
JALT

The Japan Association of Language Teachers

NEWSLETTER

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October 1, 1980

JALT '80 CONFERENCE UPDATE**Takeshi Watanabe to be
Keynote Speaker**

It was felt that the keynote speaker at this year's conference should be someone capable of pointing up the role of foreign language learning in a world where inter-cultural communication is of increasing importance. Mr. Takeshi Watanabe seems to be an ideal choice. Mr. Watanabe, who graduated from the Department of Jurisprudence, Tokyo Imperial University, in 1930, has had a professional career in both government and business for five decades. He joined the Ministry of Finance after graduation, and was appointed Vice Minister of Finance for International Affairs in June, 1949. From October, 1952, to November, 1956, Mr. Watanabe served as Minister Extraordinary and Plenipotentiary of the Japanese Embassy in Washington, D. C. and as Executive Director for Japan of the International Monetary Fund and the World Bank from 1956 to 1960. In May, 1965, he was appointed Advisor to the Minister of Finance, a position he holds today. 1966 saw Mr. Watanabe publish his first book, *Japanese Finance in Early Post-War Years*, and take over as President of the

Asian Development Bank, a post he held until November, 1972. This experience led to a second book, *The Diary of President of the Asian Development Bank*, published in 1973. In January, 1973, Mr. Watanabe also became Chairman of Trident International Finance Limited, Hong Kong, and Advisor to the President of the Bank of Japan. He remained with Trident International Finance Limited until February, 1977, and with the Bank of Japan until January, 1979. In April, 1976, Mr. Watanabe was the recipient of the First Order of Merit of the Sacred Treasures. He published the book *Towards a New Asia* in 1977. Mr. Watanabe has served as Japanese Chairman of the Trilateral Commission since 1973, Chairman of Revlon K.K. (Japan) since 1977, and as Chairman of Japan Silver Volunteers and Chairman of the Asian Community Trust since 1979.

We look forward to his presence at JALT '80 for the insight into our roles as language teachers he is sure to offer.

JAMES ALATIS, JACK RICHARDS

Also attending the conference will be two distinguished educators and authors, James Alatis and Jack Richards.

To say that James Alatis is the Executive Secretary of TESOL is hardly sufficient; he was at TESOL's birth as a national organization in 1966, chosen as the Executive Secretary, and has steered TESOL from a handful of members to its present status as an international organization with a membership of several thousand.

He began as a Fulbright Lecturer at the University of Athens after receiving his M. A. in Linguistics from Ohio State University in 1953. He worked in Washington, D. C. at the Department of State and the Office of Education as a language specialist and researcher in the early 60's. He received his doctorate in linguistics from Ohio State, became associate dean and associate professor at the Georgetown University School of Languages and Linguistics, and became the first (and so far, only) Executive Secretary of



Takeshi Watanabe

CONTENTS

JALT 80 info	4
re·views	5
JALT - Shikoku Summer Workshop	
books	11
In <i>Touch</i>	
inter.view	12
English Language Book Fair in Tokyo	
job referral service	14
bullet-in board	16
Ruth Crymes Scholarship Fund, West Kansai Elections, E.E.S.I. Survey, JALT to Sponsor TESOL Presentation, Positions, The English Teaching Theatre	
meet·ings	19
West Kansai Tokai Kanto Tohoku	

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JALT NEWSLETTER

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James Alatis

TESOL - all in 1966. He became dean in 1973, and a full professor in 1975. He still holds both positions.

Dr. Alatis is an advisor to the Center for Applied Linguistics, and has been active in the Modern Language Association, the National Association for Foreign Student Advisors, the National Council of English Teachers, the Linguistic Society of America, and numerous other organizations. He has authored, co-authored or edited more than 25 publications, in journals such as the *TESOL Quarterly*, *The English Language Teaching Journal*, and *Language Learning*. Most notably he has edited three volumes of the proceedings of the Georgetown University Round Table on Languages and Linguistics.

Presently, Dr. Alatis teaches modern Greek and EFL Methodology.



Jack Richards

prentice-hall texts

SIDE BY SIDE: English Grammar Through Guided Conversations, Book I & Book II

Steven j. Molinsky, **Boston University** and
Bill Bliss, **Hebrew College**

BOOK ONE An active, conversational grammar book for adult and young-adult learners of English. The goal is to help students learn to **USE** the language grammatically, through practice with meaningful conversational exchanges. Guided conversations are the key learning devices as they enable students to intensively practice specific grammatical structures in the context of real speech, and in realistic situations. Can be utilized as an introductory text for beginning students or as a rapid, concise grammar review for those more advanced.

1980 208 PP.

BOOK TWO Contains the same basic features of Book One but takes the student through more advanced exercises, activities and drills.

1980 208 PP.

Paper

Paper

ENGLISH FOR ADULT COMPETENCY, BOOKS I & II

San Diego Community College District

Competency-based survival English texts developed to enable adult students to acquire the oral communication skills needed to function effectively in their daily lives. Designed for students in their first and second year of ESL Instruction. The texts utilize everyday language patterns encountered in "real life" situations, motivating students to practice speaking English immediately. Topical, self-contained units are effective and relevant to the real needs of non and limited English speaking adults. Students learn to relate information about themselves and others, and then progress to coping with their basic needs, such as food, clothing, housing, health, jobs, etc. Practice exercises follow each dialogue to reinforce the structure patterns and vocabulary introduced. The emphasis here is to have students concentrate on meaning, listening and reacting to what is said.

1980

Book I 192 pp.

Book II 192 pp.

Paper

Paper

Active English: Understanding, Practice, Communication Books 1, 2 and 3

Patricia Porter and Allen W. Sharp, both of American Language Institute, San Francisco State University

Intuitive development of grammar fundamentals for adults with no background divided into 3 books. Systematic approach brings students along with many practice exercises. **Tape program** and work book offer further practice and drill. Based on successful program developed at American Language Institute. For various-level courses in English as a second language, speech for foreign students.

FEATURES:

- Builds skills in short cycles of grammar presentation, sequenced drills and exercises, communicative activities.
- Presents grammar in programmatic question-answer format for class teaching and home review.
- Supplies variety of integrative activities within meaningful contexts - dialogues, listening exercises, readings.

• Reinforces oral-aural work and begins development of reading/writing skills with controlled and creative reading/writing exercises.

- Furnishes variety of listening exercises to improve comprehension.

TEACHING/LEARNING AIDS:

- Illustrations clarify situational contexts.

• Diagrams of grammatical features.

• Summaries of grammar patterns, vocabularies, and useful expressions at beginnings of lessons.

- Tear-out sheets for reading and writing homework.

Book I: Present tenses; past continuous, "going to" future; complements of **be**; subject pronouns; direct objects; what, *when*, *where*, *how old*.

Book II: Simple past; can; object pronouns; indirect objects; *there*; possessive determiners; non-count nouns; *who*, *what* *co/or*, *how much*, *how many*, *how long*, *why*.

Book III: Present perfect tenses; will, *should*, *might*, *could*; possessive pronouns; comparative and superlative of adjectives; suggestion forms; adverb and relative clauses; whose, *which*, *how often*, *how far*.

1977, paper, **Book I** 224 pp. (00340-0),

Book II 272 pp., (00341-8),

Book III 160 pp. (00343-4)

Teacher's Manual for all books

Listening Comprehension

Student Workbook (for Tape Program)

(00342-6)

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Prentice-Hall of Japan, Inc.

Room

405, Akasaka Mansion, 12-23, Akasaka 2-chome, Minato-ku, Tokyo 107, Japan

Telephone 03 (583) 2591

Jack Richards is currently a senior lecturer at the Chinese University in Hong Kong. He received his M. A. in TESL while in New Zealand and later finished his Ph.D. at Laval University in Canada. His areas of specialization include TESL, TEFL, and applied linguistics.

Dr. Richards has a long list of publications, including some 65 articles and books. He was the editor of *Error Analysis*, and co-wrote *Focus on the Learner*. *Understanding Foreign and Second Language Learning* was published in 1978. His articles have appeared in such journals as *TESOL Quarterly*, *Applied Linguistics*, and *Language Learning*, and cover a variety of topics, such as speech acts, communicative norms, and the perfect aspect. Textbooks published with Oxford University Press are the *Breakthrough* series (co-authored with Michael Long), *Creative English*, *Words in Action* and *Conversation in Action*. He now has *A Dictionary of Applied Linguistics* in preparation.

At the 1980 TESOL Institute Dr. Richards was the plenary speaker, and has been invited again to the 1981 Institute. He has also acted as UNESCO consultant on refugee language programs and is presently on the editorial boards of the *TESOL Quarterly* and *Applied Linguistics*.

CONFERENCE INFO

Prelude to JALT '80

Taking advantage of a good situation, the JALT-Tokai chapter is sponsoring a prelude to JALT '80 to introduce JALT's annual conference to the city of Nagoya at large. Everyone is invited!

Beginning at 6:00 p.m. on Friday evening, November 21, James Alatis from Georgetown, Joan Morley from the University of Michigan, and Jack Richards from the Chinese University of Hong Kong will be on hand at Nanzan Junior College. Featured will be introductory remarks by Dr. Alatis followed by discussion on the topic, "Talking Across Cultures" by Ms. Morley and Dr. Richards.

Following the guest speakers will be an informal reception with light refreshments. During this time, everyone will have the opportunity to chat with the guests, and exchange ideas on the conference. Plan to be there! The cost is Y2,000, and you should pre-register now on the enclosed form to assure yourself of a seat. The Tokai chapter has been kind enough to sponsor Prelude to JALT '80 (not to mention all the work they have done on the conference itself) to give people as many opportunities as possible to hear such renowned speakers. Please help by giving them your support.

Symposium on the New Curriculum Changes

Aware of the impending changes for Japanese school English education, the Planning Committee of JALT '80 has scheduled a symposium addressing this situation. Linju Ogasawara, a distinguished member of the Ministry of Education will open the symposium

with an address. He will then participate in a panel discussion entitled, "The Hazy Outlook for English Education in Japan". Following this will be a program demonstrating newer teaching methods, as well as a panel discussion on high school teaching. The symposium, open through advance registration (mark your *yubin furikae*), will begin at 1:00 p.m. on November 22.

Don't forget that JALT '80 has endorsements from the Aichi Ken Eigo Kyoiku Kenkyukai, the Aichi Ken Kyoiku linkai, and the Nagoya-shi Kyoiku linkai. This means that no matter where your school is (even in Okinawa), you may apply at your school for official leave of absence and funds necessary to attend JALT '80. Don't miss this chance!!

Koen Meigi

Some people seem to be confused by the endorsement (*koen meigi*) the conference has received from the Aichi Board of Education and the Nagoya City Board of Education. It should be made clear that this endorsement is not restricted to these two areas but applies to all junior and senior high school teachers in Japan. See your September *Newsletter* for further details.

Something which does apply only to Japanese junior and senior high school teachers in the Tokai area is a special rate to attend the conference. People from this area will be allowed to pay the special members rate whether or not they are members. So register now! (See the enclosed pre-registration form in this

Pre-registration

By pre-registering early (before November 5) you can save money, and save us all a lot of problems later. The number of rooms at the Kanaya Hotel is limited and, since several other conferences are being held in Nagoya the same weekend, it may be difficult to obtain suitable accommodations elsewhere. By pre-registering now you can assure yourself of tasty box lunches and a great buffet dinner (space is limited). You can also assure yourself of a seat at the Tokai chapter's special Prelude to JALT '80 and you must pre-register for the symposium. Pre-registrants will receive immediate postcard confirmation of the receipt of their application. All communication about registration and hotel reservations should be addressed to JALT '80 Reservations, C/O Matean Everson, 4-51 Nishizaka-cho, Chikusa-ku, Nagoya 464. Pre-registration is so easy and convenient, why not fill out the *yubin furikae* and send it in NOW!

late flash

As usual there is a special student rate for the conference, but the planning committee would like all students to pre-register as members. Upon producing some proof of student status at the conference registration site they will be given a refund. Student rates are: 1 day, Y3000; 2 days, Y4000; 3 days, Y5000.

Hotel Accomodations

The Nagoya Kanaya Hotel, located in the heart of Nagoya (Sanae), will be our headquarters this year. The cost is a comparatively low Y5,900 per night per person. Most rooms are single occupancy with a private bathroom and bath/shower, free T.V. and free tea service (a limited number of twin and double rooms are available by request only). The rooms are



very quiet, and look out on the beautiful mountains which encircle Nagoya. The newly-built Kanaya provides easy access to the conference site by subway and bus (and, of course, taxi) as well as the local entertainment spots (more on this next month). We firmly believe that your stay at the Kanaya will be the perfect complement to JALT '80.

Box Lunches and Buffet Dinner

Realizing that many attendees prefer to eat at the conference site, JALT '80 will provide box lunches at the very nominal charge of Y800 for each lunch. They have been taste-tested by several members of the committee, and reports have been satisfactory!

On Sunday evening, November 23, a buffet dinner with a cordial included will be served at Nanzan University Banquet Hall. Additional drinks (alcohol included) will be available at cost. Dinner tickets are priced at Y2,500. Space is limited, so please sign up early. The buffet dinner should be a very enjoyable affair from ail reports, so being your friends and join in the fun.

While on the topic of fun, it should be mentioned that there is a Social Committee on JALT '80 which is busy planning ways for attendees to relax and make new friends.

Another good reason to make plans now to come to Nagoya in November.

REFUND POLICY

Anyone desiring a refund of their conference fees after they have pre-registered should notify Matean Everson of the JALT '80 Committee as soon as possible before the conference to facilitate the refund process. Regretably, a charge of Y1,000 must be made against cancellations as a handling and postal fee.

Due to hotel policy, refunds for hotel reservations cannot be made after November 10. But once again, space is limited; if you plan to attend, the Kanaya is truly the best deal available.

It is also possible to cancel your box lunch and/or buffet supper reservation, but, to avoid confusion, please do so at least three days prior to the start of the conference.

re·views

REPORT ON JALT-SHIKOKU'S SUMMER WORKSHOP

On August 17 and 18, the Shikoku chapter held a very successful summer workshop at Kagawa University. There were over forty-participants and six presentations tailored to meet the needs of junior and senior high school teachers.

Deborah Foreman-Takano, a lecturer at Hiroshima Joshi Daigaku and Hiroshima Women's University, opened the workshop on Sunday morning with a presentation entitled "Aspects of the Mistake: Some Current Considerations." Ms. Foreman suggested that we tend to evaluate our students, and ultimately ourselves as teachers, through students' errors. She went on to present a number of recently published theories and suggestions garnered from various sources, related in different ways to errors. She addressed, among others, the issues of what errors to correct, how to reduce the number of errors in translation, whether or not grammar rules really help students learn, and how students' perceptions of the target language affect production.

Much of the credit for the success of the workshop must go to Prof. Masao Kunihiro who kindly consented to give the keynote address on Sunday afternoon. Prof. Kunihiro, whose university degrees are in anthropology, generally dealt with the socio-cultural aspects of English language learning. He believes that some of the more formidable barriers for Japanese who are learning English are the Japanese obsession with trivia and their mistrust of verbalization. He was perhaps at his best fielding questions in his articulate, straight-forward manner, though the entire two hours that he spoke were full of insight, deeply-held opinions and nuggets of

SCHEDULE OF EVENTS

Friday, November 21, 1980

6:00 — ?

Prelude to JALT '80

Prelude addresses by James Alatis (Georgetown University), Joan Morley (University of Michigan), Jack Richards (Chinese University)

Place: Nanzan Junior College

Fee: ¥2,000— includes refreshments and reception.

Please pre-register

Saturday, November 22, 1980

8:30 — 9:30

Registration, Nanzan Gakuen Kodo

9:30 — 11:45

Opening Addresses, James Alatis, Joan Morley

11:45 — 1:00

Lunch

1:00 — 6:30

See Block Schedule

Sunday, November 23, 1980

10:00 — 11:00

Keynote Address, Takeshi Watanabe

11:30 — 1:00

Lunch

1:00 — 5:30

See Block Schedule

6:30 — ?

Buffet Dinner, Nanzan University

Monday, November 24, 1980

9:00 — 12:15

Special Lectures, Nanzan Gakuen Kodo,

9:00: Jack Richards, 10: 15: Gertrude Moskowitz.

New registrants, please register at the

Gakuen Kodo prior to entering

12:15 — 1:30

Lunch

1:30 — 4:50

See Block Schedule

Note: The Block Schedules in this month's Newsletter are tentative. See next month's for changes.

SATURDAY, NOVEMBER 22, 1980

Rm.	1:00	3:00	3:10	4:00	4:10	5:10	5:20	6:10	6:30
1	IPerception, Language Learning and Communication (Leo G. IPerkins)				Notional-Functional Syllabus (Philip Barbieri)		Notional-Functional Approaches) (Mary Ann Decker)		
2	The Hazy Outlook for English Education (Linju Ogasawara)		A Learner-Centered Approach to Junior High School English Education (B. Fujiwara, K. Nagayoshi & H. Nakajima)					High Teaching English in K. High School (Broderik,Iwasaki, Kawahara & Kawamura)	
21	Suggestopedia Workshop (Charles E. Adamson, Jr.)								
31	The Direct Method (Jerry Biederman)				Predicate Markers: A Semantic Approach to the English Verb (V. Lance Knowles)				
32	The F-P-S Approach (George Pifer & Ehi Mizutani)				Techniques for Teaching Expository Writing (Linda A. Martin & Linda E. Waters)				
34	Community Language Learning Workshop (Kathleen Graves)								
35	Total Physical Response Workshop (Dale Griffee)				Teaching Listening Comprehension in the Classroom (Larry Cisar)				
36	Silent Way Workshop (Donald Freeman)								
37	Survival Pronunciation: Communication Pronunciation Workshop (Gerry Ryan)				What Means "Language Acquisition"? (R. Harman & P. Harman)			for Te	
38					Activities for Large Class Instruction (Dan Jerome)				

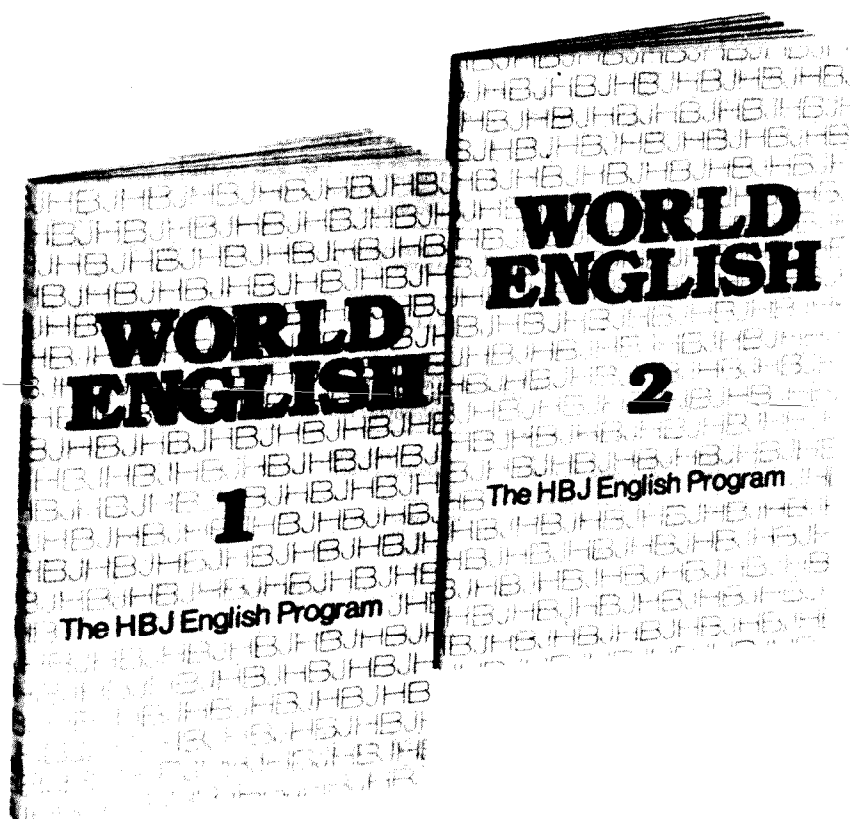
SUNDAY, NOVEMBER 23, 1980

Rm.	1:00	2:30	2:10	3:10	3:20	4:20	4:30	5:30
1	Some issues in FL Teaching in China (Zhang Jian Zhong)	Education, al reform in China's Middle School English (Zhang Jian Zhong)	Teaching English to the Very Young (Kensaku Yoshida)	Teaching Oral Communication to Advanced E.S.L. Learners (Stephen C. Dunnett)				
2	EFL Curriculum Foundations for Children Based on the Taro Method (Toyotaro Kitamura)						Using Live Action English in the Classroom (Naoko Robb)	
21	A look at Discourse Analysis (Virginia Lo Castro)	English Through Drama (Stanley A. Otto)	A Video Cassette Approach for Language Teaching Programs (Mitsuaki Hayase)	Bridges to English (Conrad J. Schmitt)				
22	Phonic Reading and Spelling Techniques for Students (Paul Griesy)	Techniques for Beginning ESL (Yoshiko Yanoshita)	A Reading Comprehension Test for Advanced Students (V. Broderick & H. Miyamoto)	The Educated Guess Reading system (Henryk Marcenkiewicz)				
23	English for Adults and Communicative Threshold Level Thinking Beginners (Michael Macfarlane)	Syllabus for Beginning English/Russian in China (Li Zheng-lei)	Food for Thought – English through Cooking Techniques (Elizabeth Kitamura)					
31	The Design and Use of Story Squares (P. Lance Knowles)			Understanding Meaning: A Discourse Analysis Approach (Christine Winkowski)	Music in Suggestopaedia (Kazunori Nozawa)			
32	Feedback – Its Role in the Classroom and Ways with Working with it (Kathleen Graves)			Contemporary English: A Balance Approach (Su Ong)	Student Generated Language (Robert Ryan)			
33	Teacher Observations: Purposes & Approaches (Donald Freeman)			CLL & Literature (Wayne Pounds)	Why Should We Teach English To Children (H. Fukumoto)			
34	EFL & Cross-Cultural Development – An Experiential Approach (Raymond Donahue)			Cultural Pluralism in Japan – A Sociolinguistic Contribution (Nobuyuki Honna)	Culture Testing – Who Measures What? (Seiji Shibata)			
35	Improvisations with Conflict (Bernard Susser)	Overcoming Resistance to the Silent Way (Meg Nakano)	A Meaningful Composition Method (Stephen Long)	Learner Correction in the Composition Class (John E. Ingulsrud)				
36	Anxiety of the Japanese Learner of English (Katsuyoshi Sanematsu)	Learning & Performing: An Integrated Language Course (Ngai-Ling Cheng)	Japanese as a Second Language – Teaching Sentence (Akiko Yamada)	Communicative Classroom Activities (Susan Holden)				
37	A Listening Based Curriculum (Michael Rost)	The Future of the L.L. (Stephen Tripp)	Picture Problems (William Widrig)	Jazz & Talking Blues: Ready-made dialogues for EFL Classes (Elinor Maze)				

MONDAY, NOVEMBER 24, 1980

Rm.	1:30	2:30 2:40	3:40 3:50	4:20	4:50
2	A Potpourri in Current English (A. Barbara O'Donohue)		Games in English (Robert Orme)		
21	Introducing <i>In Touch</i> : A Beginning American English Series (George Farina)	Japanese Children Learning English: An update (Thomas E. Pendergast, Jr.)	A Self-Help Group for Non-Native English Teachers (Katsumi Kitazawa)		
22	Creative English for Children (Y. Nomura, C.O. Peretti & R. Hyodo)				
23	A System for Teaching Organization and Accuracy in Composition (Henryk Marcinkiewicz)	Tapespondence: Cross-cultural Exchange (Rosemary Dusheck)	Advice Columns Compared: U.S. & Japan (Reiko Naotsuka)		
31	Educational Linguistics (Masayoshi Yamada)	Katakana Eigo – Its utility & harm (William Teweles)	Using the newer Methodologies in Company (LOUIS Maze)		
32	Getting Your Students Going (Dann Gossman)	Teaching about Japan in EFL Classes (Yukio Tsuda)	The K. J. Method – Concept Manipulation (Meg Nakano)		
34	Lesson Plans for Senior High School (Gwen Joy)		Composition: Useful Classroom Practices (William D. Patterson)		
35	The Child: Key to Language (A report of 13 years research) (PShigehiko Iizuka)	Two Silent Way Techniques: (Use of articles and giving directions (Jim White)	The Silent Way and Large University Level Classes (Frederic Arnold)		
36	Increasing Instructional Effectiveness: Reducing Classroom Apprehension (Satoshi Ishii)	Creating and Adapting TPR Programs (Frank Daugherty)	Critical Reading & Analysis – Its Teaching (Alex Shishin)		
37	MECCOM – Mechanical Communication (Karen Svatko)	Notional Syllabus and Its Further Development: A semantic analysis of the passive voice in English (Susan Alexander)	MAD English – Using MAD magazine in higher level classes (Thomas Robb)		
38	Community Language Learning Workshop (Ian Davies Green)				

New from HBJ International



World English is an imaginative, contemporary basal program for students of English as a second or foreign language. Unique in approach it is the first series of its kind to be based on the results of a worldwide survey of classroom teachers. *World English* draws upon the proven strengths of various methods of language instruction to teach the fundamental skills of listening speaking, reading, and writing. Its six-level core of components includes Student Books, Workbooks, and Teacher's Books. Cassette recordings are also available.

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LTS

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However LTS is not just a functional or communicative course. The LTS materials have been developed by combining the best features of accepted methodologies, making the course eclectic in the best sense of the word. We have endeavored to incorporate into these materials the effectiveness of the Direct Method, and the most useful pattern presentations of the Audio-Lingual Method with the strong pictorial support of the Audio-Visual Method.

Features

- a) Wallcharts – 8 large, 97.6 x 71cm illustrations for use by the teacher in establishing learning and practice situations.
- b) Tapes – Tape practice should occupy about half the lesson time. The recorded practices include not only the usual closed drill exercises with only one correct response, but also practices where the student must supply an 'individual' reply, which only he can give. These replies are evaluated by the teacher who can comment or not as he wishes, as the tape practice progresses. This stage, where the student first begins to express himself, is in fact, one of the most important in learning a language.
- c) The teaching programme in the Teacher's Manual is designed in such a way as to give full guidance to the teacher inexperienced in these teaching techniques, and to minimize preparation time for those accustomed to them.
- d) Each Unit consists of Review, Structure, Dialogue and Oral expression sessions.
 Structure – In these sessions, students are encouraged to look at the illustrations in their texts or wallchart guides while listening to the listening, question and answer, choral, and dictation practices recorded on the tapes.
 Dialogue – The dialogues are presented for general comprehension, choral speaking practice, detailed comprehension, and role playing.
 Oral expression – This is where expressions learned in the structure and dialogue sessions are applied to new, realistic situations, using wallcharts, props, and role play.
- e) Tests – There are tests for checking progress half way through and at the end of the course.

LINGUAPHONE

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interesting trivia. For example:

"In parts of Nara and Kochi prefectures, there is a "th" sound in the local dialects, and one can hear children saying *otothan* instead of *otosan*."

"The best salesmen in Japan are awkward and a little tongue-tied." On teaching English to very young children: "I'm dead-set against it! If they have that much free time they should study Japanese!"

The final presentation of the day was a demonstration in German of Total Physical Response by Dr. Phyllis Manning. Most of the participants had never been exposed to TPR before and the response was enthusiastic. Dr. Manning has a great deal of experience with this method and managed the "class" very effectively, keeping the information challenging but changing the subject matter whenever it started to get boring. One of the great strengths of this method was proven by the fact that at 3:45 when the demonstration started the participants seemed worn out by the long day, but after five minutes everyone had come alive and from then on attention never waned.

On Monday morning, Mr. Kyoichi Iwase, English teacher at Takamatsu Senior High School and proofreader for Kenkyusha Publishing Company, spoke on "How to Make Use of English Dictionaries and Linguistic Reference Books." Mr. Iwase believes that English students should use English-English dictionaries rather than Japanese-English or English-Japanese ones. He then showed a large number of examples

found in various dictionaries printed in Japan of sentences grammatically sound but considered unacceptable by native speakers. Mr. Iwase suggested that teachers should teach only what is considered acceptable to both grammarians and native speakers.

"If a teacher uses drama in the classroom, the emphasis must be on doing good drama for the experience to be successful." With that one sentence of theory, Kevin Hutcheson launched the most fun presentation of the workshop. The demonstration started with stretching exercises and followed with a series of games and improvisations aimed at developing spatial awareness, spontaneity and trust. The success of this demonstration was due to the high energy level and eagerness of all the participants.

The workshop ended with "English Pronunciation By Means of VTR," presented by Mr. Toshiaki Ishii of the Kagawa Education Center. Though VTR equipment is becoming very common in schools, there are very few tapes available for any kind of English instruction. Mr. Ishii is involved in developing material of this nature. He showed segments of his 4-hour VTR on pronunciation, which effectively combines still pictures, diagrams and native speakers in teaching pronunciation. According to some tests he conducted, junior and senior high school students who watched this tape clearly improved in their ability to distinguish between pairs of difficult English sounds.

(Reviewed by Kevin Hutcheson JALT-Shikoku
Recording Secretary)

YES!

English for children

by Lars Mellgren and Michael Walker



In answer to many requests for elementary ESOL materials, we're proud to present Books A,B, and C of YES! English for children. This exciting beginners' program is written especially for young language learners. Its creators are the authors of NEW HORIZONS IN ENGLISH, our successful series for teen-agers and young adults.

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books

In Touch by Oscar Castor and Victoria Kimbrough, Longman, 1980.

In Touch is one of the newest American entries in the functionally organized textbook field. It is a series which focuses on the learner and his communicative needs rather than on the practice of language structure alone. I first saw the book at the TESOL '80 convention and decided to try a functional text in my university classes. In this critique I would like to first describe the text and then evaluate its usefulness based on my classroom experiences.

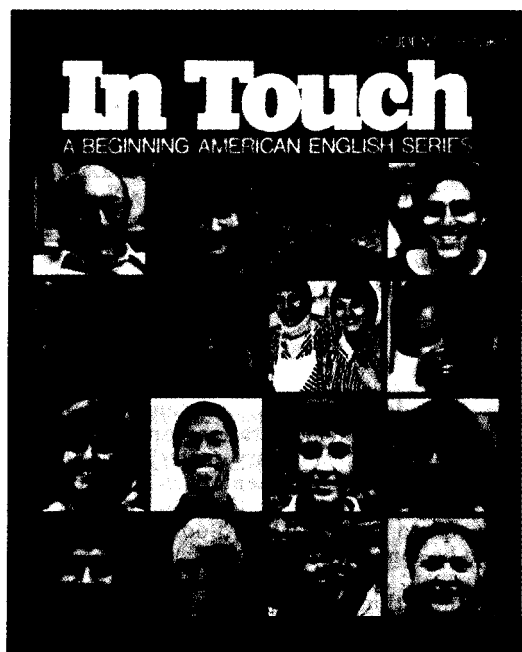
The series consists of three books with supplementary teacher's manuals, workbooks and cassettes. All three books are considered beginning level texts for young adults (as labelled by the publisher). Each book has twelve units with review units after every sixth lesson. Each unit begins with a conversation in which the language functions are introduced, followed by several pages of oral and written exercises that provide practice with the functions. The expansion section - as the name implies - presents the material in other contexts. A self-evaluation section follows, in which the student can determine whether s/he has mastered the functions and grammatical points of the unit. Finally there is a language summary page at the end of every unit (and a combined list at the end of the book) listing the functions, grammar points and vocabulary presented in each unit.

Book 1 covers the functions of self-introducing, greeting, ordering food, telling time, inviting, accepting/rejecting invitations, asking for directions and so on using relatively easy-to-understand, natural language. This type of language was like a breath of fresh air to university students who had been under the power of the artificially contrived language texts for the preceding six years. They seemed to enjoy using English in a way that few of them had ever experienced before.

In particular, interest picked up around unit 8 or 9 because we used a map of the city where the university is located (I recommend this because you run out of places quickly if you use the map in the text). Similarly when the lessons about food and menus came up we were able to use menus that a student had brought in from a recent trip abroad. I think that this interest came about because the students had not been threatened with grammar and repetitious drills.

Overall, the content and format of *In Touch* are significantly better than any other functional text that has been used at this university. The students' interest can be held longer because of the natural language and the reality of the situations. It is clear that the authors have organized the material so that the students can concentrate on language use. Due to the naturalness of the language there are few "Yes, I do's" and "No, I do not's" found in the book. Instead responses to yes/no questions may range from "Yeah" to "Oh! That'd be fine".

You don't need to feel that this text is only relevant to university settings. I have also used



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In Touch will be followed by **LIFE STYLES**, a three-book series for intermediate to high-intermediate students. Together, **IN TOUCH** and **LIFE STYLES** provide a six-level series of language instruction.

this text with high school students and private students. In the case of the high school students I was asked to teach them "real English" for twenty minutes during lunch twice a week. They further instructed me that they didn't want to use a text. The solution to this problem was to look at the table of contents of *In Touch* while I wolfed down a sandwich and then I would go teach the students the functions that I had memorized. This saved me a great deal of time making up my own material; the text material certainly seems suited to young adults, as the publisher notes. With university classes I will probably use book 2 and take review material from book 1 as needed. With the high school students the book 1 material worked so well that a special class will be instituted for conversational English using that text.

The book also provides the teacher with flexibility to add to the material or to delete portions as needed. Because I was teaching an English conversation class at the university level I omitted most of the written exercises, telling the students to do them at home if they wished.

Finally, without going into a lot of detail about the merits of functional versus structural texts, it can be said that functional texts feature language use while grammatical texts are concerned with language form. As teachers in Japan we have heard from one source or another that the students know the grammar but they just can't seem to use it to communicate. A good textbook like *In Touch* takes as its premise the communicative needs of the student and works from there. It is because of that that the book will find its way into the conversation classroom and give the word "conversation" a depth of meaning that until now has been lacking.

(Reviewed by William D. Patterson Nihon University Department of International Relations, Nihon University at Mishima, Mishima, Shizuoka, 4 11.)

inter·view

ENGLISH LANGUAGE BOOK FAIR IN TOKYO

Twenty-two foreign publishers and six Japanese distributors plan to mount an EFL Book Fair in Tokyo on Saturday and Sunday November 15 and 16. The Fair, which will be the first of its kind in Japan, promises to be a major event for language teachers. The publishers have been working for months to assemble the largest and most comprehensive selection of EFL materials ever seen in this country. They have also invited an impressive array of guest speakers from Japan and abroad to participate in the exhibition. The Fair will be held at the Tokyo Business Academy in Takadanobaba from 10:00 - 7:00 p.m. each day. Publishers Representatives Richard Carpenter (Scott-Foresman), George Farina (Longman), Dann Gossman (McGraw-Hill), and Michael Macfarlane (Oxford University Press) recently talked to former Newsletter Editor David

Bycina about the scope and purpose of the fair. Excerpts from that interview follow.

JALT: *A two-day EFL Book Fair sounds to me like a terrific idea. At the outset, however, I'd like to have you express in your own words the reason for this ambitious undertaking.*

Farina: Well, it's actually twofold. The basic reason is to let people know that publishers here in Japan - foreign publishers - do have representatives available to provide the service of giving information about their publications and also provide teacher training on many of these publications. The second reason, of course, - and most important - is to provide a fair at which teachers will be able to see probably the widest selection of ELT books from about twenty-two British and American publishers I'd like to emphasize that everything that will be on display will have to do with English language teaching. It won't simply be a general book fair on any kind of book in English. All the books will deal with English language teaching.

JALT: *If I understand correctly, Japanese publishers of EFL materials will not be represented. Does this mean that the fair is aimed at "foreign" language teachers in particular?*

Carpenter: No. We are not directing the Book Fair at only the foreign teaching community in Japan. Both in the content of presentations and also in the kind of books that will be displayed, we are hoping to get a large audience of Japanese teachers from the public schools, private schools, universities and junior colleges, and private language institutes to attend because we feel that many of the books on display are already being used by Japanese teachers or will be of interest to many Japanese teachers teaching in these situations.

Macfarlane: We are also interested in attracting both foreign and Japanese teachers who are involved in working in company programs, in addition to those regular schools and colleges.

JALT: *Just how extensive will the displays be?*

Gossman: Most of the publishers will be displaying their entire English language teaching list: . . .

JALT: *In addition to the displays, Z gather that you are planning to provide advice on the use of various materials. How will that be done? And who will be doing it?*

Farina: The form of some of the advice will be presentations which will be given by a number of publishers taking part in the Book Fair. We've already made a kind of preliminary schedule of these presentations. There will be approximately ten per day, Saturday and Sunday. Some of them will be demonstrations on specific course books or supplementary materials done by the local publishers' representatives here in Japan or by editors or authors that the publishers have invited to appear at the Book Fair. There will also be some guest speakers.

Gossman: Before we get into that, I'd like to say another thing. In addition to the formally scheduled presentations that the publishers will be making, there will also be opportunities for individuals or small groups of teachers to meet personally with publishers' representatives and speakers to discuss questions they might have about a presentation or a particular text they are using.

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JALT: *Could you give us an idea of some of the speakers that will be participating in the fair.*

Carpenter: Well, as George (Farina) mentioned, there will be the publishers' representatives, and, in addition, there will be special guest speakers; including Professor Linju Ogasawara, Curriculum Inspector for the Ministry of Education, and Professor Takao Suzuki of Keio University, whose topic will be "Is English really an International Language?" Some of the publishing companies will also be having their own editors or consultants come from abroad.

Macfadane: In the case of Oxford University Press, for example, we'll be having Keith Rose, the Senior Editor who is responsible for *Streamline*, *Crosstalk*, and *English with Solo*. And there'll also be the ELT Marketing Manager, Stephen Warshaw, coming through at that time. Macmillan will be bringing an editor to Japan. Su Ong, and Susan Holden, well-known author and editor of *Modern English Teacher*, will also be on hand.

Gossman: McGraw-Hill's Editor-in-Chief for Foreign Languages, Conrad Schmidt, is also coming in.

JALT: *Will most of the presentations, then, be practically oriented?*

Farina: Very much so. They will definitely give the participants an overview of what the material is about and, to some degree how to use the material. The consultations will then deal with how teachers can adapt the materials to their specific programs – depending on time, size of class etc.

Macfarlane: I think it's worth pointing out that the publishers' representatives here pretty well all have a good deal of practical teaching experience themselves. And, therefore, what we're offering in this case is not just a hard-sell activity, we're talking about practical ways of using the material.

Farina: A number of these presentations will also include video-tape demonstrations or some kind of audio-visual presentation of the material, so it won't only be lecture-style.

JALT: *Will the presentations be given in series or concurrently?*

Farina: There will be presentations given from approximately 10:00 to 6:00 each day. A number of these will run concurrently,.... but wherever possible we have tried to schedule the presentations so that you don't have two similar kinds of material being presented at the same time.

JALT: *It sounds almost like a miniature JALT Conference.*

Farina: I think we should mention that we think of the Book Fair as a kind of complementary activity to the JALT Conference coming up in Nagoya the week following. JALT, as a matter of fact, is one of the "sponsors" of the Book Fair.

Gossman: We also get up our schedule so that we could be meeting at a time close enough to the Conference so that speakers coming over for one can attend the other.

JALT: *How can the readers find out what the schedule of speakers is?*

Macfarlane: Well, we shall be distributing information in the form of flyers and posters at local bookstores. A catalogue will, of course, be

available at the Book Fair. And we hope, too, that it will be possible to publish the list of speakers in detail in next month's *Newsletter*. In the meantime, we would be happy to answer any queries by phone.

JALT: *One last question: Will teachers be able to buy materials that they might find interesting at the Book Fair itself?*

Macfarlane: Certainly. All the materials that will be on display from the publishers will be available from the commercial displayers – the actual book sellers in Japan – who will be participating. If any of the material on display is not available for purchase at that time, it can certainly be ordered through them. And here, I think there is a useful final point to make. Teachers sometimes find that the materials they want to use do have to be ordered from abroad. The Book Fair seems to be one rather good opportunity for teachers to see the materials, express their strong interest in them, and thereby encourage distributors to stock an even wider range of titles than they already do.

(Publishers' telephone numbers: Longman, 03-265-7627; McGraw-Hill, 03-542-8821; Oxford University Press, 03-942-4 10 1; Scott, Foresman and Co., 03-777-6630)

job referral service

This month I would like to tell you about two books that I believe are almost indispensable for a foreigner living in Japan or for a Japanese person who has to help foreigners adjust to living in this country. The first book is *Immigration* (The Japan Times Ltd., June 1978). Although this book is not an official government publication it does contain an introduction by the Immigration Bureau, Ministry of Justice, which lends a certain amount of validity and authority to the text. The stated purpose of the book is "to assist non-Japanese nationals in understanding the procedural rules and requirements relating to acquiring and maintaining residence in Japan." The text is divided into three chapters. Chapter 1 discusses visas and other entry requirements. Chapter 2 concerns "procedures for staying in Japan" and is divided into two sections. The first describes things for which you need special permission and how to apply. These things include engaging in a secondary activity, change of residence, extension of period of stay, permanent residence, reentry permission, and an "other" category. The second section gives detailed information on the necessary paperwork. Chapter 3 concerns alien registration. Applications, renewals, and what to do when you leave the country (even if it is only for a vacation) are explained. There are also appendices detailing immigration office addresses, travel tips, foreign banks and embassies, useful telephone numbers, and Japanese money.

The second book, *Now You Live In Japan*, is published by the Research Committee for Bicultural Life in Japan (1975) but it is distributed by The Japan Times Ltd. This book contains much useful information that is generally very difficult to obtain from other sources. The first

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section covers much the same area as the first book, but does not give as many details, particularly about paperwork. However, it does give specific information for aliens married to Japanese citizens, bi-national children, naturalization, and losing Japanese citizenship. The second section gives information about aliens' responsibility for Japanese taxes. Health insurance is covered in the third section. The next section gives an outline of the regulations and customs concerning death in Japan. I would, however, suggest that the details be checked with a knowledgeable Japanese to avoid any possible errors if this sensitive situation should arise. The following section continues the same general theme and discusses wills and inheritance. However, I would recommend a good lawyer if this is a problem for you. The sixth section concerns schools where instruction is in English, French, or German for children. It also contains information about special programs for Japanese children who, because they have resided abroad, do not speak Japanese. The next two sections outline procedures for marriage and divorce between a Japanese citizen and an alien. Section 9 is about money and buying land. A foreigner needs special permission to buy what are called "immovables". The final section gives information on legal abortions, social service organizations, and diseases for which government assistance is available.

In closing I would like to say that of all the problems that I have heard foreigners discussing, the vast majority of them would not have arisen if the people concerned had read these two

books soon after their arrival in Japan. I can not over state the value of these two extremely useful books.

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bullet in board

JALT TO SPONSOR TESOL PRESENTATION

As a new policy this year, TESOL, our parent organization in the United States is requesting each affiliate to sponsor a presentation at the annual TESOL conference to be held in Detroit on March 3 - 8, 1981. JALT has been requested to recommend two or three presentations to the TESOL '81 committee, from which they will select the one which would best compliment the rest of the convention program.

After careful consideration of ways to go about the selection process, JALT has decided to select presentations both from the presentations offered at JALT '80 in November, and from abstracts from non-conference participants.

If you would like a proposal to be considered for selection, please send the particulars listed below to Kenji Kitao, the JALT program chairperson, by Nov. 15. Please note that JALT will not be able to make a financial contribution to the presenter's travel expenses. This is, nevertheless, an excellent

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Please submit:

- a) A 200-word abstract suitable for publication with a title of nine words or less,
- b) A 50-word precis of your abstract.
- c) A 25-word bio-statement
- d) A statement of the type of presentation (demonstration, discussion, lecture, paper) and the presentation length (45 or 90 minutes.)

ELECTIONS IN WEST KANSAI

The election of the West Kansai Executive Committee officers for 1981 will take place at the annual business meeting December 14th. Here's what should happen between now and then.

About the 20th of September members will receive postage-paid reply postcards on which to make nominations. These must be returned to the Election Committee within one week. Names of all nominees along with their basic personal data will appear in the November *Newsletter*. The election will be by ballot during the business meeting December 14th. Any member who plans to be absent may use the information in the November *Newsletter* to cast an absentee ballot. Any absentee ballot must be received by the Election Committee prior to December 14th.

POSITIONS

(Kanazawa) International School of Languages has an opening for an experienced full time English Conversation Instructor to teach at all levels. A Native speaker with a college degree is required. From Dec. 1, 1980. 1 or 2 year contract, sponsorship, housing available, salary commensurate with education and experience. Send resume including a photograph, telephone number, current visa status and two letters of recommendation to:

International School of Languages
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(Washington, D. C.) Georgetown University, School of Languages and Linguistics has two faculty openings beginning in the Fall semester, 1981, in the Division of English as a Foreign Language. Two full-time classroom teaching positions are to be filled in the rank of Instructor (tenure track - possible after 6th year)

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Georgetown University is an equal opportunity/affirmative action employer and encourages applications from minorities and women.

Send inquiries and a detailed up-to-date resume by Nov. 15, 1980, to:

William E. Norris, Head
Division of English as a Foreign Language
School of Languages and Linguistics
Georgetown University
Washington, D. C. 20057
TEL (202) 6254980

THE ENGLISH TEACHING THEATRE

The English Teaching Theatre, sponsored by the International Language Centre, will be back in Japan from October 14 to October 30. E. T. T. is a group of teachers, actors and musicians who present a completely original show specially designed for audiences who are studying, or are interested in, the English language. Their show, usually performed for audiences of around 200, consists of sketches, songs and audience-participation games and is written and produced entirely by the group members. It is designed to appeal to all ages, even those with a very limited knowledge of English.

The group was founded ten years ago. is based in London and has toured extensively throughout Western Europe. In 1977 they toured Mexico under the auspices of the British Tourist Authority. Sponsored by International Language Centre the group first toured Japan in May 1979, when they gave over thirty performances in theatres, colleges and universities in Tokyo and Osaka. Over five thousand Japanese people saw the show and considerable coverage was received in the Japanese press and on NHK radio and TV.

E. T. T. will be appearing in Tokyo and Osaka. Daily performances will be at 5:00 p.m. and 7:30 p.m. and admission will be Y1,500.

Tokyo: 14 - 18 October, Shinjuku Bunka Centre

Osaka: 27 - 30 October, YMCA Hotel (1-5 Tosabori, Nishi-ku)

For further details please contact International Language Centre: Tokyo:(03) 264-7464, Osaka: (06) 3 15-8003

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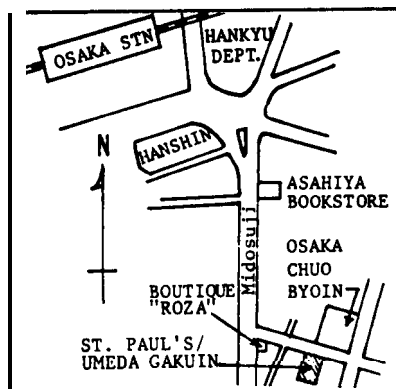
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meet·ings

WEST KANSAI

Topic : Pronunciation and Phonetics: A Comparison of Japanese and English
Speaker: Johanes H. Tahara
Date: October 19
Time: 1:00 - 4:30 p.m.
Place : Umeda Gakuen (St. Paul's Church) 06-311-6412
Fee: Members:free; non-members:Y1,000
Info: Fusako Allard, 06-311 S-0848; Jim White, 0723-65-0865x293 (day). 0723-66-1 250 (night), Jan Visscher, 078-453-6065

In order to acquire the correct pronunciation of another language, the student must, first of all, know how the sounds of the target language differ from those of his or her native language. Since the work of Daniel Jones, phonetic studies of the English language have advanced very much, while English pronunciation has been analysed and systematically organised for use in language teaching methodologies. The field of Japanese phonetics, however, has not been seriously investigated, either domestically or internationally. The pronunciation schemes developed by English-speaking people for learning Japanese, as well as those developed by Japanese-speaking people for learning English, show many contradictions and discrepancies. This presentation will deal with the essential importance of the differences between similar sounds in the two languages with the aid of a thorough comparison.



SPECIAL INTEREST GROUPS:

Silent Way:

Umeda Gakuen 11:00 - 12:30. Contact Frederick Arnold, 078-871-7953

TES:

Umeda Gakuen 12:00 luncheon meeting. Contact Harumi Nakajima, 0726-93-6746

Children's Int Grp:

Umeda Gskuen 11:00 - 12:30. Contact Sr. Wright, 06-699-8733

Drama:

Umeda Gakuen 10:30 - 12:00. Contact Jan Visscher, 078-453-6065

Japanese:

Thursday, October 16, 1:00 - 3:00. Center for Language and Inter-Cultural Learning. Contact Fusako Allard, 06-315-0848

KANTO

Topic: Functional Grammar Cannot Help Us Teach English, or Can It?
Speaker : Yasukata Yano
Date : Sunday, October 19
Time : 1:00 - 5:00 p.m.
Place: Japanese American Conversation Institute (Nichibei)
Fee: Members- free; Non-members:Y1,000
Info: Larry Cisar, 03-295-4707

Many English teachers seem to consider linguistics useless and so have avoided it in their profession. But is linguistics really useless in language teaching? This program will be a lecture and discussion on how functional grammar can help us teach English to Japanese. Such notions as new and given information, and antecedent and pronoun will be used.

Mr. Yano is Assistant Professor of English at Rissho University. A graduate of Fukuoka University, he studied at the University of Hawaii on an East-West Center grant and then earned a diploma in TEFL from Teachers College, Columbia University. He has taught Japanese and Linguistics at the Universities of Chicago, Wisconsin, and Columbia. In Japan he has taught TEFL, TJFL, and comparative phonology at Aoyama Gakuin and Keio.

TOKAI

Topic: A Psycholinguistic View of Language Learning
Speaker: Chip & Pam Harman
Date: Sunday, October 26, 1980
Time : 1:30 - 4:00 p.m.
Place: Nanzan Junior College
Fee: Members: free; non-members: Y1,000
Info : Ray Donahue, 0561-42-0345

The Harmans will focus this lecture/discussion on how the foreign language learner acquires or learns a language. Ideas addressed will be the difference between "learning" and "acquiring", errors in production and comprehension, and other areas related to strategies the learner uses. Basic linguistic theories will be discussed as well as what this means to the teacher.

Chip and Pamela Harman both received their M.A.'s in linguistics from the University of Florida. Chip first taught English at Adam Mickiewicz University in Poznan, Poland. Pam received her B.A. in Anthropology/English linguistics from the University of Maryland. Both also taught at the University of Florida ELI, and presently teach in Nagoya.

Special Interest Groups

Professional Development - 11:30 p.m.

TOHOKU

Topic: Communicative Competence - Simple Classroom Techniques
Speaker: Mary Ann Decker
Place : Shimin Kai Kan (not confirmed)
Date: Sunday, October 18
Time : 3:00 p.m. - 7:00 p.m.
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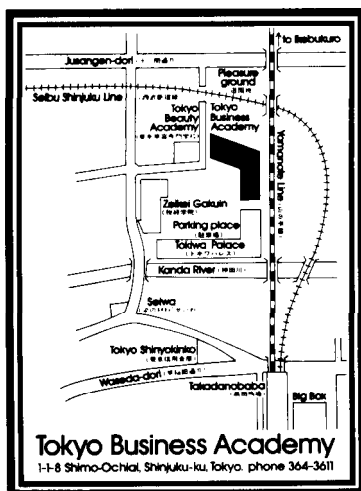
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