

JALT

The Japan Association of Language Teachers

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special report

The Book Trade in Japan

To provide our membership with a better understanding of the book trade in Japan, two representatives of foreign publishers, one British and one American, were asked to respond to a series of prepared questions. To permit them as much freedom as possible in answering these questions, it was agreed from the outset that they would remain anonymous. In the transcription that follows, they are identified merely as "Br." for British and "Am." for American. Brackets indicate an interjection by the other speaker; parentheses are used for editorial additions. The interview was conducted by Newsletter Editor David Bycina. Your reactions and further questions are welcomed.

For the sake of background, could you briefly describe the system of book distribution in Japan?

(Am.) Very briefly, Yohan, Tohan, Nippon are overall book distributors. Normally, they do not have retail outlets of their own. Maruzen and Kinokuniya, as all of you know, are retail outlets, but they are also very heavily involved in the distribution and importation of foreign language books into Japan.

(Br.) Both Maruzen and Kinokuniya have their retail outlets around Japan, so they can, for their named stores, distribute direct to customers...In some sense, they act as semi-wholesalers. If you take an individual book store, such as Sanseido or Biblos, it doesn't have such retail outlets around Japan. That's a different sort of set-up all together. So, there are three or four different types of outlet, where purchasers can obtain books: the direct outlets of Maruzen, Kinokuniya; or--if people are in Tokyo--Biblos and Sanseido; if they're not within reach of this type of outlet, then they're dealing with the local affiliates--the Tohan, Nippon, Yohan.

And these companies, then, have control over the importing of foreign books into Japan?

(Am.) Not so much the control over the importing of the books, but they have control over the distribution of the books once they've reached, say, the Japanese shore. ..For example, (our company) can import as many books as it wants, but those books are going to stay at (our warehouse) until (we) can make the arrangement for the distributor, whether it's Tohan, Yohan, Nippon, Maruzen, Kinokuniya, or what(ever) to do the distribution of that book.

Why can't publishers distribute their books directly? Why must they go through these channels?

(Am.) There are probably two points that we have to remember here: one, most of the foreign publishers don't have the personnel in Japan to reach all of the bookstores in Japan to give them the service and the support that those bookstores need to keep them supplied with the books that we can import. The other thing is that many of the bookstores in Japan have some kind of a direct connection with a regional stockist or a wholesaler who has a connection with one of these distributors that we've already mentioned...And because they have that connection, they don't dare go outside that to deal with a foreign publisher.

(Br.) If we wish to trade in Japan, we have to use the extant distribution channels, and these distribution channels for books have been operating for sixty odd years, which is longer than our particular companies have been operating in Japan, of course. The systems and the relationships that have been set up are so well cemented over two or three generations of bookdealers that, for the bulk of our productions, unless we deal with these extant channels, we're not going to do business in Japan. ..

Could you describe the chain of middlemen between the publisher and the book buyer? Is it possible to say how much many levels there are between these two poles?

(Br.) Depends on the channel, doesn't it? I mean, if they're in Tokyo, it can be publisher--Maruzen--customer. [That's the most direct.] Of course, it could be Tokyo--publisher--Maruzen--Maruzen branch office in Tokyo--customer. [Or, it could be: original publisher--Tokyo representative--Tokyo distributor--local distributor--local bookstore--customer.] Even in Tokyo, you could go through five. Outside Tokyo... [?. There's no way you can get through fewer than three, if you're outside Tokyo.]

I'd like to know why some books enter Japan and others do not? who decides which books should be imported?

(Am.) We are the importers. We make the decision. We import the quantity.

Does the initiative for importing books in the ELT area ever come from the distributors?

JALT NEWSLETTER

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Contributions, especially reviews of meetings, book reviews, and letters to the editor, are welcome. For original articles, you may wish to contact the editor first. We reserve the right to make editorial changes in the manuscripts. THE DEADLINE FOR CONTRIBUTIONS IS THE 15th OF THE PRECEDING MONTH. Send manuscripts to David Bycina, c/o Mobil Sekiyu, Central P.O. Box 862, Tokyo 100-91, tel. (03) 244-4251.. Nonmember subscription rate: Y2,500.

(Am.) Very rarely. Once in a while, yes. In most cases, in 999 out of 1,000, they don't. We have to bring the book in and convince them, the distributors and after we convince the distributors, then we have to go about and convince the book dealers.

How do you then decide which books to bring into Japan?

(Am.) How do I go about making this decision? Well, I have the feedback from the distributors on what has sold in the past and what is selling now. All right, now let's say that we get a new book that comes out, and any publisher, a few months before that book is actually published . . . will put out a new book information sheet of some kind or another. (This) new book information sheet is gonna come to the local representative. . . The (sheet) will tell me the author, the title, the prospective price, and then it will go into a description, accurate or inaccurate as the case may be, but it will give me some kind of description of the book. Along with the information sheet that I get, I will also get a sheet from the marketing division of our company that says, "How many copies of this book do you want?" Now, I gotta look at that thing and look at my market here and think of six months from now...Can I sell any of those books in Japan? I look at that book and I say this: "What sold in the past?" (However,) as far as EFL is concerned..almost any EFL or ELT or ESL that's published, I'm gonna import simply because I know that people in Japan are going to buy it.

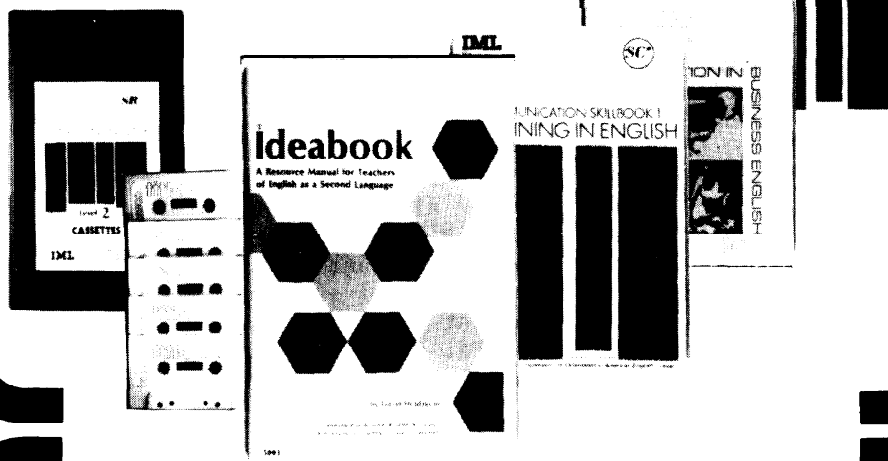
(Br.) We all have to make the same decisions...you make an estimate of the likely initial orderings, and you order on that basis. And the stock gets put--not air mail., not even surface mail--but in a container. Now, when the book actually appears, it might be different from the book information sheets...When you get to actual publication, you get prospectuses and leaflets and catalogue listings, which get sent out to many people around Japan. You might find yourself in the happy situation of receiving orders for 700/800 for a book which you thought you'd sell only 300 of. So, the first 300 orders that come in--"Thank you very much." You supply them when the stocks reach you. [And the other 400. ,] You have to reorder, which takes another "x" months shipping time, unless the customer is prepared to pay airmail charges.

Why does it take so long to get a book that is not in stock?

(Am.) I have put together a little bit of a chain of events for a book order of a book that is not in stock in Japan. The normal chain of events... goes something like this:

1. The interested customer contacts a book dealer/seller for book(s).
2. The book dealer/seller then contacts distributor (1 day - 1 week).
3. The distributor contacts the publisher/importer (1 day - 1 week).
4. The publisher/import confirms the order, author and title and sends a purchase order to the U.S. or England (1 day - 1 week).
5. The publisher processes the order and packs the book(s) (3 days - 1 week).
6. The publisher ships the book(s) to Japan by book post or ocean freight (1 1/2 - 2 months).
7. The importer clears the book(s) through customs, clears book(s) into his inventory, and clears them out of his inventory (3 days - 1 week).
8. The importer delivers the book(s) to the distributor (3 days - 1 week).
9. The distributor delivers the book(s) to the book dealer/seller (2 days - 1 week).
10. The book dealer/seller contacts the original customer.

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Now, we've cut this down to from anywhere from two to four months; the book dealer has finally got the book... It's taken all that time because of all the steps that the book has got to go through before it gets here.

(Br.) You can shortcut at least the early steps. It doesn't need a JALT teacher-member to go to his bookstore to find out about a book. The JALT individual member can contact the JALT commercial member and say to us--by telephone or letter--what is this book? [And we can probably give him just about as much information as we have.] And, it is possible for us, therefore, to make an order ahead of the official book dealer's order and maybe cut 10 days to two weeks off the time.

That's good to know, but why are so few EFL materials stocked in bookstores in the first place?

(Br.) EFL is a relatively new phenomenon. It's probably a phenomenon of the past fifteen years.. It's been a problem for all publishers to persuade the distribution channels that EFL materials, as used by native speakers, are worth stocking and displaying at all. And, it is regrettably the case that out side Tokyo, it's a long struggle to get bookstores to carry the stuff on the shelves at all. Ever JALT members in Osaka will say that the bookstore selection is not very good. To date the business in this type of publication has been inadequate to support, in their terms as book dealers, even shelf display, let alone local stock.

So that's the problem then. Booksellers really don't perceive that there's a demand in their local area. And only the distributors can convince these bookstores to stock EFL materials?

(Am.) Partly the distributors; the other thing is...Well, say that the JALT membership go to their bookstores and they say we want to use these books here. And the way they have to say that is not that we want them here so that we can look at them; they have to say that they want these books here because we're gonna order them. That's the only way they're gonna convince the local people to put those books on their shelves.

From the teacher's point of view, of course, it's a little difficult to decide on adopting a text without ever having seen it.

(Am.) Well, you've got a question later on about providing complimentary copies, and this is one way that we can help those teachers make their decisions.

Could you clarify your policy on complimentary copies?

(Am.) Both of us have very good stocks to send out on a complimentary basis.. We do send out complimentary copies to teachers, (but) the only way we can send them out is if we know that they want them...So, if you want a complimentary copy, call or write to us, tell us the author, the title, and in the return mail, it'll be on the way [...if we've got it].

Are all books available for examination?

(Am.) ... Generally speaking, any text material you can get complimentary copies of. We cannot send out complimentary copies of tapes, or taped materials, or tests, or teachers' books. Now, for teachers' manuals with a specific series, yes. But for professional books, we cannot send complimentary copies.

Aside from the problem of finding EFL materials in the local bookstores, there is also the problem of finding out just what is published at all. Wouldn't it be possible to do a slightly better job of informing the teachers about what is being put onto the market?

(Am.) Publishers, as I mentioned when I was talking about the pricing of books, spend normally 10% of our sales on promotion. That means trying to get catalogs, brochures, and what not to the teachers. One of the problems that we have in Japan is that we don't even know about teachers: where they are, what they're teaching.. How do I know about language schools? Just for example, I have to go to a telephone book and drag out their names. I have to go to JALT membership lists, and drag out their names. I have to go to . . . [Japan Times back pages], and look at the ads for teachers and find out about a school. The point I'm trying to make is that, all right, maybe there's a teacher out there in Yamaguchi-ken, and he wants to know about (our) materials. How do I know about that until he contacts me, because I don't what that guy's name is. I don't know what his address is, and even if I have ten catalogs to send him, I can't do it. The members of JALT do have one advantage: they can write to us, they can ask us, they can call us on the telephone. And, I know that we'll be more than happy to answer all of their questions, send them all of our literature. But the thing is, if we don't know about them, we can't do it. And that's the biggest problem we have in Japan.. There's another point for here in Japan especially: teachers change so fast. I've got a mailing list that I made up two years ago of language teachers that I knew personally, and I've mailed to that list in the last three months, and I've gotten more back than arrived at the place of business or place of residence. They've left the job or (have) gone back to the States, or wherever.

(Br.) Undoubtedly, the publishers could make more use of the JALT mailing list. The fact is that it requires local office staff to do so, and, I guess, increase of mailing charges.. It depends, (too), a little bit on one's local office's orientation. Many publishers here are represented by offices that don't specifically think of the JALT membership. Even my own, to some degree, considers the Japanese school system and, therefore, much of its operation is aimed that way.

Inevitably, we must get around to the question of book prices. Would you explain why the cost of a book in Japan is so much greater than the cost in Britain or America?

(Am.) I have a sort of an illustration here on the pricing on a series of books that would perhaps help to illustrate the problem. All right, let's take this series of books. Say it's a six-book series and we'll take one book of the six-book series, O. K. And let us say that the price of that book is Y900 for the copy here in Japan. Total sales for the year: just say for the purpose of this illustration is 10,000 copies [which is a good sale for one copy of the book]. So, that means the gross sales amount is Y9 million. Now, of that, the publisher has to take off a minimum of 30% to the distributors and booksellers--and probably, in most cases, more than that. (But) let's say it's 30%. That means, then, the net sale for the publication is Y6,300,000. Now, the publisher, the importer of the book, has paid Y4.5 million to import the book into Japan--the cost of the book. On top of that, he's paid an additional 5% for postage (Y225,000). So, we've got now the publisher/importer in Japan has so far cleared Y1,575,000. On top of that the publisher here in Japan has to do promotion. All right, so take away another Y900,000 off that Y1.75 million for promotion. Now, we're down to Y675,000 which is the publisher's profit before overhead, such as rent on his office, warehousing of the book, any administrative cost that he has, like how much does it cost to put the book into his stocking, take them out, [computer costs], salaries, complimentary copies, ...and all of that. So, we've sold 10,000 copies of this (book), and we've gotten maybe Y1/2 million out of it. Now, you talk about that in relation to the gross sales and that's only 7.5%

of gross sales that this importer/publisher is going to realize, and that's before he's paid his overheads of rent, warehousing, and administrative costs, [or his tax].

(Br.) Publishers are generally lucky to make 10%. [10% is a hell of a lot.] And frankly, most of us are down close to 5%, which, you know, businesses can hardly operate on that margin.

Well, I see your problem. However, the artificial exchange rate established by the Japan Book Importers Association (I believe it's around Y270 to the dollar vs. Y220 at the bank) does raise eyebrows,

(Br.) (You have to remember that) a bank will make its profit just on shelling money around. That's all they do. We actually have to provide other things apart from shelling money around. It's not just a "book transaction."

Also, remember that the Japanese Fair Trade Commission has investigated the whole problem of foreign book imports. They did it about two and a half years ago, and they raided the foreign book importers. I mean literally. Their investigators turned up one morning and demanded to see all the books, and this has brought the book rate closer in line to the bank rate. And, I think it's...As far as I understand it at the moment, there is a sort of market leader situation, whereby any of the major book importers may choose to alter this book rate. The other book importers may or may not choose to follow suit. In fact, they tend to follow suit. But, this is not a cartel.

The book rate usually varies according to the bank rate. It is never the same as the bank rate, and this is a problem world-wide. It is not a problem specific to Japan. There have been, in Europe, various test cases. A French paper-back in Brussels is rather less than Paris and Marseilles, and the price in Marseilles is exactly the same as in Paris. There was a very strong test case of British publishers' books in Germany being twice the price in Germany, according to bank rate, as in London. Every time when the European supranational or national Fair Trading Commissions have investigated this markup, they've normally found that the markup is justified, or not even great enough. There are special problems with foreign books: stock turnaround, documentation, customs, and/or bank charges, staff who have to have a knowledge of the foreign language, and perhaps the import procedures to get these things in. These are amongst the factors which mean that the importer has to load on a charge in order to make any profit. The European experience is that if you take a pocket book of a popular nature, you need to charge double. Educational books have yet to be subject to this stringent examination.

What is the possibility of providing discounts on the Japanese list price on a regular basis to our members?

(Br.) Those distributors who choose to make terms available to any organization or school, that's their business. It is not our business, however much we might wish to be involved or facilitate this.

(Am.) Those of us who are established in particular ways.. .with very substantial lists which cover a very wide area.. .have to consider our totality of business and the possible risk to that totality.. .We're dealing in Japan with something like 10,000 titles...Of those, 10,000 titles, about 100 are ELT titles, which is, what, 0.01%. Now, that distributor is not going to be very receptive to my ideas of granting huge, or any, discounts as special cases, because he's going to think, "Oh, forget it. If you want to fight about that, what about the rest of your 9,900 titles?"

So, you're saying that the publishers really do not have the freedom to offer discounts but that the distributors may.

(Am.) In this case, it's up to the distributor and that group, organization, or whatever to work out those protocols. We may wanna put our oar in, but it's not gonna do us a heck of a lot of good. It's between the distributor and that organization.

Would it be possible, for example, for JALT to approach one or more of these distributors to arrange a discount fur our members?

(Am.) I suspect... if you go to someone like Yohan with the proviso that you're going to order enough copies of any title to make it worth their while, they would be willing to make some arrangement on discounts. That's all I'm going to say. . .

That would be on a "case by case" basis though.

(Am.) However, once you've got the protocol established, you might be able to use that as an oar. Now, I cannot say that as any publisher's representative, I'm just saying it strictly as an individual. I can't as a publisher's representative tell you, "Go to so and so, and say I sent you, and you'll get a discount." Can't do it.

The discount, of course, is not available to individuals, is it?

[Br.] It depends. One knows of cases in which individual instructors from the universities, who've been able to verify themselves, have got their 10% from individual distributors. So far, you don 't yet have JALT membership cards. It 's possible that, if a time comes when you do have a JALT membership card, then this may, with certain distributors, entitle individual members to a certain consideration. But that's something between the JALT organization and the distributors. The publishers, certainly our two publish-

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ers, would be interested to assist. [We'd be interested and helpful, yes.] (But) it's not within our powers to grant JALT members a discount.

Well I'm sure we'd appreciate any help you could give us in this regard. And on another matter, we'd also appreciate your help in bringing more guest speakers to Japan.

(Br.) The publishers would be happy to do this. There's no question about it. But we have to remember one thing: how much it costs to do that. The other thing is our headquarters will put this in some kind of global perspective. At the moment, the EFL global market is vast. I mean, the demands by area are very different, but it's quite easy to spin off your senior editors, or staff, or star authors into Europe, or maybe into South America. You can spin them off into the Middle East, which is a very lucrative market. Spinning them off into Japan is a very expensive task. And frankly, most of our authors are teachers in one way or another; they can't take off too many months a year in areas other than Japan. .. We should do more. We would like to do more. We have yet, internally, to arrive at a way of doing more.

Perhaps JALT could be of assistance in this regard.

(Br.) Yeah, the problem here is, if we brought anybody over for two weeks in Japan, how many JALT chapters could he or she get around to--probably two or three, at the maximum, This is where video-taping could be of assistance. One thing that we find in Japan is that it's very difficult for one organization to pick up the tab, very difficult indeed to pick up the tab because the air fares are mad, let alone the on-site expenses of hotels, food, and so on. We would like to do much more, but, Christ, none of us is making that much profit out of Japan at the moment. In the last six months, you've seen examples of types of cooperation in seminars and presentations, which show that more is being done. Let's hope we can improve on this and provide an even better service for teachers, JALT and non-JALT.... I think the other aspect is that as JALT attracts more members from the Japanese national teaching community, this will give JALT entrees into Japanese teacher organizations, which will enable publishers to spread their experts more widely. But, if we just appeal to the JALT membership at the moment, it is, in the context of our total business, still a small, but important percentage. In the future, as JALT spreads its professional views, the whole thing will become very much more interesting.

The stronger that JALT becomes as an organization, the stronger the publishers will have to become to match it. .. Those of us who are here have the opportunity of developing with you. .. But, we're going to need a bit of help as to what we can do to help provide your membership with what it needs. And, I mean, if your membership is silent, we're going to be flopping around in the dark. The more your membership, particularly in the outlying areas, gets in touch with us [..the more we'll be able to help out].

(Am.) We ELT publishers need every bit of support we can get from every teacher in Japan. And the reason for this is because the support we get from the teachers is going to come back in some sort of service or another--in the form of complimentary copies, in the form of our experts...Anything the teachers are doing to support us is going to be coming right back here in terms of our support in this market. That means if the teachers who are reading this interview have different ideas in terms of materials, we have to hear about it, because after all, if we don't know what the teachers want, no matter what our editors and authors do, that's not going to do any good here. So, they've got to tell us what they need..

A Preliminary Report on---

Obtaining Teaching Materials

Bernard Susser
Baika Junior College

The present article is a preliminary guide for English teachers in Japan who want to know more about how to obtain textbooks and other teaching materials produced in Japan and overseas. This article is preliminary in that:

1. it is confined to materials for teaching English only; and
2. the lists of sources are extensive, but not complete for reasons of space.

If there is sufficient interest, a revised and expanded edition may appear later in a special publication. Anyone who has additions, corrections or other suggestions is urged to submit them to me c/o The English Department, Baika Junior College, 171 Shukunoshō, Ibaraki-shi, Osaka 567.

Note: This article was originally begun as a joint project with Nancy Nakanishi, but the pressure of her many other commitments forced her to abandon the project to me. As it stands, many of the good ideas and valuable data are Nancy's contribution; the errors, irascible humor and most of the zip codes are mine.

1. How to find out what is available

a. Bibliographies of teaching materials

See Susser, "TESOL Bibliography: An Introduction," *JALT Newsletter* 2:4 (Fall 1978), 25-29.

b. Reviews and advertisements in magazines and journals

Good lists of journals in:

- (1) Cisar, Larry, "TEFL/TESL Publications," *JALT Newsletter* 2:4 (Fall 1978), 36-38.
- (2) Haskell, John F., "Journals, Newsletters and Other Publications for ESL Teachers," *TESOL Newsletter* 12:5 (November 1978), 21-23.

Note also the many English language study magazines and weekly newspapers published in Japan.

c. Overseas Publishers

Most major British and American textbook publishers offer at least some books and materials in the TESOL field; many issue a separate catalogue devoted exclusively to their TESOL materials. Catalogues may be obtained by writing to the publisher directly; addresses can be found for American publishers in *Books in Print*, and for British publishers in *British Books in Print*, available for inspection at the overseas order counters of the big bookstores or at the American Cultural Centers/British Council's libraries. Japan offices of overseas publishers and Japanese distributors of foreign books can also provide catalogues. (See pp. 12/13 for the addresses of publishers' representatives.)

d. Japanese publishers

Most large bookstores have a section devoted to English textbooks, tapes and other materials from domestic publishers. *The Daigaku Eigo Kyokasho Mokuroku* (Catalog of College English Textbooks) is an annual catalogue of textbooks suitable for use in college or adult classes. Although most of the 3,500 items listed in the 1979 edition are readers, there are lengthy sections for conversation, LL, composition, phonetics, commercial, and current English texts. The catalogue is published every year in November by:

Daigaku Eigo Kyokasho Kyokai
Kanda Jimbo-cho 1-17
Chiyoda-ku, Tokyo 101
03-292-2711

Japanese textbook publishers tend to be rather generous with examination copies if you request them on school stationery.

2. How to obtain examination copies of textbooks

- a. Publishers are more likely to send you examination copies if you write on your school stationery. If your school does not have western-style letterhead stationery (or if you do not have a school), it might be worth the effort and expense to have some printed up, or at least have a rubber stamp made.
- b. When requesting an examination copy, give the following information :
 - (1) Name of school/department
 - (2) Title of the course for which you will consider the text
 - (3) Date course will begin
 - (4) Approximate enrollment (number of students)
 - (5) Level of the course
 - (6) Name of present text
- c. Make clear that you are requesting an *examination copy*, which is a free copy of a textbook which publishers send to teachers in the hope the teacher will decide to adopt the textbook for their courses. It differs from a *desk copy* which is a free copy of a textbook a teacher receives from the publisher if he uses the textbook in his classes. Different publishers use different systems; some might send an "examination copy" with the understanding that the teacher may keep that copy free only if the text is adopted for a course. If the teachers decides not to use the textbook, he may have to return it or pay for it.
- d. Trade, reference and other books are usually not obtainable as examination copies, nor will publishers usually send examination copies of tapes (although salesmen sometimes leave tapes for awhile to give teachers a chance to listen to them.)
- e. Where to write:
 - (1) Japanese publishers: write to the main office. There is no need to write in Japanese; letters in English receive good treatment. You can also use the examination copy request card that is usually enclosed in the publisher's catalogue.

- (2) Overseas publisher: write to the main office overseas unless the publisher has a local office; if so, write to the latter. Note that some local offices are generous with examination copies and others are extremely stingy. If the local office refuses to send examination copies, it is worth writing to the main office because they sometimes will send them directly. Also, the big western book wholesalers sometimes provide teachers with examination copies. Addresses of the local offices of overseas publishers follow:

Addison-Wesley Publishing Co., Inc., Tokyo Office
1-2-2 Sarugakucho, Chiyoda-ku, Tokyo 101
(03) 292-3751 ext. 283; Rep.: Masahiro Tsukamoto

Collier Macmillan International, Inc.
27-1-1015 Hinodecho, Adachi-ku, Tokyo 120
(03) 881-8004; Rep.: Andrew Y. Ishigami

Council of Modern English Teaching (Comet)
1-5-16 Uchikanda, Chiyoda-ku, Tokyo 101
(03) 291-6046/7; Rep.: Leo G. Perkins

Haper & Row, Publishers, Tokyo Office
1-29 Kanda Jimbocho, Chiyoda-ku, Tokyo 101
(03) 291-6343; Rep.: Masako Kitamura

Heinemann Educational Book
48-2 Minami Dama, Oami, Shirasato-machi
Sanbu-gun, Chiba-ken 299-32; Rep.: Roger D. Ahlberg

Lingual House
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(03) 331-6817; Rep.: Michael Rost

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1-1-12 Akasaka, Minato-ku, Tokyo 107
(03) 58503521; Rep.: Kohichi Kitagawa

Litton Educational Publishing, International
13-306 Century Weights, Tsukushino,
1-4-1 Minami Tsukushino, Machida-shi 194
(0427) 96-7620; Rep.: Haruhiko Kuwashima

Longman Penguin Liaison Office
2-12-9 Kanda Jimbocho, Chiyoda-ku, Tokyo 101
(03) 265-7627; Rep.: Tadao Sakai

Macmillan Shuppan K.K.
Eikow Bldg. SF, 1-10-9 Hongo, Bunkyo-ku, Tokyo 113
(03) 816-3756/7; Rep.: Mitsuko Ito

McGrw-Hill Kogakusha
4-14-11 Ginza, Chuo-ku, Tokyo 104
(03) 542-8821; Rep.: Daniel L. Gossman

Newbury House
7-77-101 Kohokudai, Abiko-shi, Chiba-ken 270-11
(0471) 88-6230; Rep.: Shizuo Fujimoto

Oxford University Press
3-3-3 Otsuka, Bunkyo-ku, Tokyo 112
(03) 942-0101; Rep.: Mr. McFarlane

Prentice-Hal 1 of Japan, Inc.
 Akasaka Mansion, Room 405
 2-12-23 Akasaka, Minato-ku, Tokyo 107
 (03) 583-2591; Rep.: Tetsuo Fujiyama

Regents Worldwide, Inc., Japan Branch
 2-2-15 Koraku, Bunkyo-ku, Tokyo 112
 (03) 291-1296; Rep.: Teruo Ono

Science Research Association
 1-12-7 Okura, Setagaya-ku, Tokyo 157
 (03) 417-7943; Rep.: Richard Carpenter

Seido Language Institute
 12-6 Funado-cho, Ashiya-shi, Hyogo 659
 (0779) 31-3452, Rep.: Kiyoyuki Kuwa

Warwick Press
 Roppongi Court Bldg.
 1-3-9 Nishi Azabu, Minato-ku, Tokyo 106
 (03) 368-4097; Rep.: Marla Tritch

Washington Educational Research Associates, Inc.
 Royal Heights, Room 706
 2-4-11 Sarugaku-cho, Chiyoda-ku, Tokyo 101
 (03) 233-1311; Rep.: William Stevenson

World Times of Japan, Inc.
 World Times Bldg.
 10-7 Ichibancho, Chiyoda-ku, Tokyo 102
 (03) 264-0711; Rep.: Chizuko Otani

3. Ordering books and materials from overseas

Given the high value of the yen in relation to the dollar and pound sterling, and the persistent refusal of the leading suppliers of western books in Japan to make more than token price reductions, it is possible to save considerably by ordering directly from overseas, and it may also save time. But the following points should be kept in mind:

- a. cost: cost of postage, fee for obtaining check in the foreign currency, possibility of loss or damage in transit, etc., must all be taken into consideration. It probably will not pay to order directly from overseas unless you are going to order at least several volumes.
- b. Publisher's local offices: if an overseas publisher has a local office in Japan they might not accept a direct order from Japan (of course this problem can be circumvented by ordering from an overseas bookshop). If you do not know whether the publisher has a local office or exclusive distributor in Japan, write to the main office. Also note that local offices generally do not accept orders; you must order from a bookstore.
- c. Pro forma invoice: one good way to order from overseas is to send a list of the titles you want to the publisher and request that you be sent a pro forma invoice which includes all postage and shipping charges. Then you can return one copy of that invoice with a check for the proper amount. Or if you feel the charges are excessive, you can tear up the invoice with no obligation.

d. As far as I have been able to determine, there should be no duty on books or educational materials except those for resale. But some teachers have reported difficulties with the customs authorities, and games and similar items often have duty levied on them.

e. Buying foreign bank drafts

(1) Branches of United States banks in the major cities sell dollar or pound drafts on the spot at the day's exchange rate plus a ¥1,000 service charge. British banks do the same for the pound but the service is sometimes slow. It is also possible to buy an International Postal Money Order at certain post offices.

(2) Japanese banks can also provide bank drafts in dollars or pounds; the main office may do it (almost) immediately for a reasonable (?) service charge. But some banks charge much more, make you come back twice, refuse to do it unless you are a depositor at that bank and in other ways as well make it quite a chore.

f. International book dealers

(1) England

(a) Gulliver's Bookshop
49 High Street, Wimborne,
Dorset BH 21 1HS, England

Gullivers provides good service on British textbooks, general books, paperbacks, tapes, and other teaching materials. They charge the British list price plus a very reasonable amount for postage and shipping. Just send them your order and specify how you want it shipped (air or seamount); they will send your order with an invoice payable in pounds by bank check, money transfer, etc.

(b) Blackwells W. Heffer & Sons
Broad Street 20 Trinity Street
Oxford, England Cambridge, England CB2 3NG

These are England's leading international bookshops specializing in academic books from Britain, America, and Europe. They offer overseas mail service and they also issue catalogues in many fields, including language and linguistics.

(2) U.S.A.

(a) New World Books
P.O. Box 89, 2 Cains Road
Suffern, NY 10901, U.S.A.

Gives fair service, including a discount on many trade books, but does not handle many textbooks, paperbacks and other low-price or low-discount items.

jalt news

Executive Committee Report

The third quarterly meeting of the JALT Executive Committee was held in Kawasaki near Tokyo on June 23-24. Representatives from Nishinippon, Tokai, and Tohoku were present in addition to the seven officers.

The Vice-President's Report: Tom Robb reported that the new membership brochure has been completed and that Kohei Takubo would see to the drafting and printing of a Japanese supplement. As chairman of our annual conference, LTIJ '79, Tom also mentioned that hotel space had been secured in Kyoto for a reasonable Y4,500 per night, including breakfast. The conference will take place at Doshisha University Friday through Sunday, November 23-25. So far relatively few proposals for presentations have been submitted. The Committee would like to encourage those who are thinking about making a presentation at the conference to send in their proposals before they leave for their summer holidays.

The Treasurer's Report: According to Tim Lewis, the total in JALT bank accounts stood at around Y780,000 as of June 20. Charges for advertisements and mailing almost equal that figure, and when these payments are received, the cash on hand will double. However, the operating expenses of the organization were seriously underestimated in the March budget. An additional Y500,000 was therefore appropriated to cover administrative costs for the remainder of the year.

The Recording Secretary's Report: Kohei Takubo, in accordance with the Executives' decision to go to a mail ballot, has looked into balloting procedures and will form a committee to draw up the necessary forms. He also indicated that JALT had been offered office space, free of charge, by the publishers of *The English Journal*. Once details have been worked out, the office in Hiroo, Tokyo will become JALT's official mailing address.

The Newsletter Editor's Report: David Bycina summarized the costs and income of the *Newsletter* for the first half of the year. The printing charges ran around Y496,000 and the postage around Y427,000. Ad revenue totalled about Y644,000 plus another Y100,000 for mailing fees. The advertising revenue, therefore, averaged Y107,000/month and covered the printing charges, but only a part of the postage costs. Thanks largely to the efforts of Kohei Takubo, our application for third class mailing privileges was approved in May. This meant a significant drop in our monthly postal rates (from Y111,000 to Y25,000). David further reported that Nancy Nakanishi has been gathering potential articles for the *JALT Journal*, and that the inaugural issue will appear before the end of the year. *The Collected Papers*, however, are taking longer to complete than anticipated. Mike Joy has completed the editing but is still looking for a competent typist to produce the required camera-ready copy. The Committee approved the nomination by the three editors of John Boylan as the new business manager of the Publications Board.

The Membership Chairman's Report: Doug Tomlinson revealed that our membership total had jumped by 60 since the end of May and that it now exceeds 940, including 20 members-at-large overseas. Kanto, which remains the largest chapter, finally has broken the 300 mark, and Kansai has surged to 234 after the acceptance of a sizable number of student members. Other chapters still have fewer than 100 members but are growing steadily. Two new "institutional" members have also been added. [Note: institutional membership is now available to schools and libraries at a cost of Y5,000. Institutional members are

entitled to all the publications of the organization. Institutional membership does not, however, provide the rights of individual membership: reduced admissions, voting, etc. We would appreciate it if our members would make the availability of institutional membership known to the schools where they work.]

The Program Chairperson's Report: Dave Hough reviewed the planning and publicity for the JALT Summer Programs. In addition to coverage in the *Newsletter*, announcements have been sent in to Japanese professional magazines, and a flyer has been printed in Japanese for distribution at local meetings. Certificates of attendance will be printed and provided to everyone who completes the four-day workshop or the Fanselow Teacher Training Seminar. Looking ahead to LTIJ '79, Dave reported that Newbury House had already been contacted with regard to making Karl Conrad Diller available as our keynote speaker. Dr. Diller, Professor of Applied Linguistics at the University of New Hampshire, is the author of *The Language Teaching Controversy*, which was reviewed in the February issue of the *Newsletter*. Jenny Rardin, Dr. Curran's successor, has also been approached about the possibility of presenting a CL/CLL workshop at the conference.

Major Policy Decisions: Although discussion of the proposals presented by the Committee on Constitutional Amendments was tabled until the next meeting, the Executive Committee did decide to modify the procedures for nomination by extending to the local chapters the right to nominate individuals for the JALT Executive Committee. Each chapter will be requested to have an open business meeting for the purpose of nominating one person for each executive office. The slate is to be submitted to the Recording Secretary by September 18. It will then be his responsibility to obtain the consent of the nominees and present their names to the Executive Committee at their next meeting. It was also determined that chapters would be requested to regularize the turnover of local officers by having their elections during December.

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re·views

Communicative Competence

Mary Ann Decker

Communicative competence is a concept that is frequently talked about these days when EFL people get together. I was interested in hearing the latest ideas on the subject and so attended the June 24th lecture at Athenee Francais entitled "Recent Research in the Acquisition of Communicative Competence in Second Languages" given by Dr. Richard W. Schmidt, Assistant Professor at the University of Hawaii.

Communicative competence has become a kind of slogan which people use without really knowing what it means. There are several current definitions each of which emphasizes something different. Dr. Schmidt prefers to define it as "the ability to communicate meanings and intentions through language," i.e., not only does a person report facts or state ideas through language, he also conveys feelings and opinions. Furthermore, the speaker must be able to communicate his meaning or intention in a socially acceptable way within the target language community. Dr. Schmidt's preferred definition emphasizes a close relationship between the form and function of language, between a person's grammar of language and his grammar of language use. To him, linguistic and communicative competence are tightly interwoven. In his talk, Dr. Schmidt chose to examine the communication value or function of individual utterances, i.e., to talk about the relationship between form and function on the level of sentences. The form of a sentence can be considered the actual way in which the sentence is said. The function refers to the speaker's intention in saying it, or what the language is being used for. For example, a person might say, "It's really cold in this room." Taken at face value, this sentence could just be a statement about the temperature of the room. The speaker's intention, however, could be to get another person to shut the window. The speaker could be using the language to indirectly get somebody to do something for him. This kind of analysis of utterances is traditionally known as speech act theory and there is a lot of controversy these days about whether and how this functional meaning should be put into the deep structure analysis of language.

Susan Ervin Tripp claims there is a conventional match in a particular culture between form and function. She states that the range of forms and their distribution can be defined in terms of such things as context, age, rank of speaker and listener, and discussion topic. Depending on these factors, a speaker will then, for example, say, "Open the door," "Could you open the door?" or "Would you mind opening the door?"

H. P. Cryce goes on to say there are general principles of cooperation in conversation that explain a lot of the facts, and we use these principles to understand the utterances that people make. He calls these principles "Maxims of Conversation" and gives as examples: be relevant, be clear, be truthful, and be informative. Looking only at the form of the following exchange:

- A. Let's go to a movie.
- B. I have an exam.

we might think the two sentences are completely unrelated. But because we *assume* that Speaker B is saying something relevant to Speaker A's statement, we understand that B can't go to the movie (and the reason is because he has an exam).

Tying all of this theoretical background into the latest research, Dr. Schmidt stated that we need more maxims than Cryce has provided because, in fact, people do not always follow the above four principles. For example, if people were always clear, we could not account for such phenomena as hints. To demonstrate this fact Dr. Schmidt chose an article by Brown and Levinson which appeared in a book entitled *Questions and Politeness* by Esther Goody (Cambridge University Press, 1978). In their article, Brown and Levinson state that all speech acts are threatening to the speaker or the hearer. Speech acts of request may be threatening because they limit the freedom of action of the hearer. A speech act in which the speaker criticizes may be threatening because it may cause the hearer to lose face. A speech act which functions as an apology may cause the speaker to lose face. An offer may threaten both the speaker and the hearer in that it restricts the speaker and might imply reciprocation on the part of the hearer. Even speech acts whose only function is to make a statement may be threatening to the speaker if he goes out on a limb in making the statement, or to the hearer if he feels the speaker is trying to change his opinion.

Brown and Levinson see politeness as a reaction to the threatening nature of speech acts and so propose a new maxim "Be polite." In any speech act, the people involved first compute the level of threat involved in that particular speech act. To do this they use variables such as social distance, power relationship, and the relative weight of a particular act in the particular culture. Then they choose a politeness strategy to realize the speech act or minimize the threat. One of these strategies is silence, i.e., if the speech act is very threatening, don't do it; don't express the criticism; don't make the request. Another strategy for slightly less threatening acts is to do it "off the record," i.e., hint at what you want or give association clues and hope the hearer gets the message. If the act is not threatening at all, do it directly, i.e., say exactly what you mean. There's a huge area between these general strategies where the people involved do the speech act, but they do it with redress. If the act is relatively non-threatening, a speaker might use a strategy of "positive politeness." Some of these strategies include:

1. exaggerating interest or approval: "That's a really great dress."
2. using in-group identity markers, e.g., using "tu" instead of "vous" in French
3. seeking agreement, but avoiding disagreement, "Yes, but..."
4. the speaker including himself in the action: "We don't do that."
5. using contractions and ellipsis to convey informality or shared knowledge, "Could ja come here a minute? (Could ja = could you)

Strategies of "negative politeness" are used for more threatening acts. These include:

1. being conventionally indirect, "Could you do this for me?"
2. being pessimistic, "You wouldn't happen to have change, would you?"
3. apologizing
4. impersonalizing, "The FAA requires all passengers to wear seat belts."
5. hedging, "Maybe you're wrong."

According to Brown and Levinson, in learning their native language, children recognize politeness phenomena in language at a very early age, but they learn the more tactfully "devious" forms such as hinting and silence at a later age.

It is claimed that speech acts and the politeness strategies are uni-

versal across languages, but non-native speakers encounter problems because the weight of the threat in a particular speech act differs in different cultures. This is due to the fact that such things as social distance and power relationships differ across cultures. Non-native speakers can usually identify the form of such acts as offers, but they have a hard time determining the degree of sincerity behind the offers. This involves being able to relate the degree of sincerity to the form chosen to make the offer, and a knowledge of the sincerity or insincerity of offers within the target language culture.

In some cultures it is very important for the hearer to save face. In other cultures it is more important for the speaker to save face. Politeness strategies in the target language may reflect these values, and the non-native speaker will come across as very timid or very boastful. Certain categories of speech acts may be more threatening in one culture than in another.

As far as English is concerned, non-native speakers seem to have particular problems with the positive politeness strategy of using contractions and ellipsis to carry connotations of politeness, and with the negative politeness strategy of hedging.

Some of these non-native speaker problems may be minimized by paying greater attention to defining the rules of social distance and power relationships within the target language culture, thus tightening the connection between form and function in the learner's mind.

po·si·tions

(Osaka) There will be a vacancy for a full-time instructor at Procter & Gamble Sunhome in Osaka at the end of August. Thirty-five hour work week with a maximum teaching load of twenty hours. Maximum class size: eight students. Qualifications: M.A. in EFL with teaching experience and a strong interest in teaching in a business setting. One year contract. Salary commensurate with training and experience. Send resumes to: Triny Yates-Knepp, Procter & Gamble Sunhome; Third Floor Asahiseimei-kan; 50, 5-chome, Korai-Bashi; Higashi-ku, Osaka, Japan.

(Osaka) Seifu Gakuen High School, a private Buddhist boys' high school in Osaka, is looking for another full-time teacher to teach English composition and conversation 18-20 hours a week. The salary is Y200,000 a month with housing available for a reasonable fee. Class size is usually between 27 and 45 students. We are looking for someone who will enjoy working with secondary school students. If interested, please send a resume to Mr. Masami Hiraoka, Seifu Gakuen, 39 Ishigatsuji-cho, Tennoji-ku, Osaka, 543 or contact Mr. Vincent Broderick at 0798-53-8398.

(Tokyo) The American School in Japan English Program is recruiting experienced EFL instructors for part-time positions. Fall term classes begin the week of September 24, and are conducted evenings at ASIJ's Mitaka campus. Salaries range from Y4,000 to Y5,500 per 70-minute class period, based on training and experience. For further information and interview appointment call Ron Snyder at 0422-31-6351 after August 26. Send resumes to Ron Snyder, ASIJ English Program, 1-1, Nomizu 1-chome, Chofu-shi, Tokyo 182.

(Tokyo) SPE American Club in Ogikubo has an opening for a qualified teacher. An 18-month renewable contract provides sponsorship, Y150,000/month, and housing for a maximum of 35 hours per week. For details call Peggy Nishikawa at 03-393-4391.

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summer preview

Japanese and English Compared

Sumako Kimizuka

[This concludes our abridgement of Part II, Chapter 2 of Dr. Kimizuka's book, Teaching English to Japanese (Moab, Utah: Tail Feather, 1977 rev.)]

II. Function Words

A. Preposition

1. Wrong usage

The usage of prepositions belongs to the split category. The Japanese language has "postpositions" or "particles" to signal the relationship of words in a sentence. However, since the meaning and usage of each preposition and postposition are partly similar and partly different, the difficulty of learning the usage of prepositions is one of the greatest among all the items of the English structural system. The number of mistakes ranks third. The particles which are most essential to the Japanese sentence are as follows:

Subject markers: "Wa" or "ga" is used after a noun to indicate that the noun is the subject of the sentence.

Object marker: "o" is used after a noun to indicate that the noun is the object of the sentence.

Markers of direction or position: "Ni" "e" "kara" and "de" mark direction or position, similar in meaning to English "in," "at," "on," "to," "toward," "with," "by," etc.

Marker of the possessive case: "No" indicates that the foregoing noun is in the possessive case or that the noun is used as a modifier.

Marker of comparison: "Yori" marks comparison, similar to "than" in meaning.

Markers of the progressive form: "Te" and "de" are attached to the inflected ending of verbs to form the progressive form.

The Japanese learner must learn to split the concept of each particle into the concept of each different preposition. In addition to the discrimination of meaning, he must learn the position of prepositions. The most frequent mistakes are:

a. Use of "at" for "in"

He took a movie when he was at Japan.

b. "at" for "on"

The winter vacation starts at December 25 and school beginning at January seven.

c. "for" for "to" and "to" for "for"

We buy presents to our friends.

d. "from" for "for," "by," "in," "at," etc.

After that I took (her) out from the bath-tub.

The use of "from" for the above prepositions results from the transference of the Japanese particle "kara" which is used in the sense of these English prepositions.

- e. "in" for "on"
In January 1st we eat "ozoni."
- f. "in" for "to"
When I come in America, they gave me a nice present.
- g. "of" for "in"
New Year of my country is more important than Christmas.
- h. "on" for "in"
Last night I was looking (at) not reading a newspaper, and I found a mistake on it.
- i. Others
She makes lunch for boys and girls except father.
The doctor always shaved my teeth by ~~the~~ electric file.
He dreams to go driving with her by 62 Cadillac.
I am living together my father, my mother, my brother and my sister.

2. Unnecessary use of prepositions

A considerable number of mistakes are found in the unnecessary use of prepositions. The reason for the difficulty is apparently the tendency to use prepositions in the position where the particles are required in Japanese.

At last semester I attended Foshay Junior High School.
When i went to there my friends were already gone.
I planned to go to skiing during Christmas vacation.

3. Omission of prepositions

Prepositions are frequently omitted in the following positions:

a. Omission of prepositions before the relative pronoun "which"

The difficulty seems to stem from the transference of the Japanese pattern of connecting clauses. In Japanese the predicate verb (or adjective) of the subordinator clause is so inflected as to precede the main clause without a subordinate or a conjunction. Therefore, the use of the relative pronoun, especially with prepositions, is an entirely new concept.

The Thanksgiving means a day which you give thanks to God...

b. Omission of prepositions in the adverb phrases denoting place or direction

The difficulty must be due to the fact that the Japanese particles, such as "ni," "e," etc., which are used in the phrases of place and direction, are frequently considered to be part of the nouns preceding them, and most Japanese learners do not realize the need for prepositions in the English adverbial phrases.

We went living-room.

B. Articles

1. Wrong usage

The use of articles belongs to the new category. Japanese has no part of speech equivalent, to English articles. It also belongs to the split category, because it implies discrimination among three items, namely, the use of the definite article, the use of the indefinite article, and the omission of articles. That article usage constitutes one of the greatest problems for the Japanese learner is vividly revealed in the high frequency of mistakes, the highest of all the structural items. The Japanese student must not only learn the numerous rules for the usage with as many exceptions, but he must also practice using them by drill. It is comparatively simple to learn the rules, but it is not equally simple to apply the rules to actual situations.

- a. Wrong use of "the" for "a" or "an"

Japan is not the continent.

- b. Unnecessary use of "the"

And children play cards, spin the tops, flow (fly) the kites.

Overconsciousness of article usage results in the overuse of articles. Consequently, a comparatively high frequency of mistakes is counted in "unnecessary use of 'the.' "

- c. Wrong use of "a," "an" for "the"

Usually a last month of a year is the time people getting busy.

- d. Unnecessary use of "a" or "an"

If I have a time, I want to go fishing.

2. Use of "this," "that," "these," "those," "its," etc. for "the"

Its decoration is very beautiful.

When we reached that place most of the people were in that place.

The problem of using "this," "that," etc., in place of "the" is obvious transference of the Japanese system which requires such demonstratives as "this," "that," "these," "those," etc., where the definite article is used in English.

3. Omission of articles

- a. Omission of "the"

I grew up in ___ countryside of Japan.

- b. Omission of "a" and "an"

It was ___ beautiful day. We had ___ good time.

C. Conjunctions and Relative Words

A relatively small number of mistakes are counted in this category, because most sentences which have mistakes in conjunctions have major mistakes in "word order," prepositions, or "vocabulary," and are counted as mistakes in such categories.

The coordinating conjunction belongs to the transferred category, because Japanese has conjunctions corresponding to *and*, *but*, etc. However, the usage of subordinating conjunctions, such as subordinators, relative pronouns, relative adverbs, etc., belongs to the new category. Japanese has no morpheme equivalent to English subordinating conjunctions. In Japanese the verb or the adjective of the subordinate clause can inflect so as to serve as a connective between the main clause and the subordinate clause,

Another contrasting point is that the Japanese subordinate clause always precedes the main clause, while the English subordinate clause ordinarily follows the main clause.

The fact that the Japanese subordinate clause can be linked to the main clause by the inflection of the verb or the adjective gives the Japanese learner of English an illusion that the English clause can be linked together without connectives, which results in the omission of conjunctions. Although the Japanese learner has little difficulty with the coordinating conjunction, as is explained above, frequent mistakes are found in "and" when it is used in listing items: e.g., flowers such as *roses*, *daisies*, *sweet-peas*, and *pan-sies*. The Japanese student has a tendency to insert "and" after each item, as is done in Japanese.

1. Wrong usage

- a. Wrong use of conjunction, subordinator, and sentence connector (e.g., relative pronoun, relative adverb, subordinating conjunction, coordinating conjunction)

She dwelled in Riverside where is approximately 50 miles away...

It is sometimes difficult for the Japanese learner to distinguish between nouns and such adverbs as "there," "then," "now," etc., because Japanese nouns of place and time can be used as adverbs either with or without particles. The problem becomes greater in the case of the relative pronouns and adverbs, because they belong to the split category as well as to the new category. The transference of the Japanese pattern is reflected in the following mistakes :

His name is Henry who is going to be in the prison.

Some morning (one morning) they all became which they wished.

- b. Wrong use of phrase conjunction (e.g., such.. .as, so.. that, not only.. .but also, etc.)

Of course the Catholics but the many other people have parties...

The "phrase conjunction" is rarely used in compositions, probably because the student does not feel confident enough to use it in his writing. This accounts for the comparatively low frequency of mistakes in this category, in spite of the complexity of the pattern.

2. Unnecessary conjunction

Overconsciousness of the usage of conjunctions frequently causes the overuse of such words. Some of the typical mistakes are as follows:

When I landed on the United States was on November 23, 1953.

We decorated our front gate with pine-tree and bamboo tree, and mandarin oranges and some other green Zeaves.

3. Omission of conjunction

Mistakes in this category are mostly due to the transference of the Japanese patterns which do not require conjunctions. Typical mistakes are as follows :

When she received a letter from her husband _____ was given the verdict of not guilty tears suffused her eyes.

I did not know _____ Thanksgiving means so I asked my cousin.

D. Pronouns

Japanese has forms of personal pronouns equivalent to all the English ones... However, the pronoun is frequently omitted in Japanese in the position of subject, object, or modifier (i.e., determiners such as *my, your, his, her, its, our, their* etc.), unless it is necessary for the clarity of the context. Personal pronouns, such as *I, you, he, she, they*, etc., are less frequently used. Especially, the pronouns of the first and second persons are seldom used in conversation, unless they are necessary to avoid confusion. The pronouns in the third person are commonly replaced in conversation by such phrases as "that person," "that lady," "this child," etc., probably because these expressions have more personal and honorific connotation in the Japanese concept. However, the third person pronouns are commonly used in literary writing. In contrast, pronouns of all persons and numbers are profusely used in English. Consequently, the Japanese learner has a tendency to repeat nouns instead of using pronouns. The problem is reflected in the following mistakes:

1. Lack of agreement with the antecedent

First, the special rice is boiled by the vapor (steamed) for 30 minutes, then we take them out of the pot.

2. Repetition of nouns where the use of pronouns is more idiomatic
A public school is not need too much money, because a public school gets money from our country.

3. Omission of pronouns

a. In the position of subject

After (she) finished it, she went to the next door.

b. In the position of object

They wrap _____ with wrapper and put _____ in the bag or tie up on the bicycle or carry _____ their hands.

4. Insertion of unnecessary pronouns

Overconsciousness of the usage of pronouns results in the insertion of unnecessary pronouns.

There is one book that it inspired and fascinated me while ~~it~~ was reading the book.

Applied linguistics Seminar

JALT Summer Workshops

The Applied Linguistics Workshop is made up of four day-long programs which can be attended either as a complete block with certification from JALT, or individually without certification. The four segments are divided into Phonology, Contrastive Analysis, Cross-Cultural Analysis, and Classroom Methodologies.

The Phonological component will be given by Dr. Bernard Chosed of Georgetown University or Dr. Yasukata Yano of Rissho University. It will include a description of the sound system of English and a discussion of the proper ordering of classroom instruction.

The Contrastive Analysis segment will be given by Dr. Sumako Kimizuka of the University of Southern California and will focus on morphology and syntax.

Cross-Cultural Analysis will be discussed by Ms. Helen Munch of the University of San Francisco. Participants in this segment are asked to bring copies of texts they use in class to the presentation. Ms. Munch will demonstrate how these can be culturally adapted to the language classroom.

The component on Classroom Methodologies will be given by Ms. Rosanne Skirble, a free-lance writer of TV, radio, and printed instructional materials and the author of *Teaching English as a Foreign Language Through Television Commercials*. Participants will be shown how to develop lesson plans based on written materials and segments from U.S. radio and T.V. broadcasts.

* * * * *

Participation Fees: Members may still pre-register by calling one of the local contact persons listed on the following page. The pre-registration fee is Y20,000 for members and Y25,000 for non-members. Day rates are Y6,000 for JALT members and Y7,000 for non-members. (Note: Because Dr. Kimizuka will not be able to participate in the workshop in Sendai, the cost there will be Y15,000 for members and Y20,000 for non-members. The day rates will be the same.)

Summer Workshop Schedule

- Nishinippon:** Topics: Phonology, Contr. Analysis, Cross-Cultural, Methods
 Dates: August 4,5,6,7
 Time: 10:00 - 5:00 p.m.
 Place: Kyushu University, College of General Education
 Ropponmatsu, Fukuoka
 Info: Richard Dusek, 092-561-1844
- Shikoku:** Topics: Phonology, Contr. Analysis, Cross-Cultural, Methods
 Dates: August 6,7,8,9
 Time: 9:30- 4:30 p.m.
 Place: Kagawa University
 Keizaigakubu, Room 14
 Info: Graham Page, 0878-34-3322
- Chugoku:** Topics: Phonology, Contr. Analysis, Cross-Cultural, Methods
 Dates: August 8,9,10,11
 Time: 9:00 - 4:00 p.m.
 Place: Hiroshima YMCA
 7-11 Hatchobori,Hiroshima
 Info: Marie Tsuruda, 0822-28-2266, ext.57
- Kansai:** Topics: Phonology, Contr. Analysis, Methods, Cross-Cultural
 Dates: August 9,10,11,12
 Time: 10:00- 5:00 p.m.
 Place: St. Paul's College
 near Umeda Station, off Midosuji
 Info: Kenji Kitao, 075-431-6146
- Tokai:** Topics: Phonology, Methods, Contr. Analysis, Cross-Cultural
 Dates: August 11,12,13,14
 Time: 9:30 - 4:30 p.m.
 Place: Kinryo Kaikan (Tsurumai Station)
 Nagoya
 Info: Nancy Nakanishi, 052-763-2879
- Kanto:** Topics: Phonology, Contr. Analysis, Cross-Cultural, Methods
 Dates: August 13,14,15,16
 Time: 9:00- 4:00 p.m.
 Place: Kobe Steel
 8-2, 1-chome Marunouchi, Chiyoda-ku, Tokyo
 Info: James Duke, 03-264-5936
- Hokkaido:** Topics: Phonology, Contr. Analysis, Cross-Cultural, Methods
 Dates: August 14,15,16,17
 Time: 10:00 - 5:00 p.m.
 Place: New Day School, Chiyoda Biru 7F
 Odori, Nishi 18, Sapporo
 Info: Dr. Yukitoshi Sato, 011-661-2036 (home)
- Tohoku:** Topics: Phonology, Cross-Cultural, Methods
 Dates: August 17,18,19
 Time: 10:00 - 5:00 p.m.
 Place: New Day School Branch, #406 Ichibanban Building
 6-19, 1-chome, Ichibancho, Sendai 980
 Info: Tokuko Yamauchi, 0222-65-4288

summer preview

Fanselow's Teacher Training Seminar

"Those new ideas for teaching may be worthwhile, but I have a prescribed text to use and so I can't try any of them out" is a frequent comment teachers make. One purpose of this workshop will be to show how teachers can apply ideas they feel comfortable with and want to try out, to any text even though the original authors did not have the same ideas in mind and in fact designed the text to reflect a totally different philosophy of language teaching. To achieve this purpose, teachers will analyze the types of tasks set for students in the textbooks they use and learn how to adapt them to reflect new ideas they have heard about and want to try. Then, on the second day, they will observe their adapted texts being used to teach a live class. Based on an observation of the live class and a systematic description of a video tape of the class, they will revise their plans. On the third day, the revised plans will be taught and observations of these lessons compared with those of the previous day.

"Which is better, to give students question word questions or either-or or yes-no questions?" This and other such questions concerning the value of one type of behavior over another are constantly posed by teachers. During the afternoon of the third day, extracts from the video taped lessons will be compared to show the effects caused by different types of questions and different kinds of feedback.

"I sure felt good after that lesson--it went really well" or "Wow," I hope that doesn't happen again--I. felt terrible" represent the third type of comment teachers frequently make. During each day's observations, "golden" and "leaden" moments will be transcribed from the lessons. These will serve as scripts for lessons taught on the fourth day. And tapes of these lessons will be analyzed to see whether the original "golden" and "leaden" moments were accidents or in fact the result of the use of specific behaviors.

Although ways teachers can generate additional behaviors on their own will be suggested each day, the fifth day will be devoted to manipulating the components of teacher questions and feedback behavior so that when the teachers return to their own classrooms they can continue to investigate by consciously altering details of their teaching behavior. Short readings summarizing the specific suggestions made each day will be given out for teachers to scan and use as notes during the workshop itself and to read and apply in depth on their own when they are back with their own classes.

* * * * *

Dr. John Fanselow of Teacher's College, Columbia University has conducted workshops on "the teaching act" at TESOL Conferences and other professional meetings throughout the U.S. His five-day teacher training seminar for JALT will be conducted at St. Paul's College near Umeda Station in Osaka from August 20-24 (10:00-5:00 p.m.). Participants are asked to bring a copy of a text, a lesson plan, or other material they actually use in the classroom.

The cost of the workshop is ¥30,000 for members and ¥35,000 for nonmembers. Unlike the Applied Linguistics Workshops, day walk-ins are discouraged. Late registrants will be taken at the door on the first day for an additional ¥2,000. To pre-register, send a postal transfer (yubin furikomi) to Fukuoka Postal Account 18843 in the name of JALT ジャアール (summer program). Pre-registration can also be handled by the local representatives indicated on the preceding page.



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

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