

JALT

The Japan Association of Language Teachers

NEWSLETTER

Vol.111 No.11

Y200

November 1, 1979

meetings
pp. 25-26

Current Trends in Materials & Methods

Joanna Escobar and Jeffrey P. Bright

We have organized our discussion of recent trends in ESL around two general areas which continue to be of greatest interest and concern to most classroom teachers. The first of these two categories is materials, that is *what is* selected for study. The second is methodology or how what is selected is presented. We recognize that these categories are simplifications. We recognize too that they are not mutually exclusive and that some overlap is inevitable. Nevertheless, we believe these two distinctions are justifiable and provide a useful framework for viewing those trends which are and will be affecting what happens in our ESL classes everyday.

Materials

1. *The Notional/Functional Syllabus.* Probably the major influence on materials today is the development of the Notional/Functional syllabus. The essence of this concept is the priority assigned to the semantic content. The aim is to predict what types of meaning in what precise contexts the learner will need to communicate. The ultimate objective being that learners will know not only how to express different meanings (i.e., grammatically) but when and where such meanings are appropriate. The development of materials is inextricably tied to learner needs arising from identified precise communication contexts.

Perhaps the concept is best viewed in contrast to the dominant influence upon ESL materials for the past twenty-five years, the structural syllabus. Let's look at how a typical structural syllabus is developed. Materials are based upon a linguistically ordered series of sentence patterns in which all of the teaching points are defined in grammatical terms and each new point follows logically from the one before. The major question for the materials developer is the linguistic selection and gradation of structural items. This selection and gradation is the same regardless of learner groups or learning situations. More than three-quarters of the ESL materials presently available are structurally developed.

Now let's look at a materials developer working on a notional/functional syllabus. First, the writer must decide specifically who is the target learner. Once this is determined at least six additional questions must be answered :

1. What *topics* will the learner need to discuss: entertainment and free time, life at home, personal identification?

2. What acts of *communication* will be encountered: information seeking, socializing, expressing emotion?
3. What *roles* will the learner have to play: student, spouse, employee?
4. What *concepts* will learner require: temporal, spatial, evaluative?
5. What *setting* will affect learner use of the language: classroom, office, factory?
6. What *linguistic activities* will the learner engage in: listening, speaking, reading, writing?

Only when these questions are answered can materials be developed.

It is important to note that developers of structural materials have, on the whole, not found it necessary to define the target learner group except in terms of rather general factors--age, mother tongue, previous educational background. Thus, organized as they are "internally" in terms of abstract linguistic/grammatical logic most structure based materials tend to be much the same.

Notional/functional materials, on the other hand, deriving their learning units from the contextual use of language, must define the learners group in very special detail. Who the intended students are and in what precise circumstances their English will be used are basic considerations. It follows then that notional/functional syllabuses will differ markedly one from another, designed as they are to serve different groups, with different needs resulting in different selections from the language code.

Perhaps the most substantial effort at implementation of the N/F approach has been *Systems Development in Adult Language Learning* by J. Van Eck in 1976. Two additional discussions of this approach are available, *Notional Syllabuses* by D. A. Wilkins and *Teaching Language as Communication* by H. G. Widdowson.

2. *English for Special Purposes.* In a way, the second trend we want to look at may be considered an extension of the above. English for Special

JALT NEWSLETTER

David Bycina, Editor

Nancy Nakanishi, Associate Editor; Sanae Matsumoto, Secretary

Mark Mullbock, Kanto Liaison; Norm Harris, Kansai Liaison

Gene Crane & Javier Macuaga, Photographers

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) 244-4251.. Nonmember subscription rate: ¥2,500.

Purposes has had a major effect on ESL materials. Of all the trends we will discuss in this article, ESP has resulted in the greatest number of actual texts available for classroom use. Acquiring a total language system is a long term process. However, it is often not necessary to have control of the total language in order to function within a specific context. The language of science and technology, business and industry has distinctive features. These features can be identified, isolated and taught without the need for the learner to master the complete language. Such language learning materials do not take mastery of the language as their goal. They will not equip the learner to function in any context, although they will certainly contribute to the ultimate achievement of both goals. What ESP materials will do is give the learner the language competencies needed to function within the rather narrow limits of a specialized field such as accounting, engineering, banking, welding or firefighting.

Within a special field, materials will emphasize vocabulary structures and whatever language performance modes are principally needed to perform the specific skill. Materials for waiters and pilots, for example, might emphasize reading.

Within the broad area of ESP three major subgroupings emerge. The first, English for Science and Technology or EST has by far the largest corpus of materials available. EST materials for chemists, biologists, doctors, dentists, nurses, even for petroleum engineers, abound. The second large subgroup is English for Business. Available are special second language materials for training secretaries, bookkeepers, accountants, bankers and travel agents. Lastly, the subgroup which has the least availability of materials, but the greatest probability of future growth, vocational ESL or VESL...

3. *Competency-Based ESL.* Competency based education is the third area having impact on our materials. Alternately referred to as life-coping or performance skills, the original impact was in adult education. Since then the influence has widened. Functional competency has become a factor across all of education. CBE materials are organized around content and skill areas. The content areas usually include consumer affairs, health, government and law, occupational knowledge and community resources. The skill areas are listening, speaking, reading, writing, computation, problem solving and interpersonal relations.

In CB-ESL materials language per se is secondary to the successful completion of life-relevant competencies. Thus, what language forms you use are not critical as long as the desired result is accomplished. For example, you must be able to explain why you went through that red light to the policeman who has just stopped you. So long as you are able to do this, correct language form is *not* the *measure of success*. Language acquisition is not neglected, merely relegated to a less critical place.

CBE materials are based on the premise that the end of learning is performance, is measureable and that successful learning is directly related to the individual's ability to function in society at large.

Thus, each learning unit in a CB-ESL module includes stated measurable performance objectives, pre-assessment of learner competencies and post-assessment stated in terms of performance objectives.

4. *Exposure to Uncontrolled Language.* Finally, a trend which has been growing in importance for the last ten years has been strengthened by the advent of N/F syllabuses and CB-ESL. In the ESL class, use of materials specially written for limited English speakers continues. However, there is greatly increased use of a variety of materials produced for and by native

Functional ENGLISH

Ronald V White

A new functional *course for intermediate and advanced students of English consisting of*

I CONSOLIDATION — for intermediate students who have not yet mastered commonly-used functions. The student is involved in relevant and demanding tasks such as introducing strangers, following instructions, completing questionnaires.

II EXPLOITATION — for advanced students who require practice in demanding tasks like extracting key points from reports, tabulating information, recognising shifts in viewpoint.

If you would like a free sample unit from *Consolidation*, please write to Books for Japan Ltd.,
Kanda Building, 2/2 Kanda,
Jimbo-cho, Chiyoda-ku, Tokyo 10 1, Japan.

Say What You Mean in English

A two-part supplementary course in **spoken English**

John Andrews

This lively two-part course teaches a wide variety of communicative skills. The course embodies the notional/functional approach to language learning throughout, and is suitable for use in a range of teaching situations — from elementary to intermediate.

- * Helps students to understand spoken English, including simple verbal instructions and explanations; simple spoken stimuli etc.
- * Enables students to make statements about themselves, ask questions of another person about the same things, state immediate plans, make simple requests and apologies, and excuse themselves politely from language situations with which they cannot cope etc.
- * Meaning is given the highest priority.
- * Two attractively illustrated Students' Books.
- * Workbooks to provide written reinforcement
- * Cassette tapes accompany the Students' Books
- * Teacher's Notes

Nelson

For inspection copies or further information, please write to:
Books for Japan Ltd., Kanda Building, 212 Kanda,
Jimbo-cho, Chiyoda-ku, Tokyo 10 1, Japan.

speakers of English. More and more, newspapers, magazines, films, video tapes intended for the native speaker are finding their way into the ESL classroom. This trend, the most widespread and exciting we have yet looked at, is also perhaps the one which makes the greatest demands upon the training and competency of the ESL teacher.

Methodologies

Accompanying these trends in ESL curriculum materials are developments (in various stages of completion) in the methodologies of English as a Second Language. In the first place, ESL is eclectic methodology. Having encountered such a variety of learners and learning styles, all competent ESL teachers know that no single method of teaching--such as audio-lingual or grammar-translation--is adequate for real-life teaching and learning to take place. In addition to this experientially-based eclecticism in ESL teaching, there are certain new directions in methodology which could be linked to trends both new and old in humanistic psychology, communication and the rest of education.

Two major methodological currents are discernable:

1. *Active student participation and group dynamics.* Any ESL teacher must provide students with samplings of natural language, rules and hints about the language, adequate practice and feedback on their performance. But the teacher must also maximize the opportunity that students have to actively utilize their English. No longer does it suffice that students sit and learn. Language learning demands active involvement by the learner. ESL is no exception to this trend. Certain activities (such as games, puzzles, contests, role plays and dramatizations) and classroom procedures (such as individualization) have been incorporated into modern ESL instruction at all levels and for all ages to facilitate greater individual student participation and more efficient learning.

Furthermore, more and more ESL teachers manipulate the classroom setting itself in order to take advantage of the dynamics of group interaction in the class. The teacher who can arrange for small groups of students to work together for part of the class time without teacher supervision possesses a basic classroom management skill (and a necessary one for multilevel classes!). That teacher also has the ability to create a classroom climate conducive to greater cooperation among students and subsequently, greater learning. It has been found, for example, that peer-correction of student errors is often more effective than teacher correction. Moreover, group interaction, such as that which goes on during simulation gaming and role plays in the classroom, fosters the transfer of skills practiced in class to situations outside ESL classroom.

2. *Going deeper, and the whole learner.* Critics of traditional ESL (and education in general) have pointed out that most school teaching and learning is ineffective because it only deals with the "surface." Even the most "active" classroom activity involves the student's ears, eyes, vocal apparatus, hands and little else. This realization has prompted a second major trend in ESL, to the end that teaching be more affective and that learning occupy a significant place in the psychology of the learner than before. Some questions and answers along these lines are:

What about involving the student's whole body? Students act out commands such as "Walk to the door and pretend that you are locked in," in the Total Physical Response method. Vocational ESL includes basic hands-on contact with the tools of trade to be acquired.



What about the student's goals, hopes, and values? Values clarification techniques have become a part of many ESL classes in secondary and adult education. Personal subjects of conversation are encouraged in the late Charles Curran's Community Language Learning mode. Simulation gaming demands learner decisions on questions of right and wrong, better or worse.

What about the student's insecurity? Community Language Learning seeks

to guide the student from "infancy" to "adulthood" in his "new language self." Tutorial approaches to composition in ESL are based on student-initiated lists of topics to write about.

What about the student's subconscious resistance? The power of suggestion and a relaxed atmosphere assist the student in the Suggestopedia method.

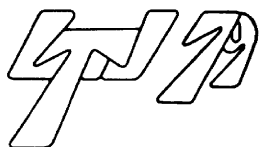
What about the student's self-concept? Students in Silent Way lessons feel they have learned something through their own power.

The popularity of these specialized methods for teaching ESL demonstrates a broad, general trend: the concern for the student as a person with emotions, thoughts, problems, and potentialities. The "whole learner" methodology, most clearly articulated by Earl W. Stevick of the Foreign Service Institute, has become manifest in changes in classroom climate, where the ESL teacher's role has become more and more like that of a facilitator, helper, or counselor. Depending on the classroom, students are encouraged (allowed in some cases) to select the topic and content of discussion, the actual sentences of drills and dialogs, the type of activity they want to use to practice the lesson content, the seating arrangement or whether the teacher should provide a model or correct the student's utterances. Indeed, the teacher is in the position of being a learner in every classroom at some time or another. This realization has been increasingly translated into classroom practice.

These major trends in ESL methodologies have occasionally been accompanied by specifically developed materials. The increase in publication of games, simulations, and audio-visuals bears further witness to certain trends in methods. However, the new ways of teaching do not necessarily demand new materials. Suggestopedia, for instance, can use existing curriculum materials (dialogs, drills, readings, vocabulary-lists) in its unique method. Indeed, the introduction of materials for native speakers and specially written competency-based curricula in ESL has had, in and of itself, a profound effect on methodology.

Summary

The developments in ESL that we have outlined here demonstrate the vitality that exists in the field of ESL today. The interplay of methods and materials, the interaction between students and teacher, the incorporation of life and language study, and the relations between teaching and learning: all of these elements of instruction for the limited English-speaking are complex and pose a challenge to practitioners. By the evidence of the growth of these trends, teachers are attempting to meet this challenge. (*Adapted from the TESOL Newsletter, Vol. XIII No.4, August 1979.*)



See You in Kyoto!

*"Thought it was great. Came all the way from Kyushu and wasn't disappointed."
"One of the best-organized, interesting and enjoyable conferences I've attended."*

These are just two of the plaudits culled from the questionnaire distributed at last year's LTIK '78 conference. And, if you thought last year's was good, wait till you see this year's! More than 70 presentations are being offered, and many of the current methods and the techniques mentioned in the previous article will be demonstrated. Preliminary details can be found in the October issue. Additional information follows below.

Scheduling Changes

A three-hour workshop on "English Through Drama" to be presented by Yoko Nomura and Masakazu Ohta of Tokyo's Model Productions has been scheduled for Sunday afternoon. Presentations by M. Inman and Ho-Peng Lim have been cancelled.

A "Video Theater" has been arranged which will show a wide variety of video materials chosen to illustrate the medium's potential for classroom use. In addition to "home made" materials and some developed for educational broadcasting, films showing the Silent Way and Total Physical Response in action will also be featured. The films will be shown on a continuous basis throughout the conference.

Social Events

Following the successful example of the Nagoya '77 conference, the Friday night "informal cocktail hour" at the Tokyu Inn will be an unstructured pay-as-you-go affair. Meet your fellow JALT members at the Shangri-La Lounge for a stimulating evening of conversation and drink.

The Saturday night "Reception with JALT Officers" has been shifted to the Doshisha Shinmachi campus, and the time moved up two hours, from 9 p.m. to 7 p.m., in order to make it possible for more of the participants to attend. Light refreshments will be available free of charge.

Hotel Reservations

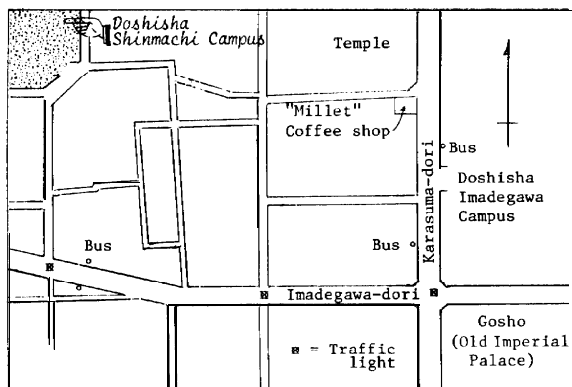
At press time, there were still some vacancies left at the Tokyu Inn. Reservations can still be made using the pre-registration form found in the October issue, though the lower pre-registration rates for the conference no longer apply. Your reservation request must be accompanied by pre-payment for the convention. Note that while all but ¥1,000 of the convention fee is refundable, hotel "no-shows" will have their room charge deducted from their refund. Those cancelling their hotel reservations after Nov. 16 will have their hotel charge refunded only in the event that another participant can be found to occupy the room.

A Reminder to Presenters

While speakers do have their conference fee waived, if you want a hotel reservation or any of the boxed meals, be sure to send in the pre-registration form. We cannot guarantee that extra meals will be available at the convention site.

Contact Phone Number during the Conference: (075) 441-1148 ext.211.

(continued)

Getting ThereTo Doshisha

City Bus: Take bus #2 or #203 from boarding area #3 on the north side of the station, getting off at Karasuma-Imadegawa (just after the Imperial Palace grounds end on the right). The Shinmachi Campus is just a 5-minute walk from there. From Keihan Sanjo, take #59 from the east side of the station, getting off at Kamigyo-Kuyakusho-Mae (one stop after Karasuma-Imadegawa). From Shijo-Karasuma (Hankyu) board #2, 6, 31, 203, 204,

205 or 206 heading north. The city bus fare is ¥110

Taxi: The fare is approximately ¥1,000 from Kyoto Station, ¥800 from Keihan Sanjo or Shijo-Karasuma. Ask for "Doshisha Shinmachi Kosha."

Car: Parking is extremely limited and the police force vigilant. Please try to use public transportation!

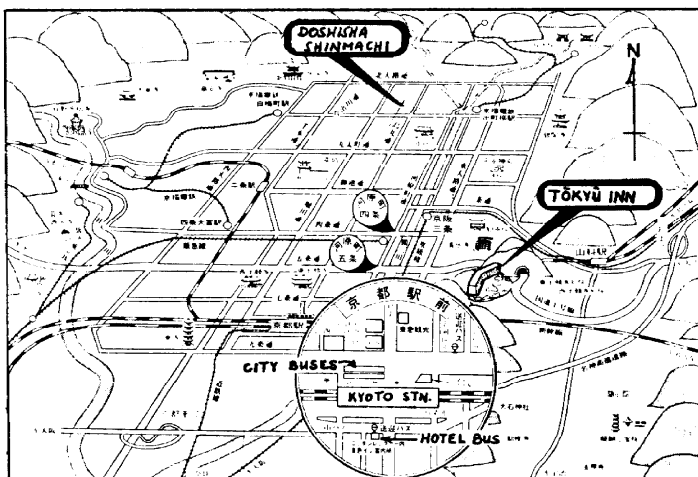
To the Tokyu Inn

Free Bus: The free "kangei" bus leaves from the front of the Nippon Rent-a-Car office which is across the street from the south (Shinkansen side) of Kyoto Station. Buses leave on the hour from 4 p.m. to 7 p.m. every day.

Taxi: The approximate fare is ¥900, the trip taking less than 15 minutes.

City Bus: There is no direct bus service. Take #200 or #215 from boarding area #3, transferring at Kawaramachi-Gojo to a #39, 40, 41, 44, 64, or 80 going west, alighting at Kamikazan-Hananooka-cho (Tokyu Inn-mae).

Car: Get off the Meishin Highway at the "Higashi Kyoto" exit and proceed west on National Route #1. You will see the New Tokaido Line paralleling the road for about 3 kilometers. The Tokyu Inn is 700m beyond the point where the elevated line finally leaves the road, on the left.



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.



'Living' and 'Dead' Languages

Karl C. Diller and Terence M. Walsh

I. Introduction

The distinction between "living" and "dead" languages is commonly thought of as a sociolinguistic distinction. Latin, Ancient Greek, and Old English, for example, are thought of as dead because they belonged to speech communities which are no longer in existence. There are no native speakers of these languages.

In the context of second language acquisition, the sociolinguistic distinction between living and dead languages begins to break down, and we see that the crucial distinction between living and dead languages is neurolinguistic. The absence of native speakers cannot alone make a language "dead," as we see in the case of pidgin languages...

For applied linguistics, a serious problem arises when not only classical but even modern languages are not really learned by students because they are taught as if they were dead. We all know of examples. . .

Scholars of classical languages eventually gain the ability to see the word on the page as something more than a dead body. One professor of classical Greek has given assurance that after 20 years of full time professional study one could begin to read classical Greek with fluency and ease. This is minimal success for a method of learning a foreign language. Our problem is to explain, neurolinguistically, why languages--ancient or modern--are not well learned by dead language methods of teaching.

II, Neurolinguistic Foundations of Methods of Teaching a Second Language

We have argued in a previous paper that different methods of second language learning sometimes involve different neural pathways and specialized areas of the brain.

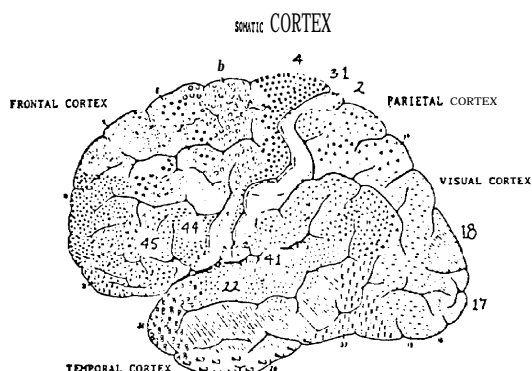


Figure 1

Briefly, our argument is as follows: As shown in figure 1, areas of the cortex of the brain can be mapped, as done by Brodmann at the turn of the century, on the basis of cytoarchitectural criteria, such as cell type, cell number and density. Some of the areas mapped by Brodmann corresponded exactly with areas long known for their functions for primary visual processing (area 17), primary auditory processing (area 41), and primary motor and sensory areas (4,6; 3,1,2).

Clinical evidence from various types of aphasia has demonstrated the special importance of certain areas of the cortex for various types of language processing: Wernicke's Area (Brodmann 22) important for listening comprehension; Broca's Area (44-45), important for speaking and expressive use of language; Angular Gyrus (39), important for language visualization; and Supramarginal Gyrus (4), important for word-object relationships (figure 2). . .

We have argued that different methods of teaching foreign languages uti-

newbury house

proudly announces

CARING AND SHARING IN THE FOREIGN LANGUAGE CLASS

A Sourcebook on Humanistic Techniques

Gertrude Moskowitz

This is a sourcebook of humanistic techniques to enliven any foreign language or ESL class and stimulate faster learning and greater retention. Built around a generous collection of activities (divided into ten humanistic categories), its effectiveness has been field-tested in numerous foreign language and ESL classes. Incorporating recent psychological insights and linguistic principles, Professor Moskowitz has created a library of 120 supplementary techniques which recognize and serve the need for building self-esteem and closer relationships in students. Background chapters present a rationale for using humanistic techniques, along with ground rules, procedures, and hints for carrying them out. Training teachers in humanistic techniques and writing your own humanistic activities are the focus of other chapters.

POINTS OF VIEW

George W. Pifer and Nancy Whisler Mu toh

When an ESL teacher (or any language teacher) has to assume an overactive role to stimulate conversational practice in the classroom, student involvement and retention suffer drastically. Presented here are 15 reading-and-discussion case studies for students of English as a Second Language and they offer a solution to that intricate problem. The cases are based on topics highly relevant to the lives of the contemporary immigrants, foreign students, and others most likely found in ESL classes. The discussion guides require that, rather than merely reporting back facts, the students develop and express their personal points of view about things of considerable immediate concern to them. The inevitable result is a class in which the students take the initiative in maintaining lively discussion.



LANGUAGE SCIENCE
LANGUAGE LEARNING
LANGUAGE TEACHING

SHIZUO FUJIMOTO
MARKETING DIRECTOR

7-77-101 Kohokudai
Abiko-shi, Chiba 27041

MEMORY, MEANING, AND METHOD

Earl W. Stevick

A remarkably lucid analysis of just what takes place within the psychodynamics of the language learning situation-how students learn and remember language components, how learning is affected by relationships to teachers and others, how recall and cognition work . . . and how the perceptive teacher can use this understanding of the language student's mind to increase the effectiveness of instruction and practice.

Part 1-Memory: Biological Bases for Memory; Verbal Memory; Memory and the Whole Person. Part 2-Meaning: Inside the Student: Some Meanings of Pronunciation and Fluency; The Meaning of Drills and Exercises; Between Teacher and Student: The Class as a Small Group. Part 3-Method: A General View of Method; Community Language Learning; The Silent Way; Some Other Methods.

THE LANGUAGE TEACHING CONTROVERSY

Karl Conrad Diller

Here is an updated, balanced overview of the challenge posed by Chomsky and the new generative transformational grammarians to the traditional audiolingual approach to language teaching. To the material included in a previous edition (which was entitled *Generative Grammar, Structural Linguistics, and Language Teaching*) Diller has added chapters on recent trends in teaching languages at the adult level, and on the implications of bilingualism for the classroom teacher. Both a practical reference and a text for methods courses, this expanded volume is one of the best analyses available of one of the major debates now engaging language educators.

IDIOMS IN ACTION:

A Key to Fluency in English

George Peeves

Designed to teach the intermediate or advanced student to speak and write in idiomatic American English, *Idioms in Action* contains 150 essential idioms in a semi-programmed workbook. A feature of the workbook is that it is largely self-correctable. Another is that it aims to teach usage of the idioms, not just recognition of them. This is accomplished through a series of dialogues-a continuing commentary between a Japanese and a French girl on modern American life. After the idioms are introduced through this context, they are repeated in graduated exercises and appropriate contexts. Finally, the student produces them during recitation, in sentence and paragraph writing, and for homework.

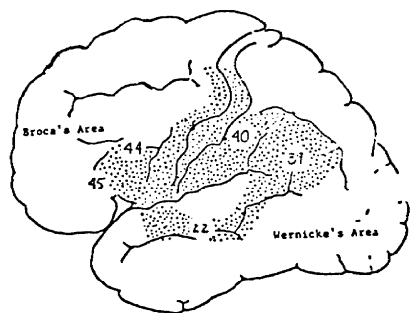
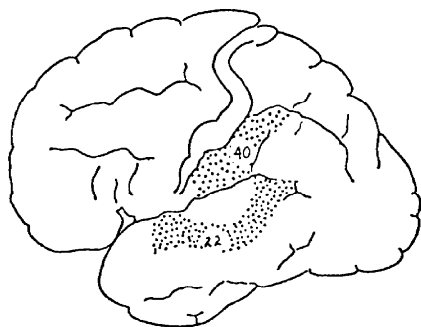


Figure 2

Fig. 3: *The Winitz and Reeds Method* an effective manner.

The third example of language areas represented in the cerebral cortex may be shown, as in figure 5, with the well-balanced direct method of de Sauze, which makes concomitant use of the supramarginal gyrus (in its insistence on exclusion of the mother tongue and on meaningful practice instead of mechanical drill), Wernicke's area (for auditory comprehension and processing), Broca's area and related vocal tract areas (for expression), the angular gyrus (for reading), and hand and arm areas for writing. This method and its variants give excellent results in teaching a living language, and it is an obvious choice for a diverse group of students with their individual differences. This method makes ample use of all areas of the brain which process language, and puts special emphasis on relating meaning directly to the words and grammatical constructions involved. One has meaningful practice instead of mechanical drill: practice in direct understanding of the meaning of spoken or written sentences with no recourse to translation, and practice in expressing one's thoughts in the new language.

III. The Neurolinguistic Basis for the Grammar-Translation Method

lize these different language areas and the pathways between them in different ways. In figure 3, for example, the Winitz and Reeds method of learning a language solely through listening comprehension with the avoidance of speaking makes little, if any, use of Broca's area, the area important for speaking and expressive use of language, but it makes a great deal of use of Wernicke's area for auditory comprehension and of the Supramarginal gyrus (area 40) for semantic processes of word-object relations.

A second example, as shown in figure 4, is the extreme form of Mimicry-Memorization and Pattern Drill. This method would make special use of Wernicke's and Broca's areas, and the connection between them, for mastering phonological processes through mimicry and mechanical drill.. (The) extreme form of Mim-mem and pattern drill is remarkably empty of semantic content, and does not use the areas of semantic processing in



Fig. 4:

Mimicry, Memorization, & Pattern Drill

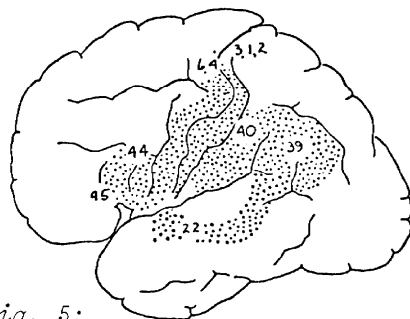


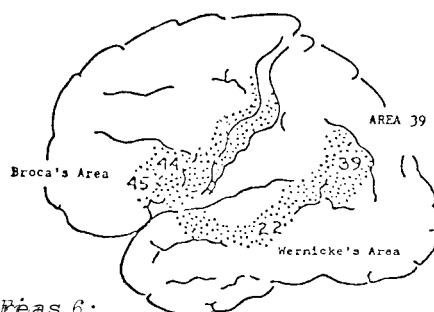
Fig. 5:

The Direct Method of de Sauze

How does the Grammar-Translation Method, the dead language method, differ methodologically and neurolinguistically from the successful direct method for teaching a living language?

Typically, the student of classical Greek in the United States would spend a year mastering a grammar book, followed by several more years looking up words in dictionaries to translate texts into English. In the first year, students memorize vocabulary lists of Greek words with their English equivalents; they memorize rules for decoding Greek morphology and syntax and translating it into English; they memorize paradigms of declensions and conjugations. As homework exercises they translate Greek sentences into English, and, occasionally, English sentences into Greek. In class the students read the Greek sentences aloud, and then read their prepared English translations. The occasional English into Greek translations might be put up on the blackboard. The teacher's main tasks are to read the new grammatical explanations aloud from the textbook, to assign the homework, to listen for mistakes in the translation, and to conduct examinations.

When we map the grammar-translation method topologically within areas of the cerebral cortex (see fig. 6), we find that there is an apparent strong association of the region specially involved in visual language learning and that for the capacities of expressive language. This allows for reading (or sign) input, and vocal or writing (or sign) output.



The association between these areas 6: may be seen then to allow for fluent

oral reading. This reading does not necessarily have any semantic content, however. After a few weeks, students can read aloud with fluency even the most difficult texts, even though they recognize hardly any words at all. It is like the singers who can sing foreign texts which they do not understand, or the diplomat who reads a speech in a language he doesn't know. Motor and sensory cortical areas of the hand and arm are also involved in the writing of the foreign language, although again the semantic link is weak. There is more writing of the native language than of the foreign in this method.

In the grammar-translation method there is no early emphasis on what one would say is a necessary association with Wernicke's area--as there would be with methods which stress listening comprehension, dictation, or correct mimicry. To this extent, the grammar-translation method is similar to the learning of the formal aspects of reading and writing for the deaf.

The usual initial pathway incorporating Wernicke's area, as in any native language, is to bring a word or a word complex encoded into the system to an idea, a word which has been attributed a sense of its own reality through sound. In the grammar-translation method almost no effort is made to establish a direct link between a concept and the foreign word; the native word and its related concepts always intervene.

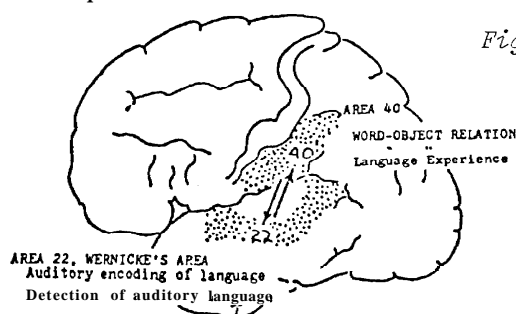
No effort is made to have the grammatical rules become psychologically real by having them express directly in the foreign language the student's concepts and thoughts. One might say that thoughts are first formulated in the native language, and then translated into the foreign language, but even this does not happen. Students almost never translate their own thoughts into the foreign language with this method, and they do relatively little translating of textbook sentences from the native language into the foreign.

Usually it is just decoding the foreign language into the native, as if the written foreign language were just a very complicated writing system for the mother tongue. The semantic link in the grammar-translation method is mostly passive. That is, it primarily involves decoding rather than encoding, and it is always second hand, going through the semantic system of the native language. It is in the supramarginal gyrus (area 40) and in Wernicke's area, we argue, where some connection of the psychological reality of words and grammar is associated. These, then, are the areas that are not properly used in the grammar-translation method..

Psychological reality of grammar and of individual words, then, is what distinguishes living languages from dead ones in an individual. The psychological reality, we argue, is established in the direct connection of the auditory encoding processes with the semantic association area (area 40).

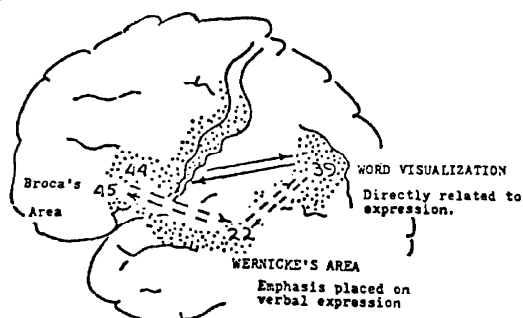
IV. Conclusion

The essence of learning a living language is meaningful practice--practice in relating words in the new language directly to concepts, and practice in using the grammatical constructions of the new language to express one's thoughts directly. It is interesting to note that this psychological reality can be attained through passive or receptive learning alone. The Winitz and Reeds method avoids speaking, reading and writing altogether, and relies solely on listening comprehension in a meaningful context using cartoon illustrations. In fact, in twenty hours of tape, 1,500 words are introduced and used in increasingly complex grammatical constructions, always in a way so that the learner understands the words directly in a meaningful context with no translation. Average language learners are expected to listen to each tape twice: 40 hours for 1,500 words.



Winitz and Reeds

Fig. 7



Grammar-Translation

Comparing the Winitz and Reeds method with the grammar-translation method (fig. 7), it is interesting to note that the language areas of the brain which are most important to the success of the Winitz and Reeds method, Wernicke's area and area 40, are exactly the same areas that are not properly utilized by the grammar-translation method. Conversely, the areas important for reading, writing, and speaking, important for the relatively unsuccessful grammar-translation method, are ignored by Winitz and Reeds without jeopardizing their success in establishing a psychologically real understanding of the foreign language.

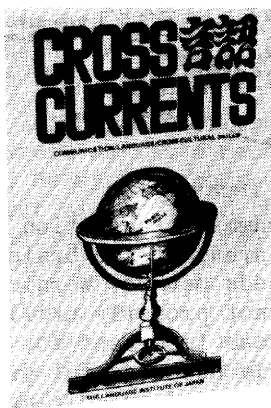
The connection between Wernicke's area, with its auditory processing and coding of language, to the supramarginal gyrus (area 40), with its semantic coding, seems to be crucial for acquiring a living language...Translation seems to inhibit or short-circuit the semantic link, by equating a phonological word in the foreign language to one or more phonological words in the native language, and allowing the native words to carry the semantic burden.

The method of teaching or learning a foreign language, then, is extremely important, and we can explain this importance with reference to neurolinguistic facts. A method which emphasizes listening comprehension and meaningful practice can turn even the classical languages into living languages for the individual, whereas the grammar-translation method can turn even the most vital contemporary languages of the world into dead languages incapable of expressing any direct and independent meaning.

(The above article is adapted with the permission of the author from a paper presented to The Fifth International Congress of Applied Linguistics in Montreal, August 1978. The complete text will be printed in the Actes du Congres.)

* * *

KARL COIVRAD DILLER, our keynote speaker at LTIJ '79, is a young, energetic teacher-scholar who has contributed to professional publications an impressive variety of articles on bilingualism and language teaching methodologies. He is perhaps best known for his lucid and elegant volume, *The Language Teaching Controversy*, an account of the perennial conflict between the "rationalist" and "empiricist" approaches to language instruction. Regular readers of the Newsletter may recall the excerpt from this charmingly-written book printed in the September issue. Professor Diller, as the above paper indicates, is currently interested in researching the neurolinguistic impact of various teaching methods. Originally a Greek major at the University of Pittsburg, he switched into Applied Linguistics upon entering Harvard Graduate School. Although usually teaching at the University of New Hampshire, he is spending this year as Visiting Professor at the University of Hawaii. There he has quickly gained an enthusiastic following. One former JALT member, now studying in Hawaii, recently wrote, "If you've been to conventions, or met him in Japan on his first visit, you'll know what I mean--don't miss his presentations in November."



Vol. VI, No.2 includes:

- An Experience with CLL
- Predicate Markers
- Situational Writing
- Vocabulary Teaching
- Culture in American Literature
- Accuracy vs. Fluency
- Techniques for Using VTR
- Book Reviews and more

CROSS CURRENTS

A JOURNAL FOR CLASSROOM TEACHERS
FROM THE LANGUAGE INSTITUTE OF JAPAN

Cross Currents is a biannual journal for all who want to explore new areas in communication, language, and cross-cultural skills. While we are concerned with theoretical issues our major emphasis is on articles that have practical classroom application.

..... For home and institutional libraries, classroom teachers, teacher trainers, and all those involved in language education and cross-cultural exchange.

¥1200/Issue, ¥2000/1 Year, ¥3600/2 Years

For more information, please write: CROSS CURRENTS
4-14-1 Shiroyama
Odawara 250
Japan

Free sample copies to institutions
upon request.

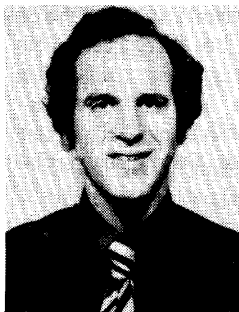
TEL: 0465-23-1677





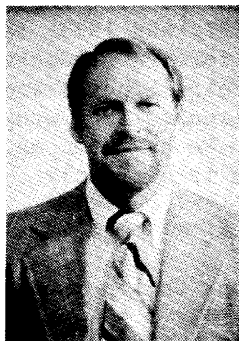
THE NOMINEES FOR OFFICE

Thomas Robb (Kansai) for President
Nominated by Kansai, Kanto, Chugoku



Thomas Robb is an instructor at Doshisha University, Kyoto, and at the Matsushita Overseas Training Center. A graduate of Brown University, he obtained his M.A. in Linguistics from the University of Hawaii, where he is now a Ph.D. candidate. He has published a number of texts and articles related to EFL. He is a founding member of both JALT and the Kansai Chapter. In Kansai he served as Vice-President for three years. He was JALT's first Membership Chairman and is now Vice-President and Co-chairman of the LTIJ Conference.

Douglas Tomlinson (Kanto) for Vice-President
Nominated by Kanto



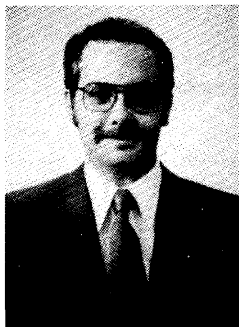
Douglas Tomlinson received his B.A. from the University of Toronto, his B.D. from Victoria University, Toronto, and did post-graduate study at New College, Edinburgh University, Scotland. His ten years in ESL/EFL include teaching in Canada and Japan, where, for the past five years, he has been the Language Section Manager of Mobil Sekiyu K.K. He served as Treasurer of the Kanto Association and took part in the setting up of JALT. He was JALT treasurer in 1978 and currently is the Membership Chairperson.

Grace Glover (Nishinippon) for Recording Secretary
Nominated by Chugoku



Grace Glover first came to Japan as an ESL instructor for a major Japanese company in 1973. She has taught at Fukuoka Jogakuin Junior College and Kyushu, Fukuoka, and Kurume Medical Universities. She is currently working in the Fukuoka Public School System. She helped to establish the Nishinippon Chapter and became its first Program Director. She received a B.A. in Asian History from Michigan State University, where, for six years, she tutored in both the English Center and the English Language Institute.

Timothy Lewis (Nishinippon) for Treasurer
Nominated by Nishinippon, Chugoku, Kanto



Timothy Lewis graduated from Sophia University with a B.A. in Asian Area Studies. During his 12 years in Japan, he has worked in all areas of language teaching. For the past two years, he has been living in Fukuoka and teaching at Mobil Sekiyu K.K. and Kurume University. He co-founded the Nishinippon Chapter and was its first Executive Secretary. He has served as the JALT treasurer for the past year.



Graham J. Page (Shikoku) for Membership Chairperson
Nominated by Shikoku, Chugoku, Kansai

Graham J. Page is the director of Language House Inc., a commercial language school in Takamatsu. He graduated from the University of Waikato, New Zealand in 1969, majoring in Educational Psychology. Immediately thereafter, he came to Japan under contract to Berlitz. He worked for Berlitz as a teacher, head teacher and eventually school director until 1976, when he left to establish Language House. He joined the Shikoku Chapter of JALT in 1978 and became its Executive Secretary the following year.



Kenji Kitao (Kansai) for Program Chairperson
Nominated by Kansai, Kanto, Chugoku

Kenji Kitao is a lecturer in English at Doshisha University. He obtained his M.A. and Ph.D. in Teaching English from the University of Kansas in 1974 and 1977, respectively. He has taught Japanese to foreign graduate students at the Osaka University of Foreign Studies and is presently teaching Japanese to American college students in the Associated Kyoto Program. He has been an active member of the Kansai Chapter and is currently serving as its Program Chairperson.



Kohei Takubo (Kanto) for Public Relations Chairperson
Nominated by Kanto

Kohei Takubo is now the General Manager of the Language Study Center of Nippon Electric Compnay, Ltd. He has worked for NEC for thirty years as an accountant, interpreter for top management, editor of the NEC Annual Report, and English instructor for in-service programs. He has presented papers at the TESOL conventions in Miami Beach in 1977 and in Mexico City in 1978, as well as at LTIJ '78. He was elected JALT Recording Secretary in 1978 and has served as JALT liaison to Japanese government agencies, newspaper offices, and publishers.

* * * * *

THE CONSTITUTION & AMENDMENTS

THE CONSTITUTION OF THE JAPAN ASSOCIATION OF LANGUAGE TEACHERS (WITH PROPOSED REVISIONS)

I. NAME:

The name of the organization shall be the Japan Association in Language Teachers, hereinafter referred to as JALT.

II. PURPOSE:

JALT is a non-profit organization whose primary purpose is to explore better ways of language learning and teaching. The organization shall hold meetings and occasional workshops on special topics, hold a major language teaching conference annually, publish a newsletter and carry on other activities which will further this aim.

III. MEMBERSHIP:

Individual voting membership shall be open to anyone interested in language learning and teaching. Non-voting institutional membership shall be open to institutions, agencies and commercial organizations.

IV. ANNUAL MEETING:

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

V. OFFICERS AND ELECTIONS:

1. The Executive Committee shall consist of seven elected officers plus one locally elected or appointed representative from each of the chapters affiliated with JALT, along with the former president. The seven elected officers shall include the President, the Vice-President, the Treasurer, the Program Chairperson,

(Current)

the Newsletter Editor, the Membership Chairperson and the Recording Secretary.

(Proposed)

the Membership Chairperson, the Recording Secretary *and the Public Relations Chairperson.*

[Rationale: The growth of the organization requires an elected officer to manage public relations activities. See the proposed change in the Bylaws (Article II, Section 4) for a description of the duties for the proposed office. It was felt that the position of Newsletter Editor should best be an apolitical, appointed position.]

(Current)

The local representatives shall be Members-at-Large.

(Proposed)

The Chapter representatives shall be At-Large Members of the Executive Committee.

[Rationale: To clarify the terminology and to avoid confusion with the membership category called "At-Large."]

The former President shall serve as advisor to the committee.

(Current)

2. The Executive Committee shall meet as a nominating committee

(Proposed)

Nominations for officers shall *be made by each chapter submitting a*

at least one month prior to the annual meeting to determine a slate of candidates for the following year.

slate of not more than one nominee for each office to the Recording Secretary not less than 60 days prior to the annual meeting .

[Rationale : To open the nomination process to the entire membership. Of the many possible methods to accomplish this, the one proposed here was determined to be the most feasible one for JALT.]

- | | (Current) | (Proposed) |
|----|--|-------------------|
| 3. | Additional nominations shall be accepted from the floor of the annual meeting. Nominations must be supported by at least two additional members. | <i>STRUCK OUT</i> |

[Rationale: In order to be consistent with the change in #2.]

- | | (Current) | (Proposed) |
|----|---|-------------------|
| 4. | (-3) Voting shall take place at the annual meeting. | <i>STRUCK OUT</i> |

The Recording Secretary shall be responsible for obtaining the consent of all candidates before placing their names on the ballot and for preparing relevant biographical information to be submitted to the membership.

	(Current)	(Proposed)
	At the meeting each member present shall have one vote.	<i>Each member shall have one vote.</i>

[Rationale: Voting will be by mail.]

- | | (Current) | (Proposed) |
|----|--|--|
| 5. | (↗4) At Executive Committee meetings two-thirds of the officers shall constitute a quorum. | At Executive Committee meetings two-thirds of the <i>elected</i> officers shall constitute a quorum. |

[Rationale: A quorum should be based on the number of committee members who are required to attend. Attendance of chapter representatives is optional.]

	(Current)	(Proposed)
	Members-at-Large need not be present but must be kept informed of meetings and their determinations. When Members -at-Large are present, they will have full voting rights. When they cannot be present, Members-at -Large, and other officers, must vote through proxies designated by them.	Chapter <i>Representatives</i> need not be present but must be kept informed of meetings and their determinations . When <i>Chapter Representatives</i> are present, they will have full voting rights. When they cannot be present, <i>Chapter Representatives</i> , and other officers, must vote through proxies designated by them.

[Rationale: To clarify the terminology and avoid confusion with the membership category called "At-Large ."]

- | | | |
|------|----|--|
| (↗5) | a. | (Proposed Addition) |
| | | <i>Voting for officers shall be by mail and shall be preferential as</i> |

illustrated in #44 of the current edition of Robert's Rules of Order. One ballot listing all nominees for each position and including space for write-in candidates shall be mailed to each member in good standing no less than 30 days before the annual meeting. The members shall return the ballots to the Recording Secretary no later than 7 days before the annual meeting.

[Rationale: A mail ballot will give all members an equal opportunity to vote regardless of whether they are able to attend the annual meeting or not.]

- b. (Proposed Addition)
- The President shall appoint at least two tellers who shall count the votes and report the election to the annual meeting.

6. If for any reason an officer cannot complete his/her term, a new member will be appointed by the Executive Committee acting as a whole.

VI. AMENDMENTS:

(Current)	(Proposed)
Amendments to this constitution must be proposed by at least three members of the Executive Committee or submitted to the President not less than one month before the annual meeting.	Amendments to this constitution must be proposed by at least <i>five</i> members of the Executive Committee or submitted to the President not less than <i>45 days</i> before the annual meeting.

[Rationale: It was generally felt that more members of the Executive Committee than three should concur on something as important as a consitutional amendment. Considering Newsletter deadlines, a month was deemed to be too short .]

(Current)	(Proposed)
Such a petition must be signed by at least ten members in good standing.	Such a petition must be signed by at least <i>two percent of the</i> members in good standing.

[Rationale: When this article was originally drafted, 10 members represented 5 % of the membership, but now with over 1,000 members, less than 1%. A percentage figure will keep the proportion constant as the membership continues to grow.]

Any such proposed amendments shall be distributed to the members along with their election ballots.

(Current)	(Proposed)
The proposed amendment shall be placed on the election ballot and must be ratified by two-thirds of the members voting in order to become effective.	The proposed amendment.....must be ratified by two-thirds of the members voting in order to become effective.

[Rationale: To permit discussion of the proposed amendments, voting on the amendments will still be done at the annual meeting even though voting for officers will be conducted by mail.]

VII. MEMBERSHIP AND DUES:

Individual or joint membership shall be available to those interested persons who apply to a local chapter of JALT and pay the annual dues at the rates determined by the Executive Committee. The dues will be divided between JALT and its chapters according to the ratio stated in the Bylaws. Individual or joint Membership-at-Large shall be available to persons living outside the area of present chapters upon direct application to the Executive Committee and payment of the annual dues established by them. Institutions and commercial organizations may also apply directly to the JALT Executive Committee, which shall set the institutional membership fee.

	(Current)	(Proposed)
VIII.	AFFILIATION OF LOCAL CHAPTERS	LOCAL CHAPTERS'
	Local organizations may become <u>affiliated with JALT</u> upon the acceptance of an appropriate constitution and the payment of a portion of each membership fee. Membership in a <u>local affiliate</u> shall imply full membership and privileges in JALT.	Local organizations may become a <i>JALT chapter</i> upon the acceptance of an appropriate constitution and the payment of a portion of each membership fee. Membership in a <i>local chapter</i> shall imply full membership and privileges in JALT.
	[Rationale: Terminological change. The word "affiliate" is now used by JALT to describe regional groups of JALT At-Large members who are petitioning for chapter status, but do not yet have the requisite number of members.]	

THE BYLAWS OF THE CONSTITUTION
OF THE JAPAN ASSOCIATION OF LANGUAGE TEACHERS
(AND PROPOSED AMENDMENTS)

I. MEMBERSHIP:

	(Current)	(Proposed)
1.	ANNUAL DUES: The annual dues shall be Y5,000. This shall be paid by each member to a local chapter, which will retain <u>Y3,000</u> and transfer <u>Y2,000</u> to the account of the national organization.	ANNUAL DUES: The annual dues shall be Y5,000. This shall be paid by each member to a local chapter, which will retain Y2,000 and transfer Y3,000 to the account of the national organization.

[Rationale: To provide additional revenue for the continuation of JALT programs and publications.]

2. PUBLICATIONS AND ANNOUNCEMENTS: Members shall receive The newsletter, the journal, and all announcements of the organization.
3. MEMBERSHIP TERM: Membership shall extend for one year from the month of joining the organization. Members will be notified one month in advance of the expiration of their membership term.

II. DUTIES OF OFFICERS:

1. **PRESIDENT:** The President shall have general responsibility for coordinating the activities of the Executive Committee and for directing and publicizing the affairs of the organization. He/ she shall preside at all Executive Committee meetings and at the annual JALT meeting. The President, with the approval of the Executive Committee, shall have the power to appoint the heads of standing committees.
2. **VICE-PRESIDENT:** The Vice-President shall preside at meetings in the absence of the President and share the duties and responsibilities of the Presidency. In the absence of both the President and the Vice-President, another member of the Committee, appointed by the President, shall chair the meeting.
3. **RECORDING SECRETARY:** The Recording Secretary shall be responsible for recording the minutes of the Executive Committee and JALT meetings and for keeping the chapters informed of the activities of the national organization. He/she shall maintain a file of all correspondence on behalf of the organization, as well as a record of the undertakings of the association. He/she shall maintain the permanent records of the organization.
4. **TREASURER:** The Treasurer shall keep all financial records, collect and disperse all funds of the organization, and present an account of the financial status of the organization at the annual meeting.
5. **PROGRAM CHAIRPERSON:** The Program Chairperson shall be responsible for planning special programs and workshops which will be made available to the various chapters, as well as for supervising the arrangements for the annual conference.

(Current)

6. **NEWSLETTER EDITOR:** The Newsletter Editor shall be in charge of gathering information and articles relevant to the organization and TEFL in general and of publishing them in the monthly Newsletter. He/she shall also be responsible for the distribution of the Newsletter to all members.

[Rationale: The Newsletter Editor will become an appointee. The Public Relations Chairperson has been added because the growth of the organization requires an officer to manage the above activities.]

(Proposed)

PUBLIC RELATIONS CHAIRPERSON: The public relations chairperson shall be responsible for coordinating all JALT publicity and promoting relations with educational organizations, media, and industry, and acting as liaison with commercial and institutional members.

7. **MEMBERSHIP CHAIRPERSON:** The Membership Chairperson shall be responsible for keeping membership information provided by local chapters and for preparing a comprehensive and up-to-date list of the membership for mailing purposes. Along with the local membership chairpersons, he/she shall promote the growth of the organization and its expansion into other areas of Japan.

(Current)

8. **MEMBERS-AT-LARGE:** The Members-at-Large shall represent the interests of their respective

(Proposed)

CHAPTER REPRESENTATIVE: The Chapter representatives shall represent the interests of their re-

chapters and keep them informed of the activities of the national organization. They shall also perform such other duties as may be requested of them by the Executive Committee according to the needs of the organization.

[Rationale: To clarify the terminology and avoid confusion with the membership category called "At -Large."]

spective chapters and keep them informed of the activities of the national organization. They shall also perform such other duties as may be requested of them by the Executive Committee according to the needs of the organization.

(Proposed)

(A new Section III) *PROCEDURES FOR NOMINATION: Each chapter may nominate members in good standing for office, not more than one for each position, and shall submit its slate of nominees to the Recording Secretary not less than 60 days prior to the annual meeting. The Recording Secretary shall obtain the consent of the nominees and present the names of those willing to stand for office to the Executive Committee. Members-at-large may suggest nominees to the Executive Committee directly. The Executive Committee, upon reviewing the nominees may propose adjustments and/or additions, but not deletions.*

[Rationale: To open the nomination process to the entire membership. Of the many possible methods to accomplish this, the one proposed here was determined to be the most feasible one for JALT.]

(Proposed)

(A new Section IV) *TERM OF OFFICE: The term of office shall be for one year from January 1 until December 31 of the year immediately following the election.*

[Rationale: To clarify the term of office which is not specified in the present constitution.]

III. AMENDMENTS TO THE BYLAWS:

Amendments to the Bylaws may be proposed in the same fashion as constitutional amendments and adopted by a majority vote of the members present at the annual meeting. Alternatively, these Bylaws may be amended by a unanimous vote of the Executive Committee.

IV. PARLIAMENTARY AUTHORITY:

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

Jazz Chants for **children**

Now Published!

Rhythms of American English Through Chants,
Songs and Poems

By Carolyn Graham

—DESIGNED ESPECIALLY FOR CHILDREN—

The author of Jazz Chants offers a new collection of chants, songs, and poems designed specifically for children studying English as a Second Language. The program uses children's affinity for rhyming games and rhythm to teach them the structures and intonation of conversational American English. With the aid of delightfully illustrated picture activities, the work teaches prereading skills as well. All the **chants**, songs, and poems are recorded on a one-hour cassette.

Student's book with activities such as puzzles, **mazes**, and games relating to the chants, songs, and poems. **¥1,010**

Cassette pack includes student's book and C60 cassette. Entire presentation of chants, songs, and poems is recorded on a 60 minute cassette. **¥3,500**

Teacher's edition featuring detailed note on all activities and chants with reduced student pages included. **¥2,020**

STREAMLINE ENGLISH-CONNECTIONS

An intensive EFL course for adults at a pre-intermediate level

By Bernard Hartley & Peter Viney

Streamline English Connections provides a greater variety of material than its predecessor in both content and approach. The inclusion of many different types of reading material, such as factual and descriptive pieces, short stories and dialogues, provides plenty of scope for expansion. A special index to the book provides the student with all the vocabulary **that the course covers**. The use of a large format means that each unit is clearly laid out and selfcontained on a separate page. Drawings and realistic photographs, many of which are in full colour, enliven and complement the material and emphasize its up-to-date approach.

Student's book ¥1,650

Teacher's book ¥2,970

Two C60 Cassettes ¥6,750



OXFORD UNIVERSITY PRESS

3-3-3 Chome Ohtsuka Bunkyo-ku Tokyo 112
Tokyo 03 (942) 0101 Osaka 06 (876) 4764

re·port

Counseling-Learning in Sinsinawa

Wayne Pounds

Working as we do with Community Language Learning here in Japan, far from its origins in the midwestern United States, it's not surprising that we should easily overlook CLL's subordination to a larger discipline, Counseling-Learning. Nor is it odd that we should forget that C-L's point of departure from the mainstream of client-centered therapy is its grounding in a religious tradition, specifically a Catholic tradition, called Scholasticism, which goes back through the Church fathers to Aristotle. Attending a C-L/CLL Institute this summer was for me an immersion in the lived content of these abstractions; in the end it gave me, I believe, a sense of the meaning of such a fundamental Curran proposition as Yearning is persons."

C-L/CLL Institutes are held in various places around the country, some of them perfectly secular, but the one I attended this past August met in Sinsinawa, Wisconsin, the site of the Dominican Educational Center. Sinsinawa, about ten miles west of the limestone cuts of the Mississippi River, is not a town but a wooded mound which rises solitary in the middle of flat farming country. In mid-August the corn was standing eight feet high. We were given individual cubicles on the visitors' floor of the wing where the Dominican sisters live. The rooms were nine feet by twelve with a narrow bed, a wash-stand, a clothes-rod, a crucifix, and a view of the cornfields. As a protestant by birth and a skeptic by education, I was about as comfortable as a cat in a dog show.

The first three days of the six-day Institute (with morning, afternoon, and evening sessions) comprised Level 1 of Counseling-Learning. There were about twenty learners and seven staff members. The first sessions' presentation, Monday evening, was given by Dan Tranel--familiar material that could have been taken from chapter one of any of the four Curran books on my shelf in Japan. He described two models of education: the old, mathematical model, inherited from the scientific revolution, and the "new," personal model derived from the insights of counseling and therapy in our century. As he spoke, he was regularly given understanding (i.e., counseling) responses from members of the staff seated among the learners. As the learners caught on to what was happening between Dan and the staff members--and for many this was difficult, since it was their first exposure to C-L--they were invited to participate. In this way, from the outset, we were not given simply an intellectualized description of a model but an experience of it.

We operated in this way from beginning to end. In a typical session, one member of the staff would give a presentation with the listeners counseling. Then the learners would counsel each other in small groups, usually of four, with one staff member who observed and commented. In the small groups, we were sometimes given fairly specific tasks, such as "cognitive counseling," which meant that each person would present in his own terms what he had understood from the presentation and be counseled; or "affective counseling," which was an opportunity to explore an area of our own feelings and be counseled. Then we would meet again in the large group to have reflection and further comments from the staff.

I was a good C-L student because at first I was hostile, not participating, and not learning. After all, there was nothing new to me in what was being said in the presentations. And wasn't it artificial to have the staff members counsel the speaker in that first session? And what was this whole

religious thing? I mean, seventy-five percent of this audience and all of the staff were Catholic, and they were having "liturgies" in between the afternoon and evening sessions! After the afternoon session Tuesday, I walked down to Hazel Green, a general store and post office two miles off through the corn, and bought a half pint of Seagram's Seven. See if I couldn't get things limbered up after the evening session.

That's what I mean by being a good C-L student--right out of the textbook. A classic case of the student threatened because there was no recognition of what he already knew and because he was confronted with a new experience which nothing in his past really prepared him for. Primitive defense systems mounted the walls, and all my critical apparatus, designed to salvage self-esteem in just such emergencies, clanked into gear like a Sherman tank. Naturally, I had an arsenal of questions ready to fire if things got too close. In retrospect, the irony that lights the situation up is this: that what supposedly I knew, what I had my back up about, was the C-L model itself, in which students are redeemed from this kind of defensive withdrawal. Although I knew from past experience that knowing in my head about something is not the same as having my own experience of it, still I had to be submitted to this very lesson again. To put it another way, I had to experience again the difference between the mathematical model and the personal one, since the personal model, if it is only in the head, is merely another "problem" to be "solved," more grain for the mills of the disembodied intellect.

What saved me, fairly early on, was nothing we were told but simply what, in trying to learn the discipline of counseling, we were all doing with each other on the personal level: understanding and being understood. It's very hard to remain hostile when the hostility is expressed and understood. When rapport was established, the urge to criticize, which was only the protective mask of fear, disappeared. Instead of "rapport" I might be more precise and say "Community involvement." It's an article of faith in CLL that when understanding awareness is given to groups engaged in learning a second language, an atmosphere of warmth and belonging is produced which deeply relates each person, learners and knower(s) alike, to everyone in the group. How much more was this so in our case, since our common task was the acquisition of the skill of understanding itself. The feeling of community grew up around us as silently and naturally as corn grows in the night.

Level 1 of C-L occupied only the first three days of the six I spent in Sinsinawa, but I don't have much more to say about my time there. In the second three days new learners came, and we split into a CLL or language-learning group and a C-L Level 2 group. I was so caught up in the group experience of pursuing counseling skills that I changed my original plan to do the CLL phase and stayed with the C-L group. At this point I was the only Protestant in a group of twenty Catholics, plus the staff, but it couldn't have mattered less. Before, this kind of comparison had been important only to me; now it simply didn't exist.

In the second level of C-L, we continued with affective counseling, then went on to group and marriage counseling. Presentations continued as before, though with more video tapes of Father Curran's counseling sessions. In the small groups, in order to simulate group or marriage counseling, we had to play roles, which was fun and instructive but perhaps not material to this article. I heard reports daily from the learners--half of them language teachers--who had gone into the CLL phase. There were about ten of them, and they were studying German. With one possible exception, they were all Stage 1 learners--that is, totally dependent on the knower--and to all appearances they reveled in this return to childhood. They pasted morphology

and favorite sentences on the walls, played the Chromacord, sang songs, and emerged with happy faces at the end, chattering German to each other somewhere in Stage 2. That's as much as I could observe.

I've gone into some detail about the first three days of the Institute because I believe it is quite probably a more valuable experience even than the CLL phase. First, there must be very few of us, at least among the native English-speaking membership of JALT, who have either the bilingual fluency or the opportunity to work with Japanese students at Level 1. Second, as pedagogy, after we have read a while and observed, there is nothing difficult about the classroom strategies for doing CLL; at least the outward forms are easily picked up. Third, in contrast with the technique itself, the counseling awareness required of the knower is altogether challenging and difficult. The experience of being a client-learner is not one you can get from reading or observation, and, as I have meant my own case to illustrate, knowing about it has only arbitrary relations with having your own personal experience. (Oh yes, there is a fourth thing: you can't get into the CLL phase of an Institute without first doing the C-L Level 1.)

Silent Way teachers recognize the importance of having experience as Silent Way pupils in order to refine their awareness of what happens in the classroom. I believe it's at least as important for the instructor using CLL to have the learner's experience--but what my own time in Sinsinawa suggests is that it's not necessary to study a language 'to do so. Or, to be more precise, what's vital isn't the study of a language but the involvement in a counseling situation; and while probably any form of counseling-learning would do, the form likely to be most intense will be that in which you are studying the nature of the experience at the same time you are being subjected to it. The average adult, just because he is an adult and was sent to school a good chunk of his life and is supposed to know something, carries with him a freight of anxiety, fear, and "Old Nick" and may need understanding in order to be freed to learn in a new situation. Experiencing this in ourselves, I trust, can free us to help those who are sent or come to us to learn.

Scott, Foresman Dictionary Program

For students learning English, it offers

- a graded series of dictionaries suited for all levels of English proficiency
- clear definitions
- an abundance of clarifying illustrations

Included in the Scott, Foresman Dictionary Program are three dictionaries, three picture dictionaries, and two thesauri.

Please write for more information. We like to hear from teachers in Japan.



**Scott, Foresman
and
Company**

1900 East Lake Avenue Glenview, Illinois 60025 U.S.A.

WORD HISTORY

binoculars

Binoculars comes from Latin *binī*, meaning "two at a time," and *oculus*, meaning "eye."



Special features
such as
word histories
Increase
students'
grasp of
English.

From
the
Scott,
Foresman
Intermediate
Dictionary

BBC English Courses

ENGLISH FOR INTERNATIONAL CO-OPERATION Textbook ¥1,460 Cassettes(3) ¥7,940

This course by Peter Roe is not "school English" - no grammar or analysis of "correct" language. This is the real language of adult people, using it in **real situations, in many international contexts. This is the sort of English people need **to understand and use** all over the world. The course shows English in use among people from all parts of **the** world in situations where effective communication is vital.**

PEOPLE TALKING Textbook ¥1,360 Cassettes(3) ¥7,840

This course by Roger Owen is for people who want to improve their understanding of spoken English, and is based on excerpts from 23 unscripted, unrehearsed interviews, originally broadcast by the BBC to British audiences, which show the English language in everyday use with all eccentricities. The textbook includes **compre**hension tests of various kinds, notes, comments and **exerc**ises on the structures and idioms used, and written practice.

KEEP UP YOUR ENGLISH Textbook ¥1,000 Cassettes(3) ¥7,900

W. Standard Allen wrote this course for learners who so often embark keenly on the first steps of learning English, but may lose some of enthusiasm later. The dialogues, which feature a group of young English people, carry the learner happily through the forty-lesson series which after a review of the elements of English, concentrates on points which often give difficulty at the second stage.

WHAT TO SAY Textbook ¥980 Cassettes (2) ¥5,220

This course by Viola Huggins is a practical phrase-book for visitors to Britain. It is organised in 24 recorded dialogues which teach useful phrases and, at the same time, give a lot of information about British life as it affects the overseas visitor.

MEET THE PARKERS Textbook ¥1,000 Cassettes (3) ¥7,900

An engaging conversation course by David **Hicks** in 50 chapters, introducing the learner to a suburban London family, the Parkers. The textbook explains many of the **importat** structures, idioms and expressions used in everyday speech and includes **notes** and suggestions for teachers for classroom use.

THE PLAY'S THE THING Textbook ¥980 Cassettes (3) ¥7,920

17 original ten-minute plays, specially written for English teaching purposes, and **mostly on contemporary themes.** The plays by several different writers should improve **the learner's understanding of colloquial English and modern idioms.**

THE MISSING JEWEL Textbook ¥1,200 Cassettes (3) ¥7,700

This thriller by David **Campton**, the T. V. playwright, is a series of English lessons for intermediate students which consolidates and extends their skill in spoken English, **with exercises.**

Available at Maruzen, Kinokuniya, Bibios and main bookstores.

JAPAN PUBLICATIONS TRADING CO., LTD.

1-2-1 Sarugaku-cho, Chiyoda-ku, Tokyo 101 TEL(03)292-8548, 3751

teaching tips from



[This is the third and final part of Doug Case's article on the use of "real" materials: newspaper extracts, radio broadcasts, magazines, etc., especially with higher intermediate and advanced students.]

VIII. Interpreting headlines



Source: From a variety of newspapers, especially the "popular" ones.

Activity: Understanding the "telegram" language and special vocabulary of newspapers.

Why? Newspapers are a great source of material to extend knowledge of the language, but students are often discouraged at first, particularly by the incomprehensible headlines.

What I did was:

1. Take a set of headlines from several different papers reporting the same story and put them on cards. Have students try to arrange the cards in order, from formal to informal.
2. Discuss the differences in style and contrast newspaper language with normal speech.
3. Discuss the special vocabulary (e.g., bid, probe, etc.)
4. Give two or three headlines to small groups. Have the students guess what the the related articles are about.
5. Provide a homework sheet on which some headlines and short articles are jumbled. Have the students sort out the corresponding headlines and articles.

IX. Clippings (1) for register



Source: Bits and pieces clipped out of papers, magazines, brochures, atalogues, poems, packets, etc., stuck on a large sheet of paper and then photocopied.

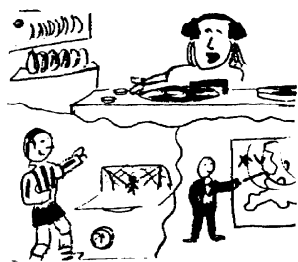
Activity: Examine context and register.

Why? To expose the students to a wide variety of types of English.

What I did was:

1. Do the first example in class. Ask for suggestions as to where it came from, why they think so, etc.
2. Either as homework or as group work in class, have students decide the origins of the remaining clippings.
3. Discuss the suggestions, examining the language used in each.

X. Clippings (2)



Source: Bits and pieces recorded from a variety of sources (newsreader, disc-jockey, football commentator, etc.)

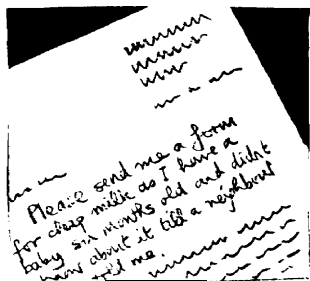
Activity: Work on context, register, intonation, etc.

Why? Like the former in intention: to expose the students to a sampling of different types of English.

What I did was:

1. Play and discuss the first example with the entire class,
2. Run through the others. Students should write on a piece of paper who they think is speaking in each case.
3. Discuss the suggestions, examining the language and style used.

XI. Spotting mistakes



Source: Here, there, and everywhere: student homework, advertising in the subways, T-shirts, bags, etc.

Activity: Recognizing mistakes in vocabulary, structure, style, etc.

Why? It's useful to recognize mistakes and the exercise can be amusing if the mistakes are humorous.

What I did was:

1. As homework or group work, have students find and analyse the mistakes in the sentences provided. Give them about ten sentences illustrating various problems, e.g., grammar: "I never smoke during I am working," usage: "Let's sport violently all day long," spoonerisms: "She's going to live in a flock of bats."
2. Discuss the suggested errors.
3. Have students rephrase the sentences, correcting the mistakes.

po·si·tions

(Kanazawa) The International School of Languages has a full-time opening for an experienced English conversation instructor who can teach at all levels. A native speaker with a college degree is required. The position is available from December 1. A one or two year contract, sponsorship, and housing are provided. Salary is commensurate with education and experience. Send resume to Brian Johnson, ISL, Teramachi 2-7-8, Kanazawa 921; or telephone 0762-43-1167.

(Hiroshima) The Kure YWCA wants an English teacher from April 1980. College degree and teaching experience required. Salary is ¥145,000 a month, plus free room. Approximately 18 teaching hours a week. There is a transportation allowance of ¥100,000 for overseas applicants. Those interested should submit a personal history and two letters of recommendation to Mrs. Masako Hayakawa, Kure YWCA, 3-1 Saiwai-cho, Kure, Hiroshima; or telephone 0823-21-2414.

(continued on p. 21)

jalt news

Executive Committee Report

"The Summer Workshop was a smashing. ...," reported Program Chairman Dave Hough at the September 22/23 meeting of the Executive Committee. "Although details on finances and a total tally of those who attended each workshop are not yet in, it would appear that we did lose money..." Did we ever! Treasurer Tim Lewis has calculated since the meeting that our net **loss** came to Y272, 567. It might have been worse except for the fact that the Fanse-low program turned a profit of Y124,711. "This was due," suggested Dave, "in part to a smaller than hoped-for turnout on the local level, and in part to lack of coordination and guidelines on the local level as to how much money should be spent." The turnout was indeed disappointing. Outlying chapters drew about 8 attendants each, while Tokai, Kansai, and Kanto averaged around 15, 20 and 22, respectively. That meant that *throughout Japan* a little over 100 people (including one-day walk-ins) took advantage of a program which cost more than Y2 million to put on--not a very high cost/benefit ratio.

Obviously, as Dave indicated, the response requires some rethinking on "whether or not we should drop the idea entirely or try for something again next year." Despite the poor turnout and the loss of money, Dave feels that "the program was generally beneficial." "The speakers," he continued, "were favorably received, and the outlying chapters particularly seemed to appreciate the effort. Also, it did turn out to be good publicity for JALT in that the workshop received television coverage in both Nagoya and Sendai."

Nevertheless, the results of the summer programs did drive us into the red and necessitated a short-term loan of Y200,000 from the affluent Kansai and Kanto Chapters. The summer programs alone are not responsible for our current financial embarrassment. Fees from Commercial Members, "which comprise almost a million yen of our income," have also been slow in coming in because renewal notices were not sent out. Although over 40 CM's are on the roles, Tim has received money from only 13 so far this year. Advertisers in the Newsletter were similarly not billed promptly, and some have been rather tardy in squaring accounts. John Boylan, recently appointed Business Manager of the Publications Board, is doing his best, however, to rectify this particular problem. And the conference, which is our major source of revenue, is--thank God--just around the corner.

In the most recent Executive Newsletter, Tim reassured us that our credit rating is still good. "JALT owes the Excom (members) a lot of money," he said, "but all outside bills have been paid or will be shortly." However, tough-minded as always, Tim advised that "since we aren't taking in enough for what we must pay out, some hard rethinking is necessary. Do we want or need to continue spending at the present rate? If so, we must either raise the dues or change that portion we receive."

Raising the dues--already the highest of any TESOL affiliate--is not likely, but a restructuring of the way membership fees are apportioned between the national organization and the local chapters is being contemplated. During the past year, to help the newer chapters get on their feet (so the reasoning went), local organizations were allowed to retain Y3,000 of the membership fee, while JALT received only Y2,000. In consequence, the small chapters have indeed been able to hold their own, and the larger chapters have all been able to pile up budgetary surpluses of over Y200,000. Kanto, in fact, had around Y375,000 in late September. As the resurgence of Tokai proves, if local chapters present regular and attractive programs, they

have no difficulty increasing membership and even making a profit. In view of this fact, the Excom will bring before the convention a proposal to reverse the current apportionment system. If approved, this will provide JALT with an additional ¥1 million in revenue to cover operating expenses next year.

"If we don't want to change the dues status quo," cautioned Tim, "then we must cut back or eliminate some of our present projects. Prestige grants and publications are nice, *if* we can afford them."

Apart from the financial situation, the most important matters discussed at the meeting involved the nomination of officers and the amendments suggested by the Subcommittee on Constitutional Changes. The slate of nominees and the proposed amendments can be found in the special supplement included in this Newsletter.

positions

(Sapporo) English Circles, a language school with a staff of 30 teachers and 2,000 students of all ages, needs a native English speaker with TESL or TEFL experience. The candidate should have a degree in English or some closely associated area. The salary is excellent and commensurate with background experience. An interview will be possible in Tokyo or Sapporo. Send a resume to Mr. T. Ichikawa, English Circles, 3-4, Sumikawa, Minami-ku, Sapporo; or telephone 011-823-9002.

(Tokyo) English instructor wanted for evening class(es) at CHBS Chemicals Co. near Ochanomizu Station. Native speaker with some experience and/or TEFL background; pay negotiable (around ¥5,000+ per hour). Call Mr. Oshio (English or Japanese) at 03-293-0411.

(Japan, Korea, China) In the coming months Time-Life Educational Systems will be seeking instructors for English teaching positions throughout Japan. There may also be possibilities for persons interested in employment in Korea (ROK) and China (PRC). In all locations classes are conducted using TLES instructional materials, and compensation is commensurate with the instructor's education and teaching experience. For more information, please contact Paul Hoff at LTIJ '79. Send letters of inquiry and resumes to TLES Instructor Personnel, C.P.O. Box 88, Tokyo 100-91, Japan; or telephone 03-241-1835.

(Japan, South-East Asia) Scott, Foresman and Company, one of the major U.S. publishers of elementary school texts, is seeking a representative for Japan and SE. Asia. John T. Holmes, International Vice-President will be conducting interviews at LTTJ '79. Applicants may submit resumes to David Bycina at Pegasus Language Services, c/o Mobil Sekiyu K.K., C.P.O. Box 862, Tokyo 100-91; or telephone 03-363-2588 at night.

(Jakarta, Indonesia) A long-established school staffed by western instructors seeks two teachers for a minimum 18 month contract. Post A: ESL instructor responsible for procuring, preparing, and executing ESP programs for company staffs. Post B: EFL instructor responsible for teaching elementary and intermediate students, aged 15-25. A male, 25-35, (or a childless couple) with two years relevant experience in the Middle or Far East, and a TEFL qualification, is preferred. Send resume, a recent photograph, and a cassette stating your personal and professional qualities to: The Director, Executive English Program, Jalan Kartini Raya 56, Jakarta Pusat, Indonesia.

..... DIDASKO

"DIDASKO" is a Greek verb which uniquely incorporates the dual aspect of the teacher "teaching" and the learner "learning" through his own efforts. We thought it an appropriate name for the very select type of materials we handle for a limited clientele of teachers and learners who have found that the learner must take responsibility for his own learning and that the only real education is self-education.

"Innovative Approaches" is one name which has been applied to the approaches favored by DIDASKO. Others are "Unconventional" and "Unorthodox", not to mention "off the wall", "faddist" and "bandwagon".

THE COMPREHENSION APPROACHES

1. The Strategy of the TOTAL PHYSICAL RESPONSE, developed by psychologist James J. Asher. Perhaps the "most thoroughly researched idea in the entire field of language learning".
2. THE LEARNABLES (OHR), developed by Dr. Harris Winitz of the University of Missouri. "(This) technique appears to succeed in teaching vocabulary and grammatical structure at a much faster rate than usual." - Karl Diller, 1978.

The DIDASKO LEARNING CENTER in Osaka will offer the first of four weekends devoted to an investigation of the effectiveness of these two COMPREHENSION APPROACHES, using GERMAN as the TARGET LANGUAGE : **NOVEMBER 10-11**

THE SILENT WAY

Developed by Dr. Caleb Gattegno, President of Educational Solutions, Inc. "Shifting from teaching to learning, the yield from a small input of effort can be multiplied tremendously. This is available today, but few people know it."

DIDASKO will soon be offering intensive weekend classes in JAPANESE, THE SILENT WAY at special reduced rates. For beginners and intermediate students. Also SPANISH, THE SILENT WAY in winter, 1980.

COUNSELING-LEARNING/COMMUNITY LANGUAGE LEARNING

Developed by the late Fr. Charles A. Curran of Loyola University and continued by his Associates. "The simultaneous study of four languages (German, French, Spanish and Italian) was chosen as the goal of the project. Why study only one language when you can learn four at the same time?"

DR. EARL STEVICK OF THE FOREIGN SERVICE INSTITUTE HAD THIS TO SAY ABOUT SILENT WAY AND C-L/CLL

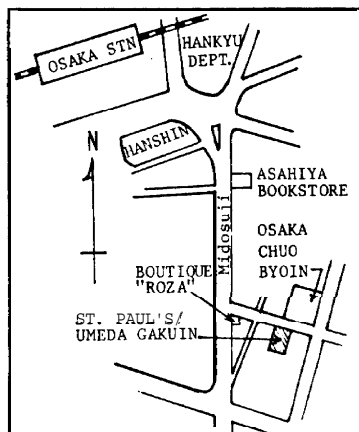
"The actual procedures that these two thinkers (Gattegno and Curran) use in their language classes could hardly be more different from each other, but even a language teacher who decides to reject their methods will be wiser and more effective for having experienced them. I BELIEVE THAT EVERY SERIOUS PROGRAM OF PROFESSIONAL PREPARATION IN OUR FIELD SHOULD INCLUDE EXPOSURE TO BOTH."

CONTACT DIDASKO FOR INFORMATION REGARDING BOOKS, MATERIALS and COURSES

**Representative : Ms. Sakiko Okazaki Tel: M-443-3810
DIDASKO b-7-31-611 Itachibori Nishi-ku Osaka 550**

meetings

KANSAI



Topic: The Transition from Listening to Speaking
 Speaker: Dr. James R. Nord, Visiting Professor at Mie University
 Date: Sunday, December 9
 Time: 1:00-4:30, meeting; 5:00-7:00, party
 Place: Umeda Gakuen (St. Paul's University)
 Tel.: 06-311-6412
 Fee: Free to members; ¥1,000 for nonmembers
 Info: Kenji Kitao; Doshisha, 075-431-6146
 at night, 075-611-7449
 Fusako Allard; day, 06-315-0848
 at night, 075-821-8286
 Note: The annual business meeting and election of officers will be held after the presentation.

There is an increasing interest in techniques for teaching listening as a skill. But the question is still raised about the relationship between listening and speaking. In various articles, Professor Nord has presented a theoretical three-step growth model for developing language competence through listening comprehension exercises. He has also suggested specific techniques in order to transform this theoretical model into a practical guide. In this presentation, after reviewing his model and techniques, he will explain why speaking can and should be a natural outgrowth of properly conducted listening exercises.

* * * * *

Special Interest Group Meetings:

Teaching English in Schools (TES)--Kyoto

Topic: "Mapping"
 Speaker: Professor Yukinobu Oda
 Date: Tuesday, November 13
 Time: 6:00-8:00 p.m.
 Place: Koenkan Meeting Room (basement), Doshisha University
 (Get off the bus at Doshishamae on Imadegawa Street or Karasuma Imadegawa and follow the JALT signs.)
 Info: Yukinobu Oda; (075) 251-4151

There is a gap between students' translation of English sentences and their understanding of them. This presentation will introduce how we can check and improve students' reading and listening comprehension by "mapping," i.e., representing what has been written and heard by means of pictures, drawings, etc.

Teaching English in the Schools (TES)

Date: December 9
 Time: 10:30-12:00 p.m.
 Info: Harumi Nakajima; 0726-93-6746

Teaching Children

Date: December 9
 Time: 11:00-12:00 p.m.
 Info: William Widrig; 0720-33-1085

NISHINIPPON

Topic: Teacher as Facilitator
 Speaker: John Charles Patterson
 Date: Sunday, November 11
 Time: 1:00-5:00 p.m.
 Place: Room 503, Tsukushi Kaikan, Tenjin, Fukuoka City
 Fee: Members, Y500; nonmembers, Y1,000
 Info: Frank Carlson; 092-581-3521

Chuck Patterson has taught English at various types of schools around Fukuoka for the last few years. He will use an open dialogue format to present his views on the role of the foreign teacher of English, his philosophy of teaching, and his methods and materials. Members can share their views with Chuck and other members.

* * * * *

Topic: Reports on LTIJ '79
 Speakers: Participants from Nishinippon
 Date: Sunday, December 2
 Time: 1:00-5:00 p.m.
 Place: Room 503, Tsukushi Kaikan, Tenjin, Fukuoka City
 Fee: Members, free; nonmembers, Y500
 Info: Frank Carlson; 092-581-3521
 Note: The regular monthly meeting of the Chapter Executive Committee will take place immediately after this program.

* * * * *

Topic: Bonenkai and General Meeting
 Date: Sunday, December 16
 Time: 6:00-9:30 p.m.
 Place: Jurac Club Restaurant, Momoyama Building, Nakazu, Fukuoka City
 Fee: Y4,000 for all

Plenty of food. Dancing. Drinks, including soft drinks, beer, and whiskey. (If you prefer something else, please bring your own.) Make reservations for yourself and your guests by December 2 by responding to the post card that will be sent to you or by calling Frank Carlson at 092-581-3521. The annual general meeting will precede the party.

KANTO

Topic: New Evidence on the Optimum Age
 for Second Language Learning
 Speaker: Karl Conrad Diller
 Date: Wednesday, November 21
 Time: 6:00-8:00 p.m.
 Place: Kobe Steel Language Center, Fujii Building 7F,
 5-3, Yaesu 1-chome (near the Yaesu Exit of Tokyo St.)
 Fee: Members, Y500, nonmembers, Y1,000
 Info: James Duke (ILC); 03-264-5935

In this special lecture, Karl Diller, Professor of English at the University of New Hampshire and keynote speaker at LTIJ '79, will review the evidence regarding second language acquisition by children and adult.

* * * * *

Topics : The Silent Way: French
 Annual Business Meeting/Nomination of Officers
 Speaker: Don Freeman (LIOJ)
 Date : Sunday, December 2
 Time: 1:00-3:00 p.m., demo; 3:00-5:00 p.m., meeting
 Place: Athenee Francais
 2-11 Kanda Surugadai, Chiyoda-ku, Tokyo
 Fee: Free
 Info: James Duke (ILC) ; 03-264-5935

Don Freeman, now an instructor at the Language Institute of Japan in Odawara, has been using the Silent Way in his classes for the past five years. Don received his B.A. from Yale University and his M.A.T. from the School for 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.

TOHOKU

Topics: New Evidence on the Optimum Age for Second
 Language Learning/Annual Business Meeting
 Speaker: Karl Conrad Diller
 Date: Sunday, November 18
 Time: 6:00-8:00 p.m.
 Place: Dai -Ni Kaigishitsu (Meeting Room Number 2))
 Shimin Kaikan, Sendai
 Fee: Members, Y500; nonmembers, Y1 ,000
 Details: See Kanto announcement
 Info: Jim Vardaman; 0222-62-0687

All chapter members are welcome to attend the business meeting and make nominations. Those members who cannot attend but would like to nominate someone may do so by letter. Nominations by mail should be addressed to our chapter Executive Secretary Tokuko Yamauchi and be received no later than November 18th.

HOKKAIDO

Topic: Error Analysis and Its Applications for the
 Japanese Student of English
 Speaker: David H. Waterbury, Sapporo Medical College
 Date: Saturday, November 17
 Time: 2:00-4:00 p.m.
 Place: Kyoiku Bunka Kaikan, West 13, Odori, Sapporo
 Fee: Free for members; Y500 for nonmembers
 Info: Yukitoshi Sato; 011-661-2036

SHIKOKU

Topic: New Evidence on the Optimum Age
 for Second Language Learning
 Speaker: Karl Conrad Diller
 Date: Saturday, November 17
 Time: 3:00-5:00 p.m.
 Place: Bunka Center Hall, Takamatsu
 Fee: Members, Y500; nonmembers, Y1,000
 Info: Graham Page;

ARE YOU GIVING YOUR STUDENTS A CHANCE ?
DO YOU KNOW WHAT'S GOING ON?

FIND OUT.....IN BBC MODERN ENGLISH & MODERN ENGLISH TEACHER

BBC Modern English and Modern English Teacher are two of the specialist EFL/TEFL magazines published for students and teachers of English as a Foreign or Second language. BBC Modern English, published by ILC London in collaboration with BBC English by Radio and Television, appears ten times a year and is the only magazine of its kind containing *graded* language sections for use both as classroom and self-access material.

Modern English Teacher (MET) appears four times per year and is widely recognized as the one specialist magazine that supplies *practice/*, *up-to-date* solutions to English-teaching problems in most situations.

Return the form below to obtain inspection copies of BBC/ME and MET with subscription details.



I am interested in a free inspection copy of

BBC/ME ☐
MET ☐

I am interested in taking out a subscription for

BBC/ME ☐ (Y4,000 yearly)
MET ☐ (Y2,500 yearly)

Reduced prices for subscriptions of ten copies or more.

Name: _____ Phone: _____

Address : _____ Code: _____

Occupation: _____

Mail to: INTERNATIONAL LANGUAGE CENTRE (ME/MET)

Iwanami Jimbocho Bldg., 2-1, Jimbocho, Kanda, Chiyodaku, Tokyo 101

