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全国語学教育学会

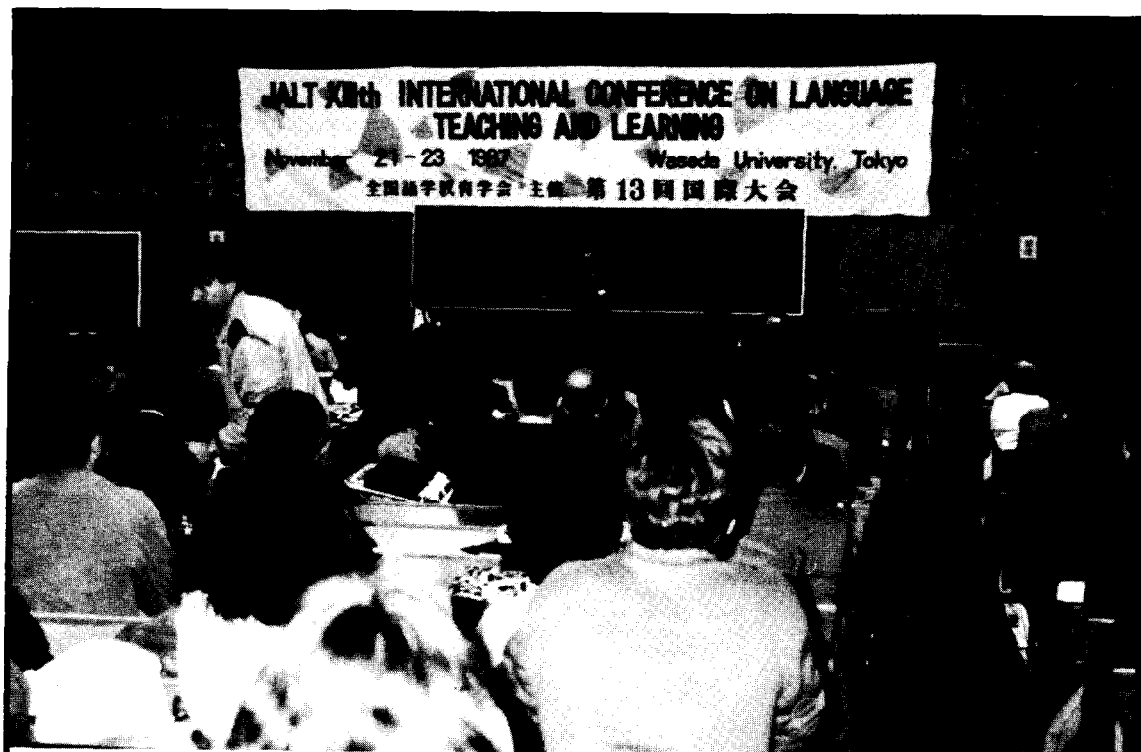
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JALT '87 Conference Reports

Looking Ahead to JALT '88 in Kobe



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Michael Swan and Catherine Walter

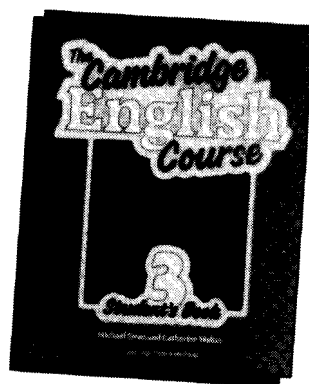
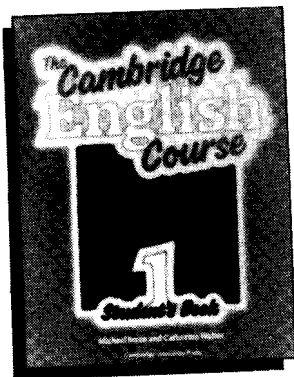
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Conference Photos: Simon Bayley, Naomi Tsukamoto

THE Language Teacher

VOL. XII, NO. 3 MARCH 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 teaching and learning, regardless of the language taught.

The Language Teacher editors are interested in articles of not more than 3,000 words in English (24 sheets of *400-ji genko yoshi* in Japanese) concerned with all aspects of foreign language teaching and learning, particularly with relevance to Japan. They also welcome book reviews. Please contact the appropriate editor for guidelines, or refer to the January issue of this volume. Employer-placed position announcements are published free of charge; position announcements do not indicate endorsement of the institution by JALT. It is the policy of the JALT Executive Committee that no positions-wanted announcements be printed.

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

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

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

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

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

Japanese Language: Masayo Yamamoto

日本語の原稿の送り先:

630 奈良市青山8 - 122 山本雅代

Advertising/ Associate Member Inquiries: JALT Central Office

Proofreading: Jack Yohay and Tamara Swenson

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

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

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

JALT '87

CONFERENCE PRESENTATION REPORTS

TEACHER DEVELOPMENT: A CONTINUING OBJECTIVE

By Dr. Mary Finocchiaro

Dr. Finocchiaro's plenary address on teacher development moved freely from small hints ("put the homework assignment in a box on the blackboard") to ultimate goals ("self-actualization and global understanding"). This wide range reflected both Dr. Finocchiaro's long and varied experience in the field as a classroom teacher, teacher trainer and writer and her profound commitment to the lifelong process of professional growth. Among the areas that Dr. Finocchiaro covered were good teacher habits, problems hampering in-service training, necessary professional knowledge, and the hallmarks of a good teacher.

Dr. Finocchiaro believes that the foreign language teacher should be eclectic, "a beautiful butterfly flitting from one flower to another" and taking out what's good for one's own personality, students and community. Teachers should be aware of their own strengths and willing to work on their weaknesses. It's important to have continual in-service training from the start of a teacher's career as "too little too late" can cause teacher resistance.

In addition to a good theoretical background in linguistics and anthropology, teachers should possess a thorough knowledge of techniques and materials so that they can make informed choices in the classroom. The teacher's job is to plan and organize the learning experience by selecting, grading, presenting and practicing material in a logical sequence. Keeping a brief checklist of material that has been presented and frequent reference to this list will automatically ensure the use of a spiral approach. If students are not making progress, the teacher needs to analyze the effectiveness of her own teaching procedures.

Teachers should have a positive attitude toward themselves and their students. They must leave their personal problems outside the classroom door and enter the classroom, ready and able to convey their interest in their students as human beings ("manage to compliment everybody, no, not within the same day!"). Dr. Finocchiaro places great emphasis on understanding the personal, social and cultural context of students' lives. Incorporating this understanding and information in one's lessons helps build student motivation and a firm connection between the world in the classroom and the world of the community. Teachers have to understand the dynamics of grouping and pair practice in order to use interaction among students skill-

fully. Attention to all of these affective factors will contribute to establishing a classroom atmosphere in which students feel secure, respected and loved and will thus greatly increase the chances of linguistic input becoming intake.

Dr. Finocchiaro concluded her speech with a story. When someone asked her how she was able to overcome discrimination and economic handicaps, she replied that she once had a marvelous teacher who inspired her. This story seemed a fitting end to the speech of a woman who has inspired many of us by her person and by her message that individual growth and world citizenship should be both the foundation and result of our daily teaching.

Reported by Barbara Fujiwara
Doshisha Women's Junior College

CROSS-CULTURAL ASPECTS OF ENGLISH LANGUAGE LEARNING

By Mayuri Sukwiwat

Mayuri Sukwiwat's first presentation at JALT '87 effectively reinforced the notion that language usage reflects cultural patterns. Citing anecdotes and recollections from her own experiences in living and studying in Hawaii and other parts of the United States, Ms. Sukwiwat (who, as is customary in Thailand, prefers to be called by her first name, Mayuri) said that it was her experience living abroad that opened her eyes to the importance of cross-cultural considerations when learning a second language. Basic concepts of time and proper (and improper) forms of address, as well as different standards of appropriateness with regard to questioning, were some of the familiar, but particularly sensitive areas she touched upon.

Using a videotape produced at Sukhothai Thammathirat Open University to help dramatize the potential risk of misinterpretation when native speakers of Thai draw directly from their L1 (and home culture) in interacting with English-speaking persons, the speaker emphasized the general tendency among Thais to transfer speech patterns from Thai onto/into English. The all-too-familiar example, "*Never mind*" (or "*Mai pen rai*" in Thai), is overextended liberally to situations (such as a near pedestrian/vehicular collision) where it more suggested "None of your concern!" to a native speaker of English than the intended "Are you all right?" Clearly, where the Thai rendition might suffice among speakers of Thai, "*Never mind*" would not, even in a "no harm, no foul" situation as suggested by the videotape.

Other expressions commonly misrendered or simply overapplied by speakers of Thai learning English as a second language include:

- 1) "Pai nai ma" / "Where are you going?"
- 2) "Mee tura arai" / "What's your business?"
- 3) "Tao rai" / "How much is/was it?"
- 4) "Kun owan" / "You look fat (pleasingly plump)."

Not surprisingly, the cultural assumption being contested here is "My business is yours; your business is mine," a characteristic attitude of the largely homogeneous, indigenous majority in many Asian countries. Westerners of a more individualistic mind-set find such questions intrusive, or at best presumptuous, despite the speaker's polite intentions. A logical and slightly comical extension of this cultural difference was the scene where a Thai student shows up with several of his friends after being asked out

on a date. Whereas "two's company and three (not to mention eight)'s a crowd" in many a Westerner's book, in Thailand it's clearly "the more, the merrier."

Finally, likening the achievement of proficiency in a given L2 to gaining the summit of a peak that rises somewhat beyond successive mountains named "Cultural Understanding," "Contextual Considerations," and "Accurate Interpretation," Ms. Sukwiat helped advanced the idea that lessons must be planned with due regard to cross-cultural patterns of usage. Such functional planning must not only include a presentation of target structures and allow for ample classroom-based practice, but provide for application and interaction with the target language community as well.

Reported by William J. Teweles
University of Tsukuba

GREAT EXPECTATIONS: A TEACHER'S GUIDE TO TEXTBOOK EVALUATION

By Cheryl Pavlik

Cheryl Pavlik, a materials development specialist at the Regional Language Center in Singapore, talked about ways to choose a proper textbook from the broad array of materials currently available on the market. She acknowledged that while it may be nearly impossible to locate a textbook which completely coincides with the expectations of both the teacher and the students, there remains a strong possibility that many suitable books are available. By doing a needs analysis in advance, it is possible for teachers to judge a textbook's applicability and to determine whether it will serve as a useful foundation for training. A survey of the market usually leads to an identification of several textbooks which generally match teacher/student requirements.

General suitability. It is important to determine the textbook author's conception of the users. For example, is the book written for children, young adults, or older people? If the students in your class do not fall into the targeted range, another textbook should be chosen. In addition, it is necessary to think about the number of instructional hours each textbook requires. If classroom time is limited, it would be inappropriate to select a textbook with lessons demanding extensive teacher supervision.

Validity. Explanations within the text should be concise, but correct. Notice whether exceptions to the rules are mentioned. Also, review readings and exercises to be sure that the language used is natural. Sometimes the introduction contains helpful information obtained from field testing.

Flexibility. The contents page ought to include a comprehensive list of language skills as well as notions and functions. From these, a determination should be made whether a change in order of items is possible, whether it is possible to change the skill focus, and whether easier to more challenging methods are included. Furthermore, determine whether exercises could be done by individuals or if they require pairs or groups.

Enjoyment. Does the layout capture interest? There needs to be a sufficient number of illustrations, but of course these must be appropriate and have some connection with real life. Perhaps of greater importance are the readings and exercises. If the students perceive these as foolish, the text is doomed.

Economy. At a time when expenses must be held down, an examination of the text can offer some useful considerations. The gratuitous use of illustrations and color contributes to higher costs. The type of printing, binding, and weight of paper also affect price. In addition, teachers need to think about whether expensive equipment or software are necessary to implement the lessons.

Ms. Pavlik concluded with the thought that teachers frequently become angry with textbooks because they expect them to do everything. Naturally, this is an unreasonable expectation. It is the instructor who must bring books to life, and for this reason textbooks chosen should be ones that allow students to escape from them. Nurturing learners so that they are competent to participate in the real world is what education is all about, and for this reason teachers must choose texts that foster this kind of development.

Reported by David Wardell
University of Pittsburgh-ELI, Tokyo

USING THE WORD PROCESSOR TO TEACH SENTENCE STRUCTURE

By Reuben Gerling

Prof. Gerling believes that the teacher's job is to provide students with a sound basis for their own progress. To do this, he uses a CALL system to induce students to practice sentence-writing. Students create texts of 300 words on any subject, typing them into a word processor. The teacher prints them out, makes some corrections, and hands the corrected paper back to the students, who must then use the word processor to call up their original paper and correct it. This process is repeated several times; it is assumed that by making the students review their texts often, and by making them work only on some particular mistakes each time, they will improve their usage of proper English structure.

The presenter raised two problems: first, he does not know what to correct first, especially because in the next draft, the corrected portion may be eliminated as the student revises. Second, the students are not all at the same level of English ability. The presentation ended with a discussion of the problems of using CALL for English instruction at the university level in Japan.

Reported by Bernard Susser
Doshisha Women's Junior College

FACTORS AFFECTING THE ACQUISITION OF SECOND LANGUAGE PHONOLOGICAL COMPETENCE : CHILDREN VS. ADULTS

By Yasushi Sekiya

While adults experience difficulty learning the sounds and intonation patterns of another language, young children are often able to achieve virtually native-like pronunciation. In a dense but coherent presentation, Yasushi Sekiya summarized several of the most important studies of the last 20 years concerning differences between child and adult acquisition of second language "phonological competence." He identified five arguments that might account for the speed and ease with which children acquired L2 phonology: (1) the neurological argument, in particular lateralization, the localization of the language function in the left hemisphere of the brain; (2) the habit-formation argument, involving L1 interference; (3) the socio-affective argument, principally the learner's attitude toward and empathy with the second language and/or speakers of that language; (4) the cognitive argument, that is the development of the ability to think as an individual grows older; and (5) the input/environmental argument, involving the amount of exposure to

the second language. Of these five arguments, a combination of the second through fifth, that is, all but the neurological argument, play an important role in explaining child-adult differences in acquisition of L2 phonological competence.

Although Sekiya's talk was predominantly theoretical in nature, he briefly mentioned two areas related to teaching in his conclusion. First, adult competence may be slightly improved by encouraging intensive focused listening before production, thus increasing 'positive' habit formation and input. Second, as many researchers and teachers have stated, more attention should be given to the socio-affective states of language learners.

Reported by Patricia Dissosway
Hiroshima Shudo University

WAYS INTO POEMS: TEACHING LITERATURE IN A UNIVERSITY

By Richard Cauldwell

In his course in English literature to university students Mr. Cauldwell meets with the all too familiar situation of large numbers of student? and mixed levels of English competence. His success in dealing with these problems may be due to his aim as stated in the sub-title of his presentation, that he is teaching "literature and language." Too often, teachers of literature in a foreign language take the view that they must simplify the literature and lower their standards without recognizing that the teaching of literature in a second language is part of the teaching of that language. The same piece of literature is inevitably different to a second-language learner, so that it is not a matter of lowering standards, but of different and equally valid standards.

Mr. Cauldwell first creates a classroom environment which fosters cooperation and discussion among the students in working with the materials and exercises presented in the course of a lesson. Students are seated in groups of five around tables, each group forming a committee, the chairmanship of which rotates so that each member of a group will be responsible for reporting to the teaching and sharing information with other groups.

Poetry is approached in various ways depending upon the nature of the poem, but the presentation dealt with the use of riddles. Cauldwell uses riddles as mini-poems, consisting of a single question in simple everyday language. The riddle is discussed in each group and this sets the tone for investigating a bit of language in which understanding may involve detecting ambiguity on one or more levels of language.

The longer "riddles," the poems themselves, are approached beginning with division into

parts which are assigned to various groups for vocabulary work. Each group exchanges information with the others giving language practice where the focus is on the real task of sharing information rather than on the language itself. Chairpersons are questioned directly by the teacher to define something in the poem and the group discusses the question and arrives at an answer which is then delivered by the chairperson of the moment.

Each poem is approached in what seems to be the most appropriate way for that particular work. Focus may be on features of sound or the meaning of the title. Thus each poem is exploited as language at the same time that it is appreciated as literature.

Comments elicited from students indicate positive reactions concerning both the materials and the activities that afforded them unique opportunities both to experience modern English poetry and to share learning tasks.

Reported by George Deutsch

THE POLITICS OF ERROR CORRECTION: WHOSE ENGLISH IS IT ANYWAY?

By Clyde Moneyhun

Addressing error correction (EC), Clyde Moneyhun clearly stirred the passions of conferees by portraying EC as, at best, a worthless exercise, and, at worst, a despotic act. Drawing inspiration from such diverse sources as Mao Tse Tung, John Lennon and Karl Marx, as well as a host of TESL pedagogues, Moneyhun first set out to demonstrate that the student-teacher relationship is essentially a power-based one with the teacher possessing the upper hand. The responsibility of the teacher caught in this unfortunate situation is to behave benevolently.

Teaching "standard" language forms is, Moneyhun suggested, a dictatorial act tantamount to imposing the communicative means of subjugation on the language learner. Quoting Einar Haugen, Moneyhun asserted that standardized languages are the languages of successful power cliques, "the result of a concentration of political power, which establishes dominion over an area in which it is convenient for that power to have a single language for communication with its subjects." Or as Moneyhun himself succinctly put it, "Standard language is only a dialect with an army."

Eliciting from his audience a list of Error Correction pros and cons, Moneyhun went on to dispel some common assumptions about EC:

- 1) Correctness is a reasonable goal.
- 2) Correctness is a reachable goal.
- 3) EC is the means of attaining this goal of correctness.
- 4) EC is possible.

He suggested that as teachers we cannot know "correctness," therefore correction is merely personal opinion parading as some absolute. Next he attempted to demonstrate that EC is not even necessary for rapid target-language development. He cited as evidence two passages written by a Japanese English-language student; one simplistic, penned directly after high school and a dramatically more sophisticated one authored after 20 weeks in a composition class with absolutely no EC. Moneyhun declined to speculate on the learning dynamic that accounted for this student's startling progress without EC, but did not argue that EC is not a positive factor in language learning. "I don't think error correction will stop students from making errors. Students don't benefit, don't learn grammar through error correction," he said. "When you assign homework, are you looking for an example of the student's writing to point out her inadequacies, or are you looking for a piece of communication?"

The whole notion of "correctness" was called into question by Moneyhun, who offered an alternative. The act of communication, its success or failure, should be the measure of a student's progress, he said, not the student's ability to live up to some preordained standard.

Finally, Moneyhun questioned EC in terms of its ultimate humanity. "Mistakes are so much a part of them [students] that to correct them is a frontal assault on who they are. Mistakes are a part of their charm."

Clearly all participants in this session were moved: some gratified, some disturbed by Moneyhun's iconoclastic presentation.

**Reported by Brian Grover
YEA Kokusai Gakuin**

CLASSROOM-ORIENTED RESEARCH: PRACTICE TO THEORY

By Kevin Gregg

Kevin Gregg started his presentation by asking, "What is the relation between classroom research and second-language acquisition theory?" When we talk about classroom-centered research, we can talk about what happens in the class or we can talk about what happens in the heads of the students in the classroom. What we really want is an explanation of the knowledge that is acquired.

A second-language acquisition theory should explain competence in a second language. We are not concerned with performance, but with competence. For this we need an explanation, not a description. We have too much description as it is. Unfortunately, we also have description posing as explanation. The lack of an

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underlying theory leads to this emphasis on description over explanation. This is a trend away from basic theory. Many studies don't show how people acquire language. We lose sight of the prize, which is to develop a theory of language acquisition. So, where does classroom-centered research fit in?

In a theory-based research program there are specific places for classroom-centered research. One example is to study learnability conditions on any theory. Lydia White has done a study along these lines. Her research is the kind of

classroom-centered research that focuses on the prize instead of using the research to generate more hypothesis.

To establish a theory, we need to look at the target grammar (which must be generative), learning devices, the input **data**, and what kind of hypothesis the learner already carries. We don't need research that is consistent with a theory, but rather, research which proves or disproves a theory, asserts Gregg.

Reported by Rita Silver

DIARY OF A HIGH SCHOOL MAGAZINE PROJECT

By John Fry

In a well-organized presentation, John Fry of the Kyoto British Council outlined a magazine project he did with third-year junior high and first- and second-year high school students during an intensive summer English course. The 36-hour course was divided into 12 days of three-hour classes. The magazine project was introduced on Day 1 and continued until Day 12 when the students received the finished product.

Each of the students was responsible for contributing something to the project. The content was left completely up to the students. This was a key point. Fry emphasized the importance of the learners taking control. This enhances motivation, which enhances learning.

Students were allowed varying amounts of time each class to work on the magazine. Many students stayed after class or worked on the project on their own time. Students who

completed their contributions early encouraged those who were not finished. Everyone managed to turn in something.

Fry assisted when asked. Rather than edit everything, he concentrated on errors the students could self-correct. The emphasis throughout the project was on content. Students turned in all their material by Day 9. The magazine was laid out, edited and printed on Days 10 and 11. The **end** result was a magazine of original stories, games, pictures and drawings that reflected the students' interests.

Fry stated that successful group work allows learners to control the content, involves a definite product, gets everyone involved, and makes the outcome public.

Reported by Jerald Halvorsen
Hokusei Gakuen Girls' Junior and
Senior High Schools, Sapporo

INTERNATIONALIZATION OF THE ENGLISH LANGUAGE

By Mayuri Sukwiwat

Working in Japan, to some extent we become isolated from the English teaching that goes on in other countries. A good remedy for this is listening to teachers from other countries describe their situations. Mayuri Sukwiwat presented a good overview of the situation in Thailand. She presented the role English has played in Thai history, and then showed a video on an English-by-television project with which she is connected.

English seems to have played several pivotal roles in the development of Thailand. It has served in the country's modernization as a political equalizer, in its socialization as a social equalizer, and in its internationalization as an economic equalizer.

First, it served as a political equalizer because it kept Thailand politically independent. King Mongku (of The **King and I** fame) introduced

and started promoting English in the 1850s. He feared that the French might try to take over Thailand, and that that could be forestalled by adapting English. Secondly, it serves as a social equalizer because anybody can learn English. The demand for English ability is so great in Thailand that learning English can be the key to a better life. One no longer need be related to the king or come from a big city to be financially successful; even those from rural areas can learn English and get ahead. Finally, it serves as an economic equalizer because it allows Thailand to have commerce with the rest of the world, and Thailand receives much income from trade and tourism.

English in Thailand holds a position similar to that of English in Japan.

Reported by Scott Petersen

JALT '87 IN PICTURES., . . .

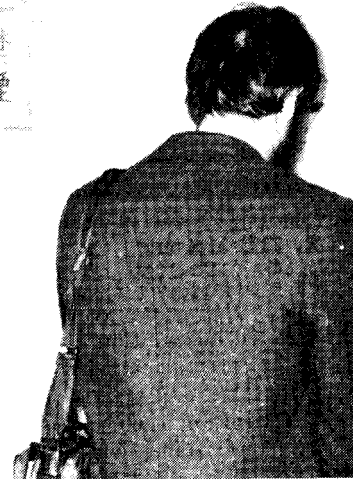
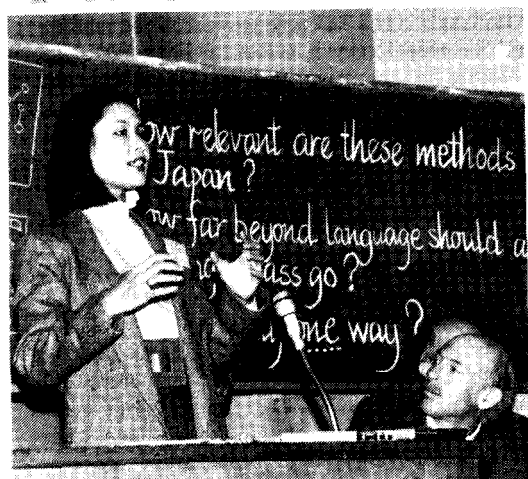
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COLLOQUIUM: JAPANESE AS A SECOND/FOREIGN LANGUAGE

Moderator: Naoko Aoki,
Sangyo Noritsu University

This first-ever JALT international conference colloquium on Japanese as a Second/Foreign Language brought together four presenters who are well-experienced leaders in the field and more than 65 who attended.

1) "The Silent Way: What Is It in a Nutshell?"
By Fusako Allard

Ms. Allard, of the Center for Language and Intercultural Learning, opened the three-hour colloquium by outlining the Silent Way, which she uses with her students at various levels. She emphasized that a learner-centered approach such as the Silent Way has been well supported by the research into child language acquisition and should be adopted in teaching JSL/JFL. Ms. Allard works on the assumption that language activities using the Silent Way are language functions in themselves unlike the activities related to conventional methods. The role of a teacher is to arouse the students' awareness so the students themselves naturally analyze and learn the language. It is, therefore, necessary to recognize the difference between "remembering" and "understanding." After 20 hours of intensive study, students acquire so-called "Kotodama" the spirit which is present in words.

**2) "Teaching Japanese as a Second Language:
The Present and Future Perspective"**
By Izumi Yamada

Mr. Yamada, from the Agency for Cultural Affairs, suggested that JSL/JFL should be taught based upon personality and reason while at the same time considering cultural differences. He gave three concrete examples of confusion caused by cultural and personal (individual) differences which he had experienced in China. It is necessary to recognize both the understanding and misunderstanding in actual communication. Teachers should change their attitude that teaching a language in itself is the only important objective, and recognize the additional importance of understanding cultural differences.

**3) "Building New Schemata:
Learning Process in Japanese"**
By Keiichi Koide

Mr. Koide, of Sangyo Noritsu Junior College, outlined the metarecognition theory, which stresses self-recognition through learning a language or communicating with others. It is necessary that knowledge is well arranged to make metarecognition theory work and that teachers should understand what is happening in the learners' mind while making good use of their learning experience.

**4) "Teaching Japanese as a Second or Foreign
Language: L2 Acquisition Perspective"**
By Kensaku Yoshida

Exceeding the scheduled time, Mr. Yoshida, of Sophia University, enthusiastically made a claim for the interlanguage (learner language) theory. He stated that it is quite useful to analyze the language structure by paying attention to which stage of the learning process the learner is currently in. He gave some examples from his research of applicable strategies in teaching a language. The purpose of his research has been to ascertain how problems in communication can be solved or what to do to facilitate smooth communication. He reported successfully teaching expressions such as "I have a question" without thinking of the meaning by utilizing unanalyzed expressions. If a failure in the motivation of communication is found, pidginization is caused.

After each panelist had presented his/her points of view, some questions were raised from the floor. The moderator, Naoko Aoki, mentioned that it was quite useful to discuss the topic in order to improve current methods of teaching by examining them from different angles.

Reported by Kazunori Nozawa
Toyohashi University of Technology

COLLOQUIUM: NEW ORIENTATIONS IN READING

Moderator: Robert T. Henderson

Learning to read with comprehension and speed is especially important for learners of EFL or of any language not spoken where it is taught, as they have little need or opportunity to use the target language outside the classroom. In his introduction to this three-hour colloquium, Robert T. Henderson, director of the University of Pittsburgh ELI, Tokyo, asserted that readers should be able to form a mental image as close as possible in cognitive and emotional content to what the writer intended to convey. To this end they should be able to interpret the written word as directly as possible without their understanding being slowed down or impaired by such detours as vocalizing or, especially, translating.

Though the process of reading is hard to observe, and there are vast differences in reader ability, overall language proficiency vocabulary, grammar, writing style - affects reading at any level. One can teach specific perceptual reading skills such as how to identify and combine letters, words, and chunks, as well as sound-symbol correspondence. In "bottom-up" processing, the teacher starts with the text, asking students to relate it to old information, organiz-

ed into schemata, which they already possess. "Top-down" processing taps background knowledge to get students to anticipate what they are going to read. Henderson urged teachers to help develop learner skills that can be used after a course is over. Materials may be authentic or simplified, long or short, extensive or intensive. The accompanying activities might be student-centered, to relate to students' interests and abilities and to help instill a lasting fondness for reading.

1) "Skills Development: Is It a Red Herring?"

By Peter Viney

Oxford University Press' Peter Viney began his talk by noting that asking comprehension questions, a typical "skill-building" device, though it uses language, doesn't work on reading. "Would a parent reading to a 6-year-old ask comprehension questions?" While some people, he noted, are natural, even obsessive readers, others don't have the habit, at least in L1. Certain readers are obsessed in another way - they strain to understand every word. Though full comprehension is a goal of intensive reading, one purpose of which is to contextualize language, FL readers are benefited by being taught that truly skilled readers don't read everything, but try to get the gist of a passage and to infer the meaning of unfamiliar expressions from context. The teacher can foster such extensive-reading skills by pointing out that they are probably employing them in their L1 (if not, a newly-acquired L2 reading habit can be transferred to one's native language) and through such activities as jigsaws, clozes, and matching newspaper stories with headlines and topic areas.

The JALT '86 colloquium on literature and EFL and JALT '87 presentations by Aran, Cauldwell, Gray, Rodgers, Royal-Dawson, Shishin, and Trivedi notwithstanding, Viney called "the heritage of literature" no longer a major purpose in EFL study, yet came out in favor of authenticity in reading materials. To simplified readers ("an insult") he prefers original stories written for EFL students. These can be lexically graded, making ample use of 80-100 "international" words (such as TV, ice cream, computer) and syntactically simple. Though some children develop reading skills through phonics and/or grammatical knowledge, there are too many rules to cope with, and reading aloud, particularly in front of a class (although paired reading aloud may help), and grammar-based exercises often destroy reading. "Teachers, parents, and priests all need to read aloud, but students don't. Still, students can develop an instinctive awareness of punctuation by being read to dramatically. They will pay less attention to taped material but multiple voices and skilled actors can help draw in the advanced listener and recorded material may better suit the non-native teacher,

2) "Intensive/Extensive Reading at the Advanced Level"

By Karen Lupardus

At Okinawa Kokusai (International) University Junior College, Karen Lupardus teaches intensive/extensive reading at the advanced Level to non-English-major adults bound for universities in the U.S.A. Finding certain reading texts too grammar- and "skill"-oriented and directed at students with multiple first languages, she and Mikio Shiroma of the University of the Ryukyus developed materials which students could use at their own pace while reading 15-20 pages a week of James Michener's *Centennial* (600 pages completed in two semesters), Frederick Forsyth's *The Odessa File* (334 pages, 1½ semesters), and Sherwood Anderson's *Winesburg, Ohio* (250 pages, to be completed in one semester). Her multiple-choice items, about one per page of text and numbered according to source pages for ready reference, are usually direct, content questions, paraphrasal rather than word-for-word quotations, that can be answered correctly by careful reading of both the item and the text. Chapter summary quizzes are 700-1,000 words, with 30, 40, or 50 "blanks" which vary in grammatical form and may include phrases. To fill 50 blanks, a list of 60 words and phrases, broken down into phrases, proper nouns, numbers and abbreviations, and other single words, is supplied. Such a quiz ensures that even those who haven't read a chapter completely will at least get a summary. Students who finish ahead of time and turn in this quiz are excused from attending class until the next one is due. A preview quiz was used for *The Odessa File*, drawing on the author's preface, foreword, publisher's note, etc. For *Winesburg, Ohio*, in addition, the students read encyclopedia entries for the text and author. The quizzes can be answered in competing groups; Shiroma uses them for translation into Japanese. To summarize his and Lupardus' work :

Activity	Provided by
extensive reading	the text
intensive reading	multiple-choice items
scanning/broad content	summary quizzes, "board dictation"
translation	optional use of summary quizzes
discussion	defense of responses

3) "Reading Without Translation"

By Tony Boys

Though noting that students have different reading strategies and so require individual instruction and encouragement, Tony Boys endeavors to wean his students at Ibaraki Christian College away from their native language, yet get them to use the L1 reading skills they have. He wants them to ascribe meaning directly to the English, put up with less than 100 percent com-

(cont'd on page 13)

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prehension, and use more "top-down" processing. They have a semester to finish reading the short novel each has chosen from five offered. Students on the same novel form groups to help one another look up words, review and discuss it, and ask the teacher for help. Each keeps a reading notebook in which to record truly unfamiliar words, ones which prove impossible to infer from context. Students make graphs of the number of words per text page that they choose to put into their notebooks.

To discourage subvocalizing, a practice indulged in by 83 percent of the students he investigated, Boys had them time themselves each week and record the number of words read in one minute, both aloud and silently. The resulting graphs showed that reading aloud slows down all, but particularly the "ideal" readers, those who can silently exceed 250 words per minute. Exceptionally fast readers more closely approached silent speed while reading aloud but the disparity was enough to convince them to give up reading aloud after nine weeks. The graphs for four weaker groups, including all the habitual subvocalizers, showed silent reading barely superior to reading aloud at virtually all points in the school term.

In addition to the main novel, students were expected to read three or four "guided" (graded) readers per semester and write a brief report on each. Accompanying tapes, if available, could be borrowed. Boys does not base his course on graded readers as he believes that graded-reader skill transfers only to more graded readers and not to the real thing, and students prefer authentic materials. He does feel, though, that simplified materials are superior where the aim is listening and speaking.

His examinations are open-book. A sample question, such as the one included in his two-page, B4-sized "class pamphlet":

Look at pages xx, xx, and xx. There are hints. Say in your own words what you think the story of Jonathan Livingston Seagull means. Give examples from your own experience and daily life.

4) "New Orientations in Reading Theory"

By Mary Finocchiaro

Mary Finocchiaro stressed the value of pre-reading activities, which build new schemata and activate old ones. With movies, slides, or pictures, in L1 or L2, the teacher teaches about the topic. Context is given for new or difficult vocabulary; word associations, synonyms, antonyms, definitions are used. Students are asked to make sentences and in general to ask questions. "They can't always decode the meaning from the context, so it's all right to use the L1 once to translate it for them. Only don't let L1 become a prop!"

No text, she asserts, carries meaning by itself. Though we can't negotiate with the author, we can interpret as we want. New material must be compatible, congruent with schemata, which are previously-acquired knowledge structures. When it is not, all we have is "input," which the brain may reject. A schema permits the brain to absorb, thus providing "intake."

In bottom-up processing, which starts with specifics, a schema may have to be constructed from the details of the already-presented text. Top-down processing, which Finocchiaro maintains should occur simultaneously with bottom-up, facilitates comprehension because the schema is set first. Learners' expectations can be generated by discussion at the beginning. Schema theory and the "language-acquisition device," she said, are based on background knowledge, innate mental capacities, and processing strategies. Material should proceed from the simple to the complex and be coherent, cohesive, congruent, and consistent. Culture-specific material requires cultural information. To motivate students, she says, "first give them a feeling of belonging to their own culture. A reader should find pleasure, identity with his own culture (as a base for exploring another), and identity with himself."

Reported by Jack L. Yohay
Seifu Gakuen, Osaka



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COLLOQUIUM: BILINGUALISM

Moderator: Jim Swan

The colloquium on bilingualism provided four excellent presentations and reflected the increasing interest this subject has for JALT members.

1) "On the Loss of Second-Language Skills"

By Tamara Swenson

After an introduction in which "language loss" was explained, Ms. Swenson told us that researchers are more interested in what leads to language acquisition than in what leads to language attrition. Language loss has essentially been regarded as the opposite of language acquisition. However, this view is overly simplistic, and in an effort to provide more insight into what is occurring during this attrition stage, she and Dr. James Patrie have been studying returning students from abroad (Japanese mother-tongue subjects of elementary and junior-high school age) at the Tennoji ECC in Osaka. The language program is labeled "Language Preservation Program"; however, as Ms. Swenson remarked, "all teachers are unanimous in agreeing that language skills among the subjects are decreasing, not being 'preserved.'" Therefore, research is continuing with the assumption-hypothesis that there will be a decrease in language skills. At present, the students have reached a stage of "fossilization," where they have stopped developing, and have plateaued," but Ms. Swenson stated that some may soon fall off the plateau. As another study has shown that, in general, children retain their competence in L2 after returning, Ms. Swenson and Dr. Patrie's ongoing research seems particularly relevant, especially at a time when recent media attention has been focusing on the problems of such returnees to the Japanese school system.

In answer to one of the many questions, perhaps it is more difficult to retain linguistic competence in the second language after returning, due to the secular and insular nature of the Japanese educational system. Peer pressure kept two returnees from speaking English together in front of their fellow students, although they often spoke English together when distanced from their peers. Through T-unit analysis of diary entries of one 13-year-old Student A, it was shown that A's language level has become lower, and there is a definite, very noticeable trend to lexical immaturity. However, A has shown increasing syntactic maturity. She spent six years in Maryland, from kindergarten through the fifth grade. The study is ongoing, and as one of the questioners mentioned, if A continues in the Japanese educational system, with the phonological and lexical base already embedded, we may see a turnaround sometime in the future. However, Ms. Swenson reiterated that one hour per week was too little to reinforce

and perpetuate the language skills acquired while being educated abroad. It was pointed out that while the hypothesis was stated to support a gradual, holistic weakening of the interlanguage syntactic system, paradoxically, teachers involved in the program were, quite naturally, attempting to maintain and increase skills.

2) "Biculturalism, Bilingualism and Language Learning among Japanese Immigrants"

By Barry Natusch

Dr. Natusch reported on a survey he made in New Zealand on the relationship between cultural adaptation and L1/L2 use among Japanese company employees' wives ("J" group) and interculturally married Japanese women ("Inter" group). For the purpose of time and clarity, Dr. Natusch compared only the results of these two groups in his handout.

In a series of eight tables, he presented the following data: The percentage of group J which had no religious affiliation was 93.1 in comparison to 65.9 in the Inter group. Not surprisingly, we would expect this to follow the conformist image of the average Japanese businessman's wife, and expect the Inter group to show a lot more variation in terms of personality, life history, and strong socio-cultural and linguistic adaptability. This trend appears throughout the survey. Using a cultural adaptation model proposed by Taft (1977), only 55.2% of the J group feel more comfortable living in New Zealand rather than in Japan, while 76.6% of the Inter group seem to be adapted to New Zealand life. All J group respondents hold Japanese citizenship, while only 63.9% of the Inter group have retained their Japanese citizenship. FSI scores reflected that the J group, with a 1.310 mean FSI level, approximated English language skills at a level where they should be able to order a simple meal or pick up travel tickets. In contrast to this rather rudimentary level of English, the Inter group, with a mean FSI level of 2.657, had enough fluency to be able to talk about jobs, everyday events without hesitation, and perhaps, although limited, were able to discuss professional topics. Dr. Natusch restated that the Japanese wives, being married to Japanese husbands, quite expectedly didn't have as much opportunity or access to English as did the far more fluent Inter group, where language interaction was far more frequent. Dr. Natusch also discussed language loss. The percentage in each group who felt their Japanese language had suffered some attrition was 44.8% for the J group and 80.8% for the Inter group. And an interesting result, of those who claimed some attrition, 84.6% of group J identified writing kanji as the main problem. This was compared to 73.6% in the Inter group. We were surprised to discover the speaking-skills attrition was

deemed less important than writing-skills loss. Compared to the Inter group, the J group reflected 100% Japanese-use between husbands and wives, which is hardly more than natural. However, in the data on language shift and language maintenance, we found that a little English was coming into the home via the children, which is also natural. The Inter group showed more independency in strategies preferred for learning English by selecting other methods (books, newspapers, radio, TV, study with a tape-based course, etc.), than the J group, which primarily preferred the face-to-face approach of socializing with a native speaker.

Subjects were taken from the three big cities in New Zealand. Each city had a "Queen Bee" (wife of the highest-ranking businessman), who in turn, provided an introduction-network to all the other interviewees. One of the main problems with data collection, however, seemed to be in the "Ningen-kankei" - human relationships - sphere of interaction among the participants living abroad. Jealousy among the interviewees was an irritant in data collection. Group mentality and resisting those outside the group was a difficult factor to overcome in completing this research.

In conclusion, Dr. Natusch hypothesized that language learning goes through a kind of pidginization process and that interactive skills should be included in curriculum design for migrants. In such language learning programs, sufficient attention should be paid to the entire area of socio-cultural behavior patterns (Dr Natusch discussed kinesics as one noticeable difference between the two groups). This might lessen the kinds of cultural shock and irritants that made 62.1% of group J respond with disfavor to those New Zealanders who do not rinse their dishes or 41.4% of group J who responded with dislike to those New Zealanders who cup their handkerchiefs between their hands and make a loud noise when blowing their noses. Perhaps a little cultural preview might be good for anyone going to New Zealand.

3) "My Own Children Can't Speak English" By Karen Takizawa

As the title suggested, this presentation was an insight into a problem, the magnitude of which was reflected in the myriad questions asked and personal experiences cited by the audience. Ms. Takizawa subtitled her speech: "How the JALT Conference Saved Me," and as this was to be the third part of her speech, her conclusion was eagerly awaited. She gave a thorough review of a survey of "mixed" families in Nagano Prefecture (having little L2 input), after beginning with a history of her own two boys. This history was quite detailed, as she had recorded all of the linguistic history of her eldest son.

It was interesting to note the progress, regress, and traumatic experiences involved in this history, recorded from age 12 months to 4 years. The third trip to the United States for the eldest son resulted in his stating upon his return to Japan that he "never wanted to go to the States again," and this has been his attitude up until recently. He is now 7. At this point in the presentation questions and personal anecdotes started pouring in.

Such a forum is advantageous, because as shown through a show of hands concerning the bicultural, bilingual family makeup, most of the audience had a vested interest in the topic. Ms. Takizawa deserves a lot of credit for keeping the interest of all concerned as well as for her astute comments. This survey of Nagano families showed that there are many concerned parents in Japan with the same problems, and this presentation underlined the fact that vital awareness and exchange of opinions are necessary. Ms. Takizawa's presentation time was too short, but one of the more interesting concluding aspects was the admission of mistakes and the openness to share those mistakes with the audience, and the ability to build upon them, including putting more emphasis on direct L2 input into the child's home environment. Her personal solution was to use TPR in the home, a tip picked up at a JALT conference, hence the "How JALT saved me." This focuses on low stress and movement, provides the children with "Mommy's English Classes," and gets them into the habit of being spoken to so they can understand. There are many cases in Japan where one parent is absolutely incapable of communicating in any language with his or her own offspring, and this presentation, far from being superficial, has psycholinguistic ramifications for all foreigners who decide to live in Japan and to raise a family. "Don't sluff off!" were reassuring words to hear for those who advocate more direct input. As Ms. Takizawa noted, this was a recent point made by Ms. Yamamoto in the September 1987 issue of *The Language Teacher*, in an article entitled "Significant Factors on Raising Bilingual Children in Japan."

The idea of insisting on passing along the gift of one's own native language to one's child caused a surprising amount of discussion at the first Bilingual/Bicultural Colloquium three years ago. And here again Ms. Takizawa reinforced this viewpoint. According to audience comments, it may be, in Japan, that because of the particular nature of the language environment, and the relationship between L1 and L2 in the home and outside, it is necessary to provide for more reinforcement of L2, which in this case was English. This would depend, of course, on the fluency of both parents in each language.

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4) "Causes of Silence"

By Rudolph Reinelt

Accompanied by videotaped selections, Mr. Reinelt offered the audience some clues as to what is occurring in the difficult and nebulous area of teacher-student communication in large classes. What tends to be a taboo in Germany or another country, may be an expected norm of behavior in Japan. Mr. Reinelt showed us that when silences occur, different strategies should be put into operation, but, above all the silences should not be a source of embarrassment for teacher or student. Silence is integral to traditional Japanese cultural behavior patterns. Mr. Reinelt's handout informed the audience of several behavior patterns, such as using certain forms of sitting in class to avoid being spoken to, co-operating in finding answers to situations where speaking is necessary, and integrating rules for speaking, which can be different within school and outside, even contradictory within one institution.

Although this presentation was interesting, and Mr. Reinelt should be commended for providing a thoughtful half-hour, it was difficult to see what exactly this topic had to do with the title of the Colloquium.

Mr. Swan, the moderator, then called for more and strengthened emphasis to establish some form of network through JALT to provide the needed communication in the area of Bilingualism/Biculturalism. The process of setting up such a network in the future, be it linguistic or social service-oriented, or both, may have gotten off the ground due in part to a questionnaire which the audience received. This survey, and any other information concerned, can be had through contacting James Swan: Aoyama 8-122, Nara 630.

On a personal note, this reporter felt quite fortunate to attend such an enriching afternoon session. Such colloquia, especially in special interest areas, can provide needed professional interaction.

Reported by Gordon Ratzlaff

SPECIAL ISSUE ON TEAM TEACHING

The editor of the August 1988 special issue on Team Teaching would appreciate receiving descriptions of teaching and management techniques which have proven useful in FL classes co-taught by a native speaker and a local non-native speaker, preferably Japanese. Send them to Jack Yohay, 1-111 Momoyama Yogoro-cho, Fushimi-ku, Kyoto 612.

FINAL PANEL

The last session of the conference was the Final Panel, with all the keynote and featured speakers giving their opinions on the topic "Motivating the Learner and the Teacher." Prof. **Richard Day** of the University of Hawaii and of Ashiya was the moderator. He started off by giving a brief overview of many of the common questions that are often posed about motivation. Is it the responsibility of the learner or of the teacher? What is the relationship between motivation and learning? How do the long-term and/or short-term goals of the learner affect learning? Which is more useful in promoting language learning, integrative or instrumental motivation?

Following Day's introduction, each guest speaker was invited to speak briefly on the topic. **Dick Allwright** expressed the point of view that motivation is important at the end of a learning program as well, though this is something often overlooked. In fact, motivation may be "more important as an outcome rather than something we need to start out with." If students finish a course in foreign language instruction not having learned very much and additionally not wanting to learn more, then surely we've failed. Dick also asked about the ethical problem of motivating students to study a language to the detriment of studying other subject areas in school. Finally, he ended his contribution with a word of advice: don't give easy tasks that will guarantee success; students seem more motivated if the task seems impossible.

Catherine Walter spoke next about the improbability of integrative motivation pushing students to study foreign languages in such countries as Japan and France. She cautioned us nevertheless, reminding us that each teaching situation has its particularities, making generalizations unwise. However, one source of motivation that is often overlooked is the class itself. If students feel a particular class, with students and teacher(s), has been good, then that will carry over and make the students more receptive to English in succeeding classes and into the future.

Motivating the teacher, the other half of the topic, was briefly addressed by Prof. **Gerhard Nickel**, who joked about the reason he had become a teacher: out of revenge against a certain professor he had had at the University of Vienna. Nickel spoke about the role of entrance examinations as a motivating factor for Japanese students; unlike students who have experienced a "good class," being motivated thereafter to learn more, students studying solely for exams may cease learning once they are free of that extrinsic pressure.

Mary Finocchiaro brought up several points, using the letters of the word "M-O-T-I-V-A-

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T-I-O-N" to introduce them. She stressed the importance of the students' understanding the language they are studying, the need for objectives of language programs that meet the needs of the community, and the need for awareness among teachers of the cultural, spiritual, and ethical values of their students. The attitude of the teacher towards the learning situation should be such that students come out of the classroom "feeling ten feet tall." Finocchiaro reminded us that the perfect textbook can not be written, and that there should be integration of language study with other subjects as well as building on other skills our students already have. Finally, she reminded us of something that often gets forgotten: that teachers as well as students have needs. Maslow's five basic principles apply to teachers as well: to feel secure, to feel esteemed, to have the freedom to discard practices that are not useful for language learning.

Peter Viney spoke next about the importance of grading tasks, particularly for beginning-level students, and of building the confidence of the students by being careful about overcorrection of errors. In particular, Viney brought up two things he believes we need to do to increase motivation. First of all, we need to open the doors of the classrooms to have more peer observation. Secondly, we must change teachers' attitudes so that they get over this idea there is some perfect methodology. He stressed the point that people motivate, not theories, and it's most important to retain the feeling of excitement in the classroom.

The last speaker was **Mayuri Sukwiwat**, who agrees with Peter Viney in that motivation has to do with people. Sukwiwat explained what motivated her to come to JALT '87: the letters from the JALT '87 Program Chair, the fact that speakers such as Mary Finocchiaro and Gerhard Nickel were going to attend, and the 100 years of friendship between Japan and Thailand. Mayuri went on to talk about one teacher of her own language she had had many years ago. Mayuri felt she learned a lot from her and so when she feels she is learning a lot, she is motivated to learn more. The essential key, in her opinion, is that it's the people; the relationship is a circular one of teacher and students influencing each other.

A question-and-answer period followed with a still full auditorium raising points about motivation and such related topics as the problem of motivation inside the Japanese university system for students and for teachers. With the topic of motivation, cultural values and community needs naturally arise, as teachers and students alike struggle for some insights that will help in the constant, yet infinitely fascinating struggle of learning and teaching language.

Reported by Virginia LoCastro
The University of Tsukuba

JALT'87年次国際大会発表報告

討論会：実践的日本語指導のいろいろ

(COLLOQUIUM: CLASSROOM TECHNIQUES FOR JAPANESE LANGUAGE TEACHERS)

効果的な日本語指導法を求めての4人の先生方の実践発表、学習者から見た望ましい日本語教師像の調査発表、参加者を交えた討議——三時間に及ぶ、実践的示唆に富んだ、また外国語教育の本質に触れる奥深い討論会の要約は、以下のようである。

1. 「文化紹介を織り込んだ日本語指導」 近野靖子

米国で日本人子弟に日本語を教えた時、言葉と同時に日本の行動様式も教える必要性を感じ、両親の協力も得て、役割練習等を通して教えるようになった。現在、①習字(好きな言葉を毛筆で書かせ、言葉の背景、季節感等も教える)、②歌舞伎鑑賞等、本物の文化に触れさせる、③教室外での買物、見学、④日本人へのインタビュー等の課題で、実際に日本語を使い、日本の暮らしに接する機会を与える、⑤自分の得意な分野で日本文化の研究発表をさせる、⑥背景の異なる生徒にゲーム等を通じて、考え方の違いに気づかせる等の方法を工夫している。言葉と切り離せない文化の指導を積極的にとり入れることにより、生徒に学習意欲をもたせ、また外国語教育の究極目的—異文化理解、異文化に対する柔軟性を目ざしている。

2. 「書く楽しみを与える」 北澤美枝子

多様化する生徒の要求に応えるには、時間的に制約が少なく、個々の生徒と接触ができる作文の課題が効果的である。レベルに応じて将来の予定や実際にしたことについての作文、日記、手紙、物語、思い出、要約、説明文、小論文等を課すが、その際、作文が教師と生徒間の本物のコミュニケーションになるよう様々な注意をしている。①題を選択させ、書く気を起こさせる、②本当のことを書くようにさせ、題材を生徒にとって、身近なものにする、③同じ題で教師も書き、相互通行にする、④教師は添削よりも感想を書くことを重視し、生徒との心の交流を図る、⑤学期始めに課題一覧表を配り余裕をもたせる、⑥既習事項が使えるよう時期に気をつける、⑦手紙は実際に投函させ、返事も郵送する、⑧文集を作る時は、生徒の許可を得る等に注意を払い、評価の面でも書く努力を評価する、励ましの言葉を書く等、生徒との相互の意志の疎通を軸とした作文指導を実践している。

3. 「楽しい聞きとり」 堀歌子

参加者を「生徒」として、テープを利用した楽しいゲームを紹介した。①ニュース放送と質疑応答(取捨選択して聞く力を養う)、②聞いた内容を絵に描く、③説明に合うマンガの場面を選ぶ、④重要点をメモして、「結婚相手」と想定した人物をあてる、④短い話を各自一部ずつ暗誦させた後、グループになって各部分をつなぎ合わせ、話を作りあげる、⑥歌詞を書きとる等、ゲームを楽しみうちに、積極的に聞きとる力を養って

いけることを、参加者が体験して知った。

4. 「初級会話における状況提示の仕方」 井海智子

英語で解説を担当する教師とのteam-teaching、主に演習を担当する日本人教師の役割と、その方法についての説明である。演習の時間は、英語の説明は一切なく、カード、模型、実物等の視覚教材を使って状況を提示し、それに合わせて、日本語を言わせたり、質疑応答をしたりする。その際、教師は、①演習の目的を明確にする、②状況の人間関係(上下、親しさ等)をはっきりさせる、③口頭練習と同時に実際に行動もさせる、④よく聞き、誤りは訂正する、⑤自然な速さで話す、⑥指名に工夫をする等に注意する。

5. 調査発表「教師に望む」安達幸子、市川薫、品田潤子

日本語を学ぶ在日外国人約700人を対象としたアンケート及びインタビューの結果、学習者から見た日本語教師に必要な条件は、次のようになった。()内は必要だと考える人の割合である。(1)学習者の必要に対応する柔軟性 (91%)、(2)楽しい授業 (89%)、(3)標準

的な日本語を話す (88%)、(4)幅広い知識 (79%)、(5)学習以外でも相談ができる (63%)、(以下略)。学習上最も重要な要素としては、学習者自身とした人が50%と多かったものの、教師とした人も38%もあり、教師の役割の大きさが感じられる。教師は生徒のために何ができるかを常に考えながら、背景や要求が多様化した生徒に応ずる工夫をし、よりよい日本語教師をめざしたい。

内容の濃い発表の後、発表内容への質疑応答、多様な生徒への接し方、教師の個性と生徒の反応、楽しい授業と学習効果、説明と演習の時間配分、生徒数、生徒の背景、日本語教師の身分の問題等、活発な議論が予定時刻を越えても続いた。日本語教育、ひいては外国語教育の原点と、実践的技術の両面に触れた、実り多い討論会であった。

報告者 小松崎道子

(Komatsuzaki, Michiko)



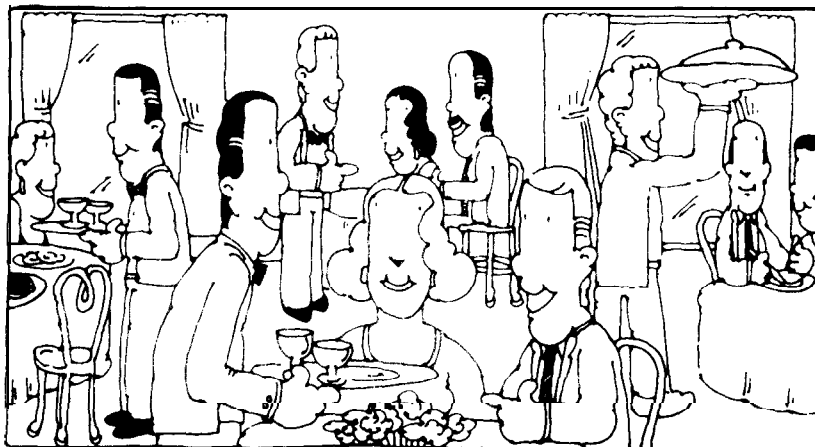
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SPECTRUM

Look who's talking!



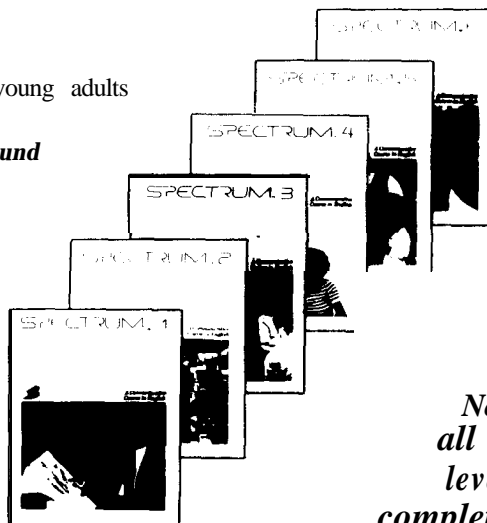
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JALT News

Our apologies to the President.

There was a mistake made in the January listing of the National Executive Officers (1988). The President's address should be as follows:

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

COMMITTEE CHANGES

Harold Melville has become a member of the Financial Steering Committee.

Ruth Vergin has become the Chair of the Financial Steering Committee. Her address is Ehime Daigaku, Nagato Shukusha 253, Higashi Nagato 4-3-1, Matsuyama-shi, Ehime-ken 791. Tel.: 0899-25-0374.

JALT MEMBERSHIP AWARDS FOR 1987

The results are in! Congratulations to the Sendai Chapter, which won the first-place award of a chapter program at JALT-National expense, and to the Chiba Chapter, which gets half of the same for coming in second. The winners were determined by comparing the total members in every chapter on Dec. 31 of 1986 and 1987, with the total of new members acquired through the annual conference subtracted to offset any advantage of being located near the conference site.

FINAL MEMBERSHIP FIGURES FOR 1987

The final membership figure for 1987 is 3,322 members, an increase of over 500 from last year's final total of 2,813. This figure includes 3,118 chapter members, 99 overseas members, 77 associate members, and 28 institutional subscribers.

JALT FINANCIAL UPDATE

STATEMENT OF FINANCIAL CONDITION 12/31/87

ASSET ACCOUNTS

Cash			
Cash In Bank Accounts	12,410,435		
Cash in Postal Accounts	2,552,080		
TOTAL CASH		14,962,515	
Accounts Receivable			
Associate Member Receivables	5,036,275		
Internal JALT Receivables	138,050		
Other Receivables	110,090		
TOTAL RECEIVABLES		5,284,415	
Fixed Assets		1,180,874	
Current Assets			
Short-term Assets	260,157		
Advances	1,050,000		
TOTAL CURRENT ASSETS		1,310,157	
			=====
TOTAL ASSETS			22,737,961

LIABILITY AND EQUITY ACCOUNTS

CURRENT LIABILITIES			
TOTAL CURRENT PAYABLES		2,806,908	
Chapter and Committee (Internal) Payables			
Executive Committee	1,349,879		
Publications Committee	94,706		
Audit Committee	3,810		
Conference Committee	46,038		
TOTAL COMMITTEE PAYABLES		1,494,433	
Chapter Payables		486,333	
TOTAL INTERNAL PAYABLES		1,008,100	
Long-term Liabilities			
Dues Paid in Advance		8,286,800	
TOTAL LIABILITIES			12,101,808
FUND ACCOUNTS			
General Fund (1/1/87)		11,356,731	
Loss for Year		720,578	
TOTAL FUND ACCOUNTS			10,636,153
			=====
TOTAL LIABILITIES AND FUND ACCOUNTS			22,737,961

STATEMENT OF REVENUE AND EXPENSES
12/31/87

REVENUE

Publication Advertising		
<i>The Language Teacher</i>	5,102,800	
JALT Journal	150,000	
TOTAL PUBLICATION ADVERTISING	<u>5,252,800</u>	
Membership Dues		
General Memberships	11,573,896	
Associate Memberships (94 full year)	3,987,044	
International Memberships	470,046	
Subscriptions	<u>216,400</u>	
TOTAL MEMBERSHIP DUES RECEIPTS		<u>16,247,386</u>
Conference and Programs		
JALT '87	16,763,881	
Summer Seminar '87	921,000	
Testing	817,100	
Other Programs	<u>0</u>	
TOTAL CONFERENCE AND PROGRAMS		<u>18,501,981</u>
Miscellaneous Receipts		<u>1,648,463</u>
TOTAL REVENUE		<u>41,650,630</u>

EXPENSES

Administration and Publications		
Administrative and Editorial	5,552,735	
Office Expenses	2,839,460	
Foreign Meeting Expenses	1,537,915	
Other Committee and Audit Expenses	357,130	
Newsletter / Journal Production	<u>11,226,141</u>	
TOTAL ADMIN., EDITORIAL, AND MEETING		<u>21,513,381</u>
Chapter and Other Grants		
Chapter Transportation Grants	2,952,810	
Chapter Lump Sum Grants	2,866,483	
Chapter Other Grants (Inc. Nat. Off. visits)	393,654	
Membership and Other Grants	<u>2,235,661</u>	
TOTAL CHAPTER AND OTHER GRANTS		<u>8,448,608</u>
Program and Conference Expenses		<u>10,904,315</u>
Miscellaneous Expenses		
Equipment Maintenance and Supplies	311,510	
Miscellaneous Expenses and Depreciation	<u>1,193,394</u>	
TOTAL EQUIPMENT AND MISCELLANEOUS		<u>1,504,904</u>
TOTAL EXPENSES		<u>42,371,208</u>
1987 LOSS		<u>-720,578</u>

NEW OFFICERS

Please note phone numbers are HOME phone numbers unless otherwise indicated. Consult the January issue - or our membership listing update, in this section -- for work numbers.

Sapporo Chapter

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

Recording Secretary: Mary Virgil
Riverside Haimu #401, 1-21-2 Hiragishi
Toyohira-ku, Sapporo 062
011-842-6091

Treasurer: Eiji Suenaga
Minami 6, Nishi 23, Chuo-ku, Sapporo 064
011-563-2774

Membership Chair: Jerald Halvorsen
2-11-1 Atsubetsu, Kita-1-jo
Shiroishi-ku, Sapporo 004-22
011-891-6320

Publicity: Machiko Horiuchi
6-11 Sumikawa, Minami-ku, Sapporo 005
011-582-6754

Facilities: Tomoshige Yamashiki
1-25 7-9 Shinkotoni, Kita-ku
Sapporo 001
011-762-6253

At-Large: Hiroko Enyo
#607 Tobundo Bldg., North 11
West 4, Kita-ku, Sapporo-shi 001
011-758-5648

Taiko Sugiwaka
#502 Lodge Makomanai, 2-13 Midori-machi
Makomanai, Minami-ku, Sapporo 061-21
011-583-6450

Aomori Liaison: Steve Wilkinson
Frost English Center, 2-12-24 Nagashima
Aomori 030
0172-33-8206

Morioka Chapter

President: Robin Sue Alexander
80-1 Koriyama-eki, Hizume
Shiwa-cho, Shiwa-gun, Iwate 028-33
0196-72-2166

Recording Secretary: Kumiko Shinomura
Hakke 1-10, 3-chiawari, Shizukuishi-cho
Iwate-ken 020-05
0196-92-3043

Program Chair: Mikio Sasaki
157 Kamitanaka, Wakayanagi
Isawa-cho, Isawa-gun, Iwate-ken 023-04
0197-46-2025

Treasurer: Akira Otomo
335-B Hanokizawa, 13 Takizawa-mura
Iwate-gun, Iwate-ken 020-01
0196-88-1840

Membership Chair: Natsumi Onaka
20-25-409 3-chome Honcho-dori
Morioka-Shi, Iwate-Ken 020
0196-54-5410

Publicity: Colleen Melloy
Rikuhoku Mansion #607, 1-9-2 Kitayama
Morioka-shi, Iwate-ken 020
0196-23-0891

Sendai Chapter

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#1-407 Nakae Jutaku, 2-15 Nakae,
Sendai-Shi
0222-24-3796

Recording Secretary: Jane Mc Murrer
1-8 Hvojin-yokocho, Kawauchi
Sendai-shi 980
022-264-4878

Program Chair: Tomoo Mizuide
1-13-11-1225 Hachihonmatsu, Sendai-shi 982
022-246-0859

Treasurer: Tadashi Seki
3-10-35 Kaiamori, Sendai-shi 981
022-278-8271

Membership Chair: Kazuko Honma
4-16-12 Daihara, Sendai-shi 980
022-27-1-1 082

SIG Coordinator:
Heights Showa Sendai 601, 1-6-27 Wakatake
Sendai-shi
022-239-2444

Yamagata Chapter

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C/O Yamagata New Day School
4F Taiho Bldg., 1-5-17 Kasumi-cho,
Yamagata-shi 990
0236-81-7124

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Watanabe Apt. 1F, 3-9-34 Toka-machi
Yamagata-shi 990
0236-22-9588 (W)

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567 Toka-machi Shinjo, Yamagata 996
0233-22-7280

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3-2-10 Isuzu, Yamagata-shi 990
0236-32-7965

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0238-85-2468

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3-6-30-6 Kunomoto, Tendo-shi 994
0236-54-7435

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7-6 Minami 3-bancho, Yamagata-shi 390
0236-42-7059

Advisor: Noboru Oba
971-3-7 Takaharamachi, Yamagata-shi 990
0236-23-3727

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Ibaraki Christian College
6-11-1 Omika-cho, Hitachi-shi.
Ibaraki-ken 319-12
0294-53-7665

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219 Kanaya-cho, Minto-shi, Ibaraki-ken 311
0292-53-3582

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0292-51-9327
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33-2-147 Tsuda, Ketsuta-shi, Ibaraki-ken 311
0292-72-7307

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0292-59-6423

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0272-33-9646

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0272-52-9169

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Maebashi-shi 371
0272-52-3711

Tatsuhide Mizumura
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0272-51-8677

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0272-63-8086

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0272-53-1653

Eriko Okamoto
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0272-53-0392

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0272-31-2223 (W)

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0273-87-8201

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0272-21-7371

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0486-83-7820

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0427-29-2090

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(See above)

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2-6-20-707 Tsutsuiigaoka, Akishima-shi 196
0425-45-1495

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14-507 Kikui-cho, Shinjuku-ku, Tokyo 162
03-204-3331

Thomas Dow
5-3-18 Asagaya-kita, Suginami-ku
Tokyo 166

TESS SIG Coordinators: Atsushi Abe
#507 Sterk Hachioji, 4-1-2 Hvojin-cho
Hachioji-shi, Tokyo 192
0426-44-9507

Toshihiko Enkoo
4-403 Nakuhari Famille Heights
5-417-16 Nakuhari-cho, Chiba-shi 281
0472-75-0906

Noriko Tanaka
Green Mansion #401, 4-16-31 Ikenohata
Taito-ku, Tokyo 110
03-824-0407

JSI SIG Coordinator: Mieko Kitazawa
6-6-10 Komaba Bldg., 2-25-10 Ebisu Minami
Shibuya-ku, Tokyo 150
03-485-3204

Video SIG Coordinator: Shari J. Berman
403 Sato Bldg, 2-25-10 Ebisu Minami
Shibuya-ku, Tokyo 150
03-719-4991

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2-25-19 Minami Karasuyama,
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03-232-6261

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Fujiwara Girls' High School
2-16-3 Hon-cho, Kichiioji,
Musashino-shi, Tokyo 180
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Fujiwara Girls' High School
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Facilities: Lawrence T. Knipping
#501 Garden Hills, 4-200-1 Hana Koganei
Kodaira-shi, Tokyo 187
0424-64-6919

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4-24-26-305, Shin-Ishi kawa
Midori-ku, Yokohama 296
045-912-2290

Recording Secretary: Yoshio Mochimaru
1-1-19 Sasage, Konan-ku, Yokohama 233
045-844-5660

Program Chair: Jack King
C/O Toyo Eiwa Jr. College
32 Miho-cho, Midori-ku, Yokohama 226
045-922-4704

Treasurer: Ikuko Tokoyoda
2718 Suetu-cho
Yokohama-shi
045-472-5751

Membership Chair: John Burton
Suzuki Apartment House #4
4-3-14 Naha Kaigan, Chigasaki-shi,
Kanagawa-ken 253
0467-83-2556

Publicity: Kohei Takubo
4-9 Watarida-Higashi-cho, Kawasaki-ku
Kawasaki-shi
044-322-3169

Facilities: Sumiko Sugawara
5-20-33 Bessho, Minami-ku, Yokohama 232
045-742-6860

Newsletter Liaisons: Suzy Nachtsheim
4-404 Nakayama Ekimae Heights
329-1 Nakayama-cho, Midori-ku,
Yokohama 226
045-933-0902

Yukiko Shiota
583 Futako
044-822-7079
Takatsu-ku, Kawasaki-shi 213

TESS SIG Coordinators: Mitsui Nakano
B-205, 308-2 Futoo-cho, Kohoku-ku
Yokohama-shi 222
045-543-0437

Kimiko Ozawa
2137 Okazu-cho, Totsuka-ku, Yokohama 145
045-811-2959

Niigata Chapter

Coordinator Carl R. Adams
5-1-4 23 Teraokami, Niigata-shi 950-21
0252-60-7371

Program Chairs: Reuben Gerling
C/O Technological University of Nagaoka
1603-1 Kamitomioka, Nagaoka-shi 940-21
0258-46-6000 X3111 (W)

Jan McCreary
1.U.J. Yamato-machi
Niigata-ken 949-72
0257-79-3279

Shunya Hagino
Kyojin Juutaku, 420 Higashi-Nakanoyama
6-10-12 Niigata-shi
025-276-7379

Treasurer: Toshie Kuwabara
297 Okada Niitsu-shi,
0250-23-0264
Niigata-ken 956

Membership Chair: Michiko Umeyama
1-41 Matsumidai, Niigata-shi 950-21
025-267-2904

Publicity: Kuniei Eimura
64-3-423 Sakai, Niigata-shi 950-21
025-260-0122

Chisato Furuya
The Tech. Univ. Of Nagaoka
1603-1 Kami-tosioka, Nagaoka-shi 940-21
0258-46-6488

Facilities: Akiko Honda
2-5932 Futaba-cho, Niigata-shi 951
025-228-1429

Newsletter Liaison: Masa Takasugi
Kohari House A-103 1-11 Kobarigaoka
Niigata-shi
025-231-1128

Kanazawa Chapter

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#207 New Heim Oku 2-97 Yokogawa
Kanazawa-shi, Ishikawa-ken 921
0762-41-4496

Recording Secretary: Kevin Monahan
18-2 Mizutamari-cho, Kanazawa-shi 920
0762-23-8516

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College Of Liberal Arts Kanazawa Univ.
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0762-21-3062

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Tesco Int'l Meiji Seimei Kanazawa.
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Kanazawa-shi 920
0762-23-7813

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HA-222 Yanagida-machi, Hakui-shi 925
0767-22-3899

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Kahoku-gun, Ishikawa-ken 920-02
0762-86-1236

Publicity: Rory Jackson
#502 Furukawa Bldg., 4-184 Yokogawa
Kanazawa-shi, Ishikawa-ken 921
0762-41-0779

Takashi Komaru
178 Tokumitsu-machi, Matto-shi 924
0762-76-0084

Mikiko Oshi gami
33-37 Tsukahara, Toyama-shi 939
07164-29-5890

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Nichibei Gaigo Gakuin, 2-17-22 Hiyuki
Fukui-shi
0776-35-7684

Recording Secretary: Harumi Yamada
33-61 Fuchi-machi, Fukui-shi 910
0776-36-5669

Program Chair: Kuniyuki Oshita
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0776-36-8725

Treasurer: Kimie Otani
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Fukui-shi 910
0776-21-8593

Membership Chair: Chuck Loveday
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0776-34-1533

Publicity: John Service
Fukui Inst Of Technology, 3-618 Gakuen
Fukui-shi
0776-22-3113

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130 Kyokadai, Amori-machi, Nagano-shi 380
0262-27-6646

Recording Secretary: Geoffrey Gibbs
Copo Sun Palace, 132 Higashi-machi
Nagano-shi
0262-34-6632

Program Chair: Setsuko Nakamura
3-7-37 Uematsu, Nagano-shi 380
0262-35-6322

Treasurers: Chizuko Kabata
192-106 Nishi-sansai, Nagano-shi 380
0262-96-1333

Tovoko Sajiki
10-10-19 Niwa, Nagano-shi 380
0262-44-8661

Membership Chair: Nobuhiko Okumura
284-1 Kojima, Nagano-shi 380
0262-43-6410

Publicity: Kazuo Aoki
1933 Minami Takada, Nagano-shi 380
0262-21-5808

Newsletter Liaison: Noriko Asawa
23-30 Ishiwata, Nagano-shi 380
0262-96-4428

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4656 Osachi Okaya-shi, Nagano-ken 314
0266-27-3894

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314-5 Okada Matsumoto-shi 390-03
0263-46-5353

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Suwa English Academy, 1-5-16 Suwa
Suwa-shi, Nagano-ken

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202 Okamura Copo, N-5-11 Okamura
Suwa-shi, Nagano
0266-58-3378

Treasurer: Mihoho Terashima
3580 Chino Chino-shi, Nagano-ken 391
0266-72-2859

Membership Chairs: Tami Ueda
6094 Konami Suwa-shi, Nagano-ken 392-01
0266-53-7707

Tadashi Yanagisawa
Seki Apt. 3-6-5 Tanaka-cho, Okaya-shi
0266-23-2008

Publicity: Shigeru Kohayashi
189-5 Daimon, Shimosuwa-machi
Suwa-gun, Nagano-ken
0266-28-7938

Facilities: Haruhiko Shiokawa
9676 Nakaminowa, Minowa-machi
Kamiina-gun, Nagano-ken 399-46
026579-9182

Shizuoka Chapter

Coordinator John B. Laing
Tokai University Jr College
101 Miamae-cho, Shizuoka-shi 420
0542-46-6861

Recording Secretary: Setsuko Tokumatsu
11-13 Minamiyabe, Shimizu-shi
0543-51-2587

Program Chair: Marisa Brooks
406 Sakuragaoka Heights, 8-5 Nishitaka-cho
Shimizu-shi
0543-52-1967

Treasurer: Reiko Takatsuka
2-12 Aoba-cho, Shimizu-shi 424
0543-52-3379

Membership Chair: John Joseph Maher
400-3 Imazawa, Numazu-shi
0559-66-7090

Publicity: Tomoko Sano
2169-17 Oh-oka, Numazu-shi 410
0559-24-2818

Facilities: John Michio Sautome
354-2 Marikoshinden, Shizuoka-shi 421-01
0542-58-6146

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4-7-13 Shimizuka, Hamamatsu-shi 432
0534-54-4649

Recording Secretary: Frank M. Parker
302 Hirosawa Mansion Hirosawa 1-18-9
Hamamatsu-shi 432
0534-73-3660

Program Chair: Shiomi Yamamoto
Nishi Iba 6-306, Hamamatsu-shi 432
0534-56-4315

Treasurer: Todd Lynum
2-16-23 Johoku, Hamamatsu-shi 432
0534-74-0328

Publicity: Karin Bradberry
Hamamatsu Shiritsu Koko, 1-21-1 Hirosawa
Hamamatsu-shi
0534-56-7068

Facilities: Tomoko Hoshino
5-23-68 Hikuma, Hamamatsu-shi 430
0534-72-2286

Toyohashi Chapter

Coordinator: Kazunori Nozawa
#2-201 Godo-shukusha, 1-3 Aza Uehara
Ogasaki-cho, Toyohashi-shi 440
0532-44-0399

Recording Secretary: Anthony Robins
Toyoashi Univ. Of Technology
Dept. Of Humanities, Tempaku-cho,
Toyoashi-shi 440
0532-56-1284

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182-7 Nishi-arata, Oiwake-cho,
Toyoashi-shi 441-31
0532-41-0740

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165-1 Higashi-kohama-cho, Toyoashi-shi
Aichi 440
0532-46-3118

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Ru Hon Daikoku # 406, Toyokawa
Nakamachi 163, Toyokawa-shi 442
05338-4-2116

Publicity: Masahito Nishimura
#503 No.3 Ohgasaki Jutaku
1-3 Aza Uehara, Ohgasaki-cho,
Toyoashi-shi, Aichi 440
0532-47-1569

Facilities: Ikuyo Sakakibara
104 Sakae-machi, Toyoashi-shi 440

Nagoya Chapter

Coordinator: M. Lynne Roecklein
Nokyo Biru #302, 2-4 Komae-cho
Nagoya, Gifu-shi 502
0582-94-0115

Recording Secretary: Eri Banno
1-5-16 Nakata, Chikusa-ku, Nagoya-shi 464
052-722-3322

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64-8 Ishigane-iwasaki, Nishin-cho
Aichi-gun, Aichi-ken 470-01
05617-3-5364

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411 Lions Mansion, Higashi Shirakabe
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052-936-6493

Treasurer: Craig Pencil
C/O Pencil English Center
Hara Ship Bldg. 4F, 1-515 Hara,
Tengaku-Ku, Nagoya 468
052-802-4156 (W)

Membership Chair: Yumi Kanazawa
Hillsur Apt. F-32, 1-12 Matsushita-cho
Minami-ku, Nagoya 457
052-613-4140

Publicity: Tetsu Suzuki
93 Higashi-Yashiki, Noda-cho,
Kariya-shi 448
0566-22-5391

Facilities: Miyoko Masaki
2-10-11 Takasu-cho, Kariya-shi 448
Keiko Nakata
Aichi Shukutoku High School
23 Sakuragaoka, Chikusa-Ku, Nagoya 464
052-834-2455

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11-7 Miyanomae-cho, Arashiyama
Nishikyoto-ku, Kyoto 616
075-881-2278

Vice Presidents: Christopher M. Knott
Chris English Masters, Okura Katsura
Bldg. 3F, 2-3 Arisugawa-cho, Kawashima,
Nishikyoto-ku, Kyoto 615
075-381-1943

Greg Peterson
445-29 Takano, Ritto-cho, Shiga-Ken 520-30
0775-53-8614

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0775-26-3372

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Sakyo-ku, Kyoto 606
075-751-8077

Kyoko Nozaki
185 Hanazono-cho, Iwakura
Sakyo-ku, Kyoto 606
075-711-3972

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16-405 Hanazono-danchi, Hanazono
Takatsukasa-cho, Ukyo-ku, Kyoto-shi 616
075-464-4664

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#902 Champ, Katamachi, 2-7-57 Katamachi
Miyakojima-ku, Osaka 534
06-351-8843

Recording Secretary: Bruce P. Enbody
2-1-1-290, Miyakojima-minami-dori
Miyakojima-ku, Osaka 534
06-923-3237

Program Chair: Benico Mason
1-1-11-419 Takasu-cho, Nishinomiya-shi 663
0798-49-4071

Treasurer: Steve Mason
1-1-11-419 Takasu-cho, Nishinomiya-shi 663
0798-49-4071

Membership Chair: Michiko Inoue
7-1-903 Shimoshinjo 2-chome
Higashiyodogawa-ku, Osaka-shi 533
06-323-1153

Publicity: Naomi Katsurahara
1149 Shimokusa, Suda, Hashimoto-shi 649-73
0736-32-4573

Newsletter Liaison: Rita Silver
#201 New Line Sone, 2-2-11 Higashi-machi
Sone, Toyonaka-shi, Osaka 561
06-864-8802

At-Large: Teresa Cox
8-2 Matsukaze-cho, Nishinomiya-shi 662
0798-71-2272

Services: Brad Visgatis
#902 Champ, Katamachi, 2-7-57 Katamachi
Miyakojima-ku, Osaka 534
06-351-8843

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1-14-22-609 Tanaka-cho, Higashinada-ku,
Kobe 658
078-412-2866

Vice President: Frank C.F. Cheng
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Kobe 653
078-691-0189

Program Chairs: Michael Skelton
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078-741-6809

Jan K. Visscher
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Kobe 658
078-453-6065

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#402 Omori Mansion, 6-1-15 Shinohara
Nakamachi, Nada-ku, Kobe-shi 657
078-801-1620

Membership Chair: Kaoru Tomita
707-507 7-3, Gakuen-nishimachi
Nishi-ku, Kobe-shi 673
078-792-5669

Publicity: Harold Johnson
Azaguchi Shirovama 1, Fukiai-cho
Chuo-ku, Kobe 651
078-222-1014

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1-17-301 Kunitomi 1-chome, Okayama-shi 703
0862-72-8806

Program Chair: Kenji Numoto
4-15-20-4 Tsushima-Higashi
Okayama-shi 700
0862-53-6648

Treasurer: Katsuaki Oki
202 Coporashu Hohsen F. 1-8 Toshinden
Okayama-shi, Okayama-ken 700
0862-62-5249

Membership Chair: Michael Clifforne
School of Educ., Okayama University,
3-1-1 Tsushima-naka, Okayama-shi 700
0862-31-4102

Publicity: Fukiko Numoto
4-15-20-4 Tsushima Higashi, Okayama-shi 700
0862-53-6648

Facilities: Reiko Komazawa
3-6-51 Haragajima, Okayama-shi 703
0862-73-4047

Hiroshima Chapter

President: Marie Tsuruda
C/O Hiroshima YMCA School of Languages
7-11 Bachobori, Naka-ku, Hiroshima 730
082-289-3616

Recording Secretary: Ian Nakamura
211-8 Minari, Minogo-cho, Onomichi-shi
Hiroshima-ken 722-02
0848-48-2876

Program Chair: Martin P. Millar
Blanche Ushita #504, 2-2-23 Ushita-Asahi
Higashi-ku, Hiroshima 732
082-227-2389

Treasurer: Midori Kanmei
Hiroshima YMCA School of Languages
7-11 Hachobori, Naka-ku, Hiroshima 730
0823-82-3198

Membership Chair: Kathy Mc Devitt
Hiroshima YMCA School of Languages
7-11 Hachobori, Naka-ku, Hiroshima 730
082-285-6449

Publicity: Miyoko Hayashi
Hiroshima YMCA School Of Languages
7-11 Hachobori, Naka-ku, Hiroshima 730
082-892-2395

SIG Coordinator: Kumiko Sakoda
Hiroshima YMCA School of Languages
7-11 Hachobori, Naka-ku, Hiroshima 730
082-228-2269 (W)

Internal Affairs: Tomoko Yoneda
Hiroshima YMCA School of Languages
7-11 Hachobori, Naka-ku, Hiroshima 730
0829-36-1653

Tokushima Chapter

Coordinator: Noriko Tojo
55-23 Higashihama Boji, Yamashiro-cho
Tokushima-shi 770
0886-53-9459

Recording Secretary: Tadashi Yoshida
4-2-47 Shinhama-cho, Tokushima-shi 770
0886-63-2673

Program Chair: Tomoko Maeda
61-8 Obiraki, Otani-cho, Tokushima-shi 770
0886-69-3787

Treasurer: Junko Senoh
1-3-7 Shin Minami Fukushima
Tokushima-shi 770
0886-52-5019

Membership Chair: Noriko Miyamoto
46 Mukaihara, Nukaihara-cho
Anan-shi Tokushima
0884-22-2461

Publicity: Sachie Nishida
Rc-16 Kuramoto-jutaku, 1-77 Shomachi
Tokushima-shi 770
0886-32-4737

Hospitality: Yuko Kondo 770
2-23 Tomidabashi, Tokushima-shi 770
0886-52-2954

Takamatsu Chapter

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C/O Shiohito Gakuen Daigaku
Zentsuji-shi, Kagawa-ken 765
0877-62-2240

Recording Secretary: T. Reynolds
881-1 Shido-cho, Okawa-gun
Kagawa-ken 769-21
0878-84-0347

Program Chair: Shizuka Maruura
21-17 Nakano-cho, Takamatsu-shi 760
0878-34-6801

Treasurer: Kayoko Fudeyasu
4-21-10 Tai, Tamano-shi, Okayama 706
0863-31-9035

Membership Chair: Harumi Yamashita
1230 Ohta-kami-machi, Takamatsu-shi 761
0878-67-4362

Publicity: Kyoko Tominaga
11-6 Kamei-cho, Takamatsu-shi 760
0878-31-3044

Hospitality: Nobu Matsuki
180 Nishihaze, Takamatsu-shi 761
0878-67-2121

Matsuyama Chapter

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10-21 Dogo Ichiman, Matsuyama-shi 790
0899-24-2642

Recording Secretary: Kimiyo Tanaka
5-15-13 Furumitsu, Matsuyama-shi 791
0899-53-2218

Program Chair: Ruth Vergin
Ehime Daigaku Nagato, Shukusha 253
Higashi Nagato 4-3-1, Matsuyama-shi 791
0899-25-0374

Treasurer: Hiroshi Shinozaki
157-4 Kitadori-cho, Matsuyama-shi 790
0899-56-7217

Membership Chair: Nobuko Muro
4-3-56 Ishite, Matsuyama-shi 790
0899-31-0489

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C/O Ehime English Academy
2-9-6 Ichibancho, Matsuyama-shi 790
0899-78-2565

Facilities: Yasuko Kurose
1-8-11-207 Shimizu-machi, Matsuyama-shi 790
0899-24-7495

Fukuoka Chapter

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Kinki Daigaku, Kogaku-bu, Kavanomori
Izuka-shi, Fukuoka 820
0940-36-0395

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2505 Kowa Kopo, 3-6-20 Torikai
Chuo-ku, Fukuoka 810
092-731-0149

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12-38 1-chome,
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092-761-5504

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11-3476 Matsunaga Hayato-cho
Aira-gun Kagoshima-ken 899-51
0995-43-1344

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Saga Medical School, Sanbonsugi
Quaza-nabeshima Nabeshima-cho.
Saga-shi 840-01
0952-23-6265

Shozo Yamamoto
1692-28 Suwano-machi, Kurume-shi 830
0942-21-2290

Nagasaki Chapter

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#401 Ueki Bldg., 11-13 Kannai-machi
Nagasaki-shi 850
0958-21-2961

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284-9 Kanahori-machi, Nagasaki-shi 852
0958-61-5356

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243-6 Hayama-cho, Nagasaki-shi 852
0958-56-5647
Yoko Morimoto
Dai 6 Sanko Bldg 40A 1-22 Wakaba-cho
Nagasaki-shi 830
0956-29-2 334

Treasurer: Mutsuko Yoshida
22-21 Kakido 2-chome, Nagasaki-shi 851-01
0958-39-2018

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2-3 Higashiyamate-machi, Nagasaki-shi 850
0958-28-2576

Publicity: Satoru Nagai
7-19 Eri-machi, Nagasaki-shi 852
0958-44-1697

Facilities: Yumiko Yoshida
5-4 Otonashi-cho, Nagasaki 852
0958-44-3859

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14-15 Kyohara-cho,
0988-57-3727

Program Chair: Sanford Taborn
317-1-503 Shimashi, Ginowan-shi 901-22
0988-87-5161 (W)

Treasurer: Karen Lupardus
#606 Rubowa Yara, 104 Aza-uehara
Nishihara-cho Nakagami-gun.
Okinawa 903-01
0989-46-5541

Membership Chair: Susumu Yamauchi
911-3 Nakama Urasoe-shi 901-21
0988-76-4466

Publicity: Setsuko Matsuda
2-23-29 Tsuboya, Okinawa 902
0988-32-3410

Facilities: Mieko Heshiki
406 Kyuna Ginowan-shi 901-22
0988-93-3623

MEMBERSHIP UPDATE

Here is a list of additions and corrections (marked with an asterisk) to the JALT Membership List published in the January issue. We will publish corrections and new members at intervals. Please notify Yumi Nakamura at the JALT Central Office (see p. 3) if you find any irregularities in your own listing.

KEY ~ The following codes are used for the various chapters and membership types:

SP -- Sapporo	SO -- Shizuoka
M O -- Morioka	H M -- Hamamatsu
SD -- Sendai	T H -- Toyohashi
Y G -- Yamagata	NG -- Nagoya
IK -- Ibaraki	KT -- Kyoto
G M -- Gunma	OS -- Osaka
O M -- Omiya	K B -- Kobe

CB -- Chiba	OY -- Okayama
TK -- Tokyo	H S -- Hiroshima
YK -- Yokohama	T M -- Takamatsu
NI -- Niigata	MY -- Miyazaki
KZ -- Kanazawa	FO -- Fukuoka
FI -- Fukui	NS -- Nagasaki
NN -- Nagano	O N -- Okinawa
SW -- Suwa	
AM -- Associate Member	SB -- Subscriber
OV -- Overseas	

Please note that in the case of associate memberships, the representative's name is given in lieu of the workplace on the second line of the entry.

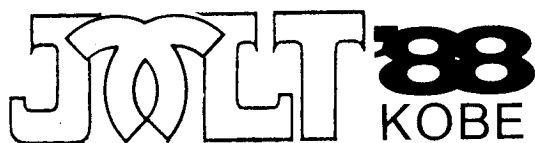
Apologies go to Sendai, which was erroneously left off the list in the January issue.

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TM 0878-21-0561 KAGAWA INST OF FOREIGN LANG
AIDA SHI NTARO
NI 0256-33-1611 AIGO KOGYO CO., LTD
AOYAMA, YUTAKA
OS 0723-32-1221 HANADAN UNIV FUZOKU H S.
BAILEY, DEBORAH J.
KB 078-241 1204 KOBE YMCA COLLEGE
BEDELL, MARIE J.
OS
*BELL JR., JAY W.
TM 03-226-1315 EST EDUCATION SYSTEM, INC
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IS
BERZINS, INDRRA
GM 0279-88-2334 AGATSUMA S. H.
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TX 0425-78-1114 KUNITACHI CONV. ACADEMY
*BOGILEVU, SANDY
NS
*BOUCHER, JEFF
TX 03-986 4739 TOKYO GOSAKU KENKYUKAI
BRADBERRY, KARIN
HM 0534-53-1105 HAMAMATSU SHIRITSU S.H.S
BROTHERS, COREY L.
HM
COHEN, SIMON
GM 0232-74-1111 EX4014 MAEBASHI CITY BOARD OF EDUCATI
*DAVIS, D.G.
OV 212-989-2719 REAL LIFE SPOKEN ENGLISH
*DENNIS, JOHN
KZ
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FUJIWARA, YOSHIKI
NO 0196-41 5741 SEIKATSU GAKUEN (MORIOKA COL.)
*GREGG, KEVIN R.
NS 0899-25-7111 MATSUYAMA UNIV. OF COMMERCE
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KT
HAGIWARA, TOSHIO
IS
HAMADA, MORIO
YH 045-212-3045 INTER-UNIV CTR FOR JAP LG STUD
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HARADA, KAZUKO
GM 0273-22-8316 TANASAKI SANO JR. H.S.
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HASHIMOTO, TAEKO
NS 052-561-0211
HATA, ETSUKO
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HAUSMAN, LINDA
OV 0368-84-3442 SHORI HIGH SCHOOL
HELMICK, JOE
OV
HIGA, NORIKO
NI
HIRAI, YUMIKO
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OS 05-344-5268 OSAKA BUSINESS COLLEGE
ICHIKAWA, HARUMI
NS 052-892-1717 OF JUNIOR HIGH SCHOOL
ICMC ESL-CO PROGRAM
OV ICMC ESL-CO PROGRAM
IGETA, OSAMU
YH 0462-76-1155 YANATONISHI HIGH SCHOOL
*INTERNATIONAL RESOURCES K.K.
NA 03-982-7349 INTERNATIONAL RESOURCES K.K.

ISHII, ETSUKO
GM
ISHIMARU, FUJIKO
NY
*ITO, MASAHARU
NS 052-351-6489 KARUSHO SANGYO
ITO, TAKASHI
OS DOMMELL TRAVEL SERVICE
*IWASAKI, HIROSADA
JR 0294 50 3515 JIARAKI CHRISTIAN JR COLLEGE
JULI, HIROSHI
KZ 0762-48-1080 KANAZAWA TECHNICAL COLLEGE
*KAMIYAMA, KYOKO
NIHONGO KENKYU GROUP
KANAMEI, KIM
IS DOKSHISA U./TEJUKAWA GAKUIN
KANAMEI, MIDORI
HS 082-228-2269 HIROSHIMA YMCA SCHOOL OF LANG
KELLY, ELEANOR G.
TX 03-504-1156 SONY LANGUAGE LABORATORY
KIKUCHI, HITOSHI
PARAKATA S.H.S.
MO
KIKUCHI, TAKEO
MO 0196-58-0491 MORIOKA CITY S.H.S.
KITAMURA, ELIZABETH
OS 06-841-9043 TORO ENGLISH WORKSHOP
KNOWLES, SAL L.Y.
KB 0795-32-3214 TAXA S.H.S
KOBAYASHI, KAYOKO
NIHONGO KENKYU GROUP
KOBAYASHI, SHINICHI
KB 078-392-0306 BI-LINGUAL KORE OFFICE
KOCHI, ABELETH
ON
KOHATSU KEIKO
ON
KOIKE, YASUKO
NI
*KONNO CORAZON
SD 0248-34-9141 FUKUSHIMA ENGLISH CENTER
KUBO, REIKO
MY
KUKITA, EIKO
TK
KUSHIZAKI, KUMIE
OM 03-457-7811
LANG, ELLI
CB SODEGAURA-CHO BOARD OF EDUC
*LASTIRI, EDWARD
OS
*LASTIRI, YOKO
OS
LEE, WILLIAM
FO FUKUOKA UNIVERSITY
LYALL, ALISON
OS EXECUTIVE LANGUAGE SCHOOL
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MINE, LOIS
MINOR DANIEL W
OV 319-335-0209 UNIVERSITY OF IOWA
MIYAJI, REIKO
NI
MIYAZAKI, MICHIO
MY
MIZOBE, MIYUKI
OS 0722-35-3781 OSAKA PREF HIGASHIMOZU H S
MORIMOTO, SHOJI
TS 0886-52-9171 NISSHINBO INDUSTRIES INC
MOROE, YOSHIFUMI
TO 0955-23-4138 IMARI HS OF AGRIC & FORESTRY
*MURAMATSU, MICHIO
SO 022-281-1226 NIHONGO KENKYU GROUP

MURAMATSU, NORIYUKI
SO 0546-23-1225 Z MURAMATSU EXTRACT CO
MURAO, YOKO
IN
MURATA, YOSHIKO
KT 07745-2-6811 JOYO H S
MUSCHESWKE, S.
TK 03-409-8111 X1446 AOYAMA GAKUIN WOMEN'S J C
NAGAMINE, JUNKO
ON
NAGASHIMA, NORIKO
FO 092-807-0611 CHIKUZEN H S
NAKAGAWA, NIHOKO
YH
NAKANO, MICHIO
TH 0532-45-0441 EX342 AICHI UNIVERSITY
NAKATSUKA, MASANOBU
TM SCHOOL FOR THE BLIND
NAKAYAMA, MEGUMI
HS PRIVATE TEACHERS GROUP
NAKAZAWA, NOBUKO
NI NAGAOKA RO GAKKO
NANSEL, LORI
KZ 0762-29-2552 TATSUMIGAOKA HIGH SCHOOL
NEBOLA, ELNORA
TK AOYAMA GAKUIN WOMEN'S JR COLL
NELSON, CHRISTINE
TK 03-409-8111 AOYAMA GAKUIN JOSHI TANDAI
NOGUCHI, MASAKO
MN 0262-26-4119 APPLE FOREIGN LANGUAGE INST
OKABE SACHIKO
KZ
*OKI, KATSUAKI
OY OKI ENGLISH CIRCLE
OKUMURA, YOKO
YH 0467-46-3171
OLIVER, CHUCK
OV
ONO, SETSUO
IK (OMO-TUKU)
*PAGE, TIMOTHY C.
NG INTL EDUCATION SERVICES
PARKER, JOY
SP SCIENCE UNIVERSITY OF TOKYO
PEARLMAN, LAUREN
TK 044-877-5161 A & A ACADEMY
*PENDERGAST JR. THOMAS M
OS 0729-56-3181 INTERNATIONAL BUDDHIST UNIV.
PENGOSRO, EVANGELINE JEAN
TK 03-409-8111 AOYAMA GAKUIN JOSHI TANDAI
PROVO, JOHN
TK DOKKOYU DAIGAKU
*PYSH YVONNE
OS 0272-761-9371 OSAKA JOGAKUIN COLLEGE
RILLING, SARAH
SP SCIENCE UNIVERSITY OF TOKYO
ROSS, JAMES A.
ON
SAKAMOTO, MAYUMI
HS 082-228-2269 HIROSHIMA YMCA SCHOOL OF LANG
*SALZ, JONAH
KT SEIKA COLLEGE
SATO, AIKO
GM
SATO EIKO
NI 0256-88-3131 NISHIKAWA TAKESONO HIGH SCHOOL
*SATO KEIKO
SD 02246-3-2009 SENDAI HIGASHI S H S
SAVOIE, JOHN
GM KYOAI GAKUEN HIGH SCHOOL
SAVOIE, MARCY
GM KYOAI GAKUEN HIGH SCHOOL
*SCHOOL BOOK SERVICE
AM 03-200-4531 MR. TATSUSHIRO HASE
SEAY, VALERIE K.
OV
SEKI MARIO
TM 0878-79-2131 KAGAWA DAICHI JR H S.
*SHERMAN, JAMES L.
OV UNIV OF NEW HAMSHIRE
SHIBATA, HISAKO
MO 0196-61-2111 MATSUZONO J H.S.
SHIGA, EIKO
NI FUNDAL HIGH SCHOOL
SHIMOKI, SHINJI
HS 0846-45-4023 HIROSHIMA PREF TOYOTA H S.
SHIMOMURA, TAKEO
NI
SHINO, TAKAKO
HS PRIVATE TEACHERS GROUP

(cont'd on page 38)



Looking Ahead to JALT '88

With the echoes of JALT '87 still ringing in our ears, it feels a little premature to be thinking of JALT '88, but this year we must. Our usual slot in the calendar doesn't exist, so the conference has been brought forward more than a month to **October 8-10**.

This year the conference is in the "city of light and wave" (**Kobe**) on Port Island in the sumptuous surroundings of the International Conference Centre. The Conference Centre is only a leisurely two-minute walk from the Portopia Hotel (the main conference hotel) and about a ten-minute ride on the driverless computer-controlled shuttle (the Portliner) from Sannomiya in the heart of Kobe.

We cannot yet confirm the line-up of plenary speakers and special guests, so please watch this space for details.

The theme for 1988 is: **Language and Cultural Interaction**.

It's never too early to start making plans, especially this year. As a rough guide, expect everything to happen at least one month earlier than usual. Mark your calendars and start thinking about the ideas you'd like to share with your colleagues.



CALL FOR PAPERS

JALT '88, the 14th Annual International Conference on Language Teaching/Learning, will be held Oct. 8-10 (Saturday, Sunday and Monday) at the International Conference Centre, Port Island, in Kobe. This year's conference has as its theme "**Language and Cultural Interaction**," and we look forward to presentations and plenaries that address this theme as well as provide a forum for debate by concerned ELT practitioners.

We would like to emphasize the multi-lingual, multi-cultural nature of the conference by encouraging participation by teachers of all languages and especially Japanese teachers of English, Japanese and other languages. Proposals **must** be made in English or Japanese, as we don't have the administrative staff to process a multiplicity of languages. But presentations may be made in English, Japanese or other languages.

Procedures

1. Complete and return two copies of the "Presentation Data Sheet."

2. Send a **150-word (maximum) summary** of

your presentation for inclusion in the conference handbook and for review by the selection committee. If you feel you cannot adequately cover your topic within this limit, then write a second, longer summary for use by the selection committee.

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

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

Give the summary a title of **10 words or less**. If you write a second, longer summary for the selection committee, then expand on these topics as necessary. Remember that only the shorter version will be included in the conference handbook. The JALT '88 committee reserves the right to edit abstracts which exceed the 150-word limit.

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

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

6. All submissions in English should be **typed, double-spaced, on A4 (or 8½ x 11) paper**. All submissions in Japanese should be on 400-ji *genkoh yoshi*. All papers must be received together at the following address by **June 15**:

JALT '88 Programme Chair
JALT, c/o Kyoto English Centre
Sumitomo Seimei Building
Karasuma Shijo Nishi-iru
Shimogyo-ku, Kyoto 600, Japan

7. Please note that overseas proposals **must** be received by **June 1, 1988**.

8. We regret that honoraria can not be given to presenters. However, a reduction of 25 percent on conference fees, for those attending all three days, will be given for the first presenter on the summary.

9. Notification of acceptance of proposals will be mailed on July 31.

10. All **overseas participants** will be required
(cont'd on next page)

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to notify the Programme Chair by **Aug. 30** that they have accepted the invitation to give a presentation at JALT '88. If this requirement is not met, individual(s) risk(s) having the acceptance withdrawn and the summary will not be printed in the conference handbook.

11. Presenters are encouraged to submit revisions of presentations for possible publication in the *JALT Journal*.



PLANS FOR JALT '88 COLLOQUIA

Language teachers and scholars are invited to participate in two types of colloquia this year, Planned and Volunteer.

Planned Colloquia, with designated topics, will be organised by the Colloquia Chair under the direction of the Programme Committee. Each Planned Colloquium will last three hours. A moderator will introduce three or four speakers for 30-minute presentations. Speakers will join in the subsequent dialogue and question-and-answer period.

Those wishing to join a Planned Colloquium should follow all the procedures outlined in the **Call for Papers** and write "**Colloquium**" in the "Format" section of the Presentation Data Sheet (specify topic). Individuals who can serve as moderators are encouraged to write to the Colloquia Chair.

Volunteer Colloquia (VC) may be created following the format for Planned Colloquia except the choice of topic and selection of speakers and moderator will be done by the participants themselves. For example, SIGs in various chapters may form a VC in EFL for high schools, or four teacher-s of EFL composition may form one. Those wishing to create VCs should follow all the procedures outlined in the **Call for Papers** and write "**Colloquium**" in the "Format" section of the Presentation Data Sheet. Submit all documents for VCs together.

Please note that the deadline for submission of papers by those wishing to participate in Colloquia is **June 1, 1988**.

It is hoped that topics for many of the Colloquia will reflect aspects of the theme of the conference. As yet the final decisions about topics have not been made, so if you have any suggestions please forward them (**not your papers**) to the **Colloquia Chair**: Rick Berwick, 3-4-8 Nakajima-dori, Chuo-ku, Kobe 651.



FEATURED SPEAKERS

We invite proposals from presenters wishing to apply for Featured Speaker status at JALT '88. The following are the guidelines:

1. The total number of Featured Speakers shall be limited.

2. Candidates are requested to submit the following materials to the JALT '88 Programme Chair by **June 1, 1988**.

a. A minimum of three presentation proposals totaling three or more hours in length. Each proposal should be accompanied by the required abstract, presentation data sheet, and biographical statement. The proposals shall include one suitable for delivery at a one-hour plenary session (or a three- to four-hour workshop). At least one should address the theme of the conference, "Language and Cultural Interaction." Presentations based on commercially-prepared materials, if any, must represent 25 percent or less of the total time of the proposals finally accepted for presentation.

b. A curriculum vitae which lists the candidate's academic history and publications.

c. A head-and-shoulders photograph, preferably black and white, suitable for publication in *The Language Teacher*.

3. The selection panel's decision will be based both on the quality of the abstracts and the academic standing of the individual.

4. Successful candidates will be requested to be available for all special events during the conference, including the closing panel on Monday, Oct. 10.

5. Candidates will be notified of the Selection Committee's decisions by June 30 and **are expected to confirm their participation by July 31**.

6. JALT regrets that it cannot provide assistance for travel, although the registration fee will be waived and accommodation provided for the duration of the conference. Individuals who do not have a secure source of funding are discouraged from applying.

7. Presenters are encouraged to submit revised versions of their presentations to the *JALT Journal* for possible publication.



CHAPTER-SPONSORED PRESENTERS

The committee has decided to offer a new category of presentations for JALT '88. We hope to generate more interest and participation in the conference by allowing chapters to choose one presenter who has been popular at the local level.

Chapter-sponsored speakers will be selected by chapters which choose to participate. It will be the responsibility of each chapter to decide the criterion for selection as well as what sponsorship, if any, will be provided (e.g. transportation, conference fees, accommodation).

The presenter selected by the chapter **should not** submit a proposal to the Programme Chair. Instead, the abstract and data sheet must be submitted by the chapter. The deadline is **June 1**,

1988. When submitting the abstract, please indicate that the presenter is "**chapter-sponsored**" by writing the chapter name in the "Chief Presenter" category and give the name of the person(s) giving the presentation in the "Co-Presenters" category.

▼ 第14回 JALT 国際大会 研究発表者募集

今年の JALT 国際大会は例年より 1 ヶ月以上早い、10 月 8 日（土）から 10 日（月）の 3 日間、神戸のポートアイランドにある国際交流会館にて開催されます。Language and Cultural Interaction というテーマのもとに、数多くの研究発表、ゲスト・スピーカーによる講演、及び、公開討論会が予定されています。

英語、日本語、その他の言語を教えておられる日本人の先生方に、今まで以上の参加をして頂き、大会のマルチリンガル／マルチカルチュラル化を進めていきたいと考えております。発表は、英語、日本語、その他の言語でされても結構ですので、多くの方々の積極的な応募を、お待ちしております。

研究発表をご希望の方は 6 月 15 日（木）までに（海外からの応募の場合は 6 月 1 日）、下記の応募書類を提出し

て下さい。

1. データシート

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

2. 発表要旨

選考委員会用に英文又は和文の発表要旨を提出して下さい。英文の場合は、150 語以内に、要旨をまとめ、A 4 版の用紙にダブルスペースでタイプして下さい。和文の場合は、A 4 版の横書き 400 字詰原稿用紙を用い、1.5 枚以内の長さにまとめて下さい。要旨には、英文・和文共に、必ず 10 語以内の英語のタイトルをつけ、2 部（内 1 部のみ、氏名・住所・電話番号を必ず記入し）提出して下さい。

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

尚、上記の短い要旨だけでは、発表内容を十分に説
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The School for International Training



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明できないという方は、選考委員会用に、別に長い要旨も提出することができます。この場合には、短い要旨1部(氏名・住所・電話番号を記入)と、長い要旨2部(内1部のみ、氏名・住所・電話番号を記入)の計3部を提出して下さい。

3. 発表者の経歴

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

郵送先は以下の通りです。

〒600 京都市下京区四条烏丸西入ル

住友生命ビル8階

京都イングリッシュセンター気付

JALT 国際大会・プログラム委員長

発表者への謝礼はありませんが、大会3日間の参加費1人分が25%割引されます。

討論会参加者募集

討論会準備委員がトピックを選定し、企画する討論会と、参加者が自由に企画する討論会を計画しておりますので、言語教育や研究に携わる方々に積極的にご参加いただきたく思います。

準備委員企画の討論会(Planned Colloquia)の各討論会は、3~4人の意見発表者によって、1人30分程度の発表が行われた後、意見発表者も加わって、討論や質疑応答する形で行われます。この計画討論会参加希望者は、先の研究発表者募集要項の手順に従って、同じ提出物を準備し、データシートの“Format”欄に“Colloquium”と記入して提出して下さい(論題を明記すること)。また、司会の役のできる方は、是非、討論会準備委員会までご連絡下さい。

参加者企画の討論会(Volunteer Colloquia)では、参加者が、トピック、意見発表者、司会者のすべてを決定します。この討論会を企画なさりたい方は、先の研究発表者募集要項の手順に従って、同じ提出物を準備し、データシートの“Format”欄に“Colloquium”と記入し、VC討論会の書類も同時に提出して下さい。討論会参加応募の締め切りは6月1日(木)ですので、ご注意下さい。

トピックは大会テーマにかかわりのあるものが望ましく、また、委員会選定のトピックもまだ最終決定されていませんので、何か提案があれば、討論会準備委員長までお知らせ下さい。

討論会準備委員長

〒651 神戸市中央区中島通り 3-4-8

Rick Berwick

Featured Speakers 募集

今回の国際大会に参加される方々で Featured Speakers に応募することをお考えの方は、以下の要領で募集いたしますので、振ってご応募下さい。

応募の方々は、以下のものを6月1日(木)までに JALT 国際大会プログラム委員長宛てに郵送して下さい。

- 総計3時間以上に及ぶ、少なくとも3件以上の論文発表、発表なさりたい論文の申し込み1件につき、その発表要旨、データシート、発表者の経歴を添えること。この3件以上の(論文)発表の中に、必ず1つ、1時間の全体会議用(又は、3~4時間のワークショップ用)の発表を入れること。申し込みの論文のうち、少なくとも1つは今大会のテーマである“Language and Culture Interaction”に関するものであること。
- 又、市販教材を用いての論文発表がある場合には、その発表は論文発表全体時間のほか、それ以下にとどめること。
- 発表者の研究歴、出版物を明記した経歴書1通。
- 上半身、白黒写真一葉。

尚、Featured Speakers の数には制限があることを御承知下さい。応募者の選考は提出していただいた論文要旨の内容と学問的地位の両面から行われ、この選考を通過された方々は、大会期間中10月10日(月)に行われる閉会パネルを含め、特別行事すべてに参加していただくことになります。選考委員会では、選考結果を6月30日(木)までに本人宛てに通知し、参加意志の確認を7月31日(日)までに行いたいと考えております。

参加者には、大会参加費が無料になり、大会期間中の宿泊施設の便宜もはかれますが、残念ながら交通費の援助はありません。

支部後援発表者募集

大会への深い関心と、より積極的な参加をはかるため、今大会では、各支部において好評を博した発表者を支部ごとに選考していただく、新しい研究発表の場を設けました。この支部後援発表者は、今大会参加を決定した支部によって選考されます。選考基準や、費用等の援助の有無、形態(交通費、大会参加費、宿泊施設等)の決定はすべて各支部の裁量にまかされます。申し込み手続きについては、6月1日(木)までに各支部が発表要旨並びにデータシートをまとめて、プログラム委員長宛てに郵送しますので、支部選考の発表者が直接プログラム委員長へ郵送なさらないよう御注意下さい。

尚、発表要旨郵送の際には、発表者が“支部後援”の発表者であることを明らかにするために、“Chief Presenter”の欄に支部名を、また“Co-Presenters”の欄に発表者名を記入して下さい。

<input type="checkbox"/> Bio	<input type="checkbox"/> Abs	<input type="checkbox"/> Sum	<input type="checkbox"/> Compl
P#	C#	M#	

JALT 88 PRESENTATION DATA SHEET

(PLEASE USE BLOCK CAPITALS)

CHIEF PRESENTER. _____ ☐ M ☐ F

PLACE OF WORK. _____

ADDRESS. _____

HOME PHONE. _____ WORK PHONE. _____

CO-PRESENTERS. _____

FULL TITLE OF PRESENTATION (80 Characters or less) _____

SHORT TITLE (50 Characters or less) _____

This presentation is mainly (Check ONE)

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

☐ A synthesis of existing knowledge, techniques, etc.

☐ An academic presentation of original research results

☐ A presentation of original materials or classroom techniques

☐ A presentation of commercially available materials with the aim of encouraging their adoption of more affective use

Format: ☐ Workshop ☐ Paper ☐ Demonstration ☐ Other _____

Content Level: ☐ Introductory ☐ Assumes prior knowledge/use

Estimate of _____% Practical vs. _____% Theoretical

Student. Age Level: ☐ Children ☐ Jr High ☐ High School ☐ Univ ☐ Adult ☐ Any Level ☐ N/A

Content Area (CHECK ONLY ONE POX IN EACH COLUMN, if relevant In addition CIRCLE the item from ONE Column which most closely describes the focus of your presentation.)

Skill Area	Method/Syllabus	Materials	Supporting Fields
<input type="checkbox"/> Listening	<input type="checkbox"/> Curriculum Design	<input type="checkbox"/> A/V Aids	<input type="checkbox"/> Language Acquisition
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opinion

NON-TRADITIONAL COLLEGE DEGREES

By Alex Shishin,
Miyazaki Women's Junior College

What can you do if you need a higher university degree, but lack of time and other factors prevent you from enrolling at a traditional university where long-term residency and regular class attendance are required? You can enroll in a non-traditional college or university offering "distance learning" with either a short-term residency requirement or none at all. Many non-traditional schools will allow you to create your own degree program around your current work and will give you credit for "life experience." Thus, it is possible to earn an M.A. in Teaching English in Japan.

There is a great deal of confusion surrounding non-traditional degrees, and this paper hopes to dispel some of that confusion.

In the U.S., non-traditional degree programs are either **accredited** or **unaccredited**. Accreditation, writes Bear (1985:32), "is a validation that a school, or department within a school has been found worthy. . . ." He notes that "Accreditation is a peculiarly American concept. . ." In all other countries "colleges and universities are operated by the government, or gain the right to grant degrees directly from the government. In the United States, accreditation is an entirely voluntary process, done by private, non-governmental agencies."

An accredited degree gives you assurance that it will be universally honored. Does this mean that unaccredited schools and programs are necessarily bad? No.

Unaccredited institutions fall roughly into three categories:

1) Worthwhile ones that are either too new or too experimental to satisfy sceptical and often unreasonably conservative accreditors. Many, citing critics like the Carnegie Commission on Higher Education, consider present accreditation outdated and do not seek it. Their degrees, however, are legal.

2) Diploma mills. These illegal, or, at any rate, illegitimate operations (which are not schools) abound in North America and Europe, selling anything from fake B.A.'s to fake M.D.'s for a few dollars to thousands of dollars and demand no, or only insignificant work. Many false claim "full accreditation." Using a fake (even "honorary") degree for professional purposes can get you convicted of fraud.

3) "Gray area" schools. Unlike diploma mills, their degrees are legal, but their academic quali-

ty is very low. (See Degree Consulting Services, 1985:9-10)

Space forbids a full exposition on how to tell the Good from the Bad and the Ugly. Note, however, that the best unaccredited schools are open about their status and why their educational philosophies conflict with those of recognized accrediting agencies.

The U.S. Department of Education and the private non-profit Council on Post-Secondary Accreditation (COPA) recognize six regional accrediting associations: Middle States Association of Colleges and Schools, New England Association of Schools and Colleges, North Central Association of Colleges and Schools, Northwest Association of Schools and Colleges, Southern Association of Colleges and Schools, Western Association of Schools and Colleges. Professional accrediting agencies are too numerous to list. Contact the U.S. Department of Education or COPA.

As there are many unrecognized so-called accrediting agencies, be sure that a school claiming "full accreditation" is authentically accredited.

None of these mean or equal accreditation: **recognized, licenced, authorized, approved, chartered** (except a governmental charter, like the British Royal Charter), and **pursuing accreditation**. (See Bear, op. cit. :42)

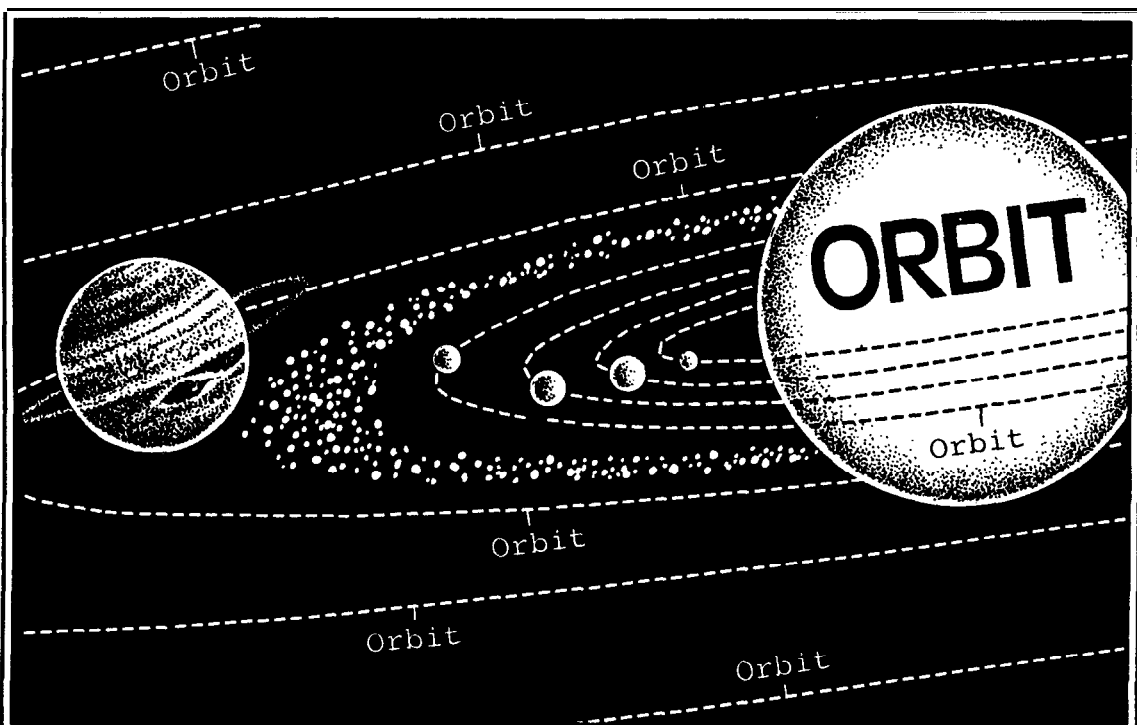
Over 70 American colleges and universities offer accredited correspondence courses and many have accredited non-resident/short residency bachelor's degree programs. The number of such U.S. M.A. programs is considerably fewer. A handful of accredited American universities have short-residency doctoral programs and only one offers a fully-non-resident doctorate: a J.D.

Only two universities offer accreditation-equivalent fully-non-resident Ph.D.'s internationally: the University of London and the University of South Africa (UniSA). A University of London bachelor's is an unwaivable prerequisite for entrance into its higher degree programs. UniSA's application procedures are extremely complex. (For the record, UniSA is as anti-apartheid as a South African school can be and still exist.)

As the ESL/EFL field grows, more non-traditional schools, accredited and unaccredited, will offer degrees in that field, making "qualified" even more difficult to define than now. I hope that our profession, while using due caution, will eschew the traditional academic prejudice against distance learning (Beaudoin, 1985) and that it will honor work well done at the better unaccredited schools.

References and Information Sources

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(cont'd on page 38)



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SOME IDEAS FOR PAIR WORK ACTIVITIES

By Mary Underwood

Many books on teaching methodology tell us what a good idea it is to include pair work in our lessons. It provides opportunities for real communication in the classroom and greatly increases the amount of oral practice each student gets. Some teachers, however, may still be hesitant about trying it, so here are four simple ideas for pair work activities that may encourage reluctant teachers to take the plunge.

Matching

Give each pair of students a list of about six to eight people, with a brief note about each one (e.g. Nishiwaki Midori, aged 24, a secretary in a large company, fond of cooking, does not like rock music). Also give each pair a list of about ten presents that they could buy (e.g. a camera, a book about gardening, a vase, a purse). Ask each pair to decide which present they think would be most suitable for each of the people on the list.

The lists can be written on the blackboard (or on an overhead projector transparency) if it is not possible to provide each pair with their own copy, but it is far better to provide separate copies, as examining the lists together draws the pair together and gives the partners a sense of mutual interest in the task.

A variation on this activity is to ask half the pairs to provide the notes about the people, and the other half to provide a list of presents (or places to visit, or books to read) and then pairs of pairs (i.e. groups of four) can do the matching part of the exercise.

Listen and Draw

Pair activities based on drawing are especially good because they encourage students to concentrate on the need to communicate and not to worry unduly about the way they get their messages over to their partners.

A simple but effective activity is to ask one of the pair to describe something which the other one must draw. It may be necessary to explain to the students that their artistic skills are not important; rather, the important thing is to carry out the instructions given by the partner. A good topic for this is a room, perhaps one in the speaker's house. The listener is required to draw a plan of the room, filling in in the right places all the items described by the speaker. Other suitable topics for this might be: a simple plan of a town known to the speaker, an animal (and then the listener must guess which animal he/she is drawing), or any picture that the speaker has access to but the listener does not.

The activity can be made more difficult by asking the students to sit back to back, so that the speaker cannot see what the listener is drawing, and the listener is then forced to seek clarification when he/she needs it, rather than perhaps depending on the speaker re-stating points that he/she sees have not been understood. However, sitting back to back tends to cause everybody to speak more loudly, and you might decide to leave this arrangement until the pair work habit is well established and your students appreciate the importance of keeping their voices down.

Ask and Draw

Another straightforward activity consists of giving one of the pair a picture, which must be kept hidden from the partner. The one who cannot see the picture (the listener) must ask questions and try to work out what is in the picture. The other partner, the speaker, must only answer questions. He/she must not volunteer any additional information. The listener can be asked to draw (roughly) what the picture shows, so that a comparison with the original can be made at the end of the activity. It is not necessary for every pair to have the same picture, so the teacher can easily provide a selection by cutting illustrations out of old magazines or newspapers.

Questionnaires

Producing and completing questionnaires are other good activities for pairs. At first, it is best to produce a small questionnaire yourself and simply ask the students to complete it for a partner, or even a series of partners. On the first few occasions, particularly if you think your students may not be very willing to talk, you might suggest that each pair look at the questions together and then complete the responses for one of the partners. In this way, you will draw the students' attention away from the necessity to talk (which is what they do not want to do), but some talk will occur naturally as they consider the ques-

(cont'd on next page)

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tions, decide how to deal with the task, and agree on what responses should be written down. Quite soon, you should be able to give a questionnaire to just one of the pair, and that one should ask his/her partner the questions. Clearly, it is better if only one student looks at the questions and then asks them, as then both partners get more oral practice, particularly in question asking, which tends to get little attention in a traditionally run lesson.

When your students have had a bit of experience of questionnaire completion, they may be ready to design questionnaires, in pairs, which they can then complete for a number of other students. This exercise is made more "real" if the

information collected from the questionnaires can be used in some way, or at least made known to others (by entering it on a chart displayed in the classroom, for example).

Questionnaires can be designed to find out about such things as favourite foods and when they are eaten; choices in music; views on discipline in the home; travel and holiday preferences; part-time jobs; shopping habits; and so on.

Mary Underwood has many years of experience teaching English and training teachers. She is an established author of ELT books and is perhaps best known for her listening materials. Her most recent publication is Effective Class Management (Longman, 1987).

(cont'd from page 35)

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COAST TO COAST: Student's Book 1 and Student's Book 2. Jeremy Harmer and Harold Surguine. Longman, 1987. Each book, 95 pp. Student's book, cassettes. (Not reviewed: workbooks, teacher's manuals, oral practice cassettes.)

As the title *Coast to Coast* implies, the two-stage series (with a third forthcoming) teaches American English. It is designed to raise students and other young adult false beginners to intermediate competence. Book 1 consists of 20 units, Book 2 of 18. True to the series title, most of the action in Book 1 takes place in the San Francisco Bay area, while Book 2 centers in Boston. Each unit contains a variety of activities involving all four basic skills. The tapes are absolutely necessary for effective classroom use of the books.

One of the finest features of the course is a set of "interactions extending the oral practice for each unit" printed in each book after the last lesson, Book 1 notes where in each lesson each interaction should occur; Book 2 does not. The student's books contain cards for masking partners' parts of "information gap" exercises. Interactions are coded for "pairwork," "groupwork," "whole class activity," and "teamwork." The tasks involved are interesting, but the English needed to perform them is controlled, so as to make them practical and rewarding. Along with the interactions for each unit are the printed complements to "listening and acting" exercises (Book 1) or radio dramas (Book 2). The table of contents of Book 2 notes expressions, skills, and grammar covered in each unit; Book 1 lists only "examples of new language." Each book concludes with several pages of "grammar summaries and patterns."

Although *Coast to Coast* is an ESL course including some survival information of real use only in North America, it is nonetheless valuable for EFL students in Japan, particularly those contemplating travel, study, or work in the U.S. (or Canada). International input included the advice of JALT member Virginia LoCastro of Tsukuba University. Glimpses of work, social life, and recreation, as well as the history and culture of the U.S. are interesting to most Japanese who choose to study or practice English. The international cast of characters and the cosmopolitan aspects of American life depicted include much that is Japanese, especially in Book 1.

This volume includes two recurring characters: Fumiko, a Japanese woman staying with a

U.S. family while studying English, and Felipe, a Brazilian lawyer living in the U.S. Examples of names and nationalities (pp. 12-13) include Atsuko (who reappears on pp. 44 and 92) and Seiji, both Japanese. A lesson on time expression includes a paragraph about Boston Symphony conductor Seiji Ozawa's travels in one day (p. 15). An Australian TV reporter, Maria Rossi, interviewing a Canadian medical researcher, Marc Lassalle (both recurring characters), to find out "what . . . people in San Francisco eat" provokes the following exchange (p. 24):

Maria: How about sashimi?

Marc: Raw fish? No . . . yuck!

(Unlike most North Americans, Marc is aware that *sashimi*, not *sushi*, is raw fish.) In the following unit, Maria "interviews Hawaiian sumo wrestler Takanofuji at the Japantown Fall Festival" (p. 28). Japantown recurs in a list of San Francisco ethnic neighborhoods (p. 43). A paragraph about baseball mentions that "Americans, Canadians, Latin Americans, and Japanese watch and play" it (p. 3.5).

In Book 2, there is a recurring character named Karen Morita, an award-winning commercial photographer, but her Japanese heritage is not emphasized.

Of tangential interest to employed Japanese and their loved ones may be an "adapted extract" from Lee Iacocca's autobiography in a lesson on weekend and vacation plans (1, p. 55):

When an executive says proudly, "Boy, I worked so hard last year that I didn't take any vacation," I want to say, "You dummy! You can plan an \$80,000,000 project, but you can't plan for taking a two-week vacation!"

Even more striking is a story about Henry Ford's reply to an efficiency expert who criticized an employee for always relaxing with his feet up on his desk (1, p. 59): "That man once had an idea which saved us several million dollars. His feet were on his desk then, too!"

As a balanced listening/speaking course with some reading/writing involved, I found *Coast to Coast* more useful and enjoyable than others I've tried. The books are colorful and attractive, and the tapes are clear. There's quite a lot presented in each unit, but in reasonably short and varied ways. Some inobtrusive review occurs throughout. The emphasis on real-life usage, rather than on abstract grammar, is particularly appropriate for Japanese adults. I found some of the "interactions" got normally reticent high-school girls talking to each other in English better than anything else from a book. They worked as well in a class of factory workers. Selected items from various units could fit in well as supplements to other courses, e.g. asking directions (1, unit 3; 2, unit 3).

I found no serious drawbacks to the series, but I do have some quibbles. The least important concerns an illustration of fruits and baked goods (1, p. 19) in which the "bagel" looks like

(cont'd on page 41)

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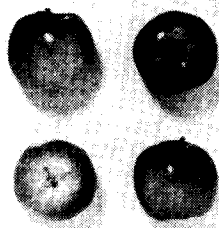
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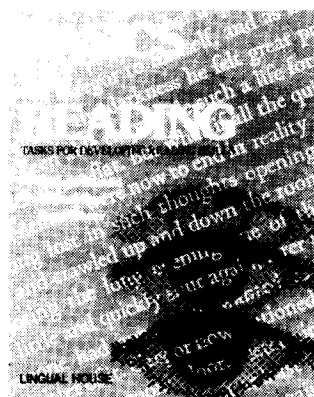
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(cont'd from page 39)

a chocolate glazed donut, particularly next to the "donut" nearly identical in size and shape but much lighter in color. Perhaps more serious is the careless superficiality of a reading selection, "English - an international language" (1, p. 71). For some reason it states that "the Italians use the word *paprika* (from Hungarian)" without mentioning that English speakers do as well (let alone that the Hungarians borrowed the word from the Serbs, who had adapted it from a Greek word . . .). It refers to a familiar Japanese borrowing from German but spells it incorrectly for either language: *arbeito*. A photograph of a Japanese Coca-Cola machine bears the caption "Japanese soda cans, showing a mixture of Japanese and English." The only legible "Japanese" in the picture is English words written in *katakana*. Individual words are not language. (Is "paprika" on a spice label "Hungarian"? "Italian"? "English"? "Esperanto"? "Hi-C Sun Fill" or even "Dr. Pepper" or *orenji* (not to mention *Fanta*) are neither English nor Japanese discourse, and I doubt their significance even as simple utterances. A language text should be more sensitive about its own subject.

Although the tapes are an essential part of the course and excellent listening practice, there

is a most annoying fact about many of the voices on them. Longman apparently desired to provide a variety of examples of "native" and "foreign" English accents. In addition to genuine-sounding North American, British, and Australian accents, there are some which do not seem real at all. In some cases, it is difficult to tell whether a British actor is trying to sound American or vice versa. (The fact that the tapes were produced by Longman Group U.K., Ltd., may indicate the answer.) The "foreign" accents are generally unconvincing. ("Fumiko" sounds like no Japanese I've ever heard.) The worst example of all is the "Hawaiian sumo wrestler Takanofuji," whose speech is redolent of the islands between Ireland and France (1, unit 10). Although such subtleties do not weaken the practical value of the tapes, they are disappointing. If the goal is to present varieties of real English speech, why not do so, instead of merely pretending to?

Nothing I've mentioned is intended to dissuade readers of this review from using *Coast to Coast*. I have adopted it for some of my own classes, and I recommend it for general courses in everyday American English.

Reviewed by Ron Grove
IEC Kokusai Gaigo Gakuin, Yatsushiro

AS I WAS SAYING: Conversation Tactics. Jack C. Richards and Jonathan C. Hull. Addison-Wesley, 1987. 151 pp. Teacher's book and two cassette tapes available. ¥1,600.

Richards and Hull are among the authors recently producing textbooks which focus on pair work using information gap exercises as their central technique. The book is designed "for students who have studied English for at least two years, but who need practice in using and understanding the kind of English Americans use in everyday situations." The emphasis in the text is on communication and little stress is placed on accuracy exercises or the teaching of structures.

The book is clearly laid out in an uncluttered style and illustrated with numerous clear and appropriate black and white photographs. Each chapter begins with a warm-up exercise which introduces the chapter topic to the students. This is followed by a taped sample conversation for students to practice. The main part of each chapter is a pair of information gap exercises focusing on different aspects of the unit theme, each of which is followed by a listening exercise.

One of the difficulties authors face in writing an EFL text is deciding on the range of language functions to include. Richards and Hull have included a broad range of topics that should be of interest to students planning on studying abroad, businessmen, tourists, or people working in service industries in Japan who must use

English with foreigners. The 15 units cover: asking and giving directions, describing people, making social plans, buying a car, seeing a doctor, describing locations, ordering in a restaurant, checking into a hotel, using the telephone, shopping, renting an apartment, dealing with customs and immigration, making travel arrangements, arranging to study at a university, and describing a job. One difficulty is that the level of language needed to successfully complete the tasks in a real-life situation would be beyond the level required by the book and likely beyond most students with only two years of English behind them.

My second and third year university students enjoy the information gap exercises and participate willingly after overcoming the initial difficulty they have with forming questions from information given them in statement form. The level of the material is such that it challenges the students without overwhelming them. One of the positive features of the book is the fact that the chapters are clearly laid out, but do not attempt to do too much with the topic. This allows the teacher room to adapt and supplement the units to the needs of the students.

For the most part, the information gap exercises are well thought out, providing in a clear form the information students need to support their end of the conversation. However, there are several poorly-designed exercises which present special difficulty for students. The aim of an information gap exercise is to give students prac-

(cont'd on page 43)

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tice in putting information they know (or have been given) into English to answer the questions of another student who needs that information. The text writer should give the students the information they need to answer their partner's questions, or at least be sure that the needed information is familiar to students if they must make it up. It is unfair to ask students to create information on the spot, as Richards and Hull do in several exercises, such as one where Student A is to ask Student B to recommend a restaurant. Student B is told only "You know of several good restaurants" and must create the needed information about suitable restaurants. In another exercise, Student B is asked to give more information about three university summer courses Student A is interested in taking. None of this extra information is provided in the book.

In several chapters use is made of telephone dialogues, but unfortunately, the authors neglect to include the complete openings or closings, thereby losing an opportunity to model for students the skills of initiating and, especially, terminating telephone conversations.

The biggest disappointment about the book is the quality of the accompanying tapes. The dialogues contain natural English conversation,

but are read in a manner that sounds like a race against the clock. The result is that there are relatively few false starts or natural pauses marked by *umms* and *ahs*, as are usually found in conversation. In addition, some of the readers sound bored and lack expression. The listening exercises are far too difficult for EFL students who have studied English for only two years. A barrage of information is presented at an unnaturally fast pace, with the result that the students are quickly lost. The readers on the tapes accomplish feats that most native speakers would be unable to duplicate, for example, giving a rundown of the cultural and tourist activities of San Francisco that sounds as comprehensive as the presentation of a well-practiced tourist guide.

In spite of the weaknesses outlined above, Richards and Hull have provided a useful text for low-intermediate to intermediate students who are interested in developing their fluency skills. The book provides a solid base for the teacher who wants a usable text which can be easily supplemented, taking into account the needs of the students.

Reviewed by Duncan Dixon
Tokai University

BUSINESS JAPANESE. 日産自動車編、
凡人社、1984.293pp. ¥2900. カセ7トテープ有り

近年の海外に於ける日本語学習熱には目をみはらせられる。しかし、それがあまりにも急激なものである為、教授法や教材の開発がなかなか追いつけないでいるというのが現状である。そのような中で、本書はビジネスのみに対象を絞った数少ない教科書であるといえよう。

本書は20のレッスンからなり、さらに各レッスンは Language Section と Business Information の2つに分かれている。前者では通常のビジネス活動に必要な文法や語いをマスターさせること、また後者では日本でのビジネスに必要な知識を持たせることがねらいとされている。言い換えれば、本書によって著者の期待通りに学習を修了した者は、日本語による基本的なビジネス活動を、自信を持って行うことができるようになるというわけである。

各レッスンの Language Section はそれぞれ10の部分により構成されている。先ず Target Expressions and Patternsで、そのレッスンで習う基本文型が紹介され、続く Situation でダイアログの背景が説明されている。基本文型の数が最低限に抑えられている事、又ダイアログの背景も充分説明されている事から、導入としては万全であると言えるだろう。

しかし、肝心な Dialogue、それに続く Japanese Writing 及び Reading の部分の構成については問題点を指摘したい。

まず第一に、実際にダイアログが出てくるまでの前置

きが長いことが挙げられる。Dialogueのセクションは、その名に反して、各パートの単語の紹介と英訳のみの構成となっており、完全なダイアログは続く Japanese Writing のところまで現れない。これはダイアログを理解させる為の語いを事前に教えようという著者の配慮と思われるが、学習者側にはダイアログにたどりつくまでの下準備が実際よりもはるかに大変であるように映り、ダイアログを読ませる段階に至るまでに、彼らを必要以上に意識過剰にさせる傾向があることが、教えていて感じられた。後に続く Japanese Writing 及び Reading の部分を、完全なダイアログの提示という意味で先に持って来たほうが使い易くなるのではないと思われる。

第二の点は、ダイアログの題材についてである。本書の大きな特色、ある意味では長所とも言える事は、各レッスン毎に明確な状況設定が成されている事である。多くの場合それらは適切であるが、レッスン15の "Hiring People" 及びレッスン16の "Interviews" は、本書が初心者を対象としているのにもかかわらず、その内容が余りにも現実離れしているようである。レッスン15のダイアログでは、ブラウン氏が山田氏に新しい社員を雇うように依頼するという状況設定、続くレッスン16ではブラウン氏が実際にインタビューを行うという場面だが、果たして、本書の対象となる初心者が、社員雇用等という重要な職務を日本語のみで行うことが実際に有り得るだろうか。ダイアログに日本人と外国人のパートが有る場合、学習者が先ず注目するのは後者である。そして、それを自分自身に置き換え、言語を学習していくのが普通であろう。しかしながら、そのパートが非現実的なことであ

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れば、学習効果も半減してしまう。

Additional Useful Expressions, References 及び Notes の部分についてはよくまとまっていて、学生からも好評であった。特に Notes にある文法の解説は比較的簡単に書かれており、コミュニケーションが主な目的であるビジネスマン対象のコースでは、この部分を家庭学習に充てることにより、限られた授業時間を文法の説明に必要な以上にとられない為、非常に使い易い構成である。

本書の最大の長所は各レッスンの後半の Business Information であろう。多くの教科書で全く忘れられている事にもかかわらず、本書では各レッスン毎にダイアログの内容に関連して、かなりのページが割かれていることは大変好ましい。これは、この先刊行される同種の教科書のお手本となるべきものであろう。

以上のように、まだ幾つかの課題は残るものの、本書はビジネスマン対象の教科書のパイオニアとして高く評価されるべきものであろう。本書は元来、日産自動車の社内での使用を想定して書かれたものと聞く。その為、大学や一般の語学学校で使用するのには適さない面もあるものの、かなりの範囲での応用が可能なように構成されている。したがって、ある程度経験のある教師によって使われた方が、より一層良さが引き出される教科書といえるだろう。

小田 真幸

(Oda, Masaki)

Georgetown University

Reviews in Brief

A HANDBOOK FOR TECHNICAL COMMUNICATION. Jacqueline K. Neufeld. Prentice-Hall, 1987. 214 pp.

Jacqueline K. Neufeld's *A Handbook for Technical Communication* is not a bad book, but it's not a good one either. Like many books marketed in Japan, Neufeld's does not fit the EFL marketplace. Labeled as a book for . . . native speakers of English as well as intermediate-advanced students of English as a Second Language," her book misses the mark for students, even intermediate-advanced students, studying English as a foreign language. (The distinction between ESL/EFL is important, although it's often ignored by those hoping to use ESL texts to tap the lucrative English textbook market in Japan. For help on the ESL/EFL distinction, see Robert Maple's article on pp. 16-18 of the October 1987 issue of *The Language Teacher*.)

Neufeld's book is divided into three units, the first two of which deal with basic elements of composition. The idea is sound, but the coverage of basic writing skills and approaches is too shallow to be of much use in an EFL

class. The third unit focuses on writing of the technical variety, but, unfortunately, it too lacks depth.

The book has four strengths: (1) It's short - 214 pages. I (and most students) like short textbooks. (2) It has three very useful appendices, including a "Word Watcher's Guide" to proper word choice in technical writing and a guide for handling technical abbreviations, notations, etc. (3) It provides a variety of models. Some are rather difficult, but the book makes generous use of technically-written models throughout. (4) It has some good writing exercises for students. At times the exercises are too difficult or too simple, but most of them illustrate Neufeld's belief ". . . that a person only learns to write by actually writing."

The book has its weaknesses. It does little to help students develop thinking and problem-solving skills. Its coverage on the use of graphics (especially in these days of desktop publishing and computer-generated graphics) is too skimpy. And its emphasis on specific formats' for technical writing overlooks the fact that the real purpose of all writing, technical writing included, is to be clear.

It also has some minor annoyances, such as typography and layout, that do nothing to aid in the comprehension of the text; some inconsistencies (explaining, for example, a "brainstorming" technique on page 99, then using the term "brainstorming" in a different context on page 101); misleading information, especially for ESL/EFL writers (e.g. implying at one point that only one draft is needed before the final draft); and it lacks an index - a requisite for any book that calls itself a "handbook."

Some teachers of native speakers of English, even some teachers of ESL students, may find Neufeld's book useful, but I cannot recommend its use in EFL classes.

Reviewed by Chris Crowe
Himeji Dokkyo University

SCIENCE, MEDICINE AND TECHNOLOGY: English Grammar and Technical Writing. Peter Antony Master. Prentice-Hall, 1986. 335 pp.

Science, Medicine and Technology deals with technical writing from a grammatical viewpoint. It is divided into six units: the amplified definition, description of a mechanism, description of a process, classification, abstracts, and the research report and feasibility study. The first half of each unit concentrates on grammar, with sections covering the use of articles, definitions, sentence combining, verbs, and writing aids. The second half of each unit focuses on a writing activity, and is subdivided into a section on a pre-writing activity and sections dealing with structure, models, analysis, and the choice of a topic.

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The author analyses very precisely the grammatical structures prevalent in technical writing. In the exercises, however, both instructions and examples contain language which is often more difficult than the structures being practised. The rather wide range of technical terms provides authenticity, but leads to frequent consultation of dictionaries instead of focusing on the target structure (is it really necessary to use words such as 'hyperkalemia' to practise the difference between 'can' and 'might be able to'?). Throughout the book, the author tends to use language that is unnecessarily complex; for example, in the preface we are advised to work through the book "chronologically" in order to take advantage of the "built-in hierarchy of difficulty."

No attempt is made to make the grammar exercises communicative. Indeed, the author suggests that technology students would find such activities too frivolous - certainly news to this reviewer! Also, as the author rather surprisingly states, "little attempt is made to encourage the writing process."

In conclusion, *Science, Medicine and Technology* would be a good reference book for teachers and advanced students with broad-based experience of technical translation, but this reviewer would have reservations about adopting it as a main course book for other students.

Reviewed by Brian Harrison
St. Marianna University School of Medicine
Kawasaki

RECENTLY RECEIVED

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

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

CLASSROOM TEXT MATERIALS/ GRADED READERS

*Ackert. *Insights and Ideas: A beginning reader for students of English as a second language* (HRW International Edition). HBJ Japan, 1982.

*Bode & Lee. *Overheard and Understood* ("English for Academic Purposes" series). Wadsworth, 1987.

*Byrd. *Write On: A student's guide to handwriting* ("English for Academic Purposes" series). Heinle & Heinle, 1985.

*Gregg & Russell. *Past, Present, and Future. A reading-writing text 2nd ed.* Wadsworth, 1987.

*Kayfoltz & Stice. *Academically Speaking* ("English for Academic Purposes" series). Wadsworth, 1987.

*Lonergan. Testbook for *New Directions 1* (Student's book, Teacher's book. Note: Coursebooks were previously listed in this section). Macmillan, 1987.

*Samovar & Porter. *Intercultural Communication. A reader, 5th ed.* Wadsworth, 1988.

*Tansey & Blatchford. *Understanding Conversations* ("English for Academic Purposes" series). Wadsworth, 1987.

*Verderber. *The Challenge of Effective Speaking, 7th ed.* Wadsworth, 1988.

Carter & Long. *The Web of Words: Exploring literature through language*. Cambridge, 1987.

Chan. *Phrase by Phrase: Pronunciation and listening in American English*. Prentice-Hall, 1987.

Chenoweth & Kelly. *Basics in Writing: Tasks for beginning writers*. Lingual House, 1987.

Coffey. *Communication through Writing*. Prentice-Hall, 1987.

Johnson & Young. *The Immigrant Experience: Interactive multiskill ESL*. Prentice-Hall, 1987.

Molinsky & Bliss. *Expressways 2A, 2B: English for Communication*. Prentice-Hall, 1987.

Myers. *Stories from Latin America: An ESL/EFL reader*. Prentice-Hall, 1987.

Reid. *Basic Writing*. Prentice-Hall, 1987.

Scul. *Creative Reading and Writing for Advanced ESL Students*. Prentice-Hall, 1987.

†Swan & Walter. *Cambridge English Course, 3* (Student's book, Teacher's book, Test book, one Student's cassette, four Class cassettes). Cambridge, 1987.

TEACHER PREPARATION/ REFERENCE/RESOURCE/OTHER

*Collie & Slater. *Literature in the Language Classroom. A resource book of ideas and activities* ("Handbooks for Language Teachers" series). Cambridge, 1987.

Greenbaum. *The English Language Today* ("English in the International Context" series). Pergamon, 1987.

Krahnke. *Approaches to Syllabus Design for Foreign Language Teaching* ("Language in Education: Theory and Practice" series, No. 67). Prentice-Hall/Regents, 1987.

Smith, ed. *Discourse Across Cultures: Strategies in World Englishes* ("International English Language Teaching" series). Prentice-Hall, 1987.

Wong. *Teaching Pronunciation: Focus on English rhythm and intonation* ("Language in Education: Theory and Practice" series, No. 68). Prentice-Hall/Regents, 1987.

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

IN THE PIPELINE

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

Black et al. *Fast Forward*.

Boardman & Holden. *English in School*.

Bygate. *Speaking*.

Dickinson. *Self-instruction in Language Learning*.

Di Pietro. *Strategic Interaction*.

Dougill. *Drama Activities for Language Learning*.

Glendinning & Holstrom. *English in Medicine*.

Hamp-Lyons & Heasley. *Study Writing*.

Herzfeld-Pipkin & McCarrick. *Exploring the US*.

Hill. *Using Literature in Language Teaching*.

Hino. トーフルの 6 5 0 点: 私の英語修業.

(cont'd on page 53)

Chapter Presentation Reports

Reports written in English on chapter presentations should be sent to co-editor Ann Chenoweth, 3-1-14 Yanaka, Taito-ku, Tokyo 110. Those written in Japanese should be sent to the Japanese Language editor (address on p. 3). They should reach the editors by the first of the month preceding desired publication, although actual publication dates may vary due to space limitations. Acceptable length is up to 250 words in English, two sheets of 400-ji genko yoshi in Japanese. English must be typed double-spaced on A4-size paper. Longer reports can be considered only upon prior consultation with the editors. Please refer to guidelines in the January issue of this volume.

FUKUOKA

HOW "NATIVE" CAN A NON-NATIVE SPEAKER BE?

By Gerhard Nickel

Dr. Gerhard Nickel, professor of linguistics at the University of Stuttgart, a distinguished author, researcher and a featured speaker at the JALT '87 conference, delighted, informed and encouraged the Fukuoka chapter members during its November meeting. The relatively small number in attendance in no way detracted from the quality of the presentation. On the contrary, it promoted an atmosphere of informality and privilege which can only be appreciated by those whose encounters with distinguished speakers have been otherwise.

The meeting began with a brief self-introduction by everyone. In particular, members expressed their personal interests, which enabled Dr. Nickel to alter his presentation to address those stated interests. The following is a brief list of the many issues that were discussed: developmental vs. universal errors, confidence as a factor in second-language learning, negative transfer/interference from one's native language, the differences between an EFL and an ESL situation, tag questions, varieties of English, language evolution, implications of error analysis, team teaching (native speaker and non-native speaker), the greater sense among Japanese of "correctness," the shift in Europe and America during the '60s from correctness to communication, phonological interference from one's native language, the extreme difficulty of achieving native-like pronunciation in an EFL environment and its implications, the notion that some ethnic groups are better at learning languages, distinguishing between errors which do and do not interfere with communication and its implications, dealing with errors cognitively, the place of explicit grammar instruction, and class size

and instruction time as factors in language teaching and learning. Finally, there was a brief time for questions and it ended, appropriately, with an intimate dinner.

Reported by Rand Uehara
Saga Medical School

HAMAMATSU

WARM-UPS

By Gary Wood

Gary Wood began his presentation by defining 'warm-ups,' and by rationalizing their use in the classroom. They are, he contends, an essential part of any language lesson and are as necessary to language learners as they are to athletes. Their major purpose is to help language learners to relax; to reduce the stress that so many language learners associate with language learning. Warm-ups can be used to set up a 'target language only' environment. Moreover, they are good ice-breakers in new classes, giving students a chance to meet each other in a relaxed, enjoyable situation. And, warm-ups are good 'time fillers' for those classes in which the students tend to trickle in at different times.

Warm-ups can basically be broken into two categories: short activities and extended ones. The short activities, as the name suggests, take relatively little time and are useful for starting up a class or in reactivating a group that may have 'run out of gas.' Short activities are basically voice projection exercises or physical activities, and are useful in establishing rapport in the classroom.

Extended warm-ups are more involved and utilize information sharing or information gap exercises. These exercises can be used to supplement and give life to course curriculum, or they can be used entirely independently, giving students a much needed break.

Admitting that most of his warm-ups were old hat, and that he had 'borrowed' them from a number of sources, Wood has been collecting and refining his exercises for a number of years. He pointed out that a good instructor should be able to adapt them to nearly any class situation.

Reported by F. Parker

NAGANO/SUWA

STUDENT-CENTERED LEARNING

By Thomas N. Robb

Tom Robb demonstrated how student-centered learning can be used effectively in both high schools and universities. Students are reluctant to speak in large groups, but they are more likely to participate in small groups where they

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can generate a lot of enthusiasm. Most questions can usually be answered within the group, allowing the teacher the opportunity to give individual attention where needed. This emphasis upon student, rather than teacher talk, enables the students to gain a better understanding of the material being studied, whilst developing an ability to use English as an important tool for communication.

Robb suggested increasing pair work activities by getting the students to drill each other, or by using information transfer exercises. Another idea was to have students work in small groups on translations, where one student reads the sentences in Japanese and the others translate them into English together. Dictations can also be done in groups, using a tape recorder, and letting the students control the number of repetitions they need. He noted that the amount of written work produced is more important than the correction of errors.

Reported by Corrina van Workum

NAGOYA

USING DRAMA IN THE LANGUAGE CLASSROOM

By Peggy Laemmel

Because drama is fun, enjoyable and allows students to be anything they want by means of fantasy, Peggy Laemmel (December speaker) considers it a valuable teaching technique.

When considering the use of drama in the classroom, attention should be given to the following:

- 1) Provide a basic minimum of structure to serve as a springboard into the realm of fantasy. This includes a well-planned beginning, middle and end.
- 2) Keep each activity simple and limited to one problem.
- 3) Encourage spontaneity the activity must belong to the students.
- 4) Do not demand from a student anything you are not prepared to do yourself.

Laemmel also encourages the use of props to get a point across. A short demonstration of drama for children was given with the creation of four-line dialogues centered around Sesame Street Cue Cards. The video project "Bus Stop" for grade school children was also discussed. "Let's Go" was mentioned as containing useful dialogues and activities.

The second half of Laemmel's presentation addressed the needs of university students. It is apparently difficult for university students to be spontaneous or to express personal opinions. To overcome this initial reluctance, students can create an imaginary character, gradually providing deepening details. She has found that stu-

dents will often express themselves through these adopted, fictitious personalities. Cut-outs from magazines are especially useful props for this activity; students express opinions through and about these photographs.

Ms. Laemmel concluded her workshop with a statement of her belief in drama:

"To teach students how to reach inside themselves to cope with something outside themselves. Through the use of drama/fantasy we can provide an experimental situation for practice which can be utilized someday in the real world."

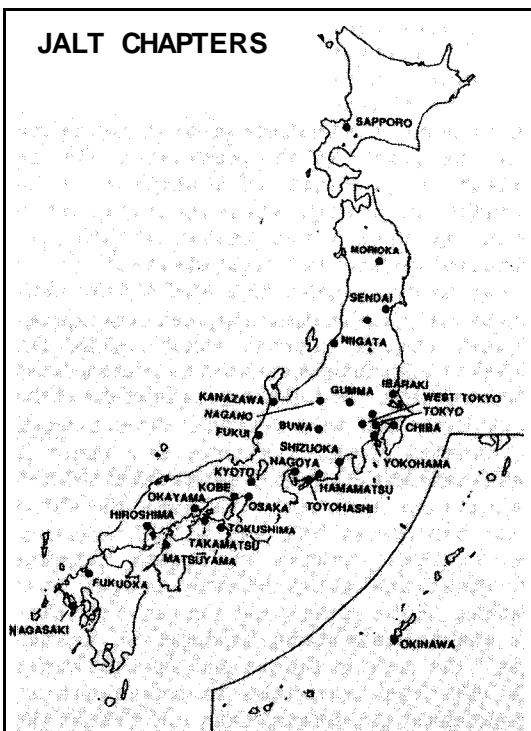
Reported by Estela Reveles

SAPPORO

APPROACH, METHOD AND TECHNIQUE

By Claire Stanley, Director, SMAT Program,
School for International Training

Claire Stanley's workshop/discussion provided some working definitions of three widely used terms - Approach, Method and Technique (AMT) which, if understood and applied to one's teaching, can provide teachers with



NO CHAPTER IN YOUR AREA?

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"power." By this she meant influencing the affective environment (feelings) that often determines the extent of learning taking place.

Stanley introduced the subject by roughly defining Approach/Assumptions as the "Why" of teaching (teacher's assumptions about how people learn languages); Method (teaching system) as the "When" and "How"; and Technique (tools the smallest classroom unit) as the "What." She pointed out that teachers' assumptions, whether conscious or subconscious, determine what they do or do not do in a classroom.

After demonstrating a beginning Spanish lesson with volunteers, Stanley made the abstract more concrete by inviting audience/participant observations, which were placed in an appropriate AMT category. She then proceeded to illustrate, with a variation of the "Little Green Rod 'Technique'" (Stevick, *A Way and Ways*, pp. 38-39), how totally different results can be obtained from the same technique if three different methods are employed.

Our active feedback and enjoyment of the process proved that we gained some insight into AMT directly from the content of the presentation as well as indirectly from her personal teaching Approach/Method/Technique, which she used throughout.

Reported by Eiji L. Suenaga
Sapporo Daigaku

YOKOHAMA

TEACHING SPOKEN ENGLISH TO MIDDLE AND HIGH SCHOOL STUDENTS

By Leo Perkins

Leo Perkins has taught English in Japan for more than 25 years. He has taught at major universities such as Waseda, Hitotsubashi, and Japan Women's University. He is also the author of the Comet series of textbooks.

In his presentation to the November Yokohama chapter meeting, he outlined the problems of teaching English in Japanese schools and showed how English can be effectively taught within the Japanese educational system.

Some points Perkins made were:

1. Textbooks written for the Ministry of Education should be abandoned completely.
2. Japanese teaching of language focuses on the written rather than the spoken form of the language.
3. Japanese students who have previously studied English under Japanese teachers must often be retrained in how to learn a foreign language.

Reported by Jack King
Toyo-Eiwa Junior College

Bulletin Board

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

TESOL SUMMER INSTITUTE

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

SIT. JAPAN SEMINARS

The School for International Training offers highly experiential, participatory seminars in Japan this month and next. Graduate credit optional. *Issues in Planning and Administering Language Programs*, March 4-6, at Asia Center, Odawara, taught by Claude Pepin, addresses participants' skills in hiring, staff orientation, development of job descriptions, and creating systems for performance appraisals. At the Center for Language and Intercultural Learning, Osaka, *Syllabus Design*, April 2-3, taught by Kathleen Graves, enables participants to design a syllabus which meets their students' needs in an effective and meaningful way. *Toward Learning-Centered Teaching*, April 9-10, also taught by Ms. Graves, explores the nature of learning and shows how to make one's teaching more "learning-centered" and thus more effective. To apply, please contact Fusako Allard, The Center, 204 Shirono Bldg., 3-41 Manzai-cho, Kita-ku, Osaka 530; tel. 06-315-0848.

GATTEGNO WORKSHOPS '88

Caleb Gattegno, originator of The Silent Way, will present a series of workshops.

Osaka - Umeda Gakuen, 2-30 Chaya-machi, Kita-ku. *Seminars*: (1) "I Too Can Be Creative," April 15, 5:30-9:30 p.m., 16 and 17, 9:30 a.m.-6:30 p.m. (2) Science of Education, May 3, 4 and 5, 10 a.m.-6 p.m. *Intensive Language Courses*: (1) Spanish I (20 hrs.), April 22, 5:30-9:30 p.m., 23 and 24, 9:30 a.m.-6:30 p.m. (2) Spanish II (20 hrs.), May 6, 5:30-9:30 p.m., 7 and 8, 9:30 a.m.-6:30 p.m.

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Tokyo Kotsu Anzen Kyoiku Center, 3-24 20 Nishi-azabu, Minato-ku. English for Intermediate to Advanced Learners (20 hrs.), April 29, 10 a.m.-6 p.m., 30, 1-7 p.m., May 1, 10 a.m.-6 p.m.

For further information: Fusako Allard, 06-315-0848, Sachiko Adachi, 03-788-0884.

INTERCULTURAL COMMUNICATION FOR LANGUAGE TEACHERS C.C.T.S. Seminars

Dr. Dean C. Barnlund, professor of Communication Theory, Interpersonal and Intercultural Communication at San Francisco State University and Visiting Professor at ICU in 1968 and 1972, author of *Public and Private Self in Japan and the United States* (Simul Press), *Interpersonal Communication.. Survey and Studies*, as well as the forthcoming *Communicative Styles of Japanese and Americans*, will conduct workshops which provide participants with an in-depth understanding of theoretical perspectives for cross-cultural communication and help develop deeper insights into the field.

Tokyo: March 19-21 (3 days, all others 2 days); April 2-3; April 9-10. Place: International House of Japan. Kyoto: March 26-27. Place: Kyoto International Conference Hall.

Each workshop 25 people only. Participants in the 1987 workshop series who apply by Feb. 27 will be given priority. To apply send by March 12 a postcard listing name, address, telephone number, occupation, field of interest, and the date of the seminar you wish to attend to: S. Araki, Cross-Cultural Training Services, 6-8-10-206 Matsubara, Setagaya-ku, Tokyo 156.

第3回 英語教育ワークショップ

(English Education Workshop)

日時: 3月26日(土) 2:00~6:00
場所: 大阪YWCA本館
講師: 大阪女学院短期大学助教授 桜井敏子氏
内容: 発音
参加費: ¥4,500(資料代込み)
定員: 30名(先着順)
問い合わせ: 大阪YWCA専門学校
☎06 361-0838 村田

日本語シンポジウム

(Symposium on Japanese Language Education)

テーマ: 「異文化摩擦と日本語教育」
日時: 3月25日(金) 10:00~16:50
場所: 豊橋技術科学大学
語学センター大講義室(2F)
プログラム:

- (1) 特別講演「題未定」
大阪外国語大学留学生特別科 小泉 保教授
 - (2) パネル討議
(パネリスト)
静岡大学教養部 佐々木倫子助教授
名古屋大学留学生相談課 秦 喜美恵主事
名古屋YMCA日本語科 安藤節子専任講師
南山大学外国語学部 坂本 正助教授
(アドバイザー)
大阪外国語大学留学生別科 小泉 保教授
- 懇親会: ¥3,000
福利厚生施設 談話室 17:00~19:00
参加費: 無料
連絡先: 豊橋技術科学大学語学センター
(〒440 豊橋市天伯町字雲雀ヶ丘1 1
☎ 0532 (47) 0111 内線752)

INTRODUCTION TO SELF-ACCESS PAIR LEARNING TRAINING Tokyo and Osaka

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

Dates: Tokyo, March 7-11; Osaka, March 13-17. Place: Tokyo, I-House (Kokusai Bunka Kaikan) in Roppongi; Osaka, Ohbayashi Biru (near Temmabashi Station). Information: Didasko, 6-7-3 1-6 11 Itachibori, Nishi-ku, Osaka 550; tel. 06-443-38 10.

TEMPLE UNIVERSITY JAPAN Distinguished Lecturer Series

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

May 7-8 (T), 14-15 (O): *Language, Culture, and Curriculum*, Christopher Candlin, McQuarier University

June 4-5 (T), 11-12 (O): *The Teaching of Writing*, Vivian Zamel, University of Massachusetts

July 2-3 (T), 9-10 (O): *Instructed Second-Language Acquisition*, Rod Ellis, Ealing College of Higher Education

Note: In place of the cancelled March (N. Wolfson) workshop, the April workshop may be taken in combination with those given in January (R. DiPietro) and February (A. Cohen) as *TESOL Special Projects*, a 3-credit course.

All courses Sat., 2-9 p.m., Sun., 10 a.m.-4 p.m. Information: Michael DeGrande, Temple University Japan, 1-16-7 Kami-Ochiai, Shinjuku-ku, Tokyo 161 (site of the Tokyo sessions), tel. 03-367-4141; or Temple University, Kyowa

Nakanoshima Bldg. 2F, 1-7-4 Nishi-Temma, Kita-ku, Osaka 530 (site of the Osaka sessions), tel. 06-361-6667.

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

BRITISH COUNCIL TEACHERS' ESSAY CONTEST

Applications for the 1988 British Council/Cathay Pacific Airways Essay Competition for Secondary School Teachers of English are now being accepted. The competition is open to Japanese teachers of English in middle schools and high schools, excluding previous prizewinners. To enter, submit a 2,000-word essay on how writing is taught to Japanese students of English, including suggestions on how English language teachers can most effectively integrate writing skills with other foreign language skills for communicative purposes, to Yoshiko Asano, the British Council, 1-2 Kagurazaka, Shinjuku-ku, Tokyo 162, accompanied by an official application form (available from the British Council), to be received by April 8.

The three winners will each receive an all-expenses-paid round-trip to Britain to attend a British Council summer seminar on English teaching. The British Council's "ABC Newsletter" includes the complete texts of last year's prizewinning essays along with a number of articles on teaching English as a foreign language. Further details: The British Council, 03-235-8031 or 075-791-7151.

HUMOR CONFERENCE

World Humor and Irony Membership (WHIM) will convene April 1-4 at Purdue University. The chair is Victor Raskin, Dept. of English, Purdue University, West Lafayette, IN 47907, U.S.A.; tel. 317-743-3094. The 1989 conference, also April 1-4, is at B.Y.U.-Hawaii. For information on humor clubs, journals, organizations, or scholars, contact Don L.F. Nilsen, English Department, Arizona State University, Tempe, AZ 85287, U.S.A.

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A CALL FOR IDEAS

What do you do with the last 5-10 minutes of class time when the lesson material is finished and you have nothing else prepared? If you have good ideas for this situation please write them up and submit them to the editors, Eloise Pearson and Ann Chenoweth (see p. 3 for address) by August 31.



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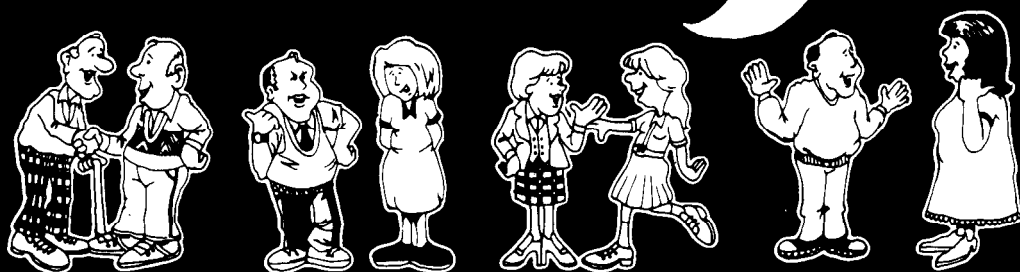
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Meetings

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

Note from the section editor:

If your chapter is not listed, it may mean that the meeting announcement was received too late for publication. For information please contact your chapter program or publicity chair or coordinator. Addresses and telephone numbers appear in this issue on pages 22-27.

CHIBA

Topic: The Silent Way: A Sample Silent Way Classroom
 Speaker: Fusako Allard
 Date: Sunday, March 20th
 Time: 12:45-4:30 p.m.
 Place: Chiba Chuo Community Center, 6F,
 2-1 Chiba Minato, Chiba-shi (0742-41-7721, ext. 601)
 Fee: Members, free; non-members, ¥500
 Info: Ruth Venning, 0472-41-5439

Much of the disappointing experience in language learning comes from the teacher's pre-supposition that language is accumulative knowledge rather than an integrated functioning.

During this presentation, those attending will examine, as students and/or observers, how a Silent Way teacher tries to work on the students' awareness rather than to "teach" so that each student works on him or herself to make the language his or her own. Based on that observation, together we will try to determine what are the teachers and students' responsibilities in a language classroom.

FUKUOKA

Topic: Self-Access Pair Learning
 Speaker: Yoko Morimoto
 Language: English, but questions and discussion in Japanese welcome
 Date: Sunday, March 13th
 Time: 2-5 p.m.
 Place: Fukuoka Shimin Kaikan, 5-1-23 Tenjin, Chuo-ku (092-761-6567). Take bus or subway from Hakata Station to Tenjin. Walk north on Watanabe-dori about 34 blocks (towards the KBC TV Tower), then turn right on Naga-hama-dori. Fukuoka Shimin Kaikan is next to Fukuoka Bunka Kaikan.
 Fee: Members, free; non-members, ¥1,000
 Info: JALT-Fukuoka, 092-761-3811

Ms. Morimoto, trained in S.A.P.L. at the Center for Experimentation and Evaluation of
 (cont'd on next page,

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Language Techniques in Geneva, Switzerland, will report on this very interesting approach to language learning. She is an assistant professor at Kwassui Women's College, Nagasaki.

On April 17 at Tenjin Center Bldg., Fred Anderson will present "Creative Strategies for Classroom Management."

GUNMA

Topic: Close-up on a Systematic Attempt to Enliven English Instruction at a Japanese University

Speakers: Ronda Atkins and Clifford Mayes

Date: Sunday, March 6th

Time: 2-5 p.m.

Place: Kyoai Gakuen High School, Maebashi

Fee: Members, ¥500; non-members, ¥1,000

info: Wayne Pennington, 0272-5 1-8677
Morijiro Shibayama, 0272-63-8522

At Sugiyama Jogakuen University in Nagoya, the governing idea is that language learning must be as psychologically and socially real as is possible to achieve within a classroom. Therefore, grammar, literature, cultural aspects, and conversational skills are taught in Freshman English in a way that requires students to use English in the classroom.

The presenters will (1) discuss the theoretical assumptions upon which the program is built, (2) show a video, to provide a close-up view of the daily workings of the program. (3) talk about the practical side of organizing and administering such a program, and (4) answer questions and offer suggestions for creating a communicative program, or for simply making classes more lively and enjoyable

Ms. Atkins and Mr. Mayes received their M.A.'s in ESL from the University of Arizona. Ms. Atkins is the Director of Freshman English and teaches in the British/American Culture Program at Sugiyama Jogakuen; Mr. Mayes also teaches in both programs.

HAMAMATSU

Topic: Interactive Group Tasks for Large Classes

Speaker: Carl Adams

Date: Sunday, March 27th

Time: 10 a.m.- 1 p.m.

Place: Seibu Kominkan

Fee: Members, free; non-members, ¥500

Info: Brendan Lyons, 0534-54-4649
Karin Bradberry, 0534-56-7068

Carl Adams, assistant professor at the Faculty of Education, Niigata University, and coordinator of JALT-Niigata, has an M.A.T. in ESL from the School for International Training, has taught in Viet Nam, Indonesia and Japan, and has interests in teacher training and the practical application of new methods in Japan.

Interactive group tasks help students at various stages of language development learn to generate their own language. First, students gain confidence interacting in small group tasks; then they learn to assert themselves and generate their own thoughts and ideas on a more personal level; and, finally, they work together to complete independent group projects.

Practical suggestions on how to use and develop tasks that encourage greater student interaction, examples of student work, and the roles of teacher and learner will be discussed. Though the activities presented are designed primarily for large university classes, they are relevant to other learning situations as well.

HIROSHIMA

Topic: Three Ways to Use Drama in the Classroom

Speaker: Marsha Miller

Date: Sunday, March 13th

Time: 1-4 p.m.

Place: Hiroshima YMCA, Gaigo Gakuin Bldg. No. 3,3F

Fee: Members, ¥500; non-members, ¥1,000

Info: Miyoko Hayashi, 082-228-2269
Martin Millar, 082-227-2389

This presentation will serve to complement February's in featuring the same topic, namely. Drama. Three types of drama in ELT will be dealt with: **1) The Dramatic Teacher:** John Rassia's "Dartmouth Method" and others which utilize a dramatic teacher as a means of involving students in interesting communicative situations. **2) Creative Drama.** The activities here involve students in spontaneous dramatic enactments. **3) Foreign-Language Theater.** The use of scripts, formal acting, direction and production. Procedures suggested by Richard Via and others will be discussed.

Marsha Miller holds an M.A. in Foreign Language Education from the University of Texas. She currently teaches at Trident College, Nagoya.

IBARAKI

Topic: Interactive Group Tasks for Large Classes

Speaker: Carl Adams

Date: Sunday, March 13th

Time: 2 -4 p.m.

Place: Mito Shimin Kaikan

Fee: Members, free; non-members, ¥500

Info: Jim Batten, 0294-53-7665

Mr. Adams and his workshop are described in HAMAMATSU above.

KANAZAWA

Topic: New Trends in EFL Teaching

Speaker: Shelagh Speers

Date: Sunday, March 13th
 Time: 2-4:30 p.m. (Please be on time)
 Place: Ishikawa Shakai Kyoiku Center
 Fee: Members, free; non-members, ¥500
 Info: Sue Kocher, 0762414496
 Paul Hays, 0762-65-5752

The approach to teaching English as a foreign language has changed dramatically in the past few years. There has been a shift from the traditional grammar-based syllabus to a more functional approach, with more emphasis on speaking and listening. In this workshop the speaker will examine these trends, in particular the functional syllabus, pairwork and task listening in the classroom, and the exciting technique of "jazz chanting." She will use examples from textbooks by Oxford University Press.

Shelagh Speers, with eight years of experience teaching English in Canada and Japan, is now Marketing Representative for O.U.P. in Tokyo.

KOBE

Topic: Our Share A Smorgasbord of Ideas and Techniques
 Speakers: Members of the Kobe chapter
 Date: Sunday, March 13th
 Time: 1:30-4:30 p.m.
 Place: St. Michael's International School
 Fee: Members, free; non-members, ¥1,000
 Info: Jan Visscher, 0784536065 (after 9 p.m.)

A wide variety of 15- to 30-minute presentations will be offered. The line-up so far: Effective Teaching Ideas Generated by Self-Teaching of a Foreign Language; Using 'Karuta' for Teaching English to Children; Multiple-Language Listening Comprehension Method for International Communication; A First Step Towards Student Autonomy in Large Classes; Thoughts on ELT in Japan from a Teacher of Japanese; A Comprehensive Approach to Listening Comprehension.

There is still room for a few more presentations. If you would like to share an activity, technique or idea, please contact Jan Visscher before March 10. Remember that the Annual Conference will be held in Kobe this year. Here is an opportunity to test your idea for a JALT '88 presentation in a non-threatening environment.

On April 10, Mike Thompson will speak on Video Drama.

KYOTO

Topic: Student-Centered English Lessons
 Speaker: David Peaty
 Date: Sunday, March 21th
 Time: 2-5 p.m.
 Place: Kyoto YMCA, Sanjo Yanaginobamba (on Sanjo-dori between Karasuma and Kawaramachi); 075-231-4388
 Fee: Members, free; non-members, ¥500

Info: Christopher Knott, 075-392-2291

English lessons in Japanese schools are generally aimed at translation rather than communication or creative expression, based on input and output which students cannot relate to personally, and dependent on the teacher. Students thus lack communicative ability, creativity, involvement, and initiative and may never become effective communicators. Mr. Peaty will propose some simple changes in objectives, methods and materials and demonstrate creative student-centered activities.

David Peaty has been teaching English in Japan since 1974 and has written a number of course books published by Nelson, Oxford University Press, Cassell and others. His most recent text is *Alltalk*.

NAGOYA

Topic: Interactive Group Tasks for Large Classes
 Speaker: Carl Adams
 Date: Sunday, March 27th
 Time: 2:30-5:30 p.m.
 Place: Mikokoro Centre, Naka-ku
 Fee: Members, ¥500; non-members, ¥1,500
 Info: Lesley Geekie, 05617-3-5384
 Tetsu Suzuki, 0566-22-5381

Mr. Adams and his workshop are described in HAMAMATSU above.

NIIGATA

Topic: Thoughts and Techniques of a Japanophile Who Sometimes Teaches in Japan
 Speaker: Sanford Goldstein
 Date: Sunday, March 20th
 Time: 1:30-3:30 p.m.
 Place: Niigata Kyoiku Kaikan (025-224-0973); see map in July 1987 issue.
 Notice: no parking so take bus for "Hamauracho" and get off at Nishi-Ohtasakaue.
 Fee: Members, free; non-members, ¥500
 Info: Carl Adams. 025-262-7226; 260-7371
 Chisato Furuya, 0258-46-6000

Sanford Goldstein, professor of English at Purdue University, where he teaches literature and creative writing, has published his own *tanka* poems and short stories, and has translated Ogai Mori's *The Wild Geese*, Natsume Soseki's *To the Spring Equinox and Beyond*, and Akiko Yosano's *Tangled Hair*. On sabbatical from Purdue, he is teaching for the fifth time for a period of two years at Niigata University, where he first taught 1953-55. Later he was a Fulbright teacher at Nagasaki University.

His talk will contain some personal remembrances of his early experiences in teaching English in Japan and will offer some of his

(cont'd on page 57)



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methods, including songs, tanka and composition, spontaneous translation, and skits.

OKAYAMA

Topic: Team Teaching with Native Speakers of English
 Speaker: Ruth Venning
 Date: Saturday, March 12th
 Time: 2:40-4:30 p.m.
 Place: Shujitsu High School; 0862-25-1326
 Fee: Members, free; non-members, ¥500
 Info: Fukiko Numoto, 0862-53-6648

For details on Ms. Venning and her presentation, please see TAKAMATSU below.

OKINAWA

Topic: Maximizing Your Investment in English Acquisition
 Speaker: Dennis E. Schneider
 Date: Sunday, March 27th
 Time: 2- 4 p.m.
 Place: Okinawa Language Center, Naha (parking available)
 Fee: Members/students, free; non-members, ¥500
 Info: O.L.C., 0988-64-0803
 Setsuko Matsuda, 0988-32-3410

Dennis E. Schneider teaches at Tokyo University. His Ph.D. thesis at the University of Texas, Austin, was "A Sociolinguistic Rationale for Teaching English in Japan."

OMIYA

Topic: Diary Studies of Classroom Second-Language Learning
 Speaker: Kazuko Matsumoto
 Date: Sunday, March 13th
 Time: 1:30-4:30 p.m.
 Place: Omiya YMCA
 Fee: Members, free; non-members, ¥1,000
 Info: Michiko Shinohara, 03-317-0163
 Aleda Krause, 0487-76-0392

Ms. Matsumoto believes that the major strength of qualitative methodology in general and second-language diary research in particular lies in its holistic, hypothesis-generating, and naturalistic characteristics. She will explain diary studies and show how their use in formal instructional settings is especially beneficial in Japan.

Kazuko Matsumoto, M.A. in TEFL, Southern Illinois University, teaches at Soai College, Osaka. Her research interests include ESL writing, psycholinguistics, and L2 acquisition.

Subscribe to *Cross Currents* and *English Today*. Available at substantial discounts **only** to JALT members. See the *furikae* form in this issue for details.

OSAKA

Topic: Comparing Functional Patterns in Japanese and English
 Speaker: Kim Kanel
 Date: Sunday, March 20th
 Time: 1-4:30 p.m.
 Place: Umeda Gakuen
 Fee: Members, free; non-members, ¥1,000
 Info: Tamara Swenson, 06-351-8843

For the very reason that Japanese learners of English are so hung up on accuracy in speaking, it is important for them to learn a limited number of versatile yet simple patterns that they can count on to fulfill communicative needs accurately. Many textbooks stress such functions but students often can't judge which patterns are the most relevant and essential. We will compare and contrast how Japanese and English speakers express invitations, suggestions, and other functions in order to establish which patterns are most versatile and easiest for Japanese learners.

Kim Kanel, a lecturer at Doshisha University, received his M.A. in Linguistics and TESL from California State University, Long Beach, and taught there for three years before coming to Japan, where he has taught for ten years. His special interests include contrastive analysis and curriculum development.

On Saturday, April 9, Stephen Gaies will speak on "Developing Listening Ability" at Temple University.

OSAKA SIG

Teaching English to Children (March 20, as above)

Topic: Teaching Pronunciation Using *Katakana*
 Time: 11 am--12:30 p.m.
 Info: Patrick Bea, 075-952-3312

This is a Kansai area-wide Special Interest Group. Though participants are urged to join JALT, SIG meetings are generally free to all.

The group and chapter wish to thank this SIG's long-time former coordinator, Sister Regis Wright, for all the inspired and inspiring work she has done and is still doing for the education of children in this country.

SAPPORO

Topics: 1) Authentic Materials: Fluency First
 2) Teaching a Content Course to False Beginners
 Speakers: 1) Philip Sparkes
 2) Richard Kizziar
 Date: Sunday, March 13th
 Time: 1:30-4:30 p.m.
 Place: Kyoiku Bunka Kaikan, Chuo-ku, North 1, West 13. At the Nishi 11-chome subway station, take exit no. 1, walk diagonally across the park past the fountain, cross the street and go one

(cont'd on page 59)

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(cont'd from page 57)

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Fee: Members, free; non-members, ¥500

Info: Torkil Christensen, 011-737-7409

Machiko Horiuchi, 011-582-6754

Philip Sparkes, from Stanton School, Sapporo, will provide us with a range of techniques and materials with which to approach the fluency microskills ~ prediction, skimming, and scanning needed if authentic reading and listening materials are to be made motivating and not de-motivating for students. He is interested in giving the typically busy Japanese student the skills to study autonomously.

Richard Kizziar, from Hokkai Gakuen University, will describe how he teaches American and British history to classes of 40 to 80 false beginners. See his article of the same title in *The Language Teacher*, Dec. 1987:33.

SENDAI

Topics: 1) Socio-History of Foreign-Language Education in Japan: Why Japanese Can't Speak English

2) To be announced

Speakers: 1) Laurel Kamada

2) As above; call "info"

Date: Sunday, March 20th

Time: 1-4 p.m.

Place: New Day School

Fee: Members, ¥500; non-members, ¥1,000

Info: Tomoo Mizuide, 0222-46-0859

Ms. Kamada will link FL learning in Japan with (1) Confucian passive acceptance of knowledge; (2) the clash of Western and Japanese values; (3) the way things foreign are Japanized; (4) zero need to speak foreign languages until after WWII; and (5) examination-English as an educational goal.

Laurel Kamada is a Ph.D. candidate at Osaka University. Her dissertation is related to English education in Japan. She has a B.Ed. and an M.A. in International Studies: Japan Regional Program.

SHIZUOKA

Topic: Teaching Adults vs. Teaching Children: Activity-based Learning

Speaker: Marilyn Books

Date: Sunday, March 20th

Time: 1-3 p.m. (Coffee to follow)

Place: Tokai University Junior College, near Yunoki Station

Fee: Members, ¥500; non-members, ¥1,000

Info: John B. Laing, 0542-61-632 1 (days) or 0542-46-6861 (evenings)

This workshop, aimed ultimately at making the learning of English enjoyable and effective, will be a synthesis of practical and lively activi-

ties which have proven very successful in teaching adults in Japan. Comparing teaching adults and teaching children, it will show how to capitalize on, adapt to, and work with the need of adults to unlearn, their worldly sophistication, and their irregular attendance. Using audience participation in activities such as games, role playing, pair work, group work, songs, choral work, and simulations, the presenter will show how listening, speaking, writing, reading, culture, and pronunciation can be taught. Free, found, or inexpensive materials will be used. Many of the creative activities and materials were developed by Ms. Books in the classroom and in her teacher-training workshops in Canada. A handout will be distributed.

Marilyn Books has taught adults and children in Canada, Trinidad and Japan, where she now teaches business people in the Tokyo area. She has also done teacher training.

SUWA

Topic: Simulations and the Integrated Approach to Classroom Teaching

Speaker: Katsuyoshi Sanematsu

Date: Sunday, March 20th

Time: 2-4 p.m.

Place: Seiko Epson ISI School, Rm. 208-209

Fee: Members, ¥500, non-members, ¥1,000

Info: Esther Sunde, 0266-58-3378 (H) or 0266-52-3131 ext. 1414 (W)

The presentation will be on simulations as a teaching method, showing how they can be used to link up with other teaching methodologies. Problems in adopting the techniques will be dealt with by audience participation in a mini-simulation.

Mr. Sanematsu, M.A. in TESL, University of Kansas, has taught business English at NEC and is currently an instructor at Athenee Francais.

TAKAMATSU

Topic: Team Teaching in Japanese Public Schools

Speaker: Ruth Venning

Date: Sunday, March 13th

Time: 1:15--4:30 p.m.

Place: Takamatsu Shimin Bunka Center

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

Info: Michael Bedlow, 0877-62-2440

Harumi Yamashita, 0878-674362

Ruth Venning was a *Monbusho* English Fellow for four years in Chiba-shi. Now she is Program Co-ordinator for the Conference of Local Authorities for International Relations (CLAIR), the organisation which is administering the new Japan Exchange and Teaching (JET) Program.

(cont'd on page 61)

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(cont'd from page 59)

As more and more native speakers have been invited to assist in the teaching of English in public schools, debate in the media, involving Japanese and native-speaker English teachers, MEF's and JET assistants, concerning the merits of such programs and the roles of the participants, continues. This presentation will seek to further the understanding of team-teaching by discussing its purpose, and practical aspects such as joint planning, in-class techniques, and evaluation.

TOKYO

Topic: The Social Rules of Speaking
 Speaker: Leslie Beebe
 Date: Sunday, March 27th
 Time: 2-5 p.m.
 Place: Simul Academy, 3-1 7-42 Shimo-ochiai, Shinjuku-ku; 03-953-8701. Nearest station: Mejiro (JR)
 Fee: Members, free; non-members, 500
 Info: Michael Sorey, 03444-8474
 Toshihiko Fukuo, 0472-75-0906

Dr. Beebe will document her talk with examples from her own research as well as that of others. An awareness of these social rules can be of use to all who function in cross-cultural situations as we can then try to avoid some of the misunderstandings created through friendly ignorances.

Dr. Beebe, professor of Linguistics and Education, Teachers College, University, has a Ph.D. in sociolinguistics from the University of Michigan and is the author of numerous articles in sociolinguistics and social psychology of language.

Co-Sponsored by Temple University

Topic: Developing Listening Ability
 Speaker: Stephen Gaies
 Date: Saturday, April 2nd
 Time: 2-5 p.m.
 Place: Temple University (see TOKYO/YOKOHAMA)
 Fee: Members, 1,000; non-members, 2,000
 Info: Michael Sorey, 03-444-8474

TOKYO SIG

日本語教育部会

演 題: 授業における "communication games" のすすめ

講演者: 小峯俱子氏
 日 日: 3月12日 (土)
 時 間: 受付 1:30
 講演 2:00~5:00
 会 場: テンプル大学日本校 (地下1階)
 (西武新宿線、下落合駅下車1分)
 参加費: 会員 無料、非会員 500円
 問い合わせ: 北澤美枝子 03-485-3204

安達 幸子 03-788-0884

コミュニケーションゲームは、ゲームを通して学習者が自然に日本語を理解し、コミュニケーションに必要なテクニックを身につけ、その力を養い、日本語で意志の伝達ができるようにすることを目指しています。特に、学習者の自由な発話は、単調になりがちな授業に活気を与え、緊張を解く大きな効果があります。

小峯先生はかつてメキシコ国立自治大学外国語センター日本語科で、ゲームを取り入れた授業を行ったご経験から、今回は比較的準備が簡単で、より多く発話の機会のあるゲームを選んで、実際にその方法と実践的応用を紹介して下さいます。

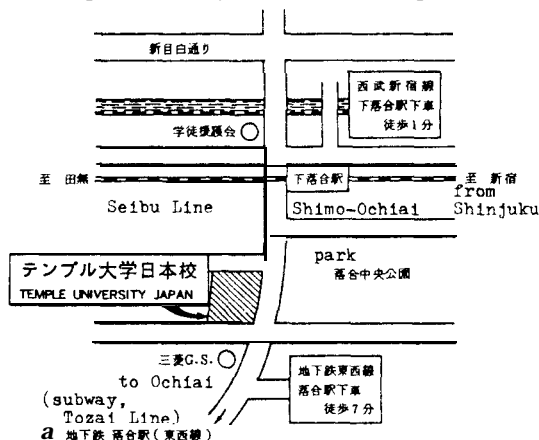
尚、例会の後、先生を囲んで懇談会を催す予定です。(飲食費は各自負担)。

TOKYO/YOKOHAMA

Temple University ESL Open House

Date: Saturday, March 12th
 Time: 12:30-5 p.m.
 Place: Temple University Japan, 1-16-7 Kami-ochiai (near Shimo-ochiai Station, Seibu Shinjuku Line), Shinjuku-ku; see map
 Fee: Members, free; non-members, 500
 Info: Michael Sorey, 03-444-8474
 Michael Williams, 045-912-2290 (H) or 03-367-4141 (W)

There will be concurrent presentations, lectures and workshops on various topics related to English teaching given by the faculty and staff of Temple University; social hour 4-5 p.m.



TOYOHASHI

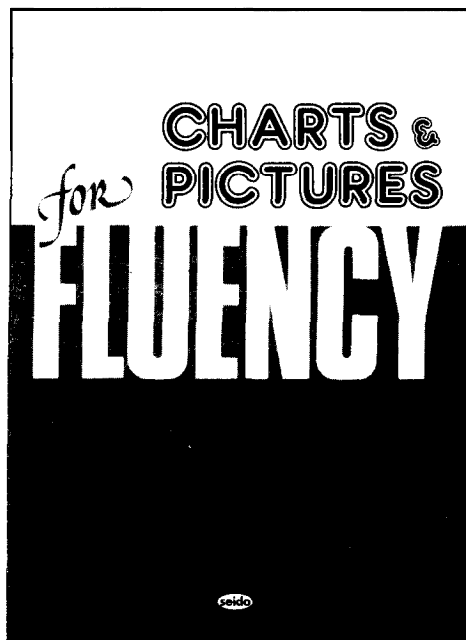
Topic: Teaching *Basics in Writing*
 Speaker: Curtis Kelly, Kansai University of Foreign Studies
 Date: Sunday, March 27th
 Time: 1:30-4:30 p.m.
 Place: Kinro Fukushi Kaikan, 2F
 Fee: Members, free; non-members, 500
 Info: Kazunori Nozawa, 0532-48-0399
 Masahito Nishimura, 0532-47-1569

(cont'd on page 63)

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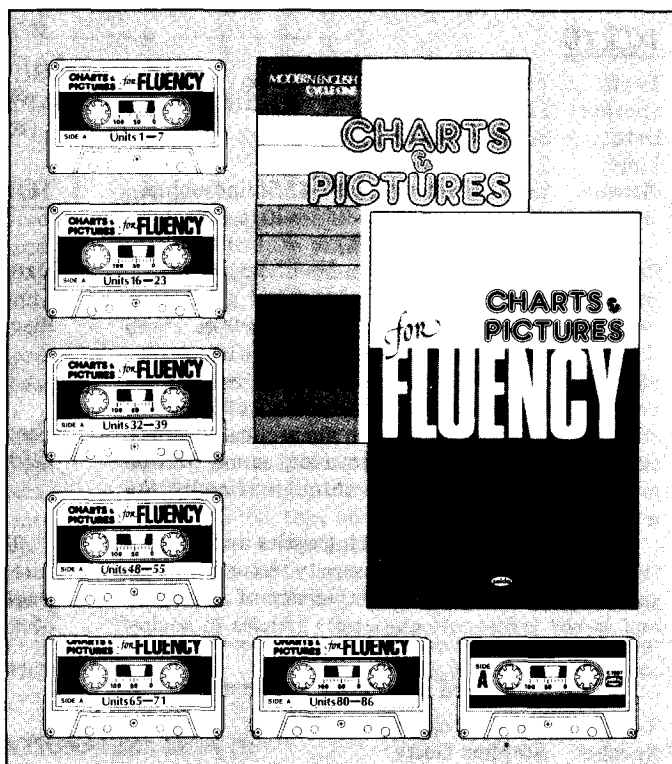
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The teaching procedures recommended are seen alongside each exercise, so that this program can be taught without further study.

In response to an increasing number of requests from users, a set of six 1-hour cassette recordings plus one extra cassette with all the Basic Sentences has been prepared.

The recordings were done in such a way that the students can do all the exercises by looking at the Chartbook, without the help of a written script. All necessary cues are on tape.

Although the content is the same as in the instructor's manual, many of the exercises on tape are presented slightly differently from the written version in the book. Some small changes were necessary, given the nature of recorded materials; they also guarantee that classroom practice won't be conducted in exactly the same fashion as language laboratory practice.

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(cont'd from page 50)

WEST TOKYO

Topic: Task-Oriented Student-Centered Activities for All Ages
 Speaker: Hiroko Yazaki
 Date: Saturday, March 19th
 Time: 2:30-5:30 p.m.
 Place: Fujimura Girls' High School, Kichijoji
 Fee: Members, 500; non-members, 1,000
 Info: Brenda Katagiri, 0422-42-1456
 Yoshihisa Kobori, 0428-24-0968

This workshop will use members' participation in an activity followed by a discussion. It is hoped that teachers who attend will be able to leave with the tools necessary to either design their own games and activities or select ones which are appropriate for their students. The activities can be used in a variety of learning environments ranging from small to large classes.

After receiving a B.S. in Elementary Education in the U.S., Hiroko Yazaki taught in the Houston public school system. She is now director of CEEPE, Center for English Education for Pre-School and Elementary Children, in Saitama-ken.

On April 16, "It Works for Me" will feature Katsuyoshi Sanematsu, Jim King, Alice Bratton, Brenda Katagiri, and Dick Freeman.

YAMAGATA

Topic: Language Games for Adults
 Speaker: Erin McGuire
 Date: Sunday, March 20th
 Time: 1-3 p.m.
 Place: Kenmin Kaikan 4F Meeting Room
 Fee: Members, free; non-members, 1,000
 Info: Ayako Sasahara, 0236-22-9588

Ms. McGuire is teaching at Yamagata New Day School. She teaches students ranging from kindergarten to adults. She has a major in Education and a minor in Communication.

YOKOHAMA

Topic: My Life and the English Language
 Speaker: Seiji Yamaoka
 Date: Sunday, March 6th
 Time: 2-5 p.m.
 Place: Kaiko Kinen Kaikan (near JR Kannai Station)
 Fee: Members, free; non-members, 500
 Info: Jack King, 045-922-4704

Prof Seiji Yamaoka, born in 1936, is a graduate of the International Christian University majoring in Political Science and Journalism. He has worked for the Kyodo News Service, the U.S. State Department and the Washington Post. He has translated 16 books and has authored three, including a book on the CIA. He is currently teaching English at Toyo-Eiwa Junior College.

Prof. Yamaoka will discuss his experiences learning and using English.

Positions

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

(KANAZAWA) Openings for full-time EFL teachers; at junior college (10/88), and at high school (9/88). Possible tenure track. Requirements: native speaker of American English; Christian; M.A. or Ph.D. in TESL/TEFL, Applied Linguistics, or related field; experience in TESL/TEFL; ability to adapt to cross-cultural environment; desire to learn Japanese. Duties: 12-15 teaching hours/week (junior college); 18-20 teaching hours/week (high school), keep regular school hours; other normal job responsibilities. Salary based on Japanese faculty scale; housing provided; round-trip airfare for two-year contract. Send resume (and request our application form) to Thomas Hastings, Hokuriku Gakuin Junior College, 11 Mitsukoji-machl, Kanazawa 920-13.

(MATSUMOTO) Full-time English Conversation Instructor position immediately open for qualified native speaker of North American English. M.A. and ESL experience required, Japanese language ability preferred. New audio-video language lab allows motivated teacher great flexibility in course design. Ability to adapt to Japanese office environment important. Two-year contract, renewable. Approximately 4.5 million/year; housing allowance, round-trip transportation from the U.S. provided. Send resume and photo (do not call) to: Douglas Scott, English Conversation Program Coordinator, Matsumoto Dental College, 1780 Gobara Hirooka, Shiojiri-shi, Nagano-ken 399-07.

(NAGOYA) Full-time TESOL instructor for Japanese children. Develop curriculum and teaching materials. Six hours/day (4-5 hours teaching); additional hours paid for on an hourly basis. Five days/week. 180,000/month for the first three months, 200,000 thereafter; 20,000 monthly housing allowance; bonus after 12 months' employment. Paid vacation:
(cont'd on next page)

YOKOHAMA SIG

TESS (March 6, as above)

Topics: 1) What is Happening at Tiny Juku?
 2) Vocabulary Cards for 7th Graders
 Speakers: 1) Mitsui Nakano
 2) Kimiko Ozawa
 Time: 1-2 p.m.
 Info: Kimiko Ozawa, 045-81 1-2959
 Mitsui Nakano, 045-543-0437

(cont'd from previous page)

two weeks in August and two weeks after Christmas. One-year contract, renewable. Qualifications: B.A./M.A. degree in linguistics, Japanese, or TESOL, pre-elementary or elementary education certificate. Experience working with children is desirable. You must be warm, friendly, and sensitive and be able to relate well to children. Please send resume, copy of diploma, and three photos to: Mr. Ken Nakamura, Interface Co., Fortress Yotsuya 2F, 1-1 Yotsuya-dori, Chikusa-ku, Nagoya 464.

(OSAKA/TOKYO) EFL openings Osaka: part-time teacher; Tokyo: full-time and part-time teachers, part-time administrative assistant. Teachers should have background and over three years' experience in TESOL, ESP, communication, or cross-cultural training. Salary depends on background and experience. Administrative assistant should have administrative experience and communicate well in both English and Japanese. Japanese national preferred. For more information, contact Mikio Ando, Director; Walter Matreyek, Manager; or Andrew Vaughan, Manager, Sumikin-Intercom, Inc., 5-15 Kitahama, Higashi-ku, Osaka 541 (06-220-5500); or 1-1-3 Otemachi, Chiyoda-ku, Tokyo 100 (03-282-6686).

(SEOUL, Korea) Full-time position: native speaker of English. Possible opening monthly. Current start dates are March 7, April 11, May 9, June 6, July 4. Salary is very competitive for Seoul area. Requirement: M.A. in TESOL or related field. Benefits: partial housing, partial health insurance, round-trip airfare, four-week paid vacation. Please send resume to: Susan Gaer, English Training Center, 646-22 Yoksam-dong, Kangnam-ku, Seoul 135, Korea.

(SHIZUOKA) Possible opening(s) for native-speaker EFL teacher(s) starting on or before Aug. 10, 1988. Required: five years' ESL teaching experience, M.A. in ESL or applied linguistics, experience teaching adults, ability to write own course materials. Preferred: expertise in reading and/or testing, experience teaching businessmen. Teach 15 hours/week, develop teaching materials, supervise teaching associates in classroom or extracurricular activities, provide academic counselling to our trainees, participate in committee work and on projects to develop the curriculum. Excellent remuneration and benefits. Send resume and letter of inquiry to: Vincent E. Reilly, Institute for International Studies and Training, 1650-3 Kamiide, Fujinomiya, Shizuoka 418-02. No telephone inquiries, please.

(TOGANE, CHIBA-ken) Manager/Teacher required for English school in rural area two hours from Tokyo. Excellent opportunity for English native speaker with Japanese spouse. Currently there are 25 class-hours/week - all levels including some company lessons. Transfer of ownership

also possible. Salary (or selling price) negotiable. Send resume to: Chris Poel, Excel Co., Isobe 5-12-4-504, Chiba-shi, Chiba 260, or call 04755-4-1585 and leave a message.

(TOKYO) Teacher of conversation-based English class to begin April, 1988. Twenty hours of classroom teaching plus some after-school activities. Each class is seen twice a week; similar program in the attached junior high. Persons with teaching certification and/or classroom experience and an interest in curriculum and staff development are invited to send a resume and personal letter of introduction to Mr. Mitsubu Natsui, Principal, Nichi Dai Buzan High School, 540-10 Otsuka, Bunkyo-ku, Tokyo 112.

(TOKYO) Full-time (15-18 teaching hours/week) ESL/EAP instructors for intensive courses beginning May 1988. Minimum requirements: advanced degree in TESOL or a related field, native English-speaking ability, and a minimum of two years' ESL/EFL teaching experience. Bilingual English/Japanese language ability an asset. Minimum 355,000/month plus local transportation fees and a modest allotment for health insurance. The academic year runs for three 14-week terms (May-April). Please send a cover letter, resume, copies of diplomas/certificates, and letters of recommendation or a list of references to: Susan S. Johnston, Director, Intensive English Language Program, Temple University Japan, 1-16-7 Kamiochiai, Shinjuku-ku, Tokyo 161. No telephone inquiries please.

(TOKYO) Full-time or part-time native English teachers required for government worker training class, starting June, 1988. Qualifications: M.A. or R.S.A. diploma in TEFL plus teaching experience. Some knowledge of the Japanese language preferable. Please send resume with photo and a copy of your diploma to: Munehito Hayakawa, International Hospitality & Conference Service Association, International Cooperation Center Bldg. 4F, 10-5 Honmura-cho, Ichigaya, Shinjuku-ku, Tokyo 162; 03-269-3471, 9 a.m.-5 p.m.

(TOKYO) Permanent full-time university English teacher, native speaker or Japanese, starting in April 1989. Salary according to age and experience. Three bonuses a year, generous book allowance, transportation, private study room, other fringe benefits. Teach six class hours/week, attend faculty meetings, take turns in various committee duties. Qualifications: post-graduate degree in a related field; teaching experience, preferably on the college level, professional publications; competence in both English and Japanese; congenial, enthusiastic, cooperative. Send curriculum vitae, including list of publications and three references, along with an English essay of about 500 words on "English Education in Japan," to Prof. Chikara Uchiyama, Dean of the Faculty of Commerce, Chuo University, 742-1 Higashi-Nakano, Hachioji, Tokyo 192-03.

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2019	2018	2017	2016	2015	2014	2013	2012	2011	2010	2009	2008	2007	2006	2005	2004	2003	2002	2001	2000	1999	1998	1997	1996	1995	1994	1993	1992	1991	1990	1989	1988	1987	1986	1985	1984	1983	1982	1981	1980	1979	1978	1977	1976	1975	1974	1973	1972	1971	1970	1969	1968	1967	1966	1965	1964	1963	1962	1961	1960	1959	1958	1957	1956	1955	1954	1953	1952	1951	1950	1949	1948	1947	1946	1945	1944	1943	1942	1941	1940	1939	1938	1937	1936	1935	1934	1933	1932	1931	1930	1929	1928	1927	1926	1925	1924	1923	1922	1921	1920	1919	1918	1917	1916	1915	1914	1913	1912	1911	1910	1909	1908	1907	1906	1905	1904	1903	1902	1901	1900	1899	1898	1897	1896	1895	1894	1893	1892	1891	1890	1889	1888	1887	1886	1885	1884	1883	1882	1881	1880	1879	1878	1877	1876	1875	1874	1873	1872	1871	1870	1869	1868	1867	1866	1865	1864	1863	1862	1861	1860	1859	1858	1857	1856	1855	1854	1853	1852	1851	1850	1849	1848	1847	1846	1845	1844	1843	1842	1841	1840	1839	1838	1837	1836	1835	1834	1833	1832	1831	1830	1829	1828	1827	1826	1825	1824	1823	1822	1821	1820	1819	1818	1817	1816	1815	1814	1813	1812	1811	1810	1809	1808	1807	1806	1805	1804	1803	1802	1801	1800	1799	1798	1797	1796	1795	1794	1793	1792	1791	1790	1789	1788	1787	1786	1785	1784	1783	1782	1781	1780	1779	1778	1777	1776	1775	1774	1773	1772	1771	1770	1769	1768	1767	1766	1765	1764	1763	1762	1761	1760	1759	1758	1757	1756	1755	1754	1753	1752	1751	1750	1749	1748	1747	1746	1745	1744	1743	1742	1741	1740	1739	1738	1737	1736	1735	1734	1733	1732	1731	1730	1729	1728	1727	1726	1725	1724	1723	1722	1721	1720	1719	1718	1717	1716	1715	1714	1713	1712	1711	1710	1709	1708	1707	1706	1705	1704	1703	1702	1701	1700	1699	1698	1697	1696	1695	1694	1693	1692	1691	1690	1689	1688	1687	1686	1685	1684	1683	1682	1681	1680	1679	1678	1677	1676	1675	1674	1673	1672	1671	1670	1669	1668	1667	1666	1665	1664	1663	1662	1661	1660	1659	1658	1657	1656	1655	1654	1653	1652	1651	1650	1649	1648	1647	1646	1645	1644	1643	1642	1641	1640	1639	1638	1637	1636	1635	1634	1633	1632	1631	1630	1629	1628	1627	1626	1625	1624	1623	1622	1621	1620	1619	1618	1617	1616	1615	1614	1613	1612	1611	1610	1609	1608	1607	1606	1605	1604	1603	1602	1601	1600	1599	1598	1597	1596	1595	1594	1593	1592	1591	1590	1589	1588	1587	1586	1585	1584	1583	1582	1581	1580	1579	1578	1577	1576	1575	1574	1573	1572	1571	1570	1569	1568	1567	1566
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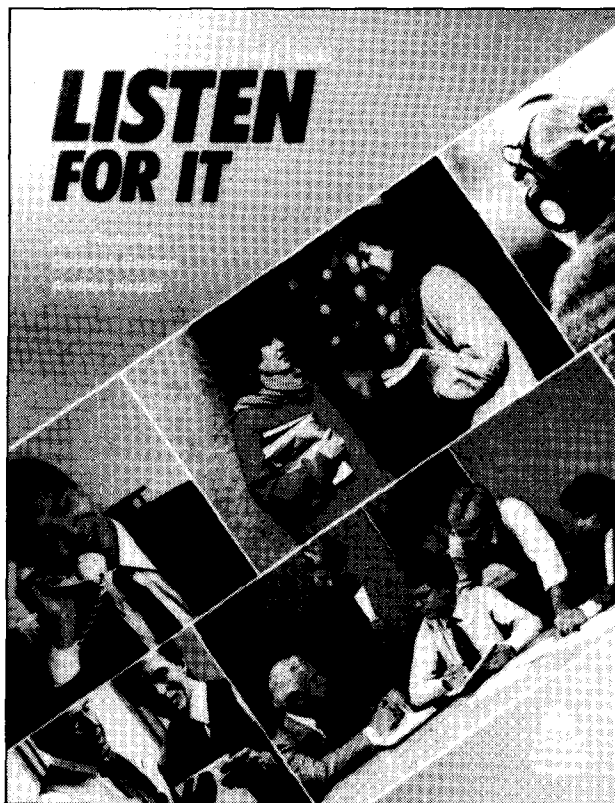
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