

JALT

The Japan Association of Language Teachers

**Special
Issue****NEWSLETTER**

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January, 1979

The JALT Story

by Tom Pendergast

Tom Robb and I were talking the other day and the discussion turned to origins. The origins of JALT. Just when and where did all this begin? When does an idea take on substance?

Without entirely ignoring the contributions of our Japanese counterparts, I think it is still fair to say that, prior to 1975, there was very little meaningful cross-fertilization occurring among people in the EFL field in this country. Here and there, there were pockets of enthusiasm, but nobody really knew what anybody else was doing. And there was little or no input from the outside.

Sowing the Seed (1975)

Bill Harshbarger, then Principal of LIOJ in Odawara, announced a week-long TEFL Conference in the spring of 1975. Underwhelmed by the response (five people registered), he retrenched and re-announced a scaled down version of two days, to be held in August. Almost forty people from all over Honshu gathered for this one. A great deal of excitement was generated, but, at a meeting on the second day, the majority decided not to channel their energies into forming a new organization at that time, but to revitalize the apparently languishing Foreign Teachers Association in Tokyo, and to work through this already-existing group to bring about changes in English education. Bill, in fact, pursued this commitment with some vigor and instituted a pre-dinner EFL Forum at FTAJ meetings, which enjoyed considerable success.

New Beginnings (1975)

Those of us from Kansai, however, were left with only the warm glow of our memories of the LIOJ Conference and a yearning to do something. Late that fall, Sharon Bode, then Chief Instructor at the Kyoto YMCA, made the first move by inviting a group of teachers to her apartment for lots of tea, cake, and good talk. I think those present at that first get-together will affirm that it seemed as if some void had been filled. There was almost a compulsive outpouring of common experiences, ideas, book titles, and "solutions." It was apparent that something was happening. There were about 15 of us at that first meeting.

We didn't have a name yet, but it was agreed that subsequent meetings should center around an informal presentation or two. At our next gathering, Sharon spoke on the logic of pictures and I gave a brief dem-

monstration of Silent Way Japanese. By the third meeting, we had outgrown Sharon's place and began our continuing nomadic existence, always on the lookout for a suitable meeting place.

KALT (1976)

A subsequent meeting was held at the National L.L. School in Osaka in the spring of 1976. After some discussion, those assembled decided to name the organization KALT. Further discussion was needed to determine whether KALT should stand for the Kansai Association of Language Teachers or the Kinki Association of Language Teachers. With the thought that the latter might invite misunderstanding, we decided on the former. It was also at that time that consideration was given to the nature of the organization. We determined *not* to limit ourselves to EFL teachers, or even to teachers, since we felt that the issues confronting teachers and learners of any language had much in common. There was also support for an approach to presentations which would be practical, concrete, and immediately useful, rather than abstract, theoretical, and/or academic.

TESOL '76

Sharon Bode, Bill Harshbarger, and I attended TESOL '76 in New York City. While there, Bill and I discussed plans for a similar all-Japan conference. During that trip, I became even more interested in the Silent Way. After we returned to Japan, I tried to interest National in putting up the million yen required to have a teacher sent out from New York for a workshop. National demurred, but a number of individuals expressed interest, and it soon became apparent that enough of us working together could pull it off. It was then that I realized that, if we could do this, we could do anything. If we could bring a teacher all the way from New York, we could bring one from anywhere. The desert could be made to bloom.

Sharon and Bill agreed that it would be best to couple the workshop with a KALT-sponsored conference, which we did in August of 1976. At that time, KALT had around 60 members, and about 120 people jammed the Kyoto YMCA for a weekend of intense activity.

Kanto and Tokai Chapters (1977)

David Bycina, who had gained experience helping us in KALT, moved to Tokyo early in 1977 and, together with Doug Tomlinson, put together the Kanto ALT. With this move, JALT came into at least *de facto* existence, although official recognition had to await the adoption of the constitution at the TEFL Conference held in Nagoya in November later that same year. Meanwhile, Charlie Adamson in Nagoya had gathered enough people to form the Tokai Chapter (TALT), our second for the year.

Recognition as the Official Japan Affiliate of TESOL (1977)

One of our major goals even when founding KALT had been that some day we would be recognized by TESOL as their first Asian affiliate. Our application was submitted in June and accepted in September.

TEFL '77 (Nagoya)

With 305 members and three chapters, JALT had shown its staying power. This was our first major gathering as JALT, as 180 members spent two days attending over thirty presentations and generating renewed enthusiasm.

[to be continued]

The Year In Review

CHUGOKU

The Chugoku Chapter of JALT was founded this past February. The membership, which expanded rapidly, now numbers about 100. At our inaugural meeting we got off to a good start with a double presentation on "Teaching Oral English to Children," an enjoyable and informative talk by teacher, writer and lecturer Camy Condon, and a demonstration of CLL by Tom Pendergast, Director of Studies at the National LL School in Osaka. Both presentations were fast-moving and refreshing, and provided a much-needed boost to the 65 participants.

Thomas Robb of Kyoto's Doshisha University gave a presentation on "Games for Instructional Purposes" at our second regular meeting in March. Mr. Robb's entertaining presentation underlined for us the importance of enjoyment as a positive factor in the learning process.

A. Barbara O'Donohue of Hiroshima Bunkyo Women's College gave an interesting presentation on the theoretical and practical aspects of programmed learning in July. In the fall, we organized a special workshop on the Graded Direct Method, featuring Japan's leading exponents of GDM, Professor Kiyoshi Masukawa of I.C.U. and Mr. Kasuo Odaka of Shoin Joshigakuin Daigaku. Throughout the weekend, the 50 participants were divided into beginning and advanced groups for the purpose of macro-teaching.

Courtesy of Oxford University Press, Anthony Paul Cowie, Lecturer at the University of Leeds, England, and author of the *Oxford Dictionary of Current Idiomatic English* lectured on "Ways of Teaching Vocabulary" in November. A proponent of "semantic clustering" as a means of organizing random vocabulary, Mr. Cowie gave several useful insights into vocabulary teaching.

And at our final meeting of the year, John Maher, Hiroshima YMCA and Hiroshima University, and Ms. Luda Matiash, instructor at Hiroshima Yasuda Women's College, reported on LTIJ '78. Their interesting comments were followed by our annual business meeting and election of officers.

HOKKAIDO

The first meeting to consider the formation of a Hokkaido chapter of JALT (tentatively called HALT) took place on Sunday, September 24 with Doug Tomlinson, outgoing treasurer of JALT, presiding. Although those attending were small in number, seven to be exact, their experience and background were wide. Three of those attending were Americans--two college teachers, one a language teacher. The Japanese attending included both high school and college teachers with TESOL M.A.'s obtained in the States as well as the director of a small school called the American House. Although four of those attending live in Sapporo, teachers also attended from Asahikawa, Fukugawa and Kushiro, and interest was also shown by an American teacher in Hakodate who could not attend.

Doug Tomlinson explained the objectives of JALT and described some of its past as well as future programs. He also acquainted some of those present with a number of the new teaching methods that are presently finding their way into Japan. The types of programs which might be handled on the local level as well as methods of reaching prospective members over the wide distances between major cities in Hokkaido were

discussed. It was felt that this might prove a stumbling block to frequent meetings similar to those of larger JALT chapters. Most of those attending also expressed agreement that it was very important to reach Japanese teachers of English since their stay in the area was likely to be more permanent and their influence in improving the mastery of English necessary.

All those attending felt that the presentation of a program on one of the new teaching methods might be helpful in publicizing the development of the Hokkaido chapter of JALT and tentatively decided to ask a speaker on the Silent Way to come to Sapporo during the Sapporo Snow Festival in February.

The meeting closed with those attending taking up associate membership in JALT until membership in HALT reaches the point where the chapter can be formally created.

KANSAI

This past year has been KALT's busiest so far. The year began with two simultaneous presentations, one by Dr. Kenji Kitao of Doshisha University, who introduced the foreign members to the Japanese junior high school and high school English educational system, and another by Thomas Pendergast, our Executive Secretary, on "Teaching Pronunciation: The Silent Way." This event was quickly followed by one in March sponsored by the Seido Language Institute in Ashiya where the membership was introduced to the newly revised *Modern English* series. Nancy Nakanishi and Thomas Pendergast were the main speakers at our May meeting where they gave a rundown of some of the more interesting presentations they attended

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at the 1978 Mexico TESOL convention for the benefit of the impecunious among us who couldn't attend in person. Camy Condon came to town in July with her ideas on how to teach children and adults creatively, followed by John Fanselow, the head of the Columbia Teacher's College ESL program, who gave a six-hour workshop on "The Teaching Act." Bernard Susser gave an amusing as well as highly informative presentation on "The Noisy Way: Teaching English with Games" for our October meeting. Dan Gossman did a wonderful job of filling in for McGraw Hill's Conrad Schmidt in November with his ideas for making English come alive in the classroom. Tom Pendergast was again in the limelight for our December program with a report and demonstration of a new comprehension-before-speaking method dubbed "OHR" which he had experienced at the Mexico Convention. Through three JALT-sponsored workshops on top of the above and it will be clear that 1978 was indeed a very productive year for Kansai A.L.T.

KANTO

1978 was a very successful year for the Kanto Chapter. Thanks largely to the zealous efforts of Larry Cisar, our Membership Chairman, the ranks of the organization swelled to over 270, almost a 100% increase over this time last year.

The steady growth in membership has provided us with the financial wherewithal to sponsor monthly meetings and to publish a 16-page monthly newsletter of our own.

This year's programming ranged over a wide variety of subjects related to language teaching. The year began with a stimulating presentation on cross-cultural communication by Professor Reta Gilbert of Eastern Washington University. A special two-day workshop on "teaching English to businessmen" followed in February to commemorate our first anniversary. Community Language Learning was taken up by Paul La Forge and Betsy Bedell. Father La Forge, Japan's foremost exponent of CLL, illuminated the underlying assumptions of the method, and Betsy demonstrated it, using the exotically named "Islamabad Procedure." In April, two of Betsy's colleagues at LIOJ, Debbie Matreyek and Howie Gutow, offered highly practical presentations on picture squares and cue cards. Highlights of the annual TESOL Convention were reported on by Tom Pendergast, Nancy Nakanishi, George Pifer, and Kohei Takubo, all participants in the week-long meeting in Mexico City.

A very busy summer began with a presentation on teaching training by the staff of the International Language Centre. Yvonne Ruge, Monica Fisher, Alice Lester, and Chan Bostwick demonstrated elements of ILC's curriculum with the audience acting as teacher trainees. Fighting a summer cold, Dr. Mitsuo Hashimoto gamely spoke about the linguistic differences between Japanese and English, and Professor John Fanselow of Teachers' College, Columbia University, made us all a bit more conscious of what really takes place in the classroom.

In the fall, Robert White of Life dynamics considered "character, communication, and effectiveness," and Larry Cisar and Mike Rost of Athenee Francais warmed us up for LTIJ '78 with an informative presentation on listening comprehension. The year closed with an enjoyable "bonenkai party" which allowed the members to get to know each other a little better.

NISHINIPPON

In May of 1978, the Nishinippon Chapter was a gleam in its founders' eyes, but by June it had become a living, breathing reality. Our first program featured Stuart Leppescu, a linguist working as an English teacher for Time-Life. His talk on "Language Acquisition in Children" was well received by the audience of 55 and stimulated lively discussion.

Our July program employed imported talent. Tom Robb came down from Osaka and had the audience memorizing jokes, describing funny pictures, and drawing unusual shapes. His presentation on "Games for Instructional Purposes" was not only entertaining to the audience but provided many useful techniques as well.

Yoshihiko Murai of Fukuoka University delivered a talk with the title "Language Education: Theory and Practice" in October. The question and answer period which followed gave members of the audience an opportunity to express their views on a wide variety of topics.

In keeping with the philosophy of providing the membership with some useful nuggets to take away and use in the classroom, the November program consisted of reports and presentations by members who had attended LTIJ '78 in Tokyo.

Our chapter is perhaps unique in that all of our 55 members have a voice and a vote at Executive Committee meetings, thereby creating an unusually close relationship between the membership and the Executive Committee. The new committee consists of four men and two women, four Japanese and two foreigners, representing all segments of the language-teaching community in Western Japan. We have every confidence that the new committee will continue to provide practical programming and strive for the growth of the organization.

SHIKOKU

JALT's newest chapter, the Shikoku Association of Language Teachers, was finally born on July 1, 1978. Approximately 15 people met on that day to discuss the how's and wherefore's of forming a group. We were aided in our efforts by Doug Tomlinson, who came down from Tokyo to help us out.

Our first meeting was held at the end of August. Our speaker, Tom Robb, gave a presentation on "Games for Instructional Purposes." There were lots of favorable comments afterwards. The participants were excited about having been given practical information for classroom use instead of abstract theory.

Our next get-together was in October. Daniel Gossman of McGraw-Hill gave us an interesting presentation on how to teach new structures. Pressed for time, the presentation had to be cut short, but we look forward to getting more teaching tips from Dann when he's down this way again next year.

In December in conjunction with our first Bonenkai-Bacchanalia, we heard a report on LTIJ '78 from Graham Page, one of our members who spoke at the conference.

We hope to elect officers sometime in January, but, as of this writing, it is impossible to give the specific time, date, and place. That information, however, will be provided to the membership early in the new year.

TOHOKU

In October a meeting was held in Sendai, Miyagi-ken, to discuss the possibility of opening a chapter of JALT in the Tohoku area. About twenty people came to talk with Doug Tomlinson, who was there as the JALT representative. Interest was strong and the majority of the group wanted to move ahead immediately. Since then a core group of about ten has written up a constitution for JALT-Tohoku. It will be passed out at the first general meeting for approval by all members. We also have the required base membership of 25. We feel ready to go.

Now we are planning our first general meeting. It will be held in late January or early February, depending on our program. We hope to make this first meeting a time for getting acquainted and asking questions about JALT, as well as a time for learning. Our business meeting will follow later.

Many of us in Tohoku have been waiting for such a group as this to be established. We have had few opportunities to exchange ideas and discuss problems. We welcome the chance to improve and expand our teaching methods.

TOKAI

TALT, the Tokai Association of Language Teachers, began almost two years ago when a group of Kansai A.L.T. members and other interested people met in Nagoya. TALT, as it now exists, has almost tripled its original size and now has more than 10% of the total foreign population of the Tokai area as members, as well as a large number of Japanese. During the next year, in addition to improving our services for current members, the TALT Managing Committee is planning to add services especially of interest to Japanese teachers.

Last year our activities began with a dynamic performance by Camy Condon who introduced many imaginative ideas for teaching children. She was followed by Inga Uhlemann who gave a valuable presentation on values clarification, Dan Gossman who presented useful thoughts about some more traditional forms of teaching, and Tom Robb who played with "games" as a teaching device. Following the TESOL Convention in Mexico City, Nancy Nakanishi and Tom Pendergast summarized some of the new ideas which they had seen presented at the Convention. We also had a group of students who discussed their English learning experiences with us in order to promote better understanding between teachers and students. At the final meeting of the year, which was followed by a party, members discussed the presentations they had observed at LTIJ '78, in light of their relationship to their own activities as teachers.

As JALT has now committed itself to publishing a monthly newsletter, in the future you will receive notices for most of our meetings in these pages rather than by mail. Our TALT activities for next year will begin in February and the program for that meeting will be detailed in the next issue of this Newsletter.

If you will be moving or leaving the country, please notify Doug Tomlinson or one of your local officers as soon as possible. We can arrange for your newsletters to follow you abroad at a minimal cost. Doug's address: 1-4-23-401 Higashi, Shibuya-ku, Tokyo 150. Home phone: (03) 400-5994.



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Program Report

David Bycina

As a supplement to local programming, JALT endeavors each year to invite a number of foreign TEFL experts, whose visits would be beyond the means of individual chapters. This year four speakers came to Japan under JALT auspices.

In late April and early May, JALT was honored to sponsor two week-long seminars in Tokyo and Osaka featuring the originator of the Silent Way, Dr. Caleb Gattegno. Now a feisty 67, Dr. Gattegno has devoted his entire life to the exploration of an astounding number of disciplines. Largely self-taught, he has been awarded degrees from several English and French universities in physics, chemistry, mathematics, education, and psychology. Although he has written over a hundred books on a great variety of subjects, he is perhaps best known for his work in the teaching and learning of languages. During his seminars, Dr. Gattegno introduced participants to the philosophy behind the Silent Way, a philosophy which pays a great deal of respect to the student's native intellect and abilities. Demonstrating the techniques of the Silent Way (the use of the color charts and the rods, in particular), Dr. Gattegno showed practically how teaching can be subordinated to learning.

In conjunction with Dr. Gattegno's visit, Peace Corps Consultant Song Young Ok from the Republic of Korea, conducted two workshops in the Silent Way for the Hiroshima and Nagoya chapters, using Korean as the target language. Later in the summer, Dr. Gattegno's assistant at Educational Solutions, Shiow-lee (Shelley) Kuo, returned to Japan to present a nine-day, 63-hour extravaganza in Mandarin Chinese in Osaka. All three programs were extremely well received.

The number of programs dealing with the Silent Way this year does not reflect JALT policy; the organization does not endorse any particular teaching methodology. It simply reflects the availability of speakers and the current interests of the membership. And, it would seem by the offerings of three of our newer chapters early this year that interest in the Silent Way is still growing. [see the "meetings" section]

For a change of pace, however, JALT did provide a road-show on English through Drama starring Richard Via. A veteran of 20 years of Broadway experience and now a professor at the East-West Center in Hawaii, Dick Via captivated his audiences wherever he went. Warm, gentle, and humorous, Via persuasively argued that "teaching through drama" is a means of promoting "real and spontaneous communication. In his workshops, he guided us through a host of practical exercises and proved that, even for teachers, learning can be fun.

Language Teaching in Japan, a two-day conference held in Tokyo, climaxed JALT's programming for 1978. Cosponsored by the College Women's Association, LTIJ turned out to be a terrific success, both professionally and financially. This year around 70 speakers presented lectures, demonstrations, and workshops on a wide variety of TEFL-related topics. The conference attracted over 400 participants from all over Japan. Judging by the questionnaires, almost everybody who attended found the meeting useful, stimulating, and well worth the price of admission.

re-views

Wilkins: The Functional Approach

David Bycina

Professor David Wilkins, Director of the Centre for Applied Language Studies at the University of Reading, argued for a new "rationale" for language teaching in his address at Language Teaching in Japan '78. Wilkins contended:

What we have been teaching has not in fact led to socially useful and personally satisfying command or competence in the language."

During the recent past, the audio/lingual method of language instruction has been somewhat discredited as the assumptions of structural linguistics and behavioral psychology, on which it rests, have been called into question. Wilkins admitted that the audio/lingual method, in shifting the emphasis from teacher to student and in stimulating more student participation, has scored some successes. But, it is also true that the rigidity, lack of variety, and mechanical nature of the method have induced boredom and disenchantment in both students and teachers. Its exclusive concern with structure has, furthermore, resulted in the deemphasis of or inattention to other aspects of language, most particularly meaning and social utility. The time has come, Wilkins asserted, for a new direction in language teaching.

Schooled in linguistics at the University of Edinburgh, Wilkins has found a clue to such a new direction within that discipline. During the past ten years, linguistics has broadened beyond its former structural concentration and has become more concerned with the process of language acquisition and how, in fact, language is used in society. The current interest in error analysis is a reflection of the former trend. Although we still have but a rudimentary understanding of the process of language learning, Wilkins doubts that this particular path is the one to follow. In his view, "The main problem is not that learners haven't been learning but that we haven't been teaching the right thing; or, to put it another way, the current problem is not 'how to teach' but rather 'what to teach.'" Underlining his point, he continued,

"The first decision that we take in language teaching is what we are teaching and why we are teaching, and questions of how we should go about it, and therefore our interest in language learning processes, are essentially secondary decisions that follow the first decisions about what our objectives are."

What then is the direction in which to go? Wilkins' answer is that "our concentration has to be on the question of language use." Language teaching must become more "socially-oriented." According to Wilkins,

"We can find a way towards a new rationale by looking at the way the English language is used in society, that is to say, by investigating the social aspects of language. This ultimately is what we are trying to produce: individuals who can make use of their language knowledge, their language competence, for social purposes."

In the past, linguistics focused on defining grammatical structure or grammatical rules which would allow students to create correct and intelligible sentences. But, as Wilkins pointed out, there are other kinds of rules as well, namely, "rules of use," which allow us to choose sentences appropriate to the context and purpose of the utterance. The "purposes" of communication (e.g. inquiries, commands, requests) are variously called "speech acts" or language "functions" today. And, it is increasingly clear that students must be taught how and when to use these speech "acts" or "functions" just as much as they must be taught the grammar of the language. Without consciousness of the "rules of use," students' speech will never be fluent, spontaneous, appropriate, accurate...or convey the meaning intended.

In Wilkins' opinion, the fundamental deficiency of language instruction has been the failure to teach students these "rules of use." It would be possible, of course, to redress this deficiency by simply adding another "layer" to our language teaching. But, accordingly to Wilkins, it would be better still to recognize the "social character" of language from the very beginning. The first order of business, therefore, is to determine what social acts the individual students will be involved in and plan courses accordingly. All will have to master inquiries, commands, requests, and the like, but some students will have special needs which will have to be taken into account.

Techniques to promote communicative skills, spontaneity, and genuine fluency, rather than latent language knowledge, are still being developed. However, role playing, simulations, games, and drama are all steps in the right direction. All of these play a part in what might be called the "functional approach" to language teaching.

The "functional approach," however, is not free from its own pitfalls, as Wilkins was quick to confess. First of all, there is the difficulty of distinguishing and categorizing the enormous variety of "speech acts" that a language employs. Once categorized, though, there remains the danger of presenting the students with a kind of glorified phrasebook for all occasions. In constructing a new syllabus, said Wilkins, it is important not to ignore the semantic and structural aspects of language. Students must learn to understand the meaning of sentences and their grammatical foundation and not become mere mimics.

Therefore, concluded Wilkins, although the future lies with the "social approach" to language teaching, we must not throw out the baby with the bath. We must consider language in its entirety and not emphasize (as the audio/lingual method tended to do) one aspect of language over another.

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Participants Comment

(A Collection of Kudos and Criticisms from LTIJ Questionnaires)

IN GENERAL

"One of the best-organized, interesting and enjoyable conferences I've ever attended. Thank you for your hard work. We've come a long way and are very thankful we did."

"I was pleasantly surprised by the general high level of the conference. Although I have been a member of JALT for over a year, this is the first time I've attended any conference sponsored by the organization. Originally, because of the rather high participation fee and the long distance I have to travel to Tokyo, I was a little hesitant about coming. However, now I really feel that I got my money's worth. Thanks to all of you who put in so much time and effort into planning this conference."

"The conference was an expression of effective planning and organization; professional and enriching for those who attended. It helped us to get up-dated on the current trends in linguistics and language teaching, exposed us to the variety of publications and materials available for teaching in Japan."

"Excellent stimulant, recharger, refresher."

"It could have been better."

THE PRESENTATIONS

"Wilkins' lecture was based on the need for rethinking *re* notions/functions, but most presentations were in the past. Did most people understand what Wilkins was talking about? Perhaps Wilkins could have given a seminar or two. As a British EFL teacher, I found a vast gulf between American English teaching methods and jargon and British teaching methods and jargon."

"It was really difficult to choose out of so many programs."

"Couldn't see all that I wanted to see."

"Please be clear about what the speakers are planning to say. Some written descriptions were misleading."

"A number of presentations were 'off the wall.'"

"The lectures I attended were all very good. The time of each lecture was just right, and the speakers were all very well prepared."

"The positioning of events was well worked out and provided me with the chance to continue in my area of interest throughout the conference. Congratulations for the hard work put in by the committee on planning."

"There are many types of people here--but it seemed more directed to the untrained or slightly trained teacher. There were some more advanced presentations, but it was difficult to figure out (by the descriptions) which was which...!"

"Many presentations should have been graded."

"More lectures by Japanese in Japanese."

INFORMATION, FACILITIES, MEALS

"It would have been helpful to have had the descriptions of the talks in advance. It was difficult to make a decision so quickly."

"The conference would have been better if accommodations and meetings and socializing were all in the same place."

"The lunch on Saturday. That was terribly bad. I would prefer [to] take brown bags with less charge."

"I was disappointed in the food at the buffet (not enough), and no plates. The drinks and fellowship was good though."

THE BUSINESS MEETING

When will you hold the most important meeting of the year--the business meeting--with enough time to discuss things properly? And in an appropriate place."

"Business meeting ran too long."

"I'm also a bit put out at the increase of petty politics injecting themselves into the organization."

RECOMMENDATIONS

"I had intended to look for an English instructor at the conference for a position at the college to help me. For example, a big main bulletin board or an interview time would have helped."

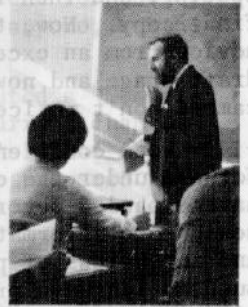
"I think the reason many people come to this conference is to get many ideas that are applicable to their own situation. In order to facilitate this, we should have interest groups related workshop(s), discussion groups, etc ."

"Please hold LTIJ '79 or '80 in Osaka."

See you next year in Osaka!

LPJ 78





Credits: Javier Macuaga, Larry Cisar, Kohei Takubo, Patrick Buckheister

Newsletter Report

Nancy Nakanishi

Since the first appearance of the newsletter back in October of 1976, KALT has become JALT, JALT membership has increased 800% and the number of chapters has increased 700%. The new monthly newsletter reflects this growth.

Editing the newsletter required a lot more skills than editing alone. Fortunately, I had had the experience of being a technical typist, but when I started the newsletter I literally did not know how to draw a straight line (without smearing it) and had not become acquainted with instant lettering. Nor did I know how to do a paste-up for offset printing; for the first several issues I typed a rough draft, figured out spacing, and then retyped the entire newsletter from start to finish in final copy. Now, thanks to some books on the subject and hours of free advice from an excellent printer, I have managed to eliminate the rough draft stage and now know how much I can get away with that the offset camera won't notice. I can draw lines now, too.

I am confident that the newsletter will make a tremendous leap forward under the combined editorship of David and myself. We hope to have expanded coverage of executive committee activities, organizational news, more information on individual chapter's speakers and activities, and interviews of people of interest, in addition to the regular features such as language programs and book reviews. We hope that you will continue to support the newsletter in the form of letters to the editor, book reviews, reports on chapter meetings.

Naturally the increased production and circulation (now around 800) of the newsletter means a corresponding increase in the amount of work to be done. Stuffing envelopes and carrying them to the post office has gotten to be a terrific job--the last newsletter took 34 man-hours (person-hours?) to mail only 616. We need more people who would be willing to help. The only alternative is to pay for a mailing service to do the job for us. This is one of the many points where we need some feedback from the members.

The newsletter is the most powerful link among the chapters, and a direct link to those who run the organization. If you have an opinion, pick up a pen and write us a letter!

Membership Report

Tom Robb

	Dec 1976	Dec 1977	Dec 1978
Total Number of Members	100	350	850
Commercial Members	2	12	32
Chapters	1	4	6

One must really be a glutton for punishment to be a membership chairperson, for the more the organization grows, the more work you bring upon yourself. While our rapid growth, as reflected in the figures above, is extremely gratifying, it has brought with it its share

of problems. No sooner would I write up information on the organization than it would be out of date. As "liaison" with our computer (at Doshisha University) innumerable trips had to be made to enter new data and to debug the programs as problems arose. When writing the program, for example, I never anticipated that we would grow large enough to have members with the same exact names, and yet we now have two such sets--Yoshiko Kimura, and Thomas M. Pendergast, Jr., believe it or not.

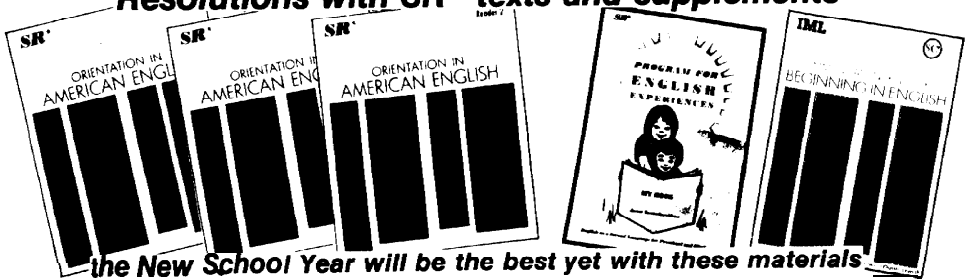
We can be thankful for the sharp increase in our commercial membership. Without their support our dues would have to be much higher. Our CM's, by the way, have each paid Y30,000 for the privilege of using our mailing list and displaying at our meetings. They have often been helpful in arranging speakers for our meetings. Let's support our commercial members!

The increase in our number of chapters (adding Nishinippon in Fukuoka and S.A.L.T. in Takamatsu) is part of an effort to make JALT accessible to as many as possible. Prospects are excellent for the official recognition of two more chapters, in Sendai and Sapporo, in the early part of this year.

As another step in this direction, we have instituted a "Member-at-large" category for people who live outside of our current chapter areas. We hope that once a certain area has enough MAL's, that they will be able to band together to form a new chapter. We have prepared information on how to form a chapter for anyone who is interested. Please contact Doug Tomlinson, the new membership chairperson.

One more piece of good news--we are now one of the largest affiliates of TESOL, though our exact rank is currently unknown. Mexico is in the lead with about 1,000 members, with Quebec and Ontario each having about 800. A few more months and we may be number one!

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Treasurer's Report

(November 10, 1977 to November 16, 1978)

Doug Tomlinson

RECEIPTS

Workshop Fees (Gattegno, Kuo, Via, Song)	7,807,845
TEFL '77 Registrations	1,413,400
Memberships (5 chapters and at-large)	485,500
Commercial Memberships (24 new, 4 renewals)	832,302
Books (Via's <i>English in Three Acts</i>)	135,262
Song Hiroshima Profit	78,262
Advertising & Mailing Labels	39,730
LTIJ '78 Registration	4,000
Interest	3,899
Miscellaneous	11,650
Total Receipts	10,811,850

EXPENDITURES

Professional Fees & Honoraria (Gattegno, Kuo, Via, Song, TEFL '77)	4,305,260
Accommodations	114,890
Bank & Postal Transfers	13,490
Banner	26,000
Books (Via's <i>English in Three Acts</i>)	98,785
Cables	6,556
Computer Facilities	55,049
Conference Facilities, TEFL '77	827,804
Dues	24,288
Kuo General Expenses	90,000
Meals & Entertainment	325,777
Phones	312,243
Postage	387,720
Printing	203,692
Publications (Newsletter, Collected Papers)	472,600
Refreshments	138,612
Refunds	192,000
Rentals (Workshop)	324,100
Stationery & Supplies	155,438
TESOL '78 Grants (N. Nakanishi & T. Pendergast)	100,000
Transfers	255,250
Travel	680,181
Typewriter (Purchase and Servicing)	362,500
Miscellaneous	77,457
Total Expenditures	9,549,692

SUMMARY

A. Total Receipts + Cash/Bank Assets 11/10/77	11,268,075
B. Total Expenditures + JALT Accounts + Advances + Cash on Hand	11,268,075
C. Assets: 12 copies of Via's book @ 1,600	19,200

Sing It!

Millie Grenough



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Two **cassettes** complete the program. They contain recordings by professional singers and musicians of all the songs in the student text. Great attention was paid, both in the arranging and the recording of these songs, to their clarity so that students will be able to understand every word that they hear.

Book with tapes, ¥4,900. Information: Dann Gossman, 03-542-8821.

meetings

This column is intended to replace the mailings you usually receive from your chapter about programs, and provide information on other chapters as well. As a JALT member, you are always welcome to attend other chapters' presentations at members' rates.

KANSAI

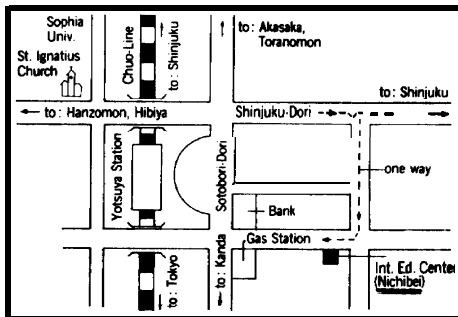
Topic: Classroom Activities
 Speakers: Bernard Susser and Volunteers
 Date: Sunday, January 28
 Time: 1-5 p.m.
 Place: Osaka Gai-Dai (NOT Zentei Kaikan as previously announced)
 Fee: Free to members; nonmembers ¥1,000
 Info: Bernard Susser, (075) 231-7267 (8-10 p.m.)

By popular demand, the January meeting will feature a pot-pourri of classroom activities. All those who would like to make a short (5-20 min.) presentation are encouraged to contact Bernard Susser at the number above by January 15, giving a brief description and estimate of the time required.

CHILDREN'S SPECIAL INTEREST GROUP (S.I.G.) will hold a meeting prior to the presentation, beginning at 11:00 a.m., also at Gai-Dai.

Instructions for Gai-Dai: get off the subway at Tanimachi 9-chome and walk underground to Kintetsu Department Store, then exit and walk south for five minutes. Gai-Dai is on the right side of the street.

KANTO



Topic: Haragei: The Japanese Way of Communication
 Speaker: Michihiro Matsumoto
 Date: Sunday January 21
 Time: 1-5 p.m.
 Place: Japan American Conversation Institute (Nichibei)
 21 Yotsuya, 1-chome
 Fee: Free for members; ¥1,000 for nonmembers

Expanding upon his extremely popular presentation at LTIJ '78, Mr. Matsumoto will discuss the Japanese art of "gut" communication, haragei. Drawing on information in his series of articles for the Asahi Evening News, he will attempt to describe this pre-logical, often nonverbal, method of securing emotional consensus. In the course of defining haragei and the mentality behind it, he will indicate how it contrasts with the approach to thought and communication prevalent in the West.

Mr. Matsumoto, currently an NHK interviewer and columnist for the Asahi Evening News, received his B.A. in Commerce from Kwansai University in Kobe, and thereafter worked as an English instructor, a simultaneous translator for the USIS in Tokyo, and as Executive Assistant in International Finance for Nikko Securities Co., Ltd. He is the author of eight books, including *The Logic of Haragei*, and a wide variety of articles for both scholarly and popular publications.

NISHINIPPON

Topic: The Silent Way: French
 Speaker: Donald Freeman
 Date: Sunday, January 28
 Time: 10:00 a.m. - 5:00 p.m.
 Place: Tenjin Building, 11th Floor, Room 3 (Fukuoka)
 Info: Tim Lewis, (09292) 2-4520

For those who might not know too much about the method, the Silent Way is concerned with deemphasizing the role of the teacher and enhancing the participation of the student in the process of language learning. The method endeavors to follow the development of a child in mastering his mother tongue, from basic sounds to complicated expressions. The teacher, who provides models only occasionally, is for the most part silent; hence, the name of this approach. Students are encouraged to utilize their own powers of inference to grasp the structure of the target language. They are assisted in this effort by specially developed charts, colored rods, and gestures, some of which are adaptable for use in any classroom.

Don Freeman, now an instructor at the Language Institute of Japan in Odawara, has been using the Silent Way for the past five years. Don received his B.A. from Yale University and his M.A.T. from the School of International Training in Brattleboro, Vermont. He has taught French and Spanish at the elementary and high school levels and EFL at the college level in the U.S. He is particularly interested in the relation between the Silent Way and Community Language Learning in establishing a classroom environment which promotes independent, self-reliant learning.

SHIKOKU

Topic: Business Meeting; Election of Officers
 Date: January

Information will be sent to members as soon as the time and place have been set.

TOHOKU

Topic: The Silent Way: French
 Speaker: Donald Freeman
 Date: Saturday, February 3
 Info: Tom Mandeville, (0222) 65-4288

For a description of the presentation, see the information under the Nishinippon Chapter.

Complete information regarding the time, place and admission fee for the meeting will be sent to members early in January.

HOKKAIDO

Topic: The Silent Way: French
 Speaker: Donald Freeman
 Date: Sunday, February 4
 Info: David Waterbury, (011) 561-3751

For a description of the presentation, see the information under the Nishinippon Chapter.

Complete information regarding the time, place, and admission fee for the meeting will be sent to members early in January.

CHAPTER ADDRESSES

- Chugoku: Marie Tsuruda, Hiroshima YMCA, 7-11 Hatchobori, Hiroshima 730, (0822) 28-2266.
- Hokkaido: David H. Waterbury, Sapporo Medical College, Minami I-jo, Nishi 17-chome, Chuo-ku, Sapporo-shi 060, (011) 561-3752.
- Kansai: Thomas Pendergast, Jr., 6-7-31-611 Itachi-bori, Nishi-ku, Osaka 550, (06) 443-3810.
- Kanto: David Bycina, Lila House 2F, 2-5-28 Kita-Shinjuku, Shinjuku-ku, Tokyo 160, (03) 363-2588.
- Nishinippon: Tim Lewis, JALT Nishinippon, Hakata P.O. Box 39, 812-91. (09292) 2-4520.
- Shikoku: Bonnie Hamm, 566-61-58 Kawa Higashi Kami, Kagawa-cho, Kagawa-gun, Kagawa-ken 761-17, (0878) 79-4007.
- Tohoku: Ruth Vergin, 1-13-48 Nishiki-cho, Sendai 980, (0222) 65-4288.
- Tokai: Charles Adamson, 7-6 Motokoi-cho, Chikusa-ku, Nagoya 464, (052) 733-8421.

MEMBERSHIP INFORMATION

JALT, the Japan affiliate of TESOL, is open to those interested in language teaching and learning. Membership provides 12 monthly newsletters, a journal, and reduced fees at JALT-sponsored workshops and the annual language-teaching conference. See the list of chapter addresses in this newsletter for the chapter nearest you.

Complete the form below and send it to Doug Tomlinson, JALT Membership Chairperson, #401, 1-4-23 Higashi, Shibuya-ku, Tokyo 150.

.....

JALT MEMBERSHIP

- Yes, I am interested in becoming a member. Send me more information and an application blank for the chapter nearest me.

Name _____ Phone _____

Address _____

_____ Post Office Code _____

.....

Institute for International Studies and Training

Alan Goodman

The Institute for International Studies and Training in Fujinomiya was founded over ten years ago to provide graduate-level training for selected groups of young Japanese managers and Government officials who will be operating in international circles. Its mission, therefore, has definite appeal to organizations and individuals seriously concerned with international undertakings. At the present time, IIST is broadening its offerings so as to offer training to nationals of other countries as well.

The Institute owes its existence to a close cooperative effort on the part of business, government and academic circles in Japan. While it operates under the general supervision of MITT, it is actually governed by an independent board of directors broadly representative of Japanese life.

The full-time regular faculty numbers about 20 persons. In addition, some 200 part-time lecturers and seminar leaders are invited to the campus each session to provide instruction in their special fields.

The longest course in the Institute is the one-year program which runs from October to the end of the following July. Enrollment is around 100. Other courses, with enrollments of around 70 men, offer training of shorter duration, usually for three months. All trainees at the Institute form one community living together in dormitories on campus.

Whereas the big business schools overseas concentrate exclusively on business management courses, the Institute's courses are broader and more diversified. Trainees study foreign languages, Area Studies, and Inter-cultural and Inter-personal Dynamics as well as Managerial subjects and Economics. Shooting at so many different targets over the relatively short period of 10 months lays us open to criticism that our trainees do not lead a sustained academic routine of life, and there is some truth in this. However, one has to remember that while overseas business schools are concerned primarily with turning out future international managers, IIST is more interested in producing people with general international skills and attitudes, people who can cope with local cultural problems and local business environments. In this broader context of International Management training, English becomes a very important subject for the trainees.

The English Program

The immediate objectives of the English Program are:

- 1) to arm trainees with the awareness and the abilities to continue language improvement throughout their residence at the Institute and beyond.
- 2) to prepare trainees to benefit from lectures, seminars and tutorials delivered and received through the medium of English during the Area Studies, International Management, and Economics phases of instruction at the Institute .

The English Faculty has traditionally been international in its composition with British, American, Japanese, and, occasionally, other nation-

alities represented. There are seven regular instructors assisted by a number of teaching assistants.

The program structure comprises several "sections" of 14 men who are sub-grouped for special concentration on Dialog Practice, Grammar and Conversation into smaller work groups of seven men. The seven-man sub-group also live together in the same dormitory unit. A larger class size of 14 men is tolerated only where student involvement tends to be fairly private or passive, e.g. in certain Language Lab classes, or for Auding, or for movie-watching. The fourteen-man section also constitutes a counselling group, having its own Faculty tutor to offer guidance and encouragement.

The IIST English Program consists of the formal Teaching and Counselling programs and the informal Self-study and Outreach programs. The philosophy of these four program dimensions owes much to the thinking of Professor Jim Wilson who spent a sabbatical with us some time ago, and many of his ideas are incorporated in this present program description.

1) The Teaching Program

The Teaching program consists of discrete courses in grammar/writing, auding, dialog practice, reading, listening practice and "vitalization" (small group discussions where students get the chance to spread their linguistic wings). At the higher levels there is considerable overlap between these courses, requiring a high degree of consultation and coordination among the instructors and assistants involved. These courses run throughout the day from 9:00-3:00 and again in the evening over an eight or six-week period.

The focus of the Teaching program after the second or third week shifts away from teacher-assisted drill and formal memorizing in the direction of more creative and active uses of language as typified by student-centered dramatization (role-plays, etc.), student-organized discussions and debates, and more imaginative and challenging listening opportunities. Inherent in the curriculum is the principle that if you can get the student to stand on his own two feet during the Intensive Program, he'll be more likely to keep going under his own power later on when the language-learning environment becomes more informal and flexible.

2) The Counselling Program

The teachers are also counsellors--"moral tutors" on the Oxbridge model. Personal anxieties over lack of progress or just misunderstandings occasionally interfere with the student's work and consultations with their counsellor's role is a multiple one. He is a cheerleader and a prophet. He is also a judge, assessing, admonishing, reassuring.

3) The Self -Study Program

At IIST, considerable emphasis is placed on the pursuit of individual goals in language achievement. Trainees are encouraged by their counsellors to become self-propelling agents who know how to sift intelligently through a stack of materials and pick out whatever suits their particular need and study temperament. Students sense that their counsellors, while prepared to help in myriad ways, are not going to spoonfeed them. At the same time, counsellors recognize that students are adults with developed interests and individual learning styles, and that the resources for self-study put at their disposal must reflect these individual propensities and study strategies.

4) The Outreach Program

The purpose of the Outreach program is to help create an informal English-speaking environment that provides more natural and realistic

possibilities for English learning. Teaching Associates (T.A.'s) play a key role in this Outreach dimension of the English Program and one wouldn't know what to do without them. The T.A.'s, who are part instructor, part monitor, part baby-sitter, stay with us under the Princeton-in-Asia and other schemes. Besides supervising classes like vitalization and listening practice, T.A.'s play a vital role in extracurricular events and experiences.

In addition to all of the above, social visits by counsellors to dorm units and by students to Faculty houses, formal dinners and cocktail parties where students study table manners and other types of Western social behavior, talks by guest speakers from different countries, are other features of the Outreach program that help to create an effective informal English-speaking and language-learning environment.

The International Program

From mid-January to mid-May, 20 students from three American Universities (AGSIM, San Francisco State University Center for World Business, and the University of Washington, Seattle) will be sharing in our International Management and Economics program with our own Japanese trainees. The new students will also be sharing the same living quarters.

The Overseas Program

Next July, IIST students will take part in a seminar program plus a study tour at one of three overseas centers: HTS in England, INSEAD in Fontainebleau, and AESIN in Arizona. The seminars comprise discussions, case-studies, company visits, excursions, and home-stays. The content of the seminars is closely integrated with our own campus programs.

IIST also has a special Overseas Research Program in which a selected group of trainees visit the ASEAN countries and Australia to investigate Japanese joint ventures operating in these areas.

To sum up, intensive English training, exhortation to higher and more creative uses of English, small classes, flexibility, guidance by counselors, self-study, encouragement and support from young resident T.A.'s, additional friendly contacts with resident foreign students, and some globe-trotting at the end of it all: these are the special features of the IIST English Program.

JALT NEWSLETTER

David Bycina
Nancy Nakanishi Coeditors

The JALT Newsletter is the monthly newsletter of the Japan Association of Language Teachers.

Contributions, especially reviews of meetings, book reviews, and letters to the editor, are welcome. For original articles, you may wish to contact the editor first. We reserve the right to make editorial changes in the manuscripts. THE DEADLINE FOR CONTRIBUTIONS IS THE 15TH OF THE PRECEDING MONTH. Send manuscripts to David Bycina, c/o Mobil Sekiyu, Central P.O. Box 862, Tokyo 100-91, tel. (03) 3634588.

books

A Conversation Book

Book One, by Tina Kasloff Carver and Sandra Douglas Fotinos. Englewood Cliffs, New Jersey: Prentice-Hall, Inc. 1977. Pp. xii + 208.

Patrick Buckheister

As newer language teaching methodology works its way into Japan there seems to be a growing number of texts which are becoming no longer serviceable or useful only with lengthy adaptation or supplementation. Behaviorism, habit formation and mimicry-memorization have seen better days.

A Conversation Book: English in Everyday Life (Book One) is in the mainstream of new materials which allow the second language to develop in the less traditional, less structured processes that occur with the language learner or groups of learners as the focus of classroom activity. Containing a variety of self-directed conversation and writing exercises, *A Conversation Book* (ACBI) is made for introducing beginning or intermediate students to a wide array of experiences which could occur any day or every day in the U.S. Most exercises are "open-ended activities that require student participation in their design and execution." The writers feel that such an approach is necessary to avoid inappropriate fixed conversations, to elicit nonverbal as well as verbal expression, to create personalized dialogues or conversations which are within the student's range of fluency, to stimulate communal awareness of "responsibility for the learning process," and to allow students to get perspective on how their culture may influence their thinking about life in the U.S.

At the same time that this is a suitable book for a variety of factors, ACBI may also prove unsuitable in some situations. It is not a grammar book, and this is clearly stated; however, there is no indisputable proof that the ability to discuss grammar has any connection with conversational facility in a second language. It is not always clear where particular topics start and on what page they finish. The book is divided into ten chapters, but even if the Table of Contents is rigorously consulted, those who want to clearly parcel out the analogue of "just everyday livin' workin'" which is contained within will not be satisfied.

Aesthetically the book is charming, but, perhaps more than that, honest. The characters are neither glamorous nor boring and few seem to have the glassy "come on, talk about me!" pose so common to books used for this type of activity. The majority of characters in the book seem to be involved primarily in what they are doing, exhibiting a kind of tempered indifference which should let the learner know it's o.k. to be himself or herself. The detail of the drawing would give any number of opportunities for discussion of attitudes and cultural differences, yet the ordinariness of most of the situations will allow basic students a chance at communicating, as it will seldom outrun them conceptually.

One of the few concrete problems the book has is that it was made for students who are studying English inside the U.S. and this shows once in a while. Nevertheless, with only slight deletions, or just a little of the imagination which this book so carefully fosters, this becomes a rather minor hurdle in Japan.

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February 10, 1979
April 7, 1979
May 19, 1979

January 2, 1979
February 26, 1979
April 9, 1979

Write immediately to TOEFL, Box 899, Princeton, New Jersey 08541, U.S.A. for information and registration. Have the TOEFL result sent to: Summer Session, University of Hawaii, 2500 Dole Street, Room 101, Honolulu, Hawaii, 96822 (TOEFL Code Number 9130).

Application Deadlines: Application for Summer Session and papers necessary for I-20A form must be sent in by the following dates:

First Term April 20, 1979
Second Term June 1, 1979

Send application to: Dr. Mitsugu Sakihara, Summer Session, University of Hawaii, 2500 Dole Street, Room 101, Honolulu, Hawaii 96822, U.S.A.

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------(cut off)-----

Mail to: English Language Institute
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Honolulu, Hawaii 96822

(Note: Please check the appropriate boxes)

Please send information and application forms to:

(Name)

I am interested in attending

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944-0021 or write to

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