

THE Language Teacher

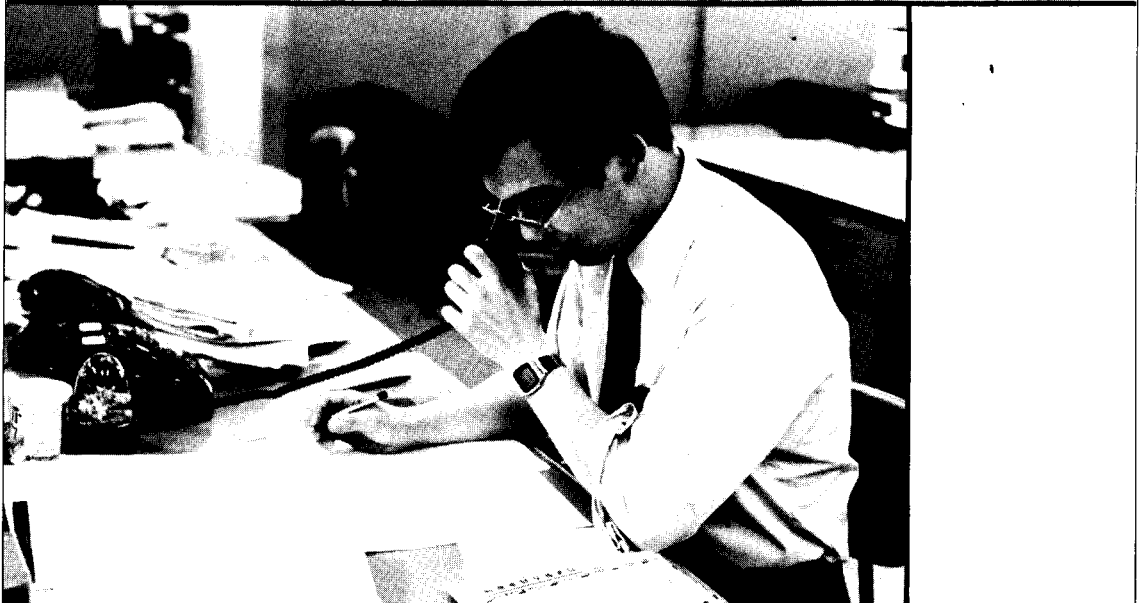
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SPECIAL ISSUE:

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THE Language Teacher

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

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Editor: Deborah Foreman-Takano, Hiroshima Jogakuin Daigaku, 4-13-1 Ushita Higashi, Higashi-ku, Hiroshima 732; (082) 2216661

Co-Editor: Marie Tsuruda, Hiroshima YMCA, 7-11 Hatchobori, Naka-ku, Hiroshima 730; work: (082) 228-2269; home: (082) 289-3616

Book Review Co-Editors: Jim Swan and Masayo Yamamoto, Aoyama 8-122: Nara 630

My Share Editor: Marc Helgesen, New Day School? Company Bldg. SF., 2-15-15, Kokubun-cho, Sendai

Announcements/Positions: Jack Yohay, 1-111 Momoyam Yogoro-cho, Fushimi-ku, Kyoto 612; (079)

Japanese Language: Masayo Yamamoto

日本語の原稿の送り先:

630 奈良市青山8-122 山本雅代

Advertising/Commercial Member Inquiries: JALT Central Office

Photography: David Hough

Proofreading Editors: Jack Yohay and Harold Johnson

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Publications Chairperson: Virginia LoCastro, c/o Dept of Linguistics & Modern English Language ty of Lancaster, Bailrigg, Lancaster LA1 4YT, U.K.

JALT Journal Co-Editors: Andrew Wright and Richard Berwick, # 505 C.I. Mar&on, Yamate-dori 1-28, Showa-ku, Nagoya 466; (052) 833-7534

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

SPECIAL ISSUE ON SPECIFIC PURPOSE LANGUAGE ACQUISITION

As the title suggests, this issue covers more than English for special or specific purposes (ESP). It looks at language acquisition in the light of what has been and is being done in the field of ESP, and then goes on to review current trends in the development of Japanese for special purposes textbooks.

John Fanselow leads off the issue with a series of entertaining and insightful journal entry observations on how language is used in specific environments and how that might relate to ESP teaching and curriculum development. These observations, while made in an English speaking country, have global implications for the fields.

Following Fanselow's article, Hough focuses on in-company language training programs within Japan, and suggests a major shift toward the development of specific need-based courses.

Jane Weiman hones in on a very specific teaching/learning objective how to prepare Japanese company employees for graduate study abroad. Finally, **Takeshi Hashiuchi** moves from ESP to JSP in reviewing textbooks designed to meet specific Japanese learner needs.

David A. Hough, Guest Editor

OBSERVATIONS ON ESP

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

*Dr. John Fanselow has written widely on classroom teaching and observation. He is the author of **Breaking Rules -- Generating and Exploring Alternatives in Language Teaching** (Longman), and of articles on English for Special Purposes. He is past president of TESOL and has visited Japan to conduct courses for Teachers College credit in cooperation with SIMUL. While in Japan, he has also conducted JALT workshops.*

Ever since I've worked with teachers, I have jotted down observations I've made related to teaching and learning languages. I've encouraged those I work with to do the same thing for a long time. I've been delighted to see journal writing emphasized recently since it is an activity parallel with one I've advocated and practiced for a long time. (Proffoff, 1983)

Here are a series of observations – journal entries – with embellishments I've made over the years related to ESP – which, in an entry not included here, I connected to extra sensory perception rather than English for specific or special purposes. The observations were all made in an English-speaking country.

Journal entry after picking up a car for a friend

Walking through an automechanic's shop to see if a friend's car was ready, I heard a voice from under a car shout "Give me the damn thing!" Though I assumed he was not addressing me, I looked around for something I could pick up anyway, feeling compelled to act because of the forcefulness of the command. Just as I was about to pick up a tool – I couldn't pick

up one of the other cars, I couldn't imagine that he was asking for food, and there were tools everywhere – I saw a man running towards the car with a hammer in his hand. When I heard, "about time," and the sound of hammering, I knew the "damn thing" had been delivered. This incident highlights the differences between language classrooms and other settings. Trying to make student needs outside of classrooms and language instruction in classrooms congruent is really what ESP is all about. Yet in teaching settings, even in my ESP classes, I have seen a great deal of time is spent naming objects and describing what we see in front of us, communicating what Halliday calls the representational function, just as if we were in a class teaching language for its own sake. Little time is spent using language and materials the way we do outside a language class. What ESP has come to mean to many is simply the substitution of one type of lexis for another – tool vocabulary or marketing vocabulary for general vocabulary, for example. Or, ESP has come to mean a substitution of functions for grammar points. Or, in some cases, ESP means the substitution of the study of another subject like science or marketing in the target language for the study of the target language itself. The solicit "What's the first thing you do with a piece of roast beef?" during a science class on digestion differs only in content from the solicit "What's the idea in the first paragraph?" in a language lesson. In both cases, the teacher is asking questions to which he or she knows the answer. In both cases, the language is separated from an activity. And in both cases the language differs from that used outside of a classroom, such as during a discussion on digestion between two scientists or one scientist and a lab assistant.

Journal entry after reflecting on mechanic's question

In ESP, if we stick with language alone, we can't communicate much meaning. Mecha-

tics don't seem to name things they are handling. I remember exchanges like this when repairing boilers:

This looks like it fits here.
Not exactly.
Toss me that one.
Ah, this one does fit!

Without objects, the language is empty. Without knowledge of the experience of repairing the boiler – or car, or anything – the language has no meaning. In ESP classes it seems there are two critical points to incorporate:

1. Language used for the specific purpose has to be recorded so it is parallel with what is taught.
2. Materials and activities need to be available so the meaning of the language can be tied to experience. If the teacher doesn't know how to repair boilers or cars, negotiate prices, or any other knowledge related to the language, can the teacher really teach the language used in repairing boilers – or cars – or negotiating prices?

Journal entry after a factory visit

I observed this exchange between a student of English as a foreign language at work and a native speaker of English who gave out equipment the student needed for his work. **Student:** How are you today? **Person handing out tools:** (silence) Then, I saw this exchange between another worker and the person handing out tools: **Worker:** They did it again! **Person handing out tools:** They're shit! The **they**, it turns out, was a football team. So greetings vary with settings and interests of the participants. In different settings I have found many usual greetings are not appropriate. I have also found that the usual greetings or polite expressions that I might consider important if I were handing out the tools or the mail are not necessarily the oil that is needed to lubricate the exchange. Sometimes bringing a cup of coffee to the person now and then is helpful. Other times, calling the person by his or her nickname is important, even if the name is not one that is flattering, such as "boondoggler" or "bum." A question about a soccer game may be more appreciated than a "Please" or "Thank you" or "Good Morning." The names of tools I have not frequently heard!

What types of comments have you found helpful in interacting with those you meet on a regular basis to get things from in a foreign language? Have you considered greetings in different settings to be a type of English for

specific or special purposes?

Journal entry after another visit to a factory

It is not only teachers who seem bent on separating language from its use for purposes other than learning it for its own sake. During the visit to the factory where ESP was supposed to be taught, I find myself in the meeting room used by building managers and company officers. Shortly after I arrive, a number of men come in, but because they are not wearing ties, I know they are not the managers or company officers for whom the room was ordinarily reserved. They are followed by a teacher and a person with a tie who has this message: "We are here to learn English so that you can get a better paying job at this factory. This person is an English teacher who is not going to teach you general English but English for specific purposes. He is going to teach you English you need for different jobs here at the factory, on different, more complex machines." This announcement was possible because the teacher had primed the manager a bit as he convinced him to allow the program to be tried in his factory. When I ask where the tools were that could be used in the class, I am told that some will be delivered. Well, around thirty minutes later, some tools are delivered. As it turned out, though, the tools that were delivered were not those used by any of the factory workers. The tools belonged to the janitor. and he used them to repair lights, stop leaks and get doors opening more easily. These were not the tasks the workers were going to have to learn to do to get a better paying job!

To the manager, as to most people it seems, language is language, and activity is activity. They are seen as separate. And it is assumed that one must master a great deal of language – grammar rules in particular – before one can use the language related to an activity, especially a complex activity.

This factory manager is not unusual because of the fact that he scheduled the language class totally separate from any activity the workers needed language to engage in. Show me an ESP class and nine times out of ten the students won't be engaged in activities parallel to those they are learning language for. In fact, it's unlikely they'll engage in any activities. The manager's ideas are widely shared. Soon after I leave the factory class totally separated from the factory, I meet some teachers developing materials for mechanics. Though they started off by tape recording communications between the mechanics, they did not find enough names of objects in the comments so they asked work-

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ers to name the tools. The teachers arranged these in alphabetical order, glued sketches of each tool next to the name of each tool and went on to teach their lessons. They not only separated language from activity but they taught what had little to do with student needs. They taught what language teachers are trained to teach: names and descriptions of objects or processes.

Journal entry while reading about ESP in an inquisitive mood

Did ESP, like most movements, begin as a revolt against another movement, or perhaps more accurately because of a lack of movement? Did many teachers and even more students see that after years of English, or any other language, many students were not capable of studying academic subjects in foreign languages that had been studied nor were they capable of doing any jobs that required foreign language? Did some administrators begin to see that there were more and more people in need of jobs requiring English in particular but there was less and less time and money to teach the language needed for the job?

Did these questions lead to this question? Why not match the language people need on a job or in a particular area of study with the language taught them? If a flight attendant only has to serve food, give safety instructions and smile in the language of the passengers, why spend years teaching the person how to say "This is a pen" and how to read and listen to stories that begin "Once upon a time?" With these questions in mind, a person who had a thorough grounding in "This is a pen" and the subsequent points of grammar that followed, would not be able to say "Coffee, tea or milk?," much less **smile** in the target language?

Journal entry while reading about ESP in a critical mood

On one level, all English is for a specific purpose. For example, teaching "This is a pen" prepares one to say "I have two eyes" in a later lesson. We begin to see that English is used for the specific purpose of saying words to learn meanings and patterns. On another level, even native speakers of a language cannot understand much in their own language when the language contains information they are unfamiliar with. For example, if you don't play bridge, a description of a bridge game is totally incomprehensible. Insurance forms mean little to most people; the financial sections of some newspapers are foreign to some and the sports sections to others.

Journal entry after a visit to English classes for chefs in New York City

Even when language and activity are integrated, there is no assurance that the experience will be fruitful, as was shown by today's visit to a group of teachers working with Chinese chefs who were learning how to cook Chinese food in order to work in Chinese restaurants. The master chef who was teaching cooking did not know English, so some of the language teachers translated much that he said during class. Then after cooking class, the teachers took some of the comments he made, added some others that named the foods and the processes, and proceeded to have students state "I am slicing the onions" as at least one of them was actually slicing onions. But when does anyone say what he is doing during an activity, except when teaching language to another? And, why do Chinese chefs have to be able to say anything about their cooking in English anyway? Even the master chef who was teaching cooking did not know any English. This lack did not prevent him from teaching Chinese cooking to Chinese speaking trainees.

What Chinese chefs probably need to know in New York City is the English of ordering food on the telephone, the English of complaining about late deliveries or poor produce or old meat or high prices. They might have to know how to bribe a city food inspector, or know the steps necessary to obtain a permit to sell drinks, or be able to check figures on invoices written in English. The teachers of the Chinese cooks seemed to fail to look beyond the cooking class to assess their students' needs, and they ignored the actual communications even there.

The purpose of this anecdote about the Chinese chefs is not to suggest that those engaged in ESP programs aren't concerned, open and knowledgeable. It is just a reminder of how difficult it is to break rules, to change the way we do things. Student needs outside of class are not normal starting points for instruction, nor are activities related to such needs a part of language teaching.

Journal entry after reading a dialog a teacher recorded while donating blood

At the blood bank

Nurse to donor:

I'm going to take your temperature and blood pressure. And, I'm gong to stick your finger to take a blood test.

(after blood has been drawn, it is put into

a vial of blue liquid)

Donor to nurse;

What's that for?

Nurse to donor:

The drop has to go down without coming back to the top first. I'm going to try it again and if it doesn't do it, well, then we'll check it the other way. (looks at the blood in the vial, drops another drop into the vial) It's just a specific gravity test. Has to go right down in that solution without coming back to the top first. It'll all go down eventually, but if you don't pass that, then we do it in the centrifuge. And, sometimes, lots of times, you can pass when we do it in a centrifuge where you can't pass this. But it saves time to do this first. We still give you the benefit of another chance. We don't want to turn you down unless we have to.

Donor to nurse:

Oh.

(dialog from K. Garlow)

While describing the reason for the test - an interactional function - one wonders how much of the technical information is understood by the donor. As a reader, I understood little. But perhaps the understanding of the words is not important. The underlying purpose of the language may be to reassure the blood donor. **Quilk** could be substituted for **centrifuge** and **gama gamm test** for **specific gravity test** and the underlying meaning would no doubt be the same. The language seems to be used to do something else other than what it appears to be doing, I think. Said another way, we have to think not only of jobs or academic-related intent but the personal feelings we and others have that we hide with language, or that we try to communicate (often indirectly) through language.

Thus, in addition to the need to teach ESP with accompanying activities and to use as content actual communications from the setting students are being prepared to enter, we all need to look beyond the actual language used to the

underlying meaning of interaction outside of classes. Language is to communicate, goes the cliché. Well, if communication includes obfuscation and lack of communication, then language is for communication. While we emphasize functions and activities, what may be equally important are beneath the surface meanings of language. Technical words used by mechanics to customers and doctors to patients, for example, can exert control and wield power as well as be useful in diagnosis and treatment. Or, technical information can be used to allay anxiety. For sure, ESP has to be more than just different patterns and vocabulary!

Journal entry after another request for materials


What's first:

First, buy a tape recorder so you can hear what people are saying and doing in settings you are teaching students to be ready for.

Then? Then, read some books **not** directly related to ESP - Rank Smith's books on reading or writing (Holt, Rinehart and Winston and Teachers College Press); M.A.K. Halliday's 1973 **Explorations in the functions of language**; or Douglas Barnes, **From communication to curriculum**, 1976.

Then, read what people who have grappled with ESP say. Susan Holden edited a series of practical short pieces in 1977 called **English for specific purposes**, published in **Modern English Teacher**. John Munby wrote a guide in 1978 for developing materials, **Communicative syllabus design**.

Then, browse through the introductions to ESP materials, and teachers' notes to materials in a series such as **English in focus**, edited by J.P.B. Allen and H.G. Widdowson, 1974. A very special case of ESP is treated in **Sea Speak** by Glover **et al**, 1985. The goal is to provide the language needed by ship captains to speak to each other and to those on shore who guide them.



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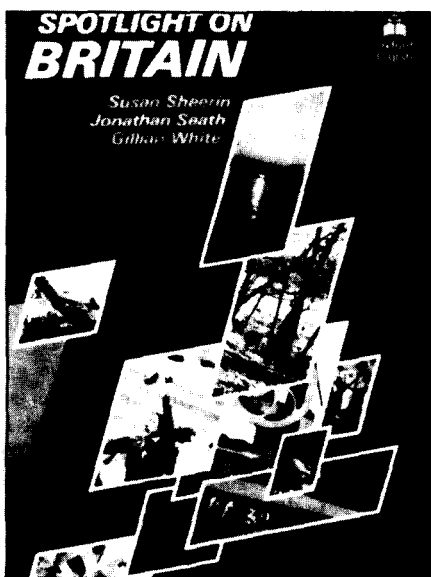
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ADMINISTRATION AND CURRICULUM DEVELOPMENT IN IN-COMPANY LANGUAGE PROGRAMS

By David A. Hough,
Executive Director, International Communication Research Associates

The following article is based on a lecture given by David Hough at the 6th JALT in-Company Language Program Seminar held at the Nomura Management School in Tokyo on Nov. 22, 1985. Hough has written numerous ESP texts including How to Use the Telephone in Business, The Oral Presentation Kit, The Business Meeting Guidebook, and Crossing the Culture GAP - Cross Cultural Case Studies and Simulations for Japanese Businessmen. He is also co-author with Dale Griffie of Hear-Say, a survival listening comprehension text published by Addison- Wesley.

The Bottom Line Up Front

Learning how to **DO** something in a foreign language is a more effective means of language acquisition than simply studying that language. This is true, whether it be learning how to cook in Swahili, ride a bicycle in French or use a personal computer in English.

Applied to in-company language training programs, this means that managers should replace most English conversation classes with specific skill-based courses which teach employees how to perform tasks in English that they need for their jobs. Such skills may range from transcribing messages over the telephone or operating English word processors to more complex language functions such as product descriptions, business negotiations and even small talk with customers.

While the time required to acquire each skill may vary, the shorter the better. Given most employee work schedules in Japan, 20 to 40 hours seems ideal. Jobs requiring more than 40 hours for mastery should be divided into separate skill levels and courses.

Finally, teachers and administrators must realize that very few commercial texts are designed to meet these requirements. In order to design such courses, it is necessary to train curriculum developers who can carefully examine the language required for each skill and translate this applied linguistic research into student-centered lesson plans, manuals and textbooks which are well conceived in terms of learning psychology. The task is not an easy one. But it is necessary if the field of ESP is to grow.

The Case for ESP in Japan

Nothing is more frustrating for the foreign language student than to be confounded with the infinity of language over an extended period of time, and with little opportunity to apply what has been learned. While this problem exists at least in part in most EFL settings, it is particularly common in Japan.

English taught in the secondary schools stresses rote memorization of Latin grammar-translation rules, and vocabulary in unnatural and often absurd contexts. Very little attention is paid to the communicative aspects of English.

After anywhere from six to ten years of Latin grammar-translation English, students graduate to the working world. With increasing frequency, their jobs involve contact with foreigners and communication in English.

Nevertheless, the English studied in school does little to prepare them for this. A recent survey of 16 major Japanese companies with international operations (ICRA: 1984), revealed that 87% of the employees lacked the necessary English language skills to adequately perform their jobs.

In order to make up for this deficiency, many companies have invested heavily in English conversation courses that do little more than recycle students through a never-ending variety of false-beginner-to-intermediate level conversational texts which have little bearing on how students may actually need to use English outside of the classroom.

Furthermore, not only is the material usually irrelevant and lacking in immediate application, it is often boring and taught by untrained instructors. Add to this the problems of the workplace - long workdays, frequent overtime requirements and little if any reduction in workload during periods of study - and it is not surprising that the most frequently cited problems among in-company program managers are low motivation and poor attendance (ICRA: 1984).

The result is that these potential learners are locked into a permanent student mentality with little chance of achieving linguistic self-sufficiency, or what Dr. Caleb Gattengno (1976: 140) refers to as "the final opening," where they become independent, autonomous and responsible for their own future learning.

The problem is that the language study described above lacks a meaningful context. For any learning to be worthwhile, it must be meaningful. The meaningful context in the case of most ESL programs is communication outside of the classroom. In the EFL setting in Japan, however, where opportunities to communicate in English outside of the classroom are generally more limited and less immediate, an equally meaningful context can be provided by using English as a vehicle for

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studying some other skill which can then be used outside of the classroom.

In his JALT '84 plenary address, Dr. Stephen Krashen (1984: tape) described an experiment he was involved in at the University of Ottawa, where students were given the option of taking a psychology course in French in lieu of a regular French language course, and of receiving credits for both subjects. Upon completion of the psychology course, these students were tested in French along with students who had enrolled only in the French course. The result was that students who studied psychology in French fared better than those enrolled in the actual French language course.

Dr. Karl Diller (*The Language Teacher*, Vol. X:1), also suggests that content-based ESL courses such as mathematics, history and science may be of greater benefit in the acquisition of English than traditional EFL courses are.

Other evidence pointing to the superiority of content-based learning comes from countries such as the Philippines, Singapore and India, where English is used as the medium of instruction from as early as the middle of elementary school.

While it may be impractical to make English the medium of instruction in Japanese elementary and secondary schools, this is not the case with in-company language training programs. Here, ESP programs can easily replace traditional English conversation courses.

A Case in Point

Because the managers of in-company language training programs are not linguists or language educators, training decisions are rarely based on input from the profession. Goals are poorly defined, little attempt is made to match course content with employee need, professional teacher qualifications are rarely considered when hiring native-speaker instructors, and foreign instructors are usually excluded from overall decision-making and management.

An excellent case in point involves the overseas operations division of a major Japanese electronics manufacturer, which decided to give 10 newly-hired male recruits an intensive English conversation course.

While it was the policy of the personnel department that newly-hired recruits were not to be sent on overseas assignment during their first three-to-five years of employment, the full-time English instructors from the education and training division were not informed of this. They, therefore, selected a situationally based text which covered such gambits as clearing customs, checking in at a hotel, ordering meals in a restaurant, introductions, greetings, small talk, etc.

Meanwhile, the personnel division was given top-level management approval to have an outside agency administer annual English language proficiency examinations to all employees working in departments and divisions with international operations. The recruits from the overseas operations division were given their first test about halfway into their intensive English conversation course.

Upon completion of the course, the overseas operations division sent the 10 recruits to be trained in the use of an American-made word processor. The division had recently invested in this processing system and the recruits were going to have to use it in their work. This training, although available in either English or Japanese, was conducted in Japanese.

Approximately one year later, these same employees were given their second English proficiency test. The examination results showed an overall drop. Based on this, the manager of the overseas operations division lost faith in the company instructors and sent the 10 employees to an evening English conversation school to "brush up" on their English. This school, unaware of the background, selected the same situationally based text. Meanwhile, because of heavy overtime requirements, and possible boredom, five of the original 10 dropped out of the course.

Had the English language training of these recruits been limited to (1) learning how to use the word processor in English, and (2) the work they would have to do on the word processor in English once they learned how to operate it, not only would they have had an immediate-need-based application of what they learned in English, their overall English proficiency scores probably would not have suffered as they did, and their motivation for further study in English would have increased. Such an approach also would have saved the company a good deal of time and money and probably improved the quality of work performance.

A Sensible Beginning

It is only natural for teachers to want to use materials which are appropriate for their students. In order to obtain a rough measure of this appropriateness, a good test is for teachers to ask students how much of the material taught has actually been used outside of the classroom in the previous day, week or even month. If the answer is "nothing," or "next to nothing," then probably the wrong materials are being used.

At this point, the teacher may wish to approach management and suggest that classes be restructured according to job-oriented ESP skills. If initial approval is reached, then the

next task is to determine what ESP skills are needed. Often, management itself is not clear on this and a company-wide survey will be necessary. The following list (ICRA: 1984), based on a survey of 16 major Japanese companies, may be helpful for those who wish to design their own questionnaire:

1. business correspondence
2. word processing/typing
3. telex/facsimile/message writing
4. receiving telephone calls
5. taking telephone messages
6. making telephone calls
7. meeting foreign clients
8. entertaining foreign clients
9. attending cocktail parties/social functions
10. explaining the company organization
11. explaining company products
12. explaining features, applications, extensions, specifications of company products and technical processes
13. conducting plant tours
14. attending meetings in English
15. participating in discussions
16. participating in negotiations
17. participating in sales presentations
18. participating in technical presentations
19. giving oral presentations
20. writing notes/minutes of meetings
21. writing reports/manuals
22. reading reports
23. attending overseas meetings/conferences
24. training overseas clients
25. overseas field service
26. overseas management of operations, plants or representative offices
27. opening joint ventures with overseas companies

After an initial survey, the proposed course needs to be clearly defined in terms of specific language skills and functions. These skills should be specified in any course proposal or description, should be divided into easily recognizable and teachable chunks, and should be built into a

course structure that is compatible with student workloads and time available for study.

The first and most important of these tasks is defining the language skills and functions to be taught. In doing this, it is also necessary to examine both the language actually required for the skill and the meta-language required to teach it.

The ICRA needs survey, for example, lists business correspondence as a single skill. This is rather wide in scope. In order to limit and more clearly define the skills, a notional/functional index can be made of the letters which are most frequently written within the company. This might include such functions as acknowledging receipt of a letter, making an order, confirming an order, etc. (Hough: 1985).

Following this, the skills should be divided into the aforementioned easily recognizable and teachable chunks, and should take the form of student-centered lesson plans which are well conceived in terms of learning psychology. The following guidelines are recommended in this regard:

1. Listening comprehension is neurolinguistically hierarchical and should therefore receive primary emphasis. Cloze exercises, dictations, verbal directions and commands should all be incorporated into ESP course material.
2. Although primary emphasis should be placed on listening comprehension, all four language skills are necessary. Thus, integrated listening, reading, writing and speaking activities must be included in each lesson.
3. In addition to an integrated approach to these four skills, each lesson should include activities which involve as many aspects of the student's body and sensory system as possible (Faulkner: 1986).
4. Vocabulary should be learned in a meaningful and usable context and reinforced/supported by many examples and experiences. ESP material should *not* take the form of vocabulary lists of pertinent terms accompanied by definitions and sample sentences (Fanselow: 1986). This is a common mistake made by curriculum developers of ESP materials who fail to look at how the language is actually used.
5. The visual and auditory input should be comprehensible and greater than required student output (Krashen & Terrell: 1983).

The amount of time required to complete each course must also be carefully balanced
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FROM THE EDITOR

The Language Teacher welcomes meaningful, well-written contributions, but requests that the guidelines in the editorial box on page 3 be followed. The editors cannot be responsible for acknowledging or returning manuscripts which are handwritten, are typed inappropriately on the wrong size paper, or arrive after the issue deadline. Those wishing unused manuscripts to be returned should **include a stamped, self-addressed envelope. ALL Japanese language copy must be submitted to the Japanese Language Editor.**

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against employee workload requirements. In the 1984 survey cited earlier (ICRA: 1984), most managers said that between 20 and 40 hours per course was ideal in this regard. Therefore, wherever possible, skills should be limited to this time frame. For skills requiring more than 40 hours of study, separate courses should be designed.

Finally, there should be immediate or near-immediate application and reinforcement of the key learning tasks outside of the classroom. If all of these conditions can be met, the value of truly meaningful and communicative ESP

courses will quickly become evident.

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PREPARING JAPANESE COMPANY EMPLOYEES FOR GRADUATE STUDY ABROAD

By Jane Wieman

Jane Wieman is an English language consultant and teacher for Japanese companies in the Kansai area. She presented at JALT '85 on ESP programs that she has been involved with. She has also taught in Yugoslav universities as a Fulbright lecturer, and in the U.S.

Many Japanese companies sponsor fulltime graduate study abroad for selected employees, with the hope that they will return with added knowledge and skills useful to the company's future growth, as well as with facility in English or another language and a sense of how to behave confidently and effectively in international transactions. The candidates for study abroad form an easily identifiable group important in developing a language and culture program, whether in-house or using contract teachers; the returnees form a pool of experience and knowledge for preparing future candidates in practical ways and for developing and revising any program.

With this in mind, I drew up a questionnaire in 1984 and sent it to Osaka Gas employees then studying in the United States; their wives; and recent returnees, many of whom were in my classes. I also interviewed the returnees, several employees then studying in the U.S., and their foreign student and academic advisors. The response to the questionnaire is given in Appendix III. The consensus of the interviews on U.S. campuses was that Japanese students are typically less well-prepared linguistically and culturally than students from other parts of Asia, though as well or better prepared academically. Factors influencing this apparent weakness include the shortness (often

only one calendar year) of the Japanese graduate student's expected stay, his commitment to his sponsoring company (and thus his expectation of returning to Japan permanently), and possibly the fact that the company is sponsoring him, not his family or he himself. (The possibility of an employee's receiving a tempting offer of employment abroad is dealt with in various ways by various companies; one way is to limit the stay to one year and to require the employee to sign a guarantee to return and work for at least three years before considering other employment).

The candidates are typically in their mid-to late twenties, with B.A., B.S. and frequently M.A. or M.S. degrees from top Japanese universities, in the engineering or applied sciences. Their English ability is moderate -- they can read specialized materials in their own field but have not usually had much exposure to foreigners nor much opportunity to use English in ordinary situations or in work. Their TOEFL score at the time they pass the company screening test is usually too low (around 500 or less) to qualify them for admission to graduate schools in the U.S. or Canada. They are working fulltime, which often means six days a week and frequent overtime, under supervisors who are concerned about immediate results in projects that have no apparent connection with the candidate's future study, let alone with language study.

The period between the time a candidate is notified of having passed the in-house screening exam and his expected admission to graduate school may be as little as one year, or even less. During this time he must struggle to bring his TOEFL score up to an acceptable level, decide which universities to apply to, obtain and translate letters of recommendation, university transcripts, etc., and write lengthy applications -- all while continuing to work fulltime and be with his family. He may try

to attend an English conversation class, but will have little time to any homework and may be absent frequently.

Under these circumstances, I made two recommendations. First, re-schedule the in-house screening exams so that the results are known one-and-a-half or two years before a candidate's expected departure date. This allows the candidate to spend more time deciding where to apply, gives him a better chance of bringing his TOEFL scores to an acceptable level, and may even allow him to apply to places with early admissions deadlines that are currently inaccessible. Second, implement an independent study and group support program to prepare the candidates to make the most of their study abroad, actively exploiting the returnees as well as native speaker teachers and other local resources.

A major cultural area of concern in preparing Japanese for successful study abroad is learning style. U.S. universities, particularly at the graduate level, expect active participation by everyone in the learning process, rather than the student passivity and receptiveness valued in Japan. A Japanese, whose speaking ability in English is comparatively weak, is at a double disadvantage since he does not expect to participate actively in classroom discussions, asking questions, contributing ideas and arguing with his fellow students and professors. His passability may well be misinterpreted as lack of understanding and even lack of intelligence, and he is also likely to learn less if he is too shy or too respectful to ask questions for clarification. A student at one university who took a question to his professor after class was startled when the professor reprimanded him for not having asked it during class, for the benefit of the other students.

Observing or hearing reports from returnees on the different dynamics of a class in the U.S. can be combined with structured group discussions which foster active questions and clarifications – e.g., reports from returnees on their experience followed by questions from the prospective candidates. This is most likely to succeed if the topic is clearly focused and closely connected to the candidates' current concerns (What about housing? Do I need medical insurance? What is registration like? etc.) The American Center in Osaka has videos of interviews with returnees that form a stimulating basis for group discussion on such topics as choice of housing (dorm, apartment, homestay), sources of misunderstanding, homesickness, socializing, re-adjusting to life in Japan, and so on. Other cultural centers offer similar information and support.

Implications of Questionnaire Responses

The students and returnees were asked to rate their preparation in eleven areas before they left Japan and after intensive study before entering graduate school, in terms of adequate (+), neutral (0), and inadequate (-), and to make recommendations for the preparation of future candidates. The sample was small and no statistical analysis has been done on it, but the results are certainly suggestive. This paper will deal only with pre-departure preparation.

The highest number of 'inadequate' responses were in regard to persuasiveness and responsiveness in seminars, followed closely by speaking and by organizing ideas for presentation in writing or in seminars and then listening and notetaking. Speaking and listening skills clearly need to be strengthened, but unfortunately the opportunities for actively using these skills are limited for candidates while they are still in Japan.

Listening is also one of the two weak areas indicated in typical TOEFL results, and systematic work on developing listening skills should be useful both in raising TOEFL scores in the short term and in the classroom later on. Thanks to modern miniaturized technology, listening can be practiced individually in otherwise idle time (e.g. commuting), using tapes designed to raise TOEFL scores, general listening, and academic work with exercises designed to learn how to listen to academic lectures, take adequate notes, make inferences, etc., which can be used for self-study. Ideally such self-study would be complemented by occasional group discussion and/or consultation either in person or by phone with a teacher.

Organizing ideas – other wise known as rhetoric – can be worked on through a comparative approach in which something the candidate has written or said is analyzed for effectiveness and an alternative organization, more appropriate in English, is modeled. The actual letters of application, recommendation, and statements of purpose, etc., that the candidates write during the application process form a rich core of material to use in individual or group lessons. The latter are particularly effective, as candidates learn from one another as well as from the teacher. The direct pertinence of such work to their goals is a vital incentive when time is at a premium, as it usually is. Another approach, if the candidates have time for a regular writing and discussion course, is to use a text like Raimes' FOCUS ON COMPOSITION (Oxford University Press 1978) for ways to recognize and use standard rhetorical models for various specific purposes.

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Reading was not generally identified as a problem area, except for a few who wished that they could read faster and more accurately. In some technical fields which rely heavily on mathematics and scientific formulae, reading texts is not significant. None of the candidates or returnees I worked with expected to study a text-heavy field, such as business or management. Nevertheless, most students and returnees report spending very long hours reading, at the expense of spending time informally with other students or their family. Furthermore, extensive reading is acknowledged as a fruitful means of expanding vocabulary (the other common weak area reflected in TOEFL results), and intensive reading as a way to develop speed (e.g., Markstein and Hirasawa's EXPANDING READING SKILLS' series, Newbury House, 1977, etc.). This series has the advantages that work can be done as self-study and that the variety of readings is so great that there is something of interest and usefulness for everyone.

Cultural differences were not perceived as an area in which additional preparation was needed by the respondents (or candidates), although student advisors and professors did notice the problems mentioned earlier of differences in learning styles. Quite a lot of information, some of it mistaken or misleading, is available in Japan about life in the U.S. The fact that it is easier for students to enter a university in the U.S. than in Japan but that students are expected to take more responsibility for their learning and work hard to earn a degree may require direct experience to be believed.

The American Center and the British Council, as other national cultural centers located in Japan, are willing to provide information for potential students and visitors, but the most effective way of using these centers, what questions to ask, etc., can pose a problem. With the generous help of the local staff, orientation meetings were arranged for candidates for 1985-6 and 1986-7 at the Osaka American Center, which provided informative orientation booklets, a chance to see and discuss a videotaped interview of tour returnees, and an introduction to the Center's resources by the librarian. This should be done early in the preparation process for maximum benefit.

Accompanying wives and children are often disregarded in the company's planning, but they also deserve consideration in the preparation stages. Their happy adjustment is important in the student's overall success. The typical wife has very little English ability and needs to develop basic language skills as well as confidence in using English. She also needs to be prepared for a different lifestyle and may

need to learn how to drive, to shop and to socialize. The candidates' wives can certainly profit from meeting with the wives of returnees as well. Unfortunately, logistics often makes this difficult, unless the company is willing to make specific arrangements – for instance, a weekend retreat at a company training facility.

In talking with the returnees, I found them eager to share their experience; but often the opportunity was lacking and the press of work quickly overshadowed their taking the time to work directly with future candidates or to make specific proposals for improved training and preparation programs. Any such program must, in any case, take into account the long

must, in any case, take into account the long hours spent on the job and commuting, as well as the lack of immediate relevance to the work at hand. For these reasons, I recommend informally structured, (drop-in, or via telephone and in-house mail) meetings focussing wherever possible on specific tasks (choosing a university, writing a letter of application, etc.) rather than a formally structured course which could easily founder due to lack of regular attendance. These informally structured meetings could be complemented by a clear course of individual study, primarily focused on listening and notetaking along with reading and writing, using the texts noted earlier or other appropriate materials. The demands of TOEFL preparation and the steps in the application process can, with forethought, be integrated into a coherent program to better prepare the employee to benefit fully from the experience of living and studying abroad, and in turn, to be of benefit to the sponsoring company.

APPENDIX I. Suggestions to the Personnel Department

1. Providing longer lead time (to prepare self, family, for the move)
2. Making full use of existing resources here – the American Center, British Council, Alliance Francaise, Goethe Institut, etc. – and outside language and cultural programs, bilingual TV, movies, videos, informal conversation groups, seeking out visitors from abroad and talking to them without using interpreters.
3. Knowing about and making use of resources abroad: foreign student advisors, counselors, sister-city associations, etc.
4. Providing accompanying family members with language and cultural orientation
5. Organizing discussions between returnees and employees to be sent abroad, particularly on practical adjustment (and psychological adjustment) matters
6. Organizing a returnees support group (to discuss their experience and re-integrate more smoothly into Japanese society and the company culture)
7. Putting returnees' suggestions into the curriculum, and continuing to revise it.
8. Keeping in touch with employees abroad, not just in terms of finances and study but also regard-

- ing adjustment, cultural and personal insights, etc.
9. Encouraging a more accepting and positive attitude toward returnees among other employees – educate them to regard their colleagues experiences abroad, and acquisition of different languages and skills, as being broadening rather than as replacing the original personality.

In the end, each person knows himself best and does the work of adjusting to a new culture, but the way can be eased by thoughtful preparation and continuing support.

(May 22, 1985, excerpts)

APPENDIX II.

Language and Cultural Preparation and Adjustment

I. Language preparation

A. Japan (before you left to study abroad)

1. Please rate your preparation in these areas.

Use the scale: + Adequate 0 Neutral – Inadequate

- Conversation
- Cultural differences
- Doing everyday tasks (banking, shopping, etc.)
- Listening to simple instructions, directions, etc.
- Listening to lectures, seminars, etc.
- Notetaking (from reading and from lectures)
- Organizing ideas for presentation in writing or in seminars
- Reading
- Speaking (on the phone, in front of a group,

– Writing

2. Please number these items from 1 to 10 in order of importance for the preparation of prospective graduate students.

B. Abroad

1. Before you entered the graduate school or institution where you are studying (studied), what language course(s) did you take?

School
 Length weeks, hours/week
 Class composition: No. of students
 Nationalities:

Level:

(use TOEFL scores if known or compare to your level)

Organization (e.g. by subject) and materials used:

2. Which of the areas in A.1. did you think were covered adequately in your program?

Inadequately or not at all?

C. Which of these areas would you like to have more work in? Please list together with where and when (e.g. in Japan in the year immediately preceding your studies) you think such additional preparation would have been best? (Take into consideration the realities of your other obligation to your work, family, etc.)

II. Cultural and scholastic preparation

You do not need to write complete sentences, just be as clear and specific as possible.

1. Before you left Japan, what did you expect to have the most difficulty with in studying abroad? Be as specific as possible.

2. State two or three of your greatest difficulties when you first went abroad. Had you correctly anticipated what they would be? Again, please be specific. The difficulties could be linguistic or cultural or a combination – anything that made it harder for you to function well.

3. Do you think that you have overcome these early difficulties now? (After six months.) Do you think you could have been better prepared in any way to cope with these difficulties? Be specific.

4. What chronic (continuing) difficulties remain? (For instance, homesickness, the food, feeling left out or unable to participate actively in social life, seminars, etc.) Which of these do you think you could deal with better if your expectations and preparation had been different?

5. “Culture shock” and “culture stress” are terms applied to experiences like yours, and they seem at present to be inevitable in extended cross-cultural experiences. Do you consider dealing with these in a positive way, as an important aspect of your study abroad? Why or why not?

6. What suggestions do you have to help the students who will be studying abroad next year?

7. What difficulties do you anticipate in adjusting to life when you return to Japan?

Thank you very much for taking the time and effort to respond!

APPENDIX III.

RESPONSE TO QUESTIONNAIRE ON LANGUAGE & CULTURAL PREPARATION (OG employees studying in U.S. 1984-5)

Inadequate

1. Persuasiveness & responsiveness in seminars

11-,20,0+

2. Organizing ideas for presentation in writing or in seminars

8 -,4 0,1+

Speaking (on phone, in front of a group, etc.)

3. Listening to Lectures, in seminars, etc.

Notetaking (from reading, lectures)

Inadequate/Neutral

1. Conversation

5 -, 6 0,2 +

Writing

Neutral

1. Cultural Differences

9 0,3-,1+

2. Reading (except for speed)

7 0,3-,3+

Adequate

1. Listening to simple directions, etc.

9 +, 3 0, 1 -

Mixed

1. Everyday tasks

6 0,4 + 3 -

2. Reading

7 0, 3 +, 3 -

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JAPANESE FOR SPECIAL PURPOSES – COMING OF AGE

By Takeshi Hashiuchi,
Notre Dame Seishin University, Okayama

An associate professor of English, Hashiuchi's main interests are sociolinguistics and applied linguistics. He is also interested in ESP, and published an article entitled "ESP and College Education" in the 1982 issue of the Bulletin of Notre Dame Seishin University.

Japanese is increasing in international popularity with the worldwide economic expansion of this country. And the fact that several well-prepared Japanese for Special Purposes (JSP) materials are now being published indicates that the field is now coming of age.

Looking back on the 1960s, Japanese was still considered an exotic tongue studied by relatively few in the West. Since 1967, however, there has been an eleven-fold increase. According to the Japan Foundation, as of 1982, there were about 405,000 people studying Japanese abroad. And the Bunkacho (Department of Cultural Affairs) reported that for 1983, there were 26,000 students enrolled in Japanese language courses at educational institutions within Japan. This last figure represents an increase of two-and-a-half times over 1975.

This increase of Japanese language learners has resulted in a diversification of study needs that has prompted the development of different teaching materials. These materials can generally be categorized as follows:

1. By different stages of learning, from elementary to advanced.
2. By age group.
3. Based on contrastive first language differences (i.e., for native speakers of English, Spanish, Korean, Thai, Indonesian, etc.).
4. Based on specific learning requirements.

It is this last category with which this article is concerned. Contrary to Japanese for general purposes, whose syllabus does not consider learner's goals, JSP is based on clearly utilitarian ends. In order to examine these ends more closely, and thus gain a better picture as to how the field is developing, this article will review texts which fall into the following four JSP categories: (1) Survival Japanese language and acculturation; (2) Japanese for educational and academic purposes; (3) Japanese for science and technology; and (4) Japanese for occupational and professional purposes.

Survival Japanese Language and Acculturation

New arrivals from overseas must somehow survive in this unfamiliar environment. This survival involves both language and non-verbal aspects of communication and behavior. One JSP textbook series which attempts to address these needs is **Seikatsu Nippongo** (2 Vol., Bunkacho, 1983, 1985). Chief editor Osamu Mizutani has designed this series particularly for Japanese orphans returning from China, who need both linguistic and social orientation to their motherland.

Designed around communicative functions rather than grammatical structures, the materials include dialogues derived from sociolinguistic fieldwork in the real world and supplemented by authentic photographs and pictures.

The lessons are given titles which are either situational or functional. These include "Aisatsu" (greetings), "Katei-de" (at home), "Irai to Shitsumon" (asking for help and inquiry), "Shi/Ku-Yakusho" (city hall or ward office), "Yubinkyoku" (post office), and "Kaimono" (shopping). Each lesson contains an introduction in Chinese, dialogues, exercises with pattern practice, dialogue and pronunciation drills, and additional readings.

The dialogues are natural while at the same time incorporating the key structural items of the lesson. The following exchange between a doctor and a patient named Hayashi (73), introduces the use of the demonstratives "koko" and "soko," and is a good example of this:

- Isha: Kokowa itai desuka? (How about here, do you feel pain?)
 Hayashi: Itaku arimasen. (I feel no pain there.)
 Isha: Koko wa? (How about here?)
 Hayashi: Soko desu. (There I do.)

With its unartificial exchanges and its practical exercises, **Seikatsu Nippongo** appears to meet the specific need it was designed for. If the introductions and other Chinese explanations were translated into Vietnamese or Cambodian, it could also be used to help boat people from Southeast Asia.

Japanese for Educational and Academic Purposes

In order to prepare students for university life in Japan – both on and off campus – the University of Nagoya Press published in 1983 a two-volume course entitled **A Course in Modern Japanese**. Written after several years of pilot

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testing in the six-month intensive Japanese course offered by the Language Study Center of the university, it includes cassette tapes, video tapes and micro-computer programs. The editors include Kazuo Ootsubo, Masanori Fujiwara and Osamu Mizutani.

Modern Japanese contains 24 units with themes ranging from "Daigaku de" (on the campus) to "Kokusai Rikai no tameni" (for international understanding). Each unit contains grammar notes, drills, a vocabulary list and dialogue, and both aural and reading comprehension exercises.

Rather than attempting to teach the academic language of specific disciplines, the thrust of this series is to introduce and reinforce the language related to study skills.

As does **Seikatsu Nippongo**, this book also includes survival visual materials such as campus and city maps, subway guides, application forms and photographs taken around the campus and in the cities of Nagoya and Kyoto.

Japanese for Science and Technology

There are two textbooks now on the market which attempt to meet the specific needs of those who wish to work in fields related to science and technology. The first is **Gijitsu Kenshu no tameno Nippongo** (Japan International Cooperation Agency, 1984, 3 Vols.). The second is a more advanced text, entitled **Comprehending Technical Japanese** (E.E. Daub, et al., University of Tokyo Press, 1975).

Gijitsu Kenshu no tameno Nippongo, which can be translated "Japanese for Technical Study," also carries an English subtitle, "Japanese – an Integrated Conversational Approach," which is suggestive of both its emphasis on oral communication and its design for lower level students.

In this regard, **Gijitsu Kenshu no tameno Nippongo** is designed to aid technicians and engineering trainees who come to Japan from developing countries. Lessons include both survival and technical language. Also, some "survival kanji" are introduced.

For more advanced students who need to work with written documents such as product catalogues, specification sheets, technical reports and abstracts, **Comprehending Technical Japanese** is more appropriate. Nevertheless, this 1975 text has its limitations, both in terms of manner of presentation and inclusion of current vocabulary.

In this regard, the time has come for more authentic materials to meet the demands of the rapidly growing number of science students and technical trainees from overseas.

Japanese for Occupational and Professional Purposes

The most valuable JSP text within this category is designed for foreign businessmen. It is Nissan Motor Co., Ltd's two-volume series **Business Japanese** (Gloview Publishers, 1985), and moves in a programmed way from survival to intermediate-level business Japanese.

It introduces the language of the workplace, features sections on finance, technology and manufacturing, and contains a variety of background information ranging from how to read Japanese annual reports to suggestions on what to do and say at Japanese weddings.

It is the result of a joint project by Professor Hajime Takamizawa of the U.S. State Department Japan Field School, Ms. Madalena Velasquez of Asian Advertisers, Inc., and Nissan's International Division.

The course consists of 35 lessons. Each lesson consists of a statement of lesson objectives, a list of target expressions and grammatical points, a description of the business situation to be covered, and a dialogue utilizing the target expressions in a business context. For those wishing to work on the written language, the dialogue is also provided in written Japanese.

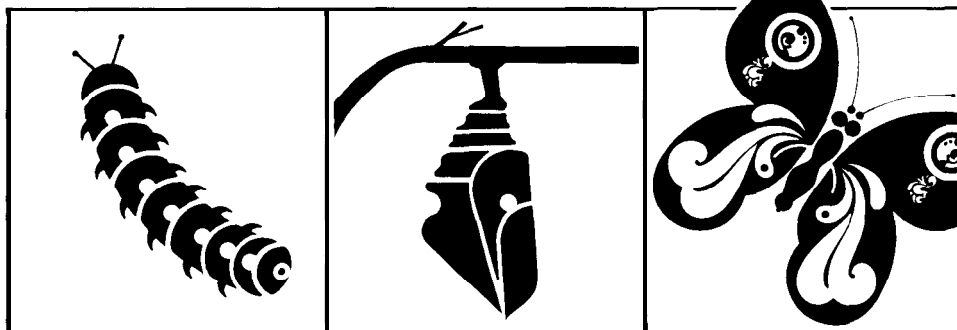
In addition, each unit contains a supplementary section on useful business expressions, notes on grammar and vocabulary, classroom exercises and self-tests, and culturally related information pertaining to business.

The flow of the presentation in each unit is natural and easy to follow. Unit 25, for example, moves from a dialogue regarding price and quality to skills required to read financial statements. This is supplemented by Nissan Motor Co. Ltd.'s annual report for fiscal 1984.

Conclusion

The texts reviewed in this article are just a small portion of the JSP books listed in the most recent Bonjisha catalogue. Nevertheless, more texts are needed which are pedagogically sound. As interest and professionalism in teaching Japanese as a Second/Foreign Language continue to grow, the field of JSP should also benefit. It is only just now beginning to come of age.

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THE TRANSITION FROM JUKEN-EIGO TO SPOKEN ENGLISH

By Sonia Yoshitake

Sonia Yoshitake started her English career as an interpreter on the Hyogo-Washington State Affiliation program. Now she has Sonia Eigo Kyoshitsu in Kobe. She also teaches at the Medical Professional School in Amagasaki and is a member of Kansai Translations. Currently, Sonia is the head of JALT Kobe Chapter.

When we teach spoken English to students above high school age, it is always a problem when students are not able to switch their minds from the **juken-eigo** they have had a bad time with for at least six years. I find it helpful to guide students into preparing themselves to accept a new approach to English with an introductory class before actually going directly into spoken English. Instead of discounting or ignoring what the *students have learned in school, we can build on this knowledge.

The first class is often spent introducing yourself to your students and students introducing themselves one by one, taking up the whole class time. However, I think student self-introductions can be put off till the second class. Besides, if your first class succeeds in easing the conflicts in students' minds jammed with both grammar and translation rules, students don't have to suffer the feeling of sudden illiteracy when they are made to say simple sentences they have learned as early as junior high school age. Thus, they seem to come back to the classes that follow with more confidence in making self-introductions and ready to learn spoken English.

Therefore, in designing my first class, I try to put in useful information that is not taken notice of in **juken-eigo**. In doing so, I have received positive feedback from students I met

for the first time. I hear a lot of **Naruhodo!** and **So dattanoni!**

I start with writing words in Romaji that we have borrowed from English, e.g., **paionia** (pioneer), **minichua** (miniature), **fokkusuteria** (fox terrier), **resutoran** (restaurant), etc. Through the process of having students write the original English words, it is brought to their attention that not only the number of letters forming the words but also the number of sounds that accompany the words differ so much between the two languages. I have students play around with these **gairaigo** for a while by themselves, to create a friendly atmosphere in a new class. Sometimes I give proper nouns to work with, too, like **isoppu** (Aesop), **tekisasu** (Texas), **tetora-pakku** (Tetrapack) and **sinderera** (Cinderella). I end this first part by pointing out syllables of the English language having students use only English-English dictionaries.

Then I draw their attention to the sounds of these words and other English words. Many are not aware that English sounds cannot be produced with flat lips moved up and down as in speaking Japanese. Because it is both embarrassing and uncomfortable to move our lips back and forth, we very often just ignore it and teach only the different positions of the tongue. But I emphasize firm lips, especially the lower lip. A close-up picture of people like Reagan or Thatcher making a speech is good to bring to class for the students to have a look at the lips. Seeing is believing. **Iya hontoya!** is always the students' reaction.

After practicing moving their lips back and forth as well as up and down, students become interested in moving other muscles of their faces as well. Many are not accustomed to even lifting their eyebrows except in great astonishment. I explain that body language is similar to our bowing while talking on the telephone in Japanese.

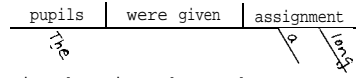
Next, I touch a little upon the lexical aspect of the two languages. "What is **kome?**", I ask, and go on asking what **ine** and **gohan** are in English. This is one of the examples I bring up to show that cultural elements play an important role in a language. Westerners who don't live on rice could do without different words for different stages of rice. On the other hand, how inconvenient it would have been if we only had the word **kome** to mean everything from **ine** to **gohan**. It is also interesting why there are no English words for **onesan**, **oniisan**, **senpai** and **kohai** in reference to the seniority system of our society. If time permits, I also introduce examples of the contrary situation, like various words of cooking in English the equivalent of which do not exist in Japanese.

(e.g., shred, scald, braise, etc.) To train students to avoid translating Japanese sentences into English while speaking, it helps to remind students that there isn't an English equivalent for every Japanese word and vice versa. This, I think, is something to be pointed out again and again to students of all levels.

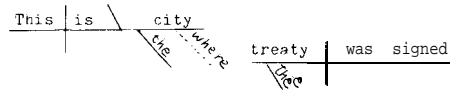
After commenting on smaller segments of the languages, I proceed to the final stage, i.e., sentences. By going over the five sentence patterns of English, I assure students that with a good command of these fundamental sentence patterns they have learned as early as in junior high, they can communicate well enough in English. The patterns are, of course, S+V, S+V+C, S+V+O, S+V+O+O, S+V+O+C and the interrogative forms of each pattern. To avoid confusion, I don't bring up imperative and exclamatory sentences at this stage.

When I come to actually drilling students in these sentence patterns, I introduce diagrams to make these patterns easier to manipulate. The diagrams (see figure) separate subjects, verbs, objects and complements with vertical lines, placing all the modifiers below each word that it modifies. In other words, I spend the last half of my first 90-minute class diagramming simple sentences until students can draw their diagrams in their heads quickly without

The pupils were given a long assignment.



This is the city where the treaty was signed.



actually writing them out on the paper. This exercise guides students to produce English sentences without going through the process of translation. I feel it essential that the teachers know what students already have and let them know they can use it in the new approach to English following guidelines that lead not to passing paper tests but to speaking English.

Making effective use of the students' vocabularies and knowledge they have acquired through **juken-eigo** seems to be able to reduce the bewilderment they face in the transition from **juken-eigo** to spoken English. They are likely to feel more at ease through the coming classes. If needed, the last part can go on for two or three more classes' until the students are prepared to go on to the next stage. Expecting too much from students who are learning to speak English for the first time is like expecting students to do well in a tennis match when they have only read books on tennis.

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JALT News

LOOKING AHEAD TO JALT '86

Preparations for the 1986 JALT Conference got under way on Sunday, January 12th with the first meeting of the conference committee. The meeting was held at Seirei Gakuen, a high school and hospital complex at Mikatabaracho, Hamamatsu, in Shizuoka Prefecture where the conference will be held November 22nd, 23rd, and 24th (a Saturday-Sunday-Monday holiday weekend).

The decision to hold this year's conference in Hamamatsu is a departure from the usual practice of meeting in large cities such as Tokyo, Kyoto or Nagoya. Hamamatsu is a city of about 500,000 people on the Pacific coast near Lake Hamana, easily accessible from both the Kanto

CARRIE HANSEN

On November 14th, 1985, JALT lost a friend and valuable member. Co-president of JALT-Tokyo, Carol Ruth (Carrie) Hansen, 40, died of cancer in Hanover, New Hampshire. She is survived by her husband, Walter D. Carroll. JALT helped raise money for her treatments, and one of her last requests was to thank each and every one of you for your generosity.

Above all else, Carrie thought of herself as a teacher. She was in the U.S. completing the second summer towards her master's degree at the SIT Summer MAT program. She worked hard educating herself until the very end. When assigned to write a paper on her "teaching assumptions," she found it hard to capsulize this, as teaching was her very essence. In her years in public schools in the U.S., at Sony L.L. and Nishimachi International School, she frequently accepted tasks that nobody else wanted because her dedication to the profession was total and uncompromising. She lived up to all challenges posed, often sacrificing her personal life.

This awesome dedication was a double-edged sword for Carrie. It 'breathed life into her as well as choked her. Carrie was very spiritual and believed in an underlying meaning in how we live and die. In the name of professionalism, she was often left not getting what she wanted from life. She ran up against administrators

and Kansai regions. The downtown area is fairly compact and within easy walking distance of the two major hotels where JALT members will be accommodated. A shuttle service will connect the hotels with the conference site.

Overseas speakers will be featured at this year's conference as in the past. Negotiations are under way with Dr. M.A.K. Halliday of Australia and Alan Maley, who is currently busy in India. More details and biographical information will be supplied through *The Language Teacher* as they become available.

A call for presenters will be going out very shortly through these pages. You might want to start thinking now about topics and/or techniques you could share with fellow JALT members. There are rooms and facilities for about 200 presentations over the 3-day conference period, so we will be expecting you to make this the year you take the plunge and apply to be a presenter. Watch for more details! *The Language Teacher* will have information on JALT '86 in each issue from now until November.

who were tyrannical and unreasonable and she chose to cope rather than fight. In the past few years, she sought a specific, intensive teaching situation and met with disappointment after disappointment with things not working out. She felt that it was time to move on to greener pastures. Literally, she had tired of the concrete around her and felt that she had overstayed and no longer experienced any novelty in her life in Japan. It was hard to get momentum and there were obvious securities in a life she had known for many years, so she was slow to act on these feelings. She leaves those of us who loved her with the strong admonishment to "act now and go out and get what we want out of life."

In her spirituality, she displayed a bravery rarely seen in "real life." Like the heroine of a famous tragedy, she looked death square in the face and walked with it. She felt that there was indeed "a time to be born and a time to die. . . . a time for every purpose under heaven." When she first realized that she had cancer, she stated that "the choices were to fight or to accept and that her final decision would be right." She decided to die gracefully and quickly, as the pain was phenomenal. In her final days, she was rewarded with a shower of support from her friends in Japan. This support amazed her as she always thought of herself as a loner or a person that people met and forgot. This knowledge helped bring her to peace.

Shari Berman

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JALT Undercover

Letter to the Book Review Editors

Dear Mr Swan and Ms Yamamoto,

I was very pleased that the JALT Undercover feature in the August 1985 issue of The Language Teacher devoted a considerable amount of space to a review of **The Cambridge English Course Book 1** by Michael Swan and Catherine Walter. It was also pleasing that the reviewer had much to say that was positive from his, and his colleagues', trialling of the course.

While I realise that JALT does not necessarily print letters or replies to reviews, there are a few points in this review which seem to arise from misapprehensions about the material. I wonder if it would be possible to find space to put these to your readers.

1. The reviewer describes the Cambridge English Course as "a useful and interesting conversation text for adult students with previous English study." In fact, it has been designed as a complete course for beginners, and is being used as such on a considerable scale in many parts of the world. We do however realise that the particular background of Japanese learners will have an important bearing on the way published material is used in Japan, and that this may

differ from other areas of the world.

2. The completeness of the course in covering the range of language skills and integrating these is a particular feature which has been welcomed by the majority of users. This does however depend on use of the Practice Book, which is an important component of the whole course. This provides more extensive reading and writing practice, *as well* as pronunciation work, and in fact each unit previews some of the language which will be met in the next unit.

3. The course is quite definitely designed for mainly class use, and not wholly self-study. However, the Practice Book does provide a considerable amount of self-study work for consolidation. The work in the Student's Book was not designed to be prepared for in advance by learners individually to any great extent. No claims are made in this respect by descriptions of the course, and so it is surprising that the reviewers imply a criticism here. They may of course be referring to the desirability of such an approach in Japan, which is a different thing.

4. The Student's Cassette is not therefore designed to turn the material into a self-study course. It is simply a selection of material from the class cassettes which it is felt the student might wish to have a personal record of - some exercises, the pronunciation models, and a dramatised version of the story for extensive reading in the Practice Book. A careful selection of useful material was made which would fit onto one cassette. Any more would have pushed the length and therefore the price of this component up.

5. Long pauses for repetition, etc. were not left

(cont'd on p. 32)



The Happy and the Harried

Two teachers, one happy, one harried. Teacher B still hasn't figured out how to choose a text for his class. He'll go to all the bookshops and make long lists; then he'll search and search for a book that he thinks will appeal to his students. And then, when a breakdown nears, he'll grab whatever is handy, or whatever his local bookshop tells him is available

Teacher A is happy. He knows that his text, **Person to Person**, has been written specifically for Japan, has been tested with Japanese students, and has been proven as the most successful new text in Japan in years. He is secure knowing that **Person to Person** is cued exactly to the level of his students, with just that extra bit of challenge to help them improve. He knows that **Person to Person** works well in large classes. His students love doing the pair work and everybody enjoys the realistic tapes. All in all, Teacher A knows that with **Person to Person**, his problems are solved.

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(cont'd from p. 30)

on the cassettes, on the assumption that the teacher would use the pause button. Again, this saves on the length of cassettes and therefore the price.

I hope that these comments will help to explain points which were seen by the reviewer as shortcomings, so that the otherwise balanced and informative review can be clarified. Thank you for the opportunity to make these points in your journal.

Yours sincerely,

Peter Donovan
Publishing Director, ELT
Cambridge University Press

Paul Jordan replies:

Thanks for the opportunity to respond to Mr. Donovan's letter.

Responding to Mr. Donovan's points:

1. In my opinion, group classes without any previous English study would necessarily move through **The Cambridge English Course** at a very slow pace. For those of us who teach adults in Japan, it is a very definite advantage to have a text (such as this one) which moves quickly to more sophisticated and demanding levels. No criticism was intended.

2. The Practice Book was praised in the review, and should be used. I think the course is reasonably complete, excepting those specific areas criticized in my review.

3. Mr. Donovan should not be surprised by criticism on this point. Reasonable progress in most group classes depends heavily upon individual study outside the limited hours of class-time. Course materials should support this need more than the Practice Book and Student Cassette in this course do. In my opinion, few teachers will be satisfied by materials which do not.

4. My students have expressed frustration at not having the Class Cassettes. They want more opportunity to develop their listening skills and to use the conversation material as a model for their speaking practice at home. Obviously, price is a crucial factor for publishers.

5. If it was assumed that teachers would use their pause buttons, the recorded pauses could have been shorter still. As they are, they guarantee frustration – too short for most students

to respond, too long if the pause button is used for student responses.

As I said in the original review, "Despite . . . deficiencies . . . the coursebook and tapes can serve well as part of a basic course in beginning conversation. The Cambridge course should be considered by those who are teaching adult students in Japan."

There is certainly a need for coursebooks using different approaches. The Cambridge course reflects a serious effort to meet that need. Perhaps in a future edition, Cambridge University Press will consider not only the praises justly received, but also criticisms such as those offered in my review.

『新・英語科教育の研究』

片山嘉雄, 遠藤栄一 編
垣田直巳, 佐々木昭

大修館書店、1985年、336 + X、¥2,200

先ず、英語教育原論を論じた第1章では、第3節-日本における英語教育の変遷、第4節-教育における外国語教育の役割、そして第5節-日本における英語教育の目的が主要部分で、日本で外国語教育が英語教育を意味するまでになった推移や英語教育の目的・目標の移り変わりがよくわかり、これからの英語教育のあり方を考えるうえで重要な土台となる教育原論が展開されている。冒頭の第1節は、短いながら、国際語としての英語に言及し、英語教育に対する新しい考え方が暗示されていて興味深い。

次の章は教材論である。前半は音声、文法、語彙、文章構成に関する一般論で、日英両語の比較を軸に日本人学習者の留意すべき点、各種文法の英語教育への影響、語彙学習の問題点、さらにはコミュニケーションにおいて大切な discourse の展開の論理に簡単に触れている。続いて、いわゆる言語の4技能向上のための教材論が論じられ、最後に文化理解を目的とした教材のあり方が述べられている。特に目新しい点はないが、言語能力の獲得と文化理解という外国語教育の二大目的達成の重要性和困難性を改めて問いかける章として意義のあるものになっている。

教科課程論と題した第3章では、中学・高校の教科課程の概略をうかがうことができるだけにとどまり、次の入門期の英語教育に関する節も要旨のみで、現在の学校

教育における切迫した問題の再認識にとどまる程度におさまられている。この章の最後に、早期英語教育についての現状と問題点が論じられているが、簡略すぎて早期教育の重要性や意義の説明が十分なされてないのは惜しい。

第4章・第5章では、英語教育方法論が展開されており、本書の中核と言えよう。第4章では、言語習得と言語学習、行動主義と認知主義、誤答分析、言語能力と伝達能力、そして談話といった英語教育理論、さらにオーラル・メリッドやコミュニカティブ・アプローチといった各種教授法の理論的発展が具体的に論じられている。英語教育理論の動向が把握でき、文法一辺倒であった日本の英語教育に示唆するところが多い。第5章は第4章をうけ、理論の実践化をめざした教育機器の利用を含む指導法を具体例と共に解説している。教室での応用を指示したこの章は非常に有意義である。

次に、評価論を扱った第6章では、テストのあり方、種類、作成の仕方が簡潔に説明されており、ややもするとテストは教育評価の一手段であることを忘れがちな教師にとっては必読の章である。生徒の学力を止しく評価するためのガイドラインになろう。

ここまでは教える側、つまり、teacher-centeredの視点から英語教育が語られているが、第7章は教わる側、すなわち learner-centeredの教育論である。生徒の語学への適性、学習態度、動機、認知スタイルなど学習者の要因に焦点を置いた章で、教室ではすべての生徒が同じ内容を同じように学習するものと思込んでいる教師にとっては警鐘となろう。

最後の英語教育教師論と題した第8章は英語教師の役割と養成についてである。一体、良い教師になる条件とは何なのか、そして良い教師はいかにして養成されるべきなのか、また自己研修はどうすべきなのかといったことを考えさせられる。良い教師の第一条件として、「ややもすれば軽視されてきた英語教育道具論を自信をもって実践し、また英語教育の文化的目的論をいさぎよく放棄すること」(311頁)とあるが、読者の意見はどうであろうか。いずれにしても教師の質が問われている今、この章にもっと焦点をあててほしかったと思う。

38名の執筆者によって英語教育学の各分野が包括的に論じられている本書は、現場の英語教師のみならず、教職をめざしている英語専攻の学生にとっても非常に示唆に富んだものであり、英語科教育法のテキストとしても使用できる貴重な一冊である。できることなら、海外からの英語教育理論に片寄らずに、日本人研究者独自の考え方をもっと取り入れたものにしてほしかったと思うのだが、それは欲張りすぎというものであろうか。しかし、今後の課題として敢えて提言しておきたいと思う。

国際基督教大学
中村 良廣
(Nakamura, Yoshihiro)

REVIEWS in BRIEF

INTERCULTURAL COMMUNICATION: A READER. 4th ed. Larry A. Samovar and Richard E. Porter (eds.). Belmont, CA: Wadsworth Publishing Co., 1985. 435 pp.

The fourth edition of **Intercultural Communication: A Reader** is not a textbook for language teaching, though it could be used as a source of reading material for advanced reading classes. (The reading level, say the editors, is aimed at advanced undergraduate college students in American universities.) The book is, as the name indicates, an anthology of essays on general principles and specific examples of intercultural communication.

This book is likely to be most useful as 1) a resource for intercultural training and 2) an aid to helping the foreign teacher in Japan understand his own intercultural experience.

Included in this edition are 44 essays, 22 of which have been added since the last edition; half of the 22 have been written especially for this edition. The essays are grouped into four parts and eight chapters. Each part features an introduction by the editors, and each chapter is followed by a set of discussion questions and two lists of readings, one of which is annotated. An epilogue and two indices complete the volume.

The first part of the book comprises an introduction and an overview of approaches to intercultural communication. The second part deals with cultural assumptions and includes descriptions of several different cultures. Part Three focuses on specific intercultural skills and is divided into chapters on verbal and nonverbal communication. Part Four investigates questions of intercultural effectiveness and ethics.

Among the essays are five which deal specifically with Japanese culture (or comparisons of Japanese and American cultures): "Thought Patterns and Modes of Rhetoric: The United States and Japan," by Satoshi Ishii; "Japanese and American Management: Participative Decision Making," by Lea P. Stewart; "Japanese Social Experience and Concept of Groups," by Dolores and Robert Cathcart; "To Hear One and Understand Ten: Nonverbal Behavior in Japan," by Sheila Ramsey; and "Decentering, Convergence, and Cross-Cultural Understanding," by Dean C. Barnlund and Naoiki Nomura. Several other essays cite examples of Japanese

(cont'd on next page)

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intercultural communication, e.g., "Intercultural Personhood: An Integration of Eastern and Western Perspectives," by Young Yun Kim.

Intercultural trainers will be especially interested in Paul B. Pedersen's "The Transfer of Intercultural Training Skills" and Janis F. Andersen's "Educational Assumptions Highlighted from a Cross-Cultural Comparison."

Whether or not one is engaged directly in intercultural training, we all teach culture implicitly in the way we interact with our students in the language we are teaching. And many of us are living in a country which is foreign to us. Before we can teach our native culture effectively, we must first understand our own intercultural experiences. It is toward this end that Samovar and Porter's reader can best serve language teachers in Japan.

**Reviewed by Robert M. Ingram,
Applied Materials Japan, Inc.**

**A CASE FOR BUSINESS ENGLISH.
M. Pote, D. Wright, A. Esnol, G. Lees,
and R. Soulieux. Pergamon Press, 1985.
137 pp. E4.95. (Teacher's Book, cassette
tape.)**

This is an advanced level, classroom tested, "complete package" in 15 units with material for about 100 class hours, chiefly to develop and refine skills of listening, understanding and speaking. The authors, collecting case studies and ancillary documents, exploit techniques of role plays and simulations to encourage the natural process of spontaneous interaction in a business context.

The exercises include active listening, summarising and note-making; reading and writing newspaper reports, memos, advertisements for recruitment; preparing curriculum vitae, self-appraisals, confidential reports, consignment notes, business contracts, letters, financial documents. etc.

Learners solve complex commercial, personnel and management problems by group discussion/pair work besides participating in interviews, business negotiations, and management meetings. They also read comprehension passages and fill in the gaps, choosing the correct alternatives.

The follow-up exercises at the end of almost every unit should help develop critical thinking

and commercial understanding, decision-making, reviewing, researching, and evaluating a given situation.

Though the course is suitable for Western and Japanese students ~ since the business system as presented is European, if not entirely British - the 30-page 'Business Briefs' should be suitable for learners of Business English everywhere. The section not only provides background language information for each of the fifteen 'cases' but also a social dimension to the business-specific ESP.

With its list of useful words and phrases, including **do's and don'ts** and **layouts** for writing, for example, letters, memos and various financial documents etc., the book should liberate adult learners from their inhibitions in what is, to all intents and purposes, English as a foreign language.

Students of commerce and business should find a purposeful context for learning such communicative functions of language as are necessary for successful performance. The book is highly recommended.

**Reviewed by Dr. R.K. Singh,
Assistant Professor of English,
Indian School of Mines,
Dhanbad-826004, India**

**COMMUNICATION AND CULTURE,
Second Edition. Joan Young Gregg.
1985. Wadsworth Publishing Company.**

This book is a well-designed text aimed at developing the reading/writing skills of students of English as a Foreign Language. The title reflects the socio-anthropological orientation of the material included in the book. Taken up from a cross-cultural perspective are such topics as human behavior, food, family, social reality, time and space, and gender roles. Focussed around the readings are a variety of exercises which give the students practice at a broad range of reading skills and at different stages of the production of well-written prose.

Communication and Culture is well-integrated and rounded in its approach. There is considerable attention paid to the development of vocabulary from roots, prefixes and suffixes; parts of speech and points of grammar and taken up frequently; and following the book's plan will produce significant opportunities for listening and discussion as well. I was surprised to find that some of the most successful exercises

(cont'd on p. 36)



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(cont'd from p. 34)

were the role play/discussions.

Drawbacks? The book is clearly designed for foreign students studying in the United States and certain exercises may call for modification. In spite of the author's enthusiasm for the subject matter, I did not find all of the readings were as universally appealing as she believes them to be. Further, while the book is billed as an intermediate level text, I would say that, at least in Japan, it should be considered high-intermediate or advanced.

In spite of the minor reservations, the book is to be recommended as one which is designed to call forth active learning and should be of value to those at the stage where they can use it well.

Reviewed by Paul Jaffe
Rynkoku University

ELEMENTARY TASK LISTENING. Jacqueline St Clair Stokes. Cambridge University Press, 1984. Student's Book 44 pages. Teacher's Book 107 pages. Audio cassette 33 minutes.

This is a companion volume to the previous **Task Listening** from the same stable, designed for 'elementary and low intermediate' students. It contains 21 units, each with a short listening task based on a one-to-two-minute recording. The tasks usually involve ordering a sequence of photographs or drawings, choosing the one picture which is being referred to out of a set of four or five, or extracting a few details from the conversation and writing them in a chart. A reading and writing task, sometimes fairly vaguely related to the theme, accompanies each listening task.

The main problem in using this book is the relatively large amount of time required to set up the task (introducing the topic, vocabulary and specific situation) compared to the simplicity of the task itself, which can often come as something of an anti-climax. Since the amount of information students are being asked to extract is often limited to one or two details, the temptation arises to exploit the tape further and use it for purposes for which it was not originally intended. This would not matter so much perhaps if the task situation happens to fit exactly into a previously devised lesson plan, and this may sometimes be the case. However, many current texts now being used in Japan already have excellent task listening activities built into them – and exactly matched to material

previously or subsequently introduced.

On the other hand, the tape has been recorded very realistically, with natural hesitations, pauses, and overlaps, as well as a variety of accents – including many foreign speakers. This is rare and difficult to achieve in elementary level listening tapes. Care has been taken not to let these elements interfere with the task, however. A final word on the teacher's book: it is very thorough, well planned and extremely helpful.

If your current texts don't include satisfactory listening material, it may be worth checking through the table of contents of **Elementary Task Listening** to see if the situations correspond with your lesson plans. If so, this could be useful supplementary 'natural' listening material.

Reviewed by Simon Gieve,
Kinran Junior College

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 March 31.**

CLASSROOM TEXT MATERIALS/ GRADED READERS

*Cawood. **Cassell's Intermediate Short Course. Multi-skills practice for intermediate students of English.** Cassell, 1985.

*Murphy. **English Grammar in Use: A self-study reference and practice book for intermediate students.** Cambridge, 1985.

Byrne **Meet Captain Luki** ("Roundabout Readers" series). Modern English Publications, 1985.

-- **Captain Luki and the Green Planet** ("Roundabout Readers" series). Modern English Publications, 1985.

-- **Captain Luki and the Red Robots** ("Roundabout Readers" series). Modern English Publications, 1985.

-- **Captian 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 devel-**

oping 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

TEACHER PREPARATION/ REFERENCE/RESOURCE/OTHER

*Janicki. **The Foreigner's Language. A sociolinguistic perspective** ("Language Teaching Methodology" series). Pergamon, 1985.

*Robinson. **Crosscultural Understanding: Processes and approaches for foreign language, English as a second language and bilingual educators** ("Language Teaching Methodology" series). Pergamon, 1985.

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

竹藪・英語教師のパソコン. エデュカ 1986

--- ヒアリングの行動科学 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.

The Language Teacher also welcomes well-written reviews of other appropriate materials not listed above, but please contact the book review co-editors 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 et al. **Critical Thinking, Critical Choices.**

Ahmad et al. **Computers, Language Learning and Language Teaching.**

Bell. **Spotlight on Energy.**

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

Brumfit. **Language and Literature Teaching.**

Carroll & Hall. **Make Your Own Language Tests.**

Carrier & Evans. **Spotlight on Cinema.**

Carrier & Pacione. **Spotlight on Rock Music.**

Carver & Fontinos. **A Conversation Book.**

Christie. **Spotlight on Great Mysteries.**

Clark, ed. **Index Card Games for ESL.**

Comfort et al. **Business Reports in English.**

Cotton & McGrath. **Terms of Trade.**

Crombie. **Discourse and Language Learning.**

Curry. **Spotlight on Women in Society.**

Davies. **Telecommunications.**

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.**

Haines. **English in Print.**

Heike & Dunbar. **Building Fluency in English.**

Jones. **Use of English.**

Kay. **Biological Sciences.**

Kim et al. **Interactions.**

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.**

Miller & Clark. **Smalltown Daily.**

Mortimer. **Elements of Pronunciation.**

Murphy. **Windows.**

Noto. **Physics.**

Palmer et al. **Personal Relations.**

Pereira & O'Reilly, eds. **Four Seasons.**

Prator & Robinnett. **Manual of American English Pronunciation, 4th ed.**

Public Service 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.**

Savignon. **Communicative Competence.**

Shovel. **Making Sense of Phrasal Verbs.**

Swales. **Episodes in ESL.**

Swan. **Act One in English.**

Van Ek & Trim. **Across the Threshold.**

Williams et al, eds. **Common Ground.**

Wordell, ed. **A Guide to Teaching English in Japan.**

Wright. **Collins Picture Dictionary for Young Learners.**

Wyatt, ed. **Computer-Assisted Language Instruction.**

Yorkey. **New Perspectives.**

NOTICE: The scheduled reviewer of Menasche, Writing a Research Paper has declined to review the book and has returned it. Any other JALT member who would like to assume responsibility for the review should contact the book review co-editors. The scheduled reviewers of the following books have not responded to requests for their overdue reviews:

Knowles & Sasaki, Story Squares

Krone, Background to New York

Rubin & Thomason. How to Be a More Successful Language Learner

Sell et al, Modern English: Cycle Two

Widdowson, Learning Purpose and Language Use

Other JALT members who have used the materials listed above and would like to assume responsibility for a review should contact the book review co-editors.

Chapter Presentation Reports

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

HIROSHIMA

RELATING CLASSROOM PROCESSES TO PEDAGOGICAL PRODUCT

By Steve Ross

At the December meeting of the Hiroshima Chapter, Steve Ross reported on a classroom study he conducted to measure the effectiveness of certain teaching materials and methodology upon the communicative competence of college-level students.

In the study five classes, each using material representing a different approach to language learning, (grammar-based, functional-notional, "suggestological," audio-lingual, and task-based) were observed over a period of one academic year. During observations, preset categories related to certain teacher/student behavior and classroom activity were monitored, coded and analysed. The preset categories encompassed such areas as the focus of student attention (message vs. form), types of student activity (problem solving, improvisation, memorization, repetition) and the role of the teacher (policeman, facilitator, lecturer).

Study results seem to indicate that no one method is superior to another in terms of teaching overall oral competence. Mr. Ross stated, however, that the study results imply that

it is essential that the spoken English course be designed as to maximize the opportunity for students to engage each other in unplanned discourse about non-trivial topics and provide a context for grammatical consciousness-raising and listening comprehension."

Reported by Kathleen Pappert
Notre Dame Seishin Junior College

IBARAKI

JALT-IBARAKI INAUGURAL CHAPTER MEETING

On January 12th JALT-Ibaraki, at its first meeting, heard Munetsugu Uruno, Ibaraki High School, offer "Keys to Successful Listening Comprehension Programs." There were fifty-five in attendance, and thirty signed on as new JALT members before the meeting was over.

Uruno, co-author of several books for listening comprehension, stated that since listening takes up the greatest part of communication time (45%), it should be a very important part of each class period. To work toward effective listening practice, the teacher should gradually increase the amount of time spent in listening practice until about half the class time is used in listening to English exclusively, in a non-threatening atmosphere. The teacher should also always be ready to give positive feedback to any attempts to communicate in English.

Uruno defined "good materials" by using the acronym SMILE. Good material is *Short*, *Motivating*, uses *International English* (British, American, Australian, etc.), requires the *Least work possible* for the teacher, and is *Effective* in the classroom.

He concluded by emphasizing that English teachers are "salesmen" of English .. and thus should be prepared to sell the **fun** of English.

Reported by Larry Weatherford
Saitama YMCA



Officers of the newly-formed JALT-Ibaraki Chapter:
Standing (1 to 5): Buchanan, Ives, Batten, Shoji, Uruno;
Seated (1 to 5): Boys, Seya, Sakurai, Sato;
Not pictured: Pauly

SAPPORO**FOUR GET LIVELY**

On December 8th, a short, lively program was presented by four local JALT members. **David Markle** set the tone with the theme of "teachers don't teach, learners learn." He emphasized that however much teachers prepare good lessons, the unmotivated class will not respond. Surveying students, most comments on learning English were negative. The challenge is how to give these students positive experiences while they are acquiring English.

Then, the next three speakers demonstrated several techniques and activities that get students moving, involved, and finally, motivated. **Jerry Halvorsen** showed two large-class activities called "shyness-breakers." Breaking the group into pairs, one partner receives a question, the other a random answer. In a loud clamor of voices, everyone tries to find their match by repeating their expressions over and over. Matched couples run to a "safe area." The second activity was to elicit pattern practices; the teacher keeps echoing the Q and A throughout. One student acts out

a verb or adjective while classmates shout out guesses.

Monica Ishihara next took over, showing how to make groupings that move easily into pairs for large classes. From a semi-circle, partners are found by numbering off, walking randomly to music, forming concentric circles that move clockwise or counterwise. A helpful handout diagrammed the combinations.

Mary Virgil, the last leader, demonstrated how she teaches dialog based on techniques developed by Yoko Nomura. Forming two lines of students facing each other, they first greet, then "throw" their voices across while practicing each line. Mary next instructed pairs to stand up when speaking; yell and whisper; use gibberish instead of words; imagine themselves rich or poor, hot or cold. A great deal of enjoyable, unconscious learning can result.

At the end, all the attending members were in gay spirits for the chapter elections and buffet dinner that followed.

Reported by Dale Ann Sato
Sapporo Gakuin University

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CONVERSATION TEXTS

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The first intermediate-level conversation text available with a complete video component. An introduction to American social and cultural life via a series of mini-dialogues based on everyday situations.

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A special form of the Harbrace College Workbook designed especially to help ESL students with English composition. Problem areas, such as two-word verbs and the position of pronouns, are covered in all new exercises, presented in context.

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A complete text for high-intermediate to advanced students that shows how grammar, vocabulary, and writing integrate for effective communication in English.

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For further information contact:

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Chiyoda-ku

Hokoku Building 3-11-13 Iidabashi
Tokyo 102, Japan (03) 234-1527

TOKYO**PUBLIC SPEAKING: THEORY AND PRACTICE**

**By Anthony Gregorc (on video), and
by Neal Stovicek,
President, Tokyo Toastmasters**

The January meeting of the Tokyo Chapter began with a talk by Neal Stovicek, President of Tokyo Toastmasters, on the principles of public speaking as taught and practised by the international organization devoted to the perfection of the art. Steps in the preparation of a speech and points to be aware of in its delivery were outlined and developed. The lively session of questions and criticisms which followed gave evidence of the interest with which the speech had been received. It also provided an introduction to the video of the opening plenary session of TESOL '85 which followed.

The viewing of a videotaped speech would not seem to be the most inspiring activity for a JALT meeting, but it turned out to be just that. Dr. Gregorc's message and his manner of communicating it provided a truly stimulating experience. His disapproval of the current education system in the United States centers around his own philosophy of learning as the development of the mind and he shows how modern educators have become mere "purveyors of information," insensitive to the needs of learners as individuals. His compelling arguments are expounded with such high humor that, devastating as many of his criticisms are, the address is permeated with an optimistic outlook for the future, in which a greater understanding of psychological processes will enable educators to guide learners towards greater self-awareness and fulfillment.

The speech was an outstanding example of public speaking by a master of the art, especially to be savored by teachers of English living in a non-English speaking environment.

Reported by George Deutsch

SHIZUOKA**JALT-SHIZUOKA
INAUGURAL CHAPTER MEETING**

About fifty people came for the first meeting of JALT-Shizuoka on December 8th. Gary Wood came from Hamamatsu with some flowers

and a warm welcome. Dave Hough came down from Tokyo to talk about JALT and, after coffee break, about how learning a language should involve learning to distinguish sounds before learning meaning. He pointed out that children frequently repeat sentences without understanding them and only later do they figure out what they mean. He feels that teaching should also follow this progression – with students being taught to recognize different sounds.

**Reported by John Laing
Tokai University Junior College**

YOKOHAMA**TWO NON-TEXTBOOK APPROACHES
TO EFL INSTRUCTION**

**By Aleda Krause,
Joshisei Gakuen Daigaku**

The day's lesson began. "Raise your hands. Put your hands on your head. Point to the window."

"Hey, this is a German class! Did I come to the wrong place or something?"

"Point to the door. Touch your nose. Raise your hands."

No, this isn't the Twilight Zone – it's TPR Land. And you are learning German whether you want to or not. "Touch your ears."

Five intensive minutes of this TPR (Total Physical Response) technique produced an entire room full of non-German speakers who could understand a whole slew of German. Thus began our January 1986 meeting.

Krause opened the second part of her presentation by explaining that "newspaper stories are topics students know about but don't know how to talk about in English." For mid-intermediate students, she pointed out, "newspapers are cheap, available and good reading-style English."

Krause recommended that students be introduced to the parts of the paper, its special jargon, and asked questions such as "What is the dateline of the lead story?" They should also be informed about the abbreviations and verb forms used in headlines. As with the TPR demonstration, members of the audience were given a chance for some hands-on experience by completing several reading exercises.

**Reported by Robert E. Hart
Kanto Girls' High School**

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.

HAMAMATSU

Topic: Suggestology and some of its problems
 Speaker: Kazunori Nozawa, Toyohashi University of Technology
 Place: Seibu Kominkan, 1-21-1 Hirosawa (0534) 52-0730
 Date: Sunday, March 16th
 Time: 1-4 p.m.
 Fee: Members, free; non-members, ¥500
 Info: Alan Cook (0534) 52-4996

This presentation will be given in Japanese.

HOKKAIDO (Sapporo)

Topic: Bright Ideas For The New Year
 Speakers: Eiji Suenaga; Jerry Halvorsen
 Date: Sunday, March 16th
 Time: 1:30-4 p.m.
 Place: Kyoiku Bunka Kaikan, Ohdori West 14
 Fee: Members, free; non-members, ¥500
 Info: T. Christensen (011) 737-7409
 D. Sato (011) 852-6931

A short talk focusing on some personal observations and resolutions of use in preparation for the upcoming start of school classes. Group discussion to follow.

MATSUYAMA

Topic: Using the Video in the Language Classroom
 Speaker: Raymond Miller
 Date: Sunday, March 23rd
 Place: Nichibei Bunka Center
 Fee: Members, free; non-members, ¥1,000
 Info: Marin Burch, (0899) 31-8686 or Kyoko Izumi (0899) 77-3718

Mr. Miller, a resident of Matsuyama, runs the MY English Conversation School. His presentation will be based on his years of classroom experience with video.

HIROSHIMA

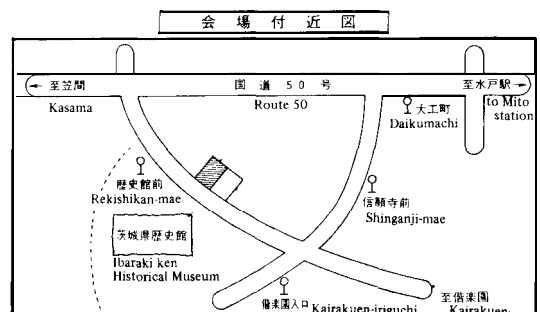
Topic: Teaching Japanese Sounds & Script the Silent Way
 Speaker: Fusako Allard
 Date: Sunday, March 9th
 Time: 1-4 p.m.
 Place: Hiroshima International School
 Fee: Members, ¥500; non-members, ¥1,000
 Info: Martin Millar (082) 227-2389
 Takeko Kondo (082) 228-2269

Ms. Allard would like the audience to experience and/or observe how easy it is to learn the Japanese scripts through sound-symbol association, provided logical and reasonable sequencing is done. After she demonstrates the methods under recommendation, the rationale for the approach and its implications for adult L2 acquisition will be discussed.

Fusako Allard is one of the foremost practitioners of the Silent Way in Japan and is founder and director of the Center for Language and Inter-Cultural Learning in Osaka. She has just completed an MA in Teaching at the School for International Training (Vermont).

IBARAKI

Topic: Simultaneous Interpretation and the Teaching of English
 Speaker: Tatsuya Komatsu (Vice President of JALT)
 Date: Sunday, March 23rd
 Time: 2-4 p.m.
 Place: Rekishi kan (Historical Museum), Mito (bus from No. 4, 5, 7, or 11 bus stop in front of Marui Dept. store ~ ask driver if he goes by the Rekishikan; or taxi, about ¥500)
 Fee: Members, ¥500; non-members, ¥1,000
 Info: Jim Batten (0294) 53-7665



OKAYAMA

Topic: The Natural Approach in Japan
 Speaker: Kazuko Fujimori
 Date: Saturday, March 15th
 Time: 2:40-4:30 p.m.
 Place: Chugoku Jr. Coll., 0862-93-0541
 Fee: Members, free; non-members, ¥500
 Info: Fumiko Numoto (0862) 53-6648

OKINAWA

Topic: Games for Teaching English
 Speaker: Marc Helgesen
 Date: Sunday, March 23rd
 Time: 4-6 p.m.
 Place: Okinawa Kokusai University
 Fee: Members, free; non-members, ¥500
 Info: Fumiko Nishihira, (09889) 3-2809

KOBE

KOBE CHAPTER CONFERENCE ON LISTENING COMPREHENSION
Sunday, March 23 (one day only)

To offer you a wide choice of presentations, it was decided to hold a one-day conference with at least three simultaneous presentations going on throughout. The program has been carefully balanced to enable you to attend as many presentations as possible in your area of interest.

Plenary Speaker: Shizuo Takeuchi, Principal, Kobe City Fukiai H.S.; President, Hyogo Prefectural High School English Teachers' Association - "The Reform of English Language Education in Public High Schools."

Presentations

- Individualizing Textbook Listening Passages** - Charles Adamson
- Listening as Input and Listening for Speaking** - Jack Barrow
- Speak No Evil, Hear No Evil** - Michael Bedlow
- WHSJ: The Insights and Ideas Listening Taskbook** ~ Shari Berman*
- Improving Listening Comprehension Through Video** - Mark Caprio
- Listening, Intake and Learning** ~ Raoul Cervantes
- Syntactic Simplicity and Comprehension** - Raoul Cervantes & Glenn Gainer
- Songs for Listening Comprehension and Other Purposes** ~ Linda Donan
- Two New "Natural English" Tapes** - Marilyn Fisher
- Get Ready: Interactive Listening & Speaking** - Norman Harris*
- Theoretical Approaches to Expanding Short-Term Memory** - Takahiko Hattori
- The Teaching of French Intonation: A New Perspective** - Daniel LePetit
- Productive Pressure for Listening and Other Classroom Activities** - Don Maybin
- The Use of Soundscapes for Listening and Other Purposes** -- Roy Miller
- How to Improve TOEFL Listening Comprehension Scores** ~ Hiroyuki Obari
- Adding Modeling and Effective Correction to Total Physical Response** - Dale Otto
- Listening Offstage** - Gordon Ratzlaff
- The Alexander Trio** - Rube Redfield
- Listening to the Ending of Rhythmic Groups** - Claude Roberge & Ayako Kitamura
- A Comprehensive Look at Listening Comprehension** -- Robert Ruud
- Using VTR and Personal Computer to Improve the Teaching and Evaluation of Listening Comprehension** - Kenji Sada**
- Training of Intensive Listening Comprehension Ability Utilizing "Little House on the Prairie"** - Michiko Shinohara**
- The Twilight Zone: Listening for True Beginners** - Bill Stanford
- Fast Forward: Listening Activities for Intermediate Students** - Mike Thompson*

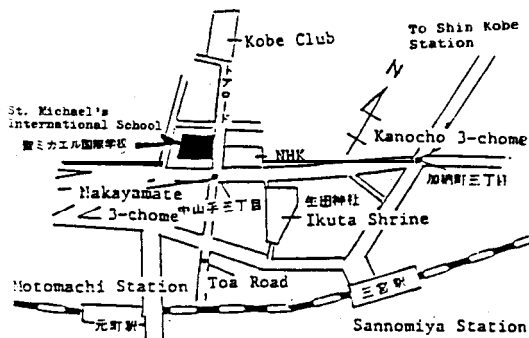
*Publishers' presentations; **these presentations will be given in Japanese. About a dozen publishers and other commercial members will display.

Registration opens at 9 a.m. Presentations: 9:50 a.m.-6: 30 p.m.

Conference fees (on-site registration only; no pre-registration): JALT members, ¥2,000; **Non-members, ¥3,000; Students, ¥1,500**

Place: **St. Michael's International School** (see map).
(078) 221-8028

For more information: Jan Visscher, (078) 453-6065 (after 8 p.m.) or Sonia Yoshitake (078) 412-2866 (after



NAGOYA

Topic: MATCH, PACE, AND LEAD
 Speaker: David McLane
 Date: Sunday, March 30th
 Time: 1:30-5 p.m.
 Place: Aichi Kinro Kaikan, Tsurumai
 Fee: Members ¥500; non-members, ¥1,000
 Info: Kay Ogino, (05363) 2-1600
 Lynne Roecklein, (0582) 94-0115

As teachers, we often find ourselves in the situation of not being able to quickly and easily communicate with those who have come to us to learn new skills.

Neuro-Linguistic Programming (NLP) offers a theoretical model of how non-understanding arises and a set of practical tools for bringing about real communication on many levels.

Beginning with the assumption that the language we are using now is a model of our experience, NLP claims that both experience and the words used to represent experience can be usefully divided into three systems: visual, auditory, and kinesthetic. It has found that each person tends to favor a particular system for representing what s/he calls reality and, perhaps more importantly, when the speaker and listener share a common system, the level of communication changes significantly.

Mr. David McLane, a member of Kvoto-based Independent Research Associates, will offer a workshop in both the theoretical model and

practical tools whereby it is possible to first match others' representation of reality, next pace them in terms of their system, and finally lead them to additional representations.

NAGASAKI

**SPECIAL WEEKEND WORKSHOPS
 Sat.-Sun., March 29-30**

Topics: (1) Creating the Active Student
 (2) Productive Pressure
 - Stress as a Classroom Tool
 (3) Video in the Classroom
 - 20 Techniques
 Speaker: Don Maybin
 Times: (1) 3-5:30 p.m. Saturday
 (2) 1:30-3:30; (3) 4-5:30 both Sun.
 Place: Seishonen (Youth) Center, across the street from Nagasaki station
 Fee: Sat.: members, free, non-members, ¥1,000; Sun.: members, ¥500; non-members, ¥1,000
 Info: Yoko Morimoto, (0958) 49-2334
 Sarah Lindsay, (0958) 44-3842

(1) Creating the Active Student

This lively, practical workshop will demonstrate how to overcome shyness in the EFL class-



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The Intensive English Language Center at the University of Nevada-Reno offers English language instruction at beginning, intermediate, and advanced levels. The curriculum focuses on communicative language skills required in an academic environment and in many professional positions. Eight-week sessions are available throughout the year.

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room and how to help adult students interact with confidence. It begins with the basic techniques for student manipulation of conversation (SMOC): how to **Stop** the speaker; how to **Understand** or ask for repetition, slower delivery or clarification; and how to **Check** or confirm a partly understood meaning. Next, these steps are applied in activities representing a gradual moving from greater to lesser dependence on the group until the student develops the confidence to use the SMOC techniques on his own.

(2) Productive Pressure – Stress as a Classroom Tool

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., and he will present a variety of stimulating techniques.

(3) Video in the Classroom – 20 Techniques

A variety of practical classroom techniques is offered for use with video in developing aural/oral, reading, and writing skills, as well as helping students visually perceive culturally appropriate facial expressions and body postures.

The BBC's 'Sadrina Product' will be used for demonstration purposes; however, the techniques are flexible and may be applied to teacher-generated materials, film, etc. Audience participation is requested. This workshop should be particularly useful for those instructors with intermediate/advanced-level students who feel they have 'reached a plateau' in their English language studies.

Don Maybin has over ten years language teaching experience in Canada, England, and Japan. At present he teaches English and French to adults and high school students in the Inland Sea area. He was one of the most popular speakers at JALT '85 in Kyoto.

SPECIAL ISSUES OF THE LANGUAGE TEACHER for 1986

April – open

May – open

June – open

July – open

August – Teaching English to the Deaf
in Japan – Misako Ogawa

September – Songs & Music in Foreign
Language Teaching – Dale Griffiee

October – Conference issue

November – More on the Conference

December – Large Classes – Marc Helgesen
Please contact the Editor if you would be
interested in Guest-editing an issue of The
Language Teacher on a specific topic.

OMIYA

Topics: (1) Nine Classroom Techniques for Vocabulary Teaching (2) Deal Me In!

Speakers: (1) Michiko Shinohara
(2) Aleda Krause

Date: Sunday, March 9th

Time: 1:30-4:30 p.m.

Place:

Fee: Members, free; non-members, ¥1,000

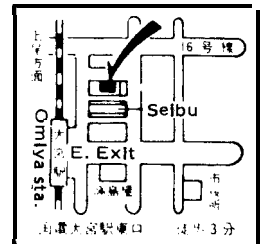
Info: Aleda Krause, (0482) 55-9887

Kyoko Burger (0486) 51-5182

Michiko Shinohara, a lecturer at Joshi Seigakuin Junior College and Aoyama Gakuin University, received her B.A. and M.S. from Southern Illinois University where she is now a Ph.D. candidate. She is the Program Chair of the Omiya Chapter. The workshop will be of special interest to high school teachers who are looking for new and "different" ways of presenting vocabulary items.

Aleda Krause also teaches at Joshi Seigakuin. She has been teaching English, German and Spanish for 12 years, the last 8 in Japan. She has given numerous presentations at JALT chapters and conferences, was the National JALT Treasurer 1982-1 985 and is currently both the JALT Chapter Treasurer Liaison and Treasurer of the Omiya Chapter. In this new presentation, she will share some of her methods of practicing functions and grammar using a simple-deck of cards and traditional card games.

Participants will get lots of opportunity to increase their games repertoire from these two presentations – and have a load of fun at the same time.



SHIZUOKA

Topic: Teaching and Learning with *An Introduction to Modern Japanese*

Speaker: Nobuko Mizutani

Date: Sunday, March 16th

Time: 1-3 p.m.

Place: Tokai University Junior College (near Yunoki Station)

Fee: Members, ¥500; non-members, ¥1,000

Info: John Michio Saotome (0542) 61-6321 (W), (0542) 58-6146 (H)

Nobuko Mizutani is the author of *An Introduction to Modern Japanese* (with Osamu Mizutani). Her talk will be of interest to those who are using this book to study Japanese and also to those who teach Japanese. The one-hour presentation will be mainly in English with questions being answered in English and/or Japanese.

TOKYO

Topic: "How can the natives (Japanese teachers of English) and the natives (English-speaking teachers) help each other?"

Speaker: Professor Shigeo Imamura, Aoyama Gakuin University

Date: Sunday, March 16th

Time: 2-5 p.m.

Place: Sophia University, Yotsuya: L (library) 812

Fee: Members, free; non-members, ¥500

Info: D. Hough (03) 445-1003
N. Graves (03) 845-6330

TAKAMATSU

Topic: (1) Preparing for School Speech Competitions (2) Cuisenaire Rods in the EFL Classroom

Speaker: Don Maybin

Date: Sunday, March 16th

Time: 2-4:30 p.m.

Place: Takamatsu Shimin Bunka Center

Fee: Members, free; non-members, ¥500

Info: S. Maruura (0878) 34-6801
Don Maybin (0879) 76-0827

In this double presentation Don will first discuss the various factors involved when preparing students for high school speech competitions, including topic selection, pronunciation modification, and drama techniques for increasing confidence and improving delivery. This will be followed by a practical workshop demonstrating how cuisenaire rods can be used in a variety of imaginative and stimulating ways.

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TEL.(06) 343-0277; Rosalind Liddington.

TOKUSHIMA

題 : “英語を10倍以上楽しむ方法”
 —ラボ・パーティーでの英語学習

発表者: 水谷 弘子 (Mizutani, Hiroko)

日時: 3月9日(日) 1:30~4:30 p.m.

場所: 徳島文理大学 14号館 22番教室
 (電話) 0886-22-9611

連絡先: 奥村 栄子 0886-23-5625(夜)
 東條 訓子 0886-85-7153(昼)

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(発表要旨)

3才の子供から大人まで、楽しく英語を丸ごと体験し
 体得していくラボ・パーティー方式のデモンストレーシ
 ョンです。

YOKOHAMA

Topic: Jungle Warfare in Room 24 (Under-
 standing and Teaching Uncooperative
 High School Students)

Speaker: Robert E. Hart

Date: Sunday, March 9th

Time: 2:30-4:30 p.m.

Place: Kaiko Kinen Kaikan (Port Opening
 Memorial Hall), 10 minutes' walk from
 Kannai Station toward the Kanagawa
 Pref. Bldg. and the port

Fee: Members, free; non-members, ¥500

Info: Ron Crain (045) 841-9677 (home);
 (045) 662-3721 (work)

Robert Hart of Kanto Girls' Senior High
 School, will analyze typical student classroom
 behaviors commonly viewed as undesirable,
 including making noise, talking, using offensive
 language, sleeping, refusing to do class work,
 etc. He will suggest changes, strategies, and
 activities which can create a more favorable class-
 room environment for both students and teacher.

Mr. Hart, a candidate for the M. Ed. degree,
 University of Toronto, has taught five years
 in Japan. He is on the JALT Yokohama chapter
 Executive Committee.

YOKOHAMA SIG for Teachers of English
 at Secondary School

Topic: Oxford in My English Classroom ~
 For Development of International
 Understanding

Speaker: Hidemi Mihori, Nakaodai Junior High
 School

(date/place as above)

Time: 1:30-2:30p.m.

Info: Ryuko Kubota (0427) 47-6378 (eves.)

**Bulletin
 Board**

Please send all announcements for this column to Jack
 Yohay; 1-111 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.

CALICO Conference Photos

Photos of the December 1985 First CALICO
 Conference are offered "potluck": individuals
 will be sent those photos which contain them
 plus some representative photos, six in total, for
 ¥1,000 or U.S.\$5.00. Ms. H. Amano, ILS Japan
 Ltd., Matsuoka Central Bldg., 1-7-1 Nishi-
 Shinjuku, Shinjuku-ku, Tokyo 160.

S.M.I.L.E.**Tokyo, Sat.-Sun., March 22-23**

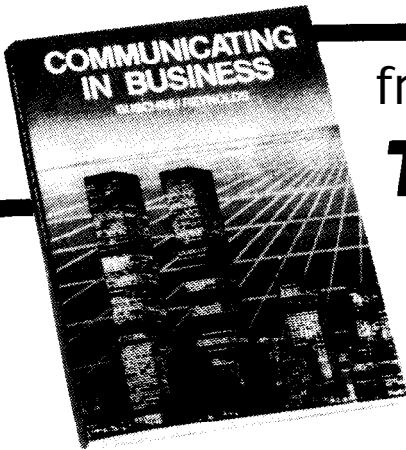
This weekend conference, at Tokyo Gakugei
 Daigaku, will feature panel discussions, presenta-
 tions, and exhibits concerning computer-assisted
 instruction (CAI) and computers in education in
 general, some directly related to ESL. Informa-
 tion: Teru Miyama, (03) 584-1522; Rudolf
 Schulte-Pelkum, Rikkyo University, Tokyo.

SSH WORKSHOP

A two-day SSH (Sound Spelling Harmony)
 workshop will be held March 26-27 at the School
 of Education, Kumamoto University. SSH, a
 practical approach to the problems of teaching
 the sounds and spellings of English to beginners,
 is based on the principles of phonics and utilizes
 a series of books and materials developed by its
 originators, Paul V. Griesy and Yoshiko Yano-
 shita. For information: Dr. Paul V. Griesy,
 Kyoiku-gakubu, Kumamoto University, Kuma-
 moto 860; tel. (096) 344-2111, ext. 2522.

FROM THE EDITOR

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



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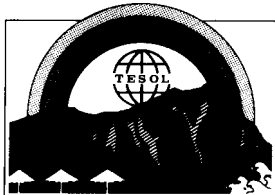
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LANGUAGE STUDENTS AND TEACHERS FOR ENDING HUNGER

It's a new idea, and everyone is invited to be part of the first action: a sponsored walk around the course of Tokyo's Yamanote Line, on Sunday, April 6th. Money raised will aid development of an agricultural project in Somalia, East Africa. (This 'self-help' farm for refugees was begun by the Japan International Volunteer Center, and was featured in *The Japan Times* on December 21st, 1985, page 1.) It promises to be a day of fun, a chance to get to know some of our students better and to be with friends old and new. If you'd like to know more about walking part or all of the distance, or sponsoring, call Julian Bamford (03) 97 1-3684.

HELP WANTED

American cartoonist Susan Catherine is interested in the possibility of developing materials using idiomatic cartoons to help students learn English as well as culture. She is seeking a teacher to work with her on the project. If interested, contact her at the following address: 1412 Taylor Ave. North, Seattle, Washington 98 109 USA.



1986 TESOL SUMMER I-
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**For more information write:
Pamela Pine, Assistant Director,
1986 TESOL. Summer Institute,
Department of ESL, University of
Hawaii at Manoa, 1890 East-West
Road, Honolulu, Hawaii 96822 USA
TESOL-Teachers of English to
Speakers of Other Languages**

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.

(GIFU) Full- and part-time positions teaching English to adult and children's classes. Recent BA degree, and proper visa desired for full-time positions (some visa help may be given). ¥200,000/month to start, plus transportation, health insurance, company-obtained housing. Reply to C. Hoyt, World Language Institute, 9-25, Kanda-machi, 4F., Gifu City 500.

(OSAKA) English school is looking for full-time part-time native speakers of English and Japanese with M.A. in TESOL/TEFL for children and adults of all levels. Previous teaching experience desirable. Salary will be based on qualifications and available number of teaching hours. Please send resume and recent photo to: Haruo Sakai, Manager, Waiokoala Japan, Tesukayama-Naka 2-7-20, Sumiyoshi-ku, Osaka 558; tel. 06-67 1-0788

(SHIZUOKA-ken) Native English speaker who is interested in teaching children ages 10 and 11 on Saturday twice a month beginning in March. Call Mr. Izumi Aoki at (0546) 43-6710 or write him at 3-18-3 Shida, Fujieda-shi, Shizuoka-ken 426.

(TOKYO) Senior executive, to report directly to the Vice-President and be wholly or partially responsible for: general supervision of the educational program; curriculum planning; supervising, training, and recruiting faculty; choosing materials; student recruitment and testing; classroom teaching; and liaison between administration and faculty. Minimum qualification is a master's degree in education or a related field; a doctorate is preferable. Preference will be given to bilingual (English-Japanese) candidates with strong organizational and interpersonal skills, age 40-50, with substantial teaching and administrative experience, who are prepared to make a commitment of five years. Salary commensurate with qualifications and experience. Send letter of application, resume, salary history, and at least three letters of recommendation to the Vice-President, Kanda Institute of Foreign Languages, 2-13-13 Uchi-Kanda, Chiyoda-ku, Tokyo 101.

MEMBERSHIP INFORMATION

JALT is . . .

An organization of professionals dedicated to the improvement of language learning and teaching in Japan.
 A vehicle for the exchange of new ideas and techniques in TEFL/TESL, Japanese as a Second Language, etc.
 A means of keeping abreast of new developments in a rapidly changing field.

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

PUBLICATIONS

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

MEETINGS AND CONFERENCES

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

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

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

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

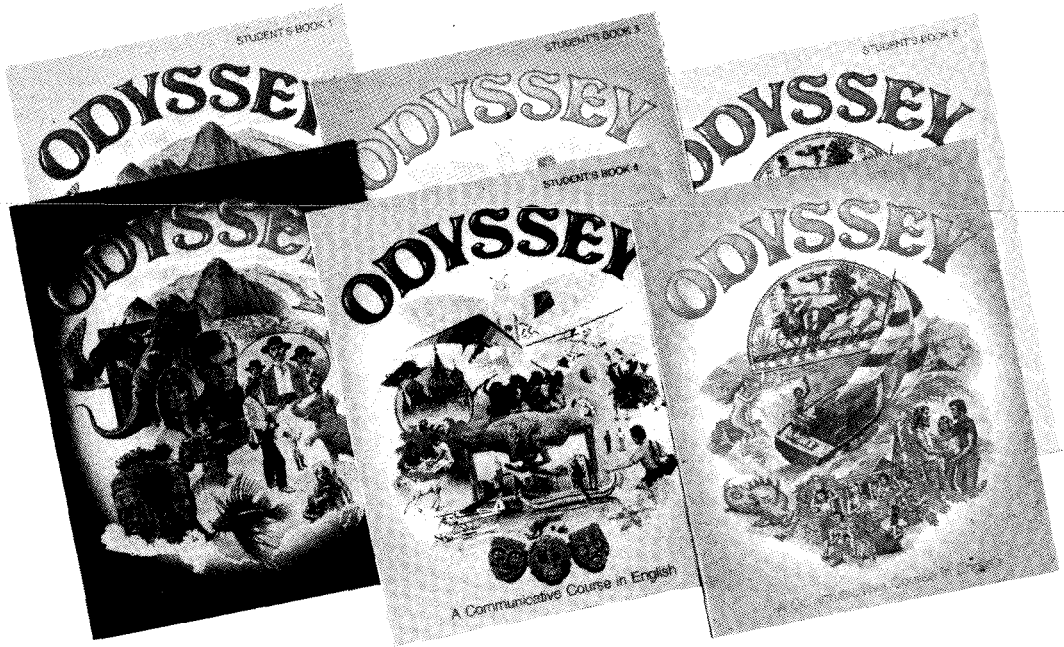
Commercial Memberships are available to organizations which have a product or service of potential value to the general membership. Commercial members may display their materials, by prior arrangement, at all JALT meetings including the annual conference, make use of the JALT mailing list and computerized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

Application for membership may be made at any JALT meeting, by using the attached postal money transfer (*yubin furikae*) form or by sending a check or money order in yen (on a Japanese bank) or dollars (on a U.S. bank) accompanied by an application form to the JALT Central Office.

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

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