

JALT

newsletter

Vol. II No. 2

Spring 1978

FUTURE JALT PROGRAMS

David Bycina
JALT Program Director

Gattegno is gone. After completing his seminars and special presentations on the new video-tape series and the Japanese Fidels, he packed his rods and silently stole away. The Silent Way, though, lives on. And, for those of you who missed Gattegno and also for those veterans who would like to continue his certificate program, JALT has invited Shelley Kuo to present a course in Mandarin Chinese this summer. Shelley, who is Gattegno's assistant at Educational Solutions in New York, first introduced the Silent Way to Japan two years ago in Kyoto. This summer's program will repeat her very enthusiastically received presentation. It will entail approximately seven hours of instruction a day over a nine-day period. The program will be held in Osaka. The dates are from Saturday, July 29, through Sunday, August 6. If interest is indicated, there is also the possibility of a French Silent Way class (also part of the certificate program) in late August or September. Each of the programs will cost about 60,000 yen, exclusive of meals and accommodations. For further information, call either Tom Pendergast in Osaka (06-443-3810) or David Bycina in Tokyo (03-244-4251).

Other JALT programs are also being scheduled for the summer. During August, the University of Hawaii's Richard Via will be giving workshops in "English through Drama" at each of the local chapters. Via is well known in Japan as the founder of Tokyo's Model Productions, a collegiate group that every year presents a play in English. Via's trip is being jointly sponsored by JALT and the Language Institute of Japan.

Although not yet confirmed, it is hoped that the East-West Center's Larry Smith and the University of California's Cliff Prator will speak to the membership sometime in July. Smith is interested in English as an international language and Prator is a specialist in American pronunciation. Both will be here in conjunction with the summer workshop of the Japan Association of College English Teachers.

This year's annual conference is slated for November. It will most probably be held at the Olympic Village in Tokyo. In view of the diversity of our members' interests and occupational specialities, the name of this year's program has been changed from TEFL Japan to Language Teaching in Japan 1978. This ambitious undertaking, which will involve around 40 speakers and an audience of over 400, is being cooperatively planned and presented by JALT and the College Women's Association of Japan. In addition to local talent, several foreign guests have been invited to participate. Song Young Ok of the Republic of Korea will provide Silent Way and CLL demonstrations with Korean as the target language. It is expected that the British scholars, David Wilkins and Anthony Cowie, will also attend. Wilkins, of course, is one of the major exponents of "notional syllabuses," the foremost language teaching trend in Europe, and Cowie is an Oxford University Press expert on dictionaries. Proposals for other presentations are now being accepted. Anyone interested in participating in the conference as a speaker is urged to contact me as soon as possible at the number given above. ■

海外留学英会話：申込みから帰国まで

KAIGAI RYOGAKU EIKAIWA: MOSHIKOMI KARA KIKOKU MADE

or

Study English Abroad: Conversation Pieces

Many Japanese youngsters today, usually age 13-35, assume that conversation English can only be mastered by studying abroad. In his first book on studying abroad, the author, Mr. Hiroshi Kiku, has pointed out to the general Japanese reading public that this is not necessarily the case, that the job can be done within Japan in the first half of the book. In the second half, he has shown ways and means for Japanese would-be students of ages 13-35 to study abroad on their own private funds.

Most of these same Japanese students plan on studying English abroad for an average of twelve months anyway. Yet they are unable to picture in their minds their life overseas for a year or so and worry about it unnecessarily.

Part I of the book presents an average Japanese student's life as a student of English as a Second Language in Seattle, Washington, U.S.A., through fifty dialogs in English, their translations, footnotes and further explanations in Japanese, Part II of the book presents all the paperwork involved for the same purpose. This book can therefore be used as a conversation school text for its free conversation sessions as well.

For information about language institutes, colleges, professional schools, graduate schools or vocational schools, as well as au pair jobs and "home stay" opportunities, have your Japanese friends or students contact:

SETAGAYA INSTITUTE FOR STUDY ABROAD (S.I.S.A.)
4-1-9 Daita, Setagaya-ku, Tokyo 155
telephone: (03) 325-6020
10 a.m. to 10 p.m. daily

TEACH THE VIETNAMESE REFUGEE CHILDREN ENGLISH PROJECT

Andi Bengaard
Rokko Kaikan, Kobe

Objective: To use TORO English workbooks emphasizing oral language development so that in two months of daily instruction the Vietnamese refugee children (ages 5-13, 10 students) who would be placed into an American classroom would have an adequate English level.

Proposed plan: To teach a one-hour class, six days a week for two months or until the refugees leave (the first group left after only one week of instruction).

Since this was a strictly volunteer program, teachers were recruited from the TORO workshop who had gone through the teacher-training program or were under instruction (I had taken only two of the twelve-lesson teacher-training course). Each day we had a teacher and a helper in attendance, sometimes more, depending on availability. We began each day by gathering the children at the "bus stop." We had a placard with a yellow school bus sketched on both sides as the "school bus." Gradually as they became familiar with the system they had to buy a ticket to get on the "bus." They happily rang the bus bell all the way up the two flights of stairs, yelling out, "Up the stairs," and afterwards, "Down the stairs," "On the bus," "Off the bus." This was a happy way to start and end each session.

These children had had basically no contact with English before. They were affectionate, accepting and defenseless to the world around them. From the beginning we had two types of activities. One was personal (coloring own workbook), the other was group activity (games, oral practice and songs). The approach was aimed at successful communication from the first, such as this:

(T) What color? (S) Blue.
(T) Ask me. (S) What color?
(T) Blue.

Without translation they moved from this oral practice to coloring blue in their workbooks where the teachers could circulate, working on the dialog with the individual.

For these children, the response was as expected, simply repeating without understanding--but what fun they had! Giggling, laughing, repeating "What color?" when we asked, "What color?" With hand gestures we then indicated who was to answer and whispered the response they should give. This intensified the game for them and finally some caught on. We had to keep in mind that these sounds were entirely new and not become discouraged by what we considered slow progress.

From there they could make picture cards and this conversation:

(A) A blue card, please. (B) Yes, here.
(A) Thank you. (B) You're welcome.

Repetition of song patterns really helped in learning all kinds of grammar. They could be heard all day long going

around singing, "I I I I I I, you you you..., he he he, she she she, it it it.../ to the tune of "One two three four five six seven,"

By the end of the two-month project, some of the youngest had mastered only yes, no, a few of the 10 colors, some basic songs, and personal greetings. The flexibility of the workbook allowed the faster ones to progress much quicker. Some were able to read and write the colors as well as several other words, although this was not emphasized. They learned perhaps 40 nouns and some emotion words (happy, sad, hungry, thirsty, hot, cold).

From the beginning the priest in charge was a little reluctant to encourage our efforts for fear the Vietnamese would not respond. He feared they would come late or drop out as they had with other projects. But this was not the case. Every day they were waiting at the "bus stop" when we came or went dashing off to hunt the others, full of enthusiasm and "Good morning, teacher. How are you today?" It gave us beginning teachers great on-the-job practice, the students improved in appearance and self-motivation, and they had a real and pleasant contact with a culture they would soon be cast into.*

Cue for a Drill

Shiona Harkess & John Eastwood

Y 1120

Drill and exercise material in 12 areas of grammatical difficulty for intermediate learners. The context is provided by a map, diagram, table or other illustration on each left-hand page, facing a number of drills on a particular point.

Notional Syllabuses

David Wilkins

Y 1280

An important book about syllabus design for the communication-oriented approach to language teaching.

OXFORD UNIVERSITY PRESS

Enshu Building

3-3-3 Otsuka

Bunkyo-ku, Tokyo 112

tel. (03) 942-0101

INTERCULTURAL COMMUNICATION READING LIST

The First Ten

[On January 8, 1978, Dr. Reta Gilbert gave a presentation in Tokyo on the subject of intercultural communication. This is the basic bibliography which she was requested to provide.)

John C. Condon and Fathi Yousef, An Introduction to Intercultural Communication, The Bobbs-Merrill Company, 1975.

Ken Darrow and Brad Palmquist (eds.), Transcultural Study Guide, second edition, Volunteers in Asia, 1977.

Edward T. Hall, The Silent Language, Doubleday, 1959.

Edward T. Hall, The Hidden Dimension, Doubleday, 1966.

Edward T. Hall, Beyond Culture, Doubleday, 1977.

Michael H. Prosser, Intercommunication Among Nations and Peoples, Harper and Row, 1973.

Sharon Ruhly, Orientations to Intercultural Communication, Modules in Speech Communication, Science Research Associates, 1976.

Larry A. Samovar and Richard E. Porter, Intercultural Communication: A Reader, Wadsworth Publishing Company, Inc., 1976.

H. Ned Seelye Teaching Culture: Strategies for Foreign Language Educators, National Textbook Company, 1976.

Alfred G. Smith, Communication and Culture, Holt, Rinehart, and Winston, 1966.

JALT NEWSLETTER

Japan Association of Language Teachers

Published four times a year (seasonally). Contributions to the newsletter are welcome. Deadlines are March 1, June 1, September 1, and December 1.

Information on advertising rates and requirements may be obtained from the editor. Notices of job openings are free of charge and will be inserted according to available space.

For all newsletter business, contact Nancy Nakanishi, Editor, JALT Newsletter, c/o Nagoya International College, 1-7 Miyanishi-cho, Chikusa-ku, Nagoya 464, tel. (052) 731-1581, ext. 293.

notices

CHAPTER MEETINGS

Kansai July 2, Zentei Kaikan, Osaka, 1-4 p.m.
Camy Condon will give a presentation on imaginative ways of teaching English.

Chugoku July 2
Sister Barbara O'Donahue will give a presentation on "program learning" For further information, contact Marie Tsuruda, Hiroshima YMCA, 7-11 Hatchobori, Hiroshima 730, tel. (0822) 28-2266.

Kanto June 11
ILC (International Language Center) will give a presentation on teacher training. For further information, contact David Hough at (044) 855-2111.

OTHER MEETINGS

The First International August 7-12, 1978
Congress for the Study Tokyo
of Child Language

Sponsored by the International Association for the Study of Child Language. Discussion topics may also include nonverbal communication and second-language acquisition. For further information, contact Fred C. C. Peng, Secretary General of the Congress, I.C.U., 10-2, 3-chome, Osawa, Mitaka, Tokyo 181.

OTHER ANNOUNCEMENTS

TESOL stands for Teachers of English to Speakers of Other Languages and is the largest organization of its kind in the world. Even though JALT is an affiliate of TESOL, membership in one does not imply nor preclude membership in the other. Members receive the TESOL Quarterly and the TESOL Newsletter (published five times a year). Yearly membership fee, January through December, is \$20.00 plus \$2.00 international postage. Those who join in mid-year receive back issues of the Quarterly for that year. For an application blank, contact Tom Robb, 8-20-12, Oogaito-cho, 1-chome, Hirakata 573.

CORRECTION

The last issue of the Newsletter was erroneously labelled Vol. II, No. 2; it should have been Vol. II, No. 1.

JOB OPENINGS

Hijiyama Joshi Gakuen (a private junior and senior girls' high school) has an opening for a full-time instructor beginning in September, 1978. Religious affiliation of the school is Buddhist (religion is not taught, however). Teaching hours, 14 per week, salary 160,000 yen per month plus bonus amounting to 640,000 yen annually. Two-year contract. School will assist in finding apartment. Interested persons should contact the present instructor, Mary Livingstone, Yamada Apato, 19-15 Nishikasumi-cho, Hiroshima 734, tel. (0822) 51-4478.

Nagoya International College is looking for Japanese nationals for the position of English instructor or staff (full-time). M.A. in TESOL preferable. Possibilities for advancement. Salary according to experience. Contact S. Murata, Director, Nagoya International College, 1-7 Miyanishi-cho, Chikusa-ku, Nagoya 464, tel. (052) 741-2304.

Encyclopedia Britannica is looking for American or Canadian women in their 20's who are available for occasional part-time jobs, including weekends. Traveling required. Job consists of teaching children, 3-10 years old, from prepared materials and songbooks. Payment is 12-24,000 yen for two to four teaching hours per day, plus transportation and lodging. For further information or an interview appointment, telephone Ms. Oka at (06) 372-1092.

MOVING SOON?...

Please let us know so that we can be sure that you receive all of your JALT and local chapter mailings without fail. Any inaccuracies in your address, as well, may be corrected by writing or ringing up any Of the following membership chairpersons:

J.A.L.T.	Thomas Robb, 4-40 Hirakata-Motomachi, Hirakata, Osaka-fu 573 (0720) 45-1874
Kansai A.L.T.	Harumi Nakajima, 3-11-20 Higashiyosumi-cho, Takatsuki, Osaka-fu 569 (0726) 93-6746
Kanto A.L.T.	Lawrence Cisar, 5-24-4 Inokashira, Mitaka-shi, Tokyo 181 (0422) 48-3861
Tokai A.L.T.	Ikuo Matsuzake, 81-866 Kanokoden, Tashiro-cho, Chikusa-ku, Nagoya 464 (052) 761-3590
Chugoku Chap.	Ronni Alexander, Hirota Biru 301, 11-2 Kogo Kita, 2-chome, Hiroshima 733 (0822) 28-2266 (YMCA)

chaptereports

TOKAI

Robert Bruce

We are already fast approaching the summer and the year for us at TALT has so far been a pleasing one, much up to our expectations. The year began with the annual committee elections, in which a few changes took place. Since then, we committee members have made much effort to keep the running of TALT as smooth as possible.

The first main event of 1978 was the presentation given by Ms. Camy Condon in Nagoya on the subject of "Rhythm and Movement in the English Class." Her ideas and methods were directed mainly toward the teaching of children, although it was, however, mentioned that they could also be applied to adult classes. Unfortunately, Ms. Condon failed to demonstrate this in her lecture. For those who are involved in teaching English, or any other language, to children, I'm sure that the presentation, together with Ms. Condon's dynamic personality, had much to offer.

The "Values Clarification" presentation, given by Ms. Inga Uhleman in March, was an extremely worthwhile lecture on how to put life back into the classroom. Her strategies used in the demonstration were at times amusing and in the classroom they have been highly successful for the majority of those who have used them. A useful aid to everyone who at times experiences silence and lack of enthusiasm in their classes,

On May 13 and 14 will be a workshop weekend given by Ms. Song on the "Silent Way" in Korean. It will be approximately 10 hours in duration and we are hoping for a good show of numbers at this workshop.

We are very pleased that since the beginning of the year the total number of members has risen by 25% to just above the 50 mark. We all trust that this rise will continue as more people become aware of our existence.

CHUGOKU

Our First Meeting

John Christopher Maher

Pascal once wrote that most of the evils of life stem from "man's being unable to sit still in a room." Though not the aim of JALT Chugoku to start a moral revival, this chapter's first meeting undoubtedly signaled a revival of some order in the linguistic awareness of the area's teachers. The response was good.

A total of 68 participants registered, 61 members and 7 others. The bulk were from Hiroshima City, but others were from Kure, Yamaguchi, Ube, Iwakuni, Fukuyama, Matsuyama, and Onomichi. Membership of the Chugoku Chapter now stands at 65, and the enthusiasm displayed before and after the meeting makes prospects for the future bright. Membership draws from all levels of the teaching profession.

Our first speaker at this inaugural meeting/workshop was Ms. Camy Condon who gave her presentation on "Creative Methods for Teaching Young Children." At this point it may be worth noting that a sizable percentage of our present members are children's teachers who were, as everyone, tremendously stimulated by Ms. Condon's presentation.

Our afternoon speaker, Tom Pendergast, steered us gently and instructively through the complexities of "CLL--a new approach to language learning." Vigorous discussion after the meeting showed that many valuable insights into the psychological mood of the classroom were gained from Tom's demonstration.

KANTO

David Bycina

The Kanto Association of Language Teachers has already entered its second year of existence. It is now offering its members monthly programs on a broad range of topics related to language teaching. In February, to celebrate its first anniversary, it presented a special two-day conference devoted to "teaching English to businessmen." The aim of this workshop was to examine the adequacy of current language programs and to suggest ways in which materials and curricula might be improved so as to better meet the needs of businessmen-students. Over thirty personnel managers, students, foreign businessmen, and instructors took part in four panel discussions, which considered the needs and goals of "business English" from different perspectives.

Other presentations this year have focused on cross-cultural communication, CLL in theory and practice, Lipson Squares and cue cards, and highlights of the 1978 TESOL Convention. Future programs will address themselves to teacher training, contrastive analysis, English through Drama, and teaching Japanese.

Although the speakers program continues to be the most visible activity of the organization, KALT is also in the process of establishing a number of standing committees to promote the dissemination of professional information. A "Referral Service" is being created to deal with job inquiries from applicants in Japan and abroad. A "Blue Book Committee" is composing a questionnaire to determine the working conditions, salaries, benefits, and backgrounds of teachers at schools in the Kanto area. A "Library Committee" is looking into the possibility of arranging borrowing privileges for members at various school libraries, and a "Business English Committee," which grew out of the above mentioned conference, is compiling a bibliography of materials that might be especially useful to teachers of businessmen. Still another committee edits and publishes an eight-page monthly newsletter, which contains reviews and announcements of local programs, profiles of major schools, and job information.

During the past year, the organization has grown very rapidly. With a membership of around 200 teachers and students of language, Kanto is now the largest of the JALT chapters.

books

A Handbook for Teaching English to Japanese, by Kayoko Hisano Ishii, self-published, 10-7 Funado-cho, Ashiya-shi, Hyogo-ken 657, 1976.

Mark Wright

The Random House College Dictionary defines a handbook as "a book of instruction, guidance or information." Kayoko Hisano Ishii's A Handbook for Teaching English to Japanese provides the reader with some of each.

The book begins with a brief history of Japan, providing a background for the author's opinion of why Japanese study English. Chapter Two, entitled "English Education in Japan," presents a brief history of English education in Japan, followed by a synopsis of the present state of the field. The author writes from her perspective as both a student and teacher in the field. Of special interest in this chapter is the section on "What the Japanese Student Expects of the Native Speaker." The author presents these expectations in a very concrete way with valuable suggestions for dealing with them.

The greater part of the book consists of Chapter Three, "Linguistic Differences between Japanese and English." The chapter is divided into three sections, pronunciation, grammar, and vocabulary and usage. The examples in the section on pronunciation are well illustrated and provide a helpful theoretical explanation of some of the pronunciation problems which English teachers encounter every day in the classroom. Especially valuable is this section's presentation of the proper English sound contrasted with the mistakes commonly made by Japanese students. Included in this section are also the problems of rhythm and intonation, and the vowel and consonant differences between the two languages.

The section dealing with grammar covers sentence structure and parts of speech. Again, the areas dealt with are well illustrated and are commonly encountered in the classroom.

A highlight of the third section on vocabulary and usage is the author's list of some "katakana words." These terms have been adopted directly from a foreign language into Japanese and sometimes have meanings in Japanese quite different from their original ones. Kudos to Ms. Ishii for this. At last, a warning of the dangers of eating "shoe cream" and drinking "pine juice."

Even more important is the final chapter of the book, which deals with some cultural differences between Japan and the United States of America. Topics in this chapter include the Japanese "shyness" and "instinct for harmony." After explaining some of these characteristics she proceeds to give some suggestions for dealing with them in the classroom. The suggestions are good but the strongest theme in Chapter Four is that of cultural sensitivity. The teacher who is aware of the effects cultural differences have in the classroom is more capable of dealing with impediments to learning.

In its approach to language teaching with a full view of the cultural factors involved in teaching, this book provides excellent information for teachers new to the Japan scene. For 900 yen, it's a best buy. You can't miss!*

language programs

Nagoya International College-Intensive English Programs

Nancy Nakanishi

NIC is a subsidiary of Kawaijuku, a college-preparatory school with approximately 9,000 students. Started in 1970, NIC originally consisted of evening conversation classes, but soon expanded to include a children's department, a one-year intensive English program, and a two-year junior-college program with a Business English or English Arts major, leading to a diploma and job placement.

The administration at NIC is interested in modern language-teaching methodology; in fact, the Silent Way was taught as an experiment in this year's three-week freshman orientation program. Our purpose in teaching it was for the students to gain an understanding through experience of the principles of our regular intensive program. Our approach to learning is cognitive; i.e., we assume that the cognitive processes--insight, intelligence, and organization processes--are the fundamental characteristics of human response, and that each subsequent response will be organized in the light of previous experiences. To quote Hilda Taba:

"Learning...is enhanced by interest and motivation as well as by practice, which is not synonymous with repetition. Practice consists of modifying each successive attempt to learn something, not of repeating exactly the same act. Intrinsic motivation--curiosity, sensing the relevance and purpose of what is being learned, a sheer drive to understand, or a quickened awareness--is likely to be a more stable stimulator of learning than extrinsic rewards. Learning engendered by intrinsic motivation is more likely to be retained and used again." (1)

In line with this approach, we have developed our own texts, or exercises to accompany existing texts, which ask the student to make intelligent guesses about material he does not understand and then apply his new realizations to a variety of new situations. Also, while we do have students who are not motivated to learn English, we often find that presenting them the series of tasks which our exercises consist of gives them the curiosity to "figure out" the exercise. In effect, the students may forget that they are "studying English" and think more in terms of "working out this problem."

Our intensive programs are not integrative because we feel that, in an integrative program, reading and writing are all too often used to reinforce or review oral work, and the special skills which reading and writing require are not dealt with. Therefore, our subjects are divided into listening comprehension, reading skills, conversation, and composition. The final semester of the two-year course mainly consists of non-graded materials; for example, the listening comprehension course consists of an ad-libbed set of taped episodes forming a mystery story, with increasingly difficult exercises within each lesson, done on an individual-study basis; the Reading

Skills course is an overall introduction to the types of English reading material (magazines, newspapers, nonfiction books, etc.) available on the market.

This program has proven to be successful; however, problems do exist. The major problem is that, with two levels of instruction and our emphasis on self-motivation, it is extremely difficult to choose the basis for testing and assigning grades. However, on the whole, both students and administration have been supportive of this curriculum which forms our intensive programs.

(1) Hilda Taba, Curriculum Development: Theory and Practice, Harcourt, Brace & World, 1962, p. 82.

..from the editor's desk..

Now that the chapters have grown so large, it seems that some members might find it profitable to organize special interest groups. The group I especially have in mind are the children's teachers, who may not find the regular presentations aimed at teaching adults very profitable. The organization of this special interest group within a chapter could lead to special group discussion meetings, special speakers, etc. Unfortunately the chapter officers are overworked already, and often they cannot realize their ideas unless new volunteers are willing to take on the responsibility. If you feel that you would benefit from forming a special interest group, get in touch with any of your chapter officers and discuss the possibilities.

Speaking of special interest groups, I went to the Teaching Abroad Special Interest Group meeting in Mexico City, and when I got there the room was packed and there were people clustered in the aisles and around the doorway. Obviously such a crowd was not expected, but it showed that there is a growing interest in forming smaller groups within the organization to work on particular problems. By the way, there were rumors in Mexico that the TESOL Convention might be planned for Tokyo in a few years, but I am not excited about this thought. Think of the group that would do the work for it.

Plans are now under way for this year's convention, to be held in Tokyo, most likely in November. Advance registration forms will appear in the JALT Newsletter in September. This year's convention will be bigger and better; plan to attend.