

THE Language Teacher

全国語学教師協会

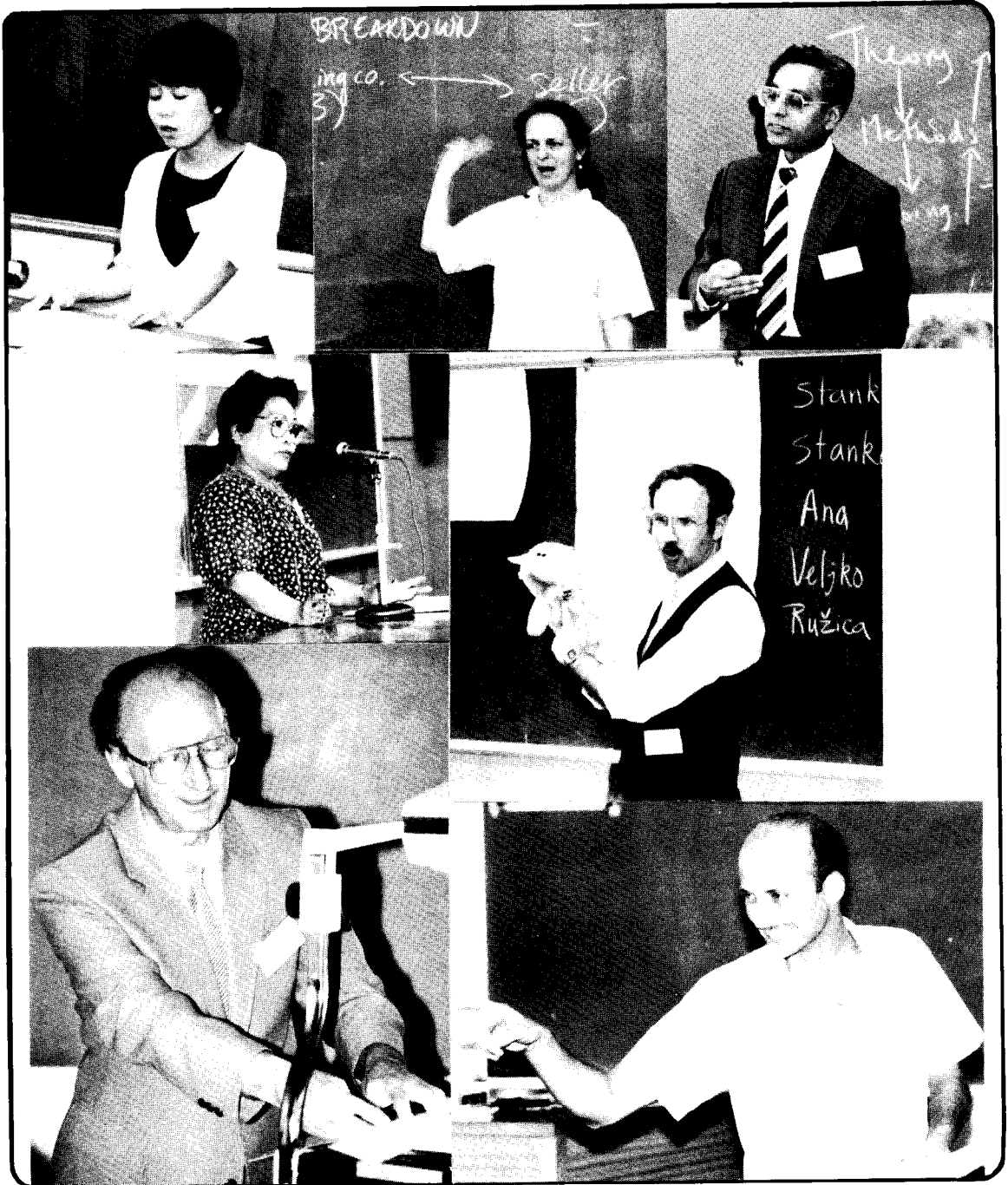
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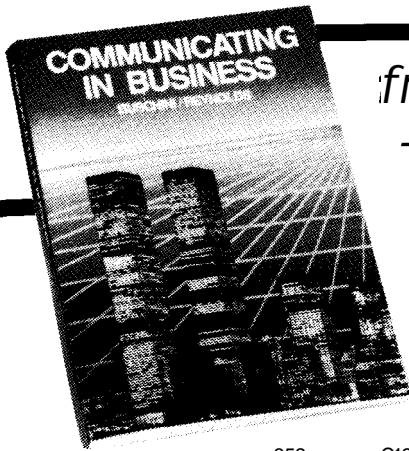
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The Japan Association of Language Teachers is a non-profit organization of concerned language teachers interested in promoting more effective language learning and teaching. It is the Japan affiliate of TESOL. Through monthly local chapter meetings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

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

All announcements or contributions to *The Language Teacher* must be received by the first of the month preceding publication. All copy must be typed, double-spaced on A4-size paper, edited in pencil and sent to the appropriate editor.

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Interview **THOMAS McARTHUR**

*Born in Glasgow, Thomas McArthur is a graduate of both Glasgow and Edinburgh Universities. He has been officer and instructor in the British Army, secondary school teacher in the Midlands of England, and head of English Cathedral School in Bombay. He has taught English overseas students at the University of Edinburgh and spent 4-5 years as Associate Professor at the Universite du Quebec. He has written a number of books about language teaching, as well as having compiled the **Longman Lexicon of Contemporary English**, the **Foundation Course for Language Teachers** (Oxford), and a composition course called **The Written Word** (Cambridge). He has also co-authored a book called *Languages of Scotland**

JALT Executive Secretary Thomas Robb had the opportunity to interview Thomas McArthur, Editor of the new Cambridge publication, English Today, during the TESOL '86 Convention in Anaheim. Their discussion follows.

LT: Considering the fact that there are many publications on the market, why did Cambridge feel that yet another magazine was needed?

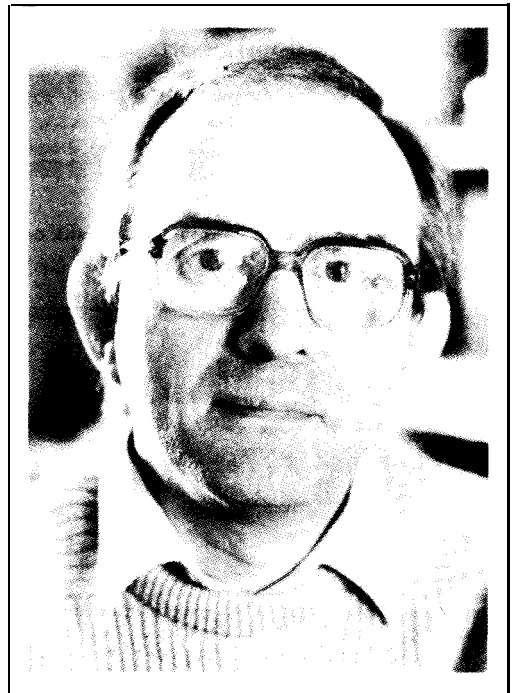
TM: Well, I suppose it depends on how you think of the magazine, because in a sense, there is no magazine quite like this. The feedback we've got from all sorts of people all over the world are comments such as "Where has this magazine been all my life?" They say that the slot was waiting to be filled. We've had people like Dwight Bolinger in the States say, "This is a magazine I've wanted to see." The publishers, heads of institutions from all over the world have written to us in this vein. This is not a magazine which is aimed at one particular, narrow, speciality in their background and it's for people who are amateur enthusiasts. It's for people with linguistics in their background and it's for people who care about literature. It's for native users of the language and competent non-native users. And they are all in it together.

LT: I see. Then, how is it different from other magazines? What would you say are the essential characteristics of English Today?

TM: The essential characteristic is that it hangs somewhere between a learned journal and a popular magazine. The format is popular, the design is intended to interest the eye, but at the same time the articles are of extremely high quality. They are written by experts in their field or those who have lived with a particular form of the language or problem or whatever. They've got something to say and they have been persuaded to say it in transparent prose. And so a number of people have written and said, "Thank goodness that you have not produced yet another boring journal."

LT: How could someone in ELT, a practicing language teacher, use the magazine?

TM: I think that such a person could benefit from it in two ways. First of all, there is a strong ESL/EFL component in each issue. For example, John Haycraft of International House, which has affiliates all over the world, provided us with an



article a couple of issues ago called "The EFL Phenomenon." He was looking at it very personally from his point of view – applied linguistics, language teaching and the problems of the classroom around the world. Now we supplemented that with a one-page chronology of EFL history and I collaborated on it with Tony Howatt of Edinburgh University who has written *A History of English Language Teaching* published by Oxford.

In addition, we recently had rules for the rhythm and stress of English which could be applied to any teaching technique. There is always something directly for the ESL/EFL practitioner and indirectly, almost everything else has some kind of application – usage, notes, comments on grammar, comments on varieties of English and how they relate to the standard language and so on.

LT: Could it be used by students?

TM: By some students. It cannot be used as authentic materials for intermediate students unless you want them to struggle. Certainly it could be valuable for advanced students or people who are interested for various reasons in the use of English at large, who are going to have to use English a lot and want to get some background. They may even benefit from the glossaries of Indian English or other kinds of English which they may well need to know. If they go to Scotland, we had an article on whether Scots is a form of English or an independent language. If they go to Ireland, if they go to India, if they go to the Caribbean, at some stage we will have glossaries of the important lexical items which belong there and there alone. So that kind of student could use **English Today**.

We also find that in teacher training institutions or institutions preparing students for higher exams – whether working with English as mother tongue or as foreign language ~ teachers are using the magazine as a “jumping off point” for certain subjects.

LT: Since English Today is published in Britain, at Cambridge, some people may think that there would be bias in the articles towards British English. Is this true?

TM: We can certainly understand people thinking like that, but I would like to believe that there is no such bias. In fact, the magazine looks American to British readers and British to American readers so we must have got it right, I think. And it seems to be acceptable all over the world. While we have, as yet, no subscribers in the Soviet Union or Albania, we look forward to the day when we have. Most of the subscribers are in the United States, and a lot in Canada, and we have many scattered throughout the third world. All of the feedback suggests that they accept this as an international magazine which is not pushing a particular ideological line or a particular form of standard English at anybody. We are not in the business of pushing anything at anybody; we are in the business of reporting on the language and providing a forum for all sorts of people to state their cases.

LT: What sort of articles will be coming out in the near future?

TM: Well, I have recently received something like ten usage books, some of which are revisions of old usage books. This made me alter my schedule insofar as we had already had our cover themes planned, but I was able to be flexible. So in July, for example, we now have a major cover theme on the “usage industry.” This is to help people find their way through the maze of usage books and guides which claim that they can help us sort out problems like whether to

say **different from** or **different than** or **different to**, and so on. We’ve got another one coming up that is rather similar at the beginning of next year, a report on desk-cum-family dictionaries in the U.S. and the U.K. We’ll look at eight major dictionaries and consider them from the point of view of format, showing the various formats, side-by-side, and having experts comment on the various strengths and weaknesses. This side-by-side approach has never been taken before. In October we’re going to deal with the problem of illiteracy, semi-illiteracy, functional illiteracy – how we judge people according to some idea of being “literate” or “educated” in English. There will be a variety of things like that.

In Japanese terms, Gillian Kay, who teaches at a Japanese university, has done a fascinating article on **gairaigo** and katakana script and how you can turn, syllable by syllable, English words into Japanese words. All these things will be upcoming in the near future.

LANGUAGE TEACHING METHODS AND CHARACTERISTICS OF LEARNERS

By Shiozawa Tadashi, Yamauchi Eiwa
Gakui, Kofu

A variety of methods for teaching foreign languages have been developed this century. Each method aims at facilitating the development of high foreign language proficiency. However, since each learner is a unique individual, one method might be more advantageous than another depending on personality, age, learning strategy and purpose for learning the language. In this article, I would like to identify the characteristics of the language learners who would most likely succeed with the following methods: direct, audio-lingual, cognitive code learning, the Silent Way, community language learning, and notional-functional.

Direct

The direct method was developed in the early 1900s. Classes are conducted only in the target language. Students learn the language by speaking and listening to it as much as possible, and are encouraged to make direct associations of the words and phrases in the target language with specific objects and actions.

Mainly two groups of people benefit most from this method: children, and those adults who approach problems by inductive reasoning. This method is beneficial for child learners because it is based on first language acquisition,
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in which formal grammar training is not usually given. Children in particular cannot grasp grammatical explanations but do well without explicit explanations of grammar. Since grammar is learned through contact with and spontaneous use of the target language, the learners should have the ability to form their own generalizations about grammatical structure by inducing structural rules from what they listen to. This method is also advisable for those whose target language is "plagued" with a great deal of negative transfer from their native language, for this method helps them think in the target language.

Since the emphasis of this theory is on oral communication, the learners who are talkative and impulsive would benefit more than the quiet and reflective learners. "Tolerance of ambiguity" is also a critical characteristic successful learners should possess. Without it some learners such as adolescent students, who already have fixed native language speech habits, might become frustrated with the abundant target language information. Additionally, students who are already in a foreign country have some benefits from this method, for daily life is an extension of the direct method.

Audio-lingual

The audio-lingual method is based on the theory that learning is basically habit formation. The main characteristic of this method is its great amount of rote repetition of controlled vocabulary and structures.

I would recommend this method to young students, who can both induce grammatical structures and yet benefit from some explanation of grammar in understanding the target language. This is because the audio-lingual method highly controls the way grammar is presented and practiced, and because young people love to mimic and act out roles.

This method would also be recommended for less gifted students because this approach does let them experience a certain degree of fluency in speaking and hearing within a limited time span. This might give them a sense of accomplishment, which works as a positive reinforcement. The weakness of this method is that gifted students and advanced-level students would become bored with this approach due to its redundancy and lack of creative freedom in communicating.

Regarding personality, introverted students seem to benefit most. This is because the students are forced to speak actively by the nature of this method, and choral drills prevent them from being embarrassed.

Cognitive Code Learning

Cognitive code learning, whose basic theory is based on Cognitive Psychology and Generative-Transformational Grammar, is an adapted form of the grammar-translation method. This method is still deductive and analytical, but the emphasis is on meaningfulness of activities and creative use of the language.

This approach would be most appropriate for the university students who would like to gain oral communicative skills in addition to reading and writing. Since they are not exposed enough to acquire language proficiency by habit-governed behavior, they have to depend on rule-governed language acquisition. University students, who are supposed to be intellectual and analytical, are most likely inclined to a deductive way of thinking, which the cognitive code learning requires. Following grammatical understanding, they should finally be able to generate their own performance with the help of application activities.

Students would benefit most from this method if they were "field-independent," since individual concepts of the language are learned prior to their application to language use. In application of activities, the students should be impulsive in order to make full use of the given opportunities to activate their passive grammatical knowledge.

Silent Way

The Silent Way differs significantly from other teaching methods, for the teacher rarely talks, and all the responsibility for learning is placed on the students from the very beginning. The students have to discover linguistic rules from their silent teacher, who constantly initiates the discovery process through manipulating visual stimuli such as charts and rods.

Since no grammatical explanation is given orally, to be successful with this method, the students have to have keen inductive minds. Inexperienced language learners without this ability might have a very hard time following the instruction even with the help of peer students. Those who cannot follow instructions would develop a high degree of frustration. Although the Silent Way considers the frustration as a healthy aspect in learning the language, without a high level of emotional maturity (i.e., tolerance of ambiguity) and this keen inductive ability, the learners, especially those who need quick communicative access to the language, would not be able to succeed with this method. In fact, tolerance of ambiguity in the process of guessing is essential in learning the language with the Silent Way.

Considering all these factors, the learners who would benefit most from this method would be adults with a high inductive ability who enjoy the challenge of discovering unknown rules of the grammar of the language.

Community Language Learning

Rogerians' principles are applied to take into account affective aspects of human learning. Since fear of the teacher and of peer students is reduced by establishing a counselor-to-client relationship between the teacher and the students, this method would work best with inhibited students or those who exhibit low self-esteem. The environment is relaxed, and students proceed at their own pace with the aid of a technique called the "human computer." Therefore, less-gifted students as well as highly intellectual ones can make learning a positive experience.

To learn the target language through this method, students need to share a common language with the teacher, because the teacher needs to constantly translate it into the target language. Therefore, I would recommend this approach for the students who are in their native language setting. To be successful through this method, the students should be highly intrinsically motivated and good in inductive reasoning. Otherwise, the 'wishy-washiness' of the warm atmosphere prevents the students from conscious 'learning' (vs. acquiring), which is the learning strategy that adults are good at. Inexperienced adult language learners should be careful not to simply enjoy the class sessions.

Notional-Functional

This method approaches the language from the functional aspect rather than the structural. Grammar is secondary or subordinated to functional communication.

Since its ultimate goal is functional and pragmatic global communication among human beings, those students who are integratively motivated would benefit most from this approach. Refugees, immigrants and foreign university students are three main groups among such learners. Those who have specific needs of communication, such as travelers and businessmen, might gain as well if the curriculum is made according to each specific purpose and situation.

This method involves role playing and interactional and transactional activities between and among the students. Therefore, from the affective point of view, empathetic, extroverted learners would most likely succeed with this approach.

As for age groups, the students should be at

least old enough to understand the concept of the function of languages. The fact that almost any age group can learn foreign languages with this method is one of the strong points of the notional-functional approach.

I have attempted to identify the characteristics of the language learners who would most likely succeed with six well-known language teaching methods. It should be noted, however, that since no one student exactly fits the model of the type who gains most from a certain specific method, teachers should develop their own teaching method by adapting these approaches. Knowing the characteristics of a group of learners who prefer a certain method is only the first step toward finding and creating our own methods for our own language learners.

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CLASSROOM APPROACHES TO THE COMPREHENSION OF RELAXED SPEECH

By Tamah Nakamura, Temple University
Japan

The assumption in teaching listening to learners is that listening comprehension will improve automatically if students are exposed to English spoken in the classroom. This usually means English that is pronounced explicitly and precisely, which has been referred to as slow **colloquial English** (Brown 1977). When faced with a situation outside the classroom, students can't comprehend real-life, relaxed English. Another typical approach to the teaching of listening activities is emphasis on the post-listening stage in which the learners are required to answer questions in writing after listening to taped material. Questions must be answered with detailed information. Many students become frustrated because they have to listen to and remember every word in order to answer the

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questions later. To better meet students' communication needs, emphasis needs to be put on the pre-listening and listening stages. These should include task-oriented exercises designed so that the students fulfill requirements during the listening stage and, as a result, have a purpose for listening other than total memorization.

Texts and workbooks, with corresponding tapes, designed for these purposes are becoming increasingly available in Japan. In introducing the relaxed form, the **relaxed** pronunciation is contrasted with the corresponding **careful** pronunciation. Students are requested to listen to the relaxed patterns and are encouraged to repeat and reproduce the careful speech. The students, at this point, turn to their books and complete a cloze exercise writing the full form of the reduced form they hear in the dialog. Some texts vary these language tasks by having the student circle "long" or "short" to indicate full or reduced form while listening to taped sentences. Activation exercises are also sometimes included in an attempt to get the learner to use the forms learned in conversation. However, the purpose for listening is to understand, not emulate any spoken form. Teachers may choose to keep the performance model as the carefully enunciated style until the learner is at a more advanced level and begins to introduce these forms into his own speech in a natural context (Kobayashi & Linder 1984, Weinstein 1982, Rost & Stratton 1981).

Brown (1977) proposes that learners should be exposed to short pieces of relaxed spoken English as early as possible in their experience. Since the learners are at a low level, the same accent should be used on the taped or recorded material. Only two or three short sentences with very familiar structures and vocabulary should be presented initially. Pre-listening exercises should include the recognition of a stressed syllable in an utterance. This may be a difficult exercise, and the learners may need a lot of time before being able to recognize different variables which mark stress. Taped materials can be used in constructing exercises in which students are required to identify stressed syllables or meaningful words. The teacher should teach the students to become aware of sound changes by showing them the ideal sound, then allowing them to listen to the tape again and again until they can recognize what effect the sound's surroundings have on it. Judy Gilbert's **Clear Speech** (1984) puts Brown's idea into practice. It progresses from recognizing syllable units, through word units, thought units, clarity of sounds, listening beyond the sentence level, to producing clear (intelligible) speech. "Clear speech" refers to how clearly listeners can hear spoken English and how clearly speakers can be understood.

Another pre-listening exercise is the discussion of new vocabulary and an explanation of the listening task. Early tasks usually take the form of carefully controlled sentence completion or cloze tests. As the need for sophistication increases a short piece of recorded text can be abstracted from a conversation, with the condition that it makes sense in isolation. Part of one of the sentences may be masked and the search for the missing word then becomes the listening task for that lesson. These tasks can be made increasingly difficult by masking a non-central word or phrase to accommodate more advanced learners. The task can be handled in oral group work and, since the range of answers is very wide, the teacher should be flexible about accepting all possible answers and not insisting on the response given on the tape.

Teachers need not limit listening exercises to beginning students; Material can be presented aurally before production is required at all levels of language. As learners' skills increase, teachers can be removed as the centers of focus for all listening activities. They can become obtrusive managers rather than being figures of authority. Students can relax and get more peer feedback and critique rather than function in a teacher-controlled classroom, which may be more threatening.

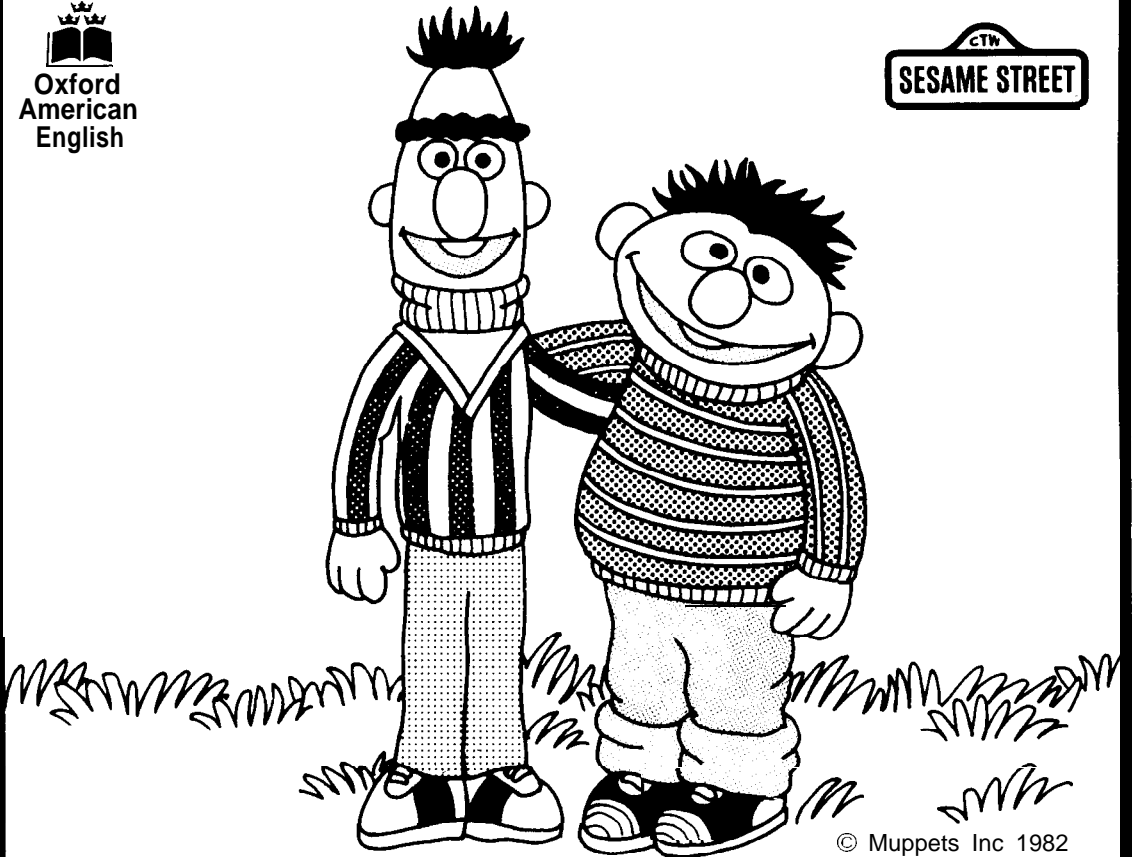
Listening and responding to the non-native English of their peers adds for learners one additional variation to listening. At this point, while maintaining one performance model, students can be exposed to varieties of educated, non-native English. There is no reason why learners should be limited to hearing native English when many people in the world other than native speakers use English for communication purposes.

The foregoing suggestions are advantageous in that (1) they require no special equipment for implementation other than a good tape recorder; (2) they can be used with large classes; and (3) they can be successfully used by non-native English-speaking teachers. Teachers can provide their students with practice in hearing meaningful, connected utterances and can help them become better listeners of real-life, relaxed English.

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JALT '86 TO HAVE COLLOQUIA

At this year's JALT International Conference on Language Teaching/Learning there will be something new. To keep abreast of developments in our field and to provide a focus for those interested in certain areas, the conference committee has decided to implement a series of area-centered colloquia. Tentatively the following topics will be addressed: (1) **Learning Spoken and Written Language** (as suggested by M.A.K. Halliday); (2) **Literature in EFL** (as suggested by Alan Maley); (3) **Computer Assisted Language Learning/Computer Assisted Instruction**; and (4) **Teaching in Junior and Senior High Schools**. The conference committee welcomes suggestions for other topics.

Halliday and Maley will participate in the aforementioned colloquia. A call for papers for CALL/CAI went out at the recent CALICO conference. The Yokohama Chapter SIG on Teaching in Junior and Senior High Schools has been cooperating with the conference committee on setting up a colloquium for Japanese teachers and it is quite possible that Dr. Mario Papa, author and teacher trainer from Salerno, Italy, will participate in it. Another topic currently being considered is Communicative Approaches.

Lynne Roecklein, President of JALT-Nagoya and JALT '86 VIP Liaison, is coordinating the colloquia; she can be reached at 0582-94-0115 (evenings) for further information. Information can also be obtained from Executive Secretary Tom Robb at the JALT Central Office in Kyoto, or from the conference Program Co-chairs Michael Evans (0222-34-63 14) and Michael Horne (052-851-0034).

CALL FOR PAPERS

JALT '86, the Twelfth Annual International Conference on Language Teaching/Learning will be held on November 22, 23 and 24 (Saturday, Sunday and Monday) at Seirei Gakuen in Hamamatsu.

We would especially like to emphasize the bilingual, bicultural nature of the conference

by encouraging participation by Japanese teachers of English, Japanese, and other languages. Presentations and proposals may, of course, be in either English or Japanese.

If you would like to make a presentation, please fill out the data sheet and complete the other procedures (listed below) by **July 15**.

PROCEDURES

1. Send a 150-word (maximum) summary of your presentation for inclusion in the conference handbook and for review by the selection committee. If you feel that you can not do justice to your topic within this limit, then write a second, longer summary for use by the selection committee. If you submit only one summary, send *two* copies, one *with* your name, address and phone number and one *without*. If you submit a longer summary, submit *only one* copy of the shorter version (with the above information) and *two* copies of the longer version, one *with* and one *without* your name, etc.

2. In the shorter, conference handbook version, be sure to give enough information to convey the main ideas of your presentation and enable conference participants to make decisions concerning attendance. Also include precise details as to the central theme and form of your presentation. Present a clear idea of what you intend to do as well as why and how, and indicate what level of teaching experience your audience should have in order to benefit from your presentation. Give this abstract a title of 10 words or less. If you write a second, longer summary for the selection committee, then expand on these topics as necessary. Remember that only the shorter version will be included in the conference handbook. The JALT '86 committee reserves the right to edit abstracts which exceed the 150-word limit.

3. Write a 25- to 30-word personal history for the handbook. Write this in the third person, exactly as it should appear, i.e., "T. Sato is ." not "I am ."

4. Complete and return two copies of data sheet.

5. Be sure your name, address and telephone number are on every sheet submitted (except for one copy of your summary as explained above).

6. All submissions in English should be typed, double-spaced, on A4 (8% x 11) paper. All submissions in Japanese should be on A4 "400-ji genkoh yohshi". All papers must be received
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together at the following address by **July 15**.

We regret that honoraria cannot be given to presenters. However, the conference fee for the first presenter listed on the abstract will be waived.

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Shimogyo-ku, Kyoto 600

**Michael J. Evans and Michael Horne
Program Chairs, JALT '86**

第12回 J A L T 全国大会 研究発表者募集 (JALT '86 Call for Papers)

来たる11月22日(土)~24日(月)までの3日間、聖隷学園(浜松)にて、第12回 J A L T 国際大会が開催されることになりました。大会の成功は、過去の例をみるまでもなく、J A L T 会員一人ひとりの支援と協力は在り得ません。今大会では、特に、英語、日本語、その他の言語を教える日本人の先生方に、今まで以上の参加をして頂き、大会のマルチリンガル/マルチカルチュラル化を促進していきたいと考えております。大会での発表は、日本語は勿論のこと、どの言語でされても結構です。J A L T では、多くの会員の参加および研究発表をお待ちしております。

研究発表を御希望の方は、下記の要領に従い、7月15日までに、以下のものを提出して下さい。

<提出すべきもの>

1. データシート
2. 発表要旨
3. 発表者の経歴

1. データシート

当ニューズレターに印刷されていますので、必要事項をすべて英語で記入の上、2部(コピー可)提出して下さい。

2. 発表要旨

選考委員会用に発表要旨を提出して下さい。要旨には、発表の主眼点、発表形式、また、対象となる聴衆(例えば、教師としての経験が、数年以下の中学校の英語教師を対象と云うように)を明記して下さい。

要旨は、英文でも和文でも結構です。英文で書かれる方は、150語以内に要旨をまとめ、A4版の用紙にダブルスペースでタイプして下さい。和文で書かれる方は、A4版の横書き原稿用紙を用い、1.5枚以内の長さにとめて下さい。

要旨には、英文・和文共に、必ず10語以内の英語のタイトルをつけ、2部(内1部のみ、氏名・住所・電話番号を必ず記入し)提出して下さい。

この要旨は、そのまま大会プログラムに掲載されますが、長さの制限を超える要旨がありました場合には、選考委員会は、それを編集する権利を所有します。

尚、上記の短い要旨だけでは、発表内容を十分に説明できないという方は、選考委員会用に、別に長い要旨も提出することができます。この場合には、短い方の要旨1部(氏名・住所・電話番号を記入)と、長い要旨2部(内1部のみ、氏名・住所・電話番号を記入)の計3部を提出して下さい。

3. 発表者の経歴

大会プログラム用に、発表者の経歴を英文あるいは和文で書いて下さい。英文の場合は、経歴を25~30語にまとめ、A4版の用紙にダブルスペースでタイプしたもの、また、和文の場合には、A4版横書き400字詰原稿用紙0.5枚にまとめたものを提出して下さい。尚、経歴を書く時は、発表者を第3者扱い(例えば、「I am ...」ではなく、「J. Smith is ...」、あるいは、「私は ...」ではなく、「中村一夫は ...」)にして下さい。用紙には、氏名・住所・電話番号を必ず記入して下さい。

郵送先は以下の通りです。

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J A L T 国際大会・プログラム委員長

発表者への謝礼はありませんが、発表1点につき、大会参加費1人分が無料となります。

(cont'd from page 8)

Lingual House Publishing Co., 1981.
Weinstein. Nina. *Whaddaya Say?* ELS Publications, 1982.

SPECIAL ISSUES OF THE LANGUAGE TEACHER

July - open
August - **Teaching English** to the Deaf in Japan
- Misako Ogawa
September - **Songs and Music in Foreign Language Teaching** - Dale Griffie
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December - **Large Classes** - Marc Helgesen
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Home Phone: _____ Work Phone: _____

Full title of presentation (10 words or less) _____

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Format: a> Workshop Lecture/Paper Demonstration Other:
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 c> Estimate of % Practical v s . _____ % Theoretical

This presentation is mainly (check ONE):

A synthesis of existing knowledge, techniques, etc. for those new to the field or unfamiliar with your subject matter.

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Student Age Level

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Content Area (Check ONLY ONE box in each column, if relevant. In addition circle the item from one column which most closely describes the focus of your presentation.)

SKILL AREA	METHOD/SYLLABUS	MATERIALS	SUPPORTING FIELDS
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<input type="checkbox"/> Writing	<input type="checkbox"/> Music/Drama		<input type="checkbox"/> Testing
<input type="checkbox"/> Culture	<input type="checkbox"/> Activities/Games	<input type="checkbox"/> Other:	<input type="checkbox"/> Socio-Linguistics
	<input type="checkbox"/> Special Method:		<input type="checkbox"/> Discourse Analysis

Equipment required: (Please be specific; i.e. Beta-II) _____

Presentation will be in English Japanese Other: _____

Presentation length: 25 min. 50 min. 80 min. 110 min. Other:

NOTE: PRESENTERS ARE REQUIRED TO CLEARLY INDICATE IN THEIR SUMMARY ANY COMMERCIAL INTEREST IN MATERIALS OR EQUIPMENT USED OR MENTIONED DURING THE PRESENTATION.

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.

USING SMALL GROUP DISCUSSIONS IN READING CLASSES

By C. Gentile

For the past two years, I have used small group discussions in my extensive reading classes at the International Christian University (ICU). ICU has an intensive one-year English program. Each trimester, students read approximately three short books for their extensive reading classes. They also read shorter texts for a once-a-week intensive reading class. The purpose of their extensive reading classes, which meet twice a week for 70-minute periods, is to help students read faster and more accurately, looking for main themes/ideas in the texts, as well as the authors' intentions and opinions.

Although a great deal has been written about small group work in the classroom, I would like to outline how I have used small group discussions to develop both extensive reading and verbal skills. For those who have not used small groups in their classes, perhaps this will give you an idea of how it can be done. For those who do use small groups, perhaps some aspect of my method will be of use to you.

The procedure I use involves four areas (1) preparing students for discussion questions; (2) preparing students for small group work; (3) the teacher's role during group discussions; and (4) group reports and summaries.

(1) To prepare students for the question they will discuss, I give them the question the week before and ask them to think about it as they read the text. The question usually relates to the main points in the text and requires that students integrate ideas/events from several parts of the text in order to answer the question. For example, questions for Hemingway's **The Old Man and the Sea** might be: What is the old man's attitude towards the sea? Does the

story end in victory or defeat?

(2) To prepare students for working in small groups, I first explain that the purpose of using small groups is to give everyone a chance to talk, and the purpose of the discussion question is to ask students to think about the main ideas of the text. Next, I tell them that in each group two people will have special roles to play: the leader and the language expert. The leader's job is to make sure that **everyone** in the group talks (i.e., answers the question). The language expert's job is to make sure that everyone talk in English (by reminding people when they begin to speak in Japanese).

In addition, after the question has been discussed, the leader will summarize the group's discussion for the rest of the class. So, the leader may want to take notes during the discussion. During the term, everyone will be a leader and a language expert several times.

Although some people naturally make better leaders than others, the language skills developed by being a leader are needed by all people. If the groups are small enough (4-5 per group), I have found that all types of people can manage to do the leader's job effectively. I usually put the quieter students together, making it easier for one of them to be the leader. The only problems I have had is with students who are natural leaders – they always want to lead and tend to dominate the discussion. If there are one or two in a class, I talk with them privately. If there are three or four, I put them all in the same group. The competition to be leader results in a great deal of English use.

After I have explained the two special roles, I divide the class into groups of four to five people. For the first two classes, I do this randomly or ask the class to divide themselves into groups, since I do not yet know their levels of English or their personalities. While they are discussing, I take notes on who is outspoken, who is quiet, who is bored. By the third or fourth class, I group them according to their verbal abilities and their personalities. I try to vary the members within each group from class to class, so that no single group feels that it is the best or worst in the class.

While they are getting into groups and choosing their leaders and language experts, I write the question on the board and ask if they have any questions. I note down who are the leaders and the language experts. Halfway through the term, I begin to indicate who will play these roles, to make sure that everyone has a chance to lead the discussion.

(3) Next, I tell them how much time they

(cont'd on next page)

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have to discuss the question (usually 30-50 minutes), and leave them alone to begin their discussions. Sometimes it takes five or more minutes for a group to get started. I have found that, if I join them in order to help them start their discussion, after I leave the group it takes them about five minutes to recover from my interruption. So, during the first five minutes, I busy myself with something and do not even appear to be listening to them. When most of the groups have begun their discussion, I slowly circulate, answering any questions, listening for how well they have read the text and how well they can express themselves. At first, students frequently turn to see where I am, but by the third or fourth class, they turn to me only when they have questions. If a group is totally silent, I join them and try to help their discussion get started.

Some students really get involved in discussion, some do not. Out of the 300 students I have taught using this method, approximately 15 percent fall into the second category. They only say three or four sentences per class and are generally not interested in what is going on. However, compared to a full-class discussion or a question-and-answer period, even these students are using English more than they would otherwise.

(4) When the time limit is up, I ask the leaders if their groups need more time and usually give them five more minutes, depending on how well the discussion is proceeding. Under the time pressure, many people resort to using Japanese. So, I circulate from group to group and encourage them to use English. At this point, I also tell the leaders the order in which I will ask them to give their reports. Usually each report takes about five minutes.

While the leaders are giving their reports, I write down what they say on the board. I write down exactly what I hear, so mistakes in pronunciation often surface at this time. If the sentence structure they have used is not standard, I write down the standard form underneath their sentence and point out the differences. This is especially effective when they use the passive structure in an awkward way. If what they say does not reflect an accurate reading of the text, I ask another member of the group to give me examples from the text to support their opinion. I may ask the leaders from other groups if they agree with each other's interpretations. If the leaders' reports are too general or too specific, I can point out the appropriate level of detail for answering these types of questions.

After I have written all of the groups' sum-

maries on the board, I ask for any questions or additions. After making some additions of my own, I conclude with an overall summary of their answer to the question.

I have used the abovementioned method extensively in 13 reading classes (two each trimester for two years), and each class contained 23-25 students. The reading and verbal levels within each class ranged from low intermediate to advanced. I have found that this method develops their reading and verbal skills in several ways:

(1) Keeping in mind that a major goal of extensive reading is to develop the students' ability to focus on the central themes of a text, the use of small group discussions encourages students to remember the main points of the text and to develop the ability to summarize, orally, what they have read. Since they will be asked to discuss the main points in their next class, it also encourages students to read for the main points. The types of questions asked serve as examples of the sorts of questions they should be asking while they read. Also, through discussion, students become aware that there is more than one way to interpret a text, especially literary texts.

(2) As well as enhancing reading skills, small group discussions provide a very real use of spoken English. During the discussions, a large variety of verbal skills can be used (stating opinions, agreeing, disagreeing, qualifying, asking for and giving clarification, paraphrasing and summarizing). However, since the focus is on the content and not on practicing verbal skills, students are free to communicate in any way they can and are thus encouraged to use the English they already have to express their ideas.

(3) Also, this method gives the greatest number of people the greatest amount of time to talk (excepting, perhaps, pair work). Working in groups of only four or five people reduces nervousness and embarrassment. And, as an additional benefit, those who have not done the reading may get interested in the text as a result of the discussion.

(4) In addition to developing students' reading and verbal skills, the variety of activities employed in small group discussions (the discussions themselves, the reports from the leaders, and the teacher's final summary) creates a good rhythm for the class. Students can warm up their English in the small groups, where the pressure is low. As the leaders make their reports and the teacher asks for clarification, the class as a whole focuses on the content of the reading.

(cont'd on page 26)

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by Len Fox

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JALT Undercover

BREAKTHROUGH, BOOKS 1 & 2 (new editions). J.C. Richards and M.N. Long. Oxford University Press, 1984. Textbook: ¥950, Workbook: ¥440, Tape Set (3 Tapes): ¥11,700, Teacher's Book: ¥1,460.

The purpose of **Breakthrough** is to give students functional communication practice. The books emphasize listening and speaking skills, but also incorporate reading and writing practice in each lesson. The tapes give dialogue examples and listening practice. The workbook is used for written review of the lesson, for grammar review and, with the tapes, for listening practice,

Previous study of basic grammar and vocabulary is necessary for successful use of **Breakthrough**. The lessons are designed for upper-secondary and adult students. As stated in the teacher's book,

"Typical learners will be students of mixed ability who lack the ability to produce or understand relatively simple communication in English beyond the level of isolated sentences."
(p. 1).

Each lesson begins with a presentation of two or three short conversations. Students listen to the tape and read the conversations in the text. These conversations are for presentation only. Following this is a section of structured practice of relevant phrases/short dialogues. Next is a section of pair practice. Each unit goes through this pattern two or more times. At the end of each unit is a section called "Write it right," made up of a reading and writing exercise. This is followed by "Think about it, which includes another reading and comprehension practice.

Initially, the use of several different dialogues in the presentation section was confusing for students. These different conversations are written to reflect different situations and different registers. The students did not, at first, understand the differences. This resulted in the instructor talking for a disproportionate amount of class time. However, after several lessons the students began to see the differences on their own. What was originally a problem seemed to become an asset as students attempted to understand the relationships of the people

based on the language presented

The structured practice section, "Ways to say it", was also initially confusing. Again, students began to sort out the differences on their own after several lessons. Unfortunately, this always seemed to take up more class time than was warranted. One way of dealing with this problem is to use an OHP, only showing one section of the "Ways to say it" section with the relevant presentation dialogue. After this students compare and contrast the practice section phrases and dialogues.

The pair practice sections are well planned and easy to follow. Students were able to work on these sections with minimal help from the instructor and much of the practice was surprisingly relevant.

In fact, one of the best features of the text was its use of work and social situations. While the topics and functions covered are fairly standard, they are presented in **Breakthrough** for young adult workers rather than emphasizing students. The claim of appropriateness for secondary students is questionable, but the topics worked well for 20- to 30-year-old company employees.

The major drawback of the text was the repetitive pattern (presentation, variations, pair work). If pushed too fast, the students became confused by the variations; if not fast enough, they became bored. Related to this is the problem that the pair work activities are consistently too structured. While the grammatical structures become more complex the exercises do not become more "free." Student conversations are tied to the book. For example, Unit 1 of Book 2 practices description of houses and apartments. After completing the chapter successfully, students were unable to describe their own homes without referring to the book repeatedly.

Students were able to have more "real conversations" based on the same topics after using several extension activities. Some valuable extension activities can be found in the teacher's book but most extension activities were teacher-created. Thus, the text gave the students a solid, cohesive presentation of the materials but in no way cut the teacher's work load nor time spent preparing supplementary materials.

The workbook does not provide conversational extension activities but does provide a review of the lesson and a basic grammar review, in addition to listening activities. For the price, it is a handy component. The exercises can be

used as homework, for in-class activities (time-pressure activities worked especially well), etc. The workbook acts as a supplement; it is not necessary for the course.

The workbook also works with the listening exercises on the cassette. (The teacher can copy the worksheet from the teacher's book.) These listening exercises were one of the best parts of the entire package. They provided some much needed variety, were appropriate to the students' level and were well planned.

The tapes present the chapter dialogues, have the listening exercises, and have some drills. They are especially interesting for the variety of "accents" presented. Speakers on the tape use many different varieties of English. This works well with the text, which uses language that is internationally appropriate rather than focusing on British or American English.

A word about appearance and cost: the cost of both the texts and workbooks is low; this might be because both are devoid of any color. The tapes, on the other hand, are rather expensive.

All in all **Breakthrough** is a solid, basic, four-skills course. It can provide cohesion to a "conversation" class. It works on functions, which are necessary for students at this level. It is not fun and entertaining. It does require supplementation by the teacher. I have found that it works well in my adult two-hour company classes. We use it for half of the class; the other half is used for supplementary activities.

Reviewed by Rita Elaine Silver
English Center Co., Ltd., Hamamatsu

**LANGUAGE AND LITERATURE
TEACHING: FROM PRACTICE TO
PRINCIPLE.** Christopher J. Brumfit.
Pergamon Press, 1985. 161 pp.

This is a most valuable book, which uses clear arguments and solid reasoning to evaluate some current issues in language teaching.

It contains 23 of the author's publications from the period 1979 to 1983. They are arranged in six sections and only one of these discusses literature teaching, a topic this reviewer mistakenly thought to be the topic for the whole book. The 24 pages devoted to this matter will be dealt with more extensively in a forthcoming book by Brumfit and Carter (Eds.), titled (of course?) **Literature and Language Teaching**.

The papers have not been edited in any way and similar themes crop up throughout the volume. The author makes no excuses for this, but introductions tying the papers together would have been welcome. This and the occasional misspelling, together with the incidental nature of some of the papers, indicates that more effort went into filling the volume than providing a balanced selection of Brumfit's contributions.

The papers address concerns shared by language teachers here in Japan; they are thoughtful papers by a very internationally-minded writer who is clear and to the point.

The first section deals with communicative language teaching, and the very first paper states that "we want to teach people to use foreign languages for their own purposes" (p. 5), and that communicative teaching aims to assist this very process in the classroom ~ a most unsentimental view of the goals of language teaching.

The matter of accuracy vs. fluency is discussed in the following paper, and is a refreshingly openminded discussion of what is really needed in language use, concluding that "we need to be able to adapt and improvise - that is, to conduct our own negotiations" (p. 11). As for fluency activities, Brumfit claims that right from the beginning of a course one-third of the time can be spent on such activities and this will 'inevitably' increase as the course progresses (p. 12).

The central paper, seen from the perspective of teachers in Japan, is perhaps the final in section one: "Some Current Problems in Communicative Language Teaching." It was an opening address at a 1982 convention, and he states that "communicative teaching can be based on (a) grammatical syllabus" (p. 31). However, on the page he also states that "a tight hand by the teacher implies that we know how learners should learn. Often we do not, so a loose hand seems preferable." So there are limits imposed by the task, but it is still possible to lay down guidelines for performing the task responsibly. The paper concludes with an intriguing point:

" being communicative is as much or more a matter of methodology as of syllabus or materials, and methodology is something that teachers are uniquely qualified to contribute to. We (teachers) should therefore be willing to use our expertise, to innovate, to improve, to inform each other, and to criticize" (p. 32).

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The teacher is central and he/she has freedom to deal with apparently immovable obstacles.

In section three these themes appear again and there is a very helpful discussion of what a syllabus is (p. 69). It is claimed that a syllabus is concerned with enabling people to do things, not with doing things (p. 71). Talking alone will not complete the task.

Brumfit then has some hard words for Humanistic Language Learning. He summarizes his position by saying that "the point about effective education is that the teacher should know what is undesirable behavior at the extremes, but should not know precisely what should be desirable behavior" (p. 83) and finishes, "knowing 20th century power and 20th century history as we do, we cannot responsibly accept moral risks, however attractive the alleged gain" (p. 83).

In the following paper we are reminded "that there are only three necessary conditions for language learning to take place:

- 1) Learners must be exposed to the target language
- 2) They must have opportunities to interact meaningfully with the language
- 3) They must be motivated to make use of these opportunities" (p. 88).

The two concluding sections deal with literature teaching and a program for teacher training.

Finally, the papers and sentiments in this volume would be very useful as discussion topics for language teachers, to consider what is meaningful, possible, and desirable in language teaching.

Reviewed by Torkil Christensen
Hokusei Junior College

『外国語の教え方： 学習者中心のアプローチ』

アール・W・スティービック 著
梅田巖、石井丈夫、北条和明 訳
サイマル出版会、1986年、
286+X、¥2,300

本書は外国語教育における理論的・実践的研究者であり、多大な影響を与えてきている Earl W. Stevick の著書 *Teaching and Learning Languages* (Cambridge University Press, 1982) を京都産業大学の3氏が訳したものである。

先ず、語学教育の基礎を論じた第1部は、第1章—教

授者と学習者のコミュニケーション、第2章—3種類の言語能力、第3章—言語の学習・獲得・記憶・発出、そして第4—5章—記憶のメカニズムの5章から構成され、著者が長年かけて見いだした「脳の働きおよび外国語教室の構成員である教授者と学習者の関係」について言及し、この後第2部で論じられる技術論へのよい導入部分となっている。

この第1部は類書にはあまり見られない著者の精神力学的な (psychodynamic) 考え方を表わしており、大変に興味深い。学習 (learning) と獲得 (acquisition) の相互補足、大脳右半球の活性化、教授者の姿勢と判断および学習者中心の学習活動の重要性、学習者の個人差の重視等が特に強調されているが、これらは学習者としての人間に中心を置き、その精神を安定させて、個々の学習者が持つ能力を最大限引き出そうという精神力学的解釈 (psychodynamic interpretation) による外国語学習の原理に基づいている。このことは、すでに著者が *Memory, Meaning and Method* (Newbury House Publishers, 1976) の中で主張していることでもある。記憶に係わる諸要因の理解、言語学習過程における左右脳の役割、そして種々の感覚の果たす役割などの理解は、どのレベルの語学教師にも意義深いものとなる。

本書の中核を成し、そのほとんど半分を占める第2部では、指導の技術とその応用が論じられている。第1章—発音—聴覚イメージ、第2章—暗記—合成イメージの構築、第3章—文法パターンの指導、第4—5章—文法ドリル、第6章—補助教具の使い方、第7—9章—口頭活動—質問、ゲーム、会話による方法、第10章—自作教材を使って、第11章—テキストの書き換えから構成され、「話す」能力を高める大変多くの指導技術が提供されている。これらの指導技術は、Mim-mem (mimicry-memorization) や文法代入ドリル (grammar substitution drills) 等の極めて基本的なものから、個々の学習者への質問法、ゲーム、役割演習 (role-playing)、マイクロ教材の利用法等の複雑なものまであり、経験の浅い教授者にも経験豊かな教授者にも役に立つ。視聴覚補助教材の使用法についても具体例を挙げながら説明している。しかし、著者自身が経験不足と言明しているように、ビデオや詳細なLLのアプローチが含まれていないのは残念である。また、現在CAI (Computer Assisted Instruction) の研究が盛んであるが、この分野についての情報がないのも実用的な名著だけに惜しまれる。

しかしながら、著者自身の教授経験や最新の研究論文等を基礎として考え出した例をつけ、第1部で提言した理論に関連づけた指導技術を提供している。

「より効果的な指導のために」と題される第3部は、音声学と文法の基礎的資料を提供している。ここでは、他の言語 (ドイツ語・フランス語・スペイン語・ロシア語等) の例を用いながら、音素 (phoneme)、弁別的素性 (distinctive feature)、超分節的素性 (suprasegmental feature)、文法の意識性 (grammatical awareness) 等の基本的概念の簡潔な定義を与えている。言語学を勉強

したことの無い諸氏にはよい入門的知識を提供しているといえる。

最後に著者は、自身の経験に基づいた比較的实践的な参考図書を一般参考書と専門参考図書に分け、解説を加えながら紹介している。本書は、教授経験の全くない、あるいは少ない語学教師に、基本的な教材やその実践的な使用方法を紹介し、経験豊かな語学教師に対しても過去において実証された有益な指導技術や新しい指導技術を提供している。ただ残念なのは、TEFL (Teaching English as a Foreign Language) というよりはTESL (Teaching English as a Second Language) の立場で具体例を挙げていて、日本人学習者を教える場合にうまく利用できるものとできないものがあることや、作文・

テスト・成績処理法などの部門がなく、経験未熟な教師へは情報不足かとも思われるが、現場の英語教師のみならず、英語科教員をめざす学生にとっても非常に示唆に富んだものであり、英語科教育法の参考図書として使用できる貴重な一冊の邦訳といえよう。訳者の言葉を借りれば、原書の逐語訳ではなく、日本語として読みやすいようにするべく努めたとあり、ほぼその主旨は貫徹されているが、やや「ひらがな」が続き過ぎている箇所があって、逆に読みにくい所もある。しかし、これは問題となる程のことではない。

豊橋技術科学大学
野沢和典
(Nozawa, Kazunori)

REVIEWS in BRIEF

CULTURAL AWARENESS TEACHING TECHNIQUES. Jan Gaston. Holt-Saunders Japan, 1984. 90 pp.

The problems with this book start with the introduction by Raymond C. Clark. In it he fails to even briefly present the key theoretical controversies underlying the field of culture awareness pedagogy. Some might argue that in a book of only 90 pages one shouldn't expect more. But this is precisely the problem. Many of those who read and use this book oftentimes read nothing or very little more about cultural anthropology, its philosophical background and problems. They will assume that what Clark says is right. But will they notice that the "culture" in "cultural awareness" is never defined (if it can be!), that the asserted linking of language and culture is never defended, that the concepts of second culture assimilation ("beginning to take on a second identity") are assumed to be valid though never clarified, that we are encouraged to search for cultural universals though never introduced to the equally compelling idea that perhaps none exist, and that the description of those who have reached a so-called high level of cultural awareness as those who are both "a product of culture but no longer a prisoner of culture" begs for further explanation!

But the introduction merely serves to set the stage for Gaston's twenty techniques. All of them are re-hashed humanistic activities which have been around for ages. Being such, they require a high level of discussion capability ("central to the success of all the techniques"), an extremely non-threatening and "adult" classroom atmosphere, and, despite disclaimers in the introduction, to be even slightly interesting require, in my opinion, a mixed culture classroom. Few situations

in Japanese EFL meet such requirements. If cultural anthropology is going to be brought into classrooms in Japan, it is people in Japan who are going to have to pave the way.

Reviewed by Timothy John Phelan
Ferris Women's College, Yokohama

BUSINESS REPORTS IN ENGLISH. Jeremy Comfort, Rod Revell, Chris Stott. Cambridge University Press, 1984. 90 PP.

This is an excellent book. It is what it says: a book on writing business reports in English. It is a slender volume, but its size is deceptive. *Business Reports in English* is highly condensed and tightly woven.

There are six units, which the authors claim should take 50 hours of classwork, or about seven hours for each unit. However, with two of the units, it was found that more like ten hours were necessary. As was mentioned earlier, the material presented here is condensed and seems to require fairly intense classroom instruction and discussion.

Each unit builds on the previous one, following a sequential order in the actual arrangement of a typical business report. Unit 1 is 'Collecting Information', Unit 2 is 'Using Graphs and Statistics', Unit 3 is 'Selecting and Organizing the Material' and so on. One of the beauties of the book is that each unit finds its base on a different area in business. For instance, Unit 1 is based on Administrative Issues. Units 2 and 3 are based on Productivity and Personnel, respectively. The remaining Units are coupled with Finance and Marketing and Sales.

(cont'd on next page)

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The book is also practical. It demands a good deal of output from the students in the form of writing practice at both the sentence and paragraph level. Exercises in the book foster a concise, tight writing style many of my students found appealing. There was a distinct feeling that the material would be of definite help outside the classroom in real business situations.

Is any book perfect? Nope ~ this one included. It is highly condensed. When presented along the guidelines presented by the authors, a good deal is demanded from the student. Either your class would have to be fairly advanced or highly motivated to be able to use this book. It is also short on instructional notes and suggestions from the authors. In some senses it can be a difficult book to use.

All things considered, it is a worthwhile buy for the right teacher and the right English class.

Reviewed by Greta J. Gorsuch
Hamamatsu

USE OF ENGLISH: GRAMMAR PRACTICE ACTIVITIES. Leo Jones. Cambridge University Press, 1985. 120 pp. Teacher's Book, 169 pp.

What this text lacks in originality it makes up for in practicality: it encourages an awareness of grammar patterns and activates the Joe/Josephine Average Student to actually produce English based on those patterns. For tired conversation teachers, it has much to offer: it integrates useful grammar drills into conversation practice. The text permits you to put as little or much of your own ideas and imagination into use as your time and energy allow - you can put yourself on automatic and still have the students talking and learning, or use the text as a takeoff point for more in-depth grammar and/or conversation practice.

The 120-page student book covers 40 grammar points, chosen for their relevance to the Cambridge First Certificate Exam. The teacher's book includes a summary of each unit, suggestions for each exercise found in the student's book, and extra activities. Pair, group, and written tasks are provided in each unit, giving the students a chance to work in a variety of ways, based on a single grammar point. The exercises use the structural approach.

Any text that has "grammar" on the cover prompts me to ask two questions: "Will it allow (force!) my students to activate the gram-

mar that they already know?" and "Is it interesting?" As far as this book is concerned, the answer is a definite yes to the first question and a tentative yes to the second. Tentative because instructors have to expect to make their own variations based on their knowledge of the attitudes and expectations of their students to enhance the students' interest in text exercises. No one can expect a text to hand them exercises tailored to the needs of their students: improvisation is part of the fun of teaching. But for all practical purposes, this text is useful "as is," and could be easily molded to fit the specific needs of almost any intermediate student in Japan.

Reviewed by Elizabeth Falconer
International University of Japan

USING READERS IN LANGUAGE TEACHING. Tricia Hedge. London and Basingstoke: Macmillan Publishers Ltd., 1985. 152 pp. ¥1,500.

This book is intended as a practical guide to EFL/ESL teachers of adults or children on the selection and use of graded Readers. The main focus of attention is on extensive reading. It is essentially practical and full of immediately employable class procedures which can be exploited with much success and effect, for instance:

- The cloze test as a useful device for the pre-assessment of the students' levels and the interpretation of cloze scores for the selection of appropriate readers (pp. 52-56)
- A questionnaire for the teacher for the selection of readers (pp. 60-61)
- A student reading interest questionnaire (pp. 65-67)
- 'First book-impressions' questions (pp. 73-75)
- The class library (pp. 83-93)
- Advice on using reader cassette tapes (P. 100)
- A book review worksheet (pp. 102-104).

Behind the practicality, however, the author's knowledge, backed up by her long-time teaching experience, penetrate the essential nature of reading for language learners. She states that the first and foremost factor in the successful selection and use of readers is the students' motivation and enjoyment (p. 38), that the key to fluent reading is the students' confidence (p. 33), and that the best kind of teaching is to make students independent in learning (p. 77). The author's views and suggestions are undoubt-

(cont'd on page 25)

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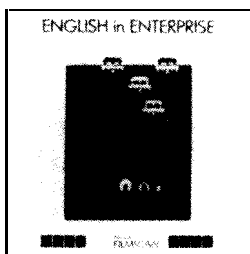
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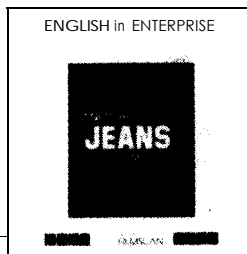
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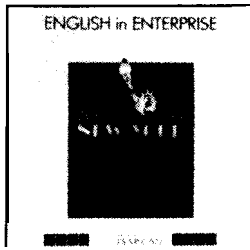


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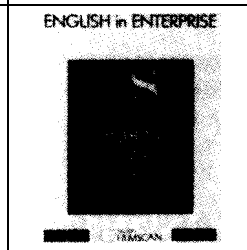
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edly based on current ideas about reading and more broadly on recent TEFL/TESL studies as indicated by such factors as textual importance, empathy, consideration of students' culture, differentiation between literary and linguistic aims, and advisability and inadvisability of oral reading.

The book is recommended to all language teachers.

Reviewed by Hiroyuki Izawa
Momoyama Gakuin Junior College

RECENTLY RECEIVED

The following materials have recently been received from publishers. Each is available as a review copy to any JALT member who wishes to review it for **The Language Teacher**.

Notations before some entries indicate duration on the holding list: an asterisk (*) indicates first notice in this issue; a dagger (†) indicates third-and-final notice this month. All final-notice items will be discarded after May 31 st.

CLASSROOM TEXT MATERIALS/ GRADED READERS

*Howe. **English Today! 1-3** (Students' books, teacher's books, workbooks, cassettes). Oxford, 1985.)

***Open Sesame** series (various authors. Student's books, teacher's books, activity books, cassettes). Oxford, 1985.

Stage B: **Oscar's Bridge to Reading Book.**

Stage C: **Cookie Monster's Blue Book.**

Stage D: **Prairie Dawn s Purple Book.**

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.

TEACHER PREPARATION/ REFERENCE/RESOURCE/OTHER

*Brumfit et al, eds. **English as a Second Language in the United Kingdom** (ELT Documents: 121). Pergamon/British Council, 1985.

*Klein. **Second Language Acquisition** ("Textbooks in Linguistics" series). Cambridge, 1986.

*Paikeday. **The Native Speaker is Dead!** Paikeday, 1985

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

†All books from the third-and-final-notice category have already been requested for review.

The Language Teacher also welcomes well-written reviews of other appropriate materials not listed above, but please contact the book review editor in advance for guidelines. It is **The Language Teacher's** policy to request that reviews of classroom teaching materials be based on in-class teaching experience. Japanese is the appropriate language for reviews of books published in Japanese. All requests for review copies or writer's guidelines should be in writing, addressed to: Jim Swan, Aoyama 8-122, Nara 630.

IN THE PIPELINE

The following materials are currently in the process of being reviewed by JALT members for publication in future issues of **The Language Teacher**.

(cont'd on next page)

I₁S₉A₈G₆A

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. Université de Toulon
Ave de l'Université. 83130 LA GARDE, France Home tel : (94) 75.48.38

(cont'd from previous page)

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. **Spotlight on Energy.**
 Blass & Durighello. **From Concept to Composition.**
 Brieger & Comfort. **Business Issues.**
 Buschini & Reynolds. **Communicating in Business.**
 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.**
 Cotton & McGrath. **Terms of Trade.**
 Crombie. **Discourse and Language Learning.**
 Curry. **Spotlight on Women in Society.**
 Dart. **ESL Grammar Exercise.**
 Davies. **Telecommunications.**
 Dawson. **Teaching ELT.**
 Dean. **Spotlight on the World Cup.**
 Draper. **Great American Stories, I.**
 Ellis. **Classroom Second Language Development.**
 Ellis & Ellis. **Counterpoint.**
 Ely. **Bring the Lab Back to Life.**
 Feigenbaum. **The Grammar Handbook.**
 Haines. **English in Prim.**
 Heike & Dunbar. **Building Fluency in English.**
 Helgesen **et al.** **English Firsthand.**
 Janicki. **The Foreigner's Language.**
 Jones, K. **Designing Your Own Simulations.**
 Kay. **Biological Sciences.**
 Kim **et al.** **Interactions.**
 Kitao & Kitao. **American Reflections.**
 Knight, ed. **Keep in Touch.**
 Lee **et al.**, eds. **New Directions in Language Testing.**
 Lindop & Fisher. **Discover Britain.**
 Lofting. **The Story of Doctor Dolittle.**
 Maley & Moulding. **Poem into Poem.**
 Mason. **Ports of Entry.**
 McRae. **Using Drama in the Classroom.**
 Miller & Clark, eds. **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.**
 Prodromou. **Medicine.**
 Public Service Commission of Canada. **Gambits.**
 Quirk & Widdowson. **English in the World.**
 Reinhart & Fisher. **Speaking and Social Interaction.**
 Rivers. **Communicating Naturally in a Second Language.**
 Roberts. **Steps to Fluency.**
 Robinson. **Crosscultural Understanding.**
 Savignon. **Communicative Competence.**
 Shovel. **Making Sense of Phrasal Verbs.**
 Swales. **Episodes in ESL.**
 Trimble. **English for Science and Technology.**
 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.**

(cont'd from page 16)

Finally, as the teacher summarizes the class's answers to the question, new vocabulary and sentence structures that were introduced during the groups' reports are heard again; the class's collective understanding of the text is also repeated, reinforcing an extensive view of the reading material.

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.

HOKKAIDO

TUTORIALS AND HOW TO LEARN FROM THEM

By Torkil Christensen, Hokusei Jr. College

Torkil Christensen was planning to write his own article on this subject, but having given this presentation at JALT-Hokkaido's February meeting, he has asked that this report on it appear in its stead.

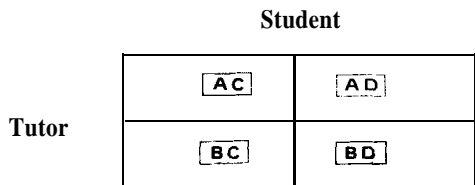
Generally there are two kinds of students who want private tutoring in English: adults who have not mastered the language and students who are preparing for examinations. In the case of the latter, Christensen cautioned that since they are usually already overworked and often being forced by their parents to take private lessons, they don't need additional pressure. Go easy on them.

Concerning the **environment** of the lesson, let the student make decisions about where and when to meet (even if it means adjusting your schedule to accommodate the student), and what, if any, materials to use. Christensen himself avoids using textbooks since they are "not real." In the practical matter of how much to charge, he suggests asking for too much! The teacher feels better if well paid, and the student will work harder if there's a large investment (though, of course, take poverty into consideration).

Tutorials give us a much better opportunity than the usual classroom situation does for observing what the individual student is learning and how. The first lesson will generally be one of stocktaking – that is, finding the level of the student and determining what the student needs to learn. Christensen stressed the importance of being aware of the natural order of acquisition; for example, plurals are relatively easy for students to acquire, whereas the third

person singular is one of the last structures to be acquired. He stressed that it is important to let the student develop naturally, not forcing them to work beyond their level.

He uses a technique for tallying such information which is shown in the following diagram.



A = Advance **B** = Block **C** = Clear **D** = Dark

The object is to stay in the **AC** square, i.e., the student is clear about what is being said and the tutor is able to advance. However, sometimes an **AD** situation occurs, where the tutor is attempting to advance but the student is in the dark. When the tutor senses a block (**BD**), the tutor must clarify until the student becomes clear (**BC**), and then can return to the **AC** position. For example, if the tutor uses the term “grandmother” and the student’s reaction is a puzzled look, the tutor may rephrase by saying “your mother’s mother.” In some cases, the tutor may want to deliberately “derail” the student by causing an **AD**. This is a way of establishing whether progress is being made.

As the tutorial continues, the tutor must be aware of variations in *learning strategies*. The student may be a holist (Pask, 1974), i.e. one who is able to grasp the entire picture; or a serialist, i.e. one who takes one step at a time (which is the case with most students of limited ability). The holist is at an advantage, better able to cope with real-life occurrences such as “topic jumps”; therefore, working toward holistic perception can be one of the goals in a tutorial.

The tutor must also be careful in that the student’s *learning style*, whether visual, mental (e.g. spelling out words in one’s head), aural, or emotional (Reinert, 1976), may be different from the way the tutor learns. Christensen listed a number of possible blocks due to learning styles: poor memory, inflexibility, over-impulsiveness, over-reflectiveness, field dependency, thinking too broadly, thinking too narrowly, lack of tolerance to ambiguity, and cross-cultural conflicts (Birckenbickler, 1978).

As for *how to teach*, Christensen advocated functional over formal practice. Start, he said, with a “real” situation ~ the weather, how the student got to the session, anything in the environment. When asked about pronunciation

practice, Christensen suggested that tutors provide their students with a model, not drills, since the students’ pronunciation will naturally change toward what they hear. Role plays and techniques such as TPR may be of use, but they must be relevant. Functions can be taught as they occur: if an accident occurs (such as spilling a cup of coffee), that’s the time to work on apologies. Grasp it when it happens!

Other techniques Christensen listed that can be used both in the classroom and at tutorials are reinforcement, enrichment, and advance organizers. *Reinforcement* is keeping problem points in mind and returning to them on a regular basis. This technique may be especially applied to “fossilized” mistakes, that is, an incorrect structure the student has acquired. *Enrichment* is responding with a correct response plus additional information (Cazden, 1972). *Advance organizers* are preparing students for what is going to be in the lesson e.g., building up an image, then filling in details (Ausubel, 1960).

Christensen differentiated between *mistakes*, or slips of the tongue that students can self-correct, and *errors*, which indicate what students haven’t learned yet. He further categorized errors into *covert* errors, when what the student says doesn’t conform to reality (the student means something else), and *overt* errors, systematic errors that occur because of the student’s level (Corder, 1981). His advice was not to take too seriously errors in structures which students have not yet acquired; mistakes can simply be ignored, or corrected by one of the techniques listed above.

Christensen reminded us that tutors are also being evaluated by the student. He mentioned six *qualities* for a good instructor (Harris, 1980). First is *competency*; second is *dependability*; related to that is *integrity*. Sometimes students say things to their tutors they wouldn’t say to others, and in order to establish trust, tutors must often “forget” what they’ve heard and never, never use it to blackmail a student. Another aspect of integrity is not taking on students for purposes other than actually improving their English. *Patience* is a must, not getting angry no matter how terrible the students’ mistakes are or how many times they make the same mistakes. *Empathy* is another quality; for example, although tutors must be constantly outguessing the students to understand what they’re trying to communicate, they shouldn’t put words in the students’ mouths even if they know what’s coming, but rather lead the student with questions. Finally is *normality*, that is, allowing students to be themselves. Although tutors need not conform to their students, there

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(cont'd from previous page)

should be a certain adaptability (e.g., not insisting that smokers refrain just because the tutor is a non-smoker).

Tutors also have a choice of **attitudes** with which to approach the tutorial, which Christensen listed as: **active** - positively trying to get the student to speak, putting some slight pressure on the student to respond (which he suggested is more appropriate for advanced students); **passive** - allowing the student to do the talking; **positive** (the most common) - being polite, appreciative, and encouraging, but not forcing the student to talk; **neutral** - simply keeping the conversation going; **negative** - discouraging the student from talking (for example, about unsuitable topics); **facilitating** - helping, guiding, counseling, out-guessing, filling in the gaps (but not too much).

At more advanced levels, tutors can start paying more attention to **registers** and discourse errors. The conversational register may be **formal, consultative, or casual** (Bowen, 1972). The consultative is generally best, since the formal may be overpolite and the casual not polite enough.

Discourse errors are more difficult to determine and to teach. Even the exchange, "How're you doing?" "I'm fine, thank you." might be considered a discourse error in that the response to a casual question was too formal. Here Christensen cautioned that tutors discourage students from becoming too dependent on one teacher but rather condition and prepare them for exchanges with other people who will be using other attitudes, registers, etc. Since there is no graduation in a tutorial, success is determined by whether a student can go abroad (or be in an environment where English is being used) and communicate appropriately.

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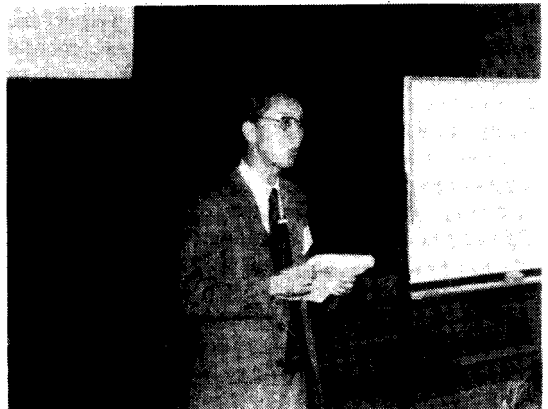
Reported by C.A. Edington
Asahi Cultural Center, Sapporo

KOBE

KOBE CHAPTER CONFERENCE ON LISTENING COMPREHENSION

About 100 people attended the Kobe JALT Chapter Conference on Listening Comprehension on March 23, taking part in a total of 21 presentations plus a plenary speech given by Shizuo Takeuchi, principal of Kobe City Fukiai High School.

By far, the highlight of the conference was the plenary speech. Mr. Takeuchi is not a typical principal; he is a reformer who spoke on "The Reform of English Language Education in Public High Schools." Fukiai High School is becoming well known in Hyogo-ken for its innovative English language program. Mr. Takeuchi feels that high schools have to leave the grammar-translation method; and the college entrance exams are an easy excuse for teachers to avoid change. Mr. Takeuchi claims that his program, stressing English as a means of communication and developing all four skills, enables its graduates to score well in any exam in English. The program at Fukiai High School involves grouping students by achievement and team teaching with non-Japanese instructors in a language laboratory. The audience was treated to a video and a film demonstrating the program in practice. Students were seen debating simple topics, watching and responding to videos in the LL, and practicing conversation in pairs.



Shizuo Takeuchi, principal, Kobe City Fukiai High School (plenary speaker)

Here are some of the themes that ran through the 21 presentations (listed in the March 1986 issue of *The Language Teacher*):

Many teachers were concerned with the often contradictory relationship between global listening and decoding at the sentence level (and even smaller units). Most presenters dealing with this area felt that more attention should be paid to students' perception problems related to intonation and stress, such as the reduction of vowels and the blending of consonants. Many suggested using songs and jazz chants to teach intonation patterns. One presenter (Bedlow) even came up with an innovative way to create jazz chants using a portable electric organ connected to a cassette player.

Another theme with theoretical and practical implications involved the relationship between speaking and listening. Some teachers felt that the way language learners speak strongly influences how they hear. These teachers felt that native-like oral production (even temporary) is needed to develop good perception. Others felt that production is not necessary in developing good perception, citing researchers such as Asher and Krashen. They felt that, especially for beginners, a silent period is beneficial where learners make non-oral responses to aural stimuli.

Probably the most interesting and creative aspect of the presentations was the teacher-created materials. Some presenters ingeniously adapted video sequences using viewing guides suited to the learners. Certainly, most presenters seemed to agree that the type of questions and exercises are crucial. One must take into account

the level of the students at all times.

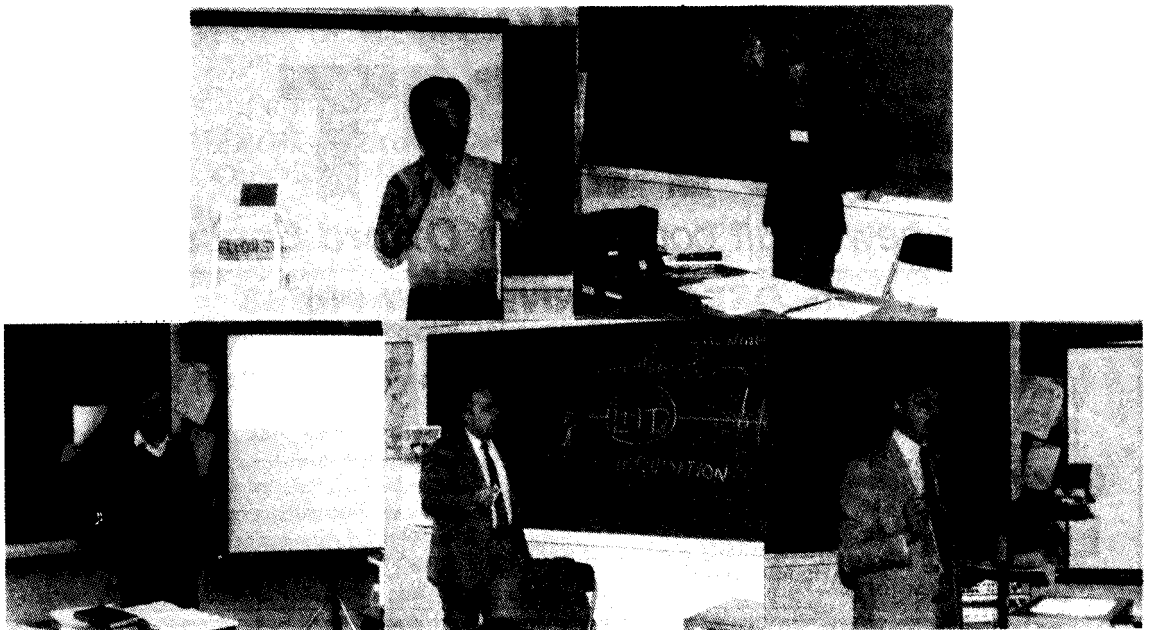
Just how difficult or easy materials should be is another area of concern. Of course, the classroom teacher knows best; but, a general rule of thumb is to have an error rate of about 10 percent to 30 percent, guaranteeing a challenge, yet not too frustrating.

Video is especially good for demonstrating sociolinguistic aspects of language. Without explanation, students can see the situation, the roles of the participants, the level of formality and style of speech. These are elements which are difficult to teach using only audio tapes. Some teachers object to video because the students rely upon their eyes too much. Again, the types of questions and exercises determine the difficulty of the assignment. Intensive listening exercises (such as filling in hard-to-hear words) can make the use of video challenging.

Another area of materials development touched upon was the individualization of listening materials. Some teachers suggested the use of graded listening exercises that can be easily checked. These can be used in the LL or at home in the form of "homework" tapes. In this way efficient use of facilities, and the chance for students to progress at their own speeds, can be assured.

It was a good conference, with participants coming even from Kanto and Shikoku. With only 100 present, there always seemed to be enough time for friendly talk and lively exchange.

**Reported by Jack Barrow
and Barry Schweitz**



Footprints ...

Dr Watson: But who was it Holmes? Who left this packet? Who was the mysterious visitor?

Sherlock Holmes: The answer, my dear Watson, is in front of your eyes.

Look at the grass. What do you see?

Dr W: Grass, Holmes.

SH: Look at these footprints.

Dr W: Good heavens!

SH: Yes, our visitor was a fat man, and he had big feet. His trousers were grey and he had a new jacket. He bought his jacket last Tuesday.

Dr W: Amazing Holmes!

SH: He grew up in North London and left school when he was sixteen. He worked in a factory for eighteen months. Then he got a job with the Post Office.

Dr W: But how do you know this Holmes?

SH: Elementary, my dear Watson. Look at the footprints!

Dr W: So it was ...

SH: Yes ... it was the postman!

Dr W: And the packet Holmes?

SH: My free inspection copy of Orbit with this dialogue in unit 59 Watson.



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OMIYA**IT'S IN THE CARDS****By Aleda Krause**

At the second meeting of the Omiya chapter on March 9, chapter treasurer Aleda Krause began the program with a new presentation on using card games as a form of drill that actively engages the students. With the enthusiastic participation of the audience, Krause showed how this can be done with three card games.

In "Go Fish!" students in groups of 4-6 ask each other such questions as "Do you have any 2's?" Another student answers, "Yes, I have a Z/some 2's. Here you are," or "I'm sorry, I don't have any 2's. Go fish!" In this way students practice some/any/a, singulars and plurals, asking for something and replying, and "Here you are" instead of "please" when giving.

In "War," comparatives, personal and possessive pronouns, requests for information, and stating a reason can be practiced. For example, one student might ask each of the two players, "What do you have?" and after their answers announce, "X's card is higher, so (s)he is the winner."

In the final game, "I Don't Believe You!," students try to determine whether a player is telling the truth when stating how many of a certain card she or he is laying on the table. This allows opportunity to work with the present progressive, S + V + O + prepositional phrase, expressing doubt, apologizing, and giving in, among others.

Krause's lively presentation challenged us all to be much more creative in our approach to the more mundane aspects of language instruction.

**Reported by David Burger
Joshi Seigakuin Junior College**

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!

TOKYO**WHOSE ENGLISH IS BETTER,
ANYWAY, THE QUEEN'S
OR THE PRESIDENT'S?****By Dr. Kenneth Schaefer, Temple
University Japan**

The perennial debate concerning the relative merits of British and American English received a thorough analysis at the February meeting as Dr. Kenneth Schaefer of Temple University Japan took us through the arguments for the preference of one or the other and then showed how there was really no argument at all. In a talk that covered both historical and linguistic descriptions of the generalized British and American dialects of English, Dr. Schaefer managed to avoid academic dryness and maintained a lively tone throughout as he cited specific instances of differences, their origins, and their significance in terms of EFL/ESL teaching and learning.

It was pointed out how both current British English and American English have evolved from older British dialects, modern British English being as different from its ancestors as American English is. Thus one cannot be said to be more "authentic" than the other. Indeed, certain features of the American variety bear a closer resemblance to the older dialects than modern British English does.

Outstanding differences in pronunciation, vocabulary and grammar were cited and classified as to their origin. These differences were shown to be very insignificant from a statistical point of view, though much has been made of them by English speakers of both persuasions as well as by non-English speakers who wish to learn the language and feel that they must plump for one or the other. However, it would seem to be clear from the linguistic evidence that this is not the case, and that the dialect of an educated native speaker of any English-speaking country is a suitable model for learners of English.

Reported by George Deutsch**EYE-OPENING COOPERATION****By Shigeo Imamura, Aoyama Gakuin
University**

In a presentation that was both thought-provoking and practical, Prof. Shigeo Imamura, former Director of the English Language Center of Michigan State University, discussed the ways in which native speakers of English (L1 English) and Japanese speakers of English (L1 Japanese) (cont'd on next page)

(cont'd from previous page)

can help one another to improve English teaching in Japan.

First, he gave an overview of some past and present problems in TEFL in Japan. Despite the influx of new ideas at various times, the mainstream of TEFL in Japan remains the grammar-translation method, which Prof. Imamura finds "inefficient." With regard to the present, he described the process whereby junior high students begin their English language study with high expectations, but by the end of the first term are no longer interested. Prof. Imamura suggests this may be a result of the teacher's failure to convert student curiosity into motivation.

The area of pronunciation provoked the most discussion. Prof. Imamura sees this area as one in which L1 English teachers are under-used. While they serve as models in the classroom or on tape, they should also be used in more activities with L1 Japanese teachers. He added that the L1 Japanese teachers ought to help in correcting pronunciation problems by providing models from Japanese.

He pointed out that explanations by L1 English teachers are not necessarily helpful, particularly in the case of adult learners. He also stressed the role of the L1 Japanese teacher in providing meaningful grammar exposition.

Prof. Imamura raised questions about the goals of pronunciation accuracy versus fluency, and advocated putting pressure on the *Mombu-sho* to select texts that move towards the realm of the Oral Approach. He also encouraged the development of in-service training programs and suggested that JALT help organize them. Such programs would give vital support to teachers in outlying areas where there might be a scarcity of L1 English teachers.

**Reported by Nanci Graves
and Tom Dow**

YOKOHAMA

LISTENING SKILLS DEVELOPMENT

By Don Maybin

The February 9th meeting of the Yokohama chapter featured the popular Don Maybin in a fast-paced and varied lecture/workshop. Maybin presented 20 techniques for developing aural skills, a few given here: 1) Select a minimal pair such as "wrong" and "long." Say the first word several times and then change smoothly to the second word. Students raise their hands when they hear the change. 2) Say two words and have

students tell you whether they are the same or different. 3) Have the students say which of three words is different. Vary the intonation, sometimes forcing students to concentrate on the phoneme. 4) Put the minimal pairs into short phrases or sentences and have students identify which one you said, i.e. "This is the wrong/long train." 5) Write a sentence on the blackboard, leaving a space for the word being listened for. 6) Use popular songs and have students fill in the missing words on a task sheet, i.e. "I _____ hold your hand."

These are just a few of the techniques introduced by Maybin at the workshop. An important part of the success in using them depends on the teacher's style. Clearly, Maybin has it.

**Reported by Robert Elliott Hart
Kanto Girls High School**

IN APPRECIATION

The Editor would like to thank Harold Johnson for his years as proofreader for *The Language Teacher*.

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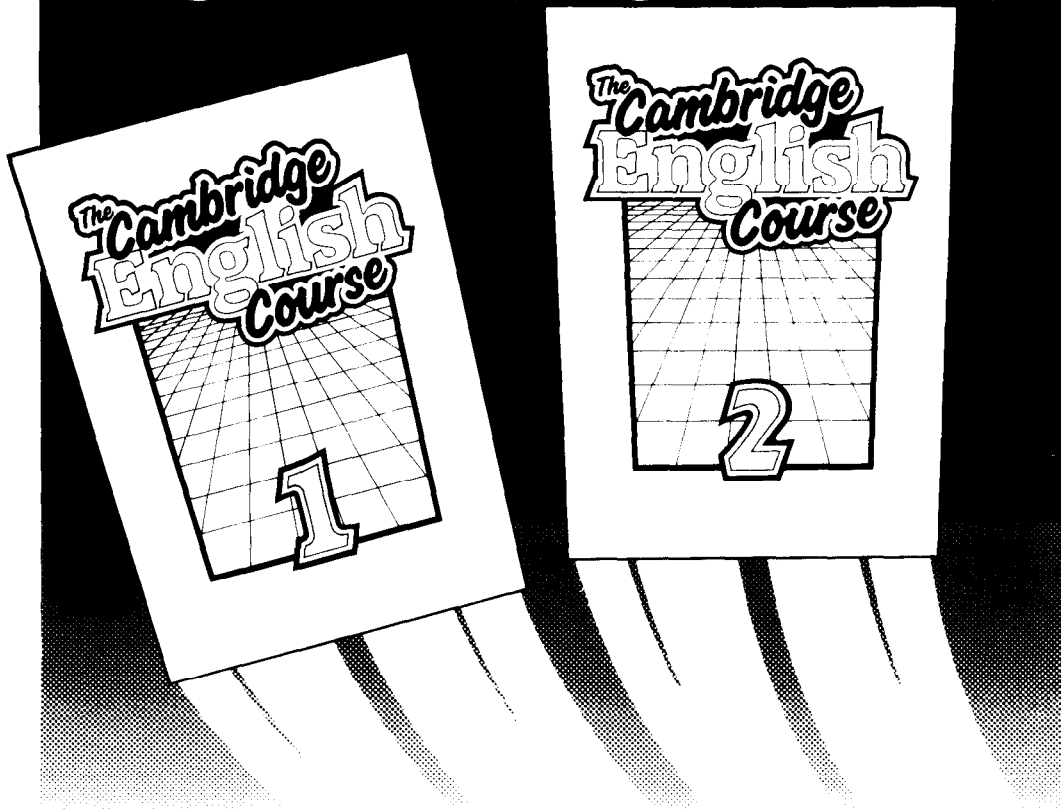
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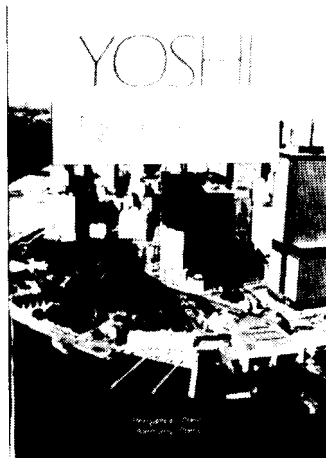
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CALL FOR PAPERS Cross Currents

Cross Currents welcomes manuscripts concerning all aspects of second language teaching and learning, particularly: 1) two- to three-page sketches of experiences in teaching English in developing countries (deadline: May 15); 2) articles concerned with cross-cultural communication; 3) practical ideas for classroom use; and 4) book reviews. Please direct all manuscripts and inquiries to: General Editor, Cross Currents, 4-14-1 Shiroyama, Odawara, Kanagawa 250, Japan.

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Examination copies of this new Houghton Mifflin Company text are available from: Yohan Publisher's Service Department, 14-9 Okubo 3-chome, Shinjuku-ku, Tokyo 160. Our apologies to Houghton Mifflin and Yohan for any inconvenience we have caused by running an incorrect advertisement in our February issue.

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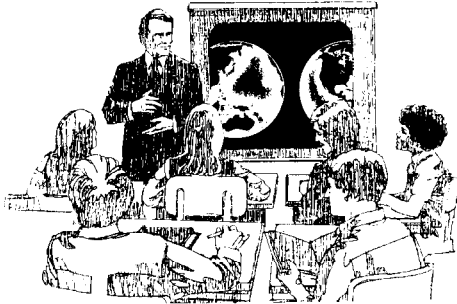
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HOKKAIDO CHAPTER CONFERENCE “CONTACTING, CONNECTING COMMUNICATION” May 17-18, 1986

Place: Kyoiku Bunka Kaikan, 4F., Odori West 13, Sapporo. (From Odori Subway Station? take the Tozai Line toward Kotoni. Get off at Nishi 11-chome. Take Exit #1 and walk two blocks west. Kyoiku Bunka Kaikan is on the right.)

Saturday, May 17

- 1:00 -- 1:30 Registration
- 1:30~ 3:15 “Integrating Speaking and Writing Skills Into a Reading Program for Large University Classes” Presentation by Mark Sawyer of Niigata
- 3:15 3:30 Break
- 3:30- 5:15 “Designing Effective Listening Comprehension Exercises for Japanese Students” – Presentation by David Hough, author of numerous EFL manuals and texts

Sunday, May 18

- 10:00-12:00 “Beyond Input: Activating Students Through Video” --- Presentation by Mark Sawyer
- 12:00-- 1:00 Lunch
- 1:00-- 2:30 “Dynamic English – Communicative Activities for Adult Classes” ~ Workshop by Brian Kidnay from the Frost English Center, Aomori.
- 1:00- 2:30 “Classroom English - How to Maximize the Use of English in the Classroom” (in Japanese) – Presentation by Akira Nakaya of Nanporo High School
- 2:30- 2:45 Break
- 2:45- 4:30 “Teaching Pronunciation in a Variety of Settings” – Presentation by David Hough
- 2:45- 4:30 “Games, Activities and ideas for Teaching Children” – Workshop by Mary Virgil of English Circles in Sapporo

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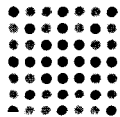
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HAMAMATSU

Topic: Teaching English at the Secondary Level: A Practical Approach
 Speaker: David Watson, Meito High School, Nagoya
 Date: Sunday, May 18th
 Time: 1 - 4 p.m.
 Place: Seibu Kominkan, 1-21-1 Hirosawa, Hamamatsu. Tel.: 0534-52-0730
 Fee: Members, ¥500; non-members, ¥1,000
 Info: Shelagh Speers, 0534-49-0766

Mr. Watson will conduct a workshop providing teachers with practical techniques for successful language teaching in the high school classroom. This workshop will also be of interest to teachers of large classes of any kind.

IBARAKI

Topics: "English For Japanese Children: A Communicative Approach" and "A Guide to Teaching English in Japan"
 Speakers: Miyoko Wordell and Charles Wordell
 Date: Sunday, May 25th
 Time: 1:30 - 4:30 p.m.
 Place: Ibaraki High School Auditorium. Mito-shi, Yahata-cho 16-1
 Fee: Members, ¥500; non-members, ¥1,000
 Info: Jim Batten, 0294-52-3215

Miyoko Wordell, a student in Temple University's M.Ed. program in TESOL, will describe the communicative approach she uses in introducing English to young children. Using slides, tapes, and many concrete objects, she will describe her classroom and techniques.

Dr. Charles Wordell, visiting professor in the College of Comparative Culture at the University of Tsukuba, will describe English teaching materials, methods, and opportunities in Jaon. He will discuss all levels of teaching from 'the teaching of children through college and university courses.

KOBE/KYOTO/OSAKA (Joint Meeting)

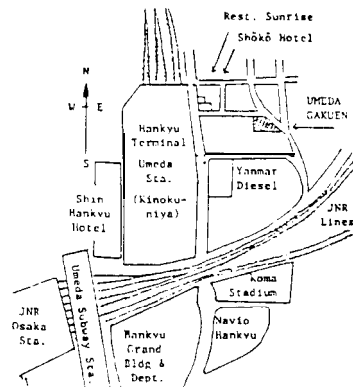
Topic: Computers in Education
 Speaker: Dr. Caleb Gattegno
 Date: Sunday, May 1 lth
 Time: 1:30 - 5 p.m.
 Place: Umeda Gakuen, Osaka
 Fee: Members, ¥500; non-members. ¥1,500
 Info: Jan Visscher, 078-453-606s (eves.)
 Jane Wieman, 075-881-2278
 Linda Viswat, 06-543-2 144

It is undoubtedly true that "CAI (Computer Assisted Instruction) has put a stress on conditioning and on right-wrong answers. It has not made a dent as far as the education of awareness is concerned." Awareness is at the

center of Dr. Gattegno's thinking about education for the simple reason that he considers it the only aspect of our being which is educable. It follows, therefore, that the computer's function as an educational tool must be to enhance awareness.

Dr. Gattegno will present the computer programs he has created for "Visible and Tangible Math" and for "Infused Reading." With these programs students are invited "to do things which are easily grasped, easily practiced and through practice *inevitably* lead to mastery." Furthermore, the computer is instructed "to do only what students could not invent and never to take their place."

Dr. Caleb Gattegno is the President of Educational Solutions in New York, and probably best known among language teachers as the creator of The Silent Way.



KOBE (June)

Topic: Total Physical Response: Adding Modeling and Effective Correction, and Extending the Grammatical Range
 Speaker: Dale Otto
 Date: Sunday, June 8th
 Time: 1:30 - 4:30 p.m.
 Place: St. Michael's International School
 Fee: Members. free; non-members. ¥1,000
 Info: Jan Visscher, 078-453-6065 (after 8 p.m.)

KYOTO

Topic: Mombusho and Language Education in Japan
 Speaker: James Bowers, Meiji University
 Date: Sunday, May 25th
 Time: 2 ~ 4:30 p.m.
 Place: Kyoto YMCA, Sanjo Yanagibamba, 075-231-4388
 Fee: Members, free; non-members, ¥500
 Info: Chizuko Kondo, 075-952-8536
 Jane Wieman, 075-881-2278

This promises to be an informative, stimulating and provocative speech, despite the blandness

(cont'd on next page)

(cont'd from previous page)

of its tentative title. It's for everyone who has wondered about, or been frustrated in one way or another, by the current situation in language classes in the school system -- and later.

MATSUYAMA

Topic: Ask the Experts: A Grammar and Usage Workshop
 Speaker: Bruce Hawkins, et al.
 Date: Sunday, May 18th
 Time: 2 ~ 3 p.m.
 Place: Nichibei Bunka Center
 Fee: Members, free; non-members. ¥1,000
 Info: Marin Burch, 0899-3 1-8686
 Kyoko Izumi, 0899-77-3718

Our local "experts." led by Bruce Hawkins, will be on hand to answer questions and discuss problems related to English grammar and usage. Members are asked to send their questions to Mr. Hawkins, at Matsuyama Shoka Daigaku, Matsuyama 790, in advance so that he can have time to prepare answers.

NAGASAKI

Topic: Introduction to the Silent Way Subordination of teaching to learning
 Speaker: Dr. Caleb Gattego
 Date: Saturday, May 10th
 Time: 3 -- 7 p.m.
 Place: Faculty of Education, Nagasaki University, Room 64
 Fee: Members, ¥600; non-members, ¥1,200
 Info: Yoko Morimoro, 0958-49-2334
 Sarah Lindsay, 0958-44-3842

Don't miss this chance to hear about the Silent Way from its creator!

(June)

Topic: Survival Listening for Japanese
 Speaker: David Hough
 Date: Sunday, June 1 st
 Time: 1:30 ~ 5 p.m.
 Place: Faculty of Education, Nagasaki University, room 64
 Fee: Members, free; non-members, ¥1,000
 Info: as above

Listening comprehension is a vital skill in language acquisition, and one which is particularly important in Japan. The purpose of this presentation is to review the kinds of listening problems which students have, and how best to correct them.

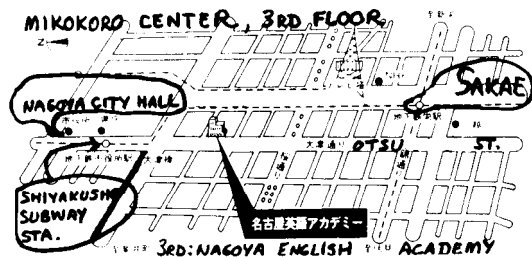
David Hough is Executive Director of ICRA, an organization which designs tailor-made ESP packages for business and industry. He is also president of Teacher Training Seminar. ELT editorial consultant for Addison-Wesley,

and author of numerous EFL manuals and texts, (Publisher's presentation)

NAGOYA

Topic: The Downtown Strategy: Presentation, Demonstration, Explanation & Workshop
 Speaker: Rube Redfield
 Date: Sunday, May 25th
 Time: 1:30 - 5 p.m.
 Place: Mikokoro Centre. 3F.: Nagoya English Academy (see map)
 Fee: Members, ¥500; non-members, ¥1,500
 Info: Kay Ogino, 05363-2-1600
 Lesley Geekie, 05617-3-5384

The Downtown Strategy, first presented publicly at JALT '84, is a new methodology designed specifically for post-secondary students. Based on actual classroom experience, the D.T.S. focuses exclusively on communication. The presentation will outline the history and main principles of the strategy. The audience will be invited to evaluate a short, filmed demonstration. Finally, in a short workshop, the audience will be able to look for problems and possible applications of the strategy to a variety of textbooks.



OKAYAMA

Topic: Video Drama: The big turn-on
 Speaker: Michael Thompson, Longman
 Date: Saturday, May 17th
 Time: 2:40 -- 4:30 p.m.
 Place: Chugoku Junior College, 83 Niwase, Building No. 2, Language Lab.
 Fee: Members, free; non-members. ¥500
 Info: Fukiko Numoto. 0862-53-6648

OMIYA

Topic: TESOL Highlights: Teaching Children
 Speaker: Keiko Abe
 Date: Sunday, May 17th
 Time: 1:30 - 4:30 p.m.
 Place: Omiya YMCA
 Fee: Members, free; non-members, ¥1,000
 Info: Aleda Krause, 0482-55-9887
 Kyoto Burger, 0486-51-5182

Keiko Abe, National Membership Chair of
 (cont'd on page 42)



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(cont'd from page 40)

JALT and President of the Yokohama chapter, graduated from Keio University and studied at North Carolina State University. She has more than ten years' experience in TEFL and EFL teacher training, is the owner/director of CALA (Cosmopolitan Academy of Arts), has published various EFL books for children, and has acted as editorial consultant for both U.S. and Japanese textbook publishers.

Fresh from the recent TESOL Convention, which she attended as an official JALT representative, Ms. Abe will talk about some of the highlights, especially those which pertain to teaching children. She will also present activities which are appropriate in teaching children in Japan. Ms. Abe believes that as children need constant direction, attention, encouragement and praise, and also have short attention spans, it is necessary that simple and practical methods be used: games, roleplay activities, simulations, and songs which children can easily identify with.

OKINAWA

Topic: Lesson Planning Workshop
Date: Sundav. Mav 18th
Time: 2 4 p.m.
Place: Okinawa Christian Seminar House
Fee: Members, free; non-members, ¥500
Info: Fumiko Nishihira. 09889-3-2809

SENDAI

Topic: Keys for Successful Listening Comprehension Programs
Speaker: Munetsugu Uruno
Date: Sunday, May 18th
Time: 3 ~ 6 p.m.
Place: Sendai Shiminkaikan
Fee: Members, free; non-members, ¥500
Info: Barbara Hoskins, 0222-65-42888

Mr. Uruno is Vice Principal of Ibaraki Senior High School, and program chair for JALT Ibaraki. He has authored two listening comprehension textbooks, Basics in Listening and Strategies in Listening.

TAKAMATSU

Topic: Graded Readers
Speaker: Michael Thompson, Longman Pub. Co.
Date: Sunday, May 18th
Time: 2 - 4:30 p.m.
Place: Takamatsu Shimin Bunka Center
Fee: Members, free; non-members, ¥500
Info: S. Maruura. 0878-34-6801
P. Manning, 0878-45-1782

Input theories have stressed the importance

of reading in the process of language "acquisition." In Japan, where there is so little input from other sources, reading assumes even greater significance. Students, however, whose sole experience of reading in a foreign language is limited to formal education, with the inevitable preoccupation with examinations, are ill-equipped to cope with the volume of material which confronts students at more advanced levels.

This talk will look at what is meant by "extensive reading" and show how students can be encouraged to develop the "reading habit." The use of "graded readers" both inside and outside the classroom will be examined.

Mike Thompson is the ELT consultant for Longman Penguin Japan. Before taking up his current appointment he taught in England, Spain and Japan for six years.

SHIZUOKA

Topic: An Introduction to Debate
Speaker: Jori Martinez
Date: Sunday, May 18th
Time: 1 p.m.
Place: Tokai University Junior College (near Yunoki Eki)
Fee: Free
Info: John Laing, 0542-61-6321 (days) or 0542-46-6861 (eves.)

Jori (Shizuoka Program Coord) will introduce debate to the members who will then form groups in order to debate various topics. A very useful technique for teaching advanced students, As always, the meeting will be followed by a "pot luck" coffee session.

TOKUSHIMA

題 言葉は生きている。／
(Total Communication)
発表者 丸浦 静香 (Maruura, Shizuka)
日時 5月11日(日) 1:30~4:30 p.m.
場所 徳島文理大学 14号館22番教室
(電話) 0886-22-9611
連絡先: 東 條 訓子 0886-85-7153(昼)
奥 村 栄子 0886-23-5625(夜)
会 費: 会員 - 無料, 非会員 - ¥1,000

(発表要旨)

障害児教育において、教師が障害児を健常児と全く同じように扱い、種々の補助教材を用いて、ごく普通の話し方で意志の伝達を行おうとする Total Communication という教授法がある。英語学校の生徒達も一種の聾啞状態にあると考え、上記の聾啞教育に用いられる Total

Communication法の英語教授への応用を考えてみようとするものである。

- この観点から具体的には、
- 教室を英語で満たす
- 英語を体全体で話す (Body Language)
- 生徒を完全に英語のペースにのせる
- 視聴覚教材
- 音読の効用
- ひとりごとの効用

等の点について検討する。

(発表者略歴)

名古屋市のミッション・カレッジ卒。宣教師の秘書及び日本語教師を勤めた後、8年前から高松市のアンビック英会話学校講師。

[Although this presentation will be in Japanese,] it can be translated into English on request.

YOKOHAMA

Open House at LIOJ

Topic/Speakers: see below
 Date: Sunday, May 18th
 Time: 1 - 4p.m.
 Place: Language Institute of Japan (LIOJ),
 Asia Center. Odawara: 0465-23-1677

Travel arrangements: A caravan will meet at Yokohama Station, platform #6, Tokaido Line, at 10:50 sharp, the tail end of the train, ¥800 fare. If going independently, take taxi from Odawara Station to Asia Center.

Fee: Members, free; non-members, ¥1,000
 info: Bill Patterson, 0463-34-2557

Multiple presentations will be given by teachers and administrators at LIOJ. A definition of language learning problems in Japan will be formed and possible solutions will be given in the form of the following presentations: Problem-solving in the classroom using a communicative format; Teaching notions using cuisenaire rods; Comparison and passive construction notions; Information gap activities; Story Squares; and the design of the curriculum at LIOJ.

TOKYO

Topic: Productive Pressure-Stress as a classroom tool
 Speaker: Don Maybin
 Date: Sunday, May 25th
 Time: 3 - 5 p.m.
 Place: Sophia University (Yotsuya) L(library) 812
 Fee: Members, free; non-members, ¥1,000
 Into: Prof Oshima 03-416-8471
 T. Dow, 03-455-7840

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(公募) Special Presentations by Participants

- 特別奨学生(2名) 参加者に自己研究の成果やアイデアを発表する機会を与えるもので、採用された方はScholarship Participantとして一部受講料免除の特典があります
- 8:30am~8:30pmのまさにインテンシブでハラエティーに富みかつ内容の濃いワークショップです
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Positions

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

(CHIBA) (suburbs of Tokyo) Applications sought for a two-year position beginning September, 1986, as an English teacher for children and adults of all levels. Outgoing, cheerful native speaker with a degree in ESL/EFL or related fields and experience desired. Competitive salary based on qualifications, low-cost housing and other benefits, and bonus upon completion of contract provided. Interviews will be held on the West Coast in late June. Send inquiry and resume by June 5 to: Margaret Pine Otake, Teaching Director, M.I.L., Taisei Bldg., 2-6-6 Narashino-dai, Funabashi-shi, Chiba-ken 274, Japan; tel. 0474-62-9466.

(KAGOSHIMA) English Instructor position open, beginning Oct. 1. A native speaker of English with at least two years of teaching experience, an M.A. in English, ESL/EFL or linguistics and an interest in literature will teach (up to five 90-minute classes) and do independent research at the college. Additional teaching may be assigned at an affiliated school. Salary, including bonuses, is competitive with national universities and commensurate with qualifications. One-year contract, renewable. Application deadline: June 20. Write with resume and recent photograph to Carl Mantzel, Kagoshima Women's College, 1904 Hayato, Aira, Kagoshima-ken 899-51.

(KANTO) We specialize in language education or businessmen, and are looking for qualified English teachers with B.A. or M.A. in TESOL. Part-time positions for evening company classes. Send resume to New Cida Co., Ltd., Maruo Bldg., 1-7-6 Takadanobaba, Shinjuku-ku, Tokyo 160.

(SHIGA Pref.) The Kyoto YMCA English School is looking for an experienced language teacher, preferably American, to teach highly motivated engineers in Ishiyama (Otsu), Mon. and Thurs. evenings, for one year starting June, 1986. Training provided. For further information, phone 075-881-2278.

(MATSUYAMA) Two EFL instructors needed April 1987 for freshman English program. TEFL M.A. required. Six classes/week. Two-year non-renewable contract includes salary (¥3,523,200/year tax-free), air fare to and from Matsuyama, health insurance, other benefits. Send vita to Kenji Masaoka, Registrar, Matsuyama University,

4-2 Bunkyo-cho, Matsuyama, Ehime 790, Japan. Application deadline: Aug. 30. Information: II. Tanaka; tel. 0899-25-7 111.

(OSAKA) Part- and full-time instructors in International Business Communications Program starting July. We are looking for people with experience in: language/communication/cross-cultural training, testing and evaluation, scientific and technical writing, business writing, presentational speaking, theatre arts, and related areas. An advanced degree is desirable. Information: M. Ando, Personnel Development and Education Department, Sumitomo Metal Industries, 15 Kitahama 5-chome, Higashi-ku, Osaka 541; tel. 06-220-5723.

(SAITAMA Pref.) Experienced teachers required, starting June 21 for six months or one year, for company classes in Iwatsuki, Saitama Pref. (one hour from Shinjuku Stn.), Monday through Friday, 5:30-7:30 pm., ¥15,000 per evening plus transportation. Contact Mr. Yasushi Awata, English Training Information Centre, 3-S Aka-saka 3-chome, Minato-ku, Tokyo 107; tel. 03-586-3818.

(TOKYO) Cambridge University Press seeks an ELT Representative for Japan who will be responsible for the promotion of the Cambridge ELT list to institutions throughout Japan. Candidates should have a good ELT background, including experience of teaching in Japan, and already be resident in Japan. Initially the job will be on a part-time basis (minimum 18 hours per week, hours flexible). Applications with full curriculum vitae to: Mr. Sumio Saito, Cambridge University Press, c/o United Publishers Services Ltd., Kenkyu-sha Bldg., 9, Kanda Surugadai 2-chome, Chiyoda-ku, Tokyo 101 (tel.: 03-292-7160/291-4541).



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

PUBLICATIONS

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

MEETINGS AND CONFERENCES

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

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

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

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

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

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

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

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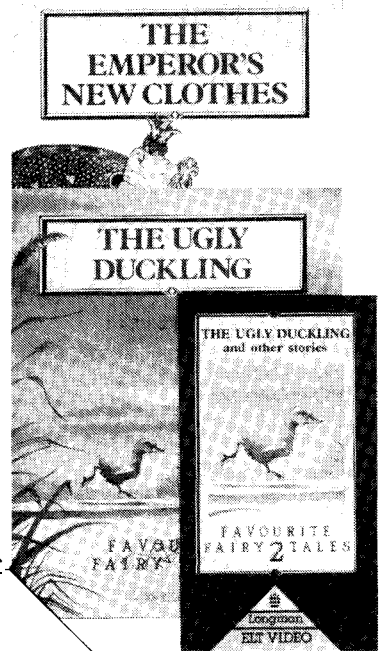
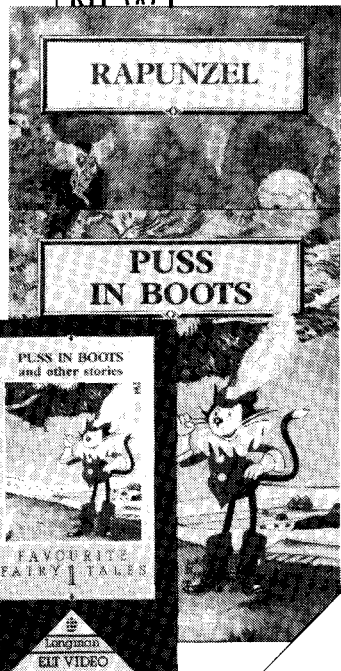
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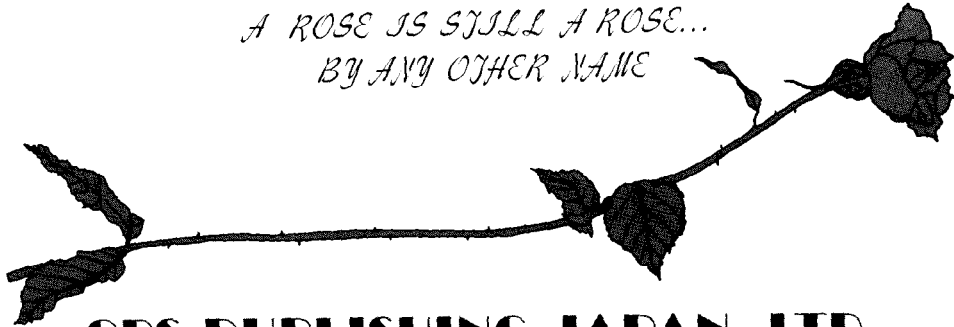
*The videocassettes are available in NTSC VHS and NTSC Betamax formats

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For further information please contact: Mike Thompson or Heather Saunders, Longman Penguin Japan, Yamaguchi Building, 2-12-Y Kanda Jimbocho, Chiyoda-ku, Tokyo 101 (03-265-7627)



*A ROSE IS STILL A ROSE...
BY ANY OTHER NAME*



CBS PUBLISHING JAPAN, LTD.

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May 1, 1986

Dear Instructor,

Holt-Saunders Japan wishes to thank you for letting us serve you these past few years. We hereby, formally, announce our name change. Starting in May, we will be using the name of our parent organization, CBS. We will officially be known as CBS Publishing Japan.

We will continue to offer you fine EFL materials from Holt, Rinehart and Winston, Cassell Ltd., Public Service Commission of Canada, Pro Lingua Associates and Dominic Press. We will be happy to answer any questions you have about any of our materials.

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Best Regards,

Phil Shari
Toshi Misa

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