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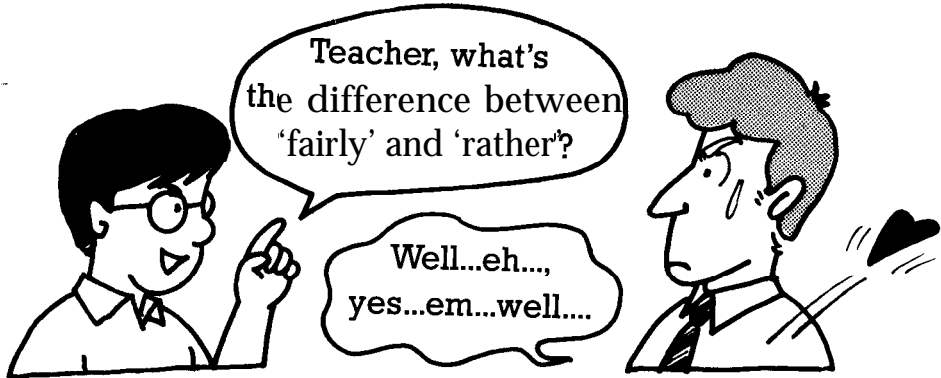
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TEACHING ENGLISH TO THE DEAF IN JAPAN



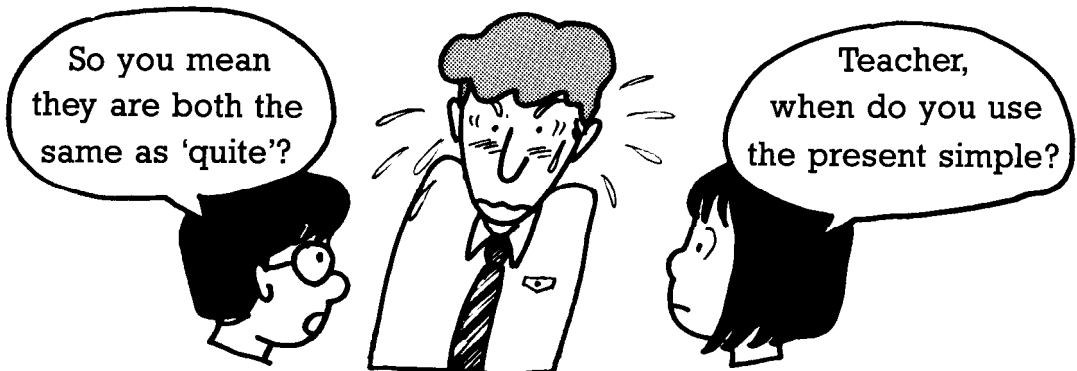


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The Japan Association of **Language Teachers** is a non-profit organization of concerned language teachers interested in promoting more effective language learning and teaching. It is the Japan affiliate of TESOL. Through monthly local chapter meetings and an annual international conference, JALT seeks new members of any nationality, regardless of the language taught. There are currently 22 JALT chapters: 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.

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Editor: Deboxab Foreman-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, 2-6-12 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 Inquiries: JALT Central Office

Photography: David Hough

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Publications Chairperson: Virginia LoCastro, Tsukuba University, Foreign Scholars' Residence 304, Amakubo 2-1-1, Sakura-mura, Niihari-gun, Ibaraki 305; (0298) 52-1848.

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-Kaxasuma Nishi-ixu, Shimogyo-ku, Kyoto 600; (075) 221-2376

Teaching English to the Deaf in Japan

In this issue we address an area of EFL teaching that has just recently begun to emerge as a separate, important field of research and endeavor: the teaching of English to the hearing-impaired. **Ms Misako Ogawa**, now based in Washington, D.C., but with years of experience in this field here in Japan, has assembled articles specially written to acquaint readers of *The Language Teacher* with various aspects of teaching in this specialized area.

First, **Ms Fumiko Sano**, a retired professional in the field, shares her insights into the history, and future, of the teaching of English to the deaf in Japan. Following, **Mr. Akira Honda** gives a case study of one student's studies of the intricacies of English speech, and indicates that her experiences can be an example of what can be accomplished by hearing-impaired students. Finally, **Ms Midori Matsufuji** talks about the teaching of English through writing.



ENGLISH TEACHING TO THE DEAF IN JAPAN

By **Fumiko Sano**

"I shall learn to speak too." This is Helen Keller's statement. Her teacher "did not wish Helen to learn to speak." Helen pleaded and overcame her teacher's resistance. Anne Sullivan recalled that "Helen was not able to sleep that night," for joy and expectation. Helen Keller was strongly motivated to express herself verbally after she learned first to read and write words.

I remember the day when I heard Helen Keller give a speech. She visited Japan with Polly Thomson in 1948. I was in the first row. Her voice was weak and lacked pitch variations. Moreover, her articulation was not clear enough for us to understand easily. However, with her courage and winning smile, she completely won the hearts of the audience.

I taught deaf pupils English at a school for the deaf for many years. "How do you teach your pupils English? By sign language?" "Can they learn English as well as hearing pupils of the same age?" Those are some questions I am frequently asked.

How We Teach Deaf Pupils

This hearing-centered method is called the oral method. They are taught to speak, but since they cannot hear themselves their achievement of speech is limited. The teaching of lip reading and speech begins in infancy. Some children develop fairly good speech but some others do not. There are 107 schools for the deaf in Japan, and all of them are expected to follow this oral method as the main teaching method.

About 100 years ago, in Milan, Italy, there

was an international convention where the best method for teaching the deaf was discussed. At that time, the world of deaf education was divided into two groups. One advocated the use of sign language and the other the oral verbal language of normally hearing people. After a heated discussion, the delegates of the convention chose the oral method.

The philosophy of "Viva la parola!" was imported to Japan. The catch phrase "No more dumb!" attracted teachers and parents. The teachers' training school concentrated on training teachers in this method. Thus, the oral method prevailed in Japan far and wide.

However, with the passage of time, the method of education of the deaf has gradually changed. In the 1960s a method called Total Communication was developed in California. This was an outgrowth of the activities of the Civil Rights movement, which extended to equal rights for the handicapped. At this time deaf people became aware of the right to express themselves in their own way and they began to make known their preference for sign language as opposed to oral verbal language, emphasizing that sign language is easy to see and understand. Moreover, they pointed out to educators that deaf people felt relaxed when using signs. They insisted that their education should not imitate that of the hearing and that they had the right to choose the conversation medium that was most suitable to their needs.

Because of their world-wide trend, schools for the deaf in Japan have been obliged to listen to the demand of the graduates. These days there has been some relaxation in the strict adherence to the oral method in the school for the deaf. Teachers may choose a teaching method that is in accord with their own philosophy and capacity. Some teachers prefer to write on the blackboard, some speak, some sign while the pupils

lip read, hear, and sign. How the particular teaching method helps pupils' understanding has not yet been determined. It is hoped that an ongoing study will eventually lead to improved methods.

The Teaching of ESL to Deaf Pupils

As for the teaching of English, we follow the prescribed curriculum of the Ministry of Education, which is based on the traditional grammar-translation method followed by the normal hearing schools. In the class the pupils use a hearing aid, and I have them translate into Japanese, and then into English. I teach grammar and pronunciation, intonation and stress, etc., just as in any other junior high school. My experience has taught me that students have the greatest difficulty with translation into Japanese. Surprisingly, they have less difficulty mastering phonetic symbols, even though they never have had a chance to hear the sounds these symbols represent,

The study of English begins in the junior high school at the same grade level as in normal hearing schools. We use the same textbooks that

are used in the normal hearing schools. But deaf school teachers must always have the visual attention of the pupils while they speak. To the eyes of the visitor, there is not much difference between the classes in a deaf school and those in a hearing school. But there are unseen differences, cantering around the understanding of pupils of what they are taught. Deaf pupils from birth are likely to differ from hearing children in their perceptions. The effect of their physical impairment strikes directly on what and how they learn. Vocabulary acquisition is mainly in terms of visual impressions, so that the understanding of a word like "rain" for example, lacks the sound of rain for the deaf child. This incomplete impression of words accumulates in combinations of words in phrases and sentences, resulting in what appears to be a vagueness in their concepts. This lack in the native language makes the learning of English even more difficult. For in a sense Japanese itself is a foreign language to these pupils.

Achievement in Standard Tests

Achievement of school subjects is shown in Table 1.

Table 1								ACHIEVEMENT IN STANDARD TESTS						
	N	English	Japanese	Social Studies	Mathematics	Science	Average							
1975	64	42	43	44	41	48	44							
1976	65	41	43	43	43	46	43							
1977	68	42	44	43	43	46	44							
1978	67	42	42	43	45		44							
1979		43	44	46	47	40	45							
1980	71	45	41	48	48		46							
1981	71	45	43	48	49	51	47							
1982	72	44	43		48	51	47							

From this table, we can see the achievement scores of deaf pupils. English and Japanese are lower than those of mathematics and science. Hearing deprivation seems to greatly influence the learning of school subjects which are closely connected with language.

Factors Related to English Achievement Scores

The factors related to English achievement we presumed were the level of hearing loss, IQ and Japanese reading achievement score. The

results of the correlation study are shown in Table 2. The findings did not bear out our theory. The hearing level was not the biggest factor in determining pupils' English achievement. It was rather their Japanese reading achievement score.

In the Japanese reading test, there are four sub-tests: speed reading, sentence comprehension, Kanji, and word meaning. In Table 3, we can see that it is the Kanji sub-test rather than sentence comprehension that correlates with

Table 2						CORRELATION COEFFICIENT			
						between achievement scores and hearing, reading, and IQ			
		Hearing	Reading	IQ(A)	IQ(B)				
1980	English	.25	.58	.57	.50				
1981	"	.16	.49	.51	.45				
1982	"	-.05	.71	.61	.35				

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Table 3	CORRELATION COEFFICIENT between English and Japanese				
	1978	1979	English 1980	1981	1982
Japanese					
Speed reading	.47	-.02	.51	.22	.47
Comprehension	.54	.17	.49	.36	.62
Kanji	.56	.44	.67	.61	.63
Word	.57	.13	.48	.47	.25

English achievement.

The majority of pupils do not develop their language capacity fully. But they are strongly motivated, they study English diligently, and consequently they earn high scores in the standard test. These are the same pupils who achieved high scores in Kanji. However, they sometimes fail to grasp the meaning of the Kanji which they can identify and write. It seems that for some deaf pupils, English learning is merely a "must" to pass high school entrance examinations.

Exceptionally gifted individuals achieve high test scores and pursue even graduate courses in universities with outstanding success. But for the vast majority, despite intensive language training from infancy, hearing deprivation presents lifetime problems in language learning.

Language Learning Without Hearing

The results of the correlation study as shown in Table 2 indicate that the teaching method we have adopted - that is, the oral method ~ may need reexamination.

One may ask about the possibility of using sign language. From my experience pupils react positively to the use of manual signs as a communication medium. They can relax and enjoy communication wholeheartedly. The sign language seems to give them emotional security because they can have visual feedback. But despite this advantage, I am not certain whether sign language can be a cure-all in their education.

Again, in general, the hardest things to acquire for the profound born-deaf is to grasp word-concepts, especially when of an abstract nature. Helen Keller was blind and deaf. But she was a normal baby until she was 19 months old. She had had experience seeing and hearing. This makes a great difference in language learning. Our born-deaf students don't have the memory of hearing experiences to draw on.

There are some Japanese hearing adults who never have the chance to hear the sounds of English as spoken by native speakers. When they

study English from the printed page, they decipher with the knowledge of their mother tongue. But in the case of deaf pupils, the learning of Japanese itself requires tremendous effort.

For the Japanese deaf pupils, Japanese language itself is a kind of foreign language. Since any language is supposed to be learned through audition, the persons who cannot hear suffer a serious handicap in learning language.

The process of their learning both the native and a foreign language needs to be investigated. We need to find a better method to apply to each pupil of today and tomorrow.

In the light of teaching experience and follow-up studies made of graduates of the School for the Deaf, it would seem that no one approach will suit the needs of every pupil. It will be necessary to devise new methods based upon observation of the pupils to make full use of the capacities they have. This can be accomplished only through further studies in language acquisition as well as in second language learning.

**INTEREST SECTION FOR
TEACHING ENGLISH TO DEAF
FORMING IN TESOL**

A group of 30 concerned teachers met at TESOL '86 in Anaheim to draft a petition for the recognition of a new interest section, provisionally dubbed TEDSIS, Teaching English to Deaf Students-IS. TESOL members in good standing who wish to sign the petition are urged to contact John Albertini, National Technical Institute for the Deaf, Rochester Institute of Technology, 1 Lomb Memorial Drive, Rochester, NY 14623, U.S.A.

Signers of the petition must be willing to declare TEDSIS as their primary Interest Section. The goal of the interest section is to be a catalyst and to provide a forum for promoting second language and classroom-oriented research, integrating methods and insights from both fields: TESOL and the education for the deaf.

MY EXPERIENCE OF TEACHING ENGLISH TO THE DEAF

By Akira Honda

After teaching in the High School for the Deaf in Otaru, I am now vice-principal of the School for the Deaf in Asahikawa, Hokkaido. Although I am not presently teaching English here at this school, this is a report of my experience of teaching English at the Otaru High School for the Deaf.

In this manuscript, I will relate the steps of the teaching methods I used with the pupils through more than 30 years' experience. Above all, we must recognize basically that the abilities of the deaf are not different from those of hearing people. However, in most cases, they are generally accepted as being unable to do anything, because there is a lack of knowledge and correct understanding of the deaf. They are not stupid; they are normal.

Abilities and Potential

We as hearing people are fortunate to be able to hear all sounds. (As a result of the lack of auditory sensation which actually facilitates the easy flow of information, the deaf are rather slow in learning.) I firmly believe that their abilities will be realized as they are better educated. Persuaded by this fact, I would like to relate one of my experiences.

Foreign Language Education in Hokkaido

Formally, in Hokkaido, compulsory education of the deaf and blind was opened in 1947. In the early days of the school's history, foreign languages such as English were not taught. In 1970, English was admitted into the curriculum in the deaf high school: 14 units in the liberal course, and three units in the vocational course.

As you see, the history of foreign language in the curriculum is extremely short.

As an English Teacher

At the beginning of special education in the deaf schools, the teaching of English was neglected because of the necessity of teaching the Japanese language. Since then, I emphasized the real necessity of foreign languages from every point of view in the school for the deaf, not only in Hokkaido but in all of Japan.

In teaching, I emphasized the following points:

1. Believing in their ability in learning
2. The importance of teaching basic

- contents thoroughly
3. Using every aid and help for learners
4. The necessity of encouragement and daily rapport

Fortunately, for almost three years, I taught English to the same class of girls. I was able to develop my own ideas and methods for finding possibilities for them to learn foreign languages. I used extensively such methods as lip reading, writing, visual materials, finger spelling, and so forth. This class consisted of 10 pupils. During the first year, I used the same methods of teaching. However, later I had to divide the class into two or three different groups in order to help them more effectively. For three years, I kept evaluations to ascertain their progress. Judging from this result, while looking for a better way of teaching, I regrouped the class into three levels.

Generally, it is said, while 25 percent of communication consists of reading and writing, 75 percent consists of speaking and hearing. In short, the lack of 75 percent of communication must be compensated for by some other means. Recognizing this kind of communication gap, we must concentrate on more interaction with the deaf than what is normally necessary for hearing pupils. As you see, in fact, the deaf are gravely handicapped with the loss of 75 percent of communication. Extra attention in teaching is not being over-protective.

Advice to Participate in the English Speech Contest at School Festival

In 1970, the High School for the Deaf in Otaru was opened. Since that time, I have always advised and encouraged every deaf pupil to participate in the English Speech Contest at school. "T" was one of these. At first she hesitated in participating in the contest because she had no experience in speaking in front of an audience.

Steps in Teaching English

I used two ways of teaching: one was "whole-class" teaching and the other was individual teaching. In the case of whole-class teaching, I tried to concentrate on teaching the basics of the language by means of aids such as visual materials, hearing aids and other things. Without enough basic knowledge of English, one cannot make any progress. In order to help the students acquire a basic knowledge, I kept a formative evaluation, as mentioned above. From this evaluation, I could learn much from the pupils. The formative evaluation led me to understand the real result of the pupils' test *and* helped me to find a better way of teaching the deaf on a wider scale.

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In the first year, I had the students all together. However at the middle of the second year, because I found there was much difference in abilities among the 10 class members, I divided them into groups. With smaller groups, I was able to take much time to understand the pupils' needs and weaknesses. I point out the importance of mutual understanding between teachers and learners. I used the whole-group system for every lesson. The following are ways of teaching which produced new interest and results which I had never thought possible:

1. Encourage and challenge the pupils in preparation for tests, including in school and outside.
2. Encourage the pupils to keep a diary for at least three years in order to have more communication between teachers and pupils. Through their diaries in Japanese, I could understand them better and encourage them in other areas.

Individual Teaching of "T"

"T" had no stage experience in her school days before she participated in the contest. I encouraged her again and again to participate in a small English speech part at school. At first, she hesitated to participate in it, because of her poor English and also because of her lack of confidence. In her diary, she wrote the following: "How marvelous and exciting to be able to give a speech at school!" - and she added "I shall never forget this valuable experience." After her speech at the school festival in 1980, she told her mother how happy she was to have participated.

Pronunciation Practice

Because she was hard of hearing, I had her practice these exercises over and over. I told her to train in such areas as breathing, bubbling, keeping correct posture, etc., in her everyday life. These exercises may not have been effective immediately, but I firmly believe it proved to be useful for the efficient use of her voice later on.

Of course, every bit of hearing must be awakened by using all available methods. Above all, the use of hearing aids leads to understanding the rhythm of speaking. Using of residual hearing sense also leads to understanding the psychological effect of sound. I used these techniques:

1. Discrimination through visual cues. For example, /f/ and /v/, /z/ and /o/, /m/, etc.
2. Discrimination breath position on the hand. For example, /p/, /t/ and /k/; also /b/, /d/ and /g/. etc.

3. Discrimination by hand touching. For example, /s/, /k/ and /D/, etc.
4. Discrimination by drawing the tongue position: /l/, /r/, /n/, /p/, /s/, /f/, etc. And also drawing the vowel, long vowel, and double vowel tongue positions.

Result of Pronunciation After Practice

For three years I analyzed the words which she used in the speech contest. She used 152 words in the first year, 245 words in the second year, and 185 words in the third year. Pronunciation may be understood theoretically; however, it is very difficult for deaf pupils to master it practically. The "hearing world" is completely different from the "hard-of-hearing world." In the following ways the teaching of English is different:

1. Necessity of repeating pronunciation practice (at least three years).
2. Necessity of using all of the senses including visual and auditory sensations.
3. Necessity of extended pronunciation practice (at least three years).

My experience in teaching may be called a kind of trial-and-error, I think. But I think in the case of the deaf pupil, one cannot stop pronunciation drills even for a single day. Difficult words for "T," which I found in those three years, are as follows:

1. "Anticipation" - difficulty in connection of /ci/ and /ʃən/.
2. "Apprehensive" - difficulty in connection of /pri/ and /hen/.
3. "Absent" - difficulty in /æb/, /sən/, especially pronunciation after /s/.
4. "Awarded" - some difficulty in the head of /əwɔd/ and the end of /did/.
5. "Afford" - being unable to pronounce /fo/.
6. "Despite" - difficulty in connecting /dis/ and /pai/.
7. "Districts" - the /ts/ sound is very difficult.
8. "Frightening" - unclear in the end of /niŋ/.
9. "February" - taking much time to master /fe/, /bruri/.
10. "Feared" - difficulty in the middle and the end part, /i/ and /d/.
11. "Forth" - difficulty in the middle, /or/.
12. "Join" - difficulty in the head of /dʒɔ/.
13. "Letter" - pronouncing /lei/ instead of /le/.
14. "Poured" - most difficult in the middle /po/ and the end /d/.
15. "Previously" - difficulty in connection between /ri/ and /vjəs/.
16. "Particular" - the same difficulty in

connection /ti/ and /kyul@/.

17. "Remarks" – difficulty in /a: k/
18. "Rewards" – taking much time in the /wod/.
19. "Since" – the same case in /s/.
20. "Scarcely" – difficulty in connecting /s/ and /ke@/.
21. "Twilight" – taking not so much time /wai/.
22. "Thrilled" ~ difficult in both /Tril/ and /d/.
23. "Woman" – one of the most difficult words, /wu/ and /m@n/.

Result and Remarks of Teaching

As the proverb says: "Practice makes perfect." She had to practice for almost three years and prepare for attaining her goal in the coming speech contest. In short, it took three years to master pronunciation. She did her best to overcome all those difficulties. I made it a personal goal of mine to help her to overcome some of them. I did this in the following ways:

1. By having her concentrate on pronunciation drills of at least three or four words every day.
2. By recommending that she relax sometimes.
3. By assigning pronunciation drills and note review for her to work on as homework.

The degree of time it took to obtain clarity in pronunciation was as follows (20 words which she used at least three times in the past contest):

"as" took two years; "boy," three years; "deaf," two years; "first," three years; "glad," two years; "school," two years; "because," three years; "contest," two years; "confidence," three years; "enter," two years; "gentlemen," three years; "hearing," two years; "possible," three years; "student," three years; "teacher," three years; "encourage," three years; "opportunity," two years.

As you see, not only "T" but also many of the other deaf pupils took more than three years to master pronunciation clearly.

Change in Attainment of the Past Three Years

I taped her pronunciation of the speech each of the three years she was studying English in the High School for the Deaf. From this, I found the following results:

1. Unable to pronounce fluently; rather rough. Lack of natural speed of telling, frequency and intonation

2. Poor in using voice economically and effectively.
3. Unable to pronounce dividing vowel and consonant, pattern of "Japanese."
4. Difficult to pronounce complicated words.
5. Lack of voice volume in total.
6. Memorized, but had lack of feeling.

In 1981:

1. Fairly better than previous year in the area of voice volume.
2. Intonation could be understood to some extent.
3. The development of consonant pronunciation could be heard distinctly more than in the previous year.
4. Feeling of speech came out step by step.
5. Through much practice, she could manage to speak with a little more confidence.

In 1982:

1. Progressed much more in using voice, such as intonation, accent, pronunciation.
2. Became rhythmical in speech as a whole, and had some pauses during her speech. Confidence and courage came out naturally.
3. Surprisingly, rather vivid expression to the audience in her speech could be heard.
4. The real meaning of the speech came out clearly and there seemed to be no difference between "T" and hearing pupils.
5. Only her constant effort during the three years led to her goal of participating in the English Speech Contest.

Making Opportunities for Speech Exercises

Having no opportunities to practice English at all, we tried to open doors of opportunity for her inside and outside of school. The deaf are inclined to be limited both directly and indirectly in auditory gathering of information. I firmly believe such process must be considered in teaching the deaf. During the first year, she practiced English with friends, teachers, parents of her friends in school, and some foreigners. In the second year, she practiced with pupils, school staff, acquaintances, and foreigners. In the third year she practiced with all the pupils at school, all the staff at school, neighbors, Englishmen, Americans, some other foreigners, people in the Town Assembly, Rotarians at club meetings, persons in several kinds of meetings, and many other people among the deaf and hard of hearing. Not only academic teaching but also the spiritual aspect must be emphasized, I think, from my own experience. In other words, teachers should

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inspire, encourage, and advise.

Conclusion

"T," a deaf girl classified in the 90 dB deaf range, did a tremendous job on her speech, earning the sixth prize among 139 participants. Through her constant practice and determination, she overcame her handicap. Winning a prize made her feel all her hard work was worth

the effort. She presently works in a department store, after graduating from school. I trust that many other deaf and hearing alike will follow her example and overcome natural barriers in acquiring a foreign language.

This is my experience of teaching English to the deaf and my wonderful experience with a deaf girl we called "T" who represents so many other deaf here in this country.

ENGLISH AS A COMMUNICATION MEDIUM FOR THE DEAF

By Midori Matsufuji, University of
Tsukuba School for the Deaf

I have been teaching at a school for the deaf more than ten years. I have seldom felt successful in my work, because I know not only that my students can't speak with correct pronunciation, but also that most of them can't understand the meaning of the sentences exactly, even in translation.

To be deaf doesn't mean only that they can't hear, but it means that their language development is limited. It is naturally a great handicap to learning foreign languages. But our seniors never gave up teaching English to the deaf, because learning and understanding English is, in a sense, a symbol of higher education in this country. And our school aims at as high a level as that of any ordinary school. Though the progress is very slow, some of the students learn English and are successful in entrance examinations at colleges and universities; we are encouraged by these students.

But is the entrance examination the only aim for the deaf to learn English? Of course not. Some of them may have chances to talk with foreign people whom they meet in the street. They may feel happy if they can make themselves understood in English, even if they must write down what they mean.

I think writing is the important sphere for the deaf. I tried to encourage a group of my students to write a long composition for homework during vacations. They performed this duty well, and now I have a four-booklet collection of the compositions.

In our school (or more exactly I should say in the high school department of our school), about 30 students per grade are divided into three groups according to their achievements in English at the beginning. And three teachers handle each class for three years. The group to

which I gave the assignment is the first class.

There are four boys and seven girls in the group. Before I met the group I had decided to begin each of my lesson with greetings and question-and-answers to the students, such as "What day is today?" or "What did you do yesterday?" I wanted **conversation** with the students. In Japanese I can converse with the deaf easily through sign language; but I don't know English sign language, so in English conversation they must understand what I am saying by lip reading. It takes a great concentration and keen perception. And as for me, to catch what they say without their use of signing is not an easy task. I thought the beginning of the lesson is the best occasion for conversation, because they can concentrate better than later. The pattern has continued until now.

Some of them already have pen friends, and sometimes they ask me to correct their letters. Some of them get new pen friends in America through an introduction by a teacher for the deaf in America. Most of the students are very active and interested in the world around them. I wanted to extend their positiveness.

Before the summer vacation in the first year, I got an advertisement for a contest in English composition for high school students. The theme for the first-year students was "My Best Partner," and it required 450-500 words. It seemed too long for these students; perhaps they have never written even half as long an essay as this. But somehow I felt urged to demand from them the same work as hearing high school students. I didn't expect all of them would do the work. But at the beginning of the second term, I got 11 reports done by them. Though some of them are a little shorter than what I had required, all of them had done the work. How encouraged I was!

But it was not long before I found myself disgusted with the troublesome work of correction. And to my disappointment, the contents of the compositions seemed so childish and trifling that I lost ambition to let any of them apply for the contest. Anyway I returned the

reddened reports to the students and told them to rewrite them so that I might collect them and make the copies up into a book. Then one of them asked me to lend him a typewriter. I asked him if he had ever used one; his answer was "No." So I taught him basic typing, wondering how long it would take him to type the whole composition. The next day another boy asked for the typewriter, too. He had seen his friend typing the report in the dormitory, and wanted to finish his report as beautifully as his friend did. They said it took them six or seven hours to finish them, and they had to get special permission to sit up late, because usually they must go to bed at ten o'clock in the dormitory. They considered each other their "best partners!"

Here are excerpts from their compositions:

I have a good partner. The partner is Mr. Nasu. He was born in Yamagata. I was born in Yamaguchi. He is my classmate and humorous. When I entered the school, I became a good friend with him. I took the entrance examination with him. ... Now we are senior high students. He is in the 2nd class. I'm in the 1st class. We are in different classes. But we study English, mathematics, art and physical education in the same class. There are school festival and athletic meeting in our school every year. He and I often talk about the school festival.

"Let's make a haunted house!"

"How about making the movie?"

"It's good, too."

In this way we talk and enjoy ourselves ... He is a helpful man for me. He belongs to the baseball club and is the center. He is the second batter. When he was a junior high student, he played pingpong and kendo. He is a kendo player of the third grade. I'm an amateur. If I play kendo with him, I will be defeated easily. Also he is skillful at calligraphy. He is the third grade, too.

The other composition went as follows:

I have many close friends. One of them is my best friend. The man is Mr. Haruyoshi. He often tells me a story since I was at junior high school. He is popular among girls because he is a smart boy and a sportsman. He is the rival to me. He and I belong to the baseball club since we were at junior high school. He is very good at playing baseball. I sometimes quarrel with him. But I make peace with him soon. ... One day I went to Tokyo with him. Walking along the street, I saw a pretty girl who happened to come along toward us. I thought that the girl was lovely. Then I said to him,

"Oh, that girl is lovely, isn't she?" And he said to me,

"She is really lovely!"

"Haruyoshi, you want to marry that girl, don't you?"

"Yes, I do."

I often enjoy such talks with him. So he and I are always looking for girls! But we have often another kind of talking, for instance, I said to him, "You are a very strong baseball player!" When he heard this, he said smiling to me,

"No, you are much stronger than I!" And he also said to me,

"You are liked by girls."

"No, you are very diplomatic! You are the star in our school!"

"No, to speak frankly, I think it is you that are liked by girls!"

He shook his head as much as possible and said,

"I am not liked by girls."

So I think to have a rival is very good and happy. I think it is interesting to talk with him. ... Meet is the start of farewell. So I will have to part from him in three years. I want to play with him a lot till that time so that I may have pleasant memories. I enjoy my school life every day both in studying and sports. Because I have a friend as he.

After rewriting, the composition didn't seem so bad. The ones not typed were written very carefully and beautifully by hand. I proudly distributed copies to the other English teachers and to their homeroom teachers.

For winter vacation I asked them to write compositions which concerned New Year, in 300 words or so. This time I thought the contents were better than before. I printed the Japanese translation alongside the English so it could be read easily. Here is an example:

I will be seventeen years old this year. And I will be into second year of the high school. I will decide the aims of this year. First of all I will decide it about study. I will study at home over two hours every day. I will not have chats while I am studying at school. Next I will decide aims about baseball. I will be the regular player. And I want to make my batting average more than .3. We will win the pennant in Kanto Deaf League. We will have a ski school in winter and a summer camp in summer this year. I look forward to having both of them. Because I like skiing and mountain climbing. There will be a marathon race, too. The aim of the marathon race is to be awarded a prize. I haven't won a prize before because of a little difference. So I will win the prize this year. This year is International Year for the Youth. At this opportunity, I want to give African people money. Then I want to write to one of the people in the world. This is year of a cow. A cow firmly treads the ground. I want to act calmly like a cow. An aim of this year

(cont'd on next page)

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is to keep my pace for anything. Then I will read many books. And I will learn as many words as possible. I will do something for people. The future of the twenty-one century looks dark. But we must survive. I must get necessary informations to prepare for that. I will make efforts for that. I hope this year may be a good one.

The next summer the theme of the contest was "What I am most interested in," and I told the students to write compositions for the contest again. I also made up my mind to show the previous two sets of compositions to the English and American people who would gather to attend the International Congress on the Education for the Deaf, in Manchester, in August. I went with several copies of the compositions. I laid them on the table in the Japan Room, which foreign people visited to learn the situation, media, and results of education for the deaf in Japan. Some guests were interested in the compositions, and praised them. They especially, and without exception, praised the beauty of the handwriting. Some people said it might be difficult for their own students to write such compositions, even though English was their mother tongue. I wished my students had been there with me.

When school began, I conveyed to the students what the foreigners had said about their works. They said, "It must be just flattery!" but their faces were brightened with pride. The report on "What I am most interested in" was not successful, however, and I had to give up on having them apply to the contest. But through

their compositions I could understand what they were most interested in. It was a great harvest. Let me make a list of what they were interested in that summer.

1. cooking, designing, and dreams
2. paintings, and corresponding with American deaf friends
3. "the cosmos"
4. postage stamps
5. traveling
6. America
7. "We are the world"
8. insects
9. club activities
10. and 11. Koshien (All Japan High School Baseball Tournament)

Though their writing was not good, I think it is wonderful that they can express themselves in some way in English, in as many as 500 words. I believe it is more than what I could have done in my high school days. And I must not discourage them. What I should do is praise them and continue to encourage them. As winter homework, for the first time I didn't give them any theme; they could choose their theme at will. Some translated an old folk tale, one wrote about the death of her mother, some wrote on world peace. I felt that they wrote their compositions very freely and without as much difficulty as before. I will try to give an assignment next summer, and I hope I can get a good enough one for the contest.

When they have a chance to go abroad, they will be able to communicate with foreign people in English with pencils, just as they do in Japan.

COMMUNICATION EDUCATION FOR HEARING-IMPAIRED STUDENTS AT GALLAUDET COLLEGE

By James and Cynthia Fernandes

This is a summary of a presentation given at the 16th National Convention of the Communication Association of Japan at Yatsushiro, Kumamoto, on June 14-15, 1986.

Gallaudet College in Washington, D.C., is a unique institution with a history of some 120 years dedicated to education of deaf and hearing-impaired students. Communication education provides these students with opportunities both to learn about communication in a unique context and to solve special communication problems associated with hearing loss.

Many Gallaudet students face a number of frustrations involving communication: difficulty

in communicating within their own families, with normal hearing people in general, and even with other hearing-impaired persons. The latter problem arises from differences among hearing-impaired people with respect to age of onset of hearing loss, degree and type of loss, ability to comprehend words auditorily, and communication training.

Some students come from residential schools for the deaf where they have learned American Sign Language (ASL), a unique language distinct from English, and use it frequently to communicate with their peers. Others have received their pre-college training in mainstream schools with normally hearing peers, in which case they may or may not have had the benefit of interpreters, note takers or other forms of assistance.

The Communication Curriculum

A two-unit course entitled "Communication

Processes and the Hearing Impaired," which is compulsory for the freshmen, has the following objectives:

- 1) Students become aware of communication as an academic discipline;
- 2) they learn to understand communication as a dynamic process;
- 3) they become able to explain the function of the hearing mechanism, differentiate among different types of hearing loss, and interpret basic information on a hearing evaluation form;
- 4) they learn to differentiate between the various languages and modes used by hearing-impaired people;
- 5) they come to a realistic appraisal of their own communication skills and are able to discuss the relationship of communication skills and hearing loss to the communication process.

In particular, students are taught about the deaf community as a subculture with its own language (ASL) and traditions. English and ASL are examined as different but equally elegant and useful languages, in an effort to correct the common misperception of ASL as an inferior language, and to encourage students to pursue proficiency in both languages.

After this course, students move on to either a Group Discussion or a Public Speaking class, followed by a third requirement to take an elective course in Communication.

Instructional Methods

For promotion, merit increases or tenure, instructors at Gallaudet must be judged proficient in the "Simultaneous Method" of communication in which information is presented orally accompanied by the signs of American Sign Language (but signed in the word order of English).

Video tape is another tool widely used in the required communication courses where the visual orientation of the students makes it particularly effective. Students in the communication classes view tapes designed to illustrate the various communication modes used by hearing-impaired people and to demonstrate effective and ineffective approaches to communication. Facilities are available for students to practice and review their speeches on video tape prior to classroom presentation.

Under a special program entitled "Writing Across the Curriculum," faculty volunteers receive special training in methods for improving students' writing skills. One such method is the "dialogue journal" whereby the instructor col-

lects and responds in writing to each journal, usually on a weekly basis.

Learning simulations are often employed, such as the Microlanguage Project in which the students are formed into small "cultural groups" which invent and then practice their own language. The value of this exercise for teaching students about the nature of Language and for stimulating attitudinal learning has led to suggested applications for second language learning as well.

Assistive Devices Technology

Training in communication for the deaf cannot be complete without a knowledge of the various devices which are now available to aid the deaf in a wide range of settings. While traditional hearing aids have improved considerably in quality, they continue to have serious limitations because they do not function well in noisy, reverberant settings where they amplify all sounds equally, nor in situations requiring distant listening.

Most assistive listening devices require the use of a microphone close to the sound source where it is processed so that it reaches the listener's ear without loss of intensity or loudness. They, therefore, increase the ratio of signal (speech) to noise in a way that a hearing aid by itself cannot. Whether it be in a mass setting such as an auditorium or a classroom, or in a small group or even one-on-one situation, the principle is the same. The source (a speaker, TV or radio) uses a transmitting device while the hearers employ a receiving device, be it hard-wired, FM, infrared or an induction loop, to receive the message without noise or other distortion. For television, some stations broadcast multiplexed captions for those who have decoders attached to their sets.

For telephones, various amplification devices are available as well as TDD, Telecommunication Devices for the Deaf, which works on the same principle as the teletype machine. Flashing lights and vibrating mechanisms are available to monitor important sounds in the home such as the doorbell, telephone, smoke alarms or a baby crying. To evaluate such devices, set standards on performance, and distribute information on their availability, Gallaudet has established the Assistive Devices Center.

Reported by Thomas N. Robb

IN APPRECIATION

*The Editor would like to thank Ms
Misako Ogawa for guest-editing this issue
of The Language Teacher.*

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Macmillan Publishers Ltd and Macmillan Shuppan KK enthusiastically announce the formation of a new company, Macmillan LanguageHouse Ltd. The new company will specialise entirely in EFL/ELT materials, and will develop its own publishing programme in addition to handling the marketing and distribution of materials produced by its UK associates.

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第12回 JALT 国際大会

(JALT '86)

豊橋技術科学大学 野沢和典
(Nozawa, Kazunori)

遠州灘に面して茫洋たる湖水美を広げる浜名湖は、その一部を新幹線の車窓や東名高速道路からも眺られよく知られているが、観光名所、マリン・レジャー施設が整い、格好な行楽地となっている。最先端技術研究を軸にテクノポリス構想を打ち出し、静岡県最大の都市となった浜松市郊外の三方原(みかたがはら)で3日間、外国語(主として英語)の指導理論および指導技術に関する講演や研究・実践発表に耳を傾け、全国あるいは世界の10数ヶ国から集まった参会者と活発な意見交換をされるのは如何であろうか。

全国語学教育学会では、11月22日(土)から24日(月・振替休日)まで、浜松市の三方原にある聖隷学園高等学校・短期大学の両会場で、岐阜・三重・愛知・静岡・神奈川県および豊橋・浜松市の各教育委員会等からの後援のもとに第12回 JALT 国際大会を開催する。常に最新の外国語教育とその改善策を模索し、活発な In-service Training を提供している JALT 主催の今大会は、幅広く外国語教育に携わっている多くの先生や関係者方のご期待に十分応え得るものと確信している。

今大会初日には、TESOL (Teachers of English to Speakers of Other Languages) の第一副会長である JoAnn Crandall 女史が講演をされ、Center for Applied Linguistics での豊富な研究・教育経験に基づいた有意義な話が聞けるであろう。

海外からのゲスト・スピーカーとしては、世界的に著名な言語学者で、現在シドニー大学言語学部長をなさっておられる Michael A.K. Halliday 教授が **Spoken and Written Language: A Reconsideration from the Teaching / Learning Standpoint** というテーマで講演される。彼の最近の研究は、意味論、現代英語文法、幼児言語発達、人工知能などの分野に亘り、幅広いものであるが、その他にも **A Functional Approach to Spoken and Written Language** と **Young Children as (Foreign) Language Learners** のテーマでワークショップを行う。

その他海外からの研究発表者には、ESL/EFL 教材関係に多くの著作を持ち、毎年のように来日している Alan Maley 氏が **On the Use of Literature in ESL** のテーマで講演し、さらに彼の研究仲間である Adrian Doff 氏とワークショップを行う。Meanings Into Words の

共著者で知られる Jeremy Harmer 氏も **Communicative Approach Where We Are Now** のテーマで講演する。

種々のパネル・ディスカッションやシンポジウムも企画されている。出版社が招聘する語学テキストの著者たちによるパネル・ディスカッションやまた静岡県での開催ということもあり、「静岡における英語教育：現在と未来」のテーマで討議もある。また、第2回 **Bilingualism/Biculturalism** シンポジウムも行われる予定である。

以上の他にも、国内外の発表者による理論・実践研究が約200程予定されている。各種の最新教授法、4技能に係わる教授技術、教材開発、テスト・評価法、異文化コミュニケーション問題、ビデオやL1などの視聴覚機器利用の教育、コンピューター利用の語学学習など、どの内容もより実用的かつ実践的なものが多いが、純理論的な研究発表もある。日本語による発表も昨年より多くなりそうである。全体の参会者は約1,500名を予想している。

講演、研究発表、ワークショップなどの他に、JALT 国際大会で例年のことながら常に高く評価されているのが、約50社に及ぶ国内外の語学教育出版社の展示である。語学テキスト、参考書、オーディオ・ビデオテープやレーザーディスクなどの視聴覚教材、CAL/CALL(コンピューター援用の語学学習)システムなど、最新のものが世界中から集められていると言っても過言ではない。これらの展示物を見てまわるだけでも、今大会に参加する価値は十分にあるであろう。

JALT '86 CONFERENCE NEWS

At the recent JALT-National Executive Committee meeting in Tokyo it was decided to hold a symposium at JALT '86 on "Bilingualism and Biculturalism." The organizers will be Jim Swan and Masayo Yamamoto, book review editor and Japanese Language editor, respectively, of *The Language Teacher*. With the active cooperation and involvement of those interested, this symposium could become a regular feature at future conferences. The deadline for those who wish to put forward proposals for this symposium is, as mentioned in the July issue of *The Language Teacher*, Aug. 15th.

Dr. James E. Alatis, Executive Director of TESOL, will be at JALT '86, along with TESOL president-elect Dr. Jody Crandall. Also in attendance will be a number of authors who have been invited by their publishers; to date, we can expect to see Adrian Doff (Cambridge Univ. Press), who has collaborated on a number of works with Alan Maley; Jeremy Harmer (Longman), author of the **Meridian** series and plenary speaker at a number of conferences in Europe; Peter Viney (Oxford Univ. Press), who co-wrote the **Streamline** series; Dr. Donald R.H. Byrd (Regents), project director of the **Spectrum**

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series; and Steve Molinsky (Prentice-Hall), co-author of **Side By Side**.

Arrangements with hotels are in their final stages, and there will be further information and rates in the September issue of **The Language Teacher**. Hotel bookings and/or conference fees can be paid by postal transfer (**yubin furikomi**). Forms will be available in both the September and October issues of **The Language Teacher**; the deadline is Oct. 31st. Also, parcel service (**takkyubin**), both domestic and international, will be handled by the Yamato Company. The JALT '86 Committee is preparing for every eventuality - we hope you will, too!

研究発表募集

『第2回 バイリンカリズム シンポジウム』が、『JALT '86年次国際大会』にて開催されます。以下の分野における研究発表を募集致します。

社会／心理／言語学の分野における成人／幼児・
児童のバイリンカリズム(自然環境による獲得
及び学習による習得)

詳細は次の所まで: r 630 奈良市青山 B-122

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締切りは、8月15日です。

opinion

T. W. E.

By Alex Shishin, Miyazaki
Women's Junior College

The Language Programs Educational Testing Service has given us in ESL a challenge that is both interesting and long overdue: "Beginning in the 1986-87 testing year the TOEFL examination will include a direct writing test" (Stansfield and Webster, **The Language Teacher Bulletin Board**, June 1986). The Test of Written English (TWE) will not only require that students write but that they write critically: "...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."

I submit that the average Japanese student of English is unprepared linguistically or intellectually for TWE, even though "essays will be scored for overall effectiveness of communication" rather than mechanics and "writers will be rewarded for what is done well."

What is the problem?

Most important is that critical writing in Japanese (**kokugo**) is usually taught late in the students' careers (like when they must write their B.A. or B.S. theses), if at all. Writing in secondary schools is usually limited to **kunsobun**: book reports in which the writer summarizes the book and then gives his or her feelings about it. Whatever the charms of **kunsobun** coming from adolescents (especially the more sensitive ones) are, it does not prepare students for writing **ronbun**, or scholarly writing.

At the technological university where I formally taught, my friends in the civil engineering department complained to me that while their students were good at filling out data sheets, they were totally undisciplined in writing up their research. They had to give their upper division and graduate students special classes in writing scientific **ronbun**.

The problem is of course compounded when Japanese students have to write in English. I have plenty of horror stories about students turning term papers (as well as patent applications and operation manuals) into verbal spaghetti, and so do you. We've all had a good laugh over this at one time or another; but the joke is on us.

With a number of universities now requiring essays as part of their entrance examinations, at least a few **kokugo** teachers are trying to teach critical writing at the secondary level. Similar attempts in English teaching have been, for the most part, shamefully absent. Critical writing has hardly been a hot topic at English teaching conventions ~ or in JALT.

Too many of us, in trying to undo the damage done by the so-called grammar-translation method, have succumbed to the "creating the active student" syndrome. In trying to convince our students that English is like a warm puppy, we have become nothing but second-rate entertainers in the floating world of vacuous, alienated **eikaiwa** ("English conversation"), in all its manifold but equally empty chitty-chatty manifestations. Now TWE will reveal to the world just how badly English education in Japan has failed.

How about getting some discussion of the teaching of critical writing in English going? Maybe a conference or some special articles on the subject are in order. . . the ball is in your - our - court.

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.

ASK THE IMPOSSIBLE

By Mario Rinvolucrì

Mario Rinvolucrì has taught English in Greece, Chile and the U.K., where a number of Japanese have been among his students. His work as a Pilgrims English Course teacher trainer has taken him to Hong Kong, Australia, Canada and most countries in Europe. His books include: *Mazes*, *Grammar Games*, *Once Upon a Time*, and *Grammar in Action*. He will be the main speaker at The 1986 JALT Summer Institute, Aug. 10, 11, and 12, in Matsuyama.

Of all the books you can open, the language teaching textbook is probably the most predictable. Once the student has experienced the way the teacher takes him/her thru Unit 1, s/he can often accurately predict just how the next 29 units are to be experienced. This is sad, as what may start by being new and crisp to the taste soon becomes dull and soggy.

There is a real case for sometimes stepping out of the routine prescribed by the textbook and asking the students to do apparently impossible things. The more you ask from the students, the more they find themselves able to give, the more their curiosity is whetted, the more they find unrealised wells of energy within themselves. If our expectations of what students can accomplish are stunted, what we trigger in them will be thin and uninteresting.

Let me give you a couple of examples of "impossible" exercises:

Opposites

1. Ask the students to write down the opposites to these words:

good	angry
typing	Monday
real	

2. Ask the students to suggest the "opposites" they have come up with. Jot down the various acceptable "opposites" on the board. **Good** has produced: **naughty, evil, bad, nasty**. **Typing** has produced: **hand-writing, reading, walking** (in that typing is a kind of walking with the fingers), **silent writing, etc.**

Get students to explain why they propose a given word as the opposite of one on the list.

3. Write the following scene up on the board and ask the students to write its **opposite** or reversal. **Don't** give examples of how to do this as, if you do, this will reduce the diversity of the students' reaction to the task.

The waitress came up to Table No. 3 and offered the tall man the menu. He chose and ordered. She went back to the kitchen to get what he wanted.

Confronted with this task, some students simply put all the past sentences into the negative. Others try to find "opposites" and write: "A waiter went down to chair letter C and took away the bill from the short woman."

4. Group the students in fours to read their "reversals" to one another.
5. Now tell the students that you are going to tell them the reversal of a bad experience from your own life. We once told this story in class:

"I went to work au pair in France. It was a marvellous family with very few children. My hostess was very kind and understanding. I had almost no work to do and oceans of free time. I had been going to stay for two weeks, but in the end I stayed for six months."
6. Ask the students to shut their eyes and think of some bad experience they have had. Also ask them to prepare to tell the experience to someone else, but reversed.
7. Find out how many people have brought back bad experiences to mind, group them with people who haven't and ask them to tell their experience stories.
8. Ask the listeners to now tell their stories they have heard to others in the group, and so on.

This extraordinary exercise works well, sometimes magically so, precisely because it strikes the students as extraordinary. The really important step is No. 7 in which students listen to their classmates' **reversed** experiences. Elementary students are faced with the pretty steep task

(cont'd on page 19)

Grammar Games

Cognitive, affective and drama activities for EFL students

Mario Rinvoluceri

Over 50 different games, each practising a specific point of grammar.

- * lively and communicative. involving students in thinking and action, not just drilling
- * suitable for young adults and above
- * uses either simple methods materials or provides materials which teachers can copy

'Mario Rinvoluceri has produced a stimulating contribution to the teaching of grammar.'

EFL Gazette

Once upon a time

Using stories in the language classroom

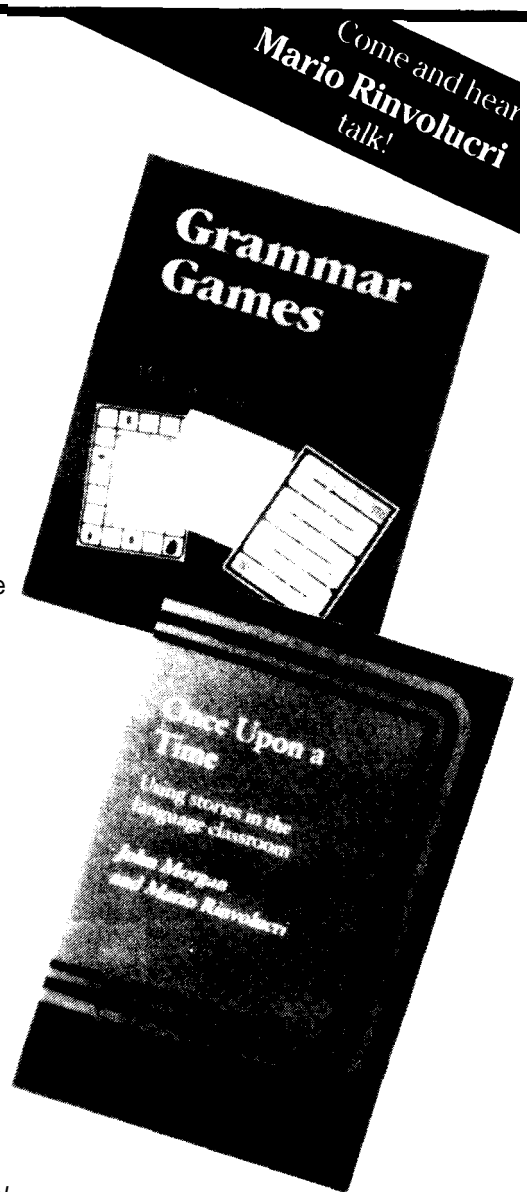
John Morgan and Mario Rinvoluceri

Start your story in the traditional English manner: 'Once upon a time' and your students continue from there. This book provides outlines on which students can base their own stories.

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' an excellent source book.'

ELT Journal



Mario Rinvoluceri will be giving lectures in Japan from 3rd – 20th August 1986. Further details available from Mr Steve Brown, University of Pittsburgh, ELI Japan Programme, 6-12 Fujimi 2-chome, Chiyoda-ku, Tokyo, Japan 102

Further information about all Cambridge ELT books available from: U. P.S. Ltd. Kenkyu-sha Building, 9 Kanda Surugadai, 2-chome, Chiyoda-ku, Tokyo 101. Tel: 291-4541

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(cont'd from page 17)

of decoding their classmate's English into meaning and then of reversing that apparent meaning to reach the meta-meaning, the unreversed experience. As you watch students involved in this listening task, you realise that the double task calls on new reserves of energy and that precisely because they are doing double-decoding, they do the initial L2 decoding much more efficiently than if they had only been presented in one task.

When we first used this exercise in class, we felt there would be a need for the listener to tell the unreversed story back to the speaker to check that s/he had done the reversing story back correctly. In observing the way listeners reacted, we realised that this checking phase was quite superfluous as the double-decoding happened automatically at the moment of perception. That first group of elementary students made us realise how low our expectations of their capabilities had been. Maybe we are not alone in grossly underestimating students.

Landscape Your Mood

1. Make sure that the students are familiar with these words:
seascape
landscape
cityscape
2. In a very gentle, non-aggressive way ask various students what sort of mood they are in. One or two word replies are fine.
3. Ask the students to shut their eyes and see their mood of the moment as a landscape. Shut your own eyes and concentrate to enhance the feeling in the group.
4. Ask half a dozen students to describe the landscape they saw to the whole group. Help them with words they can't find and jot down useful and new words on the board as they are used.
5. You will end up with a board covered with new words. Since the words will not stick in the students' minds unless they do something with them, use one of the many vocab-revision techniques suggested in **Vocabulary** (Morgan and Rinvolucri, Oxford 1986).

Here are some of the landscapes brought to mind by the exercise in one elementary class of German-speaking Swiss late teenagers and young adults:

- Swans on a lake covered in water lilies with reeds all round the edge
- A field of red, red, poppies - a blaze of colour
- The African bush, long thin grass, an-

Mario Rinvolucri's Schedule of Presentations (August)

City/Date/Time/Topic

- Tokyo - 3rd 2-s p.m., Corrections and Grammar Games
Kobe - 9th, 7-10 p.m., Corrections (Wine & Cheese Party, 9-10 p.m.)
Osaka - 10th, 1-4:30 p.m., Grammar Games
Matsuyama - 11th, see Summer Institute schedule
Tokyo (LIOJ) - 15th, Grammar Games
Nagoya - 16th, 2-4 p.m., Awareness Activities and Improve Your Own English
Hamamatsu - 17th, 10 a.m.-12 noon, Multi-level Teaching
Sendai - 18th, 2-5 p.m., Improve Your own English
Sapporo - 19th 6:30-8:30 p.m., Grammar Games and Vocabulary Expansion
Hitachi - 20th 24 p.m., Recipes for Tired Teachers

telopes grazing

- Two people side by side in a small English town, punts on the river, the sun setting

Doing vocabulary work from pictures is no new idea in language teaching, but doing this same technical work from interior mood pictures is, affectively, a big step forward. The exercise may seem crazy to you - on these very grounds, try it with your students when you come to the part of the textbook that tries to cope with descriptive language, as the students may well find it crazy too. This is where its "making new" power lies.

If you want some more exciting, unexpected exercises to disturb the predictability of work from the textbook, you will find them in the books below. If they work well, you may even wonder why you should follow the textbook at all.

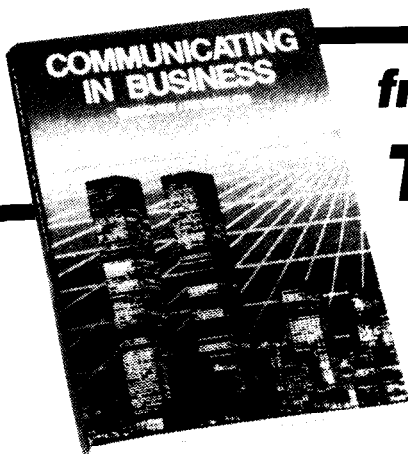
Bibliography

- Frank, C. and M. Rinvolucri. **Grammar in Action** 1983.
Leveton, Eva. **Psychodrama for the Timid Clinician** 1977.
Moskowitz, G. **Caring and Sharing in the Foreign Language Classroom**, 1978.

SPECIAL ISSUES OF THE LANGUAGE TEACHER for 1986

- 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.



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JALT Undercover

BIOLOGICAL SCIENCES: DEVELOPING READING SKILLS IN ENGLISH. Valerie Kay. New York: Pergamon Institute of English, 1985. 92 pp.

PHYSICS: DEVELOPING READING SKILLS IN ENGLISH. M.S. Noto. New York: Pergamon Institute of English, 1985. 88 pp.

Teachers of English for Special Purposes, especially in the sciences, have noted that, in regard to readers available, there is a tendency to combine very basic scientific material with ponderously-worded English, often excerpts from somewhat dated high school or university textbooks.

Considering that scientific articles written for publication in the leading international journals tend to be simply written (since most scientific researchers are not prose masters!), and contain up-to-date information, it is a pity that they are not more used for Scientific English reading classes. However, they rarely are, and since most Japanese science students are very proficient in their field, the undesirable situation frequently occurs where a bored class, learning nothing new, struggles with difficult readings.

The Pergamon Institute of English has developed an excellent and well-produced series of scientific readers which will help solve the textbook problem, and this review will address two of their titles, **Physics** and **Biological Sciences**.

The format of both books is similar, consisting of approximately twenty readings of about a page and a half in length, each followed by three pages of comprehension exercises, stressing both skimming for information and scanning for details, concluded by an exercise on summary writing in **Biological Sciences** and manipulative or cloze-type exercises in **Physics**. However, the reading selections vary according to author. **Physics** uses unsimplified excerpts from secondary school and university level textbooks, most of which were published in the early or mid 1970's. **Biological Sciences** also uses unsimplified passages from textbooks, but these have been chosen from texts published in the 1980's. In addition, there are readings taken from "popular science" sources, as well as actual scientific papers from journals in the field. Thus, the language variety is greater in the latter book, and the scientific content is more recent and, consequently, of higher interest.

Several lessons from each book were used with university freshman science majors at a national university in Tokyo. Physics was slightly too difficult for the students, especially since the thrust of the Pergamon series is to teach the students to skim quickly for general meaning. The long sentences tended to obscure the basic nature of the facts presented. The book would probably be more effective with older students or university graduates, who need to refresh their grasp of English terminology pertaining to their major.

Biological Sciences was more suitable, due to the simpler nature of the readings, and their greater interest value.

In both books, however, there were many new vocabulary words for the students. These books are not annotated in Japanese and the ESP teacher using either of them at an intermediate level must expect to spend a considerable portion of the lesson dealing with the new vocabulary. Both books are recommended, with the qualification that perhaps **Physics** is more suitable for advanced students. However, the ESP teacher must be warned that the students' lack of basic vocabulary in English will impede a rapid development of their skills in quickly skimming for general meaning and scanning for selected details.

Reviewed by Sandra S. Fotos
Aoyama Gakuin Women's Junior College

THE COMPUTER BOOK: PROGRAMMING AND LANGUAGE SKILLS FOR STUDENTS OF ESL. Mohyeddin Abdulaziz, William Smalzer, and Helen Abdulaziz. Englewood Cliffs: Prentice-Hall, 1985. 203 pp.

This book is not, as a misleading first glance might indicate, a general text for computer-assisted language learning. Rather, its principal purpose is to teach data-processing and computer programming and as such, then, is one of the new breed of ESP texts.

Given the high-intermediate level students towards whom it is directed, this is undoubtedly a proper orientation. These students will have few difficulties understanding and discussing the information provided by the text, while their interest in the subject itself should provide an impetus for class discussion and participation.

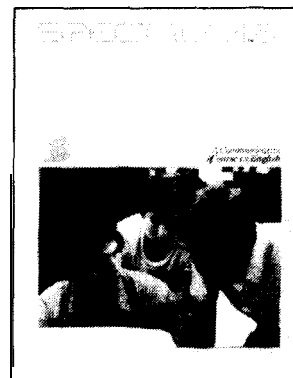
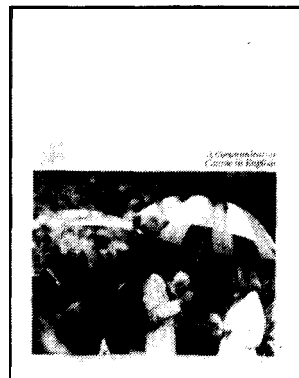
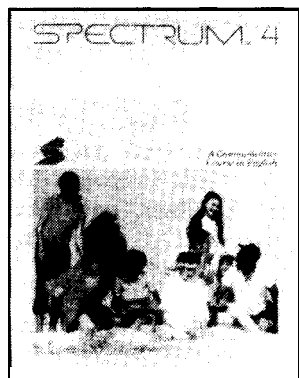
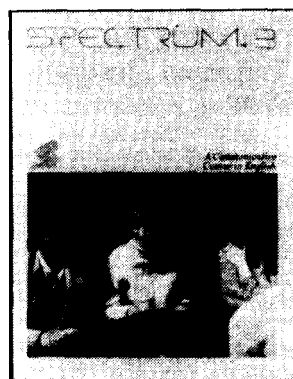
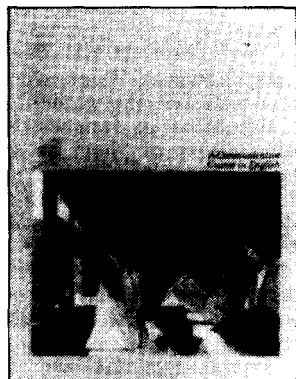
The work is arranged in eight chapters, each of which is expected to require six to eight classroom hours and an equal amount of out-of-class time to complete, thus allowing it to neatly fit a three-semester hour college course or even lend itself perhaps to a high school curriculum.

Because of its whole language approach, when
(cont'd on page 23)

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後援  学研

受験要項

1 1986年の世界統一試験日(1986年度)

	%休	%休
PRELIMINARY LEVEL -Junior-	○	
PRELIMINARY LEVEL -General -	○	
HIGHER LEVEL		0

受験時間

PRELIMINARY LEVEL
(初級及び中級) } 第1時限 10:00-12:00
第2時限 14:00-16:10

HIGHER LEVEL } 第1時限 10:00-13:00
第2時限 14:00-17:10

各レベルの希望試験日を上記の各日より1つだけお選び下さい。

尚、団体で受験を希望されるときは、別途日時を設けることもできます。

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別添の返信用封筒を利用して申込書を事務局に直接送付して下さい。

また、受験料は別添の銀行送金用紙をご利用下さい。

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大学生協・丸善・紀伊国屋・旭屋・三省堂その他有名書店に備えつけの申込用紙を使用して下さい。受験料は、直接書店に支払う事が出来ます。

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学校の教務課に、お問合せ下さい。

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希望受験日より20日前までに上記事務局に必着するようお送りください。

受験資格

年齢制限はありません。

合格発表

試験日より約10週間後に、試験結果をお知らせします。合格者には、オックスフォード大学海外試験委員会より、検定合格証明書を、日本事務局経由でお送りします。

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試験の場所と日時

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試験当日持参するもの

- 1) 受験票 (所定のもの)
- 2) 筆記用具
- 3) 英英辞典(特に指定されたものではありませんが日本語記載のないもの)

三段階の資格と評価

PRELIMINARY LEVEL – Junior – (一般初級試験)

対象 – 高校生以上 – 大学生まで

オックスフォード大学ではPRELIMINARYのJuniorレベルは世界中の高校生を対象として作られている試験です。

英英辞典を使いながら、与えられた問題がどれだけ理解でき、その上でどれだけ、その設問に答えることができるかを見ます。

このレベルに合格された方はPRELIMINARYを受ける力を持っていることとなります。

PRELIMINARY LEVEL – General – (一般中級試験)

対象 – 高校生、大学生以上 – 社会人まで

このPRELIMINARY LEVELは、大学生や一般社会人が中心となるレベルと考えられます。

このPRELIMINARY LEVELは世界的レベルでは、英語総合力はあるというレベルであります。

このレベルは合格判定が3段階にわかれます。PASS(合格)、CREDIT(良)、DISTINCTION(優良)に分かれます。

PASS(合格) = 日本の大学入試試験でそれ相応の点を得られる英語力が認められる評価点です。しかも英英辞典の使い方も基本的に、マスターしていることの証明にもなります。

CREDIT(良) = 英国・米国のカレッジに入学出来る程度の英語力が認められます。又この評価点は、一般的なビジネス英語をこなせる能力の証明にもなります。

DISTINCTION(優良) = この評価点が得られれば、十分英・米の大学に入学出来る程度の英語力が認められる証明になります。さらに英英辞典の活用能力にも習熟していることが認められます。

HIGHER LEVEL(上級試験)

対象 – 大学生・社会人以上

世界的レベルでは英語を集中的に2年間勉強した方となっておりますが、日本レベルでは、語学学校の最上級クラス、大学英文科上級者、一般企業人、および英語教育関係者、政府機関など国際的業務の方々のレベルです。

また海外で長い間生活した方々にもこのレベルがよいと思われれます。

PASS(合格) = 海外の大学に入学出来る程度の文章英語力があると認められます。又、日本国内においては、英語文書に接する機会の多い職場で仕事出来る評価点でもあります。一般的レベルでは問題ない英語力があることとなります。

CREDIT(良) = 一般に、アイビーリーグとよばれているアメリカの一流大学や、英国の公立大学に入学出来る程度の文章英語力があると認められます。又、この評価点は、英語を日常使用する職場において、立派に英語をこなせる能力のある証明にもなります。

さらに国際的業務において不足をきたさない英語力を持ち、どの企業においても英語力では他にひけをとらない力を認める。

DISTINCTION(優良) = アメリカの一流大学をはじめ、英国の大学に入学出来る程度の、文章英語力があると認められます。実社会の職場においては、最もたよりがいのある文章英語力が備わっていることの証明になります。またさらに国際的業務にたずさわる英語力は完全にできている証明のレベルです。

特色

受験内容

PRELIMINARY LEVEL - Junior - (初級試験)

試験は二時限に分けて行われ

一時限目の試験(2時間)では：①ペンパルに手紙を書く②問い合わせの手紙を書く③友人にメモを書く

二時限目の試験(2時間)では：①申し込み用紙などに自分の名前、生年月日等を記入する②パンフレットなどを読み質問に答える③単語の意味を説明する。

PRELIMINARY LEVEL (中級試験)

試験は、二時限に分けて行われ、

一時限目の試験(2時間)では：①手紙を書く(フォーマルなものインフォーマルなもの)②伝言や掲示文、ラベルなどを書く③広告への応募文や友人への招待状などを書く。

二時限目の試験(2時間)では：①英英辞典を使い単語の意味に関する質問に答える。(英英辞典の活用能力)②各種の書式を書き込む。③パンフレット、契約書、説明書などを読んで質問に答える。

HIGHER LEVEL (上級試験)

試験は二時限に分けて行われ、

一時限目(3時間)では：おもに表現力が試され、例えば①報告文や履歴書を書く。②広告文や推薦文、抗議文などを書く③全般的な文章力をより洗練された形で表現する。

二時限目の試験(3時間)では：おもに、理解力が試され、①与えられた情報にもとずいて質問に答える。(英語による抽象的思考能力が問われる)②比較訂正をする。③必要な情報を取捨選択する。④その他の作文。

※上記の試験内容は、あくまでも過去のテストの中にみられる傾向であり、今後の試験で必ずしも同様の内容が出題されるとは限らない。

1. 解答時に英英辞典の使用が許されます。(但し、日本語の記載のない英英辞典に限定されます。)
2. 試験時間は上級レベルが6時間10分(1時限目3時間、2時限目3時間10分)一般初級と中級は4時間10分(1時限目2時間、2時限目は2時間10分)と十分に試験時間はありますので、その場でゆっくりと問題に取り組む事が出来ます。
3. オックスフォード大学英検は、英英辞典を使っての試験でもおわかりのように、今までの試験のように何かを暗記していなければできない試験ではありません。一切、暗記する必要はなく、要は英語を母国語とする人間にどこまで英語で、自分の意志を伝える事が出来るかという点が大切な点となります。
4. オックスフォード大学英検は、世界統一試験ですので、世界30カ国で同時に行なわれ、採点の基準も、それゆえ、世界中の答案を採点し、その中でどのレベルかを判定してくれます。今までの日本だけを基準とする英語検定試験ではありません。
5. 採点はオックスフォード大学認定の教師が各人の答案に2名が採点を行い、それぞれのレベル認定を最終段階でシニア試験官が判定を下します。
6. オックスフォード大学より資格認定合格証が発行され、世界的に英語教育の権威により認められることとなります。
7. 試験問題は多くの資料やデータを読みこなし、その設問に解答する方式で、その資料やデータは実際目にする資料が多く、問題は作り出したものではありません。
8. 高校生から一般社会人までを対象としており、高校生にはPRELIMINARYのJUNIORレベルを、大学生・社会人にはPRELIMINARYかHIGHERレベルを選ぶことができます。
9. 解答はボールペンか万年筆に限られます。(但し、メモ用紙は別に配布されます。)

(cont'd from page 21)

each chapter's exercises are taken in order, students will spend part of each class reading, writing and speaking. Guidance for group discussion and activities has also been provided.

The Computer Book is designed to be useful for the EFL teacher who lacks computer training, and, at the same time, to be valuable in classrooms without computers. Although it is possible to utilize the text under both of these conditions, occasional access to a computer, especially as the course progresses, would certainly help maintain student interest, while the burden placed on a language teacher innocent of computer experience would be hefty. Still, use of this book does not have to be limited to special computer/EFL courses. It can easily serve as a supplement to business/EFL, and even, particularly the first chapters, in content-area classes which treat diverse topics.

Reviewed by Lorraine W. Hanson
The Kinnick School, Yokosuka

TEACHING ENGLISH AS A FOREIGN LANGUAGE: A PRACTICAL GUIDE.
Colin Dawson. London: Harrap, 1984.
64 pp. £1.75 in U.K.

Colin Dawson has provided all of us teachers of English, especially beginning teachers, with a concise and very practical booklet. He focuses on the learners, their needs, abilities, and motivation and on the teachers' responsibility to take a genuine interest in them, to help all of them, and to respect their individuality and opinions.

The author states that speaking is the proper basis for the teaching of all aspects of the language. He stresses the importance of the seating arrangements and the use of pictures and realia in the classroom to maximize conversation as soon as any students enter.

As to the three basics, he outlines the teaching of pronunciation, vocabulary and grammar. Despite the brevity of his presentation, he manages to clearly set forth several approaches with variations relevant to students' different ability levels.

In "Ways and Means" one might expect an outline in terms of the four skills (hearing, speaking, reading, writing), but Dawson organizes his suggestions in terms of material (visual, realia, recorded, textbooks, etc.). Teachers are several times urged to minimize their speaking time while maximizing that of the students.

Dawson's treatment of games, though too brief, sets forth the view that games provide students with an opportunity for concentration, repetition and memorization in an enjoyable atmosphere.

Several minor complaints: In discussing pronunciation why doesn't he refer to the "rhythm"

of English instead of only "sentence stress?" In discussing dictation, why doesn't he more strongly discourage traditional verbatim writing and champion aural comprehension lessons? In the section on "discussion" why does he want us to close a lesson with a written task? At least he argues for tasks that are "relevant and realistic." I prefer oral follow-up.

Overall this booklet impressed me so favorably that I will put one into the hands of all our new teachers.

Reviewed by Frank Kuhlman
Palmore Institute

TELECOMMUNICATIONS: DEVELOPING READING SKILLS IN ENGLISH.
David Davies. Oxford: Pergamon Press, 1985. 60 pp.

As part of the new Pergamon ESP readers series, **Telecommunications** offers 60 pages of extracts from electronics publications. The book assumes that the student will already be able to read standard English without great difficulty, and will have had some experience with the specialized telecommunications vocabulary.

Each of the work's 20 units begins with a short (200- to 400-word) excerpt taken from an American or British textbook, technical manual, journal or similar source. This reading is then followed by exercises which can be broadly grouped into four categories and seek to: 1) develop skimming and scanning techniques; 2) assist vocabulary development and understanding of syntax through a variety of objective questions; 3) provide practice in constructing sentences and paragraphs; 4) guide the student in preparation of technical charts, tables, diagrams and schematic designs. An answer key and suggestions for its use - both helpful to students working independently - are furnished.

Although it is content-oriented, the book does not attempt to fully explain or analyze the technical concepts being used. Rather, it exposes the student to typical English-language readings in the field and demonstrates approaches which lead to an understanding of them.

Given the somewhat difficult nature of the excerpts, which presupposes a fairly high level of reading competence, besides a basic knowledge of the vocabulary and concepts of telecommunications, this book would perhaps best serve as a supplemental source in a technical or industrial training program. Although it might be possible to use this book-independently, as the author suggests, its full potential would be best realized in a classroom with an instructor able to explain both the technical concepts and the structure of the readings. Under these circumstances, **Telecommunications** could be a valuable tool for Japanese students pursuing a

(cont'd on next page)

(cont'd from previous page)

career in the field, and needing to keep abreast of professional publications in English.

Reviewed by Lorraine W. Hanson
The Kinnick School, Yokosuka

ELEMENTS OF PRONUNCIATION - INTENSIVE PRACTICE FOR INTER-MEDIATE AND MORE ADVANCED STUDENTS. Colin Mortimer. Cambridge University Press, 1985. 100 pp. (4 cassettes, not reviewed)

There are five sections: Weak Forms, Clusters, Link-up, Contractions, and Stress Time - each a selection of dialogues from earlier separate booklets by Mortimer under the same titles. In this new form, the book is a nice companion volume to some of CUP's other pronunciation books.

Each section contains two or three dozen short dialogues, each illustrating a certain feature of its own section. Thus, the first dialogue in "Weak Forms" deals with the indefinite article reduced to [ə], while the last deals with weakened forms of **there was a**, **there were some**, etc. The first for "Clusters" is CCV: **pl-**, **bl-**, **pr-**, **br-**: later ones go as far as VCCC: **-fts** and **-fths**. (VCCCC as in **twelfths**, **sixths** is touched on briefly, too.)

The dialogues are pleasantly witty, and always contain an admirable proliferation of the feature being illustrated, without appearing the least bit forced. For students in Japan, "Link-up" and "Stress Time" are most useful. ("Link-up" means, basically, "Don't stop between words.") Dialogue 85, linking final **-n** with a following initial vowel, is particularly good:

- A: I won_an_orange.
B: John won_an_air ticket.
A: An_air ticket to where?
B: To London, I think. But he doesn't think he can_afford the time to go. He hopes he can_exchange the prize for something different.
A: An_orange, perhaps?

In "Stress Time," the dialogues help with rhythm practice, using a simple notation system of three easily understandable symbols.

For a class on an intensive course, this book would make ideal light (but seriously useful) relief during one of those 10- to 15-minute stretches when you need something to get them to settle down.

Reviewed by Paul Snowden
Waseda University

A GUIDE TO TEACHING ENGLISH IN JAPAN. Charles B. Wordell (ed.). The Japan Times, 1985. 343 pp. ¥2,500.

This is not the first book designed to supply information to people who wish to teach in Japan. It is, however, the best I've seen. In the past, teachers had to be content with a few pages about visas and a long list of addresses of language schools. Wordell's book supplies a context and, in its best moments, is a sociology of Japanese education.

Most of the book is structured into paired essays, one describing the situation and the other strategies for dealing with the situation. For example, there are two essays on teaching high school. The first, by Laurence Wiig, offers an overview of the purpose of English education in high schools, the administrative structure, parental and student attitudes and teacher responsibilities. It also includes tips on the job interview and on interactions with your colleagues and the students. The second essay, by Thomas Gunterman, touches on a few of the same areas, but stresses teaching ties and a sample lesson plan. There are essays on children, junior high schools, universities, companies, language schools and private lessons, as well as strategies for large classes, tips on TPR and a selection of letters to the editor of **The Japan Times**, which serves to highlight some educational issues of public interest.

Although the guide is written primarily for native English speakers who are, or who wish to start, teaching in Japan, Japanese teachers should also find it interesting because it contains perspectives on the role of English, and its native speakers, in Japanese education.

Reviewed by Steve Brown
University of Pittsburgh ELI-Japan Program

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 August 31.**

CLASSROOM TEXT MATERIALS/ GRADED READERS

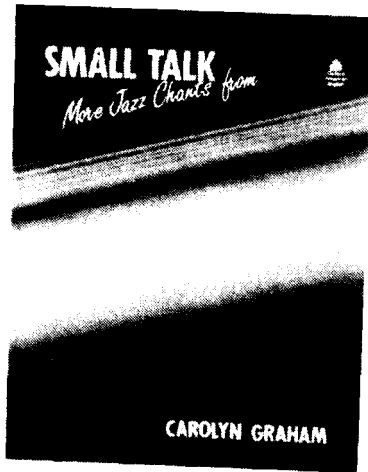
*Byrne. **Meet Captain Luki/Captain Luki and the**
(cont'd on page 26)

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(cont'd from page 24)

- Green Pionet/Captain Luki and the Red Robots/Captain Luki and the Sea People** ("Roundabout Readers" series; 4 vols., 2 cassettes). Modern English Publications, 1985.
- *Byrne & Holden. **The David Freeman Show: All the World's a Stage/Making Music/The Best Years of Your Life?/All Work and No Play** (Student's books, Teacher's books, 2 cassettes). Modern English Publications, 1985.
- *Eckstut & Miller. **Interline: A course in integrating skills in English, 1, 2** (Student's books, Teacher's book). Pergamon, 1986.
- *Mugglestone et al. **English in Sight: Video Materials for Students of English** (Student's book, Teacher's book, NOTE: Video Tape is not included). Pergamon, 1986.
- *Palstra. **Telephone English**. Pergamon, 1986.
- *Thomas. **Intermediate Vocabulary**. Arnold, 1986.
-
- Cassell's "Foundation English" series (various authors). Cassell, 1981. 82, 84. Color edition 1986. Level 1: **Starting English** (Student's book, Workbook). Level 2: **Discovering English** (Student's book, Workbook).
- Cassell's "Foundation Skills" series (various authors) Cassell, 1986. Writing: Level 1, 2 (Student's books). Reading: Level 2 (Student's book, Teacher's book). Speaking: Level 2 (Teacher's book). Level 3 (Student's book, Teacher's book).
- Gray. **Cassell's Advanced Short Course**. Cassell, 1986. Low **Proficiency in English Course**, revised ed. Arnold,

-
- tBolton & Peterson. **Breakaway 4** (Student's book). Nelson, 1985.
- Bolton et al. **Basic Working Grammar**. Nelson, 1986.
- †Elbaum. **Grammar in Context** (2, vols.). Little, Brown & Co., 1986.
- Ellis & Ellis. **Counterpoint 2** (Student's book). Nelson,
- †Fowler et al. **New Proficiency English** (4 vols.). Nelson,
- †Gorrell. **The Little, Brown Workbook**, 3rd ed. Little, Brown & Co., 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, 1, 2**. Pergamon, 1986.
- †Stubbs & Bamat. **The Little, Brown Reader, 4th ed.** Little, Brown & Co., 1986.
- †Vincent et al. **Time for English 1, 2** (Student's books, 1, 2, Teacher's book 1). Nelson, 1984, 1986.

TEACHER PREPARATION/ REFERENCE/RESOURCE/OTHER

*No new entries for August.

-
- de Jong. **The Bilingual Experience: A book for parents**. Cambridge, 1986.
- Kachru. **The Alchemy of English: The spread, functions and models of non-native Englishes** ("English in the International Context" series). Pergamon, 1986.
- McCaig & Manser. **A Learner's Dictionary of English Idioms**. Oxford, 1986.

-
- †Cowie et al. **Oxford Dictionary of Current Idiomatic English** (2 vols.). Oxford, 1985 (first paperback edition).

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 7-122, Nara 630.

IN THE PIPELINE

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

- Aebersold et al. **Critical Thinking Critical Choices**. Ahmad et al. **Computers, Language Learning and Language Teaching**.
- Aitken. **Overtones**.
- Azar. **Fundamentals of English Grammar**.
- Blass & Durighello. **From Concept to Composition**.
- Brieger & Comfort. **Business Issues**.
- Brumfit et al. **Computers in English Language Teaching**.
- Buschini & Reynolds. **Communicating in Business**.
- Carrier. **Business Reading Skills**.
- Carver & Fontinos. **A Conversation Book**.
- Cawood. **Cassell's Intermediate Short Course**.
- Cotton & McGrath. **Terms of Trade**.
- Crombie. **Discourse and Language Learning**
- **Process and Relation in Discourse and Language Learning**
- Dart. **ESL Grammar Exercise**.
- Draper. **Great American Stories, I**.
- Ellis, M. & P. **Counterpoint**.
- Ellis, R. **Understanding Second Language Acquisition**.
- Feigenbaum. **The Grammar Handbook**.
- Hall. **Working with English Prepositions**.
- Halliday. **A Short Intro to Functional Grammar**.
- Helgesen et al. **English Firsthand**
- Jenkins. **Writing: A Content Approach to ESL Composition**
- Kirn et al. **In terroctions**.
- Kitao & Kitao. **American Reflections**
- Klein. **Second Language Acquisition**.
- Knight ed. **Keen in Touch**.
- Lee et al eds. **New Directions in Language Testing**.
- Lindop & Fisher. **Discover Britain**.
- Low. **Grammar for Every & y Use**.
- Maley & Mouldinn. **Poem into Poem**.
- Mason. **Ports of Entry**.
- McRae. **Using Drama in the Classroom**
- Menasche. **Writing a Research Report**.
- Miller & Clark, eds. **Smalltown Daily**.
- Murphy, J. **Windows**.
- Murphy, R. **English Grammar in Use**.
- Newmes Complete Word Game Dictionary.
- Paikeday. **The Native Speaker is Dead!**
- 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**.
- Rivers. **Communicating Naturally in a Second Language**.
- Roberts. **Steps to Fluency**.
- Robinson. **Crosscultural Understanding**.
- Savignon. **Communicative Competence**.
- Shovel. **Making Sense of Phrasal Verbs**.
- Wright. **Collins Acture Dictionary for Young Learners**.
- Yorkey. **New Perspectives**.

Chapter Preseritation Reports

Chapter reports on presentations are to be 150.-150 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.

KOBE

TOTAL PHYSICAL RESPONSE: ADDING MODELING AND EFFECTIVE CORRECTION, and EXTENDING THE GRAMMATICAL RANGE

By Dale Otto, Shimane University

At the JALT-Kobe June meeting, Dr. Dale Otto, visiting professor of English and linguistics, expanded on James Asher's technique of Total Physical Response in language learning.

To Asher's basic command format ("stand up," "open the window," etc.), Otto added the notion of modeling, contrast, and a strategy for correcting learners' mistakes, using two dolls to demonstrate his method of teaching. The first doll responded to directions with 100 percent accuracy, modeling a paradigm of correct response. A learner was then asked to assist the second doll to respond to identical verbal commands. Finally, learners were asked to volunteer to perform the same commands on their own. This method allows errors to be isolated and relevant contrasts to be set up. The criterion of success is nothing less than complete accuracy for all the learners.

This technique works well with young children who are at the beginning stages of learning a new language. It is, in fact, based on the type of concrete ability that mothers use to assist their

children in learning their first language. It can also be used with more advanced students, although Otto did not elaborate on the more sophisticated applications at this meeting.

**Reported by Elizabeth Knies
Shoin Women's University**

NAGOYA

THE DOWNTOWN STRATEGY OF TOTAL COMMUNICATION

**By Michael Redfield,
Nanzan Women's College**

Michael "Rube" Redfield gave JALT-Nagoya a whirlwind talk on "TC" (the Downtown Strategy of Total Communication). TC has been tested over a three-year period in Nagoya on specific students. He gave the dynamic presentation in three stages: (1) A historical background: where TC comes from, what is the strategy, theoretical and pedagogical underpinnings, how to use TC, special features, and the results of the testing. (2) A video demonstration of a Jive second-year Nanzan class, unaware they would be recorded. (3) A workshop to demonstrate how to apply TC to our individual teaching experiences: "Life Styles."

The methods were mainly influenced by alternative teaching methodologies which have arisen since the peak of the audio-lingual method. Emphasis on TC is on fluency strategies; no drills, no grammar, solely meaning from context. Maximum stress is placed on "interpersonal relationships." Other emphasis should be placed on "Teacher Talk" as the greatest amount of learning happens during this time. The teacher acts as a "party host," eliciting communication based on everyday activities, using role-play scenarios with built-in conflicts, or writing stories using pictures as clues. The teacher becomes a "Manager," not "the Drill Master."

**Reported by Elaine Berg
Hida-Kanayama, Gifu-ken**

OMIYA

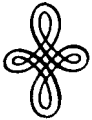
BIG CLASSES, FALSE BEGINNERS AND TURNING TEXTS INTO GAMES

**By Marc Helgesen, University of
Pittsburgh ELI-Japan Program**

Mr. Helgesen kept the JALT-Omiya members and guests on their toes (quite literally) with a well-prepared demonstration of games and activi-

(cont'd on page 29)





The School for International Training

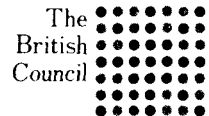
REFLECT AND REFRESH



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.

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(cont'd from page 27)

ties aimed at penetrating those familiar barriers, both real and imaginary, existing in the "large" language classroom. Exercises with pictures, paper and cards were used as tools for stimulating the English of so-called false beginners, and to encourage the use of English as a practical tool for achieving an objective.

Task-based activities, says Helgesen, should be fun. When students are put into group activities, noise levels increase and students are able to relax as they go about using English in genuine problem-solving competitions. Keeping students using the target language can be accomplished by introducing the "poker chip trick," in which students penalize each other by having an "offender" surrender one of a given number of chips when caught speaking in Japanese.

Helgesen believes in giving instruction by example. A concrete demonstration of language in a certain situation is far more effective than strictly adhering to unreal textbook examples. When activities are introduced, four or five students can be given instructions from the teacher so that they might be able to convey the activity to the larger group in turn.

Reported by Jim Graham

CHIBA

注入量と発表量との釣り合い— 上級学習者向け課題作り

(Balancing Input/Output: Creating Challenges
for Advanced Students)

発表者 | Shari Berman
報告者 | Dawn Wilson

千葉支部5月例会ではShari Berman氏による、主として上級学習者を対象とする教授技法、教材作りに関する発表を聴いた。まず(1) Touristという課題では、学習者に在日外国人向けの刊行物(例えばTokyo Journal)を与え、来日する観光客に合うツアーを企画させ、その出来映えを競わせるという手法;(2) Killerというゲームでは、一つの表現に対する類義表現を出来るだけ多く考えさせるという手法(教師が前もって秘密裡にKillerを指名しておき、暗闇の中でそれを当てさせるのでこの名がある);(3)写真やスライドに基づいて、学習者にエッセーを書き発表させるというPhoto/Slide Essaysなどが紹介された。

後半では、ビデオの使用法を中心に、Berman氏の開発した手法が幾つか示された。中でも Video Scrambleというのは出席者の関心を引いた。これは、映画やテレビ番組の一部を更に各々2,3秒ごとの幾つかの部分に再

分割し、その順序をランダムに変えて別のテープに移す、そして学習者に会話の内容や音楽、動作などを手掛かりに正しい順序に置き換えさせるというものである。その他、Video Commercials(現れる key wordsの意味内容、意図などを分析させる)、Video Homework(家庭でビデオを使える学習者に独習用の課題を与える)などの技法が紹介された。ビデオは普及しているとは言え、その用法に熟達するのは難しい。その意味で、Berman氏の発表は、出席者の共感を誘うと同時に、まだまだ未開拓の分野について大きな示唆を与えてくれた。

SHIZUOKA

AN INTRODUCTION TO DEBATE

By Jori Martinez,
Mombusho English Fellow

For the May meeting, Jori Martinez gave JALT-Shizuoka members an introduction to the world of debate. With more advanced students, debate is an extremely effective way of honing communication skills. After explaining the basic features of debate, Martinez divided the participants into teams to try it out, impromptu, themselves. The topic selected was "Should English be compulsory in high schools in Japan?" Participants seemed about equally divided on this issue, and some very interesting discussions continued well after the meeting ended. Many enjoyed the actual involvement in a debate and felt compelled to try it out in their teaching.

17 ENJOYABLE FOREIGN LANGUAGE ACTIVITIES FOR JAPANESE SECONDARY SCHOOLS

By David Mosher and Lonny Wiig,
Hiroshima Jogakuin High School

The June meeting of JALT-Shizuoka was an interesting and lively collection of activities for energizing the language classroom. Mosher and Wiig described several activities which they have used successfully in their classrooms. They were careful to point out that many of their activities were not original but had been handed down by others, as many good techniques inevitably must be. Having said this, Mosher and Wiig passed these techniques along to the audience, with careful explanation and demonstration. An example: "You can't sit down until you ----." The teacher fills in the blank with any appropriate activity for eliciting the desired language behavior.

It is important in many cases to see these
(cont'd on page 35)

THE JALT SUMMER INSTITUTE

The Japan Association of Language Teachers would like to invite you to attend the **JALT 1986 Summer Institute**. This year it will be held Aug. 10, 11 and 12 in Matsuyama, on Shikoku. The Summer Institute is designed for junior and senior high school teachers of English. The purpose is to provide the opportunity to exercise and improve your proficiency in English, working in a friendly atmosphere with native-speaking professionals.

This year we will welcome a special guest from England – Mario Rinvolucri, a well-known speaker in Europe. He is a board member of the International Association of Teachers of English as a Foreign Language (IATEFL) and is director of the Pilgrims Language Centre in England. He has also published a book called *Grammar Games* (Cambridge University Press).

The program will concentrate on discussion sessions during which the participants will work on vocabulary and pronunciation skills as well

as intercultural understanding. Following are some of the highlights:

- Three presentations by Mario Rinvolucri, including a demonstration “Grammar Class”
- Discussion on pre-assigned readings
- A writing workshop
- Conversation skills sessions led by a special guest from Hiroshima, David Mosher
- A staff which will include five experienced native-speaking specialists

We hope that you will be able to take advantage of this rare opportunity. The **JALT 1986 Summer Institute** will give you the chance to use your English in a relaxed and stimulating environment. Please register soon; due to space limitations, we can only accept 50 applicants. You may use the postal *furikae* form enclosed in **The Language Teacher** to make the ¥5,000 deposit, which is due immediately. The balance of ¥15,000 is payable on registration. The fee includes two nights' accommodation and seven meals. See you there!

JALT サマーセミナー実施要項 (JALT SUMMER INSTITUTE)

目的

このセミナーは、中学校、高等学校における英語教員を対象として、英語運用能力の向上を図るとともに、異文化間の理解を深めることにより、学校における英語教育に役立てようとするものである。なお、このセミナーは、JALT（全国語学教育学会）松山支部会員の奉仕によるものであり、何ら政治的、宗教的目的をもつものではない。

主催

全国語学教育学会松山支部 (Japan Association of Language Teachers, Matsuyama Chapter)
松山市一番町2丁目9-6
支部長 Marin Burch

後援

愛媛県教育研究協議会
愛媛県高等学校英語教育研究会

期日

昭和61年8月10日(日)～12日(火)

場所

Dogo Prince Hotel (道後プリンスホテル)
松山市道後姫塚100 ☎(0899) 47-2000

講師

Bruce Hawkins, Marin Burch, 青野 勤
Joan Ballard, Ruth Vergin, リンダ・門田
Dave Mosher

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(cont'd on next page)

Bulletin Board

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.

THE SECOND KYOTO CONFERENCE ON DISCOURSE ANALYSIS

**Conversational Interaction: Discourse
Inside and Outside the Classroom
Saturday/Sunday, September 27/28**

Place: Doshisha Women's College, Nashinoki Campus, Kyoto

Sponsors: JACET (Japan Association of College English Teachers); JALT (Japan Association of Language Teachers)

Featured Speakers:

Evelyn Hatch (U.C.L.A.) - Author of numerous papers on Discourse Analysis

John Hinds (Univ. of Pennsylvania) - Author of **Talking: An Analysis of Discourse, Aspects of Japanese Discourse Structure**

Lawrence Schourup (Kobe Univ.) - Author of **Common Discourse Particles in English Conversation**

David Brazil (Univ. of Birmingham) (tentative) - Author of **Discourse Intonation and Language Teaching** (with M. Coulthard and C. Johns), **Teacher Talk** (with J.M. Sinclair)

Call for Papers

Papers are also solicited from the general membership of JACET and JALT on topics related to the study of discourse. Send a brief abstract (So-100 words) plus a short biographical statement. Applicants will be notified of the status of their proposals in August. The complete schedule of events will be published in the September issues of the **The Language Teacher** and the **JACET News**. Send proposals to: Discourse Analysis Conference, JALT c/o K.E.C., Sumitomo Seimei Bldg. 8F., Shijo Karasuma Nishi-iru, Shimogyo-ku, Kyoto 600.

For deadline and further information, contact Thomas Robb, above address, tel. 075-221-2376.

SENIOR/JUNIOR H.S. S.I.G. CREATED IN TOKYO

JALT Tokyo chapter is launching a special interest group (S.I.G.) to give junior and senior high school teachers an opportunity to exchange ideas and acquire further skills in their own special field. Like the successful S.I.G. now active in Yokohama, the group will probably consist mainly of Japanese teachers, although native speakers will be more than welcome, and will meet independently of the chapter.

See **Meetings** for full details of the Aug. 3rd inaugural meeting. We will also be talking about the group at the chapter presentation by Marc Helgesen, dealing with teaching large classes, at Sophia University, on Sept. 28th. Anybody at all
(cont'd on next page)

(cont 'd from previous page)

SCHEDULE

	August 10 (Sun.)	11 (Mon.)		12 (Tues.)
7:00		Breakfast		Breakfast
8:00		Session V		Session VIII
9:00	Registration	Reading and Discussion		Video and Discussion
0:00	Opening	Rinvolucr "Awareness Exercises for Teaching Structure"		Rinvolucr
1:00	Session I			"Improve Your Own English"
2:00	Lunch	Lunch		Lunch
1:00		Rinvolucr	Session VI	Session IX
2:00	Session II	"Grammar Class"	Hiroshima	Plenary
3:00				Closing - Evaluation
4:00		Session VI	Rinvolucr	
5:00	Session III	Hiroshima	"Grammar Class"	
6:00				
7:00	Supper	Supper		
8:00	Session IV	Session VII		
9:00	Writing Workshop	Writing Wrapup & Party		

(cont'd from previous page)

interested in such a group, whether in Tokyo or elsewhere, should go along to these meetings, or call Tim Knowles, 03-485-3041, or Marc Helgesen, 03-944-3458.

TEACHERS COLLEGE/SIMUL Free Workshop, Tokyo, August 20

The 1986 Teachers College-Simul Summer Program for language teachers has been cancelled, but a half-day workshop is being offered.

Speakers/Topics: John Fanselow - (1) Recent Trends in TESOL in the U.S. and (2) Listening and Reading Strategies Inside and Outside the Classroom; Virginia LoCastro - Language of Textbooks: Authentic?

Date: Wednesday, Aug. 20th

Time: 1:30-5 p.m.

Place: Simul Academy, 3-17-42 Shimo-ochiai, Shinjuku-ku, Tokyo 161 (near Mejiro station)

Fee: None

Info: Simul. 03-953-8701

TEMPLE UNIVERSITY JAPAN M. Ed. Program in TESOL Course Offerings Fall 1986

Tokyo

Sec. Eng. Ed. 624: Teaching the New Grammars (3 credit hrs.), Dr. James Patrie; Mon., 1:00-4:00, Sept. 1-Dec. 15, and Thurs., 6:00-9:00, Sept. 4-Dec. 18.

Sec. Eng. Ed. 652: Methods and Materials for TESOL, Part I (3 credit hrs.), Dr. Gladys Valcourt; Tues., 6:00-9:00, Sept. 2-Dec. 16.

Anthro. 520: Fieldwork in Ethnography (3 credit hrs.), Dr. Denise O'Brien; Wed., 6:00-9:00, Sept. 3-Dec. 17.

Sec. Eng. Ed. 645/For. Lang. Ed. 435: Introduction to Educational Research (3 credit hrs.), Mr. Steven Ross; Sat., 6:00-9:00, Sept. 6-Dec. 20.

Osaka

Sec. Eng. Ed. 652: Methods and Materials for TESOL, Part I (3 credit hrs.), Dr. Gladys Valcourt; Thurs., 6:00-9:00, Sept. 4-Dec. 18.

Sec. Eng. Ed. 621/For. Lang. Ed. 426: New Techniques in Teaching Writing (3 credit hrs.), Dr. Valcourt; Fri., 6:00-9:00, Sept. 5-Dec. 19.

Sec. Eng. Ed. 624: Teaching the New Grammars (3 credit hrs.), Dr. James Patrie; Sat. 3:00-6:00, Sept. 6-Dec. 20.

All times p.m. Apply to Michael DeGrande, Temple University Japan, Mitake Bldg., 1-15-9, Shibuya, Shibuya-ku, Tokyo 150; tel. 03-486-4141.

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, Aug. 20-24 and 26-30 by the School for International Training. Graduate credit available. For information and alumni contact, phone The Center: 06-315-0848, or Japan Language Forum: 03-7 19-4991.

INTRODUCTION TO SELF-ACCESS PAIR LEARNING

The C.E.E.L. (Center for the Experimentation and Evaluation of Language Teaching Techniques, Geneva), publishers of the self-access pair learning course *Threshold*, has requested its Japanese distributor DIDASKO to restrict sale of the material in the future to those who have been trained by the Director of the C.E.E.L., Mr. Nicholas Ferguson. This policy will be implemented gradually, as training opportunities are made more widely available in this country. Those who in the past have attempted to use *Threshold* without such training are strongly urged by the distributor to attend a six-day Introduction to SAPL seminar, directed by Mr. Ferguson, the originator of SAPL and the author of the course *Threshold*, at the Garden Palace Hotel, Osaka, Aug. 13-18. The seminar will be largely individualized, to serve as an introduction for beginners to SAPL and *Threshold*, as well as an in-service clinic for experienced users of *Threshold* who have not previously been trained by Mr. Ferguson. For further information: DIDASKO, 6-7-3 1-611 Itachibori, Nishi-ku, Osaka 550; tel. 06-443-38 10.

「サジェストペディア夏季講習会」

— 外国語教育に携わっている方のための

トレーニング・コース—

(Suggestopedia Summer Seminar)

日時

昭和61年8月25日(月)～8月30日(土)(6日間)

午前 9:30～午後 4:30

講師

アリソン・ミラー Alison Miller

(産業能率短期大学助教授)

サジェストペディア研究室)

(cont'd on page 35)

GET READY

Interactive Listening and Speaking

I. Presentation

Prices \$1-\$12 and Clothing

Listen to the name of the clothing and ask the price. Follow this model:

Listen: Ring
 Speak: How much is this ring?
 Listen: This ring? It's a dollar.
 Speak: A dollar?
 Listen: That's right. A dollar.
 Speak: Thanks.

Illustration of a store window for 'BOB'S BARGAIN BASEMENT'. The window displays various clothing items with price tags: a hat for \$3.00, a shirt for \$2.00, a pair of pants for \$4.00, a jacket for \$9.00, a pair of shoes for \$7.00, and a pair of socks for \$12.00. The window also has signs for 'NEW SHIRTS & SLACKS' and 'BEST BARGAINS TODAY'.

II. Recognition

Prices and Clothing

Listen to the advertisement. Write the prices of the items.

Illustration of a clothing store advertisement. On the left, a sign says 'BARGAIN BASEMENT' with a price tag of \$1.99. On the right, a sign says 'Marsfield Discount' with a price tag of \$2.99. Below the signs are illustrations of clothing items: a jacket, a shirt, and a pair of pants.

A: Speaking? In a listening text?
 B: Yeah, sure. Why not? What do you expect from Prentice-Hall? They're always coming up with something new and exciting!
 A: (Hesitantly) Can I get an examination copy from them?
 B: Of course you can. After all, they're Prentice-Hall!

Illustration of two people talking. A woman on the left and a man on the right are shown in a simple line drawing style.

-PAUL ABRAHAM-
 -DAPHNE MACKEY-

Get Ready

INTERACTIVE LISTENING AND SPEAKING

Book cover for 'Get Ready' by Paul Abraham and Daphne Mackey. The cover features the title 'Get Ready' in large, bold letters, with 'INTERACTIVE LISTENING AND SPEAKING' written below it. The cover is decorated with several small illustrations showing people in various social interactions, such as talking, listening, and speaking.

III. Production

Language in Stores

Look at the illustrations. Follow this model:

Speak: How much is this _____?
 Are these _____?

Listen: This _____? \$5.00.
 These _____?

Speak: \$5.00? O.K. I'll take it/ them.

Listen: You'll take it/ them? Fine.

Illustrations of three clothing items with price tags: a jacket for \$1.00, a shirt for \$2.00, and a pair of pants for \$3.00.

IV Extended or Gist Listening

Story

Listen. Fill in the blanks in the illustration.

Illustration of a story scene. A group of people are in a store. One person is holding a sign that says 'SALE'. Another person is holding a sign that says 'Listen'. There are speech bubbles with the words 'They're', 'I'll', and 'I'll'.

GOAHEAD.. .MAKEMYDAY! ASKMEFORACOPY
 NORMAN HARRIS

Prentice-Hall of Japan

Jochi Kojimachi Building 3F 6-1-25 Kojimachi Chiyoda-Ku Tokyo 102 Japan
 Tel. 03-238-1050

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Roy Kingsbury and Guy Wellman

A complete course for students who have passed Cambridge First Certificate or are at a higher level.

Covers all the main areas of language learning at advanced level: consolidation and extension of structures, appropriate language and register, functions in context, vocabulary development.

Can be used as a self-contained advanced course, or as the main developmental component in a Cambridge Proficiency Course (with *Longman Proficiency Skills*).

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Roy Kingsbury and
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students after
First
Certificate."

**Longman
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Roy Kingsbury and
Guy Wellman

Side 1: 16:00 - 17:30
Side 2: 17:30 - 18:00

**Longman
Advanced English**
Cassette 1

Roy Kingsbury and
Guy Wellman

Side 1: 16:00 - 17:30
Side 2: 17:30 - 18:00

For further information please contact:
Heather Saunders or Mike Thompson,
Longman Penguin Japan,
Yamaguchi Building,
2-12-9 Kanda Jimbocho,
Chiyoda-ku, Tokyo 101 (03265-7627)

Longman 

(cont'd from page 32)

壹岐節子 Setsuko Iki
 (産業能率短期大学助教授
 サジェストペディア研究室)
 浅野紀和 Norikazu Asano
 (神奈川大学講師)

費用 35,000円 (学生 30,000円)

会場 産業能率短期大学 6号館
 ☎158 東京都世田谷区等々力6-39-15
 (東急東横線または大井町線
 自由が丘駅下車 徒歩13分)

問い合わせ先 (月～金 9:00～17:00)

産業能率短期大学
 サジェストペディア研究室 壹岐
 教務部 春日
 03-704-4011(代)

CALL FOR PAPERS

A.I.L.A. WORLD CONGRESS Sydney, August 16-21, 1987

New Approaches to Applied Linguistics as an International Discipline

The 8th World Congress of the International Association of Applied Linguists 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.

16th FIPLV WORLD CONGRESS ON LANGUAGE LEARNING Canberra, Australia, January 4-8, 1988

Organisers: FIPLV (Federation Internationale des Professeurs de Langues Vivantes); AFMLTA (Australian Federation of Modern Language Teachers' Associations); and MLTA (Modern Language Teachers' Association) of the A.C.T. Professor Wilga M. Rivers of Harvard University will be the keynote speaker. Send registration requests to XVI FIPLV World Congress, Canberra Tourist Bureau, GPO Box 744, Canberra 2601, Australia.

Call for Papers

Participants are invited to submit abstracts of papers (20 minutes), or of workshops or demonstrations (45 to 75 minutes) on topics related to the Congress theme ("Learning Languages Is Learning to Live Together") and which may range from theoretical questions to practical ones such as motivation, assessment procedures, use of computers and interactive

(cont'd on next page)

(cont'd from page 29)

activities in action to really be able to use them effectively. Those interested should contact Dave Mosher and Lonny Wiig and have these activities demonstrated at their chapters.

Reported by John Laing
 Tokai University Junior College

(cont'd from previous page)

video, and language for specific purposes, in the context of language for communication. Send three copies by Nov. 11 1986 to the Congress Secretariat, GPO Box 989, Canberra 2601, Australia. Give the following details: Name of the proposer(s); title of the presentation in the language in which it will be presented; that language; an English translation, if the abstract is not in English; type of presentation: paper/seminar/workshop; time required: 20/45/75 minutes; and maximum audience, if applicable.

**GEORGETOWN UNIVERSITY
ROUND TABLE ON LANGUAGES
AND LINGUISTICS:**

"Language Spread and Language Policy"
March 11-14, 1987

For information, contact: Peter H. Lowenberg, Chair, GURT 1987: School of Languages and Linguistics, Georgetown University, Washington, D.C. 20057, U.S.A.

**1987-88 FULBRIGHT
SCHOLAR IN-RESIDENCE PROGRAM**

American colleges and universities may host a scholar from abroad for all or part of the 1987-88 academic year through this program. Institutions are invited to submit proposals for visiting scholars in the humanities and social sciences, or in scientific or professional organizations with a strong international focus, particularly in communications, education, and in U.S. constitutional law, history, literature, and politics.

A Fulbright Scholar-in-Residence may teach regular courses from a foreign area perspective, serve as a resource person in interdisciplinary courses, assist in developing new courses, or participate in special seminars. The host institution is expected to share the scholar's expertise and provide opportunities for him/her to pursue personal research interests.

The program provides roundtrip travel for the grantee and, for full-year awards, one accompanying dependent; monthly maintenance; and incidental allowances. The host institution is expected to grant supplementary funding and in-kind support such as housing.

The deadline for receipt of proposals is Nov. 1, 1986. For further information: Dr. Mindy Reiser, Council for International Exchange of Scholars, Eleven Dupont Circle N.W., Suite 300, Washington D.C. 20036-1257, U.S.A.: tel. 202-939-5404.

Meetings

Please send all announcements for this column to Jack Yohay; 111 Momoyama Yogoro-cho, Fushimi-ku, Kyoto 612. The announcements should follow the style and format of the LT and be received by the first of the month preceding publication.

HAMAMATSU

Topic: Multi-level Teaching
Speaker: Mario Rinvolucri
Date: Sunday, August 17th
Time: 10 am- 12 noon
Place: Seibu Kominkan, 1-2 1-1 Hirosawa;
0534-52-0730
Fee: Members, ¥500; non-members, ¥1,000
Info: Shelagh Speers, 0534-49-0766

Every teacher of beginners has experienced the way the class rapidly becomes split-level, even if everybody started off as zero beginners. Participants in this workshop will experience how certain approaches and experiences effectively cope with this "problem." (It should more accurately be termed a natural evolution.) Among these will be:

Community Language Learning, where the stronger become sub-"knowers"; *Insistent exercises*, where one person does a kind of drill while the other is free to invent; *Sketch*, where the stronger provide listening comprehension for the weaker; *Mime*, where the weaker activate the stronger into language work; *Cross-level simulations*, where the students need to be at different language levels; and *Doubling exercises*, with the weaker taking the role of the protagonist.

Mario Rinvolucri has been involved in EFL teaching and teacher-training for over 20 years in Greece, England and Chile. He currently works for Pilgrims in Canterbury, England, and travels extensively as a teacher-trainer and speaker. He has also written numerous articles and textbooks, including *Grammar in Action*, *Grammar Games*, and *Challenge to Think*. His speaking engagements in Japan are under the auspices of The British Council and Cambridge University Press.

KOBE

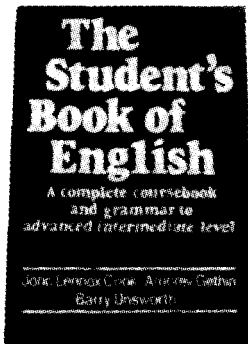
Topic: To Correct: When? What? How?
Speaker: Mario Rinvolucri
Date: Saturday, August 9th
Time: 7-10 p.m.
Place: St. Michael's International School
Fee: Members, free; non-members, ¥1,000
Info: Jan Visscher, 078453-6065

This seminar aims to bring together a series of student-centred modes of correction. Participants

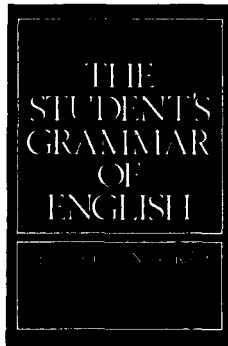
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Announcing

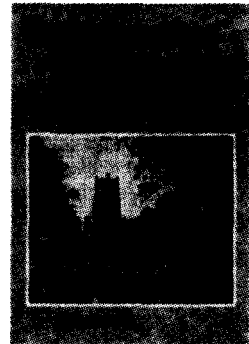
FILMSCAN / LINGUAL HOUSE recently acquired the BASIL BLACKWELL ELT list which provides a full range of practice and reference materials for English Language Teaching !



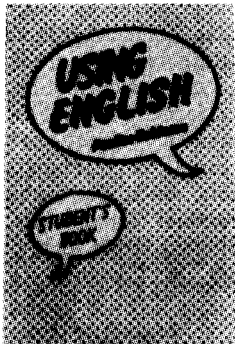
THE STUDENT'S BOOK OF ENGLISH
A complete coursebook and grammar



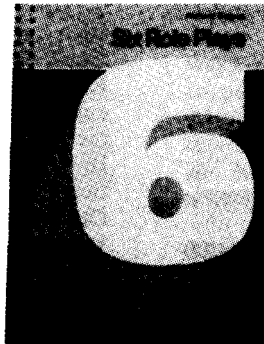
THE STUDENT'S GRAMMAR OF ENGLISH
An excellent book for the new grammar of English



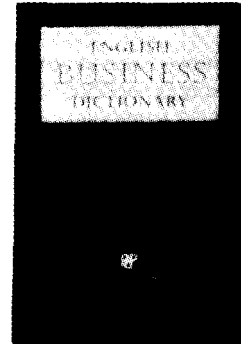
UNDERSTANDING BRITAIN'
A history of the British people and their culture



USING ENGLISH
Authentic texts for International English



SIX ROLE PLAYS
An effective way of getting students to talk



ENGLISH BUSINESS DICTIONARY
A dictionary for learners of English in a business context

**25 ENGLISH LANGUAGE TEACHING TITLES
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TEL. 03-320-4170

(cont'd from page 36)

will have a chance to see and practice the following techniques: (1) Curran's whisper-in-the-ear and colour-coded correction system; (2) Finger correction for initial and final sounds, word order, stress, intonation and structure (Gattegno); (3) The 'Just a Minute' exercise; (4) Paired phonic comparison (R. Baudins); (5) 'Hot card' correction (Packard and Daniels); (6) Student-centred practice of structures perpetually got wrong (M. Baudins); (7) Use of the chalkboard (blackboard) in student-centred correction; and (8) Use of the OHP (overhead projector) for group-centred correction of written work.

Mario Rinvoluceri (B.A. Hons., Queen's College, Oxford) started his teaching career some 20 years ago. Since 1976 he has been working for Pilgrims, Canterbury, as language teacher, teacher trainer, trainer of trainers, director of studies and editor of the Pilgrims Pilot list. Over the past eight years he has led a team that does teacher training worldwide. He has been the plenary speaker at annual conventions in Mexico, Greece, Spain and Canada, is the author of Grammar Games (CUP, 1985), and is the co-author of nine texts.

September Meeting

Topic: On Forgetting Your a's, the's and -ga's: The Teacher as a Corrector
 Speaker: Ian Shortreed, Kansai Gaidai
 Date: Sunday, September 7th
 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

IBARAKI

Topic: Recipes for Tired Teachers
 Speaker: Mario Rinvoluceri
 Date: Wednesday, August 20th
 Time: 2-4 p.m.
 Place: Ibaraki Christian Gakuen Campus (6-1 I-1 Omika-cho, Hitachi-shi)
 Fee: Members, ¥500; non-members, ¥1,000
 Info: Tony Boys, 0295-52-0546

NAGOYA

Topics: (1) Awareness Exercises for Teaching Structure; (2) Improve Your Own English (for non-native speakers)
 Speaker: Mario Rinvoluceri
 Date: Saturday, August 16th
 Time: (1) 10 a.m.-12 noon
 (2) 2-4 p.m.
 Place: Mikokoro Centre, Naka-ku
 Fee: Members, ¥1,000; non-members, ¥1,500
 Info: Kay Ogino, 05383-2-1600
 Lesley Geekie, 05617-3-5384

(1) This seminar is concerned with teaching structures in ways which get students practising them while thinking about and focusing on each other. Exercises for practising conditionals, past tense declarative and interrogative, etc., will be included. Back-up text: Frank & Rinvoluceri: Grammar in Action.

(2) Has your English gone backwards since your university days? Are you teaching low levels of the language and not using more advanced English? Then this seminar is for you! We'll work on your pronunciation, intonation and fluency of speech. We'll then demonstrate and use various techniques which will help you raise your English step by step. We will listen to tapes and look at materials as further ways of keeping your English up to scratch, and stretching your comprehension, while being both relaxed and interested.

Mr. Rinvoluceri is described in the Hamamatsu and Kobe meeting announcements.

TOKYO JHS/HS SIG

Topics: 1) Corrections: When, what, and how
 2) Grammar Games
 3) Listening
 Speakers: 1) & 2) Mario Rinvoluceri
 3) Munetsugu Uruno
 Date: Sunday, August 3rd
 Time: 2-5 p.m.
 Place: Pittsburgh University ELI-JP, Iidabashi (see last month's map or call 03-238-0531)
 Fee: Members, free; non-members, ¥1,000
 Info: Prof. Oshima, 03-416-8477
 T. Dow, 03-455-7840

This is the first meeting of the Tokyo Junior High School/High School Special Interest Group. JALT Summer Institute featured speaker Mario Rinvoluceri will consider error corrections with an emphasis on how to decide which errors to correct and how to make the corrections effective. He will then share games for teaching and practicing grammar points. He is the author of the Cambridge text Grammar Games. Mr. Uruno, Vice-Principal of Ibaraki High School, is co-author of Strategies in Listening (FilmScan/Lingual House).

YOKOHAMA

Topic: Breaking Rules - Non-traditional Approach to EFL/ESL
 Speaker: John Fanselow, Teachers College, Columbia University
 Date: Sunday, August 24th
 Time: 2-5 p.m.
 Place: Yokohama Kaiko Kinen Kaikan
 Fee: Members, ¥500; non-members, ¥1,000
 Info: Bill Patterson, 0463-34-2557

Charles Faulkner will address the Sept. 7th meeting on Neurolinguistics.

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.

(AKITA) Full-time opening for a qualified native English teacher, starting April 1, 1987. Will carry classes in *Oral English* and possibly Reading in Literature and Composition. Small-group instruction in pleasant surroundings. Send resume of studies and teaching experience. Some knowledge of Japanese desirable. Require three letters of recommendation. Seirei Women's Junior College, 62-2 Aza Koya, Terauchi, Akita 011; tel. 0188-45-4111.

(GUAM) One or two full-time ESL positions starting late August. One- or three-year contract. Possible tenure-track. Salary range: US\$16,000-22,000 (taxed). Minimum: M.A. in ESL/applied linguistics. Obtain official application form from: Search Committee, Division of English and Applied Linguistics, University of Guam, UOG Station, Mangilao, Guam 96923, U.S.A.; tel. 67 1-734-3098.

(HAMAMATSU) Experienced ESL teachers wanted. Attractive salary, bonus and housing package; return fare provided annually. Preferred: Degree in ESL/EFL or related field, classroom-teaching experience, and certificate of attendance at an introduction-to-self-access-pair-learning seminar directed by Nicolas Ferguson, as well as his recommendation. For further information: William S. Anton, Four Seasons Language School and Cultural Center, 4-32-8 Sanarudai, Hamamatsu 432; tel. 0534-48-1 501.

(MIYAZAKI) Full-time and part-time Japanese teachers of conversational English, either sex, any age, for E.E.C. School. Call Okamoto-san, 06-362-0576.

(NAGOYA) Well-experienced native English instructor wanted full-time from October, for children and adults. Significant experience with children a must. Competitive salary plus benefits. Support for your professional growth. Two-year contract. Visa sponsorship available. Good work atmosphere. Kraig Pencil, Pencil English Centers, Hara Shin Bldg. 4F., 1-515 Hara, Tenpaku-ku, Nagoya 468; tel. 052-802-4156.

(OSAKA) Experienced English teacher for children's classes in Kishiwada (Nankai) at new

school opening in '87. We're looking for assistance with course development during the planning stages beginning in August/September of this year. Ideal person would be someone comfortable with Japan and its young people, and seeking a challenging position for a long-term commitment. Information: Ruth Kobata, 0720-82-8 140.

(OSAKA) Full-time and part-time teachers starting April 1987 to teach Living English. An M.A. degree in TESL or some related field is preferred. Send personal history to the President by Sept. 19th. Interviews will be in early October. Poole Gakuin Junior College (Anglican), 4-5-1 Makizukadai, Sakai City, Osaka 590-01; tel. 0722-92-7201.

(OSAKA) Full-time English language professor/assistant professor, beginning April 1987. Tenure-track position possible. Requirements: native speaker of English; Christian; M.A. in TESL/TEFL, applied linguistics, or related field (Ph.D. or Ed.D. in TESL/TEFL preferred); two years' full-time teaching experience in TESL/TEFL; strong interest in TESL/TEFL; desire to learn Japanese. Duties: 12 hours' teaching per week plus normal departmental responsibilities. Send vita and three letters of recommendation by Sept. 30 to Search Committee, Osaka Jogakuin Junior College, 2-26-54, Tamatsukuri, Higashi-ku, Osaka 540.

(OSAKA) Person with background and experience in testing and evaluation to fill a one-year full-time specialist position, renewable upon satisfactory performance. The T&E specialist is responsible for administration and development of his/her area, but also has a limited teaching load. An advanced degree in the area is desirable. For more information: M. Ando, Business Manager, International Business Communications Program, SUMIKIN-INTERCOM, Inc., 5-15 Kitahama, Higashi-ku, Osaka 541; tel. 06-220-5500 or 5217.

(TOKYO/KOBE) Full-time native speaker teachers with an M.A. in TESL or three years of ESL experience to start in January 1987. An engineering/technical or business background is helpful. The required 42.5-hour work week includes a 10- to 15-hour teaching load, allowing teachers time to develop materials for the classroom. Salary commensurate with qualifications and experience; full fringe benefits. Interviews will be held in the first or second week of October. Send resume with cover letter by Sept. 19 to: Mr. Teruo Okura, Manager of International Planning, Personnel Department, Kobe Steel, Ltd., 1-2-1 8 Wakinohama-cho, Chuo-ku, Kobe 651.

MEMBERSHIP INFORMATION

JALTis...

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 500m² is held in conjunction with this meeting every year.
- **SPECIAL MEETINGS/WORKSHOPS** -- Special meetings or workshops, often conducted by a distinguished educator especially invited from abroad. The following annual workshops cater to the special needs of the members and to the teaching profession as a whole: Summer Institute ~ Primarily for secondary school teachers. aims at improving their language proficiency while studying effective techniques for the language class. Seminar for the Director of Language and Preparatory Schools to keep administrators informed on current trends in language teaching and learning. Seminar on In-Company Language Training – Provides businesses with the opportunity to exchange information for the betterment of language education programs in industry.
- **LOCAL MEETINGS** – Local chapters organize monthly or bi-monthly meetings which are generally free of charge to all JALT members regardless of their chapter affiliation.

LOCAL CHAPTERS – There are currently 22 JALT chapters throughout Japan, located in 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 furihe*) form or by sending a check or money order in yen (on a Japanese bank) or dollars (on a U.S. bank) accompanied by an application form to the JALT Central Office.

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

JALT — 全国語学教育学会について

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

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

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

出版物

- ◆ JALT JOURNAL JALT が年2回発行する学術誌
- ◆ THE LANGUAGE TEACHER—JALT の月刊誌
(英和文併用、B5、36～72ページ)
- ◆ CROSS CURRENTS—The Language Institute of Japan (L I O J) 発行の学術誌 (JALT 会員には割引の特典があります)
- ◆ ENGLISH TODAY—Cambridge University Press
(JALT 会員には割引の特典があります)
- ◆ IATEFL の出版物
 - ・ English Language Teaching Journal
 - ・ PET
 - ・ 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、全国に支部が22、準支部が1、あります。

札幌、仙台、山形、茨城、大宮、千葉、東京、横浜、静岡、浜松、豊橋(準支部)、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、教材の制作に、経済的援助をする事を目的として支給されるもので、会員ならば誰でも、助成金の申請をすることができます。申請のメ切りは、毎月9月1日で、助成金の受給者名は、年次国際大会で発表されます。

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の広告を掲載することができます。詳細は、事務局まで。

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

JALT事務局 〒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気付
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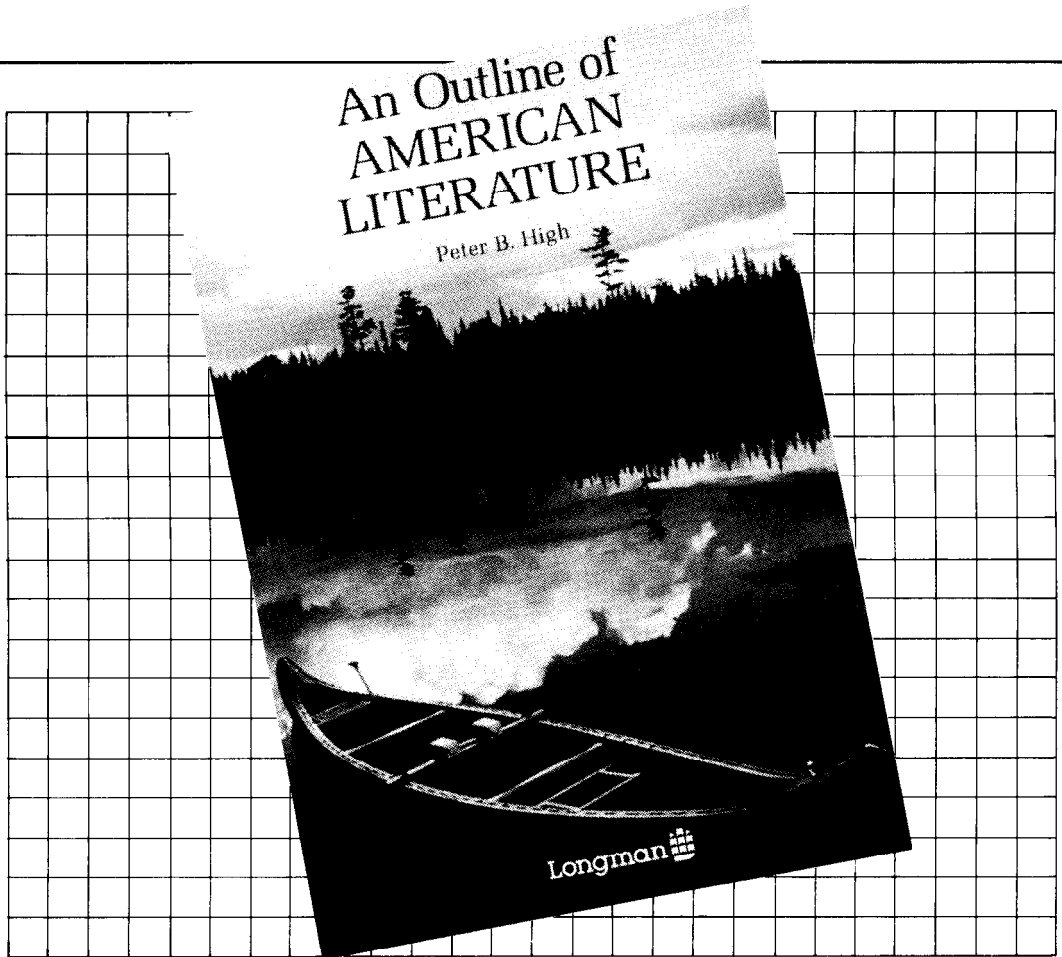
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