

全国語学教育学会

VOL. XIII, No. 9 SEPTEMBER 1989

THE JAPAN ASSOCIATION OF LANGUAGE TEACHERS

THE LANGUAGE TEACHER 9

JALT '89
Conference Issue

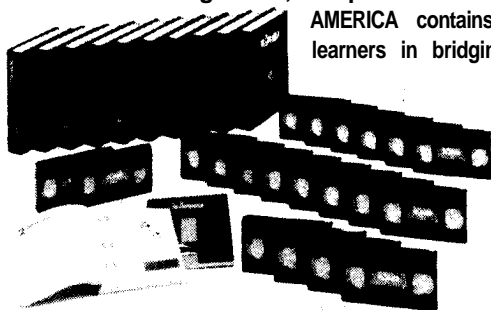
JALT

IN AMERICA

IN AMERICA IS A UNIQUE EFL VIDEO TEACHING RESOURCE.

IN AMERICA is ten hours of specially selected top quality video taken from movies, TV programs, on-the-spot interviews, and music videos, all originally created to be viewed by native speakers of English. IN AMERICA focuses on raising the learner up to the level of natural speech, rather than presenting pared-down, context-free language as most EFL videos do. IN AMERICA contains language, behavior situations, and settings which are natural, authentic, and enjoyable.

IN AMERICA is suitable for adult learners at all levels. It includes over 200 short, teachable segments, complete with on-screen time codes for easy reference. IN AMERICA contains English language captions, which can assist learners in bridging the gap between known written words and their unfamiliar spoken forms.



IN AMERICA provides:

- *Natural, living English in cultural context
- *Real, varied examples of nonverbal communication
- *A broad range of topics, settings, and role models
- *Development of communication skills
- *Increased learner interest and motivation



Vol.1 Encounters

Greetings, meetings, introductions, interactions, and confrontations.



Vol.2 Going Places

People and places, traveling, and what to do away from home.

Vol.3 Know-how

The "how to" of drink mixing, flight, safety, cooking, dribbling, and more.



Vol.4 Then and Now

America in the fifties and eighties: lifestyles trends, fads, and fashions.



Vol.5 Rockin

Music videos by top rock and country artists on a variety of themes.



Vol.6 Growing Up

Stages of life from infancy to old age; trials, triumphs, and crises.

Vol.7 Getting Physical

Sports, aerobics, working out, fun, competition, risk, and foolishness.



Vol.8 9 to 5 & Time Off

The ways people earn a living, and how they spend their time and money.



Vol.9 The Whole Truth

Different approaches to "truth": "reality," and human values.



Vol. 10 Self Expression

Paths and obstructions to political, economic, and personal fulfillment.



RENTACOLOR JAPAN LTD.

Mundo Building 2F Hamamachi 1-Chome
Tokyo 105 Tel: 03-433-4353 Fax: 03-433-0253



IR INTERNATIONAL

Yokohama Building 2F
Yokohama Tokyo 105 Tel: 03-982-3332

RESOURCES K.K.

1-11-22 Minami
Nishiiku
Tokyo Tel: 03-982-4434

this month . . .

The JALT '89 Conference

| | |
|---|----|
| Interview: John Sinclair -John McGovern.. | 2 |
| Interview: Andrew Wright -Virginia LoCastro.. | 7 |
| Interview: Patricia L. Carrell -Terry Cox | 13 |
| A Lexical Syllabus for Language Learners-Jane Willis | 19 |
| Introducing the Invited Speakers | 23 |
| JALT '89: The Job Information Center * Getting Around * Block Schedule | 29 |
| Feature | |
| Those Last 5 Minutes | 37 |
| Report | |
| The TESOL '89 Convention-Deborah Foreman-Takano..... | 44 |
| Opinion | |
| More on Accreditation Standards-Barbara Hanaoka..... | 47 |
| My Share | |
| Teaching as a Team-D. Roger Wiebe | 47 |
| JALT UnderCover | 49 |
| Chapter Presentation Reports | 55 |
| Bulletin Board | 63 |
| Meetings | 63 |
| Positions | 75 |

THE LANGUAGE TEACHER

VOL. XIII, NO.9

SEPTEMBER 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 positions-wanted announcements be printed.

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

Editors: Ann Chenoweth (03-828-7406, Fax: 03-822-3438) and Eloise Pearson (03-351-8013, Fax: 03-351-4596), Yamato Heights 2-102, 7-17-16 Yanaka, Taito-ku, Tokyo 110.

BookReviews: Rita Silver, Osaka Jogakuin Junior College, 2-26-54 Tamatsukuri, Chuo-ku, Osaka 540; (06)761-9371.

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

Chapter Reports: Eloise Pearson, Suga-cho 8-banchi, Shinjuku-ku, Tokyo 160; (03)351-8013, Fax(03) 351-4596

Announcements/Positions: Jack Yohay, 1-111 Momoyama Yogoro-cho, Fushimi-ku, Kyoto 612; Tel & Fax: (075) 622.1370.

Japanese Language: Kyoko Nozaki

日本語編集者: 野崎 京子

〒606 京都市左京区岩倉花園町 165

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

Proofreading: Tamara Swenson and Jack Yohay

Cover: Kataro Kato

Typesetting/Layout: The Word Works

Publications Chair: Ann Chenoweth (see above)

JALT Journal Editors: Charles Wordell: Daniel Horowitz, ICU Pine Lodge #6, 3-10-4 Osawa, Mitaka-shi 161

JALT Journal Book Review Editor: Jane Wioman, 11-7 Miyanomae-cho, Arashiyama, Nishikyo-ku, Kyoto 616; (075) 881 -2278.

JALT Central Office: Yumi Nakamura, Lions Mansion Kawaramachi #111, Kowaramachi Matsubara-agaru, Shimogyo-ku, Kyoto 600; (075)361-5428, Fax: (075)361-5429.

JALT '89 CONFERENCE ISSUE

It's fall again and time to pre-register for the '89 Conference in Okayama. This year's conference will be held November 3-5, but do not forget the pre-conference workshops on the 2nd. To help you prepare for these events, this issue of *The Language Teacher* features interviews with three of the invited speakers: John Sinclair discussing his work with the COBUILD project, Andrew Wright explaining his role as an idea producer, and Patricia Carrell talking about her research in reading pedagogy and schema theory. Another invited speaker, Jane Willis, describes how data generated from the COBUILD project can be used to develop a lexical syllabus. This is followed by an article which introduces all of the invited conference speakers by giving information about their research, publications, and presentations at JALT '89. This special section on the conference concludes with the JALT '89 column which contains an explanation of the Job Information Center, a useful map for getting to the conference site, and the preliminary block schedule. Please be aware that there will be unavoidable changes in the schedule; be sure to check the October and November issues for any changes.

Some very practical ideas for activities to use at the end of classperiods have been contributed by various JALT members under the title "Those Last Five Minutes." This is followed by a report on the TESOL conference from the view of the JALT representative. JALT sends representatives and observers to the TESOL and IATEFL conferences annually. If you would like to be considered for this job, apply to the JALT Central Office.

We are again sending you the separate brochure with more detailed information about the conference. Since this is the same as the one you received in August, please pass it on to your colleagues and encourage them to attend the conference. This year's conference promises to be an exciting one-see you there.

-The Editors

INTERVIEW JOHN SINCLAIR

By John McGovern

On his last visit to Japan, in 1987, Prof. John Sinclair of the University of Birmingham talked with John McGovern of the British Council, Kyoto, about the COBUILD Project. There is a list of related publications at the end of the interview.

McGOVERN: At the invitation of JACET, you've been doing a lecture tour and you're about to go off now to give the Keynote Lecture for the Language Laboratory Association of Japan. One of the areas that you've been lecturing on has been the Birmingham COBUILD Project. Could you tell us something about, first of all, its aims and, secondly, its history?

SINCLAIR: Certainly. The aim of the COBUILD Project is to provide a new study of the English language, contemporary English, and to do it by computers. We use the computers in a lot of different ways, but the two main ways are that we build up huge texts, very long texts, in English, to give us material to scan, and we can scan them of course in ways that human beings would find impossible. And the other way we use the computers is to build up a database of our own observations about the language based on gathering together examples of words in use. So the objective of COBUILD is to build up this very large database of all sorts of observations about the grammar and the vocabulary and the sound and the spelling and the meaning and the



use of all the words in the language.

How long has the project been running and what does COBUILD actually stand for?

The CO is for Collins because this project has been financed -it's a very expensive project -mostly by William Collins, the publisher. Collins is a well known publisher of dictionaries and was looking for new reference books

in the field of modern English. The BU is Birmingham University because the work's being done at Birmingham University in the English Department with other departments of the university contributing. The ILD stands for International Language Database, because the accent is on the database, on accumulating inside the computer this huge array of information that we can call on for a number of different objectives.

And you got started?

It started in 1980 as a specific funded project, but the work behind it has been going on for a long time. The original work in this area started in 1961, so it's been going for 25 years off and on, but not properly funded as a team project.

Yes, it's quite a large team involved, isn't it?

Yes, over 20 at the peak, mainly lexicographers of various backgrounds. Some have been professional

lexicographers for some years, others are language teachers who have re-trained as lexicographers and others from different backgrounds, archivists and so on, three computer officers, all of whom are linguists first and foremost that have learned computing and then a very substantial and very able support team of clerical and secretarial staff.

So your interest at Birmingham University was in researching the language from a database that you had systematically collected over a period of time and analyzed by computer, Collins' purpose in this was to produce a dictionary, was it?

In the first instance, yes.

Can you tell us, John, a little about the database itself, how large it is, what it consists of, etc.?

Yes, certainly. Well, there are two aspects to it. The word "database" is used to mean a lot of different things, almost any data that's held in a computer, and the first large amount of material is the text itself, the text material, which we call a corpus to distinguish it from organized information, which we call a database. But I know that database is sometimes used just to be a long text as well.

We have a large set of texts. For the central core we aimed at 5 million words because we thought that they would probably be sufficient to give us the material we needed. When you're trying to get a balanced corpus, when you want a bit of this and a bit of that and you don't want any one area of the language to over-balance the thing, then you can't go exactly for a certain number of words.

So we ended up with 7.3 million words by the time we'd got enough spoken language, enough written language, enough of different kinds of language and that has been our central corpus. The corpus is fully processed and has been for some years, and we use it literally every day.

Meanwhile we gathered more and more material and the effective number of words that we have available now is upwards of 20 million and we use these of course for gathering instances of the less common words.

In the background, we have a growing collection of other material, specialized, technical, various other kinds of materials, including, I might say, a corpus of published language teaching materials, and all sorts of smaller and specialized corpora so that's basically the corpus.

And that's spoken language that has been recorded as well as the written language?

Yes, one and a half million words of the 7.3 million are spoken language and that includes some recordings of ordinary conversation and some television and local radio material as well.

Would it be true to say that this is the largest collection, the largest corpus of language ever assembled for research purposes on language?

Yes, I think that's fair, it's certainly the largest one that has been consciously put together. There are some very large collections for particular purposes. There is a very large collection of legal language, which lawyers use to look up precedents; there's a large collection of business English that IBM controls, and there are a

number of specialized corpora that have been built up in various ways. The American Heritage has a large collection of texts and so on. So there really are a quite a lot, but in terms of a corpus that has been built up to reflect the language consciously and that can be used therefore for research purposes and not just for various kinds of information access, yes, I think we've probably got the largest.

What has the corpus revealed so far, John?

Much, much more than we thought. We thought that we would simply be gathering instances. We thought we would be able to use existing ways of describing the language and the main message that we've got from the corpus is that we're going to have to find new ways of describing English.

Perhaps the most significant area is the observation that we keep on making, with almost every word, that the most common meanings that we find are not the first meanings that come to mind and that the more common a word is the more this tendency shows that its meaning is not what you first expect and also that the common meanings seem to have less meaning, less of an independent impact, in meaning terms.

I suppose we've always lived with a distinction between lexis and grammar and we've always felt grammatical words have no independent meanings, words like "the" and "to" are really just counters to build up structures and then you have the vocabulary lot, "chair" and "table" and so on which carry actual units of meaning. What we're finding is that there's not a hard and fast distinction and that plenty of words, most words, in their common meanings, have a dependent meaning, meaning that is dependent on surrounding text. So if you take the word "see", then the most common meaning isn't to do with vision, through the eye, it's in phrases like "I see", "you see" and so on, used for conversational mapping. And then there are meanings to do with understanding in general and only after that do you get to the independent meaning of vision through the eye. Now that pattern is repeated thousands of times and perhaps is the main general observation.

That would of course have immediate implications for language teachers because obviously if it is revealed through the corpus that the lexical load that most textbooks usually insist upon in student learning, and the order in which they learn it, is not consonant with usage of the language by native speakers, it would seem that perhaps we would need to think again about certainly the content of what we teach and also maybe the way in which we teach.

Certainly content. This is a research project and so the actual method of what you do in the classroom is really not my particular concern at this point, though obviously any change in the content of language teaching could have an effect on method. But a change in the content certainly.

I think, though, we've got to be very careful here, as language teachers have struggled for many, many years without adequate information. In a way they had plenty of information when they taught in the old-fashioned

"So we ended up with 7.3 million words by the time we'd got enough spoken language, enough written language, enough of different kinds of language."

structural way because they had hundreds of years of tradition of grammars and dictionaries and so on to help them, plenty of information about the language at their fingertips. So as long as that tradition was maintained, then language teachers were in a sense okay. Since they've taken up all sorts of new ways of language teaching, they have been on their own, they've not have the information because the groundwork, the basework has not been done and so they have had to live by their wits. They have had to live by their intuition if they are native speakers, or by a profound knowledge of the language if they are not native speakers. And so they've learned to do it.

I expect there will be a fair resistance when this sort of information that COBUILD is producing is made available, because it will threaten, in a way, that living-by-your-wits approach that language teachers have become so confident at and I think they'll have to do quite a bit of re-adjustment. On the other hand, I think it will eventually be helpful and comforting to know that they do have very good and precise information available about the language so they can regain their confidence in methods and materials. And I think the process of language teaching will be very much simplified because if we know which combinations of words are the ones that native speakers prefer in all their uses, then the teacher will know what to teach.

One of the things I've been doing over the last year or two is working out a new type of syllabus for language teaching called the lexical syllabus which is a very lengthy document, several hundred pages long, but it instances in considerable detail what patterns in the first year of study are the most common and most profitable to learn.

Very good. What do you see emanating from the project in the way of published texts in the course of the next couple of years?

We've had a lot of talk about the way that this should be done, and here of course the publisher, Collins, is the person who takes the decisions because obviously Collins have got to produce books of the right shape and size in order to sell them. The first thing will undoubtedly be a dictionary and this will be a dictionary intended for learners and for when a learner is ready for a monolingual dictionary. It will be a fairly substantial dictionary and we shall follow it with a range of smaller and more particular dictionaries.

The other item which is very much in production at the moment is an English Course for the international market, intended particularly for adult false beginners. That's the course for which we write the lexical syllabus. Beyond that, we've got a very substantial range of projects because this database contains of course much more than any one volume would contain and it's constantly being added to and we can constantly go into it for more specialized volumes according to what the market seems to dictate.

It's obvious from what you've been saying that, you say for the first time, language teachers are going to have strong evidence upon which to base their syllabus and not simply choose lexis from their intuitions as to what should be taught, and this would be important for textbook writers as much as for language teachers. It would seem it has obvious implications for other foreign languages, too, not only for English. Has any work been

done in fact on assembling a corpus similar to this for other languages?

I'm trying to encourage this because the possibilities of bilingual work could be very, very interesting indeed. There are signs of work being done, there are one or two languages which already have substantial corpora. One language was certainly ahead of us; that's Swedish, where Professor Stue Allen in Gothenburg had assembled a corpus of newspaper Swedish some years before us. Wherever I go there is a movement to build up similar corpora.

The Council of Europe has a small committee which deals with the language industries and there has been a clear indication from all the major languages of Europe that they were going to pool their resources and expertise and get going on corpora in languages such as Italian and Spanish. So I think that, say, by the end of the decade, we might expect that there would be a very substantial corpora in a large number of, certainly, the European languages. I hope that I might be able to find or to help in getting something done in Japanese and also in, for example, languages like Arabic, which I think would be of great interest because of the additional problems that they create. So I expect that this is going to become really an essential part of anyone's evidence for making serious statements about language in the future.

The final question is, do the new language teaching materials look very different? For example, if you pick up the COBUILD Dictionary, does it look like a regular dictionary, where the major difference will be where the word "see" was given 20 meanings in one rank ordering in another dictionary, in your dictionary, the rank order would be completely different?

The first books certainly look like you might expect. The dictionary looks like a dictionary and the course book looks like another course book, because among other things we don't expect that the public will be able to adapt rapidly to a completely new type of description.

I originally wanted in the dictionary, for example, to list a set of good examples of a word first and then to make some notes about the meaning. That was the original idea for the structure of the dictionary and that would have looked very different from the norm. We have made a number of quite important compromises so that in fact our dictionary will be as understandable as any other dictionary. We have also set it out in actually a more accessible and simple fashion than the average run of dictionaries. The point is I think that the kind and quality of information is different and gradually. I hope, if the public accepts the sort of information that we are offering, they will gradually adapt to new forms of reference material that will be very easy to use and very different from what is currently available.

Thank you very much.

PUBLICATIONS

- Collins Cobuild English Language Dictionary.* 1987, Collins.
Collins Cobuild Essential English Dictionary. 1988, Collins.
Looking Up. J.M. Sinclair (ed.) 1987, Collins.
The Collins Cobuild English Course. 1988, Collins.
 J.M. Sinclair and A. Renouf. 1987. A Lexical Syllabus for Language Teaching. In Carter, R., and M. McCarthy (eds.). *Vocabulary and Language Teaching.* Longman.

JALT Subscription Service

Are there journals from overseas that you would like to have? Getting them in Japan can be difficult. JALT's Subscription Service solves the problem-quickly and cheaply.

Who is the service for? The service is available to any current JALT member. It's JALT'S way of helping you obtain professional publications without going through the expense and hassle of money exchange.

What publications are available? Basically, any overseas professional publication that will accept payment in Pounds Sterling or U.S. dollars. Publications offering special discounts to JALT members (Currently, *Cross Currents* and *English Today*) are listed on the *furikae* form. A full list of publications can be found in the December 1988 issue of *The Language Teacher*. Copies of the list are available from the Central Office.

What if the publication I want is not listed? Contact the Central Office with whatever details you have available. JALT will then quote you a price in yen.

How do I order? List the journals in the message area of the blue *furikae* form found in every issue of *The Language Teacher* and remit the yen.

How are prices calculated? The yen prices quoted are based on the current exchange rate, with some leeway built in to cover exchange fluctuations and administrative overhead.

What about memberships in professional associations? JALT lists the membership fees for IATEFL and TESOL regularly with its own membership information. JALT will remit fees for other overseas organizations for you, too, provided that they will accept either pounds or dol-

For further information, contact the JALT Central Office, 075-361-5428

It's easy to teach and fun to learn.
It's a great hit with kids and teachers in Japan.

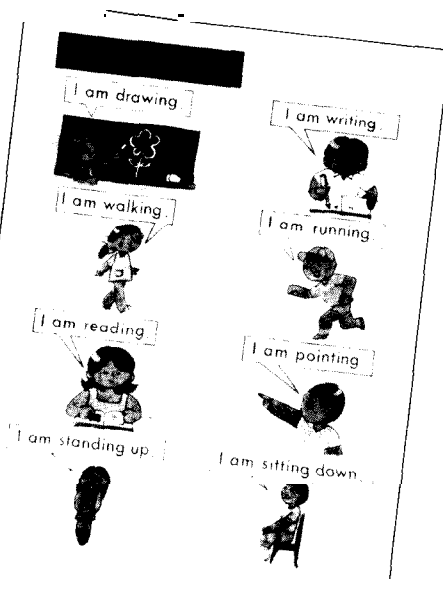
It's Start with English

(available in British and American editions)

● Student's book ● Workbook ● Teacher's book (available in English or Japanese) ● Cassettes ● Flashcards ● Wallcharts



American Start with English 1



If you want to give your kids the right start in
learning English make sure they

Start with English



**Oxford
English**

To: OXFORD UNIVERSITY PRESS

3-3-3 Otsuka, Bunkyo-ku, Tokyo 112 Tel: (03) 942-1101

*Please send me an inspection copy of **Start with English-**
American/British: Level 1 .2.3.4.5.6. (Please indicate)*

Name: _____

School: _____

Address: _____
(Home/School)

INTERVIEW: ANDREW WRIGHT

By Virginia LoCastro

In early July of this year, Andrew Wright was interviewed by Virginia LoCastro in his rambling house in Manchester, U.K., about his ideas and some of the influences on his life. His "office" is full of objects, from his I-can't-do-without-it-word-processor to his own drawings and paintings to seemingly hundreds of mementos of his travels and of his times with people.

VL: You describe yourself as a materials and ideas producer. How did you get into this aspect of ELT? Were you a teacher first? Where? For how long?

Wright: The first thing is that I don't have any of the academic qualifications to work in the ELT field. I think many people don't, and, in my mind, that is one of the riches of ELT. People come from so many different backgrounds and many of them are not concerned primarily with language—they are very often concerned with another subject area. So lots of people have a notion of content being very, very important and in my mind that contributes to the idea that language should be used for a purpose, because if everybody in ELT had studied language, there would be a preponderance of people who would believe that is enough.

I suppose that's a rather elaborate justification for my having been to art school. That's actually my background. I studied painting. Four years in art school. I did a teacher training year for art teaching. Then I lived in France for two years, teaching English, badly. Then there was an advertisement in Britain for an illustrator, who could speak French and who knew contemporary France, to illustrate the French course for children called *En Avant*. That was in 1964. So I applied and got the job, because I was something of an illustrator, I was fluent in French and I had tried to teach English. I knew enough about teaching English to know I didn't know anything. That was a good start.

Really the answer to your question, is that I have never been a teacher of English or anything else. I've only ever been a materials producer. The writers I was working with, who were a mixture of linguists, British classroom teachers, and French native speakers, always involved me in their planning, everything. I was a team member. So if I came up with ideas which were verbal rather than pictorial, the team still considered them. Because I was a writer in my own right—I was writing children's stories at that time for television, I had been a journalist—I was accepted as a full team member.

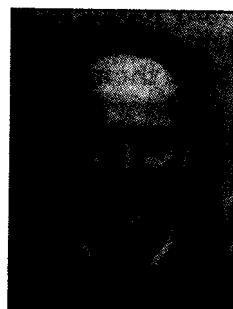
My feeling for classes and my efforts to help teachers who are struggling is based on my family background. All my family were teachers. On the other hand, I was an academic failure at school. I mean I passed all the exams, but basically I was an academic failure, so I suffered terribly. And this has always

made me care about struggling students and struggling teachers.

Finally, when we were developing those French language teaching materials, I visited a lot of schools. I saw a lot of different teaching styles and that went very deep, because the project to produce French teaching materials for British children, at the University of Leeds, went on for something like 12 years.

That experience taught me that the experience and opinions of one teacher, however good, are simply not enough, they cannot be representative.

Because I am not a classroom teacher, because I don't have any classroom teaching experience, it doesn't even enter into my mind to say, "This will work. I know." And to my mind, this is actually an advantage, because it might work for me, but it might not work for anyone else. So my job is to be a resource worker for teachers. My job is to come up with ideas, submit them to a range



of teachers, and if they say an idea is OK, then it's OK. But I myself can't say it's OK.

You are famous for not being an academic. But did you have academic interests earlier? If so, what were they?

There are various definitions of what it means to be an academic, aren't there? One is that you belong to an institution. So, in that sense, I have been academic, for ten, twelve years. I was principal lecturer at Manchester Polytechnic. Another definition is that academics are concerned mainly with theoretical and speculative interests. Well, I love the world of ideas, but in the end, I am always greedy to make them work and be useful, in a practical kind of way.

The third definition refers to someone who conforms to set rules and traditions. Well, of course, we all conform to an extent. Everyone knows you can't see the world innocently. There is no such thing as an innocent eye. So in a sense, I am very much part of my age. I am a poet world war, Western European child, male, brought up in the British Empire. My Christmas presents as a child were the British Empire Youth Annual. But I was worked on by friends and people around me to rethink various things—social roles, for example. In that sense, I am a transitional man, just as you must be a transitional woman. We all move through these different ages. In the sense that I am a creature of my time, I belong to traditions. However, I think I am probably relatively free of academically restrictive traditions. That's probably why there is a role for me. If everyone were like me, it would be hopeless. There is a place for me to bring in ideas that arise from my slightly idiosyncratic way of thinking.

There is room for me not to conform to set rules and rigid traditions in ELT.

I think if I were employed as a general teacher trainer, I would have to be more responsible in a broader kind of way. But I am not hired for that.

You've given up an academic position. Why?

I was principal lecturer at Manchester Poly. I absolutely loved the job, my students, my colleagues, I liked everything very much indeed. Brilliantly paid for not a lot of work, but I'd done it enough. I was helping people to produce their own i&as all the time; I want to spend my time producing my ideas. I was teaching in the faculty of art and design. It was a course for educational materials, designing and producing materials for any subject. For example, we did road safety materials for children and instructional materials for safety for workers in factories.

It was every age group, every subject matter.

We always worked with subject specialists. We were "ideas generators." We weren't just communicating. Subject specialists know their

subjects, but that tends to mean for them information and skill. What we had to do was to get them to me there are other things that they have that they don't realize. Their awareness and attitudes were almost more important than their knowledge and skill. So we sometimes had to help people to see how rich their own subject is before producing the teaching/learning ideas and materials.

I was able to see that lots and lots of things that have developed in language teaching over the last ten, twelve years are in fact very relevant to other areas. What I have done in the last few years with teachers of other subjects arises from my work in the language teaching world. I have been hired by the annual conference of lecturers in biochemistry to address their conference. I don't even have a school certificate in science. I offered them ways that they might consider teaching their subject, even though I don't know their subject.

The result of that was that I was then hired to go into several colleges to talk to their colleagues in other subject areas. In one college, I worked with teachers of physical education, religious instruction, bio-chemistry, and geography and history. And we came up with the same ideas we have had in language teaching: the way we've been trying in recent years to use activities that make people think.

In language teaching, we've been saying that students should learn the language, but the content and the way they relate to it should also be important. If those approaches have been successful in language teaching, they should be relevant to teachers of other subject areas. This Christmas I've been asked to work on a course of this sort for curators of art galleries and I've also been hired by an organization of people who work on archaeological sites. It's interesting for language teachers to know that what we are doing is relevant not only for language teaching, but relevant throughout the curriculum

Where do you get your ideas and inspiration from? Who or what has/have informed you?

Well, really, I suppose it's my art background which has been important for me. And it is not just painting pretty pictures, that's too superficial. I think it's one of those few subject areas in school which can provide a magical channel through a child's education. In so many subject areas, you're given a great deal of information from secondary sources to learn. Indeed, it's assumed it must be done that way. But certainly for me, in my art courses as a student, I was faced with drawing life. I was faced with the infinite complexity of life, the absolute primary source. And faced with that complexity, homework after homework, drawing after drawing, I had to find my relationship with it. My art teacher was of course introducing me to all the great

traditions of drawing: Rembrandt, Cezanne, etc. so I am not so naive as to claim an innocent eye. But still I was experiencing in the use of these forms to deal with my experience of the complexity of life. I

think that's important. I did that for years, struggling as a pupil and then as a student. I was always wanting to go back to square one, and to stop messing about with superficial things. What is essential? What structure am I going to find in it? I didn't want to bother with effects. I began to realize that shapes *between* objects are as important if not more important than the objects themselves; the notion that things between known ideas are actually more interesting than known ideas. But it's terrible: if you're never satisfied with what you know, then you're always in a state of miserable ignorance. Cezanne said on his deathbed, 'What a pity. I was just learning how to paint.'

So my feeling in language teaching is that I don't know anything. My only way of dealing with it is to say, OK, what are the basic issues? What are people hoping to do? What do we have a chance of doing? I keep trying to go back to square one all the time. And that arises from my background.

I can actually talk about people who have influenced me over the years. Julian Dakin and Tony Howatt from Edinburgh. Julian Dakin was one of the flowers of the language teaching world. He was really a great hope and joy of the Edinburgh linguistics department and then he died; he had a heart attack at the age of 32. There were one or two meetings with Julian and Tony which really opened my mind. Then the man I've worked with a lot, Michael Buckby, who's head of the Department of Language Teaching at York. He has always had deep caring and concern for struggling language learners, rather than an elitist view, he's desperately concerned with ordinary boys and girls trying to learn something. On top of that he is very creative, an 'ideas generator.' An extraordinary hard worker. And I have worked with him for years on many projects.

Then I suppose in recent years there are lots of people who have been marvelous to work with, but I suppose Mario Rinaldi would be a special influence

in the sense that he has made me recognize what I believe in life generally and wasn't associating enough with language teaching. I have learned about the humanist approach from Mario; though he may not be the originator, he's one of the great disciples, who presents these ideas, rather than just talk about them, and that's what's great. I also admire his bravery because a lot of the things he embarks on he hasn't done before. He just goes into a room and has a go at doing them. He's brave in the sense that it's always easier as a teacher to cling onto knowledge and to issue it in bits. Then you're in control. When Mario goes into a room, he does to a large extent take a risk because he doesn't know what's going to happen. He depends a great deal on what's going on in the room. And sometimes he suffers for it; some people get very angry at him. Mario is one of my top people.

I think my wife, Irmgard Meyer, who is a teacher and materials producer, has also influenced me. She combines experience, sense, and fresh thinking. She helps a great deal. One of my recent books would have been entirely different if she hadn't helped me to see and use one of my ideas for the basic structure of the book. In addition, she tries out individual ideas for me in her classes.

But I've always been aided in my work by people around me. My wife, as I've just said has been an enormous help, as well as colleagues, editors and teachers that I meet. My thinking and ideas arise out of or are modified by the people around me.

Do you have any interests outside ELT? If so, what are they?

Well, I enjoy writing and telling stories. I've just done six children's books for E.J. Arnold. I wrote them, illustrated them and designed them. Not for EFL. For British children in British schools. Young children. I also enjoy writing and telling short stories to adults.

But ELT, in a way, means life to me. Not because I love my work in a narrow professional sense, but the nature of language teaching is such that it must be about life. Or it's dead. It doesn't exclude life, it is life. So in a way it's hard for me to have something which is outside ELT.

What kind of work in particular do you do with ordinary classroom teachers?

Well, as I said before, I see myself as being a resource worker for teachers. I have this wonderful privilege of not having another job, so I have all my time to think of ideas, and develop ideas, which teachers don't have. My main job as a materials producer is to come up with ideas and then to go off and find some teachers who might be interested in them. I offer the teachers the ideas and then work with them, perhaps to modify the ideas so they will be more useful. That's one mile I see for myself.

The ideas must first of all engage the students. And secondly they must allow the students to take part in the idea in the foreign language that is being studied. Those are the two essential things. That in a way symbolizes everything I am trying to do. I've got to find

ideas which will engage the students as human beings, and which will involve them as foreign language students. I think of them as being two things: human beings and foreign language students. And the art is to be able to work with both.

I think I am quite well known for helping teachers to draw. I enjoy doing that. It's really one special part of what I do. But I wouldn't like to be only thought of as that "lad who taught people how to draw."

Also, and this is a third point, I've been looking in recent years at how I find ideas. Can I offer that to teachers? If I can offer them strategies, I've not only offered them ideas, I've also given them ways to generate their own ideas. And that's what I've enjoyed trying to do in recent years.

What are you interested in when you do teacher training? What's your understanding of 'teacher training'?

Very personally, I don't see it in a broad professional way. ELT is my excuse to be with people and to feel useful and to feel wanted by them. That sums it up. I love the experience of trying to help teachers. I am happy to be the servant of the teachers I work with. If I can engage them and amuse them at the same time, that's great.

As for teacher training, I know that when I go away, I have to make them feel they've really got something. I would feel pleased if they could develop a greater awareness of what's possible in language teaching and in themselves. They also have to go away not just having a positive attitude or an awareness of an idea, but also the knowledge that they can do something about it. I think they should have a number of activities they can actually go off and do. I think it's unfair to give just awareness and attitude; they have to have ten, twenty activities they can actually go off and do because the teacher training actually continues in the act of their doing things in the classroom. So that's why it's important to give them things to do which require no special preparation at all, little expense in terms of time or money.

How do your main areas of interest—games, visuals, stories—fit in with a task-based approach to language learning?

I may be using task-based learning differently from other people, so let me say what I think it is. Task-based learning means the experience of using language to achieve a purpose. I've been involved with that idea since the late 1960s. Earlier I was involved in situational materials, which are not the same.

So for me, if students want to take part in a game, you can call that a task. In order to take part in the game, they have to use language. A task doesn't have to be an intellectual problem, which is sometimes what people assume. It could be anything, any activity that engages the students in using language. That would apply to games and stories. Visuals don't fit in there. A picture is not an activity which you want to take part in. But of course pictures can contribute to the overall

context of an activity.

What are you working on now?

I am now a full-time writer and illustrator and part-time teacher trainer. So inevitably I have a lot of books on. I've got something like twenty books, at one point or another. Either they've just arrived, like those children's books that you see there, or, on the other hand, I've recently been making phone calls about books that I might write. And the publishers say that they are very interested. I'd have difficulty listing down all the projects I've got on.

The ones I am actually currently working on are: *Pictures for Language Learning* with Cambridge University Press. It will be in Japan, in fact, for the JALT conference. I just handed in a manuscript to Longman, to Neville Grant, for the Keys series. I am doing a free 16-page teacher's book to go with my *How to Readers*. I have just begun work on the nicest project I've ever done, for Cambridge University Press. It is going to be called the *Sketch Book Series*. There will be six books. I'm going to be interviewing people, writing down all things they tell me, writing observations I make about them, doing sketches of them, portraits, or I might draw an interesting pair of earrings the person might be wearing and then write down what the person says about them next to the drawing. So there will be annotated drawings. I'll be getting people to give me bits and pieces as well. For example, if they have a cat at home, I'll get them to do a sketch of the cat for me and I'll put that in the book. Or a particular poem they like or a joke, music, a recipe. Either I'll write it down or they will. The books will be studies of people, a little bit like a novelist might do a study of a person. Like portfolios on people. There will be a variety of text types, there will be notes handwritten, scribbles, words, but when they tell me longer stories, like an anecdote, that will be typeset.

As to how these books will be useful for language teaching, I feel they can just be read. However, I do realize that most language teachers want to get some work out of what the students read. So there will be a supplement in each book, and it will be bound into the book, but it can be plucked out if the teacher doesn't actually want to use it. The supplement will make all sorts of suggestions about how these books could be used: from something that is very down to earth—for instance, five sentences and students have to say which

of the people in the book said each sentence (this would be scanning the text)—to the suggestion that students do one of these profiles on themselves or on a friend.

What's your next project?

My next one after the Cambridge books is six children's books for Oxford University Press. They will have a very limited language base.

Some regard ELT as a profession for young people. What's your opinion of this point of view?

I suspect that is an "ageist" comment, which to my mind is as wrong as a sexist comment. You either have something to offer or you haven't. I would say what one needs is energy and goodwill, whether you are eight or eighty.

Of course it's much more difficult these days. You've got to have paper qualifications, and so on. I would never be allowed any more! In Britain and perhaps it's the same in America, it's the postgraduate training that matters. I think it's a good and necessary development. It provides ELT training without stopping the entry of people from a variety of subject backgrounds.

People talk a lot about student motivation, but teachers have to be motivated as well. How have you kept motivated?

By taking risks, trying new things, and enjoying the sensation of feeling useful. If you don't take risks, you'll come to a standstill.

Andrew Wright will be offering some of his ideas at the conference in three practical presentations on using paintings, visuals, and readers as well as in his pre-conference workshop ("Inventing Activities for the Language Classroom") and the colloquium on Task-Based Language Learning.

NEEDED!



Conference Reporters

If you would like to write a report on a JALT '89 Conference presentation, contact Ann Chenoweth at 03-828-7406 or sign up at the JALT Publications table near registration at the conference in Okayama.

The Language Teacher Calendar 1989-90

**November – The Use of Literature in EFL
(Bill Hill)**

December – Open

January – JALT Issue

February – '89 Conference Presentation Reports

April – Open

**May – Global Issues in Language Education
(Kip Cates and Kevin Mark)**



Enroll your students in the PHR Academy of English



Academic Challenges in Reading

by
Helen Taylor Abdulaziz

Designed to meet the needs of the beginning ESL student, this text provides students with special purpose reading experience in five key areas: math, science, business, social science, charts and graphs. The goal of this exciting new book is to introduce extensive academic reading skills at a far lower level than any existing text.

- **Reading skills** can be introduced and practiced from the lowest levels of language instruction.
- **Technical vocabulary** is carefully defined in context and explained in everyday English.
- **Grammar** is controlled in the early lessons.
- **Illustrated previews** help students recall existing knowledge about each topic.

ISBN 0-13-00081 1-7 For false beginners and pre-intermediate students.

Academic Reading and Study Skills for International Students

by
Lisa Rosenthal &
Susan Blake Rowland

This book is designed to teach reading skills as they relate to study skills. As well as the reading passages themselves, graphs, charts, pre-reading exercises, and glossaries are included.

- **Special exercises** help the student comprehend the authentic college text passages.
- **Other exercises** stress the need to integrate reading and study skills.
- **As an introduction** to the academic world, the text includes authentic passages from a variety of fields.
- **Optional further study questions** in most chapters.

ISBN 0-13-000563-0 For advanced and semi-advanced students.

Beyond Words

by
Mark O. James &
Norman W. Evans

Each chapter of this superb text contains at least four substantial readings on a common theme. A rich variety of both pre- and post-reading exercises help develop vocabulary, comprehension, and critical-thinking skills. Based on recent research on the reading process and language instruction, this innovative volume:

- **emphasizes** the interactive nature of the reading process
- **bridges** the gap between ESL and college-level reading
- **focuses** on common discourse patterns and reading skills
- **encourages** concentration on overall text organization

ISBN 0-13-074048-9 For advanced students

Approaches to Academic Reading & Writing

by
Martin L. Arnaudet &
Mary Ellen Barrett

Approaches to Academic Reading and Writing provides a guide to the mastery of written English as it is used in an academic environment for advanced ESL students.

- **Practical approach:** writing tasks are those commonly assigned in a university setting.
- **Authentic materials:** research chapters from unedited university textbooks provide a basis for reading and writing assignments.
- **Self-contained:** using this text alone, students can do all assignments.
- **Numerous diagrams** stress understanding the Ideas presented in the text.

ISBN 0-13-043679-8 For advanced students.

For further information, contact Harry T. "Terry" Jennings

PHR
PRENTICE HALL REGENTS

Prentice Hall Regents of Japan

Jochi Kojimachi Bldg., 3F, 6-1-25 Kojimachi, Chiyoda-ku, Tokyo 102, JAPAN

東京都千代田区麹町6-1-25 上智大学ビル3階

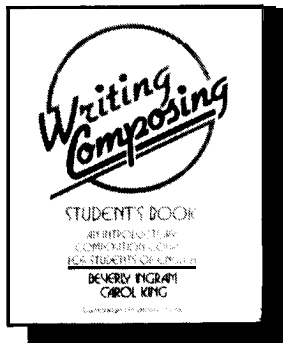
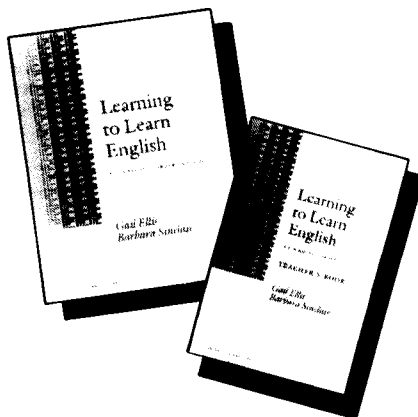
Telephone: (03)238-1050 FAX (03)237-1460 Telex 650-2954590
(For telexes from outside U.S. precede with U.S. Access Cd. 23 from most countries.)

Q What do these books have in common?



The Cambridge English Course

Learning to Learn English



From Writing to Composing

How to... Readers



A. Their authors will be at the JALT Conference in Okayama. See you there!

For information on all Cambridge ELT publications, please contact:
Steven Maginn, United Publishers Services Ltd,
Kenkyusha Building, 9 Kanda Surugadai,
2-chome, Chiyoda-ku. Tokyo 101.
Tel: (03) 295-5875.

CAMBRIDGE UNIVERSITY PRESS

INTERVIEW: PATRICIA L. CARRELL

By Terry Cox

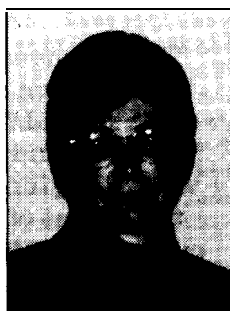
TC: Dr. Carrell, you are an editor of two recent, state-of-the-art books on second language reading and pedagogy, and the author of numerous research papers in this field. Could you tell The Language Teacher readers about your professional background? How did you first get into the field of linguistics and language teaching?

CARRELL: I got into the field of linguistics and language teaching in graduate school, from an undergraduate background in foreign language (German) and mathematics. I started out in college as a mathematics major, and for that major was required to take a foreign language. I selected German because of my German heritage, and found I really enjoyed the study of the language. After a junior year abroad in Berlin, ostensibly as a mathematics major, I decided to leave the mathematics behind and concentrate on foreign language study. I had also studied some Russian in the meantime. When it came to selecting a graduate program, I didn't know anything about linguistics (I don't think I even knew there was such a field at that time), but I knew I wanted to study language and not literature. The program in the Department of Germanic Languages and Literatures at the University of Texas was heavily language-oriented, and I decided to go there. A year after I got there, the Department of Linguistics split off from the German Department. All the faculty with a language orientation went into the Linguistics Department, and so did I. After getting my master's degree in Linguistics with a concentration on German, I started studying more exotic languages as part of my doctoral program (Igbo and Swahili). This was also at the time of the heyday of transformational-generative grammar and theoretical linguistics. So I became a theoretical linguist with a concentration in African languages.

You are a professor of both linguistics and psychology. I suppose that with that combination of disciplines, it was only natural for you to become interested in the study of language and cognition, and reading in particular.

When I took my first teaching job at Southern Illinois University in 1988, I was hired as a theoretical linguist. However, the program then was primarily serving the needs of EFL/ESL master's students, and so gradually over the years I, too, became interested in applied linguistics and, in particular, second/foreign language acquisition. In fact, it was this applied interest in second/foreign language acquisition that led to my cross-appointment in psychology. I first became interested in the cognitive aspects of language comprehension and acquisition, especially in a second or foreign language, and gradually trained myself in the field of psycholinguistics. When I began offering a psycholinguistics course on campus, the Psychology Department approached me about a cross-appointment and about cross-listing my course for their students.

Some of your recent research has focused on how



awareness of formal schemata and general reader background knowledge affect second language reading comprehension. In fact, the term "schema theory" is frequently associated with your name. Could you give our readers a brief explanation of what schema theory is? How does it relate to language learning and teaching?

It's funny how certain terms come into a discipline and become virtual "buzz" words. I remember when I did my first research in schema theory in 1989 and 1981, several colleagues encouraged me to avoid use of the term "schema theory" because no one knew what that was at the time. Editors thought use of the term would discourage potential readers of my papers. I think in the first several things I did, I had to say something like "schema theory or background knowledge." Now practically everyone knows something about the term "schema theory," and I'm proud to have that knowledge so closely associated with my name.

Basically schema theory is the notion that everything we comprehend we comprehend in terms of things we already know. All new information, new input, is processed in terms of old information, what's already stored in permanent memory. Schema theory says that our prior background knowledge is organized hierarchically, or in the form of networks, from very general types of information at the top to more specific types of information at the bottom. This prior background knowledge is of all sorts, from knowledge about different events, objects, beliefs, and language, to knowledge of how texts of different kinds are typically organized (what I have called formal schemata) to knowledge about the content domains of various texts (what I have called content schemata). Schema theory is relevant to language learning and teaching insofar as it suggests that foreign or second language comprehension (and, hence, learning) will be facilitated or interfered with due to a learner's existing schemata (linguistic schemata, formal schemata, content schemata). Contrastive analysis and error analysis had already told us about the transfer or interference of linguistic schemata; what my work on schema theory, and that of others, has shown are the strong effects of both formal, rhetorical schemata and content schemata, especially culture-specific schemata, on second/foreign language reading comprehension.

A colleague of mine once commented that schema theory seems to be merely a new name for a common principle that educators have long recognized either consciously or instinctively. How would you respond to that notion?

I'd say your colleague is entirely correct. After all, the term "schema theory" goes back to the ideas of Immanuel Kant. So it's been around for a long time. And lots of educators and other people with common sense have long known that there is a sense in which one can only learn something new through something one already knows. That's where the idea of using "analogy" to teach new concepts come from. What is new about the recent introduction of schema theory into second/foreign language research and pedagogy is that we are beginning to appreciate the extent of the influence of culture-specific content, as well as formal rhetorical schemata, on language comprehension.

What is metacognition?

That's another one of those terms which right now isn't too familiar to people in applied linguistics and second/foreign language. But I'm trying to change that! Basically "metacognition" means "cognition about cognition." What this means is the cognitive processes which govern knowing, or cognition, and how these "meta" processes affect cognition or knowing. It refers to the things learners, or listeners, or readers do (consciously or subconsciously) to guide and direct their cognition, and what they do when the cognitive processes break down. My most recent research has begun to focus on the relationship between metacognitive ability and effective learning. In an article published in the *Modern Language Journal* just this summer, I report a study of the relationship between readers' metacognitive awareness of reading strategies and their reading ability.

How is metacognitive strategy training related to individual learning styles?

Well, to get a complete answer to that question, you'll have to come to the JALT Conference in Okayama in November! I'll be giving a paper on a recent study I've been conducting which addresses that question. In that study we looked at two different metacognitive strategy training techniques for second/foreign language reading pedagogy—semantic mapping and the experience-text-relationship method—and readers' individual learning styles. I think our results are very interesting and generally speaking, show that individual learning styles may be factors to consider in selecting reading strategies for training/teaching.

What projects or research studies are you working on now?

Well, I've just finished up the metacognitive strategy training study we just talked about, and I'm considering ways of following up on that one. We need better ways to measure learning styles of non-native English speakers. Most of the learning style inventories or scales which have been developed were developed for native speakers of English, specifically American students. Sometimes these do not work so well for non-native speakers of English, or for people from different cultures or with different experiences with schooling

and/or literacy.

I am also now working on a couple of projects involving both reading and writing, and exploring the relationships between reading and writing. One project involves looking at reading and writing relationships in first and second language. The first languages we have targeted are Chinese, Japanese, Spanish and Arabic, and the second language is English. Preliminary results of this study, which is ongoing and which involves other co-investigators (Joan Eisterhold, Sandra Silberstein, and Barbara Kroll) were reported at the 1988 TESOL Convention and at the Convention of the Conference on College Composition. Another ongoing project involves looking at reading and writing relationships in English as a second language for

different text types. My co-investigator on that project is Ulla Connor.

The theme of JALT '89 is bridging the gap between theory and practice.' What do you see as the practical implications of recent second language reading research for classroom EFL teachers?

I think the basic themes of my two recently co-edited books, which you mentioned at the beginning, show the practical implications of recent second language reading research for EFL classrooms. Those themes are that reading is not just an active, as opposed to a passive, process, but that reading is actually an interactive process, and that effective foreign language reading, like effective first language reading, involves both reader and text variable interacting, both top-down and bottom-up processes interacting, and both content and formal schemata, as well as linguistic schemata.

What other research do you feel needs to be done in the area of language learning and metacognition, and second language reading?

With the importance of reading in foreign language acquisition, especially in EFL in parts of the world where spoken English is not accessible to learners, and in learning situations where the emphasis is on the written language (e.g., English for academic purposes), much more research of all kinds needs to be done in second/foreign language reading. And, equally importantly, research must inform pedagogy, and sound pedagogy should guide research direction. There should be a two-way street between research and pedagogy.

Some research areas which I think need attention include the reading-writing connection and literacy in general. For example, some questions which need to be addressed are: What is the nature of the reading-writing relationship in a second/foreign language, and how does it develop and change over time and as second/foreign language proficiency grows? How is the reading-writing relationship in a second/foreign language affected by the reading-writing relationship in the native language? How does the relationship differ for different native languages, different cultures?

Another area of research needing more attention are the relationships among reading strategies, awareness of reading strategies, metacognitive strategy training, effective second/foreign language reading, and learning styles.

Finally, the complex relationship between vocabulary knowledge and second/foreign language reading needs to be further explored. Obviously word knowledge is important to reading, especially for effective word recognition and efficient bottom-up processing. Word knowledge also entails conceptual knowledge, knowledge of the conceptual networks in which a word participates. But too often reading classes and reading pedagogy devolve into just vocabulary instruction. Too often reading pedagogy becomes nothing more than a series of techniques for guessing individual words in context and so draws the reader's attention away from what reading is and feeds the misconception that reading means needing to know the dictionary definition of each and every word. Instead of encouraging more vocabulary exercises, reading classes might more profitably have students doing more reading and receiving instruction in other, more global, reading strategies.

Will your visit to Okayama for JALT '89 be your first trip to Japan?

Yes, in fact, it will be my first time in the Far East, the Orient. I'm really looking forward to it, both the JALT conference, as well as to seeing something of Japan. I'm also looking forward to seeing some of my former students who are teaching in Japan, as well as to seeing other long-time colleagues and friends in that part of the world.

Terry Cox is Assistant Professor of Anglo-American Studies Department, Soai University, Osaka.

CALL FOR REPORTERS



If you are going to the Pre-Conference Workshops on Nov. 2 at JALT'89-Okayama, please write a report for inclusion in *The Language Teacher*.

**Contact Ann Chenoweth
at 03-828-7406 a.s.a.p. to
sign up.**

SUBSCRIBE TO THE TESOL NEWSLETTER

JALT members who are not members of TESOL may now subscribe to the *TESOL Newsletter* at a yearly (6 issues) rate of ¥2,000 surface mail, ¥3,000 air mail. This informative and useful publication includes hints and techniques for teaching and short articles and reports on new trends and teaching situations all around the world. It's a quick and easy way to keep up on the latest activities of the TESOL organization, too. Send in your subscription using the *furikae* form found in this issue.

**TIME
TRAVEL**

we are specialists for exclusive
overseas travels in Osaka. We can
offer you attractive discount airline
tickets and arrange accommodation
for you. You don't have to worry
about your Japanese, our bilingual
staff are ready to help you. ANY TIME!

LICENSE NO. 5931

06-271-7121

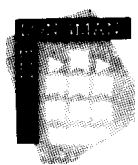
Let's fly cheap!

TIME TRAVEL CO.,LTD.

7F ZENIYA DAINI BLDG 15 9
AZUCHIMACHI CHUO KU OSAKA
〒541 FAX 06-271-7174

Longman ELT
+
Filmscan/Lingual House
=
more from the best!

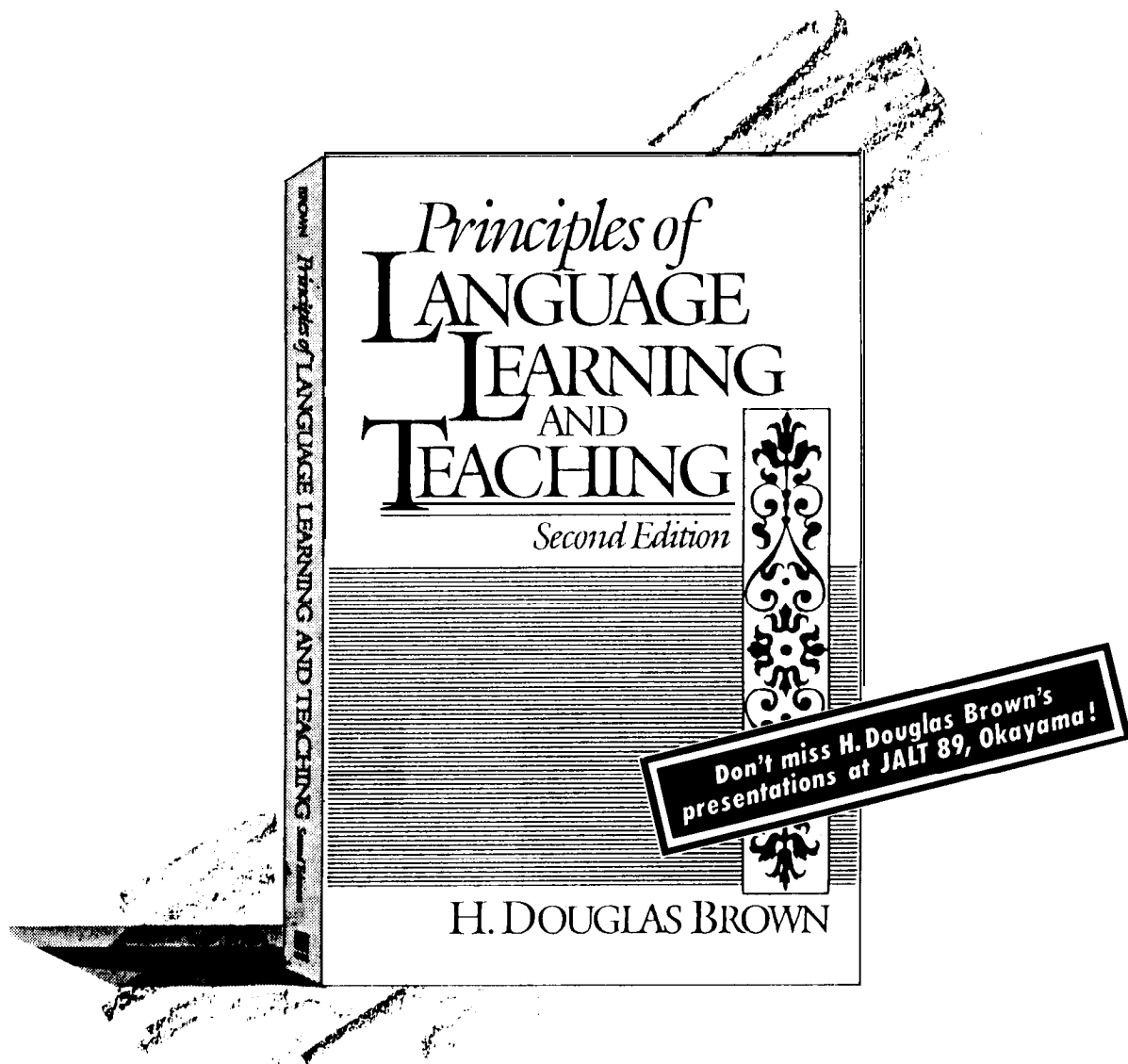
Longman ELT and Filmscan/Lingual House
are happy to announce that
from July 1st. 1989 they will be
working together to continue to
bring to teachers in Japan
more from the best in ELT!



Please contact us at our new address!

Longman ELT
Longman Penguin Japan
Gyokuroen Bldg. 1-13-19 Sekiguchi
Bunkyo-ku, Tokyo 112
Tel (03) 266-0404
Fax. (03) 266-0326

First Choice!



A concise overview of current theoretical issues in ESL. The first edition drew enthusiastic praise from both reviewers and teachers and now the new edition goes even further.

- Over 200 new bibliographic references
- *In the classroom* vignettes on teaching methodology
- Information on intelligence and language learning
- Information on right and left brain processing
- Chapters re-structured and expanded

For further information, contact Harry T. "Terry" Jennings

PHR

PRENTICE HALL REGENTS

Prentice Hall Regents of Japan

Jochi Kojimachi Bldg., 3F. 6-1-25 Kojimachi, Chiyoda-ku, Tokyo 102, JAPAN

東京都千代田区麹町6-1-25 上智麹町ビル3階

Telephone (03)238-1 050 Fax: (03)237-1460 Telex: 650-295-6590

(For telexes from outside U.S. precede with U.S. Access Code 23 from most countries)

Video Course

BBC English
courses

THE LOST SECRET

Materials :

- 11 units
- 2 Videocassettes
(1 X60min & 1 X70min)
- 1 Coursebook
(bilingual) (180 pages)

[Beginner's Level]



Audio Course

BBC BEGINNERS' ENGLISH

Materials :

- 1 Student's Book
- 1 Workbook
- 1 Teacher's Book
- 2 Class Audio (x 60 min)
- 3 Language Review Audio
(X 90 min)

(Beginner's Level)



MEYNARD PUBLISHING LTD.
メイナード出版株式会社

TOKYO OFFICE
Yanagiya Bldg. 6F, 2-18-6 Takadanobaba,
Shinjuku-ku, Tokyo 160
Tel: 03-232-3611 Fax: 03-232-3805

OSAKA OFFICE
Osaka Fukoku-Seimei Bldg. 4F, 2-4 Komatsubara-cho,
Kita-ku, Osaka 530
Tel: 06-362-2961 Fax: 06-316-1049

A LEXICAL SYLLABUS FOR LANGUAGE LEARNERS

By Jane Willis

IDENTIFYING WHICH WORDS TO TEACH

Thanks to the computers used on the COBUILD project at the University of Birmingham, we have been able to identify exactly which are the most frequent words in the English of today. This is good news for learners of English, since it is precisely these words the learner is most likely to meet and need in real life. The most common meanings and the most common notions and functions are in fact those expressed by the most common words, and their various combinations.

From the computer analysis of around 20 million running words of text (this corpus included whole texts like novels, newspapers, radio programmes, and conversation) we discovered that the most frequent 700 words in English account for about 70% of English text. In other words, 70% of the average newspaper page, of the average conversation, is made up of the 700 top words in English. So if language students learn the most common uses of these 700 frequent words, they will be able to cope with 70% of any average text. Adding another 800, the commonest 1600 words capture 76% of text, and finally adding another 1000 words, a total of 2500 words will capture 80% of all spoken and written English. To summarise:

THE MOST FREQUENT
700 words make up 70%
1500 words make up 76%
2500 words make up 80%
OF ENGLISH TEXT

An elementary syllabus for learners, then, should consist of the main MEANINGS, USES AND PATTERNS of the most frequent words—a lexical syllabus. We can reliably predict that these will be the words of most use to students, who would not waste time learning words or patterns they were less likely to hear or use themselves.

SOME COMMON WORDS

Computers can enable us to examine language far more objectively than we can do in our own minds. You might well guess what the five most frequent words in English are:

THE
OF
AND
TO
A

But would you have guessed the top five nouns?

TIME
PEOPLE
WAY
MAN
YEARS

Or the top five verbs (after the auxiliaries)?

SAID
THINK
KNOW
GET
SEE

All these very common words also have a very wide

range; that is to say they occur over and over again in every sort of text, even quite specialised texts, such as business correspondence, engineering reports, and medical journals. So they make up the core of the language, and are needed by all students, even those going into ESP.

But it is not enough to teach learners just the forms of these words. Learners need to recognize the possible meanings of these words, and of these words in combinations. Each of the top 700 common words has, on average, three different meanings.

MEANINGS AND PATTERNS

How far can computers help us to identify the commonest meanings and patterns? Look at these typed concordances. They are lines taken entirely at random from a recent teachers' newsletter and an ELT conference programme. Which uses of IN refer to place, which to time, and which to neither?

SAMPLE CONCORDANCE LINES FOR THE WORD FORM 'IN'

- | | | | |
|----|------------------------------|-----|---------------------------|
| 1 | adjustments and stay | in | the EOI... |
| 2 | ...a refreshing break | in | the second term |
| 3 | With this | in | mind we have tried to... |
| 4 | ...start thinking | in | terms of a greater... |
| 5 | of expertise. | In | order to benefit |
| 6 | ...both | in | the morning and in the... |
| 7 | ...both in the morning and | in | the afternoon... |
| 8 | We have over 1000 members | in | Spain. |
| 9 | ...2000 pts that is included | in | the the for attending... |
| 10 | ...convention. | In | fact, most teachers... |
| 11 | The Famous | i n | Action! |
| 12 | ...the latest fashion | in | the UK. |
| 13 | ...to say it. | In | fact most of the... |
| 14 | ...learning grammar | in | a communicative way. |
| 15 | ...hand this form | in | when you collect |

A lexicographer would of course need to study many more concordance lines to get a full picture of the uses of the word IN. But already from these few we can see that in addition to phrases expressing place and time, IN occurs in many other very common phrases: see lines 4, 6, 9, 10, 11, 13, 14, and 16. When checked against the COBUILD database, this tiny collection of examples is a fairly representative sample of the uses of IN.

For every single target word the computer can find and print out line concordances from the 20 million word corpus of texts and conversations; thus contextualising every occurrence of the word, giving around eight words on either side of it. The source of the line is also shown, and the lines can be arranged alphabetically, according to the letter following the word. This arrangement on the page helps both lexicographers and learners of English analyse the most common meanings, uses and patterns of each word.

Interesting facts have come to light. For example, what would you imagine is the most common meaning of the word LIKE? Most people guess that "I really like

football" or "Would you like a cup of tea?" illustrate its most common meaning--"to be fond of or enjoy or want." But look at the figures given to us from the analysis of the computer corpus:

| | |
|------------------|-----|
| -LIKE | |
| similar to | 57% |
| such as | 17% |
| be fond of/enjoy | 17% |
| (miscellaneous | 7%) |

Findings like these are most surprising. They are not at all like the 'picture' of LIKE given in most course materials. In a course based on a well researched lexical syllabus, then, words like these are given a more balanced treatment, so that students can learn their most important meanings early on, and do not get a distorted view of what the English language is like.

SO WHAT ABOUT GRAMMAR?

All the words associated with traditional grammatical structures are extremely common and a study of the concordances can show us which are the most common **patterns** associated with each word.

The commonest patterns for OF can be identified by looking at the words which most frequently occur to the left and the right of OF:

| | | |
|------|----|------|
| one | OF | the |
| out | | a |
| kind | | his |
| sort | | them |
| some | | |
| part | | |

Some examples: One of the most... I What kind of... / Some of his earlier work.

The word WAY is very often found in patterns such as these:

The best way to...
One way of-ing...
The only way is to...

The word THING is very commonly used in patterns like:

The thing is...
The best thing was...
The most important thing is...

The word EVER is not only used with the present perfect tense, but equally and sometimes more often with other patterns:

Have you ever been to Africa?
Do you ever go...
Will you ever visit...?
Did you ever see that film about...?
All the money I'll ever need...
Ever since that fatal day...

And most commonly in conditionals:

If you ever see...
I don't know if I'll ever go again...

These are just a few examples of the findings of the lexical research, which should form part of a lexical syllabus.

IMPLICATIONS FOR TEACHING

If we want our learners to communicate effectively, it is essential that they are exposed to representative samples of English in the classroom. This is what a

lexical syllabus should aim to do. The COBUILD research has enabled us to identify the most common uses of the most common words, and gives learners a far more complete and better balanced picture of present day English.

Some syllabuses unfortunately tend to give a rather unreal and incomplete picture of how English works, giving unnatural examples, and rules that do not always work. So what can we do to help? How can we fill the gaps and re-balance the students' view of English? Some suggestions follow.

*Speak to your students in English most of the time--this is after all real communication (organizing, explaining)--and without realising, you will be using all those common words over and over again, giving valuable exposure.

*Get students talking to each other for real: set up real communicative tasks where the focus is on achieving the outcomes; for example playing a game, exchanging opinions or experiences and conducting class surveys.

*Record fluent speakers of English doing the same communicative tasks as your students do; your students will listen with great involvement and pick up all sorts of useful common words and phrases--often ones that they needed themselves to do the task.

*For reading materials, use real, rather than simplified or concocted texts, whenever possible.

*Give your students a chance to analyse language for themselves, e.g., studying the transcripts of the recording they heard, or analysing the use of particular words or forms in their reading text. (Try searching a text for words ending in -ING or -ED and collecting examples to analyse in class. The text must be already familiar to students, so they know what the examples mean in context.)

*Draw attention to phrases with the common words mentioned here (e.g., WAY, THING) whenever they occur; encourage students to collect examples of prepositions in context, and then look them up in a dictionary, to compare uses and find parallel examples. They can also collect phrases with words they find difficult.

CONCLUSION

If learners work with real English, they will learn real English. They will become used to coping with natural speech and authentic texts and will have the independence to carry on learning from real-world sources, such as the BBC World Service. If they only have "TEFLese" they will learn that, and their ability to cope in the world outside will be severely limited.

NOTE

The COBUILD project, funded by Collins publishers, was begun in 1981 at Birmingham University. The aim was to produce an accurate study of how English is used today, to help learners speak and write English more naturally. The products of the research include the range of Collins COBUILD English Language Dictionaries, and the Collins COBUILD English Course, for adult remedial beginners.

Enjoy English

An English conversation video course for Junior High School students

- Already being used by 760 schools in Japan!
- A 40scene video course of graded, conversational English, filmed entirely on location in the United States.



For more information about this or our other products, just send in this coupon or give us a call:

Please send me more information about:

Name _____

School: _____

Address _____

Phone _____

B&C's other products

ON BUSINESS ABROAD

LIVINGABROAD

First Step Abroad

B&C I NC. 《J/V of BERLITZ and c. ITOH》

Hill Crest Hirakawacho 1F 2-5-7 Hirakawacho
Chiyoda-ku, Tokyo (102)

TEL.03(234) 0631

Make Contact With the Real World

Early Business Contacts

Topics include: first meetings, company organization, job routines, business correspondence, sales forecasts, factory tours, market research and more. For pre-intermediate students.

Business Contacts

Topics include: recruitment procedures, inflation, plans and strategies, pricing policies, office talk, market share developments, end of year reports and more. For pre-intermediate to intermediate students.

Secretarial Contacts

Topics include: booking a hotel room, receiving visitors, office talk, dissatisfied customers, the board meeting, preparing the agenda, important phone calls and more. For pre-intermediate to intermediate students.

Technical Contacts

Topics include: optical fibres, computers, testing circuits, transistors, printing processes, microchip manufacture, data communications, factory automation and more. For pre-intermediate to intermediate students.

The *Contacts* series provides practice in communication skills for the specialist and non-specialist student of English. All of the situations in this series use realistic language to handle real-life professional tasks.

All books in the *Contacts* series contain the following features:

- Situationally organized around authentic topics.
- Designed for classroom and self-study practice.
- Discussions, role-plays and problem solving activities.
- Grammatical and functional.
- Vocabulary extension.
- British and American varieties of speech.

For further information, contact Harry T. "Terry" Jennings

PHR

PRENTICE HALL REGENTS

Prentice Hall Regents of Japan

Jochi Kojimachi Bldg., 3F, 6-1-25 Kojimachi, Chiyoda-ku, Tokyo 102, JAPAN
東京都千代田区麹町6-1-25 上智ビル3階

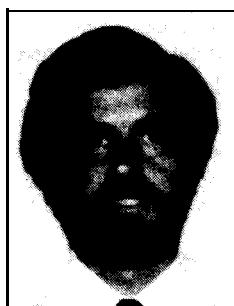
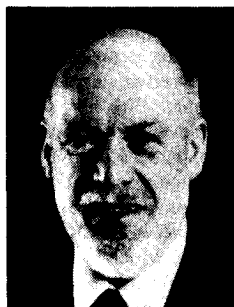
Telephone: (03)238-1050 Fax: (03)237-1460 Telex: 650-295-8590
(For telexes from outside U.S., precede with U.S. Access Code: 23 from most countries.)

INTRODUCING THE INVITED SPEARERS

MAIN SPEAKERS

This year's keynote speaker, **John Sinclair**, is Professor of Modern English Language at the University of Birmingham, U.K. where he has been since 1965; previously he was at the University of Edinburgh. He has been involved in project and consultancy work in over thirty countries, and is Advisor for English Language at the National University of Singapore. Other countries with which he has active links include Algeria, Brazil, China, Italy, Malaysia, Oman, and Zimbabwe. He has written books on grammar and discourse, and materials on primary ESL, and ESP. He is editor in chief of the COBUILD project, which produces dictionaries based on a new analysis of contemporary English (see his *Interview* in this issue). He has authored many papers on these topics as well as on stylistics, methodology, and syllabus design.

In addition to the keynote address, he will take part in the colloquium on Teacher Training and give two workshops, one on grammar and the other on stylistics.

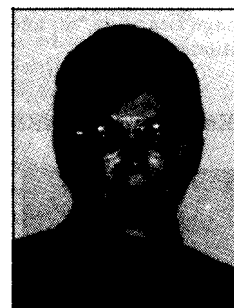


H. Douglaa Brown is Professor of English in the Master of Arts Program at San Francisco State University, and Director of the University's American Language Institute. Previously, Brown taught at the University of Michigan and the University of Illinois. He was President of TESOL in 1986-87, and from 1970-79, he was editor of *Language Learning*.

Along with numerous articles and edited books, his textbook, *Principles of Language Learning and Teaching* (Prentice-Hall, second edition, 1987), is well known in language teaching circles. His most recent books are *A Practical Guide to Language Learning* (Random House, 1989) and *Breaking the Language Barrier* (Intercultural Press) which will be published later this year. He is also the project director for a new basal series in ESL for Prentice-Hall. Brown is particularly interested in the cognitive and affective factors of the learning-teaching process.

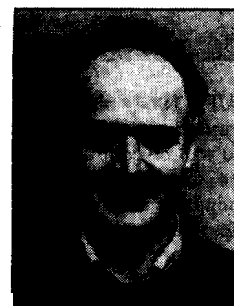
He will be part of the colloquium on Motivation and will make two in other presentations in addition to giving a plenary, "Beyond Communicative Competence: Teaching Learners How to Learn."

Patricia Carrell is best known for her research on schemata and reading. At this year's conference, she will be giving a plenary, "Reading in a Foreign Language: Research and Pedagogy", participating in the colloquium on Reading Strategies and conducting a workshop on "Helping EFL Readers Interact with Formal Aspects of Texts". Carrell has recently become the Graduate Dean at the University of Akron, Ohio after having served as Associate Dean of the Graduate School, Professor of Linguistics, and Professor of Psychology at Southern Illinois University, Carbondale. She is on the editorial advisory board of *Modern Language Journal* and *Reading in a Foreign Language*, has numerous publications in journals such as *Language Learning* and *TESOL Quarterly*, and has edited two well-known books, *Research in Reading English as a Second Language* (TESOL, 1987) and *Interactive Approaches to Second Language Reading* (CUP, 1988).



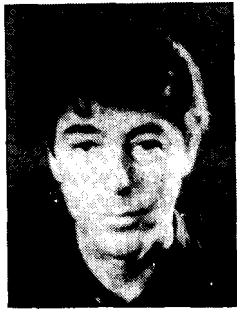
Mizue Sasaki is a Professor at Yamaguchi National University and is also a columnist for the *Asahi Evening News*. Previously she taught Japanese at the American School in Japan and at Yokohama National University. She has presented papers at several conferences on teaching Japanese and her recent publications include *Japanese Naturally* (Kenkyusha, 1989) and *Ryugakusei to mita Nihongo* (Shinchosha, 1989). Her plenary on "Some of the Difficulties in Teaching Japanese as a Second Language" will be on Sunday.

Andrew Wright, a writer, illustrator and teacher trainer, joins us again, having been a Main Speaker at JALT '82. His books include: *Games for Language Learning*, the *How to series* of readers, and most recently, *Pictures for Language Learning* (CUP) and *1000 Pictures for Teachers to Copy* (Collins Education). His pre-conference workshop, "Inventing Activities for the Language Classroom", should



be a useful one, for as he puts it, "I would like teachers to feel that I am their support assistant. I spend all my time trying to find ideas and materials which teachers might find practical and useful. It gives me great pleasure when they say that I have." He will be participating in the colloquium on "Task-Based Language Learning," in addition to making other presentations.

FEATURED SPEAKERS



Susan Stempleski teaches at Hunter College, New York. She is the founding chair of TESOL's recently formed Video Interest Section and is also a member of IATEFL's Video SIG. She has given countless presentations on video in language teaching and will be taking part in the Video Colloquium at the conference. In addition, she and Barry Tomalin will conduct a workshop on using videos.

Roger Griffiths is an Instructional Developer at Sultan Qaboos University, Oman. One of his research interests is L2 listening comprehension. The three papers he will present are related to facilitating NNS comprehension.

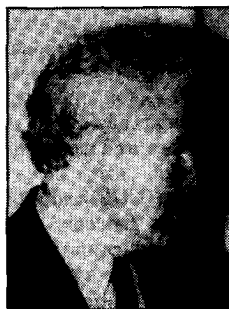


Michael Swan has 26 years' experience in English language teaching, and is now a full-time writer of teaching and reference materials. He is general editor of the Cambridge Handbooks for Language Teachers. His publications include *The Cambridge English Course* (with Catherine Walter,



CUP, 1984) and *Practical English Usage* (OUP, 1980). He will be conducting one of the pre-conference workshops on "Realistic Communicative Work," and making four other presentations.

Barry Tomalin of British Broadcasting Corporation will also participate in the



colloquium on Video in English Language Teaching. He is the Editor of *BBC English* and is also a teacher trainer, writer and broadcaster who specializes in video and audio methodology. He is currently working on a sequel to "Follow Me."

Jane Willis, who will take part in the colloquium on Developments in Teacher Training, is an ELT specialist, writer and teacher trainer. She has extensive overseas experience in Europe, the Middle East, the Far East and South America and has recently co-authored the *Collins Cobuild English Course*, which is a three level course for adult remedial beginners. At the conference, she will speak on the lexical syllabus and conduct two workshops.



GUEST SPEAKERS



Richard R. Day is Professor of English Education at Ashiya University. He is on leave from the University of Hawaii, where he has filled positions ranging from Chairman of the Department of ESL to Assistant Vice President for Academic Affairs. He is well known for his work in sociolinguistics, SLA and classroom-centered research. He has published

extensively and his work includes *Talking to Learn*, which he edited for Newbury House (1986). He was guest editor for the June 1989 issue of *The Language Teacher* on "The Role of Grammar in Teaching English." At the conference, he will be participating in the colloquium on Motivation and will present a paper on "Determining EFL Learners' Reading Interests."

John Fanselow is a Professor at Teachers College, Columbia University; he is a past president of TESOL and New York State TESOL and past second vice president of TESOL. He teaches in Japan in the Teachers College M.A. Program. He has published in TESOL Quarterly and his recent book, *Breaking Rules: Alternatives for Language Teachers* (Longman, 1986), is well known. Fanselow will be taking part in the colloquium on Global Issues in Language Education, conducting a pre-conference workshop on "Innovations in the Teaching of Writing and Reading," and speaking on "Mining Textbooks" and "You Call Yourself a Teacher?"

Kiyoshi Hasegawa is a Professor at Yokohama National University. He also participates in teacher-training programs at The University of Tsukuba and is the chief editor of both *Proceed English-Japanese*

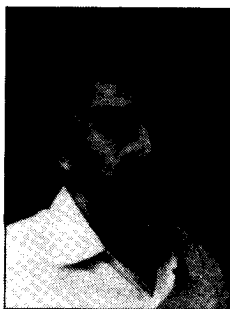
Dictionary and *Proceed Japanese-English Dictionary* (Fukutake Publishing Co., 1988). He will be speaking on "Cultural vs. Literal Translation-Reflections on the Use of Japanized English."



Takeshi Hashiuchi is Professor of Applied Linguistics at Momoyama Gakuin University (St. Andrew's University). Prior to that, he was at Notre Dame Seishin University. He is the Founding Secretary General of the JACET Chugoku-Shikoku Chapter. His research interests are in sociolinguistics and folklore and their application to language teaching.

He has co-authored four books including *Gengo to Ningen* (Sanseido) and *An English Dictionary of Japanese Culture* (Yuhikaku). Hashiuchi will speak on "From Anglo-American English to New Englishes" at the conference.

Michael Lewis is a free-lance EFL writer and teacher trainer. He has written extensively on grammar and language teaching methodology and is a frequent visitor to many countries where he gives lectures, seminars and workshops. He is the co-founder of and partner in Language Teaching Publications. His publications include *Flexicourse* (OUP, 1981) and *Source Book for Teaching English Overseas* (Heinemann Educational, 1981). He will make three presentations including 'Grammar as an Exciting Activity.'

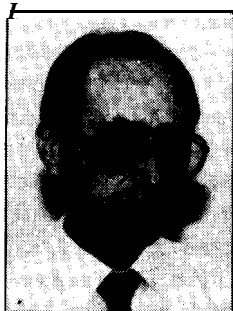


This year, **Alan Maley** will be running a workshop on generating activities from texts. He is Director-General of the Bell Educational Trust, Cambridge, and is the Chair of IATEFL. His publications include *Drama Techniques in Language Learning* (with Alan Duff, CUP, 1983) and *Mind Matters: Activities and Puzzles for Language Learners* (with

Grellet, CUP, 1981). He is also general editor of *Resource Books for Teachers* (OUP) and *Oxford Supplementary Skills* (OUP).

Sheila Ramsey is well known in the field of intercultural communication as a cross-cultural trainer.

Jack Richards has recently moved to the City Polytechnic of Hong Kong where he will be a Professor, Head of the English Department and Director of the EAP pro-



gram; previously he was a professor at the University of Hawaii. He is well known in Japan for his various presentations at past JALT conferences, and his numerous publications which include several EFL textbooks in addition to *The Longman Dictionary of Applied Linguistics* (1985) and *Approaches and Methods in Language Teaching* (with Michael Long, Newbury House, 1987). Richards will lead a pre-conference workshop on creating listening activities in the classroom, present a paper on "Reflective Teaching" and give two commercial presentations.

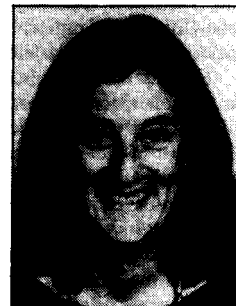


Peter Viney is perhaps most widely known for his *Streamline* series (OUP). He is also the author of numerous articles on topics which include course design, video, reading and classroom teaching skills. He will be taking part this year in the colloquium on Videos, and the Publishing Roundtable, in addition to giving three other talks.

PRE-CONFERENCE WORKSHOP PRESENTERS

For information on Andrew Wright, Michael Swan, Jack Richards, and John Fanselow, please refer to the above sections.

Margaret Allan will be conducting a "Video Production Workshop" and also will give two related presentations. She is Senior Lecturer in Educational Media at James Cook University in Australia and former Head of the British Council's Media Production Unit. She was the creator and producer of "Video English" and is author of *Teaching English with Video* (Longman, 1985).



Dale Griffie teaches at the University of Pittsburgh ELI in Tokyo. He is author of *Listen and Act* (Lingual House, 1982) and co-author of *Hearsay* (Addison-Wesley, 1986). He guest edited the May 1989 issue of *The Language Teacher* on "Songs and Music" and is currently planning a teacher reference book.

OPEN LECTURE

At this year's open lecture on Thursday, November 2, **Masumi Muramatsu** will be speaking about humor in intercultural communication.

Born in Tokyo in 1930, Masumi Muramatsu began his English-speaking career as a clerk-typist in 1949 during the Allied Occupation of Japan. Later, while working as an interpreter, he studied English literature in evening courses at Waseda University.

In 1966, he went to the United States as a simultaneous interpreter for the Japan Productivity Center/U.S. State Department program. During the next four and a half years, he accompanied 30 six-week Japanese productivity study teams covering various aspects of the American industry and business. In 1960, he joined the U.S.-Japan Trade Council (predecessor to today's Japan Economic Institute of America), first as Research Assistant, later as Research Director. During this period, he studied international economics in evening classes at George Washington University.

After 10 years in the United States, Muramatsu returned to Japan in 1966 to establish Simul International, Inc., with his former colleagues. This unique professional organization, of which he is the Chairman, provides services in interpreting and translation; conferences and convention management; interpreter and translator training (Japanese-English and Japanese-Chinese); English language education; and international training for those in business.

He has acted as interpreter for numerous important international conferences in political, economic, cultural, and technical fields. They include nine Summit Meetings of heads of state and governments of the seven industrialized nations.

Muramatsu is a best-selling author (*I Couldn't Speak English Either* and its sequel; *The Joy of English-How Humor Helps Communication*), a director of the Simul Press, and the President of the Simul Academy of International Communication. He lectures and writes on issues in crosscultural communication between the Japanese and other peoples.



招待講演者紹介

Main Speakers

今年の基調講演者は John Sinclair 氏で、英国のバーミンガム大学現代英語学部で1965年以来教鞭を取られている。(前エジンバラ大学在籍) 世界30数か国に及ぶプロジェクトや活動に助言・関係して、現在は国立シンガポール大学英語部門のアドバイザーである。関係の深い国々には、アルジェリア、ブラジル、中国、イタリア、マレーシア、オマーン、ジンバブエなどがある。著書の多くは、文法と談話、初級レベルや目的別の英語教材である。氏は、現代英語の新しい分析に基づく辞書の作成で著名なコビルト・プロジェクトの編集責任者でもある。(詳しくはインタビュー欄を参照) 氏の研究論文は、このプロジェクトに関するもの、文体論、教授法、syllabus design についてである。基調講演に加えて、「教師研修」についてのコロキアにも参加される。

H. Douglas Brown 氏は、サンフランシスコ州立大学の文学修士課程英語科の教授であり、大学付属のアメリカン言語研究所の所長でもある。以前はミシガン大学やイリノイ大学で教鞭を取った。1980年〜81年には TESOL の会長を務めた。また、1979年〜89年には『Language Learning』の編集者であった。数多くの論文や編著書があるが、1987年に出した『Principles of Language Learning and Teaching』(第2版)が言語教育の分野では特によく知られている。最近の著書には、ランダム・ハウス出版社から1989年に出た『Language Learning』があり、今年後半にもインター・カルチュラル・プレスから『Breaking the Language Barrier』が出版予定である。氏はまた、ブレンティス・ホール出版の新しい基礎英語コースのプロジェクトの責任者でもある。特に関心のある分野は、学習・教授課程における認知的・情緒的要因の研究である。大会では、全体会での講演「コミュニケーション能力開発以後：いかに効果的に学べるか」に加え、「モチベーション」に関するコロキアでもパネリストとなる。

Patricia Carrell 女史は、schemata 理論とリーディングに関する研究で有名である。本大会では、全体会で「外国語教育におけるリーディング：研究と教育学」を講演、リーディング・ストラテジーに関するコロキアではパネリスト、そして「Helping EFL Readers Interact with Formal Aspects of Texts」という題でワークショップを行う。女史は南イリノイ大学カーボンデール校の心理学部教授を経て、オハイオ州のアクロン大学の言語学部教授、大学院の学生副部長を歴任し、最近大学院学生部長となった。女史はまた、『The Modern Language Journal』と『Reading in a Foreign Language』の編集顧問委員会のメンバーでもある。『Language Learning』や

A REQUEST FROM THE EDITORS

If possible, when submitting
articles for consideration, please
send both a hard copy and a disk copy

(Mac or 3.5" IBM PC)

『TESOL Quarterly』などの研究紀要に数多くの論文があり、TESOL が出版した『Research in Reading English as a Second Language』及びケンブリッジ大学出版の『Interactive Approaches to Second Language Reading』を編著している。

佐々木瑞枝女史は山口大学の教授であり、朝日イブニングニュースのコラムニストでもある。これまで日本のアメリカン・スクールや横浜国立大学で日本語教育に携わった。日本語教育に関する研究大会で度々発表をし、最近の著書には『Japanese Naturally』(研究社1989年)や『留学生と見た日本語』(新潮社1989年)のがある。女史は日曜日の Plenary で、「第2言語としての日本語教育における諸問題」という題で講演する。

Andrew Wright 氏は、テキスト作成者であり、イラストレーターであり、教師トレーナーでもある。JALT'82 にメイン・スピーカーとして招待されて以来、2度目の大会参加である。著書には、ハウツウ・シリーズの一つである『Games for Language Learning』や『Pictures for Language Learning』(ケンブリッジ大学出版)や『1000 Pictures for Teachers to Copy』(コリンズ教育出版社)がある。担当する大会前ワークショップの一つ「語学クラスでの工夫を凝らした学習活動」は、大変有意義なものとなるであろう。「私は教師たちを手助けするためのアシスタントと思ってもらいたいし、実際に役立つ面白いアイデアや教材はないかと常に探し求めている。他の教師たちからそういったアイデアや教材について教えてもらうのを心待ちにしているのです。」とっている。氏は、「課題別言語学習」のコロキアのパネリストでもある。

Featured Speakers

Roger Griffiths 氏は、オマーンのサルタン・カブース大学で教授法開発を担当している。研究領域の一つは、第2言語習得におけるリスニング能力についてである。氏の研究発表は、大学講義の NNS 理解の促進に関するものである。

Susan Stempleski 女史は、ニューヨークのハンター大学で教鞭を取る。TESOL が最近創設したビデオ SIG の発起人責任者でもあり、IATEFL の方のビデオ SIG の会員でもある。言語教育におけるビデオの利用法について、多くの発表をしてきており、「ビデオ」に関するコロキアのパネリストとなる。

Michael Swan 氏は、20年以上にも互って英語教育の経験があり、現在は教材や参考書の専門作成者である。語学教師のためのケンブリッジ・ハンドブック・シリーズの総編集者であり、著書にはキャサリン・ウォルターと共著でケンブリッジ大学出版から1984年に出た『The Cambridge English Course』やオックスフォード大学出版から1980年に出た『Practical English Usage』がある。

大会前ワークショップの一つも担当する。

BBC の Barry Tomalin 氏も「英語教育におけるビデオ」に関するコロキアのパネリストでもある。BBC 英語の編集者、教師トレーナー、そして教材作成者であり、ビデオやオーディオ教授法を専門とする放送スペシャリストでもある。現在著名なビデオ・プログラム『Follow Me』の続編の作成に携わっている。

「教師研修の開発」に関するコロキアに参加する Jane Willis 女史は、英語教育スペシャリストで、教材作成者であり、教師トレーナーでもある。ヨーロッパ、中東、極東、南米と広範囲に互って活躍している。大人用で再教育目的の初級レベルの3段階コース・テキスト『Colins Cobuild English Course』の共著者である。

Guest Speakers

Richard Day 氏は、芦屋大学英文学部の教授である。ESL 学部長や学務担当副学長補佐などを歴任後、ハワイ大学で休暇で滞り中である。氏は、社会言語学、第二言語習得理論、実際教授法の研究で有名である。数多くの出版物の中で、1986年にニューベリー・ハウス出版社から出た編著書『Talking to Learn』がよく知られている。氏はまた、『The Language Teacher』の本年6月号に特集した「英語教育における文法の役割」のゲスト編集者でもある。「モチベーション(動機付け)」についてのコロキアに参加する。

John Fanselow 氏は、コロンビア大学の教員養成大学の教授である。氏は TESOL 元副会長及び元会長であり、TESOL ニューヨーク州支部の元支部長でもある。現在、日本で開設されているティーチャーズ・カレッジ修士プログラムで教鞭を取っている。また、『TESOL Quarterly』には数多く出筆してきているし著書も多いが、最近のものの中では1986年にロングマン出版社から出した『Breaking Rules: Alternatives for Language Teachers』がよく知られている。氏は大会前ワークショップの一つ「ライティングとリーディングの教育における革新的なアイデア」を担当する一方、「言語教育におけるグローバルな問題点」と題するコロキアにも参加する。

長谷川潔教授は横浜国立大学で教鞭を取っているが、筑波大学で開催される教師研修プログラムにも頻繁に招待されている。氏は、福武書店から1988年に発刊されたプロシード英和及び和英辞典の編集責任者である。講演は“Cultural vs. Literal Translation: Reflections on the Use of Japanized English”についてである。

橋内武氏は、桃山学院大学の応用言語学担当の教授である。昨年までノートルダム清心女子大学で教鞭を取っていた。氏は、大学英語教育学会(JACET)中国・四国支部の創設者であり、事務局長であった。研究分野は、社会言語学、民俗学とそれらの言語教育への応用などで

ある。「言語と人間」(三省堂)や「An English Dictionary of Japanese Culture」(有斐閣)等4つの共著があり、「From Anglo-American English to new Englishes」の題で講演される。

Michael Lewis氏はフリーランサーの英語教材作成者であり、教師トレーナーである。文法や教授法についての著書を数多く出している。また、世界各地で開催される講演会、セミナー、ワークショップなどに招待されてきている。言語教育に関する出版物の共同創設者でもある。著書には、オックスフォード大学出版から1981年に出版された『Flexicourse』や同年にハイネマン教育出版社から出された『Source Book for Teaching Overseas』などがある。本大会では「Grammar as an Exciting Activity」等3つの発表がある。

今年も来日する Alan Maley氏は、「教科書から考え出せる活動」と題したワークショップを担当する。氏はケンブリッジにあるベル・エデュケーション・トラストの取締役社長であり、IATEFLの会長である。著書には、アラン・ダフ氏と共著でケンブリッジ大学出版から1983年に出版された『Drama Techniques in Language Learning』やグレレット氏と共著でケンブリッジ大学出版から1981年に出版された『Mind Matters: Activities and Puzzles for Language Learners』がある。また、オックスフォード大学出版の『Resource Books for Teachers』や『Oxford Supplementary Skills』の編集責任者でもある。Sheila Ramsey 女史は異文化コミュニケーション分野で、トレーナーとして著名である。

Jack Richards氏はハワイ大学の教授であったが、最近ホンコンにある市立工芸大学へ転職し、英語科の学科長で、EAPプログラムの責任者となった。過去のJALT年次大会での講演などを通じて日本でも大変よく知られている。数多い出版物の中には幾つもの英語教科書の他に、1985年に出版された『The Longman Dictionary of Applied Linguistics』、テッド・ロジャーズ氏と共著でケンブリッジ大学出版から1986年に出た『Approaches and Methods in Language Teaching』、マイケル・ロング氏と共著でニューベリー・ハウス出版社から1987年に出た『Methodology in TESOL』などがある。「語学クラスにおけるリスニング学習の創造」という題で大会前ワークショップを担当する。

Peter Viney氏はオックスフォード大学出版のベストセラー『Streamline』シリーズで有名である。氏はまた、コース・デザイン・ビデオ、リーディング、クラスルーム教授技法などに関する題の論文を多数書いている。本年は、「ビデオ」に関するコロキアに参加する。

Pre-Conference Workshop Presenters

Andrew Wright, Michael Swan, Jack Richards, John Fanselow 各氏についての情報は上記を参照。

Margaret Allen 女史は、「ビデオ作成ワークショップ」を担当する。女史は、オーストラリアのジェイムズ・クック大学の教育メディア部門の上級講師であり、ブリテッシュ・カウンシルのメディア作成部門の前責任者である。著名な『Video English』の創設者・制作者であり、『Teaching English in Video』の著者でもある。

Dale Griffie氏は、東京のビッツバーク大学日本校ELIプログラムで教鞭を取っている。リンガル・ハウス出版社から1982年に出た『Listen and Act』の著者であり、アジソン・ウェズリー出版社から1986年に出た『Hearsay』の共著者でもある。『The Language Teacher』の本年5月号の特集「Songs and Music」では客員編集をした。現在教師用参考書の作成に取り組んでいる。

公開講演会

本年の公開講演会では11月2日(木)に、サイマル・インターナショナルの村松増美氏が「異文化コミュニケーションにおけるユーモアの役割」について講演する。

1930年東京生まれの村松増美氏は、大戦後の連合軍支配下にあった1946年に事務員兼タイピストとして英語に触れ始めた。その後通訳として働く一方、早稲田大学の夜間コースで英文学を勉強した。

氏は、1956年に日本生産制本部と米国政府のプログラムのための同時通訳として渡米した。その後4年半の間に、6週間プログラムに参加する生産性研修グループを引き連れ、米国の種々の産業・経済を研修するため、30回程渡米した。1960年に、日米貿易委員会(現米国にある日本経済研究所)に当初研究助手として加わり、その後研究所長となった。この期間中、ジョージ・ワシントン大学の夜間コースで国際経済学を勉強した。

米国滞在10年後、氏は以前の仲間たちとサイマル・インターナショナルを創設するため帰国した。このプロの集まりであるユニークな会社で氏が社長になり、通訳や翻訳、研究大会の運営、日英語及び日中語の通訳者や翻訳者の養成、英語教育、ビジネス関係者の国際化教育などに従事してきた。

氏自身も工学、政治、経済、文化などに関する重要な国際大会で通訳として活躍してきている。その中には、先進7ヶ国指導者たちが参加したサミット会議9回も含まれる。

氏はまた、ベストセラーとなった『私も英語が話せなかった』やその続編『英語の楽しみ：ユーモアがコミュニケーションにどう役立つか』(1986年に出版)の著者である。又、サイマル出版の責任者でスペースサイマル・アカデミー・オブ・インターナショナル・コミュニケーションの会長でもある。このように氏は日本人と他民族との異文化コミュニケーションについて講演・著作等の活動をしてきている。



THE JOB INFORMATION CENTER

The Job Information Center (JIC) will be onsite for the full three days of the conference. This service is being organized to benefit both teachers and employers. Employers will be asked to pay a fee of 10,000 for the use of the JIC. Job seekers attending the conference will pay no additional fee. This year the conference is expected to draw a large crowd of dedicated teachers from all over Japan and the rest of the world.

Employers should contact the JALT Central Office to obtain the forms needed for the JIC bulletin board. One form will be required for each different position. If several positions involve the same work, it is only necessary to fill out one form and interview as many people as are required. It is not necessary to fill out different forms unless the positions are different. After the forms are completed, make copies and send the originals to the JALT Central Office. Bring the copy to the JIC and check to make sure the job listings for your company have been posted correctly. Each employer will be assigned an employer number when they come to register.

The fee of 10,000 should be paid in advance to the JALT Central Office. Employers seeking to post their notices at the JIC can pay there also, although it will not be possible to post late announcements at the opening of the conference.

All applications will be put in an envelope marked with the employer number. Employers should check their envelopes periodically for new applicants. If employers wish to arrange an interview, they should inform the JIC and supply the name and assigned number of the applicant. Interviews are arranged according to the employer's schedule. Due to possible demand, it may be difficult to schedule all interviews.

Note that employers are responsible for the selection of appropriate people. The JIC is unable to advise employers regarding the suitability of particular candidates. Applicants are responsible for getting to interviews on time. If candidates do not show up for interviews, the JIC should be informed immediately.

Job Seekers: those interested in using the JIC should be registered for the conference. Those applying for specific positions will be asked to provide resumes for each position they are interested in. All applicants will be given a number when they register in order to ensure a degree of privacy. An information sheet will also be required for each job application. Any applicant selected for interviewing by an employer will have their number posted on the job board. The applicants who have their number posted should immediately go to the JIC desk in order to find out the time and place of the interview.

Note that a job posting at the JIC in no way constitutes endorsement of a particular employer by JALT. It is not possible for the JIC to screen employers.

For further information, please contact the JALT Central Office.

GETTING AROUND

GETTING TO OKAYAMA

Okayama is served by both a domestic airport and the Bullet Train (Shinkansen). The most practical route for overseas participants is to fly directly to Osaka International Airport, where the Shin Osaka/airport buses (just in front of the Domestic Terminal, 300) will take you to Shin Osaka (about 30 minutes). From Shin Osaka to Okayama is about 1 hour by Bullet Train. Okayama Station is located within easy walking distance from the conference site.

Those entering Japan at Narita Airport (Tokyo) can choose one of two routes to Okayama:

- 1) Domestic flight: Transfer to Tokyo Haneda Airport by limousine (about two hours) and then take one of the daily flights to Okayama Airport. From there, take a taxi or airport bus to the city centre (about 30 minutes).
- 2) JR Bullet Train (Shinkansen) from JR Tokyo Station to JR Okayama Station (4 1/2 hours) after one and a half hours' drive by bus from Narita to JB Tokyo Station.

Those participants coming from Shikoku can enjoy the JR Marine Liner across the Great Seto Bridge direct to Okayama.

GETTING TO HOTELS

Many of the hotels available this year are located near the conference site. Participants will have little difficulty commuting by taxi, limousine, or on foot. More detailed bus and train instructions will be provided for those hotels located farther from the city center.

GETTING TO THE SITE

Walking to the site is easiest from the West Exit. From the platform take any staircase down to the second level. Head for the central ticket exit located next to the "Heart Shop" (you can't miss it). Go through the exit, turn right and go straight for about 40 meters. To the left you will find the entrance to the overpass that will take you directly to the West Exit. Once outside, cross the main road, turn right, and follow the road past a Lawson's Food Store, the Hokancho shopping street, and the Big American Shop. Keep walking to the major intersection, easily identifiable by a 4-way pedestrian overpass. Cross (the northwest corner) turn left, and take the first street on the right. This leads directly to the Caritas Gate of Notre Dame Seishin University. Total time: 3 minutes.

Please be aware that taxi drivers may be reluctant to drive to the site from the West Exit because it is so close.

People at the East (Main) Exit should follow the signs in the station either to the overpass or the tunnel leading to the West Exit. Taxis are also available from the East Exit.

Which would *you* choose as the title of a brand new ESL series?

*Home Improvement
and You*



VISTAS



Winter in Rio

*Speak and
Spel English*

*The Dawn of Your
Disasters*



Finally-a communicative series for absolute beginners!

- Fifteen preparatory lessons to ease beginning learners into the program.
- Humorous, real-life situations, all colorfully illustrated to make new language meaningful and maintain student interest.
- Structures are introduced in clear, easy-to-read frames.
- A careful progression from presentation to application prepares students for a freer, more creative use of English.
- A spiraled scope and sequence contrasts and recycles structures, functions, and vocabulary.

VISTAS will come complete with student texts, teacher's editions, workbooks, cassettes, tests and picture cards. Find out more about this upcoming series from H. Douglas Brown at the JALT 89 conference in Okayama.

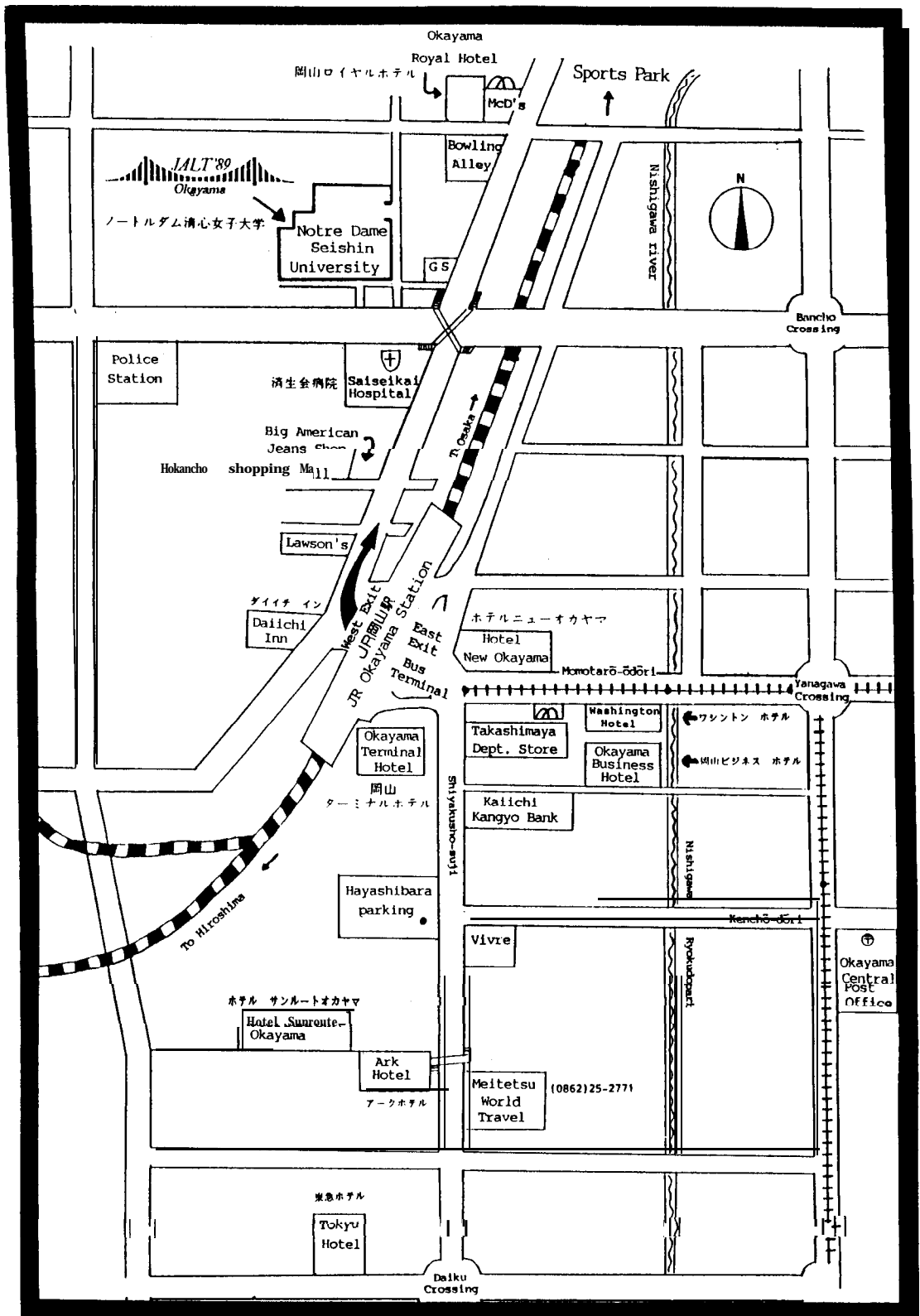
PHR
PRENTICE HALL REGENTS

Prentice Hall Regents of Japan

Jochi Kojimachi Bldg., 3F. 6-1-25 Kojimachi, Chiyoda-ku, Tokyo 102, JAPAN

東京都千代田区麹町6-1-25 上智町ビル3階

Telephone (03)238-1050 Fax:(03)237-1460 Telex: 650-295-8590
(For telexes from outside U.S., precede with U.S. Access Code 23 from most countries)



Preliminary Schedule

This is a preliminary schedule only. There will be changes.
Refer to the Conference Handbook and on-site announcements for the final schedule.

| Room/Time | 1 | 2 | 3 | 4 | 5 |
|-----------|--|---|---|---|--|
| CA200 | COLLOQUIUM: Learner Training Mod: McGovern; Part: B. Sinclair, Fry, Rost, Swan | | Coombs: Problems Teaching Grammar at the Low-Intermediate Level | | Kido: Textual Schemata and Reading Comprehension |
| CH1-1 | Scholey: Practice, Presentation + Practice | | Arbogast, Maybin, & Viney: Video Texts, Tapes, and Productions | | Cervantes, et al.: Developing Listening Comprehension |
| CH1-2 | Best: The Natural Approach - Is it a Farce? | | Knowles: Action Research: Evaluating Teaching Innovations | | Swan: The Cambridge English Course: Latest Materials |
| CH271 | COLLOQUIUM: Writing for Academic Purposes Mod: Horowitz; Part: Folse, Horowitz, McCagg, Wardell | | Hatch: From Anglo-American English to New Englishes | | Tomalin & Stempleski: Video in Action |
| CU810 | Allan: Communications Technology and Communication Approaches | | Maley: Generative Procedures for Materials Production | | Mackey: Get a Grip on Grammar |
| CU811 | Lokon: Using a Best-Seller in a Japanese College Class | | Brumby: Planning Your Own Classroom Research | | Yardley: Making Idioms More Memorable: Cancon Consequences |
| CU900 | Wright: Using Readers | | Saunders: New Wave - Look to the Future | | Voller: University English Courses: A Lesson in Failure |
| JU2-1 | Persson: Roundtable on Publishing Part: Dobrov, Zolotarev, Yancy | | Hasegawa: Cultural Translation vs. Literal Translation: Misunderstandings on the Use of Japanese Language | | Wingate: Visual Aids for Writing |
| JU3-1 | Sinclair: Workshop on Grammar | | Dunaway: Motivation & Teacher Student Roles in ESL Writing | | Masuko: Natural Approach for Children Again |
| JU4-1 | Ryan: Can Theory Help Teachers Assess Oral Language? | | Booth & Knott: Phonics Games: Motivating Students to Read | | Caprio: Creating the Autonomous Language Learner |
| LI300 | Hofmann: How Best to Represent English Pronunciation | | COLLOQUIUM: Issues in Motivation Mod: Virwa; Part: Benson, Brown, Natuach, Rost, Berwick, Lupescu, & Day | | Liggett: Worlds Collide: TEFL Courses & Japanese Teachers |
| LI303 | Klassen: Proposal for Marking Tertiary English Papers | | Wright: Using Visuals | | Kelly & Chenoweth: Basics in Writing |
| ND200 | Allard & Kiyomizu: Materials for Autonomous Learning: JSL Materials | | Brenner: Three Little Words: Understanding English Articles | | Reagan: Vocabulary Exercises for Raising "Interest Rates" |
| ND203 | Kleitz: Publishing in the ESL Composition Classroom | | Anderson: Integrating Oral English and Teacher Training | | Helgeson: Fluency in Accuracy and Back: English Firsthand |
| ND205 | Uchida: Games/Activities for the Young at Heart | | Vaughan: Sumitomo Metals Business Communication Program | | Ray: The Contacts Series: ESP for Many Situations |
| ND208 | Crane: Brief Encounters | | Thimmann: Ahnacadabes: Communicative Activities for Children | | Ginsburg: Not Just a Master of English |
| ND209 | Vaughan & Heyen: Job Satisfaction: Working with Company Classes | | Fasselow: Mining Textbooks | | Saunders: Getting to Grips with a Monolingual Dictionary |
| ND210 | Brown: Vistas: A Communicative, Learner-Centered Program | | Weschler: Controlled Chaos | | Kanel: Teaching Non-Verbal Skills to Non-Verbal Students |
| ND214 | Lonska: Japanese Return Teens: From the Mouths of Babies | | Bostwick: Teach Reading Comp Before, During and Never After | | Murakami: Psycholinguistic Evidence in English Speech |
| ND215 | McDonough: Using Hyper Card in the Language Classroom | | Silver: How Many Points is Your Conversation Worth? | | De Henseler: Approaches to Primary ELT |
| ND520 | Ryan: Classroom English for High Schools | | Jennings: Side by Side 2nd Edition - How to Use It | | |

PLENARY:
Patricia Carrell (Caritas Hall 200)
Reading in a Foreign Language: Research & Pedagogy

KEYNOTE ADDRESS: John Sinclair (Caritas Hall 200)
The Divorce of Practice and Theory

Thursday

Special Events

Pre-Conference Workshops
Session 1 9:00-12:00
Session 2 1:30-4:30

Free Public Lecture
Masami Muramatsu
(Check front of Handbook for location)

Friday

Special Events

Registration 8:30-4:00

Harper & Row/Newbury House
Morning Office Time
8:30-10:00 Registration Area

Newcomers' Orientation Session
9:30-9:50 Room 304 of the Library

Publisher's Display & Exhibits
10:00-6:00

Plenary
Patricia Carrell
Caritas Hall 200, 11:00-11:45

Keynote Address
John Sinclair
Caritas Hall 200, 4:00-4:45

Cocktails and Barbecue
Floral Court Restaurant
in Historic Kurashiki
6:30-10:00

Cocktail Buffet
at Caritas
Okayama Royal Hotel
6:30-Closing

JALT Organizational Events

Chapter Leaders' Pre-Executive Committee Meeting
12:00-1:00, Room 304 of the Library
Executive Committee Meeting
5:00-6:00, VIP Lounge, 2F Julie Hall

Poster Sessions

Poster Sessions are held in 201 Notre Dame Hall
Friday: 10:00-5:00
Saturday: 9:00-4:00
Sunday: 9:00-4:00

For a complete listing of presentations, please refer to the front of the Handbook.

Needed! Conference Reporters

If you would like to write a report on a JALT '89 conference presentation, contact Ann Chenoweth at 03-828-7406 or sign up at the JALT Publications table near registration at the conference in Okayama.

Saturday

Special Events

Registration 8:30-4:00

Kobe Steel Morning Coffee Time
8:30-10:00, Registration Area

Newcomers' Orientation Session
9:30-9:50, Room 304 of the Library

Publisher's Display & Exhibits
9:00-6:00

Plenary
H. Douglas Brown
Caritas Hall 200, 10:00-10:45

JALT Annual Business Meeting
Caritas Hall 200, 11:00-11:45

Boat Banquet aboard the Cocabune
Buses Leave Notre Dame Univ at 5:45

Disco Party at Gate 2-4
Okayama Royal Hotel
8:00-Closing

JALT Organizational Events

Starting a JALT Chapter
Notre Dame Hall 202, 8:00-8:50
JALT Chapter Presidents' Meeting
Notre Dame Hall 204, 8:00-8:50
JALT Treasurers' Meeting
Notre Dame Hall 206, 8:00-8:50
JALT Publicity Chairs' Meeting
Notre Dame Hall 208, 8:00-8:50
JALT Membership Chairs' Meeting
Notre Dame Hall 202, 9:00-9:50
JALT Program Chairs' Meeting
Notre Dame Hall 204, 9:00-9:50
JALT Recording Secretaries Meeting
Notre Dame Hall 206, 9:00-9:50
JALT Annual Business Meeting
Caritas Hall 200, 11:00-11:45
Video Special Interest Group Meeting
Cuvilly Hall 810, 5:00-5:30

Poster Sessions

Poster Sessions are held in 201 Notre Dame Hall
Friday: 10:00-5:00
Saturday: 9:00-4:00
Sunday: 9:00-4:00
For a complete listing of presentations, please refer to the front of the Handbook.

| Room/Time | 9 | 10 | 11 | 12 | 1 | 2 | 3 | 4 |
|-----------|---|----|----|----|--|---|--|---|
| CA200 | | | | | Swan: The Output Hypothesis and How to get the Output 36 | COLLOQUIUM: Teaching Reading Strategies: Research, Practice, & Metacognition Mod: Bamford Part: Carrell, Peary, Takeuchi-Furuya, Rasche, Zenk-Nishide 64 | | |
| CH1-1 | Yamashita & Takagi: Learning Japanese Signs via Bala-Simulation Games 174 | | | | Ruud: Video Projects for Culture Studies 180 | Fujiwara: Students as Cross-Cultural Researchers 407 | Edasawa et al.: Do Films Improve Students' Listening Comprehension 406 | |
| CH1-2 | Kumai & Rost: First Steps: Listening Skills for H.S. Students 202 | | | | Walsh: Pragmatics and Communicative Language Teaching 370 | Rutledge: Statistics to Practice: Personal Side of Testing 410 | Caprio: A Critical Look at Student Evaluation in ESL 469 | |
| CH271 | Ozeki: The Present Status of Teaching American Culture 147 | | | | Hansen-Strain: Cognitive Style & L2 Learning: Japan Perspectives 313 | Willis: The Lexical Syllabus: The Words We Need 54 | Pineiro: Guidelines for Choosing Authentic Videos 495 | Monishina: The John Smith Show 340 |
| CU810 | Wardell: Developing Syntactic Structures Using Rods 130 | | | | Lewis: Grammar as an Exciting Activity 42 | COLLOQUIUM: In-Company Language Training Mod: McLaughlin Part: Boyle, Campeny, Kradin, Vaughan, Yoshioka 80 | | |
| CU811 | Baker: Introducing the Newbury House TOEFL Prep Kit 222 | | | | McCormick: Postponing Burnout: Company Class Reminiscence 466 | Vierra: Self-Publishing: Who, What, When, Where, Why, How 360 | Baker: Real to Real: Bridging the Classroom to the World 303 | Meehan: Student Attitudes to Comm. Approach & NS Teachers 120 |
| CU900 | Swan: Theory: A Good Servant and a Bad Master 37 | | | | COLLOQUIUM: Video in ELT Mod: Wood; Part: Nausch, Stemplewski, Tomalin, Viney, Vischer 92 | Voci-Reed: Polarity Teaching: Linking Emotion & Cognition 194 | | |
| JU2-1 | | | | | Reinelt & Funk: Intercultural Communication for Large Classes 175 | COLLOQUIUM: Bilingual Children in the Japanese Environment Mod: Swan Part: Duell, Fox, Swenson & Visagius, Yamamoto 67 | | |
| JU3-1 | Ingram: From Writing to Composing: Theory and Practice 215 | | | | Kocher: Better than a Hammer: Getting Students to Speak 178 | Kino & Kitor: Writing English Paragraphs 308 | Shumate: Generating Ideas for Writing 173 | Gray: Self-Assessment: Some Practical Applications 376 |
| JU4-1 | Gleason & Kohno: Successful Conversational Openers 361 | | | | Helgeson: That's Right: Communicative Correction Techniques 146 | Iwasaki: Strategic Paraphrasing 377 | Ramsey (to be announced) 60 | |
| LI300 | | | | | Scott: Truth-Searching: Logical Conversation 144 | Griffiths: Paucology and Listening Comprehension 50 | Adamo & Harvey: Information Transfers 170 | Jackson, St. Pierre, & Watz: College Conversations: A Session 230 |
| LI303 | | | | | COLLOQUIUM: Task-Based Language Learning Mod: Berwick; Part: Adams, Sajadi, Wright 88 | Helgeson: Support and Respect: Introducing Freshman-Angels 300 | McSwain: Linking Lessons Together: Language Resources-Key 205 | Sergien: Collage: Facilitator of Multiple Skills 356 |
| ND200 | Adams: The Content-Based Language Program at Trident 185 | | | | Ginsburg: Independent Learning: Self-Access Language Centers 304 | Quinn: Alternatives for Self-Instruction in Japan 306 | Kolf: Card Games: Play English and A Full Deck 213 | |
| ND203 | Nick: Tell Me About Yourself: Teaching Communicative Writing 343 | | | | Levin: Freestyle English: Humor in Teaching 340 | | Sinclair: Workshop on Stylistics 20 | Begin: The Projection Model: Teach One and Get One Free? 318 |
| ND205 | Barnard-Syngaticos: Paradigmatic Axes in Language Teaching 142 | | | | Richards: Listen For It 167 | Sinclair: A Closer Look at Learner Training Activities 427 | Young & Allard: The Long and Short of the Silent Way 230 | |
| ND208 | Adams: Bridging the Information Gap 181 | | | | Visagius, Layne, & Sciortino: Using Student-Generated Materials 416 | | Kocher: Critical Thinking: An Essential Component of ESP 177 | |
| ND209 | Maybin: Making the Most of Coast to Coast 221 | | | | Pauly: In the Crossfire: Organizing a "Saturday School" 364 | Peary: Reading Skills and Strategies: An Overview 119 | Hayashi: Counseling for Japanese Language Education 387 | Wright: Towards an English Studies Curriculum for University 330 |
| ND210 | Morimoto: Can Pleasure-Reading be a Real Pleasure? 339 | | | | Rosenbrot: East West: A User's Session 211 | Brennhan & Sho: Tasks for Active Listening and Active Reading 130 | Thompson: Course Books: Leading Language Learning into the 90s 248 | Ziolkowski: Fun & Fundamental: A Guide to OLIW's CAT COURSE 209 |
| ND214 | Viney: Video: The Extra Dimension to English 45 | | | | Fry: Listening Comprehension: Of Frowns and Smiles 431 | Hill: Taking Students to Task 433 | Harris: Video Vistas: Techniques for the Language Teacher 232 | |
| ND215 | Kito: Teacher-Made CAT Courses 306 | | | | Fox: Taking the Pain out of Reading 176 | McIlvaine & Guy: Using Creative Visualization in the ESL Classroom 179 | Arnaldi: "Interactive" Has Become Reality 381 | |
| ND520 | | | | | Fanselow: You Call Yourself a Teacher? 412 | Stem: Classroom Management: A Cooperative Venture 424 | Tewles: MACRO vs. Micro Listening: "Digusting the News" 113 | |

PLENARY:
H. Douglas Brown (Caritas Hall 200)
Beyond Communicative Competence: Teaching Learners How to Learn

JALT ANNUAL BUSINESS MEETING (Caritas Hall 200)

Call for Reporters

If you are going to the Pre-Conference Workshops on No.2 at JALT '89-Okayama, please write a report for inclusion in *The Language Teacher*.
Contact Ann Chenoweth at 03-828-7406 a.s.a.p. to sign up.

Sunday

Special Events

Registration 8:30-4:00

Apple Computer
Morning Coffee Time
8:30-10:00, Registration Area

Publishers' **Display & Exhibits**
9:00-4:30

Plenary
Mize Sasaki
Caritas Hall 200, 12:00-12:45

President's Luncheon
(by invitation)

Final Panel
Cuvilly Hall 900
3:00-4:30

JALT Organizational Events

JALT '89 & JALT 90
Conference Committee Meeting
Julie Hall 2-1, 8:00-9:00
JALT Publications Board Meeting
Notre Dame Hall 206, 8:00-9:30

Poster Sessions

Poster Sessions are held in 201 Notre Dame Hall

Friday: 10:00-5:00
Saturday: 9:00-4:00
Sunday: 9:00-4:00

For a complete listing of presentations, please refer to the front of the Handbook.

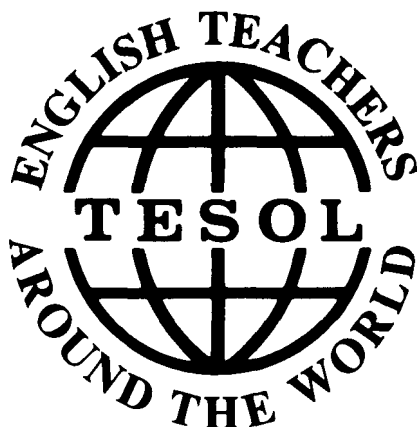
| Rm/Time | 9 | 10 | 11 | 12 | 1 | 2 | 3 | 4:30 |
|---------|---|--|--|----|--|---|---|------|
| CA200 | | Day: Characteristics of an Effective EFL Reading Class 144 | Koshewa: Assessing Communicative Activities 193 | | Griffiths: Comprehensive Input Training at University Level 46 | | | |
| CH1-1 | Lokon: Describing & Analyzing Stereotypes in Video Tapes 404 | Aoki: A New Dimension for Functioning in Business 238 | Jenstange: TOEIC - Teaching People Who Want to Prepare 233 | | Loppeau: Cross-Cultural Communication with Electronic Mail 336 | | | |
| CH1-2 | Gershon: Assessing the Master: Oral Evaluation Techniques 138 | Swenson & Silver: Journal Writing: Pros, Cons, Alternatives 420 | | | Vischer, Natsch, & Berman: Video Off-Air and Movie Workshop 171 | | | |
| CH271 | Brewer: Some Practical Techniques for Teaching Learning Strategies 26 | Lewis: Ten Good Ideas any Teacher Can Use 41 | | | Smith: 1 to 1 Teaching: Lesson Format & Class Management 307 | | | |
| CH372 | Kosono & Patric: Sentence-Combining and the Teaching of Japanese 461 | Yokoyama & Silverman: Center for International Cultural Studies 242 | MacIntyre: Theater Sport 400 | | Wilkinson: Dynamic English - Games and Songs for Kids 124 | Nakano: Creating the World of English 246 | | |
| CU810 | Graney: Including the Writer in the Reading Class 375 | Griffiths: Speech Rate in EFL Lessons 47 | Hale: "Tokyo Pop" for Beginners 116 | | Voller: Chatterbox, Or How to Get Your Students Talking! 229 | Aoki: Supplanting the Full: Listening & Speaking Activities 720 | | |
| CU811 | Modica: Simulations: Theory and Practice 439 | | Kassl: A Place for Contrastive Analysis in the Classroom 338 | | Hayes & Densen: Training to Train: A Course Review 133 | Jenkins: Dramatic Pragmatics 469 | | |
| CU900 | COLLOQUIUM: Global Issues in Language Education Mod: Cases, Part: Alexander, Bamford, Cases, Fasselew, Mark, Miyabe, Reniter 83 | | | | Wright: Using Paintings 22 | | | |
| JU2-1 | | Anderson: Classroom Interaction Across Cultures 328 | | | Zeid: Simplifying English Grammar for Students 330 | | | |
| JU3-1 | Matsunaga: Parallel Reading - What Does it Text? 452 | Carrell: Helping EFL Readers Interact with Formal Aspects of Text 29 | | | Kleindl & Pickles: Designing an Academic Writing Program 311 | | | |
| JU4-1 | Kelly & Anderson: Interactive Writing 159 | Noguchi & Wuig: Learning 2042 Kanji Through Imaginative Memory 334 | Pearcy: English Conversation: A Systematic Approach 206 | | Macnaka: Teaching Phonics in Forty Lessons 243 | Ujiam: Pleasure Reading Program: Structure and Evaluation 364 | | |
| LI300 | COLLOQUIUM: Developments in Teacher Training Mod: Ikemura, Part: Sinclair, Willis, Yano, Yoneyama 90 | | | | Visney: Gaps in the Bridge: Syllabus Design for the 90s 43 | | | |
| LI303 | Biles: Using Feature Films to Teach Listening & Vocabulary 347 | | Wanchik: Use of Video to Teach the Four Skills in ESL 102 | | Willis: Language Tasks for Fluency and Accuracy 56 | | | |
| ND200 | Pickles & Kleindl: Getting the Most out of Listening/Speaking Texts 310 | Ober: Integrative Teaching Methods in Listening Comprehension 308 | Hirakawa: On the Reproduction of Nali-Subjects in Japanese 468 | | Sinclair: Learning To Learn English 216 | Hino: The Kanji Culture and the Teaching of English 118 | | |
| ND205 | Visney: Grapevine: A Multimedia Course 208 | Backman: Show Business in the Classroom 228 | Kawada: The Bilingual Brain in Japan 316 | | Mason: Failures can be Successful with Extensive Reading 371 | Rosenreiter: Catch the Spirit: More Ideas for Your Kids Classes 210 | | |
| ND208 | Crane: The Teenager and the English Language 225 | Lambert: Idiomatic Language: Form and Teaching 359 | | | Hayashi: Various Meaning of Colors 388 | | | |
| ND209 | Swan: Getting the Output: Realistic Communicative Work 38 | Laszewski: Tools, Not Rules: A Forum for Learning Meaning 187 | | | Masuhara & Tomlinson: Hosting an Exchange Student: Integrated Skill Book 453 | | | |
| ND210 | Donovan: Developing Communication Skills in Business English 217 | Richards: Person to Person and How to Teach With It 207 | Vargas & Layne: Establishing Visible Course Objectives 416 | | Mackey: Getting the Most out of Low Level Grammar and Clauses 456 | Straus: Enthusiasm a Bridge Does Not Make: A/L and Fries 314 | | |
| ND214 | Tesatle & Stempleski: Video: Bridging from Comprehension to Communication 52 | | | | Maginn: Vocabulary Development Activities 425 | | | |
| ND215 | | Pendergast: A Mini "Computer Faire" 224 | | | Rutledge: Bridging the Gap: Cultures in the Classroom 109 | Lipacomb: A Framework for Business English 409 | | |
| ND520 | COLLOQUIUM: Cross-Cultural Communication Mod: Willis: Part: Nakamura & Nakamura, Rost, Tamai, Timson 92 | | | | Okazaki: Working With Assertiveness 241 | | | |

PLENARY:

Mizue Sasaki (Caritas Hall 200)
Some Difficulties in Teaching Japanese as a Second Language

FINAL PANEL:

Directions for the 90s (Cuvilly Hall 900)
Mod: Hashuchi



Teachers of **E**nglish to **S**peakers of **O**ther **L**anguages is an international, not-for-profit association of over 11,000 professionals in English language education.

What does TESOL do?

- Publishes the *TESOL Quarterly*, a scholarly journal for the field of English language and the *TESOL Newsletter*, a classroom-oriented publication with refereed articles, job listings, calls for conferences, and book reviews.
- Publishes periodic newsletters from 15 interest sections.
- Offers discounts on professional publications.
- Conducts an annual convention world-wide in scope with unlimited opportunities for networking.
- Sponsors an Employment Information Service, the TESOL Summer Institute, and awards and grants.
- Promotes development of the profession through 67 autonomous affiliates.
- Deals with issues of language rights, employment conditions, and professional standards.

When is the TESOL Convention?

1990, March 5-10, San Francisco, California, USA

1991, March 24-29, New York City, New York, USA

For membership or conference information, write to:

TESOL

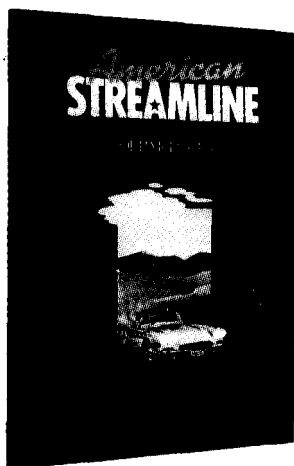
1600 Cameron Street, Suite 300
Alexandria, Virginia 223 14 USA
Telephone 703-836-0774

Meet **STREAMLINE** author

Peter Viney
at
JALT '89
Okayama



Japan's favorite foreign course.



American and British editions

- 4 **Student Book** 4 **Workbook**
- 4 **Cassettes** 4 **Teacher's Book**
- 4 **Teacher's Extras** 4 **Test**
- 4 **Videos** 4 **Reading Development**
- 4 **Graded Readers**

- **Departures – Elementary**
- **Connections – Intermediate**
- **Destinations – Upper Intermediate**
- **Directions – Advanced (British only)**



To: OXFORD UNIVERSITY PRESS

3-3-3 Otsuka, Bunkyo-ku, Tokyo 112 ☎ (03) 942-1101

Please send me a FREE inspection copy of the following Streamline component(s).

Level: _____ ☐ **American**

Component: _____ ☐ **British**

Name: _____

School: _____

Address: _____
(Home/School) _____

THOSE LAST FIVE MINUTES

'What do you do with the last 5-10 minutes of class time when the lesson material is finished and you have nothing else prepared?' This query appeared in the June, 1988, issue of The Language Teacher. Below are some of the many good ideas submitted in response to this call. They cover a wide range so that everyone will be able to find something useful. Special thanks go to all those who were willing to share their ideas with the rest of us.

— The Editors

TWO GAMES

A Word Game

This activity can be used to practice lexical sets taught in class (e.g. occupations, clothes, furniture, food and drink, countries), parts of speech (e.g. adjectives or adverbs), or grammar points (e.g. past tense forms).

The class can be divided into groups or teams to compete against each other. If there is an odd number of students, use one as scorekeeper or to draw the cards.

The teacher needs to make a set of cards, each bearing a letter of the alphabet. Q, X and Z may be omitted and multiple cards of other letters can be made. These are then mixed up in a bag or envelope. The lexical set to be practiced is announced at the beginning of the activity or alternatively a different set can be used for each round of the game (e.g. Round 1: Clothes; Round 2: Countries; Round 3: Occupations).

The teacher, or a student, then draws a card from the bag and says "Give me a country/job/item of clothing/ something to eat beginning with — _". The first student to raise her hand and then give a correct answer wins a point for her team. If the answer is incorrect (and here the teacher is the judge of appropriateness and correct pronunciation), a student from another team may try. The team with the highest number of points at the end is the winner.

A Numbers Game

This is the well-known children's game of 'Buzz'. 'Buzz' is the word which is to be used in place of multiples of 3 or any number with 3 in it. This can easily be explained by writing on the blackboard:

| | | | | |
|-----------|-----------|-----------|------|-----------|
| 1 | 2 | Buzz | (3) | 4 |
| 5 | Buzz | (6) | 7 | 8 |
| Buzz (9) | 10 | 11 | | Buzz (12) |
| Buzz (13) | 14 | Buzz (15) | 16 | 17 |
| Buzz (18) | 19 | 20 | | Buzz (21) |
| 22 | Buzz (23) | Buzz (24) | etc. | |

It is usually easier to limit the numbers to 1 to 40 since after that the numbers become unwieldy. Sometimes a class never reaches 40. It is also a good idea to have a trial run first so that students can see what to do.

Students may be asked to stand up at their desks or form a circle around the room. If a student makes a mistake and says the number instead of 'Buzz' she is 'out' and must sit down. The next student begins again from 1. The last student to remain standing is the winner. The teacher can insist that the numbers are called rapidly and can disqualify students for hesita-

tion or for even beginning to say the number instead of 'Buzz'.

As an alternative, other numbers can be used instead of 3 e.g. 6 or 7. If a class is particularly adept, the teacher can introduce two 'Buzz' numbers into a game, e.g. 3 and 7;

| | | | | |
|-----------|-----------|-----------|-----|-----------|
| 1 | 2 | Buzz | (3) | 4 |
| 5 | Buzz (6) | Buzz | (7) | 8 |
| Buzz (9) | 10 | 11 | | Buzz (12) |
| Buzz (13) | Buzz (14) | Buzz (15) | 16 | |
| Buzz (17) | Buzz (18) | 19 | | 20 |
| Buzz (21) | etc. | | | |

If the lesson ends before the game is won, note the names of the students remaining and finish in the next lesson.

This activity is a way of practicing numbers with students at a low level, of practicing pronunciation of numbers with students at any level and of practicing game vocabulary (That's right, She got it wrong, You're out, Bad luck, Who's next?), but is popular with students of all levels and ages simply because it is easy and fun to play.

**Submitted by Antoinette Meehan
Tokai University
Shonan Campus**

SOME OLD FAVORITES

Hangman

The teacher (or a student) thinks of a word and draws on the blackboard a scaffold and as many blanks as there are letters in the word. The students try to guess what the word is by calling out letters they think it may contain. If the letter they guess is in the word, the teacher writes the letter in the correct blank. If the letter does not appear in the word, the teacher draws a head, arm, leg, etc. to form a man hanging from the scaffold. The students must guess the word before the man is "hung". This game can also be played in pairs.

Telephone

The teacher whispers a sentence to the first student, who whispers it to the second, and so on around the room. No repetitions are allowed, and the object is to get the sentence all the way around the room without it becoming garbled. In large classes, the teacher could whisper to the first person in each row.

Add on sentences

The first person starts with (for example) 'I like grapes.' The second person says, "I like grapes and oranges." Continue around the room, with each student repeating what the previous students have said

and adding something new. The beauty of this one is that it can be used to practice whatever vocabulary and grammar the students have just learned (e.g. I want to, I can, Tomorrow I'm going to). The third person can also be used (e.g., Akiko likes grapes and Michiko likes plums and I like . . .). Or each person can ask the student behind him or her a question. That person must answer the question and then ask the person behind him or her the same question but with a different noun or verb. (This is similar to the "Circle Drill" described by Tina Wright in the February 1988 *Language Teacher*.)

20 Questions

The teacher (or a student) thinks of an object and the students must ask yes/no questions to guess what it is. This can also be played in pairs.

**Submitted by Cynthia Dickel
Tarocho (Iwate) Board of Education**

REVIEWING THE OLD

2500 years ago Confucius taught, "Reviewing the old will help to understand the new". When the lesson material is finished, I spend the last 5-10 minutes reviewing old lessons. Some of the common topics I cover are as below:

I. I ask the students to distinguish whether the following words are related:

- 1) audit - audition
- 2) broke - broker
- 3) deport - deportment
- 4) fact - faction
- 5) habit - habitable
- 6) invent - inventory
- 7) instant - instance
- 8) meteor - meteorology
- 9) miser - miserable
- 10) station - stationer
- 11) salute - salutary
- 12) supple - supplement
- 13) trait - traitor
- 14) tract - traction
- 15) undertake - undertaker

II. I ask the students to correct mistakes in sentences:

1) I very like to study the Geography. (≡)
[(≡) indicates there are three mistakes in the sentence.]

- 2) I won't go if it will rain on tomorrow (=)
- 3) When has he come home? (-)

The students find this activity challenging and interesting. It is always their mistakes that are being corrected. Now they have the chance to correct others' mistakes.

III. Abstract nouns:

It is a problem for foreign speakers to learn that some abstract nouns can be used in the plural. I use the last few minutes to call my students' attention to this, e.g.:

- 1) Let me share with you in the expense-.
- 2) He left his homeland for political reason-.
- 3) We must face reality-.

4) As we grow older, we learn the limit- of our ability-.

5) Learn slowly, every day and the effect- will come about.

Besides reviewing the old, singing is a good way to spend the last few minutes of class, especially the last morning period, when students are hungry and tired. "The ABC Song" and "The More We Get Together" are favorite ones in China. I learn a lot of English from singing, and I teach many English songs to my students, who really enjoy them.

**Submitted by Lu Liang De
The Second Middle School
Xiamen, China**

CLICHES

This idea is from a presentation by Howard Tamoff, an assistant professor at Higashi Nihon University.

A well known cliché is put on the blackboard with one key word missing. Students have to guess the correct word. To create more interest students can be asked to vote for what they think is the correct answer from among several choices. Several categories of clichés can be created: for example, animals, colors, and parts of the body.

Example: Hanako has a new car. Haruko turned _____(color) with envy.

The correct answer is "green."

Students can be asked to come up with other examples to share with the class.

**Submitted by Jerry Halvorsen
Koku Gakuin Junior College**

TONGUE TWISTER TAI KAI

For classes up to 30.

A tongue twister is put on the blackboard. The teacher repeats it slowly, followed by the students. The group is given 30 seconds of practice time. Students stand up as the teacher calls on them to say the tongue twister. Anyone who repeats it "correctly" remains standing. After most of the class has been eliminated you can stipulate that students must say the tongue twister without pause as fast as they can. The student who does the best job may be given a prize. Students who are eliminated can serve as judges; this keeps everyone involved until the contest is over. If you have more time, you may add more tongue twisters.

**Submitted by Jerry Halvorsen
Koku Gakuin Junior College**

RIDDLES

What happened to Bob? He's found dead on the floor of his apartment amid shards of broken glass and a puddle of water. (Answer: He was a goldfish; an earthquake sent his glass bowl plunging off the edge of the table.)

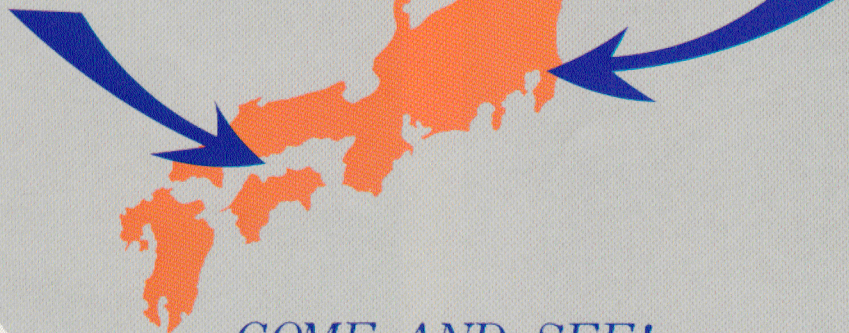
A diligent office worker arrives at his company before everyone else every day, then rides the elevator only to the fifth floor before walking up the stairs to his tenth-floor office. In the evening he goes all the way

ELT?

YOU MEAN BY THAT
THE PROBLEM IS TO FIND A SUITABLE MATERIAL?

The Solution

IS TO JOIN TEL BOOK FAIR AND JALT CONFERENCE.



COME AND SEE!

OUR ELT MATERIALS:

AUTHENTIC VIDEOS

WILL PROVE IT TO YOU.





RE

ELT from R

AUTHENTI



THE JOHN SMITH SHOW

© THAMES TELEVISION, LONDON, UK

Picture a typical Englishman and who comes to mind?

Someone named John Smith.

This series takes a lighthearted look at the British way of life through the eyes of four real life John Smiths and their families.

It's natural

Authentic unscripted speech by British nationals, so that students are exposed to real English right from the start.

It's adaptable

Programmes provide the greatest value when used in conjunction with specially written teacher's notes for EFL.

It's authentic

The authentic video materials are British television programmes originally produced by

Thames Television

BBC VIDEO LIBRARY



From Kenneth Clark's *CIVILISATION* (1969) to *THE STORY OF ENGLISH* (1986),

The Library covers a wide range of BBC's most powerful featured documentary programmes.

In addition, it provides drama series: *PRIDE AND PREJUDICE*, *JANE EYRE* and *DAVID COPPERFIELD*. The modern TV drama *AN ENGLISH MAN ABROAD* - 1983's most award winning programme is also available.

Vivid presentation of
and future, edited from
archives and dynam



ANATC
THE WELL

NTACOLOR
JAPAN LTD.

ENTACOLOR
C VIDEOS

IN AMERICA

A UNIQUE ERL VID

SOURCE

(Refer to Inside Front Cover)



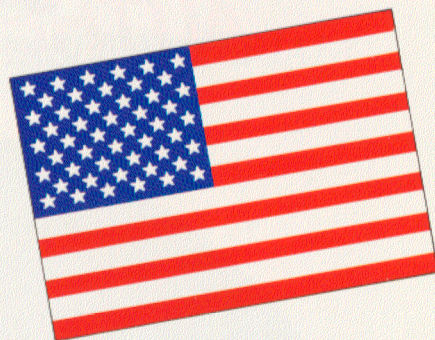
Publisher: INTERNATIONAL
RESOURCES K.K.

Japan's past, present
from the renowned NHK
current footage.

MY OF JAPAN

SPRINGS OF ECONOMIC POWER

A twelve volume series; ten in English and two in
Japanese with a handbook (English edition-64 pages;
Japanese edition-152 pages)



RENTAL VIDEO CASSETTE
WHEN IT'S IMPORTANT
AMERICA TURNS TO
CBS NEWS

EVENING NEWS

WITH DAN RATHER
INTERNATIONAL EDITION
WEEKLY ISSUE

A an-hour-long videocassette with summary sheet
covers Monday through Friday.

Also available:

60 MINUTES

The International Edition
Monthly Issue



JOIN OUR PRESENTATIONS;
AND YOU MAY HAVE SOME IDEAS ABOUT

AUTHENTIC VIDEOS

WHAT IS "AUTHENTIC VIDEO"?

Authentic video materials are not produced for the primary purpose of teaching. The authentic video materials distributed by RENTACOLOR are programmes originally produced by world's famous television companies to entertain the public. They cover the whole spectrum from dramas to documentaries, entertainment to education.

The advantages of drama and entertainment programmes for English teaching are:

- a well constructed story
- a well written script
- quality casting
- clear spoken language
- clear visual clues to aid language learning
- an element of suspense and intrigue.

In addition, documentaries provide:

- authentic unscripted speech by British/American nationals, so that students are exposed to real English right from the start.
- an opportunity of combining training or increasing knowledge about a wide range of subjects with language teaching.

Videos of television programmes provide a powerful aid to the teacher in motivating the student.

Above all, authentic video provides the student with an insight into everyday British/American life and culture and both verbal and non verbal communication.

Of course, You may have further information on request.

*Tokyo English Language Book Fair
Sat. 7th and Sun. 8th October
at Ochanomizu Square C, Tokyo

JALT Conference
Fri. 3rd through Sun. 5th November
at Notre Dame Seishin Univ., Okayama



RENTACOLOR JAPAN LTD.

MINATO BLDG 21-4, HAMAMATSUCHO 1-CHOME, MINATO-KU, TOKYO, 105 JAP
TELEPHONE: 03-433-4375 FACSIMILE: 03-435-0253 TELEX: RCJTJO J27446

dawn by elevator without stopping. Why? (Answer: He's extremely short; the fifth-floor button is the highest one he can reach.)

You've probably heard them before and may know better ones, but riddles such as these are a lively class closing gambit for high intermediate students. The teacher introduces the story and elicits yes/no questions from the students. In classes where a few individuals tend to dominate, turn-taking may be instituted. If the class fails to arrive at the solution in the remaining class time, they can be kept dangling until the next meeting.

The sample riddles given above have enjoyed widening use among language teachers in Japan over the last several years, and it may be difficult to find a group of ten or more Japanese in which no one knows the answers. Then again, if there is only one such knower in the class, so much the better; that student takes over the teacher's role of answering the questions.

Submitted by Joe McKim
Hosei University, Tokyo

A BAKER'S DOZEN

How many different ways can you say 'Oh'?

A good preparation for working on intonation. Higher level students can be asked to assign a meaning to each way it is said.

Jumbled Letters

The teacher writes a series of letters that can be unscrambled to make a word. A good way to review vocabulary. Especially good for students who are not used to playing with language.

Jumbled Words

The teacher writes a series of words that can be rearranged to make a sentence. A useful exercise for reviewing a particular structure, sentence pattern, or idiom. Superfluous words can be included as distractors.

Sentence Building

The teacher writes 'If' in the middle of the board. Students are in two teams. Team A adds words before "if" and Team B adds words after "if until a complete, correct sentence has been made.

Sentence Stress

The teacher writes a sentence on the board. Each student, or group of students, is given a different word in the sentence to stress. The student pronounces the sentence with the assigned stress and explains the meaning of the sentence stressed in such a way. The usual way of explaining this is by giving the question the sentence answers: e.g., Was it the bus that was late?" "(No.) The morning train was ten minutes late."

I SPY

"In this room I can see nothing beginning with . . ." says the first student, giving the initial letter of the thing he has in mind. Other students then try to guess what it is, in order to gain the right to choose the next object.

The Minister's Cat

"The minister's cat is agile," says the first student. The second must use an adjective beginning with B to describe it, the third C and so on.

Fruit Basket

All but one of the students sit in a wide circle of chairs. The remaining student stands in the middle. She names a group of students, e.g., 'Students wearing red sweaters.' Students answering this description must change places with one another. While they are doing this, the student in the centre tries to sit down in one of their chairs. The student left without a chair goes to the centre and names the next group to change places. The teacher can determine in advance what kind of categories are to be used (physical descriptions, birthdays, likes and dislikes). Japanese students usually know this game, so it does not take as long to explain as this description suggests.

Word Finding

Students make as many words as they can from the letters of a word the teacher writes on the board, using each letter no more than once in each word.

Catch the tail

Students take it in turns to say a word; each word must begin with the last letter of the one before it.

Adaptation: Make it the last sound, rather than the last letter of the word that must be used.

The Longest Word

What is the longest English word you know? And what does it mean?

Comparisons

Students rank themselves in order of height and then compose sentences: "I am taller than . . . but shorter than . . ."

Bingo

There are many adaptations of this well-known game. The teacher defines a set (numbers under 20, past participles, stative verbs, words beginning with "S") and the students write down any four members of the set. The teacher then calls out members of the set at random. The first student who hears all the words on his paper called out wins. The words the teacher calls out could be more cryptic than this, e.g., students write past participles, teacher calls out infinitives.

Submitted by Stephen M. Ryan
Mukogaoka Women's University

MORE IDEAS

What was it the Frenchman said: "You can't kill time without injuring eternity"? Easy to say in the course of routine ruminations, but what to do when your little scheduled fraction of eternity is just that much bigger than your lesson plan? Don't kill time, fill it with something fun and interesting.

For example, let the students guess what you have in your pockets, briefcase or living room for that matter. When you're down to the dust bunnies under the

tatami, let the students continue in pairs or break into a full blown round of 20 Questions with the students competing in teams for the national trophy.

Or next time you're caught short, just close your eyes. Literally. Let the students direct you to a square on the board where they will command you to draw the monster of their collective choice. Pre-teach them abstracted shapes like circle, rectangle, and triangle. Usually this is a serendipitous exercise for all parties concerned with the possible exception of the monsters. For a greater challenge, when a student says something like 'Draw a triangle in the top left corner,' draw a huge, upside-down one, then say, "Is that right? ". The students should then start including a few modifiers in their commands.

Time waits for no one, they say, least of all for teachers. So next time it has marched inexorably past the finish mark on your lesson plan, don't despair, thank the gods for their brief reprieve. Tell the students that you're going to dictate their homework assignment and they'd better listen carefully to the details. Then start something like this: "Tomorrow morning when your alarm clock rings and your eyes open and your body begins to stir, lift your feet out of the bed and onto the floor, stretch and yawn several times and sink back into the pillow . . . etc., etc., and then have a nice day. The end." The "etc., etc." can be as long as it takes to tame Father Time — within reason, of course. If someone catches onto the ruse, give them a reprieve also: send the class home early.

Submitted by **Brian Grover**

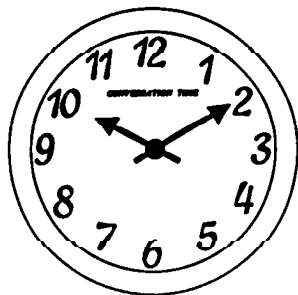
Wayo Women's Junior College and East-West Semmon Gakko, Chiba

Correction

We regret that the formula in Susser and Robb's article on "Extensive Homework," printed on p. 9 of the August issue of *The Language Teacher* was in error. The correct formula for determining the weighting factor for books is

$$WF = \frac{\text{characters}}{\text{per page}} \times \frac{\text{pages of print}}{\text{per 20 pages}} \times \left(\left(\left(\frac{\text{grade}}{\text{level} - 7} \right) \times 0.1 \right) + 1 \right)$$

CONVERSATION TIME



1-A 980
1-B 980

TIM CORNWALL

Report

THE TESOL '89 CONVENTION

The 23rd Annual TESOL Convention, dubbed "Festival'89", kept the Convention Center in San Antonio, Texas, bustling from early Tuesday morning, March 7, until late afternoon, March 11. The activities allowed the participants little time to sleep—this Rep got an average of three hours a night — but afforded a lot of opportunities for making valuable professional/organizational contacts, as well as keeping up on the latest work being done in the field.

Following is a recap of some of the activities, from both before and during the convention, offered here with a view toward letting future participants know what to expect.

Preparation

There is not a great deal one can do to "prepare" for participation in a TESOL convention, other than make note of Affiliate-related and other activities to which a representative of JALT could contribute and from which JALT could gain. Each Affiliate is expected to send a representative to the Affiliate Council Meeting, and this delegate would be expected to know in some detail the workings of the Affiliate Council (there is a handbook of information). An Affiliate is also encouraged to send representatives (up to three were allowed this year) to the Affiliate Leader Workshop. In addition it is often helpful to attend the discussion session on Japan (an activity of the Teaching English Internationally Interest Section), to be able to offer information and answer questions from people interested in the country and the people.

As TESOL Representative this year, I sent a copy of the convention's Preliminary Schedule, information on the Affiliate Council, and a preliminary list of Affiliate-sponsored presentations to the Alternate Representative, Michael Clifforne, and to the five people going to the convention that the Executive Committee asked to be Observers: Michael Bedlow, Beniko Mason, Sachiko Nagaoka, Thomas Nunnelle, and Tom Pendergast. An explanation was sent along with the materials.

(Cont'd on page 41)

★Large Classes ★Fallas Beginners ★Student-centered

CONVERSATION TIME has been carefully designed, written and field tested to meet a very important and, until now, neglected need

A student-centered text for large classes of students who, although they have studied written English for a number of years, now need or want Conversational English

CONVERSATION TIME, through the use of a carefully designed presentation stage and a unique practice session allows each and every student to fully utilize their abilities and background in conversation class.

Publishing Office 7-20-10 Tsuchihashi, Miyamae-Ku, Kawasaki 213
Contact Kenzo Kobayashi Phone & Fax 044 (855) 8991

International Participants Reception

From 12 to 1 PM on the first day was an informal reception for participants from outside the United States. TESOL Officers and TESOL '89 Convention officials were introduced to everyone, and this was one of the easiest times during the week to find and buttonhole a non-U.S. colleague-yes, even a fellow resident of Japan!

Affiliate Leader Workshop

Next, between 1:30 and 5 PM, leaders/representatives from all of TESOL's Affiliates worldwide got together in a well-organized program to compare notes and mesh with TESOL leadership. In one session, the participants were divided into three geographically oriented groups: (A) Non U.S. Affiliates (B) U.S. Affiliates west of the Mississippi; and (C) U.S. Affiliates east of the Mississippi. For the second session, we were redivided according to membership: (A) Affiliates under 100 members; (B) Affiliates from 101 to 360 members; (C) Affiliates from 301 to 700 members; and (D) Affiliates with more than 700 members. Each session, led by a TESOL Board member, allowed participants to focus on different, relevant problems and considerations with respect both to TESOL and to their own Affiliates as professional organizations in their own right.

Affiliate Council Meeting

One of the obligations that TESOL Affiliates have is to send a delegate to the Affiliate Council Meeting, which was held bright and early (8-11AM) on the second day of the Convention.

This meeting includes reports from the First Vice President and the Chair of the Affiliate Coordinating Committee, elections of the Council's nominees to the TESOL Executive Board and the TESOL Nominating Committee, and the latest information on Affiliate activities at the convention. Two items were brought up under New Business this year:

1) TESOL President Dick Allwright announced that the "Delta Project" had been completed: the group of researchers he led has provided a manual for starting an organization of language teaching professionals. (A copy of the manual is in the JALT Office.)

2) A motion was made and passed that the Affiliate Council Coordinating Committee investigate establishing an ongoing fund to support attendance at TESOL Conventions by Affiliate delegates, and that the committee give a report on their work at the midyear meeting of the TESOL Executive Board.

"Japan" Session

About 50 attended this session which was sponsored by the Teaching English Internationally Interest Section. Those who attended included a number of JALT members and others who had had experience living in Japan, as well as people in the U.S. and elsewhere who deal regularly with Japanese students and colleagues. The focus was on the cultural aspects of living and teaching in Japan. Although the scheduled time was from 7 to 7:45 PM, there was so much eager exchange that it ended at 9 PM!

Meeting with CATESOL Officers Regarding Affiliate Partnership

Officers of California TESOL-the president, past president, and president-elect-invited JALT's president/TESOL representative, executive secretary/international affairs chair, and alternate representative to discuss a possible affiliate partnership. JALT's International Affairs Committee had been approached about this possibility by letter, and several preliminary possibilities were considered, courtesy services which would help our organizations-the largest and second-largest TESOL Affiliates-get to know each other better.

These include:

- 1) the exchange of newsletters and journals;
- 2) the exchange of (newsletter) articles and article reprint rights;
- 3) mutual publicity of annual conferences and related calls for papers;
- 4) help, where possible and applicable, in starting/coordinating TESOL activities in the Pacific Rim,
- 5) the possible handling by each Affiliate of applications for membership in the other;
- 6) mutual notification at intervals of items concerning policies and procedures of the Affiliates.

Japan Get-Together

JALT hosted its annual social event at the Convention, where those living in, and interested in, Japan could have a relaxed and informal exchange in one of the tastefully decorated meeting rooms at a Convention hotel.

Legislative Assembly

This is an all-TESOL business meeting, wherever any card-carrying TESOL member has voting rights...but its major function for participants/member is to give a year's overview of the TESOL organization and its activities, as well as a look at what is coming up. In the process of getting business conducted quite efficiently, it gives a good sense of the commitment and professionalism of the organization-and everyone has fun, too, listening to the Courtesy Resolutions.

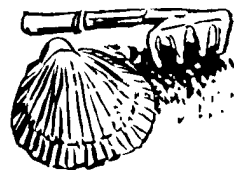
Important Development:

TESOL Establishes a Video Interest Section

With proponents hard at work since the Convention in Miami in 1987, a Video Interest Section was finally approved by both the Interest Section Council and the Executive Board at TESOL '89. Interested TESOL members can now make it their primary or secondary interest section, and receive the *Video Newsletter*.

Throughout the convention, JALT's TESOL representative and alternate representative kept in constant contact, trying to make the most of opportunities for meeting people and gaining and contributing information.

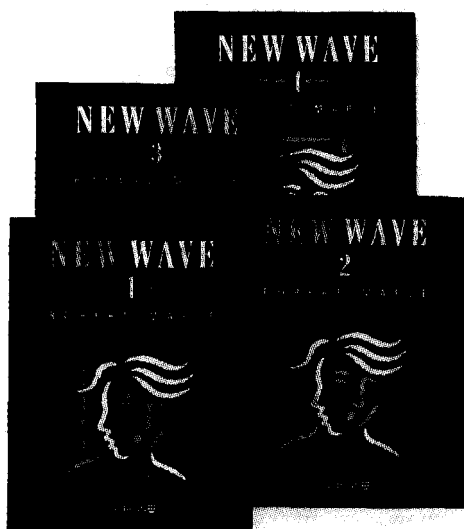
Reported by Deborah Foreman-Talcano



NEW WAVE

ROBERT MAPLE

A new four-book series for teenage and young adult students, taking them from 'false beginners' to intermediate level

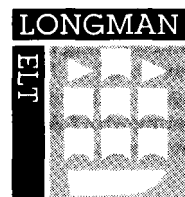


For each level of New Wave there is a Student's Book, Teacher's Resource Book, Activity Book, Class Cassettes, and Take Home Cassettes.

- Lively, attractive Student's Books present topics and situations which Japanese students can relate to
- Strong emphasis on listening and speaking skills, with extra help on pronunciation
- Imaginative, motivating material leads to successful language learning -even in large classes
- Rich variety of activities ensures that students learn to use language items fluently and accurately
- Optional Activity Books for use on intensive or longer courses

For more information contact:

Longman ELT,
Longman Penguin Japan
Co. Ltd.,
Gyokuroen Building,
1-13-19 Sekiguchi,
Bunkyo-ku, Tokyo 112.
Telephone: (03) 266-0404



Opinion

MORE ON ACCREDITATION STANDARDS

by **Barbara Hanaoka**

Tom Hayes' idea of accreditation of language schools (Dec. 1988) is a good one, but his standards are utterly unrealistic for Japan. I would like to offer some alternative standards based on more extensive experience than Hayes' of Japanese language schools.

Any school

- 1) which does not serve a "money laundering" function for fraud (Companies offering enormously expensive "memberships" that supposedly entitle one to discounts can evade fraud laws by having their victims become nominal students in conversation schools set up for the purpose.)
- 2) where no one teaches that correct breathing is necessary to speaking English or offers breathing lessons posing as English lessons
- 3) where no one teaches that getting into the American spirit through disco dancing is necessary to speaking English or offers dancing lessons posing as English lessons
- 4) where no one teaches that the differences in pronunciation between feet and fit, between goat and got and between look and Luke are entirely matters of timing
- 5) where no one teaches children to recite 'wantsoo-soodeefoehfaiboo' or leaves them to conclude that "soo" means three, "dee" means four, "foeah" means five, "fai" means six and "boo" means seven
- 6) where no one teaches that "please" means 'go ahead' or that "perhaps" means 'probably'
- 7) where no one teaches that the principal parts of make are "make, made, maden" or that the comparative forms of bad and good are worse and well
- 8) where no one teaches the passive forms of the verbs laugh, get angry or run away
- 9) where there are no copies of Daddy Long Legs re-written in Japan in incorrect English and
- 10) where every English class offers students an opportunity to hear and to speak to someone who learned English as a child or adolescent in Australia, Canada, India, Ireland, Hong Kong, New Zealand, South Africa, Sweden, the U.K. or the U.S.-

is one of the very best language schools in Japan and deserves to be accredited.

When I started reading Hayes' article I hoped he would mention offenses like the above and was disappointed to find him discussing the Master's in TEFL. Even if this degree were all it's cracked up to be, its lack would be a gnat to the above camels, all of which I have observed first-hand in Japanese language schools. However, since the discovery that two people I know who are ignorant of the basic facts of linguistics and whose ignorance hurt their teaching in Japan, which I have observed, have obtained posts as teachers in a Master's in TEFL program in an American college, I, for

My Share

TEACHING AS A TEAM

By **D. Roger Wiebe**

The team-teaching format of the Japan Exchange and Teaching programs sets a unique challenge to both Japanese teachers of English and native English-speaking teachers. Some consider team-teaching an unnecessary burden, but one of the Japanese teachers of English with whom I work the most, Makio Oka, has developed an approach which maximizes the potential advantages of team-teaching. He has borrowed ideas of course, from many sources, most notably Osaka Jo Gakuin, but the present form of the approach is his own.

This approach has been specifically designed to meet the needs of our particular circumstances and is really an experiment in a new type of curriculum. In its present form, therefore, it will not suit every educational situation, but it could be modified as necessary to meet other situations.

The first step in the approach is for the AET (native speaker assistant English teacher) to write an essay on a topic that will bring out some cultural difference between Japan and the AET's own country. If language really is inextricably intertwined with the culture in which it originates, then language learning is enhanced by discussing the target language culture in the target language.

There are many advantages in using custom-written essays as opposed to using published texts. There need be no concern about "finding the right material," since the "right material" is teacher-created. As a result, the materials produced can be on the students' level in terms of vocabulary and styles, and may still contain the target constructions from the class textbook. The topics chosen can be of particular interest both to the teachers and the students. Interesting personal details can be included along with more general information. Topics so far have included school life, family life, gestures, and food. Topics can be timed to coincide with seasonal events or events in the lives of teachers or students.

The second step in the process is tape-recording a forum on the essay between the team-teachers and a couple of students. This forum includes a paragraph by paragraph model reading and discussion of the material. The purpose of having students present is not so much to give these students a head start as to ensure student input and to allow their contribution to influence the level and direction of the discussion. In this way the material is more likely to be of interest to other students as well. In our particular situation the discussion takes place, because of the level of the students' English ability, in both English and Japanese.

Since "native English speaker" presence is possible only once a week for any class, the JTE (Japanese Teacher of English) makes copies of the essay and tape

for all the students in the class in advance of the "native English speaker" class. Each student has to bring an audio tape to the language laboratory. While the taped forum is copied on to the students' tapes with language laboratory equipment, the JTE takes class time to begin to clarify and discuss the language of the essay.

The students then take their tapes home to listen to at their convenience. This gives students a chance to listen to the text being spoken at the same time as they read it, as well as to hear free English discussion and some Japanese explanation. There is also the advantage that the "native English" that the students hear on the tape is the same as that which they hear in the classroom. The tape thus fulfills its education purpose well without concern over copyright or high cost entering the picture.

By the time the AET finally meets with the class, the students have had opportunity to read the essay and listen to a tape on which the essay is discussed, and therefore to assimilate at least some of the content of the essay. At the beginning of this class, the students are given a sheet which asks them to write the class viewpoint, the AET's viewpoint, and their personal impression in Japanese, and their own opinion in English. (Oka is convinced that Japanese students do not have enough practice at this type of personal expression, so he has been using this type of assignment for many years.) The students may work on these sheets -or at least take notes -during the class, but they are given a week to complete them.

Class time is spent in a question and answer session or a discussion of some of the cultural differences arising from the study of the essay. As appropriate, the students bring and explain Japanese examples of the topic at hand. They are thus not only given an idea of how English-speaking cultures may differ from the Japanese one, but how to explain various elements of the Japanese culture in English. The AET does not need to spend a lot of class time explaining or "warming-up" to the topic, because this has already taken place.

By the time the entire procedure is complete, the students have had the opportunity of listening, speaking, reading, and writing in English, as well as having had a chance to become familiar with another aspect of one of the cultures in which the English language functions. Clearly, this is not a "5-minute-before-class-

slap-it-together" method. It does take preparation and planning, but it is well worth the effort and takes good advantage of the team-teaching situation. It is not just a method to "try out" for a class in the midst of a series of one-class "experiments". It takes about a week to go through the whole process just once, although there can be some overlap if a series approach is used. It probably works better when it is done in a series, because the students become familiar and comfortable with the pattern. In this way, less time and effort are put into explanations of logistics and more can be devoted to the topic at hand.

As with all approaches, there remain some problems. Student participatory reticence was not automatically overcome. Hence, an additional motivating factor used in the classroom is that extra marks are given to any individual who contributes to the discussion. Extra marks are also given to any group that prepares and presents a skit or some other demonstration appropriate to the topic (e.g. a demonstration or explanation of unique Japanese foods.)

The "gestures" tape was almost impossible to make. A video tape would have been very helpful in this case, but the cost and logistics of making video tapes available to all the students would be unrealistic.

Another problem was that of finding time to evaluate all of the student's written responses. We did not really resolve this issue adequately.

One step which was not part of the process but could be helpfully included would be to provide an additional reading assignment for the students. It would be helpful for them to read about the topic from a Japanese perspective, but in English; this could be quite useful in helping the students develop an ability to explain Japanese cultural elements in English.

In terms of future modifications of the program, it is hoped that it will be possible to have native speaker presence in a given class twice a week for at least a few classes. The whole approach is just at a beginning stage, but it does seem to suit the team-teaching mandate very well.

For the past year, D. Roger Wiebe has been an AET in Hyogo-ken.

LITTLE AMERICA BOOK STORE specializes in English materials guaranteed to trigger enthusiasm! Games galore · maps · posters · recognition certificates · flashcards · puzzles · gamebooks · video and cassette tapes. workbooks · texts · readers · bi-lingual newsletter · teacher resource materials and MORE!!! Call, write or FAX for a catalogue to:

**LOOK FOR US AT THE
NAT'L JALT CONVENTION!**

Little America Book Store
3-9-22 Heiwa, Chuo-ku, Fukuoka 815
Phone (092) 521-8826 FAX (092) 521-2288

JALT UnderCover

ABOUT BRITAIN. Marion Geddes.
Macmillan, 1988. Video available on VHS,
Betamax and U-matic, ¥30,000. Student's
Book, Pp.64 ¥1,200.

About Britain is a 60 minute video with an accompanying book aimed at lower intermediate/intermediate level learners. Its stated aims are to teach students about the landscape, people, culture and history of Britain and to provide practice in the four language skills.

The video, which uses film provided by the British Tourist Authority, is divided into four independent sections covering London, England and Wales, Scotland, and the monarchy. Well produced and presented, it is also visually attractive, with a clear commentary provided by the author. The level of the language seems, generally speaking, to be within the range of intermediate level students, but the density and range of information contained in each section may at times make it difficult to follow.

The Student's Book is divided into four units corresponding to the four sections of the video and contains transcripts of the video with timings, teachers' notes and a key to the exercises. Each unit is structured the same: before and after viewing tasks, plus sections entitled 'language box', 'fact files', 'reading texts', 'phrase box' and 'grammar box', all involving activities related to the topic under consideration.

A notable feature of the Student's Book is the way in which students are encouraged to consider aspects of the language, history and culture of their own country, and to compare these with what they are learning about the language, history and culture of Britain. Each unit is packed with a wide range of interesting tasks and activities; there are many suggestions for discussion and individual or group work leading to projects, short talks by students or poster presentations, both about Britain and about the students' own country.

The before and after viewing activities deal directly with the video sequences using maps, quizzes and matching exercises to good effect. The author suggests only two viewings of the video. However, given the density and length of each section (approximately 10-12 minutes), it may be necessary to be more generous about this.

In each unit the 'language box' deals with an aspect of the English language: Cockney, the origins of British place names, Gaelic and 'the Queen's English'. These may have little appeal for some learners or indeed may be of only limited value unless, as the author suggests, students have access to recordings of the accents described and the correct pronunciation of the place names mentioned. Non-Scottish teachers may find the work on Gaelic and Scots particularly difficult to cope with.

The 'fact files' contain additional information in the form of text, diagrams and illustrations. For example, the fact file on London includes details about London's

historical past, its population and tourist attractions; the one on Scotland covers the kilt, tartan, bagpipes, the Highland Games and Scottish festivals.

The 'reading passages', for the most part authentic or semi-authentic texts, include poetry, recipes and extracts from newspapers and published books. These practice different reading skills. In Unit 1, for example, students are required to scan newspaper advertisements in order to answer a list of questions about getting around London. In Unit 4 there is a passage entitled 'The Queen's Day' with a number of multiple choice comprehension questions.

Some of the texts are quite long and may be difficult for learners at this level.

The 'phrase' and 'grammar boxes' seem to have been added as an afterthought and both would require fairly extensive elaboration by the teacher if they were to be used effectively.

Not surprisingly, given the source of the film used, there is a strongly touristic flavor to the video and the accompanying commentary which gives it the quality of a travel guide movie to life. *About Britain* might therefore be of interest to students intending to take a holiday in Britain or it might be useful in providing a general introductory background to Britain and British culture. Teachers might also find that selections from both the video and the Student's Book could be used as one part of a course introducing the cultures of different English speaking countries or to supplement regular classes for interest or variety. *About Britain* would certainly be a rich source of material for these purposes. It is, however, 'about Britain' in a limited sense, dealing more with descriptions of famous places and monuments, distant historical facts and traditional festivals and customs than with aspects of modern British culture and society.

Reviewed by Antoinette Meehan
Tokai University

COMMUNICATIVE STYLES OF JAPANESE AND AMERICANS: IMAGES AND REALITIES.

Dean C. Barnlund. Wadsworth, 1989 Pp. 218

If you thought modern life was only a litany of loneliness and alienation, this book brings good news. The result of ten years of preparation and research, it convincingly argues that the state of human relationships and communication today is not as bad as some of our critics might want us to believe.

It attempts to fill the void in objective knowledge on the actual patterns and norms of social interaction in Japan and the United States through the use of a specially developed, more accurate research instrument - the Barnlund-Campbell Dimensions of Personal Relations. This is a kind of comprehensive questionnaire in which the respondents themselves name their circle of com-

TESOL CALENDAR

TESOL '90 — San Francisco, CA
TESOL '91 — New York, NY
TESOL '92 — Vancouver, B.C.

panions, rather than responding to categories invented by the investigators, and they focus on their own acts -what they have actually said or don- rather than on their concepts or ideals concerning those acts.

The quantitative data are interpreted as either supporting or undermining a variety of both expert opinions and popular perceptions. As examples of the latter, the allegedly greater role of silence as a means of communication in Japan, and the supposed 'rugged individualism' of the U.S. are both seriously questioned by the data. As the title implies, the book endeavors to separate image from reality, fact from fiction, truth from myth, and so serves a very useful purpose indeed. It goes beyond Barnlund's previous book, *Public and Private Self in Japan and the United States*, in the depth and breadth of investigation, the variety of sources drawn upon, and in the diversity of the conclusions.

Beginning with an overview of critical 20th Century images of human relations drawn from art, literature, music, and the behavioral sciences, the author goes on to examine the changing context of communication in modern society (urbanization, industrialization, bureaucratization, mass media, etc.) He continually weaves qualitative descriptions and comments from a diverse set of sources with the quantitative, descriptive data obtained from his own study. These data give a quantitative measure of strangership, intimacy, verbal and non-verbal communication, commitment, conflict and integration in human relationships in Japan and the United States. The book ends on a note of guarded optimism, in contrast to the earlier survey, which has pessimistic, critical views.

By his own admission, the overall approach is more quantitative than qualitative, but still one that he feels focuses on humanistic concerns. Although addressed to a wider, lay audience and free of technical jargon, its dense, distilled prose style, and numerous quotations and references to other sources, do not make it very easy reading. There is an appendix for the specialist.

There are no explicit references to the classroom situation, yet the implications are often apparent. For example, teaching Japanese students to ask about interests and activities in English when first getting to know each other instead of occupation and status involves not only English language patterns, but also American cultural norms. Moreover, if Japanese students are expected to talk freely with each other, the greater reluctance of Japanese in general to disclose and to personally involve themselves with strangers, could require a greater initial effort on the part of the teacher at acquainting the students with each other and creating a friendly atmosphere and some measure of trust between the students.

This book probably contains few revelations for studious observers of American and Japanese communicative behavior. Yet it is an impressive work of scholarship and research, full of insights into the whole range of human symbolic behavior. It offers stimulating reading for anyone interested in the present state of human relationships and interpersonal communication in general, as well as Japanese-American intercultural communication in particular. It deserves a careful reading, or more than one.

Reviewed by William McOmie
Nagasaki University

HOW TO BE A MORE SUCCESSFUL LANGUAGE LEARNER. Joan Rubin and Irene Thompson. Heinle & Heinle, pp. 109.

Late in 1987, a collection of papers entitled *Learner Strategies in Language Learning* was published. The editors Wenden and Rubin have been leaders in this field for the past 15 years or so. Yet another book written by Thompson on learner strategies will be published before the end of this year. With such increasing attention to the subject area in our field, the reading of Rubin and Thompson's *How to Be a More Successful Language Learner* may add a timely, if not up-to-date, contribution to our knowledge about the subject with its emphasis on learner-centered teaching/learning.

The book is written in non-technical terms primarily for ordinary American people studying or planning to study any language other than English. It provides readers with a large number of specific and detailed suggestions and techniques for efficient and effective language learning along with the notion of learner strategies. It should be noted, however, that the contents integrate the basics of general linguistics, sociolinguistics, psycholinguistics, and discourse analysis, which in fact, distinguish the quality from many of the 'how-to-learn-English' books published in Japan.

This book exactly meets the needs of Japanese college English majors, especially those who would be teachers of English, in that it provides them with valuable opportunities to reflect on their own ways of learning English, which would eventually be beneficial to their prospective students. The book also familiarizes them with the background theoretical requirements for their future language instruction work.

Reviewed by Hiroyuki Izawa
Momoyama Gakuin Junior College

CASE STUDIES IN INTERNATIONAL BUSINESS. Christine Uber Grosse and Robert E. Grosse. Prentice Hall, 1988. Pp. 155

Case Studies in International Business is a well written textbook designed to teach English in context to advanced ESL students. However, for it to work in Japan, a lot of luck and patience is needed.

The book uses twelve real case studies of business situations or problems to introduce English in the context of business situations. One case deals with a fertilizer company in France trying to stay competitive in an American market; another is about an American company trying to set up business in an African country; and a third case is an American company selling cookies in Brazil. The other nine cases deal with different business situations around the world.

Each unit is divided into several parts which include an introduction where there are prereading exercises, the case study itself, and several post-reading sections that deal with reading comprehension and vocabulary development. Each unit has prereading exercises designed to get students thinking about the major problems found in the unit. Next is an introduction to the case and then the actual case study itself which is followed by comprehension questions and

vocabulary exercises. There are sections on critical thinking in which the students must apply the case to other situations, research activities for students to use business resources outside the classroom, and case analysis segments for students to work out by figuring out answers to similar business problems.

The book was apparently carefully thought out and designed. In addition to the case studies and exercises there is a glossary of business terms which shows that the authors realized that both ESL students and English teachers may not always know the meanings of many basic business terms. Also the cases were selected to cover many different kinds of businesses and various kinds of problems such as financial, ethical, legal, and marketing. Furthermore, to help explain all of these different problems, many charts and supplements were included to give the students a better understanding of the situation.

Still one has to remember that this book was written for advanced ESL students in American universities. Therefore, the text stresses reading comprehension and out-of-class work assignments. Since the text focuses on reading and writing, it does very little with English grammar, sentence patterns, or idioms. The book does nothing for conversation, listening or speaking.

As the book was written for business students who are learning English, those students who don't have an interest in business, or a business background, will not be much interested in it. Students in liberal arts or science will probably have trouble with it and undoubtedly find it rather dull.

Speaking from personal experience, I had trouble understanding quite a bit of the book, especially the case studies dealing with international finance. Since I am a native speaker of English with experience in international business, it is probable that an English teacher who doesn't have experience in or knowledge of international business and finance will probably be unable to explain the text clearly.

In addition, sometimes it is hard to understand just what problem or conflict the authors want the students to discuss. In one case study, which is about IBM opening a factory to produce more computers, the chapter reads like a math problem. The question is "which location for the new factory will be the cheapest in the long run?" All of the costs are presented but none of the other reasons for choosing a new location is taken into consideration. In other words, the only consideration is cost—which makes choice a very simple matter. There is no conflict or reason to discuss the situation.

This is not the case in all of the problems presented. In fact, it is sometimes difficult because most of the problems demand more than a simple yes or no answer. Since most Japanese students seem to look for simple one or two word answers to questions in English textbooks, the questions and situations in this book are quite different from what the students expect. Some would say that this can be used to get students into an open discussion, but in a classroom situation, this doesn't seem to happen. The students usually give up and say "I don't know." However, in a small group, or for private tutoring, the discussion questions do provide a basis for discussion.

Another problem with this book is sentence length and patterns. If teachers use a straight 'translate from English into Japanese' method, this book will present difficulties as the sentences are fairly long and are loaded with embedded phrases and dependent clauses. The book does nothing with grammar so finding consistent sentence patterns is fairly difficult. While the book is a very good textbook, I doubt it is very useful in the English classroom in Japan. From the material and the presentation, it might be better suited for classes on international business or world economics.

Reviewed by Mark A. Zeid
Mihara International Business Academy

WRITING ENGLISH PARAGRAPHS.

Kathleen Kitao and Kenji Kitao. *Eichosha Shinsha*, 1988 Pp. 97

Writing English Paragraphs by S. Kathleen Kitao and Kenji Kitao has finally taken up a long-overdue task in English education in Japan: that of introducing to Japanese students the basics of English rhetoric at the paragraph level.

Mastering a foreign language entails more than syntactic mastery at the sentence level because each language has its unique discourse structures based on purposes and occasions. These structures represent the thought patterns established through the wisdom of the people in the course of their history. One such structure, the paragraph, is a clear linguistic unit in which discourse idiosyncrasies become readily apparent. By not knowing these idiosyncrasies, one may fail in communication. For example, Kaplan, who carried out a contrastive analysis of rhetoric, found that many foreign students who wrote competent sentences at the college level still did not produce coherent, good papers. His view was that English paragraphs are simply different from those of other cultures/languages, as they are partially a product of scholars such as Aristotle, Cicero, and Medieval to 19th century Western thinkers. English paragraphs, therefore, should be studied by foreign students as being simply different from those of their own.

Learning types of English paragraphs as such can improve students' metacognitive awareness of the language, thus resulting in not only better writing but also better comprehension in reading.

Those with an interest in knowing or teaching the ways English paragraphs differ from those of Japanese will find the textbook by the Kitao's very useful.

The textbook consists of 16 chapters and three appendices. The first three chapters deal with the paragraph in general—topic sentence, nature of support, coherence, and a variety of transitions. Chapters 4-14 introduce types of paragraphs such as description, illustration, classification, personal opinion, cause and effect, comparison and contrast, and problem solution.

Each chapter follows the same four-section presentation format. First, there is a brief explanation of the kind of paragraph to be studied. Then there is a list of useful expressions encountered in reading that type of paragraph. Anywhere from a dozen to forty such expressions or phrases are given in each chapter, enabling the students to make use of them in their own writing.

Next are a series of exercises progressing from reading to writing. An important point is that all sentences in each paragraph are numbered sequentially so that a quick reference to any sentence can be made while teaching. Finally, students are instructed to apply the knowledge of the structures acquired to their own writing.

The appendix sections provide rules for capitalization and punctuation, and a sample business letter.

There are numerous illustrations and photographs adding color and interest to the book.

With its merits, *Writing English Paragraphs* can be recommended to anyone teaching college English majors, or non-majors who intend to write English for effective communication, and anyone intending to study in English-speaking countries, whether at the college or high school level.

Reviewed by Mamoru **Kiryo**

Reference

- Kaplan, Robert B. (1966). "Cultural Thought Patterns in Inter-Cultural Education." *Language Learning* 16: 1-20.

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 mark (!) indicates third-and-final notice this month. **All final-notice items will be discarded after September 29th.**

CLASSROOM TEXT MATERIALS/ GRADED READERS

- *Beckerman, H. (1989). *Guessworks! A musical mystery play*. (A theatrical approach to listening.) New York: Collier Macmillan.
- *Carrier, M. (1988). *Business circles*. Walton-on-Thames, Surrey: Nelson.
- *Chan, M. (1989). *Process & practice: Activities for composing in English*. New York: Collier Macmillan.
- *Clarke, D. (1989). *Talk about literature*. London: Edward Arnold.
- *Cotton, D. (1988). *Keys to management*. Walton-on-Thames, Surrey: Nelson.
- *Fowler, W.S. & Pidcock, J. (1988). *Synthesis*. Walton-on-Thames, Surrey: Nelson.
- *Hall D. & Foley, M. (1988). *The last word* (Skill of speaking series, intermediate). Walton-on-Thames, Surrey: Nelson.
- *Reity, J. (1989). *The English workbook: An interactive approach to listening/speaking*. New York: Collier Macmillan.
- *Saltz, J. (1989). *Stages of life: Mime, improvisations, role plays and skits for English language learning*. Tokyo: Yamaguchi.
- *Shakleton, M. (Ed.) (1989). *Further recollections: Ten stories on five themes*. London: Edward Arnold.
- *Thomas, B.J. (1989). *Advanced vocabulary and idiom*. London: Edward Arnold.
- *Thorn, M. (1989). *Accurate English: Lower intermediate level*. London: Cassell.
- *Voller, P. & Widdows, S. (1989). *Chatterbox: A conversation text of fluency activities for intermediate students*. New York: Collier Macmillan.
- Ashworth, J. & Clark, J. (1989). *Stepping stones 1 & 2*. (Student's, Teacher's, Activity book, Cassettes). London: Collins.
- Bliss, B. with Molinsky, S. (1989). *Voices on freedom: English for U.S. government and citizenship*. Englewood Cliffs, New Jersey: Prentice Hall Regents.
- Brieger, No. & Cornish, A. (1989). *Secretarial contacts: Communication skills for secretaries and personal assistants*. Englewood Cliffs, New Jersey: Prentice Hall.
- Heyer, S. (1989). *Picture stories for beginning communication*. Englewood Cliffs, New Jersey: Prentice Hall.
- Mutchinson, T. (1986). *Project 1*. (Student's Teacher's, Cassette). Oxford: Oxford University press.
- Hutchinson, T. (1986). *Project 2*. (Student's Teacher's, Cassette). Oxford: Oxford University Press.
- Hutchinson, T. (1987). *Project 3*. (Student's, Teacher's, Cassette). Oxford: Oxford University Press.
- Lado, R. (1989). *Lado English series, new edition, 1 & 3*. Englewood Cliffs, New Jersey: Prentice Hall Regents.
- McPartland, P. (1989). *What's up? American Idioms*. Englewood Cliffs, New Jersey: Prentice Hall Regents.
- Molinsky, S. & Bliss, B. (1989). *Side by side book 3* (2nd ed.). Englewood Cliffs, New Jersey: Prentice Hall Regents.
- Morgan, J. & Rinvoluncri, M. (1988). *The Q book: Practicing interrogatives in reading, speaking and writing*. Essex: Longman.
- Phillips, D. (1989). *Longman practice tests for the TOEFL*. Essex: Longman.
- Phillips, D. (1989). *Longman preparation course for the TOEFL*. (Student's, Tapescript and Answer Key). Essex: Longman.
- Wellman, G. (1989). *English grammar made simple*. Basingstoke: Macmillan.
- !Arnold, J. & Scott, R. (1988). *Focus 2* (Student's, Workbook, Teacher's, Cassettes). London: Edward Arnold.
- !Brown, K. & Hood, S. (1989). *Writing matters: Writing skills and strategies for students of English*. Cambridge: Cambridge University Press.
- !Bunn, C. & Seymour, S. (1989). *Stepping out: A teacher's book of real-life situations*. New York: Collier Macmillan.
- !Coke, C. & Rogerson, D. (1989). *Moving forward: Intermediate grammar text*. Rowley, Mass: Newbury House.
- !Graves, K. & Rein, D. (1988). *East West 1* (Student's, Teacher's, 3 cassettes). Oxford: Oxford University Press.
- !Harris, J. & Hube, R. (Revised by Vogel, S.) (1989). *On speaking terms: Conversation practice for intermediate students, 2nd ed.* New York: Collier Macmillan.
- !Hemphill, D., Pfaffenberger, B., & Hockmaan, B. (1989). *The working culture: Cross-cultural communication for new Americans*. Books 1 & 2. Englewood Cliffs, New Jersey: Prentice Hall Regents.
- !Hopwood, F. (1988). *A companion English grammar*. Basingstoke: Macmillan.
- !Hunter, L. & Swanson Hofbauer, D. (1989). *Adventures in conversation: Exercises in achieving oral fluency and developing vocabulary in English*. Englewood Cliffs, New Jersey: Prentice Hall Regents.
- !James, M. (1989). *Beyond words: An advanced reading course*. Englewood Cliffs, New Jersey: Prentice Hall Regents.
- !James, V. (1989). *Business studies* (English for Academic Purposes Series). London: Cassell.
- !Jones, L. & Alexander, R. (1989). *International business English: A course in communication skills* (Student's, Teacher's, cassettes (31). Cambridge: Cambridge University Press.

- !Kitao, S.K., & Kitao, K. (1989). *Reading English newspapers (Student's, Teacher's)*. Tokyo: Kiri-hara Shoten.
- !Light, R. & Lan-Ying, F. (1989). *Contemporary world issues: An interactive approach to reading and writing*. New York: Collier Macmillan.
- !McGill, E. & DiCristoforo, D. (1987). *Understanding computers: A text for developing critical reading, thinking and reasoning skills in English*. New York: Collier Macmillan.
- !Pickett, W. (1989). *Far from home: Basic reading and word study*. Rowley, Mass: Newbury House.
- !Sangyoo Nooritsu Tankidaigaku Nihongo Kyooiku Kenkyuushitsu Ken. (1988). *Koogi o kiku gijutsu (Japanese for specific purposes)*. Sangyoo Nooritsu Daigaku Shuppanbu.
- !Sobel, B. & Bookman, S. (1989). *Words at work: Vocabulary building through reading*. New York: Collier Macmillan.
- !St J. Yates, C. (1989). *Agriculture (English for Academic Purposes Series)*. London: Cassell.
- TEACHER PREPARATION/REFERENCE/RESOURCE/OTHER**
- Brooks, A & Grundy, P. (1989). *Individualization and autonomy in language learning*. ELT Documents 131. Modern English Publications.
- Byrd, B. Constantinides, J., & Pennington, M. (1989). *The foreign teaching assistant's manual*. New York: Collier Macmillan.
- Carter, R., Walker, R., and Brumfit, C. (1989). *Literature and the learner: Methodological approaches*. ELT Documents 130. Modern English Publications.
- Hamers, J.F. & Blanc, M. (1989). *Bilinguality & Bilingualism*. Cambridge: Cambridge University Press.
- Holden, S. & Hill, D. eds. (1989). *Creativity in language teaching: The British Council Milan '89 papers*. Modern English Publications.
- !Johnson, R. (ed). (1989). *The second language curriculum*. Cambridge: Cambridge University Press.

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 word 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. 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:

- Abdulaziz & Stover. *Academic challenges in reading*.
- Alderson, et al. *Review of English language proficiency tests*.
- Anger, et al. *On your way I & 2*
- Blanton. *Idea exchange I*.
- Boardman & Holden. *English in school*.
- Brown, D. *A world of books*.
- Brown, J. *Understanding research in second language learning*.
- Celce-Murcia & Milles. *Techniques and resources in teaching grammar*.
- Cellman. *On course I*.
- Chamberlain and Baumgardner. *ESP in the classroom*.

- Chastain. *Developing second language skills*, 3rd ed.
- Chaudron, Craig. *Second language classrooms*.
- Chenoweth & Kelly. *Basics in writing*.
- Davis & Rinvoluceri. *Dictation*.
- Dennis. *Experiences: Reading literature*.
- Dervin, et al. *Research in reading English as a second language*.
- Doff Teach English.
- Dunkel & Gorder. *Start with listening*.
- Eckert & Scoules. *Real to reel*.
- Ellis G. & Sinclair, B. *Learning to learn English*.
- Fathman & Quinn. *Science for language learners*.
- Fox (ed). *Collins essential English dictionary*.
- Fries. *Toward an understanding of language*.
- Fromkin & Rodman. *An introduction to language*, 4th ed.
- Graham. *Jazz chants fairy tales*.
- Greenhaigh, et al. *Oxford-Arels preliminary handbook*.
- Hughes, ed. *Testing English for university study*.
- Johnson & Snowden. *Turn on! Listening for cultural information*.
- Jones & Kimbrough. *Great ideas*.
- Kennedy. *Language planning and English language teaching*.
- Levine, et al. *The culture puzzle*.
- Linoop & Fisher. *Something to read 1*.
- Littlejohn. *Company to company*.
- Live. *Yesterday and today in the USA*.
- Lowe & Stansfield. *Second language proficiency assessment*.
- McCallum. *Brief encounters*.
- Murphy. *Grammar in use*.
- Nunan. *Syllabus in design*.
- Nunan. *Designing tasks for the communicative curriculum*.
- Parwell. *The new Oxford picture dictionary*.
- Pattison. *Developing communication skills*.
- Peaty. *All talk*.
- Prabhu. *Second language pedagogy*.
- Rinvoluceri. *Dictation*.
- Rooks. *Non-stop discussion workbook*, 2nd ed.
- Rue. *Oxford student's dictionary of current English*, 1.
- Schmippt. *New Oxford picture dictionary intermediate workbook*.
- Seaton, et al. *Chambers thesaurus*.
- Shelton, ed. *ELT textbooks and materials: Problems in evaluation and development*.
- Snyder, D. *Literary portraits*.
- Strong, ed. *Second language learning and deafness*.
- Trueba. *Raising silent voices*.
- Viney & Viney. *Mystery tour*.
- Wallace, C. *Learning to read in a multicultural society*.
- Watanabe, Gibbs & Gibbs. *News & views*.
- Yalden. *Principles of course design for language teaching*.
- Zanger. *Face to face*.
- Zevin. *New Oxford picture dictionary beginner's workbook*.
- Zimmerman. *Learning for science*.

A Reminder from the Editors

The Language Teacher welcomes meaningful, well-written contributions, but requests that the guidelines in the editorial box on page 1 be followed. Those wishing unused manuscripts to be returned should include a stamped self-addressed envelope. ALL Japanese language copy must be submitted to the Japanese Language editor.

PHR Is Proud to Present
The 3-D Approach to English



by Steven J. Molinsky and Bill Bliss
authors of Side by Side

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.

Special features:

- Wide range of realistic contexts.
- n Interchange activities for guided role plays.
- Scenes and improvisations for reviewing what has been practiced in previous lessons.
- index and inventory of functions and structures.
- n Comprehensive teachers' notes for classroom exploitation.
- Richly illustrated.

☐ The comprehensive Express Ways curriculum is designed for beginner, false-beginner, pre-intermediate, intermediate and post intermediate students. The curriculum includes student course books, workbooks, guide books and audio tapes. Coming soon: picture cards and a comprehensive series of oral and written tests.

For further information, contact Harry T. Jennings.

PHR
PRENTICE HALL REGENTS

Prentice Hall Regents of Japan

Jochi Kojimachi Bldg., 3F, 6-1-25 Kojimachi, Chiyoda-ku, Tokyo 102, JAPAN

東京都千代田区麹町6-1-25 上智大学ビル3階

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

(For telexes from outside U.S. precede with U.S. Access Code 22 from most countries)

Chapter Presentation Reports

ATTENTION

All English-language chapter reports should be sent to co-editor Eloise Pearson, Sugacho 8 banchi, Shinjuku-ku, Tokyo 160 (tel: 03-351-8013; fax: 03-351-4596). Reports in Japanese are to go to the Japanese Language editor.

FUKUOKA

6TH ANNUAL GOLDEN SEMINAR

By Curtis Kelly (Kansai University of Foreign Studies), Jan McCreary (International University of Japan), and Fukuoka Chapter Participants.

The Fukuoka Chapter's 1989 'Golden Seminar,' held May 20-21, took the form of a seaside retreat at Yugaku Sanso on the Itoshima Peninsula. The weekend featured four sessions:

1. Communicative Activities (Jan McCreary and Curtis Kelly): In this opening workshop, McCreary and Kelly presented a grab bag of activities that could be used by teachers at all levels, from children's classes through to university and adults, to help make their lessons more communicative. The audience participated in a variety of interviewing activities, ranking exercises, brainstorming sessions, and guessing games.

2. It Works for Me (Fukuoka Chapter Participants):

In an informal session held Saturday evening, chapter participants gave their own mini-presentations on techniques that they had used successfully in their own classrooms. Offerings included "Getting Students to Share Opinions" (Brian Quinn), "My Second-Year Literature Class" (Becky Koch), and "One Approach to Phonics" (Rod Foster). All of the presentations generated considerable discussion.

3. Two-Way Information Gap Activities for the Language Classroom (Jan McCreary): McCreary explained that putting the stress on equal participation and cooperation on all students in a TWIGA communication activity creates both a reason to speak and a successful language experience. Those in attendance were able to experience first-hand the efficacy of this method through such workshop tasks as reconstructing jumbled paragraphs from memory, completing pictures, and ranking.

4. Interactive Writing (Curtis Kelly): Kelly brought writing to life by displaying the learning potential of getting students to communicate through composition information gaps. He replaced the image of teacher as 'red-pen retaliation machine' with that of an enabler who provides students with the inspiration to solve problems, identify mystery characters, conduct magazine interviews and so forth with pen and paper as their

intercourse medium.

Reported by David Wood and Fred Anderson

FUKUOKA

TOTAL PHYSICAL RESPONSE

By Sheila Miller

Ms. Miller explained the principles and enactment of TPR from vocabulary enhancement to patterned grammar practice. Participants first played students learning Basque through TPR, and then enjoyed learning a wealth of practical ideas-storytelling, picture bingo, mimeplay puppets and playdough-shaping. The ease and efficacy of evaluation and testing, from direct visual monitoring to oral-pictorial recognition, was also explained. Finally, Miller's audience took the part of TPR teachers themselves, planning and performing their own short but enjoyable lesson segments.

Reported by David Wood

HIROSHIMA

FROM MASS COMMUNICATION TO CLASS COMMUNICATION

By Arlene Alexandrovich

Dull textbooks, authoritarian teachers, and the impersonal atmosphere of the typical large class are blamed for student apathy. How can we appeal to today's students? In June, Arlene Alexandrovich, drawing on her background in mass media and several years of teaching EFL in Canada and in Hiroshima, presented her approach which is based on communication theory, principles and application of mass media, and interpersonal communication considerations.

Alexandrovich began by defining three types of communication: 1) Interpersonal communication in which everyone has an equal opportunity to influence each other directly. 2) Public communication with over twenty people in which the equal opportunity to influence is lost and feedback becomes indirect. 3) Mass communication to a mass of people in which the message is delayed and limited, and some form of mechanical production is necessary. Regardless of type or medium, during the message sending process, the signal is distorted by interference. How can we minimize interference which hinders the message?

Alexandrovich gave us a wide range of ideas from how to analyze ELT textbook layouts by using basic graphic design principles to useful advice for proper maintenance of cassette recorders, cassette tapes, and video tapes. We also learned some production fundamentals on how to make good audio and video recordings.

We became aware of the complexity, limitations, and potential of applying communication theory and principles to our classroom situations. She believes that by selecting the appropriate medium and by using communication techniques which look and feel inter-

No Chapter in Your Area?

Why not organize one? Contact Sonia Yoshitake, JALT membership chair, for complete details: tel. 078-22-609 Tanakacho, Higashinada-ku, Kobe 658.

personal, teachers can remotivate students to care.

Reported by Ian Nakamura

FUKUI

ENGLISH EDUCATION IN THE INTERNATIONAL AGE

By Yoshio Uchida

Teaching English at this presenter's school would be a privilege. At Takefu Higashi High School in Fukui Prefecture, the international course consists of 6 hours of English classes a week, which makes it equivalent to other academic courses. There is also one period of communication practice, which is team-taught with an AET and all sorts of international activities such as a sister school liaison with Ramsey High School in the USA, Kamloops High School in Canada, and the American School in Japan. Takefu Higashi is a kind of open school, welcoming visitors interested in their school or traveling from abroad.

There are in addition, two textbooks at the school which the teachers wrote themselves. These textbooks are designed for their specific needs, but look like they would be a pleasure to work with in a variety of situations.

Mr. Uchida's presentation showed us what we could do to activate students to express themselves. The response of the audience was overwhelmingly positive, and all participants were left with an urge to see Mr. Uchida and these textbooks in action.

Reported by Harumi Yamada

IBARAKI

ACTIVITIES FOR ACTIVE CLASSES

By Dan Labrancha

Coming up with ideas to motivate students to speak and express themselves in class is not always an easy thing to do. Our June meeting with Dan Labrancha of Nagashino High School in Chiba-ken, helped us find the material needed to fill the gap we sometimes have in our classrooms.

He started the session with a demonstration of the use of video to make classes more interesting. The two main activities demonstrated were: Teaching students to skim reading material and grasp the meaning without reading each individual word. By watching a video the students can then select corresponding copy that describes the activity on the video. The other activity was a guessing exercise that motivates students to use their imagination. A section of a movie was shown without the audio portion and the groups were asked to write down what they thought the people on video were saying to each other. This activity encourages students to be creative and imaginative about the use of English.

The second section of the meeting dealt with games that can be used to make classes more active. Games that stimulate group conversation and encourage students to speak to each other in conversational roles. Hearing and listening games like "Sound Bingo" were discussed, and a new way to play the card game "Fish" was introduced.

Labrancha ended the session with a list of games and ideas that can be used for specific teaching purposes. He also encouraged JALT members to contact him if they need any ideas or games for their classes.

Reported by Robert Betts

MORIOKA

THAT'S RIGHT: COMMUNICATIVE CORRECTIONS by Marc Helgesen

Marc Helgesen began the July meeting by handing out "Mistake Tickets" with the words "During this activity, please make some mistakes." We then participated in a variety of familiar activities, with special focus on dealing with the mistakes that arose.

For example, two teams competed to write a series of comparative sentences on the blackboard. Afterwards, points were given not only for each sentence, but also for each mistake the team could find in the opposing team's sentences. Pair-work involved such activities as information gap guessing games with a new twist: a grammatically incorrect question was counted as a wrong guess.

In this way, Helgesen demonstrated that many familiar activities can be easily altered to encourage students to correct themselves and each other. He also suggested ways to diffuse the shame associated with correction by turning activities into games or using group or pairwork.

Helgesen argued that we cannot, and should not, try to produce activities in which it is impossible to make a mistake. What we can do is provide support for our students in the form of grammatical rules, substitution tables, giving one student of a pair the correct answer, etc. The goal of correction, as with all our teaching, should be to help students communicate effectively.

Reported by Cynthia Dickel

NARA

HOW TO GET STARTED WITH COMPUTERIZED COMPOSITION INSTRUCTION (CACI)

By Bernard Susser

Bernard Susser presented a thorough introduction to CACI at the July meeting. He outlined four major implications of CACI: 1) using word processors teaches writing as a process as opposed to teaching the essay as an end product; 2) students are required to compose at the keyboard, and thus, 3) typing skills are important; 4) student communication improves because students are more willing to read each other's essays on screen or off.

Using word processors has many advantages. Students are given more control over their work and are also saved the trouble of "inauthentic labor" such as manually rewriting revised essays. However, it remains to be proven whether CACI improves writing abilities. Moreover, Susser emphasized the teacher's role as instructor: computers cannot instruct students in the process of writing—only teachers can.

Susser also stressed the complexities of initiating a CACI program. He suggests that teachers ask themselves six questions before committing themselves to a CACI course:

- 1) What is the objective of using computers?
- 2) How will CACI adapt to the curriculum?
- 3) When will the computers be used: during or after classes?
- 4) Does the school have room for computers?
- 5) Who will choose the equipment?

6) Will the benefits outweigh the cost?

Susser then evaluated some hardware and software.

Important points to remember when buying are: computer equipment, compatibility of hardware and software, target audience of software (i.e. business, academia, ESL, etc.), and the simplicity of software instructions.

Reported by Lisa Atkins

Osaka

Are you sure This is Culture?

Real T. V Instead of the Real World

by Rita Silver

我々が「言語を修得した」と言う場合、民族史的立場もしくは社会言語学的立場から考えるならば、それは言語の構造、語い、そして民族的活動に関する思考様式、知覚様式を修得したことを意味する。つまりその言語の文法を理解し語いを自分のものにし、言いたいことが言えることができても Communication のできる伝達能力を身につけたことにはならない。この伝達能力を身につけるためには、その言語がその国で果している機能とか価値を学ぶ必要がある。このことが外国語教育における文化の学習指導の重要性につながってくるのである。その意味において今回の Rita Silver 氏の Presentation は、その効果的な学習指導の一つであると言える。

氏の使用するビデオはすべて Real T.V Program, つまり市販されている「Canned Video」ではない実際の「生」のプログラムである。そのビデオにより、伝統的な Hearing 養成—Cloze dictation, comprehension question 等の他に non-verbal language の指導それに特に氏が力を入れていた discussion stimulus—これは、ある番組の one scene を音を消し、学習者に与える。その後 situation について discussion させる。そして実際にどのような会話内容であったかをあらためて check すると言うもの—であり効果的な学習指導がおこなわれていた。

ただ、ここでは問題となるのは冒頭で述べたようにこれはあくまでも民族史的立場からの「英語指導」であり、国際的な立場からの英語指導とは異なる点である。欧米中心の英語を修得するのであれば、それはそれで価値のあることではあるが、学習者の中には「国際英語」を修得したい者もいるのである。その場合、文化の学習指導というものが、どのように関与してくるのか、あらためて考えさせられた。

報告者 木地 泰治
(関西女学院短期大学)

SAPPORO

COMPARING ALPHABETS: CHINESE CHARACTERS AND THE JAPANESE SYLLABARIES

By Keisuke Kurata

Would Japan have achieved its “economic miracle” had it adopted the English alphabet? Professor Kurata of Musashi Women's Junior College doesn't think so, as Japanese thinking is too closely related to the use of Chinese characters. The learning of a new system of writing at the end of World War II, as suggested by the occupation forces, would have forestalled the economic miracle for a long time.

At the June meeting Kurata outlined the histories of the English and Japanese writing systems and argued that each was the best for its users and to say otherwise would be to risk being ethnocentric.

Professor Kurata pointed out that the Chinese written language, from which Japanese originated, is much the same as it was in the days of Confucius. This gives readers access to great literature in its original language. The meaning of words formed with Chinese characters is also easier to understand simply by looking at them than are words written in Roman alphabet. This is true even if it is not possible to correctly pronounce the characters.

In closing, Kurata used examples from Japanese poetry to emphasize that the beauty of the sound of words is also very important. Professor Kurata worries that the increasing encroachment of katakana words borrowed from foreign languages will damage “pure” Japanese. He sincerely hopes that will not be the case.

Reported by Jerry Halvorsen

SHIZUOKA

WORKSHOP ON PRACTICAL TEAM-TEACHING TECHNIQUES

By Armene Modi, Willa McDonald, Jennifer Hansen and Billy Higgins

Board of Education of Shizuoka Prefecture

In July, Armene Modi, Willa McDonald, Jennifer Hansen and Billy Higgins presented activities which had been successful in their classroom and offered practical ideas and techniques that had worked for them. In addition, they brought along hand-outs of games, fun activities and practical suggestions on Team-Teaching to share with the participants.

Ms. Modi demonstrated the Team-Teaching Formula, which consists of 1) greetings and new expressions, 2) dialogue practice, 3) culture point, 4) comprehension review and 5) a game. She emphasized that teachers should use reality—pictures, slides, costumes, masks, wigs, puppets, plastic models of food, or a telephone—as much as possible and that a new catchy expression or phrase should be taught by means of a humorous skit between the AET and JET in easy English.

Ms. McDonald presented some methods such as “Picture Stories,” “Rhymes and Poems,” “Manga (Snowman),” “Magic Tricks.” She also pointed out some problems the AETs and JETs have not only in the classroom but also outside. For example, while the AETs would like to join some school events, schools don't want them to.

Ms. Hansen showed “Spell it on me” (writing on another person's back), “Homeroom Story,” “Catego-

EVER TRIED A POTATO SANDWICH?

That's exactly what most English books are like — cold vocabulary and stale conversations on a slab of dry grammar.

If it's food for thought you're looking for, try teaching **FREESTYLE ENGLISH I . . .**

FREESTYLE ENGLISH I brings humor into the classroom, where it belongs. At last beginning students have a chance to do in English what they can do in their native language : make friends, have fun, participate.

FREESTYLE ENGLISH I is English as Frank Sinatra might have taught it...
"do - be - do - be - do" !



FREESTYLE ENGLISH I:

- is geared for Japanese students
- may be used equally successfully by foreign and Japanese instructors
- features pair and group work
- includes over 100 dialogues students themselves complete
- teaches useful idioms, gestures and cross-cultural communication techniques
- makes use of the Total Physical Response (TPR) method

***Cassette also available**

NEW WEST, INC.

Takanawa Toei Bldg., 3F, 11-35, 4-chome, Takanawa, Minato-ku, Tokyo 108
Telephone: (03) 442-2477 Fax: (03) 442-4170

ries" (a moving game using the arms and hands), "Key Points Dialogues," "Fruit Market" and so on.

Finally, Mr. Higgins demonstrated "Hangman" and other games, and practiced them in a real situation.

It was an interesting and informative time for all concerned.

Reported by Noboru Yamada

TOKYO

TESTING AND EVALUATION

By Nancy Bayer, George Pifer, Colin Baker and Sandra Fotos

Testing being one of the major driving forces behind education in Japan, Tokyo invited a number of speakers on June 25th to discuss the theory and practice of the process of evaluation.

Nancy Baxer opened the program with a brief review of the literature on testing available at Newbury House. A selection of both practical and research-oriented books are currently available, and a special preparation booklet for the TOEIC Test will be on the market soon.

George Pifer, who works closely with the Educational Testing Service in Princeton, N.J., and actually writes some of the practice tests for the TOEIC, shared his insights on the strong and weak points of the test. Mr. Pifer feels that the test itself is secure and reliable, but doubts whether the test is a true measure of communicative ability. Some schools use it as a basis for placement, which he feels is not a good practice.

The theoretical aspect of test writing was covered

by Colin Baker of Temple University. He explained how to test what we teach, accurately: how to determine the validity and reliability of a given test and how to avoid some of the pitfalls of writing poor tests. He also explained the difference between norm-referenced and criterion-referenced tests, and what each one is supposed to measure.

Sandra Fotos, a proponent of integrative or holistic testing, spoke about the research on cloze testing she carried out at Aoyama Gakuin. She noted that the correlation between discrete-point testing and integrative testing is very good with high level students.

The debate about whether specific language skills can be isolated and tested independently rages on.

**Reported by D.R. Wilson
Seishin Women's College**

Discounts on

Macintoshes



for JALT Members

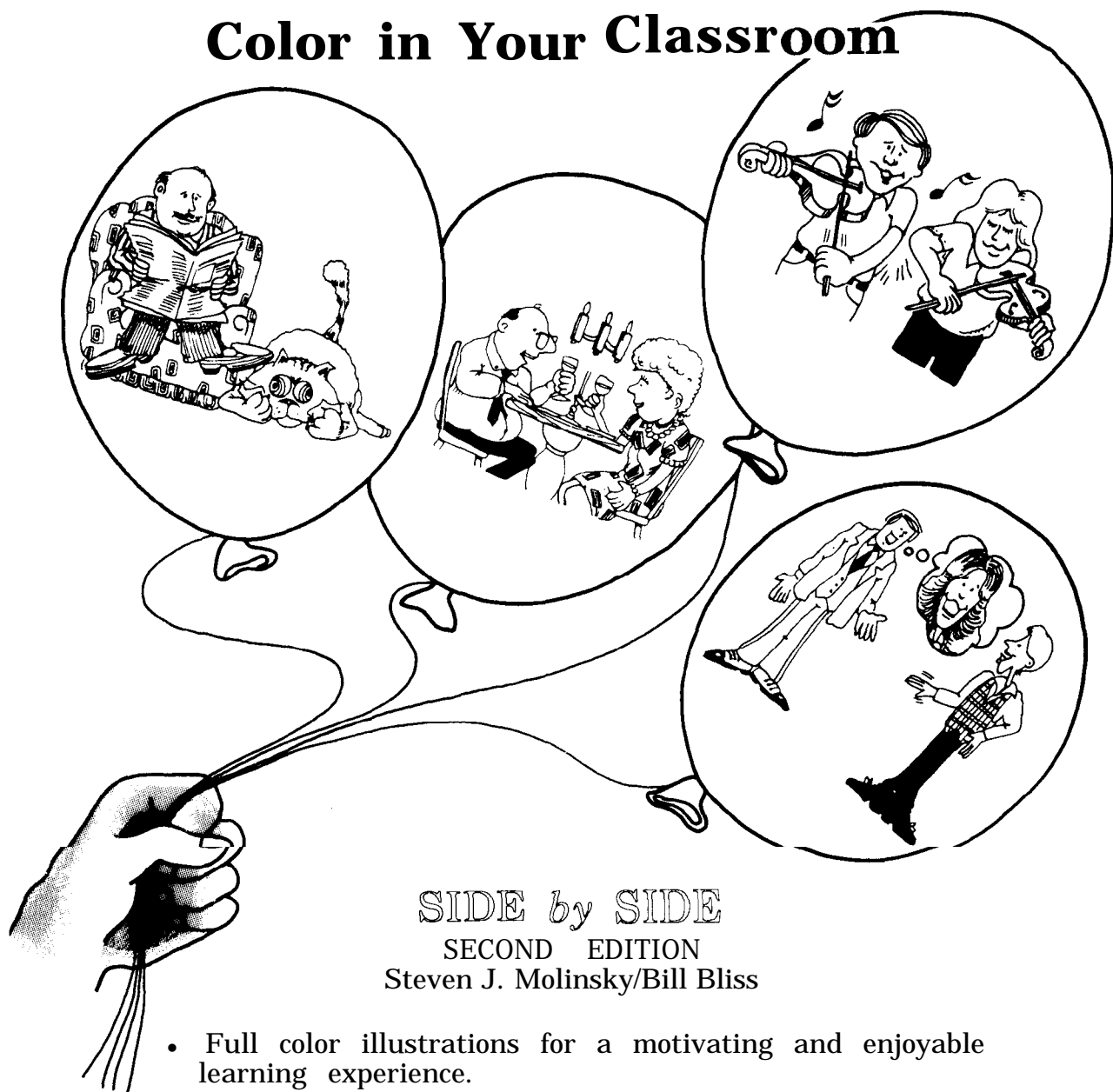
For information, contact the Computerland booth at JALT '89 or call toll free 0120-332255.



J A L T Research, Grants

JALT annually offers small grants for research or the development of experimental materials. Contact the JALT Central Office for specifics.

Color in Your Classroom



SIDE by SIDE

SECOND EDITION

Steven J. Molinsky/Bill Bliss

- Full color illustrations for a motivating and enjoyable learning experience.
- Incorporating *Line By Line*, the popular EFL reader.
- Additional communicative exercises for all-skills language practice.
- New summary pages for each chapter.

This best-selling text for pre-intermediate and intermediate students by Steven J. Molinsky and Bill Bliss is now available in full color and in a comprehensive series including student books, activity workbooks, teacher's guide, cassette tapes, picture cards and a placement and achievement testing program.

Fur further information, contact Harry T. "Terry" Jennings

PHR

PRENTICE HALL REGENTS

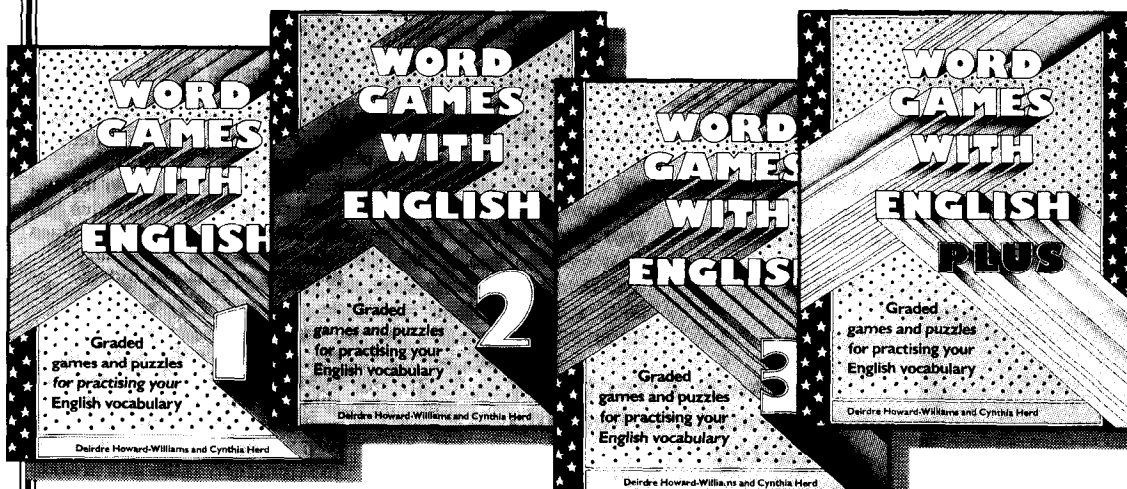
Prentice Hall Regents of Japan

Jochi Kojimachi Bldg., 3F, 6-1-25 Kojimachi, Chiyoda-ku, Tokyo 102, JAPAN
東京都千代田区麹町6-1-25 上智ビル3階

Telephone: (03)233-1050 fax: (03)237.1460 Telex: 650-295-8590
For telex from outside U.S., precede with U.S. Access Code, 23 from most countries.

LEARNING ENGLISH CAN BE FUN

Games for practising, developing and testing learners vocabulary and usage.

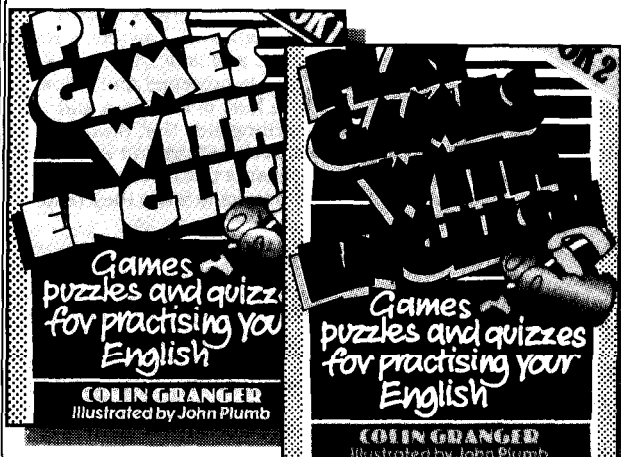


Book 1 - Beginner/Elementary 435 283804
Book 2 - Elementary/Pre-intermediate 435 283812
Book 3 - Intermediate 435 283820

Word Games With English
Plus-Upper Intermediate
435 283790

Elementary and Pre-intermediate graded language games

Each game focuses on a particular language feature.



Book 1 - Beginner/Elementary
Students' Book 435 28060
Teacher's Book 435 280619
Book 2 - Pre-intermediate
Students' Book 435 280627

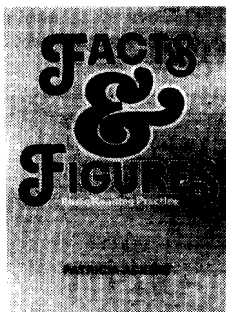


HEINEMANN

NEWBURY HOUSE



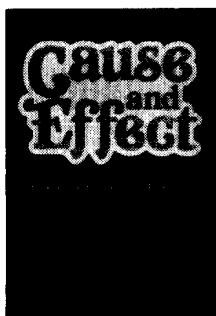
WHERE SECOND LANGUAGE
TEXTS ALWAYS COME FIRST



Facts & Figures Basic Reading Practice

Patricia Ackert

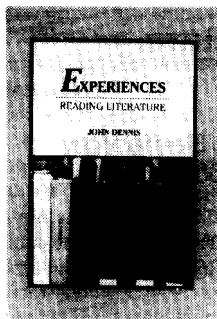
Directed at adult students, this text contains challenging and entertaining readings of gradually increasing length. Assuming a base vocabulary of 300 words, it teaches 500 more with difficult words glossed and depicted in spot drawings. Exercises following the readings give vocabulary practice and test comprehension. For practice in structural points. *Word Study* activities end each chapter. Spelling rules and exercises on using context clues for prediction of vocabulary meanings are also included.



Cause & Effect Intermediate Reading Practice

Patricia Ackert

For students with a vocabulary of approximately 2,000 words, this text features entertaining readings and an abundance of well-rounded exercises designed to strengthen skills and provide practice in such areas as: vocabulary, comprehension, inference, main idea, cause and effect, context clues, scanning, sequence, summarizing, word forms, and connecting words.



Experiences Reading Literature

John Dennis

Experiences offers students the opportunity to explore and enjoy an engaging collection of 22 notable works by such distinguished writers as William Saroyan, D.H. Lawrence, Robert Frost, and Isak Dinesen. Each piece is preceded and followed by a host of exercises and learning aids that promote critical reading and encourage students to express their own reactions to what they read.

Features

- ◆ Biographical and cultural information presented before each reading prepares students for the "experience."
- ◆ Pre-reading strategies give directions for critical reading.
- Post-reading sections refine and elaborate on matters of style, structure, and meaning.

HAKPEK & ROW/NEWBURY HOUSE PUBLISHERS

Shin Nichiho Bldg.
1-7-1 Sarugakucho
Chiyoda ku, Tokyo 101

Tel: (03) 294-8288
Fax: (03) 294-8284

See you in Okayama !

Bulletin Board

Please send all announcements for this column to Jack Yohay (seep. 1). The announcement should follow the style and format of TLT and be received by the 25th of the second month prior to publication.

Fax
Jack Yohay now has a fax.
Call him at (075) 622-1370 before transmission.

TEMPLE UNIVERSITY JAPAN

M.Ed. in TESOL Courses

Tokyo and Osaka, Sept. 4-Dec. 15

Distinguished Lecture Series

Sept. 9-10 (Tokyo), 16-17 (Osaka): *Learner-Centered Curriculum Development*, David Nunan, Macquarie University.

Oct. 21-22 (T), 28-29 (O): *Styles and Strategies of Successful Language Learners*, H. Douglas Brown, San Francisco State University.

Nov. 18-19 (T), 25-26 (O): *Cooperative Learning Methods*, Stephen Gaies, University of Northern Iowa.

All Sat. 2-9 p.m., Sun. 10a.m.-5 p.m. 3 credits for series. *JALT* members and others not enrolling formally may attend the Sat. 2-5 p.m. portion of any course free.

Regular Courses (3 Credits each)

Tokyo (6-9 p.m.)

Mon: Doctoral Seminar, Rod Ellis. Tues: *Sound Systems*, Kenneth Schaefer. Wed: *TESOL Methods! Materials I*, R. Ellis. Thur: *Teaching Literature to Speakers of Other Languages*, R. Ellis. By arrangement: *ESL/EFL Practicum*, Susan Johnston. Special 3-unit, 3-week course Sept. 16-17, 23-24, 30-Oct. 1 (Sat. 2-9 p.m., Sun. 10 a.m.-6 p.m.): *Testing Language Skills*, James D. Brown.

Osaka (6-9 p.m.)

Mon: *TESOL Methods /Materials I*, Michael Rost. Wed: *Sound Systems*, Kenneth Schaefer. Thur: *Language Comprehension: An Introduction to Psycholinguistics*, M. Rost.

TUJ, 1-16-7 Kami-Ochiai, Shinjuku-ku, Tokyo 161, 03-367-4141, fax 4112; Kyowa Nakanoshima Bldg. 2F, 1-7-4 Nishi-Temma, Kita-ku, Osaka 530; 06-361-6667, fax 6095.

CALL FOR PAPERS

The Language Laboratory Association of Japan will hold its 30th annual conference July 30-August 1, 1990, at the International Conference Center on Port Island, Kobe. The theme: International Communication and the Language Laboratory. Proposals for papers should be sent to Prof. Sugimori, Kinran Junior College, 5-25-1 Fujishim-dai, Suita-shi, Osaka 565. The deadline for submission of abstracts is January 15, 1990. Papers dealing with the use of technology in the teaching of English, as well as those dealing with empirically based research, will be particularly welcome.

TRAINING IN INTERCULTURAL COMMUNICATION

Two-day workshops to be held this fall by CCTS:

(1) Training in International and Multicultural

by Dr. Milton Bennett & Dr. Janet Bennett, Directors of the Intercultural Communication Institute, Portland, Oregon. Designed for individuals responsible for short-term orientation, training, and educational activity in community, international education, and multicultural programs. Tokyo, Oct. 22-23 and Oct. 29-30.

(2) Practical aspects of Intercultural Training

by Dr. Sheila Ramsey, Clark Consulting company, California, and former Assistant Professor at ICU. Osaka, Nov. 11-12; Tokyo, Nov. 18-19.

Each workshop limited to approximately 20 participants. To apply, send a postcard with name, address, telephone number, job title, place of work, and date of the workshop(s) you wish to attend to Cross-Cultural Training Services (CCTS), attn. S. Araki, 6-8-10-206 Matsubara, Setagaya-ku, Tokyo 156. Tel. (03) 327-1866.

Meetings

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

Tighter production schedules have forced us to become stricter about deadlines. Your typed, A-4 sized, one-page, double-spaced announcement must arrive by the 1st to be guaranteed publication the next month. Late? Call 075-622-1370. Nihongo? Send it direct to K. Nozaki, address p. 1.

CHIBA

1) Topic: "Give Them a Chance to Talk"

Speaker: Takashi Miura

Date: Sunday, September 10th

Time: 1-4 p.m.

Place: Chiba Chuo Community Center

Fee: Members, free; non-members, 500

Info: Bill Casey, 0472-55-7489

Ruth Venning, 0472-41-5439

Students will risk talking if (1) they find value in the process and (2) they have receptive listeners who are neither indifferent nor threatening. Mr. Miura, who aims to make each class an interrelated workshop of developing language and society, will present the ideas of "values" and "workshop," basing his discussion on 17 communicative activities that have worked successfully in a technical high school. These activities are applicable to Mombusho-authorized textbooks.

Takashi Miura (Aichi Prefectural University) taught at Toyohashi Technical Senior High School for nine

years. He was awarded first place in the 1987 Sanseido English Education Essay Contest. He has written for *TEFL in Japan and Kore Karamo Eigo Kyo-iku* (Sanseido). His focus is on teaching communication to lower-level students.

2) Topic: "Logical Conversation"
Speaker: Daniel Castelaz (Fuji Xerox)
Date: Sunday, October 1st
Time/Place/Fee/Info: As above

Logical conversation is a method through which students at any level move to independent language production. While actively using the language, they are also acquiring an understanding of the framework of the process. In addition, students gain insight into and practical experience in principles of debate, reasoning, and critical thinking, and in distinguishing facts and opinions. Theoretical underpinnings of this student-centered method will be presented, as well as specific applications with an emphasis on Asian students.

Daniel Castelaz, with undergraduate and graduate degrees in Fine Arts and an MA. in English (TESOL) from Michigan State University, has taught in Malaysia with Indiana University and at Southern Illinois University.

On Nov. 25 Hisatake Jimbo (Waseda Univ.) will

FUKUI

Topic: Curriculum and Syllabus Development
Speaker: Carl Sullivan
Date: Sunday, September 17th
Time: 2-4 p.m.
Place: Culture Center (Housou Kaikan 5F)
Fee: Members, free; non-members, 500
Info: Kuniyuki Ohshita, 0776368725

The presentation outlines the theory behind curriculum development and course design, and also the steps that teachers and course designers to take in order to develop an English program based on the needs of students. Carl Sullivan, B.A. in Oriental Studies/Japanese from the University of Arizona, Minor in Korean, MA. in Language Acquisition/Japanese from Brigham Young University, having taught intermediate Japanese at B.Y.U. and helped design a Japanese language interactive video course for Nihon Television Cultural Society/Fujitsu Corporation, is currently a teacher and curriculum designer for Nichibei Gaigo Gakuin.

FUKUOKA

Topic: Children's English Workshop
Date: Sunday, September 17th
Time: 2-5 p.m.
Place: Fukuoka Chuo Shimin Kaikan, Akasaka, Fukuoka-shi
Fee: Members, free; non-members, 200
Info: Shane Hutchinson, 092-823-1414

The monthly English Teaching Workshop, launched by Shane Hutchinson in February 1989, has enjoyed a growing membership. The workshop's aim is to offer anyone interested the opportunity to discuss important topics on a regular basis. Topics have so far included Pronunciation, Games, Textbooks, Supplementary Materials, Pictures, Video, and (today) Children;

future workshops will focus on Drama, Songs, Reading and Teaching New Language Skills. The emphasis is on free exchange, so participants can expect total involvement for three hours.

GUNMA

Topic: Six Years in Japan: A Gunma 'Vet' Tells All!
Speaker: Lucinda Briand
Date: Sunday, September 24th
Time: 2:30 p.m.
Place: Kyoai Gakuen High School, Maebashi
Fee: Members, free; non-members, 1000
Info: Wayne Penning, 0272-51-8677

Mrs. Briand came to Japan six years ago as an AET, after having fabricated, as part of the selection procedure, a tissue of lies entitled: "Why I want to go to Japan, and what I hope to gain from the experience." She will now reveal her real feelings about coming to Japan, and what she has actually gained from the experience!

A short British Council film, *Britain at Work*, will also be included.

On Sat., October 14 Don Maybin will present "Video in the Classroom." On Sat., November 25 Steven Maginn will discuss "Learning to Learn English."

HAMAMATSU

Topic: Self-Access Pair Learning
Speaker: Tom Pendergast
Date: Sunday, September 17th
Time: 9:30 a.m. - 12:00 noon
Place: Seibu Kominkan, 1-21-1 Hirosawa
Fee: Members, free; non-members 1,000
Info: Brendan Lyons, 0534-54-4649

Tom Pendergast is head of Shitennoji Kokusai Bukkyo Daigaku's junior college English Department. He has M.A.s from Stanford University and the University of Hawaii. Self-Access Pair "Learning is a unique, controversial language-learning method in which students control their own progress and the teacher acts as coordinator of the process, not as "instructor." The method has been used in a variety of situations and has met with interesting and sometimes dynamic results.

IBARAKI

1) Tonic: Activities of World Youth Club of Ibaraki
Speaker: Yahagi Noriyuki (Ishioka 2nd High School)
Date: Sunday, September 10th
Time: 2:00-4:30 p.m.
Place: Mito Shimin Kaikan
Fee: Members, 500; non-members, 1000
Info: Jim Batten 0294-63-7665

2) Topic: The History and Present State of Teaching Japanese as a Foreign Language
Speaker: Horiguchi Sumiko (Tsukuba University)
Date: Sunday, October 8th
Place: In Tsuchiura; to be announced
Time/Fee/Info: As above

Nov.: No meeting. Dec. 10 at Ibaraki Christian college: Reports on JALT '89

KAGOSHIMA

Topic: Texts and Techniques
 Speakers: Chapter members
 Date: Sunday, September 10th
 Time: 1:30-3:30 p.m.
 Place: Chuo Kominkan (next to the Bunka Center), 5-9 Yamashita-cho., (0992) 24-4528
 Fee: Members, free; non-members 500
 Info: Yasuo Teshima 0992-22-0101

We'd like to welcome the new AETs by inviting our members to bring textbooks that they use and techniques or ideas to share. To make this an interesting and productive meeting, please come prepared to exchange ideas.

KANAZAWA

Topic: Making Your Own Communicative Pair Practice Materials
 Speaker: David Peaty
 Date: Sunday, September 17th
 Time: 10:30 a.m. - 12:30 p.m.
 Place: Shakai Kyoiku Center, 4th floor (next to MRO TV building)
 Fee: Members, free; non-members, 500
 Info: Mikiko Oshigami, 0764-29-5890
 Kevin Monahan, 0763-23-8516

The practice of conversation, drills, dialogs and other activities in pairs provides maximum individual practice with minimum inhibition. Communicative pair practice is generally based on information gap or problem-solving activities which students can solve only by exchanging information or ideas. Many available materials of this kind will be listed on the handout. The focus of this presentation, however, is on making your own materials. The presenter will introduce a variety of formats used in his own and other books, and show how to produce materials suited to the specific needs of your own classes.

David Peaty has been teaching in Japan since 1974 and has written a number of coursebooks for students of English.

KOBE

Topic: Monkey See, Monkey Do
 Speaker: Patrick Bea
 Date: Sunday, September 10th
 Time: 1:30 p.m. - 4:00 p.m.
 Place: St. Michael's International School
 Fee: Members, free; non-members, 1,000
 Info: Pat Bea, 07457-8-0391

Patrick Bea has used the Natural Approach for four years. He will explain the theory behind the NA according to Krashen and Terrell and then offer his own interpretation based on his experiences. A short unrehearsed video on the theory will then be shown and discussed. Mr. Bea teaches at International Buddhist University and ELE Language School. Note: Small group discussions will precede the presentation, which will start about 2:00 p.m. This will be the chapter's sponsored presentation at JALT '89.

KYOTO

1) Topic: Informal Sharing of Ideas and Materials
 Speakers: Everyone who attends!
 Date: Saturday, September 9th
 Time: 6:00-9:00 p.m.
 Place: Kyoto YMCA, Sanjo-Yanaginobamba (between Kawaramachi and Karasuma), (075)231-4388
 Fee: Members and non-members, free
 Info: Christopher Knott, (075)392-2291
 Haruo Minagawa, (075)464-1665

The purpose of this meeting is to share ideas and materials informally. Please bring any materials you find useful, any ideas you have about teaching, or any questions. Don't forget your meishi and copies of any materials to give to other participants!

After the meeting there will be a very informal gathering at a nearby restaurant. All who are willing to pay for their own food and drink are welcome!

2) Topic: Are You Sure This is Culture? Real TV Instead of the Real World

Speaker: Rita Silver
 Date: Sunday, September 24th
 Time: 2:00-5:00 p.m.
 Place, Info: As above
 Fee: Members free; non-members, 500

Ms. Silver will show how videos of foreign TV programs can be used at any level to present culture and generate discussion, culturally more interesting than "canned" video, with tips on how to make your own materials to supplement the videos. The focus is not on theory, but actual use, including intensive work with the data to encourage deeper analysis which can help students to go beyond stereotypes.

Rita Silver MA in TESL, Northern Arizona University) is a full-time instructor of English at Osaka Women's Junior College.

MATSUYAMA

Topic: Global Awareness and Social Concern in Foreign Language Teaching
 Speaker: Kip A. Cates
 Date: Sunday, September 17th
 Time: 2:00-4:30 p.m.
 Place: Shinonome High School Kinenkan 4F
 Fee: Members free, non-members 1000
 Info: Kazuyo Kuwahara (0899)45-1218
 Masako Aibara (0899)31-8686

Can our language teaching be called 'successful' if our students, however fluent, are selfish, ignorant, and apathetic and care more about luxury imports, comic books and fast cars than about world problems and their solutions? A key dimension still missing from much foreign language teaching is the 'moral' dimension of global awareness, social concern and personal responsibility. In a world of needless hunger, inequality, oppression, war, and environmental destruction, our goal as language teachers is not just to train fluent foreign language users, but also to help learners be-

NEWBURY HOUSE

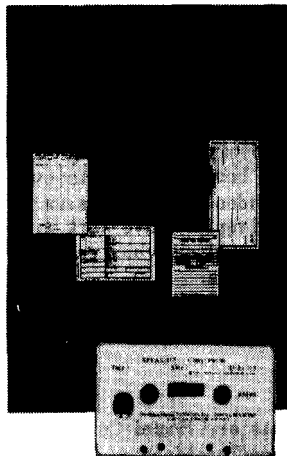


Start With Listening **Beginning** **Comprehension Practice**

Patricia A. Dunkel and
Christine G. Gorder

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

Beginning

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

High-Intermediate to Advanced

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.

For more information call or write:

HARPER & ROW/NEWBURY HOUSE PUBLISHERS

Shin-Nicbibo Bldg.
1-2-1 Sarugakucho
Chiyoda-ku. Tokyo 101

Tel: (03) 294-8288
Fax: (03) 294-8284

come active, concerned world citizens, asserts Mr. Cates, who will present ideas about how this dimension can be systematically integrated into our classroom teaching.

Kip Cates (MA in Applied Linguistics, University of Beading, England) is a full-time instructor of English at Tottori University and belongs to the organization Educators for Social Responsibility.

MORIOKA

Topic: Polarity Teaching: Linking Emotional and Communicative States

Speaker: Elaine Voci-Reed

Date: Sunday, September 17th

Time: 1:00-4:00 p.m.

Place: Morioka Chuo Kominkan

Fee: Members, free; non-members, 1000

Info: Natsumi Onaka (0196)54-5410

Robin Sakamoto (0196)51-8933

This workshop will show how the principles of Gestalt therapy and accelerated learning can be applied to language teaching. Both disciplines stress the importance of relaxation and imagination. An example of a classroom activity designed to integrate the power of imagination with communicative processes, designed for groups ranging from junior high school students up, and featuring a video of the Grand Canyon, will be given. Elaine Voci-Reed, an assistant English teacher at Shitakoji Junior High School, is interested in how states of relaxation affect emotional and communicative learning.

NAGASAKI

Topic: From Elephant to Elephant Man: Language, Culture, and Communication

Speaker: William McOmie (Nagasaki University)

Date: Sunday, September 24th

Time: 1:30-4:00 p.m. catered Welcome Party 4:30-6:00 p.m.

Place: Nagasaki Junior College of Foreign Languages (Gaigo Tandai, a ten-minute walk from the Sumiyoshi street car stop; parking available)

Fee: Meeting, none; party 2,000

Info and Party reservations: Sue Bruell, 0958-49-0019

Mark Tiedemann, 0958-23-4991

What is language? What is culture? How do they relate to each other and how do they both influence communication, learning, and teaching? What is the nature of perception and how is it influenced by culture? What is the link between culture and personality? How should one best communicate across cultures? How do all of these questions relate to English education in Japan and elsewhere?

Mr. McOmie has studied and taught in the U.S., the Middle East, Europe, and Japan.

NAGOYA

Topic: Games for Kids and False Beginners

Speakers: Tamiko Yamaoka and Matthew Taylor

Date: Sunday, September 24th

Time: 1:30-5:00 p.m.

Place: Mikokoro Center, Naka-ku

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

Info: Helen Saito, (052)936-6493

Tetsu Suzuki, (0566)22-5381

Ms. Yamaoka and Mr. Taylor, using audience participation, will demonstrate successful games and activities that can be easily prepared and used with children. Some may also be adopted or modified to teach secondary school students, or college freshmen and other falsebeginners. For most of the games, some preexisting curriculum or materials are assumed.

Tamiko Yamaoka, a high school English teacher for many years, is now the dir of Trident School of Language's Children's Department.

Matthew Taylor, coordinator of that department, teaches children and college students at Trident.

NARA

Topic: "Popping the Question: A Marriage of Interests"

Speaker: John Payne

Date: Sunday, September 10th

Time: 1:00 p.m.-4:00 p.m.

Place: Saidaiji YMCA

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

Info: Bonnie Yoneda, (0742)44-6036

John Payne, Osaka Shoin Women's College, has been teaching English in Japan at high schools and colleges since 1930, having read English at Cambridge. He strongly believes that all teachers' ultimate aim in any class should be to make students critically aware of whatever they are studying. Although this is not an original aim, it is seldom considered in classes that are focusing on teaching language." This presentation will look at ways in which critical concepts of analysis can be introduced in the foreign language classroom by using as the primary texts popular songs and "pop Videos."

NIIGATA

Topic: International Communication and the Teaching of EFL

Speaker: Jim D. Batten

Date: Sunday, September 24th

Time: 1:30-3:30 p.m.

Place: Niigata Kyoiku Kaikan

Fee: Members, free, non-members, 500

Info: Daniel Minor, 0254-43-6205

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 teach its language effectively. Culture (both native and target) and its influence must be understood for true language acquisition to take place. We shall discuss non-verbalcommunication, 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 is assistant professor at Ibaraki Christian College, where he teaches conversation, American English phonetics, and intercultural communication.

English In Sight

Patricia Mugglestone,
Hilary Rees-Parnall, Jane Revel1



English In Sight gives the student authentic settings and unscripted situations and conversations with "real" people as well as actors whose lines have been scripted. The stories take place in England and make use of both British and American English. This series is for adults in their first or second year of learning and is designed to complement any coursebook of the appropriate level. Each video is divided into 5 episodes of about 5 minutes each. For each episode, the student's book contains:

- pre-viewing information with photos from the video,
- while-viewing exercises to check on the students' comprehension,
- post-viewing exercises for reinforcement,
- dialogue completion, comprehension and role play exercises.

For further information, contact Harry T. "Terry" Jennings

PHR
PRENTICE HALL REGENTS

Prentice Hall Regents of Japan

Jochi Koimochi Bldg., 3F, 6-1-25 Koimochi, Chiyoda-ku, Tokyo 102, JAPAN

東京都千代田区麹町6-1-25 上智館ビル3階

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

(For telexes from outside U.S., precede with U.S. Access Code: 23 from most countries.)

OKAYAMA

Topic: Self-Publishing: Who, What, When, Where, How
 Speaker: Monty Vierra
 Date: Sunday, Sept. 10th
 Time: 2:40-4:30 p.m.
 Place: Shijitsu H.S., (0862) 25-1326
 Info: Fukiko Numoto, (0862) 53-6648

OMIYA

Topic: Social Distance between Cultures
 Speaker: Hisako Takahashi
 Date: Sunday, September 10th
 Time: 1:30-4:30 p.m.
 Place: Omiya YMCA
 Fee: Members, free; non-members, 1000
 Info: A. Krause, 0487-76-0392

Culture shock is a type of disorientation which a foreign-language learner experiences in a new linguistic community. "Social distance" between the learner's own culture and the new culture is what mainly determines the degree of the culture shock. Ms. Takahashi will clarify that distance between Japanese culture and Western culture, and suggest how Japanese students of English should be trained to develop the ability to think and express their own opinions logically. Ms. Takahashi (B.Phil. in Language in Education, Exeter University, England) teaches at Aoyama Gakuin University and Senshu University.

OSAKA

1) Topic: Learner-Centered Curriculum Development
 Speaker: David Nunan
 Date: Saturday, September 16th
 Time: 2:00-5:00 pm
 Place: Temple University (See Bulletin Board)
 Fee: None
 Info: Tamara Swenson 06-351-8433

2) Topic: Pairwork and Group Work
 Speaker: Steven Maginn (Cambridge University Press)
 Date: Sunday, September 17th
 Time: 1:00-4:30 pm
 Place: Umeda Gakuen
 Fee: Members free, non-members 1,000
 Info: Beniko Mason (0798)49-4071
 Tamara Swenson 06-361-8433

Drawing on Adrian Doffs Teach English (CUP 1988), Mr. Maginn's introductory presentation, aimed at Japanese high school teachers and less experienced native-speaker teachers, will show how to organize pair and group work effectively, how to deal with initial problems, and how to use pair and group work with confidence and to advantage in pattern practice, reading a text and answering questions, short writing exercises, and other activities.

OSAKA S.I.G. (Sept. 17 as above; free)

Teaching English to Children
 Topic: Getting The Students Restarted After Summer
 Time: 11:00 a.m.-12:30 p.m.
 Info: Pat Bea, 07457-8-0391

Topic: Learner Strategies: From Classroom to Independence
 Speaker: Don Maybin (Kagawa University)
 Date: Sunday, September 17th
 Time: 1:30-3:30 pm
 Place: Kyoiku Bunka Kaikan
 Fee: Members free; non-members, 800
 Info: J. Halvonen, 011-891-6320

Full audience participation is expected in this workshop, to be conducted in both Japanese and English: (1) a brief discussion of the theoretical aspects of various communication strategies used by foreign-language learners; (2) a demonstration of learner-centered communication strategy models in and outside classrooms. Don Maybin, MA. in applied linguistics, University of Essex (U.K.), wrote the teacher's manual for *Coast to Coast Book 3* (Longman).

SENDAI

Topic: What's Small, Jazzy and Goes Bump in the Night?
 Four Variations of Jazz Chants
 Speaker: Stephen Ziolkowski (Oxford U. Press)
 Date: Sunday, September 17th
 Time: 14 pm
 Place: New Day School,
 Yamaichi Kokubuncho Bldg. 4F
 Fee: Members, free; non-members, 500

This presentation will take participants through the history of jazz chants, the reason why they work and on to actual techniques for classroom use. Samples will be drawn from the brand-new *Jazz Chants Fairy Tales* as well as Carolyn Graham's other books, *Jazz Chants*, *Small Talk*, and *Jazz Chants for Children*. Stephen Ziolkowski is described in YOKOHAMA.

SHIZUOKA

Topic: Teachers as Learners
 Speaker: Tim Newfields
 Date: Sunday, September 17th
 Time: 13 pm
 Place: Tokai Junior College
 Fee: Members, 500; non-members, 1,000
 Info: J.B. Laing, 0542-61-6321 (days), 0542-46-6861 (eves.)

How you learn may have a far-reaching impact on how you teach. All too often we become so involved in our teacher roles that we forget what it is like to be in the shoes of language learners. This workshop is designed to help you (1) see how your personal attitudes towards language learning directly affect your teaching, (2) recognize some common features of successful language learners, and (3) discuss practical ways that teachers can maximize learning for their students and themselves. Tim Newfields, a recent MA. in TESL, School for International Training, is an instructor at Lado International College.

(1)
 Topic: Classroom Evaluation
 Speaker: Steven Ross
 Date: Sunday, September 10th
 Time: 2-6 pm

Are your students interested in attending an American college or university but are not proficient in English ?

ICS Conditional Placement System 《3A System》

Academic Counseling

- determine academic eligibility and English language proficiency
- select two colleges or universities out of 175 participating institutions

Application Procedures

- evaluate credentials
- apply to schools

Admission

- conditional acceptance confirmation
- attend designated English language program until language proficiency requirements are met
- enroll in college or university

Proficient in English?

ICS Direct Placement System

Placement services to over 3000 two and four year American colleges and universities for students who meet English language requirements

- Counseling, Application Procedures, Pre-Departure Services

ICS promotes cultural exchange through education. Founded in 1970 the center is a storehouse of information concerning all aspects of overseas study and education. ICS serves as a liaison to Japanese planning to study abroad and to professionals working in international education.

ICS • Center for International Cultural Studies and Education

Tokyo: 03-461-4421 Nagoya: 052-561-8821 Osaka: 06-361-7721 Fukuoka: 092-712-9921

ICS 国際文化教育センター 〒150 東京都渋谷区道玄坂1-10-7 五島育英会ビル

Place: Seiko Epson ISI School, R208
 Fee: Members, 500; non-members, 1,000
 Info: Corrina van Workum. 0266-52-3131
 ext.1414 (W) 0266-52-6779 (H)

(2)
 Topic: Picking Your Students' Brains
 Speaker: Robert Weschler
 Date: Sunday, Oct. 22nd
 Time: 2-5 p.m.
 Place: Matsumoto: Aragasaki H.S.
 Fee/Info: as above

In this highly participatory workshop, we will engage in activities that assume we have never seen, or wish we had never seen, a textbook. Most activities will require a pencil, a reasonably white sheet of paper, and/or nothing at all. The presenter will supply toys and pictures. Feel free to bring your students and your imagination. Recommended for children over the age of 18. Robert Weschler teaches at Aoyama Gakuin and is a member of the CNN Newswave project team.

TAKAMATSU

Topic: Are you sure This is Culture? Real TV
 Instead of the Real World
 Speaker: Rita Silver
 Date: Sunday, September 17th
 Time: 1:30-4:30 p.m.
 Place: Shimin Bunka Center
 Fee: Members and students ¥500; others ¥1,000
 Info: Harumi Yamashita, 0878-67-4362
 Please see KYOTO above.

TOKUSHIMA

Topic: Communicative Evaluation
 Speaker: Eloise Pearson (Sophia University)
 Date: Sunday, September 24th
 Time: 1:30-4:30 p.m.
 Place: Tokushima Bunri University, No. 14 Bldg.,
 Room 22; (0886) 22-9611
 Fee: Members free, non-members 1,500; stu-
 dents 1,000
 Info: Takayuki Daikoku, 0886-25-1791
 Sachie Nishida, 0886-32-4737

Eloise Pearson (M.A. in TESL, University of Hawaii) has been teaching in Japan for 15 years. She is co-editor of *The Language Teacher*.

When a communicative approach is taken in the classroom, there is a need for the same approach to evaluation. A very brief historical overview of testing, will be followed by a description of a communicative approach to testing the presenter uses in a Japanese university. Students reactions and questions of reliability, validity, and practicability will be taken up, following which the audience will be encouraged to contribute ideas on how this type of approach to evaluation can be adapted to other types of teaching situations.

TOKYO

Topic: Some Notes on Writing
 Speakers: Anthony Butera, Daniel Horowitz, Phil
 Everson, Mary Patroullis
 Date: Sunday, September 24th
 Time: 2-5 p.m.

Place: Sophia University (Yotsuya) Library, Room
 812
 Fee: Members free; non-members, 1,000
 Info: Michael Sorey, 03-444-8474
 Tadaaki Kato, 0473-73-4053
 Don Modesto, 03-360-2568

The program will feature three one-hour presentations and workshops by authorities in the teaching of composition. Anthony Butera is the Assistant Director of the ESL program at Tokyo American Community College. Dan Horowitz, International Christian University, has published articles on the teaching of writing in professional publications including *The Language Teacher* and the *JALT Journal*, which he now co-edits. Phil Everson directs the writing program at Temple University Japan. Mary Patroullis is also at Temple University Japan. To conclude the meeting there will be a drawing for door prizes, after which all are invited to join the speakers at a nearby Japanese restaurant for a post-meeting dinner.

TOKYO SIG

日本語教育部会

演 題: 言語心理学入門
 講演者: 田中茂範先生 (茨城大学)
 月 日: 9月9日(土)
 時 間: 講演2:00~5:00 (受付1:30)
 会 場: テンプル大学日本校 (地下1階)
 (西武新宿線 下落合駅下車1分)
 参加費: 会員一無料 非会員1,000円

講演者、田中先生は「外国語教育は外国語学習に対する正しい認識から始まる」という立場から書かれた H. Douglas Brown, "Principles of Language Learning and Teaching" (Prentice-Hall, 1980) の日本語訳「英語教授法の基礎理論」を全訳なさった訳者の一人であります。

今回は現在、注目を浴びている最新の理論の基礎知識を現場の日本語教師にわかりやすく解説し、理解と知識を深め、実際に現場に応用できるよう指導して下さいます。

JALT 東京支部日本語部会への問い合わせ先。

安達幸子 (03-799-0884)

堀 歌子 (03-372-9393)

Topic: Learner-Centered Curriculum Development
 Speaker: David Nunan
 Date: Saturday, September 9th
 Time: 2:00-5:00 p.m.
 Place: Temple University (See Bulletin Board)
 Fee: None
 Info: Michael Sorey, 03-444-8474

TOYOHASHI

Topic: Self-Access Pair Learning
 Speaker: Tom Pendergast (Shitennoji International Buddhist University)
 Date: Sunday, September 17th
 Place: Aichi University, Kinenkaikan 2F
 Time: 1:30-3:30 p.m.
 Fee: Members free, non-members, 1,000
 Info: Kazunori Nozawa, 0532-48-0399
 Masahito Nishimura 0532-47-1569

The presentation will briefly describe and then demonstrate with the help of the participants what SAPL is like. See HAMAMATSU, above.

UTSUNOMIYA

Topic: Listening Comprehension in Junior/Senior High School-WHY, What, and How
 Speaker: Munetsugu Uruno
 Date: Sunday, September 24th
 Time: 1:30-4:30 p.m.
 Place: Utsunomiya Sogo Community Center (0286-36-4071)
 Fee: Members, free; non-members, 500
 Info: James Chambers 0286-27-1858
 Michiko Kunitomo 0286-61-8759

Japanese junior/senior high school instructors give very little listening practice because of limited number of class hours, lack of easy-to-use listening material, lack of confidence on the part of the instructor, and difficulty in incorporating listening into curriculum. Yet to give fun to the students and for other good reasons, spending a few minutes each class time on listening practice is a good idea. Munetsugu Uruno has studied ESL/EFL at the East-West Center in Honolulu and has co-authored *Basics in Listening* and *Strategies in Listening* with Michael Rost. On Oct. 15, Robert Weschler will present "Controlled Chaos."

WEST TOKYO

Topic: Developing Cultural Awareness: A Practical Workshop
 Speaker: Jim Batten
 Date: Saturday, September 30th
 Time: 2:30-5:30 p.m.
 Place: Musashi no Kokaido Public Hall, Kichijo-ji station, south exit walk straight one block. Left of Marui Department Store, look for the Parkside Grill.
 Fee: Members 500; non-members 1,000
 Info: Dale T. Griffie 03-323-6261
 Eriko Machi 0422-43-2797

This workshop will introduce various activities that were used to increase cultural awareness during a special summer course with 20 Japanese students and visiting American students. The course bibliography and schedule and adjustments that had to be made will also be discussed.

Jim Batten, Assistant Professor, has taught at Ibaraki Christian College for 13 years. He is now completing his doctorate in Intercultural Communication and TEFL at Columbia Pacific University.

On Oct. 14, Dale Griffie will speak on "Songs and Music."

Topics: 1. Techniques for communicative corrections
 2. Accuracy, Fluency and *Firsthand, Plus* and *Access*
 Speaker: March Helgesen (Miyagi Gakuin, Sendai)
 Date: Sunday, September 24th
 Time: 2:00-4:00 p.m.
 Place: Fukushi Bunka Center (tentative)
 Fee: Members and first-timers free, other non-members 500
 Info: Yamagata JALT (0236)22-9588

1. Corrections should help students to develop an awareness of form and to monitor/correct themselves. Flexible, enjoyable activities and games which emphasize correction techniques and language support and feedback will be demonstrated.

2. This presentation will consider what the accuracy/fluency distinction means for Japanese students and ways to activate their background.

Mr. Helgesen will use examples from his popular texts, *English Firsthand*, *English Firsthand Plus*, and the new beginners' series, *Firsthand Access*. The texts were developed in Japan.

YOKOHAMA**横浜中高英語教育分科部会**

演 題: 基本文型を歌で教える

講演者: 清水美代子先生

月 日: 9月10日(日)

時 間: 2:00-5:00

会 場: 横浜市開港記念会館 (関内駅より徒歩10分)

参加費: 会員 無料、非会員 500円

問い合わせ: 小沢喜美子 045-811-2959

中野 光以 045-543-0437

清水先生は"English Party Bridge"という英語会を主催し、子供から大人までに英語を教えています。先生は英語を話すため大切である BE 動詞、代名詞、疑問詞を特にポイントに教え、これらを有効に教えるために色々な歌を利用されている。

当日は先生が使われている歌などを楽しく紹介して下さいます。

On Oct. 15 Stephen Ziolkowski will present "Dialogue Techniques."

The following chapters, not heard from by press time, may also be having meetings this month:

Himeji: S. Imamura, 0792-88-3239

Hiroshima: M. Millar, 082-227-2389

Nagano: L. Yoffe, 0262-27-6646

Okinawa: S. Matsuda, 0988-32-3410

NEW From Goken

LISTEN AND DO

by Katsuyoshi Sanematsu and Mark W. Mullbock
(Two 60-minute cassette tapes with sound effects)

☆ **A NEW-CONCEPT LISTENING COURSE**

from the people who brought you *Travel Simulations-USA*

***TASK-BASED LISTENING ACTIVITIES** for the intermediate learner,
such as:

information gap, note-taking, story completion,
correcting information, finding the differences,
ordering sentences.. .

***AUTHENTIC SPEECH**

***INTERESTING TOPICS** : hobbies, movies,
TV commercial, weekend plans, health exercises,
sports broadcast, dinner at a restaurant,
shopping, family, flight reservation.. .

☆ **AND MUCH MORE!**

Text 1,262 2(c-60) Cassettes 4,000



Travel Simulations-USA

- The most comprehensive Travel English course ever published
- Authentic realia used Vol. 1 1,200 2(c-60) Cassettes 4,000
 Vol. 2 1,200 2(c-60) Cassettes 4,000

Please return this form to :

Goken Co., Ltd. Orimoto Bldg. 7-1 7, Sarugaku-cho 2-chome
Chiyoda-ku, Tokyo 101

I would like to receive an inspection copy of _____

Name _____ School/ Company _____

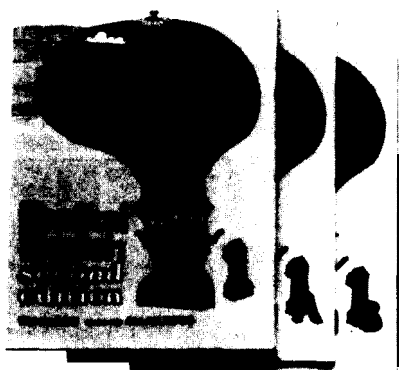
Address _____

GOOD TEXTS NEVER GO OUT OF STYLE!

This is what teachers tell us:

"Getting Together works." "Getting Together really gets my students talking." "The tasks in Getting Together are so interesting." "Practical English gives them all the basics." "Practical English really teaches them all the grammar they need."

So many teachers can't be wrong.



Practical English 1, 2, and 3, Second Edition

Tim Harris with illustrations by Allan Rowe

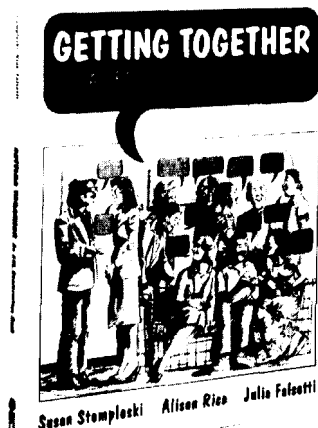
Teaches four basic language skills-listening, speaking, reading, writing-with emphasis on oral communication in book 1 and increased attention to reading and writing in books 2 and 3. Inductive in approach; uses a variety of instructional contexts-preliminary oral work, illustrated situations and dialogues, oral exercises or drills, illustrated reading passages with comprehension questions, and review drills, exercises, and grammar frames-to teach each new grammar point.

Practical English 1 Second Edition
ISBN: 0-15-570912-7 ¥1,270

Practical English 2 Second Edition
ISBN: 0-15-570920-8 ¥1,270

Practical English 3 Second Edition
ISBN: 0-15-570928-3 ¥1,410

Split-Volume Editions Available



Getting Together An ESL Conversation Book

Susan Stempleski, Alison Rice, and Julia Falsetti

A beginning/low intermediate text which can be used as a core text in a conversation course or with another book for grammar/conversation courses, for one or two semesters. Flexibly organized, the fifteen units are self-contained and can be used in any order. The task-oriented, information-sharing activities for pairs and small groups which accompany every unit are based on everyday themes such as "Getting From Here to There," or "Food and Drink." Each unit contains about two hours of classroom activities, including interviews, cultural problems for discussion, map activities, puzzles, brain teasers, and improvisations. Extensively illustrated with drawings, photos, maps, and cartoons.

Paperbound 178 pages
ISBN: 0-15-529598-5 ¥1,690



Harcourt Brace Jovanovich Japan, Inc.

Ichibancho Central Bldg. 22-1. Ichibancho, Chiyoda-ku, Tokyo 102

Tel: 03-234-3912 ELT Hotline: 03-328-2527(Shari Berman) * New phone number

Positions

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

(HIMEJI) Part-time English language teachers beginning April 1990. M.A. in TESL, linguistics or related fields and teaching experience desired. Teaching load: three classes/day, one or two days/week. Please send resume immediately to Fumio Yamamoto, Himeji Dokkyo University, 7-2-1 Kamiohno, Himeji 670: tel. 0792-23-2211.

(KAGOSHIMA) Opening beginning April 1990 for head of innovative department of English in Catholic junior college. Staff of six Japanese and 12 foreign teachers in department that is part of college with six other programs and a student body of more than 800. At least a master's degree in TEFL or equivalent and 5 to 10 years of experience in Japanese schools, and enough Japanese language to attend faculty and committee meetings. Salary dependent on qualifications but in 5 to 6 million yen range. Submit resume, recommendations and statement of ideas about English education in Japan, plus personal response to thought of working in a Catholic institution, to Sr. Yasuko Matsushita, President, Kagoshima Immaculate Heart College, 1847 Kamoike-cho, Kagoshima 890.

(KITA-KYUSHU) Baptist college seeks full-time Business English teacher to also teach Oral English, seminars, and other courses as needed and serve on faculty committees and in school activities. M.A. or M.Ed. degree in English with two years of teaching experience; willing to participate in Christian activities; native speaker of English, preferably with some knowledge of Japanese. Two-year renewable contract: Begin April 1, 1990. Rank and salary dependent on qualifications. 20,000/mo. housing allowance; partial payment for national health insurance; assistance with a work visa and transportation costs. Send application, resume with photograph attached, transcript of school records, letters of recommendations, and health records, postmarked by September 30, 1989, to Chairman, English Department, Seinan Jogakuin Junior College, 1-3-2 Ibori, Kokura Kita-ku, Kitakyushu 803.

同志社女子大学 学芸学部 英文学科

1. 職種および人員 専任講師または助手1名
2. 採用予定日 1990年4月1日
3. 担当科目 英語、英米文化
4. 所属 本学学芸学部英文学科
5. 応募条件 大学院修士課程修了以上あるいはそれに相当する者で、1990年4月1日現在で30歳以下の者

6. 専攻分野 英語英米文学、英米文化
(歴史、思想史、比較文化、地域研究等)
7. 提出書類
(1)履歴書 (写真添付)
(2)研究業績一覧および主たる著書・学術論文(修士論文も含む) 3点(現物またはコピー)
(3)現在の研究テーマおよび研究内容を2000字前後にまとめたもの
(4)保健所または国公立病院発行の健康診断書
(5)大学における教歴がない場合は最終学校の成績証明書
8. 応募期限 1989年9月30日(日)必着
9. 書類提出先 〒602 京都市上京区今出川通寺町西入
同志社女子大学学芸学部
英文学科研究室事務室 宛
10. 問い合わせ先 同上
TEL(075 251 4152)
11. 附記 本学短期大学部英米語科においても同様の募集をいたしております。両方のポジションに応募される場合、その旨を明記し、書類はいずれかの事務室あてに一通お送り下さい。

同志社女子大学 短期大学部

1. 職種および人員 専任講師または助手1名
2. 採用予定日 1990年4月1日
3. 担当科目 英語
4. 所属 本学短期大学部英米語科
5. 応募条件 大学院修士課程修了以上あるいはそれに相当する者で、1990年4月1日現在で30歳以下の者
6. 専攻分野 英語、英米文学
7. 提出書類
(1)履歴書 (写真添付)
(2)研究業績一覧および主たる著書・学術論文(修士論文も含む) 3点(現物またはコピー)
(3)現在の研究テーマおよび研究内容を2000字前後にまとめたもの
(4)保健所または国公立病院発行の健康診断書
(5)大学における教歴がない場合は最終学校の成績証明書
8. 応募期限 1989年9月30日(日)必着
9. 書類提出先 〒610 03 京都府綴喜郡田辺町興正
同志社女子大学
短期大学部研究室事務室 宛
10. 問い合わせ先 同上
TEL(07746 5 8541)
11. 附記 本学学芸学部英文学科においても同様の募集をいたしております。両方のポジションに応募される場合、その旨を明記し書類はいずれかの事務室あてに一通お送り下さい。

(KYOTO) Part-time EFL teachers for evening and Saturday courses. Two years' English teaching experience required; TEFL and/or teacher training preferred. Full-time possible if well qualified. For further information contact: Timothy Kelly, Kyoto YMCA English School, Sanjo Yanagi-no-banba, Kanagyo-ku, Kyoto 604; tel: 075-255-3287.

(MATSUYAMA) One EFL instructor needed starting April 1, 1990 to teach freshman and sophomore English. Native speaker of English with an M.A. in TEFL. Knowledge of Japan and/or experience in teaching Japanese students helpful. Six classes/week. Two year, non-renewable contract includes salary (roughly 3,600,000/year), air fare to and from Matsuyama, partial payment of health insurance, and other benefits. Resume, transcripts, and copy of diploma should reach us by September 20, 1989 and will not be returned. Address: Chifuru Takubo, Registrar, Matsuyama University, 4-2 Bunkyo-cho, Matsuyama 790.

(MORIOKA) Native English-speaking teacher with advanced degree in TESOL, TEFL, British or American Literature, English Linguistics, Comparative Culture, Cross-Cultural Communication, or Japanology. 12 hours per week of classes, advisory instruction in Japanese-English translation, and recording and marking for entrance exam. One-year contract beginning April 1, 1990, renewable up to March 31, 1995. Please send by Sept. 30, 1989: (1) curriculum vita, (2) list of research publications, (3) medical certificate, and (4) two letters of recommendation to Chairman, Dept. of English Language and Culture, College of Humanities and Social Sciences, Iwate University, 3-18-34 Ueda, Morioka 020. (Details on request; tel: 0196-23-5171.)

(NAGOYA) Tenure-track position at the Assistant or Associate Professor level to teach in and coordinate the ESL component of an International Management Program from April 1990. Requirements: Native fluency in English, a Ph.D. or M.A. in TESL, English Education, Applied Linguistics, or a closely related field, and three years of ESL teaching and one year of program administration experience. This position requires a familiarity with the learning needs of both regular high school graduates and those of students (returnees) who have studied abroad. A record of publications and presentations in language teaching methodology and theoretical issues is highly desirable, as is practical fluency in the Japanese language. University-level teaching experience in academic reading and composition is a must. For further information and directions concerning application, contact Dr. Makoto Ohtsu, Chair, Department of Management Studies, Nanzan University, 18 Yamazato-cho, Showa-ku, Nagoya 466.

(NAGOYA) Full-time native-speaker lecturer, senior lecturer, or professor of English, fluent in Japanese. Preferred: age under 45; M.A. or Ph.D. in English Literature, Linguistics, or related fields including Japanology. Start April 1990. Send by Sept. 30: application with curriculum vitae, photograph, list of publications (choose which is the main publication),

and summaries in up to 1,200 kanji each of three publications, to Kiyokazu Jin-no, Dean of the Faculty of Liberal Arts, Chukyo University, 101-2 Yagoto Honmachi, Showa-ku, Nagoya 466. Indicate "application" in red on the envelope.

(ODAWARA) The Language Institute of Japan in Odawara has EFL positions opening from January and April 1990. MA in TEFL preferred, but candidate5 also sought with backgrounds in business, engineering, economics, or international relations. Positions opening in both intensive, residential business program and non-intensive community program. Emphasis is placed on individual creativity in the classroom within a general notional curriculum framework. Both programs require responsibilities and commitment to students that go beyond classroom duties, and teachers are expected to spend time with their students outside of class, including seven meals per week and class outings. Salary approximately 322,500 yen per month, with seven weeks' paid vacation and good yearly benefits. Excellent living area, near the mountains and sea, about one hour from Tokyo. Send a resume to Robert Ruud, Director, Language Institute of Japan, 4-14-1 Shimyama, Odawara, Kanagawa 250. Interviews will be arranged in Odawara and at the JALT Conference in Okayama.

(OSAKA) Children's school seeks a creative, energetic native speaker of English with a background in elementary education and/or ESL-TESL training to assist in the reserach and development of curriculum. Part time with the prospect of full-time employment in 1990. Send resume, a copy of degree, and a recent photo to Adam Coppard, EGGS, 3-3 Kitakawa-horicho, Tennoji-ku, Osaka 543; tel. 06-775-0339.

(SENDAI) Native-speaker lecturer, associate professor, or professor, oral English (false beginners to upper intermediate level) for the April 1990-March 1991 school year. We require an M.A./M.S. degree in TESY TEFL and experience in teaching English to Japanese students at college level. Preference to those under 40 with a sympathetic attitude toward Christian schools. One year contract, renewable; a minimum of five 90-minute classes per week plus possible summer assignment planning/conducting a tour to the U.S. or U.K. Salary depends on years of teaching experience and rank. Monthly housing allowance of 50,000; transportation to and from Japan (at the end of the contract) for the teacher only. For further information please contact: Mr. Kiyoshi Matsuzaki, President, Miyagi Gakuin College for Women, 9-1-1 Sakuragaoka, Aoba-ku, Sendai 981. To apply send curriculum vita with photo to the General Affairs Section.

(SEOUL Korea) Full-time position: Native speaker of English, monthly openings. Salary: W1 ,000,000/month. Requirements: M.A. or B.A. in TESOL or related field or experience. Benefits: Partial housing, 50% health insurance, four weeks paid vacation. Send resume, copy of first page of passport, and references to: Tom Erhart, Assistant Director, English Training Center, 646-22Yoksam-dong, Kangnam-ku, Seoul 135, Korea.

(SHIMONOSEKI) Full-time native English speaking teachers needed starting in late October. American owned and operated with all American teachers. Contract is for 18 months with one renewal possible. Requirements include M.A. in TESOL or B.A. with more than two years teaching experience in Japan. You must like Japan and be serious about helping others. Responsibilities include teaching 26-28 hours per week six week days a week. All Sundays off plus at least one week paid vacation per month for length of contract. Benefits: Pay will vary depending upon qualifications, experience, and desire to be good at what you do. Health insurance; sponsorship if needed; housing assistance with accommodations on the school's property. Return air transportation provided upon successful completion of contract. Send letter of application and resume along with current photo to: Director, American English Center, Saimoto Bldg. 2F, 7-12 Yamanota Honmachi, Shimonoseki 751.

(TAKAMATSU) Full-time ESL teacher. Cooperative, culturally aware native speaker with B.A. or M.A. in ^{ESL} or a teacher's certificate; qualified to develop curriculum in professional manner. Duties: 21-23 teaching hours/week on five working days, plus preparation for the class meetings, several kinds of proofreading, and other required work to develop curriculum. Salary: 230,000/month, according to qualifications. Benefits: accommodation; return or round trip air ticket, provided terms of contract are satisfactorily fulfilled; seven-day summer and winter vacation. One-year contract. Send letter of application and resume along with photo to: Lingo School, 11-6 Kamie-cho, Takamatsu 760; tel: 0878-31-8096 (12 noon-7 p.m.), 31-3244 (after 9 p.m.)

(TOKYO) Full/part-time native English-speakers with background and experience in college level TESOL, English Comp., language, linguistics, speech, business, history, political science, mathematics, music, geology, psychology, sociology, economics and computer science for Los Angeles Community College affiliate. Minimum qualifications: Proper visa, M.A. in subject area and two years of college teaching experience. Send resume, transcripts, and two letters of recommendation to: Tokyo American Community College, 1-53-1 Yoyogi, Shibuya-ku, Tokyo 151. For more information, call (03) 375-2345.

(TOKYO) The oldest college in Illinois, opening its Japan Campus in October with murses in general education and ESL, requires part-time instructors with background and experience in TESL, math, literature, speech communication, history, computer science, and philosophy. Minimum requirement: an M.A. in the field of instruction. Send resume and school records to: Robert Dell, Program Director, McKendree CollegeJapan, 2-37-21 Eitai, Koto-ku, Tokyo 135; tel: 03-820-4781.

(TOKYO) Full-time or part-time teachers to teach advanced Business English and/or Current Affairs in English starting in October. TESOL M.A. or two years' teaching experience. Native English speakers or Japanese. Send resume, photo, references, transcripts, and a short essay on your teaching experience & philosophy to Hiroshi Meguro, Inter Tokyo/InterGroup,

Akasaka-Yamakatsu Bldg., 8-5-32 Akasaka, Minato-ku, Tokyo 107.

(TOKYO) Native-speaking English conversation instructor, age 30-40. Teaching duties only. About eight classes a week, starting April 1990. M.A. in (TEFL) TESL, linguistics or English required. Teaching experiences in Japanese colleges and universities [sic] desirable. One-year contract, renewable up to three years. Salary depends on age and experience; 4,700,000/year (before tax), plus benefits if 30 with five years' teaching experience. Please send by Oct. 31 to Mr. Hiroshi Yamamoto, Ippangaikokugoshuji, Bldg. 10, Sophia University, 7-1 Kioi-cho, Chiyoda-ku, Tokyo 102: (1) resume with a recent photo, (2) list of publications, and (3) a letter of recommendation.

(TOKYO) Intelligent, imaginative, and playful native speaker of American or Canadian English, to teach in company classes, both regular classes and substitute teaching, mornings and evenings. 9,000/hour, net. We are looking for a long-term association (minimum 2 years). Please send resume, recent photo and stamped self-addressed envelope to DLD Language Resources, Wakaba 1-20-102, Shinjuku-ku, Tokyo 160.

(WAKAYAMA) People with backgrounds and experience in TESOL, ESP and/or communication/cross-cultural training for full-time teaching positions (38 hrs./week; 16-hour teaching load) from January and July, 1990. An advanced degree is desirable. Initial contracts are for one year, renewable upon satisfactory performance. For information, contact M. Sato, Director or Andrew Vaughan, Manager, Sumikin-Intercom, Inc., Ote Center Bldg., 1-1-3 Otemachi, Chiyoda-ku, Tokyo 100. (Tel: 03-282-6686. Fax: 03-282-9187)

(YAMAGUCHI) Assistant professor (jyokyoku) or lecturer (koshi) of English/American literature starting April 1, 1990. Age 28-33 on that date. Native speaker of English with at least a master's degree in English/American literature and three years' teaching and research experience at a university or college. Three-year contract, renewable; salary and benefits according to national public service standards. Teach live or six courses in literature, British/American area studies, and-or English language skills, and (in future) graduate courses; serve on committees. Application deadline Sept. 30. Send for form to Prof. Michikazu Kaneda, Chairman, Dept. of English Faculty of Education Yamaguchi University, 1677-1 Yoshida, Yamaguchi-shi 753; tel.: 0839-22-6111 ext. 668, Fax 23-8612; home tel.: 24-7022.

(YOKOHAMA) Full-time native-speaker English teachers needed urgently for Business School. Must have more than two years' ESL/EFL experience; B.A., in related field preferred. One-year renewable contract, 42 hrs/wk., 24 hrs/wk. teaching maximum. Duties include exam preparation, committees, curriculum planning, etc. Teachers may have home-rooms. Full and part-time teachers also needed for Conversation School's morning, evening, company, children's, and study abroad/TOEFL courses. Please send resume and photo (optional) to Mr. Kuniyeda, Director, Yokohama YMCA Gakuin, 107 Tokiwa-cho, Naka-ku, Yokohama 231 (045-662-3721, ext. 244).

Designed to TEACH while playing!

プレイ・イングリッシュ
**Workbook
& Card Set**

PLAY ENGLISH

PLAYING & LEARNING WITH CARDS
Phonics, vocabulary and grammar build-up for children.

seido seido language institute



PLAY ENGLISH is a *Workbook & Card Set* (plus a Phonics tape) designed to TEACH while playing. A new approach to teaching children, using versatile cards to teach full lessons of practical English in a much more enjoyable way than any textbook. It can be used **as** a supplement or as main course material.

The *Teaching Manual* incorporates popular games and classroom activities plus many original lesson plans for "teaching by commands" which students will love. Key to its design are several principles: the class should be **active** and **fun**; it should follow a **natural** sequence: first listening, then speaking, then reading and writing; it should also be **flexible**, for teachers in different situations. In these 43 lessons, teachers will find many novel ways of doing what they thought only a textbook and blackboard could do.

Play English comes with 360 cards (in color), designed to teach young learners phonics and basic conversational English skills. Also included in the kit is a 40-page Workbook and a Phonics tape which presents the sounds of the letters of the alphabet and other practice material.

seido language institute
12-6 Funado-cho, Ashiya-shi, Hyogo 659. Japan



セイドー外国語研究所

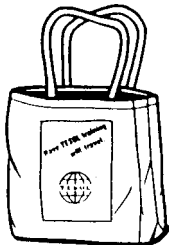
〒659-1205 兵庫県芦屋市船場12-6 TEL 0797(31)3432
FAX 0797(31)3448

CUPON
89-V
PLAY ENGLISH

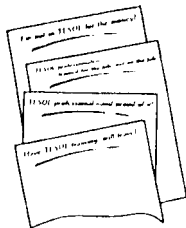
Treat Yourself to new gift items from TESOL!



Let this 2¼" TESOL button symbolize your membership in your international organization and your profession. Wear this logo with pride wherever you go and people will want to know more about TESOL and you. \$1.50 each, 4 for \$5.00.



Our sturdy canvas tote bag will proclaim your peripatetic instincts and hold an armload of untidy books and papers. This blue and white tote, measuring 10¼" wide by 14" deep with a 5" gusset, will draw attention in TESOL circles everywhere. The saying reads "Have TESOL training, will travel." Colleagues and friends will welcome this useful and attractive gift. \$10.00.



Give your notes a professional and humorous touch with new TESOL notepads. Measuring 4½" x 6" on white paper, each 100-page pad is individually wrapped-perfect for gift-giving. The four different caption remind your correspondents that TESOL professionals like you have special training and outstanding commitment. \$2 each, package of 4 for \$7.50.

YES! Please send me the following new gift items from TESOL. I understand that the minimum order is \$5.00 unless I also order a book using this coupon. This order must be prepaid with a check in U.S. funds made payable to TESOL or with appropriate credit card information. Pay postage and handling as indicated (UPS for U.S. mailings only) For telephone credit orders, call (703) 836-0774, Publications Department.

Ship to (please print): _____

☐ Check Enclosed ☐ VISA ☐ Mastercard

Card No. _____ Expiration Date: _____

Signature: _____

| Quantity | Gift Item/Title | Unit Price Member/Nonmember (Circle One) | Total |
|----------|---|--|-------|
| | TESOL 2 ¼" Button | \$1.50 | |
| | TESOL Tote Bag- Have TESOL training, will travel. | \$10.00 | |
| | Notepad I'm not in TESOL for the money! | \$2.00 | |
| | Notepad TESOL professional-trained for the job, not on the job. | \$2.00 | |
| | Notepad TESOL professional-and proud of it! | \$2.00 | |
| | Notepad Have TESOL training, will travel. | \$2.00 | |
| | Package of all 4 notepads | \$7.50 | |
| | Ending Remediation: Linking ESL and Content in Higher Education | \$10/\$12.00 | |
| | A World of Books | \$ 6/\$ 7.50 | |
| | 1987 TESOL Membership Directory | \$10 /\$12.50 | |
| | Reviews of English Language Proficiency Tests | \$15 /\$16.50 | |
| | Research in Reading in English as a Second Language | \$15 /\$16.50 | |
| | Subtotal | | |

Send order and payment to: TESOL
1600 Cameron Street, Suite 300
Alexandria, Virginia 22314
Telephone: (703) 836-0774

Postage & Handling (15%)

or UPS (20%)

TOTAL

MEMBERSHIP INFORMATION

JALT is a professional organization dedicated to the improvement of language learning and teaching in Japan, a vehicle for the exchange of new ideas and techniques and a means of keeping abreast of new developments in a rapidly changing field. JALT, formed in 1976, has an international membership of some 3,000. There are currently 35 JALT chapters throughout Japan. It is the Japan affiliate of International TESOL (Teachers of English to Speakers of Other Languages) and a branch of IATEFL (International Association of Teachers of English as a Foreign Language).

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

Meetings and Conferences — The **JALT International Conference on Language Teaching/Learning** attracts some 2,000 participants annually. The program consists of over 300 papers, workshops, colloquia and poster sessions, a publishers' exhibition of some 1,000m, an employment center, and social events. **Local chapter meetings** are held on a monthly or bi-monthly basis in each JALT chapter. JALT also sponsors special events, such as the annual Summer Seminar for secondary school teachers, regular In-Company Language Training Seminars, and special conferences on Testing and other themes.

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

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

CENTRAL OFFICE:

LIONS MANSION KAWARAMACHI X111, KAWARAMACHI MATSUBARAAGARU, SHIMOGYO-KU, KYOTO 600
Tel.: (075) 361-5426 Fax: (075) 361-5429 Furikae Account: Kyoto 5-1 5892, Name: "JALT"

JALT — 全国語学教育学会について

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

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

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

支部：現在、全国に35支部あります。(札幌、盛岡、仙台、山形、茨城、宇都宮、群馬、大宮、千葉、東京、西東京、横浜、新潟、金沢、福井、長野、諏訪、静岡、浜松、豊橋、名古屋、京都、大阪、奈良、神戸、姫路、岡山、広島、徳島、高松、松山、福岡、長崎、鹿児島、沖縄)

研究助成金：詳細は JALT 事務局まで。

会員及び会費：**個人会費** (¥6,000) — 最寄りの支部の会員も兼ねています。**共同会員** (¥10,000) — 住居を共にする個人2名が対象です。JALT の各出版物が、2名に対し1部しか配布されないという事以外は個人会員と同じです。**団体会員** (¥3,600 — 1名) — 同一勤務先に勤める個人が5名以上集まった場合に限られます。5名毎に、JALT の出版物が1部配布されますが、端数は切り上げます。**賛助会員** (¥50,000) — JALT 活動を支援するための寄付として会費を納めて下さる方、或は年次国際大会や例会等で、出版物の展示を行ったり、会員名簿の配布を受けたり、又、JALT の出版物に低額の料金で広告を掲載することを希望する方が対象です。

入会申し込み：綴り込みの郵便振替用紙 (口座番号 — 京都 5 15892、加入者名 — JALT) を利用して下さい。例会での申し込みも受けつけています。

JALT 事務局：〒600 京都市下京区河原町松原上ル2丁目富永町358 ライオンズマンション111号

TEL 075-361-5428

FAX 075-361-5429

担当

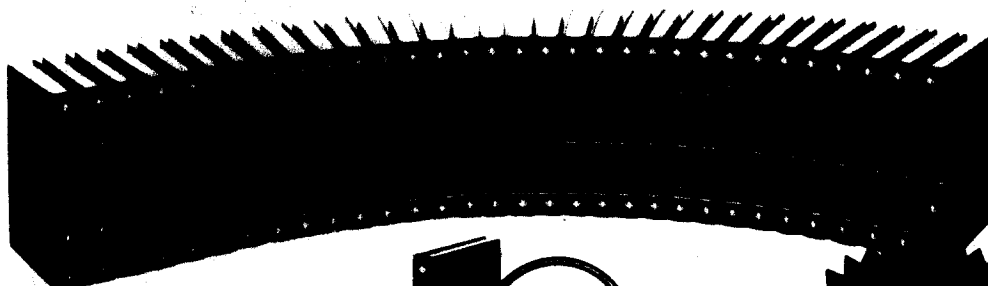
中村 友美

ブリタニカが新しく生まれ変わりました

SPECIAL GROUP DISCOUNT OFFER!

会員の皆様へ特別割引と素晴らしい特典を用意しました

The New Encyclopaedia Britannica the library that never closes!



There's no better way to build strong learning habits than by using the library regularly — or better yet, by having Britannica in your home! Especially today — because *The New Encyclopaedia Britannica* has so much more to offer. It's been expanded to 32 volumes to make it even easier to use than ever before. The fact is that no other encyclopaedia gives you all this..

Desk Reference featuring over 180,000 entries and nearly 400,000 references to put everything at your fingertips.

2. 12-volume Ready Reference to help you find facts fast — a wonderful help in getting homework done on time.



3. 17 volumes of Knowledge in Depth to give you more detailed information on entire subjects. Its thorough coverage underscores the Britannica reputation for scholarly treatment.



4. The one-volume Outline of Knowledge surveys major fields of study and guides you through a lifetime of independent learning.

PLUS — new Britannica subscribers receive their first copy of the exciting *Britannica World Data Annual* as a **FREE GIFT**

from Britannica Home Library Service, Inc., when they acquire Britannica. This valuable publication, with its up-to-date statistics on over 200 countries of the world, will be an important part of any family's reference shelf.



You get more with Britannica!

The fact is that *The New Encyclopaedia Britannica* gives you more of what you want from an encyclopaedia: **FACTS!** Over 44 million words and thousands of illustrations put a lifetime of learning at your fingertips!

And yet, Britannica is easier to own than you might expect: there's a convenient payment plan that makes ownership as simple as buying a book a month.

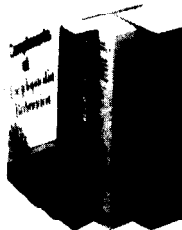
You get all 32 volumes now... pay later on a convenient **BOOK A MONTH PAYMENT PLAN!**

Accept a no obligation preview and get a 3-volume Desk Reference Set FREE!



To learn more about Britannica with no obligation, just mail the attached card. We'll send you a free, full-color booklet that describes Britannica in detail, and explains how it can help you and your family achieve your goals.

And you'll also receive a **FREE 3-volume Desk Reference Set** — a Dictionary, Thesaurus and Book of Quotations with our compliments when you preview Britannica. So don't pass up this opportunity; send for your free booklet and Desk Reference Set today! Please read the reply card carefully. *There's no obligation.*



ニューブリタニカ 発売元

クリエイトインターナショナル (株)

〒151 東京都渋谷区幡ヶ谷 1-3-11202

TEL 03-378-7621

FAX 03-378-7822

資料ご希望の方は、別紙カードをお送り下さい。フルカラーの総合カタログ(無料)をお届けします。お気軽にどうぞ。

Mail card for your **FREE PREVIEW** and **FREE DESK REFERENCE SET!**

10th TOKYO ENGLISH LANGUAGE BOOK FAIR

1989 第10回 国際英語教材展

入場無料
Admission free!
10月7日(土)
10月8日(日)
お茶の水スクエアC館

11:00~18:30 Oct.7(Sat)

10:00~18:00 Oct.8(Sun)

Don't miss it!

at Ochanomizu Square C

＝特別講演＝ Guest Speaker

10月8日(日) 14:10-16:10

Oct. 8 (Sun) 14:10-16:10

マーク F. ピーターセン氏 Mr. Mark F. Petersen

明治大学 政治経済学部助教授

Associate Professor of School of Political Science & Economics st Meiji University



マーク F. ピーターセン氏

Conceptual Problems in English for the Native Speaker of Japanese
英米一流の英語テキストを外人専門家のアドバイスで!

先生から一般の人まで自由に入場できます

- ☐ 著名著者・編集者による42題のプレゼンテーション: 最新輸入英語教材の具体的利用法と内容を説明。日頃の疑問も直接質問でき、各教材の特長の把握ができます。
- ☐ 見逃せない輸入英語教材の総合展示: 代表的な英米一流英語教材出版社の展示で、海外の英語教材の最新の傾向と内容を知ることができ、教材選びには絶好のチャンス。
- ☐ 幼児から大人まで: 基礎英会話をはじめよりヒアリング、リーディング、英作文、英文法、ビジネス英語、オーディオ、ビデオ、CAI、各種テスト問題、歌とゲーム、教師用参考書まで豊富な取揃え。

Advice on top-quality US/UK textbooks by foreign specialists in teaching English

Teachers and the general public admitted free of charge-----
0 42 Presentations by prominent authors and editors: detailed explanation on contents of the latest imported ELT materials and how to use them. Ample time and opportunities for all those questions you've always wanted to ask directly.

Also a good chance to find out about the special features of each textbook you're interested in.

- ☐ You can't afford to miss this comprehensive ELT exhibition: displays by major US/UK ELT publishers. Good time to ask find out about recent trends in ELT teaching and publishing and to select your materials.
- ☐ Wide range of UT for children to adults: basic English conversation listening, reading, composition, grammar, business English, tests, audio, video, CAL songs and games, reference books for teachers-plenty of ELT!

主催＝外国出版社協会 Organizers: Association of ELT Publishers

Addison-Wesley Cambridge University Press Maxwell Macmillan International (Formerly Collier Macmillan) COMET Publishers Harcourt Brace Jovanovich/Holt, Rinehart & Winston Harper & Row + Newbury House
● ILS/BBC ● Lingual House ● Linguaphone ● Longman ● Macmillan Language House ● McGraw-Hill ● Oxford University Press Prentice Hall Regents Rentacolor Japan/BBC, THAMES & CBS ● Scott, Foresman Toppan Company

書店 Booksellers: ● ジェムコ ● ミカサブックセンター ● 内外交易 ● 日本出版貿易 ● 伸興通商 ● YOHAN (日本洋書販売配給)

後援 Sponsors: ● 在日英国商工会議所 ● The Association of English Teachers of Children (AETC) ● JALT (全国語学教育学会) ● 日本児童英語教育学会(JASTEC) ● ブリティッシュカウンシル ● 洋書輸入協会(JBIA) ● 朝日イブニングニュース ● 株式会社アルク(English Journal) ● 三友社出版(新英語教育) ● カセットジャーナル社(教材新聞)

For further information: ☎03-291-4581(Addison-Wesley Publishers Japan)
☎03-585-3521(Linguaphone Institute)

