

JALT

The Japan Association of Language Teachers

NEWSLETTER

Vol. III No. 3

¥200

March 1, 1979

meetings
pp. 25-2

re·port

Suggestology Arrives in Japan

Patrick Buckheister

The classroom was not just any classroom; it was a spacious, carpeted, wood-paneled place, full of posters, maps and the atmosphere of France. My chair was not just any chair; it was one of an even dozen of reclining arm-chairs, the kind that you would like to read in, but end up sleeping in. And the blend of dialogues and music, conversation and music, and singing and games and more music -- this mixture ran the course of eight nights, twenty-four hours, and was done before I noticed it.

How else can one describe a suggestopedic course from the inside? In the beginning I almost felt guilty, but whether the environment could have been called plush or not, I have no doubt that I and eleven other people did learn some French there. Our instructor was Dr. Gabriel Racle, a Suggestology expert from Canada, who was visiting Japan for part of February and March

From the outset the overt demands of the class were simple. We were required to listen to a series of rather long dialogues, a fresh one being presented to us every other night. These were read by Dr. Racle three times. Each time they were accompanied or preceded by some music. Although I am aware now that the theoretical and technical aspects of the music and the dialogues are quite involved, at the time I only accepted it as part of what I had to do. The remaining class time was spent doing a variety of conversational activities, in large and small groups.

However, to write only this much would be misleading. I purposely joined this class with almost no prior knowledge of Suggestology so as to avoid any prejudgements. Yet, here I have described in traditional terms ('activities,' 'dialogue,' 'conversation,' 'group,' etc.) something which amazed me as a student.

How? First, five minutes into the initial session, I began using a French name, which became my name for the duration of the class. Although such names were never assigned, every student did the same with no urging. This particular practice is one which has annoyed me in past language courses I have taken or observed, and a good deal of evidence could be mustered against its use. Perhaps the point is that it was not imposed on us; we chose to do it.

Second, from the beginning of the course I was expected to use the second language on an adult level. In tasks involving writing, reading, hearing and

speaking French, I could perceive no element of gradation in the materials or in the instructions. When I took my name, I also took a profession. I became a gym teacher "professeur de gymnastique." In adopting a new adult identity and interacting with others who had done the same, I unavoidably picked up an adult frame of mind. None of this means I was an instant success in French, but I was convinced that what I did during class time depended on what I knew about myself and those around me. And I had collected that information in French.



Third, I was impressed by the course integration. The long dialogues, which were never practiced per se, contained running references to participants in the class. We were in those dialogues; our names were the same as those of the characters. Subsequent activities became a time for us to extend our personalities as we wanted to. This, in particular, is why the participants' change of identity can be seen in a positive light. Instead of the usual fight to conform one's identity into a new and uncomfortable mold, we were given a constructive opportunity to flesh out the people we were, second-language identity complete with family tree.

each person building an ideal tree.

The music was pleasant, sometimes lively, but never intrusive. The atmosphere was relaxed, secure, and well-planned. But, the most impressive part of the course for me was the gradual unfolding of twelve unique French personalities.

MEMBERSHIP INFORMATION

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

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

.....
JALT MEMBERSHIP

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

Name _____ Phone _____

Address _____

_____ Post Office Code _____
.....

Will Suggestopaedia Work In Japan?

Charles E. Adamson, Jr.

Before looking at the answers that are beginning to emerge from experiments being conducted at the Nagoya International College of Foreign Languages (NIC) , it would be advisable to consider exactly what is meant by Suggestopaedia. This is particularly important in light of the vast quantity of erroneous information being published by various so-called "experts ."

Suggestology (the study of suggestion) and Suggestopaedia (the application of Suggestology to teaching) were developed by Dr. Georgi Lozanov in Bulgaria. Suggestopaedia is "a pedagogical science concerning the entire individual, developing all his capabilities, all his creativity . . . It is a system that is as scientific as possible and integrates the basic principles of pedagogy with the principles of Suggestology." Although it is not possible in this limited space to give a detailed explanation of Dr. Lozanov's various works, I will briefly cover the important points, based on my reading and personal conversations with Professor Gabriel Racle, protege of Dr. Lozanov and Director of the Suggestopaedia Program of the Canadian government. Dr. Lozanov believes:

1. that people normally use only about 4% of their brain's capacity,
2. that some people, for example, those capable of "lightning-fast" calculations or oral transmission of long texts, use a much higher percentage,
3. that these cases are not as exceptional as they seem and that maximum brain use is attainable by almost all individuals,
4. that memory reserves are set into action mainly by suggestion,
5. that suggestion stimulates unconscious inter-relationships,

Suggestopaedia begins by looking at suggestion as something that operates on two planes. The first plane involves verbalized suggestion with a linguistic content. This linguistic suggestion can produce either a positive or negative effect. The second plane involves the nonverbal environment or the unconscious. This is the plane on which musical rhythms, harmony of sound, form or color, etc., act directly on our unconscious to provoke reactions, evoke feelings, or create desires much more directly than a rational, logical and conscious process ever could. This is also the plane on which telling someone a lesson is "easy" when you really mean difficult, operates.

Negative suggestions often become generally held "suggestive social norms." A few examples are: math is difficult; you must work hard to learn; it is difficult for adults to learn a second language. These suggestive social norms cause us to be unaware of our own capabilities.

Individuals, in order to protect themselves from this constant barrage of suggestion, erect "psychological" barriers. Dr. Lozanov distinguishes three types of barriers: emotional, ethical, and rational. These must be removed before the individual can learn to use more of his reserves. Because these barriers are inter-related and mutually reinforcing, they cannot be attacked head on. They must first be defused before a positive suggestion can get at and activate the reserves. This is done by "creating learning conditions that remove the results of previous conditioning and suggestion, permitting the student's reserves to be reached, his memory to be increased, and his intellectual functions to be activated," This is what Suggestopaedia attempts to do.

Among the suggestive factors that can breakdown the barriers, the following are the most important:

Prestige: This simply means that the more prestigious the source, the easier it is to remember. One experiment showed that subjects told to memorize a list of words from the works of a "famous" poet, remembered almost 100% more than those who were not given this information.

Confidence: Prestige, and consequently authority, create student confidence. This improves learning which, in turn, reinforces prestige and creates a spiral effect that pulls the student further and further along.

Awareness of the Double Level: Professor Racle constantly stressed the fact that suggestion works on two levels. The teacher must be constantly aware of the double effect of all his actions and consciously strive to produce suggestive results on both planes.

The Arts: The arts, in the broadest sense of the term, have the highest suggestive effect. The teacher actively uses the arts, for example, music and acting, to create an atmosphere in which the individual's receptiveness and creativity are stimulated. Thus, both the teacher and the students cooperate in a creative activity.

Creation of an Agreeable Atmosphere: The atmosphere in the classroom should be more like that of a living room than that of a classroom. The students sit in armchairs. The room is bright and cheerful. There are pictures on the walls. The psychological feeling is pleasant, too, due to the attention given to each student by the teacher, the director, and the staff.

A Challenging Program: The program is very substantial with more than 2,000 vocabulary items given in a 66-hour course. Each new lesson contains about 200 new items which are covered in 6 hours. This has a very strong positive effect in that we do away with the student's habitual standards and, instead, establish newer and much higher goals.

Direct Orientation of the Course toward Communication: Because of the greater memory capacity, the students are capable of immediately entering into a situation and reacting to it without the necessity of analyzing the individual linguistic elements. Thus, from the very beginning the student's attention is directed more to what he wants to communicate than to the language he will use. The student's goal becomes the acquisition of the ability to communicate and the language is learned only as a means to an end.

Now, we may return to the question of the suitability of Suggestopaedia for Japanese students. To answer this question NIC brought Professor Racle to Nagoya from Canada for a month-long training program. This program began with an 8-day Suggestopaedic French course taught by Professor Racle. The course lasted for 21 classroom hours and presented the first four of the usual 10 dialogues given in a full 66-hour course. The 12 students were NIC faculty and staff members, as well as representatives of the Nagoya School Board. Ten of the students were Japanese and the remaining two were American. Tests given at the beginning and end of this brief course showed an approximately four-fold increase in average scores. The average on the translation of 23 words increased from 4.5 to 18.54 and the average on the translation of 10 sentences increased from 2.45 to 8.7. These impressive results do not begin to reflect the confidence and enthusiasm with which the students began to use French both in and out of the classroom. At the end of the course, even though all the students were putting in a full day of work in addition to the three hours of French each night, many expressed the desire to continue and were disappointed that the course could not be completed. One student stated that this was the first time he had ever been able to enjoy studying a language without the necessity of "working hard."

Another NIC teacher, Kazunori Nozawa, and I observed the French course, while preparing materials for a full 66-hour Suggestopaedic English course. On Monday, February 5th, Mr. Nozawa began teaching under the watchful eyes of Professor Racle, who will observe for about two weeks before returning to Canada. After the fifth dialogue, I will take over the teaching duties and complete the course. The students for this course are all Japanese and consist of NIC students, staff members, and Nagoya City and School Board employees.

Although it is too early for qualitative results, the subjective considerations (confidence, enthusiasm, use of English, etc.) indicate that this course will produce superior results. In light of the evidence gathered from these first two Suggestopaedic courses, the answer to the original question is an enthusiastic, if as yet tentative, YES.

Current NIC plans call for continued study beginning with a 125-hour Suggestopaedic English course in April, 1979. I will be teaching this course and also developing the more than 150 additional pages of dialogues needed. Students for this course will be regular NIC students. Although actual future developments will depend on the outcome of the currently scheduled courses, it is very likely that a permanent Suggestology Research Center will be established at NIC. The possibility of Japanese, French, Korean, as well as additional English courses, is also being studied.

JOIN TESOL

JALT would like to encourage its members to join TESOL (Teachers of English to Speakers of Other Languages), our "parent" organization. TESOL offers its members TESOL Quarterly, which contains articles and reviews of professional significance in ESL/EFL, and TESOL Newsletter, which features short, lively articles and affiliate reports (including JALT's).

You may join by sending the form on the right directly to TESOL, and including US funds, or by sending the appropriate yen amounts (including mailing and bank transfer/postage fees) to JALT. Either send a postal money order/yubin kawase made out to "JALT," to #401, 1-4-23 Higashi, Shibuya-ku, Tokyo 150, or arrange a bank transfer to "JALT-Douglas Tomlinson," Mitsubishi Bank, Otemachi Branch, futsu yokin No. 005-4258027. There is no need to send in the form in this case; JALT has a record of your correct address, etc.

**Please Do Not Use For Renewal Membership
For New Membership Only**

MEMBERSHIP APPLICATION ONLY

(Fill in year)
(January-December Only)

NAME (Print) _____

MAILING ADDRESS _____

CITY _____ STATE _____ ZIP _____

POSITION TITLE _____

INSTITUTION _____

Please make check payable to TESOL and mail to:

TESOL
455 Nevils Building
Georgetown University
Washington, D.C. 20057, U.S.A.

Membership includes subscription to TESOL QUARTERLY and TESOL NEWSLETTER
Back issues will be sent to those who become members during the calendar year (January-December)

REGULAR	MEMBERSHIP, . . .	(¥4,000)	\$ 20.00
STUDENT	Membership For those engaged in at least half-time study)	(¥2,000)	\$ 10.00
JOINT HUSBAND-WIFE	Membership . . .	(¥6,000)	\$ 30.00
INSTITUTIONAL	Membership . . .	- - -	\$ 30.00
COMMERCIAL	Membership	- - - - -	\$100.00

Additional mailing fee

FOREIGN SURFACE MAIL ADD \$2.00 (¥400) Bank transfer & postage fees: ¥600
FOREIGN AIRMAIL ADD \$10.00 (¥2,000)

Please check, among the following, your area of chief interest.

_____ Teaching English Abroad

_____ English as a Foreign language, for foreign students in English-speaking countries

_____ English as a Second language in Elementary Schools

_____ English as a Second language in Secondary Schools

_____ English as a Second Language in Higher Education

_____ English as a Second language in Bilingual Education

_____ English as a Second language in Adult Education

_____ Standard English as a Second Dialect

_____ Applied linguistics (relevant linguistic studies and research)

Teachers of English!

For professional books, check

McGraw-Hill.

Teaching English as a Second Language ¥980

Harold B. Allen and Russell N. Campbell

49 articles, of which 25 are new in this second edition, make this the most up-to-date collection of ESL readings available. Included are the best research, theory, and practice of the most highly regarded linguists in the field, such as D.L. Bolinger, AS. Hornby, R. Lado, C.T. Prater, B. Spolsky, and R. Wardhaugh. A new feature is the study-exercise section which precedes each selection. A "Current Issues" section is also new. 448 pages.

Testing English as a Second Language ¥2,770

David P. Harris

This practical, concise self-study book for language teachers with little or no training in testing discusses the purpose and methods of language testing, specific techniques for testing the major components of English, the construction and administration of tests, and the interpretation and use of test results. A useful guide to the teacher establishing a well-rounded ESL program. 160 pages.

Games for Second Language Learning ¥650

Gertrude Nye Dorry

A collection of 72 language-practice games proven effective for classroom use at all levels of instruction. A fun way to practice and reinforce second language learning. Contents: Foreword . Number Games. Spelling Games. Vocabulary Games. Rhyming Games. Miscellaneous Games. 64 pages.

Facilitating Language Learning: A Guidebook for the EFL/ESL Teacher ¥1,760

Fraida Dubin and Elite Olshain

This book provides English language teachers, whether highly experienced or just entering the field, with a flexible approach to teaching. Question words are used as the headings of parallel chapter parts: (1) WHO is the learner? (2) WHAT are the language substance and skills presented at this stage? (3) HOW are language substance and language skills advanced in the classroom? (4) WHERE does the teacher look for materials, aids, and resources? The book is valuable for personal use or for use in teacher training. Workshop activities included at the end of each chapter present problems found in everyday teaching situations. 320 pages.

Teaching Children Foreign Languages ¥810

Mary Finocchiaro

Presents a plan for organizing and administering a foreign language program from an acknowledged expert in teaching foreign languages. Discusses administration, supervision, teacher recruitment, pupil selection, financing, community cooperation, and teaching techniques. Stresses principles of teaching and learning foreign languages derived from current linguistic, psychological, and anthropological research. 210 pages.



Books available through:
McGRAW-HILL KOGAKUSHA, LTD.
Kyobashi P.O. Box 281
Tokyo, Japan
Tel: (03) 542-8821

tech·niques

Is This a Pen?

Nancy Lee

Language teachers for a long time and linguists recently have come to the conclusion that guessing is an important aspect of language learning. Students must be encouraged to experiment with what they have been taught. They must make hypotheses not only about language structure and the rules of discourse but about vocabulary as well. However, have you ever asked a student to guess at the meaning of a word or phrase? The answer is usually an "I don't know," an "I can't," or a blank look. What our students need is more experience in guessing. Stress should be placed on a good guess rather than absolute correctness.

To demonstrate what I meant by a good guess, I decided to use a game I once saw on a TV quiz program. First, I gathered a variety of objects and then numbered them. Although I prefer real objects, I occasionally had to resort to pictures, as some of the items were either unobtainable or just too big to bring to class. The objects I collected included:

1. an American-style potato peeler
2. a cheese slicer
3. a crochet hook
4. Chinese breath fresheners (which look like dried wood)
5. a baby walker (picture)
6. an apple peeler (picture)
7. a lemon squeezer
8. an old toothbrush used for cleaning my typewriter
9. a Chinese ear cleaner (picture)
10. an old-fashioned button fastener

It is important to have a large enough assortment so that the students are not idle while waiting for the next object. Ten items seemed to be sufficient for about six groups.

After instructions were given (to decide the use of each object), the class was divided. Each group chose a secretary to record the guesses. No specific time limit was given, but the students were told that the game would end when one group had identified all ten items to its own satisfaction. While the students examined and exchanged objects, I was free to help out with any language difficulties.

When a group had completed the task, all activity ceased and the objects were collected. Each item was then displayed, and the secretaries read their groups' conjectures. Both the students and I were amazed at some of the guesses. The potato peeler especially provoked some interesting responses, and I would recommend that everyone who tries this lesson procure one. Some of the items, I discovered, were quite easy to identify. However, I have retained them for encouragement. After going over the various proposed uses, I told the students what each had been designed for. We sometimes thought that our guesses were as reasonable as the original purposes. Why shouldn't the potato peeler be used to get the last bit out of a toothpaste tube? (I rejected the notion, however, that it might be used as a nose cleaner.)

A word of warning: Be prepared to have the game played on you a few days later.

profiles

Fuji Seishin Joshi Gakuin

Gwen Thurston Joy

This report is a brief description of the English program at Fuji Seishin Joshi Gakuin, where I have been teaching for the last year and a half. Please note that the structure and curriculum of a private high school differs somewhat from that of public schools in Japan, yet the school and students must meet many of the same requirements. I will also comment on the frequently asked question, "How can a foreign teacher effectively and successfully work at a Japanese high school?" (However, I will not deal specifically with teaching methods at this time.)

Fuji Seishin is a combined junior/senior high school for girls located in Susono-shi, Shizuoka Prefecture. It is one of approximately 180 Schools of the Sacred Heart located throughout the world. It is relatively small, with 60 faculty and staff, and a total of 525 students. One of the unusual features of the school is that about half of the students live in the school dormitory during the week. This greatly influences the relationship of the teachers and students, in that there are more opportunities for non-classroom contact than at many other institutions.

The English program is an important part of the students' education. About a fifth of the faculty (7 full-time, 4 part-time) teach English, and the number of class hours devoted to English exceeds that of any other subject. Out of 30 class hours per week, the students study English for five or six hours during their first two years (7th and 8th grades), six hours during the next three years (9th through 11th grades) and eight hours or more in their senior year (12th grade). In addition to the regular classes there are many English-related activities. These include an E.S.S. Club, in-school speech, vocabulary and other contests, and occasional special programs. The students are encouraged to participate in the numerous local and national speech, recitation and composition contests held each year.

The school has set itself the goal of trying to give the students a well-balanced education. In terms of the English program, this means that the curriculum is designed to enable the students to acquire an ability to communicate in English, and also to do well in the many prefectural and national examinations high school students must take, not to mention the notorious college entrance examinations.

The teachers include activities and use materials which help the students learn to use and understand all aspects of English. The basic textbook used is *Progress in English* a series published by Sophia University L.L. Center of Applied Linguistics. This series is structurally based, with readings, drills, other exercises, and Japanese notes on vocabulary items and grammar. Additional materials for developing composition and oral/aural skills are used for a large part of the program.

During their first year, the students study in small classes of 20, with the emphasis on developing oral/aural skills. English songs, games, language laboratory materials, etc. supplement and reinforce the material in their texts. From the 2nd year, each class has two teachers, one who focuses on reading, composition, translation and grammar (E2 classes) and one who focuses on conversational skills (E1 classes). E1 classes meet once a week at the junior high level, and twice a week at the senior high level.

The materials used in the E1 classes are different from the E2 classes and include items from a variety of texts and from different language teaching and learning approaches, depending upon the level of the students and the interests and skills of the teacher. Materials include texts such as *New Horizons in English*, *Kernel Lessons*, audio-visual aids, and ideas and techniques from approaches such as Community Language Learning, Values Clarification and Drama. Though there is no direct connection between the two, types of classes, the teachers work together to try to balance and coordinate the students' overall program.

I think there are two basic factors which enable a foreign teacher to work successfully in a Japanese school. First of all, developing a good relationship with the other teachers is essential. A good relationship should encourage an authentic two-way exchange of teaching ideas and cultural information. The foreign teacher is not just an English lecturer or advisor, but is also a learner. Secondly, using an approach and materials which are appropriate for the students' culture, needs and interests is important. I've found that consulting the other English teachers, and the students themselves, has helped me as I work on finding and developing appropriate class activities.

Drawing from my own and others' experiences, I feel that the following are some of the things which can help establish a supportive atmosphere.

- 1) The teachers should talk with each other. This may sound obvious, but a fear of making mistakes in a foreign language (Japanese or English), not allowing for time together, cultural differences and many other things can keep people from talking with each other. Especially talking with the non-English teachers, i.e. the athletic coach, Japanese teacher, school nurse, etc., can help the foreign teacher get a rounded view of the school life.
- 2) For the foreign teacher to take an interest and participate in school activities which are not specifically related to English, i.e. a sports day, culture festival, teachers' meetings, etc., can help him or her get to know the students and teachers better.
- 3) The teachers should help each other learn their respective languages, which not only benefits the Japanese English teachers and students, but also helps the foreigner adjust to living in Japan and develop an understanding of the culture he or she is living and working in.

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: ¥2,500.

LINGUAL HOUSE announces...



LISTENING IN THE REAL WORLD: Clues to English Conversation
by Michael A. Rosz and Robert K. Stratton

A real help in developing aural comprehension skills, Listening in the Real World systematically deals with the reductions and assimilations of spoken American English—a long-standing listening black for Japanese students.

The reductions and assimilations are presented in isolated patterns and then integrated into a lively series of 200 natural dialogs which cover a variety of situations and language functions.

A 30-hour course for intermediate students. Written listening-check tests for each lesson.

Ideal as a classroom supplement or as a self-study language lab course.

144 pp. paperbound ¥1800

Set of 5 cassettes ¥13000

LINGUAL HOUSE

BOX 1012
TEMPE,
ARIZONA, USA
85281

TOKYO-TO SUGINAMI-KU
SHOAN 1-17-26
CHERRY-HEIGHTS 203

Discounts on multiple orders
30-day inspection copies available

inter·views

Naganuma School's Asano-san

TSURUKO ASANO is currently director of the Tokyo School of the Japanese Language, familiarly known as the Naganuma School. After graduating from Tsuda College, she taught English for some years at a girls' high school in Tokyo. Later she engaged in research on Japanese at an affiliated institution of the Japanese Ministry of Education, From 1956 to 1958 Ms. Asano taught Japanese at the Institute of Far Eastern Languages of Yale University. She is here interviewed by Mark Mullbock.

* * *

JALT: *Can you tell me something about the history of the Tokyo school of the Japanese Language?*

Asano : The Tokyo School of the Japanese Language was founded in 1948. It was organized by, and operates under the auspices of the Institute for Research in Linguistic Culture. The Institute is an organization created by interested Japanese citizens, engaged in research in the field of language teaching. Early in 1948 in response to the request of various Christian missionary groups, who felt the lack of any adequate program, the Board of Trustees of the Institute approved a motion to establish a school for the teaching of the Japanese language to foreign students. In April of that year the school was opened in Kanda, Tokyo, with a total enrollment of twelve students. Since that time the school has continually grown.

JALT: *Can you tell me about Mr. Naganuma, the founder of the school?*

Asano : Mr. Naganua taught Japanese at the American Embassy from about 1923 until the outbreak of the war. When he first started teaching Japanese, the texts used were for Japanese elementary school students. But Mr. Naganua felt that these texts were not adequate for adults. At that time, most of the students at the Embassy were intelligence officers. So, Mr. Naganuma compiled *The Japanese Language Readers*, which have been very popular. During the war, the American government used his texts to teach Japanese to prospective Occupation personnel.

JALT: *What did you do during the war?*

Asano : At that time I shifted to Japanese language teaching. Just after the outbreak of the "China Incident," the Ministry of Education wanted to have a Japanese language teaching bureau. Mr. Naganuma and Mr. Nishio were selected to head this bureau. Mr. Naganuma began to compile books for teaching Japanese to Chinese and others. At that time I also changed to the Education Ministry and helped Mr. Naganuma compile these books.

JALT: *Were you teaching at that time?*

Asano: At that time I didn't teach. I was on the editing staff....Before the end of the war Mr. Naganuma directed me to do research on word frequency. Of course, up to that time I was an English teacher so I was not so conscious of the Japanese language. Our native language is just like air or water -- it comes naturally to us. So, I didn't think so much about it. But when I began to compile books, I realized that Japanese is very different from other languages, and I began to

be interested in the study of Japanese. While compiling the books, I did research in word frequency, and so forth. I began to get deeper and deeper into this kind of work.

JALT: What did you do after the war?

Asano : When the war ended Mr. Naganuma again began to teach Japanese to the people sent by the Washington government. At first there were nine students -- all American military personnel. At that time, I began to teach something. In the beginning it was grammar. I remember in the beginning those nine officers. Of those people had already studied Japanese in Monterey and knew something.

JALT: Can you give me some more information about Mr. Naganuma's Tests?

Asano : Well, when the situation between Japan and the United States deteriorated, many of Mr. Naganuma's students at the embassy had to leave and they took their text books with them. As I mentioned earlier, his texts were used by the U.S. government to teach Japanese to American military personnel in the United States. After the war, the occupation government spent a lot of money to help Mr. Naganuma revise his readers.

JALT: How long did you work with Mr. Naganuma?

Asano : We are very old friends. Right after I finished college, I wanted to be an English teacher, and, at that time, a Briton named Harold E. Palmer was an advisor to the Japanese Ministry of Education on teaching English. He had a sort of teacher-training program, and I attended the first and last one. At that time, I learned the method for teaching foreign languages by the direct method.

JALT: Can you tell me something about the direct method?

Asano : It's similar to the oral method and the Berlitz method, but it's entirely different because we give the explanation in the native language. So, it's the revised direct method. I became overwhelmed by Palmer's method. I began teaching at a Japanese girls' high school and used Naganuma's method. And I still believe that, especially for the beginning stages, it's the best method. Mr. Naganuma compiled his Japanese language texts according to Palmer's method. So, we can say that Mr. Naganuma inherited the method from Palmer. Our fundamental approach is to start with the ear and mouth and then go into reading. And, even while discussing a reading of difficult matter, we try to cultivate the speaking power. We think that an understanding of Japanese culture is also very important. In class, we try to use nothing but Japanese; we try not to use other languages.

JALT: What about your own language-learning experience?

Asano : Well, I wanted to know about things outside Japan directly. I thought that relying on translations was not so good. So, if I could read English books directly, that would widen my horizons. That's what I felt. So, I entered Tsuda College.....At Tsuda College there were quite a few American and British teachers. So, I also learned to speak. But speaking was not as encouraged as it is now. It was mostly the grammar-translation method.

VSC Variable Speech Control™



This Variable Speech Control™ lever makes other tape recorders obsolete

Patented in USA, Japan,
and principal countries
throughout the World

A NEW AND VITAL DIMENSION IN LISTENING COMPREHENSION

New technology eliminates 'chimpanks'!

How ?

When recorded speech is played back at a different speed, all the frequency components are changed proportionately, causing annoying pitch changes. Even a relatively slight variation in speed can greatly reduce intelligibility.

To correct this, it is necessary to restore the soundwave to its original frequencies. In speeded playback, this requires "stretching out" the compressed sound waves. However, since only a shortened total time is allowed, for every portion of sound that is stretched, a similar portion must be discarded. Fortunately, it has been demonstrated that there is much redundant and unnecessary information in normal speech and some can safely be discarded. Thus, by breaking up the fast-playback output into very small segments and alternately stretching or discarding these segments, we can obtain a continuous (high-speed) output with no confusing frequency (pitch) change. VSC is a unique patented process for achieving this result with special integrated circuits. For slowed playback the output is also broken into segments. Then each of these is compressed to return it to its proper frequency. Since more time is needed for the slowed playback, however, we must fill the resulting "gaps." VSC accomplishes this by repeating the sound of each segment until the next segment begins. Thus normal-sounding slowed playback is achieved.

Developing listening comprehension is easier when you use the VSC Speech Controller, because -

- Students catch the flow of ideas easier when listening to slowed-down speech, and*
- Students can build their listening ability step by step to full comprehension at natural speed.*

Listening to taped material at faster than normal speed produces a proven training effect.

This training effect makes understanding tapes at natural speed much easier for students.

The VSC Speech Controller can play any standard cassette tape at any speed from 75% of normal to two times normal without objectionable distortion of pitch.

Many foreign language teachers in Japan agree that the VSC Speech Controller is among the best solutions to the problems their students have. Many have accepted VSC's appointment to work as VSC Language Counsellors and are being compensated for their promotional results. Call or write to -

TOKYO Mr. Richard P. Jessen (03)944-0021
OSAKA Mr. Thomas M. Pendergast (06)443-3810
FUKUOKA Mr. Frank L. Carlson (092)581-3521

VSC Communications Systems, Inc.

Head Office: NATIST Haruki Bldg., 3-5-17, Kita-Aoyama, Minato-ku, Tokyo, Japan 107
Manufacturer: The Variable Speech Control Company, U.S.A.

books

Dialogs and Drills in Idiomatic English

by William B. White, Warwick Press, 1978. Volumes I, II, III; Y900 each.

John Boylan

In the last few years I must have seen dozens of run-of-the-mill, impossible-to-teach collections of dialogues for ESL/EFL students. After seeing so many mediocre texts of this nature, I was delighted to find *Dialogs and Drills in Idiomatic English* - a series that not only avoids the pitfalls that plague most dialogue collections, but provides some really effective classroom teaching material. I'm sure you've come across some of the same faults I've found in many texts: silly, trite dialogues; stilted, stuffy conversations in "schoolbook English;" items that are too long to be good for anything; dialogues that could never be applied to any real-life situation; scenes that sacrifice naturalness in order to cram in chosen grammatical patterns; dialogues that are wasted by being read once and then forgotten -- unfortunately, the list goes on and on:

Somehow *Dialogs and Drills* has managed to avoid these difficulties. On first looking through a copy about a year ago I was impressed by the well-organized, easy-to-teach format, the clever cartoon illustrations and, most importantly, the dialogues themselves. In using the book since then in numerous classes, my original favorable impression has been confirmed, and I've even made some new discoveries: Mr. White has faithfully stuck to his stated purpose of actually teaching students living English -- not old-fashioned, not "slangy," but solid, idiomatic English -- the kind real people use. The dialogues are short, compact and self-contained, covering a wide range of real-life situations. Each conversation is followed by a wide range of direct and indirect comprehension questions -- not the paltry half-dozen questions which often accompany dialogue materials, but really full sets of questions which allow the teacher to check comprehension while practicing structural transformations and vocabulary items in a fast-paced and highly entertaining drill session. I've found the "ask somebody..." questions have been especially valuable in getting students to begin to communicate with each other.

My students have particularly enjoyed the dialogue substitution exercises, in which students act out the dialogue again with given word or phrase substitutions. Sometimes this can necessitate substantial impromptu changes. Students are forced to really think about what they're saying and doing. They can't simply rattle off the dialogue from memory.

One of the most useful things about this series is that the lessons can be expanded, adapted, and adjusted by an imaginative teacher to fit the needs and interests of particular classes and students. *Dialogs and Drills* would be appropriate as a main or supplementary text in any classroom or individual teaching situation. The three volumes cover a range of levels from beginners to quite advanced learners. While I have used Volume I with students down to about age 13, it has also been enormously successful with adult learners. The level of material in Volumes II and III makes them more appropriate for students at or above the high school level, however. The vocabulary, idioms and sentence structures presented in all three volumes make the series especially useful for businessmen.

Although managing to retain a surprisingly natural flavor, the lessons in Volume III are packed with idioms. Some students at this level have become temporarily intimidated by the wealth of new material presented. I've found, however, that especially thorough introductions to each lesson eliminate any possible comprehension problems that might develop.

If I sound enthusiastic, I confess that I am! I strongly recommend that you try this book for yourself if you're looking for some really useful and "teachable" dialogue materials.

let·ters

RED TAPE

To the Editors:

Concerning the copyright laws with regard to educational materials in Japan: Is the permission of the publisher needed to copy certain exercises from a text, even if these will only be used with one class? As you know, sometimes we teachers like to take exercises or conversations from several different sources. In such cases, it's difficult to expect the students to buy several texts. Therefore, my question.

Another related question refers to copying commercially-prepared tapes. To give two specific examples: 1) In the LL we are using pronunciation texts and tapes from Random House. We bought the set of tapes, and the students buy their texts each year. It sometimes happens that when the students have particular trouble with one or the other sounds in English, they wish to practice on their own at home and therefore request to have that lesson dubbed onto their own tape. In a case such as this, is the permission of the publisher needed? 2) It is taken for granted that in the LL one does not use master tapes for class. Rather, the master tapes are kept on file and copies are used. Must permission be obtained to make these copies? In another class, five teachers are using the same tape simultaneously (one large class is divided into small groups). Is permission needed to make copies of the master tape in this case? You may think I'm being too particular, but just recently we purchased a tape copying machine. Both in the manual and on the machine itself, there were warnings about copying copyrighted material without permission. Therefore, I thought it best to try *to* find out just how the copyright laws are interpreted in Japan. Any help you can give me in this matter will be deeply appreciated.

Sr. Rosemary Dusheck
Akita City

The Newsletter referred this matter to some publishers who are JALT comerial members. Their comments follow:

"Strict interpretation of the Japanese copyright law at present forbids all the above mentioned forms of copying. However, current practices permit such activity when responsibly controlled, as the letter writer indicates. In all cases, a courtesy call to the publisher (or agent), outlining the circumstances, would be welcomed. One of the reasons for the copyright law as it now stands is to protect authors and publishers from unauthorized copying and resale of materials. Educational use within the institution or school which has purchased taped material as indicated in the letter is permissible."

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 Muir

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 270-11

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.

re·views

Haragei

David Bycina



"Five Jewish intellectuals discussed in heaven the essence of life. Moses said, 'The essence of life is in your head.' Jesus Christ said, 'No, Moses, you're wrong. What's most important in life is this (the heart).' Karl Marx said, 'You're both wrong. The most important thing in life is here (the stomach).'"

Sigmund Freud said, 'Gentlemen, you're all mistaken. The most important thing is further below the belt.' Albert Einstein said, 'you're all completely off the mark. Everything is relative.' The only Japanese intellectual present at the meeting kept silent, with an enigmatic smile on his lips, nodding in assent all the time.

So one of them asked the Japanese, 'What's your view?' 'Pardon?' 'What they feel is what I feel.' 'Whose view, specifically?' 'If I think in my head, Einstein's. But if I think in my hara (abdomen), nobody's. 'Why?; 'Because they're all thinking in their heads.'

'What's wrong with thinking in the head?' 'Because such thinking gives rise to yes and no. 'What do you mean?' 'The essence of life is not yes and no, but yes and no. 'Why?' 'Because yes means no and no means yes.'"

Sssaaaa! So desu ne. Such is the essence of *hara*-thinking. This anecdote, recounted by Michihiro Matsumoto, introduced the Kanto Chapter audience to *haragei*, the Japanese way of communication. NHK interviewer and Asahi journalist, Mr. Matsumoto endeavored to explain why the Japanese think as they do, why *haragei* works, the two types of *haragei*, and its probable future.

In one of his articles for the Asahi, Mr. Matsumoto suggested that *haragei* "is the product of a farming culture where farmers are expected to group themselves together to "group think," "group feel," "group behave," for a mutually shared goal. In his Kanto lecture, he added that climate and the "religious" traditions of Japan, especially Zen, have played their part in shaping this characteristic mode of expression. On the latter point, Mr. Matsumoto once wrote :

"*Haragei* and Zen mix well, for Zen training begins with a rejection of intellection . . . including logic, reason, and any art of conceptualization ok. even verbalism. The more eloquent or more articulate you are, the further you tend to get away from the truth."

The school system has also left its mark. "Japanese students are not encouraged to analyze things, "much less to think on their own; (they) are supposed to feel. " And this is at the heart of the matter. *Haragei* involves the communication of feelings and requires a good deal of sensitivity and intuition. This is perhaps best done when drunk, when the reason is "paralyzed," But, drunk or sober, the goal is to merge on an emotional level to achieve an identity of feeling.

The Japanese are particularly adept at this because (as they keep reminding us) they are a cohesive and homogeneous society. In a playful, but astute, analogy, Matsumoto likened Japanese society to *natto*, a fermented soybean cake. Plucking at an actual *natto* cake, he explained that, just as each bean is welded to the whole by a sticky, tasteless paste, so, in Japan, the individual is bound by social connections to family, company, financial world, and government. All are interlinked. All are one. Conformity, and communication, are assured by these bonds and by the common assumptions held by all Japanese. Borrowing a term from anthropology, Mr. Matsumoto asserted that a "high context" culture, such as Japan's, doesn't need "why" questions and "because" answers. Empathy is all.

In his discussion, Mr. Matsumoto distinguished between two types of *harageists*: the Kabuki type "who talks a lot but says little" and the Noh type "who talks little but says a lot." Passing quickly over the Kabuki type, he offered Prime Minister Masayoshi Ohira as an example of the Noh type. Ohira, "the slow ball of Japanese politics," is a typical *harageist* because he is inarticulate, expressionless (like a Noh mask), able to accommodate diverse points of view, vague and noncommittal.

Harageists, by nature, refuse to be pinned down, to answer yes or no, to dichotomize and polarize. The reason, according to Mr. Matsumoto, is not deliberately to obfuscate, but rather to avoid delineating differences, to diminish debate, and to promote harmony.

America, and indeed the West in general, has a "why/because" culture. Debate, definition, distinction, and delineation are encouraged. But, not so in Japan. Japanese prefer the vague, the imprecise, the unspecified, the elliptical. ("The essence of life is not yes or no, but yes *and* no.") Illustrations abound even in everyday conversations. The simple word "wakarimashita" can in the mouth of a Japanese, take on a vast range of connotation. It can signify: "I understand," "I agree," "I hear you," "Forget it," or "The case is closed."

This characteristic of Japanese communication, perplexing -- if not aggravating -- to foreigners, is the beauty of *haragei*, in the view of Mr. Matsumoto. It allows the listener to fill in the blank, to provide his own interpretation. "It gives the opportunity to others to think on their own, or feel on their own, more precisely."

Westerners, said Mr. Matsumoto, would be well advised to develop the sensitivity needed for this kind of communication. Businessmen (and newsmen, too) tend to get bogged down in facts and figures. They should become more aware of the unspoken aspects of communication. Japanese, on the other hand, should pay more attention to cultivating the rational faculty, while, at the same time, preserving their skill at *hara-language*. Japan and the West are different, and it's important to understand these differences in order to go beyond them to unity and harmony. In this endeavor, *haragei* may be able to play an important part.

Wakarimashita!

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.

JUST PUBLISHED !

CONVERSATION IN ENGLISH: Professional Careers

Julia Dobson and Gerald Hawkins

128 Pages

A **companion volume** to the widely acclaimed **Conversation in English: Points of Departure** by Dobson and Sedwick.

Like its predecessor, **Professional Careers** consists of flexible modular units with attractive illustrations and **conversation-provoking** questions. New features in this text aimed at intermediate and advanced ESL/EFL/ESD students are realistic dialogues, conversational interactions, and exercises in **notional** identification and creative sequential statements.

English for International Communication



Intermediate Level

InterCom 4 Pupil's and Teacher's Editions

Intercom 5 Pupil's Edition

Advanced Level

Intercom 6 Pupil's Edition

Coming soon. . .

Intercom 5 & 6 Teacher's Editions

Workbooks 4, 5, & 6

Cassette Albums 4, 5, & 6

Visuals

and in January ...

LET'S WRITE ENGLISH, Second Edition

George Wishon and Julia Burks

350 Pages

A completely revised edition of this successful composition text, leading the student from sentence patterns to immediate, meaningful experiences in written expression.

American Book Company ESL/EFL Publications from
Litton Educational Publishing Int'l

REPRESENTATIVE, JAPAN
17-13-3 MINAMIYUKIGAYA
OHYA-KU, TOKYO 145
PHONE: 720-5617



re-views

Pronunciation Priorities

Nancy Hildebrandt Nakanishi

Why are the phonetic symbols for English used in Japanese dictionaries bad for Japanese students? Which elements of English pronunciation are difficult for Japanese? Should perfect pronunciation be the goal of a pronunciation class? These were the main points covered on January 28 by the Tokai Chapter's guest speaker, David Hough, Course Director of the Language Study Center, Nippon Electric Company, Tokyo.

The English Vowel System

First the group made a list of English vowels, using the Jones phonetic system, which is the phonetic alphabet commonly in use in English-Japanese dictionaries. I have numbered the items for future reference and have given an example word:

- | | | | | | |
|-------|---------|---------|------------------|--------|------------------|
| 1. i: | (sheep) | 6. ə | (bird) | 10. u: | (who) |
| 2. i | (ship) | 7. ɜ | (bird) [British] | 11. u | (book) |
| 3. eɪ | (make) | 8. ə(ʌ) | (bus) | 12. ou | (boat) |
| 4. e | (bed) | 9. a | (father) | 13. ɒ | (spot) (British) |
| 5. æ | (cat) | | | 14. ʒ | (watch) |

In contemporary English, many of these vowels (1 and 2, 3 and 4, 10 and 11, 12 and 14) are distinguished by the amount of tension used in producing the sound, the first in each case being the tense vowel and the second in each case being the lax one. However, the Jones system distinguishes the different vowels by length (i.e. Jones uses length as the basis of identifying phonemes). Length of vowel affected meaning in Middle English but this distinction is no longer true.

Hough feels this phonetic system is particularly bad for Japanese students of English, because in the Japanese language, vowel length is meaningful. In an interesting illustration of this, Hough asked the Japanese participants to name which of the symbols above they thought would represent Japanese vowels. To the surprise of the nonnative speakers of Japanese, the vowels numbers 9, 2, 11, 4, and 14 were chosen as the Japanese vowels. Rather than judging tenseness and laxness as native English speakers do, the Japanese used vowel length as the criterion. Thus, the Jones system with its distinctions made on the basis of vowel length is exacerbating a misunderstanding which already exists for Japanese ESL students.

Comprehending vs. Producing

Hough believes that one should look contrastively at the target language and student's native language and teach the predicted pronunciation problems. In accordance with this, the group made a list of pronunciation problems they thought existed for Japanese. These problems were then divided into "listening" and "production" problems, i.e. whether the student should only learn to recognize the sound(s), or learn both to recognize and to pronounce them. An example of the second category would be the l/r sounds; an example of the first category would be recognizing sentences such as:

- a) Betty's meeting isn't in the attic.
- b) Betty's meeting is in the attic.
- c) Betty's meeting's in the attic.
- d) Betty's meeting in the attic.

In teaching for production, Mr. Hough makes use of any dialect variations which would be easier for the Japanese to pronounce than the "Standard" form; for example, for those students who have trouble pronouncing the [i] in "ship," he suggests they pronounce it as "shep," making use of the Southern U.S. dialect where there is no distinction between [i] and [e] ("pin" and "pen" are pronounced the same, for example).

Stress

There are three components of stress: highness, length, and loudness. Since the component mainly emphasized to Japanese students of English is highness, Mr. Hough recommends concentrating on length and loudness, and teaching sentences in pause groups. For example, in the sentence

Betty bought a dress

there is a natural division between "Betty" and "bought"; thus the sentence contains two pause groups. Students should be encouraged to pause briefly at the end of each group.

po·si·tions

English teachers, full- and part-time, and also a head teacher, are needed in Nagano Prefecture. Conditions include: good salary, relocation assistance, fringe benefits. Get away from the noise and dirt of the big city. Native speakers with proper visa, university degree, and teaching experience are invited to contact Tomoko Kojima (c/o Sakata, 3-15-18 Honcho, Nakano-ku, Tokyo 164) for further information.

Seifu Gakuen High School, a private Buddhist boys' high school in Osaka, Japan, is looking for a full-time teacher to teach English composition and conversation 18-20 hours a week. The salary is ¥200,000 a month. Class size is usually between 27 and 45 students, and the teacher will be working in partnership with another teacher from the U.S. The school is hoping to find someone to start in April, 1979, or as soon after as possible. We are looking for someone who will enjoy working with senior high school students and being a member of a Japanese institution. Qualifications: a B.A. or B.Ed. Degree; experience working with teenagers is helpful, though not absolutely required. If interested, please send a resume to: Mr. Saburo Kobayashi, Seifu Gakuen High School, 39 Ishigatsuji-cho, Tennoji-ku, Osaka, Japan 543; or call Barbara Fujiwara at 0742-33-1562.

Ikegami Gakuin needs a native speaker to be an assistant kindergarten teacher from the beginning of April. Classes will be held from 9:30 - 1:00 p.m., Monday through Saturday. Candidates should be about 25 years old. No experience is required, but some speaking ability in Japanese is necessary. The salary will be ¥100,000 per month. For more information, contact William Crutchfield at Ikegami Gakuin, 16-1 Ikegami 5-chome, Ohta-ku, Tokyo 143; or call at 03-754-1279 or 03-482-7727 (evenings).

chapter notes

KANSAI

SWIG, the Silent Way Interest Group, held a meeting at Tom Pendergast's Osaka Gai-Dai residence on January 28. Some thirty attendees divided into two groups for work with the Sound-Color Fidel and a demonstration of Japanese as a Second Language: The Silent Way. We have decided to continue to meet in two groups, one for beginners and the other for those more experienced. Future meetings will be held at the same place from 10:00 - 12:30, preceding regular KALT meetings.

KALT's Special Interest Group for Teaching Children held its second meeting on January 28, before the regular meeting. Since only five persons attended, the meeting was confined to an informal but highly instructive exchange of ideas about textbooks and other materials and a discussion of the differences between teaching children conversational English and preparing them for English classes and exams in high school.

The regular meeting for January, 1979, consisted of short presentations by five KALT members on the general theme of "classroom activities." Frederick C. Arnold spoke on his use of the Silent Way in large college classes: one of his main conclusions was that this method is effective because it generate enthusiasm and so increases the students' motivation. Yoshiko Burke gave a very lively demonstration of songs and actions for teaching English to pre-school children. William E. Widrig spoke on his use of tapes made from shortwave and multiplex broadcasts: he described some of the technical aspects of making such recordings and how the tapes might be used in teaching. Barbara Fujiwara, assisted by Grace Shinohara, talked about the use of realia in the classroom. They showed how to elicit a variety of language activities by using menus and maps. And David Weiner discusses the use of commercial games such as SCRABBLE, SORRY and MONOPOLY in language classes. He pointed out that the teacher must impose strict time limits on the players for the game to be effective. The program was moderated by Bernard Susser, Baika Junior College.

The meeting was followed by a party at Tom Pendergast's place. Social Co-ordinators Yasuko Morikawa and Derald Nielson worked hard to make the party a success for the thirty or so who were present. More volunteers for clean-up, shopping, etc., would be appreciated,, I hear.

NISHINIPPON

The January meeting of the Nishinippon Chapter featured a one-day workshop on the Silent Way. Donald Freeman, Academic Supervisor at LIOJ, was the instructor. For the 40 participants, 15 of whom were university students, it was an invaluable opportunity to see what the Silent Way is actually like. Mr. Freeman, a really talented teacher, enthusiastically directed the workshop for 6 hours without any sign of exhaustion. In the morning session, he applied the method to the teaching of French, and in the afternoon to the teaching of English.

The Chapter's new executive committee, headed by Nancy Lee, would like to thank the former committee, and especially Tim Lewis, for arranging this successful program.

TOKAI

At the January business meeting of the Tokai Chapter, the following people were elected: Karen Campbell, Jeanne Hind, Minoru Hosokawa, Nancy Nakanishi, Andrea Simon, and Junko Yamanaka. We would like to revise the constitution to change the committee into a coordinating committee where each person is responsible for arranging one meeting. We would also like to increase the number of coordinators on the committee, so if you would like to help, let us know.

In addition, we are planning meetings for the fourth Sunday of each month (as a general rule). Our schedule through the end of June is:

- March 25 Toyotaro & Elizabeth Kitamura--Teaching Children
- April 22 Professor Nobuyuki Honna, Kinjo University--Cross-Cultural Topics
- May 27 Father Paul La Forge, Nanzan Junior College--Community Language Learning Demonstration
- June 24 Special Interest Group meeting for High School Teachers

[Watch this newsletter for detailed announcements of meetings]

A ¥5,000 membership fee brings you 12 newsletters, a journal, and lots of meetings to choose from. Talk to your friends about JALT and bring them with you to the next meeting!

HOKKAIDO

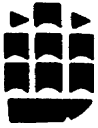
Hokkaido's winter weather changed the plans of many Hokkaido Chapter JALT members and guests for a workshop on the Silent Way to be held at Fuji Women's College in Sapporo on Sunday, February 4. The leader of the workshop, Donald Freeman of the Language Institute of Japan at Odawara, and persons flying in from distant parts of Hokkaido were unable to make it to the city due to the half-day closure of Chitose Airport. However, twenty-two others (including people from Asahikawa and Hakodate) did gather for what may prove a model for future meetings.

During a two hour period, the history and aims of JALT were explained, after which discussion moved into teacher training, the effects of the entrance examination system on English curriculum, the importance of motivation and a comparison of language study requirements in high schools in America and Denmark (one of the attendants being Danish).

Those who attended have hopes that the Silent Way workshop will soon be rescheduled. At this meeting, the Hokkaido Chapter also increased its membership by eight.

TOHOKU

Although not yet an official chapter of JALT, the Tohoku branch held its first general meeting on February 3, 1979 in Sendai. We asked Don Freeman of LIOJ to lead a workshop on the Silent Way. A group of about 40 were present for the three hour session. We all became students as Mr. Freeman used French to demonstrate the Silent Way of teaching. The "lesson" was interspersed with discussions of what was happening as we learned some French expressions and numbers. Mr. Freeman asked us to consider such questions as "What do you know when you know a language?" and "How do you develop criteria and rules while learning?" It was a stimulating and exhausting experience.

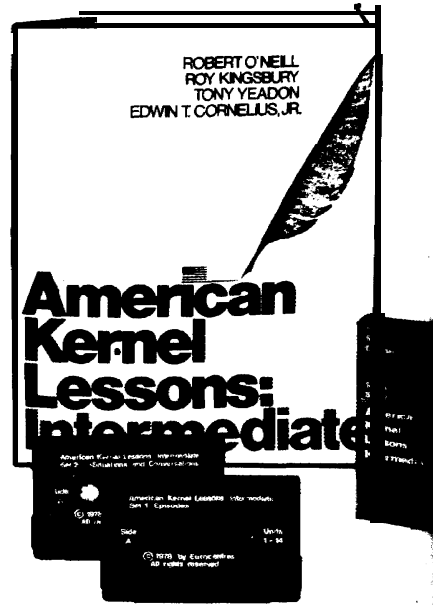


Longman Inc.

American Kernel Lessons: Intermediate

**Robert O'Neill
Roy Kingsbury
Tony Yeadon
Edwin T. Cornelius, Jr.**

AKL: *Intermediate* is an intermediate course for older secondary and adult learners which covers the four language skills: listening, speaking, reading, writing. It has been designed to fit the normal teaching year or to be used in a short intensive program. **AKL: *Intermediate*** is also suitable as a revision course for students who have studied English at some time in their lives but who need to review and activate what they have learned.



Student's Book Y1, 080

The course consists of 25 units of 6 pages each.

First page

Visually presented situations accompanied by cues to prompt oral practice.

Second page

Short written passages accompanied by questions and based on the visual situations on the first page.

Third page

Formation and manipulation exercises focusing on the new structures.

Fourth page

An exciting detective story, a new episode in each unit.

Fifth page

Consolidation work for further practice, including comprehension, invention and transformation exercises and conversations.

Sixth page

Summary of grammar points and homework exercises, including a guided composition.

Teacher's Manual

The Teacher's Manual gives practical and detailed advice for the presentation and full exploitation of each unit of the Student's Book.

Tests

The tests include the Entry Test, five Progress Tests and the Final Test.

The Entry Test is designed to tell if the student is ready to begin **AKL: *Intermediate***. The five Progress Tests test the student's knowledge of the material covered in each unit of the Student's Book. The Final Test is designed to test the student's control of English that the student has gained while using **AKL: *Intermediate***.

The Entry Test and the answer keys for all the tests are found in the Teacher's Manual.

Cassettes and Tapes

- SET 1 A dramatic recording with sound effects of a true story, episode by episode.
- SET 2 Unit-by-unit recordings of the situations and conversations in the Student's Book.
- SET 3 Laboratory drills for further practice of the structures introduced in each unit of the Student's Book.

Tapescript

A tapescript of the laboratory drills in Set 3 is available for the teacher.

LONGMAN PENGUIN LIAISON OFFICE
YAMAGUCHI BUILDING, 2-12-9 KANDA JIMBOCHO
CHIYODA-KU, TOKYO. (T101)
TEL 265-7627

meetings

CHUGOKU

Topic: Teaching English through Games
 Speaker: Bernard Susser
 Date: Sunday, March 11
 Time: 1:00- 4:00 p.m.
 Place: Hiroshima YMCA
 Info: John Maher, 0822-28-2266

Bernard Susser of Baika Junior College will give a well-researched presentation on games which can be used in language classes. The program promises to be fun as well as informative. Plan to come!

KANSAI

Topic: Highlights of the TESOL Convention '79
 Speakers: Thomas Pendergast, Osaka Gai-Dai
 Thomas Robb, Doshisha University
 Kenji Kitao, Doshisha University
 Date: Sunday, March 25
 Time: 1:00- 4:30 p.m.
 Place: Osaka Gai-Dai
 Fee: Members: free; nonmembers: Y1,000
 Info: Kenji Kitao, 075-432-6146

The thirteenth TESOL (Teachers of English to Speakers of Other Languages) Convention is being held in Boston from February 27 to March 4. There will be many papers, demonstrations, workshops, colloquia, mini-courses, seminars, etc. Our speakers, all participants in the conference, will report on some of them at our March meeting.

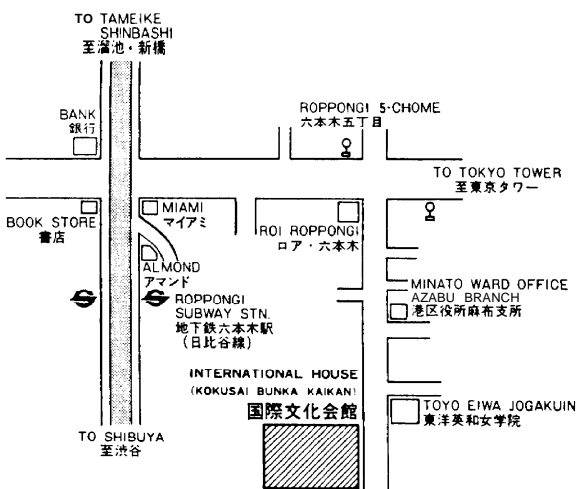
The following Special Interest Groups will meet prior to the main presentation:

Silent Way Interest Group, 10:00 - 12:30 p.m.
 Tom Pendergast's apartment
 Children's Interest Group, 11:00 - 12:30 p.m.
 Osaka Gai-Dai
 Japanese Interest Group, 10:00 - 12:00 p.m.
 Osaka Gai-Dai

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

A potluck party will follow the meeting. Please bring along some food (meatloaf, salad, sandwiches, cake, sushi, etc.). We'll get the drinks.

KANTO



Topic : Demonstration & Discussion
of New EFL Course Materials

Speakers: Staff of the International
Language Centre

Date : Saturday, March 17

Time : 9:30 - 4:30

Place : The International House
of Japan, Roppongi

Fee : ¥1,000 (includes morning
& afternoon coffee/tea)

Info : ILC, 03-264-5935

The International Language Centre, Longman Group and Oxford University Press, in association with the British Council and the Kanto Chapter, are organizing this one-day seminar on EFL materials and methods. Four 45-minute classes at beginning and intermediate levels will be presented live

and on VTR using some of the newest EFL course materials now available: *Breakthrough*, *Starting Strategies*, *Streamline English* and *American Kernel Lessons Intermediate*. The seminar will provide a good opportunity for questions and discussion on the materials and methods as well as viewing teachers and students actually using them. There will also be a book display of these and other course and supplementary materials for teaching EFL.

All Japanese and foreign EFL teachers and programme directors looking for new and different ideas related to methods and materials well-suited for most classroom situations are invited to participate. Of course, anyone interested in EFL is most welcome to attend.

* * *

Topic: Annual Business Meeting & Election
Presentation: A Good Language Teacher - A Case Study

Speakers: George Pifer, JACI (Nichibei)
Don Freeman, LIOJ

Date: Sunday, March 25

Time: Presentation : 1:00 - 3:00
Meeting: 3:00- 5:00

Place : Athene'e Francais (near Ochanomizu Station)

Fee : Free to members

Using the case study approach, participants will be asked to evaluate the qualities of several different types of language teachers and then choose one they would like to be taught by. This exercise is designed to familiarize teachers with the case study method and to sensitize them to the good and bad qualities exhibited by teachers in the classroom.

The annual business meeting to elect officers and amend the constitution will be held following this presentation. KALT members are urged to attend and may appear for only the business meeting, if they prefer.

NISHINIPPON

Topic: Native Speakers and Teaching in Japan
 Speaker: Professor Ikeura, Fukuoka University
 of Education
 Date: Sunday, March 18
 Time: 2:00- 5:00 p.m.
 Place: Mizuki Gakuen, Nagahama, Fukuoka
 Info: Frank Carlson, 092-581-3521

JALT Nishinippon Executive Committee Business meetings will be held the first Sunday of each month at Kyushu University, Ropponmatsu Campus, Room 516, Main Building at 6 p.m. Any chapter member may attend the meetings.

TOKAI



Topic: Teaching English by the Toro Method
 (children through junior high school)
 Speakers: Toyotaro and Elizabeth Kitamura
 Date: Sunday, March 25
 Time: 1:00 - 5:00
 Place: Kinro Kaikan (Tsurumai Station, Nagoya)

Take subway exit #5 and walk south (Tsurumai Park will be on the left, and you will pass Tsurumai Library). Kinro Kaikan is a large building to the left around the first stoplight corner.

Fee: Members free; nonmembers Y500
 Info: Eiko Nishio 052-731-1581 ext. 278

Toyotaro and Elizabeth Kitamura have been running the Toro English Workshop-andteacher training courses in Osakafor several years. Their books and unique method havebeen successfullused in the United States with Spanish-speaking, Vietnamese,and Korean-children among others. Both of the Kitamuras have done graduate work at Lausanne IJniversity, Switzer-land.

The Kitamuras have lots of practical ideas for making English classes lively while teaching basic patterns and vocabulary.

TOHOKU

Topic: Global Citizenship
 Speaker: Terry Bergdall, Institute of Cultural Affairs
 Date: Saturday, March 17
 Time: 4:00- 7:00 p.m.
 Place: Sendai Toshi Center
 Info: Tom Mandeville, 0222-65-4288

A short business meeting, during which the proposed constitution will be submitted to the members, will follow.

&COURSES FROM OXFORD&

Access to English

This year sees publication of the fourth and final part of the course. The first two parts follow the misadventures of the central character episode by episode using lively language and colourful illustrations ; parts three and four take a topic approach with increased emphasis on the work situation and notes on British life.

1) STARTING OUT	2) GETTING ON
Student's ¥890	Student's ¥890
Teacher's ¥2160	Teacher's ¥2160
5 cassettes ¥15000	5 cassettes ¥15000
3) TURNING POINT	4) OPEN ROAD
Student's ¥970	Student's ¥1050
Teacher's ¥1190	Teacher's ¥1350
8 cassettes ¥24000	8 cassettes ¥24000

Breakthrough

A new three book course to teach communicative skills built on the functional approach to language learning. Suitable for learners who have already studied English but are still unable to express themselves simply and directly in spoken English, the course concentrates on the learner's likely communicative needs rather than following a rigid structural progression or going deeply into cultural background.

Student's I-3	each ¥ 720
Teacher's 1	¥ 1 120 (2&3 available spring '79)
Tapescripts I-3	each ¥1 120
Cassettes I-3	each ¥ 9000

&DICTIONARIES FROM OXFORD&

Oxford Student's Dictionary of Current English

 ¥1650

A.S. Hornby

An ideal dictionary for intermediate learners : 35000 entries defined by a limited vocabulary, 50000 illustrative phrases and sentences, information on pronunciation and usage, British and American spellings. A special Guide in Japanese is included with each copy to assist students.

Oxford English Picture Dictionary

 ¥ 900

A basic dictionary of lively full colour drawings showing over 2000 of the most frequent and useful English words, arranged in 60 topics with a further 12 sections illustrating grammar points.

Oxford English Picture Dictionary : English/Japanese

 ¥950

A bilingual edition of the above with a specially written supplement in Japanese to help students.

Oxford Picture Dictionary of American English

 ¥ 900

An adaptation of OEPD by OUP New York to help learners become familiar with American culture and scenes of everyday life by building up vocabulary contextually. [This dictionary is also available in English/Spanish and English/French versions, each ¥940]



Oxford University Press

Enshu Bldg., 3-3 Otsuka 3-chome Bunkyo-ku, Tokyo

☎ (03) 942-0 1 0 1