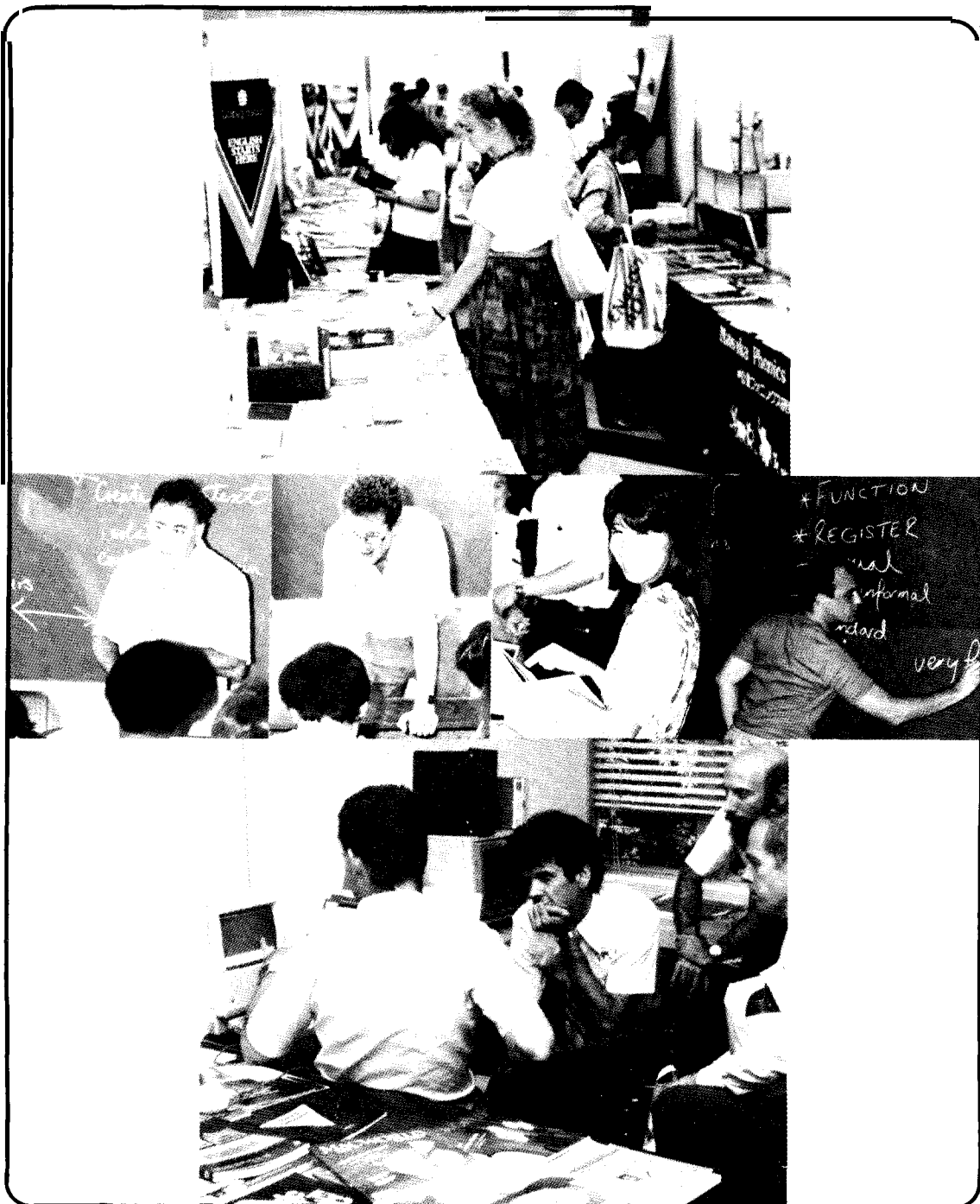


# THE Language Teacher

THE JAPAN ASSOCIATION OF LANGUAGE TEACHERS **JALT** ¥350

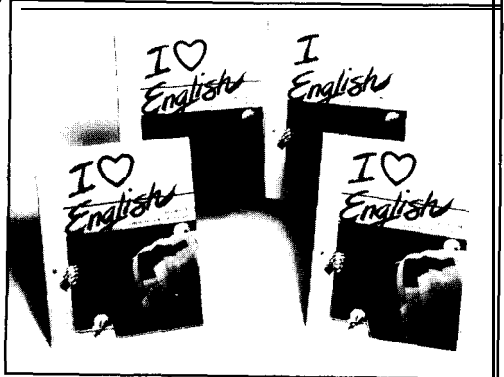
昭和五十四年四月二十一日第三種郵便物認可  
第七卷 第七号 昭和六十年六月一日発行(毎月一日発行)



# I ♥ English

# NEW

A new, four-level ESL/EFL series designed for beginning through intermediate students in secondary schools



1 Put the words in the right order.

1 actress Brooke Shields an is American  
 2 smoke library the can't  
 3 a sta  
 4 to  
 5 is  
 6 you

She is an actress. She's beautiful. Is she American? Yes, she is.

LET'S SING A SONG.

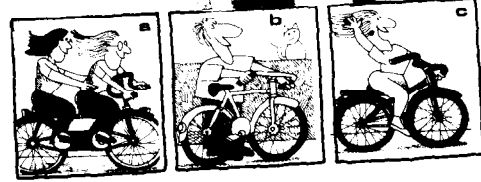
Blue, blue, my

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

1 Listen to the descriptions. Correct picture.

- Imaginative, high-interest activities that can make even the most reluctant students participate in class
- Appealing, up-to-date artwork and photos that really motivate teenagers
- Simple teaching and learning techniques for teachers with large classes and little time for preparation
- Extensive reading and writing activities

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



LESSON Six

1 Guess the country. Use the list.

2 Where are these people from?

# this month....

TESOL '86 Interviews --

Fraida Dubin on Reading & Literacy .....	4
Andrew Cohen .....	6
International English: Communication is the Name of the Game .....	8
JALT News -- Call for JALT Research Grant Applications .....	9
JALT'86 .....	10
Conference Update	
Call for Papers	
Dai 12-kai JALT zenkoku-taikai kenkyu happyosha boshu	
Beikoku no daigaku ni okeru gaikokujin-kyoin ni taisuru Eigo-kyoiku	
(English Training for Foreign Teachers in American Universities) .....	15
My Share -- Sentence Recipes: A Fun Way to Change Student Errors	
into Student Eloquence .....	18
JALT UnderCover .....	20
Chapter Presentation Reports .....	31
Bulletin Board .....	37
Meetings .....	40
Positions .....	44

COVER (JALT '85 Conference Photographs): Frank Crane, Bob McLean

## THE Language Teacher

VOL. X, NO. 7

JUNE 1986

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: Sapporo, Sendai, Yamagata, Ibaraki, Omiya, Chiba, Tokyo, Yokohama, Shizuoka, Hamamatsu, Nagoya, Kyoto, Osaka, Kobe, Okayama, Hiroshima, Tokushima, Takamatsu, Matsuyama, Fukuoka, Nagasaki, and Okinawa.

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

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 M-size paper, edited in pencil and sent to the appropriate editor.

**Editor:** Deborah Fomman-Takano, Hiroshima Jo-gakuin Daigaku, 4-13-1 Ushita Higashi, Higashi-ku, Hiroshima 732; (082) 221-6661

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

**Book Reviews:** Jim Swan, Aoyama 8-122, Nara 630

**My Share:** Marc Helgesen, University of Pittsburgh ELI-Japan Program, 26-12 Fujimi, Chiyoda-ku, Tokyo 102; (03) 238-0531.

**Announcements/Positions:** Jack Yohay, 1-111 Momoyama Yogoro-cho, Fushimi-ku, Kyoto 612; (075) 622-1370

**Japanese Language:** Masayo Yamamoto

日本語の原稿の送り先:

630 奈良市青山8-122 山本雅代

**Advertising/Commercial Member Inquires:** JALT Central Office

**Photography:** David Hough

**Proofreading:** Jack Yohay and Tamara Swenson

Typesetting: S.U. Press, Kobe

**Publications Chairperson:** Virginia LoCastro, 3-40. 25 Ogikubo, Suginami-ku, Tokyo 167; (03) 392-0054

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

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

---

## TESOL '86 INTERVIEWS

---

JALT Executive Secretary Thomas Robb, at the recent TESOL convention in Anaheim, was able to conduct several interviews with well-known professionals, for the benefit of readers of The Language Teacher. We included one in the May issue, and here include two more, on different subjects.

---

### FRAIDA DUBIN

ON READING AND LITERACY



**Fraida Dubin, an Associate Professor at the University of Southern California (USC), teaches courses in both the Applied Linguistics and the Education Departments there. She has had extensive experience teaching in EFL situations in Hungary, Botswana, Iran, Israel, Greece and India. She has been active in CA TESOL as well as in TESOL, where she is currently on the Executive Board,**

---

**LT:** Traditionally, a grammar-translation approach has been the primary method in Japan, where the students are asked to go through a text, to look up all the words that they don't know, to understand the sentences, and then in class the teacher asks them sentence by sentence if they understand them. Is there more to learning to read than that?

**FD:** There is a lot more to reading than that; unfortunately, that kind of activity is not read-

ing. I think what it does is to get students off the track, making them think that what they are doing is reading. But reading is primarily getting meaning from a printed page. A very important part of reading is adjusting *how* you read to what your *purpose* is in reading at all. A lot of us read things all day long which we could never answer a comprehension question about. We don't have to. There's no reason to have to give that kind of attention to something. Part of being a good reader is to be able to adjust how you read to what your purpose for reading is and to what the material is. I think the teachers you mention have been schooled to emphasize only one kind of reading, without giving the students an opportunity to realize that there is a whole gamut of different kinds of reading.

**LT:** When I think of my students in Japan, actually, of the four traditional skills, probably reading is the one which they would have to use most after graduation.

**FD:** I'm sure of that.

**LT:** These people are going to be working in business, they are going to have to read technical journals in their field and other Information which is only available in English. Considering this, what would be the best approach, in your opinion, for teaching reading in the universities? What sort of activities should go on in the classroom?

**FD:** That's a very good question. Elite Olshtain and I did a textbook of advanced readers called *Reading By All Means*. Our point of view in that textbook was that it was terribly important, first of all, to read for the main ideas, then to go back and do a second reading, a close reading for details. An important part of reading, which is probably beneath the level of conscious awareness on the part of successful readers, is to get a picture of the overall organization of the writing. Good readers pick up a text and know intuitively the kind of organization that the writer has put into it. If you are a new reader, if you are reading in a new language, you don't have that kind of background knowledge. I think that that is something that a teacher or a textbook has to give explicitly. The teacher of reading to college students ought to pay some attention to helping the students find what the writer put into that

piece of writing. How the thing is organized. What's holding it together. What are the elements which are giving it unity or coherence. What's holding sentences together. That's ail part of what we do to get meaning from the page. We spend an awful lot of time with words, with vocabulary, and that's important. But there's the rhetorical organization part of reading with meaning as well. We tried to devise exercises in our book which do that.

Another part of reading is what Steve Krashen talks about ~ reading for enjoyment or fluency. One of the teacher's jobs is to get the students "hooked" on reading, which means to have a sense of where the students are. They need material at their level of interest. If they want to read pop magazines. sports magazines, fine. I think that there are two parts to academic reading. First of all, people have to be efficient readers; and that comes about only through a lot of reading! I think that this is probably less of an issue in Japan, because people already are readers. But I don't think that teachers ought to take it for granted. Maybe teachers in Japan take it for granted that students are good readers in their first language. There are probably a lot of kids in Japan who are not proficient readers in their first language. That's certainly true in the United States. Probably the teacher's first job should be to find out if the students read a lot in Japanese, and what it is they do read.

**LT:** *Since you said that it is important to read a lot in order to become a good reader, what should someone do in a situation like that in Japan, where a reading class is going to meet perhaps 25 times a year, for a mere 90 minutes each time? They aren't going to get much reading practice in class.*

**FD:** Reading is an individual activity. I think that the teacher has to use the time in class to motivate the students to do reading outside of class, to get hooked on reading, by providing material that is of interest, that's at their level of comprehension. I think that it is very important for a teacher to keep collections of inexpensive paperback books, etcetera for this purpose. The reading teacher has a big responsibility. At the American Language Institute at USC we have a wall-in reading lab where we have a large variety of materials for reading. Some of them are reading kits for native speakers ~ the SRA materials, for instance. There are half a dozen other producers of that kind of material now. Some of it has to be screened out for being culturally inappropriate, and we do that. But I think that there are ways to set up a program, even when there are a limited number of teacher-student contact hours, that can facilitate extensive reading.

**LT:** *What are your other current areas of concern?*

**FD:** I'm very interested in literacy, because I find it very difficult to separate reading and writing. I have been a writer for a good part of my life in other areas. I had a whole career in journalism before I went back to graduate school. But I use the term "literacy" not as something which refers Just to *beginning* to read and write or decipher; I use it to refer to the interface of reading and writing. I wrote an article with Elite Olshtain, in the *TESOL Quarterly*, about a small part of the interface of reading and writing, how the two could not really be separated. I am especially interested in cross-cultural literacy, which has to do with the users of literacy and how literacy affects people in their lives.

**LT:** *What do you mean by the "users of literacy"?*

**FD:** People who are literate, people who use reading and writing in their lives; and also literacy refers to what it means in a culture to depend upon reading and writmg. There are a lot of cultures in the world that don't depend upon reading and writing. We are terribly concerned as EFL teachers with teaching the importance of reading. but it's almost built-in. We don't go through the steps of *why* we are doing this: it's part of our cultural baggage. Certainly that's true in Japan as well.

**LT:** *I hear that even though one can say that a society is 99 percent literate there is often a significant segment tha: is "functionally illiterate."*

**FD:** Well, that term "functional illiteracy" is tossed around a lot in the United States. And there is good reason to question what it means. A lot of people who study literacy in the world take issue with that term, talking instead about the "functions of literacy" rather than "functional illiteracy." It may be that people can be illiterate, yet function quite well in the context of their lives. So it's really derogatory to talk about functional illiteracy. Recently I was asked to teach a course at USC called "Adult Illiteracy." The first thing I would want to do is to change that title!

I am probably interested in this aspect of language because my background in linguistics is as a sociolinguist and before that as an undergraduate English and Anthropology major. I think that we tend to look at the world a lot through our earlier experiences; my earlier educational experience leads me to take an anthropological view of the world.

## ANDREW COHEN



**Andrew Cohen, a well-known applied linguist currently with Hebrew University in Jerusalem, discusses his research interests and his activities with AILA, the International Association of Applied Linguists.**

---

### Background

I got my B.A. at Harvard in French history and literature, and that's how I first got interested in languages. Then I went into the Peace Corps for two years and worked with the Aimata Indians on the high plains in Bolivia, where I learned the Aimata language – that's where I really got interested in the problems of teaching and learning languages. I taught Spanish speech and composition to junior high Aimata Indians – I wasn't even teaching my own language, I was teaching Spanish! – and this made me keenly aware of dialect differences. I was teaching a more standard, you might say “book” Spanish, that I learned in America, and I was with the Aimata Indians who had a regional dialect of Spanish which was highly influenced by their own language.

I learned Aimata mostly by submersion. It took me almost a year to get to the point where I could speak it. In those days the Peace Corps didn't have a training program in Aimata; I just had to learn it on the site. I was in the Peace Corps from 1965 to 1967 – rural community development – and then came back to graduate school at Stanford in the International Development and Education Program. I had the very

good fortune of meeting Charles Ferguson and Robert Politzer – these people really trained me in language teaching and language learning. I was an evaluator for a whole bilingual program, on the Mexican-Americans in the Title VII bilingual education program in Redwood City, which became my doctoral dissertation. That was one of the very first federally funded bilingual programs, and I was one of the first such evaluators. It gave me a lot of field experience and ideas about psychometrics and language teaching. From there I went down to UCLA and taught for three years. I had taken the stand that you should know your own ethnicity and speak your language of origin, so it became the appropriate thing for me to live in Israel. I thought that otherwise I would be being hypocritical, since I had been telling Mexican-Americans that they should be speaking their language of birth, Spanish, and having experiences in their own culture.

### Starting Out In Israel

So at that point I went to Israel, tentatively, with my wife and two-year-old daughter, but it worked out extremely well – we have been there now for almost 11 years. I've been lecturing in Hebrew, giving papers, and that sort of thing. I think that when I went there, I never thought that I would move into any other languages. I thought that if I could master Hebrew, I could be satisfied with that. But now it has become clear to me over the last few years that Arabic is every bit as important as Hebrew, so for the last 3½ years I've been studying Arabic. I've just started giving small, rather modest talks in Arabic to Arab learners of Hebrew from the West Bank – doctors, lawyers – who happened to be in a language training school where they are learning Hebrew. I go there, once a month and have a doctoral student there who tapes my lectures at the training school in Hebrew and then translates them into Arabic and teaches me the Arabic to give those talks. The Arabic that I'm learning is an “Arabic for Specific Purposes.”

When I got over to Israel, the key need was in psycholinguistics. Over the last decade, the kind of work that I've been focusing on in research has been looking at the thought processes involved in language learning. What started it off for me was a very friendly, sort of semi-drunken chat with Pit Corder in a pub. The two of us concocted a study, which was to take three Chinese at UCLA who were learning English as a second language and follow their written work over ten weeks, matching up their errors with their explanations of why they made the errors and with their background characteristics. Krashen and others really picked up on that

study. It was one that I published with Peggy Robbins in *Language Learning* in about 1976.

### Testing

I've moved into testing now and have test-takers explain why they respond to test items the way they do. One of my students did a project in which she designed a checklist of 15 test-taking strategies that a learner may have used in answering all of the multiple-choice items on her test. After the students do each item, they look quickly over the checklist and indicate the strategy that was most instrumental in answering the item and the strategy that was second most instrumental. To my knowledge no one has considered working at this level; how can you be taking a test and observing what you are doing at the same time? But the participants found out that the exercise made them keenly aware of how they take tests. Of course I could give a lecture to them on the teaching strategies they should use; but it wouldn't hit home as much as their actually observing and identifying what they do.

### "Easifying"

I've looked at the reading process – Carol Rosenfeld and I teamed up to do a study which came out in 1981 on mentalistic measures. We're working on a book together on "easifying" second language learning. "Easify" is a word I've coined; I used it in an article I wrote several years ago with Edna Apek for *Studies in Second Language Acquisition*. It means something like "simplify," but sometimes the way a learner makes a language more comprehensible, more workable, is not just to simplify, it, but actually to do things which are more complex, like certain kinds of circumlocutions and paraphrases. These may not always be making things more simple, but they art: making things less difficult. They are easing the burden. And easifying is something that learners do for themselves, rather than something handled from outside the learner.

### Error Correction

I've continued over the years to have a keen interest in all aspects of correction. For example, another study was one where both I and learners fill out a questionnaire the day after they got an essay back, to indicate what they did with the paper. Did they just shove it in their notebook and not look at it? Did they look at it very superficially? Did they see what they *wanted* to see in it or what was *actually* in it, in terms of teacher comments? I'm really fascinated by the whole process of correction. I have a keen feeling that often the teacher's corrections in the classroom aren't heeded. The same error will repeat itself and there really hasn't been any

intake of the correction. It turns out to be a waste of the teacher's time.

### "Speech Act Sets"

A study I am doing now is how to teach apologies and other "speech act sets." For example, in an apology you have the speech act "I apologize," or "I'm sorry," and then you have another speech act like, "Here, let me help you pick them up," or "That was dumb of me," which are acknowledging responsibility, but these are within the "set" of apologies. I'd like to teach a group of learners this material and see if they can retrieve it. Most texts on the market today are at the level of generality. They just teach "I'm sorry" or "I'm very sorry, can I help you?" but they don't go into detail. They don't break down the speech act of apology into all its various components.

### Verbal Reporting

Another thing is interviewing learners, getting learner profiles, getting students to *self-report*, or describe the way they are. For example, "I'm a speed listener, I'm the kind of person whose mind moves quickly. I pick out the key points and I zip along." That's a self-report. Then there's *self-observation*, when they are talking about an empirical event, observing their language behavior retrospectively. And the third category is *self-revelation*, when they just describe what's happening right as it happens. It is these three approaches to "verbal reporting" that I incorporate into the various studies.

### On the AILA

AILA is an umbrella organization, an international organization of applied linguists which currently has affiliations in about 34 countries, each of which has from 50 to 400 members. The organization's purpose is to encourage research worldwide on a wide range of topics in applied linguistics. The 20 AILA "scientific commissions," which are more or less equivalent to the Interest Sections in TESOL, include such things as adult language teaching and learning, computerized applications of linguistics, mother-tongue education, discourse analysis, translation, sociolinguistics, psycholinguistics, language testing, immigrant language education, and child language, to mention about half. There's a working party in Israel which is called ACRLT, the Academic Committee for Research in Language Testing. They had a big meeting with the European group in Kiryat Anavim, near Jerusalem. Some 40 language testing experts attended from around Europe, the U.S.A. and Canada. AILA has a congress once every three years with an attendance of around a thousand. In August 1987 the meeting will be in Sydney, Australia.

(cont'd on next page)

(cont'd from previous page)

Quite a few applied linguists will be coming in from Scandinavia, Great Britain, France, and East and West Germany. I see AILA as a potentially very important organization. I say "potentially" because it still has some growing to do. It is still not very well known on the American continent. However, many of my colleagues are eagerly looking forward to the congress in Australia. I think it is going to be a good event.

---

## INTERNATIONAL ENGLISH: COMMUNICATION IS THE NAME OF THE GAME

By Joan Klyhn

**Joan Klyhn worked for the English Language Programme at International Business Machines in France, and later in England, where she was pedagogical coordinator, responsible for the design of courses tailored to the needs of IBM's international companies. She now works in Manhattan as a freelance management trainer. This article is reprinted from the April 1986 issue of the TESOL Newsletter.**

International English is a language that has developed in the international business community, and is spoken by people whose native language is not English mainly to other people who are not native speakers either. English is what a group of businesspeople from diverse language backgrounds **must** speak when they meet if it is the only language they all have in common. However, this isn't the English you or I speak. It is a slice of English, not the whole, **rich** pie; it has its own function-dictated characteristics, special skill and vocabulary needs that we as English teachers should become aware of when working with business students abroad.

### Precision Rather Than Fluency

Precision is far more of a priority than fluency – in fact, highly idiomatic English is something to be avoided – both by the instructor and the fluent international businessperson; it just isn't appropriate when comprehension all around is the aim. Active listening is another important skill, and the businessperson armed with plenty of gambits to test understanding ("Next Tuesday? Do you mean the 25th? No? You wish to meet tomorrow?") is ahead in the communication game. Another essential is enough vocabulary to say the thing in many different ways – just in case the message wasn't picked up the first or second time ("Can we postpone the meeting to can we change the date of the meeting . can you come to my office on Tuesday the 25th. .").

This skilled international communicator may not speak a very interesting English from a native speaker's point of view. The pace may seem slow, even stilted, the vocabulary (intentionally) not colorful, and quite a bit of time is spent summarizing and otherwise checking to see that everyone understands. But when the speaker manages to communicate to an international audience, the excitement and satisfaction of getting a message over the barrier of language is enormous. The rage and frustration of not succeeding is equally powerful. I've seen senior managers so depressed that they become demotivated, deskilled and eventually tongue-tied. The breakdown of communication stands out for me, over the years, as **the** problem to avoid at all costs.

From the first, students in a course should be made aware that every message they utter needs to be understood by their interlocutor. The two parties enter into a negotiation where A gives B the feedback he needs to clean up his message and then the service is reversed. The instructor can be an informant, can suggest avenues of study, can run a workshop on a structure or particular skill that is proving problematic. A German making a presentation to a couple of Spaniards can get a great deal more useful feedback from his/her peers than from an instructor. Many experienced language teachers have developed an unfortunate facility for understanding garbled sentences and poor pronunciation which may make a student quite incomprehensible to his/her peers. They will certainly point out what they don't grasp, and if an atmosphere of trust and mutual helpfulness has been instilled in the group by the instructor, they will even point out culturally annoying characteristics ("When you said 'must' and 'you have to' it sounded like an order"). Pronunciation feedback given by one student to another can sound devastating to the sensitive instructor, but it is usually well accepted within the group, as everyone is getting it as well as giving it, even if it sounds like "I didn't understand **anything, nothing**. You swallow your words! What did you say? You were speaking English? It sounded like Italian," and so on. Actually, feedback between students is often positive, confidence-building. The main thing is that it is going on all the time, giving each person cues as to what needs to be worked on.

### Importance of Pronunciation

Pronunciation is a very important element in international English, and when we developed one of our most popular courses, Precision in English, we focused on this as one of the main stands, together with listening, telephoning and work on critical structural errors. This

(cont'd on page 20)



# JALTNews CALL FOR JALT

---

The JALT Executive Committee reminds you that the deadline is nearing for submission of applications for a JALT Research Grant. The following are the details and guidelines on procedures:

1. **Title:** JALT Small Grants for Research and Materials Development in Language Teaching and Learning
2. **Use of Funds:** Funds will be granted for supplies, printing, postage, transportation and part-time help, but not as wages for the applicant.
3. **Application Procedures:** Applicants are requested to submit the following items:
  - (a) An outline of the proposed project. For materials development, a sample chapter (if a book) or other material which can give the selection committee a precise idea of what is intended.
  - (b) A search, which should be as exhaustive as feasible, of the relevant literature in order to illustrate the necessity and uniqueness of the proposed project.
  - (c) A list of previous publications, course work, etc., which would give evidence that the proposer(s) are, in fact, capable of carrying out the proposal. (A proposal, for example, for a series of video tapes by someone with no experience with video equipment would not be approved.)
  - (d) A budget for the project as detailed and accurate as can be estimated in advance. If a lesser amount could also be accepted, this should be explained. Otherwise the project will be either fully funded or not funded at all.
  - (e) A cover letter with the name, contact address, and phone number of the applicant, as well as the title of the project. Submit all documentation in triplicate, with NAMES OFF, but with the title of the project on all items.

Each application will be reviewed by a committee of at least three, who will submit their recommendations to the Executive Committee for a final decision. The committee's guidelines include:

- (1) Is the applicant qualified to carry out the proposed project?
- (2) Is the project unique?
- (3) Is the applicant familiar with relevant literature?
- (4) Does the project appear necessary, i.e., does it fill an existing gap in either materials or knowledge?
- (5) Would the results be useful to others as well?
- (6) Is the project well designed?
- (7) Does the amount requested seem in accord with what is proposed?

Follow-up reports will depend upon the size of the grant. Quarterly reports will be required if the grant is over ¥100,000, semi-annual if less than that. All awardees will be required to file the results of their studies by November 1st of the following year. This may be in the form of a published article, or submitted as material for possible publication in *The Language Teacher* or the *JALT Journal*.

The deadline for the receipt of proposals for this fiscal year is **September 1, 1986**. Mail proposals with all enclosures to Jim White, JALT President, 1-4-2 Nishiyama-dai, Sayama-cho, Osaka-fu 589.



The logo for the JALT '86 Hamamatsu conference. It features the letters 'JALT' in a stylized, bold font, with the year '86' to the right. Below this, the Japanese characters '浜松' (Hamamatsu) are written. Underneath the characters, the word 'Hamamatsu' is written in a large, bold, serif font. The entire logo is set against a background of stylized, overlapping rectangular shapes that resemble a banner or a series of pages.

## JALT '86 CONFERENCE UPDATE

Two of the main speakers for the JALT '86 Conference in Hamamatsu have indicated their definite intentions to participate: Dr. M. A. K. Halliday of Australia, and Alan Maley of Britain. In addition, there will be a number of other overseas presenters at the conference from the U.S.A., U.K., Singapore and Italy. If you have not already submitted your application to make a presentation, then please do so now. The data sheet necessary can be found in this issue of *The Language Teacher*, along with the guidelines laid down by the program chairs. Japanese-language presentations are naturally welcomed.

There will be three panel discussions at the conference. On the first day the topic will be "The State of English Education in Shizuoka." All members are invited to attend and exchange their views. There will be a publisher's panel on the second day and on the last day of the conference there will be a general panel discussion which will include the main and featured speakers.

For those of you who plan to make the journey by car, the conference site at Seirei Gakuen in Mikatabara is easily accessible from the Hamamatsu Nishi exit of the Tomei Highway. There is plenty of parking space available at the site. Both the Concorde and Grand hotels, where rooms have been reserved for conference participants, offer free parking facilities to their guests. The Hamamatsu Association for International Communication and Exchange (HICE) will provide English-language guide maps to Hamamatsu and the outlying areas at a low cost, which will be useful not only to people with cars but also to those who plan to make use of public transportation.

Start now to get ready to play your part in what promises to be an important international event for all language professionals.

## 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, hicultural 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 (8½ x 11) paper. All submissions in Japanese should be on A4 "400-ji genkoh yohshi". All papers must be received 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.

JALT Program Chair  
JALT, c/o Kyoto English Center  
Sumitomo Seimei Building  
Karasuma Shijo Nishi-iru  
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。

〒600 京都市下京区四条烏丸西入ル 住友生命ビル8階  
京都イングリッシュセンター気付

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。

## SPECIAL ISSUES OF THE LANGUAGE TEACHER for 1986

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

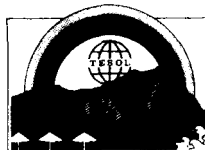
September - Songs and Music in Foreign Language Teaching - Dale Griffiee

October - Conference issue

November - More on the Conference

December - Large Classes - Marc Helgesen

Please contact the Editor if you would be interested in guest-editing an issue of The Language Teacher on a specific topic.



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

# WRITERIGHT

## **Trouble Spots In English Grammar**

A Text-Workbook for ESL, Vols I & II  
by Mary Jone Cook

This two-volume program utilizes everyday language and situations and focuses on common mistakes made by ESL students, including verb forms, noun forms, and prepositions.

Cross-referencing throughout the text provides flexibility for any class presentation arrangement. The many exercises concentrate on written English, but can also be used for oral drills. Pages are perforated for easy use.

Vol. I ISBN: 0-15-592370-6

Vol. II ISBN: 0-15-592371-4

## **Understanding American Sentences**

by Lily V. Kapili and Ben Kapili

This complete grammar/vocabulary/writing textbook will help high-intermediate and advanced-level ESL students develop a greater understanding of effective communication in English.

The focus is on structural forms commonly used in building American sentences, and on the meanings they convey. Form, function, and meaning are integrated into every presentation. Vocabulary instruction focuses on idiomatic prepositional clusters and their multiple meanings, which are usually difficult for second language learners to master.

ISBN: 0-15-592857-0

## **Harbrace ESL Workbook**

by Shei/a Y Graham and Wynn J Curt/s

The Harbrace ESL Workbook is designed primarily for foreign students in English composition courses who have some prior knowledge of English grammar

There are clear and concise explanations, imaginative exercises, and special sections of problem areas like two-word verbs and pronoun positioning. American life and culture are used as a basis for all examples and exercises.

ISBN: 0-15-531360-6

## **Bridges: From Sentence to Paragraph**

by Beth Snyder and Barbara Auerboch

This is a beginning-level writing text with a grammatical and thematic approach to each chapter. Pre-writing strategies, introductory grammatical focus, sentence combining, other writing activities, and a formal writing assignment with checklist accompany each chapter. The book progresses from having students read and talk about a theme, to writing sentences about it, to writing a paragraph about it

ISBN: 0-15-50550-X

for further information contact



**Harcourt Brace Jovanovich Japan**

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

## JALT '86 PRESENTATION DATA SHEET

Presenter's Name(s): \_\_\_\_\_

Address: \_\_\_\_\_

Affiliation: \_\_\_\_\_

Home Phone: \_\_\_\_\_ Work Phone: \_\_\_\_\_

Full title of presentation (10 words or less) \_\_\_\_\_

Short title: (5 words or less) \_\_\_\_\_

Format: a)  Workshop     Lecture/Paper     Demonstration     Other:  
 b)  General Session     Part of Colloquium: \_\_\_\_\_  
 c) Estimate of \_\_\_\_\_% Practical vs. \_\_\_\_\_% Theoretical

This presentation is mainly (check ONE):

- E1 A synthesis of existing knowledge, techniques, etc. for those new to the field or unfamiliar with your subject matter.
- C1 An academic presentation of original research results or materials developed.
- 0 A practical demonstration of original materials or original classroom techniques.
- 0 A presentation of commercially available materials with the aim of encouraging their adoption or more effective use.

Student Age Level

- C1 Children     0 Jr High     0 High School     University     Q Adult     Any level

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
<input type="checkbox"/> Listening	<input type="checkbox"/> Curriculum Design	<input type="checkbox"/> A/V Aids	<input type="checkbox"/> Language Acquisition
<input type="checkbox"/> Speaking	<input type="checkbox"/> CALL	<input type="checkbox"/> Video	<input type="checkbox"/> Literature
<input type="checkbox"/> Reading	<input type="checkbox"/> ESP	<input type="checkbox"/> Computer hardware/software	<input type="checkbox"/> Teacher Training
<input type="checkbox"/> Writing	<input type="checkbox"/> Music/Drama	<input type="checkbox"/> Other:	<input type="checkbox"/> Testing
<input checked="" type="checkbox"/> Culture	<input type="radio"/> 0 Activities/Games	<input type="checkbox"/> Other:	<input type="checkbox"/> Socio-Linguistics
	<input type="checkbox"/> c1 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.

# Summer Institute for Teachers of English August 1 - August 22

## Guest Presenters-

**Steven J. Molinsky** (PhD Linguistics - Harvard University) – Co-author of the world-wide best seller *Side by Side*.

**Betty Azar** – Author of the world's best-selling ESL grammar book.

**Suzanne Griffin** – Author of the well-known video series "*Follow Me to San Francisco*".

## SPECIAL FEATURES

- \* Homestays arranged with local educators.
- \* Local sightseeing trips plus the opportunity to go to EXPO '86 in Vancouver.
- \* Natural Beauty of the Seattle/Bellevue Region.



Bellevue  
Community  
College

Bellevue, WA 98009  
(206) 641-2409



## 米国の大学に於ける 外国人教員に対する英語教育

— TESOL 会長

Joan Morley 先生を訪ねて—

(English Training for Foreign Teachers  
in American universities)

### Michigan State University

北尾謙治、金城 守

北尾 S. キャスリーン

島谷 浩、山崎 洋



金城守撮影 ランゲージラボラトリーにて  
左から北尾謙治、北尾 S. キャスリーン、Joan Morley、  
島谷 浩、山崎 洋

TESOL の会長である Joan Morley 先生と面会出来るように何度か連絡をして、ようやく3月28日に可能となったので、かの有名な University of Michigan にある English Language Institute (ELI) の見学を兼ねて先生を訪ねた。

Morley 先生は JALT の招へいで第6回 JALT 国際大会の講師として来日されており、御記憶のある方も多と思う。先生は本来スピーチ療法の専門で、後に言語学に興味を持たれ、ESL の分野に貢献されるようになった。Improving Spoken English, Listening Dictation, Improving Aural Comprehension 等発音や聴解関係の著書やテキストも多く、読まれたり使用された方も多と思う。

副所長の Fraser 氏の案内により ELI を見学した。Fries 博士により創設されて以来40数年間、世界の英語教育に多大の影響をおよぼしてきた ELI は、想像していたより規模は小さく、集中講座は僅かに150名程の学生しか受け入れておらず、教員も専属は9名、大学院生の非常勤講師が20名ほどで運営されている。

金曜日の午後であったので、あまり授業等は見学出来なかったが、1つ目についたことは、ビデオテープが重視されていることであった。商業用のレンタルのテープや自作のテープが沢山使用されているようであった。

この図書室は小さいながらも、学生用の学習資料、応用言語学や ESL 関連の書物とジャーナル、ビデオテープ、CAI 等実によく完備していた。

ミシガンテストもここで製作されている。4人の専属の人々により開発され、世界中の人々の英語力の測定に貢献している。日本人用の聞き取りテストまであるのは驚いた。

Morley 先生から、最近取り組んでおられる外国人教員用のプログラムのことをお聞きしたので紹介する。全米の大学では相当数の外国人が教育に携わっており、その多くが大学院生である。理数系に特に多いが、色々と問題の種になり、全米で深刻な問題となっている。州によっては州のテストを実施しているところまでであるのが現状である。

教員は TOEFL やミシガンテストで高い英語力を示し

た者が採用されているのに、なぜこのような問題が起こるのであろうか。北尾も昨秋からその外国人教員の1人で、色々と問題に悩まされているので、興味深くお話を伺った。

現在 University of Michigan ではすべての外国人大学院生の教員は、ELI でインタビューテストを受けることが義務付けられている。その結果により、必要があれば、スピーキングや発音などの特別のクラスを履修することになる。これは週一度、数週間行われるだけのものであるが、その効果は非常に大きいとのことであった。

学生は本国で高い英語力を示したもののばかりではあるが、TOEFL もミシガンテストも話す能力は全く測定していないと言っても過言ではなく、全く英語の話せない人が採用されることも稀ではない。仮に話せても強い外国人なまりで、米国人には非常に分かりにくいことも多い。

国籍では中国(台湾を含む)、韓国、タイとインドネシアが最も問題が多い。すべて印欧語圏の人間でないことが注目される。恐らく日本人も含まれるのであろうが、絶対数が少ないか、Morley 先生の心遣いかで名前が挙げられなかったと推察している。

クラスはすべてビデオテープに録画されており、見せて頂いたが、母音から始めて子音、そして子音の組み合わせとチャートを利用して懇切丁寧に指導されている。すべての音が終わると、ストレス、ポーズ、ピッチ、イントネーション等も教えられる。そして実際に皆の前で講義をする練習まであり、講義をするうえで重要なこと、例えば講義の準備、重要なことはゆっくり言う、話に変化を持たせる、質疑応答等の技法も教えられる。

ビデオテープに録画するのは次回のクラスでそれを見ながら、各自自分の欠点を知り、直すために、Morley 先生によると、発音は意識して何度も練習しない限り、何年経っても上達しないとのことであった。時間がかかるが根気よくやっていたら着実に上達するとのことであ

(cont'd on next page)

(cont'd from previous page)

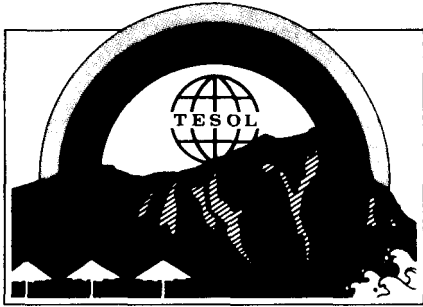
った。ここでもコースの後に、数週間おきに個人面談をして、その後の上達を点検すると同時にさらに指導が行われている。

外国人教員の問題は発音に限った事ではない。米国人の偏見、初めて見る外国人に対する戸惑い、教育に関する価値観の違い、教授方法の違い等多くの理由が考えられる。特にフォーマルな教育を重んじる東洋人の教員と、インフォーマルな教育に慣れた米国人のトラブルは大きい。

米国では教育とは教員が一方的に行うのではなく、多く学生に発言させ、その意見や質問を巧みに処理しつつ、皆でクラスを盛りあげていき、教員や他の学生との意見交換等を経て、学習出来るようにしなければならない。とっぴょうしもない意見や質問もそれなりに処置しなければならないし、しかも楽しく学習する雰囲気を作ることも重要なことである。外国人教員が担当するのは1、2年生の入門コースが多く、沢山の分量を限られた時間

でこなさなければならないし、クラスサイズは大きく、学生は勉強に慣れていないので、悪条件は重なっている。全く教育経験のない外国人がうまく教えられるはずがないと言っても過言ではない。

Morley先生も上記の制度や色々な問題があることは十分ご承知であった。ただ、現在の英語測定法に問題があるのみでなく、根本的には英語教育に問題があり、話すこと、講義すること、論文を書くこと等の技能が全く訓練されていないのが問題であると同時に、英語教育者はこれらの問題に対処していく必要がある。ELIでも従来の一般的な集中コースの他に、大学の必要とする種々の技能を教えるよう積極的に取り組んでいるとのことであった。Morley先生は University of Michiganで学位を取る限りは、それに見合った内容を習得してほしいとの強い願望をお持ちで、今までの英語教育がそれに十分必要な英語力を養成しなかったことを認め、今後さらに改良が必要であることを力説されていた。



## 1986 TESOL SUMMER INSTITUTE

### ARAINBOWOF PERSPECTIVESINTESOL

A program designed for beginning and experienced teachers, administrators, researchers and graduate students interested in broadening their knowledge and skills.

**JULY 7-AUGUST 15**

UNIVERSITY OF HAWAII AT MANOA

**Visiting professors and University of Hawaii faculty members will offer a full range of introductory and advanced courses in teaching and learning English as a second or foreign language, bilingual and deaf education.**

Three-week and six-week credit classes, workshops, colloquia, lectures, demonstrations and panels will be offered.

**Faculty:** Roger Andersen, Kathleen M. Bailey, H. Douglas Brown, James D. Brown, Patricia Carrell, Ruth Cathcart-Strong, Craig Chaudron, James Cummins, Patrick Early, Susan Gass, Barbara Kroll, Diane Larsen-Freeman, Michael Long, Bernard Mohan, Martha Pennington, Suzanne Romaine, Charlene Sato, Richard Schmidt, Thomas Scovel, Michael Strong.

For more information write: Pamela Pine, Assistant Director, 1986 TESOL Summer Institute, Department of ESL, University of Hawaii at Manoa, 1890 East-West Road, Honolulu, Hawaii 96822 USA

**TESOL-Teachers of English to Speakers of Other Languages**

# ISAGA

International Simulation and Gaming Association

**17th Annual International Conference**

Theme Simulation & Communication  
University of Toulon, French Riviera

**Main Conference : 1 - 4 July 1986**

**Theme includes :** social interaction, intergroup relations, language learning, intercultural communication, management communication, media, information technology.

Post-conference summer school in french : from 7 July

More information from Crookall / ISAGA 86 Universite de Toulon  
Ave de Universite 831 30 LA GARDE France Home tel (94) 75 48 38



**new** from McGraw-Hill

**CELT**

**Comprehensive English  
Language Test Form A; Form B**

- David P. Harris  
Leslie A. Palmer
- University or adult students at intermediate to advanced levels
- Reliable instrument for measuring English Language Proficiency
- Testbooks(Listening, Structure, and Vocabulary) pkg of 10
- Cassette( 1)
- Examiner's Kit
- Answer Sheets(pkg of 50)

**SLEP**

**Secondary Level English  
Proficiency Test**

- Education Testing Service  
Princeton, New Jersey
- Secondary students at beginner to intermediate levels
- A measure of ability in two areas:  
Understanding spoken and written English
- \* Basic Package-25 testbooks, 50 answer sheets, 1 cassette
- Specimen Set-1 testbook ,1 answer sheet, 1 cassette and 1 instruction manual



For further information please contact  
McGraw-Hill Book Company Japan, Ltd  
(77Bldg) 14-11,4 chome Ginza, Chuo-ku,  
Tokyo 104, Telephone: (03)542-8821



**McGraw-Hill  
Makes it Happen!**

**NEW**

with Reading Skill Builders that bring the Technologies of Today to  
your intermediate ESL/EFL Learners.

**THE NEW TECHNOLOGIES**

National Council of Teachers of English

- Readings on state-of-the-art technologies
- Expansion of academic reading and composition skills
- Writing activities and discussion topics

**ON LINE**

English for Computer Science  
Roberta Z Lavine and Sharon A Fechter

- Comprehensive introduction to the field of computer science
- Development of reading skills and critical thinking activities
- Application of classroom topics to real-world experience

————— Forthcoming: Answer Keys and Cassettes —————

McGraw Hill **Book Company**,  
International Group, ELT Dept  
1'221 Avenue of the Americas  
New York, NY 10020

Other McGraw-Hill Special Purpose readers available  
for Banking and Finance. Secretarial Skills. Travel In-  
dustry and others

# 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.

## SENTENCE RECIPES: A FUN WAY TO CHANGE STUDENT ERRORS INTO STUDENT ELOQUENCE

By Amy Rodriguez

If you've ever tried to begin a class with "What did you do last week?" only to be met with silence or garbled mush, these sentence "recipes" might help.

Even elementary students know basic sentences, but often they are intimidated by all the "little" words that English sentences have - words such as the, a, an, in, with, to, at. Because they are confused about these words, they are afraid to make sentences.

Usually, students give you the main words (i.e. nouns and verbs). For example, in answer to "What did you do last week?," someone might say, "I went my father's house Koriyama." That communicates the idea, but, of course, is not a complete sentence. The point here is to begin with these main words; the "little" words can come later.

### Technique

Instead of teaching grammar as such - subject, object, preposition, etc. - teach categories of "question words": WHO, WHAT, WHERE, WHEN, WHAT KIND, WHICH ONE, HOW. Ask for examples of words that answer these questions. If no one begins, give an example yourself. Usually, once they're sure of what you mean, they will bombard you with more examples. After they've brainstormed and you've written their ideas on the board, the board might look like this:

WHO	WHAT	WHERE	WHEN	VERB
I	book	school	now	eat
You	baseball	park	everyday	study
we	music	restaurant	yesterday	Play

he	candy	room	tomorrow	watch
father	money	here	in the	run
sister	television		morning	like
friend			at night	read

After the lists are long enough, you might begin showing them how simple it is to put them together into sentences:

EX.

WHO	VERB	WHO	VERB	WHAT
I	study.	I	study	English.

or

WHO	VERB	WHERE
We	play	park.

In this last example, it's obvious that this sentence isn't complete. At this point you can show them a new group of words (prepositions). Usually, they will recognize where the preps. belong.

You can show them how easy it is to write a long sentence. For example, ask someone to think of a sentence with at least ten words in it. Probably, that person will have a coronary. Then calmly write this "recipe" on the board:

### WHO VERB WHAT WHO WHERE WHEN

Once more, ask for words from the appropriate lists.

WHO	VERB	WHAT	WHO	WHERE	WHEN
I	play	baseball	father	park	every day

Then come the with, my and in the - and the students have created an 11-word sentence!

Depending on the class, you can try different combinations on the board and create "class sentences," or you can move on to the cards.

### The Cards

The cards are merely the lists from the board. Put them on the table in groups ("Here's the *who* group," etc.) and write a "sentence recipe" on the board. (Or, to practice listening skills, you can merely give the recipe orally.) Then the class can work together to choose words from the appropriate groups. You can keep in reserve a group of cards such as a, an, the, in, at, *to*, etc., and my, his, your, etc. I have found that most of the time students actually ask me for certain cards not in the major groups. I also supply blank cards and encourage them to provide any missing words for themselves.

### The Activities

There are many ways you can use this basic "recipe" idea. I'm sure that each teacher can

adapt it to his own teaching style and objectives. However, below is a type of card game that I have had success with in my classes.

**“DO YOU HAVE A ‘WHO’ WORD?”**

This card game is like the “Fish” card game you might have played as a child. Cards from all groups are combined, shuffled, and dealt to the players. (Decide how many cards each person is dealt, adapting the number to the size and level of the class.) The rest of the cards are placed face down on the table. The object of the game is to get rid of all your cards by making sentences. You acquire necessary cards by asking the person next to you, “Do you have a ‘WHO’ word (or a ‘WHAT’ word, or whatever group you need to combine with the words you already have to make a sentence)?”. If he does, he can choose which “WHO” word (if he has more than one) to give you. You must then put your sentence on the table. If the player does not have a “WHO” word, he tells you to “Go Fish.” Then you must draw a card from the “fish pond” on the table. If you draw a “WHO” word, you can still make your sentence; then you can ask again for a different group word. Play proceeds similarly for each student. The first student to use all of his cards in correct sentences is the winner.

**Notes about the game**

1. The success of the game depends on the words you have supplied the students. You must be sure to write words that can work together in sentences. For example, if you put words in the “WHAT” group, such as “tennis. records, piano,” an obvious verb to include would be “play” and perhaps “like.” The game can be a fiasco if you give them words that don’t match! (Although making nonsense sentences might be fun with higher level classes, it would require grammatical knowledge and also a sense of humor!)

2. For the “little words” – the connective words such as prepositions, articles, possessive pronouns, etc. - you can either have those cards face up on the table for them to use, or you can supply blank pieces of paper so that they can write them in themselves (depending on your lesson objective and class level).

3. If the fish pond is depleted before someone runs out of cards, you can declare the person with the lowest number of cards in his hands and/or the person with the most completed sentences as the winner(s). Then have everyone show their cards and work together to build sentences with them. (In one low-level class of mine, this activity was the most fun of all for them!)

4. You might be wondering about what happens when a student builds a sentence with verbs that aren’t correct in tense or number. For example:

**WHO VERB WHAT WHEN**  
 I play , baseball tomorrow

When this has happened in my classes, I usually had a simple solution: first, give praise for their choosing correct category words, and second, say something like, “Hmmm, but something seems wrong about this sentence.” Maybe point to the verb and the adverb, visually directing them to the problem. Someone usually blurts out “will play” or “am going to” or “every day.” Anyway, even if no one does, it’s an opportunity to discuss the problem with them.

5. For really basic students, you can write the words on colored cards, one color for each category. That way, they can use color association to help them if they have trouble categorizing the words. (But DON’T use the colored cards for the “Fish” game!) An alternative is using white cards but writing the words with different colored marking pens.

6. I have made only a small set of cards with basic words. There are no verb conjugations, only the infinitive forms, and no prepositions or articles. Try this group first and give the students blank pieces of paper on which to add necessary connective words *and* verb endings. You’ll be surprised how well most students do with this.

7. You can “steer” the students to certain sentence types by the words you use. The words in this group are good for the following sentence patterns:

- a) S V
- b) S V O
- c) S V IO O

If, for example, you are teaching descriptions, you can discuss adjectives as being “WHAT KIND” and “WHICH ONE”-type words. Of course, you will also have to use forms of the verb “to be,” “to seem” and “to feel.” Or, if you are teaching the use of adverbs, you can make a group of “HOW” cards – *carefully*, *fast*, and so on.

The nice thing about this “recipe” concept is that once you have introduced it and done a couple of activities with it, you can refer to it whenever someone has a problem with sentence building later. I have found that in classes where I have spent a class or two working with the cards, I can merely remind them – “WHO. WHAT,” etc. – when they can’t put  
*(cont’d on next page)*

(cont'd from previous page)

their thoughts together in order. Usually, they say, "Oh, yes! I remember!" That's a good feeling for both you and the student.

Amy Rodriguez teaches at James English School. Koriyama-shi, Fukushima-ken. Prior to coming to Japan in 1984, she taught high school English in California.

(cont'd from page 8)

course helped me realize why some students didn't seem to understand others, claiming "the French accent is impossible," or "I can't understand Swiss people," and so on. They were so focused on the instructor that they rejected, didn't want to hear, less than perfect English. Working in groups of three and four towards a more precise self-expression and a more complete comprehension of others created a different dynamic in the classroom. With people working towards communicating with each other, legitimizing the English they already had at their disposal, and motivating them to improve their overall communicative abilities.

For more advanced students, we designed the International Effective Communications courses, focused on business skills such as presentation, negotiation, chairing and participating actively in meetings, note-taking, etc. Here, we give teams of students the task of running the course each day, while the instructors act as consultants, observers who give feedback when appropriate, and language workshops when deemed necessary. Video tapes and audio tapes of the students are the raw material for any language work we do. With students running the course, practising and adding to the English they need in their business life, we instructors respond rather than initiate. The lingua franca of the classroom is at all times *their* English, not our English, and the group works day in and day out to create among themselves a working, functional language that is International English.

### 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!

# JALT UnderCover

SPOTLIGHT READERS Series  
Cassell, 1984

*SPOTLIGHT ON THE WORLD CUP.*

Michael Dean. Level 1 (350 Headwords),  
26 pp.

*SPOTLIGHT ON GREAT MYSTERIES.*

David Christie. Level 2 (700 Headwords),  
26 pp.

*SPOTLIGHT ON ROCK MUSIC.* Michael  
Carrier & Anita Pacione. Level 3 (1,050  
Headwords), 58 pp.

*SPOTLIGHT ON ENERGY.* Terry Bell.  
Level 4 (1,400 Headwords), 58 pp.

*SPOTLIGHT ON CINEMA.* Michael Car-  
rier & Christine Evans. Level 5 (1,750  
Headwords), 90 pp.

*SPOTLIGHT ON WOMEN IN SOCIETY.*  
Elizabeth Curry. Level 6 (2,100 Head-  
words), 90 pp.

Cassell's Spotlight Readers for young adults and adults cover a wide range of "informative, entertaining, nonfiction topics including sport, technology, history, biography, the arts, etc." Basically I will give my students' reactions to the six books - one from each of the six reading levels - that the publisher sent. In spite of having access to only these books and therefore having some reservations about generalizing about the others, I will try to include somewhat of an overview of the Cassell Spotlight Readers series.\*

There are 40 books altogether in the series - eight each in Levels 1 & 2 (elementary) and in Levels 3 & 4 (intermediate) and four each in Levels 5 & 6 (advanced). All levels include a few pages of exercises, which none of my students mentioned looking at, and a "New Words" section or glossary, which some used.

*The World Cup* did not appeal to my students, all adults ranging from their mid-20's to upper 50's. Only one, a businessman fond of soccer in his younger days, chose to read it. He said that although the English was easy, the history of the World Cup did not become clear to him. I myself found it rather confusing.

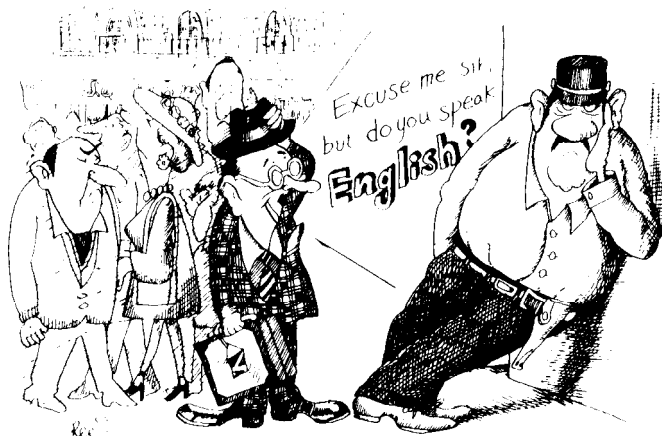
*The World Cup* is an example of several

(cont'd on page 23)

# 英語世界の文化とコミュニケーション

## VARIATIONS

Language • Culture • Communication



異文化間に存在するライフスタイルや価値観のズレ  
あいさつ言葉にみられる日本語と英語の発想の違い  
英語・米語の相違で起こる男女間の誤解  
をテーマにした総合英語教材

A 5 判 100 ページ ¥ 1200

東京都文京区 1 10 9

**マクミラン出版社**

☎03 816 3756

※カセット・テープ(2本組)入荷しました。  
Cassettes (2) Available Now.

¥5000

## 30 I love you, Jacqueline

Larry: Please marry me, Jacqueline. I want you. I need you. I love you.  
Jackie: I'm sorry, Lawrence, but I can't.  
Larry: Oh, Jackie, why not?  
Jackie: Well, Larry, I like you. I like you a lot but I don't love you.  
Larry: But Jackie, love isn't everything.  
Jackie: Oh, Larry, you don't understand for me love everything.  
Larry: Do you love another man, Jackie?  
Jackie: Yes, Larry, I do.  
Larry: Not Michael Kennedy?  
Jackie: Yes, Michael Kennedy.  
Larry: But he doesn't want you. He's engaged.  
Jackie: I know.  
Larry: But Jackie, Mike isn't a rich man. I can give you everything. What do you want? Clothes? Money? Travel? A house in Palm Beach.  
Jackie: No, Larry. I don't want those things. I only want

**See  
American  
Streamline  
Departures  
Unit 30 for  
the answer.**

  
**Oxford™  
American  
English**



(cont'd from page 20)

of the elementary and intermediate books that would be "hard to sell" to my students, primarily because of the European focus. These titles are *North Sea Oil*, *Parliament*, *Football*, and *The Common Market*.

*Great Mysteries* is at a good reading level for false beginners, yet it also includes enough unknown information to make it interesting to many more advanced readers. Of the five sections in the book, "The Turin Shroud" and "The Mystery of the Marie Celeste" especially caught their attention.

The book's small size -- only 26 pages, as are all the titles at the elementary levels -- encourages even reluctant readers to take it home and give it a try. On the other hand, one did complain that it was too brief; she wanted more details. Another pointed out that the "New Words" section ended in the "t's," so she had to use her dictionary to check some words. I assume it was a defective copy.

*Rock Music* was very highly rated by rock music fans. They enjoyed reading about their favorite musicians. In addition, they were able to get information about areas they were previously not so knowledgeable about. I imagine that this would be a popular book with many university students. A civil servant in her 30's who read it although she knows only the "most famous songs of the most famous performers, like the Beatles," said that it was confusing to her because there were so many names she had never heard of. She wouldn't recommend it to those not interested in rock.

*Energy* may not be picked out to be read as often as an absorbing mystery or romance, but two engineers who agreed to try it considered it interesting and educational. They liked being able to learn about science in English. However, one of their colleagues declared that he "hated it" after reading only a few pages, and of course read no further. Comments from three women employees of a government ministry, one of them in a section dealing with energy, were "very interesting and up-to-date" and "useful but not so exciting."

*Cinema*, an advanced reader, is too long and difficult looking to appeal to most of my students. The main text is 74 pages and there are only three pictures. In general the books are not attractively illustrated. Of those who read *Cinema*, two considered it interesting in parts, for example, the development of cinema and the chapter on special effects. Unfortunately not being familiar with the names of movies in English detracted from their enjoyment of the book. Another student, who 30 years

ago used to go to the movies every week, had seen many of the older films mentioned and gave the book a high rating.

*Women in Society* was ideal for my class of women government employees. There was much new material for them about the history of Western women's role in society. They were able to relate it to their own situation here in Japan. The book sparked a lot of discussion on the problems of working women both in Japan and in other countries. One male college student wanted to read it because his previous American teacher was a strong feminist. He said that although it was a little difficult for him, it provided him with "a good chance to think about the position of women." *Women in Society* would be an excellent book to use in a class on women's studies.

Some of the other intermediate or advanced titles might also be useful as reference material or supplementary reading in classes studying English literature or British history and culture. These include *William Shakespeare*, *British Theatre*, *Social Class in Britain*, *The English Revolution*, and *Winston Churchill*. Hopefully university professors teaching these types of courses in Japanese will take advantage of these readers and urge their students to read about the subject matter in English that is not too difficult for them to handle.

As the publisher states, the titles we select "will largely depend on the nature, age, situation and personal interests of the students." Not every book will appeal to everyone. It is up to us as teachers to become acquainted with the tastes and reading ability of our students and to match them up with appropriate graded readers. In the non-fiction line the Cassell *Spotlight Readers Series* offers us many good books to choose from.

#### Reviewed by Roberta Takizawa

\*Also see Julian Bamford's remarks in his three-part article on graded readers in *The Language Teacher* (April-June 1984).

#### COMPUTER-ASSISTED LANGUAGE INSTRUCTION. Edited by David Wyatt. Pergamon Press. Oxford, 1984.

This little book is really an expanded edition of the magazine *System* devoted to computer-assisted language instruction and is basically a collection of some eight articles on the theme plus an intelligent introductory essay by the editor, David Wyatt. Wyatt has been involved in developing CAI materials at the American

(cont'd on next page)

(cont'd from previous page)

Language Academy at Rockville for some time now, and certainly knows as much as anyone about the state of the art in this field. Unfortunately, his introduction was written in 1982, and some of the articles probably date back to the seventies which, in a field moving as rapidly as CAI has in the last ten years, means that much of the material in these articles has already been rendered obsolete by recent technical developments – with which no writer, far less publisher, can hope to keep up outside the monthly magazine format. All the same, for someone wanting a general overview of the possibilities of CAI in language learning, this book represents an excellent introduction.

In his overview, Wyatt discusses the problem of acceptance of CAI in language learning, concentrating particularly on what he refers to as “general philosophical notions about language as a humanities subject to which a mechanical device such as the computer can make no contribution” (p. 4), and it was interesting at the recent CALICO conference in Tokyo to hear Dr. Alatis on this very theme in his talk “Technology is good, but humanity is better.” Wyatt goes on to say, however, that with increasing awareness of the capabilities of computers, “attention is already shifting from the means of delivery to the content of the computerised materials” (p. 5), and the focus of most of the essays in the book is very much on courseware and courseware development. One essay, by Chapelle and Jamieson, discusses applications on the PLATO 4 system, but most of the others are either of general applicability, or refer directly to microcomputers, which is probably the area in which most teachers’ interest lies.

Perhaps one of the most interesting of recent developments in CAI is the integrated micro-computer-videodisc setup, such as the Sony VIEW system. There are two articles on using an integrated videodisc player to form what Schneider and Bennion in the first of these refer to as “highly motivating course segments for second language learning . . . Under micro-computer control, such materials can be highly interactive and individualised” (p. 41). The other article, by Sue Otto, concentrates on the retrieval of still images in support of language teaching, but the authors of both these essays would probably be amazed by the rapid development of sophisticated courseware using this format, as exemplified at CALICO by Frank Otto’s German course.

Although the orientation of Computer-Assisted Language Instruction is predominantly practical, there is a frighteningly (to me, anyway!) technical article by Markosian and Ager,

“Applications of Parsing Theory to Computer-Assisted Instruction,” the second paragraph of which, however, begins in irresistibly appealing fashion: “Although logic and Armenian are rather disparate subjects,” (p. 65). There is also a useful essay by Pusack, “Answer-Processing and Error Correction in Foreign Language CAI,” in which he discusses possible computer applications in these areas, under such headings as Non-evaluation; Right-wrong evaluation; Pattern markup; Error anticipation; Parsing – before finally coming to the conclusion that “after all, there is no better way to process an error than to keep it from happening” (p. 63). Finally, in accordance with this book’s magazine origins, there are three reviews of books – two on CAI and one (inevitably) by Krashen.

All in all then, a useful little handbook for anyone wanting a rough ‘map of the territory,’ attractively printed and, for anyone used to the standards of some Pergamon textbooks, remarkably free from mistakes.

Reviewed by Richard Harris  
Nagoya University of Commerce

## REVIEWS in BRIEF

### *MANUAL OF AMERICAN ENGLISH PRONUNCIATION, FOURTH EDITION.*

**Clifford H. Prator and Betty Wallace Robinett. New York: Holt, Rinehart and Winston, 1985. 244 pp. (Cassette tapes also available)**

This is the fourth edition of Prator and Robinett’s well-known pronunciation manual. This edition has been expanded by the addition of two new lessons, one providing further detail on the subject of intonation, and the other dealing with “The Sandhi of Spoken English,” i.e. “the phonetic modifications that take place especially in informal types of connected speech.” The authors see the addition of these two lessons as part of “a considerable shift in emphasis away from work on individual sounds and toward greater attention to the whole stream of speech.”

Other changes in this edition seem to be the result of an effort to bring the text in line with the general shift in language teaching toward a more communicative approach. The authors have thus tried to “introduce more use of language for real communicative purposes in the learning activities suggested for students to carry out . . .” Whether such exercises are really “communicative” in the sense that teachers and materials writers use this word today is

(cont'd on page 27)



〈第6回企業内語学教育セミナーを終えて〉

(Review of the 6th In-Company Language  
Program Seminar)

## 効果的な企業内語学教育

田久保 浩平  
(Takubo. Kohei)

第6回企業内語学教育セミナーは、昨年11月22日(金)、東京・新宿副都心の野村ビル44階にある、野村マネジメント・スクールにおいて行われた。このセミナーでとりあげられた問題は、企業内語学教育に適する教材選択を中心とするものであった。今回のセミナーは、日本商工会議所、英文誌売、朝日イーブニング・ニュース、グロービュー社、アルク社、日本工業英語協会、百万人のビジネス英語、野村マネジメント・スクールなど9団体の後援を得て行われた。関西方面、あるいは北海道から熱心な参加者を得て盛会であった。なお、ゲスト・スピーカーとして予定していた、野村マネジメント・スクール学長徳山二郎氏が急病で欠席された。急きよ、小松達也副会長、David Hough、田久保浩平の3人でパネルを組み、午前、午後の講演の内容をもとにさらにつ込んだ討論を行った。小松副会長は、サミット会議の同時通訳者として仕事上のNHKからかけつけ、パネルに参加された。

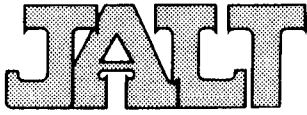
今回のセミナーは午前「わが社の国際化訓練プログラム」と題して、千代田化工建設研修部の内田宏課長から、極めて具体的な事例報告があった。同社においては、新入社員の訓練から、明日の国際人となるべく国際人訓練が行われる。まず、入社3ヶ月前の前年12月から、入社予定者に対する通信教育が始まる。この中には在宅のまま、同社の研修部の外国人と電話を通して英語による会話の練習がある。また、入社後は、4月から6月まで420時間の集中合宿英語訓練が行われる。この訓練中に、デイベート訓練も行われる。この訓練の目的はコミュニケーションスキルの基礎をかためることである。訓練の一部に、海外から派遣された外国人訓練生に、同社の技術を教えるコースも含まれている。仕事を通してコミュニケーションスキルを訓練するという極めてユニークな方法を取り入れている点に感心した。

午後は、国際コミュニケーション研究所のDavid Hough氏の講演で、演題は“Administration and Curriculum Development in In-Company Language Programs”ということであった。同氏によると、一般の語学学校におけるコースは、どの学習者にも向く一般コースで、初級者がベーシックコースをもう一度やりたいと考える場合でも、挨拶の練習からはじめる。このため企業内語学

コースは、会社のニーズに合った、目的別のコースを設定する必要がある。たとえば「工場案内」、「ワープロ訓練」、「テレックス/ファクシマリーの作り方」、「電話の英語」、「会社、製品の紹介」等がある。企業内語学コースを設定するとき考慮すべき点は (1)学習することばをふんだんに聞かせる (2)アウトプットよりインプットを多くする (3)動作を通してことばの学習をする (4)状況に合った語いを教える (5)教えたことばをすぐに使う練習をする (6)学習したことばを運用させる (7)文法的間違いをすぐ直さない。

最後に、徳山学長の講演に代えて、小松副会長、David Hough および田久保浩平がパネリストとなり、午前、午後の講演に関連して、質疑応答が行われた。環境や教室設備など完璧な野村マネジメント・スクールが、同校の徳山二郎学長のご厚意で利用できたことが、本セミナーをより実りあるものとした。講演中に震度3の地震を超高層ビルの44階で体験したのも忘れ得ぬ思い出となった。改めて野村マネジメント・スクールの関係者に謝意を表したいと思う。





# 全国語学教育学会

THE JAPAN ASSOCIATION OF LANGUAGE TEACHERS

## 第7回企業内語学教育セミナー

国際化の急激に進む今日、国際ビジネスマンを教育することは、各企業にとって必要欠くべからざるものと言える。当セミナーは企業の国際人教育、とくに語学教育を促進することを目的とする。

今回のセミナーでは、いろいろな形で実際に海外派遣を経験された方々の立場から、「どういふ語学教育が必要か」、又は「海外でどういふ問題があるか」といった点にポイントを置き、それに付随する事柄に対して具体的な意見交換、討議の場とする。

**対象者：** 現在語学教育を行っている企業、及び企画中の企業の関係者

**日時：** 7月4日(金) 10:00 - 18:00

**会場：** 大阪商工会議所 402会議室

〒540 大阪市東区内本町橋詰町58番地の7

TEL 06 (944) 6200

地下鉄谷町線 谷町4丁目駅下車

### プログラム

9:30	受付		
10:00	開会の辞	JALT会長 帝塚山学院大学教授	James D. White
10:10	講演	「ニーズに合った語学プログラムの発展とその変化」 住友金属工業(株) 国際化研修担当課長 安藤 幹 雄	
11:10	講演	「短期集中講座(Total Immersion方式)の実際」 LIOJ(Lang. Inst. of Japan) 事務局長 瀬戸 伸 仁	
12:10	昼食		
13:10	講演	「海外派遣者の為の国際化教育」 JALT副会長、サイマル インターナショナル 専務取締役 小松 達 也	
14:30	休憩		
14:45	パネルディスカッション	「海外派遣者の目から見た語学、文化教育への要求」 住友金属工業(株) 能力開発室参与 秋 沢 公 三 松下電器産業(株) 音響研究所 浜 田 正 宏 大日本スクリーン製造(株) 海外営業部営業一課長 池 田 庄 司	
16:15	次回企画談話会		
16:30	閉会の辞	JALT事務局長、前会長	Thomas Robb
16:45	懇親会	地下1階 「カスク」	(18:00まで)

### 参加費及び申し込み方法：

参加申し込みは下記へ参加費を郵便振替にて送金してください。

京都 5-15892 JALT (とじ込み又は同封の用紙を御使用ください。)

参加費：（非会員は年会費を含む）

	JALT会員	JALT非会員
6月14日までに申し込みの場合	15,000円	21,000円
6月14日以降・当日	18,000円	24,000円

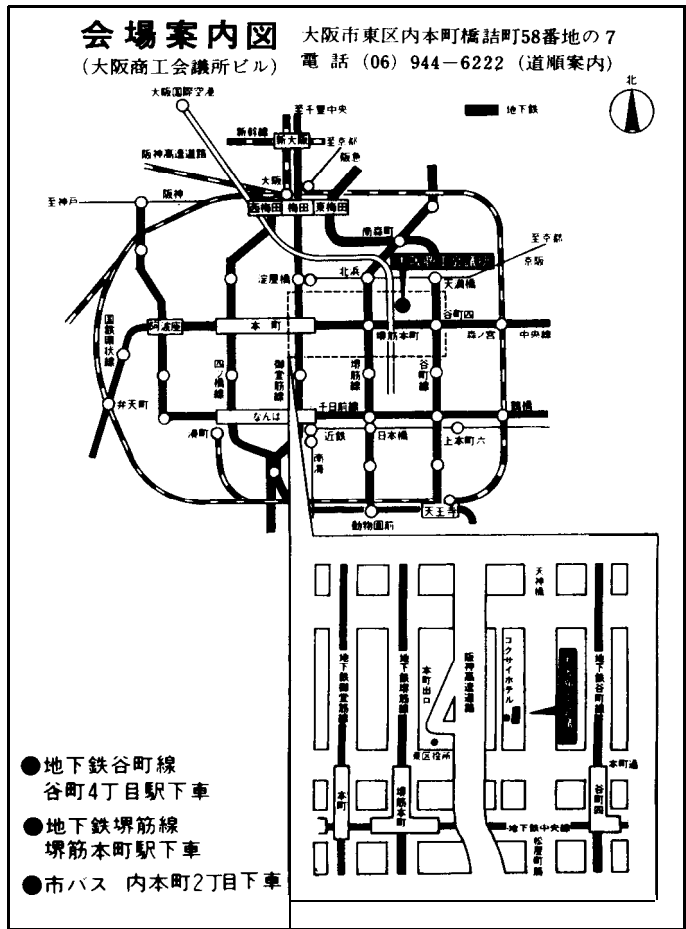
（昼食・懇親会費を含む）

尚、キャンセルによる払い戻しはセミナー前日までは手数料2,000円を差し引いた金額を後日郵便小為替にてお送りいたします。又、当日キャンセルの場合は払い戻しはできかねますのでご了解ください。

問い合わせ： 〒600 京都市下京区四条烏丸西入ル  
住友生命ビル 8F  
京都イングリッシュセンター内  
JALT事務局 TEL 075-221-2376  
担当者 中村友美

主催：  
全国語学教育学会  
(JALT)

後援：  
日本商工会議所  
大阪商工会議所  
京都商工会議所  
神戸商工会議所  
財団法人  
関西生産性本部  
社団法人  
関西経済連合会  
社団法人  
関西経済同友会  
THE ENGLISH  
JOURNAL  
朝日イブニングニュース  
大阪新聞社



**JALT '86**  
浜松  
Hamamatsu

JALT INTERNATIONAL CONFERENCE ON LANGUAGE  
TEACHING/LEARNING

November 22 - 24, 1986

Seirei Gakuen, Hamamatsu

# JALT—全国語学教育学会について

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

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

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

## 出版物

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

## 年次国際大会及び例会

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

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

## 支部

現在、全国に22の支部があります。

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

## 研究助成金の支給

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

## 会員

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

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

JALT事務局 〒600 京都市下京区四条丸西入ル  
住友生命ビル8F 京都イングリッシュセンター気付  
(電話 075—221—2376)

ゆみ  
担当 中村 友美

# VIDEO? AUDIO? TEXT?



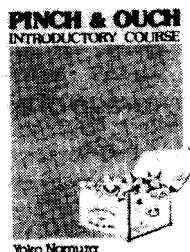
— **EXCITING ALTERNATIVES FOR YOUNG LEARNERS** —

Filmscan-Lingual House allow you to select both video-based and text/audio-based materials.

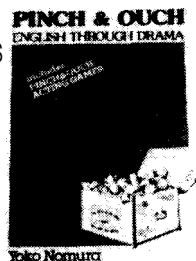


**BASICS IN LISTENING**  
a course for developing essential listening skills

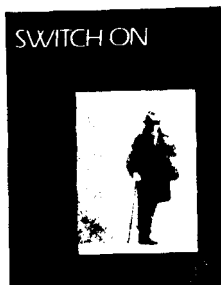
## PINCH & OUCH SERIES



**INTRODUCTORY COURSE**  
a lively course for beginning level students



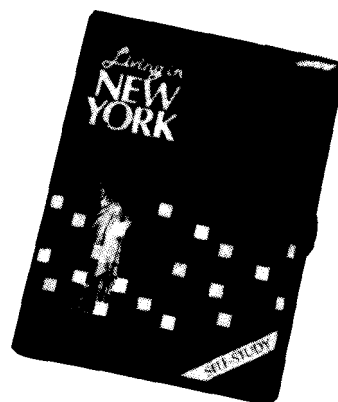
**ENGLISH THROUGH DRAMA**  
a lively course for intermediate level students



**SWITCH ON**  
a stimulating interactive video course for elementary to intermediate level students



**DOUBLE TROUBLE**  
a humorous and entertaining adventure story



**LIVING IN NEW YORK**  
an effective, interactive video course for elementary level students

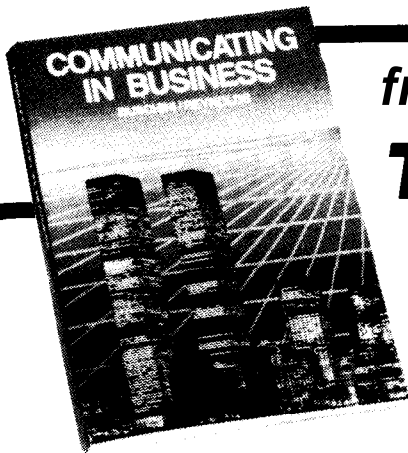


Please contact us for information:

**FILMSCAN/LINGUAL HOUSE**



DORUMI-YOYOGI 1107 1-57-2  
YOYOGI-SHIBUYA-KU.TOKYO 151  
TEL 03-320-4170



from Houghton Mifflin:

# **The text for students who mean business**

Joseph F Buschini and Richard R Reynolds

352 pages. © 1986 Instructor's Manual with Tests. Transparencies

Editorial Advisor, Mikito F Nakamura President. Japan Business English Association

Comprehensive, thoroughly researched text teaches students to improve business communication skills. Provides step-by-step instruction in writing and revising letters, memos, reports, and documents. Style, punctuation, and grammar guidelines in each chapter reinforce the basics of good writing.

- comprehensive coverage of essential business topics
- authoritative style guides
- developmental writing assignments and hundreds of exercises
- chapter on world trade communications
- up-to-date computer terminology
- simulations of international business transactions and communications with focus on Japanese and U.S. companies

## **ENGLISH ALFA**

**The complete English program that teaches students how to use the language and how the language works**



*For adoption consideration, request an examination copy from*

Yohan Publishers' Service Department. 14-9 Okubo 3-chome. Shinjuku-ku Tokyo 160. Japan



**Houghton Mifflin**

One Beacon Street  
Boston, Massachusetts 02108. U.S.A

(cont'd from page 24)

questionable; the subject matter and focus of this text are by necessity restricted. What the changes do mean, however, is that the language of both the sample sentences and exercises is realistic and *could* be used for communicative purposes in everyday situations.

This text is designed for advanced students of English studying in the U.S.A. As the authors themselves say, it is "definitely not for beginners." There would seem to be few opportunities to use it as a student text in an EFL situation. It could be extremely useful, however, as a reference book for teachers whose knowledge of the phonological system of American English is not what it should be. I myself have found it to be a handy guide when it comes to teaching pronunciation and designing my own exercises, and I would consider it a valuable addition to any English teacher's library.

Reviewed by William Lee

**THE FOREIGNER'S LANGUAGE:  
A SOCIOLINGUISTIC PERSPECTIVE.  
Karol Janicki. Pergamon Press, 1985.  
86 pp.**

This volume proposes a vast research project to determine foreigners' (*sic*) language use, to teach them not to say and do things that distresses natives when using their (the natives') language, and to learn to behave as foreigners are supposed to.

This is difficult. The author confesses that there is only anecdotal evidence of how natives feel about specific acts of foreigners, and to remedy this lack, the book proposes a four-step program. I have serious reservations about the justifications given, but must admit that such a project could yield valuable information. Still, it seems ridiculous to write off research in interlanguage, error analysis, and other fields with direct pedagogical applications as being narrow and insufficient, as the author claims, for the sake of a braver new world decades hence.

The language of the book is quite opaque, of the kind known from grammar translation, and editing for clarity would have made the author's thoughts more accessible. The book employs the royal we for the author and disregards females as instructors and students of language. This has now gone out of general use; seeing it in full blossom made me rejoice in the modern ways.

I feel uncomfortable when, like here, non-natives are consistently termed foreigners, when native acceptance of foreigners' language and

behavior becomes the center of attention, and when I am subjected to much talk about language learning with no immediate concern for how to effect it. It is difficult to imagine a situation where this volume would become required reading, but it is interesting that thinking and writing of this sort also occurs in Europe.

Reviewed by Torkil Christensen  
Hokuen Junior College

**ENGLISH IN THE WORLD: TEACHING  
AND LEARNING THE LANGUAGE  
AND LITERATURES. Randolph Quirk  
and H.G. Widdowson, eds. Cambridge  
University Press, 1985. 274 pp.**

I hesitate even to use the word "book" when addressing this collection of papers. What is contained in the eight "themes" of the publication is the conference proceedings of the "fiftieth anniversary of the (British) council's active involvement in progress in English studies." Although dealing with relative issues in English language teaching today and including state-of-the-art ideas (and problems), this book lacks any central theme with which to hold everything together. It *is* a collection of highly academic papers presented by leading teachers and linguists in the field, and it *is* highly valuable to someone concerned with studying the various theories of English language teaching, but it is not a resource for the average teacher.

At first glance, the issues dealt with will attract the attention of any serious English teacher (e.g., ESP, learner-centered methodology, teacher preparation). However, after struggling through a few paragraphs, one soon begins to have thoughts akin to those felt just before university examinations. ("Didn't I finish all this kind of reading in university???"") If one is willing to invest the time in reading these papers, new light will most certainly be shed on some aspect of English language teaching.

Perhaps two of the most interesting (and applicable) papers were those presented by Randolph Quirk and Christopher Brumfit. Quirk's paper, although really not making any startling revelations, certainly gives a good gestalt view of English in the world today. It is a good article for those who need their profession put into a world perspective. Brumfit, on the other hand, approaches the real issue of teachers "jumping on the bandwagon" each time a new theory arises rather than sitting back and seeing how new theories fit into existing frameworks. He also heavily criticizes the "eclectic approach," citing some true pitfalls in that manner of teaching. Many of his ideas might be

(cont'd on next page)

(cont'd from previous page)

a difficult pill to swallow, but I found his grasp of the situation as a whole to be quite revealing:

Much of what is discussed in each paper deals with establishing (or not establishing) a true "standard" for teaching English internationally. Many of these problems are not relevant to teaching in Japan, where generally American English is taught and there is no group of "Japanese native speakers" who are in danger of "corrupting the language" as is purportedly the case with Indian English and some African forms of English. Many of the feelings throughout this conference must have been the Council's realization that some countries (like India) are creating their own standards and this "creation" process is outside the realm of their control.

To reiterate, for the English teacher who is a closet academician, this book will be a joy, but to the average teacher who is looking for revealing insights into day-to-day teaching, it will not prove very useful.

Reviewed by Matthew Glotfelter  
Sendai YMCA

**BRING THE LAB BACK TO LIFE.** Philip Ely. Pergamon Press, 1984. 100 pp. plus xvi.

**Bring the Lab Back to Life** tells us how to use the lab in imaginative and creative ways. In this book, the language lab is no longer an expensive investment collecting dust. The 22 activities in this book show how meaningful and communicative the lab can be. These activities cover task listening, story telling, telephone conversation, open-ended drills and so forth. All of them include not only listening exercises but also communicative, structural, pronunciation and intonation exercises. They require students to: listen accurately, communicate information among themselves accurately, and provide appropriate and spontaneous responses to a series of stimuli. In a word, these activities bring the real world of communication into the lab.

These activities might be best suited for use by university students and adults whose levels range from upper beginner to advanced. I tried some activities with my university students and noticed their enthusiasm toward listening to their tapes. They listened and listened so intently that they never got bored. The directions telling them to respond properly to what they heard stimulated and motivated them.

The description of each activity is well written, mostly within one page, which is convenient for the teacher's practical use. The description suggests the proper level of students, gives an

outline, and notes the necessary preparation and procedure briefly. It is followed by the transcription of the accompanying listening tape. Making one's own tape for an activity doesn't take more than 15 minutes, though, if a native speaker is available and the teacher knows how to use the console desk. The Practical Notes section gives kind explanations, presumed troubles during the activities and their remedies.

I recommend this book to those teachers who feel the need to exploit lab activities far beyond the limits of tediously repetitive drills. Its ideas can be adapted by teachers to their own situations. It is so imaginative as to give teachers other ideas how to develop further the materials they currently use. This book can also be used by those who don't have access to a lab but are interested in improving their students' listening ability in their conversation classes since some activities, which involve accurate listening with a simple written or graphic response, are planned to bring about discussions among students. **Bring the Lab Back to Life** is well worth reading and really does bring liveliness into the lab.

Reviewed by Yukie Aihara  
Otaru University of Commerce

**CLASSROOM SECOND LANGUAGE DEVELOPMENT.** Rod Ellis. Pergamon, 1984. 233 pp.

In this book, Rod Ellis presents the results of his doctoral thesis on discourse processes in classroom second language development. He describes some of his own longitudinal studies of three children (two Punjabis and a Portuguese) learning English as a second language, and also draws upon similar studies by Felix, Lightbown and others.

Following the introductory chapter, there are three chapters devoted to the development of grammatical competence, semantic development, and formulaic speech (routines, patterns and 'scripts'). In these three chapters, the emphasis is on the linguistic output of the learners. In chapter 5, the role of different types of interaction in facilitating development is considered. Interaction, rather than input alone, is seen as necessary for successful language development: the author specifically disagrees with Krashen on this.

In chapter 6, Ellis considers the role of formal instruction, reviewing the work of Bialystok, Sharwood-Smith and others. He rejects the 'non-interface hypothesis' entailed in Krashen's rigid distinction between 'acquisition' and 'learn-



ing,' but no firm conclusions on the role of instruction in SLD are drawn.

In chapter 7, following a critique of the monitor model, Ellis presents his own 'Variable-Competence Model.' This does not refer to the fact that we all have our off-days, but tries to account for "both the vertical and horizontal variability" of a learner's output. "Vertical variability" refers to stylistic variation, which is also seen in terms of the distinction "between unplanned and planned discourse," while "horizontal variability" is equivalent to 'diachronic' variability, changes over time.

Ellis explains the learner's output in terms of primary discourse and cognitive processes, which are important in unplanned discourse, and secondary processes (including both monitoring and 'borrowing'), of more importance in planned discourse. He believes that affective factors influence "both how much and which kind of discourse the learner contributes to," and therefore affect second language development indirectly, in contrast with the direct influence implied in Krashen's 'affective filter hypothesis.'

In his final chapter, Ellis considers the applications of his model for language teaching. He concludes that unplanned discourse should play a much greater role in most classrooms, but cautions that "the pendulum should not swing too far."

The book is not without some minor faults. In particular, some of the 200-plus references have failed to find their way into the bibliography at the end of the book, and others are ambiguous. Overall, however, the book provides a useful account of research into second language development (fortunately or unfortunately, without any statistical analysis) and related theories. It can be recommended to anyone seeking a less-dogmatic alternative to Krashen.

Reviewed by Richard Baker  
Miyazaki Women's 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 June 30th.

## CLASSROOM TEXT MATERIALS/ GRADED READERS

- \*Aitken. **Overtones** ("Skill of Listening" series, pre-intermediate. Student's book). Nelson, 1985.
  - \*Bolton & Peterson. **Breakaway 4** (Student's book). Nelson, 1985.
  - \*Bolton **et al.** **Basic Working Grammar**. Nelson, 1986.
  - \*Carrier. **Business Reading Skills**. Nelson/Harrap, 1985.
  - \*Elbaum. **Grammar in Context** (2vols.). Little, Brown & Co., 1986.
  - \*Ellis & Ellis. **Counterpoint 2** (Student's book). Nelson, 1985.
  - \*Fowler **et al.** **New Proficiency English** (4 vols.). Nelson, 1985.
  - \*Gorrell. **The Little, Brown Workbook**, 3rd ed. Little, Brown & Co., 1986.
  - \*Hall. **Working with English Prepositions**. Nelson, 1986.
  - \*Hedge. **In the Picture** ("Skill of Writing" series, pre-intermediate). Nelson, 1985.
  - \*Norman & Hufton. **The Countrybar Story. 3. The Sales Campaign**. Nelson, 1986.
  - \*O'Donnell & Paiva. **Independent Writing**. Little, Brown & Co., 1986.
  - \*Pint, trans. **The Adventures of Lucky Luke: Stories and exercises to develop comprehension and vocabulary**. Pergamon, 1986.
  - \*Stubbs & Barnet. **The Little, Brown Reader**, 4th ed. Little, Brown & Co., 1986.
  - \*Vincent **et al.** **Time for English** (Student's books 1, 2, Teacher's book 1). Nelson, 1984, 1986.
- Howe. **English Today! 1-3** (Student's books, Teacher's books, workbooks, cassettes). Oxford, 1985.
- Open Sesame** series (various authors; Student's books, Teacher's books, activity books, cassettes). Oxford,
- S tase B: **Oscar's Bridge to Reading Book**.  
Stage C: **Cookie Monster's Blue Book**.  
Stage D: **Prairie Dawn's Purple Book**.

†Low. **Grammar forEveryday Use**. Collins, 1986.

## TEACHER PREPARATION/ REFERENCE/RESOURCE/OTHER

- \*Cowie **et al.** **Oxford Dictionary of Current Idiomatic English** (2 vols.). Oxford, 1975, 1983. First paperback ed., 1985.
  - \*Crombie. **Process and Relation in Discourse and Language Learning**. Oxford, 1985.
  - \*Ellis. **Understanding Second Language Acquisition**. Oxford, 1985.
- 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.
- ?All materials in this 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.

(cont'd on page 31)

# YOUR LIFE IN YOUR HANDS

*Joseph J Deliso*

*An American English video  
for intermediate students*

Four young people starting out on their own is the theme of this romantic comedy. The dialogue of **Your Life in Your Hands** is natural, absorbing and, of course, amusing! Two students' books and a teacher's manual supplement the visual material.

# Family Affair

*Brian Abbs and Ingrid Freebairn*

*A video for elementary to  
intermediate level students of  
English*

Professionally acted, scripted and directed, **Family Affair** is a high quality video offering the student a gripping storyline. **Family Affair** corresponds to the language level of Building Strategies coursebook.

# VISITRON

The language of Presentations

*Brian Howe*

*A business English video*

Suitable for intermediate level students upwards, **Visitron: The Language of Presentations** provides business people with all the language skills needed to give a business presentation in English.

For further information please contact: Heather Saunders or Mike Thompson, Longman Penguin Japan, Yamaguchi Building, 2-12-9 Kanda Jimbocho, Chiyoda-ku, Tokyo 101 (03-265-7627)

**NEW!**

A students' handbook is now available to accompany the video.



Longman

ELT VIDEO

(cont'd from page 29)

## IN THE PIPELINE

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

- Abdulaziz **et al.** **The Computer Book.**  
 Aebersold **et al.** **Critical Thinking, Critical Choices.**  
 Ahmad **et al.** **Computers, Language Learning and Language Teaching.**  
 Azar. **Fundamentals of English Grammar.**  
 Blass & Durighello. **From Concept to Composition.**  
 Brieger & Comfort. **Business Issues.**  
 Brumfit. **Language and Literature Teaching.**  
 Brumfit **et al.** **Computers in English Language Teaching.**  
 Buschini & Reynolds. **Communicating in Business.**  
 Carroll & Hall. **Make Your Own Language Tests.**  
 Carver & Fontinos. **A Conversation Book.**  
 Clark, ed. **Index Card Games for ESL.**  
 Comfort **et al.** **Business Reports in English.**  
 Cotton & McGrath. **Terms of Trade.**  
 Crombie. **Discourse and Language Learning.**  
 Dart. **ESL Grammar Exercise.**  
 Davies. **Telecommunications.**  
 Dawson. **Teaching ELT.**  
 Draper. **Great American Stories, I.**  
 Ellis & Ellis. **Counterpoint.**  
 Feigenbaum. **The Grammar Handbook.**  
 Gaston. **Cultural Awareness Teaching Techniques.**  
 Haines. **English in Print.**  
 Heike & Dunbar. **Building Fluency in English.**  
 Helgesen **et al.** **English Firsthand.**  
 Jones, K. **Designing Your Own Simulations.**  
 Jones, L. **Use of English.**  
 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.**  
 Menasche. **Writing a Research Report.**  
 Miller & Clark, eds. **Smalltown Daily.**  
 Mortimer. **Elements of Pronunciation.**  
 Murphy. **Windows.**  
 Murphy. **English Grammar in Use.**  
**Newnes Complete Word Game Dictionary.**  
 Noto. **Physics.**  
 Palmer **et al.** **Personal Relations.**  
 Pereira & O'Reilly, eds. **Four Seasons.**  
 Prodromou. **Medicine.**  
 Public Service Commission of Canada. **Gambits**  
 Reinhart & Fisher. **Speaking and Social Interaction**  
 Richards & Long. **Breakthrough**, new ed.  
 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.**  
 Yorkey. **New Perspectives.**



# 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.

## HAMAMATSU

### LISTENING COMPREHENSION AND SURVIVAL ENGLISH

By David Hough

To begin his talk for the April meeting of JALT-Hamamatsu, Hough described the origins of listening comprehension and its increased use in second language acquisition. He then went on to discuss how materials for listening comprehension could be developed and what a teacher should look for when buying a textbook. According to Hough, a good textbook should have more emphasis placed on listening than on the actual production of language. He pointed out that meta-language, or classroom language ("open your books to page 83") can be taught as a language learning skill that itself provides good listening practice.

Hough explained that listening to a sound is followed by experimentation, after which a model is created and developed internally. Meaning occurs when a context for the sound is created and this meaning is tested and retested using all of the sensory modes.

The second part of Hough's talk focused on what basics are absolutely necessary if one is to survive in a linguistically unfamiliar environment.

These can be broken into two parts, **structures** and **sounds**, upon which he elaborated. He then introduced a book he co-authored on the subject, demonstrating how it can be used in the classroom.

Reported by F. Parker

## NAGOYA

### SENSORY AWARENESS

By David G. McLane

The March meeting of JALT-Nagoya featured  
 (cont'd on next page)

(cont'd from previous page)

a workshop on Neuro-Linguistic Programming (NLP) by David McLane of the Kyoto-based Independent Research Associates.

Having encountered great difficulties in teaching English to adults when he first came to Japan, Mr. McLane was advised by a colleague to pay more attention to the NLP of his students, the theory being that each person has a preferred mode, be it visual, auditory or kinesthetic, in which to record and recall his/her experience. In order to determine the preferred modes of his students, Mr. McLane began paying close attention to their eye movements, as people tend to move their eyes in a certain direction depending on which part of the brain (mode of thinking) they are using, according to the theory. After determining this, he began devising exercises and techniques which would allow the students to use their strongest thinking processes in learning English, and as a result he believes that his teaching has become much more effective.

During the workshop Mr. McLane had us all divided into groups of three. From communicating "seed," or basic, sentences to each other, we were encouraged to build large scenarios around them through questions from our partners. They could be as ordinary or bizarre as we liked. In the end most of us were communicating generally as we would in a real conversation.

Reported by Helen Saito

## KOBE

### DIALOGUE JOURNALS: OPENING THE DOOR TO COMMUNICATION

By Madeleine Adkins

At the chapter's February meeting, Madeleine Adkins introduced the Dialogue Journal as a simple and effective means of promoting and improving reading, writing, conversational and interpersonal skills. Starting with a blank notebook, the students make their first entries – whatever they want to say – and the teacher responds, without making corrections. Then, the students write again, and the teacher continues to follow the lead, the direction, of the students' expression.

The rhythm of this interaction is very important, and daily or at least weekly entries by the students are recommended. The students' writing is done in class (for 5 or 10 minutes), and the teacher takes the notebooks overnight.

The dialogue journal is especially appropriate for small classes, and for all ages and levels. In addition to stimulating regular practice in reading and writing, the journal exhibits the teacher's writing as a model of correct spelling, punctuation, grammar, and conversational style. Both technical improvement and the motivation to learn English are fostered in this low-anxiety environment.

Reported by Diji Christian

## OMIYA

### CLASSROOM TECHNIQUES FOR VOCABULARY TEACHING

By Michiko Shinohara,  
Joshi Seigakuin Junior College

Learning an adequate vocabulary is one of the major problems of any practical FL program. At JALT-Omiya's March meeting, Shinohara introduced nine games applicable to teaching a limited amount of vocabulary (10-40 words) in a high school or a college reading class. Teachers choose an appropriate number of new words from the textbook, and make their own cards in both English and Japanese. The familiar card games such as **Concentration**, **Old Maid**, and **Go Fish** can be played in groups of four to five students each. **Rhythm**, **Stop**, and three variations of **Spelling Bee** were also introduced. Games can help students increase their vocabulary without their being aware of it, because they are enjoyable.

Reported by Mitsue Tamai

## SAPPORO

### BRIGHT IDEAS

By Eiji Suenaga and Jerry Halvorsen

At its March meeting, JALT-Sapporo got some "Bright Ideas for the New Year." Eiji Suenaga elaborated on 12 teaching practices\* that hinder student motivation and work against an atmosphere of trust in the classroom. Motivation would mean having a **general** desire to communicate (in a second language) and a **specific** desire to communicate in an immediate situation. Students may lose their motivation to speak if they are not allowed enough time to reflect on or assimilate what is being taught. Suenaga also stressed paying more attention to content rather than form. Do we respond to what students are saying or are we listening for errors to correct? Does the teaching material reflect the students'

personal interests? Are they learning answers that they have no need of? Other areas discussed were, for example, the use of students as reading models, starting classes on time, and static seating.

The second presenter, Jerry Halvorsen, demonstrated fresh variations of Bingo, Tic-Tat-Toe and a listening task, all of which highly motivate his junior high school classes. These are usually quick-paced, 15- to 20-minute team games with incentives, such as bonus points or candy.

Clearly there is a ready supply of good teaching ideas around us; but many go unrecognized because teachers simply fail to experiment or to put them into immediate action.

**Reported by Dale Ann Sato  
Sapporo Gakuin University**

\*Referred to in "I'll Never Start on Time Again,"  
by Bob Burbidge.

## YOKOHAMA

### USING READERS IN EFL

By Julian Bamford

Good news for students who are fed up with

translating the stories in their English textbooks: extensive reading for pleasure. At JALT-Yokohama's April meeting Julian Bamford made it clear that extensive reading is the reading of large amounts of easy material with little or no use of a dictionary. Not for translation, and not intensive, for pleasure.

Materials especially designed for extensive reading are called **graded readers**. They are thin, inexpensive, illustrated with pictures, and can be found in abundance at any of the large bookstores that handle foreign books. There is something of interest for everyone.

The benefits of extensive reading, aside from the motivating effect of its being an easy and fun activity, is that it improves students' reading skills (especially reading for general meaning), and it encourages thinking in English.

Teachers can introduce extensive reading into their present curriculum easily, because it is done primarily as an out-of-class activity. If you want to know more about using graded readers, refer to the April, May, and June 1984 issues of *The Language Teacher*.

**Reported by Robert Elliott Hart**



## The School for International Training REFLECTANDREFRESH



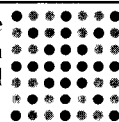
### TREAT YOURSELF TO AN S.I.T. SUMMER SEMINAR

Two courses are offered. Summer Seminar I: **Implementing Innovative Approaches in the Classroom, focusing on the practice of CLL and Silent Way**, from August 20-24. Summer Seminar II: **Teacher Training and Supervision: The Basics, giving participants a chance to design and conduct training sessions**, from August 26-30. **Both Seminars will be held at Asia Center in Odawara, Kanagawa-ken. Offered by the School for International Training, the fee is ¥60,000 or ¥80,000 for graduate credit. For information and alumni contact, phone The Center: (06) 315-0848 in Osaka, or Japan Language Forum: (03) 719-4991 in Tokyo.**

**BBC English**  
by television

# TELEVISION ENGLISH

The  
British  
Council



## Winner of the Duke of Edinburgh English Language Prize

TELEVISION ENGLISH provides you with a resource package of authentic BBC television programmes aimed at intermediate and advanced students.

TELEVISION ENGLISH is being released serially in 6 parts. Each part contains a 30-minute videocassette (Beta II or VHS) and a comprehensive text of interesting and varied exercises to help the student view the video purposefully. TELEVISION ENGLISH has been jointly developed by the BBC and British Council.

# THE PRIZEWINNER!



INTERNATIONAL LEARNING SYSTEMS (JAPAN) LTD.  
Matsuoaka Central Bldg, 1-7-1 Nishishinjuku, Shinjuku-Ku, Tokyo 160  
TEL 03) 343-2311, 344-3412, 344-3661 (Direct)

Osaka Office  
Osaka Fukoku Seimei Bldg 4F, 2-4 Komatsubara-cho, Kita-ku,  
Osaka 530 TEL (06) 362 2961

## R.S.A. COURSE

**ILC is pleased to announce that it will be running a course leading to the Royal Society of Arts Diploma in Teaching English as a Foreign Language.**

The Course

- is for serious practising teachers of EF L
- aims to develop practical teaching skills and relevant background knowledge
- leads to a TEFL qualification that is widely recognized and respected in the field
- starts in mid October 1986 and runs until the examinations in early June
- consists of two three-hour sessions per week for a total of 160 hours
- is open to all experienced, graduate native speaker teachers of E FL

For information write or phone:

**INTERNATIONAL LANGUAGE CENTRE**

Iwanami Jimbocho Bldg. 9F  
2-1, Kanda Jimbo-cho  
Chiyoda-ku, Tokyo 101  
Phone 03-264-5935

# ILC

**NEW**  
**From Cambridge**  
**Books for Teachers**

## **Images and Options in the Language Classroom**

EARL W. STEVICK

Developing the theme of his earlier volume, *Teaching and Language Learning*, Earl Stevick shows how teachers can better exploit their materials and procedures in the classroom by better understanding mental imagery. Using samples from current textbooks, he shows how combinations from 33 general options can generate both needed techniques and their variants. He enables readers to relate the content of the book to their own past experience, purposes and methods and to do their own thinking before they come to the author's ideas.

## **Approaches and Methods in Language Teaching**

A description and analysis

JACK C. RICHARDS and THEO S. RODGERS

This book presents an analytical overview of the major approaches and methods used in second and foreign language teaching. In a style accessible to both new and seasoned teachers, the authors use a single model throughout to place each method in its historical context and to examine it at the levels of approach, design and procedure. Methods covered include Grammar, Translation, Audiolingualism and Total Physical Response.

## **Working with Words**

A guide to teaching and learning  
vocabulary

RUTH GAIRNS and  
STUART REDMAN

This is a practical guide and resource book for teachers on selecting and organising vocabulary for their classes. It discusses the linguistic and learning theories behind vocabulary teaching, describes traditional and modern methods of presentation and suggests ways of assessing and supplementing the vocabulary component of coursebooks.



*Further information on all Cambridge EL T books available  
from: U. P. S. Ltd., Kenyu-sha Bldg., 9 Kanda Surugadai, 2-  
chome, Chiyoda-ku, Tokyo 101. Tel: 2914541*

# **CAMBRIDGE UNIVERSITY PRESS**

The Edinburgh Building, Shaftesbury Road. Cambridge CB2 2RU, England



PERGAMON PRESS

-AMERICAN ENGLISH Listening Skills -

## Start with Hello “まずはハローから”

Basic Conversations for Listening and Speaking Practice

John Battaglia and Vickie R Christie

**Start with Hello** is designed to improve listening comprehension at beginning and elementary levels and develop speaking through listening.

Eighteen listening conversations involving a total of **twelve characters** tell the story of a young woman who changes jobs and moves from New York to San Francisco. The conversations were recorded unscripted and are spoken spontaneously at normal speed. As a result, the conversations contain all the elements of authentic discourse — hesitations, reductions, false starts, and variations in formality. However, slang and uncommon idioms have been avoided.

Book ¥1,870

Cassette ¥3,810



## YOSHI GOES TO NEW YORK

Authentic discourse for listening comprehension

John Battaglia and Marilyn Fisher

Twelve recorded conversations and an accompanying workbook tell the story of a young Japanese businessman's stay in New York City. The conversations, being unrehearsed and spoken at natural speed, preserve all the features of authentic discourse.

The materials can be used in the classroom, in the language laboratory or for self-study and are designed for students at Intermediate level.

Book ¥1,670

Cassette ¥3,060



For further information please write to the address below :

Distributor :

JAPAN PUBLICATIONS TRADING CO., LTD.

日本出版貿易株式会社

2-1, Sarugakucho 1 chome, Chiyoda-ku, Tokyo 101

〒101 東京都千代田区猿樂町1-2-1 TEL(03) 292-3755



# Bulletin Board

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

## THE NEW TOEFL WRITING TEST

In the past, The Test of English as a Foreign Language (TOEFL) has measured writing skills indirectly through a multiple-choice format. The correlation of this format with actual writing skills is supported by research (Pike, 1979). However, direct measures of writing, such as essay tests, are increasingly viewed as being a more valid approach to writing assessment, and tests that combine an essay (direct assessment) with a multiple-choice section (indirect assessment) are the most highly respected. A survey (Fallon and Stansfield, 1985) of more than 800 TOEFL score users found that 75 percent wanted a writing sample to be included in the TOEFL.

Beginning in the 1986-87 testing year the TOEFL examination will include a direct writing test. This writing test, the Test of Written English (TWE), will be a required component of the TOEFL on three test dates - July 11 and November 15, 1986, and May 9, 1987. On these dates, the thirty-minute writing test will be given before the multiple-choice sections of TOEFL. The test will provide an opportunity for the examinees to do the kind of writing required in many college courses.

According to a survey of academic writing in 190 departments conducted for the TOEFL program by Bridgeman and Carlson (1983), the two academic writing tasks that faculty view as most authentic and valid are those in which the student (1) compares/contrasts two opposing points of view and defends a position in favor of one, or (2) describes and interprets a chart or a graph. The TWE will require examinees to carry out one of these tasks at each administration. To maintain the security of the test, no topic will ever be reused, and different topics may be used in one administration for different parts of the world.

The essays will be scored for overall effectiveness of communication, rather than for separate analytical criteria such as structure, spelling, punctuation, or word usage. Writers will be

rewarded for what is done well, rather than penalized for errors.

The essays will be scored at a centralized essay reading within two weeks of the test date. Readings will last three days and will involve from 40 to 180 readers, depending on the number of papers to be read. While traditionally, it has been believed that teachers of ESL and English composition use different grading criteria, a recent TOEFL research study (Carlson, Bridgeman, Camp and Waanders, 1985) demonstrated that they can read with equal reliability and standards, given a carefully managed scoring session. To maintain realistic standards, this research project used "rangefinder" papers to train readers. These papers represented the range of writing performance that could be expected. In adapting the procedures of this research project to the Test of Written English, the previously named writing specialists developed a criterion-referenced scoring guide. All readers of the TOEFL writing test will be carefully trained by the chief reader to use this six-point criterion-referenced scoring guide.

The score for the writing test will appear separately on the TOEFL score report. Because it will not be included in the computation of the TOEFL total score, there will be no change in the TOEFL scale at this time. The scores will be reported to the examinees and to the institutions they have designated as score recipients. Both examinees and institutions will also receive a copy of the scoring guide. After several topics have been scored, the TOEFL program will publish for score users a set of essays on different topics representative of each point on the scale.

We hope the introduction of the Test of Written English will assist ESL teachers in motivating their students to develop effective skills in written communication. Certainly, the reliance on performance-based academic writing tasks should have a positive backwash to teaching and to curriculum. The data we gather from this test should also be useful for research. With it, we plan to conduct several studies related to the nature of writing proficiency. It is hoped that the results of these studies will expand the frontiers of knowledge about ELS writing.

**Charles W. Stansfield,  
Director, Test of Written English**

**Russell Webster,  
Executive Director, Language Programs  
Educational Testing Service  
Princeton, NJ 08541**

**CALL FOR PAPERS**

**A.I.L.A. WORLD CONGRESS  
Sydney, August 16-2 1, 1987**

**New Approaches to Applied Linguistics  
as an International Discipline**

The 8th AILA World Congress will foreground the following issues:

1. The international nature of applied linguistics;
2. The concept of 'applied linguistics': a framework for action;
3. What can go wrong: language disorders and disabilities;
4. The concept of 'language education,' and
5. The specific concerns of language education (including aboriginal languages) in Australia.

Participants are invited to submit, before Sept. 1, 1986, abstracts of 30-minute papers on:

First language development and child language; Language education: mother tongue; Second language development (child and adult); Language education: second language (including methodology and objectives); Second language proficiency: evaluation and testing; Bilingual education: migrant education; Language policy and planning; Multilingualism: language maintenance: language minorities; Language contact: pidgins and creoles; Interpreting and translating; Language and management: forensic linguistics; Language and the social order: language and ideology; Neurolinguistics; Speech pathology and language disorders; Language and sign (including language of the deaf); Discourse analysis and stylistics; Lexicology: problems of terminology; Quantitative methods in linguistics; Language learning technology: Computer Aided Language Learning; and Linguistics and information science: text generation and parsing.

The abstracts should be of 300-500 words in English or French and should be submitted in three copies with: name, address and telephone number of author(s), topic, and full title of paper in the language in which it will be presented (all languages are accepted).

Author(s) will be notified of the Committee's decision by Dec. 31, 1986.

Prof. Michael A.K. Halliday, President and Convenor of the Programme Committee, will appear at JALT '86 in Hamamatsu.

Please send abstracts and requests for information to: Department of Linguistics, University of Sydney, NSW, Australia, 2006.

**TESOL PANELIST SOUGHT**

The Teaching English Internationally Interest Section (TEI-IS) of TESOL is searching for a panelist from Japan to participate in a discussion of "Politics, Social Change and Revolution: The Impact on ESL." The panel will explore the connections between rapid social change, revisions in methodology and changes in the nature of the student population. Interested persons should 1) be Japanese or permanent residents of Japan, 2) have sufficient ability in English to discuss the topic effectively, 3) have the personal finances or institutional support necessary to attend TESOL '87 in Miami Beach (April 22-25), and 4) submit a summary/outline of one's thoughts on the topic in 500 words or less plus bio-data to the JALT office by July 31st.

**TEAL/TESL CANADA  
1987 CONVENTION**

TEAL/TESL Canada salutes the Pacific Rim March 12-14, 1987 at the Hyatt Regency Hotel, Vancouver, B.C. This convention will be of interest to educators in the fields of ESL, EFL, ESD, and Aboriginal Education. For registration information, contact Carol May, TEAL Secretary, P.O. Box 82344, North Burnaby, B.C., V5C 5P8, Canada; tel. (604) 294-TEAL,

**第 18 回 LIOJ 英語教育者のための  
サマワーケーション・86  
(Summer Workshop)**

- \* 期間 昭和 61 年 8 月 10 日 (日) ~ 8 月 15 日 (金)
- \* 対象 主に 中学・高校の英語教師
- \* 定員 140 名 (韓国・タイ国・中国・マレーシアからも第一線で活躍中の英語教師を招待する予定です。)
- \* 費用 87,000 円 (宿泊・食事代すべて含む)
- \* 場所 LIOJ・アジアセンター  
(神奈川県小田原市所在)

お問い合わせは下記へ

〒250 神奈川県小田原市城山 4-14-1  
アジアセンター内  
LIOJ 事務局

Telephone: 0465-23-1677

**TEACHERS COLLEGE/  
SIMUL ACADEMY**

Teachers College, Columbia University, New York, and the Simul Academy of International

Communication, Tokyo, will again sponsor a specifically-designed language education program this summer July 28 to August 26. Graduate credit can be earned as last summer. The faculty will consist of Profs. John Fanselow and Ray McDermott, both of Teachers College, Tatsuya Komatsu, and Virginia LoCastro. For further information: Simul Academy, 1-5-17 Roppongi, Minato-ku, Tokyo 106; (03) 582-9841.

**REFRESH AND REFLECT:  
SUMMER SEMINARS**

Two courses, "Implementing Innovative Approaches in the Classroom," focusing on the practice of CLL and the Silent Way, and "Teacher Training and Supervision: The Basics." giving participants a chance to design and conduct training sessions, will be offered in Odawara at Asia Center, August 20-24 and 26-30 by the School for International Training. Fee: ¥60,000; ¥80,000 for graduate credit. For information and alumni contact, phone The Center: (06) 315-0848 or Japan Language Forum: (03) 7 19-499 1.

**TEMPLE UNIVERSITY JAPAN  
M.Ed. Program in TESOL  
Second Summer Session**

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

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

For information: Michael DeGrande, Temple University Japan, Mitake Bldg., 1-15-9 Shibuya, Shibuya-ku, Tokyo 150; tel. 03-486-4141

**END-HUNGER WALK A SUCCESS!  
RAISES YI MILLION**

The weather was fair and the cherry trees had begun to bloom when over 300 people, mainly language students and teachers, gathered in Ikebukuro April 6th to walk the circuit of 29 stations on the Yamanote Line. The quarter who finished took between seven and 11 hours, raising over a million yen for long-term development in Ethiopia. More came from the after-walk party and used-book bazaar attended by 90, and by the sponsoring and contributing companies and groups: those listed in the April Language Teacher, plus ARC International. Cambridge University Press, Heinemann ELT, JALT Yokohama Chapter, Tesco Education Systems, and Tokyo Weekender.

The walk was organized not as a gesture of out of guilt, but from a commitment to end world hunger. Based on organizers' observations, the potential of events like this for language practice is also great. As people mixed during the walk, the amount of friendly and animated talk in English was very noticeable, with teachers spending time with their students, and people from different schools getting to know each other. To find out more, or to talk about future possibilities, call Julian Bamford (0466-33-7661) or Yoko Sugimura (03-881-3948), who offer to everyone who participated in any way, a heartfelt thank you and congratulations.

**CORRECTION : IBARAKI**

The name of the co-program chair of the Ibaraki chapter was inadvertently omitted from the March issue. He is Osamu Shoji, 224-27 Higashi-Akatsuka, Mito-shi, Ibaraki-ken 311-41; home tel. 0292-5 1-9327



See that your Language *Teacher* follows you. Send this form ALONG WITH YOUR CURRENT MAILING LABEL to the JALT Central Office: c/o Kyoto English Center, Sumitomo Seimei Bldg., Shijo-Karasuma Nishi-iru, Shimogyo-ku, Kyoto

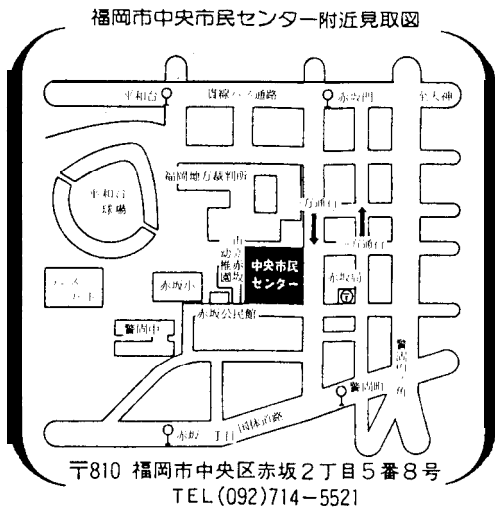
Name \_\_\_\_\_ Date effective \_\_\_\_\_  
New Address \_\_\_\_\_  
Postal Code \_\_\_\_\_  
New Home Phone \_\_\_\_\_ New Work Phone \_\_\_\_\_  
New Employer \_\_\_\_\_

# Meetings

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

## FUKUOKA

題名 : フォニックスを通して教えられること  
(What to teach through phonics)  
発表者 : 松香洋子 (Matsuka, Yoko)  
日時 : 6月15日(日) 10:00~15:00  
場所 : 福岡市立中央市民センター・視聴覚室



●利用交通機関

西鉄バス貫線「赤坂門」下車5分  
国体道路「警固町」下車3分

問い合わせ : JALT福岡事務局 鈴木 恵津子  
ベル・アメリカンスクール内  
(092) 761-3811  
会費 : 会員—無料, 非会員—¥1,500

(発表者略歴)

カリフォルニア州立大学大学院卒業。玉川大学外国語学科講師。著書に、『娘と私の英語留学記』、『英語、話せませんか』、その他フォニックス関係の教材、論文等多数。

## HAMAMATSU

Topic: 17 Activities that Work in Japanese High Schools  
Speakers: Laurence Wiig, David Mosher

Date: Sunday, June 15th  
Time: 9 am-12 noon  
Place: Seibu Kominkan, Hirosawa  
Fee: Members, ¥500; non-members, ¥1,000  
Info: Shelagh Speers, 0534-49-0766

## SAPPORO

Topic: An Introduction to Classroom-Centered Research  
Speaker: Dale Sato  
Date: Sunday, June 22nd  
Time: 1:30-4:30 p.m.  
Place: Kyoiku Bunka Kaikan, Odori West 14  
Fee: Members, free; non-members, ¥500  
Info: Torkil Christensen, 011-737-7409  
Dale Sato, 011-852-6931

This presentation will introduce the field of classroom-centered research in ESL/EFL teaching. Highlights from the SEAMEO Singapore conference on "Patterns of Classroom Interaction" will also be shared.

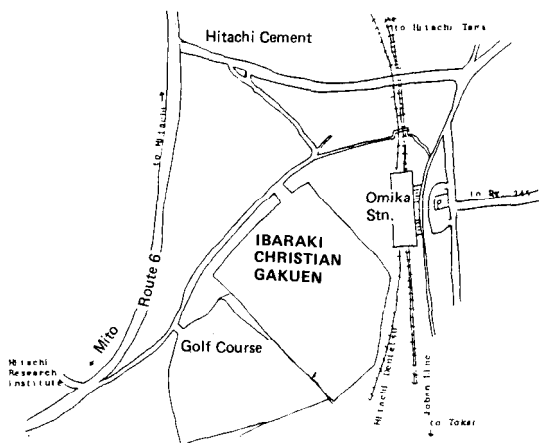
## IBARAKI

Topic: Panel and Audience Discussion: Speaking English in Ibaraki  
Panelists:  
Kouichi Sato, Ryutsu Keizai University  
Robert Healey, Mito Inst. of Language Studies  
Miyoko Wordell, Wordell's English Room  
Hideyo Okawa, Kashima-Yanagawa H.S.  
Hisako Sakurai, Tomobe Junior H.S.  
Tony Boys (coordinator), Ibaraki Christian Junior College  
Date: Sunday, June 29th  
Time: 2- 4:30 p.m.  
Place: Ibaraki Christian Gakuen (near JNR Omika Station, Hitachi; see map)  
Fee: Members, ¥300; non-members, ¥500  
Info: Jim Batten, 0294-52-32 15 (Four-year College, days); 0294-53-7665 (eves.)

For JALT to be really effective for all teachers of English in Ibaraki, we have to know *your* needs and problems and your opinions and suggestions for JALT-Ibaraki activities.

The five panelists will first speak for a few minutes each, after which discussion will be open to the floor. The kinds of questions we imagine will be discussed are: How much spoken English can (or should) be taught in schools? Are speaking and entrance examinations incompatible? Are we satisfied with current educational aims? If not, what can be done within the system? What, if anything, can be done outside the system? How can JALT help?

We hope that this discussion meeting will help to establish the direction for the future development of JALT-Ibaraki. (**Important:** It will **not** be necessary for you to speak in English in order to participate in this discussion!!)



### KOBE

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: A Report on the Highlights of the Communication Association of Japan Annual Convention  
 Speaker: Jane Wieman et al.  
 Date: Sunday, July 13th  
 Time: 2-4:30 p.m.  
 Place: Kyoto YMCA, Sanjo Yanaginobamba; 075-231-4388  
 Fee: Members, free; non-members, ¥500  
 Info: Chizuoko Kondo, 075-952-8536  
 Jane Wieman, 075-881-2278

### MATSUYAMA

Topic: Teaching Pronunciation  
 Speaker: David Hough  
 Date: Sunday, June 15th  
 Time: 2-5 p.m.  
 Place: Nichibeï Bunka Center  
 Fee: Members, free; non-members, ¥1,000  
 Info: Marin Burch, 0899-31-8686  
 Kyoko Izumi, 0899-77-3718

### NAGASAKI

Topic: Survival Listening for Japanese  
 Speaker: David Hough  
 Date: Sunday, June 1st  
 Time: 1:30-5 p.m.  
 Place: Faculty of Education, Nagasaki University, room 64  
 Fee: Members, free; non-members, ¥1,000  
 Info: Yoko Morimoto, 0958-49-2334  
 Sarah Lindsay, 0958-44-3842

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: Using Stories in the Language Classroom  
 Speaker: Steve Brown  
 Date: Sunday, June 22nd  
 Time: 1:30-5 p.m.  
 Place: Mikokoro Center, Naka-ku (see last month's map.)  
 Fee: Members, ¥500; non-members, ¥1,000  
 Info: Kay Ogino, 05363-2-1600  
 Lesley Geekie, 05617-3-5384

Students can usually take short conversational turns, but lack experience with longer turns and narration. Even advanced students often falter when telling stories or anecdotes. This workshop will present a number of activities that get students working with longer chunks of language. We will use "stories" in a broad sense and consider several forms, from fairy tales through murder mysteries to "what I did this weekend."

### OKAYAMA

Topic: Dialogue Journals  
 Speaker: Madeleine Adkins  
 Date: Saturday, June 21st  
 Time: 2:40-4:30 p.m.  
 Place: Chugoku Junior College, 83 Niwase, Bldg. 1, Conference Room 1; 0862-93-0451

(cont'd on next page)

*(cont'd from previous page)*

Fee: Members, free; non-members, ¥ 500  
 Info: Fumiko Numoto, 0862-53-6648

## OKINAWA

Topic: Cultural Antholopology and Language Teaching  
 Speaker: Dr. Dan Whitney  
 Date: Sunday, June 29th  
 Time: 2 -4 p.m.  
 Place: Ginowan Seminar House  
 Fee: Members. free; non-members, ¥ 500  
 Info: Fumiko Nishihira. 09889-3-2809

## OMIYA

Topic: Big Classes, False Beginners and Turning Texts into Games  
 Speaker: Marc Helgesen  
 Date: Sunday, June 8th  
 Time: 1:30 -3:30 p.m.  
 Place: Omiya YMCA  
 Fee: Members, free; non-members, ¥ 1,000  
 Info: Aleda Krause, 0482-55-9887  
 Kyoko Burger, 0486-5 1-5182

The problems of big classes are well known: motivation, mixed-ability levels, "shyness," getting students to stay in the target language. The list goes on. in the first part of this workshop, strategies for dealing with big classes will be demonstrated. We will participate in a series of activities which illustrate the strategies. Particular attention will be focused on making use of (activating) the ability that false beginners already have. In the second part, while learning a series of games, we will consider the nature of gaming and the turning of textbook activities into games.

Marc Helgesen received his M.A. from Southern Illinois University and teaches at the University of Pittsburgh ELI in Tokyo. He is an author of **English Firsthand** (Lingual House, 1986) and is the editor of the "My Share" column of **The Language Teacher**. He has published extensively on individualization and on the use of games for language acquisition.

## OSAKA

Topic: (1) Talking Freely; (2) "Magic"  
 Speakers: (1) Ronald Cline; (2) Toyoteru Sato  
 Date: Sunday, June 15th  
 Time: 1-4:30 p.m.  
 Place: Umeda Gakuen  
 Fee: Members, free; non-members, ¥ 1,000  
 Info: Linda Viswat, 06-543-1 164  
 Ed Lastiri. 0722-92-3720

Mr. Cline will introduce games, puzzles, problem-solving, and other types of activities designed to get students talking on their own in English. Both his own original material and ways of using materials from published teachers' resource books will be presented. Mr. Cline, M.A. in ESL/EFL, Temple University, has taught English in Iran, Sabah, Thailand, the Philippines, and many years in Japan, currently at Osaka Prefectural University, Momoyama University, and the Kansai University of Foreign Studies.

Mr. Sato will demonstrate some magic tricks which help get students more relaxed and interested in speaking English. The coursebook, **English by Magic**, stresses the effectiveness of using everyday household items in teaching english through magic. Mr. Sato has over 30 years' experience teaching English: at the YMCA English School, Tokyo English Center, Osaka Municipal Commercial High School, and currently at Osaka Prefectural Senhoku High School.

## OSAKA SIG

### DESKTOP PUBLISHING WORKSHOP

Date: Sunday, June 15th  
 Place: Umeda Gakuen  
 Time: 11 a.m.-12:30 p.m.  
 Info: Kerry Reuer, 0727-66-3695

If you are interested in how a computer can be used in materials preparation for the classroom, do not miss this free workshop. Desktop publishing is where a computer is used to compose, edit, and print a book, newsletter or some other document. Because the text is stored on a floppy disk or some other magnetic medium, it can be recalled and manipulated by the computer user to create the exact format or layout desired.

Kerry Reuer will be giving the workshop in cooperation with Souritsu Electronics and Canon. Several computers and printers, including a Canon Laser Beam Printer, will be used to demonstrate what can be done with desktop publishing. Attendance will be limited by the size of the room where the meeting will be held. A knowledge of computers is not required.

**(date, place as above)**

### Teaching English to Children

Topic: Card Games  
 Time: 11 a.m. 12:30 p.m.  
 Info: Sr. Regis Wright, 06-699-8733

### Colleges and Universities

Info: Ed Lastiri, 0722-92-7320

**SENDAI**

Topic: The Wonderful World of Words: Fun Ways to Use the *Addison-Wesley Picture Dictionary*  
 Speaker: Ritsuko Nakata  
 Date: Sunday, June 15th  
 Time: 3-6 p.m.  
 Place: Sendai Shiminkaikan  
 Fee: Members and non-members, free  
 Info: Barbara Hoskins, 0222-65-42888

This dictionary presents a unique approach to introducing high-frequency words to children. The presenter will explain this approach, show how to use the dictionary in the classroom as well as at home, and lead the workshop participants through activities which teach the wonderful world of words to children.

Ms. Nakata, a graduate of UCLA, studied linguistics at Teachers College, Columbia University. She is the director of teacher training at Tokyo Jido Gakuin, which teaches English to 30,000 children throughout Japan. She is the author of numerous texts and manuals used at these schools as well as *The Addison-Wesley Picture Dictionary Manual*. She is also the chairperson of the Association of English Teachers of Children.

**SHIZUOKA**

Topic: 17 Activities that Work in Japanese High Schools  
 Speakers: Laurence Wiig, David Mosher  
 Date: Sunday, June 15th  
 Time: 2-4:30 p.m.  
 Place: Tokai University Junior College  
 Fee: Members, ¥500; non-members, ¥1,000  
 Info: John Laing, 0542-46-6861 (H), 0542-61-6321 (W)

**TAKAMATSU**

Topic: Survival Listening for Japanese  
 Speaker: David Hough  
 Date: Saturday, June 14th  
 Time: 6-8 p.m.  
 Place: Takamatsu Shimin Bunka Center  
 Fee: Members, free; non-members, ¥500  
 Info: S. Maruura, 0878-34-6801  
 Kyoko Tominaga, 0878-31-3241

David Hough is the Executive Director of International Communication Research Associates. He has written numerous ESP texts including *How to Use the Telephone in Business*, *The Oral Presentation Kit*, *The Business Meeting Guidebook*, and *Crossing the Culture Gap* -

*Cross Cultural Case Studies and Simulations for Japanese Businessmen*. He is co-author of *Hear-Say*, a survival listening comprehension text published by Addison-Wesley.

**TOKUSHIMA**

Topic: "How do you feel?"  
 Speaker: Phyllis Manning  
 Date: Sunday, June 8th  
 Time: 1:30-4:30 p.m.  
 Place: Tokushima Bunri Univ., No. 14 Bldg. Rm. 22; tel. 0886-22-9611  
 Fee: Members, free; non-members, ¥1,000  
 Info: Tojo Noriko, 0886-85-7153 (days)  
 Okumura Eiko, 0886-23-5625 (eves.)

All societies express feelings somewhat differently, both verbally and bodily. When teaching a foreign language, we should make some effort to show our students how and when the native speakers express feelings. In this meeting we will explore some techniques and materials for teaching EFL students how to receive these kinds of communications.

Phyllis Manning has taught English, German and ESL in the U.S., as well as EFL in Germany. She has been a teacher at Language House, Takamatsu, for over five years.

**TOKYO**

Topic: "Idea Box"  
 Speaker: Keiko Abe  
 Date: Sunday, June 22nd  
 Time: 2-5 p.m.  
 Place: Sophia University (Yotsuya), Bldg. 9, room 252  
 Fee: Members, free; non-members, ¥500  
 Info: Prof. Oshima, 03-416-8477  
 N. Graves, 03-845-6330

**YOKOHAMA**

Topic: *Hearsay*  
 Speaker: Dave Hough  
 Date: Sunday, June 8th  
 Time: 2-5 p.m.  
 Place: Kaiko Kinin Kaikan  
 Fee: Members, free; non-members, ¥500  
 Info: Bill Patterson, 0463-34-2557

**YOKOHAMA SIG for Teachers of English at Secondary School**

Topic: Culture: A Motivating Factor in the  
 (cont'd on next page)

(cont'd from previous page)

English Classroom  
 Speaker: Takahiko Hattori, Yokosuka H.S.  
 Date: Saturday, June 14th  
 Time: 2:30-4:30 p.m.  
 Place: Yokohama Kaiko Kinen Kaikan  
 Info: Kyuko Kubota, 0427-47-6378 (eves.)

Man makes culture: and then culture makes the men. Language is a part of culture and you cannot separate them. One way to interest students in English is to teach about culture.

## 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.*

**(GIFU)** Full-time English teacher wanted by Gifu Women's Junior College from October 1. Native speaker with a university degree and preferably with ESL/EFL experience. For further information, please call Anna Takeda, 0582-31-2702 (office) or 0582-32-4069 (home).

**(KAGOSHIMA)** English Instructor position open, beginning October 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.

**(KOBE)** ESL teacher beginning September 1986. Apply if a certified classroom teacher with public or private school classroom experience and ESL training/experience. Please send in appropriate resume materials to: The Headmaster's Secretary, Canadian Academy, Nagaminedai 2-chome, Nada-ku Kobe 657.

**(KOBE)** Full-time male Japanese teacher of English, age preferably 25-30, with the Master's degree in TEFL and experience in teaching TEFL. For further information contact Yujiro Koizumi, Dean, Kobe YMCA, 2-7-15 Kanochi, Chuo-ku, Kobe 650; tel. 078-241-7204.

Teaching about culture helps to stimulate students. curiosity, adds to the variety in the English class, and helps the teacher make a live English lesson.

Takahiko Hattori is the author of *America e Kaeritai* (I Want to Go Back to America). In his book, he writes about the experience he went through between the two cultures, Japanese and American.

---

**(SAITAMA-KEN)** Experienced teachers required starting June 21 for six months or one year for company classes in Iwatsuki, Saitama Prefecture (one hour from Shinjuku Station). Monday through Friday, 5:30-7:30 p.m. Payment ¥15,000 per evening; transportation paid. Contact Mr. Yasushi Awata, English Training Information Center, 3-3-5 Akasaka. Minato-ku, Tokyo 107; tel. 03-586-3818.

**(SAPPORO)** Full-time position for a career-minded Japanese over 25, fluent in English, who enjoys teaching adults and children. Prefer person with teacher's certificate. Duties will include instruction with phonics and TPR program development, and administrative work. Send a resume in English and a ten-minute tape in English on your teaching ideas to: Terry Riggins, Director, New Day School, Chiyoda Bldg. 7F., Ohdori Nishj 18-1, Chuo-ku, Sapporo 060; tel. 01 1-642-6026.

**(TAKAMATSU)** Full-time English teacher to begin June 1 or as soon as possible. Candidates should have experience and be interested in professional development. One year contract, renewable, salary ¥185,000-200,000, commensurate with background and experience, Japanese house with garden. Send resume to Kyoko Tominaga, Lingo School Kamei-cho 11-6, Takamatsu, Kagawa 760 or call 0878-31-3241

**(TOKYO)** Full-time teacher starting in September, 1986. Applicants must be native speakers with a Master's degree in TEFL and 2-5 years' full-time experience teaching English as a foreign language. Those with a background in curriculum development will be given preference. A full-time position includes 18-20 hours of classroom teaching a week and 6 hours a week of work in curriculum development. Starting salary: ¥470,000/month. If interested, please send a resume as soon as possible to: Mary Ann Decker, Director, Regular English Program, Athenee Francais, 2-11 Kanda Surugadai, Chiyoda-ku. Tokyo 101.



International Association of  
Teachers of English as a Foreign  
Language



**Subscription Rates**  
and details of the  
**Twenty-first International Conference**  
to be held in Westende-Middelkerke  
Belgium

**12 - 14 April 1987**

From: IATEFL

3 Kingsdown Chambers, Kingsdown Park, Tankerton,  
Whitstable, Kent, CT5 2DJ

## MEMBERSHIP INFORMATION

### JALT is...

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

JALT, which was formed by a handful of teachers in the Kansai area in 1976, has grown to an organization of some 2700 members throughout Japan with a broad range of programs. JALT was recognized as the first Asian affiliate of International TESOL (Teachers of English to Speakers of Other Languages) in 1977. It is the Japan branch of IATEFL (International Association of Teachers of English as a Foreign Language). JALT members teach at all levels, from pre-school to adult, in public schools, colleges and universities, commercial language schools and industry. 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 500m<sup>2</sup> is held in conjunction with this meeting every year.
- **SPECIAL MEETINGS/WORKSHOPS** – Special meetings or workshops, often conducted by a distinguished educator especially invited from abroad. The following annual workshops cater to the special needs of the members and to the teaching profession as a whole: Summer Institute – Primarily for secondary school teachers, aims at improving their language proficiency while studying effective techniques for the language class. Seminar for the Director of Language and Preparatory Schools to keep administrators informed on current trends in language teaching and learning. Seminar on In-Company Language Training – Provides businesses with the opportunity to exchange information for the betterment of language education programs in industry.
- **LOCAL MEETINGS** – Local chapters organize monthly or bimonthly meetings which are generally free of charge to all JALT members regardless of their chapter affiliation.

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

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

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

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

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, SF., karasuma-shijo Nishi-iru, Shimogyo-ku, Kyoto 600; tel. (075) 221-2376.

Meet.. .Glenn Hoddle, famous international footballer

Meet.. . Bekki, fan of pop group Duran Duran

Meet...peopleyoung and old, rich and poor, world-famous and unknown!

# FACES *of* BRITAIN

**NEW!**

## FACES *of* BRITAIN

ELIZABETH LAIRD



Faces of Britain introduces intermediate students to the real people of Great Britain. Reading passages provide fascinating insights into their varied lives, while colour illustrations capture British people at work in the country and the city, and at leisure. Exercises test and reinforce the student's comprehension.

From the author of the highly successful *Welcome to Great Britain and the USA*.

For further information please contact: Heather Saunders or Mike Thompson, Longman Penguin Japan, Yamaguchi Building, 2-12-9 Kanda Jimbocho, Chiyoda-ku, Tokyo 101 (03-265-7627).

Longman 

It's easy to teach and fun to learn.  
It's a great hit with kids and teachers in Japan.

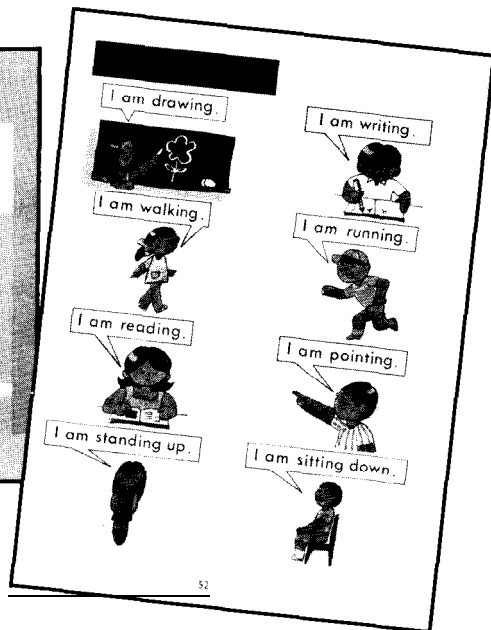
It's  
**Start with English**

(available in British and American editions)

- Student's book
- Workbook
- Teacher's book (available in English or Japanese)
- Cassettes
- Flashcards
- Wallcharts



American Start with English 1



If you want to give your kids the right start in  
learning English make sure they

**Start with English**



**Oxford  
English**

To: OXFORD UNIVERSITY PRESS  
3-3-3 Otsuka, Bunkyo-ku, Tokyo 112 Tel: (03) 942-1101

*Please send me an inspection copy of Start with English-  
American/British: Level 1.2.3.4.5.6. (Please indicate)*

Name: \_\_\_\_\_  
School: \_\_\_\_\_  
Address: \_\_\_\_\_  
(Home/School)

昭和五十四年四月二十一日第三種郵便物認可  
第十卷第七号 昭和六十六年六月一日発行 発行所 千303 大阪府枚方市枚方町六丁目一丁目 毎日発行 発行人 トーマス・ロー