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THE JAPAN ASSOCIATION OF LANGUAGE TEACHERS

THE LANGUAGE TEACHER ③

JALT



The New
CAMBRIDGE
English Course

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FEATURES

Conference Presentation Reports 2

Increasing Intrinsic Motivation in Second Language Readers
By Gerald M. Fox 13

The Changing Roles of the Teacher and Student in the Second Language Classroom
By Mark Caprio 17

Report

Report on the 5th ILE International Conference
By Lynn Stein 21

JALT '90

Correction 21

JALT News

National Executive Officers 23
Appointed Officers and Committees 23
JALT Membership Increase Awards for 1989 24
Final Membership Figures for 1989 24
JALT Creates New Position 24
New Co-Editor for *JALT Journal* 24
Call for Research Grant Applications 24

Opinion

Getting Your Resume Read: A Primer
By John Rittmaster and William Beers 27

My Share

Hitting the Headlines
By Louis Levi 29

JALT Undercover 31

Chapter Presentation Reports 41

Bulletin Board 45

Meetings 49

Positions 57

JALT '89 CONFERENCE REPORTS

Better than a Hammer: Getting Students to Speak

by Susan L. Kocher

The debate Glenn Gainer started about the use of the "point system" to increase students' classroom participation (*The Language Teacher*, December 1988) is certain to continue after this presentation by Susan Kocher. Notwithstanding its negative connotations, as a learner-training tool the point system is an effective means of getting students to speak up.

The advantages of using a point system are many and varied. The game-like atmosphere surrounding its use helps make classes livelier by getting the students more involved in the lesson. Other plusses include a shift toward student initiative, more opportunities to hear and interact with other students, an increase in risk-taking, and opportunities to offer comments and opinions outside of the limits of the lesson. Perhaps even more important, the point system offers the teacher an end to the frustration of facing silence when asking even the most simple questions. When the students know that they will get something for their efforts, they are more willing to try, saving a lot of time and hair-pulling by the teacher.

In establishing the point system in a class, Kocher recommends putting the students into assigned seats, which makes record keeping easier. Another method is to make a seating chart each day while taking attendance. The system is then explained to the students, and questions are elicited. The first points are awarded when students ask questions about the system. This will demonstrate to the students how easy and how much fun it is to get points, and they will be more willing to take the risk.

Kocher's point system awards plus points for voluntary questions and answers (+1), and for original questions, comments, or jokes (+2). Difficult questions or activities (e.g. role-plays) can be worth bonus points. Minus points are given when a student is absent (-3), comes late (-1), doesn't do homework (-2), or is late with

homework (-1). Speaking Japanese in class can also be given a minus point value if it gets to be a problem. If you are thinking of using the point system, take the time to work out a system that works with your particular class. Since every class is different, be flexible.

Although Kocher did not have time to elaborate on the negative connotations, they can be summed up in one word: behaviorism. Because of the shortcomings of the audio-lingual approach, which was grounded in behavioristic psychology, many language teachers recoil from anything which is remotely connected with that school of thought. The point system is behavior modification at its simplest. But that is no reason to reject it outright. After all, we are trying to modify the students' behavior from the typical Japanese classroom receptive mode to an interactive one, which is more compatible with a communicative setting. When included in the teacher's repertoire, the point system is a tool that is effective in getting the students to take part during the class. What more could a teacher ask for?

Reported by Christopher Jon Poel
I.T.M. Institute, Chiba

Gaps in the Bridge: Syllabus Design for the '90s

by Peter Viney

Peter Viney, well-known author, teacher and teacher trainer, challenged the imagination of his audience by making a number of observations regarding the direction of syllabus design for the 1990s. Having the ability to entertain as well as inform, he quickly touched upon a broad range of topics during the forty-five minute presentation. So numerous were his comments that what follows is but a brief summary of what he envisions for the future.

Structures

- A reduced emphasis on lesson plans as opposed to 5-10 minute lesson sectors.
- A corresponding shift of emphasis from mega-ideas to minute, micro-ideas.
- A greater emphasis on the logic, speed and gradient of progression, and a greater sophistication in the subtleties of progression.

Functions

- A greater integration of overt functional units.
- A greater awareness that we are fifteen years down the mad path the Council of Europe's landmark work (Threshold) and that we should not neglect new avenues of thought.

Vocabulary

- A greater emphasis on the careful selection of vocabulary items and on self learning.
- A greater emphasis on teaching students how to guess the meaning of unknown words.
- A greater differentiation between active and passive vocabulary.

Rather than seeing the evolution of a purely lexical syllabus, Viney asserted the need for a structural or functional component.

Phonology

- At present there is too much emphasis on "perfect pronunciation."
- The idea of a "perfect English" is a myth.
- Students should be exposed to a greater variety of English.

Skills

- A greater balance among the four skills.
- The establishment of study skills as a fifth skill.
- The use of videos will provide the means for teaching non-verbal skills.
- Greater emphasis on reading and listening for pleasure.

The Learner

- A greater emphasis on independent learning with reference to readers, dictionaries, and computer assisted instruction.
- Greater use of reference materials.
- A greater emphasis on making language instruction more personally meaningful.
- A greater emphasis on guessing strategies.

Media

- Audio cassettes may be recorded in stereo since the clarity of sounds is much better.
- A greater number and variety of songs, video materials, extended readings, reference materials, and computer software.

Teaching Styles

- A shift of roles from instructor to educator.
- An environment that is sympathetic and non-judgmental.
- A greater emphasis on communicative goals.
- A greater need to integrate other subjects (e.g. science) into English instruction, thus broadening the educational context.

Underlying everything said was an awareness of and an appreciation for our progress in the field thus far, along with the conviction that we can constantly build upon what has been done before to more effectively meet the ever changing needs of the learner.

Reported by Rand Uehara

The International University of Japan

Innovations in the Teaching of Writing and Reading

by John Fanselow

From the moment he walked in and sat down at the "wrong" end of the room, starting in immediately to involve us directly, almost until the end, John Fanselow engaged us in a non-stop barrage of activities not usually found in classrooms devoted to teaching reading and writing. His only concession to convention, apparently, was to end on time.

Convinced as he is, and hoping to demonstrate to us, that writing and reading are social, thinking, and purposeful activities, Fanselow had us first write down "something you just said." Five examples were written on the board, from which categories were made and remade, first individually, then shared with a partner, and finally shared with the group. In pairs, we exchanged introductions by sketching (somehow) our

own name and then answering only yes/no questions about our partner's sketch, until we'd figured it out.

What did any of this have to do with writing? A pause for reflection and for each of us write down the possibilities: going from speech to writing, using sketches instead of letters or words, starting from self-expression to reading our own and others' writing, categorizing and re-categorizing, looking for connections between ideas. We shared in pairs, writing down any idea our partner had, and shared some of this with the group. Is copying writing? Would anyone ever really jot down something someone had just said, exactly? Perhaps a short story writer or dramatist would. Whatever our expectations of what writing is, "consider the opposite." We also took time to consider when and what we write, why, and in what environment, with what tools.

Without a break we proceeded to reading. Fanselow read a short story aloud, pausing occasionally to let us suggest the next word. He strongly urged us to concentrate on meaning and on images from the story and its flow, not on individual words. For a change, have students cross out unfamiliar words and put in a word that fits-use a dictionary for the rest. Or, underline all the words the student does understand.

Comprehension questions test memory, not reading, and often lead to concentrating on trivial detail, which Fanselow feels goes against the heart of reading, which lies in language as a vehicle for meaning and awakens a personal, emotional response in the reader. Oral reading, with its goal of not making a mistake, has nothing to do with reading. Instead, cloze activities, open-ended sentences, rebuses and nonsense words (either in addition to the text or replacing certain words in the text) are ways to bring the reading process to the awareness of the student. Reading tasks can be set up to involve the reader in puzzling out the meaning; as with the writing activities earlier, the process can be shared. Fanselow suggests that we write to clarify our thoughts, and read to see what others think. He cautioned against changing everything at once: try one little change for some time, and see how it works.

Reported by Jane Wieman

Kyoto YMCA English for Professionals Program

Journal Writing:

Pros, Cons, Alternatives

by Tamara Swenson and Rita Silver

A journal is a set of writings done periodically, as part of a writing course, for the purpose of sharing ideas with the reader, the teacher. It differs from a diary in that it is not a recitation of daily events. Journals are used to provide writing practice, to increase writing fluency, to promote writing as communication, as process, and as a thinking tool, and to increase the student-writer's confidence.

Six advantages of journals were presented: no grammatical correction is required; they are authentic communication, written to be read by a specific reader; the write-read-respond-read-write format teaches

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writing as process; students can experiment with writing styles and genres; students view them as a valuable part of the course; they create a bond between writer and reader, student and teacher.

The disadvantages: there is not research evidence that journals build fluency, teach writing as process, or do any of the things it is claimed they do; it is questionable whether they are really authentic communication, or just another writing assignment; students tend to adopt one unvarying style of writing (I...I...); the effectiveness of journals is dependent on the quality of the teacher's response; responding effectively to journals requires a lot of time.

For teachers unable to provide such effective response, alternatives to journals were presented. Writer notebooks and reading journals also provide writing practice. In both, students write about what they read, which makes the writing less personal, less threatening to some. For the reading journal, texts are assigned, which allows students who have read the same book to respond to each other, lightening the teacher's load.

To increase writing fluency, timed classroom activities, such as quickwriting and circle stories, which force students to work faster, without correction, and without dictionary, were suggested. They make writing fun, and provide beginnings for more organized writing later.

Pen pal letters, written to another student in the same class, provide opportunities for writing as communication. Writing as process is practiced in self and peer evaluations and conferencing. With the teacher's help, in the form of a handout containing questions which direct the students' attention, students can be led to think again and talk about the ideas in their own and others' writing. The rewriting associated with conferencing and evaluations also promotes writing as a thinking tool, as do brainstorming activities, which help students to generate ideas and understand their connections at the beginning of the writing process.

To increase the writer's confidence, short writing activities, such as filling blanks in a text and combining sentences, were suggested. They allow students to feel successful, improving their attitude towards writing in English and making them aware of grammar and opportunities for its use. For students who feel they have nothing to say, sounds, songs and pictures provide helpful stimulation.

The "How To's" of these alternatives were detailed in a handout distributed along with a bibliography at the end of this well-organized and cogent presentation.

Reported by John Daly
Nihon University

Language Teaching and the Creative Process

by Sheila Ramsey

"How many of you think of yourselves as artists?"

Dr. Ramsey, Consultant in Intercultural Communication and Guest Speaker at JALT '89, opened her

two-hour session putting this question to a roomful of almost all language teachers. Two or three teachers put up their hands. One did sculpture. Another was a writer.

"How many of you consider that some part of your lives has an artistic component?"

Almost everyone raised their hands. Some of us were cooks, musicians, and appreciators of art. Others were actors, designers, choreographers, innovators, schedulers and grade givers.

This was a workshop designed to help us see ourselves as artists, not merely language teachers; in other words, to realize that language teachers are artists. Alternating between small group and whole group discussion, we found out why we didn't consider ourselves artists and what it was we were doing in the classroom that did not live up to our own ideas of what art is. Some of the assumptions about artists from recognized artists, Ramsey told us, were anyone doing anything well, anyone using intelligence to do something new, anyone who observes the human condition. They said that all share the gift of imagination, all share the power of fantasy and that artistic creation is as natural as breathing. The artistic process, they said, was trusting my own thinking, depending on myself, being involved in learning, having a sense of communion with the audience, experimenting, discovering by doing, not trying to control the end result, listening to the situation and the moment.

After more discussion about what we do as language teachers, it was demonstrated that our situations are actually artistic and in tune with what artists consider to be art. Our final task was to consider ourselves artists and write down the ways in which this could be reflected in our classrooms.

The workshop ended with me, for one, feeling more like an 'artist' than a 'language teacher.'

Reported by Brenda Watts
Shimonoseki City College

The Output Hypothesis and How to Get the Output

by Michael Swan

According to Michael Swan, two major obstacles to effective language learning and teaching are perfectionist attitudes on the part of students as well as teachers, and the lack of effective methodology for getting people to speak. The goal of language learning, he pointed out, is communicative competence and not the attainment of native speaker perfection. Attaining such perfection is about as realistic as 'high jumping over a cloud.' These obstacles result in too many nonfluent learners; that is, according to Swan, we have too many students with too much learning and not enough practice. It is his view that teachers should teach less and allow for more student output. Thus he definitely does not subscribe to the position that given sufficient input, output automatically follows. Learning a language, he points out, requires practice. Effective teaching, therefore, requires strategies to get learners to speak, even if they are not fluent.

So saying, Swan passed out questions to all of us in the audience. Our task was to put our question to as many people as possible in three minutes and keep track of the answers. The questions were all based on the same point of grammar "do you ever" and were pertinent to everyday experience. They included "Do you ever tell lies?", "Do you ever sing in the bath?", and "Do you ever buy things you can't afford?" We participated enthusiastically. Some of us wondered, however, if the same enthusiasm would be true of our students. Professor Swan demonstrated, to me at least, that "old-fashioned grammar" can be taught communicatively; he did not, however, provide any ideas on how to get classes to participate with feeling. However one never knows if something will work until one tries.

**Reported by Jan Ossorio
Seiwa College**

A Pilot Study of Cultural Adjustment by Kazunori Nozawa

Nozawa's presentation was a report of a survey on cultural adjustment of foreign students who are studying at Toyohashi University of Technology.

As the title says 'a pilot study' it still seems to be somewhat in the beginning stages now. It could develop into a very useful study, as universities and colleges in Japan are expecting to have increasing numbers of foreign students every year (5 times by the end of this century according to the presenter's handout). Also Nozawa's study would be of great help for Japanese administrators, teachers and fellow students, since most previous studies were conducted in the U.S.A. and may not be directly applicable to situations in Japan.

Questions in the questionnaire asked of the foreign students "vary from daily life problems and customs of Japanese culture." I think they aim to cover the three key views of cross-cultural adaptation: cultural shock, psychological adjustment, and interactional effectiveness. The areas in which the students have experienced most difficulties were reported to be language learning and interpersonal relationships as well as understanding beliefs and habits of Japanese society. It is interesting to compare the results with those of the Shibata study in 1980.

It may be premature to conclude anything definite from this pilot study, but the outcome of Nozawa's study could provide suggestions on how we should receive foreign students.

Reported by Kyoko Nozaki

Tailor-Made Video: New Dimensions Both Hard and Soft by Alice Bratton and Shari Berman

The workshop, "Tailor-Made Video: New Dimensions Both Hard and Soft." by Alice Bratton and Shari Berman was one of a series on the use of video at the JALT conference in Okayama. Video has been a neglected area in English language teaching and yet it holds much interest for students. This workshop was a great aid in developing ideas on video use.

Bratton first outlined the considerations a teacher should have in choosing, adapting and using video. First consideration should be given to the needs of the student audience: class size, level of ability, available in-class time, goals and motivation. The video itself must also be analyzed for its compatibility with the needs of the students. Does it use morals, dialects or cultural items that are helpful or problematical? Is the language easy or challenging? Is there much extraneous information? The final step of planning should consider show a video can be adapted for a particular group. It was here that Bratton and Berman spent the most time in presentation.

Instead of using standard exercises straight from ESL classes like cloze, for example, they showed us lessons that take advantage of the unique properties of video. The first series of exercises used a *Golden Girls* program. The vocabulary phrases came from idiomatic expressions in the show and also from expressions needed to play 'double or nothing.' This episode had several cliff-hanger scenes that were natural stops in the action where students could guess and bet points on the outcome. Another exercise of this type used an episode of *Growing Pains* to match emotions with photographed stills. In addition, there was a model values clarification exercise on an issue in this episode of who should choose the college for a young person. Besides *Golden Girls* and *Growing Pains*, other video teaching was demonstrated. Students can be asked to put scenes in sequence, to match idiomatic expressions to definitions by guessing from context, and to listen for specific information.

During the question and answer period, participants were most interested in how the unique qualities of each video could be used for learning. Explanations were also given by Berman on some of the newer methods of using video hardware. The range of learning experiences that can be developed is very broad and seems to be limited only by the teacher's imagination. This left me wishing the workshop had been longer so I could have stolen more ideas.

Reported by Mary Acevedo

Using Visuals

by Andrew Wright

While sitting on a train one day, Andrew Wright was struck with the realization that people were not talking to each other. He concluded that was because the commuters had no gaps to fill, no information to gather, unlike the artificial situations teachers create in the classroom to force students to speak to each other. Wright decided that information gaps in the classroom should be more authentic, so that the motivation to fill in the missing information comes from within the student, rather than from an obscure teaching objective.

To do this, he designed a wide range of activities using visual materials, grouped into six "Challenge to" categories: Identify, Remember, Match, Group, Sequence, and Order.

Wright demonstrated "Challenge to Identify" by pulling a picture slowly out of an envelope. As more of the picture was revealed, the level of excitement and anticipation increased dramatically in the room, and people clamoured for their guesses to be heard. A similar effect was achieved when he used a picture which had been inserted upside-down. The group became even more heated when he flashed the picture for a split second. Everyone disagreed about what they had actually seen, so a great deal of discussion was generated.

Students can also be challenged to identify with invisible pictures painted in the air, revealing only certain parts of a text or picture on an overhead projection with a holey cover (the 'holistic method'), or mouthing words.

The other challenges which he demonstrated are too numerous to describe here but they can all be found in his books. Above all, Wright stressed that "the picture itself is not important-it's what you do with it."

Reported by D. R. Wilson
Tokyo Sophia Foreign Language College

Workshop on Stylistics

by John Sinclair

John Sinclair's workshop was a rousing demonstration of the effectiveness of stylistic techniques in getting people to talk about the meaning of a poem. The specific text considered was a poem by Michael Drayton (his sonnet #61 from *Idea*). Working from simple generalizations about the location of linguistic elements in the poem, Sinclair guided the discussion toward a plausible interpretation of the poem as a whole.

The emphasis was not on the results of the stylistic analysis, but on how noticing straightforward facts about language can lead to making general hypotheses about text meaning, and on showing how these hypotheses may then be checked against further linguistic observations in order to work toward a consistent interpretation of a poem.

The demonstration made clear that stylistic analysis need not resort to arcane linguistic concepts, but can work from details any reader might notice. Almost everything in the discussion of the Drayton poem turned on manifestations of grammatical person in the text, mainly in the form of pronouns, and on more or less clear-cut instances of interactive and informal language.

Sinclair showed how working "upward" from the language of a text helps to ground discussion of a poem. He did not discourage interpretative leaps-workshop members were leaping right and left-but was firm in insisting that the leapers go back, after all, and build bridges for themselves by reasoning from observables.

Sinclair stressed that stylistics cannot be made programmatic. The teacher using stylistics as a classroom tool cannot run down a checklist of linguistic parameters and, paint-by-the-numbers fashion, lead students step by step to the one correct interpretation of a poem. It is necessary, first, to notice which aspects of the language of a particular poem are patterned and

worth exploring-which aspects stand out to calm awareness as possibly bearing up the meaning structure of the poem-and then to remain open to whatever the investigation happens to turn up.

This type of teaching is demanding. Teachers can find themselves suddenly, at the instigation of a student's question, pursuing possibilities they had never considered before entering the classroom; but it is also an exciting situation to be in for both students and teachers because the continual parrying, the possibility of discovery, the "danger" of following too far down a false path only to be ambushed by a preposition or an apostrophe, keep the discussion awake and genuine.

Reported by Lawrence Schourup
Kobe University

Colloquium:

Developments in Teacher Training

As methods and materials for foreign-language teaching change, so must the training of the teachers who are expected to put the changes into classroom practice. The reports of the four presenters richly illustrated how trainers and trainees, both in Japan and in the world as a whole, are responding to profound changes in what is expected of teachers and learners.

John Sinclair, the final speaker, asserted that the general movement of education from the imparting of received knowledge to the development of skills, will require above all that teachers be trained in the qualities of flexibility and adaptability. "We can no longer view teachers as a 'task force' which can be trained once for the next 30 to 40 years' work."

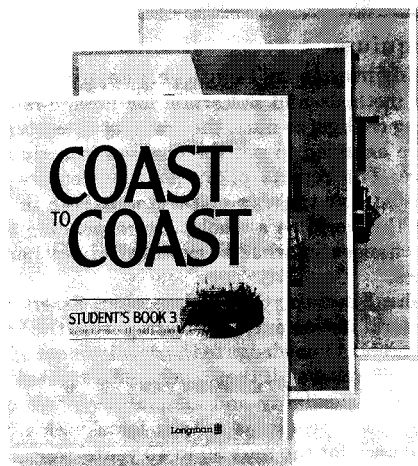
Earlier, **Jane Willis** signalled that one way to give trainees insight into change is to adapt it in training sessions. Ten years ago, Willis explained, the theoretical and practical elements of teaching were presented independently. Practice teaching was largely a matter of gaining knowledge of procedure and technique. This knowledge was not systematically linked with the "book-knowledge" theory that trainees were being exposed to. Today, along with task-based learning we have task-based training for both novice and experienced teachers.

A task at an initial stage might be to rate on a four-point agree/disagree scale such common assumptions as 'Some people learn to speak a second or foreign language very well without having any lessons'; 'You cannot speak a language accurately unless you understand the grammar of the language'; 'Teachers should always do as much as they can to avoid students making mistakes.' The process of discussing such views and coming to a mandatory consensus in a small group is considered (1) more important than the product of that consensus and (2) essential at any level: less-experienced trainees are simply given fewer items in one session. The trainees learn to examine their assumptions in the light of both theory and practice; assumptions are neither thrust upon them *a priori* nor necessarily elicited at the very start of training.

Asaji Yoneyama's paper disclosed dramatic changes being implemented in Japan as "communica-

JEREMY HARMER AND HAROLD SURGUINE

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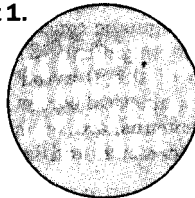


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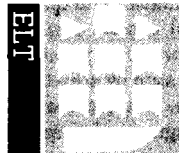
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tion" begins to take the place of the long-dichotomized "English conversation and English composition." Beginning in 1990, all new secondary-school teachers will have one-to-one training under "master teachers" in their own schools for 70 days in "every aspect of teaching as a profession" plus 30 days per year of outside training. Such course work will be required for the upgrading of teachers; experience alone will no longer suffice. The arrangement meets teachers'-union criteria for in-service training; it is (a) systematic and related to actual teaching, (b) compulsory, (c) testable and tested, and (d) rewarded. In Niigata-ken, reports Yoneyama, 560 teachers now participate in some form of in-service training at least once a year; in addition, private organizations and study groups attract many teachers.

Pre-service training, which "used to be excessively theory-oriented, causing teachers (for want of guidance in the "practical") to fall back on how they had been taught in high school," will employ an integrative approach, interweaving the planning and re-planning of micro-teaching trials, first by individual trainees and later by teams of four or five, with lecture-demonstrations, VTR viewing, and feedback/discussion. The built-in communicating expected of the trainees is all aimed at getting the practice of teaching to live up to societal expectations that Japanese learners can and will develop the skills of communicating in foreign languages.

Yasutaka Yano brought out the reciprocal training dynamics inherent in the pairing of assistant native-speaker English teachers (AETs) with JTEs (Japanese teachers of English) in a rapidly growing number of public school classrooms here. To be better recognized by their Japanese partners—who are virtually compelled to interact with them in English, both for the pedagogical reasons Sinclair later singled out and by virtue of the JET program policy of recruiting the AETs in their home countries—as "carriers" of communicative methodology if not as trainers per se, AETs need to know just who it is they are proposing to ("help") teach to communicate what, and this in turn, say many observers, requires that the AETs be given a better orientation to Japanese language, life, and culture than has been afforded them to date. All in all, however, Yano had praise for the way AETs and JTEs are perceiving and developing ways to complement each other's strong points in the classroom and called for a carryover of team-teaching principles and practice to the university level.

By saying in conclusion that "it is difficult to change teachers," moderator **Sadahiko Ikeura** could only have meant in the narrower sense of trying to impose change from outside. The colloquium showed how teacher-learners in a wide range of settings are being guided to perceive changes in teacher and learner roles and to change accordingly.

Reported by **Jack L. Yohay**
Seifu Gakuen, Osaka

pared the attitudes of junior high freshmen, for whom English was still novel, to attitudes of senior high students, already burdened with six years of struggle. Throughout their years of English study, students most certainly maintain a curiosity about the language, as shown by their preference for English movies, music and t-shirts. In the classroom, though, a full 80% admitted they hated English.

Why would this be so? One reason can be ascribed to the "great dichotomy" between what the Mombusho says and what it obliges teachers and students to do. Thus, teachers new to Japan are not long discovering that the widely touted objectives of English study—"to develop basic skills" and "to foster international understanding"—are but thin veils for the real intent, "to prepare for the entrance exam." How are teachers and students to survive, or even cope in such an environment?

Before reaching one of the central issues of this colloquium, namely, a mis-match of students' needs and teachers' expectations, **H. Douglas Brown** expanded on the idea of safety, citing Abraham Maslow's hierarchy of needs: Safety, Security, Protection, and Freedom from Fear. Who can honestly say that English as it is traditionally taught—or wielded here doesn't, at one time or another, violate all of these basic needs? That's the bad news in English education; the good is that once the need for safety is met, students can happily forge ahead and learn almost anything! What constitutes the parameters of safety? First, the teacher ought to establish a predictable routine by which the students are not daily faced with uncertainty. After a routine for English learning is established, students are able to assess for themselves efficient study techniques and can begin to see the pattern underneath the whole of language study. Once students feel secure, they can begin feeling a "sense of community" in the classroom; from there, status as successful English learners can be produced as the students begin to realize their own inner strengths. Among these qualities is motivation to learn, and to do so happily.

Carrying that venue of research further was **Malcolm Benson**, who surveyed college students in Hiroshima. Many pragmatically motivated students asked themselves, "Is this going to help me get a good (or better) job?" as they enrolled in conversation courses. The "yes" respondents were generally also high-achieving students. A "desire to become part of another culture" did not seem to be a strong motivation for the learning of English, though socializing with others of a similar ability did have some effect on motivation. Not surprisingly, the usual motivations for learning English reported were "to visit another country," "to become an educated person," "to fulfil a school requirement," "to prepare for a better job," "to pass exams," and the perennial favourite, "to have English-speaking friends."

Steven Ross and **Richard Berwick** studied motivational changes over time, noting that applied linguists had done the same at least 30 years ago. Again, no surprises: in terms of success, years of experience in English seems a better predictor than motivation, intrinsic or extrinsic. Naturally, the more students study, the higher their intrinsic rewards

Colloquium: Issues in Motivation

Interest, novelty, and success motivate students to learn. **Koji Igawa** of Osaka's YMCA cogently com-

become. Most interesting is the profile of the typical motivated and successful female student which the next presenter, **Barry Natusch**, provided: she goes abroad for study, has a memorable home-stay experience, is intrinsically motivated, aspires at one time or another to become an English teacher, has pen pals, and takes Ei-kens and TOEFLs "like a drug." Less successful learners, male or female, have never been abroad, don't want to use English in their jobs, don't want any part of English-related activities, and display a concomitantly lower level of motivation.

The final presenters, **Richard Day** and **Stuart Luppescu**, compared classical and contemporary measures of instruction, plus students' attitudes towards them. The lowest scoring contemporary measure was "having students correct each other's written work," whereas the highest-scoring measure was "having conversation with native speakers." The highest-scoring classical measure was "learning pronunciation by having conversation with native speakers."

Linda Viswat chaired this excellent panel on motivation. Before, during, and after the Friday meeting, talk about how to get students enthused about English could be heard. Ultimately, it was a timely topic for us all.

Reported by Sue Bruell

Using Creative Visualization in the ESL Classroom

by **Gretta McIlvaine** and **Tammy Guy**


The presenters began the workshop by giving a very effective rationale for the practice of "creative visualization." Citing Einstein, Van Gogh and Carl Jung as examples of creative people who said they often used visualization in their work, they explained that this practice can be a key to unlocking unconscious creativity. Research in this area suggests that visualizing calm images stimulates the right side of the brain, which in turn stimulates concentration and enhances memory, two key factors for successful learning.

They then pointed out that we "visualize" all the time, although we may not be aware of it. We see mental pictures of places we've been; we see images of delicious meals we're anticipating, and so on.

We were at this point guided through a preliminary visualization to familiarize us with the practice. The lights were turned off, the curtains drawn, and, plunged into outer and "inner" blackness, we were asked to imagine some kind of food we like eating. I found I had no trouble. A sumptuous-looking salad

A Reminder from the Editors

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complete with juicy, red cherry tomatoes and a mountain of alfalfa sprouts floated into my mind's eye.

Following a brief discussion to make sure everyone had the idea, we were then taken on a guided visualization, as students in an ESL classroom would be. This full-length visualization proved to be a pleasant and insightful experience.

First, we were asked to close our eyes and relax. Guided into a still deeper state of relaxation, we were then asked to see ourselves walking into a beautiful meadow. On we went, pausing to smell the clean fresh air and to feel the cool breeze blowing. We were guided to the edge of a forest, up a path to a house at the top of a hill, where we met a person who gave us a gift and said something to us, before returning the way we had come.

The speaker's quiet voice, coupled with a background of beautifully soothing music (William Ackerman's "Conferring with the Moon") served to draw us inside. Each of us had our own very personal experience.

When it was over (about ten minutes later), we sat quietly and drew the gift we'd been given in our visualization. We then wrote about our inner journey, describing the persons we'd met and what they had said to us. After that, we got into small groups and discussed our experiences together.

The last half of the workshop was a discussion about how creative visualization can be used effectively

in the ESL classroom. Having just experienced the practice firsthand, participants asked questions which were meaningful and immediate. The presenters pointed out the possibilities for vocabulary development both before and after a guided visualization of this type. (The narration is intentionally short on adjectives so students can visualize according to their imagination.) The follow-up writing task could easily be expanded into composition practice and extended into presentations.

With the provisions that it not be done to excess, that the teacher assume a very supportive role and that students not wishing to participate in sharing their "inner journey" not be forced to do so, it was very apparent by the end of this workshop that "creative visualization" is an activity with a lot of potential to add an interesting new dimension of experience to the ESL classroom.

**Reported by Bruce McCormack
Kobe Steel, Ltd., Tokyo Language Center**

The editors would like to express their thanks to all who contributed reports on conference presentations for publication in the February and March issues of The Language Teacher.

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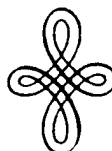
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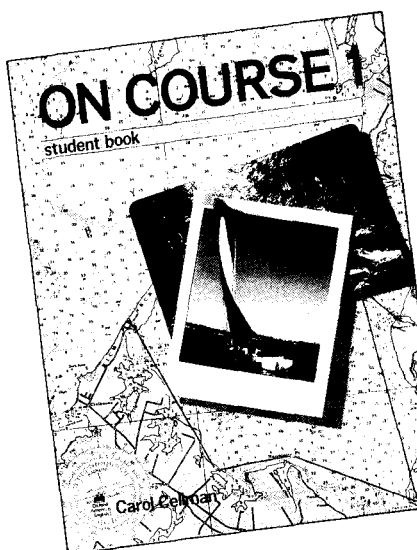


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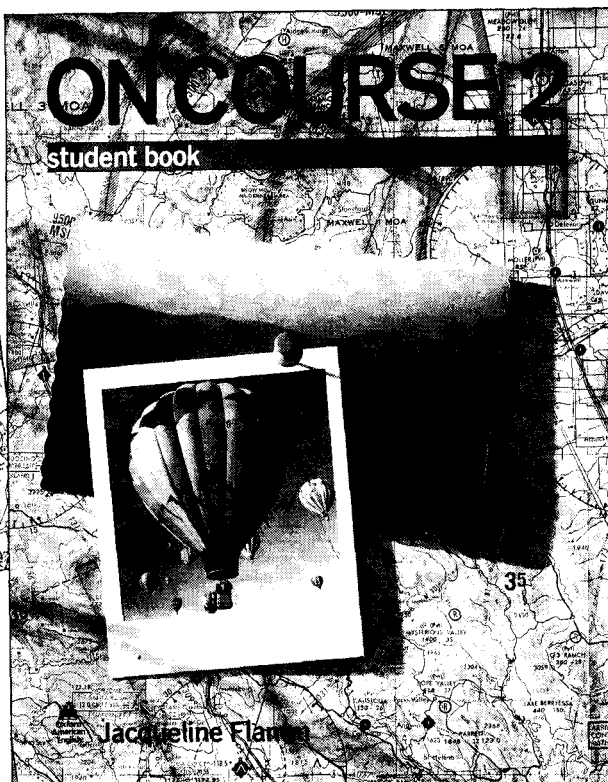
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Increasing Intrinsic Motivation in Second Language Readers

by **Gerald M. Fox**
Shinonome Junior College, Matsuyama

Reading is important. It allows us to understand the world we live in, assists in education, and gives us endless hours of enjoyment. It is a skill that we cannot easily do without. It seems strange in view of the central role it plays in our lives that the emphasis we place on native language reading is not carried over into ESL education. Perhaps the complexity of the reading process and the many differing methodologies related to teaching reading are at least a partial source of the problem. Reading seems at the same time to be both easy and excruciatingly difficult to teach. One could easily write several volumes describing skills, sub-skills, and how to teach them in a classroom situation.

The purpose of this paper, however, is to discuss an area that this author feels plays an even more crucial role to reading acquisition; increasing intrinsic motivation among ESL reading students. In other words, how can we as teachers help our students read for themselves rather than for grades, praise, or other outside stimuli? This paper will concern itself with answering the following four questions:

1. Why is increasing intrinsic motivation important?
2. What factors will increase intrinsic motivation?
3. What factors seem to decrease intrinsic motivation?
4. How can a reading program be created which promotes intrinsic motivation?

Why is increasing intrinsic motivation important?

There are two ways that people are motivated to engage in a task or activity: intrinsic and extrinsic. To illustrate the differences between these, take the following example. A person is told by a doctor to lose ten pounds. This person then takes up hiking as a way to lose that weight. The motivation for this activity is not hiking but weight loss. When the goal has been achieved, motivation will vanish. This is an example of extrinsic or external motivation. In the same way, a student whose primary motivation for reading is external, will be disinclined to continue reading after a reading class finishes.

The person who hikes out of enjoyment of that activity, however, will continue to spend time in the mountains. A student who reads because it is pleasurable and interesting will build a lifelong reading habit and love for books. Nuttall (1989) describes intrinsic motivation well when she discusses cycles of frustration and growth. In the growth cycle, a student's successes reinforce the desire to read. This in turn increases the students' ability to read better in the second language, which of course leads to more success. I envision a flow chart for this process like this:

Reads
Finds the Material Interesting
Understands
Enjoys Reading
Reads more Efficiently

Eskey (1986, p. 21) sums up the ideas discussed quite well when he says, "If the students stop reading when the reading class ends, the course has not achieved what such a course should achieve." In other words, the aim of a reading course should not be based on content, oral skills, or vocabulary acquisition, but on the reading process itself and on fostering a positive attitude towards reading. Certainly if we as educators can instill a love of reading (intrinsic motivation) into our students, teaching reading will be a much easier and ultimately much more successful endeavour.

If we have the understanding that it is desirable to promote self motivation in our students, the following question quite naturally comes to mind.

What factors increase intrinsic motivation?

There are a wide variety of factors that will influence students and make reading an intrinsically motivating experience. In a short work such as this, it is impossible to list them all or place them in any kind of hierarchical order of importance. My purpose in this paper is to consider some of the more useful ways of influencing the motivation process.

Finocchiaro (1986, p. 79) states that students must have "material that is pleasurable to read" in order to motivate students to read. Nuttall (1989) takes this theme a bit further and describes some criteria for selecting books for ESL students. These include appearance, readability, and content. Clearly, if books are lackluster in appearance, students will be disinclined to pick them up in the first place, no matter how exciting or wonderful the story inside may be.

Second, if the material is too difficult for the student to read without the aid of a dictionary, it will create negative feelings about reading and result in a "cycle of frustration." Finally, material selected must conform to the interests of the learner. In other words, teachers should pay careful attention to the interests of the students rather than to their own interests. Eskey (1986, p. 4) explains: "Very few students read just to practice their reading, or to build up their general knowledge of a language....What will interest students, if they can be interested, is the content of the reading."

Another criterion for self motivation is the creation of a relaxed atmosphere within the class. This can be broken down into two areas: setting up an appealing library, and creating a classroom where reading can take place (Nuttall 1989; Thonis 1970). It is surprising that in many reading classes little or no time is

actually spent in reading. It seems that to achieve the goals of a reading program students should read and feel comfortable reading in the classroom. This comfortable feeling can then be extended to outside reading as well.

A final way of influencing motivation supplied by Nuttall (1989) is the role of the teacher as role model. She states, "Reading is like an infectious disease: it is caught not taught (p. 192)." While it is obvious that this is not a complete truism, it does reflect that interest in something is often infectious and can be a strong motivator. If students can readily see that a teacher has a profound interest in reading, and in particular second language reading, it will strongly affect their perceptions of reading. To see a foreign teacher reading a Japanese newspaper, or even a children's book, and getting enjoyment from it, or a Japanese teacher reading an English-language book and enjoying it, is a good way to portray second language reading as something pleasant rather than something tedious and uninteresting.

While there are certainly many other things that can be done to promote interest in reading, these come to mind as some of the more useful and important. Having examined some of the factors which may be used to motivate students to enjoy reading, it might be useful to consider some variables that work against building positive attitudes towards reading.

What factors seem to decrease intrinsic motivation?

There are many things a teacher can do that will adversely affect the way students view reading. In general, however, any activity which takes students away from reading and involves them in other tasks should be carefully considered before implementation. Mahon (1986), for example, seems to indicate that excessive questioning increases student anxiety towards reading and causes students to read slowly, without confidence, and to take few risks in reading. Mahon also relates that eliminating detailed tests in the reading course will result in students who feel more relaxed with the reading process. After all, if students are expected to memorize details of books they are reading, the result will be students who read more slowly and for the purpose of test taking rather than enjoyment. Taking this point even further, Mahon seems to feel that competition for grades is in itself not a positive goal. Students should be encouraged to work at their own levels and to develop their reading skills rather than worry over grades. While it is unlikely that many instructors will feel comfortable with a reading course that has no checks, these can be minimised to eliminate a lot of student distress.

Another factor that can affect motivation is the feeling that students have that they are required to finish anything they start and are embarrassed to admit that they are having difficulties. At such times students should 'return the book without finishing it and pick up something else' (Nuttall 1989, p. 187). It is the role of the teacher, according to Thonis (1970), to be warm, encouraging, and supportive to students having difficulties. It is important to remember that

books that are difficult will be perceived as tedious and boring.

Another area that can strongly influence motivation is atmosphere. Thonis (1970) and Nuttall (1989) state that the classroom should be a comfortable place to read, but nothing I have seen considers the student's outside reading environment. Most second language students seem to have trouble differentiating between reading for pleasure and study-oriented reading. Students should be encouraged not to read novels or short stories at their desks. The desk signifies serious study and is also within quick reach of the dictionary, which slows down the reading process. It is much better for students to read on a sofa or chair or in any other relaxing, comfortable place.

Lastly, Eskey (1986) indicates that reading and other areas such as vocabulary acquisition should be viewed separately. In other words, activities which promote translation, such as dictionary use, should be discouraged. Extensive use of the dictionary does not necessarily increase understanding of the material and in fact often acts as a block to understanding because it leads the student to view materials in bits and pieces rather than as a whole. It also makes reading a slow and laborious process which is, therefore, uninteresting.

There are certainly many other barriers a teacher may unwittingly place between reading and the student. While it has not been my intention to list them all, it is hoped that instructors will consider carefully how what affects they do will effect motivation.

Some recommendations for fostering intrinsic motivation

It might be useful to consider some ways in which these ideas can be incorporated into a reading program. One area to be considered would be textbook selection. Having a lending library of interesting books, students can choose for themselves the books they are interested in. This approach allows students at different levels to progress at their own pace, and the teacher to work individually with the students, concentrating on their specific needs.

Secondly, activities within the class should be enjoyable and non-threatening. For example, when doing speed reading exercises, I often give students self-check quizzes which allow them to check their own progress. I personally do not check these as I feel it would result in tension. Other activities which check their understanding and are less threatening include drawing pictures, writing English Haiku, and doing crossword puzzles. These are gladly received by students and do not interfere with motivation. I also ask students to keep a reading notebook, rather than giving them formal exams. Students are required to briefly summarise the readings, and to make comments. Students find this comfortable because they are not required to memorize details and are allowed to draw whatever conclusions they like. In this medium, student's individual ideas are not only considered, but appreciated by the teacher, resulting in increased confidence and positive motivation.

Thirdly, it is a good idea during the class to devote some time to individual reading. During that time, I make it a point to always have a book in hand and to read with them. Usually, my book is in English, but I do try to occasionally read simple Japanese books or even to pick up one of the students' magazines. This shows the students that one can get enjoyment from reading regardless of whether it is done in a first or second language.

Finally, it is important that the teacher make a conscious and prolonged attempt to create a relaxed atmosphere within the class, and about reading in general. Students should be shown that it is possible to read without translation and without using a dictionary. They should be taught to read for the overall meaning rather than for specifics, and to read for their own enjoyment rather than for grades. If these things can be accomplished in the reading class, the result will be students who find reading interesting and rewarding, and these students will have a permanent reading habit that will be a fulfilling part of their lives.

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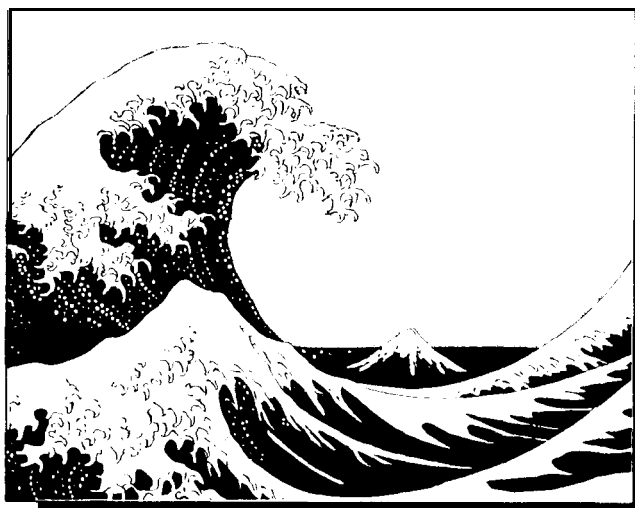
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THE CHANGING ROLES OF THE TEACHER AND STUDENT IN THE SECOND LANGUAGE CLASSROOM

by Mark Caprio

INTRODUCTION

Traditionally, the teacher has played the role of lead dancer in the second language classroom, actively leading the students through the various steps needed to tune their language skills to perfection. The students have passively accepted their role as dancing partner in classroom proceedings placing their dependence mainly in the hands of the teacher. The teacher has decided which materials to use in the class, the pace at which the materials will be presented to the students, as well as the means to be used to evaluate the students' performance. Granted, teachers generally adjust their steps in accordance with their students' level and ability; yet, it is the teacher who has taken, or has been given, the duty of deciding how, what, when, and where all of this will take place.

In recent times, due to the importance being placed on second language learning (primarily English) in Japanese schools, as well as the diversity (in terms of language abilities, personal interests and needs) and number of students entering second language classrooms, teachers have found themselves trying to dance to unfamiliar music. In Japanese universities, it is common to find over 50 students crammed on the teacher's roster sheet for an English conversation class that meets once a week, 26-30 times in the school year. This restricts the potential contact time teachers have with the students and, consequently, the contact time students have with the target language. To add to the teacher's afflictions, as students in these classes are generally grouped by name and not by ability, it is almost assured that the students sitting next to each other will be of different language abilities. These three problems of oversized classes, limited student/teacher contact time, and classes of mixed-student levels have made teaching languages through traditional methodologies extremely difficult if not impossible.

To counter this seemingly hopeless situation, many teachers try to plow through the class despite the problems, teaching as they did when the numbers were manageable and the students more predictable. Others try new tactics and gimmicks in an attempt to motivate the students using group work, games, songs, and other activities. Perhaps the smartest of teachers quit and go home. And yet, the problems remain. Students do not make substantial advancements in the language and those teachers who do stay on find themselves throwing up their hands in despair. However, viable solutions do exist and they exist within the framework of the system in which we teachers find ourselves.

ASSUMPTIONS BEHIND PRESENT TEACHER/STUDENT CLASSROOM ROLES

The first task at hand is to rethink the situation in terms of the roles teachers and students are required to play in the second language classroom. It is from

this relationship that viable change must occur. From this perspective, we can critically examine assumptions of what teachers and students should be doing in the classroom in order to attain our classroom goal: helping students become more able users of the target language.

The first assumption that needs examining is the belief that the teacher must teach and control the language production that occurs in the classroom. This is based on the idea that students cannot and will not engage in useful language activity if the teacher is not in full control over what occurs in the classroom at all times. With the number of students entering our classrooms, though, it does not seem possible, and in fact it may seem unreasonable, to expect students to make a substantial gain in the target language with the teacher attempting to control the language content and production in the class.

Students coming into the university in their freshman year have already had 6 years of language study. While most of us will probably agree that these years could have been used more fruitfully, the instruction they did receive can still be put to good use. The students have already accumulated a wealth of vocabulary and expressions in the English language through their junior and senior high school English education. Thus it makes more sense to have the students gain an ability to use what they have already acquired rather than try and teach, or reteach, them new vocabulary and new expressions. To accomplish this, students must be allowed to experiment with the language freely. This can take the form of free group discussion, journal writing, extensive reading and listening, and other activities if the classroom atmosphere allows them to take risks while interacting in the target language. It also involves the teachertaking a step back and allowing students freedom to engage in language use at a pace that is comfortable to them.

Another assumption in second language teaching is that the classroom is the sole location for language acquisition to occur. With limitations on the potential amount of time teachers and students are in contact with each other, as well as with the lopsided teacher-student ratio in most classes, perhaps more progress could be made by changing the focus of the classroom to that which stresses the *how* of learning (language learning techniques) over the *what* of learning (linguistic knowledge). Engaging the students in language development activities that can be performed outside as well as inside the classroom rather than directly teaching students language will allow students a means of continuing their language development even after the class has terminated if the students have a desire to do so. By concentrating the students' learning on textbook and teacher instruction, students become overly dependent on a means of learning that is not always at their disposal, whereas if classroom activities are centered around ways of

improving their language abilities outside of the classroom, the whole world becomes a potential language laboratory.

The third assumption that I would like to take issue with here involves the idea that the teacher must decide not only what occurs in the classroom but when, where, and how it will occur. This includes decisions concerning material selection, pacing of material, and evaluation of learning. In some classrooms, it even includes seat selection. This responsibility places a heavy, and at times needless, burden on the teacher's shoulders. At the same time, it induces an unnecessary dependence on the teacher by the students.

On the other hand, letting students in on the decision making of the class has a positive effect on the students in terms of increased motivation, greater responsibility for their personal learning, and higher interest in the process of language learning. It also gives the students a sense of independence and control over their language learning allowing them to continue their development even if a language teacher is not available to help them.

What does this involve? It involves allowing the students a voice in all facets of the class: from material selection to evaluation. It means allowing students to choose topics for discussion and writing rather than the topics being assigned by the teacher. It means having students choose their own books or magazines to read rather than the teacher selecting them for the class as a whole. It means students working at a pace that is comfortable to them rather than having them meet deadlines in which to finish their work. It further means students reflecting on the progress they have made rather than the teacher or a test score informing them of the degree they have progressed in their language abilities.

THE ALTERED ROLES OF THE STUDENT AND THE TEACHER

The changes discussed above can only evolve through a critical rethinking of the roles that the teacher and students play in the language classroom. The two roles must evolve together with the teacher initially instigating change through allowing students more responsibility in the classroom and the students filling the void left by the teacher by accepting and using the responsibility to further their language development. Patience is required on the part of the teacher in order to allow the students the time needed to make the necessary adjustments required by their new role.

Specifically, the roles of the teacher and the students evolve in the following ways:

1. Teachers having faith in their students' ability and motivation to learn

This first point is of central importance to the success or failure of such a learner-centered program. Teachers first must believe that their students are capable of learning languages. They must also believe that students can and will make decisions concerning their learning if given the chance, including pacing,

material selection, and evaluation. If this trust in the students is not evident, nothing further will evolve.

2. Teachers acting as monitors, rather than controllers, of language development

The focus of the classroom is on the students' needs and interests; not on what the teacher perceives to be the needs and interests of the class as a whole. The teacher's role is indispensable as the initial catalyst of learning and as a 'student watcher' or monitor of the learning that occurs, participating with the students in various language-learning activities and advising when necessary.

From the teacher's role, we turn to the role of the student, which also changes to fill the gap created by the change in the teacher's role.

3. Students actively determining means to enhance personal growth in the language

The role of the students is that of an active determiner of their language development as opposed to that of a passive recipient of teaching. Learners are given responsibility to choose their language learning materials (discussion topics, reading materials, etc.) whenever possible and, through building on their past experiences as well as their personal strengths and interests, develop their language abilities at a pace that is comfortable to them.

Two problems now need to be considered in order to complete the altered roles of the student and teacher: those of material selection and student evaluation. How do students decide on learning materials? How will students be evaluated on their language progress? I would first like to concentrate on the problem concerning learning materials.

For the sake of this discussion, I would like to have the term "learning materials" be taken in a broader sense to include all language input and output. This will encompass "material" produced by the students verbally as well as in writing and that which is in print (books, magazines) or in some recorded form (audio cassettes, videos).

Although it is the students who make the final decision as to what learning materials they will use in their language development, it is the job of the teacher to provide materials for the students to select from. While adjusting to their new responsibilities, students will request and expect guidance from the teacher as to what materials are available for them to use. The teacher can be of great help and encouragement to the students through bringing in or making available, reading materials such as books (The Perfection Form Co., 1000 North 2nd. Ave., Logan, Iowa 51546, has a nice selection of low-priced, quality books), and magazine/newspaper articles (I keep a collection in a folder), as well as interesting listening materials for the students (videos and tape cassettes). Also, the teacher must allow students access time to the materials. In one of my classes that meets three times a week, we have one day set aside for this each week. In my more traditionally structured classes, the students have a reading/writing period at the end of each class. Here the students have time to look through books and

magazines that I bring to class, and/or read something that they have chosen. They can also use the time to write essays or book reports on what they have read or in the journals that they exchange with a classmate.

As for the productive modes (speaking and writing), students always seem to have more than enough "material" in their native language; thus teacher-intervention is not required as much in these areas. What is needed is a chance for students to make the transfer from using this "material" in their native language to the target language. I have found that for 50-minute classes, allowing students 15 minutes of free conversation each class increases their confidence and ability in using the English language. Here students choose their speaking partners as well as their speaking topics. At first students may find it difficult to fill the allotted time period, but by the end of the first semester, most students have little trouble talking for the complete 15 minutes. Students have also reported utilizing this newly found talent outside of the class as well. One student reported that he was able to use his English in helping a distressed American in the subway. For writing, students have reported improvement in writing speed and ability through the use of exchange journals where two students correspond with each other by exchanging journals.

The second problem involves student evaluation. Teachers may feel at a loss when the time comes to evaluate students' performance if they have not been in direct control of the class throughout the year. Even though the final decision concerning student grading is to be made by the teacher in charge of the class, it is still possible to enlist student participation in determining their grades. Rogers (1969) suggests having the students reflect on their performance and then negotiating their grade with the teacher. La Forge (1979) also advocates using a self-reflection period in order for the students to reflect on their performance in various learning activities. Having the students self-evaluate the extent to which they have improved in the language allows them to become more independent of the teacher and could prove to be invaluable in their language development outside of the classroom. Concerning the teacher's role in student evaluation, Yetta Goodman (Goodman, Goodman, & Hood, 1989) suggests that teachers should be evaluating students' performance all the time in the language classroom through the observation, interaction, and analysis of students' performance (p. 8). I have students fill out a self-evaluation questionnaire 2 to 4 times in the year. The questionnaire is designed to help students evalu-

ate their progress in the language as well as give me an idea as to how they are progressing.

CONCLUSION

I have presented here a brief description of one way in which I see the roles of the teacher and students changing. Relieving the teacher of some of the responsibility for student learning allows for a greater possibility of students actually making advancements in the language as they are actively involved in the learning process to a greater extent. Placing the students in the driver's seat of their personal learning also gives them more opportunities to engage in real, meaningful learning. I have also found that allowing students the opportunity to participate in the process of their learning has a positive after-effect on those wishing to continue learning after the class has ended. The emphasis on learning how to learn rather than what to learn aids in creating, as Rogers puts it, someone who can survive in this ever-changing world:

The only man who is educated is the man who has learned how to learn; the man who has learned how to adapt and change; the man who has realized that no knowledge is secure, that only the process of seeking knowledge gives a basis for security (1969, p. 104).

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 La Forge, P. (1979) *Reflection in the context of community language learning*. *English Language Teaching Journal*. 33 (4), 247-254.
 Rogers, C. (1969) *Freedom to learn*. Columbus, OH: Charles E. Merrill.

Mark Caprio is a lecturer at Nanzan University in Nagoya. He is interested in applying holistic education principles to second language learning theory.

ATTENTION

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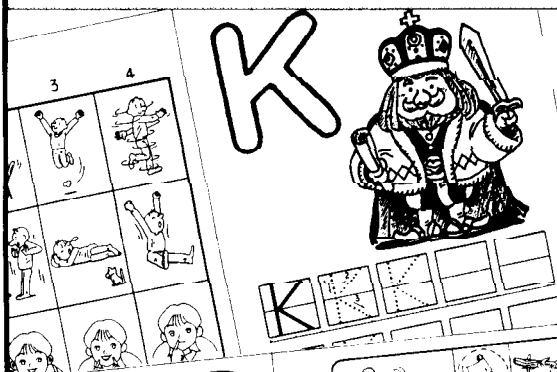
Please note that the new deadline for submissions to *The Language Teacher*, the 25th, applies to you, too. You should send in all materials by the 25th of the month two months prior to "your" issue.

The Editors

The Language Teacher Calendar 1990

- 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 Helgesen)
 July - Open
 September - Conference Issue
 October - New Perspectives in Pronunciation
(Fred Anderson)
 November - Video
(David Wood)
 December - Open

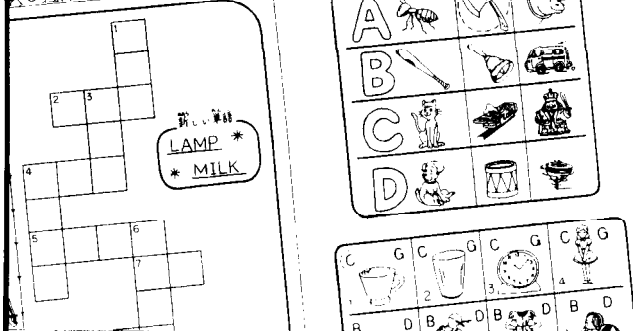
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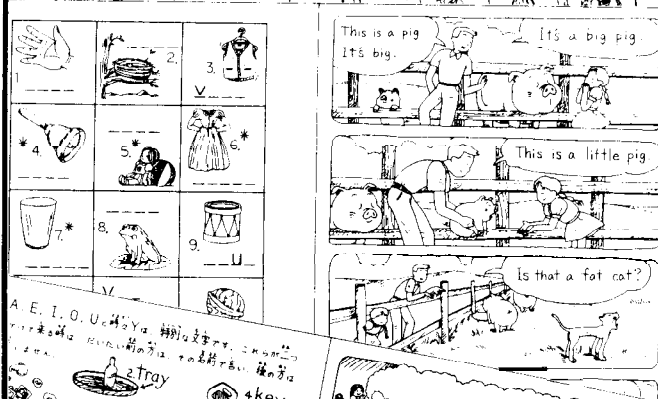
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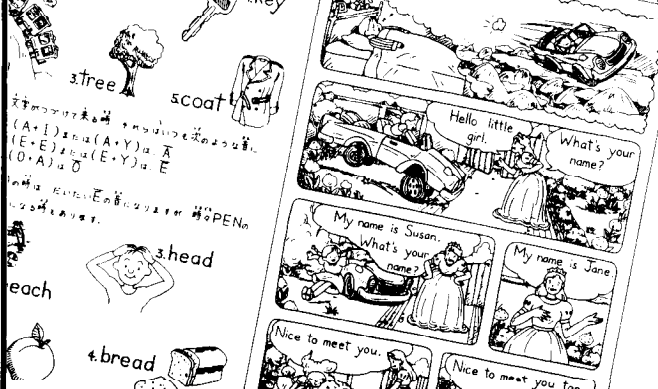
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Report

Report on the 5th ILE International Conference

The 5th Institute of Language in Education (ILR) International Conference was held December 13-15 at the Hong Kong Convention and Exhibition Centre. The theme of this year's conference was language use, language teaching and the curriculum (LULTAC). The ILE was established in 1982 for the purpose of raising the professional standards of the teaching of Chinese and English in Hong Kong and this annual conference is one of the many ways it is internationally involved in language learning and teaching.

Papers by over 130 speakers were presented on topics which included language use and language in education, the place of literature in language teaching, curriculum renewal led from inside or outside the classroom, research on second foreign language teaching and learning, language learning and teaching: some areas for re-appraisal. Although the delegates represented various institutions and organizations, the majority were university or college-affiliated and reflected an increase in international participation. This was evidenced by the fact that over 50 papers were presented by participants from a variety of countries, including Japan, Australia, the U.K., Singapore, Iran, Bangladesh, the Philippines, India, Egypt, Greece, Canada, the U.S.A., Nigeria, Bahrain, Korea, Thailand and Malaysia.

High points of the conference were the six plenary sessions addressed by keynote speakers **John Sinclair** from the U.K., **Li Ying-the**, **Theodore Rodgers**, and **Joan Rubin** from the United States, and **Lin Tao** and **Xu Si-yi** from China. **Jack Richards**, **Colin Davis**, and **Christopher Candlin** also attended and presented papers.

Several JALT members attended the conference and made presentations; **Mohammed Ahmed** of the International University of Japan spoke on "Criterion-

JALT '90

Correction

Main presenters do not get any discount on their conference fees at the annual conference. The editors apologize for any inconvenience caused by the mistake in the Japanese-language version of the "Call for Papers."

1990年 JALT 大会の発表要領の中で「発表一件につき一人の主発表者には、三日間の割引参加料が適用される」とありますのは、まちがいで発表者への経済援助はありませんので、ここにあらためて訂正致します。

タマラ・スエenson

referenced Testing and Task-based Syllabus: Specific Needs in Curriculum Design"; **Richard Berwick** of the Kobe University of Commerce discussed 'Negotiation and Repair' in Teacher-led Tasks"; **Kevin Mark** of Meiji Gakuin University talked about "A Model for Language Teaching in a Global Context"; **Charles McHugh** of Setsunan University spoke on "Imparting Cultural Values"; **Mark Sawyer** of the International University of Japan discussed "A Place for Grammar in an EAP Curriculum"; and I talked about "Students as Classroom Managers."

A compilation of all the papers that were presented will be published by the ILE in the fall of 1990 and distributed to each delegate. On a personal note, I would like to add that this was my second opportunity to attend this outstanding conference. Both years I have been impressed with the high level of professionalism on the part of the ILE and the participants and its excellent organization.

Reported by **Lynn Stein**
International Christian University



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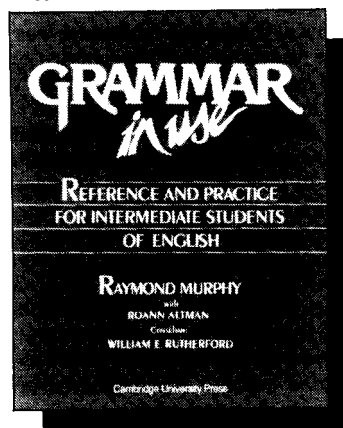
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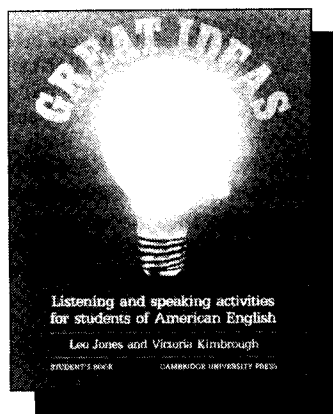
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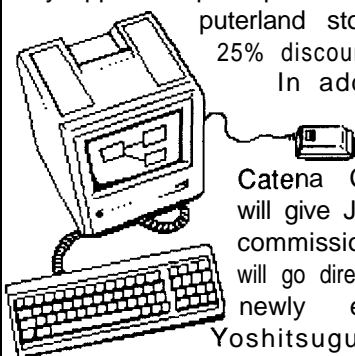
JALT-Computerland Education Program

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.

In addition, for every purchase, Catena Corporation will give JALT a 5% commission, which will go directly into the newly established

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



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TREASURER'S REPORT

Unfortunately, the treasurer's report is not available for this issue. It will appear in April's *The Language Teacher*.

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

JALT MEMBERSHIP INCREASE AWARDS FOR 1989

The results are in! Congratulations to the Okayama chapter, which wins the first place award of a chapter program at JALT-National expense, and to Niigata chapter, which gets half of the same for coming in second. The winners were determined by chapter growth over a span of two years (a method determined at the January 1988 ExCom meeting). Thus the membership totals in every chapter on Dec. 31 of 1987 and 1989 were compared. The figures follow:

Chapter	12/31/87	12/31/89	Percent Change
Chiba	81	78	-3.7
Fukui	31	17	-45.2
Fukuoka	95	130	36.8
Gunma	87	63	-27.6
Hamamatsu	54	45	-16.7
Himeji	—	60	—
Hiroshima	99	131	32.3
Ibaraki	68	41	-39.7
Kagoshima	—	52	—
Kanazawa	55	56	1.8
Kobe	157	149	-5.1
Kyoto	128	140	9.4
Matsuyama	89	83	-6.7
Morioka	40	45	12.5
Nagano	43	45	4.7
Nagasaki	77	51	-33.8
Nagoya	223	229	2.7
Nara	—	65	—
Niigata	81	120	48.1
Okayama	51	86	68.6
Okinawa	36	35	0.0
Omiya	58	66	13.8
Osaka	225	274	21.8
Sapporo	103	94	-8.7
Sendai	125	96	-23.2
Shizuoka	63	56	-11.1
Suwa	42	50	19.0
Takamatsu	33	43	30.3
Tokushima	37	50	35.1
Tokyo	546	602	10.3
Toyohashi	34	31	-8.8
Utsunomiya	—	38	—
West Tokyo	85	71	-16.5
Yamagata	31	34	9.7
Yokohama	141	157	11.3

FINAL MEMBERSHIP FIGURES FOR 1989

The final membership figure for 1989 is 3,778 members, an increase of more than 300 from 1988's final total of 3,454. This figure includes 3,383 chapter members, 141 overseas members, 100 associate members, 35 institutional subscribers and 119 complementary memberships. See the 1/90 LT, p. 23, for 12/88 figures. The 1987 total was 3,322.

Sonia Yoshitake
JALT Membership Chair

JALT CREATES NEW POSITION

Over the past two years, JALT has slowly been revamping various administrative procedures, based on the fact that the computers would be taking over certain tasks, and also in anticipation that the Executive Secretary position would be vacant. While many of the tasks formerly handled by the Executive Secretary will be passed on to appropriate national officers, it became increasingly clear that someone would be needed who could make regular appearances at the Central Office and help with the delegating and coordinating of tasks.



In view of this, the National Executive Committee, at its January 28, 1990 meeting, created the two-year position of

General Manager, to assure that there is someone with a good overview of situations and problems who can coordinate the Central Office, the National Officers, and outside enquiries.

Christopher Knott, Vice President and Program Chair of JALT-Kyoto, was appointed to the General Manager position. He has been coming to the Central Office twice a week, and has already proven to be highly resourceful and efficient in his job. Yumi Nakamura, as Central Office Manager, will be working closely with him. The office staff, and all of us, are grateful for his help.

Deborah Foreman-Takano

NEW CO-EDITOR FOR JALT JOURNAL

The Publications Board is pleased to announce the appointment of Malcolm Benson as Journal Co-Editor. Benson is associate professor of English at Hiroshima Shudo University and holds a Ph.D. in Multilingual-Multicultural Education from Florida State University. He has been on the Journal advisory board and is a regular contributor to JALT publications. His other publications include his latest, "The Academic Listening Task: A Case Study," which appeared in the September 1989 issue of *TESOL Quarterly*.

CALL FOR RESEARCH GRANT APPLICATIONS

Every year, in order to encourage the professional development of its membership, JALT offers funding for research projects relating to language teaching and learning. Successful applicants for this funding include Cathy Duppenthaler, who investigated cognitive strategies of Japanese students with Linda Viswat and Natsumi Ohnaka (see *JALT Journal*, 8 [2]: 208-214 for a report of their work), and also Kenji Kitao, who, along with Vincent Brodcrick, 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*. Three grants have been awarded for 1999; see the January 1990 LT, p. 17.

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:

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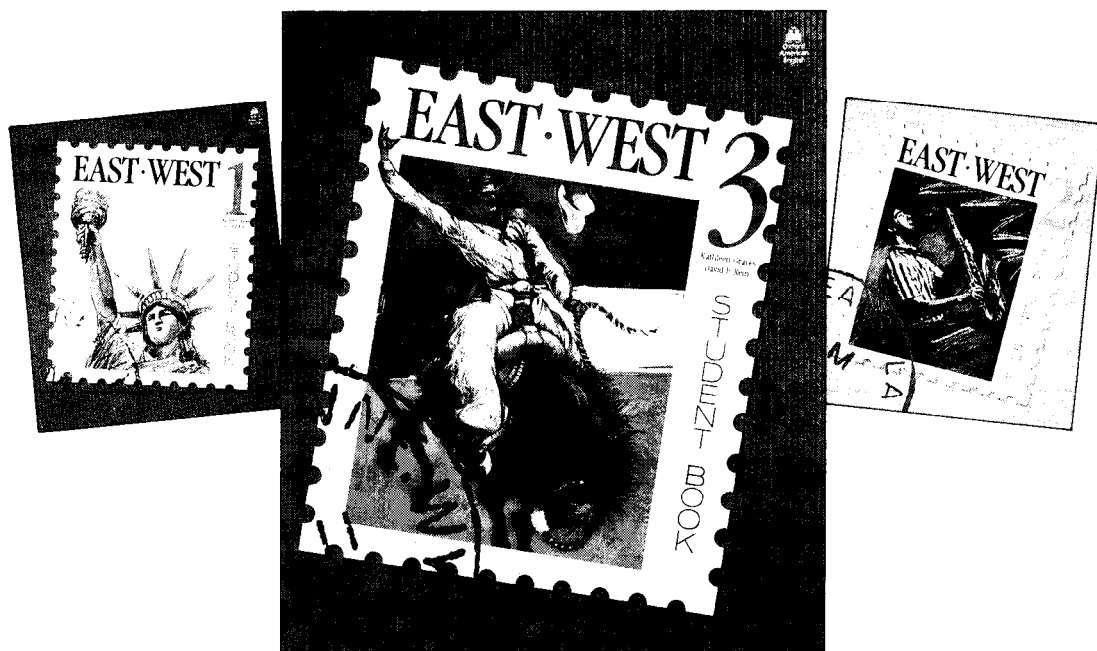
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Opinion

GETTING YOUR RESUME READ: A PRIMER

By John Rittmaster and William Beers
Coordinators

Kobe Language Center, Kobe Steel, Ltd.

Kobe Steel is, at present, filling several positions in its Kobe and Tokyo Centers. This has resulted in the hiring committee's reviewing some 100 sets of documents from a very wide spectrum of candidates. Of these documents, over one third suffered from mistakes serious enough to damage the impression the candidate doubtlessly wished to get across. It is for this reason that we wish to offer these guidelines for producing a resume and cover letter effective enough to get the desired interview.

Introduction

Finding a position with a school or company that is satisfying both professionally and personally is getting more and more difficult. The number of teachers vying for the choice positions is increasing and employer standards are getting tougher. Many employers are being overwhelmed with applications when they advertise to fill positions, and it is getting harder and harder to stand out from the crowd.

This struggle for attention has taken some novel turns. The ready availability of word processors and computers has allowed some applicants to try marquee-style headlines in eye-grabbing fonts. Others feel that printing their documents on glossy or colored paper will give their resume that extra zip. Still others opt for non-standard paper sizes in the hopes that their documents will stick out from the stack. Then there is the "overwhelm 'em with volume" approach that led, in one case we experienced, to a 25-page package that had to be copied and distributed to all the members of the hiring committee. Neither the forests nor the candidate were any better off for it.

Getting Started

We at Kobe Steel would like to advocate the "less is more" approach to making a job application. The application should be limited to a cover letter and a resume unless otherwise specified by the prospective employer. Documents such as diplomas, reference letters and publications will probably be asked for later; they should be saved for the appropriate time. As part of the initial contact, however, they are usually only in the way. College transcripts, testimonials or the ancient lesson plans we often receive are definitely not

needed. One candidate included his guide to casino gambling. Interesting reading to be sure, but not appropriate to an employment application.

Before you send an application, a few things should be considered. The first and most important is that the resume and, perhaps to even a greater extent, the cover letter represent the best opportunity to reach a prospective employer. In all likelihood the materials will be read and evaluated, no matter what they look like. If the qualifications are there, the resume probably will warrant a second look. However, the general appearance of the application itself may create as strong an impression about the candidate as what is written in it. This means following a few general guidelines for making the best impression. In a nutshell: it should be neat, it should be simple, it should be short.

The Cover Letter

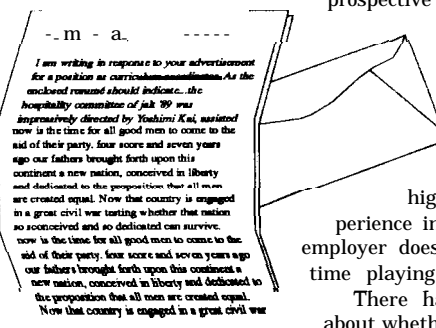
If a candidate does not send a cover letter, he or she is crippling the application. If the letter is not personalized, it may cause even greater damage. The purpose of a cover letter is not only to introduce the candidate but also to specifically state why he or she and the prospective employer are a good match. In Kobe Steel's case, personalizing a letter is easy. The name is given right in the advertisement. Why then do we get letters directed to "Dear Administrator" stating that they want to work in our "school"? These kinds of cover letters imply that the writer is just churning out applications and cannot be bothered enough to take account of the requirements of each individual employer.

It is best to make sure that the cover letter animates the areas of the resume that the prospective employer needs in order to get the best idea of how the prospective employee can help the employer. Most resumes list experiences not directly related to the desired position. It is up to the candidate, then, to

highlight the most relevant experience in the cover letter so that the employer does not have to spend a lot of time playing hide-and-seek.

There has been a lot of discussion about whether or not a cover letter should be handwritten or typed. The British agree with the former and the Americans, the latter. What all agree on, however, is that the cover letter should be legible.

There should be no errors. Is it really necessary to write this? Why do we get letters and resumes from people with "experience editing and proof reading english documents"? This was from a resume written on an Apple computer, no doubt equipped with a spelling checker. Three otherwise qualified candidates addressed their letters to "Mr. Tony Dreamer" (the name is Deamer, thank you, and was given as such in the advertisement) and one told us:



I am interested in staying in living in Japan for some time, and would be willing to, I would like to, make a commitment of at least...

This application did not get the consideration it might have had (to say the least) if the writer had paid a little more attention to his writing.

Though this is not the forum to discuss stylistic considerations, consider the following:

I am a X University graduate with high distinction. I am experienced with both teaching and living abroad. I have taught English in Japan for three years. I have lived in Japan for four years. I am employed by an English school in K. Japan. I teach employee's (sic) [sic] who are . . .

We call that the "T" approach. Next is an example of the "You can't live without me" school (we could).

Are you looking for a qualified and experienced ESL teacher, someone who is mature, responsible, reliable, committed to excellence in the classroom?... If you are [then] we should get together for a discussion of your school's ESL program...

A cover letter should always be checked very carefully and then checked again by someone else who can objectively comment on the impression it makes.

The Resume

There are many ways to write a resume, but at Kobe Steel, we find that a simple presentation of employment objectives along with past employment and education listed in descending order from the most recent is most effective. Dates, including both month and year, should also be included as this is the only way a prospective employer can observe the progression of events that led to the application. Some popular styles advocate organizing the material in relevant training and experienced culled from a variety of jobs. We find this style difficult to evaluate and do not recommend it.

Most resumes could and should be kept to one A-4 piece of paper printed on both sides to cut down on length. Some earlier jobs, such as delivering dry cleaning in 1966, may have to be dropped from the resume. That's OK! It's quality, not quantity, that counts.

Bizarre typefaces and colored paper are unnecessary luxuries that tell the employer only that the candidate either has a fancy computer at home or can afford to have the resume printed.

In addition to job experience and education, categories such as "personal" ("eldest of three brothers," for

example) may be included but don't really add much. Most employers are not really interested in scuba diving experience or travel to Peru. Special skills in communications and languages are important, however.

Resume buzz words such as "network" and "inter-face" (the verbs) are getting old fast. Relevant experience should be explained as simply and clearly as possible, in language any employer can understand (and some of us are pretty slow at times). Being able to express something in simple language is certainly a requirement at most language teaching facilities anyway! Moreover, honesty is definitely to an applicant's advantage. Most employers recognize hyperbole (we may be slow but we ain't stupid!).

Conclusion

It is perhaps difficult to reconcile a prospective employee's need for free self-expression or conceptual art with the fact that application documents are usually read by people who appreciate neither in a candidate. If the desired employment requires accuracy, commitment to excellence and attention to detail, then we recommend that the candidate begin with a cover letter and resume that express just those virtues. In fact, at Kobe Steel we plan to interview one individual who applied without the necessary qualifications only because we were so impressed with her application package.

Guidelines to post above the typewriter

- 1) Keep your application to a one-page cover letter and a two-page resume (back to back).
- 2) Keep it neat. If you write by hand, make it legible. If you type, send a clean copy-no white-out please. Skip the fancy fonts and headlines. White paper is old-fashioned but appreciated.
- 3) Be correct. Make sure there are no errors in your application. This includes your writing mechanics as well as your facts. Errors hurt.
- 4) Organize yourself. When you write your cover letter, explain who you are, why you want to work for that employer, and why they should want you. In your resume, list your relevant experience in reverse chronological order. Don't forget to specify those dates: both month and year. Keep your descriptions to a minimum and focus on the employer's needs.
- 5) Project the right attitude. Avoid being pompous. Avoid being obsequious. Just be you. It is you that the employer is interested in.
- 6) Double check everything and get a "second opinion" before you put the application in the mail

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My Share

A type of intensive reading activity that takes ten minutes to prepare and keeps a university class usefully occupied for forty minutes sounds a bargain. Louis Levi explains how and gives an example.

HITTING THE HEADLINES

by Louis Levi

The idea for this exercise came to me when I was considering making up a matching exercise of the kind given on pages 35-43 of the OUP publication *Challenge to Think*. In this exercise learners have to match headlines with newspaper reports. Instead, I cut out the opening paragraphs of the latest issue of *The Daily Yomiuri*, and pasted them on a sheet of B5 paper, numbered them, and then put under them the initial letters of each word of *The Daily Yomiuri* headlines. The whole operation took about ten minutes. A sufficient number of copies were run off on the university photo-copier.

I've used this exercise with four large (45-55 students present) Freshman English classes and have been very pleased with the response. The puzzle element, as always, intrigued most of each class, the best students had no trouble with the majority of words in each headline, the majority of each class made a close study of the text, and even some weak students surprised me with their degree of success.

Here are the beginnings of five reports from the January 6 issue of *The Daily Yomiuri*. Underneath them are the first letters of each word in their headlines. Try to complete the headlines.

1. 2 S - D - I - - S - L

2. J - - c - R - N - H

3. B - L - A - U - D

4. G - T - R - S - O - K - 1 4

5. P - S - - A - I - W - B

(1) FUNABASHI, CHIBA-Two high school students died in an apparent suicide Thursday afternoon after jumping from the roof of a department store in Funabashi, Chiba-ken. police said.

Atsuo Tonami, 17, and Junko Komiyama, 18. both of Yachiyo, Chiba-ken, died instantly after they jumped from the eighth story roof of the 32-meter-high Tobu Hyakkaten building at JR Funabashi Station.

(2) Japanese children are bigger than they were in the Taisho era, according to a survey released Friday.

The nationwide survey by the Education Ministry says that the average size of a child increased steadily during the 63 years of the Showa era.

The ministry studied about 700,000 kindergarten, primary, middle and high school students around the country between April and June 1989.

(3) LONDON, Jan. 4 (AFP-Jiji)-British weightlifter Dean Willey faces a life ban from the sport after confirming here Thursday that he had taken banned drugs.

Willey, who has already been dropped from England's Commonwealth Games team admitted that he had been "foolish."

In each case I gave about 40 minutes to this activity-partly because, even with a certain amount of coaxing and cossetting, interest was showing signs of expiring.

Apart from encouraging close reading of a text and combining it with writing, the fact that this activity is based on newspaper English has two specific advantages. The less obvious is that while headlines of the type common in *The Daily Yomiuri* tend to use mainly words that occur in the reports, they also introduce a small number of synonyms and reduced forms. For example in Headline 1 (**2 Students Die in Suicide Leap**), students had to find "leap" as a synonym for "jump," in Headline 5 (**Police Suspect Arson in Warehouse Blaze**), "blaze" had to be found as a synonym for "fire," and in Headline 3 (**British Lifter Admits Using Drugs**), "lifter" had to be found as a reduced form of "weightlifter."

The obvious advantage is the provision of an introduction to some features of headline grammar. Headlines 1 and 3 show the use of the present tense ("die, admits") rather than the past tense to refer to past actions or events. Headline 4 shows the use of the to-infinitive (**Gov't to Review Status of Koreans in Japan**) to refer to a future depending on a decision already taken.

These four reports were chosen because their headlines were so literal. Headline 2 (**Japanese Children Reaching New Heights**) is a type more common in newspapers in Britain than in Japan-the pun. In this case, of course, it is a pun on the common sense of the expression "reach new heights" to indicate that someone has outdone their previous outstanding performance, e.g. "This film reaches new heights of

(4) Japan is expected to work toward settlement of prolonged disputes over the legal status and treatment of third generation South Koreans living in Japan before South Korean President Roh Tae Woo visits Japan in April, government sources said Thursday.

The government and the Liberal Democratic Party are considering setting up a Panel to look into the issue after the upcoming House of Representatives general election, the sources said.

(5) HADANO. Kagoagawa-A wooden storehouse attached to a rehabilitation center burned to the ground Thursday evening in Hadano, Kagoagawa-ken.

At the time of the fire, 310 people were hospitalized in the Kanagawa National Rehabilitation Center. but no one was injured.

Police suspect arson.

The fire apparently broke out inside the warehouse, which had been used to store hospital linen.



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raucous vulgarity." Not completely unexpectedly, no student was able to get beyond "Japanese Children," and I omitted it with my weakest class.

This same simple idea can obviously be varied in difficulty for different levels of learner. Three types of variation are possible. The reports can be drawn from papers in simplified English published for learners, or they can be drawn from the "quality" papers such as The Times (of London or New York). The headlines may be either of the most literal nature, or they may depend on puns or literary allusions, in the best (or worst) fashion of, for instance, The Guardian. Finally, instead of giving only the initial letters or words in the headlines, more clues can be given, to the extent of giving any words that might be considered beyond the capacity of a class.

Louis Levi came to Japan from the Hebrew University of Jerusalem in 1981 and ever since has been teaching at Tokyo Woman's Christian University.



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JALT Under Cover

On Your Way 1. Larry Anger, Marjorie Fuches, Cheryl Pavlik and Margaret Kennan Segal. White Plains, NY: Longman, 1987. Pp. 122. ¥1,580. (Teacher's Manual, workbook and cassettes available.)

On Your Way 2. Larry Anger, Marjorie Fuches, Cheryl Pavlik and Margaret Kennan Segal. White Plains, NY: Longman, 1987. Pp. 122. ¥1,580. (Teacher's Manual, workbook and cassettes available.)

My colleagues and I used *On Your Way 1 and 2* as main textbooks in our English conversation program at the Fukuyama and Mihara YMCAs during the 1988-89 academic year. We utilized each level with 4-5 different adult elementary level classes. We also used *On Your Way 1* in a couple of high school courses. Since then we have used these texts with several company classes. This review is based on our collective experience, although the specific opinions expressed below are the reviewer's responsibility alone.

On Your Way 1 and 2 are the first two books of a three level series intended to take students from the beginner to the intermediate level. Level 3 was not yet available when we selected *On Your Way 1 and 2*, so it is not covered in this review. However, anyone who is interested in the whole series is encouraged to examine the third volume, as there are some potentially significant differences in authorship, illustrations, story lines, etc.

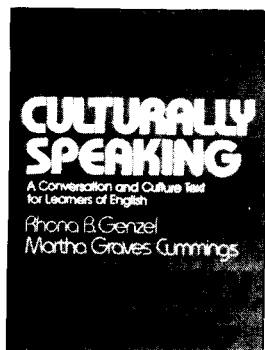
On Your Way 1 and 2 integrate grammar, functions and life skills. The material is organized by grammar points presented in practical contexts. The grammar points, functions and life skills were generally useful and appropriate for our classes.

The target language is presented in a traditional but generally straightforward manner: a model conversation followed by a series of related reading, writing, listening and speaking exercises. The conversations and exercises deal with a variety of everyday topics, which most students should find reasonably interesting.

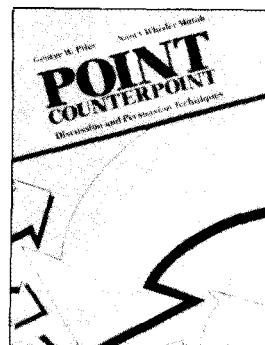
The American English taught in *On Your Way 1 and 2* is relatively realistic and natural, certainly far more so than that in many books on the market. The cassettes, which include an average of three listening exercises per unit in addition to the conversation and pronunciation practice, are native-speaker speed or close to it. The quality of the recorded material is very good.

A typical unit of *On Your Way 1 or 2* consists of eight pages, with a total of 12 regular units per book. After every two units, there is a two-page review unit. There are also several pronunciation exercises for each unit at the back of the book. If made use of, the workbook adds another five pages of written exercises per unit. Finally, the teacher's manual usually sug-

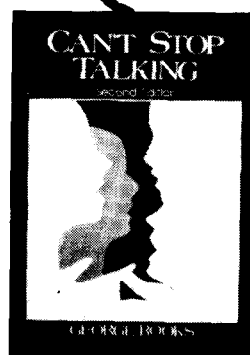
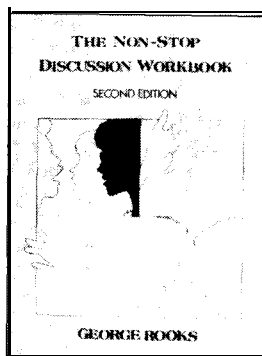
THE MISSING



"Oh I'm lookin' for my missin' piece
I'm lookin' for my missin' picece
Hi-dee-ho, here I go,
Lookin' for my missin' piece."



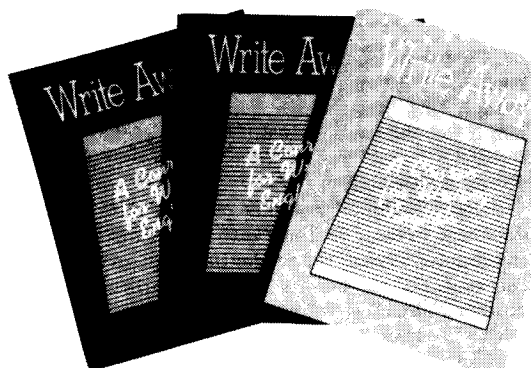
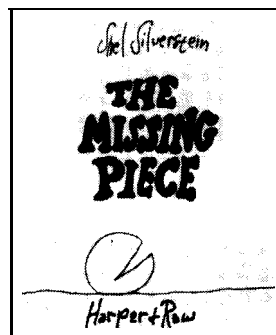
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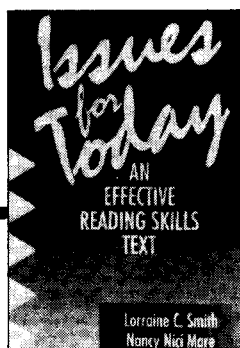
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gests several supplemental activities for each unit.

Perhaps the most appealing feature of *On Your Way 1 and 2* for busy teachers is that they offer a lot of good, solid, practical material with which to work. My colleagues and I found that, compared with other textbooks we have used, we had to spend noticeably less time searching for and/or developing supplemental materials.

Using the workbooks and cassettes, we had plenty of material to last a full academic year. Indeed, some teachers found there was too much material to cover. This seemed to be more of a problem with *On Your Way 2*. (Our conversation classes meet approximately 100 hours per year.)

Our instructors found it preferable to have the option of leaving something out, rather than to have to stretch thin material. On the other hand, *On Your Way 1 and 2* will undoubtedly require some adjustment on the part of teachers and students who are used to short 1-2 page lessons taught on a set schedule. Since it takes several class sessions to cover each unit, trying to maintain continuity can occasionally be frustrating in classes where irregular attendance is a problem. In some instances, our teachers felt that it might have been better if the material had been divided into somewhat shorter segments.

We used *On Your Way 1 and 2* with our lowest and next-to-the-lowest level adult students. Generally speaking, *On Your Way 1* worked well with the former, and also with high school and company class students of equivalent level. *On Your Way 2*, though, proved pretty challenging for most of our level 2 students. Going slowly and occasionally skipping particularly difficult material, we found it quite usable but would have preferred a slightly easier version.

Detracting from the general good quality of the two texts are a number of relatively minor shortcomings. The drawings in the first book, for example, are not bad except that most of the people have silly expressions on their faces. The conversation in Unit 3 of the same volume takes place after a bus accident, but there is nothing that clearly indicates this in the student's book. Both books include a variety of exercises, but sometimes there are two or three of the same kind in a row. Also, since a number of characters reappear from time to time, it would be convenient to have a complete cast of characters at the beginning of each book. In several places in the workbooks, the instructions are unclear or parts are reversed.

One final complaint concerns the pronunciation exercises, which are stuck at the back of the book and seem to have little or no connection with anything else. My colleagues and I much prefer the approach taken in another Longman series, *In Touch*, where the pronunciation practices are directly related to the main conversations.

With the exception of the pronunciation exercises, the foregoing weaknesses are fairly insignificant. Most can be compensated for by teachers once they are aware of them.

Overall, *On Your Way 1 and 2* have a lot going for them and compare favorably with other English text-

books on the market. In our program, we alternate books from year to year because of repeating students, so we are not using these books at present. However, *On Your Way 1 and 2* will certainly be high on our list of possibilities in the future.

**Reviewed by Al Flory
Fukuyama YMCA Business School**

For Japanese Only: Intercultural Communication with Americans. Alan Goldman. Tokyo: The Japan Times, 1988. Pp. 173.

Crosscultural Business Case Studies. David Hough. Tokyo: The Japan Times, 1988. Pp. 74.

Last year, The *Japan Times* published two paperbacks dealing with intercultural communication. Although they have a common theme and the same publisher, the two are as different as night and day.

For Japanese Only

Alan Goldman says his purpose is to help the Japanese in their dealings with Americans. His opening chapter advises the reader to "adopt an intercultural attitude," to become like an anthropologist in studying Japanese and American customs and practices. He goes on to talk about different types of communication styles. He next looks at how people communicate socially and in business. Finally, he tells his readers how to hire an expert in Japanese-American communications.

Goldman uses a conversation style in a lecture-essay format. Like a conversation, his writing style consists of overlapping expressions which serve more to bury the reader with needless redundancies rather than underscore any one point. In fact, I had the impression that Goldman was either affecting the "spiral writing style" that the Japanese are said to use, or parodying student writing.

According to his own account, he has spent most of his time in academia, getting a Ph.D. in communication, writing three books, teaching, and consulting. This should give anyone considering the worth of this book pause for reflection. From what he has to say and how he says it, I suspect he has not spent much time actually doing the work which he counsels about.

His middle chapters are full of banal observations-numbered, no less! Chapter Three, "American-type Communication," has over 100 items, many of them repetitions. Chapter Four, "Japanese-type Communication," likewise. None of the items is grouped around a common idea; instead, all of them seem to be haphazardly sprinkled throughout the chapter. Goldman is proud of this arrangement, telling us that he purposely "repeats and reiterates" so that our stereotypes will be overcome. Instead of achieving his noble purpose, his approach wastes time and bores the reader.

Goldman doesn't just ramble. As a reader I could forgive him that. And he doesn't just maul the English language. That, too, I could forgive. But when he talks down to his readers-that I can't forgive. This one

passage typifies his attitude toward his reader, his clumsy use of metaphor, and his penchant for repetition:

As a Japanese who is now reading this book, you have already proven that you are miraculous, adventuresome, and among the few who have successfully bridged the great Eastern and Western cultures of Japan and America. You have a certain expertise in English and it is truly astounding that you have gotten this far. Very few Americans share this achievement with you. I am not just complimenting you in an empty patronizing manner; I truly mean what I say, that you have really crossed a very difficult bridge by learning English. And now that you have gotten this far, it is my pleasure to try to expand upon your knowledge of the English language in order to help herald you into the broader world of intercultural communication. (p.59)

However, I found it more disturbing that a writer who brags about his being an expert in "intercultural communication with Americans" seems to know little of what goes on in the largest employer and "business concern" in the United States: the U.S. military. Not that the average Japanese businessman will have any dealings with the military, however, he should know that many American businessmen and managers learned their management skills (of sorts) in the military. And it would be good for Japanese and American readers to know that Japanese companies bear a remarkable resemblance to the American peacetime military in many respects.

In summary, *For Japanese Only* would better serve its main audience by being considerably shortened. As it is now, it is far too long, it's boring, and it's overwritten. Let the buyer beware.

Intercultural Case Studies

In contrast, David Hough's book is clear and simple. It serves as a text and workbook rolled into one. Instead of long paragraphs of advice or personal opinion, Hough asks his readers to think about their views of different situations that come up. He then asks them to reflect on why they hold these views.

In preparing this book, Hough drew on the experiences of Japanese businessmen and workers who have lived in many places abroad; he found that there were many problems in common, with a few variations based on the country in which the Japanese lived. The book also includes the opinions of people who lived in the host countries.

The book is organized into three main parts: discovering differences, classifying differences, and solving problems. The first lets readers find out how their prejudices and values, as well as those of other people, can lead to misunderstandings. The next part shows how different people can place different value on certain words, gestures, the space around them, and their use of time. The third part has short case studies from different parts of the world.

Hough's book has several strengths. One, it brings in the viewpoints of many different people, especially

Japanese who have lived and worked abroad. Two, it has room for students to jot down their own views as a class or a discussion goes on, so it serves as a workbook. Three, this "space" also invites students to think about the topic.

The book has two other strengths. One, it has several useful vocabulary exercises. Two, it deals with questions or communications that many people find sensitive, yet it does so in a way that respects cultural and individual differences. However, because some people do not like to deal openly with differences of any kind, especially where their own prejudices come in, this book may put a few people off.

David Hough has done an admirable job with the text; he and the *Japan Times* staff have provided their readers with a highly readable and useful volume. I strongly recommend the use of *Cross Cultural Business Case Studies* at the advanced level or with highly motivated students.

**Reviewed by Monty Vierra
Okayama Chapter**

Alltalk 1. David Peaty. Kyoto: English Communication Press, 1987. Pp. 108. ¥1,500. (Teacher's Book, Student's Guide [Japanese], Teachers' Guide [Japanese] and cassettes available.)

Alltalk 2. David Peaty. Kyoto: English Communication Press, 1987. Pp. 104. ¥1,500. (Teacher's Book, Student's Guide [Japanese], Teacher's Guide [Japanese] and cassettes available.)

Alltalk is accurately described on the back of the text as a two level conversation course expressly designed for pairwork. The description, "for false beginners", applies to *Book One*, but not to *Book Two*. This is because *Book Two* is a little too difficult for false beginners, but would be suitable for higher level students.

The simple yet attractive layout of large pages, black and white drawings, cartoons and color picture appeals to the student's eye without distracting them as so many other textbooks do. Each unit contains six different activities, which appear in a variety of forms. There are information gap exercises, dialogues, functions, conversations, and creative stimuli. These not only help to reduce boredom, but also increase the probability of covering a number of areas in which false beginners particularly need instruction or reinforcement.

The students progress from unit to unit learning to communicate. According to Savignon (1983, p. 35), communicative competence consists of grammatical, sociolinguistic, discourse and strategic competence. *Alltalk Book One* and *Book Two* address three of these aspects in the Structures (grammatical), Functions (sociolinguistic), and Information Exchange (strategic) sections.

The topics in both *Book One* and *Two* are well chosen from areas which are both interesting and relevant to beginning language students. Among the easily discussable topics covered in *Book One* are such things as meeting people, good news and bad news,

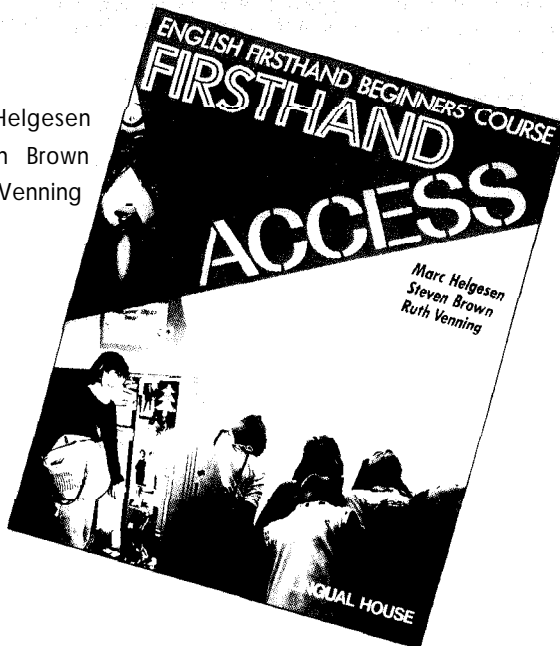
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and entertainment. I have used *Book One* at levels ranging from false beginner to high beginner with groups varying in age from 15 to 65. The students' conversation skills improved substantially.

Book Two, although I like the layout and the topics, appeared too difficult for false beginners. Therefore, I used it with low intermediate and intermediate students, and it worked quite well at that level. Although the text alone would be too simple as a reading exercise, it is appropriate for conversation. The diverse topics, including experiences, achievements, and opinions challenge the students to communicate and create. Several units towards the end of *Book Two*, however, such as the units on car repairs and a stolen car are at a level substantially above the rest of the book. This does not pose a problem for intermediate students.

The vocabulary in both books, although useful, does not appear to have been strictly controlled, and will require either extra class time or home study time to learn. Neither book contains long reading passages or continuous non-communicative repetitive drills. *Alltalk* guides the students to communication based on their own lives, opinions, and feelings.

The conversation section of *Book One*, Unit 5, for example, guides the students to communicate about sports in relation to themselves. There are six different groups of questions which the students ask and answer. The questions are directed towards aspects of the students' own abilities, experiences, and desires. The conversation asks the students to do something that most students enjoy; talk about themselves. This creates a "personal significance" (Stevick, 1976, pp. 38-41) for the students which makes the material easier to understand and remember for future use. This section's use of "personal significance" is representative of many sections in both books.

With *Alltalk* the questions and answers are not spoonfed from the teacher and author to the student; they are building blocks which the students put together for themselves. The students, having invested their time, energy, and understanding, remember what they have learned.

Alltalk also helps the students to create. The topics, written to involve the students, their homes, and lifestyles, help the students converse based on their own ideas. This prepares the students for "real" conversations where two individuals meet, create, and share.

One example of this is the creative stimulus in *Book One*, Unit 7. There are six different facial expressions of television viewers drawn on the page. The students are guided by questions about the program and their feelings about it. Since this involves the students and their thoughts, their interest level is high. This gives them energy and encouragement to continue.

Having used *Book One* in a wide range of classroom situations, it is my first choice as a conversation book for false beginners, or high beginners. I do not recommend *Book Two* to be used as a sequel. Although the layouts are similar so that the students' familiarity can be utilized, it is simply too advanced. I can not

recommend *Book Two* as strongly as *Book One*, but I do like it and use it with many classes. The main reason that I use it is not because it is exactly what I am looking for (no textbook ever is), but that I can not find anything better.

Although *Alltalk* has many strong points which most conversation textbooks lack, these strong points can create some obstacles in the classroom. Many students will need long explanations at the beginning of the book and will wait for the teacher's help instead of working out the situation for themselves. However, as the students become more and more familiar with the book and its style, they should be able to call upon the teacher less, and communicate more with each other. The difficulties of creating in a second language may cause some long pauses as the students think and compose the language needed to express their thoughts.

The benefits, however, of involving the students, teaching them creative communication, and guiding them to converse about topics of personal significance far outweigh the weaknesses of unit and vocabulary difficulties. *Alltalk* is well worth using in the conversation classroom.

Reviewed by Rory Baskin
Koriyama Women's College

REFERENCES

- Brown, H. (1967). *Principles of language learning and teaching* (2nd ed). Englewood Cliffs, NJ: Prentice-Hall.
Savignon, S.J. (1983). *Communicative competence: theory and classroom practice*. Reading, MA: Addison-Wesley.
Stevick, E.W. (1976). *Memory, meaning, and method*. Rowley, MA: Newbury House.

Grammar in Use. Raymond Murphy. Cambridge: Cambridge University Press, 1989. Pp. 267.

Grammar in Use is the American English version of the British English book. Originally published in 1985, it has been very popular with both students and teachers ever since.

The new edition has a separate answer key and is six units shorter. It consists of 124 units with sections on the tenses, modal verbs, conditionals, etc. There are four appendices which list present and past tenses with examples of each, irregular verbs, some spelling rules and short forms or contractions.

Each unit focuses on a grammatical point with at least a page of explanations and examples, illustrated with drawings and diagrams, and followed by exercises.

"Grammar in Use" is the title of a central unit in *A Communicative Grammar of English* by Geoffrey Leech and Jan Svartvik. It is an appropriate title for R. Murphy's book as the emphasis is on practical communication rather than pure structure. I highly recommend this book to teachers in Japan because of the clarity of the explanations and examples and the aptness of the exercises.

The book lends itself very well to individual study because of the consistency of approach and simplicity of format. For remedial work, the teacher can direct a student to a unit which addresses a particular problem

and the student can work individually with the answer key.

With classes, it is probably most valuable as supplementary material and as a resource book for the teacher. It mostly teaches grammar through the sentence not through connected discourse. Furthermore, the repetitiveness of the text and the limited variety of exercises reduces the number of instances where it could be used as a central text. It is extremely useful, however, as supplementary material. It could be used to prepare students for examinations such as the TOEFL, for example.

Reviewed by Claire Nishinaka
Shijo Nawate College

We Would Like to Apologize

We regret that the review of *Great Ideas in the January issue* was published with an error. The first sentence of the second paragraph, as written by the reviewer, should have read:

The course includes a student's book, teacher's manual, and 60 minute cassette and, like the original, it is a topic based course "designed to stimulate students to share their ideas, opinions and experiences with each other."

We apologize for any inconvenience this may have caused.

The Editors

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 March 30th.

CLASSROOM TEXT MATERIALS/ GRADED READERS

- *Barnfield, F. and Saunders, L. (1988). *No problem*. London: Macmillan. (pupil's A and B; activity A and B; boardgames book).
- *James, D. (1989). *Medicine*. (English for Academic Purposes series). London: Cassell.
- *McDougal, M., Dowling, B., and Drobnic, K. (1990). *University survival skills: Reading and vocabulary practice for ESL students*. New York: Newbury House.
- *McLean, P. (1990). *Factual writing*. Tokyo: Kinseido.
- *Nema, H. and Logan, R. (1990). *Life on campus: Practice in listening and speaking*. Tokyo: Kinseido.
- *Smith, L. and Mare, N. (1990). *Issues for today: An effective reading skills text*. New York: Newbury House.
- *Taya-Polidori, J. (1989). *English phrasal verbs in Japanese*. London: Edward Arnold.

- *Thorn, M. (1989). *Accurate English: Intermediate level* (student's book 2). London: Cassell.
- *White, R. and Williams, E. (1989). *Formula one*. London: Macmillan. (student's; workbook by H. Imbert; teacher's by H. Imbert, R. White and E. Williams; cassette by R. White, E. Williams, H. Imbert and J. Olearski).
- *Yates, C. (1989). *Economics*. (English for Academic Purposes series). London: Cassell.
- Dewar, P. (1989). *Computers: From beads to bytes* (graded reader level 3). London: Collins.
- Farthing, M. and Pulverness, A. (1989). *Insights*. Basingstoke: Macmillan.
- Fried-Booth, D. with Willis, D. and Willis, J. (1989). *Collins COBUILD English course photocopiable tests* (text and cassette). London: Collins.
- Homeshaw, J. (1989). *Love me tomorrow* (graded reader level 1). London: Collins.
- Kurokawa, A. and Alter, J.B. (1988). *College English composition (I): From basic rules to essay writing*. Tokyo: Kinseido.
- Nachtsheim, S. and Matsui T. (1988). *Multi-practice in listening: Signs & symbols*. Tokyo: Kinseido.
- Rabley, S. (1989). *Macmillan dossier 1-International English*. Basingstoke: Macmillan.
- Rabley, S. (1989). *Macmillan dossier 2-Youth culture*. Basingstoke: Macmillan.
- Spankie, G.M. (1989). *More grammar you need*. Basingstoke: Macmillan.
- Thomson, H. (1989). *Arab folk tales* (graded reader level 3). London: Collins.
- Willis, D. and Willis, J. (1989). *Collins COBUILD English course 3* (teacher's only). London: Collins.

TEACHER PREPARATION/ REFERENCE/RESOURCE/OTHER

- *Cass, S. and Schachter, J. (Eds.). (1989). *Linguistic perspectives on second language acquisition*. Cambridge: Cambridge University Press.
- *Hughes, A. (1989). *Testing for language teachers*. Cambridge: Cambridge University Press.
- *Oxford, R. (1990). *Language learning strategies: What every teacher should know*. New York: Newbury House.
- *Wright, A. (1989). *Pictures for language learning*. Cambridge: Cambridge University Press.
- Bullon, S. and Krishnamurthy, R. (Eds.). (1989). *Collins COBUILD dictionary of phrasal verbs*. Glasgow: Collins.

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*.
- Boyd. *In their own words: Interviews with personalities*.

- Brinton, et al. **Content-based second language instruction.**
 Brooks & Grundy (Eds.). **Individualization and autonomy in 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.**
 Byrne. **Roundabout activity book.**
 Carrier. **Take 5.**
 Carter, R., Walker, R. & Brumfit, C. **Literature and the learner: Methodological approaches.**
 Celce-Mwica & Milles. **Techniques and resources in teaching grammar.**
 Chan. **Process and product.**
 Chaudron. **Second language classrooms.**
 Clark. **Talk about literature.**
 Connor & Kaplan. **Writing across cultures: Analysis of L2 text.**
 Davis & Rinvolucri. **Dictation.**
 Dobbs. **Reading for a reason.**
 Doff. **Teach English: A training course for teachers.**
 Ellis. **Second language acquisition in context.**
 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.**
 Johnson & Snowden. **Turn on!**
 Jones & Alexander. **International business English.**
 Karant. **Storylines.**
 Kelly. **The English workbook**
 Kennedy, et al. **Newbury House TOEFL preparation kit.**
 Krashen. **Language acquisition and language education.**
 Lewis, et al. **Grammar and Practice.**
 Littlejohn. **Company to company.**
 Maley & Duff. **The inward ear.**
 McLean. **Survival English.**
 Morgan & Rinvolucri. **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.**
 Ramsey. **Images.**
 Ramsey & LoCastro. **Talking topics.**
 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.**
 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.**

Bilingualism N-SIG!!!

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READY FOR BUSINESS

ANDREW VAUGHAN AND NEIL HEYEN

A new book at pre-intermediate level for people who need to handle basic business situations in English. It can be used on its own, or as a lead-in to *Functioning in Business* — also from Longman.

Ready for Business



Longman

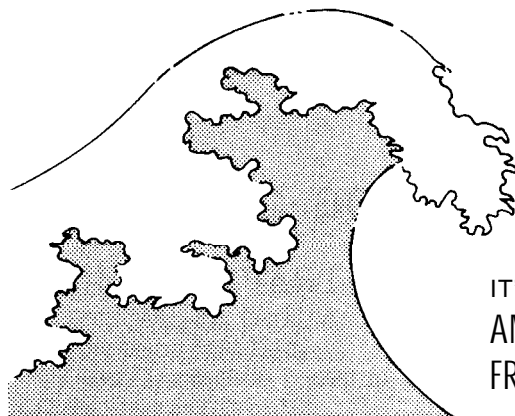
Ready for Business centres on the visit of an American executive to a Japanese company. Students are presented with situations they are likely to encounter in their own business lives, such as meeting a visitor, making appointments by telephone, giving a company tour, describing job responsibilities, etc.

Ready for Business emphasizes the development of listening and speaking skills. Each unit includes listening activities and structured language practice, followed by a role-play where students are encouraged to relate the language they are learning to their own situation, and a free discussion activity.

Andrew Vaughan and Neil Heyen currently teach at Sumitomo Metals in Tokyo, where they have had several years' experience in developing in-company language programs.

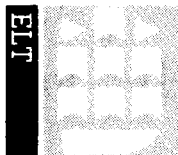
In *Ready for Business* the majority of speakers use standard American English, but the accompanying cassette also features Japanese, British, French, German and other accents that business people are likely to encounter.

For more information contact:
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Chapter Presentation Reports

FUKUOKA

INTRODUCTION TO GRAPEVINE AND USING VIDEO ACTIVELY AT BEGINNER LEVEL

by Peter Viney

Well known as a teacher trainer and as co-author of the popular "Streamline" series, Peter Viney made two presentations at the October meeting of the Fukuoka Chapter.

In his first presentation, Viney introduced his new course, "Grapevine," which differs from "Streamline" in that it is written for true beginners rather than for false beginners. Viney discussed some of the unique features of the course, including the fact that it introduces "real" (usable) language from the beginning; that vocabulary is a central part of the syllabus and is graded according to active, passive or classroom use; that the course aims at being non-sexist by, for instance, portraying men with babies and women in jobs; and that video is an integral component of the course, being a part of every fifth lesson.

In his second presentation, Viney expanded on the topic of video in a more general way, discussing questions and techniques related to using video at the beginning level. Viney demonstrated and discussed, for example, techniques that could be used with freeze framing, including prediction, reproduction, and the expression of thoughts and emotions. He also showed participants some activities that could be used when sound is separated from visuals, such as guessing games and pairwork description and narration activities.

Reported by Fred Anderson

HIROSHIMA

ENGLISH IN INTERNATIONAL COMMUNICATION

by Masumi Imai

To use English for communication is still a distant dream for many Japanese students despite all the teachers, methods, and materials available. Perhaps a fundamental change of attitude is needed first. In December, Masumi Imai, the editor of the Arts and Culture section of the *Asahi Shimbun*, offered ways for his fellow Japanese users of English to improve their communicative skills based on his personal experience.

In reflecting over significant events of his childhood which influenced his learning attitude and thus his skills in English, he realized that motivation is the key to studying as it requires painstaking effort. We should develop reasons for studying from inside ourselves rather than from outside (i.e. what other people

think).

In his case, a love of great works of literature, especially Shakespeare, connected studying English with his life. Imai noted that besides appreciating the beauty of the language, the students can view the characters of the stories as role models of how to live as individuals, something that Japanese have less experience with in their growing up environment than native English speakers do.

From his boyhood experience of living several years in Manchuria away from the typical interdependent friendships boys in Japan develop, he was able to discover a connection between being an individual who can make decisions and the possibilities of learning to communicate with non-Japanese in English.

The message of his stories, observations, and comments was that enlightened students with individualism can be successful.

Reported by Ian Nakamura

NARA

IDEA EXCHANGE

Sharing ideas was the theme for Nara's first meeting of the year. Members were asked to bring an idea that they had found successful and that could be explained within 15 minutes. Contributions were methods for using videos (including silent movies!), logic puzzles and games, a Silent Way adaptation, methods for teaching cultural differences, and even exercising in English. These discussions were followed by a feast of sushi and tempura to celebrate the New Year.

Reported by Lisa Atkins

SAPPORO

THE PLACE OF TESTING IN AN ESL PROGRAM

by James Dean Brown, University of Hawaii

Dr. Brown started with an extensive exposition on the differences between norm referenced and criterion referenced tests, and detailed the situations where the two test types would be applicable. Much confusion in the English teaching profession seems to be rooted in not making this distinction clear. Norm referenced tests are used to compare one student's results with other students', while criterion referenced tests measure performance, the amount of material learned/known.

The talk next moved on to guidelines for developing questions. The object of questions is to test student knowledge of language and not the ability to read the minds of the testing teachers. This requires response options to be carefully considered, and test items to be framed in clear, direct, and unambiguous language.

Reported by Torkil Christensen

SHIZUOKA

ARE PEOPLE REALLY UNTRANSLATABLE?

by Charles G. Cleaver

It is apparent that Mr. Cleaver has a profound knowledge of the Japanese language and culture, although he claimed that he is not a language specialist.

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He maintained that there are a lot of similarities between the Japanese language and the English language and between the two cultures, not only differences. He said that in ordinary life, for example, in matters of food, clothing and housing, there is nothing which cannot be translated from one language to the other, but that when it comes to abstract concepts, we must admit that there are differences between Japan and the U.S. He used democracy as an example, saying that more emphasis is placed on freedom in the U.S., while equality and humanity are emphasized in Japan.

He discussed the danger in the tendency to generalize the characteristics of other peoples. To make his point he talked about the similarities that can be found between different cultures by looking at the designs of Jomon and Yayoi style earthenware which, while containing the origins of Japanese spiritual structure, also have elements in common with other cultures.

Reported by Noboru Yamada

SUWA

LOW-TECH MEDIA AND THE COMMUNICATIVE LANGUAGE CLASS **by Doug Beckwith**

Doug Beckwith drew upon his experience in the law and scriptwriting fields as well as in TESL in California and TEFL in both China and Japan to illustrate the hows and whys of low-tech media usage. Media should be used in the classroom, he stated, for the following reasons: 1) it stimulates more senses; 2) it adds variety; 3) it can draw upon the foreign language culture; 4) authentic materials can be introduced; and, most important, 5) it takes the teacher out of central focus.

Beckwith dealt with low-tech as opposed to high-tech media mainly because of its reliability: it is usually readily available. Activities for each medium which he found work best in the communicative classroom were:

- 1) paper/blackboard: interview grid and party-planning activities
- 2) pictures and advertisements: cartoons and picture postcard activities and writing formal definitions
- 3) literature: telling and retelling stories and short business articles for listening comprehension
- 4) music: using it to enhance listening comprehension and to prompt discussion
- 5) video: many hints on usage along with a clipping from the widely acclaimed video "A Class Divided"
- 6) overhead projectors: among others, a graph activity which elicits cause and effect statements, and
- 7) handheld audio (and video) recorders: preparation for an essay in the argumentative mode and a listening materials project where students work with five minutes of recorded spoken English.

The workshop ended with a general discussion. Everyone left with activities that could be enjoyed "Monday morning."

Reported by Mary Aruga

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

HIGHLIGHTS OF JALT '89

by Steve Maginn, Hugh Rutledge and Robert Scott

Three Tokyo JALT members made repeat performances of presentations from the National Conference held in Okayama on November 3-5.

Steve Maginn of Oxford University Press started the afternoon off with his impressions of the conference's high points. He felt that the conference theme "Bridging the Gap: Theory and Practice" was best addressed by those presentations which dealt with video. He was also impressed by the fact that methods which had previously gone out of style are becoming popular again. Traditional methods such as dictation, drills, the teaching of grammar, and the use of literature are being re-introduced and shown to have intrinsic value in the classroom.

Based on past experience, the most important qualification for an English teacher seems to be whether he or she will make a good friend for the potential student. Hugh Rutledge of the Kanda Institute of Foreign Languages sees this as a good reason for transforming the English language classroom into a Cultural classroom, as the perfect forum for mini-culture exploration and discussion.

Robert Scott of the University of Nevada-Reno spoke about the results of his research on discourse techniques. He has achieved amazing results in his classes by instructing students in the correct procedures for carrying out a logical conversation. Through well-structured tables, group cue-card exercises and generous opportunities to practice debating skills, he has fostered and encouraged his students' discussion skills to such an extent that his students sometimes even talk back to him.

Rods can be a very flexible way to teach a number of grammatical concepts, as David Wardell demonstrated in the final presentation of the afternoon. Participants got down on their hands and knees to learn how to represent a sentence pictorially. The color differentiation forces students to recognize the variety of elements present in a sentence, and helps them improve their writing skills.

Reported by D.R. Wilson

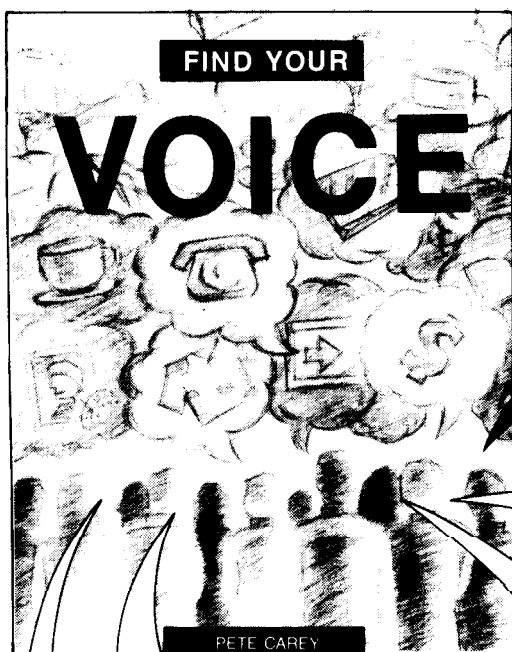
YOKOHAMA

INCORPORATING FEMINIST STUDIES AND FEMINIST PEDAGOGY IN THE ESL CLASSROOM

by Kumiko Fujimura-Fanselow

In January, Dr. Kumiko Fujimura-Fanselow introduced her subject with evidence which identified inherent sexist pedagogy in plain simple English that we use all the time, and then in some ESL course materials.

She followed with observations of the wide acceptance by many women students in Japan of numerous pedagogical constraints in their understanding of their second languages, without questioning from a feminist point of view. Often the students were just not made aware. She gave some examples from her own experiences at Toyo Eiwa Women's University, in light of her educational experiences in the United States.



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Dr. Fujimura-Fanselow explained that information sources from outside Japan are less likely to have a high inherent sexist semantic or stylistic content than, say, Japanese daily English language newspapers.

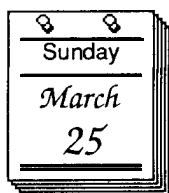
In the final discussion in which we all participated, one interesting statistic was put forward: only 12% of Japanese universities have any type of women's studies course at all. A generally held conclusion was that courses (implicitly including ESL) should try to make women more aware of all the possibilities open to them, for example after marriage.

Reported by Howard Doyle



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 is the **25th of the second month prior to publication**. Of course, earlier submissions would be very much appreciated.



The Editors

Bulletin Board

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

Jack Yohay now has a fax.
Call him at (075) 622.1370 before transmission.

EAST-WEST CENTER 1990 INTERNATIONALIZATION FORUM Honolulu, October 1-31

This forum will offer a variety of practical learning experiences for those with responsibilities and professional interests in international relations in government, industry, education and voluntary organizations. The theme will be International Negotiation. Forum activities will include a presentation of issues concerning English as an international language, techniques of international negotiation, exercises for effective cross-cultural communication, and orientation internships in Japan or the United States.

Tuition includes housing. Deadline for registration is May 1, 1990. For more information contact: Larry E. Smith, IF Coordinator, Institute of Culture and Communication, East-West Center, 1777 East-West Road, Honolulu, HI 96848, U.S.A.: tel. 808-944-7634; fax 808-944-7670; telex 989171.

LANGUAGE LABORATORY ASSOCIATION (LLA) 30th ANNIVERSARY INTERNATIONAL CONFERENCE Kobe, July 30-Aug. 1, 1990

The theme is 'International Communication and the Language Laboratory.' For full information please contact the Program Chair, Mr. Mikihiro Sugimori, Kinran Junior College, Department of English, 5-25-1 Fujishiro-dai, Suita-shi, Osaka 565; tel. 06-872-0673; fax 06-833-1543.

STUDY IN THE U.S.

Counselors from ICS Center for International Cultural Studies and Education will hold a series of public lectures entitled "Shingaku Guidance-How to Prepare for Entering American Two- and Four-Year Colleges and Universities" in the Chubu district:

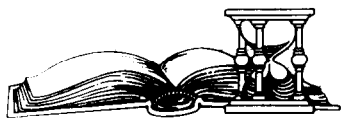
Mar. 4, 1-5 p.m.: Nagoya Kokusai Center; Mar. 6, 5:30-9:30: Gifu-shi Bunka Center; Mar. 7, 6-9: Mie-ken Kyoiku Bunka Kaikan (Tsu); Mar. 9, 5-9: Toyama-ken Kokusai Bunka Center; Mar. 10, 1-3: Ishikawa Kenritsu Shakai Kyoiku Center (Kanazawa); and Mar 11, 1-5: Hamamatsu Shoko Kaigisho.

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Various strategies to equip students for faster understanding (counteracting translation habits): predicting content, skimming for an overview, scanning for specific information, paragraph and phrase reading, distinguishing main ideas from details, figuring out vocabulary, grasping sentence structure. Students are trained to take command of reading: to clarify their goals and determine strategies.

The reading passages were selected by student's preferences. The Teacher's Guide suggests extensions for listening or discussion practices.

(PRICE LIST) with tax

- Textbook ¥1,650
- Teacher's Guide ¥500

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教材を開発しつづけて25年。

The system that gets people talking

セイドー外国語研究所は、昭和40年以来、全国の大学・短大・英語学校・企業などでの採用実績をもとに読学マスター法（セイトーシステム）を開発してきました。この25年間、セイトーは理論研究、実地教育を積み重ね、語学学習をする日本人により良い教材を提供しつづけています。子供から大人までの幅広い年齢層、初級者から上級者までのいろいろなレベルに合わせたセイトーの英会話教材は、個人学習用やクラス用として Listening および Speaking の技術を磨き、同時に Fluency（流暢さ）、Natural speed（自然な速度）、Pronunciation（正しい発音）を効果的に習得できます。

	LEVEL			USE			SKILL		
	PRIMARY SCHOOL	JUNIOR HIGH	SENIOR HIGH	FALSE BEGINNERS (College, Adult)	INTERMEDIATE	ADVANCED	CLASSROOM (Main Course)	CLASSROOM (Supplementary)	LANGUAGE LAB
READING									
WRITING									
PRONUNCIATION									
SPEAKING									
LISTENING									
HOME STUDY									
MODERN ENGLISH CYCLE ONE				●	●				
MODERN ENGLISH CYCLE TWO					●	●			
ACTIVE COURSE IN ENGLISH		●					●		
ENGLISH WITH JACK & JILL	●								
ACTIVE LISTENING FOR BEGINNERS		●							
GRADED LISTENING				●					
CYCLE TWO LISTENING COMPREHENSION					●	●			
LISTENING FLUENCY					●				
DICTATION FOR FLUENCY				●	●				
LISTENING & SPEAKING				●					
CHARTS & PICTURES FOR FLUENCY				●	●				
A FULL DECK OF ENGLISH		●	●				●		
PRONUNCIATION MANUAL				●					
CONVERSATIONS CORRECTED									
ON CAMPUS									
FIRST PRONUNCIATION HANDBOOK		●	●	●			●		
PLAY ENGLISH	●								
READING FASTER AND BETTER					●	●			

● indicates the main emphasis of a course.

(*) The course doesn't actually teach writing although there are written assignments.



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見本ご希望の方は、商品名を明記し、請求券を貼付の上、当所へお送り下さい。



Individual counseling also available. Call Ivy Silverman at 03-461-4421 for more information.

On March 11 ICS will co-host a seminar in Yokohama entitled "For Parents and Children-Thinking about Studying at American Two- and Four-Year Colleges." For more information, please contact Mr. Kondon at the Yomiuri Nihon Telebi Bunka Center, 0454652010.

The Spring American College and University Fair will be held 1-5 p.m. on Saturday March 17 in Tokyo at the Sumitomo Kaijo Building (3F) in Shinkawa. Admissions directors and international student advisors from 23 schools such as the University of Southern California and Northeastern, Seattle, and Drake Universities will take part. ICS counselors will hold a free seminar on "Planning your Admission to American College and Universities from 3.00-4.00 p.m. In addition an institutional TOEFL exam (reservations 03-461-4421) will be held in the same location the day of the fair, 10.30 a.m.-12.30 p.m.

TEACHING ENGLISH IN JUNIOR HIGH & HIGH SCHOOL IN JAPAN CALL FOR PAPERS

Dec. 1991 will be a special issue of The Language Teacher on Teaching English in Junior & Senior High School. Submissions are sought in Japanese and English on any and all aspects of the topic and especially the following:

- an overview of the teaching situation
- requirements for the teaching license
- pre-service & in-service training
- problems in the classroom
- the role of foreign teachers in high schools
- the JET program & how it fits into the general scheme

Submissions are also welcome for My Share and JALT Under Cover. Please contact Eloise Pearson (see p. 1) by April 20, 1990, if interested in contributing.

原稿募集

日本の中学・高校での英語教育について

1991年12月の THE LANGUAGE TEACHER は、中学・高校での英語教育についての特集号です。

応募原稿は日本語でも英語でも可。

主題は英語教育全般に亘る、どんな問題でも可。

特に、

- 教育環境全体を見渡して。
- 教育資格に関する要件。
- 教育の転職前及教育活動中の研修。
- 教育現場での諸問題。
- 高校での外人英語教師の役割。

JET プログラムと、日本の教育体制への適用。

更に「MY SHARE & JALT UNDERCOVER」等も大歓迎です。

応募される方々は Eloise Pearson (1990年4月20日号の1頁参照) 迄御連絡下さい。

INTENSIVE COURSES IN PHONICS

Yoko Matsuka, M.A.TEFL, 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: in Machida (3/26-29), Hamamatsu (4/21-22), 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.

S.A.P.L. TRAINING

Two training seminars in Self-Access Pair Learning, led by Nicholas Ferguson, Director of the C.E.E.L. in Geneva: An Introduction to S.A.P.L., March 12-16 at the I-House in Roppongi (Tokyo) and March 19-23 at the Ohbayashi Biru near Temmabashi (Osaka). Also a one-day Follow-up training (Tokyo and Osaka) for those who have taken the introduction to the past 18 months and would like to be brought up to date on how to set up and operate a language learning Mediatec. For information, contact Didasko at 06-443-3810.

TEMPLE UNIVERSITY JAPAN Distinguished Lecturer Series

Mar. 31-Apr. 1 (1-16-7 Kami-Ochiai, Shinjuku-ku, Tokyo 161; 03-367-4141), Apr. 7-8 (Kyowa Nakanoshima Bldg. 2F, 1-7-4 Nishi-Tenma, Kita-ku, Osaka 530; 06-361-6667): 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.

CALL FOR PAPERS Tokyo/West Tokyo JALT Spring Conference May 27, 1990

We are soliciting papers (in English or Japanese) which deal with practical ideas for language instruction. Send by April 2 a brief abstract (50-100 words in English or 200-400 characters in Japanese) plus a short biographical statement to Catherine Tansey, Human Resources Dept., AIU Insurance Company, 1-1-3 Marunouchi, Chiyoda-ku, Tokyo 100. We will notify applicants of the status of their proposals by April 30. For further information, call Don Modesto (W) 03-291-3824 or Catherine Tansey (H) 03-351-8438 or contact her by fax at AIU 03-284-1831.

CCTS SPRING SEMINARS INTERCULTURAL COMMUNICATION FOR LANGUAGE TEACHERS

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

EVER BEEN ASKED ABOUT STUDY ABROAD OPPORTUNITIES BY YOUR JAPANESE FRIENDS OR STUDENTS?

If so we recommend the following books by Hiroshi Kuki (Henry H. Kuki), M.A. (Univ. of Hawaii at Manoa, Linguistics); Educational Consultant, S.I.S.A. (Setagaya Institute for Study Abroad); Lecturer, Waseda University, Tokyo, Japan.

1. *Study English In The United States: Conversation Pieces* (259 pp., in E/J. 2,150 yen)

九鬼 博 著「アメリカ留学英会話：申込みから帰国まで」三修社刊

1985 edition: Introduction to U.S. college life through 50 dialogues in English with translations, notes and practical suggestions in Japanese; English tape by Denise G. Moore, et al. also available (2,400 yen).

2. *ELS Language Centers, Post-ELS Colleges, Other English Schools & Programs*

九鬼 博 著「アメリカ留学資料集」三修社刊 (332 pp., in Japanese. 2,300 yen)

1989 edition: This handbook gives the names and addresses of and other details about major schools and college programs in English as a second language in 17 major U.S. states as well as those of colleges accepting their completion certificate in lieu of a passing TOEFL score.

3. *TOEFL-less U.S. Colleges: Revised & Enlarged Edition.* (256 pp., in Japanese. 1,950 yen)

九鬼 博 著「TOEFL(英語テスト)なしのアメリカ大学案内」三修社刊

1986 edition: This handbook gives narratives descriptions of the TOEFL-less U.S. colleges introduced in book #2 above.

S.I.S.A. offers study abroad consultation by telephone appointment as well as assistance in applications for study abroad, including student visa applications.

The above books are available at major bookstores throughout Japan and at some Japanese bookstores in the United States and other countries. If you cannot locate copies, contact the publisher: Sansyusya Co., I-5-34 Shitaya, Taito-ku, Tokyo 110 (tel: [03] 842-1711).

S.I.S.A.

SETAGAYA INSTITUTE FOR STUDY ABROAD

Suite 302, Sankei Heights Mansion

2-31-1 8 Daizawa, Setagaya-ku, Tokyo 155, Japan

Tel: [03] 419-1009 (10 a.m. - 5 p.m.)

Fax: [03] 411-6509 S.I.S.A. Henry Kuki

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 be come stricter about deadlines. Your typed, A-4 sized, one-page double-spaced announcement must arrive by the 25th of the month two months before publication to be guaranteed publication. Late? Call 075-622-1370. Nihongo? Send it direct to K. Nozaki, address p. 1.

CHIBA

Topic: Activities for Children's Classes
 Speaker: Catherine O'Keefe (Oxford Univ. Press)
 Date: Sunday, March 18th
 Time: 1.00-4.00 p.m.
 Place: Chiba Chuo Community Center
 Fee: Members free; non-members ¥500
 Info: Bill Casey 0472-55-7489
 Shigeo Urabe 0438-36-9475

Some theoretical aspects of second language learning will be discussed, but this presentation will focus on practical ideas for immediate use when teaching English to children in Japan.

Catherine O'Keefe holds a Post Graduate Certificate in Education from Leeds University in the U.K. She has taught EFL in schools and universities in France and in Japan, where she also worked as a faculty supervisor. In the U.K. she taught French and English to native speakers.

FUKUI

Topic: Learning to Learn English
 Speaker: Steven Maginn (Cambridge Univ. Press)
 Date: Sunday, March 18th
 Time: 2.00-4.00 p.m.
 Place: Culture Center (Housou Kaikan 5F)
 Fee: Members free; non-members ¥500
 Info: Kuniyuki Ohshita 0776-36-8725

Learner training can help you cope with too many students, not enough time and different levels of ability and motivation by enabling learners to discover the learning strategies that suit them best. Drawing on *Learning to Learn English* by Gail Ellis and Barbara Sinclair (CUP 1989), this presentation, focusing on extending learners' vocabulary, offers practical advice for getting students to take responsibility for their own learning. Activities will be presented which encourage learners to assess themselves and set short-term aims, explore a variety of learning strategies, build up their confidence, and find out how to organize their learning efficiently.

April meeting: Self-Access Pair Learning April 15th.

FUKUOKA

Topic: Reading and Writing Workshop
 Date: Sunday, March 25th
 Time: 2.00-5.00 p.m.
 Place: Open Space School, Oyafuku Dori; tel. 092-714-7717
 Fee: Members free; non-members ¥200
 Info: Shane Hutchinson 092-823-1414

All members are invited to share their favorite/most effective reading and writing ideas for teaching English to this free-style workshop calling for 100% participation. The April 8 (2-5 p.m., Westchester Community College) meeting on **class management and special needs** is open for suggestions.

GUNMA

Topic: Listening Comprehension and Teaching of Words
 Speaker: Yoji Tanabe
 Date: Sunday, April 15th
 Time: 2.00-4.30 p.m.
 Place: Nodai Niko High School, Takasaki
 Fee: Members ¥500; non-members ¥1000
 Info: Wayne Pennington 0272-51-8677
 Hisatake Jimbo 0274-62-0376

Understanding words is essential in listening comprehension. This talk will include the significance of words in oral communication in English, analyze some aspects of English words in contrast with those of Japanese, and try to bring up some instructive methods which can be applied in teaching English as a foreign language.

Yoji Tanabe (M.A. in linguistics, University of Michigan) is Professor of English Linguistics at Waseda University and principal of Waseda Jitsugyou High School. He has taught Japanese as a foreign language for more than 20 years both in Japan and the United States. He teaches *Zokukiso Eigo* (Basic English 2) on NHK radio and is the author of *Hajimete-no Hiaringu* (Kodansha Shinsho, 1988) and *Hiaringu-no Kimete Step 1-3* (NHK Shuppan, 1989-90).

HAMAMATSU

Topic: NLP (Neum-Linguistic Programming) and Language Learning
 Speaker: Charles E. Adamson, Jr.
 Date: Sunday, March 25th
 Time: 1.00-4.00 p.m.
 Place: Seibu Kominkan, 1-21-1 Himsawa
 Fee: Members free; non-members ¥1000
 Info: Brendon Lyons 0534-54-4649
 Barbara St. Clair 0538-37-7658

NLP studies how language and cognition affect behavior through a combination of behavioral and cognitive psychology. NLP allows for the creation and maintenance of optimal internal states for accomplishing such specific tasks as teaching or learning a language. Such important skills as: establishing rapport, modeling successful learners, and the creation of optimal states for language learning will be introduced.

Charles Adamson, Jr., a certified NLP practitioner, is Academic Director of the Trident School of Language, Trident College, Nagoya.

HIMEJI

Topic: Post-Graduate Programs for Language Teachers: Japan and Abroad
 Speakers: M. Rost, Temple University Japan
 K. Inui, Nagata Senior High School
 E. Hashimoto, ECC full-time lecturer
 Date: Sunday, March 18th
 Time: 2.00-4.00 p.m.
 Place: Himeji YMCA (near Topos)
 Fee: Members free; non-members ¥500
 Info: A. Ozaki 0792-93-8484
 F. Yamamoto 0792-67-1837
 S. Spohn 0792-24-1045

The speakers will discuss the post-graduate study programs they are directing or are enrolled in. The main questions they will address include: What is available? Who qualifies? Costs? Curriculum? etc. Representatives of other programs (Himeji Dokkyo University, School for International Training, etc.) will also be present.

IBARAKI

(1)
 Topic: Classroom Communication Activities: Ideas for Children's Classes
 Speaker: Max Rosentreter (Oxford Univ. Press)
 Date: Sunday, March 11th
 Time: 2.00-4.30 p.m.
 Place: Kijo Plaza (Tsuchiura), 4F
 Fee: Members free; non-members ¥500
 Info: Ishii Takashi 0292-41-0356
 Martin Pauly 2098-64-2594

(2)
 Topic: Life and Education in Different Countries
 Speakers: Foreigners living in Ibaraki-ken
 Date: Sunday April 8th
 Time: 2.00-4.30 p.m.
 Place: Kijo Plaza (Tsuchiura)
 Fee: Members ¥500; non-members ¥1000
 Info: Ishii Takashi 0292-41-0356
 Martin Pauly 0298-64-2594

KAGOSHIMA

Topic: Learning Through Workshops
 Speaker: Shane Hutchinson (Chikushi Jogakuen)
 Date: Sunday, March 18th
 Time: 1.30-4.30 p.m.
 Place: Kagoshima Chuo Kominkan, next to the Bunka Center: 5-9 Yamashita-cho
 Fee: Members ¥500; non-members ¥2000
 Info: Yasuo Teshima 0992-22-0101 (work)

We will discuss the uses of E.L.T. materials including Mombusho-approved textbooks, and practice adapting materials and lesson planning. Please bring along interesting E.L.T. textbooks or supplementary material for children or adults.

KANAZAWA

Topic: How Many Points Is Your Conversation Worth?
 Speaker: Rita Silver
 Date: Sunday, April 15th
 Time: 10.30 a.m.-12.30 p.m.
 Place: Shakai Kyoiku Center, 4th floor (next to MRO TV building)

Fee: Members free; non-members ¥500
 Info: Mikiko Oshigami 0764-29-5890
 John Dougill 0762-21-3062

Peer grading is one of the most practical and effective ways to grade students' conversation realistically while heightening student awareness of what conversation is all about. This presentation will briefly cover some of the educational theory concerned with peer grading and give results from Ms. Silver's research on the results of peer grading-including students' reactions to it. Finally, the "how to's" of peer grading will be discussed.

Rita Silver, M.A. in TESL, Northern Arizona University, is a full-time instructor at Osaka Women's Junior College.

KOBE

1) Topic: Taking Students to Task
 Speaker: Anne Hill (British Council)
 Date: Sunday, March 11th
 Time: 1.30-4.30 p.m.
 Place: St. Michael's International School
 Fee: Members free; non-members ¥1000
 Info: Robert Brown 0798-41-3848

This workshop, subtitled 'how to bridge the gap between students' performance and teachers' expectations', offers simple learner-training techniques ranging from awareness activities based on questionnaires to specific practice in reporting back, pair work, offering answers (including negative ones), and discussion.

2) Topic: From Anarchy to Freedom
 Speaker: Kevin Staff
 Date: Sunday, April 8th
 Time/Place/Fee/Info: As above

Mr. Staff, who teaches at Matsushita Electric's Overseas Training Center, will suggest a set of organizing principles aimed at giving direction to the flexible, eclectic approach many teachers believe best suits the multiplicity of individual and situational variables in the language-learning environment.

JALT-Kobe Spring Conference '90 on Large Classes: Methodology and Technology, May 12-13 (Sat. 1-6 p.m., Sun. 10 a.m.-5 p.m.). Place/info as above; details in April LT.

KYOT

Topic: Teaching Translation Using Team Teaching
 Speakers: Hideo Horibe, Ronald Mason
 Date: Sunday, March 25th
 Time: 2.00-5.00 p.m.
 Place: Kyoto YMCA, Sanjo and 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

One effective way to make use of a team-teaching situation is teaching translation from Japanese to English. By clearly defining the two teachers' roles, e.g., the Japanese teacher checking and explaining basic grammatical points and adequacy as translation, and the native speaking teacher elaborating on nu-

ances, shades of meanings, better word choice, and preferable expressions, etc., they can form a complementary team. They can develop creative lessons for learners not only to enhance their accuracy of written English, but also to become familiar with native English speakers' thinking patterns. Practical strategies will be presented and sample lessons demonstrated.

Hideo Horibe is the English Program Coordinator at Sundai Gaigo Semmon Gakko in Toyonaka, Osaka. Ronald Mason teaches there and at Setsunan University.

NAGANO

Topic: Team-Teachina Colloquium
 Speaker: Local English Teachers and AETs
 Date: Saturday, Marc 24th
 Time: 2.30-5.00 p.m.
 Place: 1st Conference room, 4th floor M-bldg., Faculty of Education, Shinshu University, Nagano-shi
 Fee: Members free; non-members ¥700
 Info: Shiokawa, Haruhiko 0262-28-5628
 Yoffe, Leo 0262-45-6626

With the expansion of the JET Programme new problems and opportunities have come into the professional life of Japanese English teachers. Controversy over how to deal most effectively with this new factor has been going on since the implementation of the programme. Both Japanese English teachers and Nagano AETs will have a chance to talk openly about their respective difficulties and expectations. What is the place of an AET in Japan's education system? What should be the direction of the programme as a whole and how can it be made more successful? Come and share your 'honne' feelings!

NARA

Topic: My Practical Approach Toward English IIA and Team-Teaching
 Speaker: Machiko Mori
 Date: Sunday, March 11th
 Time: 1:00-4:00 p.m.
 Place: Saidaiji YMCA
 Fee: Members free; non-members ¥1000
 Info: Denise Vaughn 0742-49-2443

Ms. Mori, who has a strong background in sociolinguistics and applied linguistics, will discuss the high school team-teaching project she has worked on using a video filmed in her own class. She will focus on her teaching method/techniques and the positive influence she has found on her students in their learning of English, and will then discuss some of the problems found in the JET program and in team-teaching.

NIIGATA

Tonic: The Learning Laboratory
 Speaker: F. Kazama -
 Date: Sunday, March 18th
 Time: 1.30-3.30 p.m.
 Place: Niigata English Center, 5F: near Furumachi Mall across from the Mitsukoshi flower shop on Nishibori-dori
 Fee: Members free; non-members ¥500
 Info: Dan Minor 0254-43-6205

Akiko Honda 025-228-142s

Niigata English Center (N.E.C.) has been pioneering new methods and applications of the Language Learning Laboratory for over ten years. Mrs. Kazama will demonstrate useful and practical techniques she uses with children there. There will be handouts and a short video.

Mrs. Kazama graduated from Rikkyo University and has taught English to children and junior high and high school students for the past ten years. She is the founder of N.E.C.

OMIYA

No meeting in March, see TLT4 for April meeting announcement.

OSAKA/TEMPLE UNIVERSITY (April 7)

Info: T. Swenson 06-351-8843; see Bulletin Board
 (No regular chapter meeting in March.)

SAPPORO

Topic: Learning with Phonics
 Speaker: Yoko Matsuka
 Date: Sunday, March 18th
 Time: 1.30-3.30 p.m.
 Place: Kyoiku Bunka Kaikan
 Fee: Members and students, free; non-members ¥500
 Info: Ken Hartmann 011- 584-4854

Phonics is a traditional, simple, clear, and organized way of teaching English at the word and sentence levels. The speaker will introduce ways to teach phonics entirely in English from the very beginning for any age group. Participants will take part in the practice of rules, pronunciation drills, and games.

Yoko Matsuka, Director of Matsuka Phonics Institute and a lecturer at Tamagawa University, has been teaching English to children for 10 years. She has a degree in TESOL from CSU San Francisco and has done research on children's English acquisition in Japan.

SENDAI

Topic: Team Teaching: the Koto-ku Project
 Speaker: Ken Burton, British Council
 Date: Sunday, March 25th
 Time: 1:00-4:00 p.m.
 Place: New Day School
 Fee: Members free; non-members ¥1000
 Info: Harry Neale 022-267-3847

SHIZUOKA

Tonic: TEFL for Children-From A to Z
 Speaker: Keiko Abe
 Date: Sunday, March 25th
 Time: 1:00-3:00 p.m.
 Place: Tokai University Junior College, near Yunoki Station
 Fee: Members ¥500; non-members ¥1000
 Info: John B. Laing 0542-46-6861 eves. 0542-61-6321 days

This workshop will demonstrate practical and communicative techniques which are most successful in teaching English to children in Japan and refer to

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the theoretical and research considerations which have gone into creating them. These techniques include games, role play activities, simulations and songs all of which children can easily relate to. Many of these games and activities were developed by Ms. Abe in the classroom and in her teacher training workshops throughout Japan.

Keiko Abe is a children's EFL teacher, teacher trainer and author of several books. She is president of Communication and Language Associates (CALA).

SUWA

Topic: The AET and the Public School Teacher: Meeting the Challenges
Date: Sunday, March 4th
Time: 2.00-5.00 p.m.
Place: Matsumoto Arigasaki High School
Fee: Members free; non-members ¥500
Info: Mary Aruga 0266-27-3894 (Japanese or English)

A panel of both AETs and Japanese public school teachers will discuss the challenges they face along with what has been and will be helpful to them in meeting these challenges. A general discussion will follow.

TAKAMATSU

Topic: Cultural Differences for Language Practice
Speaker: Anne Hill, British Council
Date: Sunday, March 25th
Time: 1.30-4.30 p.m.
Place: Shimin Bunka Centre
Fee: Members free; students ¥250; other non-members ¥1000
Info: Harumi Yamashita 0878-67-4362

TOKUSHIMA

Topic: Characteristics of an Effective EFL Reading Class
Speaker: Richard R. Day (Ashiya University)
Date: Sunday, April 8th
Time: 1.30-4.30 p.m.
Place: Tokushima Bunri University No.14 Bldg Room 22
Fee: Members free; non-members ¥1500, students ¥1000
Info: Sachie Nishida 0886-32-4737

Richard Day is on leave from the University of Hawaii.

TOKYO

Topic: Business English
Speakers/Titles: (1) Andrew Vaughan: Coping with Company Classes?
(2) Nuala Campany: Evaluation in the Business English Classroom
Date: Sunday, March 25th
Time: 2.00-5.00 p.m.
Place: Sophia University Library 8F (Yotsuya Campus)
Fee: Members free; non-members ¥1000
Info: Don Modesto 03-291-3824 (work)

Mr. Vaughan will show how common features of company classes must be taken into account when selecting materials and planning courses. Andrew Vaughan is the manager of Sumikin Intercom, Inc. and co-author of a new text, **Ready for Business**.

The Campany presentation will look at some types of assessment used in Business English programs and will focus on practical methods for evaluating participants' performances. Nuala Campany is an instructor in the in-house International Communications Program of Kobe Steel, Ltd.

TOKYO SIG

日本語教育部会

演 題: 視覚教材の利用と文型の導入方法
講演者: 有馬俊子先生(スリーエー ネットワーク主任講師)
月 日: 4月7日(土)
時 間: 講演 2:00~5:00(受付 1:30)
会 場: テンソル大学日本校
(西武新宿線 下落合下車1分)
参加費: 会員 無料 非会員 1,000円(当日)

講演者、有馬先生は国立国語研究所日本語教育センター運営委員として、また株式会社スリーエーネットワーク主任講師として長年、日本語教育に携わっていらっしゃいます。

今回は最も広く使用されている教科書「日本語の基礎 1、II」に準拠した視覚教材を多く取り入れた教室活動、特に媒介語を使わずに会話表現、文型導入、文型練習などを楽しみながら効果的に授業をすすめる方法を指導していただきます。

JALT 東京支部日本語部会への問い合わせ。

梅 光司(0473 48 2650)

堀 歌子(03-372-9393)

TOKYO/TEMPLE UNIVERSITY (March 31)

Info: M. Sorey 03-444-8474; see Bulletin Board.

Topic: Error Analysis and Error Correction
Speaker: James Chambers
Date: Sunday, March 18th
Time: 1.30-4.00 p.m.
Place: Utsunomiya Community Center (next to Bunkakaikan)
Fee: Members free; non-members ¥500
Info: James Chambers 0286-27-1858
Michiko Kunitomo 0288-61-8759

Based on his 17 years' experience of teaching English in Japan, James Chambers, president of JALT Utsunomiya Chapter, will present a summary of research on errors in second language learning. This will be followed by a discussion of how to treat student

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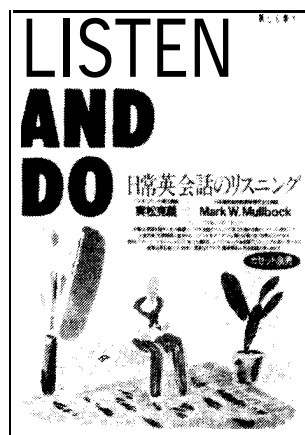
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errors in the classroom. Should we correct or not? If so, how?

James Chambers has an M.Ed in TESOL from Temple University and teaches at Utsunomiya University and Hakuo University.

WEST TOKYO

Topic: The Challenge of Multi-Level Classes
 Speaker: Marilyn Books (Bunkyo University)
 Date: Saturday, March 10th
 Time: 2:30-5:30 p.m.
 Place: Musashi no Kokaido Public Hall. Kichijo-ji station, Park exit walk straight one block. Left of Marui Department Store, look for the Theater Cafe.
 Fee: Members free; non-members ¥500
 Info: Greta Gorsuch 03-228-7443
 Eriko Machi 0422-43-2797

This workshop will present the theory behind six strategies for coping with multi-level classes. Several of the techniques will be put into practice in creative activities. The simultaneous, whole class/group/pair method with different tasks will be shown, plus the sequential and the "stations" approach. Organizational techniques such as seating plans, flexible grouping, and the strategic placement of the teacher will be explained. The learning objectives targeted are accuracy, fluency, vocabulary and listening.

Marilyn Books has taught in Canada, Trinidad, and Japan. She is an M.Ed degree candidate at San Diego State University.

YAMAGUCHI

Topic: Teaching English with Audio-Visual Materials
 Speakers: Eiichi Kittaka and Yukiko Shima
 Date: Sunday, March 11th
 Time: 1:00-4:00 p.m.
 Place: Science University of Tokyo, Yamaguchi College, Onoda
 Fee: Members free; non-members ¥500
 Info: Yayoi Akagi 0836-65-4258
 Yukiko Shima 0836-31-7620

YOKOHAMA

Topic: Materials for Content-Based Classes in EFL
 Speaker: David Pinsky
 Date: Sunday, March 11th
 Time: 2:00-5:00 p.m.
 Place: Yokohama Kaiko Kinen Kaikan (near JR Kannai Station)
 Fee: Members free; non-members ¥500
 Info: Bill Patterson 0463-34-2557

Teachers who want to introduce thematic content into their EFL classes need not be forced to improvise from magazine and newspaper clippings. This presentation will show how college and business texts can be used for an EFL content-course. It will show the wide range of teacher support material available, and will establish that the content-based course can be easy to set up, and yet be stimulating for the teacher as well as the student.

Mr. Pinsky has extensive experience in business, education and publishing. He has a degree in Modern Languages and the RSA Certificate in Teaching English as a Foreign Language, has worked as a translator at the United Nations University, and is a member of Toastmasters International.

FROM THE DEVIL'S DICTIONARY

(a number of definitions)

by Tom McArthur

Reprinted courtesy of *EFL Gazette*

LINGUISTICS: The science that hopes one day to understand language but in the meantime helps everybody else to understand language.

LISTENING COMPREHENSION: A skill that is necessary for the student but optional for the teacher.

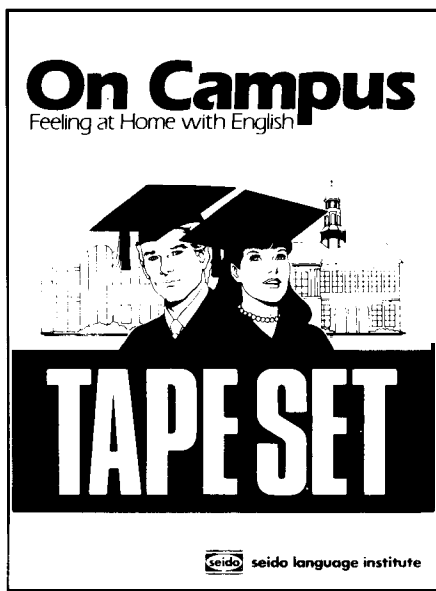
METHOD: Any way of teaching languages that is based on the collaboration of Divine Providence and at least one language teacher.

METHODOLOGY: The scientific study of how language teachers guess their way from course to course; any preferred set of such guesses.

MONITOR MODEL: A Christian Science approach to language learning, which demonstrates that language learning doesn't exist.

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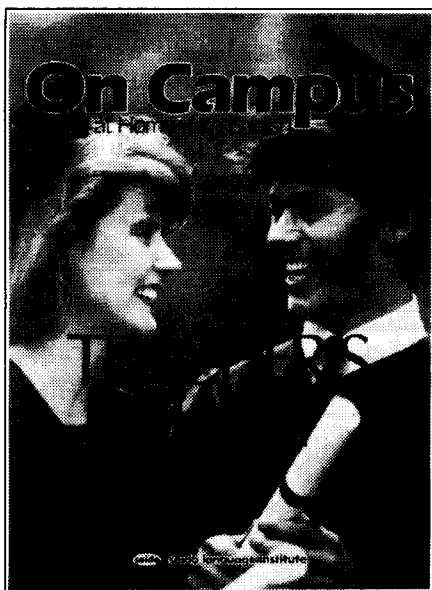
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Positions

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 25th of the second month preceding publication.

NEW LANGUAGE TEACHER EDITORS

The Publications Board invites applications and nominations for new **Language Teacher** Co-editors. The new co-editors will be expected to begin in October 1990 for an initial appointment of two years. Applicants should have 1) some previous editorial experience or have published in international academic journals; 2) a sound background in issues relating to language education; 3) a master's degree in a relevant discipline; and 4) a long-term commitment to the field of language education.

To apply, as an individual or as a pair, send a curriculum vitae, with a cover letter stating briefly how you see JALT's publications developing over the next five years, and the names and telephone numbers of two references, to: Ann Chenoweth, JALT Publications Board Chair, Yamato Heights 2-201, 7-17-16 Tanaka, Taito-ku, Tokyo 110. Closing date: May 5.

(CHIBA) Very small, very personal, very professional English-language conversation school is seeking part-time, qualified EFL teachers for children and adults. We need sincere, responsible people capable of course design and materials development. We offer high remuneration and a pleasant, fully equipped teaching environment. Please contact Caring Teachers' English Arts, Marine City Nakano Bldg. #203, 5-417-110 Makuhari-cho, Chiba-shi 281. Tel: 0472-73-8139.

(HYOGO-Ken) Native English instructor for teaching in public junior high schools. One-year contract starting April 1 with good working conditions. Should have a bachelor's degree, some basic Japanese skill, and no other work commitment after April 1. Send resume with photo to Mr. Nohara, Kawanishi Board of Education, Shido-ka 1-1-7, Hiuchi, Kawanishi 666 by March 25.

(KOBE) Tenure-track positions at the lecturer or assistant professor level beginning Oct. 1, 1990 and Apr. 1, 1991. Ph.D. or an M.A. in TESL, linguistics, or English literature. Applicants with an M.A. should have four years of teaching experience after completing their degree. Responsibilities include teaching five to seven classes of English language seminars or composition per week. Salary commensurate with age, experience and qualifications; subsidized housing, health insurance, bonuses, and pension. Please submit a complete curriculum vitae, a list of relevant publications with copies, and a cover letter stating

teaching and research interests by April 30, 1990 for the October opening or by September 15, 1990 for the April opening to Professor Toru Imazawa, Department of General Education, Kobe University of Commerce, Seiryodai 4-3-3, Tarumi-ku, Kobe 655; fax 078-708-2344.

(NAGANO) Small, high quality language school emphasizing discussion wants two English teachers: a Japanese national from April 1st and a native speaker from June 1st. The Japanese applicant should have some years' experience abroad. The native speaker should have experience teaching in Japan. Both positions offer a 5-day workweek and a ¥300,000 monthly salary on a one year renewable contract. Send resume (w/photo) to Nagano Foreign Language Center, Sanpuku Bldg. 3F, 1421 Minami Ishido-cho, Nagano 380; tel. 0262-28-6516, Mon.-Fri. 11.00 a.m.-6.00 p.m.

(NIIGATA) Full time teacher with EFL training and some experience. One year contract, from early April, renewable; up to 24 hrs. teaching per week, social and admin. duties; six weeks annual holiday. ¥275,000 per month plus insurance, increments, relocation allowance, annual bonus from second year on. Bight home on completion. New school orientated towards authentic language and task-based learning in a friendly environment. Small classes, variety of levels and ages. Please send application letter and resume to Chris Cleary, FC English Centre, Matsumidai 16-15-3, Niigata-shi 950-21.

(NUMAZU) English conversation school with a friendly atmosphere is looking for two native English-speaking teachers to begin in April and June. We offer very good terms, including 6 weeks of paid vacation, housing and overtime. The base salary for 20 hrs/week is ¥240,000/month. A higher salary will be offered commensurate with experience and education. Our students range from kindergarten age to businessmen. The teachers must be able to work well with children. Please send your resume and photo as soon as possible to: Every-one Language School, Taisei World Bldg. 4F, 2-1-5 Otemachi, Numazu-shi, Shizuoka-ken 410; tel: 0559-63-7056 (10.00 a.m.-7.00 p.m.); 0659-24-2818 (morning and evening).

(NUMAZU) Full-time experienced native English teachers needed for children and adults. Sponsorship, accommodation available. Great atmosphere. Short-term teachers also needed for intensive resort hotel classes. Send resume and photo immediately to PLIC, 5-5-3 Otemachi, Numazu, Shizuoka 410.

(OKAYAMA) Native English-speaking instructor to start in March or a.s.a.p. M.A. in TEFL or Education desired but B.A. will be considered. About 20 teaching hours a week (6 days a week); occasionally editing business letters is required. Salary approx. ¥235,000/month. We provide national health insurance and a furnished apartment with telephone and pay 80% of housing. One-way ticket provided; Japanese lessons (1/2 price). Free use of tennis club. Please send picture,

resume: Okayama Institute of Languages, P.O. Box #68,2-1 -77 Nakasange, Okayama 700.

(OSAKA) S.A.P.L. Coordinator (Hi-Jo-Kin) at the Junior College level at the International Buddhist University (IBU) English Department beginning April 1990. One need not be a native speaker of English. Minimum requirement: satisfactory attendance at an Introduction to S.A.P.L.; additional S.A.P.L. training preferred. Location: Habikino, about 30 minutes from Tennoji Station. Coordinate 15 "koma" (90-minute periods) per week. Over ¥300,000 yen/month, paid over 12 months, with five months of paid vacation. Didasko 06-443-3810.

(OSAKA) A full-time General Coordinator for in-company language training program. Ph.D. or M.A. in TESOL/TEFL or related field and two years' teaching experience required; administrative experience preferred. Responsibilities are: teacher evaluation and training, conducting teachers' meetings, and development of teaching and testing materials. ¥7,000,000/year, subsidized housing, health insurance and other benefits. Starting date is immediate; send resume to Yoshihiro Sugiyama, Overseas Training Center, Matsushita Electric Industrial Co., 2-10 Kikugaoka Minamimachi, Hirakata, Osaka 573.

(SEOUL, KOREA) 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.

(SUWA, Nagano) Full-time in-house ESL instructors: college graduates with a minimum of 2 years of teaching experience, an understanding of Japanese culture, and a desire to live in rural Japan. Salary commensurate with experience; housing assistance, pension/insurance plan, and 14 paid personal vacation days. Send resume to Karin Hegge, Recruiting and Personnel, Seiko Epson Corporation, 3-5-3 Owa, Suwashi, Nagano-ken 392.

(TAKAMATSU) Full-time ESL teacher. Cooperative, culturally aware native speaker with B.A. or M.A. in TESOL or a teacher's certificate. Duties: 21-23 teaching hours/week on five working days, plus preparation for the class meetings, several kinds of proofreading, and curriculum development. Salary: ¥210,000-230,000/month, according to qualifications. Benefits: accommodation; return or round trip air ticket, provided terms of contract are satisfactorily fulfilled, seven-day summer and winter vacation. One-year contract. Send letter of application and resume along with photo to: Lingo School, 11-6 Kamie-cho, Takamatsu 760; tel. 0878-31-8096 (12 noon-7 p.m.), 31-3244 (after 9 p.m.).

(TOCHIGI) Experienced EFL instructors for the intensive English Language Program of Green River

Community College, Kanuma branch, full-time beginning April, 1990. Send inquiries or resumes to James Chambers, 27-1 Tamatsuri-dai, Utsunomiya-shi, Tochigi 320; tel. 0286-27-1858; fax 0286-33-0922.

(TOKYO) Part-time instructors with background and experience in TESOL, Literature, Maths or Political Science beginning in May. M.A. is required. Japanese nationals with experience studying in North America are also invited to apply. Also require a secretary either f/t or p/t. Must be an American citizen with a minimum of an A.A. degree. Send resume to: Robert F. Dell, McKendree College, Dai-ni Akatsuki Building, 60 Babashitacho, Shinjuku-ku, Tokyo 162; tel. 03-5273-0621, fax 03-5273-0858.

(TOKYO: Eifuku) Part-time/full-time or contract-based opportunity for experienced curriculum developer. Native speaker or qualified Japanese person. Hours are flexible and salary negotiable. Ability to work with prepared course or create course framework and lesson plans. For further information contact Peter Harmon, 2-54-12 Eifuku, Suginami-ku, Tokyo 168. Fax: 03-327-1022.

(UTSUNOMIYA) English-language teacher, one-year contract April 1990-March 1991. Sponsorship; salary ¥220,000; accommodation, car, single air fare provided. Call Mr. Muramatsu at 0286-73-5873 or send resume to Seven Seas, 2472-1 Shimo-okamoto, Kawachi-machi, Kawachi-gun, Tochigi 307-02.

原稿募集

THE LANGUAGE TEACHER、

1991年12月特集号

日本の中学・高校での英語教育
この号の案内欄参照

Submissions are sought for

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A Special Issue of
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For further information, see the
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JALT is a professional organization dedicated to the improvement of language learning and teaching in Japan, a vehicle for the exchange of new ideas and techniques and a means of keeping abreast of new developments in a rapidly changing field. JALT, formed in 1976, has an international membership of some 3,000. There are currently 35 JALT chapters throughout Japan. JALT 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 15. Awards are announced at the annual conference.

Membership — Regular Membership (¥6,000) includes membership in the nearest chapter. **Joint Memberships** (¥10,000), available to two individuals sharing the same mailing address, receive only one copy of each JALT publication. **Group Memberships** (¥3,600/person) are available to five or more people employed by the same institution. One copy of each publication is provided for every five members or fraction thereof. **Associate Memberships** (¥50,000) are available to organizations which wish to demonstrate their support of JALT's goals, display their materials at JALT meetings, take advantage of the mailing list, or advertise in JALT publications at reduced rates. 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.

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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、割引きの特典がある出版物もあります。

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

支部：現在、全国に35支部あります。(札幌、盛岡、仙台、山形、茨城、宇都宮、群馬、大宮、千葉、東京、西東京、横浜、新潟、金沢、福井、長野、諏訪、静岡、浜松、豊橋、名古屋、京都、大阪、奈良、神戸、姫路、岡山、広島、徳島、高松、松山、福岡、長崎、鹿児島、沖縄)

研究助成金：詳細は JALT 事務局まで。

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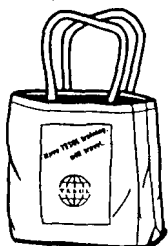
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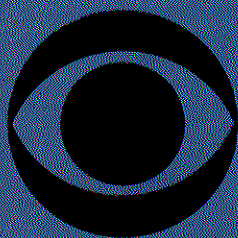
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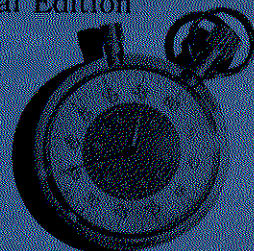


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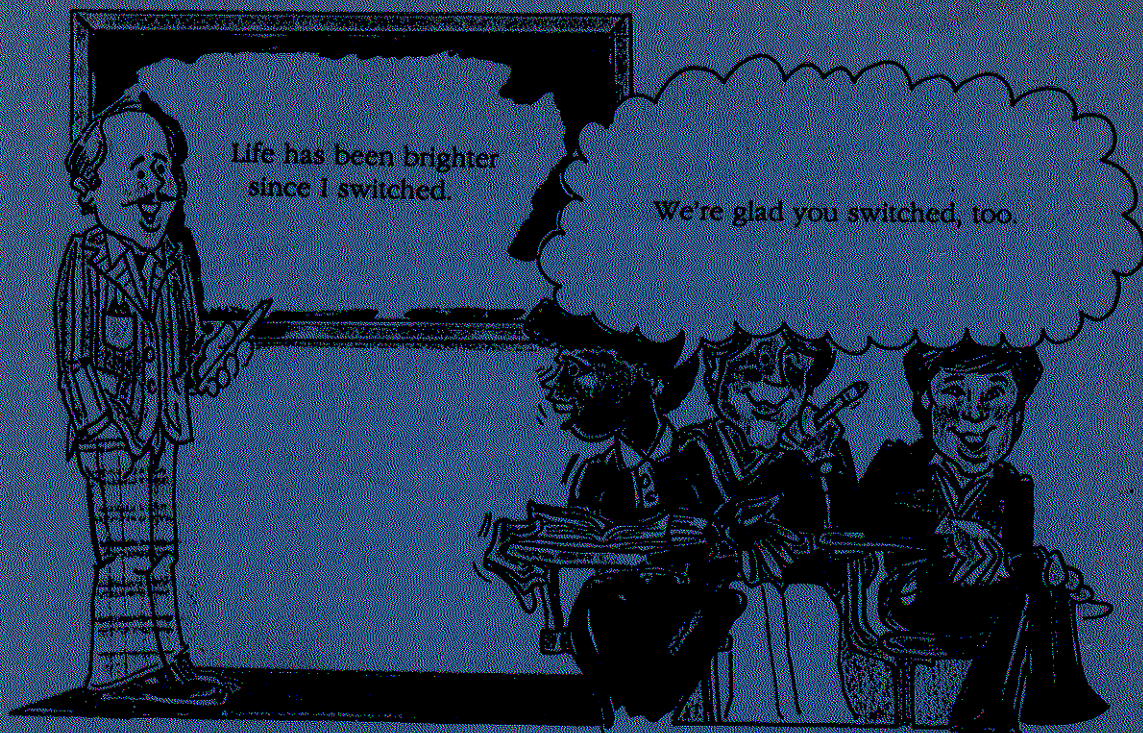
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