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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, Saitama, Chiba, Tokyo, Yokohama, Shizuoka, Hamamatsu, Nagoya, Kyoto, Osaka, Kobe, Okayama, Hiroshima, Tokushima, Takamatsu, Matsuyama, Fukuoka, Nagasaki, and Okinawa.

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Voice From the Ministry Of Education: Linju Ogasawara

Professor Ogasawara, Senior Advisor to the Japanese Ministry of Education (Monbusho), teaches at Keio and Waseda Universities and has lectured at the University of Tokyo, University of Melbourne, and Cornell University. Author of several English language texts, he was guest lecturer for a recent Newport University Seminars Series held in Tokyo entitled TEFL in Japan: State of the Art. Don Modesto, of Williams Academy in Tokyo, reports on two of the lectures, in which Ogasawara comments on various aspects of the English teaching/learning situation in Japan.

“ TEACHING METHODS ”

In the education of children there is nothing like alluring the interest and affection: otherwise you only make so many asses laden with books.

Montatgne

In this talk Linju Ogasawara of the Ministry of Education began by noting that language and language teaching has been expressed by several different commentators in terms of dualities. Accordingly, we have knowledge vs. skill, teaching vs. learning, learning vs. acquisition, **langue** vs. **parole**, and code vs. performance. In Japan, he says, educators have overwhelmingly stressed the first term of each pair.

With obvious affection for their idea, he quotes linguists Sapir and Whorf defining languages as “ways of segmenting things in the universe to a group of people.” Here again we have the bipolar breakdown of language into classificatory labels on one hand and communication on the other. Sapir and Whorf maintained that language structures the way we perceive our world. Far from a passive instrument with which to communicate a message, language defines the very limits of what messages we can create. The classic example is the Eskimo’s ability to distinguish eleven different kinds of snow whereas a person from another culture could pick out perhaps three (corresponding to words at his disposal) and entirely miss the other eight varieties.

We might then begin explaining the misdirected emphasis of Japanese educators by noting the effect which pictographic **kanji** have on neural differentiation in the brain: that is, Japanese perception is visual as opposed to aural. This, maintains Ogasawara, inclines the Japanese mind to concentrate on the letter –

reading and writing and vocabulary – a decidedly academic pursuit. So strong is this tendency that some educators even reject communication as a goal of English education. In their view, English is taught as a mental discipline (like mathematics to a philosopher) or as a means of enhancing cultural awareness. English becomes a matter, almost, of abstract knowledge rather than skill.

Observing the language acquisition of children led English teaching theorists to develop new teaching methods. Notable among these is Stephen Krashen, famous for his distinction between language learning and language acquisition. There are two ways an adult learner of a second language can “learn” it, he says:

(1) they can “acquire,” which is the way children “get” their first language, sub-consciously, through informal, implicit learning. Quite distinct from acquisition is (2) conscious language learning. This is knowing about language, explicit, formal linguistic knowledge of the language. We generally see this in language classrooms.¹

Any fluency one gains in a language, asserts Krashen, comes from acquisition, not learning.² The teaching methods suggested by this involve speaking to students so that they understand; this over and against demanding immediate production in the second language. Problems with the approach, notes Krashen, are that learning is faster than acquisition and it “feels good.” Moreover, at present, people interested in the structure of language have control of the language teaching profession,³ as Professor Ogasawara himself is dismayed to tell his audience.

From the teacher’s point of view, we have the duality between teaching and learning. This corresponds to requiring analysis of language from students rather than performance, which is precisely the orientation of Japanese educators today. But language, says famed linguist Harold Palmer, is more than a code merely; speech involves the behavior of the speaker as well as the structuring of his message. In this Palmer follows Ferdinand Saussure’s distinction between **langue** and **parole**.⁴

Before starting, Ogasawara passed out a handwritten outline of his lecture in which something of a catalogue of teaching points was included. Four principal tenets for a sound

teaching program emerge from this:

1) English education needs re-orientation from a teacher/theory-centered emphasis to a learner-centered one. In other words, teachers should be teaching language – not **about** language. Courses should begin with simple, direct, and economical English and progress to more elaborate expression. (Some Japanese educators worry that this approach coddles students, ultimately spoiling them for rigorous study.)

2) Language teaching must begin emphasizing recognition over production. This means that the teacher does not demand spoken response in the second language until the student on his own begins to perform naturally and speedily in the target language.⁵ The teacher provides understandable messages which illustrate the relationship between spoken word and meaning.

3) Teaching efforts are better rewarded when the use of encouraging words overshadows that of discouraging words.

4) As much as possible, the English language class ought to be conducted in English with use of the learners' language avoided.

More specifically, Ogasawara provides a general sequence of activities constituting a good language class. Each class ought to begin with an introduction to the form being practiced in that session. The teacher should provide a model and illustrate its uses with appropriate visual aids and/or action.

Citing observations of mothers unconsciously drilling language with their babies by repeating simple sentences and the names of things, Ogasawara strongly advocates the use of repetition and substitution drills. He acknowledges the necessary evil of such artificial mechanical methods, holding that the teacher must eventually graduate to more natural speech (or, observing the terms of the new orientation, simply "speech" – this including contextualization, cultural factors, and non-verbal behavior.) Likewise, it lies with the teacher to move students from guided activities to independent work.

Furthermore, the teacher ought to begin with concrete, everyday things which are of immediate relevance to students. Role playing is an effective way to situate language in context. Not only illustrating the meaning of discrete grammatical units, this activity also conveys cultural overtones as well.⁶ Regarding student

errors, Ogasawara said that unless they disrupt meaning, he himself generally does not expend great energies correcting them.

As an ironic alternative to his remedy for the Japanese English program's ills, Professor Ogasawara informed the audience of a book titled **Language as a Weapon**. The author of this essay pessimistically asserts that the Japanese will never master English. They should therefore give up trying to acquire native quality English, he declares, and instead direct energies to promoting international acceptance of article-less, final consonant-aspirated, "l"- and "r"-muddled Japanese English.

"OBJECTIVES OF ENGLISH LANGUAGE EDUCATION/ENGLISH TEACHERS AND STUDENTS"

Asked which of the authorized English language texts he chooses to use for teaching English in Japanese public schools, Ogasawara, whose job it is to authorize such textbooks, takes a deep breath and says, "None." His lecture began by noting that the stated goals of The Ministry of Education on English Education differ drastically from the methods used in schools; he offers the disclaimer, "**Monbusho** doesn't issue teaching licenses."

Japanese English teachers are usually the product of a college of humanities rather than a college of education. Typically, their curriculum consists of 40 credits in American/British literature and linguistics; two to three credits in English Composition and Conversation each; and only four credits in ELT Principles/Methodology and student teaching. This distribution of credits reflects the preference of university professors, who find literature and the humanities more stimulating than pedagogy. Ogasawara further points out that university students who acquire some degree of fluency in English look to enter trading companies or the mass media, and have little interest in the less lucrative field of public school teaching. Indeed, many times an English teaching license is taken only with the idea of having some formal qualification to fall back on in the event of dismissal from a job. On the implications for public schools, Ogasawara is blunt: "Students are not bright or outgoing. And I think the professors don't know what they're doing."

In particular, Ogasawara faults teachers for inability to establish sound teaching priorities or develop curricula as well as for preferring

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uniform systems of teaching which demand little imagination or creativity. Furthermore, Japanese teachers tend to lean heavily on texts, most of which use formal or outdated English and may teach rude, if not indeed incorrect, English. Texts teach Japanese English, he says; because Japanese editors "correct" the English of native-English-speaking textbook authors. He cites two examples: "What are you?," a rude version of "What do you do?," that appears in books he has reviewed; and "What do you like?," which is presented without a context, rendering the question almost meaningless.

In Ogasawara's opinion, a good text would consist only of pictures. This approach demands building students' English skills on an oral foundation. Japanese English teachers at present would be baffled by such a text, he comments wryly, adding that one reason there are not more native English speaking teachers in public schools is that the Japanese teachers are insecure regarding their own English abilities and do not want to suffer comparisons made by their students. Moreover, public school teachers in Japan have the status of government officials. As foreigners cannot become government officials, native English speakers cannot assume full time teaching duties in public schools.

Ironically, the obsessive, hair-splitting, bu-reaucratized concern with minutiae and non-communicative language which the Japanese English language program has become, stems from a very simple and clearly stated set of goals which were laid down in 1873 and have remained largely unchanged since then. The three aims expressed in the syllabus for foreign languages of the then five-year-old Ministry of Education were 1) to develop basic communication skills, 2) to stimulate interest in other languages, and 3) to give Japanese students an understanding of other countries and cultures - certainly desirable goals of a system of education which has become, in Linju Ogasawara's words, "an unfortunate situation."

References

1. Stephen Krashen, "Theory Versus Practice in Language Training", **Innovative Approaches to Language Teaching** (Robert W. Blair, ed. Newbury House Publishers, Inc., 1982)p. 17.
2. Ibid., p. 18.
- 5: Ibid., p. 30.
4. cf. Ferdinand de Saussure, from "Course in General Linguistics": **The Structuralists from Marx to Levi-Strauss** (Richard and Fernande De Georee, eds., Doubleday, 1972). pp. 61 and 65.

But what is language [**langue**]? It is not to be confused with human speech of which it is only a definite part, though certainly an essential one. It is both a social product of the faculty of speech and a collection of necessary conventions that have been adopted by a social body to permit individuals to exercise that faculty. (p. 61)


How does the social crystallization of language come about? . for execution-is never carried out by the collectivity. Execution is always individual, and the individual is always its master: I shall call the executive side of speaking [**parole**]. (P. 65)

5. Op cit., Blair, pp. 34, 35, 37, and 38.

The idea of language instruction beginning with a long period of training in comprehension prior to oral production is not a new one . anecdotal evidence comes from the Defense Language Institute (DLI), where need was seen in the 1960s to train military personnel for tasks requiring only receptive skills (such as monitoring Russian radio broadcasts). For this purpose special courses known as aural-comprehension courses (ACC) were developed. These provided several months of fulltime, intensive training in listening skills, but none at all in speaking

It came as a surprise when it was found that after several months of study ACC students could be transferred to the standard (audiolingual) course and compete favorably with men who had been trained for an equal time in speaking Russian. (p. 35)

6. Regarding the text **English Across Cultures**, which bears his name, Professor Ogasawara is very candid. He complains that his co-author, Robert Lado, is not only largely ignorant of Japanese culture but actually shunted his writing responsibilities to two Georgetown graduate students. Noting its promising title, Ogasawara disavows the implied content: "It's actually a kind of sightseeing. It's fun, but doesn't concern the real cultures involved. Don't expect too much."



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METAPHOR: THE LOGIC OF LANGUAGE

By Paul V. Axton

One of the 'more exciting conclusions of theoretical linguistics has to do with the profound influence of metaphor upon language. Because of the theoretical and philosophical emphasis of the subject there has been little attempt to apply metaphor to second language learning. But if metaphor is such a pervasive part of language it must be a potential tool to more successful language acquisition.

Lakoff and Johnson claim that language in its essential elements is metaphor.¹ It is easy to claim this, but they make a very good case for such a claim. Whether or not one accepts their conclusion, the importance of metaphor to the very structure of language is inescapable.

For example, the metaphor *Closeness is strength of effect* (as seen in "Who are men closest to Khomeini," where close means those who have the strongest effect) also applies to the syntactic form of sentences.

If the meaning of form A affects the meaning of form B, then, the closer form A is to form B, the stronger will be the effect of the meaning of A on the meaning of B.

This can be seen in the following:

I taught Greek to Harry.

I taught Harry Greek.

The closer taught is to *Harry*, the more powerful the suggestion is that Harry actually *learned* Greek. In the sentences.

John won't leave until tomorrow.

and

Mary doesn't think he'll leave until tomorrow.

the negative is placed further away from the predicate to produce a weaker negative force.²

The metaphor *Closeness is strength of effect* teaches three things: a conceptual system inherent to English; a key to understanding a family of terms (close, distant, back off, etc.); and a subtle difference in meaning due to form. A native speaker can perceive the difference in meaning but he cannot communicate this difference to a non-native speaker apart from the metaphor. There are no rules that can explain this phenomenon. Unless the student understands this metaphor, which is inherent in our conceptual system, he cannot understand the change in meaning due to form.

Written language causes us to transfer certain

spatial metaphors so that they have come to apply directly to the form of a sentence. In this sentence,

He ran and ran and ran.

we see the metaphor *More of form is more of content*. He did a lot more running than a simple "He ran" would indicate. Reduplication is used by many, but not all, languages to indicate more content. Unless a learner understands the metaphor *More of form is more of content*, he will fail to understand reduplication.³

The orientational metaphor *Unknown is up; Known is down* provides a key to the intonation of questions. Rising intonation (up) indicates a question (unknown) and falling intonation (down) indicates a statement (known). A question with a falling intonation is often not a true question but a rhetorical question, and statements with a rising intonation (e.g. Your name's Fred.) are actually questions. Through the metaphor the difference is easily understood. (In WH-questions most of the content is known, which may explain their falling intonation). So the metaphor explains intonation as well as why questions are "raised, up in the air, up for grabs, and brought up for discussion."⁴

It is not a question of whether or not metaphor should be taught, but rather how metaphor will be taught. A learner can randomly memorize the words ~ raw facts, half-baked ideas, warmed-over theories, etc., or learn the metaphor *Ideas are food* which will make sense out of these otherwise senseless words. He can eventually catch on that "prices are going up, income rose, crime is down, errors are low, income fell, he is underage, the heat is high and needs to be turned down," is not referring to altitude. If he is taught the metaphor *More is up; Less is down*, the learning process may be less painful.

A native speaker is often so familiar with orientational metaphors that he doesn't recognize that they are metaphors. But a non-native speaker will be confused by orientational words (e.g. in, on, up, down, under, in front of) used metaphorically unless the metaphor exists in identical form in his first language. "There's a lot of land in Kansas," "A ship **comes into** view," and "People are in the race." are examples of metaphors that are probably not recognized as such. Try explaining the use of "in" and "on" apart from metaphor. A tree is in Kansas, but on a mountain. It's in a Yard, but not **on** a yard, though it can be **on** a ranch or **on** an estate. A man lives in Kansas, works in a company, but lives on welfare on a mountain. He may be in debt and **on** the lam. Someone can only be in love,

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but never **on** love. They can write **on** love. You can get **on** a horse but you must run in a race. You can have something **in** or **on** your mind or you can be **in** or **on** time. Even though you can be **in** a state you are normally **on** an island. Hawaii is a State you can be **in** and an island you can be **on**. You can avoid orientational words, teach them at random, or teach their logic and system through metaphor.

Metaphor explains many elements in linguistic form and content that are simply not covered or made understandable otherwise. Metaphor

provides a key to the logic of a language and it explains form through meaning. Unlike idiom, metaphor has a built-in explanation. Metaphor provides answers to that traditionally forbidden, but often asked, language classroom question, "Why?"

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IGeorge Lakoff and Mark Johnson. *Metaphors We Live By*. The University of Chicago Press, 1980.
 2Ibid., pp. 128 - 132.
 3Ibid., pp. 127 - 129.
 4Ibid. pp. 137 - 138.

ENGLISH SKILLS NEEDED FOR HOMESTAYS

By David and Peggy Kehe,
 Kinjo Gakuin University, Nagoya

In February, and again in June, English teachers across Japan are approached by students seeking advice on how to prepare for their upcoming homestays abroad. Misgivings suddenly surface as to just how well-prepared they might be. With less than a month before departure, they want to know everything from what kind of gift to bring their host family to what type of English they will need. As this trip abroad may provide one of their first encounters with English speakers in their own native setting, the experience is apt to exert considerable effect over their future attitudes toward the language and its speakers. Guidance of the most practical nature could thus prove vital. No two will, of course, meet with the same set of circumstances upon reaching their destination (therefore rendering it difficult to provide them with a detailed set of predictions as to what will evolve), but homestays in general tend to conform to a more or less conventional format; consequently, there may be certain experiences and reactions shared by homestay participants as a group that could lead one to arrive at a few generalizations. These, in turn could bring to light exactly what advice might prove most useful for these courageous, and yet somewhat ingenuous, adventurers.

What English abilities do students need most for a homestay trip abroad? In search of an answer to this, 24 students who had just returned from 1985 summer homestays were asked to evaluate their English ability with regard to their recent experiences. The students, all of whom were women university students, had spent between eighteen days and five weeks in either the United States.

Canada, England or New Zealand. The self-evaluation, which was in the form of a questionnaire; asked students to rate their English skills on eight "ability statements" according to the following code:

- 3 = I need a lot of practice with this,
- 2 = I need some practice with this.
- 1 = I need a little practice with this.
- 0 = I need no practice with this.

The eight ability statements were; "I need practice in:

1. listening to natural speed of speaking.
2. talking about myself.
3. talking about Japan.
4. talking about current events/recent news topics.
5. using polite English.
6. shopping conversation.
7. travel conversation (getting directions, getting a hotel room, etc.)
8. restaurant conversation (ordering food, etc.)

The results of the questionnaire are shown in the Table.

TABLE: Results of the Questionnaire (n=24)

| Statement | (a) | (b) |
|-------------------------------------|-----|-----|
| 1. listening to natural speed | 22 | 2 |
| 2. talking about recent news topics | 19 | 5 |
| 3. talking about Japan | 18 | 6 |
| 4. using polite English | 12 | 12 |
| 5 talking about myself | 11 | 13 |
| 6. travel conversation | 5 | 19 |
| 7. shopping conversation | 4 | 20 |
| 8. restaurant conversation | 3 | 21 |

(a): I need **a lot of** or **some** practice
 (b): I need **a little** or **no** practice

Moreover, students were encouraged to add to the list. should they find it lacking in an area in which they felt they needed more

practice. Among the five students who complied, one expressed **a need to talk more deeply** about topics; and on a similar note, **to discuss the topic of foreign countries in particular** was deemed important by another. A third wanted to be able to **understand English jokes**. The remaining two appeared to have relatively specific situations in mind: one expressed a need for more practice in **talking about Japanese economic level and costs in dollars**; The other felt she needed **English necessary to participate in a youth gathering**.

One could fairly logically assume that students should brush up on the expressions necessary to make themselves understood in all those shops and restaurants they would patronize. However, as the chart shows, "shopping" and "restaurant" English were ranked by these students just having returned from abroad as least important! These results appear to indicate that for students readying themselves for homestays in English-speaking countries, preparation could be better spent than on perfecting their "customer service person" discourse.

For teaching/advising students planning homestays abroad, finding materials that treat the specific areas most pertinent to their imminent needs is a challenge. Fortunately, new and better materials designed to give students practice in listening comprehension, the item students ranked as most necessary, appear on the market on a regular basis. On the other hand, skimming the table of contents of conversation textbooks available, one can find many devoting a sizable portion of space to the "shopping, travel, and restaurant" English, which these students indicated little or no need to practice.

One advantage students in Japan enjoy over those in a number of other EFL situations is the availability of English movies, newspapers, music and even bilingual television. Personal observation has led us to conclude that, among our own students, those with the best listening comprehension are also those who claim they take advantage of bilingual news and movies and/or listen to English music and radio shows. Furthermore, we have noticed a correlation between students who can rather easily carry on a conversation about current events (ranked as second most important) and those who report that they read a newspaper (occasionally in English, but in more cases than not, in Japanese) several times a week. Thus, encouraging students to take advantage of the media may be among the more valuable bits of advice that could be given to those preparing for their upcoming homestay trips abroad.

REFLECTIONS ON CALICO: COMPUTERS IN THE LANGUAGE CLASSROOM

**By Reuben Gerling, Technological
University of Nagaoka, Niigata**

The CALICO conference at the Tokyo Hilton recently served to prove not that computers were "in" – that fact had been established already – but that they are "in" for the language teacher, who will have to consider their proficient use. Luckily the conference was not set up to sing the praises of the computer industry, but concentrated its attentions on the problems the introduction of this sort of equipment would involve. That is important, not only because the problem exists and must be solved rather than glossed over, but also because it is a matter of considerable cost and complexity.

The presentations, together with the commercial exhibits, showed everyone what a high level of sophistication the computer and its accessories (such as the various types of disks) have reached. The feeling is, however, that this has not been accompanied by a sufficient development of software. Yet although teachers do not possess the clout of the large business corporations who can dictate conditions to the hardware manufacturers, they can and ought to exert some influence on the makers of hardware. What schools need most is more software which will be flexible, with more options. Such software ought to be compatible with the various types of hardware, not only with a single model of a single manufacturer.

Preferably teachers ought to involve both students and faculty in the development of material for this new teaching medium. Authorship programs are some of the most useful pieces of software already available, and these are particularly suited for this sort of effort. One must, however, repeatedly emphasize that it is to the needs of one's own class and pupils that the new medium must be adjusted, one must never try and make the class conform to the needs of a computer. An integrated system is particularly valuable in that it can provide ample feedback. It can do so both on a self-evaluation basis, telling the pupil where he is still weak and where remedial work is necessary, and on a central basis, evaluating all students. It will thereby enable the teacher to help each individual learner where help is needed most. This will be a timely replacement for the present system whereby the teacher makes a rough assumption of what might be the more difficult points in a lesson and explains these points to the class as a whole.

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The conference served to indicate the need teachers have, and will increasingly be having, for communication among themselves in order to adjust to newer technology and to resign themselves to the fact that in spite of it all they will be taken over by innovation. Teachers themselves are irreplaceable because it is the person behind the machine who is creating the knowledge (as well as the machine itself). But modern technology has some important implications which must not be overlooked. Provided teachers have a definite notion of what results they expect teaching to bring, the computer can tell them in absolute terms how successful they have been with each individual student. Since it is the young who excel in the technological applications involved, we are entering an age of cooperation between teacher and student which is healthier and more beneficial to both. What is more, the old system of texts which have been produced by the knowledgeable for the uninitiated will disappear, as writers of the texts will have a far better knowledge of what students need and what kind of material they could benefit from; and the text itself will be alterable. It is flexibility that has to be stressed, and all teachers must be able to make as many changes in their programs as they find necessary, to suit their specific purposes.

JALTNews

NEW JALT CHAPTERS IN SAITAMA AND IBARAKI

The JALT Executive Committee cancelled its scheduled February 1986 meeting, but that didn't prevent recognition of two new chapters: one in Saitama and the other in Ibaraki. May we welcome them and offer our congratulations to those who worked so hard in getting them established.

The Executive Committee meeting was cancelled because there was little other pressing business, and cancellation resulted in substantial savings in both time and money. However, a mail ballot was used for the formal vote on recognition of JALT-Saitama and JALT-Ibaraki, and the results were unanimously in favor.

Another item handled via the mail ballot was the approval of a formula for existing chapters to transfer a portion of their funds to newly-

new from McGraw-Hill



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established, neighboring chapters. Although the actual formula is rather difficult to summarize in a few words, it is based on the idea that JALT members who transfer their membership from an existing to a newly-established chapter have the right to also transfer (1) any remaining annual dues, and (2) their "share" in the equity of the existing chapter's assets. Since the actual a-

mounts transferred under this formula will usually be rather low, it will not put too great a burden upon any existing chapter's finances, but will, on the other hand, be something which new chapters can use to get their own programs started. It is hoped that this formula will now provide an equitable, standardized, and "understood" system for such transfers of funds.

JALT MEMBERSHIP INCREASE AWARDS FOR 1985

The results are in! Congratulations to Okayama, the first place winner and Kobe, which came in second for the second year running. Okayama wins a chapter program at JALT expense, while Kobe gets half of the same.

The winners were determined by comparing the total members in every chapter on December 31 of 1984 and 1985, with the total of new members acquired through the annual conference subtracted to offset the advantage of being located near the conference site. The figures follow:

| CHAPTER | - NEW MEMBERS --- FROM CONFERENCE | - TOTAL MEMBERS -- 12/31/84 | 12/31/85 | ADJUSTED TOTAL | PERCENT CHANGE |
|-----------|--------------------------------------|--------------------------------|----------|-------------------|-------------------|
| Hokkaido | 8 | 100 | 103 | 95 | - 5 % |
| Sendai | 1 | 129 | 87 | 86 | - 33% |
| Yamagata | 1 | | 42 | | |
| Chiba | 3 | | 35 | | |
| Tokyo | 41 | 740 | 548 | 507 | - 31 % |
| Yokohama | 5 | 119 | 106 | 101 | - 15 % |
| Shizuoka | 6 | | 37 | | |
| Hamamatsu | 6 | 91 | 69 | 66 | -27% |
| Nagoya | 17 | 185 | 166 | 149 | -19% |
| Kyoto | 20 | 143 | 160 | 140 | - 2 % |
| Osaka | 17 | 256 | 253 | 236 | - 8 % |
| Kobe | 9 | 146 | 157 | 148 | 1% |
| Okayama | 8 | 36 | 50 | 42 | 16% |
| Hiroshima | 5 | 106 | 111 | 106 | 0% |
| Tokushima | 2 | | 64 | | |
| Takamatsu | 1 | 57 | 49 | 48 | - 16 % |
| Matsuyama | 0 | 109 | 93 | 93 | - 14 % |
| Fukuoka | 5 | 77 | 81 | 76 | - 1 % |
| Nagasaki | 1 | 80 | 72 | 71 | - 10 % |
| Okinawa | 0 | 53 | 36 | 36 | - 22% |

While most of the "growth" figures above are negative, this is not due to any lethargy on the part of the chapters, but merely the result of the general decline in membership mentioned in the January membership report. With 1985 falling on the heels of a year of spectacular growth, compounded with a raise in our membership fees (as of January 1985), the mild decrease in membership which we experienced was not unexpected.

FINAL MEMBERSHIP FIGURES FOR 1985

The final membership figure for 1985 is 2531 members, a decrease of some 150 from last year's final total. This figure includes 2314 chapter members, 101 overseas members, 81 commercial and supporting members and 35 institutional subscribers.

BACK ISSUES
from the JALT Office

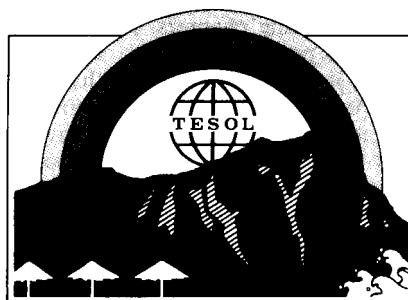
ALL AVAILABLE ISSUES OF.. .

The JALT Newsletter-j
The Language Teacher ¥5,000
JALT Journal ¥3,000

MESSAGE FROM WALTER CARROLL

“I would like to thank all the members of JALT who have contributed so generously in support of Carrie Hansen and myself. Your contributions have been varied – giving money, organizing support actions, attending a memorial service, sending messages of support and love, and even visiting us in the hospital in the United States. These messages were of great support to Carrie while she learned and passed on the greatest lessons of life, those learned from the approach of one’s own death. She was pleased and touched to know how she was remembered by so many of you. You have also been of great comfort to me in bearing my own grief.

“I shall return to Japan someday and seek out as many of you as I can. But in the meantime I hope this message will convey to some extent my thanks to all of you.”



**1986 TESOL SUMMER INSTITUTE
JULY 7 - AUGUST 15
UNIVERSITY OF HAWAII AT MANOA**

A RAINBOW OF PERSPECTIVES IN TESOL

**JAPAN ASSOCIATION OF LANGUAGE TEACHERS (JALT)
STATEMENT OF FINANCIAL CONDITION
DECEMBER 31 st, 1985**

ASSET ACCOUNTS

CASH:

| | | |
|----------------------------|------------------|-------------------|
| CASH IN BANK | 9,532,658 | |
| CASH IN POST OFFICE | 2,024,800 | |
| | | <hr/> |
| TOTAL CASH | | 12,557,458 |

ACCOUNT RECEIVABLES:

| | | | |
|-------------------------------------|------------------|------------------|------------------|
| COMMERCIAL M'BER RECEIVABLES | | 1,241,825 | |
| CHAPTER RECEIVABLES | 881,231 | | |
| OTHER INTERNAL RECEIVABLES | 1,762,425 | | |
| | | | <hr/> |
| INTERNAL JALT RECEIVABLES | | 2,643,656 | |
| OTHER RECEIVABLES | | 20,000 | |
| | | | <hr/> |
| TOTAL RECEIVABLES | | | 3,905,481 |

CURRENT ASSETS:

| | | | |
|---|------------------|------------------|------------------|
| SHORT-TERM ASSETS | 11,200 | | |
| ADVANCES | 1,250,000 | | |
| | | | <hr/> |
| CURRENT ASSETS | | 1,261,200 | |
| FIXED ASSETS | | 1,191,531 | |
| | | | <hr/> |
| TOTAL CURRENT & FIXED ASSETS | | | 2,452,731 |

| | | | |
|---------------------|--|--|-------------------|
| TOTAL ASSETS | | | 18,915,670 |
|---------------------|--|--|-------------------|

LIABILITY AND EQUITY ACCOUNTS

CURRENT LIABILITIES:

| | |
|------------------------|---------|
| TOTAL CURRENT PAYABLES | 446,600 |
|------------------------|---------|

COMM. AND CHAPTER PAYABLES:

| | | |
|------------------------------|---------|---------|
| EXECUTIVE COMM. | 74,744 | |
| PUBLICATIONS COMM. | 96,493 | |
| ADULT COMMITTEE | 0 | |
| LRP COMMITTEE | 0 | |
| | | |
| TOTAL EXEC. COMM. | 171,237 | |
| CONF. COMM. PAYABLES | 0 | |
| CHAPTER PAYABLES | 0 | |
| CONF. AND PROG. PAYABLES | 0 | |
| | | |
| CHAP., CONF. AND PROG. | 0 | |
| | | |
| TOTAL INTERNAL JALT PAYABLES | | 171,237 |

LONG-TERM LIABILITIES:

| | | |
|-----------------------------|-----------|-----------|
| DUES PAID IN ADVANCE | 8,607,000 | |
| OTHER LONG-TERM LIABILITIES | 0 | |
| | | |
| TOTAL LONG-TERM LIABILITIES | | 8,607,000 |
| | | |
| TOTAL LIABILITIES | | 9,244,837 |

FUND ACCOUNTS:

| | | |
|-----------------------------|-----------|------------------|
| GENERAL FUND | 6,723,219 | |
| CURRENT SURPLUS (LOSS) 1985 | 2,967,614 | |
| | | |
| TOTAL FUND ACCOUNTS | | <u>9,690,833</u> |
| | | |
| TOTAL LIABILITIES AND FUNDS | | 18.915.670 |

ISAGA

International Simulation And Gaming Association
 17th Annual International Conference
 Theme : Simulation & Communication
 University of Toulon, French Riviera

Main Conference : 1 - 4 July 1986

Theme includes : social Interaction. Intergroup relations. language learning.
 intercultural communication management communication media, information technology.

Pre-conference workshop : 28 - 30 June 1986

participation sessions in a world wide, multi institution computer assisted simulation

Post-conference summer school in french : from 7 July

More information from Crookall / ISAGA 86. Universite de Toulon.
 Ave de l Universite. 831 30 LA GARDE, France Home tel : (94) 75.48.38

**JAPAN ASSOCIATION OF LANGUAGE TEACHERS
RECEIPTS AND EXPENDITURES FOR THE PERIOD
JANUARY 1st, 1985 to DECEMBER 31st, 1985**

RECEIPTS**Publication Advertising:**

| | |
|----------------------|---------------|
| The Language Teacher | 4534785 |
| JALT Journal | 179900 |
| 10th Anniversary | 1580500 |
| JALT 85 Handbook | <u>665000</u> |

Total Publication Ads 6960185

Membership Dues:

| | |
|------------------------|--------------|
| Chapter Memberships | 8733357 |
| Commercial Memberships | 2641000 |
| Overseas Memberships | 509870 |
| Supporting Memberships | <u>87500</u> |

Total Membership Dues 11971727

***Conference and Programs**

| | |
|----------------------|---------------|
| JALT '85 Conference | 9917890 |
| Summer institute '85 | 249000 |
| Seminar for INCPD 5 | 590000 |
| Seminar for IN LPD 6 | <u>432000</u> |

Total Conference and Program Receipts 11188890

***Miscellaneous Receipts**

3123109

TOTAL RECEIPTS

33243911

EXPENDITURES

| | |
|--|---------------|
| *Admin., Editorial and Office Expenses | 5882388 |
| *Meeting Expenses | 963963 |
| *Publication Production Expenses | 9627925 |
| *Chapter Transportation Grants | 1936095 |
| *Grants and Membership Expenses Fund | 2834585 |
| *Conference and Program Expenses | 7570602 |
| *Equipment Maintenance and Supplies | 548275 |
| *Miscellaneous Expenses and Depreciation | <u>912464</u> |

TOTAL EXPENDITURES

30276297

EXCESS OF RECEIPTS OVER EXPENDITURES

2967614

*see attached schedules

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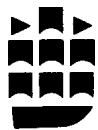
William Crawford, Visiting Professor
Hiroshima University



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SUPPLEMENTARY SCHEDULES --CONFERENCE AND PROGRAM RECEIPTS

| Event | JALT '85 | SI '85 | ICLPD 5 | ICLPD 6 |
|--------------|----------------|---------------|---------------|---------------|
| Fees | 7829000 | 249000 | 518000 | 373000 |
| Donations | 711900 | | 72000 | 50000 |
| Other | 1376990 | | | 9000 |
| Total | 9917890 | 249000 | 590000 | 432000 |

| | | |
|---------------------------|---------------------------|----------------|
| TOTAL RECEIPTS FOR | Conference | 9917890 |
| | All Other Programs | 1271000 |

SUPPLEMENTARY SCHEDULES -CONFERENCE AND PROGRAM EXPENDITURES

| Event | JALT '85 | SI '85 | ICLPD 5 | ICLPD 6 |
|----------------------|----------------|---------------|---------------|---------------|
| Refunds | | | 11110 | 21170 |
| Hotel | 536400 | 23000 | | |
| Meals | 107100 | 1500 | 178600 | 71500 |
| Staff/Speaker Travel | 341312 | 8750 | 40000 | 6000 |
| Honoraria | 155000 | 156600 | 40000 | 60000 |
| Staff JALT Dues | 5000 | | | |
| Planning | 1296835 | 11080 | 9340 | 61220 |
| Printing | 1635995 | | 29000 | |
| Postage | 65865 | 9640 | 39480 | 28560 |
| Facilities | 109100 | 14700 | 72000 | 50000 |
| Help | 576080 | | 15000 | 21750 |
| On-Site | 1714110 | 5161 | | 18124 |
| Other | 19520 | | | 5000 |
| Total | 6562317 | 230431 | 434530 | 343324 |

| | | |
|-------------------------------|---------------------------|----------------|
| TOTAL EXPENDITURES FOR | Conference | 6562317 |
| | All Other Programs | 1008285 |

Summary

| | |
|---|----------|
| Total Conference and Program Receipts | 11188890 |
| Total Conference and Program Expenditures | 7570602 |

Excess of Receipts over Expenditures for Conference and Programs **3618288**

SUPPLEMENTARY SCHEDULES -MISCELLANEOUS RECEIPTS

| | | | |
|-------------------|---------------|---------------------------|----------------|
| Publication Sales | | Miscellaneous Income | |
| Language Teacher | 451500 | Exchange Rate Adjust. | - 138678 |
| JALT Journal | 21175 | Interest on Deposits | 287308 |
| Subscriptions | 118804 | TESOL/IATEFL Pub. & Memb. | 235813 |
| 10th Anniversary | 141200 | Other Miscellaneous | 110820 |
| | | Donations | 672695 |
| | | Handling Charges | 88820 |
| | | Royalties | 87702 |
| | | Overpayments | 20820 |
| | | Membership Label Sales | 1006880 |
| | | Membership List Sales | 18250 |
| Sub-total | 732679 | Sub-total | 2390430 |

TOTAL MISCELLANEOUS RECEIPTS 3123109

Membership Update

Here is a list of additions and corrections (marked with an asterisk) to the JALT Membership List published in the January issue. Please see that issue for an explanation of the format and the codes. We will publish corrections and new memberships at intervals ~ please notify Yumi Nakamura at the JALT Central Office, c/o Kyoto English Center, Sumitomo Seimei Bldg., Shijo-Karasuma Nishi-iru, Shimogyo-ku, Kyoto 600, if you find any irregularities in your own listing.

ABBOTT, WENDY SD 0222-65-4288 NEW DAY SCHOOL
 ABE, TADASHI ON
 ADACHI, SHINICHIRO NH 0534-54-5549 HAMAMATSU KITA H S
 AKAHA, EIICHI KB 078-974-1551 KOBE GAKUEN UNIV.
 ANDREWS, JANE TK 0482-95-4152 UENO GAKUEN JR. COLLEGE
 AOI, HITOMI FO
 AOZKI, MASAYUKI TK 0427-28-0750 TOKYO GAIGO BUSINESS ACADEMY
 ARAI, YOSHIO TK 0278-2-3078 RYUGASAKI 2ND SENIOR HIGH
 ARAI, YUKO TK 0427-28-1777 NEW DAYS SCHOOL INC.
 ARBUCKLE, WARREN D. TK 03-304-5196 WILLIAMS ACADEMY
 ATARASHI, MARIKO HS THE BEGINNERS
 BAIKA HIGH SCHOOL ENGLISH DPT SB
 BAIRD, WILLIAMS NG TOKAI BUSINESS COLLEGE
 BAKER, BRUCE TK 03-765-8911 E.L.E.C.
 BETTS, RUTH IK
 BLACKBURN, KEVIN OV 818-304-6170
 BOARDWAY, DAVID K. OV
 BOLETTA, WILLIAM L. TK
 BUCHANAN, JOSEPH C. IK 57-3215 IBARAKI CHRISTIAN JR COLLEGE
 CHAPIN-SUZUKI, PATTY SO
 CHONOLES, SETSUO TK 045-822-1910 YOKOHAMA CITY MINAMI HIGH
 COOKSON, LYNN CB E.W. INST. OF FOREIGN LANG.
 COOKSON, BEV TK
 DENUS, GENEVIEVE TK 0427-28-1777 NEW DAY SCHOOL WACHIDA
 DE VECCHIS, RICHARD TK 03-304-5196 WILLIAMS ACADEMY
 DELL, ALISON KB 06-348-1233 TESCO INTERNATIONAL
 DONNIS, RANDI YH
 EKIMOTO, MASAO SD 03-234-6150 SEISEI UNIVERSITY
 ELLIS, JAMES G. SD 0249-32-0806 JAMES ENGLISH SCHOOL
 ENFEDAQUE, CHRISTINA SAIZ OV
 EVANS, MADELIN H. IK 0292-21-4934 IBARAKI JHS & SHS
 FERRIS, MERLE B. OS 0720-32-3199 THE INT'L UNIV., OSAKA CENTER
 FERRIS, DEAN H. OS 0720-32-3199 THE INT'L UNIV., OSAKA CENTER
 FREAS, JEFF NS 0958-25-6554 NEW DAY SCHOOL, NAGASAKI
 FREENY, CARL SF HOKUSEI GIRLS H S
 FUKUDA, KYOKO MY 0899-25-7111 MATSUYAMA UNIV. OF COMMERCE
 FUKUMOTO, SHIZUE OS
 *GAINER, MIRIAL SP 011-891-2711 HOKUSEI GAKUEN DAIGAKU
 GORSUCH, GRETA NH 0534-56-0109 ENGLISH CENTER CO., LTD.
 GOTO, YASUO NH 0884-25-4120 ANVIC ENGLISH SCHOOL
 GRAHAM, JIM OM SAITAMA EIKAINA SCHOOL
 GREENING, GREGG SD 0559-22-6643 AMERICAN LANGUAGE SERVICES
 GRIFFIN, FRANCES K. OV OKLAHOMA UNIVERSITY
 HANSON, LORRAINE YH 0468-28-1911 17393 KINICKICK SCHOOL
 HARAGUCHI, HIROSHI OM 0272-51-8686 GUNMA PREF. MAEBASHI NISHI HS
 HASHIMOTO, CORINA KT NARIYAMA ENGLISH SCHOOL
 HATTORI, MINEKO NH
 HAYASHI, MASATOSHI MY
 HEALEY, R. J. G. IK 0292-26-7637 NITO INST. OF LANGUAGE STUDIES
 *HELGESEN, MARG E. C. E. SD 03-238-0531 NEW DAY SCHOOL

HENSHALL, A. M. TK 0492-65-1245 THOMAS BELL ENGLISH CENTRE
 HIGASHITAKI, MARI MY
 HINO, TOSHIKO TK 0884-25-4291 ANVIC
 HINZMAN, CAROL SP 0172-33-0737 FROST ENGLISH SCHOOL
 HIRABAYASHI, TERUO OS ANAGASAKI HIGASHI H S
 HIRATSUKA, CHIKAKO TK
 HIROTA, AKIKO OS 06-266-1691
 HOLY, OTIS MY MATSUYAMA UNIV
 HORIBA, KAZUKO SO
 HOSOGAME, KENJI IBARAKI KENFITSU MIDORIOKA SHS
 HOUGHTON, KIM KB 06-348-1233 TESCO INTERNATIONAL
 HOWARD, DOYLE TS
 *HOYLE, FRANK KAY NG 0566-36-3111 AICHI KYOIKU DAIGAKU
 HULIHAN, JEFF TK 03-344-5111 TOKYO HILTON INTERNATIONAL
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 IDE, MICHELLE TK 03-304-5196 WILLIAMS ACADEMY
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 INASHIMA, MIYUKI KB
 INDIAN SCHOOL OF MINES SB INDIAN SCHOOL OF MINES
 INGER, MARGARET KB 078-221-8028 ST MICHAEL'S SCHOOL
 INOUE, MASAKI NG 022-721-0161 ICHIMURA GAKUEN H.S.
 ISHIBASHI, HIDEKI IK 0292-24-2543 MITO SECOND HIGH SCHOOL
 ISHIHARA, CHIYO OM 03-985-2225 RIKYO UNIVERSITY
 ISHIHARA, TSUYOSHI OM 03-985-2225 RIKYO UNIVERSITY
 ISSHIKI, RYOJI MY 0899-22-8980 AIKO GAKUEN
 ITO, TSUNEYA TK 0253-43-2349 SHIJO KITA S.H.S., MUKAIMACHI
 IVES, HARRIS G. IK 0294-32-3215 IBARAKI CHRISTIAN COLLEGE
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 IWASAKI, KIMIKO TK 0422-51-8041 MUSHASHINO DAI-ICHI J H S
 *JACKSON, ALAN E. TK 078-882-6122 SHINJON S. UNIV. & COLLEGE
 JAGUARIBE, CELIA LACERDA YH YOKOHAMA INTERNATIONAL UNIV.
 JOHNSON, JAN SO TOKYO TANDA
 JUNG, MYUNG-WOO OV 58-0771 GUBAN NATIONAL UNIV.
 KADOKURA, ROSE TK 0482-94-0498 UENO GAKUEN JR. COLLEGE
 KANETAKE, MIWA NS
 KANO, KEIKO IK KATSUTA SENIOR HIGH
 KATO, HIROKO NG 052-721-0161 ICHIMURA GAKUEN H.S.
 KATO, KEIKO OM
 KATO, KIEKO TK 0427-28-1777 NEW DAYS SCHOOL INC.
 KATO, TERUO NH 05362-2-1176 AICHI PREF. SHINSHIRO H S
 KAWAGUCHI, MAE TK
 KEHE, PEGGY NG 0578-98-0180 1390 KINJO UNIV
 KEITIGES, DAVID G. NG 052-832-9101 NAMZAN UNIV.
 KIKUMA, HIROMI IK 02978-4-2167 RYUGASAKI MINAMI H.S.
 KINJO, HIROYUKI OM 0988-4141 INT'L CENTER OF LANG. & CULTURE
 KITAMURA, KINUKO NG ANVIC INST. OF FOREIGN LANGUAGE
 KNAPP, MARY M. KB 078-282-0394 LANGUAGE RESOURCES
 KOBAYASHI, KANJI OS 06-304-7005 KUNON INSTITUTE OF EDUCATION
 KOGURE, KATSUTOSHI TK 0292-43-3644 NITO SAKURAMONAKI S.H.S.
 KOIKE, JUNE OS I.S.E.S/TECHMO

KOIKE, YASUKO YH
 *KOLBA, CLIFFORD ANDREW TK TEACHERS COLLEGE, COLUMBIA UNI
 KOMATSUZAKI, MICHIKO IK 0292-43-3644 NITO SAKURAMONAKI HIGH
 KOMORI, SAEKO NG 0568-51-1111 CHUBU UNIVERSITY
 KONY, KUNY TK 04-28-1777 NEW DAYS SCHOOL INC.
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 KOTAKEMORI, TAKAKO TK 0423-28-1777 NEW DAYS SCHOOL INC.
 KOWALCZYK, ROBERT OS 06-721-2332 KINKI UNIV.
 KROYAUCHI, IKUHIRO SD 0542-67-0191 SHIZUOKA GAKUEN HIGH SCHOOL
 KUBO, TATSUYA NG 0565-28-2121 TOYOTA MOTOR CORPORATION
 KWIECIEN, VICTOR SP BUSINESS ACADEMY
 LANE, TIM OY 0884-28-7475 ANVIC FOREIGN LANGUAGE INST.
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 MATSUURA, SATOSHI IK 0298-51-1346 NAMIJI SENIOR HIGH
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 MIHORI, HIDEKI YH 045-621-9600 NAKADAI J H S
 MILLER, MARY C. SP 011-891-2731 HOKUSEI UNIVERSITY
 *MIYAZAKI, JUNKO KB
 MIYOSHI, HIROMI TK
 MODOSTO, DON J. TK 03-484-1248 WILLIAMS ACADEMY
 MOREA, CRAIG NG
 MORIKAWA, EIICHI OS 0729-78-0501 KAWAHARA HIGASHI H S
 MORIOTA, KAZUO IK 029488-3205 NAKAI JR HIGH
 *MOSHER, DAVID M. HS 082-228-4131 HIROSHIMA JOGAKUIN
 MUKAI, YUKIO IK 0292-31-0549 MITO CLIMIC
 MURPHY, ALLAN TK
 NAKA, YUKARI TK
 NAKAGAWA, MAMI SD 0884-25-4120 ANVIC ENGLISH SCHOOL
 NAKAMURA, AYAKO TK 03-454-1111 12553 NIKIYAMA ANVIC ENGLISH SCHOOL
 NAKAMURA, TAKAKO IK
 NAKAMURA, TAMAH TK 0422-33-3220 I.C.U.
 NAKANISHI, KAZUMI TS 0884-25-4120 ANVIC ENGLISH SCHOOL
 NAKANO, SAE CB
 NEMOTO, AKINORI IK 0292-41-0311 MIDORIOKA SENIOR HIGH
 NEO, YUKIKO OS
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ABOUT THE CONFERENCE CITY

Hamamatsu, a city of 500,000 halfway between Tokyo and Osaka on the Pacific coast, is an industrial center renowned for motor-cycles (Suzuki, Honda, Yamaha), musical instruments (Yamaha, Kawai), textiles (Toyobo), and high-tech companies (Hamamatsu Photonics, Roland DC). It has been designated as a "technopolis," or a center for future industrial development, by the Japanese government.

Industry accounts for the prosperity and energy of the local citizens but these traits are considerably softened and enhanced by the beauty of the natural surroundings and the lingering traditions of the countryside. The sea is close by, and so are the mountains. Lake Hamana is a well-known summer resort only a short drive from the city center and this lake provides, incidentally, the culinary specialty of the area - grilled eel. Hamamatsu is linked in history with the Shogun Tokugawa Ieyasu who was born nearby, built a castle and lived in the city, and who suffered a rather serious setback in battle only a few hundred yards from the JALT '86 conference site - a defeat which he managed to turn into a victory by a very sly strategem indeed. (But that's another story.)

The city has an office of international affairs which provides maps and guidebooks in English for foreign visitors and residents, making it convenient for any and all to come and explore the area before or after attending the conference. As for getting to the conference site itself, those staying in the conference hotels will be able to take advantage of a shuttle-bus service between the hotels and Seirei Gakuen.

It is fortunate that this year's conference is in a city so readily accessible from all parts of Japan. The residents and the conference committee look forward to welcoming you.

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MyShare

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

MAP ACTIVITIES FOR THE CLASSROOM

By Thomas N. Robb

This month's MY SHARE is an example of the kind of materials that many of our students find useful but, due to the global nature of the ELT publishing industry, are often unavailable commercially. If you have made materials that help students share Japan and things Japanese and would like to share them with other teachers, please consider using this column as a vehicle.

-- M.H.

Maps can provide an excellent source of practice for numerous aspects of language learning. The visual aspect involved provides a context which raises the proportion of "comprehensible input" in what they hear. Also, and equally important, the creative use of maps can be fun – a key ingredient in motivating students.

Unfortunately, most maps found in texts, with their beautiful cross-hatched grids of roads with clearly marked street names are far removed from the every day realities of living and using English in Japan. We hope that this **My Share** will be a useful supplement for your classes.

ACTIVITIES

1. **Familiarization** – Before embarking on any of the other activities, the students need to be generally familiar with the requisite vocabulary and the location of the various items on the map:
 - a. **Vocabulary** – While one could simply distribute and read through the appended vocabulary list, a more effective approach is to place the students in small groups (2 – 4 students) and have them scan the

maps, circling any items which are not familiar to them. Next, ask each group to tell you one word they don't know and explain it to them in English, making sure that they have understood your explanation. (A less challenging way is just to tell them the Japanese immediately or have them look up the unknown words using the vocabulary list provided.)

- b. **Locations** – Have the students search for various places as you call them out. You can have them race to be the first to point at the location on the map, or have them raise their hands upon finding each item. You then call on the first student and have him tell you where it is, by saying "It's next to ." or "It's between the . . and the . . ."

2. **Where Did I Go?** – For this activity, start from an announced location and give directions to a certain place, having the students trace your route as you speak. Once you have arrived, ask "OK, where am I?" You will probably want to repeat the entire set of directions the first time you do this so that the lost students can have a second chance, perhaps pointing to the map as you speak so that the words are in a firmer context. Next, give directions to a second place starting from your current location.

Sample directions: "Okay, I'm now at the north exit of the train station. Go out of the station and turn left. Now you are walking towards the east. Walk along the street until the end of the street. You'll see a taxi stand on the left side. Turn left and then take the first street on your right. Walk down the street. You'll pass a bread store on the left side of the street. Keep going straight. After a few more blocks, you'll come to a police box on the left. Turn right there and then take the second street on your left. His house is the fourth one on the right. Where am I?" [At Mr. Oda's house.]

After the students can follow your directions well, have them do the same thing in pairs, taking turns giving directions. Depending on the level of the class, you might want to provide them with a set of useful phrases or a copy of the above sample for them to imitate.

3. **Where Am I?** – The teacher (or a student working within a group) describes a place, and the other students race to point to it first. Example, "I'm in a public building. It's near the City Office Building and next door to the City Hospital. Where am I?" [Public Meeting Hall] or, "I'm eating lunch here.

(cont'd on next page)

(cont'd from previous page)

It's south of the station and next to a toy store. Where am I?" [Sakura Restaurant]

- 4. Information Gap Activity** – Make two master copies of the map, erasing about ten items from each and substituting a question mark or letter of the alphabet for each location. The students then must find out from each other what the missing places are by asking appropriate questions.

SOME PRACTICAL HINTS

1. Be sure to tell the students to mention landmarks frequently, especially when a turning point has been reached. Tell them to avoid explanations such as "Turn at the 7th street" or "Walk for eight minutes and then turn right," unless accompanied by a clear description of a landmark.
2. The listener should periodically indicate understanding by saying "Okay," "Uh-huh" or by repeating part of the instructions, "Right at the police box, okay."
3. Speaking While Drawing – Unless one is speaking on the telephone, it is often much simpler to speak while drawing since much more can be understood directly without having to resort to complicated language. The sample directions above if spoken while drawing (or with both individuals referring to the same map) would be something like this: "Okay, we are here now. Go out of the station, turn right (pointing) here, and then go to here and turn left. You will see a taxi stand here. Then take this street here and walk down the road. There's a bread store here. When you see a police box here, turn right. . . . etc."
4. There is only one of most things on the map but there are two elementary schools, public baths, banks and taxi stands. Thus the definite article cannot be used in these cases unless it is clear which place you are referring to.
5. Note that it is possible to take a "short cut" through the city market when going from the Shivakusho Mae bus stop to the stores on the shopping mall by walking between the city office building and the fire station.

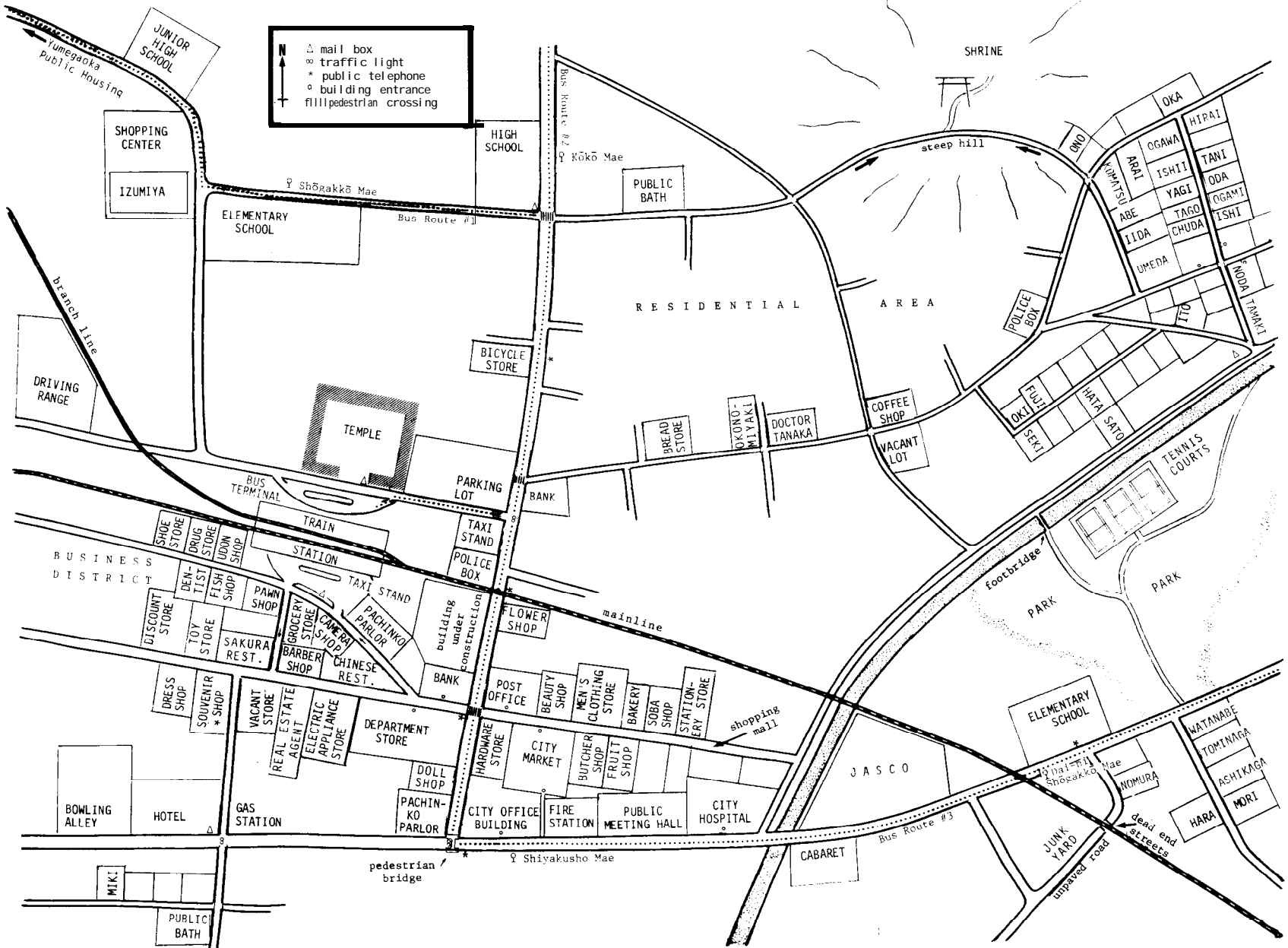
Thomas Rohb (M. A. Hawaii) is an assistant professor in the Department of Foreign Language at Kyoto Sangyo University. He is the Executive Secretary of JA L T.

VOCABULARY LIST

| | |
|---------------------------------|----------|
| bakery | パン屋 |
| beauty shop | 美容院 |
| business district | 繁華街 |
| branch line | 支線 (鉄道の) |
| bus route | バス系統 |
| butcher shop | 肉屋 |
| city market | m a |
| city office building | 市役所 |
| dead-end street | 行き止まりの道 |
| department store | 百貨店 |
| discount store | スーパー |
| driving range | ゴルフ練習場 |
| electric appliance store | 電器屋 |
| elementary school | 小学校 |
| fire station | 消防署 |
| fish shop | 魚屋 |
| gas station | ガソリンスタンド |
| grocery store | 食料品屋 |
| hardware store | 金物店 |
| junior high school | 中学校 |
| junk yard | 荒ゴミ捨て場 |
| mail box | 郵便ポスト |
| main line | 本線 (鉄道の) |
| mall | 商店街 |
| pawn shop | 質屋 |
| pedestrian | 歩行者 |
| police box | 派出所 |
| public bath | 公衆浴場 |
| public housing | 団地 |
| real estate agent | 不動産屋 |
| residential area | 住宅地 |
| shrine | 神社 |
| souvenir shop | 土産物屋 |
| stationery store | 文房具屋 |
| steep hill | 急坂 |
| taxi stand | タクシー乗場 |
| traffic light | 交通信号 |
| under construction | 工事中 |
| unpaved | 舗装していない |
| vacant lot | 空き地 |
| vacant store | 空き店 |

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!



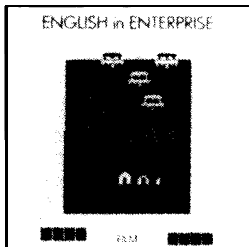
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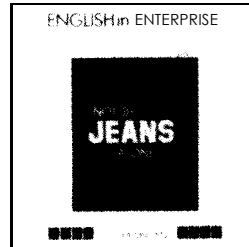
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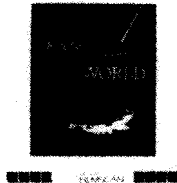
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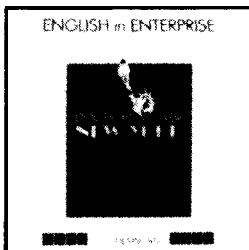


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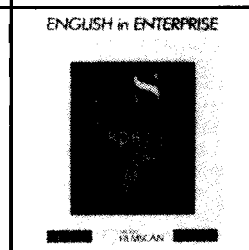
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HOW TO IMPROVE ENTRANCE EXAMINATIONS ON ENGLISH IN JAPAN

By Shoji Goto

I would like to offer some ideas on entrance examinations in the subject of English, which haven't seemed to improve at all. Entrance examinations in Japan are the worst obstacle in education. So here I would like to give my estimation of the merits and demerits of them, in correlation to the higher institutes of learning.

First of all, it's necessary to have a hearing test. The schools having one are gradually on the increase, but still amount to less than five per cent of all schools. The problem is the lack of facilities for good sound effects. I would like even tape recorders to be brought to each classroom, so that hearing ability can be tested without fail.

Though high school teachers put emphasis on practicing recorded materials, students have low motivation, for they know that the hearing test will not be put into practice.

Hearing is one of the fundamental factors of foreign language ability; based on it, we will become proficient in reading, writing, and speaking. It's important, therefore, to begin to test this ability on the nation-wide, common primary examination.

Secondly, students don't want to be tested on minute grammatical points. It seems that they have to learn more grammatical points than native speakers of English need to know. Too much emphasis on grammatical items makes students dislike English. In order to improve these examinations the authority concerned should give many easy problems which can be understood through the use of a textbook authorized by the Ministry of Education, without the help of various kinds of reference books. The volume of problems is more important than anything else. Furthermore, it's inevitable for the students to read long sentences in junior and senior high school, so the authority concerned had better include such kinds of problems. Long sentences offer a good chance to test whether students understand the meaning of English itself.

Thirdly, I would like to discuss the scope of the material that is to be examined. It is

too heavily weighed toward the serious. Why do we not give the students problems which include humour, skits or dialogue? I do not advocate putting cartoons or comedy into a test, but there is too much literary criticism, explanatory sentences and essays in examinations now. Poetry and songs are excluded. More humour would be a very good way to relax the minds of examinees. We teachers may then expect to look upon the smiling faces of the students who are being simply tested, not tortured. The essence of language is communication, and the first stage of acquiring language is dialogue. There are many dialogues in junior high school and senior high school texts. If we recall the classrooms of the lower school grades, we will know best how to construct examinations.

So what I want to say is that cutting back teaching hours to three periods a week has changed the form of teaching from linguistic study into linguistic activity. The old form of the entrance examination, therefore, requiring examinees to sit on a chair and concentrate on a written paper causes the development of a considerable gap between real classroom lessons and the entrance examination. To bridge this gap I call upon school authorities to give students a test of their ability to read aloud and to speak. As for reading ability, examiners should require examinees to read those English sentences in another room. As to speaking, examiners should state about five questions and have examinees answer them.

To conclude, I wish to say that based on the above four points, English education in Japan would be improved, and teachers of junior and senior high school would be able to put an ideal form of language instruction into practice.

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*

JALT UnderCover

ACROSS THE THRESHOLD: READINGS FROM THE MODERN LANGUAGE PROJECTS OF THE COUNCIL OF EUROPE. J.A. van Ek and J.L.M. Trim. Pergamon Press for and on behalf of the Council of Europe, 1984. 200 pp. ¥3,040.

This book is a condensation or selection from the formidable mass of papers produced by an Expert Group (who lose their capital letters part way into the book) working for the Council of Europe in the 1970s to establish a standard of minimum worthwhile proficiency for foreign learners of European languages. There are seven major chapters: A Unit Scheme; Needs; Objectives; Methodology; Autonomous Learning; Evaluation; Teacher Training, in that order. Trim also contributes a General Introduction and a Conclusion, and there are two Appendices, the first of which is the Council of Europe's recommendation in official legalese, and the second a bibliography. But for all except determined enthusiasts, this book itself should render the reading of many items in the bibliography unnecessary.

Trim writes as clearly and carefully as ever on linguistic topics, but when he is forced into the quagmire of fiercely egalitarian, crusading educational sociological jargon that characterizes the 1970s he seems less at home. In a discipline which insists on defining terms – admittedly difficult though it may be – more care might perhaps have been taken to avoid using *establish* to mean both *fix* and *identify* in the same article. As it is, at first sight the phrase *establish the learner's needs* looks very prescriptive and dictatorial, far from the liberal democracy insisted upon elsewhere. But on second sight, of course, it doesn't mean *fix* here, though it does when Trim writes *establish objectives* nearby.

The target of minimum worthwhile communicative proficiency in a foreign language is called by the Council of Europe group a *Threshold* in English, a *niveau-seuil* in French, and similar names in other European languages. Chapters 1 and 2 lay solid theoretical foundations for establishing (in both meanings) a Threshold, and

in Chapter 3 we are given progressively more and more detailed, concrete indications of what a student at the Threshold should be able to do in terms of situations, functions, notions, exponents (i.e., grammar and/or vocabulary), etc. Earlier exhaustive lists of supposed needs in Chapter 2 by R. Richterich and J-L Chancerel approached this reviewer's boredom threshold, but the treasure trove of lists of situations, etc. in Chapter 3 by J. van Ek is challenging and informative. Richterich and Chancerel are formidable in the English sense of the word, van Ek in the French.

In fact, of all the nine contributors, van Ek is by far the most readable, and this makes Chapter 3 *a fortiori* the central part of the book. Some of his excerpts would make ideal required reading on courses for training language teachers (or any kind of teachers for that matter), so well arranged and explained are the essential principles of educational theory and their relation to language teaching in particular.

The remaining chapters are all rather short. D. Coste on Methodology takes a blessedly brief seven pages to write something that is superficially impressive but in the end inconclusive; H. Holec has some good ideas about Autonomous Learning (i.e., self-teaching).

On Evaluation, Trim considers what he calls "the jungle of possible forms," and M. Oskarsson makes some attractive suggestions about self-assessment, marred though they must inevitably be by the problem of subjectivity. I myself could not evaluate my ability in any of the languages I know on his first scale of 0-10 with any confidence that my decision would agree with Oskarsson's or anybody else's evaluation. But some of his later scales are extremely well worked out, and I would advise all JALT readers who get this book to assess themselves immediately on the scales on pp. 173 and 175. It would reveal a great deal about your own ability, just as van Ek's lists of objectives can reveal a lot about whether your students are really getting the language study they need.

C. Edelhoff's chapter on Teacher Training covers no more than three-and-a-half pages, and therefore says little, but that doesn't matter: the important stuff is all in Chapter 3.

There are sub-editing slips in half-a-dozen places, but that is about par for the course these days, even from respected publishers like Pergamon.

To reach Threshold, it seems, students would require 100-120 hours of tuition, after which they should have 1100-1500 words at their dis-

posal. A realistic decision was taken to set an intermediate target level, at about the half-way stage to the Threshold.

The ubiquitous L.G. Alexander cooperated on the project for a book in English for this intermediate level, which is called *Waystage*. This name may mean something to the Expert Group, but it is not in the OED, and who knows what it might mean to teachers, and more important to students? Woe betide the student who assumes that the word is one item in the 550-750 useful words taught for that level.

But on the whole, this is an extremely worthwhile book, part of the tough but necessary baptism and confirmation for anyone who really wants to teach a language. Every JALT member should have access to it.

**Reviewed by Paul Snowden,
Waseda University**

***ACT ONE IN ENGLISH, BOOKS 1 – 3.*
H.A. Swan. Amersham: Hulton Educational Publications, Ltd., 1983. 62, 64, 64 pp-**

This series of three very short books is designed to generate acquisition activities in the L2 classroom. It carries out this task primarily by focusing on the use of role play. This, of course, necessarily forces performance from the students.

The role play is based upon plays which are incomplete, so that the learner must exercise imagination in order to bring them to satisfactory conclusions.

Each book is organized around five or six sections, each of which contains three to six plays. For those using the drama method or some variety of it, a series of unfinished plays might just be the answer as to how to bring the learner from simply memorizing lines to full, independent improvisation, possibly the nearest thing to natural language one can expect in the environment of the classroom.

Compared with other drama-oriented texts for L2 learners, however, *Act One in English*, is not as well thought out as it could be. First, there is the question of subject matter. Book One includes plays based upon bombs placed in airplanes or buildings, suicides, disaster, shipwreck, monsters and taking responsibility for someone's life. These are interspersed with more prosaic subjects, such as dress codes and

house cleaning. Books Two and Three have more of the same: jail (or is it gaol?) break, a bank robbery, the old fallen-down-a-well-shaft gambit, murder, overthrowing the government, a battered child, hostages held by a gunman, and another suicide. This can all be great fun in the right hands, but even so, while it is true that drama recreates real life experience and the learner must experience in order to retain (acquire) it, if the material practiced is not in keeping with the personality of the user, it is doubtful that the retention will be very complete.

A more serious problem that kept bothering me as I read the plays and the accompanying exercises is the obvious ethnocentricity of the content. For one, all the names and settings are English or seemed so. This even seemed true for those planning to overthrow their dictator – something England hasn't had, with the possible exception of Churchill, since Cromwell. Moreover, the assumptions or cultural values are all quite English or, at very most, European. One example from Book Three is the question: "Do you think a marriage which has been arranged has a good chance of success?" – the implication being that the chances are not so good. Is this the proper thing to imply in Japan? Of course, most teachers with any experience at all in Japan would adjust the question to fit the understanding or expectations of the learners, e.g., "Which do you prefer, *miai* or *ren 'ai*?"

This being the case, for those who would like some additional materials for their drama method classrooms at the intermediate level might well find *Act One* a useful supplement to whatever they may be using at present, supplementary material with which they just might have a good deal of fun.

**Reviewed by Ron Gosewisch,
Nagasaki University**

REVIEWS in BRIEF

***TEACHING GRAMMAR: FORM, FUNCTION AND TECHNIQUE.* Sandra L. McKay. Pergamon Press, 1985. 145 pp.**

This resource book begins with the assumption that the teaching of both form and function can be incorporated in the grammar, class. In fact, since certain structures lend themselves to certain situations, the author shows or perhaps reminds us how to combine and drill these. Accordingly, the table of contents lists structures

(cont'd on next page)

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in one column and a corresponding function in the next. Then, almost like a game book, we are shown how to use charts, drawings, objects, dialogues and problem-solving activities to further enhance context.

One exercise, for example, drills modals (the "form") and giving directions (the "function") via an incomplete line-drawing of a Datsun 2802. Students must tell the teacher what to do to complete the sketch by using such expressions as, "You need to draw a tire in the front"; "You should put seats inside"; "You could draw a radio antenna"; etc. In another example, a pie chart illustrates how a company or country spent its yearly budget. Students then use expressions of quantity to describe the chart: "Company X used little money for advertising."

This book is an excellent resource for adapting and expanding lessons in standard texts. The exercises are oriented more towards beginning and low-intermediate students. It also can be used for drilling false starters in their weak areas without putting them on the spot.

While none of the activities require excessive preparation, a flair for art may be helpful in adapting the chapter on line drawings. However, the author does provide plenty of examples of illustrations to spur you on. That withstanding, *Teaching Grammar* is a welcome and truly usable reference work.

Reviewed by Paula Roberts

COMMON GROUND: SHARED INTERESTS IN ESP AND COMMUNICATION STUDIES. Ray Williams, John Swales, and John Kirkman (Eds.). Oxford: Pergamon, 1984. 179 pp.

Published symposium proceedings are notorious for their unevenness, and this slim volume is no exception. Aside from the brief introductory chapter, the book consists of fourteen papers originally presented at a conference devoted to areas of concern shared by two allied professions, English for Special Purposes (ESP) and Communication Studies. Since teachers with backgrounds in ESP are primarily involved with improving the English language skills of non-native speakers, the book has some relevance for ESL teachers in Japan.

Briefly, *Common Ground* is presented in five sections: Overview, Course Design, Approaches to the Teaching of Writing, Experi-

ments in Collaborative Teaching, and Testing. The papers in the Course Design and Writing sections are the most valuable. Generally, they are well thought-out and logically presented. The discussions of the goals of teaching English to non-native speakers are thoughtful, and the abundant examples of course designs and classroom techniques are quite useful.

On the negative side, the conference dealt primarily with educational institutions within Britain, where the situation for ESL teaching/learning is rather different from the case in Japan. Further, there is little discussion of teaching oral skills. Indeed, the emphasis is almost entirely on technical writing.

In summary, this book is of most interest to teachers whose students already have considerable English ability but need to sharpen their skills at report preparation and the like.

Reviewed by Lowell Brubaker,
Nagasaki Wesleyan Junior College

ENGLISH SYNTACTIC STRUCTURES: FUNCTIONS AND CATEGORIES IN SENTENCE ANALYSIS. Flor Aarts and Jan Aarts. Pergamon Institute of English/Bohn, Scheltema and Holkema, 1985. 189 pp.

This book is an introduction to the syntax of present day written Standard British English. The book is divided into two main parts *The Units of Grammatical Description*, and *Structures*. The word, the phrase, and the sentence are treated in separate sections in each main part.

The style is academic and rigorously so. The treatment is thorough but not tediously detailed. The authors seem to have decided to use the groups of examples as a tool to introduce a dry humor and elements of humanity into what would otherwise be an arid wasteland of analytic syntactical explication and logic. The following sentence from the introduction reveals the tone and hints at the dry humor that pervades the book. "We shall therefore say that, if a sequence of words is to constitute a sentence, it must be meaningful." Under a discussion of adverbs, which can occur as subject attributes, we find this short novelette in the form of examples: "Her husband is *abroad*." "The party is *tomorrow*." "That should be *enough*." "Is John in?" "They are *together*." "He has been *away* for a long time."

The appendix, a guide to sentence analysis,
(cont'd on page 30)

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(con t'd from page 28)

gives a concise, but clear and thorough system of sentence diagramming from the analytic syntactic grammatical point of view. It should be useful to those who enjoy understanding syntactic problems or explaining syntactic points with a diagramming method.

I would recommend this book to those with an active interest in the subject treated as described in the title and who also enjoy a brisk intellectual workout. It could also be useful as a reference work in language schools where fairly fine syntactic points are taught or debated.

Reviewed by Charles F. Hoyt,
World Gaigo Gakuin

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 April 30th.

CLASSROOM TEXT MATERIALS/ GRADED READERS

*Low. **Grammar for Everyday Use**. Collins, 1986.

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

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

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

†--- **Captain Luki and the Sea People** ("Roundabout about 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.

TEACHER PREPARATION/ REFERENCE/RESOURCE /OTHER

*Brumfit et al, eds. **Computers in English Language Teaching** (ELT Documents: 122). Pergamon Press/British Council, 1985.

Janicki. **The Foreigners 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.

†McArthur, ed. **English Today 4** (Oct.-Dec. 1985).

†小野・英語音声学概論. リベール, 1986

†竹蓋・英語教師のパソコン. エデュカ 1986

†--- ヒアリングの行動科学 研究社 1984

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, 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**:

Abdulaziz et al. **The Computer Book**.
Aebersold et al. **Critical Thinking, Critical Choices**,
Ahmad et al. **Computers, Language Learning and Language Teaching**.

Azar. **Fundamentals of English Grammar**.

Bell. **Spough t on Energy**.

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

Brieges & Comfort. **Business Issues**.

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**.

Dart. **ESL Grammar Exercise**.

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**.

Gaston. **Cultural Awareness Teaching Techniques**.

Haines. **English in Print**.

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

Helgesen et al. **English Firsthand**.

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 & Mouldinp. **Poem into Poem.**
 Mason. **Ports of Entry.**
 Miller & Clark. **Smalltown Daily.**
 Mortimer. **Elements of Pronunciation.**
 Murphy. **Windows.**
 Noto. **Physics.**
 Palmer et al. **Personal Relations.**
 Pereira & O'Reilly, eds. **Four Seasons.**
 Prator & Robinett. **Manual of American English Pronunciation. 4th ed.**
 Public Service Commission of Canada. **Gambits.**
 Quick & Widdowson. **English in the World.**
 Reinhart & Fisher. **Speaking & Social Interaction**
 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.**
 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 Folse, **Intermediate Reading Practices** 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 editor.

Chapter Presentation Reports

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

CHIBA

THE CURIOUS HISTORY OF BORROWINGS IN ENGLISH

By Ken Schaefer,
Temple University, Japan

JALT-Chiba held its first annual meeting on Sunday, January 19. Dr. Schaefer's presentation was "academic" rather than "practical," but Schaefer's methodical and clear exposition was appreciated and enjoyed.

Schaefer's main objective was to prove that, rather than degrade a language, borrowing enhances it. Many Japanese complain about the growing number of English words in their language. Dr. Schaefer explained that this is not only a common but also an inevitable occurrence. Modern English is one of the most impure languages spoken; it is now almost completely unrecognizable from the first written records we have of Old English.

Throughout his presentation. Dr. Schaefer

proved his points well with lengthy lists of borrowed words, and by the end of the afternoon, the audience had a basic grasp of the developmental history of the English language, as well as an appreciation for the potential blandness of any language in the absence of borrowing.

Reported by Dawn Wilson
Program Chairperson

HIROSHIMA

STUDENT-GENERATED MATERIALS: A COMMUNITY LANGUAGE LEARNING APPROACH

By Mary Sisk,
Hiroshima Shudo University

The highlight of JALT-Hirbshima's February meeting was Mary Sisk's demonstration of the Community Language Learning approach using an actual class of hers that came to the meeting for the purpose.

Sisk explained that she has found that CLL addresses some of the typical problems language teachers have in the classroom; for example, the willingness and/or unwillingness to participate actively, the wide range of ability, the "if" and "when" of correcting pronunciation and grammar errors, and the large classes. She emphasized that CLL is not the solution to these problems. Instead, because CLL takes into consideration the psychological factors associated with learning a foreign language, it offers the language teacher some insights into what is going on beneath the surface; it helps the language teacher understand what is happening to the student.

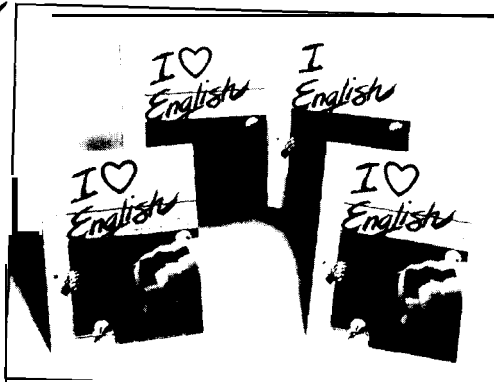
Sisk demonstrated some the CLL techniques

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I ♥ English

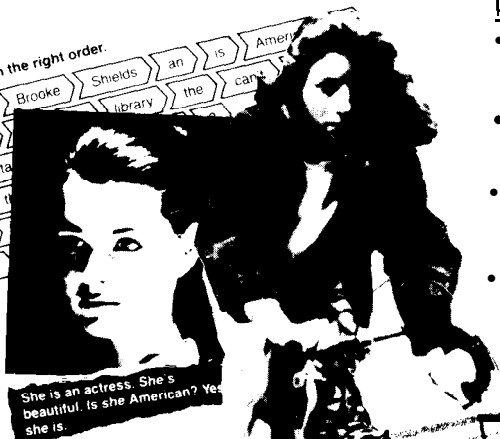
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- 3 a sta
- 4 to
- 5 is
- 6 you



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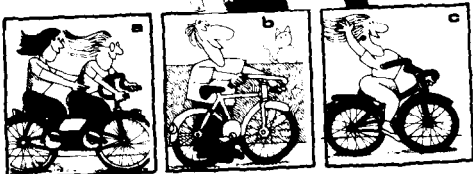
LET'S SING A SONG.



is my world, now I'm with - out you.

1 Listen to the descriptions

correct picture.



LESSON SIX

1 Guess the country. Use the list.

2 Where are these people from?

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Hayakawa Bldg., 1F
2-2-15 Koraku, Bunkyo-ku
Tokyo, Japan
Tel: (03) 816-4373
Telex: 23788



(cont'd from page 31)

she uses by conducting a short English lesson with her class. The CLL method had been used with this class, a group of "false beginners," the fifteen times they had previously met. Sisk acted as a counselor-translator, providing the students with the necessary vocabulary and structure needed to express themselves and serving as a model for pronunciation, intonation, and stress. The conversation that the students had produced was then written down.

The class, with the assistance of Sisk, is compiling their own English language textbook composed of the conversations they have had during their English lessons. Sisk finds that these "student-generated materials" are more relevant to the lives of her students than commercially-produced textbooks, and that they provide an excellent basis for language learning. Various ways in which these "student-generated materials" could be used were suggested, such as substitution/expansion drills, synonym study, and dictation.

**Reported by Carolyn Miki
Hiroshima Jogakuin College**

HOKKAIDO

TEACHING COMPOSITION

By Ian Shortreed

Ian Shortreed helped us start the Year of the Tiger very suitably by telling us at the January meeting that correcting compositions does not improve students' writing ability.

This happened in the course of a talk of the "ins and outs" of composition teaching. We were given a questionnaire, and after completing this the talk centered around the suggested answers to the questions and more or less pointed out the right ones. As the above indicates, research into what would lead to effective learning of writing goes against the grain a lot of the time.

The final part of the talk indicated the present-day need for more efficient instruction in composition by pointing out the need we all will have eventually for communicating in writing via computers. That will make the need to write comprehensively much greater.

Still, stubborn composition teachers need not rest their red pens. Writing anything –

uncorrected – is the best training, so staying with the old ways will only delay student learning, not stop it. The need to write is ultimately what will ensure that writing ability will be acquired.

**Reported by Torkil Christensen
Hokusei Junior College**

SAITAMA

SONGS AND TECHNIQUES IN ESL

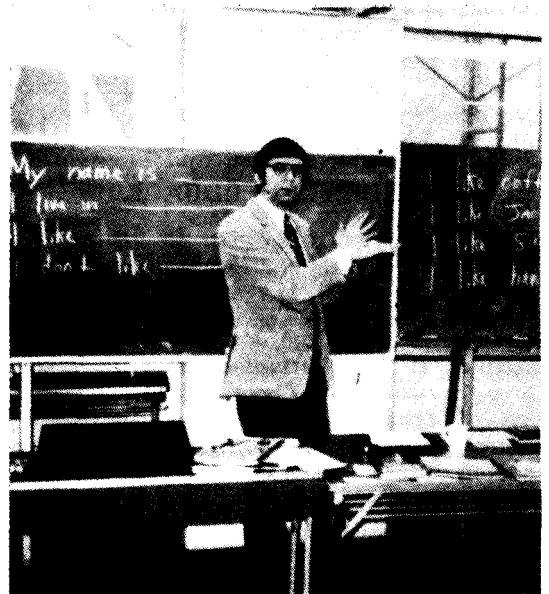
By Dale Griffiee

The first official meeting of JALT-Saitama, held in February, featured Dale Griffiee, well known for his work in musical methods of language teaching.

Griffiee has classified a wide variety of songs of potential value to the language teacher. They range from the simple and repetitive greeting songs of low ESL to the often dissonant and hard-driving tunes of the current Top Forty. Level of difficulty is basically determined by vocabulary, and a 'good' song is usually one that is 'singable,' even if no singing takes place in class.

Although it is obvious that people do not speak the way they sing, Griffiee demonstrated with a tape recorder how songs were useful as practice in grammar and listening comprehension.

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hension. He also challenged members to piece together an old Japanese children's song using various "clues" he had prepared, thus giving hints about how to present material and, most importantly, how music encourages concentration.

Song lyrics are also good for stimulating conversation on the advanced level. After students have a grasp of a song's words and its mechanics, the teacher may pose a series of questions to stimulate ideas. First, objective questions should be asked about content (e.g. walking in the rain). Then, reflective questions (Have you ever walked in the rain?), interpretative questions (Why would anyone want to go walking in the rain?) and, when possible, emotive existential queries can be asked (Who would you like to go walking in the rain with?).

As a window to culture and a powerful vocabulary builder, song lyrics were shown to be a significant teaching tool.

Reported by J. Graham

SENDAI

PREDICTIVE LISTENING

By George Reseter

In January, George Reseter visited Sendai to demonstrate how to teach predictive listening, getting students to predict what they will hear next in taped dialogues. The teacher sets the limits for prediction and the focus for the listening by dividing the dialogue into "frames," or chunks of dialogue the students will hear. Teachers can use Reseter's principles to focus on any of several aspects of communication: pragmatics, phonology, grammar, usage, vocabulary, functions/ notions, or social register.

STUDENT FEEDBACK

By Don Maybin

February's meeting was JALT-Sendai's first weekend seminar. Don Maybin joined JALT members at the **Matsushima Kan-i Hoken Hoyo** for two days of discussion and demonstration of techniques for teaching students to control the language they hear from native speakers. The discussions were in English, while the technique demonstrations were in Japanese. The two-day, retreat format allowed participants to discuss Maybin's ideas in greater depth than a normal meeting would have allowed, and to

experience the approach over an extended time. The group returned to Sendai for the chapter's monthly meeting, where Maybin demonstrated ways to use "productive pressure" to increase students' fluency and decrease their anxiety.

**Reported by Barbara Hoskins
New Day School**

SHIZUOKA

ACTIVATING BIG AND SMALL CLASSES

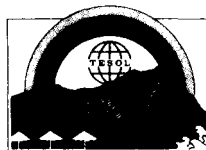
**By Marc Helgesen, New Day
School, Sendai**

Marc Helgesen's presentation at JALT-Shizuoka in February was an informative balance between language learning theory and practical classroom techniques. There were encouraging suggestions concerning how teachers can overcome the obstacles that seem to inhibit language learning. Instead of allowing, for example, class size and furniture arrangement to become obstacles, Helgesen recommended that they be overlooked and not allowed to limit possibilities.

One suggestion for getting around large, overcrowded classes is to have students work in pairs, groups and teams that continually form and reform throughout an activity. This can be achieved by 1) having students teach small groups of other students the rules to activities 2) having varied paired activities that require the partners to change 3) having individuals come together and form teams or groups after completing an activity (which should stimulate their sense of motivation) 4) having students give small group demonstrations.

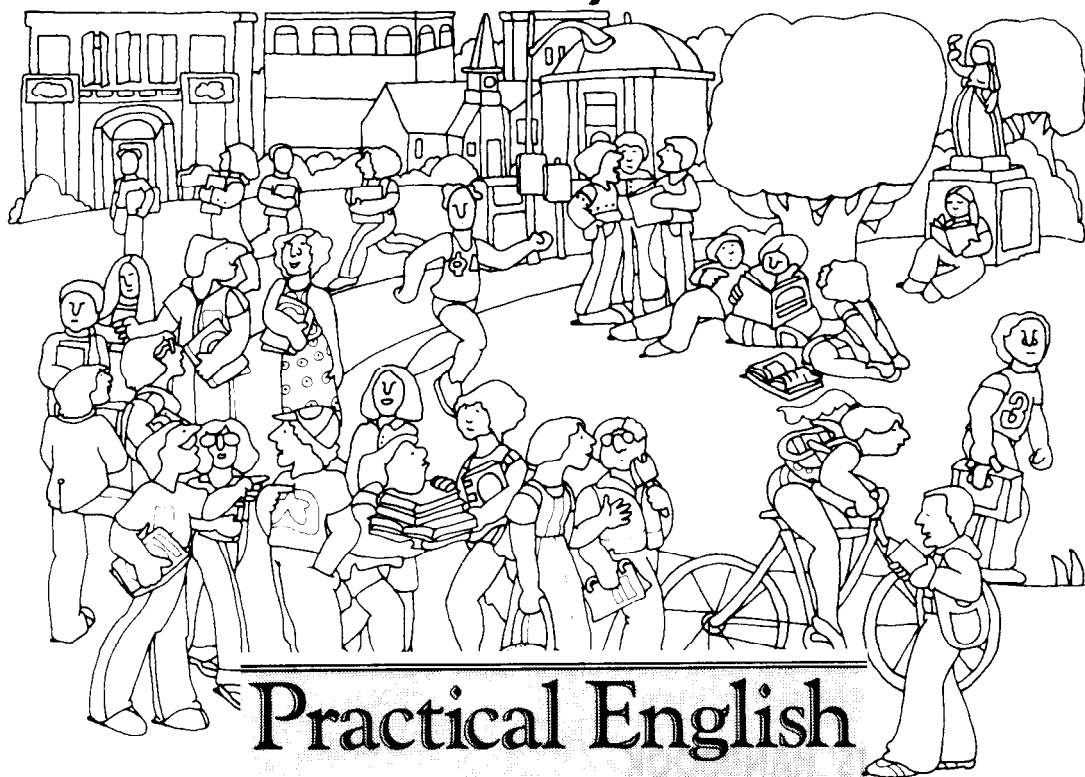
The activities presented to us were centered around the "false-beginner" with whom many of the participants worked. The games suggested were especially useful because they could be modified to fit a variety of class sizes and ability levels.

**Reported by Jori Martinez
Monbusho English Fellow**



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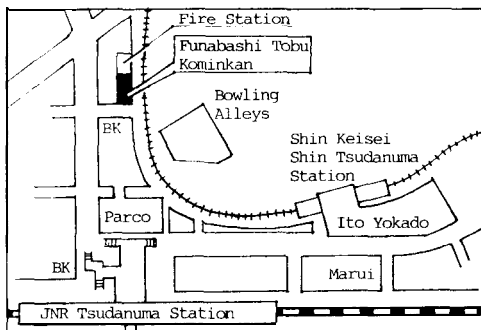
Meetings

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.

CHIBA

Topic: Some Characteristics of Spoken English
 Speaker: Dr. Erich Berendt (Chiba University)
 Date: Sunday, April 20th
 Time: 1-4 p.m.
 Place: Funabashi Tobu Kominkan 2nd Floor (21-21 Maehara Nishi 2-chome, Funabashi-shi; 200m from JNR Tsudanuma Station North Exit or 300m from Shin Keisei Line's Shin Tsudanuma Station), tel. (0474) 77-7171
 Fee: Members, free; non-members, ¥500
 Info: Dawn Wilson (0474) 62-2931; Chuck Anderson (0474) 67-0759; or Margaret's Institute of Language (0474) 62-9466

Dr. Berendt had studied history, philosophy, and education at the Universities of Alberta, Chicago, and Michigan, respectively, before coming to Japan, first in 1964, to teach English in high schools in Hiroshima. After earning his Ph.D. in linguistics from Illinois Institute of Technology, he returned to Japan in 1973 and has since been teaching linguistics and cross-cultural communication at Chiba University Faculty of Education and Graduate School. He has also worked closely with the Chiba Prefecture Education Center in teacher training and has served on Monbusho committees on foreign language education. His current area of research is in comparative discourse analysis of English and Japanese. The focus of his presentation will be on the dominant features of Spoken, as opposed to Written, English discourses.



FUKUOKA

Topic: Productive Pressure
 Speaker: Don Maybin
 Date: Sunday, April 6th
 Time: 1-4 p.m.
 Place: Bell American School, 3-4-1 Arato, Chuo-ku, Fukuoka 8 10; tel. (092) 761-3811
 Fee: Members, free; non-members, ¥1,000
 Info: Etsuko Suzuki, above number

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

KOBE

Topic: "Idea Box" for Reaching Children
 Speaker: Keiko Abe
 Date: Sunday, April 13th
 Time: 1:30-4:30 p.m.
 PLEASE NOTE: The presentation will start at 1:30, followed by small group meetings from 3:45 to 4:30
 Place: St. Michael's International School
 Fee: Members, free; non-members, ¥1,000
 Info: Jan Visscher (078) 453-6065 (eves.)

Given that children need constant direction, attention, encouragement and praise, and also have short attention spans, it follows that simple and practical teaching methods should be used. Furthermore, to implement these methods most effectively, EFL teachers of children must become familiar with activities appropriate for use in Japan. This workshop will concentrate on specific classroom activities, both creative and useful, which have proven successful in teaching English to Japanese children. With audience participation, you can experience firsthand the applicability of the methods. While no theoretical discussion is planned, you are invited to share your experience gained in this workshop and elsewhere.

Keiko Abe, author of various EFL books, is the owner/director of CALA (Cosmopolitan Academy of Language Arts). She is also the JALT Membership Chairperson and President of the JALT-Yokohama Chapter and was Guest Editor of the January '86 special issue of **The Language Teacher** on Teaching Foreign Languages to Children,

KOBE/KYOTO/OSAKA

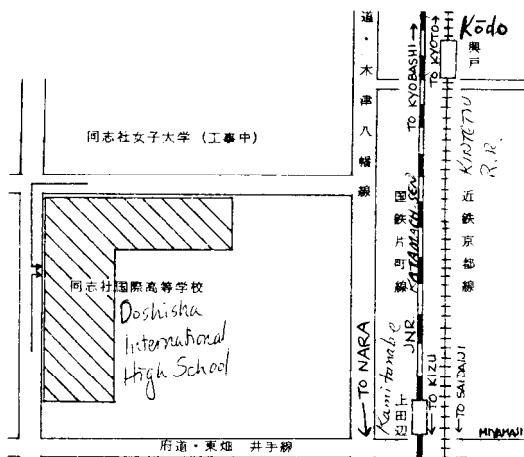
Topic: Computers in Education
 Speaker: Dr. Caleb Gattegno, Educational Solution, New York
 Date: Sunday, May 11th
 Time: 1:30-5 p.m.
 Place: Umeda Gakuen, Osaka
 Info: Jan Visscher (078) 453-6065 (eves.)
 Jane Wieman (075) 881-2278
 Linda Viswat (06) 543-2144

KYOTO

Topic: CESP-DTS: Computers and English for a Special Purpose ~ Developing Thinking Skills
 Speaker: Hillel Weintraub
 Date: Sunday, April 27th
 Time: 2-4: 30 p.m.
 Place: Doshisha International High School, Tataru, Tanabe-cho, Tsuzuki-gun, Kyoto 610-03. Tel. (07746) 3-1001
 See map. Kintetsu Kyoto line, Kodo Sta.; JNR Katamachi line, Shinkodo Sta.
 Fee: Members, free; non-members, ¥500
 Info: Jane Wieman (075) 881-2278
 Chizuko Kondo (075) 952-8536

This is a follow-up to the presentation Hillel gave in the fall of 1984 on how he uses micro-computers to create a stimulating environment in his classes. Participants will have a chance to experiment with these fascinating if sometimes intimidating tools. Note that the location is not the usual place, because of the difficulty in moving and setting up the equipment.

On May 25th at the Kyoto YMCA, Prof. James Bowers, Meiji University, will speak on "Monbusho and Language Education in Japan" Details in May Language Teacher.



NAGOYA

Topic: Listening to Learn
 Speaker: Norman Harris (Prentice-Hall)
 Date: Sunday, April 27th
 Time: 1:30-5 p.m.
 Place: Aichi Kinro Kaikan, Tsurumai
 Fee: Members, ¥500; non-members, ¥1,000
 Info: Kazutaka (Kay) Ogino (05363) 2-1600
 Lesley Geekie (05617) 3-5384

Tired of the typical drill, dictation and comprehension tapes? Come and listen to a workshop to introduce some of the newest ideas in listening materials, focusing on Prentice-Hall's outstanding new interactive listening and speaking text for low-level students, **Get Ready**, and the intermediate-level **This Is A Recording**, with its task-oriented introduction to American culture, accents and expressions. Mr. Harris will discuss the theoretical and practical reasons why listening is considered the most important key to language acquisition; in other words, why we should be teaching listening. Along with short model lessons, suggestions will be given as to how students can be helped to listen with success. Participation will be most welcome.

OKAYAMA

Topic: A Space for Beauty and a Place for Literature
 Speaker: Sister Christina Trudeau
 Date: Saturday, April 19th
 Time: 2:40-4:30 p.m.
 Place: Chugoku Junior College, Niwase: Administration Building, 3rd Floor; tel. (0862) 93-0541
 Fee: Members, free; non-members, ¥500
 Info: Fukiko Numoto (0862) 53-6648

OSAKA

Topic: Learner Variables and Language Acquisition
 (1) Cognitive Styles
 (2) Personality/Attitude and Motivation
 Speakers: (1) Cathy Duppenthaler
 (2) Gary Buck
 Date: Sunday, April 20th
 Time: Umeda Gakuen
 Fee: Members, free; non-members, ¥1,000
 Info: Linda Viswat (06) 543-1164

Cognitive style is a term used to describe individual differences in the way in which one

perceives, analyzes, and recalls experiences. The five best-researched cognitive styles are: skeletonization and embroidery, tolerance and intolerance of ambiguity, broad and narrow category width, reflectivity and impulsivity, and field independence and dependence. A familiarity with these five styles will give the teacher more insight into students' behavior and help him or her to become more effective in the classroom.

Ms. Duppenhaler recently received her M. Ed. from Temple University Japan. She has been teaching EFL in Japan for more than 10 years, currently at Seibo Girls' High School and at Baika Women's College. She has a B.A. in sociology from Humboldt State University.

Mr. Buck will first talk about personality variables and their effect on language acquisition. He will then review recent research in the area of attitude and motivation and discuss the implications this research has on the EFL situation in Japan.

Mr. Buck is a graduate of Oxford University in Japanese Studies. He is currently enrolled in the Temple University Japan graduate program. He teaches at Osaka Meijo Women's College.

OSAKA SIG

Teaching English to Children

Info: Sr. Regis Wright (06) 699-8733

Colleges and Universities

Info: E. Lastiri (0722) 92-7320

SAITAMA (Omiya)

Topic: Problems with English Spelling

Speaker: Dr. Kenneth Schaefer

Date: Sunday, April 13th

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

Place: Omiya YMCA (see map)

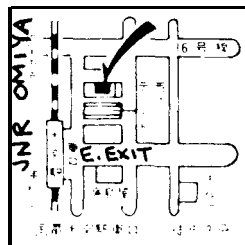
Fees: Members, free; non-members, ¥1,000

Info: Aleda Krause (0482) 55-9887 or

Kyoko Burger (0486)-51-182

Everyone must admit that English is one of the most perplexingly spelled languages in the world. This talk will offer no solution to the problem of spelling, but it will try to explain how our system happens to have inherited spelling conventions so apparently whimsical and fraught with such unexpected vagaries and delights. There are good historical reasons for virtually all of our English spellings, and there is some comfort in knowing what those reasons are.

Dr. Schaefer is Associate Professor of English at Temple University in Philadelphia and is currently coordinator of the Master of Education Program in TESOL at Temple University Japan. He has written a book on Old English and a series of communication textbooks for use in Temple's English Language program in Germany. He regularly teaches the history of the English language, linguistics, early English literature and TESOL.



TAKAMATSU

Topic: The Natural Approach in Japan

Speaker: Kazuko Fujimori

Date: Sunday, April 13th

Time: 2-4:30 p.m.

Place: Takamatsu Shimin Bunka Center

Fee: Members, free; non-members, ¥500

Info.: S. Maruura (0878) 34-6801

Ms. Fujimori will discuss the 'Natural Approach' as advocated by Stephen Krashen and Tracy Terrell. She will also suggest how to implement this approach in the classroom in Japan and demonstrate her own classes by video.

Kazuko Fujimori received her M.A. in Education from Tokyo University. She has taught in junior and senior high schools, and is now teaching English at Shujitsu Joshi University in Okayama.

TOKUSHIMA

Topic: Current Concerns and Changes in America

Speaker: Norman Sterchele

Date: Sunday, April 13th

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

Place: Tokushima Bunri University No. 14 Building, Rm. 22; tel. (0886) 22-9611

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

Info: Okumura Eiko (0886) 23-5625 (eves.)

Tojo Noriko (0886) 85-7153 (days)

Dr. Norman Sterchele holds a Ph.D. in Secondary Curriculum and Psychology from Michi-

(cont'd on page 42)

ADVERTISEMENT

THE CENTER LANGUAGE AND INTERCULTURAL LEARNING**GATTEGNO SEMINARS ON AWARENESS AND THE SILENT WAY**

The Center (Center for Language and Intercultural Learning) is offering the following seminars and workshops by Dr. Caleb Gattegno, the originator of the Silent Way. They are:

1. Three-day Language Course in Osaka: French I

Date: April 26 (Sat.), 27 (Sun.), 29 (Tues. = national holiday)

Time: 9:30 a.m. ~ 5:00 p.m.

Place: The Center (204 Shirono Bldg. 2F, 341 Manzai-cho, Kita-ku, Osaka)

Fee: ¥40,000 (¥35,000 if payment is made by April 10 to our P.O. Account, Osaka 5-86468 Gogaku Bunka Kyokai. Pre-printed postal transfer form is available at the Center.)

The Silent Way is a modern approach to language learning which has steadily affected teachers for over 32 years. It is scientifically grounded in an understanding of language acquisition. This intensive course in language serves two purposes: 1) in only twenty hours of actual classroom time, it will provide what a number of months of study usually fails to give students, i.e., an excellent pronunciation, a remarkable fluency and an acquaintance with a good fraction of the functional vocabulary of the new language; 2) it will also provide an opportunity for observers to see a master teacher in action.

2. Three-day Seminar in Osaka: "My Health, My Responsibility"

Date: May 3 (Sat. = national holiday), 4 (Sun.), 5 (Mon. = national holiday)

Time: 9:30 a.m. - 5:00 p.m.

Place: The Center (204 Shirono Bldg. 2F, 341 Manzai-cho, Kita-ku, Osaka)

Fee: ¥40,000 (¥35,000 if payment is made by April 10 to our P.O. Account, Osaka 5-86468 Gogaku Bunka Kyokai. Pre-printed postal transfer form is available at the Center.)

Although we all know when we are healthy, we think of it only when we feel sick and believe we lost our health.

In this seminar, we shall attempt to capture our health when it is present, know it for what it is when it is not negated by illness.

When we look at something familiar but which escapes us - precisely because it is familiar -, we make great progress in the knowing of ourselves. Looking at health as we shall do in these days of the workshop seminar, guided by the author of "**Who Cares About Health?**," we shall make profound discoveries about ourselves and how we can lead a life which maintains our health, avoids illnesses and lets joy show us and others we are responsible of our state, permanently.

This is essentially a practical seminar open to all because each of us wants to be healthy, remain healthy and can do so through self-knowledge rather than through the study of the scientific literature. Medical people study books to know about illnesses which are many, varied and take different appearances in different individuals. The general public does not need all those specialized presentations. Instead, it needs to know where to go to know health and its workings and what to do to keep being healthy.

The seminar can make a distinctive contribution towards being acquainted with one's health and not lose sight of it in the acts of living. Thus, our responsibility to its maintenance is a responsible move of ours.

3. Mathematics: four evening in Osaka

Date: April 22, 23, 24, 25 (Tues., Wed., Thurs., Fri.)

Time: 5:00 - 9:00 p.m.

Place: The Center (204 Shirono Bldg. 2F, 3-41 Manzai-cho, Kita-ku, Osaka)

Fee: ¥32,000 (¥27,000 if payment is made by April 10 to our P.O. Account, Osaka 5-86468 Gogaku Bunka Kyokai. Pre-printed postal transfer form is available at the Center.)

As we learn to use the high-tech instruments we can accelerate the learning of school subjects. In this way, many more people find joy and inspiration where earlier, they found boredom and unnecessary social pressures.

It is still rare to find video, computer courseware, or other dynamic classroom materials on the market which do as much and elegantly as what Dr. Gattegno has already developed and is immediately available.

This intensive course will provide participants insights on how to use the electronic media and a number of new approaches to the contents of elementary, high school and training college curricula, which are aesthetically and functionally satisfying.

For further information, call Fusako Allard at 06-315-0848 (The Center) or 0797-32-9682 in evenings. Reading materials for preparation can be recommended.

There is also a three-day teacher-training course by Dr. Gattegno in Tokyo, sponsored by JELE (English Language Education Society of Japan). The details are as follows:

Three-day Teacher Training Course in Tokyo: "The Awareness Model and Teaching"

Date: April 18 (Fri.), 19 (Sat.), 20 (Sun.)

Time: 9:30 a.m. -- 5:00 p.m.

Place: Waseda University (Building No.9, 5F, Daiichi Kaigishitsu)

Fee: ¥30,000 (payable at the seminar site)

The words "Awareness Model" intend to say three things:

- 1) that thought about anything replaces a complex reality by a set of mental constructs or schemas, and, therefore, produces a model in the way a map represents, say, a country or a city or the earth;
- 2) that a model is being suggested whose items are "awarenesses" and their verbal expressions, so that what is put in and what is concluded from, the model are understood to be awarenesses people can reach in their own inner lives;
- 3) that such a model may be useful for a number of things and those who use it may benefit from its existence in the way drivers in cars use maps to direct themselves and arrive at desired places. The area of application of this in these days is teaching.

In 32 years of that application by the seminar leader, much progress has been done in education. Now students can benefit considerably from the time they give to their lessons in the fields of language (native and foreign), or mathematics, or science (natural and social), even in physical education and art. Teachers taking this course will gain insights into the working of awareness in learning and techniques which will improve their teaching to a great extent while giving them chances of enjoying every minute of their work with their students of any age and for any discipline. Such a new training of teachers is made possible by the Awareness Model as will be demonstrated all through this workshop seminar.

For further information, call Prof. Linju Ogasawara at 03-331-3348 after 10:00 p.m.

(cont'd from page 39)

gan State University and is Associate Professor of Education at Saginaw Valley State College. Currently he teaches at Shikoku Women's University as a visiting professor.

SHIZUOKA

Pot luck party!!!
 Date: Sunday, April 20th
 Time: 4 p.m.
 Place: U & I (snack bar), Numazu (see map); tel. (0559) 63-1986
 Fee: Members and non-members, ¥1,500*
 Info: John Maher (0542) 61-6321 (work); (0559) 66-7090 (home)

Since the Chapter was "born" only last December, many members have suggested a party. We will have the party in Numazu since many of our members regularly come from Numazu to meetings in Shizuoka. The bar will be kept open for our party only. The "master" will allow us to bring our own food and he will supply the drinks. Food can also be ordered if someone wants something special.

*This flat rate is most convenient but not very fair to those who don't drink. We may instead have the bar maintain separate tabs so that people can pay for what they drink. If this is the case there will be no charge.

TOKYO

Topic: Zen and the Art of Language and Cultural Acquisition
 Speaker: Sonia Eagle (Tokai University)
 Date: Sunday, April 20th
 Time: 2-5 p.m.
 Place: Sophia University (Yotsuya) Building 9, Rm. 349
 Fee: Members, free; non-members, ¥500
 Info: N. Graves (03) 845-6330
 Prof. Oshima (03) 416-8477

YOKOHAMA

Topic: Using Readers in EFL
 Speaker: Julian Bamford
 Date: Sunday, April 13th
 Time: 2-5 p.m.
 Place: Kaiko Kinen Kaikan
 Fee: Members, free; non-members, ¥500
 Info: Bill Patterson (0463) 34-2557

It has been said, "The best way to improve your knowledge of a foreign language is to go and live among its speakers. The second best way is to read extensively in it." Extensive reading with graded readers can improve reading fluency and consolidate vocabulary and grammar. But, perhaps most important, it also gives students a direct experience of English, even at a beginner's level. This can be extremely motivating for students who meet English mainly through translation. This practical demonstration will introduce graded readers and show how they can be used to introduce your students to the value (and pleasure) of extensive reading.

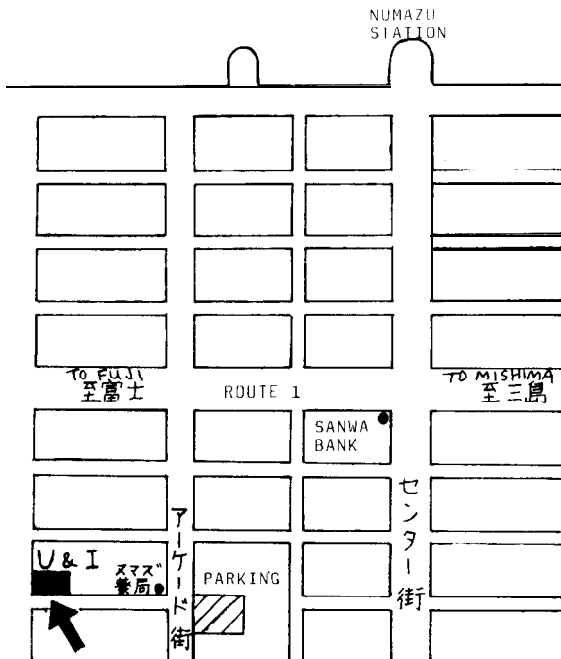
Julian Bamford wrote exhaustively (and some say exhaustingly) on graded readers in the April to June '84 issues of The Language Teacher. New and updated material will be included in the presentation.

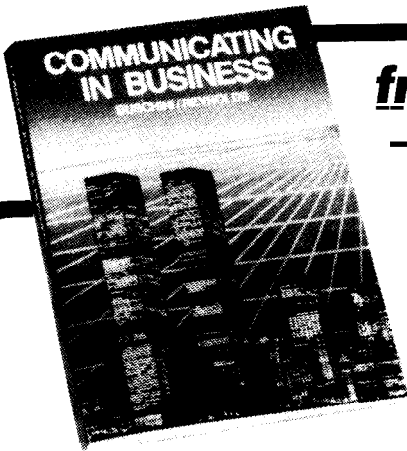
The May 11 meeting will be an open house at L.I.O.J.

YOKOHAMA

SIG for Teachers of English at Secondary School (date, place as above)

Topic: Listening for Junior High
 Speaker: Yoshihisa Kobayashi, Toho High School
 Time: 1-2 p.m.
 Info: Ryuko Kubota (0427) 47-6378 (eves.)





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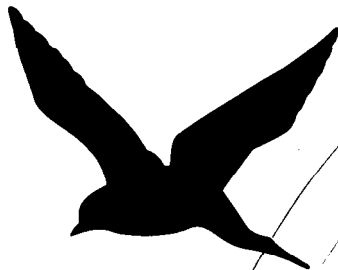
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Bulletin Board

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TEACHING ACADEMIC AND TECHNICAL WRITING TO NON-NATIVE AND NATIVE SPEAKERS: EXPLORING THE COMMON GROUND

Ann Arbor, June 30th-July 4th

This intensive conference/workshop will explore recent developments in discourse analysis as they apply to such key genres as examination essays, technical reports, term papers, dissertations, and articles; consolidate insights developed separately in Technical Communication and English for Specific Purposes (ESP); assess strengths and weaknesses of native and non-native writers in technical, professional, and academic fields; assess materials for evaluating native and non-native writers of English; and relate all of the above to methodology, course design, and program enrichment.

The core staff are: Thomas N. Huckin, Director, ESL Program, Carnegie-Mellon University; Leslie A. Alsen, Director, Technical Communication Program, University of Michigan; and John M. Swales, Director, English Language Institute, University of Michigan. Enrollment limited. Apply by June 5th (deadline for receipt) to: Conference Coordinator, Program in Technical Communication, College of Engineering, The University of Michigan, Ann Arbor, MI 48109, U.S.A.

THE ESP JOURNAL Change of Editors

Grace Burkhart has resigned as Editor and becomes Consulting Editor. Henceforth manuscripts, correspondence and items for possible review should be addressed to the new editors: Ann Johns, Department of Academic Skills, San Diego State University, San Diego, CA 92182, U.S.A. or John Swales, English Language Institute, The University of Michigan, Ann Arbor, MI 48 109, U.S.A.

GATTEGNO SEMINARS

Dr. Caleb Gattegno, originator of The Silent Way, offers the following seminars and workshops: 1. **French I**: a 20-hour intensive course using The Silent Way. The Center, 204 Shirono Bldg. 2F., 341 Manzai-cho, Kita-ku, Osaka 530. April 26th, 27th, and 29th. 2. **My Health, My Responsibility**: a seminar in which participants are to "attempt to capture [their] health when it is present." The Center, Osaka, May 3rd-5th. 3. **Mathematics**: insights on how to use the new electronic media; new aesthetically and functionally satisfying approaches to the subject. The Center, Osaka, April 22nd-25th (eves.). Information: Fusako Allard (06) 315-0848 (The Center) or (0797) 32-9682 (eves.). 4. **The Awareness Model and Teaching**: Waseda University, Bldg. 9, 5F., Dai-ichi Kaigishitsu, April 18th-20th. Information: Prof. Linju Ogasawara (03) 331-3348 after 10 p.m.

1987-88 ADVANCED RESEARCH FELLOWSHIPS IN INDIA

The Indo-U.S. Subcommittee on Education and Culture is offering twelve long-term (6-10 months) and nine short-term (2-3 months) awards for 1987-88 research in India, in all academic disciplines except clinical medicine. Applicants must be U.S. citizens at the post-doctoral or equivalent professional level. Scholars and professionals with limited or no prior experience in India are especially encouraged to apply. Deadline: June 15th, 1986. Forms, information from the Council for International Exchange of Scholars, Attention: Indo-American Fellowship Program, Eleven DuPont Circle, Suite 300, Washington, D.C. 20036-1257, U.S.A. Tel. (202) 939-5469.

FROM THE S.I.G. LIAISON

Kanto Area: a call for all those with special interests, At present, we only have one functioning Special Interest group in the Kanto area: the Yokohama S.I.G. for Teachers of English at Secondary School (contact: Ryuko Kubota 0427-47-6378). The Tokyo Business S.I.G. may soon start operating again but it needs some new blood, and perhaps someone to run it. Anyone who would like to help form, or just be part of a group which concentrates on one aspect of language learning (for example: teaching children, video techniques, listening, big classes, T.P.R., etc., etc.): please get in touch with your friendly S.I.G. Liaison Officer: Tim Knowles (03) 485-3041; Tomigaya 2-34-7, Shibuya-ku, Tokyo 151.

SUPPORT GROWS FOR APRIL 6TH WALK TO END HUNGER

Interest in the Sunday walk around the 29 stations of the Yamanote Line (announced in the March **Language Teacher**) has really grown. This fund-raising and educational event by language students and teachers for ending hunger is set to start at 10 a.m. in Ikebukuro, with over 100 participants walking all or part of the 34 km. distance. They will be sponsored on an "x-yen-per-stations-walked" basis by friends, relatives and associates, with all money raised going to the Japan International Volunteer Center (JVC) for their work in Africa. This enthusiasm among teachers and students from language schools, high schools and universities has been matched by businesses in our field: major textbook publishers, schools and consulting organizations are also lending their support. At this writing, Addison-Wesley, CALA Workshop, Filmscan/Lingual House, ICRA, Kyobundo, Longman Penguin Japan, Oxford English, and Pergamon Press have agreed to sponsor every participating walker, as has the Tokyo Chapter of JALT.

Following the walk, there will be an optional party in Ikebukuro, from 8 to 10 p.m., for walkers and non-walkers alike. Part of the ¥800 party fee will also be directly donated to the JVC. Featured is a large Japanese- and English-language book and textbook bazaar, with hundreds of volumes at bargain prices.

For more information, or to register as a walker, leave a message at (03) 814-3016. On April 6th, the day of the walk, the contact numbers are (03) 983-3483/982-2208. Everyone is warmly invited to come and join the fun. Get out your sneakers, and keep your fingers crossed for good weather!

Note: If you have any unwanted books, or other garage sale items for the bazaar bring them to the walk start or party on Sunday.

SELF-ACCESS PAIR LEARNING Certificate in Language Teaching

The summer CERT. L.T. teacher-training program offered by the C.E.E.L. in Geneva, Switzerland, will be held this year from July 14th to August 9th. The course provides intensive work in both theory and practice, with examinations in methodology, descriptive phonetics, testing, and practical teaching skills. Teachers from Japan are eligible for a 30% discount if they apply through DIDASKO, 6-7-31-611 Itachibori, Nishi-ku, Osaka 550; tel. (06) 443-3810.

FIRST BRAZILIAN CONFERENCE IN APPLIED LINGUISTICS

Campinas, Aug. 31st-Sept.4th, 1986

The Congress is an interdisciplinary event focussing on LI teaching (reading and writing), FL teaching/learning, L2 acquisition/learning, bilingual education, and translation. So far applied linguists such as Albert Valdman, C.N. Candlin and Sophie Moirand have confirmed their availability to take part. Contact: Angela B. Kleiman or Marilda Cavalcanti, Universidade Estadual de Campinas, Departamento de Linguística Aplicada, Caixa Postal 6045, 13 100 Campina, SP, Brazil.

JACET THRIVES IN OKAYAMA

Notre Dame Seishin University at Okayama, the home of JACET's Chugoku-Shikoku Chapter, will entertain the following scholars from abroad within the new academic year of 1986-87: John Sinclair, Herman Parret, Einar Haugen, Adrian Doff and D.C. Brazil. At the Third Annual Conference at Tokuyama Daigaku, Tokuyama, on June 1st 1986, the theme is "English Education and International Understanding." The program includes four paper presentations, a keynote lecture by Glenn D. Hook, and a symposium on the theme.

In addition the Chapter has quarterly academic meetings in Okayama. The May meeting deals with new media-oriented language teaching. For further information, please contact Takeshi Hashiuchi, English Department, Notre Dame Seishin University, 2-16-9 Ifuku-cho, Okayama 700. Tel. (0862) 52-1155 Ext. 402.

GEORGETOWN UNIVERSITY 1986 Summer Sessions

Intensive English Language Courses, June 9th to August 1st: Full-time intensive instruction at five levels, Basic to Advanced; advanced pre-professional courses for graduate students in foreign service and international relations (limited enrollment).

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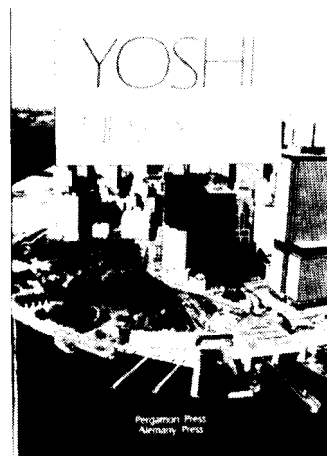
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M.Ed. Program in TESOL

First Summer Session

Tokyo: Eng. 502/Sec. Eng. Ed. 651: History of the English Language (3 credit hours), Dr. K.G. Schaefer; Tues. and Thurs., May 6th-June 19th; and Sec. Eng. Ed. 651: EFL Testing and Assessment (1 credit hour), Michael Rost; Sat. and Sun., June 7th and 8th.

Osaka: Sec. Eng. Ed. 645/For. Lang. Ed. 435: Introduction to Educational Research (3 credit hours), Steven Ross; Fri. and Sat., May 9th-June 21st; and Sec. Eng. Ed. 6.51: EFL Testing and Assessment (1 credit hour), Michael Rost; Sun. and Sun. May 18th and 25th.

Second Summer Session

Tokyo: Sec. Eng. Ed. 621/For. Lang. Ed. 426: New Techniques in Teaching Writing (3 credit hours), Dr. G. Valcourt; Tues. and Thurs., June 24th-Aug. 7th.

Osaka: Anthro 520: Theory and Method in Cultural Anthropology (3 credit hours), Dr. D. O'Brien; Fri. and Sat., June 27th-Aug. 9th.

For information: Michael DeGrande, Temple University Japan, Mitake Bldg., 1-1 5-9, Shibuya, Shibuya-ku, Tokyo 150; tel. (03) 486-4141.

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Positions

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

(MATSUYAMA) Mature native-speaker professor of English to begin in October, 1986 or, at the latest, April 1987. M.A. in American and/or English literature required; Ph.D. preferred; TEFL/TESL degree in addition especially welcome. Four courses a week (two each, daytime and evening). Three-year contract, renewable. Salary commensurate with background and experience according to the scale at national universities. Official apartment available. Please send resume, list of publications by April 30th to Prof. Junzo Komoda, Faculty of Law and Literature, Ehime University, 3 Bunkyo-cho, Matsuyama 790.

(OSAKA) Full-time lecturer (preferably native speaker) of English, American literature, and/or American culture, starting in April. M.A. desirable, as is the ability to teach composition and constructively correct student output. Japanese-speaking ability an asset. Salary ¥250,000-300,000 based on qualifications and experience. Call Mr. Kazuhiko Shimizu at P.L.U. Intensive English Language Institute (06) 308-0367 or (078) 841-5285 (work).

(SENDAI) Full-time English teacher to begin May 1st. Candidates should have TEFL training and/or experience and be interested in professional development. One-year contract, renewable; competitive salary and benefits. Send resume to James English School, Chuo Sogo Bldg. 5F., 3-3-10 Chuo, Sendai 980 or call (0222) 67-4911.

(TOKYO, OSAKA, SEOUL, PUSAN) Franchise language centers are looking for qualified native-speaker ESL/EFL instructors with a BA/BS and one year full-time ESL experience or a degree in the field. Preference: M.A. in TESOL, two or more years' TESL/TEFL experience, familiarity with Far East. Round-trip airfare, furnished housing, competitive salaries (approx. \$16,400/yr. in Japan; \$12,000/yr. in South Korea), medical coverage and other benefits. Positions open throughout 1986. For more information send resume to Greg Harruff, ESL International Inc. 5761 Buckingham Parkway, Culver City, CA 90230, U.S.A.

JALT—全国語学教育学会について

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

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

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

出版物

- ◆JALT JOURNAL—JALTが年2回発行する学術誌
- ◆THE LANGUAGE TEACHER—JALTの月刊誌 (英和文併用、B5、36～72ページ)
- ◆CROSS CURRENTS—The Language Institute of Japan (L I O J) 発行の学術誌 (JALT会員には割引の特典があります)
- ◆IATEFLの出版物
 - English Language Teaching Journal
 - World Englishes
 - Modern English Teacher
 - EFL Gazette(JALTを通してIATEFLの会員となったJALT会員には割引の特典があります)

年次国際大会及び例会

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

- ◆各支部の例会—各支部毎に、毎月、或いは隔月に1度、例会が開かれます。原則として、会員の参加は無料です。

支部

現在、全国に22の支部があります。

札幌、仙台、山形、茨城、大宮、千葉、東京、横浜、静岡、浜松、名古屋、京都、大阪、神戸、岡山、広島、徳島、高松、松山、福岡、長崎、沖縄更に、現在、青森、福島、金沢に新しい支部を設けるべく、準備を進めています。

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語学教育に関する研究や、教材の製作に、経済的援助をする事を目的として支給されるもので、会員ならば誰でも、助成金の申請をすることができます。申請のメ切りは、毎月9月1日で、助成金の受給者名は、年次国際大会で発表されます。

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- 個人会員—最寄りの支部の会員も兼ねています。
- 共同会員—住居を共にする個人2名が対象です。JALTの各出版物が、2名に対し、1部しか配布されないという事以外は個人会員と同じです。
- 団体会員—同一勤務先に勤める個人が5名以上集まった場合に限られます。5名毎に、JALTの出版物が1部配布されますが、端数は切り上げます。(例えば、6名の場合は2部、11名の場合は3部配布されます。)団体会員は、メンバーが入れ替わっても構いません。その場合、抜ける会員は会員証を返却し、新しく会員になる者の氏名、その他必要事項を報告せねばなりません。詳細は、事務局まで。
- 商業会員—年次国際大会や例会等で、各社出版物等の展示を行うことができる他、会員名簿の配布を受けたり、JALTの出版物に低額の料金で広告を掲載することができます。詳細は、事務局まで。

入会の申し込みは、綴じ込みの郵便振替用紙を利用するか、或いは、日本円又はアメリカドルの小切手か、郵便為替に申し込み書を添えて事務局まで郵送して下さい。例会での申し込みも受け付けています。

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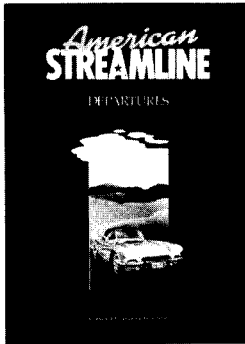
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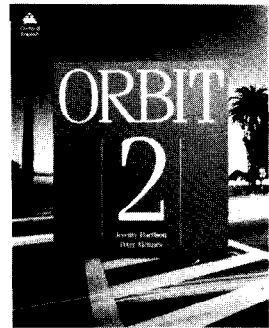
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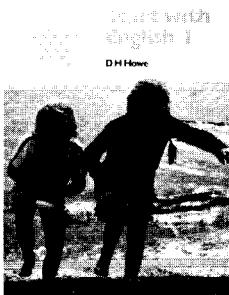
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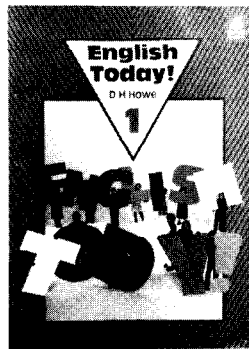
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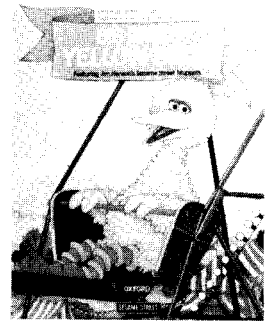
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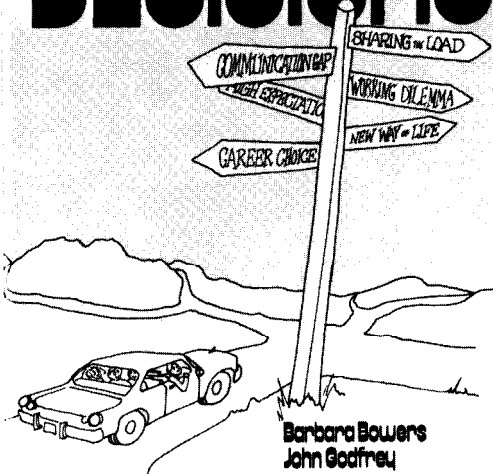
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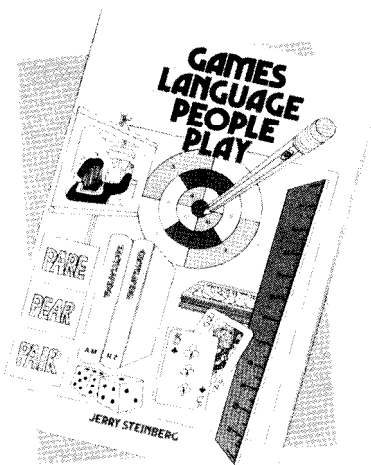
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