

THE Language Teacher

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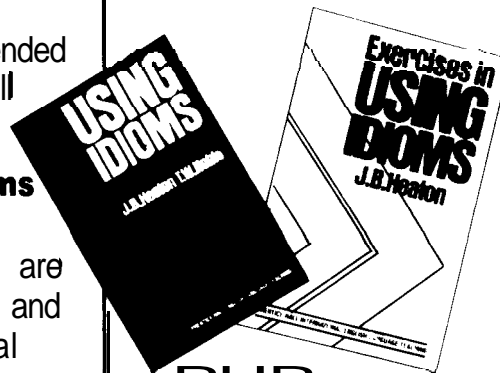
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The Language Teacher is the monthly publication of The Japan Association of Language Teachers (*Zenkoku Gogaku Kyoiku Gakkai*) a non-profit organization of concerned Language teachers interested in promoting more effective language learning and teaching.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

INTERCULTURAL COMMUNICATION

Intercultural communication is a field concerned with interactions between people from different cultures. This field is relatively new in the study of communication, emerging as one of the important fields of communication study only about 20 years ago. However, within this 20-year history it has become one of the most flourishing areas in communication theory, research, and practice. Today, partly accelerated by the economically critical relationship between Japan and the West, there has been a growing amount of literature on Japan-The West intercultural communication.

Within this special issue, Roichi Okabe, professor of Speech Communication at Nanzan University, summarizes the 20-year history of the field. Satoshi Ishii, professor of Communication and English at Otsuma Women's University, delineates the present state of the art, concentrating upon theory building, research approaches, and teaching and training methods. Then, James R. Bowers, associate professor of Communication and English at Meiji University, discusses some long-standing communication problems and cultural conflicts between Japan and the United States. Finally, a bibliography of 60 books on intercultural communication is presented by Kazuhiro Hirai, associate professor of Communication and English at Otsuma Women's University.

*Kazuhiro Hirai, Otsuma Women's University
Guest Editor*

INTERCULTURAL COMMUNICATION: A BRIEF HISTORY

By Roichi Okabe, Nanzan University

Over the past two decades there has been a growing interest in the intercultural theory and practice of communication among scholars of speech communication both in the United States and Japan. They have become conscious of the critical roles that intercultural communication assumes both theoretically and critically.

While the field of intercommunication among nations and cultures originated in the United States in the late 1960s it has ever since been attracting considerable attention among Japanese students of speech communication as well. As a case in point, Japanese translations have appeared in recent years of such representative American textbooks in the field as Stewart (1972), Sitaram (1976), Prosser (1978), Condon (1980), and Samovar, Porter and Jain (1981). These translations have helped to introduce to Japanese the newly emerging area of intercultural communication.

In addition, the past year has witnessed the publication of the two books on the discipline solely authored by Japanese scholars. Approaching intercultural communication from a psychological perspective, the one by Shigehisa and others (1987) compares and contrasts the influences of cultural constructs upon communicative behavior between Eastern and Western cultures. Ishii, Okabe, and Kume's book (1987), in contrast, explicates the cultural dimensions of intercultural communication from the intrapersonal, interpersonal, organizational, public, and mass levels as well as the verbal and non-verbal dimensions of communication. These two books have met the Japanese need to better

understand what intercultural communication is all about and how it relates to the whole spectrum of human communication.

Yet, in Japan much still remains to be known of how the field of intercultural communication has emerged and developed in the United States as a full-fledged academic discipline. This paper, therefore, will address itself to the historical delineation of intercultural communication: when and under what conditions this academic area originated and how it has since progressed and become an integral part within the area of speech communication in the United States. The discussion that follows will center around the temporal and spatial conditions, the organizational interests and activities, the far-reaching publications, and the educational thrusts which have combined to advance the discipline of intercultural communication from infancy to mature development.

As can be expected, the phenomena of intercultural communication are not new or recent. Whenever people of different cultural backgrounds interact with one another, there are always instances of intercultural communication. Humans have thus been engaging in intercultural interactions for a long time. What is comparatively new, however, is the dire need suddenly felt in the late 1960s and the early 1970s for a systematic study of what takes place in the process of intercultural encounter between people of different national and cultural backgrounds.

A new field called intercultural communication emerged in the late 1960s as a direct response to international and domestic crises and

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failures. As her involvement in international affairs accelerated during this period, America realized for the first time the immense difficulty of getting along with peoples of different cultures in the McLuhanian "global village." In addition, America experienced a bitter defeat in Vietnam in 1975, the first in her history, and recognized once again how costly it would be to deal with enemies in intercultural settings. Economically, the global oil crisis changed the whole concept of supply and demand of international commodities, thus forcing the United States to abandon her conventional doctrine of independence and to approach other nations and cultures from the perspective of interdependence.

On the domestic scene, the same period in the late 1960s and early 1970s witnessed the emergence of vocal minority groups which started to demand that the establishment grant them full rights and privileges on an equal footing with the white majority. The establishment had no other alternative but to accede to their demands and improve their employment, education, and standard of living. The ruling majority group had to grope for ways to better communicate with the minority groups.

It was during this same period as well that the American people realized on a daily-life level how important it was to live harmoniously with newly-arrived refugees and foreign-born immigrants in their neighborhoods. They felt the urgent need to appreciate peoples of different lifestyles and values; that is, they were suddenly forced to accept as normal someone different or something intercultural. They belatedly came to recognize that understanding different cultures would eventually lead to a better appreciation of the essence of their own culture (Sitaram 1976:6-12, Samovar 1981:5-8, Dodd 1982:5-8, Gudykunst and Kim 1984:4).

These events, both international and domestic, motivated Americans to reassess their deeply-held ethnocentrism and world view that their culture is the center of the universe from which all other cultures emanate. They instead had to look for ways to better intercultural relations with other peoples of the world. Everett Kleinjans, Chancellor of the Honolulu East-West Center, is quoted as aptly proposing that "American should stop playing God and join the human race. It was time for Americans to rise to a new and higher ethic, a more refined conscience and a humbler style of relating to other people" (Sitaram 1976:12). It does not follow, however, that Americans alone should be blamed for a lack of international and intercultural understanding. In a world of global interdependence the ability to communicate effectively with peoples of different cultures is required of all other nations

as well; as Sitaram (1976: 12) asserts, "An understanding of intercultural communication . . . is needed by all cultures."

What has made America so uniquely different, at this juncture, is the amazing speed with which she sets about resolving certain problems, both on a theoretical and practical level, as soon as she senses them. Americans tend to approach a problem from an academic standpoint and then to establish a new discipline. This particularly holds true of the emergence of intercultural communication as a new field within the framework of speech communication.

For many years in America, the field of speech had traditionally concerned itself with the systematic study of the theory and practice of public speaking and rhetoric from the intracultural and intranational, that is, American perspective. But the area was rapidly changing, sometimes being called 'speech communication' in the late 1960s and 'communication' in the early 1970s. Starting with these name changes, new directions in many speech communication departments added new and varied concerns such as intrapersonal, interpersonal, small group, organizational, and mass communication to the older and traditional ones. Then in the late 1960s and the early 1970s an entirely new branch of intercultural communication was introduced and integrated into speech communication.

At this juncture, two communication-oriented professional organizations recognized the urgent need to establish intercultural communication as a new discipline. Realizing its greater involvement in intercommunication among nations and cultures, the Speech Association of America (SAA) adopted the resolution in 1969 that 1970 be designated as its "International-Intercultural Year," and that the theme of that year's convention in New Orleans be "International and Intercultural Speech Communication (*Spectra*, April, 1970:1). The SAA set about reassessing the unique importance of communication among ethnic, racial, cultural, and national groups to the future of all peoples in the world and assigning a high priority to further development of this communication field. The SAA thus dramatized its conviction that spoken interaction across national and cultural boundaries would require serious academic inquiry and deserve the best efforts of speech communication scholars. In the same year, the Speech Communication of America changed its name to Speech Communication Association (SCA), thus dropping the word "America," which carries an "intracultural" and "ethnocentric" connotation, and adding the broader concept that the word "communication" would carry from then on (*Spectra*, August, 1970:1).

The new Speech Communication Association's

first major project was the sponsoring of the national conference on rhetoric in May, 1970. Among the recommendations drafted by the Committee on the Scope of Rhetoric and Place of Rhetorical Studies in Higher Education was included one on "curricular investigations of cross-cultural, inter-cultural, and intra-cultural communication (Bitzer 1971:215). In December, 1970, the SCA created the Commission for International and Intercultural Communication as a successor to the Committee for Cooperation with Foreign Universities whose general goals included teacher and student training and exchange, the collection, development and dissemination of international materials, and cooperation with other associations and agencies, including foreign universities, interested in international and intercultural communication. This Commission was established to serve as the primary locus within the SCA for broadening its members' interests in exploring the area of international and intercultural speech communication.

Again in 1970, another professional organization, the International Communication Association (ICA), recognized the need and importance of explicating the cultural factors which would influence communication between members of different cultures, and created the full-fledged Division of Intercultural Communication. The Division has since sponsored a variety of conferences, workshops, and seminars to promote further development of this newly emerging field. One last development to be noted is that of four years later, in 1974, when the first professional organization exclusively oriented towards the study of intercultural communication and training was established under the name of the Society for Intercultural Education, Training and Research (SIETAR). These organizations have been instrumental in advancing the field of intercultural communication from its infancy to the maturity which it now enjoys.

In addition to the formation of major professional organizations, the late 1960s also witnessed the genesis of conferences and seminars for broadening interests within this emerging discipline of intercultural communication. Under the auspices of the SAA's old Committee for Cooperation with Foreign Universities, the first speech communication conference of an international nature was held in Germany in 1968, to be followed by another successful conference in Japan in 1969. It is questionable, however, whether the sponsors of these conferences actually expected the emergence of intercultural communication as an academic field. They advertised the conferences as "international," presumably because the conferences were attended by scholars of several countries who discussed communication problems of mutual interest with

little regard to the unique characteristic of "interculturalness" involved in intercultural communication.

The early 1970s however, saw a succession of conferences, workshops, and seminars exclusively devoted to exploring new ways of looking at intercommunication across national and cultural boundaries. The SCA's Commission on International and Intercultural Communication and the Department of Communication of the International Christian University co-sponsored the 1972 Summer Conference on Intercultural Communication at ICU's campus in July, 1972. It featured, among other things, "programs especially prepared for non-Japanese participants on the Japanese language and Japanese culture as they relate to cross-cultural communication" (*Spectra*, April, 1972:10). Proceedings of the conference were published in 1974 by a Tokyo publishing house (Condon and Saito 1974).

Another major breakthrough for the field of intercultural communication was the 1974 Summer Conference in Chicago under the sponsorship of the SCA's Commission on International and Intercultural Communication in cooperation with the ICA's Intercultural Communication Division and SIETAR. Attended by some 250 communication scholars and practitioners, this conference was designed to explore the practical applications of intercultural communication through small-group intercultural exercises, simulations, games, and discussions. This summer conference, Prosser (1974:3) proudly reminisces, "helped to assure that the discipline's initial birth pangs may now be past, . . . the study of intercultural communication . . . adds a critical dimension to our previous studies of communication, [and that the] discipline . . . is starting to develop firmly, carefully, and systematically."

The SCA's second summer conference was held in July, 1978, on the campus of the University of South Florida in Tampa. While the previous conferences addressed themselves to establishing academic rationales for an emerging field of intercultural communication, this one was geared to achieve the two major objectives of examining ethical issues and establishing guidelines and standards for the conduct of research, training, and education in intercultural communication. This shift in focus testified to the fact that the field had passed its formative stage and had reached professional maturity. Many other conferences, seminars, and workshops were singly or jointly sponsored by the SCA, the ICA, and SIETAR to promote the academic status of intercultural communication during its initial years.

Conferences, of course, have not been the sole vehicle for promoting the new field of intercultural communication. Scholarly publications

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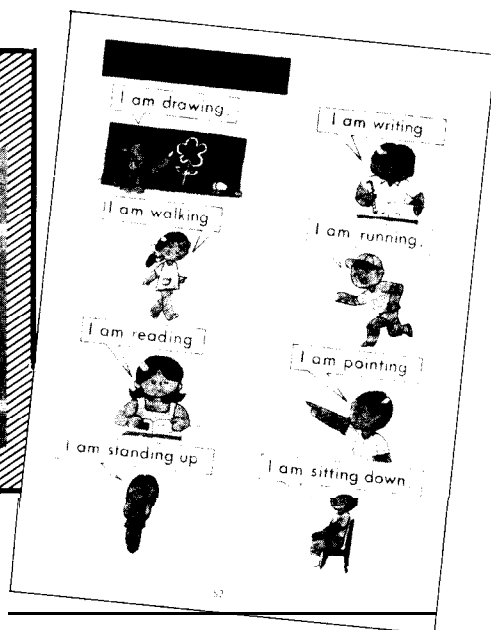
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have demonstrated serious efforts to advance intercultural communication as a respectable member of the social-behavioral-human sciences. They have helped to overcome the initial insecurity suffered by the field of intercultural communication as an academic discipline. Because of its newness, the field has attracted scholars from diverse disciplines, such as anthropology, linguistics, psychology, sociology, and, of course, communicology, "who, while enriching and broadening the area, have also rendered the field so diverse and discursive that it defies definition" (Saral 1977:389). This paper, therefore, will focus on those publications published primarily by speech communication scholars which have solidified the foundations of the field in its formative years.

The literature on intercultural communication has been growing steadily since the 1960s. If one wishes to date the publication of an emerging discipline, the earliest probable date would have to be Oliver's *Culture and Communication* (1962). This book draws widely on specialized sources in cultural anthropology, comparative religion, world philosophy, rhetoric, and upon Oliver's own experiences in diplomacy and world travel. Oliver identifies "the differences that make a difference" in the major cultural groupings of the most powerful segments of the modern world and presents an analysis of the relationship between culture and communication. Another Important work that came out was a collection of essays revolving around intercultural communication. Smith (1966) edited a volume meant as a resource book which brings together essays from a number of fields, including intercultural communication, social psychology, linguistics, anthropology, and mathematics.

The decade of the 1960s was concluded with the publication of a volume on speech education systems in 12 countries under the editorship of F. Casmir and L. S. Harms (1970), members of the SAA's Committee for Cooperation with Foreign Universities. The volume includes current state-of-the-art reports on speech communication education in Australia, Austria, Canada, England, Germany, Greece, Japan, Korea, Lebanon, New Zealand, the Philippines, and Sweden. Referring to the rationale for publishing this volume, the editors foresaw the emergence of intercultural communication: "Of particular urgency at this time [December, 1969] is the necessity of building the cooperative framework from which might evolve a soundly based approach to intercultural speech-communication" (Casmir and Harms 1970:xii). Except for these three books, virtually no full-length publications on the conceptual, methodological, or pedagogical aspects of intercultural communication existed until the early 1970s.

The new decade of the 1970s witnessed the reduction of this deficiency by the appearance of various new texts concerned with the theoretical and practical dimensions of intercultural communication. Stewart's *An Outline of Intercultural Communication* (1973) maps out a course along which the field would advance theoretically. He views culture as a critical variable and demonstrates how it can be approached. In the same year, Harms' *Intercultural Communication* (1973) appears. This is another effort to delineate the discipline from the transactional point of view. Smith (1973) further expands the field with his publication which reflects a growing concern with intercommunication across racial lines. He mainly discusses the process of normalizing communication between the black minority and the white majority. The following year sees another book on interracial communication published by Rich (1974), who broadens the area to include more American ethnic and racial groups than had been treated in Smith (1973).

By far the most important text ever authored for beginning students is Condon and Yousef's *An Introduction to Intercultural Communication* (1975). 'This book fulfills a long-standing need for a college text in intercultural communication. It offers a coherent statement concerning possible parameters in intercultural communication and deserves credit as a commendable attempt to define its realm at a low theoretical level.

The year 1976 finds three more texts published in the field, the most significant of which is Sitaram and Cogdell's *Foundations of Intercultural Communication* (1976). What is praiseworthy about this text is that Sitaram, who is of Indian descent, and Cogdell, a black American, approach intercultural communication from many different (primarily "non-Western") cultural perspectives. Ruhly (1976) offers yet another introduction to the discipline by providing a clear, concise, and systematic presentation of the concepts necessary for understanding intercultural communication. Another book by Blubaugh and Pennington (1976) deserves to be mentioned as an addition to the literature on interracial communication. They offer reasons and motivations behind communicative behavior in cross-cultural encounters. All these publications represent attempts to explain the phenomenon of intercommunication across cultural or racial boundaries.

Support for the richness of the field is further provided by four additional books published in the late 1970s. Dodd (1977) sets out to offer an integrated introduction to the basic dimensions of cross-cultural interaction, while Prosser (1978a), touching on the most important components of the study of intercultural communi-

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cation, provides ample evidence of the advances in this area of study during the 1970s. With the publication of Harms' *International and Intercultural Communication* (1978) and the comprehensive *Handbook of Intercultural Communication* by Asante, Newmark, and Blake (1979), "it is nearly impossible to use the immaturity of the field as a beginning for discussion. Intercultural communication . . . has made leopard leaps forward in its theoretical and practical orientations" (Asante 1980:401).

These scholarly books and texts are abundantly supplemented by the successive publication of collections of essays on the theoretical and practical aspects of intercultural communication. The most notable anthology is Samovar and Porter's *Intercultural Communication: A Reader* (1972), whose popularity has been attested to by the recent publication of its fifth edition (1988). This collection has met a compelling pragmatic need to provide students with basic resource materials. Another commendable publication is the five-volume series of *Readings in Intercultural Communication* edited by David Hoopes (1971-77). Hoopes' collections of essays and syllabi portray the developmental state achieved in intercultural communication education. One last collection of essays on the field to be mentioned here is the two-volume set, *Overview of Intercultural Education, Training and Research*, edited by Hoopes, Pedersen, and Renwick (1977-78). This set is an outgrowth of the state-of-the-art study and the 1977 annual conference of the Society for Intercultural Education, Training and Research.

Some intercultural communication conferences, workshops, and seminars have produced books and proceedings as outgrowths. The most notable is Condon and Saito's *Intercultural Encounters with Japan*, a by-product of the Japanese-American conference on intercommunication held in Tokyo in July, 1972. The SCA's 1974 Summer Conference yields another outgrowth of proceedings on intercultural communication under the editorship of Jain, Prosser, and Miller (1974). Prosser (1978b) is also instrumental in bringing out yet another collection of abstracts, tentative and semi-spontaneous working papers by the speakers, and assignments completed by participants during the 1977 Tenth Annual Intercultural Communication Course conducted by the United States Information Agency (USIA), in Washington, D.C. Still another collection edited by Jain and Cummings (1975) is the by-product of the 1974 conference on intercultural communication and teacher education whose goal it was to improve the quality of intercultural communication training provided to prospective teachers.

A discussion of the literature in the field of intercultural communication would not be complete without reference to the efforts of the three communication-oriented professional organizations. In 1974, the SCA authorized the Commission on International and Intercultural Communication to start publishing its *International and Intercultural Communication Annual* (1974). The Commission has since published articles of diverse interest, in journal form until 1979, and thereafter in book form by Sage Publications. The year 1977 witnessed the inaugural issue of the ICA's *Communication Yearbook*, which includes a section on intercultural communication with four original essays. That same year saw the publication of SIETAR's quarterly journal called the *International Journal of Intercultural Relations* (1977). It has since reported studies of particular interest to students of intercultural communication. These journals and yearbooks have combined to solidify the academic foundations of intercultural communication.

One last word has to be added concerning the proliferation of educational instruction in the discipline. While some lament that "Intercultural communication has been and remains one of the most neglected areas of communication instruction" (Blubaugh and Pennington, 1976:ix), some others express the conflicting view that the decade of the 1970s saw a widespread growth in the number of undergraduate and graduate courses in intercultural communication at U.S. higher universities, such as the University of Minnesota, the State University of New York at Buffalo, Governors State University, Arizona State University, to list just a few (Saral 1979: 402; *Spectra*, February, 1974:20; Dodd 1982:7; Kitao 1987:53). Judging from the various sources consulted, the latter view represents a more accurate assessment of the state of intercultural communication instruction in America.

To conclude, a growing recognition of the importance of intercultural communication as an academic discipline in several professional organizations such as the Speech Communication Association, the International Communication Association, and the Society for Intercultural Education, Training and Research; an increasing number of conferences, seminars, and workshops in the field; a proliferating publication of scholarly books, texts, essays, collections, proceedings, and journals; a widespread growth of undergraduate and graduate courses at colleges and universities all these testify to the current state that the field of intercultural communication passed through its formative years and reached academic maturity during the decade of the 1970s.

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INTERCULTURAL COMMUNICATION: THE STATE OF THE ART

By Satoshi Ishii, Otsuma Women's University

Introduction

The multidisciplinary nature of intercultural communication has rendered the field considerably diverse and broad. It is still a matter of debate whether intercultural communication is a sub-system of human communication or an independent field that crosses various disciplines. Under these circumstances, this paper attempts to describe the state of the art in theory building, research approaches, and teaching and training methods used in the field of intercultural communication. In addition, it touches upon various difficulties and issues, both theoretical and practical, concerning intercultural communication.

Theory Building in Intercultural Communication

The study of intercultural communication is multidisciplinary by nature, providing varieties of orientations and approaches. This characteristic of the field, on the one hand, has generated among scholars and researchers the so-called antitheory attitude toward intercultural communication. Stewart (1978:265), for instance, argues against theorizing in the field, holding that "it is premature and may be irrelevant for intercultural communication to construct formal theories, test hypotheses and verify postulates following the traditional canons of the sciences."

More recently, on the other hand, scholars have begun to contend that constructing theoretical frameworks for the study of intercultural communication is necessary if it is to grow to become more mature academically. Gudykunst (1983:13) maintains that "it needs to move from a discussion of sensitizing concepts toward consistent theoretical frameworks for the analysis of communication between people from different cultures." He advocates that theorizing is necessary for the study of the processes of intercultural communication and for the direction of our future research.

In constructing theory for intercultural communication, Gudykunst (1983) proposes three alternative approaches. His first approach is that theory should be based upon research conducted practically and specifically on communication between people from different cultures. Second, since intercultural communication is broad and inclusive, theory building needs to utilize theories from other disciplines that involve similar processes of social interaction. And his third approach is that theory in intercultural communication can be developed by elaborating and modifying theories already acknowledged and used in the field of human communication in general. Apparently, most of

the current attempts to theorize in intercultural communication are based upon these three approaches.

Over the past decade, the difficulty in constructing theory within the field of intercultural communication has caused various disputes among scholars and researchers. Asante, Newmark, and Blake (1979) state that there exist two schools of thought regarding theory construction in intercultural communication: the cultural dialogue school and the cultural criticism school. The cultural dialogue school is based upon concepts of internationalism, universalism, and humanism and supports theories that are likely to promote world understanding and peace. The cultural criticism school, however, attempts to isolate and analyze points of conflict in communicative interaction within each culture. These cultural critics are not interested in a search for intercultural understanding and humanism.

Another recent controversy focuses on the fact that the study of intercultural communication has been Western-dominant, designed according to Western ideology and orientation within the social sciences. Asante (1980:403), reviewing the major literature on intercultural communication, concludes that "undue emphasis on how Americans should learn to understand and adjust to other cultures suggests that the field of intercultural communication has been chiefly American-oriented." From a similar standpoint, Okabe (1983), after comparing and contrasting Japanese-type theory with American-type theory in communication, suggests a Z-type theory, an amalgam of both theories.

For theorizing in intercultural communication, Asante (1980:405) proposes three broad views of cultural reality as important points of consideration: Afrocentric, Asiocentric, and Eurocentric. From the Afrocentric viewpoint, "all modalities and realities are united and move in one grand manner. There can be no separation of material and spiritual, profane and sacred, form and substance." The Asiocentric viewpoint holds that "the material is an illusion; the real only comes from the spiritual. Therefore, Asian philosophical concepts are enamored with spirit-over-matter notions." Finally, the Eurocentric viewpoint holds that "the material, the experiential, is real and that the spiritual is an illusion." The broad classification of general philosophical and ideological orientations serves as a fundamental reference in the study of intercultural communication. The point in this discussion is that an increasing number of scholars

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have come to doubt the validity of uncritical theorizing in intercultural communication from the viewpoint of Western philosophy and orientation.

With a growing necessity for constructing theory in intercultural communication, Sarbaugh and Asuncion-Lande (1983) reported on the Action Caucus and Semmar on Theoretical Perspectives in Intercultural Communication held at the 1980 Speech Communication Association Convention. The theoretical perspectives proposed and discussed were: (1) codes and code systems, (2) constructivism, (3) different philosophical perspectives (non-Western), (4) mathematical modeling, (5) relationship development, (6) rhetorical theory, (7) rules perspectives, and (8) systems theory.

Codes and code systems include language, paralanguage, non-verbal messages language choice, multilingual behavior, turn-taking, etc., and may be studied through linguistics, sociolinguistics, ethnomethodology, and the ethnography of speaking. The basic concepts of constructivism are concerned with interpretation, action, interaction, communication, cognitive schemes, and the like, and may utilize existing methodologies as experimental, interaction analysis, psychometric tests, and naturalistic observation. In regard to different philosophical perspectives, the current study of intercultural communication is based upon a Western perspective, and needs to be modified according to other philosophical viewpoints. Mathematical modeling, a method for theory development and specification, can provide scholars with methodologies for precise description and projections of communicative acts and events. Relationship development focuses upon the actor in a communicative interaction as a synthesis of relationship and selfhood. Rhetorical theory has three central concepts: (1) rhetorical theory is appropriate because it is related to a specific cultural and communicative context; (2) the critical method, which studies the rhetorical act, directly approaches the communicative interaction; and (3) the rhetorical object might well be combined with analyses of language, communication rules, and patterns of relationship development. Rules perspectives, which are being applied to the area of negotiation, offer a potential for analyzing variations in rules used by actors as they move from one context to another. Systems theory, which focuses upon the interrelations among various elements in communicative interactions, suggests general sets of adaptive mechanisms in use by humans within their environments. Despite these propositions, theory in intercultural communication has not developed to any extent, and urgently requires more attempts and challenges on the part of scholars because the

basis for most of the current difficulty in intercultural communication is much more theoretical than methodological.

Research Approaches

Since intercultural communication is broad and inclusive, scholars in the field are likely to have difficulty pinpointing areas of research and viewpoints to take. Prosser (1978) presents six critical issues central to the study of intercultural communication: (1) the importance of similarities and differences among cultures, (2) the nature of conflict in human communication and culture, (3) the control of communication and culture, (4) the impact of technology upon communication and culture, (5) the importance of cultural stability versus change, and (6) the problem of cultural imperialism and dependency. The basic premises are that communication and culture are both processes linked to each other and that intercultural communication is a subset of both communication and culture.

Most recently, Ishii, Okabe, and Kume (1987) have approached intercultural communication issues from the levels of communication, analyzing various cultural impacts upon each level. The intrapersonal level of communication includes such covert factors as the self concept, perception, recognition, stereotype, ethnocentrism, and the like. The interpersonal level, both dyadic and small-group, covers the development of interpersonal relationships and the structure and functions of small groups. The organizational level concerns group norms, cohesiveness, leadership, and decision-making. The public level deals with rhetoric, persuasion, and audience analysis. In Japanese society, under the strong impact of "internationalization," more scholars are expected to conduct both theoretical and empirical studies in communication and culture.

As for methodological approaches to the study of intercultural communication, Kim (1984) observes that empirical studies have traditionally followed the "analytic-reductionist-quantitative" approach. Quantitative studies on perception, attitude, stereotype, interpersonal relationship, linguistic and communicative competence, and the like have taken this approach. More recently, two alternative approaches have been proposed. First, the "holistic-contextual-qualitative" approach focuses upon the quality and pattern of interconnection among individuals and the norms and rules that function in the communication system. Second, the "constructivist" approach, which centers upon the subjective processes of communication, views the internalized processes underlying human communication. By validly integrating these different approaches into complementary and interacting parts of the discipline, as Kim (1984:27) main-

tains, "we will be able to maximize our effectiveness in understanding, predicting, and controlling the phenomena of intercultural communication."

Teaching and Training

The purposes for intercultural communication teaching and training are diverse. Smith (1982) classifies the basic purposes for the teaching of intercultural communication into three: (1) interpersonal adjustment, (2) job skills, and (3) cosmopolitanism. Interpersonal adjustment training enhances individual capabilities for problem solutions when communicating with people from different cultures. Job skill training provides the student with practical skills that are useful on the intercultural job. Cosmopolitanism teaching helps the student to understand different cultures "relatively" and to feel at home in different cultures. From a more recent skill-oriented perspective, Seelye (1985) states that intercultural communication teaching and training should help the student understand and demonstrate: (1) the sense or functionality of culturally conditioned behavior, (2) the interaction between language and social variables, (3) conventional behavior in common situations, (4) cultural connotations in words and phrases, (5) an evaluation of statements about another culture, (6) the location and organization of information about another culture, and (7) the development of positive attitudes toward another culture. Scholars, educators, and practitioners of intercultural communication teaching and training need to consider these purposes in designing courses and classes.

A variety of intercultural training methods have been developed over the past decade. Brislin, Landis, and Brandt (1983) classify major methods into six types. First, information or fact-oriented training, which is the most common type, provides trainees with various facts about the target culture. Second, attribution training, represented by the "Culture Assimilator," focuses upon explanations of behavior from the hosts' point of view. Third, the cultural awareness approach acquaints trainees with differences between their own culture and the target culture. Fourth, in the cognitive-behavior modification method, well-documented principles of learning are applied to the problems of adjustment to other cultures. Fifth, the experiential learning method introduces trainees to the nature of life in the target culture by having them experience that culture or a simulation of it. And sixth, the interaction approach motivates trainees to interact with host nationals or experienced "old hands" so that they can become comfortable with them. Most of the current training programs represented by intercultural communication

workshops (ICW) are combinations of these basic methods.

There are three kinds of grave concerns about intercultural communication teaching and training. First, the culture-general versus culture-specific controversy is over whether teaching and training should aim at general preparation for interaction in many cultures or should be specific to a particular culture. Second, ethical issues may center upon teaching and training, because ethics are culturally contextualized and are therefore relative. And third, teaching and training methods still need to be tested and assessed repeatedly in terms of their validity, reliability, and practicality.

Summary and Conclusion

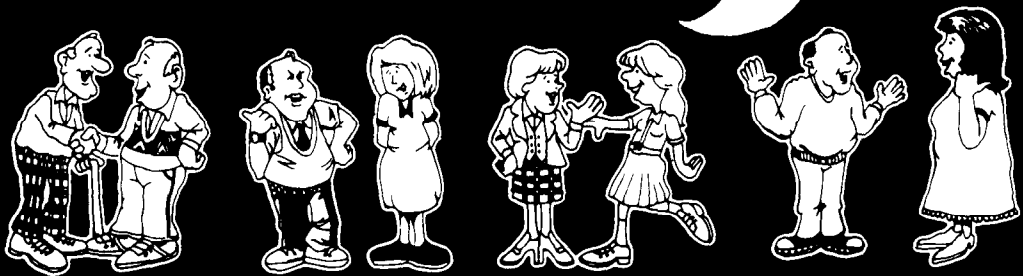
The newness of the field of intercultural communication has attracted and interested a growing number of scholars, teachers, and practitioners from a variety of disciplines. The diverse and inclusive nature of the field, however, has rendered it difficult and complex for them to conceptualize as well as to theorize. Therefore, theory construction is currently one of the most challenging tasks for intercultural communication scholars. The expansiveness of research areas and the prematurity of methodological approaches require scholars and researchers to reidentify and reorganize both areas in designing and carrying out research projects. In regard to intercultural communication teaching and training, various kinds of methods and approaches are currently being introduced, practiced, and assessed. In employing any of these approaches, teachers and practitioners need to consider such critical issues as the culture-general versus culture-specific controversy, the similarity-difference dichotomy, and ethical matters. Finally, intercultural communication is a young field which requires more systematic research and studies on the part of serious scholars for its future growth and development.

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JAPAN-U.S. RELATIONSHIPS FROM AN INTERCULTURAL COMMUNICATION POINT OF VIEW

By James R. Bowers, Meiji University

The current era of relations between Japan and the United States is characterized by extensive interpersonal contacts by citizens of both nations. The largest number of such interactions occur in commerce and business, followed by educational and cultural exchanges. This is in contrast to a lower frequency of interactions between diplomats and politicians, and the latter group of relationships are further distinguished from the former in that they are generally mediated by specialists who serve as gate-keepers who control the flow and nature of communication. In a similar fashion, the vast majority of the citizens of both nations interact through the mass-media (television, radio, periodicals, and other print media). In the latter case, the media of both nations also serve as gate-keepers; selecting, editing, controlling, and modifying the flow of communication. It is the presence of direct interpersonal interactions as opposed to those mediated by gate-keepers that distinguishes *intercultural communication* from *international communication*.

Gate-keepers are in essence specialists in communication. They are, for the most part, consciously aware of the communication process. They carefully construct messages to be transmitted, select channels to be used, study the natures of transmitters and receivers (human and otherwise), and pay careful attention to mediating factors such as feedback, noise, and channel capacity. Individuals who communicate interpersonally with representatives of another culture, however, are typically less cognizant of the communication process. Moreover, at least in initial or short-term encounters, they will most likely utilize the rules that govern interpersonal communication in their home cultures and apply them as though these rules were universal. This will probably be so even if all participants are using a common language. This stage of interpersonal interaction between individuals from different cultures may be termed *cross-cultural communication*.

As time goes on, and as certain individuals from two interacting cultures become accustomed to continuously dealing with each other, they may begin to construct an original system of rules to govern their communicative behavior. It is at this point that we have a process that I would term *intercultural communication*. This new system of rules may be composed of features common to the communicative behavior of both cultures, or the standards of one or the

other may come to dominate, or entirely new forms may be manifested. It may be a system unique to the individuals concerned, or it may possess features generalizable to a larger group of similar individuals from both cultures. At any rate, the participants in such encounters will not communicate interpersonally with each other in the same manner as they would with members of their own culture.

Whether the encounter is characterized as being predominantly cross-cultural or intercultural, citizens of the United States and Japan who engage in interpersonal communication will probably benefit from some understanding of several factors that are likely to strongly influence the effectiveness of their communication. Specifically, I wish to refer to certain aspects of interpersonal communication behavior that individuals employ more or less unconsciously and which, while being culturally specific, are often falsely assumed to be universal manifestations of human communicative behavior. Among these are source-receiver responsibilities, credibility determination, feedback mechanisms, the role of explicitness, and the role of self-disclosure.

The simplest model of human communication is a linear one that postulates a source encoding a message and transmitting it through the speech channel to a receiver who decodes that message. Western rhetorical tradition going back to the time of Aristotle has placed great emphasis on the role of the source of the message and its encoding. In the society of the United States this tradition is highly valued and manifested explicitly in public speaking and English composition classes, where students are taught to analyze their audiences, use certain devices to get their attention, organize their messages according to certain patterns, and employ repetition, variety, vivid language and other rhetorical concepts to ensure that their ideas are clear, believable and interesting and that the message received is the same as that sent. There is an underlying assumption that the source can manipulate a number of variables to improve the effectiveness of communication. Teachers, lawyers, and business people all receive specialized training in how to manipulate such variables.

On the other hand, in Japan, rhetorical traditions deriving both from Confucianism and Buddhism seem to place a much greater burden on the receiver to discover the message of the source. It is assumed that sources are not expected to have to capture the attention of

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their audiences. There is no need to explicitly state the relationship between ideas; those likewise will be filled in by the receiver. If a receiver does not understand, he or she waits for another opportunity or until he or she has matured to a point where understanding becomes possible. The upshot of these observations is that Americans should be better sources and Japanese better receivers in a communication transaction. There have even been some empirical studies of these hypotheses though their results are too limited to be conclusive. Nevertheless, it would be an error for Americans to assume that Japanese subscribe to the Aristotelian conception of the communication process or even that they would accept its "inherent value" once it has been pointed out to them.

The field of communication as an academic discipline is primarily American and most research in sub-disciplines such as interpersonal communication has been done within the cultural context of the United States. There is a corresponding paucity of correlative research in other cultural contexts. Thus, while theory would lead us to believe that there are probably human communication universals, there is little hard evidence to support such a contention. However, one of the few contenders for the mantle of the universal variable of human communication is the concept that perceptions of source credibility is an important predictor of the effectiveness of communication.

Basically, research has demonstrated that receivers use their perceptions of a source's credibility to determine: (1) whether they will accept messages from a particular source, and (2) if they accept such messages, whether they will believe them or not. Empirical studies have shown that receivers in both Japan and the United States make such decisions based on their perceptions of source credibility. Literally, they "tune into" or "tune out" the source's messages depending on whether they perceive the source as being credible. The same research, however, shows that Japanese use more criteria in determining whether or not to grant credibility to a source. In addition, where the criteria are the same for receivers from both cultures, they are ranked and weighted differently.

Specifically, King, Minami, and Samovar (1985) found that Americans based perceptions of source credibility on two factors: competence and credibility (ranked in that order). Japanese, on the other hand, used four factors: character, competence, appearance, and consideration (likewise ranked in order of reliability). These factors in turn are composed of clusters of criteria. Competence, for example, is determined by whether the source is perceived as being informed or uninformed, expert or inexperienced,

experienced or inexperienced. Thus, Americans are more likely to accept a message from a source whom they perceive as informed, expert, and experienced than from one they perceive as uninformed, inexperienced, and inexperienced.

The implications of such research for interpersonal communication between Japanese and Americans are profound. Americans may be willing to grant credibility to an individual primarily based on assessments of that person's competence in a particular field. Japanese may agree that the same person is competent, but if they judge the person's character (dependability, trustworthiness and value) to be deficient, they may decline to grant that individual credibility. Moreover, Japanese also perceive pleasantness of appearance, being well dressed, and appearing clean as affecting an individual's credibility. In addition, being kind, considerate and honest toward others also carries great weight. In summary, Japanese and Americans consider competence and character to be important determiners of a source's credibility although Japanese give more weight to character than to competence. However, Japanese also consider appearance and consideration for others to be important components of credibility whereas Americans consider them irrelevant to such a determination.

An understanding of empirical research of this type may help many American English teachers in Japan understand why academic credentials alone will not procure a full-time position at a Japanese university or why brighter students, out of consideration for their slower fellows, may choose not to speak out in class. It may also help many to understand why a rigid adherence to informal styles of dress may weaken their influence as teachers in a classroom situation.

In the simple linear model of communication mentioned above, the process of feedback assists the source of a message in determining whether the message was received and how accurately. Another way of looking at feedback is to say that it is a message composed by the receiver in the initial transaction to acknowledge that the original message has been received and to inform the source of the extent to which it has been successfully decoded. In machine communication systems, the original message may actually be re-transmitted verbatim and compared with the original at the source to determine the quality of channels, transmitters and receivers. However, in human communication, feedback may be handled in a number of ways.

Of course, it is quite possible that the receiver may repeat the message word for word back to the source, but this may indicate only that the message was received, not that it was understood or acted upon in any way by the receiver.

In the American culture, receivers generally indicate receipt of a message paralinguistically and nonverbally. They give feedback concerning content by rewording, amplifying, and asking questions. These are all feedback mechanisms.

Paralinguistic acknowledgment of the receipt of a message normally takes the form of vocalics such as "umm hmm," "uhnn," or words and phrases such as "yes," "I see," "Really?," etc. Nonverbal acknowledgers might be nods or eye contact, etc. Japanese appear, in general, to use similar mechanisms. In particular "e," "eei?" and "nnn" serve as paralinguistic acknowledgers. Eye contact is perhaps the most common non verbal form. However, in dyadic and small-group situations, the eyes of the Japanese receiver may focus on a point between the receiver and the source or on a point about even with the source's adam's apple. This is in contrast to direct contact with the eyes of source in many American cases. Such behavior is always affected by the physical environment, presence or absence of others, occasion and content of the message, however, and generally only long experience in communicating with Japanese will serve as a guide.

It is in the area of feedback mechanisms related to the content of messages that Japanese communicative behavior may differ significantly from that of Americans. In dyadic and small-group encounters, Japanese may make comments on the messages they have received. They probably will not rephrase what they have heard in order to confirm that the message has been received. Such repetition or rephrasing seems to be perceived as a discourtesy to the source. It may be considered *kudoi* (unnecessarily redundant) or *yabo* (boorish) behavior. Questions may be asked if the message is not well understood. The perceptive understanding of messages from a minimum number of explicit cues (*sasshi*) is a sign of maturity and is highly valued in the Japanese culture as is *enryo* (self-restraint vis-à-vis explicit verbal responses out of consideration for the source and/or presence of other receivers). Similar behavior patterns may be exhibited in public communication situations. In particular, questions will probably not be asked and comments will be made primarily to show respect for the source rather than give feedback regarding the message.

Such differences in feedback mechanisms frequently give rise to misunderstandings in classroom situations where the source of the communication is an American teacher and the receivers are Japanese students. We should begin by noting that in American classrooms students more frequently ask questions not because they don't understand, but rather to show the teacher

that they have been listening. They are also expected to rephrase what they have heard or link what the teacher has said to previously learned materials. They may be expected to give personal illustrations of a point made by the teacher. All such behavior is designed mainly as feedback.

Conversely, Japanese students may refrain from asking questions in class out of consideration for the teacher or for fellow students (*enryo*) as well as to demonstrate solidarity (a character variable) with the latter. Students who truly wish to ask a question will communicate this nonverbally (generally by means of facial expressions and eye contact) or wait until after class to ask the teacher individually. Teachers may respond to the nonverbal signals by calling on the student by name, and after waiting for the student to make a ritualized disclaimer to reinforce solidarity (for example, "Well, it's really not very important and I'm sure everyone else understands, but could you explain why . . .?"), receives the questions. American teachers often miss these nonverbal cues and mistakenly believe that the students are "shy" or don't understand or misinterpret the disclaimer as an admission of ignorance or disinterest. Such misunderstanding is compounded because a ritualized request for questions such as "Are there any questions?" is interpreted by Japanese students as a dismissal of the class rather than as permission to ask questions. In their turn, Japanese teachers in American classes may perceive the communicative behavior of American students (intended as feedback) as shallow, redundant, or even as discourteous and a sign of immaturity.

The American anthropologist Edward T. Hall (1976) has postulated the concept of a high-context culture, where messages serve as signals which a source uses to alert receivers to information they already possess or which is contained in their immediate environment. The Japanese culture is often used as an illustration of a high-context culture. There is, in fact, a great deal of commonality in behavior patterns and educational environmental background for most Japanese, whether they are from Hokkaido or Okinawa and whether they live in the megalopolis of Tokyo or the smallest hamlet of an island in the Inland Sea. Sources, therefore, compose messages which are designed as explicit signals to be fleshed out by this large body of implicitly shared information. This type of communicative behavior is not unknown to Americans, but generally is employed only in families where years of living together has resulted in a similarly large body of shared experience.

In contrast, the American culture continues to be one that values diversity of experience

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with the result that communicants must rely much more heavily upon the information that is explicitly contained in messages. Hall terms the American culture a low-context one. Americans will thus try to be very explicit when communicating with Japanese and expect such explicitness in return. When such explicitness is not forthcoming, they may perceive its lack as a sign of ignorance (a competence factor), stupidity, or even intentional deceit (character factors). The Japanese on their part may interpret the explicitness of Americans as unnecessarily redundant and boorish. When Americans fail to "catch on" to the implicit signals sent by Japanese sources, they may be perceived as uneducated, unsophisticated or "uncool." American teachers of English, in particular, should be aware of this difference in valuing explicitness. While teaching their Japanese students to speak and write more explicitly, they should also assist them in understanding that being explicit in the use of English may feel strange, but is necessary and does not mean students must exchange Japanese values for American ones.

Finally, let us turn to the area of making friends and getting closer to others. This is accomplished communicatively in the United States through a process of self-disclosure as the source reveals to the receiver more and more intimate information. This process has received a great deal of attention in recent years because of the humanistic psychological concepts of self-realization such as those espoused by Carl Rogers and others. The concept of "I'm O.K. You're O.K." has even penetrated the tenets of foreign language education. In general, Americans assume that self-disclosure is admirable and the best way to make friends and influence people.

In contrast to this cherished American conception of the universal value of self-disclosure, Nakanishi's (1986) empirical study of Japanese perceptions of self-disclosure found that Japanese considered moderate and high self-disclosers in initial interactions to be communicatively less attractive than low self-disclosers. The implication was that while a low level of self-disclosure aided in promoting a closer relationship, high self-disclosers were socially inept and unattractive. They were in Nakanishi's words from an earlier paper of his "uncool." Again the implications for Americans communicating interpersonally with Japanese should be obvious. Go slow. Don't tell too much too soon or risk being considered a "gossip" or even a "loud-mouth." On the other hand, Japanese would be well advised to be a little more outgoing or risk being perceived as cold, distant or snobbish or even "inscrutable."

The catalog of areas where Americans and Japanese utilize the process of interpersonal communication in significantly different ways is, of course, much more extensive. Yet, there appears to be a sincere desire on the part of citizens of both nations to engage in such interactions and establish closer economic, educational, cultural, and personal ties. The road will perhaps never be easy, but travelling it should be more often exciting and illuminating than frustrating.

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A REMINDER FROM THE EDITOR

The Language Teacher welcomes meaningful, well-written contributions, but requests that the guidelines in the editorial box on page 3 be followed. Those wishing unused manuscripts to be returned should include a stamped self-addressed envelope. ALL Japanese language copy must be submitted to the Japanese Language Editor.

SIXTY BOOKS ON INTERCULTURAL COMMUNICATION: A BIBLIOGRAPHY

By Kazuhiro Hirai

Over the past two decades, a large amount of literature on intercultural communication has been published as books and in journals and monographs. An even larger amount of scholastic information in the field has been disseminated at a variety of conferences, seminars, and workshops. In 1979, Asante, Newmark and Blake remarked, "There are certainly more courses, journals, articles, convention papers, and professional recognition than ten years ago" (1979:99). In 1986, Damen admits that intercultural communication "is today enjoying unprecedented attention from second language teachers and researchers as well as from others concerned with cross-cultural contact and interaction." (1986: 19).

In the summer of 1987, the Library of Congress held 128 books under the subject heading, "intercultural communication." This list, however, did not include some important books in the field which should have been registered under this heading.

The 60 books listed in this short bibliography are limited to books written in English and published in the 1970s and '80s. The greatest source for this bibliography is the Library of Congress: 45 of the 60 titles listed here are chosen from the books sorted under the subject heading of intercultural communication. Most of the remaining 15 books are listed under the same subject heading in the British Library. A few additional books, which were not listed in either the Library of Congress or in the British Library are from the writer's book shelves.

In addition to books on intercultural communication in general, this bibliography includes some of the most important books on intercultural communication education as well as on Japan-U.S. interactions.

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JALT News

Our apologies to JALT-Kobe for the omissions which occurred in the March 1988 issue. The complete list of officers should read as follows:

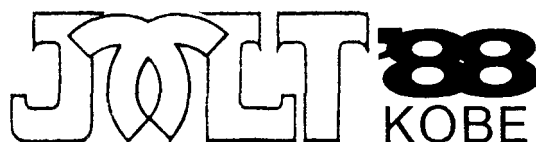
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Special Issues of The Language Teacher 1988

- July
Learning Japanese - Naoko Aoki
- August
Team Teaching - Jack Yohay
- November
The Learner in Large Classes - Torkil Christensen
- December
Publishing - Commercial & Academic
- 1989
March
Intercultural Communication - Linda Viswat
- April
Pragmatics - Bruce Wilkerson
- May
Music & Songs - Dale Griffie
- June
The Role of Grammar in the
Teaching of Foreign Languages - Dr. Richard Day
- July-December (open)

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



UPDATE ON JALT '88

Little by little, things are shaping up for JALT '88 Kobe. Another main speaker has been confirmed: Sir **Randolph Quirk**, who was to be a main speaker at JALT '85 in Kyoto but was forced to withdraw for reasons of health. The **Concise Grammar of Contemporary English**, co-authored by Quirk along with S. Greenbaum, is well known and much used in Japan, and it is an honor to have this distinguished linguist among our participants. Other speakers are in the works and will be announced as they are more definite, so watch for developments.

With JALT the sizable organization it has by now become, and with this year's conference theme of **Language and Cultural Interaction**, it seems fitting that we should look out around us in a wider scope and seek ways to share with and draw from a wider circle of our environment. We hope that this year's JALT conference will have a stronger international flavor than ever before. Efforts are being made, for example, to bring more participants from other Asian countries, and there are exciting rumors about the social events for the conference - just to whet your appetite.

Finally, don't forget the deadlines of June 1 and June 15 for presentation proposals.

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."

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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 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 directly to the Colloquia Chair.

Some suggested titles for Colloquia this year are: (1) Bilingualism and Cross-Cultural Communication; (2) Internationalization and Cultural Identity; (3) State of the Art in Second Language Acquisition Research; (4) Teaching Japanese as a Second and Foreign Language; (5) Methods in Foreign Language Education; (6) Materials in Foreign Language Education; (7) Cultural Perspectives in Applied Linguistics; (8) Culture and Reading in an Additional Language. If you have any other suggestions, please contact 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 teachers 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**.

Colloquia Chair: Rick Berwick, 34-8 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 presented successfully at the local level. Information has been sent to chapter presidents, so please contact your local chapter for information if you think they might be interested in sponsoring your presentation.

POSTER SESSIONS

This year, for the first time, JALT will feature poster sessions at the Conference. Poster sessions offer presenters an opportunity to interact with individuals interested in the content of their presentations in an unhurried atmosphere. It also allows the audience to 'self-select' and pursue content areas they are interested in more fully. Since there is no fixed time for each 'presentation,' people interested in the poster session topic can peruse comments, illustrations, research summaries as they are displayed on the poster before they decide to talk over the details with the presenter. Poster session presenters need to prepare visuals - charts, graphs, illustrations and the like - large enough for people to inspect quickly. The 'gist' of the presentation should be apparent from the poster itself.

Those interested in developing a poster session presentation should contact Steven Ross at 078-709-3765 for more details.



COMMERCIAL PRESENTATIONS

Any presentation being made for commercial purposes should be clearly marked as such. Any commercial presenter should include samples of the materials featured in the presentation, in addition to sending all the information outlined in the Call for Papers.



JALT '88 TEATIME TOPICS - PICK AND PRESIDE

JALT '88 will offer topic-centered discussion groups at the end of each day's schedule of concurrent presentations. Participants can air their concerns, voice their impressions, and share their thoughts on what they've heard. To become a facilitator for a group, please contact Terence McDonough, 078-801-8835; Dai-5 Soma Bldg., Apt. 501, 5-1-1 Suido-suji, Nada-ku, Kobe 657.

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
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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、A4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、A4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、発表の着眼点、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明できないという方は、選考委員会に、別に長い要旨も提出することができます。この場合には、短い方の要旨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。

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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いと思います。

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。ご注意ください。

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



バイリンガリズム・シンポジウム

研究発表募集

(Symposium on Bilingualism:
Call for Presentations)

「第4回バイリンガリズム・シンポジウム」が、JALT '88国際大会にて開催されます。次の分野における研究発表を募集致します。

心理／社会／言語学の分野における成人／
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詳細は下記まで：

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☎0742-26-3498

募集締切りは5月15日です。

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1/4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られますが、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。

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- 期 間 7月24日～8月16日(24日間)
- 費 用 728,000円 ● 申込締切 6月6日
- 募集人数 30名 (最少催行人数 20名)

イギリス

作家、作品のふるさとを訪ねる文学散歩。ケンブリッジで一週間の研修ののち、イギリス文学ゆかりの地や歴史的名所を訪ねるアカデミックツアー。早稲田大学の虎岩正純先生が引率されます。

- 期 間 7月30日～8月19日(21日間)
- 費 用 758,000円 ● 申込締切 7月8日
- 募集人数 30名 (最少催行人数 20名)

英語教師のための夏期セミナー

学校英語教育が転換期を迎えている今日、当セミナーは教育現場にある指導上の問題点を具体的に取り出し、理論的裏づけと実践研究の成果を盛り込むことによって、問題解決への指針を提供いたします。

- 日時 8月1日(月)～8月5日(金) ● 受講料 37,000円
- 申込締切 7月25日(月) ● 募集人員 120名

■お問い合わせは、上記へ電話またはお手紙で。

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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 or more effective 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 ON/A

Content Area (CHECK. ONLY ONE BOX 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
<input type="checkbox"/> Speaking	<input type="checkbox"/> CALL	<input type="checkbox"/> Video	<input type="checkbox"/> Literature
<input type="checkbox"/> Reading	<input type="checkbox"/> ESP	<input type="checkbox"/> Computer hardware/ software	<input type="checkbox"/> Teacher Trainers
<input type="checkbox"/> Writing	<input type="checkbox"/> Music/Drama	<input type="checkbox"/> Other	<input type="checkbox"/> Testing
<input type="checkbox"/> Culture	<input type="checkbox"/> Activities/Games		<input type="checkbox"/> Socio-Linguistics
<input type="checkbox"/> Pronunciation	<input type="checkbox"/> Special Method,		<input type="checkbox"/> Discourse Analysis
<input type="checkbox"/> 4 Skills			<input type="checkbox"/> Organisational

Equipment Required, (Please be Specific; i.e. Beta-II, moveable chairs, etc) _____

Presentation will be in. ☐ English ☐ Japanese ☐ Other _____

Presentation Length: ☐ 50 Minutes ☐ 80 Minutes ☐ 110 Minutes ☐ 170 Minutes

NOTE: PRESENTERS ARE REQUIRED TO INDICATE IN THEIR SUMMARY ANY COMMERCIAL INTEREST IN MATERIALS OR EQUIPMENT USED OR MENTIONED DURING THE PRESENTATION

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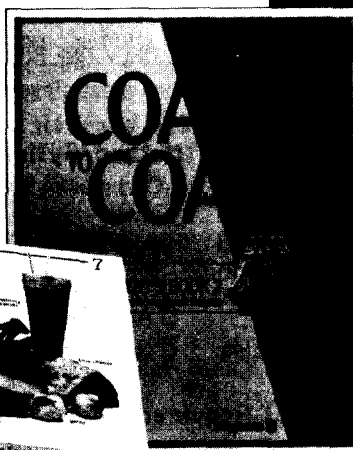
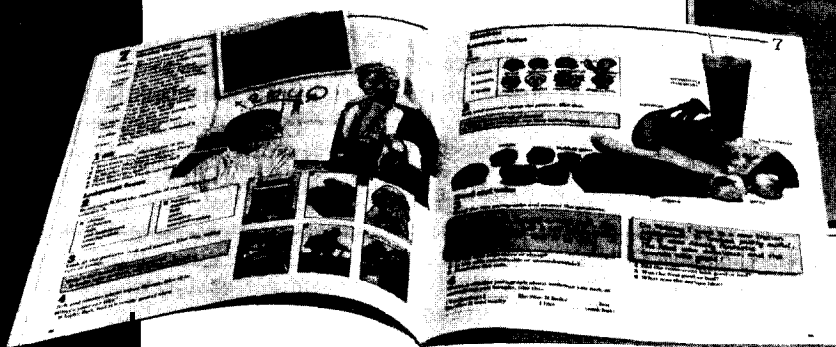
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My Share

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

INITIAL LETTERS OF WORDS TO TEACH NATURAL SOUNDING ORAL PRODUCTION

By John E. Hodge

The purpose of this technique is to assist the teacher in teaching students to recite short passages in English with natural-sounding rhythm, speed, and intonation. It is most effectively used with a text of up to about 100 words.

Procedures

1. Write on the board (or project on an overhead projector) only the initial letters of each word in the passage you want the student to recite.
2. Direct the attention of the students to the initial letters on the board and present one or two natural readings of the passage.
3. Following this, go through a passage sentence by sentence asking the class to repeat after you.
4. As you listen to class repetitions of the sentence, make some mark above the initial letters to provide the students with visual reminders of how they should produce certain parts of the passage. The following symbols are offered as suggestions:

- / to indicate a stressed word
- ┐ to indicate word groupings
- ↗ to indicate rising intonation
- ↘ to indicate falling intonation

You should feel free to create other symbols to indicate anything else you feel is necessary.

5. After proceeding in this way to the end of the discourse, call on individuals (or pairs or however many people are involved in the case of a conversation) to recite the entire passage.

My experience has been that most students are able to recite the passage with more natural-sounding stress, rhythm and intonation by just looking at the initial letters and markings than they do when asked to read the entire passage after a similar amount of practice.

Here is a passage about the 1987 World Series followed by how it might look at the time of recitation:

The World Series will begin next week. The Minnesota Twins will play the St. Louis Cardinals. The Twins are the champions of the American League. The Cardinals are the champions of the National League.

```

T W S W B N W ↘
T M T W P T S L C ↘
T T A T C O T A L ↘
T C A T C O T N L ↘
  
```

Further Suggestions

If the passage to be recited is a conversation, label the parts A, B, C, or, better yet, write the initial letters of each person's part in different colors.

After recitation, have the students write out the passage. This forces the students to become aware of the relationship between written and spoken English and that the unstressed words, immediately noticed if omitted from written English, stand out too much if stressed in the spoken language.

For variation, use different marks to provide different, but acceptable, versions of some sentences.

Try to select passages that, with only minor changes, can be used as models for further recitation. For example, after reciting the passage about the World Series, it would be possible to have a student make a similar recitation about the Japan Series. This can often be done with news or sports events.

John E. Hodge, from Bremerton, Washington, has taught at Osaka Gakuin University since 1972. Prior to that he taught in intensive English programs at the University of Kansas and the University of Minnesota. He received a Ph.D. in Foreign Language Education from the University of Minnesota in 1985.

FROM THE DEVIL'S DICTIONARY

by Tom McArthur

(a number of definitions)

Reprinted by courtesy of the *EFL Gazette*

Audiolingualism : A revolution in language teaching that encouraged students to be audio and teachers to be lingual.

Audiovisual Aids: Those materials and gadgets in a language classroom designed by somebody called Murphy.

Authentic Materials: Genuinely true-to-life materials used in genuinely artificial conditions.

Basilect: An acrolect with no ambition.

Behaviourism: The psychological theory that expects learners to salivate whenever a bell rings, whether the goods have been delivered or not.

Bilingualism: The condition in which one person learns to confuse two languages with equal skill.

Body Language: Your body talking when you wish it would leave the job to your mouth.

(to be continued)

JALT—CALL

Please send all contributions for this column to
R. M. Gerling, Technological University of Nagaoka,
1603-1 Kami Tomioha, Nagaoka, Niigata 940-21 (tel.
0258-46-6000).

Welcome to this page, the first page dedicated to CALL: Computer Assisted Language Learning. What **do** we want for this page? Information on software and hardware, and brief reports of articles about CALL. The page will thus have parts with information about hardware and software forming the main body. I have written up this first page as an example and I hope that it will pale in comparison with your contributions. Do not forget to include your full name and address: readers may wish to contact you for more information.

My System

Tell us about your computers, your software, and the way you are using them. The following is a short description of the equipment that we have in Nagaoka at the Technological University.

Hardware: BBC-Master Econet network with ten computers connected to a 40MB hard disk.

Software: About 60 programs menu-driven. A network editing program with 900 pages of information.

Advantages: Easy to use. Users need not have any computing knowledge. Each text has to be authored only once.

Problems: No service as of now in Japan.

Info: From the editor (above).

Visits: Possible.

The students must use the network for at least two hours each week. Most of this is word-processing and working on classroom programs. Elective classes use the system in the classroom as part of their group work. These classes have projects in which they are given tasks. Each group inputs information into the system and

other groups can then derive that information from the system. If there is enough time, the groups write up the information using the word processors. Elective classes also practice language patterns on the system.

The following two programs exemplify the possibilities that the system has for the enhancement of class work.

Storyboard II (Wida Software) is a popular program in which teachers type in the texts they are teaching. The program replaces the text on the screen with dashes and the learner has to type it in. Word order does not matter and the students can refer to the original text as many times as they wish. Students who have worked with this program have shown a substantial increase in their familiarity with classroom material.

In **Speedread** (Wida Software) each page of text appears on the screen for a set time after which a new page comes up. The speed in which the pages change can be determined by the student, who progresses from slow to faster reading. This program is useful both for general comprehension and, because the students read the text out loud, pronunciation. Questions can be set by the teacher at any point; indeed the program insists on at least one question, and the students can thus make sure that they have understood the text.

CALL Reader:

Send us information about reports or articles that you have found interesting.

"The Nett Work of Networking" by George Hawkes. How to manage a network on a shoe string. Also, if you have not got a network yet, the importance of a proper budget, a technician and a net-manager, and the value of a good dealer. *School Computer User*, Summer 1987, No. 3.

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UnderCover

AN AMERICAN SAMPLER: ACQUIRING CULTURAL AWARENESS AND READING SKILLS. Kenji Kitao, Vincent Broderick, Barbara Fujiwara, S. Kathleen Kitao, Hideo Miyamoto, and Leslie Sackett. Addison-Wesley, 1983. 157 pp. \$8.00.

AMERICAN VISTAS: ACQUIRING CULTURAL AWARENESS AND READING SKILLS. Kenji Kitao, et al. Addison-Wesley, 1985. 157 pp. \$8.00.

AMERICAN PATTERNS: ACQUIRING CULTURAL AWARENESS AND READING SKILLS. Kenji Kitao, et al. Addison-Wesley, 1985. 157 pp. \$8.00.

American Sampler, *American Vistas*, and *American Patterns* (The American Reading Series by Kenji Kitao et al.) consists of three low-intermediate/intermediate, lightweight soft-covered texts which exhibit American culture at its best while attempting to improve reading skills. Topics include a broad smattering of holidays, trips, sports, and major cities in *American Sampler*, from everyday living, arts and crafts, work and study, food and cultural exchange in *American Vistas*, to people and things, native Americans, places to visit in *American Patterns*, and more.

Each text supplies a time record chart and reading speed chart to gauge words per minute for two readings per chapter. Fourteen various exercises occur in each text. Vocabulary is defined after each reading, and skimming, true and false, references, clozes, outlining, writing, discussion, and comprehension exercises are commonly shared by all three; however, some unique features also appear.

Cultural exercises, chart, summary, and further study exercises occur in *American Vistas* and *American Sampler*. Cultural exercises are particularly useful, especially in "Favorite Pancakes" (*American Sampler*) where Western measurements, i.e. teaspoons, tablespoons and cups, are compared to cc's in this favorite American breakfast recipe. The writing exercise requires cooking the recipe first, then reporting about the cooking. Such activities in Japanese schools, where the Grammar Translation Method and preparation for passing examinations take precedence, have been overlooked but need not be underestimated for their own intrinsic value. Students who cook the recipe at school or at home are incorporating reading skills in a

hands-on intercultural experience. An intercultural breakfast or bake sale, where students participate on all levels of preparation, sales, and management in English would hold many rewards.

Also in *American Sampler* are cultural exercises in "American Wedding Traditions," which ask students to compare and discuss American wedding customs with their own, while the writing exercise provides a blank invitation and envelope upon which they are to record data provided in a paragraph. Further study exercises may involve out-of-classroom activities such as extracting information from an American TV guide.

Plotting categories on a chart in *American Vistas* utilizes answers taken from a previous skimming exercise, i.e. name of restaurant, hours, specialty and prices. This text makes use of interviews and projects such as group-planning a reunion with classmates. Occurring less frequently are correction exercises (changing false statements to true), matching, conversation questions, grammar, and a research exercise. The research exercise in "Gestures" requires people-observing and contrasting in writing between gestures used in the native and American cultures.

Exclusively in *American Vistas* are "Grab Bag" chapters, one per each section, which give readers a break from routine lessons and provide less complex and more diverse exercises. The change of pace consists of four to six readings (one paragraph in length), including poetry and short exercises.

Poetry readings here involve a few specific exercises such as reflection, whereby the reader may zero in on the poet's intent. Another useful and enjoyable exercise is called visualization, which requires the reader to imagine a scene which the poet created, then to draw it. Unfortunately, this only occurs once in the text, in contrast to its more frequent inclusion in the rest of the series. An equally appropriate exercise is entitled "Poetry Language," which lists the words: "the sky," "the lake," "the bird," etc., and requires readers to state words which the poet used to describe them. Unlike *American Sampler*, *American Vistas* has sentence combining, summary, matching and poetry exercises.

There are, however, some drawbacks to *American Vistas*. Because chapter topics are varied within each major section, continuity among chapters is absent. While the lack of continuity allows teachers to use the chapters out of sequence, as it suits their needs and plans for the class, concepts and vocabulary are not repeated. Therefore, maximum comprehension and retention is abated. Nowhere in the text do main-idea exercises exist, although true and false and comprehension exercises do cover broad ideas as well as specific information. Nor

(cont'd on next page)

(cont'd from previous page)

do inference exercises occur, which are essential at this level. Only once does a grammar exercise occur, which indicates that the authors assume a certain level of grammatical knowledge sufficient for using this text; however, all language skills should be integrated in a text. This is not to say that cloze exercises or some of the writing exercises do not automatically incorporate grammar exercises. All in all, this text may be somewhat difficult for most Japanese classrooms.

American Patterns, on the other hand, has an entire section, entitled "Poetry and Song," citing Robinson, Frost, Shiffert, and lyrics and music to John Denver's "Leaving on a Jet Plane." Its aim is to assist speech rhythms and to deepen awareness of words and sentence stress patterns. One chapter, "Cape Cod," utilizes restaurant advertisements in a skimming exercise. This text is the third in the series whose initial chapter is "Reading Without a Dictionary," which illustrates the use of context and clues toward comprehension without understanding every word. It reworks detailed information in special exercises to maximize the benefits of such study habits. Fittingly, *American Sampler*, being the first in the series, introduces "You and Your Dictionary," and encourages good dictionary habits by reproducing "Key to Entries" and sample pages from the *Oxford Advanced Learner's Dictionary of Current English* along with specially designed exercises for application.

The visualization exercises in these two texts are noteworthy and refer to preceding clozes to complete. In the former text, students are asked to draw the scene from Frost's poem, "Stopping by Woods on a Snowy Evening." The latter requires a drawing of a cross-section of a clam-baking pit ("New England Clambake") as well as locating places in the nation's capital on a map ("The Capital City").

To sum up, the series mostly utilizes real photographs except, for example, reproduced sketches of signs from a driver's manual or newspaper housing advertisement from which practical experience is gained through their use. While the series was originally intended to be ESL/EFL texts, *American Vistas* and *American Patterns* tend to be more ESL in nature. Therefore, Japanese EFL teachers may find some innovating exercises a bit threatening at first, but should nevertheless attempt a few of them. The chart exercises, for example, should not be overlooked, especially in the EFL environment where improving reading speed and comprehension are crucial. Carefully written instructions for all activities within the series should encourage Japanese teachers to utilize its oral-aural activities to maximize the EFL language experience. Also, the accompanying teachers' guides are written in Japanese with many detailed explanations, while the answer keys are in English.

On a more critical note, there are hardly any

pre-reading exercises in the series. But pre-reading exercises in such texts, which are aimed at the international market, are extremely difficult to develop, because the authors could not possibly be familiar enough with all of the students' cultures to adequately coordinate pre-reading questions. Non-native EFL instructors need not despair, however. With a little preparation, such as reading the selections and comparing their cultures to that of America, they can amply provide interesting, thought-provoking pre-reading questions for the class. Nonetheless, whether the series is used as a set or broken down and used separately, ESL/EFL teachers who are eager to inform and stimulate reading skills through a plethora of Americana at its best, will not find an equal anywhere.

Reviewed by Debra F. Orlando
Mie University

FAST FORWARD 1. Val Black et al. Oxford University Press, 1986. 96 pp. ¥1,700. (Also available: Teacher's book, ¥2,380; Resource book, ¥1,080; Class cassette, ¥5,200; Resource cassette, ¥1,180.)

Fast Forward is a new series recently published by Oxford as an intensive British English course for adults. As with most of the recently published English courses, *Fast Forward* has been set up using a communicative syllabus. Each of the three levels (elementary, intermediate, advanced) has three books and two audio tapes Teacher's book, Class book (student's text), Resource book (workbook), and the class and resource audio tapes. At the time of this writing, only the Class book and its cassette were available for *Fast Forward 2* and 3, with the rest of the materials forthcoming in 1988.

A communicative text should have as its goal the attainment of communicative competence of the student. Communicative competence demands the integration and combination of language skills. *Fast Forward* tries to achieve this goal in several ways. The first is to introduce writing along with speaking. This writing is not the extended essay or prose type that is taught in school, but short communicative writing such as letters, notes, and the like, which convey straightforward messages. Another feature of this series is the introduction of signs like *No Petting*, *No Smoking*, *Black Tie Optional*, and others which students might encounter in an English-speaking country. Humor is also attempted. Songs are introduced as well. While this series does not come with a video to show the body language that is involved between speakers, it is full of photographs and illustrations to help the student in understanding what is being taught. All in all, the authors

have made an excellent attempt to produce a fully communicative textbook.

Fast Forward also integrates British culture throughout the text. In book One, some of the cultural items that are encountered are the histories of different British cities, foodstuffs, the pub, sports, literature, and, of course, the Queen and the royal family. By introducing culture during the study of the language, learning becomes more interesting to the student, thus creating a good atmosphere for learning.

Fast Forward 1 was designed for the false beginner. A false beginner is someone who has a basic, albeit passive, knowledge of English. Therefore, the text focuses on communication as opposed to grammar. Since grammar is not the focus, the exercises do not include grammar drills as other communicative texts do. Most of the exercises have the students speaking in pairs or small groups with the dialog as the model. The grammar is controlled, though, with the present tense of *be* being introduced in the first lesson, modals in the third, and the regular past tense not until the seventh lesson. This allows the students to become refamiliarized with the grammar in context and not in isolated chunks. Along with this, the exercise types are varied. All of this makes the text easy to follow and interesting for the student and the teacher.

The teacher's manual is interleaved with the student's text, which makes it convenient for the teacher. This manual includes complete dialog transcripts, stories, songs, aims and objectives of each lesson, notes on cultural items, and many other helpful hints. It also contains a suggested lesson plan for each lesson. The reason that the authors give for including lesson plans in the manual is "to make life easier for the hard-pressed teacher." The lesson plans include suggestions for classroom organization, exercise types, the recommended time for each section, and other suggestions to fully and properly utilize the text. There is also a set of photocopiable exercises in the back of the manual. This manual is well organized and self-contained for any teacher from the beginner to the "hard-pressed" to the more experienced.

The Resource book is a workbook which can be used for supplementary work in the classroom or at home; it can also be used by the students to pursue their own studies. The book is set up to follow along with the student's text, with a closer look at the grammar that was introduced in each lesson. This enables students to study what they want to or what they are weak in. As with the Class book, the Resource book has British culture intermingled with the exercises. The book also has its own audio tape with further listening exercises.

The audio tapes contain various dialogs, songs, and stories. The tapes are unique in that the speakers in the dialogs include both native

speakers (mainly from various parts of Britain) and non-native speakers from western Europe. This shows the students that English is a very international language and also allows them to become familiarized with various other speakers of English they might encounter. This idea is good, but not at the elementary level. Beginners usually have trouble in just listening to their teacher, and if 20 different accents are added to this already complicated task, listening becomes even more difficult for the student. Even with the intensive recordings (shorter versions of the extensive recordings, featuring only British speakers speaking slowly), my students still have difficulties. Having to listen to various speakers should be a task reserved for intermediate or advanced students, not beginners.

In conclusion, **Fast Forward** is the best communicative text I have seen. It combines both speaking and writing for communication, whereas other texts only focus on speaking. The only problem that I have encountered with this set is in the use of different accents. This innovation should be for the more advanced. It should be noted once again that this is a text for British English, but this is not a problem. **Fast Forward 1** is an excellent starter for the Japanese, since they have had already an extensive study of English in school. **Fast Forward 1** will help them gain confidence in speaking English.

Reviewed by J. Patrick Bea
The Natural Way E. C. School
Reference

Candlin, C. N. (Ed.). 1978. *The Communicative Teaching Of English - Principles and an Exercise Typology*. Longman.

ENGLISH FACE TO FACE. David Peaty . Cassell, 1986. 79 pp.

English Face to Face is an appropriate supplementary text to stimulate oral English practice by providing students with opportunities for self-expression. It consists of pairwork communication activities, games and puzzles designed for adult students of low intermediate level and above.

The activities are designed to supplement a functional/communicative syllabus and focus on the use of language as a medium for the exchange of information. Targeted structures are provided in the "Useful Language" section, but the author clearly states in his suggestions to teachers that this section is optional and open-ended.

In working through the activities, students tend to concentrate on effective communication rather than linguistic perfection. Language is used as a means to convey new information, and, as a result, content takes precedence over syntactic properties. Students express themselves more freely and positively, with less fear of making mistakes.

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There are 58 independent and imaginative exercises, each having separate A and B roles with different instructions and information relevant for that role. The A and B roles are located at opposite ends of the book. Working in pairs, students must communicate effectively in order to solve problems, exchange information or achieve some specific goal. Some activities have identical A and B instructions and are suitable for small-group discussion, as well as pairwork.

Amongst the activities, there is a wide variety of topics and formats. Although this concept of a book of pairwork activities arranged in role A and B format is far from original, **English Face to Face** is well presented. Instructions are clear; the layout is attractive.

Often there are similar consecutive exercises where the roles are reversed, e.g. in #5, A asks for information and B provides it; in #6, B asks for information and A provides it. In other cases, the role reversal is built into a single activity.

In the sections pertaining to asking and giving directions, the given situations are quite practical in comparison to similar exercises in other texts. In #3, instead of the typical grid-patterned map, which can be mastered relatively quickly, this exercise provides an additional challenge by incorporating a map of streets which undulate, curve around, dead-end or fork off in different directions. Also, students learn to describe locations and directions by giving landmarks. Activity #4 is giving directions using a subway or railway map. Features from both of these exercises are reminiscent of what language is necessary to give directions here in Japan. They could lead immediately to a follow-up realia activity, e.g. students give directions from the classroom building to their homes, from door to door. However, the author warns about not expecting students to be able to perform a function in English that they cannot do in the native language! The two maps in #3 and #4 offer good preparation for such a difficult challenge.

Another interesting feature of #4 is that students must ask for directions to stations which are not indicated on the given map. At first students are confused, but after being guided to the "Useful Language" section, they are amused to see the expression "Sorry, I don't know." More realistic practice to admit ignorance!

In the suggestions to teachers, helpful hints are offered, particularly regarding the preparation of one's own materials based on the text's models. Specific activities which particularly lend themselves to such an adaptation are mentioned.

English Face to Face is targeted for the language classroom consisting of students of mixed native languages in that several activities mention

choosing a partner from another country. However, this is a minor inconvenience for us teaching in Japan. These instances are rare and do not affect the quality of the activity when these instructions are ignored. Although it is a British textbook, the only indication of such is the spelling. There is quite an international feeling in the various exercises – many different countries are focused on and discussed throughout the activities.

Although it is not apparent if the activities are intentionally progressively more difficult, the author logically chose to make #1 a basic introductory exercise that functions as an ice-breaker and the final #58 a more advanced exercise to elicit impressions (i.e. evaluations) of the English course. Each activity is meant to allow for approximately 15 minutes' oral practice, but this naturally will vary according to students' level of proficiency.

One flaw in **English Face to Face** is the lack of an index according to language functions. One must peer through the numerical table of contents, which lists the function after the title of each exercise. Sometimes there are several activities for the same function, but they are not presented consecutively.

One more minor oversight regards #29, which is listed as "Discussion Discussing the best way to do things." This exercise incorporates the language function of agreeing and disagreeing, although this is not mentioned in the contents.

Of course, not all activities are appropriate or interesting for all classroom situations, but with careful selection **English Face to Face** could augment the effectiveness of the oral English course, in both large and small classes. The activities could be easily linked to any functional syllabus textbook.

Reviewed by Barbara Leigh Cooney
Kobe College

LONGMAN DICTIONARY OF CONTEMPORARY ENGLISH (New Edition). Longman, 1987. 1,229 pp. ¥3,900 (hardback).

The new edition of the *Longman Dictionary of Contemporary English (LDOCE '87)* is an interesting update of the 1978 original (*LDOCE '78*). The high standards established almost ten years ago have been conscientiously and consistently maintained in the new edition.

The reputation enjoyed by *LDOCE '78* rested upon a number of factors: its much-appreciated "Defining Vocabulary" of 2,000 words, its approach to grammar, its extensive handling of collocations and idioms, its clear Usage Notes, its pronunciation guide (giving both British and American variants), and its illustrations. In all these areas the new edition is at least as good as, and often better than, its predecessor.

The strength of a learner's dictionary lies, of course, in the amount of help it gives the learner. *LDOCE '87* has made this an even higher priority than did the earlier edition. For example, in the area of grammar *LDOCE '78* had a system of codes which classified all entries into almost 40 types which the learner could then check for correct usage. To illustrate this point, the code "Wv6" referred to "verbs that are not usually found in tenses that use the -ing form, with forms of the verb *be*. Example: *He SEES me now.*" This system prevented the diligent learner from producing *He's knowing me now* (assuming the learner had the patience and skill to follow the cumbersome system). Mercifully, all this has now been revised and, losing nothing in detail, is much more accessible. This is possible through twin processes: (a) a rationalized system of just 25 codes, and (b) the provision of far more examples than were in the *LDOCE '78*. The editors have (rightly, I feel) adopted a policy of simplifying grammatical explanations, while at the same time increasing the number of examples. The problem of the verb *know*, by the way, is now handled by a note immediately after the main entry which just says, "not in progressive forms."

In line with the policy of providing more examples, the Usage Notes have been increased considerably in the new edition. Some still

reflect a Fowleresque approach (uninterested vs. disinterested; continual vs. continuous, etc.) but others are informed by pedagogic experience (lead vs. guide; lay vs. lie; none is/are, etc.) and still others by discourse analysis ("you know" used to keep the listener's attention). In addition to the expanded Usage Notes, some 20 pages of Language Notes have been added. These are mini-essays on usage, covering topics such as "Criticism and Praise," "Synonyms," "Tentativeness," and "Thanks." Drawing mainly on pragmatics, these Notes are useful at all levels, though more so, perhaps, for advanced students.

The strong teaching function of *LDOCE '87* is best seen in its attention to the collocational properties and usage of words, as well as to their metaphorical uses. For example, the verb *pigeon-hole* is now primarily metaphorical: "1. To put aside and keep for possible future use or attention; *SHELVE*." *SHELVE* in capitals at the end of the entry means that it is a working synonym, though the learner has elsewhere (in the Language Note on Synonyms) been warned of the dangers of seeking synonyms. The example, "That's a good idea, but we'll have to pigeonhole it until we know whether we can afford it," then guides the learner to the notion that things like ideas can be pigeonholed, implying that things like jam or money can not. Alongside the noun and verb entries for *pigeonhole* is an il-

(cont'd on page 39)

第20回 英語教育者のためのサマースクール

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目的

英語教育者の方々に「英語オンリー」の Total Immersion 方式の合宿生活を通じ、語学教育学会の最新の理論・実践的テクニックの紹介やデモンストレーションを行い、さまざまな効果的教授法を習得していただくとともに LIOJ で 20 年の間に培われた集中教育システムの実験を体験し、参加者自身の英語力の向上を図ることを目的としています。全プログラムに選択方式を採用し、バラエティーに富み、かつ内容の濃いワークショップです。

対象

主に、中学・高校の英語教育者
(毎年、韓国・中国・タイ国・インドから特別奨学参加者として英語教師を招へい)

定員

150 名

期間

8 月 7 日(日)～8 月 12 日(金)

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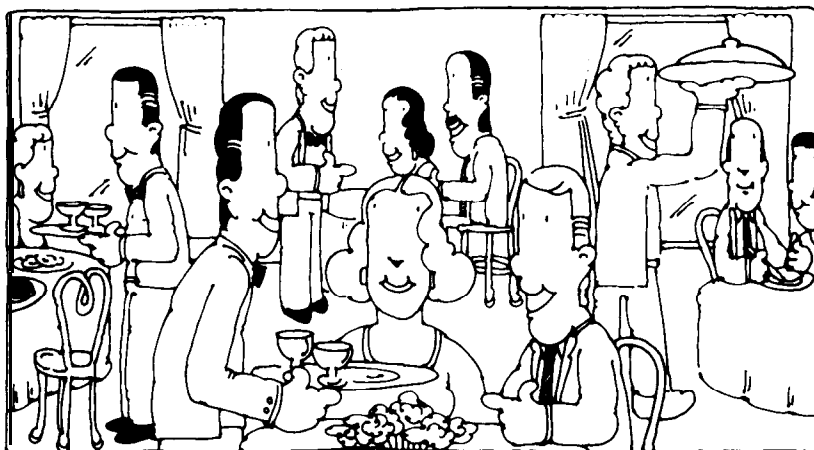
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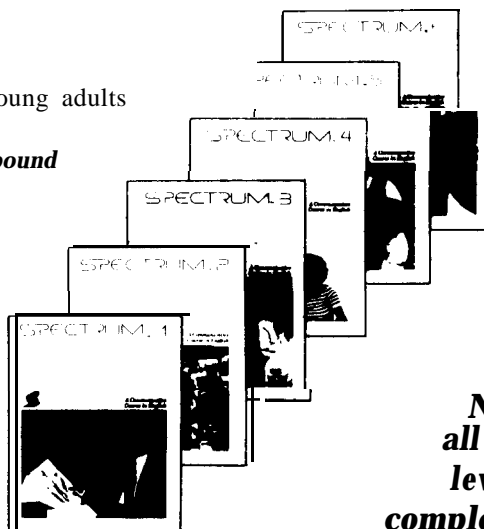


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illustration of a person inserting mail into pigeon-holes. The learner can thus see the literal origins of the figurative meanings. The range of information presented in this way is accessible to students from intermediate level upwards.

The handling of illustrations in the new edition is of great interest. In *LDOCE '78* BOATS (canoe, punt, gondola, etc.) got a one-third page half-tone illustration; SHIPS (trawler, tanker, etc.) got a half page; FREIGHTER (showing bridge, lifeboats, etc.) a further one-third of a page. In *LDOCE '87* all these have been dispensed with, and in their places are much smaller line drawings for BOATS (showing just a motorboat and a powerboat), SAILING SHIPS (galleon, clipper, etc.), DINGHY, YACHT, and PADDLE. The general policy in the new edition appears to be to spread the illustrations around more, but at the same time make them more specific. However, this is not always the case: the illustration at AIRCRAFT shows that the old half-page drawing (complete with biplane, glider, etc.) has been replaced by a line drawing of a 747, taking up far less room. Similarly, the old full-page drawing for FISH, showing over 20 species, has been replaced by a smaller drawing showing only nine. CARS are now '80s design, and again offer less detail, but clearer presentation. GUNS, not illustrated at all in *LDOCE '78*, now get a sizable picture. And for those who like to keep up with social changes, a look at LIVING ROOM will tell you that fireplaces are out and houseplants are in (both senses!). KITCHEN is now replete with a microwave and an enormous fridge, with the house husband busy taking the meat out of the oven. Incidentally, *fridge* is the main entry, with *refrigerator* only referenced.

Mention of *house husband* brings out the self-conscious modernity of *LDOCE '87*. *Positive discrimination*, *disinformation*, *disinvestment* and *upwardly mobile* are all there, as are *desktop publishing* and *ROM*. You can now *flunk* an exam, as well as the older *flunk out*. Changes in day-to-day usage are also recorded: you can be *defrocked* or *unfrocked*, not *disfrocked*, as before; the French *deshabille* has apparently won out over *dishabille*, which has been dropped. Other changes reflect stylistic habits: *hopefully* at the beginning of a sentence was previously "American usage"; now, apparently, the rest of us can put it there too. And for the not-so-young: in the old edition *disco* was described (under *discotheque*) as a place where "young people" dance to recorded pop music; in *LDOCE '87* "people" dance to recorded music. Makes you feel better already, doesn't it?

As an empirical test I lent *LDOCE '87* to a first-year university student, who worked with it for about six weeks. When he handed it back, much thumbed, without prompting he praised the explanations of words, the pictures ("easy to

understand meaning of its detail"), the idioms ("good to increase my knowledge and vocabulary"), and the grammar ("the dictionary says which preposition does each verb need next"). Interestingly, re-reading my student's final quote here, had he checked the entry under *which*, he would not have made this mistake: "*Ask him which one he wants* (not *Ask him which one does he want*)."² This is the kind of help a learner needs. *LDOCE '87* very amply provides it.

Reviewed by Malcolm J. Benson
Hiroshima Shudo University

Reviews in Brief

RESOURCE BOOKS FOR TEACHERS: DRAMA. Charlyn Wessels. Series Editor, Alan Maley. Oxford University Press, 1987. 137 pp. ¥1,420.

Wessels' text aims to 'demystify' drama, showing how to use it in everyday lessons.

Following a sound theoretical introduction are two sections. Section One focuses on drama in the classroom and, in six chapters, covers 'edging in' or introducing drama activities, games, coursebook presentation, pronunciation, spoken communication, and literature.

These chapters are all practical in content but their usefulness varies. 'Edging in' is a valuable chapter which guides even timid teachers towards leading students in meaningful, non-chaotic, drama experiences. The next chapter, a brief description of 40 drama games, seems a treasure trove of ideas. However, not all the games can justifiably be termed drama games. Many are old favourites, but for some newer games the explanation is confusing or insufficient. An inexperienced teacher relying on the instructions as given would meet difficulties. Several of the games, categorised by age and level, need re-categorising for Japanese students in cases where the games rely on an uninhibited use of imagination. The remaining chapters in Section One provide good ideas and methods but, although the lesson plans look foolproof, the teacher wishing to copy them should consider every detail. Occasionally glib instructions cover the trickiest part of the lesson. The chapter on literature through drama is particularly inspiring and should be very helpful for university and college teachers.

In Section Two, three chapters detail the staging of a short play. Wessels' rehearsal format and schedule covers ways of dealing with the problems of setting up a drama project and demonstrates how much enjoyable language learning can take place. This excellent section should be read by anyone who has ever tried, or wanted to try, organising a play.

'Drama' would be a useful addition to any school's resource shelves. As a justification of,

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and encouragement, for the use of drama in the language classroom, it is excellent. As a source of ideas on how and when to use drama in a lesson, it has much to offer. As a practical step-by-step handbook, it should be treated with caution.

Reviewed by Anne Hill

IDIOMS IN AMERICAN LIFE. Julie Howard. Prentice-Hall, Inc., 1987. 138 pp.

Designed for advanced-beginner and intermediate level classes, this text is based on the assumptions that students have come in contact with idioms, need to know and understand them, and should be able to use them situationally and grammatically.

The 20 lessons are each divided into six sections, beginning with a dialogue which introduces five idioms. The dialogues are short and meant to illustrate real-life situations. The idioms are easy to recognize in bold-face type. The second section encourages the use of the context to guess the meaning. The actual definitions are found in the index/glossary at the back of the book. In section three, short grammatical notes are provided for some of the idioms, to clarify their use.

Exercises in using the idioms are provided in the last three sections. Structure practice exercises provide new situations in which to use the idioms. These require the changing of tense and person as well as question and negative transformations. The idiom to be used is provided at the beginning of each set of sentences. In the comprehension exercises, however, no clues are given and the student alone must decide which idiom to use.

The final section provides a number of questions to which the student is expected to respond

in full sentences using the idioms as much as possible. This is a more abstract exercise and should get the student to think how to use the various idioms.

A review lesson is provided after every four lessons and a crossword puzzle is given after the tenth and 20th lessons.

This text was used with a group of cram-school teachers who wanted to learn how to explain idioms to their students. The teachers had been exposed to the idioms presented in the text but were unsure how to use them. They found the exercises interesting, but not necessarily challenging. They enjoyed the dialogues, which, incidentally, seemed natural to me. The grammar notes provided were helpful and clear. I would use this text again with adults to help them understand – even if they don't use the idioms presented in the material.

Reviewed by Ruth Marie Maschmeier Okayama

DRAMA ACTIVITIES FOR LANGUAGE LEARNING. John Dougill. Macmillan, 1987. 151 pp.

This informative handbook offers some practical ideas on how to introduce drama activities into the language class. Here, as with other resource books in the Macmillan "Essential Language Teaching" series, the emphasis is on the practical and useful for teachers seeking new techniques in their English classes.

All five chapters are well written and offer step-by-step guides for planning and teaching drama activities. Chapter 1 begins by defining drama activities as a continuum covering both informal drama and theater. Then it discusses the role and benefits of drama activities: to provide a framework for communicating, to allow for creativity and total physical involvement, to be enjoyable and rewarding, and to bridge the gap between the classroom and the real world. Chapter 2 serves as an introduction to such drama activities as warm-up exercises, mime, role play (both improvisation and simulation), and use of scripts.

The remaining chapters focus on more specific areas of teaching and include sample lessons and activities. Chapter 3 looks specifically at integrating drama activities into a language syllabus through vocabulary exercises, dialogues, and interpretative role-playing. Chapter 4 examines drama-based lessons by using scripts which, as low-risk tasks, are much "easier to handle than spontaneous activities such as improvisation" (p. 84). The usefulness of play reading, acting out, creating scripts, and the actual mechanics of staging a play are discussed. Finally, in Chapter 5, drama-based lessons without scripts – the more advanced, high-risk tasks of free-form im-

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JOAN MORLEY, editor

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provisations and simulations – are examined and evaluated.

Drama Activities proves readable and informative and offers “points for consideration” that help summarise each chapter. The abundance of exercises throughout the book can be used in most classes, whether in the context of a controlled syllabus or the freer forms of improvisation or simulations.

Reviewed by Carl R. Adams
Niigata University

英語らしい英語表現 English as it really is

チャールズ・アダムソン、丹下博文共著 進学研究社
1987年 ¥1,200 カセットテープ別売 (¥1,000)

本書は20年近く、様々な日本人の英語に接してきた英語母語話者と実用英語に精通する日本人とが、お互いの経験と考え方をし合ってきたものである。本書では、実際よく使われ、会話でも頻出し、またコミュニケーションをする中で、誤解や混乱を招き易い簡単な単語から難しい単語まで100グループ (292語句) が取り扱われている。

各グループの最初にはネイティブ・スピーカーしか理解できない言葉の微妙、且つ重要な相違点を説明する語義解説があり、次に各グループの単語が実際に多く使わ

れている文脈や重要な文法・語法上のセンテンス・パターンを考慮した基本的な例文が配列されている Sentences がある。さらに、各グループの単語を含んだ英語の対話文 Conversation があり、会話文の流れと応答の仕方を主として練習するように構成されている。最後に各グループの単語を使った熟語や、Sentences と Conversation の中に出てきた重要表現が掲載されている。

特に注目してほしい単語や熟語、文法・語法の一部等には太字や斜体を使って見易くしてあったり、各部分に和訳をつけて、学習者にとって読み易いように工夫されている。しかし著者たちも注意を促しているように、和訳が多いことでそれらの和訳に頼ってしまいがちになり、そのため外国語を学ぶ本来の目的であるコミュニケーションの機能を見失うことにもなりかねない。また、独習用教材として使う場合には、イラストが多い方が楽しいが、本書では、その数が少なく残念である。

上記のような幾つかの課題は残るものの、本書は学生から英語教師に至るまで、実用的な英語力の向上、英会話の上達、各種英語試験の対策、留学準備等を目的するために幅広く役に立ち、より正確な英語力を養う好著の一つと言えるであろう。

野澤和典

(Nozawa, Kazunori)

豊橋技術科学大学

Toyohashi University of Technology

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 May 31.

CLASSROOM TEXT MATERIALS/ GRADED READERS

- *Barlow. *Working with Computers.. Computer orientation for foreign students*. Athelstan, 1987.
- *Dale & Wolf. *Speech Communication for International Students*. Prentice Hall/Regents, 1988.
- *Ingram & King. *From Writing to Composing.. An introductory composition course for students of English*. Cambridge, 1988.
- *Krone. *Background to London*. Macmillan, 1988.
- *Molinsky & Bliss. *Expressways IA: English for communication*. Prentice Hall/Regents, 1988. (Note: Books 2A and 2B were previously listed in this section.)
- *Myers. *Take Another Letter: An introduction to writing business letters in English* (Student's book, Teacher's book). Macmillan, 1987.
- *Newby. *The Structure of English.- A handbook of English grammar*. Cambridge, 1988.

Bachelor. *Start Writing* (Student's book, Teacher's manual). Prentice Hall/Regents, 1988.

- Grosse & Grosse. *Case Studies in International Business*. Prentice Hall/Regents, 1988.
- Pickett. *The Pizza Tastes Great: Dialogues and stories*. Prentice Hall/Regents, 1988.
- Reid. *The Process of Composition*, 2nd ed. Prentice Hall/Regents, 1988.
- Rooks. *Share Your Paragraph: An interactive process approach to writing* (Student's book, Teacher's manual). Prentice Hall/Regents, 1988.
- Sanabria. *A Picture's Worth a Thousand Words: A vocabulary book*. Prentice Hall/Regents, 1988.
- Wenden & Rubin. *Learner Strategies in Language Learning* ("Language Teaching Methodology" series). Prentice-Hall International, 1987.

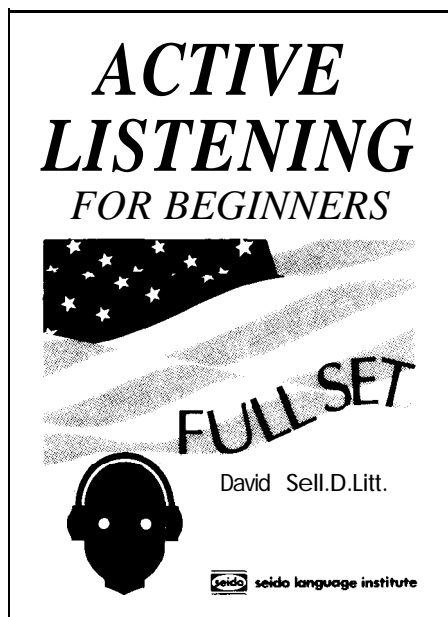
- †Ackert. *Insights and Ideas: A beginning reader for students of English as a second language* (HRW International Edition). HBJ Japan, 1982.
- †Bode & Lee. *Overheard and Understood* ("English for Academic Purposes" series). Wadsworth, 1987.
- †Byrd. *Write On: A student's guide to handwriting* ("English for Academic Purposes" series). Heinle & Heinle, 1985.
- †Cregg & Russell. *Past, Present, and Future: A reading-writing text*, 2nd ed. Wadsworth, 1987.
- †Kayfetz & Stice. *Academically Speaking* ("English for Academic Purposes" series). Wadsworth, 1987.
- †Loneragan. *Testbook for New Directions I* (Student's book, Teacher's book). Macmillan., 1987. (Note: Coursebooks were previously listed in this section.)
- †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.

(cont'd on page 43)

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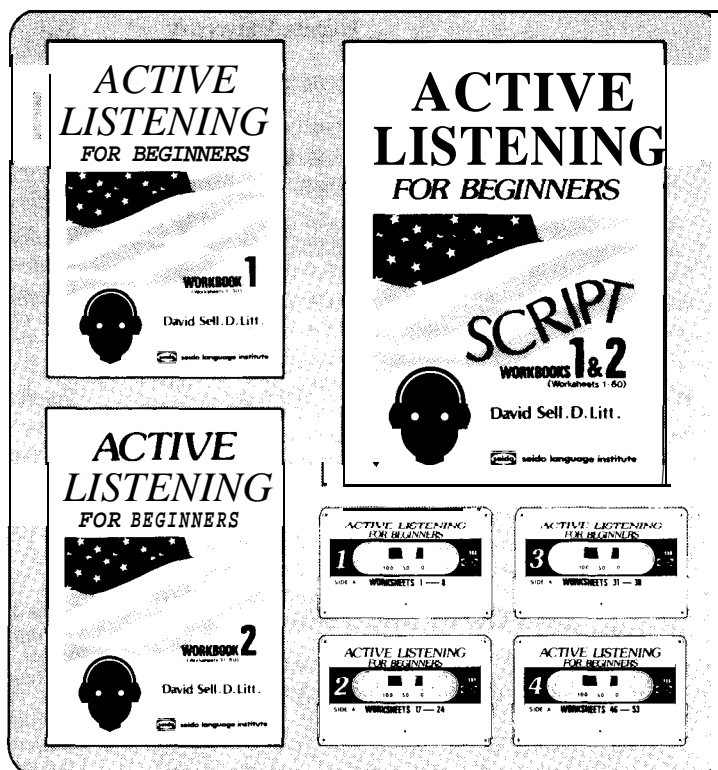
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(cont'd from page 41)

**TEACHER PREPARATION/
REFERENCE/RESOURCE/OTHER**

*Lindop & Fisher. *Discover Britain: A practical guide to the language, country and people*, 1988-89 ed. Cambridge, 1988.

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

IN THE PIPELINE

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

Aitchison. *Words in the Mind*.
Boardman & Holden. *English in School*.
Bygate. *Speaking*.
Chan. *Phrase by Phrase*.
Collie & Slater. *Literature in the Language Classroom*.
Greenbaum. *The English Language Today*.
Hill. *Using Literature in Language Teaching*.
Hino. トーフルの650R: 私の英語修業.
Jones & Kimbrough. *Great Ideas*.
Krahnke. *Approaches to Syllabus Design*.
Ladousse. *Role Play*.
Levine et al. *The Culture Puzzle*.
Mackay, ed. *Poems*.
McDowell & Hart. *Listening Plus*.
Mugglestone et al. *English in Sight*.
Pattison. *Developing Communication Skills*.
Peaty. *Alltalk*.
Shortreed & Kelly. *Significant Scribbles*.
Smith, ed. *Discourse Across Cultures*.
Spankie. *The Grammar You Need*.
Withrow. *Writing Skills for Intermediate Students*.
Yalden. *Principles of Course Design for Language Teaching*.

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Chapter Presentation Reports

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

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

FUKUOKA/NAGASAKI**GOLDEN SEMINAR: OCT. 3 1 -NOV. 1**

The third annual All-Kyushu Golden Seminar scored top marks as a cooperative effort between two JALT chapters, Fukuoka and Nagasaki. Forty members attended the two half-day sessions.

Selected speaker for the seminar was Tokyo's Dale Griffie, who gave a Saturday presentation on TPR and a Sunday presentation on a variety of ways to use music to teach English. Both were enthusiastically received. In the TPR workshop, Griffie showed participants how to get students unselfconsciously acting out bank robberies and Humphrey Bogart movie rehearsals.

The strains of great rock, jazz, and western music livened up the music sessions and displayed Griffie's eclectic taste in music, ranging from Ravi Shankar to Chuck Berry. In one technique, Griffie gave student groups five to ten pictures from "National Geographic," and asked them to match the right pictures to the appropriate country's folk music. Griffie followed this up with a discussion involving national stereotypes. He also showed how the same exercise might be used to get students to discuss location of countries, time period of the music (contemporary, 100 years ago), and instrumentation (string, bass, vocals) of the music.

Participants gave high ratings to the evening activity, in which 11 volunteers were allotted five minutes each to share a favorite classroom idea. The time limit and excellent preparation by members made this a laughter-filled, idea-rich hour.

Generous support by FilmScan/Lingual House and cooperative work by many JALT officers made this seminar a success!

**Reported by Maddy Ura-neck
JALT-Fukuoka 1987 Program Coordinator**

HIROSHIMA

DRAMA ACTIVITIES FOR FLUENCY

By John Dougill, Kanazawa University

At its February meeting JALT-Hiroshima was treated to a presentation on drama activities by John Dougill. We were offered an array of activities in a workshop. His friendly and enthusiastic manner seemed to say to us, "Try it and decide for yourself whether you can use this idea or not."

From his opening line, "Let's move the furniture and clear the floor," we were kept busy participating in a variety of activities "from introductions to communication." His "I'll throw activities at you" workshop consisted of two parts. In the first part, the concern was how mime and role-playing can be applied to "bring the coursebook to life." We learned by doing that dramatic elements of character and conflict can be introduced into any dialog to entice student involvement and thus enjoyment on the part of both students and teachers. For example, the standard "May I help you?" bank clerk and customer talk was transformed into a heated exchange between a "bad mood" clerk and an "intimidated" customer.

The second part of the workshop dealt with "alternative conversation" for fluency. We further explored role-playing in situations in which family members were given conflicting objectives. A wife wants a divorce and returns to her mother, the husband who demands an apology before asking her to come back, and the wife's mother caught in the middle was one of the brief scenarios we worked with.

It was a rewarding afternoon as we were given "ideas as seeds to create our own ideas."

THREE WAYS TO USE DRAMA IN THE CLASSROOM

By Marsha Miller, Trident College, Nagoya

At the March meeting of JALT-Hiroshima, Marsha Miller continued the theme of how to use drama in the classroom presented at the February meeting. Miller reported on some of the ideas she came across in her research, "Using Drama to Teach Foreign Languages."

Dramatic Teacher is an approach for bringing "living" language into the classroom. It is believed that suspenseful and lively classes conducted by teachers with some drama training will increase students' interest, morale, and test performance.

Observe, interpret, and communicate are Creative Drama skills relevant for language teaching. Heightened self-esteem, self-motivation, and empathy are some of the possible benefits.

Foreign Language Theater makes use of scripts to prepare students to perform in front of

an audience. A full-scale production even using sets built by students can involve everyone in ways impossible in the classroom or the language lab.

Miller also encouraged us to share our own experiences. The most involved discussion was about Creative Drama as it seemed to be the type of drama presented which was the most familiar to us. Dramatic Teacher and Foreign Language Theater, exemplified by two actors turned educators, John Rassias and Richard Via respectively, suggested to some of us that language teacher versus drama teacher is an important consideration.

Reported by Ian Nakamura

KOBE

INCREASING STUDENT INVOLVEMENT

By Tom Robb

Classes with upwards of 40 students. Students used to a passive approach to learning. Teachers lecture and demonstrate; students listen, watch, take notes, and memorize. In such situations, especially in teacher-centered classes, teaching English can be exhausting.

At Kobe chapter's February meeting, Tom Robb shared some of his ideas on creating student-centered classes by increasing student involvement in reading, writing, speaking, and listening exercises. Robb explained that group and pair work can help to overcome student reticence for several reasons. First, students feel more relaxed in small groups of peers. Second, they must invest themselves more fully in an activity in order to make it succeed.

Several teachers at the meeting expressed misgivings about the ability or willingness of their students to work productively in groups. Robb conceded that this might be a problem in the beginning, but contended that, in time, students become used to and even enthusiastic about independent work in groups and pairs.

Reported by Rob Fieser

"OUR SHARE" MINI-PRESENTATIONS

By Kobe Chapter Members

Multiple Language Listening Comprehension Method of International Communication - **Linda Lee Karpa** described a physical-response method for teaching listening comprehension in several language simultaneously. In this method, learners speak only in their native languages while learning to understand other languages.

An Observation of English Classrooms in Japan by a Teacher of Japanese **Reiko Horiguchi** attributed the poor results of junior and senior high school English instruction to reliance on grammar-translation and reading texts that contain unnatural English. She demonstrated how

communicative activities can be introduced to English classrooms in Japanese schools.

Jigsaw Listening and Speaking **Sally Knowles** demonstrated a group activity that involves students in a great deal of discussion as they exchange information obtained through studying pictures in order to piece together information to solve a problem.

Effective Teaching Ideas Generated by Self-Teaching of a Foreign Language - **Pat Bea** discussed how the self-teaching of a language can make teachers more aware of students' problems, help create new teaching approaches, and thus become more effective teachers. He demonstrated a method for adapting the use of *katakana* to teach English pronunciation which was developed through his experiences in self-teaching Cherokee.

Listening Comprehension: A Passive Skill?! - Dorothy Peditke first compared the act of listening in L1 vs. L2 situations, and then described realistic goals and practical methods of teaching listening comprehension based on this analysis. A major point was that teachers should avoid pressuring L2 listeners to understand everything in a sample of discourse,

An Overview of Teaching the English Verb Tenses **Frank Cheng** demonstrated a physical mnemonic device for mastering English verb conjugations which he has used with success in a variety of teaching situations in Japan.

Reported by Charlie McGary

NIIGATA

THOUGHTS AND TECHNIQUES OF A JAPANOPHILE

By **Sanford Goldstein**

Prof. Sanford Goldstein first arrived in Niigata in the early '50s, long before most of us were around. He has been coming over for two-year teaching periods ever since. On this occasion he shared with us some of the teaching methods he has developed through his rich experience. He taught us to sing, to do spot translations, and to compose poetry, and we loved it all. More than anything else, we found out that it is possible to work with Japanese students for more than 30 years and still be full of enthusiasm. Indeed, the presentation proved contagious and showed how important it is to believe in the value of one's work. At the same time, everything Professor Goldstein did was practical and could easily be applied to classroom situations. On the whole a delightful and stimulating presentation.

Reported by Reuben Gerling

No Chapter in Your Area?

Contact Keiko Abe, JALT Membership Chair,
for complete details: 1-12-11 Teraya, Tsurumi-ku,
Yokohama 230.

OMIYA

TEACHING INTERCULTURAL NON-VERBAL COMMUNICATION SKILLS

By **Kazunori Nozawa**

Language alone won't enable students to communicate with foreigners. If they are exposed to the way other cultures express meaning and feeling through non-verbal means, their communicative competence will improve. In the February meeting, Kazunori Nozawa led us through activities he uses in his course on intercultural communication at Toyohashi Institute of Technology.

In some of these activities, such as a game of charades or a spelling game, students are required to use gestures or mime to convey meaning. Other activities involve looking at photographs of people making gestures and identifying the meaning, and matching descriptions of body language, such as putting a hand behind the ear, to the expression "I can't hear you."

Nozawa also uses reading exercises presenting situations of miscommunication between Japanese and foreigners, followed by questions for discussion. These exercises inspired participants to tell their own stories of misunderstanding non-verbal signals in Japan. The teacher, whether a foreigner or a Japanese who has experienced living abroad, would be a good resource in a non-verbal skills class.

Reported by Marian Pierce

OSAKA

ISSUES IN THE TEACHING OF PRONUNCIATION

By **James Patrie**

There are two opposing views among teachers concerning pronunciation. One view is that our purpose, ideally, is to eradicate non-native pronunciation. The opposing view is that this is impossible so we shouldn't even bother to try. Dr. Patrie takes a middle view, saying that some things are not essential; others can and should be re-mediated. The teacher, therefore, must be familiar with where and how English consonants are enunciated (in order to re-mediate), must know about the issue of critical errors (to know what should be re-mediated), and should be aware of some non-linguistic issues which affect pronunciation.

After Patrie summarized some important non-linguistic features, charts for English consonants and vowels were filled out. Each sound was described and actively demonstrated - a thorough explanation for those with no background in phonetics or phonology.

These demonstrations led directly into the main point of the lecture: not all pronunciation

(cont'd on page 47)

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

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

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(cont'd from page 45)

"errors" are equally important. A critical error is "one which leads to miscomprehension or incomprehension"; these are the errors which should be worked on. Since there are time constraints (we don't have unlimited time with students, nor do they have unlimited time for studying), we must make principled decisions about what to teach.

The presentation was excellent in terms of clear explanations and demonstrations. It encouraged teachers to evaluate how and why pronunciation is taught. One drawback was that few ideas were given for actually teaching pronunciation, but it should be noted that the title of the talk was "Issues in. . .," not "How to. . ."

COMPARING FUNCTIONAL PATTERNS IN JAPANESE AND ENGLISH

By Kim Kanel

Using contrastive analysis in the classroom can be helpful to students and to teachers. It can help teachers understand why some errors occur and can help students understand why some of the language they use is incorrect.

Using contrastive analysis to look at surface structures and deep structures is especially beneficial. Theoretically, all languages have similar deep structures. Students need to think about the function of the language (deep structure), instead of always trying to translate the surface structure.

Kim Kanel discussed some surface differences between English and Japanese at the March meeting. He used a variety of phrases in both languages to demonstrate his points. Two ideas for classroom teaching were brought out:

- 1) Given that the surface structures vary between languages, and that students can't learn all possible variations, which phrases should be taught for which functions?
- 2) "Pre-verbs" (Kanel's terms for phrases such as can, may, want to, have to, like . . .ing) and "pre-sentences" (It looks like. . ., I think (that). . ., I'm happy (that). . .) convey important functional/notional information. These are clear, simple patterns which students can remember and use.

Reported by Rita Silver

HAVE YOU CHANGED JOBS RECENTLY?

The JALT Central Office needs to keep its computer files up to date. Please inform us of your new school/institution's name and telephone number at your earliest possible convenience.

SAPPORO

TWO-WAY INFORMATION GAP ACTIVITIES

By Jan McCreary

Jan McCreary spoke about two-way information gap activities (TWIGA) at the very well-attended February meeting in Sapporo. We were first given details of the unique qualities of TWIGA, and four reasons to use them: they generate negotiation of meaning, provide authentic communication, add opportunities to talk (small groups), and give variety to the classroom.

We then completed lists and maps (in pairs using Japanese) where information was missing. Next there was a strip story to order and tell, and after the break, pictures with differences, texts with differently ordered information, and spy catching, all demonstrating the variety and versatility of TWIGA. McCreary has used TWIGA successfully in classes of up to 40 students of various ages.

Reported by Torkil Christensen
Hokusei Junior College

SENDAI

TPR:

I KNOW WHAT IT IS, BUT HOW DO I BEGIN?

By Dale Griffie

Dale Griffie's presentation covered three parts: classic TPR, variations, and mini-dramas. In classic TPR (total physical response) the teacher gives commands which students "act out." (Typical commands are "Sit down" and "Touch your nose.") A variation on classic TPR involves definitions; for example, "Walk over and touch the thing we look out of" (i.e. the window). In mini-dramas, a "reader" gives commands from a script while other students perform. Griffie's book, *Listen and Act*, contains many skits based on TPR.

Griffie stresses the importance of "interstitial teaching," the subliminal teaching which lies outside the lesson plan; for example, when the teacher says, "Let's open a window" or "Let's clear off the table." These statements often are what the students remember the longest.

Griffie gave five reasons why TPR hasn't met with much success in Japan. These include: 1) the use of English as a means of ranking students rather than as a tool for communication, 2) traditional notions of what a teacher is and does; 3) the negative image of TPR as radical, newfangled and strange; 4) the belief that real learning is work, whereas TPR seems childish and undignified; and 5) the lack of appeal either to linguists or publishers because it is based on practical experience, not theory, and hasn't been developed into a full curriculum.

Reported by Alan Gordon

SHIZUOKA**WRITING WORKSHOP**

By David Wardell

At our January meeting, David Wardell shared with us some of his ideas about writing, what it is and how it can be taught and evaluated.

We were introduced to several activities aimed at getting students to write. For example, in "Writer-Scribe," students work in pairs. The Writer talks about a chosen topic while the Scribe writes down what is said. When they are finished, they work together to clarify and change the spoken language into written language. Another activity uses group discussions to generate ideas for term papers. This is followed by group revision of successive drafts.

Wardell explained that teachers often spend too much time on mechanics rather than argument and overall structure. He introduced the concept of holistic scoring of compositions, but cautioned that two papers could be given the same score for very different reasons. This method of evaluation doesn't necessarily provide underlying reasons for the score given.

We ended with a cloze activity designed to find weak points in a piece of writing. By deleting every fifth word of a short composition that we wrote and asking others to read them and guess the missing words, we found out just how clear or unclear our writing was.

We came away with many new ideas about the teaching of writing.

(1) THAT'S RIGHT! TECHNIQUES FOR PEER AND SELF-CORRECTION**(2) *ENGLISH FIRSTHAND PLUS*: CARRYING ON...**

By Marc Helgesen

During the first half of the February meeting, Marc Helgesen demonstrated some lively activities for the classroom which encourage students to correct their own and each other's mistakes. These activities give students practice in such grammar points as passive voice, reported speech, and comparative adjectives, in addition to finding and correcting each other's mistakes. The activities make the class more competitive and make normally boring grammar points far more enjoyable to learn and practice. Helgesen's two main thoughts on corrections are that 1) they are activities, and 2) students should always be kept thinking.

After a short break, we were introduced to the speaker's new book, *English Firsthand Plus*. To begin, we discussed ways in which high beginning/low intermediate students differ from beginners. The new book is a sequel to the popular *English Firsthand*, but designed with these differences in mind, rather than just

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lengthened, as many second volumes are. He showed and explained the format of each unit, which includes preparation activities, listening, dialogs, pair work, information gap activities, and reading and writing. We participated in various activities to get an idea of how the book could be used, and listened to parts of the accompanying cassette.

Both parts of the presentation were informative and enjoyable.

Reported by Marisa Brooks

SUWA

MORE COMMUNICATIVE ACTIVITIES

By Steve Maginn

Steve Maginn demonstrated activities from the *How to* . . . series by Andrew Wright, published by Cambridge, showing various methods of using the ideas within a classroom. To emphasize the need to reduce teacher talking time, and increase student talking time, those present were actively involved in discussions and activities.

Maginn also illustrated the importance of facial expressions, body language and people's thoughts in communicating. While using English, students become aware of cultural differences and similarities which will help them in their interaction with people from other cultures.

Reported by Corrina van Workum

SIMULATIONS AND THE INTEGRATIVE APPROACH TO LANGUAGE TEACHING

By Katsuyoshi Sanematsu

Katsuyoshi Sanematsu, an English lecturer at Athenee Francaise, presented a workshop on simulations at the Suwa chapter's March meeting. A simulation is designed to imitate reality and to give students the opportunity to use language in an authentic manner. Sanematsu believes that simulations can provide language learners with a stimulating and integrated way of reviewing structures and vocabulary, which will help them to internalize the target language.

Members participated in three simulations developed by Sanematsu: *The Time Machine*, based on a movie from the book originally written by H.G. Wells; *Dinner at a Restaurant*, where participants dining alone get acquainted with a stranger and make plans to go out on the town; *A Trip to Peru*, in which one person of a pair telephones the other from Peru and talks about her travels. The simulations incorporate various realia throughout, which lends authenticity to the situations. Video, restaurant menus, slides, and music were used.

Simulations have not been extensively used in language teaching, in large part due to the amount of preparation involved. The teacher

must write the simulation, make up a kit of materials, and prepare students with language and cultural information before it can take place. Once developed, however, a simulation can be used again and again.

The teacher should choose situations carefully. Using familiar everyday situations will ensure success, and make possible the use of this technique even at basic levels. Realia should be used to make the simulations as close to real life as possible. It proved to be a rewarding afternoon as participants experienced this exciting approach to language teaching.

**Reported by Esther Sunde
Seiko Epson Corporation**

TOKYO

ENERGIZING YOUR READING TEXTBOOK

By Sheila Hones and Nanci Graves

A workshop on techniques for reading classes was the program of the February meeting of the Tokyo chapter. Sheila Hones and Nanci Graves showed great expertise in producing and applying materials drawn from reading textbooks of different types and levels.

Attacking the basic problem of weaning students from habits of reading word by word with frequent recourse to bilingual dictionaries, all the activities illustrated forced rapid reading, interpretation of meaning from context, and application of all the unconscious knowledge that many learners have but never get a chance to use. Many of the game activities devised by Hones and Graves consist of pieces of text given to different groups who had to find matching pieces. Other activities focused on vocabulary as groups searched lists of words to fill appropriate slots in cloze passages. All of the passages involved in the games had been drawn from reading passages which the class had studied, so that these games represented an interesting and involving method of reviewing the course materials.

It was emphasized that the materials which had been constructed by the presenters could be made by any teacher and from any reading text that one happened to be using, so that in the end, it became a question of energizing teachers to make the most of their materials.

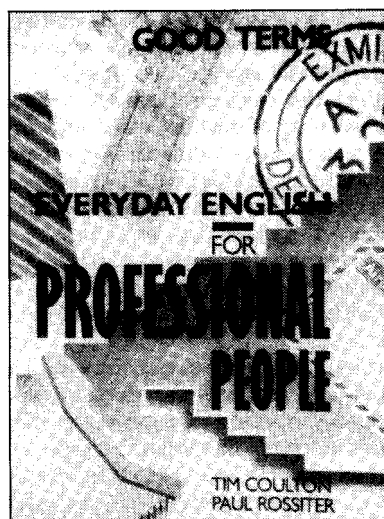
Reported by George Deutsch

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 Aug. 31.

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

PRACTICAL ASPECTS OF INTERCULTURAL TRAINING Tokyo, May 28-29; June 4-5

Dr. Sheila Ramsey, Training Director at IRI (Intercultural Relations Institute), California, and former assistant professor at ICU, will offer an intensive two-day workshop designed to assist those who conduct intercultural training to more effectively design, implement and evaluate their programs. Participants should have a target audience/program in mind. Limit: 15 per workshop, as one-to-one consultation and discussion is critical. Place/Time: NHK Seizanso, Tokyo: 10 a.m.-5 p.m. To apply send by **May 12** a postcard listing name, address, telephone number, your field, field of interest, and the date of the seminar you wish to attend to: Cross Cultural Training Services, S. Araki, 6-8-10 Matsubara, Setagaya-ku, Tokyo 156. (Fee: ¥37,000)

SUGGESTIVE-ACCELERATIVE LEARNING TECHNIQUES (SALT)

by Dr. Donald L. Schuster
Nagoya, August 8-12

Though designed for classroom teachers, this 40-hour workshop is also of benefit to students interested in improving their learning skills. Participants will experience for themselves how to learn with the SALT method. The background and theory and classroom procedures are covered in detail, with opportunity to practice preparing and delivering a complete SALT lesson, which is video-taped and critiqued. At the end teachers are at least minimally prepared to use SALT in their own classroom teaching. Number of participants limited to 23. Fee (including **SALT Book** and two music tapes): ¥35,000. For more information: Charles Adamson, Academic Director, Trident School of Language, 1-5-31 Imaike, Chikusa-ku, Nagoya 464; 052-735-1600.

TEMPLE UNIVERSITY JAPAN Distinguished Lecturer Series

May 7-8 (Tokyo), 14-15 (Osaka): **Language, Culture, and Curriculum**, Christopher Candlin, MacQuarie University (Australia)

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

All courses Sat., 2-9 p.m., Sun., 10 a.m.-5 p.m. Information: Michael DeGrande, Temple University Japan, 1-16-7 Kami-Ochiai, Shinjuku-ku, Tokyo 161 (site of the Tokyo sessions), 03-3674141; or Temple University, Kyowa Nakanoshima Bldg. 2F, 1-7-4 Nishi-Temma, Kita-ku, Osaka 530 (site of the Osaka sessions), 06-361-6667.

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

M.Ed. in TESOL - Summer Session I May 9-June 24

Osaka: Mon.-Wed., **New Grammars** - J. Patrie; Thurs.-Fri., **History of the English Language** - K. Schaefer.

Tokyo: Thurs.-Fri., **Bilingualism** J. Patrie.

Summer Session II - June 27-August 12

Tokyo: Tue.-Thurs., **Creating and Using Classroom Materials for Listening and Speaking** M. Rost; by arrangement: **ESL/EFL Practicum: Curriculum & Methods** S. Johnston.

All courses 6-9 p.m.; 3 credits each. In addition, the May, June and July Distinguished Lecturer workshops (above) are offered as a 3-credit elective.

TESOL SUMMER INSTITUTE

Flagstaff, Arizona
June 13-July 11; July 9-August 8

Courses are offered toward the M.A. and Ph.D. degrees and ESL/BE certification. Reservations and catalogue: Joan Jamieson, English Dept., Box 6032, Northern Arizona University, Flagstaff, AZ 86011, U.S.A.

INTENSIVE COURSE FOR JAPANESE EFL TEACHERS Monterey, CA, August 1-12

This two-week teacher training program, sponsored by JACCE (Japan-America Cross-Cultural Consulting & Education), will accept up to 40 experienced teachers. The faculty includes Dr. Kathi Bailey and three of her colleagues from the TESOL Master's Degree Program at the Monterey Institute of International Studies. The four primary courses: Teaching Speaking and Listening Fluency, Innovative Techniques in Teaching, Responding to Students' Errors in Composition, and The Teaching of Pronunciation. For more information, please call 0422-31-7830 or write to: Theodore Dale, Director, JACCE, P.O. Box 2239, Carmel Valley, CA 93924, U.S.A.

**L.L.E.C. CONFERENCE
Hong Kong, December 13-15
CALL FOR PAPERS**

The theme is "Teaching and Learning Styles Within and Across Cultures: Implications for Language Pedagogy." Abstracts are due **June 30, 1988**; general registration by Sept. 30. For appropriate forms and full information: A. Verner Bickley, Institute of Language in Education, 56 Dundas Street, 2 I/F. Park-In Commercial Centre, Kowloon, Hong Kong.

**International University of Japan
First Conference on Second-Language
Acquisition and Teaching
"E(nglish)SL and J(apanese)SL Research:
Influences and Opportunities"
Tokyo, September 3-4
CALL FOR PAPERS**

We are soliciting papers (in Japanese or English) dealing with the conference theme and related areas of second-language research and methodology, including classroom processes, bilingualism, adult second-language acquisition, language transfer, language universals, and discourse analysis. Presentations will be 50 minutes in length (35 minutes presentation and 15 minutes questions). Send three copies of a 300-word (English) or 600-character (Japanese) abstract

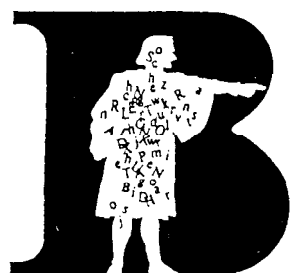
(name on one copy) and two 3"x5" cards with name, address, paper title and affiliation to one of the co-chairs by **July 1, 1988**. A conference proceedings will be published. Send abstracts and for further information: Michael Harrington or Yoshiko Tamaru, Co-chairs, CSLAT, IUJ, Yamato-machi, Minami Uonuma-gun, Niigata 949-72; 0257-77-1421.

**YONSEI UNIVERSITY
INTERNATIONAL PROGRAMS
Seoul, June 4-August 9**

For full information on summer and academic year offerings: Dean, Graduate School of International Studies, Yonsei University, Seoul 120, Korea. Undergraduate level: write Division of International Education.

**ENGLISH THROUGH
MIME AND THEATRE GAMES**

The objective of these mime workshops is to create an environment for creative thinking, learning and speaking. Performer/Lecturer: Marjorie Bye; May 11, 18, and 25 (all Wed.). 7-9 p.m. at Sanno Junior College, 6-39-15 Todoroki, Setagaya-ku, Tokyo 158; 03-704-1967. Information: Setsuko Iki or Kyan, as above or 03-704-4011.



**BARCELONA
SUMMER '88**

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JULY 4th-29th

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Av. Pedraibes 60-62
00034 Barcelona. Spain

International Tel. No. 34 3 203 64 04

International Cooperation in English Language Teaching

Meetings

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

FUKUI

Topic/Speaker: To be decided
 Date: Sunday, May 15th
 Time: 2-4 p.m.
 Place: Fukui Culture Center (Housou Kaikan 5F)
 Fee: Members, free; non-members, ¥500
 Info: John Service. 0776-22-3113

GUNMA

Topic: Classroom Techniques for Children and Young Adults
 Speaker: Keiko Abe
 Date: Sunday, May 22nd
 Time: 2-5 p.m.
 Place: Kyoan Gakuin High School, Maebashi
 Fee: Members, free; non-members, ¥1,000
 Info: Wayne Pennington. 0272-51-8677
 Morihiro Shibayama. 0272-63-8522

These successful communicative techniques include games, role-play activities, simulations and songs – all of which students can easily relate to. Many were developed by Ms. Abe herself, in the classroom and in her teacher-training workshops throughout Japan.

Keiko Abe is a children's EFL teacher, teacher trainer, author of numerous EFL textbooks, President of CALA Workshop, and JALT National Membership Chairperson.

HAMAMATSU

Topic: Techniques and Activities for Children and Young Adults
 Speaker: Keiko Abe
 Date: Sunday, May 15th
 Time: 1-4 p.m.
 Place: Seibu Kominkan, Hiro Sawa
 Fee: Members, free; non-members, ¥500
 Info: Brendan Lyons. 0534-54-4649
 Karin Bradberry. 0534-56-7068

Ms. Abe and her lively workshop are described in GUNMA above.

HIROSHIMA

Topic: Getting to Grips with a Monolingual Dictionary
 Speaker: Heather Saunders
 Date: Sunday, May 22nd

Time: 1-4 p.m.
 Place: Hiroshima YMCA, Gaigo Gakuin, Bldg. 3, 3F
 Fee: Members, free; non-members, ¥500
 Info: Miyoko Hayashi. 082-228-2269
 Martin Millar. 082-227-2389

A good monolingual dictionary can provide a wealth of information, not only about the meaning of a word and its spelling, but also about the appropriacy of the word with respect to the linguistic and stylistic context. Using various Longman dictionaries. Ms. Saunders will show (1) how to get used to such a dictionary, (2) how to make the most of the invaluable information it contains, and (3) how to use it more actively in the classroom.

Heather Saunders, the Sales and Marketing Executive for Longman ELT in Japan, has taught EFL in Germany. She later spent two years teaching in high schools in Hiroshima as part of what is now known as the JET Programme.

IBARAKI

Topic: Male-Female Differences in English
 Speaker (tentative): Deborah Foreman-Takano
 Date: Sunday May 22nd
 Time: 2-4:30 p.m.
 Place: Tsuchiura Sun Lake Hotel
 Fee: Members. ¥500; non-members, ¥1,000
 Info: Jim Batten. 0294-53-7665

On June 12, Keiko Abe will speak on teaching English to children.

KANAZAWA

Topic: Don't Shoot the Dog: Intervention Strategies for Writing
 Speaker: Paul Hays
 Date: Sunday, May 15th
 Time: 10:30 a.m.-1 p.m. (new time; be prompt)
 Place: Ishikawa Shakai Kyoiku Center
 Fee: Members, free; non-members, ¥500
 Info: Paul Hays. 0762-65-5752

Because of the emphasis on teaching "Mom-busho English" to students who are cramming for entrance exams, real English is often a side issue in the secondary classroom. So, the teacher who wants to teach real English must present activities that are brief and interesting. They may be difficult to integrate into a regular curriculum but they can be added as an extra. A variety of activities for working with writing in brief sessions as well as some longer activities will be demonstrated and discussed.

Paul Hays teaches conversation and writing at Ei Mei Kan Junior and Senior High School and is Coordinator for TESCO ICS Kanazawa Center. He previously taught writing to foreign students at San Diego State University.

KOBE

A Special One-Day Conference
TEAM TEACHING: EXPERIENCE AND EXPERIMENT

Date: Sunday, May 8th
 Time: 10 a.m.-5:30 p.m.
 Place: St. Michael's International School
 Fee: Members, ¥1,500; non-members, ¥2,500
 Info: Jan Visscher, 078453-6065 (after 9 p.m.)

Team teaching in Japanese high schools has become the subject of intense debate. The pros and cons of the JET (Japan Exchange and Teaching) program are being hotly discussed in the mass media, journals, and at numerous conferences. In most cases the debate has been abstract, focusing on the principles of the program and discussing the problems caused by different educational objectives and cultural orientations of JTEs (Japanese teachers of English) and native-speaker AETs (assistant English teachers).

Since the JET Program is an established fact and expanding year by year, however, the JTEs and AETs are in great need of practical ideas and techniques that can make team teaching more successful. As our conference aims to address those needs, the emphasis is on demonstrations and workshops, while ample time is

allotted for participants to discuss their own experience and insights.

Program

10:00-10:30 Registration and Welcome
 10:30-12:00 Haruo Minagawa, Murasakino Senior H.S., Kyoto: **How Can We Make the Most of Team Teaching?** ~ demonstration and workshop
 12:00- 1:30 Lunch
 1:30- 3:00 Yoshiharu Nakabayashi and Sarah Taylor, Sasayama Senior H.S.: **Team Teaching in Action** demonstration with a class of 30 students
 3:00- 3:30 Break
 3:30- 5:00 Peter Sturman, The British Council, Tokyo: **The Koto-ku Project --- Team Teaching in Junior H.S.** - demonstration and workshop
 5:00- 5:30 Panel discussion: **JTEs and AETs: Shall the Twain Ever Meet?**

Detailed information and handouts will be available.

See also OSAKA/KOBE below.

KANSAI SIG: TESS

For topic, date, and place (all chosen at last month's inaugural meeting, after press time) please call an officer of your chapter. See "info" in this section or the listing of officers in the March issue.

KYOTO

Topics: 1) Some Tricks for Dealing with Pronunciation Problems
 2) The Importance of Stress in Spoken English
 Speakers: 1) Tom Robb
 2) Timothy Kelly
 Date: Sunday, May 15th
 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: Greg Peterson, 0775-53-8614

Thomas Robb, Executive Secretary of JALT, is a *jokyoju* at Kyoto Sangyo University and a doctoral candidate in Linguistics at the University of Hawaii. Using some "live" students, he will demonstrate methods for treating r/l, f/h, i/y and other segmental distinctions as well as other problems such as weak aspiration or poor rhythm and phrasing.

Timothy Kelly, Academic Director of the Kyoto YMCA English Program, has a B.A. in Spanish, a B.S. in Education, and an M.A. in ESL. He has taught in the U.S. and Belgium. His presentation will deal with some of the common errors made by Japanese students, and ways of teaching stress.

MORIOKA

Topic: English Team-Teaching Panel Discussion
 Date: Sunday, May 8th
 Time: 1-5 p.m.
 Place: Morioka Chuo Kominkan
 Fee: Members, ¥500; non-members, ¥1,000
 Info: Robin Sue Alexander, 0196-23-0891

Please join us and share your thoughts and opinions at our first panel discussion on English team-teaching in Iwate Prefecture. Our five panelists, one a native speaker, represent local junior and senior high schools, the Iwate Prefectural Board of Education, and Iwate University. They will address several issues on team-teaching, and audience members are welcomed and encouraged to ask questions, in Japanese or in English.

I ~ ~ ~
 / **IATEFL members:** You can join IATEFL Special Interest Groups for only ¥800 per annum. See the furikae forms in this issue for details.

NAGOYA

- (1) The Passe-Partout drama group will perform its famous intercultural skit, "Around the World in 80 Minutes," probably followed by a workshop.

Date: Saturday, May 14th
 Time: Probably late afternoon/early evening
 Place, other info: to be sent by postcard (or call as below)

- (2) Topic: Priorities in English Grammar and Grammar Teaching

Speaker: Michael Lewis
 Date: Thursday, May 26th
 Time: 6:30-9:30 p.m.
 Place: Mikokoro Center
 Fee: Members, ¥500; non-members, ¥1,500
 Info: Tetsu Suzuki, 0566-22-5381
 Helen Saito, 052-936-6493

Mr. Lewis will identify and discuss how to teach some of the main areas of English grammar which are often difficult for foreign learners, and those which are frequently misunderstood by teachers or badly presented in books. Practical classroom techniques and materials will be demonstrated and discussed.

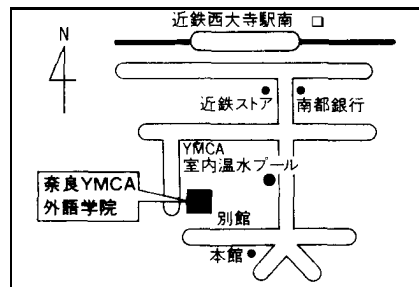
Michael Lewis (Language Teaching Publications), a Cambridge University graduate, has extensive experience in teaching, writing and lecturing on different aspects of English grammar and EFL methodology. His recent LTP publications include: *Meeting Point*, *an Intermediate Course* (1984), *Practical Techniques for Language Teaching* (with Jimmie Hill, 1985), and *The English Verb* (1985).

NARA**Kick-Off Meeting**

Topic: Reading, Schema Theory and Second-Language Learning
 Speaker: S. Kathleen Kitao
 Date: Sunday, May 22nd
 Place: Saidaiji YMCA (see map below)
 Fee: Free
 Info: Bonnie Yoneda, 074244-6036
 Yoshihiko Yuguchi, 0742-35-2699
 (after 9 p.m.)

Reading, though traditionally thought of as a "passive" skill, requires the active participation of the reader. Various types of knowledge interact with input. If the reader lacks background knowledge or does not make use of it, comprehension will be incomplete. Schema theory explains how readers interact with the text for the purpose of comprehension. Dr. Kitao will discuss the role of background knowledge in reading comprehension, its implications for second-language readers and intercultural communication, and classroom applications.

S. Kathleen Kitao, M.A. and Ph.D., Michigan State University, has taught college-level English in Japan for five years and is a co-author of several reading textbooks.



(近鉄西大寺駅下車、南へ徒歩5分)

NIIGATA

Topic: Pair Work and Group Work
 Speaker: Steven Maginn
 Date: Sunday, May 15th
 Time: 1:30-3:30 p.m.
 Place: Niigata Bandai Bldg. 4F, Conference Hall B (across from City Hall, five-minute walk from Niigata Station; fee parking in basement)
 Fee: Members, free; non-members, ¥500
 Info: Carl Adams, 025-262-7226 or 260-7371
 Chisato Furuya, 0258-46-6000

Mr. Maginn (Cambridge University Press) will show how pair work and group work can be used to advantage in pattern practice, reading, answering questions, and writing. He will explain how to organize pair and group work and how to deal with problems.

OKAYAMA

Topic: How to Teach English Composition
 Speaker: Philip Jay Lewitt, Tottori University
 Date: Sunday, May 15th
 Time: 11 a.m.-5:30 p.m.
 Place: Shujitsu High School, 14-23 Yuminocho; 0862-25-1326
 Fee: Members, free; non-members, ¥1,000
 Info: Fukiko Numoto, 0862-53-6648

OMIYA

Topic: Teaching Adults vs. Teaching Children
 Speaker: Marilyn Books
 Date: Sunday, May 8th
 Time: 1:30-4:30 p.m.
 Place: Omiya YMCA
 Fee: Members, free; non-members, ¥1,000
 Info: M. Shinohara, 03-317-0163
 A. Krause, 0487-76-0392

Marilyn Books has taught adults and children "all her life" in Canada, Trinidad, and is currently teaching business people in Japan. She received her training in ESL (Special Education) from the University of Manitoba.

OSAKA

(1) **Co-Sponsored by Temple University**
 Topic: Language, Culture, and Curriculum
 Speaker: Christopher Candlin
 Date: Saturday, May 14th
 Time: 2-5 p.m.
 Place: Temple University (see Bulletin Board)
 Fee: Members, ¥1,000; non-members, ¥2,000
 Info: Tamara Swenson, 06-351-8843

(2) **OSAKA/KOBE Joint Meeting**
 Topic: Songs and Music for the EFL Classroom – Number Two
 Speaker: Dale T. Griffiee
 Date: Sunday, May 15 th
 Time: 1-4:30 p.m.
 Place: Umeda Gakuen (past Sanbangai Cinema, turn right at Ark Hills Hotel)
 Fee: Members, free; non-members, ¥1,000
 Info: Beniko Mason, 0798494071

After a report on what the songs-and-music literature lists as the advantages of using songs and music, eight to ten song techniques will be demonstrated and discussed. This presentation, the second in a series, is new material.

Dale T. Griffiee is finishing his M.A. in TESOL, School for International Training. His thesis includes a review of the literature on the strong and weak points of using songs and music.

(3)
 Topic: Priorities in English Grammar and Grammar Teaching
 Speaker: Michael Lewis
 Date: Wednesday, May 18th

Time: 6-8 p.m.
 Place: Umeda Gakuen
 Fee: Members, free; non-members, ¥1,000
 Info: Beniko Mason, 0798494071

Mr. Lewis and his presentation are described in NAGOYA above.

OSAKA SIG**Teaching English to Children (May 15, as above)**

Topic: Share Your Ideas
 Time: 11 a.m.-12:30 p.m.
 Info: Patrick Bea, 075-952-3312

Bring not only ideas which have worked for you, but those that haven't. We'll discuss them and perhaps help get them to work next time.

SHIZUOKA

Topic: Exploring the Promise of Team Teaching
 Speaker: Don Maybin
 Date: Sunday, May 22nd
 Time: 1-3 p.m.
 Place: Tokai University Junior College, near Yunoki Station
 Fee: Members, ¥500; non-members, ¥1,000
 Info: John B. Laing, 0542-61-6321 (days) or 0542-46-6861 (evenings)

Using a film produced by the Education Center of Yokohama, as well as experience based on a current team-teaching project in Odawara, Mr. Maybin will analyze the problems and potential solutions of team-teaching arrangements which involve local and foreign English instructors working in Japanese secondary schools.

Don Maybin, program supervisor at the Lan-

SAPPORO

**5th Annual Conference
 DRAMATIC ACTIVE LEARNING**

Saturday, May 21
 12:00- 2:00 Registration and Publishers' Book Display
 2:00- 3:30 Marc Helgesen: **Accuracy and Fluency Activities**
 3:30- 4:00 Refreshment Break and Publishers' Book Display
 4: 00- 5 :30 John Dougill: **Take a Magazine**
 5:30- 6:00 Refreshment Break and Publishers' Book Display
 6:00- Informal Dinner with Speakers

Sunday, May 22
 9:00~10:30 Registration and Publishers' Book Display
 10:00-12:00 John Dougill: **Drama Activities for Fluency**
 12:00- 1:00 Lunch
 1:00- 2:00 Mary Virgil: **Songs and Chants**
 1:00- 2:00 Hiroshi Yamamoto: **English Teachers' In-Service Training Programs**

of Hokkaido Educational Research Institute (in Japanese)
 2:00- 2:15 Refreshment Break and Publishers' Book Display
 2:15- 3:45 Marc Helgesen: **Teaching Large Classes**
 3:45- 4:15 Conference Wrap-Up: **Beyond Monday**
 Place: Kyoiku Bunka Kaikan, 4F, North 1, West 13 (At Nishi 11-chome subway station, take exit no. 1, walk diagonally across the park past the fountain, cross the street and go one more block east. Look for the red building with the big block sculpture in front of it.)
 Fees: One day Two days
 Members ¥ 5 0 0 ¥1,000
 Non-members ¥1,500 ¥2,000
 Info: T. Christensen, 011-737-7409
 K. Hartmann, 011-584-4854

guage Institute of Japan, Odawara, has an M.A. in Applied Linguistics from the University of Essex, U.K., and has presented at conferences in Europe and Asia. He was a featured speaker at JALT '85.

SUWA/NAGANO

Topic: Teaching English from an English Point of View
 Speaker: Michael Lewis
 Date: Sunday, May 29th
 Time: 1-4 p.m.
 Place: Matsumoto Arigasaki High School
 Fee: Members, ¥500; non-members, ¥1,000
 Info: Esther Sunde, 0266-52-3131, ext. 1414 (W) or 0266-58-3378 (H)
 Katsumi Kitazawa, 0262-21-8111 (W) or 0262-27-6646 (H)

This talk suggests theoretically-supported reasons why both the direct method, where all the teaching is in English, and comparative methods -- either grammar/translation or more modern methods based on contrasting the target and mother tongues are unsatisfactory. The view is taken that all languages are different and that this has important implications for content and method in classroom teaching *at all levels*. Practical suggestions for the immediate improvement of classroom teaching will follow.

Mr. Lewis is described in NAGOYA above.

TAKAMATSU

Topic: Priorities in English Grammar and Grammar Teaching
 Speaker: Michael Lewis
 Date: Sunday, May 22nd
 Time: 1: 15-4:30 p.m.
 Place: Takamatsu Shimin Bunka Center
 Fee: Members/students, ¥500; others, ¥1,500
 Info: Harumi Yamashita, 0878-67-4362
 Michael Bedlow, 0877-62-2440

Mr. Lewis and his presentation are described in NAGOYA above. On May 15, a group from Takamatsu chapter will cross the new Seto Bridge to attend the Okayama chapter meeting. Phone "Info" for details.

TOKYO

(1) **Co-Sponsored by Temple University**
 Topic: Language, Culture, and Curriculum
 Speaker: Christopher Candlin
 Date: Saturday, May 7th
 Time: 2-5 p.m.
 Place: Temple University (see Bulletin Board)
 Fee: Members, ¥1,000; non-members, ¥2,000
 Info: Michael Sorey, 03-444-8474

(2)
 Topic: Basic Techniques Any Language Teacher Can Use
 Speaker: Michael Lewis
 Date: Sunday, May 15th
 Time: 2-5 p.m.
 Place: Sophia University (Yotsuya) Library Room 812
 Fee: Members, ¥500; non-members, ¥1,000
 Info: Michael Sorey, 03-444-8474

A large number of techniques relating to texts, grammar, pronunciation, and other classroom activities will be demonstrated and their importance explained and discussed.

For bio-data on Mr. Lewis, please see NAGOYA above.

TOKYO/YOKOHAMA

Open House at LIOJ

Date: Sunday, May 22nd
 Time: 12:30-5 p.m.
 Place: Language Institute of Japan (LIOJ), Asia Center, Odawara, 0465-23-1677
 Travel Arrangements: If you would like to travel to LIOJ with other participants, contact Michael Sorey in Tokyo or Jack King in Yokohama for details concerning the tram, station, platform number, fare, etc. If travelling independently, take a taxi from Odawara Station to LIOJ.
 Fee: Members, free; non-members, ¥1,000
 Info: Barbara Hoskins at LIOJ
 Jack King, 045-922-4704
 Michael Sorey, 03-444-8474

(cont'd on next page)

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Send all bulk orders or subscriptions to: Mr. H. Senuma, Circulation Department
 Tokyo Journal, 27-10 San'ei-cho, Shinjuku-ku, Tokyo 160, Tel: (03) 359-2331

(cont'd from previous page)

The use of video, games for children, fluency activities, songs, activities for business classes, and presentations about LIOJ will be among the many topics covered. Some of the presentations:

"Total Immersion Program for Japanese Businessmen" and "Fresh and Innovative" - Nobuhito Sato; "Every Student a Star: **Karaoke** in the Classroom" Don Maybin; "Here's the News!" - Linda Adams and Norman Tyrell; "Board Games for Bored Students" Barbara Hoskins; "Teaching the Passive Voice with soy Sauce" Tammy Guy; "Little Games for Little Monsters" and "Kids and Video" Don Maybin, Sherri Arbogast, Eric Arbogast, Keith Hoy.

TOYOHASHI

Topic: Curriculum Enrichment Via Video for EFL Classrooms

Speaker: Ken Tohyama

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

Place: Chubu Computer School

Fee: Members, free; non-members, ¥500

Info: Kazunori Nozawa, 0532-47-0399

Masahito Nishimura, 0532-47-1569

This presentation shows two sides of video program creation - the content and the technology. It includes American TV commercials, scenes from movies, Mother Goose and other folklore items, all edited together with scenes shot in and out of the studio with the help of teachers and students to provide a sense of rhythm and pitch control, cultural information, vocabulary and idiomatic expressions usually found outside the school textbooks, a basic sense of Western humor, and guidelines for varied body language.

Ken Tohyama is Director for the English Through Drama Course at Kanda Gaigo Gakuin, a DJ for "English for Millions," and a main English instructor at Multinational Business Institute with McKinsey & Company, Inc.

WEST TOKYO

Topic: Using Movies and Videos

Speaker: Joanne Sauber

Date: Saturday, May 21 st

Time: 2:30-5:30 p.m.

Place: Musashino Kokaido Public Hall, 2F, Meeting Room 2

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

Info: Brenda Katagiri, 0422-42-7456

Yoshihisa Kobori, 0428-24-0968

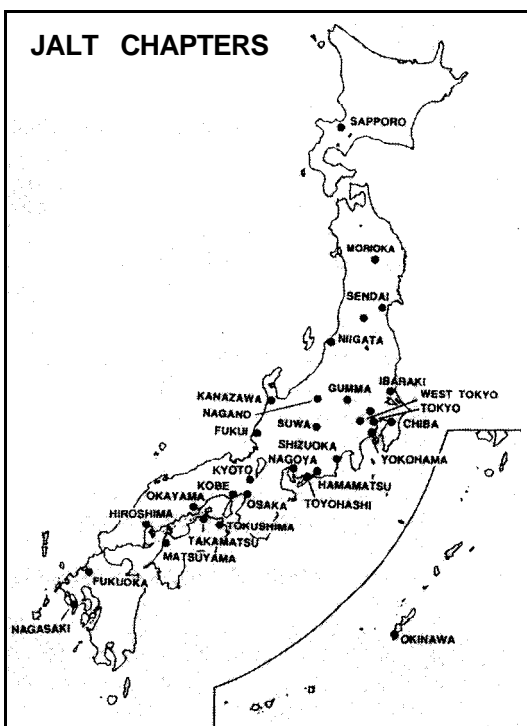
This presentations is on how to get started with video. It is aimed primarily at intermediate and above students and will feature authentic material, e.g. movies. The focus will be on different kinds of comprehension activities.

Joanne Sauber, University of Pittsburgh ELI, has an M.A. in TESOL from the University of Michigan and has taught and trained teachers in the United States, Mexico, and Japan.

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Speaker: Cynthia Bareford, Pilgrims Teacher Training Seminars, U.K.

All Info: JALT-Yamagata, 0236-22-9588



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Positions

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

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(TOKYO area) The Publications Board of JALT seeks a dedicated, well-organized business manager. The job requires soliciting and taking charge of ads for *The Language Teacher*, the *JALT Journal*, the annual conference *Handbook*, and any future publications, and working with the printer in Osaka on the phone and through the mails to assure smooth handling and printing. The manager will need to cultivate good working relationships with JALT's Associate Members and to help attract more associate members to JALT. A daytime contact phone number and fluency in English and Japanese are necessary. This is an opportunity to do something substantial for JALT and our profession in general and to learn some new skills and gain valuable experience. Please apply to Virginia LoCastro, The University of Tsukuba, Foreign Scholars' Residence 304, Amakubo 2-1-1, Tsukuba 305.

(MATSUYAMA) Full-time English Conversation teacher (native speaker). Professional attitude essential. Experience preferred, plus a willingness to adapt to and use a unique teaching system. Above average working conditions; over ¥200,000/month. Sponsorship; apartment with phone, furniture, etc. Please send resume with photo to: Joshua Battain, Crossroads Language Studio, 2-9-9 Katsuyama-cho, Matsuyama 790; 0899-21-7595.

(MATSUYAMA) English teacher needed beginning October 1. Full-time (6 classes/week), permanent position, either Japanese citizen or native English-speaker currently resident in Japan. Required: M.A. in TEFL or equivalent degree; sufficient ability in Japanese to take part in the normal duties of a faculty member. Salary commensurate with education and experience; minimum roughly ¥200,000/month plus bonuses. Please send: 1) *rirekisho* and photograph; 2) graduate school diploma for highest degree attained; 3) list of publications, with copies; 4) letter of reference; 5) health certificate. Send at least the *rirekisho* by June 15 to Prof. K. Nakagawa, Dean, College of Business Administration, Matsuyama University, 4-2 Bunkyo-cho, Matsuyama 790; 0899-25-7111.

(MATSUYAMA) Full-time English Conversation teacher (native speaker) required on Shikoku. Professional attitude essential. Experience preferred, plus a willingness to adapt to and use a unique teaching system. Above average working conditions; over ¥200,000/month. Sponsorship; apartment with phone, furniture, etc. Please send resume with photo to: Joshua Battain, Crossroads Language Studio, 2-9-9 Katsuyama-cho, Matsuyama 790; 0899-21-7595.

(NAGOYA) Japanese nationals for TEFL positions. Near-native fluency in English, educated to Ph.D. level (M.A. considered) in Applied Linguistics, TESOL or Linguistics; 2-5 years of teaching experience desirable. Familiarity with C.A.I. beneficial. Position: open, tenure track probable. Competitive salary commensurate with qualifications and experience. Send resume in English accompanied by examples of papers/publications and recent informal snapshot to Miss Beverley Elsom, Nagoya University of Commerce and Business Administration, Sagamine, Nisshin-cho, Aichi-gun, Aichi 470-01, or telephone for an informal interview: 05617-3-3002.

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(cont'd on next page)

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Mr. Masafumi Watari, ECC Foreign Language Institute, Personnel Section, 2-1-1. Nakazakinishi, Kita-ku, Osaka 530. For details call Mr. Watari, 06-362-0576, 7-9 p.m., Mon.-Fri.

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(TOYOHASHI)

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(1)学歴 大学院修士課程修了者以上またはそれと同等以上の研究業績のある者

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採用予定日 昭和63年10月1日（但し、採用が早まる場合もある）

締め切り日（必着） 昭和63年6月30日

提出書類送付先

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JALT is a professional organization dedicated to the improvement of language learning and teaching in Japan, a vehicle for the exchange of new ideas and techniques and a means of keeping abreast of new developments in a rapidly changing field. JALT, formed in 1976, has an international membership of some 3,000. There are currently 31 JALT chapters throughout Japan. It is the Japan affiliate of International TESOL (Teachers of English to Speakers of Other Languages) and a branch of IATEFL (International Association of Teachers of English as a Foreign Language).

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

Meetings and Conferences - The JALT International Conference on Language Teaching/Learning attracts some 1500 participants annually. The program consists of over 250 papers, workshops and colloquia, a publishers' exhibition of some 1000 m², an employment center, and social events. **Local chapter meetings** are held on a monthly or bi-monthly basis in each JALT chapter. JALT also sponsors special events annually, such as the Summer Seminar for secondary school teachers, and regular In-Company Language Training Seminars.

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

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

Central Office: Kyoto English Center, Sumitomo Seimei Bldg., 8F., Shijo Karasuma Nishi-iru, Shimogyoku, Kyoto 600; tel. (075) 221-2376. Furikae Account: Kyoto 5-15892. Name: "JALT"

JALT —全国語学教育学会について

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

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

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

支部: 現在、全国に31支部あります。(札幌、盛岡、仙台、山形、茨城、群馬、大宮、千葉、東京、西東京、横浜、新潟、金沢、福井、長野、諏訪、静岡、浜松、豊橋、名古屋、京都、大阪、神戸、岡山、広島、徳島、高松、松山、福岡、長崎、沖縄) **研究助成金:** 詳細はJALT事務局まで。

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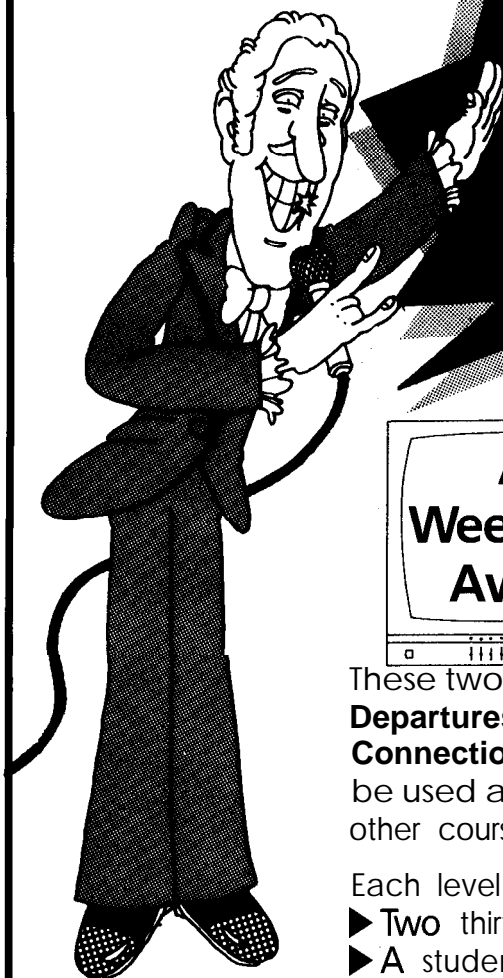
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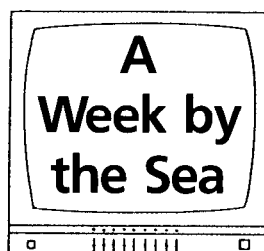
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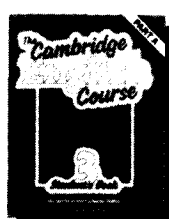
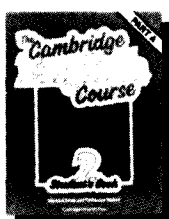
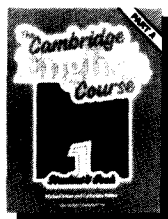
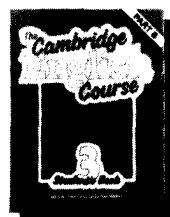
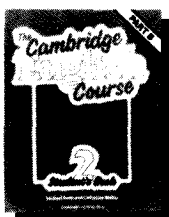
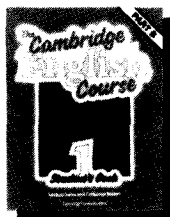
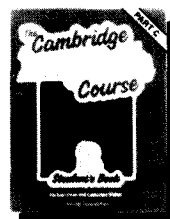
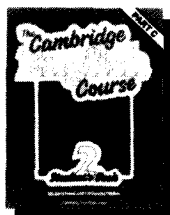
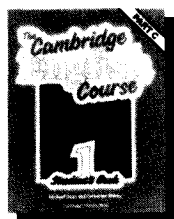
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