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全国語学教育学会

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1 Listen to the audio. How many times does the character go to the gym every day? What time does he go? What does he do there? What time does he get home? What does he do when he gets home? What does he do before he goes to bed? What time does he go to bed?

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Language focus

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At home **Gang Dui** **Excited Sam**

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Ken

Ken lives in London. He works at the City Corporation. He has a wife, Diane, and two children, Sam and Lucy. He likes to go to the gym every day. He also likes to go to the cinema and to the park. He has a dog called Spot. He likes to go to the beach on weekends.

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THE Language Teacher

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The Language Teacher is the monthly publication of the Japan Association of Language Teachers (*Zenkoku Gogaku Kyoiku Gakkai*), a non-profit organization of concerned Language teachers interested in promoting more effective language learning and teaching. JALT welcomes new members of any nationality, regardless of the language taught.

Currently there are 23 JALT chapters: Sapporo, Sendai, Yamagata, Ibaraki, Gumma, Omiya, Chiba, Tokyo, Yokohama, Shizuoka, Hamamatsu, Nagoya, Kyoto, Osaka, Kobe, Okayama, Hiroshima, Tokushima, Takamatsu, Matsuyama, Fukuoka, Nagasaki, and Okinawa

The Language Teacher editors are interested in articles of not more than 3,000 words in English (24 sheets of 400-ji *genko yoshi* in Japanese) concerned with all aspects of foreign Language teaching and learning particularly with relevance to Japan. They also welcome book reviews. Please contact the appropriate editor for guidelines, or refer to the January issue of this volume. Employer-placed **positions announcements** are published 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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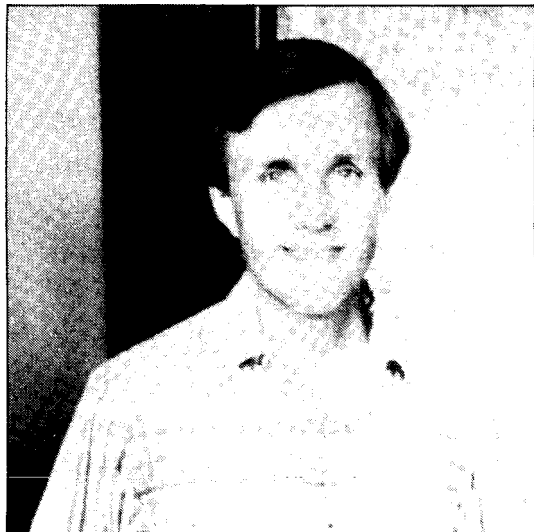
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Interview – THOMAS SCOVEL



Thomas Scovel is an associate professor at San Francisco State University. He is an active researcher and speaker. His interests are psycholinguistics, foreign accents, methodology, and EFL in Asia. He was interviewed at the 1986 TESOL Summer Institute by Torkil Christensen.

TC: *I'd like to concentrate on pronunciation, and perhaps you could say a few things about the Tsunoda book you have just read. But first, what is the role of pronunciation in language ability and in teaching?*

TS: There are several people who have written articles on the way pronunciation is now given more credit than it once was. Of course in the heyday of the audio-lingual method, say in the '50s, even in the '60s, pronunciation received a lot of attention, perhaps too much attention, and there has been a reaction to that in the last decade or so. People have downplayed the role of pronunciation recently, and there has been much more emphasis on both syntactic ability and pragmatic ability, the ability to use discourse in the correct sociolinguistic context. But if you read the article by Martha Pennington and J. Richards in the latest *TESOL Quarterly* of June 1986, or if you go back even a couple of years, about 1983 – the article by Ealig and Wong on the importance of voice quality in pronunciation – you get several articles which say that we should put more emphasis on pronunciation, and you see some of the new methods that are, I would say, basically delayed oral production methods. I'm thinking of Krashen and Terrell, the "natural approach," the "total

physical response" by James Asher, and some older methods like the Patowsky method that was used at the Defense Language Institute in the United States. These all work on listening comprehension first and they delay pronunciation; but they only delay it a bit, and so in a strange kind of way those are all methods that emphasize pronunciation.

It is essential to them?

Central certainly, so I think that if the pendulum does swing in language teaching, the direction now is clearly back towards pronunciation. Perhaps not overemphasizing it, saying that it's "the only skill," but nevertheless giving it an important place. It is important even in EFL situations; for example, in Japan, even though I assume the primary goal for English in Japan is technology transfer, such as reading and processing information. But listening, too, is an important skill for Japan, to be able to interact face to face with native speakers of English, or with many other people around the world who use English as a second language – at professional conferences, in international business, and in the day-to-day interaction with tourists and those foreigners who live in Japan.

So I think pronunciation is an important skill, both in terms of the history of methodology – the swinging pendulum – and also for the needs of an EFL learner in the modern world. Now the interesting question is how to teach it; and I am not an expert in the teaching of pronunciation here at this TESOL Summer Institute. I'm teaching a course on English phonology. I am pleased I have several teachers from Japan in the class, both Japanese teachers of English and foreign teachers of English, and I really spend very little time, if any, on the teaching of pronunciation, because the goal of the class is to learn the sound system of English. You've got to know the sound system first, before you can teach it. Unfortunately, some people try to teach pronunciation without any idea what the sounds of English are and so they teach such terrible things as "the vowels of English are a, e, i, o, u, and sometimes y."

Second, what would be ideal would be to have a course on *teaching* speaking skills and pronunciation skills; I think, if possible, it's nice to divide them into two. Pronunciation skills are the ability to pronounce the sounds of English correctly. Speaking skills mean fluency in using English orally as a foreign language: giving short talks, being able to interact in dialogues, knowing when

to “take turns.” A very difficult skill, I’m sure, for Japanese learners of English is how to use the telephone in English. How do you know the person wants you to stop speaking? How do you say good-bye? What do you do before you say good-bye? Those are all speaking skills, and they are something you learn over and above pronunciation, so there’s a lot to teach. I would say the teaching of the ability to speak in English goes far beyond teaching the pronouncing the nominal pairs heat and hit, but it involves helping people to become able to interact, just as we are doing now, using English phonologically.

So you are stressing the importance of these other skills, and saying that pronunciation is also important. Where does it leave the teacher in the classroom? Should he or she perhaps insist on good pronunciation, should the students “get away with murder,” or should the aim be for the best they can do, or. . .

Well, that’s an interesting question: what is the target that you hope your students to reach? Certainly that is a question for the English grammar class. Do you expect the students, especially beginning students, to be as facile syntactically or grammatically in the language as native speakers? Well, probably not; and as I mentioned in my forum lecture, it is impossible ever to get your students to sound like native speakers, even if we are talking about students who have had 20 years of English study in advanced phonetics, are highly motivated, and have devoted all their lives to the learning of English. There’s still something there that tells a native speaker immediately that “this person was not born and raised in Birmingham, England, or San Francisco, California.”

So what we would like our students to do would be to make the phonemic contrasts necessary for all the phonemes in English, to have mastered fairly well the suprasegmental and prosodic features of the language – stress, intonation, rhythm, juncture – and to be able to understand a variety of dialects in English. You get a rather wide variety of phonological differences among the dialects, such as, for example, Australian English vs. Standard American English.

So you wish students to be sensitive to these differences, and to be able to cope with them when they hear them, but for teachers to get students to produce them themselves would be counterproductive for a great many reasons.

Sure, I would expect the student who plans to reside in Japan to use a typical standard form, Standard British English, or Standard American English. If the student marries an Australian and is

going to spend the rest of her life in Australia, then it would be helpful if in her production she could also substitute /i/ for /Qi/. But I don’t think that is necessary for the vast majority of even advanced students.

How about the beginning level?

My own feeling is that it is difficult enough to learn the phonemes of any standard dialect of English, just to hear the differences and to pick up suprasegmental contrasts.

This relates to what you said in your forum lecture. You also told us then that you had just read Mr. Tsunoda’s book The Japanese Brain in the English translation. In Japan the book is much acclaimed for telling how Japanese brains are different from everybody else’s brains, but how did you read it?

Well, Tsunoda’s book *The Japanese Brain* has only recently been available to English readers. I don’t read Japanese; it’s unfortunate. If I did, I could’ve read it six or seven years ago. But I was interested in reading the English version, because I’ve heard so much about it and about his work, and I’ve read the work of international neuropsychologists who have tried to replicate his work. I might also add that I’m a member of the International Society of Neuropsychologists, so I have somewhat of a professional interest in his work as a psychologist, and not simply as a language teacher.

We see what we expect to see and we hear what we expect to hear; so if, for example, your idea is that Japan is a modern industrialized nation that is in the 21st century, you would see many examples of this when you went to Japan. If you had an idea of Japan as basically a feudal society with only superficial symbols of modernization, I guess you might even find justification for that too. So you get what you want to get out of anything, and I’m sure that the Japanese public, especially the educated public, would like to find a book which suggests, scientifically, that Japanese process information or perceive information in a manner different from any other human beings on earth. It is no accident that Tsunoda’s book was a bestseller because it fits this mold.

As a scientist, an empiricist, is there evidence for Tsunoda’s theories and for his conclusions? I would say definitely not, and I would say the vast majority of international neuropsychologists, neurologists, and neurolinguists who have any acquaintance with Tsunoda’s work, view it as interesting work but not science; perhaps pseudo-science, but not true science.

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You did mention that there have been replications of Tsunoda's experiments. How were these replications done, and did they come out Tsunoda's way?

One of the key criticisms of the work is based on the idea that the essence of all good science is replicability. In other words, if somebody says, "I saw an apple fall downwards," and if you can get ten other people who can verify that apples fall downwards, then you have a pretty good hunch that gravity pulls things towards the center of the earth. But if somebody says, "I think I saw a green cheese on the moon," and seven other people fail to see green cheese on the moon, and ten astronauts went to the moon and failed to find green cheese, you do not, in science, entertain even the possibility that there might be green cheese there.

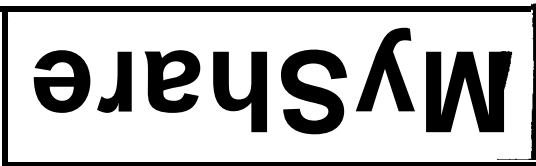
Tsunoda's work has been replicated and these scientific studies tried to follow his protocols and his methodology exactly; and they found exactly the *opposite* of what Tsunoda claimed. They found, using Tsunoda's methods, that Japanese and non-Japanese subjects process all the sounds that he talked about in exactly the same way. So that's Criticism Number One; there's something strange here. What does Tsunoda do that the other researchers don't? And vice versa.

Number two, Tsunoda is not a linguist, and when he talks about language it is obvious that he has no technical or scientific training in it. He mentions that Japanese, linguistically, is a unique language in that it uses vowels more than other languages. There's no linguistic justification for that claim. It is impossible to empiricise, and I could easily give any Japanese strong evidence that English uses vowels much more than Japanese, English has many more vowel phonemes, which is a problem in teaching Japanese learners. So there's one example right off the bat that English uses vowels more than Japanese.

You did also say that, in some things, you felt Tsunoda has the same concerns you have.

The good news! Yes, well, the good news is, you know, I find Tsunoda's interests very congruent with my own. He is interested in the sounds of the human voice, and its effects, and the amazing ability of all human beings to use very fragmented and brief bursts of acoustic energy to make all kinds of accurate judgements about who is speaking, how they feel, where they come from, etc. I have that interest also, so I think our interests run in the same channels. Another interest that I have is Tsunoda's very plausible claims for sounds that

(cont'd on page 10)



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.

THE IMPORTANCE OF PRE-ACTIVITIES IN THE ESL/EFL CLASSROOM

By Vicki Vogel

Warming-up and stretching are an integral part of any athletic workout. In order to minimize the chances of injury and maximize the benefits of exercise, it is essential to slowly "wake up" our muscles before making a great demand on them. In much the same way as athletes limber up, language students should have the opportunity to loosen up before engaging in challenging language activities and tasks. The difference is, however, that while the athlete's warm-up is primarily to lessen chance of injury and heighten performance, the student's warm-up is to spark interest, increase motivation, tap prior knowledge, facilitate comprehension, lower the affective filter and heighten performance.

Vocabulary glossing and grammar explanation are two examples of warm-up activities often used in the language classroom. Both are similar in that they attempt to introduce learners to *presumed* unknowns, which are expected to interfere with comprehension when the learners are concentrating on the core of the activity. The prior does so by focusing on new words and expressions, and the latter by focusing on new linguistic structures.

I would like to suggest some warm-up activities, or what I will call *pre-activities* from now on, which focus on content and message (rather than linguistic and discrete-point elements) and encourage student input, interaction and brainstorming.

Pre-Activity I - Group Discussion

Put students into small groups (three to four

per group). Write the theme or topic that will follow on the board. Have them discuss any information they know on the topic. Encourage students to explain and describe their ideas to the others in their group. With an elementary class, or as a variation, five to ten questions may be put on the board to serve as a guideline and facilitate discussion. For example: "Lasers"

1. When were lasers invented?
2. What are some uses of lasers?

Explain to the students that they are not limited to answering these questions, but rather that these questions serve as a "take-off point" for discussion.

Pre-Activity II - True/False Prediction

Put students into small groups (three to four per group). Assign one student as group leader, that is, make one student responsible for eliciting information and making sure all the group members have a chance to express their ideas. Give students a list of five to ten true/false statements to discuss and evaluate on the topic to follow. Be sure students understand that they are not expected to get the correct answer every time, but are supposed to discuss each statement, pool their knowledge and deduce or guess whether the statements are true or false. The purpose of this activity is to discuss each statement and explain their point of view. For example: "Phobias"

1. True/False Phobias are inherited.
2. True/False Everybody has at least one phobia.
3. True/False Phobias cannot be treated.

This pre-activity is followed by a listening or reading passage which contains the information necessary to correctly answer these questions. This increases motivation as learners will get to check their predictions with the facts.

Pre-Activity III - Vocabulary Expansion and Brainstorming

Write the topic that will follow on the board and ask students to write all the words and ideas related to the topic that come to their minds. Set a time limit. Put the students into small groups. Have them compare their ideas and words and see which they have in common. Each student is responsible for explaining any unknown words and ideas to the group. In this way students are expanding their vocabulary and knowledge and learning from each other. To wrap things up or as a variation, elicit the most original word or idea

from each student or each group and write it on the board.

Pre-Activity IV - Writing

Students individually write all they know about the topic. At the elementary level, idea-level responses (words, fragments or phrases) are acceptable; at the intermediate level, complete sentences are required, and at a more advanced level, paragraphs are necessary. Set a time limit. Next, put students into small groups and have them read what they wrote to each other. This changes the focus of the pre-activity from writing to speaking as the students express their ideas orally, share their knowledge with others and clarify their views when asked.

Pre-Activity V - Picture Description

Put students into small groups. Give each group a picture related to the topic that will follow (the same or different pictures may be used). Ask the students to describe the picture, taking turns expressing their ideas. As a variation, give the students specific questions to answer about the picture. This variation is particularly useful if there is much detail and you want them to focus on specific features. When using different pictures for each group, regroup the students and have them describe their picture to their new group members.

Teacher's Role

During these pre-activities, while students are engaged mainly in group work, the teacher's role is that of facilitator, that is, the teacher circulates from group to group answering students' questions, prompting students into discussion when there is silence, making sure all members of the group have a chance to participate and generally making sure all runs smoothly.

Timing

It is important not to allow the pre-activities to go on too long. One of their purposes is to spark interest in the topic to follow. If too much time is spent on the pre-activity, motivation may be lowered before the main activity has been introduced.

Variation and Challenge

Pre-activities, like all tasks and activities in the EFL classroom, should be varied in order to retain the interest of the learners. Only a few sample pre-activities along with some variations
(*cont'd on page 10*)

GUIDELINES FOR SUBMISSIONS TO JALT PUBLICATIONS

For the benefit of JALT members and the readership of JALT publications, we publish here, and in each future January issue of *The Language Teacher*, guidelines as to what kind of materials are appropriate for the various sections of *The Language Teacher*, and the form in which the materials must be submitted, as well as the way in which these materials would be different from those submitted to the *JALT Journal*.

All English-language manuscripts, regardless of destination, must be **typed, double-spaced, on A4-size paper**. Materials in any other format will be returned. Provide at least three-centimeter margins at the top and sides, and avoid putting extraneous material there; contact phone numbers, etc., may be put at the bottom

It would be appreciated if such things as Chapter Presentation Reports and announcements of Meetings or Positions could follow as closely as possible the format in which they are published in *The Language Teacher*.

Please send manuscripts, letters, or any other

contribution or inquiry to the appropriate editor or office. (All Japanese language manuscripts **must** go to the Japanese language editor.) Necessary information is provided on page 3 of every issue of *The Language Teacher*.

The deadline for all material is the first of the month preceding desired publication. It is recommended, however, that material be sent well in advance of this deadline, to allow for consultation with the editor on adjustments. The editors of *The Language Teacher* and the *JALT Journal* reserve the right to make minor adjustments in the style of an article to conform to the general style of the publication, without necessarily consulting the author. The editor of *The Language Teacher* also reserves the right, due to prior planning and considerations of space, to publish an article in an issue other than the one intended or desired by the author. Where this is deemed undesirable by authors, they are requested to so indicate when submitting their manuscripts.

The editors regret that, as JALT is a not-for-profit organization, remuneration for, or reprints of, articles cannot be provided to authors.

THE LANGUAGE TEACHER

ARTICLES

The Language Teacher welcomes well-written, well-documented articles of not more than 3,000 words in English, or 24 sheets of *400-ji genko yoshi* in Japanese, concerned with all aspects of foreign language teaching and learning, particularly with relevance to Japan.

English copy should be sent to the editor, Japanese copy to the Japanese language editor.

OPINION COLUMN

This column includes articles of not more than 1,200 words in English, or 10 sheets of *400-ji genko yoshi* in Japanese, expressing viewpoints of current concern and interest to professionals in the language teaching field. It is not intended to take the tone of a "Letters-to-the-Editor"-type of column.

English copy should be sent to the editor, Japanese copy to the Japanese language editor.

CHAPTER PRESENTATION REPORTS

The purpose of the Chapter Presentation

Reports section of *The Language Teacher* is, simply, to provide information to the general membership about the programs of the various chapter meetings. Chapter reports on presentations are to be 150-250 words in English, or two to four sheets of *400-ji genko yoshi* in Japanese, using standard expository style, with objective language, vocabulary, and syntax. Japanese versions should avoid the use of non-standard Japanese and Japanese-English phrases.

The Chapter Presentation Report should: **1)** identify the chapter; **2)** have a title, usually the title of the presentation; **3)** have a byline with the presenter's name and institution/affiliation; **4)** include, in the body of the report, some indication of the month in which the presentation was given; and **5)** conclude with the name of the reporter, along with institution/affiliation, if desired. Please refer to any of the recent Chapter Presentation Reports to check the format.

Photographs are welcomed, though they should be in black and white, with good contrast, and be related directly to the presentation. They should be labeled with a soft pencil on the back of the photo.

Please note that a Chapter Presentation Report will not be published if the same or substantially the same presentation has been reported on in The Language Teacher in the previous six months.

English copy should be sent to the Editor, Japanese copy to the Japanese language editor.

MY SHARE COLUMN

This column is your opportunity to share your best activities: those ideas that involve your students and, perhaps, offer insights into language teaching at its best. Priority is given to activities useful in a variety of teaching situations (e.g. "conversation" classes, university, high school, etc.), and which reflect principles of progressive language teaching. Clear, black-and-white photographs, relevant to the material, are welcomed. Any accompanying artwork should also be in black and white, and either not copyrighted or accompanied by permission in writing to reprint.

Manuscripts should be sent to the *My Share* editor.

ANNOUNCEMENTS: MEETINGS/POSITIONS/BULLETIN BOARD

As the newsletter of JALT, *The Language Teacher* wishes to do everything possible to help publicize the programs, courses, and other events and services created and organized for the membership, as well as positions offered.

Meetings announcements should follow *exactly* the format used in every issue, with care taken to avoid any misspelling whatsoever. Below the essential information, a brief, objective description of presentation and speaker is acceptable; lengthy ones will be edited or deleted, at the discretion of the Announcements editor. Japanese-language meeting announcements should be sent to the Japanese Language editor.

Maps will be printed on request. Preference is given to maps of new locations, or for joint meetings involving members from other chapters. The editor keeps a file of maps, but prefers that they be submitted as needed. Maps should be clear, black-and-white, preferably copies of previously published maps; essential information should be in Roman letters. Any hand-drawing or lettering must be extremely clear, done in India ink. Layout considerations sometimes make printing of maps impossible, so be sure to include clear **verbal** directions in the announcement.

The Language Teacher is generally delivered within the first week of each month; if your meeting is to take place during this time, it should

be publicized in the previous month's issue

Positions - Items for this column should follow the published format. They should be concise. If a native speaker is required for the position, this should be clearly indicated, as well as salary range and terms of contract. *The Language Teacher* asks advertisers of positions to refrain, if at all possible, from placing restrictions as to age, sex, religion, or any other area not related to the competent performance of the job advertised.

The *Bulletin Board* is for the publicizing of non-JALT conferences, workshops, courses, and seminars, as well as Calls for Papers for these or any other function sponsored wholly or partially by JALT. Concise copy should be submitted; editing is at the discretion of the Announcements editor.

It is JALT Publications Board policy not to print fees for events or services not offered by JALT; interested readers may send to the advertiser for more information.

All items for the **Meetings**, **Positions**, and **Bulletin Board** columns should be sent to the Announcements editor. It should be noted that neither *The Language Teacher* nor the JALT organization guarantees the claims of any advertiser. Items in these columns are published free of charge. Advertisers who wish a **Positions** notice to appear more than once should notify the Announcements editor promptly when the position is filled.

BOOK REVIEWS

If there is a book you would like to review, the procedure would be to look first at the **In the Pipeline** section of *The Language Teacher*, to find out if it is currently under review. If not, the next step is to look at the **Recently Received** section, to see if the publisher has made a copy available to the book review editor for use by a potential reviewer. Whether or not a book is listed, consult the book review editor for specific guidelines on book reviews, for either *The Language Teacher* or the *JALT Journal*.

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"Dr. Kenji Hakuta, a psycholinguist at Yale University who conducted research among Hispanic children in New Haven, Connecticut, found that children who grow up speaking two languages display superior cognitive abilities and are more sophisticated than other children in their understanding of language. The study also definitely concluded that 'there are no negative cognitive effects of bilingualism.' "

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JALT JOURNAL

The *JALT Journal* is published semi-annually, with issues appearing in the Spring and Autumn. The editors invite submission of previously unpublished manuscripts which contribute to the field of foreign language teaching and learning especially in the following areas:

1. curriculum, methods and techniques
2. teacher training and classroom observation
3. cross-cultural work
4. testing and evaluation
5. language learning and acquisition
6. overviews of research and practice in related fields

Submissions which treat issues of research and practice in the Japanese context are particularly welcome.

Full-length articles. Manuscripts should be no

longer than 30 A4 pages, typed and double-spaced. The *JALT Journal* conforms to APA (American Psychological Association) style. Manuscripts for full-length articles are subject to blind review by two reviewers. Three copies of the manuscript should be prepared, complete with an abstract of less than 200 words, a running title of about five words and a biographical sketch of less than 50 words. Submissions should be accompanied by a brief cover letter which includes full address and, if possible, contact telephone numbers. It is understood that manuscripts submitted to the *JALT Journal* have not been previously published and are not under consideration for publication elsewhere.

Reviews and extended commentaries on articles which have appeared in previous issues of the *Journal* are also welcome. All materials should be forwarded to the *JALT Journal* editors.

日本語記事の投稿要領 (Guidelines for Japanese Articles)

日本語の記事は、400字詰め横書き原稿用紙を用いて(ワードプロセッサ可)、以下の要領に従い書いて下さい。

枚数制限:	400字詰め 原稿用紙 (20語×20行)	ワードプロセッサ (25字を 1行とすること)
一般記事	24枚以内	330行以内
例会報告	2-4枚以内	30-60行以内
書評	※[長]5-6枚以内 [短]1.5枚以内	100行以内 25行以内

※書評の処で、[長]とあるのは、重要な意味を持つ著書に対して責任ある批評をし、その本の長所・短所を指摘する書評の事で、また[短]とあるのは、簡素な批評で十分と思われる本の紹介記事の事です。

英訳: 本文の英訳は必要ありませんが、記事の題名が日本語の場合には、必ずその英訳をつけて下さい。また、人名は原語で書き、漢字の名前の場合には、ローマ字を添えて下さい。

連絡先: 締め切り間際に、連絡をとる必要が生じた場合に備え、自宅等、夜、連絡が出来る場所の電話番号を必ず記入して下さい。連絡のつかない場合には、記事の掲載が翌月にまわることもありますので御注意下さい。

締め切り日: 掲載予定月の前月1日(厳守—作業を円滑に進めすために、締め切り日以降に提出された原稿は翌月にまわります。)

編集者は、編集の都合上、記事の一部を手直ししたり、削除したりすることがあります。尚、御質問等がございましたら、以下の処まで御連絡下さい。

〒630 奈良市青山8-122

山本雅代(日本語編集者)

(電話) 0742-26-3498

(cont'd from page 7)

are below threshold hearing, say below 60 cycles per second; or those above 20,000 cycles per second, where they are above conscious threshold perception. Tsunoda believes, and I think there's evidence to support him, that these sounds may provide some kind of indirect evidence for all kinds of acoustic information. I find that possibility capable of being examined by research, and Tsunoda should be congratulated for being one of the few people who writes about this possibility.

So those are the positive aspects; he is pointing to some very real things.

Yeah, I guess his heart is in the right place, but his research isn't.

(cont'd from page 7)

have been suggested here, but there are many more possibilities.

Level of difficulty can be adapted to all groups of learners, from elementary to advanced. With a few modifications, eliminations or additions, any pre-activity can be made more or less challenging to suit the level of the students.

JALT News

REPORT ON THE ELECTION FOR OFFICERS FOR 1987/88

The elections for 1987/88 were held by post-card ballot during November 1986. Only the positions for vice president, recording secretary, program chairperson, and public relations chairperson were open this year. None of the positions were contested. However, Kohei Takubo, who ran for public relations chairperson, has had to submit his resignation due to work and business pressures; Kazunori Nozawa has been appointed to fill the vacancy.

Next year, voting will be for the offices of president, treasurer and membership chairperson. A full list of National elected and appointed Officers and Standing Committees is below.

NATIONAL EXECUTIVE OFFICERS (1987)

President (1986-87)

Jim White, 1-4-2 Nishiyama-dai, Sayama-cho, Osaka-fu 589. Tel.: 0723-66-1250

Vice President (1987-88)

Tatsuya Komatsu, Simul International, Inc., Kowa Bldg. #9, 1-8-10 Akasaka, Minato-ku, Tokyo 107. Tel.: (work) 03-921-5595

Treasurer (1986-87)

Ruth Vergin, Ehimc Daigaku Nagato Shukusha 253, 4-3-1 Higashi Nagato, Matsuyama-shi 791. Tel.: 0899-25-0374

Recording Secretary (1987-88)

David A. Hough, 3-12-1-105 Shirogane-dai, Minato-ku, Tokyo 108. Tel.: 03-445-1003

Program Chairperson (1987-88)

Gary Wood, 2-8-20 Nunohashi, Hamamatsu 432. Tel.: 0534-72-9056

Membership Chairperson (1986-87)

Keiko Abe, 1-12-11 Teraya, Tsurumi-ku, Yokohama-shi 230. Tel.: 045-574-2436

Public Relations Chairperson (1987-88)

Kazunori Nozawa, #2-201 Godo Shukusha, 1-3 Aza Uehara, Ohgasaki-cho, Toyohashi 440. Tel.: 0532-48-0399

APPOINTED OFFICERS & COMMITTEES

Executive Secretary

Thomas N. Robb, 6-27 Hirakata Motomachi, Hirakata-shi, Osaka-fu 573. Tel.: 0720-45-1874

Publications Board Chairperson

Virginia LoCastro, University of Tsukuba, Foreign Scholars' Residence 304, Amakubo 2-1-1, Sakura-mura, Niihari-gun, Ibaraki 305. Tel.: 0298-1848 or 03-235-0614.

Newsletter Editor

Deborah Foreman-Takano, Hiroshima Jogakuin Daigaku, 4-13-1 Ushita Higashi, Higashi-ku, Hiroshima 732. Tel. & Fax: 082-221-6661

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Auditors

Harold E. Melville, 7-5 Konki-cho, Hikone-shi, Shiga-ken 522. Tel.: 0749-24-0287

Kazuko Nishizaki, 2-10-12-701 Mitejima, Nishi-Yodogawa-ku, Osaka 555. Tel.: 06-474-4280

Long-Range Planning Committee

David A. Hough, 3-12-1-105 Shirogane-dai, Minato-ku, Tokyo 108. Tel.: 03-445-1003

JALT '87 Conference Chairperson

Philip Crompton, #403 Kyomachi Coplus Dai 2, 2-2-20 Kyo-machi, Kawasaki-shi, Kanagawa-ken 210. Tel.: 044-355-7110

PRESIDENT'S REPORT AND NEW YEAR'S MESSAGE

Greetings to all for the New Year, the year of the Rabbit. Although I'm not sure what the coming 12 months may bring to JALT and to all of us, I sincerely hope that for everyone it includes everything of the best and none of the worst... nor even any of the "little bit bad." The following is a report on various activities and trends in JALT, your organization and ours.

Top of the list is "growth." JALT's membership is now around 2,700 members of all types: individual, joint, associate, group, and student. Also, the JALT Executive Committee recognized a new chapter at its Nov. 23rd meeting. This is the Gumma chapter, under the leadership of Wayne Pennington, which had its inaugural meeting in Maebashi last September. The total number of chapters and affiliates now stands at 24, up from 11 just five years ago. Plans are now being made for establishing chapters in Fukui, Kanazawa and Oita.

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As reported elsewhere in this issue of *The Language Teacher*, Kohei Takubo retired as of the end of 1986. He has been public relations chairperson ever since the position was established, and therefore has also been the "senior" elected member of the Executive Committee for some time. Kohei will be greatly missed. Kazunori Nozawa has accepted the appointment to fill this vacancy. Having previously served as Program Chair, Kazunori will most certainly be able to contribute to JALT in a variety of ways.

JALT continues its efforts towards greater regional cooperation, as well as continuing to strengthen its ties with TESOL and IATEFL. As those of you who came to JALT '86 know, both Jodi Crandall, first vice president of TESOL, and Peter Strevens of IATEFL, came to Hamamatsu. In addition, Gene Autry was able to attend as the official representative of the Association of English Teachers in Korea. JALT hosted a TESOL/IATEFL/JALT luncheon during JALT '86 and a number of proposals for increased cooperation, regional events and conferences in Asia and other ideas were considered.

In order to improve both our relationships with and our voice within TESOL and IATEFL, as well as to standardize JALT's internal procedures for selecting its representatives to these organizations, the National Executive Committee has established a system for nominations for such positions, to be prepared by a special nominating committee. The members of the nominating committee are elected at the annual business meetings, and this was done at the meeting held in Hamamatsu on Nov. 23, 1986. The members for this year are Torkil Christensen, senior member (Sapporo), Deborah Foreman-Takano (Hiroshima), Noriko Tojo (Tokushima), and Lynne Roecklein (Nagoya). Please see the special notice on these nominations elsewhere in this newsletter.

At the local level, JALT Executive Committee decided to stop using "commercial" and "supporting" as identifications of memberships, and consolidated them into a single "associate" category. Since the motion which approved this change also stated that converting to the new name would be done in the regular course of events without incurring of additional expense, it may be that both names will be around for some time. Hope no one finds it confusing.

The JALT Executive Committee approved two research grants for this year. One went to Patricia Dissosway in Tokyo for a study on "Errors and Adverb Teaching in Japan." The other went to

Emiko and Sumiyuki Yukawa in Toyoma for the development of materials and a textbook on "Crosscultural Understanding - Materials and Activities." Our congratulations and best wishes for success.

Executive Committee meetings for the coming year are Jan. 31/ Feb. 1 in Tokyo; May 30/31 in Osaka; Aug. 29/30 in Tokyo; and Nov. 22, again in Tokyo. These are open to all members, and your attendance is most welcome. Please check with your chapter officers for more details as to times and location.

A Happy New Year to all, and thank you for your support.

-Jim White

TREASURER'S REPORT

JALT has had a healthy year financially, thanks to the combined success of all the programs this year. Treasury duties have been particularly organized and efficient because of the dedication and long hours of Chapter Treasurer Liaison, Aleda Krause. She has really kept records clear and communication smooth among all of the JALT chapters.

A limited audit of the 1985 books has been conducted; the results are printed here. A more complete audit will be available at a later date.

- Ruth Vergin

OFFICIAL JALT REPRESENTATIVES TO TESOL AND IATEFL

A committee has been established to recommend official JALT representatives to TESOL and IATEFL conferences. If you are planning to go and wish to be considered for nomination, we ask you to inform us of your plans. The committee will base its recommendations on contributions and potential for contributions to JALT and to TESOL and IATEFL. The final selection of the 1987 representatives will be made by the JALT Executive Committee early in 1987. Send requests and inquiries to **Torkil Christensen, Hokuen Mansion 403, Kita 7 Nishi 6, 060 Sapporo, not later than Jan. 15.**

ASSET ACCOUNTS

CASH.		
Cash in Bank	9,536,339	
Cash in Post Office	3,023,000	
		<hr/>
TOTAL CASH		12,559,339
ACCOUNT RECEIVABLES:		
Associate Member Receivables	1,267,865	
Internal JALT Receivables	1,762,425	
Other Receivables	20,000	
		<hr/>
TOTAL RECEIVABLES		3,050,290
CURRENT ASSETS:		
Short-term Assets	35,900	
Advances	1,250,000	
		<hr/>
Current Assets	1,285,900	
Fixed Assets	1,191,531	
		<hr/>
TOTAL CURRENT & FIXED ASSETS		2,477,431
		<hr/>
TOTAL ASSETS		18,087,060

LIABILITY AND EQUITY ACCOUNTS

CURRENT LIABILITIES:		
Total Current Payables		563,600
COMMITTEE AND CHAPTER PAYABLES.		
Executive Committee	74,744	
Publications Committee	96,493	
Audit Committee	0	
LRP Committee	0	
		<hr/>
Total Executive Committee	171,237	
Conf. Committee Payables	0	
		<hr/>
Chapter Payables	-881,231	
Conf. and Prog. Payables	0	
		<hr/>
Chapter. Conf. & Prog. Payables	-881,231	
		<hr/>
TOTAL INTERNAL JALT PAYABLES		-709,994
LONG-TERM LIABILITIES:		
Dues Paid in Advance	8,607,000	
Other Long-Term Liabilities	0	
		<hr/>
TOTAL LONG-TERM LIABILITIES		8,460,606
FUND ACCOUNTS:		
General Fund	6,723,219	
Current Surplus (Loss) 1985	2,903,235	
		<hr/>
TOTAL FUND ACCOUNTS		9,626,454
		<hr/>
TOTAL LIABILITIES AND FUNDS		18,087,060

RECORDING SECRETARY'S REPORT

There are only two occasions in the year when the recording secretary has the chance to communicate with the membership at-large. One is at the annual business meeting. The other is here in the January issue of *The Language Teacher*. And, since not everybody is able to attend the business meeting, this is the ideal time to review what the recording secretary does and to spotlight some of the highlights of the past year.

First, it's the primary responsibility of the recording secretary to facilitate communication among the members of the executive committee, chapter heads and heads of standing committees. This is done on a monthly basis through a vehicle

known as the JENL - the JALT Executive Newsletter. Chapters, standing committee members and members of the executive committee keep each other informed of their activities, and of JALT programs and proposals, by submitting information to the recording secretary by the tenth of each month. This information is then compiled in the JENL and sent out on the 15th.

In addition to the JENL, it is the responsibility of the recording secretary to compile the minutes of the quarterly national executive committee meetings and the annual business meeting. This is another vital form of communication within the JALT organization.

Other duties include supervising nominations and elections for JALT national office, assisting with chapter elections when necessary, maintaining files of all important JALT correspondence and records, acting as JALT historian, and preparing and sending out important correspondence.

In addition to these duties, the primary duties of the recording secretary for 1986 involved consulting with chapter executive committees on organizational concerns to them, assisting new chapter organizing committees with various administrative and organizational duties, and continuing the process begun last year of standardizing chapter reporting techniques.

I look forward to the continued cooperation of the local chapters in keeping communication with in JALT running smoothly in 1987.

-David Hough

PROGRAM CHAIRPERSON'S REPORT

1986 was a busy year for JALT. All the chapters put on varied slates of programming, serving our diverse membership very well. These programs took several forms, from three-hour workshops full of practical ideas to a two-day mini-conference on discourse analysis. There were mini-conferences in Kyoto, Sapporo, Fukuoka and Nagasaki, book fairs in Fukuoka and Hiroshima, and a retreat in Sendai. Special mini-courses were offered on anthropology (Kyoto), Self Access Pair Learning (Nagasaki), Suggestology (Nagoya) and Neuro-Linguistic Programming (Tokyo). As JALT gets larger and plays more of a regional role in TESOL, I hope we all remember that much of our activity as an organization goes on at the chapter level. Let's remember those outlying chapters in small cities that, with limited resources, con-

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sistently bring the best in EFL to their members.

On the national level, there were once again two successful In-Company Seminars, a Summer Institute and an outstanding conference. Thanks to all who helped organize these, especially Kohei Takubo, Tom Robb, Ruth Vergin and Gary Wood. The Summer Institute's main speaker, Mario Rinvoluceri, was able to give 15 presentations around Japan.

Work is continuing on programming for next year. Speaker tours and the Summer Institute are in the early planning stages. I want to thank everyone who has helped me over the past two years, especially Jim White and Yumi Nakamura. The cliché says, "I couldn't have done it without them." Here it's true.

-Steve Brown

MEMBERSHIP CHAIRPERSON'S REPORT

Since the computerization and centralization of membership information by the central office in 1983, it has been the primary job of the membership chairperson to act as a chapter liaison in building the organization and to assist in the formation of new chapters.

1986 has been a busy year in terms of helping new chapters get started. Three new chapters and one affiliate were formed this year. In addition, the organizing committees for three new areas have already been established.

Receiving chapter status this year were Ibaraki, Omiya and Gumma. Both Ibaraki and Omiya had organizing committees in place by late 1985 and were recognized as chapters early in the year. Maebashi (Gumma) started building its organizing committee early in 1986 and received chapter recognition at the National Executive Committee meeting held at JALT '86 in Hamamatsu this past November. In addition, Toyohashi was recognized as an affiliate in mid-1986. Plans are now under way for it to attain chapter status this year.

In addition to the three chapters and one affiliate recognized in 1986, organizing committees were established for three other areas: Kanazawa, Fukui and Nagano. Kanazawa has slated its inaugural meeting for March. All three areas are close to reaching the minimum membership requirement of 25 and are now in the process of drafting a constitution and completing other executive committee requirements.

Other areas with JALT members where organizing committees may develop this year are Aomori, Niigata and Kumamoto. Finally, at the JALT '86 International Conference in Hamamatsu this past November, interest was also expressed in forming a new chapter in Oita.

This growth in numbers foretells professional growth, too, as members and organization work together to serve each other even more effectively in the future.

- Keiko Abe

EXECUTIVE SECRETARY'S REPORT

As is always the case, the demands on the JALT central office are constantly outstripping our ability to cope with them. Each time we hire another assistant or finish another computer program in order to "simplify" things, there is hope that the end has finally come to 8 o'clock nights at the office. Maybe one day that will be the right assessment!

The work of the JALT office can roughly be divided into the following categories: 1) Chapter Support - sending out postcard meeting announcements to the members and publicity to national publications; 2) Associate (formerly "Commercial") Member Support - supplying mailing lists and labels, handling their advertising copy, preparing invoices, etc.; 3) Membership Processing - maintaining a computer file of all membership data, keeping track of dues payments and reporting this to the chapters and the JALT treasurer, 4) Publications - dispatch of *The Language Teacher* and the *JALT Journal*, the insertion of advertising in our publications, handling requests and payments for other publications, and 5) Conference-related activities - pre-registering participants, handling presentation proposals, preparing the various lists required (presentations by topic, equipment lists, etc.).

As we grow, more and more of the jobs which used to be performed by volunteers must be turned over to paid help. While this centralization of services has resulted in greater administrative overhead, I firmly believe that the substantial increase in advertising revenue this past year is mainly due to our improved operational capabilities. I only hope that JALT's finances continue to allow us to provide the ever-expanding range of services which the membership has grown to expect and appreciate.

1986 Membership Report

The following report is based on the members in good standing as of December 10. Final figures for the year will be reported in a future issue. The chapters are listed in their traditional north-to-south order:

	Number of Members		Change from Previous Year	
	12/31/85	12/10/86	1985	*1986
Hokkaido	103	88	2%	-12%
Sendai	87	88	-35%	4%
Yamagata	42	43	--	2%
Ibaraki	--	72	--	--
Gumma	--	70	--	--
Omiya	--	50	--	--
Chiba	35	55	--	61%
Tokyo	548	539	-28%	0%
Yokohama	106	127	-12%	22%
Shizuoka	37	66	--	127%
Hamamatsu	69	72	-24%	4%
Nagoya	166	212	-13%	35%
Kyoto	160	149	8%	-4%
Osaka	253	252	0%	0%
Kobe	157	153	0%	4%
Okayama	50	46	7%	-6%
Hiroshima	111	89	-19%	3%
Tokushima	64	43	--	-25%
Takamatsu	49	39	-15%	-21%
Matsuyama	93	86	-19%	-4%
Fukuoka	81	81	3%	1%
Nagasaki	72	67	-12%	6%
Okinawa	36	41	-34%	17%
Total	2427	2528		

*Compared with figures for 12/1 0/85

Other Membership Categories

Associate	83	86
Subscriptions	32	36
Overseas	99	106
Total	214	228
Grand Total	2641	2756

Chapter Membership by Type

Regular	1639	1909
Joint	172	180
Student	70	51
Group	366	380

These figures are up somewhat from those of last year, a fact which can be attributed to the hard work put in by the organizers of our new chapters, Omiya, Ibaraki and Gumma.

All signs point to steady growth in the future - growth which will result in an organization

more capable of responding to the varied needs of its members.

My heartfelt thanks go to Yumi Nakamura, our administrative assistant, and her helpers, Masako Yoshida and Chizuru Cho.

- **Thomas N. Robb**

PUBLIC RELATIONS CHAIRPERSON'S REPORT

This past year has seen JALT emerge as a definitive force in language education in Japan. Work has been continuing on streamlining public relations and making them more effective.

The JALT central office in Kyoto now coordinates announcements for monthly meetings of the local chapters throughout the country in major language education magazines and English language newspapers.

The 12th Annual Conference on Language Teaching and Learning in Hamamatsu was announced in a three-page supplement in the Asahi Evening News on Nov. 21, 1986. The *Daily Yomiuri* regularly carries announcements of JALT chapter meetings in its Thursday edition. *Ko-en Meigi*, or endorsements of governmental support for JALT activities, have been granted for the JALT annual conference from a number of prefecture and city governments. JALT has established its reputation as an academic organization in Japan.

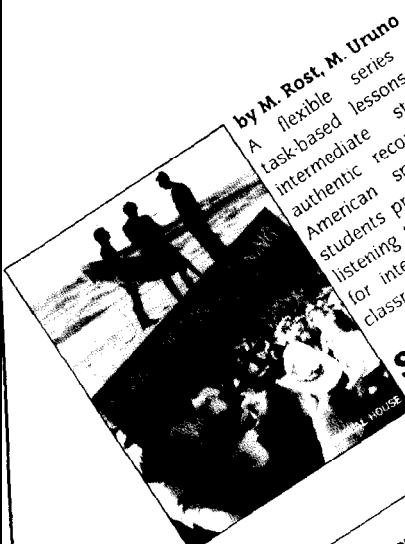
On Nov. 7th I hosted the 8th In-House Language Education Seminar at the Nomura School of Advanced Management in Shinjuku, Tokyo. The theme of the seminar was *The Status of Technical Writing in Japan*. This subject has attracted a number of technical writing specialists.

As this is my last annual report as national officer, I would like to take this opportunity to express my sincere thanks to Jim White, Tom Robb, and the entire JALT office staff. Many thanks to the dedicated people who supported me in my official functions, first as national recording secretary from 1979-80 then as national public relations chairperson since 1981.

- **Kohei Takubo**

BASICS IN ESL

FROM LINGUAL HOUSE



by M. Rost, M. Uruno
 A flexible series of task-based lessons for low intermediate students, using authentic recordings of 25 different American speakers. Each lesson gives students practice with challenging and realistic listening tasks. Follow-up pair work exercises allow for integration into speaking skills classes. Suitable for classroom or language lab.

STRATEGIES IN LISTENING

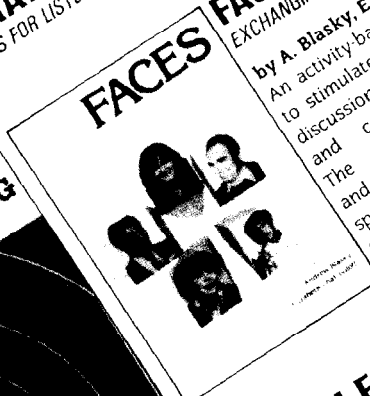
TASKS FOR LISTENING DEVELOPMENT



by M. Rost, M. Uruno
 A popular beginning ESL listening course, consisting of 75 short task-based lessons, each dealing with a specific theme or language function. Tasks provide practice with global, selective, and intensive listening. Suitable for language lab or classroom use.

BASICS IN LISTENING

SHORT TASKS FOR LISTENING DEVELOPMENT



by A. Blasky, E. Chaicouloff
 An activity-based course designed to stimulate self-expression and discussion of personal topics and cross-cultural issues. The actual experiences and opinions of English speakers from ten different countries provide the focus for the course.

FACES

EXCHANGING VIEWS IN ENGLISH



by M. Helgesen, T. Mandeville, R. Jordan
 A functional coursebook for elementary students, designed to give students direct experience in understanding and using English. The lessons include pair work, individual self-checking, and listening practice based on authentic recordings.

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 YOYOGI-SHIBUYA KU-TOKYO 151
 TEL.03-320-4170

GENERAL INFORMATION ABOUT JALT

Meetings – JALT chapter members, regular, joint, group or student, have the right to attend the meetings of any JALT chapter at member rates (most meetings are free to members).

Voting – All regular, joint, group and student members have voting rights in their local chapter and at the JALT annual meeting. Each individual with a joint or group membership has one vote.

Publications – JALT members receive the monthly *The Language Teacher* and the semi-annual *JALT Journal*. Joint memberships receive only one copy of each publication while group memberships receive one copy per every five members or fraction thereof.

Local and National Executive Committee Meetings – JALT members are encouraged to attend and participate in all committee meetings. Voting is restricted, however, to the elected members.

Minutes of JALT ExComm Meetings and the JENL – Copies of the minutes of all JALT Executive Committee meetings and the monthly JENL (JALT Executive Newsletter) are available in each chapter for the inspection and use of the members. The JENL is the organ through which the national officers and their chapter counterparts exchange information on programming and JALT administrative policy and procedures.

Membership Lists – It is JALT policy not to publish a fully-detailed membership list for general distribution as experience has shown that such lists are abused by non-member commercial con-

cerns. Use of the JALT mailing list (and computer labels) is the exclusive right of our associate members. An abbreviated list, however, is published each year in the January issue of *The Language Teacher* and members who have a legitimate need for a complete list – for a mail survey of attitudes of teachers towards working conditions, for example – may obtain same through the JALT office. Members in need of addresses or phone numbers of individual members may also freely request the same from any local or national officer.

Institutional/Library Subscriptions – . These have been created to allow institutions and libraries to subscribe to our publications. Please encourage your school to take out a subscription either by using the form found in every issue of *The Language Teacher* or from Yohan via your local book dealer.

Associate Membership – Associate memberships are granted to those who have a product or service of potential value to the larger membership. Our associate members are an invaluable source of support to JALT, not only through their dues but also through their advertisements in our publications. Let's support our associate members!

Moving Overseas? – Your chapter membership can be converted into an overseas membership (sea mail) merely by sending the JALT office your new address along with your old address label. If you wish to have your newsletter sent airmail, please use the *furikae* (money transfer form) included in every issue of *The Language Teacher* to send ¥200 times the number of months remaining until your membership expires.

ASSOCIATE MEMBERS' PRIVILEGES

Display Privileges

Associate members may display at any JALT meeting at the chapter or national level, including the national conference which attracts from 1,400 to 1,600 people annually. Charges are kept at a minimum but will vary dependent upon circumstances such as the availability and cost of tables to JALT, room charges (at the chapter level), etc.

Annual Conference. Display space is normally arranged in the gymnasium or other large room at the sponsoring site. Associate members may also

participate in the conference by giving publisher demonstrations or lectures on their materials, by sponsoring travel to Japan by their authors and/or editors to attend the conference, by donating various items (bags, memo pads, pens, etc., imprinted with the company's name and slogan) to be given free to conference participants, or by sponsoring events (coffee and donuts, cocktail hours, etc.).

Local Chapter Meetings. JALT's 24 chapters and affiliates hold 200 or more meetings annually at the local level. Attendance varies from 25 to 100 or more. Associate members may display at

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any of these providing that prior arrangements are made with the local chapter's executive committee.

JALT Mailing List

Associate members may receive a copy of the membership list, which gives not only the members' addresses, but also their place of primary employment, home and work telephone numbers and up to five basic interest groups such as high school or university teaching, children, language school, etc. It is furnished free of charge immediately upon becoming an associate member and again at any time it is requested. However, if requested more than once each calendar year, a minimal charge will be made.

Mailing labels for the entire membership are available at a nominal price of ¥10 per label (US 7¢) plus postage, or for any given chapter or interest group for ¥15 per label (US 9¢) plus postage.

Labels are furnished with the understanding that they will be used only with items which bear the associate member's (requester's) name and

return address.

Lecture Tours

JALT will cooperate in arranging lecture tours to the various chapters whenever an associate member has an author or editor visiting Japan. Expenses for meeting room rental and advertising must be borne by the associate member. The meetings must be free of charge to both JALT members and non-members. Speaker transportation and hotel costs are also to be borne by the associate member.

Publications

Each associate member receives two topics of each publication distributed to the general membership, including *The Language Teacher* and the semi-annual *JALT Journal*.

Advertising

Associate members may advertise in JALT publications at reduced rates. See the "JALT Administrative Handbook (Associate Member's)" for further information.

ASSOCIATE MEMBERS LIST

Addison-Wesley Publishing Co.
1-2-2 Sarugakicho, Chiyoda-ku, Tokyo 101
Tel: 03-291-4581
REP: Ms. Catherine Taneey

Aiwa Travel
Minami-Daiwa Bldg. No. 5, 7F., 3-6-25 Minami-Senba, Minami-ku,
Osaka-shi 542
Tel: 06-244-1430
REP: Ms. Keyoko Yoshimi

ALC Press Inc.
2-54-12 Eizuku, Suginami-ku, Tokyo 168
Tel: 03-323-1040

B & O Co., Ltd.
Hill Crest Hirakawa-cho IF., 2-5-7 Hirakawa-cho, Chiyoda-ku,
Tokyo 102
Tel: 03-234-0631
REP: Ms. Hetsue Yokokura

Baker & Taylor Division
Grace Japan KK, Phoenix Building, 4-3 Azabu-Dai 1-chome,
Minato-ku, Tokyo 108
Tel: 03-506-5641
REP: Mr. Yutaka Ichikawa

Bilingual Co. Ltd.
Kanzawa Bldg. 9F, 200 Nekano-cho, Yamato-Oji Nishi-iru,
Higashiyama-ku, Kyoto 805
Tel: 076-531-8533
REP: Ms. Hiroko Minami

Cambridge University Press
The Edinburgh Bldg., Shaftesbury Road, Cambridge, England
Tel: 03-291-4541 (UPS)
REP: Mr. Bob Hands

CBS Publishing Japan, Ltd.
Ichiban-cho Central Building, 22-1 Ichiban-cho, Chiyoda-ku,
Tokyo 102
Tel: 03-234-3912
REP: Mr. Mitsunobu Fukuo

Collier-Macmillan International
501 Lions Mansions Ogawa, 1-8-8 Ebisu Nishi, Shibuya-ku,
Tokyo 150
Tel: 03-496-1118
REP: Ms. Akemi Goto

Comet (Council of Modern English Training)
Kamakuracho Parking Bldg. 4F, 1-5-16 Uchi-Kanda, Chiyoda-ku,
Tokyo 101
Tel: 03-291-8048
REP: Mr. Leo G. Perkins

Cross Currents (LJO)
4-14-1 Shirovama, Odawara 250
Tel: 0465-23-1077
REP: Ms. Meg Grace & Mr. Paul Lehnert, Editors

Crown English Language Schools
P. O. Box 1094, Auckland, New Zealand
REP: Ms. Anne Shirley Maguire

Dideco
6-7-31-611 Itachibori, Nishi-ku, Osaka 550
Tel: 06-443-3810
REP: Ms. Sakiko Okazaki

Dodwell Travel
1-3-13 Kyomachi-Dori, Nishi-ku, Osaka-shi 550
Tel: 06-443-8721
REP: Mr. H. Shinamura

Etchouha-Shinsha
3-3-3 Iidabashi, Chiyoda-ku, Tokyo 102
Tel: 03-496-1118
REP: Ms. Hiroko Minami

FLJ
Chiyoda Bldg. Bekkan 4F, 6-12 Nishi Tenma, Kita-ku, Osaka 530
Tel: 06-361-0379
REP: Ms. Emiko Kamishihashi

Fleascan / Lingua House
Dorumi-Yoyogi #1107, 1-57-2 Yoyogi, Shibuya-ku, Tokyo 151
Tel: 03-320-4170
REP: Mr. Shunroku Suzuki

Froet International
1-20 Aegaki-cho, Nutsu-shi, Aomori-ken 039-51
Tel: 0176-20-4386
REP: Mr. Griffith Froet

Galaxy Travel Inc.
Deini Naih Bldg. 7F, 3-14 Kawaramachi, Higashi-ku, Osaka 541
Tel: 06-228-1155
REP: Mrs. Maureen Sugai

GBMCO
Minamizuka Bldg. 7F., 2-17-3 Shibuya, Shibuya-ku, Tokyo 150
Tel: 03-402-7113
REP: Mr. Ryoichi Yamamoto

HBJ Japan Jdn
Iidabashi Hokoku Bldg. 3-11-13 Iidabashi, Chiyoda-ku, Tokyo
102
Tel: 03-234-1527
REP: Mr. Junichiro Minagawa

Houghton Mifflin Int'l Div
1 Beacon Street, Boston, MA 02108, U.S.A.
REP: Ms. Louise M. Sironi

I.P.S.
Kokusai Kyoiku Bunke Koryu Kyokai, 4-2-2 Ginza, Chuo-ku,
Tokyo 104
Tel: 03-563-3811
REP: Mr. Tetsuo Otuka

ILS Japan
Matsuzaka Central Bldg. 1-7-1 Nishi-shinjuku, Shinjuku-ku,
Tokyo 160
Tel: 03-344-3412
REP: Ms. Andrea Charman

Intercontinental Marketing Corp.
P. O. Box 5056, Tokyo 100-31
Tel: 03-681-8373
REP: Ms. Shigeo Yamamoto

International Language Center
Iwanami Jimbo-cho Bldg. 9F, 2-1 Kanda Jimbo-cho, Chiyoda-ku,
Tokyo 101
Tel: 03-254-7848
REP: Mr. Peter North

International Resources K.K.
Sumitomo Ichigaya Bldg. 10F, 1-1 Motomura-cho, Ichigaya,
Shinjuku-ku, Tokyo 162
Tel: 03-226-0494
REP: Amelia Clark

International Student Advisors (ISA)
Village 90, 39-2 Udagawa-cho, Shibuya-ku, Tokyo 150
Tel: 03-466-9111/9138
REP: Mr. Masaru Kurahashi

International Transocean Books
Iwata Bldg. 7F., 4-5-12 Iidabashi, Chiyoda-ku, Tokyo 102
Tel: 03-221-1385-6
REP: Ms. Hisee Inami

Japan English Service, Inc
45-2 Minamidama, Kami Shirasato-Machi, Sambu-gun,
Chiba-ken 236-34
Tel: 04767-2-6130
REP: Mr. Roger Ahlberg

Japan Pub. Trading Co.
1-2-1 Sarugaku-cho, Chiyoda-ku, Tokyo 101
Tel: 03-222-5751
REP: Mr. Tautomu Miyashita

Japan Regenta Publishing K.K.
2-2-15 Koraku, Bunkyo-ku, Tokyo 112
Tel: 03-616-4373
REP: Mr. Teruo Ono

Japan Travel Bureau (JTB)
Japan Travel Bureau, Kyoto Br, Gaijin Ryoukou-Ka,
Higashi-Shinjuku-cho, Shimogyo-ku, Kyoto 800
Tel: 075-361-7241
REP: Mr. Peter Ogawa

Kobe Steel K.K.
Manager of Int'l Planning, Personnel Dept., 1-chome,
Wakopohama-cho, Chuo-ku, Kobe 651
Tel: 078-251-1561
REP: Mr. Teruo Ookura

Kumon Kyoiku Kenkyukai
K.I. Kumon Kyoiku Kenkyukai, 5-Bangai Grand Bldg.,
3-1 5-Bancho, Chiyoda-ku, Tokyo 102
Tel: 03-234-4810
REP: Mr. Masano Makise

Kyoto English Center
Suntomo Seimei Bldg. 8F, Shijo Karasuma Nishi-Iru, Shimogyo-ku, Kyoto 600
Tel: 075-221-2221
REP: Mr. Hiroshi Nakao

Labo Kyoiku Center
Miyakojima Nanbu Bldg. 1-7-10 Miyakojima Hon-Dori, Miyakojima-ku, Osaka 534
Tel: 06-923-2891
REP: Mr. Teruo Matsumoto

Language Resources
Taigo Bldg. 8F, 1-2 Kitagata-Dori, Chuo-ku, Kobe 650
Tel: 078-362-394
REP: Mr. G. Rupp

Language Services Co.
4-30 Kio-cho, Chiyoda-ku, Tokyo 102
Tel: 03-202-7791
REP: Isumi Suzuki

Lateral Communications
3-31-6-203 Nishi-Ogikita, Suginami-ku, Tokyo 187
Tel:
Liber Press
3-17-3 Kanda Jimbocho, Chiyoda-ku, Tokyo 101
Tel: 03-254-1368
REP: Mr. Kuniho Kushihara

Linguaphone Institute (Japan)
1-12 Akasaka, Minato-ku, Tokyo 107
Tel: 03-555-3521
REP: Mr. K. Matsuo

Longman Penguin Japan Co., Ltd
2-12-9 Kanda Jimbocho, Chiyoda-ku, Tokyo 101
Tel: 03-265-1827
REP: Mr. Tadao Sakai

Macmillan Language House Ltd.
Shibaura 3-7-3-508, Minato-ku, Tokyo 108
Tel: 03-458-3185 Fax 3418
REP: Mr. Taro Arika

Naruzon Co., Ltd.
2-3-10 Nihonbashi, Chuo-ku, Tokyo 103
Tel: 03-272-7211
REP: Yoji Suzuki

McGraw-Hill Book K. K.
4-14-11 Giza, Chuo-ku, Tokyo 104
Tel: 03-542-8821
REP: Mr. Takeshi Ogawa

Mikasa Book Center
2-7-2 Sekiguchi, Bunkyo-ku, Tokyo 112
Tel: 03-941-8336

Mikuni Publishing Company
C/O Mikuni Inatsun, Myoken 3-1-17, Aomori-shi 030

Nagat Keiki KK
7-9 Hiroo 1-chome, Shibuya-ku, Tokyo 150
Tel: 03-400-2328
REP: Mr. Hiroaki Ishikawa

National Textbook Co.
International Div., 4255 West Touhy Ave., Lincolnwood, IL 60468-1075
REP: Ms. Monica Knowles

Newbury House
Shinjuku-higashi Bldg. 2-1 Saragaku-cho, 1-chome, Chiyoda-ku, Tokyo 101
Tel: 03-294-8288
REP: Mr. Shizuo Fujimoto

Newport University Japan
Shinjuku P.O. Box 105, Tokyo 160-B1
Tel: 03-350-0951
REP: Mr. Dennis Hardin

Nihon Gakokugaku Seimon Gakko
3-36-1 Takada, Toshima-ku, Tokyo 171
Tel: 03-989-8141
REP: Mr. Momoo Yamaguchi

Nippon I. C. Co., Ltd.
Setaki Bldg. 4-12 Kyomachibori, Nishi-ku, Osaka 550
Tel: 06-441-8585
REP: Mr. Shigenaru Matsuhashi

Oxford University Press
3-3-3 Otsuka, Bunkyo-ku, Tokyo 112
Tel: 03-941-110
REP: Mr. Roy Gilbert

Pal Ltd.
45-1 Ikegami Higashi-Machi, Minamiyama, Fushimi-ku, Kyoto 612
Tel: 075-901-0661
REP: Mr. Koichi Sakuno

Prentice Hall Of Japan Inc.
Jochi Kojimachi Bldg. 3F, 6-1-25 Koji-Machi, Chiyoda-ku, Tokyo 102
Tel: 03-236-5690
REP: Norman Harris

S. P. E. P.
Hishiro Bldg. 4F, 1-22-11 Dogenzaka, Shibuya-ku, Tokyo 150
S. P. Press
3-1 Kitagata-Dori 2-chome, Chujo-ku, Kobe 650
Tel: 078-324-4533
REP: Mr. David Jack

Savoire-Faire U.S.A.
1001 Calle Las Shite 121, Los Alamitos, Ca 90720, U.S.A.
Tel: 714-821-1893
REP: Ms. Tonoko Shimazu

School Book Service
Ohkawa Bldg #303, 3-23-4 Takadanobaba, Shinjuku-ku, Tokyo 180
Tel: 03-334-1201
REP: Mr. Tatsushiro Hase

School For International Training
Master Of Arts In Teaching Program, School For International Training, Brattleboro, Vermont 05301, U.S.A.
REP: Donald Freeman & K. Graves

Scott Foresman & Company
203 Royal Mansion Tsukushino, 4-22-4 Ogawa, Machida-shi, Tokyo 194
Tel: 0427-06-7920
REP: Mr. Hideo Kuwahara

Seibu Time Co., Ltd.
Time & Life Bldg., 3-8 Ohtemachi, 2-chome, Chiyoda-ku, Tokyo 100
Tel: 03-273-3403
REP: Mr. Yasuo Kim

Seido Language Institute
12-8 Sumida-cho, Ashiya-shi, Hyogo 659
Tel: 0787-31-3452
REP: Mr. Kiyoyuki Fwara

Shinko Tensho Co., Ltd.
Akasaka P.O. Box 49, Tokyo 107
Tel: 03-359-1751
REP: Mr. Ryosuke Nagato

Simul International Inc.
1-8 Kowa Bldg. 1-8-10 Akasaka, Minato-ku, Tokyo 107
SONY Corporation
Learning Systems Planning Office, 8-7-5 Kitashinagawa, Shinagawa-ku, Tokyo 141
Tel: 03-448-2845
REP: Mr. Masao Okimoto

St. Michael's College
Rm 303, Miyamishi-cho 5-8-1, Fuchu-shi, Tokyo 183
Tel: 0423-68-3502
REP: Mr. Era Yoshihara

Susono F. I.A.
620-4 Sano, Susono-shi, Shizuoka-ken 410-11
Tel: 05599-7-4226
REP: Mr. Sholchi Kaneko

Temple University Japan
Mifake Bldg. 1-15-9 Shibuya, Shibuya-ku, Tokyo 150
Tel: 03-489-4141
REP: Mr. Michael De Grande

The Center
204 Shirano Bldg., 3-41 Manza-cho, Kita-ku, Osaka 530
Tel: 06-315-0648
REP: Mr. Fusako Allard

Time T. I. Communications Ltd.
2-3-6 Otemachi, Chiyoda-ku, Tokyo 100
Tel: 03-243-8478

Tokyo Kanko Co., Ltd., Hamamatsu
320-5 Sunayama-cho, Hamamatsu-shi, Shizuoka-ken 430
Tel: 0534-53-0188
REP: Mr. Sosuke Miki

Toppan Co. Ltd.
Shufunotomo Bldg., 1-6 Kanda Surugadai, Chiyoda-ku, Tokyo 101
Tel: 03-292-3469
REP: Mr. Moto Sekino

United Publishers Services Ltd.
Cambridge Univ. Press, Kenkyu-Sha Bldg., 2-9 Kanda Surugadai, Chiyoda-ku, Tokyo 101
Tel: 03-291-4541
REP: Mr. Makoto Kobayashi

Yohan
3-14-9 Okubo, Shinjuku-ku, Tokyo 180
Tel: 03-208-0181
REP: Mr. Ryuji Suzuki

XX

THE CONSTITUTION OF THE JAPAN ASSOCIATION OF LANGUAGE TEACHERS (Revised January 1, 1986)

I. NAME:

The Name of the organization shall be the Japan Association of Language Teachers, and in Japanese, *Zenkoku Gogaku Kyoiku Gakko*. herein-after referred to as JALT.

II. PURPOSE:

JALT is a not-for-profit organization whose primary purpose is to promote more effective language teaching and learning. The organization shall foster research, hold an annual international language teaching/learning conference, publish a newsletter and a journal, and carry on other activities which will further this purpose.

III. MEMBERSHIP:

Voting membership shall be open to those interested in language teaching and learning. Non-voting membership shall be open to institutions and commercial organizations. The membership year shall be from January 1 through December 31.

IV. ANNUAL MEETING:

JALT shall hold an annual meeting in conjunction with its language teaching conference. Those members of the organization present at the Annual Meeting shall constitute a quorum.

V. OFFICERS AND ELECTIONS:

1. The officers of JALT shall be the President, the Vice President, the Treasurer, the Recording Secretary, the Program Chairperson, the Membership Chairperson, and the Public Relations Chairperson. The term of office shall be for two years with the President, Treasurer and Membership Chairperson being elected in odd-numbered years to begin service in even-numbered years, and the Vice President, Program Chairperson, Recording Secretary and Public Relations Chairperson being elected in even-numbered years to begin service in odd-numbered years.

2. The Executive Committee shall consist of the officers, the immediate Past President, and one representative from each chapter. AC Execu-

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tive Committee meetings, two-thirds of the officers shall constitute a forum. Officers or chapters may exercise their voting rights by proxy.

VI. CHAPTERS AND AFFILIATES:

Chapters are regional subdivisions of JALT. Affiliates are regional groups which are seeking chapter status.

VII. AMENDMENTS:

Amendments to this Constitution shall be

proposed by at least five members of the Executive Committee or submitted in a petition to the President. Such a petition must be signed by at least 2 percent of the members in good standing. Any such proposed amendments shall be distributed to the members before the Annual Meeting. To become effective, the proposed amendments must be approved by two-thirds of the members voting at the Annual Meeting.

THE BYLAWS OF THE CONSTITUTION OF THE JAPAN ASSOCIATION OF LANGUAGE TEACHERS (Revised October 11, 1956)

I. MEMBERSHIP AND DUES

1. Privileges: Members shall receive the newsletter, the journal and all announcements of the organization.

2. Categories: Membership shall be available in the following categories upon payment of the appropriate annual dues:

- i) Individual, joint, group and student, upon application to the nearest chapter.
- ii) Overseas and associate, upon application to the Executive Committee.

3. Dues: Annual dues for 2.i) above, and the division of those dues between JALT and the chapters, shall be proposed by the Executive Committee and approved at the Annual Meeting or by a four-fifths vote of the Executive Committee. Annual dues for 2.ii) above shall be determined by the Executive Committee.

4. Newsletter: ¥1,800 of the annual dues shall be applied to a subscription to *The Language Teacher*.

II. DUTIES AND OFFICERS

1. President: The President shall have general responsibility for coordinating the activities of the Executive Committee and for directing and publicizing the affairs of the organization. He/She shall preside at all Executive Committee meetings and the Annual Meeting. The President, with the approval of the Executive Committee, shall have the power to appoint the heads of standing committees.

2. Vice President: The Vice President shall preside at meetings in the absence of the President and share the duties and the responsibilities of the

Presidency. In the absence of both the President and the Vice President, another member of the Committee, appointed by the President, shall chair the meeting

3. Treasurer: The Treasurer shall keep all financial records, collect and disburse all funds of the organization, and present an account of the financial status of the organization at the Annual Meeting.

4. Recording Secretary: The Recording Secretary shall be responsible for recording the minutes of the Executive Committee and JALT meetings and for keeping the chapters informed of the activities of the national organization. He/She shall maintain a file of all correspondence on behalf of the organization, as well as a record of the undertakings of the association. He/She shall maintain the permanent records of the organization.

5. Program Chairperson: The Program Chairperson shall be responsible for planning special programs and workshops which will be made available to the various chapters, as well as supervising the arrangements for the annual conference.

6. Membership Chairperson: The Membership Chairperson shall be actively involved in forming new chapters, arranging special publicity and assisting chapters in membership drives.

7. Public Relations Chairperson: The Public Relations Chairperson shall be responsible for coordinating all JALT publicity, promoting relations with educational organizations, media and industry, and acting as liaison with associate members.

III. THE EXECUTIVE SECRETARY

The Executive Committee shall appoint an

Executive Secretary who shall assist the officers in the administrative aspects of their duties. He/She shall be an ex-officio, non-voting member of the Executive Committee and shall serve for a period of time to be determined by the Executive Committee.

IV. NOMINATIONS AND ELECTIONS

1. Each chapter shall nominate members in good standing for office and shall submit a slate of not more than one nominee for each office to the Recording Secretary. The Recording Secretary shall obtain the consent of each nominee and present a list of those willing to stand for office to the Executive Committee. The Executive Committee, upon reviewing the list of nominees, may propose adjustments and/or additions, but not deletions. The Recording Secretary shall prepare relevant biographical information about each nominee to be submitted to the members along with the election ballot.

2. Voting for officers shall be preferential as described in No. 44 of *Robert's Rules of Order, Newly Revised*. One ballot listing all nominees for each office and including space for write-in candidates shall be mailed to each member in good standing in time for the member to return the ballot to the Recording Secretary before November 20th each year. The President shall appoint tellers who shall count the ballots and report the results of the election in the following January issue of *The Language Teacher*.

V. CHAPTERS AND AFFILIATES

1. Regional groups with at least 25 members

may apply to the Executive Committee to become chapters by adopting an appropriate constitution and by paying the prescribed share of the annual dues.

2. Regional groups with at least 10 members may apply to the Executive Committee to become affiliates.

3. The Executive Committee shall consider the impact on existing chapters before granting chapter or affiliate status to applying organizations.

4. Chapters shall be entitled to a lump sum grant annually plus an amount to be determined formulaically by the chapter's distance from Tokyo and Osaka. These shall be determined by the Executive Committee and require a four-fifths vote for approval or modification. Affiliates shall be entitled to half the above amounts.

VI. AMENDMENTS

Amendments to these Bylaws may be proposed in the same manner as amendments to the Constitution. To become effective, the proposed amendments must be approved by a majority of the members voting at the Annual Meeting. Alternately, these Bylaws may be amended by a four-fifths vote of the Executive Committee.

VII. PARLIAMENTARY AUTHORITY

The rules contained in *Robert's Rules of Order, Newly Revised*, shall govern the organization in all cases not covered by the Constitution and the Bylaws.

全国語学教育学会 定款

(昭和61年1月1日改訂)

I 名称

本会の名称は全国語学教育学会、英語名を Japan Association of Language Teachers (JALT) とする。

II 目的

JALT は、その主要な目的をより効果的な言語教授と言語学習を促進する非営利団体である。本会は、研究を促進し、語学教育年次国際大会、ニュース・レターおよび紀要の発行、その他、目的にそった種々の活動を実施する。

III 会員

語学教育の研究・訓練に関心のある者は、投票権を持つ会員になれる。投票権のない会員は、機関および

商業団体とする。会員の期間は、1月1日から12月31日までの1年とする。

IV 年次総会

JALT は年次国際大会の際に年次総会を開催する。年次総会の定足数は特に定めない。

V 役員および選挙

- JALT の役員は、会長、副会長、会計、書記、プログラム、メンバーシップ、広報の7委員とする。役員の任期は2年間とする。会長、会計およびメンバーシップ委員は、奇数年に選出され、偶数年から任期がはじまる。また、副会長、プログラム委員、書記および広報委員は偶数年に選出され、奇数年に任期がはじまるものとする。
- 執行委員会は、役員、前会長、各支部の代表1名とする。執行委員会においては、役員3分の2を以て定足数とする。役員及び各支部の代表は、委任状により投票をすることができる。

VI 支部および準支部

支部はJALTの地区組織である。準支部とは将来支部になることを希望する地区グループである。

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VII 規約改正

本定款の改正は、執行委員会の少くとも5名の委員の提案によるか、会長に対する請願として提出される。かかる請願は、会員の最低2%の人数による署名がなければならない。その改正提案は、年次総会前に会員に配布されなければならない。その改正提案が有効となるには、年次総会において、会員の有効投票の3分の2により承認されなければならない。

全国語学教育学会 定款内規

(昭和61年10月11日 改訂)

I 会員および会費

- 特典： 会員は本会の JALT Journal, The Language Teacher, その他あらゆる刊行物を入手できる。
- 分類： 規定の年会費を納入することにより次の通り会員を分類する。
 - 個人会員、共同会員、団体会員および学生会員は最寄りの支部に申請
 - 海外、および準会費は執行委員会に申請
- 会費： 2(i)の年会費および JALT と支部への会費分割は執行委員会により提案され年次総会で参加者の過半数の賛成か、あるいは執行委員会の5分の4の賛成により承認される。2(ii)の年会費は、執行委員会で決定される。
- The Language Teacher: 年会費のうち 1,800円は The Language Teacher の購読料とする。

II 役員の任務

- 会長： 会長は執行委員会の活動を総合し、本会の事業を指導し公表する一般的な責任を有する。会長は、すべての執行委員会および年次総会を主宰する。会長は執行委員会の承認により常任委員の任命権を有する。
- 副会長： 副会長は会長不在の際に会議を主宰し、会長と、任務と責任を分担する。会長および副会長が不在の際は、会長の指名により他の執行委員が会議を主宰する。
- 会計： 会計はすべての経理記録を保有し、本会の資金収集と分配、年次総会において本会の財務状況の報告を提出する。
- 書記： 書記は、執行委員会および JALT 年次総会の議事録をとり、本会の活動について地区支部に報告する。書記委員は本会に代りすべての通信を整理し、本会の事業記録を整理する。
- プログラム委員： プログラム委員は、地区支部のために特別プログラムおよび研究会を計画する責任を有し、また年次総会の準備を監督する。
- メンバーシップ(会員担当)委員： 会員担当委員は新支部設立のため、積極的に活動し、会員の獲得のために、特別に報告活動をすると共に各地区支部を支援する。
- 広報委員： 広報委員は JALT の発表を統合し、教育団体、報道機関、産業界との友好関係を促進し、準会員との仲介をする。

III 事務局長

執行委員会は執行委員の任務を運営面から支援する

事務局長を任命する。事務局長は執行委員経験者で、執行委員会での投票権を有しない。また執行委員会により任期が決定される。

IV 指名および選挙

- 各支部は、会員の中から役員を指名し、各役職に対し1名を指名しリストを制作して書記に提出する。書記は各指名候補の同意をとりつけ役職名立候補リストを執行委員会に提出する。執行委員会は指名リストを検討し調整あるいは追加をする。但し削除はしない。書記委員は各指名候補者の略歴をつけ投票用紙と共に会員に配布する。
- 役員の投票は、ロバート・ルール・オブ・オーダー改訂版の第44項にもとづいて行われる。投票用紙には各役職に対するすべての指名候補者を列記し、追加候補者名を記入するために余白を残したものを、11月20日以前に投票用紙が書記委員に返送される時間を見込んで各委員に郵送される。会長は投票用紙の開票係を任命し、開票係は投票数を計算し、翌年の1月 The Language Teacher で結果を報告する。

V 支部および準支部

- 25名以上の会員を有する地区グループは、適切な定款を作り、年会費を支払い支部になることを執行委員会に申請することができる。
- 10名以上の会員を有する地区グループは、執行委員会に準支部の申請ができる。
- 執行委員会は、申請団体に支部あるいは準支部の資格を寄与するにあたり既存支部への影響を考慮するものとする。
- 支部は、年間ある一定額と、東京と大阪からの距離に基づく計算式により決定された額を受取る権利を有する。これらの額は執行委員会で決定され、その決定及び修正に執行委員会の5分の4の賛成を必要とする。準支部は以上の額の半分を受取る権利を有する。

VI 規約改正

この内規の改正は、定款改正と同様の手続を経て提案される。改正提案は年次総会において出席会員の過半数の賛成により承認され発効する。または、本内規は執行委員会の5分の4の賛成により改正される。

VII 適用法規

本定款および内規に示されないあらゆる事項については、ロバート・ルール・オブ・オーダー改訂版の規定にしたがい決定される。

SPECIAL ISSUES of THE
LANGUAGE TEACHER for 1987

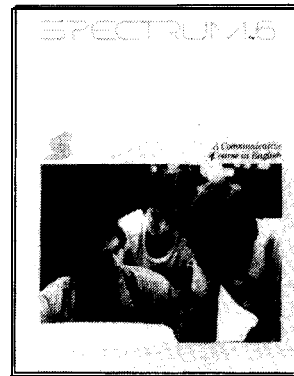
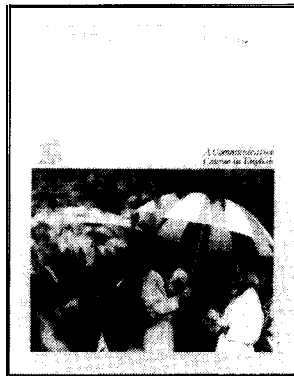
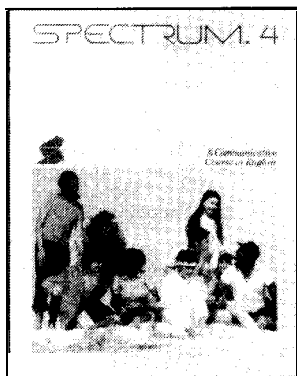
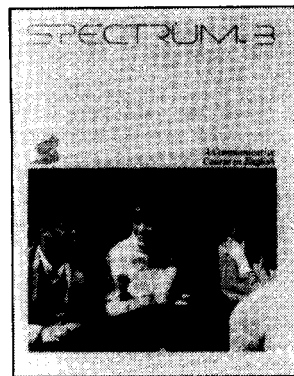
January - JALT News
February - JALT '86 Conference Presentation Reports
March - English Speech Contests - Fr. Scott Howell
April - (open)
May - Teaching Composition - Ian Shortreed
June - Discourse Analysis - Virginia LoCastro
July to December - (Open)

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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SIXTH JALT NEWSLETTER INDEX

This is the sixth JALT Newsletter index, giving information needed to find articles based on subjects in the 12 issues of *The Language Teacher* in 1986. An example of an entry is:

Whose English is Better, Anyway, The Queen's or the President's? Kenneth Schaefer. rev. George Deutsch (Tokyo). X:5;31

This gives the title of the article (in this case a chapter presentation review), the presenter (Kenneth Schaefer), and the reviewer (George Deutsch). It is in Volume X (1986), number 5 (May) on page 31.

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- A Case for Business English. M. Pole, D. Wright, A. Esnol, G. Lees, & R. Soulieux. rev. R.K. Singh. X:3;34
- A Conversation book: English in Everyday Life, 2nd ed. Tina Kasloff Carver & Sandra Douglas Fotinos. rev. Anna Marie DeYoung. X:11;26
- Across the Threshold: Readings from the Modern Language Projects of the Council of Europe. J.A. van Ek & J.L.M. Trim. rev. Paul Snowden. X:4;26
- Activities for Basic Conversation. Richard H. Schaepe & George Isted. rev. Torkil Christensen. X:14;33
- Act One in English, Books 1-3. H.A. Swan. rev. Ron Gosewisch. X:4;27
- A Guide to Teaching English in Japan. Charles B. Wordell (ed.). rev. Steve Brown. X:8;24
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- Biological Sciences: Developing Reading Skills in English. Valerie Kay. rev. Sandra S Fotos. X:9;21
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- Bring the Lab Back to Life. Philip Ely. rev. Yuki Aihara. X:7;28
- Building Fluency in English. Part I: Conversation Management; Part II: Authentic Speech. Ronald W. Dunbar & A.E. Hieke. rev. Gregory Kirk Jember. X:8;17
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JALT Undercover

***LISTENING BETWEEN THE LINES: A CULTURAL APPROACH.* Lin Lougheed. Addison Wesley, 1985. 151 pp.**

Most of the time students don't think about ambiguity when they are learning a second language, even though they realize it exists in their own language. When someone asks the question "How do you say. . .", they expect one answer, and from then on they try to use that expression when they are speaking the second language. One of the great values of *Listening Between the Lines*, it seems to me, is the realization that students come to concerning the amount of ambiguity in every language, including the second language they are learning. How one person interprets a statement is certainly not how another person might interpret the same statement.

Listening Between the Lines contains 25 lessons, or "Acts," as the author calls them, each with three or four scenes. As the students listen, the action unfurls, and the outcome is often surprising or humorous or both. After listening to each scene on the tape, the students are asked questions which often do not have definite yes or no answers. Instead, many times the answer is "maybe" because each student interprets the scene with a certain mental image, depending on that student's own background or experience.

It is easy for *Listening Between the Lines* to become monotonous if the teacher is not innovative and spontaneous because many of the same questions appear in every lesson. This repetition, however, is one of the strengths of the book, since students begin to listen for such features as the number of speakers, the relationship between them, how close they are, and where they are. Then each lesson includes additional questions that are pertinent to that lesson. An innovative teacher can vary the lessons by using the many options available in every classroom. A perfect resource which can be used with this textbook (and with any textbook, for that matter) is Earl Stevick's new book, *Images and Options in the Language Classroom* (Cambridge University Press, 1986), a book which contains valuable suggestions for making classes more effective and

interesting. A spontaneous teacher will be able to build on the imaginative responses of the students and take advantage of information gaps to introduce new language activities and encourage discussion in the class. *Listening Between the Lines* lends itself to creativity in the classroom.

One editorial error in the book is in Act 12. The scenes are in the wrong order. In the present printing of the book, scene 2 should be scene 4, scene 3 should be scene 2, and scene 4 should be scene 3. In addition, question 1 in the present scene 3 should be a question in scene 1. I'm sure this will be corrected in the next printing.

As for the "cultural approach" in the title, the material in the "Cultural Capsule" in each lesson can be used in several ways. The students can apply the comments to their own culture, they can compare their cultures to American culture, and they can discuss differences of opinion among themselves about cultural questions. Once again, an innovative teacher will find various uses for this material.

I gave my students a questionnaire which turned up some interesting information about this book. There were 82 respondents. In answer to the question "Do you like this textbook?," 40% said yes, 10% no, and 50% sometimes. Since Japanese university students rarely get excited about a textbook and since they rarely indicate whether or not they are interested in the material covered in the class, I felt that this was an overwhelmingly positive response. In answer to the statement "This textbook has helped me understand English better," 74% said yes and 26% no. In answer to the statement "The lessons made me use my imagination," 80% said yes and 20% no, which pleased me very much, since one of the purposes of the book which I especially approve of is helping students interpret ambiguity; another is getting them to understand a little bit about appropriateness. In response to the statement "I like to use my imagination," 88% said yes and 12% no. In response to another question, 4% said lessons are too easy, 30% too difficult, and 66% just right. Considering the fact that Japanese universities do not usually divide students into proficiency levels, and thus the classes are a mixture of beginners through high intermediate, the number who found the lessons just right amazed me. "Just right" meant sometimes easy and sometimes difficult; in other words, the book is a happy blend of rather easy lessons and difficult lessons, quite appropriate for a class of many proficiency levels.

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The two classes I used this book in were classes of freshmen, or first year university students. Finding a book suitable for a class of 40 to 50 students of differing proficiency levels which meets once a week for 90 minutes is a formidable task, and teaching such classes is the challenge of a lifetime for an EFL teacher. No book is perfect, no teacher is perfect, no student is perfect, but I found ***Listening Between the Lines*** to be adaptable to a lot of classroom innovation, including small group discussion. It is a textbook which 57% of the students found interesting, 27% strange, 41% funny, 67% sometimes easy, sometimes difficult, and 11% boring (these do not add up to 100% because multiple answers were possible). In these two classes, 77% of the students said they like to study English and 23% said they don't. Any textbook which bores only 11% of a class in which 23% don't like studying English is a book worth considering.

Reviewed by Charles W. Gay
Waseda University

Reviews in Brief

***GAMBITS, modules I-3.* Eric Keller and Sylvia Taba, with the Public Service Commission of Canada. Ottawa, Canada: Canadian Government Publishing Center Supply and Services, 1976. 177 pp. (total of all three modules).**

I have mixed feelings about ***Gambits***. One of the teachers I worked with here at Matsushita's Overseas Training Center did use the three books in a class for engineers preparing to do two-year research stints in the U.S., but she found it tedious and stopped using it after only two weeks or so - due mostly to student response. Generally, each unit or lesson involves some situation that usually calls for a role play that, in turn, calls for the use of the target expressions or phrases of the unit. Many of the situations are interesting, but it seems that trying to use the target expressions compulsively is problematic for two reasons:

1. they are by no means absolutely necessary to communicate the ideas or messages involved in the activity;
2. trying to stick them in disrupts spontaneous communication and seems awkward.

Maybe these problems could be overcome, at least in part, by first discussing the expressions of two or three situations and then working with a longer and more general situation in which the terms could be used more spontaneously and less inten-

tionally. I don't know.

More generally, I must admit that I find the drab pastel colors used in the book and the relatively scant use of pictures kind of unattractive. The pictures that are used, however, are pretty interesting: Rorschach ink blots, a robbery scene, views with the naked eye compared to views through binoculars, etc. Furthermore, I have no doubts that the communicative functions that the books attempt to work with are highly relevant to the situations that learners will face when dealing with other people in English - especially native speakers: expressing doubt, disbelief, disagreement, etc. However, I can't help but think that if a book is unattractive to the eye, i.e., is deficient in pictures, lacks humor and color, and jams too much onto one page, it may very well fall far short of receiving the acclaim and appreciation that its contents merit. First, the student, it would seem, must be attracted and interested, so that he/she will then become open and receptive to working with the material.

Reviewed by Bill Hellriegel
Matsushita Electric Ind. Co., Ltd.

***THE PROCESS OF PARAGRAPH WRITING.* Joy M. Reid and Margaret Lindstrom. Prentice-Hall, 1985. 232 pp.**

This text is a well-rounded and useful book for introducing intermediate-level college students to, as the title indicates, the process of paragraph writing.

The ten chapters and two appendices take teacher and student through punctuation, sentence structure, some very useful pre-writing and organization strategies, topic and concluding sentences, paragraph types, simple library research techniques, and how to write a journal and essay examinations.

The strengths of the book lie in its abundant examples and clear, well-thought-out explanations and student assignments. It also makes efficient use of diagrams, charts and other useful graphics (but unfortunately not photos or pictures) and is written in a style neither difficult nor patronizing. The book was popular with my students in that the exercises were challenging but not daunting, and they could always refer to an example when in doubt. The students were able to grasp the fundamental idea that writing is a process, not merely a result, and the frequent built-in review helped considerably toward this end.

My major criticism lies not in the fact that not all paragraph types were dealt with (the text does not pretend to be exhaustive), nor in the fact that all examples were written by ESL/EFL students (several paragraphs from native speakers would have provided a useful contrast). Although this text, like Reid's *The Process of Composition*, should come with a teacher's manual, absolutely essential for understanding the author's intentions and optimal efficiency, neither bookstores nor a call to the books distributor could dig up a copy. Too bad. The text's worth it.

**Reviewed by Stephen Ziolkowski
Aoyama Gakuin University**

**ENGLISH GRAMMAR IN USE. Raymond
Murphy. Cambridge University Press, 1985.
328 pp.**

This volume is subtitled, *A self-study reference and practice book for intermediate students. with answers*, which sums up its intended purpose and audience quite accurately. Each of the 130 units consists of two pages: on the left, a clear explanation of the grammar item with examples, and on the right, exercises. The units are arranged in 12 groups (tenses, articles, prepositions, etc.). Relat-

ed units or parts of units are cross-referenced in the explanations. In addition to the index, there are an introduction to the student, outlining organization and use of the book, and five short appendices (present and past tenses, regular and irregular verbs, spelling, short forms, and grammatical differences between British and American English).

In using Murphy's book, I have found it to be helpful for explanations and exercises to supplement the assigned text and as a means of personalizing the lessons for large classes. In the former case, students were told which unit(s) corresponded to the assigned text unit. They were then asked to answer some of Murphy's exercises. Usually this work was done at home, i.e., self-study, as a "Test Yourself" situation. When they could successfully complete their chosen exercises, they were judged as understanding the material. In the latter case, students were assigned unit(s) dealing with grammar points with which I had observed them to be having trouble, or which they themselves suggested. These units did not necessarily correspond to the assigned text unit under study. This work was done both individually and in pairs (e.g., exercises with a question/answer format, on giving advice, etc.).

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The vocabulary in the exercises is not controlled and most intermediate students will need to consult a dictionary at times. The book's size may intimidate some students who overlook the fact it is not intended to be used in its entirety in the order given, a point which is clearly stated in the introduction. When utilized as intended, much benefit can be obtained.

**Reviewed by Carol Kikuchi
Ibaraki University**

USING DRAMA IN THE CLASSROOM.
John McRae. Pergamon Press, 1985. 100 pp.

This excellent teachers' resource book has three parts: Using Drama, guidance of both a general and specific nature for the teacher (the Why, When, What, and How of using drama for the teaching/learning of English); The Texts (carefully selected portions of ten plays in English); and Notes and Suggestions (practical ideas and questions directly related to the ten texts). A helpful two-page bibliography concludes the work.

John McRae communicates very clearly his enthusiasm for drama and its effective utilization in the classroom. Throughout this short volume he argues for student-centered, practical, well-prepared teaching of drama ... to explore learning possibilities in English in a stimulating and rewarding way." (p. 3)

We Language Teacher readers can profit from McRae's positive attitude toward students. "They have the opportunity not only to explore what the text might mean, but also to show what they themselves want it to mean." (p. 6) Students should be encouraged to think about the speakers' lines, feelings and body language, to discuss them, and then to act them out accordingly. Only the basic pronunciation is tightly controlled by the teacher.

McRae believes that well-prepared teachers, despite lacking drama experience or expertise, will have a contagious confidence that will bring out the best in the students. He offers a seven-point lesson plan, not rigid but logically structured: to make teachers well-prepared persons who can explain to students the learning objectives and how together they will try to attain them.

Lacking much personal drama experience, I appreciate McRae's providing both the texts and

the helpful suggestions and notes for each. So far my experience is limited to advanced-level students, who have enjoyed their experience with drama in this approach. Teachers of beginning and intermediate-level students will have to work diligently to draw out a total physical response from the shy, reserved Japanese students, who often expect the teachers to know the "only correct" answer to each question they put to the students. Try it anyway! With McRae's help you might succeed.

**Reviewed by Frank Kublman
Palmore Institute**

**ENGLISH/JAPANESE PHRASE-A-DAY
SELF-STUDY CALENDAR. Mike Hooser.
Tokyo: Go-See-Do Publications, 1986.**

A new, somewhat painless way of language acquisition has just been published by Mike Hooser. Author of several English texts, Hooser has now given us a calendar based on the phrase-a-day approach.

In fact, there are two calendars: one for students of English and one for students of Japanese. In the calendar for students of English, each month has a different theme. For example, January's is "The Working Class"; February's is "The Government"; March's is "Food, Beverages, Places and Customs"; and September's is "Warning Signs." The phrases are presented in both English and Japanese, with the key word or words underlined in both languages. The phrases seem to be aimed at the intermediate level student. Colloquial English is used frequently. Hooser suggests that students cut out the card-sized phrase/date sections and use them as flash cards or topics for discussion with friends.

On the other hand, the calendar for students of Japanese is for beginners. No knowledge of kana is assumed. Each phrase is presented in Japanese romanization and English. At the bottom of the page, there are boxes to practice writing kana. Numbers are included to indicate stroke order.

In future editions, the two calendars might be combined into one with the use of *furigana*. In addition, the few misprints in the 1987 calendar will surely disappear.

Reviewed by Nicki Croghan

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 in 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 Jan. 31.

CLASSROOM TEXT MATERIALS/
GRADED READERS

- *Black *et al.* **Fast Forward** ("Oxford Intensive English Courses" Classbook, Resource book, Teacher's book). Oxford, 1986.
*Roberts. **Tactics 2** (Student's book, Workbook, Teacher's book). Macmillan, 1986.
*U.C.L.E.S. **Cambridge First Certificate Examination Practice 2**. Cambridge, 1986.

- Ackert. **Please Write: A beginning composition text for students of ESL**. Prentice-Hall, 1986.
Bachman. **Reading English Discourse: Business, economics, law and political science**. Prentice-Hall, 1986.
Crow. **Vocabulary for Advanced Reading Comprehension: The keyword approach**. Prentice-Hall, 1986.
Draper. **Great American Stories II**. Prentice-Hall, 1986.
Duffy. **Variations: Reading skills/oral communication for beginning students of ESL**. Prentice-Hall, 1986.
Harrison & Menzies. **Orbit 1** (Student's book, Teacher's book, Workbook). Oxford, 1986.
Lonergan & Gordon. **New Dimensions, 1**. (Student's book, Teacher's book, Workbook). Macmillan, 1986.
Lugton. **American Topics, 2nd ed.** Prentice-Hall, 1986. Macmillan "Advanced Readers" series, 5 vols. Macmillan, 1986.
In the Teeth of the Evidence
The Man With the Scar
The Million-Year Picnic
The Road from Colonus
The Tell-tale Heart
Master. **Science, Medicine and Technology: English grammar and technical writing**. Prentice-Hall, 1986.
Molinsky & Bliss. **Expressways: English for communication, Book 3**. Prentice-Hall, 1986.
Prince & Gage. **Your First Job: Putting your English to work**. Prentice-Hall, 1986.
Rice & Burns. **Thinking/ Writing: An introduction to the writing process for students of ESL**. Prentice-Hall, 1986.
Rosenthal & Rowland. **Academic Reading and Study Skills for International Students**. Prentice-Hall, 1986.
Soars & Soars. **Headway Intermediate** (Student's book, Teacher's book, Workbook). Oxford, 1986.
Swartz & Smith. **This is a Recording: Listening with a purpose**. Prentice-Hall, 1986.
Taylor, *et al.* **Ways to Reading**. Macmillan, 1986.

- †Abdulaziz & Shenkarow. **Write it Right: Beginning handwriting and composition for students of ESL**. Prentice-Hall, 1986.
†Bacheller. **Listening and Recall**. Prentice-Hall, 1986.
†Casanave. **Strategies for Readers: A reading/communications text for students of ESL, books 1 & 2**. Prentice-Hall, 1986.
†Degnan. **Building Competency in Two/Three- Word Verbs**. Prentice-Hall, 1986.
†Frank. **Modern English, 2nd ed., books 1 & 2**. Prentice-Hall, 1986.

- †Kasser & Silverman. **Stories We Brought With Us. Beginning readings for ESL**. Prentice-Hill, 1986.
†Lougheed. **The Prentice-Hall TOEFL Prep Book**. Prentice-Hall 1986.
†Mason. **Meaning by All Means**. Prentice-Hall, 1986.
†Pakenham. **Expectations: Language and reading skills for students of ESL**. Prentice-Hall, 1986.
†Ramsay. **Basic Skills for Academic Reading**. Prentice-Hall, 1986.
†Sheehan. **Comp One! An introductory composition workbook for students of ESL**. Prentice-Hall, 1986.
NOTE: The scheduled reviewers of these three books - Aebtrsold, *et al.* **Critical Thinking, Critical Choices**; Blass & Durighello. **From Concept to Composition**; Mosteller & Paul. **Survival English** -- are unable to review these materials. Any JALT member who would like to assume responsibility for the reviews should contact the Book Review Editor.

TEACHER PREPARATION/
REFERENCE/RESOURCE/OTHER

- *Fried-Booth. **Project Work** ("Resource Books for Teachers" series). Oxford, 1986.
*Morgan & Rinvolucr. **Vocabulary** ("Resource Books for Teachers" series). Oxford, 1986.
Tomalin. **Video, TV and Radio in the English Class: An introductory guide** ("Essential Language Teaching" series). Macmillan, 1986.
†Harper. **ESP for the University** (ELT Documents: 123). Pergamon/British Council, 1986.

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

IN THE PIPELINE

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

- Aitken. **Overtones**
Allen & Robinett. **The New Technologies**.
Azar. **Fundamentals of English Grammar**.
Brieger & Comfort. **Business Issues**.
Brumfit, *et al.* **Computers in English Language Teaching**
-- **English as a Second Language in the United Kingdom**.
Buschini & Reynolds. **Communicating in Business**.
Carrier. **Business Reading Skills**.
Cawood. Cassell's **Intermediate Short Course**.
Crombie. **Discourse and Language Learning**.
-- **Process and Relation in Discourse and Language Learning**.
De Jong. **The Bilingual Experience**.
Ellis. **Understanding Second Language Acquisition**.
Feigenbaum. **The Grammar Handbook**.
Graham. **Small Talk**.
Hall. **Working with English Prepositions**.
Harris & Palmer. **CELT**.
Hedge. **In the Picture**.

Chapter Presentation Reports

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

CHIBA

CHILDREN'S VIDEO

By Margaret Otake

Are commercial video tapes too overwhelming in terms of content and vocabulary for your children's classes? Are you frustrated at being unable to control the material contained within these tapes? Margaret Otake's presentation on "Video for Children and Junior High School Students" could be the answer to your problems.

Ms. Otake gave her presentation twice in the month of November: the first time at the Chiba chapter JALT meeting on Nov. 16, and then again on Nov. 22 at the JALT international conference.

Together with her staff, Otake developed a syllabus for elementary to junior high students. From there, they wrote, directed and produced their own videos to complement the text and other supplementary materials that comprised the syllabus. The result is short, effective and captivating videos, which although obviously not as polished as a commercial tape, are far better adapted to children's classes because the structures and vocabulary are appropriately controlled.

After seeing this presentation, you too will be convinced that with a little enthusiasm and time, you can draw from the hidden talents of your colleagues/staff/friends and produce your own tailor-made audio-visual teaching materials.

Reported by Dawn Wilson

FUKUOKA

A HOLISTIC VIEW OF COMMUNICATION - AND - WHAT HAPPENED TO GRAMMAR?

By Donald Byrd, City University of
New York

At JALT-Fukuoka's November meeting Dr. Donald Byrd compared the ways in which grammar is presented in the structural, functional, and communicative approaches to teaching English as a foreign language. Whereas teaching students grammatical patterns and vocabulary is the foremost aim of the structural approach, these are a secondary, if not a bottom-most priority, in the communicative approach. Byrd emphasized that in the communicative approach, however, grammar is by no means thrown out. It is rather that students are first given a reason to communicate, a situation to communicate in, and then models of appropriate language. New grammar patterns and vocabulary are, of course, being constantly introduced, but the clarification of these is inherent in the process of communication, not separate from it, as in isolated charts, rules, and lists of words to memorize.

Byrd is the author of many TESOL/TEFL publications, including the *Spectrum series* (Regents), and participants appeared to enjoy the chance to hear directly from an author. Byrd gave several interesting examples of how the writing team had used recent research and theory in designing the series' dialogues and progression.

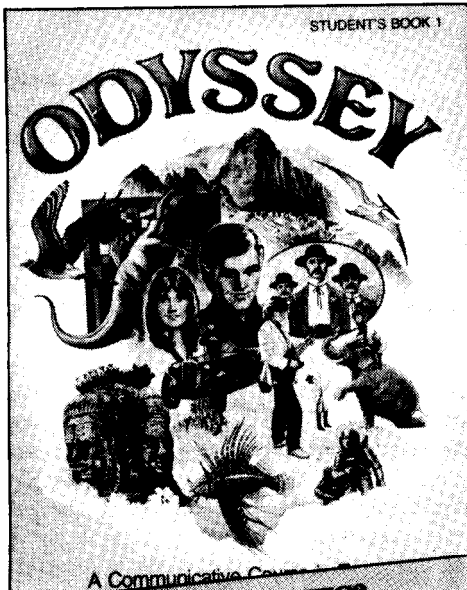
Reported by Maddy Uraneck

Jenkins. *Writing: A content approach to ESL composition.*
Kellerman & Sharwood Smith. *Crosslinguistics Influences in Second Language Acquisition.*
Kitao & Kitao. *American Reflections.*
Klein. *Second Language Acquisition.*
Knight, ed. *Keep in Touch.*
Krashen. *The Alchemy of Language.*
Larson-Freeman. *Techniques and Principles in Language Teaching.*
Lee, et al., eds. *New Directions in Language Testing.*
Low. *Grammar for Everyday Use.*
Mason. *Ports of Entry.*
McCrum, et al. *The Story of English.*
Menasche. *Writing a Research Paper.*
Miller & Clark, eds. *Smalltown Daily.*

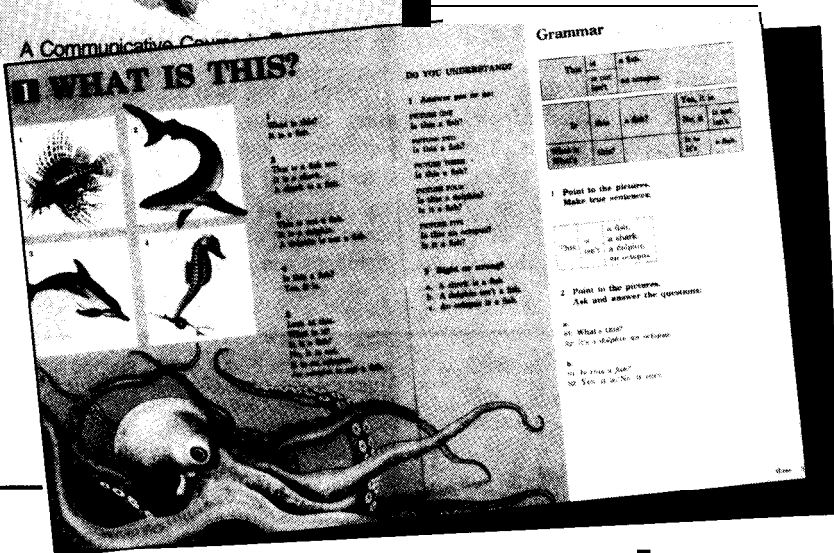
Mugglestone, et al. *English in Sight.*
Noone. *The Ability to Risk.*
O'Donnell & Paiva. *Independent Writing.*
Pint, trans. *The Adventures of Lucky Luke.*
Reinhart & Fisher. *Speaking and Social Interaction.*
Rivers. *Communicating Naturally in a Second Language.*
Roberts. *Steps to Fluency.*
Rossi & Garcia. *Computer Notions.*
Savignon. *Communicative Competence.*
Thomas. *Intermediate Vocabulary.*
Thomson & Martinet. *A Practical English Grammar, 4th ed.*
Wallace. *Learning to Read in a Multicultural Society.*
Wright. *Collins Picture Dictionary for Young Learners.*
Zion, et al. *Open Sesame series.*

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GUMMA.**GETTING STARTED: USING
GRAMMAR GAMES AND STORIES**

**By Steve Brown, University of Pittsburgh-
ELI Program, Tokyo**

Steve Brown, having had long experience in the field of TEFL, made a very comprehensive and practical presentation at the November meeting of the newly-formed JALT-Gumma. The presentation was divided into two distinct parts, the first dealing specifically with "Grammar Games" and the second with "Stories," but both were packed with activity demonstrations. In the former, he started by pointing out the value of using games as drills (which, in the present notional/functional approach, are often ignored), and then went on to other more creative grammatical games. In the second section on "Stories," he demonstrated how stories may be exploited to a point far beyond mere passive listening. Students may, for example, be required to deal with a list of appropriate vocabulary, which they must arrange according to such criteria as their order of importance to the story, or their applicability to the key characters in the story.

The effective handouts which he had prepared were not only operational in focusing and locally directing our attention while we listened, but are also a very useful reminder of all that we learned now that we've returned to our respective teaching situations. Thus, we have not just an "academic memo," but a set of very practical suggestions to transform "lessons" into a creative, active English learning experience.

Reported by Keren Tomlinson

IBARAKI**Intercultural Communication and
Teaching English as a Foreign Language**

講演者: Jim D. Batten
報告者: 小松崎 道子
(Komatsuzaki, Michiko)

茨城支部では10月26日、支部長 Batten 氏より異文化間コミュニケーションの重要性と問題点、また英語教育の中での解決法について有意義な話を聞く機会を得、改めてその難しさを認識するとともに、これからの英語教育への多くのヒントを得た。

氏は、言語、伝達と文化が切り離せないことを、見事に分析された豊富な事例で説明し、自分の文化を基に全

てを解釈することからくる誤解が、言語習得の上でも大きな問題となることを指摘した。また氏は、非言語的な面が伝達の上に果す役割の大きいこと、異文化を学ぶことが言語学習の究極目的——意思疎通、個人の適応、国際人の養成、自分の文化の客観的理解等——の達成に不可欠であることを訴えたが、それは文化的側面をついおろそかにしがちな多くの日本人教師への警告となった。

改善策としては、実際の文化背景のある対話を教える、留学生等文化背景の異なる人々と同じ問題に取組ませ、対応の違いに気づかせる、視聴覚機材を使う、文化背景の豊かな諺文学作品等を教える、英語を母国語とする人の話を聞かせる等多数の提案がなされ、最後に、教師は歴史的観点(=異文化理解)、将来の見通し、また世界の人々との仲間意識を持って、生徒を世界平和を守る国際人に育てるよう努力すべきであると結ばれた。

会員席の方からは、文化的相違があるから豊かなのか、共通な面を広げるよう努力すべきなのか等の議論も出されたが、一概には言えないようで、ただ、世界的に共通な面が広がりつつあるようだということが確認された。

**SIMULTANEOUS INTERPRETING
AND THE STUDY OF ENGLISH**

By Tatsuya Komatsu, Simul International

I have always been impressed by Mr. Komatsu's hard-hitting and direct questions on his NHK interview program and was not disappointed when the Vice President of JALT came to Ibaraki in October to have an informal working lunch with our Executive Committee and then to give his lecture. Komatsu praised the vitality of JALT, as compared with other teachers' organizations, and expressed the hope that the Teaching of Japanese as a Foreign Language, which is "a relatively new field and perhaps 10-15 years behind the Teaching of English as a Foreign Language," would be welcomed more and more in Japan and JALT.

Komatsu, who has interpreted for President Reagan and Prime Minister Nakasone, told us that although interpreting is "the world's second oldest profession, as a discipline it's a new profession," and that "the first full-fledged, large-scale simultaneous interpretation was at the Nuremberg War Trials." There is a growing need for interpreters, especially in Japan. Even though the level of English competence among Japanese people is rising, the number of international meetings held in Japan is increasing at a much higher rate. Native speakers of English who are proficient in Japanese are "needed and welcome."

For those who have aspirations of entering the
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field some valuable advice was given. As you "can only understand and interpret what you already know, broad knowledge, gained through extensive reading of magazines and newspapers, is invaluable.

Reported by Martin E. Pauly

THE TRI-DIMENSIONAL SYLLABUS

By Steven J. Molinsky

Dr. Steven J. Molinsky, who co-authored with Bill Bliss both the *Side by Side* series and the new *ExpressWays*, presented his lecture in November in roughly two parts. The first part dealt with concrete techniques for teaching material, such as elicitation of student participation and individual choral repetition. He stressed the value of guided conversations as a teaching tool as well as the importance of the students' being able to relate use of the second language to their own experiences and personalities in order to enhance acquisition opportunities. These conversations focus on grammatical structure while at the same time give a context for the student and language functions are automatically integrated into the lesson. Homework assigned is designed to allow the students to

apply the second language to their own lives once again.

In the second part of his lecture he discussed his tridimensional syllabus, which equally integrates grammar, language functions and situations (in other words, the theory behind his guided conversations). By presenting at the same time language in situations, in a grammatically ordered sequence, language is presented as a useful tool for communication in the real world.

Reported by David C. Hendrickson

NAGASAKI

NEW APPROACHES TO AN OLD PROBLEM: PRONUNCIATION

By John Nelson, Kwassui Junior College, Nagasaki

Quickly dispensing with the older theories of teaching pronunciation, John Nelson brought to the September meeting the ideas of left/right brain interaction and concluded that, for the beginning student, all theory should be as simple as possible.



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HEINEMANN
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In keeping with current theory, he suggested a "listening only" phase using sentences, dialogues, songs and jazz chants. This should be followed by pair work utilizing words, sentences and dialogues. For reinforcement, one-line dialogue building, "hot spot" time, songs/jazz chants, language lab work and presentations/speeches were suggested.

John finished his presentation by giving us two songs (to the accompaniment of his guitar), *Good Night Irene* and a short ditty from the 17th century.

**Reported by Ronald Gosewisch
Nagasaki University**

NAGOYA

INTERMEDIATE SUGGESTOPEDIA

By Charles Adamson, Jr.

Mr. Charles Adamson's lucid and informative presentation in September began with a demonstration of Accelerated Learning which gave us a picture of what a Suggestopedic class looks like. Throughout his talk he referred to making the Suggestopedic classroom a joyful place, and I think most participants enjoyed the roles they played as animals in the opening stages of this session! Adamson then cited Krashen's Acquisition theory and the ideas of Lozanov (which mesh together) as important contributors to the nature and practice of methodology. Language must not dominate an activity but be a means to achieving a certain end.

Where he thought teachers might have difficulty in using the Intermediate Suggestopedic method in the classroom, is in the choice of the text around which classroom activities are based. He himself uses an English and a Japanese text side by side but finding something of a suitable length and level for one's students might prove to be a problem, especially if one were using English-only texts. He added that students should

see all the material used in class as a part of a "package." Adamson gave us good guidelines for putting an interesting methodology into action.

**Reported by William J.P.H. Franklin
Toyobashi University of Technology**

THE SILENT WAY AND KIDS

By Takeshi Uemura

We welcomed real kids as students this time. There were 11 of them altogether, 5th and 6th graders, accompanying Mr. Uemura, who learned the Silent Way in America.

He started by introducing Chinese sounds that were new to the kids and the other participants, using a color chart which had various colors for the vowels and consonants. For the first hour, Uemura encouraged the students to pronounce simple vowels and then gradually simple words like rod, green, red, I, you and she (in Chinese). He also introduced the four Chinese tones at the same time.

For the last hour, Chinese characters were added next to the color chart. The kids learned to say simple sentences this time like "I have a red rod." and "You don't have a green rod." (in Chinese).

Finally, the audience called out some English words on a poster to see if the kids really understood English sounds (they had studied English with Uemura before). What do you think happened!? They guessed every word that was asked! There were two Chinese observers at the meeting and one of them said that the kids' Chinese was quite understandable. Participants all gained from the demonstration.

Reported by Yumi Kanazawa

OKINAWA

Sound Spelling Harmony (SSH)

講演者: Paul Griesy
報告者: 仲村 芳信
(Nakamura, Yoshinobu)

去る10月4日と5日に熊本大学のポール・グリーシー教授を迎えて JALT 沖縄支部・沖縄 YMCA・沖縄児童英語同好会の共催で、SSH 学習法についての講演会が沖縄大学で開かれた。大学生でも were, war, wear, where などの発音の区別ができない者が多い。同教授による SSH 学習法を要約すると大体次のようになる。(1)アルファ
(cont'd on next page)

FROM THE EDITOR

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

(cont'd from previous page)

ベットの家族分け：共通の音を持つ字をグループに分け、絵や色なども使って教える。例えば、[i:]→B, C, D, E, G, P, T, V, Z (9人家族)、[ei]→A, H, J, K (4人家族)、[u:]→Q, U, W (3人兄弟)、[e:]→F, L, M, N, S, X (6人家族)、OとR→(一人ぼっち)、I-Y→(双子)等。(2)子音は合言葉を使って：生徒達のローマ字の知識を利用して教える。例：[bara-ara]=[b], [daruma-aruma]=[d]等。ここで「本名」のb [bi:], d [di:]と「ニックネーム」のb [b], d [d]の二つの違った音があることを教える。(3)母音の音素は番号で：母音を **Basic Sounds**, 0番 [a], 1番 [æ], 3番 [i], 4番 [e], 5番 [æ], **Alphabet Sounds**, 86番 [ou], 66番 [ur], 02番 [ai], 22番 [i:], 42番 [ei], **Special Sounds**, 7番 [u], 99番 [ɔ:], 92番 [ɔi], **Я** [ɔr]の二つに分けて導入する。その他「すべり音、音節分け、Reduction」等が紹介された。今後、このSSH学習法の成果が期待されている。

OMIYA

WRITING IN ENGLISH: FROM BASIC SKILLS TO CREATIVE EXPRESSION

By Robert Henderson

While speaking skills are often highlighted, writing is a skill that can be very useful in an EFL program, according to Dr. Robert Henderson, speaking at the November meeting. Putting language on paper reinforces certain forms, which can help the student learn the language and retain it longer. It can also reinforce and enhance oral language.

Henderson emphasized the need to ensure that students are familiar with the basic mechanics of English writing as early as possible. This might include the fundamental ability to form letters properly, knowledge of the conventions of punctuation, or familiarity with what a paragraph looks like. A lively discussion ensued concerning the fact that Japanese often write the alphabet letters in a different stroke order from that of native speakers in the audience and that approved textbooks reinforce this. In addition, the fact that Japanese secondary school learners of English are often not taught to write more than unconnected sentences, and sometimes no more than translating into English, was pointed out.

The problems with giving students no real guidelines when they write, of letting them simply write what they want to say very early on, points to the advantage of early controlled prac-

tice, according to Henderson. Working up from guided or controlled work allows students to begin to put more of their own thoughts and ideas into the writing. It also allows them to concentrate on one point at a time.

Henderson's presentation reminded us again of the major place of writing in the EFL curriculum, and it challenged us to teach writing systematically, from the basics to free expression, as *writing* and not as *translation*.

Reported by David Burger

SAPPORO

INTERCULTURAL SENSITIVITY AND THE COMPOSITION PROCESS

By Norman Yoshida

Mr. Yoshida began his well-organized presentation at the November meeting by passing out blank paper and a provocative comic, and asking us to begin writing. After a few minutes, we became aware of the writing process itself, which involves (1) getting started: choosing the narrative viewpoint, brainstorming, etc.; (2) writing; (3) revising; (4) props: coffee, preferred writing instrument etc.; (5) environment: when and where. Yoshida emphasized that writing teachers need to understand their own processes so they can help students understand theirs.

Next, we filled in a "memory-matrix" for various memory-jogging categories such as "people" and "travel," for our whole lives which we'd divided into ten time periods. The topics that these memories generate can be used for students at any level; the point is that, happy or painful, they give the composition a "voice."

Yoshida feels that the importance of such narrative-descriptive writing has been underestimated. Students must do large amounts of what Flowers and Zamel call "writer-based" prose (narrative style only; ego-centered; reader isn't addressed) before they attempt reader-based" prose (appropriate form and person; reader is acknowledged).

Although the L2 writing teacher is often aware of the students' growth as language learners (beg. to adv.), we need to be aware of their development as writers (writer-based to reader-based). But we also must help the students develop as people, helping them to move from the ethnocentric stages of denial, defense and minimization, to the

(cont'd on page 41)

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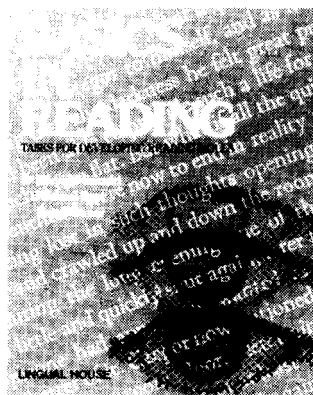
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BASICS IN READING

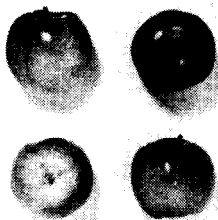
Tasks for developing reading skills

by Hiroshi Suzuki, Michael Rost, Nancy Baxer



Personal Views

INTERACTION THROUGH READING AND LISTENING



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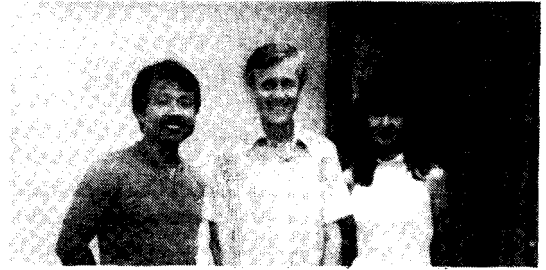
(Nozawa, Kazunori)

1979年にUCLAで開催されて以来、毎年場所をかえて2,000人以上の参加者を記録してきたTESOL Summer Instituteに今年初めて参加する機会を得た。今回の夏期プログラムはハワイ大学のESL学部にも全面的にバックアップされ、7月7日から8月15日までの6週間開催された。アメリカからは勿論のこと、環太平洋諸国から学生や客員研究員などの立場で500人以上が集まった。筆者はVisiting Scholarという形で参加し、大学院の授業を中心に全6週間聴講した。

今回は、そのテーマ(A Rainbow of Perspectives in TESOL)が示す通り、英語教育界で見つかる多様性を解決する手掛りを得る絶好の機会であった。「核」となるコース(4技能教育)、二言語教育、評価法、音声学、教師のための文法などに関する授業があった他、「新しい」教授法、コミュニカティブ・ランゲージ・ティーチング、目的別教育法(ESP)などのセミナー、言語の普遍性、言語の転移、心理言語学、第2言語の習得、社会言語学などのより専門的な研究セミナー、そしてちょっと変わったハワイでのピジン・クレオール英語や聴覚障害者への言語教育と非常にバラエティに富んだプログラムであった。その他にも公開講演会、特別ワークショップ、金曜日セッションなどもあり、通常の授業以外での意見交換の場も設けられ、全てにおいてプロフェッショナルリズムがうかがえた。

前半の3週間は日本で教え、JALTの会員でもある外国人教師の参加者が多く、その熱心な勉強振りが印象に残った。後半の3週間には、JACET(大学英語教育学会)の夏期セミナー参加者50名余が加わり、さらに日本の英語教育関係者の積極的な活動が目立った。JACETは東西センターのLarry Smith氏などによる特別公開講座を主催し大変盛況であった。

今夏期セミナーの講師陣は、相互研究交流の多いUCLAとハワイ大学の教授が中心であったが、サンフランシスコ州立大学、ミシガン大学などの著名な教授やカナダや英国からの学者も加わった大変豪華な顔ぶれであった。同時間帯に行われた関係で参加できた授業が



Hale Laulima (ハワイ大学) にて
左から筆者、Thomas Scovel 博士

限定されてしまったが、いずれも授業も全力を尽くして行われ、理論と実践の調和が取れた中身の濃いものであったと言える。他の情報提供者からの意見を参考にして講師陣について報告するならば、特に充実したListeningとSpeakingの講座を担当し、ダイナミックな授業運営で魅了したMonterey Institute of International StudiesのKathleen M. Bailey博士、心理言語学と音声学を担当し、優しい声で論理的に分かり易く名講義をして参加者をうならせたサンフランシスコ州立大学のThomas Scovel博士、第二言語習得やピジン・クレオール英語を担当し、明解で説得ある理論を展開したハワイ大学のCharlene J. Sato博士などに人気があった。

ただ残念であったのは1982年のTESOLハワイ大会で素晴らしい発表をし、実践的な「教材論」を展開するハワイ大学のTed Plaister教授や「国際英語」や「ドラマ教授法」の権威をもつ東西センターのスタッフがもっと入っていたら、さらに充実したプログラムが期待できただろうと思うのは筆者の欲目であろうか。

語学教師である以上、個人負担でも、数年に一度はこういったプログラムに参加して研修し、リフレッシュする必要があることは言うまでもない。1987年のTESOL Summer InstituteはIATEFLとの共催でスペインのバルセロナで開催される。詳しい情報は、以下の所へ連絡すれば得ることができる。

A. D. Reeves
Assistant Director
1987 TESOL Summer Institute
ESADE Idiomas. Pedralbes 60-62,
08034 Barcelona
SPAIN

(cont'd from page 38)

ethnorelative states of acceptance, adaptation, and integration. Yoshida reminded us that the writing teacher is often in the privileged position of being able to help students develop as language learners, as writers, and as human beings.

Reported by Suzanne Yonesaka
Sapporo Women's Junior College



Bulletin board

Please send all announcements for this column to Jack Yohay, 1-111 Momoyama Yogoro-cho, Fushimi-ku, Kyoto 612. The announcements should follow the style and format of the LT and be received by the first of the month preceding publication.

LIBRARY LIST

The Language Teacher is compiling a comprehensive annotated list of libraries in Japan having English language materials (teaching and other). Let us know about your own favorite "resource centers." In addition to name, address, phone number and hours, briefly describe the facilities - books, periodicals, audio-visual equipment, computers, bulletin board, etc. Also give us some personal comments: Are materials up to date? Is it a private institution? (If so, please get permission to publicize in *The Language Teacher*.) Are there membership fees? Send your list to **Don J. Modesto**, 4-7-13 Higashi-Nakano, Nakano-ku, Tokyo 164. We must receive all submissions by April 20, 1987.

DISCOURSE ANALYSIS Call for Papers

There will be a special issue of *The Language Teacher* on Discourse Analysis for June, 1987. The guest editor is soliciting articles and book reviews and would like to hear from potential contributors by the end of January. Please write and/or send manuscripts to: Virginia LoCastro, Foreign Language Center, The University of Tsukuba, Sakura-mura, Niihari-gun, Ibaraki-ken 305.

CALL FOR PAPERS International Language Testing Conference University of Tsukuba, March 30-31

Sponsored by JALT with the support of The British Council, JACET (Japan Association of College English Teachers), KATE (Kanto Koshin-Etsu Eigo Kyoiku Gakkai), and LLA (The Language Laboratory Association, Kanto), this conference will feature presenters from overseas as well as from Japan. Grant Henning of U.C.L.A. will be a featured speaker. Papers are also being solicited from the general membership of JALT and these organizations as well as other interested people on topics related to language testing. Send a brief abstract (50-100 words in English or 200 characters in Japanese) plus a short biographical state-

ment to arrive by Jan. 14. Applicants will be notified of the status of their proposals by Jan. 30. The complete schedule of events will be published in the March issue of *The Language Teacher* as well as in other publications.

Send proposals to: International Language Testing Conference, c/o H. Asano, Foreign Language Centre, The University of Tsukuba, Sakura-mura, Niihari-gun, Ibaraki-ken 305. For further information, contact: H. Asano (0298-53-2420) or V. LoCastro (0298-53-2429) at the above address.

EFL IN JR./SR. HIGH SCHOOL CALL FOR PAPERS

JALT Nagoya chapter calls for papers for a one-day mini-conference in late May on teaching English in Junior and Senior High School. Possible topics: Motivation, ESS Club activities, TPR, LL activities, team teaching, etc. Please send proposals to Scott Petersen, Nanzan University, 18 Yamazato-cho, Showa-ku, Nagoya 466, by March 1. Essential: Include brief abstract, title, equipment needed, format (lecture, workshop, demonstration), length (50 or 80 min.), name, address, tel. no., and bio-data. **Proposals and papers may be in English or Japanese.**

CALL FOR PAPERS LITERACY AND LANGUAGES: Literacy and Technological Development Bangkok, August 20-22

Literacy and Languages in Asia and the Thailand Reading Association will conduct their second annual conference, for which papers are solicited in: the relationship between literacy and technology; ways to promote literacy as a means of pursuing technological advancement; and methods and techniques of teaching reading skills as a means of coping with technological advancement. Send a typewritten, one-page abstract to reach the secretary, Asst. Prof. Dr. Tuanchai Tan-ngarmtrong, English Language Program, NIDA, Klong-Jan, Bangapi, Bangkok 10240, Thailand, by Feb. 28. Notices of acceptance will be dated no later than March 31. Pre-registration at reduced rates until June 1.

S.I.T. WINTER SEMINARS

The School for International Training will offer three highly participatory, experiential residential seminars for experienced language teachers this winter at Odawara's Asia Center.

Jan. 31-Feb. 1: **Jack Millett - The Challenge of Multilevel Classes**; Feb. 14-15: **Claire Stanley**

- **Teaching English Pronunciation;** and Feb. 18-22: Mr. Millett and Ms. Stanley - **Key Issues in Teacher Training and Supervision.**

Optional graduate credit. For information: 03-7194991, Shari Berman, or 06-315-0848, Fusako Allard.



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NON-**TESOL** MEMBERS MAY OBTAIN DETAILED INFORMATION BY WRITING TO
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**SUBSCRIBE TO THE
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JALT members who are not members of TESOL may now subscribe to the *TESOL Newsletter* at a yearly (6 issues) rate of ¥2,000 surface mail, ¥3,200 air mail. This informative, and useful publication includes hints and techniques for teaching, and short articles and reports on new trends and teaching situations all around the world. It's a quick and easy way to keep up on the latest activities of the TESOL organization, too. Send in your subscription using the *furikae* form found in this issue.

Meetings

Please send all announcements for this column to Jack Yohay, 1-111 Momoyama Yogoro-cho, Fushimi-ku, Kyoto 612. The announcements should follow the style and format of the LT and be received by the first of the month preceding publication

FUKUOKA

7th Annual Kyushu English Language Book Fair

Date: Sunday, January 18th
Time: 10 a.m. -5 p.m.
Place: Fukuoka Bldg., next to Tenjin Core, Tenjin (see map)
Fee: Free to all
Info: Maddy Uranek, 0940-32-33 11 (W) or 0940-33-69 23 (H)
Richard Dusek, 0948-22-5655 (W)

Publishers from all over Japan will convene with samples of the latest in textbooks, videos, listening tapes, flashcards, and help for teachers!

We've packed the day full of presentations to stuff your teacher's pouch with fresh new classroom ideas to start the new year.

HAMAMATSU

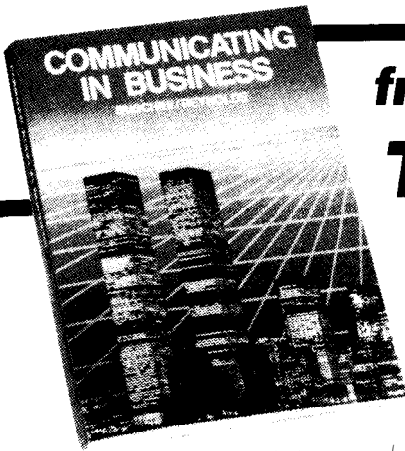
Topic: "English Teaching Methods That Have Worked for Me"
Date: Sunday, January 18th
Time: 1 p.m.
Place: Seibu Kominkan, 1-21-1 Hirosawa; tel. 0534-52-0730
Fee: Members, free, non-members, ¥500
Info: Todd Lynam, 0534-74-0328

There will be no featured speaker. We would like chapter members to present teaching ideas and methods that have worked well for them. We all have our special and unique ways to teach English, so please come and share your ideas with your fellow chapter members. If you have something you would like to present, please contact Alan Cook at 0534-52-4796. If not, come and pick up some new ideas!

IBARAKI

Topic: Applications of Discourse Analysis for ELT
Speaker: Virginia LoCastro
Date: Sunday, January 25th
Time: 2-4 p.m.
Place: Ibaraki Kyoiku Kaikan (near Mito stn.)
Fee: Members, ¥500; non-members, ¥1,000

(cont'd on page 45)



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

Info: Jim Batten, 0294-53-7665

Ten to 15 years ago, "discourse analysis" could barely be called a field of study. Today, the literature in the field is extensive, causing the average professional teacher to be interested, yet skeptical, about the value of the subject for the everyday classroom situation. The speaker will attempt to analyze the subject, addressing the question of what discourse analysis is as well as the problem of applications for the English teacher in the classroom.

Ms. LoCastro, now teaching at the University of Tsukuba, is coordinator of the new Teachers College-Simul Academy M.A. program for Tokyo and Chair of the Publications Board of JALT.

KOBE

Topic: Visually Speaking: OHP and Video
 Speaker: Jan Visscher
 Date: Sunday, Jan. 11th
 Time: 1:30-4:30 p.m.
 Place: St. Michael's International School
 Fee: Members, free; non-members, ¥1,000
 Info: Jan Visscher, 078-453-6065 (after 8 p.m.)

This presentation will examine and demonstrate two instruments for providing visual input, specifically their use as stimuli for production by language learners. The first instrument, the OHP (overhead projector), has been largely neglected as a classroom tool since its novelty value wore off. Effective use of the hardware as well as techniques for both teacher and student control will be demonstrated. The second instrument is the video. It will be argued and demonstrated that using the video for language study based on visual input (mixed-up media) tends to be counterproductive. Instead, working on the visual content through the target language can lead to active involvement by the learners and enrichment of their production. Several techniques to this end will be demonstrated.

Jan Visscher teaches at Kwansai Gakuin Daigaku and for Pegasus Language Services. He is also involved in the teacher programme of Language Resources. He holds the R.S.A. Certificate (TEFL) and has taken several courses in the M.A.T. program at the School for International Training.

February Meeting

Topic: Fun Ways to Use the **Addison-Wesley Picture Dictionary**
 Speaker: Ritsuko Nakata
 Date: Sunday, February 8th
 Time/Place/Info: as above

KYOTO

Topic: Planning Workshops Questions to Ask Yourself
 Speaker: Bill Robbins
 Date: Sunday, January 25th
 Time: 2:25 p.m.
 Place: Kyoto YMCA, Sanjo Yanaginobamba (on Sanjo dori between Karasuma and Kawaramachi); tel. 075-231-4388
 Fee: Members, free; non-members, ¥500
 Info: Haruo Minagawa, 075-464-1665

In this workshop Mr. Robbins will present a set of questions that he uses to guide his thinking and planning of workshops for teachers. Participants will have the chance to practice using them to evaluate workshops they have given or attended.

Bill Robbins has a master's degree in ESL from the School for International Training. He is currently teaching at Kinran College in Osaka.

MATSUYAMA

Topic: Getting Started: Using Grammar Games and Stories
 Speaker: Steve Brown
 Date: Sunday, January 18th
 Time: 2-4:30 p.m.
 Place: Nichibei Bunka Center
 Fee: Members, free; non-members, ¥1,000
 Info: Kyoko Izumi, 0899-77-3718

The grammar drill and the reading followed by comprehension questions: what could be less "communicative"? This presentation will show how both much-maligned techniques can be made communicative, interesting, and fun to do. Special attention will be given to the issue of how to begin using these activities step by step.

Steve Brown (M.A., San Diego State Univ.) teaches at the University of Pittsburgh English Language Institute's Japan Program in Tokyo. He has taught ESL/EFL in California and, for almost six years, in Japan.

NAGASAKI

Topic: Come Meet Our **Families**: A Games Workshop
 Speaker: Shari J. Berman, CBS Publishing Consultant
 Date: Saturday, January 17th
 Time: 3-5 p.m.
 Place: Faculty of Education, Nagasaki Univ.
 Fee: Members, free; non-members, ¥1,000
 Info: Yoko Morimoto, 0958-22-4107 (work)
 Sarah Lindsay, 0958-44-1682 (work)

Games provide a welcome change of pace in
(cont'd on next page)

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almost any teaching situation. Beginning with the card game set *Families*, a variety of games will be demonstrated that suit both the young and the sophisticated the large group as well as the intimate gathering. Participants will have opportunities to brainstorm and design variations for their own class settings. Materials from several CBS supplementary texts will be presented and all materials will be on hand for further perusal.

NAGOYA

Topic: A Communicative Approach to Children's English
 Speaker: Miyoko Wordell
 Date: Sunday, January 25th
 Time: 1:30-5 p.m.
 Place: Mikokoro Centre, Naka-ku
 Fee: Members, ¥500; non-members, ¥1,000
 Info: Kazutaka Ogino, 05363-2-1600
 Lesley Geekie, 05617-3-5384

Miyoko Wordell has taught children for ten years in the U.S. and Japan. She has a B.A. in Early Childhood Education from Roosevelt University in Chicago, holds full Montessori credentials, and is in Temple University's M.Ed. Programme. She bases her approach to teaching on the theories of Dulay, Burt, and Krashen and in this lecture demonstration will describe some of the materials and activities she uses to promote the acquisition of the four skills. The lecture will be in English but Ms. Wordell is willing to summarise and answer questions in Japanese.

OKAYAMA

Topic: Education in the United Kingdom
 Speaker: Michelle Le Roux
 Date: Saturday, January 17th
 Time: 2:30-4:30 p.m.
 Place: Shujitsu High School Language Lab;
 tel. 0862-25-1326
 Fee: Members, free; non-members, ¥500
 Info: Fukiko Numoto, 0862-53-6648

OMIYA

Topic: Cuisenaire Rod Techniques
 Speaker: Derald Nielson
 Date: Sunday, January 11th
 Time: 1:30-4:30 p.m.
 Place: Omiya YMCA
 Fee: Members, free; non-members, ¥1,000
 Info: Aleda Krause, 0487-76-0392
 Michiko Shinohara, 03-3 17-O 163

This workshop will demonstrate a multitude of ways to use the Cuisenaire rods in the language class. We will practice using the rods both

as rods and as other objects: to focus conversation and study, to tell and develop stories, to do Total Physical Response activities, to build vocabulary, and to illustrate grammatical points. Techniques can be easily adapted for use in both large and small classes.

Derald Nielson has taught English in Japan for the past 12 years. He has the M.A.T. from the School for International Training and is currently a consultant for ICRA (International Communication Research Associates).

At the Feb. 8 meeting, Steve Brown will speak on Grammar Games and Activities.

OSAKA

Topic: Learning English in Junior High School
 Speaker: Michiko Inoue
 Date: Sunday, January 18th
 Time: 1-4:30 p.m.
 Place: Umeda Gakuen
 Fee: Members, free; non-members, ¥1,000
 Info: Linda Viswat, 06-543-2144
 Ed Lastiri, 0722-92-7320

Elections for chapter officers will be held

OSAKA SIG

Colleges and Universities

Topic: Literature & English Language Teaching
 Date/Place: as above
 Time: 11 a.m.--12:30 p.m.
 Info: Isao Uemichi, 06-388-2083

The text to be discussed will be Felicity Yorke's "Interpretative Tasks Applied to Short Stories." The article deals with "Eveline" by James Joyce and "After the Fair" by Dylan Thomas.

Teaching English to Children

Info: Naomi Katsurahara, 07363-2-4573

SAPPORO

Topic: An introduction to Some Innovative Methods
 Speaker: C.A. Edington
 Date: Sunday, January 25th
 Time: 1:30-4 p.m.
 Place: Fujin Bunka Center, Odori, West 18
 Fee: Members, free; non-members, ¥500
 Info: T. Christensen, 011-737-7409
 C.A. Edington, 011-231-1121

For those who have heard of Community Language Learning or Suggestopedia but are not familiar with how they work, Ms. Edington will give a short workshop introducing them. Ms.

Edington has her M.A. in ESL from the University of Hawaii.

The presentation will be followed by an informal New Year's party with cake and coffee.

TAKAMATSU

Topics: 1) Making the Most of English Songs
2) Putting Real Life into TPR

Speaker: Dale Griffee

Date: Sunday, January 11th

Time: 10 a.m. -12 noon

Place: Takamatsu Shimin Bunka Center

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

Info: P. Manning, 0878-54-1782

S. Maruura, 0878-34-6801

Mr. Griffee will demonstrate how teachers can use songs to teach and give students practice in listening, pronunciation, grammar, and discussion. Mr. Griffee was guest editor of the special issue of *The Language Teacher* on songs and music (Sept. '86). He has given many popular presentations on this subject. He will then show us how to go beyond simple Total Physical Response for beginners and give learners practice in real-life English. Mr. Griffee is the author of *Listen and Act*, a book of TPR dramas developed in Japan, and co-author of *Hearsay*.

There will be a fellowship breakfast from 9:00 at Sunday Sun restaurant, opposite the Center.

TOKUSHIMA

Topic: TPR: From Simple Action to Classroom Drama

Speaker: Dale Griffee

Date: Sunday, January 11 th

Time: 335 p.m.

Place: Tokushima Bunri University, No. 14 Bldg., Room 22

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

Info: Noriko Tojo, 0886-53-9459

Yukimi Sato, 0886-42-7145

TOKYO

Topic: Bilingualism and Biculturalism

Speaker: Naomi Horoiwa

Date: Sunday, January 25th

Time: 2 -5 p.m.

Place: Sophia University, Bldg. 9, Room 252

Fee: Members, free; non-members, ¥500

Info: Prof. Oshima, 03-416-8477

Tom Dow, 03-455-7840

Ms. Horoiwa is Chief of Training and Development for the ICC Program Group of Fuji Xerox.

(cont'd on next page)



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NO CHAPTER IN YOUR AREA?

Why not organize one! Contact Keiko Abe, JALT Membership Chair, for complete details. Address: 1-12-11 Teraya, Tsurumi-ku. Yokohama 730.

(cont'd from previous page)

TOKYO Business SIG Seminar

Topic: Meeting the Needs of In-Company Programs
 Date: Monday, January 19th
 Time: 9 a.m.--5 p.m.
 Place: International House, Roppongi; 03-470-3211
 Fee: Members, ¥8,000; non-members, ¥10,000
 Info: Marilyn Books, 03-229-0199

Program

9:00	Registration
9:30	Welcome
9:45	English Required for Japanese Businessmen , Kaoru Kobayashi
10:30	Needs Analysis , David Hough
11:15	The Limits and Uses of Testing , Derald Nielson
12:00	Lunch
12:45	Communicative vs. Linguistic Goals , John Fleischauer
1:30	Setting Realistic Goals , Nobuhito Seto
2:15	Coffee
2:45	Panel Discussion
3:45	Question and Answer Session
4:45	Closing Remarks

TOKYO JHS/HS SIG

Topic: The Advantages and Disadvantages of Teaching Grammar
 Speaker: David Hough
 Date: Sunday, January 18th
 Time: 2-5 p.m.
 Place: Pittsburgh University ELI-JP, Iidabashi; 03-328-0531

Fee: Members, free; non-members, ¥500
 Info: Derald Nielson, 03-481-0836
 Yoshiko Matsubayashi, 03-601-9479

TOKYO Video SIG

Topics: 1) Fluency-based Video Techniques
 2) Swap Meet and Discussion
 Speaker: Alan Davis
 Date: Sunday, February 1st
 Time: 2-5 p.m.
 Place: Tokai Junior College, 2-3-23 Takanawa (near Takanawa police stn. bus stop; Qikibajo bus from Meguro or walk behind temple from Sengakuji stn.)
 Fee: Members, ¥200; non-members, ¥1,000
 Info: Shari J. Berman, 03-719-4991
 J Igarashi, 03-441-1171

Alan Davis, Educational Supervisor at IPEC, Inc., will present ideas for using video in the classroom as a stimulus for fluency-based activities, with specific emphasis on materials appropriate for use in a single two-hour class.

The discussion on future programs will continue followed by an opportunity to exchange materials. Teachers wishing to trade are invited to bring along sample lesson plans and video title lists.

YOKOHAMA

Topic: *Basics in Listening*: Short Tasks in Listening Comprehension
 Speaker: Munetsugu Uruno
 Date: Sunday, January 11th
 Time: 2-5 p.m.
 Place: Kaiko Kinen Kainan (near JNR Kannai stn.)
 Fee: Members, free; non-members, ¥500
 Info: Bill Patterson, 0463-34-2557

Mr. Uruno will talk about three types of listening activities and how to maintain a realistic...
 (cont'd on next page)



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Positions

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

(KAGOSHIMA) Full professor or associate professor, native speaker, age 35-55, to teach English (six 100-min. classes/week) and pursue research interests on a university level beginning April 1. Required: M.A. or Ph.D. in Japanese Language or Literature, Japanese Culture, English Language or Literature, or English Teaching. Salary: according to qualifications and experience, and on the same basis as professors of Japanese nationality at national universities. Transportation from residence will be reimbursed upon arrival. Three-year contract, renewable by mutual agreement. Applicants must send the following documents to arrive by Jan. 16 to: the Dean of the College of Liberal Arts, Kagoshima University, 1-21-30 Koorimoto, Kagoshima-shi 890: (1) a personal history accompanied by a half-length photograph; (2) a bibliography of publications; (3) copies of not more than three principal publications (articles or books) together with abstracts or summaries (approx. 500 words each); (4) certificate of degree; (5) a health certificate issued by a hospital; and (6) the names and addresses of three references. Applicants will be informed of the result of the competition in mid-February.

(KYOTO) A part-time teacher with native or near-native level proficiency in all aspects of English, plus training and experience in teaching, for a high school, some of whose students were raised abroad (kikokushijo). Possible classes: conversation, beginning level (for usual Japanese students); and grammar and composition/reading (both for students returning from abroad). For further information, call Hillel Weintraub, 07746-5-8911 (work) or 07746-2-2498 (9:30-11 p.m.).

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tic balance between listening programs and the use of high school reading texts. He will also touch on the rationale for introducing listening comprehension programs for better language learning activities.

Mr. Uruno has done graduate work at the East-West Center, and is currently program chairman of JALT Ibaraki and vice principal of Ibaraki High School.

(MORIOKA) Native speaker to teach EFL, English conversation, English composition, and English phonetics beginning April 1. Required: M.A. in TEFL/TESL or closely related field. Position (two-year contract) and salary based on qualifications and experience. Please apply in English, with full curriculum vitae, to Prof. Toshinari Osawa, English Department, Faculty of Education, Iwate University, 3-18-33 Ueda, Morioka, Iwate 020.

(NAGOYA) Well-rounded, sensitive, enthusiastic native speaker of English, with two years' experience and preferably an M.A. (any field). Significant experience with children is a must. The job offers an opportunity to work with many kinds of students - from children to adults. Good working conditions, but with some travel to outside classes; medical plan; 6 weeks paid vacation; competitive pay scale. Beginning in March or April. Call Craig Pencil at 052-802-4156.

(TOKYO) Native-speaking part-time teacher of English to teach three periods a week in the academic year 1987-88. Candidates should have formal qualifications in the teaching of English as a foreign language and teaching experience at junior college or university level. The teaching will be to first-year students within the framework of our Communication Skills Programme. Apply by Jan. 31 to the Chairman, English Department, Tokyo Woman's Christian University Junior College, Mure 4-3-1, Mitaka-shi, Tokyo 181. Further information can be obtained from him, or from Louis Levi at 0422-45-4145 (college) or 03-315-8397 (home).

(TOKYO) American or Canadian Christian native English teacher, age to 35, for children and adults. Faithful, active personality with ability to speak Japanese. Full or part time. New schools in Shinjuku, Nakano. Please send resume with photo by Jan. 17 to Mr. Yorimasa Yoshida, Yoshida's English School, 3-26-7 Nishi-Ochiai, Shinjuku-ku, Tokyo 161. For interview call 03-951-0528 (9:30-10 p.m.) or 03-385-1380 (3-8 p.m.).

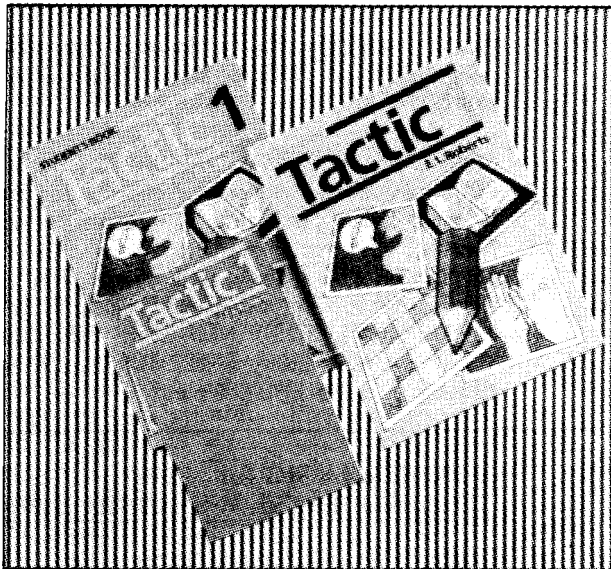
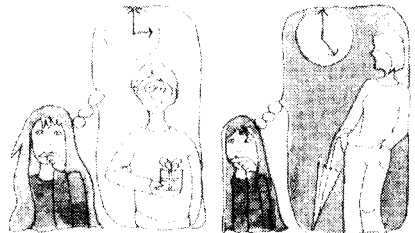
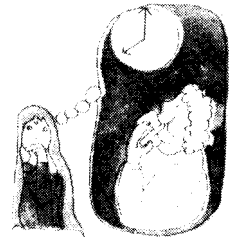
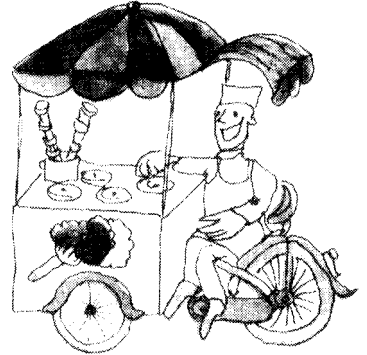
YOKOHAMA SIG for Teachers of English at Secondary School

Topic: Teaching English in Japan
Speaker: Munetsugu Uruno
Date: Sunday, January 11th
Time: 1-2 p.m.
Place: as above
Info: Kimiko Ozawa, 045-811-2959

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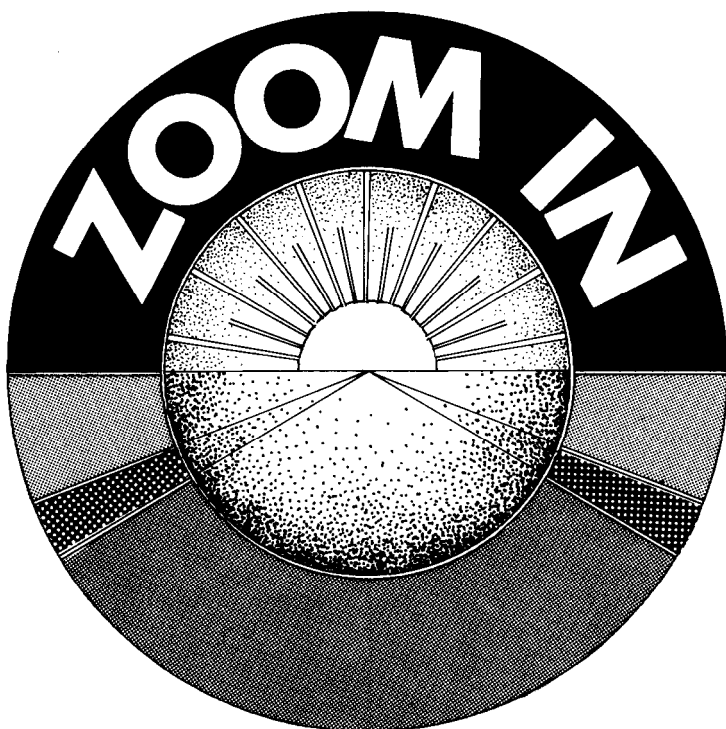
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