ISSN 0289-7938

THE Language Teacher

全国語学教育学会

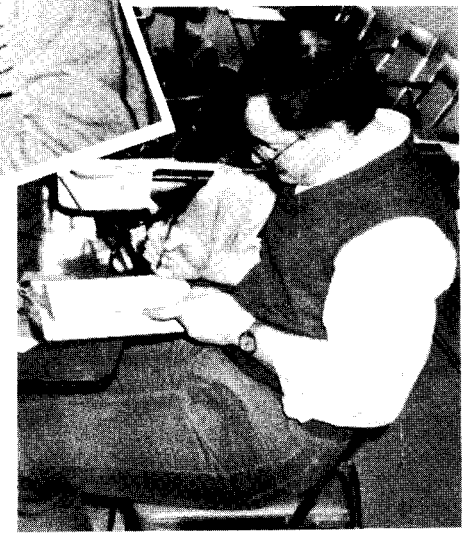
VOL. XI, NO. 7 JULY 1987

THE JAPAN ASSOCIATION OF LANGUAGE TEACHERS

JALT

¥350

昭和五十四年四月二十一日第三種郵便物認可
第十一巻 第七号 昭和六二年七月一日発行（毎月一日発行）

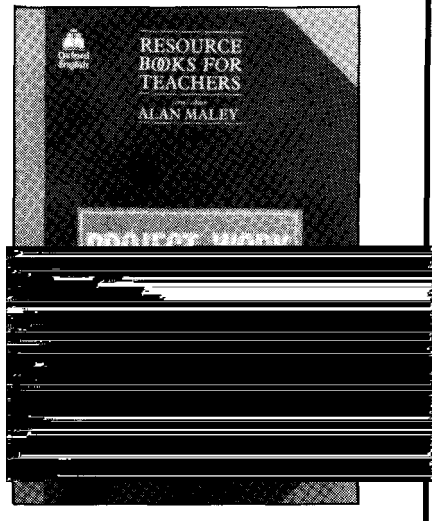


Are you looking for practical advice on how to improve your teaching

Oxford English

You *need Oxford's new series:-*

RESOURCE BOOKS FOR TEACHERS



The five titles in the **series** are:-

Conversation	**\ 1,500**
Drama	**\ 1,430**
Project Work	**\ 1,200**
Role Play	**\ 1,560**
Vocabulary	**\ 1,400**

This series aims to give you practical ideas that you can take into the classroom and use in your lessons. Each book has an introduction presenting important current issues in a key area and is followed by examples and discussion of actual classroom materials and techniques. The series provides you with banks of ideas upon which to draw in your everyday work – and at a price you can easily afford.

For further information please contact:-
Roy Gilbert or Shelagh Speers
OXFORD UNIVERSITY PRESS
3-3-3 Otsuka, Bunkyo-ku, Tokyo 112 ☎ (03) 942-1101

this month....

Interview: Christina Bratt Paulston 4
Interview: James D. Brown 6
A Comparison of Japanese and English Alphabets – Petey Young and Robert West 10
Opinion: Japanese Racism and the Foreign Teacher – Alex Shishin 14
Report on the First International Language Testing Conference 16
JALT News – National and Local Elections * Call for Research Grant Applications 18
JALT'87 19
My Share: Summer Letter Revisited – Julian Bamford 24
JALT UnderCover 26
Chapter Presentation Reports 32
Bulletin Board 35
Meetings.. 43
Positions 49

COVER: Courtesy of JALT-Hiroshima

THE Language Teacher

VOL. XI NO. 7 JULY 1987

The Language Teachers is the monthly publication of The Japan Association of Language Teachers ***(Zenkoku Gogaku Kyoiku Gakkai),*** a nonprofit 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.

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 position 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.

All announcements or contributions to The Language Teacher must be received by no later than the first of the month preceding desired publication. All copy must be typed, double-spaced on A4-size paper, edited in pencil, and sent to the appropriate editor.

Editor: Deborah Foreman-Takano, Hiroshima Jogakuin Daigaku, 4-13-1 Ushita Higashi, Higashi-ku, Hiroshima 732; (082) 2216661
Co-Editor: Marie Tsuruda, Hiroshima YMCA, 7-11 Hatchobori, Naka-ku, Hiroshima 730; work: (082) 228-2269; home: (082) 289-3616
Book Reviews: Jim Swan, Aoyama 8-122, Nara 630
My Share: Louis Levi, Horinouchi L-27-5, Suginami-ku, Tokyo 166
Announcements/Positions: Jack Yohay, l-111. Momoyama Yogoro-cho, Fushimi-ku, Kyoto 612; [075) 622~1370
Japanese Language: Masayo Yamamoto
日本語の原稿の送り先：
630 奈良市青山8－122 山本雅代
Advertising/Commercial Member inquiries: JALT Central Office
Proofreading: Jack Yohay and Tamara Swenson
Typesetting/Layout: S.U. Press. Kobe/C. Arzaga

Publications Chairperson: Virginia LoCastro, The University of Tsukuba, Fore' dence 304, Amakubo 2-J-1, Sakura-mura, Niihari-Sun, Ibaraki 305; (0298) 52-1848

JALT Journal Editor: Andrew Wright, #505 C.I. Mansion, Yamate-dori 1-28, Showa-ku, Nagoya 466; (052) 833-7534

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

Interview: CHRISTINA BRATT PAULSTON

Christina Bratt Paulston is the Chair of the Department of Linguistics at the University of Pittsburgh where she also directs the English Language Institute. She is, with Mary Newton Bruder, the author of **Teaching English as a second language: Techniques and procedures** *(Winthrop). On her way to a language teaching conference in Hong Kong, she recently stopped by the University of Pittsburgh ELI-Japan Program, Tokyo, where she was interviewed by Marc Helgesen*

LT: You've ***been very active in teacher training so I'd like to focus today on what really goes on in classrooms. We hear a lot these days about moving away from the communicative approach.***

CP: I don't see that yet. I know that I have written a paper taking back things that I said ten years ago, but the conference I'm going to in Hong Kong certainly has communicative language teaching all through it.

You don't see (the communicative) pendulum swinging back, as it were?

If I observe my own behavior, yes, I see it. I am beginning to think that we've gone too far. I think we lose track of the fact that Wilkins' notional/functional syllabus was designed for students who had spent eight years studying formal grammar and still couldn't talk. But even Wilkins, when I wrote him about this, answered "Of course they must learn the formal aspects of the language as well." And I think that this point is lost track of.

So what direction or directions do you see US going as a discipline?

You mean what's going to come after communicative language teaching? I really don't know. I don't think we're going to be able to forget communicative language teaching, but it will probably not be the focus, the backbone if you will, of the curriculum. I think we'll go back to more formal learning. But would anyone have been able to forecast Suggestopedia or the Silent Way? I mean they're such unusual things that one would never have guessed would appear. I think we're going to get more emphasis on computational language learning, software that you can put into computers. That will proably take the place of the language lab of the '40s and '50s. mostly because it's something that you can do.

When one thinks about the communicative approach, it seems necessary to consider 'learning" and "acquisition" to use Krashen's distinction, or "accuracy" and "fluency," to use Brumfit's.

Accuracy and fluency... I think what is important is accurate input, and the importance of input in teaching and learning. You're always going to have mistakes in any classroom. I think then you want to consider what kind of mistakes you should correct, and where you will ignore errors. And I don't think I've changed my mind very much on that: you correct in order to get accurate, formal "learning" in Krashen's terms. You don't want students to learn a pattern incorrectly. I still think that formal learning has a place in language teaching, although that's also old-fashioned; there is empirical evidence for it. Teachers should correct what they are working on, the teaching point. Well, if they are making mistakes on, for example, frequency adverbs as they are learning them, then you jolly well correct the mistakes. If you get slips of the tongue, or something incorrect later on when you are working on another pattern, you ignore it 'because then you've stopped the fluency. So I think error correction is part of the art of teaching really: you should have a sense of when it is appropriate to correct and when it isn't.

What kind of techniques would you recommend for correction?

To the degree that you can encourage self-correction, you want to do that. I still haven't changed my mind (about the techniques in **Techniques and procedures).** Teachers will do different things. Some are flamboyant and will pull

the students' hair or whatever to get their attention. The basic principle is to mark that there was a mistake, get the students to reprocess and, if they can't go on with it and correct it themselves, help them. Very often they know the rule if it has been taught; they just need to pay enough attention to it: very often, of course, contrastive patterns lead students into making mistakes.

You mention students doing their own corrections. This is, I think, an example of the fact that language kaming is lot of work for the student as well as for the teacher. Any thoughts about motivation, on how to keep the students going?

There are two kinds of motivation: motivation internal to the classrom, and external motivation, which deals with social aspects. Probably the social aspects of motivation, such as upward social mobility, are the prevailing force throughout the world in learning English. If you are going to make it at any international level, it's got to be in English. Look at China: they are madly scrambling for English education and training.

The teacher can make enormous difference in teaching with internal motivation. The National Institute of Education did a five million dollar study a couple of years ago on successful classes. Probably one of the things that was very clear from this study, which happened to be on bilingual education, was that good classroom management was the outstanding characteristic of these teachers. And what good classroom management meant was getting the students to work on task. Normally, in a primary school the kids would be on task maybe 40% to 50% of the time. In these classrooms – they were ethnographically observed – they were on task between 80% and 90% of the time. To get little kids to work hard all day long, all year long, motivational factors become very important. Incidentally, in that same study, methods made no difference whatsoever. But that's with good teachers. With bad teachers, texts are enormously important because they don't know how to manage without them.

Peter Strevens had an interesting article in the TESOL Newsletter. ***He suggested that the American model is that "theory informs research informs practice." He suggested that the British model was more like "practice informs research informs theory."***

Anybody will tell you that the theoretical rationale of behaviorist psychology influenced the audio-lingual method. That, by all accounts, is not what happened at all. You had, during the war, certain languages suddenly become strategically important. They turned to linguists to teach Burmese to paratroopers about to land in the jungle, and that sort of thing. Did they have time to worry about theories to tell them the best way? No, they were practical men and linguists; they sat down and they did field work on Burmese. The kind of frames you end up with in eliciting the formal grammar patterns look exactly like pattern drills. That's where pattern drills come from. They realized they were learning the language as they were working with it. Then after the war when people had peace and quiet, Bloomfield had an office right next to Watson, who, incidentally, was Skinner's forerunner, so there was already then at least some talking among linguists and behavioral psyhologists. Later on, when they had time to look for rationales for what they were doing, it was very handy to use behavioral theory. It fit it like a glove. But certainly linguists hadn't originally said, "Let's figure out what behavioral theory says, and then we'll design a program to fit that."

Strevens says that the American model is "theory to practice." You disagree with that?

I think you'll find many Americans do claim that. I certainly work in the American scene, and I don't agree with it; that doesn't make me British. I think actually what happens is that teachers find certain phenomena and certain behaviors in the classroom, and then they try to figure out why, so that they are able to explain and predict. That is the business of theory. But then certainly anyone will go back to classroom practice again, to modify the theory. It's a constant back-and-forth comparison. It wasn't clear to me from that article what Strevens meant by "research." I don't know that the British do much research about language teaching at all. It's mostly evaluative studies of what works and doesn't work, as it were, which again is a way of justifying techniques. If they don't work. you go back and change your theory. It's this back-and-forth which is one way of improving a theory. It's a thorny issue.

Do you have any thoughts on teacher training, as it affects either the non-native-speaking teacher or the native-speaking teacher?

If we're talking about non-native teachers, I think the best way to teach them the kind of classroom behavior you want them to emulate is to teach them to improve their own language skills by demonstrating those methods to them. I'm sure you've heard the old cliche that teachers tend to teach the way they were taught. To the degree that you can use that in a teacher training program, I

(cont'd on next page)

(cont'd from previous page)
think you certainly want to. For native-speaking teachers – I suppose I'm biased, but our own program works in a sense like a teaching hospital. We have the methods courses and the English structure courses. I do think teachers should know something about the structure of English and be able to explain it, but they also teach in the (English Language) Institute. And they are observed and supervised in their teaching. Over the course of two years, they are in regular contact with students in observation, teaching and supervised teaching situations. They also get endless committee meetings on curriculum, about students, about this and that. They get an awful lot of training in such a program, which is outside of the regular university classroom. Once they are solid language teachers, it's fun for them to look at theories of language acquisition. I would not want to argue that it makes them better teachers. I think American universities tend to teach a lot of dubious theories about language teaching.

But perhaps don't give enough "hands-on" experience?

That's right. And I don't think there is anything that substitutes for actual teaching experience. I was talking to somebody who does teacher training at the University of the Orange Free State in South Africa, and was asking him what his training had been, his qualifications and so on. He mentioned he had been a classroom teacher for six years. I think for people who do teacher training to never have taught in a classroom themselves is not good. Classroom teaching is a very important aspect of experience; common sense gets lost without it.

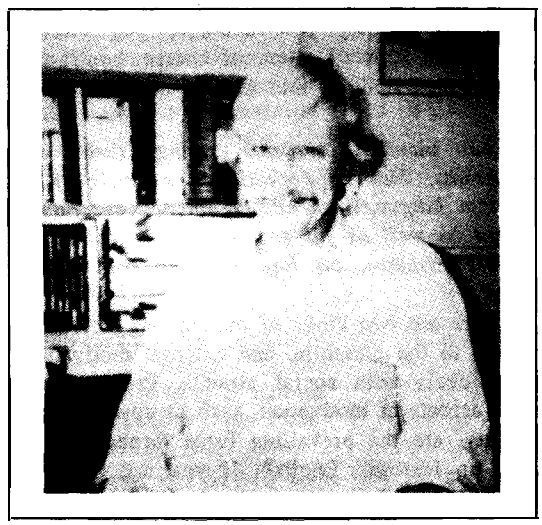
I think that teaching ultimately is an art. And that aspect you really can't teach somebody. If they don't have it, you can polish and you can get more sensible behavior, but you're not going to get a silk purse. That is too bad for the teacher who desperately wants to teach and just doesn't have it. I think if they don't, you're better getting them out of the classroom. You have a responsibility to the students that would be subjected to it.

Special Issues of *The Language Teacher* for 1987

September:
Bilingualism and Language Education – Jim Swan
October/November (open)
December:
False Beginners – Torkil Christensen

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

Interview: JAMES D. BROWN



James D. Brown is an assistant professor at the University of Hawaii, and the director of the English Language Institute there. His teaching and research interests include language testing, curriculum development, and ESP. He has taught in France, the People's Republic of China, Saudi Arabia, and at Florida State University. Here, Torkil Christensen interviews him on the subject of testing.

TC: In Japan, everybody is tested in some profusion. No one really questions it, but the big question is whether there should be a "listening" component in the testing. There B writing and, of course, reading comprehension, but there is no listening component as a rule. Some are saying that having a listening component will improve the tests and make them more valid or "human."

JD: Well indeed, I think we should be testing all of the skills – both independently, and as they interact with each other. For instance, we've got listening, reading, writing and speaking as well. This last skill is one that is very often not tested. If a program is designed to teach general proficiency in English, it should include all four components. There are, of course, situations where a program may be designed to teach just reading or writing; that's fine, perhaps in an EFL or ESP situation. But there is also the issue of how these skills work together.

Typically, we have done testing in a discrete-point manner, which is to say that we think we are

testing the little tiny bits and pieces of the language (maybe within listening, or within reading), and the sum of the parts add up to "language." But, I think the sum of the parts should be greater than what we get by simply adding up those particular items. So, I'm much in favor of looking at, for instance, speaking and listening in a context where students are interacting with each other – using listening and speaking simultaneously. In order to have to accept a certain amount of subjectivity and, perhaps, back off a bit from the notion of discrete-point tests. We'll have to accept the idea that language is an integrative activity that we may have to test in an integrative manner; that oral interview procedures, which focus on listening and speaking, may be more closely related to real language use than any multiple-choice listening comprehension test. Then we can worry about how to show that it is reliable and valid.

Perhaps we should begin with our own (dare I use the word) ***intuitions*** and knowledge about language and language learning, and work backwards a little bit. We are going to have to develop tests that we feel are valid, then go ahead and demonstrate that validity. It's going to be complicated because language is complicated. So – yes, testing listening comprehension would, of course, .be a very, very good idea in my view, but there's a lot more to it.

You are talking about tests after some sort of instruction. I am coming from Japan so, of course, I am talking about the opposite: entrance tests where no one is really interested in anything but getting the students spread out in some sort of rank-ordering.

That has a couple of interesting ramifications. I thought I was talking about placement tests (laughs) but what I find really interesting is that people often view placement tests as tests to spread students out, and cut them off into levels of proficiency. In short, decisions are made about students' lives and placement into a program, without ever relating the test to the program. Somehow, the notion of overall English language proficiency has become generalized to the listening, reading, writing and speaking skills, There seems to be a general thing called "listening," and a general thing called "writing," etc. These have become sort of ***absolutes,*** real things, because native speakers have them. This view worries me a lot. I have seen numerous tests that are designed to do exactly the kind of spreading out you mentioned earlier, but among native speakers. Yet, overall English language proficiency is viewed in our field as a construct that nonnatives either have or don't have to varying degrees. When they have it, they have reached the "native speaker norm," whatever that is.

I suspect that when we get down to it, proficiency will have to be defined much more narrowly in terms that are related directly to our programs and our views of language teaching. As such, tests are going to change over time together with our views of language teaching and of what language is. What was a perfectly valid test of listening comprehension in 1950 might well have been a very highly structure-based measure. Today we would tend to look for something more communicative, with a lot more dimensions to it. I suspect that 60 years hence there's going to be even more complexity, as we progress in our understanding of language.

Language testing should be in the forefront of all of that, but really, what we have been dding has been trailing along behind the rest of the field. To reach a leadership position, I think we need placement tests that, yes, spread people out, but spread people out for reasons that are related to the program goals and objectives, which are in turn related to current views of language teaching.

To that end, I'm doing an experiment at the University of Hawaii that will attempt to do both things simultaneously. What I'm trying to do is to give a placement exam at the beginning and end of each of our courses. In order to select items for placement purposes, I want items that spread students out, so I will use norm-referenced item analysis techniques and get a nice bell curve. At the same time, I will compare the performances at the end of the courses with those at the beginning, on each and every item, to see if there has been any change on those items. So I'll also take a criterion-referenced view of the items. If there is no change on an item, I will have to ask myself if this particular item (that hasn't changed) is really related to our program at all – if it is related to anything that we have to offer our students. If it is not, why am I using it to spread these folks out? It doesn't relate to anything we can give the students.

There are other kinds of information that I hope to get by using this strategy. For instance, if it turns out that students already know X, Y and Z, why should I worry about those in a placement test? The norm-referenced item statistics will take care of that. Items that are too easy will automatically be eliminated by analysis of the item discrimination indices. I think this is a useful

(cont'd on next page)

(cont'd from previous page)
strategy, one that can use the full force of both the norm-referenced statistics and the criterion-referenced statistics to look at both sets of issues simultaneously. I want to develop a placement test that fits our program's purpose.

Then could you get into a test where you get the opposite? Where your test sort of examines your program?

Yes, you could indeed. As the director of the ELI [English Language Institute], what I want to do is to get the ball rolling in that direction. Essentially, we have already done a lot of the groundwork by getting the curriculum class in our MA. program busy doing needs analyses, and getting various graduate students doing their own research on the ELI. This has resulted in some good research. We've systematically gathered very strong initial needs analyses on writing, on listening and on reading – the three skills that we cover in the ELI. We are also thinking very hard about doing something with the speaking skill later on.

Based on these preliminary needs analyses, then, we are developing objectives; not necessarily the strict behavioral type, but various types of instructional objectives that attempt to state what it is that we want the students to be able to do when they have finished our program. Then we will develop criterion-referenced pre- and post-tests for each of the individual courses. Again, we'll be looking at the criterion-referenced item statistics to see if the items are consistent and if they match our program objectives.

The next step will be to determine whether the objectives are really useful for the students. For example, if they are performing at 100% on some of the objectives on the first day of class, why are we teaching them? Then, we will be in a position to modify the tests; we will modify the objectives; and we will modify our thinking about the needs of the students as well. So, all of this becomes fairly dynamic. The teachers are working together on materials, a large collection ot materials that they can draw on so that they can essentially be left alone in the classroom to do what they do best, teach. Teaching, to me, means juggling the million-and-one variables involved in those different students' personalities and in the teacher's personality, and thus maximizing the students' chances of learning through the tasks before them. So teachers should be left alone to cope with that very complicated process.

So far, we have gotten as far as the needs analyses and setting the objectives. When we look at the objectives, that will cause us to rethink our views of the students' needs. The criterion-referenced tests will further help us to modify our views; working on the materials, the teaching process itself, and teachers' meetings contribute too. Thus needs, objectives, tests, materials and teaching all become interrelated. It's this "loop," or the examination of how all of the program elements fit together, that we are calling evaluation. In our case, we prefer to think of it as ***formative*** evaluation, in the formal sense. We are not looking at a product here, but rather at an ongoing process. I want to keep it as dynamic as possible, so that there is always room for making changes, whether they be changes in the population, the teachers, in language teaching theory, or whatever.

So you actually get constant feedback from the tests to the program?

Right. I see the tests as central to the whole process. Not just placement tests, but course-level, criterion-referenced tests, as well as norm-referenced tests – ones which I'm trying to relate to our program.

It sounds like a really major effort, with a lot going into evaluation.

Yes. Evaluation in the sense of program evaluation, which to me is essentially needs analysis, continuing with all of the elements of the program in mind. That is a tremendous effort. There are meetings between students and faculty, faculty meetings, questionnaires to students and faculty on campus, and all of the typical sorts of needs analysis procedures. But the first steps were to identify resources and take a leadership role. Those are the two things that you really have to do to accomplish this sort of thing. You need a leader who is going to find a way to pay for it all, who will find a way to slip people into release time to do all of the work involved.

Does this pay off in terms of improvements? You hove. done all this testing, but does it improve the teaching? Does it improve the program?

From my experience in another program in the PRC, it does indeed. I've watched it work. And, I think this happens for a number of reasons, the first of which is that you begin to understand what you ae doing in the program. This in itself is a fairly unique experience. You begin to look at and examine in hard ways what you are doing in the classroom. Instead of your teacher jotting down five ideas on the back of a cigarette pack before walking through the classroom door, you have a

teacher who helps to develop a plan for an entire semester. I don't mean a rigid plan but rather a plan that is consistent; one that has been found to work by other people; one for which people have produced exercises and materials that are available to the teacher. This makes for a systematic approrach to teaching, with clear objectives. But I don't mean objectives that are rigid and stultifying. My view of the whole process is that it should be flexible, necessarily flexible. I see it as a creative force, not as a straitjacket on the teacher. I think it is well worth the effort because you begin to have something cogent going on in the program, something that you can study and modify – sometimes for the first time.

It seems that no one has done it. In Japan, tests are certainly not considered feedback for teaching.

A test can do so many things and that is what I find so exciting about being in testing. If it was just placement tests all the time, I'd just give up. Developing a norm-refrenced test is relatively easy, although generally it doesn't seem to be done well, but it's a task that would eventually bore me silly. Now, to integrate a test with the teaching of classes and to use it as tool that could actually help in the learning of English – ***that's*** a worthwhile endeavor.

Maintaining the status quo is one approach to doing things in a program, but people don't feel as though they are growing. My experience with teachers working on curricula like this is that they get excited because they feel as if they are doing something important, that they are learning something. I mean, for example, they can learn about these criterion-referenced tests. And they've got input into them: I'm not writing the tests; we're writing them, together. I'll be darned if I'm going to do all of the work! We're working together, so there is a sense of involvement which I think is very important.

There is another issue that I find important: that is, that the ELI is part of the ESL department at the University of Hawaii. This is a well-known department, yet we have an ELI that has largely been maintaining a sort of status quo separate from the department as a whole. One of the joys of being at Hawaii is that we have professors with such rich and varied knowledge of the field. Because we have them, we should not be maintaining the status quo, but taking a lead in how things can be developed by utilizing the tremendous talents in our department to improve the ELI. Cooperation between the department and the ELI is absolutely essential for us.

How do you see this testing being done, then? Practically for the students, they will get tested regularly, or...

Ah yes, back to the testing. That's up to the teachers, because I don't want to interfere with the classroom itself unless absolutely necessary. I want to stay out of that as much as I possibly can. I've certainly got a responsibility as the director to observe what's going on occasionally, but the testing part of it will only be felt by the students at the beginning and end of the course. That will involve institute level testing at the beginning and end of each semester. Depending on how we work this out amongst ourselves, these tests may have something to do with the students' grades. The tests must be taken seriously. It doesn't help us if the students just laugh at the tests. We'll certainly want them taken seriously. But other than that, the testing shouldn't interefere at all.

So your initial test will also serve as placement for the students?

There will be two kinds of initial tests: one norm-referenced for placement purposes, and one for each course that is criterion-referenced, based on the course objectives. The norm-referenced test is designed to compare the performances of the students to each other, and, a good one will do that well. We have to do that on the basis of the skills that we teach in the ELI. The criterion-referenced tests are designed quite differently, to test what people have learned with reference to specific objectives. That is a very different thing. If, for instance, the students all score 0% on day one and 100% on the last day of class, that's wonderful. It indicates that they needed to learn the objectives (when they scored 0% at the beginning) and that they learned them (when, they scored 100% at the end).

It all comes back to the individual items. An ideal norm-referenced item will have an item facility of 50 and high item discrimination. This way it contributes to the test variance and helps us to compare the performances of students with each other. A sound criterion-referenced item, on the other hand, will act differently at the beginning and end of a course. At the beginning, the item facilities should be very low. So there is not likely to be much variation in the students' scores. Likewise, at the end, we would expect the item facilities to be very high if the students have learned the material in the course. But again, such items are not likely to generate a great deal of variance. It's the ***contrast between*** the item facilities at beginning and end of the course that is of much more interest with this type of test item,

(cont'd on next page)

(cont'd from previous page)
because that contrast indicates learning – language learning.

But norm-referenced tests serve important functions too. For example, TOEFL serves the purpose of spreading folks out for admissions to universities. These are decisions that must be made. Likewise, we must make decisions about the placement of students into various levels of our three skill areas. Our placement battery is designed to do just that, but we are trying to have tests that place the students on the basis of things we're actually teaching in our program. So you see, the two types of tests begin to converge a bit.

Something that will serve the two purposes?
In a sense.

How many students do you have?
It's something in the range of 600 enrollments per year.

How long do they study in the ELI?
The maximum number of courses they can take with us is six. So, in a sequence of three semesters, they could take as many as six courses.

Are the students you get very diverse in their backgrounds?
Less diverse than most places that I've been. The largest group seems to be the Japanese folks, and the rest is largely an Asian audience. There are places I've worked in Florida and California where there was a larger proportion of Middle Easterners and speakers of European languages.

Does that make it easier to make all your tests?
I think so. Certainly, it makes experimental design easier.

A more stable sample?
In a sense, but we have to be ready for changes in the population that we serve. I think, given the energy that has developed really quickly at Hawaii, that it would be a shame to just let it dissipate. I have no intention whatsoever of simply maintaining the status quo not that the status quo is so bad at Hawaii. We have a very effective ELI, but it would be much better if we could get the curriculum working systematically through effective testing and sound overall evaluation processes built into the program.

What gets forgotten so often is that a test is not a product; it's a process, or part of a "people process." Once you view it as a product, it gets frozen, sort of terminal in a sense. You end up with something that can die very quickly because of changing circumstances. If there are changes, the tests have got to shift too.

A COMPARISON OF JAPANESE AND ENGLISH ALPHABETS

By Petey Young, Dept. of Education, Southern Oregon State College, and Robert West, Dept. of Chemistry, University of Wisconsin

al-pha-bet (al'f@-bet') n. 1. The letters of a given language, arranged in the order fiied by custom. ***(American Heritage Dictionary, 1982)***

An alphabet is more than a list of tie symbols of a language. It is also a precise ordering of these symbols. The written knowledge of a culture must be classified according to an inflexible, widely known system which permits rapid and accurate access to information. C-phequently, an alphabet – the bones of the language, by definition arranged in a fixed hequence – forms a ready mnemonic for indexing information within a society (Smith, 1982). The alphabetical orderings created by the Japanese phonetic syllabary alphabet and by the English alphabet give vital organizational structure to the equally high technologies found in Japan and America today. Yet the respective alphabets in these two countries are strikingly dissimilar. Moreover, the mnemonic problems het for the learner and the approaches used to solve them are quite different in Japanese and English.

The ordering of the Japanese language

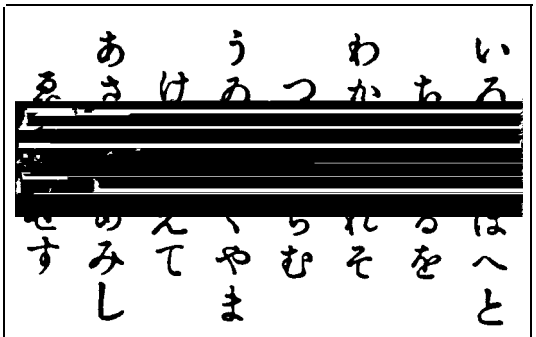
The Japanese language is completely unrelated to English or any other Semitic-based language. Japanese employs phonetic symbols (kana) representing not letters but syllables. Modern Japanese contains 46 kana plus an additional 25 combinations which arise through the voicing of consonants and are indicated by diacritical marks. In the written language these phonetic, syllable symbols are intermingled with non-phonetic ideographs originally taken from Chinese. However, Japanese may be written in kana only: this is common practice in children's books because children learn the phonetic kana before the non-phonetic ideographs. Thus any fixed ordering of the kana syllabary can provide an indexing

system for Japanese as our alphabet does for English. The number of kana syllables, however, is much larger than the number of letters in our alphabet. Therefore, the task of memorizing an order is far more severe in Japanese than in English so that a mnemonic system becomes essential. [1]

The alphabetic ordering of the 46 phonetic symbols is not done, as it is in English, according to the order of an ancestral alphabet, but according to two quite separate arrangements. Thus, Japanese becomes unique among languages in that it has not one but two alphabets for ordering its language.[2] Both systems for ordering the Japanese phonetic syllables into an alphabet have functioned simultaneously for ten centuries and only in the last 20 years has one alphabet begun to drop out of universal use within Japan.

The i-ro-ha alphabet. One of the two mnemonic systems for ordering the kana symbols of Japan, the ***i-ro-ha,*** was first used in the Heian Period, 742-l185 C.E. The ***i-ro-ha*** mnemonic system is a poem consisting of alternate lines of seven and five syllables, which present each phonetic vowel and consonant once and once only **(Fig. 1).** Although the poem is still used as

Figure 1
The i-ro-ha poem in Japanese and English scripts



Iro wa nioedo
Chirinuru wo
Waga yo tare zo
Tsune naran?
Ui no okuyama
Kyo 'o koete
Asaki yume miji
Ehi mo sezu

a system for ordering the syllables, it has become linguistically and culturally dated. For example, in order for the system to make sense in Japanese today, several obsolete words and meanings must be accepted and, due to changes in consonantal voicing, ***do*** must be read for ***to, ga*** for ***ka, zo*** for ***so,*** and ***zu*** for ***su*** (Miller, 1980). In addition to the obsolescence of the language, much of the excitement and interest in the poetry has disappeared. The message of the poem involves a rather convoluted wrestling with the problem of phenomenal existence popular in Buddhist thinking of a thousand years ago, but not of concern to the Japanese people today. **Figure** *2* gives a classic translation of the ***i-ro-ha.***

Figure2
Translation of the i-ro-ha
by B.H. Chamberlain (1899)

Though gay in hue, they flutter down, alas!
Who then, in this world of ours, may
continue forever?
Crossing today the uttermost limits of
phenomenal existence,
I shall see no more fleeting dreams, neither
be any longer intoxicated.

Astonishingly enough, the ***i-ro-ha*** system survives even though a significant portion of the phonetics, language, and meaning of it has vanished. Despite the lack of contemporary relevance, the first seven syllables, corresponding to the first line of poetry, are universally known in Japan. They are, for example, in common use as labels – comparable to our use of A, B, C, D – for multiple choice alternatives in tests. In fact the entire ***i-ro-ha*** is still used for alphabetical ordering in places such as the rows in older theatres and public auditoriums, as well as on playing cards.

The goju-on alphabet. The other mnemonic system for ordering the Japanese syllabary is the ***goju-on*** ("50 sounds") alphabet, which also dates back from the Heian Period. It was apparently developed from a phonological analysis of Japanese and an adoption of the Sanskrit alphabet's arrangement of consonants (Hadamitzky and Spahn, 198 1; Miller, 1980).

The ***goju-on*** consists of five vertical columns which designate the vowels and ten horizontal rows indicating the consonants **(Fig. 3).** Through

(cont'd on next page)

Figure 3
The goju-on alphabet

a	i	u	e	o
ka	ki	ku	ke	ko
sa	shi	su	se	so
ta	Chi	tsu	te	to
na	ni	nu	ne	no
ha	hi	hu	he	ho
ma	mi	mu	me	mo
ya	–	yu	–	yo
ra	ri	ru	re	ro
wa	–	–	–	wo
		n		

(cont'd from previous page)

this matrix, the entire phonetic syllabary of Japanese is available by means of the memorization of a five-letter horizontal axis and a nine-letter vertical axis. Although the ***goju-on*** is a mechanical, rather unexciting system, it has survived centuries of use and is as timely today as when it was first introduced over a thousand years ago. The only modern changes have been the deletion of a few sounds, leaving five empty slots in the matrix, and the addition of one syllable, /n/. Neither change has reduced the convenience of the ***goju-on*** as a mnemonic system for learning the phonetic symbols of the Japanese language.

The English alphabet

Most modern languages, including English, use an ordering based upon the Greek alphabet. The latter, in turn, has its roots in the alphabet used for Semitic languages, believed to have originated in ancient Canaan sometime before 1500 B.C.E. (Schoville, 1984). The reason behind the original ordering which led ultimately to the A, B, C, . is lost in prehistory.

The ordering of English letters is ordinarily learned by rote, with little aid from mnemonic systems for the memorization. Printed borders of the alphabet above the chalkboards of elementary schools provide a modest visual mnemonic, and an auditory mnemonic is used when the alphabet is sung to the tune "Twinkle, Twinkle, Little Star," usually varied in syncopation to give emphasis to letters that rhyme with "E." Interestingly enough, neither of these memory aids seems to be explained or particularly encouraged in current American teacher education materials. Textbooks on the teaching of reading and writing rarely mention techniques for facilitating memorization of the alphabet. What mnemonic aids are suggested are directed not at the entire alphabet but at the memory of individual letters and usually involve only word-picture associations or personifications of letters.

Conclusion

An alphabet is a system for ordering the symbols of the language. The Japanese kana, a phonetic syllabary, forms an alphabet of 46 sounds. This alphabet is used for ordering information within the culture in much the same fashion as the English alphabet of 26 letters is used. Each country's alphabet forms the organizational structure of present-day cultural necessities such as dictionaries, encyclopedias, catalogs, telephone directories, and computer banks. Consequently, knowledge of the society's alphabet is essential in order to access the stored knowledge of the culture.

As accurate and dependable worlwide access to stored information becomes increasingly valuable, surely all cultures will benefit by learning each other's alphabets. And it would seem particularly important for the two leading technological powers in the world, Japan and America, to develop an understanding of and an interest in both the Japanese and English alphabet systems.

Notes

1. One measure of the complexity of the memorization tasks is the number of possible arrangements of the symbols. For n different symbols, the number of arrangements is n factorial (n!). The 26 letters of the English alphabet can be arranged in 4.03×10^{26} ways, while for the 46 phonetic symbols of Japanese 5.50×10^{57} arrangements are possible.

2. We use the word alphabet to designate an ordering of language symbols of any kind; the Japanese kana arrangements are technically syllabaries rather than alphabets. The non-phonetic iideographic symbols (kanji) used in writing Japanese, which number over 2,000, could possibly be considered still a third kind of alphabet. However, the ordering of kanji presents a formidable problem and the order is not used for categorizing. (For classification of kanji according to stroke order, see Nelson, 1962.)

References

Amenican Heritage Dictionary, 2nd College Edition. Houghton Mifflin. 1982.

Chamberlain, Basil H. ***A Practical Introduction to the Study' of Japanese Writing.*** London, 1899.

Gelb, I.J. ***A Study of Writing.*** The University of Chicago Press, 1952.

Hadamitzky, Wolfgang, and Mark Spahn. ***Kanji and Kana: A Handbook and Dictionary of the Japanese Writing System.*** Charles E. Tuttle, 1981.

Nelson, Andrew N. ***The Modern Reader's Japanese-English Character Dictionary.*** Charles E. Tuttle, 1962.

Schoville, Keith N. "Syria-Palestine." In ***Sign, Symbol, Script,*** edited by Martha L. Carter and Keith N. Schoville. Department of Hebrew and Semitic Studies, University of Wisconsin-Madison, 1984.

Smith, Frank. ***Writing and the Writer.*** Holt, Rinehart, and Winston, 1982.

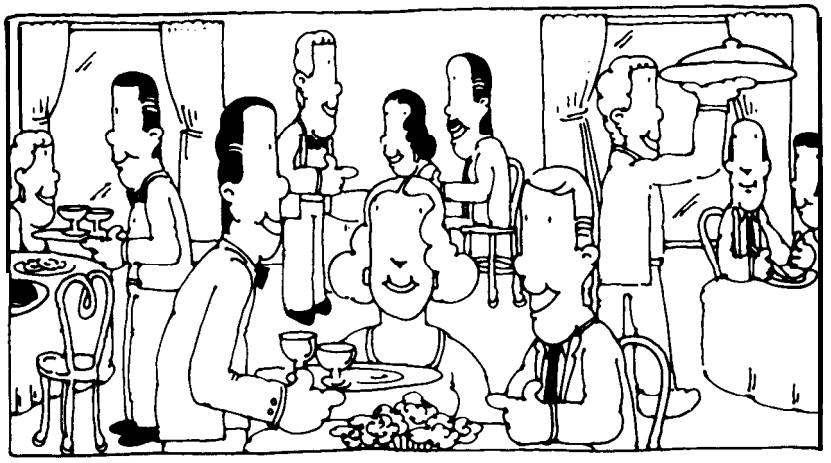
TESOL
Announces
SEVENTH EDITION
DIRECTORY OF PROFESSIONAL PREPARATION PROGRAMS IN TESOL IN THE UNITED STATES: 1986–88

It lists and includes:
U.S. institutions with brief descriptions of programs leading to certificates or degrees in TESOL for 1986 through 1988
Statement of Core Standards for Language and Professional Preparation Programs
Guidelines for the Certification of Teachers of English to Speakers of Other Languages in the United States
State Certification Requirements in ESL/EFL for all fifty states
$13.00 Members, $15.00 Non-Members

T E S O L
1118 22nd. Street, NW, Suite 205, Washington, D.C. 20037

SPECTRUM

Look who's talking!

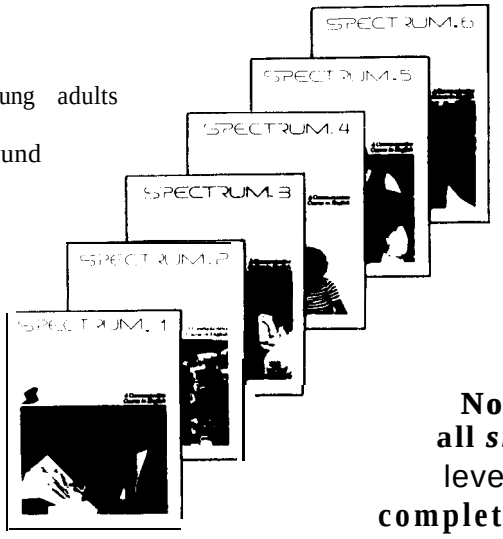


The approach is communicative.
The English is authentic.
The success of your students will speak for itself!

---Six levels of ESL/EFL instruction

-Communication skills and grammar
in real life situations for adults and young adults

. Teacher's Editions-9" X ***11" spiral*** bound
. Audio Program-4 ***hours per level***
. Textbooks--fully illustrated
. Workbooks--96 ***pages***



Now all *six* levels complete!

NEW ADDRESS BELOW
EFFECTIVE JUNE **1st,** 1987

JAPAN REGENTS PUBLISHING COMPANY, INC.
Jochi Kojimachi Building 3F
1-25, Kojimachi 6-chome
Chiyoda-ku, Tokyo 102

opinion

JAPANESE RACISM AND THE FOREIGN TEACHER

By Alex Shishin, Miyazaki Women's Junior College

If you are a foreign teacher in Japan, you probably have experienced discrimination on the job. Discrimination takes many forms, but the most common is inaccessbility to tenure. Notes the U.S. Department of Education's ***Japanese Education Today*** (1987: 53): "Until recently, foreign nationals could not hold a regular position in a national university, and even today the foreigners holding such positions can be counted on the fingers of two hands. Most foreign faculty members are found in private institutions, but their total number is still less than 2 percent of the national professoriate."

Though this problem is extensive, it is virtually never discussed in professional academic organizations like JALT. Some might argue, as did Gay (1985), that while discrimination is "deplorable" it's beyond the professional concerns of ESL teachers. It is, I believe, our first professional concern. Exclusion by Japanese colleagues and the fear of job loss hampers our freedom and objectivity as researchers and teachers, and alienates us from the people we are trying to teach. The dismal failure of English education in Japan is largely due to Japanese racism.

Foreigners are, for all practical purposes, excluded from primary and secondary education. Most prefectures require Japanese citizenship of those who wish to sit for teacher-qualifying examinations. The closest that native speakers of English (NSEs) get to secondary schools is as "Mombusho English Fellows," and even then they generally aren't assigned exclusively to one school (cf. Hirase, 1987) And the Education Ministry prefers to hire NSEs from outside Japan, rather than residents of Japan. Resident Koreans are hired as regular "part-time" teachers at primary and secondary schools and a few have received "full-time" status, though this is discouraged by the Education Ministry.

Among foreigners, Japan's resident Koreans have fared the worst in education and employment. Their plight and that of other minorities here has been documented by scholars and popular writers (e.g. Wetherall and DeVos, 1975; Taylor, 1983). Observed casually, Caucasian NSEs, like Caucasians generally in Japan, seem to experience "discrimination in favor of them" (Hayashi, 1983). As English is popular and necessary in Japan, their services as teachers in higher education, in private "conversation" schools, and as private tutors have been in great demand. In what appear to be the best situations, "part-time" NSEs may not have to shoulder the non-teaching and administrative responsibilities of "full-timers," and may even receive salaries comparable to or above their Japanese "full-time" colleagues'. Yet even in the best situations there is the persistent insecurity about contract renewal, as well as exclusion from certain long-term benefits, like retirement pay. This is of special concern to permanent foreign residents, especially those with families.

I have discussed the worst abuses elsewhere (Shishin, 1986a, b, c), but these are worth touching on here.

The less reputable (and even some reputable) language schools have been known to cheat foreign teachers out of salaries or bonuses, or in effect "fire" them by severely cutting their teaching hours but refusing to release them from their contracts, thus making them liable for contract violation and, hence, deportation. As one private junior college in Nagoya showed by forcing its foreign teachers to sign new contracts with inferior benefits mid-semester, high education isn't free of questionable legal practices. The most common form of exploitation of foreign "part-time" university lecturers is to give them "full-time" responsibilities but no benefits. "Rotating out" foreign teachers after a few years, regardless of their academic performance, is also common, especially in college and university English departments.

Xenophobia is often the product of professional jealousy. Japanese English teachers seem to be especially prone to being jealous of NSEs, which is one reason NSEs are often restricted to teaching low level "English conversation" courses.

Much of the harassment foreign teachers receive is typical Japanese ***ijime*** (bullying): exclusion ***(mura hachibu)*** and verbal abuse, either through direct insult or distorted and vicious gossip. Foreigners may find their privacy intruded upon or may be upbraided for "un-Japanese" behavior. An anonymous contributor to the ***Mainichi Daily News*** "Readers" Forum (April 26, 1983) claimed that at his former university "the Japanese instructors in our faculty invented unspoken rules of 'behavior' which applied only to ***gaijin*** – and only on a 'case by case' basis."

The most common excuse for discrimination against foreign teachers is that they are "unqualified." Either they don't have enough degrees, or they don't have the right degrees, or they have only foreign degrees (cf. Shintani, 1987). Kelsey (1986) argues that qualification should include fluency in Japanese and study at a Japanese university. Yet, "qualification" arguments wither when you see that most Japanese schools are not actively seeking permanent foreign faculty, and are in fact devising rules especially to exclude ***gaijin,*** no matter what the excellence of their academic credentials.

(The English department which employs this writer is one exception to the above. Both my British colleague and I enjoy the same status as our Japanese colleagues. We are living proof of how "cultural barriers" matter little when a department is democratic-minded.)

Japanese racism hurts everyone, non-Japanese and Japanese alike. It is unprofessional to keep silent about racism, and it is stupid to do so when you are the victim. Fear, not professionalism, creates the silence and with it a continuation of the problem, If more foreign teachers and professional organizations spoke out, the hiring of foreign teachers to permanent posts would become a matter of qualifications, not chance luck.

References

"Botchan: Exceptions to homogenousness." ***Mainichi Daily News*** ("Readers' Forum"), April 26, 1983.

Gay, C.W. "A plea for professional training is not a purge." ***The Language Teacher,*** April 1985.

Hayashi, T. "Weakness of a homogenous nation." ***Mainichi Daily News,*** April 11,1983.

Hirase, K. "The use of native speakers in Japanese secondary school English teaching." ***Miyazaki University Journal,*** March 1981.

Kelsey, M. "Guileless 'gaijin' vs. evil exploiters." ***Asahi Evening News,*** Oct. 30,1986.

Lestma, R., ***et al. Japanese Education Today.*** U.S. Department of Education, January 1987.

Shishin A. a. "Piracy on the lingual seas." ***Japan Times,*** Feb. 2,1986.

---. b. "Academic apartheid in Japan. ***Asahi Evening News,*** July 31,1986.

———— c. "Excuses can't hide discrimination." ***Asahi Evening News.*** Nov. 28. 1986.

Shintani, H. "Japanese studying in U.S." ***Asahi Evening News,*** May 19,1987.

Taylor, J. ***Shadows of the rising sun.*** Charles E. Tuttle Co., Inc., 1983. (1985)

Wetherall, W., and G. DeVos. "Ethnic Minorities in Japan." Case ***studies on human rights and fundamental freedoms,*** Veenhoven ***et al.*** Martinus Nijhoff. 1975-76.

RSA DIPLOMA COURSE

A LIMITED NUMBER OF PLACES WILL BE AVAILABLE ON OUR 1987/1988 RSA DIPLOMA COURSE

- DATES: September 9th, 1987 to early June 1988.
- TIMES: Every Wednesday and Friday, 1: 15pm to 4: 15pm.
- PLACE: Stanton School, Ikebukuro, Tokyo.
- TUTORS: Mick Wadham and Miles Mackenzie.
- COST: \340,000 (\200,000 payable before September 9th, the balance payable in January.) N.B.This figure does not include the RSA examination fees.

Applicants for the course should normally have:
a) A first degree
b) The RSA Preparatory Certificate or equivalent
c) At least two years TEFL experience.

FOR FURTHER INFORMATION AND APPLICATION FORMS, PLEASE CONTACT:
MICK WADHAM: (03) 987-3300 or
(03) 987-3774.

STANTON
School of English

REPORT ON THE FIRST INTERNATIONAL LANGUAGE TESTING CONFERENCE

The First International Language Testing Conference sponsored by JALT, The British Council, and the Foreign Language Center at the University of Tsukuba in late March was well attended by both teachers and researchers. The presentations, which ranged from the practical to the theoretical, focused mainly on the content of tests, the evaluation of the examinee's performance, or the evaluation of test items themselves by empirical analysis. It would be impossible to accurately and completely summarize all the presentations in this report, so what follows are a few highlights of the conference.

Grant Henning (UCLA) gave a necessarily brief but stimulating overview of some of the relevant applications of item response theory. He talked mainly about the one-parameter Rasch model. The Rasch calibration allows researchers to plot the individual's ability and test item difficulty on the same scale; this has the effect of making test statistics independent of items or examinees. The study reported on by **Kenji Ohtomo, Hiroshi Asano, Tamaki Hattori** and **Morio Yoshie** (University of Tsukuba) further supported the applicability of this model, as their results demonstrated that the item difficulty obtained from the Rasch model is independent of a particular sample of examinees. Therefore, by using this calibration, researchers and teachers can identify misfitting persons and items; misfitting items, for example those susceptible to guessing, can then be eliminated from the test. Henning noted that this is particularly useful during the development of a test. Efficiency of items can also be determined. and thus, it is possible to develop good tests that are also short. Also, this calibration is useful in determining if parallel tests (like the TOEFL) are really testing the same thing. Misfitting persons can be interviewed to see if they were guessing, overly anxious, or cheating during the test. Henning noted that by following this procedure he has identified students who performed poorly on a listening comprehension test because of previously undiagnosed hearing problems. He was also able to detect schizophrenic characteristics of some other students by analyzing their performance on a writing test. Those interested in the many other advantages of item response theory analysis should consult the references listed below.

Charles Alderson (University of Lancaster) reported on a study of hierarchically ordered skills. The study revealed that this concept – especially related to reading skills – may be a spurious one. The skills are not only hard to identify as higher or lower ordered ones, but it is equally impossible to get raters to agree on which skill a test item is measuring. In fact, individual students may use completely different skills to answer the same test item, and some may use the "wrong" skill to arrive at the correct answer. This raises serious questions about the construct validity of tests which claim to be testing particular skills.

Terence Toney from The British Council (Tokyo) described a testing system designed to measure what the student learned in the classroom. To do this, the content of the test should reflect the course's syllabus, and also students should be familiar with the task types that appear in the test. Under these conditions, the test can provide information that both the student and teacher can use regarding the student's achievement.

Steven Ross of Kobe University of Commerce and **Joe Greenholtz** of Baika Junior College began their presentation by observing that the traditional college entrance examination system in Japan still favors "face validitiy" over "content validity." That is, the tests reflect the expectation of most concerned that college entrance exams first and foremost *look* the part. Questioning this overall appeal to traditional expectations, the speakers noted that entrance exams are rarely geared to reflect what students have learned in high school. Both Ross and Greenholtz, and **Gary Buck,** in a parallel study he conducted on written tests of pronunciation, expressed hope that inclusion of task-based listening comprehension questions might reveal a more well-rounded picture of student capabilities. The presenters added a sobering note, however; "inter-rater reliability" may become more of a problem, as examiners may carry vastly different expectations or notions of what constitutes achievement or proficiency. This view was corroborated by **Yae Ogasawara** in her report on a study she carried out at Tsukuba. However, more than the problem of inter-rater reliability, the tendency to be unaware of what is covered in high school curriculums and over-concern for meeting some vaunted sense of "scholastic validity" are perhaps greater impediments to improving the value of college entrance exams as indicators of student proficiency in English.

Guest speakers hailing from completely separate parts of the globe – **Nicolas Ferguson** (Center for Experimentation and Evaluation of Language Teaching Techniques, Geneva) and **Tom Pendergast** (International Buddhist University, Osaka) – introduced OLAF, the N73 Oral Language Analyzer and Feedback computational device, which is capable of accurately appraising

human speech from one-minute recorded samples. In their study, some 2,000 students were rated by non-teachers, who were able to finish hours ahead of a panel of trained evaluators, showing equal (.86) agreement amongst the two groups in the final analysis. However, the advantages gained for the average individual teacher in using OLAF in terms of time and potential for measuring the students' skills in an objective fashion is somewhat offset by the expense of the machines.

As we look to the beginning of a new decade and a second gathering of language testing experts and enthusiasts two years hence, we can be assured that the current debate on examination construction and validity, including the extent to which tests assess a learner's communicative competence as well as recognition skills, will remain lively and full of controversy. As our well-traveled, well-seasoned roster of presenters and distinguished guest speakers clearly suggested, the creation and implementation of exams that are reliable and that also strike a balance between the expectations of raters (and the institutions that they represent) and the needs/skill levels of the learners themselves, remains a high priority in the field of testing.

Submitted by Ann Chenoweth and Bill Teweles

References

Hambleton, Ronald K. and Harihara Swaminathan. 1985. ***Item Response Theory: Principles and Applications.*** Kluwer Nijhoff Publishing Co.

Henning, Grant. 1987. ***A Guide to Language Testing.*** Newbury House.

Wright, B.D. and G.A. Douglas. 1975. ***Best Test Design and Self-Tailored Testing.*** University of Chicago, Statistical Laboratory.

JALT News

JALT NATIONAL AND LOCAL ELECTIONS FOR 1988

Once again it is time to start the nomination and election process. Procedures for 1988 officer elections are outlined below.

NATIONAL ELECTIONS

National elections for the positions of President, Treasurer and Membership Chairperson for 1988-l 989 will be conducted as follows:

1) A postage-paid postcard for nominating candidates for both local and the above national offices is included with this issue of ***The Language Teacher.*** Please fill it in and mail it in time to arrive at the JALT office by **July 31.** Joint and group members who receive only one card for two or more members may make photocopies and mail them in an envelope.

2) The JALT office, acting for the Nominations and Election Committee, will send each chapter a list of those nominated for national offices immediately after July 31.

3) The chapters, using these lists of nominees plus any suggestions received from their own membership, should submit a slate of no more than one nominee per position to the chair of the Nominations and Election Committee (or the President) by August 20. This may be done by mail or telephone. The Nominations and Election Committee is chaired by Torkil Christensen, Hokuen Mansion 403, Kita 7 Nishi 6, Sapporo 060; telephone (011) 737-7409.

4) The committee will confirm the willingness of each nominee to run for office, then present a list of nominees to the Executive Committee at its meeting on August 29/30. The JALT Executive Committee will review the list of nominees, making adjustments and/or additions, but no deletions. These nominees will again be contacted, and the final list of nominees will appear in the November issue of ***The Language Teacher.***

5) The November issue of ***The Language Teacher*** will contain all relevant voting information, plus a postage-paid postcard ballot. Information on how to submit secret ballots will also be provided.

6) The deadline for voting is November 16. The results will be announced at the Annual Business Meeting held at the JALT '87 Conference and will be published in the January 1988 issue of ***The Language Teacher.***

LOCAL CHAPTER ELECTIONS

Elections are carried out according to the procedures laid out in the chapter constitutions, and vary from chapter to chapter. The nominating postcard mentioned above will contain space for nominating local officers, and nominations on these will be sent to the chapters by the end of August. Each chapter should solicit nominations, and inform its membership of election procedures, either through direct mail or via ***The Language Teacher.***

The chapters must complete elections for 1988 officers by the end of 1987, and furnish to the JALT Central Office a list of those elected by January 10, 1988 for publication in the March 1988 issue of ***The Language Teacher.***

CALL FOR RESEARCH GRANT APPLICATIONS

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

1. Title: JALT Small Grants for Research and Materials Development in Language Teaching and Learning

2. Use of Funds: Funds will be granted for supplies, printing, postage, transportation and part-time help, but not as wages for the applicant.

3. Application Procedures: Applicants are requested to submit the following items:

a) An outline of the proposed subject. For materials development, a sample chapter (if a book) or other material which can give the selection committee a precise idea of what is intended.

b) A search, which-should be as exhaustive as feasible, of the relevant literature in order to illustrate the necessity and uniqueness of the proposed project.

c) A list of previous submitted publications, course work, etc., which would give evidence of the fact that the proposer(s) are, in fact, capable of carrying out the proposal. (A proposal, for exam-

ple, for a series of video tapes by someone with no experience with video equipment would not be approved.

d) A budget for the project as detailed and accurate as can be estimated in advance. If a lesser amount could also be accepted, this should be explained. Otherwise the project will be either fully funded or not funded at all.

e) A cover letter with the name, contact address and phone number of the applicant, as well as the title of the project. Submit all documentation in triplicate with NAMES OFF, but with the title of the project on all items.

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

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

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

The deadline for receipt of proposal for this fiscal year is **Sept. 15, 1987.** Mail proposals with all enclosures to Jim White, JALT President, l-4-2 Nishiyama-dai, Sayama-cho, Osaka-fu 589.

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 230.

JALT '87
Tokyo

NEW SITE FOR CONFERENCE

Because of construction in progress at Meiji University, the site of JALT '87 (Nov. 21-23) has been changed to Waseda University in Shinjuku-ku, Tokyo. The site is served by buses from Shinjuku Station and by the Tozai subway line's Waseda Station. Waseda is also the terminus of the Arakawa Line, the last streetcar line in Tokyo.

Waseda University was founded in 1882 by Marquis Shigenobu Okuma, one of the Meiji era's foremost statesmen. It was first known as Tokyo Senmon Gakko, but changed its name to Waseda University in 1902. Throughout its early years, the university focused on practical knowledge, opening the first School of Commerce in a Japanese university in 1904, a School of Engineering in 1909, and an attached technical school in 1911.

The postwar years saw the expansion of the university and the establishment of graduate schools, the International Division, and an affiliated high school. The School of Literature moved to Toyama-cho, and the School of Science and Engineering to Nishi Okubo.

Waseda now has over 43,000 students, including over 600 foreign students. It has agreements to exchange faculty with universities in the United States, France, Germany, the Soviet Union, South Korea, the Philippines, and China. Archaeologiests from the university have played an important role in excavations of the Malkata ruins in Egypt. The Tsubouchi Memorial Theater Museum, attached to the university, is internationally famous for its valuable collection of materials and books on the Japanese theater. The museum, in cooperation with the Japan Foundation, has held exhibitions throughout Europe and Australia.

JALT is very pleased to hold its 1987 conference at one of Japan's most prestigious and most internationally-minded private universities.

– FLASH-

Dr. Richard Allwright of the University of Lancaster will be a main speaker at the JALT '87 Conference. Allwright is well known for his work in classoom-centered research. His trip is being sponsored by the British Council.

CALL FOR PAPERS

JALT '87, the 13th Annual International Conference on Language Teaching/Learning, will be held Nov. 21-23 (Saturday, Sunday, and Monday) at Meiji University, Izumi Campus, in Tokyo. This year's conference has as its theme "Teaching *Foreign* Languages," and we look forward to presentations and plenaries that address this theme as well as provide a forum for debate by concerned ELT practitioners.

We would like to emphasize as well the bicultural, bilingual nature of the conference by encouraging participation by Japanese teachers of English, Japanese, and other languages. Proposals and presentations may be in English or Japanese.

If you would like to give a presentation, please fill in the Presentation Data Sheet and complete the other procedures by **July 15.** The deadline for **overseas** proposals is **July 1.**

Procedures

1. Send a 150-word (maximum) summary of your presentation for inclusion in the conference handbook and for review by the selection committee. If you feel you can not adequately cover your topic within this limit, then write a second, longer summary for use by the selection committee.

If you submit only one summary, send two copies, one *with* your name, address, and phone number, and one *without.* If you submit a longer summary, submit only *one* copy of the shorter version (with the above-mentioned information) and *two* copies of the longer version, one *with* and one *without* your name, etc.

2. In the shorter, conference handbook version, include enough information to convey the main ideas or your presentation so that conference participants can make decisions concerning attendance. Also include precise details as to the central theme and form of your presentation. Present a clear idea of what you intend to do as well as why and now, and indicate the level of teaching experience your audience should have in order to benefit from your presentation. It would also be useful to indicate whether your presentation "assumes no prior knowledge" or is for "people well versed in the hterature."

Give the summary a title of 10 words or less. If you write a second, longer summary for the selection committee, then expand on these topics as necessary. Remember that only the shorter version will be included in the conference handbook. The JALT '87 committee reserves the right to edit abstracts which exceed the 150-word limit.

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

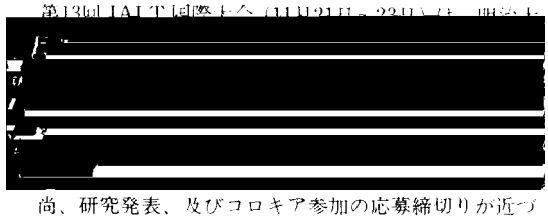
4. Complete and return two copies of the Presentation Data Sheet.

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

CALL FOR PRESENTATIONS
3rd Annual Symposium on Bilingualism/Biculturalism

The third Annual Symposium on Bilingualism will be held at JALT '87. Proposals for presentations on psycho/sociolinguistic aspects of tutored/ untutored adult/child bilingualism should be submitted by **July 15** and in accordance with the requirements specified for Planned Colloquia. For further information, contact Masayo Yamamoto, Aoyama 8-122, Nara 630.

第13回 JALT 国際大会



尚、研究発表、及びコロキア参加の応募締切りが近づきました。募集要項は、*The Language Teacher* の5月号、6月号に載っておりますので、**7月15日(水)必着**となるよう御送付下さい。

皆様の積極的な応募、及び大会参加をお待ちしております。

研究発表応募について

7月15日(水)までに（海外からの応募の場合は7月1日)、下記の応募書類を提出して下さい。

1．データシート

当誌に印刷されているデータシートに、必要事項を全て英語で記入の上、2部（コピー可）提出して下さい。

2．発表要旨

選考委員会用に、英文又は和文の発表要旨を提出して

(cont'd on page 23)

☐Bio ☐Abs ☐Sum ☐Compl

JALT '87 PRESENTATION DATA SHEET

Chief Presenter: _____ **Sex:** 1 M ❑ lF

Affiliation: _____

Address: _____

Home Phone: _____ **Work Phone:** _____

Co-Presenters: _____

Full title of presentation (80 characters or less) _____

_____

Short title: (50 characters or less) _____

This presentation is mainly (check ONE):

1 An analysis/opinion/review of one aspect of language teaching/learning

1 A synthesis of existing knowledge, techniques, etc.

1 An academic presentation of original research results

1 A presentation of original materials or classroom techniques.

1 A presentation of commercially available materials with the aim of encouraging their adoption or more effective use.

Format: 1 Workshop 1 Paper 1 Demonstration 1 Other: _____

Content Level: 1 Introductory 1 Assumes prior knowledge/use

Estimate of _____ **% Practical vs.** _____ **% Theoretical**

Student Age Level:

1 Children 1 Jr High 1 High School ☐ Univ. ☐ Adult ❑ Any level 1 N/A

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

SKILL AREA	METHOD/SYLLABUS	MATERIALS	SUPPORTING FIELDS
☐ Listening	☐ Curriculum Design	❑ A/V Aids	☐ Language Acquisition
☐ Speaking	☐ CALL	☐ Video	☐ Literature
☐ Reading	☐ ESP	❑ Computer hardware/	☐ Teacher Training
1 Writing	☐ Music/Drama	software	☐ Testing
1 Culture	☐ Activities/Games	☐ Other:	❑ Socio-Linguistics
☐ Pronunc.	☐ Special Method:		☐ Discourse Analysis
☐ 4 Skills			☐ Organizational

Equipment required: (Please be specific; i.e. Beta-II, movable chairs, etc.)

_____

Presentation will be in 1 English ☐ Japanese

Presentation length: ☐ 25 min. ☐ 50 min. ☐ 80 min. ☐ 110 min. ☐ 170 min.

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

--- DEADLINE FOR SUBMISSION OF ALL MATERIALS: JULY 15 ---
(July 1 for submissions from overseas)

AT LAST !

. . . . strategies for achieving a high Test score

George W. Pifer

BUILDING SKILLS FOR

TOEIC

consists of three books which are specially designed to help you prepare for the TOEIC Test (Test Of English for International Communication). They allow you to develop your listening and reading strategies in the most effective way.

Book 1 and Book 2 (Listening Comprehension)

- **include exercises for all four parts to Listening Section in the Test.**

Book 3 (Reading Comprehension)

@helps to develop your reading skills and teaches specialized vocabulary used in work situations.

Audio Cassettes (set of 2)

- **accompany Book 1 and Book 2.**

Each lesson is designed to complete in 30 minutes.

Cassette Package (Book 1, 2, 3 & two cassettes) will be available soon.

NEW

ENGLISH BUSINESS AND *LAW DICITONARY* ***(Two Volumes in One)***

- **Basic business and law vocabulary of 10500 words**
- **simple difinitions and explanations**
- **clear layout**

for more information, please contact

FILMSCAN/LINGUAL HOUSE

DORUMI YOYOGI ■ 1107 • 1-37-2
YOYOGI·SHIBUYA-KU·TOKYO 151
TEL 03-320-41-0

(cont'd from page 20)

下さい。英文で書かれる方は、150語以内に要旨をまとめ、A4版の用紙にダブルスペースでタイプして下さい。和文の場合は、A4版の横書き400字詰原稿用紙を用い、1.5枚以内の長さにまとめて下さい。要旨には、英文・和文共に、必ず10語以内の英語のタイトルを付け、2部（内1部のみ、氏名・住所・電話番号を必ず記入し）提出して下さい。

この要旨は、そのまま大会プログラムに掲載されますが、長さの制限を超える要旨がありました場合には、選考委員会は、それを編集する権利を所有します。大会プログラムは、それぞれの参加者が出席する研究発表を選択する為に使われますので、発表の主眼点、発表形式等を、明記するようお願いします。また、対象とする聴衆についての詳細（教育経験、教えている生徒の年令・レベル、発表テーマに関する基礎知識の必要性の有無等）を加えて下さると便利です。

3．発表者の経歴

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

郵送先は以下の通りです。

〒600 京都市下京区四条烏丸西入ル
住友生命ビル8階
京都イングリッシュセンター気付
JALT国際大会・プログラム委員長

発表者への謝礼はありませんが、発表1点につき、大会参加費1人分が免除されます。

バイリンガリズム・シンポジウム 研究発表募集

(Symposium on Bilingualism : Call for Presentations)

「第3回バイリンガリズム・シンポジウム」が、『JALT '87 国際大会』にて開催されます。次の分野における研究発表を募集致します。

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

詳細は下記の所まで：

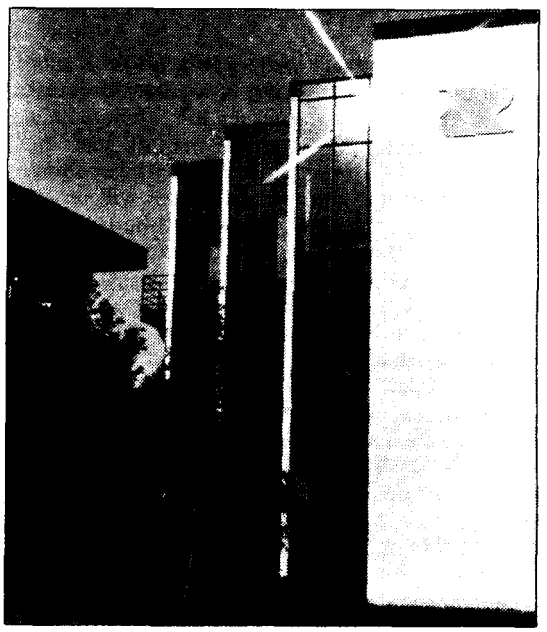
〒630 奈良市青山8-122 山本雅代
☎0742-26-3498

募集締切りは、7月15日です。

AZUSA PACIFIC UNIVERSITY
IN GREATER LOS ANGELES
Announces *Openings* for Prospective Students

- Master of Arts Degree in Teaching English to Speakers of Other Languages.
- Master of Education Degree with specialization in Teaching English to Speakers of Other Languages,
- Certificate in Teaching English to Speakers of Other Languages.

Come where the degree is accredited. the atmosphere is cosmopolitan, and the campus is friendly. For **free admission material** and further information. write to **Dr. Marvin Mardock INTERNATIONAL. STUDIES DEPARTMENT AZUSA PACIFIC UNIVERSITY,** Citrus and Alosta. P.O. Box APU. Azusa. California, USA 91702-7000.



MyShare

As language teachers, we all come up with our share of ideas and activities. We also use our share of ideas from other teachers. My Share is your opportunity to share your ideas and activities. **Articles dealing with activities for classroom application** ***should be submitted to the*** My Share ***editor. Articles should be based in principles of modern language teaching and must*** follow ***JALT manuscript guidelines. Please include a 25 to 30-word biographical*** ***statement.***

SUMMER LETTER REVISITED

By Julian Bamford, Bunkyo University

Three years ago, Tom Robb wrote a ***My Share*** article entitled "A Summer Letter Assignment" ***[The Language Teacher*** 8:7 (July 1984), pp. 13-14) . Noting that students often don't know the differences between Japanese and English letter-writing conventions, he suggested the summer vacation as a natural chance for giving practice under realistic circumstances. I followed his advice and was so pleased with the results that I now make the summer letter an annual event in my classes. With Tom Robb's permission, I here offer an expansion of his original checklist, to assist in both the pre-teaching and post-correction of the assignment. In case you don't have ready access to his original article, I'll also recap the instructions for the project.

Pre-teaching

Tell the students to write you a letter during the summer vacation. They can describe anything: a trip taken, a summer job, their club's summer training camp ***(gasshuku),*** or just an average day. Tell them that grammar and spelling are not important, and that the focus will be on form and content. The purpose will be to learn and practice the conventions of an informal, friendly (as opposed to a business) letter in English.

Make available the "Letter and Envelope Style Checklist" (see box) and go through it section by section, pointing out cross-cultural differences such as the following:

The date, often put at the end of a Japanese letter, should be written as in the examples ***July 20, 1986*** or ***July 20th, 1986.***

The salutation (Dear . . .) should be appropriate to the level of formality you have with the class and followed by a comma. Forms to avoid include ***Dear my teacher, Dear (first name) (last name),*** and ***Dear Mr./MS. (first name),.***

The closing, too, should be appropriate. I suggest ***Best wishes,*** or ***Yours sincerely,*** with ***Love,*** or ***Love from*** being appropriate for family, lovers and very close friends.

We practice ***the signature:*** legible but not just ordinary writing. For ***content,*** we follow an opening/body/conclusion pattern, with the opening paragraph being a one- or two-sentence overview of the whole letter. The Japanese ritualized references to the season or the writer's gratitude to the addressee tend to sound stilted in English, and we look at equivalent English rituals such as a opening ***How are you?.*** The conclusion can be a line like ***Looking forward to seeing you in September.***

The polite enclosure of an extra sheet of blank paper with a one-page Japanese letter is unnecessary in the case of an English letter, as is the writing of your own address at the top of a friendly letter.

The envelope provides its own share of cross-cultural pitfalls. Addresses written in Japanese tend to have the name larger, and the lines of the address are unaligned and undivided and in an order the reverse of that used in English. The correct positioning of each address element on a separate line can be explained. ***XX-kata*** becomes ***c/o Mr. XX*** in English. Political divisions like ***-ken, -gun, -shi, -ku, -cho*** can remain as is, untranslated and uncapitalized after a hyphen. All names should be capitalized, and the post code written in the boxes provided. The stamp should be positioned "top-up," appropriate to the way the envelope is read in English. With all mail carriers supposedly able to read Romanization, Japanese characters on the envelope are unnecessary. This is also true of a cross or "dagger" drawn over the sealed flap on the reverse side of the envelope.

Set a deadline, for example, August 25th, and explain that the postmark alone will determine if the letter is late or not. Therefore letters should not be sent by special delivery ***(so kutatsu).*** There is no need for the mail carrier to make multiple visits daily to your house as the deadline approaches! An airmail envelope should not be used: it requires \120 postage and a special trip to the post office to pick it up if there's only \60 on it.

Finally, give your address – options include giving it in Japanese or in English scrambled or in the right order. Further practice can include writing a trial 'envelope' on blank paper and constructing a trial 'letter' with scrambled elements given on the board.

Post-correction

Reading the letters, you can make a brief

comment at the end of each. (Robb suggested such items as ***How much did you make an hour?*** or just ***I'm glad you had a good time.)*** Check off any errors on a Style Checklist and staple it to the letter and envelope, together with a sheet on which is drawn a frame for use in re-writing letter and envelope. These packets are returned after the summer break and I ask students to rewrite only those elements they got wrong. Students can also use this opportunity to reply to any questions you asked when reading the letter.

For further details, I refer again to Tom Robb's original article, which provided the inspiration and much of the material for this one. It has proven. for me, to be a most useful activity.

LETTER AND ENVELOPE STYLE CHECKLIST

Letter

Overall Spring
- ☐ Balance poor: text too high/low
- ☐ Inconsistent spacing between parts
- ☐ No margins
- ☐ No paragraphing
- ☐ No paragraph indentations

Date
- ☐ Position wrong
- ☐ Missing
- ☐ Punctuation wrong

Salutation
- ☐ Incorrect
- ☐ Name not suitable
- ☐ Name spelled wrong
- ☐ Punctuation wrong

Closing
- ☐ Position wrong
- ☐ Missing
- ☐ Misspelled
- ☐ Not appropriate
- ☐ Punctuation wrong

Signature
- ☐ Missing
- ☐ Written/printed, "at signed

Content
- ☐ Starts/Ends too abruptly

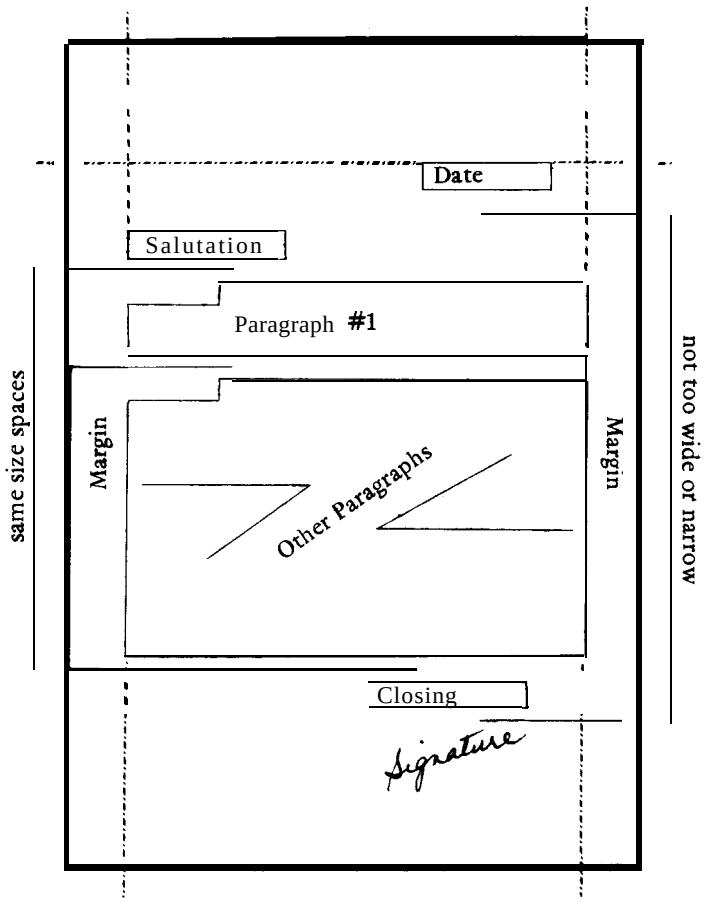
Other
- ☐ Extra blank paper enclosed
- ☐ (Inside address not essential in a friendly letter)
- ☐ _____

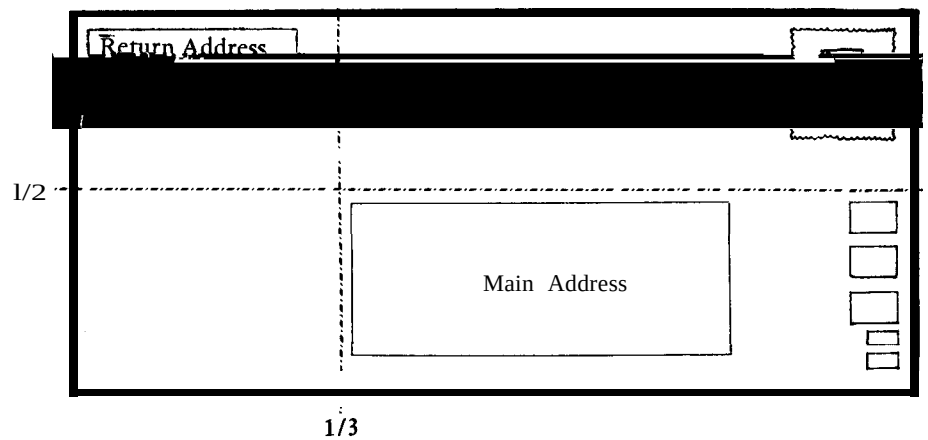
Envelope

Main address
- ☐ Position wrong
- ☐ Too small
- ☐ Name and address not the same size
- ☐ Name and address not aligned
- ☐ In Japanese order
- ☐ Name/Address wrong
- ☐ Poor division between lines
- ☐ Punctuation wrong
- ☐ Capitalization mining/wrong
- ☐ Postal code missing
- ☐ Portal code not written in boxes
- ☐ 'Japan' not necessary inside Japan

Return Address
- ☐ Too large

Other
- ☐ Stamp wrong way round
- ☐ Japanese on the envelope
- ☐ 'X' on the back of the envelope
- ☐ Sent after deadline
- ☐ Sent by express mail
- ☐ _____





JALT Undercover

SMALL TALK: More Jazz Chants. **Carolyn Graham. Oxford University Press, 1986. Chant cassette and exercise cassette.**

Jazz chanting is the rhythmic, often repetitious recitation of words and phrases. The rhythm gives the feeling of jazz, but the repetition makes clear what they really are – jazz chants are drills: they are tools for having the students repeat the same structures with a density that would never occur in natural language and, as such, the chants help students develop accuracy. But jazz chants don't feel like drills; they feel more like songs (without the increase in self-consciousness that students or the teacher sometimes experience).

Chants can offer more than regular drill. Two major problems with traditional drills are that, firstly, if they are mechanical enough, the students don't really need to understand what they are practicing and, secondly; even if they do understand, there is no particular reason to pay much attention. Traditional drills don't require much thinking. Chants, on the other hand, are fun and get the students involved. Because they present the language in a context, it is far more likely that the students will understand the meaning (and in many cases, nuance). They can also help the student develop a sense of rhythm and more natural intonation.

Small Talk, Carolyn Graham's follow-up to ***Jazz Chants*** (1978), keeps the positive features of the earlier volume while adding several more. The tape for the earlier book featured Graham doing both parts of each chant, followed by Graham with a group responding in chorus. The students chanted along with the author or the group. While this certainly was effective in getting the students familiar with the language, it led, at times, to a rather sing-song repetition, which diminished the stress-timing awareness that the book sought to develop. The chants in ***Small Talk*** are recorded using several different voices (but usually only one at a time) speaking in a more conversational tone. The rhythm is provided by an instrumental background which helps the students become aware of the stress. This background music also makes the tape quite pleasant to listen to.

The functional syllabus is most helpful. After the drilling (chanting) stage, the students are able to directly apply in more communicative situations the particular language that they have been practicing. I especially like having options for language functions for which it is difficult to create natural practice situations, e.g., compliments (it always has seemed strange to say, "OK, now give compliments to 10 people.") and situation specific language for which the variety of practice activities is sometimes limited, e.g., restaurants (Q: What do you do after the roleplay? A: Another roleplay, usually.) ***Small Talk*** gives us another option.

Small Talk seems to have considerable merit as a pronunciation text. Traditionally, pronunciation books have focused on the segmental aspects of language (i.e., working on specific sounds via minimal pairs, etc.). Such work has questionable merit (does anyone ever really confuse "rice" with "lice" in a meaningful context?) and little transfer value (except in the most controlled of situations, do students actually produce those sounds they have been practicing?). In contrast with such texts, ***Small Talk*** works on developing the prosodic features (intonation, stress, etc.) of language by helping the student feel the rhythm of the language. Given the differences in these features in our students' native language as contrasted to English, jazz chants seem to be a useful way to implement what Pennington and Richards (1986: 209) describe as "top-down (global to local) approach."

The text is not without its negative points. Like the earlier volume, the pages are visually dull. This seems like a lost opportunity to establish meaning. The lack of illustration does not seem to lower student interest, however, since the chants themselves do hold student attention. Each of the 15 units features five or six short chants, each spoken over a jazz background. While the result is certainly much more natural than in the earlier book, I suspect that they are less easily remembered over the long term; a reasonable price, perhaps, for having the speech more natural. It does require, however, more recycling on the part of the teacher (something that we should be doing anyway). Each unit also contains three exercises (cloze or reduction dictations, riddles, dialogs, roleplays). They are, on the whole, uninspired. A few chants are of questionable merit such as the "function" of "fishing for a compliment?"

Despite these major flaws, ***Small Talk*** is a very good text. If the exercises are ignored or done

orally, the book can be used repeatedly. Because of its supplemental nature, it is a good choice for a class set.

Reviewed by Marc Helgesen
University of Pittsburgh ELI-JP, Tokyo

Reference

Pennington, M.C. and J.C. Richards. 1986. Pronunciation revisited. ***TESOL Quarterly 20(2),*** pp. 207-225.

COMPUTERS IN ENGLISH LANGUAGE TEACHING. CJ. Brumfit (ed.). Pergamon Press, 1985. 136 pp.

This collection attempts to describe CALL from an integrated aspect: CALL program reviews, frameworks for software description and development, teacher training, and educational technologies. Throughout this collection of nine papers, the emphasis is on practical classroom issues regarding CALL (Computer-Assisted Language Learning) and concerns these six main questions presented in the introduction: (1) What is Computer-Assisted Language Learning? (2) How can CALL affect my classroom teaching? (3) What is the best way of learning about CALL? (4) What software is available? How can I obtain it? How can CALL materials be evaluated? (5) What practical difficulties would there be in implementing CALL materials? (6) Where will CALL go in the future? These six questions are used as landmarks, though the fourth question is not specifically discussed. As Phillips points out, since "many of the innovations will be upon us faster than anticipated," this book should be read within three years. After that, the information in this book will be outdated.

Throughout the collection, two issues are stressed. One is the urgent need to set up an appropriate framework to describe or characterize CALL software, to be well informed about available CALL programs, and to develop new CALL possibilities. The other is the teachers' computer literacy, which will eventually allow teachers to involve themselves in CALL development.

Cook's and Phillips' chapters, which attempt to answer question 1, are helpful for software design, software development, and software evaluation. Both authors present well-formed frameworks to characterize or describe CALL materials.

Cook discusses CALL programs within the framework of his information processing models, and provides a different insight for illustrating CALL materials in terms of reading and writing. He points out computer advantages of controlling presentation, novelty and creativity, adaptability and interaction, and feedback.

"CALL is multi-dimensional activity (p. 46)." This is an important claim Phillips makes in his chapter where he tries to illustrate a kind of framework within which we can begin to think about CALL and within which rational development can take place. He shows an interesting multi-dimensional way of looking at a program. He points out seven possible categories for program characterization: actvity type, learning style, learner focus, program focus, language difficulty, program difficulty, and classroom management. The interactions among these categories, called "logical possibilities," generate many types of programs. His framework is significant for illustrating available programs, and it reveals different ways of viewing CALL materials. Then seven programs, including ***Storyboard, Gapkit, Finder,*** and ***Chatterbox,*** are introduced in seven scenarios of his ideas on the use of CALL. These scenarios are excellent to help the prospective users predict how each software program would work in the classroom. They also give a view to question 2: How can CALL affect my classroom teaching? This chapter is one of the highlights of this book because of its significant taxonomies and classroom scenarios.

Skehan's chapter provides an introduction to computer hardware and software for beginners. It also discusses the advantages and disadvantages of both computer software and hardware. This chapter is well written and particularly helpful for the novice.

One chapter written by three teachers at the Bell School makes this collection convincing. In the chapter these teachers contribute their practical experiences concerning question 2. They report on their applications of CALL and microcomputer networks, the advantages and disadvantages which emerged, and teacher involvement in CALL development. They give elaborate descriptions and suggestions on available software and hardware, and students'/teachers' responses. This should be a good reference for those who plan to bring computers to their own schools.

Higgins', Vincent's, and Meara's chapters concern question 3. The chapter by Higgins, a CALL specialist at the British Council, discusses whether teachers should learn to program. He raises several critcal issues about the scope of

(cont'd on next page)

(cont'd from previous page)
CALL and the changing role of the teacher in the new computer age. What he insists on is that all teachers should be offered the opportunity to learn programming and try to make at least one set of CALL materials even though not all of them need to become computer experts involving themselves in CALL material development. He believes that the attempt to solve problems in writing programs provides the teacher a good chance to clarify his or her own notion of how English grammar may appear to a learner. Higgins also says (p. 76) "it is not the product that matters but the chance to deepen perception and to make discoveries" about CALL. As far as program development is concerned, he suggests teamwork between teachers and computer specialists.

Vincent, an EFL methodologist, supports Higgins' arguments on teacher training and material development on CALL. She claims an urgent need to establish and maintain a great degree of interaction between ELT teachers and computer programmers in order to ensure the improvement of materials for CALL and the continued computer education of language teachers.

Meara's chapter is a clear illustration of the validity of Higgins' claim that teamwork is necessary for producing good CALL materials. He shows his successful experience in developing three programs for teaching German in cooperation with a computer programmer. He points out that he received good influence on the development of ideas from his programmer as he went along. He said he would not have been able to produce his work without the programmer's help.

Fox's chapter, concerning question 5, discusses the issues connected with the teacher's and student's responses to computers at a general level. His claim (p. 96) is that CALL is methodologically neutral and can easily be used for bad teaching, with unimaginative meaningless drill and sinister bullying." He also says that imaginative planning and careful integration with CALL can help both teachers and learners make their lives more enjoyable and profitable.

Phillips' second chapter discusses predicted development in technology over three different timescales. First, the short-term developments over the next two years should provide computer synthesis of speech and computer-controlled videotape. Second, the medium-term developments involve more powerful microcomputers, videodiscs, and authentic speech synthesis. Third, the long-term developments predicted are artificial intelligence and computer speech recognition. Then, Phillips highlights some implications for the ELT professions. He suggests research for ELT software design in order to pool software information resources. Teachers' exploitation of this technology in their classes is also needed, and consequently this exploitation leads to the development of curriculum. In order to do this, he also claims the need for teacher training.

One reminder before reading this collection is that, since this collection is published in association with the British Council, all the information introduced *on* software, hardware, school administration, and governmental projects is U.K. oriented. This book is therefore recommended for those who need information on what kinds of computer hardware or software are available especially in the U.K. Even though most of the CALL materials discussed here may not be familiar to Japanese readers, however, this book is also useful for its discussions on the basic administrative problems with the use of computers, so it is also recommended for those who are uncertain about the computer's usefulness in language teaching.

Reviewed by Yukie Aihara
Otaru University of Commerce

Reviews in Brief

***NEW DIRECTIONS IN LANGUAGE TESTING.* Edited by Y.P. Lee, Angela C.Y.Y. Fok, Robert Lord and Graham Low. Pergamon Press, 1985. 170 pp.**

Every day, every week, every month, or every term, teachers give tests to encourage students to study or in an attempt to evaluate their abilities. However, many classroom teachers just follow the traditional ways, not knowing how to truly encourage the students, nor what to evaluate in order to measure their abilities.

This book is an edited selection of 15 papers presented at the Hong Kong International Symposium on Language Testing in 1982. The editors assert that this text is concerned with measuring how well language is used within certain contexts and as a means of establishing aspects of context. As their statement promises, this book provides helpful insights into various testing situations and is a valuable guide to creating tests.

For example, in her paper, Rea shows the

classification of language tests from the standpoint of communication and gives concrete ideas on types of tests. Especially, her tables on *Critical dimensions of "non-communicative" and "communicative" performances,* and *Key features of language testing for teaching purposes* make good criteria to review the tests of classroom teachers. As key factors for communicative language testing, Swain states four principles: (1) start from somewhere, (2) concentrate on content, (3) bias for the best, and (4) work for washback. Von Elek discusses self-assessment tests for adult learners, which could be an effective tool for language teaching.

Four reports concerning oral proficiency tests give us new dimensions on how to create oral tests, and provide useful viewpoints on using the interview as part of the entrance examination for senior high schools.

Other reports of interest to me were Lee's investigation on the validity of the cloze score, and Stevenson's statements on pop validity and performance testing.

All in all, this book has proved to be a good resource for the in-service training of English teachers in Kobe.

Reviewed by Katsunori Manto
Kobe City Board of Education

RESOURCE BOOKS FOR TEACHERS: Project Work. **Diana L. Fried-Booth. Oxford University Press, 1986. 89 pp.**

This book is for any teacher who has ever had a guest speaker or taken a field trip without really knowing how to plan or follow up, or even the full rationale behind such activities.

Both author Fried-Booth and series editor Alan Maley give very convincing reasons for project work: it provides authenticity of language, task, event and experience, and the inherent cooperative nature and personal involvement increase motivation and get students more centrally involved in their own learning processes.

That this book provides the theory behind project work as well as numerous practical and adaptable examples (nearly 30) is its greatest strength – and also its greatest weakness. In ambitiously trying to provide both theory and practice, it sometimes gives neither adequately. As a reference book, an index and a more extensive bibliography would be helpful; for an idea book, 30 activities is perhaps too few and would seem to require some organizational principle.

The five sections of the book show some of the strain of handling both theory and practice in under 90 pages. Sections 1 and 5 ("Bridging Strategies" and "Case Studies") deal primarily with actual and practical ideas for projects while sections 2 and 3 ("Organizing a Project" and "The Project in Action") are more concerned with planning, problems, materials, and the role of the teacher. Section 4 ("The Layered Approach") shows how the four skills are handled in projects, but its connections to the other chapters seem a little forced.

Despite its organizational faults, the book is easy reading and filled with useful ideas like project work checklists and charts for weekly review and error monitoring, all of which may be photocopied with the author's permission.

Project Work was written for teachers working in an ESL environment. For EFL teachers, however, the most useful section is probably the Appendix, where the author discusses project work that has taken place outside the U.K. Although Fried-Booth fails to make the poinf project work is probably even more important for those studying in an EFL environment, where access to authentic language and language experience is difficult to come by. It seems there's another book waiting to be written outlining the whys and hows of project work in a non-ESL teaching situation, like Japan.

Reviewed by Stephen Ziolkowski
Aoyama Gakuin University

THE ABILITY TO RISK: Reading Skills for Beginning Students of ESL. **Leslie J. Noone. Prentice-Hall, 1986. 161 pp.**

One of the most often-cited myths of ELT in Japan is, "Japanese students can read and write, but they can't listen or speak." Japanese students can decipher texts, usually by translating them into the mother tongue. However, deciphering is not reading. Students need reading skills.

The Ability to Risk attempts, largely successfully to teach reading skills to low-level students. While the vocabulary load is below the false beginner level of most university students, the

(cont'd on next page)

(cont'd from previous page)
skill level is just right because it allows the teacher to begin at the beginning (alphabetizing, prepositions) to try to undo some of the bad habits previously learned.

The main strength of the book is its careful and constant recycling of the skills, crucial both in terms of making them "stick" and given the irregular attendance of most college students. Some of the skills effectively recombined and repracticed throughout the book are getting meaning from context, finding examples, outlining and pro-forms (pronouns, demonstrative adjectives).

Another strength of ***The Ability to Risk*** is the introduction of academic skills, such as following textbook directions, using reference books, and taking tests. Though the skills introduced are of a low level, they prepare the students well for more sophisticated work.

My only criticism of an otherwise fine book stems from the acronym ESL in the title. One chapter focuses on readings about comparing Centigrade and Fahrenheit while the last chapter explains the American system of government, topics of uncertain relevance in Japan. In general, the readings, are more utilitarian than exciting, but this is a criticism that could be made of almost any reading text currently on the market.

If you are looking for a text that goes beyond comprehension questions to teach skills that can be applied to a variety of reading situations, ***The Ability to Risk*** would be an excellent text to consider.

Reviewed by Steve Brown
University of Pittsburgh ELI-Japan, Tokyo

IN THE PIPELINE

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

Aebersold ***et al. Critical Thinking, Critical Choices.***
Allen & Robinett. ***The New Technologies.***
Bacheller. ***Listening and Recall.***
Bachman. ***Reading English Discourse.***
Black ***et al. Fast Forward.***
Crow. ***Vocabulary for Advanced Reading Comprehension***
De Jong. ***The Bilingual Experience.***
Dubin ***et al. Teaching Second Language Reading for Academic Purposes.***
Dubin & Olshtain. Course ***Design.***
Dunn. ***Noah and the Golden Turtle.***
Cairns & Redman. ***Working with Words.***
Glendinning & Holstrom. ***English in Medicine.***
Harmer & Surguine. ***Coast to Coast.***
Harris & Palmer. ***C.E.L. T.***
Harrison & Menzies. ***Orbit 1.***
Herzfeld-Pipkin & McCarrick. ***Exploring the US***
Hino. トーフルの６５０点：私の英語修業．
Hutchinson & Waters. ***ESP: A Language-Centered Approach.***
Macmillan "Advanced Readers" series.
Master. ***Science, Medicine and Technology.***
Mason. ***Meaning By A11 Means.***
McCrum ***et al. The Story of English.***
Mugglestone ***et al. English in Sight.***
Noone. ***The Ability to Risk.***
Rivers. ***Communicating Naturally in a Second Language.***
Rogers. ***Dictionary of Cliches.***
Rosenthal & Rowland. ***Academic Reading and Study Skills***
Taylor ***et al. Ways to Reading.***
Tomalin. ***Video, TV and Radio in the English Class.***
Valdes. ***Culture Bound.***
Watson. ***Welcome to English.***
Wright. ***"How to. . ."*** series.
Zion ***et al. "Open Sesame" series.***

RECENTLY RECEIVED

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

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

CLASSROOM TEXT MATERIALS/ GRADED READERS

*Lonergan & Ward. ***New Dimensions*** (Student's book). Macmillan, 1987.

Ball. ***Seeing English.*** Macmillan, 1986.
Casanave & Williams. ***The Active Reader: An introductory reading/communication text for students of ESL.*** Prentice-Hall, 1987.
Costello. ***Stories from Amenican Business.*** Prentice-Hall, 1987.
Dougill. ***English Any Time.*** London: Lingual House, 1987.
Howard. ***Idioms in American Life.*** Prentice-Hall, 1987.
Jones. ***Progress to Proficiency*** (Student's book). Cambridge, 1987.
Lautulippe. ***Developing Academic Reading Skills.*** Prentice-Hall. 1987.
Naterop & Revell. ***Telephoning in English*** ("Professional English" series). Cambridge, 1987.
Neufeld. ***A Handbook for Technical Communication.*** Prentice-Hall, 1987.
Rainsbury. Bill ***Morgan's Beat and Other Scenes for Communication.*** Prentice-Hall. 1987.
Rodby. ***Writing by Choice: Intermediate composition for students of ESL.*** Prentice-Hall, 1987.
Sawyer-Laucanno. ***Case Studies in International Management.*** Prentice-Hall, 1987.
Schwabe. ***Building Academic Skills: An ESL workbook.*** Prentice-Hall, 1987.
Steinberg. Practice ***Tests for the TOEFL.*** Prentice-Hall, 1987.
Suzuki ***et al. Basics in Reading: Tasks for developing reading skills*** (Student's book, Teacher's manual). Tokyo: Lingual House, 1987.
Tomlinson. ***Openings.*** London: Lingual House, 1986.

Longman

Functioning in Business

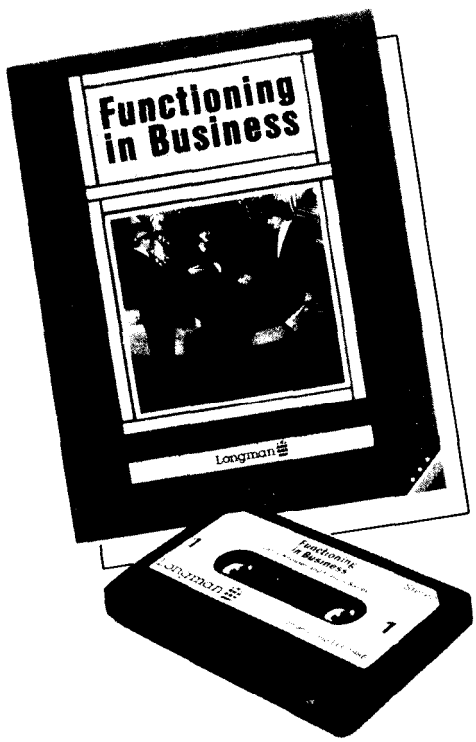
P Lance Knowles and Francis Bailey

About the authors...

Functioning in Business was developed over three years working with students on the intensive English programme at the Language Institute of Japan.

P Lance Knowles, formerly Director of the Language Institute of Japan, continues his association with the Institute as Consulting Director.

Francis Bailey was formerly Academic Supervisor at the Language Institute of Japan.



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

Longman

Functioning in Business

Integrated text/tape material for developing skills in business English at early intermediate level

- Develops recognition and efficient production of key functional phrases
- Extends general business vocabulary
- Provides listening practice, and oral/written practice
- C60 cassette tape of recorded dialogs and exercises
- Separate Answer Key
- Can be used for class work or self-study

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.***

GUMMA

ENGLISH THROUGH DRAMA

By Yoko Nomura

At the April meeting of the Gumma chapter, Yoko Nomura, author of ***Pinch and Ouch,*** gave a very lively presentation of her approach to teaching English as a second language. Her aim is to teach English through drama, by using role plays and dialogues which focus on everyday communication.

The title ***Pinch and Ouch*** refers to her main concept that communication is a two-way process – without a "pinch" you cannot say "ouch," and the way the "ouch" is said depends on the kind of pinch that you get.

The main vehicle for presenting the language is short easy dialogues that the students are able to act out directly. By saying the same lines repeatedly in different situations, the students find that they have memorized the lines without any great effort, while maintaining their interest.

Nomura also gave hints on ways to relax students so that they can learn everyday English in an enjoyable and creative atmosphere. Her method seeks to use the students' own creativity, as this increases their interest and involvement.

Reported by Suzanne Parkhurst
Yoshii Senior High School

KOTO-KU: NATIVE-SPEAKER TEACHERS IN JAPANESE JUNIOR HIGH SCHOOLS

By Peter Sturman

Peter Sturman, co-ordinator of the British Council's Koto-ku project, clarified the organization and aims of the project. Since 1985, the British Council has been supplying trained native-speaker teachers to junior high schools in Koto-ku (S.E. Tokyo), at the request of the local Board of Education. The project differs from other existing schemes, in that systematic efforts are being made to integrate communicative language teaching with the students' normal course of study.

In the second half of his presentation, Sturman showed how the planners of the project, by focusing on the model sentence for each page of the students' (Mombusho-approved) textbook, have succeeded in developing a series of lessons which practise the key language in a meaningful and enjoyable way. Where actual teaching is concerned, Sturman emphasized the value of co-operative interaction between Japanese and native-speaker teachers before, during, and after each lesson.

It became clear that the text is not The Text, but should be a springboard for creative instruction. Participants were much impressed by the pragmatic, professional approach adopted in the Koto-ku "experiment."

Reported By Richard Smith

(cont'd from page 30)

Webb ***et al. Worksheet: A business-based writing and grammar guide.*** Prentice-Hall, 1981.
White. ***Writing Away.*** London: Lingual House, 1986.
Wiley & Wrigley. ***Communicatin in the Real World: Developing Communication Skills for Business and the Professions.*** Prentice-Hall, 1987.
U.C.L.E.S. ***Cam bridge Proficiency Examination Practice 2.*** Cambridge. 1987.
tGreenall & Swan. ***Effective Reading: Reading skills for advanced students.*** Cambridge, 1986.

TEACHER PREPARATION/ REFERENCE/RESOURCE/OTHER

Brown. ***Principles of Language Learning and Teaching, 2nd ed.*** Prentice-Hall, 1987.
Sinclair ***et al., eds. Collins COBUILD (Collins-Birmingham University International Language Database) English Language Dictionary.*** Collins, 1981.

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 m-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.

OMIYA

STATISTICS AND APPLIED LINGUISTICS

By William G. Kroehler

At the May meeting, professor of English and president of Joshi Seigakuin Junior College, William G. Kroehler, succeeded in giving his audience an introduction into what is, for many, the nebulous world of statistics. Kroehler's aims were to share some of what he had learned from a recent Temple University course, and to help his listeners start to comprehend the statistics so often encountered when reading scholarly journals.

Kroehler emphasized the usefulness for teachers of what is called the ***standard deviation.*** An often heard but poorly understood term, standard deviation was defined by Kroehler as "a measurement of the difference (deviation) from the average (mean)." For example, if the standard deviation were 20 (as determined by a mathematical formula) and the average score on a test 44, it would mean that a score of 64 would be one stardard deviation from the average. One standard deviation from the average in either direction will usually cover at least two-thirds of the population.

The notorious Japanese ***hensachi*** makes use of standard deviation by setting it arbitrarily at 20. Thus, if 50 is the median score, a score of 60 would be considered good. The ***hensachi*** ratings of schools, rather than being determined by an authority such as the Education Ministry, are set by large companies in the entrance exam business. Kroehler noted that from his informal observations at his own junior college, the widespread use of ***hensachi*** to match students to particular colleges may have resulted in there being fewer very poor students, but at the same time fewer clearly exceptional students, than before.

Reported by David Burger

SUWA

IDEASHOP

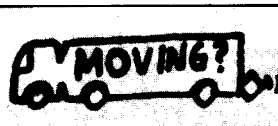
The four presentations made at our April "Ideashop," and briefly described below, enabled members to learn a variety of teaching techniques that can be used in different classroom situations.

Five Ideas for High School English Teachers: Haruhiko Shiokawa, Minowa Industrial High School, described a marking system which codes grammatical parts of sentences, providing an extra source of reinforcement for learners who 'are not familiar with English grammatical structures. Circles for verbs, brackets for infinitives, squares for conjunctions and slashes between clauses are used to help students when they read, write and translate. Teachers should edit authentic materials, and also create their own readings to provide students with texts they will enjoy reading.

Preparing and Using Magazine Pictures: Esther Sunde, Seiko Epson Corporation, explained ways magazine pictures can be useful for teaching grammar and vocabulary and for stimulating discussions, writing topics and language games. All pictures can be mounted using cardboard as backing and clear contact paper as a covering. Filing your pictures according to subject categories can help you find the picture you want quickly. Writing the name of the category on the back of each picture and keeping them in labeled folders or boxes can save a lot of time.

Creating Your Own Slide Show: Yoshiko Muroi-Brown, Suwa English Academy, and Bob Brown, Seiko Epson Corporation, talked about how photographic and datagraphic write-on slides, used with taped background music or a taped script, can be used in much the same way as pictures on OHP transparencies are. However, the slides help to create a presentation which is organized in a

(cont'd on next page)



See that your *Language Teacher* follows you. Send this form ALONG WITH YOUR CURRENT MAILING LABEL to the JALT Central Office: c/o Kyoto English Center, Sumitomo Seimei Bldg., Shijo-Karasuma Nishi-iru, Shimogyo-ku, Kyoto 600.

Name _____ Date effective _____

New Address _____

_____ Postal Code _____

New Home Phone _____ New Work Phone _____

New Employer _____

(cont'd from previous page)
special sequence and can be shown on a large screen to enhance the messages. Write-on slides can be written, typed or drawn on just like OHP transparencies. Write-on slides, however, allow for easy reference backwards or forwards in the presentation.

Fun Activities for Children: Mary Aruga, Shinshu University, presented some fun, interesting activities that involve movement and excitement. Puppets can be used to provide model sentences in an interesting way. Name chants help children to get to know each other, and teach them the rhythm used when asking and answering questions. "Post-its" vocabulary games review vocabulary since they create a competitive atmosphere similar to that of ***karuta,*** as the student have to remember and pick up the word or number the teacher calls out. These are just some of a host of activities introduced to involve young learners.

Reported by Robert L. Brown III

TOKYO

HOW CAN A NATIVE SPEAKER OF ENGLISH BECOME A PARTNER WITH A JAPANESE TEACHER OF ENGLISH?

By Minoru Wada

At the April meeting the Tokyo chapter had as its guest a representative of the Ministry of Education, Mr. Minoru Wada, who is Curriculum Specialist in charge of foreign language education. He talked about the efforts of the Ministry of Education to improve English education in Japan, and specifically the programs for inviting native speakers from abroad to work with Japanese teachers in middle and senior high schools.

In the original program which was launched ten years ago, 230 ***Mombusho*** English Fellows were brought over and placed in schools throughout the country. The success of the initial program led to its expansion to 850 teachers from Great Britain, the U.S., Australia and New Zealand, with projections for gradual expansion to several thousand in the future.

Wada discussed very frankly the problems encountered in introducing foreign teachers into Japanese schools, problems for the Japanese teachers in making the most effective use of their foreign assistants, and those problems of foreign teachers in adjusting to their often ambiguous positions and to life in another culture.

A lively discussion followed Wada's talk, in which both foreign and Japanese participants had the opportunty to express their views on the state of English education in Japan. These were very graciously received by the ***Mornbusho*** representative, who seemed to thoroughly enjoy his foray with the opposition.

Reported by George Deutsch

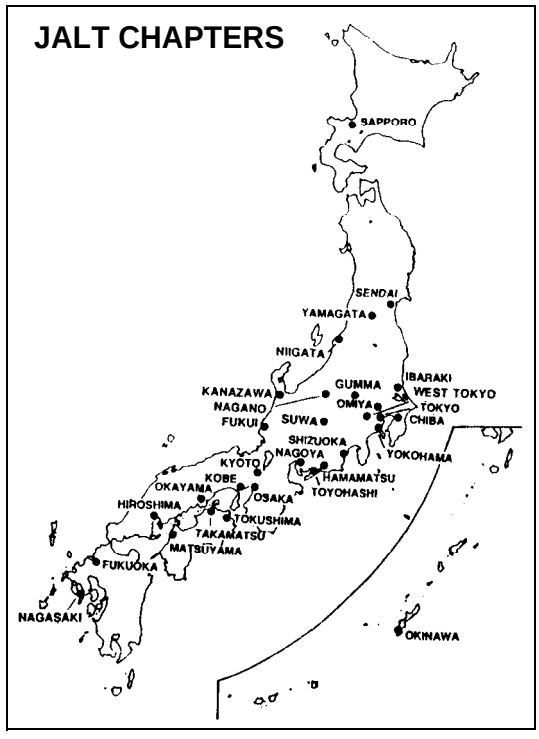
YOKOHAMA

LIOJ OPEN HOUSE

For the past three years, the Language Institute of Japan (LIOJ) has held an open house in May for the Yokohama chapter. LIOJ, which is located in Odawara, Kanagawa-ken, was founded in 1968 and was designed to be a cross-cultural experience for Japanese and foreigners.

A variety of workshops were offered at this year's open house. One of the workshops showed an adaptation of the story-square activity, which integrates current political and economic issues with developing communicative competence. Another presentation described the creative process of designing activities and gave advice on developing effective activities.

Reported by Jack King
Toyo-Eiwa Junior College



Bulletin Board

Please send all announcements for this column to Jack Yohay; l-l11 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.

JALT-MA-ISUYAMA SUMMER SEMINAR
Matsuyama, August 8-- 10

The JALT-Matsuyama chapter would like to invite you to attend the fourth annual Summer Seminar from August 8-10 at the Dogo Prince Hotel in Matsuyama. Although the Seminar is designed for junior and senior high school teachers, all who are interested in improving their English proficiency and in furthering their intercultural understanding are welcome.

The special guest speaker will be Mr. Michihiro Matsumoto, a former simultaneous interpreter for the American Embassy, Tokyo, and an interviewer for NHK, Tokyo. He is a well-known speaker and a prolific writer. The staff will include a number of native speaker instructors, and the program will concentrate on discussion sessions during which the participants will work on improving reading, writing, and listening skills as well as intercultural understanding. There will be workshops and small group discussions in a more relaxed atmosphere. Due to space limitations, we can only accept 50 applicants. For further information, call Michiko Ishii, 0899-43-7033. Address requests for a copy of the schedule and registration form to: Yumi Horiuchi, English Academy, Ichibancho 2-9-6, Matsuyama 790, or call 0899-3 l-8686.

SIT SUMMER SEMINARS
Odawara, August 19-23 and 26-30

The School of International Training will offer two highly participatory, experiential residential seminars which will examine the role of culture and communicative competence in language teaching this summer at Odawara's Asia Center. Aug. 19-23: Dr. Alvino Fantini – Teaching for Communicative Competence; Aug. 26-30: Janet Gaston – Integrating Culture in the Language Classroom. Optional graduate credit. For information: Shari Berman, 03-719-4991, or Fusako Allard, 06-315-0848.

INTRODUCTION TO SELF-ACCESS PAIR LEARNING TRAINING
Tokyo, August 20-24

Nicolas Ferguson, Director of the C.E.E.L. in Geneva, will offer a five-day training seminar for those interested in self-access pair learning. This training is strongly recommended for anyone who wishes to teach the course ***Threshold.*** Place: I-House (Kokusai Bunka Kaikan), Roppongi. Information: Didasko, 6-7-3 l-6 11, Itachibori, Nishi-ku, Osaka 550; tel. 06-443-3810.

INTRODUCTION TO SELF-ACCESS PAIR LEARNING and THE CERTIFICATE IN LANGUAGE TEACHING IN GENEVA

The C.E.E.L. (Centre for the Experimentation and Evaluation of Language Teaching Techniques) will hold its one-week Introduction to S.A.P.L. workshop, followed by the three-week Cert. L.T., in Geneva, July 20-Aug. 14. For further information, please contact Didasko, address above. As housing in Geneva is very tight in the summer, an early application is suggested.

TEMPLE UNIVERSITY JAPAN
Distinguished Lecturer Series

July 4-5 (Osaka): ***Testing in ESL,*** Harold Madsen, Brigham Young University

July 18-19 (Tokyo), 25-26 (O): ***Content-Based Second Language Teaching,*** Bernard Mohan, University of British Columbia

Sept. 12-13 (T), 19-20 (O): ***Issues in Communicative Language Teaching,*** H.G. Widdowson, University of London

Oct. 34 (T), l0-11 (O): ***Second Language Acquisition Research and Classroom Teaching,*** Patsy Lightbown, Concordia University

Nov. 7-8 (T), 14-15 (O): ***Teaching for Meaning – Shaping a Communicative ESL Curriculum,*** Sandra Savignon, University of Illinois

Dec. 5-6 (T), 12-13 (O): ***Drama in TESL,*** Richard Via, East-West Center, University of Hawaii

All courses Sat., 2-9 p.m., Sun., 10 a.m.4 p.m. One credit hour available per course. Information: Michael DeGrande, Temple University Japan, l-l6-7 Kami-Ochiai, Shinjuku-ku, Tokyo 161 (site of the Tokyo sessions), tel. 03-367-4141; or Temple University, Kyowa Nakanoshima Bldg. 2F, 1-74 Nishi-Temma, Kita-ku, Osaka 530 (site of the Osaka sessions), tel. 06-361-6667.

JALT members and others unable to enroll formally may attend the Saturday 2-5 p.m. portion of each course at special low fees. See ***Meetings:*** OSAKA, TOKYO.

Seattle, October 8-10

For information on this British Columbia-Oregon-Washington TESOL conference, please contact Stephen Stoynoff, Program Chair, Tri-TESOL II, ISALC, Box 50, Lewis and Clark College, Portland, OR 97219, U.S.A.

FIPLV WORLD CONGRESS
Canberra, January 4-8, 1988

"Learning Languages Is Learning to Live Together" is the theme of the 16th Federation Internationale des Professeurs de Langues Vivantes World Congress, to be held jointly with the seventh biennial conference of the Australian Federation of Modern Language Teachers' Associations next Jan. 4-8 at the Australian National University, Canberra. Prof. Wilga Rivers, Harvard University, will be the keynote speaker; other participants include Karl Diller, Diane Larsen-Freeman, Alan Maley, Lauren Lee Moulton, Rudolf Reynelt, and Tasaku Tsunoda. Twenty-five percent discount if registering by July 3 1. Address: XVI FIPLV World Congress, Canberra Tourist Bureau, GPO Box 744, Canberra 2601, Australia.

LITERACY AND TECHNOLOGICAL DEVELOPMENT
Bangkok, August 20-22

Literacy and Languages in Asia (LLA) and the Thailand Reading Association will conduct the Second international Conference Aug. 20-22. The theme of the conference is "Literacy and Technological Development." For information: Dr. Tuanchai Tan-ngarmtrong, Co-Chair of Organizing Committee and LLA Representation, Language Center, National Institute of Development Administration, Klong-jan, Bangkapi, Bangkok 10240, Thailand.

GREEN WALK RAISES MILLIONS OF YEN FOR ENDING HUNGER

To hasten the permanent end of hunger in the world, 450 language teachers, students, and others from different backgrounds – more than double last year – walked up to 15 kilometers May 10 through Tokyo parks, gardens, temples and shrines under sunny skies. They were 'sponsored' by thousands of their friends, relatives and classmates, thus raising millions of yen for long-term development projects in Ethiopia and the Philippines. Lending financial support,

(cont'd on page 00)

High School English Teachers Workshop!

STANTON SCHOOL OF ENGLISH will be holding the second High School English Teachers Workshop at our Shibuya School from August 19 (Wednesday) to August 21 (Fri), from 9:45 to 4:30. This course is designed and led by Experienced Stanton School teachers at present working in High Schools and is intended for teachers who work or wish to work with native-speaking teachers. The aim of the course is to provide practical advice and help to improve your teaching effectiveness by focussing on the foflowing areas:

- Introduction and practice of modtarn teaching techniques which can be used in Japanese High Schools
- Materials development
- Textbook modification
- Developing Team-Teaching with Native-Speaking Teachers

- The fee for the 3-day course will be Y18,000
- Space is limited to 18 participants

Interested?

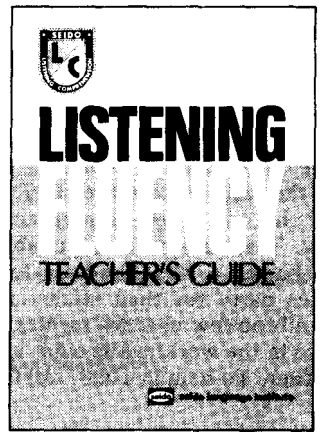
Please contact STEWART HARTLEY at STANTON SCHOOL, SHINJUKU, Dai-lchi Aoi Building, 1-3-17, Nishi Shinjuku, Shinjuku-ku, TOKYO T160.
Telephone: (03) 348 3300

STANTON

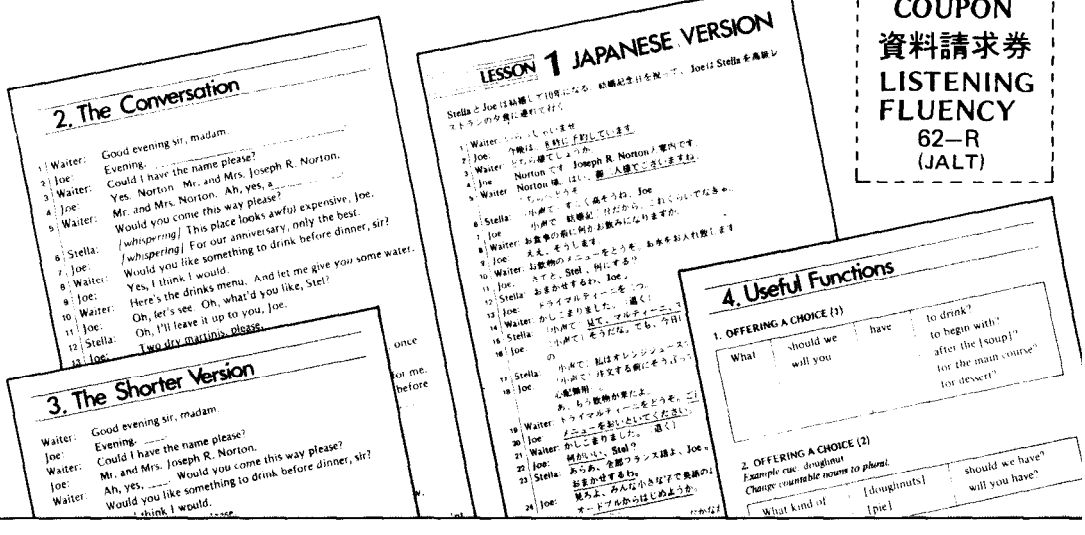
LISTENING FLUENCY

A NEW KIND OF LISTENING COMPREHENSION

- Realistic conversations for a wider listening scope, leading naturally into a narrower, speaking scope.
- Useful functions practiced in typical sentence structures.
- Pronunciation guidelines for hearing natural-speed conversation.
- Many possible classroom procedures described in the *Teacher's Guide.*
- Classroom set: the student's book and one tape.



Special price for Schools: \2,300.



COUPON
資料請求券
LISTENING
FLUENCY
62—R
(JALT)

seido language institute
12-6 Funado-cho, Ashiya-shi 659, Japan
seido セイドー外国語研究所
〒659 兵庫県芦屋市船戸町12—6 ☎0797(31)3452

in addition to those listed in the May ***Language Teacher,*** were Comet Publishers, Filmscan/ Lingual House, Harcourt Brace Jovanovich Japan, Heinemann ELT, and ICS Center's World Is One Club.

At Ryogoku Park, happy walkers to end hunger have their sponsor forms 'stamped' by a friendly JVC gorilla. (Photo: David Nelson)

During the walk, teachers and students alike seemed to appreciate the 'different' way of being with each other. Many of the hard-working student volunteers found themselves in a perfect communicative drill situation when they had hundreds of chances to ***really*** give directions! After the walk came a live music celebration put on by the Asia Week Committee of Sophia University. Teachers in Chiba, unable to go on the walk, hosted a \2,000-a-head English conversation tea party for their students. It was one of those all-too-few chances to make a positive difference in the world while enjoying oneself at the same time. To help in 1988, call 0466-33-7661.

REMINDER: 1988-89 COMPETITION IN PROGRESS FOR FULBRIGHT SCHOLAR AWARDS

The Council for International Exchange of Scholars reminds faculty and scholars that the competition for the 1988-89 Fulbright grants is in progress.

Fulbright Awards are granted in virtually all disciplines, and scholars in all academic ranks are eligible to apply. Applications are also encouraged from retired faculty and independent scholars.

The basic eligibility requirements for a Fulbright Award are: U.S. citizenship; Ph.D. or comparable professional qualifications; university or college teaching experience; and, for selected assignments, proficiency in a foreign language.

Application deadlines for the Awards are: Sept. 15, 1987 (for Africa, Asia, Europe, the Middle East, and lecturing awards to Mexico, Venezuela, and the Caribbean); Nov. 1, 1987 (for institutional proposals for the Scholar-in-Residence Program); Jan. 1, 1988 (for Administrators' Awards in Germany and Japan, the Seminar in German Civilization; the NATO Research Fellowships, and the Spain Research Fellowships); and Feb. 1, 1988 (for the France, Italy, and Germany Travel-Only Awards).

For applications, call or write Council for International Exchange of Scholars, Eleven DuPont Circle N.W., Washington, D.C. 20036-1257. Telephone (202) 939-5401.

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(ワードプロセッサー可)、以下の要領に従い書いて下さい。

枚数制限：

	400字詰原稿用紙(20語×20行)	ワードプロセッサー(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。

締切り日：掲載予定月の前月1日(厳守―作業を円滑に進めますために、締切り日以降に提出されました原稿は翌月にまわします)。

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、以下のところまで御連絡下さい。

〒630　奈良市青山 8-122
山　本　雅　代（日本語編集者）
☎　0742-26-3498

THE JALT NATIONAL SUMMER SEMINAR
for Junior and Senior High School Teachers
TOKAI UNIVERSITY JUNIOR COLLEGE. SHIZUOKA

Saturday, August 1

8:00	Registration opens
9:00	Opening
9:30-10:55	Hiro Taguchi: ***Suggestopedia and TPR in the U.S.***
11:05-12:30	Don Maybin: ***Motivating Students and Tired Teachers***
12:30- 1:15	Lunch
1:15- 2:40	Mr. Teguchi: ***Workshop on TPR and Suggestopedia***
2:50- 4:15	Ken Tamai and Takeshi Maenaka: ***Reforming English Teaching in Japan's Public High Schools***
4:15- 4:35	Coffee (fresh-ground)
4:35- 6:00	Peter Sturman: ***British Council Communicative Program for Junior High Schools***
6:00-	Dinner

Sunday, August 2

8:00	Registration opens
9:00-10:25	Ruth Venning: ***Team Teaching***
10:40-12:00	Mr. Tamae and Mr. Maenaka: ***Team Teaching***
12:00- 1:00	Lunch
1:00- 2:30	Minoru Wada ***et al.: Panel on Team Teaching***

All presentations will be in English. Presenters will be able to give explanations in Japanese if requested. The panel discussion on the last day will be conducted in English and Japanese with translation available.

The first day (Part 1) will provide background and methods which can be used to enliven and enrich the English-teaching classroom. The second day (Parts 2 and 3) will be completely concerned with team teaching. The panel discussion will flow from preceding events and will serve as a way of integrating the two days of the seminar.

Part 1

Hiro Taguchi, Director, Japanese Programs, Language Pacifica, California, who learned English as a second language, will be able to give some insight into the differences between teaching practices in Japan and the U.S., giving the entire seminar a more global perspective. He will discuss American ESL Education – its teacher qualifications, different ESL programs and their purposes, and their teaching methods. He sees TPR and Suggestopedia as methods which can add a listening/speaking dimension to English education here.

Mr. Tamai and Mr. Maenaka teach at Fukiai High School, a municipal high school in Kobe which has developed a very comprehensive English program whose objective is to have students score well on entrance exams and become communicative, motivated, top-notch speakers. Fukiai uses its two native-speaking teachers well, and involves them in team teaching and weekly planning. The program aims to enable students to express their own thoughts and opinions in English. It goes far beyond teaching conversational English, and has developed units for listening, rapid reading, paragraph writing, using Western logic, asking questions, building discussion skills, understanding cultural differences, and public speaking. The program is being used as a model by area schools.

Mr. Maybin's specialty is what he calls "productive pressure," techniques to put students in situations where they are much more likely to speak. He makes use of "productive pressure" in his own presentations. People find themselves very much involved.

Mr. Sturman, of The British Council, will be describing the Koto-ku Project. The Council was asked to assist in teaching English in the junior high schools in Tokyo's Koto Ward. The result was the Koto-ku Project: a program directed at teaching communicative English in junior high schools. This has involved not only the development of excellent materials which parallel junior high school texts, but also the efforts of native English-speaking teachers from The British Council who have assisted in teaching these materials.

Part 2

Ms. Venning began teaching in Japan as a ***Mombusho*** English Fellow (MEF) and is now helping orient new MEFs. She has a wealth of team-teaching experience.

Mr. Tamai and Mr. Maenaka (see above) will discuss the team-teaching program they have developed at Fukiai.

Part 3

The panel discussion of team teaching will address such issues as: Are two teachers always better than one? How can Japanese teachers make best use of native-speaking teachers? What materials are most suitable in the team-taught classroom? Minoru Wada of the Ministry of Education will be a very important member of the panel. Mr. Wada has expressed interest in team teaching, particularly that involving Japanese and foreign teachers. He is very interested in hearing teachers' views on this subject.

(cont'd on page 41)

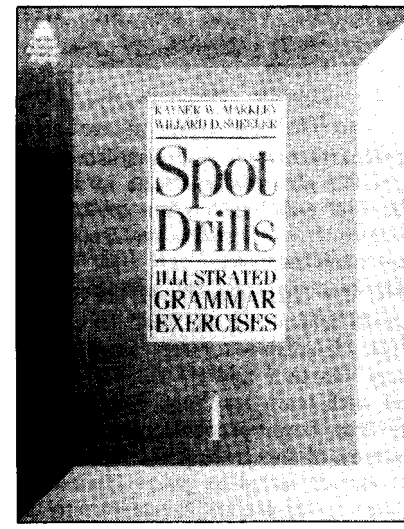
Do your students have problems with English Grammar?

It would be an unusual student that didn't. But what do you do when your students are having problems with a particular grammar point?
It's not always easy to think up your own exercises. What you need at such times is:-

SPOT DRILLS
Illustrated grammar exercises

Spot Drills provides practice material on specific grammar points. It can be used as a supplement to any coursebook or as a coursebook for a grammar class.

Next time your students are having problems with a particular grammar point, just get out your Spot Drills and refer them to the relevant page.



Oxford American English

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

Please ***send me a FREE inspection copy of SPOT DRILLS.***

Name: _____

School: _____

Address: _____
(Home/School)
_____

(cont'd from page 39)

Publishers' Display

Publishers will be displaying materials useful for teaching and for learning about teaching. Books on every aspect of teaching will be available.

Getting to the Site

From Shizuoka Station (JR Shinkansen), you can walk (10-15 min.) to Shin-Shizuoka Station and take the local train to Yunoki Station, the fourth stop (about another 10 min.). When you walk out the ticket gate, you will be able to see Tokai Junior College down the road on your right. By taxi, make sure you ask for Tokai University College at Yunoki Station. From Shizuoka Station: 20-30 min., about \700.

Registration and Fees

To register, mark the "Special Program Pre-Registration Fee:" box on the ***furikae*** in ***The Language Teacher*** and send in the appropriate amount.

		Members	Non-members
Pre-registered (post-	2 days	\12,000	\15,000
marked by July 25)	1 day	\ 8,000	\10,000
At the door	2 days	\14,000	\16,500
	1 day	\10,000	\12,000
Panel discussion only		\ 1,000	\ 2,500

Lunch will be available on both days for about \500. Dinner will be available on Saturday evening for about \1,500.

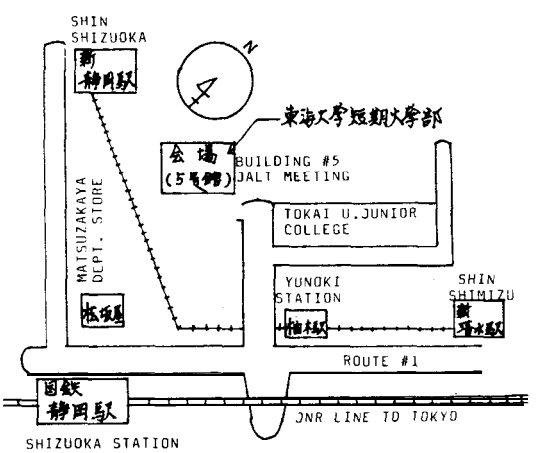
Information

JALT Office: Yumi Nakamura JALT Central Office, 075-221-2376; Seminar Site (Tokai University Junior College): John B. Laing, 0542-61-6321 (W), 0542-46-6861 (H).

For information concerning accommodation, please write to the address nearest you:

JALT Central Office, Yumi Nakamura, c/o Kyoto English Center, Sumitomo Seimei Bldg. 8F., Shijo-Karasuma Nishi-iru, Shimogyo-ku, Kyoto 600.

Seminar Site, Tokai University Junior College, 101 Miyamae-cho, Shizuoka-shi 420.



JALT SUMMER SEMINAR
(中学校・高等学校英語教師の皆さんへ)

1987年度サマーセミナーが、静岡市の東海大学短期大学で、8月1日(土)～2日(日)の2日間にわたって開催されます。今年度のセミナーでは、特に、中学校・高等学校の先生方が、新しい教授技術や教授法に接し、広くお互いの意見やアイディアを交換できる場を提供することを目的としています。今後数年間に、数千人のネイティブスピーカーの英語教師が日本に招聘されることになっています。中・高等学校での外国人英語教師の増加は、今進行中の国際化の過程の1つで、必ずや学校での英語教育のあり方に影響を与えるものと考えられます。このような変化に対処するため、現場の教師が、新しい教授法のみならず、やがて同僚となる外国人英語教師と、いかに効果的かつ生産的に生徒の英語指導を進めていくかを学ぶことが必要となります。このサマーセミナーは、特に、中・高等学校英語教師が、ここ数年間に直面する状況の把握と、かつ必要になる教授技術を学ぶ一助になるよう計画されました。

セミナーでの講演は、原則として英語で行われますが、要望があれば、日本語の説明を加えることも可能です。尚、パネルディスカッションは、通訳がついています。

プログラム

今年度のサマーセミナーは、3つのプログラムからなっています。第1日目(Part 1)は、教室での英語指導を活気づかせ、内容を豊かにする数々の新しい教授技術の方法と背景についての講演及び分科会があります。第2日目(Part 2と3)は、team teachingに焦点をあてた講演やパネルディスカッション等が行われます。Part 2では、まずネイティブスピーカー、続いて2人の高等学校英語教師によるteam teachingについての講演が予定されています。セミナーの最後のプログラムであるPart 3では、team teachingがかかえているいろいろな問題に関するパネルディスカッションが行われています。

第1日目、最初の講演者である田口広吉氏は、今セミナーのために米国から招聘された講師で、現在カリフォルニア州にあるLanguage Pacifica日本語課程の主事の職にあります。田口氏は『米国におけるTPRとSuggestopedia』の演題のもとに、米国におけるESL教育－教師の資格、ESLの学習内容とその目的、教授法等に触れ、続いて米国で行われているTotal Physical Response(TPR)とSuggestopediaの教授法を紹介します。

2番目の講演者Don Maybin氏は、英国で修士号を取得後、再来日しました。Maybin氏は、生徒のみならず、英語教師にも英語学習に対する動機づけを持たせる、いくつかの技術を開発しました。彼自身が名付けた"Productive Pressure"という方法は生徒が自然に英語で話

(cont'd on next page)

(cont'd from previous page)

すような雰囲気を作り出すことをめざしています。氏は、また自身の講演でもこの方法を有効に使うため、聴衆は氏の話に引き込まれ、ディスカッションにも深い関心を持って活発に参加することになります。日本の英語教育の分野で、Don Maybin 氏は、魅力ある第一級の講演者との評価を受けています。

午後の講演者は、神戸市葺合高等学校の玉井健教諭と前中猛教諭で、演題は『日本の公立高校における英語教育の改革』です。両氏は、高校で教鞭をとる中で、総合的な英語学習カリキュラムを開発しました。このカリキュラムの目的は、大学入試で高得点をとり、同時に英語での意志の疎通ができる、優秀な英語話者を輩出するということです。葺合高校では、2人のネイティブスピーカーの教師を最大限に活用し、team teaching や、週間学習計画作りに、積極的な協力を呼び掛けました。

第1日目最後の講演者 Steve Wilkinson 氏は、Frost English Center の所長です。Wilkinson 氏は、教室での英語によるコミュニケーションをより活発にする方法をいくつか実演します。従来の文法訳読中心のクラスを、生徒がより積極的に参加できる内容のクラスに変える方法も、いくつか紹介されます。

セミナー2日目は、team teaching に関する whys と hows を中心に展開されます。

最初の講演者 Ruth Venning 氏は、team teaching の様々な問題点に触れ、日本の英語教師が、ネイティブスピーカーの教師と協力して効果的な英語指導を現実のものにする方法をいくつか紹介します。Venning 氏自身も、英語指導主事助手（Mombusho English Fellow）として日本の英語教育に携わり、現在は、新しく派遣されてくる外国人英語教師のオリエンテーションの仕事にあたっています。Venning 氏のMEFに関する豊富な経験は、私達英語教師に多くの示唆を与えてくれるものと確信しています。

続いて、玉井健、前中猛両教諭が、葺合高校で開発された team teaching プログラムについて、様々な観点から発表します。このプログラムは、神戸地域では高く評価され、現在モデルとして兵庫県の県立高校に導入されています。両教諭の発表により、中・高等学校の先生方が、国内のある地域で推し進められているすばらしいプログラムに接し、触発されるところが大いにあると確信しています。同僚の先生方と共に参加されることをお勧めします。

セミナーは、team teaching についてのパネルディスカッションで終わります。ここでは、参加者全てに、team teaching に関する講演発表についての質問、問題提起、意見を交換する場を提供します。例えば、2人の教師の方が1人の場合よりより良いのか否か、どうすれば日本人の英語教師は、外国人英語教師と協力して、より効果的な授業ができるのか、また、どんな教材が適しているのかといった事項がここで討議されることでしょう。

文部省からは、和田稔氏を特別ゲストとしてお招きします。和田氏は、team teaching、特に日本人と外国人英語教師によって行われる方法に強い関心を持っておられるとのことですので、この問題に関して、先生方の率直な意見を大いにお聞かせ下さい。

サマーセミナーでは、より多くの方々に参加していただくため、2日目のパネルディスカッションのみ参加できる特別の枠を設けました。御多忙の方は是非、御利用下さい。

セミナー日程表、参加費、及び、会場案内図は、英文を参照して下さい。

事前登録は、払い込み書を御利用下さい。7月25日の消印まで有効です。

宿泊施設、その他お問い合せは、下記いずれかにてお願い致します。

〒600 京都市下京区四条烏丸西入ル
住友生命ビル8F
京都イングリッシュセンター内
JALT 事務局
☎ 075-221-2376

静岡事務所
東海大学短期大学 John Laing
☎ 0542-61-6321（事務所）
☎ 0542-46-6861（自 宅）

TESOL Publications
is pleased to announce

Selected Articles
from the
TESOL Newsletter
1966-1983

Edited by John F. Haskell

Contains more than 100 articles in the areas of Methodology, Professional Preparation, language and Culture, Linguistics and Grammar, Standard English as a Second Dialect, Language Assessment, Composition, English for Special Purposes, Reading and Vocabulary, Classroom Practices and more.

Includes index of Newsletter articles.

$15.00 Members, $16.50 Non-Members
Plus $1.50 postage and handling. All orders must be pre-paid.

T E S O L

1118 22nd Street, N.W.,
Washington, D.C. 20037 USA

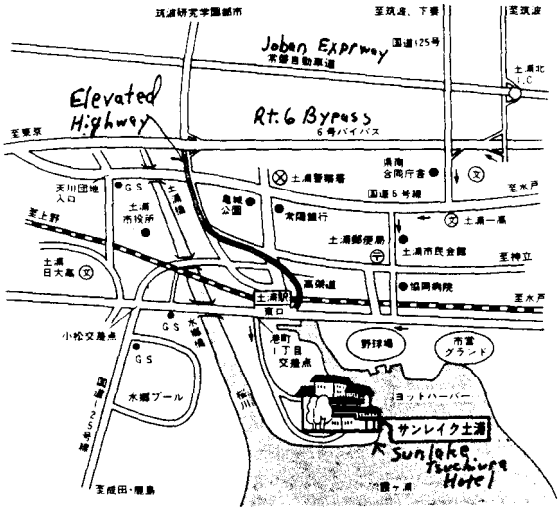
Meetings

Please send all announcements for this column to Jack Yohay; l-l11 Momoyama Yogoro-eho, Fuehimi-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.

IBARAKI

Topic:	The Myth of Japanese Uniqueness and How It Affects Language Teaching and Learning in Japan – The Theories of Tsunoda Tadanobu
Speaker:	Paul Axton
Date:	Sunday, July 12th
Time:	2-4 p.m.
Place:	Sun Lake Tsuchiura Hotel (15-minute walk from East exit of Tsuchiura Stn.; see map)
Fee:	Members, \500; non-members, \l,000
Info:	Jim Batten, 0294-53-7665

Mr. Axton is a lecturer at Temple University in Tokyo and at Tsukuba University in Ibaraki.



FUKUI

Topic:	Communicative Activities in Class
Speakers:	Harumi Yamada and Naomi Nemoto
Date:	Sunday, July 19th
Time:	2-4 p.m.
Place:	Fukui Culture Center (Housou Kaikan, 5F)
Fee:	Members, free; non-members, \500
Info:	John Service, 0776-22-3113

This workshop will demonstrate various teaching methods especially suitable for large classes. Participants will be encouraged to share their ideas.

Harumi Yamada has five years' experience teaching English to large junior high school classes (over 40 students), and now teaches at Maruoka Senior High School. Naomi Nemoto teaches English at the Fukui University Fuzoku Chuugakkou (the junior high school attached to Fukui University).

GUMMA

Topic:	English for "International Relations"
Speaker:	Richard Smith, Kanto Gakuen Univ.
Date:	Sunday, July 5th
Time:	2-4 p.m.
Place:	Ikuei Tanki Daigaku, Kyome-machi, Takasaki; 0273-52-l981
Fee:	Members, free; non-members, \l,000
Info:	Wayne Pennington, 0272-5l-8677

KOBE

Topic:	Spanish Through Suggestopedia
Speaker:	Alison Miller, Sanno Junior College
Date:	Sunday, July 12th
Time:	l-4 p.m.
Place:	St. Michael's International School
Fee:	Members, free-non-members, \l,000
Info:	Jan Visscher, 078-453-6065

This will be almost entirely an experiential demonstration of a Spanish lesson using Suggestopedia and incorporating the principal aspects of this method. Ms. Miller's expertise in both the theory and practice of Suggestopedia will make this a unique opportunity to experience first-hand what Suggestopedia is all about.

Alison Miller holds a B.A. from Colorado College and an M.A. in Spanish Literature from Middlebury College, Madrid Campus. She was trained in Suggestopedia by the originator of the method, Dr. Georgi Lazanov. Since then, for nearly ten years, Ms. Miller has been teaching Spanish and French using Suggestopedia and giving teacher training courses in the U.S. and Japan. She is at present associate professor at Sanno Junior College, a member of the Sanno Research Department of Suggestopedia, and honorary advisor to JAS (Japan Association of Suggestopedia).

Kobe chapter will host a reception July 3 for Harold Madsen, Brigham Young University, just prior to his Temple University weekend course in Testing and ESL. See OSAKA below for details.

KANAZAWA

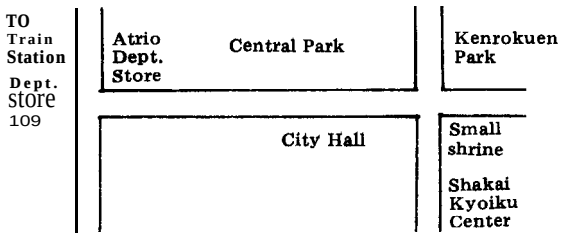
Topic:	Modified Input and Listening Com-Prehension
Speaker:	Raoul Cervantes
Date:	Sunday, July 12th

(cont'd on next page)

(cont'd from previous page)

Time: 2-4:30 p.m.
Place: lshikawa Shakai Kyoiku Center (see map)
Fee: Members, free; non-members, \500
Info: Sue Kocher, 0762-41-4496
Paul Hays, 0762-65-5752

Mr. Cervantes, who has published research on this subject, will first review and discuss current research on modified input and listening comprehension. Modified input is language that is adjusted for non-native speakers. He will then use tapes he has made to show how research findings can be applied to classroom practice.



KYOTO

Topic: Japanese the Silent Way – For teachers of Japanese (and other languages): A New Approach; For students of Japanese: An Opportunity to Improve Your Japanese
Speaker: Fusako Allard
Date: Sunday, July 12th
Time: 2--5 p.m.
Place: Basement Hall, Kyoto YMCA (Sanjo-dori at the corner of Yanagi-no-bamba, midway between Karasuma and Kawaramachi); 075-23l-4388
Fee: Members, students of Japanese, free; others, \500
Info: Haruo Minagawa, 075-464-1665
Jane Wieman, 075-881-2278

The Silent Way is a dramatically different and effective approach to teaching and learning anything – including languages. Ms. Allard will share her experience of teaching Japanese through the Silent Way to non-Japanese speakers of varied linguistic exposures and learning backgrounds. She hopes that the audience will experience and observe when and how learning takes place, and discuss the responsibilities of students and teachers for learning to happen.

Ms. Allard, founder and director of the Center for Language and Intercultural Learning, Osaka, teaches Japanese and English using the Silent Way approach, and is soon to complete her M.A.T. thesis ("From Zero to Reading in One Hour") for the School for International Training. Her experience includes work with lndo-Chinese refugees and the blind.

MATSUYAMA

Topic: The Reform of English Language Education in Public High Schools
Speaker: Ken Tamai, Kobe Municipal Fukiai H.S.
Date: Sunday, July 19th
Time: 2-4:30 p.m.
Place: Shinonome High School Memorial Hall
Fee: Members, \500; non-members, \l,000
Info: Linda Kadota, 0899-79-6531
Yumi Horiuchi, 0899-3l-8686

Students at Fukiai learn not only how to "survive in the entrance examination hell" but also, through a flexible, innovative, gradually-developed program, to communicate in English. Mr. Tamai will discuss his school's overall goals, the English course and curriculum, team-teaching, the effective use of the LL, new methods to develop the basic skills, and international student-level cultural exchange.

NAGASAKI

Topic: "Idea Box" for Reaching Children
Speaker: Keiko Abe
Date: Sunday, July 5th
Time: 1:30-4: 30 p.m.
Place: Nagasaki University, Faculty of Education, Rm. 63
Fee: Members, free; non-members, \1,000
Info: Yoko Morimoto, 0958-22-4107 (W)

As children need constant direction, attention, encouragement and praise, and have short attention spans, simple, practical, creative teaching methods work best. These include games, role-play activities, simulations and songs which children can easily identify with. Ms. Abe will focus on approaches which have proven successful in Japan.

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

NAGOYA

Topic: Annual Do-It-Yourself
Date: Sunday, July 5th
Time: 1:30-5 p.m.
Place: Mikokoro Centre, Naka-ku
Fee: Members, free; non-members, \l,000
Info: Tetsu Suzuki, 0566-22-5381
Lesley Geekie, 05617-3-5384

Here's your chance to share ideas which have worked for you. Bring along ideas, materials,

techniques, books, anything that was a hit in your classroom. Business English, junior/senior high, children's classes, ESS, college, private students – contributions from people teaching in any situation are welcome. Come and spread your word!

NAGANO

Topic: Developing Oral Skills
Speaker: Geoffrey Gipps
Date: Saturday, July 1lth
Time: 2:30-4:30 p.m.
Place: First Conference Room, Administration Bldg. 4F, College of Education, Shinshu University
Fee: Members, free; non-members, \500
Info: Katsuni Kitazawa, 0262-27-6646

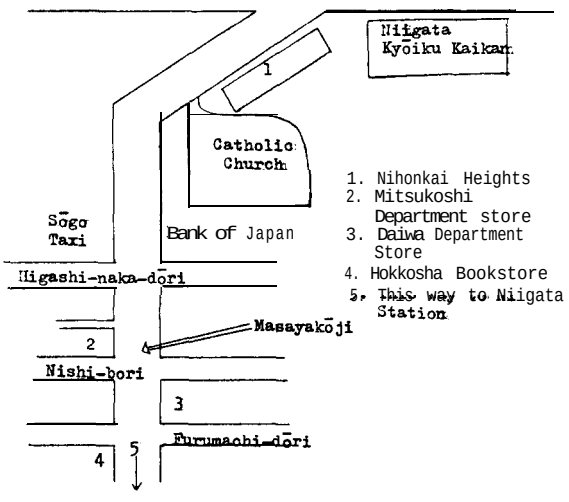
The principles behind the communicative approach to oral activities will be discussed with practical examples. Participants are encouraged to bring examples of oral activities which they have used in the classroom.

NIIGATA

Topic: ***Streamline,*** Video, and ***Jazz Chants:*** Three Ways to Liven Up your Classes
Speaker: Shelagh Speers
Date: Sunday, July 12th
Time: 1:30-3:30 p.m.
Place: Niigata Kyoiku Kaikan (12-min. walk from downtown Furumachi towards the beach; see map)
Fee: Members, free; non-members, \500
Info: Carl Adams, 025-262-7226 or 260-7371
Chisato Furuya, 0258-46-6000

Teachers throughout Japan have found that the popular ***Streamline*** series provides even the most elementary classes with humorous material and plenty of conversation. Ms. Speers will talk about how to use ***Streamline*** most effectively, and show segments from the entertaining new videos which go with it. She will next focus on ***Small Talk,*** the new book of jazz chants by Carolyn Graham. Functionally based, and grouped into thematic units, these chants are a big hit with all students, from children to businessmen. The accompanying tape, which features live jazz recordings, is guaranteed to set everyone's toes a-tapping!

Shelagh Speers has eight years' experience as an ESL/EFL teacher in Canada and Japan. She is Senior Marketing Executive for Oxford University Press in Tokyo.



OKAYAMA

Topic: Games in the Language Classroom
Speaker: Thomas N. Robb
Date: Saturday, July 18th
Time: 2:40-4:30 p.m.
Place: Shujitsu High School (14-23 Yuminocho, Okayama-shi); 0862-25-1326
Fee: Members, free; non-members, \500
Info: Fukiko Numoto, 0862-53-6648

OMIYA

Topic: Language Acquisition
Speaker: Miho Steinberg
Date: Sunday, July 12th
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, 03-317-0163

Prof. Steinberg will explain why and how reading lessons should precede writing instructions in second language teaching. She will also discuss how reading could precede speaking by giving examples of various experiments with 2-, 3-, and 4-year-olds learning to read in their native languages.

Miho Steinberg, born in Canada, came to Japan when she was 12 and attended junior and senior high school in Shiga-ken. After graduating from Kyoto Women's University, she received her graduate education at the University of Michigan. She has taught at the University of Illinois, the University of British Columbia, and was the director of the English Language Institute at the University of Hawaii until she came to Japan in 1982. Her interests are in the theory and practice of second language methodology and in reading. Her publications include the book ***Utterance-Response Drills*** (Prentice-Hall) and the article, "English Instruction in Japanese Junior High Schools" ***(Japan Times).*** She is currently an associate professor at Nagoya Gakuin University.

OSAKA

(1) Co-Sponsored by Temple University

Topic: Testing in ESL
Speaker: Harold Madsen, Brigham Young Univ.
Date: Saturday, July 4th
Time: 2-5 p.m.
Place: Temple University (see ***Bulletin Board)***
Fee: Members, \1,000; non-members, \2,000
Info: Linda Viswat, 06-543-1164

Kobe chapter will host a reception for Dr. Madsen Fri., July 3rd, 7-9 p.m. at Language Resources, Taiyo Bldg. 6F., 5-1-2 Kitanagasa-dori, Chuo-ku (5-min. walk west of Motomachi Stn. on the north (mountain) side of the tracks); 078-382-0394. Fee: \500. Info: Jan Visscher, 078-453-6065.

(2) Co-Sponsored by Temple University

Topic: Content-Based Language Teaching
Speaker: Bernard Mohan, Univ. of Brit.Columbia
Date: Saturday, July 25th
Time: 2-5 p.m.
Place/Fee/Info: as above

A reception for Dr. Mohan is planned for 6-8 p.m., Fri., July 24th, at Umeda Gakuen. Members, \500; non-members, \1,000.

See ***Bulletin Board*** for forthcoming dates of this Distinguished Speaker Series.

TAKAMATSU

Topic: Current Trends in Methodology
Speaker: Tom Robb
Date: Sunday, July 19th
Time: 1:15-4:30 p.m. (note early start)
Place: Takamatsu Shimin Bunka Centre
Fee: Members and first-time visitors. free; students, \250; others, \500
Info: Shizuka Maruura, 0878-34-6801

Tom Robb (Kyoto Sangyo University) is the Executive Secretary of JALT. In this capacity and as a regular participant in TESOL annual conventions, he is familiar with developments in language teaching both in Japan and internationally.

SENDAI

Topic: Team-Teaching in the Public Schools
Speaker: Robin-Sue Alexander
Date: Sunday, July 12th
Time: 1-4 p.m.
Place: New Day School, 022-265-4288
Fee: Members, free; non-members, \500
Info: Tomoo Mizuide, 0223-22-3853 (day) or 022-246-0859 (night)

Many public schools today are "experimenting" with team teaching, combining the talents of both a native English speaker and a Japanese English teacher. This presentation will discuss the benefits of team-teaching and suggest ways to overcome such obstacles as insufficient planning time and regulated textbooks. Sample lesson plans and various activities from current junior high school textbooks will be presented.

Robin-Sue Alexander has team-taught with Japanese junior high school English teachers for the past two years. She is employed by a local Board of Education in Iwate-ken, and is currently involved in establishing a JALT chapter in Morioka.

SUWA

Topic: Teaching Children Using Plays and Puppets
Speaker: Camy Condon
Date: Sunday, July 12th
Time: 1:30-3:30 p.m.
Place: Suwa Bunka Center 2F: Dai-ni Shukai Shitsu
Fee: Members and children, \500; non-members, \1,000
Info: Esther Sunde, 0266-58-3378 (H) or 0263-52-2552, ext. 1424 (W)

Camy Condon, founder of the Association of English Teachers of Children, will present her ideas about teaching children languages using puppets, songs and other activities. Ms. Condon has written several popular books which are well known in Japan, including: 1) ***English Riddles for Children*** ("Eigo no Nazo Nazo"); 2) ***Playful Chants in English*** ("Eigo no Asobi Outa"); 3) ***English Plays for Japanese Students*** ("Shoju Gaksei no Yasashii Eigo Geki"). Her presentation will be followed by a demonstration of how puppet shows can be used to gain student involvement for learning.

TOKUSHIMA

Topic: TEFL for Children and Young Adults
Speaker: Keiko Abe
Date: Sunday, July 12th
Time: 1:30--4:30 p.m.
Place: Tokushima Bunri Univ., No. 14 Bldg., Rm. 22; 0886-22-9611
Fee: Members, free; non-members, \1,000
Info: Sachie Nishida, 0886-32-4737
Noriko Tojo, 0886-53-9459

TOKYO

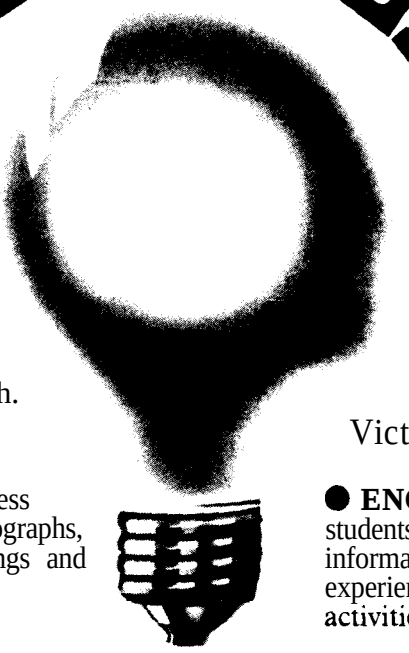
Co-sponsored by Temple University

Topic: Content-Based Second-Language Teaching
Speaker: Bernard Mohan, Univ.of Brit. Columbia
Date: Saturday, July 18th

(cont'd on page 48)

Cambridge ELT

GREAT IDEAS



Listening and speaking activities for students of American English

Leo Jones & Victoria Kimbrough

A unique new textbook of fluency practice activities designed to improve the listening and speaking skills of intermediate level adult students of American English. *Great Ideas* is

● **LIVELY –**
students are stimulated to express their ideas in English by photographs, advertisements, maps, drawings and cassette recordings.

● **ENGAGING –**
students solve problems, exchange information and describe their experiences in pair and group activities.

● **CHALLENGING –**
specifically designed communication activities use an information gap approach to encourage genuine communication.

Student's Book	0 52131242 6
Teacher's Manual	0 52131243 4
Cassette	0 52132052 6

Inspection Copy Request Form

TO: Steven Maginn, United Publishers Services Ltd, Kenkyu-sha Bldg., 9 Kanda Surugadai, 2-chome, Chiyoda-ku, Tokyo 101, TEL: 291-4541

Please send me a free inspection copy of *Great Ideas* Student's Book.

NAME: _____

SCHOOL: _____

ADDRESS: _____

CAMBRIDGE UNIVERSITY PRESS

(cont'd from page 46)

Time: 2-5 p.m.
Place: Temple University, Shimo-ochiai
Fee: Members, \500; non-members, \1,000
Info: Michael Sorey, 03-983-4542 (H), or 03-270-4711 (W)
Makoto Oshima, 03-416-8477

See ***Bulletin Board*** for forthcoming dates of this Distinguished Speaker Series.

Topic: Getting Students to Talk
Speaker: Barbara Hoskins
Date: Sunday, July 26th
Time: 2-5 p.m.
Place: Sophia University Library, Rm. 8 12
Fee: Members, free; non-members, \500
Info: Michael Sorey, 03-983-4542

Students are more willing to talk when they have a reason to communicate. Participants will experience several different types of activities that "get students to talk," and will learn how to use the simple principles underlying these activities to change uninteresting, unmotivating textbook lessons into communicative activities. Demonstration activities will be based primarily on lessons from junior and senior high school textbooks approved by the Ministry of Education (although the principles work for activities at all levels). Teachers attending will receive handouts describing sample lesson outlines, guidelines and activities.

Barbara Hoskins, M.A. in TESL, Northern Arizona University, teaches at New Day School in Sendai and is co-ordinator of the JALT Sendai chapter.

TOKYO SIGs

東京支部　日本語教育部会

演　　題：ひらがな48分教授法
講 演 者：カッケンブッシュ　ひろこ
月　　日：7月3日㈮
時　　間：受付　6：00 p.m.
　　講演　6：30－8：30 p.m.
会　　場：テンプル大学日本校　03-367-4141
　　（近野、又は　橋本）
　　（西武新宿線 下落合駅下車1分 落合公園前）
参 加 費：会員－無料：非会員－500円
問い合せ：北沢　美枝子　03－485－3204
　　安達　幸子　03－788－0884

英語圏の学生に、ひらがなをいかに早く、楽しく、覚えさせるか。今回の講演では、ひらがなの形と発音の組み合せを、英語に関連させて、スピーディに教え、楽に日本文字に慣れさせるという方法を紹介する。カッケンブッシュ先生は、アメリカやオーストラリアなど英語圏での日本語教育のご経験が長く、ユーモアに溢れた教授法や教材は好評を博している。

TESS

Topic: Communicative Approach to the Teaching of "Juken Eigo"
Speaker: Yoshio Mochimaru
Date: Sunday, July 19th
Time: 2-5 p.m.
Place: Temple University, Shimo-ochiai
Fee: Members, free; non-members, \500
Info: Mayumi Nakamura, 0423-78-2834
Derald Nielson, 03-48 l-0836

On Sept. 20, Takahiko Hattori will discuss the teaching of paragraph writing.

TOYOHASHI

Topic: Creating Situations for Information Exchange
Speaker: Anthony C. Robins
Date: Sunday, July 26th
Time: 1:30-4:30 p.m.
Place: Kinro Fukushi Kaikan 2F.
Fee: Members, free; non-members, \500
Info: Masahito Nishimura, 0532-47-1569

WEST TOKYO

Topics: 1) New Trends in Secondary School Education
2) Communication Cards
Speakers: 1) Lawrence T. Knipfing
2) Ray Ormandy
Date: Saturday, July 18th
Time: 2:30-5:30 p.m.
Place: Fujimura Girls' High School, Kichijoji
Fee: Members, free; non-members, \500
Info: Brenda Katagiri, 0422-42-7456
Yoshihisa Kobori, 0428-24-0968

Mr. Knipfing will report on an experimental high school program which will include a new testing program based on TOEIC, an explanation of the new SONY Repeater, and work with phonics.

Mr. Ormandy will demonstrate a student-centered self-expression activity suitable for conversation students from low intermediate to advanced levels. It can be used with any textbook. Handouts will be provided.

YOKOHAMA

Topic: Using the Personal Computer in Planning, Organizing and Managing Lesson Plans
Speaker: John Burton
Date: Sunday, July 12th
Time: 2-5 p.m.
Place: Kaikokinen Kaikan (near JR Kannai Stn.)

Fee: Members, free; non-members, \500
Info: Bill Patterson, 0463-34-2557

To see how a personal computer can be used for managing your lessons, come to this 'live' presentation and see the process in action. Mr. Burton will use an Apple IIc, but the principles are the same for any type of computer. Topics will include introducing the personal computer's hardware and software; safety tips; and lesson planning.

Mr. Burton is a teacher at Toyo Eiwa Joshi Tandai, Yokohama, and a word processing instructor at Bunkyo Joho Senmon Gakko in Shinagawa. He is currently looking into ways personal computers can be used for saving time when designing lesson plans and helping the teacher keep track of class progress throughout the year.

YOKOHAMA SIG (July 12, as above)

Teachers of English at !Secondary School

Topic: Uses of the Personal Computer in Planning, Organising and Managing Lesson Plans
Speaker: John E. Burton
Time: l-2 p.m.
Info: Kimiko Ozawa, 045-81 l-2959
Mitsui Nakano, 045-543-0437

Mr. Burton will discuss: 1) introducing the hardware and software; 2) starting up the computer; and 3) the word processor program: (a) what it can do; (b) how you can use it.

(OITA) Non-Japanese fluent speakers of English wanted for junior and senior high school English seminar Aug. 20-22. All that is required is an eagerness to communicate in English with promising secondary school boys. \30,000 plus \10,000 maximum transportation allowance. For further information contact: Fred Ferrasci or Masayuki Moriyama, Iwata Gakuen, l-l-l Iwata-cho, Oita 870; tel. 0975-58-3007.

(TOKYO) Tokyo Woman's Christian University, Junior College Division, is to turn into a new four-year division of the University in April 1988, and will require an additional full-time Teaching Assistant for the expanded English programme. Two-year contract. The main qualifications are a good degree in a subject relevant to English teaching, some experience of teaching in a university or junior college, and the ability to work as a member of a team. For further details write to: The Chairman, English Department, Tokyo Woman's Christian University, Junior College, Mure 4-3-1, Mitaka-shi, Tokyo 181, or phone Louis Levi, 0422-45-4145 (college), 03-315-8397 (home).

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-lob-related specifications are not encouraged.*

(KANAZAWA) Vital, innovative technical university with sister-school relationship with the University of Hawaii seeks former UH students for full-time English-teaching positions starting September 1987 and April 1988. Qualifications: Native English speaker; M.A. in ESL, Linguistics, Education, or Japanese. Duties: Freshman English classes; one class in basic technical and business English; materials development. Terms: Two-year renewable contract, \4,038,000 starting annual salary. Please contact: Keiko Koma, Personnel Director, Kanazawa Institute of Technology, 7-l Ohgigaoka, Nonoichi, Ishikawaken 921.

(MATSUYAMA) A full-time English Conversation Teacher (native speaker) is required on Shikoku. Experience preferred, plus a willingness to adapt to and use a unique teaching system – guidance/training provided on the job. Good pay and conditions plus apartment, phone, etc., await the right person. Please send resumes with a recent photo to: Joshua Battain, Crossroads Language Studio, 2-9-9 Katsuyamacho, Matsuyama-shi, Ehime-ken 790; tel. 0899; 21-7595.

(NAGOYA) Commercial language school seeks a native speaker of English for a full-time position from September or October – in the quiet town of Tsushima, 30 minutes from downtown Nagoya. Minimum requirements: a B.A., two years' classroom teaching experience, some spoken Japanese ability, and a driver's license (Japanese or foreign). Good salary, great housing conditions and other benefits – including paid vacations and medical plan. Definitely worth a call to Kraig Pencil, 052-802-4156.

(NAGOYA) Full-time Associate Instructor, native English speaker, beginning April 1, 1988. Contract is for two years with one renewal possible. Minimum teaching load of 16 hours per week plus office hours and participation in program planning. Compensation depends on qualifications. M.A. in ESL/EFL, English, Linguistics, or related field required. Send resume, statement of career goals, two recommendations including one from a faculty member of most recently attended graduate school, to Peter Garlid, Department of English, Nanzan Junior College, 19 Hayato-cho, Showa-ku, Nagoya 466, by Oct. 1,1987.

MEMBERSHIP INFORMATION

JALT is a professional organization dedicated to the improvement of language learning and teaching in Japan, a vehicle for the exchange of new ideas and techniques and a means of keeping abreast of new developments in a rapidly changing field. JALT, formed **in** 1976, has an international membership of some 3000. There are currently 23 JALT chapters throughout Japan. It is the Japan affiliate of International TESOL (Teachers of English to Speakers of Other Languages) and a branch of IATEFL (International Association of Teachers of English as a Foreign Language).

Publications – JALT publishes The **Language Teacher,** a monthly magazine of articles and announcements on professional concerns, and the semi-annual **JALT Journal.** Members enjoy substantial discounts on **Croa Currents** (Language Institute of Japan) and **English Today** (Cambridge University Press). Members who join IATEFL through JALT can receive Engllsh Language Teaching **Journal, Practical English Teacher, Modern English Teacher,** and the **EFL Gazette** at considerably lower rates.

Meetings and Conferences – **The JALT International Conference on Language Teaching/Learning** attracts some 1500 participants annually. The program consists of over 200 papers, workshops and colloquia, a publishers' exhibition of some 1000 m^2, an employment center, and social events. **Local chapter meetings are** held on a monthly or bi-monthly basis in each JALT chapter. JALT also sponsors special events annually, such as the Summer Institute for secondary school teachers, and regular In-Company Language Training Seminars.

Awards for Research Grants and Development – Awarded annually. Application must be made to the JALT President by September 1. Awards are announced at the annual conference.

Membership – **Regular Membership (\6,000)** includes membership in the nearest chapter. **Joint Memberships** (\10,000), available to two individuals sharing the same mailing address, receive only one copy of each JALT publication. **Group Memberships** (\3,600/person) are available to five or more people employed by the same institution. One copy of each publication is provided for every five members or fraction thereof. Associate Memberships (\50,000) are available to organizations which wish to demonstrate their support of JALTs goals, display their materials at JALT meetings, take advantage of the mailing list, or advertise in JALT publications at reduced rates. Application can be made at any JALT meeting, by using the postal money transfer form ***(yubin furikae)*** found in every issue of ***The Language Teacher,*** or by sending a check or money order in yen (on a Japanese bank) or dollars (on a U.S. bank) to the Central Office.

Central Offke: Kyoto English Center, Sumitomo Seimei Bldg., 8F., Shijo Karasuma Nishi-iru, Shimogyo-ku, Kyoto 600; tel. (075) 221-2376. Furikae Account: Kyoto S-15892. Name: "JALT'

JALT—全国語学教育学会について

JALTは、語学教育のために、最新の言語理論に基づく、より良い教授法を学ぶ機会を提供し、日本における語学学習の向上と語学教育の発展を図ることを目的とする学術団体です。現在、日本全国に約3,000名の会員を持ち、英語教師協会（TESOL）の加盟団体、及び国際英語教師協会（IATEFL）の日本支部として、国際的にも活躍しています。

出版物：上記の英文記事を参照。JALT会員、或はIATEFL会員には、割引きの特典がある出版物もあります。
大会及び例会：年次国際大会、夏期セミナー、企業内語学セミナー、各支部の例会等があります。
支　部：現在、全国に23支部あります。（札幌、仙台、山形、茨城、大宮、千葉、東京、群馬、横浜、静岡、浜松、名古屋、京都、大阪、神戸、岡山、広島、徳島、高松、松山、福岡、長崎、沖縄）
研究助成金：詳細はJALT事務局まで。
会員及び会費：**個人会費**（￥6,000）—最寄りの支部の会員も兼ねています。**共同会員**（￥10,000）—住居を共にする個人2名が対象です。JALTの各出版物が、2名に対し1部しか配布されないという事以外は個人会員と同じです。**団体会員**（￥3,600－1名）—同一勤務先に勤める個人が5名以上集まった場合に限られます。5名毎に、JALTの出版物が1部配布されますが、端数は切り上げます。**賛助会員**（￥50,000）—JALT活動を支援するための寄付として会費を納めて下さる方、或は年次国際大会や例会等で、出版物の展示を行ったり、会員名簿の配布を受けたり、又、JALTの出版物に低額の料金で広告を掲載することを希望する方が対象です。
入会申し込み：綴じ込みの郵便振替用紙（口座番号－京都　5－15892、加入者名－JALT）を利用して下さい。例会での申し込みも受けつけています。
JALT事務局：〒600 京都市下京区四条烏丸西入ル　住友生命ビル8F　京都イングリッシュセンター内
☎075-221-2376　　担当　中村　友美

BID FOR POWER is a multi-media course of English for commerce and industry at intermediate and advanced level. It is designed for business people who need to develop their English skills for negotiating with other English speakers, and who are working for their firms in English-speaking environments throughout the world.

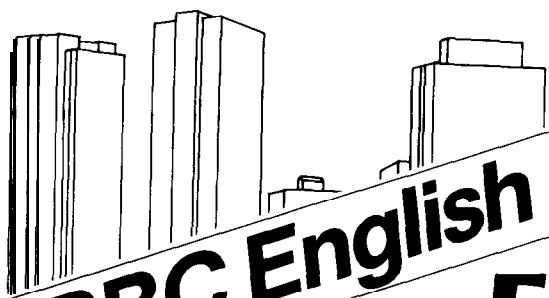
Classroom materials:

- 2 Videocassettes
- 1 Students' Coursebook
- 1 Teachers' Manual
- 1 Workbook
- 1 Answer Key
- 2 Audiocassettes

Self-study materials:

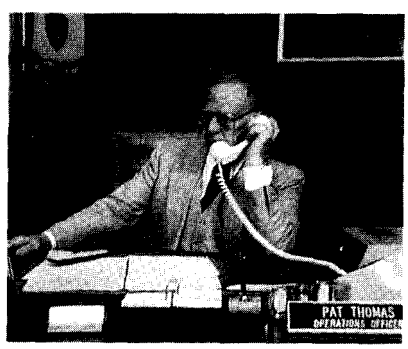
- 2 Videocassettes
- 1 Viewers' Handbook
- 1 Workbook
- 1 Answer Key
- 1 Audiocassette
- 1 Story Synopsis (in Japanese)

BID FOR POWER



BBC English for Business

FLIGHT 505



FLIGHT 505 is a mediated course in American business English. It is designed with Japanese business people in mind, allowing students to gain experience in business English, social interaction, and getting along in a foreign country.

- 2 Videocassettes
- 1 Learners' Manual
- 2 Audiocassettes

Enquiries to:

BBC English COURSES ILS

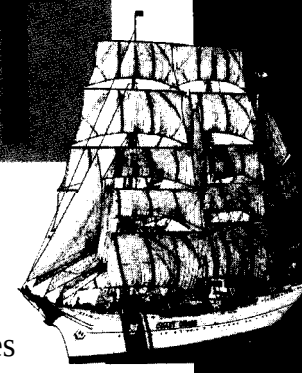
INTERNATIONAL LEARNING SYSTEMS (JAPAN) LTD.

Tokyo office: Matsuoka Central Bldg. 8F, 1-7-1 Nishi-shinjuku, Shinjuku-ku, Tokyo Tel: 03-344-3412

Osaka Office: Osaka Fukoku Seimei Bldg. 4F, 2-4 Komatsubara-cho, Kita-ku, Osaka Tel: 06-362-2961

LONGMAN AMERICAN ENGLISH

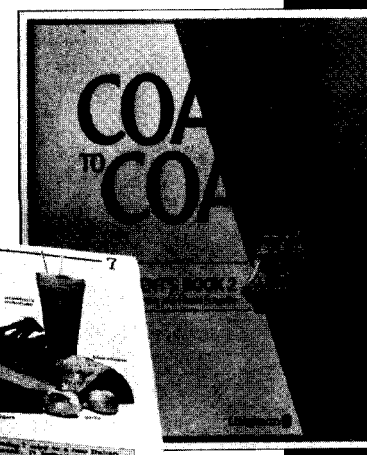
COAST TO COAST

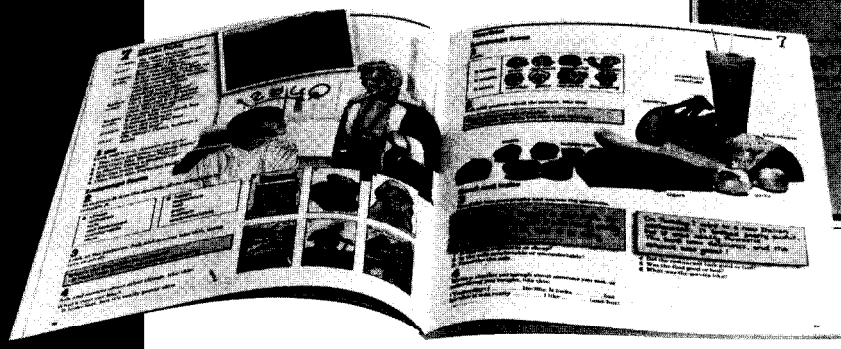


COASTTOCOAST, by Jeremy Harmer and Harold Surguine, is the route to success in English! Specially developed for adults and young adults, the three-stage course takes 'false beginners' up to intermediate level.

KEY FEATURES OF COAST TO COAST

- Offers a good range of activities, and a balanced program
- Makes learning English easier by asking students to perform simple tasks
- Has a clear, easy to follow layout
- Provides a complete course at each stage





For further information please contact Heather Saunders or Mike Thompson at Longman ELT, Longman Penguin Jaoan Company Ltd. Yamaguchi Building, 2-12-9 Kanda Jimbocho, Chiyoda-ku, Tokyo 101. Tel. (03) 265 7627.

Longman

Students' Book 2 now available!

¥350

昭和五十四年四月二十一日第三種郵便物認可