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## A BRIEF INTRODUCTION TO THE MECHANICS OF SIMULTANEOUS INTERPRETING WITH SPECIAL REFERENCE TO JAPANESE-ENGLISH INTERPRETATION

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### 1. Introduction

In this article, I should like to look briefly at the mechanics of simultaneous interpretation, using both an actual example of interpretation from Japanese into English and drawing on my own experience as a professional interpreter. My purpose in doing so is to locate the principles on which simultaneous interpretation is based and which make it possible.

Before looking at the example, I shall first attempt to give a brief explanation of what characterizes simultaneous interpretation by drawing a comparison between it and consecutive interpretation.

### 2. General Outline

*Simultaneous interpretation* can be defined as the style of interpretation where interpretation takes place while the speaker is speaking. In other words, the interpreter speaks at the same time as the speaker.

Simultaneous interpretation between the Japanese and English languages does not have a long history in Japan; one of the best known and most forceful early examples of it is its use in the so-called "Tokyo War Trials" which took place in the Japanese capital at the end of World War II. The techniques of simultaneous interpreting began to become widely known only in the latter half of the 1960s during the launching of the Apollo spaceships, when it was used on television to provide live coverage of the ships' take-off and landing on the moon.

The more conventional form of rendering the spoken word into a foreign language is called *consecutive interpreting*, and naturally has a longer history. Here, interpretation occurs consecutive to the original speech. In other words, the speaker will make suitable pauses during the course of the speech to permit the interpreter to convey the preceding section consecutively into the foreign language.

The simplest form of simultaneous interpretation is known as *whispering*. The interpreter will stand or sit close to the person or persons requiring interpretation, and will carry out continuous interpretation *sotto voce*. This is a convenient method which lends itself to use at cocktail parties, for instance, where people continuously move around, or at small meetings if the number of people requiring interpretation is limited to no more than one or two.

The more usual method of simultaneous interpretation used today is more complex, and involves the use of a range of support equipment including microphones, headsets and electrically wired hook-ups. In this case, interpreters work in teams of two or three in a small sound-proof room called a booth. To help maintain a high level of concentration and reproduction, and to minimize the possibility of errors, they take turns interpreting for only about 15 minutes at a time. They frequently assist each other by jotting down information such as statistics and figures and important proper names.

In consecutive interpretation the interpreter, who frequently works alone if the assignment is for a limited period only (for instance, half a day), will stand or sit near the speaker. This positioning arrangement facilitates communication between the speaker and the interpreter. No difficulties arise if the interpreter requires clarification on a point, or wishes to ask the speaker to speak more slowly.

In most cases where simultaneous interpretation is carried out, the interpreters are usually located at some distance from the speakers. This physical distancing makes it difficult for them to communicate with the speakers directly, except to ask them to slow down by using the "slow" button, a push button which is electrically connected from the interpreter's desk in the booth to a light on the speaker's podium. This can certainly be described as only an indirect way of communicating with the speaker; and in many cases, if the speaker begins to speak more quickly, the interpreter has no alternative but to speak more

quickly, too. In such cases where the interpreter is no longer in a position to control the speed of his or her presentation, greater concentration may be required on the part of the listener for maximum comprehension than is required in the case of consecutive interpretation, where the interpreter has complete control over the speed of reproduction.

A small but important factor in favor of simultaneous interpretation is that if the speaker is speaking at a reasonable pace and the interpretation is well handled, it can be synchronized with the expressions and gestures of the speaker to create a sense of immediacy on the part of the listener.

The overwhelming advantage of simultaneous interpretation lies in the resultant economy of time. For example, when two languages are involved, as in a dialogue or negotiations between two governments, simultaneous interpretation can reduce interpretation time by half. This is an extremely important factor in conferences where a large number of speakers are involved and the time allotted to each is limited, because it results in each participant being able to speak for twice as long.

The effect is heightened even further when more than three languages are involved, as in an economic summit meeting where the language of the speaker generally has to be translated into four other languages. Were the consecutive method of interpretation used here, the process would become interminable. This is obviously not a feasible way to conducting such a meeting, whereas the simultaneous interpretation method can be considered almost ideal in such circumstances. The United Nations provides an excellent example, where interpretation into four languages using this method takes no longer than it would take if no interpretation were required at all. In an increasingly interdependent world where the need to talk across borders is steadily increasing, the advantage of speed alone has elevated simultaneous interpreting to the level of a necessity.

### 3. Discussion of the Example

In my introduction and general outline I have tried to show the growing significance of simultaneous interpretation in international communications today. I should now like to examine in more detail an actual example of this process when used with the Japanese and English languages.

It is relevant here to state that the mechanics used in Japanese-to-English interpretation vary slightly from those applied to English-Japanese interpretation, but for the purpose of this article, I shall confine myself to discussing those used in the former.

The speaker in the example I used here was a Mr. I, a leading Japanese businessman. I myself was the interpreter.<sup>1,2</sup>

a) わたくしじしんといたしましても, k) かねてから, f) もっかせかい  
I myself

けいざいがちよくめんしておりますしよこんなんは, じゆうしゅぎけいざいに  
hold the view that the difficulties that face the international

とっての おおきなしれんであり, そのたいおうを  
economy right now pose a challenge to free economies,

いっばあやまると われわれがこんにちまで えいえいとして  
and if we make a small mistake, then

きずき あげてまいりました, せいじ・けいざい・しゃかいのちつじょを  
what we have built so far very constructively, the political, social

こんらんにさえおとしいれることにも 1) なりかねない とゆうりよ I.,  
and economic order might be jeopardized.

にしがわしよこくが いっちきょうりよくしまして,  
And therefore the

とうめんするしよもんだいをかいけつし, インフレなきあんていけいざいを  
Western nations have to cooperate with each other and try to realize

(cont'd on next page)

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じつげんすること, *the stable economic growth without inflation,* そしてそのうえにたつて *and*

なんぼくもんだいのかいけつにきょうりよくし, *based on that we have to think of the solution of the north-south problem,*

えんまんなものとする *and we have to think* ひつようがあることを *of making the East-West*

うったえてまいったわけでございます。 *relationship a smooth one.* <sup>m)</sup>かえりみまずと *Looking over,*

だいにじたいせんごのこうはいとこんらんのかなかで, *in the desolation* わたくしども

にほんこくみんは *of the world right after* せんそうによるいたでから, *World War II* たちなおることは

ほとんど *the Japanese people* ふかのうだと *thought it almost impossible for us* かんがえ, *しついにあげ*

くれた <sup>o)</sup>じきも *to reconstruct the economy and were very depressed and despondent.* ございました。 *そのふかのうとお6*

われることをかのうとし, *b) But what was considered impossible was made possible and* こんにちのはってんをみるにいたりましたのは,

にほんこくみんの *we now see* バイタリティーであることはもちろんでございますが, *the economic growth because*

どうじに, *of the vitality of the Japanese people.* おおくのこううんに *But at the same*

めぐまれたことも *time, we should* わすれてはならないと *not forget that we were blessed with much* ぞんじます。

<sup>c)</sup>めぼしいしげんをもたないしまぐに *luck. We do not have too much resources,* にほんが, *こんにち,*

じゅうかがくこうぎょうこっかとして *P) a small island nation, is* ふどうのちいを

<sup>e)</sup>かくりつできましたのは, *considered an important member of the international society as a* しげん *ほゆうこくから,*

ほうふな,りょうしつな, *powerful industrial nation.* ていれんな *And this was realized because* しげんのきょうきゅうを

うけ, *we were supplied with* それをかこうしてゆしゅうするしじょうを *cheap raw materials and we were* ていきょう

していただいたからでございます。 *given a market where we can sell our products.* <sup>n)</sup>いいかえまずと *In*

<sup>a)</sup>べいこくをはじめとするおうべいかつこくのりかいと *other words,* きょうりよくが *there was understanding*

あったからにほかなりません。 *of the United States and other Western nations.* このてんに *a) And this made it*

かんれんいたしま **L-c,** わたくしにとって どうしても わすれる  
*possible for Japan to prosper. In this connection, there is one*

このできないけいけんが ございます。 **g)** せんごのふっこ うからかい  
*experience I can never forget.*

ふくきにおきまして, にほんの てっこうじゅようがきわめてお  
*In the period when Japan was recovering from the*

うせいになりまして, とうじの せつびのうりよくをもってしては  
*desolation of the war, the demand for steel became very robust*

とうていおうしきれなかったために, わたくしは, 1957ねんに,  
*and out capacity was not enough to handle the demand.*

ほんじつごしゅっせきただいておりますAし(だんたいめい)ともども,  
*And so in 1957, together with*

べいこくのスク ラップを つづけてうっていただくために  
*Mr. A, the head of (organization) who is present here today*

とべいいたしました。 そのさい, とうじ だいとうりょうの  
*went over to the United States to ask for the continued*

こもんであられた **B h)**しは, おめにかかる  
*sale of scrap iron from the US to Japan. The then adviser to*

ことができたのでございます。 そのとき, どうしは 「げんしばくだんが  
*the President, Mr. B, when we saw him,*

はつめいされたこんにち, もうせかいではせんそうはできない。しかし  
*said that in the world where there are atomic bombs,*

びんぼう はもめごとのげんいんであります。 われわれは,  
*wars are impossible but poverty can be a source*

せかいからびんぼうをくちく **L-z,** そしてへいわな  
*of conflict. We have to eradicate poverty from the world*

せかいをつくりあげるどりよくをしなくてはなりません。べいこくのめいほう  
*and we have to construct a peaceful world.*

となったにほんは, どんどんけいぎいはってんさせて  
*Japan which has now become a friend of the*

ください。 せかいのびんぼうをなくすことにきょうりよくして  
*United States, has to try to develop its economy*

-----  
 いたがきたい。べいこくも じぶんのできるかぎりのどりよくはする  
*and has to cooperate with the US in its efforts to eradicate poverty.*

つもりであります。 げんりょうでも, ぎじゅつでも,  
*The US is ready to do whatever it can. Be it resources,*

しきんでも, もしにほんがひつようとするものがあるならばなんでもきょう  
*capital or technology*

りよくいたしましょう。 こまったことがあったら

*i) whatever you need,*

*(cont'd on next page)*

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まずわたくしにそうだんしてください」といわれたわけでありませう。そして、  
*we will try to cooperate. If you are*

やおらしせいをあらためられまして、 「これはわたくしこじんの  
*in trouble then consult me. r) And he stood upright*

ことばではなく、 だいとうりょうのことばとしておうけとり  
*and said that d) this is not my personal feeling.*

ください。」 とつけくわえられました。  
*Accept my words as those of the President.*

#### 4. Characteristics Found in an Analysis of the Example

Let us note some conspicuous points in the example

What is striking in the first sentence (a) is that the verb in this very long Japanese sentence appears right near the end. In the English, however, the verb was brought out relatively early in the sentence. How does the interpreter achieve this?

In (b), a sentence, **what was considered impossible was made possible** was created out of only a part of a sentence.

In (c) and (d), two sentences were made out of one. When an original sentence is too long and when following it exactly would only serve to confuse the listener (and the interpreter), periods are used to complete sentences and to break the tension.

In (e), an autonomous act of Japan was changed into a perception by others of Japan. This represents a slight modification of the sentence, but still the basic meaning was retained.

In (f), the subject, **"Sekaikizai"** was changed into the object. and the object **"shokonnai"** was changed into the subject.

In the long sentence (g), because the verb did not appear until the end, in contrast to the way (a) was handled, the verbal phrase, **"went over to the US"** was introduced fairly late in the English sentence, too. Various adverbial phrases were used to make the sentence sound natural while the interpreter was waiting for the Japanese verb that would come at the end of the sentence to be spoken.

In (h), the speaker made a mistake and used **"wa"** when in fact he meant to say **"ni."** The interpreter was misled by this and made a subject, **"Mr. B"** out of what was, in the original sentence, intended to be an object. In this case, as the following sentence happened to use Mr. B as the subject, the English sentence, in fact, turned out successfully.

In (i), the interpretation was somewhat clumsy. The interpreter intended to say, **"whatever you need, we will try to supply."** but because the Japanese word used by the speaker turned out to be **"kyoryoku,"** she had to change it to **"cooperate."** The intent here was to make the object of the sentence, **"whatever you need"** come before the subject by reversing the usual order.

In (j), the object, **"kore"** was changed into the subject, **"this"** in the English sentence. As this may have led to misunderstanding, the following sentence added, **"Accept my words (plural) as those of the President"** to make it clear that what Mr. B had told Mr. I was not a fabrication and that the words represented a higher authority than his own.

The above are some of the more interesting points to be found in the example. I would now like to group them into categories in order to consider them one by one.

#### Change in Word Order

What should be clear from examples (a) to (j) is that one of the most important features here was the change in the order of the words.



Despite the fact that simultaneous interpreters go through intensive training, their short-term conscious memories are not able to function with the accuracy of computers, which are able to store vast amounts of information in their electronic memory banks.

If interpreters tried to listen to a complete sentence, remember everything and reproduce it, and at the same time listen to the next complete sentence, they would either overlook or forget important pieces of information or, if this did not happen, they would exhaust themselves in a short space of time. Of course, interpreters do their best to produce sentences that closely follow what is considered grammatical syntax. But at times, this is extremely difficult.

What they do, then, is to change the word order around or modify the sentence slightly as in (e). The easiest thing to move, as we have seen in the example, are adverbial phrases and clauses. Often there is no major change in meaning depending on where the particular adverbial phrase is placed. This makes it the most trusted tool. A long sentence can be divided into two sentences if an adverbial phrase or a conjunctive is cleverly used.

The second way is to change objects into subjects or verbs (or vice versa.) This can produce more unnatural sentences and greater care is needed, but this, too, can be an effective tool.

To demonstrate my point, let me use a simple model and see how much flexibility there is. Let us say that the original sentence is, "**Watakushiwa akaibaraga sukidesu**," where "**watakushiwa**" is the subject; "**akaibara**" the object; and "**sukidesu**" the verb.

If we take **S** to be fixed, the possible variation is **S+V+O**, which is. "**Watakushiga sukinanowa akaibaredesu**." This is an acceptable sentence.

If we next make **O** come to the top, the possibilities are **O+S+V**, "**Akaibaraga watakushiwa sukidesu**," and **O+V+S**, "**Akaibaraga sukinanowa watakushidesu**." The emphasis and the nuance are different but the basic information, that "I am fond of red roses," somehow basically still remains.

Lastly, let us put **V** first to make **V+S+O** "**Sukinandesu I Watakushiwa akaibaraga**," and **V+O+S**, "**Sukinanoyone akaibaraga! Watakushiwa**." It goes without saying that these sentences have to be said with a certain tone and a certain expression in order for them not to sound ridiculous. However, again, the basic information that I like red roses and not white chrysanthemums or yellow tulips and that I am *fond* of them rather than repelled by them is there.

What can be said about the permitted flexibility in simultaneous interpretation is that if one takes a reasonable view about how strict to be about nuance and shades of meaning, then it is possible to start a sentence and complete it irrespective of which element was used by the interpreter to begin the sentence. The "stilted-ness" is more apparent in short sentences and it is a little more difficult to do in English, but basically, it is this mechanism that is working in the example, with respect to (f), (h), (i), and (j).

### Change in Parts of Speech

Although this does not come across in the example, from experience I know that there is some flexibility with respect to parts of speech. If we consider examples in English, again using the sentence, "I like red roses," we can see it is possible to change it into. "Red roses are my favorite flowers," (verb to adjective) or, "Red roses are my favorites," (verb to noun) without changing the meaning too much.

In the actual example, the phrase "**okuno kounni megumarcta**" was translated as, "**blessed with much luck**," although an adjectival form, "we were lucky" would probably have been more natural in an English sentence. Likewise "**watakushinitotte wasurerukotonodekinai**" could just as effectively be interpreted as "an unforgettable experience" by using an adjectival form.

If no flexibility were possible in word order and parts of speech, simultaneous interpretation would not be feasible. As fallible human beings, interpreters simply cannot remember everything accurately the way computers can. Therefore accurate representation of meaning using the mechanics of breaking down sentences and changing word order within reasonable bounds seems to me to be one of the most important principles on which the whole system of simultaneous interpretation stands.

### Anticipation

Another important mechanical technique used in simultaneous interpretation is that of predicting or  
(cont 'a on next page)

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foreseemg what will come next. It becomes clear from the example that adverbs and context give important clues as to how the sentence is likely to develop. Let us look at the context and the words, including adverbs, that function as pointers.

In the first sentence (**a**), the reason why the English verb could be introduced so early was that there was an adverb (**k**) to suggest that what would follow would not be something that suddenly occurred to the speaker. It had to be a view that the speaker had held for some time. From the previous sentence, which was not included in the example, it could be inferred that the speaker was continuing to discuss his philosophy. The sentence preceding this in fact talked about the importance of cooperation among the nations of the West. Therefore both from the context and the adverb, "*hold the view*" was inserted tentatively. Hindsight showed that, "I have long held the view" would have been a much better interpretation, but since this did not create a major difficulty no adjustment was made.

Although (**l**) is not exactly an adverb, the "**kanenai**" ending suggests that the verb that follows it will be somewhat negative in nature, e.g., "feared" or "worried."

The verb (**m**), "**kaerimimasuto**" gives a clue that the speaker is going to talk about the past to look back and to examine or reflect on something. The word thus also becomes an important pointer to the context.

Next, (**n**) provides information that basically what follows will paraphrase what has gone before, and that there will be no surprises. This makes the task of anticipation much easier.

Along with the importance of the immediate context of what the speaker is saying, there is the need for the interpreter to have a wider knowledge of both the speaker and the subject. If the speaker is well-known, if he or she speaks on television or is a writer whose articles appear in books and magazines, it is possible to learn a great deal about his or her beliefs, convictions and opinions. Since a person's fundamental beliefs do not change easily, a general knowledge of the speaker can serve as an effective tool in assisting anticipation in the context of interpretation.

Similarly, as broad a knowledge as possible of the subject is a help. Whatever the subject of the conference, it is important for interpreters to acquire some basic knowledge about it before attempting to interpret the language. For example, in the case of a conference on hypertension, it is important for them to know how it is caused; what some of the symptoms are. and what the possible remedies are. Knowing such facts, again, makes the task of anticipating in interpretation easier.

A third major factor that played an important role in the actual example, but is difficult to reproduce here, is intonation. Intonation can indicate whether a sentence is going to break in a comma or a period soon, or whether, because the verb comes at the end of a Japanese sentence, it is going to turn out to be a negative sentence or a positive sentence. It would also indicate, even when the same words were used, if the speaker was definite in what he was saying or rather hesitant about it.

If the intonation used by the speaker signals that the sentence is coming to an end, the interpreter can confidently treat what was just said as a single unit. If, on the other hand, the intonation suggests that there is more to come, a wait-and-see policy is the best choice. It is therefore no exaggeration to say that an interpreter can pick up a great deal of useful indications from a speaker's intonation.

The last helpful tool available to the interpreter is the expressions and gestures of the speaker. By watching them, it sometimes becomes easy to judge whether the speaker is angry, sad or happy about what he or she is saying, and this can be an effective way of confirming what actually has been said.

Speakers will frequently point to figures and pictures, or explain something with an action, and for this reason it is vital for the interpreter to watch a speaker's actions, gestures and facial expressions as well as to simply listen to what is being said.

The importance of anticipating in simultaneous interpreting -particularly in the case of Japanese to English interpretation, since the Japanese verb comes close to the end and the English one close to the beginning of a sentence- can be shown by the following.

Sometimes a considerate Japanese speaker will try to speak at a moderate pace and to check that the interpreter is able to follow and to keep up easily. Such a speaker might actually wear an earphone while speaking. He is likely to say, "**Honjitsu**" and then wait until the interpreter says "Today." Then he will go on to say, "**kokoni,**" and wait for the "here." Only after would he hear this will he go on

to, “**oatsumarininateiru.**” It would be much easier for the interpreter, if he said, “**Honjitsu kokoni oatsumarininateiru okunokataga mo sudeni gozonjinoi,**” at a natural pace. For one thing, there would be natural intonation to guide the interpreter. The work of anticipating becomes possible only when the entire sentence is given with a natural flow; it is simply impossible to work with bits of information.

Even when all of the tools discussed here are used, there are times when anticipating is not possible. At such times, often adverbial phrases or conjunctives are used to wait for the clues to come. Sentence (g) is an example of such a case. The technique used here is the one usually employed at times like this.

There are times when what is anticipated does not tally exactly with what actually comes. The phrase (o) is a good example, where the English should have been, “There was a period when ...”

Efforts are made, whenever possible, to make adjustments later on to compensate for the imperfection of preceding sentences. Phrase (p), “**small island nation**” and sentence (q), “**And this made it possible for Japan to prosper,**” are two cases in point. Even though grammatical rules are violated, the inclusion of information takes precedence and this sometimes results in syntactically strange English or Japanese.

Sometimes, either with or without the application of anticipation, the interpreter is unable to think of a suitable expression. In (r), “**shiseio aratameru**” is not “to stand upright.” But, unable to think of a better phrase, an attempt was made by the interpreter to convey the atmosphere of the original.

## 5. Conclusion

When thinking of translation in general terms, we probably consider it as having two extremes, one being the type of translation undertaken in a classroom or academic atmosphere, where the correspondence between single words and phrases is considered important and as a result near-verbatim translation tends to be most highly valued. The other extreme may be the translation of literary works, in which translators are known sometimes to take liberties in omitting certain sentences or adding an explanatory paragraph for the sake of more accurately reflecting the thrust and atmosphere of the original.

Judging from the mechanics that we have seen from this article to be working in the extemporaneous simultaneous interpretation of Japanese to English, e.g. changes in word order and parts of speech, and the use of techniques like anticipation, it seems that simultaneous interpreters generally aim at taking the middle road between these two extremes. After all, all the tools used in simultaneous interpretation were designed to make maximum use of flexibility in the interpretation of speech within reasonable bounds, while at the same time, reproducing both the thrust and meaning of the original as accurately as possible.

Except for the use of anticipation, the techniques used in simultaneous interpretation may not differ significantly from those applied to written translation. The biggest factor that distinguishes extemporaneous simultaneous interpretation from translation of written works is that it relies solely on oral stimuli in the form of sounds in terms of comprehension on the part of the interpreters and the listeners, and uses no visual stimulus at all.

In simultaneous interpretation, the techniques used have been designed for the most part to assist the short-term memory of the interpreter, for example, the fairly unrestricted use of changes in syntax. At the same time, they are precluded from making too radical changes in syntax or presenting too complex sentences, since this has the potential to block the comprehension of the listener.

I feel I have accurately reflected the principles upon which simultaneous interpretation is based, and trust that by analysis of an actual example, I have shown how the application of certain techniques makes it possible under the demanding conditions appertaining for an interpreter to precisely and speedily transfer the meaning presented in one language into another, while sacrificing as little as possible of the flavor and atmosphere of the original.

## Notes

1. While I should have liked to use an example where I myself was not the interpreter, I was unfortunately precluded from doing so by virtue of the confidentiality and propriety that surrounds recordings of this nature. As can be imagined, most professional interpreters are loath to allow researchers to analyze their tapes, and consequently their performance. I have therefore used a recording in my possession. Although this might possibly be seen as lessening the objectivity of the paper, I feel that since the purpose of this paper is to focus on the principle that makes interpretation of Japanese into English possible and not on the skill of the individual interpreter, this should not affect the result adversely to any great extent.

*(cont'd on next page)*

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2. The Japanese is not expressed in the normal manner here. In order to reproduce the way the Japanese was spoken, I have written the words in clusters so as to best represent the actual sounds. For example, in the first sentence, the interpreter expressed the Japanese, "watakushijishinto itashimashitemo," in English as "I myself," after the Japanese phrase was spoken and before the speaker continued with "kanetekara."

The symbols a), b), c), etc., which are explained in the following pages, refer to the parts immediately following them.

## 6. Appendix

### *Verbatim Transcription of Speech Given by Mr. I. (Japanese Original)*

私自身といたしましても、かねてから、目下世界経済が直面しております諸困難は、自由主義経済にとっての大きな試練であり、その対応を一步誤ると我々が今日まで営々として築き上げてまいりました、政治・経済・社会の秩序を混乱にさえ陥れることにもなりかねないと憂慮し、西側諸国が一致協力しまして、当面する諸問題を解決し、インフレなき安定経済を実現すること、そしてその上に立って南北問題の解決に協力し、東西間の関係を円満なものとする必要があることを訴えてまいったわけでございます。

かえりみますと、第2次大戦後の荒廃と混乱の中で、私共日本国民は戦争による痛手から立ち直ることはほとんど不可能だと考え、失意に明けくれた時期もございました。その不可能と思われることを可能とし、今日の発展を見るに至りましたのは、日本国民のバイタリティーであることはもちろんでございますが、同時に、多くの幸運に恵まれたことも忘れてはならないと存じます。

めばしい資源を持たない島国日本が、今日、重化学工業国家として不動の地位を確立できましたのは、資源保有国から、豊富な、良質な、低廉な資源の供給を受け、それを加工して輸出する市場を提供していただいたからでございます。いいかえますと米国をはじめとする米欧各国の理解と協力があつたからにはかなりません。

この点に関連いたしまして、私にとってどうしても忘れることのできない経験がございます。戦後の復興から回復期におきまして、日本の鉄鋼需要がきわめて旺盛になりまして、当時の設備能力をもってしてはとうてい対応しきれなかったために、私は、1957年に、本日御出席いただいておりますA氏(団体名)ともども、米国のスクラップを続けて売っていただくために渡米いたしました。

その際、当時大統領の顧問であられたB氏は、お目にかかることができたのでございます。その時、同氏は「原子爆弾が発明された今日、もう世界では戦争はできない。しかし貧乏はもめごとの原因であります。我々は、世界から貧乏を駆逐して、そして平和な世界を創りあげる努力をしなくてはなりません。米国の盟邦となった日本は、どんどん経済を発展させてください。世界の貧乏をなくすことに協力していただきたい。米国も自分のできる限りの努力はするつもりであります。原料でも、技術でも、資金でも、もし日本が必要とするものがあるならばなんでも協力いたしましょう。困ったことがあつたらまず私に相談してください」と言われたわけでありました。

そして、やおら姿勢を改められまして、「これは私個人の言葉ではなく、大統領の言葉としてお受けとってください、」とつけ加えられました。

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# A Report From A High School For The Deaf In Tokyo

## TEACHING ENGLISH IN JAPAN: PROBLEMS AND OPPORTUNITIES

By Misako Ogawa,  
Shakujii Roo School for the Deaf

**The objectives of this report are to cover the background, teaching methods and recent developments of English education practiced at the high-school level at the SRS, one of the four municipal government schools in the Tokyo area. It is written based on primary experiences and data sources to which the author has had access. The author has had six years of experience in teaching a foreign language to deaf students in Tokyo.**

### THE FIRST TEACHING YEAR (1980)

#### Introduction

Since 1980, I have been teaching at SRS where I started my career as an English teacher. In 1981, I drew the conclusion from my first two years' experience that deaf students have unique characteristics. For example, a) they are not expected to have a prosperous future in society and this is spoiling the possible development of their ability and b) most of them have difficulties even in their mother tongue's important "inflections". I wanted to improve the situation, because I felt that the handicapped are a minor society group and they should negotiate, debate and cooperate with other members of society which means strategically that language ability is required to defend their present as well as future rights. But what if my students should learn English? Could learning English be a way out for them from the present traps? This is a fundamental and constant question that every Japanese student, parent and teacher asks.

#### Six Reasons for Learning English

I soon found that there are at least six reasons for my students to learn English.

**First**, those who have a good understanding of English may find a better job. The introduction of the word processor may accelerate this trend. This is a primary concern for my students. **Second**, as Japan's internationalization increases, basic English will be a minimum requirement in modern Japanese society. The students who cannot handle even the alphabet would feel handicapped by this; it threatens them. **Third**, practice in English/Japanese translation helps them to reach a better understanding

of both languages. **Fourth**, learning English systematically increases their ability to think logically. **Fifth**, through studying English, students may acquire new friends and broaden their experience. **Sixth**, (and this may be the most important reason among the six reasons mentioned here), through a well-planned English course, which no one would drop out of before achieving the goal, all students could feel: "I've got it!" They would feel able to carry out a job in the near future because they are self-confident. In addition to this, the STEP Test, a domestic English ability test, which they can apply for after completing the SRS program, would provide a certificate which would help to strengthen their feeling of self-reliance by providing written proof of ability.

Now, the reasons for learning English are clear. But how can the students be motivated to study it?

#### How To Make Students Enthusiastic about English

The strategy to encourage them to study is simple. Ask the parents to take them to international exhibitions, sporting events and films which introduce customs and cultures outside Japan. These strongly reinforce their motivation to study English. Also it is essential to provide them with paper and desks upon which they can practice English at home. Of course, it may require double the time and triple the effort for handicapped people to achieve a certain goal than it does for those with normal hearing. Only the teachers' continuous encouragement will bring them success. I did all that I could for them.

#### Students' Encouragement

Distributing hundreds of English work sheets, written and printed myself, to the students of whom I was in charge during April 1980 to March 1981, I found it was a time-consuming job reproducing sheets on the old printing machine available at school -it even worked against me several times. As I distributed them to anyone who wanted to try -and made myself responsible for checking the output- there came a student who was heavily handicapped with mental and hearing difficulties. He heard the news about free distribution of work sheets, and that every paper submitted to me would be returned to students with some words of

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encouragement or at least correction. He paid daily visits to my desk to ask me for "today's paper." I was once obliged to give him a 30-page-workbook before the day of the summer vacation without expecting any results from him because he is not capable of writing Japanese. To my surprise and delight, he came back with a completely answered workbook in his own writing, in November. It taught me that each of my students is endowed with unlimited talent, and teachers must believe in it; it is insufficient just to **understand** it. We should actually believe in it as we teach them.

When the first year ended, I received several letters from my students with comments: "Through your work sheets, I came to understand English, which I never thought I was capable of understanding satisfactorily." It was a great pleasure to receive such enthusiastic letters from students. Another letter mentioned: "I am leaving your class, but am very eager to continue receiving the work sheets you have been handing out this year." It sounds like a beautiful story; but I felt my students could have made even more progress; there should be a better way of organizing students. This is the background story before the idea of the three-phase program was conceived.

## THE THREE-PHASE PROJECT

### Analysis of Present Situation

I realized my individual efforts with a year-base program can only slightly improve the actual situation. I became eager to find a breakthrough, which means a collective and long-term basic effort within a concrete framework and a situation-improvement program. After the analysis, the present problems and opportunities were identified as follows: **a)** One problem is that because of difficulties in communication, deaf students live in a very closed society composed of their relatives and school-mates from kindergarten up. **b)** Another problem is that, isolated from the outside world, deaf students tend to be unable to position themselves in society. This could be a basic and primary problem to be solved. Conversely, **c)** the positive aspects are that deaf student believe in the good will of others and they are willing to try virtually anything.

### Goals

The problems-and-opportunities analysis brought me to setting the following goals: **a)** to help enable deaf students to identify their roles and position themselves in society through communicating with people beyond the limited small society in which they live. And **b)** to encourage them to be equipped with the ability

to communicate even to non-Japanese residents.

### Details of the Overall Project

I was shocked to realize that the situation-improvement project required three phases and five years to accomplish its final goals; but there seemed to be no alternative.

Details of the project by phase are as follows:

**a)** Phase I (1981): Visiting outside society: Deaf students visit young people in wheelchairs. The objective is to help students position themselves in society through communicating with handicapped people other than the deaf.

**b)** Phase II (1982): Receiving visitors from the outside society: Deaf students receive non-Japanese visitors and take English lessons from them. The objective is to encourage them to be more communicative through the virtually new experience of encountering foreign residents.

**c)** Phase III (1983-1985): Addressing the outside society: Deaf students act in English dramas. The objective is to encourage them to use English as a means of communication and prove their creative ability in dramas to a public audience. Phase III was completed in December, 1985.

## SUMMARY OF THE PHASE I ACTIVITIES (1981)

### Details

The action plan was divided into three jobs.

**a)** Visit to the Shopping Complex in Ikebukuro, Tokyo by wheelchair.

**b)** Visit to a wheelchair user's home.

**c)** Visit to the City Hall to ask questions on the policy for the handicapped.

### Reactions to the Project

Received 25 letters and three phone calls within two months. A commentary on the project appeared in the editorial column of the monthly Saitama Deaf News (Saitama Ro-sha Shimbun). All printed reports were sent out on request within two months.

### Conclusion

The first year's objectives were achieved.

However, I admit most of the participating students could not see the project as a whole nor could they even capture the intended meaning of the Phase I activities. Initiative came from the teacher at this introductory stage of the project. Students remained relatively passive in the activities. But the overall picture is that they found the project attracted them and taught them something new, or at least something interesting and exciting.

## **SUMMARY OF THE PHASE II ACTIVITIES (1982)**

### **Details**

The SIG invited native English speakers to give presentations on their home countries and customs in English in 1982. Simultaneously, visiting volunteers stimulated conversation through questions and answers between students and them.

Objectives for Phase II activities are a) to improve students' ability in English pronunciation and English lip-reading, b) to motivate them more strongly to learn English and c) to gain mutual understanding between English speakers and Japanese students/teachers.

The visitors were recruited through local English newspapers whose editor-in-chief reserved space for our message. Incidentally, the volunteers became the first non-Japanese visitors to the SRS since its inception.

### **Reactions to the Project**

The activities were supported by English press coverage.

An excerpt from a "Comments by students" report says: "For the first time in my life, I met a foreigner. I understood a little of what Mr. Turrent (guest teacher) said in English. Nothing is more exciting than this!". Another student comments: "I found suddenly that I understood John Turrent replying "Thank you" to my saying to him: "My name is Ken Kawauchi." Then, I found that I could not read his lips when he said: "Seven hundred and fifty yen." I think I may be able to overcome it if I could have further training with English speakers." Another girl student notes: "We had lunch together. I hardly ate it because I did not feel at home. Before meeting him, I imagined that he would be robust and open-minded just like an American movie hero. But my expectations were disappointed and Mr. Turrent was a relatively small and silent

gentleman. he cut his moustache before his second visit to the school, enabling us to read his lips easily. I managed to understand what he said."

### **Conclusion**

Again, the program had a successful ending. This year, it was the students who took the initiative for the project rather than teachers. They learned, from the previous year's experience, that they could carry out a project if it is well planned. Through the project, the students became accustomed to dealing with non-Japanese speakers. They recognized that English is an international means of communication when they encounter foreigners. Their experience was expanded by receiving outside visitors and they were definitively motivated to study English. Thus, the goals for the Phase II activities were all achieved.

## **SUMMARY OF THE PHASE III ACTIVITIES (1983-1985)**

### **Details**

The SRS students began to act in English dramas using English speech as well as signs, and showed their creative abilities and talent to visitors from outside on Open School Day in November, 1983

a) First year (1983): "Cinderella" was performed.

Participants: Members of the English typing club and teachers of English

Performance date: 23rd Nov. 1983 (only one performance)

Communication media used: English speech, Japanese signs, written English/Japanese dialogues displayed on an overhead projector.

b) Second year (1984): "The Merchant of Venice" was performed.

### **Reactions to the Project**

Here is an extract from an outsider's comment when she saw the play. Mrs R. Booth, a teacher at the International School of the Sacred Heart in Tokyo, wrote to us: "What impressed me most was the pleasure and fun that the actors seemed to have had from being involved in the trial scene of "The Merchant of Venice". The standard of spoken English was very high. It seemed to me to show that motivation by the students and good relations between students and teachers can produce the excellent

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results we in the audience witnessed. The actors seemed to enjoy using the dramatic signs which Mr. Tomikawa had taught them. It proved again that if great things are expected of the students, great things will result."

### Conclusion

It was a challenge when the SRS students first played "Cinderella" in 1983. It was an easy drama but was the first performance of an English play by the students. There was a lot to overcome. For instance, voice training was carried out to make the actors and actresses' voices more audible. It finally became a big success, but this was mainly due to the students being good pantomime actors and actresses. From the point of view of planning, it was a disaster because of the shortage of rehearsals and lack of scheduling. Japanese sign language was used for "Cinderella" instead of adopting American sign language.

"The Merchant of Venice" was selected as the drama for 1984. More teachers were involved plus we had aid from outside (Mr. T. Tomikawa, who is an Ameslan specialist here). The play committee had more and better candidates for the play. More people came to watch the play and we had sufficient time for rehearsals. The play was successful.

"Romeo and Juliet" was the play for 1985. At this writing it has not yet been performed, but we have even greater expectations for this performance.

### OVERALL CONCLUSIONS

One may draw the following conclusions from the five-year project:

1) Deaf students have expanded their living world and they are no longer isolated. Some of them are staying in the U.S. this summer and at the same time the SRS is receiving visitors from American schools quite regularly.

2) Students are strongly motivated to study English, as some of them are finding jobs which require some English knowledge.

3) The goals initially set were clearly achieved and the SRS became renowned for its efficient and stimulating English training course. The SRS is now receiving more and better candidates than it was five years ago.

4) The success is due to: **a)** An appropriate analysis of problems and opportunities. **b)** Clearly set goals. **c)** Feasible strategies and scheduling to achieve the goals. **d)** Students' and volunteers' participation in the program. **e)** Annual assessment and reporting of the project.

5) The three-phase project ended in December, 1985. The present activities are to be continued and it is time to plan our next steps. We are sending some students to the U.S. on a short-term and private basis this summer. Students are eager to be sent there and our next step may concentrate on realising their ambitions and dreams.

## CONFERENCE PRESENTATION REPORTS

### RELAXING A "TENSE" SITUATION: GRAMMAR GAMES & ACTIVITIES

By Steve Brown,  
James English School, Sendai

*This photo of Steve Brown was inadvertently used with the report on James Brown's conference presentation in the December 1985 issue. The Editor regrets the error.*



Steve Brown's JALT Conference presentation gave us a high concentration of useful ideas in only 50 minutes, being a flood of

suggestions for enjoyable activities which are also relevant to course content. As he said, now that the Communicative Syllabus is fashionable, "grammar has become the baby thrown out with the bath water." And yet, students must learn how to use the grammatical system to generate the unique meanings they want to express. Without due attention to grammar in this sense, a so-called "communicative" approach only leads to a phrasebook-type competence, with no flexibility for learners to cope with the unexpected.

Of course, the problem with grammar is that, for most of our students (some teachers too!) "grammar" is associated with boring and incomprehensible explanations or drills. Steve Brown gave a wealth of suggestions for making the intensive practice of particular grammatical

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structures fun. Given the time constraint, Mr. Brown decided to sacrifice a practical "hands-on" workshop approach in favour of a descriptive approach. Although Mr. Brown stressed that it was not exhaustive, the list of activities (under 15 structural or topic headings) is so long that it would be impossible to do it justice here. It includes such things as activities for both groupwork and pairwork; games involving cooperative effort or competition; memory games; chain drills; exchanges of personal information between pairs of students; guessing games; and activities involving creative imagination.

The list, which contains more items than Mr. Brown had time to cover, is available on request from Mr. Brown himself. (His address, as JALT National Program Chair, was listed in last month's issue.) It includes references to the sources from which he drew his own inspiration. He recommended that we use his approach of adapting ideas that we find to our own specific teaching situations, rather than trying to adopt ideas wholesale.

### SOURCES

- F. Klippel, **Keep Talking**  
 Maley & Duff, **Drama Techniques For Language Learning** (Cambridge)  
 M. Rinvolucri, **Grammar Games** (Cambridge)  
 ---, *Grammar In Action*  
 Wright, Betteridge & Buckley, **Games For Language Learning**

Reported by Clive Lovelock  
 Language Resources

### RADIO DJs AND THE BEGINNING STUDENT

By Kevin Ryan

The idea of using recordings of radio DJs as material for listening practice is not new. However, most have felt that this type of material should be postponed until the intermediate or advanced levels. Mr. Ryan contends, however, that this type of radio broadcast can be used effectively for extensive listening practice with beginners as well as with intermediate and advanced students. The key with beginning students is to make the listening task easy enough for the students to do successfully **without** comprehending everything the DJ says.

Mr. Ryan has found these listening tasks to be appropriate for beginning students:

- 1 Play two recordings in succession, one of a DJ speaking English and the other of a DJ speaking another language. Ask the students to identify which was speaking English.
2. Play a traffic report or a weather report and have the students identify which they have heard.
3. Play a portion of a DJ's monologue and ask the students to identify what city the station is located in or the station's call letters. This can be made more difficult by increasing the length of the recording.
4. Play a commercial and ask the students to count how many times the product's name was mentioned.
- 5 Give the students simple maps of two cities. Play a traffic report for one of the cities and ask the students to identify which city's traffic report was played.
6. Draw several simple advertisements similar to those which appear in newspapers. Give these to the students. Play radio commercials for the same products or businesses and have the students match the printed advertisements with the radio commercials.

Doing listening exercises of this type can be beneficial in several ways. First, it exposes the students to authentic speech. If done frequently for brief periods (approximately five minutes per class), the students gradually become accustomed to authentic speech. Second, it helps to raise the students' tolerance for ambiguity, and shows the students that it is not necessary to comprehend every word in a stream of discourse. Finally, it provides an interesting glimpse of the culture and also alleviates boredom in the classroom.

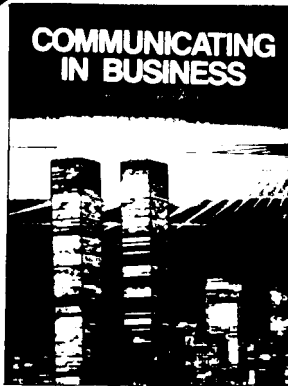
Mr. Ryan is not advocating that prepared listening materials be abandoned. However, he does feel that prepared materials should be supplemented with authentic materials from the beginning level to give the students another important type of listening practice.

One word of warning was offered at the end of the presentation: DJ programs seem to be most effective for younger students who are actually interested in this type of broadcast; older students may have greater difficulty.

Reported by Glenn Gainer  
 Fukuoka University

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< JAL T '85 国際大会発表報告 >

Sign Language and English Learning

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私たちが英語を教える時、母国語抜き指導は一般に効果大きいといわれているが、対象となる生徒に聴力障害がある場合は、はたしてどのような方法で行われ、どのような結果になるのだろうか。以下はJALT '85国際大会で発表された酒村晴美・富川哲次両先生の実験と考察である。

日本では現在110のろう学校があるが、その大半の学校で英語がカリキュラムに取り入れられたのはわずか15年ほど前である。つまり、幼ないころに聴力障害を起こすと母国語の習得がうまくいかず日本語体系ができあがらないので、ましてや外国語ともなると混乱を起こすのではないかと考えられてきたからである。しかし英語への関心が高まり、日常生活で英語に接する機会が多くなってきたため、ろう学校でも英語を教えるところが増えてきた。ところが現状ではあまり研究されていないため、無理な面が多いであろうのに、普通の中高生と同じテキストを用い、同じ方法で教えている。

そこで耳の不自由な生徒に直接教授法、つまりアメリカ手話を中間媒体にして教えることを考えた。それには、①生徒の第1言語は日本語より日本語手話 ②最も理想的な visualization が可能 ③外国語習得のプロセスの初期段階における脳の右半球の働き ④その働きを活用させて実際に体を動かして言語を習得した方がうまくいくのではないかといった理由や仮定があった。またKrashen理論の①外国語はcommunicationの場で自然に習得する ②文法的に必ずしも正しくなくてもよい ③文法はcommunicationがうまく行くようになるとともに、段階をふまえてbrush upの手段として取り入れて正しい

文法へと導くこともさきえとなった。

実験授業では、3クラスのうちAとBのクラスでは授業にアメリカ手話を取り入れ教科書の会話(AliceとHumpty Dumptyの会話)をrole play形式で練習、発表させ、生徒たちが互いに批評した。その間Cクラスでは筆記によるドリルを中心とし、本文を暗記して学習を進めた。その結果、この教材を扱って6時間目(表1)と1週間後(表2)に実施したテストで次のようなことがわかった。

表1 1週間後に行ったテストの結果 数字は誤答数 ( )は誤答率

	A	B	C
is. am. are を 1. 主語に合わせて適切 に入れる (5問)	7 (20%)	8 (18%)	6 (13%)
質問に正しく応答する 2. 答を2つの中から選ぶ (5問)	8 (23%)	10 (22%)	13 (29%)
日本語に合う英文を 3. 2つの中から選ぶ (2つの英文は語順 がちがうのみ)	14 (20%)	19 (21%)	16 (18%)
クラス全体の 誤答数(率)	29 (21%)	37 (21%)	35 (19%)

A、B、Cクラスとも9人

表2 6時間目に行ったテストの結果 数字はまちがいの箇所

	A	B	C
主語にあったBe動詞を 使っていない	8	7	10
スペリングのまちがい	11	20	10
a、anを入れるべきと ころに入れていない 入れてはいけない所に 入れている	7	7	10
語順のまちがい	5	5	14
質問に対して適切な答 え方をしていない	3	3	7

A、B、Cクラスとも9人

6時間目では、Cに比べAとBの方がスペリングのまちがい以外はすべてよくできており(これはA、Bクラスが筆記練習をCに比べてあまりしていなかったため)、特に語順のまちがいや質問文に適切な答をしていない生徒がCクラスに多かった。しかし、1週間後のテストでは両者に差がほとんど見られなかった。これは6時間目までの学習が定着しておらず、問題が教科書に属したものでなく一般的なものだったため、普段の生徒の実力が出たとも考えられる。しかし、アメリカ手話を使ったこ

とでA、Bクラスの授業への意欲は高く、自分の体験として英語を理解したことにより成果は上がったと考えられる。何よりも生徒自身がことばの規則性に気づき自然にことばを身につけていったことが一番良かったと思われる。

身につけていったことが一番良かったと思われる。

あくまでもこの結果は実験対象の生徒が少なく(27名)、社会的習熟度の個人差が大きいので、統計的に見ることはできないが、これからもアメリカ手話を授業に取り入れ、教師と生徒との会話などいろいろな場面を設定していきたい。

### SOME PSYCHOLINGUISTIC PROPERTIES OF THE PROCESS OF SPEECH PRODUCTION: EVIDENCE FROM PAUSES IN SPEECHES

By Shuhei Kadota,  
Assumption Junior College

*This report appeared mistakenly in the November 1985 issue as a Hokkaido "Chapter Review." The Editor regrets the error.*

Dr. Kadota's research is still in its early stages and the presentation was in the form of a summary of knowledge of the function of pauses in speech and a report of an experiment with Japanese college students. He reported that Japanese students of English seem to be aware of phrase boundaries, at least when delivering previously learned speeches.

Speech production has been viewed as a left-right process, the speaker adding words as an utterance proceeds; and also as a top-bottom process, where the structure is settled before starting an utterance and this framework filled in as the utterance is delivered.

Speech Production has been studied through pauses, speech errors, and analysis of aphasic speech. Further, speech production has been considered to be divided into a planning and an execution stage.

The element studied in the experiment reported here is the position of pauses. The 27 students in the experiment were asked to learn a prepared speech about women's roles, the delivery was recorded, and pauses in the delivery were analysed. It was found that pauses at phrase boundaries were observed 54% of the time and those that did not fall at phrase boundaries 15% of the time.

From an analysis at points where students back-tracked and repeated words, it was determined that they seem aware of the phrase boundaries as places to pause or resume speech. The preliminary findings tie in with findings from reading research, indicating that speaking need not be considered separate from reading.

Kadota further presented a number of examples of errors, possibly from the speeches in the experiment. There was also mention of prosody in speech perception and production.

Reported by Torkil Christensen  
Hokusei Junior College, Sapporo

### STUDENT EVALUATION OF LANGUAGE COURSES

By Anthony Behan

"Educational marketing" was the theme of this presentation - recruiting students and adapting for them. Faced with a slight decline in enrollment, the British Council in Hong Kong commissioned an outside market research company to help analyze what factors were causing the decline and to determine how it might be reversed.

Focus groups were used by the market researchers to gather student opinions. A focus group consisted of eight students selected randomly from the English program. An outside, non-partisan interviewer worked as a group guide, using teacher-generated questions for discussion. The focus group sat in a circle around a tape recorder and spent from one to one-and-a-half hours in discussion. Refreshments were served to help the participants relax. Six to eight focus groups should meet before the discussions are analyzed. Similar problems will emerge repeatedly from the focus groups. These recurring topics are then used as a basis for constructing a questionnaire. The questionnaire is then carefully translated, pilot-tested with four or five people, and finally administered to at least 400 people, to obtain reliable results.

Some findings were that students wanted more correction of errors, more grammar, more homework and tests, and that students did not feel they were making much obvious improvement. Some recommendations for teachers were occasionally to do intense correction of errors, to assign and mark homework, and to oversee carefully any pair or group work.

The factors that emerged as being most im-  
(cont'd on next page)

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portant, measured against the reregistration rate, were:

1. Demographics ~ sex, educational background of students, etc., 2. Materials; 3. Teaching; 4. Methodology; 5. Overall rating of the language course; 6. Physical environment; and 7. Rate of improvement.

Mr. Behan recommends that we get "close to the customers" to understand their wants and needs. We need both to listen to the students and to explain to them what we see as their needs. Mr. Behan concluded with an excellent piece of advice, 'NEVER TEACH A COURSE WITHOUT GIVING AN END OF COURSE QUESTIONNAIRE.'

**Reported by William D. Cline  
Osaka Jogakuin Junior College**

## A STUDY OF THE ADDRESS SYSTEM IN JAPANESE

**By Mizuho Hasegawa,  
Iwakuni Junior College**

Mizuho Hasegawa's presentation at JALT '85 concerned the address system in Japanese. She had done a sociolinguistic study of the variables that affect the use of forms of address; she looked at such variable as age, kinship status, sex, social status in the home (household status) and outside the home.

Her results were supported by diagrams and a bibliography. They are as follows:

- 1 The address system both inside and outside the family is hierarchial.
- 2 Whether inside or outside the household, status is the most important variable. Usually, kinship terms (such as *ojiisan*, *otoosan*, etc.) are used when the addressee is older than the speaker; first names are possible only if the addressee is younger than the speaker. However, if the addressee is younger, yet has a higher status in the family, then the kinship term is used.
- 3 When there is no correlation between the age and the status of the individual (for example, a young professor), status is the most important variable in determining the form of address.
4. When there is no difference of status, then age becomes important.

- 5 When there is no difference either of status or age, then sex is important inside the family. It seems that the sex of the addressee outside the family is less important than the social status and the age of the individual.

- 6 In general, however, women tend to use the more polite, formal (i.e., forms of address indicating the addressee has higher status than the speaker) terms more than men; and inside the family, female children will be addressed by the first-name + *chan* form longer than male children.

It can be said, therefore, that the strong correlation between the linguistic forms and social variables reflects the hierarchial structure of Japanese society.

**Reported by Virginia LoCastro  
Chair, JALT Publications Board**

## THE LETTER-WRITING TECHNIQUE: INDUCTIVE AND DEDUCTIVE CORRECTION STRATEGIES

**By Linda Mae Axelrod,  
Simul Academy of  
International Communication**

In her presentation, Linda Axelrod proved, first of all, that a good deal of valuable information can be communicated in a thirty minute talk. She suggests that students write letters to their teachers in order to improve written communication skills. The advantages to her method are many, but the chief drawback is the time required, for each student letter must be answered with a letter from the teacher.

After a brief theoretical defense of her method (supplemented with a two page bibliography) Axelrod stated the classroom technique: 1. Students are given a letter from the teacher on the first day of class, welcoming them, inviting them to write the teacher, describing the teacher's background, and saying that "Mistakes are O.K." (All letters are passed by hand or put in a "Mailbox.") 2. The teacher reads each letter, looking for errors in word choice and trends in grammar errors. (The teacher notes on the letter only two or three trends (e.g. noun-verb agreement), correcting or underlining them. 3. The teacher then writes a three-part letter to the student:

- a. **Rephrasing:** inductive or passive correction that states information from the student's

letter using correct grammar.

- b. **Clarifications/Questions:** inductive correction that requires students to answer or clarify so they will focus on mistakes.
- c. **P.S. Section:** direct or deductive correction suggesting ways to deal with error trends.

The detailed, 8-page handout which Axelrod passed out contained specific suggestions for carrying out each of the 3 steps.

Two virtues of this method are that the teacher can choose the error trends to correct and to deal with before the entire class, and letters give students a chance to begin a topic in writing which they may later deal with in speech. Also, students learn paragraph construction, and the personal response of the teacher removes some of the sting of error correction.

One obvious drawback of the approach is the 5-10 minutes required to compose each reply. Because letters cannot serve as the sole classroom activity, more time must be spent in class preparation. If the class is quite small, or if letters are limited to two or three per term for large classes, the method may be more practicable. The question-answer period, during

which the above problems were brought up, also proved that while half an hour is long enough to present a good idea clearly. Axelrod's audience of 3.5 persons clearly would have enjoyed hearing more from her.

Reported by Charles B. Wordell  
University of Tsukuba

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- March -- English for Specific Purposes -- David Hough
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- May -- open
- June -- open
- July - open
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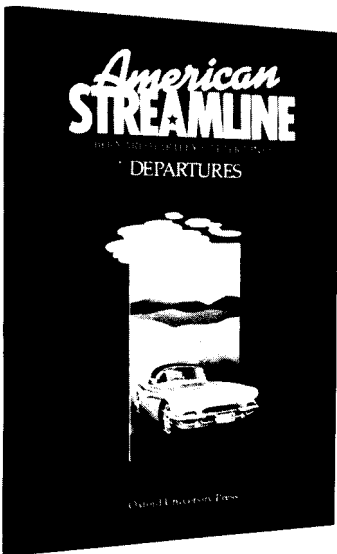
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# JALT News

## INAUGURATING THE JALT SUBSCRIPTION SERVICE

In order to make professional journals from abroad more accessible to our membership, JALT has inaugurated a journal subscription service. In the next few pages, we have reproduced a list which has been modified from one prepared by Diane Larsen-Freeman which originally appeared in the **TESOL Newsletter** (Sept. 1985). Any item on the list may be ordered in yen through the JALT office. Simply write the names of the journals you desire along with the yen amounts in the message area of the JALT furikae form (found in every issue of **The Language Teacher**), write the total on the "JALT publications line" of the form and take it to your local post office. We will do the rest!

Note that the yen prices are based on the dollar or pound rates in the original TESOL listing, with an allowance for exchange fluctuations and handling expenses. If your journal requires additional funds for mailing to Japan, we will notify you immediately. If you desire air mail service, please so indicate; you will be billed later if any additional charge accrues.

Copies of the original list, which additionally contains information on manuscript submission policies for each publication, can be supplied for ¥300, or ordered directly from TESOL for \$1.00.

The JALT subscription service is limited to JALT individual members (regular, joint, student or group). Institutions should refer orders to their English-language bookseller.

<b>PUBLICATION Name and Description</b>	<b>Editor(s)</b>	<b>Publisher</b>	<b>Subscription Address</b>	<b>Yearly Rate (1984)</b>
<p><b>The American Language Journal</b> Content: Analytical and speculative articles and documented research studies which deal with English as a second language, and any other papers which are applicable to Intense English programs. Readership: ESL instructors, Intensive English program administrators and graduate students studying ESL.</p>	<p>Dr. Collen Gray c/o <b>The American Language Journal</b> 405 Grubbs Hall Pittsburg State University Pittsburg, Kansas 66762 U.S.A.</p>	<p>Pittsburg State University</p>	<p><b>The American Language Journal</b> 405 Grubbs Hall Pittsburg State University Pittsburg, Kansas 66762 U.S.A.</p>	<p>(3 years consecutively paid for at once-\$4.50 per year) (1 issue/yr.) ¥1,500</p>
<p><b>Applied Linguistics</b> Content: First and second language learning and teaching, bilingualism and bilingual education, discourse analysis, language teaching methodology, language planning, language testing, interlanguage studies, translation, stylistics and lexicography. Readership: Linguists, sociolinguists, psycholinguists, social psychologists, language teachers and testers, translators, speech pathologists and therapists.</p>	<p>Dr. Alan Davies Dept. of Linguistics University of Edinburgh 14 Buccleuch Place Edinburgh EH8 9LN Scotland</p> <p>Professor B. Spolsky Dept. of English Bar-Ilan University Ramat-Gan Israel</p> <p>Professor E. Tarone Dept. of Linguistics University of Minnesota 152 Klaeber Court 320 16th Avenue S.E. Minneapolis, Minnesota 55455 U.S.A.</p>	<p>Oxford University Press</p>	<p>Journals Subscriptions Department Oxford University Press Walton Street Oxford OX2 6DP England</p>	<p>\$46 (USA) L21 (UK) L25 (elsewhere) (3 issues/yr.) ¥10,600</p>

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<p><b>Applied Psycholinguistics</b>                      Publishes articles which address the nature, acquisition, and impairments of language expression and comprehension, including writing and reading. Topics include psycholinguistic processing, language acquisition, language disorders in children and adults, bilingualism and second language learning, reading and writing disorders, the development of literacy.</p>	<p>Catherine E. Snow                      John L. Locke  <b>Applied Psycho-linguistics</b>                      Graduate School of Education                      Harvard University                      Larsen Hall                      Cambridge                      Massachusetts 02138                      U.S.A.</p>	<p>Cambridge                      University                      Press</p>	<p>Cambridge University                      Press                      The Edinburgh Building                      Shaftesbury Road                      Cambridge CB2 2RM                      United Kingdom</p>	<p>Institutions: \$60                      U.S.                      Individuals: \$34                      Individual TESOL                      Member: \$21                      (4 issues/yr.)                      ¥8,000</p>
<p><b>Australian Review of Applied Linguistics</b>                      Applied linguistics in the broadest sense. Readership: Association's members, including academics, schoolteachers, government officers, other professional applied linguists.</p>	<p>Dr. Mark Garner                      66, Shields Street                      Flemington                      Victoria 303                      Australia</p>	<p>Applied Linguistics Association                      of Australia</p>	<p>B. McCarthy                      Dept. European languages                      Wollongong University                      Wollongong, N.S.W.                      Australia 2500</p>	<p>\$30 Aust</p>
<p><b>CALICO Journal</b>                      Content covers all topics involving the application of high technology to the teaching and learning of first, second and foreign languages. The journal serves as a vehicle of communication for CALICO, which has been designated as the clearinghouse for high technology and languages. The readership includes CA-language administrators, teachers, researchers, trainers and evaluators at both the novice and professional stages</p>	<p>Dr. Frank R. Otto                      233 SFLC                      Brigham Young                      University                      Provo, Utah 84602                      U.S.A.</p>	<p>CALICO</p>	<p>CALICO                      229 KMB                      Brigham Young                      University                      Provo, Utah 84602                      U.S.A.</p>	<p>\$40 (overseas)                      (4 issues/yr.)                      ¥9,300</p>
<p><b>The Canadian Modern Language Review</b>                      Literary, linguistic and pedagogical articles, book reviews, current advertisements, and other material of interest to teachers of French., German, Italian, Russian, Spanish, Ukrainian, and English as a second language, at all levels of instruction.</p>	<p>Anthony S. Mollica                      Editor  <b>The Canadian Modern Language Review</b>                      237 Hellems Avenue                      Welland, Ontario                      L3B 3B8                      Canada</p>	<p>The Canadian                      Modern Language Review</p>	<p>Managing Editor, <b>CMLR</b>                      237 Hellems Avenue                      Welland, Ontario                      L3B 3B8                      Canada</p>	<p>Overseas: \$25                      ¥6,000</p>
<p><b>Carleton Papers in Applied Language Studies</b>                      The purpose of our series is to inform people of new developments in the field of applied language studies and to exchange recent research findings. Our main focus is on the relationships between underlying principles and practical implementation in the design and development of language teaching programs and materials.</p>	<p>Aviva Freedman,                      Devon Woods and                      Toni Miller                      Centre for Applied                      Language Studies                      Rm. 215, Paterson Hall                      Carleton University                      Ottawa, Ontario                      K1S 5B6                      Canada</p>	<p>Carleton                      University</p>	<p>Toni Miller,                      Assistant Editor                      Centre for Applied                      Language Studies                      Rm 2145, Paterson Hall                      Carleton University                      Ottawa, Ontario                      K1S 5B6                      Canada</p>	<p>\$7                      (including                      postage)                      ¥2,000</p>
<p>Submit manuscripts to the attention of Toni Miller.</p>				

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## TEACHING COMPOSITION AS COMMUNICATION

By Stuart Luppescu

*"Writing should be used to produce artifacts."*  
~ Frank Smith

The emphasis in language teaching has focused on teaching language as communication. In other words, language use in the classroom should be meaningful, purposeful, and authentic. A common way of implementing this is to set up an information gap – that is, arrange it so that one student has information that the other student does not have, needs, and must get.

However, in the composition class, the communicative approach has largely been ignored. Also, the typical composition assignment is something like "Write a two-page essay compar-

ing and contrasting life in the city with life in the country." Then the students hand in the papers and the teacher reads them, corrects them, makes comments, and hands them back. This is not a totally useless exercise, but it certainly is not communicative.

In devising communicative composition activities, I have been guided by a few assumptions which I have taken from various people in the field.

- 1) *Writing is a discovery process.* In teaching, the focus should be on this process rather than just the product. Telling students to write a "compare and contrast" essay is focusing on the product. Since writing is discovery, how can the students know what the structure of the essay will be like until they have gone through the writing process?
- 2) *Peer feedback on writing can be valuable if the peers are given specific, reasonable tasks.* Telling students to "evaluate" the other students' papers usually results in comments such as "It's nice" or "I like it," which are not very valuable to the writer.
- 3) *Students write better if they are committed to their writing.* Giving the students a writing assignment that only the teacher will read, on a topic that may not be relevant to the students, will probably not produce much of a feeling of commitment in the students.
- 4) *In the real world, no one ever writes without a purpose.* They want to communicate something.
- 5) *The ideal exercise is one that is student-*

*centered rather than teacher-centered.* After all, there is only one teacher and many students: thus the teacher's time and attention must be spread thinly to give all the students some help.

- 6) *Interaction is a necessary condition for language learning.* This should also apply to learning to write the language.
- 7) *Student self-correction is preferable to teacher correction.* Written correction by the teacher has been demonstrated to have little, if any, effect on a student's writing. Self-correction is likely to make more of an impression.
- 8) *Language learning is much more effective when the focus is off the language itself, and on doing something with the language.* Using written language to accomplish something is better than just manipulating the language purposelessly.

I have tried to come up with some writing activities that take these assumptions into consideration. None of them incorporate all of these assumptions, but I hope that these examples will stimulate teachers to generate their own activities that are relevant to their own students' needs, and are appropriate to their level.

Each of these activities consists of a *pre-writing* phase, a *writing assignment*, a *peer feedback* phase, and a *rewriting* phase in which the student uses the feedback received from the other student(s) to rewrite the paper.

### Finishing the Story

As prewriting exercises, the students could read a story about a dangerous situation. The students should try to recall some dangerous situation they were in and how they felt in the situation. Then the students write about dangerous situations they were in. However, each student must keep the ending of the story (i.e. the resolution, how the student got out of the danger) on a separate piece of paper. After that, the students exchange papers and read about each other's dangerous situations, minus the endings. The reader imagines how the writer got out of the dangerous situation, and writes an ending. The reader and the writer compare their versions of the ending. Then the first student rewrites his story, taking into consideration the reader's interpretation of the dangerous situation.

### The Obituary

For prewriting activities, the students read

an obituary or short biographical sketch of a famous person<sup>1</sup>. As they read, they take notes in the form "Date - Event." Then the students divide into pairs. They imagine it is now 50 or 60 years in the future, and one of them is very famous person and has led an exciting, fascinating life; the other student is a magazine reporter and is interviewing this famous person. As the reporter interviews the famous person, she takes notes in the "Date - Event" form. Then the reporter, using the notes, writes up the result of the interview as if it were an obituary or biographical sketch. Finally, a third student reads the paper and takes notes as in the first phase. Following that, the reader compares her notes with the ones used by the reporter to write the essay. Any discrepancies between the two sets of notes should be taken into consideration when the student rewrites the essay.

### Flow Chart and Process

The class can begin this activity by reading about computers and computer programming<sup>2</sup>. Following that, the students learn how to draw and interpret simple flow charts<sup>3</sup>. Then the students draw a flow chart of some step-by-step process that they regularly perform. This may be checked by the teacher at this point. Then the students, using their own flow charts, write essays describing the processes. When this is complete, the students exchange papers. Each student reads the other's paper and constructs a flow chart corresponding to the process described in the essay. Finally, they compare the flow charts. Any discrepancies should be considered when the student rewrites the essay.

### A Trip across the United States

To begin, the students read a story about someone's trip across the United States (or some other country). As they read, they should locate the places mentioned in the story and try to trace the traveller's route on a map<sup>4</sup>. Then individual students decide on the itinerary of a trip that they would like to take. The students mark the route on the map. Then, following the route drawn on the map, the students write stories of the places they visited, what they saw, what they ate, *omiyage* they bought, etc. The teacher may have to act as a reference during this stage. When this activity is done, the students exchange papers and read each other's stories about their trips. As they do this, they locate the geographical locations on the map, and attempt to trace the trip route. When they are finished, they compare the routes they have drawn. Discrepancies.

(cont d on next page)

as usual, are taken into consideration in re-writing.

I hope these examples will stimulate and encourage teachers to develop more writing exercises that enable the students to accomplish something meaningful through writing, instead of just handing their essays in to the teacher for correction. I have found that the students enjoy these exercises; furthermore, they seem to be stimulated by them and seem to put more energy into their writing than they ordinarily would. In fact, they even seem to learn something of what writing is actually about.

### Footnotes

- 1 Useable texts of this sort may be found in unit 6 of *sonka*, Amy. **Skillful Reading**. Englewood Cliffs, NJ: Prentice-Hall, 1981.
- 2 An appropriate reading selection may be found in unit 9 of *Zukowski/Faust*, Jean, et.al. *In Context*. New York: Holt, Rinehart and Winston, 1982.
- 3 I have found the exercise on flow charts on pages 212 -214 of *In Context* useful for this.
- 4 The story, map, and exercises on pages 92 - 97 of *In Context* can be used for this.

## Chapter Presentation Reports

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#### **For further information contact:**

Roger Ahlberg, Japan English Services Inc.

48-2 Minamidama, Oami Shirasato-machi, Sambu-gun, Chiba-ken, Japan 299-32

**Distributed by:** Yohan WPDA, 3-14-9 Okubo, Shinjuku-ku, Tokyo 160

**HEINEMANN**  
**J.E.S.** 

the Natural Approach using Russian as the target language.

As many know, Krashen's theory of second language acquisition consists of five interrelated hypotheses: **a)** acquisition-learning, **b)** natural order, **c)** monitor, **d)** input, and **e)** affective filter. The presenter gave an overview of these hypotheses but with greater attention to the input hypothesis, which is based on the idea that people gain ability in a language only by receiving comprehensible input (understandable messages).

Petersen's demonstration of the Natural Approach basically involved two types of activities. In the first type, which can be described as TPR (Total Physical Response), he gave simple verbal commands in the target language to selected participants, to solicit their performance of certain actions. His commands were accompanied by various visual cues including gestures and realia to make the input comprehensible. The second type dealt with activities using numbers. After the introduction of a few numbers in the target language, the participant-learners competed in grabbing the correct number card from among those scattered on the table in front of them as numbers were randomly called out. Another activity involved aural discrimination of the numbers by using recorded authentic material. In some of these activities, the participant-learners were divided into two opposing teams to encourage competition.

Although not explicitly stated the presenter, through his demonstration, successfully showed that Krashen's views on second language acquisition provide solid theoretical foundations for the efficacy and validity of Terrell's approach.

**Reported by Kurumi Mimi Watanabe**

## DECEMBER MINI-PRESENTATIONS

**By Jim Matchett,  
Lesley Geekie and Kim Hirose**

At our pre-bonenkai meeting we had three interesting speakers to enlighten and enliven us. First, Jim Matchett introduced us to "talk and listen," "square dance" and other activities he is using with junior college students, and to *Nagoya Encounters*, written by him and a colleague to incorporate such activities. We all enjoyed "Scavenger Hunt," a variation of "Find Someone Who." Jim has found these activities useful in developing his students'

ability to converse more freely.

Lesley Geekie then made an impassioned plan for greater use of readers. She cited Krashen's argument for more comprehensible input and stressed the value of extensive reading (of interesting, relatively easy books), plus some intensive reading in class, for developing a grasp of textual organisation and acquiring a natural use of vocabulary, idioms and structure.

Finally, Kim Hirose's presentation, and the response from participants, dealt with the reluctance of some teachers and administrators to accept visiting foreign teachers – "Who will take care of the foreigner?" – and the contrasting enthusiasm of the students. Participants agreed that even short visits stimulate students' interest in English.

**Reported by Richard Baker  
Cbukyo University**

## OSAKA

### AFFECTIVE INTERACTION THROUGH HUMANISTIC TECHNIQUES

**By Charles W. Gay,  
Temple University Japan**

Dr. Gay, at JALT-Osaka's November meeting, explained the importance of interaction between the people—the students and the teacher—in the classroom. Too often we forget how important sharing ourselves and our experiences can be to us, and how valuable our humanity is in a learning situation.

For teaching to be a worthwhile and rewarding experience, teachers must bring enjoyment into the classroom for the students, and also for themselves. Neither the confines of the classroom desk arrangement nor the rigidity of the textbook should be allowed to inhibit humanistic exercises into the curriculum.

Humanistic exercises can be developed and/or created to match the content of the language lesson. The criteria for developing humanistic activities are as follows: both linguistic and affective goals should be set. There is no precise recipe, and the best rule of thumb is that the more affective goals that can be met by the activity, the

*(cont'd on next page)*

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more humanistic the exercise is. Gay encouraged teachers to try and develop their own humanistic exercises as part of the pedagogical bag of tricks that all educators need to round out and refine their teaching technique.

**Reported by Madeleine Adkins  
Language Resources**

## TOKYO

### **USING POETRY FOR LANGUAGE PRACTICE IN THE EFL CLASSROOM**

**By Anna Marie Malkoc,  
USIS-Eastern Europe**

Malkoc began her presentation at the November meeting with some background on her book **On Wings of Verse**. Requested to give a course in the pronunciation of American English to a group of university students, she decided to supplement standard pronunciation manuals with poems to provide more interesting contextualization of the sounds. Using poems selected for their suitability as recitation pieces she developed choral reading exercises and recitations were conducted in the manner of choral singing. With this type of exercise she found that many problems in pronunciation and intonation could be dealt with.

Noticing some attention had been given to new vocabulary and grammatical structures encountered and a brief discussion of the meaning of the poem, she became aware of the possibilities of extending the use of poetry, and began to develop materials to include comprehension questions and writing exercises extending from simple paraphrase to interpretive essays. The poems thus became the focus of integrated teaching units.

Several choral reading exercises demonstrated with the participants were particularly impressive in the achievement of total group involvement in an intense and satisfying learning experience.

### **OBSERVATION OF A COMPANY LANGUAGE PROGRAM**

Sumitomo Metal Industries hosted the December meeting of the Tokyo Chapter at their offices in Otemachi where members of the staff described the In-House International

Business Communications Program. Special courses and seminars were described by the staffers in charge: business letter writing, technical writing and effective communication skills. Communication problems encountered with students in the company were explained: in written communication it was the structuring of information; in oral communication, the control of tone. At the International Business Communications Program evolved from the previous, more conventional one of plain "English language teaching," there was a corresponding shift in emphasis from evaluation as measured by a test score to assessment of functional capabilities in a student profile.

Although company language programs are specifically geared to company needs, the constant research and development applied to new materials and teacher training is making a valuable contribution to ESL/EFL in general.

**Reported by George Deutsch**

## YAMAGATA

### **SOME USES OF THE O.H.P. IN LANGUAGE TEACHING**

**By James Barlow,  
Mombusho English Fellow**

The Yamagata Chapter of JALT held its final meeting of 1985 on Sunday, December 15. First, we had the election of officers for 1986, and then Paul Stern, our President, reported on the October meeting of the national JALT Executive Committee. After that, Mr. James Barlow gave us a practical presentation on the overhead projector. Barlow's two-hour presentation included a wide variety of activities: for example, teaching songs, writing and making stories, teaching new vocabulary, etc. As an "M.E.F.," he visits a lot of junior and senior high schools, and he seemed to understand Japanese schools and students very well.

**Reported by Ayako Sasabara**





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**YOKOHAMA****USING VIDEO IN THE CLASSROOM**

By Mark Twemlow,  
International Learning Systems, Japan

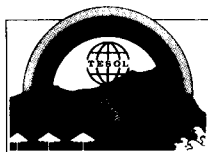
Do you use your video in your classroom? If not, you could be missing out on a beautiful friendship. This was made obvious to many at the November meeting of the Yokohama chapter.

Twemlow opened his presentation by playing a portion from a Chinese language video program. We were not impressed. Twemlow's point was that, although it might *look* like a television, you can't just turn it on like a vacuum cleaner and expect it to have some productive effect on your students. Making friends with your video means learning how to use it to help you teach, rather than trying to let it substitute for you. Some of his practical suggestions were that teachers should get to know the video equipment before using it in the classroom. They should know how to clean the playback head inside the deck, and how to make any necessary adjustments to get a good quality picture. Although regular TV programming can be used effectively in the classroom, Twemlow recommends commercially-produced materials, because the language level is controlled, input is organized and the material is usually recycled and developed, even with advanced, authentic programs.

Since video is an aid to teaching, and not a substitute, Twemlow suggested using other material to emphasize a point, or introduce a structure or vocabulary item. Posters, games, newspaper articles and follow-up exercises are useful for this. Scripts, which are often available for video programs, can be used as reading practice, review, or to highlight structures and vocabulary before, during or after using the video sequence.

One final point which Twemlow stressed was to avoid overusing video. Short sequences (30 to 90 Seconds) alternating with short work periods (i.e., pair work, role-playing) keep the pace moving and the students' attention focused.

Reported by Robert E. Hart  
Kanto Girls' High School



1986 TESOL SUMMER INSTITUTE  
JULY 7 - AUGUST 15  
UNIVERSITY OF HAWAII AT MANOA  
A RAINBOW OF PERSPECTIVES IN TESOL

# JALT UnderCover

**COMMUNICATING EFFECTIVELY IN ENGLISH: ORAL COMMUNICATION FOR NON-NATIVE SPEAKERS.** Patricia A. Porter, Margaret Grant and Mary Draper. Belmont, Calif: Wadsworth Pub. Co. 1985. 230 pp. (Instructor's Manual available )

This is a book...in fact, a pretty good one. *Communicating Effectively in English* is for advanced learners who wish to develop public speaking skills. The reader is undoubtedly aware that the "textbook controversy," which began with or I should say, was intensified by Richard L. Allwright's article (*ELT Journal*, 1981, 36-1: 5-18) is still quite with us. Textbooks, it often seems, are disappointing – or at least those beyond the beginning level are. As Sylvia Dingwall reminded us in her presentation at IATEFL 1985 in Brighton, England, textbooks all too often lose their effectiveness in direct proportion to the increase of level of the language being taught. Ms Dingwall, in her survey of 800 language teachers in Switzerland, discovered that "... [texts] at higher levels were judged to be progressively worse than those at lower levels." She concludes that we need to realize that teaching students of differing levels requires teaching different skills and infers that textbook writers very often do not do this. Another inference that may be drawn is that for classes at or above the intermediate level, teachers should rely solely on their own intuitions and professional competence, not upon a textbook.

Which brings me to the question, of what value is this book under review? More specifically, of what use, in the pedagogical environment of a Japanese university, is a book "designed to help advanced-level, non-native speakers of English...at American college?" I must admit that when I first read *Communicating Effectively in English*, my impression was not altogether positive. But when I began to use it with my third year English major, its value became clear. In conjunction with the instructor's manual, this relatively modest text begins to shine. A real time saver for the teacher who, up to now, has had to compose, scrounge and duplicate materials for classes in advanced

listening and speaking skills.

The book is built around eight Units. The first addresses itself to the question of lowering the affective filter and anxiety the students (all of us) have about public speaking. The rest of the units are "designed...to progress from the least threatening format (an interview) to small group work to panel presentations to the most threatening format (an individual presentation)." The instructor's manual is a must, however. For example, in Unit 4, Exercise 5, the text says "your instructor will give four introductions for a speech..." They are only found in the manual (pp 27-28), so without the manual the teacher would have to prepare and design these four introductions, one good and three needing improvement, e.g., "topic unclearly stated," "topic introduced too abruptly" and "style too formal."

It must also be emphasized, however, that the material has been designed for a multi-cultural environment, classes which have students from more than one country. Fortunately some of the classes at my faculty are blessed with just such an environment. In addition to Japanese students, there are students from Southeast Asia, East Asia and Latin America.

Since the multi-cultural classroom is becoming more and more common at Japanese national universities as the Ministry of Education continues to promote student exchange and study-in-Japan programs and the private universities follow suit, and because it can be such a time saver for the teacher, I believe that *Communicating Effectively in English* will find a steadily growing audience of appreciative users in Japan.

Reviewed by Ronald Gosewisch,  
Nagasaki University

## REVIEWS in BRIEF

**KEEP TALKING.** Friederike Klippel.  
Cambridge University Press, 1984. 202  
pp., ¥2,500

Here the author has assembled 123 communicative fluency activities for language teaching. The activities, which include warm-ups, discussions, role plays, mimes and the like, have a common goal: creating a situation in which students enjoy using the target language.

Those who have used similar resource books,

such as *Drama Techniques in Language Learning* by Maley and Duff (Cambridge University Press, 1978), will find some activities that are familiar here. What sets this book apart however is the format, which seems designed for busy teachers who may not have time to dwell on the more theoretical aspects of games.

Each activity is described in a very economical style (usually about 150 words) but all necessary information is included. The descriptions list the skills, grammar and/or language functions which will be required as well as the level for which the activity is appropriate. There are also estimates of the time each will take but these seem unnecessarily short. A cross-referenced appendix makes it easy to choose activities suited to the students' level and the day's lesson plan.

Perhaps the best feature of this book is that handouts (where required) have been prepared and are ready for photocopying; the copyright has been waived. Because the need for typing and pasting has been eliminated, nearly all of these activities are available for use within minutes.

Only those teachers who object to such exercises because they are interesting or fun (surprisingly, some do) will not find something they can use here.

Reviewed by John Provo,  
Dokkyo University

**CULTURAL LINKAGES BETWEEN JAPAN, UK, AND USA.** Masami Asano and Gaynor Dowd. Tokyo: Kinseido, 1984. 96 pp. Price: ¥1,100

I became excited when I read the title of this book. Ah! At last, a book which promised a cultural dialogue among three very different and interesting countries.

*Cultural Linkages between Japan, UK, and USA* does contain a wealth of information. It is well-annotated with vocabulary definitions in Japanese, and presents material in the forms of translated newspaper reprints from the *Daily Yomiuri*, conversations, and follow-up, discussion-style questions and answers.

I found the overall effect, however, somewhat confusing and haphazard. The main problems seem to lie in the qualitative variation of letters to the *Daily Yomiuri*. In true newspaper style, although very interesting, they

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roam a lot. "The "conversation" which follows attempts to put the articles in a cultural context, give them more depth or explanation, and at the same time, pose thoughtful questions to send classroom discussions off to a flying start.

That's ambitious – and so, I decided, was the resultant "lesson," which I ended up choosing not to give to any of my large college freshman classes. It was just too much material for a single lesson (newspaper article, new vocabulary, 3-4 page-long follow-up conversation at the fluent-adult-native-speaker level, 15-20 vocabulary notes on the conversation, and occasional maps or charts). Worse, nothing easily stood alone. If you teach at a school where students assiduously do their homework, this problem might be overcome, but the book clearly wasn't designed with *my* college students in mind!

What I did find interesting, though, was to read through the book myself and pick up interesting ideas for comparing, for example, American, British, and Japanese marriages and divorces, table manners, hen-pecked husbands, attitudes toward second-hand goods, techniques for climbing up the job or social ladder, attitudes about education of children abroad, and patterns in committing suicide.

If you want to talk about any of these topics in your classes, skimming through *Cultural Linkages* will give you food for thought.

Reviewed by Madeline Ura-neck,  
Tokai University, Foreign Language Center

## 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 28 February.**

## CLASSROOM TEXT MATERIALS/ GRADED READERS

- \*Byrne, Donn. **Meet Captain Luki** ("Roundabout Readers" series). Modern English Publications, 1985.
- \*--- **Captain Luki and the Green Planet** ("Roundabout Readers" series). Modern English Publications, 1985.
- \* -- **Captain Lttki and the Red Robots** ("Round-

about Readers" series). Modern English Publications, 1985.

\*--- **Captain Luki and the Sea People** ("Roundabout Readers" series). Modern English Publications, 1985

\*Byrne & Holden. **The David Freeman Show** (Student's Books. Teacher's books). Modern English Publications, 1985.

\*Edwards. **The Story of a Poet Priest**. Macmillan Shuppan KK, 1985.

\*McArthur. **English Today 4** (Oct.-Dec. 1985).

---

Brieger & Comfort. **Business Issues: Materials for developing reading and speaking skills for students of Business English**. Pergamon, 1985.

Buschini & Reynolds. **Communicating in Business**. Houghton-Mifflin. 1985

Kitao & Kitao. **American Reflections**. Eichosha Shinsha, 1985.

---

†Azar. **Fundamentals of English Grammar**. Prentice-Hall. 1985.

†Brockman & Kagen. **Coping in English: Beyond the Basics**. Prentice-Hall 1985.

†Carrier. **Business Reading Skills**. Nelson, 1985.

†Carver & Fotinos. **A Conversation Book: English in Everyday Life, Book I. 2nd Ed.** Prentice-Hall, 1985.

†Cotton & McGrath. **Terms of Trade: Spoken English for International business** (Four cassettes, text-book). Arnold. 1985.

†Dart. **ESL Grammar Exercise Books 1 & 2**. Prentice-Hall, 1985.

†Ellis & Ellis. **Counterpoint** (Beginners). Nelson, 1985.

†Fletcher & Hargreaves. **Good for Business. An intensive course in business English**. Harrap, 1983

†Newnes **Complete Word Game Dictionary** Newnes, 1985.

†Shovel. **Making Sense of Phrasal Verbs**. Cassell, 1985.

†White & Khidhayir. **In Business** (Teacher's book). Harrap, 1983.

## TEACHER PREPARATION/ REFERENCE/RESOURCE/OTHER

\*Brumfit, ed. **Dictionaries, Lexicography and Language Learning** (ELT Documents: 120). Pergamon Press/British Council, 1985.

\*Jones, Ken. **Designing Your Own Simulations**. Methuen, 1985.

\*小野・英語音声学概論、リベール、1986

\*竹蓋・英語教師のパソコン、エデュカ 1986

\*--- ヒアリンクの行動科学 研究社 1984

\*Trimble. **English for Science and Technology: a discourse approach** ("Language Teaching Library" Series). Cambridge, 1985.

---

Ahmad, et al. **Computers, Language Learning and Language Teaching** ("New Directions in Language Teaching" series). Cambridge, 1985.

McRae. **Using Drama in the Classroom** ("Language Teaching Methodology" series). Pergamon, 1985.

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†Dawson. **Teaching English as a Foreign Language: A Practical Guide**. Harrap, 1984.

**The Language Teacher** also welcomes well-written reviews of other appropriate materials not listed above, but please contact the book review coeditors in advance for guidelines. It is **The Language Teacher's** policy to request that reviews of classroom teaching materials be based on in-class teaching experience. Japanese is the appropriate language for reviews of books published in Japanese. All requests for review copies or writer's guidelines should be in writing, addressed to: Jim Swan & Masayo Yamamoto, 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**:

Aarts & Aarts -**English Syntactic Structures**.  
 Abdulaziz. **et al. The Computer Book**.  
 Aebersold. **Critical Thinking. Critical Choices**.  
 Bell. **Spotlight on Energy**.  
 Blass & Durnghello. **From Concept to Composition**  
 Brumfit. **Language and Literature Teaching**.  
 Carroll & Hall. **Make Your Own Language Test**.  
 Carrier & Evans. **Spotlight on Cinema**.  
 Carrier & Pacione. **Spotlight on Rock Music**.  
 Christic. **Spotlight on Great Mysteries**.  
 Clark, ed. **Index Card Games for ESL**.  
 Comfort **et al. Business Reports in English**.  
 Crombie. **Discourse and Language Learning**.  
 Curry. **Spotlight on Women in Society**.  
 Dean. **Spotlight on the World Cup**.  
 Draper. **Great American Stories, I**.  
 Ellis. **Classroom Second Language Development**.  
 Ely. **Bring the Lab Back to Life**.  
 Feigenbaum. **The Grammar Handbook**.  
 Folse. **Intermediate Reading Practices**.  
 Gaston. **Cultural Awareness Teaching Techniques**.

Gilbert. **Clear Speech**  
 Gregg. **Communication and Culture**.  
 Haines. **English in Prin 1**.  
 Heike & Dunbar. **Building Fluency in English**.  
 Jones. **Use of English**.  
 Kay. **Biological Sciences**.  
 Knowles & Sasaki. **Story Squares**.  
 Krone. **Background to New York**.  
 Lee **et al**, eds. **New Directions in Language Testing**.  
 Lindop Fisher. **Discover Britain**.  
 Lofting. **The Story of Doctor Dolittle**.  
 Maley & Moulding. **Poem into Poem**.  
 Mason. **Ports of Entry**.  
 McKay. **Teaching Grammar**.  
 Menasche. **Writing a Research Paper**.  
 Miller & Clark. **Smalltown Daily**.  
 Mortimer. **Elements of Pronunciation**.  
 Murphy. **Windows**.  
 Noto. **Physics**.  
 Palmer **et al**. **Personal Relations**.  
 Pereira & O'Reilly, eds. **Four Seasons**.  
 Prator & Robinett. **Manual of American English Pronunciation. 4th ed.**  
 Public Servie Commission of Canada. **Gambits**.  
 Quirk & Widdowson. **English in the World**.  
 Reid & Lindstrom. **The Process of Paragraph Writing**.  
 Richards & Long. **Breakthrough. new ed.**  
 Rivers. **Communicating Naturally in a Second Language**.  
 Roberts. **Steps to Fluency**.  
 Rubin & Thompson. **How to be a More Effective Language Learner**.  
 Samovar & Porter. **Intercultural Communication**.  
 Savignon. **Communicative Competence**.  
 Sell **et al**. **Modern English: Cycle Two**.  
 Stokes. **Elementary Listening**.  
 Swales. **Epidodes in ESL**.  
 Swan. **Act One in English**.  
 Van Ek & Trim. **Across the Threshold**.  
 Widdowson. **Learning Purpose and Language Use**.  
 Williams, **et al.**, eds. **Common Ground**.  
 Wright. **Collins Picture Dictionary for Young Learners**.  
 Wyatt, ed. **Computer-Assisted Language Instruction**.  
 Yorkey. **New Perspectives**.

# Meetings

*Please send all announcements for this column to Jack Yohay, 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.*

## TAKAMATSU

Topic: Culture Shock in the Classroom  
 Speaker: Dr. Marty Turner  
 Date: Sunday, February 16th  
 Time: 2-4:30 p.m.  
 Place: Takamatsu Shimin Bunka Center  
 Fee: Members, free; non-members, ¥500  
 Info: S. Maruura (0878) 34-6801

Ms. Turner was a public school teacher for thirteen years in California and received her Ph.D. from Oregon State University,

Of course there are differences between Japanese and American classrooms, but what about the similarities? Both aspects will be explored by Ms. Turner as she presents the results of a one-year anthropological study of a Japanese junior high school. Her conclusions should be of interest to those concerned with the role of cultural behaviour in teaching and learning.

## TOKUSHIMA

題 : 中学校英語検定教科書の語彙  
 (Vocabulary used in the 5 authorized junior high school English textbooks)  
 発表者 : 井上 紀子 (Inoue, Michiko)  
 日 時 : 2月9日(日) 1:30-4:30p.m.  
 場 所 : 徳島文理大学 14号館2階22番教室  
 (電話) 0886- 22- 961 1  
 (cont'd on page 47)

# A WORLD PREMIERE FILM EVENT!

## Your Life in Your Hands



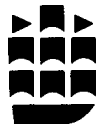
*"All the students and faculty loved it . . .  
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**William Crawford, Visiting Professor**  
Hiroshima University

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To preview *Your Life in Your Hands*, write Longman-Penguin Japan or call Mike Thompson at 03-265-7627. When ordering your preview cassette, please specify 3/4 U-Matic, 1/2" VHS or 1/2" Betamax. Longman Videos. The hottest show in town.



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(cont'd from page 45)

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東條 訓子 0886-85-7153(昼)  
会費： 会員 - 無料， 非会員 - ¥1,000

(発表要旨)

学生の発表能力の貧しさは、基本的な生活語彙の不足も原因の1つではないかという観点から、英米の幼児向語学図書と、中学校の教科書における語彙を比較検討した結果の報告である。予測通り、中学校教科書には、この生活語彙が不足していることがわかったので、英語学習と語彙教育について、特に中学校の先生方と大いに意見交換したい。

(The presenter believes that the poor ability of students to express themselves may well be rooted in the insufficient vocabulary offered in junior high school textbooks.)

(発表者略歴)

大阪外国語大学英語科卒業。公立高校勤務後渡米。ワシントン州立東ワシントン大学修士課程修了。英語教育専攻。現在帝國女子短期大学国際文化学科講師。文化や語彙の分野に関心が深い。

Although this presentation is in Japanese, it can be translated into English on request.

## OKINAWA

Topics: Group Discussion on Local Problems in Teaching English  
Date: Sunday, February 2nd  
Time: 2 - 4 p.m.  
Place: Okinawa Language Center  
Fee: Members, free; non-members, ¥500  
Info: Fumiko Nishihira (09889) 3-2809

## OSAKA

Topic: Video Drama: the big turn-on  
Speaker: Michael Thompson, Longman  
Date: Sunday, February 9th  
Place: Umeda Gakuen  
Time: 1 4:30 p.m.  
Fee: Members, free; non-members, ¥1,000  
Info: Linda Viswat (06) 543-1164

Video in its explicit contextualization of language, its exposition of paralinguistic features, and portrayal of cultural 'norms' is the richest resource available to the language teacher. This does not in itself guarantee its success in the classroom.

Material can be elucidating without actually being stimulating.

Drama by appealing to the students' curiosity and broadening the dimension of human interest in the classroom can provide the matrix for a variety of language activities. A good story heightens acquisition through a succession of memorable contexts.

This activity-based talk will look at a wide range of oral/aural activities. The extracts demonstrated will be drawn from "Your Life in Your Hands," "Family Affair" and the Sherlock Holmes videos from Longman although the techniques themselves are universal.

## Osaka S.I.G. (date, place as above)

### Teaching English to Children

Topic: Using Cuisenaire Rods  
Time: 11 a.m. - 12:30 p.m.  
Info: N. Katsurahara (07363) 2-4573

### Colleges and Universities

Time: 11:30 a.m. - 12:30 p.m.  
Info: E. Lastiri (0722) 92-7320

## OSAKA/KYOTO

### ANTHROPOLOGY FOR LANGUAGE TEACHERS Special Weekend Workshop

Topic: An Introduction to Anthropology for Language Teachers  
Speaker: Prof. Sonia Eagle, Tokai University  
Date: Sat.-Sun., February 15th-16th  
Time: 10 a.m.-5 p.m. (approx.)  
Place: Kyoto Y.M.C.A., Sanjo-Yanaginobamba, tel. (075) 231-4388  
Fee: Members, ¥5,000; non-members, ¥7,000. Limited to 20 participants.

Registration and information: Jane Wieman, 11-7 Miyanomae-cho, Arashiyama, Nishikyoku, Kyoto 616; (075) X81-2278.

## KOBE

Topic: Dialogue Journals  
Speaker: Madeleine Adkins  
Date: Sunday, February 9th  
Time: 1:30-4:30  
Place: St. Michael's International School, Toa Road  
Fee: Members, free; non-members, ¥1,000  
Info: Michiyo Takemote, (078) 832-1005 (evenings); Jan Visscher, (078) 453-6054 (evenings)

Dialogue journals - notebooks in which teachers and students write to each other in an unstructured dialogue -- first came into use in the classroom many years ago, but only recently have they been recognized as a powerful tool for learning and teaching languages, especially in EFL and ESL classrooms. They are a simple and effective means of promoting and improving writing, conversational, and general interpersonal skills. Ms. Adkins

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advocates the use of journals in high school and college classes by non-native speaker teachers, since the low-pressure environment created is highly conducive to enjoyable learning for all levels and age groups. Theoretical and research aspects will be touched on, but the primary focus will be on the practical, so that teachers will be able to immediately start using dialogue journals.

Madeleine Adkins is an EFL instructor with Language Resources and is on the Executive Committee of the JALT Osaka chapter. She holds a degree in linguistics from Georgetown University.

## NAGOYA

Topic: Big Classes, Activation, and Turning Textbooks Into Games  
 Speaker: Marc Helgesen  
 Date: Saturday, February 15th  
 Time: 1:30 - 5 p.m.  
 Place: Aichi Kinro Kaikan, Tsurumai  
 Fee: Members, ¥500; non-members, ¥1,000  
 Info: Kazutaka Ogino (05363) 2-1600  
 Lynne Roecklein (0582) 94-0115

Marc Helgesen, one of JALT's most well-received presenters, will deal with teaching conversation to large classes, and his emphasis will be on ways to make use of the great amount of knowledge- already present in the minds of the "false beginners" with whom most of us work. This will involve consideration of what games are, and many practical suggestions will be offered about how to build an element of chance into and thereby enliven various kinds of conversational activities, consequently increasing student investment.

## YOKOHAMA

Topics: (1) Twenty techniques for developing aural skills  
 (2) Productive pressure - stress as a classroom tool  
 Speaker: Don Maybin  
 Date: Sunday, February 9th  
 Time: 2:30 - 5 p.m.  
 Place: Kaiko Kinen Kaikan (Port Opening Memorial Hall)  
 Fee: Members, ¥750; non-members, ¥1,500  
 Info: Ron Crain (045) 841-9677 (home)  
 (045) 662-3721 (work)

(1) This workshop contains a survey of practical classroom presentation techniques for use by an instructor when attempting to hone students' listening skills. The techniques will focus on individual phonemes, speech reductions and general comprehension of native speaker speech and includes such approaches as gestures, hand cues, visual aids, "click" cues and more.

A handout will provided and instructors of all experience levels should find something of interest to add to their bag of teaching tricks.

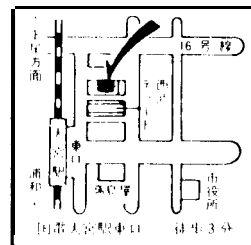
(2) It will be demonstrated how pressure can be used to the students' advantage. Though modern approaches often focus on the need for relaxed, non-threatening atmosphere, the presenter suggests that Japanese students of all ages can be better motivated and "encouraged" to speak when subjected to stress in the form of time limits, team points, etc. and he will present a stimulating variety of practical classroom techniques.

## Yokohama SIG. for Teachers of English at Secondary School

Topic: Educational Interest in FEN  
 Speaker: Hiroshi Sato, Konandai High School  
 Date/Place: as above  
 Time: 1:30 2:30 p.m.  
 Info: Ryuko Kubota (0427) 47-6378 (eves.)

## OMIYA

Topic: Songs and Techniques in ESL  
 Speaker: Dale T. Griffiee  
 Date: Sunday, February 9th  
 Time: 1:30 - 4:30 p.m.  
 Place: Omiya Y.M.C.A.  
 Fees: Members, free; non-members, ¥1,000  
 Info: Aleda Krause (0482) 55-9887 or  
 Kyoko Burger (0486) 5 I-5 182



Dale T Griffiee is the author of the TPR text **Listen and Act** and (with David Hough) the listening text **HearSay**. He was guest editor of the **Language Teacher** issue on TPR and is a fun-loving and dynamic speaker.

Dale will select songs of four types: 1) old standards; 2) easy native speaker; 3) popular songs; and 4) children's songs. Songs will be used to illustrate techniques appropriate to the level, including cloze-type exercises, ways of contextualizing vocabulary, song cards, and song posters. Dale will also examine and comment on some of the ESL books available in the stores.

This will be the inaugural meeting of the Omiya chapter, so a short business meeting to elect officers will precede the presentation.



**SHIZUOKA**

Topic: Activating Big (and small!) Classes: Games, etc.  
 Speaker: Marc Helgesen  
 Date: Sunday, February 16th  
 Time: 2:30  
 Place: Tokai University Junior College  
 (0542) 61-6321  
 Fee: Members, ¥500;  
 non-members, ¥1,000  
 Info: John Saotome (0542)-61-3621 (work)  
 (0542) 58-6146 (home)

Please bring along something (e.g. cake or cookies) for the "pot-luck" coffee break. Coffee will be provided.

**HAMAMATSU**

Topic: False beginners, activation, and games, in the classroom.  
 Speaker: Marc Helgesen, Lingual House  
 Date: Sunday, February 16th  
 Time: 10 a.m.-12:30 p.m.  
 Place: Seibu Kominkan, 1-2 1-1 Hirosawa  
 Fee: Members. free; non-members. ¥500  
 Info: Judy Hunt, (0534) 72-0310

The presenter will discuss and demonstrate ways to activate false beginners' "passive" English. Ways to motivate students including games (both how to use games and how not to use them) will be shared.

**CHIBA**

Topic: Productive Pressure and the Active Student  
 Speaker: Mr. Don Maybin  
 Date: Sunday, February 23rd  
 Time: 1:00-4:00 p.m.  
 Place: Funabashi Tobu Kominkan 4th Floor Kodo (2 1-21 Meahara Nishi 2-chome, Funabashi-shi; 200 m from Shin Keisei Line's Shin Tsudanuma Station); tel. (0474) 77-7171/2  
 Fee: Members, free; non-members, ¥500  
 Info: Dawn Wilson or anyone at Margaret's Institute of Language (0474) 62-9466

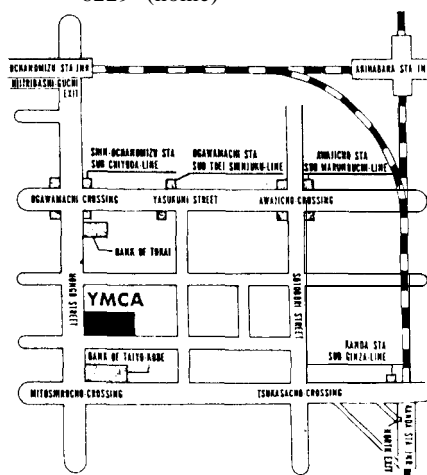
Mr. Maybin has over ten years' language teaching experience in Canada, England, and Japan. He currently teaches English and French to adults and high school students in the Seto-naikai (Inland Sea) area.

He will demonstrate how pressure can be used to the student's advantage in an EFL classroom. Though modern approaches often focus on the need for a relaxed, non-threatening atmosphere, the presenter suggests that Japanese students of all ages can be better motivated

and 'encouraged' to speak when subjected to stress in the form of time limits, team points, etc. He will present a stimulating variety of practical classroom techniques. (2 hours)

**TOKYO**

Topic: Whose English is Better, Anyway, The Queen's or the President's?  
 Speaker: Dr. Kenneth G. Schaefer  
 Place: Y.M.C.A. Hotel, Room No. 210 (Kanda)  
 Time: 2 - 5 p.m.  
 Date: Sunday, February 16th  
 Fee: Members, free; non-members, ¥1,000  
 Info: C. Dashtestani (031) 282-6686 or (03) 254-2731 (work); (045) 823-6229 (home)



For more than 200 years there have been hot-headed arguments about British and American English. Most English teachers in Japan are enlightened enough not to allow the differences to affect them but, we're sometimes hard pressed to explain to our students and to our Japanese colleagues what they should make of this dialectal diversity. This talk will explore in some detail the differences between British and American pronunciation, grammar, idiom and spelling. How did those differences first come about? Are British and American English converging or growing apart? Is one dialect more appropriate than the other for Japanese students to learn? And which English is better, anyway?

Dr. Schaefer, Associate Professor of English, is currently the Coordinator of the Master of Education Program in TESOL at Temple University Japan. He has a Ph.D. degree in linguistics and the history of the English language from Columbia University and has written a book on Old English and a series of communications textbooks for use in the Temple University English language program in Germany, where he taught for three years. He regularly teaches courses in the history of the English language, linguistics, early English literature, and English to speakers of other languages.

# Bulletin Board

Please send all announcements for this column to Jack Yohay; 1-1-1 Momoyama Yogocho, 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.

## CALL FOR PAPERS

The Communication Association of Japan, this country's largest association of communication scholars, educators and practitioners, will hold its 16th National Conference at the Hotel Sunroute in Yashiro, Kumamoto Prefecture on June 14th -15th, 1986. Papers in interpersonal communication, intercultural communication, speech education, rhetorical and human communication theory, mass communication, organizational communication, communicative language teaching, applied linguistics and sociolinguistics are invited. Please submit a 400-word summary in English or Japanese which will serve as the basis for consideration. Presenters will be allotted 25 minutes each for presentation and question-and-answer. Papers will be considered for *Human Communication Studies* or *Speech Communication Education*.

Summaries should be sent, to arrive no later than March 3 1, to:

Prof. Hiroshi Katayama  
 Communication Association of Japan  
 c/o Department of English  
 Nihon University School of Dentistry  
 2-870-1 Sakae-cho, Matsudo-shi  
 Chiba-ken, Japan 271

## EFL FOR AFRICA?

Students and staff at the American School of Business and other Tokyo language schools are organizing fund-raising events for the elimination of world hunger; Already slated for early 1986 are a sponsored walk around the Yamanote Line and a giant book and textbook bazaar. What about you and your students? If you are interested in walking, sponsoring walkers or donating surplus books, call Yoko, Julian or Eiko at the ASB: 03-982-2208.

## SUGGESTOPEDIA WORKSHOP

Dr. Hideo Seki, who supervises the Society for Accelerated Learning and Teaching (S.A.L.T.) will give a workshop on Suggestopedic philosophy and methods, using stereo music, slides, OHP, pictures, flowers, and other enhancements on Sat., February 22, 1-5 p.m., at Diamond Hall, Diamond Bldg., 1-4-2 Kasumigaseki, Chiyoda-ku, Tokyo. Fee Y5,000. Information: Japan PSI Science (03) 400-0523 or Dr. Seki (03) 4 18-05 19.

## OMISSION IN JANUARY ISSUE

The following are references for last month's article "Is There Anything Children Are Better At?" by David Hough.

### References

Brown, G. *Listening to Spoken English*. Longman, 1977.  
 Diller, K. Presentation at JALT Tokyo chapter meeting, Nov. 23, 1979 (on tape).  
 Milner. *Physiological Psychology*. Holt, Rhinehart, and Winston, 1970.  
 Seliger, Krashen, and Ladefoged. Maturation Constraints in the Acquisition of Second-Language Accent. *Language Sciences*, 36.  
 Stevick. E. *Memory, Meaning, and Method*. Newbury House, 1976.  
 Zemlin. *Speech and Hearing Science*. Prentice-Hall, 1968.



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# Positions

Please send Positions notices to the Announcements Editor (address on page three), 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.

**(KYOTO)** The Kyoto Y.M.C.A. English School has an opening for Senior Instructor/Curriculum Developer. We are looking for a highly-qualified person with a sound knowledge of contemporary teaching methods and materials and with a long-term professional commitment to TEFL in Japan. For further information contact: Yasushi Kawachi, Y.M.C.A., Sanjo Yanagi-nobanba, Nakagyo-ku, Kyoto 604; tel. (075) 231-4388.

**(NAGOYA)** Two full time positions opening in the spring for qualified native English teachers. Competitive salary plus benefits. Minimum qualifications: a B.A or M.A. (ESL/EFL preferred) and two years of classroom experience. For further information call Kraig Pencil at (052) 802-4156.

**(OSAKA)** Galaxy Travel Inc. requires female Japanese or foreigner for part-time position. Applicants should speak good English and Japanese and previous business experience is preferred. Travel industry experience would be an asset, but we are willing to train a person with no experience providing she has an interest in the travel business and an outgoing personality. The working hours are flexible but applicant must be able to attend most JALT meetings in the Kansai area. Initially, the position will be part-time but could lead to full-time employment. Our office is located in Osaka very near Honmachi station on the Midosuji subway line. Interested persons should call 06-229-1155 Monday to Friday, 9:30 to 5:30 to arrange for an interview.

**(TOKYO)** TOEFL Academy, one of the most reputable preparatory and language institutions in Japan, will open a Japanese Language Course on February 17. The institution is accepting applications for part-time teachers for this course. Applicants should have a college degree and teaching experience, preferably teaching Japanese language. If interested, send a personal history to TOEFL Academy, 2-23-1 Yoyogi, Shibuya-ku, Tokyo 151. For further information call Sakamoto at (03) 375-2307.

## TEACHERS OF ENGLISH TO SPEAKERS OF OTHER LANGUAGES

AN INTERNATIONAL PROFESSIONAL ORGANIZATION FOR THOSE CONCERNED WITH THE TEACHING OF ENGLISH AS A SECOND OR FOREIGN LANGUAGE OF STANDARD ENGLISH AS A SECOND DIALECT AND BILINGUAL EDUCATION AND WITH RESEARCH INTO LANGUAGE ACQUISITION, LANGUAGE THEORY, AND LANGUAGE TEACHING PEDAGOGY. INVITES YOU TO PARTICIPATE IN ITS

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For more information write:  
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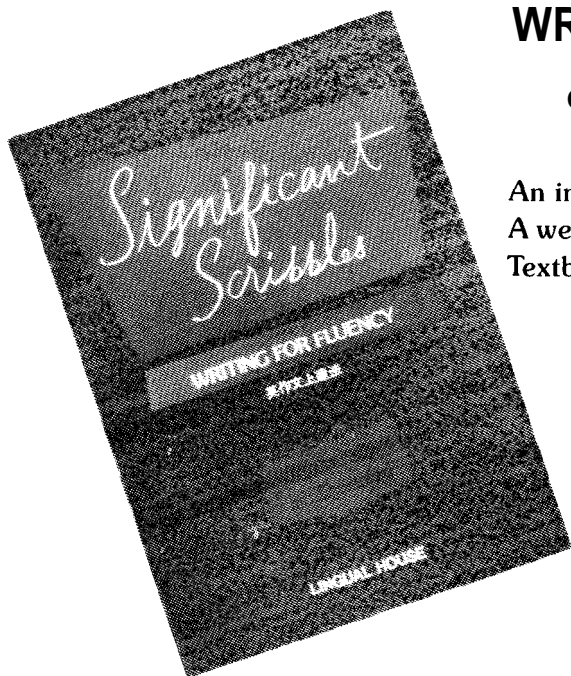
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