

全国語学教育学会

VOL. XIII, No.1 JANUARY 1989

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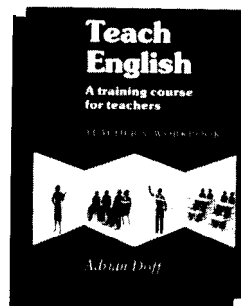
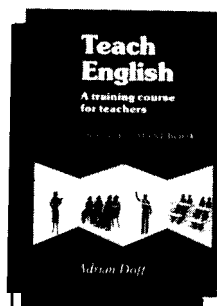
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## THE LANGUAGE TEACHER

VOL. XIII, NO. 1 JANUARY 1989

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

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

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

Book Reviews: Rita Silver (06-761-9371) and Jane Wiman (075-881-2278), Osaka Jogekuin Junior College, Q-20-64 Tamatsukuri, Higashi-ku, Osaka 540

My Share: Louis Levi, Horinouchi 1-27-6, Suginami-ku, Tokyo 166; (03)315-8397.

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

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

Japanese Language: Kyoko Nozaki

新日本語編集者: 野崎 京子

〒606 京都市左京区岩倉花園町 185

Advertising/Associate Member Inquiries: JALT Central Office (see below)

Proofreading: Tamara Swenson and Jack Yohay

Covers: Kotaro Kato

Typesetting/Layout: Clo Arzaga

Publications Chairperson: Ann Chenoweth, see above.  
JALT Journal Co-Editors: Charles Wordell and Richard Cauldwell, 18-2-302 Sumiyoshidai, Higashinada-ku, Kobe 658.

JALT Central Office: Yumi Nakamura, Lions Mansion Kawaramachi #1111, Kawaramachi Matsubara-araru, Shimogyo-ku, Kyoto 600; (075) 361-5428; Fax: (075) 361-5429.



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## New Year Greetings from the President

As you read this, I hope the first days of 1989 have allowed you some well-deserved relaxation time, and a chance to "charge your batteries" for the upcoming challenges in this new year.

For those of us involved in language education in Japan, of course, we are actually nearing the end of the school year, making the upcoming three months our busiest. For many institutions not only schools, but companies also entrance examinations are on the horizon, with people involved in their making and scoring, and others preparing aspirants to take them. People conducting language instruction outside the school system are very much a part of this, either in the scramble to pass a particular test, or in dealing, after the whole thing is over, with those who have passed (or failed) and who have to move on to the next stage.

For universities, the government has instituted yet another "preliminary entrance examination," which is optional in that it may be used or not used in conjunction (or not in conjunction) with the existing "preliminary entrance examination" which is already the first of at least two steps required in the quest for admission to national universities. If this seems confusing upon reading, imagine how the students/teachers/administrators concerned feel. These moves by the government are usually made with the intention of reducing the so-called "examination hell" that students are subjected to; this seems, however, to be a difficult assessment (at best) to make of the procedure. In the meantime, most of us are familiar with the continuing and prevailing attitude here that anything called "education" stops when one is 26, whether one wants it to or not. Similar pursuits after that age fall under the category of "hobbies," and I suppose we can be thankful that in Japan one takes one's hobbies quite seriously. Nevertheless, the comment is often heard, from taxi drivers for example, that they "would like to study [English], but somehow my age (*mid-forties?!* ) is too old to get anything out of it."

This reminds me of the man overheard commenting to his friend that he would like to go back to college, but he was too old. "It would take me ten years to graduate!" he lamented. "How old will you be in ten years if you go back to college now?" his friend asked him. "Why, I'll be 45 years old!" he said. "Is that so?" his friend mused. "And how old will you be in ten years if you don't go back to college?"

After all, we have only one life to live.

The role of JALT in all of this seems to me to be a very special one. In welcoming the participation of all kinds of language professionals, it takes what is called "education" out of the dusty old box it seems to be kept in, cleans it off, and offers to join in, or initiate if necessary, a collective effort to fix it up. Recently an educator, upon hearing the report of a colleague's research on how to teach a particularly difficult area of the English language to Japanese students, commented, "This lecture dealt with the practical side of linguistic study, rather than the theoretical side. Perhaps we Japanese need to consider that this practical side might be just as important." JALT, with its international membership, and the benefit of expertise borne from a great many relevant perspectives, is in a perfect position to second the notion.

Fervent wishes for a productive 1989 for all of us!

*Deborah Joeman-Takano*

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## How Can We Use CALL?

### Some Advice for Language Teachers in Japan

by Eri Banno

#### Introduction

With the spread of microcomputers, CALL (computer-assisted language learning) has begun to get much attention these days. Though at present, in Japan, there are few schools which have introduced CALL, this mode of language experience will surely spread all over the country in the near future.

Although learning with computers sounds impressive and fascinating, the computer is not a super machine which automatically improves learners' language proficiency. In order for students to make progress in learning, teachers have to make the best use of CALL. Teachers have to know the possibilities and limitations of CALL in order to best utilize it in their classes. You probably know some people who have bought a computer but don't know how to use it.

Or think of the language laboratories in schools — at first, they were introduced as the great cure-all instructional settings for language learning. But now, the booths are covered with dust in many schools. Like home computers and language laboratories, CALL is expensive. If we do not want to waste our money, we must know how, why, and when to use CALL to advantage.

In this paper, I would like to discuss how we can use CALL. First, the advantages and disadvantages of CALL are examined, so that we can get ideas about what we can do or cannot do with CALL. Secondly, the characteristics of the ideal CALL software will be discussed. Finally, some programs and suggestions for using CALL in classes are presented.

### **The Advantages of CALL**

#### 1. CALL can give learners feedback.

Books and tapes are one-way modes of instruction. They give information, but they cannot give feedback to learners. Computers, on the other hand, can respond to learners.

When students input their answers, computers give them immediate feedback. With a program like CHOICEMASTER, if a student's answer is wrong on the first try, he can immediately have a second chance to answer the same question. Some CALL programs also give students clues to help them to think through their answers. If a learner doesn't understand, he can "ask" the computer for hints.

Computers sometimes give students "unexpected" feedback, too. In the well-known program DOCTOR (one program of ELIZA), the computer plays a psychiatrist's role and the learner becomes a patient. The computer "interviews" the patient and a "conversation" ensues.

e.g. DOCTOR: Tell me more about your father.

PATIENT: My father thinks I am lazy.

DOCTOR: Does anyone else in your family think you are lazy?

This is not to suggest that DOCTOR be used in the classroom -- the program only discriminates for vocabulary, not for syntax. However, someday computers may be sophisticated enough to assist language learners in conversation. In the meantime, even with today's limited technology, this interactive feature of computers provides a far more interesting learning experience than does the one-way instruction of books and tapes.

#### 2. CALL gives learners more opportunity to be on task.

During a regular class, with a large number of students, it is often impossible for a teacher to look after each student. Students also don't have many chances to participate in the class and are passive most of the time, sometimes daydreaming. Working with computers individually or with small groups keeps students more actively involved in learning; thus, their attention is focused on language activities.

#### 3. Learners can work with CALL at their own speed and level.

In the typical language classroom, all the students have to work at the same speed and level. This can be a burden for slow learners and uninteresting for fast learners. By providing the different levels of programs and having learners work individually or with small groups, CALL can be tailored to the learner's level and speed.

#### 4. CALL is flexible.

CALL can be used individually or with small groups. It can be used in the class, or outside the class as self-instruction. When CALL is used outside of class, learners can use it anytime they like and for as long as they like. Or if learners have computers at home, they may be able to use CALL software there.

### **The Disadvantages of CALL**

#### 1. Software for CALL is still underdeveloped.

Though more and more software is coming in these days, the quantities of software are still limited, partly because this is a new field. However, in order to suit learners at different levels and with different needs, a CALL program should include various kinds of software. Needed software may not be available yet.

The quality of software also needs to be improved. Unfortunately, much software now available does not make use of computer capabilities, but duplicates drill-and-practice exercises which can be done with other materials just as well. CALL software should be different from these materials. Thus, the quality as well as quantity of CALL software needs to be improved as soon as possible.

#### 2. CALL software has limitations in "understanding" natural language.

Natural language is so complex: For example, one word can have the same form but different meanings, such as *well*, e.g. He is *well*. There is water in the *well*. That is *well* said. Or a sentence can have the same structure but different meanings, e.g. He is eager to please. He is easy to please. Computers have not yet been able to be programmed to "understand" natural language. "There is to date no CALL system which can fully process semantically the learner's unrestricted written input" (Ahmad et al., 1985:60).

In particular, the computer does not have the ability to process spoken input. Understanding speaking is highly complex, since each person has different pronunciation, stress, accent, vocabulary, etc. Already there exists a computer which can understand some words of a "trained" voice, but it will take more time before the computer can understand the spoken discourse of any language learner. Such interactive CALL software will rely on the development of sophisticated artificial intelligence (AI) systems.

On the other hand, the computer can speak. Speech-synthesis can enable the computer to speak with mostly correct pronunciation and intonation. The other common device for computer speech is the computer-controlled cassette player. The computer is connected with the cassette recorder and can find the point on the cassette where it needs to play a response. However, the problem is that locating the correct response on the cassette tape takes time. A floppy disk or CD-ROM is now considered as an alternative device.

### **Characteristics of Ideal CALL Software**

#### 1. CALL should develop communicative competence as well as linguistic competence.

Most of the CALL programs in Japan now follow a traditional drill-and-practice or question-and-answer format. They concentrate on vocabulary, grammar and syntax, and aim only to develop the learner's linguistic competence. What we lack and

need are the programs which develop communicative competence. We need software that emphasizes contexts and meanings rather than forms of language.

Simulations and adventure games particularly emphasize meaning makings and should be paid much more attention to. In LONDON ADVENTURE, several learners may be working around the same monitor. Thus, through the software, a learner is exposed to frequently used expressions (those for asking the way, buying things, etc.), while also discussing what to do next with the program with the other learners in his group.

#### 2. CALL should be fun.

This is the most important aspect of CALL. CALL has to be fun, interesting and motivating. At present, since CALL is new to learners, they don't know what is going to happen and are curious about it. However, if they continue to be exposed to dull drills and pattern practice, they will get bored soon and lose their motivation. In order to keep motivated and interested, learners have to enjoy working with CALL.

#### 3. CALL should be creative.

CALL has to be creative and original. It should not offer language input in ways that other materials, such as books, can provide. Instead, it should offer language experiences which are impossible for other materials to provide.

One example of a unique program is ANIMAL, in which the student teaches the computer. The student thinks of an animal and the computer guesses it. The computer asks questions, such as "Does your animal live on a farm?", and also asks the students to type in questions to enable the computer to "guess" successfully — e.g. "Give me a yes/no question to distinguish a pig from a cow."

#### 4. CALL should give the learner enough assistance.

When the learner doesn't understand and needs help, he should be given assistance — clues and hints. When the learner's answer is wrong, it is not enough to tell him the correct answer. He should be given either clues and a second chance to try, or some explanation of why his answer is wrong.

### CALL Programs and Suggestions in Teaching

In this section, I would like to introduce some CALL programs and teaching suggestions. When teachers are considering using CALL, they should know what kinds of programs there are. Besides that, the important thing is that teachers should know how to use CALL programs effectively. We cannot simply tell students to go to the computer laboratory and operate the program. A program is one kind of activity. Like other activities, we have to examine it, think about the most effective way to present it, and prepare for using it.

Four kinds of programs will be introduced here — a multiple choice program, a text mutilation

program, simulations and adventure games, and word processing.

#### 1. Multiple choice program

CHOICEMASTER is a program of multiple choice questions. It has a tutorial mode and test mode. In the tutorial mode, the learner is asked questions and chooses the best answers from the selections. He can try the same question twice, and if his second answer is wrong again, the correct answer appears on the screen. At the end, the learner can see his total score. He gets 2 points for an answer correct on the first try, and 1 point for an answer correct on the second try. In the test mode, the learner answers questions but cannot know the answers until the end of the test. At the end he can see his score and correct answers.

CHOICEMASTER has an authoring system, with which teachers can create their own questions tailored to the learners' levels and needs. Thus, the simple program can be applied for many purposes, such as vocabulary, grammar, and listening exercises. Depending on the questions, the program can become boring or interesting for learners.

One way to make it interesting is to ask questions which learners are interested in. The questions can be about music, cars, their school, or their teachers.

e.g. Professor Yamada likes \_\_\_\_\_

1. fishing
2. hunting
3. cycling
4. playing mah-jong

Another motivating activity is to have learners use CHOICEMASTER to write questions in groups; then they try to answer the other groups' questions. In this case, a teacher might have to control the subjects or the levels of questions so that learners will not produce questions that are too easy or difficult.

#### 2. Text mutilation program

STORYBOARD is one example of this kind of program, which encourages the learner to make predictions about language. The learner sees the title of the text first and then a screen filled with an asterisk for each word in the text. As he correctly guesses words one by one, which he thinks should be in the text, the words appear in the right locations in the text. If the learner wants to see the whole text, he can see it before starting the activity and during the activity. For a hint, he also can "ask" the computer for one letter of a word or an entire word.

This program has an authoring system, so that teachers can make their own texts. There is another version of the program called STORYBOARD PLUS, which has a set of listening cassettes and is used for listening comprehension.

STORYBOARD can be used for listening with audio tapes, reading, and writing. C. Johns (1986) suggests several ways of using this program. For example, he recommends using it in summary writing. After learning the original text, learners work with its summary in STORYBOARD. It also can be used with a composition activity using pictures. A  
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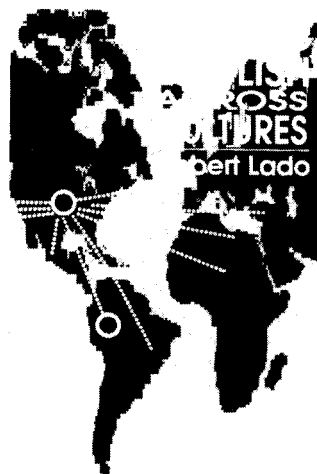
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(cont'd from page 5)

teacher shows a picture story and the learners guess the text which is based on the story.

### 3. Simulations and adventure games

Simulations and adventure games are unique programs which are possible only with computers. They allow a user to have a realistic experience in an imaginary way. They are highly motivating and become stimulus for discussion when learners work with groups. Several such programs stimulate language development.

One thing a teacher should consider is whether simulations or adventure games have "real-life" subject matter. In some adventure game software, much low-frequency vocabulary is used which students see no necessity for learning. When software simulates real-life situations, students are exposed to more familiar vocabulary and expressions, which they have more opportunity to use in the real world.

LONDON ADVENTURE is one kind of realistic simulation software. In this program, the learner becomes a tourist in London. He has a varying amount of time during which he "buys" certain souvenirs with a certain amount of money and goes to the airport to take a plane. The learner reads the situations on the screen and decides what to do among the choices - e.g. go to the kiosk, ask a passer-by a question, etc. After the choice, the next situation appears, e.g. "You are at the kiosk. You can see postcards, guidebooks, . . ." The computer then gives another series of context-relevant choices. The learner continues his decision-making.

When we use this kind of program, it is important to have learners familiarized with the situations before the activity. For example, in LONDON ADVENTURE, a teacher can inform learners about the places and tube systems in London. It is also necessary to teach or review important vocabulary and expressions. During the activity, a teacher can provide the learners with worksheets and have them answer questions or record their tasks.

To stimulate discussion among learners using a simulation or adventure game program, it is better to give each learner a different role. A good example of this is G. Jones's role assignment for YELLOW RIVER KINGDOM (1986). Jones, noticing the program did not really stimulate discussion, formed groups of eight students to be the government of the kingdom. A pair of students served in each of the four departments: the Ministry of Agriculture, the Ministry of Works, the Defense Department, and the Prime Minister's Department. Each department has its own interests, and the students of one department have to persuade others of different departments to agree with them. Assigning roles was essential to provide students with good language practice in this program.

Having learners cooperate to close information gaps is also good strategy. At the 1984 TESOL Conference, Dr. A. Baltra described one way of using MYSTERY HOUSE. He divides the learners into three groups and has them use the program to

explore different parts of the "house." Then he rebrms new groups of three people each (one from each large group) and they exchange information about different parts of the house in order to complete the game.

### 4. Word processing

Word processing is already well known. It is an effective tool for writing. With word processing, learners can easily correct mistakes, change words or sentences, and produce beautiful hard copies of their work. One problem with a word processing program is that it takes some time to learn how to operate it, and for beginners, searching for the right key is often troublesome. In spite of the problems, word processing is worth learning. Word processing software is now commonly available in Japanese, so students are happy to apply their basic knowledge of word processing software to writing in English. Furthermore, Higgins wrote that using word processing caused "a pronounced [positive] change in attitude and motivation" among students (1985:44).

Word processing can be used either for free composition or for controlled composition. The levels of control can be changed depending on the learner's level. For example, the format for a business letter can be already in the program, and it can help students follow English writing conventions as they compose. Or a teacher can give some words or sentences, and learners can "stretch" the sentences or compose passages from them.

Word processing can also be used by students for projects, such as making newsletters, magazines or guidebooks.

## Conclusion

Leonard conducted a survey of British teachers and reported that "those with experience of CALL in the classroom had a wider appreciation of its potential value to students, and in particular [of] its beneficial effects as a stimulant or catalyst of conversation and exchange of ideas" (1985:138). She also reported that the most popular program types among teachers were word processing, simulations, and adventure games.

I feel that Japanese teachers would benefit from exposure to these more sophisticated CALL programs. Then, they would realize that CALL is a powerful aid for language teachers and students. It is a pity that the programs in Japan are now limited to traditional types of exercises and that teachers have not fully made use of the possibilities of CALL.

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## Interview: Mayuri Sukwiwat

by Steve Brown

**Mayuri Sukwiwat is a Thai English-language educator who has done extensive work in the cross-cultural aspects of language learning. She received an MA from Indiana University and a certificate in TEFL from the University of Michigan. She has lectured and written widely on program administration, higher education, and Thai English. She was interviewed at JALT '87 by Steve Brown.**

**SB:** Let's start out by talking about the role of the non-native teacher versus the native speaker in an EFL context.

**MS:** Well, in Thailand, we can't afford to have native speakers because there wouldn't be enough to go around in our classes. It would be rather unrealistic. Of course, if you want to have native speakers they have to be well trained. It's not just any native speaker who can teach. I do believe in a kind of team teaching, but of course I don't think we can get native speakers in every school or university. For some schools or universities that can afford to employ native speakers, I believe in team teaching. Since we cannot leave the teaching to only native speakers, we really have to cope with the situation ourselves. I'm in favor of well-qualified, well-trained Thai teachers of English.

**What opportunities do Thai teachers have for training?**

As for pre-service, there are many courses in teacher-training colleges and universities, in the School of Education. There are four-year programs and two-year programs. That's pre-service. Also there are many universities now that are offering M.A. programs, and right now there's also a program for secondary school teachers which is offered by one of the universities with the help of the British Council. This particular program is very good because it emphasizes the practical side of classroom management. The participants have to go out and do teaching and then learn some of the theory in class, so theory and practice are not separated as such.

**So it's more the British RSA model than the American M.A. TESL model?**

Yes, something like that. I think the participants really appreciate that because they feel they can go into a classroom and manage a class. In general, though, we are not highly satisfied with our teacher-training programs because most places emphasize theory over practice. So in some places, trainees may have no practical skills. Maybe the four-year teacher-training program is not enough, because the trainees have to study other subjects as well. I think we need more time to train them to become real professionals.

**It strikes me that sometimes pre-service training is inefficient because people don't know the right questions to ask.**

That's right. Because they have no real teaching experience.



**One of the things that Mary Finnochiaro stressed at the JALT '87 conference was that it's OK to use the mother tongue in class. There seems to be a swing toward "allowing" that. How do you feel about the use of the mother tongue in class?**

There is a place for it. If it's going to save time, if there are instructions that would be difficult for the students to understand, it would be quicker to use the mother tongue. But teachers should be trained to give simple instructions in English. I think that in most classes, if the instructions are

repeated several times, the students will get the meaning without using the mother tongue. I think the purpose of language learning is for students to use the language all the time. But there is a place for the mother tongue. I don't think people should go to extremes using or avoiding the mother tongue.

This has been a problem in Thailand because some Thai teachers have no confidence in using the language. But once they are trained to do that, you see, I think they will be willing to use English in class.

**You've done some work with radio in teaching and teacher training. It's certainly a democratic form of education.**

I was a consultant for English courses for one of the open universities for two years. At this particular open university, we don't have any classes. It's all done through distance education. We produce textbooks and send them out to the students. We use multiple kinds of teaching aids, not just printed material. We have to produce cassette tapes that go along with the text, in order to do the exercises. We also have radio programs and television programs to supplement printed material. In teacher training, we have just finished a course in teaching English for elementary school teachers — 15 units. We used the same principle: students have to use a text and cassette tapes for pronunciation practice. That's for the open university. But for the other places, that have regular classes, we use video for teacher training programs.

There is school radio which belongs to the Ministry of Education. Schools should use the radio programs with the texts. The programs are mostly for secondary schools.

**I'd like to take up the '87 conference theme, "Teaching Foreign Languages." Do you subscribe to the ESL/EFL distinction?**

The ESL situation — you can't apply that to the Thai situation because we have our own national

language. The status of the English language is that of a foreign language. I think you have to differentiate between the status and the role. The status of English is as a foreign language like French, German, Japanese and so on. The roles of English are many-fold, compared to Russian or French or even Chinese. I think people are mixing up the status and the roles. There are so many roles. One is to acquire English to acquire knowledge. Another thing is we have to use English with Japanese businessmen, with Chinese... Especially now that we are promoting tourism. The tourist industry is probably the greatest source of income for the country. So, imagine if you have tourists from all over the world, you have to speak English. So in that case English is used for international communication. Whereas the other foreign languages don't have that role. When we do business with Japanese businessmen, we do it in English, so we try to stress the role of English as an international language.

**Is the government making any effort to support the teaching of English?**

Yes, because English at present is considered the most important tool for Thais to communicate with the outside world. It's been our own choice to use English.

Unlike some other Asian countries, we don't have a sensitive feeling toward English as something imposed from outside. So now we realize that it's not a question of preference, it's a question of necessity. If we want to survive in this world, we've got to know the language. Compared with the Japa-

nese, the Thais have to rely on an international language such as English. The Japanese can go out into the world and use Japanese. We can't. When I travel outside of Thailand, I see signs, "Japanese spoken here." There are no signs saying "Thai spoken here."

**What are the characteristics of Thai English?**

This is a very big topic. I'd like to refer to my paper which I presented at the RELC Seminar in 1981. To be brief here, I can describe Thai English as a variety which is not on a par with the other well-attested varieties such as American, British or Australian English. It isn't on a par with East Asian varieties of English either, such as those spoken in Singapore or the Philippines. I think it is somewhat similar to the English spoken in Japan. It belongs to the 'foreign' rather than the "second" English category. But that doesn't imply that its characteristics are not worth studying. A considerable amount of research has been done on Thai English, especially its phonology. Little work has been done on the semantic and syntactic aspects. My own interest has been in the area of cultural contexts.

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**CALL (cont'd from page 7)**

- Johns, C. 1986. It's Not So Much the Program, More What You Do with It: The Importance of Methodology in CALL. *System* 14.2: 171-176.  
 Jones, G. 1986. Computer Simulations in Language Teaching--- The Kingdom Experiment. *System* 14.2:179-186.  
 Leonard J. 1985. *Computers in Language and Literacy*. Work Kingsbourne House.  
 Underwood, J. H. 1984. *Linguistics, Computers and the Language Teacher*. Newbury House.
- 



## **Guidelines for Submissions to JALT Publications**

For the benefit of JALT members and the readership of JALT publications, we publish in each January issue of **The Language Teacher** guidelines as to what kind of materials are appropriate for the various sections of **The Language Teacher**, and the form in which the materials must be submitted, as well as the way in which these materials would be different from those submitted to the **JALT Journal**.

All English-language manuscripts, regardless of destination, must be **typed, double-spaced, on A4-size paper**. Materials in any other format will be returned. Provide at least three-centimeter margins at the top and sides, and avoid putting extraneous material there. The author's name and affiliation (if desired) should appear under the title. A contact phone and address should be at the bottom of the last page or on a separate page.

Such things as chapter presentation reports and announcements of meetings or positions must follow as closely as possible the format in which they are published in **The Language Teacher**. Please read the appropriate section below.

Please send manuscripts, letters, or any other contribution or inquiry to the appropriate editor or

office. (All Japanese-language manuscripts must go to the Japanese-language editor.) Necessary addresses are provided on page 1 of every issue of **The Language Teacher**.

The deadline for all material is the first of the month preceding desired publication. It is highly recommended, however, that material be sent well in advance of the deadline, to allow for consultation with the editor on adjustments. The editors of **The Language Teacher** and the **JALT Journal** reserve the right to make minor adjustments in the style of an article to have it conform to the general style of the publication, without necessarily consulting the author. The editors of **The Language Teacher** also reserve the right, due to prior planning and consideration of space, to publish an article in an issue other than the one intended or desired by the author. Where this is deemed undesirable by authors, they are requested to so indicate when submitting their manuscripts. Those wishing unused manuscripts to be returned should enclose a stamped self-addressed envelope.

The editors regret that, as JALT is a not-for-profit organization, remuneration for, or reprints of, articles cannot be provided to authors.

(cont'd on next page)

## THE LANGUAGE TEACHER

### Articles

**The Language Teacher** welcomes well-written, well-documented articles of not more than 3,000 words in English, or 24 sheets of 400-**ji genko yoshi** in Japanese, concerned with all aspects of foreign language teaching and learning, particularly with relevance to Japan. Please use sub-headings throughout the article for the convenience of the readers. When citing another work, include the author's name and publication date. The list of references at the end of the article should follow TESOL style.

High contrast black and white photographs are welcome with any manuscript. They should be directly related to the manuscript and labeled with a **soft** pencil on the back. Please indicate whether the photo can be cut, and those wishing photos to be returned, please include a stamped, self-addressed envelope.

English copy should be sent to the editors; Japanese copy **must** be sent to the Japanese-language editor.

### Interviews

Occasionally **The Language Teacher** publishes interviews with internationally known professionals in the field. If you are interested in interviewing someone, it is recommended that you consult with the editors first. Interviews should follow the format of ones recently published in **The Language Teacher**; please select three or four quotations from the interview, type them on a separate page, and submit them with the manuscript.

### Special Issues

The editors encourage any journalistic-conscious member with expertise in a particular area of language teaching and leaning to solicit and guest-edit contributions for a special issue. All ideas for special issues should be discussed with the editors about a year in advance of desired publication. Two to three months later, an outline should be sent to the editors containing the title of the issue, the titles of the lead articles and authors' names, and mention of any other material that is to be included in that issue. The editors reserve the right to request changes and/or to refuse a manuscript in order to have it conform to the general style of the publication. The deadline for all manuscripts and materials for a special issue is two months preceding the publication date, to allow for consultations. However, it would be greatly appreciated if the material could be sent well in advance of this deadline. Prospective guest editors are welcome to send for detailed guidelines.



### Opinion Column

This column includes articles of not more than 1,200 words in English, or ten sheets of 400-**ji genko yoshi** in Japanese, expressing viewpoints of current concern and interest to professionals in the language-teaching field. It is not intended to take the tone of a "Letters-to-the-Editor" type of column.

### Chapter Presentation Reports

The purpose of this section of **The Language Teacher** is, simply, to provide information to the general membership about the programs of the various chapters. Chapter reports on presentations are to be 150-250 words in English, or two to four sheets of 400-**ji genko yoshi** in Japanese, using standard expository style, with objective language, vocabulary, and syntax. Japanese versions should avoid the use of non-standard Japanese and Japanese-English phrases and **must** be sent to the Japanese-language editor.

The chapter presentation report must: 1) identify the chapter; 2) have a title, usually the title of the presentation; 3) have a byline with the presenter's name and institution/affiliation; 4) include, in the body of the report, some indication of the month in which the presentation was given; and 5) conclude with the name of the reporter, along with institution/affiliation, if desired. Please refer to any of the recent chapter presentation reports to check the format.

Again, photographs are welcome, though they should be in black and white, with good contrast, and be related directly to the presentation. They should be labeled with a **soft** pencil on the back of the photo.

Please note that a chapter presentation report will not be published if the same or substantially the same presentation has been reported on in **The Language Teacher** within the previous six months.

Also note that SIG. (Special Interest Group) reports do not appear in **The Language Teacher**.

English copy should be sent to the editor as indicated at the beginning of the Chapter Reports column. Japanese copy **must** be sent to the Japanese-language editor.

### My Share Column

This column is your opportunity to share your best activities: those ideas that involve your students and, perhaps, offer insights into language teaching at its best. Priority is given to activities useful in a variety of teaching situations, and which reflect principles of progressive language teaching. Clear, black and white photographs, relevant to the material, are welcome. Any accompanying artwork should also be in black and white, and either not copyrighted or accompanied by permission in writing to reprint.

Manuscripts should be sent to the My Share editor (address, page 1).

### Announcements:

#### Meetings, Positions and Bulletin Board

As the newsletter of JALT, *The Language Teacher* wishes to do everything possible to help publicize the programs, courses, and other events and services created and organized for the membership, as well as positions offered. To ensure a prompt flow of information, each chapter is urged to have one articulate, deadline-conscious officer submit it.

**Meeting announcements** should follow exactly the format used in every issue, i.e. topic, speaker, date, time, place, fee, and other information in that order, all correctly spelled. Please do not use F-6 forms; these are for other publications. Below the essential information, a brief, objective description of the presentation and speaker is acceptable; lengthy ones will be edited or deleted, at the discretion of the Announcements editor. Please see any recent issue of *The Language Teacher* to check the format. Japanese-language meeting announcements **must** be sent to the Japanese-language editor, or they may be delayed or published in English instead.

Maps will be printed on request. Preference is given to maps of new locations, or for joint meetings involving members from other chapters. The editor keeps a file of maps, but prefers that they be submitted as needed. Maps should be clear, black and white, preferably copies of previously published maps; essential information should be in Roman letters. Any hand-drawing or lettering must be extremely clear, done in India ink. Layout considerations sometimes make printing of maps impossible, so be sure to include clear verbal directions in the announcement.

*The Language Teacher* is generally delivered within the first week of each month; if your meeting is to take place during this time, it should be announced in the previous month's issue. The deadline is the first of the month **preceding** desired publication. If you think you might be late, call the Announcements editor or, at least, use express mail (*sokutatsu*).

**Positions** - Items for this column should follow the published format. They should be concise. If a native speaker is required for the position, this should be clearly indicated, as well as salary range and terms of contract. *The Language Teacher* asks advertisers of positions to refrain from placing restrictions as to age, sex, religion, or any other area not related to the competent performance of the job advertised. Advertisers who wish a Positions notice to appear more than once should notify the Announcements editor promptly when the position is filled.

The **Bulletin Board** is for the publicizing of non-JALT conferences, workshops, courses, and seminars, as well as calls for papers for these or any other function sponsored wholly or partially by JALT. Concise copy should be submitted; editing is at the discretion of the Announcements editor.

It is JALT Publications Board policy not to print

fees for events or services not offered by JALT; interested readers may send to the advertiser for more information.

All items for the Meetings, Positions and Bulletin Board columns should be sent to the Announcements editor.

It should be noted that neither *The Language Teacher* nor the JALT organization guarantees the claims of any advertiser. Items in these columns are published free of charge.

#### Book Reviews (UnderCover)

If you are interested in reviewing a book, 1) look at the "In the Pipeline" section to find out if it is currently under review. If not, 2) look at the "Recently Received" section to see if the publisher has made a copy available for use by a potential reviewer. 3) If you find a book you wish to review, contact the Book Review editors to receive a copy of specific guidelines (address, page 1). If you wish to review a book that is not listed under "Recently Received," first contact the Book Review editors to ascertain whether or not it is under review.

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## JALT JOURNAL

The *JALT Journal* encourages the submission of articles which examine issues of research and/or the practice of language teaching/learning, specifically in Japan or around the Pacific Rim. Areas of greatest interest are: 1) curriculum methods, and techniques; 2) classroom observation; 3) teacher education and training; 4) crosscultural studies; 5) language learning and language acquisition; and, 6) overviews of research and practice in related fields. Book reviews, short articles, and comments on previous *JALT Journal* articles are also welcome. Articles must be written for a general audience.

Manuscripts should be fewer than 30 typed doubled-spaced A4 pages. The *Journal* follows the guidelines of *The Publication Manual of the American Psychological Association* (3rd ed.). Generally, reference citations should be in the body of the text in parentheses with the author's name, year of publication, and page number(s). Avoid any lengthy footnotes. Quotations and reference lists are to be accurate. Manuscripts receive two blind readings, so the author's name should appear only on one title page and on the letter of submission. References should be edited to prevent readers from guessing the identity of the author.

Submit three copies of the manuscript with a title of about five words, an abstract of less than 200 words, and a biographical note of 50 words or less. Papers should not have been published previously or be under consideration elsewhere. Manuscripts cannot be returned.

Apart from book reviews (which should go to the Book Review editors; address, page 1), send all materials and inquiries to Richard Cauldwell (address, page 1).



### Long-Range Planning Committee

Jim D. Batten, Ibaraki Christian College, 6-11-1  
Omika-cho, Hitachi 319-12. Tel.: 0294-53-7665.

### Financial Steering Committee

Harold E. Melville, 7-5 Konki-cho, Hikone 522.  
Tel.: 0749-24-0287.

### Chapter Treasurer Liaison

Aleda Krause, Park Ageo Nibankan 123, 3-1-48  
Kashiwaza, Ageo 362. Tel.: 0487-76-0392.

### International Affairs Committee

Thomas N. Robb (as above)

### Nominations & Elections Committee

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Uehara, Nishihara-cho, Nakagami-gon, Oki-  
nawa 903-01. Tel.: 0989-46-5541.

### Domestic Affairs Committee

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JALT'89 Conference Chair

Paula Francis, 1-17-301 Kunitomi 1-chome, Oka-  
yama 703. Tel.: 0862-72-8806.

### JALT '89 Program Chair

Michael Clifforne, English Dept., School of Edu-  
cation, Okayama University, 3-1-1 Tsushima-  
naka, Okayama 700. Tel.: 0862-31-4102



## OFFICERS' REPORTS

### PRESIDENT

This year has been one of change for JALT as an organization. With an ever-expanding membership - now 33 chapters and over 3,300 members - it became necessary for national officers committees, and the entire Executive Committee to consider modifications that would help the organization catch up in efficiency to its rapid physical expansion.

First of all, the number of Executive Committee meetings has been reduced from three two-day meetings to two one-day meetings per year, in addition to the one held at the annual conference. The national officers will meet before each of these meetings, and an additional three times more during the year, to handle rvc-increasing "day-to-day" business and preliminaries for Executive Committee meetings. Of course the JALT annual business meeting will continue to be held at the conference.

Also this year, the Executive Committee established the position of Business Manager, to serve jointly on the Financial Steering Committee and the Publications Board, and appointed Yokohama chapter member John Burton to fill the position. Specific duties are currently being determined by the officers and the Executive Committee.

A new system for making appointments, which was adopted by the Executive Committee in 1988, makes them coincide with the term of the President. At the start of each term the President, whether new or reelected, makes appointments with the approval of the Executive Committee. The appointees' terms are two years with the possibility of one re-appointment.

Looking outward, an international conference hosted by a consortium of Asian language-professional associations is moving closer to becoming a reality. This has been a JALT goal for some time. At an international luncheon at JALT '88, a discussion was held with representatives from concerned countries and organizations, to further a network of communication for their support. Everyone seemed quite enthusiastic, and JALT's International Affairs Committee will be fielding inquiries, handling general correspondence, and coordinating the effort.

From the enthusiasm and cooperation I have seen in 1988, it is evident that 1989 will be another banner year. As always, we look to the members for their continued cooperation in enhancing the professionalism of the organization, and I personally thank all of you for your support.

**-Deborah Foreman-Takano**

### VICE PRESIDENT

With the International Conference '88 in Kobe having ended in success, JALT has had a reasonably satisfactory year. The choice of the theme for the conference was very appropriate as cross-cultural awareness will become even more important for all of us as language teachers. This, I believe, shows a direction that JALT should aim at.

JALT has grown in membership and number of chapters. As it grows in quantity, it is now faced with a challenge of transition in terms of a structure to support its size and ambition. 1989 will be an important year for JALT.

With other members of the ExCom, I look forward to the continued active participation of all JALT members for an even more productive year.

**- Tatsuya Komatsu**

### TREASURER

May I start by taking this opportunity to wish everyone a very happy and prosperous New Year. I would like to thank all the chapter treasurers for their work and support over the past year. They are an important part of the financial framework within JALT, and their work is invaluable in the maintenance of proper financial records within the organization. A most sincere "Thank you" to each and everyone of you.

At the national level, my main work last year has been in bringing the accounting system into line with standard accounting procedures and streamlining it. With the new Macintosh computer and the accounting software, I have managed to make bookkeeping more manageable. There is still a great deal to do and I shall be devoting most of this year, with the help of the Financial Steering Committee, to finishing the task of completely modernising all accounting procedures and financial matters. Those of you who were at the JALT conference will have seen a change in the presentation of the Treasurer's financial report, with the inclusion of both pie and bar charts in addition to the accounts themselves. I will be continuing to do this

in an attempt to make all financial reports more easily understandable to the members at large.

As I am writing this report, in November, JALT's financial books have not yet been closed for the year, so I am unable to present any final figures at this time. I can say, however, that JALT continues to prosper. My job is to continually see that financial information is available to the Executive Committee for them to make decisions for the best possible use of JALT's financial resources, for the benefit of its members.

In closing, may I say that the greatest asset that our organizations has, but which never appears as a figure in the balance sheet, is the good will and support of you, the members. May I thank you and hope that both you and the organization can look forward to a happy and prosperous year ahead.

-Philip Crompton

### RECORDING SECRETARY

There are only two occasions in the year when the Recording Secretary has the chance to communicate with the membership at-large. One is at the annual business meeting. The other is here in the January issue of *The Language Teacher*. and, since not everybody is able to attend the business meeting, this is the ideal time to review what the Recording Secretary does and to spotlight some of the highlights of the past year.

First, it's the primary responsibility of the

Recording Secretary to facilitate communication among the members of the Executive Committee, chapter heads and heads of standing committees. This is done on a monthly basis through a vehicle known as the JENL, the JALT Executive Newsletter. Chapters, standing committee members and members of the Executive Committee keep each other informed of their activities, and of JALT programs and proposals, by submitting information to the Recording Secretary by the tenth of each month. This information is then compiled in the JENL and sent out on the 15th.

In addition to the JENL, it is the responsibility of the Recording Secretary to compile the minutes of the quarterly national Executive Committee meetings and the annual business meeting. This is another vital form of communication within the JALT organization.

Other duties include maintaining files of all important JALT correspondence and records, acting as JALT historian, and preparing and sending out important correspondence.

In addition to these duties, primary work of the Recording Secretary for 1988 involved consulting with chapter executive committees on organizational concerns to them, initiating a process of standardizing the verification and reporting procedures for the minutes, and the establishment of the position of an Executive Committee stenographer.

-David A. Hough

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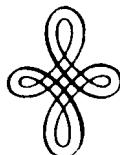
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### PROGRAM CHAIR

1988 saw, as do most years for JALT, a diverse and interesting mixture of programs. The major event was the annual conference held at the Kobe International Conference Center. A record number of people attended the conference and took in three days of lectures, workshops, book displays and more in the beautiful surroundings of Kobe. Conference chairs Linda Viswat and Vincent Bmdrick are to be commended for their efforts. Those who were unable to attend should peruse the pages of the February issue of *The Language Teacher* for reports on conference presentations. In order to avoid missing next year's conference, note that it is to be held at Notre Dame Seishin University in Okayama. Information will be printed in *The Language Teacher* as it becomes available.

The Summer Seminar for high school teachers was held in Chiba this year. Thanks go to Michael Sorey for his tireless work in putting together a good program. Thanks also to those of the JALT-Chiba chapter who helped out serving coffee, directing lost people tracking down bentos for lunch and generally assisting in making the seminar a success.

Michael Lewis and Jimmie Hill, both of LTP Publications in England, completed successful tours of Japan. Jimmie Hill was also a presenter at the conference. Jeremy Harmer completed a busy tour of Japan after the conference with partial funding from Longman.

In 1989 JALT will be bringing both well-known and new faces to Japan. As a member of JALT, you should take an active interest in what programs are organized in Japan. Direct your comments and/or questions to your local program chair. JALT is rapidly becoming a very important organization in directing language teaching in Japan. It is important that the views of its membership are a driving force behind the directions taken, not only in programming, but in all facets of JALT as it moves into the next decade.

I have enjoyed serving as National Program Chair during the past year. Unfortunately, personal commitments make it impossible for me to continue in the coming year. I would like to thank all the people who have helped make JALT the vibrant, exciting organization it is, particularly the chapter program chairs whose commitment of time and energy makes JALT possible. All the best to you all in '89 and beyond.

*-John B. Laing*

### MEMBERSHIP CHAIR

A Happy New Year! May good health, happiness and successful language teaching all be yours in this coming year.

I am happy to announce that we have grown to an organization of 33 chapters with Kagoshima and Nara obtaining chapter status in 1988. In addition, several other areas have expressed interest.

While expansion of the organization through the addition of new chapters is a desirable goal for

JALT to improve language teaching in Japan, it is also important that we maintain our services to the current membership of more than 3,300 teachers and stabilize the organization as a viable network of language professionals throughout Japan. I would thereby like to work in both directions, that is, to encourage the formation of new chapters as well as to assist newly formed chapters until they become well established.

With the sudden resignation of our former Membership Chair in May, I was sworn into the position at the August ExCom meeting in Tokyo. I look forward to working with the 1989 ExCom members and with the local membership chairs.

*-Sonia Sonoko Yoshitake*

### EXECUTIVE SECRETARY

#### New Office

JALT has finally taken a major step in its growth — we have now moved into our own premises where we should (for the time being!) have adequate space to perform the many services that our members have come to expect. The office is located just south of the intersection of Shijo and Kawaramachi street on the first floor of "Lions Mansion Kawaramachi," a mere three minutes' walk from the Hankyu Railway terminus. See page 1 of this issue for the new address and telephone numbers.

We owe a huge debt of gratitude to the Kyoto English Center, which had housed the Central Office since April 1983, at first for free, and then later for a very reasonable rental fee. Additionally, they provided us with virtually all of our furniture including an electric typewriter. Even our telephone number was KEC's. As a parting gift, they have asked us to take all of the furniture with us, for which we are very grateful.

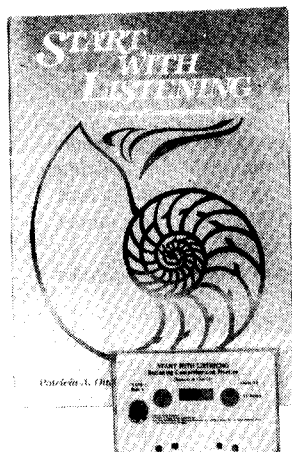
What will the new office mean to the average member? For starters, we should now be able to provide quicker turn-around time for membership applications, conference payments and journal subscriptions. Before, due to the limited space, we could not hire extra help even in busy periods since there was no place for them to sit down. Secondly, we will be able to expand our services. Under consideration are a permanent job information center and a resource library. Other future changes include the movement of our accounting operations to the Central Office, a job which has heretofore been done by the Treasurer. This task, as well as many others, have now become too demanding to be done on a volunteer basis. We can thus expect a growing number of such chores to be relegated to the Central Office in the future.

#### Retirement

As I announced last year, I plan to step down as Executive Secretary at the end of this year in order to have the time to pursue my other professional interests. It appears that no one individual will be found to take on the entire responsibility. (After all, who would want to work 20-30 hours a week for free!) I am concerned, however, that if my current role is divided up among several individuals, there will be

*(cont'd on page 17)*

# NEWBURY HOUSE

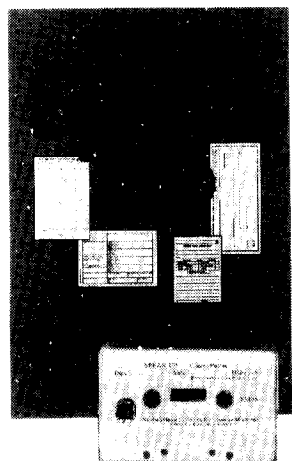


## **Start With Listening** **Beginning Comprehension Practice**

**Patricia A. Dunkel and  
Christine G. Corder**

Beginning

Listening comprehension is the central focus of this text and audio-program. Each of the 12 units contains four to six taped passages- both narratives and conversations- designed to build developmental skills. Students are required to go through multiple listening cycles so that they can gradually broaden and deepen their understanding of the readings. Each passage is followed by a review of specific conversational patterns as well as exercises that check comprehension of surface, implied, and inferred meaning.

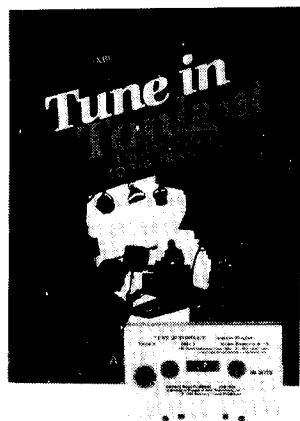


## **Speak Up** **Beginning Pronunciation and Task Listening**

**Cheryl Pavlik**

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This beginning listening and pronunciation text helps students move quickly from recognition of language to oral production. It is divided into 40 two-page units, each unit containing a dialog emphasizing pronunciation and listening; pronunciation and listening discrimination exercises; suprasegmental listening and pronunciation problems; and practice in listening to reduced speech. The final section of each unit is a task listening exercise combining all of the unit's elements. All dialogs or dictations are included on the accompanying set of four cassettes.



## **Tune in Tonight** **Listening to the News**

**Alexis Finger**

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This combination text and cassette listening comprehension program focuses on authentic news broadcasts of either broad political significance or general human interest. By exposing students to the fast-paced English of television news journalism, Tune In Tonight familiarizes them with the diverse natural speech patterns of American English and develops an awareness of language and culture that students will transfer to real-life situations. Units begin with prelistening discussion questions and preparatory vocabulary while short answer statements and comprehension questions accompany taped passages. Additional activities include vocabulary reviews, news summarizing, group role-playing, and class discussion.

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(cont'd from page 15)

no one individual who will be able to see the "whole picture" from an administrative standpoint. The Central Office administration, the annual conference, the chapters, the publications, the regular members, the associate members, our professional programming, not to mention such aspects as our public image, are not isolated factors but elements which deeply interact to make JALT what it is. I am sure, however, that the Executive Committee will be able to cope with any problems that develop.

To save space this year, I shall not go into a litany of everything the office has been doing the past year. It was basically the same as in previous years, except there was more of it. Complicating matters is the fact that there was actually less time in which to do it all. Growth in the organization has meant a growth in our incoming phone calls leaving less time to do productive work. While there used to be one or two nights a week when Administrative Assistant Yumi Nakamura stayed until 8 p.m. or later, this has now become the rule rather than the exception. With the new office, we will be able to hire one additional person on a full-time basis, staying off any plans that Yumi might have to unionize the office.

Finally, I must say "Thank you" to Masako Yoshida who has worked with us for over two years. She will be curtailing her work at JALT in order to devote herself to family matters. However, Hitomi Shinko, a former KEC part-time employee, will be coming on board as her replacement.

- **Thomas N. Robb**

#### 1988 MEMBERSHIP REPORT

The following report is based on the members in good standing as of Dec. 10. Final figures for the year will be reported in a future issue. The chapters are listed in their traditional north-to-south order:

|            | Change from<br>Previous Year |          | Number of<br>Members * |        |
|------------|------------------------------|----------|------------------------|--------|
|            | 12/31/87                     | 12/10/88 | 1987                   | 1988   |
| Sapporo    | 104                          | 98       | -9.7%                  | -2.0%  |
| Morioka    | 43                           | 46       |                        | 21.0%  |
| Sendai     | 126                          | 88       | 1.1%                   | -29.0% |
| Yamagata   | 32                           | 34       | 4.7%                   | 9.6%   |
| Ibaraki    | 72                           | 56       | -                      | -12.5% |
| Gunma      | 86                           | 86       | -                      | -1.1%  |
| Omiya      | 58                           | 61       | -                      | 29.7%  |
| Chiba      | 84                           | 75       | -                      | 5.6%   |
| Tokyo      | 558                          | 515      | -1.6%                  | 72%    |
| West Tokyo | 90                           | 65       |                        | -7.1%  |
| Yokohama   | 143                          | 135      | 21.7%                  | 10.6%  |
| Niigata    | 88                           | 85       |                        | 6.2%   |
| Kanazawa   | 59                           | 53       |                        | 0.0%   |
| Fukui      | 32                           | 26       |                        | -16.1% |
| Nagano     | 44                           | 45       |                        | 4.6%   |
| Suwa       | 42                           | 44       |                        | 4.7%   |
| Shizuoka   | 64                           | 48       |                        | -20.0% |
| Hamamatsu  | 56                           | 49       | 4.3%                   | -2.0%  |
| Toyohashi  | 36                           | 41       |                        | 24.2%  |
| Nagoya     | 225                          | 211      | 28.9%                  | 4.4%   |
| Kyoto      | 129                          | 124      |                        | -6.2%  |
| Osaka      | 239                          | 261      | 2.8%                   | 18.6%  |

|           |     |     |        |        |
|-----------|-----|-----|--------|--------|
| Nara      |     | 66  |        |        |
| Kobe      | 160 | 174 | 0.6%   | 15.2%  |
| Okayama   | 52  | 62  | -2.0%  | 24.0%  |
| Hiroshima | 112 | 124 | 10.1%  | 27.8%  |
| Tokushima | 38  | 70  | -26.7% | 89.1%  |
| Takamatsu | 34  | 41  | -22.0% | 24.2%  |
| Matsuyama | 94  | 86  | -4.0%  | -4.4%  |
| Fukuoka   | 101 | 118 | 1.2%   | 34.0%  |
| Nagasaki  | 80  | 61  | -6.9%  | -19.7% |
| Kagoshima | -   | 40  |        |        |
| Okinawa   | 37  | 38  | -13.8% | 11.4%  |

Total 3,118 3,086

\*Compared with figures for 12/10/87

#### Other Membership Categories

|               |     |     |
|---------------|-----|-----|
| Associate     | 77  | 96  |
| Subscriptions | 28  | 34  |
| Overseas      | 99  | 105 |
| Total         | 204 | 235 |

Grand Total 3,322 3,321

#### Chapter Membership by Type

|         |       |
|---------|-------|
| Regular | 1,909 |
| Joint   | 180   |
| Student | 51    |
| Group   | 380   |

While not reflected here, the total membership of the organization almost reached the 3,600 in October, but this was quickly offset by the deletion of 360 members with 10/88 expiry dates. Actually, if JALT were to continue to keep expired members on the rolls for an additional two years, as most Japanese academic organizations do, we would actually have Close to 5,000 people to count as members!

But, coming back to reality, we will probably finish off the year with some 3,500 members since there will undoubtedly be another 100 new members by the end of the year. This indicates a healthy growth of some 200 people over the previous year.

One area where we made a surprising significant gain this year is in the category of Associate Membership. We finished the year with a record 96 AMs compared to only 77 the previous year. A growing number of organizations are discovering that the JALT membership is an eager consumer of highquality innovative products and services.

-**Thomas N. Robb**

#### PUBLIC RELATIONS CHAIR

Publicity for JALT activities has been successfully carried out through various professional magazines, journals, newspapers, and newsletters including our own, *The Language Teacher*, mostly by the JALT Central Office in Kyoto. The 14th JALT International Conference, the highlight of the year, was announced in a special supplement in the *Asahi Evening News* on Oct. 9; *The Japan Times* and *The Mainichi Daily News* announced it on Oct. 9; and *The Daily Yomiuri* reviewed it on Oct. 13. My heartfelt thanks go to Dorothy Pedtke and Yuzo Kimura for their work on JALT '88 publicity. **Koen Meigi** — endorsements of governmental support —

(cont'd on page 19)



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 'jaring' beginners.

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

# THE LOST SECRET

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

**Robert O'Neill  
& Martin Shovel**



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## General Information About JALT

**Meetings** — JALT chapter members, regular, joint, group or student, have the right to attend the meetings of any chapter at member rates (most meetings are free to members).

**Voting** — All regular, joint, group and student members can vote in national elections and in their local chapter. Each individual with a joint or group membership has one vote.

**Publications** — JALT members receive the monthly *The Language Teacher* and the semi-annual *JALT Journal*. Joint memberships receive only one copy of each publication while group memberships receive one copy per every five members or fraction thereof.

**Local and National Executive Committee Meetings** — JALT members are encouraged to attend and participate in all committee meetings. Voting is restricted, however, to the elected members.

**Minutes of JALT ExCom Meetings and the JENL** — Copies of the minutes of all JALT Executive Committee meetings and the monthly JENL (JALT Executive Newsletter) are available in each chapter for the inspection and use of the members. The JENL is the organ through which the national officers and their chapter counterparts exchange information on programming and JALT administrative policy and procedures.

**Membership List** — It is JALT policy not to publish a fully-detailed membership directory for general distribution as experience has shown that such lists are abused by non-member commercial concerns. Use of the mailing list (and computer labels) is the exclusive right of our associate members and recognized mailing list brokerages. An abbreviated list, however, is published each year in the January issue of *The Language Teacher* and members who have a legitimate need — for a mail

survey of attitudes of teachers towards working conditions, for example — may obtain same through the JALT office. Members in need of addresses or phone numbers of individual members may also freely request the same from any local or national officer.

**Associate Membership** — Associate memberships are granted to those who have a product or service of potential value to the larger membership. Our associate members are an invaluable source of support, not only through dues but also through their advertisements in our publications. Let's support our associate members!

**Moving Overseas?** — Your chapter membership can be converted into an overseas membership (sea mail) merely by sending the JALT office your new address along with your old address label. If you wish to have your newsletter sent airmail, please use the *furikae* (money transfer form) included in every issue of *The Language Teacher* to send ¥200 times the number of months remaining until your membership expires.

### CALL FOR RESEARCH GRANT APPLICATIONS

Every year, in order to encourage the professional development of its membership, JALT offers funding for research projects relating to language teaching and learning. Successful applicants for this funding include Cathy Duppenthaler, who investigated cognitive strategies of Japanese students with Linda Viswat and Natsumi Ohnaka (see the *JALT Journal*, 8[2]:208-214) for a report of their work), and also Kenji Kitao, who, along with Vincent Bmderick, Barbara Fujiwara, Kathleen Kitao, Hideo Miyamoto and Leslie Sackett, developed and tested a series of experimental materials

(cont'd on page 21)

### PR Chair's Report (cont'd from page 17)

were granted for JALT '88 from a number of prefectures and city governments. I would also like to thank Prof. Morio Kohno on this matter.

The 1988 special September issue of *Eigo Kyoiku* again included 70 titles and writers from *The Language Teacher* as part of the "1987 Lists of Major Articles in Japanese Professional Magazines." A three-page information section on JALT introduced it as one of the major academic organizations in English education in Japan in a professional EFL book series — *Shin Eigo Kyoiku Jissen Kouza* — published by Sanyusha in March, 1988.

Since most of the binders for *The Language Teacher* made in 1987 were sold out, we had 501 more binders made in September, 1988 and they were sold at JALT '88. They are continuously available through the JALT Central Office and can be purchased by any member with the *furikae* form attached to *The Language Teacher*. These binders can hold 12 issues, solving storage problems.

In order to facilitate the understanding of JALT as an academic organization, the printing of bilingual brochures is currently being considered and they will probably be made available to each chapter in early spring 1989. I hope JALT will continue to serve as a leading organization in improving language teaching and learning in Japan and even in the world.

- Kazunori Nozawa

### From the Sapporo Chapter

**Taiko Sugiwaka** will retire as Sapporo JALT officer at the end of this year, after seven years' service as Membership Chair, Treasurer, and the last two years Member-at-large. Ms. Sugiwaka has made wonderful contributions to the chapter, and will be sorely missed.



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(cont'd from page 19)

which led eventually to the publication of **An American Sampler**. The following are the details and guidelines on application procedures:

1. **Title:** JALT Grants for Research and Materials Development in Language Teaching and Learning.

2. **Use of Funds:** Funds will be granted for supplies, printing, postage, transportation and part-time help, but not as wages for the applicant.

3. **Application Procedures:** Applicants are requested to submit the following items:

a) An outline of the proposed project. For materials development, a sample chapter (if a book) and other material which can give the selection committee a precise idea of what is intended.

b) A search, which should be as exhaustive as feasible, of the relevant literature in order to illustrate the necessity and uniqueness of the proposed project.

c) A list of previous publications, course work, etc., which would give evidence of the fact that the proposer(s) are, in fact, capable of carrying out the proposal. (A proposal, for example, for a series of video tapes by someone with no experience with video equipment would not be approved)

d) A budget for the project as detailed and accurate as can be estimated in advance. If a lesser amount could also be accepted, this should be explained. Partial funding of a project is possible.

e) A cover letter with the name, contact address and phone number of the applicant, as well as the title of the project. Submit all other documentation in triplicate with NAMES OFF, but with the title of the project on each page.

Each application will be reviewed by a committee of at least three people, who will submit their recommendations to the Executive Committee for a final decision. The committee's guidelines include:

- (1) Is the applicant qualified to carry out the proposed project?
- (2) Is the project unique?
- (3) Is the applicant familiar with relevant literature?
- (4) Does the project appear necessary, i.e., does it fill an existing gap in either materials or knowledge?
- (5) Would the results be useful to others as well?
- (6) Is the project well designed?
- (7) Does the amount requested seem in accord with what is proposed?
- (8) For projects related to materials development, is there a testing/evaluation component incorporated into the proposal?

All awardees will be required to submit quarterly reports in addition to reporting final results of their work by a specified date. The final report may be in the form of an article for possible publication in **The Language Teacher** or the **JALT Journal**.

The application **deadline** for this fiscal year is **Sept. 15, 1989**. Mail proposals with all enclosures to:

Deborah Foreman-Takano  
Hiroshima Jogakuin Daigaku  
4-13-1 Ushita Higashi  
Higashi-ku, Hiroshima 732

## ASSOCIATE MEMBERS' PRIVILEGES

### Display Privileges

Associate members may display at any JALT meeting at the chapter or national level, including the national conference which attracts more than 2,000 people annually. Charges are kept at a minimum but will vary dependent upon circumstances such as the availability and cost of tables to JALT, mom charges (at the chapter level), etc.

**Annual Conference:** Display space is normally arranged in the gymnasium or other large room at the sponsoring site. Associate members may also participate in the conference by giving publisher demonstrations or lectures on their material, by sponsoring travel to Japan by their authors and/or editors to attend the conference, by donating various items (bags, memo pads, pens, etc., imprinted with the company's name and slogan) to be given free to conference participants, or by sponsoring events (coffee and donuts, cocktail hours, etc.)

**Local Chapter Meetings:** JALT's 38 Chapters hold 200 or more meetings annually at the local level. Attendance varies from 25 to 100 or more. Associate members may display at any of these providing that prior arrangements are made with the local chapter's executive committee.

### JALT Mailing Directory

Associate members may receive, for a minimal charge, a copy of the membership directory, which gives not only the members' addresses but also their place of primary employment, home and work telephone numbers, and up to five basic interest groups such as high school or university teaching, children, language school, etc.

Mailing labels for the entire membership are available to associate members at a nominal price of ¥10 per label, or through our licensed direct mail brokerages for ¥25 per label, plus postage. Labels for a particular chapter or interest group are available to associate members for ¥15 per label.

Labels are furnished with the understanding that they will be used only with items which bear the associate member's (requester's) name and return address.

### Lecture Tours

JALT will cooperate in arranging lecture tours to the various chapters whenever an associate member has an author or editor visiting Japan. Expenses for meeting room rental and advertising must be borne by the associate member. The meetings must be free of charge to both JALT members and non-members. Speaker transportation and hotel costs are also to be borne by the associate member.

### Publications

Each associate member receives two copies of each publication distributed to the general membership, including **The Language Teacher** and the semi-annual **JALT Journal**.

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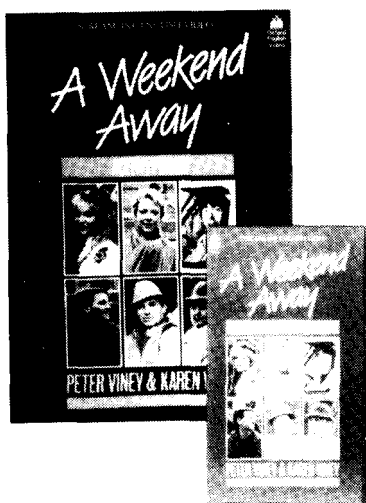
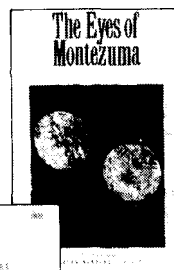
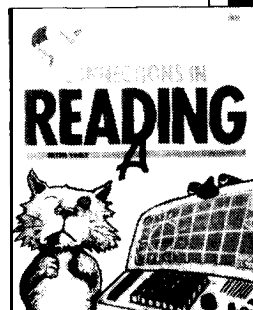
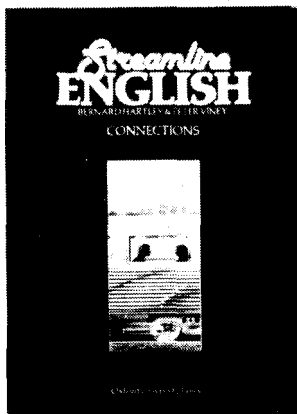
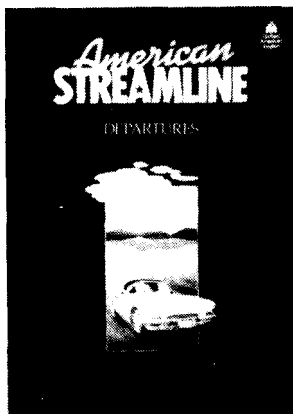
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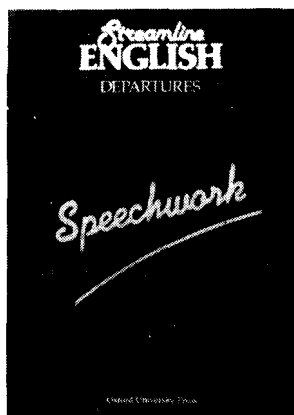
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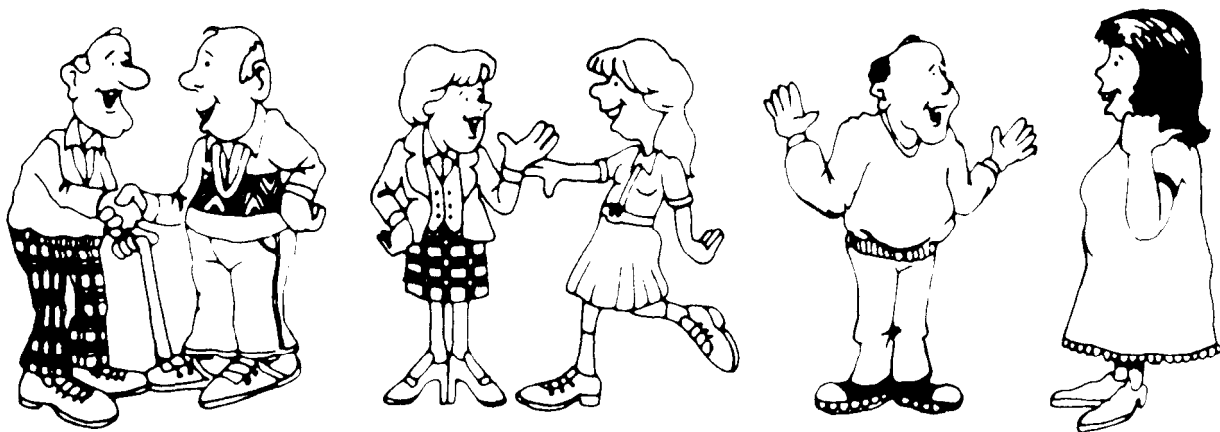
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# The Constitution of The Japan Association of Language Teachers (Revised November 22, 1987)

## I. NAME

The name of the organization shall be The Japan Association of Language Teachers, and in Japanese, *Zenkoku Gogaku Kyoiku Gakkai*, hereinafter referred to as JALT.

## II. PURPOSE

JALT is a not-for-profit organization whose primary purpose is to promote more effective language teaching and learning. The organization shall foster research, hold an annual international language teaching/learning conference, publish a newsletter and a journal, and carry on other activities which will further this purpose.

## III. MEMBERSHIP

Voting membership shall be open to those interested in language teaching and learning. Non-voting membership shall be open to institutions and commercial organizations. The membership year shall be from January 1 through December 31.

## IV. ANNUAL MEETING

JALT shall hold an annual meeting in conjunction with its language teaching conference. Those members of the organization present at the Annual Meeting shall constitute a quorum.

## V. OFFICERS AND ELECTIONS

1. The officers of JALT shall be the President, the Vice President, the Treasurer, the Recording Secretary, the Program Chair, the Membership Chair, and the Public Relations Chair. The term of

office shall be for two years, or until their successors are elected, with the President, Treasurer and Membership Chair being elected in odd-numbered years to begin service in even-numbered years, and the Vice President, Program Chair, Recording Secretary and Public Relations Chair being elected in even-numbered years to begin service in odd-numbered years.

2. The Executive Committee shall consist of the officers, the immediate past president, and one representative from each chapter. At Executive Committee meetings, two-thirds of the officers shall constitute a quorum. Officers or chapters may exercise their voting rights by proxy.

## VI. CHAPTERS AND AFFILIATES

Chapters are regional subdivisions of JALT. Affiliates are regional groups which are seeking chapter status.

## VII. AMENDMENTS

Amendments to this Constitution shall be prepared by at least five members of the Executive Committee or submitted in a petition to the President. Such a petition must be signed by at least 2 percent of the members in good standing. Any such proposed amendments shall be distributed to the members before the Annual Meeting. To become effective, the proposed amendments must be approved by two-thirds of the members voting at the Annual Meeting.

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# The Bylaws of the Constitution of The Japan Association of Language Teachers (Revised August 28, 1988)

## I. MEMBERSHIP AND DUES

**1. Privileges:** Members shall receive the newsletter, the journal and all announcements of the organization.

**2 Categories:** Membership shall be available in the following categories upon payment of the appropriate annual dues:

- i) Individual, joint, group and student, upon application to the nearest chapter.
- ii) Overseas and associate, upon application to the Executive Committee.

**3. Dues:** Annual dues for 2.1) above, and the division of those dues between JALT and the chapters, shall be proposed by the Executive Committee and approved at the Annual Meeting or by a four-fifths vote of the Executive Committee. Annual dues for 2.ii) above shall be determined by the Executive Committee.

**4. Newsletter:** ¥1,800 of annual dues shall be applied to a subscription to *The Language Teacher*.

## II. DUTIES AND OFFICERS

**1. President:** The President shall have general responsibility for coordinating the activities of the Executive Committee and for directing and publicizing the affairs of the organization. He/She shall preside at the Executive Committee meetings and the Annual Meeting. The President, with the approval of the Executive Committee, shall have the power to appoint the heads of standing committees.

**2. Vice President:** The Vice President shall preside at meetings in the absence of the President and share the duties and the responsibilities of the presidency. In the absence of both the President and Vice President, another member of the Committee, appointed by the President, shall chair the meeting.

**3. Treasurer** The Treasurer shall keep all financial records, collect and disburse all funds of the organization, and present an account of the financial status of the organization at the Annual Meeting.

**4. Recording Secretary:** The Recording Secretary shall be responsible for recording the minutes of the Executive Committee and JALT meetings and for keeping the chapters informed of the activities of the national organization. He/She shall maintain a file of all correspondence on behalf of the organization, as well as a record of the undertakings of the association. He/She shall maintain the permanent records of the organization.

**5. Program Chair:** The Program Chair shall be responsible for planning special programs and workshops which will be made available to the various chapters, as well as supervising the arrangements for the annual conference.

**6. Membership Chair:** The Membership Chair shall be actively involved in forming new chapters, arranging special publicity and assisting chapters in membership drives.

**7. Public Relations Chair:** The Public Relations Chair shall be responsible for coordinating all JALT publicity, promoting relations with educational organizations, media and industry, and acting as liaison with associate members.

### III. THE EXECUTIVE SECRETARY

The Executive Committee shall appoint an Executive Secretary who shall assist the officers in the administrative aspects of their duties. He/She shall be an ex-officio, non-voting member of the Executive Committee and shall serve for a period of time to be determined by the Executive Committee.

### IV. NOMINATIONS AND ELECTIONS

1. Each chapter shall nominate members in good standing for office and shall submit a slate of not more than one nominee for each office to the Nominations and Elections Committee. The Committee shall obtain the consent of each nominee and present a list of those willing to stand for office to the Executive Committee. The Executive Committee, upon reviewing the list of nominees, may propose adjustments and/or additions, but not deletions. The Nominations and Elections Committee shall prepare relevant biographical information about each nominee to be submitted to the members along with the election ballot.

2. Voting for officers shall be preferential as described in No. 4 of *Robert's Rules of Order, Newly Revised*. One ballot listing all nominees for each office and including space for write-in candidates shall be mailed to each member in good standing in time for the member to return the ballot to the Nominations and Elections Committee before November 20 each year. The President shall appoint tellers who shall count the ballots and report the results of the election in the following January issue of *The Language Teacher*.

3. A Nominations and Elections Committee shall be selected each year at the Annual Meeting from among the current chapter leadership. The Committee shall establish the nomination and election procedures and supervise all aspects of the process.

### V. CHAPTERS AND AFFILIATES

1. Regional groups with at least 25 members may apply to the Executive Committee to become chapters by adopting an appropriate constitution and by paying the prescribed share of the annual dues.

2. Regional groups with at least ten members may apply to the Executive Committee to become affiliates.

3. The Executive Committee shall consider the impact on existing chapters before granting chapter or affiliate status to applying organizations.

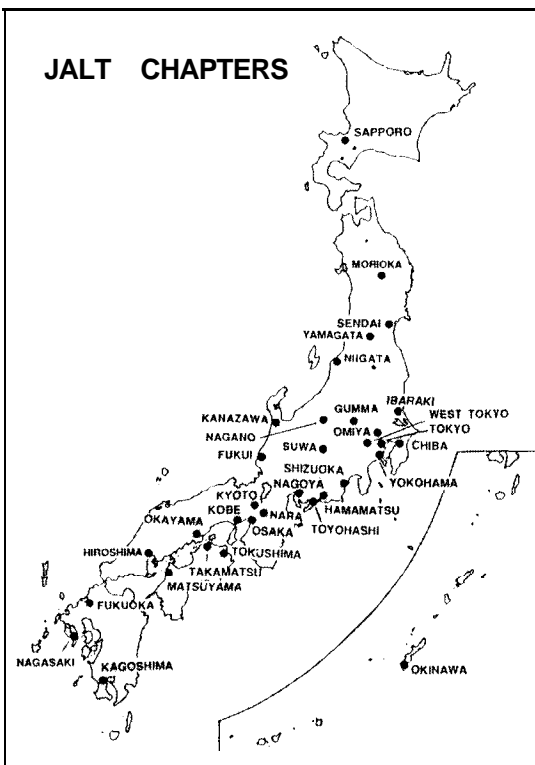
4. Chapters shall be entitled to a lump sum grant annually plus an amount to be determined formulaically by the chapter's distance from Tokyo and Osaka. These shall be determined by the Executive Committee and require a four-fifths vote for approval or modification. Affiliates shall be entitled to half the above amounts.

### VI. AMENDMENTS

Amendments to these Bylaws may be proposed in the same manner as amendments to the Constitution. To become effective, the proposed amendments must be approved by a majority of the members voting at the Annual Meeting. Alternately, these Bylaws may be amended by a four-fifths vote of the Executive Committee.

### VII. PARLIAMENTARY AUTHORITY.

The rules contained in *Robert's Rules of Order, Newly Revised*, shall govern the organization in all cases not covered by the Constitution and the Bylaws.



# 全国語学教育学会 定款

(昭和62年11月22日 改訂)

## I 名称

本会の名称は全国語学教育学会、英語名を Japan Association of Language Teachers (JALT) とする。

## II 目的

JALTは、その主要な目的をより効果的な言語教授と言語学習を促進する非営利団体である。本会は、研究を促進し、語学教育年次国際大会、ニュース・レター及び紀要の発行、その他、目的にそった種々の活動を実施する。

## III 会員

語学教育の研究・訓練に関心のある者は、投票権を持つ会員になれる。投票権のない会員は、機関及び商業団体とする。会員の期間は、1月1日から12月31日までの1年とする。

## IV 年次総会

JALTは、年次国際大会の際に、年次総会を開催する。年次総会の定足数は、特に定めない。

## V 役員及び選挙

1. JALTの役員は、会長、副会長、会計、書記、プログラム、メンバーシップ、広報の7委員とする。

役員の任期は2年又は後任者が選出されるまでとする。会長、会計、及びメンバーシップ委員は、奇数年に選出され、偶数年から任期が始まる。また、副会長、プログラム委員、書記、及び広報委員は偶数年に選出され、奇数年に任期が始まるものとする。

2. 執行委員会は、役員、前会長、各支部の代表1名とする。執行委員会においては、役員の3分の2を以て定足数とする。役員及び各支部の代表は、委任状により投票をすることができる。

## VI 支部及び準支部

支部は、JALTの地区組織である。準支部とは、将来支部になることを希望する地区グループである。

## VII 規約改正

本定款の改正は、執行委員会の少なくとも5名の役員の提案によるか、会長に対する請願として提出される。かかる請願は、会員の最低2%の人数による署名がなければならない。その改正提案は、年次総会前に会員に配布されなければならない。その改正提案が有効となるには、年次総会において、会員の有効投票の3分の2により承認されなければならない。

# 全国語学教育学会 定款規定

(昭和63年8月28日 改訂)

## I 会員及び会費

1. 特典：会員は、本会のJALT Journal, The Language Teacher, その他あらゆる刊行物を入手できる。

2. 分類：規定の年会費を納入することにより、次の通り会員を分類する。

i) 個人会員、共同会員、団体会員及び学生会員は、最寄りの支部に申請

ii) 海外、及び賛助会員は執行委員会に申請

3. 会費：2(i)の年会費及びJALTと支部への会費分割は、執行委員会により提案され、年次総会において、出席会員の過半数の賛成か、或は委員会の5分の4の賛成により承認される。2(ii)の年会費は、執行委員会で決定される。

4. The Language Teacher: 年会費のうち1800円は、The Language Teacherの購読料とする。

## II 役員の任務

1. 会長：会長は、執行委員会の活動を総括し、本会の事業を指導し公表する一般的な責任を有する。会長は、総ての執行委員会及び年次総会を主宰する。会長は執行委員会の承認により、常任委員の任命権を有する。

2. 副会長：副会長は、会長不在の際に会議を主宰し、会長と任務と責任を分担する。会長及び副会長が不在の際は、会長の指名により、他の執行委員が会議を主宰する。

3. 会計：会計は、総ての経理記録を保有し、本会の資金収支と分配、年次総会において本会の財務状況の報告を提出する。

4. 書記：書記は、執行委員会及びJALT年次総会の議事録をとり、本会の活動について、地区支部に報告する。書記委員は、本会に代り総ての通信を整理し、本会の事業記録を整理する。

5. プログラム委員：プログラム委員は、地区支部のために特別プログラム及び研究会を計画する責任を有し、また年次総会の準備を監督する。

6. メンバーシップ(会員担当)委員：会員担当委員は、新支部設立のため、積極的に活動し、会員の獲

得のために、特別に報告活動をすると共に各地区支部を支援する。

7. 広報委員：広報委員は、JALTの発表を統合し、教育団体、報道機関、産業界との友好関係を促進し、賛助会員との仲介をする。

## III 事務局長

執行委員会は、執行委員の任務を、運営面から支援する事務局長を任命する。事務局長は、執行委員経験者で、執行委員会での投票権を有しない。また執行委員会により任期が決定される。

## IV 指名及び選挙

1. 各支部は、会員の中から役員を指名し、各役職に対し1名を指名しリストを作成して選挙管理委員会に提出する。選挙管理委員会は、各指名候補者の同意をとりつけ役職名立候補者リストを執行委員会に提出する。執行委員会は、指名リストを検討し調整或は追加をする。但し削除はしない。選挙管理委員会は、各指名候補者の略歴をつけ投票用紙と共に会員に配布する。

2. 役員の投票は、ロバート議事規則・改訂版の第44項に基づいて行われる。投票用紙には、各役職に対する総ての指名候補者を列記し、追加候補者名を記入するために余白を残したものを、11月20日以前に投票用紙が選挙管理委員会に返送される時間を見込んで、各会員に郵送される。会長は、投票用紙の開票係を任命し、開票係は投票数を計算し、翌年のThe Language Teacher 1月号に結果を報告する。

3. 選挙管理委員会は毎年、年次総会において支部役員の中から選出される。選挙管理委員会は候補者指名及び選挙手順を定め、選挙に関するすべてを管理する。

## V 支部及び準支部

1. 25名以上の会員を有する地区グループは、適切な定款を作り、年会費を支払い、支部になることを執行委員会に申請することができる。

2. 10名以上の会員を有する地区グループは、執行委員会に準支部の申請ができる。

(cont'd on next page)

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### Bylaws (cont'd)

3. 執行委員会は、申請団体に支部或は準支部の資格を付与するにあたり、既存支部への影響を考慮するものとする。
  4. 支部は、年間ある一定額と、東京と大阪からの距離に基づく計算式により決定された額を、受取る権利を有する。これらの額は、執行委員会で決定され、その決定及び修正に執行委員会の5分の4の賛成を必要とする。準支部は、以上の額の半分を受取る権利を有する。
- VI 規約改正  
この内規の改正は、定款改正と同様の手続きを経て提案される。改正提案は年次総会に於て、出席会員の過半数の賛成により、承認され発効する。又は、本内規は、執行委員会の5分の4の賛成により改正される。
- VII 適用法規  
本定款及び内規に示されないあらゆる事項については、ロバート議事規則・改訂版の規定に従い決定される。

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THE CONVENTION PROGRAM WILL INCLUDE  
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## The Eighth Annual JALT Newsletter Index

The eighth annual index gives information needed to find articles, interviews, and reports that were published in the 12 issues of *the Language Teacher* in 1988. An example entry is:

Abe, Keiko. Classroom Activities and Ideas for Young Learners  
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This is an entry for a chapter presentation report. It gives the name of the presenter (Keiko Abe), the title of her presentation (Classroom Activities...), the person who wrote the report (Karin Bradberry) and then tells where it is located: volume XII (1988), number 10 (September), page 45.

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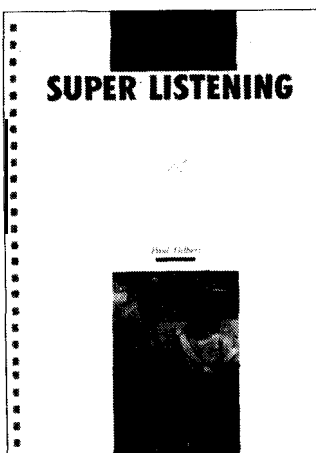
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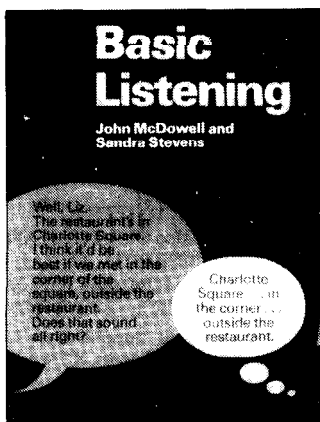
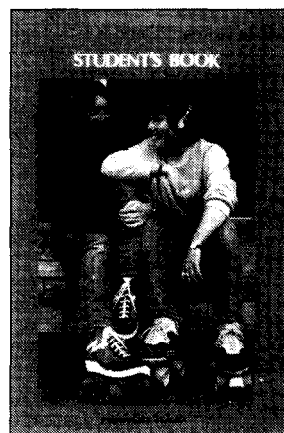
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# Opinion

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## MYTHS SURROUNDING LANGUAGE INSTRUCTION IN LARGE CLASSROOMS

By Mark Caprio, Nanzan University

In the November issue of *The Language Teacher*, Michael Redfield addresses a very real and neglected problem: that of the plight of language teachers in Japanese universities. He lists three problems: class size, limited student-teacher contact time, and lack of student motivation as causes of this plight. The Japanese university system (the System) deals the language teacher a hand in which the cards are stacked against successful language teaching. Teachers having to face oversized classes of students who have had to endure six or more years of English language training without tasting success do not stand much of a chance at helping students attain practical language skills. The fact that these classes meet for fewer than 46 hours during the school year only adds to this predicament. Teaching becomes a game of survival between the students and the teacher.

And yet, the System is the reality in which we must work. It is easier for us to make changes within the System than to fight against the System for change. Too, there is much that we can do to help our students develop their language abilities while still staying within the parameters set by the System. First, though, we must rid ourselves of a few old language-learning myths that may be lying around our classrooms or offices.

**MYTH 1:** The students can only learn within the four walls of the classroom.

Due to limitations imposed on us by the System, namely class size and limited student-teacher contact time, it is not realistic to expect our students to make any substantial gains in the language if learning is confined to the classroom. Thus the focus of the class must change from that of the "what to teach" or the acquisition of linguistic knowledge, to the "how to learn" or the acquisition of practical learning techniques. This will enable students to continue their language study outside the classroom.

Students that enter the Japanese university have had at least six years of language study. While most will agree that this training has not enhanced the students' practical language competence, it has given the students a wealth of linguistic knowledge that can be exploited. Thus in our classes, it makes more sense to work towards trying to convert their already acquired linguistic knowledge into practical competence rather than attempting to teach the students more sentence patterns, grammar rules, etc. For example, giving the students a free conversation period instead of having them perform

abstract, out-of-context speaking activities which normally require teacher supervision will allow students to draw on their interests and previous knowledge to practice language. This is also an activity that can give students confidence in using the language outside of the classroom as well. Allowing students to participate in classroom decision making (students choose topics and speaking partners) also gives them a sense of responsibility for their learning.

**MYTH 2:** Teachers must control learning.

Teachers feel a need to be in control of their classrooms. Not only do teachers feel a need to control the various exercises that occur in the classroom but the results of these activities as well. Such teacher-controlled classes, though, are the dead weight limiting student potential and performance. How many times is an activity scrapped because of lack of student trust (How will I know if all the students are on task?) or other problems of practicality (correcting all those papers)?

The advantages of having this control are far outweighed by the advantages of "letting the students go" with the minimum supervision. Breaking the students into groups increases the amount of contact time students can potentially interact in the language (Long & Porter, 1985). Having the students read each other's writing gives the students the audience they need and, at the same time, relieves the teacher of the task of reading everything the students write. Allowing the students to choose their own reading materials (books, magazines, newspapers) gives students a chance to read what they are interested in and not what we, the teachers feel should interest them. It also allows students to read at a pace that is comfortable to them. Also, these activities need not be performed in the classroom, thus giving motivated students potentially more time to improve their language abilities.

**MYTH 3:** Students will not study unless they are tested.

Testing has had, and continues to have, a negative effect on what teachers teach, as well as the way teachers teach. As well, it has had a negative effect on what students study and the way they study. Class size further limits teachers in the kind of test they can administer to the students. Yet, all is geared to this big event, the test, which is supposed to tell teachers if students have learned what was expected of them. The focus of the class becomes the product (test result), which carries no further practical value to the students outside the walls of the classroom, instead of the process of learning, which does carry practical value.

Due in part to this over-emphasis on testing, teachers have come under the illusion that students will not study nor come to class if there is not a test awaiting them at the end of the semester. Yet, experience has proven to me that this is not true. Students will study if they feel that the means they are using for a particular end is of benefit to them,

be it studying for a high test score in order to pass a class or performing an activity that enables them to improve their language ability.

How do we grade, then, if we do not have a test score? I propose that grades be determined not on the quality of the students' work but on the quantity of their interaction with the target language. This can be calculated through a grading system based on points given for students' production, rather than grades subtracted due to student error. I have used such a system for two years and have found that not only do students produce more language, but they actually feel as if they are improving in their language ability (Caprio, 1988). I have also found that to the serious student, the grade becomes secondary to their progress in the language. Students also begin to take a more critical look at their own language production and start to monitor their own progress in the language.

What I have presented here in part is an approach to language learning that alters the learning environment (Myth 1), the roles of the teacher and student (Myth 2), and the role of evaluation (Myth 3). This approach has been used in my oversized classes of non-English majors at a Japanese university. All activities mentioned above have attained a degree of success in the classroom. Time and space do not allow me to develop them further. What is critical to remember here is that the learning (change) that occurs in this approach is not necessarily one of acquisition of knowledge but a change or altering of attitude. That is, the students gain a confidence in practical language use as well as a realization that they can do much for their own personal advancement in the language, if they have the desire to do so. It is this desire or motivation to improve that is central to the language learning process, and, without it, even the most optimum circumstances for language learning will fail to produce proficient language users.

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#### FROM RITA SILVER

A gentleman who was at my JALT '88 video presentation sent me a blank video and requested a copy of my presentation video. The problem is, the address was on a piece of paper in the video box, the video box went to the school L.L. for copying, and the address is ????. Could he please send it to me? Rita Silver, Osaka Jogakuin J.C., 2-26-54 Tamatsukuri, Higashi-ku, Osaka 540.



## 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. 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.*

Usually we print some ideas for teaching methods. This month for a change we have a little teaching material that may be useful.

### AND NOW FOR SOMETHING ENTIRELY DIFFERENT

By Louis Levi

*Inspector Yamada Investigates* was composed to show the use of the existential sentence; the story of a detective surveying the scene of a crime seemed a suitable vehicle. The name of the murdered man is that of an elderly English actor who was murdered earlier in the year in the Dominican Republic. His appearance is also borrowed.

I was afraid the solution to the mystery was far too easy, but few of the colleagues who previewed the passage found it. There are, in fact, four clues. (They are briefly discussed at the end of the article.)

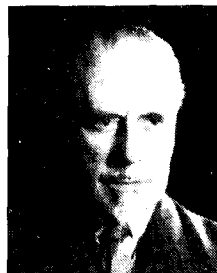


#### Inspector Yamada Investigates

Inspector Yamada of the Shibuya police station stood in the doorway of the study of George Rose's ground-floor apartment and studied the mom carefully.

It was a largish square room, about 5 metres by 5 metres. In the middle of the polished parquet floor there was an expensive-looking deep red Persian rug, and on the rug there was lying the body of an elderly white man. He was dressed in a *yukata* and slippers. The head was toward the desk, the feet were pointing toward the door. There was a small pistol near the right hand of the body and a bullet hole in the right temple.

In the wall facing the door there were two windows covered by heavy red velvet curtains. In front of the left-hand window there was a desk. Between the desk and the window there was an office chair, and in front of the desk there were two easy chairs on either side of a low table. On the desk here was a telephone, a word processor and two correspondence trays. On the table there was a single sheet of B5-size paper and a full glass of whisky.



I came to the end of my tether. I can't go on. It's a matter of honor. Good-by.  
(George Rose's last message)

George Rose

Against the left wall there were two metal filing cabinets side by side, and against the right wall there was a large bookcase full of books with bright covers. The doorway in which the Inspector was standing was in the middle of the wall. On his right there was a cocktail cabinet, on his left a fax machine on a low stand. Hanging on the wall above the cocktail cabinet there was a pencil drawing of a young man by David Hackney.

Inspector Yamada signalled his assistants to examine the room and began to question the only other member of the household, the housekeeper. She was a self-possessed woman of about fifty who spoke with a strong Tohoku accent. "I discovered the body when I came to work this morning. I called the police straight away.

"George Rose," she said, "was English. He was a real English gentleman. He came to Japan, he told me, in the 1950s. He was a bachelor and lived alone. He owned a publishing company that specialised in books about Japanese culture. He used to run it single-handed, but two years ago he took two young partners, one American and one Japanese. He quarrelled frequently with them. They always spoke in English, so I don't know what they quarrelled about. This afternoon there was a very violent quarrel."

His assistants finished their examination of the room. "We have found nothing suspicious," Detective Ohashi reported, "and there are no fingerprints on the gun except those of Mr Rose himself. Here's the sheet of paper that was on the table. It looks like a farewell message, but we're not too sure since it's in English."

Inspector Yamada took it. On it there were two lines of printing. It said in English: "I came to the end of my tether. I can't go on. It's a matter of honor, and it's better this way. Goodbye." The message had been written on a word processor. Below it there were two initials, G.R.

"It seems a clear case of suicide," Detective Ohashi commented. "Maybe his partners found he was cheating them and threatened to report him to the police. Rose couldn't face it, and..." He put two fingers against his head "Bang!"

"I'm not sure," Inspector Yamada replied. "There are a couple of things about this that worry me."

**Why do you think Inspector Yamada was suspicious?**

**How many reasons can you find?**

◆ ◆ ◆ ◆

#### Comments

This text is part of the eighth unit of a writing course I have been developing for first-year university students. The earlier units had been designed to develop simple linear narrative skills. This is the first unit concerned with description.

The proposed use of the text is rather conventional. The work on it falls into four parts.

1. **General discussion and assimilation.** One obvious activity is the preparation of a sketch plan of

the room to show the location of every item mentioned in the text. Another is the interrogation of the housekeeper. This could involve first deciding what questions Inspector Yamada must have asked, and then role-playing the questioning.

2. **Vocabulary.** Two fields of vocabulary that are developed in the text are living-room furniture and expressions of spatial location. The first is developed with the help of the illustration on page 355 of Longman's **Active Study Dictionary**, which all students are required to use. Exercise material was prepared very simply with whiteout and a photocopier by removing 12 of the labelled names and replacing them with numbers.

Spatial expressions (**on the left, on the right, on either side**, etc.) could be practised in many ways. One way could be by a pair exercise, in which one student receives an illustration and the other receives a list of items in it and has to ask where they are.

A standard form of exercise we have been using during the year has been requiring students to give the opposite of a word in a given context. An exercise of this type was prepared to accompany the test. Specimen items in it are:

It was a largeish square room.

There was an expensive-looking rug on the floor.

George Rose was an elderly white man.

There was a chair in front of the desk.

On the table there was a full glass of whisky.

3. **Existential sentences** These are taught at high school, so tertiary-level students have some vague knowledge of them, but they don't think of using the construction in many of the contexts where it is the most economic means of conveying the desired information. The main problem, therefore is one of familiarisation.

The work concentrated on four points: making statements (which included noting the use of a singular verb with a series, e.g. 'On the desk there was a telephone, a word processor and two correspondence trays. '); asking questions; the use of an **-ing verb** (and the opportunity was taken to introduce the use of **lying, sitting, and standing** with objects (e.g. 'There was a pot-plant sitting on the floor. '); and word order (e.g. 'There is a map hanging on the wall of the classroom.' 'On the wall of the classroom there is hanging a map.' 'Hanging on the wall of the classroom there is a map. '). Further pictures were prepared as the basis of practice in these four points.

4. **Composition.** Since we use the Oxford University Press listening course, **Listen for It**, the illustration on page 63 provided a suitable basis for a composition. It shows a girl with a black eye and a bandaged ankle lying on a bed in a cluttered bedroom. Students were asked to watch in pairs; one to describe the room, the other to devise a story to account for the solution.

**We have a few copies of the complete unit. If you would like one, please send a stamped-addressed envelope to the My Share editor.**

(cont'd on page 43)

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# JALT

## UnderCover

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**INTERACTIVE APPROACHES TO SECOND LANGUAGE READING.** Patricia Carrell, Joanne Devine and David Eakay (eds.). Cambridge University Press, 1988. 289 pp.

This new addition to the Cambridge Applied Linguistics series contains 17 papers on interactive reading. A number of them date from the 1984 TESOL Convention (Houston), while others are of rather earlier provenance. What is interactive reading? Although no succinct definition is available, the series editors (Michael Long and Jack Richards) suggest that it involves "new perspectives...typically associated with those who reject views of reading as largely a process of decoding and who see it instead as an interaction of both 'top-down' and 'bottom-up' processes" (p. xi).

Part 1 of the book aims to introduce the reader to the idea of interactive processing. Goodman's (1975) model of reading ("a psycholinguistic guessing game") is offered first, and is the inspiration for all four papers in this part. Samuels and Kamil's paper, indeed, takes a selection of models, such as Rumelhart's and Stanovich's, and gives a reasonable account of each. However, only Grabe's paper is firmly situated in the ESL/EFL world. He takes it upon himself to explain why interactive models are of interest to ESL/EFL researchers. Specifically, he mentions the central problems of English L2 readings: the roles of processing skills at the higher level (e.g. background knowledge, schemata) and lower level (e.g. visual recognition, syntactic knowledge), the role of vocabulary, the problem of over-reliance on tests, and the need for stages of skills development.

Part 2 concerns the ways theoretical matters impinge upon ESL/EFL reading. Carrell and Elsterhold's 1983 *TESOL Quarterly* article is reprinted, and justly so. They stress the importance of

schema theory in facilitating student reading, suggesting that by careful control of both the text (Riggs LEA method) and careful orientation of the student (e.g. by previewing) comprehension may be maximized. Eskey's paper, "Holding in the Bottom," maintains his position that lower-order skills such as recognition are vital to subsequent reading fluency. His account of the fluent reader is worth reprinting:

Fluent reading entails both skillful decoding and relating the information so obtained to the reader's prior knowledge of the subject and the world. Thus the fluent reader is characterized by both skill at rapid, context-free word and phrase recognition and, at higher cognitive levels, the skillful use of appropriate comprehension strategies. For the proper interpretation of texts the latter skills are crucial, but such lower-level skills as the rapid and accurate identification of lexical and grammatical forms are not merely obstacles to be cleared on the way to higher-level 'guessing-game' strategies, but skills to be mastered as a necessary means of taking much of the guesswork out of reading comprehension. (p. 98)

Part 3 is a collection of quantitative studies on various aspects of interactive reading in ESUEFL. Curiously, the oldest papers here (Rigg, 1977; Cohen et al., 1979) are still the best, several of the more recent being flawed by poor research design or by inadequate sample sizes. Rigg's "Miscue ESL Project" paper shows the results of applying Goodman's Taxonomy to Arabic, Navajo, Samoan, and Spanish-speaking children in the 7-11 age range. Her findings give encouragement to reading teachers everywhere:

What this study does answer, or at least begin to answer, are these questions: Can ESL readers, many of whom have not really mastered English yet, read with comprehension? Yes. Is ESL reading proficiency determined by one's first language? No. Are some aspects of the reading process universal? Tentatively, yes. (p. 215)

Cohen et al., using essentially ethnographic methodology, investigated the responses of eight informants in four different ESP subject areas. Their findings were that three areas of ESP were

(cont'd on page 45)

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My Share (cont'd from page 41)

### THE CLUES

The first clue is the full glass of whisky. There seems no reason for Rose to have poured it and not to have drunk it unless he was interrupted. (The fact that there is intended to be a clue here is shown by the way the detail has been rather forcibly intruded into the text. Everything else in the description of the room is from the point of view of Yamada standing in the doorway; visual inspection would have revealed a full glass of a coloured liquid, but not that it was whisky.)

The other three clues are in the text of the note. Two words have American spellings ("honor" and "good-by"). It is extremely unlikely that an elderly

English gentleman would have spelled the words in this way.

The context of situation requires the present perfect: 'I have come to the end of my tether.' It is highly improbable that any educated native English speaker would have committed this solecism even in a state of great perturbation.

We are not told how Inspector Yamada acquired a sufficient degree of competence to notice these points.

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*Louis Levi has been teaching for the past seven years at Tokyo Woman's Christian University.*



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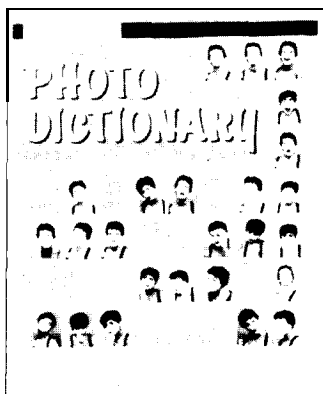
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Marylyn S. Rosenthal, Daniel B. Freeman

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Longman 

(cont'd from page 43)

problematic for all their informants: "...heavy subjects and objects, syntactic markers of cohesion, and the role of nontechnical vocabulary in technical texts" (p. 158). While such findings are of more help to the teacher than to the student, they nevertheless provide solid guidance to areas of difficulty in ESP reading.

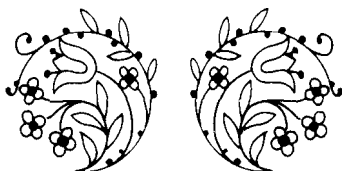
Part 4 addresses the problem of what all this means ('pedagogical implications') for the reading teacher. The pick of these papers is that by Eskey and Grabe, who stress such basics as "people learn to read by reading, not by doing exercises" (p. 228), and "bringing students and appropriate materials together is a very large part of the reading teacher's job" (p. 229). Many of their ideas are not new (Bright & McGregor, 1970, contains a wealth of such ideas, drawing on many years of experiences in Africa) but have recently been neglected. For example, discussion about how best to fund and run the ESL library is nowadays rarely heard; debates on how to improve students' reading speeds are similarly muted. Eskey and Grabe, interestingly, state categorically that "any kind of reading at much less than 200 words per minute is certain to affect comprehension adversely" (p. 234).

The book as a whole? I have to confess to some disappointment. There is a narrowness here which takes three forms: the first is geographical, in that situation in the U.S. is the main focus; the second is that the book has an academic narrowness, which makes it unconcerned with other forms of reading (e.g. children's reading, leisurely reading, the reading of poetry, etc.); the third is a linguistic narrowness, seen in the fact that despite the title, there is no mention of reading in other languages, the problems of other scripts, and so forth. Narrowness of a different order is also reflected in the range of references: virtually every paper here makes reference to one or more of the other papers in the volume, making it all sound like a club outing. More worrying, the accumulated experience of reading programs worldwide has been largely ignored. That experience has already created a solid methodological framework within which techniques such as silent reading have an established place. Yet here (p. 88) we find silent reading (now called "Sustained Silent Reading [SSR]") being offered as something new and fresh. The book, therefore, is best seen as a useful collection of papers rather than as a brilliant selection of research findings leading to innovative teaching ideas.

**Reviewed by Malcolm J. Benson**  
Hiroshima Shudo University

#### Reference

Bright, J. A., & McGregor, G. P. 1970. *Teaching English as a second Language*. Longman.



**METHODS IN ENGLISH LANGUAGE TEACHING: Frameworks and Options (Language Teaching Methodology Series).** Waldemar Marton. Prentice Hall Regents, 1988. 136 pp.

Waldemar Marton, head of the teacher-training programme at the Institute of English, Adam Mickiewicz University, Poznan, has written a practical book dealing with fundamental language teaching methods in response to what he perceives as a lack of ability on the part of most language teachers to develop a coherent teaching program, or to analyze, justify and improve their teaching procedures. To this end, he proposes four basic options: listening to or reading texts in the target language (the receptive strategy); attempting to communicate via the target language (the communicative strategy); reproducing, reconstructing and transforming model texts in the target language (the reconstructive strategy); and a consecutive, rather than an integrated, combination of the heretofore noted strategies (the eclectic strategy).

The first four chapters each methodically introduce a strategy along with its psycholinguistic and pedagogical dimensions, and assess its effectiveness according to two sets of variables. First, those related to the learner (age, language aptitude, preferred learning style and personality characteristics), and second, those connected with the teaching context (course intensity, class size, level of language study and teacher characteristics). Furthermore, each chapter considers the potential disadvantages of each strategy, and concludes with a set of tasks and questions to stimulate further reflection. The final chapter addresses the relationship between language learning and the teaching of grammar.

Marton deserves credit for drawing attention to the need for language teachers to be aware of the competing methods of language teaching and learning, the need to assess such methods in the light of contingent factors, and the need to make decisions in ways which are consistent with one's views about learners, teachers, and the learning/teaching process. To state the obvious does not diminish the value of the observation, especially when it is so often ignored. Furthermore, he cautions the reader to beware of "trendy activities" which may inadvertently detract from the language teacher's primary goal; to wit, the effective use of time, energy and financial resources in the development of the learner's competence in the target language. However, there are two regrettable weaknesses in an otherwise fine book.

First, in one unfortunate instance, the author makes a justifiable statement ("There are lots of recorded experiences of successful teaching using non-communicative methods;"), but then proceeds to cite two undocumented stories to "confirm the effectiveness of the reconstructive strategy." That kind of evidence is hardly appropriate and needlessly undermines the thrust of his book as well as his credibility. The text would assume a more

(cont'd on page 47)

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**(cont'd from page 45)**

scholarly quality if he had simply restricted himself to only documented research findings.

Second, the author sometimes overstates his case, which again needlessly undermines his adjuration for toughmindedness and precision. For example, he states, "This universality makes the reconstructive strategy particularly valuable from the pedagogical point of view, as it can be used in any pedagogical context and situation without any risk. In spite of this value, the implementation of the reconstructive strategy is not totally free from certain disadvantages..." The writing, while simple and requiring very little background knowledge, would nevertheless be improved by a greater attention to the careful use of words.

Nevertheless, teachers-in-training and practicing teachers who need a conceptual framework for the analysis of the fundamental options available in language teaching will find this book useful. The author's bold, straightforward style makes it very readable, and it is, on the whole, objectively written. Moreover, the set of tasks and questions found at the end of each chapter are especially noteworthy, and it is hoped that readers would, in fact, go beyond what is presented and thus begin to develop the skills necessary to critically analyze, justify and improve their teaching procedures.

**Reviewed by Rand Uehara**  
Saga Medical School

**THE CAMBRIDGE ENCYCLOPEDIA OF LANGUAGE.** David Crystal. Cambridge University Press, 1987. 472 pp.

David Crystal is a professional academician who has been successful in presenting his discipline to the general public through publications and the broadcast media. His skill in conveying ideas in an interesting and brief fashion is reflected in this modestly sized encyclopedia. With only 412 pages of text (excluding appendices), it is packed with useful and interesting information about a wide variety of phenomena relating to language. While Crystal refers to his work as an "embryo encyclopedia," it is a valuable asset to any professional library because of its broad and well-referenced coverage.

The book is divided into 11 parts with a total of 65 thematic sections. It begins with a section on popular ideas about language and then moves to a discussion of the relation of language to personal and social identity. Following this comes a summary of the structure of language, and then sections on reading, writing, listening, and speaking. (Sections on sign language are included here.) Language acquisition and language handicaps are then considered, along with the role of the brain. Finally, the world distribution of languages and communication problems are covered.

Most of the articles contain relevant photos, charts, and/or interesting "in-depth" boxed discussions of special topics.

Several excellent appendices are included at the

end of the book. First, there is a glossary of approximately 1,500 items related to language and its study. A table of over 300 symbols and abbreviations follows. Next is a table of nearly 1,000 world languages (including major creoles and pidgins) that lists the approximate number of speakers and the family of each language. The bibliography is rather small — 300 items — but there is an excellent annotated section 'for further reading.' Finally, there are three indexes — languages, authors, and topics.

In short, *The Cambridge Encyclopedia of Language* is an excellent resource. It is scholarly, well produced, and a pleasure to read.

**Reviewed by Lowell Brubaker**  
Nagasaki Wesleyan Junior College

**METHODOLOGY IN TESOL: A Book of Readings.** Michael H. Long and Jack C. Richards (eds.). Newbury House, 1987. 421 pp.

Teachers with day-to-day problems and teachers who become involved in discussions with colleagues about the pros and cons of modern teaching techniques can benefit from *Methodology in TESOL*, a teacher-training text containing 33 coordinated, brief and mostly quite interesting articles. These articles amount to a summary of up-to-date language teaching theory and practice.

Although designed primarily for state-side M.A. programs the theory and practical suggestions found here can easily be discussed in terms of the unique aspects of EFL in Japan. In fact, my graduate students in an EFL methodology course immediately picked up on the relevance of these materials to their own teaching problems. They have noted many ideas for communication-oriented, student-centered teaching and language learning that can be adapted and applied even while working within 'the system': Ministry-decreed texts, grammar-translation method, exam hell, etc.

Of course, teaching demonstrations and practice teaching are needed to supplement a book of this type, but there are insights here (familiar to teacher's trained abroad but still fresh for many of my trainees), such as the importance of cultural background (schemata) in the development of reading skills. My own hope is that first-year graduate students will be influenced by this book to plan more classroom-oriented, perhaps less esoteric research-prone topics for their M.A. theses which they must write during their second year. Steven J. Gaies' article on "The Investigation of Language Classroom Process" should be particularly helpful in this regard.

The 33 articles are organized into ten sections: The Content of Language Teaching, Second Language Acquisition and Bilingualism, Syllabus and Course Design, Methods and Methodology, Listening, Speaking, Reading, Writing, Grammar, Vocabulary, Teacher-Student Interaction, and Testing.

**Reviewed by Michael Liggett**  
University of Tsukuba

**EXPRESSWAYS 1A: English for Communication**  
Steven J. Molinsky and Bill Bliss. Prentice Hall Regents, 1988. 110 pp.

This book has nine units. Each unit has several lessons. Each lesson consists of a short conversation (with an illustration), a set of (illustrated) cues for repeating the conversation with various substituted content words (called "exercises"), and an invitation to the students to present their own conversations based on the model (called an "open-ended exercise"). This format is repeated at the end of each unit with a list of words and grammatical structures exemplified in the previous conversations. After every three units, there is a set of illustrations with an invitation to students to create conversations based on them, in order to practice the structures, functions and topics from the foregoing conversations.

The alert reader will by now have gathered that this is supposed to be a conversation course; but, like L. G. Alexander's 21-year-old *First Things First* from which it differs very little in substance), it is a drill book -- no more, no less. This makes rather a mockery of the claims in the book to draw upon theoretical advances in the ESL field and the editors' use of words like "dynamic" and "communicative" to describe it.

This reviewer knows of teachers who claim to base interesting and productive lessons on this kind of material. Such a claim, if true is more a testimony to the teachers' own imagination and energy than to anything in the material itself. Given that, surely they can themselves produce conversations less trite and bland, and illustrations less dull, than what they are being asked to spend money on here.

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

## RECENTLY RECEIVED

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

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

### CLASSROOM TEXT MATERIALS/ GRADED READERS

\*Abdulaziz & Stovar. *Academic Challenges in Reading*. Prentice Hall Regents, 1969.

\*Curry & Cray. *Strictly Academic A reading and writing text*. Newbury House, 1967.

\*Dennis. *Experiences: Reading literature*. Newbury House, 1987.

\*Dunkel & Gorder. *Start with Listening: Beginning comprehension practice* (Student's book, Cassette tape). Newbury House, 1987.

\*Eckstut & Scoulos. *Real to Reel: Reading and listening* (Student's book, Cassette tape). Newbury House, 1986.

\*Genzel & Cummings. *Culturally Speaking*. Harper & Row, 1966.

\*McCallum. *Brief Encounters: A practice and activities book for intermediate ESL/EFL students*. Newbury House, 1987.

\*Rooks. *The Non-stop Discussion Workbook, 2nd ed.* Newbury House, 1988.

\*Rufner. *American Articles 1 & 2: Reading the culture*. Newbury House, 1982.

\*Zanger. *Face to Face: The Cross-Cultural Workbook*. Newbury House, 1985.

Lindop & Fisher. *Something to Read 1*. Cambridge, 1988.

Sangyoo Nooritsu Tankidaigaku Nihongu Kyooiku Kenkyuushitsu Hen. *Koogi o Kiku Gijutsu (Japanese for Specific Purposes)*. Sangyoo Nooritsu Daigaku Shuppanbu, 1988.

Ward & Loneragan. *New Dimensions 3* (Student's book, Teacher's book, Cassette tapes). Macmillan, 1988.

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

### TEACHER PREPARATION/

### REFERENCE/RESOURCE/OTHER

\*Gleason. *You Can Take It with You: Helping students maintain foreign language skills beyond the classroom* (Language in Education: Theory & Practice 71, CAL Publication). Prentice Hall Regents, 1988.

\*Lowe & Stansfield, eds. *Second Language Proficiency Assessment: Current issues* (Language in Education: Theory & Practice 70, CAL Publication). Prentice Hall Regents, 1988.

\*Nunan. *Syllabus Design* ("Language Teaching" Series). Oxford, 1988.

\*Wright. *Roles of Teachers & Learners* ("Language Teaching" Series). Oxford, 1987.

Barnlund. *Communicative Styles of Japanese and Americans*. Wadsworth, 1989.

Chaudron. *Second Language Classrooms* ("Applied Linguistics" Series). Cambridge, 1988.

*The Language Teacher* welcomes well-written reviews of other appropriate materials not listed above (including video, CALL, etc.). but please contact the Book Review editors in advance for guidelines. Well-written, professional responses of 150 words or less are also welcome. It is *The Language Teacher's* policy to request that reviews of classroom teaching materials be based on in-class use. Japanese is the appropriate language for reviews of books published in Japanese. All requests for review copies or writer's guidelines should be addressed to the Book Review editors.

## IN THE PIPELINE

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

Anderson. *Listening*.

Bacheller. *Start Writing*.

Boardman & Holden. *English in School*.

Bowers, ed. *Language Teacher Education*.

Bradford. *Intonation in Context*.

Brieger & Comfort. *Technical Contacts*.

Byrne. *Garibaldi: The Man and the Myth*.

Carter & Long. *The Web of Words*.

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

Clark. *Language Learning Cards*.

Doff. *Teach English*.

Dunn & Gruber. *Listening, Intermediate*.

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

(cont'd on page 50)

# Chapter Presentation Reports

Reports written in English on chapter presentations should be sent to co-editor Ann Chenoweth; those written in Japanese should be sent to the Japanese Language editor (addresses, p. 1). They should reach the editors by the first of the month preceding desired publication, although actual publication dates may vary due to space limitations.

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

## CHIBA

### LISTENING SKILLS IN THE ENGLISH LANGUAGE CLASSROOM

By Munetsugu Uruno

A discussion of the "why, what and how" of teaching listening was the subject of the November meeting. In emphasizing the growing awareness of the importance of teaching listening in Japanese secondary schools, Mr. Uruno pointed out that after years of disregard, many teachers have just recently begun to recognize the value of this skill. For a number of reasons he feels there is still a hesitance in introducing listening activities into the school curriculum. Among these are: 1) technical problems such as large classes or lack of facilities, 2) materials which are either too expensive or difficult to adapt, and 3) motivational problems involving emphasis on entrance exams and the fact that many students fail to see the usefulness of listening activities.

Theories of L1 and L2 acquisition were considered as offering some possible reasons for using listening materials. Uruno cited a number of studies pointing to better overall performance by test groups having used task-listening approaches. Easy tasks seemed to produce better results and it was this point that the speaker came back to again

and again during the remainder of his talk: by setting easily accomplished tasks, teachers can hope to "hypnotize students into believing they can succeed."

In closing, Uruno asked the participants to remember the word SMILE — the letters of which can stand for Short, Motivating, Interaction, Least work for instructor, Easy.

Reported by Bill Casey

## HIROSHIMA

### TEACHING TECHNIQUES, ACTIVITIES, AND MOTIVATING YOUNG LEARNERS

By Ritsuko Nakata

Ritsuko Nakata, a teacher trainer in Tokyo and chairperson of AETC (Association of English Teachers of Children) conducted a workshop at the October meeting. She gave us the benefit of her 20 years' experience teaching children by providing us with sound teaching techniques, many activities which have proven successful for her, and suggestions for motivating children.

What is the purpose and aim of the activity you are doing? Teachers need to think about what to teach and how to teach it. In the case of what to teach, she mentioned four points: 1) ask a question; 2) answer a question; 3) tell; 4) talk. Every lesson should include all four points.

How to conduct the class? Practice with the class as a whole first. Usually teachers go directly to individual practice; this is too soon and too stressful (even for adults as we discovered). Next divide into groups, then pairs, and finally individual work.

Other systematically developed ideas presented include practicing 60 command verbs in various sentence patterns based on everyday topics.

How to motivate students to get involved in the activities? One way is to give points on a picture chart. Keep the lesson flowing smoothly and quickly so they do not have a chance to get bored. Always know what you are going to do next. Using TPR will keep students active mentally and physically, and drills and other activities will be fun and memorable.

Reported by Ian Nakamura

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**OSAKA****TO JOURNAL OR NOT TO JOURNAL****By Rita Silver and Tamara Swenson**

A substantive debate on journals was presented in November. A journal is a writing exercise in which the student regularly writes a given amount within a given time on a topic of their choice. After reading the journal, the teacher writes comments, including reactions to the topic.

Rita Silver gave several convincing arguments in favor of journals. Journals by their very nature exploit individual writing style. They also provide authentic communication, as they let students have a dialogue with their teacher. Through this dialogue, students learn to evaluate their writing. If part of a journal is not understandable, the student will be asked to clarify. By doing so, students learn to view writing as a process, and are encouraged to use writing as a thinking tool. (However, teachers need not correct mistakes; studies show that correction does not improve free composition.)

Tamara Swenson's arguments against journals were also compelling. As she noted, some students "don't want to be friends with the teacher" and may have problems sustaining a dialogue. Journals can be hazardous: teachers risk being bored to death by reading "I watched TV" week after week. Students also tend to write in only one style; yet learning to use different styles is an important part of learning to write. Moreover, keeping up with journals may be impossible for teachers who have many students.

In conclusion, both presenters agreed that journals are one (but only one) useful technique. While they are not useful for teaching style, they can be interesting and effective in the right situations.

**Reported by Lisa Lei Isobe****Pipeline (cont'd from page 48)**

Geddes. *About Britain*  
 Grosse & Grosse. *Case Studies in International Business*.  
 Ingram & King. *From Writing to Composing*.  
 Johnson & Johnson. *General Engineering*.  
 Kirino et al. *Eigo Hatsuo Handobukku*  
 Levine et al. *The Culture Puzzle*.  
 Live. *Yesterday and Today in the USA*  
 McKay & Wong. *Language Diversity*.  
 Molinsky & Bliss. *Express Ways*.  
 Mugglestone et al. *English in Sight*.  
 Newby. *The Structure of English*.  
 Orion. *Pronouncing American English*  
 Pattison. *Developing Communication Skills*.  
 Peaty. *AllTalk*  
 Pickett. *The Pizza Tastes Great*.  
 Prabhu. *Second Language Pedagogy*.  
 Rooks. *Share Your Paragraph*  
 Rutherford & Sharwood-Smith. *Grammar and Second Language Teaching*.  
 Sanabria. *A Picture's Worth 1000 Words*.  
 Scowl. *A Time to Speak*  
 Sheldon, ed. *ELT Textbooks and Materials*.  
 Shortreed & Kelly. *Significant Scribbles*.  
 Strong, ed. *Second Language Learning and Deafness*.  
 Willis & Willis. *The Collins COBUILD English Course*.  
 Yalden. *Principles of Course Design for Language Teaching*.  
 Yates. *Earth Sciences*.  
 Zion et al. *The 'Open Sesame' Series*.

**SAPPORO****READING SKILLS PERCEPTIONS****By Machiko Horiuchi**

Ms. Horiuchi started the 1988 Sapporo Book Fair with a progress report of her research into the use of reading strategies by various groups of students. Horiuchi has been surveying a large number of very different student groups both in Sapporo and Michigan, and has found substantial differences in the self-reported uses of reading strategies of the students. The research is in an early stage and at the end of the presentation we were promised further details as results accumulate.

**ACTIVATING READERS WITH SCHEMATIC MAPPING****By Eiji L. Suenaga**

Do you want to help students think, organize, and communicate? Mr. Suenaga gave us an opportunity to explore these areas experientially. Mapping can be used to encompass the teaching of skills such as scanning for subcategories, reading for important details, analyzing information, and organizing the written output. The presentation focused on the steps readers go through when expanding reading schemata.

The intended application is a college reading program in Japan, and the materials and techniques are applicable in any L2 classroom where the students have been trained to read using methods such as grammar-translation. Students who are hesitant about hypothesizing, unsure about categorization, inexperienced in reasoning, reluctant towards discussion and unwilling to write will certainly benefit from the simplicity of schematic mapping.

**Reported by Torkil Christensen and Ken Hartmann**
**FROM THE DEVIL'S DICTIONARY**  
**by Tom McArthur**  
**(a number of definitions)**

Reprinted by courtesy of EFL Gazette

**Feedback:** The return to the input of part of the output of a machine, system or language teacher, so as to produce electrical changes that improve performance.

**Gender:** A grammatical category, regardless of sex; a sexual category, regardless of grammar.

**Gesture:** The cognitive strategy employed by students when they respond to situations not covered in the course.

**Gradation:** The careful staging of language teaching material from the difficult to the difficult.

**Grammar:** The awkward residue of language learning that's left behind after you've covered all the stuff that should lend to fluency but doesn't.

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# Bulletin Board

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Please send all announcements to this column to Jack Yohay (address, p. 1). The announcements should follow the style and format of TLT and be received by the first of the month preceding publication.

## CALL FOR PAPERS

**Tokyo/West Tokyo JALT Spring Conference  
May 28, 1989**

### "Fresh Ideas for Language Teaching"

We are soliciting papers (in English or Japanese) which deal with practical ideas for language instruction. Send by April 1 a brief abstract (50-100 words in English or 200-400 characters in Japanese) plus a short biographical statement to Tokyo/West Tokyo JALT Spring Conference, c/o University of Pittsburgh ELI, 2-6-12 Fujimi, Chiyoda-ku, Tokyo 102. Applicants will be notified of the status of their proposals by April 30. For further information, call David Wardell or Steve Brown, 03-238-0531.

## CALL FOR PAPERS

**Language & Learning, Theory into Practice  
Changchun, P.R.C., July 17-22, 1989**

For this first international conference on language and learning in the People's Republic of China, papers are solicited in: second/foreign language learning; TESL; linguistic communication and disorders; computers and language teaching; language assessment, neurolinguistics; language policy; language, society and culture; child language development; the teaching of Asian languages; and language, literacy and education. Various cultural activities will be organized in conjunction with the conference such as visits to open markets, factories, ancient palaces, historical relics, art centres, schools, sports centres, etc.

Submit abstracts by April 15 to: Prof. Liu Yongbing (Convenor), Jilin University of Technology, Changchun City, Jilin Province. The People's Republic of China; or Dr. Darrell Fisher and Dr. Thao Le (Co-conveners), Department of Adult Learning and Postgraduate Studies, Tasmanian State Institute of Technology, P.O. Box 1214, Launceston, Tasmania, Australia 7250; tel. 003-260252, 03-260263.

## 1989 CCTS SPRING SEMINARS Intercultural Communication for Language Teachers

Dr. Dean C. Barnlund, professor of Communication Theory and Interpersonal and Intercultural Communication at San Francisco State University and author of *Public and Private Self in Japan and the United States* (Simul Press) and *Communicative Styles of Japanese and Americans* (Wadsworth, 1988), will conduct two-day seminars

which provide participants with an in-depth understanding of theoretical perspectives for intercultural communication and help develop deeper insights into the field.

Introductory: Kokusai Bunka Kaikan, Tokyo, Mar. 18-19 (Sat.-Sun.), Nijima Kaikan, Kyoto, Mar. 24-25 (Fri.-Sat.)

Advanced (as above): Tokyo, Apr. 1-2 and 8-9 (Sat.-Sun.)

Time: 9:30 a.m.-5 p.m.

Each seminar 25 people only. To apply send a postcard listing your name, address, telephone number, your job, workplace, and the date of the seminar you wish to attend to: S. Araki, Cross-Cultural Training Services, 6-8-10-206 Matsubara, Setagaya-ku, Tokyo 156. Tel.: 03-327-1866.

## S.A.P.L. TRAINING

Three training seminars in Self-Access Pair Learning, led by Nicolas Ferguson, Director of the C.E.E.L. in Geneva, and recommended for anyone who wishes to use **Threshold** language learning materials: **The Introduction to S.A.P.L.** — March 13-17, I-House in Roppongi, Tokyo; Mar. 21-25, Ohbayashi Biru near Temmabaahi, Osaka. A two-day follow-up for those who have previously undergone training and would like to be brought up to date on how to set up and operate a language learning "Mediatec": Osaka, Mar. 19-20, same site. Info: Didasko at 06-443-3810, who will also host a THUG meeting for S.A.P.L. users, Jan. 22, 10:30 a.m.

## TEMPLE UNIVERSITY JAPAN

### Distinguished Lecturer Series

Jan. 21-22 (Tokyo), 28-29 (Osaka): **Second-Language Acquisition and Language Teaching**, Evelyn Hatch, UCLA

Feb. 18-19 (T), 25-26 (O): **Curriculum Design and Evaluation**, James D. Brown, Univ. of Hawaii

March 18-19 (T), 25-26 (O): **Research and Language Teaching**, Teresa Pica, Univ. of Pennsylvania

All workshops Saturday 2-9 p.m., Sunday 10 a.m.-6 p.m. at TUJ, 1-16-7 Kami Ochiai, Shinjuku-ku, Tokyo 161, 03-367-4141; Kyowa Nakanoshima Bldg. 2F, 1-7-4 Nishi-Temma, Kita-ku, Osaka 530, 06-361-6667.

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

## M.Ed. in TESOL Courses January 9-April 28, 1989

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

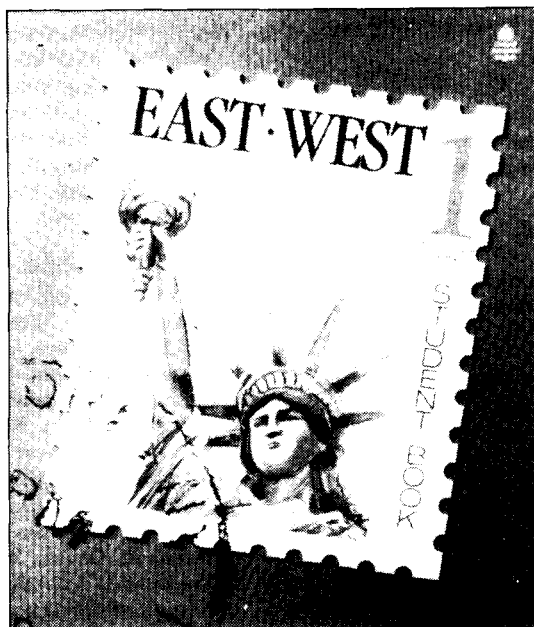
By arrangement: **ESL/EFL Practicum: Curriculum and Methods**, Susan Johnston. Mon.: **Doctoral Seminar in Discourse Analysis**, Charlene Sato. Tue.: (1) **Applied Linguistics**, Michael Long, (2) **Applied Statistics in Education**, Marie McKellar. Wed: **TESOL Methods and Materials II**, Charlene Sato. Thur.: **The History of the English Language**, Kenneth Schaefer.

(cont'd on page 53)

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(cont'd from page 51)

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

Mon.: *Introduction to Discourse Analysis*,  
Michael Rost. Wed.: *TESOL Methods and Materials: Language Skills and Syllabus Design*,  
Michael Rost. Thur.: *Applied Linguistics*, Michael  
Long. Fri.: *Classroom Research*, Michael Long.

日本語教育部会 (TOKYO)

演 題: 言語学・応用言語学入門

講演者: 北澤美枝子先生

月 日: 1月14日 (土)

時 間: 受付 1:30

講演 2:00-5:00

会 場: コシノ大学日本校 (地下1階)

(西武新宿線・上落合駅下車1分)

参加費: 会員 無料 非会員 ¥500

問い合わせ: 安達幸子 03-788-9884

3日間という短く講演時間内に限られた中で、何を話すべきか、何を基礎的な内容に絞るべきか、専門編と一般の思想の交り、三つから抽き、言語学を研究しようとする希望にたいして、現場での言語教師としての立場から、日本語教育の重要性を述べ、北澤先生は、コシノ大学日本校で日本語学と日本語言語学入門の二つの科目を担当しています。

尚、例年同様、先生4名による懇話会が本催し会に添った形で各日行なわれます。

### "TEACHING AND LEARNING LISTENING SKILLS"

This presentation, by Barry Tomalin, a teacher trainer and broadcaster, and author of the self-study materials for the *Follow Me* multi-media TV course, of *Video in Action* (with Susan Stempleski), and an award-winning article on "Using Video: The Training of Teacher Trainers," will make particular reference to the use of recorded audio materials and is appropriate for a general audience. Tue., Jan. 31, 10:30 a.m.-12:30 p.m. at the Kobe Y.M.C.A. Kokusai Bunka Centre, 2F. Information: Debbie Bailey, 078-241-7204.

### WORLDPEACE CAMP

Worldpace Camp, in Maine, U.S.A., from July 9 to Aug. 4, offers a chance for capable teenage students who are interested in international relations to meet for two to four weeks with about 150 like-minded young people from several countries, with the largest contingents coming from the U.S. and the U.S.S.R. They will share ideas and be taught such things as global awareness, leadership training, conflict resolution, and English or Russian as a second language, plus a host of more common camp activities. As only a few from Japan can be accepted, an interview may be required. For information on Worldpeace and on other, less intellectually demanding Maine camps, call or write JALT member Duane Engholm, 10-24 Matsuo-cho, Nishinomiya 662; 0798-72-0141.

## Meetings

Please send all announcements for this column to Jack Yohay (address, p. 1). The announcements should follow the style and format of TLT and be received by the first of the month preceding publication

### CHIBA

Topic: Bringing Intercultural Communication into the Language-Teaching Classroom

Speaker: John Ratliff

Date: Sunday, January 22nd

Time: 14 p.m.

Place: Chiba Chuo Community Center

Fee: Members, free; non-members, ¥500

Info: Bill Casey, 0472-55-7489

Ruth Venning, 0472-41-5439

With its international stature and relationships with other nations in a period of rapid and profound transition, Japan is now challenged to modify its international communication style, becoming less of a passive communicator, receiving and digesting information from the outside world, and more of an expressive and transmitting communicator, revealing itself to a world eager to know Japan better. This presentation will examine these issues historically and thematically, with special emphasis on implications for foreign language education in Japan.

John Ratliff, Ph.D. in communications and Japanese studies from Columbia Pacific University, is an instructor of English at Iharaki Christian College in Hitachi. His research focuses on the cultural dimension of language teaching.

### FUKUOKA

#### The 9th Book Fair

#### (Teaching Material Exhibit)

Date: Sunday, January 29th

Time: 10 a.m.-5 p.m.

Place: Tenjin Core Bldg. Hall, 5F (1-chome Tenjin, Fukuoka, 092-721-7755)

Fee: Free

Info: Etsuko Suzuki, 092-761-3811

### GUNMA

Topic: Supplementing EFL Classes with Pleasure Reading

Speaker: David Burger

Date: Sunday, January 15th

Time: 2:30 p.m.

Place: Kyoai Gakuen Women's Junior College, Maehashi-shi

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

Info: Wayne Pennington, 0272-51-8677

Morijim Shibayama, 0272-63-8522

This presentation will consider how EFL classes can make use of graded readers and other reading material to promote the habit of reading extensively for pleasure in English. The presenter's

own experience at the junior-college level will serve as starting point for a discussion of how this could also be done at the junior-high and senior-high levels.

David Burger is an assistant professor at Joshi Seigakuin Junior College in Saitama. Formerly president and currently membership chair of the Omiya chapter, he has taught EFL for nine years in Japan and before that taught ESL and German in the U.S.

## HIAMAMATSU

Topic: Texts and Techniques  
 Speaker: Chapter members  
 Date: Sunday, January 22nd  
 Time: 1-4 p.m.  
 Place: Seibu Kominkan, 1-21-1 Himsawa  
 Fee: Members, free; non-members, ¥500  
 Info: Brendan Lyons, 0534-544649  
 Karin Bradberry, 0534-56-7068

We'd like to start out the new year by inviting our members to bring the texts they use and the experience they have to share with one another. We have many types of teachers who use many different texts. You may find a text you would like to use or discover a new way to use your own. To help make this an interesting and productive meeting, please come prepared to exchange ideas.

## IBARAKI

Topic: Analyzing Communicative Techniques for the English-Language Classroom  
 Speaker: Tony Boys  
 Date: Sunday, January 15th  
 Time: 2-4:30 p.m.  
 Place: Ibaraki Christian College (near Hitachi Omika Station)  
 Fee: Members, free; non-members, ¥500  
 Info: Jim Batten, 0294-53-7665

Following the description of each of a number of semi-original communicative techniques suitable for high school or college, it will be critically examined in order to attempt to clarify what we mean by a "good" or "bad" EFL classroom technique. The presenter intends that the greater part of the time available be used in discussion of the various techniques and therefore hopes that his audience will come ready to talk about what they think should be happening in the EFL classroom.

Tony Boys, from London, holds an M.A. in international studies from Tsukuba University. He is an assistant professor at Ibaraki Christian Junior College, where he teaches English and international affairs. His JALT '87 colloquium presentation, "Reading Without Translation," is described in the March 1988 *Language Teacher*.

## KANAZAWA

Topic: Communicative Activities with *Mombusho* Materials  
 Speaker: Maluvi Martin  
 Date: Sunday, January 22nd

Time: 10:30 a.m.-1 p.m.  
 Place: Ishikawa Shakai Kyoiku Center  
 Fee: Members, free; non-members, ¥500  
 Info: Mikiko Oshigami, 0764-29-5890  
 Kevin Monahan, 0762-23-8516

Although encouraging students to use communicative English in Japanese schools is often difficult, we can learn to use what we have creatively. During this workshop participants will create and discuss student-centered communicative activities based on Mombusho-approved materials. Bring middle and high school texts. Japanese teachers and AETs are specially invited.

Maluvi Martin, M.A. in ESL from Florida International University, has taught in China and as an AET in Japan. She now teaches at Kanazawa Institute of Technology.

## KOBE

(1)  
 Topic: Drama Activities in the Teaching of English  
 Speaker: John Dougill, Kanazawa University  
 Date: Sunday, January 8th  
 Time: 1:30-4:30 p.m.  
 Place: St. Michael's International School  
 Fee: Members, free; non-members, ¥1,000  
 Info: Jan Visscher, 078-453-6065 (after 9 p.m.)

This workshop will demonstrate a wide range of language activities taken from the world of drama. It will first focus on integrating drama activities into the curriculum. Examples will be based on the *Streamline* course textbooks. After this, fluency practice will be emphasized with special attention to role-plays and working with scripts. The workshop is based on the premise that activities should be non-threatening and enjoyable.

John Dougill, who has taught in the Middle East and England, is the author of *Drama Activities for Language Learning* as well as other EFL and college textbooks, and has been editor of *IA TEFL Newsletter* and reviews editor of *EFL Gazette*. He is program co-chair of the JALT-Kanazawa chapter.

(2) Co-Sponsored by Language Resources  
 Topic: Using BBC Video Programmes  
 Speaker: Barry Tomalin, BBC English, London  
 Date: Tuesday, January 31st  
 Time: 7:30-9 p.m.  
 Place: Language Resources, Taiyo Bldg. 6F, 5-1-2 Kitanagasa-dori, Chuo-ku (west of Motomachi Station, north side of tracks; 078-382-0394)  
 Fee: Free  
 Info: Jan Visscher, 078-453-6065  
 Clive Lovelock, 078-382-0394

This presentation examines how teachers can use BBC video programmes to improve students' ability to understand and use spoken English. Development of the learner's ability to interpret the meaning of what is said through the processing of non-verbal information will be emphasized. There will be ample opportunity for teachers to discuss



how to adapt and exploit the practical suggestions offered.

Barry Tomalin is described in the *Bulletin Board*.

### **February Meeting**

Topic: Activity-based Learning for Children  
Aged 6-12  
Speaker: David Vale (*early bird*)  
Date: Sunday, February 12th  
Time/Place/Fee/Info: as for Jan. 8 above

### **KYOTO**

Topic: Breaking the Translation Habit  
Speaker: David Peaty  
Date: Sunday, January 22nd  
Time: 2-5 p.m.  
Place: YMCA, Sanjo-Yanaginobamba  
Fee: Members, free; non-members, ¥500  
Info: Christopher Knott, 075-392-2291

Because of the great dependence on translation in English lessons in Japanese schools, most students believe they cannot understand or produce English without first translating to or from Japanese. The presenter will describe his efforts to overcome his students' dependence on translation and to promote intuitive understanding, with reference to reading comprehension activities.

David Peaty has been teaching English in Japan since 1974 and has written a number of coursebooks for students of English. He is currently studying for his M.Ed. in TESOL at Temple University in Osaka.

### **NAGASAKI**

Topic: Vocabulary Building Activities  
Speaker: Steven Maginn, Cambridge Univ.Press  
Date: Saturday, January 28th  
Time: 3-6:30 p.m.  
Place: Nagasaki Junior College of Foreign Languages (Gaigo Tandai, a five-minute walk from Sumiyoshi street-car stop. Parking available.)  
Fee: Free  
Info: Yoko Morimoto, 0958-22-4107 (work)

Is vocabulary which just "occurs" during class necessarily the most useful and appropriate for the students? Our aim here is to assist teachers in making careful selection and organisation of lexis. After looking in some detail at the principles involved in teaching and learning vocabulary, we shall focus on a number of practical classroom activities that can be adapted for use with any textbook and which will encourage students to become better learners and users of words.

### **No Chapter in Your Area?**

Why not organize one! Contact Sonia Yoshitake, JALT Membership Chair, for complete details: 1-14-22-609 Tanaka-cho, Higashinada-ku, Kobe 658.

### **NAGOYA**

Topic: Master Teaching Techniques from NLP  
Speaker: Charles E. Adamson, Jr.  
Date: Sunday, January 29th  
Time: 1:30-5 p.m.  
Place: Mikokom Center, Naka-ku  
Fee: Members, free; non-members, ¥1,000  
Info: Helen Saito, 052-936-6493  
Tetsu Suzuki, 0566-22-5381

NLP (Neuro-Linguistic Programming) combines the results of the study of non-verbal feedback and language patterns to improve communications and to bring about rapid behavioral change. The workshop participants will begin to sensitize themselves to previously-ignored verbal and non-verbal feedback and to use this new information channel as a source of data about students' thinking processes. This data is then used to help organize and present subject matter, to improve communication, and to begin to make ineffective learning patterns effective. Although still beginners, the participants will thus be capable of continuing the study of learning and communication patterns within their own classrooms.

Charles E. Adamson, Jr., coordinator of the JALT-Nagoya chapter, is the academic director of the Trident School of Language and the chief researcher at Kawaijuku Institute of Suggestive-Accelerative Learning.

### **NARA**

Topic: Cognitive Psychology and ESL  
Speaker: Merritt Aljets  
Date: Sunday, January 8th  
Time: 1-4 p.m.  
Place: Saidaii YMCA  
Fee: Members, free; non-members, ¥1,000  
Info: Denise Vaughn, 0742-49-2443

Mr. Aljets will speak about some research being done in cognitive psychology and some uses and implications of that research for ESL teaching including the creation of assignments and being aware of why teachers and students act and react the way they do. The emphasis will be on ESL composition, but the basic theories are applicable to any course.

Merritt Aljets is an assistant professor of English at Osaka Jogakuin Junior College and is enrolled in a Ph.D. program in higher education at Iowa State University.

Note: Post cards announcing regular meetings will no longer be sent.

### **NIIGATA**

Topic/Speaker: To be announced  
Date: Sunday, January 22nd  
Time: 1:30-3:30 p.m.  
Place: Niigata Kyoiku Kaikan  
Fee: Members, free; non-members, ¥500  
Info: Masa Takasugi, 025-231-1119/28  
Carl Adams, 025-262-7226 or-260-7371

**OKAYAMA**

Topic: Listening Comprehension: What Is It?  
 Speaker: Gary Buck  
 Date: Saturday, January 21 st  
 Time: 2:40-4:30 p.m.  
 Place: Shujitsu High School, 14-23 Yumino-cho;  
 0862-25-1 326  
 Info: Fukiko Numato, 0862-53-8648

**OMIYA**

Topic: Intercultural Communication and the Teaching of EFL  
 Speaker: Jim D. Batten  
 Date: Sunday, January 8th  
 Time: 1:30-4:30 p.m.  
 Place: Omiya YMCA  
 Fee: Members, free; non-members, ¥1,000  
 Info: Aleda Krause, 0487-76-0392

Language and culture are so intricately related that one must not only be aware of but also purposely teach the cultural norms and ideas of the target culture in order to effectively teach its language. Culture (both native and target) and its influence must be understood for true language acquisition to take place. We shall discuss non-verbal communication, culture shock, cultural sensitivity training, difference in the values placed on methods of communication, etc., as well as practical approaches, materials, activities, and games used to bring about deeper understanding of the areas involved in communicating cross-culturally.

Jim D. Batten (M.A. TESL, Oklahoma State University; Ph.D. candidate, Columbia Pacific University) is assistant professor at Ibaraki Christian College, where he teaches conversation, American English phonetics, and intercultural communication. He is founding president of JALT-Ibaraki.

**OSAKA**

(1)

Topic: Teaching Multiple Language Skills through Pop Music  
 Speaker: Nobuyuki Hino  
 Date: Sunday, January 15th  
 Time: 1-4:30 p.m.  
 Place: Umeda Gakuen  
 Fee: Members, free; non-members, ¥1,000  
 Info: Naomi Katsurahara, 07363-2-4573

Pop music, an integral part of high school students' daily lives, is a valuable source for eliminating their prejudice against English and can enable them to activate their linguistic knowledge for communicative purposes. In this two-hour extended version of his JALT '88 presentation, Dr. Hino suggests an extensive use of pop songs. His teaching procedure, with its theoretical basis, including listening with predictions, modified cloze and talk-and-listen, can train various language skills through music with fun.

Nobuyuki Hino is associate professor of EFL at Tokyo International University.

(2)

Topic: Second-Language Acquisition and Language Teaching  
 Speaker: Evelyn Hatch  
 Date: Saturday, January 28th  
 Time: 2-5 p.m.  
 Place: Temple University (see *Bulletin Board*)  
 Fee: Members, ¥1,000; non-members, ¥2,000  
 Info: Tamara Swenson, 06-351-8843

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

Topic: Share Your Own Idea  
 Time: 11 a.m.-12:30 p.m.  
 Info: Pat Bea, 07457-8-0391

If enough participants are interested, we'll follow the meeting with a New Year get-together at a nearby restaurant.

**SAPPORO**

Topic: Using 'Trivial Pursuit' and Other Commercial Games in the EFL Classroom  
 Speaker: Jeff Winchester  
 Date: Sunday, January 22nd  
 Time: 1:30-3:30 p.m.  
 Place: Kyoiku Bunka Kaikan  
 Fee: Members, free; non-members, ¥500  
 Info: K.Hartmann, 011-584-4854  
 T. Christensen, 011-737-7409  
 M. Horiuchi, 011-582-6754

With a few modifications, the use of board games can be made into a less frustrating and more effective, success-oriented classroom activity. Specific modifications and teacher strategies will be presented along with representative results attained by Japanese learners.

Jeff Winchester teaches at Toho University, School of Medicine, Tokyo, and is currently enrolled in the M.Ed. Program at Temple University Japan.

**SUWA**

Topic: Building Discourse Competence in Low-level Classes  
 Speaker: John Chance  
 Date: Sunday, January 22nd  
 Time: 2-5 p.m.  
 Place: Seiko Epson, 181 Bldg., Rm. 208-209  
 Fee: Members ¥500; non-members, ¥1,000  
 Info: Esther Sunde, 0266-52-3131, ext. 1414 (W) or 0266-58-3378 (H)

In EFL environments, students often lack the understanding of how to use the English they know in a conversational framework. Most beginning-level texts do not introduce common discourse elements for developing a topic, such as adding specific intonation or offering unsolicited details. This presentation includes simple word games, dialog frames, teacher strategies and silent clues that give students practice in developing discourse competence. It will be shown how any oral interaction or texts can be used to practice fundamental discourse elements.

Please bring conversation textbooks which you are currently using. Participants will develop their own conversational activities based on the texts.

### TAKAMATSU

Topic: Listening Comprehension Seminar  
 Speaker: Gary Buck  
 Date: Sunday, January 22nd  
 Time: 1:15-4:30 p.m.  
 Place: Takamatsu Shimin Bunka Center  
 Fee: Members, free; students, ¥250; others, ¥1,000  
 Info: Harumi Yamashita, 0878-67-4362

No speaker ever says exactly the same thing twice. A machine could show that the pattern of soundwaves changes for each repetition, even though we recognise the same words in the end. On the other hand, two patterns of sound may differ only very slightly, yet it is possible for humans to decide the meaning of each while a voice recognition machine is confused. Why is this? How do we cope with accents? What is the significance of "I know what he said but what did he mean"? What kinds of knowledge and skill are involved in listening comprehension and how can they be developed? These and many other questions will be addressed.

Mr. Buck, an assistant professor at Meijo Women's College, Osaka, is working towards a doctorate in testing second language listening comprehension at Lancaster University.

### TOKYO

(1)  
 Topic: Second-Language Acquisition and Language Teaching  
 Speaker: Evelyn Hatch  
 Date: Saturday, January 21st  
 Time: 25 p.m.  
 Place: Temple University (see *Bulletin Board*)  
 Fee: Members, ¥1,000; non-members, ¥2,000  
 Info: Michael Sorey, 03-444-8474

(2)  
 Topic: Getting Your Ideas (and other things) into Print: Language Teaching and the Print Media  
 Speakers: Editors of JALT publications, journalists, publishers' representatives  
 Date: Sunday, January 22nd  
 Time: 25 p.m.  
 Place: Sophia University (Yotsuya) Library, Room 812  
 Fee: Members, free; non-members, ¥500  
 Info: Michael Sorey, 034448474

A wide range of topics dealing with language teaching and the press will be covered by representatives of various segments of the print media. Two- to three-member panels representing ESL/EFL publications, the vernacular press and publishing companies will give 30- to 45-minute presentation/discussions in English and Japanese of: the process by which books and papers get published,

how professional activities such as meetings and conferences are covered and reviewed, and the various outlets offered by the media for promoting professional activities.

### TOYOHASHI

Topic: Ideas for Teaching English to Children  
 Speaker: Masumi Ormandy  
 Date: Sunday, January 15th  
 Time: 1:30-4:30 p.m.  
 Place: To be announced  
 Fee: Members, free; non-members, ¥500  
 Info: Masahito Nishimura, 0532-47-1569

### WEST TOKYO

Topic: Vocabulary Building Activities  
 Speaker: Steven Maginn, Cambridge Univ. Press  
 Date: Saturday, January 21st  
 Time: 2:30-5:30 p.m.  
 Place: Musashino Kokaido Public Hall  
 Fee: Members, free; non-members, ¥500  
 Info: Dale T. Griffie, 03-232-6261

See NAGASAKI above.

### YAMAGATA

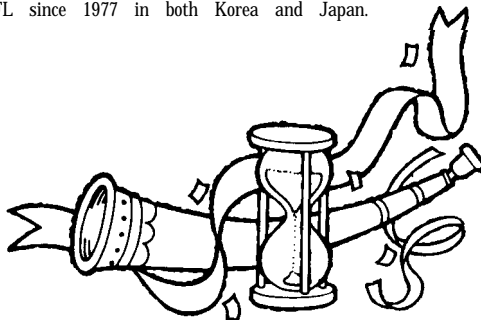
Topic: Games in Classrooms  
 Bulletin Board Ideas  
 Speaker: Elizabeth Hamilton  
 Date: Sunday, January 22nd  
 Time: 2-4 p.m.  
 Place: Fukushima Bunka Center (tentative)  
 Fee: Members, free; non-members, ¥500  
 Info: JALT-Yamagata, 0236-22-9588

### YOKOHAMA

Topic: Reading Lab: Getting Students Reading  
 Speaker: Mike Williams  
 Date: Sunday, January 15th  
 Time: 2-5 p.m.  
 Place: Yokohama Gino Kaikan  
 Fee: Members, free; non-members, ¥500  
 Info: Jack King, 0468-71-1789

The presenter will demonstrate some exercises and activities used in the reading lab at Temple University Japan to get students to improve their reading speed and comprehension and to do more extensive reading for enjoyment.

Mike Williams is a coordinator and instructor at Temple University Japan. He has been teaching EFL since 1977 in both Korea and Japan.



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The tri-dimensional syllabus approach offers simultaneous practice with one or more of functions, the grammatical forms needed to express these functions and the contexts in which the functions and grammar are used.

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    - n Richly illustrated.
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**For further information, contact Harry T. Jennings.**

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# Positions

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

**(FUKUI)** National college seeks native-speaker instructor of English, full-time from April 1. One-year contract, renewable. Qualifications: M.A. degree or equivalent in TESL/EFL, linguistics or related fields, with a few years' teaching experience; age under 46. Teaching load: five to six 100-minute composition/conversation classes/week, five work days/week. Salary: approx. ¥4,500,000-¥7,300,000/year, depending on qualifications and experience. Benefits: travel and baggage allowances, approx. ¥150,000/year for research expenses, housing allowance, and health insurance. Send by Jan. 31: letter of application, resume with recent photo, copy of degree, two recommendations, and list of published papers in major field, to Kanji Torizuka, Vice President, or to Koji Fujieda, English Dept., Fukui Medical School, Shimoaizuki, Matsuokacho, Fukui-ken 910-11; tel. 0776-61-3111.

## (FUKUOKA)

児童英語教師 (1)幼稚園児～小学校低学年 (2)小学校高学年～中学生 若干名(常勤) (1)、(2)いずれも女性、日本人で英語教師の資格をもつ方、又は四年制大学卒業で同等の資格のある方、勤務地は当校のみ。1989年2月～3月は非常勤、4月から長期契約常勤講師、履歴書に写真を添付して1月20日迄に送付の事。

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**(KOBE)** Full-time teachers with an MA. in TESOL or three years' EFL experience starting March or April. An engineering/technical or business background is helpful, but not essential. The teaching load of 10-15 hours in a 42.5-hour five-day working week allows teachers time to develop new teaching materials and courses. Other duties include proof-reading and giving private speech preparation lessons to employees giving speeches at international conferences. Salary commensurate with qualifications and experience plus full fringe benefits. Initially, one-year contract, but preference given to those willing to make a longer-term commitment. Please send full resume with cover letter by Feb. 15 to Mr. Tony Deamer, Manager of International Planning, Kobe Language Center, Kobe Head Office, Kobe Steel, Ltd., 1-3-18 Wakinohamacho, Chuo-ku, Kobe 651.

**(KYOTO)** Part-time EFL teachers, evenings and Saturdays. Two years' English teaching experience required, TEFL and/or teacher training preferred. Full-time possible for wellqualified applicant. For

further information contact: Timothy Kelly, Kyoto YMCA English School, Sanjo Yanagi-no-banba, Nakagyo-ku, Kyoto 604; tel. 075-231-4388.

**(KYOTO)** An American-operated English conversation school is looking for (1) a dedicated native-speaker head teacher/manager starting April. Position includes a light teaching schedule along with managerial duties of a staff of 12 native-speaking instructors and curriculum development responsibilities. Ability of spoken Japanese is preferable. BA., minimum of two years' teaching experience in Japan required, a two-year commitment desirable. A perfect chance for the teacher who wants to branch out into managing. (2) Part-time native English teacher to teach four to eight hours of conversation per week at the Maizuru Technical College (Maizuru Kosen), a national school of mostly boys aged 15-20 in northern Kyoto Prefecture for a minimum of one year starting April. B.A. is required and a minimum of two years' teaching experience in Japan is desirable. Hourly wages depend on experience and age. Transportation from Kyoto provided. Applicant could also qualify for (3) a full-time position, teaching a variety of classes from children to adults from April. Twenty hours of teaching per week. Salary for all positions depending on experience and qualifications. Excellent working conditions. Sponsorship available with a one-year renewable contract. Please send resume with recent photo specifying which position(s) to: Christopher M. Knott, Chris English Masters, Okura Katsura Bldg. 3F, 2-3 Arisugawa-cho, Kawashima, Nishikyo-ku, Kyoto 615; tel. 076-392-2291.

**(MATSUYAMA)** Full-time tenured position (*shuu-shin koyoo*) beginning April 1, English Department, College of Humanities. Native English speaker with an MA. (TESL, English, or linguistics). Knowledge of Japanese preferable, but not required. Salary commensurate with age and experience; minimum ¥4,000,000/year. Salary, bonuses, benefits, and obligations as for any Japanese faculty member. Send by Jan. 15 vita (with photograph), copy of graduate school diploma, health certificate, and copies of any publications to: Matsuyama University, 4-2 Bunkyo-cho, Matsuyama 790; tel. 0899-25-7111.

**(NAGANO)** Small, highquality language institute seeks one native-speaker instructor of English with proper visa and preferably some knowledge of Japanese to begin April 1 and one native speaker of Japanese who has lived several years abroad to begin teaching from April or June. Experience necessary; degree in TEFL/ESL (preferably MA.) desirable. Both must be willing to do real (not nominal) team teaching and be concerned about social matters and world events, these being topics for the monthly English discussions we sponsor. For both positions, the salary is ¥300,000/month. We provide national health insurance and an apartment with basic furnishings, including a tele-

phone; the employee pays rent and utilities. The instructors will work an eight-of&e-hour day, five days/week, teaching a maximum of 22 hours/week. Please send resume, photocopies of degree certificates, a recent photo, and two letters of recommendation to: Nagano Foreign Language Center, Nagamiya Bldg. 3F, Kitaishidocho, Nagano 380; tel. 0262-28-6516,11 a.m.6 p.m., Monday-Friday.

**(OSAKA)** Full-time positions vacant for female English language teachers at technical college in south of Osaka starting in April. Degree, TEFL qualification and at least two years' teaching experience necessary. Please phone to arrange for an interview: Mr. Usui, 06-629-3453.

**(OSAKA/KOBE)** Part-time, one to four evenings/week, teaching at companies. Most courses are from five to seven months' duration (one or two two-hour lessons/week), starting at various times throughout the year. Applicants must be native speakers, experienced, have an appropriate visa, and be able to commit themselves to completing a course once having started. People teaching at schools and colleges in the daytime are particularly welcomed. Write to: OTC, Inc., Toyama-Kagaku Bldg., 3-37 Awaji-machi, Higashi-ku, Osaka 641; or call Sei Miyake or Dave Cragg at 06-222-6121.

**(OSAKA)** Part-time English language teachers beginning April 1989. MA. in TESL, linguistics or related fields and teaching experience desired. Teaching load: three classes/day, one or two days/week. Please send resume to Jerald J. Lenge, Osaka International University, 3-50-1 Sugi, Hirakata 670-01; tel. 0720-58-1616.

**(SEOUL, Korea)** Full-time native speaker of English. Salary competitive for Seoul. Requirements: MA. or B.A. in TESOL or a related field. Benefits: partial housing, partial health insurance, round-trip air fare, four-week paid vacation. Please send resume to: Susan Oak, English Training Center, 646-22 Yoksam-Dong, Kangnam-Ku, Seoul 136, Korea.

**(SUWA)** Full-time native-speaker EFL teachers for all levels, ages and public junior high schools, beginning April 1. Requirement: TEFL or related field with experience. Salary: ¥250,000/month plus ¥20,000/month housing allowance. Duties: 23 hours' teaching/week. Please send resume with photo to: SEA, 1-6-16 Suwa, Suwa-shi 392; tel. 0266-58-3313 (1-9 p.m.).

**(TOKYO)** Full-time, experienced English teachers for developing business-English program. Qualifications: native speaker of English, ESL/TEFL training, M.A./equivalent, successful teaching background, experience in materials development. Flexible, cooperative, sense of humor. Responsibilities include: course design, development, and teaching business classes of various ability levels. Salary competitive — commensurate with credentials and experience. Start January/February/March. Please send resume, photograph and three recent letters of recommendation to: Fuji Xerox Co., Ltd., 3-1-1 Higashi-Ikebukuro, Toshima-ku, Tokyo 170; tel. 03-981-2641.

**(TOKYO)** Full-time native-speaker English instructors to start April 1 (one needed Feb. 13). MA. in TEFL. Must be creative, enthusiastic teaching professional. Responsibilities: teach 20 hours/week in a newly designed university program. Two-year renewable contract. Salary ¥220,000-¥250,000. One-DK apartment near the university; medical insurance; eight weeks' vacation. Send as soon as possible resume and references to: Bonnie Cothren, ACE Center, Asia University, S-24-10 Sakai, Musashino 180; tel. 0422-52-0166.

**(TOYOHASHI)** Native English teacher, full-time from beginning of March. MA., teaching experience required. Room, transportation allowance provided. Good salary, 28 teaching hours, two days off/week. Please send resume and recent photo to: VOX Foreign Language Academy, Haxama Bldg. 2F, 2-42 Ekimaedori, Toyohashi 440; tel. 0532-55-3100.



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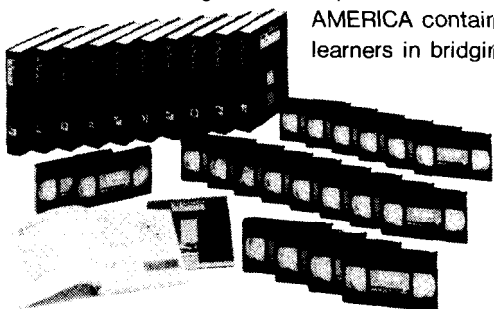
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東京都千代田区麹町6-1-25 上智麹町ビル3階

Telephone (03)238-1050 Fax (03)237-1460 Telex 650-295-8590

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