

JALT

The Japan Association of Language Teachers

NEWSLETTER

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inter·views

Aims for '80: Expansion, Consolidation

[The beginning of a year is a time for taking stock and making resolutions. This issue, therefore, is devoted to a review of JALT's activities during the past twelve months and to a consideration of our future objectives. At the annual business meeting, held in conjunction with Language Teaching in Japan, a new Executive Committee was installed. Former Vice-President Tom Robb was elected President. It will be Tom's responsibility to set the direction of the organization for the coming year. Following the conference, therefore, we asked Tom to comment on his view of the association and the aims he would like to work toward.]



First of all, I was wondering if you could tell us what your view of JALT is and what direction you think JALT should be going in in the future.

Well, I think that the goal of the organization is rather clear. Our constitution states that it's our object to explore better ways of language teaching and learning, and to this I guess we should also add "to promote" these better ways, as well,--to make them as well known as possible. And, as for the direction we should be heading in in the future, I think that we are probably heading in the right direction now. I think that the main problem is trying to keep up the momentum that we have already built.

We distributed a questionnaire at the LTIJ Conference in Kyoto last month, and one of the questions we asked the members was what they thought the most important aspects of JALT were. And the results, actually, lived up to my expectations and are consistent with what we are doing now. Most of the members said that keeping up on new methodological developments was the thing they considered the most important, although a large number of people also thought that, say, learning about the theoretical background necessary for language teaching or keeping up on new theoretical developments was also important. But almost everyone seemed to be in agreement that new methodological developments were their primary concern. so, I think that our current format, which is having as many local meetings on as wide a variety of topics as possible, where the membership can really come to grips with these new methods, see them in action, and talk to people who have actually tried them, is of prime importance.

In addition to this general aim, what are your particular goals for the year?

Well, one goal which we have had all along and that I want to continue to stress is the expansion of the organization, because obviously the success of our goal, which is to influence language teaching and learning in Japan, depends on how many people we can reach. And, the best way we can reach these people is through our local "grass-roots" organizations--our local chapters. I think we have to try to establish local chapters in as many places as they can be viable, and actually I don't think that there is any place where a chapter could not be formed considering the large number of junior high and senior high school teachers that there are in every area of Japan. And I believe that our main thrust from here on should be to try to get more junior high and senior high school teachers involved in the organization. After all that is where students in Japan get their first exposure to a second language and this is where their basic attitudes to foreign language are formed and where I think JALT can have its biggest effect.

Now, administratively, though, there is also a very important goal which I have in mind this year, and that is a consolidation of the administrative aspects of the organization. Right now we are basically still operating with the administrative structure which we had when we were an organization--you could almost call it a club--of just two or three hundred members. And now that we are approaching the 1100-mark we really do need to reconsider our basic set-up. It seems that the Executive Committee members, in particular, are getting bogged down in just the paperwork aspects of the organization and this limits the amount of time that they have for the more creative aspects of their respective jobs.

Practically speaking, how do you plan to go about this?

Well, there are basically two ways we can spread out the workload. One is to get more members involved in the organization and the other is to get some paid help. Right now, unfortunately, our financial situation doesn't permit us to get paid help, at least not to the extent where we could have an office with regular or even part-time help. So, it looks like we have to get more people involved in running the organization. The more people we

-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: ¥2,500.

have, the more we can do. Now, of course, we also have to try to develop our financial resources further so that we can eventually afford a full-fledged office. This would decrease the burden on the officers tremendously if we could do this.

According to the Treasurer's report, however, JALT suffered a considerable operating loss last year. Do you really think we will be able to afford an office in the near future?

Well, first I think I should explain why we had a loss. While it was partially spending more than we had budgeted, another major factor was our own slowness in collecting money owed us, particularly from our commercial members, both for ads they placed in the Newsletter and for their annual membership fees. This again was caused by our lack of manpower. Now that this money has started to flow in, things are looking a little better. Another problem last year was the fact that the national organization was just receiving Y2,000 of the regular member's Y5,000 dues. That was just too little considering the extent of the services returned to the membership, like the monthly Newsletter, the Journal, and the travel subsidies that we are giving local chapters for speakers. Now that the dues have been reapportioned so that the national organization receives Y3,000 per member. I hope we will have a little more money to spare, but probably still not enough to afford part-time help to any great extent. So, then, one thing that I would like to do this year is to make a concerted effort to find new sources of income for the organization, such as philanthropic organizations, big business, or even the Mombusho. Again, in the past, we haven't had the manpower to go out and do this, but I'm going to see that it gets high priority this year. We have, in fact, created a new Executive Committee position, that of "Public Relations" with just this sort of thing in mind. If we are successful in expanding our income, then we will be able to increase our services by having a full-fledged office where we can establish a resource library of, say, textbooks, journals, employment information, information on teacher-training programs abroad, and so on--all of which I'm sure would be quite welcome by the membership, but which we are unable to do in our current financial state.

Inside JALT there are actually many different kinds of members. What do you see the organization doing to cater to their individual needs?

Well, it's true that we do have a rather diverse membership. We have people teaching at all levels from children on up through high school and college, to adults in private language schools or company programs. And then we naturally have both Japanese and non-Japanese in the organization. One thing we are trying to do is to foster the development of special interest groups, or SIG's for short, so that people who have a particular interest can hold their own meetings outside of the regular programming where they can discuss their methods and demonstrate what they are doing. In the Kansai area, they've developed a TES group--Teaching English in Schools--where junior high, senior high school and university teachers can discuss mutual problems and particularly how teaching at these three successive levels can be more integrated in the future.

Also in our general programming, we try to keep as good a balance as possible between the various aspects of language teaching, so that there are a number of programs each year directly relevant to each member's needs. Additionally, Doug Tomlinson, our new Vice-President, is attempting to set up SIG's for the members teaching languages other than English--in particular, French, German, Spanish and Chinese, I believe.

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inter·views

'We Are Solvent.'

[Treasurer Tim Lewis was asked to review the state of our finances.]

JALT has experienced some difficulty this year balancing income and expenses. What is our current financial situation?

JALT is a non-profit organization. This past year JALT spent more on services and administration than it took in from membership dues and advertising. We are, however, solvent.

In January 1979, you proposed a budget which projected a surplus of Y2.225 million. Although this budget was revised in March, a surplus of Y96,000 was still anticipated. What happened between March and September to drive us into the red?



Well, for one thing, I didn't propose the budget in January. The numbers that came out of our session were nothing more than a very rough idea of priorities for the coming year. The budget that I sent out in March was a much more realistic look at income and expenses.

Our problem with the budget, however, was that it was the first one JALT had ever made, and there was no previous monthly or yearly category totals to base it on. In short, it was simply a guess as to how much it would cost to run the organization. Another problem was that it was pretty much ignored. As to your question, though, there were four reasons why we lost money last year.

First, this year we changed our fiscal year to run from August 1 to September 30, rather than from mid-November to mid-November as in the past. This change was made to allow time for the books to be professionally audited. Because of the shortened fiscal year, we were not able to collect about Y500,000 from commercial members until after the fiscal year had ended. This resulted in a paper loss for that amount. I've since received about Y450,000 from the commercial members.

Second, administrative expenses were about double the amount budgeted. Again, however, the budget figure Y750,000 was simply picked out of the air because of the lack of data. It's interesting to note, however, that the percentages for each item in the administrative expense category were within about 2% of the projected budgeted figure, with one exception, and this was far under budget. That was telephone expense, I believe. In other words, budgetwise, we spent on administration just about what we figured we should. The total spending was just higher than we had expected. So, that means if we want to cut administrative spending next year, we'll have to make cuts across the board because no category stands out.

The third reason is the cost for the publications went up. Just one example: in January one copy of the Newsletter cost Y79 to print, but in September one copy cost Y106 to print. I guess inflation hits everybody.

The fourth reason. I think there is possibly still a tendency to spend whatever is necessary to achieve a goal without regard to budgetary limits. This attitude must change. We've got to learn to live within our means.

The straw that broke the camel's back seems to have been the summer workshops. From a financial point of view, do you think these were well con-

ceived and appropriately administered?

From reports I've heard the summer program was well received. The idea of having a summer program that travels around Japan is a good one. I don't think that the speakers must necessarily come from out of Japan, especially not at JALT expense. The programs were not well administered, however. It was the first time for JALT to hold such a large-scale workshop, and we made an awful lot of mistakes. One big problem was a lack of communication between the planners. For an organization that specializes in communication, we don't do it always as well we could.

In September, the Executive Committee asked the Kanto and Kansai Chapters to lend it a total of Y200,000 to cover immediate expenses. I believe Kanto did advance the organization Y100,000 but Kansai did not. Why not? And, do you think it was really necessary in the first place to go with a begging bowl to the chapters?

Well, I didn't vote for that proposal, and though I'm very grateful for the support shown by the Kanto Chapter, I don't think it was necessary for the chapters to advance JALT money. We had enough money to last until LTIJ. I don't know why Kansai didn't respond.

The conference, which is one of JALT's major sources of income, came just in the nick of time. The LTIJ Committee projected revenues of Y4,500,000. How did the Conference in fact do?

I don't know. The LTIJ treasurer is still closing the accounts now, and I haven't received her reports. The LTIJ Committee is independent of JALT. They simply make progress reports to the Executive Committee and forward any surplus money to JALT. I don't agree with this policy of total independence, however.

Whatever the results, the organization cannot depend on the conference alone to provide operating expenses for the year. Just what are the other sources of revenue?

Because of the nature of the organization, JALT has limited sources of income. Outside the conference, there are just three others:

1. money received for advertising in JALT publications which helps offset the cost of printing these publications,
2. sales of JALT publications and sales of computer labels, which is almost at cost, and
3. membership dues

At the Business Meeting, it was decided to alter the apportionment of the dues between the national organization and the local chapters. Previously, the chapters got Y3,000 and JALT Y2,000. From now on, it will be just the opposite. I believe you strongly supported the former decision one year ago. Could you explain why. And, have you now changed your mind about this?

One year ago, I believed that it was necessary for the chapters to receive a large share of the membership dues in order to survive. There were necessary costs for advertising, printing, hall rental and speaker transportation that the small chapters could not absorb without money from their members. One year ago, the chapters were receiving no money at all from JALT. Now, the situation is much different. The Newsletter publishes monthly announcements of local meetings and local chapter news. JALT sends speakers around to the chapters on a no-cost-to-the-chapter basis. JALT provides

each chapter a speaker transportation fund that is in some cases greater than the amount of money received from the chapter in dues. JALT makes available to each chapter video cassettes of presentations made in other chapters. JALT pays all expenses for a representative of each chapter with less than 75 members to attend one JALT Executive Committee meeting of their choice a year. All of these chapter benefits have happened over this past year. I now believe the chapters no longer need the money they did last year, but should use that money to help the national organization.

In addition to this revision of the dues' split, what plans are being made--if any--to increase income next year?

As I said before, because of the nature of the organization, it is not really possible to increase our income. We do, however, plan to regularize it. For example, starting this next month, or actually this month in January, JALT membership, both commercial and individual, will be on a calendar basis. This will help financial planning. We also plan long-term contracts with Newsletter advertisers. Tighter guidelines for administrative expenditures may be also in order. However, if you want to continue to publicize JALT, our spending would probably be about the same next year as it was this last one. We won't, however, lose on next year's summer program.

Do you think some belt tightening is necessary next year? Will JALT have to cut back on the services it offers to the membership?

Yes. I think JALT is attempting to do too much at one time. For example, in the span of one calendar year, JALT has published twelve issues of 26 page plus Newsletter, the first issue of a semi-annual journal, and a 118 page LTJ Review. Each of these are worthy projects. Each serves a specific need within JALT. But I think that JALT was bitten off more than it can chew to start publishing all three in the span of one year. The total cost of these three publications is over Y3 million, of which only a little over Y1 million is made up through advertising sales. I don't think an organization as young and as small as JALT can afford these three publications and TESOL grants and research grants and transportation funds all at the same time. Some things must either be there scaled down or postponed if JALT is to remain viable.

Are there any further comments you'd like to make?

Yes. I see JALT as an organization dedicated to helping teachers in the classroom in Japan. I believe that teachers can best be served by 1) frequent, concise Newsletter articles highlighting new teaching trends, attitudes and techniques, and by 2) frequent meetings with the other classroom teachers. We have the frequent Newsletter articles, although some of them may not be very concise--and this one included. But what we may not have are the frequent meetings.

It appears to me that some chapters believe that unless they have a "star" from out of town as a speaker, it is not worthwhile having a program. This is most definitely not true. In every chapter there people that could, if not give a very good original presentation of their own, they could chair a panel or a discussion of problems related to teaching in some specific area. I think maybe too much time is spent listening to the ideas of out-of-town "stars" and not enough time is spent discussing local problems. Maybe if local problems could be defined and speakers brought in to address those problems, meetings would be much more profitable. JALT's concern should be to serve the membership through the chapters. The chapters concern should be to serve the local classroom teacher.

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jalt news

New Officers Comment on Goals

[The other newly elected officers were also asked to comment on their personal goals and/or the objectives they'd like to see JALT pursue in 1980.]

Vice-President: Doug Tomlinson

In 1980, I would like to see JALT function more efficiently, more profitably, and more effectively. To that end, I see my role, which is defined as to "share the duties and responsibilities of the Presidency," as one of facilitating and coordinating and assisting.

Specifically, I would like to see JALT do the following:

1) Work toward *zaidan hojin* (foundation) status. Such a move would enable JALT to gain that standing that comes only from Mombusho recognition.

2) Establish solid relations with other professional organizations such as JACET, Zenreiren, the Language Laboratory Association, etc. By sharing our resources, working together, and complementing each other, we can better serve our membership and the profession.

3) Begin a job referral service. We receive many enquiries from abroad but have no system to handle them except on an ad hoc basis. JALT could act as a honest *nakodo* or go-between.

4) Expand the Special Interest Groups (SIG's) that have been so popular in Kansai. SIG's could include such areas as Japanese, French, Spanish, German, Chinese, the Silent Way, CL/CLL, Testing, Writing, Teaching Children, High School Teaching, College/University Teaching, etc. The language and testing SIG's are already aborning.

5) Reach 1,500 members.

Program Chairperson: Kenji Kitao

As the newly elected program chairperson, I would like to help each chapter maintain an active and balanced program schedule. I think each chapter has slightly different program interests, and I do not feel that I should push any strong guidelines. However, I hope each chapter has some variety in its programs and also considers programs which would be beneficial to Japanese junior and senior high school teachers, since we do have many, and hope to attract more, Japanese members.

I am willing to help find good speakers and negotiate with them. JALT will continue its subsidy for sending speakers to each chapter. Since Traveling costs are very high, I do hope that nearby chapters will cooperate in bringing in speakers and sharing costs whenever possible.

I am also interested in inviting a limited number of speakers from abroad. For example, we are negotiating with Dr. Jennybell Rardin, Dr. Curran's successor, and would like to have her come sometime during the spring or summer if possible.

I would like to have summer workshops in every chapter. This year's workshop may be somewhat different from the last year's. I am not planning to invite many speakers from abroad. I would like to see the workshop under local control, depending upon local talent. It might be supplemented by speakers from other areas when necessary. I would like to combine some advanced English programs for Japanese teachers to raise the level of English

proficiency.

I feel a heavy responsibility for all chapters and JALT members, and I am willing to be of any help I can be. However, I do need your comments and assistance in order to perform my job well.

Public Relations Chairperson: Kohei Takubo

I was elected Public Relations Chairperson, a newly created position on the national Executive Committee, at LTIJ '79. The following are some thoughts I have regarding my duties as Public Relations Chairperson.

I feel that there are still some Japanese teachers who regard JALT as a group of non-Japanese teachers even though more than half of the JALT membership is now Japanese. In this regard, much of my effort as Public Relations Chairperson will be directed at reaching these people and explaining the goals and activities of JALT to them. I intend to publicize the activities of JALT in English and Japanese newspaperexs, monthly language publications and professional journals. I also intend to work through other language organizations, prefectural boards of education and the Ministry of Education. Finally, I intend to work closely with the business manager of the JALT Publications Board in coordinating publicity.

Membership Chairperson: Graham Page

The first thing I feel I must say is that Doug Tomlinson's act is going to be a hard one to follow. I mean that in a complimentary way although there is a slightly ironical twist to it; namely, that the 1979 JALT Executive Committee members were so dedicated and spent so much time on the job that anyone coming along is almost discouraged by the amount of work they must do just to keep up. It is my intention to streamline the job so that it is humanly possible to do it sufficiently without jeopardizing one's own livelihood. Otherwise, we will need to employ staff to run the national organisation, which would be ridiculous with a membership of only just over 1,000.

My basic attitude to the JALT committee work as a whole is that we need a fairly strong centralised organisation to attract and arrange the visiting talent which has made this year's programs such a success but that we need a decentralised organisation for all other administrative matters. I, therefore, hope to work very closely with the local Membership Chairpeople in building the membership of JALT to beyond the 2,000 mark.

Doug Tomlinson has left a lot of potential irons in the fire with the possibility of new chapters in prefectures all along the Japan Sea, and even in Okinawa. It will be up to me to encourage these to reach full chapter membership. But in looking over the percentages of Japanese school teachers in JALT, it's my feeling that somehow we haven't yet reached out to them. If one of JALT's aims is to help improve the quality of language teaching in Japan through the forum of ideas that JALT Chapter meetings provide, then we should draw these people, too, into the organisation. It's true that there are a number of organisations to which Japanese school teachers belong but none of them are as active and as interested in disseminating information about new methods as we are. And that is where our strength lies: we are a grass-roots organisation.

Secretary: Grace Glover

(Not submitted)



Conference Kudos & Criticisms

The "vibes" were good this year. By the end of the last day, some 530 people had registered for what can only be described as JALT's most successful conference to date. The comments from the questionnaires, a representative sample of which is reproduced below, will go a long way towards insuring the next year's conference will be even better. Replies from the LTIJ committee are enclosed in square brackets.

General Remarks

...It was well-organized and most instructive. However, three days is long enough!

...The past three days have been simply great! Last year's was a bit too short.

...The conference was pretty good, but needs more "professionalism."

...This year's conference was certainly more professional than last year's

...This conference was great for beginning teachers and great for old-timers, too.

...Generally much better organized and expanded than last year. (Last year was good. This year was great.) I liked the progress in SW and CLL. More advanced seminars presuming some familiarity, so less wasted time.

...I'm sorry that I missed the previous conferences.

...The Nagoya conference ['77] seemed by far the best because we were all together for meetings and living arrangements. [Yes, but that site could hold a maximum of 200 people. If anyone knows a place sleeping 500, with 15 or so classrooms for presentations and displays, tell us quick! We've been looking, but so far in vain.]

Presentations

...Very stimulating as usual, but I feel that there were too many presentations and some of them too long. I think 1 1/2 hours per session is long enough.

...One huge problem: All the one-hour presentations were too short... nobody could finish adequately and it was frustrating; so I'd suggest a minimum of 1 1/2 hours for any presentations.

...Time allotment was just right.

...Too many presentations at the same time.

...I liked the option of the Friday all-day sessions.

Miscellaneous

...Would it be possible to receive the conference booklet a week in advance for pre-registrants? [Perhaps, if we could get it together sooner, but last-minute changes tend to delay it.]

...Put publishers closer to where the presentations are. They were too "out of the way." [Sorry about this. The only classrooms with moveable desks were those on the periphery.]

...I would appreciate video presentations of actual class situations, if possible.

...I have only a few comments and they are quite obvious. The Tokyu Inn had serious disadvantages--location and lack of adequate facilities where most or at least many of the membership could socialize at the same time. Also no such facilities at Doshisha University...Nevertheless--overall

on the plus side. [The Tokyu Inn was the closest hotel we could get when we looked in June. We had another closer place lined up February (at least, so we thought), and only found out at the end of May that we could not use it.]

...Please make an address book of the participants and their profiles so that we can communicate with each other. [JALT policy is not to make a general mailing list of this sort since it tends to get abused by non-member commercial concerns. Any JALT officer, however, will be glad to supply you with any particular address or phone number that you would like.]

A Sampling of Likes and Dislikes

<u>What did you like best?</u>	<u>What did you like least?</u>
The variety of presentations (15)	The hotel being so far away (12)
The organization (13)	The hard benches (6)
Meeting people (11)	Shizuya lunches (5)
Exchanging ideas (10)	Too much activity (4)
The presentations themselves (10)	The "Friday night thing" (4)
The enthusiasm of the participants (6)	The lack of time
The workshops (6)	Social activities too dry
The plenary session (5)	Long registration lines
The Video Theatre (3)	Long-winded presentations
The YMCA party (2)	The plenary session

Questions about JALT

Please rate the relative importance of the following aspects of JALT activities:

JALT is important as a place to:	<u>Very Important</u>	<u>4</u>	<u>3</u>	<u>2</u>	<u>Un-important</u>	<u>No Reply</u>
	<u>5</u>				<u>1</u>	
a) acquire the theoretical background necessary for language teaching	28	32	17	5	8	13
b) learn the fundamentals of teaching methodology	33	23	20	10	10	7
c) keep up on new theoretical developments	56	28	8	2	2	7
d) keep up on new methodological developments	76	16	4	1	1	5
e) meet other teachers	60	26	10	5	1	1
f) find employment opportunities	8	11	20	25	24	15
g) keep up or improve my English speaking ability	15	3	8	8	49	20

[104 respondents, of whom 96 were non-Japanese]

DID YOU FORGET TO PICK UP YOUR JOURNAL?

JALT members who attended LTIJ '79 were supposed to pick up their JALT Journals at the conference. Many members unfortunately forgot to do this. If you did not receive the Journal, please write to Editor Nancy Nakanishi Hildebrandt at 3-A Ichikawa Copo, 2-40 Yamazoe-cho, Chikusa-ku, Nagoya 464.

let·ters

Impressed by LTIJ '79

I've been teaching in Japan for some seven years and until last month very much felt that my job had become rather routine--doing the same old stuff--being faced with the same frustrating problems, then I heard about the LTIJ conference.

Well, I went and was very, very impressed. The speakers were all super enthusiastic and they really knew their stuff. (They were lecturing on stuff they taught in their own classes.) I liked the drama and video classes especially because it was fun to do the class as a student.

The ideas and methods are very adaptable. I've already integrated lots of them with my regular classes with very good results. My only complaint--it was impossible to see everything. Let's have some more meetings!!!

I'd also like to mention the Newsletter. First of all, if I hadn't read last month's edition, I wouldn't have known about the LTIJ conference and missed a very valuable educational experience. It's a great way to keep up with current teaching trends. Secondly, it lets you know what's going on in the way of new materials. The book reviews are great.

Alan Robert Hokker, Tokyo

Suggestions for LTIJ '80

I'm just back from LTIJ '79. I was looking forward to it and I wasn't disappointed. I'll be there next year. As I was preparing a report for my school, several suggestions occurred to me that I'd like to share for consideration next year.

(1) The keynote address by Diller--excellent for this year. What we need now is a person from outside the teaching profession to give us a context on Japan's role in the world in the 1980's and how we fit into that. A person with a point of view like Edwin Reischauer's or Frank Gibney's would be fine. Or maybe a Japanese newspaper or TV type. But not an academician.

(2) A panel discussion for the whole conference. On it we might have Diller/Nord types plus locals. The panel should discuss topics on a level somewhere between the keynote address and a methods' presentation. The important thing to think through would be the questions. An able panel moderator would also have to be found.

(3) We need a JALT directory with names and addresses, or maybe a LTIJ conference directory. I'd like to write to some of the presenters, but I don't know how.

(4) I couldn't seem to take advantage of the video tape presentations. I noticed there were several unfilled slots in the conference schedule. Could we not schedule special video programs in these times? We could also print the name of the video program in the general program and have a presenter (or specialist) there to discuss the film.

The presentations were varied and all the ones I attended were excellent, each in its own way. Practical methods are our strong point and should remain so.

Dale T. Griffie, Sendai City

an·nounce·ments

College Reading Materials Research Project

A group of JALT members has received a research grant from JALT to develop reading materials for first and second year college students. We hope to develop materials that will: 1) interest students in reading in English, 2) help students improve their reading skills, 3) expose students to a variety of literary forms, and 4) give the students information about the USA. After doing preliminary research, we plan to write and/or select appropriate materials and experiment with them in our classrooms. We would appreciate input in any form from other JALT members, including ideas on good ways to develop reading skills and suggestions for interesting and informative reading selections. We would also be grateful for actual contributions, as we would like to have original writings, for both educational and budgetary reasons. We will be happy to share the materials with those who might be interested in using them. For further details, please write or contact Kenji Kitao, Department of English, Doshisha University, Kamigyo-ku, Kyoto 602; home phone: 075-611-7449.

Chinese Language Interest Group (CLIG)

At LTIJ '79, seeds were sown for several special interest groups. Among the groups so germinated was a Chinese Language Interest Group (CLIG). Several people interested in Chinese languages go together in Kyoto and decided to hold an organizational meeting in conjunction with the January Kanto Chapter meeting. Anyone interested in Chinese languages is invited to join. At the meeting, we will discuss the goals and possible activities of the group, as well as the frequency of our meetings. In the Kanto area, you may contact Dann Gossman at 03-542-8821 (office hours) or 0425-43-6647 (evenings, 8-11 p.m.) for further information. Dann will act as temporary coordinator. In Kansai, interested persons should contact Tom Pendergast at 06-443-3810.

D'Nealian Handwriting Program

The Scott, Foresman D'Nealan™ Handwriting Program can help your students learn to write English more easily. Unlike customary methods of handwriting instruction, D'Nealian letters are written with few pencil lifts. So right from the start, students learn the letter formations, rhythm, size, slant, and spacing used in cursive writing.

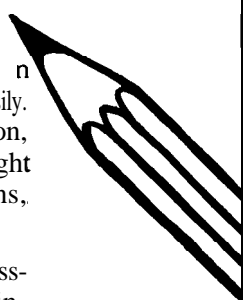
D'Nealian Handwriting has been used in American classrooms for twelve years with proven success. Now it's gaining similar success throughout the world.

To learn more about this innovative program, write us for information. We like to hear from teachers in Japan.



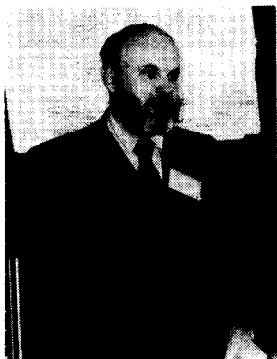
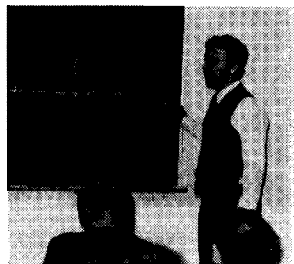
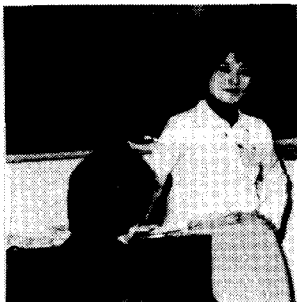
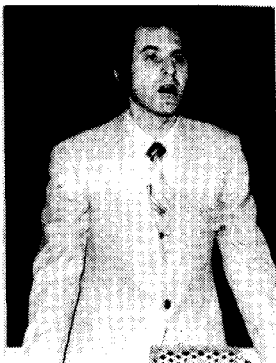
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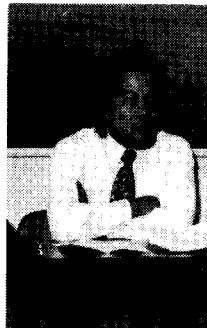
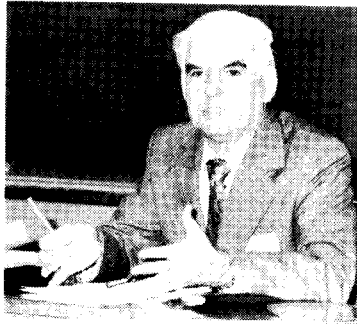
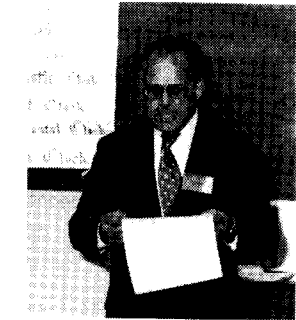
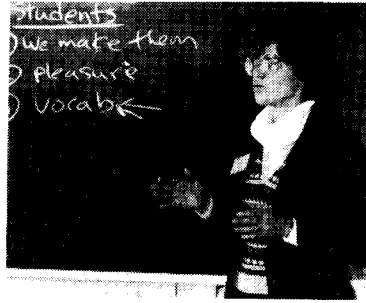
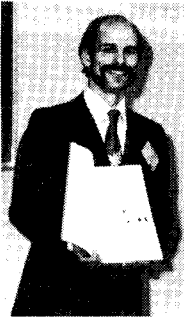
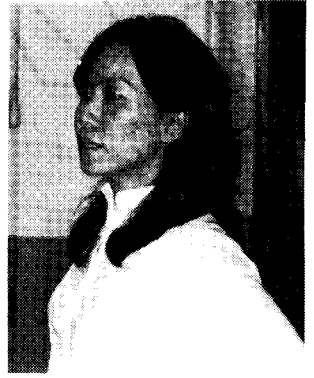
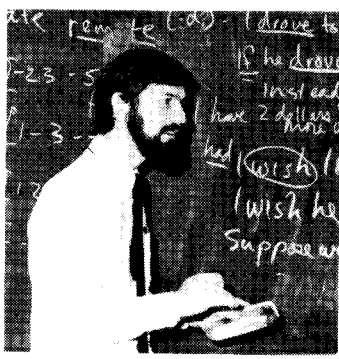
1900 East Lake Avenue • Glenview, Illinois 60025 U.S.A.



GP79

photos by
GENE CRANE





officers' reports

The President's Report

Thomas M. Pendergast, Jr.

Since I have been President of JALT since 1976 and will be leaving office at this convention, it is difficult to confine my parting thoughts to the events of the past year. On the other hand, it is only in this year of 1979 that I think we have finally begun to grow up, thanks to an extraordinarily hard-working Executive Committee.

Prior to last January, we were a vigorous but undisciplined "club," which ignored procedural rubrics right and left--partly from carelessness and partly from ignorance. But we had a good idea and so, like Topsy, we just grew and grew.

This past year, however, a transition has been successfully blueprinted and the "growing pains" resulting from incontinent proliferation are beginning to subside.

As we move into the 1980's, then, I would like to leave all of you with two thoughts. The first is that JALT is supposed to be of, by and for YOU--the members. Back when we were a "club," people knew each other, and there was a good deal of informal talk and socializing. Let us try to recapture this spirit. Secondly, as more and more (currently about 50%) Japanese become members, we will want to continually review our programs and policies to make sure that we are serving all of our members equally. Let us work so that we can look back on 1980 as the year in which there was increased sharing of viewpoints and ideas.

Finally, I want to give my thanks to everyone who, by joining us, has affirmed that JALT was indeed an idea whose time had come.

The Vice-President's Report

Thomas N. Robb

While the Vice-President's job is simply defined as to "share the duties and responsibilities of the Presidency," there are in fact many specific duties which the Vice-President has carried out this past year. This year's LTJ Conference, JALT computer operations, the JALT research fund, and the publication of the new membership brochure are some of the areas in which the Vice-President has played a major role.

The JALT Executive Committee, being without the assistance of a permanent office with a paid staff, must spend considerable time attending to the routine administrative necessities of an organization with over 1000 people, in addition to its primary role of decision-making and policy implementation. Carrying out their responsibilities has been an extremely heavy burden on your officers, who, of course, have their own demanding full-time jobs at the same time.

While finance does, certainly, play a part in determining the range of services that JALT can offer its membership, a more important factor, is manpower. Please keep in mind that, if we are to further expand our functions into such areas as a resource library, a job referral service, teacher training programs, etc., we must not only have the support, 'but the active help of our members.

The Treasurer's Report

Timothy C. Lewis

BALANCE SHEET

September 30, 1979

ASSETS

Cash:		
Sanwa Bank	93,104	
Post Office	67,965	
Foreign Deposits	<u>115,835</u>	
(\$521.78 at Y222)		276,904
Accounts Receivable		383,678
LTIJ '79 Advance		200,000
Office Equipment		678,130
Richard Via's Book (<i>English in Three Acts</i>)		<u>19,200</u>
Total Assets		<u><u>1,557,912</u></u>

LIABILITIES AND RETAINED SURPLUS

Accounts Payable:		
Executive Committee	495,328	
Newsletter Expenses	145,000	
Kanto Chapter	<u>100,000</u>	
Total Liabilities		740,328
Retained Surplus:		
Beginning Balance	2,143,612	
Net Loss	<u>-1,326,028</u>	
Net Retained Surplus		<u>817,584</u>
Total Liabilities and Retained Surplus		<u><u>1,557,912</u></u>

INCOME STATEMENT

November 17 - September 30, 1979

REVENUE

Membership:		
Chapter Members	1,561,160	
At-Large Members	218,285	
Commercial Members	<u>362,500</u>	
Total Membership		2,141,945
Other Income:		
Publication Ads	819,220	
Publication Sales	207,421	
LTIJ '78	516,147	
Miscellaneous	<u>22,321</u>	
Total Other Income		<u>1,565,109</u>
Total Revenue		3,707,054

EXPENSES

Program:		
Chapter Transportation	142,600	
JALT Programs		
Income	2,252,500	
Expense	<u>-2,605,065</u>	
	352,565	
Total Program Expense		495,165
Publications:		
Printing	1,180,133	
Postage	564,642	
Transportation	141,990	
Other	<u>145,000</u>	
Total Publications Expense		2,031,765
Administrative:		
Telephone	258,089	
Transportation	63,475	
Printing	169,995	
Supplies	161,746	
Postage	305,405	
Meals	139,352	
Computer	129,172	
Transfer	26,350	
Equipment	85,066	
Miscellaneous	<u>57,761</u>	
Total Administrative Expense		1,396,411
Executive Committee Meetings:		
Transportation	558,590	
Lodging	176,977	
Miscellaneous	<u>4,000</u>	
Total Meetings Expense		739,567
Publicity		192,313
TESOL Grants & Fees		177,861
Total Expenses		5,033,082
Total Revenue		<u>-3,707,054</u>
NET LOSS		1,326,028

SUMMER WORKSHOPS' INCOME STATEMENT

August 1 - September 30, 1979

REVENUE

Sapporo	86,000	
Tohoku	138,000	
Kanto	250,000	
Tokai	168,500	
Kansai	161,000	
Chugoku	78,500	
Shikoku	259,000	
Nishinippon	149,000	
Kansai (Fanselow)	459,500	
Pre-payments	<u>503,000</u>	
Total Revenue		2,252,500

EXPENSES

Telephone	74,530	
Transportation	126,600	
Printing	112,155	
Supplies	4,231	
Postage	24,340	
Meals	116,188	
Refreshments	48,840	
Hall Rental	71,858	
Equipment Rental	118,800	
Transfer	2,820	
Special Printing	28,000	
Miscellaneous	76,800	
Administrative Expenses		805,162
Domestic Travel	340,500	
International Travel	349,903	
Fees	1,050,000	
Miscellaneous	59,500	
Speakers' Expenses		1,799,903
Total Expenses		2,605,065
Total Revenue		2,252,500
NET LOSS		352,565

The Membership Report

Douglas Tomlinson

1021! Membership is a number's game, and 1021 is the number of members at the end of October. We have finally passed the magic 1000 mark, and I trust the first 1000 is the most difficult.

Growth during 1979 has been slow compared to 1978, only some 25%, but it has been solid. The six chapters of 1978 have been joined by Tohoku with 40 members and Hokkaido, an affiliate, with 18 members. In addition, there are 39 members abroad who have either joined directly or who have transferred from chapters within Japan.

Keeping track of these members is a big job. It involves ten of us and a great many steps. The eight chapter or affiliate membership chairpersons send monthly statistics, updates, delitions, etc., to me and to Tom Robb. Tom enters all the information on the computer at Doshisha, and provides us with membership printouts, mailing labels, etc. Without the computer and without the close cooperation and coordination of the chapter and affiliate chairpersons and Tom, membership could not be handled.

The membership of an organization reflects that organization. What do we see when we look at JALT? With the assistance of the chapter membership chairpersons, I have attempted to do a breakdown of the membership. Our results are as follows:

- 1) We are 51.2% female, 48.8% male.
- 2) We are 52.6% Japanese, 40% American, 2.8% British, 1.5% Canadian, and 2% from other countries including Australia, Bolivia, Chile, Peoples' Republic of China, Demark, France, West Germany, New Zealand, Philippines, Republic of South Africa, and Switzerland.

- 3) We live in every prefecture in Japan except Iwate, Nagano, Saga, Tokuyama, Tottori, and Yamagata.
- 4) We live in such other countries as Australia, Canada, Denmark, Malaysia, Mexico, the United Kingdom, the United States, West Germany, and Yugoslavia.
- 5) 80% of us teach English, 2% teach Japanese, and 2% teach other languages such as German, French, Spanish, and Chinese. 10% are unknown, not involved in teaching, or studying.
- 6) 25% of us teach in commercial language schools or programs, 18.5% in colleges or universities, 11% in senior high schools, 6% in company programs, 3% in junior high schools, and 1.5% each in prep schools or jukus and in government or research institutes. 4% of us have private classes, 2% teach pre-schoolers, and 2% are studying. 26% are unknown or not involved in teaching.

1980 will be JALT's fourth year as a national organization. It should see Hokkaido becoming a chapter and such areas as Hokuriku, Okinawa, and Hawaii becoming affiliates. It should also see some re-examination of what we're doing and how we're doing it.

One problem is the membership term. We can presently join at any time, and membership extends for twelve months. This means that keeping membership up-to-date is a monumental task, since 85 memberships expire every month! As you know, TESOL membership is for the calendar year and includes all issues of the *TESOL Newsletter* and *Quarterly* for those who join within that year. Other affiliates follow the same pattern. JALT should seriously consider a fixed membership term, either the calendar year or the academic year (April to March). The work for chapter and affiliate membership chairpersons, Tom, and my successor would quickly become much more manageable.

The Program Report

David Hough

JALT programming during the past year has reflected changes in the growth of the organization and an effort to give greater assistance to small and developing chapters. A major effort was also made to offer programs which met the needs of the increasing Japanese membership of the organization.

In January of this year, the JALT Executive Committee voted to create a transportation fund whereby local chapters could afford to sponsor speakers from outside of their areas. Until that time, all programs were either locally or nationally sponsored. This resulted in an unfair distribution of wealth in the major centers and left the outlying chapters to rely on JALT for most of their programs.

In addition to the transportation fund, JALT also set up a VTR lending library, whereby chapters could borrow tapes of programs in other chapters for replay at their local meetings. At present, there are approximately five such tapes available. These include tapes of last year's LTIJ '78 keynote speech, and workshops and demonstrations of the Silent Way, Sen-Sit-Sel, and OHR (Optimal Habit Reinforcement).

The Hokkaido Affiliate represents an excellent example of how the new types of programming assistance were of particular help to the outlying regions. Four of the five programs held in Hokkaido this year would not have been possible under the old system.

Highlights of the year include the JALT Summer Workshop Series, the sponsorship of Dr. Karl Diller's visit to Japan for the LTIJ '79 keynote speech and a lecture tour to three of the chapters, and chapter programming assistance in offering chapter workshops by Don Freeman on the Silent Way and Dann Gossman on modern trends in language teaching.

The JALT Summer Workshop Series was a mammoth project which saw five educators from the United States come to Japan. It was the first time for JALT to mount such a project and the first time that all of the chapters and regions were involved. It was also the first time that a program was designed to meet the needs of Japanese teachers of English and foreign teachers with relatively little training. Previous workshops featuring speakers from the U.S. had been centered in either Kansai or Kanto and were primarily concerned with new teaching methodologies.

The workshop series was divided into two parts--a four-day Applied Linguistics Workshop offered to all of the chapters and a five-day Teacher Training Workshop held in Osaka. Speakers in the Applied Linguistics Workshop included Dr. Sumako Kimizuka of the University of Southern California, Dr. Bernie Choseed of Georgetown University, Helen Munch of the University of San Francisco, and Rosanne Skirble, a freelance writer of language teaching materials. Dr. John Fanselow of Teachers College, Columbia University, gave the five-day Teacher Training Workshop in Osaka. While the workshop lost money for the organization and there were problems with coordination in some of the chapters, the series was received quite favorably by most of the participants.

Due to the growth of JALT over the past two years, the tremendous increase in the number of Japanese members, and changes in the types of programs available to the chapters and the Hokkaido Affiliate, it is now more important than ever to coordinate and design programs which meet the needs of the membership. Until this year, local chapters had to either fend for themselves in obtaining speakers or rely on JALT for their programming--much of the latter being centered around methodologies which, while sound, were of limited applicability to the general membership. As the organization continues to grow, it will have to continually reassess the degree to which its programs meet the needs of its changing membership.

The Secretary's Report

Kohei Takubo

Since being elected Recording Secretary in 1978, I have endeavored to collect and consolidate all past JALT records in order to preserve the history of JALT's activities and policy decisions. As the only Japanese member of the JALT Executive Committee, I was also given the task of producing a Japanese language leaflet outlining the aims and undertakings of the organization. This was printed this year and distributed to potential members, institutions, and language education circles. I have also acted as unofficial publicity liaison.

An important aspect of the liaison work involved interaction between JALT and Japanese governmental agencies, publishers and English-language newspaper companies. In May 1979, following a series of negotiations with government officials, the *JALT Newsletter* was granted third class mail status from the Ministry of Posts and Telecommunications. This enabled us to save a considerable amount of money on postage charges. During the year,

JALT also saw a significant increase in the amount of publicity about our activities. This was in large part due to contacts made with newspaper editors, the publishers of monthly English-language educational publications, and publishing companies with local offices. Recently, both the editors of the Daily Yomiuri and the Japan Times have offered to carry news reports and feature stories on JALT activities. Also, in my capacity as JALT liaison, arrangements were made for Mr. Tom Pendergast to appear on an NHK interview show.

Future plans call for getting in touch with language education councils and institutions in Japan for the collaboration and consolidation of language education activities in Japan. Through such work, it should be possible to further the aims of JALT.

The Newsletter Report

David Bycina

"Boys, be ambitious," somebody once said. Taking him at his word, we decided this year to turn the *JALT Newsletter* into a monthly publication. Eleven issues, 316 pages, and thousands of words later, we are still carrying on, thanks largely to a great deal of help from former Editor Nancy Nakanishi, Sanae Matusmoto--who does the typing and layout, and Larry Cisar--who takes care of distribution. A big vote of thanks is also owed to the contributors, who willingly volunteered or were *gently* coerced onto providing copy,...and, especially to our regulars: Mark Mullbock, Norm Harris, Fred Allen, and Jackie Gollin.

Through their efforts (and some shameless pilferage), we have been able to offer articles on virtually every current teaching method. Silent Way, CLL, Suggestopedia, Total Physical Response, English through Drama, the Functional Approach--you name it, and it's probably appeared somewhere in this year's volume. We've also had important "features" on obtaining teaching materials, using libraries, psycholinguistics, contrastive analysis, exploiting the media, and even the Iranian "refugees," in addition to interviews with outstanding people in the field, teaching tips--courtesy of ILC, school profiles, and, of course, chapter program reviews on a wide variety of topics.

The *JALT Newsletter* is indisputably something of an accomplishment. With an average of 28 pages, it is the largest of any of the TESOL affiliate newsletters. Being a monthly rather than a quarterly or an irregular publication, it is also the most frequently issued. Even the *TESOL Newsletter* comes out only six times a year.

All this, of course, has a price, and it doesn't come cheap. Printing costs for the year have run Y1,021,398, and distribution--including mailing--has totalled another Y684,514. Advertising, which was introduced this year, has offset these costs to some degree. Ad revenue has averaged Y102,090 per month, or Y1,123,000 for the past eleven months. That's enough to balance printing but, unfortunately, not enough to compensate for distribution as well. Postal charges, however, would have been still higher except for the fact that Kohei Takubo was able to negotiate a third class mailing rate last May, thereby lowering the cost from Y140 to only Y25 per unit mailed.

Looked at another way, each copy has cost us Y90 (on the average) to produce and another Y54 (on the average) to send. There are, to be sure, other less tangible costs involved: lost sleep, lost weekends, and headaches

galore. It takes roughly 100 person-hours to put out an issue, i.e., to edit, retype, proof-read (sort of), and do the layout. During the the first half of the year, this was handled by three of us, and since July...by two, Sanae and myself (and Sanae, by the way, is not even a member).

Whether the expenditure of money and effort is truly worthwhile seems to me, at this time, a debatable point. Although comments about the *Newsletter* have generally been favorable, reactions of any kind have been few indeed, and most have come from readers overseas, not in Japan. In this sense, I think the *Newsletter* has been a failure.

Newsletter folding?

The End is Near

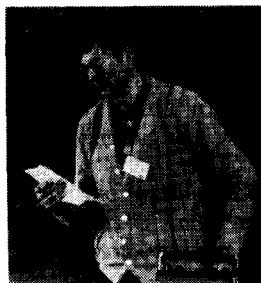
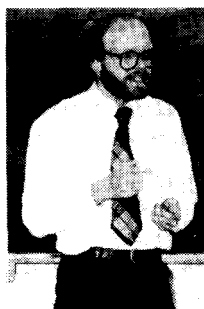
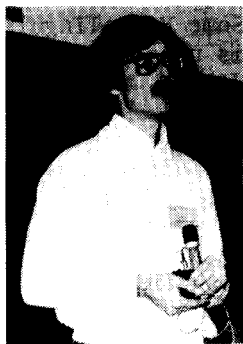
Sorry for the melodrama, but now that I've got your attention, let me explain that the *Newsletter*--at least in its present form--is indeed in danger of ending abruptly. As I indicated in my officer's report above, the enormous burden of producing this monthly publication is being carried by two people, and by two people alone. Sanae Matsumoto and I are simply not willing or able to continue doing everything by ourselves for another year. Both of us work 37 1/2 hours per week at our regular jobs, and both of us have (or rather used to have) a social life, as well. We are a bit tired of sacrificing our personal lives for a venture which seems to have had little consequence for the membership at large.

At the LTIJ Business Meeting, when I reviewed our situation, several members rose to compliment us on the job that we've been doing. The sentiments, although somewhat belated, were nevertheless appreciated. We have not, however, been looking for applause. We have been hoping for reaction, suggestion, criticism, and--most especially--engagement with the content of the *Newsletter*, i.e. with language teaching and the activities of the organization. Although there has been a standing invitation to the members to write (see the *Newsletter* box on page 2), only a handful of letters have been received during the past year. And, only two of these have related to substantive matters. We have often had our doubts, therefore, as to whether anyone is reading the *Newsletter* at all.

At this point, however, we need more than just a response. We need help. We need a regular staff of people committed to the continuation of the *Newsletter*. More specifically, we need people willing to report on local chapters; write feature articles and book reviews; type; help with the editing, proofing, and layout; and take care of distribution. Some of these things can only be done in Tokyo where the *Newsletter* is put together, but the writing and the typing at least could be done anywhere.

We now have a membership of over 1,000. I have sometimes wondered out loud why there aren't more people willing to share some of their time and abilities for the benefit of the group as a whole. On those occasions, it has been suggested to me that there are such people out there, but that they have to be asked. So, I'm asking! We need your help, and we need it now. If help is not forthcoming, then the *Newsletter* (or its staff of two) will soon col lapse.

If you are interested in helping out, contact me, David Bycina, c/o Pegasus Language Services, Mobil Sekiyu, Box 862, Tokyo 100-91. The *Newsletter* is an equal opportunity employer. We offer hard work, no pay, and few fringe benefits.



inter·views

Linguistics and Language Teaching



[Karl C. Diller, Assistant Professor of English at the University of New Hampshire and Visiting Professor at the University of Hawaii, presented the keynote address at LTIJ '79, entitled "Teaching Listening and Speaking: Some Neurolinguistic Considerations." Following his presentation, Nancy Nakanishi Hildebrandt, *JALT Journal* editor, interviewed Dr. Diller.]

I'd like to ask you about the relation between theory and the application of it. Up until about 1975 or so, in fact until your article came out in the TESOL Quarterly, there was a great application of linguistics--transformational grammar--to language teaching. And I think that was found to be pretty unsuccessful in the classroom. Now it seems that the trend has changed and teachers are doing classroom

research, or trying, at least if they cannot do it themselves, to suggest to researchers some directions that need to be taken, and so perhaps you could talk a little about the relation between theory and application, and the teacher vs. the researcher or theorist.

Bernard Spolsky has an article in which he talks about implications as opposed to applications in linguistic theory. I think that lots of times there are implications which teachers have to take into account, but direct applications are more difficult, perhaps even questionable in some cases. With transformational-generative grammar you have a whole new way of looking at language as opposed to the structuralist view of language, and the implications are quite different, and the teacher has to figure out what the methods of language teaching should be in the face of the linguistic theory. But it's not clear to me that applying the linguistic transformational rules and things like that is the most productive effort in this regard. I think the implications of psychological theory and how languages are learned are much more important.

In that sense the direct method is rather concerned with how to teach rather than what to teach, as opposed to structuralism which is what to teach rather than how to teach.

Right, but you have certain principles involved in the direct method. You have to start from easy things and go to more difficult. You can choose from a wide variety of approaches, so if you choose Asher's Total Physical Response, it's a kind of direct method, you start off with imperative structures, but Berlitz and de Souza start off with questions and answers about things in the classroom. So I think the direct method has a lot of freedom within the principle that you have to start talking about easy things that can be understood immediately.

You seem to have had a lot of experience as a student in the the language classroom, have you had experience as a teacher?

Yes, I taught English as a second language for four years as a teaching assistant while I was a graduate student, and I taught English in a bilingual school in Canada, a bilingual college, and for four years I was in charge of the English program for foreign students at Harvard. At the University of New Hampshire I've been mostly teaching linguistics and applied linguistics, but we have had three special programs for foreign students, and last year we started an intensive course in English for foreign students, and I've directed all of those things. So I've been quite involved in teaching English as a second language since about 1962.

Going back to neurolinguistics, it's a rather new field. Can you tell me a little about the history of it? How did it develop and when, and which direction do you think it's going in?

Well it really started back in the nineteenth century, 1861, I suppose, when Paul Broca discovered that left hemisphere lesions in the frontal lobe caused speech disorders, and Karl Wernicke in 1874 discovered Wernicke's aphasia and made the prediction that there would be conduction aphasia. And after that in Europe there were lots of studies localizing various language functions according to language disorders. But in the United States, especially after World War I, a lot of this continental literature was ignored. Norman Geschwind writes about how back in the 1890's people had described the kind of disorder in which patients were unable to read but still retained the ability to write. American neurolinguists for a generation denied that that syndrome existed. But after Geschwind read those old studies, he suddenly began seeing some of these cases, and, expecting to see them, he found them. And so neurolinguistic studies had to recover from a Dark Age, almost, because a lot of good research was ignored. But in the last several years neurolinguists like Geschwind have been making a good analysis of the neuroanatomical basis of language on the basis of aphasia studies. A number of new techniques have occurred so that we don't have to wait for a post-mortem to find out where the lesion is, we can relate the lesion to language disorders while the patient is still alive and can be tested. So suddenly we're getting a lot more data on where things are in the brain. In the past there were relatively few well-described post-mortem studies, and that was a big limitation. And techniques like dichotic listening have enabled people to learn something about lateralization of function, and that, I think, caused a tremendous number of new articles and great interest in neurolinguistics. Plus new data from surgery--Wilder Penfield in the '50's started getting data from his surgical procedures, and that's increased, so everything seems to be coming together now with the new techniques and so forth to make the field much more interesting.

You talked about a living language as meaningful, and learning language as meaningful practice. I wasn't sure how you chose your definition of living language and how it should be learned. Was it on the basis of your neurolinguistic studies, or was it an assumption about language learning?

Well, I think originally it was an assumption on language learning based on my own experience and other things too. I had to study a number of languages in the process of getting a doctorate in linguistics and other things, and certain languages were alive, I could use them and think in them, and other languages taught by different methods I had to translate, decode. So it was clear to me the difference between French and German,

both modern languages. French was alive for me, and German was dead. It was really remarkable. And Portuguese the same way, I learned elementary Portuguese, about 1500 words, and the basic grammar before I went to Brazil, and this wasn't a very extensive knowledge of Portuguese, but it was alive. I talked for four hours one afternoon with a student down there. So even on an elementary basis the language can be alive, but sometimes a similar language will be dead if it's taught by the wrong way.

So it seems you're saying that a language is alive when you can use it to speak and think in it.



I think that speaking is not fully adequate as a definition. I heard the president of Brazil give a lecture at Harvard University in pretty good English, but he was reading his lecture, and when it came time for questions and answers he had to have a translator. So it's not clear to me that English was alive for him, maybe it was. I think, to be alive, language has to be something that you can think in, and express your thoughts through speech perhaps, but the thinking is probably the primary area.

And so if you are able to think in the language you will also be able to read it and to translate it more easily...

Right. Although reading can be a problem with languages like Japanese and Chinese, if you have a nonphonetic alphabet.

Do you think that studying a foreign language through listening comprehension only, as in Winitz' method, can lead to production automatically, or do you think that something else is necessary at a certain point?

Well, I'm not sure about automatic. It's conceivable that if you had a long enough listening comprehension program and when you've got pretty good competence, that you could start talking reasonably well. But I think that you're going to have to have practice in talking, and at first your speaking level would be considerably lower than your understanding level. So in a classroom situation probably people would need to have quite a bit of practice in producing speech. On the other hand, I think that it will be much easier to do on the basis of good listening comprehension.

And the pronunciation will be better?

I think it probably will be better, I don't know if it will be as spectacular as Winitz says it will. I'd be interested in finding out.

Why does pronunciation seem to be different from other aspects of language learning? In other words, some people are able to become very proficient in language but still not gain good pronunciation; other people are very good at pronunciation but have more trouble obtaining proficiency in other areas.

Well, pronunciation is a fairly limited system, the phonetic system is fairly limited in language, and you can master pronunciation of a

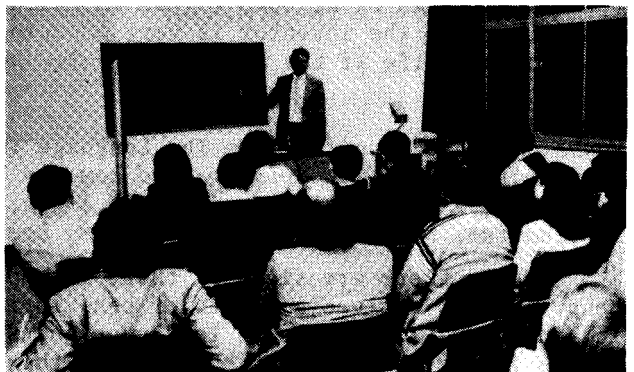
language in a few days. In fact, in some methods of language teaching that I learned, for example Mandarin Chinese through Y. R. Giles' book, *A Mandarin Primer*, we spent the first week on pronunciation. We learned his particular phonetic script, which has the tones in the phonetic script directly, so we were learning to pronounce Chinese using that script and get the tones right and the sounds right. Everything was just pronunciation drill, you didn't know the meaning of any of these words you were using, but after the first week we were able to do quite well, and so it's possible to learn to pronounce a language totally in isolation from anything else, from any meaning. An opera singer can learn how to pronounce language that they have to deal with, and on a limited basis can perform that language, although certainly it would help for them to understand the language. But the vocabulary system, to take the other extreme, is huge. An unabridged dictionary, Webster's Third, has 450,000 words in it. I tested native speakers to see how much vocabulary they knew, and college-educated native speakers of English know at least half of the dictionary, which gives them a vocabulary of 225,000 words or more, and that's a tremendous amount to learn. I mean on the average that would be 10,000 words a year for a college student to have learned, which would be 27 words a day, and for a foreign student to catch up with that is a lot of work.

Are there any neurolinguistic reasons why some people seem to be naturally sensitive to pronunciations of foreign languages?

There must be. I don't know if they've been very well defined, but it's clear that some people have musical ears, and perfect pitch, in fact, in the realm of music, and others don't. Language is different from music, of course, but in the Modern Language Aptitude Test, some people do well on the test which deals with phonetic coding, and other people don't do well at all, so that individual differences must be due in large part, I think, to neurolinguistic reasons.

In The Language Teaching Controversy you said that you would want your students to know about the Silent Way and CLL, but you would never recommend that they teach by those methods, rather that they have a unified approach

Well, they are unified approaches in their own way, I suppose, but... I think the Silent Way is very good methodologically. It has a lot of insights on how to teach language, but I don't think that using the rods and the subject matter of the Silent Way is as appropriate. There's a lot of



emphasis on the subject matter of language teaching; the notional/functional people are particularly putting emphasis on that. I think that other versions of the Direct Method do better than the Silent Way on subject matter. But methodologically I think it's sound. In Community Language Learning, the students choose their own subject matter, which is its greatest strength, I think, but I'm a little bothered by some of the methodological things in Community Language Learning, especially the need for a lot of translation

and a lot of talk in the native language of the student when they listen to the tape again and analyze what's going on. It at least starts off much too similar to the grammar-translation method, although it's great in that students write their own textbook, so to speak. I don't think that people should just grab things from one method and another method in hopes that something will work, though, they ought to think through the issues and try to design a curriculum and a method which will do the best job on the basis of their understanding.

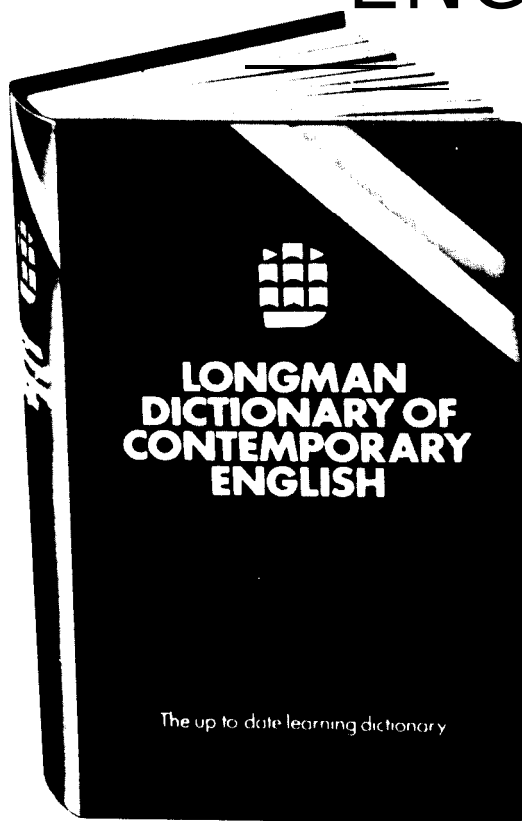
Back to the topic of CLL, it's the only method which does consider affect and attitude and in that respect I think it's gone a step beyond other methods. The actual method of presentation, as you say, is grammar-translation, but the idea of considering affect is something that I think should be encouraged.

I'm not sure that CLL is the only method that considers that. The old traditional Direct Method, de Souza, considers that a lot. De Souza's first principle in his teacher's manual is the principle of interest, and perhaps that's rather different from affect, but they've got a lot in common, I think. De Souza says that you can't have learning without happy minds. They've got to be interested in what they're doing and enjoying it. Part of this interest is also due to success. If you are successful in language and if you are able to do something well, you enjoy it. My nine-year-old boy started German classes in school this year, and his classmates had already had some German in the previous grade. So he was behind, and he wasn't enjoying German very well at first, but I gave him the first tape of "The Learnables" [Winitz' listening program], and he was able to understand it entirely, and he was extremely happy about the whole thing, and said "I like German now." So I think "The Learnables" too takes into account affect in its own way. Any successful method ought to be one which is interesting to the student and something that they will like, something they will be successful at. I think the danger of Community Language Learning is that students won't be terribly successful at first, it takes a long time to really gain knowledge of the language, so I'm skeptical about whether it's really better than some of the other methods in terms of affect, if you measured it. It's invented by a counselor, and the inventor is very concerned with affect, but I don't know in real life if the method is really better. I don't think so, in fact.

Maybe one last question. In The Language Teaching Controversy you talked about rationalism, empiricism, and how the history of language teaching has seemed to seesaw between the two sides. Right now we're heavily into rationalism, but do you foresee a swing back into empiricism at some point?

Well, there are signs of that, I suppose. In education there are behavioral objectives and lots of behaviorist ideology being brought back in, in one way or another. Tom Bever and somebody else wrote an article on the fall of empiricism, but I don't think it's going to be necessarily a seesaw. There'll be dialogue back and forth, perhaps, but it seems to me that Chomsky and transformational grammar have done things which have to be taken into account, and we're not likely to go to the opposite extreme, I don't think, in the near future.

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chapter notes

The Year in Review

[This year JALT added two new chapters, Shikoku and Tohoku, bringing the total to seven. Hokkaido still remains an affiliate, but gives every indication of becoming a full chapter in 1980. Each of the chapters and Hokkaido were asked to provide a review of their activities for the past year.]

CHUGOKU

1979 proved to be an eventful year for the Chugoku Chapter. Membership remained at a constant 74, the majority--as might be expected--coming from the Hiroshima/Yamaguchi districts, but also some from as far away as Nara, Shimane, Hyogo, and Ehime.

The chapter's overall constituency includes 50 Japanese and 24 non-Japanese; 55 are female and 19, male.

The vitality of a chapter, however, depends on more intangible factors than mere membership size; it depends on the enthusiasm of its members and the quality of its programmes. Of the former, let it be said that the Chugoku members have an enviable record for regular attendance and spirited participation at workshops and meetings. A brief summary of our 1979 programmes reflects, we hope, both the quality and the healthy eclecticism of the agenda. During the year, we have had presentations on The Toro Method (Elizabeth and Toyotaro Kitamura), Learning English through Games (Bernard Suser), Values Clarification (John Maher) Fluency through Picture Squares (Elena Pehlke), Reading and Learning (Eleanor Wall), and LTIJ Reports. In August, we also hosted the JALT summer workshops.

The Chugoku Chapter now looks ahead to the coming year and wishes each of its sister chapters best wishes and much success for 1980.

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HOKKAIDO

In 1979, the Hokkaido affiliate marked its first anniversary. In September 1978, in a meeting with then JALT Treasurer Doug Tomlinson in Sapporo, six chapter members became the core of the affiliate. Its first activity was to be a presentation of the Silent Way by Donald Freeman in February. Don, however, was stranded in Sendai when all flights to Sapporo were cancelled due to snow. Nevertheless, the meeting went on with a discussion of the aims of JALT and the problems faced by English teachers in Japan. At that time, membership more than doubled with seven new members.

In March, members and nonmembers gathered to watch and discuss a videotape of David Wilkins' keynote address on the Notional-Functional Approach at last year's convention. In May, Dann Gossman outlined modern methods of language teaching. Donald Freeman finally made it to Sapporo in June with his presentation of French: The Silent Way. The presentation was worth the wait. In August, a number of persons attended the JALT Summer Workshop held for four days at the New Day School in Sapporo.

Affiliate officers got together in mid-September to discuss programs for the rest of the year and for the early part of 1980. It was decided that we should attempt to make more use of local talent as well as outside speakers made available to us. The effectiveness of small informal get-togethers was also stressed. A presentation on the application of error analysis to the teaching of English in Japan was given by David Waterbury

in mid-November. In early December, members and interested persons got together at the home of Treasurer Terry Riggins for an informal discussion on the 1979 convention in Kyoto and on plans and programs for 1980. JALT's Hokkaido affiliate closed the year still small but with expectations of more rapid growth in the coming year.

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KANSAI

The results of the mail ballot for the 1980 Kansai Executive Committee were announced at the Annual Business Meeting held on December 9. Re-elected were Jan Visscher, Cathy Duppenthaler, Fusako Allard, Wayne Pounds, and Aleda Krause. New were Jim White, Seiko Sano, Noriko Nishizawa and Leslie Sackett. These officers will determine their respective functions at their first ExComm meeting in January.

The Kansai Chapter Constitution was revised in response to JALT administrative guidance: the presiding officer of the chapter is no longer the "Executive Secretary." S/he is now the "President." The chapter is no longer "KALT" but "JALT, Kansai Chapter."

The Chapter had quite a successful year, with a total of 344 members as of December 9. This compares with 209 members in December 1978, for an increase of 135 members or almost 70% growth during 1979.

It is interesting to note that Kansai draws its members from ten prefectures, including 130 from Osaka, 73 from Hyogo and 69 from Kyoto. Another interesting fact is that, during 1979, the number of non-Japanese members actually decreased slightly, while the number of Japanese members more than doubled. Kansai, by the way, now has almost 30 student members (i.e. students who want to become professional language teachers).

The Chapter had a good year on the books. Our balance was Y553,854 as of December 1, 1979, compared with Y348,349 as of March 15, 1978. This meant a net income of Y205,505 during the period, or about a 60% net increase in assets.

Credit must be given to our Membership Chairperson, Fusako Allard, and our Treasurer, Cathy Duppenthaler, for their heroic efforts in keeping our records straight and providing the data for the above reports.

Kenji Kitao, our Membership Chairperson, did such a good job in 1979 that he was nominated for and elected to the post of JALT Membership Chairperson for 1980. The Kansai membership was treated to a very full year. Bernard Susser gave us two presentations: "Classroom Activities" and "The Noisy Way." Dave Hough came from Tokyo for a "Practicum on Pronunciation" and attracted over 120 attendees for a Kansai record. Aleda Krause spoke on "Total Physical Response" and Jan Visscher on "Instant Talks," again to an audience of over 100. Toyotaro and Elizabeth Kitamura presented a double program: "Therapeutical Language Learning" and "English Through the Stomach." This was our first attempt at duplicating a meeting; the Kitamuras appeared on successive weekends in Osaka and Kyoto. The same approach was used with Jim White's cross-cultural presentation, "BaFa-BaFa" which was held in both Kyoto and Kobe. Tom Pendergast introduced the C-L/CLL model in a two-day intensive workshop in Kyoto for our longest single presentation of 1979. Program Chairperson Kenji Kitao did an in-depth write-up of the workshop which was published in the December 1979 edition of *Gendai Eigo Kyoiku*. David Keitges came from Nagoya for "Communication and Values in the Classroom," and Tom Robb, Kenji Kitao and Tom Pendergast teamed up for a presentation on the TESOL 1979 Conference, which was held in Boston. The year was

wrapped up with James Nord's "The Transition from Listening to Speaking."

In addition to the regular local meetings, there were several dozen SIG (Special Interest Group) meetings during the year. Kansai has SWIG (Silent Way IG), TESIG (Teaching English in Schools IG), TECIG (Teaching English to Children IG) and TJIG (Teaching Japanese IG).

Finally, Kansai hosted the four days of JALT's Applied Linguistics Summer Workshop and John Fanselow's five-day teacher-training workshop in August.

A very full year! Kansai wishes to all of the other chapters a Happy New Year and bigger and better things in 1980.

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KANTO

This past year has been a very successful one for the Kanto Chapter. The chapter has continued to sponsor a wide variety of programs and activities for its members. The LTIJ conference last year gave us many good ideas for speakers and programs as members expressed interest in hearing more about certain topics.

The January program featured Michihiro Matsumoto speaking on *haragei* and Japanese non-verbal communication. In February, at a special one-day conference in honor of the chapter's second anniversary, Dr. Linju Ogasawara and a panel of Japanese teachers spoke to us about teaching English in the public schools. For the March program, George Pifer and Don Freeman led a discussion on the teacher-student relationship and the question of what makes a good teacher. The following month, JALT participants in the annual TESOL conference reported on the meetings' highlights. In May, we had a presentation on testing by Chris Ward. Toyotaro and Elizabeth Kitamura spoke on the Toro Method for teaching children in June.

Gwen Joy gave us a talk on cross-cultural communication in July, describing her program at Fuji Seishin Joshi Gakuin and leading us in a sampling of her classroom activities. August was the month for the special four-day JALT workshop, which offered a variety of different speakers on many worthwhile topics. Unfortunately, the attendance at the workshop was not as great as we had hoped, perhaps because too many of our members were on vacation. September brought us a presentation on listening comprehension with Mike Rost, and, in October, Tom Pendergast spoke to us on what he calls "the Hourglass Paradigm" for language acquisition. In November, we had a program on the optimum age for second language learning presented by Karl Conrad Diller, the keynote speaker at this year's LTIJ. We finished the year with Don Freeman's presentation on the Silent Way with members participating as students.

Business meetings and elections were held in March and December as we changed to conform to the national organization. As a result, we had two "annual" business meetings this year. Also, this year's officers had a shorter term, from April to December.

This year, Kanto's membership exceeded the 300 mark, reaching a total of 325. We gained 90 new members--many of whom signed up at LTIJ. We also conducted a special membership drive aimed at Japanese high school teachers. Financially, the year was also encouraging as the chapter finished up with a respectable balance forward. So, all in all, it's been a good year, and we look forward to having an even better one next year.

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NISHINIPPON

This was the second year for the JALT Nishinippon Chapter and, although we are still in the early stages of development, some valuable experiences and decisions have placed us on a firm footing for the future. Each month our business meetings are held at a set place and time to encourage all members to attend and take an active part in the organization of their chapter. We have also attempted to schedule the presentations to be held on either the third or fourth week of each month to make attendance easier. Although we have tried to be consistent in the use of buildings, this has not always been possible.

It has been a busy year with a program being held each month. With the aid of JALT and our own funds, we have been able to bring experts in the field of language teaching to Fukuoka: Rev. Paul LaForge, Elena Pehlke, Tom Pendergast, Professor Michio Hashimoto, Donald Freeman, Helen Curtus, and Dann Gossman, as well as the summer workshop speakers. In our search for speakers, we have looked closer to home and discovered talent right in our own backyard. Presentations were also given by chapter members John Patterson, Nancy Lee, and Professor Ikeura.

All the members of the executive committee have worked hard this year, but special thanks must be extended to Jean Kawabe and Richard Dusek, who stepped in half way through the year to fill vacancies on the board.

We on the executive committee would also like to thank the many members who helped us this year and hope that they will extend the same spirit of co-operation to our successors.

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SHIKOKU

After getting away to a slow start in terms of programming, the new Executive Committee eventually found its footing and laid on an ambitious program (for such a small chapter) involving a speaker every month.

The highlight of the year for Shikoku was undoubtedly the Summer Workshop. It was obvious that a lot of effort had been put into making it run smoothly for both the speakers and the participants. Everyone here agreed that the investment of time and money were both worthwhile. Programs of this caliber rarely make it all the way to such outlying districts as Shikoku, and we very much appreciate the efforts of the national Committee in making it possible.

In addition to the Summer Program, we were able to have presentations by Tom Pendergast, Karl Diller, and Dann Gossman, as well as by Chapter members Kevin Hutcheson and Graham Page. All were very much appreciated.

We expect to cut back our programming slightly in the coming year, but we hope to maintain the same high quality. With the reapportionment of the membership dues, it will be more and more necessary to take advantage of JALT-assisted programs. To some extent, we regret the loss of independence that this implies.

In overall numbers, the membership of Shikoku increased only slightly, but the present membership consists of solid JALT supporters. Our thanks to all those who extended their support during the difficult "take-off" period.

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TOHOKU

After starting as a small group of interested people a year ago, JALT-Tohoku has grown into a viable organization with a membership of 41 and good prospects of further growth. In general, we feel satisfied with the progress we have made and the quality of the programs we have sponsored so far. We are also very grateful for the fine support of JALT.

During our first year we sponsored five programs, as well as the JALT Summer Seminar. In February, 38 people attended our first program, Don Freeman's presentation on The Silent Way. The following month, Terry Bergdall from Hokkaido talked and led a stimulating discussion on "Global Citizenship through Language Teaching." Our May program featured Daniel Gossman from McGraw Hill, speaking on modern trends in language teaching. Eight members attended the JALT Summer Seminar, held from August 17-19 at New Day School. All of the presentations were excellent, and we appreciate the effort made by JALT to give the smaller chapters the chance to hold this workshop. Tokuko Yamauchi, JALT-Tohoku's Executive Secretary, spoke on teaching Japanese children English in September. Ms. Yamauchi's talk was based on her long experience in this field, and attendants found it very informative. In November, Professor Karl Diller, keynote speaker at LTIJ, discussed "New Evidence on the Optimum Age for Second Language Learning."

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TOKAI

The directions of the Tokai Chapter in 1979 might be expressed as expansion in programming with consolidation of membership. An increase in the number of monthly meetings proved successful, with a consistent attendance of 30-40 per meeting. As much as possible, meeting topics were chosen to appeal alternately to the general membership and one of the special interest groups.

One of the most successful developments was learning how to announce our meetings in the local vernacular newspapers and journals. (One of our members invented a form to send in to newspapers which is now in use in other chapters as well.) This publicity generally brought in at least 15 nonmembers per meeting, and their Y500 meeting fees went a long way towards financing each meeting. Our satisfied customers have become members.

Partly for this reason, even though the actual number of members listed on the rolls did not increase significantly, the chapter was able to increase its reserve funds to approximately Y150,000.

The Tokai annual business meeting and election are scheduled for January 27 at the first meeting of the year. We are confident that the new coordinating committee, with the help of the members, will continue to provide quality programming, increase membership, and foster a strong group spirit within the local organization.

LTIJ '78 Review Now Available

This collection of over 50 reviews and reports on the presentations given at LTIJ '78 will be of lasting usefulness to language teachers everywhere. JALT members can buy copies through local chapter officers or by writing David Bycina c/o Pegasus Language Services, C.P.O. Box 862, Tokyo 100-91. Price: Y1,000; postage: Y160.

po·si·tions

(Suwa City, Nagano-ken) The Suwa English Academy needs native English instructors, full- or part-time, for small-group company classes. Full-time conditions include: 20-25 hours/week, ¥200,000/month (negotiable according to experience, hours, background), spacious apartment at no charge. Want to get out of the crowded big city? Call Tomoko Kojima at 0266-58-3313 for more details, or send your personal history to Suwa English Academy, c/o G. Crane, Yamada Bldg. 5A, 1-6-3 Asagaya Minami, Suginami-ku, Tokyo 166.

(Hiroshima) The Kure YWCA wants an English teacher from April 1980. College degree and teaching experience required. Salary is ¥145,000 a month, plus free room. Approximately 18 teaching hours a week. There is a transportation allowance of ¥100,000 for overseas applicants. Those interested should submit a personal history and two letters of recommendation to Mrs. Masako Hayakawa, Kure YWCA, 3-1 Saiwai-cho, Kure, Hiroshima; or telephone 0823-21-2414.

(Jakarta, Indonesia) A long-established school staffed by western instructors seeks two teachers for a minimum 18 month contract. Post A: ESL instructor responsible for procuring, preparing, and executing ESP programs for company staffs. Post B: EFL instructor responsible for teaching elementary and intermediate students, aged 15-25. A male, 25-35, (or a childless couple) with two years relevant experience in the Middle or Far East, and a TEFL qualification, is preferred. Send resume, a recent photograph, and a cassette stating your personal and professional qualities to: The Director, Executive English Program, Jalan Kartini Raya 56, Jakarta Pusat, Indonesia.



Starting Strategies is a new beginners course for students of English. Designed for students aged 14 and over, it presents a totally new approach to language learning as it takes account of basic communication needs as its first priority. Although functionally based, there is a carefully assessed structural progression through the material.

Starting Strategies can be used with complete beginners or 'false beginners' who need a refresher or consolidation course.

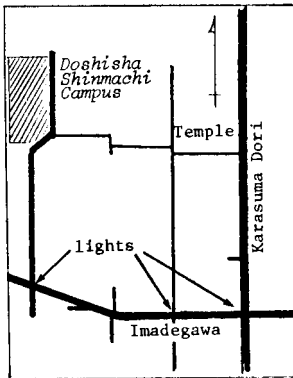
The theme of Starting Strategies is that of a group of people working for a documentary film company. The material is authentic and highly motivating and students will immediately see the relevance and practical application of what they are learning. Starting Strategies consists of a Students' Book, Teacher's Book, Tapes, Cassettes, Wallpictures and Cloudsongs, a lively collection of ELT songs.

For further details, and specimen material, please write to:
Longman Penguin Liaison Office,
Yamaguchi Bldg. 2-12-g Kanda Jimbocho,
Chiyoda-Ku, Tokyo 101.

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mee·tings

KANSAI



Topic: Useful Periodicals for Language Teachers
 Speaker: Dr. Kenji Kitao, Doshisha University
 Date: Tuesday, January 22
 Time: 6:00-8:00 p.m.
 Place: Koenkan (basement), Doshisha University
 Fee: free
 Info: Yukinobu Oda, Doshisha Women's College,
 075-251-4151

Directions: Get off the bus at Doshisha Mae on Imadegawa Street or Karasuma Imadegawa and follow the JALT signs.

There are many journals published periodically for language teachers in Japan and also abroad. These journals provide recent developments in language teaching theory, practical techniques, and useful materials for the language class.

This presentation explains some of the useful Japanese and foreign journals for language teachers: what they are like, how often they are published, how they can be obtained, etc.

Kenji Kitao received his M.A. and Ph.D. in Teaching English as a Second Language at the University of Kansas. He is teaching reading, intercultural communication, and teaching methodology courses at Doshisha University. He has taught Japanese to foreign students at Osaka University of Foreign Studies and Doshisha University. He is Program Chairperson of the Japan Association of Language Teachers (JALT).

NOTICE: An Executive Meeting will be held on January 12, 5:00 p.m., at the International Language and Cross-Cultural Research Center to determine the responsibilities of the newly elected officers. Members are welcome. For information, call Jan Visscher at 078-453-6065.

NISHINIPPON

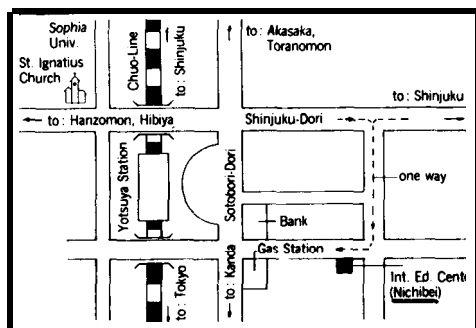
Topic: Counseling-Learning (CL) and Community Language Learning (CLL): A Workshop
 Speaker: Paul LaForge, Nanzan Junior College, Nagoya
 Dates: Saturday, January 12, 1:00-5:00 p.m.
 Sunday, January 13, 10:00-5:00 p.m.
 Place: Sat.: Rm 401; Sun.: Rm 502
 Tsukushi Kaikan, Tenjin 4-chome, Fukuoka
 Fee: Members: Sat.: ¥1,000; Sun.: ¥1,500 (both: ¥2,000)
 Walk-ins: Sat.: ¥1,500; Sun.: ¥2,000 (both: ¥3,000)
 Students: Sat.: ¥500; Sun.: ¥1,000 (both: ¥1,500)
 Info: Dick Dusek, 092-561-1844

Father Paul LaForge is an Assistant Professor of English at Nanzan Junior College. He received his M.A. in Clinical Psychology from Loyola University in Chicago. A student of Charles Curran, Fr. LaForge has been using CLL in his classes for several years. This workshop will review material that he covered in a previous workshop for Nishinippon and introduce other aspects of the subject. It is hoped that participants will take an active part in the workshop.

Those who plan to attend this workshop are asked to read "Epigenetic

Principle in CLL" by Paul LaForge in the November 1979 *JALT Journal* and "Reflection in the Context of CLL" by Paul LaForge in *ELT Journal*, July 1979. Copies of the *ELT Journal* article are available from Dick Dusek.

KANTO



Topic : Aspects of Teaching Japanese to Foreigners
 Speaker: Nobuko Mizutani
 Date : Sunday, January 27
 Time : 1:00-5:00 p.m.
 Place : Japan-American Conversation Institute (Nichiei)
 Fee: Free for members; ¥500 for non-members
 Info : James Duke, 03-264-5935

Nobuko Mizutani, the well known author (with Osamu Mizutani) of *Nihongo*

Notes and An Introduction to Modern Japanese, will comment on various syntactic and sociolinguistic aspects of Japanese. In particular, she will contrast the behavior patterns associated with Japanese and English. Since her talk will touch briefly on a wide range of language behavior patterns, plenty of time will be allotted for discussion after the presentation.

A "mystery presentation" will be given after Mrs. Mizutani's talk, which will continue the theme of learning and teaching Japanese to foreigners. The session as a whole will be of particular interest to non-Japanese teachers of English who do not have a sufficient understanding of Japanese to assess the learning needs and difficulties encountered by their students.

NOTICE: A Business Meeting will be held at 12:00 p.m. before the presentation to discuss the procedures and results of the Kanto election.

TOKAI

Topic : Oral Interpretation and Its Application to TESOL
 Speaker: Makoto Omi, Assistant Professor, Nanzan Jr. Coll.
 Date : Sunday, January 27
 Time : 1:30-4:00 p.m.
 Place : Nagoya International College (Chikusa Station)
 Fee : Free for members; ¥500 for nonmembers
 Info : Nancy Nakanishi.; 052-763-2897

Oral Interpretation is defined as the art of communicating to an audience a work of literary art in its intellectual, emotional, and aesthetic entirety. It can serve as 1) a way of appreciating literature, 2) a way of developing one's speech skills, 3) a way of effecting deeper reading comprehension that is peculiar to OI, and 4) a useful substitution for a mechanical memorization of a given material, effecting an amazing degree of retention on the part of the learner.

The report will be, in the main, practical. A few students from Nanzan Junior College are to pitch in to help demonstrate a variety of classroom situations.

NOTICE: The annual business meeting and elections will be held after the meeting from 4:00-5:00.

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