

THE Language Teacher

全国語学教育学会

VOL. X, NO. 12

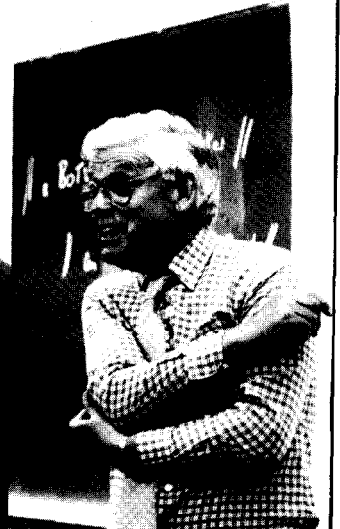
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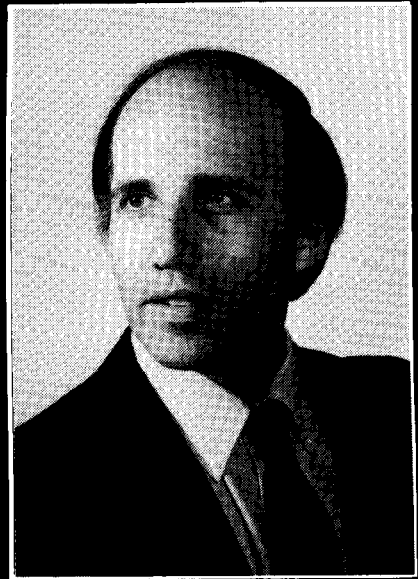


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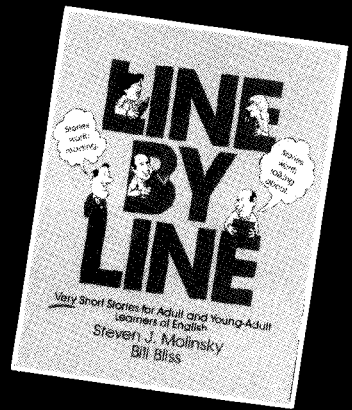
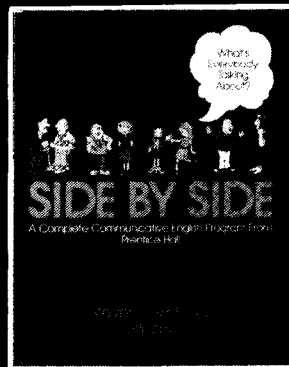
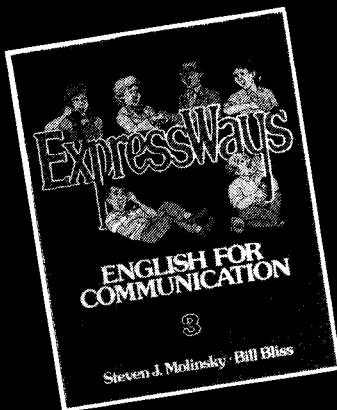


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THE Language Teacher

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The Japan Association of Language Teachers is a nonprofit organization of concerned language teachers interested in promoting more effective language learning and teaching. It is the Japan affiliate of TESOL. Through monthly local chapter meetings and an annual international conference, JALT seeks new members of any nationality, regardless of the language taught. There are currently 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.

The Language Teacher is the monthly publication of JALT. The editors are interested in articles of not more than 1,200 words concerned with all aspects of foreign language teaching and learning. Articles may be in English or Japanese. The editors also seek book reviews of not more than 1,000 words. Employer-placed positions announcements are printed free of charge; position announcements do not indicate endorsement of the institution by JALT. It is the policy of the JALT Executive Committee that no positions-wanted announcements be printed.

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Interview - **KATHLEEN BAILEY**

ON THE TESOL SUMMER INSTITUTE



Kathleen Bailey was Director of the 1986 TESOL Summer Institute at the University of Hawaii. She is the Director of the TESOL MA Program at the Monterey Institute of International Studies in Monterey, California, and is the co-editor of two books, Foreign Teaching Assistants in U.S. Universities and Second Language Acquisition Studies. She has also served as a member of the TESOL Quarterly Editorial Advisory Board, as Chair of the ESL in Higher Education Interest Section, and as a member of the TOEFL Research Committee.

Dr. Bailey was interviewed in Honolulu at the end of the Summer Institute by Torkil Christensen.

TC: How long have you been planning and directing the Summer Institute?

KB: The University of Hawaii submitted their proposal to TESOL sometime during 1983. While I was here during the summer of 1984 they asked me to be the director. We have been working on it for over two years. This is the first institute where the director has not been a member of the faculty of the university that is hosting the program. As a result, I've had to depend a great deal on the local faculty and I've gotten wonderful cooperation.

TC: How has the response been in terms of students?

KB: Excellent. You always have more inquiries than people show up, but we were also surprised that - well - people expected didn't come, a number came whom we didn't expect. A number of them were local teachers here in Hawaii who've had to work with second-language kids or second-dialect kids, and got wind of the Institute as something that might be helpful to them.

TC: So there has been a good response from the

local teaching community - people are finding out about the Summer Institute very late, you say, even in Hawaii.

KB: The local teachers have tended to come for the credit-bearing courses, but others opted specifically for the non-credit workshops, an innovation in this year's Institute. We ran six-week long half-day workshops which were very practical - geared towards teachers, related to teaching in public schools.

TC: Then how has the student mix been in general?

KB: I have been very pleased to see we have had so many international participants, especially Asians. One of the criticisms that have come out of evaluations of previous institutes is that there was too much of an ESL focus, and not enough of an EFL focus. So we tried to keep this in mind in planning the courses, and actually we ended up with nearly a hundred people from Japan. There were not many from Korea, but there were several from Taiwan, the People's Republic, Thailand and five Burmese teacher trainers. It was really a delight to have a Burmese group and some from islands in the Pacific. So the whole Pacific rim was very well represented.

TC: What do you see as the goal? What is the purpose of such a summer institute?

KB: I probably should have had an answer to that question two years ago, but let me try to respond with 20/20 hindsight. I think that the purpose of the summer institute is to bring together people with common interests and common goals. As you know, it is a tradition of the TESOL Summer Institute to utilize the faculty of the host institution and visiting faculty, people who are known as research scholars who specialize in the topic and are known as good teachers. One of the audiences that a summer institute like this serve is the specialist, for instance, the visiting scholar or the advanced student who wants to work with experts who aren't available at his or her home institution.

Another whole need that is served is that of the practicing teacher who can't get away during the school year to attend graduate courses. These two groups of people are among the most appropriate for a summer institute, because they come with clear ideas about what they need, either for their own research or for their own teaching, and they pursue it with a vengeance. They are the kinds of folks you see taking two or three courses, going to the Friday sessions, going to the Forum Lectures, really working hard. So for me the Institute is a way to bring together people

who would not otherwise have a chance to interact on our common interests.

TC: Then what about the people who didn't come but should have come - who are they?

KB: Oh boy, that's a good question. In many instances they are the people who did all they could to come and then couldn't get their financing. Either their schools didn't support them or they didn't get the scholarships they wanted. One of my hopes for the future would be for the Institute organizers to locate more sources of scholarships. Our scholarship committee did everything they could to locate scholarships but none came through from the outside, for example from publishers or private foundations.

TC: One thing more, you said you had more inquiries than people who actually came: how many people did make inquiries to get here?

KB: I think we had about six or seven hundred inquiries.

TC: And how many came?

KB: It looks like, counting the actual enrollment data now, that we had around 500 people altogether when you count visiting scholars, regularly enrolled students, and non-credit workshop participants.

TC: So it was really a very large number. How does it compare with previous years?

KB: Urn, we did better than the Oregon program which was in kind of a rural setting. I mean strictly in terms of numbers, not in terms of quality. In Georgetown two years ago, the TESOL Summer Institute was combined with the Linguistic Society of America Summer Institute and that program was very large. The first year in 1979 the program was hosted by UCLA and we had about 200 that year; it's grown in general.

TC: Is there anything else you would like to add?

KB: Yeah, I was really pleased to see how many teachers of English in Japan showed up here. As you may know, we had a large group of college English teachers and I was delighted how many teachers got themselves here on their own - JALT members and non-members alike. When we were planning this Institute, we tried to set dates that would match at least half of the time with the summer schedule in Japan. I'm really delighted that that paid off, because the contributions of the people teaching in Japan have been really very great.

TC: Any last words?

KB: If you ever run a program like this, and if you have the equivalent of social security num-

TEACHING WRITING

By Chaleose Pibulchol, Chaudrakasem
Teachers College, Thailand

The following article is reprinted from the
September 1986 issue of Thai/TESOL.

Introduction

Writing, though traditionally it has taken a place among the four skills in the ESL/EFL syllabus, has not been given so much importance because of the predominance of the audio-lingual approach, which emphasised oral drilling by students of the main grammatical structures. The reason for delaying the teaching of writing and putting it second to oral practice was that "written language was essentially a recording of speech and one could code write only through the mastery of the oral code" (Buckingham, 1979). Nowadays, however, the communicative approach to teaching recognises that English plays an important role as an international language; people need to be able to write for their own real purposes. Visitors to another country, for example, will often have at least to fill out a customs declaration form, an arrival form or a hotel registration form.

In the classroom, writing therefore becomes a part of the lesson, integrated with other skills, and a part of examining students' performance in English. One important reason for including writing as part of the English syllabus is that writing helps students learn (Raimes, 1983). It reinforces both the grammatical structures and vocabulary the students have learned. Also, while writing, the students become involved with *thinking*; they have to go beyond what they have learned and discover something new to write or a new way of expressing ideas they have already talked about.

'Levels' of Writing

Writing skills, as proposed by Rivers and Temperley (1978) are at four levels which may be seen as four teaching stages:

(cont'd on page 7)

bers in Japan, be sure to put some sort of identification number on every form. We ended up with duplicate students, and it was a lot of trouble. But feedback I get is that people learned a lot, and benefited from the time here. I'm delighted; I'm very happy with the quality of instruction and the caliber of the students.

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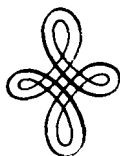
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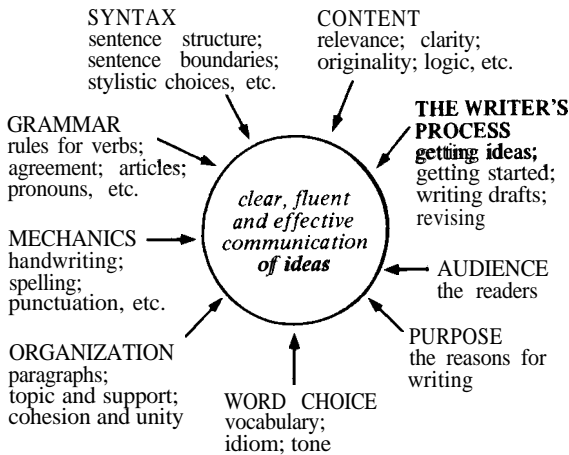
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Stage	Name	Goal
1	Writing down	Learning how to write letters and words
2	Writing in the language	Learning to write accurate sentences
3	Production	Practising the construction of fluent expressive sentences and paragraphs
4	Expressive writing	Using language for purposeful communication

With the levels of writing performance mentioned above, we can obviously see that level 1 includes all the mechanical skills essential for the production of letters and words. Level 2, involving all skills for the production of a single sentence, is concerned with the practice of accurate usage of structure and vocabulary. Level 3 brings in the additional skills essential for the fluent production of longer pieces of writing with logically connected sentences. Level 4 requires the writers to select what is relevant to their purpose, to communicate what they want to say in a coherent way. The teaching of writing would thus vary according to what the teacher feels appropriate for the needs and wants of his students.

Writing: Components and Approaches

Obviously, there are many things we need to deal with while we are producing a piece of writing. Raimes (1983) has identified nine different components involved in writing, shown in the following diagram:



As each teacher (and learner) considers various features, combining them with how ideas in writing might be taught, a variety of approaches to the teaching of writing will be possible. Such approaches could be as follows:

1. The Controlled Approach

This approach stresses three of the components above: grammar, syntax and mechanics. All exercises are made to help and evaluate students' mastery of grammatical and syntactic forms. The students are asked to manipulate structures through sentence completion, story completion, sentence combining, guided composition, parallel writing, etc. With this approach, students would be allowed to do free compositions

only when their levels of proficiency were intermediate or advanced. In short, this approach emphasises **accuracy** rather than **fluency**.

2. The Free-Writing Approach

Instead of accuracy, the free-writing approach favours fluency. The students are encouraged to write freely on any topic. The teacher then simply reads and perhaps gives a comment on the ideas, but does not correct any mistakes. The focus is mostly in "content" and "audience" in the belief that grammatical accuracy and organization will soon follow.

3. The Paragraph-Pattern Approach

This approach calls for "organization." The students are to compose topic sentences and supporting sentences so as to make a coherent paragraph. The techniques vary from putting scrambled sentences into paragraph order, inserting, and deleting sentences to inventing an appropriate topic and supporting sentences.

4. The Grammar-Syntax-Organization Approach

This approach combines what the writer is trying to write with the forms he needs to convey his message. That is, it pays attention to the way the text is organized and at the same time to the necessary grammar and syntax.

5. The Communicative Approach

The communicative approach stresses "purpose" and "audience." This approach believes that "to compose sentences is not the only ability we need to communicate. Communication takes place when we make use of sentences to perform a variety of different acts of an essentially social nature" (Widdowson, 1978). The student is put in a situation where he has to ask himself what he is writing, why and who for. With these questions in mind, he is then encouraged to behave like a writer in real life, selecting the content, language and level of formality which is most appropriate for his messages. When the message is to be about himself, the

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teacher may help create a realistic context. For example, there are some pen pals who want friends in Thailand (give full details of names and addresses – the teacher may find them in The Student Weekly). Choose your favourite. Write to him/her. introduce yourself, giving as much information as possible so that he/she knows you well from your letter. Say you want to be a pen pal.

6. The Process Approach

Rather than concentrating on the **written product**, i.e. one piece of writing, set, done then marked, the teaching of writing has recently shifted towards the **process** of writing (Taylor, 1981). A student is given the opportunity to write and rewrite with plenty of feedback from the teacher or his friends as he drafts and re-drafts, looking for the most satisfying version. Writing becomes a way for the student to try new ideas and seek for new language to express his ideas until he comes to the "final" work, the one everyone feels is best.

Your Ways?

As teachers, we should be asking questions. Questions like:

Which of these six approaches do I take? Do I combine some of them? Or do I just follow one approach nearly all the time?

Am I a **learner-centred** or **teacher-centred** teacher? For example, Do I use only controlled, grammar-syntax, product approaches or do I encourage my learners to write freely for their own purposes and audience with plenty of opportunity to develop good "process"?

Whatever approach or approaches I take, do I make sure I am clear about the **reasons** for my choice, and that my reasons are good for my students?

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JACET 25th ANNIVERSARY CONFERENCE

On the weekend of Sept. 19,20 and 21, JACET held a three-day long conference at Keio University in Tokyo in commemoration of its 25th anniversary. Some 800 participants attended plenary lectures by Sir Randolph Quirk, Gabriele Stein and Richard Schmidt, as well as the 40 concurrent sessions on the program. The final session on Sunday featured a panel discussion on "Internationalization and English Education" with contributions from Profs. Gregory Clark (Sophia University), Nagase Homma (Tokyo University), and Ryozo Sunobe (Kyori University).

Sir Randolph Quirk, president of the British Academy and well known in particular for his work "A Comprehensive Grammar of the English Language" (Longman, 1985), with Geoffrey Leech, Sidney Greenbaum, and Jan Svartvik, delivered the opening plenary address on "The International Communicative Role of English." Quirk talked about what he called the L3 model, where the language in question is a "third person's" language, used by none of the speakers involved as their first or primary language. Going back into history, Quirk noted that first Greek, then Latin were L3s, followed by Arabic and French, as until fairly recently French was the international language of commerce and diplomacy. Outside the European context, one can find Swahili, Pu-tung-wa, Japanese, German, and Spanish in addition to English being used as L3s as people needed to transcend their national and ethnic boundaries to communicate with others.

The criteria for the development of an L3 cited by Quirk were: (1) the existence of a critical mass, such that the L3 has a widespread existence in addition to firm native bases in several parts of the world, and (2) power that goes beyond military, economic, and imperial power so that culture, learning, and scientific inquiry are carried out through the medium of the L3. Quirk reminded the audience of the extensive use of Latin even into the 18th century for scientific publications and, in its spoken form, in government, until well into the 19th century in Hungary. English is today what Latin was for centuries in the Western world. Now, however, English as the language of international communication is more widespread, partially the result of such facts that it takes now as little as 12 hours to travel anywhere on earth. The instant, simultaneous communication systems available today mean we must develop new models as well as guard against the misconception that communication problems can be quickly solved.

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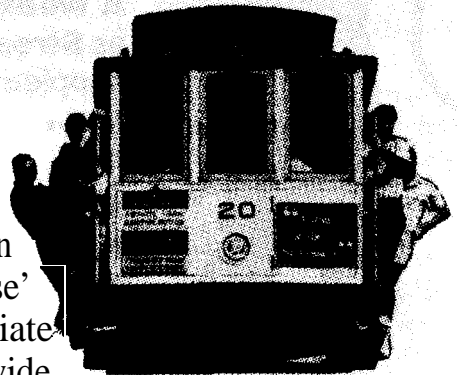
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Longman 

(cont'd from page 8)

With the widespread use of English then by peoples all over the world, one needs to avoid identifying the language with a particular ideology and disassociate it from particular political and economic origins. In addition, some constraints in the use of the language by its native speakers become necessary. Metaphorical uses of language may have to be lessened, and it will be necessary to take care in providing a context and perspective when the speaker/writer can not presuppose common assumptions by the listener/reader. Clearly Quirk's talk was a mere introduction to a vast and important subject area about which he has written extensively.

Prof. Gabriele Stein's plenary, "Recent Developments in EFL Dictionaries," presented an overview of the current status of EFL dictionaries, taking four major works as her point of departure: **Oxford Advanced Learner's Dictionary of Current English (ALD)**, **Longman Dictionary of Contemporary English (LDOCE)**, **Chambers Universal Learners' Dictionary (CULD)**, and **Longman Active Study Dictionary (LASD)**. Systematically comparing their treatment of such essentials as verb and particle combinations, idioms, phonetic symbols, stylistic or usage labels, defining vocabulary, insertion of cultural or pragmatic components, etc., she pointed out the strengths and weaknesses of each, concluding that while great strides have been made since Hornby compiled the first EFL dictionary (in Japan!), the ideal dictionary has yet to appear.

Schmidt's talk, "From Linguistic Competence to Language Proficiency: Changing goals for TEFL, outlined, first, the purposes of TEFL for college students and teachers in Japan, and then the goals of TEFL as they have changed over the years. According to Schmidt, we can distinguish five phases of goals: (1) habit-formation, (2) linguistic competence, (3) communicative competence, (4) second language acquisition, and (5) language proficiency. The last, language proficiency as the goal of TEFL, is the most recent development in the U.S. and Schmidt emphasized that it has not yet assumed a clear shape. The ultimate goal, he pointed out, for those who adhere to the language proficiency approach is not for the learner to attain native-speaker proficiency but to attain a level whereby the individual can use "native-like discourse strategies."

All in all, the conference provided what all good conferences should: talks that provoke thought, displays of the latest materials and equipment, and chances to socialize and network in a professional atmosphere.

Virginia LoCastro and Thomas Robb

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.

SPONTANEITY TRAINING FOR CAUTIOUS STUDENTS

By Tessa Woodward,
Pilgrims English Courses, Canterbury

When I taught in Japan, I found that a large number of the students in my classes had a similar problem. They had learnt English for some years at high school and "knew" the grammar. They were over-concerned with not making mistakes, and in this desire to be accurate would hesitate, start, correct themselves, wait, think and start again rather than blurt out **something** to the waiting listener. They seemed to think that a native speaker would prefer to wait for them to produce the perfect utterance than receive a bit of spontaneous content. Whatever the reasons for this (and the reasons usually involved past teachers and past courses as well as the students themselves), I found it necessary to do some **spontaneity training**. Some of the ideas I used in these sessions are briefly outlined below in the hope that they may help other teachers who would like to redress the accuracy/fluency imbalance in their classes.

1. Variety Dialogues

Teach a variety of simple questions with a variety of responses, e.g.:

A: How are you? / How's it going? / How are you doing?

B: OK / Fine / Awful / Pretty good / So-so / Not bad / Great / Not very well / Very well.

Then insist that students use a different form or response from a) themselves the last time they participated in the dialogue or b) other students participating with them.

2. Grammarless Beginnings

Teach dialogues using clipped forms such as:

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I or II

A: Busy week? A: Coffee?
 B: Terrible. And you? B: Mmmm!
 A: OK really. A: Milk and sugar?
 B: Good. B: No sugar, thanks.

or III

A: Doing anything special tonight?
 B: Not really. Going home. How about you?
 A: Yeah. Going to the cinema.
 B: Sounds nice!
 A: Coming?
 B: No thanks.

This shows students that communication can take place without the stress of manipulating pronouns, auxiliaries, tenses or more elaborate forms.

Once students have got the hang of some variety dialogues (see 1) and grammarless beginnings, you can do the following exercise.

3. Enter English

Tell students that you won't come in to the classroom to start the class unless they are talking English when you enter. If there's silence or Japanese when you walk in, walk out again. Naturally, this depends on some sort of agreement having been made!

4. "Incomprehension" Language

If students haven't understood what someone has said, they can't really add anything. So teach them how to express incomprehension, e.g., Sorry?, What?, Pardon?, I couldn't hear/understand/get (it/what you said). And give this sort of practice:

T: Jane and I went to Kamakura on Saturday.
 S1: You and who?
 S2: You did what?
 S3: You went where?
 S4: Who went?
 S5: You went when?
 S6: Where?
 S7: When?

The idea is that as many different short questions are generated as possible. A point for each one, if you like giving points in your classes.

5. "15-All"

When someone shoots a question at a student, teach them how to "volley" it straight back or on to another student, e.g.:

T: What's the answer?
 S: I'm not sure. Do you know the answer, Kumiko?

or

T: Where's Tadashi tonight?
 S 1: No idea. Where's Tadashi, Kumiko?

or

S 1: What do you think?
 S2: I'm not sure. What do you think?

Once students have got the hang of this, they can play a game where the question has to be thrown to five different students and successfully volleyed back to the original questioner. At a more advanced stage, the rule can be that the form of the volley must be different each time - for example, "And you C?"; "How about you, D?"; "What about *you*, E?"; "What do you think, F?"; "I'll ask G"; "Well, A?"

6. Slip It In

On coming into the classroom, students pull a slip of paper out of a hat. On the piece of paper is a little piece of language, a phrase, an utterance that they must slip into the classroom conversation, naturally, before leaving class. Each student carries the slip of paper in hand until the utterance has been spoken and then it is put face down on the floor. Examples of utterances might be:

What does _____ mean?	How do you spell that?
Sorry, can you say that again?	Could I borrow a _____?
Isn't it hot/cold in here!	What do we have to do?

Give extra points if the utterances was slipped into conversation so naturally that not even you noticed it!

7. English Aizuchi

Tell students that it's just as important to give supportive facial expressions and little murmurs in English when listening to someone talking as it is in Japanese ("Ah, so des'ka."). Then teach some English aizuchi, e.g.: "Really?"; "Yes"; "I see"; "Oh no!"; "That's interesting"; "Hmmm"; "Right"; "Oh" with a smile, a nod of the head, warm expressions in the eyes, etc. Give them practice in using these.

8. Scores and Judges

After giving practice as a whole class for activities 1, 3-5 and 7, you can put students into pairs or threes and add a "judge." The judge rules columns on a piece of paper and puts the names of group members at the top of the columns. The judge listens to the others practicing and adds one point for each use of the target skills (good comprehension expressions, good passing of the buck, or good aizuchi),

depending on the focal point of the practice. At the end, the judge tells the others what their scores are and then switches roles so that someone else is judge. For example, Hitoshi, Yoshie, Mariko and Shin are in the same group. Hitoshi is judge. The paper might look like this:

Aizuchi
Game 1 – Yoshie talks about her weekend

Mariko		Shin
✓		✓
✓		✓
✓		✓

General Points

These are just simple ideas that can be used at a very early stage to encourage students to say something rather than just stare or look embarrassed. Background features that are essential to the success of these activities are: When spontaneity training is in progress, hang up a sign that says “FLUENCY” where everyone can see it and **do not correct the form of utterances.**

Act and react naturally and spontaneously yourself. Answer all questions put to you. Be friendly. Supply *all* necessary language beforehand and avoid students having to think hard for content of utterances. By this I mean, don't ask questions such as “What do you think about van Gogh?” unless it's in a “15-All” game (see 5), and don't expect students to be able to express incomprehension or aizuchi in English unless you have elicited or taught the phrases beforehand.

Above all, act pleased when students manage to come out with something, even if it's a bit inaccurate. With systematic use of these and other spontaneity activities, you'll never walk into a class again and say “Hello! Everybody OK?” without having a loud and varied volley of responses! As a teacher, that's a nice feeling to have!

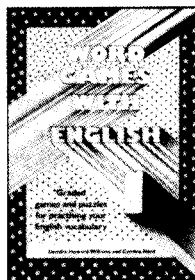
Tessa Woodward is an EFL teacher/teacher trainer at Pilgrim's English Courses, Canterbury, U.K. She is the editor of The Teacher Trainer and is the author of a forthcoming handbook of teacher trainers from Pilgrim's Press. She previously taught at Kanda Gaigo Gakuin and the International Language Center, Tokyo.



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HOTEL INFORMATION

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 pre-registered**. As this issue goes to press, some rooms are still available at the following rates: Single, ¥8,400; Twin, ¥7,500; Triple, ¥7,000; Tatami, ¥7,000. Please contact Mr. Miki or Mr. Takai at Tokyu Travel, Hamamatsu Office (0534-53-0166), to make your reservation.

CONFERENCE BANQUET

On Sunday, Nov. 23, a conference banquet will be held at the Hotel Concorde. The cost is ¥3,500/person. Drinks will be extra. Tickets will be available at either the registration or the hospitality desk.

GETTING TO HAMAMATSU

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 Hakozaeki 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 trams will be crowded. If possible, reserve your seat through your local travel agent before departure.

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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: ¥4,100.

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.

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. Please note, however, that these buses may not be able to convey all people at peak times.

By Car: From Hamamatsu Nishi I.C., 5 minutes. Free parking at both the site and at the conference hotels. A detailed map can be found elsewhere in this issue.

CONFERENCE CHECK-IN AND BAG PICK-UP FOR EARLY ARRIVALS

Those arriving on Friday, Nov. 21, and who are pre-registered will be able to check in and pick up their conference bags from 6:00 to 9:00 p.m. at the Grand Hotel.

第12回 JALT 国際大会

(JALT '86)

今月11月22日～24日まで、浜松で開催予定の国際大会は、大会準備委員会をはじめとして、各関係者の協力のもと、着々と準備が進んでいます。

現在までに、240前後の発表論文要旨が、選出された他討論会や講演、シンポジウム等が予定されており、3日間という限られた時間の中で、プログラムを片手に参加者は、かなり難しい選択を余儀無くされることと思われま

す。討論会は、大会開催の各日毎に1つずつ予定されており、22日(土)には、Alan Maley, Jeremy Harmer 及び Michael Horne の3氏を迎え、“Literature in ELT”をテーマにした討論会、23日(日)は、“Learning Spoken and Written Language”のテーマのもと、Michael Halliday, Peter Ragan, Makoto Oshima, Virginia LoCastroの4氏が討論します。更に最終日の24日(月)には、Hillel

Weintraub氏を中心とし、Charles Adamson, Norman Johnson, James Nord氏らが、“CALL Colloquium”と題した討論会を行うことになっています。講演は、10月号で紹介されたゲストスピーカーMichael Halliday教授の他、以前開催された各大会で、評判の高かった教材著作者や編集者等を、特別スピーカーとして予定しています。

今回、特別スピーカーとして講演するのは、John Boyd 及び Mary Boyd (講演テーマ“Strategies for Incorporating More Listening Comprehension in the Classroom,” “Using the *Listening Cycle Series*”), Donald Byrd (“Grammar in the Communicative Approach,” *Spectrum* について)、Donald Freeman (“Recasting Technique: Towards Change in Teaching,” “TESOL as an International Organization”等)、Jeremy Harmer (“Providing a Balanced Language Programme,” “Listening and Reading: Their Place in the Language Classroom,” “Meridian/Coast to Coast—Two New Stars”), Steven Molinsky (“Tri-Dimensional Syllabus Design,” “Effective Use of *Side by Side*,” “Expressways: English for Communication”) の各氏です。

各発表内容の要旨や、講演、討論会等の詳しい日程は大会便覧 (Conference Handbook) に掲載されていますので、そちらを参照して下さい。

国際大会は、言うまでもなく学問の場ですが、更に、友好交流の場でもあります。今回の大会では、3つのパーティーが予定されています。1つは、例年恒例の大会夕食会で、23日の7:30 p.m.から、ホテルコンコルドで行われます。又、21日及び22日には、更紗屋というバブにて、パーティーが予定されており、特に22日には7:00 p.m.～11:00 p.m.まで、大会参加者のために、店の一部が開放され、特別料金で飲食ができるようになっています。詳しいことは、大会会場やホテルのロビー等に設置される案内デスク (Hospitality Desk) で確認して下さい。

以上のように、種々様々な催しが予定されており、出来るだけ多くの方々への参加を望んでいます。いろいろな事情から参加出来なかった方々、又、参加しても時間的に望んでいた発表全てが聴けなかった方々等、一人でも多くの方々に、大会の様子を出来るだけ、お知らせしようと、JALTでは1987年5月に発行予定の *JALT Journal* の一部を、大会プロシーディング用にあてることを予定しています。発表者への原稿提出等の詳しい手続については、大会会場でお知らせすることになっています。

[この記事は、当月号の英文記事“JALT '86”を参考資料とし執筆したものである。]

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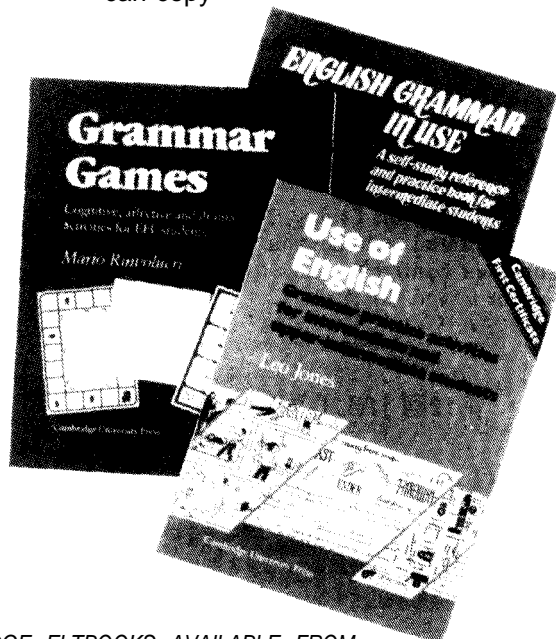
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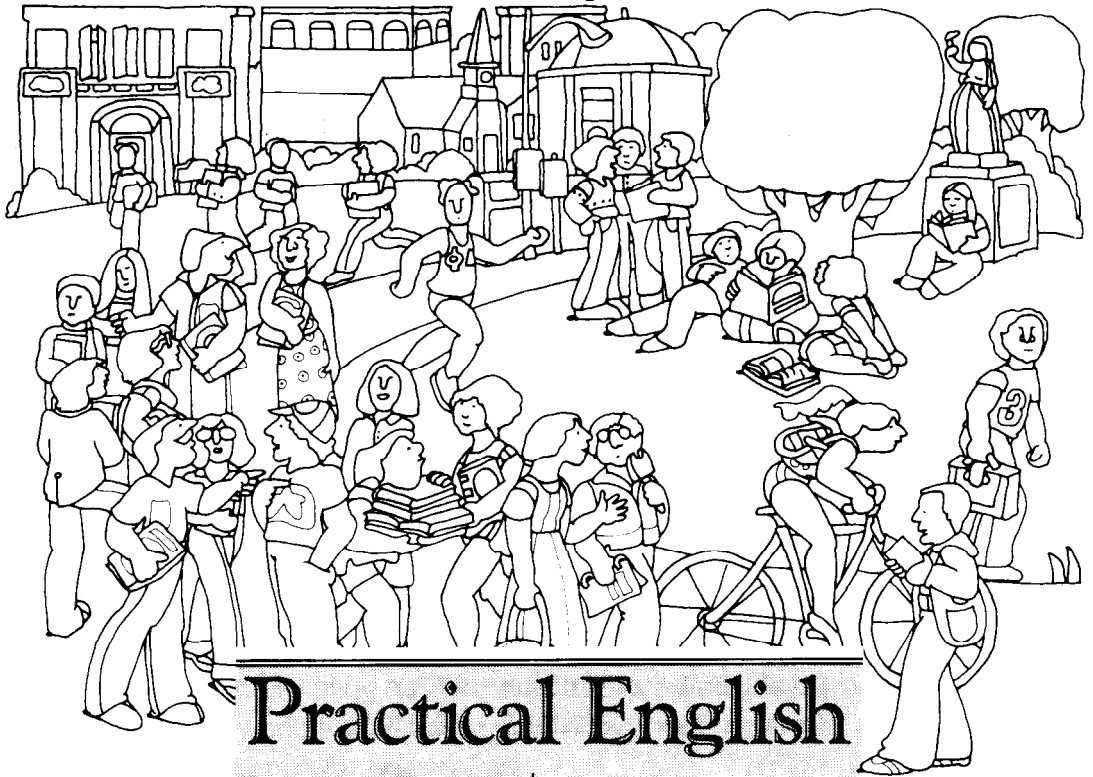
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ON M.A.K. HALLIDAY

By Virginia LoCastro,
University of Tsukuba

The July 1986 issue of *The Language Teacher* (p. 11) presented what is in fact only a summary of the main points of M.A.K. Halliday's career in linguistics. That introduction gave dates and facts with a note concerning his current research interests. However, unless one is able to go beyond the information given, Halliday's importance in the field of linguistics and applied linguistics may not be apparent. His name may not have the familiar ring of others such as Stevrens, Widdowson, Krashen, and, needless to say, Chomsky.

Geoffrey Sampson, in his "Schools of Linguistics: Competence and evolution," minces no words in his claim that the London School, whether or not it will achieve a permanent place in the history of linguistics as a result of its own intrinsic worth, has been eclipsed by not being "American"; the scholars of London have been outnumbered and probably outpublished by Chomsky adherents. Leaving aside Sampson's rather strong views, there does seem to be some truth to his belief that being in the "wrong" place may cause a scholar to receive less than his due.

In Chapter 9, on the "London School," Sampson situates Halliday in the branch of British linguistics that began with Firth and included Malinowski, both of whom were at University College London as contemporaries. Sampson credits Mahnowski's notions of "context of situation" and "phatic communion" with influencing Firth's work in phonology; Firth investigated prosodic features in phonology and drew attention to the need to include in linguistic analysis meaning and the function of utterances in context. This is in sharp contrast to the Chomskyan school which considers phonological features as unnecessary details. Moreover, it is well known that attention to meaning, i.e., the whole field of semantics, has not, even today, become an area of concern for Chomsky and his followers.

Sampson deals mostly with Halliday in reference to his approach to syntax, commonly called "systemic grammar." Halliday has been closely associated with this theory. A system in this approach to syntactic analysis is "a set of mutually exclusive options that come into play at some point in a linguistic structure." (Sampson, 1980, p. 227) This definition underscores the essential concept of this form of analysis: that consciously or unconsciously, the speaker is concerned with making choices out of

the infinite number of possible sentences available in one's language at every point along the way in the process of encoding meaning. Each set of choices or systems is labeled, thus resulting in a taxonomy of sentence types. The London School is not concerned with linguistic universals nor with the description of whole languages. The aim is to provide a means to describe and classify individual sentences. Unlike the Chomskyan school, Halliday and his colleagues believe that different types of linguistic description are possible, depending on the particular purpose of the description. The emphasis is sociological, that is, on how language is used by people as social beings. This theory seeks the how and why of the different types of syntactic and lexical choices a given individual will make in particular circumstances to convey meaning. Sampson expressed the opinion that if any aspects of linguistics could find application in the field of ELT, systemic grammar seems to be a more useful approach to grammar than the transformational-generative school.

However, Halliday's influence is not by any means limited to his work on syntax. His list of publications currently has 97 entries and a quick scan produces such topics as intonation, first language learning, textlinguistics, linguistics and language teaching, semiotics, language and social man, and cohesion. Anyone who has studied or has an interest in textlinguistics can not claim to know the field without an understanding of "Cohesion in English," which Halliday co-authored with his wife, Ruqaiya Hasan. The terms "reference," "ellipsis," "substitution," "deisis," and "anaphora and cataphora" have found their way into ELT coursebooks on reading and writing. Contrastive studies of Japanese and English writing styles, as well as of spoken discourse, will refer to the heavy use of ellipsis in Japanese and of the need to trace back through a written or spoken text the chain of referents. Students learn about deictic pronouns: this, that, these, those. It probably can not be said that Halliday and Hasan originated these terms, yet it seems that their work has had an impact on language teachers and textbook and materials writers.

Moreover, the current research in discourse analysis and in sociological dimensions of language in use owes some of its insights and development to Halliday. Indices and bibliographies of such books as Brown and Yule's "Discourse Analysis" and Leech's "Principles of Pragmatics" contain references to such concepts from Halliday's conceptualization of the three functions of language – ideational, interpersonal, and textual – as being integrated within the grammar. If nothing else, his ideas provide a point of departure from which other scholars

(cont'd on next page)

(cont'd from previous page)

build and debate and develop further insights. (See Leech, 1983, p. 56-58.)

Halliday's work that contains essential essays on the social aspects of language is "Language as Social Semiotic: the social interpretation of language and meaning." In the introduction, Halliday outlines his conceptual framework, based on the statement that "language is a social fact." He has taken this from Saussure, though he readily admits having undoubtedly modified the notion from Saussure's original. From a child learning a first language, itself a product of the social process, language is inherently social. In addition, at the same time, the child learns about the world through language. Thus, the semantic system of a language reflects the dual nature of social reality: the "twin motifs of reflection and action – language as a means of reflecting on things, and language as a means of acting on things." (p. 2)

Halliday equates social reality and culture, stating that a social reality or a culture is essentially composed of meanings; it is a "semiotic" framework. Therefore, "language is one of the semiotic systems that constitutes a culture," itself an information system. A corollary then can be that language must be interpreted within its sociocultural context. Language enables people to interact with each other; it consists of utterances, of discourse, spoken and written, for the interpersonal exchange of meanings. Yet it is more than that: through language, the sociocultural system is maintained – people act out their roles, their status, transmitting in the process shared systems of values and of meaning. Halliday cites as an illuminating example dialect and register variations in language. Dialects and registers reflect the social structure and social processes of a culture and so "language actively **symbolizes** [italics his] the social system, representing metaphorically human cultures." (p. 3) Language then both allows for the expression of the social structure and metaphorically symbolizes it as well. Another point Halliday makes in this collection of essays is that for linguists, "language is object." For others, this category including Halliday himself, language is "an instrument." It is a means to begin to understand "something else." Halliday adds a caveat concerning the necessity to understand first language as object even if the interest is in examining linguistic processes from the point of view of social structure. Halliday goes on to criticize, nevertheless, the language-as-object school as exemplifying an individualistic ideology with the concern for the ideal speaker and the use of introspection to assign acceptability to a sentence.

Looking at language from the outside, from

the point of view of the social structure and social processes, Halliday wishes to interpret language as one of the resources available for exchanging meanings. He believes that language developed as it did because it had to serve the everyday needs of people. While he admires Chomsky for developing a formal approach to linguistic analysis, and his grammar based on logic and an ordered set of rules, Halliday nevertheless believes that once social man enters, even the notion of "rules" may no longer be acceptable; the notions of choice and of rhetoric rather than rules and logic may be more viable for linguistic analysis.

This short summary of what seem to this author to be the main currents does not do justice to the full scope and import of M.A.K. Halliday's work. It is hoped that in the future greater acknowledgment of his role in modern linguistics will be expressed. Clearly the recent interest in the study of language in use, as well as the increasing demand among language teachers for more natural language in coursebooks, reflecting the roles of the participants and of the functions of language as a part of the social structure, has evolved at least partially from the school of linguistics to which Halliday has already contributed significantly.

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4) Those employers who will not be attending the conference or do not wish to interview on-site will be able to collect applicants' resumes or have them forwarded to them after the end of the conference.

Applicants

1) Those people wishing to use the JIC should bring their resumes along to the conference. The JIC will be situated in the registration area along with the Job Information Centre Bulletin Board on which will be displayed job announcements.

2) Each job bulletin sheet will be individually numbered and your resume will be marked with that number and your own individual applicant number. If you wish to apply for more than one position, you should submit an equal number of copies of your resume.

3) Also in the registration area will be a JIC Interview Board on which will be posted the applicant's number when an employer wishes to arrange an interview with that applicant. Applicants are requested to check the JIC Interview Board at intervals throughout the conference.

Note: Although the service will endeavour to help where and whenever possible, the JIC cannot be held responsible for arranging or re-arranging interview times. JALT also cannot be held responsible for applicants failing to turn up on time for interviews or even turning up at all.

The interviews are private arrangements between applicants and employers. Similarly, JALT will endeavour to make sure that any resumes forwarded to employers are received but cannot guarantee delivery.

Please help us to help you make this service a success for this and future conferences.

Peter Crompton
Job Information Centre Coordinator
Kiyomachi Coplus Dai 2,403
2-2-20 Kyomrchi
Kawasaki-ku, Kawasaki-shi 2 10
Tel. No.: 044-355-7110



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.

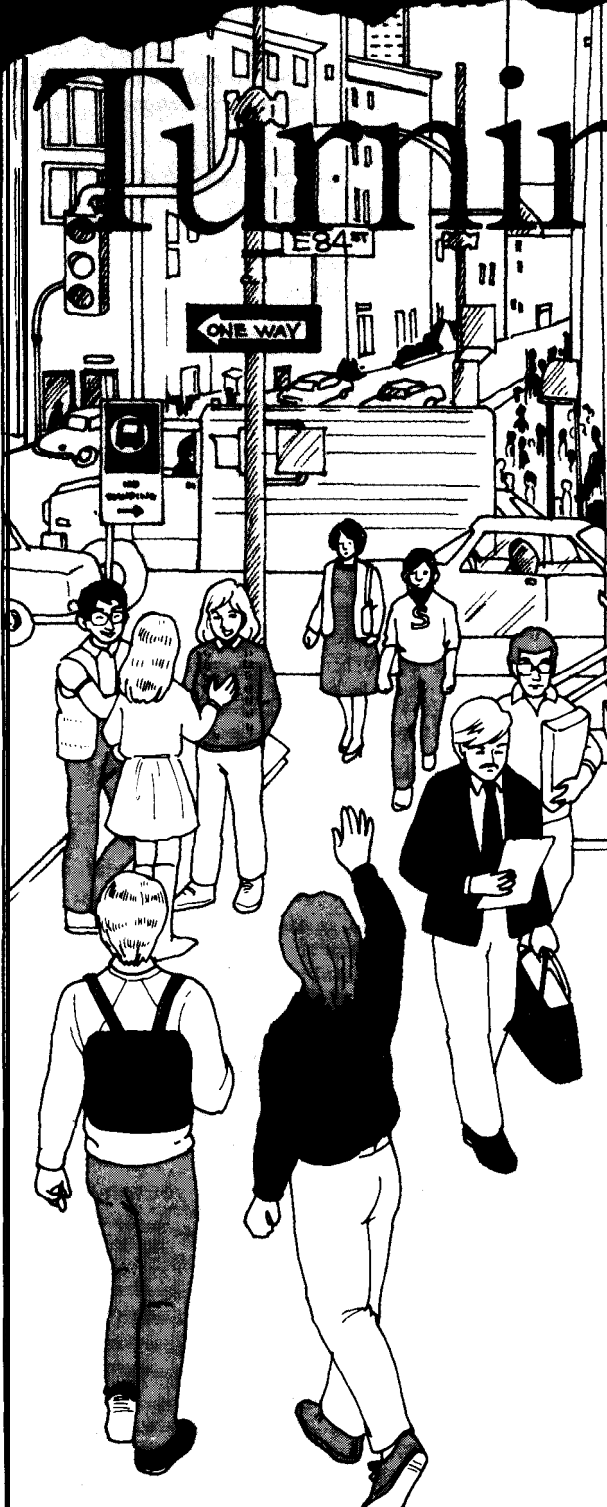
You should also know that you can get the **Conference Handbook** earlier this year. Just mark the appropriate box on the conference **furikae** form when you register, and include an extra ¥700.

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
(cont'd on page 23)

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Donald R.H. Byrd,
JALT '86
Featured Speaker



Jeremy Harmer,
JALT '86
Featured Speaker

(cont'd from page 21)

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

John Laing
Coordinator, Shizuoka Chapter



JAL T Journal - Conference Proceedings

As a new project for 1987, the **JALT Journal** is planning to publish a number of resumes of the presentations to be given at this month's International Conference. Members of the Publications Board will be encouraging presenters at Hamamatsu to submit their resumes for possible

BRING YOUR SLIPPERS

Some school slippers will be available, but : if you prefer, you may bring your own.

publication. Presenters will be contacted individually with further details.

Additions to Koen Meigi at JALT '86

In addition to the previously announced **koen meigi**, JALT '86 has now also received endorsement from **Toyohashi-shi** and **Yokohama-shi**.

Notice

Regrettably, Dr. James E. Alatis will be unable to attend JALT '86. However, TESOL will be ably represented by Dr. JoAnn Crandall, one of the main speakers.

訂正とお詫び (Correction)

9月号及び10月号に掲載されました『第12回 JALT 国際大会』の記事の中で、以下のような誤りがありましたので、ここに訂正をし、お詫びを申し上げます。

Alan Maley 氏の研究仲間と紹介されました Adrian Doff 氏は、Alan Duff 氏の誤りで、Alan Duff 氏は来日致しません。

又、*Meanings Into Words* の共著者として紹介されました Jeremy Harmer 氏は Adrian Doff 氏の誤りです。Adrian Doff 氏は、*Meanings Into Words* 及び *Teaching Grammar in a Communicative Approach* の題で、発表を行う予定です。

更に、先に、Adrian Doff 氏と誤って紹介されました Jeremy Harmer 氏は、*Meridian* や *Coast to Coast* の著者ですが、*Communicative Approach : Where Are We Now ?* を含む5つの発表ワークショップを行う予定です。

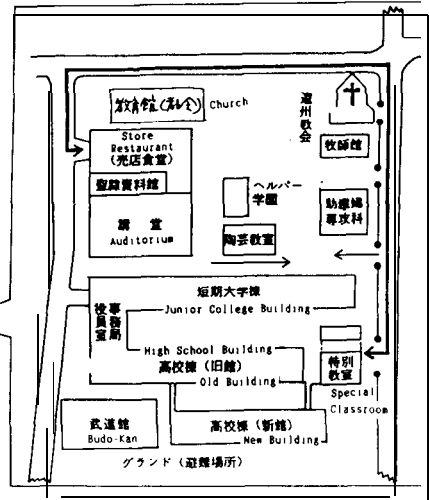
JALT '87
MEIJI UNIVERSITY
November 21-23, 1987

JALT '86 浜松

CONFERENCE HOTEL & SITE MAP

聖隷三方原病院の看板のある道を右へ
Turn at Seirei Hospital Sign

4番目の信号を左へ
Turn left at the 4th Signal



至名古屋
To Nagoya

16-1
浜松西
インターチェンジ
Hamamatsu West
Interchange

Mobil
Station

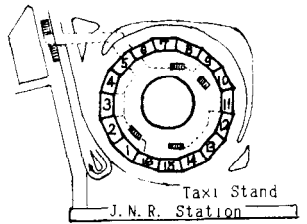
静大工学部
Shizuoka Univ.

浜松グランド
ホテル
Grand Hotel
Hamamatsu

福祉文化会館
Fukushi Bunka
Kaikan

浜松駅
HAMAMATSU STATION

▲ Kilos are taken from these markers.
距離数は、この記号の間を示します。




SATURDAY, NOVEMBER 22, 1986

PLENARY SESSION: Content and Contexts for Language Teaching			JoAnn Crandall [REI]			12:00pm-			
12:00pm-						They Sing in English, Too! [424] Hale, James W.	12:25pm	Teaching Video Movies [212] Liddington, R & W Stanford	
2:00pm-	Program for Success! The IDEA [134] Oral Course Program Tighe, Phyllis L. Meanings into Words [135] Boff, Adrienne High School Video Stimulations [221] Falvey, David	Orbit - Oxford's new adult course [231] Gilbert, Roy Hearey, Dale & David Hough Publishing Student Writing Moneyhun, Clyde	Dynamic English Songs & Games for Younger Students [357] Johnson, Paul Lively and Productive Grammar Lessons [401] Mercier, Robert J. Creative Strategies for Large Class Management [270] Anderson, Fred	12:30pm-	English for Translation [132] Seguinot, Dr. Candace Japanese as a Second Language [235] Doi, Toshiyuki Contrastive Analysis of English/Japanese Politeness Forms [269] Yarmohammadi, Lotfolah	12:55pm	The Effects of Rhetorical Instruction [134] Watanabe, Hiroko & Teeko Sato Teaching Logical Organization of Ideas [232] Hattori, Takahiko Adult Materials for Adult Students [356] Grant, Dr. Judith	1:25pm	1:50pm
1:00pm-	Intercultural Communication and [131] Batten, Jim The Spectrum Course [132] Byrd, Dr. Ronald R. H. Express English: An Interactive Series [133] Bredenberg, Eric Teaching the English Article System [135] Rinnert, Carol & Mark Hansen Total Physical Response and the Computer [221] Freedman, Debra	Putting Pieces Together: English Firsthand [231] Helgesen, Marc The New Technologies [233] Likoff, Laurie Using Speech Communication [235] Yukawa, Sumiyuki TOEFL at a Japanese University [269] Lower Level Conversation Management [270] McClure, Kevin	English Study Trip Abroad [357] Yukawa, Emiko Extensive Reading Using Graded Readers [357] Banford, Julian Current State of Error Correction [358] Mierzejewski, Steve Essential But Neglected [401] Barrow, Jack Integrating Video into Your Teaching [424] Murison-Bowie, Simon	1:30pm-	COLLOQUIUM: Of Cabbages & Kings: On Reading in EFL [451] Moderator: Brendan Lyons Putting Humpty Together Again [212] Maley, Alan The Importance of Reading [221] Harmer, Jeremy Shakespeare in the Language Classroom [221] Horne, Michael	1:55pm	Language Acquisition and "Follow Through" [212] Pietrosimo, Dominic Cambridge ELT Software [221] Donovan, Peter	3:20pm	Japanese the Silent Way [234] Allard, Fusako
2:00pm-	LL Activities [132] Sugawara, Yasuhiko Integrative Approach to Writing [134] Hall, Barbara Jean Dig Bird, Oscar, Cookie Monster [135] Speers, Shelagh Types of Errors in Compositions [234] Harada, Kunihiko Beyond English [235] Sanematsu, Katsuyoshi Introduction to Side By Side [267] Molinsky, Steven J.	Stimulating Jr./Sr High Intrinsic Motivation [269] Nudelman, Laurel Turning Points [133] Tansey, Catherine Cognitive Strategies of Japanese Students [357] Onaka, Duppenthaler & Viewat Storytelling for Advanced ESL Students [401] Van-Nix, B.	Recasting Technique: Towards Change in Teaching [131] Freeman, Donald Confidence is Key [231] Moulin, Laureen I. Teaching Pronunciation [270] Hough, David A. Teaching Techniques for Large Groups [355] Perkins, Leo G. Student-Centered EFL Techniques [358] Yasaka, Hiroko Intermediate Suggestopedia [424] Adamsen, Jr. Charles E. English Teaching in Shizuoka [REI] Yamamoto, Shiori	2:00pm-	Video for Children [212] Osaka, Margaret Pine DEESNI: Giving Negative Feedback Effectively [221] Maston, Kathleen & David O'Reilly	2:25pm	3:30pm-	Dialog Feedback: Technique for Writing [13-] Valcourt, Dr. Gladys A. TPR and Global Contextualization [26-] Liddington, R & W Stanford	5:50pm
3:00pm-	One on One, Once More [133] Crane, Frank Effects of Conversational Adjustment of Listening [134] Cervantes, Raoul & Glenn T. Gainer Introduction to N American ESL Programs [135] Kato, R. F. Doi & Y. Sasaki Adventures in Listening [232] Thompson, Mike	Classical Rhetoric on Composition Classroom [269] Moneyhun, Clyde Dynamic English: Activities for Adults [356] Shilhanek, Sally Pronunciation Techniques [357] Dewing, Deborah Video Exchange Group [401] Helgesen, Marc	Short Tasks in Listening Development [235] Grunc, Muetztagg Making a Silk Purse -- Exploiting Poor Materials [270] Prouk, Gregory Real Rewriting - Not Just Editing [355] Chernewell, N. Ann Integrating Drama into the Syllabus [358] Doughill, John	3:00pm-					
4:00pm-	Listening in Context [133] Bredenberg, Eric Listening for Real [135] Haines, David Teaching English through Popular Songs [231] Yamannaka, Junko Comprehensive English Language Test (GELT) [232] Likoff, Laurie Sharing a Song [233] Tansey, Catherine	Practical Approaches to Teaching Culture [356] Eagle, Sonia The Four Most Basic Ways of Helping Learners [357] Strevens, Peter SONY Action English Video Series [401] Nord, James R. Enjoy English! Video for Children [424] Nakata, Mitsuko	5:20pm						
5:00pm-	Have Fools Dance, Will Communicate [212] Donno, Linda & Philip Barbieri Learning English with Computers [221] Toney, Terry & Tom Binton Get Ready [231] Harris, Norman The Team Teaching Method [424] Takeo, Reiko	President/Coordinators' Meeting [131] White, Jim Chapter Treasurers' Meeting [133] Vergin, Ruth & Aleda Krause Chapter Program, Publicity & Facilities Meeting [135] Brown, Steve Chapter Recording Secretaries' Meeting [232] Hough, David Chapter Membership Chairs' Meeting [233] Abe, Keiko							


MAIN EVENTS - FRIDAY, NOV. 21
8:00pm - 9:00pm Preregistrant Packet
Pick-Up (GRAND HOTEL)
7:30pm - ?? Informal Mixer (Sarasaya)

MAIN EVENTS - SATURDAY, Nov. 22
8:30am Registration Opens
8:30-10:00am Longman Coast-to-Coast Coffee Hr
9:00am Publishers' Display Opens
10:00-11:50am Plenary Session
Opening Address - Jim White, President, JALT
Welcoming Addresses
Tamotsu Hasegawa, President, Seirei Gakuen
Meiichi Aiso, Chairman, Hamamatsu Bd of Ed.
Plenary Address
"Content & Contexts for Language Teaching"
Joann Crandall, Center for Applied Linguistics
12:00-5:50pm Concurrent Sessions
5:00-8:00pm Chapter Officers' Meetings
8:00 Publishers' Display Closes
7:30-11:00pm Informal Mixer (Sarasaya)



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SUNDAY, NOVEMBER 23, 1986

10am	Writing Skill Acquisition Through Journals (131) Knowles, Tina The Communicative Approach for Secondary Students (134) Kroonenberg, Nancy English Through American Films (212) Roberts, Hank Communicative Approach to Children's English (221) Wordell, Miyoko TPR: From Actions to Drama (232) Griffec, Dale J.	Reading, Pair Work and Listening (233) Blanche, Patrick Impossible? Examining What Tests Measure (267) Laine, John B. Cross-Cultural/Culture-Specific Communication (268) Igarashi, Junichi The Apple Macintosh University Consortium (320) Shortreed, Ian	English as an International Language (357) Sawyer, Harrington, Doi, et al Flexible Reading (358) Hones, Sheila Language as an Interactive Process (401) Nord, James R. Subtly Powerful, the Means of Suggestion (424) Miller, Alison J. & Setsuko Iki	10:00am- CCC ESL: Audio Enhanced CAI (138) Pendergast, Thomas M Counterpoint: Language Learning for Adults (231) Hird, Bruce We Play Games With You (234) Berman, Shari J	The Cambridge Fluency Materials (1355) Maley, Alan
:00am					
PLENARY SESSION: Spoken and Written Language					
M.A.K. Halliday [REI]					
Intermediate Reading Practices (131) Folse, Keith Exploring the Pyramids (133) Crane, Frank Language in the Landscape (212) Robinson, Aiyen L. Expressways: English for Communication (267) Mollinsky, Steven J.	Zen and the Art of Composition (289) Lewitt, Dr Phillip Jay Communicative Methodology in China (358) Wang, L. R. Significant Scribbles: Writing for Fluency (357) Kelly, Curtis & Ian Shortreed My English Book Series (424) Heenan, Thomas A.	Meridian/Coast to Coast - Two New Stars (234) Harner, Jeremy	12:30pm Importance of Strategies in Conversation Class (232) Okazaki, Shizuko I Need a Supplement (233) Berman, Shari Personalizing and Coordinating Your Program (401) Morooka, Vivian Grubbs	Music in the Language Classroom (135) Pendergast, Thomas M. Fluency Building in College Speech (231) Nelson, John	12:55pm
A Dialog on Learning Teaching (131) Fremuth, Donald Show me you're still listening (132) Mackenzie, Miles Writing from Multiple Sources (133) Horowitz, Daniel Optimal Learner Factors for Universities (135) Keltges, David J. Let's Listen to the Radio (231) Nishijima, Hisao (232) Jennings, Harry (233) Person to Person (233) Gilbert, Roy	The Value of Teaching Pronunciation (285) Burrill, Carol TEFL for Children (287) Abe, Keiko Content-Oriented Curriculum (269) Adanson, Charles & Clyde Moneynun In-Company Curriculum development (270) Hough, David A. Using the Listening Cycle (357) Boyd, John R. & Mary Boyd Imagative Listening in Preparation for TOEIC (358) Pifer, George	The MEDIATIC in SAPL (212) Kuroda, Masuko	How to Ease into English (221) Francis, P., & C Trudeau, S.N.D. Writing Poetry in English (356) Maley, Alan Interactive Reading and Writing (358) Crandall, JoAnn Songs: Life after Gloze? (424) Saubert, Griffec, Brown & Helgesen	"Art of Persuasion" Through Debate (134) Martinez, Jori	
Feelings in the ESL Classroom (131) Byrd, Donald H. Assessing L2 Writing Proficiency (132) Pickson, Jonathan David Thinking and English (212) Hinton, Tom Teaching Grammar in a Communicative Approach (231) Doff, Adrian Techniques for Teaching College Reading (232) Pereira, John	Applying CCL Concepts in the ESP Classroom (233) Yoshimura, Mineko Kobayashi Teaching of Content Through English (234) Wright, Andrew Encouraging Speech with "Games Shows" (235) McKeag, Cynthia S. Fun Ways to Use the A-W Picture Dictionary (270) Nakato, Ritsuko	COLLOQUIUM: Learning Spoken & Written Language (451) Moderator: Carol Rommet Learning Spoken & Written Language (451) Halliday, M. A. K. Yes, I agree with you, but... (451) LoCastro, Virginia Discourse Analytical Approach to Reading and Language Teaching (451) Oshima, Makoto Ragan, Peter H.	2:20pm Acquisition of English Stress (357) Anderson, Fred	Providing a Balanced Language Program (287) Harner, Jeremy	
Technology & Lang Teacher: Tall Wagging the Dog? (131) McGovern, John Acquiring English Pronunciation: Listening (132) Pennington, Martha C. A Bridge to Reading Comprehension (135) Durland, Mary This is a Recording (234) Harris, Norman Effective Use of Side by Side (269) Mollinsky, Steven J. Dynamic English: Reading Games for Elem. Children (354) Franz, Frank Does JALT Have a Future? (356) Hoskins, Laing & Glotfieter	Dialogues in the Communicative Classroom (134) Moulton, Lauren Lee Teaching English Composition in Jr. College (221) Shiehin, Alex Bi-Cultural Symposium (355) Swan, James & Masayo Yamamoto Code-Switching Between Languages (355) Patrie, Dr. James More Video Variations (401) Bratton, Alice L. Bid for Power: Customisation (424) Liddington, R & W Stanford Publishers' Panel: The Journey of a Book -- From Cradle to Grave (424) Moderator: Sherry Jo Reniker Panelists: Mark Helgesen, Peter High, Heather Saunders, Cathy Tansey [REI]	Cooperative Learning Techniques (358) Rivera, Fred E.	3:25pm Teaching Poetry to Non-English Majors (231) Nishihira, Fumiko Three Experiments with Spanish (357) Redfield, Michael "Rube" Chinese/English Contrastive Analysis of Pronunciation (135) Hao, Keji		4:25pm
Self-Access Pair Learning: An Introduction (131) Pendergast, Thomas M. Win the TOEIC battle (133) Gosman, D. & Frederick H. O'Connor Information Gaps: The Missing Links (289) Adams, Carl R.	Making the Most of Visual Materials (212) Leaney, Georgiana (Till 4:20pm)		4:20pm		

AIN EVENTS, SUNDAY NOV. 23

8:00-9:30am	JALT Executive Committee Meeting
9:00	Registration & Publishers' Display Opens
9:30-10:50am	Concurrent Sessions
1:00-11:50am	"Spoken & Written Language" M.A.K. Halliday, U. of Sydney
2:00-4:50pm	Concurrent Sessions
5:00-8:00pm	JALT Annual Business Meeting
6:00pm	Publishers' Display Closes
7:30-9:30pm	Annual Dinner (Hotel Concord)

PERSON TO PERSON

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SUNDAY (13:00) Room 233

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MONDAY, NOVEMBER 24, 1986

30am	The Oxford EFL Exam (131) Hal Verbon (132) The Right Hemisphere (132) Seng, Mark W (132) Using a Video Camera (212) Thomas, Desmond (212) Efficient English Conversation (231) Classes (231) Peaty, David (232) Using "The Cambridge English Course" (232) Donovan, Peter (232)	Teaching Goals, Techniques & Activities for Children (235) Nakata, Hiroko (267) Korean - The Silent Way (267) Pendergast, Thomas M (269) Listening & Reading: Their Place in the Classroom (269) Harmer, Jeremy (269) Using and Abusing of Video (230) Haines, David (230)	10:00am- "Breakthrough" (134) McCreary, Jan (134) Soap Operas and Captioning (121) Hoffman, Donald T (121) Otto the Octopus (233) Saunders, Heather (270) Getting Students to Talk (270) Hoskins, Barbara (270)	Self Selected Reading Program (358) Mason, Beniko (357) Stories for Fluency (357) Brown, Steve (358) TESOL As An International Organization (358) Freeman, Donald (424) ESL with Interactive Videodisc (424) Probst, Glen W (424)	The Effectiveness of Prose Recitation (135) Soda, Takahiro (355) Perceptual Differences Among English Teachers (355) Swain, James & Masayo Yamamoto (355)
9:00am	PLENARY SESSION: The Theologian and the Tightrope Walker Alan Maley [REI]				
9:00pm	Communicative Grammar Awareness Development (135) Thomas, Andrew L (231) Streamline - extra activities (232) Speers, Shelagh (232) Listen For It (235) Lanzano, Susan (235) Exploiting the Reading Text (269) Johnston, Susan S (269) Pinch And Ouch (269) Nomura, Yoko (269)	Teaching Cross-Cultural Communication (270) Ratliff, John M (355) Towards Communicative Reading (355) Wadham, Wick (358) Peer Critique in ESL Writing (358) Hvitfeldt, Christina (358) Tri-dimensional Styliabus Design (358) Molinsky, Steven J (424)	COLLOQUIUM: CALL - Developing Principles, Developing Practice (451) Moderator: Hillel Weintraub (451) CAL at Trident College (287) Adamson Jr., Charles E (287) Computer Uses in Language Learning (287) Johnson, Norman (287) Rear View Mirror Process and CAI (287) Nord, James R (287) Fostering Creativity... Through CALL (287) Weintraub, Hillel (287)	12:30pm- A Way to Learn Chinese Characters (357) Hiyoshi, Hidekiyo (357) Making Full Use of Your Video (212) Thompson, Mike (234) Listening to the Real Thing (234) Robbins, William A (320) Does Your English Have New Dimensions? (320) Jones, Susan (320)	2:55pm Language Acquisition - A Learner Centred Approach (401) Dean, John (401) Writing Skills - A Process Model (134) Fry, John (233) Personalisation in the EFL Classroom (233) Hughes, Felicity (233) Introducing Verbo-Tonalism (355) Liddington, R & W Stanford (355)
9:00pm	Grammar in the Communicative Approach (131) Byrd, Dr. Donald R. H. (132) The Communicative Approach - Where are we now? (133) Harmer, Jeremy (133) Teaching the Whole Person (133) Holden, Christine Anne (231) Small Talk - more jazz chants (231) Intrator, Peggy (232) School For Inc. Training Information Session (232) Freeman, Donald (232)	Writing - Integrating 4 Skills (269) Umura, Takeshi (358) A Major Problem in Translation (358) Sawaf, Dr. Risham Bakir (357) Games - Frills or Fundamentals? (357) Pietrosimone, Dominic (358) Surviving at American Universities (358) Carpenter, Richard (424) Video as a Classroom Resource (424) Murison-Bowie, Simon (424)	COLLOQUIUM: Are you doing it? [REI] Vistas in Jr./Sr HS Teaching (287) Moderator: Hideo Midorikawa (287) Creative Strategies for Large Class Management (287) Anderson, Fred (287) Communicative Theories in a Japanese High School (287) Miura, Takashi (287) English Teaching with MEF (287) Nagai, Satoru (287) Paragraph Writing for Japanese Students (287) Yamaneke, Junko (287)	Young Children as Foreign Language Learners (287) Halliday, M. A. K. (287) Creating Lang Competence Exams for Non-Native Teachers (221) Falvey, Peter (221)	1:50pm 2:20pm 2:50pm
9:00pm	Pair and Small Group Activities (131) McCreary, Jan (133) Using Authentic Materials in EFL (133) Light, Richard L (135) Integrating the Process and Product (135) Johnston, Susan S (212) Organizing Your Own Mini-Conference (212) Harada, Kunihiko & Clyde Moneyhun (132) What to Look For When Evaluating EFL/ESL Textbooks (132) Woolf, William (132)	Have a Little Sympathy (231) Peaty, David (234) A Model Business EFL Program (234) Wardell, David (235) Gimme a Hint (235) Reseter, George (320) Video in Teacher Training (320) Brumby, Sheljo Margaret (358) Drama in the Foreign Language Classroom (358) Miller, Marsha Lee (358)	Hearing Foreign Languages thru Low Frequencies - I (401) Roberge, Claude (401)	2:25pm 2:30pm- Hearing Foreign Languages thru Low Frequencies -II (401) Tomoyori, Hideaki (401)	2:20pm 2:50pm
9:00pm	FEATURED SPEAKERS' PANEL - Where do we go from here? Moderator: Peter Stevens [REI]				

MAIN EVENTS, MONDAY NOV. 24

- 9:00 Registration & Publishers' Display Opens
- 9:30-10:50am Concurrent Sessions
- 11:00-11:50am "The Theologian & the Tightrope Walker", Alan Maley, British Council, Madras
- 12:00-2:50pm Concurrent Sessions
- 3:00-4:40pm Featured Speakers' Panel: "Where do we go from here?" Publishers' Display Closes
- 4:00 Publishers' Lottery Drawing
- 4:40pm Close of Conference



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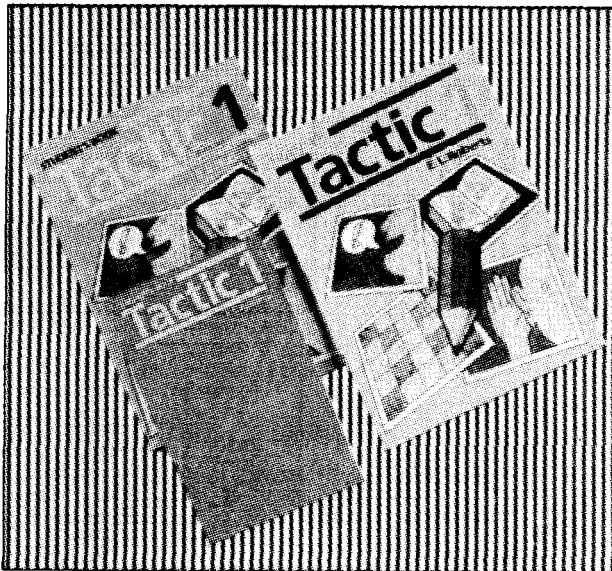
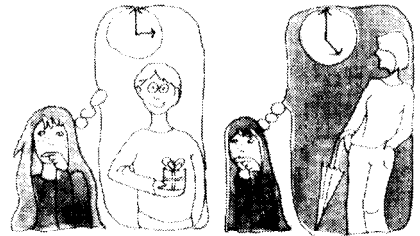
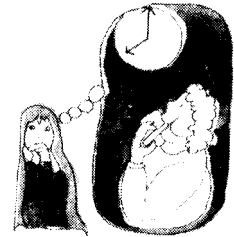
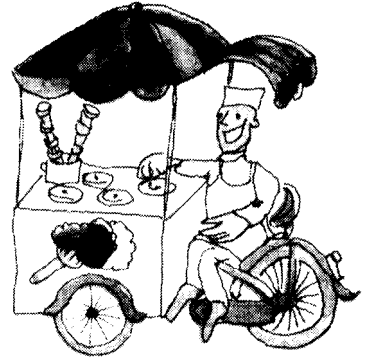
LISTEN FOR IT

Following the immense success of Person to Person, Jack Richards has now written an American listening course for Japanese students.

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JALTNews

VOTING PROCEDURES FOR 1986 NATIONAL OFFICERS

As provided for in the JALT Constitution, National Officer elections will be held by mail. A postage-paid postcard ballot for your use is included in this issue. Joint and group members who receive only one postcard for two or more members should make photocopies and mail them in an envelope.

All of JALT's 22 chapters were requested to submit a list of candidates. In addition, a postcard for nominating candidates was included in the July 1986 issue of *The Language Teacher*. The enclosed ballot includes the names of all those who were nominated and who have agreed to run for office.

As a result of the changes in the JALT Constitution and Bylaws passed at the Annual Meeting in September 1983, those elected to the offices of President, Treasurer, and Membership Chairperson are serving for two years (i.e., until Dec. 31, 1987). Therefore, this year's elections are only for the offices of Vice President, Program Chairperson, Recording Secretary and Public Relations Chairperson. Their terms of office will be from Jan. 1, 1987 through Dec. 31, 1988.

Voting must be done in accordance with the following guidelines:

1) All members of JALT paid up through Oct. 31, 1986 (or later) are eligible to vote.

2) Completed ballots must be received by the Recording Secretary not later than Nov. 20, 1986.

3) Voting may be done in one of the following two ways:

a) By filling in the postcard ballot (or a copy thereof), including your name and chapter affiliation at the bottom and sending the postcard through the mail "as is"; or,

b) For those desiring to submit a secret ballot, by enclosing the marked ballot (with the lower portion blank) in an unmarked envelope, which is, in turn, placed in another envelope for mailing. Put your name, chapter and return address on the *outer envelope only* and send it to the address given on the postcard ballot.

4) The lower portion of all ballots will be removed after voter eligibility is ascertained and

before the ballots are counted.

5) Ballots which fail to identify the voter either on the ballot itself or on an outer envelope will be considered void, and the votes thereon will not be counted.

VOTE TODAY!

VICE PRESIDENT

TATSUYA KOMATSU



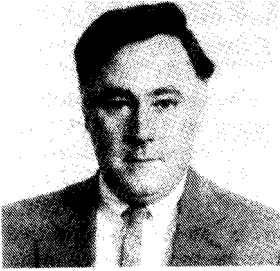
Tatsuya Komatsu graduated from Tokyo University of Foreign Studies in 1959. He was staff interpreter for the U.S. Department of State from 1961-65, joining Simul International, Inc. in 1966. He is now President of Simul International, Inc., Director of Simul Press, Inc., and Director of Simul Academy. Still active as a conference interpreter, Mr. Komatsu has interpreted for many major conferences including summits. His publications include *English for Businessmen*. Mr. Komatsu has been Vice President of JALT since 1985.

PROGRAM CHAIRPERSON

GARY WOOD



Gary Wood did undergraduate work in philosophy at Lewis and Clark College and post-graduate work in education at Portland State University. He has been teaching ESL/EFL and doing teacher training for the past eight years in Japan, Korea, and the U.S. Currently he is the group leader for Time T.I. Communications (Time-Life) in the Hamamatsu area. He was the JALT Hamamatsu Chapter Program Chair in 1983 and Chapter President from 1984 to the present. This year he is serving as the JALT '86 Chairperson. In 1984 he authored a teachers' handbook on warm-ups for the EFL classroom and last year co-edited a collection of folk tales from the Enshu area. Current academic interests include bilingualism, error correction strategies, and finding ways to deal with student expectations. Current non-academic interests will remain unmentioned in order to protect the innocent.

RECORDING SECRETARY**DAVID HOUGH**

David Hough is Executive Director of ICRA, an organization which designs tailor-made packages for business and industry. He is author of numerous ELT texts and manuals, and co-author of **Hearsay** (Addison-Wesley, 1986). He has extensive experience in ESL/EFL classroom instruction, administration and curriculum development. His articles, papers and research include work in ESP, Phonology, Listening Comprehension, Pronunciation and Discourse Analysis. Active in JALT since coming to Japan in 1977, Mr. Hough has held numerous local, regional and national positions. Currently, he is National Recording Secretary, Chair of the Long Range Planning Committee, and President of the Tokyo chapter.

PUBLIC RELATIONS CHAIRPERSON**KOHEI TAKUBO**

Kohei Takubo is General Manager of Education and Director of the Board, NEC Culture Center, Ltd. Before his current position, he served as general manager of NEC Language Study Center for nine years. He has presented papers at various TESOL conferences and written widely on in-company language training programs in Japan. JALT National Recording Secretary from 1979-80, he has been the JALT National Public Relations Chair since 1981.

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**LONG RANGE PLANNING
COMMITTEE REPORT**

At the May 24-25, 1986, meeting of the JALT National Executive Committee meeting in Tokyo, it was decided there were a number of policy issues of interest to the future of JALT that called for careful consideration. These issues involved JALT's relationship with other language teaching organizations inside and outside of Japan and questions regarding the future direction and structure of JALT itself.

The Long Range Planning Committee (LRPC), inactive for almost a year, was charged with studying these issues and asked to report back to the JALT ExCom at its next meeting. David Hough was appointed to chair the committee with Keiko Abe, Marc Helgesen, Yoshio Mochimaru, and Makoto Oshima also appointed. They met five times between June 7 and August 9, with three others, Steve Brown, Virginia LoCastro, and Mineko Tsuruta, attending as observers.

Specifically, the issues the committee was asked to study were:

1. Determine areas of JALT interest which are currently being underrepresented at TESOL.
2. Determine how best to lobby within TESOL.
3. Divide policy/JALT public face as regards other organizations.
4. Consider the means of funding a national special interest group (SIG).
5. Consider the means of establishing and funding a central repository for bilingual materials for a national SIG on Bilingualism/Biculturalism.
6. Consider the means of preparing and funding an annotated bibliography for a national SIG on Bilingualism/Biculturalism.

In addition, the LRPC also considered the procedures for inviting plenary speakers to JALT's annual conferences. This was based on a 1985 mandate from the National ExCom to the previous LRPC. The committee also considered: (1) the formation of professional standards for Japan, (2) the feasibility of insurance coverage for JALT members, and (3) the future direction of the LRPC itself. A variety of tasks were taken on by the members and observers, and all committee proceedings were sent to national and chapter officers in the monthly JENL. A set of initial recommendations has been formulated, based on a sizable amount of data, for presentation at the next ExCom meeting in mid-October.

(cont'd on next page)

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The following report outlines some of the highlights of the committee's work.

JALT's Affiliation with TESOL

JALT is the largest affiliate within TESOL, yet the representation has not been proportional to our size. This could be due to the nature of TESOL as an organization: essentially a U.S.-based, ESL-oriented group. However, the issue of internationalizing TESOL has been in the air for the last two to three years and the LRPC feels that JALT could be instrumental in facilitating such development. As such, the LRPC has written to the TESOL Executive Board for its members' views on what JALT as an organization can do.

In addition, the Teaching English Internationally (TEI) Interest Section (IS) within TESOL is the one which most clearly represents the professional interests of the largest group of concurrent JALT/TESOL members. At present, Virginia LoCastro is the newsletter editor, Dale Griffie serves as the International Representatives Liaison Officer, and Tom Robb has just completed a questionnaire to poll the IS members about its future direction. The LRPC believes JALT should be even more active in this IS, nominating individuals to other positions.

Nevertheless, the committee also feels there are issues involving EFL that go beyond the scope of the TEI IS, and so it recommends the JALT ExCom pursue the establishment of an EFL special interest section.

As an affiliate of TESOL, in addition, JALT is automatically a member of the TESOL affiliate council. JALT is thus authorized to send one official affiliate representative to the annual TESOL conference and to elect one official affiliate representative to handle affiliate matters during the year. Several recommendations are being made by the LRPC to facilitate the selection of the representatives, with an election to be held at the annual business meeting of the JALT conference each fall.

Lastly, as it would be in JALT's interest to have one of its members on the TESOL Executive Board, the committee recommends efforts be made to nominate and then support the election to the board of appropriate candidates.

JALT's Relationship to Other Organizations

Much discussion took place concerning other related organization, outside of Japan, such as IATEFL, Thai TESOL, PALT (The Philippines), and AETK (South Korea), as well as inside Japan, in particular Kaizenkon. It is the feeling of the LRPC that JALT needs to build on-

going ties with other professional organizations around the world, especially those in Asia and along the Pacific Rim. A liaison person should be appointed and representatives should be invited to future JALT conferences as well as JALT representatives sent to relevant conferences overseas. As for Kaizenkon, an umbrella organization made up of a variety of domestic language teaching and language methodology organizations, it is a concern of the LRPC that JALT not simply loan its name to support Kaizenkon.

The committee then is seeking alternative means, with other key organizations, to bring about change in ELT in Japan.

Professional Standards

In related discussions concerning JALT's role and its taking an advocacy position in language teaching reforms in Japan, the LRPC has developed an initial stance that JALT should avoid becoming a lobby for any cause and should concentrate its energies on being a support organization for concerned language teachers. To that end, however, it may be possible to bridge the gap between advocacy of language teaching **reform** and language teacher support by developing a set of professional teacher training standards for voluntary adoption by both individual teachers and interested language teacher organizations in Japan. The LRPC thus recommends to the JALT ExCom that work begin towards such development which, among other purposes, would serve to clarify JALT's position and its role in ELT in Japan.

Formation of Special Interest Groups

The formation of national and regional special interest groups (SIGs) within JALT has also been targeted as an area for extensive discussion. A questionnaire has been sent with the August JENL to obtain input from chapters about the feasibility of SIGs, in particular to get feedback on issues concerning their structure and financing. The LRPC believes that SIGs will meet a need amongst JALT members for greater depth and provide a means to expand programs and membership. Details have yet to be worked out and the organizing committee of the Bilingual SIG has been asked to clarify various points and present a proposal of its plans and funding needs.

Conference Plenary Speakers

Concerning plenary speakers at JALT conferences, the LRPC recommends that whenever possible, two plenary speakers be approved, one coming out of a research/applied linguistics background and the other from the field of

(cont'd on page 48)

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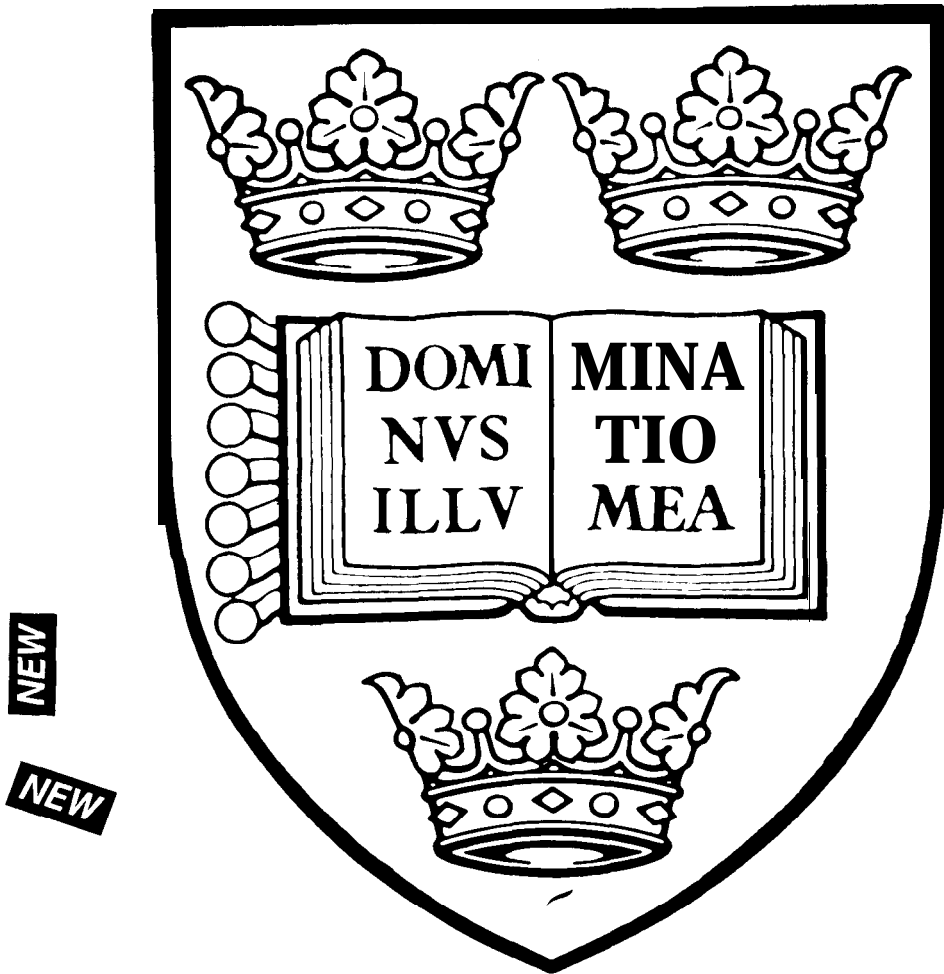


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受験要項

1986年の世界統一試験日(1986年度)

	% _木	% _木
PRELIMINARY LEVEL - Junior -	○	
PRELIMINARY LEVEL - General -	○	
HIGHER LEVEL		○

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時は、別途日時を設けることもできます。

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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。

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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)

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。

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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

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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)＝この評価点が得られれば、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ます。

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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ずいて質問に答える。（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。

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4. オックスフォード大学英検は、世界統一試験ですので、世界30カ国で同時に行なわれ、採点の基準も、それゆえ、世界中の答案を採点し、その中でどのレベルかを判定してくれます。今までの日本だけを基準とする英語検定試験ではありません。
5. 採点はオックスフォード大学認定の教師が各人の答案に2名が採点を行い、それぞれのレベル認定を最終段階でシニア試験官が判定を下します。
6. オックスフォード大学より資格認定合格証が発行され、世界的に英語教育の権威により認められることとなります。
7. 試験問題は多くの資料やデータを読みこなす、その設問に解答する方式で、その資料やデータは実際目にする資料が多く、問題は作り出したものではありません。
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。
9. 解答はボールペンか万年筆に限られます。（但し、メモ用紙は別に配布されます。）



**TESOL PARTICIPATES IN HONORING
THE PEACE CORPS ON ITS 25th ANNIVERSARY**



TESOL congratulated the Peace Corps on its 25th anniversary at a ceremony on the Mall in Washington, D.C. on Saturday, September 20, 1986. Joan Morley, President, and James Alatis, Executive Director, of TESOL honored the Peace Corps and recognized the organization's contributions to the development of the profession in the United States.

WERE YOU IN THE PEACE CORPS? STAND UP AND BE COUNTED along with members of the Japan Association of Language Teachers. A TESOL roster of returned Peace Corps volunteers, including name, country and years of service in the Peace Corps will be presented to Peace Corps headquarters in Washington, DC. at a later date. Returned Peace Corps volunteers who are members of JALT are urged to complete the form below and return it to the JALT Central Office. Let all members of JALT who have served in the Peace Corps come forth and be recorded!

PLEASE DETACH

I wish to record that I, _____, a member of the
First Name **Last Name**
Japan Association of Language Teachers, served as a Peace Corps Volunteer in _____

_____ from **19**- to **19**_. I congratulate the Peace Corps on its
Name of Country
25th anniversary and wish to thank the organization for contributing to the development of the profession of English as a foreign language in the United States, and through its efforts, to the development of the profession the world over.

Signature: _____

Address: _____



Please return this form no later than November 20, 1986 to: JALT Central Office, c/o Kyoto English Center, Sumitomo Seimei Bldg., Shijo-Karasuma Nishi-iru, Shimogyo-ku, Kyoto 600. Thank you.



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JALT UnderCover

AN INTRODUCTION TO FUNCTIONAL GRAMMAR. M.A.K. Halliday. London: Edward Arnold, 1985. 387 pp.

Go ahead – accept a challenge. Unlike many books reviewed here, Professor Halliday's **Introduction to Functional Grammar (IFG)** is not a pedagogical text readily appropriated for use by second language learners or language teachers. Written for university level linguistics and language education students, it is a descriptive grammar designed for use in the analysis of spoken and written text.

This textbook addresses wording, the lexicogrammatical (lexis + grammar) component of Halliday's meaning-based model of language, which is commonly referred to as systemic linguistics. Although this model has much to say about grammar, associating it solely with grammar is doing an injustice to what Halliday has called "a way of doing things" with language.

Halliday's approach treats language as social behaviour manifested by the expression of meaning at social, semiotic, semantic, lexicogrammatical, and phonological levels. It employs networks of choices or options within systems of related features, such as theme, mood, and transitivity in the wording of texts, to depict the variety of simultaneous realizations of meaning. The application of systemic linguistics may be regarded as heresy by some, but for those of us whose formative years as language teachers involved the study of a confusing mixture of cognitive psychology, syntactic theories, and the communicative approach, it offers the revelation of a new perspective of language. Therein lies the challenge.

IFG is divided into two parts. There are five chapters on 'the clause' and six chapters 'above, below and beyond the clause.' The book concludes with three appendices: an analysis of an oral text; a note on the grammar of little texts, such as telegrams, newspaper headlines, signs, etc.; and a paradigm for semantic relations in lexicogrammar. There is no index; however, the decimal labelling system of the table of contents and the text is relatively easy to follow.

The division of the book according to differ-

ent perspectives on the clause embodies the systemic approach, which formalizes the simultaneous realization of meaning at multiple levels and ranks of description. The principle of organization is functional. Just as language functions in the external non-linguistic environment, it also functions within its own internal linguistic environment.

The useful 23-page introduction provides a theoretical and practical framework from which to proceed with this dual interpretation of function. This should suffice, especially if you have read books such as **Cohesion in English** by Halliday and Hasan (1976). If not, I suggest you have on hand a more general introduction such as Halliday and Hasan (1985), **Language, Context, and Text: Aspects of Language in a Social-Semiotic Perspective** (Deakin: 1985), Butler's **Systemic Linguistics: Theory and Applications** (Batsford: 1985), or Halliday's **Spoken and Written Language** (Deakin: 1985).

Suitably armed, we venture into 'functional grammar at clause rank. The first two chapters provide a detailed entry. Chapter 1 – Constituency -- deals with analyses of structural units of writing, spoken and written verse (**Drink to me only with thine eyes**, etc.), including rhythm and metre. This entertains while demonstrating that both writing and verse can be organized into hierarchies of constituents. Halliday concludes:

If such patterns are present in phonology, this in turn is because they are present in the underlying organization of linguistic form – namely in the system of the grammar (p. 18).

In Chapter 2 – Towards a functional grammar – we consider grammatical constituency. Halliday demonstrates minimal bracketing, which imposes the least amount of structure on wording as "functional bracketing – bracketing together only those sequences that have some function relative to a larger unit: (p. 24). These are the constituents of grammar which in nearly all realizations have more than one function at a time within the grammar.

The purpose of functional labelling is to provide a means of interpreting grammatical structure, in such a way as to relate any given instance to the system as a whole (P. 32).

This is how systemic linguistics achieves its breadth of application and its utility for language teaching.

These functionally-derived constituents are realized at different ranks – morphemes, words, groups, phrases, clauses – and reveal certain
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Halliday identifies these as lexicogrammatical structures: "a meaningful configuration of functions of the same kind is what is meant by a structure" (p. 37).

In Chapter 3, we are introduced to thematic structure, semantically organizing the 'Clause as message.' This is the first of the three principal kinds of meaning, or metafunctions, realized as structure. Theme is what the clause is going to be about; it has a textual function.

In Chapter 4, the concurrent organization of the 'Clause as exchange' between communicants is taken up. This is mood structure, in which the clause functions semantically as proposition and proposal and realizes an interpersonal function.

At the same time there is a semantic organization of the 'Clause as representation.' This third area of meaning is transitivity structure, the subject of Chapter 5. This relates to our common understanding of meaning in the sense of content. The clause represents our experience of phenomena, realizing an experiential function through the encoding of participants, processes, and the circumstances attendant on these processes.

These three chapters on textual, interpersonal and experiential meaning represent the heart and soul of a systemic-functional approach to the wording of texts and provide the basis for much of the content of the remaining chapters. To get some feeling for this, let's look at a short text analysed in **IFG** (p. 36) to show how the traditional concept of 'subject' *is* reinterpreted from a functional perspective.

We can ask three questions of each clause to determine Theme, Subject, and Actor, three functions of thematic, mood, and transitivity

structure, respectively:

1. What is it about? (the psychological subject or Theme)
2. What is it that is being predicated? (the grammatical Subject)
3. What is doing the action? (the logical subject or Actor)

This simplified example illustrates how the same wording simultaneously realizes different functions in multiple structures, a concept fully developed in Part II of **IFG**. These six chapters of the book further illustrate how concepts and relations developed with regard to one functional system consistently find application in other systems at different ranks: 'Below the clause: groups and phrases,' 'Language above the clause: the clause complex,' 'Additional: group and phrase complexes,' 'Beside the clause: intonation and rhythm,' 'Around the clause: cohesion and discourse,' and 'Beyond the clause: metaphorical modes of expression.'

IFC is demanding in the breadth of its coverage and novel in its approach. A broad range of familiar categories and terms is employed in new and stimulating ways. The concepts are often complex and, as the author warns, the writing is often dense because "There is always a problem when language is turned back on itself" (p. xxxiv). But we can benefit from the challenge of this approach which provides a richer structural description of language and bridges form and meaning. So go ahead – make your day.

Reviewed by Peter H. Ragan
National University of Singapore

Reviews in Brief

NEWNES COMPLETE WORD GAME DICTIONARY. Tom Pulliam and Gorton Carruth. Middlesex, England : Newnes Books, 1985. 646 pp.

What is a dictionary? I had always thought it was a listing of words and their definitions, so I was surprised when I opened this book and found only a listing of words. These are the words which the authors have found to be acceptable in playing such games as Scrabble? Ghosts, Hangman, crosswords, anagrams and other games. The authors explain that they wish to help the game players who need words and save them the problems of having to look them up in the huge dictionaries which would otherwise be necessary. They are right: this book would save the player an enormous amount of time.

(a)

I	caught the first ball
Theme	
Subject	
Actor	

(b)

I	was beaten	by	the second
Theme			Actor
Subject			

(c)

the third	I	stopped
Theme	Subject	Actor

(d)

by	the fourth	I	was knocked out
	Theme	Subject	
	Actor		

There is a listing of some 185,000 words in alphabetical order and one could hardly conceive of any listing being so complete. Strictly foreign words and proper nouns have been omitted. Archaic and variant spellings have been included if current reliable sources have included them in their dictionaries.

A special section is included called "High-Scoring Word Lists." This includes all words which contain J, Q, X, and Z anywhere in the word, a listing which all Scrabble™ players would benefit from.

The nine introductory pages explain how the book works, just exactly what is included and why, and then explains various games for which one could use this book. They also publish a quarterly journal and contributors have constructed a theoretically possible Scrabble™ game with a combined score of 4,142 points for the two players. They mention a single play that could bring you a score of 1,804 points. (The word **camphors** is already on the board and you preface it with **benzoxy-**.)

The authors conclude the introduction with these words:

In any word game in which the challenge arises, it is meant to be the arbiter. If you familiarize yourself with the contents of this volume and actually use it for its intended purposes, it cannot help but promote your progress as a gamerster – without diluting the fun!

Reviewed by AnnaMarie DeYoung
Notre Dame Women's College, Kyoto

FOUR SEASONS: AN ANTHOLOGY OF ORIGINAL WRITING IN ENGLISH BY JAPANESE WRITERS. John Pereira and Eugene O'Reilly, eds. Kyoto: City Press, 1985.

This anthology for reading and conversation is an unusual collection of original fiction, poetry, essays, travel writing, a questionnaire and a *manga* sample. Perhaps the most useful part of the book for college students is the fiction section. This is a little heavy on the gloom-and-doom, with stories of suicide, loneliness, frustration, lost love, and premature death, but it had enormous appeal for the late-teenage girls with whom the book was used. The stories capture the disturbing but usually suppressed feelings of many young men and women in modern Japan and are thus accessible to college-age (and older) students of both sexes. The questions accompanying each story provide stimuli for comment and discussion, both oral and written,

The material in the essay section provides a base for cross-cultural discussion, mostly at a more advanced level. In fact, some of the lexical content, the concepts expressed and the questions for discussion would be challenges for even the native speaker. For example: "**The Japanese mentality is unfit for abstract thinking,**" says Nobel Prize winner Prof. Yukawa Hideki. **What is your opinion?** (p. 90), and **Are only the Japanese people 'enigmatic,' or isn't any culture that doesn't depend on words necessarily so? What do you think?** (p. 91).

The accompanying **Composition Workbook** presents an attractively laid-out variety of familiar writing exercises, including diary writing, form filling, cartoon dialogue writing, models for a variety of paragraphs and short essays, and translation. Brief notes in English and Japanese give the rationale for the inclusion of each type of exercise. There are also challenging follow-up assignments and a number of self-tests.

A major difference between this and other composition coursebooks is that, as Pereira and O'Reilly state in their introductory letter-to-the-student, "most of the ideas and Writing Models have come from the students themselves." This provides material of high interest to most college students and also (at least with the students with whom the book was tried), provokes the reaction, "Well, if they can do it, so can we!" This sort of motivation can produce some exciting results which are rewarding for both teacher and student.

Overall, both books impressed me as being valuable resource books for a variety of teaching situations and, with some modifications to the anthology, highly effective coursebooks.

Reviewed by Lesley Geekie
Aichi Shukutoku Gakuin Tandai

THE NATIVE SPEAKER IS DEAD. Thomas M. Paikeday. Toronto and New York: Paikeday Publishing, 1985. 109 pp.

The author is a lexicographer with over 20 years' dictionary-making experience in the North American market. As such, he is bothered by loose definitions, and one of his pet peeves has long been the woolly thinking that surrounds the term **native speaker**. That this question is far from inconsequential will be obvious to anyone who has scanned the advertisement columns of **The Japan Times** in search of an English-teaching job. Earlier this year, in the "Readers in Council" section, a flurry of indignant letters followed reports of discrimination against applicants for such jobs on the grounds that, although it was

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admitted that they were fluent in English, they were "not native speakers." Paikeday is also concerned by the practice of linguists like Chomsky of swearing by the insights and intuitions of the 'native speaker,' despite the fact that this term is ill-defined by most people who use it and not defined at all by Webster or Oxford.

Paikeday's **modus operandi** was to send a memo entitled "Anyone Met a Native Speaker?" (Appendix 2 of his book) to over 40 international scholars (including Chomsky, Carroll, Crystal, Halliday, Labov, Quirk and Fromkin), then edit their written responses into a kind of debate forum. His aim, ostensibly, is to promote a dispassionate inquiry (he even refers to himself throughout as 'Inquirer') into the validity of this term and the appropriateness of the authority and trust given to the bearers of the title by linguists and language school employers alike. But his book's title is a give-away – he had already made up his mind before beginning this project and is simply bouncing his final conclusion off other scholars.

Be that as it may, this book provides valuable food for thought for those who arbitrarily dismiss proficient users of a language simply because it is not their very first. It should provide encouragement to Japanese learners and teachers of English *to* have more confidence in their own intuition, and not always to feel they must wait for the judgment of what Paikeday calls "the mythical 'native speaker.'"

Reviewed by Neville Laing
Institute for International Mineral Resources
Development, Fujinomiya, Shizuoka-ken

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 November 30.**

CLASSROOM TEXT MATERIALS/ GRADED READERS

- *Abdulaziz & Shenkarow. **Write It Right: Beginning handwriting and composition for students of ESL.** Prentice-Hall, 1986.
- *Bacheller. **Listening and Recall.** Prentice-Hall, 1986.
- *Casanave. **Strategies for Readers.. A reading/communications text for students of ESL. books 1 & 2.** Prentice-Hall, 1986.

- *Degan. **Building Competency in Two/Three-Word Verbs.** Prentice-Hall, 1986.
- *Frank. **Modern English. 2nd ed., books 1 & 2.** Prentice-Hall, 1986.
- *Kasser & Silverman. **Stories We Brought With Us: Beginning readings for ESL.** Prentice-Hall, 1986.
- *Lougheed. **The Prentice-Hall TOEFL Prep Book.** Prentice-Hall, 1986.
- *Mason. **Meaning by All Means.** Prentice-Hall, 1986.
- *McCrum et al. **The Story of English.** Faber & Faber/BBC, 1986.
- *Noone. **The Ability to Risk: Reading skills for beginning students of ESL.** Prentice-Hall, 1986.
- *Pakenham. **Expectations: Language and reading skills for students of ESL.** Prentice-Hall, 1986.
- *Ramsay. **Basic *Skills for Academic Reading.** Prentice-Hall, 1986.
- *Sheehan. **Comp One! An introductory composition workbook for students of ESL.** Prentice-Hall, 1986.

- Allen & Robinett. **The New Technologies: Readings for learners of English.** McGraw-Hill, 1986.
- Carver & Fontinos. **A Conversation Book: English in everyday life, book 2, 2nd ed.** Prentice-Hall, 1985.
- Dunn. **Noah and the Gold Turtle: Stories from the East and West for the ESL student.** Prentice-Hall, 1985.
- Herzfeld-Pipkin & McCarrick. **Exploring the United States: Past and present.** Prentice-Hall, 1985.
- Janssen. **Unusual Stories from Many Lands.** Prentice-Hall, 1985.
- 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.

†Ellis & Ellis. **Counterpoint 3** (Student's book). Nelson, 1986.

†NOTE: The scheduled reviewers of Palmer et al. **Personal Relations** and Yorkey et al. **New Perspectives** have declined to review them and have returned the books. Any other JALT member who wishes to assume responsibility for either review should contact the Book Review Editor.

TEACHER PREPARATION/ REFERENCE/RESOURCE/OTHER

- *Harper. **ESP for the University** (ELT Documents: 123). Pergamon/British Council, 1986.
- *Larsen-Freeman. **Techniques and Principles in Language Teaching** ("Teaching Techniques in ESL" series). Oxford, 1986.

Rogers. **Dictionary of Cliches.** Ward Lock, 1986.
Room. **Dictionary of Britain.** Oxford, 1986.
Thomson & Martinet. **A Practical English Grammar. 4th ed.** Oxford, 1986.

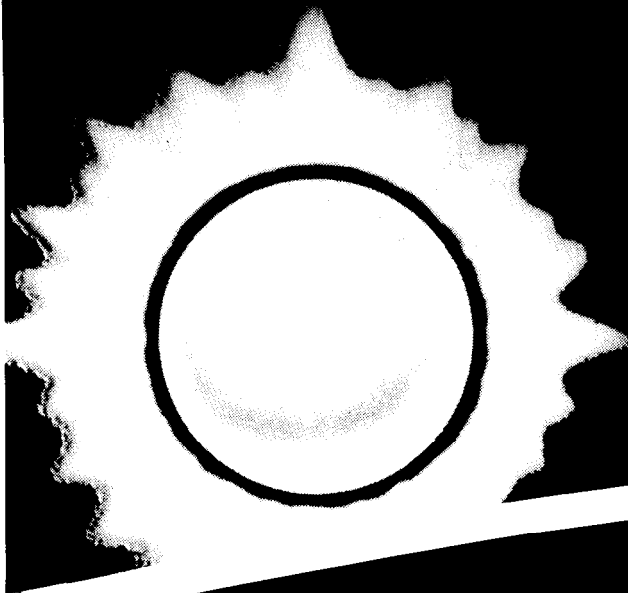
†Wallace. **Learning to Read in a Multicultural Society: The social context of second language learning** ("Language Teaching Methodology" series). Pergamon, 1986.

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 review of books pub-

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BY JEREMY HARMER



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lished 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.**
 ----- **English as a Second Language in the United Kingdom.**
 Buschini & Reynolds. **Communicating in Business.**
 Carrier. **Business Reading Skills.**
 Cawood. **Cassell's Intermediate Short Course.**
 Crombie. **Discourse and Language Learning.**
 ----- **Process and Relation in Discourse and Language Learning.**
 De Jong. **The Bilingual Experience.**
 Ellis. **Understanding Second Language Acquisition.**
 Feigenbaum. **The Grammar Handbook.**
 Graham. **Small Talk.**
 Hall. **Working with English Prepositions.**
 Harris & Palmer. **CELT: A Comprehensive English Language Test for Learners of English**
 Hedge. **In the Picture.**
 Helgesen et al. **English Firsthand.**
 Jenkins. **Writing: A content approach to ESL composition.**
 Kellerman & Sharwood Smith. **Crosslinguistics Influences in Second Language Acquisition.**
 Kim et al. **Interactions.**
 Kitao & Kitao. **American Reflections.**
 Klein. **Second Language Acquisition.**
 Knight, ed. **Keep in Touch.**
 Lavine & Fechter. **On Line: English for computer science**
 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 Paper.**
 Miller & Clark, eds. **Smalltown Daily.**
 Murphy, R. **English Grammar in Use.**
 O'Donnell & Paiva. **Independent Writing.**
 Palmer et al. **Personal Relations.**
 Palstra. **Telephone English.**
 Pint, trans. **The Adventures of Lucky Luke.**
 Prodromou. **Medicine.**
 Public Service Commission of Canada. **Gambits.**
 Reinhart & Fisher. **Speaking and Social Interaction.**
 Rivers. **Communicating Naturally in a Second Language.**
 Roberts. **Steps to Fluency.**
 Robinson. **Crosscultural Understanding.**
 NOTE: A review of Robinson. **Crosscultural Understanding** has been accepted for publication in the next issue of the JALT Journal
- Rossi & Garcia. **Computer Notions**
 Savignon. **Communicative Competence.**
 Shovel. **Making Sense of Phrasal Verbs.**
 Thomas. **Intermediate Vocabulary.**
 Wright. **Collins Picture Dictionary for Young Learners.**
 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

TOTAL PHYSICAL RESPONSE/CARD GAMES FOR LOWER-LEVEL CLASSES

発A者 Aleda Krause
 報告者 Dawn Wilson
 宮本 明人
 (Miyamoto, Akito)

千葉支部では9月21日、Aleda Krause 女史のTPRおよび初級者向けカードゲームの話聞く機会を得た。前半ではまず、TPRの理論と教授法が簡単に説明され、すぐに初級ドイツ語を教える実演に入った。参加者の殆どがドイツ語の学習経験を持たなかったが、Stehen Sie auf, bitte! / Berühren Sie die Tafel! Gehen Sie ans Fenster!などのコマンドに合わせて身体を動かしていくと、15分も経たないうちに、否定や(場所を表す)前置詞句を含むコマンドにも容易に反応できるようになり、この教授法の効果を改めて実感することができた。

TPRは子供や初級レベルにしか適さないのではないかという疑問に答えて、Krause氏はカレンダーを用いた作業(Draw two parallel lines through the day before yesterday)、身体言語と意味とを結び付けさせる作業(Raise your eyebrows—You're surprised)、受動態(What was turned around?)や関係節(Take the pencil that he has just put on the table)、頻度表現(Find something you only/never/sometimes/always eat for lunch)などを含む文例を挙げ、構文や概念が相当複雑になってもこの技法が充分有効であることが示された。フロアから、現実の会話では命令文はそれほど使われないという指摘があったが、コマンドは必ずしも命令文を使う必要はなく、依頼・提案など類似機能を持つ他の表現(Do you think you could...? What about...?)を適宜使えばよいということであった。これに関連して、日本語を教えるためのTPRで「座れ」「立て」など極めて不自然な言葉遣いが無反省に用いられていることが指摘され、教授者が目標言語の社会言語学的考察の下に授業を勧めることの重要性が痛感された。

教授者が目標言語のネイティブスピーカーでない場合

の不安は、使用するべき動作や事物の名称、文型、表現、例文などを予め一覧にして、手順を示した自分用のマニュアルを作っておくなどの準備をすることで完全に解消されるということであった。尤も、これはネイティブスピーカーでも当然行わなければならないことではあるが。

TPRを具体的な場面と結び付けた action chain の例としては“Washing your hands”の場面が示された。Action chains の宝庫として紹介された書物の一つは Harold E. Palmer と Dorothee Palmer の *English Through Actions* (Tokyo: IRET, 1925; republished by Longmans, Green, 1959) であった。Oral Method に馴染みの深い日本の先生方は TPR 教授法の源流の一つを見る思いをされたのではないだろうか。

Krause 氏は、TPR で得たりスニングの技能はリーディングやライティングにも容易に移行 (transfer) することを力説し、その応用例として、中学・高校の授業の終り15分位の間に、次回の授業で扱う新出事項などを含む文を予め TPR で導入しておくことを勧められた。

後半は童心に返って、女史の工夫された Go Fish!, War!, I Don't Believe you! (「ダウト」の応用) などのカードゲームを行い過ごした。

Krause 氏のこの日の話と実演は具体的・実践的で、参加者一同「私にもできる」ことを体験学習的に説得された有意義な午後となった。

FUKUOKA

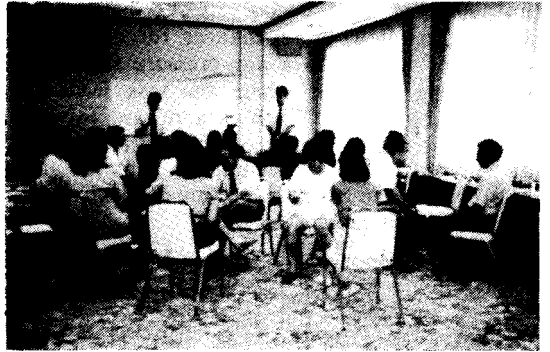
SEMINAR STIMULATION!

Eighteen participants spent two half-days and an overnight at JALT-Fukuoka's 1986 Second Annual Golden Seminar, Sept. 13-14, in a small seminar center near Ohori Park. The format of the seminar, with its evening discussion and overnight stay, gave everyone a chance to speak out and to get to know fellow teachers in the Kyushu-Honshu area. Suggestions revealed participants wanted even more such chances at interaction, and next year participants will each be asked to prepare a mini-presentation themselves, for the evening session.



Marc Helgesen (second from right)

Dave Masher and Lonny Wiig



Guest speakers for the seminar were Marc Helgesen (U. of Pittsburgh, Tokyo), who did an afternoon session entitled “Big Classes, False Beginners, and Turning Texts into Games,” and Lonny Wiig and Dave Masher (team teachers at Hiroshima Jogakuin High School), whose morning session was “20 Sure-Fire Ideas for the High School Foreign Language Classroom.” All three speakers were very well received, and sessions were lively, highly participatory, and generated much laughter.

Reported by Maddy Uraneck

KOBE

ENGLISH COMPOSITION: RESEARCH AND PEDAGOGY

By Curtis Kelly

The members of Kobe chapter were guided through the fast-running currents of English composition research and pedagogy at the September meeting. Beginning with a multiple-choice test given to diagnose our own beliefs and prejudices, the first half of the presentation proceeded to uncover some of the myths and misconceptions held by many in regard to teaching composition. The different focuses of composition teaching, as well as an array of buzzwords commonly used in any discussion of writing, were reviewed in a lively and humorous delivery. Punctuating his talk with numerous references to empirical research, Kelly provided a wealth of information.

The gist of Kelly's views reflects years of experience in the Japanese EFL environment. He outlined the differences in discourse architecture that exist between Japanese and English expository prose. Along with extensive reading to instill English organization style, he suggests explicitly presenting these differences to the students.

Kelly believes the successful pre-writing stage to be crucial for effective EFL composing, and advocates providing sufficient content and idea-
(cont'd on next page)

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generating activities. Further points for consideration included 1) focusing on task-based fun exercises to allow more chances for exploring the writing process in a non-pressure situation, 2) designing activities where the task leads to some concrete visual result as a reward for the effort, 3) refraining from correcting errors in the early stages, and 4) separating content and structural revision from the editing of mechanical errors and word choice.

Reported by Terence J. McDonough

OMIYA

SOME IDEAS FOR TEACHING CHILDREN

By Mitsue Tamai

Chapter Recording Secretary Mitsue Tamai began the July meeting of the Omiya chapter with a presentation on teaching children. Tamai at first discussed some theoretical aspects of child language development, which included the child's linguistic capacities vis-a-vis the rationalist and empiricist approaches; the behaviorist, transformational grammar, and process models of language acquisition in children; the "critical period hypothesis" of Lenneberg, and opposition to it from Marcel Kinsbourne; and Lenneberg's "second language acquisition hypothesis," with support from Krashen.

This was followed by lively audience participation in simple English songs for children that contained a good deal of repetition, phonics exercises, and a play about Little Red Riding Hood.

Reported by David Burger

EXTENSIVE READING FOR PLEASURE

By David Burger

The benefits of helping students develop the foreign language reading habit through encouraging extensive reading for pleasure was the focus of the September meeting. Chapter president David Burger pointed out that teachers need to select books for extensive reading that are: appealing, easy enough, and short. Burger illustrated this by showing the most-read book in his classes during the previous semester, **Fast Food**, which had a bright, colorful cover, large, attractive photos inside, and was thin in size.

In addition, the teacher must provide a variety of interesting books at suitable levels for students to choose from on their own. It has been suggested that a minimum number of

books for such a library would be twice as many titles as students, while four times as many would be ideal.

When introducing extensive reading, teachers need to help wean students from overuse of a bilingual dictionary by showing them how to infer meanings through context, analogy with related words and using their prior knowledge of language and the world. According to Burger, the ultimate goal of any FL reading program could be viewed as a process of making the teacher obsolete; that is, of helping students read independently.

**Reported by Michiko Shinohara
Joshi Seigakuin Junior College**

TOKYO

TEACHING HOW TO LEARN LANGUAGES: NEURO-LINGUISTIC PROGRAMMING (NLP) AND SECOND LANGUAGE ACQUISITION

By Charles Faulkner

Learning how to use the strategies of excellent language learners was just one part of the JALT-Tokyo-sponsored three-day workshop on Neuro-Linguistic Programming (NLP) and Second Language Acquisition presented by Charles Faulkner, a Master Practitioner of NLP who has studied the strategies of excellent language learners and methods through NLP.

Neuro-Linguistic Programming is a detailed method for studying how the human brain learns, remembers, decides, and changes. Faulkner provided participants with ways of using students' existing learning strategies, and taught the group the best strategies as discovered by NLP. One of these was the NLP Spelling Strategy.

To learn the strategy of an excellent speller of English, make a picture of the word you wish to spell (up and left in the visual field). When you can spell it forward and spell it backwards, you've got it. When you want to spell it in the future, just look at the word in your mind and copy it down.

Faulkner used the NLP Spelling Strategy as an example of the difference between telling a student to 'learn' something and 'teaching them how to learn.' He explained the success of TPR (Total Physical Response) in that it makes a direct link between a foreign word and the experience of that word. He also explained how the classroom language teacher can make use of the multi-color/multi-modal memory system of Silent Way, and the music and role playing of

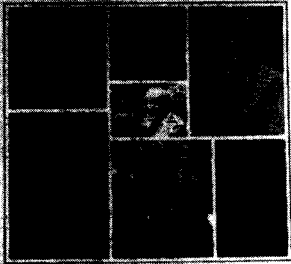
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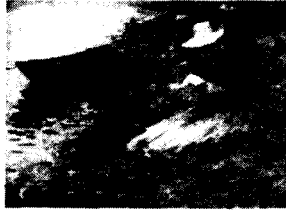


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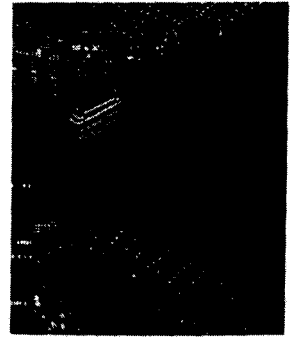
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COLLIER MACMILLAN

(cont'd from page 44)

Suggestopedia without having to embrace either method.

On the third day, Faulkner taught some of the strategies of excellent language learners. He included a way of accelerating learning through mental practice, and explained several activities that can be used as classroom games to free up memorized "frozen input" so that it can become part of a student's working vocabulary. A detailed workbook accompanied the workshop.

Reported by Dale Griffie

SAPPORO

AN INTRODUCTION TO CLASSROOM-CENTERED RESEARCH

By Dale Ann Sato

Teachers with interest in research or a strong sense of curiosity about what is happening in their classroom certainly appreciated Dale Ann Sato's "Introduction to Classroom-Centered Research (CCR)." She explained that although the simultaneous emergence of Krashen's theories and videotaping techniques has served as an impetus for the development of CCR, Japan's classrooms are generally closed to observers and CCR in Japan remains far behind CCR in other Asian countries.

Sato first defined the four main areas of CCR: patterns of classroom interactions; individual teacher/student characteristics; error treatment; and speech and behavior of students/teachers. This included information on methods of data collection (e.g. video, diaries) and about different coding systems for "teacher-talk." She then summarized three basic studies on turn-taking and teacher-talk, and concluded with an analysis of classroom interaction in her own classroom. This brought home the point that research especially CCR - is done by and for teachers, to help us understand our own classrooms better. Sato's well-documented presentation will hopefully inspire some of us to bring research down from the ivory tower and into our classrooms.

Reported by Suzanne Yonesaka

FROM THE EDITOR

Please feel free to send interesting in-action photos to accompany articles and Chapter Presentation Reports. The photos should be black-and-white glossy, with good contrast. If you have a photo that you think would make an interesting cover, or would be eye-catching somewhere inside the issue, *The Language Teacher* would appreciate your contribution. Regrettably, photos can not be returned, however, so make sure the photo is one you can spare!

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、国際ビジネスマンを教育することは、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、パネルを組んで討論する。

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
会場： 財団法人野村マネジメントスクール
新宿野村ビル44階
東京都新宿区西新宿1-26-2
TEL 03-342-8221

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
10:20 講演 「富士通における技術ドキュメント・サービス」
海外事業本部 ジョン・W・マーキン
11:50 昼食
13:00 講演 「国際化教育難感」
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 小林康平郎
国際電気 則藤良也
ICCS ラリー・ブルーバード
16:30 閉会の辞 JALT副会長
サイマルインコーポラル社長
小松達也

参加費及び申し込み方法：

参加申し込みは下記へ参加費を郵便振替にて送金して下さい。

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(昼食代を含む)
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 後援： 日本商工会議所
 The Daily Yomiuri
 朝日イーブニングニュース社
 (株)アルク The English Journal
 日本英語教育協会「百万人のビジネス英語」
 日本工業英語協会
 野村マネジメントスクール

—講演要旨—

「富士通における技術ドキュメント・サービス」

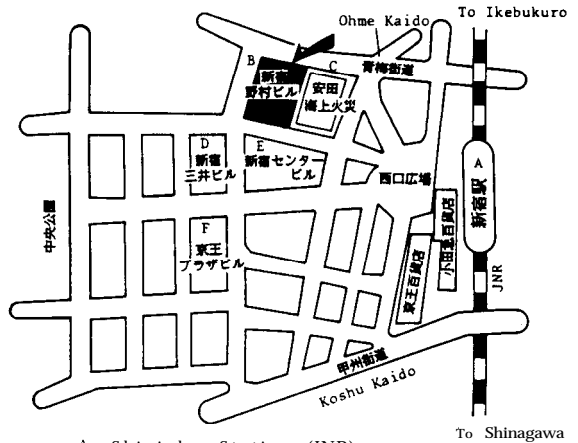
富士通 海外事業本部
 ジョン・W・マッキン

世界的にドキュメントの問題が特に目立っている企業は情報処理企業と航空・宇宙開発企業であると言われていたが、言葉のハンディを持つ日本の企業は更に苦しんでいる。日本のトップコンピューターメーカーである富士通も長年ドキュメント作成方法を研究してきたが、やっと効果的な方法を見つけた。その方法は以下に記述する。当社では長年顧客より出されたクレームを整理すると四つの大きなグループに分けることができた。すなわち、スピード (too late)、解かり易さ (can't understand)、情報の正確さ (not correct)、情報の取り出し易さ (can't find easily) である。これらの問題の原因は、ドキュメント作成過程がしっかりできていないところにある。この問題を解決するために、当社はドキュメント作成にたずさわる組織と作成方法の両方を見直した。組織の改善としては、ドキュメント関連各部門の管理職定例会をもうけた外に、出版管理のために、ハード・ソフト、国内・外の各専門課と出版作業サービスの専門子会社を設立することになった。作成方法の改善としては、ドキュメントエンジニアリング (DE) の工学的な作成論と DE を活用する New Document Methodology (NDM) を採用した。DE は製品開発の技術 (工学) をドキュメント作成に提供するこ

会場案内

The site of seminar

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- B Shinjuku Nomura Building
- C Yasuda Kaijo Kasai Building
- D Shinjuku Mitsui Building
- E Shinjuku Center Building
- F Keio Plaza Hotel

とであり、NDM は DE を活用するためにドキュメント作成組織および責任分担の見直しをするためのものである。

「テクニカル・ライティングの現状」

松下電子工業(株)国際部渉外担当参事
 林田 満寿夫

ちょうど今から7年前に、テクニカル・ライティングのスタイルについて、相当大胆な予測をしたが、その傾向は今やよりはっきりと現れている。そのひとつは「科学技術論文のアブストラクト」の場合であり、「2C's」、つまり、競争 (Competition) とコンピュータ化 (Computerization) のインパクトますます激化している。次は、「テクニカル・ニューズおよび新製品・新技術紹介記事」の場合であり、「3D's」、つまり、Dynamics、Diversification、そして Demonstration (or Dramatization) という3つのインパクトの激化である。上に述べた2つの極の中央に、広く分布するテクニカル・ライティングの分野についても大きな変化が起きつつある。そのひとつは、「マニュアル」である。今や、ひとつの重要部品以上の重要性をもって来たマニュアルの不備は、その製品の売上減のみならず、返品をももたしている。そしてマニュアルについては、「User-friendly」(わかりやすく使いやすい) という点が最も強く要求 (cont'd on next page)

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され、さらに英語を母国語としない読み手をも考慮する必要も重要な点となっている。

一方、研究開発の競争のほげしい分野の科学技術論文やレポートでは、いわゆるスタイル・ガイドの規定にはさまれながらも、いかに強く良い印象を与えるかという高度のテクニカル・ライティング技術が要求される。

このような多次元のインパクトのもとにある今日状況の中で、テクニカル・ライティングをいかに実践すべきか、いかに教育すべきか——一般論と共に、社内での問題点を述べてみたい。

「企業における語学教育の問題点」

日本電気エンジニアリング
小林 庚午郎

本来、企業が必要とするテクニカル・ドキュメントは、事実を誤りなく正確に読者に伝えればたりるものである反面、極めて高度の専門的技術を記述するものである。このような特質を十分考慮した上で対処することが必要と考える。

対象となるテクニカル・ドキュメントは、種類によって利用目的及び読者が異なる。このような違いを意識した教育が行われるべきである。

自分の考えを自国語で十分に記述できない人が、いかに高度の外国語能力を身につけても、それを十分に活用することは困難と思われる。この点で学校での日本語教育は十分でない。また、大学での語学教育が文法及び文学観賞に偏っている点も問題である。特に、海外向けのドキュメントの場合、相手国の国情、国民性、風俗習慣といった知識まで要求される。

企業内でのテクニカル・ライターへの地位がそれほど高く評価されないのも問題点の一つである。

テクニカル・ライターへの社会的地位を高めるため、企業及び産業界は一段の努力が必要である。

「英文ドキュメント作成」

国際電気株式会社 技術管理部 部長代理
則 藤 真 也

I. 輸出活動と英文ドキュメント作成

- 1 技術援助契約
 - a. 航空機搭載用無線機の製造技術のノウ・ハウの受入
 - b. 途上国への遠隔地用無線電話装置の製造技術のノウ・ハウの供与
- 供与すべきノウ・ハウ資料の作成にあたって受入れたノウ・ハウの資料を参考として利用できた。
- 2 OEM 生産

OEM 顧客から同社の同じファミリーの製品のマニュアル販売促進用資料一式（視聴覚手段を含む）、及びサービスエイド資料の供与を受け、米国式スケジュールに従ってセールスリリースの数か月前にドキュメント一式を完成した。

II. 英文ドキュメント作成における現状の問題点と今後の課題

- 1 現状の問題点
 - a. 直接上記プロジェクトに関係した部門の知識と経験にとどまっている。
 - b. 当該 OEM 受注機器のドキュメント作成の際に、いわゆる「たたき台」として利用したにとどまっている。
- 2 今後の課題（全社組織としての技術管理部の立場に立って）
 - a. 英文ドキュメント作成の知識経験を広く輸出関係部門に移転する。
 - b. 単に「たたき台」としての利用でなく OEM 顧客のドキュメントエンジニアリング（ドキュメントの設計、製作、検査、評価）のノウ・ハウを学ぶこと。

(cont'd from page 32)

classroom applications/teaching practices. Moreover, as it is increasingly necessary to schedule well-known speakers 1½ to two years in advance of our conferences, the LRPC feels that the ExCom should assign it the responsibility of compiling a list of possible speakers and then submitting the list to the JALT National Program Chair who will then choose the speaker(s) and write the letters of invitation.

Insurance

The LRPC is recommending that life insurance/retirement insurance for JALT members, in addition to the group health insurance offered through TESOL, be studied.

Future Direction of the LRPC

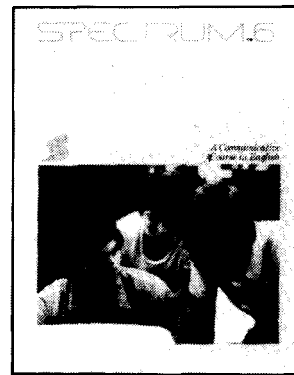
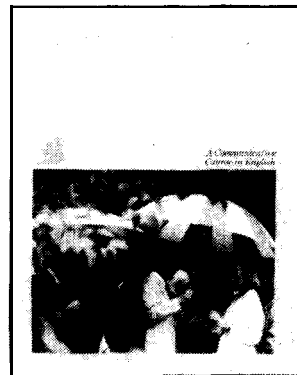
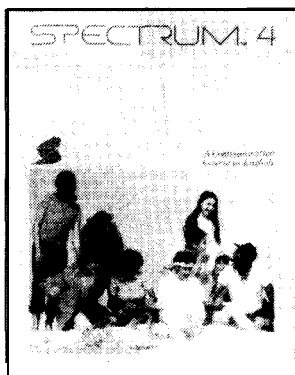
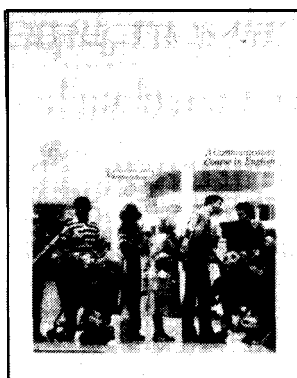
Finally, the future direction of the LRPC itself was considered and several recommendations will be made to the ExCom concerning ways to involve the active support and participation of a greater number of members. The creation of subcommittees, of LRPC liaison officers at the chapter level, and of other mechanisms whereby input into the LRPC does not need to be limited to any single geographical area, are examples of the substance of some of the recommendations. At the moment the committee is attempting to clarify its responsibilities while awaiting feedback on its various recommendations, explained in more detail in its August 1st report to National and chapter officers.

Submitted by Virginia LoCastro

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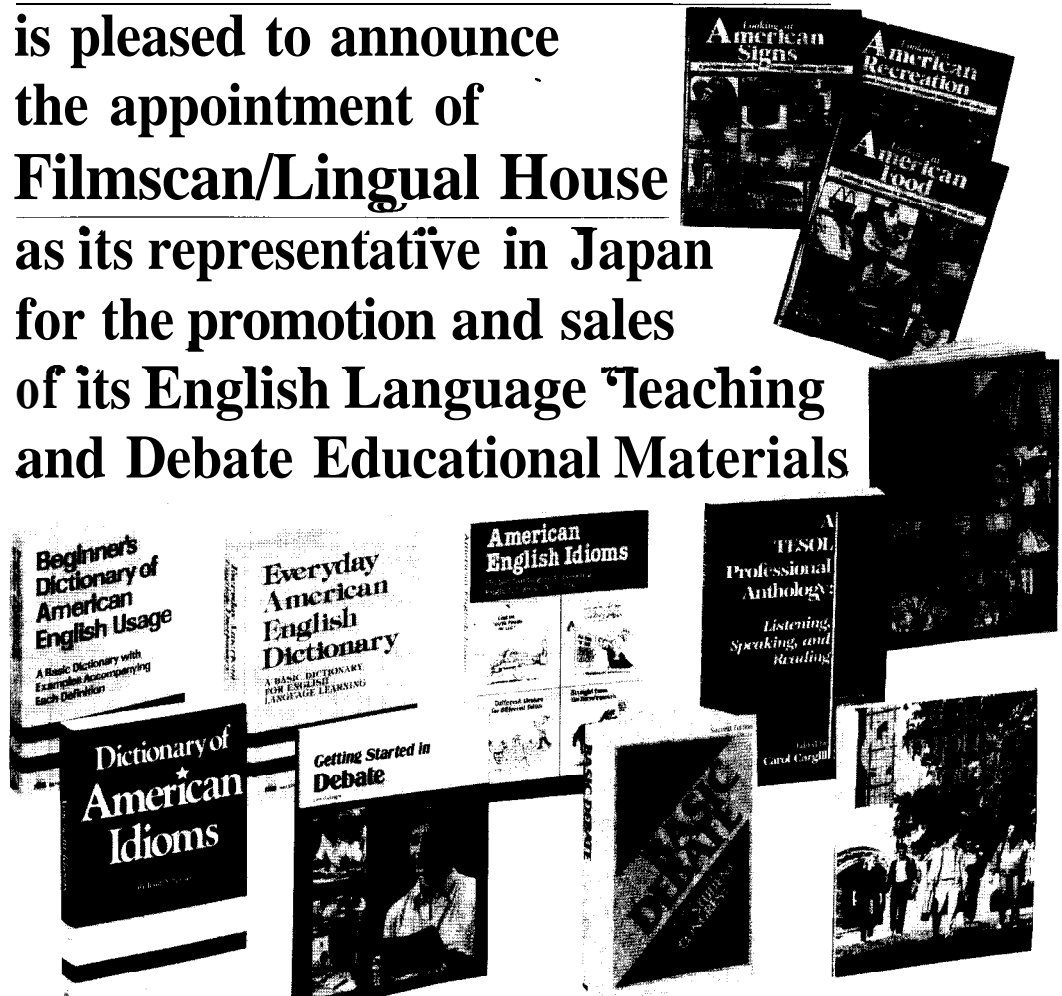
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Please send all announcements for this column to Jack Yohay; 1-1, 11 Momoyama Yogoro-cho, Fuehimi-ku, Kyoto 612. The announcements should follow the style and format of the LT and be received by the first of the month preceding publication.

ESL/EFL 教師養成講座

(ESL/EFL 'Teacher Training Seminar)

南コロラド州立大学にある ALA (アメリカン・ランゲージ・アカデミー) では、日本の中学、高校、大学の英語教師の為に 4 週間 (1987年1月18日~2月13日) の教師養成講座を開きます。

詳細は、DIDASKO (ALA デスク) まで、お問い合わせ下さい。

DIDASKO (ALA デスク)

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☎ 06 443 3810

CALL FOR PAPERS LANGUAGES and COMMUNICATION FOR BUSINESS and the PROFESSIONS Ann Arbor, Michigan, May 8-9, 1987

Papers on foreign languages for business and the professions are appropriate. Special preference will be given to proposals of no longer than 30 minutes on Commercial French, German, Japanese, Spanish, and ESL. Papers are also sought on the study and use of languages and cultures for law, medicine, social services, public education, engineering and technology, the sciences, mathematics and journalism, and on any aspect of 1) how to conduct business abroad, 2) how to do business in a cross-cultural domestic context, 3) how to teach international business concepts and techniques, and 4) how to consult in these areas. Guidelines for the submission of abstracts, registration materials and program details are available from the Conference Co-Chairmen, Dr. John R. Hubbard and Dr. Geoffrey Voght, Department of Foreign Languages and Bilingual Studies, Eastern Michigan University, Ypsilanti, MI 48 197, U.S.A.

"SPEAKING OF ENGLISH" New Weekly BBC Programme

On Oct. 19 BBC began to broadcast a weekly magazine programme on its World Service for

teachers of English, featuring up-to-date developments in English life, literature and teaching methods, reports from seminars and conferences, reviews from recent English teaching and English usage books, and fortnightly extended discussions with key ELT figures. The subjects will include: *The Story of English - History of English worldwide* by Robert McCrum; *Brit Think Ameri Think - Comparison of British and American attitudes to life, love and language* by Jane Walmsley; *Why Learning Grammar is Essential* - by Robert O'Neill; *How to Bring Up Your Child Bilingually* - by Prof. David Crystal; and *Using English Professionally* - by Prof. Sir Randolph Quirk.

"Speaking of English" can be heard in Japan on Sundays 9:30-9:45 a.m. on 17.71MHz and 15.435MHz and 6:30-7 p.m. on 15.36MHz, 11.955MHz and 9.725MHz.

WINTER SSH WORKSHOP

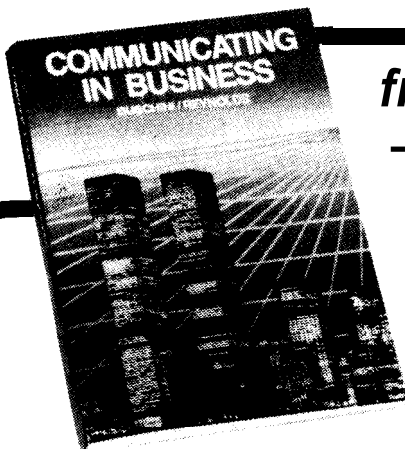
A three-day SSH (Sound Spelling Harmony) workshop will be held Friday-Sunday, Dec. 26-28, at the Minami Aso Greenpia Hotel, which commands a panoramic view of all of Mt. Aso. SSH is a practical approach to the problems of teaching the sounds and spellings of English to beginners. It is based on the principles of phonics and utilizes a series of books and other materials developed by its originators, Paul V. Griesy and Yoshiko Yanoshita. For information: Dr. Paul V. Griesy, Kyoiku-gakubu, Kumamoto University, Kurokami, Kumamoto-shi 860; tel. 096-344-2111, ext. 2522.

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 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.

MINI-CONFERENCE ON TESTING

A two-day conference on testing is being planned for March 23 and 24, 1987 at Tsukuba University. Watch for details at JALT '86 in Hamamatsu and in the December issue of **The Language Teacher**.



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For the Class Act. . .

A high-contrast, black and white illustration of a hand in a white glove holding a rolled-up document. The hand is positioned on the right side of the frame, with the fingers gripping the edge of the document. The document is partially unrolled, showing a white surface with the text 'Prentice-Hall Books' printed on it. The background is solid black.

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*Prentice-Hall is the premier publisher of textbooks and teaching materials for ESL/EFL. We have almost 200 titles in **all** discipline areas; from our basal series, reading, writing, and conversation books, to survival skills, intercultural communication, and TOEFL prep. Prentice-Hall has the books that can teach **your** students to speak better English!*

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Meetings

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

CHIBA

Topic: Video for Children and Junior High School Students
 Speaker: Margaret Otake
 Date: Sunday, November 16th
 Time: 1-4 p.m.
 Place: Chiba Chuo Community Center, 6F; 0474-41-7721
 Fee: Members, free; non-members, ¥500
 Info: Dawn Wilson (Margaret's Institute of Language), 0474-62-9466

Video in the classroom is not only for adults and advanced classes. It is a great attention getter and teaching tool for children. However, finding video materials for children studying a foreign language is difficult. So many games and activities for children are designed to keep them busy without establishing a base for further progress in the language and without working out solid principles of language teaching.

The presenter will show staff-produced video tapes based on widely available commercial children's material. These simply-produced tapes show natural interaction between native speakers of English using vocabulary and structures from the children's class syllabus. The rationale behind the tapes and exercises, which utilize the same principles as for adult material, will be explained and demonstrated. The ideas presented can be applied to any syllabus by anyone who enjoys teaching children and young adolescents.

FUKUOKA

Topic: A Holistic View of Communication – and – What Happened to Grammar?
 Speaker: Dr. Donald R.H. Byrd, City University of New York
 Date: Sunday, November 16th
 Time: 3-5 p.m.
 Place: Fukuoka Tenjin Center Bldg., 14F (Iwataya Community College); 0978-1-1031
 Fee: Free to all
 Info: Esuko Suzuki, 092-761-3811
 Maddy Uraneck, 0940-33-6923

Recently much has been written about the

theory of communicative approaches. Designing such courses and using them, particularly incorporating progressive grammatical forms, has been less explored. This presentation will emphasize curriculum design, based on the communicative approach.

One of the keynote speakers at JALT '86, Dr. Byrd's publications include **Spectrum, React, Interact, Can We Talk?, Write Away, People Are Funny.**

December Meeting

Topic: The Reform of English Language Education in Public High Schools
 Speakers: Ken Tamai, Shinobu Maeda
 Date: Sunday, December 7th
 Time: 2-5 p.m.
 Place: As above
 Fee: Members, free; non-members, ¥1,000

Kobe's Fukiai H.S. has an impressive program, now in its second year, to reform English education on a system-wide basis and having as its premise that there is no inherent conflict between teaching entranceexam-oriented English and teaching students to be capable, effective communicators. A panel discussion of Fukuoka educators and local native-speaking English teachers will follow the presentation. A lively question-and-answer session, with the audience actively taking part, is anticipated.

HIROSHIMA

Topic: JALT '86 – Conference Review
 Speakers: Undetermined
 Date: Sunday, November 30th
 Time: 1-4 p.m.
 Place: Hiroshima International School
 Fee: Free to all
 Info: Martin Millar, 082-227-2389
 Taeko Kondo, 082-228-2269

Hiroshima chapter members who were fortunate to have participated in the conference will form a panel, and will individually report on specific presentations. General impressions of the conference will also be reported to those who did not attend and thus it is hoped that any new ideas will find a channel for further dissemination.

GUNMA/MAEBASHI

Topic: Getting Started: Using Grammar Games and Stories
 Speaker: Steve Brown
 Date: Sunday, November 9th
 Time: 2-5 p.m.
 Place: Kyoai High School

Fee: Members, free; non-members, ¥500
 Info: Mori Shibayama, 0272-63-8522 (H)

The grammar drill and the reading followed by comprehension questions: what could be less "communicative"? This presentation will show how both much-maligned techniques can be made communicative, interesting, and fun to do. Special attention will be given to the issue of how to begin using these activities, step by step.

Steve Brown (M.A., San Diego State University) teaches at the University of Pittsburgh English Language Institute's Japan Program in Tokyo. He has taught ESL/EFL in California and, for almost six years, in Japan. He is JALT national program chairperson.

IBARAKI

Topic: Creating a Tri-Dimensional Syllabus for English as a Foreign Language
 Speaker: Steven J. Molinsky
 Date: Sunday, November 16th
 Time: 2-4 p.m.
 Place: Ibaraki Christian College (near JNR Joban Line, Omika Station ~ 4 stops north of Mito)
 Fee: Members, free; non-members, ¥500
 Info: Jim Batten, 0294-53-7665

Teachers of English usually have to choose either a grammar-based syllabus, a functional syllabus, or a topical syllabus. This workshop will explore a "tri-dimensional" approach to syllabus design ~ one which integrates sequential grammatical development with functions, topics, and vocabulary ~ and shows how this has been achieved in the new *Express Ways* series, a follow-up to the popular *Side by Side* series, both of which the speaker co-authored.

On Dec. 14, Leo Perkins will speak on "Teaching Spoken English to Japanese Middle and High School Students."

KYOTO

Special Lecture Sponsored by The British Council

Topic: Methodology of Listening and Reading
 Speaker: Jeremy Harmer
 Date: Friday, November 21st
 Time: 5:30-7 p.m.
 Place: Kyoto Kyoiku Bunka Center
 Fee: Free to all
 Info: British Council, 075-791-7151

Mr. Harmer is author of the text series *Meridian* and of a teacher training book, *The Practice of English Language Teaching*.

Special Lecture Sponsored by The British Council, JACET, and JALT

Topic: Background to Scientific English
 Speaker: Michael A.K. Halliday
 Date: Wednesday, November 26th
 Time: 6 p.m.
 Place: Kyodai Kaikan (from 100m north of Kawabata-Kojinguchi, take northeast diagonal one block)
 Fee: Members of the British Council, JALT, and JACET, free; non-members, ¥500
 Info: British Council, 075-791-7151

November Meeting

Topic: Preparing for Communicative Activities: Dealing with the methodological ideas underlying *Meanings into Words*
 Speaker: Adrian Doff, author of *Meanings into Words*
 Date: Thursday, November 27th
 Time: 2-4 p.m.
 Place: Kyoto YMCA, Sanjo Yanagi no bambu (on Sanjo-dori between Karasuma and Kawaramachi); 075-231-4388
 Fee: Free to all
 Info: C. Kondo, 075-965-8536

This is a different topic from those which Mr. Doff will address at JALT '86. He will be happy to answer questions and exchange ideas with teachers using or considering using his text.

KOBE

Topic: Contrastive Analysis of Conversational English and Japanese
 Speaker: John Hinds, Nagoya Gakuin University
 Date: Sunday, November 9th
 Time: 1:30-4:30 p.m.
 Place: St. Michael's International School
 Fee: Members, free; non-members, ¥1,000
 Info: Jan Visscher, 078453-6065

OMIYA

Topic: Writing in English: From Basic Skills to Creative Expression
 Speaker: Dr. Robert Henderson
 Date: Sunday, November 9th
 Time: 1:30-4:30 p.m.
 Place: Omiya YMCA
 Fee: Members, free; non-members, ¥1,000
 Info: Michiko Shinohara, 03-317-0163
 Aleda Krause, 0487-76-0392

The development of writing skills deserves careful attention from the earliest levels of language study. This presentation will examine a progression of writing activities appropriate for various stages of learning, from very basic controlled exercises for beginning students to paragraph development and creative composition for more advanced learners, with emphasis
 (cont'd on page 59)



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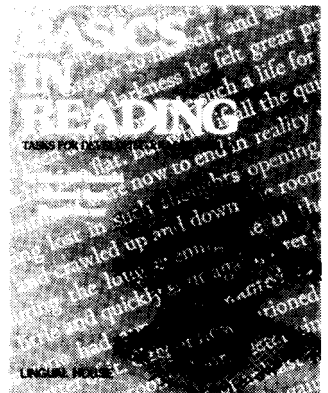
“Changing patterns of families,” “The writing of history”, “Practical tips for travelling”, “Breaking habits”.

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BASICS IN READING

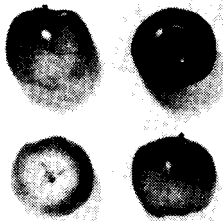
Tasks for developing reading skills

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Personal Views

INTERACTION THROUGH READING AND LISTENING



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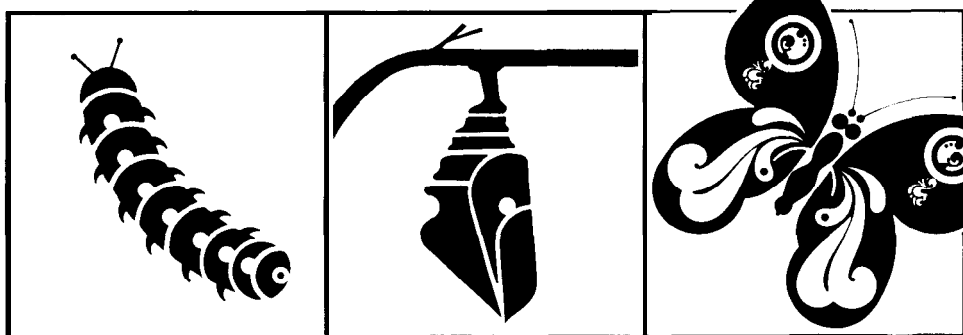


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A belle . Mason

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(cont'd from page 55)

on the relaxing of controls and the encouragement of free expression. Opportunities will be provided for participants to engage in various types of writing activities and to discuss their own experiences in teaching writing.

Dr. Henderson is Director of the University of Pittsburgh English Language Institute, Japan Program. He is the author of *Printing and Handwriting* and a co-author of the *InterCom/New Perspectives* series and of *Writing: Communicative Activities in English*.

OKAYAMA

Joint JACET/JALT Meeting

Topic: A Functional Approach to Spoken and Written Language
 Speaker: Michael A.K. Halliday
 Date: Friday, November 28th
 Time: 4-5:30 p.m.
 Place: Notre Dame Seishin University, Caritas Hall, Room 200; tel. 0862-52-1155
 Fee: Members, ¥500; non-members, ¥1,000
 Info: Fukiko Numoto, 0862-53-6648

SAPPORO

Topic: Composition and Intercultural Teaching
 Speaker: Norman Yoshida
 Date: Sunday, November 30th
 Time: 1:30-3:30 p.m.
 Place: Kyoiku Bunka Kaikan, 3F, Odori West 14
 Fee: Members, free; non-members, ¥500
 Info: T. Christensen, 011-737-7409

Mr. Yoshida will present a practical approach to developing cultural sensitivity through writing.

TAKAMATSU

Topic: High Points of JALT '86
 Speakers: Members who attended JALT '86
 Date: Sunday, November 30th
 Time: 2-4:30 p.m.
 Place: To be arranged
 Info: P. Manning, 0878-45-1782
 S. Maruura, 0878-34-6801

This will be a chance for members who could not attend JALT '86 to learn what was presented at that conference.

NO CHAPTER IN YOUR AREA?

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

TOKYO

Special Lecture Sponsored by The British Council, JALT and JACET

Topic: Background to Scientific English
 Speaker: Michael A.K. Halliday
 Date: Tuesday, November 25th
 Time: 6 p.m.
 Place: The British Council, 2, Kagurazaka 1-chome, Shinjuku-ku, Tokyo 162
 Fee: Free to members of The British Council, JALT and JACET; non-members, ¥500
 Info: Yoshiko Asano, 03-235-8024

Special Lecture Sponsored by The British Council, JALT and Cambridge University press

Topic: What's in a Poem?
 Speaker: Alan Maley, The British Council, India
 Date: Wednesday, November 26th
 Time: 6 p.m.
 Place: The British Council (address above)
 Fee: Free to all
 Info: Yoshiko Asano. 03-235-8024

November Meeting

Topic: Extensive Reading Using Graded Readers and Beyond
 Speaker: Julian Bamford
 Date: Sunday, November 30th
 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

This demonstration ~ an expansion of the one given at JALT '86 ~ will introduce graded readers and show how they can give your students the value (and pleasure) of extensive reading in English. Extensive reading will be defined and evidence presented indicating that it may be essential in developing reading fluency. Other benefits of extensive reading will be detailed. Graded readers can be added to most teaching programs because they are ideally used as homework. The focus of the demonstration will be on organizing a class library rather than in-class use of readers. How to choose books of the right type and level for your class, how to 'follow up' the homework reading, how to use cassette tapes of books and, crucially, the bridge to authentic reading will be covered. No previous knowledge is necessary.

Julian Bamford was born in England and educated in the U.S.A. He is a lecturer at Bunkyo University, Kanagawa-ken, and co-director of E.L.L., a school for full-time language study in Tokyo.

(cont'd on next page)

(cont'd from previous page)

TOKYO JHS/HS SIG

Topic: Communicative Activities for Mon-busho Texts
 Speaker: Sheila Brumby
 Date: Sunday, November 16th
 Time: 2-5 p.m.
 Place: Pittsburgh University ELI-JP, Iida-bashi; 03-238-0531 (see map in the August issue of **The L T**)
 Fee: Members, free; non-members, ¥500
 Info: Derald Nielson, 03-481-0836
 Yoshiko Matsubayashi, 03-601-9479

Mrs Brumby is an English Language Specialist at the British Council.

YOKOHAMA

Topics: 1) Techniques for Teaching EFL to Junior and Senior High School Students
 2) Five Fail-Safe Games to Use with Businessmen
 Speakers: 1) Yoshio Mochimaru
 2) Mike Williams, Temple University Japan
 Date: Sunday, November 9th
 Time: 2-5 p.m.
 Place: Kaiko Kinen Kaikan (near JNR Kannai Station)
 Fee: Members, free; non-members, ¥500
 Info: Bill Patterson, 0463-34-2557

YOKOHAMA SIG for Teachers of English at Secondary School

Topic: My Studies at the English Course in Britain - Mainly Comparison between English Education in Japan and Other Countries
 Speaker: Hideo Watanabe, Midorigaoka SHS
 Date: Sunday, November 9th
 Time: 1-2 p.m.
 Place: Yokohama Kaiko Kinen Kaikan
 Info: Kimiko Ozawa, 045-811-2959

Mr. Watanabe is one of the three winners in the 1986 British Council-Cathay Pacific Airways essay competition. During summer 1986, he attended the English Seminar in Britain. There he made a project to study the movement of English education in many other countries. He will speak about the project.

TESOL RATES REVISED

The yen rates for TESOL membership have been revised, effective Nov. 1, to more accurately reflect the current ex-change rate. See the **furikae** form in this issue for the revised fee schedule.

Positions

Please send **Positions** notices to the Announcements 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.

宮崎大学教官公募

職 名: 助手
 専攻分野: 英語科教育法
 担当科目: 英語科教育法及び一般英語
 資格: 修士課程修了見込以上またはそれに準ずる者
 年齢: 29才以下
 採用予定年月日: 昭和62年4月1日
 提出書類: イ) 履歴書(写真添付)
 ロ) 健康診断書(国公立の病院又は保健所のもの)
 ハ) 出身学校又は在職する研究機関等の長の推薦書
 ニ) 業績、著書、論文(別刷、コピー可)及び業績一覽表
 ホ) 成績証明書(学部及び大学院)
 ヘ) 最終学校卒業証明書及び修了証明書(修了見込証明書可)
 ト) TOEFL、英検等、学校教育以外の英語能力の評価のコピーが添付されることが望ましい。ただしこれは必要条件ではない。

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(CHIBA) EE*L Instructor of two-year position from March, 1987. Duties: teaching children and adults of all levels 25 hours a week, 5 days a week; designing curriculum. Requirements: B.A./M.A. in TESL/TEFL or teaching certificate in related field and experience. Non-smoker preferable. Salary: Depends on qualifications; 10% raise for second year. Bonus upon completion of contract. Benefits: 230 working days, rest are paid holidays including two weeks winter and two weeks summer vacation. Low-cost furnished housing and insurance support. Send resume and cover letter by Nov. 15 to: Yuichi Otake, M.L.L., 2-6-6 Narashino-dai, Funabashi-shi, Chiba-ken 274; tel. 0474-62-9466.

(NAGANO-ken) Full-time English Instructor position open at Matsumoto Dental College, beginning any time between April and June, 1987. Requirements: native speaker of North

(cont'd on page 62)

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(cont'd from page 60)

American English, M.A., and ESL experience. Two-year contract, renewable. Pay for first year is approximately ¥4.7 million; second year approximately ¥5.4 million. Housing allowance and round-trip transportation from U.S. provided. Application deadline: Dec. 31. Write with resume and photo to David Carlson, Program Director, 2-26-33-302 Kami Ochiai, Shinjuku, Tokyo 16 1.

(NAGOYA) Full-time position beginning April 1, 1987, as Associate Instructor. Contract is for two years with one renewal possible. Minimum teaching load of 16 hours per week plus office hours and participation in program planning. Compensation depends on qualifications. M.A. in ESL/EFL, English, Linguistics, or related field required. Female preferred. Please forward: resume; statement of career goals; two recommendations including one from a faculty member of most recently attended graduate school, to Peter Garlid, Department of English, Nanzan Junior College, 19 Hayato-cho, Showa-ku, Nagoya 466.

(NAGOYA area) Full-time position beginning April 1, 1987, as Associate Instructor. Contract is for two years with renewal possible. Minimum teaching load of 16 hours per week plus office hours and participation in program planning. Compensation depends on qualifications. M.A. in ESL/EFL, English, Linguistics, or related field required. Please forward: resume, statement of career goals; two recommendations including one from a faculty member of most recently attended graduate school, to Fr. Ed. Grzenia, Department of International Culture, Nagoya Holy Spirit Junior College, 2 Seire-cho, Seto, Aichi 489; tel. 0561-21-3161.

(NIIGATA-ken, TOKYO) International University of Japan, Graduate School of International Relations, seeks: (1) Tenure-track Lecturer/Assistant Professor of ESL, to begin January, March, or August, 1987. Duties: teach 9 hours/

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JALT, which was formed by a handful of teachers in the Kansai area in 1976, has grown to an organization of some 2700 members throughout Japan with a broad range of programs. JALT was recognized as the **first** Asian affiliate of International TESOL (Teachers of English to Speakers of Other Languages) in 1977. It is the Japan branch of IATEFL (International Association of Teachers of English as a Foreign Language). JALT members teach at all levels, from pre-school to adult, in public schools, colleges and universities, commercial language schools and industry. All share a common commitment to the betterment of language teaching in Japan.

PUBLICATIONS

- **JALT JOURNAL** – A semi-annual publication of interest to language instructors at all levels.
- **THE LANGUAGE TEACHER** JALT's monthly publication with 36 to 72 pages per issue, containing brief articles on current issues and new techniques, interviews with leaders in language education, book reviews, meeting announcements, employment opportunities, etc.
- **CROSS CURRENTS** – A Journal of Communication/Language/Cultural Skills, published by the Language Institute of Japan (LIOJ). Subscriptions are available to JALT members at a substantial discount.
- Publications through IATEFL – JALT members who join IATEFL through JALT may subscribe to the following publications at a substantial discount: **ENGLISH LANGUAGE TEACHING JOURNAL**, **WORLD ENGLISHES**, **MODERN ENGLISH TEACHER**, **EFL GAZETTE**.

MEETINGS AND CONFERENCES

- **JALT INTERNATIONAL CONFERENCE ON LANGUAGE TEACHING/LEARNING** – An annual conference providing a forum for the exchange of new ideas and techniques similar in aim to the annual TESOL conference. The program consists of over 100 papers, demonstrations, workshops and mini-courses given by the membership and invited guests. An exhibition of language teaching materials from all major publishing houses covering an area of over 500m² is held in conjunction with this meeting every year.
- **SPECIAL MEETINGS/WORKSHOPS** – Special meetings or workshops, often conducted by a distinguished educator especially invited from abroad. The following annual workshops cater to the special needs of the members and to the teaching profession as a whole: Summer Institute – Primarily for secondary school teachers, aims at improving their language proficiency while studying effective techniques for the language class. Seminar for the Director of Language and Preparatory Schools to keep administrators informed on current trends in language teaching and learning. Seminar on In-Company Language Training – Provides businesses with the opportunity to exchange information for the betterment of language education programs in industry.
- **LOCAL MEETINGS** – Local chapters organize monthly or bimonthly meetings which are generally free of charge to all JALT members regardless of their chapter affiliation.

LOCAL CHAPTERS – There are currently 22 JALT chapters throughout Japan, located in Sapporo, Sendai, Yamagata, Ibaraki, Omiya, Chiba, Tokyo, Yokohama, Shizuoka, Hamamatsu, Nagoya, Kyoto, Osaka, Kobe, Okayama, Hiroshima, Tokushima, Takamatsu, Matsuyama, Fukuoka, Nagasaki, and Okinawa. Chapters are now being formed in other areas such as Aomori, Utsunomiya, and Maebashi.

AWARDS FOR RESEARCH AND MATERIALS DEVELOPMENT – JALT allocates funds annually to be awarded to members who apply for financial assistance for the purpose of conducting research into language learning and teaching, or to develop materials to meet a specific need. Application must be made to the President by September 1. Awards are announced at the annual conference.

MEMBERSHIP – Regular membership in JALT includes membership in the nearest chapter. Joint memberships apply to two members sharing the same address. Joint members have full membership privileges, but receive only one copy of JALT publications and other mailings. Group memberships are available to five or more people employed by the same institution. One copy of each JALT publication is provided for every five members or fraction thereof. Group memberships are transferrable by submitting the former member's membership card along with the new name and particulars. Contact the JALT Central Office for further details.

Commercial Memberships are available to organizations which have a product or service of potential value to the general membership. Commercial members may display their materials, by prior arrangement, at all JALT meetings including the annual conference, make use of the JALT mailing list and computerized labels, and advertise at reduced rates in JALT publications. For further details, contact the JALT Central Office.

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JALT Central Office: Yumi Nakamura. c/o Kyoto English Center, Sumitomo Seimei Building, 8F., Karasuma-shijo Nishi-iru, Shimogyo-ku, Kyoto 600; tel. (075) 221-2376.

JALT — 全国語学教育学会について

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

JALTは、1976年に、関西地区在住の語学教師数人により設立され、現在では、日本全国に約2,700名の会員を持つ全国組織となっています。また、対外的には、英語教育の分野で世界的影響力を持つ英語教師協会 (Teachers of English to Speakers of Other Languages - TESOL) の加盟団体 (1977年)、及び、国際英語教師協会 (International Association of Teachers of English as a Foreign Language - IATEFL) の日本支部 (1985年) として、国際的にも活躍しています。

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

出版物

- ◆ JALT JOURNAL - JALT が年 2 回発行する学術誌
- ◆ THE LANGUAGE TEACHER - JALT の月刊誌
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- ◆ CROSS CURRENTS - The Language Institute of Japan (L I O J) 発行の学術誌 (JALT 会員には割引の特典があります)
- ◆ ENGLISH TODAY - Cambridge University Press
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年次国際大会及び例会

- ◆ 年次国際大会 - 会員及び国内外より招聘した専門家により、150を越す論文発表やワークショップ等が行われます。又、大会期間中には、多くの出版社が大会会場にて、教材、研究書等を展示します。
- ◆ 特別セミナー及びワークショップ - 国内外より、指導的立場にある専門家を招いて行われます。
 - 夏期セミナー - 特に中学・高校教師を対象にしたセミナーで、より効果的な教授法の習得を図る一方、教師自身の語学力の質向上をも目的としています。
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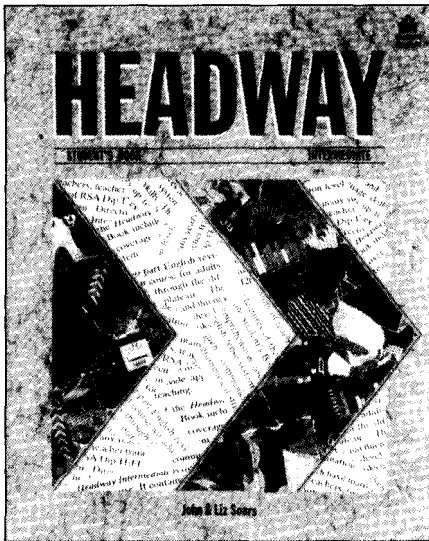
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