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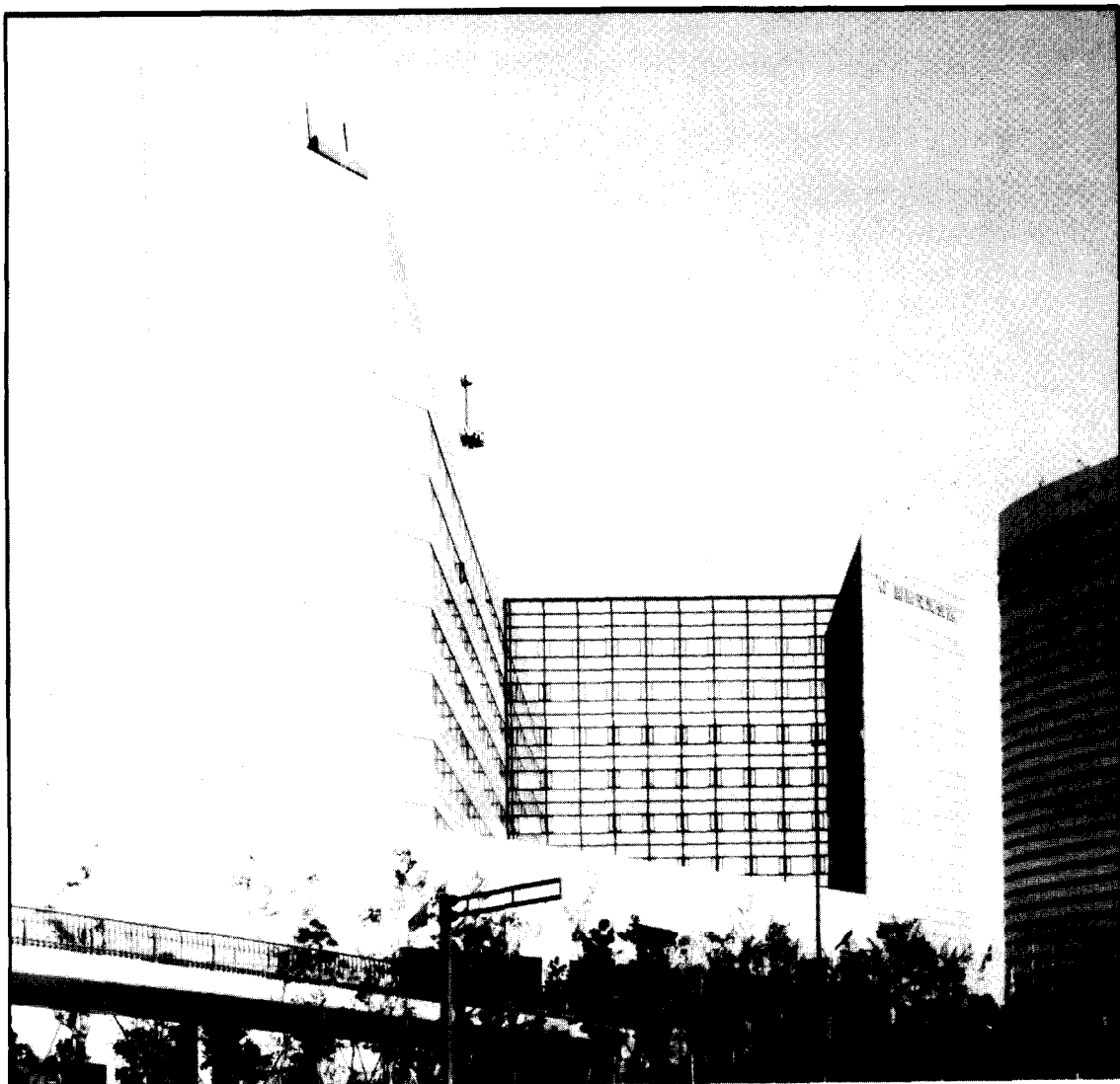
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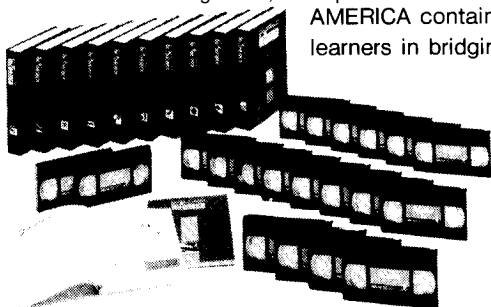
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THE Language Teacher

VOL. XII, NO. 11

OCTOBER 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.

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JALT '88 in Kobe – October 8-10

This, the special issue on JALT '88, contains a lot of interesting and important information for participants. It begins with a book review on Randolph Quirk et al.'s *A Comprehensive Grammar of the English Language* by Keith Brown, both invited speakers. That is followed by Dale Griffees popular article on preparing for a conference, an article on Kobe, the site for JALT '88, a comprehensive update on conference news that shouldn't be missed, and a who's who for invited speakers. There are two articles which are not conference-related, one on the need for listening theory, and the other on using newspapers in the EFL classroom. JALT News and an Opinion column follow up.

This year's conference promises to be the best yet. The conference committee has been working around the clock to ensure just that, and they deserve a huge vote of thanks. See you there.

Eloise Pearson, Editor

A Comprehensive Grammar of the English Language. Randolph G. Quirk, Sidney Greenbaum, Geoffrey Leech, and Jan Svartvik. Longman, 1985. 1,779 pp. £46.00.

Both the author of this review, Keith Brown of the University of Essex, England, and the first author of the book being reviewed, Sir Randolph Quirk, President of the British Academy, are invited speakers at this year's JALT conference in Kobe. The book under review is perhaps the most significant grammar of English produced in our times. The reviewer's insightful and very readable analysis will help us appreciate the importance of this volume and of the years of work put in to it by its eminent authors.

The review, first published in the *English Language Teaching Journal* (Vol. 42, No. 3; July, 1988), is reprinted with the kind permission of its author and Oxford University Press.

The Grammar of Contemporary English (GCE) by the same four authors was published in 1972 and immediately established itself as a standard reference grammar. Its descriptive framework was soon developed and adapted into a small family of pedagogically orientated grammars. Quirk and Greenbaum's **University Grammar of English** (1973) is aimed at home and overseas university students and is largely, though not entirely, an abridgement of GCE, an obvious convenience for the classroom. Like its parent it is basically a structural grammar: description starts from the formal characteristics of a particular construction (the Noun Phrase, 'aspect,' etc.) and progresses to a discussion of meaning and use. Leech and Svartvik's **A Communicative Grammar of English** (L&S), which addresses itself particularly to the advanced overseas student, followed in 1975. While still obviously from the same stable, it adopts a radically different descriptive method, being 'communicative,' rather than structural. This approach reverses, as it were, the descriptive priorities, starting from communicative notions ('referring to objects,' 'frequency,' etc.) and then considering how such notions receive a formal expression. In **A Comprehensive Grammar of the English Language**

(CGEL) the four authors come together again for what they see as the culmination of their descriptive enterprise. CGEL reverts to the descriptive scheme of GCE, a tribute to its robustness, but it is very much more than just a revised and extended second edition. CGEL is extensively rewritten and updated, and incorporates a lot of interesting and relevant material from the grammars spawned by GCE, particularly the functional descriptions of L&S.

CGEL is nearly half as long again as GCE. Where GCE had 14 chapters in 1,120 pages, CGEL has 19 chapters in 1,779 pages. As already observed, the bones of the descriptive scheme devised for GCE are retained, in particular the descriptive taxonomy and the 'cyclical' descriptive method. Where there are changes they are for the better. The descriptions of the Verb Phrase and Noun Phrase have each been extended by an additional chapter dealing with meaning; the treatment of adverbials is less obtrusive; there is a substantial new chapter on sentence functions, and another on textual analysis. This all makes for a wider and more balanced coverage. The three appendices from GCE (Word Formation, Stress and Rhythm, Punctuation) have been retained with only minor changes.

Chapter 1, 'The English Language,' establishes the object of description and is a useful introduction to language variation in English. It seeks to define the 'common core' of Standard English: those aspects of the language that are 'supranational, embracing what is common to all' (p. 19). The authors conclude that for English written in a formal or neutral style, the extent of 'world wide agreement is extraordinary' (p. 19), and getting closer. It is this common core, as distinct from the 'national standards' of Britain, America, Australia, etc. that the grammar is to concentrate on. As a Southern British English speaker I find it interesting that I recognize the common core as 'my' English, and wonder if speakers of other 'national standards'

would so readily identify with this as the 'common core.' It is also interesting, as can be verified from the index, that while there are in the body of the text numerous references to differences between British and American English, other national varieties are much less generously treated, and regional variation even within Britain gets little more than a passing and unsystematic mention.

If dialectal differences get comparatively short shrift, this cannot be said for differences between the spoken and written language, and throughout the book proper attention is paid to the forms of spoken English, including a serious and systematic attempt to account for the interaction between phonology, and in particular intonation, and grammatical form. It is also good to see that spelling and other aspects of the written form of the language are dealt with comprehensively. Stylistic differences relating to levels of formality also get substantial attention, which is perhaps not surprising, given the authors' interest in textual meaning.

"In 'A Comprehensive Grammar of the English Language' the four authors come together again for what they see as the culmination of their descriptive enterprise."

The authors' views on grammaticality and acceptability have shifted interestingly from the stance taken in GCE, and generally for the better. GCE made not infrequent, and not always very successful, use of ungrammatical, starred examples as a way of exploring the limits of grammaticality. In CGEL 'grammaticality' as such is replaced by 'acceptability,' indeed the index citation for 'grammaticality' refers the enquirer to 'acceptability.' This is in line with the stance taken on matters of 'correctness,' since acceptability is inevitably tied up with questions of style, lexical selection, contextual appropriateness, etc., and also with the authors' views on the indeterminacy of grammatical descriptions, a matter to which we turn below.

Acceptability is also related to frequency of use, a matter that has begun to be a serious subject of study now that computer technology and appropriate data bases have become more widely available. The authors have commendably been among those most prominent in encouraging the development of such facilities, and it is not surprising that CGEL makes use of the results of corpus studies: largely those deriving from the London-Lund corpus, with some data from the LOB and Brown corpora.¹ Since we are sure to see an increasing use of such techniques, it is reassuring to find that the use to which they are put here is generally profitable. Some of the statistics explode some old myths and are well worth repeating, like the relation-

ship between interrogative sentences and rising and falling intonation (pp. 807, 817). Others yield distributional information that is quite inaccessible to intuition and undeniably interesting: the frequency of occurrence of different types of adverbial in initial, medial, or final position (p. 501), or the curious distribution of complex and simple NP types as subject, object, etc. (p. 1,351). Yet other statistics, however, appear to be included simply because they happen to be there, as for example the frequency differences between *under* and *underneath* (p. 679). Given that investigations of this type are in their infancy, it is perhaps not entirely surprising that the areas that have been investigated appear to have been chosen at random, and it is still not clear whether a systematic frequency study of the whole language would substantially benefit grammatical descriptions. A final observation on the use made of the extensive computerized data bases is that except in the chapter specifically dealing with spoken language, which takes most of its data from the London-Lund corpus, almost no examples are actually taken from the corpora. This is curious when we consider the practice of the great 19th-century and early 20th-century grammarians whose grammars have extensive 'authentic' citations.

Chapter 2 presents a bird's eye survey of English grammar and explains the descriptive machinery to be used. As descriptive grammarians the authors are properly more interested in a descriptive framework for surface constituent and functional structure, than in a 'theoretical' model: 'In this book we offer a descriptive presentation of English morphology and syntax with a minimum of formalism. We make a direct connection between morphological and syntactic forms and their meaning, conducting excursions into lexicology, semantics, and pragmatics where these impinge closely on our grammatical description' (p. 34). Some theoretical presuppositions, however, inevitably lurk behind the description and these, as in GCE, are loosely in the tradition of early 'Hallidayean' descriptive grammar, considerably enriched by Halliday's more recent 'functional' grammar, presumably imported largely through L&S. This is not to suggest that the authors are unaware of recent theoretical developments, or of descriptive work in more committed theoretical frameworks (the excellent and up to date bibliographical references demonstrate the contrary) but to observe that their prime concern as descriptive grammarians is to present a balanced coverage of the language as a whole, rather than to pay particular attention to the current fads of the theoretical linguist. In this their approach is in line with much of the British tradition of Applied Linguistics: usually referred to as

'theory neutral' and 'eclectic.'

A typical characteristic of this perception of descriptive grammar is the view that grammatical description is indeterminate. Thus, while the authors see their grammar as part of a long tradition in which grammar and sentence are mutually defining, they find 'neither of these terms can be given a clear cut definition' (p. 47). And what is true for the sentence is equally true for the structures and classes that are themselves constituents of the sentence. These structures and classes are seen largely in terms of slots and fillers: the slots in the structures contract syntagmatic (chain) relationships with each other, and the fillers are in paradigmatic (choice) relationships. Describing a construction involves establishing the sequence of classes which go to form that particular construction, and describing the chain relationships between them largely in functional terms. For any particular construction there is, as it were, a central heartland, where members meet all or most of the defining characteristics, surrounded by a periphery where, as fewer and fewer criteria are met, membership becomes more and more problematic, and in some cases the periphery of one construction type begins to shade off into that of another. So, for example, the 'Passive' (pp. 167 ff) slides through the 'Semi-passive' and the 'Pseudo passive' into active adjectival constructions. Phrasal constructions too have central and peripheral members. A phrase (p. 60) is 'named after a class of words which has a primary, and indeed obligatory function within it.' So the Noun Phrase (p. 1,238) has a 'head,' which by the preceding definition should be a noun and obligatory. But we soon find that there can be Noun Phrases where the head has been elided (*My car is faster than John's* [p. 329]), and indeed circumstances in which a member of another form class can function as head (*the elderly, the brave*, etc. [p. 421]).

"The result is a truly impressive achievement, veritably a 'comprehensive' grammar and one which anyone seriously interested in the language, and certain&anyone professionally concerned with it, should own."

If construction types are indeterminate, so too are word classes, the 'fillers' for the slots in the construction types. This means that there is no clear answer to a question like 'How many parts of speech are there?' In line with the general approach, the criteria used for establishing a class are sometimes formal, sometimes functional, and sometimes a mixture of the two. Furthermore as with construction types, they have fuzzy boundaries. Consider, for example, the plethora of classes and subclasses of verb. On p. 67 we are introduced to 12 parts of speech, which in-

clude, as separate classes, 'modal' verbs (*can, will*, etc.), 'primary' verbs (*be, have and do*) and 'full verbs'. On p. 96 verbs are 'a class of words . . . divided into three major categories,' 'full verbs' which can function as main verbs, 'modal auxiliary verbs' which can function only as auxiliary verbs, and 'primary verbs' which can function as either. On pp. 121 ff we find a set of largely formal criteria for auxiliary verbs, followed (pp. 129 ff) by further criteria to distinguish the primary from the modal verbs. Then there is a section on 'marginal modals *dare, need, ought, used*, etc., that do not meet all the criteria for full modals. This is in turn followed by a set of four 'modal idioms' (*had better, would rather, have got to, and be to*): it is unclear whether these are a proper subclass or simply a convenient grouping, nor by what criteria they are brought together, other than that they have a general modal kind of meaning, or why *would sooner, had best*, etc., are excluded from this group, though mentioned in a footnote. Nor are we finished yet: pp. 143 ff introduce us to 'semi-auxiliaries,' a set of verbal idioms which express modal or aspectual meaning, and includes *be going to, be able to, and be obliged to*, but not *be allowed to* or *be failing to*, which turns out to be a 'catenative verb.' Finally we come to main verbs.

What emerges is a huge and not very tightly defined taxonomy of structures and classes which provides a loose scaffolding to keep the descriptions together. There are obvious disadvantages to this approach, which would hardly be satisfactory for a formal grammarian. There is a lack of clarity about exactly how the taxonomy is arrived at and how it is to be supported, and there is scope for confusion in the huge array of class and subclass names, and informal groupings of items. On the other hand there are advantages to a descriptive grammarian: the looseness of the taxonomy means that it is unlikely to become a straitjacket; this means that the data can direct the description rather than the other way round, and since there is no party line to push, there is no discernible attempt to force the data into predetermined categories, or to pay obsessive attention to particular construction types. Indeed the grammatical sensitivity of the authors makes this loose machinery curiously effective, and the fact that it has survived scrutiny for the 17 years since the publication of GCE seems evidence of its general utility.

Another feature that has survived from GCE is the cyclic descriptive scheme. Chapter 2 gives a broad general overview of the structure of the language; in Chapters 3 to 10 there are detailed accounts of Verbs, Nouns, Adjectives, and Prepositions and their Phrasal projections. Chap-

ters 10 to 15 return to sentence structures, starting with the simple sentence and progressing to chapters on co-ordination and subordination. Chapter 16 returns to Verbs and Adjectives and looks at their complementation, and Chapter 17 examines complex NP structures. The final two chapters widen the description into discourse and text analysis.

For many aspects of description this proves to be a sensible and helpful presentation. Consider, for example, the way it handles verbs. Chapter 3 describes verbal morphology, the various subclasses of verbs noted above, and the structure of the verb phrase (here taken to mean the verb and its auxiliaries); and Chapter 4 looks at the semantics of the verb phrase. Much of the material in Chapter 3 is from GCE (sometimes, and for no apparent good reason, reordered). Chapter 4, clearly drawing widely on L&S for discussion and examples, is a valuable addition. Thus, where Chapter 3 deals with *will, be going to* and so on separately, the former as a modal and the latter as a semi-auxiliary, Chapter 4 brings them together with other means of expressing 'future time.' The description of a very complex subject is clear, perceptive, and very useful, and will be welcomed by the applied linguist. Chapter 16 describes the complementation patterns of verbs and adjectives, sensibly taken together. It is comprehensive and its balance is welcome. There are inevitably some constructions for which the cyclical method is less obviously helpful. So, for example, the description of the formation rules for the various kinds of relative clauses is scattered through several chapters. And not surprisingly a subject like 'negation' is even more widely dispersed, but well worth the trouble of tracking down through the index.

The final chapter, 'From Sentence to Text,' rounds off the description in a way that is consistent with the communicative interests of the description as a whole. Its aim is to 'bring together all the grammatical processes already described . with a view to discussing their role in both the interpretation of a text and in the construction of a text' (p. 1,423). So the chapter contains sections on the way various grammatical features, from sentence connectives to morphological categories like tense, can be put to work to convey textual meanings. And the authors do more than just talk about how the various effects they are interested in are achieved: they include a long and detailed analysis of a text.

It would be impossible to conclude these remarks without mentioning the index and bibliography. The index is commendably meticulous in its coverage, but somehow cumbersome to use. The obvious advantage is that sooner or

later you will run to earth whatever you happen to be seeking. This disadvantage is that this is sometimes an awesome task, because the referencing is so comprehensive. By contrast the annotated bibliographical entries at the end of each chapter are cogent and excellently clear, as well as being up to date and comprehensive.

Finally it should be said that CGEL is stylistically sharper than its precursor. This stylistic improvement is matched by an improved layout and typography, so that, although the end result is physically a much bigger book, it looks, handles, and (most importantly) reads better. The result is a truly impressive achievement, veritably a 'comprehensive' grammar and one which anyone seriously interested in the language, and certainly anyone professionally concerned with it, should own.

Reviewed by Keith Brown
University of Essex

Note

1. The London-Lund corpus combines the Survey of English Usage undertaken by Professor Quirk at University College, London, and Professor Svartvik's Survey of Spoken English. The Brown corpus (Brown University, Rhode Island, U.S.A.) consists of a million words of American English. The LOB (Lancaster-Oslo-Bergen) corpus is a counterpart using British English, started by Professor Leech at Lancaster, and concluded in Scandinavia. See S. Johansson (1982), *Computer Corpora in English Language Research* (Bergen: Norwegian Computer Center for the Humanities) for a brief description of all three corpora.

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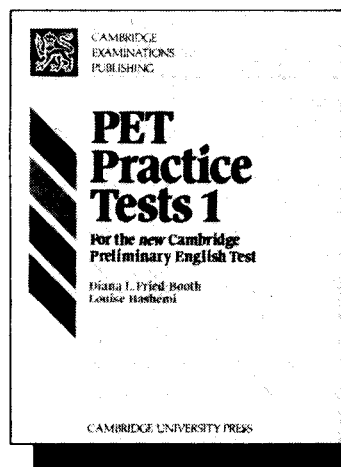
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Memory, Meaning and Madness: Preparing for a JALT Conference

by Dale T. Griffie

This article is reprinted from the September 1985 issue of The Language Teacher. As JALT conferences grow and expand, it gets more and more difficult to decide how to spend your time more profitably. Although there is no way to solve all the dilemmas, Griffie's article, brought back by popular demand, at least helps you to get the most out of whatever you decide to do.

Generally speaking, prepare to be overwhelmed. Everybody is. There will be too many people for you to meet, too many presentations for you to attend and too little time for you to absorb it all. Knowing this, what can you do? After all, you spend time and money attending a conference. You ought to get something from it.

Before the Conference

Expect to be changed both personally and professionally. Decide to open yourself up to the possibility that in some way you will be a different person because you attended this conference. The challenge is to look for creative ways for this to happen.

Before you do anything else, go to a bookstore and buy a notebook small enough to fit into your pocket or purse. In your conference notebook (CN), write your name and address on the first page. You might even paste a picture of yourself on the same page. Now give a few minutes to some reflective thinking. Where are you in your teaching? Where does the profession seem to be? What do you need at this time? Open your CN to a new page and entitle it "What I Expect to Happen" and entitle the opposite page "What I'm Looking For." Force yourself to list several items under each category. Now, except for scanning your newsletter for hints about the conference, you are ready to go.

During the Conference

First thing after you register, look at the schedule of presentations in your conference handbook. Is there a pattern? Can you see several themes running through the program? Are any of the presentations related in some way? Check in the topic index of the conference handbook. Look in your CN under the "What I'm Looking For" page. Now tick off the presentations that interest you.

A word about networking. Whatever you are doing, whatever you are interested in, somebody else is thinking along similar line's They want to meet you. Try to find these teachers for

future conversation and correspondence. It's possible that next year you might be doing a joint presentation.

Presenters are the key to any conference. When you attend a presentation you like, don't be afraid to tell the presenter so. All presenters are in a vulnerable position. Suggest coffee together to discuss ideas; if the presenter is busy, suggest a later time.

If you are with a group, try to have breakfast together. Breakfast is a good time to decide which presentations to attend and discuss ones already seen. Invite other teachers and presenters who seem to be alone to join your table. You will be rewarded. Everybody feels exactly the way you do: excited, slightly bewildered, and desirous to meet other teachers.

Keep your CN with you at all times. When you meet someone, jot down his/her name and maybe address. If you have a camera, leave space for pictures. If you have a tape recorder, consider building a tape library.

My final suggestion concerns the publishers' display. Visiting the publishers' display is a must, on the same level as a major speech or special presentation. Visit several times because there is so much material that you risk being overwhelmed. Check your CN. If you have some idea of what you're looking for, it will help. Of course, you might find something new and unexpected.

After the Conference

After the conference is when most teachers fail. There are two traps. One is to grab onto a new idea and totally change your classes until that idea runs out of steam – which is usually about one or two months. The other trap is to come back excited and bubbling with new ideas, but fail to make more than a token change in your teaching style or curriculum.

To avoid either of these extremes, here are four suggestions. First, after a few days, pull out your CN and leaf through it. This is where your CN pays off. If you wrote ideas on various pieces of paper, you probably lost them. And if you didn't write anything, you have probably forgotten it. But since you put your notes in one place, you have them ready for review. Try this. Go through your CN with a set of colored pens. Use one color to indicate action you want to take, e.g. a new technique, game, etc. Use another color for persons to remember and perhaps send a Christmas card to. Use a third color to mark insights you want to remember. Although this exercise will take only a few minutes, the whole

The Conference Site: Kobe, Gateway of the Gods

by Dorothy A. Pedtke

This year's JALT conference site, the port city of Kobe, is an international trade center of over 1,400,000 inhabitants. A place of considerable natural beauty laid out between mountains and the Inland Sea, Kobe is also an industrial center built around the iron and steel and ship-building facilities lining the coast. Japan's major international city since its debut as a modern port in 1868, Kobe is the second largest, and one of the most advanced, trading ports in Japan. It has a naturally good harbor that handles both merchant ships and passenger liners. Even in the jet age, Kobe claims, about half of its visitors enter the city by sea. The city has long been populated by a distinctive number of non-Japanese. Although not far from the business city of Osaka and the ancient capitals and religious centers, Kyoto and Nara, Kobe has an atmosphere all its own, with several consulates, numerous foreign-owned shops and restaurants, foreign-style architecture preserved from the Meiji Period, and sophisticated shopping streets. Kobe has built on this international atmosphere and is making a reputation as a center for international academic and business conferences, as well as sports meets and other expositions. This means that there are well-developed tourist facilities, a network of volunteer interpreter/guides, bus tours, English-speaking sightseeing taxi drivers, home visits, and plenty of signs in English, or at least in the Latin alphabet.

The name really means "Gateway of the Gods." The first character, *ko*, 神, means "divine," and the second, *be*, 戸, means "door." On the mountain above the city is the city emblem, also visible in the logo for JALT '88. This represents the two fan-shaped ports of Kobe and Hyogo, slightly to the west, the latter having once been called

Ohgi (fan) Port. The two now form greater Kobe. The symbol is also a stylization of the *katakana* character *ka*, since Kobe was once called Kaube.

With "Language and Cultural Interaction" as the theme, what better place to hold the conference?

The weather is still warm in October, and participants may wish to add some days to their trip before or after the conference to see more of Kobe and its environs. Hiroshima is about two hours west of Kobe by Shinkansen super express, the "bullet train," an easy one-day trip. Nearer to the west is Himeji Castle, a national treasure. An hour to the east is Kyoto, with its hundreds of temples undamaged by the war, and a little farther east, Nara, where, in addition to its usual temples and deer parks, the Silk Road Expo will still be in full swing (until Oct. 23). In Kobe itself, visitors usually take a cable car up Mt. Maya or Mt. Rokko to see the "million-dollar view," day or night, ranging from Osaka clear around the bay to Awaji Island. The Arima hot springs spa is just over the mountains, and there are a number of sake factories in Kobe that will arrange tours for visitors. If there is no extra time for such escapades, at least a ride up the elevator to the top floor of the Boeki Center Building provides a magnificent view of the mountains, city and sea, for a fee of ¥200 and a time as short or long as one wishes to spend. There is also a 45-minute boat tour of Kobe Harbor that leaves from the Port Tower.

The Japan Travel Bureau and the Kobe City Tourist Information Office have excellent maps and guides available free of charge, and some of this material will be provided in the conference pack.

In the evenings Kobe comes to life with bars,

Memory (cont'd)

conference will begin to come back. A few days later, do it again. Let your mind begin to sift through the chaos of the memories.

A second suggestion is to buy a large sheet of paper. Write the name and date of the conference across the top. Draw a line down the center. Over one column write the word "action" and over the other column write the word "insights." Return to your color-coded CN and transfer the data. You now have some perspective. If you keep your action-insights poster near your desk, you are less likely to forget what you want to remember. This is a way of feeding your intentions into your daily schedule.

A third suggestion is related: match your

"action" column with some of your classes. This will help you begin to decide when and where to implement them.

A final suggestion. Prepare a report for your teachers' meeting or chapter. Don't just use words to convey your message. Try to recreate the feeling and mood of the presentation. Take some part of the presentation and have your fellow teachers actually do it.

In conclusion, attending a conference is like being a passenger on a space shuttle. It is a unique experience which will become part of your life. Take care of your experiences and your experiences will take care of you.

snack shops, discos and restaurants. Last month's issue of *The Language Teacher* listed the restaurants included in the conference's Night on the Town. These are certainly recommended to everyone, but they are only a sampling of the interesting places available in Kobe. Requests for suggestions for "watering holes" brought the following: Backstage, Railway, Attic Juniya (Attic Seniya isn't so bad either), the robatayaki in the Washington Hotel, disco "Vinc" near Higashi Montsuji Station, Kentos on Tor Road with dancing till all hours. . . Everyone has their own preferences.

Getting to Kobe

Kobe is served by both Osaka International Airport (OSA) and the bullet tram (Shinkansen). The most convenient route for foreign participants is to fly directly into OSA, 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 International 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 OSA, then travel to Kobe by taxi or limousine bus.
- 2) Domestic flight from Narita Airport to OSA

only two flights a day). There are also international flights which can be used between Narita and OSA. Ask a travel agent for details.

3) JR Bullet Train (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

AU but one of the hotels are within a few minutes of Sannomiya. Portopia Hotel is on Port Island (15 minutes by monorail [Portliner] from above the Terminal Hotel lobby or 10 minutes 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.

Contacting the Conference Hotels

The following are contact numbers for the conference-sponsored hotels (all begin with 078 if called from outside Kobe):

Kobe Portopia Hotel, 302-1111, Sannomiya Terminal Hotel, 291-0001; Kobe Tokyu Inn, 2914109; Kobe Washington Hotel, 331-6111; Green Hill Hotel I, 222-1221; Green Hill Hotel II, 222-0909, Chisan Hotel, 341-8111; Sundside Hotel, 232-3331; Kobe Plaza Hotel, 332-1141.

The View from the Top

by Linda Viswat, JALT '88 Conference Co-Chair

Until this issue of The Language Teacher, most of the conference committee members have been working in relative anonymity, simply too busy to take the time to identify themselves - though there are those of us who know who is doing all that work. Linda Viswat, Conference Co-chair with Vince Broderick, has taken a moment from a busy day to tell us a little about how it looks from the top.

For the past year members of the conference committee have been actively working on the multitude of tasks which have to be completed in order to get a conference of this size organized. There have been long meetings and brainstorming sessions, countless phone calls. We have had moments of disappointment, as when plans for various sites for the banquet fell through, moments of frustration when people didn't meet their deadlines, moments of excitement when so many people responded to our call for papers, and even a few moments of laughter. Undoubtedly, despite all our efforts to plan for every eventuality, some things are bound to go wrong. We hope you will bear with us and remember that all the hours that have been devoted to organizing

the conference have been given voluntarily in service to JALT members. Take a moment and find out who those committee members are, then stop to say thank you to one you meet and then air your complaint.

Our main goal for the 1988 JALT Conference has been to provide opportunities for people to interact with one another. Thus, we have added features to the program such as poster sessions and discussion groups. We have endeavored to create an atmosphere of congeniality, while at the same time developing a program which reflects serious academic interests and concerns in the areas of language teaching and learning. The theme arose out of a feeling that it was necessary to address the issues of language and culture and their interrelationship. (Our thanks to Charles Wordell for having given the theme a succinct title, "Language and Cultural Interaction.") In fact, it seems to be not only a timely topic but also appropriate for the site, since Kobe itself so successfully blends a mix of cultures.

We look forward to seeing you in Kobe and hope that you will be intellectually stimulated as well as entertained.

It's Coming Sooner Than You Think (and in color!)



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Conference Update

by Yuzo Kimura and Dorothy A. Pedtke

Apart from a few program notes, the column this month consists mostly of information about the conference site, the various facilities and where to look for them.

Program Changes

"Alas, nothing is perfect," as the fox sighed to the Little Prince. There are already several changes in the conference program information.

1. The Friday evening open lecture by Sen Nishiyama has been moved to the Main Hall at the Kobe Conference Center on Port Island, and the time has been changed to 6:00 p.m. This change results from the fact that the Kobe Conference Center has decided to co-sponsor the lecture. If the change in time and place causes you any difficulty, here is a counterbalancing effect: admission is now free. We very much appreciate the support of the Conference Center for this JALT community activity, and hope that a large number of people will take advantage of the opportunity to hear Mr. Nishiyama. Prof. John Condon will also appear on the program, providing the opening remarks, and Prof. Morio Kohno of Kobe Gaidai will make the introductions.

2. Due to the large number of participants, it has become necessary to abandon the Maritime Museum as the venue for the Sunday evening Conference Banquet. It is expected that the banquet will be held in the Conference Center's Reception Hall, which is very convenient. To assuage disappointed expectations, JALT is offering a free ticket to the Maritime Museum to anyone who purchases a banquet ticket. Tickets can be requested at the registration tables.

3. The cocktail party before the banquet will be held at the Captain Cook area, with a live band.

4. It was noted last month that there would be a number of changes in the program schedule as printed in *The Language Teacher* and in the Conference Handbook, since printing deadlines make it possible to put out only a preliminary version at the time those publications go to press. The block schedules are included in this issue reflecting various changes that have been made up to press time. It should be understood, however, that further changes may still take place, so be prepared to check carefully the notices posted at the conference, on bulletin boards in the presentation room corridors, and in the newsletter to be published each day by the Program Committee.

5. There will be a marked box in the central operations room, where presenters who cannot,

for any reason, make their scheduled presentations should write their names, scheduled days and times, and a contact phone number, if possible, along with their message.

* * *

WE APOLOGIZE

The Conference Committee wishes to apologize to those presenters of papers and poster sessions who received their acceptance and time assignments after they had already appeared in *The Language Teacher*. Steps will be taken to streamline procedures for future conferences.

Program Additions

1. We are pleased to report that the renowned Prof. Katsuaki Togo of Waseda University has been confirmed as one of the invited speakers at the conference. His topics and the assigned times and places are included in the schedule in the September issue of *The Language Teacher* but the titles can be repeated here for your information: "Contemporary English Language Teaching in Japan" (in English) and "A Suggested Approach to English Intonation" (in Japanese).

2. It is now possible to announce that Lu Liang-De of the People's Republic of China will be attending the conference this year through the JALT '88 Scholarship Fund. The fund was made possible this year due to a generous donation by Kobe Steel, Ltd. Mr. Lu contributed an article to the June 1988 issue of *The Language Teacher*, and at this year's conference he will present a paper entitled "Linguistic Theory and Classroom Reality."

3. This year the plenary session with the welcoming remarks and the keynote address is not the first session of the conference. It will be from 2:00-3:00 on the first afternoon, to enable more people to attend. The Mayor of Kobe, Tatsuo Miyazaki, will speak first, to welcome the conference to Kobe. Next, Takao Matsuo, Chief of the Department of Intercultural Education, Kobe Board of Education, will talk briefly about what is going on in this area of Kobe. Following these remarks from officials of our host city, Prof. John Condon will give the conference's keynote address, speaking on the topic of "Language, Values and Cultural Interaction."

4. The "Final Panel" this year will be a wrap-up on the conference theme -- Language and Cultural Interaction with a number of the invited and selected speakers participating, including Professors Condon and Togo. The moderator will

(cont'd on page 17)

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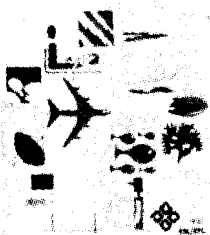
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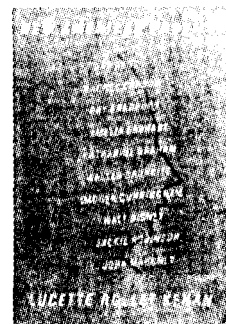
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(cont'd from page 15)

be 'Tatsuya Komatsu, Vice President of JALT, who, as President of Simul International and a frequent interpreter for the Prime Minister and government officials on international visits, has considerable real-world experience on the problems of language and cultural interaction.

5. Kathleen Graves, of the School for International Training in Brattleboro, Vt., has been confirmed as a special guest speaker at the conference. She will be giving a workshop on syllabus design and a lecture on "The Teacher as Alchemist."

6. Desmond Thomas, who has been working on the materials which form the basis for the presentation on the use of video in the language classroom in pre-conference workshop C, will be joining John Fry in that presentation on Fri., Oct. 7.

7. A few unofficial gatherings are beginning to materialize for after-hours.

The School for International Training will hold a get-together at the Convention Center at 5:30 p.m. on Sat., Oct. 8. Check the Conference Handbook or bulletin boards for the room assignment.

People from the University of Hawaii have planned a dinner for Saturday evening after the cocktail party. Participants are to meet at 7:30 p.m. at the restaurant, the Mandarin Palace, near the Ikuta Shrine, on the sea side of Ikuta Shinmichi-suji, the same street that the Washington Hotel is on. The meal will cost ¥4,800. Signs will be posted at the conference site as well.

8. It has been decided to set up a "Video Theatre" in which video materials can be watched at length rather than in short samples. Watch for an announcement at the conference.

Reminders

1. Discussion groups: Program exigencies have made the scheduling of the end-of-day discussion groups not quite as simple as we've been leading you to believe. Places and times have been assigned, however, so check the notice boards and the schedule for topics of your choice.

One discussion group is a little different from the rest in that it has an invited panel to start it off. This is a group entitled Problems of Indochinese Refugees in Japan. The panel will include refugees, teachers and other volunteers that have worked with refugees here and in other countries, and the director of the government refugees camp in Himeji. There will be visual displays, and brochures providing names and addresses of some of the organizations in Japan set up for refugee assistance. JALT is an organization that has a lot to offer in this area. Anyone interested in getting involved, or just wishing to know more about this growing problem is cordially invited to take part. The time

is Sun., 4:00-6:00 p.m., in Room 503.

2. The site for the Friday evening cash-bar cocktail hour for early arrivers has been set for two places in the Sannomiya area: Boil (a restaurant-bar) and Recipe (a bar). They are open till midnight. Evidence of conference registration will give you a 10% discount on drinks.

3. The musical evening for Sat., Oct. 8, is shaping up nicely, though the lengthening practices are more and more in conflict with the lengthening conference committee meetings. The program will include excerpts from the Gilbert and Sullivan operetta, *The Mikado*, as well as from *Oliver* and *Cats*, and will be held in the Main Hall of the Conference Center, starting at 7:00 p.m., just after the conference cocktail party. Tickets are a steal at ¥2,000 for the general public, ¥1,500 for JALT members and registered conference participants.

4. The dinner tour will be held on Saturday evening after the cocktail party, with 12 groups scheduled to enjoy dinner at various Kobe ethnic restaurants. Some groups will be leaving for the restaurants just after the party ends, others after the *Mikado* presentation, so it will be possible to do both of these. Sign-up sheets will be up in the registration area. About ten people can join each group. Interested persons should sign up for the restaurant (or guest speaker) of their choice by 3:00 p.m. Saturday.

5. The run for joggers has been scheduled for Sunday morning. It will start from the Sannomiya Terminal Hotel and go up the hill and through some of the back streets of Kobe, lasting about an hour. Interested runners should meet at 7:00 a.m. just outside the ground-floor lobby of the hotel. There are coin lockers in the adjoining JR Sannomiya Station where joggers can leave their things during the run.

6. Sunday morning from 7:30 to 8:30 there will be breakfast in the Island Cafe, near the conference site. Participants will be able to sit with the guest speakers. The names of the speakers will be posted in the registration area. Breakfast is an American-style buffet and will cost ¥1,500. The tickets are limited to only 100, but check at registration to see if any are left or turned in.

We've been calling this event Breakfast with the Stars, but that title is actually stolen from TESOL. We'd like to find our own good name for this event. Brainstorming with friends brought

(cont'd on page 19)

ATTENTION: MAC USERS

For information about an informal gathering at JALT '88, contact: Philip Crompton, Kyomachi Co-Plas 2-403, Kyomachi 2-2-20, Kawasaki-ku, Kawasaki 210; 044-355-7110.

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(cont'd from page 17)

some interesting suggestions (Porridge with the Profs, Toast with the Toffs, Donuts with the Dons, Come Fry with Me, etc.), but none seemed quite right. If you come up with a good name before 5 :00 p.m. on Saturday, write it down and give it to someone in the Information Desk. We'll choose the best one and announce it at the breakfast on Sunday morning. Besides bringing you glory and honor (or you may prefer anonymity), it will prove that you actually read this column.

JALT '88 SCHOLARSHIP FUND

The Conference Committee gratefully acknowledges financial assistance from area organizations. The government of the city of Kobe made a grant of ¥2 million to enable JALT to afford the International Conference Center. Since the price would certainly have precluded our using the Center, we deeply appreciate this generous assistance. Assistance in the amount of ¥300,000 came from Kobe Steel, Ltd., long a supporter of JALT. For the first time JALT received a grant from Eli Lilly Japan K.K., an international pharmaceutical company with headquarters in Indianapolis, Indiana, well known in the U.S. for its support of education and the arts in its communities. The money from Kobe Steel and Eli Lilly has been used to form the JALT '88 Scholarship Fund from which assistance can be given to teachers and students. As mentioned above, a part has already been used to support the attendance of Lu Liang-De of the People's Republic of China.

THE KOBE INTERNATIONAL CONFERENCE CENTER

JALT '88 will be using four floors of the Conference Center: the 3rd floor for the central operations office, registration, information, and other useful facilities; the 4th and 5th floors for the conference presentations; and the 7th floor for the publishers' displays. Some of the presentations will also be held on the 2nd and 3rd floors of the nearby School of Nursing (NS) attached to the Shimin Hospital across the street. Since a complete description of the facilities will be provided in the handbook, in this issue we would like to only draw your attention to certain important features and to provide a few contact points for participants to leave with families or offices before departure for the conference.

Those who have pre-registered can pick up their conference handbooks and badges on Friday night on the 1st floor of the Terminal Hotel (near Sannomiya Station) between 6:00 and 10:00 p.m. and avoid the lines on Saturday

morning. No cash transactions, however, can take place so those who have not registered or who owe money will not be able to pick up their badges until Saturday. Registration forms, however, will be available for those who would like to shave one step off their wait on Saturday morning.

If you have studied the program schedule included in this issue of *The Language Teacher*, you will have noticed that concurrent presentations begin at 10:00 a.m. on Saturday. (As noted above, the keynote address is scheduled for 2:00, Saturday afternoon, to enable more people to attend.) If you wish to attend sessions from 9:00 a.m., you will have to plan registration accordingly.

The Adjustment Desk will be near the registration tables, and JALT staff members will be there to handle any changes in payments. NOTE: This would not ordinarily include refunds for the conference registration fee. A refund of the registration fee can be obtained only before the conference actually begins, by notifying the JALT Central Office in Kyoto. After the conference starts, refunds will be possible only for the most unusual circumstances.

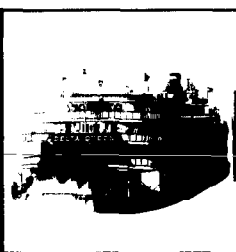
It will be possible to renew your JALT, TESOL and IATEFL memberships at the Adjustment Desk. For most people the term of membership runs out at the end of the calendar year. If your term ends in November or December, 1988 or earlier, you can take care of renewal at the conference. It will be helpful if you bring your membership number with you. It is on the mailing label that comes on your *Language Teacher*.

Adjoining the Adjustment Desk will be a TESOL-IATEFL-RELC (Regional English Language Centre, Singapore) table which will have ample copies of the publications by those organizations for perusal, and blanks to order any titles you'd like to purchase. The Adjustment Desk will be staffed throughout the conference days except during the peak registration periods.

When you go to the Conference Center on Saturday morning, go directly to the 3rd floor, which is the heart and brain of JALT '88. Registration tables are there and will be staffed throughout the conference, from 8:30 a.m. to 4:00 p.m. on Saturday and Sunday, and until 1:00 p.m. on Monday. Any remaining or returned banquet, luncheon or breakfast tickets will be available at registration, as well.

Near the registration area on the 3rd floor, there will be a JALT Publications Table. Binders for *The Language Teacher* will be available there. You can save shipping charges by picking up a supply at the conference. Of course, they can be ordered any time through the JALT office. While

(cont'd on page 21)



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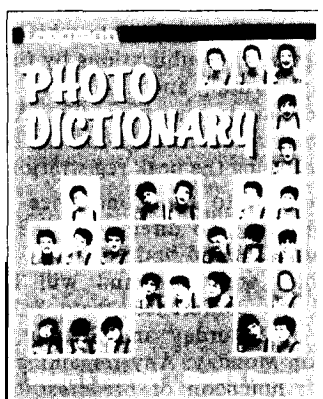
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Longman 

(cont'd from page 19)

you are there, say hello to the editors of **The Language Teacher** and the **JALT Journal** and sign up to write a report on a presentation to be published in the February 1989 issue of **The Language Teacher**. Notice that the deadline for submission is Dec. 15.

The JALT Central Operations Office is in the same 3rd-floor area. To get conference information before opening day, call the JALT Central Office in Kyoto (075-221-2376). There will be staff members available there through Fri., Oct. 7. After that inquiries should be directed to the Conference Operations Center. There will be a direct line into that 3rd-floor room, 078-302-6901.

There will be several hospitality desks in the registration area, among them an Information Desk for general conference information. This will be staffed not by student aides but by JALT members who have volunteered to contribute not only their time but also their experience at JALT conferences, to help answer any question that may arise, or find someone else who can.

There will be a cloakroom service for people to store things during the day extremely useful, as one tends to accumulate things and if you carry them with you, you tend to forget them in presentation rooms, or go off and leave them on publishers' tables.

The Central Operations Office will serve as a lost-and-found center during the conference. After the conference, check with the JALT office or the Kobe International Conference Center offices.

Pay special attention to the bulletin boards, which will be in the 3rd floor registration area and on the other floors. Watch for conference schedule changes, sign-up sheets for various events, notices of get-togethers and other information as it arises.

Your conference packet will contain a map of eating places near the conference site. There is every price level, starting from a large fast-food area at the opposite end of the plaza, to several top-class restaurants on the tops of the Portopia Hotel and the World Building next door to the Conference Center. People at the hospitality and information desks can help you with suggestions.

CONFERENCE PARTICIPANTS

If you would like to write a report on a presentation for inclusion in February 1989's issue of **The Language Teacher**, please sign up at the Publications Table near the registration area at the conference. **The deadline for submission is Dec. 15, 1988.**

The whole of the 7th floor, three large rooms, will be devoted to the publishers' displays. This year, there are 300 tables being used by 45 different organizations. The displays will be open 10:00 a.m.-6:00 p.m. on Saturday, 9:00 a.m.-7:00 p.m. on Sunday, and 9:00 a.m.-4:00 p.m. on Monday. Throughout this time there will be tea and coffee available in the area for a minimal fee, with snacks courtesy of the publishers.

As usual, the publishers' display will have a lottery. There will be card with numbers from 1-50 in your handbook. Each time you visit a publisher, ask them to stamp your card on their number. When you get stamps from all the publishers, turn in the card and it is used for a lottery drawing on the last afternoon. Prizes are ¥50,000 for First, ¥30,000 for Second, ¥20,000 for Third, and there are five Fourth Prizes in the form of ¥10,000 worth of book coupons. It isn't necessary to be present for the drawing to win a prize. One of last year's prizes went to a teacher in Korea, Susan Gaer, who was not at the drawing. JALT Central Office took a long time doing it, but they found her, and we hear that she used her prize to buy a microwave oven for her school.

Either in or just behind Room 701, there will be a parcel service. It offers escape from overlaid travel back to your homes, and when you think about how tired you'll be by that time, and how crowded the trains are at the end of a holiday weekend, you'll realize what a good thing this is. Don't leave it until the very end of the last day, as it will be very crowded at that time.

The Job Information Center will have its desk in the basement floor near the copy center. The job openings will be posted there. Interviews with employers will be held in classrooms of the nearby School of Nursing. For the process of making use of this facility, either as an employer or as a potential employee, please refer to the August or September issue of **The Language Teacher**.

Since this is the last chance to "talk" to you before the conference, we have tried to include everything you will need to know. Inevitably, we will have missed some things you want to ask, but we hope we have covered the important details well enough. There are lots of smaller but interesting items we could have included, such as the fact that there will be a JALT '88 t-shirt available for sale at the conference (probably on the 3rd floor - nearly everything is on the 3rd floor), but if we told you everything, some of the fun would be lost.

The JALT '88 columns and articles have been produced each month in English and Japanese, by the Publicity Committee. We'd like to take

(cont'd on page 23)



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Invited Speakers – Who Are They?

KEYNOTE SPEAKER

John Condon is professor of communication at the University of New Mexico (Albuquerque), while also serving on the faculties of the linguistics and Asian studies departments. From 1969 to 1978 he taught at International Christian University in Tokyo, from where many JALT people know him. He has also taught in Tanzania, Brazil and Mexico, as well as at Northwestern University in Illinois, where he received his B.S. and Ph.D. in communications. His M.A. in language arts is from San Francisco State University. He has been teaching for 30 years, about half of them overseas.

Professor Condon has long worked to facilitate intercultural understanding. He developed the well-known Pegasus Seminars sponsored by the American Chamber of Commerce in Japan and International House, and he served as advisor on cultural orientation to the U.S. for its Southeast Asian refugee processing centers in Thailand, the Philippines and Indonesia.

He has published numerous books on intercultural communication, two of them in Japanese and three for Japanese students of English. He is renowned as a speaker, and has twice been selected Outstanding Teacher of the Year, an honor JALT values more than many others.

MAIN SPEAKERS

Sir Randolph Quirk is perhaps best known in Japan as co-author of *The Grammar of Contemporary English* (1972) and its related *University Grammar* (1973), and, more recently, the definitive *Comprehensive Grammar of the English Language* (1985), reviewed by Keith Brown in this issue of *The Language Teacher*. Since 1985 he has been President of the British Academy. He was Vice-Chancellor of the University of London, and if that sounds second-best, one should note that the Chancellor is Princess Anne. He has been professor of English at the Universities of Durham and London; President of the Institute of Linguistics; Governor of the English Speaking Union, and member of numerous advisory boards and committees. He has honorary doctorates

from 17 universities in several countries. In 1976 he was awarded a C.B.E. and in 1985 was knighted in recognition of his contribution to education.

Professor Quirk is married to Prof. Gabrielle Stein, who is a featured speaker at this conference. He was scheduled to take part in an earlier JALT conference but was forced to cancel the appearance for health reasons.

Fraida Dubin is an associate professor jointly appointed to the departments of ESL and education at the University of Southern California in Los Angeles. She heads a doctoral program in language and literacy in the School of Education. A language and education specialist holding a Ph.D. in linguistics from UCLA. Professor Dubin has been active as a classroom teacher, teacher trainer, program director and materials writer both in her native California and in India, Greece, Iran, Israel, Botswana and Hungary. She has co-authored books for teachers, *Facilitating Language Learning*, *Course Design*, and *Teaching Second Language Reading for Academic Purposes*, as well as textbooks for students, *It's Time to Talk*, *Reading by All Means*, *Three Easy Pieces*, and *Reading on Purpose*. Her focus as a textbook author and researcher is on the uses of language and literacy in society.

She is also active in TESOL and its California affiliate, CATESOL, and often gives presentations at conferences and workshops. Last year she taught in the Barcelona TESOL/IATEFL Summer Institute, and this year she was a plenary speaker at the Singapore RELC Regional Seminar in April.

Mario Rinvolucri is teacher, teacher trainer, administrator and editor for Pilgrims English Language Courses in Canterbury, England. For the past several years he has led a team that has trained teachers all over the world. He was educated at Queen's College, Oxford, and began his EFL teaching career in Greece. He has taught in Chile as well, and teaches students of many nationalities in England. He has published *Grammar Games* and numerous articles on teach-

(cont'd from page 21)

this chance to thank all the people who have helped us by providing information, most notably the conference chairpersons and the program chairman, and the JALT Central Office, the executive secretary, Tom Robb, and Yumi Nakamura. Special appreciation should go to our editors Eloise Pearson and Masayo Yamamoto, and the person responsible for layout and

typesetting, Clo Arzaga, who have somehow juggled their deadlines when ours didn't match, always with friendly equanimity. It made our job much less nerve-racking than it might otherwise have been.

In any case, we hope you've found the columns both helpful and persuasive, and we look forward to seeing you at the conference.

ing techniques. He has also co-authored various teacher reference books: **Vocabulary, Once Upon a Time, Grammar in Action, Challenges to Think**, and this year, **Dictation**. He has visited Japan before: in 1986 he did a series of workshops and lectures in several cities. His presentations are often on the teaching of grammar, correction techniques and dictation.

Katsuaki Togo is professor of English as a foreign language in the department of English language and literature of the School of Education at Waseda University. He has spent several years abroad and is perhaps best known in Japan for the several years that he taught English conversation on the radio for NHK. He often writes and speaks about English linguistics and language teaching, both in Japanese and English.

FEATURED SPEAKERS

Gabrielle Stein is professor in the Chair of Linguistics at the University of Hamburg, although she has also taught for some time at the University of Siegen. Her own studies were in English, French and Italian at the Universities of Tübingen, Dijon, London, Paris and Perugia, her Ph.D. being from Tübingen. Most of her books and articles are on word formation and lexicography, primarily of English, and she is President of the European Association for Lexicography. She has lectured extensively abroad in Europe, Asia and the United States.

Professor Stein is the wife of Sir Randolph Quirk, also a JALT '88 invited speaker,

E. Keith Brown is reader in linguistics at the University of Essex, where for three years he was Chairman of the department of language and linguistics and is now the Director of the Centre for Cognitive Studies. Although most of his studies, teaching and writing are on theoretical linguistics and/or English grammar, he also has intercultural communication credentials, having spent four years in Africa (Uganda and Ghana) as a student, a British Council officer and a university lecturer. His Ph.D. dissertation at Edinburgh was on the grammar of Twi. He lectured in linguistics at Edinburgh for several years before moving to Essex, and has been visiting lecturer at the Universities of Toronto, OISE, Stirling, and Cambridge, and has done short courses at the Universities of Bremen, West Germany, and Anzang, Iran. He currently serves on several advisory committees and editorial boards. His books include **Syntax: A Linguistic Introduction to Sentence Structure** (1980), **Syntax: Generative Grammar** (1981), **Linguistics Today** (1984), and **Phrase Structure Grammar** (in preparation); edited collections: **Common Denominators in Art and Science**

(1983; French ed. 1986) and **Language, Reasoning and Inference** (1986); and numerous articles. We are very grateful for his permission to reprint in this issue his excellent review of Quirk *et al.*'s **Comprehensive Grammar of the English Language**.

Karl C. Diller has been in the department of English at the University of New Hampshire since 1972 teaching linguistics, applied linguistics and neurolinguistics, and supervising ESL. Prior to this, he was lecturer on English at Harvard, in charge of the ESL program. He earned his B.A. (in ancient Greek) at the University of Pittsburgh; his M.Ed. and Ph.D. in applied linguistics and linguistic theory are from Harvard, though half of his coursework for the master's was done at M.I.T. He was several times visiting lecturer at the University of Hawaii. His books include: **Generative Grammar, Structural Linguistics and Language Teaching** (1971), revised and expanded as **The Language Teaching Controversy** (1978); **Individual Differences and Universals in Language Learning Aptitude** (ed.; 1981); **Gengo Kyoiku ni Okeru Risei-shugi to Keiken-shugi** (with T. Torii and A. Sasaki, 1982), and **Language Teaching and the Brain: Neurolinguistic Arguments on Second Language Teaching and on the Optimum Age of Second Language Acquisition** (in progress). He has numerous articles and papers, including a keynote address at the JALT national conference in 1979. He serves as a manuscript reader for seven publishers or journals, writer for TOEFL, and consultant for various school systems.

Jack C. Richards is professor in the department of ESL at the University of Hawaii. He completed his Ph.D. with W. F. Mackey at Université Laval, Quebec. He has worked in Indonesia, Singapore and Hong Kong, and conducted workshops and seminars worldwide. His courses at Hawaii are in the graduate program and include methodology, curriculum development, teacher training and the design of instructional materials, as well as a daily conversation program for Japanese students.

His publications consist of over 60 articles and books, among them: **Error Analysis** (1974), the popular **Person to Person** series (1984), **The Context of Language Teaching** (1985), **Longman Dictionary of Applied Linguistics** (1986), and **Approaches and Methods in Language Teaching** (with T. Rodgers, 1986). He has just received an award from the Modern Language Association for **The Context of Language Teaching**, and in 1986 he received the Kenneth W. Mildner Prize for the most outstanding research publication in the field of foreign language teaching and literature. Professor Richards has visited Japan several times and presented at previous

JALT conferences, as well as at the 1988 RELC Regional Seminar in Singapore.

SPECIAL GUEST SPEAKERS

Alan Maley has recently been appointed Director-General of the prestigious Bell Educational Trust in Cambridge, England. Previously he was regional representative for the British Council in Madras. He received his B.A. from Cambridge, then completed a postgraduate diploma in applied linguistics and teaching methodology at Leeds University. He was with the British Council from 1963 until this year, serving as English Language Officer in Yugoslavia, Ghana, Italy, France and China. He has numerous ESL publications, including *Drama Techniques in Language Learning* (1982); *Sounds Intriguing* (1979); *The Mind's Eye* (1980); *Quartets* (with A. Duff *et al*); and *Poem into Poem* (1985, with S. Moulding). He is also general editor of two series for Oxford University Press, *Resource Books for Teachers* and *Oxford Supplementary Skills*. He is particularly interested in the use of literature in the language teaching classroom.

Mr. Maley received the O.B.E. for his work with the British Council.

Steven J. Molinsky is associate professor at Boston University, where he is Director of the Graduate TESOL Program. He holds M.A. and Ph.D. degrees in linguistics from Harvard University. He is co-author of *The Side by Side English Program*, *Line by Line*, and *Expressways: English for Communication*. Dr. Molinsky was a presenter at JALT '86 in Hamamatsu.

Francis Britto, S.J., holds a joint appointment in the departments of English and linguistics at Sophia University in Tokyo. He holds several degrees, in mathematics, philosophy and theology, as well as an M.S. in linguistics and a Ph.D. in sociolinguistics from Georgetown University in Washington, D.C. He has studied and taught in his native India and in Korea. Much of his work in sociolinguistics, including his dissertation, is on the topic of diglossia, frequently with reference to Tamil and its language community. His publications include numerous articles on the relation between culture and language.

Kathleen Graves currently teaches at the School for International Training in Vermont. She holds a bachelor's degree in oriental studies from Columbia, and studied and taught for some time in Taiwan, before earning her M.A.T. at SIT. She has done teacher training in Indonesia and Thailand, as well as teaching for some years at the Language Institute of Japan, and is the author of a new text, *East-West*, soon to appear from Oxford University Press.

Jeremy Harmer is currently a freelance teacher trainer and writer. He has taught English and trained teachers in Mexico, and in England, at the University of Reading, the Eurocentre at Bournemouth, and at International House in London. He travels extensively in Europe, Latin America and Japan, addressing major ELT conferences and training teachers. He holds a B.A. in English literature from the University of East Anglia and an M.A. in applied linguistics from the University of Reading. His publications include English textbooks, handbooks for teachers, and numerous articles on language teaching methodology. He has visited Japan on previous occasions and taken part in JALT conferences.

WORKSHOP PRESENTERS

Margaret D. Pusch has been President of Intercultural Press, Inc., in Yarmouth, Maine, since 1980. She is both CEO and Editor. She is an experienced cross-cultural interaction trainer who has worked with universities, voluntary organizations, refugee agencies, businesses and many other organizations. She is a member of the staff of the Summer Institute of Intercultural Communication held each summer at Marylhurst College in Portland, Oregon, and is a consultant for the National Association for Foreign Student Affairs (NAFSA). She is especially interested in voluntary organizations who work in the international exchange field, and has been a member of NAFSA's board of directors, and is currently on the boards of the Society of Intercultural Education, Training and Research, the World Affairs Council of Maine, and the Samantha Smith Foundation. She is co-author, with Nessa Loewenthal, of *A Guide for Leaders of Professional Integration and Reentry Workshop* [sic], a NAFSA publication (1988), editor of *Multicultural Education: A Cross-Cultural Training Approach* (1979), and several articles on similar subjects. She was recently awarded the Senior Interculturalist Award by SIETAR International.

John Fry is director of the British Council's teaching centre in Kyoto, where his responsibilities include the design and running of training courses for Japanese teachers of English and an in-service programme of teacher development within the centre. He has also been involved in the development of the 'Using Video in English' (cont'd on page 27)

ATTENTION: U. OF H. GRADUATES

There will be a dinner party at JALT '88, Saturday night at 7:30. See the Program Additions section of this issue and watch for signs at the conference.



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' beginners.

The video consists of an adventure story in 10 parts about a British archaeologist, Dr. Ross Orwell, who is an expert on an extinct South American civilization, the *Mesatecs*.

THE LOST SECRET

With its strong, intriguing story, the video makes use of learners' interest in the unfolding narrative as a means of helping them understand. Although the course begins with very basic vocabulary and structures, the dialogue is constructed in such a way that the use and repetition of key items arise naturally out of the development of the plot.

**Robert O'Neill
& Martin Shovel**



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(cont'd from page 25)

Language 'Teaching' materials, which form one of a range of teacher-training modules being developed by the British Council for use in its teaching centres worldwide. He holds an M.A. in applied linguistics from Lancaster University and before coming to Japan taught in Hong Kong, China and England.

Desmond Thomas, co-presenter with John Fry, is co-author of the British Council's 'Using Video in English Teaching' materials. Throughout his extensive teaching career in England and Brazil, he has maintained a strong professional interest in media, particularly video. While in Brazil, he directed a Media and Resource Unit servicing a network of schools. More recently he taught at the British Council in Kyoto, during which time he ran a number of workshops on the classroom use of video, including presentations to JALT. He is currently completing his M.A. in applied linguistics at the University of London.

Sonoko Mizuta teaches English and cross-cultural studies at both Japan Women's University and Tokai University. She holds an M.A. in foreign language education with a specialization in intercultural communication from Stanford University, and completed an internship at the Stanford Institute of Intercultural Communication. She has long been active in the field, and is at present developing and implementing cross-cultural training programs for business people for Interlink Education Systems in Tokyo.

John Ratliff is instructor of English at Ibaraki Christian College in Hitachi. He earned his Ph.D. in communications and Japanese studies at Columbia Pacific University, and has been active in the fields of TESOL and intercultural communication for over ten years in Mexico, the United States and, for the last four years, in Japan. He has written several articles, including an interview with Prof. John Condon which appeared in last month's issue of *The Language Teacher*, and has given numerous workshops on the cultural dimension of language teaching, many of them for JALT. He will be co-presenting with Sonoko Mizuta (above).

LUNCHEON SPEAKER

Shigeo Imamura has been professor and head of the English department at Himeji Dokkyo University since 1987. He embodies the spirit-of the conference theme, being himself bilingual and bicultural. Born in the United States, he was brought to Japan at the age of 10, completed his studies at Matsuyama College of Commerce (now the University of Matsuyama) and enlisted in the army. After the war, he went on to serve as translator/interpreter for the U.S. Armed Forces in Japan, then, in 1951, returned to the

United States and completed his B.A. in English language and literature at the University of Michigan. Back in Japan, he taught for eight years at Ehime University, then returned to the U.S. and joined Michigan State University as assistant professor of English. Two years later he became director of MSU's English Language Center, and simultaneously enrolled in the M.A. program in linguistics at the University of Michigan, completing the degree a year later. He continued to head the intensive English program at MSU until 1981, then returned to Japan as professor at Aoyama Gakuin's School of International Politics, Economics and Business, where he remained until 1987. He has been a prolific writer, particularly in the areas of international education and language learning in Japan. His books include *A Basic Knowledge of Studying in the U.S.* (1972); *Internationalism and the Teaching of English* (1974); *The Way to Study English in the U.S.* (1975); and *Jin-denshin* (1986).

OPEN LECTURE

Sen Nishiyama was born in the United States and received all his formal education there. He started out as an engineer and earned a B.S. in electrical engineering and an M.S. in physics, both at the University of Utah, where he served as a teaching assistant in electrical engineering. He arrived in Japan in 1934 and was naturalized as a Japanese citizen in 1935. For ten years he worked as a research engineer for the Ministry of Communications, then from 1945-1951 was employed as a technical advisor in civil communications for the Allied Powers General Headquarters. From 1951 through 1972 he worked as an advisor to the U.S. Information Service, where he received both the Meritorious Service Award and the Superior Honor Award. During this time he developed his skill in simultaneous interpreting between Japanese and English. This was a very new skill at the time, having only started with the Nuremberg trials in Germany just after the war. Nishiyama's was perhaps one of the earliest successful attempts in Japan and probably in the world. He became nationally famous when he interpreted for the live telecasts of the Apollo moon landing over NHK. From 1983-1986 he was an international affairs executive with the Sony Corporation and continued with them as special consultant through 1986. For many years he has been associated with Simul Academy.

Several books in Japanese on interpreting and on Japanese-American relations are to his credit, including: *Tsuyaku* (Interpreting) (1969); *Tsuyakujutsu* (The Art of Interpreting) (1969); *Gokai to Rikai - Nihonjin to Amerikajin* (Understanding and Misunderstanding - Japanese and Americans) (1972); *Eigo no Dekoboko-michi - Watashi*

(cont'd on page 31)

JALT '88 SPEAKERS



John Condon
Keynote Speaker



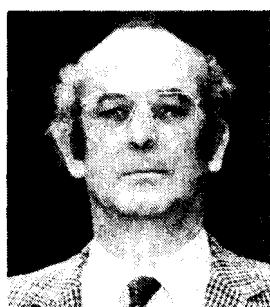
Sir Randolph Quirk
Main Speaker



Fraida Dubin
Main Speaker



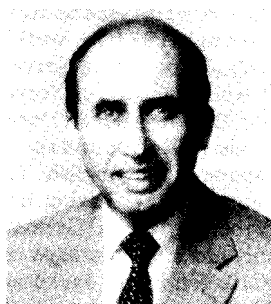
Gabrielle Stein
Featured Speaker



E. Keith Brown
Featured Speaker



Karl C. Diller
Featured Speaker



Jack C. Richards
Featured Speaker



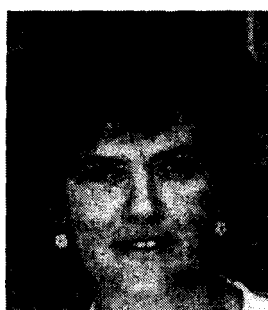
Alan Maley
Guest Speaker



Steven J. Molinsky
Guest Speaker



Francis Britto, SJ.
Guest Speaker



Kathleen Graves
Guest Speaker



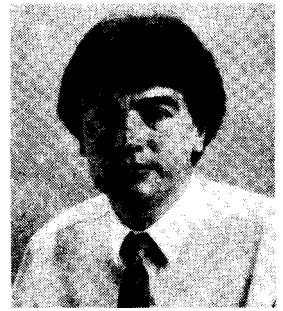
Jeremy H. Armer
Guest Speaker



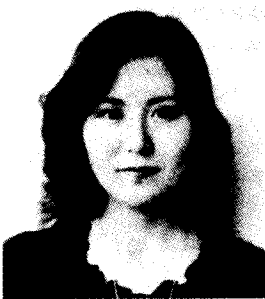
Margaret D. Pusch
Guest Speaker



John Fry
Guest Speaker



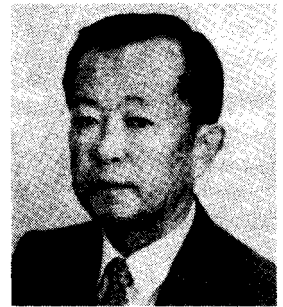
Desmond Thomas
Guest Speaker



Sonoko Mizuta
Guest Speaker



John Katliff
Guest Speaker



Shigeo Imamura
Guest Speaker

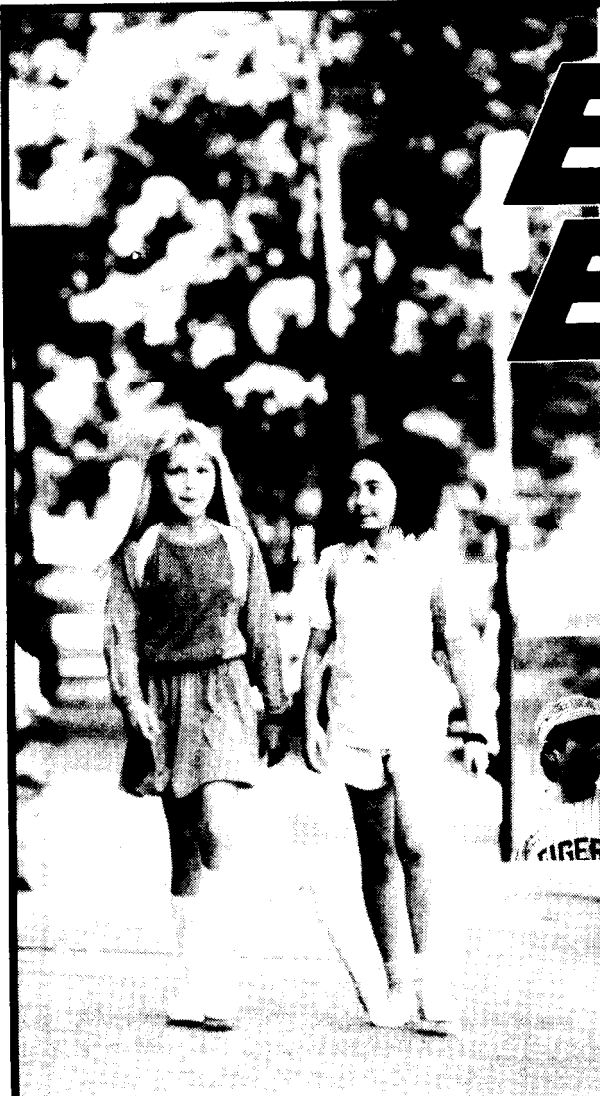


Sen Nishiyama
Guest Speaker

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(cont'd from page 27)

no Adobaisu (The Rough Road of English - What to Do with an Impossible Language) (1977); **Tsuyakujutsu to Watashi** (Experiences in the Art of Interpreting) (1979); **Watashi no Eigo Taiken** (My Experience with English) (1980, 1988); and **Amerika Seikatsu Wakaru Hon** (Living in the United States) (1988). He has been the interpreter for many high-level personages, both American and Japanese.

He has translated two books by Edwin O. Reischauer and one by Dean Barnlund into Japanese, and published numerous articles and essays in magazines and newspapers on cross-cultural comparison, communicating languages and related subjects. He also taught for a summer at Ohio State University as visiting professor in advanced course in American-Japanese relations. In 1985 he was given the Distinguished Alumnus Award by the University of Utah. He is Director of the Japan Society of Translators.

第14回 JALT 国際大会 (JALT '88)

今月1月に発足した JALT '88 神戸大会の運営委員会もいよいよその任務を今月8、9、10日の本番を迎えるのみとなり、大会開幕に向けて、秒読み段階に入りました。大会期間中は延べ1,800名の参加者と、300に近いプレゼンテーションが予定されており、参加者の方々は、期間中、時間不足を感じられるのではないかと思います。そこで、参加される前に御自分なりのプランを立てられることを改めてお勧め致しますが、その際のヒントとしまして今回、1985年9月号 *The Language Teacher* に掲載されました Dale Griffiee 氏の記事よりアイデアを抜粋してみましたので、御参考載けたらと思います。

大会前の準備

ポケットに携帯できるくらいのノートを用意し、見開き左ページに "What I Expect to Happen"、右ページには "What I'm looking for" とタイトルを打ち、*The Language Teacher* に掲載されている予定表を参考にしつつ、出来るだけ多くの項目を記入する。

大会中の心得

- ① 大会当日受付を済ませ、大会のハンドブックを受け取る。手元にあるノートの "What I'm Looking for" を参照しながら、ハンドブックの中から自分の興味のありそうなプレゼンテーションを捜し、マークする。
- ② 情報交換をする。自分の興味あることが往々にして他の参加者の興味と一致することがある。出来るだけ会話を広め、知り合いの輪を広げる。今年知り合った人が、来年の共同発表者になるかも知れない。
- ③ プレゼンテーションに参加したら、ただ聴講するのではなく、積極的に発表者と意見交換をする。グルー

プ参加の場合には朝食をともにし、前日の感想、今日の予定などの情報交換をする。ひとり淋しくテーブルに座っている人には、一言声をかけて自分達の会話の輪に入れてあげる。

- ④ ノートには随時知り合った人の住所・氏名を記入していく。
- ⑤ 教材展示を積極的に参観する。JALT 教材展示は毎年高い評価を受けており、プレゼンテーションに参加することと同等の価値がある。参観方法も一回限りでなく、一日のうち何度かに分けて足を運ばれる事をお勧めする。

大会後のまとめ

今までに大会に参加した数多くの人々の中には、大会で出会った新しいアイデアにとびついて、それまでの授業スタイルを一変したものの、興奮がさめるやもとのどりのスタイルにもどってしまったたり、又、新しいアイデアに刺激されながらも、実際に応用することもなく、話だけで終わってしまう人々がいた。そこで、こうした極端に走らないために、大会が終わって数日後にノートを取り出し、実行してみたいアイデア、知り合った人、深く理解し、記憶にとどめておきたい事等をカラーマーカーで塗り分ける。出来れば大きな紙を用意し、右側に実行してみたい事、左側に理解したことをノートからぬきとり、目のつくところに張りつけたりしておけば忘れることも少ないであろう。更に、実行してみたい事を実際自分のどのクラスに適用するかを考える。こうすることによって、いつ、どのクラスで実行するかが明確になる。最後に、参加したプレゼンテーションのレポートを職場の会議や各支部で発表する。その際、ただメッセージを伝えるだけでなく、参加したプレゼンテーションの雰囲気を自分なりに表現し直し、出来れば同僚にプレゼンテーションのアイデアを実演してもらう。

大会委員長より

これまで大会運営委員会の各メンバーは、この大規模な国際大会を成功させるため一人一人に課せられた多くの任務を履行しようと精力的に活動してきました。その中には、長い会議や知恵の出し合い、数えきれない電話での会話がありました。Banquet の場所をあれこれと捜しまわった末に見つけた会場が使用出来なくなった時には大いに落胆し、締切りを守らない人々にいらしたかと思えば、原稿依頼に多くの人が応募してくださった時には思わず興奮したり笑ったりすることもありました。

運営委員会では、この大会が成功しますよう出来るだけの努力をしていますが、不行き届きな点、改善すべき点等お気づきの事がありましたら、大会会場におります運営委員に、どうぞお気軽にお声をおかけ下さい。

第14回 JALT 国際大会の目的の一つは、参加者の方々
(cont'd on page 33)

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- THE CASE OF THE BODY IN THE CASE
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(cont'd from page 31)

に他の人々と啓発し合う機会を持ていただくことです。このために今回ポスターセッションやディスカッショングループ等のプログラムを追加しました。又、大会の居心地良い雰囲気づくりと同時に、純粋に言語教育・言語習得に関する学問的関心を引くようなプログラムを作るよう努力をしてきました。今回のテーマ『Language and Cultural Interaction』は実に時代に合ったテーマであり、言語と文化の相互関係に関する研究発表が大いに期待されます。実際、このテーマは時世に合っているだけでなく、神戸という国際色豊かな土地柄を考えると、正にうってつけのテーマであり、改めてこのテーマの発案者である Charles Wordell 氏に感謝する次第です。

最後に参加者の皆さんが知的刺激を受け、大会を満喫されることを心より願っております。では神戸でお目にかかりましょう。

大会委員長 Linda Viswat

大会最新情報

今月号のお知らせは、主にプログラムの変更と大会会場の施設の御案内です。

市民公開講演会

Open Lectureとして御案内しておりました西山千氏による「ことばと日米関係」の講演は、「市民公開講演会」の名で、神戸国際交流協会との共催にて開催されることになりました。これに併い、時間と会場がそれぞれ10月7日(金)午後6:00、神戸国際会議場メインホールに変更になり、入場料無料となりました。西山氏の約1時間にわたる講演の前に、Prof. John Condon 自ら西山氏を紹介するスピーチが約20分あります。

Conference Banquet

これまで大会恒例の Banquet はポートタワーそばの神戸海洋博物館で行われると御案内してきましたが、博物館の収容人数に問題があり、残念ながら会場は国際会議場レセプションホールに変更になりました。しかし、この会場変更の埋め合わせといたしまして、Banquet に参加される方々のうち希望者には、海洋博物館への無料入場券を差し上げます。

プログラム変更

The Language Teacher 9月号に掲載された大会プログラム、及び大会受付時に配付されるハンドブックの中に掲載されている大会プログラムに変更が生じたので、今月号英文記事に記載されています変更事項を御確認の上、ハンドブックを御利用下さい。尚、今後同様の変更が生じる事も十分考えられますので、スケジュール

の最終的な変更は大会会場の受付付近、プレ・レジストレーションルームの掲示板、又は毎日発行されるニュースレター等で御確認下さい。

追加事項

- ① 早稲田大学教授で、元NHKラジオ英会話講師として、広く日本の英語関係者に知られています東後勝明氏から正式に大会参加の承諾をいただきました。氏のプログラムに関しましては大会会場でお知らせする予定です。
- ② 今大会、神戸製鋼からの基金により、JALT 奨学金が実現し、この制度を通じて、中華人民共和国より Lu Liang De (呂 良徳)氏をお迎えする事が出来ました。Lu 氏はすでに The Language Teacher 6月号紙上“Opinion”欄に投稿されたこともあり、氏の名前を記憶されている方も多いと思われますが、今回は“Linguistics Theory and Classroom Reality”というタイトルでプレゼンテーションを予定しています。
- ③ 月曜日の大会最終日のClosing Panelは、例年ですとメインスピーカー臨席のもと、質疑応答の時間が持たれるところですが、今大会では内容を変更し、大会メインテーマである“Language and Cultural Interaction”に沿ったパネルディスカッションの形式で行われます。JALT 副会長で、サイマルアカデミー会長の小松達也氏を司会者に迎え、John Condon 氏、東後勝明氏を含むゲストスピーカーと共に進行して行きます。どうぞ御期待下さい。
- ④ 現在までのところ、下記の2つのグループの集まりが予定されていますのでお知らせ致します。
 * School for International Training 8日(土)午後5:30 場所:当日受付付近に掲示
 * ハワイ大学関係者 8日(土)午後7:30 場所:レストラン「マンダリン パレス」(生田神社南側、生田新道筋)

☆ ☆

これまでの大会情報のうち、特に参加者の方々に役立つであろうと思われる内容を改めて御案内致します。

- ① ディスカッショングループ:御案内してきましたディスカッショングループは、多少複雑になる模様です。グループのうちひとつは他のグループと少々趣を異にし、日本におけるインドシナ難民問題を討議します。パネルディスカッション形式で行われる予定のこのグループには、難民の方々の他に、日本や海外で活躍されている教師ボランティアの方々をはじめ、姫路定住促進センター所長も参加される予定です。パンフレットには他の難民救済機関の情報も記載されています。日時は9日(日)午後4:00~6:00。場所は503号室です。
- ② 8日(土)午後7:00より国際会議場メインホールにて

行われるアマチュアグループ劇団による *Mikado*, *Oliver*, *Cats* はカクテルパーティー終了後に行われます。チケットは一枚2,000円で、売上金は慈善基金にあてられます。

- ③ 同じく8日(土)、カクテルパーティー終了後に12のグループが神戸の繁華街へ繰り出し、異国情緒あふれる各国のレストランで夕食を楽しみます。アマチュアグループ劇団による劇終了後に出掛けるグループもありますので、劇を見逃す心配はありません。参加御希望の方は、8日午後3:00までに申し込み用紙に記入して下さい。
- ④ 9日(日)午前7:30~8:30にゲストスピーカーと共に会場近くの Island Cafe にて朝食をお楽しみ下さい。ゲストスピーカーの名前は受付付近に掲示致します。朝食はアメリカン風パフェで一人1,500円。100名に限定させていただきます。参加者の方々からこのイベントの名前を募集致します。ふさわしい名前を思いついた方は、8日(土)午後5:00までにインフォメーションデスクまでお越し下さい。選考結果については日曜日、朝食の席で発表致します。
- ⑤ 9月号で御案内致しましたジョギングレースは、8日(土)午前7:00、JR三の宮駅中央出口南側にあります三の宮ターミナルホテル1階ロビー前をスタートします。近くにはコインロッカーもあり、着替えの保管も出来る様です。コースは三の宮山側へ向かい、裏通りをいくつか走って、約1時間でゴールのターミナルホテルに帰ってきます。どうぞジョギングウェアとシューズをお忘れなく。

大会会場御案内

今大会会場となった神戸国際会議場は地下1階、地上11階の国際交流会館の中に位置し、国際会議専用に準備された施設で、あらゆる会議に備えて数々の設備が整っています。今大会では、この会場をメインとし、一部のプレゼンテーションと Job Information の面接を看護短期大学(市民病院南側、国際会議場より徒歩約7分)で行う以外は、全てのプレゼンテーション、コロキア、プレナリーセッション、及び、受付、教材、展示を国際会議場3階、4階、5階、7階を使用して行います。

まず、会場に到着しましたら国際交流会館3階までお越し下さい。今大会の受付、Information Center, Adjustment Desk, Hospitality Desk は全て3階にあります。

受付のテーブルではスタッフが常駐し、参加者の受付登録を行います。7日(金)に市民公開講座等で会場においでになる方は、受付をのぞいて、この日に大会受付の手続きが出来るかどうかを確かめて下さい。

Information Desk は受付の隣に位置し、ここには JALT に精通した JALT 会員が配置されていますので、大会に関するあらゆるインフォメーションがここで得られます。受付のすぐ隣には Adjustment Desk が設置さ

れ、新会員紹介による割引照合、返金等の事務を行います。大会参加費返金については大会開幕以前に JALT 事務局に御連絡を取っていただければ当日、Adjustment Desk にて返金致しますが、大会開幕以降の参加費返還につきましては、止むを得ない理由を除いて返金致しかねますので御注意下さい。又、この Adjustment Desk で JALT 会員継続手続きも受け付けていますので、御利用される方は会員番号をお知らせ下さい。

Adjustment Desk の隣に IATEFL-TESOL-RELC (Regional Language Centre in Singapore) Desk が設置され、これらの団体による出版物の展示及び入会への手続きを行っています。

Hospitality Desk ではポートアイランド、大会会場付近のレストラン情報を始め、あらゆる social 面での情報を提供しています。同じく、受付付近では大会3日間を通じて午前中のみ、出版社提供によるコーヒーとドーナツの無料サービスがあります。受付終了後、当日の計画を立てるひとときどうぞ御利用下さい。

JALT 国際大会ですっかり定着しました教材展示は、45におよぶ出版社の協力を得て7階の3つの大部屋を会場とし、300のテーブルを設置して行われます。期間中ラウンジには毎日コーヒーとクッキーが有料で用意され、訪れる方々への便宜が図られます。この教材展示の開催時間は、8日(土)10:00~18:00、9日(日)9:00~19:00、10日(月)9:00~16:00です。尚、この教材展示でおなじみの宝くじの賞金は、今回、1等5万円、2等3万円、3等2万円、4等1万円相当の図書券5組となっており、教材展示を楽しむと共に、宝くじもあわせて応募してみたいかがでしょうか。賞金は最終日会場で当選者に渡される予定ですが、会場に御本人がいらっしゃらない場合でも後日必ず届けられますので御安心下さい。購入された教材の運送手配は、同じく7階に設置されています小荷物サービスで受け付けておりますので心おきなく新教材を選んでいただけます。残念ながら、今神戸大会では、御子様連れの会員の皆様のための託児所の施設がございませんので、くれぐれも御注意下さい。大会に関するインフォメーションは、10月7日(金)以前は JALT 事務局(075-221-2376)へ御連絡下さい。大会期間中、JALT 事務局も大会会場3階へ移動します。期間中の大会情報及び、大会会場への連絡は、会場への直通ダイヤル 078-302-6901 を御利用下さい。尚、大会期間中、JALT 事務局では拾得物の管理を致します。

Job Information Center は市民病院南側の看護短期大学にあります。ここでは、職種に関するディスプレイのための広い場所と個人面接のための部屋が用意されています。

大会受付のお知らせ

9月10日以前に予約をされ、Pre-Conference Workshops に参加される方は、7日(金)午後6:00~11:00、

J R 三の宮駅中央出口南側にあります三の宮ターミナルホテル4階ロビーにお越し下さい。ここで受付をして、ハンドブックをお受け取り下さい。

8日以降の受付時間は大会3日間を通じて、午前8:30より受付開始、終了は8日、9日の両日が午後4:00、最終日の10日は午後1:00となっています。

今回をもちまして第14回 JALT 国際大会に関する *The Language Teacher* 紙上での広報活動は終了致します。参加者の方々に必要な情報をあれこれと探し、掲載してきましたが、まだ手元には JALT '88 Tシャツの販売といったような事細かな情報が掲載されずに残っています。しかし、全てを語るより当日の楽しみを多少残しておくのも粋な配慮かと思われます。

今回、毎月の大会に関する記事、広報活動は2人の

JALT '88広報委員が担当してきました。この場をお借りし、情報を提供し、我々の活動を支えて下さった方々、特に大会委員長 Linda Viswat, Vincent Broderick、プログラム委員長 Robert Liddington、JALT 事務局長 Tom Robb の各氏に深く感謝の意を表明します。又、我々の原稿を我慢強く待って下さった編集部の方々、Eloise Pearson と山本雅代の両氏、そして、時々原稿が締切りに間に合わなくとも快くタイプセットして下さい Clo Arzaga 氏にも深く敬意を表します。参加者の方々に我々の記事が活用され、一人でも多くの人々が大会に出席されることを希望しつつ、この項を閉じることに致します。では、大会会場でお目にかかりましょう。

Dorothy A. Pedtke (英文広報)

木村 裕三 (邦文広報)

ゲストスピーカーの履歴

大会直前に際し、今一度ゲストスピーカーの履歴を紹介致しますので、参考にしていただきたいと思います。

John Condon (Keynote Speaker)

米国ニューメキシコ大学コミュニケーション学科教授。異文化コミュニケーションを専門とし、国際基督教大学教授として10年近くの在日経験がある。コミュニケーションの分野における氏の知名度は高く、多くの著書の中には日本に関するコミュニケーション論も見られ、わが国とのつながりが深い。

Sir Randolph Quirk (Main Speaker)

現イギリス学士院会長。ロンドン大学副総長を経て現職へ。日本国内でも有名な言語学者の一人。第11回国際大会に出席の予定であったが実現せず、今回ようやく来日の運びとなった。代表的共著に *Concise Grammar of Contemporary English*, *Comprehensive Grammar of English Language* 等がある。

Mario Rinvulerci (Main Speaker)

現カンタベリー・ピルグリム英語学校専任講師。英語教師としていかに英語を効果的かつ人間的に教えるかを現在のライフワークとし、ティチャートレーニングやライティングに関心を持っている。Grammar Games, Grammar in Action 等著書も数多くあり、2年前の来日に続き今回も多彩な発表が期待される。

Fraida Dubin (Main Speaker)

現南カリフォルニア大学 (USC) ESL/Education 学科助教授。UCLA で Ph.D 取得後、英語教師、ティチャートレーナー、プログラム主任として、インドをはじめ、数々の国で教える。現在、USC 教育学科で言語学と文学の博士課程プログラムを担当している。

Jack Richards (Featured Speaker)

現ハワイ大学英語教育 (ESL) 学科教授。ケベックの University of Laval で Ph.D を取得後、インドネシア、シンガポール、ホンコンで教える。現在、ハワイ大学大学院で ESL (English as a Second Language)、教授法、ティチャートレーニング、教材デザイン等を教えている。

Karl Diller (Featured Speaker)

現米国ニューハンプシャー大学教授。ハーバード大学言語学科で Ph.D を取得。ハワイ大学、ハーバード大学で教鞭を取った後、現職へ。The Language Teaching Controversy, Individual Differences and Universals in Language Learning Aptitude 等の著書がある。研究論文も数多くあり、学会、会議での講義やプレゼンテーションも多い。

Keith Brown (Featured Speaker)

現英国エセックス大学言語学部リーダー。エディンバラ大学で Ph.D を取得。その間、エディンバラ大学でもレクチャーとして教鞭を取る。エディンバラ時代には大学管理運営の仕事も数多く手がけ、現在エセックス大学では、Centre for Cognitive Science の主任として活躍している。著書に Linguistics Today, Phrase Structure Grammar 等がある。

Gabrielle Stein (Featured Speaker)

現西独ハンブルグ大学言語学部教授。Tübingen 大学で英語、仏語、伊語を修め、1971年同校より Ph.D を取得。オーストラリア、デンマーク、イギリス、ホンコン、ニュージーランド、ホンコン、アメリカで講義する。Sir Randolph Quirk と結婚、現在 The European Association for Lexicography の会長でもある。

(cont'd on page 39)

Oxford University Press presents:
KATHLEEN GRAVES

Teacher; teacher-trainer and co-author of EAST-WEST.



Ms. Graves is well-known in Japan and with the publication of *EAST-WEST*, a new American course for Japan, will become even more so. Ms. Graves taught in Japan for 4 years and as faculty member at the School for International Training returns here often to conduct seminars and train teachers. She has been featured at conferences in Japan, Spain and the USA and Oxford is happy to invite all teachers to her presentations.

KATHLEEN GRAVES — JAPAN TOUR

JALT Conference

Saturday 8th – Monday 10th October
Kobe International Conference Center

- ▶ SAT (12:00 – 12:50 p.m.) I C R
EAST WEST: Oxford's New American Course for Japan
- ▶ SUN (9:00 – 10:50 a.m.) Room 502
The Teacher as Alchemist: Transforming Cultural Obstacles into Cultural Assets
- ▶ MON (9:00 – 11:50 a.m.) Room 501
A Workshop on Syllabus Design

NAGOYA

Thursday 13th October
Trident School of Languages

- ▶ 3:30 – 5:00 p.m.
EAST WEST: Oxford's New American Course for Japan
- ▶ 6:30 – 8:30 p.m.
A Communicative Approach to Teaching Grammar

TOKYO

Friday 14th October
Tokyo Denki University

- ▶ 6:30 – 8:30 p.m.
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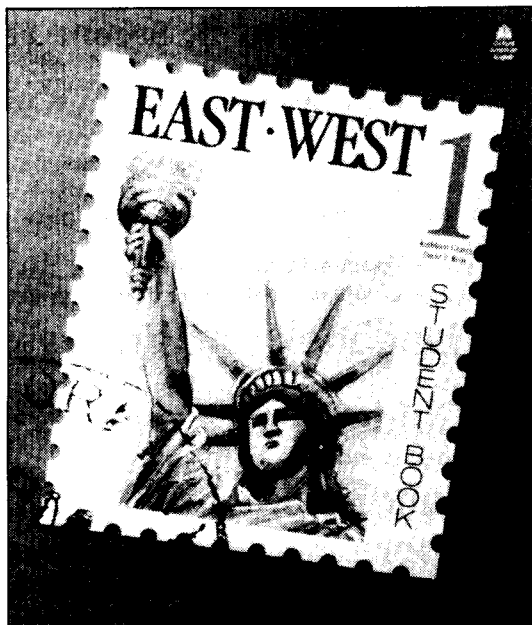
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(cont'd from page 35)

東後 勝明 (Featured Speaker)

現早稲田大学文学部教授。大学ではEFL (English as a Foreign Language) を専門とする。元NHKラジオ英会話講師として、国内の英語教育関係者にはあまりにも有名である。

Francis Britto S.J. (Guest Speaker)

現上智大学外国語学部英語学科講師。1985年にジョージタウン大学より社会言語学でPh.Dを取得。その後、マドラス大学を始めとする多くのインドの大学で冬季講義を行う。1986年より現大学にて教鞭を取っている。

Jeremy Harmer (Guest Speaker)

現在フリーのティチャートレーナー。英国レディング大学でMAを取得。1971年よりInternational Houseを始めとしてあらゆる所でEFLの教師として教える。I Spy, Advanced Writing skills等の数多くの著書がある。

Alan Maley (Guest Speaker)

英国リーズ大学でDiploma in TEFLを取得後、British Councilに参加し、ユーゴスラビア、フランス、イタリア等で教える。現在、英国Bell Educational TrustのDirector-Generalを務めるかわら、Oxford University Pressの編集員でもある。

今村 茂男 (Guest Speaker)

現姫路独協大学外国語学部英語学科教授。米国で生まれ、ミシガン大学でBA、MAを取得する。その後、1961年にミシガン州立大学のEnglish Language Centerに加わり、1963年より主任を務めるとともに、MAのプログラムにも関与する。1981年に帰国後、青山学院大学で教えた後、現職へ。日本の国際教育と言語習得に特に関心がある。

Steven J. Molinsky (Guest Speaker)

現ボストン大学助教授。大学院課程TESOLのプログラム主任。ハーバード大学で言語学Ph.Dを取得。共著に、*The Side by Side English Program, Line by Line*等がある。

Kathleen Graves (Special Guest Speaker)

現School for International Training (SIT)教授。コロンビア大学で東洋学の学士号を取得後、台湾でしばらく教え、SITで修士を取得。インドネシア、タイでティチャートレーニングを行った経験がある。

Margaret D. Pusch (Guest Speaker)

現International Press, Inc.の会長。これまで大学、ボランティア組織、難民機関等で仕事をしてきた。特に国際交換のボランティア活動に興味がある。

John Fry (Guest Speaker)

現京都ブリティッシュカウンシル・ティーチングセンターの主任。英国レスター大学でMAを取得。ホンコン、中国、イギリスで教えた後現職へ。

Desmond Thomas (Guest Speaker)

最近まで京都ブリティッシュカウンシルで教鞭を取っていたが、現在、ロンドン大学の応用言語学MA課程在籍中。又、教師のトレーニングのためのビデオ教材を制作中でもある。

John Ratliff (Guest Speaker)

現茨城キリスト教大学英語講師。Columbia Pacific Universityでコミュニケーションと日本学についてPh.Dを取得。10年以上にわたり、メキシコ、アメリカで教え、滞日4年目である。論文も数点あり、数多くの文化に関するワークショップを行っている。

水田 園子 (Guest Speaker)

現在日本女子大学及び東海大学で英語、異文化コミュニケーションを教えている。スタンフォード大学で異文化コミュニケーション重視の外国語教育でMAを取得。目下、東京のInterlink Education Systemsのためにビジネスマンの異文化トレーニングの開発に従事している。

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Room	10:00	10:30	11:00	12:00	12:30	1:00	1:30	2:00	3:00	3:30	4:00	4:30	5:00	5:30	6:10	SPECIAL EVENTS
ICR				Graves: East West - Oxford's New Amer. Course												Registration 8:30 - 4:00 Longman Coffee Hour 9:00 - 10:00 3rd Floor Reception Hall Exhibit Area Open 7th Floor 10:00 - 6:00
401	isted: Machine Grading - Is it Worth It?			Lu: Linguistic Theory And Classroom Reality					Wong: Strategic Interaction Workshop		Harmer: Getting Students Interacting - Coast To Coast 3					Plenary Fraida Dubin Main Hall 11:00-11:50 Keynote Address John Condon Main Hall 3:00 - 3:50 Cocktail Hour (Cash Bar) Plaza 5:30 - 7:00 Mikado, Inc. Performance Main Hall 7:00 - 9:50 Night On The Town Kobe Restaurant Tours - 7:00 - ?
402	LoCastro: Role Of Practice Teaching In Teacher Prep			Hough: Cultural Values In EFL Texts					Winchester: Using Trivial Pursuit		Seng: The Wonderful World Of Non-Photographic Slides					
403	Peluso: Listening Speaking And Reading Skills			Caprio: Whole Language Learning					Cisar: Motivation And Adult Learners		Colloquium: Administering Intensive English Programs / McCreary [Mod] / McCreary / Power / Ruud / Sawyer					
404	Gill: Designing ELT Video Materials For The Asian Learner			Hull: Working On Creativity Thru Simulated Press Conferences					Kuroda: Dynamic Development In An English Department Curriculum		Pilon: Board Games For Bored Students		Starting A JALT Chapter		JALT Membership Chair's Meeting	
405	Hale: Communicative Activities For Writing Classes			MacIntyre: Whole Person And Brain Learning - Practical Material							Knowles: P: Interactive? A Breakthrough		JALT Chapter President's Meeting		JALT Program Chair's Meeting	
406	Molinsky: The Tri - Dimensional Syllabus			Helgesen: Activation - English FirstHand Plus					Biegel: The American Federal Government - A Content Based Lesson		Hino: Multiple Language Skills Through Pop Music		JALT Treasurer's Meeting		JALT Recording Secretary's Meeting	
407	Harmer: Shifting Authority - Teaching And Training In EFL			Spears: Open Sesame - Learning English With The Muppets							Vale: Activity Based Learning -- A New Approach to Teaching English To Children		JALT Publicity Chair's Meeting			
501				Rost: The Lingual House Reading Series					Grant: From Listening To Writing, Ry-Passing Formal Grammar		Colloquium: Multinational Englishes / Suenobu [Mod] / Britto / Gill / Nakayama / Watanabe					
502	Colloquium: Japanese as a Second Language (Practical) / Kitazawa [Mod] / Adachi / Hori / Ichikawa / Kitazawa / Konno / Shinada								Narahaashi: Pinch And Ouch - English Through Drama		Stein: A Comparison Of EFL It Well		Kim: Why Koreans Study English But Don't Speak It Well			
503	Herinda: Materials For Autonomous Language Learning			Thompson: Anatomy Of A Text - A Guide To Using "On Your Way"					Fry: Investigating Learner's Aims And Using Them		Blanche: Using An Unrehearsed Tape For S-Directed Language Learning					
504	Chinn: Reinvigorate Those Reading Comprehension Questions			Baxer: Developing Extended Listening Comprehension And Note-Taking					Blair: Masks And Proverbs In Language Teaching		Langsmed: Let Video Paint The Language Back-cloth					
505	Wardell: Constructing Lessons From Authentic Texts			Shaw: Pronunciation - What Should We Teach?					Fisher: An ESL Social Studies Curriculum Design		Hayashi: Japanese Language Teaching Through Pictures And Charts					
NS 201											Nagashima: English For Unselfish Purposes - Compassion, Awareness And Global Responsibility					
NS 204									Natusch: Student Response To Stimuli		Rettner: Preparation For Overseas Assignments - Is It Good Enough?					
NS 205									Colloquium: Internationalization, Language And Cultural Identity / Willis [Mod] / Edwards / Nakamura / Sheffner / Takeuchi / Willis							
NS 206									Case: B&CI Products		Harris: Flight 505: An Interactive Videodisc Course In American Business English					
NS 207									Peaty: Making Your Own Communicative Pair-Practice Materials		Wright: Program Options At SIT					
NS 208									Perkins: The Complete System Approach To Teaching Spoken English		Kelly: Basics In Writing - Tasks For Beginning Writers					
NS 305									Liggett: Japanese Class Expectations And Student Learning		Rinvolucri: The Power of the Question					
NS 310									Matreyek: Situation Problem Solving		Pifer: TOEIC - A Communicative Test					
																Poster Session 1 3rd Floor Reception Hall 9:00 - 11:50 Adamson: Evaluating The Quality Of Learning / Amagasaki: Problems Of Current Phonetic Alphabets Of English / Blanche: Gathering Natural Speech Samples / Davies: Bee -Bop-A-Loop-Bop / Goldstein: Tanks And Composition / Gray: Negotiating Stress In TESOL / Koehler: Listen For It: LoCastro: Classroom Interaction / Maybin: Creating The Active Learner / McGlothlin: A Child's First Steps In Language Learning / Minami: The Orientation Of Intonation / Nomura: English Wittyisms As An ESL Teaching Strategy / Nomura: Teaching Cross - Cultural Communication Processes / O' Conner: A Structured Approach To Composition / O'Donovan: Learner - Centered Or Teacher-Centered EFL / Rossiter: Using 'Good Terms' / Seng: Color Slides Teach Skills, Show Cultural Interactions / Tarwater: Teacher Training & Motivating Teachers / Yoshitake: Post-'Juken-Elgo' TEFL Poster Session 2 3ERH - 1:00 - 3:50 Barnard: Extracting And Recording Lexicographical Information / Barnard: Heuristics In Language / Benson: Students' Attitudes Toward English / Berry: Testing Foreign Language Skills Integratively / Griffie: Songs And Music - Number 2 / Guyotte: Survey - English Needs Of Japanese Students / Hastings: Culture Stress And You / Hayes: Activities With The Short Story / Hayes: The Almanac In The EFL Classroom / Holzer: Pictures To Increase Motivation, Add Meaning And Aid Memory / Ikeda: Grammar, Composition And Game / Ito: Hesitation Pauses / McMillan: Teaching Reading With Phonics - Some Easy Ways / McMillan: Tips For Teaching Spelling / Sawyer: Language Aptitude Testing / Tono: Assessment Of EFL Learners' Dictionary- Using Skill / Willmetts: In 'Gaijingu' English?

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Am/Tm	9:00	10:00	10:30	11:00	11:30	NOON	1:00	2:00	2:30	3:00	3:30	4:00	4:30	5:00	5:30	6:00
Main Hall	Rinvolucri: Breaking Rules		Dubin: Reading Skills for Intermediate Learners		Togo: Contemporary Eng. Language Teaching in Japan		Stain: EFL Dictionaries and the Teacher		Dubin: Reading and Vocabulary: By Osmosis or with Effort?		Colloquium: Cross-Cultural Interaction / Kume [Mod] / Baker / Condon / Ratliff / Toyama / McOmie		Rinvolucri: Dictation and Stories		SPECIAL EVENTS	
ICR	Zenuk-Nishide: Real Communication Through Strategic Interaction		Scott: Motivating High School Students - An Integrated Approach		Griffie: Adapting Listen and Act Cards to Pair Work		Donovan: ELT Software from Cambridge University Press		Sell: Listening Before Speaking		Hayes: Business English - Creating Scenarios		Malay: The Theologian and the Tightrope Walker		Breakfast with the Stars Island Cafe 7:30 - 8:30	
401	Kamada: The English Language Classroom in Japan		Molinsky: Side By Side Second Edition		Condon: Using Rental Video in the Intercultural Classroom		Holden: Exploiting a Theme - Communicatively		Yasufuku: How to Conduct an Adult English Conversation Class		Gainer, M: CAI and Composition		McSwain: Video Series - Living and Working in America		Yoshioka: BBC Carat Crisis - Presentation Classroom Use	
402	Behan: I Know How to Test Listening but How do I Teach it?		O'Neill: The Lost Secret - Video		MacIntyre: Echoes of an International Reform		Tunnaciff: Faces of the USA		Molinsky: Intro. to Expressways - English for Communication		Anderson: Strategies for Classroom Interaction		Notestine: Computers in Language Testing, Part 3		Plenary Sir Randolph Quirk Main Hall 12:00 - 12:50	
403	Mateer: Turning Points		Ormandy: Introduction To Longman's Way In		Uehara: Japanese-American Teachers of English		Shiozawa: Foreign Students at Japanese High School		Jinno: Computers in Language Testing, Part 2		Parkinson: Presentations in Company Language Programs		Molinsky: Effective Use of the Expressways English Program		JALT Annual Business Meeting Main Hall 6:00 - 7:00	
404	Wilkinson: Dynamic English - Games and Songs for Kids		Helgesen: English First Hand/First Hand Plus		Leek: Project Work In Japan		Kanel: Comparing Functions in Japanese and English		Redfield: The Alexander Trio		Nakamura: Grammar Errors of Japanese Students		Colloquium: Perspectives on Bilingualism / Swan [Mod] / Britto / Diller / Kozuma / Schmidt / Swan / Swenson		JALT '88 Banquet 3F Reception Hall 7:00 - 8:30	
405	Maybin: Exploring The Promise of Team Teaching		Cervantes: Developing Listening Comprehension		Theil: Cultural Awareness		Kitao, K: Teaching Students to Read English		Hayashi: Japanese Language Learning for Special Purposes		Fujisawa: Inquiry Process in Teaching Culture		Whitsell: English Communication Versus English Conversation		Luce: Refugee Resettlement Issues in Japan	
501	Graves: The Teacher as Alchemist		Silver: Are You Sure This Is Culture?		Baker: Authentic Readings		Tinkham: Teacher Talk as Interlanguage		Nagaoka: Eye Contact		Deamer: Simulations for the ESL Classroom		Boswood: English for the Performing Arts		Chinn: Writing to Build More General English Skills	
502	Levine: The Role of Humanities in Language Training		Miller: Hooray For English		Nielsen: How Fast Speech Effects Listening		Berman: All About Language Thematic Audio Cassettes		Shortall: How to Teach from a Text You Don't Like		Pedtke: A Few Neglected Aspects of Listening Comprehension		Kopinski: Returnees in College Conversation Classes		Sekiya: Japanese Children's Acquisition of English Phonology	
NS 201	Blyth: Research Projects in the ESL Classroom		Lockwood: Observation Diaries in Teacher Training		Gervutz: Writing Back To Students - A Process Approach		Banton: Con- trick to Contract Audience		Kubota: Writing for Communication Awareness of Audience		Langmead: Using Video for Business English		Jain: So Far, Yet So Near		O'Keefe: Using Reading Power	
NS 204	Lewitt: How to JALT - Tips for Beginning Presenters		Austin: Practical Suggestions for Integrating CALL		Staff: Controlled To Open Activities		Oniki: Join Our Japanese Class For A Specific Purpose		Gerling: Japanese Students and the English Class		Pendegast: The SAPL Mediatec		Adams: Information Gaps		Marshall: Communicative Exercises	
NS 207	Koehler: Any Questions? Comments? Hello?		Pendegast: Implementing CALL		Shaw: Writing Effectively - A Demonstration		Fountain: Strategic Interaction		Bratton: Culture Through Video - What They See is What They Get		Liddington: Teaching Video: A Whole Person Approach		Day: Information Exchange Activities in Foreign Language Teaching		Thompson	
NS 208	Johnson, L: The Language Business		Richards and Day: The Culture of the Classroom		Horowitz: Feedback on Writing: Toward a Balanced View		Colloquium: Publishing Academic and Commercial / Pearson [Mod] / Chenoweth / LoCastro / Richards / Thompson		Day: Information Exchange Activities in Foreign Language Teaching		Thompson		Horowitz: Feedback on Writing: Toward a Balanced View		Poster Sessions 3F Reception Hall 9:00 - 11:50	
NS 305	Richards and Day: The Culture of the Classroom		Horowitz: Feedback on Writing: Toward a Balanced View		Colloquium: Publishing Academic and Commercial / Pearson [Mod] / Chenoweth / LoCastro / Richards / Thompson		Day: Information Exchange Activities in Foreign Language Teaching		Thompson		Horowitz: Feedback on Writing: Toward a Balanced View		Poster Sessions 3F Reception Hall 9:00 - 11:50		Aramaki: Communicative Audio Drills / Books: Letter Writing Made Simple / Browne: Effective Team Teaching / Campany: ESP Developing Materials for Company Classes / Clifhorne: Using Board Games / Cline: Getting Students to Talk Freely / Cox: Reading Strategies for College Students / Dougill: Let's Not Make A Drama out of it / Gerling: The Level of Japanese Students / Gilbert: Successful Teaching using CBS News / Juguilon: Language Teaching at ICMC / Lockwood: Australian Center for Languages / Natusch: Movies to Compare Language and Culture / Nishihira: Developing Listening Comprehension / Reagan: Actions Speak / Teaching Gestures / Strain: Meaning - A Teacher's Options / Tinsay: Disadvantages of Katakana / Vogel: Why Listen? / Walsh: Catching Copycats - Confronting Cultural Conflicts / Widdows: Picture It! / Yardley: Which Hue is You? / Yoshioka: Design of In-Company Classes	
310	Richards and Day: The Culture of the Classroom		Horowitz: Feedback on Writing: Toward a Balanced View		Colloquium: Publishing Academic and Commercial / Pearson [Mod] / Chenoweth / LoCastro / Richards / Thompson		Day: Information Exchange Activities in Foreign Language Teaching		Thompson		Horowitz: Feedback on Writing: Toward a Balanced View		Poster Sessions 3F Reception Hall 9:00 - 11:50		Aramaki: Communicative Audio Drills / Books: Letter Writing Made Simple / Browne: Effective Team Teaching / Campany: ESP Developing Materials for Company Classes / Clifhorne: Using Board Games / Cline: Getting Students to Talk Freely / Cox: Reading Strategies for College Students / Dougill: Let's Not Make A Drama out of it / Gerling: The Level of Japanese Students / Gilbert: Successful Teaching using CBS News / Juguilon: Language Teaching at ICMC / Lockwood: Australian Center for Languages / Natusch: Movies to Compare Language and Culture / Nishihira: Developing Listening Comprehension / Reagan: Actions Speak / Teaching Gestures / Strain: Meaning - A Teacher's Options / Tinsay: Disadvantages of Katakana / Vogel: Why Listen? / Walsh: Catching Copycats - Confronting Cultural Conflicts / Widdows: Picture It! / Yardley: Which Hue is You? / Yoshioka: Design of In-Company Classes	

SUNDAY

m/T	9:00	9:30	10:00	10:30	11:00	11:30	12:00	1:00	2:00	2:30	3:00	SPECIAL EVENTS		
Main Hall	Rinvolucri: Dictation - Making an Old Technique New				Quirk: Language Varieties and Standard Language		Brown: The Linguist and the Language Teacher				FINAL PANEL (MAIN HALL)	Registration 8:30 - 1:00		
ICR							Togo: A Suggested Approach to English Intonation	Redfield: Approaching University Teaching Employment - or How People Get That College Job				Semi-Plenary Sessions 12:00 - 12:50 E. Keith Brown -- Main Hall Karl Diller -- Room 502 Fumiko Koide -- Room 401 Jack Richards -- Room 501 Gabriel Stein -- Room 403 Katsunaki Togo -- ICR		
401	Thiel: Putting It All Together		Colloquium: Japanese as a Second Language - Theoretical Aspects / Aoki [Mod] / Pendergast / Toki / Yoshida			Koide: A Contrasted Study of Teaching English And Japanese		Ratzlaff: Multi-Lingual/Multi-Cultural Interaction		Virgil: Fun with Songs and Chants		Luncheon Lecture Shigeo Imamura International Understanding and the Teaching of English 1:00 - 2:30 Restaurant Akoya-Tai		
402	Nunan: Designing Tasks for the Communicative Classroom					Curran: Once Upon a Time - Children's Lit in the ESL Class		Thompson: Discoveries/Developing a Learner's Approach to H.S.				Final Panel Main Hall -- 3:00 - 4:30 Exhibit Area Open 7th Floor -- 9:00 - 4:00		
403			Richards: Person to Person - How to Use It			Ziolkowski: A Practical Guide to Fast Forward		Stein: EFL Dictionaries and the Student				Poster Session 1 3PM / 9:00 - 11:50		
404			Aoyagi: An Analysis Of Listening Errors In Reduced Forms					Speers: Ideas Up Your Sleeve - Games and Activities for Kids		Otake: A Study of Social Values Affecting Children's Lang		Chance: Discourse Competence in Low Level Classes / Guy: Soy Sauce in the Class - A Video Model / Hartmann: Tape Exchange Magic / Hayashi: The Language Lab - Lessons from Lazarus / Jackson: Developing a College Oral English Program / Kinjo: Cognitive Psychology and Memory Enhancement / Kitao: Teaching Paragraphs for Reading / Kitao: Teaching Paragraph Structure in Composition / Nakano: How to Extend a Learner's Lexical Knowledge / Nishijima: What can We Learn from Students' Study Plans? / Quinn: Strategies for Teaching American Culture / Quinn: Cultural Teaching and Learning for University Freshmen / Schaepe: Using the LL Classroom's Full Potential / Shimada: Activation of Grammatical Knowledge / Shulenberg: Accent Improvement Pronouncing ESL / Veno-Kan: Haiku in the ESL Classroom / Vinyard: A Content - Based Curriculum Model / Weeks: Team Teaching - Approaches and Strategies		
405	Kamada: Brain Research and English Education		Shaw: Developing Speaking and Listening Skills					O'Neill: In Praise of Intellectual Obscenity		Diller: Language Learning and Cultural Interaction		Poster Session 2 3PM / 1:00 - 3:50		
406	Gibson: Junction Boxes and Their Uses in Listening		Donovan: International Business English					Nakata: Motivation, Movement - Activating Students		Shibata: Studying in Japan and England				
407	Hill: Using Literature in the EFL Classroom		Shibata: Listening at High School					Johnston, C: More Than Just Playing Around - Games in Class						
501	Graves: A Workshop on Syllabus Design						Richards: Profile Of An Effective English Teacher		Silver: "Teacher I Have No Idea!" Speech Writing Contests					
502	Harmer: Evaluating Grammar Techniques						Diller: Language Teaching Methods And Artificial Life		Oshimura: Voice and Pronunciation of Teachers					
503	Gordon: Sequenced Song Plans for the ESL Classroom		Haines: The Next Best Thing to Being There - The Power of Video			Semi-Plenary Sessions		Miller: Language Attitudes - The Built-In Failure of ELT in Japan						
504	Sparks: Two Cultures in the Same Classroom		Pencil: TPR Training for Teachers (Of Children's Classes)					Knowles: The C Test - Fixing the Holes in the Cloze						
505	Katchen: Mastering English Pronunciation Through Literature		Maybin: Video in the Classroom - Two Days in Summer					Kelly: The College Composition Flower Garden - Techniques for Teaching Writing						
NS 201	Johnston, S: Teaching Reading as a Cognitive Skill		Maley: Through New Eyes - Traditional Techniques Revisited											
NS 204	Lewitt: Yoga - Mending the Break		Jennings: Adapting Cross-Cult. Materials to the EFL Classroom					Adamson, Jr: Master Teaching Techniques From NLP						
NS 205	Brown: How to Increase Your Adjective Power		Jerome: Bilingual Americans - How Bilingual Are They?					Beckerman: English Language Skills Through Drama						
NS 206	Webb: Dealing With Intermediate Students' Common Mistakes							Kan: Peer Interaction Generated Discussion Techniques		Kitamura: Language in Action With TORO Color Cards and Tokens				
NS 207	Lindsay: Use of Video in Modeling Expected Classroom Behavior		Gregg: Theory Construction in Second Language Acquisition Research					Vantress: Survival in the Japanese Classroom - When Silence Isn't Golden						
NS 208	Richards: Designing Materials for Teaching Listening Comp.		Scott: Cooperative Team Teaching in High Schools							Arbogaster: Kids and Video				
NS 305	Colloquium: Intercultural Contact in Cross-Cultural Settings								Hill: Business Students -- What and How to Teach Them				Davies: Grammar - A New Look at an Old Devil / Fadlow: I've got your Number / Kohdo: In Search of the Right Word / Moneyhun: Experience Grammar Instruction / Potter: Language as a Tool / Potter: Cross-Cultural Communication as a Basis for Textbooks / Susuki: Some Critique of Textbooks from Pragmatics / Vaughn: Writing for Fluency in Senior High School	
NS 306	Kills [Mod] / Alsdorf / Gels / Suzuki / Willis													

The Need for Listening Theory When Teaching English as a Second Language: A Case Study in China

by Jim Schnell

This paper describes the need for listening theory when teaching English as a second language. The specific application in the paper is China, but the main points are relevant wherever English is taught as a second language. The paper is based on a review of the literature and a survey of Chinese students who studied English as a Second Language. The underlying idea posits that English vocabulary is adequately stressed, but more emphasis is needed with actual communication skills, in this case, awareness of listening dynamics.

Introduction

The learning of English in China has been strongly emphasized since China initiated open-door reforms in 1979. The author was a visiting professor at Northern Jiaotong University in Beijing, China (March-June, 1987), and taught English as a Second Language to native Chinese speakers. This opportunity provided the chance to work with a team of faculty members all teaching the same course, and the chance to research the process of teaching English as a second language.

During his teaching assignment in China, the author perceived student comprehension of English language vocabulary to be far better than their ability to communicate their ideas and understand the ideas of others. Based upon this experience, he hypothesized their comprehension of factual information is good but their comprehension of main ideas is deficient. Observation of and discussion with other teachers evidenced a curriculum which contained no emphasis on

the importance of listening skills in the communication process. Thus students were primarily taught words and expressions but were not taught about communicating or interpreting main ideas properly. The latter seemed assumed.

Student Survey

A written survey of six questions was administered to an English class of 20 students. These students were freshmen in the teacher preparation program at Northern Jiaotong University. The purpose of the survey was to study their perceptions of the role of listening in the communication process.

The survey responses indicate a lack of understanding of the role of listening. For the purpose of this report, the author is most concerned with questions 3, 4 and 6. Responses to question 3 show students believe they have a good understanding of English vocabulary but have problems with understanding a speaker's main ideas. Question 4 responses indicate that the students understand that there is a difference between hearing and listening. Responses to question 6 indicate students need instruction on the role of feedback in the listening process.

The survey results do not reveal a major void in student understanding of the role of listening in human interaction, but the need for more emphasis on listening is evident. When linked with the deficiencies described in newspaper/journal accounts of English education in China, a pattern of how English is taught begins to present itself. It is the author's contention that this process achieves the basic objective of teach-

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. I have received a lot of practice in the testing of my English skills	20 %	30%	5%	35 %	10 %
2. My English listening skills are good.		20 %	40 %	30 %	10%
3. Sometimes I understand the words an English speaker is using, but I don't understand his/her main idea or message.	15%	50 %	10%	25 %	
4. Hearing is the same as listening.		10%	25 %	45 %	20 %
5. The most common distraction I experience when listening to an English speaker is noise which results in my not being able to hear the speaker (such as noise from other students or noise in the hallway).		35 %	45 %	20 %	
6. When I am listening, the feedback I give to a speaker affects his/her message.		40 %	25 %	35 %	

ing vocabulary but more emphasis on the communication process, in this case listening, would enhance student understanding considerably. It is worth noting that other cross-cultural communication differences as well exist within the learning of English.

Cultural Background

The effects of various cultural backgrounds on communication interactants in human interaction are of crucial consideration. "Culture is the enduring influence of the social environment on our behavior including our interpersonal communication behaviors" (Andersen, 1987:6). The culture of an individual dictates interpersonal behavior through "control mechanisms - plans, recipes, rules, instructions (what computer engineers call 'programs') - for the governing of behavior" (Geertz, 1973 :44). Thus, the processes for the presentation of ideas (speaking) and the reception of ideas (listening) will understandably vary from culture to culture.

The implications of high- and low-context communication processes, across cultures, provide an example of the effect of culture on the listening process. "A high-context communication or message is one in which most of the information is either in the physical context or internalized in the person, while very little is in the coded, explicit, transmitted parts of the message" (Hall, 1976:91). "In high-context situations or cultures information is integrated from the environment, the context, the situation, and from nonverbal cues that give the message meaning unavailable in the explicit verbal utterance (Andersen, 1987:22). The high-context cultures are found in the Orient.

Low-context messages (and cultures) are just the opposite of high-context messages; most of the information is in the explicit code (Hall, 1976). Low-context messages must be elaborated, clearly communicated, and highly specific (Andersen, 1987:22). The lowest context cultures are probably Swiss, German, North American (including the U.S.) and Scandinavian (Hall, 1976; Gudykunst & Kim, 1984). These cultures are preoccupied with specifics, details, and precise time schedules at the expense of context (Andersen, 1987:22).

People in high-context cultures expect more than interactants in low-context cultures (Hall, 1976). Such expectations assume the other person will "understand unarticulated feelings, subtle gestures and environmental clues that people from low-context cultures simply do not process. Worse, yet, both cultural extremes fail to recognize these basic differences in behavior, communication, and context, and are quick to misattribute the causes for their behaviors" (Andersen, 1987:25). Thus, awareness of influences on the listening process can have direct benefits for the Chinese person (high

context) learning English (low context) as a second language.

The author suggests, as a minimum, the teaching of theoretical considerations which can enhance understanding of the listening process. Emphasis on general ideas rather than specific skills can be helpful, depending on the learning situation, as awareness is the first step to overcoming listening barriers. Emphasis on listening distractions, listening distortions, criteria affecting listener response, and active listening would provide a relevant awareness of common problems in the listening process.

Other Listening Barriers

Four listening distractions characterize some basic obstacles we frequently encounter in listening. Factual distractions occur when we listen for facts instead of main ideas. Semantic distractions occur when words or phrases are used differently (when one word has various meanings or one meaning has various words to describe it). Mental distractions occur when we have intrapersonal communication (i.e. daydreaming) while engaged in interpersonal communication. Physical distractions are merely stimuli in the environment such as noise (Devito, 1986:329).

Three bases of listening distortion describe other fundamental considerations which can improve effective listening efforts. First, meaning is not transmitted in oral communication, only aural and visual stimuli are transmitted. Thus, the meanings listeners attach to messages are based on inferences instead of facts. Second, listening is a form of intrapersonal communication. That is, we reflect on the meaning of what is said to us. Third, listener expectations affect what is heard and comprehended. It is helpful to remember that a single message can be interpreted differently depending on the expectations of the listener (Barker, 1973:78).

There are four primary criteria which affect listener response to a message. Listener "purpose" for attending to the message given will affect his/her response (i.e. once the purpose is met he/she may not listen anymore). Listener "knowledge of, and interest in, the subject" is based on his/her background and future goals. Listening "skills" involve the ability to follow ideas, recognize inferences, and detect deficiencies in evidence presented. Listener "attitudes" on the subject being discussed will affect the likelihood of support or rejection of the main premises. An example of this occurs when we are more easily swayed by views which align with our own (Ehninger et al., 1986:21 1-212).

Active listening can be suggested as a general approach to effective listening. This approach involves listening to understand and provide feedback, not making strong judgments regarding speaker statements, listening for content (what is said) and feelings (how it is said), and restate-

ment to ensure understanding (Devito, 1986: 243). Active listening is commonly used in counseling as a means to ensure listener understanding of the speaker's message and to promote effective feedback from the listener. The same guidelines can be used to aid understanding in everyday interactions.

Conclusion

The ideas presented in this paper are relevant because the learning of a new language involves considerable emphasis on the listening process. Although a person can learn the words of a new language, this does not prepare him/her to interact (both send and receive messages). Deficiencies in these areas increase the likelihood of misunderstanding and ineffective interaction.

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For the Guidance of Ms. X-Newspapers: Some Uses as an English Language Teaching Resource

Jon Henning

Introduction

Let us commence with a brief cautionary tale about a Ms. X who hails from Hove, on the southern coast of England, has no formal ESL training or experience (her university degree is in history), but can speak a smattering of French.

For the last six or so months Ms. X has been hard at work teaching at a variety of responsible English schools in the Kanto area. Her schedule is, like that of any teacher here seeking not only to survive but also to save some precious money, demanding. The pressures arising from her pecuniary self-interest are augmented by the demands placed on her by her employers who often seem mired in a deathly struggle in a nastily competitive industry. Responding to the pressures, Ms. X cuts corners where she can.

As a fellow teacher in the more fortunate position of having time on my hands at the office to relax and philosophise, I have had the opportunity on a number of occasions to observe the pleasant personality of Ms. X in a chronic state of panic as she desperately seeks material to supplement her class text: to give her lesson 'relevance.' On such occasions, as the number of minutes shortens, the time for decision is forced upon Ms. X and she responds with necessitous fortitude. For example, she grabs the day's newspaper from a nearby relaxed and contemplative colleague, turns to an interesting article she had skimmed at breakfast, cuts it out (her colleague, a genuinely supportive male, merely whimpers an oath), and proceeds to photocopy the article: one copy for each of her seven intermediate students and one for herself; the article: five columns and a thousand words long, entitled 'Recent Trends in Exchange Rate Movements of Major Currencies and Projections on Further Change.' Did she save her class? Perhaps, but was it ESL teaching? Did the students learn from the fantastic display of mental abbreviation performed by the teacher in order to bring reading material down to their level, or were they merely impressed?

Apart from being overdrawn and comic, this is of course a story of some truth. I will admit that I made up the title of the economics article, but certainly Ms. X does exist as a composite characterisation of many new English language teachers in Japan, and I can assure you that she has used articles on similar economic issues in the fashion described. And the point? Basically that Ms. X needs some guidance on how newspaper articles should be used as a supplement to her regular teaching texts and classroom activities. She could also probably be helped by a few

suggestions on how newspapers can be used as a basis for supplementary activities other than the hardy perennials of reading and discussion.

Reading

In first considering reading, both for the purpose of developing reading skills and as a base from which to develop discussions, the initial point that needs to be made is that newspapers as a reading source are of use to only a limited number of students. Of course newspapers have their appeal: they are readily available (a major attraction when language schools so often lack adequate access to other reference materials), and articles vary in length, subject and complexity, and reflect matters of contemporary importance and therefore interest in the target culture. However, newspaper articles are not designed as teaching material for foreign language students. Their primary function is to inform the general and usually native reader of what is happening in the world around him or her and represents, whether in colloquial or formal form, a relatively sophisticated level of language use. Given that there are no significant limitations on structure, sentence length, complexity, or vocabulary, to say nothing of the odd language which is sometimes intentionally used in order to economise on space, newspapers are clearly advanced reading material for foreign language learners.

Having set this qualification, the question to be asked is, what exactly do we expect such students to get out of reading newspaper articles? Where lies the purpose, the value of the activity? In answering this it is useful to make a generalised distinction between extensive and intensive reading and discussion.

a) *Extensive reading*: In broad terms, this kind of reading can be used as a means of developing reading fluency, that is, moving the reader away from reading by analysing the minutiae of written material to considering blocks of written language as a whole and deciphering a general meaning. Extensive reading is also important in increasing student exposure to examples of language use for the purpose of language acquisition and reinforcement. Further, as extensive reading does not involve much formal instruction, it is a particularly flexible and inexpensive means of language learning and practice. With these factors in mind, it will be noted that the determining criterion for the suitability of material for extensive reading is that it falls more or less within the existing reading capabilities of the student, that

is, the material can be read without constant reference to a dictionary. And thus, tautologically, the task of reading a newspaper in this fashion can be performed only by the very advanced second language reader. Naturally, there will be many sources to which this advanced reader can turn to practise extensive reading. Even so, the newspaper does have some special claim on his or her attention. Besides being topical, articles following a particular theme on a daily or weekly basis are often partly repetitive in factual content and vocabulary and similar items may also be reported in the Japanese language media. These factors deemphasise the comprehension task and free the reader to focus greater attention on further improving reading fluency.

b) Intensive reading: The basic purpose of this activity is to teach vocabulary, idiomatic forms, and structure in context, and to teach reading skills such as scanning or guessing unknown words. The practical focus of the activity is on coming to a fairly precise understanding of the material under examination rather than any consideration of developing reading fluency. Unlike extensive reading, therefore, it is not necessary that the student be in the position of being able to read the greater part of the article under study without resorting to reference aids. And, as such, motivation as well as developed reading skills is also an important determinant of a student's ability to manage intensive reading material. Thus, intensive reading does not require the high level of basic reading ability needed for extensive reading exercises. Nevertheless, there are limits to how far in advance of the normal reading ability of the student material can be set. There are various methods of approximating these limits including vocabulary counts and the cloze method. However, it is questionable whether in the final analysis these methods are of much practical use in determining the suitability of newspaper articles for particular students. It would seem far simpler to decide this by asking students if they generally find assigned newspaper articles frustrating to read and/or to look at the notes they have added to copies of articles previously read.

c) Discussion: Reading as considered above focuses on the development of specific reading skills. In considering the contribution newspapers can make to discussions in the classroom, the concern is rather with the use of newspapers in helping the development of oral/aural communication skills. Primarily then, we are talking about exploiting newspapers as a store of information and opinion. We should not deceive ourselves, however, that, with this new specific end in mind, the task of productively reading newspapers is made any easier for ESL students. The development of reading skills and understanding what is written (in order to participate in discus-

sion) are of course tied together. Thus, the reading of newspaper articles is still for advanced students only. Nonetheless, newspapers are a particularly useful source of material for promoting discussions in that they can always be relied upon to supply some opinionated article which can arouse contention or to provide the factual basis from which to discuss some controversial issue. Nor is there any trouble in finding English language newspapers in Japan, a fact which can allow students as well as the teacher to select articles for discussion. Where students do select, they have a vested interest in the success of the following discussion and the burden on teachers to anticipate student interests is lightened. There will also be always more than one article available on topics which are newsworthy and controversial: for extreme current examples, see U.S.-Japan trade relations, educational reform, or AIDS-related issues. One possible problem which can develop in making use of this variety is that students can become overburdened by pre-reading. This can be overcome easily enough, however, by assigning students different articles. This form of distributing pre-discussion reading material can also be a way of ameliorating imbalances in student participation in classroom discussion. After the discussion, articles can then be circulated for the purpose of reinforcing vocabulary and other facets of language use specific to the topic.

Having considered our reading goals, a final question: Where should all the reading be done? The simple common-sense answer is mainly at home. Teaching time is a precious resource best reserved for the tasks which do need to be performed in the classroom; for example, the discussion, work on the difficulties arising from reading, and monitoring for overall comprehension.

Other Activities

Now to turn our attention away briefly from time-honoured reading to some alternative activities, focusing particularly on the usually neglected possibilities for pair work and problem solving. The following few examples are mainly derived from exercises common to activity-based ESL texts.

First, pictures and words: newspapers abound with visual cues such as news photographs and cartoons. The most simple possibility is to require students to describe or to answer direct questions about the pictures. Another possibility, and one which brings in problem solving and allows more opportunity for pair work, is rematching visual cues and captions which have been deftly separated one from the other. Students are required to work together in pairs to rematch a series of photographs or cartoons with the appropriate caption and then to explain their choices to the rest of the class. The more closely aligned the theme of the visual cues, the

more sophisticated the task. The activity provides a simple basis for expressing opinions and ideas. In the particular case of cartoons, it is also a practical means of exposing students to the difficult but intriguing task of understanding foreign humour and the cultural episodes which underpin it.

Another category of activity involves conflict resolution: the working out of simulated conflicts of interests. The most common basis for this kind of activity is the television guide and the requirement that students settle on a common viewing schedule for the evening at home in front of a single television set. It should not be too hard, however, to see similar possibilities for the theatre or cinema guide, advertisements, and indeed any form of schedule published in the newspaper which provides the opportunity for expression of individual preference.

There is also a great deal in newspapers, especially in a non-prose form, which can be usefully subject to critical analysis and interpretation. This could include the clarification of esoteric language; for example, in newspaper headlines (CUBS, PADS SCRAP IT OUT IN WAR AT WRIGLEY FIELD?), classified advertising, and weather reports. It could also include a more general analysis of material, such as non-classified advertisements, weather reports, graphs and statistics. This type of analysis and interpretation could be extended to a comparison with similar presentations in the Japanese press.

A final suggestion involves the use of material such as recipes, maps, advertisements, and weather reports, as the basis for creating functional dialogue role plays which follow the form of explanation and the giving of instruction.

Conclusion

In summary, the above is an outline of possible uses to which newspapers can be put in the English language teaching environment, that is, reading (intensive and extensive), discussion, and a variety of pair and group activities. In considering these uses, the intention has been in all seriousness to recommend not only to Ms. X but also to a whole class of inexperienced ESL teachers who survive on their wits and who are given little guidance in the workplace on how to improve their teaching methods, that more care is necessary in preparing reading and discussion material for use in the classroom; and to suggest to these same teachers some alternative uses, in the form of pair work and related activities, to which newspapers can be put.

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JALT News

The following JALT news items came out of the Executive Committee meeting held at Temple University in Tokyo on Sun., Aug. 28:

JALT has a new Membership Chair. Sonia Yoshitake, currently head of the Kobe chapter, will complete Keiko Abe's term of office.

Kagoshima was recognized as a new JALT chapter. Congratulations, Kagoshima chapter!

Notre Dame Seishin University in Okayama has been selected as the site for JALT '89 to be held Nov. 3-5, 1989.

The JALT Central Office will be moving to larger quarters in the near future. Watch future issues of *The Language Teacher* for the new address.

PUBLICATIONS BOARD CHANGES

Ann Chenoweth will replace Virginia LoCastro as Chair of the Publications Board. Ann will continue as co-editor of *The Language Teacher* and so will hold both positions concurrently.

Kyoko Nozaki will become the Japanese Language Editor for *The Language Teacher* and the *JALT Journal*, replacing Masayo Yamamoto. There will be co-editors for book reviews, Rita Silver and Jane Wieman; they will also work with both *The Language Teacher* and the *JALT Journal*. They replace Jim Swan.

John Burton has been appointed as JALT Publications Business Manager. Changes in the handling of publications and associate member-related matters will take place in the future, but until further notice is given, all such matters will continue to be handled through the Central Office.

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.

◀ Jon Henning has an M.A. in history from Auckland, New Zealand, and is currently the coordinator at the Kashiwa YMCA.

opinion

THE INADEQUACY OF COURSEBOOKS

By Robert Dorey

Every teacher of some standing, I suspect, experiences that sinking feeling when once more he is assigned a coursebook to teach his class. Assuming he is to use it, the teacher immediately finds himself shackled to the linguistic prejudices (choice and sequencing of grammatical items and vocabulary) and tastes (format, topics or ongoing story) of persons anonymous who, it must be said, are to a large extent unacquainted with the language needs of the students. The professionally-equipped teacher with properly-prepared lessons may still feel that entering a classroom with X or Y coursebook in support is, in the final analysis, a capitulation to 'the easy way.' The coursebook inevitably becomes the fulcrum of the lesson, the pedagogical crutch without which the lesson seemingly lacks shape. Experience has taught me that the book-oriented lesson rarely inspires and more often than not thwarts natural conversational interchange, throws up perplexities, bores and finally demotivates the student. The teacher sets out intending to use the book effectively to promote maximum learning opportunities for the students, but in spite of careful planning he finds himself having to explain vocabulary items that are hardly relevant, teaching structures that are too formal and infrequently used, reading stories/dialogues that no one is the slightest bit interested in; in short, apparently at odds with the author's well-meaning but misplaced intentions. Reading dialogues and focusing on the lives of two-dimensional characters is hardly going to promote genuine interest and a need to communicate. 'Turn to page 47, please!' sounds the death-knell all too often signalling a heavy pedagogical slog for teacher and students alike rather than an authentic and satisfying learning experience for each and every student.

I am not voicing disenchantment just with the usual 'dinosaurs' on the EFL/ESL bookshelf but with supposedly communicative coursebooks in more recent times too. I suggest that the regular use of a coursebook is from the outset a detraction from effective learning, augmenting rather than reducing communicative competence, and not infrequently promoting confusion in matters of little relevance anyway. How often does a teacher find himself trapped in a linguistic cul-de-sac of no real importance, all on account of the coursebook he has in his hands? Even when a lesson has progressed well according to the accepted tenets of recent EFL methodology,

how often does a teacher wonder about how genuinely valid the learning exercises has been. By its very nature, the coursebook is an immediate deviation from the real world into artificiality, triviality and mechanical drills.

"The student's mind is a valuable repository of stored information, opinions, prejudices and experiences that in itself represents the most exciting syllabus that any teacher can possibly have access to."

The only authentic material (I am not referring to train timetables and the like) lies within the minds of the students placed in front of the teacher. The student's mind is a valuable repository of stored information, opinions, prejudices and experiences that in itself represents the most exciting syllabus that any teacher can possibly have access to. Each student has an untapped mine of information unique to himself, of real interest to the teacher and the other students. The visiting or unvisited countries can pay rich dividends for the intrepid traveller! Teacher strategies need to focus on generating enthusiastic and lively interaction. The obvious starting point is the exchange of personal information. Within these parameters the teacher has the opportunity to remedy 'correctable' error where appropriate, and where suitable, to suspend the language activity for slipping in a teaching point whether it be a structure, a lexical item or whatever. The error is seen clearly in a context that is personal and immediate (and thus more likely to be remembered). The didactic element of the lesson cannot of course be predicted and should remain subsidiary to the main flow and purpose of the lesson's thrust. In this way, I would say, there is less scope for grammar to 'kill' a lesson.

This approach lends itself successfully to adults and young students (but not, I would say, to children), and may be used at any level, not just at the beginner. Consider even in the simple self-introduction exercise with which a teacher may effectively introduce/remedy that demon of tenses, the Present Perfect, in both simple and continuous forms, e.g. 'How long have you been learning English?' 'How long have you lived in -----?' Teaching a grammatical point should occur tangentially, almost like a conversational aside, allowing student interaction to produce and control the real impetus of the lesson.

The classroom should ideally be used to maximise student intercommunication in a way that is clearly defined and mindful of the needs of the students. The true syllabus of learning lies within the life experiences of the students, their future plans, their likes and dislikes. As their capacity to use language becomes more sophisticated, so the grammatical input too can be stepped up. The teacher of course should not just monitor and remedy student discourse.

WHAT TYPE OF WRITING SHOULD WE TEACH OUR JAPANESE STUDENTS?

By William Grohe

Teaching English writing to Japanese students is often a challenging affair because of the differences in rhetorical patterns of Japanese and English. Expository writing is especially difficult to teach Japanese students because from a Western viewpoint it should be linear, deductive, and should not digress. As Kaplan points out: "The thought patterns which speakers and readers of English appear to expect as an integral part of their communication is a sequence that is dominantly linear in its development." (1980:402) However, the Japanese pattern of communication is not linear. The reason expository writing is difficult to teach, and even more difficult for the Japanese student to learn, is that it tends to go against the grain of the cultural thought and communication patterns of Japanese. It certainly isn't their fault, and I often feel somewhat ethnocentric when I teach the linear pattern of Western expository writing.

On the other hand, creative writing in English not only allows digressions, but digressions are often considered necessary for artistic writing. Many literary works in both British and American literature follow this pattern. I have found that it is easier for Japanese students to write acceptable creative stories about themselves or other areas, than acceptable expository essays, simply because their natural inclination to write digressively is acceptable in the former and not in the latter.

It is widely accepted that language and culture are intertwined, and it is certainly helpful to learn something about the culture when learning a foreign language. It is also beneficial as far as communication is concerned to familiarize yourself with the rhetorical patterns of the people you wish to communicate with. What are the rhetorical patterns of English? How have they developed? According to Kaplan:

The English language and its related thought patterns have evolved out of the Anglo-European cultural pattern. The expected sequence of thought in English is essentially a Platonic-Aristotelian sequence, descended from the philosophers

of ancient Greece and shaped subsequently by Roman, Medieval European, and later Western thinkers. (1980:400-401)

This is certainly true, but one can see that the rhetorical patterns of English have been greatly influenced and have changed through the centuries. They are certainly going through changes at present. So like language and culture, rhetoric is not constant but always changing. The question is, should we be teaching the rhetorical patterns of American or British English to our Japanese students? The answer, I think, is 'yes' and 'no,' depending on the needs of our students and the specific genre being taught. Some would argue that since English is a Western language, then Western rhetorical patterns should go with it. For instance, Raimes argues that to become truly competent in the target language, one must learn "not only communicative competence in writing in a new language, but also [one] has to learn the rhetorical structure of the new language, which will probably be quite different from the rhetorical structure of his own language." (1980:391) Taylor also points out the following: "The ability to write a clear, concise, logical, and convincing paragraph or essay involves more than just the ability to be able to write a grammatical sentence; it also requires knowledge of acceptable English rhetoric." (1980:367) But people from non-Western backgrounds communicate with English all the time, and they usually don't use the same rhetorical patterns that Westerners use. When a Japanese and a Chinese communicate using the English language, they probably aren't using Western rhetorical patterns or presenting an argument based on Western logic; but they are communicating! (I would argue that communication is more often hindered by grammatical or pronunciation errors than by anything else.) We need to address the issue of tolerance towards other rhetorical patterns besides the "Anglo-European" pattern. Certainly they already exist. The rhetorical patterns of Indian English, for example, are certainly different from American or British English. And the rhetorical patterns of the English spoken in the Philippines are different from Those in India and so on. I think it should be obvious that if English is going to be an inter-

(cont'd on page 53)

Inadequacy (cont'd)

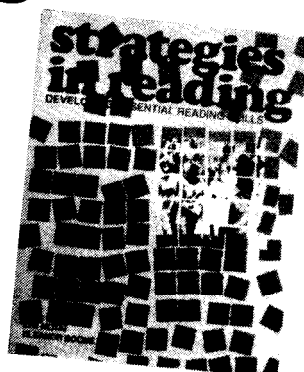
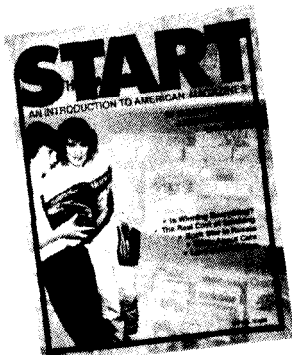
He (or she) has much to contribute in the way of routine day-to-day events, anecdotes, amusing incidents, the minor successes, failures, disappointments and surprises that life holds for us all in short, the meat of everyday small talk.

Teaching strategies utilising this open-ended approach can be extended and developed according to the needs and preferences of the students so that pace, variety and interest are constantly sustained. This entire approach is designed to

generate for the students a congenial atmosphere, one where a growing familiarity with the respective backgrounds of other students may enhance confidence and accelerate a real desire to communicate. It is suggested that given these conditions real learning can take place.

Robert Dorey, MA., R.S.A. Diploma in TESL, teaches English and French at IEC Institute for Foreign Language, Yatsushiro, Kyushu.

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(cont'd from page 51)

national language, then different rhetorical patterns are inevitable and we have no choice but to accept them. Besides, if everybody in the world had the same thought/communication patterns, it would be a rather boring world.

Back to the question of whether or not we should be teaching the Western rhetorical patterns of English to our Japanese students. Unfortunately, the answer is 'yes' if the student is going to be communicating in English primarily with Westerners and/or is going to be residing in North America, Australia or Britain in either an academic or business environment. (If the student is going to be using English primarily in Thailand, for example, then I would say 'no.') The student has no choice really if he or she intends to study at a North American university.

I teach a writing course which is a preparation course for the TOEFL examination. The TOEFL exam now requires an expository essay. The TOEFL exam is really an entrance examination for foreign students to enter North American universities. In order for students to achieve a high score on the TOEFL exam, they must write, read, and think in a deductive, linear way, at least when taking the exam. (This is a partial explanation of why European students tend to score higher than Asian students on the TOEFL exam. I believe, of course there are linguistic factors as well.) It may not be fair, but that's the way it is. One could argue that in order for students to do well in a Western academic environment they must be able to communicate like a Westerner. Unfortunately this is probably true, because the western academic world tends to be intolerant towards deviation from accepted norms of communication. So I try to make it clear to my students, from the onset, that their natural tendencies to write in a digressive, non-linear fashion are fine and appropriate for communicating with other Japanese, but it would be a disaster during the TOEFL examination. I also tell them it would be inappropriate in a western academic environment.

How can the teacher teach the Japanese student to write an expository essay? One technique that can be used is to take a well-written paragraph from a fluent writer, then scramble all the individual sentences and have the students put them back into "logical" order. The students have to be taught about topic sentences, and sentences that give descriptive detail supporting the topic sentence. The students have to be told about concluding sentences, and how to summarize at the end of an essay (Taylor, 1980:368). They also have to be taught about controlling ideas and how to elaborate on these ideas. Of course, the teacher also has to focus on syntax and grammar (Raimes, 1980:391). Japanese students tend to need a lot of work in the area of subject-verb agreement and the use of articles and prepositions. I also think it is very important

to get the students to read a lot of expository prose written by native speakers. I feel that this is very helpful because if they are exposed to enough of it they may acquire the necessary patterns, in the same way a student may acquire some speaking ability through listening.

It is imperative for the English teacher who is teaching writing, or conversation for that matter, to be aware of and sensitive to rhetorical differences that are culturally based, and if at all possible allow the Japanese cultural pattern. If that is not possible, if the teacher is preparing the student to enter a North American or British university environment, then the student should be made aware of both rhetorical patterns and told that the western rhetorical pattern should be used when abroad. As Kaplan states:

In the teaching of paragraph structure to foreign students, whether in terms of reading or in terms of composition, the teacher must be himself aware of these differences, and he must make these differences overtly apparent to his students. In short, contrastive rhetoric must be taught in the same sense that contrastive grammar is presently taught. (1980:409)

Now, what if the Japanese student is not going to be living in a western environment, and is not going to be communicating primarily with westerners, but instead he or she is going to be communicating with people primarily from other Asian countries? Then the linear, deductive, western expository style of writing would not be a very important skill to learn for such a student, because the rhetorical patterns of Korean or Chinese, for example, are more similar to the Japanese pattern. Perhaps then creative writing should be emphasized.

After examining writing samples of a college's class where the students were given a subject to write about, and then asked to produce as much as possible during a timed writing, many of the papers were wildly digressive, yet interesting and creative. They were communicating ideas in an artistic way. Unfortunately, grammatical errors sometimes hindered communication, but the creativity was there. (Japanese students can be very creative when allowed to be.) As stated before, digression is accepted and even considered positive in creative writing. There have been many creative writers who have written in a very digressive way. Faulkner is a classic example. Therefore, if Japanese writers are already naturally inclined to write in a digressive way, why not put the emphasis on creative writing which allows this style, as opposed to expository writing which is naturally difficult for them? Shouldn't we be allowing the Japanese student to be creative anyway?

Another important point is that the Japanese students tend to enjoy creative writing more than expository writing. I base this observation on my own experience, and on discussions with some other writing instructors.

(cont'd on page 55)



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(cont'd from page 53)

In summary, the emphasis on teaching expository or creative writing depends a great deal on the particular needs of the students. If the student is going to an English-speaking country to work or go to school, then expository writing skills do need to be taught, and that includes the rhetorical linear style of North American or British English. If the student is not going to be in that situation, then I propose that the emphasis should be on creative writing for the following reasons: first, it will enhance the creativity of the student; second, it is usually more enjoyable, and may instill a desire to write in English; third, it avoids the problem of ethnocentrism on the part of the teacher, where the teacher in essence is telling the student to write like the cultural pattern of "my" culture. Finally, in creative writing, digressive writing is not only okay, it can sometimes enhance the story, and digressive linear writing tends to be the strong point of Japanese students.

Perhaps if we think about this issue and then make some changes in our curriculums, we can make our writing courses a source of joy for our students, as opposed to something they wish to avoid, which unfortunately is often the case.

William Grohe has an M.A. in TESOL from Portland State University and is teaching writing, reading and conversation at Trident College in Hiroshima.

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Guessing games are the oldest form of the now vogueish information gap methods. Here, Tina Wright presents a new twist on a familiar game. Apart from its appeal as a game, it is helpful in teaching question forms. This is followed by Masaki Oda's presentation of another popular game which is also useful for practising question forms. It was adapted from a game-show to teach Japanese as a foreign language in the U.S.

TWO GAMES

1. Whatisit?

By Tina Wright

This is a game for three to eight players. In a small class the blackboard is used, but in larger classes, each group uses a large sketch-pad. The game takes about 20 minutes.

Stage 1: The first person ("It") draws **one piece** of an object. The other players in turn ask **yes/no** questions (Is it a . . . ?), "It," as in all 20-question-type games, being permitted to give only yes or **no** answers. At any point the players can make the request **One more piece, please**, and "It" draws another part of the picture. A point is given to the player who gives the right answer. Each member of the group in turn becomes "It." This part of the game will operate more quickly as students become used to playing. The next time the game is played, the second stage should be introduced.

Stage 2: In addition to guessing the item drawn, the players may now try to find the adjective that "It" has in mind to describe it, by asking **Is it a (fat) cat?** If the group can't find the answer, they can call at any time **Give us a hint, please**. Mime, or verbal replies such as **It's a colour**, can be given to help them.

Stage 3: In the most advanced form of the game, players then go on to determine what the subject of the drawing is doing. This requires the addition of a verb to the structure and, through the necessary substitution of **the** for the previous **a(n)**, gives practice in the use of the article: **Is the fat cat sleeping?** A hint can be required by demanding **Show us what it's doing**, and "It" has to mime an answer. As in the previous stages,

a point is given to the student who correctly guesses first.

I have played this game both with children and with junior college students. With both kinds of learner, enthusiasm has led to effortless use of English. The players never allowed answers given in Japanese to win points, although they did help a player who knew the answer only in Japanese by supplying the necessary English word. Stage 3 can be very strange if played with inanimate objects, but it can be amusing, with such questions as *Is the big spoon sleeping?*

Tina Wright has a BEd. and an MEd. from the University of London. After teaching in England for five years, she taught in Thailand and Hong Kong, and is currently teaching at Tanaka Chiyo and Kyoei Junior Colleges.

2. Jeopardy

By Masaki Oda

The very popular TV game show *Jeopardy* differs from other game shows in that instead of answering questions, contestants are required to formulate appropriate questions for given answers. For example, if the answer is *He is the President of the United States*, the correct response would be *Who is Ronald Reagan?* In the programme on TV there are three contestants and usually six categories on the game board. After selecting a category and making a bet, a contestant is given from that category an answer for which he has to formulate a question. These questions usually begin with *Who* or *What*.

It is usually not easy for teachers to create obligatory contexts in which learners have to formulate Wh-questions without being too mechanical. The *Jeopardy* game makes a useful contribution to solving this problem. The TV game-show format provides students with a

higher degree of motivation to formulate Wh-questions from the answers in order to compete with classmates. I have used the game to teach Japanese (to college students in the U.S.), but it can equally well be used to teach EFL in Japan.

According to the focus of the lessons and the nature of the group, there are several possible modifications for the language classroom. First, it is possible for teachers to use this technique to have students practise Wh-question sentences beginning with interrogative pronouns other than *What* and *Who*. For example, students can practise such sentence patterns as *Which is more expensive, A or B?* In my Japanese class, I had my students practice a pattern - . . . *wa doyatte tsukurimasu ka?* ("How do you make. . .?") - by giving simple recipes as answers.

You can also use this technique to have students formulate *yes/no* questions. For example, questions such as *Is Mr. Reagan the President of the United States?* can be formed from the answer *Yes, Mr. Reagan is the President of the United States*. In any case, it is advisable for the teacher, or whoever serves as the master of ceremonies, to clarify beforehand what kind of questions s/he expects the students to formulate.

Teachers can also use this technique to teach vocabulary. This is done by requiring the question *What is (target word)?* to be given in response to a given definition. For example, the question *What is an airplane?* is expected to be the response to "a flying machine of any type with at least one engine, that is heavier than air, and that has wings."

The number of categories of questions should be adjusted by the teaching according to the time available and the character of the group.

Masaki Oda received his M.A. in TESL from St. Michael's College in Vermont. He is now teaching Japanese at Georgetown University, where he is also working for a Ph.D. in applied linguistics.



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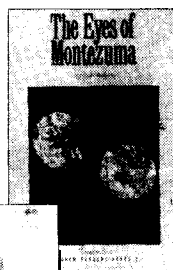
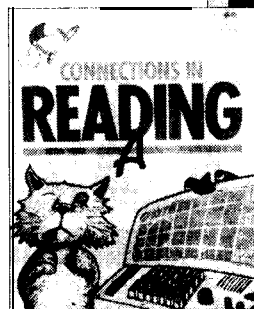
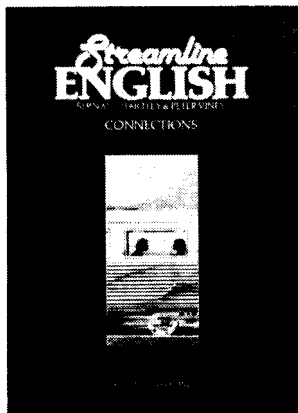
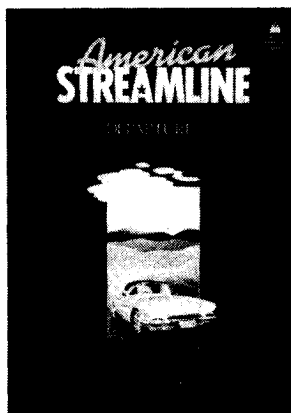
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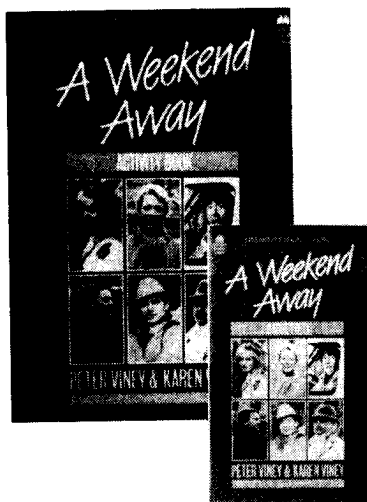
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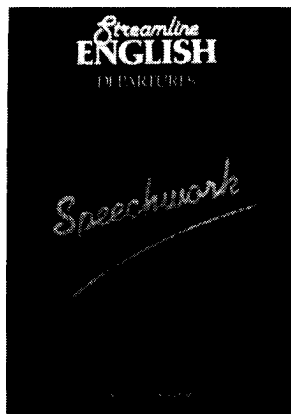


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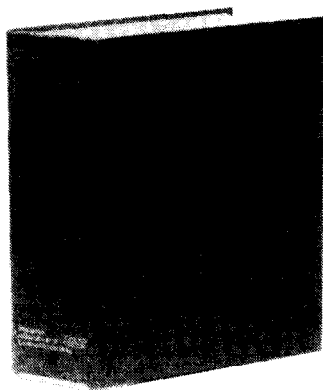
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UnderCover

Please note there is a change in Book Review Editors. Jim Swan and Masayo Yamamoto are stepping down as of the conference and Rita Silver and Jane Wieman (for English) and Kyoko Nozaki (for Japanese) will take over. Their addresses are on page 3.

INTERCULTURAL COMMUNICATION : A READER, 5th edition. Larry A. Samovar and Richard E. Porter, editors. Wadsworth, 1988. 392 pp. (price unknown)

Samovar and Porter's reader in intercultural communication is now in its fifth edition, and is the only one of its type - it is handy (one volume), it is frequently updated, and it is aimed at the non-specialist. The editors intend to provide three things: a basic anthology for courses dealing with intercultural communication processes; a supplementary text in basic communication and interpersonal communication courses; and resource material for advanced courses in a number of related fields. For EFL teachers, the book should be approached not only in terms of how well it meets its own goals, but also with respect to its relationship to other intercultural communication books which might be recommended.

Approximately half of the selections were written specifically for this or an earlier edition of the reader. Some of the contributors are rather well known in intercultural communication, while others are not intercultural communication specialists at all. The variation in focus and quality found in the selections raised some interesting issues.

The editors have defined intercultural communication in a very broad way, in order to include "nondominant domestic cultures, subcultures, and deviant subgroups" within their ambit. The result is a group of studies that range from Kochman's superb analysis of black Americans' communication style to Folb's angry essay about prejudice and discrimination against women in the United States and attempts by others to show that the elderly, the physically disabled ("physically challenged"), and the gay must have communication problems that bear some similarity to what we usually think of as intercultural communication issues.

The major problem in this section of the book ~ Kochman's excellent piece aside - is that of distinguishing communication from sociology and other fields. Kolb, for example, expends considerable energy in arguing that there is a 'dominant culture' in the United States and that domination has implications for communication

processes. Since these well-known topics are routinely dealt with in sociology textbooks, why do they warrant a place in an intercultural communication reader, especially when the process of communication itself is virtually ignored? Such essays are really a part of social psychology or the sociology of deviance. Is this the best way to flesh out a book such as this?

Kochman's book, a portion of which appears in the reader, offers an instructive counterpoint. He shows how differences between the black and the white subcultures lead to predictable conflicts in interaction. This is a legitimate subject for an intercultural communication reader. To justify inclusion, the other pieces in this section would have to show how the process of communication is affected. It is simply not enough to say, as many seem to, that the fact that all interpersonal communication takes place within a larger social context means that the study of that context is also the study of communication processes. This has to be illustrated and analyzed, not just implied.

This problem does not arise in other cases. The fine selections written by Haglund, Murray, Lustig, Condon, Yousef, Stewart, Cathcart and Cathcart, Fisher, Andersen and Powell, Hoijer, Becker, Andersen, Ishii and Bruneau, and Albert and Triandis are most satisfying in terms of information presented, theoretical organization, and potential usefulness to the classroom teacher. For TEFL, then, this reader offers selections of varying relevance.

The quality of the selections varies widely, too. Some of them are literally first-rate in depth of thought and clarity of expression. Especially noteworthy are those by Hall, Condon, Kochman, Hoijer, and Bruneau (though the latter would be rough going for a non-native speaker of English). The question of quality raises a basic issue as to the purpose of a reader in intercultural communication, even one intended for a wide range of users. Should it represent a cross-section of the very best studies available, or should it seek to present the widest possible range of viewpoints, possibly at the expense of quality? Apparently the authors chose the second alternative, probably to accommodate the anticipated needs and interests of their fairly broadly defined audience.

The editors' aim may also account for their inclusion of a large number of selections which offer general summaries of different aspects of intercultural communication, in contrast to original studies. It is almost as if the editors wanted to produce a volume which could serve as both anthology and textbook. But systematic treatments of intercultural communication, such as the textbooks written by Condon and Yousef, Gudykunst and Kim, or the editors themselves (with Jain), do the job much better. It might be preferable to keep those functions separate - let

(cont'd on page 61)



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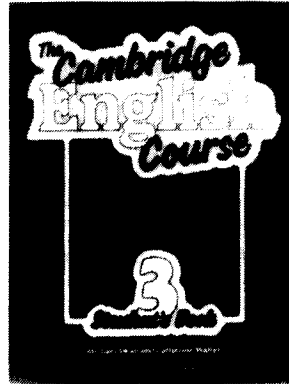
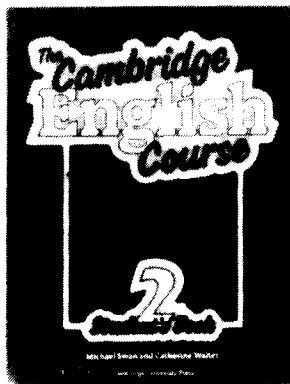
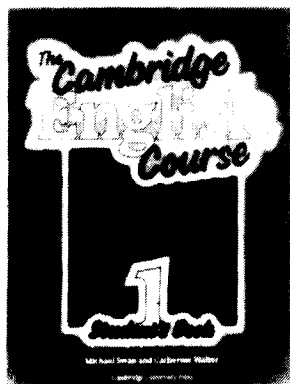
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(cont'd from page 59)

the textbook introduce the field itself and the basic concepts and variables, and use a reader to present stimulating, original contributions which can only be summarized or cited in the textbook. In this sense, the present volume is "neither here nor there."

Those matters aside, the book does offer a number of interesting selections dealing with Japan (those by Haglund, Stewart, Cathcart and Cathcart, Ishii and Bruneau), as well as some which offer useful observations about East-West differences generally (those by Smart, Becker, and Kim). There are also selections which deal with issues in translation (Fay and Zaidi) and interpretation (Berris), and an empirically-based study of the role of interpretation in the courtroom (Beach).

While this volume is definitely a multi-purpose book, it is not the first book someone should read. A textbook is a much better introduction to the field. As an adjunct to a textbook, the value of a reader depends on the quality and relevance of the selections. On this point, the present volume is probably only average. Finally, the aim of developing the field of intercultural communication itself implies the need for a reader which does not wander afield into sociology, gerontology, and rehabilitative medicine. Practitioners of those disciplines should seek to contribute to intercultural communication, not appropriate it.

Reviewed by Harry Krasnick
Canada-Indonesia Language Program

WORKING WITH COMPUTERS: COMPUTER ORIENTATION FOR FOREIGN STUDENTS.

Michael Barlow. Athelstan, 1987. 302 pp.
\$3.90.

The stated aim of *Working with Computers* is to guide foreign students at American or British universities in the use of either microcomputers or larger time-sharing systems. To achieve this, Barlow has divided his book into two sections: the first deals with computer basics while the second considers ways computers can contribute to academic work, such as tapping on-line library resources, taking notes from books or lectures, and writing academic papers.

At the outset Barlow identifies his intended audience as ESL students just beginning their academic careers. He indirectly suggests that training in basic computer skills may well fit into an ESL component prior to formal admission into regular university courses.

As a foreign student, you have a lot to put up with: strange food, unfamiliar customs, and a different language. And since on top of this you have to cope with classes and assignments, you may be reluctant to take the time to learn how to use computers. (p. i)

While the author appears to offer both sympathy

and encouragement, his text shows little consideration for the limited linguistic competence of foreign students who have just arrived at an English-speaking university. In the above quotation, for example, consider Barlow's use of the idioms *have a lot to put up with* and *on top of this*. Note also that in this second idiom "this" has a multiple referent – something that would most likely escape the attention of a great many second language users. In other words, the reading level of this text may be beyond the skills of the audience Barlow has targeted.

It is a pity that the author failed during the editorial phase of publication to make some linguistic adjustments to accommodate the reading abilities of his intended readers. Because complex vocabulary and syntactic forms prevail throughout *Working with Computers*, it is virtually impossible to recommend this text to intermediate-level ESL students for self-instructed learning. As we will see in a few moments, the book may also prove unsatisfactory as an accompaniment for formal instruction.

The second great weakness in Barlow's guide is his inability to provide explicit information about how to perform the specific operations which he describes. This problem arises because of the wide range of programs that exist for different computers. That program variety makes it impossible to describe the exact steps one must follow to acquire the expertise discussed in the text leading to frustration on the part of this reader. Notice for example:

In addition to changing the margin settings, you will need to find out how to do the following on your text editor: change the spacing. . . turn justification on or off, center text, indent text.
(p. 92)

And elsewhere:

You will have to check the manual for your communications software to find out in detail how to accomplish these steps. (p. 101)

Thus, Barlow is able to describe WHAT a computer can do, but is usually constrained from explaining HOW to do it even though in an appendix three text editors (WordStar, EMACS, and MacWrite) are briefly described. This major weakness raises the question: Why spend time reading *Working with Computers* when the practical information relevant to using a computer is contained in an entirely different volume? If computer instruction must follow another text, teachers have little reason to select this one.

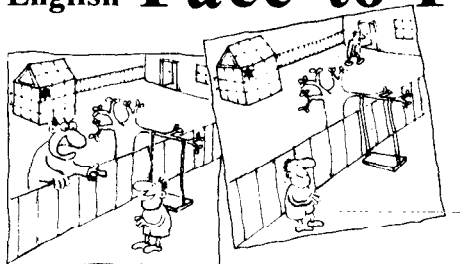
Much of Barlow's book deals with the terminology of computers – the naming of parts and functions. This rationale – not at all uncommon in many educational applications – suggests that from an understanding of definitions expertise will arise. Experience, however, has not often proven this to be a successful path to skill development. However, those who hold that a nominative world can benefit the learner can take

(cont'd on page 63)

LOOK WHO'S TALKING.... YOUR STUDENTS!

Pair work and Practice book

English Face to Face By David Peaty



Spot the differences, Treasure Island, Interviews. Opinions, Discussions, Crossword puzzle. Conversations, Explanations, and many others a total of 58 popular information gap activities for pairwork at low intermediate level, with A roles at the front of the book, B roles at the back, clear instructions for students and useful suggestions for teachers.

Students' Book ¥ 1,350)

Vocabulary Puzzles and Activities

Ways with Word

By Elaine Kirn

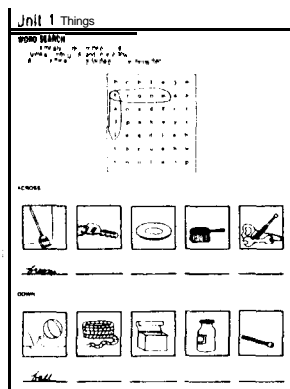
For beginners, this supplementary text has 14 separate units. Each focuses on giving the student practical vocabulary by providing a variety of entertaining activities, puzzles and illustrations. The units are graded and the vocabulary co-ordinates well with the order in which students acquire structures.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

Students' Book ¥2,000

An ESL Conversation Book

Getting Together

By Stempleski, Rice, and Falsett



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 US.

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



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(cont'd from page 61)

comfort in the extensive glossary for **Working with Computers** which runs the gamut from "abbreviation mode (noun)" to "wysiwyg (adjective)."

Reviewed by David Wardell
University of Pittsburgh ELI-Japan Program

THE PROCESS OF COMPOSITION (2nd edition). Joy M. Reid. Prentice Hall, 1988. 236 pp.

The number of times that the wheel has been reinvented must be beyond counting. The number of times that students have discovered the rules which govern a good term paper through trial and error, however, closely approximates the number of students who have ever attended college. A book like Reid's **The Process of Composition** could end that often repeated ordeal. **The Process of Composition** is not a grammar book, but a manual for how a student should plan and execute that arduous feat of writing his first research paper.

Many JALT members have spent countless classroom hours trying to illustrate through examples what constitutes a good subject for a paper. In correcting papers, teachers are constantly attempting to communicate what type of outline an essay should follow and innumerable times we have commented, "This idea needs further support or development." Many students have found themselves totally perplexed by our request that they "edit and revise" a paper. The clear instructions and examples in Reid's textbook can be of real assistance in each of these areas. Reid claims her book teaches the following five skills: 1) Pre-writing (including subject selection and research); 2) organization (outline and transitions); 3) development and support; 4) revision; and 5) editing of grammar and mechanics.

The original design of this text is for use as an introductory composition class at the college level. The main ESL feature is the inclusion of illustrative essays with a decidedly "international student" flavor. The reading level of the material will prevent its use in many lower-level classes without significant adaptation. However, this reviewer has used the material successfully with STEP I preparation classes. The sections on subject selection, outline and transitions, and development and support can all be easily adapted to speech-making as long as the differences between written and oral English are kept in mind.

Reid's book is not catchy or flashy. If you're looking for solid material to help your students understand what an English essay is all about, you'll find it here.

Reviewed by Hugh Rutledge
Kanda Institute of Foreign Languages

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 Oct. 31.**

CLASSROOM TEXT MATERIALS/ GRADED READERS

- *Blanton. **Idea Exchange**, Books 1 & 2. Newbury House, 1988.
- *Johnson & Johnson. **General Engineering** ("English for Academic Purposes" series; Student's book, Teacher's book). Cassell, 1988.
- *Pifer & Mutoh. **Point Counterpoint: Discussion and persuasion techniques**. Newbury House, 1988.
- *Yates. **Earth Sciences** ("English for Academic Purposes" series; Student's book, Teacher's book). Cassell, 1988.
- Cassell's "Foundation Skills" series. Cassell, 1988.
 - Listening** 4. John Green (Student's book)
 - Reading** 4. Simon Haines. (Teacher's edition)
 - Speaking** 4. Jim Brims. (Teacher's edition)
 - Writing** 4. Richard Knight. (Teacher's edition)
- Greenhalgh et al. **The Oxford ARELS Preliminary Handbook**. Arnold, 1988.
- Kirino et al. **Eigo Hatsuo Handobukku**. Kuramotosha, 1988.
- Loneragan. **New Dimensions 2 Test Book** (Student's, Teacher's). Macmillan, 1988.
- Mulloy. **Cassell's Elementary Short Course** (Student's book). Cassell, 1988.
- Swan & Walter. **The Cambridge English Course, 3** (split ed., Student's books A, B, C). 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.
- †Start with English" Readers. Oxford, 1988.
 - Grade 1: **The Kite**. Border.
 - Pat and Her Picture**. Border.
 - Grade 3: **The Queen's Handkerchief**. Border.

TEACHER PREPARATION/REFERENCE/ RESOURCE/OTHER

- *Bowers, ed. **Language Teacher Education: An integrated programme for EFL teacher training** (ELT Documents: 125). Modern English Publications/British Council, 1987.
- *McKay & Wong, eds. **Language Diversity Problem or Resource? A social and educational perspective on language minorities in the United States**. Newbury House, 1988.
- *Scovel. **A Time to Speak: A psycholinguistic inquiry into the critical periods for human speech** ("Issues in Second Language Research" series). Newbury House, 1988.
- *Sheldon, ed. **ELT Textbooks and Materials: Problems in evaluation and development** (ELT Documents: 126). Modern English Publications/British Council,

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

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

Teiima. *Kodomo Eigo no Kyo to Jitsu*. Kagoshima Gai-go Gakuin, 1988.

Teiima. *Kodomo Eigo no Kyo to Jitsu*. Kagoshima Gai-go Gakuin, 1988.

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

The Language Teacher also welcomes well-written reviews of other appropriate materials not listed above, but please contact the Book Review Editors 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: Rita Silver or Jane Wieman, Osaka Jogakuin Junior College, 2-26-54 Tamatsukuri, Higashi-ku, Osaka 540.

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*:

Anderson & Lynch. *Listening*.

Bacheller. *Start Writing*.

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*.

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

Crystal. *The Cambridge Encyclopedia of Language*.

Doff. *Teach English*.

Dunn & Gruber. *Listening, Intermediate*.

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

Geddes. *About Britain*.

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

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

Hino. トーフルの 6 50 点 : 私の英語修業 .

Ingram & King. *From Writing to Composing*.

Jones & Kimbrough. *Great Ideas*.

Levine et al. *The Culture Puzzle*.

Live. *Yesterday and Today in the USA*.

Long & Richards, eds. *Methodology in TESOL*.

Marton. *Methods in English Language Teaching*.

Molinsky & Bliss. *Expressways*.

Mosteller et al. *Survival English*.

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*.

Rooks. *Share Your Paragraph*.

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

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

Shortreed & Kelly. *Significant Scribbles*.

Strong, ed. *Second Language Learning and Deafness*.

Willis & Willis. *Collins COBUILD English Course*.

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

Zion et al. The "Open Sesame" series.:

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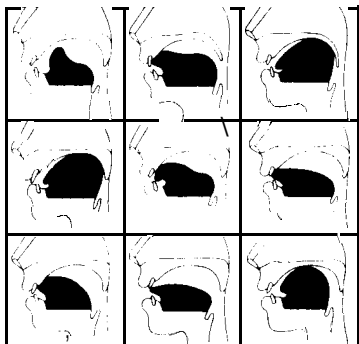
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In this book the authors have followed the formula of their highly successful Business **Contacts**, also published by Prentice-Hall.

Topic themes include: Optical Fibres, Computers and Computer Systems, Shape Memory Alloys, Testing Circuits, Transistors, Building a House, Printing Processes, Energy, Microchip Manufacture, Data Communications, Information Retrieval, International Aviation Standards, Project Planning, Electronic Assembly, Energy Sources and Factory Automation.

13-898263-5 Book 176 pages

13-898289-9 Cassette

For further information, contact Harry T. Jennings.

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Chapter Presentation Reports

Reports written in English on chapter presentations should be sent to co-editor AM 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 or 400-ji genko yoshi in Japanese. English must be typed double-spaced on A4-size paper. Longer reports can be considered only upon consultation with the editors. Please refer to guidelines in the January issue of this volume.

OSAKA

VOCABULARY BUILDING

By Steve Maginn

Steve Maginn of Cambridge University Press presented some ideas for vocabulary building/development at the Osaka August meeting. He started with some basic principles which can be summarized as follows:

Persuade students of the importance of vocabulary building. Too often we deal with the vocabulary only as it comes up in a text. We need to do more than explain the meaning and continue with the passage.

Work with the vocabulary and make it relevant. The best method for learning a new word depends on the word itself. Some words lend themselves to teaching by example, some by explanation and some by translation. After students understand the word, it must be used in a context that is meaningful to the students.

Perception is bigger than production. Is a particular vocabulary item important for the student's productive use or receptive use?

The last part of the presentation was devoted to activities that teachers could "take home and use tomorrow." These demonstrated how vocabulary, including vocabulary from a textbook, could be worked into vocabulary-building activities.

Reported by Rita Silver

TEACI-LING VIDEO ENGLISH THROUGH ACTION

By Robert Liddington and William Qtanford,
Language Resources

Teachers became actors at our July meeting, when Robert Liddington and William Stanford showed us a video and had us act it out. The

idea was to stress how things such as posture and eye-contact convey meaning. The point seems obvious, but the presenters noted that when audio-visuals are used in class, often the audio is emphasized at the expense of the visual. As the acting exercise showed, gestures or facial expressions need as much practice as intonation or tag questions if students are to learn how to communicate effectively.

The presenters then asked us to brainstorm for better ways of using video. Besides presenting the audio and the visual together, each part could be presented separately. Students could then act out the video, starting with simply watching and miming after the pictures, then gradually building up to role-plays, in which the audio is played and the students silently make the appropriate movements. Then, after practicing the audio part, students can be asked to "put it all together."

Certainly other ideas are possible, but Liddington and Stanford believe that a successful video lesson incorporates pre-teaching (having students act out a situation before seeing it on the video), presentation, enaction (miming the video), practice, and improvisation. They also feel that it is more effective to have students act out a scene rather than to answer comprehension questions about it. Questions are more effective at the end of the lesson, to help students reflect on what they have done.

Reported by Lisa Lei Isobe

CHIBA

VIDEO IN THE CLASSROOM

By Michael Thompson

For Chiba members the rainy season's dreary departure in July was offset by a lively presentation by Mike Thompson of Longman Japan.

Initially, those in attendance had an opportunity to feel, first hand, the frustration of viewing a segment of video without the advantage of pre-teaching activities. The viewers then offered suggestions for improving comprehensibility.

Next, a brief excerpt, set in a cafe, became the nexus of a variety of activities. As a warm-up, the audience provided a list of personality adjectives. The segment was then aired, without sound, and those present were asked to match the characters with words from the list. Following that, a single scene was replayed complete with audio component. Thompson stopped part way through the scene where Barry, the notorious philanderer, rings up the pretty waitress, Jane, to break a date. After witnessing Barry's poor excuse for an excuse, everyone present engaged in an impromptu excuse-making session in pairs. Some convincing excuses were then reported back to the group as a whole. Hearbreaker Barry offered

the lame excuse that his mother was visiting unexpectedly. Poor Jane! But her terse reply provided an opportunity to focus on stress and intonation. Next, five sentences from the video were dictated and the pairs had to predict who said them and how they were said. Selectively, participants then demonstrated their predicted stress pattern to the group. The full segment was then replayed to highlight the stress and intonation of the dictated lines. Finally, the group was encouraged to comment on the characters.

Thompson's was a tight presentation, underscoring the need for proper planning when using video in the classroom.

Reported by Brian Grover
Wayo Women's Junior College

TOKYO

VOCABULARY BUILDING ACTIVITIES

By Steve Maginn

In a famous collection of short stories of the 1930s a fictional ESL teacher in New York City proclaims, "Vocabulary! Above all, we must work on vocabulary." While the method he used to "work on" vocabulary would certainly not be approved of today, the acquisition of vocabulary still remains a central concern of the ESL curriculum. In our June meeting Steve Maginn of Cambridge ELT offered many practical suggestions for dealing with this aspect of language teaching.

First of all, the purpose of the student will determine the type of vocabulary needed, so that vocabulary in the textbook should be classified as items the student needs or does not need. Moreover, the students should be taught to make this distinction for themselves to make their vocabulary acquisition more efficient.

A variety of exercises was presented to illustrate how students can improve their strategies for learning vocabulary. These mainly involved the grouping of vocabulary items in closed sets of different types including items related to a topic or an activity, those similar in meaning and those which connect discourse.

Participants were involved in a number of practical vocabulary building activities consisting of vocabulary tasks associated with reading. Some of these went well beyond what one normally thinks of as vocabulary exercises, making vocabulary acquisition a part of reading skills.

Reviewed by George Deutsch

YOKOHAMA

NONVERBAL COMMUNICATION : MESSAGES WITHOUT WORDS

By Barbara L. Hoskins

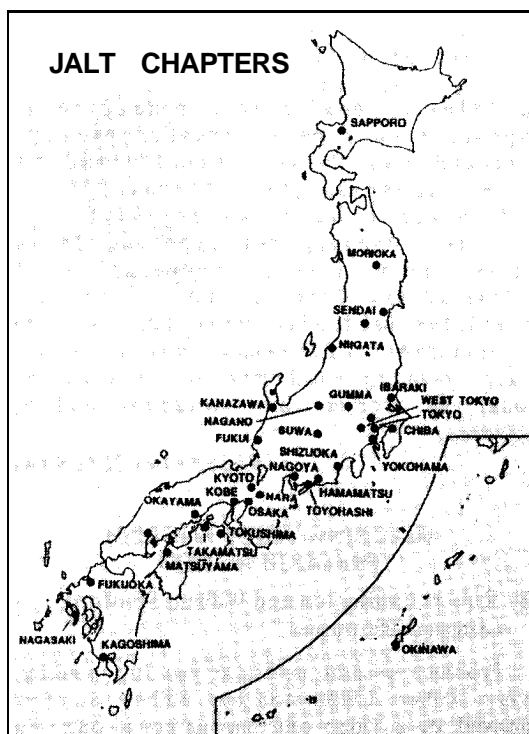
At our July meeting, Barbara Hoskins of LIOJ stressed the importance of nonverbal communi-

cation in language learning and teaching. Through nonverbal areas such as gestures, posture, proxemics, eye contact, facial and vocal expressions, we *cannot not* communicate. Double messages result when there is a contradiction between a verbal message and a nonverbal one, and she maintains that when such conflicts occur, the nonverbal message speaks louder than the verbal.

Hoskins recommends that teachers should include activities in their curriculum which help make students more sensitive to and in control of nonverbal messages. She suggests exercises such as charades, role playing and quizzes that focus on bringing out feelings rather than just give language practice. When introducing simple words and expressions, teachers can use voice changes to show their students how to get more mileage out of the words. Depending on the context and the way something is said, an utterance as innocent as "Oh," for example, can convey a wide range of meanings such as surprise, mere polite interest, real indifference, disappointment, pity, a threat, sarcasm, or fear.

Finally, Hoskins pointed out that as nonverbal communication varies culturally, teachers have a responsibility to teach culture along with language in order to help their students avoid misunderstandings.

Reported by Suzy Nachtsheim



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.

ON JALT '88

Attention: Conference Participants

If you would like to write a report on a presentation for publication in the February issue of *The Language Teacher*, please go to the JALT Publications table near the registration area at the conference and sign up. The deadline for submission is **Dec. 15**.

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.

CALL FOR PAPERS -- RELC

The Regional Language Centre 1989 Regional Seminar on "Language Teaching Methodology for the Nineties" will meet April 10-14, 1989 in Singapore. For information contact: Chairman, Seminar Committee, SEAMEO Regional Language Centre, 30 Orange Grove Road, Singapore 1025. Tel.: (65) 7379044; fax: (65) 7342753; telex: RS 55598 RELC; cable: RELCENTRE SINGAPORE.

DEADLINE EXTENDED

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. The British Council and JACET are supporting the conference along with JALT. Papers are being solicited 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 Nov. 1. Applicants will be notified of

the status of their proposals by Dec. 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, Tsukubashi, Ibaraki 305. For further information, contact H. Asano (0298-51-0485) or V. LoCastro (0298-53-2429 or 0298-52-1848).

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.

TEMPLE UNIVERSITY JAPAN

Distinguished Lecturer Series

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-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.

Caleb Gattegno 1911-1988

For Dr. Gattegno, silence was a place, a time for reflection and discovery. The Silent Way, his creation, is ours. In each moment where we leave silent space for our students — or take its daring leap across — we honor his memory.

BASIC ENGLISH SKILLS TEST UPDATE

The revised Basic English Skills Test (BEST) of listening comprehension, speaking, reading, and writing, which tests how well refugees and other limited-English-speaking adults have attained these basic functional language skills, with a manual including sections on scoring procedures, interpreting the results, and the statistical characteristics associated with the test, is available for purchase in a kit that contains all materials necessary to administer the BEST. For further information or a free sample packet that includes a copy of the retired form of the test, please contact: BEST Program Director, Center for Applied Linguistics, 1118 22nd St., N.W., Washington, DC 20037, U.S.A.

GOING HOME

This workshop on reentry, including training techniques for intercultural adjustment, by Dr. Margaret D. Pusch, an experienced cross-cultural trainer, will be held Sun., Oct. 16, 10 a.m.-6 p.m. at Tokyu Creative Life Seminar "Be," Shibuya. For information: S. Araki, CCTS, 6-10-206 Matsubara, Setagaya-ku, Tokyo 156; 03-327-1866.



THE LANGUAGE TEACHER



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.

FUKUOKA

Topic: Cultural Themes in English
 Speaker: Alan Booth
 Date: Sunday, October 23rd
 Time: 2-5 p.m.
 Place: Iwataya Community College, Tenjin Center Bldg. 14F
 Fee: Members, free; non-members, ¥1,000
 Info: Etsuko Suzuki, 092-761-3811

From Shakespeare to Noh, Alan Booth has won international acclaim for his drama skills. Asahi Evening News film critic, he has also researched and presented NHK educational TV and radio programs. He is best known for *The Roads to Sara*, which charts the humanity of Japan in poetry, pathos and humor. Mr. Booth's talk will be a wide-ranging overview of the most important cultural and educational themes in Japan today.

GUNMA

Topic: Materials Development
 Speaker: Hisatake Jimbo
 Date: Saturday, October 22nd
 Time: 3 -5 p.m.
 Place : Ikuei Junior College, Takasaki
 Fee: Members, free; non-members, ¥500
 Info: Wayne Pennington, 0272-51-8677
 Morihiro Shibayama, 0272-63-8522

How are teaching materials developed? What objectives do material writers have in mind? Four skills? Reading and writing as primary goals? How about listening and speaking? Is the material of a kind that would interest students? On what method is the textbook based? Is the language in the lessons authentic? Is there an interesting theme or topic through the book? Does the material show contrasts between the foreign culture and the culture of our students? These are some of the questions material writers should bear in mind and teachers have to consider when they select textbooks and other materials.

KANAZAWA

Topic: Reports on JALT '88
 Speakers: JALT officers and other conference attenders
 Date: Sunday, October 16th
 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

Discuss what you hear or catch up on what you missed. JALT officers (and anyone else who so desires) will report on the conference lectures and seminars they found especially interesting or valuable. This will provide an opportunity for those unable to attend the conference to hear the more important ideas that were presented and for those who did attend to discuss what they heard. A stimulating, free exchange of ideas is expected.

KYOTO

Topics: 1) Telecommunication for EFL Learners
 2) Election of chapter officers for 1989
 Speakers: Dave McLane and Greg Peterson
 Date: Sunday, October 23rd
 Time: 2-5 p.m.
 Place: Kyoto YMCA, Sanjo Yanaginobamba, on Sanjo between Karasuma and Kawaramachi; 075-231-4388
 Fee: Members, free; non-members, ¥500
 Info: Greg Peterson, 0775-53-8614

The speakers will explain the basic principles of using the normal telephone system to communicate text data with personal computers, describe examples of telecommunication by learners of English in Japan, and provide a demonstration, using a distant host computer system and a personal computer at the YMCA.

There will also be a brief business meeting at which we will nominate and elect officers for 1989. Please be sure to attend if you want to have a voice in Kyoto chapter business.

Dave McLane is a member of Independent Research Associats and System Operator of AEGIS (All English General Information System), a telecommunication host in Nagaokakyo City which offers bulletin board, database, mail, and special interest group services.

Greg Peterson is a full-time teacher at Notre Dame Women's College and is one of the vice presidents of the Kyoto chapter of JALT.

NAGASAKI

1)
 Topic: Language Learning and Cultural Interaction
 Speaker: Karl C. Diller
 Date: Friday: October 14th
 Time: 7-8:30 p.m.
 Place: Nagasaki Junior College of Foreign Languages (Gaigo Tandai, a five-minute walk from Sumiyoshi street-car stop. Parking available.)
 Fee: Members, free; non-members, ¥500; students, ¥350

This presentation argues for a more dynamic generative model of the mind, one which allows for free will and surprising and creative development in language learning. It begins to explain the problem of individual differences and universals in language acquisition in a cultural setting.

Dr. Karl C. Diller (Ph.D., Harvard) is a professor at the University of New Hampshire, where he teaches linguistics, applied linguistics, and neurolinguistics and supervises the ESL program. His numerous books and articles include **The Language Teaching Controversy** (Newbury House). Dr. Diller is a featured speaker of JALT '88.

2)

RAINBOWSEMINAR

Topics: 1) Accuracy and Fluency: The whole is greater than some of the parts
 2) English Pronunciation Inside Out
 3) Getting Students to Speak: It's not impossible
 4) Panel Discussion: Insider Information for Future Teachers
 5) Teaching Large Classes
 6) Beyond Monday. .how to pull together ideas generated at the conference to make a lasting impact on our teaching

Speakers: 1), 5) and 6) Marc Helgesen (Miyagi Gakuen, Sendai)
 2) Eamonn O'Dowd (Nagasaki Junior College of Foreign Languages)
 3) Sheila Miller (Kwassui H.S.)
 4) Katsunobu Shiina (Kaisei H.S.), Yukitaka Mikuriya (Nishisonogi H.S.), Yoko Morimoto (Kwassui Women's College)

Dates: Saturday-Sunday, October 29th-30th
 Time: 1) 3-5 p.m. Saturday; 2 and 3) 5:30-6:30 p.m. Saturday (concurrent sessions)
 4) 11 a.m.-12 noon Sunday; 5) 1-4 p.m. Sunday; 6) 4:30-5 p.m. Sunday

Place: As above

Fee: Members/students, ¥500 per day; non-members, ¥1,000 per day. Free for students who come only for the panel session.

Banquet Dinner and Social Hour: 7-9 p.m. Saturday at Always restaurant near the seminar site, ¥2,000. Banquet reservation deadline: October 22nd. Call Yumi Yoshida, 0958-44-3859 (eves.)
 Info: Yoko Morimoto, 0958-22-4107 (W)
 Satoru Nagai, 0958-44-1967 (H)
 Yukitaka Mikuriya, 0958-56-5647 (H)

Marc Helgesen (M.S., Southern Illinois University) is the principal author of **English Firsthand** and **English Firsthand Plus**, conversation texts for Japanese students. He is currently working on a beginning-level series.

NARA

Topic: Grammar and Grammar Practice
 Speaker: Jimmie Hill
 Date: Thursday, October 13th
 Time: 6:30-8:30 p.m.
 Place: Tezukayama Gakuen
 Fee: Members, free; non-members, ¥1,000
 Info: John Williams, 0742-45-6872

The presentation is described in TOKYO/
 WEST TOKYO below.

NIIGATA

Topic: To be announced
 Speaker: Jeremy Harmer
 Date: Thursday, November 10th
 Time: 7-8:30 p.m.
 Place: Niigata Kyoiku Kaikan
 Fee: Members, free; non-members, ¥500
 Info: Carl Adams, 025-262-7226/260-7371
 MasaTakasugi, 025-231-1119/231-1128

The regular monthly meeting is also scheduled
 for Sun., Nov. 13. See the November LT for
 details.

OKAYAMA

Topic: Investigating English
 Speaker: Jimmie Hill
 Date: Saturday, October 15th
 Time: 2:40-4:30 p.m.

Place: Shujitsu High School, 14-23 Yumino-
 cho
 Fee: Members, free; non-members, ¥500
 Info: Fukiko Numoto, 0862-53-6648

OMIYA

Topic: Exploring the Promise of Team
 Teaching
 Speaker: Don Maybin
 Date: Sunday, October 16th
 Time: 1:30-4:30 p.m.
 Place: Omiya YMCA
 Fee: Members, free; non-members, ¥1,000
 Info: A. Krause, 0487-76-0392

Based on experience gained through a team-
 teaching project at Kamonomiya Junior High
 School in Odawara, Mr. Maybin will analyze the
 benefits, problems, and potential solutions of
 team-teaching arrangements which involve local
 and foreign English instructors working together
 in Japanese secondary schools. Special attention
 will be given to the roles of both teachers, includ-
 ing how to allow for the strengths of each when
 planning a lesson. This will be followed by a
 demonstration class. The lesson plan has a cul-
 tural focus and was tested at Kamonomiya with
 four different pairs of teachers.

If time permits, those who attend will also
 be asked to describe their own team-teaching
 situations.

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OSAKA

Topic: The Testing of Communicative Competence
 Speaker: John Oller
 Date: Saturday, October 22nd
 Time: 2-5 p.m.
 Place: Temple University (*see Bulletin Board*)
 Fee: Members, ¥1,000; non-members, ¥2,000
 Info: Tamara Swenson, 06-351-8843

SAPPORO

ENGLISH-LANGUAGE BOOK FAIR **Sat.-Sun., Oct. 29-30**

For full information:
 Torkil Christensen, 011-737-7409
 Ken Hartmann, 011-584-4584

TAKAMATSU

Topic: Classroom Techniques - The Practical Side of Language Teaching Theory
 Speaker: Jimmie Hill
 Date: Sunday, October 16th
 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

Teachers may be familiar with a number of competing theories of language learning. However, there is also the large area of work in practical classroom techniques, which bridge the gap between language learning theory and classroom practice, and are of special value in the management of large classes.

Jimmie Hill, from Britain, a textbook writer, publisher and teacher trainer, will demonstrate such techniques and discuss their effectiveness.

We will eat with Mr. Hill from 5:30 p.m. at Nakamise. Please call Ms. Maruura (0878-34-6801) by Oct. 11 if you want to join us.

TOKYO

Topic: The Testing of Communicative Competence
 Speaker: John Oller
 Date: Saturday, October 15
 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

TOKYO/WEST TOKYO

Topic: Grammar and Grammar Practices
 Speaker: Jimmie Hill
 Date: Monday, October 24th
 Time: 6-8 p.m.

Place: Sophia University Library, Room 8 12
 Fee: Members, ¥500; non-members, ¥1,000
 Info: Michael Sorey, 03-444-8474
 Nobuyuki Shoji, 0426-66-7889
 Tadaaki Kato, 0473-71-4053
 See TOYOHASHI below.

TOYOHASHI

Topic: Grammar and Grammar Practices
 Speaker: Jimmie Hill
 Date: Tuesday, October 18th
 Time: 6-8 p.m.
 Place: Kinro Fukushima Kaikan, 2F
 Fee: Members, ¥500; non-members, ¥1,000
 Info: Kazunori Nozawa, 0532-48-0399
 Masahito Nishimura, 0532-47-1569

What do grammar practices really practice? What should grammar practices practise? The answers to these questions are often very different. After defining what grammar means and what it means in the classroom, we will look closely at different kinds of grammar practice from the point of view of the teacher and the student. This session will be of interest to both native and non-native speakers of English, irrespective of their size of class.

Jimmie Hill is described in YAMAGATA below.

YAMAGATA

Topics: 1) Classroom Techniques - The practical side of language teaching theory
 2) Investigating English
 Speaker: Jimmie Hill
 Date: October 22 or 23 (tentative)
 Place: Yamagata Kenmin Kaikan or Fukushima Bunka Center
 Fee: Members, ¥500; non-members, ¥800
 Info: JALT-Yamagata, 0236-22-9588

Jimmie Hill, M.A. in English language and literature, Edinburgh University, has co-authored many books, mainly on teaching English to adults, with Michael Lewis. He has trained teachers at the British Center in Sweden.

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.

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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.

(CHIBA) 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-shi, Chiba 274; 0474-62-9466.

(FUKUOKA) Experienced native speakers to teach intensive and college-level ESL at a new (to open April '89) educational center designed to prepare students for American college education. Interviews will be held in December/January for year-round positions. Competitive salary and benefits. M.A. preferred. Send vita and letter to: Dr. Philip Smith, Director, West Chester University Japan, 1-10-16, Akasaka, Chuo-ku, Fukuoka 8 10.

(FUKUOKA, NAGOYA) Part-time English instructors from March, 1989. B.A./M.A. in EFL or equivalent, plus minimum two years' experience required. Four nights/week. Hourly pay depends on qualifications. Approx. three months' vacation. Send resume to: Overseas Training Center (Attn. Ms. Yoshida), Matsushita Electric Industrial Co., Ltd., 2-10 Kikugaoka Minami-machi, Hirakata, Osaka 573; 0720-44-2395. Interviews possible at JALT '88.

(KYOTO) A part-time teacher with native or near-native level proficiency in all aspects of English, in addition to training and experience in teaching, for an international high school, in which most of the students were raised abroad (*kikokoshijo*). School environment is freer and more progressive than conventional high schools. Possible classes: elective classes (drama, current events, conversation/discussion) for all students; grammar and composition/reading for returnees. For further information, call Mike Cox, 077-465-8911 (work) or 0742-49-5107 (9 a.m.-1 p.m.).

(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/from Matsuyama, health insurance, other allowances and benefits. Vita and copy of diploma should be sent

to: Kenji Masaoka, Registrar, Matsuyama Shoka University, 4-2 Bunkyo-cho, Matsuyama 790.

(NAGOYA) Full-time English instructors needed immediately for major Japanese companies. Must be native (preferably American) speakers with a strong background in linguistics and ESL, and be willing to be trained in a new method of instruction. Knowledge of Japanese, engineering, and business helpful. Salary is very attractive and monthly guaranteed. One-year contract, extension negotiable. Accommodation and sponsorship available. Please send resume, letters of recommendation, transcripts, and recent photo to: Mr. Sakamoto, Nippon Information & Communication Co., Ltd., Satsuki Bldg. 201, 1-6-12 Kyomachibori, Nishi-ku, Osaka 550; 06-441-8528.

(NAGOYA) Full-time teacher of American or British studies. M.A. in American or British studies, American or British history, or similar fields, and two years' prior teaching experience required. Duties would include teaching, exam preparation, committee work, and curriculum planning. Two-year contract with renewal possible. Please send your curriculum vitae, academic transcripts, list of publications, and photo by Nov. 15 to: Dr. Tanaka, Sugiyama Women's University, 17-3 Hoshigaoka-Motomachi, Chikusa-ku, Nagoya 464.

(NAGOYA) Language Resources seeks native-speaker EFL professionals for several part-time (possibly leading to full-time) positions. Courses are expected to start October/November 1988 and are to be held during mornings and afternoons. At least two years' EFL experience and preferably TEFL/TESL qualifications required. Experience teaching courses in the hotel/service industry would be beneficial. Contact: Personnel Manager, 078-382-0394/5, or toll free: 0120-38-0394.

(NIIGATA-ken) The Graduate Schools of International Relations and International Management of the International University of Japan seek EAP instructors for long-term and summer intensive positions, both types to begin in late June, 1989. Salary: ¥4-5 million/year (¥900,000/12 weeks), transportation, housing. Six-week positions may also be available. Qualifications: M.A. or Ph.D. in EFL or applied linguistics; experience with advanced students and intensive programs; interest in politics, economics, management; adaptability to rural environment. Duties: Teach 9-15 hours/week, develop curriculum, assist with testing and extracurricular activities. Conditions: English-medium university; highly motivated multinational student body; small class size; excellent computer facilities; faculty committed to both teaching and research. Please send CV to: Mark Sawyer, Director, English Program, I.U.J..

Yamato-machi, Minami Uonuma-gun 949-72. Please state times of availability for interviewing at JALT '88.

(OSAKA) Native-speaker teachers of English, full-time and part-time, from April, 1989. Minimum two years' experience in Japan. Degree required. One-year contract, renewable. Salary: ¥3,600,000-4,200,000/year, plus benefits. Positions will be filled from the fiddle of October to the end of December. Send letter of application and resume to: Personnel Office, Sundai Gaigo Senmon Gakko, 2-5-18 Terauchi, Toyonaka, Osaka 560.

(OSAKA) English instructors from March, 1989. B.A./M.A. in EFL or equivalent, plus minimum two years' experience required. Two-year commitment. Sponsorship available. Minimum ¥3,500,000/year guaranteed with additional work possible. Approx. three months' vacation. Teachers of business writing especially welcome. Send resume to: Overseas Training Center (Attn. Ms. Yoshida), Matsushita Electric Industrial Co., Ltd., 2-10 Kikugaoka Minami-machi, Hirakata, Osaka 573; 0720-44-2395. Interviews possible at JALT '88.

(OSAKA) Language Resources seeks native-speaker teachers of TEFL/TESL for children for part-time, possibly leading to full-time, positions. At least two years' experience and appropriate

qualifications preferred. Contact: Personnel Manager, 078-382-0394/5, or toll free: 0120-38-0394.

(SAPPORO) Full-time native English speaker under 50 to teach English to undergraduate and/or graduate students beginning April 1, 1989. Two-year contract, possibility of renewal. Duties: 14 hours/week plus office hours and normal department responsibilities. English-teaching experience required. M.A. or Ph.D. in TEFL/TESL or related field preferred. Salary and allowances commensurate with qualifications and experience. Accommodation arranged. Please send a letter of application, a vita, and a list of representative publications, and arrange to have two letters of reference sent by Oct. 31, to: Takehiko Kurihara, English Division, Institute of Language and Culture Studies, Hokkaido University, Sapporo 060.

(TOKYO) Full-time teacher (18 hours' teaching, 6 hours' curriculum development/week) starting in January, 1989. Must have master's degree in TESL or the R.S.A. diploma and 2-5 years' full-time TEFL experience. Those with a background in curriculum development will be given preference. Interviews in early October. Send resumes with phone numbers and times when you can be reached to: Mary Ann Decker, Regular English Program, Athenée Francais, 2-11 Kanda Surugadai, Chiyoda-ku, Tokyo 101.

Reviews of

ENGLISH LANGUAGE PROFICIENCY TESTS

Edited by J. Charles Alderson, Karl J. Krahnke, and Charles W. Stanfield

Reviews of English Language Proficiency Tests provides descriptive and evaluative information on the major ESL/EFL tests being used in the world today. By providing this information in a consistent format, **Reviews** assists test users in selecting tests appropriate to their needs and in evaluating the quality of those tests.

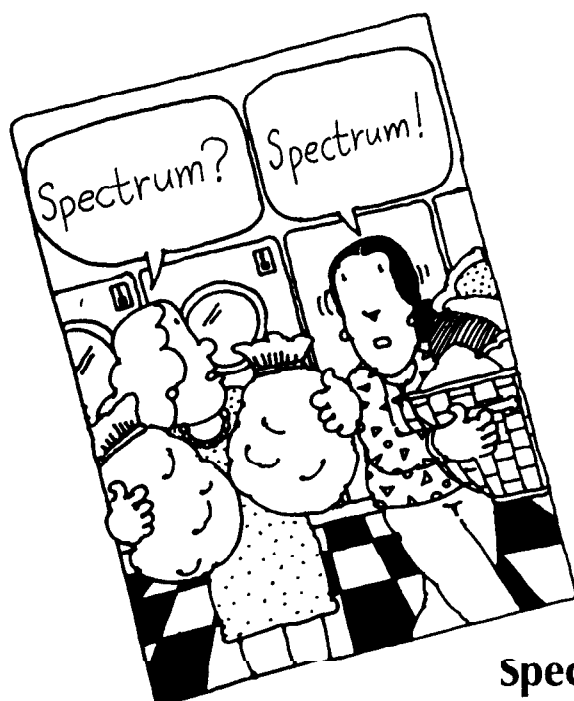
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MEMBERSHIP INFORMATION

JALT is a professional organization dedicated to the improvement of language learning and teaching in Japan, a vehicle for the exchange of new ideas and techniques and a means of keeping abreast of new developments in a rapidly changing field. JALT, formed in 1976, has an international membership of some 3,000. There are currently 33 JALT chapters throughout Japan. It is the Japan affiliate of International TESOL (Teachers of English to Speakers of Other Languages) and a branch of IATEFL (International Association of Teachers of English as a Foreign Language).

Publications — JALT publishes **The Language Teacher**, a monthly magazine of articles and announcements on professional concerns, and the semi-annual **JALT Journal**. Members enjoy substantial discounts on Cross Currents (Language Institute of Japan) and **English Today** (Cambridge University Press). Members who join IATEFL through JALT can receive **English Language Teaching Journal**, **Practical English Teacher**, **Modern English Teacher**, and the **EL Gazette** at considerably lower rates. JALT members can also order KELC (Regional English Language Centre) publications through the Central Office.

Meetings and Conferences — The **JALT International Conference on Language Teaching/Learning** attracts some 2000 participants annually. The program consists of over 300 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, such as the annual Summer Seminar for secondary school teachers, regular In-Company Language Training Seminars, and special conferences on Testing and other themes.

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.

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

JALT — 全国語学教育学会について

JALT は、語学教育のために、最新の言語理論に基づき、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。

出版物: 上記の英文記事を参照。JALT 会員、或は IATEFL 会員には、割引きの特典がある出版物もあります。

大会及び例会: 年次国際大会、夏期セミナー企業内語学セミナー、各支部の例会等があります。

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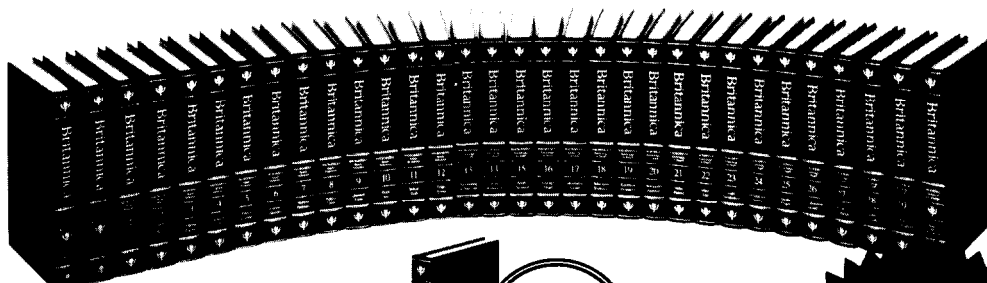
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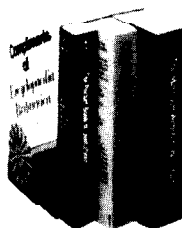
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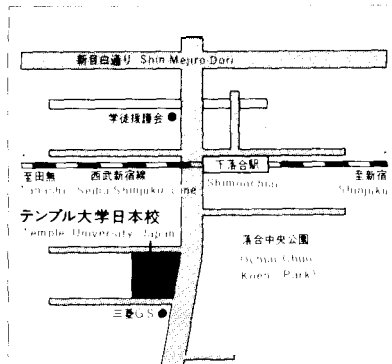
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