

JALT

The Japan Association of Language Teachers

NEWSLETTER

Vol. III No. 5

Y200

May 1, 1979

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+q?q***jalt news****Execs Meet in Osaka**

JALT officers, chapter representatives and a few undaunted observers gathered in Osaka on April 7 & 8 for another marathon meeting of the Executive Committee. Ninety-two items of business were confronted during the 2 0 hour session. For reasons of space, no attempt will be made here to summarize all the issues discussed. The focus will be on the officers' reports and the decisions made relevant to them.

MEMBERSHIP: Membership Chairperson Doug Tomlinson has been coordinating an effort to bring the records of the local chapters up to date. In some cases, this has meant "purging" members who have not paid their renewal fees. The end result, however, has been to achieve a more accurate count of the members in good standing. These now number around 850, with an average of 40 new members being added every month. A survey of chapter composition according to sex, nationality, and type of teaching has been initiated, but is not yet complete. Some "fun facts" have already emerged, however. Chugoku's membership, for example, is 3/4 female and predominantly Japanese. Kansai and Hokkaido, too, have more Japanese than foreign members. Upon Doug's recommendation, the Executive Committee authorized three additional membership categories: student, joint members-at-large, and institutional.

FINANCES: Treasurer Tim Lewis reviewed our current financial situation. The revised budget, submitted in March, estimated the annual income at Y5,966,000 (membership fees, ad revenue, and convention profits) and expenditure at Y5,870,000 (administrative costs, programs, and publications). On paper, this provides for a buffer of around Y96,000. At the moment, we are running a deficit of almost Y400,000. This will be made up, though, when outstanding ad revenues are secured.

PROGRAMMING: Program Chairperson Dave Hough's elaborate plan for a two-week summer program involving around 10 speakers and running concurrently in all 8 chapters was rejected as impractical. A scaled-down "road show" with four speakers was approved instead. These include: Dr. Bernard Choseed, Associate Professor of TEFL at Georgetown University; Dr. Sumako Kimizuka, Chairman of the Department of East Asian Languages and Cultures at the University of Southern California; Rosanne Skirble, author of *Language Teaching and T.V. Commercials*; and cross-cultural expert Helen Munch of the University of San Francisco. These speakers will be brought to Japan with the assistance of other organizations, notably LIOJ, and will be available to chapters upon request. Dr. John Fanselow of Teachers College, Columbia University will also

be invited to conduct a week-long seminar in Kansai this August. Although representatives of the Silent Way and CLL are eager to come to Japan, no arrangements have yet been made.

LTIJ '79: Tom Robb, JALT Vice-President and chairperson for this year's conference, reported that planning has already begun for LTIJ '79. Doshisha University in Kyoto has agreed to make its facilities available for the expanded 3-day meeting (November 23-25). The format of the conference will differ somewhat from last year's. The first day will be devoted to workshops and seminars, while Saturday evening will be set aside for special interest group discussions. The pre-registration fee for the entire conference has been set at a very reasonable Y10,000. One and two-day rates will also be available. Proposals for papers and presentations are now being solicited (see p.5).

PUBLICATIONS: Judging by reports from the TESOL Convention, it would seem that JALT is one of the few TESOL affiliates to have such an ambitious newsletter. Most affiliate newsletters are quarterly affairs with a maximum of 25 pages. Some are type-set, but several are merely mimeographed. All good things, however, have a price. Editor David Bycina indicated that printing the first four issues of the Newsletter had cost just over Y326,000 -- or around Y80,000 per month for a run of 1,000 copies. More expensive than the printing, however, is the postage. The monthly postal charge has been averaging around Y110,000. To offset the production and distribution costs, the Newsletter has introduced advertising. Ad income and charges for inserts have completely covered the publication cost and have defrayed our mailing expenses by half. To further reduce postal costs, application has been made for special mailing rates. To obtain these reduced rates, we have had to make the Newsletter available to subscribers outside the organization. The annual nonmember subscription rate has been fixed at Y2,500.

At the urging of Journal Editor Nancy Nakanishi, the Executive Committee created a new Publications Board. The Board will be charged with preparing a publications budget, overseeing all existing publications, and proposing other projects in this area. Members of the Publications Board will be appointed by the Executive Committee, not elected by the membership, and they will serve for a period of one year, subject to review and reappointment. The core group will consist of the editors of the Newsletter, the Journal, and the Collected Papers; with other appointees serving as advisors, business managers, etc., according to need.

NEW CHAPTERS: The Committee conferred chapter status on Shikoku and Tohoku, both of which have submitted acceptable constitutions and the stipulated portion of their membership fees. Tom Robb announced that a new chapter has started to form in Okinawa.

JALT NEWSLETTER

David Bycina, Editor

Nancy Nakanishi, Associate Editor Sanae Matsumoto, Secretary

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: Y2,500.

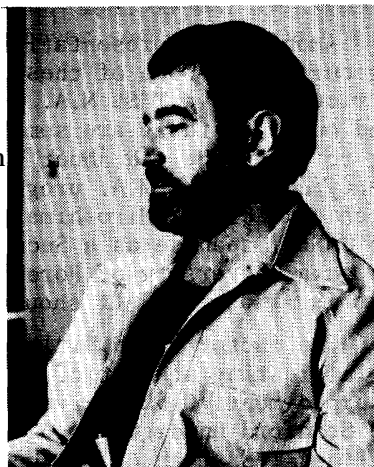
The Travels of Tom P.

TEFL Trends in the U.S.: A Diary

Tom Pendergast

February 18-19: Kansas City, Mo./Winitz

Dr. Harris Winitz, author of *Comprehension and Problem Solving as Strategies for Language Training* (Winitz and Reeds, 1975), one of the foremost advocates of the Comprehension Approach and the creator of *The Learnables* (the student set of the OHR materials) was kind enough to spend the better part of two days showing me his copies of Valerian Postovsky's original Russian Delayed Oral Production video tapes, which were produced at the Monterey Defense Language Institute. He also explained that, not only does he have the next 40 lessons of *The Learnables* ready for taping and printing, but that he intends to keep on going until he has 400 lessons. This seems remarkable until you realize that the position held by advocates of the Comprehension Approach is that "near-native fluency" (5,000 - 7,000-word vocabulary, all of the "grammar" and most of the "pragmatics") can and should be achieved without speaking (Winitz and Reeds, 1975). Winitz says elsewhere' (Winitz, 1978):



It should be emphasized that the comprehension approach does not discourage speech; it simply does not use speech as a medium for language instruction. Speech, it is believed, will develop without any direct training (Winitz and Reeds, 1975; Asher, 1977), rather spontaneously as it does in young children as they learn their native language. In one article (Winitz 1973: 586) I posed this question: "... is speech production not taught at all? Our answer to this question is an emphatic yes."

February 22-23: Lansing, Mich./Nord

Dr. James Nord of Michigan State University is also a strong advocate of the Comprehension Approach. He has developed 15 hours of listening materials which follow his SEN-SIT-SEL idea. The student sees up to seven pictures at one time (=SITuations), hears a SENTence and SELEcts one of the pictures. Latent image technology provides him with INSTANT FEEDBACK, which Nord considers the essential component in his approach.

Dr. Nord will be a Visiting Professor at Mie Ken University from September of this year.

February 24-26: New York, N.Y./Gattegno

One of the most exciting things to report from the trip is that Dr. Galeb Gattegno's ESL: The Silent Way video tape program seems to be finally getting off the ground. EXXON, the giant oil company, ran a 40-hour experimental program in New York under Dr. Gattegno's personal supervision. The experiment, which ran from March 12-17, involved a group of EXXON's Korean tanker crewmen who studied English using the tapes, with minimal help from a teacher. The EXXON executive in charge of the program considers the experiment to have been successful, has ordered several sets of the tapes and is allowing Dr. Gattegno to use EXXON's name in his advertising.

February 27 : Boston, Mass./Gattegno

I took part in a 6-hour mini-lesson in Arabic: The Silent Way, taught by Dr. Gattegno. During a break during the fifth hour, a woman who teaches Arabic at Georgetown University came up to Dr. Gattegno and I heard her tell him that his students in this class (that was us!) were doing better after five hours than her students usually do after three months.

February 28 - March 3: Boston/TESOL

Among other presentations at TESOL '79, several involved teacher-training curricula. One of these was a 3-hour workshop devoted to creating a model curriculum for a TESL M.A. program. In this regard, it was interesting to find out that there are some 60 TESL M.A. programs in the US, 12 programs leading to the Ph.D. and about 12 undergraduate programs. Although I know of no *specifically* TEFL M.A. programs in Japan and have heard of only three others which come close (Hiroshima University, Aoyama Gakuin and I.C.U.), there is one JASL (Japanese as a Second Language) M.A. program currently being offered at Osaka University of Foreign Studies. In any event, there is a real need in this area, and JALT should be planning for the future.

One factor which mitigates *against* such programs in Japan is revealed in an interesting statistic. A comparison of my alma mater and my present place of employment (Osaka University of Foreign Studies) shows that almost 90% of the Stanford undergrads go on to either M.A. or Ph. D. work after graduation, but that less than 6% of the Gai-Dai students do. In other words, it is not that there is little being done in TEFL graduate programs in this country, but rather that, on the whole, there is little interest in graduate education in Japan. Period.

One presentation at TESOL which I found very exciting was entitled "Training for Learning a Second Language", given by Anthony Pfannkuche of the Center for Applied Linguistics. The presentation was a report on a project which was designed following a suggestion made at TESOL in 1977 by John Schumann (*ON TESOL '77*), namely that "language learning might be improved by investing some time in *"learner education"*. He proposed the development of a short, modular course (to *precede* the actual language training) in second-language acquisition which, "in non-technical language, would inform the learner of the nature of the task".

March 6: Chicago, III ./Rardin

Dr. Jennybelle Rardin, who delivered Fr. Charles Curran's plenary address at TESOL '78 in Mexico City, has been named by Fr. Curran as his legal and spiritual successor in the work of C-L/CLL (Counseling-Learning/Community Language Learning). During our visit, I was shown an interesting learning device called a Chromacord, which is helpful in working with students in the CLL model. Dr. Rardin also made it clear that she feels it her responsibility to authorize any representations of C-L/CLL done anywhere and hopes that it is understood that the "authentic version" has yet to be seen in Japan. At the same time, she recognizes that others are doing good work in our field, but may be presenting as CLL something which would not be recognized by the C-L/CLL Institutes as being true to the model.

March 7-12: San Jose, Calif. and Honolulu, Hawaii/Asher

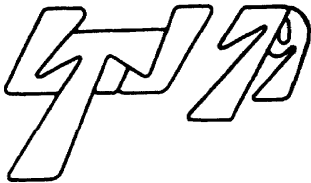
A visit with Professor James J. Asher at San Jose State University revealed that his version of the Comprehension Approach called Total Physical Response is currently being very successfully applied in a commercial adult evening school in San Francisco, with enthusiastic classes of up to 50 people at one time studying mostly French or Spanish.

A side-trip to a local state university ESL program for foreign students showed me that you don't have to be in Japan to be light-years away from the latest developments in the field.

In Hawaii, I spoke with two of my former professors, who are off to China to teach EFL. At TESOL, a slide lecture on China by psycholinguist Thomas Scovel, currently teaching EFL in Tientsin, drew a huge, standing-room-only crowd. Many of his listeners begged him to submit their names for jobs on his return. Even though, according to Scovel, "as far as 'methods and approaches' are concerned, it 's back to square one", the China fever seemed to have hit TESOLers pretty hard.

* * *

Don't forget: TESOL '80 will be in San Francisco at the Hilton Hotel, March 4 -9.



Call for Papers

It may seem a bit early to think about a conference to be held in November, but in fact this *is* the time to start considering what you can do to help make JALT's LTIJ '79 (Language Teaching in Japan) conference a success. As in the past, we hope to offer the estimated 500 participants a wide variety of presentations. The convention will serve as a forum for sharing teaching techniques and introducing new ideas on teaching methods. There will also be papers on research related to language learning and teaching, as well as commercial demonstrations.

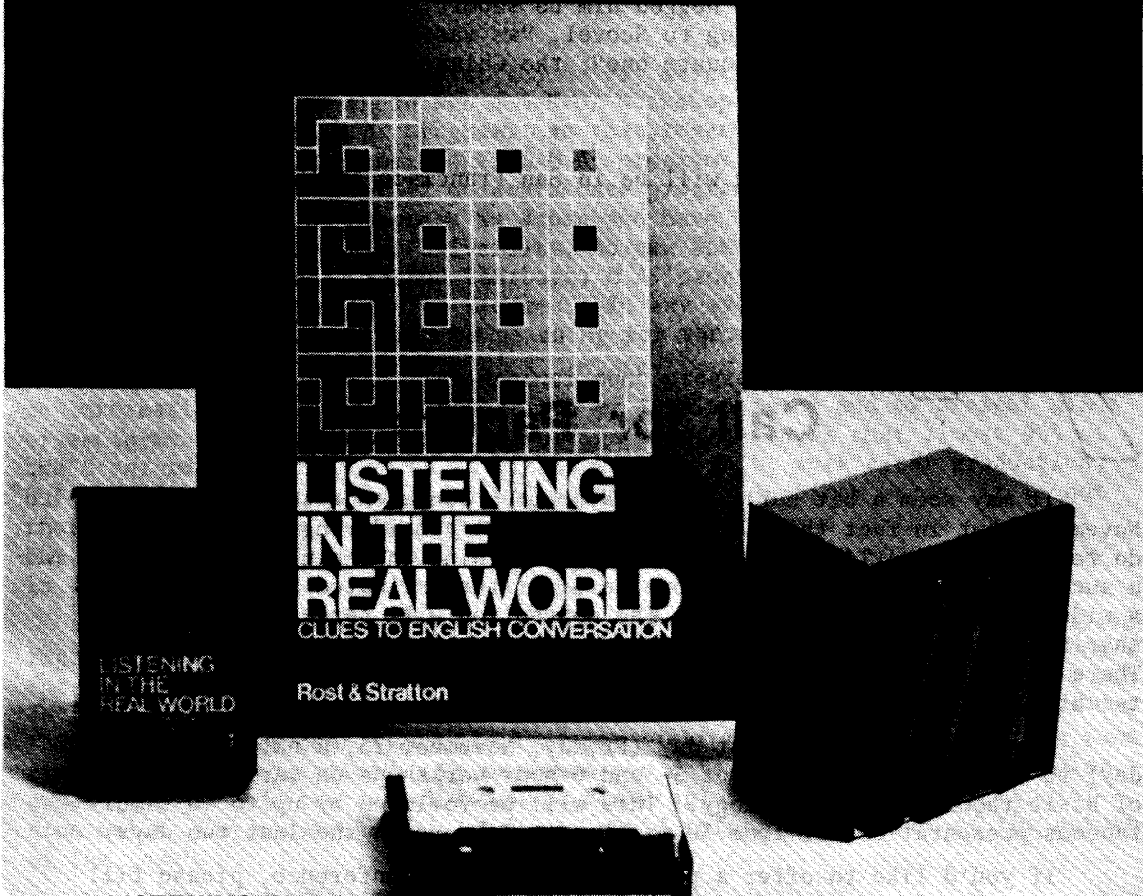
Plans call for the first day (Friday, November 23, a national holiday) to be used for a number of 3- and 6-hour workshops on various aspects of basic theory and methodology. This will be followed by up to 10 simultaneous presentations of from 30 minutes to 3 hours on the last two days.

If you'd like to offer a presentation at the conference, please fill out the enclosed data sheet and submit it to either of the persons below by August 1, along with two copies of a 150-200 word abstract of your proposal. All abstracts will be reviewed by the planning committee in order to give the conference scope and variety. Those submitting abstracts will be notified of the status of their proposal by September 15. As usual, conference fees will be waived for those giving presentations.

The early deadline this year will allow the planning committee to inform the membership and the public in advance of the program content. Participants will therefore have sufficient time to choose which presentations to attend before their arrival in Kyoto. Those submitting abstracts will be notified of the status of their proposal by September 15.

One final note: if you have any recommendations for presentations you would like to have on the program, including any from last year that you missed or would like to see repeated, please send your suggestions to either: Bernard Susser, English Department, Baika Junior College, 171 Shukunoshō, Ibaraki-shi, Osaka 567, home phone 075-231-7267 (before 10 p.m.); or Kenji Kitao, Department of English, Doshisha University, Kamigyo-ku, Kyoto 602, home phone 075-611-7449.

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The Job Market

Count Your Blessings

Mary-Ellen Quintana

[Mary-Ellen Quintana attended the Boston TESOL Conference and, in her capacity as Manager of the Proctor & Gamble-Sunhome Language Program, conducted many, many job interviews. What follows is her report on the current job situation.]

Boston was packed with over 500 job hunters at TESOL '79. The number of positions available? About 135. These gruesome statistics and others confirm what has been said about the TESOL/TEFL job market--the scene is rather bleak. The recruiting area looked like a disaster center. Bodies were everywhere. Prospective applicants milled around daily interview lists to see if their names survived from the stacks of resumes handed in to recruiters. Others stood in long lines to ask questions of the TESOL volunteers or to check job descriptions. A typical candidate might have gone through these 10 steps.

Step 1: Finding the recruiting area. No easy task since the Sheraton went out of its way to locate the rooms 100 meters behind the pool, on the fifth floor of a maze of guest rooms, and in the back hallway.

Step 2: Wading through the 50-odd other applicants who chose the same time to arrive.

Step 3: Groping with six of the above through the placement book that lists the jobs available.

Step 4: Getting your resumes accepted and placed in the right employer files by the harrassed TESOL volunteers.

Step 5: Checking the "interview board" daily in the hopes of being invited. (Fingers crossed! The interviewer might be there only two days, know your most despised instructor, or never have received your resume.)

Step 6: (assuming you are selected) Arranging for a mutually convenient spot to meet. (Each interviewer had approximately six hours to use the TESOL facilities. Many interviews were held in private rooms or coffee shops.)

Step 7: Priming for the interview-- a necessary evil that goes with the job.

Step 8: Selling yourself--Part I.

Step 9: Selling yourself--Part II, if invited back.

Step 10: The Endless Wait.

For the employers, the days might have gone something like this:

1) Getting your job descriptions into TESOL about five weeks before the convention. This allows them time to advertise your positions and place the job descriptions in files. TESOL might also write to you and arrange interviewing dates before the convention.

2) Finding the recruiting area--see Step 1 above.

3) Grabbing a minute to talk with the overworked TESOL staffers and finalizing interview arrangements.

4) Daily, going through mountains of resumes and making up your mind not to wear your convention tag or be visible at the convention.

- 5) Beginning Round I of interviews from the resumes screened.
- 6) Finding out that it is impossible to interview in the TESOL rooms because they're too noisy, hot, and filled with other interviewers.
- 7) Rearranging your interviewing location, going through 50 more resumes, getting wise and taking your room number off the interview board to avoid all the wee hour phone calls.
- 8) Interviewing- -Round II (or Trying to Act Interested after the First Four Minutes).
- 9) Finals, Round III--confirming impressions, checking references (easy at the convention since all the instructors are there).
- 10) Selecting applicants and composing regret letters.

For the one position I could offer for Procter & Gamble Sunhome Manufacturing Co., Ltd., I received over 100 resumes and met at least 50 different candidates. Many of these people were superbly qualified and others were less so. About 80% had TESL degrees and about 20% didn't have a chance. However they all shared the same nervous tension of having to compete against hundreds of others. The Iranian "refugees" did represent a large group of applicants, yet there was an equally great number of teachers in from South America. For the P & G-Sunhome job I would group the applicants in the following approximate percentages :

Iran returnees:	30 %
South American teachers:	30
Just Graduating:	20
Others	20

TESOL went a bit further and gave approximate statistics for the following groups :

JOBS AVAILABLE		JOB LOCATIONS	
Teaching	75 %	U.S.A.	69 %
Administrative	20	Asia	10
Research	3	Middle East	10
Publishing/Writing	2	Europe	8
		South America	2

EMPLOYERS		SALARIES
Language Schools	12 %	Extremely variable depending on the position and benefits
Universities	50	
Public Education	30	
Companies	8	

There is little in the way of helpful hints I would give anyone applying for positions at TESOL. Most of job-getting is pure chemistry. Either you and the interviewer get along well or you don't. But to help you get that first interview, DO submit an impeccably typed (better printed) resume of not more than one page. Cite your work experience relevant to the position you are applying to. This might mean that you have several resumes of different emphases. (Some companies want technical writers, others reading specialists and others adult ESL teachers.) If at all possible, present "something" at the convention. Applicants who gave presentations were highly valued as "doers." Do bring letters of recommendations and transcripts to the interview and make yourself available for the whole convention. GOOD LUCK !

Maureen



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Getting Things in Focus

George Pifer

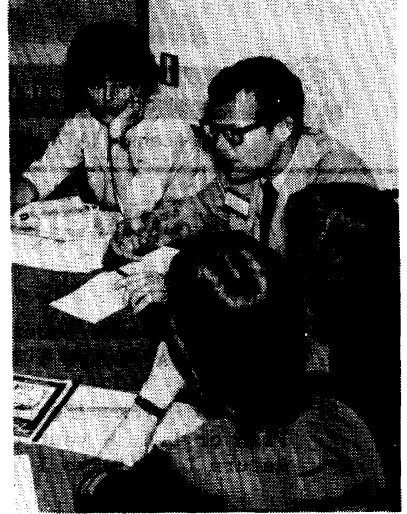
A great deal of energy and emotion has been expended in discussions and debates about, "the best way to teach a foreign language". With so much time being spent on looking primarily at the methodologies employed - I guess with the assumption that the best methodology makes for the best teaching and learning - it was refreshing to go to a presentation which approached the discussion from a different point of view by first asking the question, "What do teachers actually *do* in language classes?"

I find this question much more interesting, and, as a teacher, more useful than an *a priori* discussion of the merits of different methodologies. I say this because if we view the activity going on in our classrooms as a series of communicative acts, then *our* behavior may have a far greater impact on that process than any particular methodology we use. In order to straighten around in my own mind the importance of my behavior and how it might be evaluated, I was very pleased to be able to attend Frances Shapiro's presentation on "What do teachers actually *do* in language classes?"

The study she conducted involved making video tapes of English language lessons in a bilingual school in New York city at the beginning and end of the school year. These were analyzed using Fanselow's *Focus*, a non-judgmental system to describe communication interaction in second language settings. Results of the first analysis revealed that the teachers were doing about two-thirds of the speaking and using a limited number of mediums of communication. After reviewing the results with individual teachers, an in-service training program was conducted with the participating teachers with the hope of encouraging them to (1) give the students more opportunities to initiate the activities in class (increase student solicits), (2) reduce the time they spend talking to the class, and (3) vary the mediums of communication.

In spite of 12 hours of in-service training during which time most of the teachers learned how to use the code and evaluate their own behavior, there were few changes except for a small increase in student solicits. The conclusion that was drawn then was that the language teachers in this study were not much different from other classroom teachers, in that they dominate their classes.

Whatever the reasons might be for the discouraging results-- not enough in-service training time, the difficulty of changing human nature, the circumstances within an inner-city school, etc. -- there is no reason to believe that any one of us can't benefit from becoming more aware of what we are doing in the classroom. This can be done by using Fanselow's *Focus* which is fairly easy to understand. By answering the five questions' he presents, and using



the categories under each one, you should be able to determine what kind of communication tasks are occurring in your language classrooms. To do this, the optimum situation would be to make video tapes of several of your classes; but if this is not possible, you could use a tape recorder and then later figure out how much of the time you were talking and who was asking the questions or you might just simply look at your lesson plans and see what kind of activities you have planned. Any one of these methods should be instructive and help make you more aware of what is actually going on in your classes. Even if you are already aware of what is happening in your classes, **Focus** can serve as a reminder of the importance of introducing a variety of activities, using different techniques to elicit responses or reacting to students' solicits, using visual realia, and having your lessons centered around the reality of life,

I feel there is a need to make our classrooms more a model of real life and to regard our interaction with the students as a part of real communication. Even if you are conducting a drill which puts you in a dominant position, and a bit unreal one in terms of real life, you can ask students to give real information in their answers and then react in a real way to the answers. This may seem like a small point, but it will help to create a more realistic atmosphere and give you a chance to come across as a real human being rather than simply a director of "languageing". If we really believe that we are preparing our students for communicative tasks in the real world, then we have to be responsible for what we are actually doing in the classroom since our behavior does have an impact on the communicative acts which take place in the classroom.

Fanselow's Five Characteristics of Communications in Settings

1. Who/what communicates?	2. What is the pedagogical purpose of the communication?	3. What mediums are used to communicate?	4. How are the mediums used to communicate areas of content?	5. What areas of content are communicated?
TEACHER	TO STRUCTURE <i>teacher</i>	LINGUISTIC <i>oral writing</i>	ATTEND <i>listening looking at tasting smelling silent reading</i>	LIFE <i>interaction in class introducing</i>
INDIVIDUAL STUDENT	To SOLICIT <i>teacher</i>	NON-LINGUISTIC <i>visual realia rods, symbolic tapping</i>	CHARACTERIZE <i>differentiating evaluating examining illustrating labelling</i>	PROCEDURE <i>movement</i>
GROUPS OF STUDENTS	To RESPOND <i>student</i>	PAM-LINGUISTIC <i>gesture distance time</i>	PRESENT <i>reading a loud asking questions changing medium communication</i>	STUDY <i>anything to do with language</i>
WHOLE CLASS	TO REACT <i>teacher</i>	SILENCE	RELATE <i>explaining generalizing interpreting</i>	LANGUAGE <i>correction reinforcement</i>
MATERIAL/TEXT			RE-PRESENT <i>repeating imitating transforming</i>	OTHER
			SET	

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POINTS OF VIEW

**George W. Pifer and
Nancy Whisler Mu toh**

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



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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.

books

Caring and Sharing in the Foreign Language Class

by Gertrude Moskowitz, Newbury House, 1978, Y2690.

Julian Bamford

My greatest challenge in beginning to teach "eikaiwa" was dealing with the desert of the free conversation period. I was never sure of how to hook the interest of a diverse group of students. In the back of my mind I remembered how Earl Stevick, in his excellent overview of English teaching, *Memory Meaning & Method*, had outlined Maslow's hierarchy of human needs. Ignoring the realms of food and security at the bottom, people need to feel identified with a group. Above that we seek self-esteem from ourselves and others and at the highest point we seek self-actualization. Thus, if we can cater to these needs in the students in the context of the language class, the students will hopefully be riveted and keep coming back for more. While inquiring after another book at the publishers displays at the last JALT Conference, I happened to pick up *Caring and Sharing in the Foreign Language Class*. Here was what I had been looking for: a full selection of humanistically oriented conversation exercises for all levels of students. As the title implies, *Caring and Sharing* is all about those above-mentioned human needs, and the students really do keep coming back. Author Moskowitz has assembled a staggering number of conversation topics--120 in all--drawn mainly from encounter and values clarification sources. Many of the exercises require prior homework assignments and would work better in more intensive teaching situations, but I can find plenty of material for my once-weekly classes where I cannot give homework. By sharing memories, preferences, feelings and dreams in entertaining ways, my classes have really drawn closer and the payoffs in language use and learning are too rich and many to easily catalogue. It is enough to mention the proven correlation between language learning and the learner's affective (emotional) investment in the material being learned.

These exercises require a teacher prepared to forsake any privileged position and share him/herself with the class as an equal. Personally, I have had some of the best fun doing some of these exercises: cataloguing all the things we find fun in our lives, taking fantasy trips to see a guru, asking the one question that will make our lives happy (and getting an answer!), deciding who, of anyone who ever lived past or present, I'd like to spend the day with or where in the world I'd like to be if not in Shinjuku.

The book stresses breaking classes into small groups for conversation, essential if everyone is to have a chance to speak. Each exercise has its own list of linguistic and affective aims. Not everything suits my own teaching situation or teaching style but I have yet to exhaust this mine of ideas.

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.

pro·files



Iwanami Jimbo-cho Bldg., 9F. 2-1, Jimbo-cho, Kanda, Chiyoda-ku, Tokyo

Martin Lemon

"Being English is not enough." The belief back in the fifties that there was a growing need for teachers of English as a foreign language to receive more training was the starting point of International Language Centre and continues to be the basis of its policy throughout the world.

A British organisation based in London, ILC owns and runs schools in Britain, France, Libya, Kuwait and Japan. It also publishes *BBC Modern English Modern English Teacher* and a series of books on EFL. ILC is the main affiliate of the International House organisation (also based in London) which is the chief non-government establishment in Britain for the training of EFL teachers. Over thirty schools throughout the world belong to this organisation.

In Japan ILC started in 1968 in Osaka with the specific purpose of training hostesses recruited for the world Expo. The following year the Tokyo branch was opened. Over 4,000 students per year now attend ILC courses taught by 50 full-time instructors -- most of whom are of British nationality. Students are offered a wide variety of courses at varying degrees of intensity from 3 hours per week to 3 hours per day. Most students at ILC are young company employees evenly divided into men and women. In the summer and spring, many young university students attend ILC's High Speed Courses --two-week intensive courses designed specifically to improve the students' active performance in English.

Perhaps unique to ILC is the wide variety of specialized courses offered to people wishing to study English with a specific purpose in mind. English for Secretaries, English for Science, English for Japanese Teachers and British Culture are among the courses offered. As well as providing courses on company premises, ILC also offers an English language test designed to assess Japanese businessmen's ability to work in English abroad. This test is known as Beta (Businessmen's English Test and Appraisal).

So what is ILC's teaching policy? It starts with the teacher. No amount of technical equipment can replace the value of a close student-teacher relationship. At ILC we firmly believe that a student's motivation is best stimulated and maintained by a lively, sympathetic teacher whose concern for his students' progress is matched by his professional competence. In selecting teachers, ILC looks for men and women with warm personalities and a genuine concern for and interest in their profession. Before being sent to a post, those selected must first complete a minimum of 4 weeks full-time training at the International Teacher Training Centre in London. Provided a good grade is obtained, the teacher will then be offered a contract in Japan, usually of two years' minimum duration. Return air fares, a settlement allowance and financial and practical assistance in finding accommodation are provided by ILC.

Further training is taken up by the local school, starting with a five-day orientation course spread over two weeks before the teacher enters the classroom. In-service training seminars are held every two or three weeks. The subject matter is always practical and directly related to the students' needs. For example, recent topics have included Revision Techniques, Pic-

ture Composition Methods, Using Tests, Using Readers, etc. Speakers from outside ILC are regularly invited to give talks at these seminars. Teachers at ILC can also follow regular classes leading to the examination for the Royal Society of Arts in TESFL (a British professional qualification becoming increasingly recognized).

The British Are Coming!

English Teaching Theatre

Jackie Gollin

The student studying English in Japan must sometimes regret that the language he is learning bears so little relation to his daily life. The date when he will be able to use it in his job or on a trip overseas might seem so distant that language learning may seem a rather dry affair despite the efforts the good language teacher makes to bring it alive in the classroom. It is difficult not to 'pigeonhole' it as something which is done in a certain building at certain times of the week but is not part of what he is doing most of the time. Anything which might help to bring English to life outside the classroom should, therefore, be welcome, and plays performed in English by touring theatre groups bring a breath of the foreign culture with them, but how much of his English can the average student use in following the relatively sophisticated dialogue of even the more modern plays? What is needed is something entertaining but easier to understand --ideally something put together by experienced teachers. And this is what is coming to Japan this May.



The English Teaching Theatre of London is a group of teachers, actors and musicians nearly all of whom are experienced teachers of English as a Foreign Language. Ken Wilson is well-known for his EFL LP records, *Mr Monday* and *Goodbye Rainbow*, and the several EFL books he has written. Another member of the company, Doug Case, is now a producer and presenter for *BBC English by Radio* and has written a variety of successful EFL publications. The group is based in London and does very regular tours to most of the countries of Western Europe where they are well known through appearances on local radio and television in addition to their performances at universities, schools and theatres. They made a successful tour of Mexico in 1977, but this will be their first visit to Japan.

These talented people have put together a completely original show designed for audiences who are studying or are interested in the English language. The intention is not to 'teach' English but to bring it alive for students who have little opportunity to use the language they are trying SO hard to learn. The show is fun. It consists of short sketches of the kind often seen on popular TV variety shows such as the American *Danny Kaye Show*. The format is similar to the type of comedy programme popularised in Britain by comedians such as Benny Hill, Ronny Barker and Ronny Corbett but with audience participation in games and songs. The situations are just as funny

as the sort of thing to be found on such programmes but the language, though delivered in an amusing and natural manner, consists of simple structures of the kind lower intermediate students are practising in the classroom. Thus the show has an appeal for audiences of all ages and can be appreciated by even those with a very limited knowledge of English.

There must surely be not a little sense of achievement for the student who enjoys entertainment which he can follow in a foreign language. And perhaps there is more insight into the culture than when he interprets the action in a foreign film through Japanese subtitles. Seeing the actors in the flesh and being able to laugh with them should also help him to identify more closely with the culture. It's a pity the group is here for such a short time and it is to be hoped they come again. Or is there a chance something similar could be initiated in Japan?

* * *

The ETT will be appearing in Tokyo and Osaka sponsored by International Language Centre (Japan) with the support of the British Council. Admission is ¥1,000. Daily performances are at 5:00 and 7:15 p.m.

Tokyo: 14 - 18 May MAKI-T Art Theatre
 28 May - June 1 (18-5, Roppongi 3-chome, Minato-ku)

Osaka: 23 - 25 May YMCA Hotel
 (1-5, Tosabori, Nishi-ku)

For further details please contact International Language Centre:

Tokyo - (03) 264-7464; Osaka - (06) 315-8003

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Cross Currents is a biannual journal for all who want to explore new areas in communication, language and cross cultural skills. Major emphasis is on innovative yet practical ideas and methods that can be creatively applied in the classroom. Lively articles on linguistic considerations and cross cultural issues are also included. Past issues have featured articles on C.L.L., the Silent Way, the special problems of Japanese businessmen and students of English, as well as such exciting and useful techniques as story squares, student-created media, rapid reading/rapid writing, drama....

Soon to be published, Vol. VI No. 1 features articles on:

- *interpersonal communication and values in the classroom
- *language learning from the student's perspective
- *case study as a stimulating tool for learning
- *a systematic way of teaching listening
- *C.L.L., book reviews ... and more!



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inter-views

Racle on Suggestology

[Professor Gabriel Racle, Director of the Suggestopedia program of the Canadian Government, recently conducted a Suggestopedia workshop at Nagoya International College of Foreign Languages (see March, 1979 issue). Here are some excerpts from an interview by Patrick E. Buckheister of Dr. Racle while he was in Japan.]

JALT: *Do you think that teachers who have no formal linguistics or psychology in their backgrounds could teach using your method?*

Racle: Well, it's an important question. I think the most important thing is to have an idea of psychology rather than an idea of linguistics. From our experience based on the last six years, with Suggestopedia I think the psychological aspects of the courses we teach are more important than the content. Of course it is necessary to know the language very well. It's absolutely necessary, but it's not necessary to be an expert in linguistics because the approach is not linguistically oriented. This is why I think the structure of the course as well as the organization of the material is very different from other methods. You are aware of that now.

JALT: *Well, would you say that the teacher in Suggestopedia has to at least keep track of what *transpires* in class within a linguistic framework? Isn't some categorization of this type necessary for evaluation?*

Racle: For that purpose we developed specific tests based on communication. Very often tests are used which are based on structure, but it is extremely difficult to evaluate the performance of students based on this kind of test. Teachers have students attend the lab and answer questions and so on, but students learning a language by Suggestopedia are unable to dialogue with a machine. However, they are perfectly able to discuss something with you. This is why it is necessary to evaluate their performance with tools based on communication.

JALT: *Is it absolutely necessary for class days to be consecutive, or could students do just as well attending two or three times a week?*

Racle: It's better to have the students every day for the first 25 days to cover the content of the first course. After that it could be possible to organize a course of two times a week for three hours a day or three times a week for two hours a day, but at the beginning the results are better from the impact of the 25 consecutive days. It works the other way but the results are not as good.

JALT: *What if a student misses a day?*

Racle: If you miss a day it's difficult to keep up with the rest of the group, particularly if you miss the day of presentation of new material. During the second day we activate the content which is memorized unconsciously and if you have nothing in your mind it's difficult to activate the content.

- JALT: Obviously you must be aware of the other teaching methods which are currently popular, especially the non-traditional ones such as CLL and the Silent Way. Do you compare Suggestopedia with these methods, and if so what aspects do they have in common with Suggestopedia?*
- Racle: It is possible to recognize some basic principles involved in Suggestopedia as well as in these methods, because again the basis of these kinds of approaches is not a purely linguistic one. You see a lot of methods are based on the content; you have from the simple to the difficult, from the very well known to the unknown. But with Curran or Gattegno or Lozanov the principles are completely different. The learner is the key element. You have to start with an idea of the learner. You have to imagine how he is going to react, what he's going to think consciously and how he's going to react unconsciously. I think that this point is well organized into the Suggestopedic course.
- JALT: So if we look at Suggestopedia as a learner-focused method, what do you do if the students don't progress through the dialogues or pick up the material at the projected speed of the course plan? You can't change the dialogues so do you change the timetable of activities?*
- Racle: Well it's more difficult to manage a group like yours [at Nagoya International College] because it's not a regular class. In a regular class we try to have a group starting from the same level. A Level 2 group will progress faster than one starting from scratch, but in all cases there is an interesting progress. It is better not to mix up different people with different knowledge.
- JALT: I found it quite satisfying that you seem to have integrated all the language skills from the very beginning. This is also one of the strong points of the other popular methods.*
- Racle: There are a lot of interreactions with reading, listening, speaking, and writing. If you work with only one ability you miss out on these and they support each other.
- JALT: Have you ever run a class of such mixed culture before, and do you see any problem of culture boundaries with Suggestopedia?*
- Racle: We have run classes with people from India or Japan, but we usually have only one in a group, and they have usually been in Canada for a long time. As for culture boundaries, it's an important question. We are using a course for English-speaking people in Canada. I think it would be better to design a course for Japanese people.

po·si·tions

(Nagano Prefecture) English teachers, full-time and part-time, are needed by an expanding school in Nagano Prefecture. Full-time teachers willing to move to Nagano will be given relocation assistance. Good salary and other benefits are being offered. Native speakers with a college/university degree and proper visa status (sponsorship available) should contact Tomoko Kojima for further details: Ms. Tomoko Kojima, c/o Mr. Kigasawa, 1-4-5 Takashima, Suwa-shi, Nagano Pref. 392.

re-views

A Case Study Approach

David Bycina



Case studies, long used in Rogerian psychology and business administration programs, can also be extremely effective as a language teaching tool. George Pifer, Kanto's April Speaker, has used the case study approach for some time with his Nichibeï classes and has gathered many samples into a text called *Points of View*. He and co-author Nancy Mutoh believe that language learning involves learning how to communicate and that "communication requires a social context as well as trial and error attempts to understand and be understood? Case studies provide an opportunity:

1. to introduce vocabulary and structures in a meaningful context,
2. to improve reading and note-taking skills,
3. to develop listening comprehension and self-expression,
4. to encourage critical analysis, the organization of ideas, and persuasive argumentation, and
5. to sensitize students to their individual and cultural values

Because the emphasis in case studies is "not on the language itself, but rather on using the language as a medium to accomplish an interesting activity," there is less tendency for students to translate. Motivation is high because the students are involved in talking about real life matters of personal interest. Moreover, student rapport is facilitated by dividing the class into small discussion groups which allow class members to get to know each other better.

George illustrated the case study method by involving the participants in a discussion of the qualities of a good language teacher.

After distributing sketches of four instructors, he divided those present into three groups, asked them to analyze the good and bad points of each teacher, and select the one they would most like to be taught by. The profiles included:

- 1) a young native speaker, trained, well-travelled, and conscientious, but rather easy-going and sometimes tardy, who treats his students as friends, encourages them to think for themselves, and tries to enrich their world-view by introducing music and poetry, even at the expense of his lesson plans.
- 2) a 38-year-old non-native speaker, serious, well-organized, experienced and polished, but with no degree, who has high expectations of his students, requires lots of homework, and promotes student interaction in the classroom.
- 3) a recent TEFL M.A., serious, enthusiastic, well-read in the latest methods, but still wet behind the ears, who believes

students are primarily responsible for their own learning and, therefore, doesn't assign much homework.

- 4) a veteran with 30 years experience, who prefers her own drill-oriented method to new-fashioned approaches, demands a great deal of work from students and chides them whenever they fail to do it, but is nevertheless highly respected.

Such brief summaries hardly do justice to George's subtle profiles, which made the choice of a preferred teacher a difficult one. After all, even the fourth teacher had redeeming virtues. But the final choice was in fact not as important as the process of analysis and values clarification that it entailed.



In the second half of the presentation Don Freeman of LIOJ had the participants look at the above teachers' characteristics from a slightly different angle, i.e. their effect upon teacher-student, student-student, or student-teacher relations, or upon the teacher himself or the student himself. "Patience", for example, might affect all three relationships, whereas "opportunity for self-correction" would primarily affect the student himself.

Lack of time prevented Don from elaborating on his paradigm, but he was at least able to stress the impact of one's 'acts' and attitudes in the classroom.

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.

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Address _____

_____ Post Office Code _____

chapter notes

SHIKOKU

In a SALT General Meeting held on February 24, the following people were elected to the various committee positions:

Executive Secretary:	Graham Page
Recording Secretary:	Yoshihiko Higashihara
Membership Chairperson:	Hiroshi Miyanishi
Treasurer:	Jin Katayanagi
Program Chairperson:	Kevin Hutchison

A vote of thanks for all the efforts the previous committee put into establishing SALT was unanimously endorsed.

TOHOKU

At our second meeting on March 17, we had a combination speech and working discussion with Mr. Terry Bergdall from the Institute of Cultural Affairs in **Yubari**, Hokkaido. About fifteen people attended the presentation, business meeting, and get-together that followed.

The following people were elected to office at the business meeting:

Executive Coordinator:	Tokuko Yamauchi
Corresponding Secretary:	Kazumi Sato
Membership Chairperson:	Hiroko Takahashi
Treasurer:	Tom Mandeville
Program Chairperson :	Dale Griffee

HOKKAIDO

On March 31, the Hokkaido Chapter of JALT gave a VTR presentation of David Wilkins' keynote speech at LTIJ '78 on "The Notional Approach." Although the attendance was small because of snow, participants showed a high interest in the videotape and the discussion that followed. The meeting provided an opportunity for new members to get acquainted with those who joined last September when Doug Tomlinson visited Sapporo. During a brief business meeting, decisions were made regarding presentations for the next few months. Dann Gossman of McGraw-Hill International will talk about new teaching ideas and ways of motivating students on Saturday, May 19, and Don Freeman, who was snowed out last February, will introduce the Silent Way on June 10. Rosanne Skirble, author of a book on teaching through TV commercials, is scheduled to speak on Sunday, July 29.

CHUGOKU

Bernard Susser of Baika Junior College offered a lively, interesting, and informative presentation on "Teaching English through Games" in March. At the outset, Mr. Susser explained that teachers should always indicate the purpose of the game to the students and supply any necessary language. Then, with the participants acting as students, he demonstrated how to use a variety of value games, map games, description games, and bingo for instructional purposes. He also commented that Japanese games, already familiar to students, can easily be adapted to the teaching of English. *Renso* (an association game), *Honmono wa dare* (Who's Who/Tell the Truth), and *Honto ni honto* were mentioned as possibilities. An extensive bibliography on the use of games was distributed at the end of the meeting.

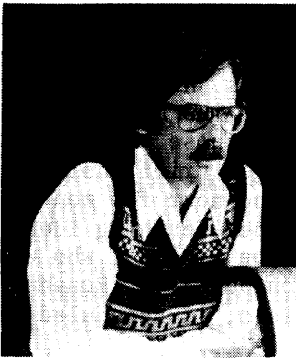
KANTO

Participants in the April 22 business meeting following the Pifer/Freeman presentation patiently waded through four pages of proposed constitutional revisions. Most of the changes, e.g. the alteration of the organization's name to Kanto Chapter of the Japan Association of Language Teachers, were merely cosmetic, but some of them significantly modified the old constitution. The Executive Committee, for example, was expanded by the addition of three new Members-at-Large. The Committee, furthermore, was obligated to hold a minimum of four open meetings in conjunction with regular chapter programs. Procedures were also established for the appointment of an ad hoc nominating committee including three members outside the ExCom and for balloting by mail.

Treasurer Thalia Alberts reported that the chapter's bank balance stood at Y440,960 with about Y200,000 in membership fees still to be transferred to JALT. Membership Chairperson Larry Cisar reviewed the growth in membership during the past year and stated that the current enrollment was around 285.

The meeting closed with the election of the following officers for 1979:

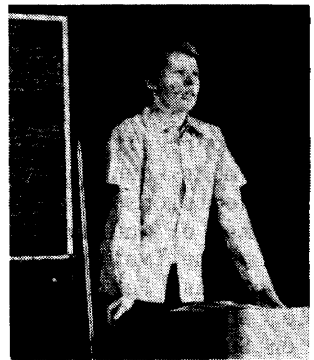
President:	Larry Cisar, Athenee Francais
Secretary:	Terry Brago, Sony L.L.
Treasurer:	Yasu Yano, Rissho University
Program Chairperson:	James Duke, ILC
Publicity Chairperson:	Gwen Joy, Fuji Seishin Joshi Gakuin
Membership Chairperson:	Keiko Kawai, Mobil Sekiyu
Newsletter Liaison:	Mark Mullbock, NEC
Members-at-Large:	Tomoko Kinoshita, Tokyo San Iku Jr. High Yoshio Miwa, Travel Consultant Fred Edamatsu, Waseda University



David Bycina
Co-ordinator



Pres. Larry Cisar



Thalia Alberts
Treasurer

NISHINIPPON

For our February program, Father Paul La Forge, Associate Professor at Nanzan Junior College and a prominent proponent of Community Language Learning, conducted a two-day workshop on the theme, "An English Teacher as a Counselor". This was the first exposure to CLL for quite a few of those who attended. Father La Forge's dynamic presentation, including both participatory experiences and very informative question-and-answer periods, really helped the members get a deeper insight into CLL. It also gave them an opportunity to ponder the possible application of this new method to their own teaching situations.

KANSAI

At the March 25 KALT meeting Kenji Kitao, Tom Robb, and Tom Pendergast reported on the TESOL Convention they attended in Boston. Mr. Kitao related the history of TESOL and gave an anecdotal tour of the convention. Tom Robb introduced the chapter to Jazz Chants, the importance of gestures, and his own convention presentation on what constitutes real dialogue. Additionally, he summarized one of the convention's plenary discussions, "An Exploration of New Trends in SL Teaching: The Silent Way, Suggestopedia, and CLL," Tom Pendergast presented his view of an integrated language-learning curriculum, with special attention to what he termed extra-linguistic factors. He also demonstrated a variable speech control cassette player and discussed some of its possible uses. The meeting was followed by an epicurean potluck dinner and party at Tom Pendergast's Gai-Dai apartment.

SWIG, KALT's Silent Way Interest Group, met on March 25. The beginning group discussed basic questions, such as what language is, how one starts to learn a new language, and what students already have that doesn't have to be taught. There was also a short comparative discussion on the Japanese and English languages. The more experienced group discussed ways to teach compound sentences, how to introduce a series like: first, next, after that, then and finally, the teaching of time--especially to children, and the use of rods to build a "city" which has a variety of pedagogical uses.

The Japanese Silent Way Interest Group met for the first time before the regular meeting on March 25. After introductions, participants discussed the methods they are now using and the kind of students they have. They decided that future meetings would be held at the Kokusai Gogaku Bunka Center from 2-4 o'clock on the Saturday before regularly scheduled KALT meetings.

The Children's Special Interest Group held its second meeting at Osaka Gai-Dai on March 25. In the next few meetings they plan to discuss the teaching of pronunciation, share game ideas and songs, and study Jazz Chants.

an·nounce·ments

This summer, from July 21 to August 16, English Academy Ryugakukai is sponsoring a training workshop for Japanese teachers of English. The workshop will be at San Francisco State University in California, and will be under the direction of Professor John Dennis. The workshop itself will feature three weeks of lectures and discussions of the latest ideas and methods of teaching English to foreign students with a special emphasis on the teaching of English to Japanese students. Participants will also have the opportunity to write and try out their own materials and also to observe American teachers teaching English to foreign students in San Francisco. There will also be optional tour and travel programs, local sightseeing, a weekend homestay program, and four days free travel time. The price of Y390,000 includes round-trip airfare on JAL, accommodations and meals, instructional costs, and a one-day bus tour of San Francisco. For more information contact English Academy Ryugakukai, Ryudo Roppongi Building #805, Roppongi, Minato-ku, Tokyo 106; Telephone: (03) 479-3253, before May 15.

Don Freeman (LIOJ) and Stacey Klein (Athenee Francais) will present a unique Workshop in Cross-Cultural Learning focusing on several learning games and exercises. These have been designed to allow participants to observe themselves in a variety of environments. The workshop will be held from 1-4 :30 p.m. on Sunday, May 6 at The Life Dynamics Center, Amerex Bldg. 3F, 3-5-7 Azabudai, Minato-ku, Tokyo 106. Tuition is Y2,000. For further information, call (03) 582-9671. Preregistration is required as the number of participants will be limited,

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meet·ings

KANSAI

Topic Communication and Values in the Classroom
 Speaker: Mr. David Keitges, Nanzan University
 Date: Sunday, May 20
 Time: 1:00 - 4:30 p.m.
 Place: Osaka Gai-Dai
 Fee: Free to members; Non-members: ¥1,000
 Info: Kenji Kitao, 075-431-6146

This presentation/demonstration will deal with an application of values clarification techniques and procedures to second/foreign language teaching and learning. The additional concepts of interpersonal communication and facilitation will also be discussed as they relate to the task of introducing and encouraging oral activity in the language classroom. In particular, values-related oral activities stemming from reading and writing assignments, picture squares, and listening exercises will be considered. A question/answer and reflection period will follow the demonstration.

Although worthwhile for all who are interested in values clarification and its use in oral situations, this presentation may best be suited to high school teachers, particularly native Japanese, who wish to bring more oral activity into their lessons.

David Keitges is a full-time lecturer at Nanzan University in Nagoya. He received his M.Ed. with emphasis in Japanese Studies and TESL from Seton Hall University in 1977. From 1972 to 1974 he taught Ural English at the Nanzan Junior and Senior High Schools in Nagoya.

* * *

The following SIG meetings will be held in May:

Silent Way Interest Group (SWIG)	
May 20, 10:00 - 12:30	inf, Thomas Pendergast
Pendergast 's Gai-Dai apartment	06-443-3180
Children's Interest Group	
May 20, 11:00 - 12:30	inf. William Widrig
Osaka Gai-Dai	0720-33-1085
Japanese Interest Group	
May 19, 2:00 - 4:00	inf. Fusako Allard
International Language and	06-315-0848
Cross-culture Research	

Teaching English in Schools Interest Group (TES)

The purpose of TES, the newest SIG, is to explore better ways to teach and learn English, in juni or and senior high schools and colleges.

The first meeting is scheduled for May 20, 10:30 - 12:30, prior *to* our regular meeting at Osaka Gai-Dai. A second will be held at 6:00 on Tuesday, May 22 at the Shingakukan Building (1st floor) of Doshisha University.

Prof. Hideo Miyamoto of Doshisha University will chair the above meetings which will focus on the problems of English teaching in Japanese schools and our future plans. For information, call Hideo Miyamoto or Kenji Kitao at 075-431-6146.

Directions to Doshisha University: Get of Hankyu at Shijo-Karasuma and take any bus on Karasuma Street which goes north and get off at Karasuma-Imadegawa. Doshisha Daigaku is on the right side of the street.

HOKKAIDO

Topic : Modern Trends in Language Teaching
 Speaker: Daniel Gossman
 Date: Sunday, May 13
 Time : 1 - 4:00 p.m.
 Place : Sapporo Kyoiku Bunka Kaikan
 Fee : Free to members
 Info: David Waterbury, 011-561-3751

Dann Gossman has been a teacher of English at various institutes in Japan for the past 8 years. He now serves as English Language Consultant - Asia for McGraw-Hill International Book Company. In this capacity he has conducted many professional workshops throughout the country. Dann received his M.A. from Sophia University in Comparative Asian Societies. He is fluent both in Japanese and Chinese and formerly was a Chinese-English interpreter/translator in Taiwan and Japan.

TOKAI

Topic : A Demonstration in Community Language Learning
 Speaker: Prof. Paul La Forge
 Nanzan Jr. College
 Date: Sunday, May 27
 Time : 1:30 - 4:30 p.m.
 Place: Nagoya Shimin Kaikan
 (Kanayama Station)
 Fee: Free to members
 Info: Karen Campbell, 052-831-9245

Community Language Learning (CLL) is a method which endeavors to reduce the hostility-anxiety conflict a student may encounter. The teacher acts as a counselor with the students, giving help only when asked.

Fr. La Forge has been working with CLL in Japan for several years. In this meeting he will give a demonstration of an initial CLL class with a group of Japanese university students.

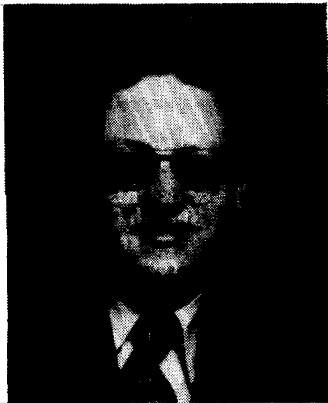
Assistant Professor at Nanzan Jr. College, Fr. La Forge is the author of *Research Profiles with Community Language Learning* and has published in the *TESOL Quarterly*, *Language Learning*, *Cross Currents*, and *English Teaching Form*.

SHIKOKU

Topic: Practical Teaching Techniques
 Speaker: Graham Page et al.
 Date: Saturday, May 12
 Time: 4:30 - 6:30 p.m.
 Place: Language House
 Fee: Free to members
 Info: Kevin Hutchison, 0878-61-8299

Several of SALT's members will offer short presentations on practical classroom techniques. This will be a good opportunity to share ideas about language teaching and also get to know other members of the organization a little better.

TOHOKU



Topic: Modern Trends in Language Teaching
 Speaker: Daniel Gossman
 Date: Saturday, May 26
 Time: 4:00- 7:00 p.m.
 Place: Zentei Kaikan
 4-3 Ichiban-cho, 1-chome
 Fee: Free to members
 Info: Dale Griffee, 0222-47-8016
 Details: See the Hokkaido announcement

KANTO

Topic: Testing English for International Communication
 Speaker: Protase Woodford, Assistant Director
 International Office of TOEFL
 Date: Sunday, May 27
 Time: 1:00 - 5:00 p.m.
 Place: Athenee Francais (near Ochanomizu Station)
 Fee: Free for members; Y1,000 for non-members
 Info: James Duke (ILC), 03-264-5936

Mr. Woodford is visiting Japan in conjunction with the trial administration of a new test of English for International Communication. TOEIC is a product of the Educational Testing Service (ETS), the same company which publishes the Test of English as a Foreign Language (TOEFL). TOEIC was designed for business and professional people who have been out of the academic routine and who need English not for university study but for effective communication in international business. The test is being tried experimentally in Japan, and the results will influence the final form the examination takes. (N.B. If the program must be changed because of Mr. Woodford's tight schedule, another presentation on testing will be substituted.)

NISHINIPPON

Topic: A Complete Model for Foreign Language Learning
 Speaker: Tom Pendergast
 Date: Saturday, May 19, 2:00-5:00 p.m.
 Sunday, May 20, 10:00-5:00 p.m.
 Place: Otemon Kaikan, Fukuoka City
 Fee: For members: Saturday - Y500; Sunday - Y1,000
 Info: Frank Carlson; 092-581-3521

Tom Pendergast will discuss how certain new approaches to language learning might be organized into a coherent language learning curriculum. The presentation will include lectures, demonstrations, discussions, and mini-lessons. Three Comprehension Approaches (The Learnables, Total Physical Response, and Sen-Sit-Sel), the Silent Way, and CLL will be considered. Some video tapes will also be shown. The presentations on Saturday and Sunday will be different.

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FUKUOKA	Mr. Frank L. Carlson	(092) 581-3521

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