

# THE Language Teacher

全国語学教育学会

VOL. XII, NO. 12

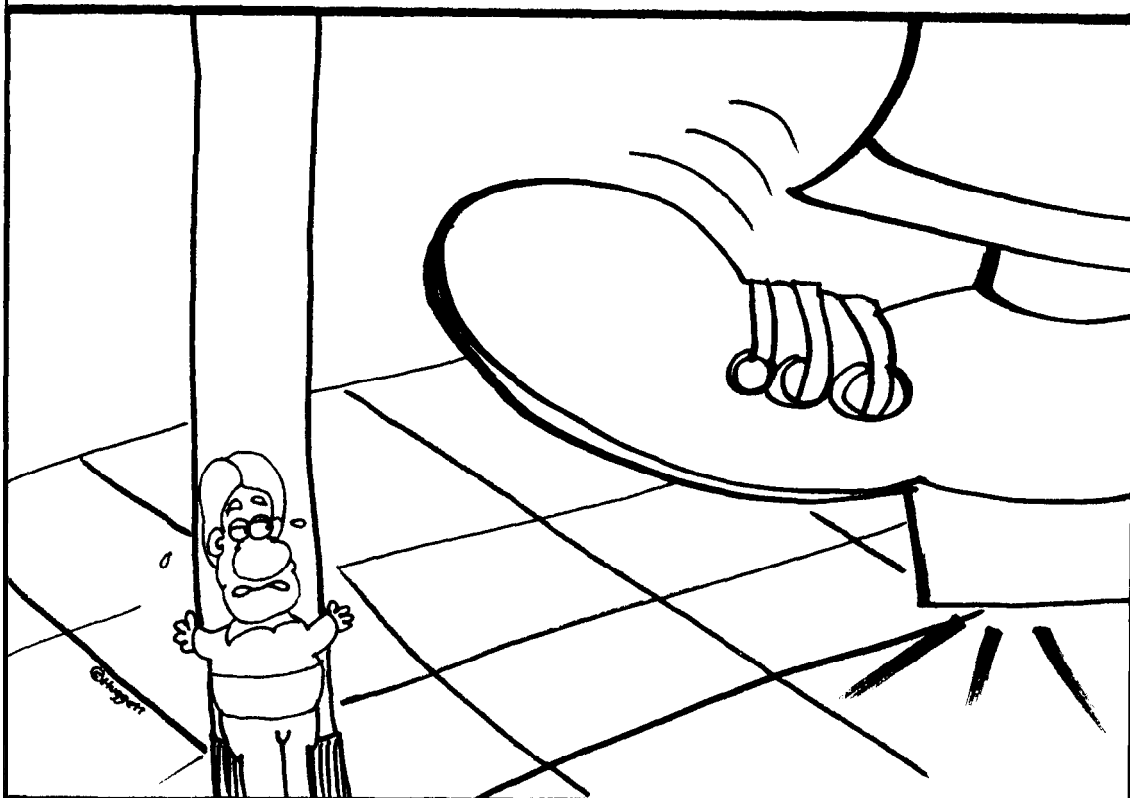
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COVER: J.C.H. Huggett

## THE Language Teacher

VOL. XII, NO. 12 NOVEMBER 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 *goko yoshi in Japanese*) concerned with all aspects of foreign language teaching and learning, particularly with relevance to Japan. They also welcome book reviews. Please contact the appropriate editor for guidelines, or refer to the January issue of this volume. Employer-placed position announcements are published free of charge; position announcements do not indicate endorsement of the institution by JALT. It is the policy of the JALT Executive Committee that no positions-wanted announcements be printed.

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

**Editors:** Eloise Pearson (03-351-8013, Fax: 03-351-4596) and Ann Chenoweth (03-828-7406, Fax: 03-822-3438) Suga-cho 8-banchi, Shinjuku-ku, Tokyo 160.

**Book Reviews:** Rita Silver (06-761-9371) and Jane Wieman (075-881-2278), Osaka Jogakuin Junior College, 2-26-54 Tamatsukuri, Higashi-ku, Osaka

**My Share:** Louis Levi, Horinouchi 1-27-5, Suginami-ku, Tokyo 166; (03) 3154397.

**Chapter Reports:** Ann Chenoweth, Yamato Heights 2-102, 7-17-16 Yanaka, Taito-ku, Tokyo 110; (03) 828-7406, Fax: (03) 822-3438.

**Announcements/Positions:** Jack Yohay, 1-111 Momoyama Yogoro-cho, Fushimi-ku, Kyoto 612; (075) 622-1370,

Japanese Language: Kyoko Nozaki

野崎 京子

〒606 京都市左京区岩倉花園町185

**Advertising/Associate Member Inquiries:** JALT Central Office (075) 221-2376.

**Proofreading:** Jack Yohay and Tamara Swenson

**Typesetting/Layout:** S.U. Press. Kobe/C. Arzaga

**Publications Chairperson:** Ann Chenoweth, Yamato Heights 2-102, 7-X7-16 Yanaka, Taito-ku, Tokyo 110; (03) 828-7406, Fax: (03) 822-3438.

**Publications Business Manager:** John Burton, Suzuki Aparto 4, 4-3-14, Nakakaigan, Chigasaki-shi, Kanagawa 253; (0467) 83-2556, Fax: (0467) 86-9152

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

**JALT Central Office:** Yumi Nakamura, c/o Kyoto English Center, Sumitomo Seimei Bldg., Shijo-Karasuma Nishi-iru, Shimogyo-ku, Kyoto 600; (075) 221-2376, Fax: (075) 2314767



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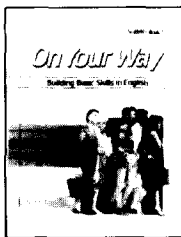
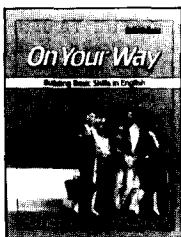
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## In Appreciation

Returning to England shortly to complete her doctoral degree at the University of Lancaster, **Virginia LoCastro** has resigned as head of the Publications Board.

She will be sorely missed. Virginia has been very active in JALT for many years, becoming familiar for the first time to many when she became editor of the **JALT Newsletter** in January 1983 (renamed **The Language Teacher** in April 1984). In February 1985, she was made Chair of the Publications Board, a position she held until the conference last month.

Virginia has been an important person in the forming of JALT's national and international reputation. Under her editorship, **The Language Teacher** became one of the most respected publications in the profession, and as Chair of the Publications Board, she has worked constantly and tirelessly toward the continued upgrading of the academic integrity not only of JALT's publications but of the organization itself. It was Virginia who was a major force in the organization of JALT's first Testing Conference in March of 1987, and in its upcoming second Testing Conference in March 1989. She has presented extensively on her own field, discourse analysis, and was the guest editor of the Special Discourse Analysis issue of **The Language Teacher** in June 1987.

All of us wish her the best as she completes her degree, and hope she will be able to work with us in JALT again some time in the very near future.

With ever-increasing professional demands made on her time, Membership Chairperson **Keiko Abe** asked that the JALT Executive Committee accept her resignation, which it has done with regret.

When Keiko Abe was first elected to the position of Membership Chairperson in 1984, JALT had only 16 chapters and some 2,300 members. Under her enthusiastic guidance, membership has increased to over 3,500 and 17 more chapters have been established.

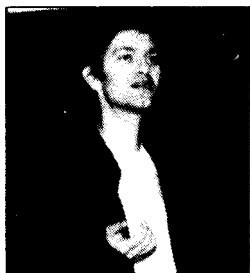
Keiko has also worked hard for JALT at a number of TESOL conferences, and has given well-received and long-remembered presentations on her particular specialty, the teaching of English to children. Her ability in and flair for this work have won her a great many admirers.

Her dedication to the profession and to her JALT-National officer position are sincerely appreciated. She will be helping Sonia Sonoko Yoshitake, who was chosen by the Executive Committee to fill out the remainder of her term. She also will remain active in JALT and its TESOL conference activities.

**Deborah Foreman-Takano, President**

**The Language Teacher** would also like to take this opportunity to express our deep appreciation to **Virginia LoCastro** for the numerous contributions she has made over the years to making this, the JALT newsletter, into the quality publication it is today — one all JALT members can be proud of. Without her dedicated efforts and guidance over the years, JALT publications would not receive the high international recognition they now enjoy within our profession.

We'd like to wish her the very best in the next step of her career. Good luck Virginia, and thank you.



Also leaving **The Language Teacher** as of JALT '88 were **Jim Swan**, Book Review editor, and **Masayo Yamamoto**, Japanese Language editor. For 4-1/2 years both of them have dedicated their free time (taking it from enjoying a growing family) and have given freely of their time and talents to **The Language Teacher**. From Jim, we've had high-quality book reviews. Masayo has single-handedly edited all of the Japanese language that has appeared.



Thank you both for your contribution to JALT and its newsletter, and good luck in your future endeavors.

**The Editors**

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**Special Issue on****The Learner in Large Classes**

The topic of this special issue grew out of discussions with contributors to the False Beginner special issue last November. It was felt that just intellectualizing about the peculiarities of our students would blind us to more obvious factors that also affect language learning. The hope was to explore the implications of being a learner in a large class. The papers here very much represent teacher views of what is good for the students. However, that is an outcome which is perhaps inevitable considering the pressures that teachers operate under.

Still the ideas expressed in the papers all arise from concerns with furthering student interest, motivation, and learning, and show the potential for a thoughtful approach to the large-class environment. LoCastro provides a glimpse of what students themselves think of class sizes, highlighting the possibility of asking students' opinions and reactions.

The paper by Luckett provides some guidelines for providing a motivating language learning experience despite the many obstacles in large classes. This paper may perhaps help teachers who have lost heart after yet another defeat at the hands of energetic students or unbending administrators, or who perhaps simply need to be encouraged on a rainy Monday morning.

Both Reinelt and LoCastro grapple with the effect of interaction patterns, and offer an avenue for conceptualizing the effect of activities in large classes.

Crowe, Jackson, and Viswat report how their response to an unsatisfactory teaching environment has evolved. Their solution, introducing readable textbooks, variety, and encouraging student responsibility, appears to have met the wishes of the students.

Class size is a factor that is often overlooked by experts in the field of language learning, although there are exceptions to this, as LoCastro mentions. I wish to thank the contributors here for sharing their thoughts and ideas, and hope that this special issue will stimulate discussion and ideas about these large classes, where at least some of us work.

Torkil Christensen, Hokusei Junior College  
Guest Editor



## ***Research on Large-Size Classes: A Progress Report***

by Virginia LoCastro

### **Introduction**

Essentially there were two reasons why interest in large-size classes developed during the weekly sessions of the Classroom-Centered Research seminar, led by Dick Allwright, at the University of Lancaster. The first was that class size is a frequently cited complaint of teachers, particularly when discussing the difficulty of implementing certain methods and approaches in language teaching. The second reason comes from an increasing awareness that many teachers on certificate and M.A. courses in the U.K. and in the States soon, usually within two years of returning to their home countries or of going overseas, are back to employing more traditional approaches in their classrooms. Seemingly the U.K.- and U.S.-based courses are not addressing the needs of such teachers, be they non-native

speakers of English or native English speakers who choose to work in EFL settings. Now there are undoubtedly many reasons for the lack of transfer from those courses to EFL teaching contexts; yet one common variable in EFL settings is undeniably class size. The socio-cultural context of a monolingual class of 100 students, studying general English as a required subject, is rather different from that of an international, mixed group of 20 students who have instrumental reasons for learning English. Just which variables in those two settings are most important has yet to be determined.

Thus, the Lancaster-Leeds Language Learning in Large Classes Research Project was set up, headed by Hywel Coleman, now of Leeds University. The first goal of the group was to establish a bibliography of other research on class size.

The literature search produced a rather short list of sources, none of which is based on serious research on the topic or addresses the topic in an informative way.

For the second goal, that of collecting information from teachers, the group at Lancaster designed a set of questionnaires to find out about (1) actual and preferred class size, (2) policies at institutions regarding class size, and (3) perceived problems vis-a-vis class size in carrying out teaching responsibilities. These questionnaires were also administered in Japan, at the University of Tsukuba and at several British Council and JALT seminars in Tokyo, Nagoya, and Kyoto in 1986-87.

### Questionnaire Results

Most of the respondents to the questionnaires in Japan were secondary school and university instructors. The first questionnaire attempted to elicit respondents' experiences with and perceptions of class size. The few respondents from private language schools with their typically small classes do not change the general pattern of the response.

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“...many teachers on certificate and MA.  
courses in the U.K. and in the States soon,  
usually within two years of returning to their  
home countries or of going overseas, are  
back to employing more traditional  
approaches in their classrooms.”

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Of the 96 questionnaires that were collected in Japan, only 47 were considered to be valid. The average “largest class size” normally taught by the 47 respondents is 45. The figure of 39 is the point at which problems related to class size are said to occur and 51 is the point at which classes become intolerably large. The average class size of the respondents is 38; thus, the respondents are used to teaching classes which are close to becoming problematic due to class size.

As for small class size, the respondents indicated that the average smallest class size they normally teach is 24, while 19 would be ideal. The average class size where problems begin to occur due to the small number of students is 7 and then 4 is the point at which the size of the class becomes intolerably small.

There is, however, a problem with these latter figures as many Japanese teachers of English have never experienced classes of smaller than 40

students. Some respondents wrote on their questionnaires that all they could do was imagine the situation and thus we can not base any serious generalizations on these figures.

These results generally support the conclusions in Coleman's report of August 1987, on the first phase of analysis of the first questionnaires administered at Lancaster. He states that “teachers regularly teach classes which they perceive to be large, but almost never teach classes which they believe to be too small.” Furthermore, all the questionnaires indicate that there is a strong relationship between the size of the large class which teachers regularly teach and teachers' perceptions of ideal, large, and small class size. In other words, the experiences of the teachers will influence their perception of class size.

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“In other words, the experiences of the  
teachers will influence their perception of  
class size.”

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Clearly there is anecdotal evidence to support this conclusion. Many, particularly native English-speaking EFL teachers, may not have regularly taught a language class of more than 20 students in the States or in the U.K. Then upon taking a position at a Japanese university, for example, it may happen that the teacher is assigned to a class of 90+ in a large lecture hall to teach English composition. After that experience, a class of 40 can become a comfortable number.

The second questionnaire sought to elicit information about the policies that determine class size in Japan. It seems that the policy for maximum class size is seen as being related to financial concerns, decided by university and school authorities. There does not seem to be a policy *per se* concerning minimum class size. In fact, rather than there being a policy for maximum or minimum class size, there is only one category: class size = 40-50 students. The class size takes into account the number of students admitted, the number of teachers, the number of available classrooms, and the number of seats in the classroom. Also, though not mentioned directly, the profit/cost ratio of an institution would be involved as well. For public or national institutions, the Ministry of Education was cited as another variable, though no one specified details about the ministry's role. The availability of

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## Large Classes

teachers was not mentioned as a reason for the large class size.

The third questionnaire's aim was to get an idea of the ways in which large classes are problematic for teachers. Only the first question, "large classes make it difficult for me to do what I would like to do because.. .," was analyzed and the reasons given categorized into three groups: Pedagogical, Management, and Affective concerns. An example of a Pedagogical concern is "difficulty in monitoring work and in giving feedback"; of Management, "correction of large numbers of essays being difficult for composition classes"; and for the Affective category, "impossibility of establishing rapport with students." By far, the most frequently cited reasons fall into the Affective category; teachers feel they can not do their job properly because they can not do such things as assess students' needs and interests, help weaker students, or even learn their students' names.

### **Related Research**

One study with some information on class size was carried out by Keio University's Institute for Educational Research under the direction of Prof. Ikuo Koike. The results were published in 1983, entitled "A General Survey of English Language Teaching at Colleges and Universities in Japan — Teachers' View." There are some questions in that survey related to class size and the level of dissatisfaction of teachers.

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**"The number 40 was given as the ideal class size, with a sudden increase in the level of dissatisfaction with classes over that number."**

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The respondents cited class size and the students' level of competence as being important variables in implementing teaching methods they would prefer to use. The number of 40 was given as the ideal class size, with a sudden increase in the level of dissatisfaction with classes over that number. There was the general belief expressed that at least for foreign language classes, a smaller class size would be better, though it is seen as a "dream that will never come true." As class size becomes smaller, however, dissatisfaction with the students' level of competence would increase, presumably because closer attention is then paid to the students as individuals. Nevertheless, 92.9% indicated preference for teaching smaller size classes and 62.5%

were dissatisfied with their current class size.

In 1985, the "Students' View" was published. The respondents answered as follows to a question on their level of satisfaction with regards to class size.

2.6%	with more than 50 students
7.5%	with 41-50 students
20.7%	with 31-40 students
34.0%	with 21-30 students
35.3%	with 20 students or less

Thus, according to these figures, the student respondents want similar classes. (We can assume that the total percentage of 100.1% is due to rounding off to the nearest 0.1.)

In order to have another sample aimed at getting students' perceptions, another questionnaire was developed and piloted at both Tsukuba and Keio Universities with first year, general, required English classes. Ninety-four questionnaires were judged to be valid of the 133 that were collected. The results indicate that students would clearly prefer smaller classes than the actual 40-50 students per class they are accustomed to. Furthermore, returning to the teachers' ideal class size, we find the students responding in the same way, with 19-20 as the ideal class size.

The largest class size experienced by eight of the students was 300. at so-called "cram" schools, and the smallest class size was 1 to 9 students, reported by 28 of the respondents. The smaller class sizes were mostly experienced in "juku" with two having had smaller classes in junior high school. By far, the greatest percentage indicated the 40-50-student class as the smallest class size they had experienced.

### **Further Research**

The members of the research group are continuing to look at particular aspects of large-size classes, such as the relative importance of class management, pedagogical aspects, and affective concerns from the teachers' and from the students' points of view. This writer is interested in interaction patterns in large-size classes.

A lot of the research into classroom interaction patterns in the U.S. and the U.K. has shown that one common interaction pattern between teacher and students is as follows:

I. Teacher: solicit

Student: respond

Teacher: react

The teacher typically will ask a question, a stu-

dent will respond, and then the teacher reacts, correcting, praising, or commenting in some way. Based on classroom observations done in Japan in classes of 40 or more students, during the last year and a half, a Japanese teacher of English will not infrequently have the same pattern, but all the steps are done by the teacher.

## II. Teacher: solicit

Teacher: respond

Teacher: react

Some of the questions one might ask concerning this pattern are: (1) Does the teacher actually want the students to respond? (2) Is the teacher so used to students not responding because of the socio-cultural presuppositions, that the teacher just fills in the gap? (3) Why does this pattern — a conversational, interactional one — exist if no dialogue or conversation is possible or desirable? In some of the observations, the writer did not notice any significant pause between the teacher's solicit and the teacher's response, indicating the teacher did not expect or anticipate a student response.

Another common pattern in Japanese classrooms concerns the fact that students may not listen, as they are engaging in chat with other students. The pattern is the teacher interacting with one student, asking several questions, glossing the responses, all the while standing near or next to the student, without other students' being able to hear what either is saying. It is therefore understandable that the other students will begin to talk with their neighbors or to do other things. Some liken this situation to that of a festival or an all-day puppet show where participants from time to time physically or mentally leave the scene of action to attend to other needs. Once students are not actually engaged in interacting with the teacher, they feel no need to attend to what is going on. One respondent to the third questionnaire wrote, "The students begin conversations on a private basis. Many of them seem to do this under the impression that their private talk will not disturb anybody because the classroom is so large." Presence may be necessary; however, concentrated attention is not seen as a requirement unless one is in the "hot seat."

## Conclusion

Large class size may be, as Dick Allwright says, just an excuse for not doing other things, such as making an effort to give students more

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**'Do large-size classes produce less learning or just different learning? Can we place a value on such learning as being 'good' or 'bad' or just different?'**

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time to practice the language in the classroom. The sheer numbers understandably make that difficult and that has to be acknowledged. Yet, it seems to this writer that at a deeper level we are dealing with a rather different model of teaching and learning from that of the Socratic one where the teacher, with a small group of learners, leads them to learning and wisdom through series of questions. One problem with acknowledging cultural differences in models of teaching and learning is that the research seems to support the idea that the Socratic model is the more effective means to develop creative, thinking, self-actualizing individuals. Research also shows that even children learning their mother tongue learn through interaction, through discussion, in the social environment. Do large-size classes produce less learning or just different learning? Can we place a value on such learning as being "good" or "bad" or just different? The Socratic model and all the research itself may be culture-bound as well as our definitions of learning. Large-size classes may, this writer would like to suggest, then be a complex issue involving at the very least culture, ideology, and values.

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*Virginia LoCastro is a doctoral student at the University of Lancaster and a member of the research group. A fuller version of this report will be published in Tsukuba University's Foreign Language Center Annual Bulletin in early 1989.*

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The research group would like to hear from anyone who reads this article about any research being done on class size. Please write to the author c/o The Foreign Language Center, The University of Tsukuba, Tsukuba-shi, Ibaraki-ken 305, Japan, or to Hywel Coleman, Overseas Education Unit, School of Education, University of Leeds, Leeds LS2 9JT, Great Britain.

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- Koike, I. (ed.) 1983. *General Survey of English Language Teaching at Colleges and Universities in* (cont'd on next page)

## ***Divide and Conquer: Survival and Success in Large Classes***

**by Chris Crowe, Susan Jackson, and Linda Viswat  
Himeji Dokkyo University**

The three of us were sitting in Linda's office griping about our English conversation classes for law majors. We had plenty to gripe about. Class sizes ranged from 35 to 40. The students had very poor English skills. The textbook was too difficult. The students were bored, and we were frustrated.

We had talked earlier in the semester about reshuffling the law classes to place students in homogeneous classes based on the first semester grades. That was the starting point for what turned out to be a very fruitful discussion. The more we talked, the more ideas came up. What if we could have smaller classes? What if the students could have more L2 input to help them improve their skills? What if we had a more intensive speaking class, but for a shorter time? What if we changed to textbooks that would work better with our students? What if we used the language lab for increased input and active listening textbooks for student comprehension and participation? What if we divided the current 90-minute speaking class into a 45-minute speaking and a 45-minute listening class? Then, what if we subdivided the 45-minute speaking section into two groups of 20 students who could get 20 minutes' intensive speaking instruction and practice?

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**"We had plenty to gripe about. Class sizes ranged from 35 to 40. The students had very poor English skills. The textbook was too difficult. The students were bored, and we were frustrated."**

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But what to do with the other 20 students? We could send them to vacant classrooms with workbook materials that would supplement the day's speaking lessons.

We were beginning to see that we could improve the learning situation for our students and improve our own teaching situation at the same time.

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*Progress Report (cont'd)*

**Japan: Students' View. General English Institute of Educational Research, Keio University.**

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*I would like to acknowledge the help of Prof. Hiroshi Asano, Asst. Prof. Shigeyuki Fujimoto, and Ann Chenoweth, all of Tsukuba University, on various aspects of this research.*

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**"...we wanted to pay special attention to students who were interested in English. We wanted to provide other students with a successful experience in English. And we wanted to demand a standard level of performance from all the students."**

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Our plan to divide the classes had specific goals. For example, we wanted to pay special attention to students who were interested in English. We wanted to provide other students with a successful experience in English. And we wanted to demand a standard level of performance from all the students.

To accomplish these goals, we had to place more emphasis on developing listening skills rather than requiring students to produce a great deal of spoken English. We also had to provide practice in basic grammatical structures, structures the students could learn and apply in their speaking classes.

Our department chairman was supportive of our plan, so we went ahead and implemented the changes for the second semester.

In evaluating the second semester, we and our students felt the change was beneficial. A survey by our department chairman showed that 74% of the students felt that the new textbooks (as compared to the previous semester's) were at the right level. With the smaller classes, students had more opportunities to participate with each other and with their teachers, and hence were more motivated. The homogeneous grouping allowed students who were interested in improving their English skills to move at a faster pace than in the previous semester. It also provided the slower students the opportunity for more appropriate instruction and feedback.

The changing of classrooms and teachers at the beginning of the new semester was beneficial, and so were the changes in class organization — different rooms, different students, different text-books: it was a fresh start that had a rejuvenating effect on all of us.

We worried that 20 minutes of speaking might be too short, but with the intensity of the work in the smaller groups, we felt that the quality of the work was equal to or better than what we had been able to do in the full 90 minutes the

previous semester. The short oral practice time was supplemented by written grammar exercises. And the talk-based listening textbooks for the language lab provided reinforcement and practice of skills and patterns presented in the speaking sections.

While the experience had many positive aspects, there were also some negative factors, with logistics being the most notable problem. If students didn't move in and out of the classrooms promptly, we lost precious time from the already short 20-minute intensive speaking section. The movement of groups from one class to another also created noise which was a distraction for teachers in adjoining classrooms. Checking the grammar exercises was also a problem. We had no way of knowing if students actually did their work or merely copied from classmates. This made it difficult to assess the benefits the students were receiving from that segment of the class.

Based on the theory and research in EFL instruction and on the changed atmosphere of our classes, we felt we were correct in changing as we did. We also felt that rather than suffer through adverse circumstances for another semester, it was better to try something new.

This year, some of us will be experimenting with a variation of our class divisions of last year. The 90-minute conversation class period will be divided into three 30-minute sections. The listening work which proved so beneficial to our revised classes last year will be in the first 30 minutes. The next 30 minutes will also be spent in the classroom working on controlled and semi-controlled grammar drills. This way, the students receive more oral practice than they did last year, and we don't have the problem of monitoring work on the written grammar exercises.

The difference this year is in the final 30 minutes of class with the Tasks. For the Task work, each class will be divided into permanent Task groups of three or four students. These students will work together throughout the year on both Tasks and homework assignments and will receive group, rather than individual, grades for these assignments. This will, we hope, create some peer pressure from within the groups to co-operate on assignments. Each week during the last 30 minutes of class, the groups will receive a Task for that week. There are three types of Tasks: the AV Task, the Preparation Task, and the Intensive Conversation Task.

Each group will have a different type of Task each week (AV, Preparation, Intensive), so the students will perform a variety of Tasks in the course of the school year. The Intensive Task groups will enable us to keep the advantage of the smaller "divide and conquer" groups for at least part of the class time. The AV and Preparation Tasks will encourage student responsibility and will also give students practice with listening-speaking skills.

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**"In all, we're quite satisfied with the benefits both we and our students have received from our divide and conquer approach to large classes."**

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We're optimistic that this new division will be even more successful than last year's. In all, we're quite satisfied with the benefits both we and our students have received from our divide and conquer approach to large classes. Although our division approach to large classes is not new, it has been worthwhile. We're confident that variations of this could be applied to other teaching situations with similar beneficial results.

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### *Large Classes*



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## Motivation in the Large Classroom

by Joseph W. Luckett

The motivation problems we encounter in the large classroom are not necessarily due to some lack of motivation peculiar to students in large classes. Rather, I believe the motivation exists as much as it does anywhere and that we are really just letting ourselves — students and teachers — be intimidated by the number of bodies in the classroom. That seems to be a reasonable reaction. What we need to do then is look at what makes the heavily populated classroom such an intimidating place for ourselves as well as the students, figure out some ways to get around those problems, and let the students go about the task of motivating themselves.

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**"The motivation problems we encounter in the large classroom are not necessarily due to some lack of motivation peculiar to students in large classes."**

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As much as we may sometimes like to, teachers cannot do the motivating and learning for the students. Only the students themselves can do that. The most we can do is to provide the appropriate input and provide an environment that is conducive to language learning. Ideally such an environment would be non-threatening, stimulating, provide ample opportunity for meaningful practice and experimentation, and allow the students to express their individuality. In such an environment a teacher is able to build on the students' interests, desires, and language needs to perpetuate and increase the motivation that already exists. Since this type of situation is rarely encountered in a large-class, we as teachers perceive a lack of motivation on the part of the students. However, I really don't believe that if a student voluntarily joins a class, he or she is totally devoid of motivation. That just wouldn't make sense. I do believe, on the other hand, that a class of 100 students or so is terribly intimidating if one is asked to perform in a performance-oriented subject like a foreign language. Naturally there are problems that cannot be overcome. But, by and large, an environment that is not demotivating can be created with planning and a positive attitude.

The first step when faced with a large class is to divide the class into manageable groups. Various seating plans and class management tech-

niques are available and the specific methods chosen will depend on teacher preference, classroom design and furniture, class atmosphere, school rules, and so on. I would venture to suggest, though, that students be placed in small groups or pairs that can then be combined to form progressively larger groups as needed for different activities. Probably at least one of the groups (4-8 students say) should be left in a semi-permanent state so as to create a group identity that will alleviate the feeling of isolation felt by students in large classes. Also, by making the rounds once group work or games have been started, teachers will be able to actually increase the "quality time" spent in meaningful contact with the students, something that students see as "real" conversation, as opposed to conversation with their peers.

Students will often give career or academic aspirations or dreams of travelling to a foreign country as the motivating reasons for wanting to learn a foreign language. These types of motivating forces, however, while still influential, are rarely substantial enough to carry the students through the first week, and under the pressure of a large class of 150 students, barely even that long. On the other hand, by making the results of language study more immediate and tangible, there is a better chance of maintaining student interest. This is achieved in two ways: 1) by using goal-oriented activities, such as problem-solving, information-gap, and game activities, that allow students to see immediate results; (2) by using student-made materials. What I mean by "materials" here is anything from menus, resumes, and airline schedules to class newspapers, cassette radio broadcasts, and video tapes.

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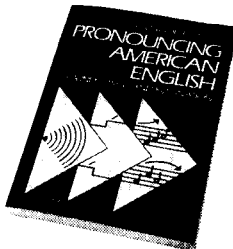
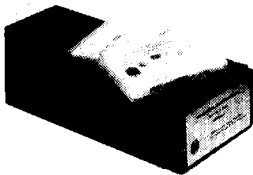
**"By putting students into smaller groups, using task-based activities and student-made materials, we can reduce the severity of some of the problems that arise in the large class?"**

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There is no way that the teacher of a class of even 30 students can possibly teach to the interest and language needs of every student. However, by working in their groups to produce their own materials, the students will naturally take control of their language needs. Furthermore, by

(cont'd on page 15)

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(cont'd from page 13)

allowing the students to identify their language needs, we are giving them a chance for self-expression as well as the opportunity to identify with their own culture in the target language. Students studying English in Japan, probably never having been abroad, are going to have a problem relating to a map of downtown Oakland while trying to give directions to his or her partner. Bather, a map of the school neighborhood or Kyoto is going to be much more relevant and much more culturally safe. Of course, different students react differently on the point of culture so teachers will have to gauge for themselves the students' security threshold.

By putting students into smaller groups, using task-based activities and student-made materials, we can reduce the severity of some of the problems that arise in the large class. Care must be taken, though, to prepare the students for what they will be asked to do. In a large class of this type students will necessarily be required to be more self-reliant and independent of the teacher in working through various activities. For many students this will most likely be the first time they will have experienced such teaching methods and will be bewildered if unstructured

activities are introduced too quickly. A great deal of heartache and confusion will be avoided if activities are explained, demonstrated, and structured so that each group can continue relatively autonomously until the teacher comes around to offer assistance. A sufficient amount of preparation, examples, substitution tables and other aids will go a long way towards making structured, well-prepared activities successful.

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"...we can't motivate a student who isn't ready and willing to be motivated. Hopefully, however, we can help students want to be motivated through our own attitudes."

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Finally, we can't motivate a student who isn't ready and willing to be motivated. Hopefully, however, we can help students want to be motivated through our own attitudes. More than anything, the teacher's attitude will influence the mood of the class. With this in mind, it is a good idea not to let the size of the class bring you down. Organize it and structure it to the extent you feel necessary and then approach it with enthusiasm.

---

Joseph W. Luckett, MA. in linguistics from California State College at Dominguez Hills, teaches at Hokusei High School, Sapporo.

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## **Generally Addressed Questions in Large Classes**

### **by Rudolf Reinelt, Ehime University**

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Every year about 300,000 students in Japan start learning German, mainly in large classes<sup>1</sup> with up to 120 students. This report will look at what questions teachers generally use, and their function in large classes, as well as a way of making questions more effective.

#### **Peculiarities of L3 German instruction**

Most students undertake their often compulsory German courses at university. When the course is elective, the choice is often made on the recommendation of older students.

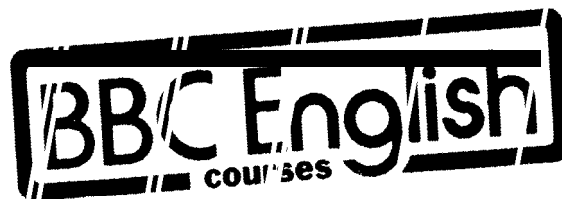
With the limited possibilities of foreign language use in Japan, it would seem necessary to arouse interest and make the instruction as personalized as possible. However, the large classes are conducted similar to foreign language classes in high school, and most German teachers teach as they themselves were taught, regarding themselves foremost as researchers (Hansen, 1985).

#### **Some reports on large**

Glass and Smith (1979) report a relationship between class size and achievement in a survey of studies of classes up to 40 students below 15 years of age. This contrasts the over-18 students in classes of 49 considered here. Bourke (1986) shows that class size in mathematics classes is only one of a cluster of factors. Lewis and Woodward (1984) report large French classes at the University of Texas, where frontal teaching is the main method. McKeachie (1980) finds that large classes are not as effective as small ones in retention of knowledge, critical thinking, and attitude change (p. 27). Wagner (1982) is representative of studies that do not even mention class size as a factor.

Only a few practical approaches have been located: Giauque (1984) uses student assistants and a host of activities. Coleman (1987) changes from the frontal teaching style and involves his

(cont'd on page 17)



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(cont'd from page 15)

students with tasks to be performed in front of other students. Reinelt (1988c) tells how to treat a history text in large classes without resorting to translation and by involving the maximum number of students.

### **Generalized questions in large classes**

- (1) S: An advertisement  
L: An advertisement for what, Ludwig?  
S: Capri Some  
(Loerscher. 1983:270)
- (2) Teacher: When I woke up this morning -  
Who looked out of the window when they  
woke up this morning?  
(Children raise hands)  
(MacLure & French, 1981:213)

I. In (1) a teacher asks a question and addresses it to a pupil, showing that this student is expected to answer. The student in this English class in Germany is expected to generate the answer without help from other students. This is somewhat different from Japanese classrooms (Reinelt, 1987), but also in Japan only the student spoken to is required to give the answer.

There are conditions that make such questions somewhat inappropriate in large classes:

- 1) The teacher has to know the students' names, and with 50-60 students this is difficult. Signs or gestures may, however, be used.
- 2) The teacher controls who gets a chance to speak, and not all who may want to volunteer get the opportunity.

II. One solution to this dilemma is shown in (2) where the teacher asks the question without explicitly specifying who is to answer. We will call this kind of question, where the respondent is not specified, a *generally addressed question*.

At least two conditions may provoke such questions: 1) the material is difficult, and the teacher is not concerned about who contributes; 2) not all students can be given a chance to answer, and competition to volunteer may reduce the time it takes to obtain the answer. We may surmise that the use of generally addressed questions will increase with class size.<sup>2</sup>

Transcripts of classes in Germany with different subjects at all levels show extensive use of such questions, and Japanese teachers also sometimes use this kind of question. It could be argued that the nationality of the teacher is unimportant however, the situation' in Japanese and German classrooms is not the same.

### **Different functions**

When teachers ask questions in foreign language classes in German high schools or universities, the students' response will count as a show of knowledge and also be a sign of cooperation in the class situation. For this, students employ several knowledge structures at various occasions (Ehlich & Rehbein, 1977).

Japanese students are asked to display knowledge of the subject in written tests (at the end of term), and responses to teacher questions are primarily to show readiness to cooperate. They have the option to refuse answering questions while still appearing to cooperate (Reinelt, 1988d), or demanding attention through their responses (Marui & Ohama, 1987). This is not an option for German students, and would lead to poor grades.

### **Generally addressed questions in Japanese FL classrooms**

Questions are usually asked from the front of the class in Japan. The teacher is seen to act correctly when teaching from the front of the class, and in such a situation cooperation between teacher and student holds. When the teacher is not at the front, this is seen as dangerous or at least strange (Marui & Reinelt, 1985).

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**"With the limited possibilities of foreign language use in Japan, it would seem necessary to arouse interest and make the instruction as personalized as possible."**

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Involving students by addressing them directly gives a chance to show initiative, and the force of the question is concentrated on the one student and the immediate surrounding area (Reinelt, 1984, 1987, 1988b).

In the case of a generally addressed question, the force of the question is as if it is addressed to one student, but directed to all students. The result is a considerable weakening of the incentive for any student to take the initiative to respond. It is not clear who the question is addressed to, and unwarranted initiatives may be penalized (Reinelt, 1988a). The result is that there is no response, as I and other Western teachers often have experienced.

This makes the generally addressed question one of the least efficient ways of starting communication in class. In other strictly hierarchical situations, generally addressed questions are often asked, especially before large audiences; these are

rhetorical devices and answers are not welcome and would be disruptive.

### **Walking around as a first step**

Addressing the students from the front of the class is perhaps not the best method to teach large classes. However, any other position poses a threat to the students (Marui & Reinelt, 1985). This inconvenience to the student needs not be an obstacle to teacher behavior, as any question, generally or individually addressed, is also a threat.

Numerous teachers including myself have responded to this by moving about the classroom when asking generally addressed questions. The aim of the question is not obvious, and there are several advantages.

- 1) The teacher is physically nearer the students, and
- 2) can thus better provide individual help, while
- 3) being dissociated from the authoritarian role of the head of class.
- 4) The teacher can follow what students are doing,
- 5) where difficulties are, and
- 6) still control the activities of the class.

When the teacher is at the front of the class, only a limited area near the teacher feels the presence of the teacher, limiting the amount of contact between teacher and students. To reach more students it is necessary to move around, and the students in the vicinity of the teacher will pay more attention to the study. The number of students that get activated in this manner may be only 10 to 15 students, but by moving constantly most students become involved for a large amount of time. Moving around the classroom may be difficult for Japanese teachers as it means abandoning the position of authority, at least temporarily.

On the other hand, the use of generally addressed questions becomes a workable approach as pressure to respond is placed on the students in the vicinity of the teacher. However, even walking around the class increases the usefulness of generally addressed questions only gradually.

### **Final considerations**

The above considered how generally addressed questions work in large classes, and the differences between large classes in Japan and

Germany. It showed how one method works differently in two environments, and how it may bring some life to large German university classes in Japan. Only after these kinds of questions have become workable will it be possible to consider problems with the content of the classes.

#### **Notes**

1. Cf. the average class size is 49 students (特別, 1988:1). I would like to thank the Goethe Institut Kyoto who organized a seminar on problems of large classes, July 19-23, 1988.
2. Note that such questions do not match with the personality characteristics of some of the students. They clearly favour outgoing students.

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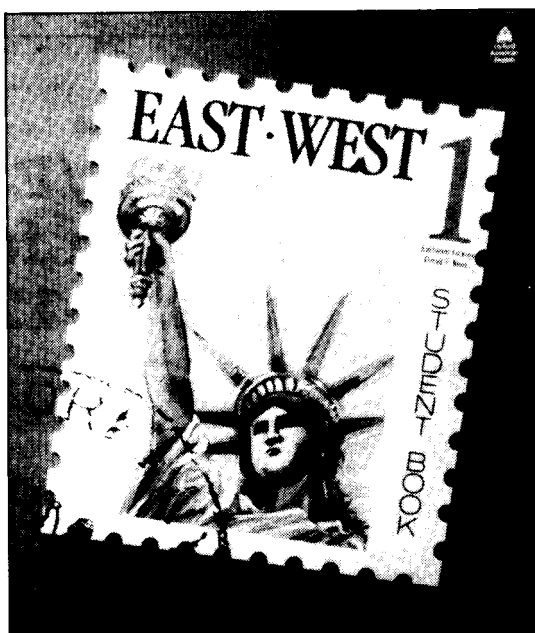


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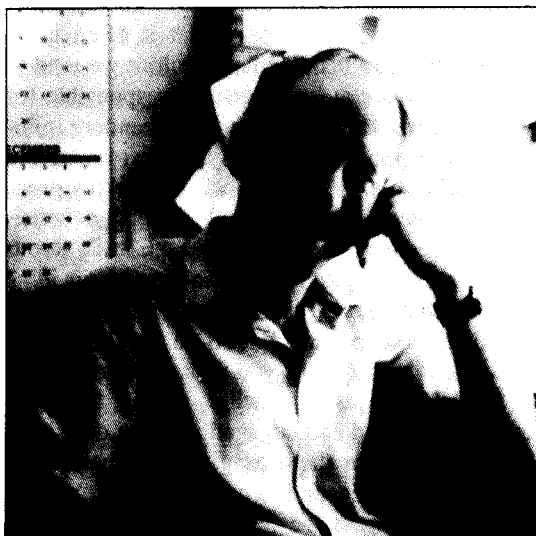
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## Interview: Donald Freeman

by Dale Griffiee



*Donald Freeman is on the faculty of the Master of Arts in Teaching Program at the School for International Training, where he teaches courses in methodology, intercultural communication and training-of-teachers. He also serves on the TESOL Executive Board. Dale Griffiee interviewed him at the School in August, 1987.*

**DG:** *You go to Japan frequently and have lived and worked there. What took you to Japan in the first place?*

**DF:** I first went to Japan in 1976 to teach at the Language Institute of Japan in Odawara. I was attracted by LIOJ's reputation as a creative and dynamic place to teach and by a general interest in Japan and Asia.

**How long did you end up staying?**

Like many people, the longer I stayed the more fascinated I became with the culture and with the profession there. I worked in Odawara for three years, first as a teacher and then as a teacher trainer. Then in 1980, I moved to Procter and Gamble in Osaka. I was there for two years and returned to the U.S. in 1982.

**You were involved in JALT at that time, weren't you?**

Yes, I travelled a lot in Japan for JALT, from Sapporo to Sendai to Okinawa. I also presented at annual conferences. I learned a great deal from that work, meeting and working with groups of teachers in different settings.

**What do you mean?**

Well, I was in the formative stages as a teacher trainer. I had taught language, both English and French, and was interested in applying what I knew about learning to the learning of teaching. JALT provided, then as I think it does now, a fine opportunity to develop and refine skills as a trainer because people were interested and involved, and at the same time critical in constructive ways. Some of my closest professional friendships developed from contacts made through JALT.

**Why did you leave Japan?**

For a number of reasons, both personal and professional. I was offered a position on the faculty at the School for International Training, where I am now, which was the next logical step. In fact, I've enjoyed being able to combine the strengths of the school with the interest in professional development in Japan through the Japan Seminars Program which we started two years ago. It has also given me and my colleagues a way to work in Japan on a regular basis.

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‘Training, to me, implies discrete inputs over a limited time period to achieve assessable changes or results in the trainees’

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**You know that in Japan the level of professional training in TEFL has been increasing. Is that a trend you see elsewhere?**

That's a broad question.... Generally speaking, I'd say yes. However, it's been my experience that Japan is relatively sophisticated in this regard. Teachers there seem well-versed in the issues of language teaching, as well as in methodologies. They tend to have a fairly balanced exposure to European and American perspectives, which I think is positive. Further, people seem to be less dogmatic and perhaps more pragmatic about what they are trying to accomplish in their classrooms and how they are approaching it, which I think is good.

**Why do you use the term “teacher education” as opposed to “teacher training”?**

I think they are two different things, and the difference is, or can be, more than merely the terms themselves. *Training*, to me, implies dis-

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“...there has to be another type of teacher education, which I’d call *development* in the European sense of *teacher development*, that which happens after formal training. It is highly individual and idiosyncratic and involves integrated or holistic issues which cannot be quickly mastered, so this form of education has to take place throughout the life of the teacher.”

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crete inputs over a limited time period to achieve assessable changes or results in the trainees. It follows the formulation: “Here, this is what to do and how to do it, now you do it and I’ll check if you’re doing it right.” There are many effective versions of training, the R.S.A. or U.S. Peace Corps teacher training, for example. However, I’m not sure all aspects of teaching can be reduced to and learned through a *training* formulation, particularly if the goal is to educate teachers to become autonomous actors in their own teaching contexts.

I think there has to be another type of teacher education, which I’d call *development* in the European sense of *teacher development*, that which happens after formal training. It is highly individual and idiosyncratic and involves integrated or holistic issues which cannot be quickly mastered, so this form of education has to take place throughout the life of the teacher. To me, *training* and *development* are simultaneous avenues for learning to teach.

### **Where does ‘teacher education’ fit in?**

For me *teacher education* is the superordinate term for the process as a whole. The role of the person who teaches teachers, the teacher educator in my view, is to educate the teacher’s decision-making capability. He or she does this through two principal strategies: teacher training and teacher development.

I define teaching as a series of clusters of decisions which the teacher has to make: do you call on this person or that one; do you do this exercise or not; do you correct that error or not; do you stand up or sit down at this point in the lesson, and so on. The process for making some of these decisions can be learned and ultimately mastered through teacher training; for other decisions, the learning has to develop individually and over time.

**Let me ask you about ‘teacher development.’ How can teachers train themselves independently if they don’t have access to a lot of resources or the time**

**and money for an M.A. course? How can they continue to develop rather than stagnate?**

Basically, I believe that all learning is independent. It just so happens that it often takes place with other people and therefore we tend to believe they are at least partially responsible for what we have learned. To me, independent training and stagnation are really two sides of the same coin. If teaching is a decision-making process, then *developing* means becoming a better, more effective decision-maker. Clearly your teaching context, and the variables within it — the students, the curriculum, the materials, the schedule, your papers, and so on — all have an impact on the decisions you make as a teacher.

*Developing* as a teacher means that you remain interested and engaged in those decisions; you don’t accept them as givens or habits but continue to review and to question them. You do this by looking at the learning in your classes, to become more and more proficient at recognizing, understanding, and responding to it.

So a teacher in an isolated context can ask questions like, “What actually happened in this lesson?” and “What did I intend to have happen?”, then “How would I account for the difference?” An experienced teacher can ask the same questions, but it is important to guard against presuppositions. If you say something worked, what do you mean? Likewise, if you say it bombed, what do you mean? By seeking clearer and clearer explanations of what happens in your classes and why, you are working on assessing and reshaping the decision-making capability we talked about earlier.

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“*Developing as a teacher means that you remain interested and engaged in those decisions; you don’t accept them as givens or habits but continue to review and to question them. You do this by looking at the learning in your classes, to become more and more proficient at recognizing, understanding, and responding to it.*”

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**What about methods? It seems to me that the so-called new methods like Silent Way and CLL have hit a plateau and people again aren’t as interested in using them as they used to be. Do you think that’s true and if so, why is it happening?**

I’m not sure whether there is actually less interest or whether the interest has gone underground in the sense that these methodologies, or

aspects of them, have become integrated into people's teaching. So there may be less commitment to the methodology in its *pure* form. And that seems natural to me. When encountering something complex and highly integrated like a methodology, people focus on different things. For some, it is the techniques which are of interest; for others, it is the principles which attract them. Some people learn a methodology by apprenticing themselves to it totally; others will try bits and pieces. In either case, however, the really lasting impact is on the teacher's decision-making. Do you talk less? Do you let the situation compel the language rather than the reverse? Do you consider affective issues like student security more carefully? Do you use more student-generated material? These are vestiges of Silent Way and/or CLL which have affected the teacher's decisions and taken root in teaching.

***To change the subject a bit, let's talk about your work on the TESOL Executive Board. What particular areas are you involved on the Board?***

I have been primarily involved in two areas: finance and international concerns. Financially, I think TESOL is basically in sound shape; however, we need to continue to be realistic and to keep a close eye on things as we go through the transition to a full-time executive director and move out from under the umbrella of Georgetown University where we've been for the past 21 years. To me, there is an analogy in the organization becoming 21 years old as TESOL had this year: as we reach the age of majority, we have to learn to pay our own way. We are living on our own and will need to live within our means. Not a bad thing, but an adjustment nonetheless.

***What about the area of international concerns, which is one of interest to many JALT members?***

International concerns are another important challenge which is part of TESOL's growth and maturity. Some of the issues, like the process by which affiliates are recognized and join TESOL, have come about historically. Others, like the role and decision-making power of affiliates, are structural. Still others, like the influence of U.S. versus non-U.S.-based affiliates are the result of the current distribution of direct TESOL members and focus of the organization. Most members of affiliates are not direct members of TESOL; they belong to JALT, for exam-

ple, but not to TESOL. This means that they do not vote directly for the members of the Board; therefore, despite their numbers, their influence is not as direct.

These three factors: history, organizational structure, and current make-up, interact, making the issues tougher to grapple with and unravel. They all need to be addressed, however, but it will take time and there will be a need to compromise. These compromises should strengthen the transnational aspects of TESOL so that it can continue to grow as a vehicle for international professional cooperation and exchange.

***How can an affiliate outside the U.S., like JALT, play a positive role in shaping a new international TESOL?***

I'd say by doing what you have been doing: raising the issues, keeping them in front of us, and proposing ways to address and resolve them. They aren't easy issues as I've said, and they won't succumb to quick fixes. I'd also encourage you not to take an *us-them* view of things as it only seems to make difficult problems more intractable. And, I'd encourage JALT members to be involved directly in TESOL wherever possible.

***A final question. As members of TESOL, especially outside the U.S., many people, including myself, feel removed from TESOL and unable to participate directly. Many of us cannot afford to go to the convention and so feel cut off. Do you have any suggestions?***

There are three main routes which are open to any TESOL member: (1) Participate and publish via the interest section and your affiliate. (2) Volunteer to work on one of the steering committees. This type of activity helps to sensitize U.S. members and the organization as a whole to your viewpoints and to make individuals better known within TESOL. (3) Nominate other members to run for officers or members-at-large on the board. The names and addresses for each of these are available from the central office [TESOL/CAL Building, 1118 22nd St. NW, Washington, D.C.] and they appear from time to time in the *TESOL Newsletter*.

Having said this, I have to acknowledge that it is, or often seems to be, harder to be involved from outside the U.S. In any event, it takes time and energy; most of the work throughout

(cont'd on page 28)



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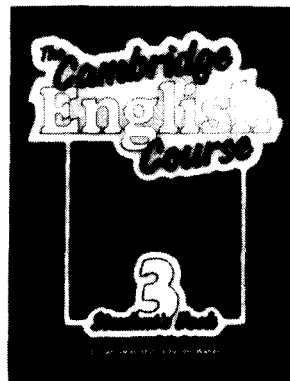
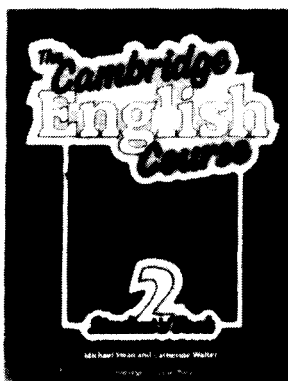
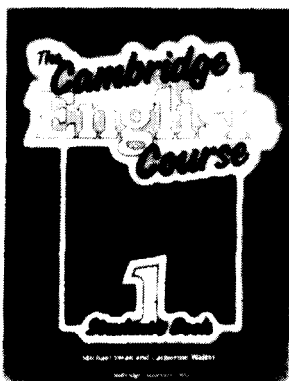
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## Making Connections: Jerusalem Conference, Summer 1988

Evincing the theme "Let's Connect," the second triennial English Teachers' Association of Israel international conference, July 17-20, was held at Hebrew University in Jerusalem. It stimulated participants to examine, renew, and forge links between such, at times, overcontrasted pairs as testing and teaching, teachers and academic researchers, grammar and composition, language and literature, first and second languages, the classroom and real life, and teaching and learning.

Keynote speaker **David Crystal**, of the University College of North Wales, cited the rich multidimensionality of language teaching, its increasing relevance to real-world needs for communication and expression, and the correspondingly increasing needs for teachers, in the face of multidimensional research inquiries and findings, to be able to justify, at least to themselves, what they do in the classroom when they do it, "As professionals, we should know when we don't know, and should know where to look things up; we should have an informed awareness of the reference sources of our discipline." Crystal, the author of one such source, *The Cambridge Encyclopedia of Language* (CUP, 1987), moved to restore an old connection by recalling how an author of fiction had told him, "David, if an applied linguist like you writes a conversation, it's a corpus. If I write one, it's literature." He cautioned that to make new "connections" does not necessarily mean to replace old ones. "Intellectually it's expensive to let a connection break down...we can best 'connect' through a genuine sharing of ideas."

### Applications of Testing Research to Classroom Testing

by **Elana Shohamy**  
(Tel-Aviv University)

Although most testing takes place within classrooms, research and development at present are geared mostly toward non-classroom tests, which are "product"-oriented, impersonally administered (sometimes to thousands at a time), given as infrequently as once in an examinee's lifetime, often carry final judgment as to the test-taker's ability or even his or her academic or vocational fate, and must be psychometrically rigorous and efficiently scored. Even classroom teachers who must prepare students for such tests can use testing as an integral, formative part of

teaching, asserts Shohamy. Evaluation should be frequent; formal tests can be supplemented by homework and samples of students' writing and speaking. By contributing test questions and specifications, discussing results, and keeping records, students can have a greater stake in their learning and help assure themselves of frequent, salient feedback which addresses process as well as product how they learn as well as what. Tests yielding diagnostic information which gives clear indications to both learner and teacher as to where further instruction and practice are needed, will have what Shohamy terms high *instructional* and *curricular* validity.

Testing, she maintains, is made most valid when it is most varied. Students should experience a wide range of test genres: hypotheses, prediction, completion, and open-ended are only a few. They should be taught how to take non-classroom tests: to scan reading comprehension selections for item answers, not read them in their entirety; to be aware that more than one correct answer alternative often exists on an open-ended item; to know whether a listening selection is testing discrete points or calling for inferences. Good tests, she concluded, will expand rather than narrow teaching.

Dr. Shohamy is author of *A Practical Handbook in Language Testing for the Second Language Teacher* (OUP, in press).

### See No Error: Grammar Through Rewriting

by **Thomas Friedmann**  
(Onondaga Community College,  
State University of New York)

Dr. Friedmann habituates students into correctness by exposing them only to correct examples. In contrast to traditional contrastive, fill-in, and multiple-choice grammar exercises, his controlled composition work keeps students writing and making automatically correct choices in context. His non-error-based exercises have content, are single-item, and have sequence repetition. "Change all '-ed' verbs to irregular past" "Rewrite this passage, substituting 'taxes' for 'tax.' Notice you'll have to change all the pronouns too, and [if present tense] the verbs [to sidestep this, he can prepare the passage in past tense]. Underline all the changes you make." As Friedmann sees spelling as partly kinetic, he has the student rewrite the whole sentence contain-

(cont'd on page 27)

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(cont'd from page 25)

ing a misspelled word rather than either let him get by with just inserting a missing "i" or oppress him by making him write the word 20 times. "Circle all the apostrophes in this [authentic] passage." "[using an authentic piece of Spanish!] Underline each 's' in final position." Reading aloud can serve as a proofreading skill. In these and other ways students can be sensitized to correct samples of the target structure.

### **Integrate Grammar into the EFL Composition Class**

**by Marianne Celce-Murcia**

(University of California at Los Angeles)

Though writers whose teachers have "liberated" them from a preoccupation with correctness can choose and order their ideas to 'interact with the reader, their good rhetoric is often marred by a "visual accent" in the form of grammatical errors. Non-native writers who averaged seven errors per 100 words found their work rejected 80% of the time by holistic raters. Writers need to know that readers have a threshold level of tolerance, insists Celce-Murcia, who incorporates grammatical felicity into five steps of writing:

**Pre-writing.** Relate the use of specific structures to choice of topics: If I won the lottery... (unreal conditional); The most \_\_\_\_\_ experience of my life (+ past tense); My usual schedule (present tense; adverbs of time). Use a newspaper article to introduce reported speech, a scientific text for the passive voice, a descriptive passage for relative clauses. Optional transitional activities include cloze and dictation.

**Composing.** Focus on meaning, reminding students of grammar only in passing.

**Revision.** Group or pair work: the task is to clarify so focus on structures only where they interfere with meaning. Transitional: a mini-grammar lesson in which the teacher may (1) put common errors on the board for all to discuss or (2) (for example) list verbs followed by "to" + infinitive and those not followed by "to," and say: "Write a dialogue in pairs using as many of these verbs as you can, and don't let me see any of these errors again."

**Editing.** Here the products define the focus. Reformulate a portion and meet with the student to compare versions and negotiate. Suggest, on a separate sheet, a few rewordings: use whole noun phrases and verb phrases when doing this. Deal individually with longer pieces. Supply focused authentic pieces to aid peer correction.

**Rewriting.** Students should know that native speakers have to rewrite too — it's just that as non-natives they must edit and rewrite more. "Grammar correction must be part of the process. Don't let them fossilize!"

### **The Role of Grammar in the Classroom: A Panel**

**by Diana Berkowitz** (Hofstra University),

**Herbert Seliger** (Queens College),

**Raphael Gefen** (Chief Inspector of English, Israel), and **D. Crystal, T. Friedmann,**

**and M. Celce-Murcia** (as above)

The panel addressed six questions submitted beforehand:

1. What of drill and practice?

Drill won't hurt, as there's lots of repetition in everyday speech. Practice can tie in with meaning.

2. How can one make grammar an integral part of a course?

Beginners need more attention to basics; intermediate and advanced students can concentrate on problem areas. Base your syllabus on tasks and text — only then have grammar come in. Alternatively, teach the grammar first, then have it appear in texts. Inductive presentation is fine but many students, especially the weaker ones, prefer a deductive approach to "playing around."

3. How much should grammar be taught as a grammar lesson?

Adults enjoy grammar as an activity in itself and can learn grammar in talking about grammar. Grammar is there to express a meaning, so grab any chance to make a point. Don't let students feel that grammar is distinct from language — integrate it, using all-skills textbooks. Integrate it with content, as in student essays.

4. How about teaching one structure before another?

Age and other non-linguistic factors may underlie sequencing but aren't everything. "Be" and "have" are existentially understandable as early choices. In the U.S.A. the present simple is the first verb tense taught, following Lado's advocacy of simplicity of structure. The British prefer to start with the present progressive and thence, as if to facilitate storytelling, the present perfect. As sentence length is greater after than before the verb, it makes sense to teach the object position before the subject. There's little work on L1 acquisition after age 3 to guide us in teaching pupils older than that!

5. How does one teach metalanguage — get

students to construct a monitor?

Don't burden them with what is in principle an LI problem embracing all learning. Consider both semantic and syntactic simplicity.

6. Is the structural approach dead?

Yes, if one sees language merely as habit formation. It's fine to structure-base a syllabus provided that that syllabus rests on a communicative approach. If we had data as to frequency of samples according to a communicative approach, we could start to rank-order the structure.

### **Is the Communicative-Functionalist Approach an Intellectual Dead End?** by Robert O'Neill

Just as his audience had no way of predicting that he would say, "I speak to make clear my own insecurity and see if I mean anything (U. Eco)," "I am becoming obscenely eclectic," or, characterizing the proponents of bizarre theories which become foundations for later scientific advance as alchemists, "The most successful ones knew they were," O'Neill asserts that most of the basic needs and uses of language, much less any ten of the utterances one will make tomorrow or the responses they will elicit, cannot be predicted, and that the communicative approach invalidates itself to the extent that it seems to posit that they can. "The communicative approach is not a method. It's a frame of mind which tells us that language is learnt to express. In so doing, it adds a dimension to our thinking and course design." He grants that it can facilitate learning by giving more useful exposure to grammar already taught. Still, he objects, its proponents are "obsessed with results, just like the behaviorists." For him, functionalism is a method which tries to predict needs but cannot show how to reach them or order them. He faults "needs analysis" as unable to tap into the unconscious reasons learners have for learning. The "affective depth" at which we comprehend and

produce language is not allowed for by the communicative-functionalist approach, says O'Neill.

"Language always requires creativity. With just some structure you can start to generate language. All of us, according to Chomsky, possess the intuitive heuristics. You cannot and need not predict all language needs.... 'Authenticity' is a fetish. If you set out to teach a grammar point you care about and explain it vividly, that's authentic."

About 30% of Israel's English teachers are members of E.T.A.I., which is the nation's affiliate of TESOL and IATEFL. The conference was attended by over 900, with presenters from 15 countries, including Japan: Reuben Gerling, CALL editor for *The Language Teacher*, gave two presentations on his specialty.

Others presenting included past JALT conference participants Leo Jones and Gerhard Nickel as well as authors Gillian Porter Ladousse, Elite Olshtain, Penny Ur, and Ruth Wajnryb.

**Submitted by Jack L. Yohay**

### *SPECIAL ISSUES CALENDAR*

#### **1988**

December - Publishing: Academic & Commercial

#### **1989**

January - JALT News

February - Conference Reports

March - Intercultural Communication  
(Linda Viswat)

April - Pragmatics (Bruce Wilkerson)

May - Music & Songs (Dale Griffie)

June - the Role of Grammar in the Teaching of  
Foreign Languages (Richard R. Day)

July - open

August - Homework (Tamara Swenson)

September/October - Conference News

November - The Use of Literature in EFL (Bill Hill)

December - The Loss of Second-Language Skills  
(James Patrie & Tamara Swenson)

**Please contact the Editors (address, p. 3) if you would be interested in guest-editing an issue of The Language Teacher on a specific topic.**

*Interview (cont'd from page 23)*

TESOL, especially (1) and (2), is done by correspondence. I also think you can work to bring TESOL activities to you. This year's Summer Institute in Barcelona is a good example. A group of people wanted to make the Institute happen in a new venue, accessible to a different segment of the profession, and by preliminary reports it was a great success. Why not a summer institute in Japan? Or a regional TESOL

meeting cosponsored by east Asian affiliates?

I guess my basic feeling is that TESOL is a volunteer organization; it is through everyone's involvement that things happen. I am concerned that members outside the U.S. may feel somehow disenfranchised. The fact is we need everyone's support and involvement; we can't function and be fully successful without it.

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# JALT News

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## PROCEDURES FOR ELECTIONS OF NATIONAL OFFICERS FOR 1989-1990 TERM

As provided for in the JALT Constitution, national officer elections will be held by mail. A postage-paid postcard ballot is included in this issue for your use. Joint and group members who receive only one postcard for two or more members should make photocopies of the ballot and mail them in an envelope or envelopes.

All JALT chapters were requested to submit a list of candidates. In addition, a postcard for individual nomination of candidates was included in the July 1988 issue of *The Language Teacher*. The enclosed ballot includes the names of all those who were nominated and who have agreed to run for office.

As a result of the changes in the JALT Constitution and Bylaws passed at the annual meeting in September, 1983, this year's elections are for the offices of Vice President, Recording Secretary, Program Chairperson, and Public Relations Chairperson. Their terms of office will be from Jan. 1, 1989 through Dec. 31, 1990.

Voting must be done in accordance with the following guidelines.

1. All members of JALT paid up through Oct. 31, 1988 (or later) are eligible to vote.

2. Completed ballots must be received at the address on the postcard not later than Nov. 20, 1988. To ensure timely delivery it is recommended that mailing be before Nov. 16, 1988.

3. Voting may be done in one of the following two ways:

a. **By filling in the postcard ballot** (or a copy), including your name and chapter affiliation at the bottom, and sending the postcard through the mail "as is"; or

b. For those desiring to submit a secret ballot, **by enclosing the marked ballot (with the lower portion blank) in an unmarked envelope and placing this in another envelope for mailing.** Put your name, chapter, and return address **on the other envelope only**, and send it stamped to the address below (which is also printed on the postcard itself):

Torkil Christensen  
JALT Nominations/Elections Committee  
Uketorinin Barai 1685  
Chuo Yubin Kyokudome  
Sapporo 060-00

4. The lower portion of all ballots will be removed after voter eligibility is ascertained and before the ballots are counted.

5. *Ballots which fail to identify the voter, either on the ballot itself or on an outer envelope, will be considered void, and these votes will not be counted.*

## Vote Today!

1989年度  
全国運営委員選出手続き  
(Voting Procedures)

JALT 会則に基づき、全国運営委員の選挙は、郵送によって行われます。この号に同封されている受取人払いの葉書が投票用紙となっています。共同会員及び団体会員の場合、各会員に選挙権がありますので、必要人数分、用紙をコピーし、封筒に入れ送付して下さい。

全国の各支部が、立候補者のリストを提出しています。立候補者は、7月号に同封の葉書で推薦された後、立候補の意志を確認された人々です。

1983年9月の年次総会で会則が改正され、全国運営委員の任期は2年となり毎年半数ずつ改選されることになりました。従って、今年の役員選挙は、副会長、書記、プログラム委員長及び広報委員長についてのみ行われます。これら新選出役員の任期は、1989年1月1日から1990年12月31日までとなります。投票は以下の要領で行われます。

- 1) 1988年10月31日現在会費を納入している人すべてに選挙権があります。
- 2) 記入済み投票用紙は、1988年11月20日までに、葉書に記載されている宛先に届いていなければなりません。郵便事情を考慮して、11月16日までは、投函なさることをおすすめします。
- 3) 投票は次の2つのどちらかの方法で行って下さい。
  - a) 同封の投票用葉書(あるいは、そのコピー)に自分の氏名及び所属支部名を記入した上、郵送で投票して下さい。
  - b) 無記名投票を希望する人は、投票用葉書には、投票に必要な事のみ記入し、自分の氏名は書き込まないで下さい。この投票用葉書を、白紙の封筒に入れ、更にそれを別の封筒に入れ、住所、氏名、所属支部名を記入の上、郵送して下さい。
- 4) 投票用葉書の氏名、所属支部名を記入した部分は、投票者の有無を確認した後切り取られ、その後集計されます。

- 5) 投票用葉書の氏名が確認できない票は無効となります。

宛先: 060-00 札幌中央郵便局 局留

トークル クリステンセン

## VICE PRESIDENT

**Tatsuya Komatsu**

Born 1934; graduated from Tokyo University of Foreign Studies 1959; staff interpreter at Department of State, Washington D.C. 1960-66, joined Simul International, Inc. 1966, its President since 1986, established Simul Academy 1980 and its Executive Director since; JALT Vice President since 1985; served as instructor of NHK TV English Conversation program from 1982.



"I would continue to assist the President to further strengthen JALT as a growing academic society on a nationwide basis.

"Having developed into one of the biggest professional associations in the country with more than 3,000 members, JALT needs a solid organizational framework to support its diverse activities.

"I would like to work together with the other ExCom members toward that goal and to give JALT a better sense of direction so that it could play a greater role in the national as well as the international scenes."

## RECORDING SECRETARY

**David A. Hough**



David A. Hough is the current JALT National Recording Secretary. He has served in numerous positions of JALT leadership since 1977.

Mr. Hough is a linguist, language educator and author of over 30 foreign-language textbooks. He is Dean of The Japan Times School of

Languages and Executive Director of ICRA, a company which designs special-purpose language and cross-cultural training programs for business and industry.

Mr. Hough has extensive experience in foreign-language classroom instruction, administration, curriculum development and teacher training. His articles, papers and research include work in ESP, phonology, listening comprehension, pronunciation and discourse analysis.

"There are two areas I would like to see JALT move into over the next two years.

"First, I believe that JALT is at a stage in its development where we can be of greater assistance to the foreign language teaching community in Japan. Because of our well-deserved international reputation, dynamism and professional dedication, we are now able to reach out to even more individuals and organizations in Japan.

"Second, I believe that we can be of greater assistance to other language teaching organizations throughout Asia. Many of the problems we experience as foreign language teachers in Japan are shared by the teaching community throughout Asia. By increasing the lines of communication, we can help each other."

デビッド A. ハフ氏は1977年以降 JALT の数々の指導的役職を歴任し、現在 JALT の全国運営委員会委員である。

ハフ氏は、言語学者そして外国語教育者でもある。彼はジャパントタイムズ外国語学校の学長であると同時に、企業に ESP と異文化間コミュニケーションのトレーニングプログラムを提供する。ICRA という会社の取締役である。

ハフ氏は外国語教授、運営、カリキュラム開発、そして教師養成に多大な経験を持っている。彼の執筆や研究は ESP、音声学、聴解力、発音、そしてディスコース分析に於ぶ。

『今後2年間に JALT に躍進を望む2つの分野があります。』

第一に JALT は日本に於ける外国語教育の場に、大いに貢献できる発展的段階にあると思います。確立された国際的評価、躍動力、そして専門的貢献の故に、今や我々は日本の個人個人や機関にさらに届くことができます。

第二にアジア全域の他の外国語教授機関にさらに大きく貢献することができます。

外国語教育者として我々が体験する問題の多くはアジアの他の国々に共通しています。コミュニケーションのつながりを増強することによってお互いに助け合うことができるのです。』

原稿: デビッド A. ハフ氏

**Rita Silver**

Rita Silver came to Japan in January, 1985 with an M.A. in TESL from Northern Arizona University. She became interested in TESL/TEFL when living as a foreign student, working toward her B.A. in Romance languages. During her four years' teaching in Japan, she has worked at several companies, a semmon gakko, a women's university, and Osaka Women's Junior College (where she now works as a full-time instructor). This has given her a broad frame of reference concerning the various teaching situations in Japan.



She has been a JALT member since coming to Japan and now serves on the Osaka Chapter Executive Committee. During the past few years, she has published several times in *The Language Teacher* and has recently been appointed one of the Book Review coeditors for JALT.

"JALT has been successful because it is a teacher-oriented organization. While many of those involved in JALT are also authors, publishers and researchers, teaching is our base. This view of teaching as a profession, the active interest in teacher training and continuing self-education, the consistent desire to share and improve, is an essential part of our organization.

"The existence of JALT as a support, education and training organization for language teachers is to the credit of 'those who have gone before us.' The continued growth and strength of JALT as a professional organization depends on current, participatory membership. In

order to continue to support our membership, and to derive support from them, communication among chapters, among the Executive Committee members, and between the Executive Committee and the chapters is essential."

## PROGRAM CHAIRPERSON

**Linda Viswat**



Linda Viswat is a full-time lecturer at Himeji Dokkyo University and has been teaching English in Japan for over ten years. She completed her undergraduate work at Michigan State University where she also did graduate work in counseling. She received a master's degree in TESL

from Temple University Japan in 1986. From 1985-87 she served as program chair for the Osaka chapter, and she was co-chair for the 1988 JALT conference in Kobe. She is currently involved in developing a Learning Resource Center at HDU with one of her colleagues, and is engaged in research in the area of cognitive and communicative learning strategies. Additionally, she is interested in the field of intercultural communication, and for the past two summers has participated in training programs in the U.S. Her primary aim as national program chair will be to provide smooth coordination between nationally-sponsored events and speakers and local chapters.

## PUBLIC RELATIONS CHAIRPERSON

**Kazunori Nozawa**

Kazunori Nozawa has taught Japanese as a second language in the U.S. and has been teaching English in Japan for ten years. He earned a B.Ed. in pedagogy from Utsunomiya University and an M.A. in TESL from the University of Kansas. He is currently a lecturer in the Department of Humanities at Toyohashi University of Technology. His research interests include accelerative learning methods such as Sugestopedia, Neuro-linguistic Programming, Nonverbal Communication, and CALL.

He has been active in JALT for ten years, serving as National Program Chairperson (1981-82), co-editor of TEFL in Japan (1985), coordinator of the Toyohashi chapter (1986-88), and Public Relations Chair (1987-88). He also maintains active membership in a number of other Japanese and international academic societies.

"JALT has been very helpful for language teachers in various ways with professional information while itself growing to be more influential both nationally and internationally. It is JALT's responsibility to offer its continuous assistance as well as to contribute to the worldwide language teaching profession. I should like to see JALT maintain this perspective to get more people involved and foster professional growth."

野澤和典氏は米国での日本語教育の経験を有し、日本における英語教育も10年に及ぶ。同氏は宇都宮大学で教育学を専攻し教育学士を得、大学院はカンザス大学(米



国)に進み、TESLを専攻し修士号を得た。現在は豊橋技術科学大学人文・社会工学系の講師である。現在の研究の関心は、サジェストベティアなどの加速学習法、神経言語学プログラミング、非言語コミュニケーション、コンピュータ利用の語学学習である。

過去10年間 JALT において活発に活動しており、1981年から2年間全国運営委員(プログラム担当)、1985年に発行された JALT10周年記念論文集の編集委員の一人、1986年から豊橋支部長、1987年から全国運営委員(渉外担当)などを勤めてきた。更に、その他国内外の専門分野の学会の会員としても学会活動に積極的に関与している。

## Morijiro Shibayama



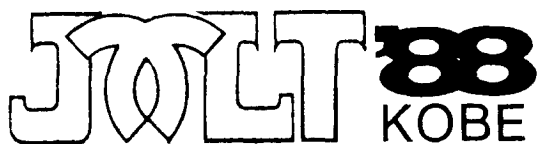
Morijiro Shibayama, a graduate of Tohoku University, has taught English for nearly 29 years (11 at the senior high level and 18 at the college level) and is currently professor at the College of Medical Care and Technology, Gunma University. He was a visiting scholar at the School of Languages and Linguistics, Georgetown University, in 1974-

75, and received his M.Ed. in reading and language arts from the School of Education, Seattle Pacific University, in 1981. He was one of the founders and is now co-president of the Gunma chapter of JALT.

"JALT has grown to be one of the major professional organizations of language teachers in Japan. It is unique in its diversified membership, active local chapters and brisk international relations, and its growth has been mostly due to these unique features. However, to take advantage of its growth and unique features and to provide better service to each of its members, JALT now needs: 1) a forum where members can make free exchange of ideas about its activities; 2) as much collaboration as possible with other professional organizations of language teachers; 3) efforts to make its position understood by regular people or those concerned with education in general."

柴山森二郎：東北大学卒、教職歴約29年、この間ジョージタウン大学客員研究員、シブトル・バシフィック大学大学院留学(M.Ed取得)、JALT群馬支部の設立に参加、現在は群馬大学医療技術短期大学教授、JALT群馬支部副支部長。

「JALTは日本の外国語教育にかかわる学会として大きく成長した。その要因としては会員の多様性、活発な支部活動、旺盛な海外との交流などがあげられる。しかしこの様に組織が大きくなると、その力を上手につかって従来からの特徴を生かしながら会員の一人一人によりよいサービスをする為には： 1) JALTの活動について会員が自由に意見を交換する場をもつこと、 2) JALTと他の学会の協力関係を深めること、 3) JALTの活動を教育関係者や市民に理解してもらう努力をすることなどが必要である。」



## FAREWELL TO JALT '88

It seems fitting to make one last statement in this column as JALT '88 comes to a close. I write these notes standing in the back at the Final Panel looking over the backs of the heads of the audience — in contrast with the usual audience in Japan where all the heads are black, this audience is at least half and half: black mixed with varying shades of brown, red, blond, and white, reflecting the mixture of people in attendance at JALT '88. The spectrum of place of origin, work situation, and methodological belief are equally broad. It has been a very interesting conference.

This column is also a mosaic of immediate reactions to the conference — comments overheard or solicited on this last day. The comments are overwhelmingly positive. Everything fell together and it was a great conference. For the people on the inside, the planning committee, who saw the chaos that went on behind the scenes, it was a bit of a surprise that things actually worked out to resemble relatively closely the conference they had envisioned when they started late last year — 11 long hard months ago. For the participants it seems to have been generally smooth, comfortable and interesting.

The registration desk reports an attendance of about 2,100, a figure which was beyond the bravest hopes of the committee for a conference in the Kansai. Fifty-five different exhibitors had displays. A couple of questions to them drew out the comments that they were very pleased. Judged in terms of requests for sample copies, a usual-

ly well-informed source said that the number this year was double last year's. Another publisher agreed, though noted that success is really a matter of the sales that result later.

Some dyed-in-the-wool opponents of classy expensive conference centers came away openly admitting conversion. Lots of sitting space, elevators instead of difficult stairways, numerous clean restrooms, comfortable chairs, lots of room for publishers' displays. Only the program chairperson seems to have felt pinched for space, but that was mainly because of the overwhelming numbers of presenters to be accommodated.

Some of the VIP's who came said this was one of the most serious, thoughtful groups they've ever talked to. Arriving braced for heckling or lack of interest in serious topics (I exaggerate to prove my point), they were pleasantly surprised by the good questions and discussion, and the depth of interest and real concern. Condon said in the keynote address that language teachers have a stronger sense of values than many other people. This was reflected in the committee's decision to set up a JALT '88 International Scholarship Fund, initiated by grants from Kobe Steel and Eli Lilly Japan in Kobe. It showed again in the number of people who chose to take part in the discussion on refugee problems even though several of the featured speakers were also giving presentations at the same time.

All of the planning committee members were good to work with, but special thanks and appreciation ought to go to the co-chairs, Linda Viswat and Vince Broderick, who handled complicated decisions at all hours without losing their cool.

The conference this year was a success and I'm looking forward to a great JALT '89.

— Dorothy Pedtke



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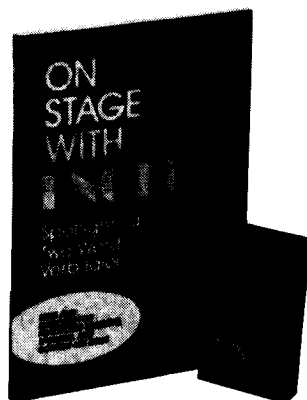
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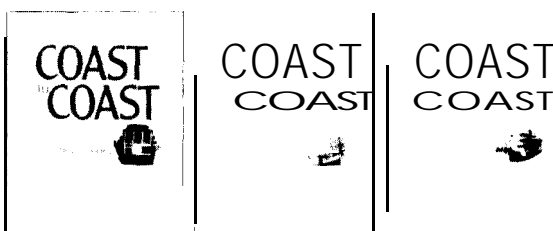
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# Opinion

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## REQUIRED FRESHMAN ENGLISH: WHAT DO YOU DO?

By Michael Redfield,  
Osaka University of Economics

### RESPONSES SOUGHT

**Problem:** What do you do with a required freshman English class at an 'average' university that meets only 26 times a year (an hour and a half per class meeting) and contains over 50 non-English majors, most of whom probably don't want to be there?

**Answer:** I don't know.

I am writing this because I need help, and JALT should be the place to find it. I know that I am not alone and that many others face the same problem. There is literature on how to teach children, what to do (in Japan) at the junior and senior high levels, how to teach adults, etc., but there just isn't anything dealing directly with the above mentioned problem. The purpose of this article is to draw attention to the problem, to highlight the need to look at teaching situations more specifically than we are used to, to describe one possible solution to the dilemma, and finally to start a forum where other ideas and solutions might be discussed (perhaps at national JALT conventions?).

The problem is a real one. I face it three days a week at college. It would be easy, I suppose, to slough it off, saying "the students don't want to be here and they sure aren't going to be able to learn much in 42 hours a year, so why bother? Just find something amusing to get through each class." That would be the easy, but hardly professional, way out. I am not at all sure the solution I have evolved over the last three years is in practice all that much better, but at least it is an educated attempt, with theoretical, pedagogical, and functional reasons (justifications?) behind it.

Listening and developing listening skills were chosen as the basis and goal for the course. This was done for the following reasons. A number of people in the field (including Asher and his TPR and Krashen and Terrell with their Natural Approach) theorize that listening is the basic skill upon which other language skills are built. It is certainly the first language-related skill infants acquire. It seems logical to start with listening then (never mind that the students have had at least six years of formal school

English before entering college).

Listening is a skill that very few indeed of our non-English majors have ever been systematically exposed to, so it makes pedagogical sense to work on it. It also makes practical sense, because spoken English is all around us in Japan, on the radio, on television, in the movies (in songs, commercials, bilingual shows, etc.) and increasingly even in the streets of the largest cities. Teaching listening probably has face value as well, because students know that at least some of them will be called upon to understand spoken English in their future jobs or personal lives.

A final reason for selecting listening is that it is fairly non-threatening to the students, certainly much less threatening than the so-called productive skills of speaking and writing. Reading is not all that threatening either, but since reading is covered in schools, and often concurrently at college as well, listening seems the more logical choice, at least for a foreign language instructor.

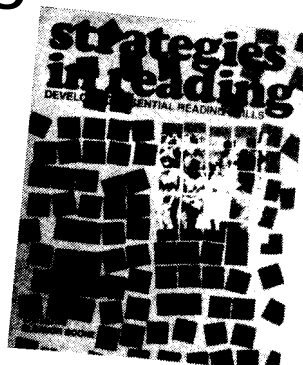
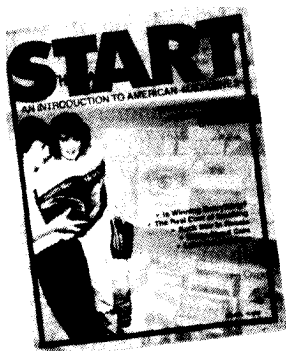
I like to use a beginning text with a story line when teaching listening. The match with the students' oral (but not written) abilities is quite good, and having a story (as opposed to doing a one off listening each class) helps the learners in predicting and in calling in their knowledge of the world, two vital sub-skills in the listening process. That is why I use Linda Ferreira's *Express English*. Although the language is at a beginning level, it is still mostly authentic, and the ongoing soap opera is entertaining and culturally enlightening.

The procedures used in actually teaching the listening class have been described in detail elsewhere, but basically the students cover three passages per class, exploiting each passage in a variety of ways (including books open, books closed, student-student questioning, teacher paraphrase, teacher question and answer, cultural explanation, choral repetition, etc.) over nine separate listenings. At least one theme-related cloze is done each lesson as well. This being a listening class, grammar exercises, pattern drills, reading and writing are ignored. Speaking is greatly deemphasized as well, with the only speaking required being paired descriptions of the colored pictures accompanying each passage, the reading and answering of prepared questions, and the one choral repetition that comes at the end of each passage.

Although there is no theoretical justification for doing so, the program features intensive, rather than extensive, listening. Each passage is approximately 45 seconds in length, and including the cloze passage that only makes for three minutes of listening material per class. Of course with the intensive exploitation of each passage,

(cont'd on page 39)

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# My Share

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*As language teachers, we all come up with our share of ideas and activities. We also use our share of ideas from other teachers. My Share is your opportunity to share your ideas and activities. Articles dealing with activities for classroom application should be submitted to the My Share editor (see p. 3). Articles should be bawd in principles of modern language teaching and must follow JALT manuscript guidelines. Please include a 25- to 30-word biographical statement.*

*Here are some stimulating suggestions for getting students to start thinking in English. Even if some of them sound too difficult for your class, they may give you ideas for similar activities. We'd be glad to publish a selection of further warm-ups along the same lines.*

## COMPOSITION WARM-UPS

By Margaret Orleans

Frustrated by students' attempts, both here and in China, to turn composition classes into exercises in translation, I searched for writing activities that would force the students to compose in English. First I tried a brief period of free writing or journal keeping at the beginning of each period. But students either did not see the value of it (and therefore used the time to complete assignments for other classes) or could think of nothing to say beyond the same tired evaluations of the weather. Then I hit upon what I feel was the perfect solution: short, structured assignments whose very structure (word length, alphabetization, etc.) demands that they be done only in English.

Now I start each weekly period with a short exercise similar to the following:

**Longer than always:** Students write sentences which begin with a one-letter word, followed by a two-letter word, followed by a three-letter word, and so on. Encourage them to aim for sentences of at least ten words. For example, I am the only witty female student learning beautiful, effortless Belorussian.

**Start at the very beginning:** Students write sentences in which the first word begins with A, the second word begins with B, the third word begins with C, and so on. Again, encourage them to aim for sentences of ten words or so. For example, A beginning cyclist doesn't ever fear getting hurt in jodhpurs, knickers, levis, maroon nappies, or plus-fours.

**Pushing pencils, twisting tongues:** Students write sentences in which all the words

begin with the same letter. For example, Eventually enough elephants entered 11 enlarged envelopes.

**Chain link sentences:** Students write sentences in which the last letter of the first word becomes the first letter of the second word, the last letter of the second word becomes the first letter of the third word, and so on. For example, If few women need diaries, sales should drop presently.

**Down on all fours:** Students write sentences in which all the words are of a predetermined length. For example, a sentence of four-letter words might run, Only boys need stop work near home soon.

**Galloping galoshes:** Students write sentences composed of three-syllable words. For example, Trumpeting elephants suddenly disappeared underneath velvety vermilion telephones.

**Dropping one's haitches:** Students rewrite a given sentence, omitting a given letter. For example, "I'm not married" without M becomes "I have no spouse"; without O, it becomes "I am single," etc. Use slightly longer sentences for better students.

**Parsed parodies:** More advanced students, especially those who are also studying literature with you, write sentences that mimic the grammar of a given sentence, while changing all the words (with the possible exceptions of articles, prepositions, and conjunctions). For example, "It was the best of times; it was the worst of times" becomes "He felt a love for life; he had a fear of death."

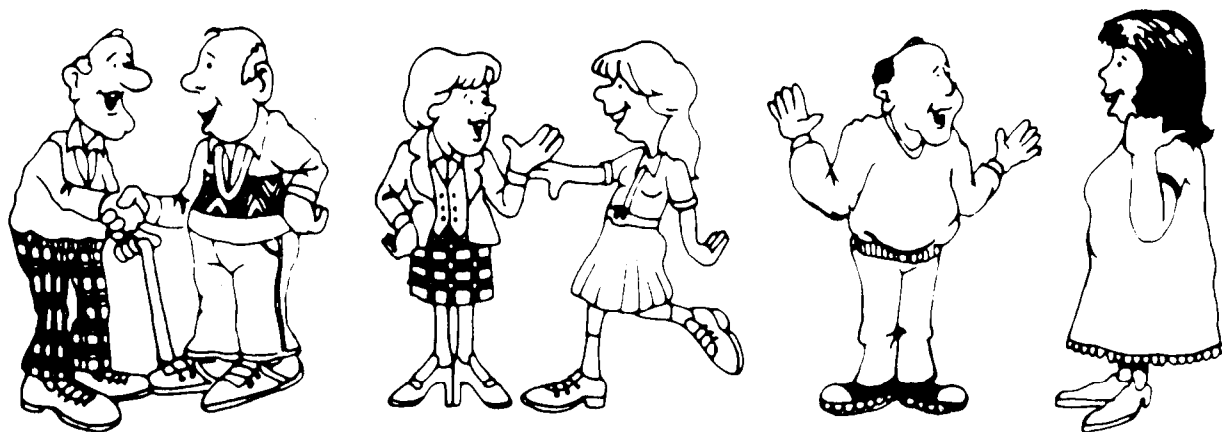
The possibilities are endless. You have probably already thought up another half dozen of your own by this point. If I explain carefully and write an example on the board (especially if I make up the example on the spot, or seem to be doing so), the students eagerly vie to complete similar sentences. While they are thinking of flipping through their dictionaries, I can take roll, hand back assignments, and take care of other business. Then I generally walk among the students, looking for completed sentences which I can add to the example on the board. In ten minutes or so, the board is full of clever sentences and we are ready to begin composing longer works, with the students all warmed up to think in English.

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*Margaret Orleans taught in high schools in the USA. and at universities in China before she came to Japan. She is now teaching at Hiroshima Bunkyo Women's College.*

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# JALT UnderCover

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## NEW EDITORS

My name is Jane Wieman (pronounced as in 'pieman'), and I have written articles for JALT and, earlier, KALT, since 1976. My B.A. is in Far Eastern languages from Harvard and my M.A.T. is from SIT. I have worked as an art editor for a major U.S. textbook publisher and have taught in Japan the U.S., and Yugoslavia. Five of my eight years here in Japan were spent working in large companies re-writing, editing, translating and teaching; now I work at the Kyoto YMCA as a consultant in English for professional purposes.

My name is Rita Silver and I've been living and teaching in Japan for four years. I arrived in January, 1985 soon after completing my M.A. in TESL from Northern Arizona University. During my time here I've taught the usual assortment of classes — conversation school, companies, semmon gukko. Now I am teaching full-time at Osaka Women's Junior College. I have been a JALT member since coming to Japan serving the past year on the Osaka chapter executive committee. During the past few years I've written several reviews and articles for JALT, as well as "in-house" reviews related to textbook selection.

Both Jane and I want to thank Jim Swan for his help in getting us started — especially for the "how to" information, the records and the files that he has passed on. We look forward to editing *the JALT Journal* and *The Language Teacher* book reviews. We especially look forward to hearing from JALT members about books that they would like to review. We'll be putting out some slightly revised guidelines in the January 1989 issue of *The Language Teacher* and we have some new information for anyone who is in the process of writing book reviews. Please contact us for any information concerning book reviews.

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*Opinion (cont'd from page 35)*

the students are actually hearing the taped material 27 minutes per class period.

I am definitely not saying that the program sketched out above is ideal or the only solution. At best it is only one teacher's educated guess. Others faced with quite similar teaching situations will have developed other responses. Along with a critique of my own program, it is those other responses I am interested in. What are some other goals (and ways of reaching them)? If you face or have faced the same problem, let's see if we can explore this neglected area of Japanese EFL a bit deeper, through these pages, or at

**LITERATURE IN THE LANGUAGE CLASSROOM.** Joanne Collie and Stephen Slater. Cambridge University Press, 1987. 266 pp.

I have taught a variety of literacy texts to 'general English' students and felt I had done so with some ingenuity and success. Reading this book, I realised how short my inventiveness had fallen of what is possible.

The subtitle, 'A resource book of ideas and activities,' accurately describes the content. After a brief but pertinent and convincing discussion of the why, what and how of teaching literature (Part A), the authors present a general outline of activities useful at different stages of reading. Part B covers introducing texts, maintaining interest, exploiting highlights and dealing with the conclusion and follow-up work. The activities are all clearly described, with examples in this section or in Part C. Part C details the authors' approach as applied to several complete texts: *Lord of the Flies*, *Romeo and Juliet*, *The Sand-box*, and a selection of short stories and poems. Appendices contain advice on exam preparation, a resource bank of titles suitable for use with language students and a selected bibliography.

The authors strongly advocate abandoning the traditional, stultifying, practice of reading in class followed by TS questioning and explanation in favour of exercises which develop the students' own responses and interpretations, aiming for an understanding and enjoyment of the work as a whole. In these exercises, students involved in the process of appreciating the text are using and increasing their own skills in the target language. The activities presented utilise all four language skills and cover language points from grammar to the art of persuasion.

As the authors give very detailed instructions for the activities suggested, a teacher could select

(cont'd on page 41)

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conferences, or through personal correspondence. After all, isn't that one *raison d'être* of professional educational organizations?

## References

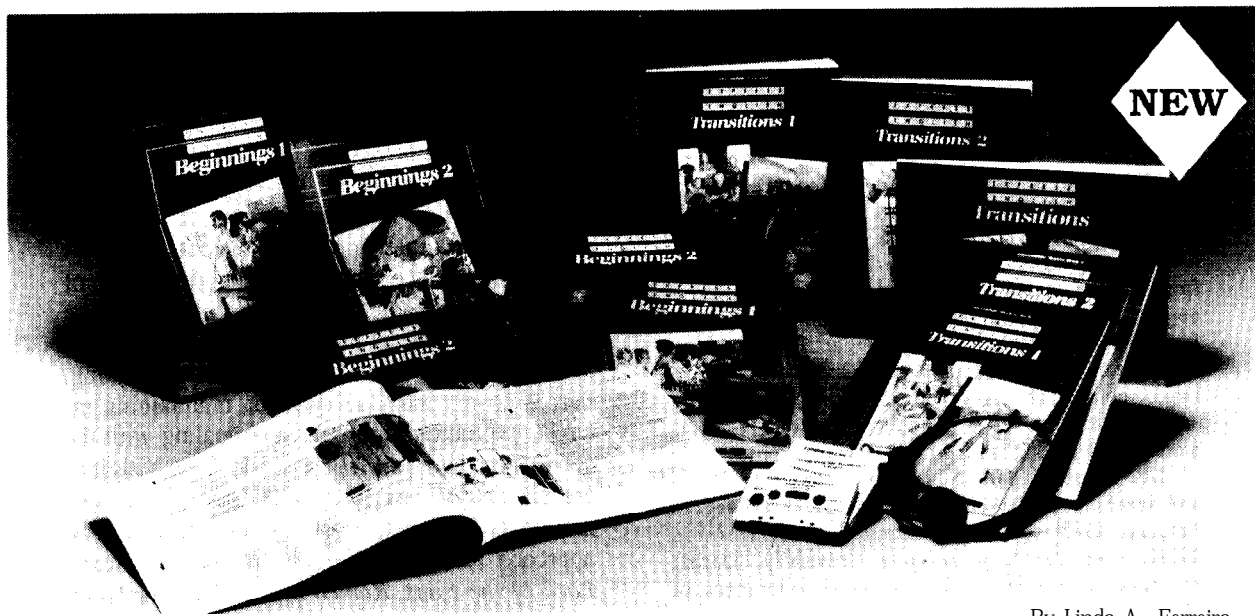
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## Note from the editors:

We would like to see other teachers' responses to this problem that could be shared in the pages of *The Language Teacher*.

## Express English...

...Is the answer for the young adult and adult student who needs a lively, modern, and mature storyline to draw forth his enthusiasm for learning English. Two soap operas, starting real-life, international characters, lead a beginning student through four levels of activities culminating in complete mastery of the language.



By Linda A. Ferreira

### Beginnings 1 and 2 The Storyline: Landslide!

A corrupt scientist, his well-intentioned assistant, an outlaw, an undercover agent, and a single father with his two children are brought together in an international adventure revolving around the possibly harmful sale of a secret formula. The drama is presented as a continuous story beginning on the first page of *Beginnings I* and ending on the last page of *Beginnings II*. This soap-opera approach is bound to keep your students on their toes for the first two levels of learning English. While the action escalates, exercises introduce major grammatical points and structures, listening comprehension, and writing practice. Realistic readings develop topics touched upon in the story. A conversation on tape presents task listening exercises and serves as a model for students to create their own conversations.

### Transitions 1 and 2 The Storyline: Uptown

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As in *Beginnings I* and *II*, the drama is written as a continuous story that begins on the first page of *Transitions I* and ends on the last page of *Transitions II*.

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The Home  
of Quality Texts

(cont'd from page 39)

one of the example texts and teach it following exactly the methods described in the book. However, the authors stress that they aim to provide ideas, not recipes, and they urge the reader to carefully select and adapt activities to suit the class being taught. Some helpful advice is given on selecting suitable texts and activities for different classes.

The activities are based on a basic pattern of home-reading supported by worksheets followed by consolidatory or preparatory classroom activities. These may take the form of a discussion, debate, vocabulary or grammar work, listening tasks, drama, creation of a visual memory aid, newspaper report.. but the list is endless! Simultaneously, 'snowball activities' continue throughout, in order to help students keep the whole text in mind. For example, a pictorial representation of chapters or scenes, decorated with key quotations. I was very impressed by the range of activities suggested and often amazed by their simple brilliance. One idea I particularly liked is a new predicting technique. Quite near the beginning of the text students write their predictions for the characters and the outcome of the story. These are then sealed away in a box or envelope (a 'time capsule'). When the text is finished, it is opened and the various predictions are discussed in the light of the completed text. What fun! How simple! Why didn't I think of that?

As the book seemed faultless, I actively tried to challenge it. 'Yes, but what about tricky vocabulary, can you stop students getting bogged down?' I have to report that this question and many others were amply and wisely answered in the course of the text. It is a truly comprehensive guide to the practical teaching of literature.

I say 'practical' because elsewhere this book has been criticised for its lack of theoretical discussion and omission of literary theory. This is an unfair criticism, as it will be obvious to any language teacher that the activities are all based on sound language teaching practice and can be relied upon to fulfill the stated aims, one major aim being to promote an *enjoyment* of reading in the foreign language. In some activities students are led very close to a more academic appreciation, but generally the authors advocate the avoidance of literary terms and an overly academic approach unless students are at a very high level and interested in traditional literary appreciation.

The approach described does, however, have some drawbacks. It is not for the workshy or the

already overburdened, as it relies heavily on the production of numerous worksheets to guide and focus the home reading. These worksheets can be used again but teachers may not want, or be able, to teach the same text repeatedly.

Some of the classroom activities are very time-consuming and unsuitable for classes where the literature component must be subordinated to other coursework, and classes who meet infrequently and expect to move forward with some speed. It is a question of selecting suitable tasks, as not all of them require a lot of time.

For Japanese students many of the activities may seem strange, although if the teacher is already using a variety of techniques, there will be much that is familiar also. The emphasis on the learners' responses and ideas, rather than on the 'right' interpretation, may unsettle Japanese students at first. A gradual introduction of the more subjective activities should help to alleviate any misgivings, and the ideas in this book can be used as an occasional adjunct to a traditionally conducted course. The activities are potentially of great value in liberating the students' own ideas and leading to a fuller enjoyment and appreciation of the text.

Many of the activities involve discussion work, usually based on students' opinions relating to a set question. Teachers should be very careful that the questions they ask will produce a variance of opinion. Careful preparation can be completely wasted because the students are in firm agreement upon every point! Japanese classes seem prone to this.

A final caution: the resource bank of titles contains some texts suitable for a list of books *not* to use with language students. (*Midnight's Children* by Salman Rushdie is daunting in length, scope and difficulty.)

Nevertheless, this text is essential reading for anyone required or wishing to teach literature. It is a very thorough, practical and inspiring treatment of the subject.

Reviewed by Anne Hill  
British Council, Kyoto

#### ATTENTION CHAPTERS

The January 1989 issue of *The Language Teacher* will have a corner honoring retiring chapter officers. Please send names and particulars of departing chapter officers deserving of this honor, to reach the editors by **Nov. 15**.

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**PAST, PRESENT, AND FUTURE: A Reading-Writing Text, 2nd ed. Joan Young Gregg and Joan Russell. Wadsworth, 1987. 359 pp.**

The title *Past, Present, and Future* suggests the dual nature of this intermediate-level reading and writing textbook. First, the readings in the text explore past discoveries, examine present-day problems, and consider our prospects for the future. Second, the writing sections of the text, with their accompanying analyses and exercises of common grammatical patterns, guide the student's use of past, present, future, and other tenses of English through expository and narrative writing tasks.

The text is intended to build academic reading and writing skills for university study. Although it was written with ESL students studying in the United States in mind, the broad appeal of the readings and the general nature of the writing assignments make this textbook very applicable to the EFL context as well. Only a small number of discussion questions and writing topics must be altered when using this as a foreign language textbook.

*Past, Present, and Future* consists of three units, each with a different theme. Each unit is broken down into three chapters and a unit review. The chapters each contain pre-reading activities, vocabulary, a main reading selection, post-reading activities, composition exercises, and a supplementary reading selection with exercises. The unit-review sections consolidate the grammar, vocabulary, and composing skills of the three preceding chapters.

The pre-reading activities in each chapter include thought-provoking discussion questions and a preview of the vocabulary from the main reading text. The purpose of the discussion questions is to draw out the student's previous knowledge of the topic of the chapter. The pre-reading vocabulary is always presented in contextualized sentences, which reduces the need for dictionaries.

The reading selections (both main and supplementary) present current issues. The topics include archeology, cultural diversity, artificial intelligence, human accomplishments, and concepts of gender in modern and ancient societies. Post-reading exercises include some sort of guided summary of the text, discussion questions, reading comprehension exercises, and vocabulary expansion exercises. Summarizing the reading and completing the varied reading com-

prehension exercises force the student to re-read and analyze the text. The reading comprehension questions provide practice in active reading skills such as finding main ideas, identifying referents, inferencing, and finding examples. The discussion questions draw on the student's own experiences and ideas pertaining to the reading. The vocabulary expansion exercises recycle the items from the pre-reading vocabulary lists and relate them to the student's own experience. Word forms related to the vocabulary are presented and practiced.

The writing sections in each chapter present basic grammar patterns and guide the student in sentence construction. The student is also provided practice in paragraph and composition writing. Grammar explanations are simple and clear. Although the grammar instruction seems to begin at a very basic level, intermediate students often need full review of even the most basic patterns. Work on the sentence level repeats and extends the grammar instruction. In order for the student to gain insights into paragraph construction, he is often referred back to paragraphs in the main reading text. The paragraph and composition exercises are highly structured. Because of the guided nature of most of the writing assignments, the teacher's role as corrector is minimized. Instead, the student is encouraged to self-correct through revision and re-writing.

The unit reviews are intended to review the concepts, constructions, and vocabulary of the three preceding chapters. The authors also suggest that these reviews can be used to test the students; the pages in the book are perforated, so they could easily be used for this purpose, but I have found the unit reviews more helpful for the students to consolidate and practice what they have learned.

Three appendices accompany the text. The first appendix explains and gives examples of the grammatical terms used in the text. The second lists the forms of common irregular verbs. The third appendix includes a set of symbols which the teacher may wish to adopt for correcting the student's written work.

The main drawback to this text lies in its highly structured nature. The book could be supplemented with creative writing assignments such as journal writing or essays on topics pertaining to the student's specific area of interest. The book can also be supplemented with discussions, oral cloze exercises, and mini-lectures to add an oral component to the text.

(cont'd on page 45)

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(cont'd from page 43)

This book is a useful reading and writing textbook for students preparing for academic reading and writing in English. The topics are pertinent to most university students, and the reading selections are well written and informative. The exercises rely both on an understanding of the reading and on the student's own experience. The photographs, charts, and graphs used throughout the book make it attractive and interesting. Finally, thorough understanding of the vocabulary and the structures presented in the text can be expected due to the great amount of recycling.

Reviewed by Sarah Rilling  
Science University of Tokyo,  
Oshamanbe Branch

## Reviews in Brief

**LARGE CLASSES.** Rob Nolasco and Lois Arthur. "Essential Language Teaching" Series, Macmillan, 1988. 129 pp.

The first thing to say about this very useful volume is that its title is misleading. A less general title, mentioning that it exclusively deals with conversational activities in large classes, would better describe the contents. That said, **Large Classes** makes considerable effort to be relevant to the conditions teachers meet in the somewhat forbidding environment that large numbers of students constrained by bolted-down desks and chairs do pose for the novice.

It is practical at every turn. We are constantly asked to reflect on how it reflects our, the readers', teaching situation and ways. In addition to a summary, each chapter concludes with a "consolidation tasks" section where we are challenged to apply the ideas. There is no index, an unfortunate omission I thought, but the contents are detailed on three pages.

In Chapter 1 we are urged to learn our students' names, we are told to have and enforce a seating plan, and to use name cards. While it seems intuitively decent to try to get to know the students' names, it would be nice if there were some suggestions to tide the teacher over when this is not achieved. This is the same in the other chapters too, very helpful ideas but few suggestions to help out when they don't work.

Occasionally **Large Classes** gives the impression that it has forgotten what it is dealing with. Under group work we get a photo that is definitely not of group work (p. 48), and there is a discussion of classroom organization that does not really seem to be for large classes (p. 81).

With these caveats, I would not hesitate to recommend **Large Classes** to an instructor who is considering to introduce communication activities in a large-class environment. However, for an instructor mired in and in control of grammar-translation, it contains little that would tempt experimenting or change.

Reviewed by Torkil Christensen  
Hokusei Junior College

**SURVIVAL ENGLISH, Books 1 and 2.** Lee Mosteller, Bobbi Paul and Michele Haight. Prentice Hall Regents, 1988. Book 1, 246 pp.; Book 2, 230 pp.

Written for beginners of modest literacy, **Survival English** aims at building vocabulary and grammatical understanding quickly while introducing learners to the kind of culture poor immigrants to California are likely to encounter. Given these priorities, it succeeds extremely well. Compared, say, to Longman's **Opening Strategies** or **The Cambridge English Course**, **Survival English** is a dull book for the teacher but clear and unambiguous for the student. We easily overlook the fact that many students perceive challenging textbooks as confusing and irritating. The illustrations, by Jesse Gonzales, are singularly unimaginative but adequate; in this respect **Survival English** recalls the appalling Defense Language Institute texts produced in San Antonio and used to teach Hamburger English to Saudis and Omanis, among others.

**Survival English** works well with beginners but is rather too culture-bound for widespread use in Japan, except as a useful introduction to written and spoken English. The clarity and open layout of **Survival English** lends itself to pair and group work; the dialogues are brief and carefully tuned to successive levels of comprehension.

In actual use, students had no difficulty relating to the trials and tribulations of the family whose daughter swallowed a dozen aspirin or to the Vietnamese immigrant laid off without warning. The raw side of life is realistically incorporated into the latter half of Book 2: a lady's purse is snatched in a parking lot, a child is run over by a car, a window is deliberately smashed, an attempt is made to abduct someone's children. All in all, **Survival English** is well worth consideration as a beginner's text. Don't let the abysmal illustrations upset you; students take them in their stride.

Reviewed by Bill Corr  
Osaka Chapter

## 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: art asterisk (\*) indicates first notice in this issue; a plus (+) indicates third-and-final notice this month. **All final-notice items will be discarded after Nov. 30.**

CLASSROOM TEXT MATERIALS/  
GRADED READERS

\*Byrne. *Garibaldi: The man and the myth*. Modern English Publications, 1988.

\*Littlejohn. *Company to Company: A new approach to business correspondence in English* ('Professional English' series; Student's book, Teacher's book). Cambridge, 1988.

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.

Pier & Mutoh. *Point Counterpoint: Discussion and persuasion techniques*. Newbury House, 1988.

Vates. *Earth Sciences* ("English for Academic Purposes" series; Student's book, Teacher's book). Cassell, 1988.

+Cassell's "Foundation Skills" series. Cassell, 1988.

*Listening 4*. Green. (Student's book)

*Reading 4*. Haines. (Teacher's ed.)

*Speaking 4*. Brims. (Teacher's ed.)

*Writing 4*. Knight. (Teacher's ed.)

+Greenhalgh et al. *The Oxford ARELS Preliminary Handbook*. Arnold, 1988.

+Kirino et al. *Eigo Hatsuon Handobukku*. Sogen-sha, 1988.

+Lonergan. *New Dimensions 2 Test Book* (Student's book, Teacher's book). 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,

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, 1987.

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

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

+Tejima. *Kodomo Eigo no Kyo to Jitsu*. Kagoshima Gai-gaku Gakuin, 1988.

*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, 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*.

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

Carter & Long. *The Web of Words*.

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

Chan. *Phrase by Phrase*.

Chaudmn. *Second Language Classrooms*.

Clark. *Curriculum Renewal in School FL Learning*.

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*.

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

Hino. **トーフルの630点: 40の英語表現**.

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. *Methodology in TESOL*.

Marton. *Methods in English Language Teaching*.

Molinsky & Bliss. *Expressways*.

Mugglestone et al. *English in Sight*.

Newby. *The Structure of English*.

Nolasco. *Listening, Elementary*.

Orion. *Pronouncing American English*.

Pattison. *Developing Communication Skills*.

Peaty. *Alltalk*.

Pickett. *The Pizza Tastes Great!*

Prabhu. *Second Language Pedagogy*.

Rooks. *Share Your Paragraph*.

Rutherford & Sharwood-Smith. *Grammar and Second Language Teaching*.

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

Shortreed & Kelly. *Significant Scribbles*.

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

Willis & Willis. *The Collins COBUILD English Course*.

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

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

日本語で書かれた本の書評は下記の日本語編集者へお送り下さい。ガイドラインは毎年の1月号にある投稿要領に従って下さい。

京都市左京区岩倉花園町185  
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Editors's Correction:

*In America* is published by International Resources, K.K. and distributed by Rentacolor Japan, Ltd.

# Chapter Presentation Reports

*Reports written in English on chapter presentations should be sent to co-editor Ann Chenoweth Yamato Heights 2-102, 7-17-16 Yanaka, Taito-ku, Tokyo 110. Those written in Japanese should be sent to the Japanese Language editor (address on p. 3). They should reach the editors by the first of the month preceding desired publication, although actual publication dates may vary due to space limitations.*

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

## NAGOYA

### NATIVE-SPEAKER ASSISTANT ENGLISH TEACHERS IN JAPANESE SECONDARY SCHOOLS

**Panel Discussion Moderator:**  
**Charles Wordell**

At the June meeting, the theme was "Native Speakers of English in Japan." Special guest Charles Wordell acted as moderator. The meeting opened with a panel discussion of the Mom-busho-sponsored AET/JET programs. Panelists **Lucy Vea** and **Martin Messick**, current participants in the JET program, presented their views based on their first-hand experience. Both Vea and Messick agreed that the "one-shot" program (where the native speaker is sent to a different school every day) is exhausting and that limited interaction between the native speaker and the students often reduces any sense of accomplishment. Panelist **Kenji Tatematsu** expressed similar opinions from the Japanese viewpoint, and added that the role of the Japanese teacher in the program is often limited, due to excessive paper work and other bureaucratic requirements. Panelist **Kraig Pencil** gave a brief demonstration of "speed speaking," a communication activity that could be adapted to short-term visits or longer programs.

In the remaining time, the audience split into small groups to engage in further discussion with the panelists. After the allotted time had passed, a member from each group quickly summed up the contents of their group's discussion. Some of the comments included: the need to change the English education system in Japan to include more communicative English instruction

(in contrast to the current English-for-exams instruction); a need for better, newer texts, and a need to allot more time to spend at one school (instead of the current "one-shot" program). Wordell added final commentary.

**Reported by Rolf Pelkey**  
**Ichimura Gakuen High School**

## OSAKA

### CREATING SUPPLEMENTARY MATERIALS

**By Guy Layne, Anne Sciortino and  
Brad Visgatis**

Based on the premise that supplementary materials can and should be student-generated, the September Osaka presentation focused on supplementary materials made by students. These materials can be used by the students who created them, by other students in the same class, or by students in other classes, thus creating many opportunities for recycling. In terms of learning, student-generated materials address the interests of the students, are at the level of students, and involve the students more directly in the learning process by breaking the traditional pattern of "teacher presenting information for students to absorb."

After explaining the basic justification for student-generated materials, each of the presenters brought out an activity using such materials. The first was a card game, adapted from "Othello," for learning and reviewing vocabulary items. The second was a set of advice column letters with both problems and solutions generated by the students. The third was a discussion of the use of visuals to help students create language and share ideas.

One caution about student-generated materials — everything must be checked by the teacher. Thus, having students create materials doesn't mean "teacher takes a coffee break."

**Reported by Rita Silver**

## SUWA

### NATURAL APPROACH に基づいた WRITING の指導のあり方

プレゼンター  
報告者 Anne Scherdelar

プレゼンター  
報告者は、諏訪セイコー・エブソンの、企業内研修における英語教師である。彼女は Krashen の仮説に基づいて writing の指導をしている。具体的には、彼女は、毎日

生徒に日記のようなノートにエッセイを書かせる。最初は当然2・3行の短いものであり、文法的な間違いもある。しかし、彼女は error-correction には禁欲的である。correction は一回にひとつくらいに止め、それよりも書かれた内容に対しコメントすることに大きな意味を認めている。生徒は彼女のコメントに回答して次回に書くので、彼女とこのノートを媒介にしてコミュニケーションが続き、発展する。生徒は彼女とのノートを通した対話が楽しく、回を重ねるうちに生徒が書く量は飛躍的に増え、2・3ページにもなったりする。生徒が熱心であればあるほど、外国人教師には、error-correction を期待する。それでも、error-correction には禁欲する。しかし、生徒の書く文はいつのまにか、より適切な英語になっていくのである。この方法における教師の主な役割は motivation である、と彼女は言う。

言語を「使用」する過程で言語は「獲得」される、という Krashen の仮説を裏付ける結果となっている。

レポート：塩川春彦

## YOKOHAMA

### BRITISH AND AMERICAN ENGLISH

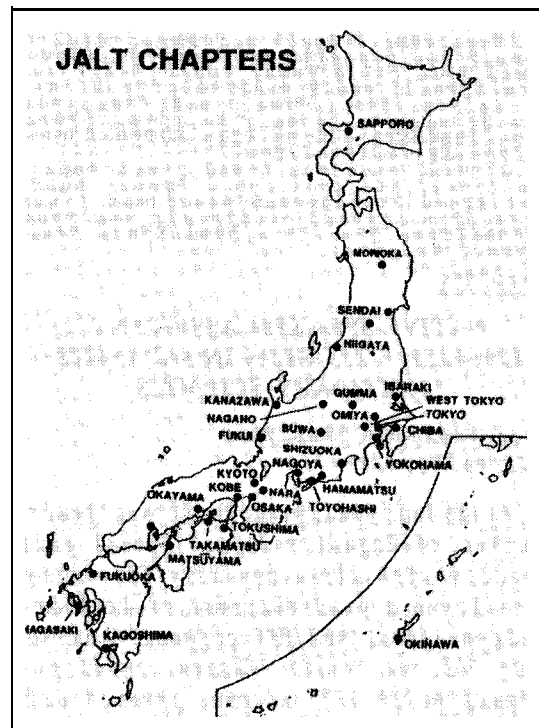
By Kenneth Schaefer

Prof. Kenneth Schaefer, who is director of the M.Ed. program in TESOL at Temple University Japan, talked at our September meeting about principal differences between North American and British English. Schaefer notes that when people compare these two major dialects of English, rather than merely analyzing the differences and similarities, they have a tendency to take sides as to which dialect is superior. Thus, his talk was subtitled: "Whose English Is Better, the Queen's or the President's?"

He thinks that this kind of debating is futile, yet the competition goes on. To students of English who think they should be taught by North American teachers, he says that even North American speakers themselves rarely boast of their own accents and in fact, if they are asked what English accent they find pleasing to the ear, many will vote for British English. To advocates of the Queen's English who say they'd rather learn the English of Shakespeare than that of Mickey Mouse, he points out that the North American dialect is closer to what was spoken in Shakespeare's day than is the dialect spoken by Londoners today. The English settlers who founded Jamestown in 1607 spoke a South-eastern-Midlands dialect of English that did not change in the isolated colonies as much as it did in Great Britain where English was subjected to various influences.

Furthermore, to the EFL learner concerned about what English dialect to learn, he says that the accent of one's teacher does not necessarily have a strong effect on the learner's pronunciation. The learner's mother tongue usually dominates the influence of the teacher's accent.

Reported by Suzy Nachtsheim



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# Bulletin Board

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

## PRACTICAL ASPECTS OF INTERCULTURAL TRAINING

### Tokyo, Nov. 19-20; 26-27

Dr. Sheila Ramsey, an independent cross-cultural consultant in California and former assistant professor at ICU, will offer twice an intensive two-day workshop designed to assist those who conduct intercultural training to more effectively design, implement and evaluate their programs. Participants should have a target audience/program in mind. Limit: 15 per workshop, as one-to-one consultation and discussion is critical. Place/time: Nov. 19-20, Kokusai Bunka Kaikan; Nov. 26-27, NHK Seizanso; both 10 a.m.-5 p.m. Apply by postcard listing name, address, telephone number, occupation, place of work, and the dates you wish to attend to: Cross-Cultural Training Services, S. Araki, 6-8-10-206 Matsubara, Setagaya-ku, Tokyo 156: tel. 03-327-1866.

## INTERCULTURAL COURSEWORK

From July 12 to 21, 1989, the Institute of Culture and Communication at the East-West Center will offer a workshop for college and university faculty who wish to develop courses in intercultural and international topics. Participants will share ideas with Center staff familiar with a variety of courses, examine texts and discuss them with their authors, and develop full-course outlines in the behavioral sciences, social sciences, and education. Dormitory housing available. For more information write: Mr. Larry Smith or Dr. Richard Brislin, East-West Center, Institute of Culture and Communication, Honolulu, Hawaii 96848, U.S.A.

## CHU-KO-DAI

The 21st Chu-Ko-Dai Conference will be held at Himeji Dokkyo University, Tue., Nov. 15, 9 a.m.-4 p.m., under the theme "Let's think hard about English education in this time of 'internationalization'." JALT-Kobe has official-

ly joined Kinki Chu-ko-dai Renraku Kyogikai. For more information call Sonia Yoshitake, 078-412-2866.

## CALL FOR PAPERS RELC REGIONAL SEMINAR Singapore, April 10-14, 1989

The SEAMEO Regional Language Centre invites papers on the theme of the Seminar, "Language Teaching Methodology for the Nineties." Deadline for submission of 200-word abstracts, 50-word bio-data is Nov. 30. Address: Director (Attention: Chairman, Seminar Committee), SEAMEO Regional Centre, RELC Building, 30 Grange Grove Road, Singapore 1025.

## TEMPLE UNIVERSITY JAPAN

Nov. 19-20 (Tokyo), 26-27 (Osaka): *Shaping a Communicative ESL/EFL Curriculum*, Sandra Savignon, University of Illinois

All workshops Sat., 2-9 p.m., Sun., 10 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, 1-74 Nishi-Temma, Kita-ku, Osaka 530 (site of the Osaka sessions), 06-36 1-6667.

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

## JALT COMPUTER BULLETIN BOARD

JALT is now using two boards on HICONET, a 24-hour computer telecommunications bulletin board system based in Shiga Prefecture, as a test to see what kind of demand there is for such a service among JALT members. They

### Caleb Gattegno 1911-1988

For Dr. Gattegno, silence was a place, a time for reflection and discovery. The Silent Way, his creation, is ours. Whenever we leave silent space for our student? — or ourselves — for language to take its daring leap across, we honor his memory.

*The final sentence in last month's words of homage to Caleb Gattegno should read as above — Editor.*

are Board 19-JALT Info and Board 20-JALT Forum. To join the HICONET bulletin board, you can register on-line by contacting:

Network name: HICONET  
Telephone no.: 0775-87-2553  
Protocol: 300/1200 N8IXN  
Guest ID: GUEST

or send your name, address, telephone number, computer model, and temporary password, which can be any combination of up to eight alpha-numeric characters, to Harold Melville, 7-5 Konki-cho, Hikoni-shi, Shiga-ken 522; tel.: 0749-24-0287.

### 日本語教育部会(Tokyo)

演 題: セルフアクセス ペアラーニングの理論と実践

講演者: トム・ベンダーガスト (日本語での講演)

月 日: 11月20日(日)

時 間: 受付 1:30

講演 2:00~4:30

会 場: テンプル大学日本校 (地下1階)

(西武新宿線・下落合駅下車1分)

参 加 費: 会員——無料 非会員——500円

問い合わせ: 安達 幸子 03-788-0884

self-access pair learning はジュネーブで開発された生徒中心の教授法である。この教授法ではどんな大人数のクラスでも、学習者は二人、または三人のペアに分けられ、この教授法のために作られた教材にリードされて学習していく。従って学習者は心理的な圧迫がない状態で、与えられた授業時間をフルに生かし、一人一人が活発に話すことができる。教師はコーディネイターあるいはアニメーターとして、必要な時だけ手助けし、正しく学習が行われているかどうかをチェックしていく。

ベンダーガスト先生はこの self-access pair learning をはじめ、サイレント・ウェイ、CLL/CLL、TPR などのあたらしい教授法を日本に紹介した第一人者。(JALT 初代会長) 当日は、まずこの教授法の原理についてお話しいただき、続いてこの方法で5ヵ国語が同時に学習されている VTR を見せていただく。さらに、この教授法が日本語教育に導入できるかを検討し、質疑応答を行う。

尚、例会の後、先生を囲んで懇談会をする予定。(飲食費は各自負担)

## HOW DOES A PAPER GET SELECTED FOR PRESENTATION AT THE TESOL CONVENTION?

By Joy Reid, Chair,  
TESOL '88 Convention

1. Abstracts arrive at the Central office. Late abstracts are not considered, and incomplete abstracts are returned to the writer.
  2. Abstracts are sorted by the Interest Section that the writer has selected on the submission form.
  3. Abstracts are sent to the Interest Section (IS) chairs.
  4. Each abstract is sent to three readers; this committee of readers is selected from the IS chairs.
  5. Reader evaluations are sent to the IS Chair, who reviews and compiles the results. Each abstract is placed in one of three categories: (1) "absolute must" for the program; (2) possibility if space permits; (3) not recommended.
  6. The IS Chair recommends the number of "absolute must" papers that the IS has been "slotted."
- Note: Each IS has a minimum of 15 "slots"; each "slot" is a one-hour presentation. Colloquia/workshops use three slots each. Besides the 15 slots, IS's are given additional slots based on the total number of submissions. Generally speaking, each IS is able to invite about one-third of the abstracts it receives.
7. The IS Chair recommendations are sent to the

Convention Chair. The Chair abides by the recommendations for the allotted number of slots. These submissions are invited to present.

8. As the program permits, additional abstracts are selected that balance the Convention in terms of content, geography, old and new faces, general interest, and, especially, quality.
9. The Chair schedules the papers.
10. The Chair notifies abstract submitters whose papers have been accepted for the program. Those whose papers have been selected must notify the Chair that they accept the invitation.
11. The Chair informs abstract submitters whose proposals were unable to be placed on the program.

### Essential Advice:

It is absolutely essential that you choose the correct Interest Section. If in any doubt, then contact Susan Bayley at the TESOL Central Office.

Be as flexible as possible when choosing presentation dates. If you limit your availability, you may be restricting the Interest Chair's choice particularly if your proposal is in the "possible" category.

In general, 50% of the proposals submitted overall are accepted. So you have a one in two chance of getting accepted. It is not a good idea to submit your proposal to more than one Interest Section.

(Reprinted from the TESOL Newsletter, April 1988).



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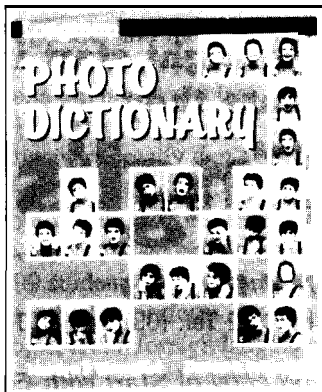
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*For further information, please contact Heather Saunders or Mike Thompson at:  
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Telephone: (03) 264 2874*

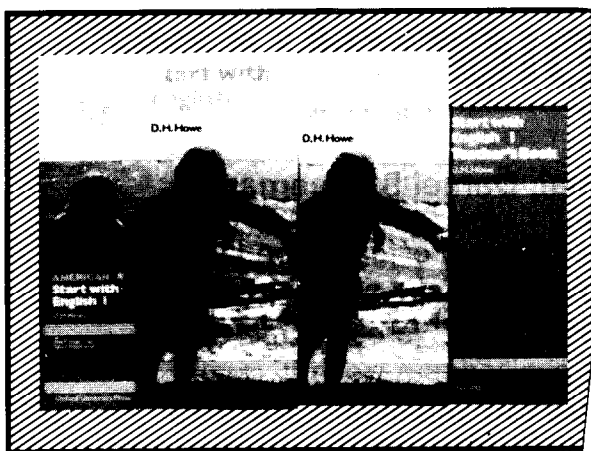
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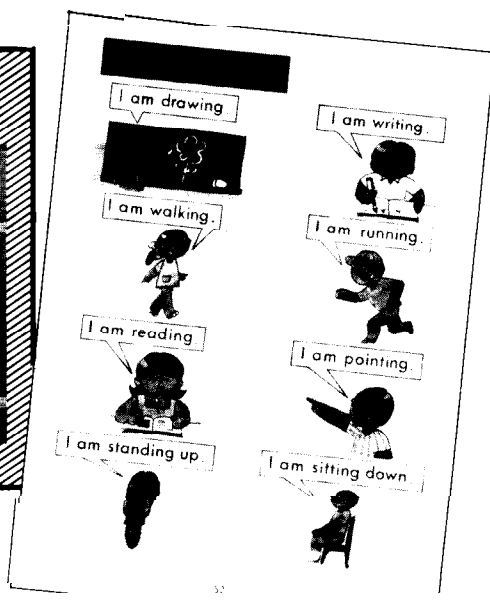
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# Meetings

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**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

Topic: Listening Skills in the English Language Classroom  
 Speaker: Munetsugu Uruno  
 Date: Sunday, November 20th  
 Time: 12:45-4 p.m.  
 Place: Chiba Chuoh Community Center  
 Fee: Members, free; non-members, ¥500  
 Info: Ruth Venning, 0472-41-5439 (eves.)

This presentation will focus on the importance of listening comprehension programs for students in the regular junior/senior high school curriculum. The speaker will talk about why he started to introduce listening comprehension practice, what material to use, and how best to incorporate listening into the regular English curriculum.

Munetsugu Uruno studied ESL/EFL at the East-West Center in Honolulu. He is Vice Principal at Ibaraki Junior/Senior High School in Mito and Program Co-Chairperson of JALT-Ibaraki.

## FUKUI

Topic: The Effect of the One Person-One Language Principle on Simultaneous Acquisition of Two Languages in Childhood  
 Speaker: Mr. Watanabe  
 Date: Sunday, November 20th  
 Time: 24 p.m.  
 Place: Fukui Culture Center (Housou Kaikan 5F)  
 Fee: Members, free; non-members, ¥500  
 Info: John Service, 0776-22-3113

Mr. Watanabe, associate English professor at Fukui University, has a master's degree in English from the Osaka University of Education and a master's degree in TESOL from Temple University in Philadelphia, U.S.A. His talk is related to his present interest and research on childhood education.

## FUKUOKA

Topic: Evaluating Grammar Techniques  
 Speaker: Jeremy Harmer  
 Date: Sunday, November 13th  
 Time: 1-4 p.m.  
 Place: Iwataya Community College (Tenjin Center Bldg. 14F)  
 Fee: Members, free; non-members, ¥500  
 Info: JALT-Fukuoka, 092-761-3811

This workshop will suggest ways of evaluating grammar techniques which will help both teacher and student decide if an activity is worth

using. Various exercises will be measured by participants and conclusions about what constitutes a 'good' activity will be discussed.

Jeremy Harmer does teacher-training and writing. He holds an M.A. in applied linguistics from Reading University and is the author or co-author of *Practise of ELT*, a handbook for teachers, and two major series for Longman, *Meridian* and *Coast to Coast*.

There will be a bonenakai (end-of-the-year party) following the workshop.

## GUNMA

Topic: Team Teaching in Japanese Public Schools  
 Speaker: Ruth Venning  
 Date: Saturday, November 19th  
 Time: 2-4:30 p.m.  
 Place: Kyoai Gakuen High School, Maebashi  
 Fee: Members, ¥500; non-members, ¥1,000  
 Info: Wayne Pennington, 0272-51-8677  
 Morihiro Shibayama, 0272-63-8522

Native speakers are being invited in increasing numbers by the government to assist in the teaching of English classes in public schools throughout Japan. An understanding of team teaching and its implementation is important for both the Japanese English teachers and native-speaker assistants if they are to effectively utilize it. To that aim, Ms. Venning will discuss the purpose of team teaching, including practical aspects such as joint planning, in-class techniques, and evaluation. Specific activities for use in team-teaching will be included; audience participation and discussion will be encouraged.

Ruth Venning was a Mombusho English Fellow for four years in Chiba, and is currently Program Coordinator for the Conference of Local Authorities for International Relations (CLAIR), the organization which is administering the JET Program. She is Program Co-Chairperson for JALT-Chiba.

## HAMAMATSU

Topic: To be announced  
 Speaker: Jeremy Harmer  
 Date: Sunday, November 20th  
 Time: 1-4 p.m.  
 Place: Seibu Kominkan. 1-21-1 Hirokawa  
 Fee: Members/non-members, free  
 Info: Brendan Lyons, 0534-54-4649  
 Karin Bradberry. 0534-56-7068

Jeremy Harmer, regarded as an excellent speaker, is described in FUKUOKA above.

Of special notice: Nominations for chapter office positions will be taken at this meeting, prior to the Dec. 4 meeting and election, to be held at Sarasaya Restaurant from 1-3:30 p.m. Please call Mrs. Hoshino (0534-72-2286) to make a reservation for Dec. 4 if you are unable to attend the November meeting. Call Brendan Lyons for more information on the elections. Absentee ballots will be accepted under certain conditions.

**IBARAKI**

Topic: Reports on JALT '88  
 Speakers: Chapter Members  
 Date: Sunday, November 13th  
 Time: 2-4 p.m.  
 Place: Ibaraki Christian College (west side of Hitachi Omika Station)  
 Fee: Free  
 Info: Jim Batten, 0294-53-7665

**KOBE**

Topic: Teaching Literature (and Language) in a University  
 Speaker: Richard Cauldwell  
 Date: Sunday, November 13th  
 Time: 1:30-4:30 p.m.  
 Place: St. Michael's International School  
 Fee: Members, free; non-members, ¥1,000  
 Info: Jan Visscher. 078-453-6065 (after 9 p.m.)

Richard Cauldwell's teaching of contemporary poetry (CP) to university students is founded on two premises: first, that students should have direct experience of the texts, not only as language but also as poetry; second, that they should learn to appreciate, talk and write about CP in English. After explaining why he thinks CP offers good texts for university literature courses, he will use poems by Tony Harrison, Derek Mahon, Craig Raine and W.B. Yeats to

illustrate some of his techniques: riddles, linguistic probes, and recordings of poets reading their own poetry. The lecture/workshop will end with an open discussion.

Richard Cauldwell, a foreign lecturer at Kobe University, has an M.A. in education (ESOL) from the University of London. He has taught in France, England and Hong Kong.

**MATSUYAMA**

Topic: Language Matters and Philosophy Matters  
 speaker: Jim Drayton  
 Date: Sunday, November 20th  
 Time: 2-430 p.m.  
 Place: Shinonome High School Kinen Hall  
 Fee: Members, free; non-members, ¥1,000  
 Info: Kazuyo Kuwahara, 0899-45-1218  
 Yumi Horiuchi, 0899-3 1-8686

Mr. Drayton will discuss how reflections of a linguistic nature have clarified issues of a philosophical nature. He will also talk about how some philosophers are "interpreting" some linguistic research and suggest some of the ways in which this kind of philosophic-linguistic work can be helpful in teaching.

Jim Drayton, master of philosophy, University of London, teaches English at Kyoto Sangyo University.

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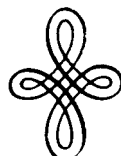
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**MORIOKA**

Topic: National conference reviews  
 Speakers: Conference participants  
 Date: Sunday, November 13th  
 Time: 1-4 p.m.  
 Place: Chuo Zeminar (map will be on reminder postcard)  
 Fee: Members, free; non-members, ¥1,000  
 Info: Natsumi Onaka, 0196-54-5410

Don't miss the most informative and organizationally important meeting of this year! Members who attended will share information about JALT '88 itself, as well as about specific presentations. Nominations will be made for our 1989 officers, and those present who accept will be given a chance to introduce themselves and their hopes for our chapter in the coming year.

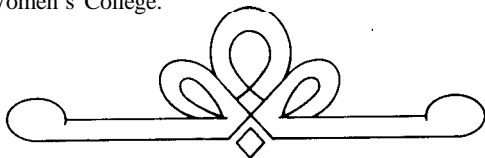
Please bring any unwanted books or magazines for a book exchange to be held during the break. After the break, we hope to have a brainstorming session in order to plan our future meetings and events.

**NAGASAKI**

Topic: Some Basics in American Education  
 Speakers: Kathryn Keith and Patricia McCreary  
 Date: Saturday, November 26th  
 Time: 3-6:30 pm.  
 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, ¥300  
 Info: Yoko Morimoto, 0958-22-4107 (W)

Two American teachers will make brief presentations regarding some of the basic methodology used by American educators. Explanations and short sample lessons will illustrate the use of Bloom's Taxonomy, Learning Style Theory, and Behavioral Objectives in the classroom. There will be samples of a basic lesson plan, as per Madeleine Hunter, as well as samples of several simple, but effective, classroom techniques. Since American educators are generally trained to teach thinking skills, no matter what their specific subject area, the presentations will have that emphasis.

Kathryn Keith, with a degree in bilingual multicultural elementary education from Boise State University, taught for three years in Idaho in a bilingual third grade classroom. Patricia McCreary graduated from the University of California and has taught high school for 12 years. She was a member of the Dakota Writing Project and a consultant on the teaching of writing. Both teach at Kwassui High School and Kwassui Women's College.

**NAGOYA**

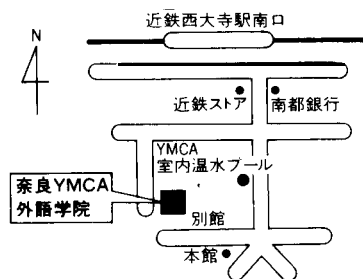
Topic: Making Input Comprehensible  
 speaker: Jeremy Harmer  
 Date: Wednesday, November 16th  
 Time: 6:30-8:30 p.m.  
 Place: Mikokoro Center, Naka-ku  
 Fee: Members, free; non-members, ¥1,000  
 Info: Helen Saito, 052-936-6493  
 Tetsu Suzuki, 0566-22-5381

What is the more important consideration when using reading/listening texts with students, level or approach? The same text handled differently can have vastly different results. So what can the teacher do to make input comprehensible? Mr. Harmer (bio-data in FUKUOKA above) will have us look at various examples and how to approach them.

**NARA**

Topic: Vocabulary Building Activities  
 Speaker: Steve Maginn, Cambridge Univ. Press  
 Date: Sunday, November 13th  
 Tie: 1-4 p.m.  
 Place: Saidaiji YMCA (see map)  
 Fee: Members, free; non-members, ¥500  
 Info: John Williams, 0742-45-6872

Our aim is to assist teachers in making careful selection and organization of lexis. After looking in some detail at the principles involved in teaching and learning vocabulary, we shall focus on a number of practical classroom activities that can be adapted for use with any textbook and which will encourage students to become better learners and users of words.

**NIIGATA****1)**

Topic: Making Input Comprehensible  
 Speaker: Jeremy Harmer  
 Date: Thursday, November 10th  
 Time: 7-9 pm.  
 Place: Niigata Kyoiku Kaikan (025-222-2971)  
 Fee: Members, free; non-members, ¥500  
 Info: Carl Adams, 025-260-7371/262-7226  
 Masa Takasugi, 025-231-1119/28

See NAGOYA above for details and FUKUOKA for bio-data.

**2)**

Topic: Learning with Phonics  
 speaker: Yoko Matsuka  
 Date: Sunday, November 13th

(cont'd on page 57)

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### THEMATICS

**Children and ESL: Integrating Perspectives.** Edited by Pat Rigg and D Scott Enright. ESL Teachers as Language Advocates; ESL Children's Writing; Reading in ESL, A Children's Story, Use Everything You Have to Teach English. \$12.50 (\$10.00) Softbound

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**Research in Reading in English as a Second Language.** Edited by J. Devine, P. L. Carrell, and D E Eskey. Contributions from more than 20 authors with the view of reading as an active process involving readers and text variables in complex interaction \$16.50 (\$15.00) Softbound

### TESTING

**Reviews of English Language Proficiency Tests.** Edited by J. Charles Alderson, Karl J. Krahnke, and Charles W Stansfield. Describes and evaluates the major ESL/EFL tests being used in the world today. Includes more than 40 test reviews with extra reference materials. \$16.50 (\$15.00) Softbound

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### REFERENCE GUIDES

**Directory of Professional Preparation Programs in TESOL in the United States: 1966-1966.** Edited by Julia Frank-McNeil. Identifies programs granting degrees in ESL surveys state certification requirements. \$15.00 (\$13.00) Softbound

**Selected Articles from the TESOL Newsletter: 1966-1963.** Edited by John F. Haskell. More than 100 articles on methodology, language and culture, linguistics and grammar, language assessment, composition. ESP, reading and vocabulary. \$16.50 (\$15.00) Softbound

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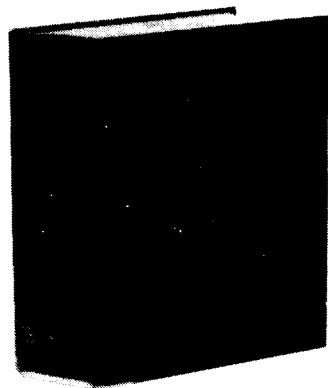
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(cont'd from page 55)

Phonics combine meaning, sounds and letters at word and sentence levels. In this workshop, the speaker will introduce and practice with the participants how to teach phonics entirely in English from the beginning for any age group. Phonics rules, pronunciation drills, and games will be presented.

Yoko Matsuka, Director of Matsuka Phonics Institute and a lecturer at Tamagawa University, has been teaching English to children for ten years. She has a degree in TESOL from CSU San Francisco and has done research on children's English acquisition in Japan

## **OKAYAMA**

Topic: Testing as Weather Prediction  
 Speaker: John Laing  
 Date: Saturday, November 19th  
 Time: 2:40-4:30 p.m.  
 Place: Shujitsu High School, 14-23 Yuminocho; 0862-25-1326  
 Fee: Members, free; non-members, 500  
 Info: Fukiko Numoto, 0862-53-6648

## **OSAKA**

1)  
 Topic: To Journal or Not to Journal  
 speakers: Rita Silver and Tamara Swenson  
 Date: Sunday, November 20th  
 Time: 1-4:30 pm.  
 Place: Umeda Gakuen  
 Fee: Members, free; non-members, 1,000  
 Info: Tamara Swenson, 06-351-8843

The presenters will discuss, argue, and fight about the pros and cons of journal writing in the writing classroom. Eventually, they may decide whether it is better to bore students to death by using a textbook or the teacher to death with reading student journals. Certainly, a plethora of techniques that get students to write will be presented.

Rita Silver has an M.A. in TESL from Northern Arizona University and is teaching at Osaka Women's Junior College. Tamara Swenson teaches at Baika Women's College and Doshisha Junior College and is currently studying for an M.Ed. in TESOL at Temple University.

2)  
 Topic: Shaping a Communicative Curriculum  
 speaker: Sandra Savignon  
 Date: Saturday, November 26th  
 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**

Topic: The "Why" Behind How and What You Teach  
 speaker: Jack Millett  
 Date: Sunday, November 27th  
 Time: 1:30-3:30 p.m.  
 Place: Kyoiku Bunka Kaikan  
 Fee: Members, free; non-members, 500  
 Info: Torkil Christensen 011-737-7409  
 Eiji L. Suenaga, 011-563-2774

Do you wish to be empowered as a teacher? Isn't teaching more than a great collection of techniques strung together with a method? By examining ourselves in this experiential workshop - including what underlies our teaching and classroom practices - we will begin or continue to discover the source of our power as teachers - our own personal belief system. The workshop - through an introspective activity, a language experience, and group and individual processing and reflection - will help us select an approach to teaching that best suits our belief system.

Mr. Millett, a teacher-training and development specialist for the School for International Training in the U.S. and abroad, previously taught several years in Japan.

## **SHIZUOKA**

Topic: Movie Scenes for Teaching Language and Culture  
 speaker: Barry Natusch  
 Date: Sunday, November 20th  
 Time: 1-4:30 p.m.  
 Place: Tokai University Junior College (near Yunoki Station)  
 Fee: Members, 500; non-members, 1,000  
 Info: John Laing, 0542-61-6321 (W)

Memorable scenes from movies are often packed with linguistic and cultural gems of a target culture. Turning these into useful language teaching aids is the focus of this presentation. Short scenes from well-known American, European and Japanese movies will be shown together with a wide variety of language learning exercises and activities which highlight cultural differences. Scenes selected cover all ages and ability levels of language learners.

Barry Natusch (Ph.D. in sociolinguistics) is an assistant professor at Tokoha University in Shizuoka.

## **SUWA**

Topic: Evaluating Grammar Techniques  
 speaker: Jeremy Harmer  
 Date: Saturday, November 19th  
 Time: 230-5 p.m.  
 Place: Matsumoto Arigasaki High School  
 Fee: Members, free; non-members, 500  
 Info: Esther Sunde, 0266-52-3131, ext. 1414 (W) or 0266-58-3378 (H)

Mr. Harmer and this workshop, sponsored by the Longman Publishing Company, are described in FUKUOKA above.

**TAKAMATSU**

Topic: Making Students Aware of Conversation Strategies  
 Speaker: Kim Kanel, Doshisha University  
 Date: Sunday, November 20th  
 Time: 1: 15-4:30 p.m.  
 Place: Takamatsu Shimin Bunka Center  
 Fee: Members/students, 500; others, 1,000  
 Info: Harumi Yamashita, 0878-67-4362

Many students already know about words and grammar, but don't know how to select simple patterns in English to express their intentions, instead relying on often inappropriate "translation." Basic versatile patterns which come easily to Japanese learners can be taught. Also, in order to become more competent in English students need to attain more active control of intonation, facial expression and conversation management strategies. We shall focus on how to organise and employ these factors in ESL lessons.

Kim Kanel. M.A. in linguistics and TESL, California State University, Long Beach, has been teaching in Japan for ten years.

**TOKYO**

1)  
 Topic: Shaping a Communicative Curriculum  
 Speaker: Sandra Savignon  
 Date: Saturday, November 19th  
 Time: 2-5 p.m.  
 Place: Temple University (*see Bulletin Board*)  
 Fee: Members, 1,000; non-members, 2,000  
 Info: Michael Sorey, 03-444-8474

2)  
 Topic: The Thrill of the Drill: Grammar Games and Activities  
 Speaker: Steve Brown  
 Date: Sunday, November 27th  
 Time: 2-5 p.m.  
 Place: Sophia University Library, Bldg. 3, Room 534  
 Fee: Members, free; non-members, 500  
 Info: Michael Sorey, 03-44-8474  
 Tadaaki Kato, 0473-71-4053

In these (waning) days of communicative syllabus, grammar has become the baby thrown out with the bathwater. This workshop will present several games and activities, some original, some adapted, that are useful for practicing grammatical structures. Because the language of games is highly repetitive, the same structure can be practiced and a drill done in an interesting way, in a relaxed atmosphere. We will also consider two other aspects of accuracy work: dictations and vocabulary practice.

Steve Brown is Director of the University of Pittsburgh ELI Japan Program in Tokyo. He is a teacher trainer in the Columbia University Teachers College M.A. program and co-author of *English Firsthand Plus* (FilmScan/Lingual House).

**TOYOHASHI**

Topic: JALT '88 conference reports  
 Speakers: James A. Matchett (Kinjo Gakuin Junior College); Anthony Robins (Toyo-hashii University of Technology); Takashi Miura (Toyohashi Technical High School)  
 Date: Sunday, November 13th  
 Time: 1:30-5 p.m.  
 Place: Kinro Fukushi Kaikan (2F)  
 Fee: Members, free; non-members, 500  
 Info: Kazunori Nozawa, 0532-48-0399  
 Masahito Nishimura, 0532-47-1569

**WEST TOKYO**

Topic: Listening Comprehension — The Most Essential of the Four Skills  
 Speaker: Virginia LoCastro  
 Date: Saturday, November 19th  
 Time: 2:30-5:30 p.m.  
 Place: Musashi no Kokaido Public Hall  
 Fee: Members, free; non-members, 500  
 Info: Brenda Katagiri, 0422-42-7456  
 Yoshihisa Kobori, 0426-24-0968

This talk/workshop looks at listening comprehension as the most essential of the four skills in an integrated program of language study. First of all, we'll discuss the reasons for the increasing emphasis placed on listening comprehension in Japanese English language education. Secondly, we'll examine problems in helping students improve their listening. Finally, we'll try out some materials as well as discuss ways to develop your own.

Virginia LoCastro, a Ph.D. candidate at the University of Lancaster, has done original research in discourse analysis, particularly the "back-channel" cues speakers give each other to signal comprehension, known in Japanese as *aiuchi*.

**YAMAGATA**

Topic: Listening: Communication Activity  
 Speaker: Brenda Hayashi. Miyagi Gakuin  
 Date: Sunday, November 13th  
 Time: 2-4 p.m.  
 Place: Fukushi Bunka Center (near Yamagata University) or Kenmin Kaikan  
 Fee: Members, 500; non-members, 800  
 Info: Ayako Sasahara, 0236-22-9588

Many of us use the high-tech language laboratory (LL) to work on pronunciation (e.g. minimal pairs) or drills (e.g. meaningless "listen and repeat" material or open dialogues). Others use the LL solely for task-based listening activities. This demonstration/workshop presents communicative LL activities in which interaction is stressed: students speak, monitor others, and/or listen to complete a task-based assignment. Students are encouraged to work on accuracy, fluency, creativity, and appropriateness (but not necessarily all four of these are incorporated in one activity).

The demonstration will be followed by a workshop in which participants will be asked to create material/activities for use in their own teaching situations.

On Dec. 4, 2-4 p.m., at Fukushi Bunka Center there will be a Year-End Tea Party and chapter elections.

### **YOKOHAMA**

Topic: "Bee-hop-a-loo-bop"  
 Speakers: Don Maybin, Roger Davies  
 Date: Sunday, November 13th  
 Time: 2-5 p.m.  
 Place: Yokohama Gino Kaikan  
 Fee: Members, free; non-members, 500  
 Info: Jack King, 0468-71-1789

The presenters will discuss the importance of stress and intonation in spoken English, then demonstrate rhythm and beat-based techniques to liven up your language classrooms, including chant drills and 'echo' songs. This will be followed by a demonstration of how to prepare your own musical materials which reinforce features of

spoken English, as well as encourage student creativity. This is a lively, practical demonstration and all who attend are expected to actively participate.

Don Maybin is a supervisor and Roger Davies an instructor in the Residential Program at the Language Institute of Japan in Odawara.

### **YOKOHAMA SIG (Nov. 13, as above)**

#### **TESS**

Topic: A Number of "Number" Dialogs  
 speaker: Sumiko Sugawara  
 Time: 1-2 p.m.  
 Info: Kimiko Ozawa, 045-811-2959  
 Mitsui Nakano, 045-543-0437

Sumiko Sugawara, who has been teaching at Yokohama City's Education and Culture Center, will demonstrate how to make a class alive and realistic by using "numbers" in mini-dialogs of different situations. She will show how students (1) learn numbers through hearing and speaking, and (2) familiarize themselves with expressions related to numbers.

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## **Positions**

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*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)** Native-speaker teachers of English, full-time from January, 1989. Minimum two years' teaching experience in Japan desirable. Degree in TEF/TESL or a teacher's certificate, preferably M.A. required. One-year contract, renewable. Salary, commensurate with qualifications and experience, 250,000-300,000/month, plus benefits. Please send by Dec. 24 to Mr. Kanetaka of Kains English College, Ohtemon 1-5 2, Chuo-ku, Fukuoka 810: 1) complete resume with recent photo, 2) a copy of degree or certificate, and 3) two letters of recommendation or reference. For further information, call 092-731-0277 or 092-721-5020 4-9 p.m.

**(GIFU)** Native English teacher, full-time, beginning January, 1989. Room, meals, car and medical insurance provided. Tue. to Sat., elementary senior high school, and general classes. Please send resume with photo to: Ms. Miyuki Ogawa, 729-1 Tachibana, Mino 501-37; 0575-33-2299 or 35-1501.

**(KITA-KYUSHU)** National university seeks an EFL instructor beginning April 1, 1989. Requirements include M.A. or its equivalent in TEFL, literature, linguistics or related fields, and a few years' teaching experience. Responsibilities: teach six 100-minute weekly English conversa-

tion/composition classes in spring and seven in fall. Salary 4,270,000-8,740,000 depending on qualifications (e.g. with M.A. and three years' experience 4,930,000 or \$38,000). No taxes for two years. One-year contract, renewable to three years. Benefits: 500,000 for research expenses per annum, travel and baggage allowances, and health insurance. A fully-furnished residence for 43,000/month. Send by Nov. 30: resume, recent photo, copies of degrees and verification of past employment, list of publications if appropriate, at least one letter of recommendation, undergraduate and graduate transcripts, and an explanation of why you would like to teach in Japan, to: Shuzo Yamanaka, Department of Foreign Languages, Kyushu Institute of Technology, 1-1 Sensui-cho, Tobata-ku, Kita-kyushu 804.

**(MORIOKA)** One-year renewable position starting in 1989 as an English teacher for children and adults of all levels. Outgoing, cheerful, non-smoker, native speaker of English with some experience desired. Please send to arrive by Nov. 15: resume; photograph; and a letter of reference, to: Kiyokazu Sakamoto, Director of Training, Morioka English Academy, 2-16-10 Ueda, Morioka, 020-01; 0196-23-2579 or 54-5949. Interviews will be held in Tokyo on Nov. 22 and 23.

**(NAGANO)** Two full-time native English teachers. One-year contract, renewable. Degree in ESL/EFL, linguistics or related fields and teaching experience necessary. 24 teaching hours/week. 280,000/month, sponsorship and benefits; bonus upon renewal of contract. Please phone to arrange for an interview: 0262-26-6119. Send inquiry and resume to: Apple English School, 851-1 Minami-Chitose-cho, Nagano 851-1.

(Numazu, **SHIZUOKA-ken**) Outgoing, friendly native English teacher who can work well with children and adults. Degree in ESL/EFL or related fields with experience preferable. Beginning in December, there will be approx. 20 class hours/week plus teachers' meeting and planning time. Minimum salary 240,000/month (more offered commensurate with qualifications) plus six weeks' paid vacation. furnished apartment. Opportunities for extra income through curriculum development. Pleasant city convenient to Tokyo. Please send resume and recent photo to: Tomoko Sano, Everyone Language School, 2169-17 Ooka, Numazu 410; 0559-24-2818.

(**OSAKA**) Part-time English language teachers, beginning April, 1989. MA. in TESL, linguistics or related fields and teaching experience desired. Teaching load: three classes/day, one or two days/week. Please send resume to: Jerald J. Lenge, Osaka International University, 3-50-1, Sugi, Hirakata 570-01; 0720-58-1616.

(**SEOUL, Korea**) Full-time native speaker of English. Salary competitive for Seoul. Requirements: M.A. or B.A. in TESOL or a related field. Benefits: partial housing, partial health insurance, round-trip air fare, four-week paid vacation. Please send resume to: Susan Oak, English Training Center, 646-22 Yoksam Dong, Kangnam-ku, Seoul 135. Korea.

(**TAKAMATSU**) Teacher of ESL to various age groups. Native speaker with MA. in TESL or a teacher's certificate. Good understanding of intercultural communication; 23 teaching hours/week on five working days, plus preparation, meetings to promote the attendance of new students, proofreading, and curriculum development. Salary 230,000/month. Accommodation arranged. One-year contract, renewable, starting this winter. Send letter of application and resume to: Lingo School, 11-6 Kameicho, Takamatsu 760; 0878-31-8096 (noon-7 p.m.), 31-3244 (after 7 p.m.).

(**TOKYO**) Full-time native ESL teacher for children and adults of all levels wanted in January, 1989. Minimum requirement is B.A. Preferably M.A. in TESL or a related field with minimum one-year experience. Good remuneration for qualified teacher. Reduced fee for Japanese lesson. Must be warm, pleasant, friendly. Please send resume with recent photo to: Mitsuko Yano, Tokyu Seminar BE, Shibuya Tokyu Bldg. 7-8F, 1-2-2, Dogenzaka; 03-477-6277.

(**TOKYO**) Language Program Director starting January, 1989. Must be Japanese national, bilingual (English/Japanese) with background of teaching English and/or Japanese. Age 30s or 40s. Salary commensurate with ability and experience. Duties include planning/management of the program, recruiting/training of teachers, developing teaching material. Please send resume with recent photo to: Tokyu Seminar Shibuya BE as above.



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**Publications** – JALT publishes **The Language Teacher**, a monthly magazine of articles and announcements on professional concerns, and the semi-annual **JALT Journal**. Members enjoy substantial discounts on **Cross Currents** (Language Institute of Japan) and **English Today** (Cambridge University Press). Members who join IATEFL through JALT can receive **English Language Teaching Journal**, **Practical English Teacher**, **Modern English Teacher**, and the **EFL Gazette** at considerably lower rates. JALT members can also order RELC (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 m<sup>2</sup>, an employment center, and social events. **Local chapter meetings** are held on a monthly or bi-monthly basis in each JALT chapter. JALT also sponsors special events, 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.

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

## JALT — 全国語学教育学会について

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

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

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

**支部:** 現在、全国に33支部あります。(札幌、盛岡、仙台、山形、茨城、群馬、大宮、千葉、東京、西東京、横浜、新潟、金沢、福井、長野、諏訪、静岡、浜松、豊橋、名古屋、京都、大阪、奈良、神戸、岡山、広島、徳島、高松、松山、福岡、長崎、鹿児島、沖縄)

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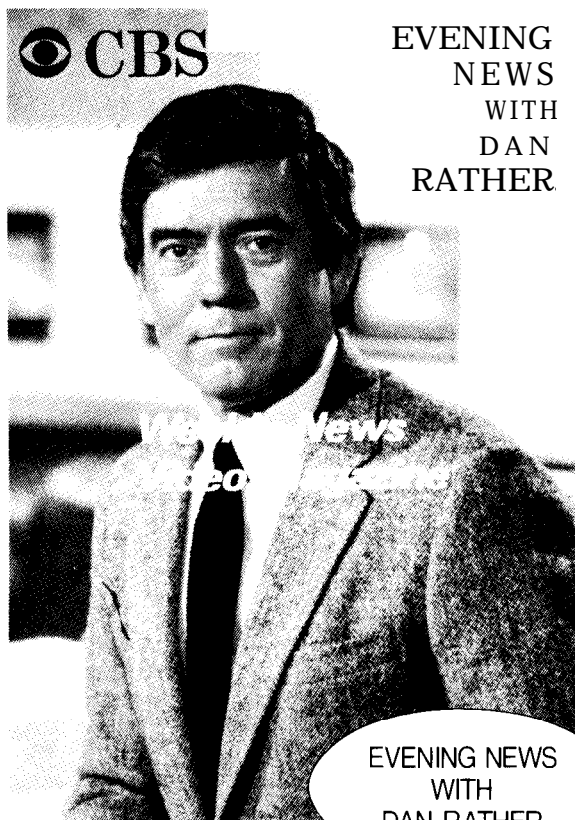
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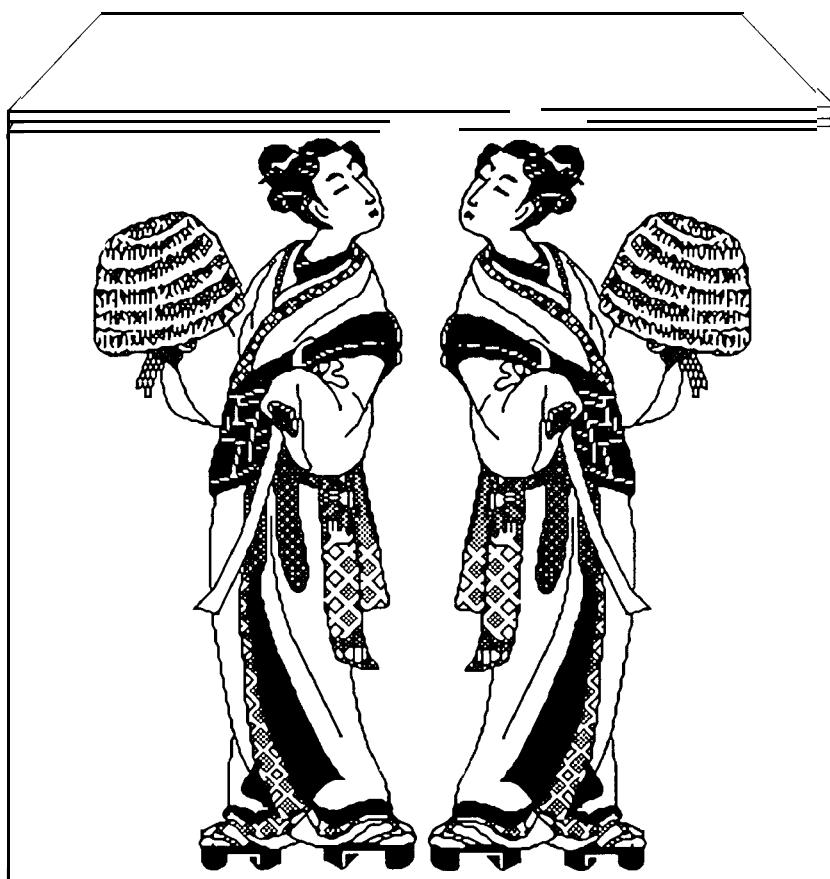


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