided to give it a try. Starting in April 2008, I have used it with the textbook *Conversations in Class* (CiC) in one class of freshmen English majors, and have also used the method without the textbook in 4 classes of non-majors. This is my report.

The two aspects of the IM which I liked were a) the regular conversations with students, and b) the focus on actual performance, both in terms of time spent on it in class and also the weight attached to it in the final grades.



I assume readers are familiar with the basics of the method, so I will not repeat them here. I will list, in no particular order, some of the plusses and minuses I encountered in one semester (April - July 2008) of trying to implement the Immediate Method, both with and without the textbook CiC. Here are some of the difficulties I came up against, or questions and problems I had.

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We are interested in your comments, critics, ideas, drawings, surveys, etc. We are also at your service to answer any questions.

### ALMA Publishing

[www.almalang.com](http://www.almalang.com)

### Research Group for Teaching Conversation in Japan

[www.immediate-method.com](http://www.immediate-method.com)

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## The problem of pairing up students

How to pair up students? In my first tests or interviews, I spoke to students one-to-one, and I allowed students to choose their own partners for practicing with. However, I discovered some drawbacks to this:

- (1) some pairs chatted in Japanese instead of practicing
- (2) In some pairs, one person wanted to practice but the other did not, or was less serious
- (3) Some pairs were formed by default - the partner they usually practiced with was absent that day, or the person they wanted to practice with already had a partner.
- (4) In some cases, a few students refused to work with the partner they ended up with and just sat alone, despite my cajoling.
- (5) It also meant that students were practicing with the same partner each time, and the longer this went on, the more difficult it was for them to change partners
- (6) In some cases, the self-chosen partners were very ill-matched matched in terms of ability.

## What I tried

This topic of pairing students for practice was mentioned on the CiC blog (\*2) and I posted the following suggestion there in the comments. This was an idea told me by a colleague (who is not using the IM or CiC). At the beginning of every class, before the students sit down, he numbers them off. He counts off half the students, then counts off the other half starting from "one". So you end up with two students numbered "one", two students numbered "two" and so on. Latecomers can either be assigned to an existing pair, or they can form a new pair or group of three. My colleague draws a plan of the classroom on the board and designates exactly where each pair must sit. He leaves the front desks empty: that's where the latecomers sit.

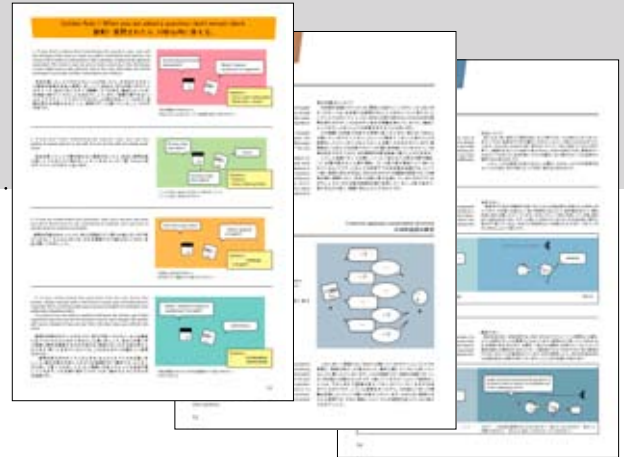
I heard of this technique about halfway through the term, and I adopted it. I think students felt it was fair because it was random: they were unlikely to be teamed up with the same person every time. Some students grumbled, especially when I came late and they had already sat down and chosen their partners (my colleague has trained his students: even if he is late, they are still standing when he arrives.)



Oral practice (Stephen's class)

## The non-majors

I tried the IM with four classes of non-majors (three classes of engineering majors, one class of economics majors). These were large classes, the smallest having 27 students, the largest having 35. Two classes were for freshmen, and the other two for 2nd-years. These classes met just once a week, for 90 minutes. In these classes, I had to use a designated textbook, so I could not use CiC. I gave out photocopies of the Japanese introduction to the textbook "Immediate Conversations 1". Later I discovered the downloadable PDF version of the CiC "Cultural Golden Rules", which is much better, and found on [almalang.com](http://almalang.com) (\*1).



- (1) I found it difficult to remember to do this every time, at first.
- (2) I found it increasingly difficult (especially with the class of 18 students) to find ways of making sure that they were paired off with different partners each time
- (3) Some students rejected my numbering system: in the general muddle while others were finding their partners, they simply sat down with the person they usually practiced with.
- (4) Sometimes, this system resulted in two people of greatly different English competence being paired up, causing frustration for one and embarrassment or even shame for the other (but this also happened when students chose their own partners).
- (5) A further problem came up in the larger non-major classes I taught. In those classes, I could not test all the students in one session, and then in the next session they would be assigned a different partner. In these, non-majors classes, I had to use a designated textbook, and therefore I assigned conversation topics based on the textbook topic and grammar, and students would create their own conversations, practice them and then perform them for me. There was a problem, therefore, if the students were unable to be tested that week, and then paired up with a different student the following week.
- (6) On the whole, though, I like this system because it forced students to sit and work with others they might not practice with: lazy students would often work hard when paired with a more motivated and/or more competent student.

## Making clear to students that oral practice is the core of the class

A few years ago, I had developed a syllabus that was similar to the IM. I had identified, and created model dialogues for 10 topics. The object of the course was to demonstrate competence in these 10 topics by having a conversation with a partner while the teacher listened and assessed. One purpose was to allow students to move ahead at their own pace: when they felt they were ready, they would ask to be tested. Theoretically, a highly competent student could finish all 10 tests within a few weeks. What actually happened, however, was quite different: students practiced hardly at all, or perfunctorily at best. A colleague and I had developed the materials together and taught separate sections of the same class, and both he and I had the same result. Neither of us could satisfactorily explain the outcome. It was a failure. The idea of having actual conversations with students as both the means and the objective seems to me a sound one, and so I was very interested to see the IM. What was different in IM, of course, was that it was made clear from the outset that students would be tested every week, and each conversation test would be scored and that the total of these scores would make up a large part (if not all) of their final grade.

- (1) Doing the conversation tests took up most of my time in class. Especially in the larger classes, I was so concerned about testing at least half the students each session that I realized later that I had skimmed on the supervised practice part, and after explaining and introducing the material to the class as a whole, had moved quickly onto the pair-practice which was unsupervised, and then started the conversation tests. Some students complained that they felt they were inadequately prepared for the conversation test, either because I had given insufficient input and explanation, or because I had called on them first to be tested, and they had not had enough time to practice.
- (2) Some students took longer than others to learn how to use the practice material, or how to practice with a partner.
- (3) As mentioned elsewhere in this report, students who finished their conversation tests early often goofed off and disturbed students still preparing.
- (4) Some students greatly skimmed on practice.
- (5) I was not supervising students practicing in pairs for much of the time because I was busy testing.
- (6) In the classes where I was unable to use the CiC book, it took much time to devise activities using the designated textbook that would provide students with the kind of linguistic data they need in order to make natural conversations. After a few weeks I ran out of steam, and resorted to either handing out photocopies of a CiC unit, or writing the CiC examples on the blackboard and having students copy them.
- (7) A further problem was training students to not simply memorize prepared or scripted dialogue.

## The majors

This is a freshman class of English majors.  
English competence = high-beginner to lower intermediate.  
Number of students = 18 (includes 4 Chinese students).  
Class length = 90 minutes  
Frequency = 2x /week

I posted lesson plans on a class blog, which you can see at:  
<http://www.sheffnersweb.net/blogs/classblogs/tez/basicenglish08/>

### Grading method:

weekly tests	60%
final exam	20%
homework / assignments	10%
attitude/participation	10%

### In addition to the IM and the CiC textbook, I added a couple of elements of my own:

- 1) vocab quizzes and the requirement that students use a vocab recording and review system (my suggestion was word-cards)
- 2) listening cloze exercises using English songs
- 3) mini-lectures on cultural differences: I would sometimes tell anecdotes illustrating some differences between Japanese and British or European culture.
- 4) background music.

### Here's a typical class :

- 1) Vocab quiz on the previous session's vocabulary items.
- 2) Introducing the material for that session.
- 3) Letting students practice in pairs while I went around checking their attendance (signing off on their Progress Sheets) and listening to them practicing, answering questions and assisting when necessary.
- 4) Conversation tests with students. (I usually played background music during this part to provide some privacy for those being tested).

## Dealing with a totally oral test

I gave students a score out of a pre-determined total. At first I tested students individually, later I tested them in pairs. At one point I experimented with allowing students to choose the testing method. In the small (18 students) class using the CiC textbook, I tested them in a corner of the classroom, and played background music to act as an aural "screen". In the larger, non-majors classes, I tested students outside in the corridor, mainly because it was more of a hassle to play background music in those classes.

- (1) Because some students were of a higher level of competency in English than others, I encouraged those students to go beyond the basic material, and gave them the option of practising the "Lesson B" materials. I needed a different scoring method for those students, because I wanted to give them a score for their conversation test that reflected the extra work they had done.

*Continued on page 4 →*



- (2) Some students could only manage to practice the first two pages of the "Lesson A" material, others were able to do the "one step further" material. I started giving different scores to students based on how much material they had practised. I asked students to tell me how much of the unit they had practised, and then I tested them and scored them on that. The result was that I had lots of different scores for each testing sessions: some were out of 10, some out of 15, others out of 20. I appreciated Bruno's tips on "open-ended marking" in the CiC newsletter #2 (\*3).
- (3) A big problem was that many students who had finished their test then chatted loudly or at any rate did not work in English, and disturbed other students who were still waiting to be tested. Even though I always assigned work for students to do, many did nothing.
- (4) Another problem was that some students did not practice properly or even at all while waiting to be tested. This was particularly so in the large classes where I was testing students outside in the corridor. A further reason was that students were not using the CiC textbook, and so did not have explicit material for conversation practice in front of them. Either I had to create such material, or I would assign a topic and have students create their own dialogues with their partners. This sometimes caused a problem when testing on a topic was spread over two weeks.
- (5) In feedback at the end of the semester, some students complained about being disturbed by students who had either been tested or who were waiting but not practicing. One student suggested I give students worksheets to work on and keep them quiet.

## Student feedback

I collected written feedback on this system of conversation tests from my non-majors classes and posted them on the class blogs. Almost all are in Japanese.

Freshmen engineers 1:

<http://blog.goo.ne.jp/sheffner2008m2/e/c5d0ce3cf5ca7e1fbd0040d3f7c7d556>

Freshmen engineers 2:

<http://blog.goo.ne.jp/sheffner2008m3/e/62bfa0c8eeae31c024b61d2433f7e29>

2nd-year engineers:

<http://blog.goo.ne.jp/sheffner2008m4/e/1306e507e6b5c4a75fe73c3c8786f845>

2nd-year economists:

<http://blog.goo.ne.jp/sheffner2008m5/e/8772d4549ff72f1ff43a024d188c3d75>

- (6) I had to test the large classes in two groups over two sessions. I did not tell students beforehand which students I would be testing,
  - i. because I did not want those who would not be tested to goof off, and
  - ii. because I simply went on testing until I ran out of time.
 Some students complained about this, and I will rectify this in the 2nd semester.
- (7) Like David Latz (\*4) I found that if I tested students who had practised together, "students in set pairs will tend to memorize a speech, and just 'recite' it - this is not a real conversation." David suggests using playing cards (or some

other system) to randomly choose students pairs for tests, to avoid the rehearsal syndrome, and I think I definitely need something. As I have already introduced a method for randomly pairing off students to practice together, I will need two systems for pairing students off.

- (8) In end-of-term feedback, some students complained that it was unfair that some students got to be tested that week, and others had to wait until the following week. I've decided to use a tip by Stephen Richmond in the first CiC blog entry (\*5): I am experimenting with ways that groups can be remembered (the groups will stay the same throughout the term, so that all students get an equal number of conversation tests). One of these is to photocopy the Progress Sheets onto two different colours of cardboard and distribute an equal number of each colour. This way you have say a 'pink group' and a 'blue group', and you can simply announce 'Today I'll be testing the pink group'.

I've divided my classes into 3 groups and assigned a colour to each, and when I test them the first time, I give them a coloured sticker to stick on their Progress Sheet.



The CiC blog is about CiC as a textbook and (mainly) the Immediate Method as a teaching technique, therefore it is accessible both from the Alma Publishing website ([almalang.com](http://almalang.com)) and the website of the Research Group for Teaching Conversation in Japan ([immediate-method.com](http://immediate-method.com)).

We welcome posts with questions, suggestions, impressions from teachers using our textbooks, using the Immediate Method or simply curious about it.

If you would like to receive announcements of new posts, please let us know (contact info on page 1).

- (9) In the small (majors) class, I gave a final exam which had a speaking part and a writing part. The written part was a test about the 3 Golden Rules. The speaking part was a conversation with a native English speaker other than myself. I gave them a list of English speakers who worked at the university, and told them to find that person and arrange a suitable time to have their conversation. I created a special assessment form which had the name of the student and a space for the assessor to write their name, a score out of 20 and a comment. The criteria for assessment were also written on the form: "Was the student able to sustain the conversation? Did it feel like a natural conversation?"

(10) In the larger, non-majors classes, I simply gave a written test on the 3 Golden Rules. Perhaps because the students did not have the CiC textbook but only photocopies of the Japanese introduction to "Immediate Conversations", but more likely that I did not spend enough time explaining and rehearsing the golden rules, most students did poorly on this written test.

(11) At the end of the semester, I asked students to add up all their conversation test scores, write the total at the bottom of their Progress Sheet, and hand in the Sheet. Due to absence, or whatever, some students had been tested 6 times, some 7. So I asked them to take the top best 6 scores (if they had 7 test scores) and add up the total. ■

### Marc Sheffner will give a presentation at the upcoming IM Autumn Workshop (see pp 7-8)

\*1 CiC "Cultural Golden Rules":

[http://almalang.com/textbook\\_english\\_Conversations\\_in\\_class.html](http://almalang.com/textbook_english_Conversations_in_class.html)

\*2 Pairing students for practice (on the CiC blog):

<http://almalang.com/blog/cic/2008/05/week-3.html>

\*3 "Open-ended marking":

<http://immediate-method.com/newsletter/CiCNewsletter-02.pdf>

\*4 David Latz's post on testing:

<http://almalang.com/blog/cic/CiC%20blog%204-%20PDF-2.pdf>

\*5 Stephen Richmond's post on testing:

<http://almalang.com/blog/cic/2008/03/lesson-plan-1-first-class-with-cic-and.html>

## NEWS IN BRIEF

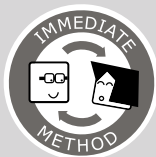
### JALT International Conference 2008

#### Short Forum: Sharing experiences of the Immediate Method

Sunday, November 2nd, 9:15 am - 10:15 am

Room 310, National Olympics Memorial Youth Center, Tokyo

During this roundtable discussion, teachers who already use the Immediate Method will share practical tips on testing and grading, time management, pragmatics teaching, and other aspects of their experience. We hope to see you there!



### Conversations in Class revamp

The editorial team began work on a new edition of CiC twelve months ago. What was first supposed to be a one-year project has turned into a two-year effort. After two semesters experimenting with various ideas, we are ready to start producing the new book in earnest. For teachers using CiC in their classes during the 2009 academic year, PDF files of lessons in the new format will be made available on the website. Please feel free to try them out and give us some feedback.

### Podcast site re-done: www.alma-download.com

We received generally positive responses to our podcast download site, which allows students to download audio tracks onto their sleek little i-pods and other MP3 players for listening practice. However, downloading tracks was not as smooth as it should have been. We have completely remade the whole download site. Students can now easily download all tracks in one click to (1) iTunes (for automatic transfer to an iPod), (2) another MP3 player, or (3) a computer. They can also listen to the tracks online (in a CALL classroom for example).



### www.almalang.com

Information on Alma Publishing's textbooks can be found as before on the almalang.com site, along with:

- online orders
- sample copy requests
- downloadable teachers' books
- the CiC blog
- electronic versions of previous issues of the CiC newsletter
- links to various downloads



### A new website: www.immediate-method.com

All the information about the Immediate Method as a teaching method, separate from textbooks, can now be found on this new site:

- Articles in English, Japanese, French and German;
- Class videos;
- Workshops information.

This site is maintained by the Research Group for Teaching Conversation in Japan and sponsored by Alma Publishing.



## INTERVIEW

# Conversation teaching in a junior high school

David Bergh

*David Bergh is currently head of native-speaker English classes at Kaiyo Academy JHS. The team of teachers there have adopted Immediate Conversations 1 for their first grade and Conversations in Class for their third grade junior high school classes.*

**Bruno Vannieu:** How is it going with IC1 and CiC, David?

**David Bergh:** Overall, I think all four of us are pleased with the materials. Of course we are facing challenges you might expect with using a system so different to what we were used to using. The students seem to enjoy the activity level, the speaking-centered practice, and the break from the standard English classwork. We often use projectors to show the textbook materials. This, at least initially, adds to the interest level, helps to keep everyone on target and helps to keep the students' heads out of the text during class level work.

Since our projectors also project on the white board if we put the screen up, we can write directly on the page so it is quick to draw lines or add details to the conversation.

**Bruno Vannieu:** What challenges did you have to meet?

**David Bergh:** Well, getting used to the format, and letting the students go essentially unsupervised during the testing phase.

**Bruno Vannieu:** Yes, I understand. The "letting go of the group" side of the conversation tests is a leap to do at the beginning. Personally, I was fortunate to witness a colleague's class (Jean-Luc Azra) and then be able to apply exactly the same things he did.

**David Bergh:** Still I have some trouble staying on the IM in class. It usually goes well, but sometimes the students' cooperativeness is less than ideal.

**Bruno Vannieu:** Since I started the IM, I found that my classes ran better if I spoke less and if I had shorter sequences in the

class (5 to 15 minutes each seems to be the most dynamic). The conversation test is the only long phase: students have to do the same thing for quite a long stretch of time and that's something we haven't been able to address completely yet.

**David Bergh:** Yes, I agree. Usually my best classes have been when I shut up and focused more on the material to be covered. One problem we often run into is the students have often studied the content in detail before the class and find it to be boring repetition of something they have covered already. Still, they cannot actually use the target language in conversation yet. I think since many students see it as boring repetition, they don't take it as seriously as they should and retention is often minimal. I still have students asking in Japanese for meanings and spellings of words.

**Bruno Vannieu:** Yes, I have heard that from many teachers, and I have felt it in my own classes. Somehow students need to be "humbled" because they take the target language as a form of knowledge, and they can understand it, so they feel impatient. They sometimes have to be faced with the fact that they can't use it, all the more so in real time.

**David Bergh:** But as I said the students' reaction is usually good, especially the first year students'. In spite of the boredom issue mentioned before, once they understand the task and start speaking, they do quite well. Some students are starting to game the system and work together to memorize only one dialog for the test. I have started to assign partners randomly for testing. They were a bit dismayed at first, but I explained why and they kind of saw the logic to it. Now it seems they are excited about finding out who their test partner will be.

Some students are starting to game the system and work together to memorize only one dialog for the test. I have started to assign partners randomly for testing. They were a bit dismayed at first, but I explained why and they kind of saw the logic to it.

**Bruno Vannieu:** Yes, little changes like this help to channel the students' energy in the right direction. I think the IM is a basically sound framework (students perform and get due credits for it), and it's good to tinker with it. I used to work hard and get frustrated at my results, and now I still work hard but my frustration level is quite low, because (1) I don't need to try to "motivate" my students, which I found psychologically draining, and (2) I get better student participation, which makes me feel better about being a teacher. The 60% of students who would just have been "background" now fulfill quite acceptable levels of conversation output, without being pushed too hard.

I tried to summarize the evolution of students' participation (in my case) in the following table:

### Students' participation with and without the IM

Students' participation	Before IM		With IM	
	Beginning of term	Mid-term	Beginning of term	Mid-term
"background"	60%	60%	60%	5%
OK	20%	20%	20%	65%
good	20%	20%	20%	30%

**David Bergh:** Yes, I have noticed that quite a few students do actually work hard to practice and retain the vocabulary and structures being taught. A couple of students (far too few) will go well out of their way to speak with the native English teachers. At times it is quite obvious that they have prepared a script of sorts in their mind and are really trying to use what they are learning in class. I think that is one of the things that keeps language teachers in the profession.

**Bruno Vannieu:** JHS classes are usually only 50 minutes long, which makes it a real challenge to hold regular conversation

tests during class time, which are a central feature of the Immediate Method. How do you manage this?

**David Bergh:** Well, by the time we get to the material in our classes, the students have usually already covered the grammar and much of the vocabulary in their other English classes. This is true for both first and third year classes. So, most of the classes are actually review and practical application, not introduction of new material. Supplemental activities include pair or group practice worksheets, and I often do a lot of work with pronunciation, linking and intonation as well as some specific phonemes.

**Bruno Vannieu:** Thanks a lot for taking the time to do this interview, David. I'm looking forward to seeing you at the JALT conference in Tokyo in November, and talking more about these topics. ■

### David Bergh and Bruno Vannieu will take part in the forum "Sharing experiences of the Immediate Method" at the JALT International Conference in November 2008

You can find the whole text of the interview (two more questions about the use of IC1 in first grade and CiC in third grade) on the CiC blog.

## Our original format

**Lesson 2a**

What do you do in your free time?  
暇なとき、何をしますか？

I enjoy reading comics and watching TV.

**Grammar Toolbox 1**

What do you do you like doing in your free time on the weekend after class ?

A watch movies.

B watching movies.

love like enjoy don't mind

Difficulty rating: ★

**Grammar Toolboxes** + **Vocabulary Boxes**

**many meaningful sentences**

**A** watch TV shop play video games listen to music study read sleep cook eat out

**B** watching TV listening to music reading

**your turn!**

A: \_\_\_\_\_

## Conversations in Class



Level: low intermediate  
Public: university students  
112 pages, 24 lessons  
2415 yen, tax included  
ISBN 4-9901072-2-5

## Immediate Conversations 1



Level: beginner  
Public: junior high school students  
56 pages, 28 lessons  
2200 yen, tax included  
ISBN 4-9901072-6-8

You can get a free sample copy through our web site ([www.almalang.com](http://www.almalang.com)) or by visiting our booth at the national JALT conference.



# 8th Immediate Method Autumn Workshop

## Teaching Conversation in Japan

### What is the Immediate Method?

The **Immediate Method** is a simple and powerful conversation classroom management technique that was created in Japan in response to several challenging situations:

- (1) large classes;
  - (2) low levels of language ability and motivation, and
  - (3) the reticent classroom behavior of Japanese learners.
- Its primary objective is to have the students learn to **speak in two-way, real-time communication**; in short, to take part in free flowing conversations.

Born in the context of university-level French conversation classes, it has been successfully applied to English and Japanese conversation teaching.



### What is the IM Autumn Workshop?

The **Immediate Method (IM) Autumn Workshop** is an annual event that brings together foreign language teachers from all over Japan to learn and exchange ideas about conversation teaching.

#### TRAINING

##### ■ Culture and conversation

Japanese culture is not conducive to free, spontaneous expression in conversation classes. In this introductory lecture we will cover:

- how to break the "barrier of silence" in the classroom
- how to integrate pragmatic competence into our students' learning, helping them to sound "natural" in English (in effect, teaching them to respect the cultural codes that govern oral expression in English).



##### ■ Introduction to the Immediate Method

For the duration of a short simulation class, participants will take on the role of learners of a language other than English (Russian this year). This is an efficient and fun way to experience all the components of the IM, from the inside. We will then discuss a few key elements of this approach, focusing on testing and group management techniques.

#### SHARING

##### ■ The Immediate Method applied to different teaching contexts

Teachers using the IM in various contexts (class size, students' levels, JHS or university, etc.) share their experiences and invite questions and discussion. This is always a much-appreciated part of the Autumn Workshop, and is the reason we call this a workshop; the idea is that there is not one set way to do things. Presentations are practical and discussions are friendly.

##### ■ Roundtable

IM teachers often go through "honeymoon" and "post-honeymoon" stages, experiencing bursts of energy, followed by fatigue, stress or uncertainty, the process of experimenting with or settling into routines, and reviving their creativity. We will share our experiences and ideas.

**Kobe University**  
**November 23<sup>rd</sup>, 2008**

Organized by  
**The School of Languages  
and Communication,  
Kobe University**  
and  
**The Research Group for  
Teaching Conversation  
in Japan**

#### Presenters

	Jean-Luc AZRA Seinan Gakuin University
	Pierre BABINEAU Poole Gakuin University
	Bill PERRY Kobe University
	Stephen RICHMOND Shiga Kenritsu University
	Kathleen RILEY Tamagawa University
	Marc SHEFFNER Tezukayama University
	Bruno VANNIEU Kobe University



## Workshop Program

TRAINING	
The pragmatics of conversation Break the barrier of silence	10:00 – 10:45
Simulation class: Basic Russian Discover the Immediate Method as a student.	10:45 – 12:00
Testing Different types of in-class tests / Grading tests	12:10 – 12:35
Group management Techniques for pair work and group work	12:35 – 13:00
SHARING	
The IM in different contexts <ul style="list-style-type: none"> <li>• Poole Gakuin University</li> <li>• Tezukayama University</li> <li>• Kobe University</li> </ul>	14:00 – 15:30
Round table discussion The stages IM teachers go through	16:00 – 17:00
Dinner party	17:30 – 19:00

#### ◆ Access Map ◆



◆ From Rokko station (Hankyu) to Kobe University:  
10 minutes by bus or 5 minutes by taxi (about ¥600)

- Osaka (Umeda) — Rokko: 30 minutes by train
- Sannomiya — Rokko: 10 minutes by train

◆ From Shinkobe station (JR) to Kobe University:  
10 – 15 minutes by taxi

◆ This workshop is free of charge. Participants are welcome to attend the post-workshop dinner (¥3000).

◆ If you need information on hotels or a detailed access map, please contact us!

## Workshop Registration

1	Name	
2	School (s)	
3	E-mail	
4	Telephone Number	
5	Address	
6	Average size of your class(es)	
7	How many years have you been teaching English in Japan?	
8	What is your Japanese language level?	Non-existent / poor / basic / intermediate / fluent
9	How did you hear about this workshop?	direct mailing / friend or colleague / other:

For more information or to register:

FAX: 078-803-7559 / E-mail: [vannieu@dragon.kobe-u.ac.jp](mailto:vannieu@dragon.kobe-u.ac.jp)