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SEPTEMBER 1988

THE JAPAN
ASSOCIATION OF
LANGUAGE TEACHERS

JALT

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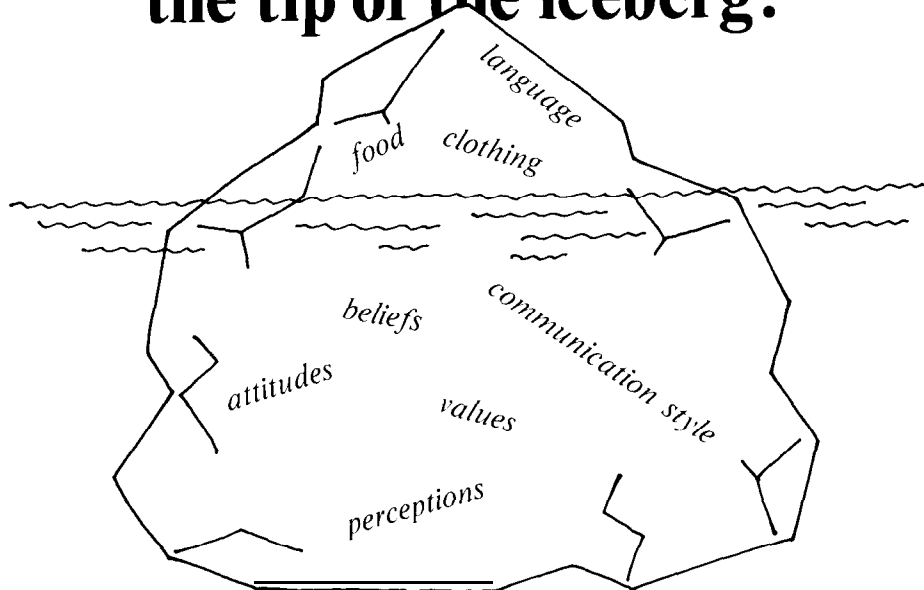
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THE Language Teacher

VOL. XII, NO. 10 SEPTEMBER 1988

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

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

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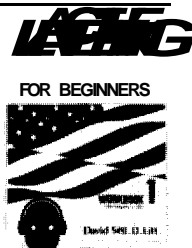
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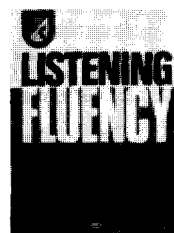
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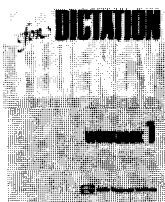
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JALT '88 Pre-Conference Issue

In keeping with the JALT '88 conference theme, this month features two interviews with conference speakers.. Keynote Speaker Dr. John Condon and Main Speaker Dr. Fraida Dubin, in addition to an interview with a JALT '87 speaker, Dr. Gerhard Nickel, and an article by Ruth Wajnyb on "culturally aware language teaching." The JALT '88 section contains updates on conference news as well as remarks by the Program Chairperson. It sounds like a great conference - see you in Kobe.

Eloise Pearson, Editor



Interview: JOHN CONDON

by John Ratliff

Dr. John Condon, professor of communication at the University of New Mexico, has been involved in intercultural studies for over 25 years, including 14 years of teaching and research in Japan, Latin America and Africa. In New Mexico he is concerned with intercultural issues among Native American, Hispanic, and Anglo peoples. He is author of a standard text in intercultural communication, An Introduction to Intercultural Communication. His most recent books include With Respect to the Japanese and Good Neighbors: Communicating with the Mexicans. His Cultural Patterning of Communication is forthcoming.

JR: *Could you start by telling us a little bit about your background in Japan at I.C.U.?*

JC: I came to International Christian University in 1969, in the midst of the wave of student strikes, when all these things I'd heard about Japan, the deference of students towards teachers, especially older, *eraï* teachers, everything was turned upside-down. Although I had come for only two years initially, I ended up staying for nine years, returning to the U.S. in 1978. The students I had at I.C.U. were the most wonderful I've had in 30 years of college teaching. I'm sure you'll agree from your experience that being in Japan alters the way you think about human relations.

Student/teacher relations in particular. And you've been back to Japan periodically since then?

In the last ten years, maybe four times, including once this summer.

What are the major changes you detect in Japanese cultural relations since you first came here in 1969?

The observations that so many people make: such as the affluence, the technological sophistication and the number of foreigners you see on the street. And the tremendous apparent interest in internationalization. So much of that was not

known at all, at least the intercultural part, in the early '70s in Japan, that it's a surprise, almost a shock, to hear different people, in different kinds of conversations, now using terms that were so innovative at that time.

What is significant in the States about Japan, in terms of intercultural communication, is that Japan has done what no other society has been able to do: it has made Americans aware that there are other ways of doing things, other ways of thinking, and being successful in those areas that people in the United States conventionally thought of themselves as being the best at, things like cars or productivity or sales or management.

Had that come from Europe, it would not have had the impact, because Americans could deny that there was very much of a cultural element to it. With Japan, there was no denying that the cultures were different and no denying the success. And how there is no denying that intense interest of Americans in Japan. And my guess is that this situation has also proved to the Japanese that there is something special here, and that there are differences across the cultures and that therefore intercultural communication is an issue that should be studied.

Well, on the Japanese side, I think that it's also that as the rest of the world pays so much more attention to them, and all these new demands are being made on them by other societies, forcing them to play roles that they didn't have to before, thus making cultural issues more important.

So the social developments you've been talking about parallel the development of the field of intercultural communication.

It's very curious, actually. Had it not been for certain combinations and connections among people in communications, counseling, etc., in the United States and Japan, by really accidents of history, where people had studied, who knew whom and so on, I'm not sure that the inter-

cultural field would have developed. There's a sense in which it's hard to see how the field of intercultural communication would have developed without Japan. It hadn't been developed with Mexico, or England or the Soviet Union; you take countries that are nearby or similar backgrounds but some differences, or countries with traditional hostilities, you can think of lots of other ways in which a field might have developed. But perhaps the timing was right for Japan to play the major role for Americans.

Edward Hall's book, *The Silent Language*, came out in 1959, and by the late 1960s the field of communication had been redefined in such a way as to make cultural issues fit into that view of communication. And that was just the time when lots of contacts with Japan, including, for example, the program at I.C.U., with a strong U.S. influence, Japanese ties — it just all seemed to come together.

"... language is never separate from all the values and assumptions that go into how we use that language, expressing particular kinds of relationships, what we talk about, and so on."

Do you see intercultural communication continuing to develop, both academically and in terms of career opportunities?

I gather that the number of courses in intercultural communication has proliferated in the U.S. and in Japan. My concern would be that this is kind of a boom, and that people will then say, "Oh, well, we did that last year. We don't need to do it anymore." I hope it's not a fad.

What do you see as the relationship between the fields of TESOL and intercultural communication?

Well, I suppose the starting point is that we communicate in many ways, one of which is language, and that language is never separate from all the values and assumptions that go into how we use that language, expressing particular kinds of relationships, what we talk about, and so on. This is in addition to the nonverbal areas of communication which have received so much attention, matters like eye contact, the direction of gaze, posture, distance, etc. People at least are aware that these are important, but as Birdwhistle has said, a theory of nonverbal communication that ignores language is like a human physiology that ignores cardiac function. People who specialize in areas other than language have to keep going back to language, it's such a central part of our communication. Even 'when we're not using the language, the influence of language on

how we're thinking is there, so the connection is intimate and, some would say, inseparable. Some say, "You shouldn't speak of 'language and culture,' you should say, 'language *in* culture' " — you can't separate the two.

If you're looking for language in communication, how people are using it in talking or writing, you have to consider much more than language. But that then presents problems for the language teacher.

What kind of difficulties did you have adjusting your teaching style when you came to Japan?

What I remember more clearly are the problems I had when I returned to the U.S. from Japan. The postures in the classroom, forms of dress, bringing coffee to class and so on, all seemed to be communicating disrespect and disinterest. I could tell myself, "Well, I'm adjusting to another culture." I could recite all those rules, but the gut reaction, because when we learn these rules of our culture, we learn them embedded in emotions.

The very first class I taught after coming back to the U.S., a student came into the classroom with her dog and said, "Is it all right if I bring my dog to class, I didn't have time to take him home." I thought, "This isn't Japan."

Something missing?

People don't bow, people don't nod, people don't do those things which help remind you who you are in terms of your role. And when that is missing, we may try to find out ways to say who we are.

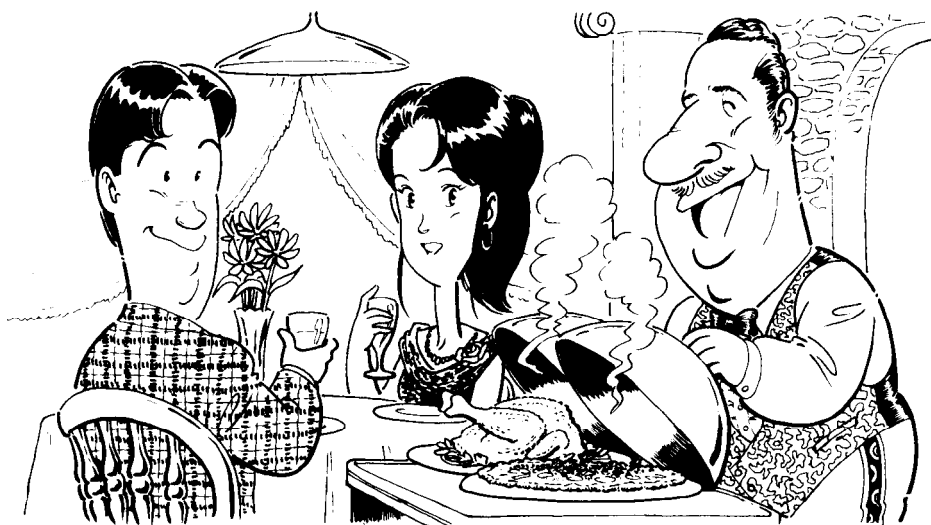
"Being a language teacher in Japan provides one with personal experiences that can be helpful in empathizing with others and then leading to some guidance and practical advice."

Some people would say the same about language teaching, that someone who hasn't gone through the emotional experience of trying to learn a second language themselves is at a disadvantage as a language teacher.

Being a language teacher in Japan provides one with personal experiences that can be helpful in empathizing with others and then leading to some guidance and practical advice. I have friends who are language teachers who describe their role principally as that of ambassador at the personal level. The language instruction, while that is important for the students, often is secondary to understanding their feelings, their frustrations. A good teacher is one who's able to help them understand those issues.

(cont'd on page 9)

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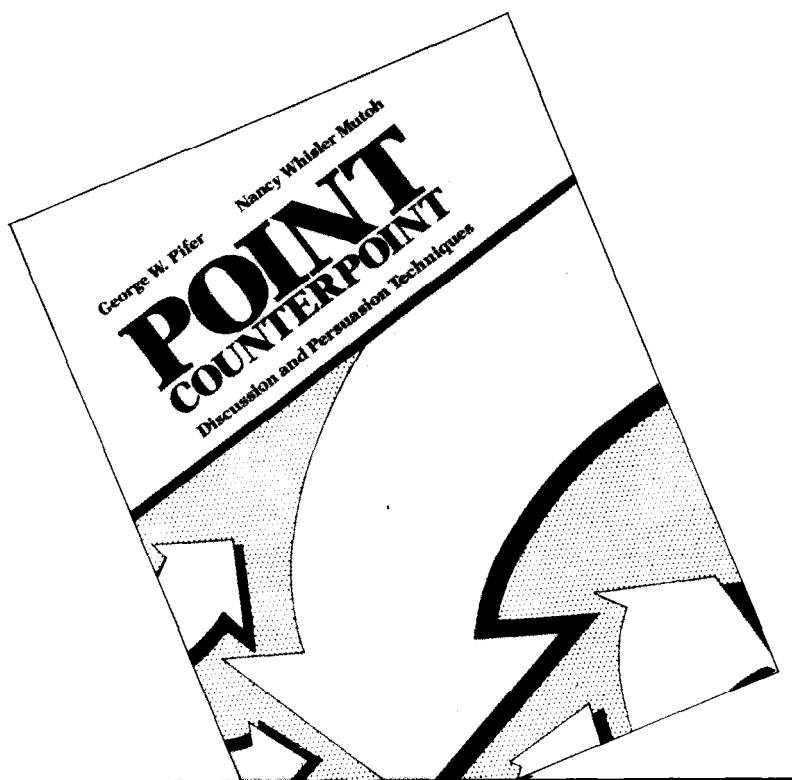
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Interview: FRAIDA DUBIN

by Terry Cox

Prof. Fraida Dubin of U.S.C. is well known to many ESLEFL teachers for her reading textbooks such as Reading By All Means, Reading on Purpose, Three Easy Pieces, Reading for Fluency and Enjoyment, and a professional resource book, Teaching Second Language Reading for Academic Purposes (with David Eskey and William Grabe). She says that her interests in language, writing and culture go quite far back in her life. Professor Dubin will be one of the main speakers at JALT '88. and in this interview she touches on some of the topics and issues which she will be discussing in more detail at the conference. She also talks about her TESL "roots."

TC: To begin with, could you tell us something about how you originally got into the field of TESL?

FD: I fell into a graduate program in TESL at U.C.L.A. in the early '60s by accident. I had gone back to the university to work for a master's degree in English in order to teach at the junior college level. I enrolled in U.C.L.A., which was in the neighborhood where I lived, the day my son entered nursery school.

The first course I took was called "The English Language in America." It turned out to be a linguistics course; we read Chomsky's first book, *Syntactic Structures*. Needless to say, I was totally lost. So were my friends in the class, the other English lit. majors. We all suffered the instructor's snobbery towards those who had no background for understanding what the course was all about.

But along with being both frustrated and intrigued, I became friendly with some of the other

students...from other countries — English language teachers, teacher trainers, and inspectors. From them, I learned about a graduate program in Teaching English as a Second Language.

Then, in my first semester, I was asked to be a teaching assistant. So I was teaching ESL to international students at U.C.L.A. while I was a graduate student in the teacher training program. I ended up getting a TESL Certificate (there was no M.A. at U.C.L.A. as yet), then an M.A. in linguistics. Subsequently, I spent two years in Greece on a Fulbright. then a couple of years coordinating Peace Corps TEFL training at U.C.L.A. before I entered the Ph.D. program there.

Could you tell us something more about your current position at U.S.C.? And are there any differences in the outlook of different departments you have worked in, such as education and linguistics, for example?

Beginning this past academic year, I am a professor in the School of Education. For a number of years at U.S.C., I had been a senior faculty member in the American Language Institute (U.S.C.'s program in English for international students). Then, for a couple of years, I had a foot in both places. Although I miss the camaraderie and cohesiveness of the ESL-world which prevailed at the A.L.I., I'm quite pleased with my new appointment, probably because I enjoy developing in new directions. The whole question of where applied linguistics or language and education specialists belong in terms of academic departments is a thorny one, not to be elaborated on here.

Judging from your publications, one of your main interests is the teaching of reading and

(cont'd from page 6)

One more question. Why have you decided to come to the Kobe conference?

Well, it was a great honor to be invited, a great opportunity to meet with so many people for whose work as teachers in Japan I have the greatest respect. Language teaching is an undervalued profession throughout the world, including Japan. And it's true in the States, too: ESL teachers sometimes feel that they don't get the respect they deserve. But for intercultural communication, language is at the heart of everything. For me, there is no teaching role that is

more important than the teaching of another language. We are very poor at second and foreign language learning in the States. Those teachers who struggle so hard to find better methods, to achieve some of those ideals that leads one to want to be an ESL teacher in the first place, really have my respect.

Thank you very much, Dr. Condon.

John Ratliff currently teaches at Ibaraki Christian College.

development of materials for this purpose. In addition to research and materials development projects, how much time to you currently spend in classroom teaching, and what portion of this is teacher training?

My teaching load at U.S.C. is a standard faculty profile: 40% of my time is devoted to teaching and the activities that go with teaching; 40% is my own research and writing; 20% is devoted to professional, university and community service. In the courses I currently teach, I have students who are working for both master's and doctorate degrees. Through the year, I do a variety of workshops and in-service programs for teachers.

"The sub-topic that I'm most interested in now is vocabulary. There's a good deal of research activity on the part of cognitive psychologists, among others, around questions of vocabulary acquisition by native of English. My plan [for JALT '88] is to bring together some of this current work, with an emphasis on how vocabulary acquisition and reading interconnect in foreign language learning."

In your course on "The Role of Reading in Second and Foreign Language Instruction" at the joint TESOL/IATEFL Summer Institute in Barcelona last year, there was a lot of discussion of different approaches to, or models of, the reading process, such as the "bottom-up," "top-down," and "interactive" models. Could you explain which model you feel is most accurate, and why? What implications does this model have for ESL/EFL teachers?

This question moves right into what I plan to talk about at JALT in Kobe. I think teachers should have some background information about current reading theories; but remember, theories are no more than well-developed hunches. So I'm not ready to call any one more "accurate" than another.

So you feel that there are still gaps in our understanding of the reading process, and unresolved questions. What do you think are the main issues in the theory and teaching of reading at present?

The sub-topic that I'm most interested in now is vocabulary. There's a good deal of research activity on the part of cognitive psychologists, among others, around questions of vocabulary acquisition by native speakers of English. My plan for the JALT presentation is to bring together some of this current work, with an emphasis on how vocabulary acquisition and reading interconnect in foreign language learning. Does

it happen "naturally," by osmosis? There's evidence that it does not.

Incidentally, my interest in vocabulary teaching and learning has come about through our work in writing textbooks for second language readers using unedited texts. The question of what to do with all those vocabulary items that learners are going to puzzle over is crucial. It's one that we've decided to stop pushing under-the rug.

Do you feel that reading may play a different role in learning for ESL and EFL students - that is, for learners of English outside English-speaking countries such as students here in Japan, as opposed to people living in an English-speaking environment, for example international students at U.S.C.? Do you think different techniques or a different approach to teaching reading is necessary here in Japan?

That's an intriguing question. Actually, it gets at the area that I'm quite involved with now, both in teaching and in research, in the School of Education: literacy for adult learners. Since coming into the Department of Higher, Adult and Professional Education. I've been assigned to teach a course in "Adult Literacy" and have also developed a new one, "Literacy Issues in Society." I think there are some important questions about what may or may not be appropriate from one society to another in terms of the teaching of both reading and writing.

Teachers here in Japan have expressed interest in your latest book on course design (Course Design: Developing Programs and Materials for Language Learning). Are you going to be discussing some of these ideas at the JALT conference in October?

I'm pleased, naturally, to hear that teachers in Japan are interested in the ideas in the book. I'll certainly be ready to answer questions and talk about it informally, although I haven't selected that general area for my presentation at the conference. But the craft of materials writing — there are a couple of chapters in the book about it — continues to be one of my chief interests. Of course, too, the "theory" questions about vocabulary feed right into my materials preparation.

Do you have any other current interests, or projects that you are involved in at the moment?

An additional one, actually a pressing deadline, is a new edition of *Reading By All Means* that Elite Olshtain and I have promised to deliver to the publisher this summer. I'll add one more: literacy and the effects on it brought about by technological change. ►

From JALT '87

You Can't Learn Without Erring Interview: GERHARD NICKEL

by Ravi Sheorey

What is the greatest challenge facing foreign language teachers today? Have error analysis and contrastive analysis lost some of the prestige they enjoyed during the '60s and '70s? What kind of errors should foreign language teachers correct? How should they correct? What do we do about accent? These are some of the questions Prof. Gerhard Nickel responded to in an interview with Ravi Sheorey (associate professor of EFL at Oklahoma State University and a JALT '87 co-presenter with Professor Nickel) for The Language Teacher.

A keynote speaker at JALT '87 ("I-low 'Native' Can [or Should] a Non-Native Speaker Be?"). Professor Nickel needs no introduction to the members of JALT. He is an outstanding applied linguist who has devoted a good part of his scholarly career to the theoretical and practical aspects of error analysis and contrastive studies in teaching and learning second or foreign languages. A master of many foreign tongues (English, French and Spanish, to name a few), Professor Nickel has expressed his views in numerous journal articles and scholarly books, in the papers he has read at conferences, and in his lectures throughout the world at universities where he has held visiting professorships.

Dr. Nickel is presently professor of linguistics, acting chairperson of the Institute of Linguistics, and director of the Language Center at the University of Stuttgart, Germany. He has been a consultant to the Council of Europe, UNESCO, and has held important positions in professional organizations like AILA (chairman of the Scientific Commission on Contrastive Linguistics and Error Analysis), German Association of Applied Linguistics (vice-president), and World Congress of Applied Linguists (president). He is also co-editor of International Review of Applied Linguistics.

RS: You have an impressive record of research, publications, and presentations, and in your work you have touched on a variety of concerns in second language (SL) learning and teaching. In particular, many of us have admired you for your scholarship in the areas of error analysis and contrastive analysis. What do you personally consider to be your most significant contribution to these areas?

GN: Well, it is difficult to judge the significance of one's own contributions. I have been trying to draw attention to the important role of contrastive analysis (CA) and error analysis (EA) in applied linguistics (AL), particularly in foreign language teaching. I have also tried to point out general consequences of such things as lowering of expectations on the part of the teacher, more understanding and tolerance in connection with errors, the role of the mother tongue in language learning, the adapting of teaching objectives, curricula, tests, and even methods according to different cross-cultural situations and data. In my

keynote address to the 1987 JALT international conference, I made references to some of these issues, including the issue of native-speaker duties and privileges based to some extent on EA and CA insights.

What, in your opinion, is the major trend in error analysis and contrastive studies today?

There seem to be two trends today which, to some extent, are geographically distributed. There is the one prevalent in most parts of Europe and also in Asia (particularly Southeast Asia and Japan) of considering CA and EA to be still important and relevant for language teaching. A different perspective is evident in the United States, where researchers talk about "developmental," "universal," and "interlanguage" errors. As I point out in a forthcoming publication (1988), these differences are attributable to such things as the difference between FL and SL situations and the complexity of errors which can be interpreted differently in the light of different hypotheses.

As a major scholar/researcher in the field of second/foreign language (SL/FL) teaching, what do you see as the greatest challenge facing second language teachers today?

The greatest challenge facing SL and FL teachers is the same as that for people all over

Interview. Fraida Doubin (cont'd)

Terry Cox is a lecturer in the Anglo-American Studies Development of Soai University in Osaka. She is a graduate of U.C. Berkeley and the School for International Training in Brattleboro, Vermont.



the world: to contribute to the establishment of permanent peace by better understanding each other, which, naturally, would be enhanced through linguistic communication. We need to motivate students to learn foreign languages. To do this, we must continue to look for innovative methods, engage ourselves passionately in our jobs, show more understanding for students' problems and adapt their teaching strategies and expectations to realistic conditions. I think communication, not mere accuracy, has to be the most important objective. Needless to say, attitudes of native speakers would also have to change. They must try to prepare their students not only for confrontations with other dialects and registers within their own language, but also for varieties of their language spoken by non-native speakers, demanding more understanding and tolerance.

This is a "loaded" question: In view of the recent practice of de-emphasizing errors in favor of communicative interaction, has error analysis as a field of investigation lost some of the lustre it enjoyed in the 1960s and '70s?

I don't think that interest has been lost in EA. I think what happened has happened to many other fields of research, namely that after intensive work and findings are established, one gets used to these phenomena and takes them more or less for granted. Even in communicative interaction, certain types of errors are still considered to be very relevant, sometimes lexical errors more than syntactic ones from the point of view of communication. Your question also presupposes "communicative interaction" as the main

goal of language teaching all over the world. There are many parts of the world where there is more demand for reading, writing correctly, and understanding foreign languages than for direct and active communication. In these cases, errors must be viewed differently. No, I don't think interest in EA will ever fade away. It has, as a matter of fact, gained some as a result of new approaches like the interlanguage one and, of course, through the growing interest in psycholinguistic and neurolinguistic research.

What practical, classroom applications of error analysis would you point out to a beginning FL teacher?

First of all, FL teachers should not interpret errors in terms of negative phenomena like, for instance, stupidity, laziness, lack of diligence, etc. In spite of their being overburdened, teachers should think of possible causes, including their own role. Insight into causes, even if only speculative ones, will then lead to more understanding, to more self-criticism and, in many cases, to more successful forms of "remedial" teaching, including new types of exercises and decisions such as the occasional use of the mother tongue for clarification. Thus teachers — and the learners as well — may become less frustrated and at the same time learners may become more motivated through this understanding and tolerance.

"The greatest challenge facing SL and FL teachers is the same as that for people all over the world: to contribute to the establishment of permanent peace by better understanding each other, which, naturally, would be enhanced through linguistic communication."

When it comes to errors (whether in speech or writing), second language teachers face two major problems: (a) what to correct and (b) how to correct. What would be your advice regarding (a) and (b) to language teachers?

There is no question in my mind that corrections must be made. Teachers will have to make a distinction between speech and writing. Undoubtedly, speech errors should be dealt with more tolerance and more in terms of communicative values than the ones in writing, unless correct speech will play a particularly important role in the students' future professions. Oral errors should never be corrected during the process of communication, i.e. more or less simultaneously. The same applies to writing if done in the classroom for communicative purposes. I would also say that the question of what has to be corrected depends upon the objectives of a particular teaching unit; for example, "stylistic"

errors should only be corrected in connection with stylistic exercises. Corrections should also depend upon the error judgment of native speakers of the language concerned or at least be interpreted in that light. As to "how to correct," my suggestion would be this: do it in a humane and tolerant way based on a feeling of understanding, and without sarcasm or cynicism. It is not up to the linguist to suggest possible principles in correcting errors, but here are some that an FL teacher may want to consider: communicability, acceptability (mainly, but not solely, by the native speaker), time and importance allotted to a certain learning item, and the level of difficulty involved in learning an item. It is up to the teacher to determine how much they want to correct within this open list of factors.

"We need to motivate students to learn foreign languages. To do this, we must continue to look for innovative methods, engage ourselves passionately in our jobs, show more understanding for students' problems and adapt their teaching strategies and expectations to realistic conditions."

In marking written errors or correcting speech errors, should second language teachers consider the results of error-gravity studies? In other words, should the teacher be aware that not all errors are considered equally serious by native speakers? How should the FL teacher incorporate error gravity research in day-to-day teaching?

The answer depends on a consideration of the socio-cultural context. For example, in Western Europe, where the main objective of foreign language teaching is to prepare students for interaction with native speakers, teachers must know about native speakers' reaction to certain types of errors. Informal observations indicate that, on the whole, native speakers, particularly native speakers of English, are more tolerant than non-native speakers. (Among the reasons for this tolerance on the part of native speakers is their better knowledge of varieties of English, i.e. a higher degree of language security, and a genuine interest in communication.) This difference certainly shows the importance of native speakers in the correction process. Non-native speakers very often judge more severely because of their own language insecurity, their personal ambitions as teachers, their lack of knowledge of varieties of English, and, sometimes even a certain "sadistic element," resulting from their negative memories of hard drudgery in their own school days! In countries where English is taught more as an international language, with little interest

in native speakers' judgments, the reactions of other non-native speakers of English would have to be taken into account.

Accented speech is sometimes labeled as "deviant" because it deviates from native norms. In your opinion, should the study of accent and comprehensibility be part of error analysis.

"Accent" is not really a problem, so to speak. Personally, I tend to agree with Professor Strevens (1987), who, speaking about EFL, has said that we must remember that "there is just one set of grammatical patterns and core vocabulary which has two absolutely crucial characteristics. First, it is accepted everywhere throughout the English-using world... and, second, . . . it is spoken with any and every accent in the world... As long as teachers of English continue to teach the lexico-grammar of 'educated' English, the study of the language will transcend its immense diversity."

Needless to say, there are many accents within the native form itself. In a more and more cosmopolitan world, there is a great respect for differences and varieties and a trend against boring and monotonous convergence and levelling. As long as comprehensibility is guaranteed, accented speech is perfectly all right with me. Frankly speaking, there are too many urgent problems in language teaching to waste time on the task of reducing accent. Finally, I would like to quote your apt remark during the JALT '87 conference: "Having an accent simply means that you are smart enough to have learned at least two languages."

Thanks. Speaking about the native and non-native speakers, you have written and spoken lately about the "native and non-native complex." How does this complex affect the non-native teacher of a foreign language?

Some of the problems touched upon here have already been dealt with in former questions and answers during this interview. I think non-native FL teachers should always seek the advice and information of the native speaker in order to increase their own competence and come as close as possible to that of the native speaker. This implies also financial sacrifices to go abroad, whenever possible, and take part in intensive language training of all kinds. At the same time, non-native FL teachers should realize that they will hardly ever be able to reach the native level and, therefore, should also, like the students, know their rights, limitations, and duties. (I touched upon some of these items in my JALT

'87 keynote speech.) Non-native teachers must also realize that they share the interlanguage phenomenon with their students, though, hopefully, in different degrees. Once they realize this, they will not be frustrated or shy in the presence of a native speaker. I know of non-native teachers who are hesitant to use multi-media language courses (which may include native-speaker performances on tape or video) because they think that their students would compare the different qualities of the language performance and become critical of their teachers. I don't think they should be overly concerned about such situations as long as their speech is fully comprehensible.

A widely-used language like English is taught the world over more by non-native teachers than native teachers. How native-like should their control over English be for teaching language?

The teaching of English as an international language by large numbers of non-native teachers has already had the effect of internationalizing English into all kinds, of varieties. To some extent, this trend must be controlled and counteracted by native-speaking teachers in larger quantities than already available in different countries. Countries like Japan, which have few financial problems, have hardly an excuse to not use more native speakers in classroom teaching at all levels, assigning more native speakers to schools and institutions for informative, evaluative, and standard-controlling purposes. In other countries this may be more difficult. I think we need a balance to avoid too much divergence, because that may lead to difficulties in communication. On the whole, however, I don't think such a danger exists yet.

Any general comments you would like to make about any aspect of your work?

Let me say that FL teachers should be informed and inform themselves in order to learn about some of the problems underlying the complexity of second language teaching and learning situations, but at the same time they should also be skeptically eclectic and also careful to not take over research results without relying upon their own experience. Neither the teacher who swallows applied linguistics without his own criticism, nor the one who refuses to even listen to or look at AL is the ideal of an applied linguist. From his point of view, the best type of FL teacher is the critical, practicing one who likes to be informed but who does not hesitate in making his own judgments as well.

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Anyone interested in writing a report for publication in *The Language Teacher* on a presentation, workshop or pre-conference workshop should contact the editors (address, p. 3) and/or sign up at the Publications Desk in the registration area of the conference.



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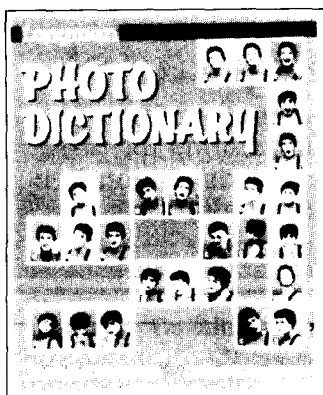
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Wanted!! Culturally Aware" Language Teaching! French Culture Lessons of Days Gone By

by Ruth Wajnryb

When I was learning French at school, we had a weekly "French Culture" class in which learning French culture was actually a matter of learning about French culture - storing facts about the Eiffel Tower and Sacre Coeur, memorizing historical details about the Bastille and Napoleon, being introduced to the bagette and kissing on both cheeks, and finding out about "quaint" customs like children going to school on Saturdays and drinking wine with their dinner.

Renewed Interest in Culture

Fortunately, we have come a long way since then. These days we give more than lip service to the link, inextricable as it is, between language and culture. In recent years deserving attention has begun to be paid to the methodological questions of imparting culture in the language classroom (e.g. Wajnryb, 1987), as much as in the training of "facilitators" (e.g. Weeks, Pedersen & Brislin, undated; Hoopes & Ventura, 1979). The fact that the cultural dimension of language teaching has been receiving long overdue attention is reflected in the number of books and materials emerging on the ESL/EFL market. Teachers now have available to them the sort of reading matter that will broaden and deepen their understanding of cultural factors (e.g. Valdes, 1986; Loveday, 1982; Damen, 1986; Robinson, 1985; Hall, 1969, 1973), and the range of teaching materials that will help them approach the cultural dimension of language teaching with greater confidence and effectiveness (e.g. Zanger, 1985; Levine & Adelman, 1982; Ford, Silverman & Haines, 1983). We are now more keenly aware, too, of the differences between the two branches "second" and "foreign" language learning as well as the various sub-branches within these branches, and this awareness should further guide our teaching of the target culture (Brown, 1980).

We are assuming here that any teacher seeking to incorporate the cultural element into their language teaching would necessarily be themselves "culturally aware." Let us examine what this means. Firstly, why does a language teacher need to be "culturally aware"? And secondly, what does being "culturally aware" actually mean in the classroom?

Why does a teacher need to be culturally aware?

There are three issues here.

1. Teachers as culture-bearers

Firstly, language teachers are themselves culture-bearers, bringing their own culture and

culture-based values into the classroom with them. An awareness of oneself as a bearer of culture (no matter how far from the mainstream and close to the fringe one may think one is!) will lessen the likelihood of a clash. (An amusing example of how students perceive teachers is relayed in Archer, 1987).

2. Culture-specific Expectations

Secondly, teachers, being as culture-laden as any other member of their culture, hold culture-specific expectations about (among other things) matters related to their profession: teaching, learning, goals, processes, classroom roles, classroom dynamics, etc. Like other values and notions, these vary cross-culturally and may in fact clash with the assumptions held by one's learners. It is only sensible to consider what one's learners assume about these matters, not necessarily so as to match the expectation, but so as to be sufficiently aware of it as to be able to preempt direct cultural clashes.

3. Below the conscious level

Thirdly, a point that has already been suggested indirectly: cultural assumptions, while enormously powerful, are largely unconscious. It is easy to assume that one's way of perceiving the world and reality is universal:

Our culture rewards us for producing certain behaviour patterns and for ignoring others. This training develops in us a cultural perspective by which we judge all acts; a cultural sieve through which we pour all we perceive. Usually this cultural filter performs below the cultural level producing in us cultural blind spots. (Gladstone, 1969)

It is precisely because these factors function at the subliminal level that they are so powerful. Unless made explicit, they are not available for analysis and reflection but rather serve as ammunition for conflict and cross-cultural antagonisms:

When a cultural blind spot is revealed, we recoil. For most of us the cultural fabric of our lives is so binding that a break from ethno-centrism is extremely painful. (Gladstone, 1969)

In my view, it is part of the onus of teachers' professional duty that they make themselves conscious of the otherwise subliminal stratum of their human make-up ~ their cultural "conscience" so to speak in order the better to perform their language teaching role.

What does being culturally aware actually mean in the classroom?

A teacher's being culturally aware has a num-

ber of implications for classroom behaviour.

1. On the superficial level

Firstly, on the superficial level of day-to-day interaction, it means that the teacher, being alert to culture-specific conventions, is more likely to be culturally sensitive and less likely to violate cultural expectations, e.g. with Japanese students, avoiding nose-blowing in public; with Moslem students, avoiding handing things with the left hand; with some Asian and Middle Eastern cultures, avoiding pointing. (Obviously, the degree to which one as teacher modifies one's natural behaviour to accord with the cultural expectations of one's students would depend on a number of variables, like whether or not one was teaching on target-culture soil, the lingual/cultural homogeneity or otherwise of one's class, the purposes for which English was being learned, etc.)

2. Culture stress and shock

Secondly, a teacher who is culturally aware is alert to the symptoms of culture stress and shock and on the lookout for its presence. This especially means treating students as individuals and being sensitive to moods, reactions and non-verbal behavioural patterns. Genny Louie relays a telling story of an older Lao man she first met in a Thai refugee camp, who, despite all the indignities of his situation, managed to maintain a sense of his own dignity. Sometime later, she saw him again when she was walking past an Australian classroom. He was obeying a teacher's instruction - walking around the room in time to music - and the confusion he felt was written on his face. She says:

As he saw me, he paused to give the traditional Lao greeting, but it just seemed incongruous. The dignity he had had in the camp seemed to have been stripped from him.

She concludes with an appeal: "Refugee camps rob human beings of their dignity, resettlement should not."

3. Cultural relativity

Thirdly, being culturally aware means that one will be alert to the manifested realities of cultural relativity, alert to one's own culture-specific values and expectations and less likely to be trapped by "cultural blind spots." A concomitant of this is the respect that one is more likely to pay to the culture-specific values of the various cultural groups in one's classroom.

4. Culture bumps

Lastly, in the event of a cross-cultural clash (and they are not always avoidable), being culturally aware may mean that one is more capable of defusing the issue at the heart of a conflict: depersonalising it and understanding it in terms of reference that are cultural rather than personal. Such skill is not easily acquired, as one's reactions in such instances tend to be akin to

spontaneous knee-jerk reflexes, and highly charged emotionally. Valuable guidance on handling such "culture bumps" is contained in Archer (1986).

In Conclusion

Becoming "culturally aware" is not, of course, an overnight process. It requires interest and will, sensitivity and knowledge. Armed with it, though, we are able as language teachers not only to teach "the patterns of the language, but also the trappings that make them meaningful" (Gladstone, 1969).

Ruth Wajnryb is the head of teacher training in TESOL at the Institute of Languages, University of New South Wales, Australia, where she trains teachers, provides professional development workshops, and teaches migrants. Her TESOL experience has involved teaching adults in Australia, Europe, the Middle East, and South America.

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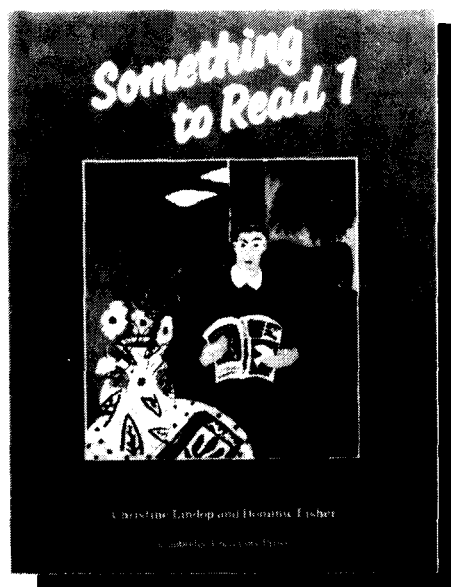
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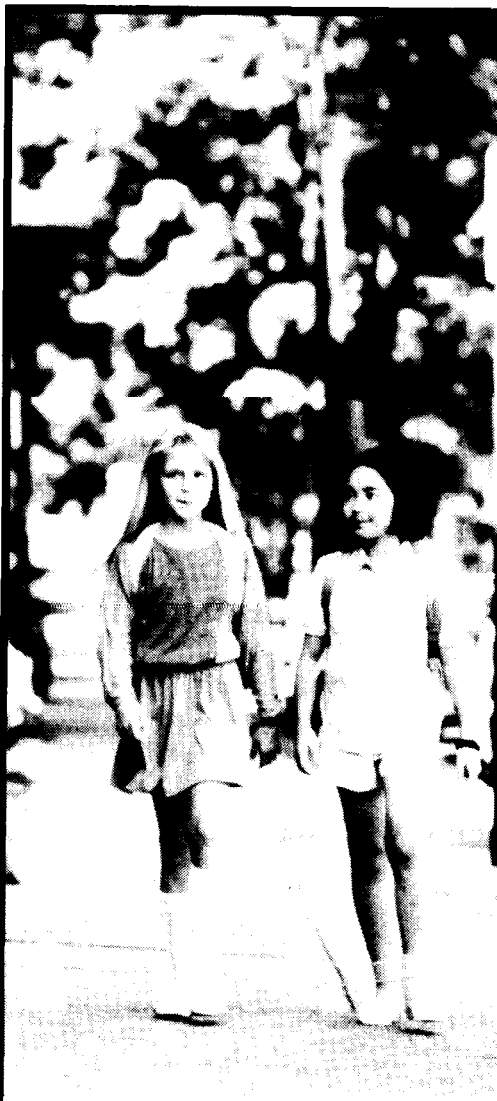
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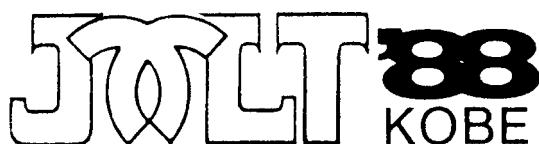
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CONFERENCE UPDATE

The Program

The actual conference schedule has been completed and is included so that you can begin to plan your JALT '88 experience. Changes are inevitable, but we hope they will be few. Updates will be reported in next month's LT and posted at the conference.

Having completed the schedule, the Program Chairperson is, at last, able to share with us some views from the inside.

Remarks from the Chairperson

The conference this year is broad enough in theme to attract anyone teaching language or working in cross-cultural situations. It's going to offer a bumper crop of interesting things to attend and take part in. You'll have seen the list of presentations with a wealth of "names" designed to cater to a wide variety of tastes and a variety of experience from the newcomer to the old hand. There is also a fairly substantial programme of social activities.

Getting to the Conference: Kobe is easy to get to. Whichever way you decide to come, by car, train, boat or plane, aim for SANNOMIYA in the heart of the city. The conference centre is on a man-made island, in Kobe harbour, about ten minutes from Sannomiya.

Cars: The Hanshin Expressway runs through the city centre from the east or the west. Look for either the KYOBASHI or the IKUTAGAWA exit. When you get off the expressway, you're about ten minutes from the conference site. Just follow the signs to PORT ISLAND.

If you come on the Chugoku Jidoshado, look for the TAKENO Interchange, then follow the signs to Kobe. It's about 30 minutes to the city centre and the roads are easy to follow.

Please note, however, that there is NO PARKING at the conference site. Parking is available behind the Portopia Hotel, but it's a pay car park and not cheap. It's also a holiday weekend, so the roads will probably be quite crowded. Unless you really want to or have to, I wouldn't advise coming to the conference by car. Local public transport is a much better solution.

Trains: Hankyu, Hanshin and Sanyo private railway lines will get you from local areas to Sannomiya. The main JR line will do the same from much farther afield. Remember that the station you are looking for in all cases is SANNOMIYA, the station for central Kobe. The conference centre is ten minutes away by taxi for about ¥1,000-1,200, or Portliner shuttle train service

between the island and Sannomiya, costing ¥210. If you take the Portliner, get off at the SHIMIN HIROBA station on the island.

The Shinkansen (bullet train) station is SHIN-KOBE, close to the mountains. From there, take the subway for one stop south to Sannomiya and then take either a taxi or the Portliner, or take a taxi all the way. Shin-Kobe is only 20 minutes from the conference centre by taxi, but remember that the ride costs about ¥1,000.

Boats: You may have the time to make a leisurely cruise to Kobe perhaps from Yokohama or Kyushu or Shikoku on an overnight boat. Depending on which ferry company you use, you will arrive at one of the many ferry ports in the Kobe harbour area. The farthest one from Sannomiya is a 20-minute train journey away. The nearest is a five-minute taxi ride from Sannomiya or a ten-minute taxi ride from the conference centre.

Planes: Osaka International Airport is 40 minutes by limousine bus to Sannomiya, with a fare of ¥620. The taxi fare all the way is quite high, around ¥8,000-8,500, but you may decide it's worth it, especially if you're coming in a group and can share the fare, or you are carrying a lot of luggage. It's useful to know that a few limousine buses go all the way to the Portopia Hotel/conference centre (those leaving the airport at 16:30, 19:10, 20:25 and 21:15).

The Conference Site: The conference will be held in a purpose-built conference centre, a new departure for the JALT conference. The main presentation schedule for the conference will be centred on two locations a short walk apart. Come to the main conference centre to register and get your bearings.

The main conference hotel, the Portopia Hotel, is a few minutes' walk from the conference centre. There are other hotels as well, offering a choice of accommodations to suit all pockets, all conveniently located in the Sannomiya area. (See the list further down in the Update column for names and prices.

The Programme: I won't dwell on the contents of the programme too much; you can see it and choose for yourself. If you are a newcomer and it all looks very confusing, there will be Newcomers Sessions, one on Saturday and one on Sunday morning.

You won't be able to see everything, not even everything that you want to see. I would suggest that you try to choose a theme for selecting what you would like to see. Alternatively, ask around for recommendations. You might spend some time at your September chapter meeting talking about who and what might be interesting. Try to make some decisions before you come to the conference; you'll save yourself a lot of time. On the days of the conference, further information and advice can be had from the programme in-

formation desk in the main building.

I would like to draw your attention to some things of particular interest about this year's conference.

Colloquia: There are nine this year. Check the schedule and your handbook for details. Try to attend at least one of them.

Poster Sessions: These will be very informal exchanges of information about experiences or ideas for teaching and learning. You should look at the posters on display to find out what each poster session is about. It'll be a bit like browsing in a bookshop or a gallery. If you find something interesting, you can ask questions about it, or arrange a time to chat with the poster presenter. The poster hall will be just off the main registration area. You'll find it useful to check the display every morning and afternoon, as there'll be new posters in each session.

Poster Forum: One topic from the Poster Sessions has been singled out for special treatment because of its significance in light of the increasing number of people teaching and learning Japanese as a second language these days. This will be a group of presentations about various aspects of that topic. All the posters will be displayed before the forum begins, so that people can decide who they want to hear. The presenters will have an organized time schedule indicating when they will address the audience. After all the poster presenters have given their presentations, there will be time for discussion, questions, requests for further information, etc. While there is no fixed theme for the other poster sessions, we felt that this topic merited particular attention.

The poster sessions are a new type of presentation for the JALT conference, and we feel you will find it an exciting and useful way to communicate with the presenters more actively than at the regular presentations.

The Copy Centre: At this writing, it seems that there won't be any facilities for copying on the site. You will be able to order handouts from any or all of the presentations from the copy centre. You won't be able to have the copies at the conference, and you won't have to carry them home. They'll arrive on their own at your doorstep.

Recommendations to Presenters: A reminder about handouts and the copy centre. As noted above, it may not be possible to make copies at the site. If you wish to distribute handouts at your presentation, it is entirely your responsibility to get the copies made beforehand and bring them with you. It is difficult to estimate the number of copies you will need, but perhaps it is better to err on the side of too few rather than too many, since the copy centre can supply copies

later on request. I'd suggest that you also try to limit the number of pages that you issue. Anyone planning to give out more than 6-10 pages for a single presentation would do well to consider the disappearing forests of the world. There are, of course, exceptions. If your materials serve a purpose other than simply reading matter (e.g., if they are class activities or lesson plans), that is laudable and would certainly fall into the "exceptions" category. Of course, it is not necessary to include your biodata or the synopsis of your presentation, since those are in the handbook. You might, however, wish to include your name and a contact address or phone number if you are prepared to answer follow-up questions or give further details after the conference. You do so at your own risk.

Ideally, your presentation handouts should summarize the main points of your presentation, give some examples and perhaps provide a limited bibliography or other references.

After the conference, the *JALT Journal*, as well as our newsletter, *The Language Teacher*, try to publish some of the papers and summaries from the conference presentations. If you are interested, contact the editors of those publications. Names, addresses, phone and fax numbers are given for both in the front of *The Language Teacher*. Long handouts at the actual presentation are not the most efficient way to get a paper published or distributed.

Programme Changes: Changes in any aspect of the programme will be publicized on notice boards in the main areas on a daily basis. Some of this information will be in the daily newsletter.

Conference Daily Newsletter: Watch out for the daily newsletter, one for each day of the conference, with, up-to-date information about everything that's going on at the conference, schedule changes, dining or dancing or both in Kobe, interviews with conference participants, exciting features and other vital information about the conference.

A few final quickies:

- Get your pre-registration done today! THE DEADLINE IS SEPT. 10th.
See the musical on the evening of Saturday, the 8th; the proceeds go to charity.
- Bring your friends.
Bring your students.
- Come early and include the pre-conference workshops.
- Expect to enjoy yourself.
- Watch out for the latest updates in the October *Language Teacher*.

See you at the conference.

Programme Chair

Conference Information - Some Reminders and Some New Details:

The furikae forms for postal payment transfer are included again in this issue. There is still time to take advantage of the pre-conference low rates before the deadline, SEPT. 10.

With the blue form, you can pay for your conference registration fee, the banquet ticket, and the tickets for breakfast with the speakers and lunch with a lecturer. This form also has a space to pre-register for the pre-conference workshops and indicate your preferences for the morning and afternoon sessions. There is also a special conference registration rate for students in groups of five or more (¥1,500 per student), to be applied for on the pre-registration form of a sponsoring teacher. See below for the details and fees. The red furikae form is for hotel registration. The list of hotels and prices are provided below. The payments for the conference fees and tickets go to JALT, while the payment for the hotel goes to JALT's travel agent, the Japan Travel Bureau (see **How to Pay**, below).

This time we will go through the conference in chronological order, beginning with the pre-conference workshops which will be offered as such for the first time this year, on Friday, Oct. 7, the day before the opening of the main conference, at the conference site. Six workshops will be offered, three in the morning and three in the afternoon. These workshops will be limited to 25 participants on a first-come first-served basis. The fee for each workshop is ¥3,500. This is payable **only through pre-registration**; no money will be accepted on the day of the workshops. It is possible to sign up for two workshops, a morning one and an afternoon one. To pre-register for the workshops, use the letter codes given beside the titles to indicate your first, second and third preferences for each session in the appropriate blanks on the pre-registration **furikae** form. The list of titles and presenters is as follows:

Morning (9 a.m.- 12 noon)

Workshop A - **Designing Cultural Awareness Courses and Workshops** (Margaret D. Pusch and Charles W. Gay)

Pusch will present a conceptual framework and a process for designing courses and workshops which will help participants develop their cultural learning and intercultural communication skills, and expand their world view. A sample course will be critiqued and several brief cultural experiences will be demonstrated. In the afternoon there will be an optional follow-up experience with the BaFa BaFa cultural simulation game, led by Pusch and Gay. A total of 40 persons will be admitted to this afternoon session, free of charge, on a first-come first-served basis, with preference given to participants from the morning session. No pre-registration is necessary for this session.

Workshop B - **Literature as a Language Teaching Resource** (Alan Maley)

Maley will explain why literature should be re-integrated into **language** courses, **emphasizing the advantages** of literature as a means of language learning and showing participants how language teaching materials can be developed from literary sources.

Workshop C - **The Use of Video in the Language Classroom** (John Fry)

Drawing from materials developed by Fry and John McGovern at the British Council Centre in Kyoto, Fry will help teachers make the most effective use of video software, discussing the questions of why video should be used in the classroom, what is the best way to use it, and what materials are the best to use. This workshop will be most beneficial for those who already have at least a little experience using video in their classes.

Afternoon (1:30-4:30 p.m.)

Workshop D - **Bringing Intercultural Communication into the English Language Classroom** (John Ratliff and Sonoko Mizuta)

This is for those interested in integrating intercultural communication into their teaching. A variety of activities will focus attention on theories of intercultural communication, cultural barriers to language learning and how to overcome them, and examples of cultural contrasts, particularly in communication style.

Workshop E - **Evaluating Grammar Techniques** (Jeremy Hamer)

This workshop will suggest ways of evaluating grammar teaching techniques which will help both teacher

JALT '88



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and student decide if an activity is worth using. Various exercises will be measured by participants and conclusions about what constitutes a "good" activity will be discussed.

Workshop F **Correction Techniques** (Mario Rinvoluti)

In keeping with his view that "self-correction is the only real form of correction," Rinvoluti will lead participants through a look at "neutral," "parental" and "sibling" ways of getting students to correct themselves. The zero option will also be considered.

* * *

Friday evening there will be a cash-bar cocktail party for early arrivers in some place near the conference site, to be announced.

Open Lecture in the City: Also on Friday evening, there will be one of the JALT '88 special events: a lecture open to the public, to be given by the internationally known interpreter, Sen Nishiyama of Simul Academy. Reflecting the theme of the conference, the lecture will be on "Language in U.S.-Japan Relations." The lecture will be given at the Kinro Kaikan near Sannomiya, and is scheduled to begin at 7 p.m. A nominal fee of ¥500 will be requested to help cover costs, but the conference planners think of this as a kind of outreach to the community in which our Association lives and works: both a public service and a professional duty, to share our expertise with our community. The lecture will be in Japanese basically, but an English summary will be provided, and the discussion will surely be in both English and Japanese. We very much hope to have a good turnout of both JALT people as well as members of the local citizenry. Please come if you can, and spread the word as widely as possible.

The Main Conference: The schedule for the conference is provided elsewhere in this issue. The opening address is to be given by the Mayor of Kobe, Mr. Tatsuo Miyazaki, after which the Key-note Address will be given by Dr. John Condon.

In the next issue we will provide biographical sketches for most of the invited speakers, but

many of them are already well known to JALT members, both because of their professional fame and in many cases because they have already visited Japan and lectured to JALT audiences on earlier occasions.

The list of presentations provided in the August **LT** at least sorted the papers by topic. In the next issue we will try to highlight some of the presentations to help you in your planning.

The fees for the conference are as follows:

Main Conference Registration

		1 DAY 2 DAYS 3 DAYS		
Pre-registration (by Sept. 10)	General Member	¥6,000	¥ 9,000	¥12,000
	Non-member	7,000	11,000	15,000
Third World/Student	Member	3,000	4,500	6,000
	Non-member	3,500	5,500	7,500
On-site General	Member	6,000	10,000	14,000
	Non-member	7,000	12,000	17,000
Third World/Student	Member	3,000	6,000	8,000
	Non-member	3,500	7,000	9,500

Special Reduction - Introduce a New Member and Save! A special discount is being offered on the conference fee of anyone who brings new members into JALT through the conference. Here is the procedure for taking advantage of this offer.

1. Recruit a new member/members and have them pay their conference and membership fees using the conference registration *furikae* form in this issue. Contact the JALT Central Office if more forms are required, or use the standard form available at any post office, filling in all essentials in the message area.

2. Send in your own registration, deducting ¥1,000 for each member introduced, using the line provided on the form. Write the name of each introduced individual in the message area on the right of the application form.

3. If the new member's application has not

(cont'd on page 26)

JALT '88



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Japan Recruitment selects qualified, experienced teachers direct from Britain to engage in teaching, research or curriculum development activities at schools, universities and companies throughout Japan. For further details please contact:

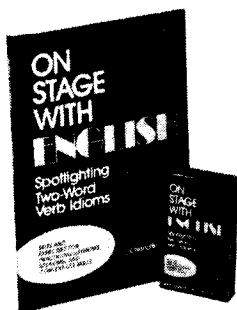
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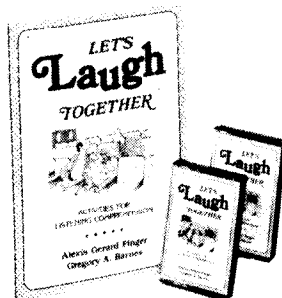
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Charlotte Gilman

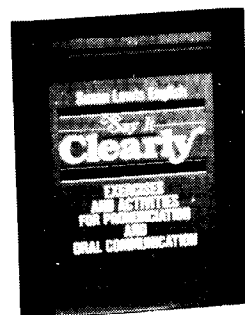
- designed for high-beginning to low-intermediate students
- provides an active stage for practicing listening and speaking in general
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(cont'd from page 24)

been received by the office when your own registration arrives, no credit will be given. Adjustments can be made, however, during the conference at the Adjustments Desk.

4. Limitations: The introduced member must never have been a member of JALT before. There is a limit of five new members per member claiming the reduced fee.

Student Group Rates: A special group discount will be offered for students who register through a sponsoring teacher. Students in groups of five or more will be admitted to the conference at the very low rate of ¥1,500 per person for the three days. To apply, the teacher should fill out his/her pre-registration form, check the boxes marked "Other Payment," fill in the blank line with "Student group pre-registration," and write the students' names in the message area. Students and teacher's payments should both be included in the total. When the conference opens, handbooks and badges will be given to the sponsoring teacher, who will be responsible for distributing them to the respective students.

Special Event Tickets: Besides the basic registration fee, there are some special activities for which tickets must be purchased at the time of pre-registration. On Sunday, Oct. 9th, there will be a special breakfast at the Island Cafe near the conference site, from 7:30-8:30. Participants will be joined by several of the invited speakers, perhaps one per table. The meal is an American-style buffet, and will cost ¥1,500. This event is limited to 100 people, but may be repeated on Monday if there is a large enough number of people interested in joining. Please check the appropriate box on the **furikae** form and include the price in your payment.

On Sunday evening, the conference banquet will be held in the newly opened Kobe Maritime Museum just opposite Port Island, next to the Port Tower. The museum will be open for banquet participants to look around. Entertainment will also be provided in the form of a Chinese dragon dance, followed by Japanese **rakugo** (story-telling) in English, performed by the well-known Kujaku, a student of the very famous master, Shijaku. The price of a dinner ticket will be ¥5,000, with one drink included and additional drinks available on a cash basis. Please check the appropriate box on the **furikae** form. Tickets are limited to about 250. If these are not sold out through pre-registration, there may be a few available for purchase on the day of the banquet, but chances are slight.

On Monday noon there will be a special lunch in the conference reception hall, with the opportunity to hear another of the invited speakers, Prof. Shigeo Imamura, now at Himeji Dokkyo University but formerly director of the English

Language Institute, Michigan State University, in the U.S.A. Lunch will be **makunouchi bento** (a sampling of different styles of Japanese food) and will cost ¥2,000. Again, mark the space on the **furikae** form and include the price with the rest of the payments. Tickets are limited to 200, which probably means they will be sold out during pre-registration, but any remaining tickets will be available at the conference registration desk.

Hotel Information and Rates: Hotels arranged for the conference by JTB are in three price ranges, offering a choice as long as the rooms last. A deposit of ¥10,000 must accompany the application form, with your choice indicated on the form. The difference in the total will be settled at check-out time. All of the hotels on the official list are either at the conference site or very near Sannomiya, the business center of Kobe, with easy access to transportation to the conference site.

The list of hotels and rates:

		SINGLE	TWIN/PERSON
A Class:	Kobe Portopia Hotel (attached to Convention Center)	¥11,500	¥9,000
B Class:	Sannomiya Terminal Hotel	7,600	7,600
	Kobe Tokyu Inn	7,500	6,000
	(1-min. walk from Sannomiya)		
	Kobe Washington Hotel	7,200	6,000
	(5-min. walk from Sannomiya)		
C Class:	Green Hill Hotel	6,600	6,250
	(8-min. walk from Sannomiya)		
	Chissan Hotel	6,600	5,500
	(8-min. walk from Okurayama Stn.)		
	Sunside Hotel	6,600	
	(5-min. walk from Sannomiya)		
	Kobe Plaza Hotel	6,000	5,500
	(5-min. walk from Sannomiya)		

Residents of third-world countries who would like assistance in securing a homestay or hostel accommodations should apply to the JALT Central Office in Kyoto.

DEADLINE: Hotel applications must be received by Sept. 10 to be processed in time for the conference. Inquiries should be directed to JTB (Mr. Minoru Narisawa), tel. 078-252-1017, fax 078-231-4597.

How to Pay: Participants in Japan should use the postal transfer (**furikae**) forms for both hotel deposit and conference fees (including pre-conference workshop fees). Alternatively, the conference fees (BUT NOT HOTEL DEPOSIT) can also be paid by Visa or Mastercard, by writing your card number, card expiry date and signature in the message area on the **furikae** form, and sending the form (blue conference registration only) to the JALT Central Office directly. Hotel reservations are handled by JTB, which does not accept Visa or Mastercard payments.

Students taking advantage of the student group discount should pay through their sponsoring teachers (see Student Group Rates above).

Overseas participants can pay in three ways:

1. Banker's drafts drawn in yen on a Japanese bank, the draft for conference fees to be sent with the blue **furikae** form to the JALT Central Office, the draft for the hotel deposit to be sent with the red **furikae** form to JTB, Kobe Sanno-miya Branch, 1-1 Kumoi 7-chome, Chuo-ku, Kobe 651.

2. International postal **giro**, if there is a system operating in that country. The conference fee should be directed in the name of JALT to Osaka No. 9-41530; the hotel deposit should be directed in the name of JTB-JALT Shukuhaku Jimu-kyoku to Kobe No. 1-38166.

3. For conference fees only, payment may be made by Visa or Mastercard, by writing your card number, card expiry date and signature in the message area at the right side of the **furikae** form, and sending it directly to the JALT Central Office.

Please note that this year payments in the form of personal checks in foreign currency (not yen) cannot be accepted. We hope that this does not cause any great inconvenience.

Deadline: Again, pre-registration forms must be received by Sept. 10 to qualify for the pre-conference discounted rate. However, we would like to emphasize the need for early pre-registration. There are limited numbers of hotel rooms, openings in the pre-conference workshop groups and tickets for social events, and all are on a first-come first-served basis, so get your forms in soon.

Other Events, Not Requiring Fees: There are a number of social events for which tickets are not required:

On Saturday and Sunday mornings, there will be morning coffee hours sponsored by publishers (Addison-Wesley and Longman).

On Saturday evening there will be a cocktail party from 5:30-7:30, in the plaza between the conference center and the Portopia Hotel. Drinks will be on a cash-bar basis.

Also on Saturday evening, starting 7:00, there will be a musical performance with selections from **Mikado**, **Oliver** and **Cats**. The proceeds will go to charity. Some of the cast and crew are Kobe JALT members just doing the performances for fun (the true meaning of **amateur** is someone who does such things for the love of it). We hope you will join us.

Again on Saturday evening, whenever the groups get organized after the cocktail party, there will be dinner on the town. Ten groups are planned to go at about 7:00 and another two will go after the musical performance. Each group will include one of the invited speakers. Sign-up sheets will be posted at the conference site for you to choose your group on the basis of celebrity or restaurant. The list of restaurants has now been fixed, but the speakers will be announced

later. Here is the list: Gaylord's (Indian); King's Arms (British); Swiss Chalet (Swiss); Fisherman's Port (Polynesian-style seafood); Santa-ya (steak house); Hiiki-ya (Japanese **robatuyaki**); Escargot (French); Gran Micaela y Dago (Chilean); Gun-ai Hanten (Chinese); Wang Thai (Thai); Casablanca (French/Middle Eastern); Marrakech (Moroccan/Middle Eastern).

Of course, Kobe is full of such restaurants, so if there are others interested, it should be easy to set up more groups. Your conference pack will include information on Kobe: where to go, what to see and how to get there. Or ask old Kobe hands, or at the Information Desk, for recommendations.

One of the conference mornings, probably Sunday, there will be a jogging run at some early hour, to be set up by JALT members from Kobe and Tokyo who are also involved with the international running organization, the Hash House Harriers and Harrierettes. There will be both a long run for the hardier types and the possibility of a shorter loop for those who prefer that. So bring your jogging outfit and watch for notices at registration. There may also be the use of a swimming pool on Port Island. Kobe is still quite warm in October.

Job Information Center: As at previous conferences, there will be a Job Information Center. The Center is free to participants. Prospective employers should contact Yumi Nakamuri at the JALT Central Office (address, page 3) for application materials.

Volunteers: Again, let us remind you that there are several ways to get more directly involved in the conference by volunteering for one activity or another. Now that we are nearing the time of the conference, you will be more easily able to estimate your time and commit yourself to a certain schedule, so please remember that you get more out of something if you put more into it, and sign up to help with some of the conference activities. This is both a duty and a privilege. JALT is only as good as we make it. Here are some of the ways to get involved:

Discussion groups are planned for the end of each day's presentations, and these groups need leaders, simply to gather a group on a particular topic and get things started. A list of possible topics was published in the August LT, but your suggestions are also welcome. Contact T. McDonough, Dai-5 Soma Bldg. 501, 5-1-1 Suidosuji, Nada-ku, Kobe 657.

Dinner on the town on Saturday night needs leaders to get the group together and help them reach the restaurant without complications, then to participate in the good food and interesting talk. Contact Michiko Inoue at 06-323-1153. See the list of restaurants above.

(cont'd on page 29)

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(cont'd from page 27)

Homestay hosts — There may still be a need for volunteers willing to offer homestay in their residences, in the Kobe area, but especially on Port Island. Interested persons should contact the JALT Central Office.

□

Perhaps we should end here, with a couple of last reminders:

The deadline for pre-registration is Sept. 10, but as you can see, there are lots of things for which limited availability may mean that you won't get what you want if you don't request it early. Do it now!

Spread the word about the conference wherever you can. If you know Japanese language teachers, or teachers who are involved with languages other than English or Japanese, please tell them about this conference. Especially this year, the theme is broad enough to include the interests of anyone teaching language or working in cross-cultural situations. Not everyone is a member of JALT or has easy access to information about this conference. We really want to reach as many people as possible, and we have to rely on you to help us do it.

See you in October.

第14回 JALT 国際大会

JALT国際大会神戸大会をいよいよ一ヶ月後に控え、運営委員会の準備活動も大詰めを迎えようとしています。8月号で御案内致しました通り、ゲストスピーカーも決定し、目下あらゆる面で細部の検討が行われています。大会は神戸市長 宮崎辰雄氏の挨拶で幕を開け、続いて大会のキーノート・スピーカーである Prof. John Condon による基調講演が行われます。今回御案内致しますのは、大会を直前にして参加予定者の方々のために少しでも便宜をはかるため、プログラム委員長からのメッセージも含め、大会全体に関する情報をお伝え致します。また今大会を期してのメッセージも併せて御紹介致します。

プログラム委員長より

今神戸大会は、例年になく興味ある企画やプログラムが目白押しの感がある。プレゼンテーションの予定表を一見してみても、初参加の方からその道のベテランに至るまで、あらゆる方々の持ち味や豊富な経験がじかに伝わってきそうな「名前」ばかりである。また懇親の面に関しても、今回は実にさまざまなプログラムが用意されている。

大会では、参加者が意見を交換し、議論し、時には持論に固執したまま、反対意見に耳を貸さない(?)こともあろうが、以前に聞いた発表がまた新しい側面から理解されるかもしれないし、前回聞けなかった内容が今回あるかもしれないであろう。初参加の方々は、予備知識がないことを心配なさるよりも、大会終了後に、参加前より格段の知識を得た自分の姿を想像していただきたい。とにかくこれほど言語教育・言語習得・コミュニケーションに関する主題やアイデアが一挙に集まるイベントは、日本国内においてはこの JALT 年次大会がおそらく唯一のものであろう。

大会会場へはまず神戸の中心である、三の宮を目標にし、自動車であらうしやる場合は、阪神高速を京橋、または生田川出口で降り、ポートアイランドの標識に従って走らねばならない。三の宮から大会会場のあるポートアイランドま

では車で10分の距離であるが、当日は連休期間中でもあるので、混雑も予想される上、会場周辺には駐車場の数にも限りがあるので公共交通機関を利用されることをおすすめする。電車で越しの際には、阪急、阪神の各私鉄およびJR線とも三の宮駅で下車し、タクシーを使っていたり、JR三の宮駅南側から発車しているポートライナーに乗っていただいて「市民広場駅」で降りていただくと、大会会場は目の前である。新幹線でお越しの方は、「新神戸」から地下鉄で三の宮まで出ていただくか、タクシーで直接会場まで走っていただいても結構である。大阪国際空港から神戸市街までは、リムジンバスで約40分。このバスのうち、空港発16:30、19:10、20:25、21:15については、直接大会会場まで運行しているので御利用されたい。

今大会会場である神戸国際会議場は、その名の通り、国際会議のために作られた会場であり JALT 国際大会としても専用の国際会議場を利用するのは初めての試みである。この会場のすぐ近くにそびえたつポートピアホテルは今大会の宿泊施設の一つでもある。

プログラムについては、私から多くを語るよりも、参加者の方々御自身で選択していただけたらと思う。初めて参加される方々のために、8日、9日の両日の朝に New-comers Session も設けられる。

参加者の方々には、大会当日までに御自分なりのプランを立てられることをおすすめする。9月の各支部の例会で会員の方々と意見交換をしていただいたり、あるいは当日のインフォメーションデスクで提供している情報を利用していただいても結構である。

今大会でのポイントは9つのコロキアとポスターセッションの開設であろう。特にポスターセッションでは、会場に掲示されたポスターを見ていただき、そのなかに御自分の興味をひかれるものがあれば、発表者との討論の時間を設ける事も可能である。この場所は受付付近に設けられる。更に、今日の日本語教育の重要性を考慮し、このポスターの中から日本語教育に関するポスターについて、特別にポスターフォーラムを設ける。これは、日本語教育という共通の話題のもとに、数名の方々

がグループで発表する場で、発表者の方々か時間や場所を設定する。発表後には意見交換、質問等の時間も持たれるであろう。

会場にはコピーセンターがあり、依頼をすれば当日までに郵送してくれるが、会場内でコピーをとるための施設は今のところ無いので、くれぐれも注意されたい。したがって、発表者の方々は、各自の責任において、ハンドアウトを用意されることをお願いしておく。その際、ハンドアウトは出来るだけ発表を要約したもので、枚数も限られたものにしていただきたい。大会終了後、JALT Journal か The Language Teacher の誌上で発表者の論文を掲載し、発行する便宜を図る予定であるが、そのためにもハンドアウトが要領よくまとまっていることが望ましい。

大会期間中、ニュースレターを発行し、大会の最新情報や予定変更はもとより、参加者へのインタビュー、神戸の街の様子も掲載する予定である。

最後に、一人でも多くの同僚、学生を誘って、3日間を楽しんでいただきたい。

プログラム委員長

大会最新情報

8月号で御案内致しましたように、10月7日(金)Pre-Conference Workshop を大会会場で開催いたします。合計6つのワークショップが午前と午後に3つずつに分けてあり、参加者数も一つのワークショップに25名に限りまゝ。参加希望の方は、今月号に添付してある振替用紙で必ず9月10日までに申し込んで下さい。その際、午前と午後の欄にそれぞれ第三希望までのワークショップ名を記入して下さい。ワークショップのトピックと発表者は英文記事を御参照下さい。

Open Lecture

同じく10月7日(金)午後7:00より今大会の新しい企画のひとつとして、Open Lecture を開催いたします。講演者はサイマル・アカデミーの西山 千氏で、「ことばと日米関係」のタイトルで神戸勤労会館(JR 三の宮駅西側)にておこなわれます。この講演の主旨は、JALT が国際大会を開催するにあたって、地域の人々にその活動を理解してもらい、利益を還元しようというものです。講演は日本語で行われ、英語による要約も行われます。入場料500円は当日会場でお支払い下さい。

Special Reduction

5名以上の学生が集まり、引率の教官と共に大会に参加する場合、一人3日間1,500円の特別参加費で会場に入れます。申し込み御希望の責任者の方は専用の振替用紙にて9月10日までに申し込み下さい。その際、“Other payment”にチェックし、学生の氏名を通信欄に記入して下さい。折り返し、大会会場で責任者の教師・教官の

方にグループの人数分のハンドブックとバッジを渡します。

これとは別に、新規会員を一名紹介するごとに、本人の大会参加費を1,000円割引いたします。まず、新規会員に所定の振替用紙(事務局に請求のこと)でJALT 入会の手続きをとってもらい、次に本人の大会申し込みの際に、専用振替用紙に割引した参加費を書き込み、通信欄には紹介した新規会員の氏名を記入して下さい。仮に新規会員の申し込み手続きが本人の大会参加申し込みより遅れ、間に合わない場合でも、大会当日の Adjustments Desk にて確認を受け付ける予定です。

懇親

9日(日)の朝食をゲストスピーカーとともに会場近くの Island Cafe で楽しんで下さい。参加費1,500円、参加人数は100名の予定ですが、好評であれば10日の朝食も計画しています。恒例の Banquet はポートタワーのそばの神戸海洋博物館で行われます。この博物館は新しくオープンした神戸の名所の一つで、当日は参加者に公開されると同時に、神戸中華街よりドラゴン・ダンスと桂 九雀による英語落語の催しも用意されています。参加費は1ドリンク込みで4,500円。先着約300名です。

10日(月)の昼食は会場のレセプションホールにて、姫路独協大学教授、今村茂雄氏をゲストスピーカーにお迎えし、幕の内弁当をお楽しみ下さい。参加費は2,000円です。以上のイベントにつきましては、必ず9月10日までに所定の専用振替用紙で申し込んで下さい。

宿泊施設

神戸周辺には多くの宿泊施設があり、選定には日本交通公社のランク(英文参照)が参考にならうかと思えます。予約は、専用振替用紙(赤色)で予約金10,000円を申し込んで下さい。必ず9月10日までにお願い致します。また、宿泊に関するお問い合わせは、日本交通公社三の宮 ☎078-252-1017; FAX:078-231-4597 成澤 賢氏まで直接お願い致します。尚、これとは別に安価の宿泊施設リストがJALT 事務局に用意されていますので、御希望の方はお問い合わせ下さい。

その他の催し物

申し込み手続きの必要のない催し物として、8日、9日の朝に、出版社によるコーヒー・ブレイクが設けられます。また、8日夕刻5:30から7:30まで会場とポートピアホテルの間にあるプラザにて、カクテルパーティーが催されます。同じ8日の7:00p.m.より、アマチュアグループによる劇(Mikado, Oliver and Cats)が上演される予定で、JALT 神戸会員の好演技が期待されます。時を同じくして、土曜の夕刻7:00頃より、まず10のグループが、そして、劇終了後に2つのグループが、各グループにゲストスピーカーを一人交えて神戸の夜の繁華

街へ繰り出します。異国情緒あふれる神戸の外国レストラン（英文参照）でごゆっくりディナーをお楽しみ下さい。当日、希望者へ登録用紙が行き渡る予定です。最後に、大会期間中の朝に、神戸と東京のJALT会員によるジョギングレースが催される模様です。長距離、短距離含め、バラエティーに富んだレースになるものと思われるので、どうぞジョギングシューズとジョギングウェアをお忘れなく。

ボランティア募集

大会期間を通じて、神戸のレストラングループを案内していただくボランティアを募集しています。興味をお持ちの方は下記まで御連絡下さい。

井上 紀子 ☎06-323-1153

Discussion Groupのリーダーを募集しております。トピックは8月号 *The Language Teacher* で御紹介した通りですが、それに限らず、幅広い分野で討論をしたいと考えます。連絡先は、下記へ。

Terence McDonough

☎657 神戸市灘区水道筋5-1-1 第5 双馬ビル 501

ポर्टアイランドに在住の方でホームステイに御協力いただける方を探しております。関心がおありであれば、JALT 事務局 ☎075-221-2376まで御連絡下さい。

神戸'88 国際大会に期待する

(What to Expect at JALT '88 in Kobe)

1987年以来、native instructors of Englishが全国的な規模で日本の各地に配置され、中学校、高等学校の英語の授業で教壇に立っている。今まで、我が国の英語科教育は、大学や高等学校の入学試験を目標に、どちらかというと文法翻訳式教授法に近かった。その中であって新しい旋風を巻き起こしているのである。

英語科教育については、これまで、教養として外国語を学習するのであって英語会話をやるのが目的ではないというような立場からの主張がなされていた。しかし、文部省が外務省、自治省と協同してJET (The Japan Exchange and Teaching Program)を推進し、昭和63年度で約1,450人の英語を母語とする国の青年が英語指導助手として、北は北海道から南は沖縄まで配置されるに至って、もはやその論議の余地は無くなったようである。「意志の疎通ができるように教えるのでなければ、生きた言語教育ではない」といういたって簡単な命題を、身にしみて体得することになったと言えよう。

しかしながら、この外国人講師の導入がスムーズに行われているとは必ずしもいえない。今まで1つの安定しているところに、新しい要素が入り込むわけであり、これまで外国人講師との授業についてかなりの実績をもっていただいているので、規模の拡大によってさまざまなあ

つれきが起きている。

そのあつれきが、お互いに善意でありながら、はっきり認識できない何かによって起きていることが多い。これについて、John Condon氏は *Cultural Dimensions of Communication* (1980)の中で「一般に人々は自分が成育してきた文化を背負って生きている。そして、ある人がどのように言ったか、あるいは行ったか（必要な場面で期待されていることを言わなかったり、期待されている行動を行わなかったりすることも含めて）が問題なのではなくて、その言ったこと行ったことに対して相手の人がどのような解釈を与えるかが問題なのである」と言っている。

つまり、Aの文化とBの文化が異なるときには、お互い自分の行動基準で相手を評価しており、そのことが、実は、自分では気がつかないで相手を誤解していることになる。このような異文化間コミュニケーションの難しさを我々英語科の教師は、今外国人講師との英語授業を通じて体験しているわけである。

語学教育では、言葉そのものの指導も重要であるが、実は相手が持っている文化を、システムとしてどの程度読み取ることができるかが、コミュニケーションを中心に考えた場合、非常に重要な課題になってくる。言い換えるならば、生きた英語を教えるというのは、単に聞く話すという言葉の上での次元だけでなく、その後ろにある社会的文化的な背景を読み取っていく方法も教えていく必要があるということになる。このことについては、今まで中学校・高等学校の英語科教育はあまりにも無力であったと言わなければならない。

1988年のJALT国際大会が、中・高等学校で外国人講師との英語授業が昭和35年から始まって、協同授業についてはすでに30年近い経験の蓄積を持っている神戸で行われるのも何かの縁であろう。しかも、今回の大会テーマは、“Language and Cultural Interaction”であり、基調講演を行うのは、先ほどのJohn Condon氏である。まさに最高の、しかも、時機をえた企画といえよう。

さて、第14回大会の主な特徴を追ってみよう。

まず、10月7日には、前夜祭ということで、「文化に対する認識をどのように授業に取り入れるか」など5つのテーマについてのワークショップが、午前と午後にもたがって行われる。夕方には、西山千氏の記念講演もある。

10月8日からの本大会では、基調講演が今のJohn Condon氏、特別講演者の中には、*Style and Communication in the English Language* (1982)でおなじみの大英学士院会長Randolph Quirk卿の名前も見える。特別発表者には、『言語教育における理性主義と経験主義』(1982)の神経言語学者Karl C. Diller氏、*The Context of Language Teaching* (1985)のJack Richards氏、*Linguistic Today* (1984)のEdward K. Brown氏など、この少ない紙面ではとうてい紹介しきれないほど多くの著名の士が名をつらねている。内外の研究者、教育者の

(cont'd on page 38)

Tentative Conference Schedule

Please note: This is a tentative (as of August 15)schedule.
See Conference Handbook and daily notices at the conference site
for the final schedule.

Saturday, 8th October - Presentations

Kitazawa, Mieko	Colloquium: Japanese as a Second Language	09:00	12:50	502
Konno, Yasuko	*Speaking Assignment for Creative Comm	09:00	12:50	502
Shinada, Junko	*Effective Speaking Practice for Business People	09:00	12:50	502
Hori, Utako	*Pair Work and Group Work	09:00	12:50	502
Ichikawa, Kaoru	*Why Video?	09:00	12:50	502
Pendergast, Tom	*Innovative Approaches and the Teacher	09:00	12:50	502
Yoshida, Kensaku	*The Role of the Communicative Teacher	09:00	12:50	502
Toki, Satoshi	*Teacher Development: What's Crucial?	09:00	12:50	502
Kinoshta, Yoko	*A Japanese Learner's Way of Choosing New Classes	09:00	12:50	502
Kitazawa, Mieko	*Speed Writing in Japanese	09:00	12:50	502
Isted, George H	Machine Grading: Is It Worth It?	10:00	10:50	401
LoCastro, Virginia	The Role of Practice Teaching	10:00	10:50	402
Gill, Saran Kaur	Designing ELT Video Mats for the Asian Lang. Lea	10:00	10:50	404
Hale, James W	Communicative Activities for Writing Classes	10:00	10:50	405
Molinsky, Steven J	The Tri-Dimensional Syllabus	10:00	10:50	406
Harmer, Jeremy	Shifting Authority: Teaching and Training in EFL	10:00	10:50	407
Wilson, Marina	Writing Materials for Autonomous Language Lear	10:00	10:50	503
Chinn, Clark	Revitalize Those Reading-Comp Questions	10:00	10:50	504
Wardell, David	Constructing Lessons from Authentic Texts	10:00	10:50	505
Dublin, Florida	Plenary: Reading With/Without Words	11:00	11:50	Main
Lu, Lang De	Linguistic Theory and Classroom Reality	12:00	12:50	401
Hough, David A	Cultural Values in EFL Texts	12:00	12:50	402
Huli, Jeff	Simulated Press Conferences	12:00	12:50	404
Wingate, Jim	Whole Person & Brain Learning - Practical Mats	12:00	12:50	405
Heigesen, Marc	Activation: English Firsthand, Firsthand Plus	12:00	12:50	406
Spearr, Shelagh	Open Sesame: Learning English with the Muppets	12:00	12:50	407
Pendergast, Tom	Implementing CALL	12:00	12:50	503
Baxter, Nancy	Listening and Note-Taking	12:00	12:50	504
Shaw, Ellen	Pronunciation: What Should We Teach?	12:00	12:50	505
Ross, Michael	Mats for Teaching Adults Basic Literacy Skills	12:00	12:50	NS201
Graves, Kathleen	East West	12:00	12:50	NS204
Langmead, Patrick	Let Video Paint the Language Backcloth	12:00	12:50	NS206
Berman, Shari J	Getting Together: Customizing HBI Materials	12:00	12:50	NS207
Peluso, Mary Jane	Listening, Speaking and Reading Skills	12:00	12:50	NS208
Saunders, Heather	Every Picture Tells a Story	12:00	12:50	NS310
Nord, James R	Computers in Lang. Test: Part 1: A Look Forward	13:00	13:50	401
Doughil, J. E	"English Any Time" Up! Int. Stanc By Lessons	13:00	13:50	402
Gilbert, Roy	A Practical Guide to Streamline	13:00	13:50	404
Hattori, Takahiko	College Student Attitudes towards Studying English	13:00	13:50	405
Shorey, Ravi	American Culture in Japanese EFL Textbooks	13:00	13:50	406
Hill, Anne	Exploiting Cult. Differences for Language Practice	13:00	13:50	407
Patrie, Jeanne	Code-Switching in the Written Language	13:00	13:50	503
Buck, Gary	Listening Comprehension: What Is It?	13:00	13:50	504
Ireland, K. R	Creative Re-Writing: Exercises in Style	13:00	13:50	505
Venning, Ruth	Pairwork for Low Level Students	13:00	13:50	NS201
Wadham, Mick	Let Your Students Go	13:00	13:50	NS204
Rosenkranz, Patrick	EAP Content Videos: A Four-Skill Approach	13:00	13:50	NS206
Hayes, Thomas W.	Business English: Creating Scenarios	13:00	13:50	NS207
Yano, Mitsuko	Teaching the Culture along with the Language	13:00	13:50	NS208
Mark, Kevin	Holistic Language Teaching	13:00	13:50	NS310
Condon, John	Language, Values and Cultural Interaction	14:00	15:00	Main

Wang, John F	Strategic Interaction: Workshop	15:00	16:20	401
Winchester, Jeff	Using Trivial Pursuit	15:00	15:50	402
Cisar, Lawrence	Motivation and Adult Learners	15:00	15:50	403
Kuroda, Masuko	The IBU Curriculum	15:00	15:50	404
Begel, Kenneth	The American Fed. Gov't: A Content-Based Lesson	15:00	16:20	406
Grant, Judith	From Listening to Writing: Bypassing "Grammar"	15:00	15:50	501
Narahashi, Yoko	Pinch and Ouch---English through Drama	15:00	15:50	502
Blair, Karin	Masks and Proverbs in Language Learning	15:00	16:20	504
Fisher, Pat	An ESL-Social Studies Curriculum Design	15:00	15:50	505
Natusch, Barry	Japanese Stdts' Resp. to Stimuli Assoc. Ling. Eng.	15:00	15:50	NS204
Willis, David	Colloquium: Internationalization, Lang. & Cult. Id.	15:00	17:50	NS205
Takeuchi, Shizuo	*Internationalization of Pub. High Sch. in Japan	15:00	17:50	NS205
Nakamura, Koji	*Develop. Comm. Competence & Intl. Underst.	15:00	17:50	NS205
Willis D & Onoda E	*Japan Internationalize? Lessons from Returnees	15:00	17:50	NS205
Sheffner, Marc	*Teaching Comm. & Cult. Awareness at University	15:00	17:50	NS205
Edwards, Walter	*Internat. of Japan: Educ. Conflict with J. Cult.	15:00	17:50	NS205
Case, Deborah	B & CI Products	15:00	15:50	NS206
Peaty, David	Make Your Own Comm. Pair Practice Mats	15:00	16:20	NS207
Perkins, Leo G	Complete Sys. Approach---Teaching Spoken Eng.	15:00	16:20	NS208
Liggett, Michael	Japanese Classroom Expectations and "Student" Eng.	15:00	15:50	NS305
Matveyev, Walter A	Situation Problem Solving	15:00	16:20	NS310
Knowles, P. Lance	Interactive? A Breakthrough	15:30	17:20	405
Vale, David	Activity Based Learning	15:30	17:20	407
Nagashima, Mary	English for Unselfish Purposes	15:30	17:20	NS201
Seng, Mark W	The Wonderful World of Nonphotographic Slides	16:00	17:20	402
Pion, Maureen	Board Games for Bored Students	16:00	17:20	404
Stein, Gabrielle	A Comparison of EFL Dictionaries	16:00	16:50	502
Harrington, K	Social Studies, Literature and Teaching of English	16:00	16:50	505
Reitner, Roberta	Prep. for O-Seas Assignments: Is It Good Enough?	16:00	17:20	NS204
Harris, Gerald	Flight 505: English by Computer and Videodisc	16:00	17:20	NS206
Rivolucini, Mario	The Power of the Question	16:00	17:50	NS305
McCreary, Jan	Colloquium: Administering Intensive Eng. Programs	16:00	17:50	403
Power, Jane	*Intensive English Program Administration	16:00	17:50	403
Ruud, Robert	*Intensive English Weekends	16:00	17:50	403
Sawyer, Mark	*Intensive Programs for Businessmen	16:00	17:50	403
Suenobu, Mineo	*Intensive Programs: The Practical Aspects	16:00	17:50	403
Nakayama, Yukihito	Colloquium: Multinational Englishes	16:00	17:50	501
Watanabe, Takesato	*Some suggestions for Multinational Englishes	16:00	17:50	501
Gili, Saran	*Japish: Media of Cross-Cult. Comm for Japanese	16:00	17:50	501
Britto, Francis	*to be announced	16:00	17:50	501
Ruud, Bob	*English Education in India and Japan	16:00	17:50	501
Hino, Nobuyuki	Generally Speaking --- and Listening	16:30	17:20	401
Blanche, Patrick	Multiple Language Skills through Pop Music	16:30	17:20	406
Wright, Lani	Std-Directed Learning with Unrehearsed Tapes	16:30	17:20	503
Kelly, Curtis	Prog. Options - School for International Training	16:30	17:20	NS207
Pifer, George W	Basics in Writing	16:30	17:20	NS208
Yoshitake, Sonia	TOEIC: A Communicative Test	16:30	17:20	NS310
Foreman-Takano, D	Starting a JALT Chapter	17:30	18:00	404
Krause, Aleda	JALT Chapter Presidents' Meeting	17:30	18:00	405
Yoshitake, Kazunori	JALT Chapter Treasurers' Meeting	17:30	18:00	406
Yoshitake, Sonia	JALT Chapter Publicity Chairs' Meeting	17:30	18:00	407
Lang, John	JALT Chapter Membership Chairs' Meeting	18:10	18:40	404
Hough, David	JALT Chapter Program Chairs' Meeting	18:10	18:40	405
	JALT Chapter Recording Secretaries' Meeting	18:10	18:40	406

Saturday, 8th October - Poster Sessions

Tarwater, Lori Lynn	Teacher Training & Motivating Teachers	09:00	11:50	3FRH
Minami, Hisao	The Orientation of Intonation	09:00	11:50	3FRH
Adamson, Charles E.	Evaluating the Quality of Learning	09:00	11:50	3FRH
Hayashi, Takuo	On Questioning Strategies	09:00	11:50	3FRH
Tinsay, Leah J	Dissadvantages of Katakana	09:00	11:50	3FRH
Seng, Mark W.	Color Slides Teach Skills, Show Cult. Interactions	09:00	11:50	3FRH
Nomura, Keiji	Teaching Cross-Cultural Communication Processes	09:00	11:50	3FRH
Nomura, Keiji	English Witticisms as a ESL Teaching Strategy	09:00	11:50	3FRH
Goldstein, Sanford	Tanka and Composition	09:00	11:50	3FRH
McGlothlin, J. D	A Child's First Steps in Language Learning	09:00	11:50	3FRH
Rossiter, Paul	Using "Good Terms"	09:00	11:50	3FRH
Gray, Robert	Negotiating Stress in TESOL	09:00	11:50	3FRH
Cline, Ronald	Getting Students to Talk Freely in English	09:00	11:50	3FRH
LoCastro, Virginia	Classroom Interaction	09:00	11:50	3FRH
Maybin, Don	Creating the Active Learner	09:00	11:50	3FRH
Davies, Roger	"Bee Bop-A-Loo-Bop"	09:00	11:50	3FRH
O'Donovan, Peter	Learner-Centered Or Teacher-Centred EFL	09:00	11:50	3FRH
Kocher, Susan	Any Questions? Comments? Hello?	09:00	11:50	3FRH
Blancane, Patrick	Gathering Natural Speech Samples	09:00	11:50	3FRH
Yoshitake, Sonia	Post-"Juden Ego" TEFL	09:00	11:50	3FRH
Chinn, Clark	Towards Unforgettable Vocabulary	13:00	15:50	3FRH
Aramaki, Motofumi	Communicative Audio Drills for Simulation	13:00	15:50	3FRH
Griffie, Dale T	Songs and Music --- Number Two	13:00	15:50	3FRH
Hoizer, Ursula	Pics to Incr. Motiv. Add Meaning and Aid Memory	13:00	15:50	3FRH
Hayes, Thomas W	The Almanac in the EFL Classroom	13:00	15:50	3FRH
Hayes, Thomas W.	Activities with the Short Story	13:00	15:50	3FRH
Williams, C. Joy	Is Garago English?	13:00	15:50	3FRH
McMillan, Donna	Teaching Reading with Phonics: Some Easy Ways	13:00	15:50	3FRH
McMillan, Donna	Tips for Teaching Spelling	13:00	15:50	3FRH
Benson, Malcolm J	Students' Attitudes toward English	13:00	15:50	3FRH
Ito, Wakako	Hesitation Pauses	13:00	15:50	3FRH
Heigesen, Marc	That's Right: Techniques for Correction	13:00	15:50	3FRH
Sawyer, Mark	Language Aptitude Testing	13:00	15:50	3FRH
Ikedo, Sachiko	Grammar Composition Game	13:00	15:50	3FRH
Berry, Vivien	Testing Foreign Language Skills Integratively	13:00	15:50	3FRH
Barnard, C.	Heuristics in Language Learning	13:00	15:50	3FRH
Barnard, C.	Extracting and Record Lexicographical Information	13:00	15:50	3FRH
Hastings, Tom	Culture Stress and You	13:00	15:50	3FRH
Yoshioka, Betsy	Design of In-Company Classes	13:00	15:50	3FRH
Guyotte, Charles	Survey: English Needs of Japanese Med. Students	13:00	15:50	3FRH
Special Events				
Registration		8:30	16:00	3F
Longman Coffee Hour		9:00	10:00	3FRH
Exhibit area Open		10:00	18:00	7th F
Concurrent Sessions		10:00	10:50	
Plenary - Dr. Dubin		11:00	11:50	Main
Concurrent Sessions		12:00	13:50	
Keynote Address: Dr. Condon & Mayor of Kobe		14:00	14:50	Main
Concurrent Sessions		15:00	18:00	
Cocktail Hour		17:30	19:00	Plaza
Mikado, Cats, Oliver: A Musical Evening		19:00	21:50	Main
Nite on the Town (before and after show)		19:00		

Monday 10th -Presentations

Thiel, Teresa	Putting It All Together	09:00	09:50	401
Nunan, David	Designing Tasks for the Communicative Classroom	09:00	09:50	402
Caprio, Mark	Whole Language Learning	09:00	09:50	404
Kamada, Laurel N.	Brain Research and English Education in Japan	09:00	09:50	405
Gibson, Bob	Junction Box Listening	09:00	09:50	406
Hill, Wm. Thomas	Literature & the Independent Reader	09:00	09:50	407
Graves, Kathleen	A Workshop on Syllabus Design	09:00	11:50	501
Harmer, Jeremy	Evaluating Grammar Techniques	09:00	11:50	502
Gordon, James W.	Sequenced Songplans for the ESL Classroom	09:00	09:50	503
Sparkes, Philip	Two Cultures in the Same Classroom	09:00	09:50	504
Kalchauer, Johanna E.	Mastering Pronunciation through Literature	09:00	09:50	505
Rinvolucri, Mario	Dictation: Making an Old Technique New	09:00	09:50	Main
Johnson, Susan S.	Teaching Reading as a Cognitive Skill	09:00	09:50	NS201
Lewis, Philip Jay	Yoga: Mending the Break	09:00	09:50	NS204
Brown, E. Keith	How to increase your adjective power	09:00	09:00	NS205
Webb, James	Dealing with Students' Common Mistakes Effectively	09:00	09:50	NS206
Lindsay, Angus	Modeling Classroom Behaviour	09:00	09:50	NS207
Richards, Jack	Teaching Listening Comprehension	09:00	09:50	NS208
Willis, David	Colloquium Intercult. Contact in CrossCult. Settings	09:00	11:50	NS305
Aldorf, Frederick	'Japanese Sids at Int. High Sch. Perspect. on Lang.	09:00	11:50	NS305
Ochs, Terry	'Ref. Grp. Identity, Lang. Choice Behav. Consequ.	09:00	11:50	NS305
Suzuki, Masayuki	'Lang. Ed. Prob.s of Japanese Overseas Sids. Returnees	09:00	11:50	NS305
Willis, David	'Transnational Cult. & the Role of Lang.	09:00	11:50	NS305
Jerome, Dan	Bilingual Americans - How Bilingual Are They?	10:00	11:20	401
Cervantes, Raoul	Developing Listening Comprehension	10:00	10:50	402
Zielkowski, Stephen	Person to Person - How to Use It	10:00	10:50	403
Royan, Akira	Anal. of Sids List. Comp. Err in Eng. Reduced Forms	10:00	10:50	404
Shaw, Linda	Developing Speaking and Listening Skills	10:00	11:20	405
Johnson, Peter	International Business English	10:00	11:20	406
Leek, Tara	Project Work in Japan	10:00	11:20	407
Harris, David	Next Best Thing to Being There: The Power of Video	10:00	11:20	503
Pence, Craig	TPR Training for Teachers	10:00	11:20	504
Maybin, Don	Video in the Classroom: Two Days in Summer	10:00	11:20	505
Maley, Alan	Traditional Techniques Revisited	10:00	10:50	NS201
Johnings, Harry T.	Adapting Cross Cultural Materials to EFL Classroom	10:00	10:50	NS204
Gregg, Kevin R.	Theory Construction in SLA Research	10:00	11:50	NS207
Scott, Sue	Cooperative Team Teaching	10:00	10:50	NS208
Allard, Fusako	The Silent Way Difference?	10:00	11:50	NS310
Lurran, Beverley	Once upon a Time: Children's Lit. in the ESL Classrm	11:00	11:50	402
Gilbert, Roy	A Practical Guide to Fast Forward	11:00	11:50	403
Quirk, Sir Randolph	Language Varieties and Standard Language	11:00	11:00	Main
Jugulion, Marica O.	Help! My Students Won't Talk!	11:00	11:50	NS201
Kitao, S. Kathleen	Background Knowledge and Second Language Learning	11:00	11:50	NS204
Kan, Hidetaka	Peer Interaction Generated Discussion Techniques	11:00	11:50	NS206
Stein, Gabrielle	EFL Dictionaries and the Student	12:00	12:50	403
Richards, Jack C.	Profile of an Effective Reading Teacher	12:00	12:50	501
Diller, Karl C.	Lang. Teaching Methods and "Artificial Life"	12:00	12:50	502
Koide, Fumiko	to be announced	12:00	12:50	3FRH
Togo, Katsuaki	to be announced	12:00	12:50	ICR
Brown, E. Keith	The Linguist and the Language Teacher	12:00	12:50	Main

Imamura, Shigeo International Understanding & Teaching Eng. 13:00 14:20 3FRH

Thompson, Michael	"Discoveries" for High School	13:00	13:50	403
Speers, Shelagh	Ideas Up Your Sleeve	13:00	13:50	404
Self, Robert	Video for Children	13:00	13:50	405
Nakata, Ritsuko	Motivation, Movement: Activating Students	13:00	13:50	406
Johnson, C. A.	More Than Just Playing: Games in EFL/ESL Classrm	13:00	13:50	407
Thompson, Michael	A Guide to "On Your Way"	13:00	13:50	501
Millar, Martin	Language Attitudes	13:00	14:20	503
Knowles, Timothy J.	The C Test-Fixing the Holes in the Cloze	13:00	14:20	504
Kelly, Curtis	The College Composition Flower Garden	13:00	14:20	505
Redfield, Rube	That College Job - A Panel Discussion	13:00	14:50	ICR
Johnson, Charles	Foreign Teaching Techniques from N.D.	13:00	14:50	NS204
Kitamura, Elizabeth	Language in Action with Toro Color Cards and Tokens	13:00	14:20	NS206
Vannestee, Judy C.	Foreign Teacher Survival in the Japanese Classroom	13:00	14:20	NS207
Hill, Jimmy	Practical Classroom Ideas	13:00	14:50	NS208
Molinsky, Steven J.	Strategies for Interactive Grammar Practice	14:00	14:50	401
Redfield, Rube	The Alexander Trio	14:00	14:50	401
Ratzlaff, Gordon	Multi Lingual/Multi Cultural Interaction	14:00	14:50	402
Virgil, Mary	Fun with Songs and Chants	14:00	14:50	402
Otake, Yasuko	A Study of Social Values Affecting Children's Language	14:00	14:50	404
Diller, Karl C.	Language Learning and Cultural Interaction	14:00	14:50	405
Beckermann, H.	Language Skills Through Drama	13:00	13:50	NS205

Komatsu FINAL PANEL 15:00 16:20 Main

Monday 10th -Poster Sessions

Quinn, Brian T.	Strategies for Teaching "American Culture"	09:00	11:50	3FRH
Quinn, Brian T.	Cult. Teaching & Learning for National Univ. Freshmen	09:00	11:50	3FRH
Jackson, Alan E.	Developing a College Oral English Program	09:00	11:50	3FRH
Kitao, Kenji	Teaching Paragraphs for Reading	09:00	11:50	3FRH
Kitao, S. Kathleen	Teaching Paragraph Structure in Composition	09:00	11:50	3FRH
Weeks, Alison	Team Teaching: Approaches and Strategies	09:00	11:50	3FRH
Thompson, Donna	Teaching English Sounds, and Other Thoughts	09:00	11:50	3FRH
Nishijima, Hisao	What Can We Learn from Students' Study Plans?	09:00	11:50	3FRH
Shulenberg, Kayle	Accent Improvement - Pron. E.S.L.	09:00	11:50	3FRH
Schaepe, Richard H.	Using the L.L. Classroom's Full Potential	09:00	11:50	3FRH
Shimada, Katsumasa	Activation of Grammar Knowledge in a Given Situation	09:00	11:50	3FRH
Nakano, Michiko	How to Extend a Learner's Lexical Knowledge	09:00	11:50	3FRH
Chance, John W.	Discourse Competence in Low Level Classes	09:00	11:50	3FRH
Vinyard, Deirdre W.	A Content Based Curriculum Model	09:00	11:50	3FRH
Guy, Tammy	Soy Sauce in the Classroom: A Video Model	09:00	11:50	3FRH
Hayashi, Brenda	The Language Lab - Lessons from Lazarus	09:00	11:50	3FRH
Kiryo, Mamoru	Cognitive Psychology and Memory Enhancement	09:00	11:50	3FRH
Hartmann, K. E.	Tape Exchange Magic	09:00	11:50	3FRH
Veno Kai, Linda	Haiku in the ESL Classroom	09:00	11:50	3FRH
O'Connor, Frederick	A Structured Approach to Composition	09:00	11:50	3FRH

Potter, Simon	Language as a Tool: A Case Study of Written English	13:00	15:50	3FRH
Potter, Simon	Cross-Cultural Comm. as a Basis for Textbooks	13:00	15:50	3FRH
Vaughn, Denise	Writing for Fluency in Senior High School	13:00	15:50	3FRH
Moneyhun, Clyde	Experience Grammar Instruction	13:00	15:50	3FRH
Tono, Yukio	Assessment of EFL Learners' Dictionary Using Skills	13:00	15:50	3FRH
Suzuki, Ayako	Some Critique of Textbooks from "Pragmatics"	13:00	15:50	3FRH
Davies, Roger	Grammar: A New Look at an Old Devil	13:00	15:50	3FRH
Fallow, Gary	I've Got Your Number	13:00	15:50	3FRH
Meguro, Hiroshi	Content Oriented Approach	13:00	15:50	3FRH
De Silva, Robert M.	Discourse Level Lang. Transl. Written Narratives	13:00	15:50	3FRH
Hough, David A.	Metalinguage and the EFL College Syllabus in Japan	13:00	15:50	3FRH
Hough, David A.	Survival Pronunciation	13:00	15:50	3FRH
Kondo, Kris	In Search of the Right Word	13:00	15:50	3FRH

Special Events			
Registration		8:30	13:00 3F
Exhibit Area		9:00	16:00 7F
Concurrent Sessions		9:00	11:50
Semi-Plenary Sessions		12:00	12:50
K. Brown, K. Diller, K. Koide, J. Richards, G. Stein, K. Togo			
Luncheon - Dr. Shigeo Imamura		13:00	14:30 3FRH
Concurrent Sessions		13:00	14:50
Final Panel (and Publishers' Raffle)		15:00	16:30 Main



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Language Learning & Teaching

October 8, 9 & 10



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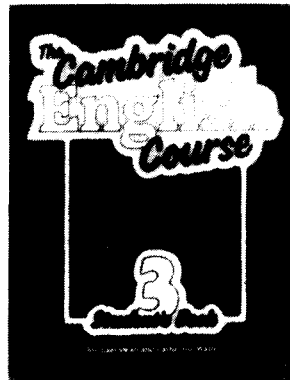
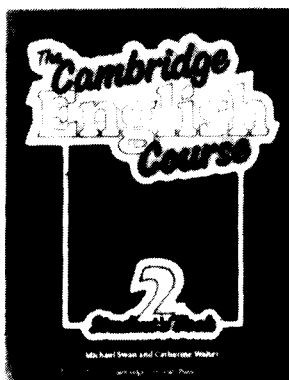
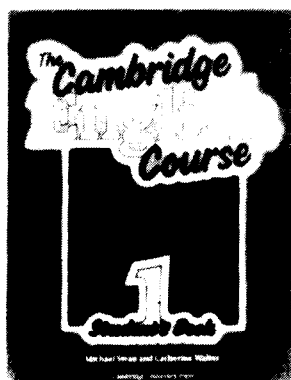
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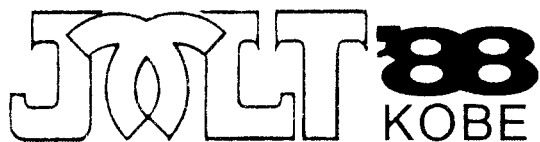
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Language and Cultural Interaction

October 8-10, 1988

MAIN SPEAKERS

John Condon (Keynote Speaker)
University of New Mexico, U.S.A.
Fraida Dubin
University of Southern California, U.S.A.
Randolph Quirk
President, The British Academy, U.K.
Mario Rinvulcri
Pilgrims School, Canterbury, U.K.

FEATURED SPEAKERS

Edward Keith Brown
University of Essex, U.K.
Karl C. Diller
University of New Hampshire, U.S.A.
Jack Richards
University of Hawaii, U.S.A.
Gabrielle Stein
University of Hamburg, F.D.R.

SPECIAL GUEST SPEAKERS

SOCIAL EVENTS

Morning Coffee Hours (Saturday, Sunday)
Musical Performance (Saturday)
Dinner on the Town (Saturday)
Breakfast with the Stars (Sunday)
Conference Banquet (Sunday)
Lunchtime Lecture (Monday)

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PRE-CONFERENCE ACTIVITIES (Fri.)

- ✓ Workshops (9 a.m.-12 noon, 1:30-4:30 p.m.)
Kobe International Conference Center
- ✓ Open Lecture — Sen Nishiyama (Simul)
Kinro Kaikan, Sannomiya, 7 p.m.
- ✓ Early Arrivers' Get-Together Cocktail
Conference Center area, Port Island

CONFERENCE FEES

	1 DAY	2 DAYS	3 DAYS
Pre-registration (by Sept. 10)	¥6,000	¥9,000	¥12,000
Non-member	7,000	11,000	15,000
3rd World/ Member *	3,000	4,500	6,000
Student Non-member	3,500	5,500	7,500
On-site			
General Member *	6,000	10,000	14,000
Non-member	7,000	12,000	17,000
3rd World/ Member *	3,000	6,000	8,000
Student Non-member	3,500	7,000	9,500
Pre-Conference Workshops:	¥3,500 each workshop		
Open Lecture:	¥500		
Breakfast with the Stars:	¥1,500		
Lunchtime Lecture Obento:	¥2,000		

Register before Sept 10 to take advantage of the discounted rates. Use the blue form for conference registration, the red form for hotel reservations. See instructions overleaf.

* 但し、兵庫県、岡山県、大阪府、京都府、奈良県、和歌山県の
中学・高校教師の方は、JALT会員と同じ参加費で結構です。

HOTEL INFORMATION & RESERVATIONS

Class	Hotel	Single	Twin/Person
A	Kobe Portopia Hotel	¥11,500	¥9,000
B	Sannomiya Terminal Hotel	7,600	7,600
	Kobe Tokyu Inn	7,500	6,000
	Kobe Washington Hotel	7,200	6,000
C	Greenhill Hotel	6,600	6,250
	Chissan Hotel	6,600	5,500
	Sunside Hotel	6,000	—
	Kobe Plaza Hotel	6,000	5,500

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AVOID FRUSTRATION — PRE-REGISTER NOW!

Registering before the Sept. 10 deadline makes good sense. Not only does it mean lower conference fees and a fast on-site check-in, it also assures you of a hotel room during the busy holiday and wedding season. In case your plans change, fees are refundable (with a small handling charge) any time before the event. Reservations for both the conference and the hotel can be made with the attached blue and red postal transfer (*furikae*) forms, respectively.

This year there is a wide range of conference hotels to choose from. The official conference hotel, the Portopia Hotel, while a bit expensive, is located just next to the Conference Center. Other hotels are located in Kobe City proper, which is connected to Port Island by the futuristic monorail Portliner (15 min./¥210). Hotel rates are on the blue page.

Since the conference is being held during a peak holiday and wedding season, reservations are being handled on a first-come first-served basis. The Japan Travel Bureau (JTB), our hotel agents, will attempt to find alternate accommodations once the conference hotels are full, but no guarantees can be made for those applying after the Sept. 10 deadline. If you have any questions concerning your reservation, please contact Mr. Hirata at the JTB Kobe Sannomiya Office — tel. 078-252-1017; fax 078-231-4597.

Please note that roommates must be mutually acceptable. If you would like JTB to assign a roommate, please specify "smoking" or "non-smoking." To complete your conference and hotel preregistration, take both forms to the banking window of any post office. Unlike the blue conference form, there is no handling charge for the red form.

PRE-CONFERENCE WORKSHOPS

Pre-conference workshops are being given this year for the first time. Scheduled for Friday, Oct. 7, the workshops will last for three hours: 9 a.m.-12 noon or 1:30-4:30 p.m. The list of topics and presenters follows:

Morning

- A — Designing Cultural/Awareness Courses and Workshops: M.D. Pusch with C.W. Gay
- B — Literature as a Language Teaching Resource: Alan Maley
- C — The Use of Video in the Language Classroom: John Fry

Afternoon

- D — Bringing Intercultural Communication into the English Language Classroom: J. Ratliff and S. Mizuta
- E — Evaluating Grammar Techniques: J. Harmer
- F — Correction Techniques: M. Rinvolucri

Use the letter codes to indicate your first, second and third preferences for the morning and afternoon sessions in the appropriate blanks on the pre-registration form. The ¥3,500 fee is payable **only by pre-registration.**

METHODS OF PAYMENT

Registrations must be accompanied by full pre-payment for the conference fee, event tickets and hotel deposit. This can be done in the following ways:

- 1) Postal *furikae* ("giro")
for conference and events: "JALT" account
Osaka 9-41530
for hotel: "JALT-JTB Shukuhaku Jimukyo-ku" Kobe 1-38166
- 2) Bank draft IN YEN drawn on a Japanese bank. Remember that two separate checks must be sent because payments are handled at two separate locations (addresses on the *furikae* form).
- 3) For the conference fees and tickets NOT THE HOTEL DEPOSIT, Visa and Mastercard may be used by writing the card number and expiry date and signature in the pre-registration form message area.

Joint members and groups may transfer funds on a single postal form if a complete breakdown of the transaction is sent separately to the JALT Central Office by mail or fax.

Special Student Group Rate

A sponsoring teacher may pre-register students in groups of five or more at ¥1,500 per student by listing the students' names in the message area and including them with his/her own preregistration. Check the box marked "Other *Payments" and write "Student Group Preregistration" on the blank beside it.

CONFERENCE BANQUET

On Sunday night, Oct. 9, the Annual Conference Banquet will be held at the new Kobe Maritime Museum. The ¥5,000 fee includes special entertainment: a Chinese dragon dance, followed by *rakugo* (Japanese story-telling) in English by the well-known Kujaku, student of the famous master, Shinjaku. Be sure to join the fun!

Sunday morning Breakfast with the Stars and Monday's Luncheon Lecture must also be requested on the pre-registration form. Breakfast is an American buffet-style meal in the Island Cafe. Tickets are ¥1,500. Lunch is a Japanese *makunouchi bento* (a sampling of various styles) in the conference reception hall, with tickets at ¥2,000. Check the appropriate boxes on the *furikae* form. The guest speaker will be announced.

GETTING TO KOBE

Kobe is serviced by both Osaka Int'l Airport and the bullet train (Shinkansen).

The most convenient route for foreign participants is to fly directly into Osaka Int'l Airport, where airport limousine buses (¥620) or taxis (about ¥8,000) will take you to downtown Kobe (Sannomiya) in about 40 minutes.

Passengers entering Japan at New Tokyo Int'l Airport (Narita Airport) can choose one of three routes to get to Kobe:

- 1) Domestic flight: Transfer to Tokyo Haneda Airport by limousine (about two hours) and take one of about 15 flights a day to Osaka Int'l Airport, then travel to Kobe by taxi or limousine bus.
- 2) Domestic flight from Narita Airport to Osaka Int'l Airport (only two flights a day). There are also international flights which can be used between Narita and Osaka Int'l Airport. Ask a travel agent for details.
- 3) JR "Bullet" Tram (Shinkansen, Hikari Ltd. Express) from JR Tokyo Station to JR Shin-Kobe Station (3½ hours), after 1½ hours' drive by bus from Narita to JR Tokyo Station. Not all Shinkansen trains stop in Kobe, so be sure you are on one that does.

GETTING TO HOTELS

All but one of the hotels in the B and C classes are within a very few minutes of Sannomiya. The A Class Portopia Hotel is on Port Island (15 mm. by monorail [Portliner] from above the Terminal Hotel lobby or 10 mm. by taxi from the same hotel). Several airport buses (16:30, 19:10, 20:25, and 21:15) go on from Sannomiya to the Portopia Hotel/Conference Center.

Kobe International Conference Center

Follow the same means for getting to the Portopia Hotel, above.

GET YOUR CONFERENCE HANDBOOK IN ADVANCE!

Look over the conference handbook and plan your schedule before arriving at the conference site. For ¥800, the handbook will be sent by special delivery (*sokutatsu*) arriving at your doorstep by Oct. 4. This service is available only to addresses in Japan.

My Share

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 (see p. 3). 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.

Bill Hellriegel has been using a children's toy at Matsushita's Overseas Training Center and getting good results with it. Although developed at a company class, the method also has obvious applications with other types of learner.

LEGO IN THE CLASSROOM

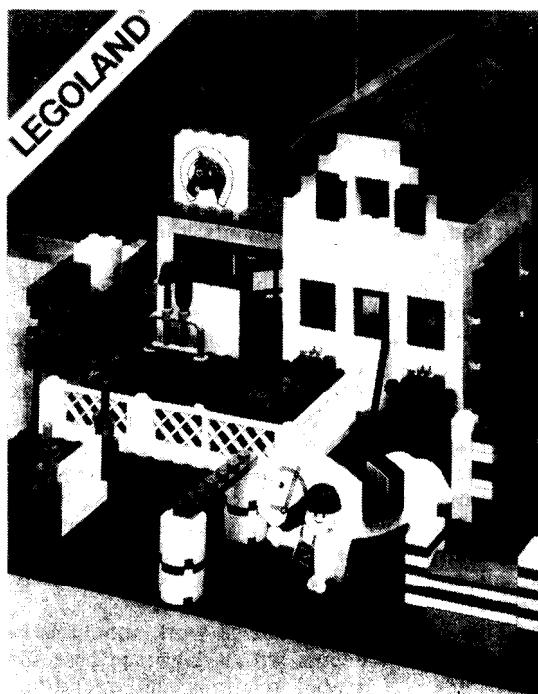
By Bill Hellriegel

I have been using Lego, a building construction set designed for children, in four-week intensive courses. The set I have been using is set #6379, which builds a horse-riding school. The purpose of using it is to help the students learn to talk about spatial relations through **seeing** the things and actions described and by hearing and repeating the utterances used as they or another person manipulate the pieces of the set. The usefulness of the skill the students will develop should be made clear to them at the outset.

Clearly, not everyone finds **Lego** fun. My experience is that those who are most likely to find practice like this enjoyable and useful are engineers; it is the kind of activity that interests them and has relevance for them.

I suggest starting from scratch, with the teacher manipulating the pieces and saying what operation is being performed. First, pick up a piece and call it just that: **a piece**. Then motion for the students to repeat the term. After this, introduce the names of pieces and the relations in which they can be positioned.

In each of my lessons I first help the students to become familiar with the names of about ten pieces and about ten relations. I name the piece as I pick it up (**a door**) and write on the board the various relations I represent with the pieces (**Put the door next to the six-dot red piece**) and have the students repeat each statement. The teacher must say each utterance as many times as necessary until the students are able to repeat it correctly, but the students need say it correctly only once. This requires the students to be accurate; this minimizes teacher talk and maximizes student involvement.



In later lessons the teacher should recycle the language that has already been introduced by silently displaying the pieces and the relations. The students should be able to recall them. Each lesson should start with this procedure until, after whatever number of lessons are needed, all the pieces have been identified and all the relations covered. It is important to recycle the same terms many times, so that the students become used to them before the actual construction work begins.

It is extremely important that the students review, outside of class, the relevant terms and language structures as some of the relations between pieces used in building are quite complex. Ideally, then, when the students come to class, they have the previous class's material memorized, or almost memorized, and are ready both to use that material and to learn new material.

Again, teachers should try to keep their talk to a minimum so that students get used to doing the active work with the words and expressions. At all times, however, teachers must wait until they hear the correct utterance in response to each manipulation of the pieces, and must make sure that the other students recognize it, before moving on to the next operation. By demanding correctness in this way, teachers encourage students to think about what they're saying without putting pressure on them individually because anyone can answer.

Once the students are familiar with a certain set of words and expressions, the teacher can

have them in turn manipulate the pieces and ask each other (and the teacher) to perform various operations. Novel combinations, of course, are to be commended and encouraged, representing as they do the essence of real communication. Again, each request must be uttered correctly; if it is not, the person addressed should refrain from responding. A variation is to have students themselves take the initiative in moving the pieces and have the others describe the actions. There are, clearly, many possibilities.

After all the pieces and their relations have been learned and practiced thoroughly, step-by-step construction of the school building and its yard should begin. The teacher can do the first six or seven steps, simultaneously describing the operation and then having the students repeat. Then one student can take over the set and respond to five or ten instructions from the others. Again, the student should not respond at all to any instruction that is not entirely correct.

The pre-building language work should have provided the students with a language base for describing the spatial relations and operations they will use in constructing the building. And since just about everyone has some idea of how to build something (especially if they are engineers, as many of mine are), this will give them enthusiasm and motivation. Indeed, the students can direct the construction, with the teacher simply making sure that the instructions are

correct and intelligible. If a suggestion is not correct, the teacher can ask someone else to say it; or, if what is needed is too difficult for everyone, the teacher can give the correct statement and the student who made the error can then use that as a model.

The building and the surrounding yard can be constructed in different configurations, so there is a lot of possible variation in the language used. Should an unanticipated language structure or group of structures be needed in order to continue, the teacher should, as before, perform and describe the action and have the students repeat. Then the students can take over once again.

My experience is that construction of the building and yard can be completed in about 15 hours of work with a relatively small class of five. The set-up can be left exactly as it is at the end of each class, so construction can continue without delay at the next class meeting.

By using these techniques, and adjusting the level of difficulty to suit the abilities of the students, you can make the activity challenging but not overwhelming. My technical students were at first put off by the difficulty of trying to state precise relations but soon were amazed by the ability they developed.

Bill Hellriegel has been in Japan for the past three years, teaching in Matsushita's Overseas Training Center in Hirakata. He has an M.A. in ESL from the University of Arizona.

(cont'd from page 31)

ワークショップや研究発表は、3日間にわたり、国際交流会館、ポートピアホテルの各会場で行われ、その参加者は1,800人近く、日本国内だけでなく、外国からも多数予定されている。

この機会に、文化というものをコミュニケーションの立場からどのようにとらえたらいいのか、言語教育に文化をどのように位置づけたらいいのか、一度ゆっくり考えてみたいものである。

大会が近づくにつれて、我々の期待はますます高まってくる。

姫路学院女子短期大学 萬戸 克憲
(Manto, Katsunori)

A REMINDER FROM THE EDITORS

The *Language Teacher* welcomes meaningful, well-written contributions, but requests that the guidelines in the January 1988 issue and in the editorial box on page 3 be followed. 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.

FROM THE DEVIL'S DICTIONARY

by Tom McArthur

(a number of definitions)

Reprinted by courtesy of the *EFL Gazette*

Direct Method: The late 19th-century revolution in language teaching that enabled students to converse fluently in languages they didn't know.

Discourse Analysis: The study of long stretches of language undertaken by linguists after they found that they couldn't get the hang of short stretches of language.

Drill: What dentists, army sergeants and language teachers have in common.

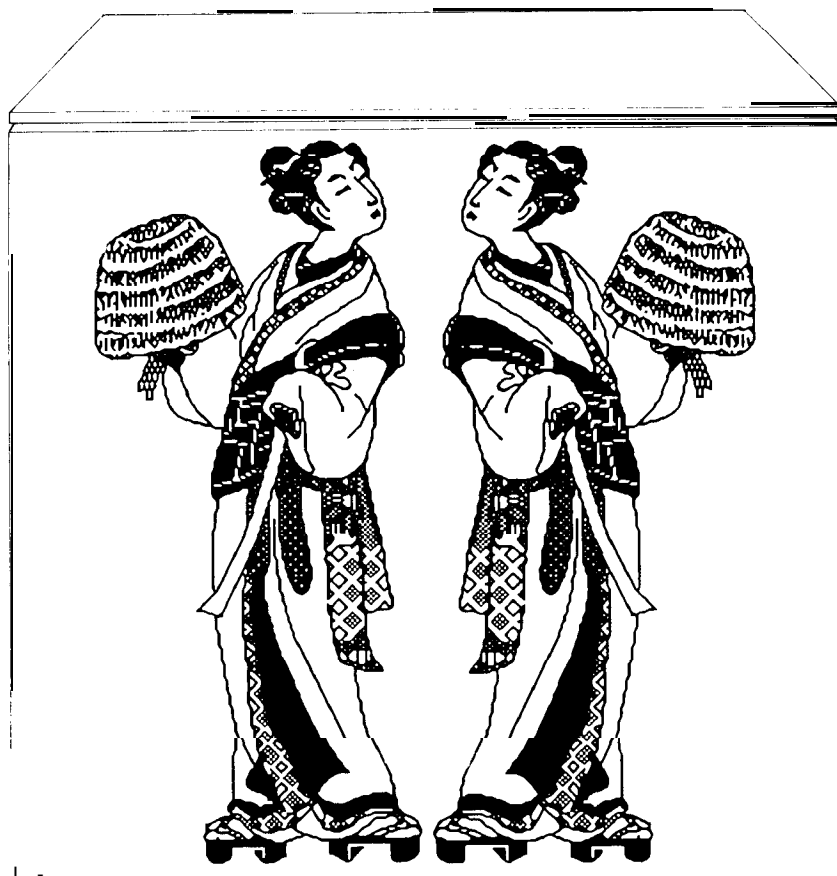
Eclecticism: What you believe in when you've got a class to teach in five minutes and haven't prepared anything according to this year's panacea.

EFL: English for Fellow Linguists.

Elicitation: Something you would be arrested for if you did it in a public place.

ELT: English Language Tension, a debilitating syndrome to which publishers and conference organizers are particularly prone before sales conferences and annual conventions, but which also afflicts teachers who aren't sure which books not to photocopy from.

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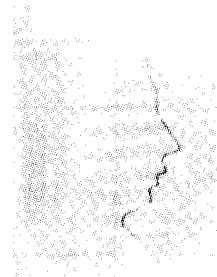
New American Profiles

Lucette Rollet Kenan

NEW

A group of ten biographical sketches, all but one written for this book, of contemporary Americans who have made unique and significant contributions to our society. For high-intermediate and advanced ESL students in courses requiring a reading text for one or two semesters, either alone or with a grammar/conversation book. Ten units of four parts each are arranged in order of increasing complexity. Each unit opens with a brief statement about the subject's field of endeavor, followed by a profile. Supplementary sections give supporting or alternative viewpoints by other writers on the same topic. Units end with numerous exercises. Answer key at the back of the book. Other aids include cultural notes, vocabulary, and footnotes. A built-in teaching aid in the introduction shows what material and exercises appear in each of the forty sections.

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JALT

UnderCover

EFFECTIVE WRITING: Writing Skills for Intermediate Students of American English. Jean Withrow. Cambridge University Press, 1987. 90 pp.

Finding a suitable textbook for Japanese students of intermediate English ability is indeed difficult, whether it be for conversation or for writing. Classes are usually too large, abilities usually range from very poor to very good, while motivation and interest levels come in all dimensions. And with this in mind, teachers search for a textbook with versatility.

Although this textbook may not be the answer, it seems to be above average in practicability. It gives the English student practice in writing letters, stories, reports, articles, instructions, business letters, memos and opinion essays; many skills which the student may actually use later on. Organization, a skill which most of my students lack, is stressed. Clarity is emphasized, as is effectiveness, as the title of the book suggests.

The author believes that group work is an important way for students to learn cooperation, how to solve problems, and make decisions. Sharing knowledge, discussing ideas and comparing opinions can become important activities preceding the actual individual or class work. My personal observation is that the teacher must be alert to the fact that these group sessions can become sessions of sharing ignorance!

Various exercises from the textbook have been given a test run in my two English Composition classes (third year college), and one class worked quickly and efficiently toward suitable completion while the other class spent an inordinate length of time using the dictionary before any work was actually started.

It is unfortunate that teachers receive composition classes knowing little about the abilities of the students they will be teaching. Even if the teacher knows what to expect, the differences often are so great that no one textbook could suffice for a single class. However, this textbook does have a variety of exercises. Filling in blanks and punctuation exercises are perhaps the easiest. A more difficult but a good "thinking" exercise has the student comparing texts. This could become a very interesting and valuable type of exercise if the students have the ability to discuss the contrasting texts and are able to explain why one is better than the other.

The final exercise in each of the eight units is a practice writing exercise. To have the student hand in eight important writing exercises during one school year may be a reasonable goal within the capacity of most students. If the teacher requires re-writes, the number would immediately double to 16, probably as many assignments as most students are apt to complete.

Writing informal, formal and business letters are exercises included and perhaps are the most practical learning experiences in the life of the average composition student. One can make it 'for real' by having the students write to the *sensei* during one of the holiday vacations. It is the first time for many students and some actually consider it a thrilling experience.

The report or story units can be enlivened by having a foreign guest visit the classroom, with the students conducting an interview followed by the written assignment. The chapter on instruction can be taught by having students write out their favorite recipe. Even the boys tend to show a liveliness in sharing their knowledge here. This textbook is written skillfully and includes lots of workable exercises for the student who has adequate previous training of basic skills and a fairly wide English vocabulary. Examine the book carefully before you select; knowing your students' level of ability is very important in evaluating this or any textbook.

Idea: Why don't publishers include supplements with instructions in Japanese and a modified dictionary listing difficult and unusual words? This kind of study guide is regularly published for literature books. Why not for other textbooks?

Reviewed by AnnaMarie DeYoung
Notre Dame Women's College, Kyoto

DISCOURSE ACROSS CULTURES: Strategies in World Englishes. Larry E. Smith (Ed.). Prentice-Hall, 1987.

When using English, what discourse strategies will the non-native speaker use - first language, second language or some combination? How do these strategies affect the message communicated? Received? What does the audience need to know in order to better understand? These questions are addressed by this collection of essays. The responses propose that the second language user of English will employ at least some of the first language strategies, thus the audience will better understand if they are sensitive to the socio-cultural influences. This, briefly, is the focus of this collection of essays edited by Larry E. Smith.

Discourse Across Cultures includes five sections: Literature, Conventions and Expectations; Discourse Expectations and Cross-Cultural Communication; Text, Context, and Culture; and the Language Classroom. Among the topics discussed in these sections are a discussion of

aizuchi; how writers involve first-language cultural information in their use of English in India, Sri Lanka, and China; how literary discourse differs from other types of discourse. Most essays are accessible to readers with background in linguistics and some familiarity with literary description.

The book will be of varying interest to different readers. Peter Strevens' article, "Cultural Barriers to Language Learning," most directly talks to second-language teachers. Many of the articles dealing with literary works formed by the artful uniting of discourse strategies, English and first language, provide insights not only into the writer's work, but also into how the analysis can be transferred to other types of texts. The more theoretical articles introduce frameworks for further investigation.

Readers interested in the role of culture in discourse should find some useful insights in this collection. Also, those readers interested in English as an international language will find nutritious food for thought. As it probably should, the book provides more food for thought than immediate applications.

Reviewed by John M. Graney
International Catholic Migration Commission

APPROACHES TO SYLLABUS DESIGN FOR FOREIGN LANGUAGE TEACHING. Karl Krahnke. Prentice-Hall, 1987. 105 pp.

This book consists of basic description and discussion of six types of language teaching syllabus - with examples of syllabi taken from textbooks, discussion of the positive and negative aspects and possible applications of each type ~ and a chapter on choosing and integrating syllabi. Quite a number of valid individual points are made under these headings, particularly in the chapters on structural and functional/notional syllabi in the former at least there is some attempt to relate syllabus to learning theory (although one regrets the recurring assumption that teaching a structural syllabus involves mainly passing on of information about the grammar of the language) and in the latter some of his potshots at the British hit the mark ("communicative language teaching. [is] a rather amorphous view. . . that has been referred to as a method but is really a collection of different approaches and procedures clustered around functional/notional content" (p. 29).

The book covers (superficially) an enormous number of issues, but the author's frequent failure to define his terms often leads to mind-boggling vagueness, for example in dealing with situational syllabi which are repeatedly equated with the use of situations as methodology ("One version of situations is role plays. . ."), thus making the discussion largely meaningless in syllabus terms. Again: "Task based learning is

sometimes similar to situational learning, but the content of the situations is provided by the students themselves" (p. 57). Again: "Actually, notional/functionality is a procedure for designing a syllabus or choosing content for a specific syllabus, but it is not a part of the content of the syllabus itself."

It is difficult to recommend this book. It is much more like a list of everything the author has read than a "top-down" look at a confusing and difficult area.

Reviewed by Jeremy Ward, University of
Library and Information Science, Tsukuba

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 Sept. 30.

CLASSROOM TEXT MATERIALS/ GRADED READERS

- *Caswell's "Foundation Skills" series. Caswell, 1988.
 Listening 4. John Green (Student's book).
 Reading 4. Simon Haines (Teacher's book).
 Speaking 4. Jim Brims (Teacher's book).
 Writing 4. Richard Knight (Teacher's book).
- *Greenhalgh *et al.* *The Oxford ARELS Preliminary Handbook*. Arnold, 1988.
- *Kirino *et al.* *Eigo Hatsuo Handobukku*. Kuramoto-sha, 1988.
- *Loneragan. *New Dimensions 2 Testbook* (Student's book, Teacher's book). Macmillan, 1988.
- *Mulloy. *Cassell's Elementary Short Course*. Cassell, 1988.
- *Swan & Walter. *The Cambridge English Course 3* (Split edition, Books 3A, 3B, 3C). Cambridge, 1988.
- Church *et al.* *A New Beginning: An ESL reader*. Prentice Hall/Regents, 1988.
- Clark. *Language Learning Cards* ("Activity Books for Children" series). Oxford, 1988.
- Dalzell & Edgar. *English in Perspective* 1 (Student's book, Teacher's book, Workbook, two Cassettes). Oxford, 1988.
- Karant. *Storylines: Conversation skills through oral histories*. Newbury House, 1988.
- Orion. *Pronouncing American English: Sounds, stress, and intonation*. Newbury House, 1988.
- Schimpff. *Picture Dictionary* ("Open Sesame" series; Main text, Activity book, Japanese-English version). Oxford, 1988.
- "Start with English" Readers. Oxford, 1988.
 Grade 1: Border. *The Kite*.
 Border. *Pat and Her Picture*.
 Grade 3: Border. *The Queen's Handkerchief*.
- †Forrester. *Frontiers: An Intermediate Course in English* (Student's book, Teacher's book). Collins ELT, 1988.
- †Howe. *American English Today!* Books 1-3 (Student's books, Workbooks, Teacher's books, Cassette tapes). Oxford, 1987.
- †Hutchinson. *Project English*, Books 1-3 (Student's books, Workbooks, Teacher's books, Cassettes). Oxford, 1987.

†Rooks. *Paragraph Power: Communicating ideas through paragraphs*. Prentice Hall/Regents, 1988.

TEACHER PREPARATION/ REFERENCE/RESOURCE/OTHER

*Byrne. *Focus on the Classroom: Selected articles*. Modern English Publications, 1988.

*Egawa, ed. 4th Japanese edition of Thompson & Martinet, *A Practical English Grammar*. Oxford, 1988.

*Tejima. *Kodomo Eigo no Kyo to Jitsu*. Kagoshima Gaiko Gakuin, 1988.

Anderson & Lynch. *Listening* ("A Scheme for Teacher Education" series). Oxford, 1988.

Henning. *A Guide to Language Teaching: Development, evaluation, research*. Newbury House, 1987.

Long & Richards, eds. *Methodology in TESOL: A book of readings*. Newbury House, 1987.

Nunan. *Syllabus Design* ("A Scheme for Teacher Education" series). Oxford, 1988.

†Doff. *Teach English: A training course for teachers* (Teacher's book, Trainer's handbook). British Council/Cambridge, 1988.

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

IN THE PIPELINE

The following materials are currently in the process of being reviewed by JALT members for

publication in future issues of *The Language Teacher*:

Bachelor. *Start Writing*.

Barlow. *Working with Computers*.

Boardman & Holden. *English in School*.

Bradford. *Intonation in Context*.

Brieger & Comfort. *Technical Contacts*.

Carrell et al., eds. *Interactive Approaches to L2 Reading*.

Carter & Long. *The Web of Words*.

Celce-Murcia & Hilles. *Techniques and Resources in Teaching Grammar*.

Chan. *Phrase by Phrase*.

Chaudron. *Second Language Classrooms*.

Clark. *Curriculum Renewal in School FL Learning*.

Crystal. *The Cambridge Encyclopedia of Language*.

Collie & Slater. *Literature in the Language Classroom*.

Dunn & Gruber. *Listening, Intermediate*.

Fries, P.H., ed. *Toward an Understanding of Language*.

Gregg & Russell. *Past, Present, and Future*.

Grosse & Grosse. *Case Studies in International Business*.

Hino. *トーフの650点: 英の英語集*.

Ingram & King. *From Writing to Composing*.

Jones & Kimbrough. *Great Ideas*.

Levine et al. *The Culture Puzzle*.

Live. *Yesterday and Today in the USA*.

Marton. *Methods in English Language Teaching*.

Molinsky & Bliss. *Expressways*.

Mugglestone et al. *English in Sight*.

Newby. *The Structure of English*.

Nolasco. *Listening, Elementary*.

Pattison. *Developing Communication Skills*.

Peaty. *AllTalk*.

Pickett. *The Pizza Tastes Great*.

Prabhu. *Second Language Pedagogy*.

Reid. *The Process of Composition*, 2nd ed.

Rooks. *Share Your Paragraph*.

Rutherford & Sharwood-Smith. *Grammar and L2 Teaching*.

Samovar & Porter. *Intercultural Communication*.

Sanabria. *A Picture's Worth 1000 Words*.

Shortreed & Kelly. *Significant Scribbles*.

Yalden. *Principles of Course Design for Language Teaching*.

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THE CARSAT CRISIS

The Carsat Crisis is a 13-part film drama which teaches the English of science and technology at upper-intermediate level and above. The aim of the course is to help scientists, engineers and students of technical subjects to operate more effectively in English within their own specialist fields.

The video, shot on location in England and Germany, tells the story of a crisis in space. It features characters of different nationalities using English as a medium for professional and social communication. A wide range of settings, from formal conferences to relaxed domestic scenes, provides opportunities for the study of language and behaviour under differing circumstances.

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THE LOST SECRET

The Lost Secret is a book and video course intended for users whom its authors, Robert O'Neill and Martin Shovel, describe as 'false' or 'daring' adult beginners.

The video consists of an adventure story in 11 parts about a British archaeologist, Dr. Ross Orwell, who is an expert on an extinct South American civilisation, the Mepatecs.

With its strong, intriguing story, the video makes use of learners' interest in the unfolding narrative as a means of helping them understand.

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Chapter Presentation Reports

Reports written in English on chapter presentations should be sent to co-editor Ann Chenoweth Yamato Heights 2-102, 7-17-16 Yanaka, Taito-ku, Tokyo 110. Those written in Japanese should be sent to the Japanese Language editor (address on p. 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-jī genko yoshi in Japanese. English must be typed doublespaced on A4-size paper. Longer reports can be considered only upon prior consultation with the editors. Please refer to guidelines in the January issue of this volume.

HAMAMATSU

CLASSROOM ACTIVITIES AND IDEAS FOR YOUNG LEARNERS TO ADULTS

By Keiko Abe

We had fun during Keiko Abe's lively presentation while learning many useful techniques for the classroom. Although these activities were designed for young people, many of them would be appropriate for students of any age, judging from the enthusiasm shown by the participants at this workshop.

We started out with several communication activities in which we gathered and shared information with each other. These activities encourage students to speak in loud voices and incorporate some physical movements into their responses. One activity, "green eggs and ham," had us listening for certain phrases in order to make appropriate gestures. This activity really got us moving, especially since we had decided ourselves what gestures we would make.

The speaking activities provided opportunities that would enable even lower level students to enjoy speaking. A valuable aspect of several activities was the focus on student correction of the teacher, a sure-fire way to engage students' interest.

This exciting presentation gave us all many ideas to work with. The strength of Abe's activities, in addition to being fun, is that so many of them incorporate the use of multiple types of input and output. An example would be listening to a song and reading the lyrics, then standing up or moving about upon recognition of certain words or phrases. The more channels teachers and students use, the more likely the lesson will be remembered. I am sure these activities would appeal to many students and enrich any teacher's repertoire of classroom activities.

Reported by Karin Bradberry

CHIBA

THE KANDA UNIVERSITY EXPERIMENT

By Francis Johnson

Dr. Francis Johnson's assertion at the June meeting in Chiba that "most English teaching coursebooks available in Japan are written initially for the second language market and not for Japan" may not sit well with teachers content that they have at long last found an appropriate textbook for their classes. During the course of the presentation, this concern the need to distinguish between ESL and EFL approaches - served as a theme to emphasise the dearth of materials written especially for the Japanese market.

Following a word about the curriculum at Kanda University and how it was structured in an attempt to overcome some of the cultural and educational "biases" of students' previous schooling, Johnson went on to consider the goals and concepts of the proficiency course offered at the university. Emphasised strongly was the course's aim not simply of a general improvement in English ability, but rather of producing "second language proficient" students - those for whom native speakers would not feel obliged to adapt their speech.

Current and future textbook design was taken up in conclusion, during which time Johnson restated his belief that to be effective, a course must integrate all skills to make learning more efficient and also provide students with concepts to discuss. The ultimate responsibility, however, rests with the teacher who must choose from available materials those which closely fit the needs of Japanese students as "foreign" not second language learners.

Reported by Bill Casey

HIROSHIMA

DE-MYSTIFYING JAPANESE PATTERNS OF COMMUNICATION

By Yoshiki Sakon

At the June meeting, Prof. Yoshiki Sakon of Fukuyama University analyzed basic characteristics of Japanese communicative behavior from the perspective of promoting intercultural communication. He observed that it is important that foreign English teachers understand the Japanese students' educational background in their native language if they are to teach their language effectively to Japanese students. Can teachers assume students possess language skills in a foreign language which they do not have in their native language?

Sakon conducted a survey in American colleges asking American and Japanese students about their experience in paragraph writing, library research, and argumentation. The results

showed that little attempt is made in Japan to teach these language skills which are considered essential in American education.

He also questioned the validity of labeling Japanese as being more non-verbal than Westerners. We need to define in what categories Japanese are more non-verbal because research results to date have not been consistent on this point. He identified some misleading factors within the literature on nonverbal communication in Japan and indicated possible sources of misunderstanding on the part of those who read it.

The presentation ended with several entertaining examples of how Japanese use "intentionality" (showing one's intentions). The moral of a Japanese folk tale he told was "be unintentional so that people can't read your mind." Sakon demonstrated that despite the numerous publications "explaining" the "mysterious" Japanese patterns of communication, there is still a need for thought-provoking and refreshingly "straight to the point" presentations like his.

GRAMMAR:

A REVIEW OF STUDENT ATTITUDES

By Diana Allen

English teachers in Japan are all too aware of the high value placed on teaching grammar, especially through the translation method. However, is this the only method for teaching gram-

mar? At the July meeting, Diana Allen of Hiroshima University gave a presentation which considered questions as what role grammar plays in learning a foreign language, how students feel about grammar, and other possible approaches to teaching grammar.

She began by reporting on various studies by researchers such as Krashen, Sharwood-Smith, and Rutherford on whether conscious learning of formal properties of a language (i.e. grammar) helps in mastering a language. Research studies have not produced firm conclusions.

Most teachers feel that studying grammar is helpful. The results of a questionnaire given to EFL students seemed to confirm that students, too, feel that grammar is important. In addition, a significant number of respondents like studying grammar and think a considerable amount of classroom time should be spent on grammar study. How do students like to be taught grammar? Learning rules subconsciously from speaking and reading English is one of the preferred methods. The most disliked method is reading rules in a book and memorizing them.

In the final part of her presentation, Allen offered us "grammar awareness" activities which encourage students to use general principles within a given context. By the end of the afternoon, we felt that maybe grammar study does not have to be synonymous with boring and useless.

Reported by Ian Nakamura

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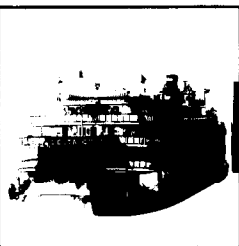
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KANAZAWA**VARIETY IN LANGUAGE TEACHING**By **Gart T. Westerhout**

For the June meeting, Gart Westerhout, a teacher on the J.E.T. program, gave a workshop in which he stressed the need for integration of the four language areas through varied activities.

Westerhout's first point concerned the need for setting clear goals - if the teachers are unsure of the aims of a lesson, then students, too, will be confused. Participants then brainstormed what specific interests in language learning their students have, and a discussion ensued as to how to meet those interests. Westerhout pointed out the importance of praise as a motivating factor, and that encouraging students to speak out must begin with simple, confidence-building exercises.

In the workshop part of the presentation, participants tried their skill at improvised dialogues, wrote descriptive questions about pictures, and joined a contest to match both halves of well-known proverbs, Westerhout touched on pair work, writing, reading, and listening activities: the thread that linked the activities together was that teachers should never under-emphasize the value of language production in the classroom. Only if students are provided with the opportunity to apply what they learn in creative and varied ways will they approach the goals of language study: understanding and communication.

Reported by **John Dougill****KOBE****DEWEY OR DON'T WE?**By **Kevin Monahan**

Kevin Monahan, one of the original founders of JALT-Kobe and presently teaching at Kanazawa Joshi Daigaku, introduced some ideas on how to make large classes meaningful at the June meeting. Wanting to channel his students' ebullience, he agrees with Dewey that education as a process should focus on learning and not on teaching. After all, students learn what they need and not necessarily what is brought to them in the classroom. So, Monahan keeps his materials in the interests of his students, and encourages them, through the materials, to discuss the most fascinating subject in their lives (as in anyone's), **themselves**: thus enjoying a "psychic massage."

Those present participated in Monahan's "laundry list" of activities and experienced firsthand the uniformity of his method. His warm-ups, involving physical movement, break up the cliques that inevitably form in any large group and hinder group communication and rapport. A variety of competitive games stimulated active listening. Answering "Have You Ever" questions induced students to converse as they tried to

persuade listeners that the most outrageous claims were true. And while playing a delightful and popular kawaiso game, participants consoled the loser with sympathy toothpicks as they expressed surprise or empathy.

Monahan's inventive techniques not only nurture imaginative conversation, but also foster a humanistic and entertaining classroom atmosphere. All present expressed hope that he would present his ideas at the Kobe conference in October.

Reported by **Jane Helker**
Kim Ran Tenki Daigaku**NARA****STIR WELL BEFORE MIXING**By **Judy Gernant**

Judy Gernant gave an excellent hands-on presentation in Nara at the July meeting. She led the group through one of her typical classes that was full of fun and stimulating material.

Gernant has a smorgasbord approach to language teaching and this provided the group with a wealth of new ideas. She used TPR, Suggestopedia and many other popular teaching techniques during her presentation. Her approach gave her a lot of freedom in choosing materials that would be helpful in her situation. It also allowed her to choose the material she was comfortable with.

The presentation gave everyone a chance to work through her materials and find out how they would be useful in their own situations.

Gernant was quick to point out that many of the ideas were not hers originally, but she had gathered them during her years as a teacher and from various language conferences. She shared some excellent materials with the group and others contributed their ideas also.

This kind of presentation was very helpful because all involved could come away with some useful material.

Reported by **John P. Williams****TOYOHASHI****ACTIVE READING**By **Kenji Kitao**

At the June meeting of the Toyohashi chapter, Kenji Kitao of Doshisha University spoke on teaching reading skills. He feels that it is a complete fallacy that Japanese students' reading skills are relatively competent. It is a fallacy in that students may initially appear to read well, but cannot actually deal with such essential skills as relating parts of a whole passage, reading at a good speed, or understanding the essential meaning of what they are reading. Additionally,

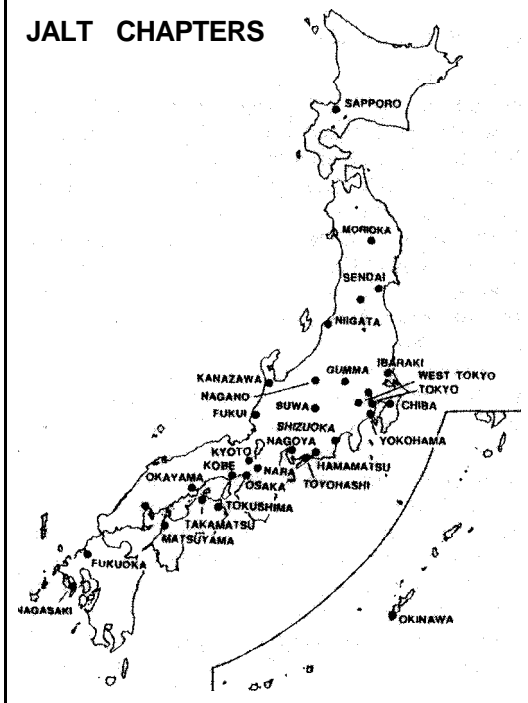
the students' true reading skills may be poor even in Japanese.

He went on to explain his four main teaching objectives and related research. These objectives are: to give students information about the American way of life and culture, to interest students in reading English, to improve reading speeds, and most importantly, to expose them to a variety of literary forms. He indicated that his research has shown that these objectives are intertwined. For example, when reading speed is faster, it facilitates a more total understanding.

Reading ability is closely related to the nature of the material. Kitao showed some that he has developed, partially to overcome the disadvantages of much existing material. He also focused on possible types of related exercises and emphasized the positiveness of production-oriented ones. As a means of greater exposure, he outlined his project to provide an ambitious selection of graded readers in a corner of his university's library. Finally, he stressed the importance of keeping reading lessons self-contained to allow for absence, and of always being pragmatic concerning what actually works.

**Reported by Anthony Robins
Toyohashi University of Technology**

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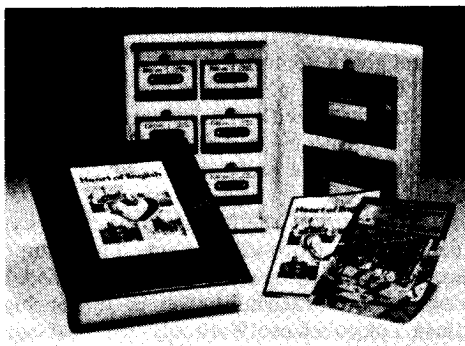
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The Summer Seminar will feature two days of presentations by authorities in the field of language teaching at the junior high and high school levels, focusing on team teaching and on techniques for teaching your learners. **All** presentations will be in English.

Speakers

Yoshio Ogawa, president of Kanda Institute and past president of the Tokyo University of Foreign Studies, will open the seminar with a welcoming address.

Don Maybin, program supervisor for the Language Institute of Japan in Odawara, will focus on team-teaching methods based on an ongoing project in Odawara.

Ruth Venning, a former Mombusho English Fellow and currently program co-ordinator for CLAIR, will discuss team teaching in Japanese schools and give a demonstration.

Kevin Bergman, a veteran secondary-school teacher currently with Tokushima Prefectural Board of Education, will talk about different activities that can be based on approved secondary school texts.

Peter Sturman, of the British Council, Tokyo, will discuss the Koto-ku Project. The Council developed and taught with materials aimed at teaching communicative English in junior high schools in Tokyo's Koto Ward.

Dale Griffie, author and co-author of several English language texts, will focus on the use of music and songs in language teaching.

Munetsugu Uruno is vice principal of Ibaraki Junior/Senior High School in Mito and a JALT-Ibaraki chapter officer.

Schedule

Saturday, Sept. 3

- 12:00 Registration begins
1:15 Welcoming address: Yoshio Ogawa
1:30- 3:30 Don Maybin: **Exploring the Promise of Team Teaching**
4:00- 6:00 Ruth Venning: **Team Teaching in Japanese Public Schools**
6:00 Dinner: Seminar participants may sign up for an informal dinner near the seminar site with the speakers.

Sunday, Sept. 4

- 8 :00 Registration begins
9:00-10:30 Kevin Bergman: **Ways of Using Approved Textbooks**
10:45-12:15 Peter Sturman: **British Council Communicative Program for Junior High Schools**
12:15- 1:30 Lunch and Book Displays

1:30- 3:00 Dale Griffie: **Songs and Music in Language Teaching**

3:30- 5:00 Munetsugu Uruno *et al.*: Panel on Team Teaching - **Problems Faced by Native-Speaker Instructors and Japanese Teachers: Some Solutions**

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Getting to the Site

Take the Sobu Line to JR Makuhari Station (43 minutes from Tokyo's Ochamomizu Station). Kanda Gaigo is five minutes by taxi or about 20 minutes on foot. **Or** take the Keio Line to Keihin Makuhari Station (12 minutes from Nishi Funabashi Station). Volunteers will be at each station to direct participants to the site.

For information about the seminar and accommodations near the site, call or write: Yumi Nakamura, JALT Central Office, c/o Kyoto English Center, Sumitomo Seimei Bldg., Shijo-Karasuma Nishi-iru, Shimogyo-ku, Kyoto 600; tel. 075-221-2376; or phone: Kanda University, 0472-73-1233; Michael Sorey, 03-444-8474 (H), 03-270-4711 (W); Tadaaki Kato, 0473-71-4053 (H).

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**中学校・高等学校英語教師のための
1988年 JALT サマーセミナー
(JALT Summer Seminar)**

1988年度 JALT サマーセミナーが、9月3日(土)4日(日)の2日間にわたって千葉県幕張の神田外語大学にて開催されます。今年のセミナーのテーマはチームティーチングです。今回のセミナーの特色は、チームティーチング及び中学・高校教育の分野での権威である方々による6つの発表とワークショップです。発表はすべて英語で行われます。また、出版社による教材の展示もあります

プログラム

9月3日(土)

12:00 受付開始

1:15 開会挨拶: 神田外語大学 小川 芳男学長

1:30~3:30 ドン・メイビン氏:「チームティーチングの将来を探る」

ドン・メイビン氏は小田原にある Language Institute of Japan のプログラムディレクターです。氏はイギリス・エセックス大学の応用言語学修士で、小田原における最近のチームティーチングプロジェクトでの経験から、チームティーチングを行う際の問題点とその解決方法について分析します。

3:30~4:00 休憩・教材展示

4:00~6:00 ルース・ベニング氏:「日本の公立学校におけるチームティーチング」

ベニング氏は千葉市において4年間文部省英語評議員を務め、現在は、JET プログラムの運営機関である国際関係地方当局会議 (CLAIR) のプログラムコーディネーターとして活躍しています。

全国の公立学校の英語教師として日本政府により招聘されるネイティブスピーカーの数は次第に増えて来ており、チームティーチングを効果的に活用するためには、チームティーチングに対する日本人英語教師、及びネイティブスピーカーの双方のより深い理解が重要です。ベニング氏は発表の中で共同教案、教室内技法、評価などの実用的な側面と共に、チームティーチングの目的を取り上げていきます。簡単なデモンストレーションも行われますので聴衆の方々もご参加下さい。

6:00 夕食

講演者や参加者の方々とお話しされたい方のためには、土曜のプログラムの後にセミナー会場近くのレストランで夕食会が予定されています。参加ご希望の方はセミナーでお申し込み下さい。

9月4日(日)

8:00 受付開始

8:00~9:00 モーニングコーヒー

9:00~10:30 ケビン・バークマン氏:「検定教科書の様々な使用方法」

バークマン氏はベテランの中学校教員で、徳島県教育委員会に勤務しています。氏は今までにも、高等学校教員に対する数多くのオリエンテーションや発表がありますが、今回は高校の教科書を使って出来る様々な授業内容について発表します。

10:45~12:15 ビーター・スターマン氏:「ブリティッシュ・カウンシル中学校用コミュニケーションプログラム」

東京・ブリティッシュカウンシルのスターマン氏は、台東区プロジェクトについて説明します。同カウンシルが東京都台東区立中学校における英語教育の補助を委託されたこのプロジェクトのために、中学校で通じる英語を教えるためのプログラム、コミュニケーションプログラムができ、中学校の教科書に準拠して教材が開発され、それを使用してブリティッシュ・カウンシルの教師が授業を行いました。

12:15~1:30 昼食・教材展示

1:30~3:00 デイル・グリフィ氏:「ESL 授業のための歌や音楽」

デイル・グリフィ氏はSITのTESOL修士課程に在籍しています。氏は論文の中で歌や音楽を使った授業の長所と短所について言及していますが、今回の発表では8~10曲の歌を使って、実際にデモンストレーションを行い、その技法について説明します。

3:00~3:30 休憩

3:30~5:00 「チームティーチングに関する公開討論会」 宇留野宗嗣氏司会

「外国人講師と日本人教師の直面する問題点—いくつかの解決方法」と題した討論会が開かれます。司会は、茨城県水戸にある茨城高等学校の副校長で、専門会議のベテラン講演者である宇留野氏が行います。

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会場への行き方

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(東京・お茶の水駅より43分)。神田外語大学は駅からタクシーで5分、徒歩で20分です。又、京葉線をご利用の場合は、京浜幕張駅で下車して下さい (西船橋より12分)。どちらとも駅には係の者がセミナー会場のご案内に出ています。

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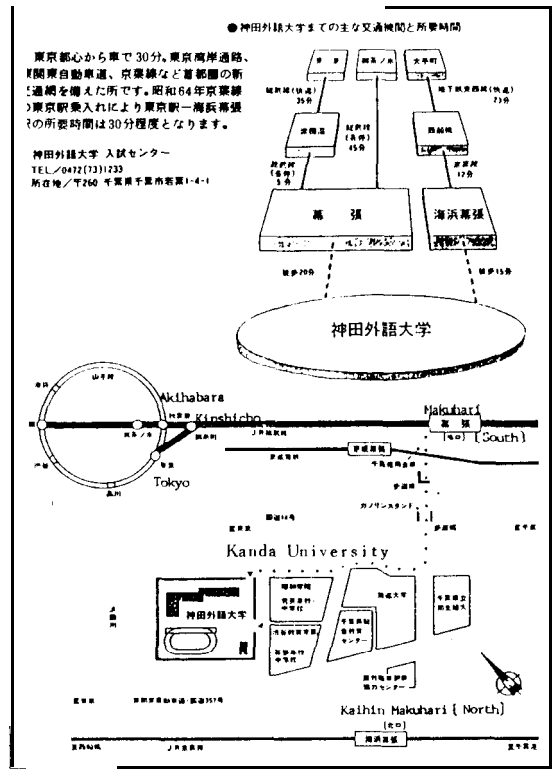
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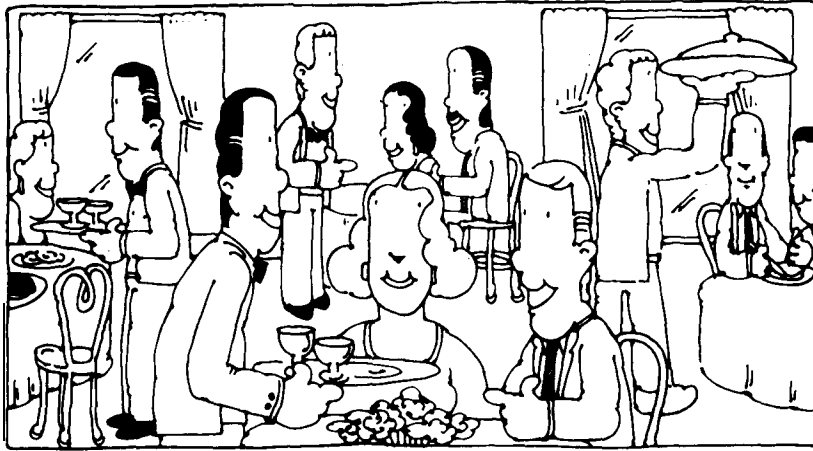
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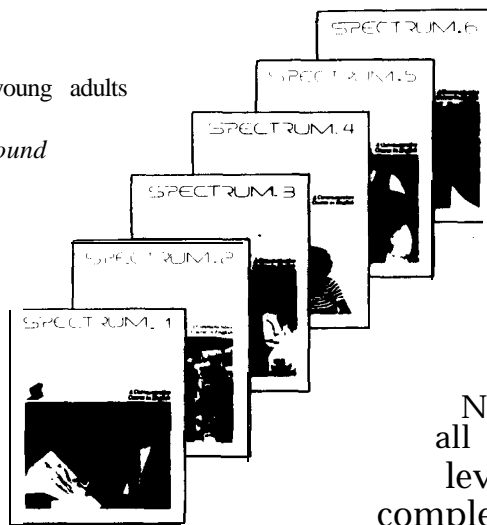
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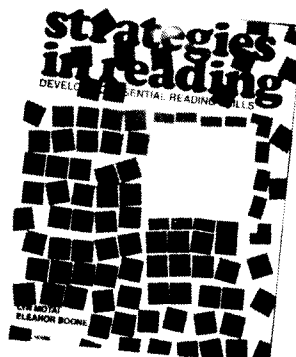
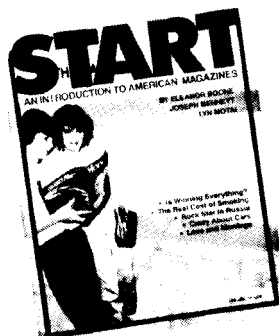
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Bulletin Board

Please send all announcements for this column to Jack Yohay (address, p. 3). The announcements should follow the style and format of the LT and be received by the first of the month preceding publication.

JALT '88

ATTENTION: CONFERENCE PARTICIPANTS

Any conference participant who would like to write up a report on a presentation for publication in *The Language Teacher* should contact the editors (address, p. 3) and/or sign up at the Publications Desk in the registration area of the conference. *The Language Teacher* depends on you to provide readers with well-written reports on presentations of special interest to our readers.

ATTENTION: PRE-CONFERENCE WORKSHOP PARTICIPANTS

Anyone planning to attend a pre-conference workshop on Friday, Oct. 7, and interested in writing a report on it for publication in *The Language Teacher* should contact the editors (address, p. 3) and/or sign up at the Publications Desk in the registration area of the conference. These workshops are a new feature at this conference, and *The Language Teacher* would very much appreciate reports.

ATTENTION : PUBLISHERS

In order to encourage more language teachers to become authors, there will be a colloquium on publishing at JALT '88. If you are interested in supplying participants with submission guidelines for publication with your company, please send a sample of those guidelines to: Eloise Pearson, Moderator, Sugacho 8 banchi, Shinjuku-ku, Tokyo 160; tel. 03-351-8013, fax 03-351-4596. Please include contact address and phone. Publishers will be responsible for supplying a sufficient number of copies at the colloquium. Deadline for receipt of sample guidelines is Sept. 20.

SPECIAL ANNOUNCEMENT New Ph.D. Program in Second Language Acquisition

The University of Hawaii is pleased to announce the establishment of a Ph.D. program in Second Language Acquisition. Candidates for the doctoral degree will concentrate in one of four areas: pedagogy, use, acquisition, or analysis. The program, which is scheduled to begin Fall 1989, is administratively attached to the Department of English as a Second Language. For information write to: Dr. Richard Schmidt, Chair, Program in Second Language Acquisition, Dept. of ESL, University of Hawaii, 1890 East-West Road, Honolulu, Hawaii 96822, U.S.A.

23rd ANNUAL TESOL CONVENTION San Antonio, Texas, March 6-11, 1989 CALL FOR VIDEO THEATER PROPOSALS

The 1989 TESOL (Teachers of English to Speakers of Other Languages) Convention will include a one-day video theater. Each presenter will be allowed a 45-minute time slot. The due date for submission is Oct. 1. For proposal forms, please contact: Susan Stempleski, Chair, TESOL Video Group, Hunter College IELI, 1025 East Building, 695 Park Avenue, New York, NY 10021, U.S.A.; tel. 212-772-4290.

TEMPLE UNIVERSITY JAPAN Distinguished Lecturer Series

Sept. 17-18 (Tokyo), 24-25 (Osaka): *Explorations in Language, Mind, and Culture*, Kenji Hakuta, Univ. of California at Santa Cruz

Oct. 15-16 (T), 22-23 (O): *The Testing of Communicative Competence*, John Oller, Univ. of New Mexico

Nov. 19-20 (T), 26-27 (O): *Shaping a Communicative ESL/EFL Curriculum*, Sandra Savignon, Univ. of Illinois

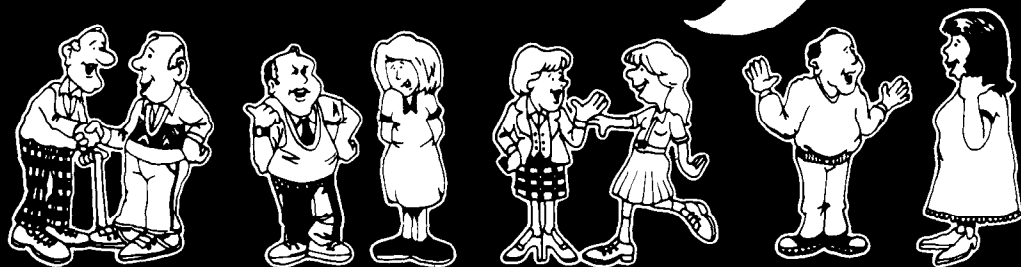
All workshops Sat., 2-9 p.m., Sun., 20 a.m.-5 p.m. Information: Temple University Japan, 1-16-7 Kami-Ochiai, Shinjuku-ku Tokyo 161 (site of the Tokyo sessions), 03-367-4141; or Kyowa Nakanoshima Bldg. 2F, 1-7-4 Nishi-

(cont'd on page 59)

2nd INTERNATIONAL LANGUAGE TESTING CONFERENCE Tsukuba, March 30-31, 1989 - Call for Papers

Dr. Lyle Bachman of the University of Illinois has accepted an invitation to be one of the guest speakers. Papers are being solicited for this JALT-sponsored gathering from the general membership as well as other interested people on topics related to language testing. Send a brief abstract (50-100 words in English or 200-400 characters in Japanese) plus a short biographical statement to arrive by Oct. 1. Applicants will be notified of the status of their proposals by Nov. 1. The complete schedule of events will be published in the February 1989 issue of *The Language Teacher*. Send proposals to: International Language Testing Conference, c/o H. Asano, Foreign Language Center, The University of Tsukuba, Tsukuba-shi, Ibaraki-ken 305. For further information, contact: H. Asano (0298-51-0485) or V. LoCastro (0298-53-2429 or 52-1848).

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(cont'd from page 57)

Temma, Kita-ku, Osaka 530 (site of the Osaka sessions), 06-361-6667.

JALT members and others unable to enroll formally may attend the Saturday 2-5 p.m. portion of the course at special low fees.

M.Ed. in TESOL Courses September 8-December 23, 1988

Tokyo (6-9 p.m.; 3 credits each) ,

Mon.: **The Sound System of American English**, Kenneth Schaefer. Tues.: **TESOL Methods and Materials, Part I**, Charlene Sato. Wed.: **Research Design in TESOL**, Michael Long (limited to Ed.D. students). Thur.: **New Grammars**, Kenneth Schaefer. Fri.: **Preparing and Using Classroom Materials for Teaching Listening and Speaking Skills**, Michael Long. By arrangement: **ESL/EFL Practicum**, Susan Johnston.

Osaka (6: 15-9: 15 p.m.; 3 credits each)

Wed.: **Preparing and Using Classroom Materials for Teaching Listening and Speaking Skills**. Michael Rost. Thur.: **TESOL Methods and Materials, Part 1**, Charlene Sato. Fri.: **The Sound System of American English**, Charlene Sato.

PUBLISH

Anyone wishing to publish material, especially in the use of the language lab, software, hardware and computers and in the area of language learning, please send them to: Professor O'Donohue, Hiroshima Bunkyo Women's College, Kabe Higashi, Asa Kita-ku, Hiroshima 731-02. Your material should be in accordance with the APA style, which will be modified when necessary by the journal.

Professor O'Donohue is the International Editor, Asia Division, for the International Journal of Educational Techniques and Technologies, the publication of the International Association for Learning Laboratories.



Submission to the Special Issues of *The Language Teacher*

Articles concerned with the topic of a Special Issue may be submitted either to the Editors or to the guest editor for that particular issue. It is recommended that one or the other be consulted beforehand, to avoid content overlap, and that plans be made to submit the article approximately two months before the issue date.

For further information, please contact the Editors.

Meetings

Please send all announcements for this column to Jack Yohay (address, p. 3). The announcements should follow the style and format of the LT and be received by the first of the month preceding publication.

FUKUI

Topic: The Use of Technical Aids in Teaching English
Speaker: Motofumi Aramaki
Date: Sunday, September 18th
Time: 2-4 p.m.
Place: Fukui Culture Center (Housou Kaikan, SF)
Fee: Members, free; non-members, ¥500
Info: John Service, 0776-22-3113

Motofumi Aramaki is coordinator of the Sony Language Laboratory in Tokyo. He is a specialist in audio-visual and CAI (computer-assisted instruction) teaching methods and is involved in in-company training, teacher training and materials development.

FUKUOKA

4th Annual Golden Seminar

Topics: (1) Motivating Students and Tired Teachers; (2) Classroom Techniques for Developing Oral and Aural Skills; (3) Exploring the Promise of Team Teaching
Speaker: Don Maybin
Dates: Saturday, September 24th, and Sunday, September 25th (overnight)
Time: 3 p.m. Saturday-3:30 p.m. Sunday
Place: Ohori-so, Chuo-ku Ohori 2-12-25
Fee: Members, ¥10,000; non-members, ¥13,000

Application Deadline: September 14th

Info: JALT Fukuoka, 092-761-3811

Fred Anderson, 092-731-0149

This two-day "Golden Seminar" will feature three lively presentations and workshops by Don Maybin, in which numerous practical classroom techniques will be demonstrated, and the promise of team teaching explored. Participants will have opportunities to interact with one another and to discuss their common teaching problems.

Don Maybin, program supervisor at the Language Institute of Japan, has an M.A. in applied linguistics. A featured speaker at JALT '85, he has presented in various countries.

HAMAMATSU

Topics: Overcoming Those Opening-Day Jitters
Speakers: John Bowen, Jim Gordon
Date: Sunday, September 18th
Time: 1-4 p.m.

Place: Seibu Kominkan, 1-21-1 Hirosawa
 Fee: Members, free; non-members, ¥500
 Info: Brendan Lyons, 0534-54-4649
 Karin Bradberry, 0534-56-7068

John Bowen, who has been teaching business classes in the Hamamatsu area for the past six years, will engage participants in some activities that have proven successful in getting adult learners to put aside their inhibitions during that first day of class and encouraging them to talk freely about themselves.

Jim Gordon teaches at Four Seasons Language School, where he uses songs to teach various aspects of language and culture. He will ask those present to work with one song during three sample class session, and later demonstrate various techniques.

KANAZAWA

Topic: Method and Theory in ESL
 Speaker: John Dennis
 Date: Sunday, September 18th
 Time: 10:30 a.m.- 1:30 p.m.
 Place: Ishikawa Shakai Kyoiku Center
 Fee: Members, free; non-members, ¥500
 Info: Mikiko Oshigami, 0764-29-5890
 Kevin Monahan, 0762-23-8516

The presenter will explore the hypothesis that ESL is more properly a methodological than a theoretical discipline. He will outline a basic contrast between theoretical and non-theoretical ESL, and try to show how a number of popular approaches to teaching can be categorized accordingly. The presenter will then look at the impact of this distinction on ESL, training, materials, research and its effect on the people involved. This is an academic presentation rather than a display of classroom activities. Critical comments (positive and negative) and suggestions will be encouraged.

John Dennis teaches at Hokkoriku University. He has taught at ICU and in China, Taiwan and Korea.

KYOTO

Topic: Informal Sharing of Ideas and Materials
 Speakers: Everyone who attends!
 Date: Saturday, September 10th
 Time: 5-8 p.m.
 Place: Kyoto YMCA, Sanjo Yanaginobamba (on Sanjo-dori between Karasuma and Kawaramachi); 075-231-4388
 Fee: Free
 Info: Greg Peterson, 0775-53-8614

The purpose of this meeting is to share ideas and materials in an informal atmosphere. Please bring any materials you find useful, any ideas you have about teaching, or any questions you have. A likewise informal gathering at a nearby restaurant will follow.

MATSUYAMA

Topic: Song and Music Activities
 Speaker: Dale T. Griffiee
 Date: Sunday, September 18th
 Time: 2-4:30 p.m.
 Place: Shinonome High School Memorial Hall
 Fee: Members, free; non-members, ¥1,000
 Info: Kazuyo Kuwahara, 0899-45-1218
 Yumi Horiuchi, 0899-31-8686

Beginning with a song, 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.

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

MORIOKA

Topic: The Advantages and Disadvantages of Teaching Grammar
 Speaker: David Hough
 Date: Sunday, September 11 th
 Time: 1-4 p.m.
 Place: Morioka Chuo Kominkan, 2F
 Fee: Members, free; non-members, ¥1,000
 Info: Robin Sue Alexander, 0196-53-3279
 Natsumi Onaka, 0196-54-5410

OUR 1st ANNIVERSARY! DAVID HOUGH!

Come and celebrate at a presentation primarily intended for the middle school and high school English teacher in Japan, or for those interested in the history of grammar-translation. Mr. Hough will give an overview of some problems related to teaching EFL in Japan, and then focus on grammar, both as an analysis of language and as a method of teaching. He attempts to identify what most Japanese teachers really mean when they use the term "grammar," and how this compares to other grammars and meanings of grammar. He then looks at grammar and foreign-language teaching methods and shows the relationship of the Grammar-Translation Method as it developed in Japan to similar developments worldwide during the same historical time frame.

David Hough is a linguist, textbook writer, EFL/ESP program consultant, and teacher trainer who is currently serving as a JALT executive officer.

JALT RESEARCH GRANTS

JALT annually offers small grants for research or the development of experimental materials. Contact the JALT Office for specifics.

NAGASAKI

Topics: 1) Creating the Active Learner
2) Motivating Students and Tired Teachers

Speaker: Don Maybin

Date: Sunday, September 18th

Time: 1:30-5 p.m.

Place: Nagasaki Junior College of Foreign Studies (Gaigo Tandai, a five-minute walk from Sumiyoshi street-car stop. Parking available.)

Fee: Members/students, ¥500; non-member, ¥1,000

Info: Yoko Morimoto, 0958-22-4107 (work)

1) Mr. Maybin will demonstrate how to help adult students interact with confidence through student-controlled learning strategies developed in the EFL/ESL classroom. The presentation will be both lively and practical, and will include a step-by-step guide to basic techniques for student manipulation of conversation. There will also be some discussion of identification and development of various other communication strategy models.

2) He will show how pressure in the form of team points, time limits, etc. can be used in an EFL/ESL class to stimulate and encourage students (and teachers!) of all ages. The audience is expected to participate in this lively and practical demonstration.

Don Maybin is described in FUKUOKA above.

NAGOYA

Topic: Developing Cultural Awareness

Speaker: Jim D. Batten

Date: Sunday, September 25th

Time: 1:30-5 p.m.

Place: Nagoya University, Bungakubu

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

Info: Tetsu Suzuki, 0566-22-5381
Helen Saito, 052-936-6493

Jim Batten's presentation will be based on work he has done while teaching a course entitled "Intercultural Communication and America," composed of 20 Japanese students and two American exchange students along with occasional short-term visiting students from America. He will discuss activities he has used to increase cultural awareness and share with us his bibliography and schedule. He will also point out various adjustments he has had to make during the course.

Mr. Batten is now completing his doctorate in intercultural communication and TEFL at Columbia Pacific University. He has been teaching English at Ibaraki Christian Schools for over 13 years, and is currently assistant professor at Ibaraki Christian College.

OKAYAMA

Topic: Vocabulary Building Activities

Speaker: Steven Maginn

Date: Saturday, September 10th

(con'd on page 63)

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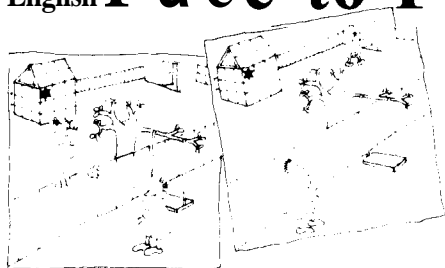
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By Elaine Kirn

For beginners, this supplementary text has 14 separate units. Each focuses on giving the student practical vocabulary by providing a variety of entertaining activities, puzzles and illustrations. The units are graded and the vocabulary co-ordinates well with the order in which students acquire structures. An answer key is provided in the student's book.

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By Stempleski, Rice, and Falsetti

A beginning/low intermediate text which can be used as a core text in a conversation course or with another book for grammar conversation courses,

for one or two semesters. Flexibly organized, the fifteen units are self-contained and can be used in any order. The task-oriented, information-sharing activities for pairs and small groups which accompany every unit are based on everyday themes such as "Getting From Here to There," or "Food and Drink." Each unit contains about two hours of classroom activities, including interviews, cultural problems for discussion, map activities and puzzles.

Students' Book ¥1,690

Communicating in the Culture

By Raymond C. Clark

A Basic Communicative Skills Text for adults of all ages. The central character is Max, and the supporting cast is a North American family, the Grays, and their friends. Max gets to know them on his arrival in the U.S., and through them encounters many aspects of American life. He then travels around the country and experiences the surprises, problems, and pleasures of a traveler in a foreign culture. Working through the sequenced, captionless pictures together, the teacher and students easily become partners in the exciting process of exploring the language and culture of the U.S.

Students' Book : One, Two ¥1,800 each Instructor's Manual (includes 1 & 2) ¥3,750



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(cont'd from page 61)

Time: 2:40-4:30 p.m.
 Place: Shujitsu H.S., 14-23 Yumino-cho
 Fee: Members, free; non-members, ¥500
 Info: Fukiko Numoto, 0862-53-6648

OSAKA**(1)**

Topic: Creating Supplementary Material
 Speakers: Guy Layne, Ann Sciortino, Denise Vaughn and Brad Visgatis
 Date: Sunday, September 18th
 Time: 1-4:30 p.m.
 Place: Umeda Gakuen
 Fee: Members, free; non-members, ¥1,000
 Info: Tamara Swenson, 06-351-8843

Creating, using and organizing student-generated supplementary materials will be the focus of this presentation. The presenters will demonstrate generating materials for junior/senior high school, college and company classes. The presenters are M.Ed. candidates or recent graduates of Temple University.

(2)

Topic: Explorations in Language, Mind, and Culture
 Speaker: Kenji Hakuta
 Date: Saturday, September 24th
 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

OSAKA SIG**Teaching English to Children**

Topic: Sesame Street Books 1 and 2 Workshop
 Speakers: Various
 Date: Sunday, September 18th
 Time: 1-3 p.m.
 Place: Umeda Gakuen
 Fee: Free
 Info: Pat Bea, 0745-78-0391

This workshop will focus on how to use the *Open Sesame* series books 1 and 2 more effectively. It is also a workshop to introduce the books to those who want a good teaching text for children. The workshop will consist of three or four lectures on various topics such as using the audio tapes, games, and possibly a lecture on using the Sesame Street TV series seen on NHK. There will also be a discussion panel for those who wish to talk about their own triumphs and problems using these books.

SAPPORO

Please call Ken Hartmann (011-584-4854) or Machiko Horiuchi (011-582-6754) for the September meeting.

SENDAI

Topic: Pair Work and Group Work
 Speaker: Steven Maginn
 Date: Sunday, September 18th
 Time: 1-4 p.m.
 Place: New Day School
 Fee: Members, free; non-members, ¥1,000
 Info: Alan Gordon, 022-293-1431

The aim of this presentation is to introduce teachers (both Japanese high school teachers and less experienced native teachers) to pair work and group work and to show how pair and group work can be organised effectively and how to deal with initial problems that may arise. Pair and group work will be seen as suitable for various classroom activities, e.g. pattern practice, reading a text and answering questions, short writing exercises, etc. The material for this presentation comes from *Teach English* by Adrian Doff (CUP, 1988), a teacher training course for teachers, especially designed for non-native teachers of English who teach in large classrooms, follow a set textbook, and have limited time for lesson planning.

Steven Maginn is the Cambridge ELT representative in Japan. He taught English as a foreign language in Britain and Japan and has given numerous presentations at JALT chapter meetings and elsewhere.

SHIZUOKA

Topic: How to Move People (and Furniture)
 Speaker: Robert Weschler
 Date: Sunday, September 11 th
 Time: 1-4 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)

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 taught in Tokyo for five years. His victims have included university students, housewives, businessmen and children at the TOEFL Academy, NHK Culture Center, and InterTokyo.

SUWA

Topic: Writing Workshop
 Speaker: Anne Scheidler
 Date: Saturday, September 10th
 Time: 2:30-5 p.m.
 Place: Arigasaki High School

Fee: Members, free; non-members, ¥500
 Info: Corrina van Workum, 0266-52-3131,
 ext. 1414 (W) or 0266-52-6779 (H)

In this workshop we will look at new and revised methods and activities available for teaching writing. Ideas for long-range planning of writing courses curricula as well as specific writing activities will be discussed. Of special interest to general English and conversational English instructors will be the time spent looking at the various uses for writing activities in the conversational English classroom.

TAKAMATSU

Topic: What It Takes to Be an English Tour Guide
 Speaker: Masahiro Kodera
 Date: Sunday, September 11 th
 Time: 1: 15-4:30 p.m.
 Place: Takamatsu Shimin Bunka Center
 Fee: Members/students, ¥500; others, ¥1,500
 Info: Harumi Yamashita, 0878-67-4362

Many ambitious students of English dream of becoming tour guides. To become a licensed professional guide, however, one must pass the Tour Guide National Examination. In addition, the job itself may demand more than students realise. Mr. Kodera, a professional tour guide who teaches the Guide Course at the Kyoto YMCA, will provide an opportunity to learn about the examination and the realities of being a professional guide.

TOKUSHIMA

Topic: (To be announced)
 Speaker: Mike Thompson
 Date: Sunday, September 25th
 Time: 1:30-4:30 p.m.
 Place: Tokushima Bunri University, No. 14 Bldg., Room 22
 Fee: Members, free; students, ¥1,000; non-members, ¥2,000
 Info: Sachie Nishida, 0886-32-4737
 Noriko Tojo, 0886-53-9459

TOKYO

Topic: Explorations in Language, Mind, and Culture
 Speaker: Kenji Hakuta
 Date: Saturday, September 17th
 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

TOYOHASHI

Topic: Debate and Argumentation
 Speaker: Deborah Foreman-Takano
 Date: Sunday, September 18th
 Time: 1-4 p.m.
 Place: Kimo Fukushi Kaikan, 2F
 Info: K. Nozawa, 0532-43-0399

Currently debate in English is a popular extra-curricular activity in Japan. Many of us, native English speakers or not, are often asked to get involved as advisors, judges, or audience members. This presentation will focus on basic elements of debate here in Japan, including: 1) a quick look at what is supposed to be going on, 2) a brief explanation of common logical fallacies, 3) basic types of policy system analysis, 4) dealing with evidence and other things debaters tend to gloss over, and 5) types of judges and their respective judging philosophies. An overhead projector will be used in place of handouts.

Deborah Foreman-Takano, jokyoju and instructor of a debate course at Hiroshima Jogaku-in Daigaku, is a former debater herself, and has been a judge of debates in the United States and Japan for 15 years. She is currently JALT national president.

WEST TOKYO

Topic: What's Small, Jazzy and Goes Bump in the Night? Four Variations of Jazz Chants
 Speaker: Stephen Ziolkowski
 Date: Saturday, September 17th

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 Tokyo Journal, 27-10 San'ei-cho, Shinjuku-ku, Tokyo 160, Tel: (03) 359-2331

Time: 2:30-5:30 p.m.
 Place : Musashi no Kokaido Public Hall
 Fee: Members, free; non-members, ¥500
 Info: Brenda Katagiri, 0422-42-7456
 Yoshihisa Kobori, 0426-24-0968

This presentation will take participants through the history of jazz chants, the reason why they work, and on to actual techniques for classroom use. Samples will be drawn from the brand-new **Jazz Chant Fairy Tales** as well as Graham's other books, **Jazz Chants**, **Small Talk** and **Jazz Chants for Children**.

Stephen Ziolkowski, an ELT consultant with Oxford University Press, in the past 11 years has done teacher training, run language schools, and taught at universities in Japan and Taiwan.

YAMAGATA

Topic: Dialogue Techniques
 Speaker: Stephen Ziolkowski
 Date: Sunday, September 11 th
 Time: 2-4:30 p.m.
 Place: Yamagata Kenmin Kaikan or Yamagata Fukushi Bunka Center
 Fee: Members, free; non-members, ¥500
 Info: JALT-Yamagata, 0236-22-9588

Dialogues are the fundamental part of any conversation, and the study of them – and how to teach them – can turn your classroom into a better place, and your students into better speakers.

This workshop will look at what actually goes on in dialogues, from openings and closings to turn-taking and strategies for gaining time. Based on these ideas, we will look at loads of unique, fun and useful ways that dialogues can be used in the classroom so that students can gain language and communicative competence at the same time.

Mr. Ziolkowski is described in WEST TOKYO above.

YOKOHAMA

Topic: British and American English
 Speaker: Ken Schaefer
 Date: Sunday, September 11th
 Time: 2-5 p.m.
 Place: Yokohama Gino Kaikan
 Fee: Members, free; non-members, ¥500
 Info: Jack King, 0468-71-1789

Professor Schaefer, director of the M.Ed. program in TESOL at Temple University Japan, will lecture about British and American English. He will discuss similarities and differences between the two varieties and the implications for English language teaching.

YOKOHAMA SIG

TESS

Topic: Aided by the Use of Abstract of **A Chorus Line**
 Speaker: Nobuyuki Shouji, TEPCO Educational Institute

Positions

Please send all announcements for this column to Jack Yohay (address, p. 3). The announcements should follow the style and format of the LT and be received by the first of the month preceding publication.

(TOKYO area) The Publications Board of JALT seeks a dedicated, well-organized Business Manager. The job requires soliciting and taking charge of ads for **The Language Teacher**, the **JALT Journal**, the annual conference **Handbook**, and any future publications, and working with the printer in Osaka on the phone and through the mails to assure smooth handling and printing. The manager will need to cultivate good working relationships with JALT's associate members and to help attract more associate members to JALT. A daytime contact number and fluency in English and Japanese are necessary. This is an opportunity to do something substantial for JALT and our profession in general and to learn some new skills and gain valuable experience. Please apply to: Virginia LoCastro, Foreign Language Center, The University of Tsukuba, Tsukuba 305.

(CHIBA) Applications sought for a two-year position beginning March, 1989, as an English teacher for children and adults of all levels. Outgoing, cheerful native speaker with a degree in ESL/EFL or related fields and experience desired. Competitive salary based on qualifications, low-cost housing and other benefits, and bonus upon completion of contract provided. Send inquiry and resume to: Chuck Anderson, Teaching Director, M.I.L., Taisei Bldg., 2-6-6 Narashino-dai, Funabashi 274; tel. 0474-62-9466.

(HIROSHIMA) Tenure position for EFL teacher from April, 1989. Duties: six classes/week, attend monthly faculty meetings in Japanese, undertake research projects. Requirements: native-level English proficiency, M.A. (or higher) in TEFL or a related field. (Non-Ph.D. holders must have either three years' teaching experience or equivalent publications.) Substantial Japanese language ability necessary. Submit a detailed resume with a photograph, copies of all publications and diplomas, and the names and addresses of two references by Oct. 31 to: Prof. Makoto Kitanishi, Dean of the Faculty of Law, Hiroshima Shudo University, 1717 Ohtsuka, Numata-cho, (cont'd on page 67)

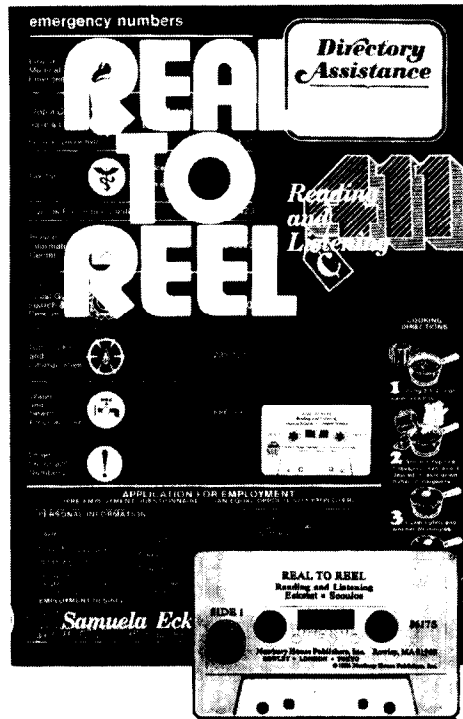
Date: Sunday, September 11 th
 Time: 1-2 p.m.
 Place : Yokohama Gino Bunka Kaikan
 Info: Kimiko Ozawa, 045-811-2959
 Mitsui Nakano, 045-543-0437

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Asaminami-ku, Hiroshima 73 1-3 1. An applicant without publications should send a photocopy of his/her M.A. thesis if available. The final decision on appointment will be made in the December meeting of the Faculty of Law.

(KAGOSHIMA) English teacher (associate professor or lecturer) needed beginning April, 1989. Full-time (5 classes/week), permanent position, either Japanese citizen or native English speaker (some speaking knowledge of Japanese preferred). Required: M.A. in English; EFL/ESL or related field, plus minimum three years' teaching experience. Please send, to arrive by Oct. 15: resume and photograph; graduate school diploma (for highest degree attained) and transcript; list of publications, with copies; letter of reference; and health certificate issued by health center or public hospital, to (indicate application for English teacher in red ink): Shomuka, Kagoshima Keizai Daigaku, 8850 Shimofukumoto-cho, Kagoshima 891-01; tel. 0992-61-3211.

(KAGOSHIMA)

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英語	助教授または講師	1名

3. 応募資格
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 - 3) 著書・学術論文 (抜刷またはコピーを含む) 全てについて各1部
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(備考)

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なお、詳細については上記宛お問い合わせ下さい。

(Tanabe, KYOTO) Full-time position from April 1, 1989 as lecturer in the junior college division of Doshisha Women's College. Native speaker of English, age around 30, to teach general English courses. Field: teaching English as a second/foreign language and/or related field. M.A. is required; Ph.D. is highly desirable. Some knowledge of Japanese required. Participation in meetings and other college activities expected. Please send, to arrive by Sept. 30: curriculum vitae with a half-length or passport photograph; a list of publications; copies of two publications; academic transcripts; and a health certificate issued by a hospital, to: Chairman, English Department, Doshisha Women's Junior College, Tanabe-cho, Kyoto 610-03. Please note that applicants for the English Department, Doshisha Women's College, position advertised in July and in this issue (above) will be considered also for this position if they so request by a letter to the Chairman, English Department, Doshisha Women's Junior College.

(Tanabe, KYOTO) Full-time associate professor or lecturer from April 1, 1989. Native speaker of English; age around 35; to teach general English courses (conversation, composition) and specialized courses (background to American and English literature) to undergraduate students. Field: teaching English as a second language, and history of American/British thought and culture or related field. M.A. required; Ph.D. is highly desirable. Some knowledge of Japanese required. Participation in meetings and other college activities expected. Please send, to arrive by Sept. 30: curriculum vitae with a half-length or passport photograph; a list of publications; copies of two publications; academic transcripts; and a health certificate issued by a hospital, to: Department of English, Doshisha Women's College, Kamigyoku, Kyoto 602.

(MATSUYAMA) EFL instructor for freshman English program from April 1, 1989. TEFL M.A. required. Six classes/week. Two-year non-renewable contract includes salary (roughly ¥3,600,000/year tax-free), air fare to and from Matsuyama, health insurance, other allowances and benefits. Vita and copy of diploma should reach us by Sept. 20. Address: Kenji Masaoka, Registrar, Matsuyama University, 4-2 Bunkyo-cho, Matsuyama 790.

(NAGOYA) Full-time EFL teacher to teach and administer in a university-level communicative language program, M.A. in TEFL and two years' prior teaching experience required. Duties would include teaching, exam preparation, committee work, and curriculum planning. Two-year contract with a possibility of renewal. Please send your curriculum vitae, academic transcripts, list

(cont'd on page 69)

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(cont'd from page 67)

of publications, and photo by Sept. 30 to: Dr. Tanaka, Sugiyama Women's University, 17-3 Hoshigaoka-Motomachi, Chikusa-ku, Nagoya 464.

(NAGOYA) Native English speaker, full-time, beginning April 1, 1989, as Associate Instructor. Contract is for two years with one renewal possible. Minimum teaching load 14 hours/week plus office hours and participation in program planning. Compensation depends on qualifications. M.A. in ESL/EFL, English, Linguistics, or related field required. Please send: resume; statement of career goals; two recommendations including one from a faculty member of most recently attended graduate school, to: Peter Garlid, AI Search Committee, Department of English, Nanzan Junior College, 19 Hayato-cho, Showa-ku, Nagoya 466, by Sept. 30.

(NAGOYA area) Full-time native (preferably American) English instructor, beginning 1989-90. M.A. (Ph.D. preferred) in Linguistics or TEFL. Approx. 12 hours of teaching plus supervising and coordinating our Freshman English program. One-year contract, renewable; salary ¥5,500,000 (over \$40,000) plus research grant of ¥150,000. Application deadline: Oct. 31. Send curriculum vitae, representative reprints (at least three), and a reference to: Nagoya College, 48 Takeji, Sakae-machi, Toyoake-shi, Aichi-ken 470-11; tel. 0562-97-1 306. Please put "Materials for a position in English" on the envelope.

(OSAKA) Full-time English language teacher, beginning April, 1989. Two-year contract, possibility of renewal. Requirements: native speaker of English; Christian; M.A. in TESL/TEFL, applied linguistics, or related field; two years' teaching experience preferred; strong interest in TESL/TEFL; desire to learn Japanese. Duties: 12 hours teaching/week plus normal department responsibilities. Send vita and three letters of recommendation by early October to: Search Committee, Osaka Jogakuin Women's Junior College, 2-26-54 Tamatsukuri, Higashi-ku, Osaka 540.

(OSAKA) Currently seeking creative English instructors (Japanese nationals only) to help build course curriculum for a children's English school opening April, 1989, with the possibility of a full-time or part-time teaching position. Develop curriculum and teaching materials for children aged 9-12. Qualifications: B.A. in TESOL, linguistics or English literature. Experience teaching children preferred. Must be warm, friendly, creative, and able to relate well to children. Please send resume (in Japanese and English) with recent photo to: ECC Kenkyusho Pastel, 1 Bldg., 2-6-3 Nakazakinishi, Kita-ku, Osaka 530. Inquiries: 06-372-0647, 12 noon-5 p.m., Mon.-Sat.

(Higashi-Matsuyama, SAITAMA) Full-time native-speaker teacher to teach freshman and sophomore classes starting April, 1989. Faculty status with full benefits. Required: university graduate with English teaching experience and/or academic work in the English teaching field. Japanese ability preferable. Please send by Sept. 30: personal history in English with photograph; list of published works; copies of all published works; two letters of reference or recommendation; health certificate (*kenkoh shindansho*), to: Prof. Shiro Takeda, Department Head, Faculty of Economics, Daito Bunka University, 1-9-1 Takashimadaira, Itabashi-ku, Tokyo-to 175.

(TOKYO area) Native speaker of English starting April, 1989. Requirements: Ph.D. or Ph.D. candidate in linguistics, area studies, literature or related field; some knowledge of Japanese for faculty meetings; age up to 40 years as of April 1, 1989. Full-time position that may lead to tenure track position. Initial salary: around ¥5 million/year, depending on age and experience. Send by Sept. 17: curriculum vitae, including a list of publications; photograph (passport size); one or two publications or an unpublished type-written academic paper, to: Secretary to the Dean of the Faculty of Economics, Keio University, 2-15-45 Mita, Minato, Tokyo 109. For more info: Prof. Iori Yanagihara, 475-7 Kame-i-no, Fujisawa-shi, Kanagawa 252; tel. 0466-82-1326.



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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 m², 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.

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

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

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JALT ー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き、より良い教授法を学ぶ機会を提供し、日本における語学学習の向上と語学教育の発展を図ることを目的とする学術団体です。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。

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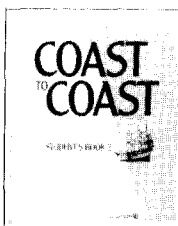
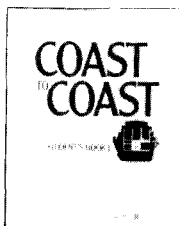
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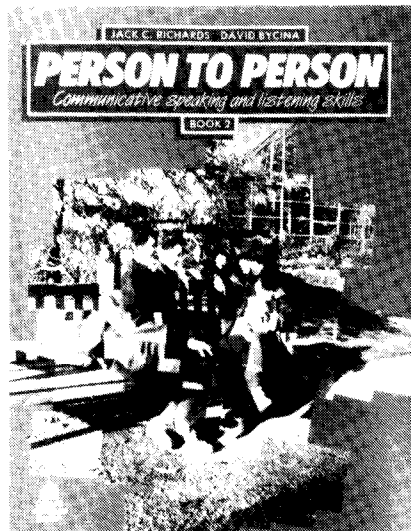
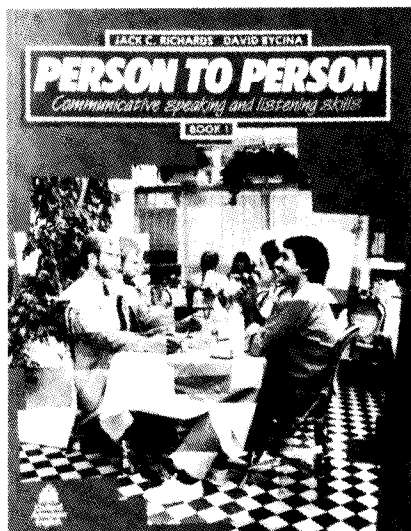
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