

THE Language Teacher

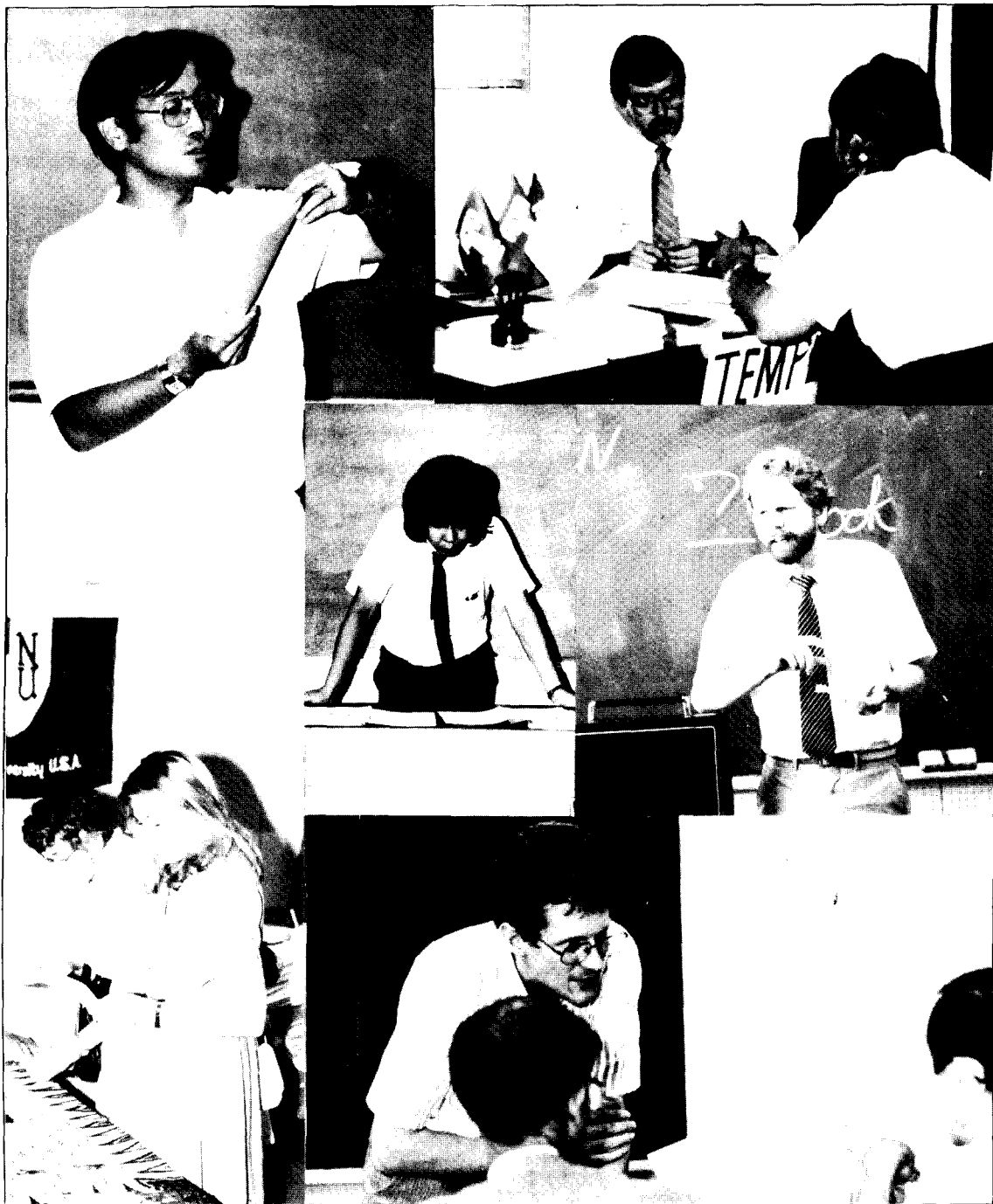
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The Japan Association of Language Teachers is a non-profit organization of concerned language teachers interested in promoting more effective language learning and teaching. It is the Japan affiliate of TESOL. Through monthly local chapter meetings and an annual international conference, JALT seeks new members of nationality, regardless of the language taught. There are currently 22 JALT chapters: Sapporo, Sendai, Yamagata, Ibaraki, Omiya, Chiba, Tokyo, Yokohama, Shizuoka Hamamatsu, Nagoya, Kyoto, Osaka, Kobe, Okayama, Hiroshima, Tokushima, Takamatsu, Matsuyama, Fukuoka, Nagasaki, and Okinawa.

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"Of Love, of Harlem, and of Rome"



Mary Finocchiaro, as some have said, "is not one to be contained on paper." Last fall, Virginia LoCastro visited Mary at her home just off the Piazza Navonna in Rome and what was to have been a short one hour live interview turned into a visit of more than two hours with talk of everything and anything about TESOL, Italy, the world, and life. Being half Sicilian on her father's side herself and having also done degrees in French language and linguistics, like Mary, Virginia was quite enthralled with the coincidences and the privilege of experiencing Mary's generosity and deep commitment to the field of ELT and applied linguistics. Mary was about to leave to give the keynote address at ETAS (English Teachers Association), in Zurich, Switzerland. And at her office, she was in the middle of planning for the TESOL-Italy conference a couple of weeks later. Such activity has characterized Mary Finocchiaro's life throughout her career as educator, administrator, and activist for TESOL. An ETAS member at the fall conference wrote a poem which included some lines about Mary.

And then the lectures started with energy and bounce

And a really lovely lady, whose name she couldn't quite pronounce

Mary spoke straight from the heart, while also being firm

As one by one she tackled each and every newcoined term.

Don't worry what they call it, forget about LAD

Be critical of all you hear. don't follow every fad.

In lessons do we always need a gap in information?

This lady with her warmth and guts was really a sensation.

A Sicilian by birth, with experience far from home

She made us laugh and talked of love, of Harlem and of Rome.

Background

The child of Sicilian immigrants to the United States, Mary breaks the stereotype that one can not become educated without a proper home and community environment. In spite of her father's wish that she not continue her education, she set her sights, at the age of 11, on becoming a French teacher because her French teacher was patient, caring, and humane. Mary eventually earned a Ph.D. in Romance philology from Columbia University: she taught Romance languages in the New York City Public Schools during the day and went to school at night.

Her first experience teaching ESL was with a 9th grade adjustment class, a group of young people recently released from prison. People tried to tell her how to teach those students, but she became successful only when she realized she could take from her own experiences ~ she hadn't even seen English language newspapers at her home when she was growing up - to understand their needs. She could deal with them once they had the sense that their basic needs for survival were being met.

From then on, Mary attempted to have each classroom lesson feed into the needs of her students - the need for security, self-esteem, a sense of belonging, love - as well as the needs of education in society ~ civic responsibility, social relationships, economic efficiency and sufficiency, global understanding. The universal needs of all individuals and the needs of a society for educated individuals should form the background for language learning lesson plans and curricula. Mary feels that rather than getting to know their students, their culture, their expectations, many teachers spend too much time on classroom management, calling the roll, handing out papers, and performing routine chores that the learners can do as well.

That was only the beginning of a long career in TESOL. Mary started TESOL (the organization of Teachers of English to Speakers of Other Languages) in 1965 with Robert Lado, Clifford Prator, and Sirarpi O'Hanessian, and became its first woman president in 1970. She has taught methodology, done teacher training and supervised programs at New York University, at Teachers College-Columbia University, and at Hunter College of the City University of New York.

At Hunter, where she taught from 1957 until her retirement in 1972, she started the first M.A. program in TESOL in 1967 and also was instrumental in establishing the certificate programs for teachers of Puerto Rican children, for foreign languages teachers in secondary schools and, finally, in elementary schools.

Mary's involvement in Italy began in 1952 when she conducted a seminar with Albert Markwardt in Southern Italy and continued in 1968, when she was a Fulbright professor at the University of Rome. For seven years she was a teacher trainer there. Since 1968 Rome has thus been her home and she has an office there with the USIS for TESOL-Italy. Mary has definitely been on "the front lines," and continues to be so.

The Future of TESOL

Mary has never had any doubts or regrets about the direction she chose to follow. English has clearly become the **lingua franca** of the world, and she feels there is still a tremendous amount to do in the field.

As to whether or not TESOL should become more international as an organization, she would say both yes and no. Yes, because she feels such an organization should be as international as possible reflecting the world-wide use of English as a language of communication. No, because each country has a different culture, different problems, different ways of training teachers. So she wonders if it is possible and practical to have an international organization.

Current Interests

In the past, she did a lot of writing, always working from personal experience, reflecting on it, and then writing. Now she is doing less writing and more reading, though sometimes writing for "Perspectives," the TESOL-Italy Journal which she edits. In addition, she is executive director of TESOL-Italy. There are 1640 members, with an annual convention, and the 110-page journal that comes out three times a year. They also help train teachers; they're developing a resource center of books and materials in all of the regions in Italy. TESOL-Italy, which is housed in the USIS offices in Rome, helps out with expenses for such things as mailing, telephone calls, and office space, for which she is extremely grateful.

The Crucial Variable

To use Mary's words, "Along with Peter Strevens and Virginia French Allen, two people I feel most in tune with and whom I admire greatly, I feel the teacher is the most

crucial variable in teaching. That is why I believe teacher training is imperative in the formation of a professional teacher." Training, observation, evaluation are vital. Teachers in Italy, however, are never evaluated before being given new contracts. Teachers can bring out the best in students, but too often they frighten them and turn them away from learning.

Classroom atmosphere and management are therefore paramount. How one groups people in pairs and groups, how one makes everybody feel s/he belongs in the classroom have a great influence on learning. Mary feels that people who talk about integrative or instrumental motivation are not being realistic about students learning English in a country where it's not spoken. People in Rome, let alone in Sicily, can not attain integrative motivation. There are not enough English speakers, particularly in Southern Italy. So "motivation," a key element in learning, can be maintained only by the enthusiastic, sensitive, humane, well-prepared teacher.

The works of Jerome Bruner and of Edward Hall have had the greatest influence on Mary's approach to learning and teaching. Also, "I learned to be human from one elementary school teacher and two high school teachers I had. I modelled my behavior on them."

Having taught herself for over 50 years and worked with teachers in some 50 countries, she has seen in use, effectively or poorly, a great variety of methods, techniques, approaches – from the Gouin method to the currently preferred functional/notional approach. Good teachers have always used and incorporated aspects of several methods: the cognitive code or inductive approach, the reading method, the deductive approach. The emphasis today on social communication as the major objective of language teacher will have many positive effects in ensuring interaction among persons in a society and across societies.

Global Education Today

Bilingual and bicultural education is not enough in today's world. Students need help in understanding the world's many ethnic and cultural systems and in becoming aware of what is necessary to be citizens of the world. And this awareness should be started in elementary schools in native language classes and social studies classes. Teachers need to take steps to help their students to listen to each other, appreciate differences, respect diversity and question their own values.

The world, our countries, our communities will survive with faulty pronunciation and less than perfect grammar, but can we be

(cont'd on next page)

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sure they will continue to survive without real communication, without a spirit of community, without real communion among peoples?

(From a talk given at a plenary session of the TESOL convention, Denver Colorado, March, 1974.)

Mary Finocchiaro has written extensively and what follows is a very short, selective bibliography of materials that are available in most bookstores and libraries.

Teaching English as a Second Language. Harper and Row, 1969.

English as a Second Language: From Theory to Prac-

tice. Regents, 1974.

"The Crucial Variable in TESOL: The Teacher." *The Human Factors in ESL.* In **On TESOL '74.** Selected papers from the eighth annual TESOL convention, Denver, Colorado, March 1974. Edited by Ruth Crymes and William E. Norris. TESOL, 1975.

"Classroom Practices in Bilingual Education." Georgetown University Round Table on Languages and Linguistics. **International Dimensions of Bilingual Education.** Edited by James E. Alatis. Georgetown University Press, 1978.

"Teaching Learners of Various Ability Levels." **English Language Teaching Journal**, Vol. XXXIII, No. 1 (October, 1978): 1-12.

The Functional-Notional Approach. With Christouher Brumfit. Oxford University Press, 1984. Japanese translation by Katsunori Manto. Taishukan. forthcoming: early 1987.

英語能力テストの新しい動向 (New Trends in English Proficiency Testing)

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はじめに

去る4月26日、当大学で English Language Center 所長 James C. Stalker 博士を大会委員長として第11回 Michigan TESOL 春期大会が開催された。ここで "What's New In English Proficiency Testing?" と題するパネルディスカッションが行われた。内容は、University of Michigan, English Language Institute テスト開発部の Mary Spaan による Michigan English Language Assessment Battery (俗称 New Michigan Test) の刷新部分、Educational Testing Service の Mare A. Fallon による英作文を取り入れた新しい TOEFL、Michigan State University の Ralph Barrett 博士によるコンピューターとワードプロセッサのテストへの利用であった。興味深いので、さらに情報を取り寄せたので紹介する。

New Michigan Test

ミシガンテストの最大の変化は聴解テストに見られる。米国以外では聴解テストが実施されることがあったが、すべての場合テープによる聴解テストが行われることになった。

内容的には日常英語を重視する傾向が明確に打ち出され、テープを聞き質問に答える従来の問題形式のみでなく、ストレスやピッチなどで微妙に意味の異なる実際的な会話を聞き取る能力がテストされるようになった。又簡単な文から講義に至るまで変化に富む内容があり、50題の半分は会話と講義を聞いて答える問題で、受験者はノートをとることが許可されている。

従来のテストと比べて、平均点が2-4点低くなっているとのことで、ある程度の分量の英語を聞き理解することが多少難解であることを反映しているのであろう。

他の大きな変化は従来の文法、語彙、読解のテストに読解のクローズテストが加わったことである。これにより英語の文章に穴が開けられていて、適語を選択し、それを埋める総合的な英語力も測定するようになった。

この形式は、当大学の外国人学生に実施される英語能力テストの読解テストとして採用されている。意外と易しい割りに、満点がなかなか取れないのを今でも記憶している。

TOEFL

TOEFLの新しい動向は、3回のテスト(今年の7月11日、11月15日、来年の5月9日)に限り、実験的に英作文のテストを全受験者に実施することである。これは従来のミシガンテストの英作文と同じ方式で、30分間に、与えられたトピックで英語のエッセイを書かせ、総合的な英語を書く力を評価するものである。過去の研究により、トピックは大学の勉強上最も必要とされる2つの相対する意見を比較対照しどちらかの意見を支持するものと、与えられた表やグラフの意味を説明するものの2領域より選択される。採点は文法、語い、スペリング等の部分的なことより、全体的な論理性が中心である。

この背景には、従来のTOEFLに対する米大学内での強い反発があり、英語を書く能力の劣る留学生が、TOEFLの成績が単に良いだけで入学が認められるという現状がある。過去の研究から、TOEFLの多肢選択で書く力を測定するテストの結果と、英作文を実際に書く力との間に強い相関があるとのことであったが、英語教育者の間には強い疑感があった。

英作文の成績は他の3セクションとは全く別に処理され、総得点に影響を及ぼさないが、その成績を要求する大学には直送されることになる。英作文の成績を要求する大学が増加するのは必至であろう。

英作文の成績は、6段階で行われ、個々のテストに、40-180人いる熟練した採点者の内から2人が、個別の

点数をつけ、それを平均して算出される。万一2人の点数が許容範囲外(2段階かそれ以上)に掛け離れた場合は、より熟練した3人目の採点者の点数により決定される。最近の研究結果では、採点者間の信頼度は、採点方法を工夫すれば非常に高くなることが判明している。採点者は採点前に、各段階の英作文を何枚か採点して、採点基準が整ってから採点を始める。彼らは十分な訓練を受けているので、点数が大きく異なることはほとんどない。

今後の英作文の指導は、文法や語彙の増強を計る文単位の指導のみではなく、文章構成を中心として、文と文を論理的に接続する能力、すなわち、あるまとまったことを理路整然と表現する能力を養成することが重要となるであろう。

コンピューターの利用

Barrett博士はコンピューターをテストに利用することを力説するとともに、自らプログラムを作成して実践しておられる。

文法、語彙、読解等の客観テストはコンピューターを利用することにより効率よく作成出来る。当大学で現在コンピューターにより作成されているのは、文法と語彙のテストで、各36問のテスト問題は難易度で3段階に分かれており、各レベル12問の問題が含まれている。

文法問題では各問題に6種類、計212題の問題がデータベースに保存され、コンピューターにより、ほぼ瞬時にして色々の組み合わせのテストが作成される。解答の順序も自由に変更することが可能である。また問題を関係代名詞、数の一致、現在完了等の種類別にも登録して、内容的な配置も考慮できる。

こうしたことから、同じ問題のデータベースから難易度の高いテストや低いテスト、何種類かの同じレベルのテストも作成することが出来る。内容的にも変化に富んだものや、ある種のものを中心にしたテストも作成可能である。又、同じテストで問題の順序を変えたもの、同じ問題で解答の順序を変えたものも苦勞なく出来、不正行為の防止には大いに有益である。

英作文のトピックは200題がデータベースに登録されており、ある条件を与えてコンピューターで3題抽出して使用されている。一度使用されたトピックはコンピューターによる制御で、1年間には使用できないようになっている。

コンピューターの他の利用方法は、テスト結果の処理で、採点、統計処理、難易度の検定、アイテムアナリシス等があり、単に結果の処理を行うのみでなく、テスト問題の信頼性と妥当性や、用意された解答の妥当性等が絶えずチェック出来、問題の質の向上を計ることが可能である。

当大学では多肢選択のテストは多くのクラスで採用されており、その採点や結果の処理はコンピューターセンターの大きな任務の一つになっている。教授者の依頼により、種々の統計処理結果を用意してくれるので、大い

に便利である。

現在読解テスト問題の作成とコンピューターを利用したテストの実施も検討中である。コンピューターを利用してテストを実施するとスピードや問題の提示回数、動く絵の導入等も可能になる。又、予備テストを実施して、被験者の必要な部分を中心にした診断テストの実施、同時採点等も可能になり、ワードプロセッサーを利用した英作文のテストも実施でき、無限とも言える可能性が開けてくる。しかしながら、まだまだ研究結果が乏しいので、成果が挙がるまでにはまだまだしばらく時間がかかりそうである。

Barrett博士によると上記程度の利用は普通のパソコンで十分出来るとのことであるが、市販のプログラムで最適のものはないとのことである。

おわりに

新しい聴解テストの動向、TOEFLの英作文の導入とその採点方法、テストの作成、実施及び結果処理へのコンピューターの利用について説明した。これらは我が国の今後の英語教育にも非常に重要であると思われ、今後の研究成果が期待される。

WARNING: ENGLISH MAY BE HAZARDOUS TO YOUR HEALTH

By Paul V. Axton

...the excessive use of foreign languages may cause an imbalance of the hemispheres where the development of the right brain is stunted, resulting in a poverty of non-verbal creativity and insight originating from the right brain.¹

Tadonobu Tsunoda's most recent English translation, *The Japanese Brain* (October 1985), would seem to call for the attachment of warning labels to all English language courses and texts. His experiments "prove" that prolonged exposure to a foreign language causes a "shift" in the Japanese brain from the creative (right) hemisphere to the left hemisphere. It also endangers the special abilities of the left brain which gives Japanese their special affinity with nature.² As the quote above conveys, this can be a permanent condition which will actually "stunt" the Japanese brain and its wealth of creativity, a creativity which the Japanese language and brain automatically utilizes and other languages block.

This "shifted condition" (which as Tsunoda describes it is something very much akin to brain damage) is not necessarily permanent in normal Japanese subjects. "...a normal brain dominance pattern can be restored by stopping

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the use of the foreign language for a sufficient period of time.³ For those unlucky enough to have to use a foreign language on a regular basis "such as students majoring in English," this shifted condition is constantly reinforced, and they are cut off from the creativity normally afforded to speakers of Japanese.⁴ Being a native speaker of Japanese is not enough to insure that one will continue or ever have a "Japanese brain dominance pattern." Japanese children raised overseas during the period of 6 to 8 years of age inherit the Western (Japanese and Western are the only alternatives he offers) brain dominance pattern, no matter what language they speak at home.⁵ Tsunoda recommends holding off on foreign language instruction until this crucial stage is past. "The best time to teach the child a foreign language in Japan may be the age of nine or later when the Japanese brain dominance pattern has been established.⁶" Tsunoda makes it clear why it is so important not to tamper with a child's language during this developmental stage in the child's brain patterns.

"the Japanese are Japanese because they speak Japanese." My investigations have suggested that the Japanese language shapes the Japanese brain function pattern, which in turn serves as a basis for the formation of the Japanese culture.⁷

The conclusion is clear. If Japanese are over-exposed to a foreign language they lose the Japanese brain dominance pattern and according to Tsunoda's criteria they are no longer really Japanese, since to be Japanese is to speak Japanese and to speak Japanese implies having a Japanese brain. He sees the invasion of foreign languages as more than a threat to individuals, it threatens the very framework of the culture.

For most Japanese this is old hat, since they have read Tsunoda's *Nihonjin no No*, which was a best seller, and they have been exposed to Tsunoda through the mass media to such a degree that it is hard to find anyone who has not at least heard of his ideas. This is no doubt what prompted the publishers to come out with an English book entitled *The Japanese Brain*. What is surprising, at least to those who are not even partially familiar with the Japanese book, is that the English book is not a translation of the Japanese book. Despite the claims on the jacket cover and Tsunoda's own unstated assumption in the foreword, the English version is not a translation of "this book," as Tsunoda says. The strident ethnocentricity of the Japanese book would sound rather sour in any other language. Thus the publishers kept the title, switched books, and hoped no one would notice the deception before they bought it. The English

book cloaks the ethnocentricity in objective sounding experimental data, but Tsunoda's purpose of providing "an explanation of the unique and universal aspects of Japanese culture" emphasizes the unique and mostly ignores the universal.

Tsunoda bases his conclusions on the tenuous theories of legitimate psycholinguistic researchers - the difference being that he transforms their theories into established fact, and most significantly, he uses race to differentiate brain functions in different people. Even the title of his two different books - **Nihonjin no No, The Japanese Brain** - is an affront to a legitimate field of study. Race has nothing to do with the brain.

Most researchers have accepted the view that the two hemispheres of the brain handle different brain functions, but beyond this very little has been established. Even the once commonly accepted notion that the left cerebral hemisphere is where linguistic functions are localized is stated with caution and qualification by most writers on the subject.

... There is little doubt that the two hemispheres of the cortex serve somewhat different functions and that these differences are in some way involved with language. But, as we shall see later, the nature of the difference is highly complex and a matter of considerable controversy.⁸

Tsunoda ignores the complexity and controversy and accepts without question an idea punctured by a hundred years of questions.

Tsunoda's starting point, as questionable as it is, is one of the few places where he touches base with other psycholinguistic research. He is not unaware of this.

... Although my studies have received great attention from the public at large, researchers in my research field have shown only a cool interest in them. Because of the different nature of the key tapping method from conventional brain research techniques, only a small number of research reports by other investigators relate directly to my studies.⁹

Tsunoda declares proudly that his method is "totally different." It's "a new attempt to explain the development of emotions in humans and the relationship between language and culture."⁹ His attitude toward research "has more in common with people engaged in creative activities than those following the traditional procedures of brain studies."¹⁰

Here Tsunoda, undoubtedly, is speaking of his key tapping method. This method depends on the subject's ability to tap out a certain rhythm on an electric key.

... the subject first listens to a synchronous or simultaneous feedback of his tapping rhythm with one (left) ear. During this tapping-listening process, a delayed feedback of the same tapping rhythm is suddenly presented to the other (right) ear.¹¹

Unlike "traditional procedures" the subject is not asked to recognize and repeat certain sounds, words, or digits which would allow the experimenter to check his comprehension. The test is of such a subjective nature that there is no real need for a tester or experimenter. Tsunoda even allows his subjects to take a portable version of his equipment home to test themselves. In the end, one wonders if Tsunoda is not testing rhythmic ability, motor control, or finger movements as much as auditory response. At the very least such a concentrated effort at tapping would seem to interfere with rather than measure what one hears.

Along with the subjective nature of Tsunoda's method his list of requirements to achieve "consistent results" makes the testing condition suspiciously narrow.

... Further, consistent results have been obtained from a right-hand or left-hand tapping by the same subject as long as the tapping hand is kept relaxed. Also, the subject's both feet must be touching the floor during the test in order to obtain reliable results.¹²

One immediately wonders, "consistent" with what, and "reliable" by what standard. The suspicion is created that if the test results are not "consistent" with what Tsunoda wants to find he considers them "unreliable," throws them out, and creates another requirement until he gets "consistent" and "reliable" results.

This becomes rather obvious as Tsunoda adds even more requirements to achieve "consistent" results.

... A major reason why other investigators have found it difficult to master the Tsunoda technique seems to lie in their inability to properly train subjects to stop thinking, or to freeze the activity of the cerebral cortex, during the key tapping performance.¹³

Indeed, this must be quite difficult. Try to stop thinking for a few minutes. To be able to **freeze**

the cerebral cortex on demand must be like being able to die on demand. In fact a frozen cerebral cortex would seem to be synonymous with death. This narrows the field of qualified investigators to those who have been able to "master the Tsunoda technique" and can "train subjects to stop thinking"; in other words, to Tsunoda and his immediate associates.

Tsunoda is not the least apologetic or contrite about using test methods that are simply not acceptable to most of the scientific community. "Had the uncritical use of Western test methods continued, these discoveries would not have been made."¹⁴ He dismisses the work of all Japanese scientists because "Japanese scientists are still basing their research on knowledge imported from the West. . ."¹⁵ In essence he seems to be saying, "Sure my research is strange, and so what if no one else can duplicate it. This is all due to the fact that Japanese is a unique and creative language, unlike all those Western languages, and I am the only scientist in the whole world that is tapping into this superior creativity scientifically to produce a superior science." So, his method depends upon what his method proves.

He recommends this same circular reasoning to the entire Japanese scientific community. Only when they follow his lead and "begin to adopt an original approach to the mysteries of nature will they be able to achieve discoveries of importance to the world."¹⁶ Tsunoda stands proudly isolated from the scientific community so that he alone might be able to offer "discoveries of importance to the world."

The impact of Tsunoda and people like him cannot be underestimated by the teacher of English in Japan. Tsunoda is merely voicing and confirming "scientifically" in idea that is pervasive in much of Japanese society. His work would not continue to thrive if it were otherwise. Language education is not unaffected by such attitudes. (In my article "The Linguistic Snob as Language Learner" in the May 1985 issue of **The Language Teacher** I attempt to establish the claim that effective language learning occurs only when the learner has a high regard for the culture or people of the target language.)

In the final analysis there may be the "danger" for many Japanese that learning English will affect their identity. It will certainly not affect the degree to which one is truly Japanese, as Tsunoda claims. Nor is there the remote possibility that Japanese will lose their own language, culture, and racial identity by learning English. Japan is not one of the "colonized countries" which need "to place renewed importance on

(cont'd on page 10)



IS BIGGER BETTER? - YOU BET!

JALT '86 is shaping up to be our biggest and best conference to date. All proposals were blind refereed by a committee, under the leadership of Program Chair Michael Horne, who have selected some 240 presentations. The selection committee reports that they had an extremely difficult job due to the overall high quality of the abstracts. A partial listing of the offerings is contained in an advertisement in this issue. Feel free to copy it and post it where it will be noticed!

Colloquia

This year, in addition to individual presentations, the conference will feature a series of theme-based colloquia to permit in-depth discussion of a number of current issues.

Saturday afternoon will feature a colloquium on Literature in ELT. Participants will include Alan Maley ("Putting Humpty Together Again"), Jeremy Harmer ("The importance of Reading"), and Michael Horne ("Shakespeare in the Language Classroom?").

On Sunday afternoon, a colloquium will be held on "Learning Spoken and Written Language" featuring four discussants: Michael Halliday ("Learning Spoken and Written Language"), Peter Ragan ("Text, Context and Language Teaching"), Makoto Oshima ("Discourse Analytical Approach to Reading"), and Virginia LoCastro ("Yes, I agree with you, but...").

(cont'd from page 9)

their indigenous languages and cultures" (a rather ironic comparison).¹⁷ But learning English may indeed affect the insular mentality that Tsunoda is promoting. In fact, to the same degree that the Japanese identity is inextricably linked to a notion of linguistic superiority, it becomes imperative that the language teacher facilitate such a change.

References

1. Tsunoda, Tadanobu. **The Japanese Brain - Uniqueness and Universality**. Taishukan. 1985. p. 101.
2. *Ibid.*, pp. 80-83.
3. *Ibid.*, p. 91.

Monday will feature the "CALL Colloquium" chaired by Hillel Weintraub, who will lead off with "Fostering Creativity through CALL." Other papers will include Charles Adamson ("CAI at Trident College"), Norman Johnson ("Computer Uses in Language Learning"), and James Nord ("Rear View Mirror Process and CAI").

Featured Speakers

In addition to the main and plenary speakers at this year's conference, the Conference Committee has conferred Featured Speaker status on several educators of note. This title has traditionally been given to authors or editors of repute and to those who have been popular at previous conferences.

Featured Speakers for JALT '86 will be John and Mary Boyd of Illinois State University, Dr. Donald Byrd of Regents Publishing Co., Donald Freeman of the School for International Training, Jeremy Harmer of Longman Publishing Co., and Dr. Steven Molinsky of Prentice-Hall Publishing Co.

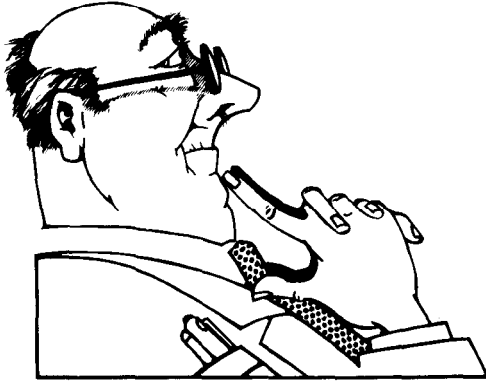
The Boyds will speak on "Strategies for Incorporating More Listening Comprehension in the Classroom," and will also give a commercial presentation entitled "Using the **Listening Cycle Series**." Dr. Byrd will speak on "Grammar in the Communicative Approach," and give a commercial presentation on the **Spectrum** course. Donald Freeman will present "Recasting Technique: Towards Change in Teaching" and "TESOL as an International Organization." In addition, he will hold "A Dialog on Learning Teaching" and a School for International Training information session.

Jeremy Harmer will offer ideas on "Providing a Balanced Language Programme" and "Listening and Reading: Their Place in the Language Classroom." He will also give a commercial presenta-

(cont'd on page 12)

4. *Ibid.* p.96.
5. *Ibid.* pp.107-108
6. *Ibid.* p.108.
7. *Ibid.*, p. vi.
8. Foss, Donald J. and David T. Hakes. **Psycholinguistics ~ An Introduction to the Psychology of Language**. Prentice-Hall, 1978, p. 354.
9. Tsunoda op. cit., p. 5.
10. *Ibid.*
11. *Ibid.* p. 26.
12. *Ibid.* p.34.
13. *Ibid.* p.40.
14. *Ibid.* p.82.
15. *Ibid.*
16. *Ibid* pp. 82-33
17. *Ibid.*, p. vii.

A Dialog



- A: I can't figure it out. My students won't talk.
B: Have you tried **Person to Person**? It has lots of pair-work designed to get your students talking.
A: But I don't know what they want to talk about.
B: Have a look at **Person to Person**. The functional approach is set in daily life with language they can use.
A: But nothing seems to stimulate them.
B: They need a text written specifically for Japanese students, like **Person to Person**.
A: What? A book written for Japan with realistic, relevant language and lots of pairwork. How can I get hold of a copy?
B: Just send in the coupon below and **Oxford English** will happily mail you a FREE inspection copy.

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School: _____

Address: _____
(Home/School)

(cont'd from page 10)

tion entitled "Meridian/Coast to Coast - Two New Stars." Dr. Molinsky will be speaking on "Tri-Dimensional Syllabus Design," and will give two commercial presentations entitled "Effective Use of **Side by Side**" and "**Expressways**: English for Communication." Other presentations from these professionals are being arranged; watch the conference bulletin boards!

Social Events

Hamamatsu has more to offer than eels, kites and motorcycles. A great night life awaits those still with enough energy to seek it out. To make things easier, the committee has prepared a list of restaurants and discos rated for both price and quality

At this year's conference there will be two informal mixers and the traditional conference dinner. The mixers will be held at a pub named Sarasaya in Tamachi in downtown Hamamatsu. Maps to Sarasaya will be available at any of the conference hospitality desks. On the evening of Nov. 21 early arrivals will be able to mix and mingle there. On the evening of the 22nd, a special JALT area will be set up from 7:00 to 11:00 and the following prices will be in effect for those showing their conference badges: large cups of beer ¥400; small cups of beer ¥300; plates of special appetizers (including cheese, fish, and smoked meats) ¥400-700.

The annual conference dinner will be held at the Hotel Concorde at 7:30 p.m. on the 23rd. The price will be ¥3,500 for the meal, and alcoholic drinks will be available at an extra charge at a bar in the banquet room. There will be a choice of two seven-course Japanese-style meals, either vegetarian ("shojin ryori," including tempura) or non-vegetarian (unagi appetizer, sashimi, and other delights). Use your conference registration **furikae** form to reserve a ticket. (Those without tickets will nevertheless be able to avail themselves of the cash bar.)

Koen Meigi

The JALT '86 conference has received **koen meigi** endorsement from the Aichi-ken, Gifu-ken, Mie-ken, Shizuoka-ken, and Hamamatsu-shi Boards of Education. Additional **koen meigi** endorsements have been received from the Shizuoka-ken Junior High School, Shizuoka-ken High School, Western Shizuoka-ken Junior High School, and Western Shizuoka High School Teachers Associations. Endorsements from Kanagawa-ken and Yokohama-shi are still pending.

Koen meigi is an official endorsement which enables junior and high school teachers to apply

for a leave of absence and sometimes even to receive expenses in order to attend a conference. This is, however, on a case-by-case basis per prefecture. Consult your principal or school board for information on this matter.

More detailed information concerning the **shuccho irai-jo**, or official leave of absence, is included in this section in Japanese.

If you know any school teachers who would be interested in attending JALT '86, give them the good word.

Jim Alatis

The JALT conference will once again be welcoming Dr. James E. Alatis, Executive Director of TESOL and Dean of the School of Languages and Linguistics at Georgetown University. Jim Alatis has been closely associated with JALT since our recognition as a TESOL affiliate in 1977. He has attended every JALT conference since JALT '80 in Nagoya.



Jim has been extremely active in the profession, having been Executive Director of TESOL since its founding. He was a founder and is current President of the Joint National Committee for Languages (JNCL) and the Council for Languages and Other International Studies (CLOIS), JNCL's political action affiliate.

This year, in addition to giving an address on "TESOL's Steps Towards Internationalism," he will head the Featured Speakers' Panel on the last day.

Jo Ann Crandall

Dr. JoAnn Crandall, First Vice President and incoming President of TESOL, will be JALT's special guest and the plenary speaker on the first day, speaking on "Content and Contexts of Language Teaching." She will also lead a workshop on "Interactive Reading and Writing: Dialogue Journals and Other Approaches" which is scheduled for Sunday afternoon.

Jodi Crandall received her Ph.D. from George-

town University and is currently Director of the Communication Services Division of the Center for Applied Linguistics in Washington, D.C., where she is involved in a number of research and teacher education projects. She co-directs the professional development component of the Center for Language Education and Research (CLEAR) and directs a technical assistance project for a major international accounting firm which is establishing English training programs throughout the world.



We are grateful to TESOL which has graciously funded her international transportation for this trip.

Pre-Register Now!

Pre-registration must be postmarked by Oct. 31. Registering now not only saves you money, but also quite a bit of time. Smile as you whiz past that long line of on-site registrants! The postal **furikae** form in this issue contains full information on rates and procedures. Look for the complete conference schedule in **The Language Teacher** next month.

JALT Journal - Conference Proceedings

The *JALT Journal* is planning to feature a section entitled "On JALT '86 - Conference Proceedings." The Editors will be encouraging presenters at this year's International Conference to prepare a resume of their presentation for possible publication in the May '87 edition. Conference presenters will be contacted and given further information at the time of the conference.



GETTING READY FOR JALT '86

JALT '86 will compress over 200 presentations into three exhilarating days. There will be presentations on nearly every aspect of language teaching and learning. It only takes a moment to realize, though, that 200 plus presentations will not fit nicely into three days. In fact, assuming each presentation is over one hour long, it will be impossible for anyone to even see a

fourth of everything there is to see! To get as much as possible out of JALT '86, preparation is necessary.

Starting Out

Aside from registration, basic preparations for JALT '86 will involve making sure you get there with everything you need in hand. First, you need to figure out exactly what you want to get out of JALT '86. Do you need some new material for classes? Is there some method (Silent Way, Total Physical Response, etc.) that you would like to learn more about? Find out what topics will be discussed and narrow your scope to a few themes. (Each JALT chapter now has a list of most of the presentation titles.) Spending time now will save you much more time later.

You should also know that you can get the **Conference Handbook** earlier this year. Just mark the appropriate box on the conference **furikae** form when you register, and include an extra Y700.

Getting Ready

Generally speaking most people find it most effective to attend a conference with a group of people with similar goals. As the conference progresses, the group can meet and compare notes, making any appropriate changes in plans.

Plan to visit the **Publishers' Display**. Most of the materials available in Japan will be there for you to look at; check your book cabinet and decide what new publications you need. If you buy a lot of books, you will be able to send them home via a **parcel service**.

If you have access to a computer, you might even consider making your own conference notebook, preparing a format best suited to collecting the information you need.

What to Do When You Arrive

Check one of the **Hospitality Desks** for general information as well as any changes in scheduling. There will be Hospitality Desks in the lobbies of the hotels as well as at the conference site, to provide you with information and maps. Make note of where the copying facilities are located (to get copies of presentations you missed). Don't forget to check the message board; someone may be trying to reach you.

And On Into the Conference

There will be maps of local pubs and restaurants available at Hospitality Desks and at the conference site, **Tokyu's Hospitality Desk** in the Grand and Concorde Hotels will be selling

(con t'd on page 15)

WRITERIGHT

Trouble Spots In English Grammar

A Text-Workbook for ESL, Vols. I & II

by Mary Jane Cook

This two-volume program utilizes everyday language and situations and focuses on common mistakes made by ESL students, including verb forms, noun forms, and prepositions.

Cross-referencing throughout the text provides flexibility for any class presentation arrangement. The many exercises concentrate on written English, but can also be used for oral drills. Pages are perforated for easy use.

Vol. I ISBN: 0-15-592370-6

Vol. II ISBN: 0-15-592371-4

Understanding American Sentences

by Lily V Kapili and Ben Kapili

This complete grammar/vocabulary/writing textbook will help high-intermediate and advanced-level ESL students develop a greater understanding of effective communication in English.

The focus is on structural forms commonly used in building American sentences, and on the meanings they convey. Form, function, and meaning are integrated into every presentation. Vocabulary Instruction focuses on idiomatic prepositional clusters and their multiple meanings, which are usually difficult for second language learners to master

ISBN: 0-15-592857-0

Harbrace ESL Workbook

by Sheda Y. Graham and Wynn J. Curtis

The Harbrace ESL Workbook is designed primarily for foreign students in English composition courses who have some prior knowledge of English grammar

There are clear and concise explanations, imaginative exercises, and special sections of problem areas like two-word verbs and pronoun positioning. American life and culture are used as a basis for all examples and exercises.

ISBN: 0-15-531360-6

Bridges: From Sentence to Paragraph

by Beth Snyder and Barbara Auerbach

This is a beginning-level writing text with a grammatical and thematic approach to each chapter. Pre-writing strategies, introductory grammatical focus, sentence combining, other writing activities, and a formal writing assignment with checklist accompany each chapter. The book progresses from having students read and talk about a theme, to writing sentences about it, to writing a paragraph about it

ISBN: 0-15-50550-X

For further information contact



Harcourt Brace Jovanovich Japan

Hokoku Building, 3-11-13 Iidabashi, Chiyoda-ku, Tokyo 102 Japan

Telephone: (03) 234-1527

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discount breakfast tickets. Meet over food and beverages, and share materials and ideas!

John Laing
Coordinator, Shizuoka Chapter



第12回 JALT 国際大会

(JALT '86)

豊橋技術科学大学 野沢和典
(Nozawa, Kazunori)

遠州灘に面して茫洋たる湖水美を広げる浜名湖は、その一部を新幹線の車窓や東名高速道路からも眺られよく知られているが、観光名所、マリーン・レジャー施設が整い、格好な行楽地となっている。最先端技術研究を軸にテクノポリス構想を打ち出し、静岡県最大の都市となった浜松市郊外の三方原(みかたがはら)で3日間、外国語(主として英語)の指導理論および指導技術に関する講演や研究・実践発表に耳を傾け、全国あるいは世界の10数ヶ国から集まった参会者と活発な意見交換をされるのは如何であろうか。

全国語学教育学会では、11月22日(土)から24日(月・振替休日)まで、浜松市の三方原にある聖隷学園高等学校・短期大学の両会場で、愛知・三重・岐阜・静岡・神奈川(申請中)の各県教育委員会、浜松・横浜(申請中)の各市教育委員会及び静岡県西部高校英語研究会、静岡県高校英語研究会、静岡県西部中学校英語研究会、そして静岡県中学校英語研究会からの後援のもとに第12回 JALT 国際大会を開催する。常に最新の外国語教育とその改善策を模索し、活発な In-service Training を提供している JALT 主催の今大会は、幅広く外国語教育に携わっている多くの先生や関係者方のご期待に十分応えられるものと確信している。

今大会初日には、TESOL (Teachers of English to Speakers of Other Languages) の第一副会長である JoAnn Crandall 女史が講演をされ、Center for Applied Linguistics での豊富な研究・教育経験に基づいた有意義な話が聞けるであろう。

海外からのゲスト・スピーカーとしては、世界的に著名な言語学者で、現在シドニー大学言語学部長をなさっておられる Michael A.K. Halliday 教授が **Spoken and Written Language: A Reconsideration from the Teaching Learning Standpoint** というテーマで講演される。彼の最近の研究は、意味論、現代英語文法、幼児言語発達、人工知能などの分野に亘り、幅広いものであるが、その他にも **A Functional Approach to Spoken and Written Language** と **Young Children as (Foreign) Language Learners** のテーマでワークショップを行う。

その他海外からの研究発表者には、ESL/EFL 教材関係に多くの著作を持ち、毎年のように来日している Alan

Maley 氏が **On the Use of Literature in ESL** のテーマで講演し、さらに彼の研究仲間である Adrian Doff 氏とワークショップを行う。*Meanings Into Words* の共著者で知られる Jeremy Harmer 氏も **Communicative Approach Where We Are Now** のテーマで講演する。

種々のパネル・ディスカッションやシンポジウムも企画されている。出版社が招聘する語学テキストの著者たちによるパネル・ディスカッションやまた静岡県での開催ということもあり、「静岡における英語教育：現在と未来」のテーマで討議もある。また、第2回 **Bilingualism/Biculturalism** シンポジウムも行われる予定である。

以上の他にも、国内外の発表者による理論・実践研究が約200程予定されている。各種の最新教授法、4技能に係わる教授技術、教材開発、テスト・評価法、異文化コミュニケーション問題、ビデオやL1などの視聴覚機器利用の教育、コンピューター利用の語学学習など、どの内容もより実用的かつ実践的なものが多いが、純理論的な研究発表もある。日本語による発表も昨年より多くなりそうである。全体の参会者は約1,500名を予想している。

講演、研究発表、ワークショップなどの他に、JALT 国際大会で例年のことながら常に高く評価されているのが、約50社に及ぶ国内外の語学教育出版社の展示である。語学テキスト、参考書、オーディオ・ビデオテープやレーザーディスクなどの視聴覚教材、CAL/CALL(コンピューター援用の語学学習)システムなど、最新のものが世界中から集められていると言っても過言ではない。これらの展示物を見てまわるだけでも、今大会に参加する価値は十分にあるであろう。また展示会場では例年福引きも最終日に行われ、高額な図書券が当たるので、運試しをされては如何であろうか。

長年の経験と実績を踏まえ、参加者に快適な研修をして頂くために、サービス面でも種々の気配りがなされている。受付近くには携帯品の一時的預り所が設置され、貴重品以外の手荷物は最終プログラム終了15分後まで保管してもらえらる。また、コピー・サービスがあり、聞き逃した研究発表のハンドアウト等を係員から借り、セルフサービスでコピー(一枚20円)できる。大会便覧には、一日当たり2枚(計6枚)の割引券が付いている。展示会場では格安でコーヒーや紅茶が飲める一方、クッキーは無料で食べられる。案内所には救急医療品が備えられる他、大会に関する情報からタクシーの御用まで、色々なサービスを提供する。旅行業者も常駐していて、旅行の申し込みやホテル・旅館の予約もできる。また、書籍類を大量に買い求められた方は、展示場で宅配便(ヤマト宅急便)も割引料金(1個につき100円引き)で利用できる。聖隷学園には十分な臨時駐車場が設けられるので自動車で来られる参加者は、駐車場探しで苦労することはない。

宿泊については、グランドホテル浜松、ホテルコンコード、三井アパルトホテルを主として利用して頂けるが、それらホテルと大会会場は直通バスによって結ばれる。

(cont'd from previous page)

1泊当たりの料金は、7,000円から8,400円(サービス料・税込み)であるが、シングルルームの数には限りがあるので早めにご予約願いたい。

この貴重な国際大会を利用して、語学教育の改善・向上に役立てて頂ければ幸いである。JALT会員でない岐阜、三重、愛知、静岡、神奈川の中学・高校の先生方も会員扱いとなり、割引料金で参加して頂けるので、多くの先生方の積極的なご参加を希望すると共に、こういった研修を生かして新たなスタートを切られてみては如何であろうか。教員を目指す学生諸君は参加費が半額となるので、教科教育法や教育実習のクラスの一部としてご利用頂ければ幸いである。

なお、出張依頼状が必要な方は封筒に宛名を書き、60円切手を貼付してJALT事務局へお申し込み頂きたい。

Informal Mixer

11月22日(土)7:00 p.m.~11:00 p.m.

更紗屋にて、JALTのバッジをつけた人に限り、下記のサービスが受けられます。

ビール(大カップ) 400円

(中カップ) 300円

おつまみ(チーズ、スモークビーフ等)

…皿400円~700円

1室をノーホストバーとして開放します。

尚、21日は上記のサービスはありませんが、お友達と待ち合わせ場所、歓談の場として御利用下さい。

更紗屋への地図は、JALTホスピタリティータブレットにあります。

Conference Dinner Party

11月23日(日)7:30 p.m.~9:30 p.m.

ホテルコンコルドにて、コンフェレンスディナーパーティーを開きます。メニューはすべて和食です。参加希望の方は、縦じだみの振替用紙にペジタリアンか否かを明記の上、会費3,500円を振り込んで下さい。

尚、会費には飲物代は含まれません。飲み物は、当日、会場にてノーホストバーを開きますので、各自御購入下さい。

出張依頼状の御案内

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MyShare

As language teachers, we all come up with our share of ideas and activities. We also use our share of ideas from other teachers. My Share is your opportunity to share your ideas and activities. Articles dealing with activities for classroom application should be submitted to the My Share editor: Marc Helgesen, Sekiguchi Dai Flat No.403, Sekiguchi 3-6-22, Bunkyo-ku, Tokyo 112. Articles should be based in principles of modern language teaching and must follow JALT manuscript guidelines. Please include a 25-50 word biographical statement

MOVING IN - A ROLE-PLAY

By Douglas Buckeridge

Moving In is a role-play to give elementary students practice in using prepositions and requests in the free stage of the lesson.

Background Information

The idea for this role-play developed while I was teaching an intensive course last summer. We had got to a text unit in which the main teaching point was prepositions of place and direction. How, I wondered, could I provide the students with an opportunity to use the target language in a situation that was both meaningful and communicative? Several factors helped me come up with the idea for *Moving In*, which is a role-play requiring students to work in pairs, student A requesting student B to place pieces of paper furniture in a plan of an empty room.

First of all, from the point of view of the language, this activity gives the students practice in the use of the prepositions they have recently learned and also the chance to review several request functions that they had studied earlier on in the book (e.g. Could you ___? Can you _ _ _?), the imperative + **please**). Secondly, the way in which they design the layout of the furniture in their rooms is up to them, so they have a valid reason for communicating with their partner which, in turn, adds meaningfulness to the language they are using to communicate their wishes. Finally, I also thought that this activity might be particularly appealing to and motivating for Japanese students as they

(cont'd on page 19)

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GET READY

Interactive Listening and Speaking

I. Presentation

Prices \$1-\$12 and Clothing

Listen to the name of the clothing and ask the price. Follow this model.

Listen: Ring
 Speak: How much is this ring?
 Listen: This ring? It's a dollar.
 Speak: A dollar?
 Listen: That's right. A dollar.
 Speak: Thanks.

II. Recognition

Prices and Clothing

Listen to the advertisement. Write the prices of the items.

A: Speaking? In a listening text?
 B: Yeah, sure. Why not? What do you expect from Prentice-Hall? They're always coming up with something new and exciting!
 A: (Hesitantly) Can I get an examination copy from them?
 B: Of course you can. After all, they're Prentice-Hall!

P A U L A B R A H A M
 D A P H N E M A C K E Y

Get Ready

INTERACTIVE LISTENING AND SPEAKING

III. Production

Language in Stores

Look at the illustrations. Follow this model.

Speak: How much is this _____?
 { are these _____? }

Listen: { This _____? \$5.00
 These _____? }

Speak: \$5.00? O.K. I'll take { it / them }

Listen: You'll take { it? / them? } Fine

IV. Extended or Gist Listening

Story

Listen. Fill in the blanks in the illustration.

GOAHEAD.. .MAKEMYDAY! ASKMEFORACOPY
 NORMAN HARRIS

Prentice-Hall of Japan

Jochi Kojimachi Building 3F 6-1-25 Kojimachi Chiyoda-Ku Tokyo 102 Japan
 Tel. 03-238-1050

(cont'd from page 16)

generally seem to enjoy arranging and ordering things. Consequently the aim here is to focus attention on the creative completion of the task while using the target language as a vehicle to achieve this end. Thus by using the English language as a means rather than an end in itself, the students will be approximating its use in everyday life more closely.

Necessary Materials

A plan of an empty room – A4 size paper – for each pair (Fig. 1).

A set of paper furniture for each pair (Fig. 2).

A pair of role-play cards for each pair.

A tape recorder and a taped, model conversation.

Procedure

First of all, using blackboard magnets, fix an example room plan and the pieces of furniture to the board. Explain to the students that they are looking down at the room from above. Then have them identify what each piece of furniture is – which can be quite funny, depending on how good or bad an artist you are!

Once the pieces of furniture have been identified, give each pair of students a copy of the

empty room and a set of furniture. Next the students will listen to a model dialogue between Mr. Smith, the owner of the house, and Mr. Jackson, a removals man. As well as giving them listening practice, the purpose of this dialogue is to 'set up' the role-play for the students by providing them with a model dialogue, which will be very similar to what they will be doing later themselves.

The dialogue can be scripted along the following lines.

Mr. Smith: Well, Mr. Jackson, the sitting room is through here.

Mr. Jackson: Ah yes, I see.

Mr. Smith: Could you put the sofa along the wall under the window?

Mr. Jackson: Here?

Mr. Smith: Yes. .yes, that's fine. Then can you position the rug in front of the sofa and put the coffee table on the rug?

Mr. Jackson: Like this?

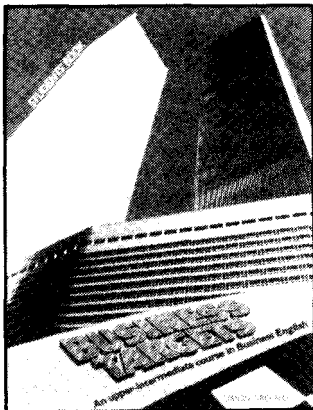
Mr. Smith: Oh yes. That looks all right. Next. . ., etc.

Should you choose to use a scripted dialogue, the speakers should speak at normal speed to maintain the stress, rhythm and intonation of natural speech.

(cont'd on next page)

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Alternatively you could simply give the roles of Mr. Smith and Mr. Jackson to two native speakers and have them complete the dialogue in their own words. This might make the dialogue more authentic.

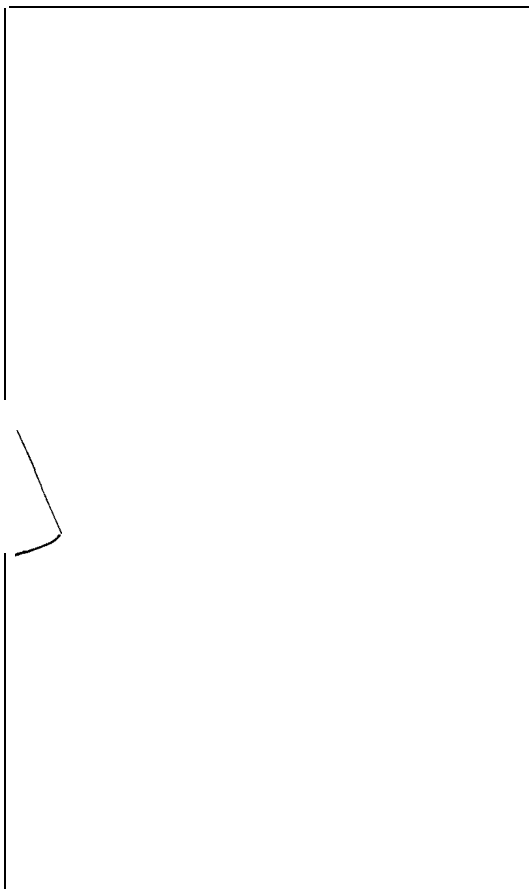
Tasks

Any piece of listening material should be accompanied by tasks on it, so I have the following suggestions for extensive and intensive listening:

Extensive Listening: One play – In the model dialogue the students will only hear about 5 or 6 pieces of furniture being positioned. Their extensive listening task is to identify these 5 or 6 items from the total of 12. Thus it is also a discrimination exercise,

Intensive Listening: Two plays – Here the students are required to actually position the pieces of furniture in their model room, as indicated by Mr. Smith on the tape. The second play here is to allow the students to check and confirm their answers or make any necessary adjustments

FIGURE 1



Role-Play

Once the listening phase has been completed, the students should be ready for the role-play. Therefore the teacher should give two role cards, one for Mr. Smith and one for Mr. Jackson, to each pair. The students read their role cards (with the teacher giving help/explanations where necessary) and the 'Mr. Jackson' student should also take the room plan and furniture.

To make absolutely sure that everyone in the class knows what to do, you can have two of the best students demonstrate by beginning the role-play in front of the rest of the class. Once this has been done the students act out the role-play and when they have finished, they can exchange roles and go through it again.

Finally, using your board plan and furniture, you can have one or two of the students dictate their designs back to you while you show them on the board. These need not necessarily be the best designs – and in fact the worst/funniest ones often get a bigger reaction from the rest of the class!

ROLE CARD 1 - MR. SMITH

You are in your new house with Mr. Jackson, the removals man. Ask him to put the furniture in your sitting room.

Use: "Can you (place) .?"

"Could you (put) . .?"

"Put. . please."

Also words like: "in, on, under, beside, near, along, behind, in front of, next to," etc.

*Mr. Jackson can only understand English, so please only use English with him.

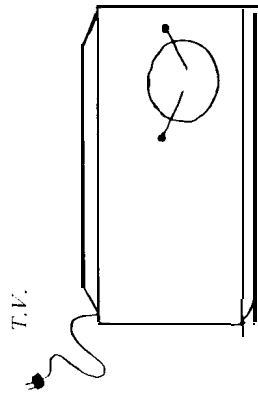
ROLE CARD 2 - MR. JACKSON

You are in Mr. Smith's new house. Your job is to put the furniture in the sitting room. If you don't hear him clearly, say:

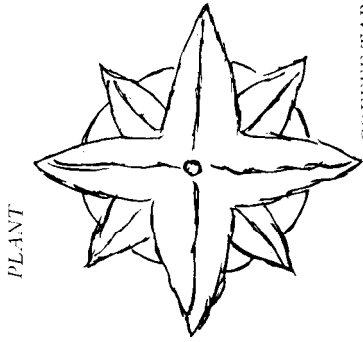
"Pardon?/Excuse me?/Could you repeat that please?"

"You can only understand English, so if Mr. Smith uses another language you can say "I'm sorry. I can't understand you. Please use English."

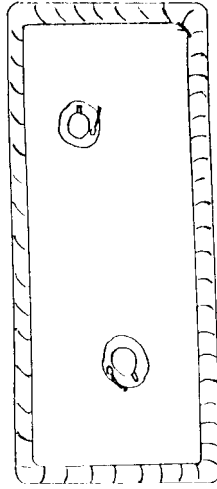
Douglas Buckeridge is a graduate of London University. He taught ESL for 4½ years before moving to his current position at Kanda Gaigo Gakuen in 1983. His professional interests include gaming, role-play and video.



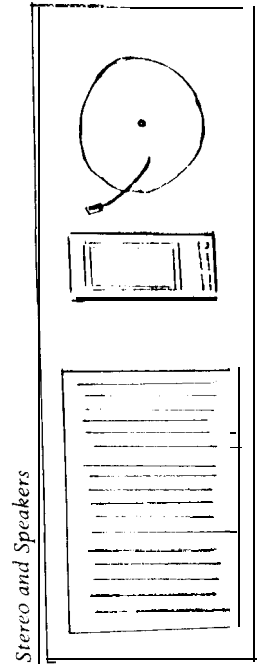
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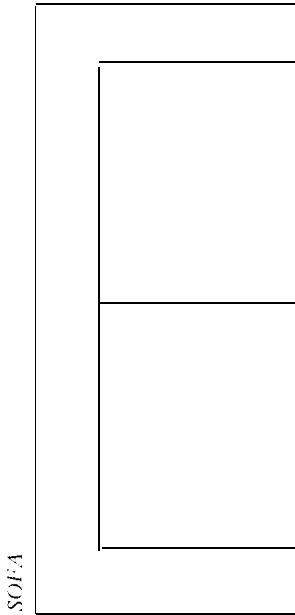
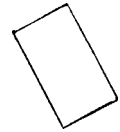
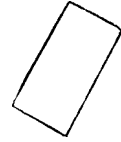
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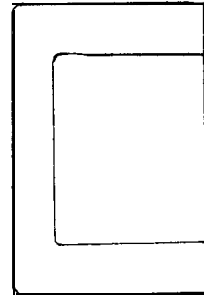
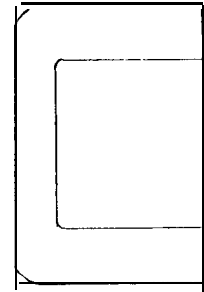
COFFEE TABLE



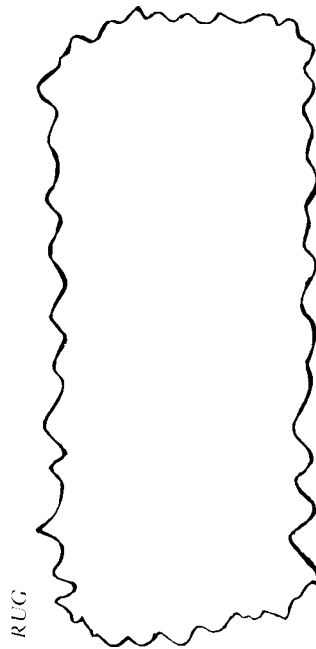
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WASTEPAPER BIN

Images and Options in the Language Classroom

EARL W. STEVICK

What choices do language teachers have in making materials and procedures more effective in the classroom? Earl Stevick shows how an understanding of mental imagery can aid teachers in evaluating the alternatives available for their day-to-day work. Using samples from current textbooks, he shows how the necessary teaching techniques can be developed. As always, Stevick urges teachers to evaluate his ideas in the light of their own experience because language teaching should always be a matter of informed choice.

Approaches and Methods in Language Teaching

A description and analysis

JACK C. RICHARDS and TED S. RODGERS

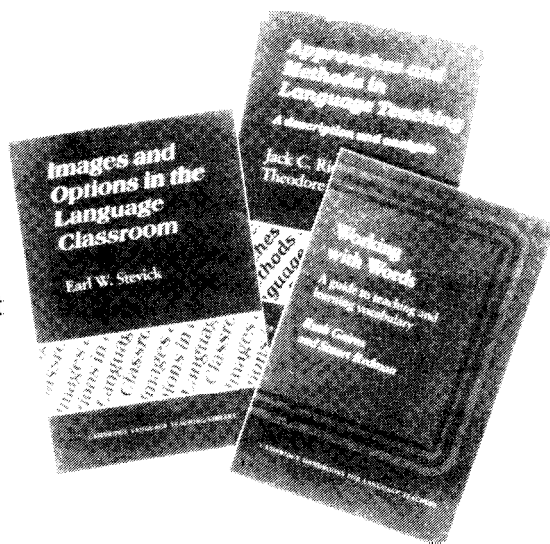
This book presents an analytical overview of the major approaches and methods used in second and foreign language teaching. In a style accessible to both new and seasoned teachers, the authors use a single model throughout to place each method in its historical context and to examine it at the levels of approach, design and procedure. Methods covered include Grammar, Translation, Audiolingualism and Total Physical Response.

Working with Words

A guide to teaching and learning
vocabulary

RUTH CAIRNS and
STUART REDMAN

This is a practical guide and resource book for teachers on selecting and organising vocabulary for their classes. It discusses the linguistic and learning theories behind vocabulary teaching, describes traditional and modern methods of presentation and suggests ways of assessing and supplementing the vocabulary component of coursebooks.



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JALT Undercover

TEST OF ENGLISH PROFICIENCY LEVEL. George Rathmell 1985. Language Teacher's Center, Box 277, The Sea Ranch, CA 95497, U.S.A.

Few placement tests cover all areas of language proficiency, few can be given to all levels of language proficiency found in most high schools and adult schools, and few give diagnostic information as well as placement information. The Test of English Proficiency Level does all these when properly administered and scored.

As Jack Richards clearly pointed out in a recent CATESOL state conference, planning ESL programs needs to be based on guidelines for defined proficiency rather than on language learning theories. Two of the 'first steps in this direction are the defining of levels of skills and the establishment of proficiency instruments. The Test of English Proficiency Level represents a significant achievement toward a new emphasis on student outcomes rather than teacher behavior.

We in the San Francisco Community College District have planned adult ESL programs based on defined and testable proficiencies and are always looking for tests that will not only give us a quick placement into our levels, but will also provide diagnostic information in the skill areas.

The TEPL has some unique features. First, it identifies a student's instructional level on a scale of seven divisions (A through G) in each of four skill areas: comprehending and using oral expression; recognizing correct structures in context; reading comprehension; and communication in written English. Also, it uses an "overlapping" scoring system which is self-checking and results in a profile rather than a simple cumulative score.

TEPL has two major sections. The first is an oral test which consists of 30 questions accompanied by illustrations. As in all other parts of the test, these begin with simple here-and-now questions which increase in complexity as they progress. The oral section is administered individually and can be omitted if a recent score is available from a group-administered listening test or from one of the state-mandated oral

assessment devices. The second section, which can be group- or individually administered, has five sets each of structure questions, reading comprehension questions, and composition assignments. The 88 multiple choice structure and reading questions have one correct answer and four distractors to reduce the effects of guessing and can be either hand-scored or put through a scoring machine. The five writing subtests are scored by classifying each into one of three categories. This holistic system for evaluating students' writing is simple, and quick ratings can be easily standardized if more than one person is scoring the test.

The oral section can be administered in about ten minutes and is scored as it is given. The printed section requires one hour for administering but can be scored quickly and interpreted fairly rapidly. The manual includes clear directions for administering and scoring the test, technical data on standardization and comparison with other tests, and directions for translating student scores into placement information for various types of programs. In addition, the manual provides proficiency standards for each of the skills at each of the seven levels. A unique feature is a list of suggested instructional materials with publishers' names and addresses for each skill at each level.

Student test booklets and answer sheets are provided in black line master form with permission for unlimited copying so that the initial cost of the test kit (\$36) makes it possible to test any number of students at no further cost (other than the minimal cost of answer sheet forms).

The field testing for TEPL was done in grades 6-12. To determine its usefulness to adult learners, we decided to do a sample testing at our adult center. Except for the very beginning level, we administered the test to one class at each of our levels. Although the numbers tested in the oral part were few (ranging from 0-4) and only one class at each level was tested on the printed section, the mean results corresponded fairly well with our adult school levels:

Our levels	Overall	Oral	Struct.	Read.	Writ.
50	-	-	-	-	-
100	B	B	B	B/C	B
200	C	B/C	C/D	C	C
300	C/D	-	D	C	C
400	D/E	D	E	E	C/D
500	D	D/E	F	E	D
600	F	F	F/G	F	D

We felt that in the future it would be important to force students to do each writing section before continuing on with the next multiple choice items. Students tended to avoid the writing. Since we have always had a problem with our 300/400 levels, one of our centers decided

(cont'd on page 25)

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James Brims

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Nick Brieger and Jeremy Comfort

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(cont'd from page 23)

to use the TEPL at the end of level 200 as an examination to see if students really were ready to go on to a regular 300. Those who had lower scores in a particular section were encouraged to take focus classes in those areas to make up their deficiencies. Those who seemed to be quite low, but really wanted to leave 200, were given a lower track in the 300 section which would go for one year instead of one semester. A battery of tests is administered at the end of 300 to see if students are ready for level 400, but students are allowed to fail one test and still go on – usually they fail a listening test or a writing test.

At our school, we still can not take ten minutes per student to test oral skills individually, but we can give the Listening Comprehension Picture Test to groups in levels 100-300, and the Standard Secondary Level Proficiency Listening Test to levels 400-600, and then give the hour-long TEPL on another day to all of the levels. We especially liked the fact that the structure, reading and writing tests were all in one instrument and took only a little over an hour to administer. Teachers at first resisted interpreting the scored answer sheets into the letter system provided. They preferred to consider the raw total score, which – as they finally learned – defeated the entire point of the test.

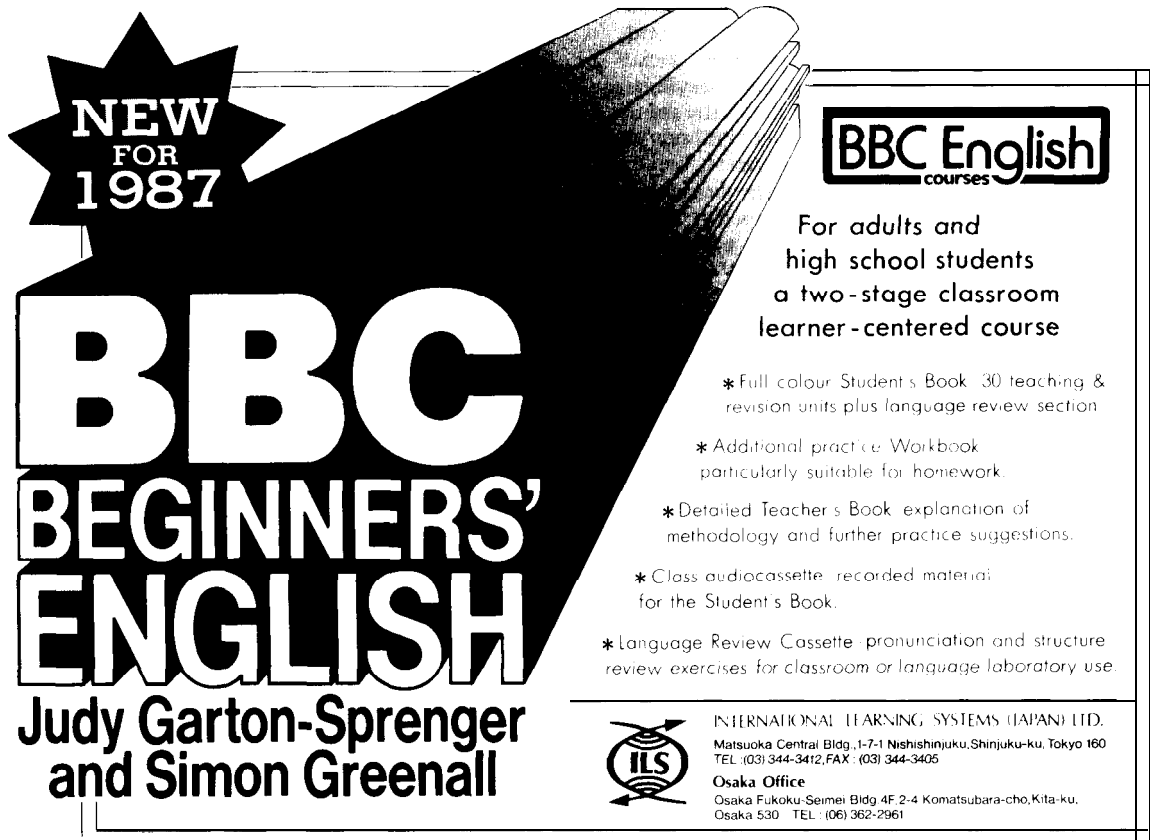
A number of secondary-school teachers in my testing course have also administered the test to students in their high schools and all are excited about the test. State-mandated tests give contradictory information and do not measure all skill areas well. State-mandated tests tend to concentrate only on oral evaluations.

The TEPL can be considered either for initial placement or for measuring achievement. Moreover, it can serve as a set of guidelines for program design or improvement. Perhaps the unusual feature of this test is its face validity and "appeal." The students reported that they had enjoyed taking it and teachers felt it reflected what was taught. Many of the high schools in our area are using it to supplement the required state testing, which does not really meet their teaching and programming needs.

Reviewed by Donna Ilyin
Alemany Community College Center
San Francisco, CA 94118

References

Educational Testing Services. 1980. Standard Secondary Level Proficiency Test. Princeton, N.J.
 Ilyin, Donna. 1980. Listening Comprehension Group Tests. Newbury House Publishers, Rowley, Mass.



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Reviews in Brief

IMPROVING ORAL COMMUNICATION.
Jeanne Handschuh and Alma Simounet de Geigel. Prentice-Hall, 1985. 237 pp.
 (cassette tape available)

For those teachers trying to give *some emphasis* to pronunciation during a first-year college speech class, the search for an adequate text has been, until now, very frustrating. Everything was either too detailed (such as Prator's *Manual of English Pronunciation*) or too light-weight (Baker's *Ship or Sheep?*) or too dry (O'Connor's *Better English Pronunciation*). Finally though, Prentice-Hall has published a manual which not only provides the fundamentals of pronunciation but, for the first time it seems, actually provides meaningful contexts for their application in conversation.

Each of the 25 lessons of *Improving Oral Communication* begins by introducing one or more sounds, then proceeds to a wide variety of exercises, both oral and written, from which the instructor chooses those best suited to his or her class. The wealth of material, most of it avoiding parrot-style repetition, is itself worth the price of the book, but there is another added bonus: at the end of each lesson is a section called "Appropriateness." Here, the student learns language appropriate to various social situations through the use of dialogues, explanations, and practical vocabulary while at the same time keeping in mind the particular sound or speaking skill (such as intonation, stress, blendings, and so forth) introduced at the beginning of the lesson. The first 13 lessons focus on vowels, followed by consonants and a new section called "Important Hints" which takes up such topics as aspiration, consonant clusters, and other quirks of the consonant sounds.

To my knowledge, no other manual focusing on pronunciation combines all these aspects into one book. Teachers intimidated by the 267 pages should rest assured that it is neither overlong (a year's course) or unwieldy. The layout of each lesson is not afraid of using space to make information easier to see and thus understand.

The only disappointing aspect of the currently available *IOC* is the amateurish quality of the accompanying cassette, whose speakers sound as if they were dragged out of bed on a Sunday morning. However, most of the dialogues are readily understood. After a half year of using this text, my own classes have shown very little hesitation in tackling the dialogues on their own and rendering highly satisfactory and creative skits. As a groundbreaking work for integrating

pronunciation with appropriate contexts of daily conversation, I recommend this book as a new approach to first year college speech.

Reviewed by John Nelson
 Kwassui Women's College, Nagasaki

A CONVERSATION BOOK: ENGLISH IN EVERYDAY LIFE, 2nd ed, Tina Kasloff Carver and Sandra Douglas Fotinos. Prentice Hall, 1985. 164 pp.

The first question I raised after glancing through this textbook-workbook was, "For whom is this book written?" The answer is, "Probably for the foreign population of the U.S.A. who are studying English as a second language." Those people are highly motivated, and wish to have a real handle on speaking English right away. They want vocabulary that they will need tomorrow when they are shopping, seeing the doctor and filling out forms of one kind or another. When I tried some exercises from this book with my night school class - all people who work at some job during the day - it became apparent all too quickly that the book was not going to be a big success. But this is not the fault of the book, which is well written, quite entertaining and attractive, with exercises which are educationally very sound and worthwhile. There is a lot of variety and it is peppered with illustrations, often humorous.

The book is divided into nine units as follows:
 1) All about you; 2) About you and your family; 3) Homes; 4) Days, dates and weather; 5) Shopping; 6) Your community; 7) Jobs; 8) Health; 9) Leisure. The units can be studied in any order and in the *Contents* there is a listing of the competency objectives which the author had in mind when writing the unit. This is surely a real plus for the conscientious teacher.

The appendix provides printing and writing charts, a listing of cardinal and ordinal numbers, a measures-conversion section, state holidays and state abbreviations, three outline maps, and the words to four American songs: "Star-Spangled Banner," "Home on the Range," "Red River Valley," and "Jingle Bells."

The book itself is attractive and measures 21 cm. by 28 cm. The fact that it is also a workbook means no more lost homework sheets - unless, of course, the book is lost.

It's a book which you might want to write home about. . .to your friends who teach English there. And I find it to be a nice reference book when I'm trying to think of something different in the way of teaching. The techniques suggested



**THE 12TH ANNUAL CONFERENCE ON
LANGUAGE LEARNING AND TEACHING**
November 22-24, 1986
SEIREI GAKUEN, HAMAMATSU

*3 days of lectures,
workshops,
book displays,
social events. ...
& communication*

***The conference for all
language professionals***

MAIN SPEAKERS

M. A. K. Halliday
University of Sydney

Alan Maley
British Council, Madras

JoAnn Crandall
Center for Applied Linguistics,
Washington

FEATURED SPEAKERS

John and Mary Boyd
Illinois State University Lab Schools
and Abaca Books

Donald H. Byrd
KK Regents and City University
of New York

Donald Freeman
School for International Training

Jeremy Harmer
Longman Penguin Japan

Steven J. Molinsky
Boston University and Prentice Hall

SOCIAL EVENTS

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Informal Mixers

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Huge display of current materials from over
40 publishers

WORKSHOPS, LECTURES, COLLOQUIA

Over 200 events during the three days on all
aspects of Language Teaching and Learning

CONFERENCE FEES

Only before October 31

	3 days	2 days	1 day
Member*	¥10,000	¥7,000	¥4,000
Non-member	13,000	9,000	5,060
Student Member	5,000	3,500	2,000
Student Non-member	6,500	4,500	2,500

(The student rate applies to undergraduate students only.)

On Site -

Member*	12,000	8,000	4,000
Non-member	15,000	10,000	5,000
Student Member	6,000	4,000	2,000
Student Non-member	7,500	5,000	2,500

Persons coming from abroad may pay by money order or check in US\$. The rates are as follows:

Member	\$66.00	46.00	26.00
Non-member	86.00	60.00	33.00

**REGISTER BEFORE OCTOBER 31 TO TAKE
ADVANTAGE OF THE DISCOUNTED RATES.**
Use the blue form for conference registration,
the red form for hotel reservations. Full instructions overleaf.

* 但し、静岡県、神奈川県、山梨県、長野県、
愛知県、三重県の中学・高校教師の方は、
JALT会員と同じ会費で結構です。

AVOID FRUSTRATION PRE-REGISTER NOW!

Registering before the October 31 deadline not only means lower conference fees and a fast on-site check-in, it also assures you of a hotel room during a busy holiday and wedding season. In case your plans change, fees are refundable (with a small handling charge) any time before the event. Reservations for both the conference and hotel, respectively, can be made with the attached blue and red **furikae** forms.

This year's conference hotels will be the Concorde Hotel and the Hamamatsu Grand Hotel, Both are conveniently located near downtown Hamamatsu (on the Tokaido Line side of the JNR station). The hotels can be reached either on foot or by taxi. A free shuttle bus service will be provided from the hotels to the conference site **for those staying in the conference hotels** who have made their reservations through Tokyu Travel, Hamamatsu Branch, our hotel agents for JALT '86. See the red **furikae** form for the special JALT '86 hotel rates.

Since the conference is being held during a peak holiday and wedding season, reservations are being handled on a "first-come, first-served" basis. Tokyu will attempt to find alternate accommodations once the conference hotels are full, but no guarantees can be made for those applying after the October 31 deadline. If you have any questions concerning your reservation, please contact Mr. Miki or Mr. Takai at the Tokyu Hamamatsu office, (0534) 53-0166.

Please note that roommates must be mutually accepted. If you would like Tokyu to assign a roommate, please specify "smoking" or "non-smoking." To complete your conference and hotel pre-registrations, take both forms to the banking window of any post office. Unlike the blue conference form, there is no handling charge for the red form.



CONFERENCE BANQUET

On Sunday night, November 23, a conference banquet will be held at the Hotel Concorde. The cost is ¥3,500/person. Drinks will be extra.

Registration Information for Overseas Participants

Registrations from overseas must be accompanied by full pre-payment for the conference and hotel. Please pay in U.S. dollars by bank draft or personal check drawn on an American bank. Please **note that separate checks are required for conference registration and hotel since they are processed at different locations.**

Conference Payments	Hotel Payments
JALT c/o K.E.C.	JALT '86, Tokyu Travel
Sumitomo Seimei	Boya Dai-5 Bldg.
Bldg., 8F.	3205 Sunayama
Shijo Karasuma Nishi-iru	Hamamatsu 430
Shimogyo-ku, Kyoto 600	In the name of "JALT-
In the name of "JALT"	Tokyu"

Getting to Hamamatsu from Overseas

FROM NARITA: Take an airport bus into the city (80-90 mins.). Starting at 14:05 buses direct to Tokyo Station leave at 5 and 35 minutes past each hour until 21:35. At other times take an airport bus to the Hakozaki City Terminal and change for the 10-minute ride to Tokyo Station. By no means should a taxi be contemplated unless you are on an expense account. Since you will be traveling on a holiday weekend, the trains will be crowded. If possible, reserve your seat through your local travel agent before departure.

Tram times: **Kodama** 20 and 51 minutes past each hour till 19:51, plus one last train at 20:16. Traveling time, 1 hr. 54 mins. There are faster **Hikari** expresses at 7:24, 10:30, 17:30, 19:30, and 21:12, arriving 1 hr. 26 mins. later. Cost: ¥7,200 each way.

FROM NAGOYA: Take a bus (40-60 mins.) to Nagoya Station. Hamamatsu is the second stop on the **Kodama** in the direction of Tokyo. Cost: ¥4,500.

FROM OSAKA: Take the airport limousine to Shin Osaka Station (20 mins.). Board a **Kodama** for Tokyo. The last train departs at 20:54, arriving in Hamamatsu at 22:51. Cost: ¥8,200.

GET YOUR CONFERENCE HANDBOOK IN ADVANCE!

This year for the first time, you can look over the conference handbook before you get to the conference site. For Y700, the handbook will be sent by special delivery (**sokutatsu**), arriving at your doorstep on November 18. This service is available only to addresses in Japan.



HOW TO GET THERE

FROM JNR STATION: Take a no. 40 bus (bus stop 15) from the bus terminal on the north side of the station (¥410) or take a taxi (¥2,500 approx.) from the same area. Get off at Mikatabara Seirei.

FROM CONFERENCE HOTELS: Take the free JALT shuttle buses if you are staying at one of the conference hotels thru Tokyu Travel.

BY CAR: From Hamamatsu Nishi I.C., 5 minutes. Free parking at both the site and at the conference hotels. A detailed map will be published in the November issue of **The Language Teacher** which will be sent to all pre-registrants.




CONFERENCE INFORMATION:
(075) 221-2376 (before 1 1/22)
(0534) 37-6782 (1 1/22- 11/24)

実用・実務英語検定試験



オックスフォード大学英語検定試験 受験案内

オックスフォード大学海外試験運営委員会事務局

 IES国際教育文化交流協会

後援  学研

受験要項

1986年の世界統一試験日(1986年度)

	%休	%休
PRELIMINARY LEVEL -Junior-	○	
PRELIMINARY LEVEL -General -	○	
HIGHER LEVEL		0

受験時間

PRELIMINARY LEVEL
(初級及び中級)

第1時限
10:00～12:00
第2時限
14:00～16:10

HIGHER LEVEL
(上級)

第1時限 10:00～13:00
第2時限 14:00～17:10

各レベルの希望試験日を上記の各日より1つだけお選び下さい。

尚、団体で受験を希望されるときは、別途日時を設けることもできます。

申込み方法

直接申込み場合

別添の返信用封筒を利用して申込書を事務局に直接送付して下さい。

また、受験料は別添の銀行送金用紙をご利用下さい。

書店を経由して申込み場合

大学生協・丸善・紀伊部屋・旭屋・三省堂その他有名書店に備えつけの申込用紙を使用して下さい。受験料は、直接書店に支払う事が出来ます。

学校を経由して申込み場合

学校の教務課に、お問合せ下さい。

※書店及び学校を経由して申込み場合には株学研のセクター及びアシスターがお手伝いします。

詳しい受験に関するお問合せは

オックスフォード大学海外試験運営委員会事務局、
IES国際教育文化交流協会
〒104 東京都中央区銀座4-2-2 ヤヨイビル
☎03-563-3611(代)

申込み期限

希望受験日より20日前までに上記事務局に必着するようお送りください。

受験資格

年齢制限はありません。

合格発表

試験日より約10週間後に、試験結果をお知らせします。合格者には、オックスフォード大学海外試験委員会より、検定合格証明書を、日本事務局経由でお送りします。

受験料及び支払方法

Preliminary Level

—Junior 及び General— ￥7,000円
(一般初級・一般中級試験)

Higher Level(上級試験) ￥9,000円

試験の場所と日時

東京、大阪、名古屋、札幌、福岡の会場で、同日、同時刻に行ないます。会場名及び所在地詳しい時間は追って御案内致します。

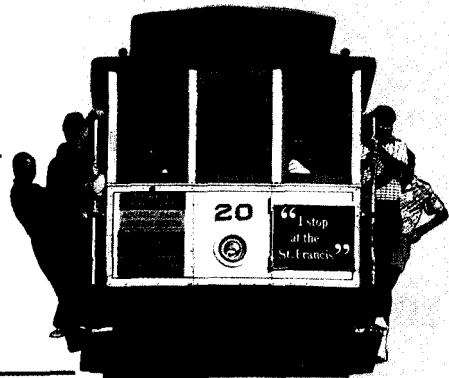
試験当日持参するもの

- 1) 受験票 (所定のもの)
- 2) 筆記用具
- 3) 英英辞典(特に指定されたものではありませんが日本語記載のないもの)

Longman American English

COAST TO COAST

STUDENT'S BOOK 1



The new course for Japan

Longman 

COAST TO COAST



The new American English course
Jeremy Harmer and Harold Surguine

Jeremy Harmer has an MA in Applied Linguistics from the University of Reading (UK). He has worked extensively as a teacher and teacher trainer, particularly in Mexico at the Instituto Anglo Mexicano de Cultura, and has addressed English language teaching conferences throughout the world. His other publications for Longman include the immensely successful **Practice of English Language Teaching**, a comprehensive guide to ELT both for the experienced and the less experienced teacher.

Coast to Coast provides the perfect route to success in English. This specially written three-stage course takes 'false' beginners up to intermediate level. It has a balanced program and wide range of activities, which encourage students to learn and use English *actively*.

SPECIAL FEATURES OF COAST TO COAST

- Brings English alive ~~enabling~~ **enables** students to communicate effectively in their new language
- Based on a structural framework, the language in each unit is always determined by students' needs and interests
- Flexible material, which can be adapted to suit different teaching situations
- Emphasizes student interaction, making it ideal for those who have studied English only passively
- Transparent material, which is clear and easy to use for both students and teachers

10 A daily routine

Marie Ross interviews Hideohara some months before Takemitsu at the Japanese Fall Festival.

MARIA: Good morning, Mr. Takemitsu.
TAKEMITSU: Good morning.
MARIA: May I ask you some questions?
TAKEMITSU: Certainly.
MARIA: When do you work out?
TAKEMITSU: Hm! Every day, of course.
MARIA: Oh, sorry... when do you usually get up?
TAKEMITSU: At five o'clock.
MARIA: How do you get to work?
TAKEMITSU: By car.
MARIA: Oh! And what do you usually have for lunch?
TAKEMITSU: Beef, chicken, fish and vegetables, and a parcel of rice.
MARIA: Really? That's a lot of food.

1 Look and listen. Answer true or false.

- 1 He works out every day.
- 2 He gets up at five o'clock.
- 3 He gets to work by bus.
- 4 He has a light lunch.

Language focus

2 Look at the pictures and say the words.



get up have breakfast leave home

4 Look at the pictures and say the words.



by bus

by train

Language focus

1 Say these expressions:
on weekends
on Mondays
in the evening

2

Now look at the pictures and say the words. Ask and answer about you, like this:

What do you do in the evening?
— I usually listen to music.



Read and write

3

Read the text about Ken. Then make questions and answer them, like this:

- What/Ken do?
— He's a businessman.
- 1 Where/ live?
 - 2 Where/ work?
 - 3 What/ life's name?
 - 4 When/ get up?
 - 5 What/ leave for breakfast?
 - 6 When/ get home?
 - 7 What/ in the evening?



Ken Harper is 37. He lives in downtown Hi-Tech Corp the thirty-four Transamerica. He and his wife up at seven o'clock. Ken has toast, coffee for breakfast. "BARTY" (the dog) usually gets his o'clock in the evening. He watches the news. Diane usually weekends.

4

Look at the pictures and write a similar story about Carmen Gonzalez.



THE COMPONENTS OF COAST TO COAST

Coast to Coast is a complete course which provides a well-researched, flexible and successful program of work. There is a Students' Book, Workbook, Teacher's Manual and Cassettes at each stage, providing everything that students and teachers need for effective learning.



Harold Surguine has been teaching English as a foreign language for over ten years. After he obtained a master's degree in Teaching English as a Foreign Language from San Francisco State University, he began teaching at the University of San Francisco. He left California to go to Odawara, Japan, where he spent two very enjoyable years teaching at the Language Institute of Japan. Harold is presently teaching at ISSEC, a local business school in Cergy-Pontoise, France.

COAST TO COAST ONE

Students' Book 1 is set in and around San Francisco. Many sections of the book feature aspects of the city and the West Coast, but America in the wider sense - fashion and sport, culture and history - is also introduced. The main storyline in Coast to Coast One revolves around three characters - Matt, a baseball player; Maria, a TV reporter, and Marc, a medical student.

- Structures introduced in each unit are always used to practice functions such as requesting, offering, inviting, etc.
- New language in the introductory dialogs is always related to the conversation sections
- New language points are highlighted on each page
- Special 'Grammar and usage' boxes at the end of each unit summarize what has been learnt
- Extra 'Interaction' pages at the end of the Students' Book provide optional oral practice work for each unit
- Vocabulary sets introduced in the Students' Book are picked up and expanded in the accompanying Workbook

0

arc and Maria meet again

Are these seats free?

me. Are these seats free. Go ahead. It's you again. Do you live around here from Sydney. ralia. ally, I was born in Italy. my family moved to tralia when I was three. you speak Italian? e. How about you? but I can speak French and the Spanish. you American? , I'm Canadian, from ontreal. But I work here. I'm medical researcher. What do u two do? m a TV reporter, and Ralph's cameraman. hat sounds interesting. /es, it is ... usually.

nd listen. Answer true or false. h is from Australia. ia was born in Sydney. c can speak French.

anguage focus

the chart.

and answer, like this:

Who can I take a lay over? - You can try the Red and White Flat on Pier 41.

Ask about:

- 1 a good seafood dinner (eat)
- 2 a good view of San Francisco (get)
- 3 a good exhibition (see)
- 4 some souvenirs (buy)
- 5 a nice hat (buy)
- 6 a good country and western band (hear)

Read and write

3

Read this, then copy and complete the chart.

Peter Savage likes hiking, fishing and good restaurants. He can hike and fish all day, but he can't go into town for dinner. He goes fishing at 5 o'clock every morning with his dog, Fang.

Who can I take a lay over? - You can try the Red and White Flat on Pier 41.

Ask about:

- 1 a good seafood dinner (eat)
- 2 a good view of San Francisco (get)
- 3 a good exhibition (see)
- 4 some souvenirs (buy)
- 5 a nice hat (buy)
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Read and write

3

Read this, then copy and complete the chart.

Peter Savage likes hiking, fishing and good restaurants. He can hike and fish all day, but he can't go into town for dinner. He goes fishing at 5 o'clock every morning with his dog, Fang.

FISHMANS' WHARF
Down of fine seafood restaurants.

The Mad Mad at Fisherman's Wharf
There for everyone!

Red and White Flat on Pier 41
For cruise information, phone 942-2812.

San Francisco
Great country and western music (Thursday, Friday, Saturday night).

The Asian Art Museum in Golden Gate Park
10 am to 6 pm.

Twin Peaks
Famous view of the city!

WANTED

Name: _____
 Last: _____
 City: _____
 Country: _____
 Address: _____

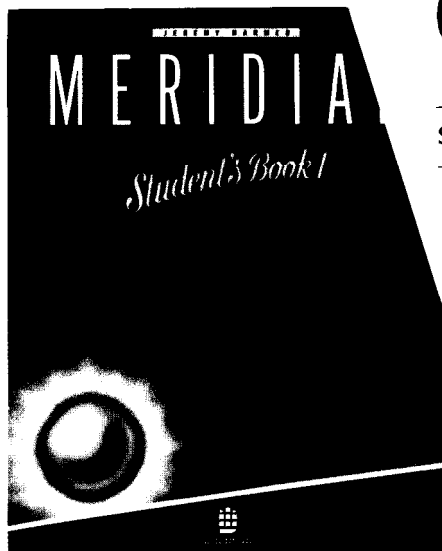
Name: *Paul Savage*
 Last: _____
 City: *San Francisco*
 Country: *USA*
 Address: *123 Main Street, San Francisco*

Set a new course for your students!

JEREMY HARMER IN JAPAN

Jeremy Harmer will be giving talks at JALT in Hamamatsu and at the Tokyo English Language Book Fair (see conference and book fair programs for details, or contact Heather Saunders or Mike Thompson at Longman ELT on 03-265-7627). There will also be a chance to hear him speak at the Tokyo YMCA in Kanda on Thursday 27th November at 6.00 pm, where he will be talking about 'Listening Material at the Elementary Level: Authentic or Contrived? If you would like to attend this talk, please contact the Tokyo YMCA on 03-293-9661 to register.

COAST TO COAST...



COAST TO COAST

STUDENT'S BOOK 1



Longman

... AND FOR TEACHERS WHO PREFER BRITISH ENGLISH, MERIDIAN

For more information, contact Heather Saunders or Mike Thompson at Longman Penguin Japan Company Ltd., Yamaguchi Building, 2-12-9 Kanda Jimbocho, Chiyoda-ku, Tokyo 101. Telephone: 03-265-7627

Longman

三段階の資格と評価

PRELIMINARY LEVEL – Junior – (一般初級試験)

対象 – 高校生以上 – 大学生まで

オックスフォード大学ではPRELIMINARYのJuniorレベルは世界中の高校生を対象として作られている試験です。

英英辞典を使いながら、与えられた問題がどれだけ理解でき、その上でどれだけ、その設問に答えることができるかを見ます。

このレベルに合格された方はPRELIMINARYを受ける力を持っていることとなります。

PRELIMINARY LEVEL – General – (一般中級試験)

対象 – 高校生、大学生以上 – 社会人まで

このPRELIMINARY LEVELは、大学生や一般社会人が中心となるレベルと考えられます。

このPRELIMINARY LEVELは世界的レベルでは、英語総合力はあるというレベルです。

このレベルは合格判定が3段階にわかれます。PASS(合格)、CREDIT(良)、DISTINCTION(優良)に分かれます。

PASS(合格) = 日本の大学入試試験でそれ相応の点を得られる英語力が認められる評価点です。しかも英英辞典の使い方も基本的に、マスターしていることの証明にもなります。

CREDIT(良) = 英国・米国のカレッジに入学出来る程度の英語力が認められます。又この評価点は、一般的なビジネス英語をこなせる能力の証明にもなります。

DISTINCTION(優良) = この評価点を得られれば、十分英・米の大学に入学出来る程度の英語力が認められる証明になります。さらに英英辞典の活用能力にも習熟していることが認められます。

HIGHER LEVEL (上級試験)

対象 – 大学生・社会人以上

世界的レベルでは英語を集中的に2年間勉強した方となっておりますが、日本レベルでは、語学学校の最上級クラス、大学英文科上級者、一般企業人、および英語教育関係者、政府機関など国際的業務の方々のレベルです。

また海外で長い間生活した方々にもこのレベルがよいと思われれます。

PASS(合格) = 海外の大学に入学出来る程度の文章英語力があると認められます。又、日本国内においては、英語文書に接する機会の多い職場で仕事出来る評価点でもあります。一般的レベルでは問題ない英語力があることとなります。

CREDIT(良) = 一般に、アイビーリーグとよばれているアメリカの一流大学や、英国の公立大学に入学出来る程度の文章英語力があると認められます。又、この評価点は、英語を日常使用する職場において、立派に英語をこなせる能力のある証明にもなります。

さらに国際的業務において不足をきたさない英語力を持ち、どの企業においても英語力では他にひけをとらない力を認める。

DISTINCTION(優良) = アメリカの一流大学をはじめ、英国の大学に入学出来る程度の、文章英語力があると認められます。実社会の職場においては、最もたよりがいいのある文章英語力が備わっていることの証明になります。またさらに国際的業務にたずさわる英語力は完全にできている証明のレベルです。

特色

受験内容

PRELIMINARY LEVEL – Junior – (初級試験)

試験は二時限に分けて行われ

一時限目の試験（2時間）では：①ペンパルに手紙を書く②問い合せの手紙を書く③友人にメモを書く

二時限目の試験（2時間）では：①申し込み用紙などに自分の名前、生年月日等を記入する②パンフレットなどを読み質問に答える③単語の意味を説明する。

PRELIMINARY LEVEL (中級試験)

試験は、二時限に分けて行われ、

一時限目の試験（2時間）では：①手紙を書く（フォーマルなものと同インフォーマルなもの）②伝言や掲示文、ラベルなどを書く③広告への応募文や友人への招待状などを書く。

二時限目の試験（2時間）では：①英英辞典を使い単語の意味に関する質問に答える。（英英辞典の活用能力）②各種の書式を書き込む。③パンフレット、契約書、説明書などを読んで質問に答える。

HIGHER LEVEL (上級試験)

試験は二時限に分けて行われ、

一時限目（3時間）では：おもに表現力が試され、例えば①報告文や履歴書を書く。②広告文や推薦文、抗議文などを書く③全般的な文章力をより洗練された形で表現する。

二時限目の試験（3時間）では：おもに、理解力が試され、①与えられた情報にもとづいて質問に答える。（英語による抽象的思考能力が問われる）②比較訂正をする。③必要な情報を取捨選択する。④その他の作文。

※上記の試験内容は、あくまでも過去のテストの中にみられる傾向であり、今後の試験で必ずしも同様の内容が出題されるとは限らない。

1. 解答時に英英辞典の使用が許されます。（但し、日本語の記載のない英英辞典に限定されます。）

2. 試験時間は上級レベルが6時間10分（1時限目3時間、2時限目3時間10分）一般初級と中級は4時間10分（1時限目2時間、2時限目は2時間10分）と十分に試験時間はありますので、その場でゆっくりと問題に取り組む事が出来ます。

3. オックスフォード大学英検は、英英辞典を使っての試験でもおわかりのように、今までの試験のように何かを暗記していなければできない試験ではありません。一切、暗記する必要はなく、要は英語を母国語とする人間にどこまで英語で、自分の意志を伝える事が出来るかという点が大切な点となります。

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8. 高校生から一般社会人までを対象としており、高校生にはPRELIMINARYのJUNIORレベルを、大学生・社会人にはPRELIMINARYかHIGHERレベルを選ぶことができます。

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to encourage conversation and discussion, the practice sheets to aid in increasing vocabulary, and the drill and testing materials are all very good. I wish these authors could come to Japan and write a book especially for us.

Reviewed by Anna Marie DeYoung
 Notre Dame Women's College, Kyoto

TERMS OF TRADE: SPOKEN ENGLISH FOR INTERNATIONAL BUSINESS.
 David Cotton and Ann McGrath. Edward Arnold, 1985. 127 pp.

This package of four 50-minute cassettes and text would certainly be useful to advanced students who wish to add import and export terminology to their vocabulary. Students wanting general business English, however, will find this course too specialized, and intermediate students would find much of it over their heads. Although designed for either language laboratory use or private study, **Terms of Trade** is complete enough to be used without a teacher, and most students would probably want to be able to cover the material at their own pace, with repeated listenings.

The eight units ~ Choosing an Overseas Market, Meeting with a Potential Customer, Clinching a Deal, Export-Import Documentation, Methods of Payment, Insurance, Marketing, and An Agency Contract – each contain two lengthy dialogues based on realistic business situations. On the accompanying cassette tapes, the dialogues are spoken primarily by British speakers, but include a variety of regional dialects and other accents (Asian, Italian, Swedish, etc.) which provide authentic and challenging listening practice, particularly valuable to students only familiar with American English.

Each dialogue is followed on the tapes by ample repetition, substitution, grammar, and other exercises, all shown along with the answers in the text. There is also a 25-page glossary at

the end of the book that contains all the business terms and idioms introduced in the dialogues. Even though the layout of the text itself is a bit crowded and suffers from not using any illustrations or photographs, the trading company businessmen who are the prime audience for this course will find **Terms of Trade** valuable for vocabulary, listening practice, and speaking exercises, without any distracting frills.

Reviewed by Jeff Hulihan
 Tokyo Hilton International

ESL GRAMMAR EXERCISE BOOK 1,2.
 Allan Kent Dart. Prentice-Hall, 1985. 210,228 pp.

These grammar exercise books are intended as a sequenced program of English instruction from the beginning to the intermediate proficiency level. However, minimal opportunity for oral practice and a lack of variety in types of practice exercises may make these texts more appropriate as supplementary or review material than as core course texts.

On the positive side, explanations of grammar points are generally brief and clearly written, without excess technical terminology, so that students can use them easily. Examples illustrate each point presented, and the vocabulary is controlled to further facilitate student use. Notes on pronunciation and spelling exercises accompany several drills. Also, the sequencing of lessons makes the organization of the texts easy to follow.

On the other hand, the texts do not group related rules and exercises into a single chapter, but instead present each point individually as an "exercise" (e.g. from Book 2, Exercise 10: the imperative mood; **please**; Exercise 11: **let's**; Exercise 12: asking for permission with **shall**). Each exercise is short, generally two to three pages, and, although exercises may assume knowledge of previous sections, they are rarely
(cont'd on page 29)



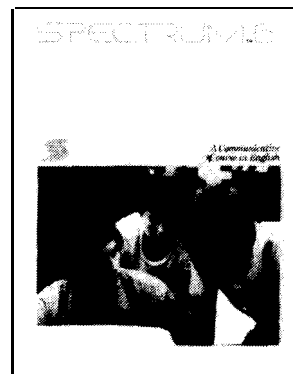
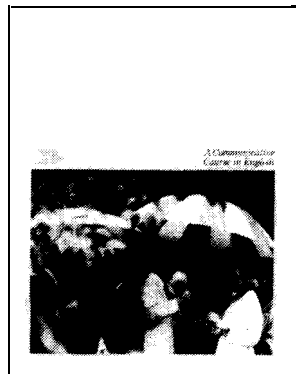
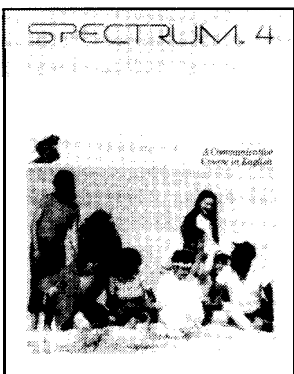
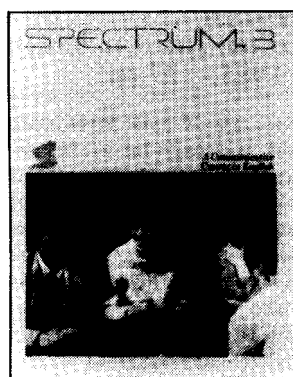
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(cont'd from page 27)

directly related. This is left up to the teacher. An additional disadvantage of this format is the limiting of sentence/question-constructing drills or fill-in-the-blank practice to one or two per "exercise." Review exercises are rare, and come only in Book 2. Finally, a single grammar topic may be presented over several, sometimes non-contiguous, exercises (e.g. the present continuous tense is found in Book 1, Exercises 82-85 and in Book 2, Exercises 3-8).

Although these books focus primarily on standard written practice, there are a number of fill-in-the-blank or completion exercises that are set up in dialogue form. These offer some opportunity for oral practice. The drawings that accompany several of the drills are supposed to serve the same purpose.

In summary, though these may not be the texts for an introductory or intermediate class, they would be useful resource books for the grammar teacher.

Reviewed by Patricia Dissosway
University of Pittsburgh ELI-Japan

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 October 31.

CLASSROOM TEXT MATERIALS/ GRADED READERS

- *Allen & Robinett. **The New Technologies.. Readings for learners of English**. McGraw-Hill, 1986.
- *Dunn. **Noah and the Golden Turtle: Stories from the East and West for the ESL student**. Prentice-Hall, 1985.
- *Harris & Palmer. **CELT: A Comprehensive English Language Test for Learners of English** (Form A, Form B, Examiner's Instructions and Technical Manual). McGraw-Hill, 1986.
- *Herzfeld-Pipkin & McCarrick. **Exploring the United States: Past and present**. Prentice-Hall, 1985.
- *Janssen. **Unusual Stories from Many Lands**. Prentice-Hall, 1985.
- *Lavine & Fechter. **On Line: English for computer science** ("Instrumental English" series). McGraw-Hill, 1986.
- *Levin & Hughey. **Changing Times: Toward an integrated approach to reading**. Prentice-Hall, 1985.
- *Live & Sankowsky. **From Sea to Shining Sea: An elementary ESL reader**. Prentice-Hall, 1985.
- *Mosteller & Paul. **Survival English: English through conversations**. Prentice-Hall, 1985.
- *Reitmann. **Language from Nine to Five: Developing business communications skills**. Prentice-Hall, 1985.

*Rossi & Garcia. **Computer Notions**. Prentice-Hall, 1985.

Ellis & Ellis. **Counterpoint 3** (Student's book). Nelson,

†Byrne. **Meet Captain Luki/Captain Luki and the Green Planet/Captain Luki and the Red Robots/Captain Luki and the Sea People** ("Roundabout Readers" series; 4 vols., 2 cassettes). Modern English Publication, 1985.

†Byrne & Holden. **The David Freeman Show: All the World's a Stage/Making Music/The Best Years of Your Life?/All Work and No Play** (Student's books, Teacher's books, 2 cassettes). Modern English Publications, 1985.

†Eckstut & Miller. **Interline: A course in integrating skills in English, I, 2** (Student's books, Teacher's book). Pergamon, 1986.

†Mugglestone et al. **English in Sight: Video materials for students of English** (Student's book, Teacher's book, video tape (VHS format). Pergamon, 1986.

NOTE: The scheduled reviewer of Draper Great American Stories, I, and Murphy, J., Window, has declined to review the book. Any JALT member who would like to assume responsibility for the reviews should contact the Book Review Editor.

TEACHER PREPARATION/ REFERENCE/RESOURCE/OTHER

*Rogers. **Dictionary of Cliches**. Ward Lock, 1986.

*Room. **Dictionary of Britain**. Oxford, 1986.

*Thomson & Martinet. **A Practical English Grammar, 4th ed.** Oxford, 1986.

Wallace. **Learning to Read in a Multicultural Society: The social context of second language learning** ("Language Teaching Methodology" series). Pergamon, 1986.

The Language Teacher also welcomes well-written reviews of other appropriate materials not listed above, but please contact the Book Review Editor 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, Aoyama 8-122, 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**.

Aebersold et al. **Critical Thinking, Critical Choices**.

NOTE: A review of Ahmad et al. Computers, Language Learning and Language Teaching has been accepted for publication in the next issue of the **JALT Journal**.

Aitken. **Overtones**.

Azar. **Fundamentals of English Grammar**.

Blass & Durighello. **From Concept to Composition**.

Brieger & Comfort. **Business Issues**.

Brumfit et al. **Computers in English Language Teaching**.

Brumfit et al. **English as a Second Language in the United Kingdom**.

(cont'd on page 32)



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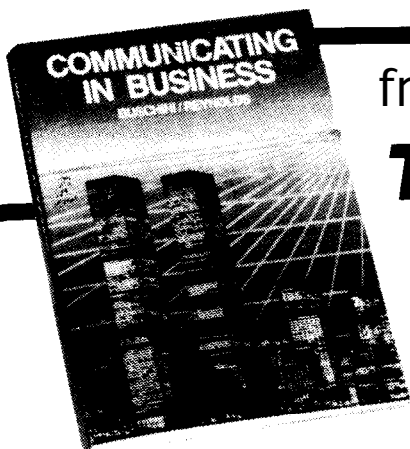
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- Carrier. **Business Reading Skills.**
 Cawood. **Cassell's Intermediate Short Course.**
 Crombie. **Discourse and Language Learning**
 --. **Process and Relation in Discourse and Language Learning.**
 Davies. **Telecommunications.**
 de Jong. **The Bilingual Experience.**
 Ellis, R. **Understanding Second Language Acquisition.**
 Feigenbaum. **The Grammar Handbook.**
 Graham. **Small Talk.**
 Hall **Working with English Prepositions.**
 Halliday. **A Short Intro to Functional Grammar.**
 Hedge. **In the Picture.**
 Helgesen et al. **English Firsthand.**
 Jenkins. **Writing: A Content Approach to ESL Composition.**
 Kellerman & Sharwood Smith. **Crosslinguistic Influences in Second Language Acquisition.**
 Kim et al. **Interactions.**
 Kitao & Kitao. **American Reflections.**
 Klein. **Second Language Acquisition.**
 Knight, ed. **Keep in Touch.**
 Lee et al., eds. **New Directions in Language Testing.**
 Lindop & Fisher. **Discover Britain.**
 Low. **Grammar for Everyday Use.**
 Mason. **Ports of Entry.**
 McRae. **Using Drama in the Classroom.**
 Menasche. **Writing a Research Report.**
 Miller & Clark, eds. **Smalltown Daily.**
 Murphy, R. **English Grammar in Use.**
Newnes Complete Word Game Dictionary.
 O'Donnell & Paiva. **Independent Writing.**
 Paikeday. **The Native Speaker is Dead!**
 Palmer et al. **Personal Relations.**
 Palstra. **Telephone English.**
 Pereira & O'Reilly, eds. **Four Seasons.**
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 Reinhart & Fisher. **Speaking and Social Interaction.**
 Rivers. **Communicating Naturally in a Second Language.**
 Roberts. **Steps to Fluency.**
 Robinson. **Crosscultural Understanding.**
 Savignon. **Communicative Competence.**
 Shovel. **Making Sense of Phrasal Verbs.**
 Thomas. **Intermediate Vocabulary.**
 Wright. **Collins Picture Dictionary for Young Learners.**
 Yorkey. **New Perspectives.**
 Zion et al. **Open Sesame series.**

Chapter Presentation Reports

Chapter reports on presentations are to be 150-250 words, typed double-spaced on A-4 size paper, and submitted to the Editor by the first of the month preceding publication. Longer reports can be considered only upon prior consultation with the Editor.

CHIBA

WE SUGGEST A CHAPTER WORKSHOP!

Is your Chapter looking for a cheap yet interesting program to prevent from going over budget before the end of the year? An easy solution is to organize a Chapter Workshop, where members can bring problems, ideas and techniques to share and discuss. This is exactly how Chiba JALT organized its meeting on June 29.

To begin the meeting, Recording Secretary Dan LaBranche demonstrated a version of **Find Someone Who...** He showed how he has developed a whole series of these for practice of structures such as "should," "might," "has to," "was/were," etc. Members found this to be a useful activity, as well as a good initial ice-breaker and a quick way to learn names.

Afterwards, members were offered a choice of three basic categories: **Class Size**; **Class Level** (according to age group); and **Skills and Techniques**. With each category, a number of sub-groups formed, holding useful and beneficial discussions and demonstrations. In general, members found this workshop session productive, as well as an excellent way to get acquainted. One suggestion for making your Chapter's workshop even more successful is to send out a survey to solicit specific ideas prior to the meeting.

Reported by Dawn Wilson
Program Chairperson

NAGOYA

USING STORIES IN THE LANGUAGE CLASSROOM

By Steve Brown

Traditionally in the classroom, we usually read or tell stories and then ask some compre-

Submissions to Special Issues of The Language Teacher

Articles concerned with the topic of a Special Issue may be submitted either to the Editor or to the guest editor for that particular issue. It is recommended that one or the other be consulted beforehand, to avoid content overlap, and that plans be made to submit the article approximately two months before the issue date.

For further information, please contact the Editor.

hension questions. Steve Brown showed us some alternative techniques for using stories more effectively. His aim is to acquaint students with speaking in larger chunks of language than is usual in the typical conversational English class. By "stories," he meant various forms such as fairy stories, folk tales, mysteries and songs.

Mr. Brown, at the June meeting, demonstrated over a dozen activities, including strip stories and reverse comprehension questions. To use strip stories, teachers should make groups of seven or eight students. In each group each student is given a sentence from the story. Without looking at each other's papers the students repeat their lines and try to reassemble the parts to make a story. With reverse comprehension questions, the class divides into small groups or pairs and is given comprehension questions, but no story! Using the questions they reconstruct a suitable story.

These activities are very useful for improving not only summary, outlining and note-taking skills but also speaking ability. Brown's workshop gave us many good hints for making class more active and creative through using stories in various ways.

Reported by Kikuko Kawachi

AWARENESS EXERCISES FOR TEACHING STRUCTURE

By Mario Rinvolucri

The speaker for August was Mario Rinvolucri, world-famous TEFL author, teacher and teacher-trainer from Britain, who started with three kinds of demonstrative games in Modern Greek. The entire audience acted as "students," either sitting or standing in a circle; after 15 minutes, we found we could introduce ourselves and also had learned several points of Greek grammar (such as feminine/masculine).

He also showed us how we could incorporate grammar lessons into communicative exercises. The blackboard was divided into two columns: the left side, **Good Experiences I Haven't Had** (such as, "I haven't won the Irish Sweepstakes."); the right side, **Bad Experiences I Haven't Had** ("I haven't been seriously ill."). Later we discussed which were the worst and best experiences, thus naturally using the present perfect.

Then he became a storyteller, leaving us to decide if his story was the truth or a lie. Since the story was told in the past tense, our discussion was also naturally in the past tense.

The last activity was how we could use a

picture drawn by students. We "students" drew a picture on the board, each of us being free to draw as much or as little as we wanted. This picture could then be used in many ways (present perfect: **The man is skiing**; future: **The man is going to fall down**; indefinite articles: **There are some trees**; **There is a skier**). Since the picture comes from the students, it is more likely to remain in their minds.

Rinvolucri also demonstrated some relaxing techniques to help tired students focus better in the class.

Reported by Yumi Kanazawa

IMPROVE YOUR OWN ENGLISH

This presentation, also by Rinvolucri, was directed primarily at non-native teachers who want to continue developing their own English. However, the techniques he showed could also be used by native teachers who want to give students advice on how to study.

He discussed memory techniques, showed us how learning strategies (visual, audio, tactile, etc.) vary according to individual preferences, and introduced one of several "tests" for discovering one's own natural preferences. Then he demonstrated a study technique which should strengthen memory: Place a short written dialogue or poem in one room, put pencil and paper in another room, then transcribe the text by shuttling back and forth between the text and your paper.

We were also encouraged to use mirroring and shadowing in conjunction with video: Sit in front of the TV and mirror one character's actions while shadowing the words (repeating just after the speaker). This should help in understanding the character better, and as a result, help in understanding and retaining the target language.

Reported by Yasuo Isobe and Craig Pencil

YAMAGATA

GETTING STUDENTS TO TALK

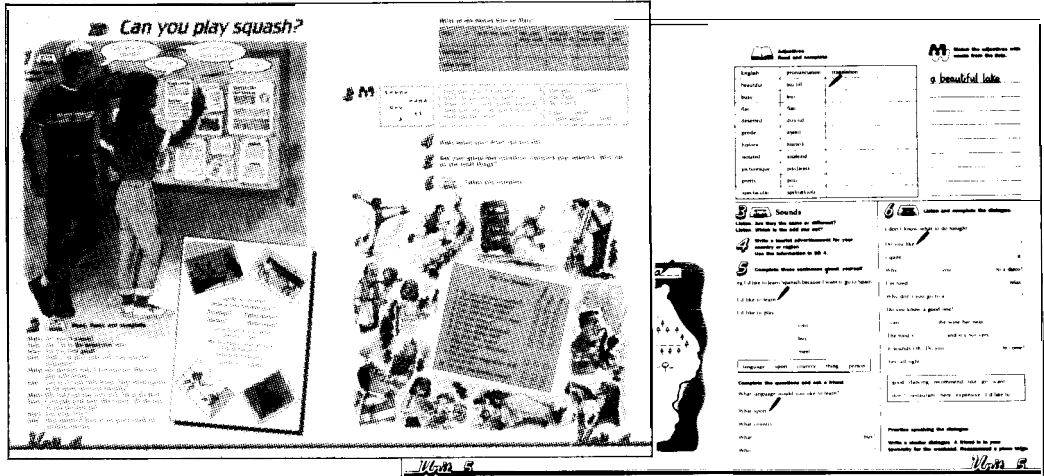
**By Barbara Hoskins,
Sendai New Day School**

At the JALT-Yamagata meeting in June, Barbara Hoskins spoke of the need to substitute communicative activities in language classes for artificial and, from many students' point of view, purposeless pattern practice. Defining communication as the transfer of information, she outlined four communicative

(cont'd on page 35)

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(cont'd from page 33)

situations that lend themselves to communicative practise: 1) the transfer of spoken information to the written mode; 2) the transfer of information from a knowledgeable party to one lacking the information; 3) the exchange of information between two parties possessing complementary but incomplete data ("information gap"); and 4) the pooling of information by several parties to complete an information-gathering task. The speaker then demonstrated activities for each situation, such as "Find Someone Who..." "Bingo," mapping out products on a supermarket floor plan, and completing complementary-form language boxes.

In the discussion session afterward, Hoskins helpfully addressed the problems of tailoring activities suitably to the age, level, and interests of students; preparing students for the vocabulary requirements of successful participation; and getting students to take game-formats seriously as bona fide language learning. She emphasized the idea behind the various procedures – structure practise through communication – over any particular technique, and encouraged the audience to devise their own communicative activities on this theoretical basis.

HOW TO INCORPORATE DRAMA INTO ENGLISH EDUCATION

By Masayuki Sano, Yamagata University

Professor Sano, an authority on language teaching methodology who studied playwrighting for two years at Yale and the University of Washington, gave a presentation on dramatizing language learning at the July meeting of JALT-Yamagata. He pointed out several similarities between acting and language instruction, while cautioning that the teacher's attitude and personality are crucial ingredients in any recipe for foreign language teaching methodology.

Most of the presentation consisted of dramatic language practise activities Sano has used in his training of future English teachers at Yamagata University. The audience participated in several graded procedures starting with movement exercises (similar to TPR practise but with an expanded emotional dimension through the use of imaginative narration). These progressed to dialogue interpretation using the same dialogue to convey quite different emotional colorings in different settings – to true role-playing based on narrative situations described on cards. The final demonstration was an emergent dramatization based on spoken and written narratives. Sano was careful to present all the steps leading to the rather complex final product as self-contained but progressive activ-

ities, each contributing to the end result yet independently valuable as varied language practise along the way.

One of the many impressive aspects of the presenter's workshop was his clear sense of what can and cannot be done in certain classes. Despite his obviously reformist and activist position regarding English teaching, Sano, himself a high school English teacher at one time, showed a realistic understanding of the situation and concerns of school teachers in Japan – a sensibility appreciated by his audience, many of whom were public school teachers. His presentation was a useful blend of insight, practical advice, and stimulating, artful instruction.

Reported by James Barlow
Yamagata Mombusbo English Fellow

YOKOHAMA

CONTROLLED WRITING: EXPRESSING YOURSELF IN ENGLISH

By Rich O'Connor

We have all faced the two problems described by Rich O'Connor at the beginning of his presentation to the Yokohama chapter's July meeting: how can we get our composition students to put together ideas in English (to write at the paragraph level) and how to correct our students' work without frustrating them. O'Connor suggests controlled writing – having students write under their teacher's direction in the classroom -- may alleviate these problems.

O'Connor divided controlled composition into a four-step approach: reading, analysis, planning and writing. Students begin the writing process by reading a model paragraph graded for vocabulary and grammar. Then they analyze the paragraph by outlining it. After this conceptual framework has been established, students can move to the "hands-on" activities of planning and writing. O'Connor pointed out that having students plan and write may be too difficult and should be divided. During the writing stage, the teacher can assist students with vocabulary and grammar. Monitoring the students' writing as they write in the classroom can eliminate many of the errors we find on their papers when they write alone.

O'Connor demonstrated his approach by letting the participants work through materials he has developed for his students. The materials are sequenced according to paragraph type: from simple listing paragraphs to more difficult

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time order and spatial order paragraphs. After students have experienced paragraph writing, they can progress to multiple paragraph compositions by expanding their single paragraph compositions.

YOKOHAMA/TOKYO

BREAKING RULES - NON-TRADITIONAL APPROACHES TO ESL/EFL

**By Dr. John Fanselow,
Teachers College, Columbia University**

At the August joint meeting of the Yokohama and Tokyo chapters, Dr. Fanselow discussed how teachers can change little things in their classes to make their teaching more effective. He pointed out that teachers follow "unconscious rules" in the classroom, and that teachers need to take a closer look at what they do. Although it is difficult to observe ourselves objectively, Fanselow urges us to try to describe and interpret as accurately as possible what goes on in our classes.

Having a new awareness of our teaching, we should experiment with new approaches; if we are teaching something a certain way, try doing it in exactly the opposite way. Fanselow gave some excellent illustrations of how to break rules in the ESL/EFL class. For instance, if you always give clear, precise directions to an activity, try giving vague or incomplete directions. Or no directions at all. The students' uncertainty about what to do may stimulate interest and generate conversation. If you find you wait five or ten seconds for students to respond to one of your questions, allow them 30 seconds. Giving them more time may help them formulate longer, better answers. If you always give students the correct answer, you may be doing them more harm than good. Teachers should not be educational bankers who dispense knowledge like loans.

So, as Fanselow advises, let's put on a "new pair of glasses" and start breaking some rules.

**Reported by Jack King
Toyo-Eiwa Junior College**

NO CHAPTER IN YOUR AREA?

Why not organize one! Contact Keiko Abe, JALT Membership Chair, for complete details. Address: 1-12-11 Teraya, Tsurumiku, Yokohama 230.

—JALT Summer Institute

に参加して—

(Review of JALT Summer Institute)

松尾輝子 (Matsuo, Teruko)

第3回JALTの夏期研修会は8月10日から3日間、愛媛県道後で開かれた。県規模の前2回が評価されて、今回は全国規模となり、参加者はネイティブスピーカーも交えて、東京・名古屋からも集まり40名であった。それに対して講師陣は8名、実にぜいたくな陣容である。しかも実によく企画されていた。朝の8時から夜の10時迄、部屋移動の15分を除いては、びっしりとスケジュールが組まれているのに、少しもだれることなく最後まで緊張が持続でき、こんなに有意義に感じた3日間は近年にない。

先ず、朝ねほけまなこで"Good morning"という瞬間から、食事中もお風呂に入る時もすべて英語。その間、スタッフは適当に散らばって、誰でもネイティブスピーカーと話せるよう配慮されていた。中には思う事が言えず、もどかしげに口より手を動かす人もいたが、そんな人でも、何とか英語だけで話そうという気にさせられる雰囲気であった。英語を生徒に教えるには、先ず言葉を生かす楽しみを味わわせるのが一番。教師自身がその楽しみを味わえたことは、何よりの活力になったと思われる。

Ann Landersの人生相談をテキストにしたディスカッションは、少数で、しかも畳の部屋でのくつろいだ雰囲気もプラスしてか、「学校における性教育」など、日本語でもむずかしい内容にも、活発な意見が交わされた。40名の大部屋授業も、目的に合わせて机の配列をかえたり、椅子だけにしたり、そのことだけでも「今度は何をやるのだろうか」と興味を抱かせるのに大いに効果があった。適度に身体を動かした後は頭の働きもよいのか、夕食後10時迄の「作文訂正法」にも、勿論いぬむりをする参加者はひとりもいなかった。

何と言ってもすばらしかったのは、*Grammar Games* (Oxford Univ. Press) をはじめ多くの著書もある有名な教育学者で、ヨーロッパ各地を講演して廻っていらっしゃる Mario Rinvolutri 氏であった。氏は2日目に到着するや、自己紹介もなしでいきなり本題に入られた。貴重な時間は1分も無駄にはしない。イタリア人の画家をおもわせる風貌で、目の表情を含め、身体全体を使って話される英語は、全部聞きとれるのに、何をしように要求されているのか一瞬わからない。それほど日本の英語教育法に慣れた頭には新鮮な事をさせられるのである。後で、「何の訓練になったと思うか」と問われて考えると、どれも科学的に考え抜かれた訓練だと気付く。例えば、先ず参加者の1人に、黒板に悲しげな顔を描かせる。全員がその絵に集中する。次に、「もし、私がもう少しやさしく振舞っていたら、そして、もし彼が違った風に振舞っていたら……」に始まるこみ入った仮定法の文が書かれる。それから、これらの文から1語か2語単語をけずり、ちゃんと意味の通じる文にせよというのである。更に、同じことが繰り返されてい

(cont'd on page 39)

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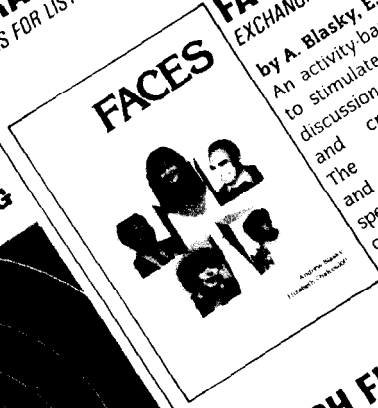
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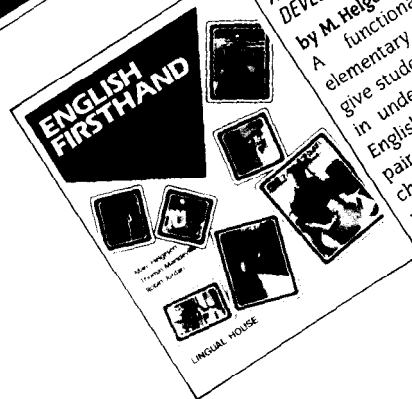
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(cont'd from page 36)

く。次々に手が上がる。言葉がけずられる毎に、作業は困難になっていく。中には消すことに熱中して意味の通らない文にしてしまう者も。最後は、見事に divorce という単語だけが残り、それを大文字に直し、感嘆符をつけて「離婚せよ！」ちゃんと意味が通じる。ゲームを楽しんでいる気分のうちに、英語が身につくという次第である。主役は常に生徒の側におかれ、どんなレベルの生徒も積極的に参加できるように工夫され、また、教師にとっては、その効果が十分発揮されるよう研究工夫された訓練法が習得できるよう、どの実習も実に内容の濃い、有効なものであった。

今年のセミナーは「大」の字のつく成功であった。こうした楽しい研修会に出席すると、よし生徒にもこの気分を味わわせてやろう、と意欲も湧いてくる。愛媛支部のスタッフの奉仕の上に、この研修会が運営されたとき、感謝の念も一しおである。ただ一つ残念であったのは、これだけのすばらしい研修会に、公立校からの参加者が比較的少なかったことである。日頃、ネイティブスピーカーと話す機会の少ない先生方にこそ参加して頂きたかった。言葉は生き物。使えなくては意味がない。日本国内でしかもこんなに安く学べるのであるから、来年はもっと多くの方が参加されることを希望する。

第8回企業内語学教育セミナー

(The 8th In-Company Language Seminar)

国際化の急激に進む今日、国際ビジネス人を教育することは、各企業にとって必要欠くべからざるものといえる。今回のセミナーでは企業の海外進出の盲点となっている、技術ドキュメント作成上の問題点と解決策を討議する。ゲストスピーカーとして野村マネジメント・スクール学長徳山二郎氏をお迎えする。ケーススタディとして富士通ドキュメントサービスについての紹介と、テクニカル・ライティングについて各社の持つ問題点を、パネルを組んで討議する。

対象者： 現在語学教育を行っている各企業、及び技術ドキュメント作成にたずさわっている関係

日時： 11月7日(金) 10:00 17:00

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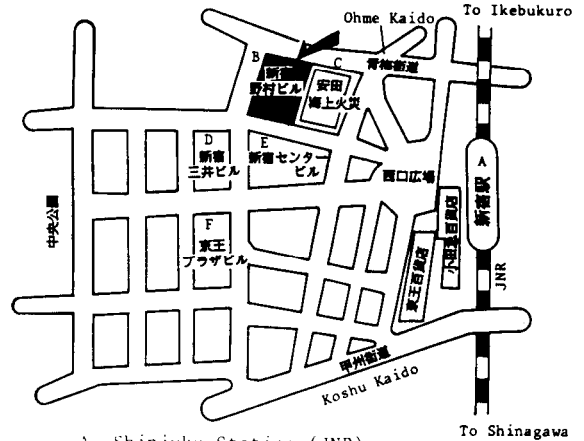
プログラム

- 9:30 受付開始
- 10:00 開会の辞 JALT会長
帝塚山学院大学教授 ジム・ホワイト
- 10:10 挨拶 野村マネジメントスクール
事務局長 石原良三

会場案内

The site of seminar

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- C Yasuda Kaijo Kasai Building
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海外事業本部 ジョン・W・マッキン

11:50 昼食

13:00 講演 「国際化教育雑感」

野村マネジメントスクール

学長 徳山二郎

14:00 休憩

14:30 パネルディスカッション

「テクニカル・ライティングの現状」

松下電子工業 林田満寿夫

日本電気エンジニアリング 小林庚午郎

国際電気 則藤真也

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16:30 閉会の辞 JALT副会長

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(cont'd on next page)

Bulletin board

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

TEFL IN JAPAN : JALT 10周年記念論文集 (JALT 10th Anniversary Commemorative Collection of Papers)

昨年8月JALTにより出版された、北尾謙治監修のTEFL IN JAPAN : JALT10周年記念論文集(2,000円洋販を通じて書店にて販売)に掲載された“Teaching English in Japan”(pp. 127-138)がこの度ERIC Documentに収録され、全米の主な図書館で利用されることになりました。その番号はED 265 741です。

TEACHERS USING MOVIES

At JALT '86, there will be a meeting for people using commercially available (video) movies to teach English. The purpose will be to establish a network to exchange the support materials (lesson plans, worksheets, transcriptions, etc.) that we have developed. Teachers interested in the network should bring multiple

(cont'd from previous page)

(昼食代を含む)

尚、キャンセルによる払い戻しは、セミナー前日までは、手数料2,000円を差し引いた金額を後日、郵便為替にてお送りいたします。また、当日キャンセルの場合は、払い戻しできかねますので、ご了承下さい。

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copies of a list of what they have to trade. The list should indicate the film titles as well as the nature of the materials. Note: the network will not be involved in copying videos and is limited to commercially available films rather than “language teaching” videos.

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Human Resource Development is defined, for the purposes of this seminar, as activity undertaken to promote the intellectual, moral, aesthetic, cultural, social and economic development of the individual, so as to help him achieve his highest human potential as a resource for the community. The seminar will focus on the different ways in which language-related activity can help to achieve these goals, particularly in the Southeast Asian context.

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The relevant topics will include: (a) innovation programmes designed to facilitate and accelerate the linguistic and cognitive growth of young learners; (b) language-arts programmes designed to promote the moral, aesthetic and cultural development of young learners; (c) language-across-the-curriculum programmes; (d) language education for gifted/slow learners and for the handicapped; (e) Language in non-formal education for special groups, e.g.: migrant groups and socioeconomically/socio-culturally disadvantaged groups; (f) developments in computer and video technology and their applications in language education; (g) innovations in curriculum design, teacher training and development, evaluation, etc.

Register with: Southeast Asia Ministers of Education Organisation, Regional Language Centre, 30 Orange Grove Road, Singapore 1025. Telephone: 7379044, Telex: RS 55598.

HUMAN STUDIES: CALL FOR PAPERS

The Journal of Human Studies, a publication of The Human Studies Association, recently founded in Osaka-Kobe-Kyoto, calls for serious articles, written in either English or Japanese,

(cont'd on page 43)



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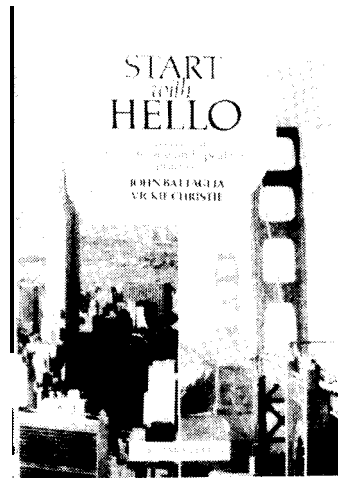
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For further information: ☎03 295 5875 (Cambridge) 03-942-1101 (Oxford)

(cont'd from page 40)

on subjects dealing with Culture, Literature, Human Relations, and Language. Contributions and requests should be addressed to: Prof. H. Otsuki, Baika Women's College, Dept. of English, 2-19-5 Shuku-no-sho, Ibaraki-shi, Osaka-fu 567.

RESIDENT NON-JAPANESE RESPONDENTS SOUGHT

British writer preparing book on the experience of foreign residents in Japan seeks input from people living here more than 6 months. Would you let me interview you by telephone? Topics include intercultural relations, employment conditions, housing, women's situation, etc. Your experiences, views, and opinions will show readers in Western countries what

Meetings

Please send all announcements for this column to Jack Yohay: 1-1-11 Momyama 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.

HAMAMATSU

Topic: Teaching Composition
Speaker: Ian Shortreed
Date: Sunday, October 19th
Time: 10 a.m.-- 12 noon
Place: Seibu Kominkan, 1-21-1 Hirosawa; tel. 0534-52-0730
Fee: Members, free, non-members, ¥500
Info: Todd Lynum, 0534-74-0328

Mr. Shortreed is a full-time instructor at Kansai University of Foreign Languages in Osaka. He is also the co-author of *Significant Scribbles: Writing for Fluency*, published by Lingual House.

IBARAKI

Topic: Intercultural Communication and English as a Foreign Language
Speaker: Jim D. Batten
Date: Sunday, October 26th
Time: 2-4 p.m.
Place: Ibaraki Christian College (near JNR Joban Line Omika Station)
Fee: Members, free; non-members, ¥500
Info: Jim Batten, 0294-53-7665

it's really like to live in Japan. If you can help, drop me a postcard with your telephone number and convenient times to call you. (Or call me collect 0265-83-3103). Lyndon Pugh, No. 302, 10680-I Akaho, Komagane, Nagano-ken, 39941.

BOOK ORDERING SERVICE

Baker & Taylor, a division of Grace Japan KK, has become a JALT Commercial Member in conjunction with the opening of their Tokyo office. The company provides a fast and inexpensive means of ordering books directly from the United States at substantial savings. For further information, contact Mr. Yutaka Ichikawa, Baker & Taylor Division, Grace Japan KK, Phoenix Bldg., 1-4-3 Azabudai, Minato-ku, Tokyo 106; tel. 03-505-5841.

KOBE

Topic: The Natural Approach: Theory and Practice
Speaker: Scott Petersen
Date: Sunday, October 12th
Time: 1:30- 4:30 p.m.
Place: St. Michael's International School
Fee: Members, free; non-members, ¥1,000

The Natural Approach, one of the new teaching methodologies, is causing a considerable amount of controversy. Some of this controversy results from certain misconceptions which the speaker would like to clear up. He will first set forth Krashen's language acquisition theory, on which the methodology is based. Next will be a demonstration of the Natural Approach using Russian as the target language.

Scott Petersen, from Fresno, California, teaches at Nanzan University, Nagoya. He received an M.A. in ESL from the University of Hawaii in 1980 and an M.A. in Slavic Languages and Literature from the University of California, Berkeley, in 1976. He has been in Japan since 1977 and is treasurer of the JALT Nagoya chapter.

KYOTO

Topics: 1) Practical Activities for Conversation Classes
2) Simple Questions
Speakers: 1) Stephanie Hawkes
2) David McLane
Date: Sunday, October 26th
Time: 2-5 p.m.
Place: Kyoto YMCA, Sanjo Yanagi-bamba

(cont'd on next page)

(cont'd from previous page)

(on Sanjodori between Karasuma and Kawaramachi); tel. 075-231-4388

Fee: Members, free; non-members, ¥500
Info: C. Kondo, 075-952-8536

Stephanie Hawkes, who has taught at Doshisha Women's College for eight years, will introduce activities for use in introductory classes, cooperative games, and some TPR activities which she has found successful in conversation classes with university students and with children (K/1) at Kyoto International School.

As teachers, we often find ourselves in the situation of not being able to communicate with those who have come to us to learn new skills: for example, having to deal with the overly long delays that we experience waiting for answers to simple questions. David McLane, a member of Independent Research Associates, offers a workshop in determining the conditions under which these delays arise and employing the technology of Neuro-Linguistic Programming to change the situation.

MATSUYAMA

Topic: Teaching in the High School English Classroom

Speaker: Miho Steinberg
Date: Sunday, October 19th
Time: 2-4:30 p.m.
Place: Nichibei Bunka Center (Kodomo no ie, 3F)
Fee: Members, free; non-members, ¥1,000
Info: Marin Burch, 0899-31-8686
Kyoko Izumi, 0899-77-3718

Ms. Steinberg has had a great deal of experience teaching in Japanese high schools. She has developed a more interesting approach to teaching English while still using the required textbooks. This should be a valuable presentation for all teachers of high school English.

NAGOYA

Topic: The Silent Way
Speaker: Tak Uemura
Date: Sunday, October 19th
Time: 1:30-5 p.m.
Place: Mikokoro Centre, Naka-ku
Fee: Members, free; non-members, ¥1,000
Info: Kay Ogino, 05363-2-1600
Lesley Geekie, 05617-3-5384

A demonstration of The Silent Way in either

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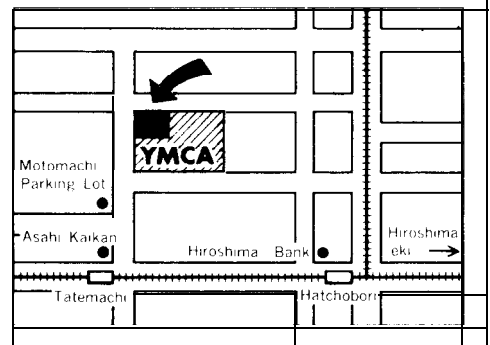
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English or Chinese working with 11-year-old Japanese students, 4 boys and 6 girls in 5th grade elementary school. Mr. Uemura invites members to bring their own 5th or 6th graders along to the demonstration.

Mr. Uemura, who teaches at Koryo International College, has degrees in TESOL from Columbia University and the University of California, Berkeley. He has studied The Silent Way at Educational Solutions, Inc., with Dr. Caleb Gattegno and S. Shuller.

NAGASAKI

1986 CHAPTER MINI-CONFERENCE

Saturday, October 18th

- 3:00- 3:30 Registration
 3:00- 6:30 S. Eagle: Anthropology for Language Teachers: Part 1
 6:30- Informal dinner with speaker -- sign up at registration desk

Sunday, October 19th

- 9:00- 9:30 Registration and coffee
 9:33-10:45 S. Eagle: Anthropology for Language Teachers: Part 2
 11:00-12:45 C. Faulkner: Introduction to NLP: Part 1
 12:45- 2:00 Lunch
 2:00- 5:30 C. Faulkner: Introduction to NLP: Part 2

Place: Faculty of Education, Nagasaki University, 6F

Fees:	Members & Students	Non-Members
One day	¥ 500	¥1,500
Two days	¥1,000	¥2,000

Info: Yoko Morimoto, 0958-49-2334 (home)
 Sarah Lindsay, 0958-44-3842 (home)

Dr. Sonia Eagle, Tokai University, has a background in both anthropology (Ph.D., Purdue Univ.) and applied linguistics (M.A., U.S.C.). She will deal with ethnomethodology, participant-observation techniques, structural approaches (Levi-Strauss, Chomsky, Piaget), and a cultural acquisition model (influenced by Krashen), emphasizing the need to expand the cultural training and awareness of the language teacher. Her workshop promises to be thought-provoking and practical for teachers of any language.

Developed out of linguistics, cybernetics, and psychology, Neuro-Linguistic Programming is a model of human information processing for understanding how something is done. NLP has made it possible to describe how information taken in through the senses is organized into cognitive strategies. These strategies enable a person to learn, be curious, or be talented. Charles Faulkner's workshop will be a hands-on,

technique-oriented seminar with lots of specific strategies and suggestions for language teachers. Mr. Faulkner, an intercultural researcher and consultant, now at Learning How To Learn, Chicago, is best known for his NLP investigation of excellent language learners' strategies and the successful patterns of communication embedded in various language teaching methods. He is certified in NLP with advanced training.

OMIYA

Topic: Adventures in Listening
 Speaker: Mike Thompson, Longman ELT consultant for Japan
 Date: Sunday, October 12th
 Time: 1: 30-4: 30 p.m.
 Place: Omiya YMCA
 Fee: Members, free: non-members, ¥1,000
 Info: Aleda Krause, 0487-76-0392
 Kyoko Burger, 0486-51-5182

Adventure stories can be a welcome addition to any language classroom. Not only do they blur the distinction between "authentic" and "contrived" material, but by their very nature they encourage practice in prediction skills, listening for gist, inference work, etc. The conventions of story lines also serve to minimize cross-cultural barriers.

This talk will introduce a range of suspense dramas drawn from a number of Longman texts.

アドベンチャーストーリーは、語学の教室ではどこでも歓迎されるものです。この種の教材は現実の出来事と創作した事柄の境界をぼかしてくれるばかりでなく、アドベンチャーストーリーそれ自体の性質からして、予測する能力、要点を聴きとる事、推察を巡らす等の訓練になります。又、型通りの筋立てが異文化間の垣根を最小限に留めてくれます。ロングマンの数多くのテキストの中から、幅の広いサスペンスドラマを取り上げ、紹介します。

OSAKA

TEACHING HOW TO LEARN LANGUAGES Neuro-Linguistic Programming (NLP) and Second Language Learning: A 3-day, JALT- sponsored workshop with Charles Faulkner

Dates: Friday-Sunday, October 10th- 12th
 Time: 9 a.m.-4:30 p.m.
 Place: Umeda Gakuen, 2-30 Chaya-machi, Kita-ku
 Fee: Members, ¥30,000; non-members, ¥35,000
 Info: Ed Lastiri, 0722-92-1320

(cont'd on next page)

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Curriculum

1. Introduction to the NLP model: presuppositions, principles; information processing; learning how to learn
2. Developing the Pre-requisite Skills: sensory activity, exercises for external cues to internal processes; the process of meaning-making; using systemic questioning patterns to discover students' learning strategies
3. The Impact of Language Patterns on Feelings, Behavior and Learning: creating positive feelings, changing behavior, improving learning strategies; feedback learning and lowering the affective filter
4. What Good Language Teaching Methods Do: memory through multi-modal experience matching; learning by overlapping sensory modalities and creating new strategies; easing the number of auditory distinctions in pronunciation; utilizing right/left hemisphere brain processes
5. Good Language Learners and Their Learning, Communicative, and Internal Attitude Strategies
6. Integrating New Language Learning Strategies in Students: using exercises, games, roles and challenges to integrate and accelerate learning; dealing with "difficult/poor" learners; creating a method of analysis to figure out what works and how to repeat it

Charles Faulkner, an intercultural researcher and consultant, is best known for his NLP investigation of excellent learners' strategies and the successful patterns of communication embedded in various language teaching methods. He is certified in NLP with advanced training. Recently he has been working on Japanese/American communication patterns, training Japanese overseas operations personnel in interpersonal and intercultural negotiation strategies.

TOKUSHIMA

Topic: Using Stories in the Language Classroom
 Speaker: Steve Brown
 Date: Sunday, October 19th
 Time: 1:30-4:30 p.m.
 Place: Tokushima Bunri University, Bldg. 14, Room 22 (tel. 0886-22-9611)
 Fee: Members, free; non-members, ¥1,000
 Info: Tojo Noriko, 0886-85-7 153 (days)
 Okumura Eiko, 0886-23-5625 (eves.)

Students can usually take short conversational turns, but lack experience with longer turns and narration. Even advanced students often falter when telling stories or anecdotes. This workshop will present a number of activities that get students working with longer chunks of language. Special attention will be given to the issue of

how to get started using stories.

Steve Brown teaches at the University of Pittsburgh English Language Institute Japan Program in Tokyo. He is currently JALT Program Chairperson.

TOKYO

Topic: TPR from Simple Actions to Classroom Drama
 Speaker: Dale T. Griffiee
 Date: Sunday, October 26th
 Time: 2-5 p.m.
 Place: Sophia University, Bldg. 9, Room 252
 Fee: Members, free; non-members, ¥500
 Info: Prof. Oshima, 03-416-8477
 Tom Dow, 03455-7840

TPR (Total Physical Response) has been well documented, especially by James Asher. How to develop TPR lessons, however, remains a problem for many. Following Palmer, Asher and Seeley, the first half of the workshop will demonstrate several approaches and many specific techniques any teacher can use. Most require little space and only a few everyday objects.

Drama in the foreign language classroom has been used for short skits and even full-length dramas as suggested by Richard Via, Alan Maley and others. The second half will seek to show a continuity of development from simple actions to TPR-based dramas which can form a basis for free roleplays.

Dale T. Griffiee has been teaching in Japan since 1976. In the JALT Sendai chapter he was program chair for three years and president for two years. He was guest editor of the special issue of **The Language Teacher** on TPR, November 1985. He is author of the TPR text **Listen and Act**, Lingual House, 1982, and a low-level listening text, **Hearsay** (with David Hough), Addison-Wesley, 1986. His articles include "A New Look at Total Physical Response," **Cross Currents**, Vol. VIII, November 1981, and "TPR: From Simple Actions to Classroom Drama," **A Guide to Teaching English in Japan**, ed. Charles Wordell, The Japan Times, 1985.

TOKYO VIDEO SIG: Inaugural Meeting

Topics: 1) Editing Feature Films for the Classroom
 2) Soft and Hard Tips for Language Teachers
 3) Discussion
 Speakers: 1) & 2) Gene Crane
 2) Shari J. Berman

(cont'd on page 48)

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(cont'd from page 46)

Date: Sunday, October 5th
 Time: 2-5 p.m.
 Place: Tokai Junior College, 2-3-23 Takanawa (former location of regular meetings near Takanawa police station; Sengakuji station or Oikeibajo bus from Meguro)
 Fee: Members, free; non-members, ¥1,000
 Info: Shari Berman, 03-719-4991
 J. Igarashi, 03-441-1171

Gene Crane, instructor at Aoyama Gakuin, NHK Bunka Center, etc., will demonstrate his techniques for editing feature films to make them more manageable for use in classes that meet once a week for 90 minutes.

Shari Berman, EFL instructor and video correspondent for Australia's "On Video" magazine, will join Mr. Crane in a second short presentation on consumer concerns such as judging blank tape quality, purchasing dubbing cables, ordering software, choosing new hardware, etc., and how these issues affect the language teacher.

A discussion on future meeting topics and ways to exchange materials will follow. Teachers wishing to participate in materials exchanges are invited to bring along sample lesson plans and video title lists.

YOKOHAMA

Topic: Error Analysis and Error Correction in EFL
 Speaker: Steve Mierzejewski, LIOJ
 Date: Sunday, October 12th
 Time: 2-5 p.m..
 Place: Kaiko Kinen Kaikan
 Fee: Members, free; non-members, ¥500
 Info: Bill Patterson, 0463-34-2557

YOKOHAMA SIG for Teachers of English at Secondary School

Topic: Teaching Writing in Junior and Senior High ~ Let them express themselves in English
 Speaker: Yoshio Mochimaru
 Date: Sunday, October 12th
 Time: 1-2 p.m.
 Place: Yokohama Kaiko Kinen Kaikan
 Info: Kimiko Ozawa, 045-811-2959

Mr. Mochimaru, who holds a B.A. degree from Kanagawa University, teaches at Asano Junior and Senior High School. He is recording secretary of the Yokohama chapter of JALT.

Positions

Please send Positions notices to the Editor (address on page 3), to be received by the first of the month preceding publication. Age, sex, religion or other forms of non-job-related specifications are not encouraged.

(IBARAKI) A new language school in Koga (one hour from Shinjuku) is looking for full- and part-time native speakers of English and Japanese for children and adults of all levels. Minimum qualifications: M.A. in ESL/EFL or two years of teaching experience. Must possess contemporary language teaching skills such as TPR, CLL, etc. Applicants with curriculum development experience will be given priority. Starting salary ¥250,000 to ¥350,000 depending on qualifications and experience. Full-time instructors will get housing allowance and other fringe benefits. Japanese candidates should be able to handle administrative duties such as general supervision of the program, curriculum planning, recruiting instructors and students, and liaison between administration and instructors. Please send letter of application, resume, copy of diploma, and two sample lesson plans to teach two different groups of children, age under 6 and age around 10, by Oct. 20th to: Mineko K. Yoshimura, 1187 Sugao, Akigawa, Tokyo 197.

(KYOTO) The Kyoto YMCA is seeking applicants for part-time positions in our evening and Saturday courses. Two years' English teaching experience required, EFL and/or teacher training preferred. Full-time possible for well-qualified applicant. For further information contact: Yasushi Kawachi, YMCA, Sanjo Yanagino-banba, Nakagyo-ku, Kyoto 604; tel. 075-231-4388.

(NAGANO-ken) EFL instructors for in-company language and international training program. Responsibilities: 40 hrs./wk. (approx. 15 teaching hours); develop and teach content-based general language, business, technical, and/or cross-cultural courses; materials and test development. Program focuses on preparation of employees bound for overseas assignments. Qualifications: M.A. TESOL/M.A. TEFL. Teaching experience. Technical, business, or cross-cultural background and/or ability to teach French, Chinese, or German an advantage. Salary commensurate with education and experience: ¥320,000 +. One-year contract, renewable. Benefits: free semi-furnished housing; paid vacation: all Japanese

national holidays, company holidays (1 week in July, 1 week in Jan.) plus 14 days personal vacation and 5-day home leave. Starting date: ASAP. Contact Dennis May, Personnel Department, Seiko Epson Corp., 3-3-5 Owa, Suwa-shi, Nagano-ken 392; tel. 0266-52-3131 (ext. 1410). Submit resume and cover letter with photo; have two or more letters of recommendation and official M.A. transcript sent directly to company.

(NIIGATA-ken, TOKYO) International University of Japan, Graduate School of International Relations, seeks: (1) Possible tenure-track Lecturer/Asst. Prof. of ESL, to begin January, March, or August, 1987. Duties: teach 9 hours/week, conduct individual writing tutorials, develop curriculum, and share in faculty committee work. Salary: commensurate with qualifications and experience, full benefits. (2) Adjunct lecturers for English intensive programs: March 16-April 8, and August 10-Sept. 2, 1987. Duties: 15 hours/week teaching, some materials preparation, course coordination. Salary: ¥325,000, plus free housing and travel allowance, for each program. (3) Adjunct lecturer for special "pre-intensive" course for newly admitted students at I.U.J.'s Tokyo office in Hiroo. Duties: teach 3 hours/week (Friday evenings 6: 30-9:30), January-July, 1987. Emphasis on listening, discussion skills. Salary: ¥18,000/evening.

Requirements: M.A. or Ph.D. in ESL or Applied Linguistics, substantial experience with advanced students, intensive programs, and/or the teaching of academic writing, adaptability to a rural environment (except for (3)). Knowledge of politics, economics, management helpful. Conditions: I.U.J. is an English-medium graduate school, with students who are mature, proficient in English (+500 TOEFL), and highly motivated. Class size is small (6-12 students). Dedication to teaching is expected, but research is also encouraged. Please send C.V. to Mark Sawyer, Director, English Program, I.U.J., Yamato-machi, Minami Uonuma-gun, Niigata-ken 949-72. Interviews will be held at JALT '86, Hamamatsu.

(OSAKA) Ohtani Women's College (near Tondabayashi in the south of Osaka) invites applications from well qualified native teachers of English. The successful applicant will assume a full time role during the two year contract starting April 1987. Applications in English to include a curriculum vitae with a recent photo, a letter of personal introduction, names and addresses of two referees. Send to T. O'Brien, Ohtani Women's College, 1824 Nishikori, Tondabayashi, Osaka 584.

(OSAKA) Heian Jogakuin Tankidaigaku, Kyoto, a long-established junior college for women, seeks applications for a full-time tenured instructorship/assistant professorship beginning April 1987, at the new Takatsuki Campus. Minimum requirements: M.A. TESOL/TEFL, M.A. applied linguistics, or equivalent; three years' teaching experience in Japan; three references (English or Japanese); publications. Applicants should be native speakers of English, 30-40 years of age, and have a serious interest in Japanese culture. Position involves a 10- to 12-hour teaching load per week, research and curriculum planning responsibilities, and administrative obligations in which a practical competence in Japanese is involved. Duties, salary, bonuses, health insurance, severance and pension benefits duplicate those of Japanese faculty.

The following should accompany the application: an official copy of college and university transcripts; copies of diplomas, degrees, credentials and certificates relating to the applicants' professional/academic background; a copy of two publications, theses (if extant), and a listing of other published material and/or oral presentations; a personal resume plus recent photograph; a certificate of health issued by a public hospital. Please forward applications and supporting documents to: Administration Office, Heian Jogakuin Tankidaigaku, Muromachi, Shimodachiuri-sagaru, Kamigyo-ku, Kyoto 602. Deadline: Oct. 31, 1986. Interviews scheduled for mid-November; decision and announcement in early December.

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SPEAKING

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Pragmatic Breakdown
Keep It Simple, Stupid Part 2
Comprehensible Spoken English
Teaching Techniques for Large Groups
Efficient English Conversation Classes
Integrating Drama into the Syllabus
Making a Silk Purse - Exploiting Poor Materials
DEESNI: Giving Negative Feedback Effectively
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Chinese/English Contrastive Annals of Pronunciation

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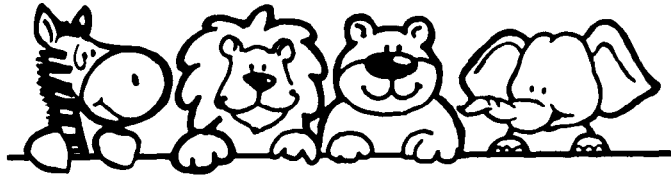
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