

NEWSLETTER

ANSAI ASSOCIATION OF LANGUAGE TEACHERS

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ON CHOOSING A DICTIONARY

Jane Wieman

The people I work with, translators in the International Department of Kanebo, are highly proficient in English but still experience some difficulty in expressing themselves in clear, idiomatic English. In checking their English, I kept finding unidiomatic, old-fashioned, and simply ungrammatical sentences which they would justify by saying, "That's how our grammar teacher taught us," "That's how we had to answer questions on tests," "That's how it is in the dictionary," and the like.

As those of you who teach English in the Japanese school system know, the main purpose of the force-fed English studied in the six years of middle and high school is to enable the students to pass entrance exams. The English that a graduating senior has been exposed to comprises a mind-boggling amount of grammatical complexities and vocabulary items, but it bears so little resemblance to the English spoken elsewhere in the world that it might as well be an altogether different language. "Janglish" is a coined word that seems to describe it very well.

In translating Janglish into English, I felt there was nothing to be done about rules learned in grammar lessons and overly precise analyses of expressions memorized to pass tests. Other foreign staff members and I simply rephrased the Janglish so that it seemed natural to us, and built up examples of English in practice, rather than going to theory.

Reliance on a dictionary was another matter. "The dictionary" turned out to be one of Kenkyusha's. There are several, and they are indispensable. But they have one weakness: they were put together by Japanese, for Japanese, with only consultation by native English speakers. There are numerous cases of example English sentences and phrases which are unidiomatic or ungrammatical, and many more that are old-fashioned or too literary for ordinary use. I strongly recommend that the translators start using dictionaries compiled by native speakers of English.

Since that time, our department has acquired a number of new dictionaries, almost all of American English (because the company has a bias toward American English), and I have checked through them to see how they are organized, what information besides words and definitions is included, and made recommendations.

The most obvious use of a dictionary is to discover the range of meanings of a particular word, the spelling(s), origin, part of speech. Dictionaries also have a range of front and end matter which can be entertaining and interesting. Some have a concise set of grammatical and stylistic forms that are much easier to refer to than a textbook. Others have articles on the history of American English and how it differs from British English.

In comparing these dictionaries I have done two things: simply listed the contents for quick reference and given the definitions of a few selected words. After two years of experience with these dictionaries, I strongly recommend The American Heritage Dictionary of the English Language. Using it may not guarantee perfect English, but it will help you understand it better.

I also urge you to encourage your Japanese students to start using it or another English language dictionary. It may seem formidable to them at first, but they will quickly find that they can use it to expand their understanding of the precise meaning of a word and its proper grammatical and idiomatic usage. (Of course this works both ways, and those of us who are trying to gain some understanding of Japanese will find it behooves us to refer to Kokujo Jiten as soon as we can.)

It has been my experience, one shared by many of you, that correcting and teaching my own language in Japan has forced me to study it rather than just take it for granted. While I wish I had learned as much Japanese since I've been here as English, learning it has been fascinating.

In closing, a thought from Simeon Potter's Language in the Modern World:

We should not allow ourselves to be deterred from attempting to learn anything at all about a language on the ground that we cannot hope to master it completely, since in some measure all linguistic knowledge, even that of our native tongue, is imperfect and fragmentary.

DICTIONARIES: AN ANNOTATED BIBLIOGRAPHY

Webster's Third New International Dictionary (Unabridged), 1971

Inside front cover: Merriam-Webster Pronunciation Symbols

Front matter: Biography and portrait of Noah Webster
 Table of contents, Plates and Fill-page Illustrations, Index to Tables
 Preface; list of editors, staff, and outside consultants
 Explanatory Chart
 Explanatory Notes
 Divisions in Boldface Entry Word?
 Spelling
 Plurals
 Capitalization, Italization
 The Writing of Compounds
 M-W Pronunciations Symbols
 "Guide to Pronunciation," Divisions in Respelled Pronunciations
 Punctuation
 Forms of Address
 Abbreviations Used in This Dictionary
 Addenda Section

End matter: none

Inside back cover: M-W Pronunciation Symbols

The American Heritage Dictionary of the English Language, 1969

Inside front cover: Key to special reference materials
 Proofreaders' marks
 Usage
 Punctuation

Front matter: Intro: "a major concern of the editors has been the language used in the word definitions themselves. Our aim has been to phrase definitions in concise, lucid prose."
 "By knowledgeable use of the dictionary we should learn where a word has come from, precisely what its various shades of meanings are today, and its social status."
 Bloomfield, "A Brief History of the English Language"
 Watkins, "The Indo-European Origin of English" (see also end matter)
 Bishop, "Good Usage, Bad Usage, and Usage" (see also usage notes)
 H. L. Smith, Jr., "Dialects of English"
 Ohmann, "Grammar and Meaning"
 O'Neil, "The Spelling and Pronunciation of English"
 Kucera, "Computers in Language Analysis and in Lexicography"
 Hoss, "Guide to the Dictionary"
 Pronunciation Key

End matter: Picture credits
 Watkins, "Indo-European and the Indo-Europeans"
 Appendix (Guide) Indo-European Hoots

Inside back cover: Indo-European Family

Webster's New Collegiate Dictionary, 1974 (based on Merriam Webster's Third International)

Inside front and back covers: Pronunciation symbols

Front Matter: Explanatory chart
 Explanatory notes
 Francis, "The English Language and Its History"
 Tabular History of the English Language
 Abbreviations in This Work
 Pronunciation Symbols

End matter: Foreign Words and Phrases (pronunciation, definition)
 Biographical Names (pronunciation, dates, brief definition)
 Geographical Names (pronunciation, location)
 Colleges and Universities, U.S. and Canada (city, date founded, type)
 Signs and Symbols (astro, bio, bus, chem, flowchart, math, med, etc.)
 Handbook of Style (punctuation, italicization, capitalization, plurals, footnotes, forms of address, style in business correspondence)
 Index

The Random House College Dictionary (based on the Unabridged Edition, 1966-1973)

Inside front cover: Etymology Key, Pronunciation Key, Foreign Sounds, Languages (abbreviations)

Front matter: Preface, Table of Contents, List of editors and consultants
Table of Indo-European Languages
Historical Sketch of the English Language
Etymology key, Languages, Pronunciation Key, Foreign sounds
Bronstein, "The Pronunciation of English"
McDavid, Jr., "Usage, Dialects, and Functional Varieties"
A Guide to the Dictionary
Table of Common English Spellings

End matter: Signs and Symbols
Directory of Colleges and Universities, U.S. and Canada (location, type, size, date founded)
English Given Names (masculine and feminine; derivation and meaning)
Basic Manual of Style (punctuation, division of words, abbreviation, capitalization, italics, numerals, manuscript preparation, footnotes, bibliography, proofreading)

Inside back cover: Weights and Measures
Metric and U.S. Equivalents
Foreign Alphabets

Funk & Wagnalls Standard College Dictionary

Inside front cover: Pronunciation Key
Specimen entries (full explanation)

Front matter Read, Allen W., "A Brief History of the English Language"
Thomas, Charles K., "Regional Variations in American Pronunciation"
Avis, Walter S., "Canadian English"
The Plan of This Dictionary, including brief articles on Pronunciation (McMillan), Level and Style Labels (Cassidy) Etymologies (Marckwardt), and Synonyms (Hayakawa)
Pronunciation Key
Abbreviations
English Spellings

End matter: Colleges and Universities in the U.S.A.
Institutions of Higher Education in Canada
Given Names (masculine, feminine)
Greek and Latin elements in English
Practical reference guides (punctuation, capitalization, correspondence, manuscript preparation, proofreaders' marks and examples, special signs and symbols)

Inside back cover: Abbreviations used in this book
Weights and Measures

OTHER REFERENCE BOOKS

American Heritage Dictionary, New College Edition

Contains all the material of the larger, regular edition. Smaller in size, perhaps handier to use. But type is also smaller, perhaps, making it harder to read.

The Underground Dictionary (by Landy and Horiuchi)

A translation into Japanese of a dictionary of American "underground" words and phrases compiled by Mr. Landy. There is also a section on British "underground" words, and a section on signs and symbols. Fun, and probably useful too, since yesterday's "underground" words often become today's popular (or popularized) words.

Pocket Dictionary of American Slang (by Wentworth and Flexner), 1967.

"Almost all of the most common slang words in use today." Almost ten years old. Contains 50% of the words in the hardcover edition. Many words or meanings unfamiliar to me, but not all the slang meanings of certain words. Both American Heritage and Oxford Dictionary of Contemporary Idiomatic English give more complete information on many words.

The New York Times Everyday Reader's Dictionary of Misunderstood, Misused, Mispronounced Words (by Lawrence Urdang)

Very simple and straightforward definitions. Many obscure words (goes to opposite extreme from the Underground Dictionary).

oxford Dictionary of Current Idiomatic English, Vol. I: Verbs with Prepositions and Particles (by Cowie and Mackin), 1975.

General Introduction

Content and Arrangement

Key: Headphrase, Order of Headphrases, Grammatical Codes and Tables, Style and Register, Definitions, Collocations, Illustrations, Grammatical and other notes, Cross-reference System

[Note: This Key is very long, but it explains very thoroughly how to understand the entries in this dictionary and how to correctly use an idiom in various ways. The needs of learners of English, as well as native speakers, form the basis for this extensive explanation. You should take the time to study it.]

List of Sources

Alphabetical list of particles and prepositions

Abbreviations and symbols used

An excellent reference. Contains much of value not found in other dictionaries. Well worth the trouble of learning how to use it. Although this volume is limited to idioms involving a verb plus preposition or particle, and so not all the idioms you will want explanations of are contained in it, it does contain many idioms of the most difficult to understand sort and explains how to use them correctly.

A COMPARISON OF DICTIONARY DEFINITIONS

² contact: b: to make connection with: get in communication with: REACH--
used often where the means is not precisely specified [~
your local dealer] [the salesmant~ed a few prospects] c: to
talk or confer with: INTERVIEW: apply to: APPROACH [the first
company you~ may not...use your services--W. J. Reilly]
[the department...was=ed to learn of availability and costs--
R. C. Emery]

--Webster's Third New International

² contact: vt 1: to bring into contact 2a: to enter or be in contact
with: JOIN b: to get in communication with [~your local
dealer]

--Webster's New Collegiate

contact: -v.t 7. to put or bring in contact. 8. to communicate with
(a person): "We'll contact you by mail or telephone."
-Usage. 7.8. Many verbs in English have derived from nouns;
grammatically at least, there is no justification for the
criticism commonly heard of contact used in these senses:
"He contacted us about the shipments." Despite the many ob-
jections of teachers and editors to this use on personal,
stylistic grounds, its currency is so widespread simply be-
cause there is no other single verb in the language to ex-
press the same idea, that there is little doubt of its be-
coming universally acceptable in the future.

--Random House Dictionary, 1966

contact: -v.t. 6. to put or bring into contact. 7. to communicate
with (a person): "We'll contact you by telephone."

--Random House College Dictionary

contact: -tr. 1. To bring or put in contact. 2. Informal To get in
touch with. See Usage note below.
Usage: Contact, meaning to get in touch with, is widely used
but still not appropriate to formal contexts, according to
66% of the Usage Panel. Contact (noun) denoting a person as
a source or assistance, is better established and is accept-
able to 61% of the Panel in formal usage.

--American Heritage Dictionary

con-tact: v.t. 1. To bring or place in contact; touch. 2. INFORMAL
To get in touch with (someone). *This informal usage, re-
garded with disfavor by some, is widely used.
v.i. 3. To be or come in contact; touch: with with

--Funk & Wagnall's Standard College
Dictionary

deplore: 1. obs: to regard or abandon as hopeless. 2a: to feel or express deep grief for: sorrow over [~~the~~ death of a close friend] b: to regret strongly [I~ that I cannot conform to that practice--Tor Ulving] c: to consider as very unfortunate or to be strongly lamented [they~ the fifteen years of slow whittling away of basic liberties--E. A. Mowrer] [their zeal to~ the inferior position to which men have shoved women--Paul Engle] 3. obs: to tell of or recount with sorrow.

syn DEPLORE, LAMENT, BEWAIL and BEMOAN agree in signifying to show grief or sorrow for something. DEPLORE usually implies keen and profound regret for, but as commonly implies strong grieving objection to, especially the irreparable, calamitous, or unavoidable [helping the process of moral decay which he deplores--New Republic] [he deplores the fact that there is dissension within the Church--Robert Corkey] [how profoundly a man, holding that view, must deplore the whole course of academical literary study--A. T. Quiller-Couch] [purist deplore slang--Quarterly Journal of Speech]

--Webster's Third New International

deplore: 1a: to feel or express grief for b: to regret strongly 2: to consider unfortunate or deserving of deprecation

--Webster's New Collegiate

deplore: 1. to regret deeply or strongly; lament: "to deplore the present state of morality." 2. to feel or express deep grief for or in regard to: "The class deplored the death of their teacher."

--Random House College Dictionary

deplore: tr.v. 1. To feel or express deep sorrow over; to lament. 2. To feel or express strong disapproval of; to censure: "American educators have long deplored our use of bargain-basement prices for education." (L. M. Kable)

--American Heritage Dictionary

deplore: V.t. plored, ploring To have or show regret or sadness over; lament. Syn. See MOURN
Synonyms (listed under MOURN) MOURN, REGRET, RUE, DEPLORE and BEWAIL mean to regard with sorrow or remorse...DEPLORE means to express regret strongly; it usually refers to actions of others, and suggests a feeling of righteous indignation: to deplore a salesman's vacillating tactics.

--Funk & Wagnall's Standard College Dictionary

kimono (kə-mō'nə, ki-mō'nō) n. pl. -nos 1. A loose robe fastened with a wide sash, worn in Japan as an outer garment. 2. A woman's negligee. [Japanese]

--Funk & Wagnall's Standard College Dictionary

kimono (kə-mō'nə, -nō) n., pl. -nos. 1. A long, loose, wide-sleeved Japanese robe, worn with a broad sash. 2. A bathrobe or dressing gown modeled after this. [Japanese, "thing for wearing": ki, to wear + mono, person, thing] [Illustration]

--American Heritage Dictionary

PRONUNCIATION POINTERS - I

FINAL N

Thomas N. Robb

Final N in English is a persistent problem even with many fluent Japanese speakers of English. Mispronunciation can often be tolerated since context will often clear up any potential confusion. There are times, however, when mispronunciation can make a crucial difference. One such case is that of numbers. The difference between the -TEEN's and the -TY's is only a difference of the presence or absence of the final N, plus a difference (often ignored) in stress. Careless pronunciation can easily turn 16 eggs into 60. Serious mistakes in business dealings can be, and have been, made due to confusion of the two.

Before going into technique for improving the student's pronunciation, let us take a brief look into the ontology of the problem. To begin with, there is no one "correct" pronunciation for English -N; the actual articulation varies depending on the sound which follows. Thus, IN PARIS is often pronounced /imparis/ in casual speech, and IN COURT is pronounced /iŋkɔrt/. A similar phenomenon is found in Japanese as well. The problem, then, occurs at times when Japanese and English treat -N differently--most conspicuously before words beginning with a vowel. In this situation, three interrelated phenomena come into play:

- 1) Nasal Resonance--English -N has a much more resonant quality. Those speaking both languages can demonstrate this for themselves by lightly feeling both sides of the nostrils while pronouncing Japanese SAN and English SUN. The vibration felt should be somewhat greater in the case of English SUN.
- 2) Place of Articulation--Japanese uses a velar (back of tongue) [ŋ], or nasalizes the preceding vowel without having the tongue touch anywhere, while English uses a palatal (ridge behind teeth) [n] before vowels.

Liaison--in English, the articulation of -N is maintained and connected to the initial vowel of the following word.

Below are some techniques for curing this problem which I have found to work with varying degrees of success with different students:

- 1) Tell the students that the katakana spelling for English final N and NG is not the best possible:

	BAD	BETTER
sun	サン	サンヌ
sung	サンガ	サン

- 2) Do a sound discrimination exercise. Write on the blackboard:

1. SUN	<u>OR</u>	1. SUN
2. サン		2. SUNG

Have the students call out ONE or TWO (correct those mispronouncing ONE!) while you call them out randomly with a consistent falling intonation.

3) Have them exaggerate the final N: SIXTEENNNNNN. If their tongues are in the correct position, they should be able to say NA at the end: SIXTEENNNNNNNNA.

4) The rhythm or meter of sentences is often such that one word is prolonged, so that the next word can be said at the appropriate time. In this case, the vowel prior to a final N, is often stretched out, the N being articulated with a following word. Have the students say rhythmically:

They bought sixteeeeeen apples.

5) Try having them pronounce words where the unstressed vowel preceding final N is deleted, the N becoming "syllabic," taking over the vowel function in the syllable, as often happens in casual speech:

ACTION /əkʃn/

ACTION AT /əkʃnət/

6) Constant reminder and chiding. Frown when they pronounce it wrong. They'll stop and correct themselves. Mimic their wrong pronunciation with a puzzled look of incomprehension. If done good-naturedly, the students will cooperate. This has actually turned into something like a running joke in one of my classes--but with results!

NEXT ISSUE: F and H.

KALT Newsletter

Kansai Association of Language Teachers

Contributions to the newsletter are welcome and should be sent to Nancy Nakanishi, Editor, KALT Newsletter, Nagoya College of Foreign Languages, 1-7 Miyanishi-cho, Chikusa-ku, Nagoya 464. Hook reviews, interesting teaching techniques, news about items or events of interest to language teachers, are all welcome.

The Newsletter is published four times a year in January, April, July, and October. Deadlines for articles or advertising submitted for publication are the 30th of the month preceding publication.

Advertising should be solicited through Thomas M. Pendergast, Jr., Awaza Central Heights, No. 812, 30 Enokojima Higashinomachi, Nishi-ku, Osaka 550, tel. (06) 345-1272. Notices of job openings are free of charge and will be inserted according to available space. Contact Nancy Nakanishi.

REPORT OF THE GROUP DISCUSSION OF
THE JUNIOR AND SENIOR HIGH SCHOOL TEACHERS

KALT MEETING, OSAKA, FEBRUARY 27, 1977

Barbara Fujiwara

In the high school teachers' group, we had a very interesting discussion with a lot of participation by everyone in the group. Our discussion ranged freely over a variety of topics but always came back to the central dilemma of high school English teachers: how to teach "communication English" when one's responsibility is to teach "entrance exam English." We came to no solution of this central problem but we did share our concern and offer some partial answers. We tried to examine what skills were really being taught and learned under the present system. Some teachers believed that reading and writing were being taught; others felt that only translation was being taught. There was also a controversy over the value of translation. A few teachers felt that translation was a worthwhile activity and necessary to maintain student motivation; other teachers felt the opposite, that translation was in reality a kind of deciphering with detrimental effects on other linguistic skills and on creative ability.

Many of the teachers presented some ideas they were using for teaching "communication English," at least in a small way. Some teachers tried to use English in the classroom for a few minutes each day. Those teachers who didn't feel enough confidence in their own pronunciation or speaking ability used tapes to introduce or review their lessons. But a few teachers had problems using tapes, one major disadvantage being that they had no control over the speed. One of the American teachers said he believed many Japanese teachers worried too much about their pronunciation and that they should feel free to use their own English.

We also gave our opinions about the materials now being used in secondary schools. One juku teacher mentioned that she had read that within the first year of junior high, 50% of the students had already begun to dislike English, thus indicating the lack of interest in either the teaching materials or the teaching methods. Another problem was that the textbook materials were too difficult to be used as the basis of oral work. Another teacher agreed that the level of textbook English was too difficult, thus making the amount of English studied very limited, since it took so much time to cover the materials in the text. One teacher suggested using interesting materials, such as selections from Anne Frank's diary, which would encourage students to regard the selection not just as something to be translated but as something to really understand and think about. At one school, the students must listen to the NHK radio and TV broadcasts and get the NHK magazines. Their teacher said that about 20% of the students do listen regularly, but she ruefully added that the major motivation seemed to be a short test on the contents.

One of the participants, who has been involved in educational research, was very interested in improving writing ability. To work on composition skills, one teacher had her students summarize tapes or stories in English or write paragraphs about controversial subjects. When grading the compositions, she gave high marks for creative answers. Another teacher gave his students the assignment to summarize Hello, America during summer vacation. He said the written complaints about the assignment represented a genuine expression of student thought!

Finally, as a kind of "three birds in one throw" solution, one teacher suggested that the Japanese government hire native speakers to teach in the public schools, thus helping to solve both Japan's trade imbalance and the unemployment problem of the English-speaking countries.

Participants

Mr. Morizawa (Wakayama Kita Senior High School)
 Ms. Kamitani (Seirin Senior High School, Wakayama)
 Mr. Kobayashi (Educational Research Center, Wakayama)
 Ms. Sakurai (Juku Junior High Students, Kobe)
 Mr. Morizawa (Toin Senior High School, Wakayama)
 Mr. Breslin (Nanzan Junior High School, Nagoya)
 Mr. Walsh (Nanzan Junior High School, Nagoya)
 Mr. Kimura (Higashi Toyonaka Senior High School, Osaka)
 Ms. Ohara (Higash-Mozu Senior High School, Sakai)
 Ms. Kusunoki (Osaka Municipal School for the Visually Handicapped)
 Ms. Yano (Juku teacher)
 Ms. Fujiwara (Seifu Senior High School)

NOTICES

Friends World College is offering a series of International Seminars meeting once a week from April 13 to July 14. Some of the classes are: Asia-China Seminar, Oral Communication, Yoga, and Childhood Development. There are also Saturday Seminars on various topics (Y500 per session), and Japanese language instruction for beginners (10 weeks and 50 class hours). Although it is a little late for this series, for information on future seminars, call or write Friends World College, East Asia Center, 6 Tadekura-cho, Shimogama, Sakyo-ku Kyoto 606, tel. (075) 781-2120.

Those desiring information on Yutaro and Elizabeth Kitamura's materials for teaching children may contact them at:

404 Sakurazuka Mansion
 1-21-40 Minami Sakurazuka
 Toyonaka-shi, Osaka-fu 560
 tel. (06) 841-9043

The next KALT meeting in Osaka will be on June 19, 1977, at 1:00 p.m. Topic: The Direct Method.

LANGUAGE PROGRAMS AROUND JAPAN

Hiroshima YMCA English School

"The power of sound has always been greater than the power of sense."

--Joseph Conrad

The function of any language school, whether its students are doctors or plumbers or schoolchildren, is to provide these same with the tools to re-express and enlarge their experience of themselves in a further linguistic idiom. Hiroshima YMCA English School with a substantial staff of full-time and part-time teachers and located in the city center seeks to expand that function and in so doing meet the special role of Hiroshima as a city of peace and international understanding.

Established in 1962 as a full-time teaching establishment, our English School has the opportunity of developing English tuition on multiple levels. The present number of students totals some 700. Courses include: three pre-school parent and child classes which meet once a week, Grade School, Junior and Senior High School, which comprise 10, 6, and 4 classes respectively and which employ the "Graded Direct Method" of instruction. Further courses include an Interpreters' Class (what some have dubbed the "Interrupters" Class!) and a Graduate Class in speech communication, the former newly organized for the coming semester and both now led by trained specialists in this field. In addition to Ladies Classes, a split level Intensive Course and a 14-class Adult Course, the school also provides for the study of French (elementary and intermediate) and Japanese, though on a smaller scale.

The ever increasing selection of E.F.L. texts and teaching materials now provides the modern English school with a wide range of choice, and our department uses primarily commercial publications, although it has been found necessary on occasion to prepare our own material.

The English Language is a multilateral activity for all who wish to participate. Language, as the philosopher Wittgenstein reminds us, is a "game" which, when the rules are learned and applied with ease, makes possible the meaningful relationship between individuals. With this perspective, our staff of five full-time teachers, American and British--in addition to three full-time teachers for Grade School and Juniors, and some 30 part-time instructors are encouraged to maintain a consistent but experimental approach to their work. Our recent experience of the "Silent Way" method has proven a useful addition to the technique of some of our teachers and we trust that this openness to the diversity of technique which is at once an openness to language as an activity will continue to bring results.

Marie Tsuruda

Would You like to let others know about your language program? Send a full description to the editor. One program will be featured in every issue hereafter.

BOOK REVIEWS

Core English One, by William R. Slager, et al., Ginn & Co., International Division, P.O. Box 2649, 1250 Fairwood Ave., Columbus, OH 43216, U.S.A., 1972, \$130.00.

Nancy Nakanishi

Core English One is the first of a series of four levels which constitute a strictly oral approach to English as a Second Language. It is designed for pre-school children in the U.S., but the materials are extremely flexibly and have almost complete applicability to the situation of teaching elementary school children of any age level in Japan. In addition, class size is not a problem; the materials were designed for classes of over 10 students but may also be used with classes down to four or five students.

Core English One is not actually a book, but rather a Teacher's Kit, which includes the following materials:

1) Teacher's Manual--about 400 pages long. As the basis of the course, it contains detailed teaching instructions for 48 lessons, each lesson designed to last about one hour.

2) Workbook--reviews some of the structures from the lesson as *the teacher discusses the page with the students*. Also concentrates on left-to-right eye tracking movements (by having the student copy on the right, pictures which he sees on the left, for example).

3) Wall Charts--16 color pictures with four children who constitute the main characters of the series (named A, _____, T _____, M _____ and B; _____ (you supply the names)).

4) Picture Cards--150 color cards, mainly pictures of vocabulary learned in the lessons, and pictures of the four main characters.

4) Puppets--three puppets, which are used to introduce all dialogs. After the teacher models with both puppets, the students manipulate the puppets themselves.

6) Flannel Kit--65 "flannel" (vinyl) pieces, which are shapes, objects learned in the lesson, and the main characters. Good for *spatial relationships--in the circle, on the table, etc.*

7) Language Games and Songs for Core English--a separate book with additional games and a transcript of the songs on the record.

8) Core English Songs--a record with the songs composed for the Core English One program. Patterns in the song are patterns from the lesson. The music is not folksonkish, but something on the order of child rock. Quite often the background band overpowers the voices on tape.

The 48 lessons in the teacher's manual are organized into twelve units, each of which has an area for application of the grammatical structures: Classroom Identification, Identification and Location, Concepts of Shape, Noun Plurals and Numbers from One to Six, etc. An interesting point in the sequencing is that numbers are not introduced until Lesson 13, and colors are not introduced until Lesson 25. Many grammatical patterns are presented, while vocabulary is kept at a minimum. Each lesson has a "Review and Warmup" section, the main body of the lesson, and then an "Enrichment Activities" section. The patterns, once presented, are used throughout the book. Students not able to "get" the pattern first time around are given many chances to acquire it gradually.

There are no drills per se. Presentation is always contextual, and the question-answer format is "meaningful," in Christina Bratt Paulston's sense of the term, that the student must understand the situation in order to answer the question, but there is only one correct answer, which the teacher knows. Repetition of patterns is

accomplished largely through games, where the patterns are used by the children in order to accomplish some desirable goal. There are also games which require thoughtful use of structures. Occasionally there are very short dialogs, mainly to teach social expressions, and these are always done using puppets. About halfway through the book there begin to be short "talks" by the teacher, i.e. the teacher tells a story using patterns and vocabulary known to the students. Here is a talk from Lesson 20:

(uses Chart 8, showing children and a birthday cake)

Teacher: This is Bob. He's seven years old. This is Masaaki. He's six years old. This is Akiko. She's five years old. Today is Tamiko's birthday. It's her birthday. This is her birthday cake. What is it?

Children: It's a cake.

Teacher: These are candles: They're on the cake. How many candles are there?

Children: Six.

Teacher: That's right. Tamiko is six years old, and there are six candles on her birthday cake. How old is she?

Children: Six.

All structures were known previously.

Another feature of Core English One which sets it apart from many English texts for children is that it rarely requires the type of full-sentence answers which are so often used for practice and so rarely used for real conversation. One of the first things taught in Lesson One is the questions-answer pattern,

Teacher: What's your name?
Child: Fumiaki.

Later in the book the complete pattern, My name is _____ is presented, but students answering with a one-word answer would certainly be correct.

Unfortunately, Core English One is only sold as a total kit; only student workbooks may be purchased separately. However, once the initial investment is made, the coordinated materials and the high quality of all the pictures provide a good base from which to generate language. The same characters continuing through the series give a feeling of continuity to the series. In addition, all the characters have black hair, a refreshing change from the usual display of blondes in English texts. Giving the characters Japanese names is similar in purpose to the old concept of giving students English names so that they could relate to the material.

I have been using Core English One for the past year to teach a group of children ranging in age from 6 to 13. I have found the materials to be the most suitable for teaching children that I have ever used. I have noticed that meaningful practice, while more interesting than mechanical drill, still does not captivate the students' attention. *When the answer is obvious, why bother to say it? However, there is* such an abundance of material in this text that much of the meaningful practice can be eliminated in favor of communicative practice. The games do an excellent job, not only of stimulating repetition of the pattern, but also of providing a format where the student needs some information, and it can only be obtained by asking for it. This is a real motivation to speak! Rather than calling out single words to name objects and pictures, as is so often the case in children's language classes, children are communicating in sentences. For these reasons, I feel Core is one of the Best English sets for children that is available today.

Idioms in Action: A Key to Fluency in English, by George Reeves, Newbury House, 1975, 100 pp., \$3.95.

Nancy Nakanishi

The goal of this book is stated as, "Getting your students to understand, speak, and write everyday idioms in everyday English." More specifically, the book deals with 150 of "the most frequent idioms in English." The author feels the book is appropriate for students who can recognize approximately 2,000 words and understand simple tenses.

The book is a collection of 30 "exercises" (lessons), each emphasizing five idioms. Each exercise begins with a dialog consisting of a French woman named Mimi and a Japanese man named Sam, who have continual discussions (and disagreements) about American culture. As the book progresses, a romance develops, and, well, you can guess the conclusion.

After the dialog in each "exercise," there are five or six "parts," which all involve filling in blanks except the last "part," which is a composition exercise. Part A is a story with blanks where the idioms in the lesson should be filled in. Each blank is divided into spaces for each letter, as the student will check spelling and tense. Part B requires rewriting a sentence and substituting an idiom for its boldface definition, e.g.

Mimi tries really hard to pass the test. *Mimi does her best to pass the test.*

This part and Part E are the only places in the lesson where the definition is given. Until the student does Part B, he has been guessing at the meaning of the idioms from the context.

Parts C and D are situations with blanks where the student fills in the appropriate idioms. Part C has five blanks for the five idioms in the lesson; Part D has 10 blanks which include the five idioms from the previous exercise also. Part E has the student substitute an idiom for the boldface equivalent and also complete the sentence. Part F asks the student to write a paragraph on a theme, using all five idioms, e.g. "Write one paragraph about why you love your country. Use all five idioms." (as much as, change one's mind, come from, get rid of, go on)

At the end of each three "Exercises" there is a test, rather easy and interesting. The purpose of the tests seems to be as a review and to encourage the student as he sees he is mastering the idioms.

On the whole, Idioms in Action is interesting and appears to be extremely useful for the students. The idioms do seem to be very common ones, and they are presented in a variety of contexts of more than one sentence. The exercises help the students to remember the idioms by actively working with them rather than passively memorizing them. The continuing story ties the book together and fosters a desire to continue to the end. Mimi is a female without much substance who delights in every opportunity to criticize American culture. Sam's role is to give Mimi the reasons why Americans act as they do, and to accuse her of complaining all the time. Fortunately the characters do not have quite enough depth to cause us to feel that they are not accurately enough representing the three cultures involved, although this could be a touchy point for sensitive people. As an appeasement, it is refreshing that there is no American character doing the talking about American culture and trying to "educate" the foreigners.

Depending on how the exercises are used and whether supplementary activities are done, such as having students write their own dialogs, each of the 30 Exercises would take an estimated one to two hours, depending on student level and amount of time available.

from the editor.....

This newsletter, number three, is late this time but is nonetheless more newsy than the two previous newsletters. Nagoya is centrally located but is not, unfortunately, the central repository of information; if I get my notice of a meeting, I can be pretty sure that everyone else has gotten theirs. But perhaps other members outside the environs of Osaka and Tokyo have similar feelings of isolation.

Tom Pendergast has been in the U.S. visiting Educational Solutions (Silent Way headquarters) and a Counseling-Learning Workshop (Community Language Learning). Last year at the TESOL Convention in New York City, when Sharon Bode and Tom asked about TESOL affiliate status, there were about twenty members of KALT, all in the Kansai area. One year later there are nearly 200 members spread out over much of Japan, and two local branches (Osaka and Tokyo). The incredible rate of growth points to the need felt by the members for the kinds of services an organized group can provide. Now that JALT members will not have a chance to see members outside their local area branches more than once a year at the TEFL Convention, the newsletter becomes the main resource for the transmission of information to other members. Feel free to use it! If the information you want to pass on does not fit a column you have seen included so far, don't worry; a new column will be created. We are (and probably will remain) a small enough organization that we can be flexible with no effort.

A Tokai branch of JALT is in the process of being formed. There was an organizational meeting on May 15, which around 20 people attended. Anyone in the Tokai area who is interested should contact Charles Adamson at the Nagoya College of Foreign Languages, 1-1 Miyanishi-cho, Chikusa-ku, Nagoya 464, tel. (052) 741-2304. If you are interested in joining the Tokyo branch, contact David Bycina or Doug Tomlinson at (03) 407-0961.

I have received about 70 - 1977 catalogs from Newbury House Publishers. If you would like one, drop me a line. I will be carrying as many of them as I can pick up to the June KALT meeting in Osaka; if you are planning to attend, you may prefer to wait and pick one up at that time.

When I offered the 20% discount off the Japan price for Newbury House books, I was under the impression that the Japan bookstore conversion rate was Y370 to the dollar. I have now been informed that the rate fluctuates around Y420-450, but in any case never goes below Y400. Of course this rate covers the importer's postage, duty, and payment charges, but even so this figure must evoke quite a few sighs from prospective buyers.

In addition to this savings over the bookstore, I have found it possible to reduce prices even further than I originally thought I could. These new rates will not only offer a huge savings over ordering through the bookstore, they are cheaper than what you would pay if you ordered them from the U.S. yourself. Here are the revised rates:

Newbury House	10% off U.S. retail price (Y300 = \$1.00)
Prentice-Hall	U.S. retail price (Y300 = \$1.00)

Because the rates are so low, I do ask that you pay the postage charge for shipment of the books to you within Japan--international postage will still be paid.

Nancy Nakanishi