

JALT

The Japan Association of Language Teachers

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Language Teaching In Japan

Atsushi Kuse

Japan and its people, as a whole, have become accustomed in recent years to be described as "victims of their success" - success at least in the international economic arena. Similarly, the Japanese are "victims" in one field of culture because of their out-of-date English language education system. The people were and still are mostly "victimized" not by the "success" of English language education but in this case by the apparent fiasco.

Because the majority of the Japanese have come to realize the appalling fact that, after learning English for as long as 10 years or more, they can't speak well enough to communicate with native speakers, the teaching and learning of English continue to be a perennial subject of discussion.

Foreign-resident teachers concerned with the problem have intermittently sent letters to the editor to the press instead of mailing them to the Education Ministry. They have pointed out many faults in the much-criticized English educational system, which most of them term "wasteful," "worn out," "non-productive" and "a treadmill."

Suggestions have been made as to how to solve such problems as an over-emphasis on grammar, teachers of English who can't speak English, the adverse effects of entrance examinations, poor ability at oral communication and the peculiar mentality of the Japanese when it comes to learning a foreign language. The consensus among disappointed Japanese students is that there's no conceivable panacea. Most believe, moreover, that it is futile to argue whether English language education is necessary or whether the English language to be taught should be "American," "British" or "international."

Whether the teachers of English are "blue-eyed" natives or Japanese, the most urgent question is who can provide realistic help to improve the situation and how. An answer to the question has been proposed with a campaign conducted by a growing group of foreign-resident teachers. The campaign, now three years old, was initiated by foreign-resident teachers who, like it or not, saw the need to jolt Japan's language teaching situation. It all started not all of a sudden, but with careful planning and clear motivation. It has gained impetus every year.

The movement by these teachers, members of the Japan Association of Language Teachers, is once again in the limelight... The organization, which

has been recognized as the first Far Eastern affiliate of TESOL, the world's biggest and most influential body of language teachers, is a dynamic one. Its membership has grown from an original group of several persons to nearly 800. Although the membership is made up predominantly of foreign residents, more than 40 percent are Japanese.

JALT demonstrated its *raison d'être* recently at its annual conference, Language Teaching in Japan '78. This year's two-day conference was the largest of its kind in size and scope ever held in Japan. It attracted a turnout of about 500 language teachers from all over Japan. The participants, most of them coming from JALT's six chapters in Osaka, Tokyo, Nagoya, Hiroshima, Takamatsu and Fukuoka, included one American woman from Hakodate, Hokkaido. They got together in the nation's capital not merely to socialize but to work for their common commitment to expand and improve their skills as language teachers, and to make the conference another springboard for JALT's activities.

The two-day conference, which the sponsor termed the most ambitious of its kind ever attempted in Japan, was jampacked with presentations. Over 60 speakers gave about 70 reports, lectures and demonstrations. Those who attended said that most of the sessions were cogent, informative and stimulating. The session offered excellent opportunities to pick up new ideas for language teaching classes, learn about the latest methods and talk over ideas with colleagues. They also enabled new and experienced teachers alike, whether teaching in high schools, universities, commercial language schools or companies, to share their professional experiences. Strikingly different from similar gatherings and seminars of Japanese teachers of English was the excitement and the lively discussions between speakers and audiences.

"The big surprise that I had during the conference was finding so much interest in teacher training in Japan as well as the seriousness and enthusiasm of the participants," said Robert T. Sample, director of the non-profit Bridge International School, Denver, Colorado. Sample added that this kind of energetic conference provides verification that the foreign-resident teachers have been on the right track in meeting the increasing need for better English teaching in Japan.

Dr. Mitsuo Hashimoto, Director of the Institute of Foreign Language Education Research and Development, observed that the conference included several interesting presentations on subjects that have been hardly introduced in Japan. "I was struck by the involvement of foreign participants and their contributions. The conference, however, covered too many topics. I think it's more appropriate to focus on several major topics of mutual concern at this kind of gathering," he added.

It's surprising that the intensive movement to help improve the language teaching situation in Japan was started not by Japanese teachers of English but by foreign-resident teachers. What is supporting their continuing voluntary activities is their professionalism and strong commitment to live and work in Japan, preferably in close collaboration with the Japanese.

In the course of their efforts to upgrade their own teaching skills, JALT members have been confronted with two other major tasks. One is how to communicate with the Education Ministry (Mombusho) and the other is how to join hands with Japanese teachers.

In comparison with the past (conferences, JALT succeeded in attracting more Japanese this year, not only to the gathering but also to the roster of speakers. The Japanese speakers, whom George W. Pifer of the Japanese-American Conversation Institute called a "new and dynamic element" included Hashi-

moto, Linju Ogasawara, a foreign-language textbook advisor of the Mombusho, Michihiro Matsumoto, a lecturer for an NHK English conversation program, and Takao Suzuki, professor of Keio University's Institute of Cultural and Linguistic Studies.

Regarding the Mombusho, which has often been listed as a target for a revolutionary reform of the English education system, Pifer said that if the Mombusho wants to utilize native speakers in junior and senior high schools as "resource persons," "I think that's one thing we can do." "I also understand that the Mombusho is moving in the direction of changing the curriculum to a more situational and functional approach. It has to be done in conjunction with foreign teachers, and we can help," he commented.

The Mombusho, in fact, has proposed a "drastic" reform of English teaching in its budgetary request for the next fiscal year. Until now, emphasis has been placed on reading and writing, but henceforth, importance will be given also to English conversation. Under the proposed plan, the Mombusho intends to send a sizable number of junior and senior high school teachers of English to Britain and the U.S. for two months of English study every year.

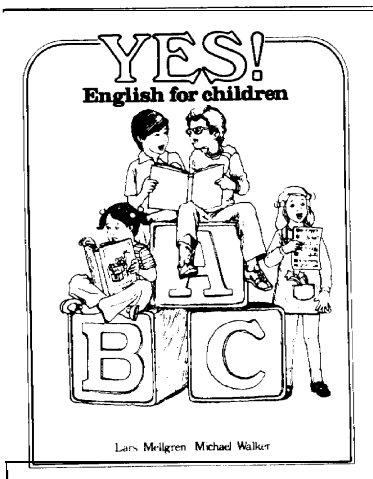
The problem of how to attract Japanese teachers of English, particularly those in public schools, to JALT activities is, however, a long way from solution. Again, it was disappointing that the conference saw a relatively scant attendance by Japanese teachers from public schools. An expected answer came from one of the few attendants from a public senior high school: "None of my colleagues have heard of JALT. Is it a matter of a lack of publicity?"

(Continued on page 5.)

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Despite the readiness on the part of the member teachers of the Japan Association of Language Teachers (JALT) to help ease problems in Japan's English teaching situation, they are finding it difficult to "motivate" Japanese teachers of English, especially those in public schools, to take part in the JALT activities.

Most of the foreign-resident teachers have learned from experience that the major blame for the Japanese people's poor showing in English lies in junior high school where the majority of them start learning it. If children were taught well at the junior high level, they argue, there would not be so many problems later on.

Foreign-resident teachers want to see more cooperation between foreign and Japanese teachers in the exchange of ideas and discussion of approaches to language teaching. They, in fact, feel very sorry for Japanese teachers who are working so hard teaching English but getting such poor results.

Teaching at the high school level has become the source of most of JALT's woes, and its foreign members are virtually not able to enter that segment of the educational structure. The efforts to try to inform Japanese teachers of effective, new educational approaches through JALT activities are in a sense viewed as an intrusion by conservative Japanese teachers.

Thomas M. Pendergast, Jr., president of JALT, says that this year was the year he clearly realized that there is a completely different world of English language education in Japan which he calls "the establishment." "I wonder if teachers of the establishment are able to understand the relevance of our organization," he asked.

JALT puts strong emphasis on practical ways of language teaching by which most Japanese students want to learn languages, he said. "Our organization is wide open to Japanese teachers who want to work more freely. If we could join hands with such teachers of the establishment, I believe the problems would be substantially eased."

A Japanese junior college lecturer commented that it is difficult to challenge the status quo of Japanese teachers to whom "face" is more important than true education. They have formed a world where there is little room for outsiders and where new ideas are not always welcomed, he added. Ms. Keiko Shibasaki of Saitama Prefectural Asaka Senior High School said that the old-line Japanese teachers are afraid to tackle something new and to introduce new ideas that come "from outside." "Teachers in their 20's and early 30's are very keen to learn and improve the situation, but the older teachers are becoming more and more conservative as they realize the younger teachers are ready to adopt new ideas." Another high school teacher added that, as is true in other sectors of Japanese society, it is very difficult to adopt something new or revolutionary in Japanese schools, as they respect precedent too much.

Miss Keiko Kusunoki, who teaches English at the Tokyo Municipal Bunkyo School for the Blind, also commented on the negative attitude Japanese teachers have about taking part in JALT activities. Japanese teachers feel hesitant to join any organization in which foreigners are taking the initiative, she said, "because of the difference in atmosphere." Dr. Mitsuo Hashimoto, director of the Institute of Foreign Language Education Research and Development, points to differences in interests between foreign-resident teachers and Japanese public-school teachers. JALT has a substantial number of members who teach at commercial language schools or companies, and their interests do not always overlap with those of teachers at public schools, he said. "In order to attract more public-school teachers, the foreign-

resident teachers need to better understand the actual state of Japan's high school education."

Ms. Harumi Nakajima, who teaches at Osaka's Sakuranomiya Junior High school, has been despondent. Reviewing her involvement in JALT activities during the past year, she said: "I've been feeling a strong stimulation from JALT activities and have learned a lot about new teaching ideas and methods. To be frank, however, I can't try such new methods in my class." Ms. Nakajima, who teaches third-year students, added, "Since about September, I've become gloomy because I've been obliged to concentrate on teaching in preparation for entrance examinations for high schools. I've felt frustrated."

As JALT president Pendergast said that another sobering truth about Japanese teachers is that most of them are not only themselves unable to speak English adequately, but they have very little idea of how to teach a language.

Most Japanese teachers of English are graduates of university English literature courses, and in fact they have never received appropriate training in preparation for their careers. In addition, it's not an exaggeration to say that those who were capable and proficient in English have, virtually without exception, refrained from becoming teachers of that language as they could find more exciting and attractive jobs.

Observers point to a recent basic change in the trends of job selection among university graduates. They say that more and more of the most able graduates are becoming teachers of English in line with the improvement in the wages and social status of teachers. In addition, the prolonged recession has served to increase the competition for teaching posts.

In addition to external problems in the process of disseminating its ideas, the Japan Association of Language Teachers (JALT) has seen internal problems arise as a result of its rapid growth during the past three years. Its membership, for example, was about 300 last year but the figure jumped to about 800 this year. It is expected, according to Thomas N. Robb, newly elected vice president of JALT, that the roster will exceed 1,000 early next year. At least in terms of membership, JALT can be described, without doubt, as the most vigorous organization of its kind in Japan.

When an organization becomes big in a short period, the strain of growth is inevitable. Some people point out that political problems have emerged in some groups of JALT members, and conflicts of personalities have become noticeable. Vice president Robb, an instructor at Kyoto's Doshisha University, agrees that perhaps the rapid growth is a problem. . . . One of the optimists is David J. Bycina, JALT's newsletter editor, an instructor at the Mobil Oil Co. "I don't see any serious problems," he said. "Basically, the only problem is structural and organizational. The basic structure is designed to manage the expanding organization."

More involvement by Japanese participants has been called for, and Kohei Takubo, general manager of the Nippon Electric Co.'s Language Study Center, was elected the recording secretary of JALT's seven-member executive committee during the last conference. He says the activities of the foreign-resident teachers through JALT are also for the benefit of the Japanese. . . . In their struggle with the problems facing Japanese teachers and with other typical Japanese problems, the Westerners have virtually no resources for devising solutions which conform to Japan's traditions and customs, Takubo said. "I would like to try to help the movement in this respect," he added. To help publicize JALT, Takubo suggested having a noted and influential Japanese at the top of the organization, for example, as

the honorary president. "It's a practical Japanese way to make certain an organization is 'well known.'"

Two Japanese organizations that are comparable in some ways to JALT are the Japan Association of College Teachers (JACET), said to be prestigious, and the National Federation of Prefectural English Teachers Organizations (Zeneiren), which is influential among public-school teachers. JALT vice president Robb stressed that unlike JACET, which pursues pure academic research, JALT is oriented toward practical methods that can be used in teaching. "JACET does not realize that our focus is actually quite different," he commented. According to Robb, JALT is planning to work next year through the "shido shuji" of each prefecture, an official who belongs to the board of education and is responsible for providing guidance to Japanese teachers of English as well as to their schools. "We are considering cooperating with them and this is one way we can reach high school teachers," he said.

Everybody admits that Japan is a country that has made a poor showing in English education despite intensive efforts. Foreigners are always impressed by the strong commitment that Japan has made to learning a foreign language, and would like to see it do better. JALT has gained a firm foothold with its movement but cannot rest on its laurels. To avoid becoming a mere "lone-wolf," it has to be careful not to widen the estrangement between Japanese teachers and foreign teachers. Kenji Kitao, a lecturer at Doshisha University, is one who says that it will be worth watching to see how and to what extent JALT can influence Japanese teachers...

(Adapted with permission from the *Mainichi Daily News*, December 26/27, 1978.)

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The JALT Story: Part 2

Tom Pendergast

Membership Growth (1978)

Early in 1978, the JALT Executive Committee, then consisting of Tom Pendergast (Executive Secretary), Doug Tomlinson (Treasurer), David Bycina (Program Chairman), Tom Robb (Membership Chairman), Charlie Adamson (Recording Secretary) and Nancy Nakanishi (Newsletter Editor), discussed ways of gaining new members, both individual and commercial. The consensus at that time was that the best strategy for increasing the membership was simply to do a good job at providing the people with what they want. In retrospect, this seems to have been the right stance to take.

The fact is that, in spite of almost no recruiting efforts worthy of the name, JALT grew during 1978 at a rate which was nearly alarming. The membership jumped from approximately 300 at the year's beginning to nearly 800 by its close, making JALT the third largest foreign affiliate of TESOL. Especially gratifying was the increase in the number of Japanese members. From an organization which was predominantly foreign at the outset, we balanced out in December at about 50-50.

Commercial membership, too, almost tripled. By the end of the year we had proved our worth to over 30 institutional members, among them some of the most respected publishing houses in the world.

New Chapters

As the membership spread throughout Japan, new chapters came into existence. Marie Tsuruda, Bonnie Hamm and Tim Lewis, respectively, took the lead in organizing JALT chapters in Hiroshima (Chugoku), Takamatsu (Shikoku) and Fukuoka (Nishinippon), bringing the total of our affiliates to six. Thanks to our intrepid treasurer and Japan-hopper, Doug Tomlinson, the first moves towards organizing two more chapters in Tohoku and Hokkaido have already begun.

Programs

In step with the rapid expansion of the organization, JALT's programming also took a giant step forward in 1978. One of the major highlights of the year was the visit of Dr. Caleb Gattegno, creator of the Silent Way. Gattegno, who treated us to over 70 hours of presentations in Kanto and Kansai, was followed by his assistant, Shioh Ley Kuo, who conducted a 9-day course in Mandarin Chinese in Kyoto. Song Young Ok provided the Chugoku and Tokai chapters with a weekend each of Silent Way Korean, and Dick Via, of English through Drama fame, came to Japan on a lecture tour sponsored jointly by JALT and the Language Institute of Japan.

LTIJ '78

The most ambitious undertaking of the year was our annual conference. Renamed Language Teaching in Japan, this year's program was co-sponsored with the College Women's Association, a marriage which must have been made in heaven. JALT provided strength of numbers and professional expertise, while CWAJ amazed us with their organization, connections, and hard work.

The result was a resounding success attended by over 400 participants, who had a choice of almost 70 presentations in two days.

At the business meeting held in conjunction with the conference, certain changes were made in the Constitution. New categories of membership (joint and at-large) were approved, and the title of Executive Secretary was changed to President. A new office, Vice-President, was created in view of the expanding activities of the organization, and officers for 1979 were elected. These officers include: Tom Pendergast (President), Tom Robb (Vice-President), Tim Lewis (Treasurer), Dave Hough (Program Chairman), Kohei Takubo (Recording Secretary), Doug Tomlinson (Membership Chairman), and David Bycina (Newsletter Editor).

Publications

The Newsletter, begun in October 1975, has gradually increased in both size and quality. Editor Nancy Nakanishi rounded off the year with the biggest and richest issue to date, and plans got under way to turn the quarterly into a monthly. During the year, the first of the reports on conference proceedings was also published. *The Collected Papers of TEFL '77*, edited by Mike Joy, provided a permanent record of our Nagoya meeting and a useful encyclopedia of language teaching tips. But there's more to come. In 1979, the inaugural issue of the JALT journal will make its appearance, featuring longer articles on a whole range of TEFL-related topics.

In terms of publications, programs, and the prospects for additional growth, the new year is shaping up to be even more exciting than the last.

jalt news New Execs Meet

Gathering at the NEC Training Center in Kawasaki, the new JALT Executive Committee devoted much of its two-day (Jan. 14/15), 24(!) hour-long meeting to a discussion of the By-laws. In view of JALT's expanded services and projected programs for 1979, the Execs unanimously ratified the increase in membership fees in effect since the conference. Individual membership dues are now officially set at Y5,000, joint memberships at Y8,000, and at-large memberships at Y2,500. In the case of individual and joint memberships, local chapters will retain Y3,000 and Y6,000, respectively, of the dues paid, with the remainder going to JALT. The entire at-large membership fee is to be paid directly to JALT insofar as no chapter affiliation is involved.

During 1979, JALT will provide the membership with this monthly newsletter and a new professional journal to be edited by Nancy Nakanishi. It will also set aside a Y500,000 fund which can be drawn upon by the chapters to cover their speakers' travel costs. It is hoped, by this means, that both the quantity and the quality of local programming will continue to improve. In the future, video-tapes of important presentations will also be made and distributed to chapters that desire to use them for local meetings.

To keep everyone informed about the on-going business of the organization, the JALT Executive Newsletter (JENL) and the minutes of Ex Com meetings will be sent, as before, to all chapters. The Execs also affirmed the principle that this information will be available to any member upon request.

The Ex Com, furthermore, sought to increase the involvement of local chapters in JALT affairs. From now on, the chapters will be asked to make specific agenda suggestions for executive meetings, determine their policies on various issues in advance, and select a proxy (if necessary) to represent them. By general agreement, it was decided that a chapter that does not provide a delegate or a proxy to an Ex Com meeting will forfeit its right to vote.

inter·views

Mombusho's Reforms Minimal

Mark Mullbock

For those of you who were looking forward to major reforms in the teaching of English on the junior and senior high school levels in the near future, don't get your hopes up. According to Dr. Linju Ogasawara, English language textbook advisor for the Ministry of Education, the so-called reforms involve not much more than a revision of the national syllabus, which is a list of specifications to be followed by teachers,

The syllabus on English language education is divided into three parts: 1) objectives of English language education in Japanese schools, 2) a list of language activities, broken down into listening, speaking, reading and writing, with detailed specifications for each component, and 3) a list of specifications on English grammar guidelines showing where various grammatical items should be introduced,

"Ideally," said Dr. Ogasawara, "each English teacher should organize his own scope and sequence. The syllabus is for consultation. It is not a strait-jacket, but is only for reference. It's the Mombusho model, but there can be other models. The main point in the revision of the syllabus is that we have reduced the required number of items quite a lot."

Dr. Linju Ogasawara, one of the more progressive-minded members of the Ministry of Education, was born in Tokyo in 1929 and attended the Education University of Tokyo, where he studied English linguistics. He also studied general linguistics at the University of Tokyo.

Regarding his teaching experience, Dr. Ogasawara said, "I taught at a junior high and a senior high attached to the Tokyo University of Liberal Arts. Then I was transferred to National University where I was an Associate Professor. As you know, here in Japan we can also teach at other universities on a part-time basis. So, I began to teach freshman and sophomore-level English, English linguistics and methodology at Waseda University and Keio University. In the meantime, I went to the English Language Education Council (ELEC) as a researcher-secretary."

"While at ELEC, I worked with Dr. C.C. Fries of the University of Michigan and other linguists who had come here to help improve English language education. I made a contrastive analysis comparing the structures of the English and Japanese languages and also comparing the two cultures,"

"Then, in 1970, I was appointed English language textbook advisor at the Ministry of Education. My main function here is to supervise pre-print forms of textbooks. In this country, school textbooks must be authorized by the Ministry of Education. I point out those items which should be improved language-wise or culture-wise. We rarely go into the contents, even though we are interested in the contents, because it is not modest to criticize the contents of the textbooks, and textbook authors have their own views and ideas. So, except for factual errors, we make very few changes. Many textbook authors were majors in English literature, so therefore they tend to include literary pieces which they find impressive instead of more practical, everyday topics."

Dr. Ogasawara went on to explain the current state of English language education in Japan and some of the problems involved in making meaningful

changes in the system,

"Junior high English is a composite course in which all four skills are taught. But when it comes to senior high school, the traditional framework has been used with emphasis on reading, composition and grammar. Students have complained about the big gap or jump from junior high school to senior high school English regarding both contents and style of teaching."

"We want to devise the senior high school English courses so that more adequate continuation can be achieved. So now, senior high school English is divided into two tracks -- one is a continuation of junior high school English (composite course), and the other is the more traditional approach concentrating on reading comprehension and composition."

"As far as changing the basic structure of English language education, that's not coming about yet. The new syllabus was issued last August, and it will be some time before textbook authors prepare their new textbooks. So, it will be another three years before the syllabus is implemented."

"I don't think very much improvement will be made in accordance with the new changes because Japanese students don't have much motivation to study English, and foreign language learning is not an easy thing, particularly when the language involved is structurally very different."

"Japanese students aren't motivated to study English because there have always been a small number of capable interpreters and translators on whom the rest of the nation could depend. Young people become familiar with foreign trends through Japanese newspapers, T.V. news, translated books and articles, and dubbed movies. So, Japanese students tend to get the idea that the world is revolving around Japan."

"Students are interested in preparing themselves for entrance examination English, which is a very strange phenomenon peculiar to this country. Entrance examinations for senior high schools are just about right, neither too difficult nor too easy. But when it comes to college entrance examinations, professors in this country tend to give very advanced or hair-splitting types of questions. Native speakers have been given these examinations and haven't been able to give the correct answers. So, unless the total system is changed, I don't see much hope."

"If there are going to be changes in the system, they are going to have to come from the top. Most things in this country work on the principle of vertical structure; so, from the top, it would work better. But ideally reform should be started from both ends."

"As for the future of English teaching in Japan, I'm afraid that for many years to come it is going to stay about the same as it is now. So, the students, our customers, are first going to have to delearn and then relearn English after they have graduated from school or college."

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fea·ture

Gattegno on Language Learning



Geoffrey Murray

Basically self-taught; recipient of ten university degrees "obtained merely to demonstrate you don't need to be a formal student"; speaker of dozens of languages; author of over 100 books and the originator of methods that turn traditional education upside down; Caleb Gattegno, now a sprightly 67, has an unquenched enthusiasm for learning and is continually opening up new fields with his vital inquiring mind. He overpowers you with a sense of inferiority, bringing a whole new depth of meaning to the phrase "a learned man." But he is charming and not at all patronizing.

He is accustomed to scepticism. If people don't accept his ideas, he merely shrugs his shoulders: the results of his work, his experiences, are all there on paper for someone to discover someday. But, throughout the world, in virtually every country, there are teachers who have discovered that, like their mentor Caleb Gattegno, there is a vast chasm between "teaching" and "learning." The subject of this profile comes down firmly in favour of learning: The teacher is the intrusion. You, Gattegno insists fervently, are your own best teacher. Hasn't this been proven by a lifetime of studying experiences?

"I am self-taught," he explains. "That is to say, I obtained several degrees without ever being a student at a university where I would have received the impact of professors. Instead, I received the impact of the world, so to speak. Being self-taught, I had to solve the difficulties myself. I was my own teacher."

"For the purpose of my research into mathematics I needed to have a knowledge of German and some other languages, so I studied them,*" he explains. "I have studied scores of languages and am continually studying new ones."

"It's very easy to learn languages, but most people don't know it. There are secrets: the most important thing is that you don't put your energies in the wrong place. For an expenditure of energy in the wrong place, you don't get what is required. If you work with me, however, you put your energy in the right place and learn."

"I have met some teachers of Japanese who believe their language is difficult because their students find it difficult. I don't think there is any difficult language. Babies learn Japanese so it can't be that hard. The only thing is to put you back in the state of a baby and you will see how quickly you learn, just as you learned English very well. If you could speak that much Japanese, you'd probably be very happy."

"There is only one general technique that I adopt for all languages: I subordinate teaching to learning. It's you who guide me, rather than follow the language or my own teaching method. The opposite will only result in you being left behind."

Gattegno tells how he astonished a group of Japanese teachers by dis-

playing their language on a chart through colours to represent the various sounds. "If you know the colours, I can show you that with only 21 'payments of memory' you will have all the sounds of Japanese," he explains. "Think of it -- just 21! So it is very little that is really required."

"You think it is a lot because you see the whole mass that is there. You see the whole language and, therefore, you are lost. I have done this colour chart for 23 languages and am always being asked to do more. I have already done six languages in this way for the U.S. Peace Corps."

It's all too much to grasp, so you ask this prophet of human learning: "Well if I came to you, how much progress could I make in Japanese in, say, six months or a year?" This question, of course, being based on this writer's past experiences in trying to swallow an English-Japanese dictionary and finding it highly indigestible. The answer is totally unexpected. With the utmost confidence, Gattegno declares: "I count progress in hours. In 20 hours, you will make more progress than you have made so far."

"You live in the environment so I don't have to do everything for you," he adds, "I only need to give you a sense of how to extract something from two Japanese speaking together, or from the radio or television. That's how I learned English."

"In English, you hear people saying all the time, 'How are you?' and eventually you begin to say, 'How are you?' It all comes out of your system. When you were a child you didn't learn language by memorizing a vocabulary. It's just the same now. You first get the impact, the totality of the language. You probably have it already but don't realize it. I would unlock you, deblock you. Soon after that you would relax, surrender and then find you could use some Japanese almost unconsciously. And that encourages you to use it more and more."

This is particularly applicable to the learning process in Japan. Students in this country spend eight or nine years memorizing vocabulary lists to pass examinations in English without ever developing the ability to speak the language. They dare not try.

In a Gattegno class, the student does all the work. The teacher says nothing. The will to learn is all important, along with the channeling of energies in the right direction so a small input produces a large output. What bogs down most students of language is the memorization of long lists of vocabulary and, secondly, complicated grammar rules. Caleb Gattegno discards such practices as too slow and discouraging. In 20 hours with him, the student will know perhaps only a small number of words, but will know how to make lots of sentences by learning the skills of adding and subtraction, combinations and permutations -- the mathematical base that exists in every language,...

(Reprinted from "Caleb Gattegno -- The Secrets of a Polyglot," PHP magazine, October 1978, with the kind permission of the editor.)

SILENT WAY MATERIALS

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re·views

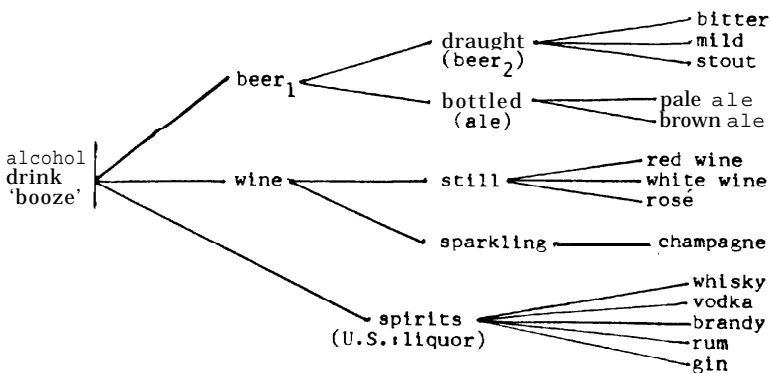
A New Approach to Vocabulary

Richard Jessen

On November 9, 1978 Mr. A. J. Cowie of Leeds University spoke at Athenee Francais about teaching advanced vocabulary. Mr. Cowie began his talk by briefly covering the vocabulary teaching situation during the last ten years or so, and then went on to give his views of the present state of vocabulary teaching, with particular reference to preparing materials for teaching advanced vocabulary.

Mr. Cowie explained that, until the late 60's and early 70's advanced vocabulary had been left to the student to pick up through reading. To some extent this happened because it is difficult to provide suitable visual aids and realist for teaching advanced vocabulary. However, he felt that the structuralist, behaviorist school was responsible for placing low priority on teaching any vocabulary beyond that needed for mastery of structural and phonological patterns. Further, the structuralist, slot-filler view of vocabulary ignored sideways restrictions, that is, co-occurrence or collocational restrictions. For example, in British English, a theater booking is confirmed, not ratified. A treaty is not confirmed, it is ratified. However, a decision can be either confirmed or ratified. Finally, he emphasized that this view of vocabulary tended to encourage the belief that lexical items belong to open sets. That this is not true he demonstrated by considering the very small, closed system of words for describing the temperature of bath water in British English: hot, warm, lukewarm, and cold. Mr. Cowie felt strongly that it was clear that a doctrine of language teaching not accounting for these phenomena was inadequate to meet the needs of present-day language teachers.

Mr. Cowie then observed with optimism that in the '70's, developments in descriptive linguistics had served to confirm, make explicit, and enlarge on what perceptive language teachers have known for years--that it is useful to describe and talk about word families, using the relationships between the words as definitions, explanations, examples, and contrasts to teach the meanings in terms of the other words in the family. Mr. Cowie then pointed out that the relationship of the words in the following diagram of drinks in British English is, left to right, general to particular:



Looking at this diagram a student can see that wine is a kind of drink that is different from beer or spirits. He can also see that there are three kinds of still wine, but only one kind of sparkling wine. The teacher could elaborate that to ask for a beer in the United States will get you a drink, while in England no one would understand you because you must specify the most particular term on the right. Talking about these relationships is very useful, both in terms of meaning and as a mnemonic technique, according to Mr. Cowie.

Next, Mr. Cowie remarked on the emergence in the '70's, especially in England, of the "discourse approach," which accommodates both this enlightened view of the lexicon and the increased demand for ESP, English for special purposes. Especially for university and technical study, dealing with vocabulary beyond the intermediate level had become a requirement. It is here that Mr. Cowie spoke with special enthusiasm about the need for vocabulary exercises to give students specific practice of the "communicative acts" that make up connected discourse. Students must be helped to competence in producing definitions, explanations, examples, and contrasts, and in drawing conclusions. The result of this training in lexical analysis of discourse is much better understanding of subject matter and much better writing. The following is an example of an exercise intended to bring out the relationships between the general terms and the particular terms in a text:

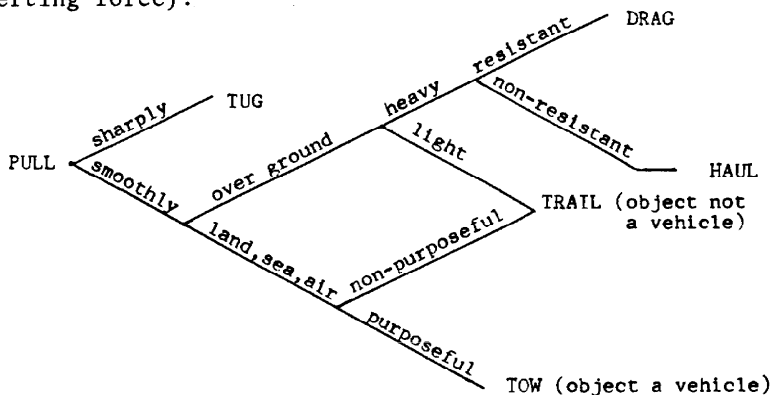
Food is stored in several warehouses situated in the Southeast. Perishable food, for example, is kept in cold-stores near Cambridge and cereals in steel silos near Ipswich.



Perishable foodstuffs are carried in a variety of special vehicles. A's, for example, are transported in X's, while B's are conveyed in Y's.

This exercise begins with separating the words in the passage into categories, general terms on the left and particular terms on the right. The exercise then proceeds to a discussion of the shipping of food, in which the observed relationships of the words can be utilized. Mr. Cowie feels that this is the kind of lexical discussion which leads to comprehension of discourse.

Mr. Cowie then got down to the nitty-gritty, as he put it, with a sample of the kind of lesson he envisions teachers producing to help students practice the communicative acts--defining, explaining, exemplifying, contrasting, and drawing conclusions. The sample lesson is introduced by a semantic field diagram of "pull (cause something to move towards the actor by exerting force):



1. Look at these examples:

A motor boat can tow a dinghy.
 An aeroplane can tow a glider.
 A car can tow a caravan.

Notice the things that can be towed. In what ways are they like each other? Answer yes or no to these statements:

They can all carry people or goods.
 They can all travel through the air.
 They are moving somewhere for a reason--not just for fun.
 They all have wheels.
 They have no power of their own: They eventually stop when you take away whatever is towing them.

2. But things which can be towed are different from each other too. Fill in the gaps in these sentences:

Gliders are towed through the _____.
 Dinghies and other small _____ are towed through the _____
 Caravans are towed along the _____.

3. Now go back to question (1) . Look at the statements to which you answered yes and make up the sentence about things that are towed. Begin like this:

They can all _____ and they _____, but they _____.

4. Now look at these sentences:

The steamer trailed black smoke.
 Bill trailed his scarf through the mud.
 The passengers in the boat trailed their fingers through the water.

What can be said about things which are trailed? Put a line through the wrong part of these statements:

They are all (light, heavy).
 They (can, can 't) carry people.
 They are attached (by a rope, in different ways) to whatever is trailing them.
 They are trailed (for a special reason, for no special reason).

5. Now enter the following words in the correct columns: barge, aeroplane, rope, washing, trailer, steam, car.

can be towed	can be trailed	neither

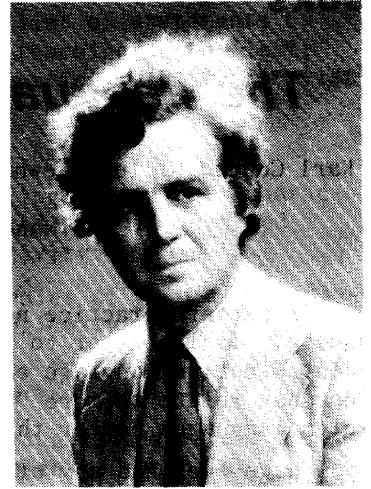
If you put some words in the neither column, say why!

[end of sample lesson]

In exercise 1, the students are asked to match the different aspects of pulling noted on the diagram with various vehicles. Exercise 2 requires them to make a judgment about the medium for various vehicles. Exercise 3 asks them to use the words to make meaningful generalizations about them. Exercise 4 also seeks generalizations about the various things that can be trailed, Exercise 5 is a classification exercise in which the

character of various vehicles and the aspects of towing and trailing must be recognized.

Mr. Cowie concluded his talk by acknowledging that it is of course impossible for students to learn in the classroom all the vocabulary they need. He also pointed out two shortcomings of leaving advanced vocabulary to reading--there is the danger of choosing a text arbitrarily with respect to vocabulary contained, and, even if the choice of text is fortunate, there is no guarantee that the words will be practiced or used. The solution he posed is to do reading in conjunction with interludes of vocabulary teaching in the nature of working with the relationships of words in the semantic fields encountered in the reading.



* * *

Anthony Paul Cowie is currently Senior Lecturer in Modern English at the University of Leeds, England. He received his B.A. and M.A. degrees in Modern Languages from Oxford University and spent some time teaching both English and French in various schools in Britain and Nigeria before accepting his present appointment. He is the co-editor of the *Oxford Dictionary of Current Idiomatic English* and the associate editor of Thornby's *Oxford Advanced Learners' Dictionary of Current English*, as well as the author of several scholarly articles on vocabulary acquisition and dictionary design.

po·si·tions

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books

The Language Teaching Controversy

by Karl Conrad Diller, Newbury House, 1978. 174 + xiii pp.

Nancy Hildebrandt Nakanishi

Is pattern practice necessary to become proficient in a foreign language? Is it better to use translation sometimes or to avoid the student's native language entirely? How do the new methods like the Silent Way relate to more "traditional" methods? Why do children learn foreign languages better than adults?

If you have ever had any of these questions or feel that you are lacking a clear framework with which to organize your current knowledge of foreign language teaching, *The Language Teaching Controversy* will be a welcome addition to your library. The language teaching controversy, as Diller defines it, is the dichotomy of foreign language teaching methodology: all methods are based either in empiricism or in rationalism. Seen in this light, the history of language teaching can be seen not as a series of disconnected methods, but as something more like a pendulum, swinging back and forth from one philosophical approach to the other. A good deal of the book is taken up in explaining (nontechnically) both the empiricist and rationalist approaches to language and language learning and in discussing specific methods. For this new edition (the first edition was called *Generative Grammar, Structural Linguistics, and Language Teaching*, Newbury House, 1971), Diller has added chapters on the optimum age for learning language, on producing a bilingual, on individual differences in language learning aptitude, and on problems with research in foreign language teaching.

The Empiricist-Rationalist Dichotomy

Before going into Diller's discussion, I might mention that the empiricist-rationalist dichotomy not only exists in language teaching but also in psychology (behaviorism vs. cognitive psychology) and linguistics (structural linguistics vs. Chomsky's generative grammar). In all cases, empiricism focuses only on what can be directly observed. As Twaddell states, "The scientific method is quite simply the convention that mind does not exist" (Twaddell, 1935; quoted in Diller, p. 38). That is, empiricists feel the mind is inaccessible to scientific observation. This concern with objectivity was a reaction to the psychological technique of introspection which was used in the nineteenth century--those trained in the techniques of introspection would examine their experiences to try to arrive at an understanding of the structure of the mind (this school of psychology was called structuralism, not to be confused with structural linguistics). Rationalists (in psychology, cognitivists), on the other hand, feel that the mind must be taken into account, even if it cannot be observed directly.

One of the high points in the empiricist-rationalist struggle in linguistics was Chomsky's rationalist attack on the empiricist Skinner's book called *Verbal Behavior* in the late 1950's.

It is not possible to adequately summarize Diller's discussion of this dichotomy in this limited space; however, a brief look at the tenets

of each position is necessary to understand the bases for certain well-known language teaching techniques. Below are a list of statements by structural linguists about language and language teaching on the left; on the right are statements which Diller feels represents the rationalist view.

Empiricist

1. Language is speech, not writing.
2. A language is a set of habits.
3. Teach the language, not about the language.
4. A language is what its native speakers say, not what someone thinks they ought to say.

Rationalist

1. A living language is characterized by rule-governed creativity.
2. The rules of grammar are psychologically real.
3. Man is specially equipped to learn languages.
4. A living language is a language in which we can think.

The Empiricist Approach to Language Teaching. In the above list, the meaning behind "Language is speech" is that speech is the part of language which can be observed, and structural linguists were especially good at describing the phonemic and morphemic structures of languages. "Language is a set of habits" relates to this same behaviorist attitude of looking only at the observable and thinking of language acquisition as a variation of the stimulus-response process. "Teach the language, not about the language" seems acceptable, Diller says, until we remember that language has been defined as a set of habits; therefore teaching the language means building up the correct habits. Extremists also believed that languages could differ from each other without limit and that any utterance from a native speaker was correct--production errors were not admitted to exist.

How does this theory relate to techniques of teaching foreign languages? Mimicry, memorization, and/or pattern drill are used to develop the set of habits which make up language. Rather than being corrected, mistakes are to be avoided in the first place:

Teachers in the empiricist approach have had a profound fear of mistakes, because mistakes are seen as the first step in forming bad habits (p. 19).

Hesitation and fumbling on the part of the student are also seen as mistakes; therefore, repetition should be done at what is normal speed for a native speaker. From this attitude come the techniques of backward build-up (e.g. the doctor, by the doctor, examined by the doctor, the chicken was examined by the doctor), and chorus repetition (so the student is not inhibited by his first incorrect attempts at repetition). In any event, the student should not be allowed to say anything meaningful until the correct habits have been built up and have become automatic.

The Rationalist Approach to Language Teaching. Let us contrast the above ideas with the rationalist approach, especially the direct method. Diller says, "The empiricist argument that language is learned by conditioning and drill . . . seems to rest entirely on the premise that language use is automatic" (p. 28). Even if language use is mainly automatic and repetitive, that does not mean that it must be acquired in an automatic and repetitive way. Seen in this light, there is no need for anything mechanical like pattern-drill before meaningful practice occurs. Diller

says. "We cannot say we know a language until we can think in it" (p. 34). And knowing grammar does not mean we can state the rules, it means we can use them.

Language acquisition is not a conditioning process in which a person acquires the habit of saying certain things in certain situations; rather, it is a process in which the learner actively goes about trying to organize his perceptions of the world in terms of linguistic concepts (p. 58).

The teacher therefore provides situations from which the learner can grasp the concept of the word being presented and/or the grammar pattern, without resorting to the student's native language.

However, two conditions seem to be especially important to Diller:

1) "exclusion of the mother tongue from the language classroom cannot, work unless it is accompanied by the proper ordering of vocabulary and grammatical points in order to provide a step by step progression" (p. 73); and 2) "if the teacher reverts to the student's native language every time he has something serious to say, then he loses his best opportunities to get the student to concentrate and to think in the foreign language" (p. 77).

Since the emphasis is on creative use of language, rather than development of habits, mistakes are natural and can be "easily eradicated once the student understands what is wrong" (p. 79). The direct method also places a different emphasis on memory than mechanical memorization of sentences. In the direct method, learning does not occur after memorization; rather, items are remembered because they are learned, and the presentation of material in context provides a great aid to organization in the brain.

Interest is intrinsic to rationalist teaching methods and extrinsic to empiricist ones. DeSauze, especially, felt that interest should be the most important principle, and should not depend on the personality of the teacher but rather be a part of the materials. Also the word "interest" must be qualified: "instead of 'amusing' the students, the good teacher challenges them" (p. 81). Contrast this attitude with that of mim-mem and pattern drill proponents, who say such things as:

Drills are inherently unnatural, contrived examples of the use of language . . . Humanizing these devices is left to the teacher. Unless the students are stimulated by variety, novelty, and a quick change of cues, they may be mouthing meaningless sentences and in this unwilling frame of mind, no learning takes place (Dacanay, 1963; quoted in Diller, p. 82).

More recent rationalist methods are the Silent Way, OHR (Winitz and Reeds), Total Physical Response, and Community Language Learning. All, with the possible exception of Community Language Learning, are related to the direct method in that they require meaningful practice rather than mechanical habit-formation. The differences in these methods become smaller when they are seen as differences of application and technique rather than approach.

Many teachers, knowingly or not, avoid having to take sides with empiricism or rationalism by doing a little pattern practice, a little physical response, a little work with Silent Way rods, etc. Diller warns against this eclectic approach--"teachers hope in vain that their teaching will improve if they are just willing to adopt this or that aspect of any method that comes along. The alternative to the eclectic response involves *judgment*" (p. 151). Diller further says, "It is possible to

learn a great deal from unusual and unconventional methods of language teaching without necessarily adopting any recognizable feature of the method. This is the approach I would recommend" (p. 150). In other words, I believe Diller means, choose your own approach, rationalist or empiricist, and follow through- but use judgment and choose your own techniques which are consistent with that approach.

Language Aptitude

The remaining chapters concentrate on peripheral issues such as optimum age for language learning and differences in language learning aptitude. Diller feels that children are, contrary to popular opinion, not better at learning foreign languages than adults:

The child might possibly be superior in learning to pronounce but both in vocabulary and grammar (the ability to say things), the adult is a superior learner. The problem is not that the adult is unable to get to the five-year-old language level as fast as the five-year-old can. The adult wants to get to an adult level in the foreign language as fast as the five-year-old gets to his own level. If educated adults have a vocabulary level of more than 200,000 words in their native language, it is asking a lot to want to become totally bilingual even in 1,000 hours of instruction (p. 33) .

Based on Diller's discussion about efficiency in learning language at an older age, one must question the usual attitude of "the sooner the better."

Diller also talks about factors which contribute to individual differences in aptitude, among which are hemisphericity (whether the left or right hemisphere of the brain is dominant) and personality and achievement factors.

The Language Teaching Controversy is essential reading for anyone involved with language teaching. It should certainly boost the teacher toward the goal of being able to judge methods wisely, which Diller feels is so important: "With a willingness to ask questions and make judgments, teachers will be able to resolve the language teaching controversy for themselves. "

JALT NEWSLETTER

David Bycina	Editor
Nancy Nakanishi	Associate Editor

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) 363-2588 . . . Nonmember subscription rate: ¥2,400.

let·ters

JALT OUTSIDE ELT MAINSTREAM

To the Editors:

I don't know whether the Newsletter has space for letters-to-the-editor or not, but I was moved to respond to Tom Pendergast's "JALT Story" - you can do what you like with the letter.

Tom wrote in the second paragraph: "Without entirely ignoring the contributions of our Japanese counterparts, I think it is still fair to say that, prior to 1975, there was very little meaningful cross-fertilization occurring among people in the EFL field in this country." In spite of his good intentions, ignore the contributions of our Japanese counterparts is exactly what Tom has done. I'm not sure what he means by 'cross-fertilization,' but there certainly had been communication among various people in the EFL field prior to 1975 and there was certainly input from outside, in the best Japanese tradition. The keyword in Tom's paragraph is 'meaningful' and, having employed it, he can say what he likes, disposing of any evidence to the contrary as not meaningful.

However, it is a fact that the first English teachers' conference in Japan was held in Kyoto in 1913, attended by some 370 teachers, including 40 from abroad. More recently, in 1972, a 'Conference of English Education Bodies[!]' in Japan' was held in Tokyo. At it were represented such 'bodies' as the National National Federation of the Prefectural English Teachers' Organization, Japan Association of College English Teachers, the Institute for Research in Language Teaching, the English Language Education Council, Graded Direct Method Association of Japan, and the Chugoku Academic Society of English Language Education. In 1975, an umbrella organization, the Federation of English Language Education Societies in Japan, was formed. Thousands of English teachers in Japan are members of these and other professional organizations. And the list of persons who have provided outside input to the Japanese EFL profession includes such names as Jespersen (in translation), H. E. Palmer, A.S. Hornby, C.C. Fries, W.F. Twaddell (all in person). [Yeah, but what have you done for me lately?]

But my main purpose isn't just to object to an impression created by Tom Pendergast that Japan was an ELT desert before JALT came to the rescue. As JALT grows rapidly from that seed sown by Mr. Harshbarger, it is perhaps salutary to consider the nature of our organization, not perhaps as it was conceived in 1975, but as it is now. I believe there is a fundamental problem which is hinted at in the paragraph quoted above.

The truth is that JALT is outside the mainstream of ELT in Japan. I suppose it will be argued that for 'mainstream' we could substitute 'establishment,' and it is certainly valid to do so. But, does this matter? At the 1977 JALT Convention, we were treated to the statement made by a Japanese establishment educator to the effect that foreigners don't know how to teach English to Japanese students. This was interpreted as meaning that Japanese students are different from other students and was answered by the assertion that while the Japanese students are different, they're not that different, and that modern methods can work with them just as they can work with any group of students. True, true. But it misses the point. Japanese students aren't that different, but their goals are, I believe. Foreigners can't teach Japanese students because in many cases they haven't taken the time to find out what it is that Japanese students want to learn.

I'm talking about the teaching that goes on in the junior and senior high schools, of course, and it is here that Tom Pendergast's insistence on meaningfulness comes into focus. Is it meaningless to study English for the purpose of getting into college? Yeah, probably. But it is, nevertheless, the mainstream of ELT in Japan. The Establishment, if you like. Where hundreds of thousands of students study for six years and don't learn much meaningful English. Where teachers cannot or will not use more than a modicum of English in the classroom. Where pedagogy looks to Charles Fries for inspiration. It is also a situation, incidentally, which gives rise to the lucrative commercial English teaching business, which is, I suspect, the bread and butter of the JALT membership. Perhaps JALT has a vested interest in ignoring the mainstream of English teaching in Japan.

Surely we have a professional responsibility to at least recognize the English teaching situation in the schools. Can our whiz-bang modern methods, our new recognition of the student and teacher as human being, offer nothing to this situation and speak to the problems of English as she is taught in Japan, it will never, as an organization, have more than a marginal impact on ELT in Japan. Further, it will fail to attract more than a handful of Japanese teachers of English (or of any other language) and we will no doubt see repetitions of that episode at the last annual general meeting where a token Japanese was squeezed onto the executive board at the last minute.

I believe it is time to consider who we JALT members are, not in terms of national origin, but of employment sector and professional interests. We need to consider what we expect from the organization - a kind of refresher course in ELT techniques, or a so-called 'professional' organization with concerns somewhat wider than those of immediate classroom application. We need, clearly, to think about JALT's place, present and future, in the field of language teaching in Japan.

In any other country than Japan, JALT would stand a good chance of being accused of cultural imperialism.

Dan Douglas

JALT FILLS NEED

To the Editors:

The new JALT Newsletter, which contains information on the activities of all the chapters, is a great improvement over the previous individual chapter newsletters. It is much nicer to know what is going on all around Japan even though we cannot attend the various events ourselves. A much closer feeling of association is created with this approach, so I think our sense of identity will grow much stronger in the future.

.I expect 1979 will be another great year for the development of JALT. The informal, practical tone of the monthly meetings make attendance very rewarding. In the short time I have been attending the meetings I have gotten many new perspectives on language teaching, plus a renewed hope that in some way the united efforts of the language teachers in Japan will have a beneficial effect on all concerned.

Stanley Sorensen
Chief Instructor, Yokohama Academy

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Course Materials and Duration

The OBE Materials

The materials for a complete OBE course consist of the Teacher's Guide for all three levels; Texts 1, 2, and 3; and Workbooks 1, 2, and 3. Text 1 and Workbook 1 contain 20 lessons each, and require 120-150 classroom hours of instruction; Text 2 and Workbook 2 have 15 lessons and also require 120-150 classroom hours; Text 3 and Workbook 3 consist of 10 lessons each, and can be covered in 100-120 classroom hours.

American English for International Businessmen

For self-study or classroom use, *American English for International Businessmen* has been prepared for students who are or will at some time be engaged in work that brings them into contact with English-speaking businessmen.

Terminology and structures appropriate to business situations — such as ordering, travel arrangements, and investments — are practiced and reinforced in oral and written form. *American English for International Businessmen* contains 12 lessons, and is accompanied by a tape program.

PRICE LIST

*Orientation in American English (OAE)

Text, 1-6
 ¥ 1,300 each
 Workbook, 1-4
 ¥ 1,100 each
 Tapebook, 1-4
 ¥ 1,100 each
 Audio Cassette, 1 (Set of 10)
 ¥ 23,500
 Audio Cassette, 2-4 (Set of 5)
 ¥ 12,000
 Reader, 2-6
 ¥ 1,300 each
 OAE'S Teacher's Manual
 ¥ 2,000

*Advanced Readings and Conversations

¥ 1,300

*Orientation in Business English

Text, 1-3
 ¥ 1,900 each
 Workbook, 1-3
 ¥ 1,300 each
 Teacher's Guide (1-3)
 ¥ 1,300

*American English for International Businessmen

Text,
 ¥ 2,200
 Audio Cassette (Set of 6)
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an·nounce-ments

>Bernard Susser would like to recommend a tape service for Kansai-area members. The company deals with tapes for educational use, and their services include duplicating master tapes, editing, and sales of blank tapes. They also sell some prerecorded tapes. For more information, contact Harada Sangyo, 1-19-17 Sawaraginishi, Ibaraki-shi, Osaka-fu 567, tel. 0726-35-2929.

> An organization related to language teaching: the International Society for General Semantics. Membership includes the quarterly magazine *Et cetera* and the membership publication "Glimpse," also information on new books, cassettes, films, tests, etc. Membership is \$20 a year. For further information and/or an application blank, contact the International Society for General Semantics, P.O. Box 2469, San Francisco, CA 94126 U.S.A.

>*SLANT* (Second Language Acquisition Notes and Topics) is a newsletter for researchers and teachers working in the field of second language acquisition. It contains news of conferences, publications, theses and dissertations, research in progress, and courses in second language acquisition. Subscription is \$2.00 annually, and the newsletter is published twice yearly. For more information and an order form, write to Thomas Nunnolley, Business Manager, *SLANT* Newsletter c/o Graham Wilson, English Department, San Francisco State University, San Francisco, CA 94132 U.S.A.

chap·ter notes

>At its December business meeting, the Chugoku Chapter (Hiroshima) elected the following officers:

Executive Secretary:	Ms. Marie Tsuruda
Program Chairperson:	Mr. John C. Maher
Recording Secretary:	Ms. A. Barbara O'Donohue, S.S.J.
Internal Affairs Chairperson:	Mr. Hideyasu Tanimoto
Membership Chairperson:	Ms. Ronni Alexander
Secretary-Treasurer:	Ms. Tomoko Anno

>New officers of the Nishinippon Chapter were installed at an annual meeting combined with a bonenkai on December 17, 1978.

Executive Secretary:	Ms. Nancy Lee
Recording Secretary:	Mr. Frank Carlson
Treasurer:	Mr. Shozo Yamamoto
Program Secretary:	Prof. Yasuhiko Murai
Membership Secretary:	Mr. Shiro Inoue
Arrangements Secretary:	Ms. Sonoko Takagi

There was a good turnout for the meeting/bonenkai. Everyone enjoyed the food, drink, dancing and getting acquainted. The membership in general, and the new executive committee in particular, expressed its thanks and appreciation of the fine job done by the first officers of the Chapter, who got things off to a good start.

meetings

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

CHUGOKU

Topic: Teaching English the Toro Method
(with Emphasis upon Grammar and Pronunciation)
Speakers: Toyotaro and Elizabeth Kitamura
Date: Sunday, February 4
Time: 11:00 a.m. - 4:00 p.m.
Place: Hiroshima YMCA
Info: Marie Tsuruda, 0822-28-2266 (ext.57)

Toyotaro and Elizabeth Kitamura have been running the Toro English Workshop and teacher training courses in Osaka for several years. Their books and unique method have been successfully used in the United States with Spanish-speaking Vietnamese and Korean children among others. Toyotaro received his B.A. from Kansai University and pursued graduate studies at Lausanne University, Switzerland. Elizabeth received her B.A. from Manhattanville College, N.Y. and also did graduate work at Lausanne University.

This presentation is especially designed for teachers of children from 6 to 13 who are looking for a basic, step-by-step curriculum and want to know what to teach beyond songs, games, and nursery rhymes.

KANTO

Topic: Teaching English in the Public Schools
Speakers: Dr. Linju Ogasawara, Foreign Language Education
Advisor for the Ministry of Education, and Japanese
Junior and Senior High School Teachers
Date: Sunday, February, 25
Time: 10:00 a.m. - 5:00 p.m.
Place: International House, Roppongi
(From Roppongi Crossing, walk towards Tokyo Tower,
turn right at the small street just beyond the Roi
Building, and continue along that street about 5
minutes. International House will be on your right.)
Fee: Members: Y1,000; Nonmembers: Y2,000
Info: David A. Hough, (044) 855-2111

In honor of its second anniversary, KALT will hold a special one-day conference on teaching English in the public schools. The purpose of the workshop is to examine current trends in teaching in the public schools and to explore ways in which the language teaching community as a whole can assist in the improvement of public school English education.

The conference will feature panels of Junior and Senior High School teachers and a presentation by Linju Ogasawara on Mombusho policy and the state of English language education in Japan. Ample time will be devoted to questions and answers. The program schedule follows:

10:00 Registration
10:30 Welcome and introductory remarks

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10:45 Junior High School Panel
 11:30 Questions from the floor
 12:15 Lunch
 1:30 Senior High School Panel
 2:15 Questions from the floor
 3:00 Break
 3:15 Presentation by Linju Ogasawara.
 4:00 Questions from the floor
 4:45 Concluding remarks

It is suggested that participants bring a box lunch so that they can break up into small groups during the noon recess and discuss questions of mutual interest.

NISHINIPPON

Topic : Community Language Learning
 Speaker: Father Paul G. LaForge
 Date: Saturday and Sunday
 February 17/ 18
 Time : 10:00 a.m. - 5:00 p.m.
 Place : Otemon Kaikan
 (50 m. west on Showa Dori from Tenjin)
 Info : Frank Carlson, (092) 5813521

In continuation of our hopes to present talks on new methods of language teaching Father LaForge will present a two day workshop on Community Language Learning.

Community Language Learning originated with C.A. Curran, who experimented with psychological and social effects of foreign language learning. This method endeavors to reduce the initial hostility-anxiety conflict a student may encounter. The teacher acts as counselor with the students controlling the group activity and the counselor giving help only when asked. Father LaForge has not only brought CLL to Japan but has endeavored to adopt it to "Japanese Culture Learning Mechanisms ." LaForge sees the learning process which takes place in a group situation as a double experience "the direct experience," an actual involvement with the group and the "reflex experience," which consists of two parts--a period of silence and a group session. His talk will include both talks and demonstrations.

Father LaForge is an Assistant Professor at Nanzan Junior College. He is author of *Research Profiles with Community Language Learning* and has published in *TESOL Quarterly*, *English Teaching Forum*, *Cross Currents*, and *Language Learning*.

* * *

The Executive Committee wants to know what kind of programs the members want and member reaction to programs that have been held and are being planned. Members should feel free to contact officers at any time for information about Chapter activities or to express their desires and opinions. Call Recording Secretary Frank Carlson at 092-581-3521 to do so or to get phone numbers of other officers.

Members can help make programs successful by attending programs they are interested in and by publicizing programs at their schools and among their friends.

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Call Mr. Richard P. Jessen at Tokyo(03)
944-0021 or write to

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