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JALT News

JALT

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THE LANGUAGE TEACHER

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The Language Teacher is the monthly publication of the Japan Association of Language Teachers (*Zenkoku Gogaku Kyoiku Gakkai*), a non-profit organization of concerned language teachers interested in promoting more effective language learning and teaching. JALT welcomes new members of any 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 contributions to *The Language Teacher* must be received by no later than the 26th of the month two months preceding desired publication. All copy must be typed, double-spaced, on A4-sized paper, edited in pencil, and sent to the appropriate editor.

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NEW YEAR GREETING FROM THE PRESIDENT

I would like to join your colleagues in wishing you a Happy New Year. I think that for most of us, however, the old year has simply run on into the new one, with academic-year-end preparations that will peak in January and February.

JALT does start a new year, with fresh faces and rejuvenated familiar ones, but it starts anew in another important way as well: with the inauguration of National Special Interest Groups. I consider it a significant step toward enhancing the academic and pedagogical base of our organization.

At JALT '89 the membership voted into existence a mechanism through which members interested in pursuing a particular academic or pedagogical line of inquiry in concert with like-minded JALTers across the country could formalize their relationship with JALT as a National Special Interest Group—an N-SIG. Participation in such a group allows one aspect of their broad involvement in foreign language education—perhaps the most important aspect—to be a focused one, coordinated nationally. Besides the individual advantages to members, the organization as a whole gains from what the N-SIGs can contribute in terms of professional research and presentation of results and ideas through a number of forums: thematic seminars, the annual international conference, and the JALT publications. This newest JALT organizational face is in perfect keeping with JALT's original goals: to bring foreign language professionals together, to their mutual benefit and the benefit of the profession.

One of the hazards of being involved in the governing body of an association such as JALT is the tendency to get permanently bogged down in the structure of the organization itself, and lose that professional view toward the future, the vision that stimulated our commitment to JALT in the first place. Attention to structure is essential, particularly given JALT's meteoric growth. But it must be the concerns and directions of foreign language education in Japan and the world that remain the priority for each of us.

Japanese *gakkai* often point to the inefficient running of their associations as proof of how really "professional" and "dedicated to research" they are. I would not go so far as to say inefficiency has a cause-and-effect relationship to academic relevance and dedication; but philosophically, at least, these *gakkai* have a point. One of JALT's member benefits should be its reputation as an academic society, thoroughly up-to-date, involved, and a professional advantage to belong to.

To this end, therefore, I look forward to a broader base of JALT members' becoming cooperatively involved in keeping the organization what it should be. If this happens, the effort need not eat any of us alive.

A toast to more of us working together this year—

Deborah Foreman-Takano

IN APPRECIATION:

A founding member of JALT; its first National President; chair of one of its first Conferences; its second President; and its first and only Executive Secretary—stepped down from volunteer JALT service (or is it servitude?) at the end of last year. And who are all these people? It's Thomas N. Robb.

Grammatical idiosyncrasies can hardly be avoided when dealing with a person as singularly important as Tom has been to the JALT organization. A great deal of what JALT is, and is able to accomplish, are a result of years of painstaking and time-consuming efforts by him, both behind and in front of the curtain. Thoroughly professional in all he does, he has made for us many important and lasting contacts, with other associations (both academic and para-academic) and with individuals. They remain supporters of JALT because of his influence.

His most recent position, that of Executive Secretary, he held for eight years. In that position he helped two Presidents and at least twelve other national officers do their jobs, in addition to establishing the Central Office and keeping it smooth-running; advising and/or addressing almost every person or group that went on to form a JALT chapter; playing a major part in the staging of every JALT conference; and establishing and maintaining an international role for JALT that it has to this day.

Amazingly, while doing all of this for these fifteen years, he has also steadily advanced a full-time university career of teaching and research. JALT has, of course, additionally benefited from his excellent reputation as a scholar.

A notice was placed recently here in The Language Teacher requesting applications for the job of Executive Secretary beginning this year. None were received. It should be clear that we have a shoe-size problem here; no one feels quite confident enough to try to fill them.

JALT is adjusting slowly to new procedures, and for a while, with no Executive Secretary, the national officers and others will be doing their best to cover the gap. There is a daunting number of new things that must be done, of kinks that must be worked out. Tom has agreed to work with us in other, far less demanding capacities; but the fact is that this, not to be too dramatic about it, is the end of an Era.

It is a tribute to Tom's ability and personality that JALT will be able to go on successfully. The reason that our nearly 4000-member organization can run itself is because Tom has helped us when we needed it, not done our jobs for us. He has been a special kind of leader.

Tom, thanks.

Deborah Foreman-Takano

1975-1989

Membership Chairperson; its first Vice

Secretary

TRAINING, DEVELOPMENT AND TEACHER EDUCATION

by Adrian Underhill

I suggest that training and development are two complementary components of a fully rounded teacher education, but that at the moment we focus mainly on training at the expense of development, at the expense of balanced teacher education, and perhaps at the expense of teachers fulfilling their own potential.

I see most teacher training at the moment as being essentially concerned with the necessary knowledge of both the topic that is to be taught, and the methodology for teaching it. The emphasis is on classroom skills and techniques, and on using the materials and resources that are currently considered helpful to learning.

I see teacher development as being essentially concerned with the effects that the teacher herself has on the learners and on the learning atmosphere of the class, as distinct from the effect of her techniques and materials. The emphasis is on developing those personal capacities that affect teachers' presence in class, including their effectiveness at "people skills" and their awareness and attitudes.

The argument for training in this sense may go like this: "I believe that my effectiveness as a teacher depends largely on my pedagogic skills, and my knowledge of the topic I am teaching, and on all the associated methodology. My teaching is only as good as the techniques or materials that I employ, and I improve by learning more about them. I acknowledge that the kind of person I am affects my teaching, but I don't really see what I can do about this other than by further training and by gaining experience."

The part of me that argues for development may say things like: "I believe that my effectiveness as a teacher depends largely on the way I am in the classroom, on my awareness of myself and my effect on others, and on my attitudes towards learners, learning and my own role. I value my facility with pedagogic skills, and my knowledge of the topic, but it is the "me" who operates them that primarily influences their effectiveness. I teach only as well the atmosphere that I engender. I believe that education is change and that I will not be able to educate unless I am also able to change, otherwise my work will come to have a static quality about it that is not good for me or for my students."

Development means change for me, in the direction of becoming the best kind of teacher that I can be, gradually bringing out my own potential to the full, and keeping myself on the same side of the learning fence as my students. This is the only way that I can keep alive a sense of challenge and adventure in my teaching career, and avoid getting in a rut. If I am in a rut, then so is my teaching, and then so are my students, and learning from a rut is tedious, slow and uninspiring.

There is a component of our entire teaching manner that has nothing to do with our technical abilities or linguistic competence and this component can be uniquely developed in each of us. But it does not just develop automatically with time.

If you reflect on the teachers you had when you were at school, and if you select one of your best and consider what it was that caused him or her to have such an impact on you, who would you choose? What was it about them and what they did? And how did that have such an effect on you?

I have put these questions to many groups of teachers. Most people have found this an absorbing exercise and were able to answer the questions fully. And one of the interesting points that emerges time and again is that the lasting power of the impressions left by the significant teachers in our past often has less to do with their own qualities and how they are related to us.

Perhaps they inspired us, gave us a sense of fun, purpose or security; perhaps with them we were not afraid of mistakes, or we felt accepted, valued, respected; perhaps they raised our self esteem, enabling us to value ourselves more during those lessons. Perhaps they were expert in their subject and conveyed to us their enthusiasm in a way that affected and inspired us. Whatever it was they almost certainly helped us to feel good about ourselves and about our learning.

Carl Rogers, the American educator and psychologist, studied these qualities in teachers, and found that there were three particular characteristics of good teachers which could be further developed in any teacher who had the commitment to do so. The three qualities are empathy, acceptance and authenticity.

(cont'd on page 12)

Designed to TEACH while playing!

Play Englishは、遊びを通じて英語を教えるために作られた、ワークブックの付いたカードセット(フォニックステープ付)です。テキストだけを使うよりもっと楽しく、完全な実用英語が教えられるよう、多目的なカードを使う新しい幼児英語教育アプローチを採用しています。副教材として、あるいはメインの教材としても使えます。

先生用の Teaching Manualには、ゲームやクラス内でのいろんな活動、そして子供たちが喜ぶ、命令形を使ったオリジナルな教え方たくさん紹介されています。このセットの着想の手かりとして次のような基準が考慮されました。たとえば、クラスは活発で楽しくなければならぬこと。まずリスニング、次にスピーキング、そしてリーディング、ライティングという英語学習の自然な順序を守ること。さらに、先生のさまざまな状況に合わせてられるよう、ある程度の融通がきくことなどです。

Play Englishの43レッスンで、今までテキストと黒板だけでできていたものをお教える新しい方法がたくさん見つかるでしょう。

Play Englishにはフォニックスや英会話の基本を教えるため360枚のカラーカードとワークブックがあります。さらに40ページのワークブックとアルファベット各文字の音やその他の練習を取録したフォニックステープがセットに含まれています。

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.

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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.

TEACHING MANUAL

LESSON ● 2

<p>GOALS</p> <ul style="list-style-type: none"> Colors as nouns and adjectives <p>CARDS USED Series A, Nos. 21-38</p> <p>A Review Lesson One, and use the same commands to teach colors (Series A, Nos. 21-38).</p> <table style="width: 100%; text-align: center;"> <tr> <td>1 Point to</td> <td>black</td> <td>white</td> <td>orange</td> </tr> <tr> <td>Touch</td> <td>brown</td> <td>blue</td> <td>green</td> </tr> <tr> <td>Pick up</td> <td>purple</td> <td>red</td> <td></td> </tr> <tr> <td>Put down</td> <td>pink</td> <td>yellow</td> <td></td> </tr> </table> <p>B You can also give them exposure to these words as adjectives.</p>	1 Point to	black	white	orange	Touch	brown	blue	green	Pick up	purple	red		Put down	pink	yellow		<p>WORKBOOK</p> <p>Suggested Practice: Page 2</p> <p>練習問題 2 ページ 21-38</p> <p>練習問題 2 ページ 21-38</p> <p>練習問題 2 ページ 21-38</p> <p>練習問題 2 ページ 21-38</p> <p>練習問題 2 ページ 21-38</p>
1 Point to	black	white	orange														
Touch	brown	blue	green														
Pick up	purple	red															
Put down	pink	yellow															
<p>C The repetition and games described in Lesson 1G can also be used here.</p>																	
<p>WORKBOOK</p> <p>D They are now ready to do the oral practice for pages two and three of the Workbook. Teach the vocabulary as always (pointing, touching, etc.) and teach them to color as told. Later question-and-answer practice can be done, as indicated in the Workbook.</p>																	

BOX COVER

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INSIDE THE BOX

What color is? It's black.

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9. Circle this orange. 10. Tree this green.

WORKBOOK

PLAY ENGLISH

WORKBOOK

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s an w

28th

es in

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STEPPING STONES AND STUMBLING BLOCKS TO ENGLISH EDUCATION IN JAPAN

By **Rebecca Ann Marck**

Nagano Prefecture AET

"PLEASE SHOW US SOME GAMES"

After more than two years spent in dozens of Japanese junior high schools, I've heard this plaintive cry more than any other. The realization finally dawned on me that it's not necessarily games which the teachers are seeking. It's actually ways of introducing excitement and variety into the lessons. More accurately labeled "creative learning activities," they can revitalize the foreign language classroom and its denizens, teachers included. But I've also come to realize that some even more fundamental changes must be introduced before such creative learning activities can be totally successful. Many of these changes concern basic classroom procedures and attitudes of the teachers themselves. The following are just a few of the many possible ways to provide variety and vitality in the typical English classroom in Japan, along with some discussion of the underlying problems which necessitate the inauguration of such changes.

SOME TYPICAL PROBLEMS AND OBSTACLES

Logistics of the classroom. Students' proximity to the chalkboard and the "action" of the classroom (almost always in the front) determines the quality of the education they receive. Those seated in the front of the room seem to get a better education, or at least more involvement, than those in the back.

Predictability in classroom procedure. Everything from the greeting to the order of recitation is the same, week in and week out. Lesson planning is also predictable and often boring. Each new lesson is introduced the same way, using the same techniques, over and over. One can also usually predict who will answer questions in class and who never will.

Lack of student accountability. Students know exactly which work will be closely examined, such as examination papers, and which is just busy work' (with English notebooks being the prime example). They know which will be checked personally by the teacher, and which will simply be "rubber stamped" by fellow stu-

dents in the regrettable system of blind checking known as "mekuraban." Needless to say, the students take advantage of such procedures by doing only the "important work" carefully, while the other is done cursorily, making a laughing-stock of the well-intentioned but overworked teacher.

Lack of accommodation to the individual learning styles of students. Wilkins (1974) asserts that in the realm of language learning "individuals differ in the strategies . . . which they prefer to adopt or from which they most easily learn [as opposed to] the acquisition of language where the same processes are involved for everybody" (p. 31). In other words, some students learn better through audio-lingual approaches, while others learn visually. Some learners benefit by grammar explanations to a greater degree than others. The age and maturity level of students can also have a bearing on their optimal approach to learning.

Teachers' reluctance to sacrifice grammatical accuracy in favor of spontaneity and true communication. Drills and games lose much of their appeal and value if they are constantly interrupted or slowed down by the "correct-answer-or-no-answer" mentality.

Failure to lower the affective filter. Most simply put, the affective filter can be considered a "mental block" which prevents or inhibits the learning of (in this case) the target language, English. In his 1982 work on input theory, Krashen hypothesizes that most variables determining the success of second language acquisition can be related to one of the following: anxiety level, self-confidence level and level of motivation (p. 31).

Teachers' lack of confidence in students' ability. Some teachers overprotect their students in terms of exposure to new vocabulary or grammatical structures. They often underestimate or discount student's ability to innovate and extrapolate. However well-intentioned, this certainly prevents students from being challenged and undoubtedly inhibits their learning to some degree.

PROPOSED SOLUTIONS

Some of these solutions are so self-evident, they hardly seem to merit the space they occupy. Yet they bear repeating occasionally because even the best of teachers can easily fall into comfortable routines which do not enhance the learning environment. In other words, they are not helpful and may even be harmful to the progress of the students. On the other hand, some of the other obstacles mentioned above are so thorny that dozens of volumes have already been written about them. No definitive solutions are to be found in this article; rather, proposals and suggestions follow.

Change the environment. Seat assignments should be changed much more frequently than they usually are, perhaps as often as every two or three weeks. The method of accomplishing this should be systemized and made the responsibility of the students themselves. This minimizes the burden on already overworked teachers and offers students practice in self-management. Seating by lottery is workable but random. More systematic and therefore more reliable and effective is a method which brings students forward on a rotating basis similar to a volleyball server rotation.

Manage the environment. When conducting role play activities such as "going shopping," the teacher must take a role as well—that of stage manager and crowd control officer. If the "store" is located in the predictable place at the front of the room, it's likely that two students will be inaudibly acting out the scenario while the remaining students tune out. If, however, the teacher commandeers several students' desks and places them in the center of the room to create the shop, those displaced students will probably participate more actively once they have been roused from their safe haven. Then the remaining students should also be made to stand up on order to equalize things, force them into the center, and involve them actively in the ongoing activity.

Reduce predictability in procedure. Teachers can relax a bit and students are more comfortable (and presumably, easier to manage) when they have a familiar routine to follow. However, such predictability can easily cause boredom, the bane of education, and complacency in teachers. The arrival of an AET on the scene may temporarily alleviate the boredom to some degree because dialogue-based lessons can be presented more authentically. But on a daily

basis the AET will not be present, and then it falls to the teacher to present creatively and imaginatively the new vocabulary, target grammar, and cultural background information. There are, for example, other means of presenting new vocabulary besides the ubiquitous word cards (flash cards). Word unscrambles, crossword puzzles, word searches and vocabulary bingo are some examples of ways to vary vocabulary work. Games designed to enliven the classroom are commonly available now from dozens of commercial sources. Self-made materials are probably even more effective because teachers tend to use better those materials with which they are well acquainted. Such teacher-made aids can be created more quickly and will look more professional if sources such as Andrew Wright's *1,000 Pictures for Teachers to Copy* (Collins Education, 1984) are used.

Provide meaningful drills and activities. When creating or using learning activities, information-gaps are quite effective for stimulating (or simulating) authentic communication. Too often, however, teachers admire such activities in theory or in workshops, but seldom put them to use in their own classrooms. Instead, they tend to rely on patterns which use a preponderance of "known information" or "display" questions. (Examples: Are you Japanese? Is Ms. AET Japanese?) Or, the comprehensible input is trivialized input and exercises which force students to lie.

Make students more accountable. Time constraints prevent busy teachers from checking every English notebook on a daily basis. Not every homework assignment can receive the attention it deserves. However, blind checking is not only educationally unsound, it is also demeaning to the students and can lead some students to take advantage of the teacher's abdication of responsibility. Copying the same few words or sentences over and over is boring and counterproductive, especially if students perpetuate the same mistakes through careless copying. It's better to assign only that work which the teacher can actually check personally (in regard to notebooks). Once-a-week spot checks by the teacher would be far more effective, I feel, than months and months of "mekuraban" by students who don't even know the meaning of the evaluation stamps they apply so diligently to all those notebooks day after day.

Accountability extends into the verbal realm as well. It's gratifying and comfortable to call on

only the students whose hands are in the air, but those are the students least likely to need the practice. It is imperative that the teacher establish early on that any student is liable for any answer at any time. And it is incumbent upon the teacher to call on all students, not just those who are likely to have the correct answer.

Take into consideration the different ways in which students learn. As Wilkins (1974) puts it so succinctly, ". . . people learn what they see and hear more readily than something which they only hear" (p. 40). Some people are aural learners, some are visual learners; some appreciate knowing the grammatical background of structures they are trying to use, while others might benefit just by repeating them over and over. With 30-45 students in the classroom, it would behoove the teacher to try as many different approaches as possible to the material, in the hope of reaching as many of those students as possible. Rivers (1983) suggests that we should go so far as to offer the students a choice of tasks (things to do, things to find out, problems to solve, situations in which to react) [in order to] allow for the way students learn, the different paces at which they learn, the different things that interest them, and the different situations in which they prefer to learn" (49). It's a tall order, particularly for the junior high school English teacher, but it is a pivotal one which can mean the difference between interested, motivated students and students who simply endure the class period.

Be flexible in the assessment of "correct" answers. It often happens that the AET and the Japanese English teacher find themselves in disagreement about what constitutes a correct or acceptable answer. The AET, seeking fast natural-sounding interaction, would be happy to accept one-word or short answers as long as they are communicative. Mistakes can be overlooked if the response is intelligible. The Japanese English teacher, on the other hand, is trying to teach a specific grammar point and is disinclined to accept answers that do not use it correctly. The middle ground would seem to be a compromise in which the students are exposed to the correct form in its entirety, urged to use it, but not corrected or criticized overmuch if they fail to use it perfectly. In written work as well as oral work, it should be stressed that there is more than one acceptable answer to most questions. Considering the difficulty in getting any answer from the typical, peer-pressured junior high school student, it would seem advisable to accept almost any answer with little or no correction.

Again quoting from Wilkins (1974), ". . . the learner's desire to avoid at all costs actually committing an error...and his fear of correction by the teacher have a markedly inhibiting effect on his attempts to use the language at all freely" (p. 37). The legions of Japanese students who prefer being silent to being wrong attest to the wisdom of doling out criticism sparingly.

Be aware of the affective filter and strive to lower it. In his 1981 work on second language learning and acquisition, Krashen hypothesizes that ". . . the affective filter gains dramatically in strength at around puberty, a time considered to be a turning point for language acquisition . . . and may never go 'all the way' down again" (p. 13). Because students are spurred by natural curiosity and the specter of entrance examinations, the input filter may not be so strongly affected. But a host of factors can reduce the willingness of students to contribute orally in the language classroom. Peer pressure and cultural values conspire to produce whole classrooms of students who appear to have been stricken dumb, but not deaf. Other factors which may contribute to the raising of the filter are the presence of an AET in the classroom, the personality of the teacher, and of course the student's own personality. These and other inhibiting factors can be reduced to some degree by an aware, conscientious teacher. When making assignments, the teacher can take the affective filter into consideration and tailor the task accordingly. For example, a recent survey of my junior high school third-year class indicated that the students feel much more comfortable when dealing with me in small groups or even one-on-one than they do when the whole class is watching and listening.

Accepting any communicative answer can likewise encourage students to attempt communication with AETs or to contribute orally in class. As Rivers (1983) suggests, ". . . students should be allowed to use anything they know of the language and any aids (gestures, drawings, pantomime) to fill out their meaning when they are at a loss for words (p. 47).

Of course many devices designed to lower the filter may open the door to less-than-perfect English, such as that generated by students when doing groupwork. But the benefits far outweigh the disadvantages, at least in terms of promoting authentic communication.

Have faith in students' innate ability. Often teachers, in their benevolent efforts to make every student understand everything, will overexplain or help students too much. Every

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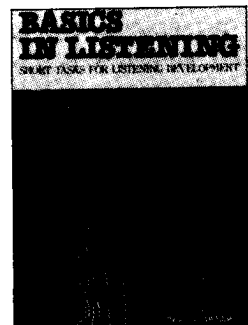
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AET has had the experience of having his or her every word translated, even down to the name. This, of course, deprives the students of any necessity at all of listening to the AET when they can merely wait for their teacher's translation instead. Some viable, interesting activities are rejected by the Japanese English teacher on the grounds that it is "too difficult for the students" when it might well present a fascinating challenge and a welcome relief from boredom. Some teachers insist that every unfamiliar word be translated or explained before starting an activity. However, experience shows us and Wilkins assures us in *Second Language Learning and Teaching* (1974) that "the child has an ability to generalize his knowledge beyond what he has actually experienced. . . . He makes the assumption that pieces of language that behave similarly in one context are likely to behave similarly in another" (p. 28). We circumvent the learning process when we make things too easy for students. Creativity and individualized thinking are already underemphasized areas in Japanese education. English teachers contribute to the problem when they provide the students with too much support, too much explanation or too many examples.

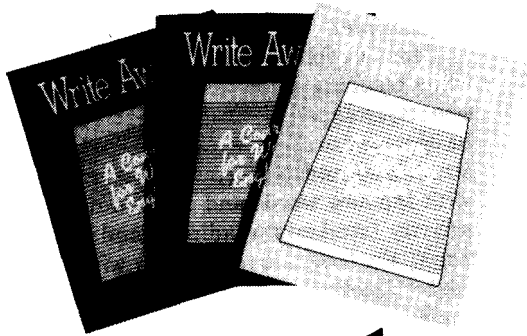
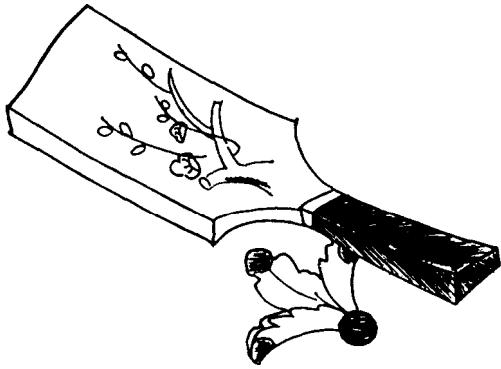
SOME THEORETICAL CONSIDERATIONS

How much freedom and individuality should be encouraged in students' activities? Having just expounded on the necessity for individualized answers and the need to promote creativity, we might seem to be begging the question. However, other factors must be taken into account—especially time, or the lack of it. The typical Japanese junior high school student is ill-equipped to synthesize personalized answers to any but the most simple questions. However, a conscientious teacher wants to encourage creativity as much as possible. Caught in the middle of this dilemma, the AET and Japanese English teacher can watch the entire class period vanish as the students try to fill in the blanks of a sample dialogue with their own information. One way around this is the "forced choice or limited choice" device. Students are given picture cards or word cards at random which supply the information they are to use to complete their dialogue or drill sentence. It's even more exciting for the students to draw out of the "hat" the additional information they need. Not only is this fairly speedy, but the students enjoy the elements of risk or fate which come from lottery-style methods. Some purists, however, object to such approaches on the grounds that they force students to lie or

supply false information. A "pull it out of the hat" system may require a sweet little girl student to announce that she likes American football, sumo or gateball. Rivers (1983), while condoning such drills, admits that they lead to mere "pseudo-communication" instead of exchange of authentic information (p. 44). I say that students are not fools. They don't seem to mind saying, "I like gateball very much. I play gateball every day" because they realize that it is only a drill, or in this case, only a joke. It is assumed that such harmless lies won't mar the student's psyche for life, but will provide him or her with the basic grammar needed to hold a similar conversation when called upon to do so (during an AET visit, for example).

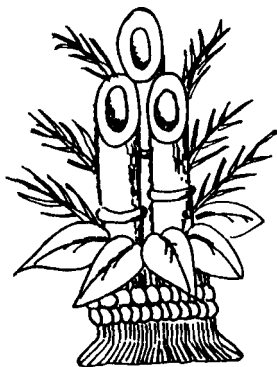
Must we follow some standardized sequence when teaching a new lesson? A careful and conscientious Japanese English teacher can usually be expected to approach a new lesson in a highly structured and predictable fashion. Beginning with the new words and proceeding to the final activity (students' reading aloud of the entire page), the lesson is introduced with well-meaning but deadly thoroughness. Occasionally a more innovative teacher may try an oral introduction to the material, especially if an AET is present to role play it. On the other hand, traditional teachers will somehow manage to slip in the seemingly inevitable word-for-word translation of each line. But by and large, the same pattern is repeated again and again. Educationally speaking, it is a sound approach and a time-tested one. Common sense tells us to proceed from the small to the large, from new words to reading the whole page aloud. However, in terms of student interest, we see a steady drop in the course of one year, and an even more discouraging one in the course of three years. The students' uninterested faces alone should provide impetus to find new ways of introducing and drilling new material.

The input hypothesis (Krashen, 1985) tells us that people acquire language through receiving and understanding 'comprehensible input.' The acquisition process is enhanced if that input is relevant to them or of interest to them. The job of AETs and Japanese teachers alike is to reconcile this knowledge with the dictates of the Japanese educational system, particularly the omnipresent entrance examinations. Relying totally upon textbooks and traditional methods has proven ineffective—disastrously ineffective, some would maintain. Yet a thorough overhaul of the present English education system in Japan seems a long way down the road. Implementing change is difficult and time-consuming. The resistance,



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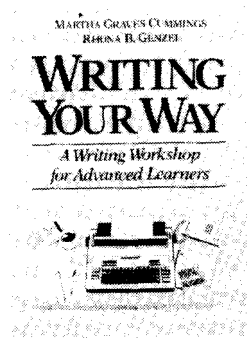
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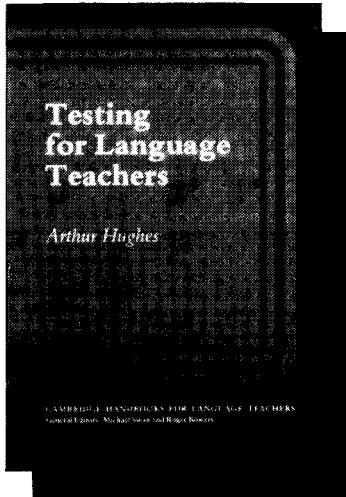
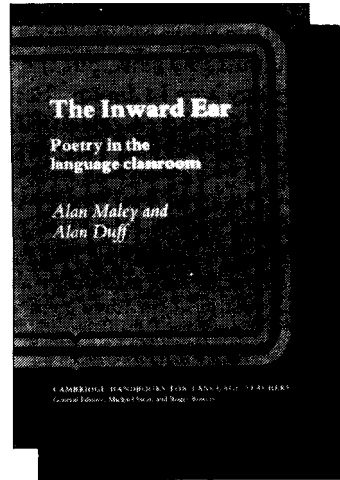
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limitations and legitimate concerns of teachers, students and parents must all be taken into account.

CONCLUSION

If, as they say, the road to hell is paved with good intentions, surely the road to heaven must be. And the road to effective English education in Japan is strewn with stumbling blocks. However, among them there are stepping stones, too. Progress is admittedly slow, but the direction is clear. As they say here in Japan, "Semi no michi mo ippo kara" (EVEN A THOUSAND MILE JOURNEY BEGINS WITH THE FIRST STEP).

ACKNOWLEDGMENT

The writer would like to thank Professor Tokio Watanabe of Shinshu University, Nagano City Campus, without whose advice, encouragement and support this article would never have been written.

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(cont'd from page 3)

By empathy he meant the ability to experience what it is like in the learner's situation, how things look for him or her at any point in a lesson. By acceptance he meant a positive regard for the learners that is unconditional, that has no strings attached, that is not conditional on the learners doing what the teacher wants in order to earn acceptance or regard. By authenticity he meant the ability to be fully ourselves in the classroom, to be able to respond as a human as well as a teacher, to be genuine, not to play a role.

Why do these and similar qualities not figure in our teacher education? Why are they not as much a part of our search for effectiveness as all the other issues in our training? Do we presume that we have no need to develop these qualities? Do we assume that we cannot develop any further? Do we assume that these qualities are not relevant despite the evidence of our own learning experience? These are just some of the questions that seem to be avoided.

This is a revised and extended version of an article that originally appeared in the EFL Gazette, July 1988. It is reprinted here from the TE-IS Newsletter, Spring/Summer 1989.

HELP!

The Language Teacher needs help with the 1990 index. We need a volunteer with a computer (preferably a Mac) to input the titles of the Features, Book Reviews, Chapter Reports, etc., each month, and to devise helpful indexing categories. If you'd like to help, please contact Eloise Pearson (see p. 1).

PETER STREVENS**1922-1989**

JALT was shocked to learn, on the first day of the International Conference in Okayama, of the untimely death of Peter Strevens who was only 67.

This eminent scholar played a large part in making ELT a true profession.

After serving as Lecturer in Phonetics at the University College of the Cold Coast (1949-56), he moved to the University of Edinburgh, where he helped to establish applied linguistics as a legitimate academic discipline. He continued his pioneer work in making ELT respectable by inaugurating the Chair of Contemporary English at the University of Leeds, where he was from 1961 to 1964; and then by becoming, in 1964, the first Chair in Applied Linguistics at the University of Essex, where he remained until 1974. There he set up a research program in which graduates, working together with their counterparts at the University of Edinburgh, led the way in the further development of the field in the United Kingdom. He was made a Fellow of Wolfson College, Cambridge, in 1976.

He spread his newly established discipline by serving as secretary of the International Association of Applied Linguistics (1966-70) and



as a founding member and second Chairman of the British Association for Applied Linguistics (1972-75). Then his direction turned more toward teaching, teacher training, and the establishment of appropriate and viable standards for qualification as he assumed the position of Director-General of the Bell Educational Trust in 1978. His eleven years in that position honed a lifelong dedication to the practical and philosophical preparation of those who intended to work in ELT.

To most of us in JALT, he was a friendly and familiar figure. Many of us remember him best as Chair of IATEFL, a position he held from 1983 to 1987. He was an eagerly anticipated and well-received speaker and presenter at a number of JALT International Conferences. In interviews for the October 1981 *JALT Newsletter* and October 1985 *The Language Teacher*, he emphasized the importance of what are known as World Englishes, and, through dialogue with others, worked on the creation of a model of the language learning/teaching process.

Two accomplishments of which he was particularly proud are his book, written with Halliday and McIntosh, *The Linguistic Sciences in Language Teaching* (1964); and his development of Seaspeak, an international language for maritime communications now employed as the standard worldwide. The sea, was, in fact, a lifelong interest and concern for him, coming as he did from seafaring roots.

Peter Strevens was a learned and personable man. We mourn the passing of someone who was, to colleagues in countries around the world, a constant source of warm encouragement and inspiration.

Deborah Foreman-Takano

Members wishing to join one of the newly forming National Special Interest Groups (N-SIGs) should send in ¥1,000 per N-SIG using the blue postal transfer form found in this issue. Use the message area to give the details of which N-SIG and which member the payment is for.

Want to join the newly forming Video National Special Interest Group? Send in ¥1,000 using the blue postal transfer form found in this issue. Use the message area to write your name and Video N-SIG. Sign up today!

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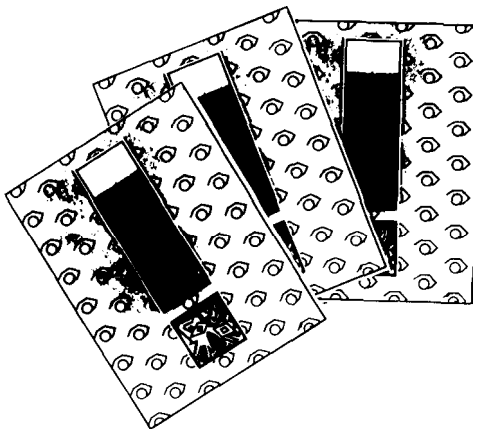
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JALT '89

**O-TE WO HAISHAKU: SAMBONJIMEI
THANK YOU, JALT '89 CONCOM**

It was JALT's first International Conference in the Chugoku area of Japan, and an experiment of sorts. But Okayama members proved they were serious when they offered to host JALT '89, and we are very grateful for their hard work and coordination with committee members from all over Japan.

Paula Francis was responsible for directing activities as Conference Chair, and fielded things admirably. **Elin Chadwick**, as Recording Secretary, kept everyone aware of what was accomplished and what still had to be done. Overseeing other general conference duties were **Harold Melville**, Conference Treasurer, and **Teruo Notohara** and **Kazunori Nozawa**, who arranged for *koen meigi*.

Conference Programs were deftly overseen by **Michael Clifthorne**, assisted by **Steven Ross** on Colloquia; **Cherie McCown** on Poster Sessions; **Dale Griffie** on Pre-Conference Workshops; **Tamara Swenson** and **Brad Visgatis** on the Conference Handbook; **Andrew Doran**, **Shigenobu Takatsuka** and **Kenichi Hara** on publicity; and **Melissa Kane**, **Hedy**

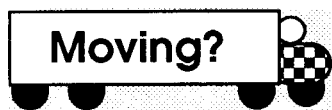
Deuachle, **Mayumi Kanazawa**, and **Phoebe Ravenhall** on art and graphics. **Joan McCormack** was in charge of the Proposal Reading Committee.

In charge of Facilities for the Conference was **Kanji Numoto**, along with helpers **Akiyo Joto**, **Misuzu Nakano** and **Masuko Kakehi**. Associate Member Liaison was **John Burton**; Site Liaison, **Sister Christina Trudeau**. Handling the Audio-Visual facilities was **Barry O'Sullivan**, and the Copy Center was superintended by **Misuzu Nakano** and **Hiroko Nasu**. Working on displays were, again, **Joan McCormack**, and also **Christopher Bauer**; instructing and supervising the wonderful volunteers we had were **Sister Katherine William Connally** and **Ruth Vergin**. And again this year **John Laing** took care of the Job Information Center.

The Hospitality at JALT '89 was impressively directed by Yoshimi Kai, assisted by **Hirofumi Tabuchi**, **Lucy Clifthorne**, **Mihoko Teramoto**, **Hiroko Watanabe**, and **Kayoko Shiomi**. Social Chairperson was **Keiko Kobayashi**; refreshments were taken care of by **Wakiko Taujimoto**. And On-Site Registration was overseen by **Harold Melville**.

And finally, a very important person to all of us in JALT, General Manager **Yumi Nakamura** handled Conference Pre-Registration and just generally helped communications and procedures go smoothly. We sincerely thank you all, and those others who were willing to help you, for a job extremely well done.

Deborah Foreman-Takano



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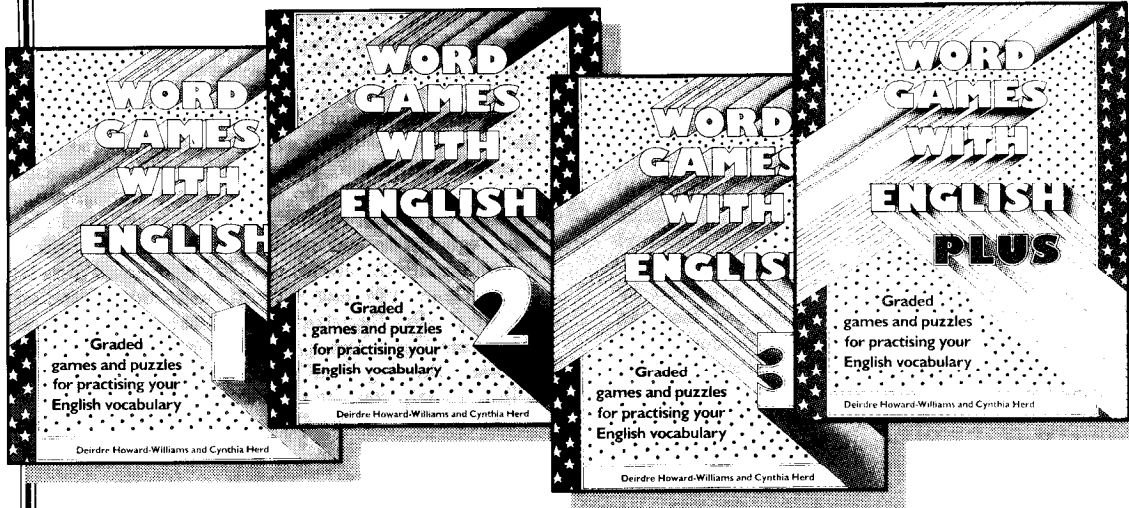
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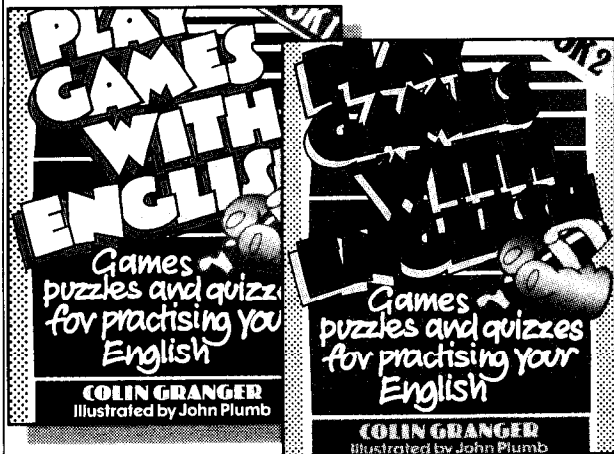
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JALT News

1990/91 NATIONAL ELECTION REPORT

The elections for 1990/91 were held by post card ballot during November, 1989. Only the positions of President, Treasurer and Membership Chair were open.

Late this year, voting will be for the offices of Vice President, Recording Secretary, Program Chair and Public Relations Chair to serve in 1991/92. A list of national elected officers and appointees is below. Appointed position to be filled at the January Executive Committee Meeting will be listed in the March, 1990 issue of The Language Teacher.

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APPOINTED OFFICERS AND COMMITTEES

(see the March, 1990 issue for a complete list of appointments as of Jan. 28, 1990.)

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JALT GRANTS FOR RESEARCH AND MATERIALS DEVELOPMENT IN LANGUAGE TEACHING AND LEARNING — AWARDS FOR 1990 —

JALT is pleased to announce that three of the proposals submitted to the Executive Committee for the Grants program have been awarded funding.

The Acquisition of Complex Morphology in Graded Reading

Researchers Steven Ross and Richard Berwick, of the Kobe University of Commerce, have designed a study to test their hypothesis that "overt focus on word study following comprehension of graded reading materials will result in greater vocabulary learning which will transfer to composition skills."

Getting Learners to Talk Right: Task Types for More Target-like Production in the EFL Classroom

Atsuko Ushimaru, of Temple University Japan, is "particularly interested to know what can make NNS (non-native speaker) output more target-like in *NNS-NNS interaction with interlocutors of the same first language*" and has devised a research plan for investigating several aspects of this question.

Language Socialization in Japanese Elementary Schools

Fred E. Anderson, of the Fukuoka University of Education, has a well-laid-out and well-organized schema for investigating "how students are socialized into adult-like patterns of language use in Japanese elementary school classrooms," and explains practical applications for such a study. In fact, the project has already been begun.

The JALT Executive Committee would like to congratulate the researchers, and looks forward to periodic reports on the progress of their work.

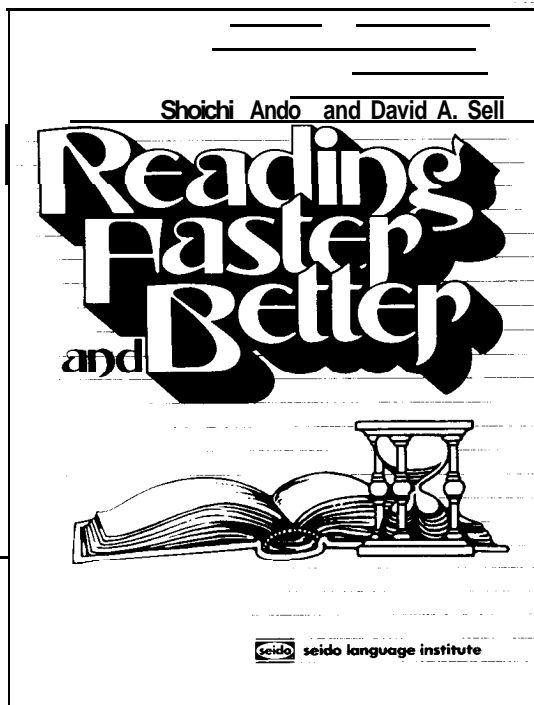
NEW

A 1-year college course for fluent reading in English

Reading Faster and Better is a 1-year college English course in fluent reading which presents ways of reading often neglected in Japan. The emphasis on speed is effective to counteract ingrained habits of passive and inflexible reading accumulated over years of close and careful translation. To equip students with the flexibility needed for faster understanding, various strategies are practiced, according to clear goals in each case. Included for practice are: predicting content before (and while) reading, scanning for specific information, skimming to get an initial overview, paragraph reading, distinguishing main ideas from details, figuring out unfamiliar vocabulary, and grasping the overall structure of complex sentences.

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JALT'S NEWEST WRINKLE: NATIONAL SPECIAL INTEREST GROUPS

The membership recently passed Constitutional and Bylaws amendments to allow for the first time nationally-based special interest groups. The amended Constitution and Bylaws are in this issue. JALT has also developed a policy for the formation and maintenance of these groups, called N-SIGs.

A JALT member may belong to any number of N-SIGs, by paying ¥1000 annual dues for members in each. Requirements for forming an N-SIG include a minimum of fifty members and the submission of a clear Statement of Purpose, along with an explanation of immediate plans and goals. JALT will subsidize each N-SIG that is established with an annual lump-sum grant of ¥50,000.

Detailed information regarding JALT Policy on N-SIGs can be obtained from the JALT Central Office (see p. 1).

EXECUTIVE COMMITTEE MEETING REPORT

A meeting of the National Executive Committee was held November 4, 1989 during the JALT 1989 annual conference in Okayama. While time was limited, several important decisions were made.

1. Requests for JALT Grants in 1990 were discussed as were the recommendations of the Reading committee. Several proposals were accepted by the Executive Committee. (See separate report, this issue).

2. A Bylaws amendment and policy statement to allow for the establishment and maintenance of National Special Interest Groups (N-SIGs) was passed unanimously. This is good news for several groups who have already expressed interest in establishing N-SIGs.

3. A new policy for subsidizing the transportation costs of Chapter Representatives to Executive Committee meetings was passed. This new policy is more liberal and will hopefully enable more Chapter Representatives to attend National Executive Committee meetings.

4. A system for disbursing funds from the Yoshit-sugu Komiya Scholarship Fund was presented and passed. This new mechanism should facilitate the disbursing of scholarship information as well as funds.

5. The National Program Chair presented a plan for an "Organizational Structure for the Planning and Execution of the International Conference." This plan has been discussed through the past year. Its implementation will be helpful in identifying and dividing up the responsibilities associated with holding an international conference.

6. Dates for 1990 Executive Committee meetings were established. These are: Sunday, January 28 in Kyoto; Sunday, June 24 in Omiya; and, during JALT '90 in Omiya.

Unfortunately, the Financial Steering Committee was unable to present a budget for 1990 to the Execu-

tive Committee. Information concerning this budget will go out to all National Officers, Chapter Officers and Committee Heads in the JENL. The budget will be presented at the January 28 Executive Committee meeting.

**Reported by Rite Silver
Recording Secretary**

Officers' Reports

The national elected officers' reports for 1989 are below.

PRESIDENT'S REPORT

It has been a year of both inward-looking and outward-looking changes for JALT, and I am grateful to the entire Executive Committee for spearheading and implementing these changes.

Nineteen-eighty-nine is the year that the National Officers began to meet together every few months to deal with structural and policy matters in their basic stages. These sessions were to a large extent brainstorming, for the purpose of identifying possibilities and getting them into an appropriate form for final consideration and decisions by the Executive Committee. It was also possible to deal quickly with a lot of administrative tasks in one place at one time, saving on headaches and expense.

Midway through the year, a Chapter Representatives' Meeting was scheduled for the day before the Executive Committee Meeting. It was conceived as a good opportunity for the Chapter leaders attending the ExCom to talk ahead of time about their ideas related to items on the ExCom Agenda and, in addition, to address problems and areas of interest to them as local chapter members. This turned out to be extremely successful, and another was held prior to the ExCom Meeting at JALT '89. As a useful way to enhance communication and increase understanding, these pre-ExCom Chapter Representative Meetings will probably become permanent, making organizational work that much more efficient and effective.

Our outward-looking face, led by Executive Secretary and International Affairs Chairperson Thomas N. Robb, continues to address possibilities for an Asia-Pacific Rim Conference as soon as feasible. We have also tried to help our counterparts in various countries with their respective organizational and professional work. All of us are hoping that in the very near future we will be able to exchange lecturers and representatives on a regular basis, for a cross-pollination of expertise.

In the upcoming year we will continue our work on improvements begun over the past two years in the JALT organization itself, as well as strengthen our affiliations with sister organizations around the world. I would be interested in any well-thought-out suggestions that JALT members could make with regard to efforts toward these ends.

And finally, my personal thanks to each of you who has made it possible for me to do my job, particularly Executive Secretary Thomas Robb and Office Manager Yumi Nakamura. It is all of you who are responsible for the successful year we have had.

-Deborah Foreman-Takano

VICE PRESIDENT'S REPORT

Happy New Year to all JALT members.

No report is good report from the Vice President. Thank you for your enthusiastic support and cooperation during 1989, and I look forward to another exciting year.

- Tatsuya Komatsu

TREASURER'S REPORT

Philip Cmmpton regrets that, due to an illness in the family, he has been unable to complete his treasurer's report. Please see the March, 1990 issue for his report.

- The Editors

RECORDING SECRETARY'S REPORT

Working as Recording Secretary in 1989 has been an interesting experience which has put me into contact with many people within JALT. I must begin by thanking the 1989 National Officers as well as the past Recording Secretary for help in learning the job and for creative suggestions on how to do the job more efficiently. Many thanks also go to the JALT stenographer, Elizabeth Cmmpton.

Keeping accurate records of and disseminating information from the JALT Executive Committee Meetings, National Officer Meetings, and the Annual Business Meeting is one of the main functions of the Recording Secretary. This information along with information from chapters and committees is sent out to each Chapter President, National Officer and Committee head every month in the JENL (JALT Executive Newsletter). Any JALT member who is interested in detailed information about decisions made at the national level, including how and why specific decisions were made, may contact either the Chapter President or the National Recording Secretary to see the information contained in the JENL.

In addition to keeping JALT records and facilitating communication between members of the Executive Committee (Chapter Representatives, Committee Heads, and National Officers), it is also the function of the Recording Secretary to participate in policy making. This was facilitated by the JALT stenographer who helped in preparing the records of Executive Committee meetings. Because of her help, the Recording Secretary was able to participate in discussions during Executive Committee meetings more fully.

There are two major projects for the Recording Secretary in 1990. One is compiling an accurate index of all past Executive Committee meetings, decisions, and policies. This will be helpful in establishing future policy as well as in answering questions. A system for

creating and maintaining the index is to be established during 1990. In addition, it is time to update the Chapter Recording Secretary handbook. Finally, the duties of the National Recording Secretary and Chapter Recording Secretaries are slightly different. In the past, there has been no handbook for the National Recording Secretary. Information concerning duties and training for the position has been accomplished using a 'word-of-mouth' system. Thus, work on a National Recording Secretary's Handbook will be started during 1990.

With thanks for the past year, and goals for the next year may I wish all of you a "Happy New Year"!

- Rita Elaine Silver

PROGRAM CHAIR'S REPORT

Programs are always at the heart of the JALT organization because it is partly through the diversity of the programs which are offered that we grow as individuals and professionals. We learn from being introduced to new ideas and by sharing our own. Again in 1989 Chapter Program Chairs across Japan met the challenge of creating interesting, enlightening, and instructive programs. And it is to these program chairs that I would like to pay tribute first of all. Many thanks for a job well done!

A glance at the list of program offerings for the month of October reveals a selection ranging from "Using Songs and Music" (by Dale Griffie) to "Setting Coals and Objectives" (by Richard Day). In between there were presentations on the use of video, bilingualism, and computer-assisted language learning, to name only a few. Secondly, therefore, I would like to thank the many people who have contributed their ideas and time in making presentations at local chapter meetings.

Special events of the year included the Summer Seminar and the annual JALT Conference. The Summer Seminar for high school teachers was sponsored by the Nagano Chapter under the capable leadership of Professor Watanabe of Shinshu University. We extend our thanks to the many JALT members who made the event a success. The 1989 JALT Conference was held in Okayama with Paula Francis at the helm and Michael Clifhome as conference program chair. The two small words "Thank You" do not fully convey the appreciation all of us feel for the hard work and effort expended by the many people who made up the conference committee. The main reward is in knowing that the event was a great success!

We look ahead in the coming year to continuing to respond to the needs and concerns of the membership through creative programming. At this time we are looking into the purchase of several videotapes which have been especially developed for teacher training and which we hope will be used by chapters to provide a stimulus for thinking about ways to improve language teaching in Japan. We hope, too, to be able to develop a database of speakers around the country which will make it possible to locate people who have

special talents or areas of expertise. Plans for the 1990 Conference in Omiya and the Summer Seminar to be held in Morioka are already well under way.

As always, your ideas and suggestions are sought at all levels, as is your participation. An organization is only as good as its members. We hope that more members will become actively involved so that JALT will continue to grow in both spirit and service to our profession.

-Linda Viswat

MEMBERSHIP CHAIR'S REPORT

Greetings to all for the New Year, the Year of the Horse. Since all of JALT's membership operations have been centralized since 1983, the main tasks of the membership chairperson in 1989 was the compilation of a "Starting a New JALT Chapter" booklet and of assisting the formation of new chapters.

I am happy to report that JALT has grown to an organization of 35 chapters with Himeji and Utsunomiya obtaining chapter status in 1989. Several other areas such as Kushiro and Yamatomachi have also expressed interest. Currently, I am working with members in Shimonoseki towards a kick-off meeting of a new Yamaguchi Chapter early this year.

In addition, a mechanism for the establishment and maintenance of National Special Interest Groups (N-SIG) has recently been set up. It will be my job to compile a "Starting a New JALT N-SIG" booklet and to assist in the formation of new N-SIGs.

I would like to thank all of you for your cooperation, support and active participation during the year 1989. May good health, productive research and successful language teaching all be yours in this coming year.

- Sonia Yoshitake

EXECUTIVE SECRETARY'S REPORT

This is my last report as JALT's Executive Secretary. As announced two years ago, I have resigned as of December 31, 1989.

First, a short report on the status of the office. We have settled into our new location, having moved just over one year ago from the Kyoto English Center. We now have a staff of three in the office on a regular basis, Office Manager Yumi Nakamura plus Hitomi Shinko and Fusako Hattori. As usual, there always seems to be more work to do than hands to do it. Once the accounts are moved into the office, which should be underway as you read this, yet another person may be necessary. If this trend towards growth continues, we may soon be looking for new quarters.

Concerning our computer operations, we are now in the process of transferring our programs and data to a Macintosh IIcx. This will allow our membership processing and accounting operations to interface with each other, eliminating some of the manual reentry which is currently required. Since all of our program-

ming is done in dBASE III+, the programs used on the NEC are transferable to the Mac where they can be run under Foxbase.

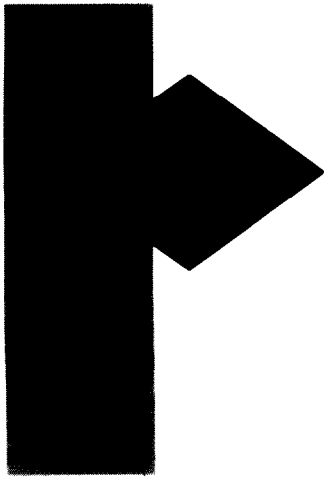
A number of people have asked me why am I resigning. JALT has grown too large and the tasks too many to have the day-to-day operations entrusted to a volunteer. I feel that the time has come to have a paid employee take over this responsibility. As long as I stay as a volunteer, however, things cannot change. Furthermore, since I already have a full time job at Kyoto Sangyo University, I could not take the Position myself, even if it were offered.

While I can say that I have genuinely enjoyed the work, it has been both time consuming and, at times, frustrating. Our constitution currently states that the Executive Secretary's job is to "assist the officers in the administrative aspects of their duties." The current policy, however, does not allow the executive secretary to make any but the most mundane decisions, yet to touch all of the proper bases in order to gain approval for a new idea often took more effort than the implementation of the idea itself.

I have told the JALT Executive Committee that I am available for consultation whenever necessary. I see my resignation as a positive step in JALT's growth. I would like to take this opportunity to thank everyone with whom I have worked so closely, in particular JALT President Deborah Foreman-Takano and Yumi Nakamura, who now has the title of JALT Central Office Manager. It will basically be their duty to take over the responsibilities which I have had until a new Executive Secretary is found. Your support and sympathy would be appreciated!

-Thomas N. Robb

<i>The Language Teacher</i>	
Calendar	
1990	
January	- JALT Issue
February	- Conference Reports
March	- Open
April	- The Role of the Teacher (Naoko Aoki)
May	- Global Issues in Language Education (Kip Cates and Kevin Mark)
June	- The Methods in Retrospect (Steve Brown and Marc Helgeson)
July	- Open
September	- Conference Issue
October	- New Perspectives in Pronunciation (Fred Anderson)
November	- Video (David Wood)
December	- Open

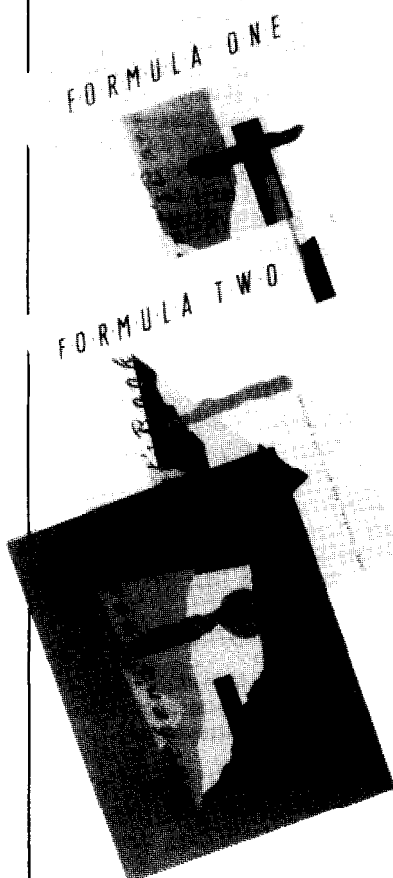


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MEMBERSHIP REPORT

The following report is based on the members in good standing as of December 1, 1989. Final figures for the year will be reported in a future issue.

		Number of Members		% Change from Previous Year	
		'88	'89	'88	'89
Chiba	CB	70	72	5.6	-2.8
Fukui	FI	26	17	-16.1	-52.9
Fukuoka	FO	118	128	34.0	7.8
Gunma	GM	90	62	-1.1	-46.2
Hamamatsu	HM	49	42	-2.0	-16.7
Himeji	HJ	—	62	—	—
Hiroshima	HS	127	126	27.8	-0.8
Ibaraki	IK	69	44	-12.6	-34.1
Kagoshima	KG	48	48	—	0.0
Kanazawa	Kz	56	51	0.0	-9.8
Kobe	KB	190	151	16.2	-25.8
Kyoto	KT	124	134	4.2	7.5
Matsuyama	MY	83	80	-4.4	-3.8
Morioka	MO	4.5	44	21.0	-2.3
Nagano	NN	46	45	4.6	-2.2
Nagasaki	NS	62	52	-19.7	-19.2
Nagoya	NG	218	227	4.4	4.0
Nara	NR	66	66	—	-1.6
Niigata	NI	94	114	6.2	17.6
Okayama	OY	64	80	24.0	20.0
Okinawa	ON	38	34	-11.4	-11.8
Omiya	OM	61	60	29.7	-1.7
Osaka	OS	260	258	18.6	-0.8
Sapporo	SP	102	96	-2.0	-6.2
Sendai	SD	87	93	-29.0	6.5
Shizuoka	S O	48	54	-20.0	11.1
Suwa	SW	45	49	4.7	8.2
Takamatsu	TM	40	40	24.2	0.0
Tokushima	TS	70	47	89.1	-46.9
Tokyo	TK	537	580	7.2	7.4
Toyohashi	TH	43	31	24.2	-38.7
Utsunomiya	UK	—	38	—	—
West Tokyo	WT	64	73	-7.1	12.3
Yamagata	YG	38	30	9.6	-26.7
Yokohama	YH	139	156	10.6	10.3
Total		3207	3289		

12/31/88
'12/01 /89

Other Membership Categories

Associate	AM	98	107	8.4	
Subscriptions	SB	35	34	-2.9	
Overseas	OV	109	126	13.6	
Total		242	267	13.5	
Grand Total		3333	3549		

Chapter Membership by Type

Regular	2596	2371	-9.1	
Joint	180	236	23.7	
Student	51	52	1.9	
Group	380	623	39.0	
Total	3207	3282		

PUBLIC RELATIONS CHAIR'S REPORT

Publicity for JALT activities both in English and Japanese has been successfully carried out again through various magazines, journals, newspapers, and newsletters including our own *The Language Teacher*. Most of these announcements have been handled by the JALT Central Office in Kyoto as well as by our hardworking publicity representatives in each chapter.

As for the 1989 JALT International Conference, the highlight of the year, my heartfelt thanks go to Mr. Andrew Doran, Mr. Shigenobu Takatsuka, and Ms. Mihoko Teramoto for their great work on JALT '89 publicity, both in Japanese and English. *Koen meigi*-endorsements of governmental support were granted for JALT '89 from a number of prefectures and city governments in the area. I would also like to thank Mr. Kenji Numoto and Ms. Yumi Nakamura on this matter.

The 1989 special September issue of *Eigo kyoiku* (English teachers' magazine) again included 64 titles and writers from *The Language Teacher* as part of the '1988 Lists of Major Articles in Japanese Professional Magazines."

Since all of the brochures in Japanese produced a few years ago were effectively distributed, we had 10,066 bilingual brochures printed in July, 1989. They are always available through the JALT Central Office for chapters to use in publicity activities in order to facilitate understanding of JALT as an academic organization and to assist the membership drive. I hope JALT will continue to serve as a leading organization in improving language teaching and learning in Japan and throughout the world.

— Kazunori Nozawa

General Information About JALT

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

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

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

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

Minutes of JALT ExCom Meetings and the JENL — Copies of the minutes of all JALT Executive Committee meetings and the monthly JENL (JALT

Executive Newsletter) are available in each chapter for the inspection and use of the members. The JENL is the organ through which the national officers and their chapter counterparts exchange information on programming and JALT administrative policy and procedures.

Membership List — It is JALT policy not to publish a fully-detailed membership directory for general distribution as experience has shown that such lists are abused by non-member commercial concerns. Use of the mailing list (and computer labels) is the exclusive right of our associate members and recognized mailing list brokerages. An abbreviated list, however, is published each year in the January issue of *The Language Teacher* and members who have a legitimate need for a mail survey of attitudes of teachers towards working conditions, for example, may obtain same through the JALT office. Members in need of addresses or phone numbers of individual members may also freely request the same from any local or national officer. Members who do wish to have their mailing labels provided to JALT Associate Members may request that from the JALT Central Office.

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

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

CALL FOR RESEARCH GRANT APPLICATIONS

Every year, in order to encourage the professional development of its membership, JALT offers funding for research projects relating to language teaching and learning. Successful applicants for this funding include Cathy Duppenhaler, who investigated cognitive strategies of Japanese students with Linda Viswat and Natsumi Ohnaka (see the *JALT Journal*, 8 t21: 208-214 for a report of their work), and also Kenji Kitao, who, along with Vincent Broderick, Barbara Fujiwara, Kathleen Kitao, Hideo Miyamoto and Leslie Sackett, developed and tested a series of experimental materials which led eventually to the publication of *An American Sampler*.

The following are the details and guidelines on application procedures:

1. Title: JALT Grants for Research and Materials Development in Language Teaching and Learning.
2. Use of Funds: Funds will be granted for supplies, printing, postage, transportation and part-time help, but not as wages for the applicant.

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

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

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

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

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

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

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

(1) Is the applicant qualified to carry out the proposed project?

(2) Is the project unique?

(3) Is the applicant familiar with relevant literature?

(4) Does the project appear necessary, i.e., does it fill an existing gap in either materials or knowledge?

(5) Would the results be useful to others as well?

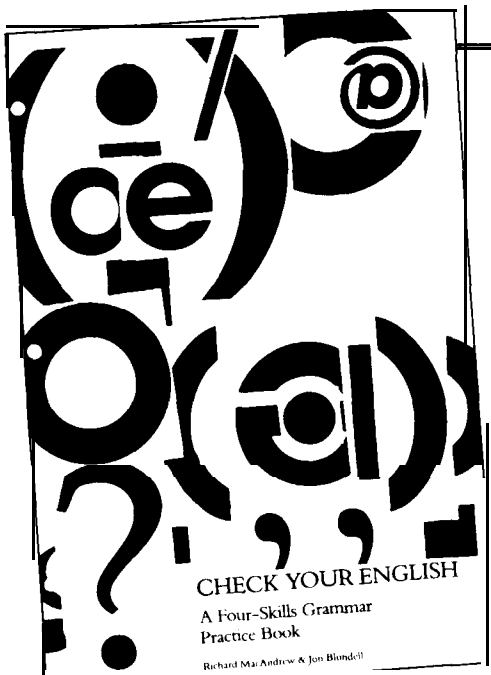
(6) Is the project well designed?

(7) Does the amount requested seem in accord with what is proposed?

(8) For projects related to materials development, is there a testing/evaluation component incorporated into the proposal?

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

The **application deadline** for this fiscal year is **Sept. 15, 1990**. Mail proposals with all enclosures to:
Deborah Foreman-Takano
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ASSOCIATE MEMBERS PRIVILEGES**Display Privileges**

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

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

Local Chapter Meetings. JALT's 35 chapters hold 200 or more meetings annually at the local level. Attendance varies from 25 to 100 or more. Associate members may display at any of these providing that prior arrangements are made with the local chapter's executive committee.

JALT Mailing Directory

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

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

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

Lecture Tours

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

Publications

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

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THE LANGUAGE TEACHER



The Constitution of The Japan Association of Language Teachers

(Revised November 4, 1989)

I. NAME

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

II. PURPOSE

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

III. MEMBERSHIP

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

IV. ANNUAL MEETING

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

V. OFFICERS AND ELECTIONS

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

2. The Executive Committee shall consist of the officers, the immediate past president, and one representative from each chapter. Officers or chapters may exercise their voting rights by proxy.

3. At Executive Committee meetings, two-thirds of the officers and a majority of chapter representatives shall constitute a quorum. Officers or chairs of committees may not simultaneously represent by vote a local chapter at the meetings.

VI. CHAPTERS AND AFFILIATES

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

VII. NATIONAL SPECIAL INTEREST GROUPS (N-SIGS)

National Special Interest Groups are groups each

of which addresses a specific topic of interest consistent with JALT goals. They are open to JALT members in good standing.

VIII. AMENDMENTS

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

The Bylaws of the Constitution of The Japan Association of Language Teachers

(Revised November 4, 1989)

I. MEMBERSHIP AND DUES

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

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

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

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

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

II. DUTIES AND OFFICERS

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

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

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

of the organization at the Annual Meeting.

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

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

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

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

III. THE EXECUTIVE SECRETARY

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

IV. NOMINATIONS AND ELECTIONS

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

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

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

V. CHAPTERS AND AFFILIATES

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

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

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

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

VI. NATIONAL SPECIAL INTEREST GROUPS (N-SIGS)

1. A minimum of 50 JALT members in good standing with particular interest in a relevant academic or pedagogical area may, upon fulfillment of the following requirements, petition the Executive Committee to be recognized as a National Special Interest Group (N-SIG).

(a) Each group must have a clear, detailed Statement of Purpose, which also indicates how it is significantly different from other existing or petitioning N-SIGs.

(b) Each group must have a Coordinator and a Treasurer. They may have other leaders as necessary.

2. The Executive Committee shall consider relevance to JALT goals and impact on existing N-SIGs and Chapters before recognizing a group as a JALT N-SIG.

3. JALT members shall pay a supplemental fee for each N-SIG membership.

4. Each JALT N-SIG shall be entitled to a lump sum grant annually, which shall be determined by the Executive Committee and require a four-fifths vote for approval or modification. Any unused portion of the lump sum grant shall revert to JALT National at the end of the calendar year.

5. Each N-SIG is entitled to representation by voice only on the Executive Committee.

VII. AMENDMENTS

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

VIII. PARLIAMENTARY AUTHORITY

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

全国語学教育学会 定款

(平成元年1月4日 改訂)

I 名称

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

II 目的

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

III 会員

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

IV 年次総会

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

V 役員及び選挙

- JALT の役員は、会長、副会長、会計、書記、プログラム、メンバーシップ、広報の7委員とする。役員は任期は2年又は後任者が選出されるまでとする。会長、会計、及びメンバーシップ委員は、奇数年に選出され、偶数年から任期が始まる。また、副会長、プログラム委員、書記、及び広報委員は偶数年に選出され、奇数年に任期が始まるものとする。
- 執行委員会には、役員、前会長、各支部の代表1名とする。役員および各支部の代表は委任状により投票をすることができる。
- 執行委員会においては、役員は3分の2と支部代表の過半数をもって定足数とする。役員は、会合において支部代表の代理として投票することはできない。

VI 支部及び準支部

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

VII 規約改正

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

全国語学教育学会 定款規定

(平成元年1月4日 改訂)

I 会員及び会費

- 特典： 会員は、本会の JALT Journal, The Language Teacher その他あらゆる刊行物を入手できる。
- 分類： 規定の年会費を納入することにより、次の通り会員を分類する。
 - 個人会員、共同会員、団体会員及び学生会員は、最寄りの支部に申請
 - 海外、及び賛助会員は執行委員会に申請
- 会費： 2(i)の年会費及びJALTと支部への会費分割は、執行委員会により提案され、年次総会において、出席会員の過半数の賛成か、或は委員会の5

分の4の賛成により承認される。2(ii)の年会費は、執行委員会で決定される。

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

II 役員の仕事

- 会長： 会長は、執行委員会の活動を総括し、本会の事業を指導し公表する一般的な責任を有する。会長は、総ての執行委員会及び年次総会を主宰する。会長は執行委員会の承認により、常任委員の任命権を有する。
- 副会長： 副会長は、会長不在の際に会議を主宰し、会長と、任務と責任を分担する。会長及び副会長が不在の際は、会長の指名により、他の執行委員が会議を主宰する。
- 会計： 会計は、総ての経理記録を保有し、本会の資金収集と分配、年次総会において本会の財務状況の報告を提出する。
- 書記： 書記は、執行委員会及びJALT年次総会の議事録をとり、本会の活動について、地区支部に報告する。書記委員は、本会に代り総ての通信を整理し、本会の事業記録を整理する。
- プログラム委員： プログラム委員は、地区支部のために特別プログラム及び研究会を計画する責任を有し、また年次総会の準備を監督する。
- メンバーシップ（会員担当）委員： 会員担当委員は、新支部設立のため、積極的に活動し、会員の獲得のために、特別に報告活動をすると共に各地区支部を支援する。
- 広報委員： 広報委員は、JALTの発表を統合し、教育団体、報道機関、産業界との友好関係を促進し、賛助会員との仲介をする。

III 事務局長

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

IV 指名及び選挙

- 各支部は、会員の中から役員を指名し、各役職に対し1名を指名しリストを制作して選挙管理委員会に提出する。選挙管理委員会は、各指名候補者の同意をとりつけ役職名立候補者リストを執行委員会に提出する。執行委員会は、指名リストを検討し調整或は追加をする。但し削除はしない。選挙管理委員会は、各指名候補者の略歴をつけ投票用紙と共に会員に配布する。
- 役員は投票は、ロバート議事規則・改訂版の第44項に基づいて行われる。投票用紙には、各役職に対する総ての指名候補者を列記し、追加候補者名を記入するために余白を残したものを、11月20日以前に投票用紙が選挙管理委員会に返送される時間を見込んで、各会員に郵送される。会長は、投票用紙の開票係を任命し、開票係は投票数を計算し、翌年のThe Language Teacher 1月号で結果を報告する。
- 選挙管理委員会は毎年、年次総会において支部役員の中から選出される。選挙管理委員会は候補者指名及び選挙手順を定め、選挙に関わるすべてを管理する。

V 支部及び準支部

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

2. 10名以上の会員を有する地区グループは、執行委員会に準支部の申請ができる。
3. 執行委員会は、申請団体に支部或は準支部の資格を付与するにあたり、既存支部への影響を考慮するものとする。
4. 支部は、年間ある一定額と、東京と大阪からの距離に基づく計算式により決定された額を、受取る権利を有する。これらの額は、執行委員会で決定され、その決定及び修正に執行委員会の5分の4の賛成を必要とする。準支部は、以上の額の半分を受取る権利を有する。

VI ナショナル・スペシャル・インタレスト・グループ (N-SIG)

1. 学術および教授法に関する特定の分野に関心を持つ50名以上のJALT会員のグループは、次に示す要件をみたせば、執行委員会にナショナル・スペシャル・インタレスト・グループ(N-SIG)として承認されるよう申請することができる。
 - (a) 各グループは、既存の、あるいは申請中のN-SIGとの違いを示し、かつ明確にして具体的な行動目標を記した文書を提出する。

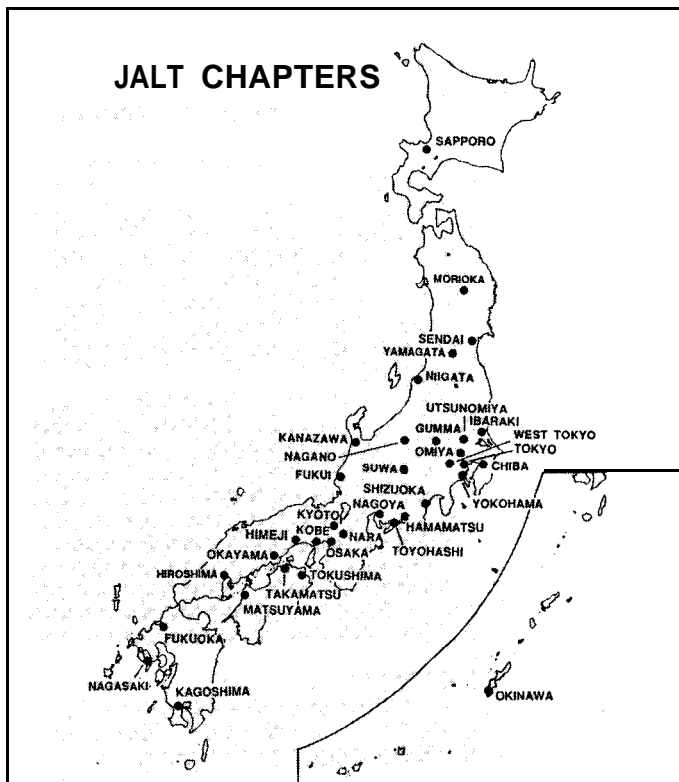
- (b) 各グループはコーディネーターと財務担当者を指名する。グループは必要に応じて他のリーダーを指名することもできる。
2. 執行委員会は新しいJALT N-SIGを承認するにあたって、JALTの目的との関連と既存のN-SIGへの影響を考慮する。
3. 各N-SIGのメンバーはそのための追加会費を支払う。
4. 各N-SIGは年毎に一定額の補助金を受け取る。補助金の額は執行委員会メンバーの5分の4の賛成によって決定あるいは変更される。補助金のうち各暦年の終わりに使用されていない分はJALT本部に返却される。
5. 各N-SIGは執行委員会に出席して発言することができるが、投票権はない。

VII 規約改正

この内規の改正は、定款改正と同様の手続を経て提案される。改正提案は年次総会に於て、出席会員の過半数の賛成により、承認され発効する。又は、本内規は、執行委員会の5分の4の賛成により改正される。

VIII 適用法規

本定款及び内規に示されないあらゆる事項については、ロバート議事規則・改訂版の規定に従い決定される。



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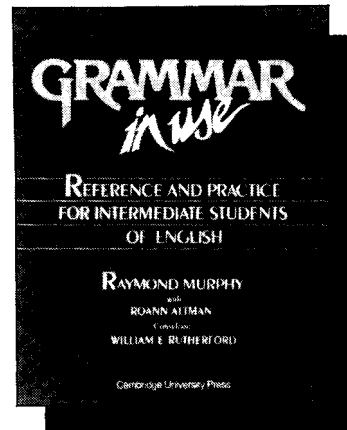
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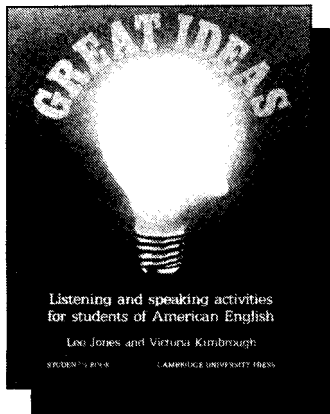
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PRENTICE HALL REGENTS

Guidelines for Submission to JALT Publications

These guidelines should be followed when submitting copy to any JALT publication during 1990.

All English-language copy, regardless of destination, must be typed, double-spaced, on A4-sized paper, with three centimeter margins. Manuscripts should follow the American Psychological Association (APA) style. Materials which do not conform to these guidelines will not be considered. If it is possible, please submit a disk copy (Mac preferred) in addition to a paper copy when submitting full-length articles.

All materials in Japanese should follow as closely as possible the format in which they are to appear in **The Language Teacher**. This means, for example, that titles and the author's name should appear in **romaji** in the proper locations. Please refer to the **Guidelines for Japanese Articles** below for more exact information. Note that all Japanese-language copy must be sent directly to the Japanese-language editor (address, page 1).

Such things as chapter presentation reports and announcements of meetings or positions must also follow the format in which they are published in **The Language Teacher**. Please read the appropriate sections below. Submissions to these columns should be sent directly to the column editor (names and addresses appear on page 1 of every issue of **The Language Teacher**, but as these editors may change during the year, please check the most recent issue).

The deadline for submission of chapter presentation reports and announcements of positions is the **25th of the month, two months before desired publication**. Meeting announcements must be in by the last day of the month, two months before desired publication. Articles, **My Share**, **JALT UnderCover**, and **Opinion** contributions may be submitted at any time.

The editors of **The Language Teacher** and the **JALT Journal** reserve the right to make minor adjustments in the style of a manuscript to have it conform to the general style of the publication, without necessarily consulting the author. The editors of **The Language Teacher** also reserve the right, due to prior planning and consideration of space, to publish an

article in an issue other than the one intended or desired by the author. Where this is considered to be undesirable by authors, they are requested to so indicate when submitting their manuscripts. Those wishing unused manuscripts to be returned should enclose a self-addressed envelope with the proper amount of postage.

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

THE LANGUAGE TEACHER

Articles

The Language Teacher welcomes well-written, well-documented articles of not more than 3,000 words in English, or 24 sheets of 400 **ji genko yoshi** in Japanese, concerned with all aspects of foreign language teaching and learning, particularly with relevance to Japan.

On manuscripts, provide at least three-centimeter margins at the top and sides, and avoid putting extraneous material there. The author's name and affiliation should appear under the title. Please use sub-headings throughout the article for the convenience of the readers. When citing another work, include the author's name, publication date and page numbers when applicable. The list of works cited at the end of the article should be double-spaced and follow APA style. You may include a short biographical statement to be published at the end of your article, if you wish. A contact phone number and address should be at the bottom of the last page or on a separate page.

High contrast black and white photographs are welcome with any manuscript. They should be directly related to the manuscript and labeled with a soft pencil on the back. Please indicate whether the photo can be cut. We regret that photographs can not be returned unless you provide a self-addressed stamped envelope.

Book Reviews



If you are interested in reviewing a book, 1) look at the "In the Pipeline" section of **The Language Teacher** to find out if it is currently under review. If not, 2) look at the "Recently Received" section to see if the publisher has made a copy available for use by a potential reviewer. 3) If you find a book you wish to review, **contact the Book Review editors** to receive a copy of specific guidelines (addresses, page 1). If you are interested in or currently doing a review for the JALT Journal, contact Jane Wieman directly. Correspondence regarding reviews for **The Language Teacher** should go to Rita Silver. Be sure to include your return address with all correspondence.

If you wish to review a book that is not listed under "Recently Received," first contact the Book Review editors to ascertain whether or not it is under review.

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

Interviews

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

Special Issues

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

Opinion Column

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

Chapter Presentation Reports

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

The chapter presentation report must: 1) identify the chapter; 2) have a title, usually the title of the presentation; 3) have a byline with the presenter's name and institution/affiliation; 4) include, in the body of the report, some indication of the month in which the presentation was given; and 5) conclude with the name of the reporter, along with institution/

affiliation, if desired. Please refer to any of the recent chapter presentation reports to check the format.

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

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

Also note that S.I.G. (Special Interest Group) reports do not appear in *The Language Teacher*. Reports of chapter or regional mini-conferences may appear in *The Language Teacher* in lieu of a usual chapter report if it conforms to the guidelines for Chapter Presentation Reports.

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

My Share Column

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

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

Announcements:

Meetings, Positions and Bulletin Board

The Language Teacher wishes to do everything possible to help publicize the programs, courses, and other events and services created and organized for the JALT membership, as well as publish position openings. To ensure a prompt flow of information, each chapter is urged to have one articulate, deadline-conscious officer to handle submissions.

Meetings- Announcements for chapter or SIG meetings must follow exactly the format used in every issue, i.e. topic, speaker, date, time, place, fee, and other information in that order, all correctly spelled. If there are two or more topics, number them and number the corresponding speakers (but don't number two speakers if they share the same topic). Below the essential information, a brief objective description of the presentation and speaker is acceptable. Avoid phrases such as "This will be fun for all and you must come." Lengthy descriptions will be edited at the discretion of the Announcements editor. Please see any recent issue of *The Language Teacher* to check the format. Japanese-language meeting announcements must be sent to the Japanese-language editor, or they may not be published on time.

If there is space available, maps will be printed on request. Preference is given to maps of new locations,

or for joint meetings involving members from other chapters. Ideally, maps should be clear copies in black and white of previously published maps. Essential information should be in romaji. This can be typed and pasted on if it doesn't appear on the original. Whatever lettering you use should be clear. If you have no printed map, draw one with India ink.

The Language Teacher is generally delivered within the first week of each month, if your meeting is to take place during this time, it should be announced in the previous month's issue. The deadline is the last day of the month two months prior to desired publication.

Positions—Items for this column should follow the published format. As changes may be necessary, double space and use A4 paper. The Announcements editor should receive your notice by the 25th of the month two months preceding desired publication. For the March issue, the deadline is January 26.

Describe the position clearly and concisely. If you require a native speaker of the language to be taught, say so. Clearly state salary range and terms of contract. Avoid phrases such as "invites applications for the position of ." or "the successful candidate shall possess. . . ." Give the name of your institution once only, at the end where you give the address.

You may insert a notice more than once but remember to notify the editor promptly once the position is filled.

As Japanese custom apparently permits advertisers to specify age, sex or religious restrictions, the editors will reluctantly accept notices containing such restrictions but will print them once only and edit them to the bare minimum. Institutions seeking trained, conscientious educators are urged to set only those qualifications having to do with the competent performance of the positions they offer.

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

It is JALT Publication Board policy not to print fees for events or services not offered by JALT; interested readers may contact the advertiser for such information. It should be noted that neither *The Language Teacher* nor the JALT organization guarantees the claims of any advertiser. Items in these columns are published free of charge.

All English-language items for the **Meetings, Positions** and the **Bulletin Board** should be sent to the Announcements editor; Japanese-language items must be sent to the Japanese-language editor.

JALT JOURNAL

JALT Journal welcomes practical and theoretical articles concerned with foreign language teaching and learning in Japanese, Asian and international contexts. Areas of specific interest include the following: curriculum and teaching methods; classroom centered

research; cross-cultural studies; teacher training; language learning and acquisition; and overviews of research and practice in related fields. The editors encourage submission of full-length articles, short articles and reports, reviews, and comments on earlier *JALT Journal* writings (for the "Point to Point" section). Articles should be written with a general audience of language educators in mind. Statistical techniques and unfamiliar terms should be explained or defined.

Style

JALT Journal uses the **Publication Manual of the American Psychological Association** (available from the Order Department, APA, 1200 17th St., NW, Washington, D.C.). Consult recent issues of *JALT Journal* or *TESOL Quarterly* for examples of documentation and reference lists. **This is a strict requirement.** Also, remember to give precise page numbers of cited work in both the text and reference list.

Format

No longer than 20 pages, including reference list, typed on A4 or 8 1/2" x 11" paper, and double-spaced. Writers must supply camera-ready diagrams or figures (if any) before final publication.

Materials to be Submitted

- Two paper copies of the manuscript
- One Mac, IBM PC, or 9801 mputer disk version. (The disk will be returned. If the manuscript is not on disk, please send an extra paper copy.)
- Abstract (less than 200 words)
- Japanese translation of title and abstract (if at all possible)
- Running head title (about 5 words)
- Biographical sketch (no more than 50 words)

Evaluation Procedure

Manuscripts are subject to blind review by two readers. The author's name and references that identify the author should appear only on the cover sheet. Evaluation is usually completed within two months.

Restrictions

Papers sent to *JALT Journal* should not have been previously published, nor should they be under consideration for publication elsewhere. We regret that paper manuscripts cannot be returned.

Address for Manuscripts and Inquiries

See page 1 of the most recent issue of *The Language Teacher* for the Editor's address.

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

日本語記事の投稿要領
(Guidelines for Japanese Articles)

日本語の記事は、ワードプロセッサもしくは400字詰め横書き原稿用紙を用いて、以下の要領に従い書いて下さい。

枚数制限:

	ワードプロセッサ (25字を 1行とすること)	4 0 0 字 詰 原 稿 用 紙 (20語 × 20行)
一般記事	330行以内	24枚以内
例会報告	30~60行以内	2~4枚以内
書評	100行以内 25行以内	*長: 5~6枚以内 短: 1, 5枚以内

例会の報告の中には、支部で開かれたミニ・コンフェレンスも含まれます。

※書評の処で、[長]とあるのは、重要な意味を持つ著書に対して責任ある批評をし、その本の長所・短所を指摘する書評の事で、また [短] とあるのは、簡素な批評で十分と思われる本の紹介記事の事です。日本語で書評を書かれる場合は、英語で書かれたものと重複していないか、英語の書評係に問いあわせてから御執筆下さい。

英 訳: 本文の英訳は必要ありませんが、記事の題名が日本語の場合には、必ずその英訳をつけて下さい。また、人名は原語で書き、漢字の名前の場合には、ローマ字を添えて下さい。

連絡先: 締め切り間際に、連絡をとる必要が生じた場合に備え、自宅等、夜、連絡が出切る場所の電話番号を必ず記入して下さい。連絡のつかない場合には、記事の掲載が翌月にまわることもありますので御注意下さい。

締め切り日: 掲載予定月の2ヶ月前の25日(厳守一作業を円滑に進めるために、締め切り日以降に提出されました原稿は次号にまわします。)

注 意: 日本語編集者は翻訳者ではありません。自分の原稿は自己の責任で御提出下さい。

ただし、編集の都合上、記事の一部を手直ししたり、削除したりすることがあります。尚、御質問等がございましたら、以下の処まで御連絡下さい。

〒603 京都市北区下賀茂本山 京都産業大学
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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.

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The Ninth Annual The Language Teacher Index

The ninth annual index gives information needed to find articles, interviews, reports, etc., that were published in the twelve issues of *The Language Teacher* in 1989. A sample entry is

Uruno, Munetsugu. Listening Skills in the English Language Classroom. rep. Bill Casey. XIII:1;49. That is an entry for a chapter presentation report. It gives the name of the presenter (Munetsugu Uruno), the title of the presentation (Listening Skills. . .), the person who wrote the report (Bill Casey), and then tells where it is located: volume XIII (1989), number 1 (January), page 49.

The editors would like to express their appreciation to Elizabeth Crompton and Jack Yohay, whose dedicated efforts greatly helped make this 9th annual index possible.

ARTICLES

C.A.L.L.

How We Can Use CALL. Eri Banno. XIII: 1; 3-7.

Classroom Management (see also Pragmatics, My Share)
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Opinion

"Streamlining EFL Class Administration and Organization": A Response By Martin Peters

In the October 1989 issue of *The Language Teacher* we find Wadden and McGovern's "User's Guide for University Instructors in Japan" (pp. 11-13). It is a sad indication of the extent to which phony education has become endemic to university education in Japan. Although my experience with Japanese secondary and elementary education is limited, I fear that the problem we are dealing with here is not confined to the university level, but that its choking vines spread throughout the elementary and secondary schools, too. Before delving deeper into the nature of this problem, I would like to propose an alternative "User's Guide" whose benefits the reader will sense immediately:

Attendance

Do not check attendance or tardiness in any way, shape or form. With this policy the time consumed drops to zero, and I'll bet that Wadden and McGovern cannot do any better than that. The corollary is that the time spent dealing with absence excuses also drops to zero.

Grading

Compute each student's grade on the basis of something really simple. Do not give weekly quizzes or written tests of any kind. Do not give homework of the kind that the teacher must check or grade. Correcting or grading papers is a disservice to everyone concerned. A class notebook containing journal entries, new words and expressions learned, anecdotes, or transcripts of dialogues would be fine. Such notebooks can be graded quickly at the end of the semester or the end of the year with as cursory a glance as one desires. Now I don't mean to say that a teacher *shouldn't* look at any or all of the notebooks carefully, because I believe that the responses a teacher makes to activities a learner has done voluntarily are among the most important things a teacher can possibly do. What I'm saying is that for purposes of grading, a few seconds spent glancing at each notebook is quite sufficient to establish a numerical value that will be as valid as all of the other methods which teachers traditionally employ.

Alternatively, the teacher can collect not a notebook but a cassette tape produced by the student, which can be marked after spot checking.

In any case, the grades given should all be rather high, and students should *never* fail. What does the teacher possibly have to gain by failing a student, for goodness' sake?

In sum, the time requirement for computing each student's grade for the year is reduced to one minute or less, with *no* time spent concerning failed students, *no* time spent organizing and explaining seating charts or preparing photos, *no* time spent collecting the quizzes "one carefully placed on top of the other," *no* time spent grading tests, *no* time spent "searching out each student's name on a separate list," *no* time wasted at all!

Negative Class Participation

As a consequence of the "Attendance" policy described above, this problem is nonexistent. The students who are not interested in being learner⁵ now have no artificial reason for clogging the classroom, and, to everyone's relief, they go elsewhere.

In regard to the wise use of time, my proposals are clearly far superior. However, we must also consider the effects of these proposals on language learning. I will be criticized for saying this, but learning a language requires an act of *will* on the part of the learner. This fact gets a lot of teachers heated up about "motivation"; thus the unending merry-go-round of books, magazine articles, and conference colloquia on this topic. But I don't like the way in which the word "motivate" is used in the current discussions. "To motivate" is a transitive verb, i.e., "A teacher motivates a student," and this fact of grammar makes it easier for teachers to fall for the erroneous idea that the learner's will is subjugated to their (the teacher's) own. This is very comfortable for teachers whose idea of the teaching/learning process is one in which the teacher is in control.

The idea that teacher⁵ "motivate" students, however, is false. The will to learn a language, or to do anything else, belongs to the learner. (This is neither the time nor the place to give a full treatment of "will"; it must wait for a future article.) Certainly it would be foolish to claim that a person's will is never affected by anyone or anything. However, I *do* claim that a student's will is either *not* affected or is affected negatively by the events transpiring in the area of traditional teacher-controlled education. If the learner *wills* it, he or she will make progress. The teacher's proper role is to remove the obstacles that may cause the learner to stumble.

The relevance of the preceding discussion to my three proposals is that my proposals maximize the contact between the teacher and the learner⁵ who have the will to learn. It does no harm to those who have no will to learn, for they are only at the institution for the purpose of receiving a credential, or for killing time, or for both, and my proposals allow both of those purposes to be accomplished elegantly, wouldn't you agree?

Now my critic⁵ are spluttering, "The administrators will not allow such unprofessional conduct. They will debar us, defrock us, disrobe us, and can us!" To which I respond, "The administrator⁵ do not need to know the detail⁵ of your teaching." The students who are playing hooky are not anxious to confess their absence, and they have no reason to since they will pass the course. The student⁵ who want to learn are

not going to complain since the class is freed of disruptive, uninterested students. And the teacher, happiest of all for solving such an intractable problem with such a simple solution, will not tell a soul. You must, of course, share your strategy only with sympathetic colleagues.

Having sketched the basics of a "Preferred User's Guide for University Instructor⁵ in Japan," I now wish to go after the fallacies that lie at the core of the Wadden and McGovern article.

First of all, by describing keeping 'administrative paperwork and classroom disruptions to a minimum' as "one of the greatest contributions EFL teachers . . . can make to their pedagogy," they reveal their distorted sense of priorities concerning educational values. Following that they couch university education in terms of "logging hours behind a classroom desk." I admit that this was not an explicit statement about what they think is good education, but I believe that this "Freudian slip" let⁵ us in on their philosophical bent when they don't know we are looking.

The third fallacy arises in their statement that the primary aim of the teacher is to motivate the student. I have already suggested an alternate purpose for the teacher above, and that the "will" to learn, as I prefer to call it, comes from within each student.

Lastly, and most importantly, they tell us that "a minute saved . . . is a minute gained for **teaching**," and in a different context they say, locking out students...allows **instruction** to continue" (my emphasis). Although we have to infer it from these statements, it is clear to me that Wadden and McGovern view education as a process in which the teacher "imparts" knowledge to the student; one in which there is a clearly defined direction: from teacher to student. The teacher's role is one of "doing-to."

It is of course true that my criticism of Wadden and McGovern applies to a very large segment of the educational establishment as well. It is this problem of teacher control and dominance that I suspect also permeates the elementary and secondary schools in Japan. Somehow the established wisdom has taken the shape that teachers must be in control, that students should be passive, sit in straight rows, hand in their papers placed neatly one on top of the other, and in general get their creative instinct "hectorated, harassed, and pounded" out of them (Lewitt, 1989, p. 6). At this point, my research is incomplete, and I can't give an answer as to why education has reached this depressing state. I recommend **Educational Thought and Ideology in Modern Japan** (Horio, 1988) to the reader for a fuller treatment of the issues that are at stake here.

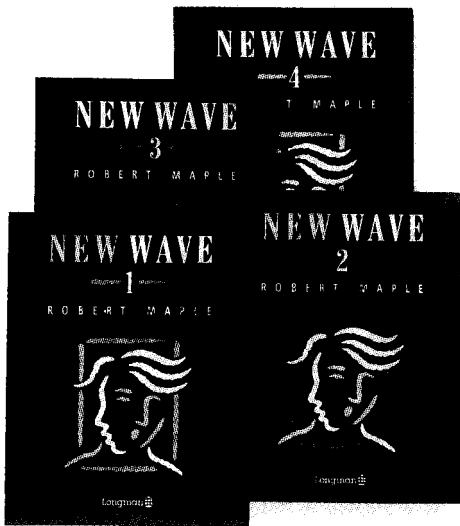
It is my firm feeling that real education is not promoted if educator⁵ see themselves as the conduit by which knowledge filters down from above. Rather, let us see the **learner** as primary. To quote from an article by Barnard (1989): "A learner should discover things for himself: this implies that a language is acquired actively by a learner, not passively from a teacher. The learner is responsible to himself for his own learning" (p. 15).

(cont'd on page 49)

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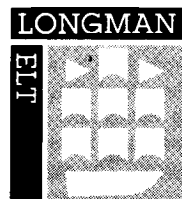
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IT'S A NEW WAVE OF
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My Share

This month Philip Lewitt would remind us that students are more than quanta of language-learning potential and have "hands, organs, dimensions, senses, affections and passions." He takes us back to the physical reality of the classroom and offers some suggestions for the use of physical movements in the language class.

REVIVIFYING CLASSROOM NARCOLEPTICS

By Philip Jay Lewitt

No, your students are not brain-dead; they're just dog-tired from late nights, out of shape from too much sitting slumped, and full of junk-food. If they could only stay awake, they might even find your class interesting. You might, too. Would you be willing to trade two or three minutes of each class in return for students who are more focused, balanced, comfortable, and lively?

Although these ideas and exercises are very basic, the fact is that most teachers seem to forget how important physical movement is as a balance, counterweight, and complement to intellectual movement. Moreover, we teachers love to hear the sound of our own voices, so we easily miss the physical and mental boredom rapidly overtaking the young bodies bolted to their chairs in rows before us.

The purpose of physical movements in the classroom is to gather and focus energy, instead of scattering it; to relax students when they're getting wired and tense, or to wake them up when they're falling asleep; to create a good atmosphere of calm concentration and friendly self-control as an interactive background for language learning. There is the added benefit of a built-in, unselfconscious, and painless language lesson: the instructions should always be given in English regardless of the level of the class, since what to do is obvious because the teacher is showing while talking.

It's important to remember to keep the whole process informal and good-natured, or "exercises" can become just another strict teacher-minted activity for competition, value judgment, and failure, whereas one of the extra benefits of a couple of minutes of fun "stretches" is the humanizing of the authority-figure usually half-hidden behind the lectern.

I have used the exercises detailed below with huge classes (60) and tiny classes (5); with children, secondary-level, university, and adult groups; with boys and girls, men and women; in rooms with only space to stand or sit, and in rooms with space enough to dance; none of these variations seem to matter, because students of all types and ages genuinely enjoy a "break" for stretching. As long as you allow for laughter, and the fact that some will do it energetically and some will do it lethargically, you'll always succeed.

Do physical movements together at a natural break in your lecture or intellectual work, or at any time you perceive an immediate need.

Movements for a sleepy, lethargic class: everyone stand up; shake your hands up and down

vigorously; shake one leg while balancing on the other, and vice-versa; grimace as fiercely and horribly as you can; breathing in, stretch up on your toes and try to touch the ceiling; hop up and down on your toes while turning around; lift your shoulders way up, then drop them like rocks; put your hands on your waist, bend forward, then make some big circles with your body in each direction; bend forward letting your arms and head hang straight down, then bounce very gently to get a bigger stretch; now reach up and touch the ceiling again; now have a seat and continue the lecture.

Movements for a nervous, jumpy class: everyone stand up, knees just slightly bent, back and neck and head straight but relaxed, shoulders relaxed, arms hanging loosely; close your eyes; concentrate on your breath; breathe deeply but normally; as you breathe in, the belly rises; as you breathe out, the belly falls; breath is centered down in the belly, not up in the chest; after a minute, open your eyes; breathe in and slowly, with your breath, let your hands rise up high above your head; breathe out and slowly, with your breath, let your hands descend; breathe in, and as you breathe out, bend forward and down slowly until your arms hang straight down; breathe in and straighten up slowly, following your breath, breathe in, breathe out, breathe in, and as you breathe out twist your body slowly to the right without moving your feet; come back to the center as you breathe in; to the left as you breathe out; back to the center as you breathe in; close your eyes, breathe in and out slowly and naturally for a few moments; open your eyes and have a seat.

The above are just samples to get you started; like clothing, you can mix and match to suit your own tastes and needs: not necessary to rigidly separate fast sets from slow-1 usually follow one series with a bit of the other.

I think that if you want to do this well with your students, you should practice a few times first by yourself; you'll find that it's a little difficult to give instructions to others while doing exercises, particularly when the movements involve coordinated breathing. And of course you must join: it's worse than useless to sit on the sidelines and dictate.

If your classroom has space and movable objects, use that space, enlarge the scope of the body movements; if everything is bolted down, the above exercises should fit in the aisles. Do what you can. Don't be afraid to improvise, to change and add as you will. Above all, enjoy your stumbles and fumbles: like the lines of your face, they are the true mark of your character and your humanity.

Dr. Philip Jay Lewitt has been Foreign Professor of English at Tottori National University since 1977, where he teaches language, literature, composition, and education.

(cont'd from p.47)

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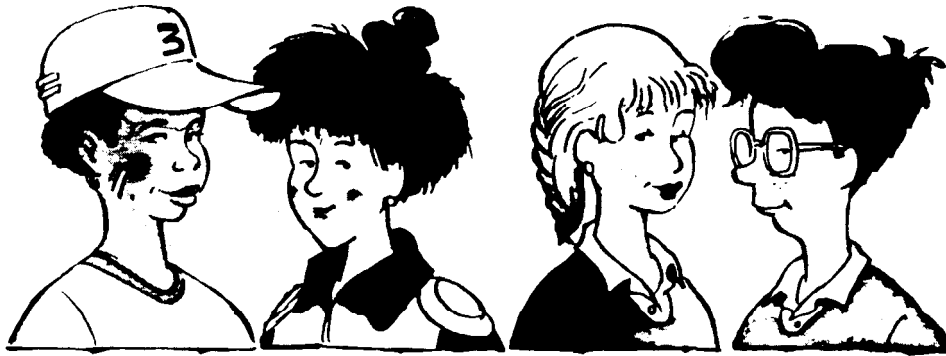
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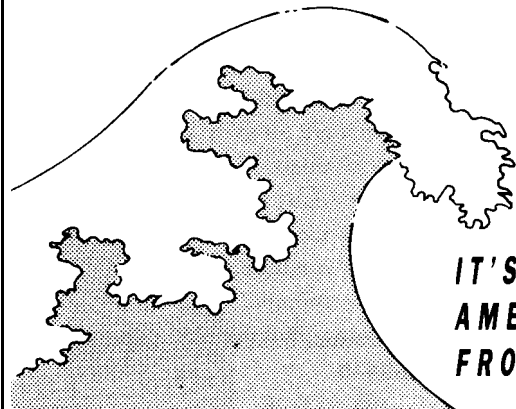
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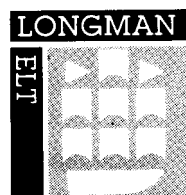
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**IT'S A NEW WAVE OF
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FROM LONGMAN ELT!**



JALT

Under Cover

Great Ideas. Leo Jones and Victoria Kimbrough. New York: Cambridge University Press, 1987. Pp. 108.

Incorporating a few changes in content along with an improved, slightly larger format, *Great Ideas* is essentially an American English version of the original British English *Ideas* also by Leo Jones. As such, it remains a lively, very usable textbook of listening and speaking activities for intermediate level students.

The course includes a student's book, teacher's manual and a 60 minute cassette, like the original, is a topic based course with an emphasis on fluency effective communication which was designed to stimulate students to share their ideas, opinions and experiences with each other." The authors assume that the learners have already covered most basic grammar so they have put together a variety of task-based activities that allow the learners to learn how to communicate by actually using English.

Variety and flexibility are important elements of the course's overall structure. The fifteen units (condensed from the twenty-two contained in *Ideas*), include a good mix of fairly light topics (Shopping, Vacation, Night-time Entertainment) and more serious ones (Current Events, Controversy, Communication).

The authors stress that the units need not be done in sequence with the exception of Unit One, which is meant to get the communicative juices flowing. The teacher and students can then feel free to tackle the units in any order to suit both interest and the yearly timetable.

The individual units include anywhere from five to nine activities, most of which involve pair or small group interaction. The authors suggest that each unit may take from 1½ to 3 hours to do, depending on level of student interest and number of activities selected. That estimate does seem to be fairly accurate though it would be difficult to cover any of the units in one 96 minute class period satisfactorily without either skipping a substantial part or racing through it. The activities within each unit, though all related to the unit's topic, are generally not dependent on each other, or if so, only loosely. This means that the teacher can easily pick and choose from each unit without sacrificing any sense of coherence or completion.

All of the units contain at least one listening task, varying in length from 1 to 4½ minutes and in format from dialogues to announcements and radio commercials. The material has a realistic, unscripted feel to it with normal pauses and hesitations as well as some regional and non-native accents.

The unwary teacher, however, should be warned that the listening material appears to follow no inherent grading for difficulty throughout the course. One

finds, for example in Unit One, an interview of 3 minutes and 40 seconds including five speakers (one of whom is a non-native speaker), whereas in some of the later units the listening text is much shorter, includes only two speakers and is much easier for the students to follow. A teacher using the course with students who lack confidence in their own aural skills may want to reorder the units based on the listening material.

The activities that accompany the listening texts are all task-based (charts, diagrams, etc.) and consistently present both intensive and extensive listening activities. Well conceived pre-and post-listening phases have been built into each task and not only provide the students with ample opportunity to hone their predictive skills but also offer as much speaking as listening practice.

A key feature of *Great Ideas* and now somewhat of a Leo Jones trademark, is the set of 88 Communication Activities found at the back of the book. In these pair or small group information-gap activities which include roleplays, discussions and decision making problems, the students must find out what their partners know while sharing the information they have. Although the students are largely left to their own devices to exchange the required information, they are provided with 'useful expressions' which they can refer to for support while doing the activity. One particularly useful design feature of the communication activities is that many of them, upon completion, refer the students to another one in which the roles are reversed. This ensures that the students end up with an equal share of information gatherer and supplier roles and gives those students who finish early another task to tackle while the slower students complete the original one.

Although the text's student-centered design, focus on fluency practice, and unpredictability of language output might prompt many non-native teachers to shy away from using it, they needn't do so; the authors have taken great pains to provide useful, detailed back-up support in their Teacher's Manual. The introduction clearly states the text's bias concerning fluency vs. accuracy, pair and small group interaction, error correction and the role of the teacher (facilitator, group monitor and follow-up leader). The teacher is given an overview of the activity types and general guidelines concerning the presentation of the listening material and vocabulary—all soundly communicative in approach and refreshingly jargon-free.

The unit by unit section of the Teacher's Manual offers an overview of the unit along with suggestions for each activity. All listening activities include a glossary, procedural notes for each phase (pre, during, post), model/possible answers and, for a nice change, a transcript (including length of recording and number of speakers) that doesn't blind the teacher with microscopic print.

All of the speaking activities, are accompanied by a glossary and clear, detailed notes. Suggestions for follow-up work are also provided for many of the activities although the bias tends to be toward further outside research by the students at the expense of some form of immediate whole-class consolidation or smooth transition to the next activity. Included at the end of each unit in the Teacher's Manual are a few

suggestions for interesting and creative written work, some to be done for homework and some in class. These can serve well to consolidate or extend the work done in the unit.

All in all, *Great Ideas* remains faithful to its title. The listening and speaking activities provide plenty to talk about, covering a wide range of topics to suit a diversity of interests. Moreover, the text is enjoyable to use-both for students and teachers. In short, with its emphasis on fluency enriching content, *Great Ideas* can go a long way in increasing the English communication skills of Japanese Students.

Reviewed by Steven Gershon
Tokai University

News And Views: Developing Reading Skills Through The Japan Times. Tokio Watanabe, Geoffrey Gibbs, and Debbie Gibbs. Tokyo: The Japan Times, 1988. Pp. 163. ¥1,500.

News And Views has served well at Kanda University of International Studies as the first-semester text for one of the second-year English proficiency courses.

This review is based on the feedback by seven of the eight classes, and the five teachers, in addition to myself, who have used it.

In an opinionnaire given to 169 students, the text was ranked "useful to very useful" in (1) learning to scan and skim, by 96%; in (2) learning to read faster, by 91%; in (3) learning to read a newspaper and (4) to interpret headlines, by 88%; and in (5) learning to understand a writer's message clearly, by 75%. Responding to how interesting they found the readings, 85% of the students rated them interesting to very interesting.

News And Views is 153 pages of authentic excerpts from *The Japan Times*, interspersed with exercises. Except for a unit on Headlines, the ten units correspond to such different sections of a newspaper as World News, Lifestyle, Editorials/Opinions, and Sports. A wide variety of selections is offered for each unit, and prereading and follow-up exercises abound, designed for individual students work as well as group work.

An introduction, with specific suggestions for the student and the teacher, is given in both English and Japanese as is the "Reading Skills" section. This section explains the skills dealt with in the text, listing for each some representative practice exercises.

A separate Teacher's Key, small and easy to use, is provided upon request at no charge, and a bilingual glossary, with terms used in the text listed in alphabetical order, assures that students will understand the terminology used in the analyses and exercises.

"Suggestions to the Teacher" include making a student worksheet on newspaper layout, introducing timed silent reading, and dealing with reading as an active skill not compatible with word-by-word translation or reading aloud. Of these suggestions, all but the timed-reading were easy to follow. But it was felt that a timed-reading chart, marked excerpts, and a specific procedure would be needed to make timed reading a reality.

Units are not graded in difficulty; rather, each unit contains a variety of exercises at different levels of difficulty, and it remains for the teacher to determine

which reading and exercises are appropriate. This provides a refreshing flexibility, but it also obliges the teacher to provide any progression in skills-training that might be needed.

News And Views uses reading skills rather than explaining or developing them. So, if a student is actually able to "skim" after being reminded to "extract the most important points and ignore unnecessary details"-then all is well, and the text provides ample practice opportunity. But if more concrete instruction is needed, the teacher will have to provide it, perhaps drawing from supplementary texts as *Reading Power* (Mikulecky & Jeffries, 1986) or *Between the Lines* (Zukowski-Faust & Johnston, 1983).

The most popular class assignments were those that brought out cross-cultural issues or that led to creative spinoffs of one kind or another-"Your Ideal Mate" interviews; "Dear Abby" letters sensitively responded to; an events calendar for 3 weeks of the Beijing crisis, followed up by news commentaries and interviews of personalities involved, and a student-produced restaurant map of Makuhari. Teachers were encouraged to use whichever articles they liked in whatever way they chose, and a high level of interest seemed to have been maintained in all of the classes. Articles high in meaningless statistics were noticed and left unassigned, and some mis-numberings in the answer key were found, but such minor weaknesses certainly did not cancel out the usefulness of the text.

News And Views fulfills its expressed aim, "to improve your students' ability to read *The Japan Times* and other authentic material quickly and efficiently." It also offers in one compact book a great number and variety of news articles carefully presented for classroom study. The articles give ample opportunity to use reading skills, though no systematic development of these skills is attempted. As might be expected of *The Japan Times* readership, intermediate to advanced students will be most comfortable with the text, although some elementary articles are included. We were pleased to experience that the book went beyond its aims by providing basic data, techniques, and stimulating springboards for outside research, discussions and debates, and other creative group presentations.

Reviewed by Eleanor A. Gobrecht
Kanda University of International Studies

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- Mikulecky, B. & Jeffries, L. (1966). *Reading power*, Reading, MA: Addison-Wesley.
Zukowski-Faust J. & Johnston, S. (1963). *Between the lines*, New York: Harcourt Brace Jovanovich.

Mystery Tour. Peter Viney & Karen Viiey. Oxford University Press, 1988. Video 1 & 2, available on VHS, Betamax, and U-matic, ¥24,000. Activity Book, Pp. 87. ¥1,520. Video Guide, Pp. 29, ¥840 (tentative).

Mystery Tour, a video course on two thirty-minute cassettes, was designed to provide intermediate level students with review and practice of 'intermediate areas' of English. The 'Activity Book' for students and 'Video Guide' for teachers complete the package.

In ten 5-7-minute episodes, the video presents a tour guide's and her boyfriend's adventures as they attempt to solve the mysterious disappearance of a suspicious-looking American in Oxford. Each episode ends with a cliff-hanger, and it is this element of suspense which works to sustain student interest. The authors have also succeeded in bringing into focus specific language points and functional topics in each episode without distracting students from the plot. The variety of accents of the actors poses comprehension problems for some students, but this can easily be exploited in some teaching situations.

The 'Activity Book' offers an interesting collection of activities to be done individually, in pairs, and in groups. Each unit begins with pre- and post-watching exercises requiring the video. These are useful both as a guide to what to look for and as a check for understanding.

Next are exercises that can be done without the video. These seem to fall into three broad categories. One type are those which generate oral production of particular grammatical forms. Another type checks for reading comprehension of texts ranging from a poster to newspaper articles, and the third type focuses on vocabulary.

Each unit ends with a series of photographs to prompt discussion of the story, questions to predict what is to follow, a 'Language Study' page, and a transcript of the episode. The latter two are the weak points of the book. The 'Language Study' pages, being only lists, lack sufficient explanation of the language points they contain. The problem of transcripts is simply one of controlling students' access to them.

The 'Video Guide' basically contains instructions for using the video and the 'Activity Book.' It is not an essential component of the course for teachers with experience in using video. Answers to exercises are not provided.

Mystery Tour is an entertaining video and the 'Activity Book' offers the teacher flexibility in terms of choice of exercises. It can be used for revision at the end of a course, as a supplement, or as a course on its own. It is definitely not appropriate for students below the intermediate level, and I would advise a careful pre-selection of exercises and language points from among those offered in order to efficiently meet the objectives for a particular class.

Reviewed by Kathleen S. Foley
Tokyo Woman's Christian University

Jazz Chants Fairy Tales. Carolyn Graham. Oxford: Oxford University Press, 1988. Pp. 120.

Setting a traditional fairy tale to rhythm and calling it a jazz chant sounds like a great idea. Anyone who has used Carolyn Graham's jazz chants knows how useful they can be for reinforcing points of grammar and adding a bit of musical variety to the classroom. However, the sheer length and volume of each chant loses young children's attention quickly, and the content places limits on the use of this material with adolescent and adult students.

The book consists of eight traditional fairy tales rewritten in jazz chant form and recorded on an audio cassette. The fairy tales themselves contain fairly

simple vocabulary, and have been chosen for the repetition which occurs naturally within them. The overall sound quality, voices and many percussion instruments make the tape a welcome accompaniment to the text. In addition, the print is large, the illustrations delightful, and the teacher's book contains summaries, notes and exercises for reinforcement.

Each jazz chant contains between three and seven different characters, plus a narrator and a chorus, so they are theoretically adaptable to almost any class size. Because of the repetitive nature of the stories, the same structures and vocabulary are recycled regularly; there are also good examples of rhyme, and various types of rhythm in each chant. These fairy tales also introduce nonsense names (Ducky Wucky, Goosey Woosey), illustrate onomatopoeic sounds (rat a tat tat, pitter patter), and provide plenty of examples of natural English like liaison and reduction.

In spite of all the good points the book obviously has going for it, when put into the classroom it fell disappointingly below expectations. One of my colleagues used the book with a class of returnees aged eight to eleven. They did not enjoy the new experience of choral reading, and the more fluent students got bored. My own group of college-level drama students found the story amusing and were co-operative in reading the chant through twice, but it was difficult to maintain their interest in concentrating on rhythm, pronunciation, and characterization throughout the entire eighteen pages. The book was an overwhelming success in one of the classes I tried it with. This was a group of women at a two-year university who were fascinated by the cultural aspect of learning about Western fairy tales. And when they immersed themselves in the jazz chant, I was amazed at the transformation in some students' painfully halting speech patterns to the smooth, almost lilting sounds they produced.

In conclusion, the book has many positive features, but careful consideration must be given to the maturity, interest-level, and English ability of the students before attempting to use it in the classroom.

Reviewed by Dawn R. Wilson
Tokyo Sophia Foreign Language College

Language Planning And English Language Teaching. Chris Kennedy. New York: Prentice Hall, 1989. Pp. 155.

In the introduction, the editor defines language planning as "the conscious, deliberate attempt to alter the function and/or status of either a language or linguistic variety."

Although recent articles repeatedly emphasize that the teacher and the learner should be the center of language planning, this seems little reflected in actual classroom practice because of constraints on planning decisions made within organizational structures.

This book tries to illustrate that teachers and learners do have a measure of autonomy in making their own decisions about curriculum content and methodology. The book consists of three parts with a total of 12 articles. Part One begins with an article that highlights the connections between language plan-

ning and teaching outcomes, and further examines the rationale behind the teaching of English and other languages especially in developing countries. Part Two, containing 4 articles, takes a close look at the relationship between language planning and language teaching. Part Three, with 6 articles, shows some examples of language planning in developing countries such as Namibia, Nigeria, Zambia, Hong Kong and Malaysia where nations wish to develop language policies which more accurately reflect the present-day political realities behind the uses of English and the local languages in their countries.

Each article is followed by a set of tasks encouraging the reader to more fully explore the issues in that article.

I found that the book, with its extensive bibliographies, does provide a good overview of aspects of language planning and language teaching. Although some of the articles may be difficult to understand for a person who has little theoretical background, as a whole the book can be very useful—especially for those who are interested in examining Englishes in developing countries and who are looking at English education from a wider point of view.

Reviewed by Mamoru Toyokura
IPEC Inc. JANUS School

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 (!) indicates third-and-final notice this month. All final-notice items will be discarded after January 31st.

CLASSROOM TEXT MATERIALS/ GRADED READERS

- Johnson, K. (1983). *Now for English course book 1*. Walton-on-Thames, Surrey Nelson.
- Lindop, C. & Fisher, D. (1989). *Something to read 2*. Cambridge: Cambridge University Press.
- Maple, R. (1989). *New wave 1* (student's, activity). New York: Longman.
- Maple, R. (1989). *New wave 2* (student's, activity, teacher's). New York: Longman.
- Ramsey, G. & LoCastro, V. (1990). *Talking topics*. Essex Longman.
- Vaughan, A. & Heyen, N. (1990). *Ready for business*. New York Longman.
- !Aldred, D., Bulger, T., & Evans, G. (1989). *Interpretations in English* London: Cassell.
- !Allsop, J. *Making sense of English grammar*. (1989). London: Cassell.
- !Britten, D. & Dellar, G. (1989). *Using phrasal verbs: Goings-on at the Royal Park Hotel*. London: Prentice Hall International.
- IJohnson, V. & Snowden, P. (1988). *Turn on! Listening for cultural information*. (student's, teacher's, cassettes). Tokyo: Macmillan Language House.

TEACHER PREPARATION/REFERENCE/ RESOURCE/OTHER

- *Snow, M., Brinton, D. & Wesche M. (1989). *Content-based second language instruction*. Rowley, MA: Newbury House.
- Barnett, M. (1969). *Afore than meets the eye. Foreign language learner reading: Theory and practice*. Englewood Cliffs, NJ: Prentice Hall Regents.
- Duff, A. (1988). *Teach English: A twining course for teachers*. Cambridge: Cambridge University Press. (trainer's handbook, teacher's workbook).
- Ellis, R. (1987). *Second language acquisition in context*. Englewood Cliffs, NJ: Prentice-Hall.
- Kennedy, D., Kenyon, D. & Matthiae, S. (1989). *Newbury House TOEFL preparation kit* (preparation book, cassette, tapescript) and HampLyons, L. (1989). *Preparing for the test of written English*. Rowley, MA: Newbury House.
- Kitao, K. (1969). *Reading, schema theory and second language learners*. Tokyo: Eichosha Shinsha.
- Maley, A. & Duff, A. (1969). *The inward ear: Poetry in the language classroom*. Cambridge: Cambridge University Press.
- Leech, G. (1989). *An A-Z of English grammar & usage*. London: Edward Arnold.

The Language Teacher welcomes well-written reviews of other appropriate materials not listed above (including video, CALL, etc.); but please contact the Book Review Editors in advance for guidelines. Well-written, professional responses of 150 words or less are also welcome. It is *The Language Teacher's* policy to request that reviews of classroom teaching materials be based on in-class use. 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:

- Allsop. *Making sense of English grammar exercises* (self-study edition).
- Anger, et al. *On your way 1 & 2*
- Azar. *Understanding and using English grammar*, 2nd ed.
- Beckerman. *Guessworks! A musical mystery play*.
- Rooks & Grundy (Eds.) *Individualization and autonomy in language learning*.
- Brown. *A practical guide to language learning*.
- Brown & Hoods. *Writing matters: Writing skills and strategies for students of English*.
- Brown. *Understanding research in second language learning*.
- Bunn & Seymour. *Stepping out*.
- Byrd, Constantinides & Pennington. *The foreign teaching assistant's manual*
- Byrne. *Roundabout activity book*
- Carrier. *Take 5*.
- Celce-Murcia & Milles *Techniques and resources in teaching grammar*.
- Cellman. *On course 1*.
- Chan. *Process and product*.
- Chaudron. *Second language classrooms*.
- Clark. *Talk about literature*.
- Connor & Kaplan. *Writing across cultures Analysis of L2 text*
- Davis & Rinvoluceri. *Dictation*.
- Dobbs. *Reading for a reason*

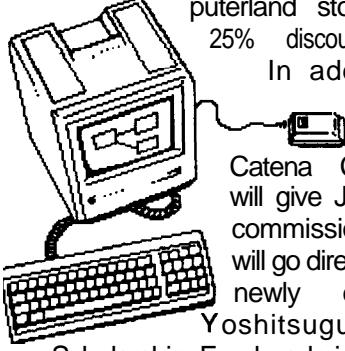
Ellis & Sinclair. *Learning to learn English*.
 Fox (Ed) *Collins essential English dictionary*.
 Greenhalgh, et al. *Oxford-ARELS preliminary handbook*
 Hadfield. *Elementary communication games*.
 Hamers & Blanc. *Bilinguality & bilingualism*
 Heyer. *Picture stories for beginning communication*
 Hill & Holden (Eds.) *Creativity in language teaching: The British Council 1988 Milan conference*.
 Johnson. *The second language curriculum*.
 Jones & Alexander. *International business English*.
 Karant. *Storylines*.
 Kelty *The English workbook*.
 Krashen. *Language acquisition and language education*.
 Littlejohn. *Company to company*.
 Lowe & Stansfield. *Second language proficiency assessment*.
 McLean. *Survival English*.
 Morgan & Rinvoluceri. *The Q book*.
 Murphy. *Grammar in use*.
 Nunan. *Designing tasks for the communicative classroom*.
 Odlin. *Language transfer*.
 Parwell. *The new Oxford picture dictionary*.
 Pifer & Mutoh. *Point-counterpoint*.
 Salz. *Stages of life: Mime, improvisations, role plays, and skits for English language learning*.
 Schimpff. *New Oxford picture dictionary intermediate workbook*
 Sobel & Bookman. *Words at work*.
 Thomas. *Advanced vocabulary and idiom*.
 Trueba. *Raising silent voices*.
 White. *The English teacher's handbook: A short guide to English language teaching*.
 Yalden. *Principles of course design for language teaching*.
 Zevin. *New Oxford picture dictionary beginner's workbook*
 Zimmerman. *English for science*.

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Through an arrangement with Catena Corporation, any JALT member in good standing will be able to purchase any Apple Computer product from Computerland stores for a 25% discount.

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For further information, please contact the JALT Central Office (see p.1).



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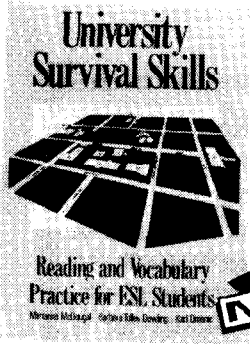


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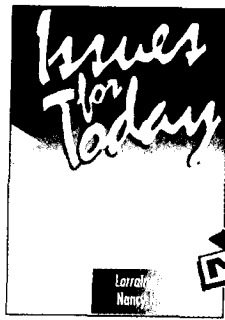
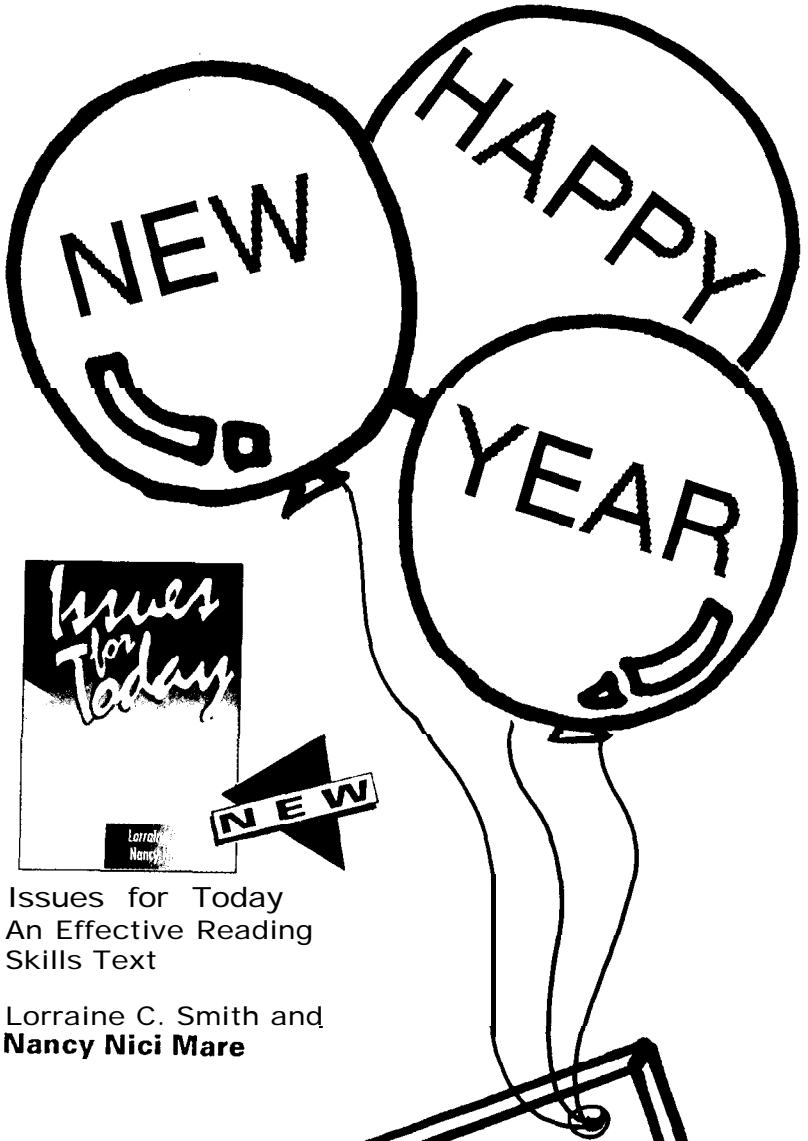
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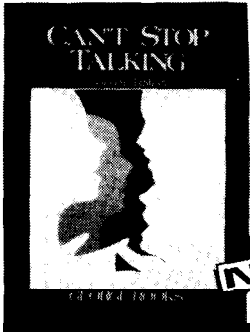
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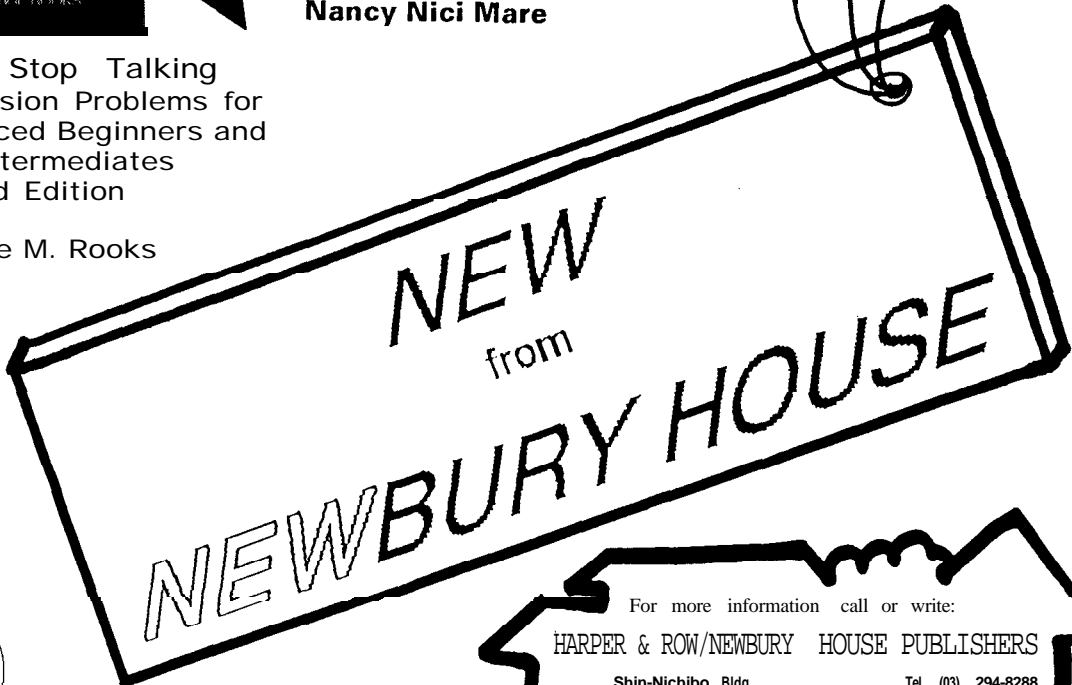
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Chapter Presentation Reports

Chapter presentation reports written in English should be sent to co-editor Eloise Pearson; those written in Japanese should be sent to the Japanese Language editor (see p. 1). They should reach the editors by the 25th of the month two months prior to desired month of publication, although actual publication dates may vary due to space limitations.

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

CHIBA

THE LOGICAL-CONVERSATION METHOD

By Robert B. Scott

Robert B. Scott, an ESL instructor at the Tokyo campus of the University of Nevada (Reno), delivered a talk in October on the nature of the logical-conversation teaching method, an approach to the teaching of debate now being employed in some English language programs in Japan.

Scott began his talk with a few remarks on the six factors which, according to R. Jacobson, are involved in the act of communication. He stressed two, context and content, and especially content, which underlie the logical conversation method. Content is, of course, concerned with the message conveyed in communication. And in discussing the nature of messages, or statements, used by participants in guided classroom debates, Scott emphasized that the logical-conversation method required use of H.P. Grice's Cooperative Principle, which consists of four basic rules. These include (1) the quantity rule, requiring that debaters give neither more nor less information in their statements than is strictly required to present points, (2) the quality rule, requiring that debaters say only things that they have evidence to support, (3) the relevance rule, requiring that debaters avoid making statements that are not related to what has gone before and that would, therefore, be out of context, and (4) the manner rule, requiring that debaters be orderly, direct, and precise in their presentations.

Scott mentioned that his method was introduced gradually to students and that, initially, trial debates were helped along by flash cards that suggested concrete steps for debaters to take and which, in this way, taught students the principles of the logical-conversation method. Debaters' performances were also evaluated by other students, who served as an 'audience' and who used a Grading Chart (prepared by Scott) to assign points, the number awarded depending upon their degree of adherence to Grice's rules.

Reported by Cordon Sites

HIROSHIMA

LEARNING 2042 KANJI THROUGH IMAGINATIVE MEMORY

By Laurence Wiig and Mary Sisk Noguchi

How many of us who are from outside the "kanji Bloc" (Japan, China, South Korea) have periodically attempted to earn kanji only to give up every time without really making any progress? In October, Lawrence Wiig who is currently completing his M.A. in Asian Studies at Hiroshima University and Mary Sisk Noguchi of Koryo International Women's College in Nagoya introduced a way of learning kanji based on a book entitled Remembering the kanji I by James Heisig, an American teacher at Nanzan University in Nagoya.

Wiig described the main features of Heisig's method: 1) One English word for each kanji--each kanji is given a key word in English which represents the meaning, or one of the meanings. 2) Imaginative memory-associate meanings with forms or images by making up stories to remember both the meaning and writing. 3) Primitives--i.e., radicals--the elements that are combined to build up the kanji. Each primitive and kanji are assigned English words. 4) No Japanese--allows outsiders to learn kanji to graduate from high school through the English language. Travelers to South Korea and China can also benefit.

After several examples were given to demonstrate the method, Noguchi proved that given the English word she could write any of the 407 kanji with 14 strokes or more found in Heisig's book.

Volume I does not deal with multiple readings or compounds of kanji, but it does break down learning kanji into manageable tasks.

Reported by Jan Nakamura

KOBE

THE ROLE OF FOREIGN EMPLOYEES AND ENGLISH LANGUAGE TEACHING IN ROBE STEEL, LTD.

By Tony Deamer and John Rittmaster

In October, two guests from Kobe Steel explained the role and strategies of the non-Japanese lineup at Kobe Steel, an enterprise noted for its foreigner-hiring orientation.

In the first session Tony Deamer, Manager of International Planning, talked about the history and present situation of foreigner employment: in 1957, the first foreigner was employed as an English language teacher. In the early 1980s some foreign employees moved into non-teaching jobs. In 1985, Japanese-language lessons were introduced for them. At present, there are twenty-eight foreign employees, sixteen (only men) in the business sector and twelve (five women) in the teaching sector. They work on an equal basis with Japanese employees.

He then described his duties: deciding policy relating to the International Communication Program, managing the Language Centers, recruiting new teachers, assisting in PR work, etc.

In the second session, John Rittmaster, an English teacher, outlined English language teaching at Kobe Steel. The ESP program is made up of three strands,

Business, Technical and General. Students are admitted to the classes through a taped oral test and are free to move from one strand to another through interview tests. At present, three hundred students are in training. The classes are held twice a week for two hours in the morning. Class size is six to fifteen students. Various simulations are given at the higher levels. The features of the program are that it is the oldest in-house program in Japan and is a company-specific program. Participation is voluntary. Materials are generated within the company. All efforts are concentrated to meet the needs of Kobe Steel. He mentioned that the staff is also involved in other jobs such as proofreading, recruiting new teachers, PR work, circulating newsletters, etc.

Reported by Yoshio Kaiho

NARA

POPPING THE QUESTION: A MARRIAGE OF INTEREST

By John Payne

John Payne's September presentation focused on teaching students to critically analyze language. Payne believes that Japanese students have no foundation in critical analysis of language and literature. To initiate this kind of learning, Payne at first used movies as a visual aid in which students were to compare the language content to the actions and expressions of the characters. Movies, however, were too long and involved, but Payne discovered that certain pop-videos function as mini-movies: videos that provide a story which contrasts with the words being sung. Thus, students are encouraged to compare the message in the words of the song vs. the actions in the video. Videos have the advantages of being succinct, with simple vocabulary, and they are popular with young people. Unfortunately, preparing the material can be time consuming and difficult.

The second part of Payne's presentation dealt with videos that are designed to teach English as a second language. His example was the new *Streamline* video *A Weekend Away*. Payne pointed out how this video also teaches cultural stereotypes in its portrayal of Americans, women, etc., by using caricatures instead of characters. The video also uses difficult intonation, colloquialisms and sarcasm which are too advanced for the level of English it professes to be teaching. Mr. Payne's presentation demonstrated how we can use pop culture to teach students where academic tools fail.

Reported by Lisa Atkins

OSAKA

CONFIDENCE IN WRITING

By Bill Bernhardt and Peter Miller

At this two day, 10-hour Kansai JALT/The Center August workshop, Bernhardt and Miller, of the College of Staten Island, City University of New York, spoke about the concern over the disadvantages of writing in a foreign language by noting that only with the somatic and visual systems we use to perceive language is there a difference between first- and second-language writing. All writers, regardless of the language they write in, bring memory, imagination, association, experience, and mental imagery to the act

of writing. Feelings and emotions, an "inner voice," and having something to say inform all writing.

The first day was devoted to the act of writing itself. An eye-closing exercise "opened our eyes" to the fact that writing essentially comes from within. We then used a Silent Way chart of some 35 key words to generate as many sentences as we could employing only those words.

Next came two cartoons followed by four blank panels. "Draw (an) additional cartoon(s) to continue the 'story'." Although it was not hard to get distracted and "give up basic powers" everyone made a story. Participants noted that 'many of us 'went outside' and made demands on ourselves. We **had to** have an ending, **had to** structure the story, **had to** fill all six panels. We assumed the instructors would see it (they in fact didn't)." This feedback session, one of many which were interwoven with the writing activities, clearly brought out that such "outside" demands are not the demands of writing per se. "**Must** organization come before writing? **Must** writers commit themselves to introduction/exposition/conclusion? **Must** they outline in advance? Assuming so cuts off possibilities," insist Bernhardt and Miller.

"Take the title you gave your cartoon story. Write another story based on that title. You won't be able to see what you write, so you won't be able to focus on correcting mistakes.* This was because we used an "Invisible Writing Kit": two sheets of writing paper with a sheet of carbon paper between them, inserted into a clear plastic folder. You wrote on the plastic with an ordinary, very sharp pencil, pressing through the plastic, upper sheet, and carbon paper to yield invisible writing on the lower sheet. Not being preoccupied with looking back, one could develop inner confidence, with no one else (and hardly one's own 'monitor'/'censor') to confirm or deny.

The second day moved to the product of writing, for which the source of confidence is the society that reads the writing. We took the previous day's carboned output and, using a red pen to show that we were in a new stage of the writing process, worked at making it more coherent. We shared these stories in small groups, choosing and "fixing up" one to be read aloud to all present.

To give learners confidence, Bernhardt and Miller suggest praising and publishing their work and also having them write for three or five minutes in each class, not graded or even read, just to assure quantity. And more: "Make them want to say it by provoking them." "Give a picture." "Tap their memories." "Show their writings to native speakers." "Give them time to organize." And, overall, constantly be aware of students both as learners of English and as people. Near the end, they showed how cuisenaire rods could generate sentences and even stories.

Above all, however, the participants could expect that their own confidence in writing, enhanced by an enlarged sense of what is possible that was conveyed throughout this innovative workshop, would serve to develop that of their students in ways as unpredictable as the course of the workshop had been at the outset and as much good writing undoubtedly is.

Reported by Jack L. Yohay
Seifu Gakuen, Osaka

SHIZUOKA**TEACHERS AS LEARNERS**By **Tim Newfields**

The September meeting was an opportunity for local members to exchange insights and experiences as language learners/teachers. Participants completed a teaching style inventory and broke into small groups to discuss questions which focused on their own experiences as language learners/teachers. Most participants did not consider themselves very talented language learners. As teachers, however, we often expect our students to perform tasks which we ourselves would find difficult. Teachers can sometimes forget what it is like to be a language learner. During the discussion it became evident that people learn in a variety of different ways. Our personal learning styles may or may not be directly reflected in the way we teach.

Towards the end of the presentation Newfields described some of the general characteristics of successful language learners/language teachers and then shared some of the actual materials he has used in classrooms for college-age students and business people.

Reported by **Noboru Yamada****TOKYO****STUDENTS' ATTITUDES**By **David Wardell and a Panel of Four**

JALT Tokyo's October meeting focused on students and their learning strategies. After hearing about some of the research on the subject, participants were able to question a panel of four about their impressions of foreign language education.

Michael Sorey opened the meeting with a brief description of the points listed by students who were polled on their expectations of a good teacher. He then recommended that teachers always make evaluations optional, as some students may be hesitant to pass judgment on someone they feel to be so superior as to be beyond criticism.

David Wardell of the University of Pittsburgh ELI presented some of the research which has been done regarding student attitudes and learning strategies. The first paper was a questionnaire designed by S. McGovern and P. Wadden in the belief that improving students' attitudes and learning strategies enhances the learning process. Although based on a good idea, the questionnaire was too general for teachers to get a clear idea of how their students study and internalize information.

The second piece of research was a study carried out by Anna Uhl Chamot to find out the range and variety of strategies used by good students, and to discover which strategies were associated with which skill. Chamot found that teachers were very unaware of what strategies students use to learn, whereas students had developed a number of personalized techniques which they were eager to share with the researchers.

During the panel discussion, three students enrolled in the MBA preparatory program at the University of Pittsburgh, and a teacher in a junior high

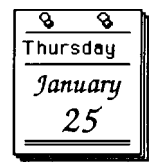
school, shared past experiences and opinions of language teaching in Japan.

Almost all of the panelists were negative about their early experiences in learning English. Himshi Arai acknowledged that the popular grammar-translation method has been criticized frequently, but he pointed out the problem of teaching for exams which most Japanese teachers of English inevitably face. He also noted that the responsibility of actually learning how to speak should be borne by the students themselves, and that they therefore must make an individual effort.

The other three panelists mentioned how boring their high school English classes had been and how their early enthusiasm had quickly worn off. In order to master English to the level they exhibited, the panelists listed a number of techniques they had employed. Mari Fujii often listened to the well-known radio program *Hyakuman nin no eigo*; Koji Funabashi learned a lot by listening to the lyrics of English music, and Toshiharu Ogawa made a point of listening to the radio every day and making friends with foreigners. With regards to their present-day learning experiences, students were dissatisfied with teachers who were late or unprepared for class or who did not have a specific lesson plan. They also noted that students were often unable to communicate clearly with their teachers due to cultural differences, while others were too shy to express their opinions.

Reported by **D.R. Wilson**
Tokyo Sophia Foreign Language College**NEW DEADLINE
ANNOUNCEMENT**

To ensure that *The Language Teacher* arrives in your mailbox on time at the beginning of each month, the final deadline for **all** submissions has had to be changed to the **25th**. Of course, earlier submissions would be very much appreciated.

**The Editors**



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Bulletin Board

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

<p>Jack Yohay now has a tax. Call him at (075) 622-1370 baton transmission.</p>

ANEW JOURNAL COLLEGE ESL

College ESL, a new scholarly journal, will provide a unique forum for exploring questions and concerns regarding the education of English as a second language (ESL) students, specifically urban immigrant and refugee adults in college and precollege settings. The journal welcomes articles and essays supported by research and theory on:

- current instructional practices in ESL and related disciplines
- innovations in curriculum and pedagogy
- research studies
- teacher education and training
- culture, history, sociology, and anthropology of ESL populations
- relevant ethical, legal, and political issues

The first issue is scheduled for publication in Fall 1990. Submissions are due February 10, 1990. Send for guidelines to Editor, *College ESL*, c/o The Instructional Resource Center, The City University of New York, 535 East 80th Street, New York, NY 10021, U.S.A.

SCHOOL FOR SALE

Well-established English language school (180 students). A "Mom and Pop" type operation very suitable for a husband-and-wife teaching team or joint ownership by two compatible friends. Interim owner getting busy with university obligations but in no immediate hurry to sell. Please call (06) 431-7917.

SPECIAL LT ISSUE "Teaching English to Children" Call for Submissions

For a special issue of *The Language Teacher* on the teaching of English to children, the editors would like articles in Japanese or English on any and all aspects of teaching English to children in Japan. Submissions for My Share, book reviews, and a bibliography of teaching materials &/or teacher reference materials are also sought. The deadline for all submissions is August 30, 1990. Please contact Eloise Pearson (see p. 1) for information.

THE LANGUAGE TEACHER 特集原稿募集

子供達への英語教育法についての特集が、1991年3月号の THE LANGUAGE TEACHER で企画されています。

編集部では、日本のあらゆる分野での子供向け英語教育に関する原稿を歓迎いたします。

MY SHARE、BOOK REVIEWS や教材の書籍目録、或いは教師用参考書類の提案も求めています。

以上の原稿の締切は1990年9月1日です。

詳細は Eloise Pearson (1頁の連絡先参照) までお問合せ下さい。

CALL FOR PAPERS Communication Association of Japan

The Communication Association of Japan seeks proposals for 20 minute presentations at its 20th Anniversary Convention to be held June 29-July 1, 1990 at Meiji University, Tokyo.

Themes: Rhetoric & Speech communication Theory, Intercultural Communication, Speech Education, Applied Speech Sciences, Mass Communication, Small Group & Interpersonal Communication, Communicative Language Teaching, Forensics & Public Speaking, Theoretical & Applied Linguistics, and Sociolinguistics. Please submit a title and abstract in English or Japanese by January 31, 1990 (overseas) or by February 26 (Japan). All papers will be considered for publication in either *Human Communication Studies* or *Speech Communication Education*.

Address proposals and requests for information to:
Prof. Satoshi Ishii, Director of Academic Affairs,
Communication Association of Japan, c/o Department of English, Otsuma Women's University, 12 Sanbancho, Chiyoda-ku, Tokyo 101; 03-261-9841

CALL FOR PAPERS "COMMUNICATION AND EQUALITY"

This special session of the CAJ convention puts an emphasis on the problems of inequality in intercultural communication between Japanese and non-Japanese. Papers and proposals from non-Japanese scholars contributing their unique ideas and expertise are very much welcomed. The session will be either in the form of panel discussion or paper presentation followed by open discussion among the presenters. Send a 200-word abstract by January 31, 1990 to: Yukio Tsuda, 4-3-7 Oshikawadai, Kasugai, Aichi 487.

CALL FOR PAPERS

The JALT National Summer Seminar will be held on August 3-5, 1990 at Iwate University in Morioka. The theme: Traditional Methods, New Approaches—English for the '90s. Proposals for papers should be sent to Robin Sakamoto, Morioka City High School, Kamiote Kemikawara 96, Morioka, Iwate 020. The deadline for submission of abstracts is January 15, 1990. Papers dealing with the four basics (reading, writing, listening and speaking), as well as those dealing with team-teaching, will be particularly welcome.

**TEMPLE UNIVERSITY JAPAN
Distinguished Lecturer Series**

Jan. 13-14 (Tokyo), 20-21 (Osaka): N.S. Prabhu, National Univ. of Singapore: *Designing Reading Tasks for Advanced Learners*. Feb. 17-18 (T), 24-25 (O): Keith Johnson, Univ. of Reading: *The Acquisition of Language Skills*. Mar. 31-Apr. 1 (T), Apr. 7-8 (O): Susan Gass, Michigan State Univ.: *Issues in SLA: Vocabulary Acquisition and the Role of Interaction*.

All workshops Sat. 2-9 p.m. (2-5 portion free to JALT members), Sun. 10 a.m.-5 p.m.

**Other MED in TESOL Courses
January 8 - April 30**

(Three credits each; 6-9 p.m. except as noted)

Tokyo (1-16-7 Kami-Ochiai, Shinjuku, Tokyo 161: 03-367-4141): Mon.: *Teaching Listening and Speaking Skills*, B. Tomlinson; *Doctoral Seminar: Individual Differences in SLA*, R. Ellis. Tues.: *Applied Linguistics*, R. Ellis; *History of the English Language*, K. Schaefer. Wed. and Thur. (2 sections): *TESOL Methods and Materials ZZ*, R. Ellis. Thur.: *New Grammars*, K. Schaefer. By arrangement: *EFL Practicum*, S. Johnston.

Osaka (Kyowa Nakanoshima Bldg., 2F. 1-7-4 Nishi-Tenma, Kita-ku, Osaka 530: 06-361-6667): Tues.: *TESOL Methods and Materials II*, M. Rost. Thur.: *Designing Classroom Materials*, M. Rost. Sat. 2-6 p.m. (10 meetings; not 1/20, 2/24, 4/7): *Applied Linguistics*, R. Ellis.

**CALL FOR SOFTWARE
FOR CALL**

The TESOL CALL-IS is sponsoring two demonstration sessions at TESOL '90 in San Francisco: one is our "Traditional" showcase for non-commercial software or adaptations of commercial ware. If you have written your own programs or lessons, please display them at the **CALL Authors Showcase**. Send a brief description, including hardware requirements to Jeff Magoto, OPIE/Ohio University, 201 Gordy Hall, Athens, OH 45701, U.S.A.

If you are using a computer-assisted language program in your curriculum, whether commercial or public domain, please demonstrate it at the **Software Applications Fair**. Send a description of the program, how you use it, and hardware requirements to Norman Johnson, 2364 Friendly St., Eugene, OR 97405, U.S.A.

INTENSIVE COURSES IN PHONICS

Yoko Matsuka, M.A.TEFL, California State University at San Francisco, lecturer at Tamagawa University, and author of *Eigo Sukidesuka*, *Eigo Wakarimasuka*, and *Eigo Hanasemasuka*, will conduct, entirely in English, two-day workshops in the theory and practice of teaching phonics and including up-to-date information about language acquisition, practice in "teacher-talk" and games, and individual checking of pronunciation by native speakers of English: January 20-21 in Nagoya, February 24-25 in Mito, and April 21-22 in Hamamatsu. Other 1996 workshops in Machida (3/26-29), Nagano (6/23-24), Fukuoka (7/28-31), Okinawa (8/2-3), Himeji (9/8-9), Numazu (10/20-21), Osaka (11/17-18), and Tokyo (12/8-9). Apply to: Matsuka Phonics Institute, 5-6-3 Tamagawa-gakuen, Machida, Tokyo 194; tel. 0427-28-5421.



原稿募集
"児童英語教育"

THE LANGUAGE TEACHER 特集

1991年3月

この号のお知らせ欄を御覧下さい。

Submissions are sought for

**"Teaching English to
Children"**

A Special Issue of
The Language Teacher,
March, 1991.

For further information, see the
Bulletin Board section
of this issue.

Meetings

Please send all announcements for this column to Jack Yohay (seep. 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 doublespaoed announcement must arrive by the 25th of the month two months before publication to be guaranteed publication. Late? Call 075-622-370. Nihongo? Send it direct to K. Nozaki, address p. 1.

Apologies

if your chapter is not listed here owing to the early deadline for this issue. Chapters wishing to have meetings announced by postcard (at the customary charge), please contact JALT Central Office (see p. 1). The general membership is welcome to call local chapter officers for information about current and future meetings. Some of the officers listed below may have been supplanted in year-end chapter elections, so if you call them, please share the information with others. A complete up-to-date list of 1990 chapter officers will appear in the March issue.

These chapters may be holding January meetings:

Fukui:	Kuniyuki Ohshita, 0776-36-8725
Himeji:	Jeris Strain, 0792-81-4165
Hiroshima:	Martin Millar, 082-227-2389
Nagano:	Leo Yoffe, 0262-45-6626
Okinawa:	Setsuko Matsuda, 0988-32-3410
Shizuoka meets 1/14:	John Laing, 0542-46-6861
Suwa:	Corrina van Workum, 0266-52-3131 (work)
Tokushima:	Takayuki Daikoku, 0886-25-1791

CHIBA

Topic: English Through Drama: An Integrated-Skills Approach to Teaching Reading, Writing, Speaking, and Listening
 Speaker: Eleanor Gobrecht
 Date: Sunday, January 21 st
 Time: 1-4 p.m.
 Place: Chiba Chuo Community Center
 Fee: Members, free; non-members, ¥500
 Info: Bill Casey, 0472-55-7489
 Shigeo Urabe, 0438-38-9476

This demonstration considers a one-semester integrated-skills EFL course that derives from the study of a play script and video. The example script used is Tennessee Williams' *The Glass Menagerie*, and relevant class activities and teaching techniques will be offered. Some participants will model short dialogues, and peer-coaching will be used to demonstrate and

bring about refinements in volume, tempo, eye contact, intonation, motivation, characterization, gesture, and stage movement.

Dr. Gobrecht (M.A. in Theatre, Ph.D. in communication) is Professor of English at Kanda University of International Studies. She has had an extensive university-teaching career in California in the content areas of EFL, Speech, and Drama.

FUKUOKA

Topic: 10th Kyushu Book Fair/First Kyushu Video Conference
 Date: Sunday, January 23th
 Time: 10 a.m.-6 p.m.
 Place: Tenjin Core Hall (SF), Tenjin 1-chome, Fukuoka, 092-721-7755
 Fee: Free
 Info: Fukuoka JALT, 092-761-3811

In this special double event, the first of its kind, morning presentations will feature new teaching ideas from ELT video experts, followed by an introduction to JALT's newly formed Video National Special Interest Group.

Afternoon talks present practical information for using the latest ELT materials available, while throughout the entire proceedings leading U.K. and U.S. publishers and A/V and booksellers will be displaying the best of their most recent EFL/ESL stock.

GUNMA

Topic: Grammar Teaching as Consciousness Raising
 Speaker: Rod Ellis
 Date: Sunday, January 14th
 Time: 2:00 - 4:30 p.m.
 Place: Nodai Niko High School, Takasaki
 Fee: Members, ¥500; non-members, ¥1,000
 Info: Wayne Pennington, 0272-51-8677
 Hisatake Jimbo, 0274-62-0376

This talk will examine two approaches to grammar-practice and consciousness raising. It will consider the traditional claims that "practice makes perfect" and propose that often practicing grammar points does not result in their acquisition, then consider different ways in which learners' awareness about linguistic forms can be raised. Traditional approaches to consciousness-raising (e.g. teacher explanations and translation) will be evaluated.

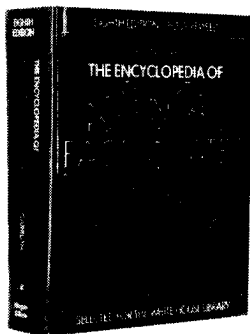
A case will be made for a more learner-centered approach to consciousness-raising-one that involves discovery learning through activities that require the learner to solve grammatical problems.

Rod Ellis, Professor in Applied Linguistics at Temple University Japan, previously taught in Zambia, Africa, and at St. Mary's College and Ealing College of Higher Education, London. His best known books in the fields of second language acquisition research and teacher training are *Classroom Second Language Development* (Prentice Hall) and *Understanding Second Language Acquisition* (CUP). His new book is *Instructed Language Learning*, Basil Blackwell, 1990.

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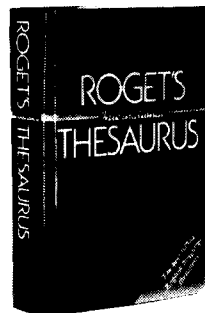
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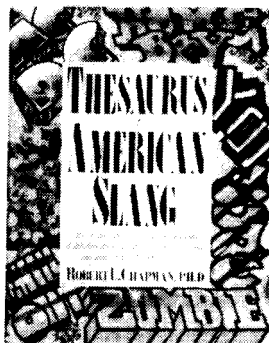
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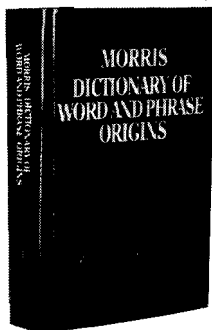
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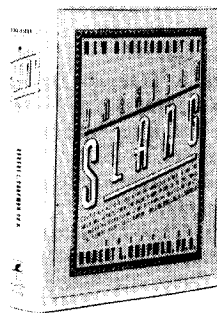
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HAMAMATSU

Topic: Open Meeting
 Speaker: Chapter members and non-members
 Date: Sunday, January 21 st
 Time: 1-4 p.m.
 Place: Seibu Kominkan, 1-W-1 Hirosawa
 Fee: Members, free; non-members, free
 Info: Brendan Lyons, 0534-54-4649
 Corey Brothers, 0534-M-1036

To begin the new year we invite our members and any other interested persons--ALL teachers in the Hamamatsu area-to meet and discuss their situations. A prior meeting concerning the various ways textbooks can be used effectively was very informative, so you might come with some ideas and titles in mind, or bring the book itself!

In addition, and very importantly, now is the time to let your personal interests be known, as we intend to canvass your opinion on potential speakers for our chapter.

IBARAKI

Topic: Reports on National Conference Presentations
 Speakers: JALT-Ibaraki members
 Date: Sunday, January 14th
 Time: 2:00-4:30 p.m.
 Place: Ibaraki Christian College (Hitachi Omika)
 Fee: Free!!
 Info: Ishii Takashi, 0292-41-0356; Martin Pauly, 0298-64-2594

KAGOSHIMA

Topic: The Second Annual Kagoshima Book Fair
 Speaker: Various publisher representatives
 Date: Sunday, January 21st
 Time: 1-5 p.m.
 Place: Kagoshima Chuo Kominkan, next to the Bunka Center, 5-9 Yamashita-cho
 Fee: Members, free; non-members, ¥1,000.
 Info: Yasuo Teshima at Gaigo Gakkuin, 0992-22-01 01

Come find out about recent trends in ELT teaching and publishing and select materials for the upcoming school year.

KANAZAWA

Topic: Using Literary Texts in the Language Classroom
 Speaker: Amanda Gillis
 Date: Sunday, January 21 st
 Time: 10:30 a.m.-1 2:30 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, 0762-23-8516

In the language classroom literary texts can be used as a rich source of ideas and as illustrations of ways in which language can be used not only other writers but also by learners themselves.

This workshop will first look at ways of "opening up" a text that may be difficult for students to appreciate

because it deals with situations and values very different from their own experience. Secondly, we shall see how a literary text can be used as a spring-board for our students' own creative oral and written work.

Amanda Gillis, PDESL from Leeds University, is teaching at the British Council Cambridge English School in Kyoto. Previously, she has taught in France, Portugal, China, and Brazil.

KOBE

Topic: The Promotion of Extensive Reading Programs
 Speaker: Beniko Mason
 Date: Sunday, January 14th
 Time: 1:30 - 4:30 p.m.
 Place: St. Michael's International School
 Fee: Members, free; non-members, ¥1,000
 Info: Pat Bea, 07467-8-0391

The presenter will describe the extensive reading activities and research she has been conducting at International Buddhist University and Shoin Women's University.

KYOTO

Topic: Ideas That Work!
 Speakers: Richard Beach and Christopher Knott
 Date: Sunday, January 21 st
 Time: 2-6 p.m.
 Place: Kyoto YMCA: Sanjo Yanaginobamba, between Kawaramachi and Karasuma, 075-231-4388
 Fee: Members, free; non-members, ¥500
 Info: Kyoko Nozaki, 075-711-3972
 Christopher Knott, 075-392-2291

This will be a presentation of games, activities, techniques, and materials that we've found effective with students from pre-school to adults. The content will be adjusted to best meet the needs and interests of the audience. This will also be an opportunity for the participants to exchange ideas they've found useful and to work on problems they face in their classrooms.

Richard Beach is currently in charge of curriculum development at Chris English Masters, a conversation school catering to the needs of students from pre-school to adults. He presented "Phonic Games: Motivating Students to Read" at JALT '89 in Okayama.

Christopher Knott is the owner and director of Chris EnglishMasters and an instructor at the Maizuru Technical College (Kogyo Koto Semmon Gakko).

MATSUYAMA

Topic: Nuts and Bolts: Large Classroom Management
 Speaker: Don Modesto
 Date: Sunday, January 21st
 Time: 2-4:30 p.m.
 Place: Shinonome High School Kinen-kan, 4F
 Fee: Members, free; non-members; ¥1000
 Info: Vickie Rooks, 0899-33-6159
 Masako Aobara, 0899-31-8686

The presenter will address five problems (the debilitating shyness of Japanese students, Japanese

language in the classroom, motivation, big classes, discipline) and offer strategies and sources for dealing with each. Two suppositions underlie proffered techniques: (1) teaching inhibits learning and (2) students learn better teaching themselves: it is best for the teacher to situate students in English-language contexts and get out of their way.

Don Modesto teaches at Toyo Koto Gakko. He has spent the last two years team-teaching and has responsibility for the English conversation program.

MORIOKA

Topics: (1) Neurolinguistic Programming and TEFL
(2) Computer-assisted English Education
Speaker: Kazunori Nozawa
Date: Sunday, January 21 st
Time: 1:30-4:30 p.m.
Place: Morioka Chuo Kominkan
Fee: Members, free; students, ¥500; others, ¥1,000.
Info: Natsumi Onaka, 0196-54-5410

NAGASAKI

Topic: Okayama 1989: A Retrospective
Speakers: Chapter members
Date: Sunday, January 21st
Time: Meeting, 1:30-3 p.m.
Shinnenkai, 3-5 p.m.
Place: Nagasaki Gaigo Tandai, 10 minutes uphill from the Sumiyoshi trolley stop.
Fee: Meeting, free; Shinnenkai, everyone, ¥2000.
Info: Sue Bruell, 0958-49-0019
Mark Tiedemann, 0958-23-4991

Chapter members who participated in last year's JALT conference about "Bridging the Gap: Theory and Practice" will briefly report on such topics as 'Motivation,' "The Kanji Culture," "Syllabus Design in the 90s," "Teaching Novels," "Social Conscience Raising," and on plenary sessions. Come armed with your questions-we'll be ready to answer them.

A shinnenkai will follow in the downstairs lounge. Invite your friends for an informative and fun-filed afternoon.

NAGOYA

Topic: NLP and Language Learning
Speaker: Charles E. Adamson, Jr.
Date: Sunday, January 21 st
Time: 1:30-5:00 p.m.
Place: Mikokom Center, Naka-ku
Fee: Members, free; non-members, ¥1,000
Info: Helen Saito, 062-936-6493

NLP (Neuro Linguistic Programming) is a blend of behavioral and cognitive psychology that studies how language and cognition affect behavior. NLP allows for the creation and maintenance of optimal internal states for accomplishing specific tasks-in our case, teaching or learning languages. This workshop will introduce such important skills as establishing rapport, modeling successful learners, and the creation of optimal states for language learning.

Charles Adamson is Academic Director of the

Trident School of Languages, Trident College, Nagoya, and was certified as an NLP Practitioner by John Grinder, one of the co-discoverers of NLP.

NARA

Topic: Idea Exchange
Speakers: Members and friends
Date: January 21st (the **third** Sunday!)
Time: 1-4 p.m.
Place: Saidaiji YMCA
Fee: Members, free; non-members, ¥1,000
Info: Masami Sugita, 0742-45-1493
Denise Vaughn, 0742-49-2443

Teachers are urged to bring ideas that they have found to be effective in their own classrooms and be prepared to give a lo-minute presentation on the technique. Bring along visual aids, audio cassettes, handouts, or any other materials that you have used and can recommend to others. Following each mini-presentation, there will be time for questions and discussion.

After announcing the chapter officers for 1990, we will go out to a local restaurant for a belated New Year's party. This all should be a good time for chapter members to get to know each other better and perhaps find out how we can all take more advantage of JALT toward meeting our teaching needs.

NIIGATA

Tonic: Are You Sure This Is Culture? Real TV Instead of the Real World
Speaker: Rita Silver
Date: Sunday, Jan. 14th
Time: 1:30-3:30 p.m.
Place: Niigata Kyoiku Kaikan
Fee: Members, free; non-members, ¥500
Info: Carl Adams, 0262-60-7371
Please see West Tokyo, below.

OKAYAMA

Topic: Conversational Aembits
Speaker: Robert Weschler
Date: Saturday, January 20th
Time: 2:40-4:30 p.m.
Place: Shujitsu H.S., 0862-25-1326
Fee: **Members, free; students, ¥300; other non-members, ¥500**
Info: **Fukiko Numoto, 0862-53-6648**

OMIYA

Topic: Vocabulary Building Activities
Speaker: Steven Magim (Cambridge University Press)
Date: **Sunday, January 21st**
Time: 1:30-4:30 p.m.
Place: Omiya YMCA
Fee: Members, free; non-members, ¥1,000
Info: Margaret Sasaki, 048-644-3643

Can we assume that vocabulary which arises out of standard classroom activities is automatically the most useful and appropriate for the students?

This presentation will assist teachers in making careful selection and organization of lexis for the

Fast Exit Left
Fast Exit Right
5 hours

classroom. After a detailed look at the principles involved in teaching and learning vocabulary, we will focus on practical classroom activities which facilitate interesting generative practice. These can be adapted for use with any textbook and will encourage students to become better learners and users of words.

OSAKA

Topic: Designing Reading Tasks for Advanced Learners

Speaker: N.S. Prabhu

Date: Saturday, January 20th

Time: 2:00 - 5:00 p.m.

Place: Temple University (see Bulletin Board)

Fee: Free

Info: Tamara Swenson, 06-351-8843

Topic: Generating Ideas for Writing

Speaker: Marie Shimane

Date: Sunday, January 21 st

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

Place: Umeda Gakuen

Fee: Members free; non-members ¥1,000

Info: Naomi Katsurahara, 0736-32-4573

SAPPORO

Topic: Dictation Techniques

Speaker: Linda Kadota

Date: Sunday, January 28th

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

Place: Kyoiku Bunka Kaikan

Fee: Members, free; non-members, ¥500

Info: Machiko Horiuchi, 011-582-6754

In most large classes, students have few chances to interact with the teacher or with each other, but dictation, done correctly, can prompt a variety of reactions from all students in the class. Ms. Kadota will present some new dictation techniques that she hopes will act as starting points for your own new ideas in teaching.

Linda Kadota, M.A. in English TESOL, is a full-time instructor at Matsuyama University.

On Feb. 25, Rita Silver will speak on the peer-grading of conversation.

SENDAI

Topic: Poetry in EFL-a workshop

Speaker: Ann Jenkins (Miyagi Gakuin)

Date: Sunday, January 21 st

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

Place: Seminar Room, 6th floor, Ichi-yon-ichi Building (different from last month)

Fee: Members free; non-members ¥1,000

Info: Brenda Hayashi, 022-279-1311 (work)

Ms. Jenkins, M.A. in Applied Linguistics for ELT from Lancaster University, will briefly go over the definition of poetry in EFL, give examples of poetic devices, provide a rationale for using poetry in the classroom, go over potential problems (and possible solutions), and then move on to practical examples. Note that poetry in EFL is not literary criticism, but teaching language through poetry. Poetry will be

treated as examples of language in use and as samples of authentic written texts.

NARA

Topic: Conversational Aerobics

Speaker: Robert Weschler

Date: Sunday, January 21st

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

Place: Kagawa Daigaku Kyoiku Gakubu

Fee: Members, free; students, ¥250

Info: Harumi Yamashita, 0678-67-4362

Do your students get embarrassed and confused if you ask them to speak? Do they either repeat loudly but mindlessly or sit passively in silence? Learning a new language requires total and active involvement. We will practice a wide variety of exercises for the mind and mouth (a special effort being made to link the two), while not forgetting the body. Tools will include pictures, songs, video, and toys. Bring your imagination, and your own students (free if they accompany you).

TOKYO

Topics: (1) Annual Chapter Business Meeting
(2) Team Teaching

Speaker: Sherri Arbogast, et al.

Date: Sunday, January 28th

Time: Business meeting, 1-2 p.m.; Team Teaching, 2-5 p.m.

Place: Sophia University Library, Room 812

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

Info: Michael Sorey, 03-444-8474

The 1990 chapter executive committee members will be installed and officially begin their duties. Members of the 1989 ExCom will give reports. All members are urged to attend.

Then language teachers working in the area of team teaching will report on their projects and share their ideas with the audience. The opening presentation will be "Ideas on Team Teaching," by Sherri Arbogast. A video entitled "The One-Shot" will be part of her presentation. Ms. Arbogast teaches at the Language Institute of Japan in Odawara and works with LIOJ's team teaching project in Odawara secondary schools.

TOKYO SIG

日本語教育部会

演 題：聴解教材作成の具体的指導法

講演者：大西晴彦先生（国際学友会専任教師）

月 日：2月3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）

（西部新宿線 下落合駅下車1分）

参加費：会員 無料 非会員 1,000円（当日）

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講演者、大西先生は長年にわたり日本語教育に携わり、その間、外務省、国際交流基金の派遣により、在タイ国日本大使館広報文化センター日本語学校、タイ国ラムカムヘン大学、香港中文大学などでも日本語を指導、現在、国際学友会日本語学校の専任講師として留学生の日本語教育を担当されています。

今回は現職者にもすぐ役立つ聴解教材の豊富な具体例を基に、より効果的な聴解授業の方法、教材作りのコツなどを指導してまいります。

JALT 東京支部日本語部会への問い合わせ。

楯 光可 (0473 48 2650)

堀 歌子 (03 372 9393)

TOKYO/TEMPLE UNIVERSITY

Topic: Designing Reading Tasks for Advanced Learners

Speaker: N.S. Prabhu

Date: Saturday, January 13th

Time: 2:00 - 5:00 p.m.

Place: Temple University (see Bulletin Board)

Fee: Free

Info: Michael Sorey, 03-444-8474

TOYOHASHI

Topic: Language Teaching in Australia/New Zealand

Speaker: Kaori Okano (Massey Univ.)

Date: Sunday, January 21st

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

Place: Aichi Univ. Kinenkaikan 2F

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

Info: Masahito Nishimura, 0532-47-1569

Kaori Okano is doing Ph.D. research in Japan. She taught Japanese in New Zealand. Her talk is about language teaching (especially, English education) in Australia and New Zealand.

UTSUNOMIYA

Topic: (1) How Do We Make English Interesting for Students?

(2) How Do We Help Students Feel Confident About Communicating in English?

Speaker: Susan Sindolay

Date: Sunday, January 21 st

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

Place: Utsunomiya Community Center (next to Bunkakaikan)

Fee: Members, free; non-members, ¥500

Info: James Chambers, 0286-33-0922

Michiko Kunimoto, 0286-61-8759

This workshop will include a discussion by participants on personalizing students' interest, learning about cultures through English, and giving chances for students to communicate creatively in English.

Susan Sindolay is a teacher of English at Niigata Chuo High School.

WEST TOKYO

Topic: Are You Sure This is Culture? Real TV instead of the Real World

Speaker: Rita Silver

Date: Saturday, January 13th

Time: 2:30 p.m.

Place: Musashi no Kokaido Public Hall. Kichijo-ji Station, south exit walk straight one block. Left of Marui Dept. Store, look for the Parkside Grill.

Fee: Members, free; non-members, ¥500

Info: Greta Gorsuch, (03) 228-7443

Eriko Machi, (0422) 43-2797

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 (M.A. in TESL, Northern Arizona University) is a full-time instructor of English at Osaka Women's Junior College.

YAMAGUCHI

Kickoff Meeting

Topic: Teaching/Learning the Expedient Use of the Monolingual Dictionary

Speaker: Deborah Foreman-Takano

Date: Sunday, January 21 st

Time: 1:00 - 2:00 Presentation

2:30 - 4:00 Business Meeting

Place: Science University of Tokyo Yamaguchi College

Fee: Free

Info: Yayoi Akagi, 0836-65-4256

Brenda Watts, 0832-54-0420

YOKOHAMA

Topic: Incorporating Feminist Studies and Feminist Pedagogy in the ESL Classroom

Speaker: Kumiko Fujimura-Fanselow

Date: Sunday, January 14th

Time: 2-5 p.m.

Place: Yokohama Kaiko Kinen Kaikan (near JR Kannai Station)

Fee: Members, free; non-members, ¥500

Info: Bill Patterson, 0463-34-2557

The speaker teaches both ESL and an introductory course in women's studies to college freshmen in English. She will discuss strategies for incorporating the content area of women's studies and feminist pedagogical approaches in the ESL classroom, and for using a particular content area as a vehicle for recycling language that is taught in the ESL classroom.

Fumiko Fujimura-Fanselow, who has an M.A. in TESOL and a Ph.D. in Comparative Sociology of Education from Columbia University, is on the faculty of Toyo Eiwa Women's University.

Late Flash-YAMAGATA meeting 1/28 on literature in EFL. Info: Aya Sasahara, 0236-22-9588.

TESOL CALENDAR

TESOL '90 — San Francisco, CA

TESOL '91 — New York, NY

TESOL '92 — Vancouver, B.C.

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 1,000m², 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** (¥0,000), available to two individuals sharing the same mailing address, receive only one copy of each JALT publication. **Group Memberships** (¥3,600/person) are available to five or more people employed by the same institution. One copy of each publication is provided for every five members or fraction thereof. **Associate Memberships** (¥50,000) are available to organizations which wish to demonstrate their support of JALT's goals, display their materials at JALT meetings, take advantage of the mailing list, or advertise in JALT publications at reduced rates. 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:

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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。

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TEL 075-361-5428 FAX 075-361-5429 担当 中村 友美

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.

(KAMAKURA/YOKOSUKA) Full/part-time teaching positions for native English speakers at private Japanese girls' junior/senior high schools, beginning April, 1990. Teaching & curriculum development experience preferred, but will take enthusiasm & commitment into consideration. Send resume & letter stating why you're suited for the position to Ken Bole, Setagaya Village, 8-1-1 Kitami, Setagaya-ku, Tokyo 157.

(KITA-KYUSHU) Full-time native speaker of English, beginning April 1st, 1990. Some teaching experience preferred. Various groups of students; average class size is about ten. Two-year contract; 5-day work week, 40 hours a week including 20-25 teaching hours; monthly salary around ¥250,000, one month paid holidays. Send your resume with a photo to: CIC English School, 1-4 Ogigaura, Nakama-shi, Fukuoka-ken 809. Tel: 093-603-4328/244-0668.

(KYOTO) Native English speakers to teach conversational courses part-time. Two years' English teaching experience required, TEFL and/or teacher training preferred. Full-time possible if well-qualified. Please contact: Timothy Kelly, Kyoto YMCA English School, Sanjo Yanagi-no-banba, Nakagyo-ku, Kyoto 604, tel. 075-231-4388.

(OSAKA) Full-time teachers needed at distinguished English language schools in Umeda and Hommachi, featuring a student-centered and interactional communicative approach to second language acquisition. B.A., experience, or training preferred. Serious interest in current second language acquisition methodology welcome. One-year contract, renewable. Part-time company teaching positions possible. Please send letter of application and resume to Benefit Language Schools at Osaka Ekimae Dai-Ichi Bldg., 3F, 1-3 1-300 Umeda, Kita-ku, Osaka 530. Tel.: 06-345-3021. Fax: 06-345-2182. Please ask for Ms. Sakai or Mr. Rathbun.

(OSAKA) Full- or part-time experienced teachers, preferably with master's degrees or higher and/or ESL training, in Science, Math, English, Social Studies, Japanese Language, P.E./Health, or a combination of two or more, beginning April, 1990. Full-time responsibilities include 25 teaching hours/wk. (Mon.-Fri.), preparation, student contact, and general school activities. Competitive compensation, partial payment of health insurance; retirement; annual bonuses. Please send a letter of application, resume, and any additional pertinent information to: William F. Clements, Vice-principal, International High School Osaka, 2-14-22 Minamisakurazuka, Toyonaka, Osaka 560.

(OSAKA) Part-time (evening) EFL teacher, preferably British or American and connected with a university, who can also edit papers in educational psychology. Ms. Nakamura, 06-779-6499.

(SAITAMA) Junior college for women seeking part-time EFL teachers (Oral English and English Composition). Approximately 35 minutes from Shinjuku (Saikyo Line) to Nisshin (one stop beyond Omiya); 36 minutes from Ueno on Takaaaki Line to Miyahara (one stop beyond Omiya). Telephone contact: Bill Kroehler, Chairman, Department of English, Joshi Seigakuin Junior College. 048-781-0031 (daytime), 048-781-3608 (evenings).

(SEOUL,KOKKA) Full-time ESL instructor. Monthly starting dates. Salary W1,000,000/month. Requirements: M.A. or B.A. in TESOL or related field or experience. Benefits: Partial housing, round-trip airfare, four weeks vacation, 50% health insurance. Send resume, copy of first page of passport, and references to: K.H. Lee, Assistant to the President, English Training Center, 646-22 Yoksam-dong, Gangnam-gu, Seoul 135, Korea.

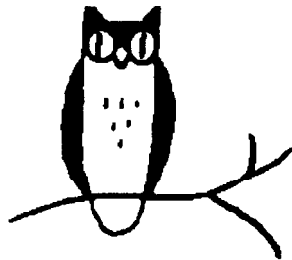
(SEOUL, KOREA) Full-time Academic Director for an ESL Institute, starting in mid-winter. Salary: U.S. \$25,000/year, administrative experience, four years teaching. Housing provided; other benefits and application procedure as above.

(TAKASAKI) Full-time lecturer for school year beginning April 1990. Prefer American female in her late twenties or early thirties, with a degree in TEFL and two or three years of teaching experience. Some Japanese essential. Three year renewable contract. Send letter of application, CV and recent photo to Prof. Taichi Ogura, Chair, English Dept., Ikuei Junior College, 1666-1 Kyomemachi, Takasaki, Gumma 370.

(TOKYO and OSAKA) ESL/EFL instructors with M.A. in TESOL or applied linguistics and a minimum of 2 years' teaching experience, preferably in a university EAP. Contract year beginning April 25, 1990. Starting salary approximately ¥4,300,000/year. Send vita, at least two letters of recommendation, and copies of either graduate transcripts or of graduate diplomas, with a cover letter to Susan Johnston, Director, Intensive English Language Program, Temple University Japan, 1-16-7 Kamiochiai, Shinjuku-ku, Tokyo 161. No telephone inquiries, please.

(TOKYO) Full-time (18 hrs./wk. teaching; 6 hrs. curriculum development) teachers starting in April, 1990. Must have a Master's degree in TEFL and at least 2 years' full-time experience teaching English as a foreign language. Those with abackmundin curriculum development will be given preference. Starting salary: ¥477,700/month (12 months) including national holidays and transportation. Interviews in January, so send resume as soon as possible to: Mary Ann Decker, Administrative Coordinator, Regular English Program, Athenee Francais, 2-11 Kanda Surugadai, Chiyoda-ku, Tokyo 101.

(TOKYO) Part-time instructors with background and experience in TESOL, Literature, Math, Psychology, History or related fields for positions opening in May. M.A. is required. Japanese nationals with experience living in North America are also invited to apply. Remuneration varies depending upon qualifications and experience. Send resume to: Robert Dell, McKendree College, Daini Akatsuki Building, 60 Babashitacho, Shinjuku-ku, Tokyo 162; tel. 03-5273-0521; fax 03-5273-0563.



(TOYAMA) Full-time native English speaker to teach five 90-min. general freshman English classes/week on a contract starting April 1990. M.A. in linguistics, TEFL, English, or American literature or related field is required, along with functional spoken Japanese. Position (professor, assistant professor, or lecturer), salary scale, etc., according to the faculty criteria for the Japanese staff. Applications should be received by Jan. 20, 1990. For details, please send a stamped, self-addressed envelope to English Department, Faculty of Liberal Arts, Toyama University, 2190 Gofuku, Toyama City 930.

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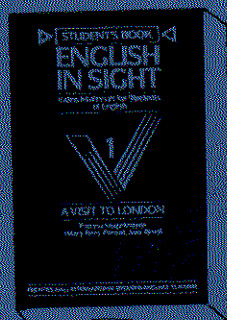
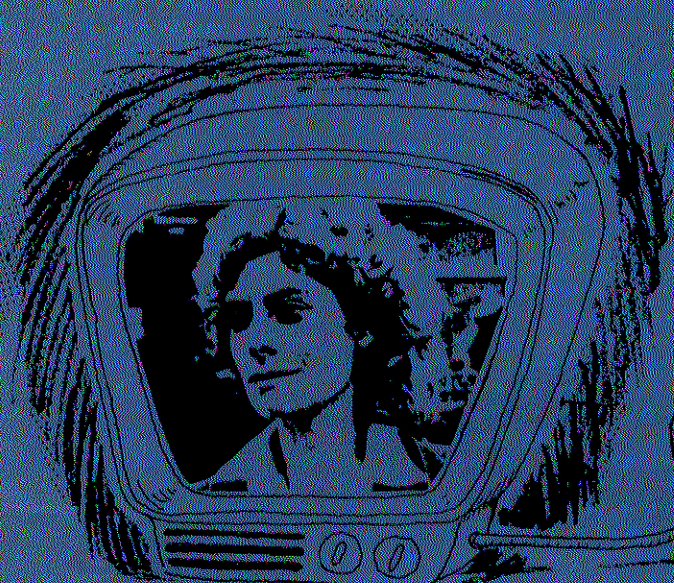


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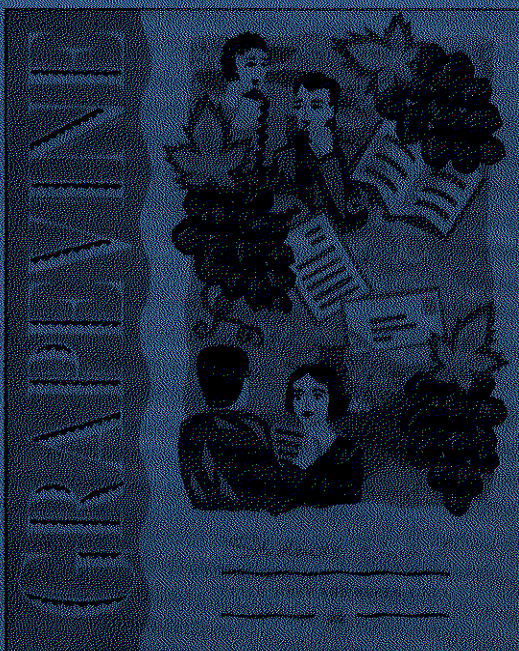
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