JALT
The Japan Association of Language Teachers
NEWSLETTER
Vol.III No.6 Y200 June 1, 1979

meetings pp. 24-25

pre·view

JALT Summer Workshops

JALT in cooperation with educators from Columbia University Teachers College, Georgetown University, the University of Southern California, and the University of San Francisco, announces its first Summer Workshop Series in Applied Linguistics and Teacher Training. The series will run for a total of three weeks, from August 4-24, and combine a four-day Japan-wide Applied Linguistics Workshop--to be held in all seven chapters and Sapporo--with a week-long Intensive Teacher Training Workshop to be held in the Osaka/Kyoto area.

The Japan-wide Applied Linguistics Workshop is made up of four separate day-long programs which can be attended either as a complete block with certification from JALT, or individually without certification. The first two days of the workshop will concentrate on some of the basic theoretical aspects of applied linguistics, while the second two days will follow with teaching methodology and, finally, actual lesson plan preparation. The four segments are integrated in that content flows from the basics of phonology and contrastive linguistic analysis of Japanese and English, to the application of contrastive and cross-cultural analysis in teaching, to the preparation of culturally relevant lesson plans based on materials taken from T.V., radio and newsprint commercials.

Dr. Bernie Choseed of Georgetown University will lead off the Workshop with a basic course in applied phonology. He will give an introductory description of the sound system of English and, using contrastive analysis of English and Japanese, will focus on some problem areas. This presentation will also include discussion of the proper ordering of classroom instruction and methodological demonstrations.

The second day of the workshop will continue the Applied Linguistics portion of the program, focusing on morphology and syntax. It will be given by Dr. Sumako Kimizuka of the University of Southern California and author of the book, *Teaching English to Japanese*.

The third day of the workshop will move in the direction of classroom methodology, with the additional consideration of the cross-cultural component and its application for the EFL teacher in Japan. Taking into consideration contrastive linguistic as well as cross-cultural differences, Helen Munch of the University of San Francisco will demonstrate how a better understanding of the relationship between language and culture can be applied to individual language teaching situations.

The final day of the workshop will be given by Rosanne Skirble, a free-lance writer of television,radio and print instructional materials, and author of *Teaching English as a Foreign Language through Television Commercials.* Ms. Skirble will use written materials and segments from U.S. radio and T.V. broadcasts and slides of print advertisements to show how the selection of culturally relevant materials can be developed into linguistically sound lessons. The workshop will end with participants being divided into small groups to develop their own lessons based on materials provided.

The cost for participants in the four-day JALT certificate program is Y20,000 for JALT members and Y25,000 for non-members. For those not interested in certification,day rates are also available at a cost of Y6,000 for JALT members and Y7,000 for non-members.

In addition to the four-day seminar,JALT will also sponsor a five-day Intensive Teacher Training Workshop August 20 - 24. The workshop will be presented in the Osaka/Kyoto area by Dr.John Fanselow of Teachers College, Columbia University.

Participants in this workshop will carefully examine the teaching act and how teachers can be more effective in the classroom. The focus will be on what teachers actually do in the classroom and how they can improve and expand upon their repertoire of techniques, rather than on the introduction of specific teaching methodologies. Some of the things the teachers will be asked to consider include:

-- the types of feedback the teachers use
-- the range of tasks they set for students to perform and the sequence of those tasks
-- the types of errors they correct and the methods used to make corrections
-- the aspects of lesson content that they stress

The cost for this program is Y30,000 for JALT members and Y35,000 for non-members. For those interested, it may be possible to obtain Teacher College credit for partipating in this program upon payment of additional tuition fees.

More complete details and a schedule of the summer programs will appear in the July issue of the Newsletter.

JALT **NEWSLETTER**

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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. (033 244-4251.. Nonmember subscription rate: Y2,500.

inter·views

English for the Fun of It

(The English Teaching Theatre of London recently completed two weeks of performances in Tokyo and Osaka under the auspices of the International Language Center and the British Cuuncil. Although ETT has already toured about seventeen different countries, this was its first visit to Japan. While in Tokyo, members of the cast were interviewed by Jackie Gollin. The company includes: Ken Wilson, Doug Case, Terry Tomscha, Coralyn Sheldon, and Russ Shipton.

JALT: *How did the English Teaching Theatre get started?*

Ken: We are now in the premises of International Language Centre which is the son (or daughter) of International House in London, and quite a number of us here have worked there as well. And there, ten years ago, the director decided that he'd like to arrange some kind of dramatic activity outside the classroom, involving both students and teachers. And that's how two things started, in fact; one thing which is now called English Through Acting where students and teachers do things together, and another thing which is called English Teaching Theatre where originally teachers, and then actors, and then a combination of actors, musicians, and teachers do a stage show designed for foreign learners of English. That's how the idea of a theatrical event began. As fur touring, over to Doug...

Doug: Well, the first tour the English Teaching Theatre did was in 1973, to Germany, under the auspices of the British Council. And, having got a taste for touring with the show from that, we thought it would be rather nice to do it on a more regular basis. So, since the beginning of 1974, we now arrange tours abroad, outside England, for about six months of the year in spring and autumn, three months each, and then we spend the summer months in England, performing for students on summer courses and things like that. So, since 1974, five years now, we've had these regular, scheduled tours abroad, and Japan is, I think, our sixteenth or seventeenth country. We've done mostly Europe and Scandinavia and also a little bit outside, in Mexico, Turkey, and Yugoslavia.

JALT: *And are you performing all the time, or do you do teaching and other things in between performances?*

Terry: Well, each of us does a number of things outside the theatre. Some are actors, broadcasters, teachers, writers, musicians...

Doug: There are five of us here in Japan and that's the normal number for a tour, but there are seven or eight other members of the group. Five of them, at this very moment, are in Portugal doing a tour in tandem with this one. We draw on this group of twelve or thirteen people and take five for each tour. So, when a particular person isn't away touring, he'd be doing his other activities.

JALT: *Your aim is not to teach English, is it?*

Coralyn: Our aim is to stimulate. (Is that the right word?) I think the real teaching is done, as we appreciate very much, in the classroom by other teachers. The idea of a show is to create an interest in the language...People are not going to come to the show and learn something new. They're going to come to the show and, hopefully, understand things that they've already learned or have their interest awakened and think, "Oh, I can understand that," and laugh at a joke, and it's in English. It's great. So it's a stimulus rather than any kind of fresh learning.

Doug: We've become more modest in the claims that we make for the effect of the show than we were when we started a few years ago. Even though we say that the material is carefully written and designed to be accessible and generally revolving around some point of interest, these days we don't claim that sketch A teaches point of 1 anguage A. That would be rather an over-optimistic view of the way people are able to learn things. One exposure to a piece of language obviously isn't enough.

Ken: On the other hand,...now that I know a little bit about Suggestopedia, it occurs to me that we are creating with our theatre the learning framework which Lozanov suggests...In other words, we're breaking down all the serious problems relating to learning situations. We're breaking down the tensions and the barriers, and we're creating an atmosphere which is relaxed and at the same time stimulating and reassuring as well, which are all the things that he expects people to do. And this occurs to me partly because when you do go back to the same place after a couple of years you find that people have remembered the most remarkable things. They remember either lines from the show, or whole stories, or obscure pieces of information about members of the group. If a person on stage says he's Australian, they always assume that's true. And two or three years later they remember that kind of thing. So it suggests to me, although we've been playing down our ability to teach things, through our theatre we're quire way ahead in creating the right learning atmosphere. And people should try and mirror what we do far more in the classroom than they do.

JALT: *Have you found many people taking a cue from you in the countries you have visited?*

Doug: They may not necessarily be taking their cue from us. These days the sort of thing we do isn't exactly revolutionary any more. These days drama in the classroom, role-playing, improvisation, etc. isn't necessarily big news. But there are other groups springing up in English and in other languages. For example, there's a group in Greece, in Athens, and there's a group in Spain, in Barcelona, who do things in a more modest way. They perform in their town for the local students, not travelling as we do. And there's a group now in Belgium which does a similar sort of show in Dutch.

JALT: *Do you use what could be called teaching techniques in your show?*

Ken: The teaching techniques that we use are what you might call behaviourist in as much as there's a stimulus and response situation where the audience shout out an answer to us. The problem for us is that the newer techniques, which, I think, most of us have high regard for, make how we involve the audience rather more difficult because the new ideas are taking areas of language...

JALT: *Functional teaching?*

Ken : Yes...In the teaching situation with the newer methods, there's a lot more onus on the student finding his own way, doing his own creating--those kinds of things. As I see it, our show is going to have a lot of trouble trying to mirror this style of teaching. However, the behaviourist type of technique that we do use in the show is very successful because it brings out this response from people. And by having an audience shouting things and singing things together, it helps to create this Lozanov-style atmosphere I was talking about before, which is unity amongst the people, a common aim, etc.

JALT: *Do you think classroom teachers can take some tips from what you do on stage?*

Ken : Well, I think it's a very , very dangerous thing to say yes to that until we know abit more about the Schools.

JALT: *When your people are teaching themselves, do you find you use anything you use in the show?*

Doug : For us, it's not so much: "Can we apply to classes that we are teaching or were teaching what we do in the show?" In fact, it happened the other way around. I mean the show simply grew out of the type of teaching we were used to doing. So, for us, the reason that the show consists of sketches and songs, questions and answers, chorus work... is that those were features of the type of approach that was used in the schools where we worked.

Ken: Can I give you an example... It's difficult to say this because you don't want to suggest that teachers in any country are not doing their job well, which is not the case.. But, I've found that some of things that we take for granted as teachers could in fact be improved by watching what we do as performers. Number one is actually asking people to react to each other as if they were speaking a realistic dialogue... (The second is) to look at the dialogue in our show which is not great long speeches mouthed to each other, which you find in books, but is little,staccato, real utterances, and to think more of finding materials that reflect that (--like our book, for example. It's full of dialogues like that!)...So, I hope it will maybe modify people's thinking in that way. Again, we're extremely modest about this... In the old days we used to make sweeping statements about changing your attitude toward teaching which bore no resemblance, or took no account of, the circumstances of the teacher or the students in any particular country.

Doug : Yes, particularly with reference to the personality of the teacher. I think there's a great danger because what we do is an extremely extrovert activity--five of us in loud costumes, jamping about on stage. Now the danger is that the teacher will feel inadequate by comparison... We wouldn't want to suggest that the way to teach is to be extrovert and demonstrative all the time. Obviously, for certain teachers, that would be quite inappropriate and would embarrass them. They would feel awkward in front of their classes and undermine the very valid, quieter side of teaching they already have. So, in going back to where this originally started, about what teachers can put into practice from having seen the show. It's not in any way a suggestion of the complete revision of the personality or approach to the class but modifications that they might incorporated within their own approach.

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Job Hunting in the 'Big Mikan'

Irma Woodward

So you've just arrived in Japan. For the purposes of this article, I will assume that you don't have a job and you do have some experience in teaching English as a foreign language. I will assume that some of you have degrees in TEFL, TESL, ESP, etc. What do you do now? You realize that if **you don't** get a job within two weeks or so you will have to leave the country. You need sponsorship with your job. You want to teach full-time. You consider yourself a professional. The stage is set. You buy a Japan *Times*.

If it is Monday, you are lucky. You start calling since there are lots of ads. You get an interview after telling them that you have experience and a degree (at this point, it doesn't seem to matter in what). Beware if they have to ask someone what time you should come in. It means that they have some teacher who is just standing around to answer the phone. Also beware if they ask you to spell your name three times before you are allowed to speak to the personnel manager. He will never get your name. It will merely go in the secretary% log book. If they say they will call you back, assume they won't and go on to the next ad.

You can save yourself a lot of time and energy by asking the right questions on the phone. Ask them if they will sponsor you. Ask them what the salary is. Don't take hedging on the phone. In any other profession, the salary is clearly defined. It is only in teaching where that is one of the last things you are "supposed" to ask (because it is so low). Sometimes they can't give you the specific amount, but try for a general figure. Ask them what the hours are. Ask them how many students they have in a class. Ask them if they give contracts. Usually, if they sponsor you, they will also give you a contract. If it sounds right on the phone, then say you would like an interview. I went to a lot of interviews that I didn't have to go to if I had just asked the right questions. I really didn't mind going to some of them since I didn't have anything else to do and it is a good means of learning your way around Tokyo on the trains. It is also a good way of knowing what the job market is like. Seeing some of the other places made the job I took look more attractive.

Be sure to get good directions. People here are notorious for giving you false directions. They have travelled the route for so long that it is easy to be confused. I had a guy from one school tell me to "go right after the exit. " I had it written down. Wrong. So, I had to call again and have someone come and find me. . .which got me off to a bad start.

At this particular school, the woman I was supposed to see wasn't there. One of the secretaries gave me a mimeographed application form that obviously wasn't designed to glean any more information than name, school, experience. And only one line for each. I was asked to fill out the form. I walked behind a small partition that said "Teachers only". Behind this were three chairs, full, and three people standing...the staff. It looked like the train I had just come off of. Very cramped. I filled out the application. (I was desperate.) The application also had a space for "type of visa", by the way. Then, wisest of all, I left. I was told to come at four. The woman wasn't going to be there until 4:30.

This was not my first interview, and I had gained some insight into what I might expect if I had stayed. The woman called later that day or the next, having read on the application that I had an M.A. and experience. She berated me for not waiting. I thought of where I would have had to wait and was so angry that I didn't say anything. The whole place was a sham of a school. I should have told her that if she wants professional staff then she had better straighten up her act. Isn't it amazing what we will put up with when we need a job? And this is the point. These schools do get teachers. Well, warm-bodied-native-speakers, anyway.

Another school I went to near the American embassy (I've forgotten the name) sounded good on the phone. I found out in the interview (after I finally located it) that you had to be available to teach classes from 7:45 in the morning until 9:15 at night. They could schedule you at any time and the student had the right to call an hour before class and cancel or change his appointment. The student paid Y6,000 an hour for the privilege. The teacher got Yl,l00. The really weird thing about this type of situation is that there are people out there who will take this job. Otherwise, how could the guy offer something like this with a straight face?

Take your credentials with you when you go for an interview. Perhaps they won't ask for them; perhaps they will. If you don't want the job, ask for your credentials back. They are expensive to copy, and the school should have no use for them. If they don't ask for them, ask yourself why not?

The main thing to remember is that no matter how pushed for time you are, look around. Go to interviews. It is depressing, but keep looking. Decide what you want. Do you want to spend a lot of time on the train? Do you want evening classes? Don't settle for the first offer before you have looked around some. If, in the interview, they are vague or appear to be leading you astray, then leave. Have the courage to say that you don't think their school would be suitable for you.

So many schools I went to had such a snobby attitude towards me. Their way of selling the school, I guess. Or, perhaps more likely, to put the interviewee in his or her place. Kanda was one of the worst for this. I was treated most unprofessionally. The interviewer acted as though he didn't have a job for me or anyone else. But they are still advertising in the paper. This attitude is not only a problem in Japan. I just got a letter from a friend of mine in England, who said he went to an interview in London ".. .but they offerred me so little and treated me so officiously that I began to laugh uncontrollably in the middle of the interview." Good for him! I feel if more teachers felt this way, then the situation might change some.

There are people willing to teach irregular hours, have 50 students in a classroom, have no work space and no preparation time. That is why the schools have the attitude towards their teachers that they seem to have. They will merely hire someone less qualified if you don't take the job. In no other profession would this be allowed to happen.

Some schools here will tell you on the phone that they will get you a visa. Be sure to make it clear that you don't want a cultural visa. Many, it seems, will offer you one. It is illegal to work on a cultural visa without special permission. It also involves the same trip to Korea.

Some places that need teachers will farm you out to companies. Be sure to figure the traveling time involved into the salary. What looks attractive at first might well turn out to be a very poor job. An hour or two on the train for a two-hour class might not seem too bad at first. But count the hours. (And remember August is hot!)

I have heard that some schools don't pay on time, or at all. These also seem to be the ones that hire tourists. After all, if a tourist wants to complain,where can he go? He's working illegally to begin with. As a general rule, don't work for a place that is willing to hire someone on a tourist visa.

Another thing to remember is that most schools are primarily businesses. Some schools can combine the profit-making and educational aspects of the situation,and some cannot. It is difficult to tell in an interview which category the school falls into. If you have a chance,talk to some of the teachers who may be around. Knowing as much as you can about the students, your potential co-workers, and your contract can never hurt your decision-making process.

So manypeople in administrative positions talk about the quality of teaching in Japan. Perhaps it's time to look at the quality of the jobs, too.

* * *

(Irma Woodward is one of the "Iranian refugees"mentioned in the April issue of the Newsletter. She and Fred Allen have both been able to find acceptable jobs in Tokyo.)

po·si·tions

(Sapporo) Fuji Women's College in Sapporo will have an opening for an experienced and well-qualified ESL instructor in early 1980 to teach intermediate to advanced courses in composition, literature and conversation. The successful applicant for this position will be provided with transportation, housing,and a salary commensurate with his education and experience. Resumes should be sent to the English Department, Fuji Women's College, Kita 16, Nishi 2, Sapporo 001.

(Takamatsu City, Kagawa Pref.) One full-time English teaching position will be open at the Kagawa-ken Institute of Foreign Languages, Takamatsu, Kagawa Prefecture. Minimum two-year contract can be made available anytime from September 1, 1979 to December 1, 1979. Native speaker with college/university degree and a workable knowledge of spoken Japanese is required. Salary will be determined by previous teaching experience. For information, write: Kagawa-ken Institute of Foreign Languages,Bancho, 2-chome, 4-27, Takamatsu-shi, Kagawa-ken 760;or call 0878-21-9561.

(Tokyo) Athenee Francais is looking for a full-time English teacher for September, 1979. Hours include afternoons and evenings, Monday through Friday (20-24 teaching hours, 6 office hours). Salary: Y400,000 minimum. Applicants must be native speakers,have a Master's Degree in TEFL, and at least two years full-time TEFL experience. Send resume to: Mary Ann Decker, Director, Regular English Program,2-11 Kanda Surugadai, Chiyoda-ku, Tokyo 101.

(Tokyo) A part-time position is available from September at a university near Seisekisakuragaoka on the Keio Line. A native speaker teacher is needed for 4 conversation classes, on Tuesday and Thursday. Salary is Y60,000 per month. For information,call Mrs. Teresa Kennedy between 8:00 - 10:00 p.m., weekdays, 03-391-8652.

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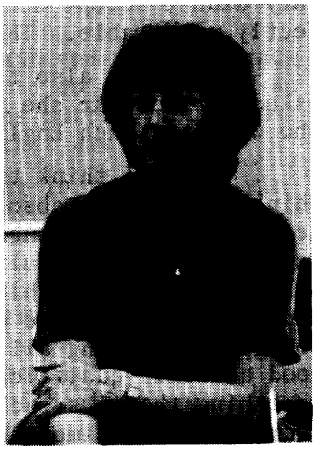


That's not, strictly speaking, true, but from early July it will be. Alice Lester, after five years teaching English in Japan, is leaving then. To say "teaching English" however, hardly even begins to describe the range of Alice's activities, which include teaching intensive, semi-intensive and six-month general courses at every level from beginners to advanced, businessmen's courses, teacher-training courses for both Japanese and native speakers and courses designed especially for secretaries, to mention but a few. She has also attended numerous workshops, either to further her own knowledge or to give demonstrations of particular teaching techniques, such as functional teaching, the teaching of vocabulary, how to use supplementary material in the classroom, and so on.

When we met recently I talked to Alice about some of the things she has done while she has been with International Language Centre, Tokyo, and her retrospective feelings about them. First, however, she gave some background information about her pre-Japan teaching experiences and why she came here originally.

"I've been in teaching as a profession for a very long time, virtually all of my working life. I taught mathematics for a considerable period in the U.K., in Singapore and in Cyprus. Then I decided I'd quite like a change, and when I left Cyprus six years ago I went back to England, and in fact didn't have a job at all. One day I saw an advertisement to come and teach here with I.L.C. in Tokyo, so I did their training course and came just over five years ago."

I then asked Alice why she chose to teach English, since her previous experience had been in another field.

"Well, it wasn't so much a conscious choice to teach English. I'd been teaching secondary school children (11-18 year olds) for 13 years, and what I really wanted to do was have a change from teaching children, but to stay in teaching. Added to that, I'd been here for a holiday when I was in Singapore and I'd liked Japan very much. The combination of a job offered in Japan, a job where training was provided, and one which involved teaching, but teaching adults, made me apply for the job in Japan, rather than a conscious choice of, 'Oh, I'll teach English!'"

Alice had mentioned that one of the criteria which affected her choice was that training was provided, so I went on to ask her about training courses which she has since taught herself. Regarding the training course for Japanese teachers of English, I asked what she had felt to be their main area of weakness.

"One of the biggest problems is their lack of confidence, both in their ability to speak English and their ability to cope with a method of

which they have little or no experience. This is probably because many of them were taught by methods which emphasise grammar and translation, in which very little listening to or speaking of English was involved, so they don't have experience in an aural/oral approach to teaching. One of the things that I noticed when I taught Japanese teachers of English how to teach was that they were meticulous in their preparation, but when a student gave an answer which was, in fact, in perfectly good English, but which wasn't the answer the teacher had anticipated in his or her lesson plan, there was a moment of panic: 'Is it right?' 'Is it wrong?' and quite often they didn't accept that student's answer when in fact the answer was perfectly acceptable. This I think was because of this lack of confidence."

Alice has also taught training courses for native speakers, and I asked her how far she thought training was important for native speakers who want to teach English.

"Well, I think training is very, very important indeed. Actually, I think training is absolutely necessary for anybody who teaches or wants to teach. It's not enough just to be a native speaker of English; this does not automatically qualify you to teach it. Teaching is a very special skill, and not one which you acquire quickly. I've been in teaching a long time, and for me one of the most interesting things about it is that you go on learning all the time. It's possible for someone to have very good academic qualifications, but even then, not be able to teach. And something that's struck me while I've been teaching is that...I've learnt so much in the time that I've been here that I realize how little I did in fact know when I first came. I think it would be good if all language schools could establish, within the school, training schemes for their teachers when they first come and in-service training programmes that continue while the teachers are with the school."

Leaving this subject we moved on to materials available in Japan, their cal ibre and usefulness to teachers.

"There's a great deal available and more and more stuff is coming out all the time. A lot of it is of a very high standard. But I think an important point to bear in mind is that a textbook, tapes, or whatever it is that you are using, is only a tool that you use. They are things to be used, to be made use of, they are not the be-all-and-end-all of your teaching. You need a lot of experience to be able to use a book or a series of tapes, and use them well. The first thing you need is not a textbook but a syllabus. A syllabus that has been determined by what the future language needs of the students are. That's the first consideration: why and for what purposes does the student or group of students need English. Then you have to select your material to meet those needs. Whatever material you use, the main criteria for taking it into the classroom is that it is of direct relevance to the future needs of the students."

I then asked Alice why, in her opinion, students choose to enroll in schools which use aural/oral methods, as opposed to more traditional teaching methods.

"Most of the adult students that come here (I.L.C.), and to schools like this, have a background in English, but English for them has been largely a study subject, something they studied in order to get through important examinations that led to something else. They've come to the realisation that although they've studied English, they can't use it in the way they need to use it, to communicate. So they come here mainly to develop their listening and speaking skills, skills which were neglected in the kind of examination English experience they had before. I think it's

our job as teachers in schools like this, to show them how and when to **use** all the English they have tucked away somewhere in their heads ."

Next, I asked Alice to comment either on any changes she had seen which she felt had been useful or advantageous, or any changes that she hadn't seen but felt would have been beneficial.

"Well, one of the good things that has happened is the establishment of organisations like JALT, which bring teachers together to exchange ideas and talk about teaching. Something I would like to see develop further from this is perhaps a bit more attention given to actual, practical classroom teaching. Since there are so many native speakers teaching in Japan who have little training, I think one of the things they want and need is practical help for the classroom itself. What to do. How to do it. Why to do it. When to do it. I'd like to see these organisations putting more emphasis on practical classroom activities in the seminars that are held?

I asked Alice what she would like to see happening in the future, in language teaching and learning in Japan.

"What I'd really like to see happening concerns what goes on in Japanese schools with the children. I'd like to see a move away from English viewed only as an examination subject, studied in the same way as geography or mathematics, and more emphasis placed on English as something with which people actually do to communicate. That really means more emphasis in junior and senior high schools on the aural/oral side of English. This can only be done if Japanese teachers of English get more training in aural/oral methods, gain the confidence that, as I said earlier, they lack, and hopefully too by bringing more native speakers of English into the Japanese school system."

books

Teaching English to Speakers of Other Languages

Greg Stricherz

"I couldn't put it down" is a blurb usually found on the back cover of a thriller. This book isn't a thriller, but it is a very interesting and readable book. I literally couldn't put it down.

Teaching English to Speakers of Other Languages--Substance and Technique gives the teacher a wealth of information about the language itself and about how to teach it. The book is divided into two major sections.

The first section is a general description of the grammar system, sound system, and vocabulary system of English. There are also lots of useful hints on teaching these three aspects of English and making usable, realistic practices for them. This section would be invaluable for a teacher who hasn't had a lot of experience. As the book says, "Being an English speaker does not of itself qualify one to be a teacher of English to speakers of other languages? But even for the experienced teacher, there are things to think about. The pronunciation section mentions the difference between stress on words in isolation versus words in a phrase, e.g. "afternoon" versus "'afternoon tea"--something frequently neglected by, or more likely unknown to, the teacher.

In the vocabulary section, I was surprised to see the adverbial suffix "-wise" (as in timewise) mentioned. It may be decried in some quarters, but, as the book says, it's quite a productive affix in present-day English. I had never thought of teaching it, but it's definitely something an advanced learner should be aware of. I'm sure that the first section of the book will provide even the most experienced teacher with a few things that can be used in the classroom.

The second section should appeal to almost all readers. It covers a large number of things that a teacher should think about beyond what is presented in the classroom. How does a student learn? What can a teacher do to facilitate learning? What makes a classroom physically conducive to learning, and what can the teacher do to improve a poor classroom? Some of the answers are obvious...in fact, so obvious that we might never think of them.

I realize it's pretty hard for regular readers of the *JALT Newsletter* not to be aware of the major teaching methods, past and present. But for anybody who has ever wondered what, for example, the Silent Way is, this book gives a very good overview of the various methods. And it does it in language that is completely understandable.

Another helpful part of the book is the inclusion of cartoons to illustrate a particular point. My favorite (going back to the "-wise" suffix) was from the New Yorker: "'Did I understand you to say 'hopefullywise'?" And for the native speaker who can't appreciate the difficulty students have in understanding idioms, the "Hi and Lois" strip on page 126 should be enlightening.

As I said in the beginning, this is a very readable book. It presents a great deal of information and does it in straightforward language. Whenever definitions are given, they are clear. There is little that the layman would have trouble with. Terminology is also precise. For instance, we are cautioned against equating "productive" (e.g., speech as a "productive" skill)

with "active," and "receptive" with "passive." The author states that "there is just as much activity in the exercise of receptive skills as in that of their productive counterparts." A difference such as this may seem minor, but it's a good example of the kind of sensitivity a teacher has to have if he wants to help his students acquire proficiency the most effective way possible.

Some readers might wish for a more detailed treatment than this book gives. But considering the range of topics, that would be almost an impossibility for one author, or at least take a lifetime of work. This book isn't intended as a scholarly reference. It's a practical guide, meant to be read and reread. It's the kind of book you'd take home with you as a guide for the preparation of the drills or the test you want to use in your next class. Each chapter does have an extensive bibliography though. In fact, there are almost 19 pages of bibliographical material. A person who is interested in more reading on a particular subject can easily make selections from the bibliography, Many of the sources listed are readily available in Japan.

When I finished reading this book, I had two very strong feelings. First, I wished that this text could be used in all training programs for Japanese teachers who are going to be working with students at the secondary-school level. That would make it much easier for those of us who don't see the students until they've had six years of English "education" in the Japanese school system. (The book, by the way, doesn't throw translation--the core of high school English courses--out the window. But it does emphasize that its usefulness is limited and its usage should be too.) Second, this book reminded me of why I became a teacher of English to foreign students in the first place. And it made me happy that I am one.

Ever met an X-ian?

A Cross-cultural Experience

Kathy Tietz

Although I have more than ample, daily opportunities to test my ability to communicate cross-culturally, I nevertheless was eager to attend "A Cross-Cultural Experience" on May 6 at the Life Dynamics Center in Roppongi. This was a repeat performance of one of the JALT '78 conference workshops presented by Don Freeman of the Language Institute of Japan and Stacey Klein of Athenee Francais. The program had been so well received last fall that Life Dynamics decided to sponsor the same workshop and thus allow 40 more people the chance to focus, in a short time, on how they operate in a different culture.

The first hour was a good warm-up for what was to follow. We were shown four slides and told simply to jot down everything we saw. In the discussion afterwards, many were surprised to find that their "observations" were actually judgments. Using brand names was a common pitfall, as well as applying adjectives like "dirty," "small," or "pleasant ;" but even such basics as colors or deciding on the sex and race of a person were called into question.

One discussion point was: Where can the line be drawn between an observation and a judgment? It was suggested that if a group is culturally homogeneous, it may agree that a certain picture of a man in a robe, carrying a lamb, is Christ; but in a mixed group must begin with what is, for that group, the lowest common denominator, culturally. This concept became very clear to our small group when we Westerners all agreed that one of the slides portrayed a Memorial Day commemoration while our Japanese member thought it was a tour group on a day's outing. Another insight was seeing how much value we place on knowing. For instance, on one of the slides, I had observed a plastic image of a little deer. Later, a group member identified it as Bambi, the Disney character. My immediate reaction was "Of course! I should have known that. That's the real answer," and so changed my whole interpretation of the deer. I had quickly judged the name to be the better "observation." It made me think about how much I expect my students to understand things Western and how much more I value those who, by whatever means, "know" more. The whole exercise helped to show how much we fill our language with judgments, interpretations, and assumptions which are not necessarily shared or understood by our listeners.

The second part of the three-hour workshop was a simulation game in which the participants were divided into two groups: journalists and citizens of an hypothetical country, X. Each group was given a set of instructions which the other group did not receive. The effect, of course, was that the American reporters had to meet a group of X-ians whose cultural values were very different from theirs, but about whom the reporters had no previous knowledge. Each pair of journalists talked with three X-ians tried to get into their good graces, and finally asked for permission to enter the mysterious country X.

I think the main value of this exercise was that it reflected so well deep-seated attitudes. For instance, the X-ians could ask themselves how easy--and how good or how uncomfortable-- it was to asume a role which may have been opposite to their cultural training. It was also a good chance for them to examine who their models were for the roles they played and how their culture created and perpetuated the behavior of that model. As for the journalists, they were given lots of feedback on how they were--but usually were not--able to put aside paternalism, busy-ness, exploitive overtones, and

American informality in order to try and understand the X-ians. One of the main complaints against the reporters, according to the X-ians, was that they were not really interested in the X-ians as people.

In the summary discussion, we wondered together how much offense we daily give to the Japanese, and whether our perception of the Japanese tendency to forgive foreigners is a true one. Someone also asked how possible, and how desirable, it is for us to clear away all of our culturally-instilled information so that we can communicate from an unbiased viewpoint with a person of another culture. Finally, several people commented on their security or insecurity in moving from one kind of cultural behavior to another. Those who were doubtful felt as if they were floating back and forth without ever touching ground; they became less and less sure of their identity. Others, however,were certain of a core identity within; it allowed them to move through different cultural patterns and to change their behavior, but it also continually assured them that they were still being themselves.

let·ters

A SLEP OF THE TONGUE

To the Editors:

I read Nancy Nakanishi's review of a talk by David Hough in the March *JALT Newsletter* with interest,and I strongly agree with Mr. Hough's claims that the system of phonetic transcription used in most English-Japanese dictionaries leaves a great deal to be desired.

However, if his views are being fairly presented in the article, I think he misunderstands what is happening when some speakers in the southern U.S. (and other areas) pronounce both "pin" and "pen" as [pIn]. It's generally recognized that this lack of distinction between [I] and [ɛ] occurs only when the following sound is nasal [m,n, ŋ]. So, for example, words such as "empty," "enter," and "men" would would be pronounced with an [I] sound by speakers of this variety of English.

The word "ship," which Mr. Hough claims is pronounced "shep" in southern U.S. English, does not fit into this pattern of pronunciation for two reasons:

1) The vowel is not followed by a nasal.
2) Even in cases where [I] and [ɛ] are not distinguished, the neutralization is in the direction of [I], never [ɛ]. So, for example, "pen" could be pronounced [pIn], but "pin" could never be pronounced [pɛn].

Leaving aside all questions of the wisdom of teaching students a mishmash of pronunciation patterns from a number of varieties of English, it would appear that the given example is erroneous, as it represents a pronunciation that I don't think could be found in any variety of English. However, I'm willing to be enlightened if Mr. Hough has further comments on this.

Marla Tritch
Tokyo

Mr. Hough's reply: The point I made regarding the distruction between [i:] and [I] was not a major one and for that reason Ms. Nakanishi in her article rightfully made only brief reference to it. While her one-sentence explanation was an oversimplification of what I said, your very lengthy description also neglects certain factors, such as dipthongization. In any event, it wouldn't be too valuable to spend much time in class on such minor points.

re·views

Cultural Pluralism in Japan

Jeanne Hind

On April 22, the Tokai Chapter had as its guest speaker Professor Nobuyuki Honna of Kinjo Gakuin University. Professor Honna spoke about language education for cultural pluralism in Japan. Contrary to popular belief, Japan is not a mono-ethnic, momo-lingual, mono-cultural country, and Professor Honna's talk concerned such topics as bimodalism of the deaf, bidialectalism in a multidialectal society, communicative differences of urban and rural children, cultural and linguistic problems of Ainu and Korean minority groups, and foreign language education.

First, Professor Honna explained that an analogy can be drawn between what is happening with the language and education of deaf people, and linguistic and cultural pluralism in the world. He utilized the term "bimoda1," which he defines as a deaf person who acquires sign language as the native language and spoken language as the second language. Deaf people in Japan are ostracized socially and mishandled educationally because their native language, signing, is stigmatized as animal-like' gestures. Further, it is only recently that sociolinguists have indicated that sign language is a complex linguistic system, a language in its own right. Not speaking or hearing is considered "abnormal" by ethnocentric hearing persons. Therefore, oralism (teaching speech to deaf students) is encouraged, more often demanded, and signing is forbidden. The deaf person is forced to put aside his/her native language and utilize his/her second language. Because oralism has been basically unsuccessful, this has created the misconception that deaf people are not intelligent enough to acquire language. This led Professor Honna to strongly state that bimodalism must be accepted, although he admitted that this acceptance is far from reality in Japan.

From this topic, Professor Honna turned our attention to bidialectalism in a multidialectal society. He told us that there are hundreds of different dialects in Japan, a fact anyone who has traveled to rural areas in Japan will confirm. The establishment of Standard Japanese created a problem for speakers of the various dialects. Suddenly, nonstandard dialects were stigmatized as lower class. Interestingly enough, recent linguistic surveys have shown that even Tokyoites speak a nonstandard dialect. The actual linguistic situation in Japan involves bidialectalism with diglossia, the situation in which a speaker switches from Standard Japanese to other dialectal varieties depending on the linguistic requirements of a given situation. Teachers have become sensitive to the bidialectal situation, and a favorable trend toward acceptance of dialects is now indicated. Again, Professor Honna strongly reminded us that requiring any group of people to learn a second language (or in this case dialect) should not mean depriving them of or socially stigmatizing their native tongues.

In connection with bidialectalism, Professor Honna moved to communication differences between urban and rural children. Urban children employ language in a more explicit way, both syntactically and semantically, while rural children are more implicit, using nonverbal ways of expression. In explaining this, Professor Honna referred to E. T. Hall's book, *Beyond Culture,* which defines a high-contact culture and a low-contact culture,

the basic distinction being that a high-contact culture uses implicit language and a low-contact culture uses explicit language. In Japan, the educational system deals with explicit language, i.e. urbanized speech with its more involved linguistic system. Accordingly, the urban child's School Language and the language used in his/her social environment are very similar. Conversely, the rural child's School Language is very different from the implicit speech used at home and in the rural social environment . Thus, School Language needs to be regarded as a second language of sorts that must be acquired by rural children. This problem is a sociolinguistic problem, and the failure of those concerned with school education to recognize this gap between urban and rural language has led to a learning problem for rural children.

Professor Honna then spoke about ethnic linguistic and cultural pluralism in Japan, Because of limited time he chose only two of the several ethnic minorities found in Japan: the Ainu and the Koreans. He began by remarking that the Ainu language is unrelated to other languages in the world, and is, thus, of great linguistic interest. Unfortunately, as is often the case when one group of people is taken over by another, the Ainu language and culture have been negatively affected. We were all surprised to learn that there are less than ten native speakers of Ainu left. Furthermore, these people are elderly and their memory in respect to all the aspects of the language is not clear. Moreover, Ainu has no written form. Therefore, reconstruction of the language looks dismal, but Professor Honna feels that salvation efforts should be encouraged so that the linguistic aspect of their culture will remain, if only symbolically. Currently, the Ainu's desire to maintain their ethnic consciousness is high. Young Japanese anthropologists, linguists, and sociologists are very interested in making sure Japan learns to regard itself as a multicultural nation.

The Korean minority, on the other hand, accounts for 90 percent of the total number of foreigners living in Japan; yet, their status is that of second-class citizens, unlike other foreigners in Japan. Of the Koreans living in Japan, some affiliate themselves with North Korea and others with South Korea. The North Korean faction has private schools whose curricula include ethnic studies for maintaining cultural awareness. Retention of their native language is of great importance since many of them plan on one day returning to the North. The South Koreans, however, have more of an inclination to stay in Japan. Therefore, their present condition is not comfortable since they feel forced to reject their native language and culture, often even forsaking their family names for Japanese surnames, in order to be accepted in Japan. At this point, Professor Honna introduced us to the terms “happy bilingualism" and "sad bilingualism." A“happy bilingual,” as defined by Professor Honna, is a person whose motivation to learn a second language comes from a desire to enrich his or her personality or character. While trying to become bilingual, and upon becoming bilingual, the person retains a good self-image full of pride and happiness. On the other hand, a “sad bilingual” is a person whose motivation to learn a second language is impregnated with feelings of shame toward his or her own culture and language. Mere survival within a culture that denigrates the mother culture and language creates a “sad bilingual ." Self-respect is severely injured and becoming a bilingual is not self-satisfying. Professor Honna views this problem as due to Japan's attitude of conquest rather than intercultural communication. He regards Japan's primary enemy as "cultural parochialism/ While he admits ethnocentricity is deeply rooted in the history of human experience he seems optimistic about positive advancement toward bilingualism. He points out that bilingualism and biculturalism do not necessarily require a majority

group to become bilingual and bicultural, but the majority group should be bicognitive; that is, it should be able to co-exist with linguistically, ethnically, and culturally different groups.

Finally, Professor Honna said that for this socio-psychological evolution to occur, foreign language education should be utilized as a means of enhancing intercultural communication and understanding. In discussing foreign language education in Japan, he began by giving a brief historical glance at European language teaching in Japan. As he so aptly put it, "Japan opened its front door to usher in Western civilization, but kept its back door shut to keep out Western culture." The Japanese seemed afraid that the national sense of identity would be lost or corrupted. Therefore, it is only recently that intercultural aspects are being introduced in foreign language education. Nevertheless, Professor Honna warned that in implementing intercultural understanding programs, we must be careful not to instill snobbish attitudes. He does not want to see students of English, for example, acquiring superior attitudes toward students of, say, Korean or Swahili.

Professor Honna regards cultural pluralism as a philosophy. He believes that bilingualism (which includes bimodalism), biculturalism, and bicognitivism will create more positive attitudes toward one's own cultural and ethnic identity. Finally, his talk indicated that there is a group of people in Japan who are working toward better intercultural understanding and moving toward a more culturally pluralistic Japan.

Picture Squares

John Maher

One: Joan used to be a housewife. Two: Last year she got a job as a cocktail waitress. Three: Now she 's working six nights a week and has a regular boyfriend.. .One: Jim used to be a high school student. Two: Last year he dropped out of school. Three: Now he's a member of a motorcycle gang... One: John used to work at a factory. Two : Last year he was injured at an explosion at the factory. Three: Now he's in the hospital and won't be able to leave for three months.

No, these are not events in a T.V. soap opera whose characters, pink-cheeked and enlarged by circumstances, eventually emerge into the Zeitgeist of modern day San Francisco. But they could be. Intriguing as the individual stories are, they become even more so when we are told that the lives of all three people are in some curious way intertwined. The student, whose job it is to figure out these relationships, is provided with certain aids: first, a series of pictures which illustrate basic statements about the characters, and second, a teacher who happens *to* know the beginning and end of this complex tale. Initially, students can only ask yes-no questions in order to discover the facts. After this, who, why, when, where, and what questions are practiced consecutively. Further questions may be asked involving adverbs of time, etc.. .or questions involving negatives, until the day's teaching point is firmly secure in the students' minds. Such is the basic strategy of "Picture Squares, a technique demonstrated by Elena Pehlke at the April 29 meeting of the Chugoku Chapter. Characteristically, this approach creates a great deal of excitement and intense concentration on the part of the students.

Squares for sound contrasts were also presented. Simple pictures can be used to practice minimal pairs, for example: Ruthie likes rice. Lucy doesn ' t like rice. Lucy likes lice, etc. Despite my own dissatisfaction with mini-

mal pair drills, deploying visual aids for this purpose does seem to be a definite advance over present usage.

Picture squares or "Lipson Squares" were originally devised by Alexander Lipson, a professor of Russian at Harvard and later developed by Ruth Sasaki and Lance Knowles, formerly at the Language Institute of Japan. Ms. Pehlke is clearly a skilled exponent of this technique and conducted the day-long workshop with admirable enthusiasm. Over 35 members attended.

TESOL Tidbits

Mark Mullbock

The highlights of the 1979 TESOL convention were brought to the JALT Kanto branch membership by convention participants Kenji Kitao of Doshisha University in Kyoto, George Pifer of the Japan-American Converstation Institute and Paul Hoff of Time-Life.

Dr. Kitao led off with a brief history of TESOL. TESOL started in 1967 with 359 members. Today, there are more than 8,000 members--half of whom are in more than 60 countries other than the United States, including 163 in Japan. The importance of TESOL in the United States can be illustrated by the fact that there are 28 million Americans who have languages other than English as their first language, and 2.4 million who cannot speak English at all. Dr. Kitao followed up his brief history with a report on the present structure of TESOL.

After giving this brief background, Dr. Kitao went into the actual events of the convention itself. As is usually the case with a TESOL convention, the biggest frustration was the number of papers, demonstrations and workshops--there were just too many to choose from. And with 3,000 people in attendance, it was often difficult to attend one's first or even second choice.

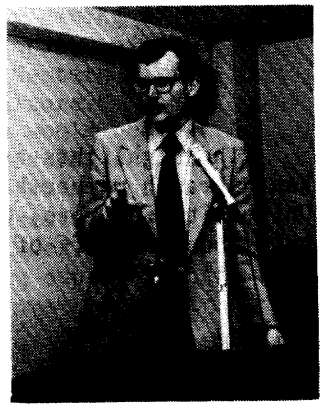
There were not many presentations on new methods or approaches--only one on the Silent Way, two or three on Community Language Learning, two or three on Total Physical Response, and one movie on Suggestopedia. Most presentations dealt with more specific aspects of language learning and teaching.

Joan Morley, for example, spoke on "Materials Development--the New Frontier". Morley pointed out that there has been an instructional revolution in ESL, with the focus now on:

1) the individuality of learners
2) the individual learner's language
3) the special purpose needs of particular students
4) communication
5) humanistic classrooms

Some of the major changes which have taken place in the last few years include 1) the role of the teacher from a model drill leader to a manager of learning experiences and a facilitator of learning, 2) the role of the student from a repeater of patterns and forms to an active, creative prime mover in his/her own learning process, and 3) the role of materials from being the center of language teaching and models of the language to being supplementary and even secondary to communication and language function.

Mr. Pifer spoke generally about some of the sessions he attended, including one on listening comprehension. He feels that Mike Rost, co-author of *Listening in the Real World,* is on the right track in trying to come up with something which students can understand and which will encourage them. He pointed out that even native speakers cannot take accurate and complete notes on lecture material which is read, so how can we expect foreign students to do so?



Mr. Pifer participated in a panel on "Perceived Attitudes in Second Language Learning" at the convention. It was brought out at this panel discussion that many teachers are not sensitive to what students expect from them as teachers in the classroom.

Mr. Pifer also delivered a paper at the convention on Japanese students expectations of teachers. The most important point he brought out is that foreign teachers in Japan should show sensitivity to the Japanese student. This does not mean that the teacher should act Japanese. Some, if not most, students expect foreign teachers to be different from Japanese teachers. Many of them come to class to learn to relate with or be in the same room as a foreigner. Even a seemingly small item such as dress may be very important, conveying a sense of seriousness on the part of the foreign teacher.

The last speaker was Paul Hoff, who spoke about recruiting activities at the convention. He reported. that the job center was flooded. The greatest number of people looking for jobs were those who had just been evacuated from Iran, but most other candidates also had overseas experience. Paul alone received 90 resumes. To illustrate the accute job situation, it was pointed out that a JALT meeting advertised to interest people already in Japan in JALT activities was attended by 50 people, of whom 35 or 40 were looking for jobs here.

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an·nounce·ments

This summer, from August 12 - 18, the Language Institute of Japan will hold its 11th Annual Workshop for Japanese Teachers of English. This is a week-long live-in workshop which includes language study, special lectures and programs, and seminars on a variety of teaching methods and techniques. The workshop is conducted by LIOJ faculty and invited lecturers. For tuition and application information contact the Languge Institute of Japan, 4-14-1 Shiroyama, Odawara 250, or telephone 0465-23-1677.

Dr. Richard W. Schmidt (Assistant Professor, Department of English as a Second Language, University of Hawaii) will give a talk entitled "Recent Research in the Acquisition of Communicative Competence in Second Languages." at Athenee Francais (near Ochanomizu Station) at 4:00 p.m. on Sunday, June 24. A fee of Y500 will be charged. For further information, contact Mary Ann Decker, Regular English Program, Athenee Francais, 2-11 Kanda Surugadai, Chiyoda-ku, Tokyo 101 (03-291-3391).

chap·ter notes

KANSAI

With twenty-three new members, including seven new student members, and with well over a hundred members in total, KALT's April 29 meeting with David Hough, Course Director of the Language Study Center, Nippon Electric Co., Tokyo, presenting"A Teacher Training Practicum on Pronunciation," was the best attended in chapter history. Mr. Hough began with a discussion of the vowel sounds in English using the Revised Jones phonetic alphabet common to dictionaries in Japan. He went on to show the differences between Japanese and native English speakers in terms of their conceptions of these sounds, with the length of vowel sounds having phonemic meaning in Japanese, though not so much in English,and the tense/lax aspect of sounds carrying the significant phonemic meaning in English,though it is fairly unimportant in Japanese. With this and other insights into specific Japanese problems with English pronunciation as a basis,Mr. Hough spent the second hour suggesting various means of teaching pronuciation in the Japanese context. A great number of details was stuffed into the last few minutes, and it was obvious Mr. Hough had much more to say when the time ran out. Fortunately, he was available for informal discussion at a semi-potluck dinner and party which followed the meeting.

SHIKOKU

At the May 12 meeting,SALT members participated in Presentations on role playing and drama in the classroom. Graham Page demonstrated an approach to role playing as a teaching and learning technique. He stressed the importance of variety and flexibility in the learning process and argued that teachers should maintain dominance, especially in a beginners* class, in order to guide the students in their growing experience. Kevin Hutcheson, using drama techniques learned from Richard Via,suggested that while drama is a tool for teaching, the importance of the performance itself should not be underestimated.

meet.ings

KANSAI

Topics: "Instant Talks"/
The Total Physical Response Strategy
Speakers: Jan Visscher and Aleda Krause
Date : Sunday, June 17
Time : 1:00 - 5:00 p.m.
Place : Osaka Gai-Dai
Fee : Free to members; non-members: Yl,000
Info : Kenji Kitao, 075-431-6146

Mr. Visscher's discussion/demonstration will deal with "Instant Talks," which are designed to overcome the stilted, inquisition-type conversations often found in textbooks and to develop fast-working inner criteria for correct language use. In addition, "Instant Talks" provide the teacher with an extremely rich source of student-generated study material. Mr. Visscher will comment on how to use the Cuisenaire rods during the analysis and self-correction periods and how to prevent "Instant Talks" from degenerating into show-off oratory or divisive fault-finding.

Ms. Krause's presentation/demonstration is designed as an introduction to the Total Physical Response Strategy developed by psychologist James J. Asher of San Jose State College in California. Asher's method stresses the need for a prolonged period of listening to and following commands before a language learner is required to speak. It is based on observations of children learning their first languages--hearing and responding to commands far beyond their abilities to produce. Other experiments and research have also shown that actual movement in response to language aids in learning and remembering the language and that permitting students to listen and act without being required to speak builds confidence and enthusiasm.

The first part of the program will be a description of the strategy and its theoretical background as well as some of the experiments supporting it. The second part will be a demonstration using German as the target language, followed by one of Asher's films of children learning French and Spanish through the Total Physical Response Strategy. A discussion period will close the presentation.

Jan Visscher has been teaching in Japan for eight years, presently freelance. He has a B.A. in Economics and has worked in professional and university theater. Aleda Krause is an instructor of English and German at the National L.L. School in Osaka. She received her M.A. in Linguistics and TESL from the University of Michigan, where she also did post-graduate work and taught German for four years.

Note: Due to the TES meeting scheduled after the meeting, there will be no party following the presentations.

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The following SIG meetings will be held in June:

Silent Way Interest Group (SWIG)
June 17, 10:00 - 12:30
Pendergast's Gai-Dai apartment
inf. Thomas Pendergast
06-443-3180

Children's Interest Group
June 17, 11:00 - 12:30
Osaka Gai-Dai
inf. William Widrig
0720-33-1085

Japanese Interest Group
June 16, 2:00 - 4:00 inf. Fusako Allard
International Language and 06-315-0848
Cross-Culture Research Center

Teaching English in Schools Interest Group (TES)
June 17, 5:00 - 7:00
Osaka Gai-Dai inf. Hideo Miyamoto
June 19, 6:00 - 8:00 075-431-6146
Doshisha University

Topics:	Therapeutical Language Learning/ English Through the Stomach
Speakers:	Toyotaro and Elizabeth S. Katamura
Date:	Saturday, July 7
Time:	2:00 - 5:00 p.m.
Place:	American Center, Kyoto 657 Higashi Mozen-cho, Shokoku-ji, Kamigyo-ku Kyoto 602 075-241-1211
Fee:	Free to members; non-members: Yl,000
Info:	Fusako Allard, 06-315-0848
Note:	The same meeting will be held at Kitahama Catholic Center in Yodoyabashi, Osaka on July 15, 1979.

Therapeutical Language Learning (The Toro Method with Adults): Mr. Kitamura thinks those who have failed to master the communicative aspect of language in the past can be considered as patients. Therapeutical language learning considers patients' psychological, cultural, and educational roots. Specific techniques,drills and games will be demonstrated as remedy.

English Through the Stomach: Many teachers today are looking for new, creative ways to practice everyday English without setting up artificial dialogues or situations remote from a person's experience. Cooking lessons provide a unique means of increasing knowledge of nouns, verbs, tenses, and patterns. Repetition and question/answer forms are built in. If presented in the right way,this can be a useful alternative to boring language sessions, for men as well as women.

NISHINIPPON

Topic:	Developing Communicative Competence in English
Speaker:	Dr. Mitsuo Hashimoto
Date:	Sunday, June 24
Time:	10:00-5:00
Place:	Tenjin Building, Fukuoka City
Fee:	Members free or at nominal cost
Info:	Frank Carlson, 092-581-3521

Dr. Hashimoto is currently director of the Institute of Foreign Language Education Research and Development. He received his Ph.D. in Linguistics from Georgetown University in 1967. He has been one of the regular instructors at the National Workshop for Teachers of English sponsored by the Ministry of Education. He also gives open lectures on TESL methodology in the International Division of Aoyama Gakuin University.

CHUGOKU

	Topics:	Modern Trends in Language Teaching
	Speaker:	Daniel Gossman
Date:	Date:	Sunday, June 10
	Time:	l:00-4:00
	Fee:	Members: Free; non-members: Y500
	Info:	Marie Tsuruda, 08X-28-2266

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 company.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 interpretor/ translator in Taiwan and Japan.

SHIKOKU

Topic:	Modern Trends in Language Teaching
Speaker:	Daniel Gossman
Date:	Saturday, June 16
Time:	5:00-7:00 p.m.
Place:	Bunka Center, Matsushima-cho
Fee:	Free to members
Info:	Keven Hutcheson, 0878-61-8299

TOKAI

Topic:	Teaching English in Junior High and High School
Speakers:	Barbara Fujiwara, Seifu Gakuen
	Grace Shinohara
Date:	Sunday, June 24
Time:	1:30-4:30
Place:	Aichi Kaikan (Chikusa Station), Nagoya
Fee:	Members: free; non-members: Y500
Info:	Minoru Hosokawa, 0592-32-6159
	Nancy Nakanishi, 052-763-2897

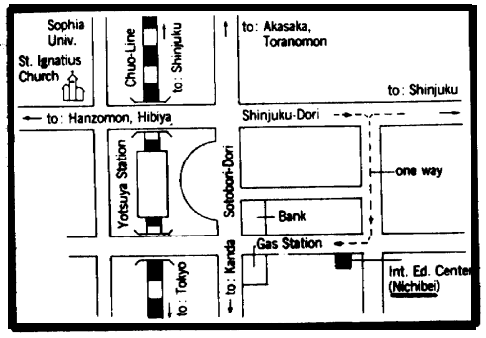
Topics:

1) Concerns of the foreign teacher--cultural differences, isolation from the mainstream of English teaching, students'attitudes towards oral English.
2) Some materials and approaches--picture stories, use of realia, etc.

After the presentation there will be group discussions.

Ms. Fujiwara holds degrees in anthropology and social studies education and has been teaching at Seifu Gakuen Junior and Senior High Schools for five years. Ms. Shinohara,formerly of Seifu Gakuen, is currently studying tea ceremony at Ura Senke in Kyoto.

KANTO



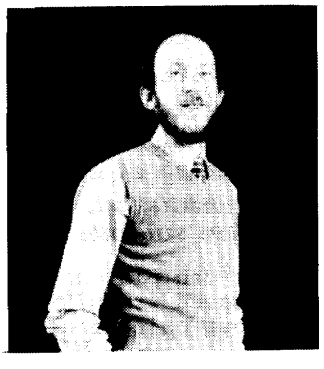
Topic : Teaching English to Children --The Toro Method (With Emphasis on Grammar and Pronunciation)
Speakers : Toyotaro and Elizabeth Kitamura
Date : Sunday, June 17
Time : 1:00 - 5:oo p.m.
Place : Japan America Conversation Institute (Nichibei)
Fee : Free for members
Info: James Duke, 03-264-5936
Larry Cisar, 0489-77-5719

Note: There will be a Kanto Chapter Executive Meeting from 12:15 - 12:45 at Nichibei prior to the program. Interested members are welcome.

The Kitamuras have developed an integrated system of teaching techniques called the Toro Method. Their books and unique method have been successfully used in the United States with Spanish-speaking, Vietnamese and Korean children, among others. This presentation is especially designed for teachers of children from 6 to 13 who are looking for a basic, step-by-step curriculum and want to know what to teach beyond songs, games and nursury rhymes.

Toyotaro received his B.A. from Kansai University and pursued graduate studies at Lausanne University, Switzerland. Elizabeth received her B.A. from Manhattanville College, N.Y. and also pursued graduate work at Lausanne University. They have been running the Toro English Workshop and teacher training courses in Osaka for several years.

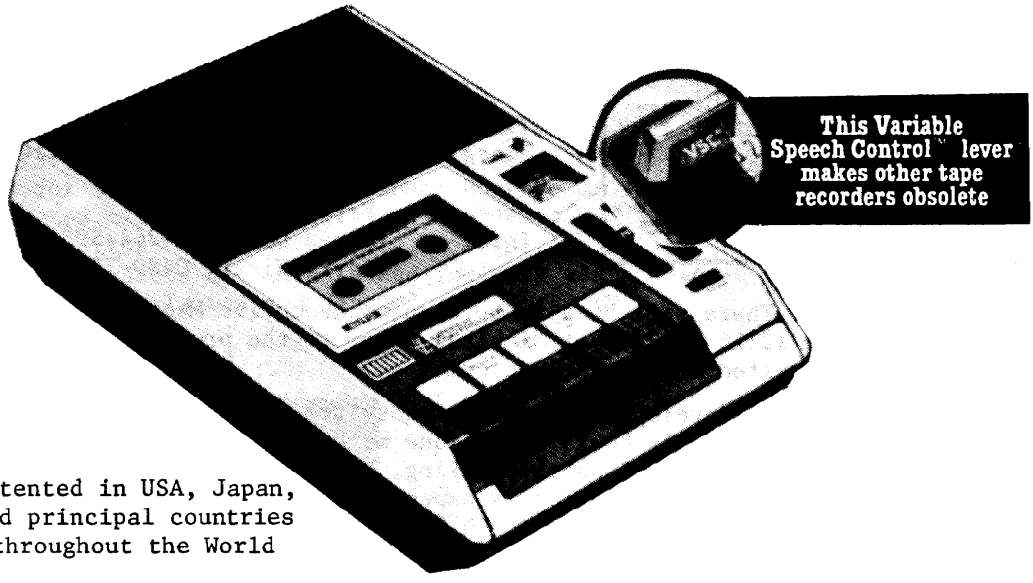
HOKKAIDO



Topic : The Silent Way: French
Speaker: Donald Freeman
Date: Sunday, June 10
Time : 1:00 - 4:00 p.m.
Place: Fuji Women's College
North 16, West 2, Sapporo
Fee : Members: Y1,500; Non-members: Y2,000
Info: David Waterbury, 011-561-3751

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

Variable Speech Contibl



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