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JANUARY 1988

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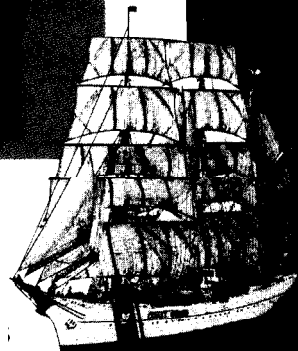
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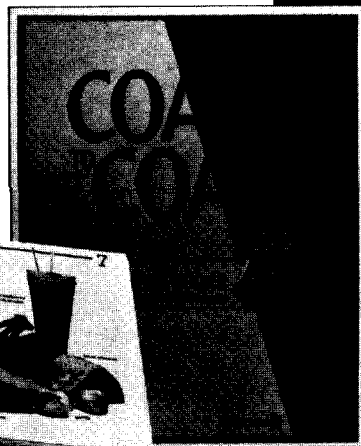
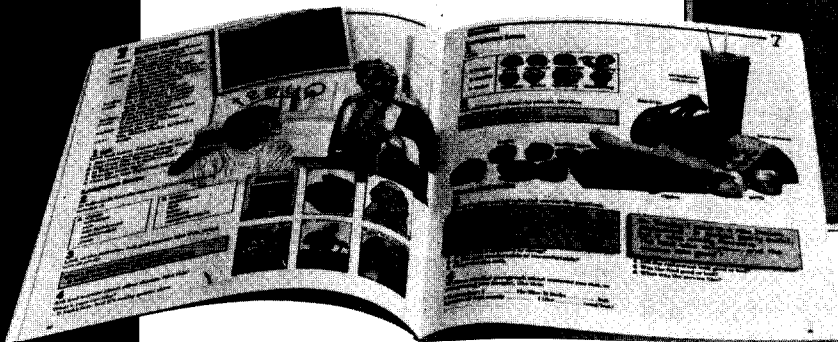
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## THE Language Teacher

VOL. XII, NO. 1

JANUARY 1988

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

*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.

Editors: Eloise Pearson (03-351-8013, Fax: 03-351-4596) and Ann Chenoweth (03-827-1898, Fax: 03-822-3438), Suga-cho 8-banchi, Shinjuku-ku, Tokyo 160.

Book Reviews: Jim Swan, Aoyama 8-122, Nara 630; (0742) 26-3498.

My Share: Louis Levi, Horinouchi 1-27-5, Suganami-ku, Tokyo 166; (03) 315-8397.

Chapter Reports: Ann Chenoweth, 3-1-14 Yanaka, Taito-ku, Tokyo 110; (03) 827-1898, Fax: (03) 822-3438.

Announcements/Positions: Jack Yohay, 1-111 Momoyama Yōgorō-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/Associate Member Inquiries: JALT Central Office

Proofreading: Jack Yohay and Tamara Swenson

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

JALT Journal Co-Editors: Charles Wordell and Richard Cauldwell, 18-2-302 Sumiyoshidai, Higashinada-ku, Kobe 658

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

## LETTER FROM THE EDITORS —

Dear *Language Teacher* readers:

From this January 1988 issue there is a change in *The Language Teacher*. The editor for the past three years, Deborah Foreman-Takano, has stepped down and been elected the new President of JALT. Ann Chenoweth and Eloise Pearson have taken over as editors. Both Ann and Eloise have M.A.'s in TESL from the University of Hawaii. Ann is at The University of Tsukuba and Eloise is at Jochi (Sophia) University.

During Deborah's term as editor, *The Language Teacher* has grown tremendously in both size and quality to meet the needs of its readership until it has become one of the most respected newsletters in the world of foreign language teaching. We, as the new editors, hope to be able to continue in Deborah's tradition of excellence and to guide the growth of *The Language Teacher* as the needs of JALT's membership grow and change. In order to do this, however, we need the support of you, our readers. We need your contributions: meaningful, well-written and well-documented articles, ideas and materials that will be of interest to all of our readers. Introduce yourselves to us at conferences and other meetings. We would like to know our readers and their needs so that we can give you the best possible newsletter. Please address all correspondence to Eloise Pearson and Ann Chenoweth, Sugacho 8 banchi, Shinjuku-ku, Tokyo 160, Japan; fax: (03) 3514596. In addition, we would like to take this opportunity to extend our warmest congratulations to Deborah Foreman-Takano and to wish her the best in her new position as President, and also to wish all JALT members and *LT* readers everywhere a very Happy New Year.

Sincerely,

Eloise Pearson and Ann Chenoweth

## MESSAGE FROM THE NEW PRESIDENT

I'm pleased to have space here in the January 1988 issue of *The Language Teacher* to touch upon the visions that I hope most of us share as language-teaching professionals in an organization now over 3,000 strong.

Needless to say, I am still quite overwhelmed and extremely grateful for the opportunity to become involved even more closely with JALT. Three years' work with other members of the Publications Board while I was editing *The Language Teacher* allowed me to learn from a large number of JALT members, who sent me many comments and suggestions and submitted articles, and also from others outside the membership, both in Japan and abroad, who provided a valuable perspective on its function and impact as an organization within the profession as a whole. This, combined with the "grassroots" experience I received working as President of the Hiroshima chapter (a fine group who served as an excellent model of what a network of language professionals is all about) has given me invaluable insights into the possibilities and responsibilities, as well as the accessibilities and "excessibilities," that can be in JALT's future.

New to my position, I naturally do not have

the depth of outlook that I will very soon be able to develop regarding the specific internal and external goals appropriate to JALT's continued professional relevance. However, it does seem clear that JALT should never become enamoured of itself as a mammoth "organization"; this sort of introspection can damage the international and forward-looking perspective we all need to constantly remind us that, after all, there *are* more important things in life than foreign language ability. Our job seems to be to constantly remind ourselves, and to help our students to realize, that *language study* need not necessarily be a niche unto itself, but that it is fully integratable with every other aspect of daily life; and that if we can imbue our students with the same realization, all of our lives will be more realistic, less stressful and more rewarding.

I look forward to the suggestions, help and support of all the members in making JALT, above all, a realistic, focused organization, relevant to each one of us as professionals with a job to do. The network JALT provides us with is a valuable tool for us to stay in contact with each other, and to establish contact with those interested in the functions of foreign language in the lives of all of us here in Japan.

— Deborah Foreman-Takano

*Best Wishes for 1988*

# JALT MILESTONES

By Tom Robb

Two events this month, the installation of JALT's fourth president and the debut of a new co-editorship of *The Language Teacher*, mark a significant turning point in JALT's history. It seems fitting at this point in time to take a brief look at the past to see where we have come from as we set our sights toward the future.

Organizational growth can be categorized in two basic ways, quantitative and qualitative. Growth in membership or the accretion of chapters, in JALT's case, represents quantitative growth; whereas new policies, programs and services to the membership enhance the quality of the organization. Balanced growth in both aspects is essential, and a look at the past 13 years of JALT's history shows that both types of growth have taken place.

**1975** -- A seminar organized by Bill Harshbarger, Principal of the Language Institute of Japan, attracted nearly 40 teachers. Some, including Sharon Bode and Tom Pendergast, returned to the Kansai area wishing for more opportunities to talk with other teaching professionals.

**1976** -- Informal sessions at Sharon's home gave way to public meetings in Osaka. "KALT" (Kansai Association of Language Teachers) was the name chosen for the group. Shao Li Kuo from Educational Solutions gave a seminar on the Silent Way in Kyoto, followed by our "second conference" which was held at the Kyoto YMCA. The first *KALT Newsletter* appeared under the editorship of Nancy Nakanishi Hildebrandt.

**1977** -- Members of KALT formed similar organizations in Kanto (KALT) and Tokai (TALT). The three planned our third conference which was held up in the mountains outside Nagoya. An umbrella organization, "JALT," was born which was recognized as the first Asian affiliate of TESOL. JALT began computerization of its membership list.

**1978** -- Kanto A.L.T. published its own newsletter. The *KALT Newsletter* (Kansai) was renamed the *JALT Newsletter*. The Chugoku (Hiroshima) and Nishinippon (Fukuoka) chapters were recognized.

**1979** -- The *JALT Newsletter* went monthly. The first "Research and Materials Development Grant" was awarded. The inaugural issue of the *JALT Journal* was published. Our first three-day conference was held at Doshisha University, Kyoto. The Tohoku (Sendai) and Shikoku

(Takamatsu) chapters were recognized. Membership grew to over 1,000.

**1980** -- The East Kansai (Kyoto), Okinawa and Hokkaido chapters were recognized. JALT participated in the "Kaizenkon" Roundtable for the Improvement of English Education. TESOL Executive Director Jim Alatis and Joan Morley came to JALT '80 as TESOL representatives.

**1981** -- The first Summer Seminar was held in Nagoya. The conference name was changed to "JALT International Conference on Language Teaching/Learning." The Nagasaki chapter was recognized. The JALT central office was established in Kyoto, and a microcomputer was installed. We started accepting payment in yen for TESOL memberships.

**1982** -- The first "Kigyonai Seminar" for in-company language training program administrators and staff took place.

**1983** -- The Hamamatsu, Kobe and Okayama chapters were recognized. The first Discourse Analysis Seminar was held in Kyoto.

**1984** -- The *JALT Newsletter* changed its name and *The Language Teacher* was born. *JALT Journal* went semi-annual. The Yokohama and Matsuyama chapters were recognized. Membership topped 2,000. The JALT central office moved into the Kyoto English Center. Services to chapters, such as preparation and mailing of postcards, were added. Yohan started distribution of *The Language Teacher* to bookstores.

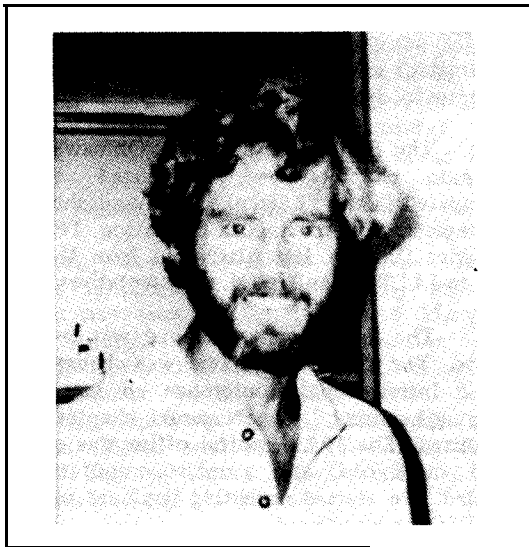
**1985** -- *TEFL in Japan* 10th anniversary volume was published. JALT was recognized as the Japan branch of IATEFL. The Yamagata, Ibaraki, Omiya, Chiba, Shizuoka and Tokushima chapters were recognized.

**1986** -- The second Discourse Analysis Seminar was held. JALT Subscription Service was inaugurated allowing members to order overseas journals at low rates with payment in yen. The Gumma chapter was recognized.

**1987** -- The first Testing Conference was held at Tsukuba. The Morioka, West Tokyo, Niigata, Kanazawa, Fukui, Nagano, Suwa and Toyohashi chapters were recognized. Membership exceeded 3,000.

**1988** -- 1988 is your year. Read the officers' reports in this issue and give them your ideas.

# Interview; H. DOUGLAS BROWN



*H. Douglas Brown is a professor of English and the director of the American Language Institute of San Francisco State University. He is a past president of TESOL and the author of Principles of Language Learning and Teaching, a textbook on the theoretical foundations of language teaching. He was interviewed by Torkil Christensen.*

**TC:** Do you have something you have been thinking about that you would like to share with us?

**HDB:** Well, yes. Intelligence. I have been thinking about intelligence and I haven't written anything up on it yet. It is a set of thoughts that I've been doing a little bit of reading on here and there. It has to do with the whole question of how we traditionally conceive of intelligence and especially how we define it in terms of IQ. We only measure IQ by means of two standard variables, the linguistic-verbal variable and the logical-mathematical variable, and anybody who isn't smart in those two particular variables is considered unintelligent. The connection with language learning is that intelligence doesn't seem to be a necessary factor in accounting for successful language learning. And that's a very odd conclusion. How can anybody say that learning a second language doesn't require intelligence? Well, they can't, which of course highlights the ridiculousness of thinking of intelligence only in terms of the two traditional Stanford-Binet categories.

***IQ tests have been discredited vastly on methodological and many other grounds.***

Well they have; in fact some of the reading

that has stimulated my thinking is from the critics of traditional forms of intelligence. One of them was particularly interesting because he came up with some ideas that have implications for second-language learners and that disallow us to say that "any old dummy" can learn a second language. This is Howard Gardner in his book called *Frames of Mind*. It is interesting because he approaches intelligence from a point of view of a lot of cross-cultural research. What inspired him to do this was in a sense that intelligence was being defined for Western society, technological society, basically for people of a certain level of education, rather than testing something more native, perhaps universal. I liked what he had to say because he expands on intelligence and he doesn't just talk about the linguistic and logical-mathematical intelligence. Those are two forms of intelligence, but he says there are five more [laughs]. He may be going off the deep end a little bit . . . five more kinds of intelligence . . .

***Oh, you can make 15 more!***

Yeah, so it could go on and on, but I think it was the spirit of the thing that kind of captured me a little bit. For example, his third type of intelligence is *musical* intelligence. And there's obviously a sense in which all languages have music and all music has language. We've got all the musical features of language in intonation, stress, rhythm, and so forth, and then there's even a kind of grammar of music and music of grammar. All these features fit into our frame of mind and they fit his in the sense that he's saying: look, some people are "smart" at music — they have a 'special musical ability, they're creative with music, they can comprehend music, they can produce music, and that ability shouldn't be ruled out of the intelligence picture. So he says: let's make that a factor of intelligence, and then he cites a lot of interesting cross-cultural evidence of "brilliant" people who would be horrendous when it comes to logical-mathematical intelligence or perhaps even linguistic intelligence as it's *measured*, but who would be geniuses when it comes to music. So why wouldn't they be called intelligent?

***Oh yeah, wasn't Einstein always last in his class in some subjects?***

Yeah, Einstein was certainly superb in logical-mathematical thinking, but he may not have shone in some other areas. The fourth factor that Gardner comes up with is *spatial* intelligence, and also spatial intelligence in terms of — and this is kind of funny because people laugh when I talk about this — finding your way through a strange city. His contention is that a "sense of direction" is part of intelligence. He notes that hunters in New Guinea, fishermen in Micronesia,

sailors in some of the south sea islands where they have to navigate . . .

***They came to Hawaii!***

. . . They gotta know where they came from, and where they are going to and all that. Then the fifth kind of intelligence he talks about is *bodily-kinesthetic* — in other words, everything from large-muscle to small-muscle coordination. So we can now speak of athletes as being intelligent in the sense that the athlete has to use body mechanics intelligently. Think of a dancer. Dancers have to develop tremendous muscular control, to be creative and yet know what the limits are and what the system is, and use that system for innovative expression. Language is partly bodily-kinesthetic, especially the articulation of language. We keep getting reminded that if you want to learn to pronounce a second language as a native how, you've got to learn it before you are 10 or 12. But people don't seem to talk about learning pronunciation in terms of an "athletic" skill. It's a muscular skill, there are hundreds of speech muscles to coordinate. So the notion of a bodily-kinesthetic intelligence is closely related to language. Gardner's sixth and seventh forms are the personal intelligences and he breaks that into intrapersonal and interpersonal. In order to be intelligent, you really should know yourself intrapersonally, understand who you are, develop self-confidence, analyze yourself, develop yourself, make yourself better, and so forth. And then the interpersonal intelligence is probably the most obvious one that seems to relate to second-language learning. That's the ability to communicate with other individuals.

***So do all these kinds of intelligence have aspects that are relevant to language learning?***

I think so. Some more than others, though. I think the intra- and interpersonal are very close to the kinds of things we have been talking about in second-language research when we deal with the emotional side of language learning. Your heart has to be in it, you have to be able to reach out to other people, to read other people, and so on. The bodily-kinesthetics is probably not something we think about too much, but on the other hand, why are some people good articulators? Can we say that there are "smarter" bodily-kinesthetic people? Anyway, I think they all tend to have some bearing on the categories that we talk about in second-language learning. And if that's intelligence, we can no longer say so easily that any old dummy can learn a language. We would have to say that intelligence is very much a factor in second-language learning.

***Could I go back to this view of linguistic intelligence? How would that affect our view of the language learner?***

Well, the way we use our *native* language is

linguistic intelligence. I think the problem with linguistic intelligence is that it is caught up with cognitive development in the native-language setting. So on your IQ test you get a lot of verbal analogies. Well, you know, they call that linguistic intelligence, but it is more the way you use verbal labels to code your processes of thinking. You do verbal analogy well if you have coded your cognitive processes well. IQ does not test *the* kind of linguistic *creativity* that you need to write an essay or to communicate your way through tight situations. So *the traditional "linguistic"* intelligence is too narrowly defined. It rules out important factors.

***You mean, like our ability to be manipulative with language?***

Yeah, exactly. And our creative manipulation of language is closely tied to our *interpersonal* intelligence. Speaking of creative, there is another guy that has done some IQ research, Robert Sternberg from Yale. The main impetus for his research was his feeling that, generally speaking, tests, not just IQ tests, were not tapping into intelligence in a way that they should. This is something that I think we are all pretty well aware of. Sternberg has been concerned for some time about bad test-takers. He doesn't talk about the second-language learning situation particularly, he's just mainly interested in standardized testing, and how the United States has in a sense been duped by the testing industry. We think that someone who does well on the SAT — who lands in the 99th percentile — is a genius and should be going to Yale or Harvard, and if they are in the 50th . . .

***They have to aim much lower . . .***

No, the tests are testing the wrong thing. Instead of testing creativity, they are testing the ability of people to deal with the linguistic and logical-mathematical aspects of education. He also attacks the timed-test syndrome. All of our tests are time-oriented. Why should that be so? Couldn't somebody be "brilliant" who takes, say, a relatively long time to come up with a genius of an idea?

Sternberg has a three-part theory. He says that one type of test-taker has high test scores and does very well with analytical thinking. But then there's another kind of person who is good at "experiential" thinking. He gives the example of a person named Barbara who didn't have the best test scores but she was a superbly creative thinker who could combine disparate experiences in insightful ways. He's saying, here's a *creative* thinker who's not getting measured in our standardized tests. A third type of person is the "contextual" thinker. He cites the example of Celia who was street smart, she learned how to "play the game" and manipulate the environment. Her test scores weren't tops but she could come out

(cont'd on page 9)



# Cambridge ELT

## The Cambridge English Course

**Michael Swan and Catherine Walter**

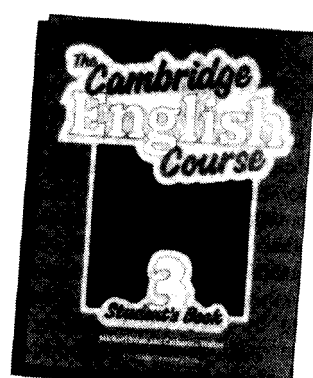
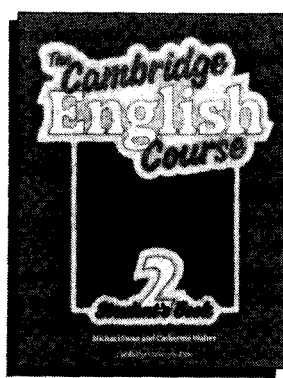
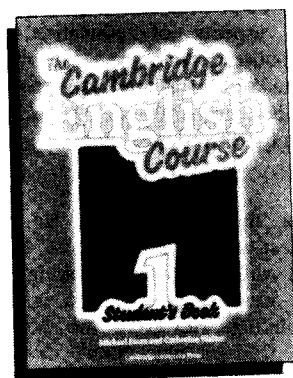
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(cont'd from page 7)

on top in almost any contest. And so here I think you have the contextual person — someone who combines the inter- and intrapersonal intelligences with experiential thinking. I think Sternberg and Gardner are both emphasizing **creativity**, but not necessarily under timed or strictly limited constraints. Sternberg's book is called **Beyond IQ**, by the way, a descriptive title! But, anyway, I think all this has a relationship to language learning because we have such a test mentality . . .

*If you can't test it, it doesn't exist*  
...

Yeah, and if you test it and you do well, they think you are a good language learner, you know. You've passed the entrance exam and therefore you know language! Obviously that is not the case, and I think Sternberg is putting his finger on the right thing.

*There's also the case where they use test scores to admit students into universities, but that's also because it generally works, isn't it?*

It generally works, yeah.

*It's better than nothing.*

Yeah, it is better than nothing. But interestingly enough the TOEFL is the type of test that Sternberg criticizes. As the Japanese are well aware, the TOEFL measures linguistic and grammatical competence, but you know that someone can get a good TOEFL score and not be a good oral communicator. So you wonder. They can't test 500,000 people a year in their communicative spontaneous speaking. So they're stuck. But the TOEFL Office of Educational Testing Service is working on trying to find better ways of directly testing actual communicative competence. I think that Sternberg's and Gardner's thoughts about intelligence pretty nicely open our minds in language teaching to think about intelligence in another way and allow us to give credit to uneducated people who learn languages brilliantly. We all know an uneducated poet or writer who wouldn't ever be able to take a test. There's something there in that mind and maybe we can tap into those things as teachers. One of the Educational Testing Service researchers, Norman Fredericksen, is specifically working on the problem of the limitations of our standardized tests. I wrote to him and encouraged him to get in touch with the TOEFL side of Educational Testing Service. He wrote back and said he had not done any work on the ability to acquire second languages, but maybe he will. I think this guy is in the right kind of organization, and, if he can get in there with Sternberg and Gardner and sort of broaden our conceptions of intelligence and testing, maybe we'll get our minds opened up.

*So that's what you are asking for us*

*to do, get us to think a little bit more widely about what this language acquisition/language learning thing is. And if we can not increase the number of people who will be tested appropriately, then certainly we'll at least be more sensitive to people who don't fit into the order of things.*

Absolutely. It's a kind of "language IQ" that I'm interested in. At one point in time, I was interested in language **aptitude** testing, but language aptitude testing has a negative, "pigeon-holing" effect that's bad. It sort of biases teachers ahead of time. What we should be able to do with a broadly-based language IQ test is to **diagnose** learner problems, needs, and gifts that they have. We don't want to give up on certain ones of our students before we even start teaching!

*But it would enable us to know what different people would need. It does seem that anybody can learn a language. Have you ever met anybody who couldn't?*

Not really. We meet a lot of people that fail, but they usually fail because of the crummy classes we put them into and the crummy teaching and so forth. But it is true; you take any self-motivated human being, put him in a place where he **has to** learn something, and he learns it. So we're trying to find out how we can tap into those abilities. A lot of these thoughts on IQ seem to fit into some of the work people are doing on **strategies** of language learning and learning styles. I have a list of strategies drawn up by Rebecca Oxford at the Center for Applied Linguistics in Washington, D.C. It contains dozens of different strategies people use in order to be successful in the second language, and you can't help but think that some of these strategies are learned and that you can teach them. There may be some predispositions there, giving people a propensity that would propel them along a little more creatively or a little more effectively than other learners.

*So what you are saying is that this intelligence thing is an umbrella that could pull these things together and make sense of it?*

Yeah. Those are just random thoughts that I haven't put into a unified article or anything, but to me they may help us to swirl some ideas around in our minds and get us thinking a little bit beyond current limits.

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## GUIDELINES FOR SUBMISSIONS TO JALT PUBLICATIONS

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

All English-language manuscripts, regardless of destination, must be **typed, double-spaced, on A4-size paper**. Materials in any other format will be returned. Provide at least three-centimeter margins at the top and sides, and avoid putting extraneous material there. The author's name and affiliation (if desired) should appear under the title. The contact phone and address should be at the bottom of the last page or on a separate page.

Such things as Chapter Presentation Reports and announcements of Meetings or Positions **must** follow as closely as possible the format in which they are published in *The Language Teacher*. Please read the appropriate section below.

Please send manuscripts, letters, or any other

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

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

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

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## THE LANGUAGE TEACHER

### ARTICLES

*The Language Teacher* welcomes well-written, well-documented articles of not more than 3,000 words in English, or *24-ji genko yoshi* in Japanese, concerned with all aspects of foreign language teaching and learning, particularly with relevance to Japan. When quoting, include the author's name, date and page number, if possible. References should be in TESOL style whenever possible.

High contrast black and white photographs are welcome with any manuscript. They should be directly related to the manuscript and labeled with a **soft** pencil on the back. Please indicate whether or not the photo can be cut, and those wishing photos to be returned, please include a stamped, self-addressed envelope.

English copy should be sent to the editors; Japanese copy **must** be sent to the Japanese-language editor.

### SPECIAL ISSUES

All ideas for special issues should be discussed with the editors about a year in advance of desired publication. Two to three months later, an outline should be sent to the editors containing the title of the issue, the titles of the lead articles and authors' names, and mention of any other material that is to be included in that issue. The editors reserve the right to request changes and/or to refuse a manuscript in order to conform to the general style of the publication. The deadline for all manuscripts and materials for a Special Issue is two months preceding the publication date to allow for consultations. However, it would be greatly appreciated if the material could be sent well in advance of this deadline.

### OPINION COLUMN

This column includes articles of not more

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

## CHAPTER PRESENTATION REPORTS

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

The Chapter Presentation Report should:

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

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

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

Also note that S.I.G. (Special Interest Group) reports do not appear in *The Language Teacher*.

English copy should be sent to the editor as indicated at the beginning of the Chapter Reports column. Japanese copy **must** be sent to be sent to the Japanese-language editor.

## MY SHARE COLUMN

This column is your opportunity to share your best activities: those ideas that involve your students and, perhaps, offer insights into language teaching at its best. Priority is given to activities useful in a variety of teaching situa-

tions (e.g. "conversation" classes, university, high school, etc.), and which reflect principles of progressive language teaching. Clear, black and white photographs, relevant to the material, are welcomed. Any accompanying artwork should also be in black and white, and either not copyrighted or accompanied by permission in writing to reprint.

Manuscripts should be sent to the *My Share* editor as indicated at the beginning of the column.

## ANNOUNCEMENTS: MEETINGS, POSITIONS, BULLETIN BOARD

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

**Meeting announcements** should follow **exactly the format used in every issue**, i.e. topic, speaker, date, time, place, fee, and other information in that order, all correctly spelled. Below the essential information, a brief, objective description of the presentation and speaker is acceptable; lengthy ones will be edited or deleted, at the discretion of the Announcements editor. Please see any recent issue of *The Language Teacher* to check the format. Japanese-language meeting announcements **must** be sent to the Japanese language editor.

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

*The Language Teacher* is generally delivered within the first week of each month; if your meeting is to take place during this time, it should be published in the previous month's issue. The deadline is the first of the month **preceding** desired publication. If you think you might be late, call the Announcements editor or, at least, use **express mail**.

**Positions** Items for this column should follow the published format. They should be concise. If a native speaker is required for the position, this should be clearly indicated, as well

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as salary range and terms of contract. **The Language Teacher** asks advertisers of positions to refrain, if at all possible, from placing restrictions as to age, sex, religion, or any other area not related to the competent performance of the job advertised. Advertisers who wish a **Positions** notice to appear more than once should notify the Announcements editor promptly when the position is filled.

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

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

All items for the **Meetings, Positions, and Bulletin Board** columns should be sent to the Announcements editor. It should be noted that neither **The Language Teacher** nor the JALT organization guarantees the claims of any advertiser. Items in these columns are published free of charge.

## BOOK REVIEWS

If there is a book that you would like to review, the procedure is: **1)** first look at the **In the Pipeline** section of the **Undercover** to find out if it is currently under review. If not, **2)** the next step is to look at the **Recently Received** section, to see if the publisher has made a copy available to the Book Review editor for use by a potential reviewer. Whether or not a book is listed, **3) be certain to consult the Book Review** editor as to whether the book has been already spoken for and for specific guidelines on book reviews for either **The Language Teacher** or the **JALT Journal**.

## JALT JOURNAL

The **JALT Journal** encourages articles which examine issues of research and/or the practice of language teaching/learning, specifically in Japan or around the Pacific Rim. Areas of greatest interest are: **1)** curriculum, methods, and techniques; **2)** classroom observation; **3)** teacher education and training; **4)** cross-cultural studies; **5)** language learning and language acquisition; and, **6)** overviews of research and practice in related fields. Book reviews, short articles, and comments on previous **JALT Journal** articles

are also welcome. Articles should be written for a general audience.

Manuscripts should be fewer than 30 typed double-spaced A4 pages. The **Journal** follows the guidelines of **The Publication Manual of the American Psychological Association** (3rd ed.). Generally, reference citations should be in the body of the text in parentheses with the author's name, year of publication, and page number(s). Avoid any lengthy footnotes. Quotations and reference lists are to be accurate.

Manuscripts receive two blind readings, so the author's name should appear only on one title page and on the letter of submission. References should be edited to prevent readers from guessing the identity of the author.

Submit three copies of the manuscript with a title of about five words, an abstract of less than 200 words, and a biographical note of 50 words or less. Papers should not have been published previously or be under consideration elsewhere. Manuscripts cannot be returned.

Apart from book reviews (which should go to the Book Review Editor, Jim Swan), send all materials and inquiries to Richard Cauldwell, **JALT Journal**, 18-2-302 Sumiyoshidai, Higashinadaku, Kobe 658; tel.: 078-842-5 175.

## 日本語記事の投稿要領

### (Guidelines for Japanese Articles)

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

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

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

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

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# JALTNews

## REPORT ON THE ELECTION FOR OFFICERS FOR 1988/89

The elections for 1988/89 were held by post card ballot during November, 1987. Only the positions for President, Treasurer and Membership Chairperson were open for this year.

Late this year, voting will be for the offices of Vice-President, Recording Secretary, Program Chairperson, and Public Relations Chairperson to serve in 1989-90. The full list of National elected and appointed Officers and Standing Committee Chairs as of Jan. 1, 1988 is below.

### NATIONAL EXECUTIVE OFFICERS (1988)

#### President (1988-89)

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

#### Vice-President (1987-88)

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

#### Treasurer (1988-89)

Philip Crompton, 4-403 Kyomachi Copurasu Bldg. #2, 2-2-20 Kyomachi, Kawasaki-ku, Kawasaki 210. Tel.: 044-355-7110.

#### Recording Secretary (1987-88)

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

#### Program Chairperson (1987-88)

Gary Wood, #501 Suncity Obata, Aza Nakashinden 134, Moriyama-ku, Nagoya 463. Tel.: 052-793-6286.

#### Membership Chairperson (1988-89)

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

#### Public Relations Chairperson (1987-88)

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

### APPOINTED OFFICERS & COMMITTEES

#### Executive Secretary

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

#### Publications Board Chairperson

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

#### Newsletter Co-Editors

Eloise Pearson, Sugacho 8-banchi, Shinjuku-ku, Tokyo 160. Tel.: 03-351-8013, Fax: 03-351-4596.  
Ann Chenoweth, 3-1-14 Yanaka, Taito-ku, Tokyo 110. Tel.: 03-827-1898, Fax: 03-822-3438.

#### Journal Co-Editors

Richard Cauldwell, 18-2-302 Sumiyoshidai, Higashinada-ku, Kobe 658. Tel.: 078-842-1212.  
Charles Wordell, 5-543-2 Matsushiro, Yatabe, Tsukuba, Ibaraki 305. Tel.: 0298-58-0856.

#### Long-Range Planning Committee

David A. Hough (address same as above)

#### Financial Steering Committee

Aleda Krause, Park Ageo Nibankan 123, 3-1-48 Kashiwaza, Ageo-shi, Saitama-ken 362. Tel.: 0487-76-0392.

#### Chapter Treasurer Liaison

Aleda Krause (address same as above)

#### International Committee

Torkil D. Christensen, Hokuen Mansion 403, Kita 7, Nishi 6, Sapporo 060. Tel.: 011-737-7409.

#### Nominations & Elections Committee

Torkil D. Christensen (address same as above)

#### Domestic Affairs Committee

Keiko Abe (address same as above)

#### JALT '88 Conference Chairpersons

Linda Viswat, 2-1-2-703 Oyashiki-dori, Nagata-ku, Kobe 653. Tel.: 078-611-4790.

Vince Broderick, 302 Daisan Hakuho Haitsu, 1-4-19 Kamiochi, Nishinomiya 663. Tel.: 0798-53-8397.

#### Auditors

Torkil D. Christensen (address same as above)  
Harold E. Melville, 7-5 Konki-cho, Hikone-shi, Shiga-ken 522. Tel.: 0749-24-0287.  
Kazuko Nishizaki, 2-10-12-701 Mitejima, Nishiyodogawa-ku, Osaka 555. Tel.: 064744280.

## OFFICERS' REPORTS

### PRESIDENT'S REPORT

Greetings for a happy and prosperous New Year. I am sure that 1988 will bring you joy and fulfillment.

JALT continues to grow steadily. Membership surpassed 3,000 at the point just before the annual conference in November. With the addition of the most recently approved, Morioka, the number of chapters now stands at 31. This means increased vitality at the chapter level, and hence as an organization as a whole.

I also have to report on a not-so-happy event. Jim White, President since 1982, resigned at the end of August before completing his term. Jim worked hard for the development of JALT as a

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national academic organization, and his contributions are much appreciated.

The JALT 1987 International Conference held at Waseda University in Tokyo was a success. Invited speakers were all experts of high caliber and they provided refreshing ideas and new insights. All other presentations were just as numerous and interesting as in previous years. The visible enthusiasm of the participants created a conference that was a big success.

This reflects the fact that we are in a very exciting phase as far as language education in Japan is concerned. Interest on the part of people in studying English and other foreign language is still on the rise, and the level of communicative competence required of them is becoming greater than ever and they are aware of it.

JALT is growing and has great potential. But we also have to admit that it has a long way to go as a viable organization to carry on and support the enthusiasm and high expectations of the general membership. The members of the ExCom - including the newly-elected officers: President, Treasurer, and Membership Chair - look forward to working with all members to ensure the continued growth of JALT both in quantity and in quality.

- *Tatsuya Komatsu, Acting President*

# TREASURER'S REPORT

JALT has been growing steadily every year, but 1987 saw exceptional growth. As the duties of all the national officers have increased along with this growth, the job of treasurer has become ever more complex. In order to deal with this, the job of Chapter Treasurer Liaison was created in 1986. This appointed position has been filled by a former treasurer, Aleda Krause. She played a vital role in helping the chapter treasurers to keep financial records and in answering their questions. Thank you Aleda! In addition, in 1987, the Financial Steering Committee was formed to advise and help the Treasurer and to explain financial matters to the Executive Committee when necessary. These additions have been very helpful.

JALT is financially healthy. We had some very successful events last year with the Testing Conference in Tokyo, the JALT National Summer Seminar, and the International Conference in Tokyo. All of these were beneficial financially as well. Although it may seem that the national growth of the membership dues is too large, almost all of this money is returned to the chapters in the form of the Lump Sum and

Transportation Grants. In addition, each new chapter is given a Y30,000 Kick-off Grant in order to get started. This means that the administrative expenses are paid from other sources: associate members' fees, advertising receipts, and the annual conference.

I would like to add a word of thanks to all the people who have helped me these past two years, and thanks, too, to all those who put up with my mistakes. Serving as a national officer has shown me how much time and dedication such a job requires. I am happy to pass on the duty to Philip Crompton in whom I have great confidence.

- *Ruth Vergin*

# RECORDING SECRETARY'S REPORT

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

First, it's the primary responsibility of the recording secretary to facilitate communication among the members of the Executive Committee, chapter heads and heads of the standing committees. This is done on a monthly basis through a vehicle known as the JENL - the JALT Executive Newsletter. Chapters, standing committee members and members of the Executive Committee keep each other informed of their activities, and of JALT programs and proposals, by submitting information to the recording secretary by the 10th of each month. This information is then compiled in the JENL and sent out on the 15th.

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

Other duties include maintaining files of all important JALT correspondence and records, acting as JALT historian, and preparing and sending out important correspondence.

In addition to these duties, primary duties of the recording secretary for 1987 involved consulting with chapter executive committees on organizational concerns to them, assisting new chapter organizing committees with various ad-

ministrative and organizational duties, continuing the process of standardizing chapter reporting techniques, and reformatting the JENL so as to make it easier to read and less expensive to mail.

I look forward to the continued cooperation of the local chapters in keeping communication within JALT running smoothly in 1988.

– *David Hough*

### PROGRAM CHAIRPERSON'S REPORT

1987 was a year of both successes and failures as regards programs. Thankfully, the successes outweighed the failures. The biggest success, of course, was JALT '87 with its 2,000-plus attendance and such great programming. I wish that I could take credit for the conference, but I can't, and kudos should go to Phil Crompton and the JALT '87 Conference Committee for all the hard work they did to make the conference such a success. In addition to arranging speakers for JALT '87, the committee (through the able offices of the conference VIP Liaison Mike Sorey) was able to place the more important speakers into the chapters as well. We should all thank them for a job well done.

While JALT '87 was the highlight of the year, it only slightly overshadows the National Summer Seminar that was hosted by the Shizuoka chapter. John Laing and the people in the Shizuoka chapter decided early on that they wanted to do something that would benefit the local Jun-Sen teachers and proceeded to set up and hold what was probably JALT's most successful summer program ever. Again, kudos and thanks are due.

Dr. Rebecca Valette's national tour was also a success. It might be mentioned here that one of the perennial problems that face National Program Chairs is a lack of information about who is coming when. To help overcome this problem, the Tokyo chapter has already invited Tracy Terrell for late 1988 and is urging other large

chapters to invite other prominent speakers well in advance and to offer assistance in placing said speakers into the smaller chapters.

Another success in 1987 was the way in which JALT was able to cooperate with Temple University in their Distinguished Lecturer Series. Chapters throughout Japan were able to secure world-class speakers through cooperation with this program. The Osaka and Tokyo chapters were especially active and helpful in this regard. Our thanks to Temple and the aforementioned chapters.

Among what I consider other successes in 1987 was the creation of a comprehensive speaker and programming data base for JALT that can be used to generate regional and national speaker lists. In addition, I was able to use these lists to show concerned people in TESOL just what JALT is all about.

There really was only one failure in 1987. That was our inability to hold an in-company seminar. Places, times, organizers, etc. were all arranged. There was, however, only one submission to the call for papers and it had to be called off. JALT will probably want to hold this type of program again and I hope that more people will come forward in the future. I had also hoped to revitalize the idea that our past President, Jim White, had about holding English retreats or intensives, but was unable to get this off the ground – probably due to my own ineptness more than anything else. I do hope, however, that the idea doesn't die.

This will probably be the last time for a while that I have the opportunity to address the JALT membership as a whole as I have to leave Japan and am resigning my post as National Program Chair. I would like to take this opportunity to thank all the people who have so generously given of their time to make JALT programs a success. Please believe me when I say that you have my heartfelt thanks. *Yoroshiku!*

– *Gary Wood*

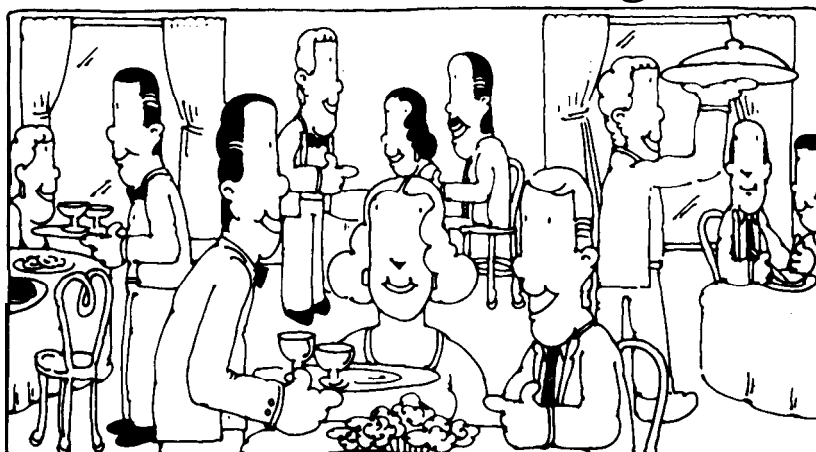
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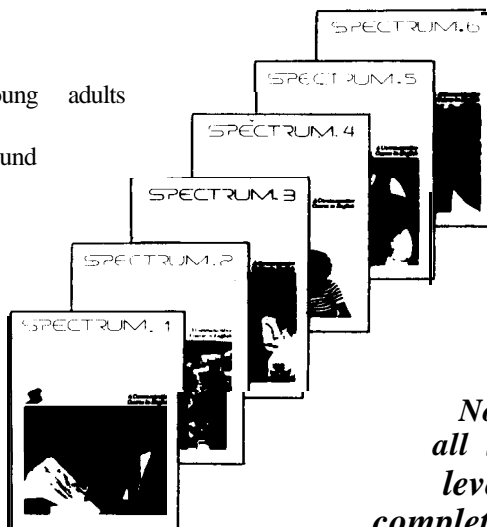
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## MEMBERSHIP CHAIRPERSON'S REPORT

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

1987 has been a busy year in terms of helping new chapters get started. Seven new chapters were formed and one affiliate received chapter status, bringing the total to eight - the largest single increase in new chapters in the history of JALT. In addition, six other areas have expressed interest in forming chapters.

Receiving chapter status this year were Suwa, Nagano, Kanazawa, Fukui, West Tokyo, Niigata, and Morioka. In addition, the Toyohashi affiliate was also given chapter status. This growth in numbers foretells professional growth too, as members and the organization work together to serve each other even more effectively in the future.

- Keiko Abe

## EXECUTIVE SECRETARY'S REPORT

Looking back over my past reports, I find that they tend to be very similar: we are growing and getting busier. The office staff is overworked and underpaid. This year is no different! While no new services, *per se*, have been added to the office workload this year, the volume of work never seems to stop growing. Just as parents soon discover, after the birth of their second child, that their small apartment is no longer adequate, so JALT after giving birth to its 31st chapter is finding that the office which used to be amply large for an organization of 12 chapters is now a mite small. How we will resolve this problem has yet to be determined, but keep your eyes peeled on *The Language Teacher* for further developments.

One major accomplishment this year was the computerization of our membership list in Japanese, something which was requested by the Japan Science Council ("Gakujutsu Kaigi") as part of a review of our status in the organization. We plan to print the Japanese addresses along with the normal Romanization on our mailing labels in the near future so that everyone can check them for accuracy. Undoubtedly there will be errors! Incidentally, our membership in the Japan Science Council was reaffirmed, thanks to all of the paperwork prepared by Vice-President Tatsuya Komatsu and JALT Administrative Assistant Yumi Nakamura.

In the future, one goal for the office is to expand our overseas publications subscription

service. As you know, the office is prepared to order overseas academic publications on behalf of the members. Members pay in yen using the *furikae* form, the office then submits the appropriate amount in either U.S. dollars or pounds sterling. To this end, we will be publishing the current list of RELC (Regional Language Center, Singapore) in a future issue of *The Language Teacher*, as well as an update of our previous list of professional journals from around the world.

Special thanks are due to Yumi Nakamura, whose dedication has made the JALT Central Office run so efficiently, Masako Yoshida, who is in the office at least three days a week to help out, Yumi's sister, Saki Tsukushi, who helped us during the busy pre- and post-conference period, and Yumi's husband, who has had to put up with old dinners, cold dinners and, sometimes, no dinners for the sake of JALT.

Finally, I would like to take this opportunity to announce that, having served as JALT Executive Secretary for six years, I intend to resign from this post by the end of 1989. I shall be working closely with the Executive Committee to find a suitable successor and to assure that the transition is as smooth as possible.

- Thomas N. Robb

## 1987 MEMBERSHIP REPORT

Congratulations to us! We now are an organization of over 3,000 members, thanks to the addition of eight new chapters and an abundance of new memberships at JALT '87. As of this writing, membership stands at 3,219.

Things are not completely bright, however, since a look at the chapter membership figures reveals that six of our chapters have fewer than 40 members. JALT-National gives, on the average, over Y300,000 support annually to each chapter. Yet if a chapter has a membership of 30, only Y150,000 is being returned to the organization in membership fees. This Y150,000, however, must not only be spent for chapter support, but also must help pay for publication and mailing of *The Language Teacher* as well as general administrative costs. While I hope that we will continue to admit new chapters in areas where there is sufficient support, in order to maintain our fiscal health, I also hope that our smaller chapters will be able to increase their membership to a minimum of 50.

The following report is based on the members in good standing as of Dec. 1, 1987. Final figures for the year will be reported in a future issue. The chapters are listed in their traditional north-to-south order.

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	Number of Members		Percent Change
	12/31/86	12/01/87	
Hokkaido	93	103	10%
Morioka	-	40	-
Sendai	88	125	42%
Yamagata	44	31	-30%
Ibaraki	73	68	- 6%
Gumma	73	87	19%
Omiya	52	58	11%
Chiba	57	81	42%
Tokyo	539	546	1 %
West Tokyo	-	85	-
Yokohama	129	141	9%
Niigata	-	81	-
Kanazawa	-	55	-
Fukui	-	31	-
Nagano	-	43	-
Suwa	-	42	-
Shizuoka	66	63	- 5%
Hamamatsu	72	54	-25%
Toyohashi	-	34	-
Nagoya	214	223	4%
Kyoto	150	128	-14%
Osaka	260	225	-13%
Kobe	158	157	0 %
Okayama	49	51	4 %
Hiroshima	98	99	1%
Tokushima	47	37	-21%
Takamatsu	38	33	-13%
Matsuyama	89	89	0 %
Fukuoka	81	95	17%
Nagasaki	67	77	15%
Okinawa	41	35	-15%
Total	2,579	3,017	
<b>Other Membership Categories</b>			
Associate	86	76	
Subscriptions	36	28	
Overseas	106	98	
Total	228	202	
Grand Total	2,756	3,219	

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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。

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山 本 雅 代 (日本語編集者)

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A slight minus percentage in the above figures does not necessarily mean that the chapter has lost members since a few more memberships will undoubtedly come in for each chapter during December. Final figures, along with the winners of the annual chapter growth awards, will be announced in the March issue of *The Language Teacher*.

- Thomas N. Robb

## PUBLIC RELATIONS CHAIRPERSON'S REPORT

Most announcements for monthly meetings of the 31 chapters appear regularly in major language education magazines and English-language newspapers. These magazines include *Eigo Kyoiku* (The English Teacher's Magazine) from Taishukan and *Gendai Eigo Kyoiku* (Modern English Teaching) from Kenkyusha. *The Daily Yomiuri* regularly carries announcements of JALT chapter meetings in its Thursday edition. These announcements are mostly handled by the JALT Central Office in Kyoto. The 13th Annual International Conference, which focused on Teaching Foreign Languages, was announced in a two-page special supplement in *The Asahi Evening News* on Nov. 20. *The Japan Times* also announced it on Nov. 21. *The Daily Yomiuri* also reviewed it on Nov. 26. My heartfelt thanks go to Steve Brown and Michiko Shinohara for their work on JALT '87 publicity. "Koen Meigi," or endorsements of governmental support for JALT activities, have been granted for the JALT annual conference from a number of prefectures and city governments. I also would like to thank Kohei Takubo, former Public Relations Chair, on this matter.

In total, 51 titles and writers from *The Language Teacher* were published in the 1986 Lists of Major Articles in Japanese Professional Magazines for the special September issue of *Eigo Kyoiku*. This implies that the articles in *The Language Teacher* have a definite force in foreign language education in Japan.

In August, I had 5,000 ten-page Japanese brochures printed, which facilitated the understanding of JALT as an academic organization, and more than 3,100 were sent to local chapters for promoting membership drives. They have been well received.

I also had 294 binders made for *The Language Teacher*, in which each binder could compile 12 issues, and sold half of them at the conference site in Tokyo. They can be purchased through the JALT Central Office by any members to solve storage problems for the newsletters.

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## GENERAL INFORMATION ABOUT JALT

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

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

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

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

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

**Membership Lists** — It is JALT policy not

to publish a fullydetailed membership list for general distribution as experience has shown that such lists are abused by non-member commercial concerns. Use of the JALT mailing list (and computer labels) is the exclusive right of our associate members. An abbreviated list, however, is published each year in the January issue of *The Language Teacher* and members who have a legitimate need for a complete list — for a mail survey of attitudes of teachers towards working conditions, for example — may obtain same through the JALT office. Members in need of addresses or phone numbers of individual members may also freely request the same from any local or national officer.

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

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

### SPECIAL ISSUES OF THE LANGUAGE TEACHER 1988

February  
Conversation Classes in Japan  
Julian Bamford and Steve Brown

April (open)  
May  
Communication — Kazuhiro Hirai

June (open)  
July  
Learning Japanese — Naoko Aoki

August  
Team Teaching — Jack Yohay

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

(cont'd from previous page)

JALT continues to grow and contribute to the betterment of language teaching and learning in Japan.

— Kazunori Nozawa

## ASSOCIATE MEMBERS PRIVILEGES

### Display Privileges

Associate members may display at any JALT meeting at the chapter or national level, including the national conference which attracts from 1,000 to 2,600 people annually. Charges are kept at a minimum but will vary dependent upon circumstances such as the availability and cost of tables to JALT, room charges (at the chapter level), etc.

**Annual Conference.** Display space is normally arranged in the gymnasium or other large room at the sponsoring site. Associate members may also participate in the conference by giving publisher demonstrations or lectures on their material, by sponsoring travel to Japan by their authors and/or editors to attend the conference, by donating various items (bags, memo pads, pens, etc., imprinted with the company's name and slogan) to be given free to conference partici-

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pants, or by sponsoring events (coffee and donuts, cocktail hours, etc.).

**Local Chapter Meetings.** JALT's 31 chapters hold 200 or more meetings annually at the local level. Attendance varies from 25 to 100 or more. Associate members may display at any of these providing that prior arrangements are made with the local chapter's executive committee.

## JALT Mailing List

Associate members may receive, for a minimal charge, a copy of the membership list, which gives not only the members' addresses but also their place of primary employment, home and work telephone numbers, and up to five basic interest groups such as high school or university teaching, children, language school, etc.

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

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

## Lecture Tours

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

## Publications

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

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## THE CONSTITUTION OF THE JAPAN ASSOCIATION OF LANGUAGE TEACHERS

*(Revised November 22, 1987)*

### **I. NAME:**

The name of the organization shall be The Japan Association of Language Teachers, and in Japanese, *Zenkoku Gogaku Kyoiku Gakkai*, hereinafter referred to as JALT.

### **II. PURPOSE:**

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

### **III. MEMBERSHIP:**

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

### **IV. ANNUAL MEETING:**

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

### **V. OFFICERS and ELECTIONS:**

1. The officers of JALT shall be the President, the Vice President, the Treasurer, the Recording Secretary, the Program Chairperson, the

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

2. The Executive Committee shall consist of the officers, the immediate Past President, and one representative from each chapter. At Executive Committee meetings, two-thirds of the officers shall constitute a forum. Officers or chapters may exercise their voting rights by proxy.

### **VI. CHAPTERS and AFFILIATES:**

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

### **VII. AMENDMENTS:**

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

## THE BYLAWS OF THE CONSTITUTION OF THE JAPAN ASSOCIATION OF LANGUAGE TEACHERS

*(Revised October 11, 1986)*

### **I. MEMBERSHIP and DUES**

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

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

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

3. **Dues:** Annual dues for 2.i) above, and the division of those dues between JALT and the chapters, shall be proposed by the Executive

Committee and approved at the Annual Meeting or by a four-fifths vote of the Executive Committee. Annual dues for 2.ii) above shall be determined by the Executive Committee.

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

### **II. DUTIES and OFFICERS**

1. **President:** The President shall have general responsibility for coordinating the activities of the Executive Committee and for directing and publicizing the affairs of the organization. He/She shall preside the Executive Committee meetings and the Annual Meeting. The President, with the approval of the Executive Committee,

*(cont'd on next page)*

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shall have the power to appoint the heads of standing committees.

**2. Vice President:** The Vice President shall preside at meetings in the absence of the President and share the duties and the responsibilities of the Presidency. In the absence of both the President and Vice President, another member of the Committee, appointed by the President, shall chair the meeting.

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

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

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

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

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

### III. THE EXECUTIVE SECRETARY

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

### IV. NOMINATIONS and ELECTIONS

1. Each chapter shall nominate members in good standing for office and shall submit a slate of not more than one nominee for each office to the Recording Secretary. The Recording Secretary

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

2. Voting for officers shall be preferential as described in No. 4 of **Robert's Rules of Order, Newly Revised**. One ballot listing all nominees for each office and including space for write-in candidates shall be mailed to each member in good standing in time for the member to return the ballot to the Recording Secretary before November 20th each year. The President shall appoint tellers who shall count the ballots and report the results of the election in the following January issue of *The Language Teacher*.

### V. CHAPTERS and AFFILIATES

1. Regional groups with at least 25 members may apply to the Executive Committee to become chapters by adopting an appropriate constitution and by paying the prescribed share of the annual dues.

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

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

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

### VI. AMENDMENTS

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

### VII. PARLIAMENTARY AUTHORITY

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



# 全国語学教育学会 定款

(昭和62年11月22日 改訂)

## I 名称

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

## II 目的

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

## III 会員

語学教育の研究・訓練に関心のある者は、投票権を持つ会員になれる。投票権のない会員は、機関及び商業団体とする。会員の期間は、1月1日から12月31日までの1年とする。

## IV 年次総会

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

## V 役員及び選挙

1. JALTの役員は、会長、副会長、会計、書記、プログラム、メンバーシップ、広報の7委員とする。

役員の任期は2年又は後任者が選出されるまでとする。会長、会計、及びメンバーシップ委員は、奇数年に選出され、偶数年から任期が始まる。また、副会長、プログラム委員、書記、及び広報委員は偶数年に選出され、奇数年に任期が始まるものとする。

2. 執行委員会は、役員、前会長、各支部の代表1名とする。執行委員会においては、役員の3分の2を以て定足数とする。役員及び各支部の代表は、委任状により投票をすることができる。

## VI 支部及び準支部

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

## VII 規約改正

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

# 全国語学教育学会 定款規定

(昭和61年10月11日 改訂)

## I 会員及び会費

1. 特典： 会員は、本会のJALT Journal, The Language Teacher, その他あらゆる刊行物を入手できる。

2. 分類： 規定の年会費を納入することにより、次の通り会員を分類する。

i) 個人会員、共同会員、団体会員及び学生会員は、最寄りの支部に申請

ii) 海外、及び賛助会員は執行委員会に申請

3. 会費： 2(i)の年会費及びJALTと支部への会費分割は、執行委員会により提案され、年次総会において、出席会員の過半数の賛成か、或は委員会の5分の4の賛成により承認される。2(ii)の年会費は、執行委員会で決定される。

4. The Language Teacher: 年会費のうち1800円は、The Language Teacherの購読料とする。

## II 役員の任務

1. 会長： 会長は、執行委員会の活動を総括し、本会の事業を指導し公表する一般的な責任を有する。会長は、総ての執行委員会及び年次総会を主宰する。会長は執行委員会の承認により、常任委員の任命権を有する。

2. 副会長： 副会長は、会長不在の際に会議を主宰し、会長と、任務と責任を分担する。会長及び副会長が不在の際は、会長の指名により、他の執行委員が会議を主宰する。

3. 会計： 会計は、総ての経理記録を保有し、本会の資金収集と分配、年次総会において本会の財務状況の報告を提出する。

4. 書記： 書記は、執行委員会及びJALT年次総

会の議事録をとり、本会の活動について、地区支部に報告する。書記委員は、本会に代り総ての通信を整理し、本会の事業記録を整理する。

5. プログラム委員： プログラム委員は、地区支部のために特別プログラム及び研究会を計画する責任を有し、また年次総会の準備を監督する。

6. メンバーシップ(会員担当)委員： 会員担当委員は、新支部設立のため、積極的に活動し、会員の獲得のために、特別に報告活動をすると共に各地区支部を支援する。

7. 広報委員： 広報委員は、JALTの発表を統合し、教育団体、報道機関、産業界との友好関係を促進し、賛助会員との仲介をする。

## III 事務局長

執行委員会は、執行委員の任務を、運営面から支援する事務局長を任命する。事務局長は、執行委員経験者で、執行委員会での投票権を有しない。また執行委員会により任期が決定される。

## IV 指名及び選挙

1. 各支部は、会員の中から役員を指名し、各役職に対し1名を指名しリストを制作して書記に提出する。書記は、各指名候補者の同意をとりつけ役職名立候補者リストを執行委員会に提出する。執行委員会は、指名リストを検討し調整或は追加をする。但し削除はしない。書記委員は、各指名候補者の略歴をつけ投票用紙と共に会員に配布する。

2. 役員の投票は、ロバート議事規則・改訂版の第44項に基づいて行われる。投票用紙には、各役職に対する総ての指名候補者を列記し、追加候補者を記

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入するために余白を残したものを、11月20日以前に投票用紙が書記委員に返送される時間を見込んで、各会員に郵送される。会長は、投票用紙の開票係を任命し、開票係は投票数を計算し、翌年の The Language Teacher 1月号で結果を報告する。

#### V 支部及び準支部

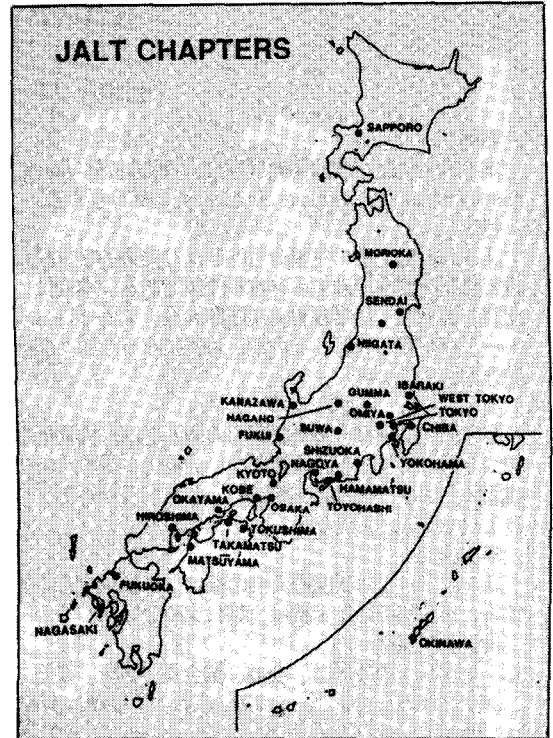
1. 25名以上の会員を有する地区グループは、適切な定款を作り、年会費を支払い、支部になることを執行委員会に申請することができる。
2. 10名以上の会員を有する地区グループは、執行委員会に準支部の申請ができる。
3. 執行委員会は、申請団体に支部或は準支部の資格を付与するにあたり、既存支部への影響を考慮するものとする。
4. 支部は、年間ある一定額と、東京と大阪からの距離に基づく計算式により決定された額を、受取る権利を有する。これらの額は、執行委員会で決定され、その決定及び修正に執行委員会の5分の4の賛成を必要とする。準支部は、以上の額の半分を受取る権利を有する。

#### VI 規約改正

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

#### VII 適用法規

本定款及び内規に示されないあらゆる事項については、ロバート議事規則・改訂版の規定に従い決定される。



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# THE SEVENTH ANNUAL JALT NEWSLETTER INDEX

This is the seventh JALT Newsletter index, giving information needed to find articles based on subjects in the 12 issues of The Language Teacher in 1987. An example of an entry is:

Listening between the Lines: A Cultural Approach. Lin Lougheed. rev. Charles W. Gay. XI: 1;27.

This gives the title of the article (in this case a book review), the author (Lin Lougheed), and the reviewer (Charles W. Gay). It is Volume XI (1987), number 1 (January), on page 27.

## BILINGUALISM

- Kikoku-shijo no Tamen o Gaikokugo Hoji Kyoiku (Language Maintenance Programs for Japanese Returnees). Yoshihiro Nakamura & Kyoko Yashiro. XI:10;13.  
Residing Abroad: Biculturalism and Bilingualism among Japanese. Barry Natsch. XI:10;9.  
Significant Factors for Raising Children Bilingually in Japan. Masayo Yamamoto. XI:10;17.  
Special Issue on Bilingualism. Jim Swan. XI:10;4.  
The Japanese University Student: Becoming Bilingual. Malcolm J. Benson. XI:10;4.

## BOOK REVIEWS (JALT Undercover)

- A Practical English Grammar. A.J. Thomson & A.V. Martinet. rev. Jane Wieman. XI:6;36.  
Basics in Listening: Short Tasks for Listening Development. Hiroshi Asano, Munetsugu Urano, & Michael Rost. rev. Eleanor A. Gobrecht. XI:12;47.  
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Computers in English Language Teaching. C.J. Brumfit (ed). rev. Yukie Aihara. XI:7;27.  
Course Design: Developing Programs and Materials for Language Learning ("New Directions in Language Teaching" Series). Fraida Dubin & Elie Olshin. rev. D. Richard M. Stone. XI: 14;42.  
Critical Thinking. Critical Choices. JoAnn Aebersold, et al. rev. Kevin Mark. XI:10;44.  
Crosslinguistic Influence in Second Language Acquisition. Eric Kellerman & Michael Sharwood-Smith (eds.). rev. Robert M. De Silva. XI:3;39.  
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English as a Second Language in the United Kingdom (ELT Documents: 121). Christopher Brumfit (ed). rev. Torkil Christensen. XI:3;43.  
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English Grammar in Use. Raymond Murphy. rev. Carol Kikuchi. XI:1;29.  
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ESP for the University. David Harper (ed). rev. Torkil Christensen. XI:5;37.  
Fundamentals of English Grammar. Betty Schramper Azar. rev. Patricia Dissoway. XI:2;29.  
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Mirror of Language: The Debate on Bilingualism. Kenji Hakuta. rev. Robert L. Brown & Yoshiko Muroi-Brown. XI:10;39.  
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- Teaching Culture in an EFL Setting. Sonia Eagle. rev. Ruth Venning. XI:5;40.

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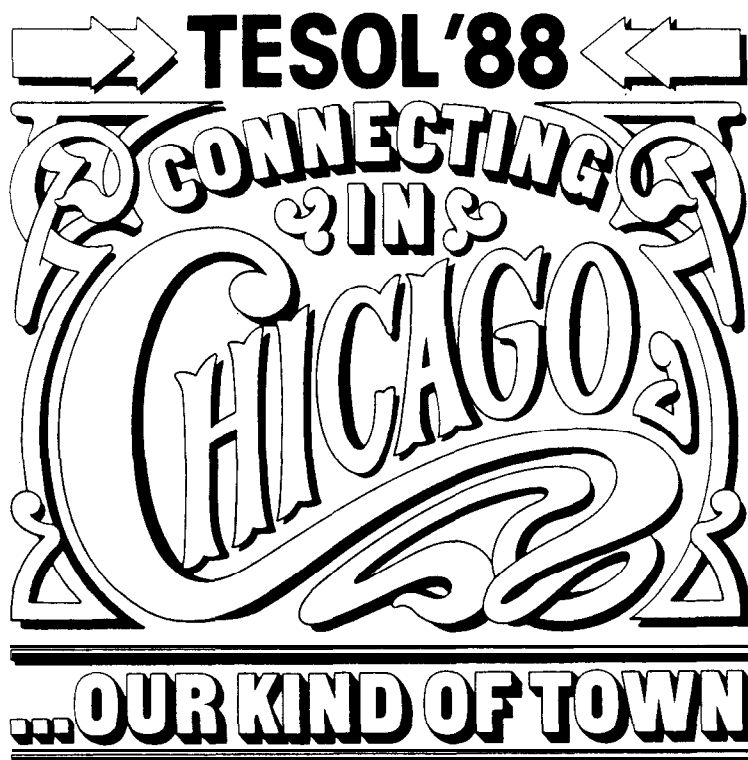
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# MyShare

*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.*

## ORAL MATH PROBLEMS AS A LANGUAGE TEACHING TOOL

By Peter Duppenthaler

A few years ago I conducted a three-day seminar on language-teaching activities for Japanese junior and senior high school teachers of English. After the seminar we all went out for coffee and I asked them for their opinions. They all seemed to have enjoyed the seminar, and thought that the activities were interesting and would increase student motivation. However, to a teacher, they said that the Ministry of Education's curriculum was so tight that they did not have any "extra" time in which to do the activities. My pointing out that many of them required only a few minutes met with polite silence.

It is to these teachers (and others who have no "extra" time) that I would like to offer the following activity. Every teacher, even one working within the tightest curriculum, should be able to spare one or two minutes out of a class for an enjoyable, motivating activity that the class can do as a whole. The following is just that. Although it is designed for teaching English, it can be easily used for the teaching of other foreign languages. The level of language can easily be adjusted to match the students' level — all you need is a few nouns and verbs, numbers, and a bit of imagination. It is a wonderful way to sharpen students' listening skills because the emphasis is not on English but on the task of answering a mathematical question. In addition, it is always exciting and rewarding to see a usually quiet student suddenly come to life and shout out an answer.

### Activity

Begin by telling your students that they will need paper and pencil. Once they have these ready, tell them that you are going to read a mathematical problem to them and that the answer is a number (e.g., "1 plus 2 equals ..."). Even very low-level learners and children enjoy

doing addition and subtraction problems; spice can be added by increasing the number of additions and subtractions in each problem. More advanced learners can go on to tackle real "Oral Math Problems," like the following: Tom works 5 days each week. How many days does he work in 9 weeks? (answer = 45 days).

Although the language and mathematics involved are both rather simple, the skills needed for listening, comprehending, and putting it all together can be a real challenge to your students — and take my word for it, they will enjoy it. Simply read each problem and ask your students to shout out the answer when they think they know it (large classes can be asked to raise their hands). If they tend to hesitate, ask individuals or teams for the answer after a few seconds.

Here are a few more oral math problems that you might want to try (but don't hesitate to make up your own — better yet, ask your students to come up with their own and read a few each week):

- 1) Mary is 12 years old. How many months old is she? (144 months);
- 2) Dick receives 50 cents each day for helping Jack to deliver newspapers. How much money does Dick receive in 13 days? (\$6.50).
- 3) Mrs. Smith had a dozen eggs. She used 6 eggs for breakfast and another quarter dozen to make a cake. How many eggs are left? (3 or a quarter dozen).
- 4) The tram for London leaves your station at 5:45 a.m. and usually arrives in London 3 hours and 15 minutes later. Today, it was 5 minutes late. What time did it arrive in London? (9:05 a.m.).

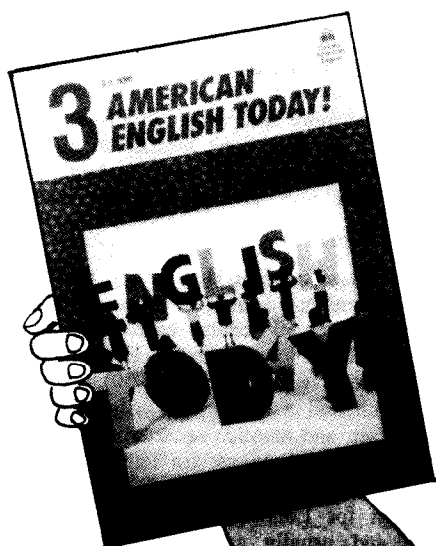
As you can see from just these few examples, there is a lot of English you can practice with oral math problems.

**Peter Duppenthaler received his MEd (TESOL) from Temple University. He has taught English in Japan since 1974, and is currently Chief of both the Educational Research Division and the Educational Training Section at ECC Foreign Language Institute, Osaka.**

### A REMINDER FROM THE EDITOR

*The Language Teacher* welcomes meaningful, well-written contributions, but requests that the guidelines in the editorial box on page 3 be followed. The editors cannot be responsible for acknowledging or returning manuscripts which are handwritten, are typed inappropriately on the wrong size paper, or arrive after the issue deadline. Those wishing unused manuscripts to be returned should include a stamped-self-addressed envelope. ALL Japanese language copy **must** be submitted to the Japanese Language Editor.

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# JALT Undercover

COBUILD COLLINS ENGLISH LANGUAGE DICTIONARY. John Sinclair, et al. Collins, 1987. 1,703 pp.

One of my first awkward moments in teaching English occurred when a student asked me the meaning of **in fact**. I couldn't answer, and even when I resorted to dictionaries they said it meant **really** or **actually** – adequate substitutes, but not explanations.

This is the dictionary to help with precisely this sort of problem. It explains and demonstrates the use of words and expressions which we take for granted but which have no easy explanation, and with which students have problems. Figure 1 gives its explanation for **in fact**:

4.2 YOU say **PER: USED AS**  
in fact, In actual fact. as a matter of fact, or In **ADV SEN**  
point of fact to emphasize or to introduce a contra-  
diction or an opinion which is different from some  
thing that has just been said. EG 'I couldn't commu-  
cate with you.' 'As a matter of fact,' Landy said 'I  
believe you could...' In actual fact this book wasn't  
the book I was looking for... I thought he could speak  
the language fluently, whereas in actual fact that  
wasn't the case at all... in fact, I'm not at all sure that  
Freud was correct.

Figure 1

This explanation – with examples – provides the teacher with a far better basis for a classroom explanation, I am sure you will agree, than one-word equivalents.

To a far greater extent than its rivals, this dictionary makes a special feature of recording all the uses and meanings of the most common words. It is ideal for answering those awkward questions about words which are central to the language but which we native speakers take for granted.

This dictionary is innovatory in two other important respects: it was compiled using a computer data-base of 20 million words culled from novels, magazines, conversations, academic writings and many other kinds of texts; and it presents the information gained from this data-base in a new, and highly effective, way. The emphasis is thus on how the language is **used** (not on how specialists think it is ought to be used) and on making it **usable**.

The most striking feature of this dictionary is its method of presenting the information. The

explanations for each word or phrase are the clearest I and my Japanese colleagues have ever encountered; they are very close to the language we teachers use when explaining vocabulary to students in the classroom. This has two advantages: students using this dictionary will already be familiar with the style of the explanations, and teachers who wish to find succinct but clear explanations to use in the classroom will find them here.

Other dictionaries have opted for a limited vocabulary to make explanations easy, but have fallen into the trap of using complex grammar in dense phrases which are difficult to understand. This dictionary has opted for repetition of simple grammatical patterns in complete sentences in order to make the meaning clear. The explanation for **pant** illustrates this well (see Figure 2) and could have been taken straight from the transcript of a language classroom.

**pant** /pænt/, **pants**, **panting**, **panted**. 1 Pants are 't' in British English, a piece of clothing worn under your other clothes, which has two holes to put your legs through and elastic around the hips or waist to keep them up. EG He took off his shorts and pants and stood there naked... Waterproof pants over the nappies are a special help. 12 in American English, trousers. EG He started to unbutton his pants... He fumbled in his pants pocket for his whistle. **N PLURAL: ALSO a pair of + N 1 underwear**

2 If you pant, you breath quickly and loudly with your mouth open because you have been doing something energetic. so Don't hurry, don't pant, breathe in slowly... We lugged the branch underneath, panting and puffing... Let me go, she panted. **V OR V + QUOTE/ REPORT-CL = GASP**

3 The word pants is also used in the following informal expressions. 2.1 If you catch someone with their pants down, they are unprepared to do what you have asked, or you have caught them in an embarrassing situation. 3.2 If someone or something scares the pants off you, you are very scared indeed. If someone or something bores the pants off you, you are very bored indeed. 2.2 If you do something by the seat of your pants, you rely on your instinct and experience instead of using elaborate equipment or following a carefully prepared plan. **PER: VB INFLECTS**

PER: VB INFLECTS

PER: USED AS AN 1 instinctively

Figure 2

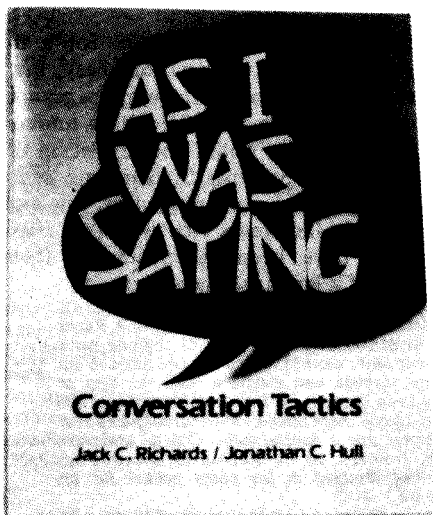
Typographically, also, information about each entry is more clearly presented than in other dictionaries. Where a word has number of distinct meanings, each distinct meaning has a separately numbered paragraph and each new meaning starts at the left margin, making it easy; related meanings are gathered together into the same paragraph using decimal numbers.

Another aid to clarity is the use of a second column placed to the right of each entry. It gives grammar notes, which are simply and conventionally expressed by means of an easily understood code (V + O means "the verb is transitive and needs an object"). With this column, scanning for a grammatical class is much easier than in other dictionaries, where the grammatical code is given as the third item in the entry and is thus buried in the first line. There is the added advantage

(cont'd on page 37)

# As I Was Saying

## Conversation Tactics



by Jack C. Richards: University of Hawaii  
Jonathan C. Hull

**As I Was Saying** is a conversational English course written for low-intermediate/intermediate level students who need practice in using and understanding spoken American English.

Designed to develop conversational fluency while improving speaking and listening skills, **As I Was Saying** introduces everyday conversational expressions through examples of authentic, native-speaker language. Conversationally appropriate ways of discussing practical topics and functions are also introduced in meaningful, everyday contexts.

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Ideally suited for use in an intensive conversation course, this book may also be used in tutorial situations.

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(cont'd from page 35)

tage that each part of the code is also listed in the main sequence of the dictionary and has its own easy-to-understand definition with examples.

This second column also lists words which are related in meaning to the headword. It gives equivalents, opposites and more general meanings, which help students develop their own mental thesaurus the more they use the dictionary.

If we take the example of **pant** in Figure 2, you will notice other features: American and British meanings are different, and that difference is recorded (though the American pronunciation is not); examples of the words as used in the data-base are included (in italics) to show modern English usage; idiomatic phrases are included, each with a clear explanation using similar grammatical patterns in full sentences. In the right hand column, grammatical and semantic information are very clearly laid out.

What may come as a bit of a surprise is that there is no mention of the fact that **pant** (=gasp) is sometimes used as a noun ("Make love's quick pants in Desdemona's arms" **Othello**). This is not an omission, this is information about modern English usage. The use of **pant** as a noun was not in the 20 million-word corpus and thus one can safely say that its occurrence is extremely rare in modern English.

So this dictionary is not only an educational tool, it is also a report of research into modern English usage.

It is a dictionary of British English, and, although it includes many American meanings, it does not include all that teachers and learners of American English would require. But it is so good for the "core" words common to both British and American English that I believe every teacher and intermediate/advanced learner should possess a copy.

Reviewed by Richard Cauldwell  
Kobe University


**WORKING WITH WORDS: A Guide to Teaching and Learning Vocabulary.** Ruth Gaims and Stuart Redman. Cambridge University Press, 1986. 200 pp. Bibliography of background and further readings.

Vocabulary teaching and learning deal with the fundamental units of language - words. These fundamental units can pose many problems for the teacher. Such problems include choosing the words to teach, how to teach them, and how students learn them. In addressing these problems **Working with Words** offers teachers a useful orientation to the hows and whys of vocabulary teaching and learning.

This handbook is divided into four parts. Part A, entitled "Words, Their Meanings and Forms," includes three chapters: Language Awareness Activities; Words and Their Meanings; and Words and Their Forms. Part B, "Principles in Learning and Teaching Vocabulary," consists of three chapters: Decisions About Content; How the Learner Discovers Meaning; and Memory and Written Storage. Parts A and B make up what the authors call the "discussion" section of the book. This section presents important concepts for better understanding what goes into vocabulary learning.

The last two parts deal with practical classroom concerns. Part C details different types of classroom activities. The four chapters in Part C cover the use of visual aids, the use of authentic reading texts, teacher-designed contexts and dictionary use, speaking activities, and games/problem solving. Part D consists of a sole chapter devoted to vocabulary in course books: evaluation and additional activities.

For a handbook aimed at both native and non-native teachers, the prose is sometimes too challenging. The writers sometimes seem to anticipate too many objections, which leads to qualifications and wordiness. Also, they seldom settle for two simple sentences when a complex or a compound-complex one will do. Readability suffers as a consequence. (cont'd on next page)



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There are other shortcomings, including a lack of useful wordlists. While this is not a major drawback, such lists can prove valuable and are sometimes hard to find. They include lists of most frequently used words, common affixes, and most used roots. The final two criticisms are more serious. Also, although the authors stress using context in guessing word meanings, they give few clues as to how to go about it. Some type of strategy, such as the one outlined by Nation (1983), would be helpful. This strategy has the learner identify the part of speech of the unknown word, look at the word in relation to other words in the phrase or sentence, then look at the word in relation to the paragraph or whole text, make a guess, then check the guess by looking at the part of speech and context to see if it makes sense. Finally, the authors pretty much ignore testing. Some idea of available tests or some discussion of how to construct vocabulary achievement tests would have made their treatment of vocabulary teaching and learning more complete.

But this handbook does offer a practical orientation to vocabulary teaching. It presents the various elements of vocabulary learning with the classroom teacher in mind. For example, **hyponymy** is defined through examples of different types of fruits – apples, oranges, etc. – which are subordinates, and thus hyponyms, of fruit. Then they present two ways of charting this relationship, one with the hyponyms listed on a scale under the superordinate term **animal**; the second chart uses circles, a larger one with the word **animal** enclosed, with smaller circles inside, each encircling a type of animal, such as **dog, pig, cow, and horse**. At other times the authors use reader activities which challenge the reader to complete different types of vocabulary exercises, such as making a gradable scale for the words between **hot** and **cold**. Also, the authors include discussions of implications for teaching after sections that discuss some broader points, such as the place of pronunciation in vocabulary teaching. These implications sections often include activities for the students that the teacher might use.

In addition to the reader activities and implications, the authors give some valuable checklists which can help teachers make decisions about different problems, such as what vocabulary to teach, ways to group vocabulary items, visual and verbal techniques, and a checklist for textbook evaluation. Also, the bibliography provides references to a range of useful materials from lexicons and dictionaries, through background readings, to textbook materials.

Many of the activities for vocabulary teaching rely on using semantic relations. The assumption

is that the learner develops concepts of the word through encountering it in different meaningful situations. These situations can range from sense relations (synonymy, antonymy, and hyponymy), to associations (**stove, refrigerator, butcher knife** associate with **kitchen**), to semantic fields (defining **beautiful, handsome, pretty** in relation to nouns they are used with or restricted to, such as **man, woman, house**, or implications of the adjectives, such as **close to the ideal, worthy of being loved**, etc.). This approach requires the teacher to exploit the contexts provided or to provide contexts when the textbook fails to.

This approach to vocabulary teaching incorporates present-day ideas about vocabulary learning. The learner seems to develop concepts of words through meeting them in varied and meaningful contexts. In other words, vocabulary knowledge grows through a relationship of different types of experience and knowledge (Barnitz, 1985). Exploiting different types of semantic relations seems to be the best way of providing the learner with the varied meaningful exposures that are necessary.

(cont'd on page 41)

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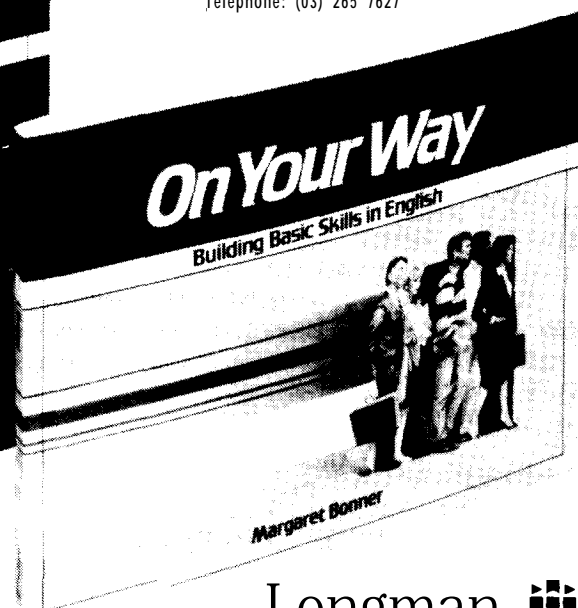
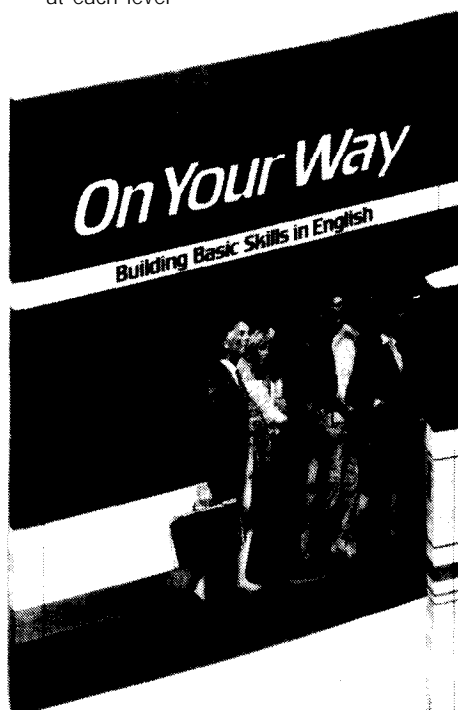
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(cont'd from page 38)

Thus **Working with Words** provides a useful up-to-date orientation for practicing teachers who desire a better understanding of the hows and whys of vocabulary teaching or those who would like to expand their repertoire of techniques. It could also be used by teacher trainers for teacher development. New teachers might find Allen's book (1983) an easier beginning point, but they should move onto this book in good time.

Teachers looking for ways of improving their vocabulary lessons and ways of improving vocabulary teaching within skills classes (i.e. reading, speaking) or teachers looking for information relevant to theoretical concerns, written in fairly understandable English, will find this book filled with valuable information. **Working with Words** deserves a place on the bookshelves of teachers looking for a better understanding of vocabulary teaching and learning.

Reviewed by John M. Graney  
ICMC ESL/CO Program  
Philippine Refugee Processing Center

#### References

- Allen, V.F. 1983. **Techniques in Teaching Vocabulary**. Oxford University Press.  
Barnitz, J.G. 1985. **Reading Development of Non-native Speakers of English**. Harcourt Brace Jovanovich.  
Nation, I.S.P. 1983. **Teaching and Learning Vocabulary**. Victoria University.

**READING ENGLISH DISCOURSE: Business, Economics, Law, and Political Science.** Lyle F. Bachman. Prentice-Hall, Inc., 1986. 279 pp. Teacher's Guide.

**ACADEMIC READING AND STUDY SKILLS FOR INTERNATIONAL STUDENTS.** Lisa Rosenthal and Susan Blake Rowland. Prentice-Hall, Inc., 1986. 246 pp.

**Reading English Discourse: Business, Economics, Law, and Political Science** (henceforth **Reading English**) and **Academic Reading and Study Skills for International Students** (henceforth **Academic Reading**) are upper-intermediate/lower-advanced EAP reading skills texts aimed at ESL students about to embark on, or in the initial stages of, undergraduate work at English-medium institutions. While this type of material is ostensibly designed for an ESL learning situation (e.g., an American or British university), the number of Japanese students going abroad to study, as well as the recent growth in academic programs offered in English in Japan by (mostly American) colleges means that EAP-oriented materials should increasingly find a place in language programs in Japan.

The texts share as their primary objective the

development of academic reading skills, but vary as to the way this objective is realized. **Reading English** focuses on a narrower and more specialized range of subject matter adapted from undergraduate textbooks and presented to the learner in a sheltered approach. **Academic Reading**, in contrast, covers a wider range of subjects presented in passages taken from textbooks and academic journals in an unmodified form. In addition, the text provides work on more general, reading-related academic study skills.

**Academic Reading** is intended as an introduction to academic reading materials for learners in college ESL and college preparatory programs. Each of the eight chapters is devoted to a different academic discipline, including authentic readings from such diverse fields as literature, engineering, biology, business and physics. The wide range of topics covered make the text suitable for a class of students with varied interests and backgrounds. The variety of topics makes the text particularly appropriate for an intensive program held prior to the beginning of regular academic coursework, where it should be easier to interest the engineering major in literature, or the business major in biology. The start of the academic term often brings a narrowing of interests on the part of the international student, which is often accompanied by a change in perceptions as to the relevance of studying subjects unrelated to the individual's field of study.

Each chapter is centered around two or three readings drawn from the relevant literature and dealing with the chapter topic. Accompanying each reading is a set of pre-reading, comprehension and vocabulary exercises. In addition, each chapter provides work on vocabulary skills (e.g., recognizing and combining word roots, identifying prefixes and suffixes, and understanding words from context), as well as on reading sub-skills (e.g., finding main and supporting ideas, skimming and scanning).

A substantial part of the text is devoted to the development of reading-related study skills. The first three chapters provide work on library skills, including the use of the card catalog, the reader's guide and encyclopedias. A distinctive feature of the text is the use of the SQ3R study formula, a mnemonic device for reading.

The SQ3R formula is designed to maximize reading efficiency by having the student: **Survey** the titles, headings and subheadings of the reading; make **Questions** out of the headings surveyed; **Read** the text and try to answer the questions; **Recite** alone (or write down) the answers; and, finally, **Review** the survey, question and recitation steps. The survey and question steps are incorporated in the pre-reading exercises in

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every chapter. The formula, dependent as it is on texts which make liberal use of titles, headings and subheadings, is particularly appropriate for the type of reading the student encounters in undergraduate survey and introductory course readings.

The decision not to include an index (in either text) is particularly unfortunate in the case of **Academic Reading**. Given the number of sub-skills and reading topics covered, the inclusion of an index would have enhanced the usefulness of the text, particularly as resource/supplementary text material.

The focus in **Reading English** is on developing text-level processing skills, in contrast with a concern for sentence-level grammar, a particularly appropriate objective for often overly grammar-conscious advanced Japanese students. The text consists of five units, each dealing with a major thought relationship: Time Order, Exemplification, Comparison and Contrast, Definition, and Causation. Each unit contains lessons centered around a reading drawn from topics in business, political science, economics and law and presented in a sheltered approach.

The amount of material accorded to the respective thought relationships appears to be somewhat arbitrary (e.g., six readings are allotted to the Time Order relationship unit while only two readings each are provided in the Causation and Definition units) and is presumably not meant to reflect the relative frequency with which these forms occur in academic prose. This, however, is a minor complaint, and the flaw does not appear to detract from the text's effectiveness.

Each lesson consists of a set of pre-reading activities and a reading passage in two versions, one simplified and the other similar to authentic texts. Comprehension, vocabulary, and discourse skill exercises based on the readings follow, and the unit ends with a reading exercise related to the topic of the unit and designed to develop skill in understanding word meaning from context. Additional work on vocabulary development is provided in each chapter with a section covering prefix, suffix and word root recognition. The discourse skills exercises include work in global comprehension, outlining, and identifying main and supporting ideas. The use of graded versions of the same reading allow the student with limited vocabulary to discover meaning without recourse to outside reference materials or extra knowledge.

The overall lower level of difficulty makes **Reading English** the more accessible of the two texts for the high intermediate ESL student who

needs to develop the vocabulary and text comprehension skills necessary for successful academic study abroad. Also, while this is developed as an EAP text, the types of subjects covered means that the text might have a place in corporate language programs that have reading professional materials as a part of the curriculum.

**Academic Reading**, in comparison, is more appropriate for the ESL student in the initial phase of his/her undergraduate academic work in an English-medium institution as it provides exposure to authentic academic materials and work in the study skills needed in regular academic coursework.

Reviewed by Michael Harrington  
International University of Japan

**CLASSROOM INTERACTION. Ann Malamah-Thomas. Oxford University Press, 1987. 150 pp. ¥2,260.**

At a time when teacher training and the upgrading of language instruction throughout Japan is gaining greater attention, this book provides some sound guidelines and procedures for the professional development of those working in ESL/EFL classrooms.

The purpose of this text is to stimulate the exploration of a wide variety of pedagogic practices which may offer support to foreign or native instructors of second languages. Because of its broad approach, this book would make a useful learning tool within a teacher training seminar, whether the participants have had little or no prior practical experience as a classroom instructor or whether they are veterans seeking to improve their instructional skills.

This book consists of three sections. The first suggests ways to define classroom encounters. Here a variety of instruments which could be used to analyze language and behavior in the classroom are described and tasks designed to implement them are provided. While I do not personally subscribe to all the systems set out by the author, it remains appropriate for those in our profession to have a broad exposure to the full range of available pedagogic tools; therefore, the comprehensive review of taxonomic systems set out by Malamah-Thomas is valuable. However, trainers using this text should allow time within the seminar to evaluate which of these instruments provide the most effective support for teachers and which ones have weaknesses that make them suspect.

The second section of the book describes different aspects of classroom interaction, and

(cont'd on page 44)

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instruments relevant to observing teacher-student behavior are provided. This information may serve the trainer of teachers more than the trainees themselves, because much of it relies upon refined assumptions about instructional methodologies. Nevertheless, because many teacher training courses require classroom observations by those just entering the profession, some of the systems of analysis described here, along with their accompanying practice tasks, would offer guidance to these newcomers during their evaluations of model lessons. The text helps to develop valid criteria for judging classroom interactions - in gauging teacher intentions, student behavior, and instructional design.

The third section of the book provides ways to explore, by direct application, the ideas and practices of the two earlier parts. The author calls this "a section for action research," encouraging the reader to identify problem areas within the classroom and formulate possible solutions. An extensive set of 64 tasks offers teacher trainers a rich lode of activities for developing professional skills within a seminar setting. Among these are experiments in exploring the types of language which exist within and without ESL/EFL classrooms, in using observation instruments to evaluate methodology, and in raising teacher awareness to learner needs.

### RECENTLY RECEIVED

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

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

#### CLASSROOM TEXT MATERIALS/ GRADED READERS

\*Swan & Walter. *The Cambridge English Course*, 3 (Student's book, Teacher's book, Test book, one 1987

†Dunn. *Outset, Workbook IA*. Macmillan, 1987.

†Jones & Kimbrough. *Great Ideas: Listening and speaking activities for students of American English*. Cambridge, 1987.

†Peaty. *AllTalk* 1, 2 (Student's books, Teacher's book, 2 cassettes). English Communication Press, 1987.

†Withrow. *Effective Writing: Writing skills for intermediate students of American English* (Student's book). Cambridge, 1987.

#### TEACHER PREPARATION/ REFERENCE/RESOURCE/OTHER

\*Spankie. *The Grammar You Need*. Macmillan, 1987.

Although *Classroom Interaction* promotes the independent effort of teachers to explore principles and experiment with techniques, it does not always provide ample foundations for these to occur. For instance, the brief glossary lacks the depth this text requires; many of the terms are defined only superficially when, in fact, a rather full understanding is necessary within the context of the learning tasks.

Lectures and a considerable amount of supporting materials would probably be requisite in order to implement many areas of the text. For example, only bare-bones descriptions of Community Language Learning, Suggestopedia, and the Silent Way are provided in one section requiring the reader to explore these relatively new methodologies. Because of this fragmentation, initiates into these non-traditional ways of teaching might not be able to overcome the conservative tendency to reject new approaches to language teaching and might thereby fail to assess the strengths of these methodologies. On the other hand, with proper supplemental instruction, in the form of outside reading, videotapes, and lectures concerning the philosophical beliefs of Curran, Lozanov, and Gattegno, less resistance to change might result, leading to broader professional development for those within the seminar.

Reviewed by David Wardell  
University of Pittsburgh ELI, Tokyo

†Bygate. *Speaking* ("A Scheme for Language Teaching" series). Oxford, 1987.

†Ladousse. *Role Play* ("Resource Books for Teachers" series). Oxford, 1987.

†Wright. *Roles of Teachers and Learners* ("A Scheme for Teacher Education" series). Oxford, 1987.

*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.

### 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*:

Black, et al. *Fast Forward*.

Boardman & Holden. *English in School*.

Dickinson. *Self-Instruction in Language Learning*.

Di Pietro. *Strategic Interaction*.

Dougill. *Drama Activities for Language Learning*.

(cont'd on page 47)

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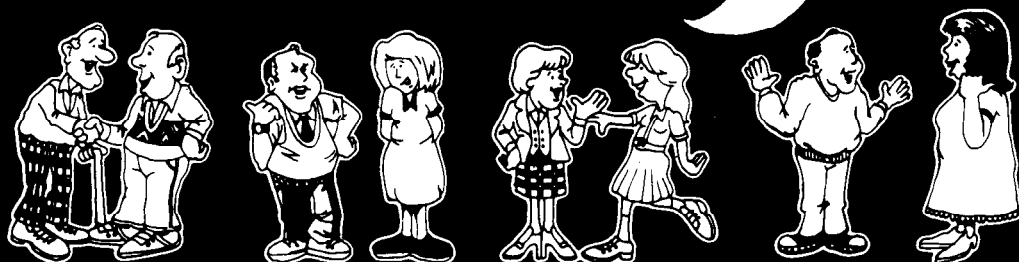
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# Chapter Presentation Reports

**Reports written in English on chapter presentations should be sent to co-editor Ann Chenoweth, 3-1-14 Yanaka, Taito-ku, Tokyo 110. Those written in Japanese should be sent to the Japanese Language editor (address on page 3). They should reach the editors by the first of the month preceding desired publication, although actual publication dates may vary due to space limitations.**

**Acceptable length is up to 250 words in English, two sheets of 400-ji genko yoshi in Japanese. English must be typed double-spaced on A4-size paper. Longer reports can be considered only upon prior consultation with the co-editors. Please refer to guidelines in the January issue of this volume.**

## NAGOYA

### HOW TO GET MORE OUT OF MOMBUSHO TEXTBOOKS

By Lesley Geekie

In our October meeting Lesley Geekie showed how to effectively use some of the *Mombusho* high school reading books. *Mombusho* texts are often so long that they intimidate some students. These students lose the confidence required to make it through them. Geekie said, "It's just like a jungle and only strong students are able to survive." So how can we teachers help students learn the survival skills needed to read well? Here are some of the points she made:

**Intuitive Guessing.** Even weak readers can develop confidence from guessing at the meaning from photos, pictures and titles on the pages.

**Flexibility.** Students must learn that they do not need to understand every word. Translation is often dangerous, because in the end the students do not know "what is written."

**Recycling.** Students need to recycle the words, idioms and sentences again and again before they can internalize them. Advanced students should be allowed to talk about what they have read in English.

These are brief examples. One common theme in Geekie's talk was letting the students have more fun with the textbook. Perhaps, if some of us feel the *Mombusho* readers are lemons, we should make refreshing lemonade as Geekie does.

Reported by Ken Tatematsu

## SAPPORO

### OCTOBER BOOK FAIR

**Ken Hartmann** started off the book fair with a talk about how he learned and taught himself to select and use textbooks. We were told that attractiveness and variety are important, especially for younger learners, but that the teacher must feel comfortable with a text. The purpose of a text is to challenge and motivate, and so only some parts of a text may be useful. The instructor is leading the study, and texts or anything else for that matter should not include material which is unsatisfactory to the instructor. Using a variety of texts keeps students involved and interested, and expanding on the material in a text is critical to approximate reality.

**Jerry Halvorsen** was at his energetic best presenting the reading program at Hokusei High School. He brought a wide variety of materials that have been incorporated into the reading program, including graded readers, newspapers, time tables, menus, magazines, and even comic books. The point to watch in developing a good reading program is to find materials of interest to the students, something they will *want* to read even when they *don't have* to. The second most important thing is to become good friends with the school librarian and get a good spot in the library, so the material is readily available to the students.

Reported by Torkil Christensen  
and Mary Virgil

### NO CHAPTER IN YOUR AREA?

**Why not organize one! Contact Keiko Abe, JALT Membership Chair, for complete details. Address: 1-12-11 Teraya, Tsurumiku, Yokohama 230.**

(cont'd from page 44)

Glendinning & Holstrom. *English in Medicine*.  
Hamp-Lyons & Heasley. *Study Writing*.  
Harmer & Surguine. *Coast to Coast*.  
Herzfeld-Pipkin & McCarrick. *Exploring the US*.  
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Mackay, ed. *Poems*.  
Master. *Science, Medicine and Technology*.  
McDowell & Hart. *Listening Plus*.  
Mugglestone, et al. *English in Sight*.

Newfeld. *Handbook for Technical Communication*.  
Nolasco & Arthur. *Conversation*.  
Pattison. *Developing Communication Skills*.  
Peaty. *English Face to Face*.  
Richard & Hull. *As I Was Saying: Conversation Tactics*.  
Summers, et al. *The Longman Dictionary of Contemporary English*.  
Swan & Smith, eds. *Learner English*.  
Underhill. *Testing Spoken Language*.  
Wessels. *Drama*.  
Yalden. *Principles of Course Design for Language Teaching*.

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# Bulletin Board

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

## CALL FOR PAPERS *JALT Journal*

The *JALT Journal* welcomes articles, written for a general audience, in the fields of language teaching and learning. In particular, the editors encourage descriptions of research and practice in Japan or around the Pacific Rim. Short articles, book reviews, and comments on previous *Journal* articles are also welcome. All submissions are refereed anonymously, and explanations are given for editorial decisions. See recent issues of the *JALT Journal* for guidelines, or write the editors: Richard Cauldwell and Charles Wordell, 18-2-302 Sumiyoshidai, Higashinada-ku, Kobe 658. For book review information, write Jim Swan, Aoyama 8-122. Nara 630.

## BILINGUAL SIGs

For years, a number of JALT members, with ExComm's blessing, have been trying to establish some sort of a SIG (Special Interest Group) on Bilingualism at a local, regional, or national level within JALT. Masayo Yamamoto has pioneered with her research on the topic; Jim Swan has spurred things along every year by hosting either symposiums or chairing colloquia at JALT conferences on this topic. A questionnaire was handed out at the Bilingual Colloquium, JALT '87, in an attempt to find out the needs of the JALT membership in this regard. It's ongoing! Copies of this questionnaire are available from Jim Swan (8-122 Aoyama-cho, Nara 630), Gary Wood (#501 Suncity Obata, Aza Nakashinden 134, Moriyama-ku, Nagoya 463), or the JALT Central Office. We'd love your feedback and request that you reply if this is at all an area of concern for you. The results will be sent to local JALT program chairs for local membership input.

## KANSAI AREA-WIDE S.I.G.s

Kobe chapter is now planning to form Special Interest Groups (SIGs) in the Kansai area. SIGs are groups which discuss different areas of interest or problems pertaining to a specific topic, such as the existing college/university and teaching-children groups. Some of the SIGs being

considered are junior/senior high school teaching, teaching beginners (children through adults), and teaching Japanese. An organizational meeting will be held in January, 1988, at a time and place to be announced. If you are interested in joining and/or helping in organizing a SIG, please call Patrick Bea after 10 p.m. at 075-952-3312 (English) or Taeko Yokaichiya after 8 p.m. at 078-221-8125 (Japanese).

## TESOL SUMMER INSTITUTE Flagstaff, Arizona June 13-11; July 9-Aug. 8

Courses will be offered toward the M.A. and Ph.D. degrees and ESL/BE certification by such instructors as Kathleen Bailey, Thomas Scovel, Henry Widdowson, Peter Strevens, John Sinclair, and Joan Morley. For reservations and catalogue: Joan Jamieson, Co-director, 1988 TSI, English Dept., Box 6032, Northern Arizona University, Flagstaff, AZ 86011, U.S.A.

## E.T.A.I. 1988 Jerusalem, July 17-20

"Let's Connect" is the theme of E.T.A.I.'s second International Conference on Teaching English to Speakers of Other Languages, to be held at Hebrew University, Jerusalem. There will be presentations on EFL/ESL, applied linguistics, communication, psychology, literature, and education for teachers of all levels, researchers, teacher trainers, and materials writers. For full information: English Teachers' Association of Israel, P.O.B. 7663, Jerusalem 91076, Israel.

## INTRODUCTION TO SELF-ACCESS PAIR LEARNING TRAINING Tokyo and Osaka

Nicolas Ferguson, Director of the C.E.E.L. in Geneva, will offer two five-day training seminars in March for those interested in self-access pair learning. The Introduction to S.A.P.L. training is strongly recommended for anyone who wishes to teach the course *Threshold*.

Dates: Tokyo, March 7-11; Osaka, March 13-17. Place: Tokyo, I-House (Kokusai Bunka Kaikan) in Roppongi; Osaka, Ohbayashi Biru (near Temmabashi Station). Information: Didasko, 6-7-31-611 Itachibori, Nishi-ku, Osaka 550; tel. 06-443-3810.

## TEMPLE UNIVERSITY JAPAN Distinguished Lecturer Series

Jan. 23-24 (Tokyo), 30-31 (Osaka): *Learning Language through Scenarios*, Robert diPietro, University of Delaware

(cont'd on next page)

(cont'd from previous page)

Feb. 13-14 (T), 20-21 (O): **Communicative Language Testing**, Andrew Cohen, Hebrew University, Jerusalem

March 19-20 (T), 26-27 (O): **Sociolinguistics and TESOL**, Nessa Wolfson, University of Pennsylvania

April 2-3 (T), 9-10 (O): **Developing Listening Ability**, Stephen Gaies, University of Northern Iowa

All courses Sat., 2-9 p.m., Sun., 10 a.m.-4 p.m. Information: Michael DeGrande, Temple University Japan, 1-1 6-7 Kami-Ochiai, Shinjuku-ku, Tokyo 161 (site of the Tokyo sessions), tel. 03-367-4141; or Temple University, Kyowa Nakanoshima Bldg. 2F, 1-7-4 Nishi-Temma, Kitaku, 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.

### MEd. Program in TESOL Spring 1988 courses

3 credit hours each; place/info as above)

OSAKA: **The Sound System of American English**, J. Patrie: Tues., Jan. 5-April 12; **Applied Linguistics**, J. Patrie: Thur., Jan. 7-April 21; **TESOL Methods II**, M. Rost: Fri., Jan. 8-April 22

TOKYO: **TESOL Methods II**, M. Rost: Mon., Jan. 11-April 25; **Understanding Spoken Discourse**, M. Rost: Wed., Jan. 6-April 13; **Applied Linguistics**, K. Schaefer: Thur., Jan. 7-April 21; **ESL/EFL Practicum**, S. Johnston: by arrangement, Jan. 6-April 18.

OSAKA/TOKYO: **TESOL Special Projects**. This 3-credit-hour course consists of the January, February, and March Distinguished Lecturer workshops (above). **Issues in English Education**. The December and April Distinguished Lecturer workshops may each be taken for one credit hour.

### TESTING: PUBLICATIONS

**Language Testing Update** is a twice-yearly publication about recent developments in language testing and its relationship to teaching, edited by J. Charles Alderson, Pauline M. Rea, and Dianne Wall. Use the postal **furikae** form to subscribe through JALT: one year ¥1,600, two years ¥2,700.

Dr. Alderson is also the author of **Innovation in Language Testing: Can the Microcomputer Help?** This **L. T. W.** report of research carried out at the University of Lancaster is also available as above for ¥1,400.

### KANSAI TIME OUT INTERNATIONAL WRITING CONTEST

The monthly **Kansai Time Out** announces a writing contest to encourage fine writing in Japan and will be awarding prizes up to ¥100,000. The judges will be Meira Chand, novelist; Helen McKee, Director of the Kyoto American Center; and David Jack, Executive Editor of **Kansai Time Out**.

The contest theme, "Two Faces of Japan" is one of broad interest and might be considered personalized non-fiction. The attempt at ambiguity is to allow for artistic interpretation of the theme. Deadline is March 1, 1988; the article, which should entertain and delight the readers, ought to be between 1,300 and 2,500 words, in English. The winning entries will be published in the May issue of **K.T.O.** Articles should be marked "Writing Contest" and sent to **K.T.O.** at 1-1-13 Ikuta-cho, Chuo-ku, Kobe 651. For further information, please call Suzanne Temple, 0797-22-1721, or leave word at **K.T.O.** 078-232-44517.

## Current Perspectives On Pronunciation

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# Meetings

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

## FUKUOKA

### **Eighth Annual Kyushu Book Fair**

Date: Sunday, January 24th  
Time: 10 a.m.- 5 p.m.  
Place: Tenjin Core Bldg., 5F Exhibition Hall  
Fee: Free  
Info: Maddy Uraneck, 0940-33-6923 (H)  
Etsuko Suzuki, 092-761-3811 (W)

### **Presentations**

"English for Children! Learning through Rhythm and Movement - Shelagh Speers (O.U.P.)  
"The Multi-Syllabus Approach to Language Learning" - Steven Maginn (C.U.P.)  
"**Expressways:** A New Functional English Program" - Harry Jennings (Prentice Hall/ Regents)  
"**Sharing a Song**" and "**Yes! English for Children**" - Keiko Abe (Addison-Wesley)  
"Communicative Grammar Practice with a Full Deck of English" - David Kolf (Seido)  
"**Coast to Coast**" Mike Thompson (Longman)  
"Better Reading" - Shari J. Berman (HBJ)  
"Strategies for Understanding Conversational English" - Michael Rost (Filmscan/Lingual House)

A huge range of modern texts and audio-visual materials will be on display.

On Feb. 21, there will be an all-day seminar in Japanese on Sound-Spelling Harmony.

## GUNMA

Topics: 1) Motivating Students and Tired Teachers  
2) Classroom Techniques for Developing Oral Skills  
Speaker: Don Maybin  
Date: Sunday, January 10th  
Time: 2-5 p.m.  
Place: Maebashi Kogyo Tandai  
Fee: Members, free; non-members, ¥1,000  
Info: Wayne Pennington, 0272-5 1-8677  
Morijiro Shibayama, 0272-63-8522

1) The presenter will show how pressure in the form of teams, points, time limits, etc., can be used in an EFL/ESL class to stimulate and encourage students (and teachers!) of all ages.

2) This workshop contains a survey of practical, quick classroom techniques used by EFL/ESL instructors when attempting to modify a student's speech. Teachers of all experience levels should find something of practical use.

Don Maybin is program supervisor at the Language Institute of Japan, Odawara. He has an M.A. in Applied Linguistics from the University of Essex, U.K., and was a featured speaker at JALT '85 in Kyoto.

## KANAZAWA

Topic: Warm-Ups  
Speaker: Gary Wood  
Date: Sunday, January 10th  
Time: 2-4:30 p.m. (Please be on time.)  
Place: Ishikawa Shakai Kyoiku Center  
Fee: Members, free; non-members, ¥500  
Info: Sue Kocher, 0762-41-4496  
Paul Hays, 0762-65-5752

Mr. Wood will introduce activities to relax students and make them active (waking them up and showing them that language study need not be tedious and painful) before the "meat" of the lesson is taught. He will lead the audience through a number of lively activities and give suggestions on the creation of new warm-ups and advice on their implementation.

Gary Wood is JALT's National Program Chair and Instructor Personnel Supervisor for Time T.I. in Nagoya.

## KOBE

Topic: Telling Stories in the Elementary Classroom  
Speaker: Chris Royal-Dawson  
Date: Sunday, January 10th  
Time: 1:30-4:30 p.m.  
Place: St. Michael's International School  
Fee: Members, free; non-members, ¥1,000  
Info: Jan Visscher, 078-453-6065 (after 9 p.m.)

At this workshop, stories used successfully with beginners will be examined; participants will learn how to tell, not read, a story; finally, some procedures for ensuring comprehension will be introduced.

The rationale for telling stories to beginners is convincing. Traditional folk stories told by the teacher present chunks of comprehensible, extended discourse cast in a reflective or poetic mode. Apart from being fun, these stories introduce the normative, cultural background the ways in which English native speakers think about, feel about and judge the world. The teacher controls the interactive, storytelling process without having to rely on an anonymous writer; the students listen to long, spoken, un-

(cont'd on page 53)

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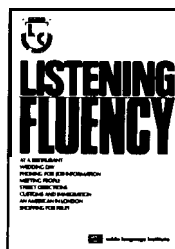


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- Classroom Set (Text & Dialogue Tape). . ¥2,300 • Text.. ¥1,000 • Dialogue Tape. . ¥1,300 • Function Tape. . ¥1,300

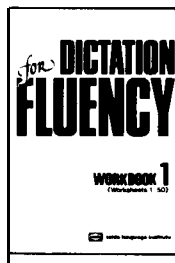


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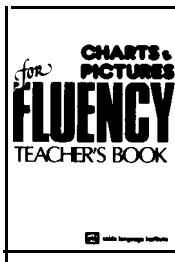


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- Basic Sentences Tape (soon available) . . ¥1,800



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(cont'd from page 51)

scripted discourse. Mr. Royal-Dawson will distribute some of the stories he has been telling to his elementary students, aged 14-60. In addition to the story outlines (based on a technique learnt from *Once Upon a Time* by James Morgan and Mario Rinvoluti, C.U.P., 1983), there are some pictorial ideas for preparatory and follow-up work.

Chris Royal-Dawson, now at the Cambridge English School, has taught English as a first and as a foreign language since 1963.

On Feb. 14, Tom Robb will speak on Student-Centered Language Learning.

### SIG 組織委員会 (Kobe)

神戸支部では、現在関西地区に SIG (スペシャル・インタレスト・グループ) を作る計画をたてています。SIG は会員が関心を持つ分野や、大学教育のような特殊なトピックに関する問題をディスカッションするグループです。中学、高校教育、初級者教育 (子供から大人まで)、日本語教育等もトピックの好例です。

組織委員会が以下の日時で開かれますので、SIG へ加入ご希望の方、又は設立にご協力下さる方は、ご連絡下さい。

日 時: 1月10日 (日) 1:00 p.m.

場 所: 聖ミカエル国際学校 (NHKの東側)

連絡先: Patrick Bea

075-958-3312 (10:00 p.m.以降)

八日市屋 多栄子

078-221-8125 (8:00 p.m.以降)

### KYOTO

Topic: Team-teaching: How can we make the most of it?

Speaker: Haruo Minagawa

Date: Friday, January 22nd

Time: 6-8 p.m.

Place: Kyodai Kaikan (15-9 Yoshida-kawa-hara-cho, Sakyo-ku; 075-751-8311)

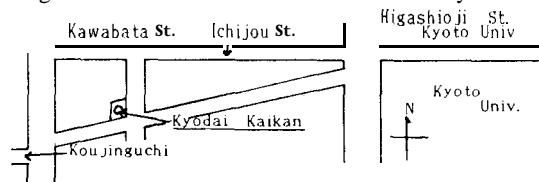
Fee: Members, free; non-members, ¥500

Info: Haruo Minagawa, 075-464-1665

Greg Peterson, 0775-53-8614

More than 800 native English speakers, mostly fresh from college, are now working for public junior/senior high schools as assistant teachers throughout Japan. Most find themselves working with their Japanese partners in team-teaching situations. The reality is, however, not all the people on either side are happy.

With some focus on the problems surrounding the issue of team-teaching, Mr. Minagawa will share his experience, ideas, and the information he has collected over the past few years. He teaches at Murasakino High School, where he has been team-teaching with native speakers in English I and II A classes for about four years.



### MORIOKA

Topic: Team-teaching in the Public Schools

Speakers: Keiko Hanabuchi, Motonobu Chiba, Annette Falzon

Date: Sunday, January 10th

Time: 1-4 p.m.

Place: Morioka Chuo Kominkan, 2F; 0196-54-5 366

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

Info: Robin Sue Alexander, 0196-72-3362

Ms. Hanabuchi, with 30 years of teaching experience, ten years team-teaching, will discuss the benefits of team-teaching and she'll share various ideas through her own experiences in large junior high school classes. She currently teaches at Itsutsubashi Junior High School in Sendai.

Also from Sendai, Mr. Chiba and Ms. Falzon will share some practical ideas and activities, showing what can be done using High School English I textbooks approved by the Ministry of Education. Ms. Falzon has an honors degree in professional psychology, and has been a social

(cont'd on next page)



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実米

★ヒアリングの秘訣発見!

(cont'd from previous page)

worker, organizing various programs to increase motivation and self-esteem in young people. She believes that team-teaching is appropriate for bringing motivation and confidence into Japanese English classrooms.

### **NAGANO/SUWA Joint Meeting**

Topic: Student-Centered Learning in the Language Classroom  
 Speaker: Thomas N. Robb  
 Date: Sunday, January 17th  
 Time: 2-4 p.m. (Presentation)  
 4:30-? (Shinnen-kai)  
 Place: Shinshu University, Matsumoto Campus, Kyoyobu Room 23  
 Fee: Members, ¥500; non-members, ¥1,000  
 Info: Esther Sunde, 0266-58-3378 (H) or 0266-52-3131 ext. 1414 (W)  
 Setsuko Nakamura, 0262-35-6322

Mr. Robb, former JALT president, is JALT Executive Secretary and an assistant professor at Kyoto Sangyo University. He received his M.A. from the University of Hawaii and is currently a Ph.D. candidate there.

Mr. Robb will define "Student-Centered Learning" and will discuss its merits as compared to traditional "Teacher-Centered" approaches from both the practical and theoretical viewpoints. In addition, ways in which current classroom procedures can become more student-centered with minor modifications will be examined. The presentation will focus on ways student-centered activities can be implemented in large-classroom situations.

Following the presentation, everyone is welcome at the Nikkaro Chinese restaurant near Matsumoto Station for a New Year's party. The party will cost about ¥3,000 per person.

### **NAGASAKI**

Topic: New Trends in EFL Teaching  
 Speaker: Shelagh Speers  
 Date: Saturday, January 23rd  
 Time: 3-6 p.m.  
 Place: Nagasaki Junior College of Foreign Studies (Gaigo Tandai, a five-minute walk from Sumiyoshi street-car stop. Parking available.)  
 Fee: Free  
 Info: Yoko Morimoto, 0958-22-4107 (day)

The approach to teaching English as a Foreign Language has changed dramatically in the past few years. There has been a shift from the traditional grammar-based syllabus to a more functional approach, with more emphasis on speaking and listening. In this workshop, the speaker will examine these trends, in particular the functional

syllabus, pairwork and task listening in the classroom, and the exciting technique of "jazz chanting." She will use examples from textbooks by Oxford University Press.

Shelagh Speers has eight years' experience as a teacher of English in Canada and Japan. She is now Marketing Representative for O.U.P. in Tokyo.

### **NAGOYA**

Topic: Teaching Content-based English  
 Speaker: Andrew Wright  
 Date: Sunday, January 24th  
 Time: 1:30-5 p.m.  
 Place: Mikokoro Center, Naka-ku  
 Fee: Members, free; non-members, ¥1,000  
 Info: Tetsu Suzuki, 0566-22-5381  
 Keiko Nakata, 052-834-2455

This illustrated talk will outline the development and organisation of a content-based English course, namely an Introduction to Third World Development for university students. Definition of the course objectives, the provision of a sheltered language environment, and the development of suitable materials will be covered.

Andrew Wright has a dozen years of English teaching experience in Scotland, Saudi Arabia and Japan. He is now teaching at Nagoya University and is particularly interested in the motivational aspects of language learning in Japan, as well as in proficiency testing.

### **NIIGATA**

Topic: Reading Exercises in Real Situations  
 Speaker: Alan Juffs  
 Date: Sunday, January 17th  
 Time: 1:30-3:30 p.m.  
 Place: Niigata Business College (across from Cinemall downtown Bandai City; 025-241-3131)  
 Fee: Members, free; non-members, ¥500  
 Info: Carl Adams, 025-262-7226; 260-7371  
 Chisato Furuya, 0258-46-6000

The main purpose is to demonstrate some ideas for creating exercises to help learners develop the skills necessary to cope with real (and often longer) texts in various settings. At this workshop participants will examine and try out some exercises for the texts students may be assigned as part of their studies or as extensive reading. The main skill areas to be covered will range from text organization, skimming, scanning and word attack skills, to detecting bias and ideas the author may have left unsaid. The ability of the teacher to provide training in skills and at the same time deal with material relevant to the students' needs and interests is of great importance when their time for reading assignments is limited. The presentation will be of interest to

(cont'd on page 56)

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# Where to start?

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(cont'd from page 54)

teachers who have found existing reading texts inappropriate for their students. No background is required and the skills discussed can be applied at all levels.

Alan Juffs is a lecturer at the International University of Japan. He has an M.A. in Applied Linguistics from the University of Durham and has taught English and linguistics in the U.K., France, China and Japan.

### OKAYAMA

Topic: TEFL in Australia  
 Speaker: John Wilson  
 Date: Saturday, January 23rd  
 Time: 2:40-4:30 p.m.  
 Place: Sliujitsu High School, 14-23 Yuminocho; 0862-25-1326  
 Fee: Members, free; non-members, ¥500  
 Info: Fukiko Numoto, 0862-53-6648

### OSAKA

(1)  
 Topic: Poster Sessions  
 Speakers: Various posters of posters  
 Date: Sunday, January 17th  
 Time: 1-4:30 p.m.  
 Place: Umeda Gakuen  
 Fee: Members, free; non-members, ¥1,000  
 Info: Linda Viswat, 078-611-4790

Poster sessions, as described by Richard Allwright in *The Language Teacher* (Oct. 1987), are a way to present a variety of ideas, all at the same time, without forcing those attending to separate into presentation rooms as is general practice at conferences. The wall poster you put up, along with others in the same room, will let people see at a glance what you have to say – what your topic and approach are, what kind of data you offer, even what kind of input you seek from those who stop by and want to know more. Allwright: “If you do a poster, people latch onto it . . . you give them only the background necessary to the point they have raised. . . .” People can take your handout and contact you later if they want to go more deeply into the topic. While you are “presenting” this way, you can visit other posters.

In the inventive spirit of Benjamin Franklin, born Jan. 17, why not begin now to create your own poster presentation? Ms. Viswat will gladly supply ideas; the posters themselves should be prepared off the site.

(2)  
 Topic: Learning Language through Scenarios  
 Speaker: Robert DiPietro  
 Date: Saturday, January 30th  
 Time: 2-5 p.m.  
 Place: Temple University (see *Bulletin Board*)

Fee: Members, ¥1,000; non-members, ¥2,000  
 Info: Tamara Swenson, 06-351-8843

### SAPPORO

Topics: 1) Fun for the Kids and the Teacher – How to liven up your class  
 2) A Culture Shock for You  
 Speaker: Linda Donan  
 Date: Sunday, January 31 st  
 Time: 1) 10:30 a.m.-12 noon  
 2) 1:30-3:30 p.m.  
 Place: Kyoiku Bunka Kaikan, Ohdori West 13; 011-271-5821  
 Fee: Members, free; non-members, ¥500  
 Info: Torkil Christensen, 011-737-7409

### SENDAI

Topic: Perspectives on Chinese Symbolism  
 Speaker: Alven Robinson, Miyagi Gakuin Women's University  
 Date: Sunday, January 24th  
 Time: 1-4 p.m.  
 Place: New Day School; 022-265-4288  
 Fee: Members, ¥500; non-members, ¥1,000  
 Info: Tomoo Mizuide, 022-246-0859

### SHIZUOKA

Topic: Writing Workshop  
 Speaker: David Wardell  
 Date: Sunday, January 17th  
 Time: 1-3 p.m.  
 Place: Tokai University Junior College, near Yunoki Station  
 Fee: Members, ¥500; non-members, ¥1,000  
 Info: John B. Laing, 0542-61-6321 (days) or 0542-46-6861 (evenings)

Need some fresh ideas for teaching writing? We will begin by discussing commonly-held attitudes about writing – what it means, how it is learned, and ways it is most effectively taught. Mr. Wardell will then introduce several techniques which foster the development of process writing skills. Also, techniques for evaluating writing will be presented. There will be many opportunities to share your ideas and problems.

David Wardell has taught in the U.S., Thailand, Iran, and the People's Republic of China, as well as in Japan. He was a presenter at JALT '87 and currently works for the University of Pittsburgh English Language Institute in Tokyo.

### TAKAMATSU

Topic: Dynamicizing Any Language Classroom  
 Speaker: Jason Alter  
 Date: Sunday, January 24th  
 Time: 1:15-4:30 p.m.



Place: Takamatsu Shimin Bunka Senta.  
 Fee: Members/first-time visitors/students,  
 ¥250; others, ¥1,000  
 Info: Michael Bedlow, 0877-62-2440  
 Harumi Yamashita, 0878-67-4362

Mr. Alter, M.A., University of Michigan, has taught in various Asian countries (Taiwan, People's Republic of China, Singapore) during a 30-year career, and has directed the English Language Institute, University of Hawaii at Manoa. He has been teaching at Himeji Dokkyo University since April 1987. The following quotations express two insights he holds about language teaching. "The true art of memory is the art of attention" - Samuel Johnson - and "[Language] is the dance of the intellect among words" - Ezra Pound. Mr. Alter will suggest ways of applying these maxims.

## TOKYO

(1)  
 Topic: Learning Language through Scenarios  
 Speaker: Robert DiPietro  
 Date: Saturday, January 23rd  
 Time: 2-5 p.m.  
 Place: Temple University (*see Bulletin Board*)  
 Fee: Members, ¥1,000; non-members, ¥2,000  
 Info: Michael Sorey, 03-444-8474

(2)  
 Topic: How to Move People (and Furniture)  
 Speaker: Robert Weschler  
 Date: Sunday, January 24th  
 Time: 2-5 p.m.  
 Place: Sophia University, Bldg. 7, Conference Room 2  
 Fee: Members, free; non-members, ¥500  
 Info: Michael Sorey, 03-444-8474

People talk when they have something to say. They talk best to other people. Sometimes things get in the way - like desks, and textbooks and teachers. In this workshop, using toys, pictures, and the like, we will explore ways to get students up and out of their seats, moving around and talking to each other. We will focus on the pros and cons of different classroom set-ups. Recommended for children over the age of 18.

Robert Weschler has been living and teaching in Tokyo, on and off, for five years. His victims have included university students, housewives, businessmen, and children at the TOEFL Academy, NHK Culture Center, and InterTokyo, among others.

## Tokyo SIG - TESS

Topic: English Education in Sweden  
 Speaker: Pia Karmholt  
 Date: Sunday, January 17th  
 Time: 2-5 p.m.  
 Place: Temple University (Shimo-Ochiai, Seibu Line)

Fee: Members, free; non-members, ¥500  
 Info: Mayumi Nakamura, 0423-78-2834  
 Derald Nielson, 03-48 1-0834

## 日本語教育部会 (Tokyo)

演 題: ドラマ方式を用いた語学指導法

講 演 者: 遠山 顕 先生

月 日: 1月23日 (土)

時 間: 受付 1:30

講演 2:00-5:00

会 場: テンプル大学日本校 (地下1階)

(西武新宿線・下落合駅下車1分)

参 加 費: 会員 —— 無料 非会員 —— 500円

問い合わせ: 北澤美枝子 03-485-3204

安達 幸子 03-788-0884

ドラマ方式 (drama method) では、学習者が与えられた場面の中で、総合的な言語行動を含んだドラマを演ずることにより、口頭での言語的伝達のほか、自然な感情の伴った顔の表情や動作などの非言語的伝達方法も習得することができると言われている。遠山先生はドラマ方式を用いた英語教育が専門であるが、今回は日本語、英語両方のデモンストレーションをして下さる予定なので、日英両言語の教師の役に立つと思われる。(講演は日本語で行われる予定)

尚、例会の後、先生を囲んでの懇談会を催す予定。(飲食費は各自負担)

## TOYOHASHI

Topic: The Language of Games  
 Speaker: Keiko Abe  
 Date: Sunday, January 17th  
 Time: 1:30-4:30 p.m.  
 Place: Kinro Fukushi Kaikan, 2F  
 Fee: Members, free; non-members, ¥500  
 Info: Kazunori Nozawa, 0532-48-0399  
 Masahito Nishimura, 0532-47-1569

The purpose of this workshop is to demonstrate the language involved in setting up games. Known variously as Classroom English, directions and metalanguage, this language can be simplified so that even beginning students can understand it - and beginning or non-native English-speaking teachers can manage. In addition, since this language is grounded in real communication, it can greatly assist in the process of second-language acquisition.

Keiko Abe is an author and the National Membership Chairperson of JALT. In addition to having her own language classes, she is Director of the Cosmopolitan Academy of Language Arts, an association of English teachers.

## WEST TOKYO

Topic: Song and Music Activities  
 Speaker: Dale T. Griffiee

(cont'd on next page)

*(cont'd from previous page)*

Date: Saturday, January 16th  
 Time: 2:30-5:30 p.m.  
 Place: Fujimura Girls' High School, Kichijoji  
 Fee: Members, ¥500; non-members, ¥1,000  
 Info: Brenda J. Katagiri, 0422-42-7456  
 Yoshihisa Kobori, 0428-24-0968

Beginning with a song and music classification chart and a comprehensive checklist, we will demonstrate eight or nine classroom-tested techniques which can be used with various types of music although we will emphasize popular music. The techniques include activities for pre-listening, listening, grammar, vocabulary, story-telling, and discussion. This presentation was given at JALT '87.

Dale T. Griffie teaches at Tokai Junior College in Tokyo and has been interested in the use of songs and music for several years.

## **YOKOHAMA**

Topic: Successful Activities for the Classroom  
 Speaker: Ritsuko Nakata  
 Date: Sunday, January 10th  
 Time: 2-5 p.m.  
 Place: Kaiko Kinen Kaikan (near JR Kannai Station)  
 Fee: Members, free; non-members, ¥500  
 Info: Bill or Kumi Patterson, 0463-34-2557

Ms. Nakata will demonstrate activities and techniques that teachers can use to get their students interacting in English. The activities are designed to get your learners communicating in English quickly.

Ritsuko Nakata is the Chairperson of the Association of English Teachers of Children. She is also an author and conducts teacher-training seminars.

## **Yokohama SIG - TESS**

Topic: Team Teaching at High School  
 Speaker: Bill Patterson, Seisen Jogakuin  
 Date: Sunday, January 10th  
 Time: 1-2 p.m.  
 Place: Kaiko Kinen Kaikan  
 Info: Kimiko Ozawa, 045-81 1-2959  
 Mitsui Nakano, 045-543-0437

For the last ten years Mr. Patterson has worked with Japanese teachers, teaching the same texts as they. He's worked out several methods of dividing teaching duties so that the traditional teaching methods and modern skills of approaches can be combined.

Bill Patterson has an M.A. in Linguistics from the University of Kansas and has taught EFL in U.S. and Japan universities and high schools. He is currently assistant professor at Nihon University in Setagaya, Tokyo.

# **Positions**

*Please send all announcements for this column to Jack Yohay, 1-111 Momoyama Yogoro-cho 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.*

**(KITA-KYUSHU)** Full-time native speaker of English, beginning April 1, 1988. Some teaching experience preferred. Various age groups of students; average class size about ten. Two-year contract: five-day work week, 40 hours/week including 20 teaching hours; monthly salary over ¥200,000; 25 paid holidays. Send your resume by Jan. 25 to: CIC English School, 1-4 Ogigaura, Nakama City, Fukuoka 809. Tel. 093-245-4188. 244-0658.

**(KUMAMOTO)** Native English speaker with degree for a very interesting and demanding full-time teaching position in rural Kyushu, starting April 1988. All types of classes. ¥200,000/month. Apartment, sponsorship available. Send resume and photo to: IEC Kokusai Gaigo Gakuin, 651-1, Hinokimachi, Yatsushiro-shi, Kumamoto 866. Call Ron or Mary at 0965-35-3071, Mon./Tue./Wed., 7-7:20 p.m., or Tue./Thur./Fri., noon-12:30 p.m.

**(KYOTO)** Part-time native-speaker EFL teachers for daytime, evening and Saturday courses. Two years' English teaching experience required; TEFL and/or teacher training preferred. Full-time possible if well qualified. For further information: Timothy Kelly, Kyoto YMCA English School, Sanjo Yanagi-no-banba, Nakagyo-ku, Kyoto 604; tel. 075-231-4388.

**(MATSUYAMA)** A full-time English Conversation teacher (native speaker) is required on Shikoku from early 1988. A professional attitude is essential. Experience preferred, plus a willingness to adapt to and use a unique teaching system — guidance/training provided on the job. Good pay and conditions. Apartment arranged with phone, furniture, etc. Please send resume with photo to: Joshua Battain. Crossroads Language Studio, 2-9-9 Katsuyama-cho, Matsuyama 790; tel. 0899-21-7595.

**(NAGOYA)** Japanese nationals with excellent ability in English for teaching and administrative positions. Send resume by Jan. 31 to: ECC, 8-3 Tsubaki-machi, Nakamura-ku, Nagoya 453. Tel. 052-45 1-8373, T. Takezawa.

**(OSAKA)** Experienced EFL teacher for possible full-time opening beginning in April at large private secondary school with dedicated faculty. Please send resume and a brief statement of your

*(cont'd on page 60)*

# Better Writing, Better Value!

HBJ Japan has a long list of some of the finest ESL/EFL writing texts on the market. We trust, from the large number of enthusiastic users, that these texts are of great value to the academically-oriented student in Japan. We are also sensitive to another important issue: Students of academic English are by and large university age and institutions are extremely concerned with the limited budgets of these learners. For this reason, we offer four of our most popular writing texts: *Better Writing, Keys To Composition, From Sentence To Paragraph* and *American English Rhetoric* in reasonably priced international reprint editions. When HBJ says "value," we mean it in both the educational and economical sense.

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(cont'd from page 58)

teaching philosophy and methods to: Jack Yohay, Seifu Gakuen MS-SHS, 12-16 Ishigatsuji-cho, Tennoji-ku, Osaka 543.

**(OSAKA)** Professional native instructors wanted for new school. Pleasant teachers with at least one year TESL experience. TESL B.A. or M.A. preferred. Also needed: cafe bar attendant. Personable, willing to be trained in teaching English. Send resume to: Pass Language Square, 4-14-3 Nishi-Temma, Kita-ku, Osaka 530.

**(SEOUL, Korea)** Full-time position: native speaker of English. Possible opening monthly. Current start dates are Jan. 11, Feb. 8, March 7, April 14. Salary is very competitive for Seoul area. Requirement: M.A. in TESOL or related field. Benefits: partial housing, partial health insurance, round-trip airfare, four-week paid vacation. Please send resume to: Susan Gaer, English Training Center, 646-22 Yoksam-Dong, Kangnam-ku, Seoul 135, Korea.

**(SHIKOKU)** EFL lecturer from April, two years, with sponsorship. Native-speaking university graduate with some Japanese proficiency. Design own courses of up to seven beginner-level classes per 4-1/2day work week. Around ¥230,000/month. Send resume with photo to: Prof. Steve McCarty, Kagawa Junior College, Ikano-cho, Zentsuji-shi. Kagawa 765.

**(SUWA)** Full-time native English-speaking teachers for children and adults beginning April 1, 1988. Education/TEFL major with teaching experience preferred. A married couple welcomed. Salary: minimum ¥230,000/month, plus ¥20,000 housing allowance/month. 22 teaching hours/week, Mon.-Fri. Good ending bonus provided. Please send your resume to: Suwa English Academy, 1-5-16 Suwa, Suwa-shi, Nagano 392. Tel. 0266-58-3313. , 1-9 p.m.

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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 3,000. There are currently 31 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 **Cross Currents** (Language Institute of Japan) and **English Today** (Cambridge University Press). Members who join IATEFL through JALT can receive **English 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 250 papers, workshops and colloquia, a publishers' exhibition of some 1000 m<sup>2</sup>, 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 Seminar for secondary school teachers, and regular In-Company Language Training Seminars.

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**Central Office:** Kyoto English Center, Sumitomo Seimei Bldg., 8F., Shijo Karasuma Nishi-im, Shimogyo-ku, Kyoto 600; tel. (075) 221-2376. Furikae Account: Kyoto 5-15892. 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。

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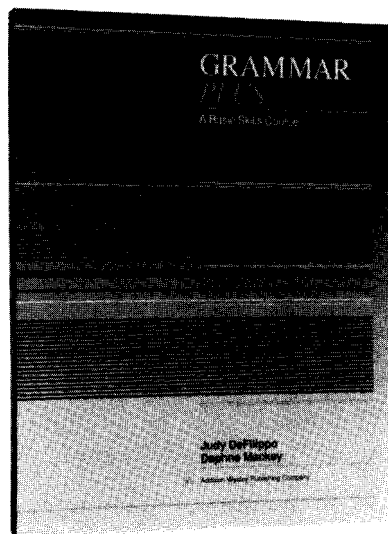
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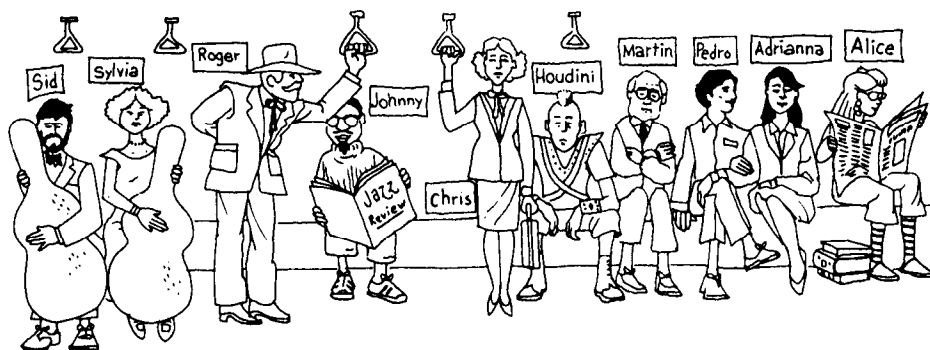
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