
JALT

The Japan Association of Language Teachers

NEWSLETTER

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inter·view

Takeshi Watanabe
JALT '80 Keynote Speaker

[Takeshi Watanabe, this year's keynote speaker at the JALT annual conference, has had an impressive career for over five decades in both government and business. Positions he has held include Vice Minister of Finance for International Affairs (1947, President of the Asian Development Bank (1966-1972) and Chairman of the Trilateral Commission (since 1973)]

He is the author of Japanese Finance in the early Post-War Years (1966) and The Diary of President of the Asian Development Bank (1973). A more complete account of Mr. Watanabe's accomplishments - and there are many more - was published in last month's Newsletter. Mr. Watanabe recently talked with Doug Tomlinson, JALT Vice-President, in Tokyo.]

JALT: Mr. Watanabe, in your many years with the Ministry of Finance and with international organizations such as the Asian Development Bank, the World Bank, the Trilateral Commission and so on, what have been some of the memorable or significant occasions that come to your mind?

Watanabe: When the war ended, I was a member of the Ministry of Finance, and my first encounter with the English problem was to deal with the occupation authorities. I was in charge of liaison with the General Headquarters on behalf of the Ministry of Finance. In that capacity I dealt with the American occupation people. After that, I was one of the first Japanese to go to the United States after the war. I spent 9 years in Washington, D.C., first as a member of the Japanese Embassy where I was a minister, and later as an Executive Director of the World Bank and the International Monetary Fund. Thus I was exposed to the diplomatic service and international organizations for 9 years altogether, mostly in the 1950's.

After my 9 years in Washington, I came back to Japan and stayed in Tokyo for 6 years, but not with the Ministry. I left the government, and practised as a financial

consultant on my own. During that time I was interested in establishing some organization where Japan could play a more positive role in helping less fortunate countries, so I made a plan to establish the Asian Development Bank. When a proposal came from ECAFE, which is now called ESCAP which is an economic commission under the United Nations in Bangkok, I was invited as an individual - not as a representative of the government - to participate in a meeting to organize a group of experts to discuss the establishment of the Asian Development Bank.

That was in 1965. When the Asian Development Bank was at last organized, I was lucky enough to be elected the first president. I spent 6 years in Manila and, since the ADB has a world-wide membership, I travelled all over the world. Membership now includes not only Asian, but also North American and European countries. I visited Europe to invite the countries there to participate, and also North America.

All my work connected with the establishment of the Asian Development Bank and during my 6 years in Manila as the first president of that new international organization - that has been the most interesting and exciting experience I have had.

JALT: Because it was from the ground up, from the very beginning?

Watanabe: That's right. We started from nothing and when I left we had made loans of about \$1,000,000,000 to various Asian countries. The Asian Development Bank is making good progress.

JALT: Did you have a chance to visit most or all the Asian countries?

Watanabe: Yes, as far west as Afghanistan, and as far east as Western Samoa, which is in the South Pacific. I visited all the member countries of my time except for Tonga, which joined just before I left. I visited many countries at least once and some countries two or three times. I travelled quite extensively.

I left the Asian Development Bank because

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of my health and retired in '72. Almost immediately after that, I was invited to become the Japanese chairman of the Trilateral Commission. Zbigniew Brzezinski, who is now in the White House, was connected with the Commission, and some Europeans and Americans came here to persuade me to join that organization. I finally agreed to join, and the three groups, North America, Western Europe and Japan, had the first meeting in Tokyo in 1973. Since then, I have continued to be a chairman and I no longer have any connection with government. I'm doing several other things, but my main work is with the Trilateral Commission.

JALT: *Do you have annual meetings, or do you meet more often than that?*

Watanabe: We have an annual plenary meeting. The last one was held in London early this year in March and was attended by almost 200 people. Next year, we are going to have our meeting in Washington, and it is planned for Tokyo the following year. In between, we have chairmen's meetings. We had such a meeting in Tokyo just a few days ago.

JALT: *You mentioned your liaison experience with the occupation forces some 30 or 35 years ago. How was your English then?*

Watanabe: I made a relatively short trip to England in 1931-32. My basic training was in British English. I had a tutor, a British lady, and so I had some experience with a British accent. It was a new thing for me to be exposed to American English. It wasn't easy, particularly because during and before the war there was a long interval when I had no experience or opportunity to exercise my English. However, since I was assigned to be the chief negotiator with GHQ I had to go there almost every day and that gave me the opportunity to expose myself to American English.

JALT: *Over the years you've been exposed to a great variety of English, in Washington and so on.*

Watanabe: Yes, especially in the Asian Development Bank, we had all sorts of varieties. It's one thing to learn an English accent at home, but to be exposed to other kinds is sometimes very difficult.

JALT: *Do you think English is going to remain the international language for the future?*

Watanabe: I think so, for all practical purposes. It may not be American or British English, but whatever English it is, it can be a useful means of communication between various people. I'm going to talk about that at the JALT conference. **JALT:** *Since English has become the international language, how do you find the Japanese as speakers in international, government or business situations?*

Watanabe: Japanese are often said to not be very good linguists. I'm not so sure of that. We did not need to speak too often until recently. Nowadays when you look at the young people they speak good English.

One reason for our handicap is the way we were taught in Japanese schools. It wasn't

practical English, but rather a means to study the classics and to understand the culture, art, history and philosophy of other countries. This is an extension, as I'm going to say in my speech, of the old study of Chinese classics and also the study of Dutch. We never spoke Chinese as the Chinese did, but we learned the Chinese classics in our own way. In the same way we studied Dutch as a means of studying medicine and things about Europe through Dutch literature. Very few people really spoke Dutch and many Dutch words were introduced into Japan as part of our vocabulary. Dutch was a means to learn about Europe. In the same way the Japanese study English mainly as a means of learning about foreign things. Thus the study of Shakespeare or the English classics has not been very useful for our practical day-to-day conversation.

JALT: *But you're a product of that educational system and yet you have become a very fluent speaker. Do you consider yourself lucky?*

Watanabe: I think it's partly because of the frequency of my exposure to English. I was compelled to speak it and I'm very happy that I can converse relatively fluently now and I find that it's very useful.

In the many international conferences I have attended, I find there are many Japanese who can understand and who are well-informed but who are very limited and restricted in expressing their views. Another point is that in the Japanese cultural background, it is not considered very good manners to speak out in front of many people, to make too long a speech, or to say too much. In Japan, quiet people are often more respected. Even in England they say "still waters run deep." Even if you are very quiet, if people find out that you are well-educated, they will have more respect for you. In Japan, particularly in a big conference? somebody who speaks out is not always considered as favorably as in other countries.

I particularly remember reading about the first Japanese *daimyo* who made a trip to the United States. His name was Niimi Buzen-no-kami. That was before the Meiji Restoration. He went to deposit the Instrument of Ratification of the Kanagawa Treaty which was the first treaty made after Commodore Perry came. I read a very interesting account of his observations of his first trip to the United States. While many Americans found this group very odd and different, at the same time Niimi Buzen-no-kami, in his diary, gave a very frank description of American habits and behavior, particularly when he visited the Senate. He was taken to the gallery and he found many people talking like madmen, just like fishmongers, dressed just like Japanese fishmongers, with their sleeves rolled up. He asked what they were talking about. He was told they were talking about important national matters and policy. He couldn't understand that at all, that kind of harangue, that kind of big talk. It all sounded very crazy to him. From his point of view it was amazing, and he couldn't respect that kind of behavior.

His diary is a most interesting one. I'm always interested in records of first exposures to different cultures. I try to read as many books as possible giving a description of the first contact, the first cultural shock people have when they're exposed to another culture. This is one example.. According to old standards, this kind of free discussion, this free exchange of views, is not very common in Japan - it's something we're not accustomed to.

In other words, we can say that in Japan we don't have conferences in the same way that Americans or Europeans do. Very often Japanese conferences are ceremonies, rather than free exchanges of views. Before the meeting, the decision is made and the big conference is a ceremony to ratify what has already been decided. Many Japanese leaders, political, business or otherwise, are more accustomed to saying something formally about what has already been decided. Some people are allowed to express their views which are different from the decision, but they also make their statements knowing that their position will not be accepted. They do this to make their position clear. Basically the whole thing is arranged. This is the most common type of conference here. Someone who makes an unexpected, unscheduled intervention, disrupting the whole smooth procedure, is usually considered to be an impolite person. The person who is quiet and who listens to the whole ceremony quietly exhibits good behavior.

This is all part of the background of what some people say about Japanese behavior at conferences, signified by the three S's, silence, smiling, and sleeping.

The first S, not saying too much, is very good behavior at that kind of ceremony. Smiling is good behavior because it shows harmony with others rather than antagonism. Sleeping, the third S, is not good behavior, but if you already know the result, there's not much point in staying awake. It's quite natural to fall asleep.

The 3 S's of Japanese behavior are the result of these ceremonial conferences which are different from actual discussions, contributions and confrontation. The person who disagrees in front of his superior is considered to be an arrogant person and may be demoted. So he prefers to keep quiet. These are the circumstances which have led to the typical Japanese behavior in international conferences. We keep quiet, we do not give our opinions too often, even though we may not be in complete agreement. This kind of passive attitude has created many misunderstandings in the past for Japanese.

This is changing now. More Japanese are articulate and are behaving and contributing more positively in international conferences. This change has been taking place over the past several years. Even during my 7 years with the Trilateral Commission I have noticed changes. At the beginning there were very few Japanese who dared to speak but now many Japanese are making more contributions, not only because of their language ability, but because they've

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gained more confidence. They are trying to express their views and they're becoming accustomed to Western customs of free discussion.

JALT: *Do you find that you have a different personality when you speak Japanese compared to English? Some people say we have to put on a mask, a persona to talk another language.*

Watanabe: An interesting point is that Mr. Ohira was supposed to be a very difficult man to understand because he did not express his views very clearly. However, I noticed that he was always very clear when he made a speech in English. This is partly because you cannot speak English as ambiguously as you can Japanese. Ohira was a little more clearcut when he spoke English. There may be some differences, but basically I don't think so.

JALT: *Do you think this increased openness and directness on the part of Japanese, which is good internationally, is good domestically in Japan?*

Watanabe: There has been and there still is a discrepancy between these two kinds of codes of behavior. One good code of behavior which works with foreign countries may not be a good code of behavior domestically.

In Japanese politics, many people speak very ambiguously without expressing their views very clearly. This does not sound like good leadership in the Western sense. But in Japan this will impress many old-style Japanese as being the way of one who can appreciate different views. He may get more votes, for instance, if he doesn't express himself too clearly. In the Western sense unless he demonstrates clear leadership and expresses some of his own views, he is not considered to be a good political figure. There is a different sense of values involved here.

JALT: *When you hear foreign speakers of Japanese, do you find them being too direct?*

Watanabe: Yes, sometimes. The language is one thing, but at the same time there's a different kind of code of behavior. If the foreigners can understand the Japanese psychology and express themselves along that line, they will not offend.

JALT: *Are there things we as teachers could do to help Japanese with foreign codes of behavior?*

Watanabe: I think that is necessary. Of course, language reflects the values of the country where it is spoken, so indirectly you can communicate the different value systems to others through the teaching of language. That's both quite possible and valuable, I think.

JALT: *Have you ever had occasion to speak to a group of teachers or educators before?*

Watanabe: No, so I'm a little bit scared to speak to language teachers in English. It's a terrible thought.

JALT: *Z think you needn't worry. We're all looking forward to hearing you speak at the conference and we appreciate any advice we can gain from your experience. Thank you very much for giving us some of your valuable time.*

Watanabe: You're most welcome.

JALT 80 - BEHIND THE SCENES

Since December 1979, the JALT-Tokai chapter has had the special responsibility of hosting the JALT annual conference. Four officers of the Tokai chapter, namely the Coordinator (Paul La Forge), the Program Chairperson (Raymond Donahue), the Treasurer (Matean Everson), and the Recording Secretary (Henryk Marcinkiewicz) accepted corresponding positions on the JALT '80 planning committee.

A financial drive for approximately two million yen was undertaken to provide funds to invite several speakers from abroad. Helpful officials of the Nanzan Gakuen provided the necessary recommendations, explained procedures, and provided the forms for requesting financial assistance. Professor Harumi Tanaka of Nanzan University was particularly helpful in drawing up the applications. Some of the organizations approached by the Nanzan staff were Toyota Motor Sales Company, the Tokai Bank, and Noritake Pottery. These companies, who in principle do not provide funds for unincorporated organizations, have donated or pledged more than one million yen. Their magnanimous gestures have contributed significantly toward making JALT 80 a reality. Such support made it possible to invite James Alatis (Georgetown U.), Gertrude Moskowitz (Temple U.), Joan Morley (U. of Michigan), and Jack Richards (Chinese U.).

There have been other significant contributions equally generous in kind, if not amount. The Divine Word Missionaries, as well as Newbury House, and Oxford University Press have been most generous. Kazuo Fujimoto (Newbury House) and Michael Macfarlane (Oxford) have given much assistance in arranging appearances for a couple of our more prominent speakers.

Concurrent with the financial drive, there was an intensive campaign for conference proposals made throughout Europe, U.S.A., and S.E. Asia. Announcements were placed in academic journals and news organs throughout the world. Although the responses were moderate, it is a pleasure to report that for the first time in recent history, representatives from China will be in attendance at a language conference in Japan. Other S.E. Asian countries will be represented as well, which will assist JALT's outreach to that region of the world.

One other notable achievement of JALT '80 is the recognition and endorsement given by the boards of education of Aichi and Nagoya, and the Council for English Education. Not only does this enable school teachers anywhere in Japan to obtain official sanction to attend JALT '80, but it is one more step taken for the wider acceptance of JALT's important role in language education.

This story would not be complete without mentioning the important part played by JALT's Excom. Tom Robb, Doug Tomlinson, Kohei Takubo, and Kenji Kitao each gave timely advice and help. Thanks also is given to the Tokai Chapter of JALT which is sponsoring the Prelude to JALT '80 on Friday, November 21.

Paul G. LaForge (JALT 80 Coordinator)



Linju Ogasawara

LINJU OGASAWARA

The impending changes slated for English education in Japanese schools have caused teachers everywhere to be concerned. Some wonder about effects upon the examination system and if adjustments will be made to reflect the new curriculums. Others ask what the relationship between junior and senior high school curriculums will be. Still others, are anxious about what really will be expected of the teacher now that there is a new emphasis on "communication".

In an effort to bridge misapprehension and to provide a forum for the exchange of ideas, Linju Ogasawara, a distinguished Ministry of Education member, will lead-off a symposium addressing the school situation. Apparently taking a realistic approach, his address will be titled, "The Hazy Outlook for English Education." It will focus on trends and the interplay of factors affecting English education.

Since 1970, Linju Ogasawara has been an English textbook advisor for the Japanese Ministry of Education. He graduated from the Education University of Tokyo (now the University of Tsukuba) with a major in linguistics. He has previously taught at the University of Melbourne, Trinity University (San Antonio), and the University of Tokyo. He has written several articles and books on semantics, syntax, lexicology, psycho- and socio-linguistics, and contrastive studies of Japanese and English. Presently, he is teaching at Waseda University and Keio University.

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By Subway: From Nagoya Stn., take the Higashiyama Subway Line to Fushimi (one stop). Change to the Tsurumai Line at Fushimi, get off at Irinaka (25 min., ¥140) Take exit #2 and follow the map.
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By Taxi: Ask for "Nanzan Kotogakko Joshibu." The trip takes about 30 min.- depending on traffic conditions - from Nagoya Stn. and costs approx. ¥1200. You'll be taken to Nanzan Junior and Senior Girls High - from there follow the map.

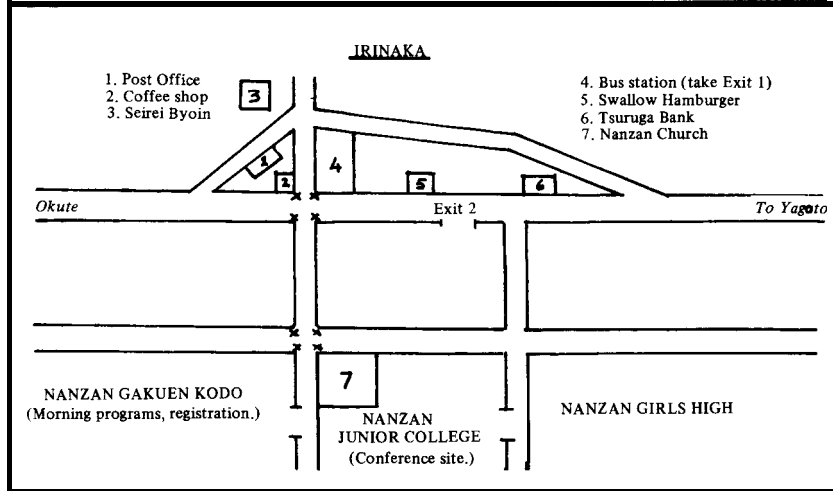
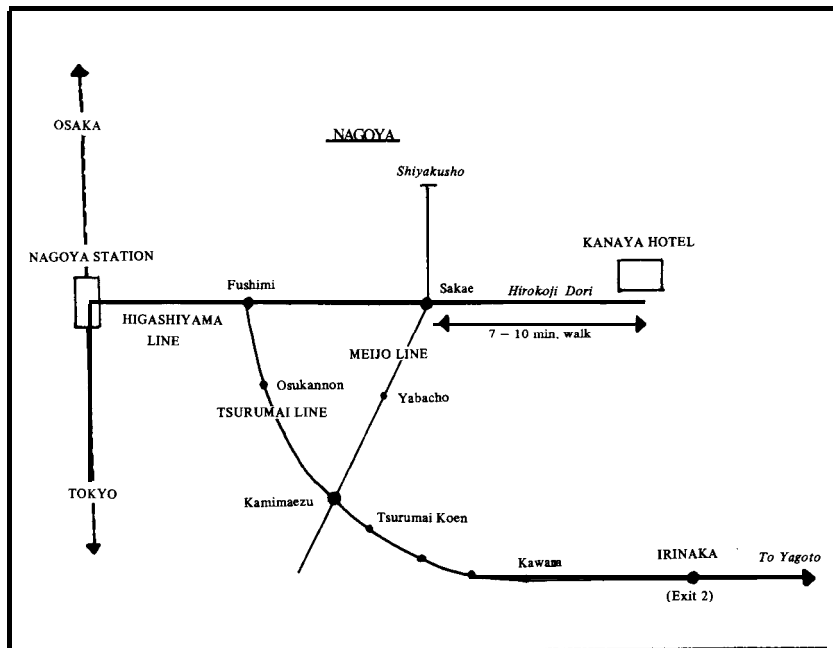
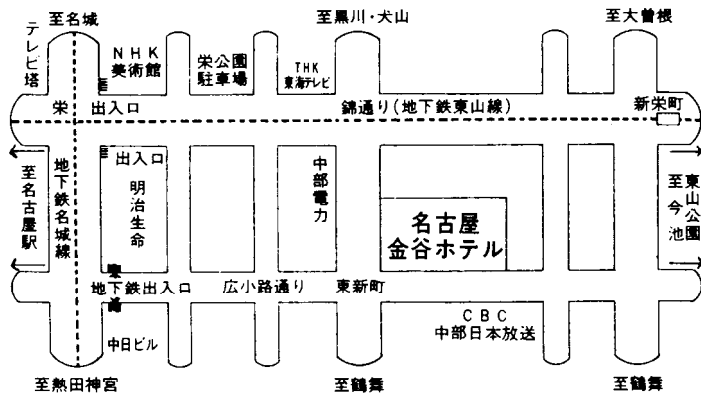
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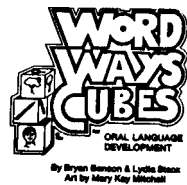
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JUDY OLSEN IN JAPAN

Judy E. Winn-Bell Olsen, teacher of English to speakers of other languages in San Francisco, popular presenter at TESOL meetings and other teacher forums, author of several articles and a book on communication activities, one of the founders of The Alemany Press, and a most personable person, was in Japan for the summer, teaching at the Language Institute of Japan in Odawara. Fortunately she was able to find time to give presentations at several JALT chapters; many members were able to attend and got her ideas firsthand. For those who were not, her book (*Communication-Starters and Other Activities for the ESL Classroom*, San Francisco: Alemany Press, 1977) is an excellent introduction to some of the activities she presented.

As a practicing teacher Ms. Olsen is fully aware of the immediate and routine problems we have to deal with, and she can also cite recent theoretical work which supports the ideas behind her methods. For example, she emphasized that dyads and other communication activities can be used without the teacher's attempting to correct every student error since the language of the student will develop despite mistakes, particularly when other parts of the class do deal with error correction. When some members of the audience expressed doubts about this Ms. Olsen cited recent work on native and second language

acquisition and interlanguage which shows that language learners go through stages of making and correcting errors and which in fact seem to be a necessary part of the language learning process.

Judy Olsen did her graduate work at UCLA where she received her M. A. in English with a linguistic emphasis as well as TESOL certification. For the past 13 years she has been teaching English as a second language in California, mostly to adult immigrants and refugees; she is now on the faculty of Alemany Community College in San Francisco. Her work on communication activities has developed over the last five years and includes, in addition to the dyad activities described in her presentations for JALT, activities with tape recorders, role plays, games and others.

Although she continues to use and develop new ideas for communication activities (a second volume is in the works), her latest interests are in communicative competence, pragmatics and cross-cultural communication. One current research project is directed toward "keeping language real – do English speakers speak what English teachers teach?" To find out, Ms. Olsen has been making a frequency count of the grammatical patterns of responses to yes/no questions, using as source material recorded conversations, TV interviews and even the transcription of the Watergate hearings. One preliminary conclusion: short answers like "Yes, I do" are relatively seldom used, being common only in short interactions between strangers. Another project underway is the videotaping of

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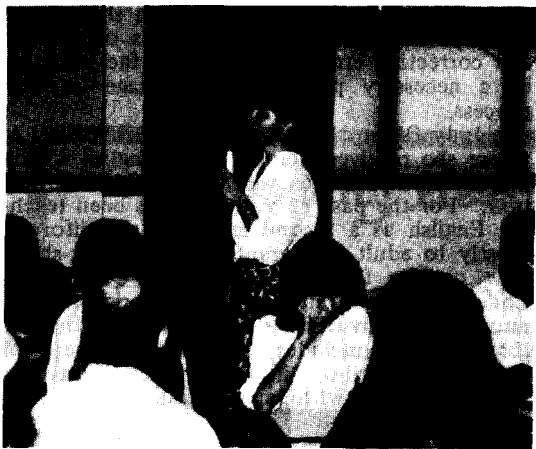


BUILDING STRATEGIES

The second of the four-stage series of Strategies by Brian Abbs and Ingrid Freebairn

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Judy E. Winn-Bell Olsen

teachers, focusing on the different ways that each tries to attain the same objective. And yet another project is building a collection of anecdotes for cross-cultural insights from ESL teachers all over the world. All members of JALT are invited to contribute any personal experiences they have had illustrating cross-cultural differences (example: a Japanese living in the U. S. A. found it difficult to begin a meal without saying "*itadakimasu*."). Send your anecdotes to Ms. Judy Olsen, 1282 29th Avenue, San Francisco, CA 94122, USA.

Besides teaching and research, Ms. Olsen has also been instrumental in the founding of The Alemany Press, a publisher of "materials by and for ESL teachers." This publisher makes available textbooks, teacher's books and games which have been generated by practicing ESL teachers in the San Francisco area. (They are available in Japan through the Japan Publications Trading Company, a JALT commercial member.)

This summer has been Judy Olsen's first experience in teaching English overseas and it has made her even more interested in the cultural aspects of language learning as well as the premises of English as an international language. She is impressed with the high level of English ability and determination of her Japanese students. She was also kind enough to praise the enthusiasm and high standards of the JALT membership and organization. There is no doubt that her presentations and presence this summer have contributed greatly to JALT's enthusiasm and standards.

Bernard Susser
Baika Junior College

re·views

WEST KANSAI

TEACHING ENGLISH IN HIGH SCHOOLS

This meeting, as moderator Vincent Broderick from Seifu Gakuen High School pointed out at the start, was more like a group discus-

sion – a distinct change from the panel-audience format of the first two meetings in this series. The room, too, was set up differently, with two or three concentric circles of chairs, to facilitate interaction.

The moderator opened the meeting by asking for a brief review of, and comments on the previous month's panel discussion. This could have served the dual purpose of providing the panelists with helpful feedback, and those who had not attended the previous month's meeting with the background necessary for meaningful participation in the discussion that followed. Unfortunately, however, most of those who spoke offered only criticism or their views on areas which they felt the panelists had failed to cover.

One important insight, though, brought up at this stage was that the use of Japanese as the medium of instruction seemed to be taken for granted. This is bound to create, on the part of the students, some form of "interlanguage". Teachers relying on Japanese as the principal form of classroom communication should be aware of this, and be prepared to accept it. In other words, under these circumstances it is not reasonable to expect "correct" English from the students.

To make it easier for the participants to enter into a discussion, three "catalysts". Mr. Fujiro Noma, Ms. Harumi Nakajima; and Ms. Takako Kawahara, made suggestions for overcoming some of the many problems of Japanese high school teachers of English which had been brought up during the July meeting. Mr. Noma, from Kobe Takasho Chugako, started off by stressing the importance of the willingness to express oneself in English. To encourage his students to do so, he has adapted several of the more recent methods to the situation and requirements of the Japanese public junior high school. He has found that Community Language Learning (CLL) is particularly beneficial. Its emphasis on the importance of the affective side of the learner, as well as the harmony and unity in the group, naturally leads students to support, instead of compete with each other.

Next, Ms. Nakajima of Osaka Kyoiku Daigaku observed that one problem mentioned again and again by high school teachers is the students' negative attitude and lack of motivation. She asserted that it is the teacher's responsibility to foster independence, activity, and a sense of community among *the* students in order to change their attitude and generate motivation. She feels that the Silent Way is the most suitable means for obtaining this goal. She also emphasized that, whatever teachers actually do in the classroom, they should always be aware of what they want to do and why they want to do it. For example, the use of Japanese may be acceptable if the express purpose is to enable students to make a comparative study of structures in English and Japanese. Finally, she recommended a gradual and careful introduction of new methods so as not to threaten the students' security.

Ms. Kawahara, from Hirakata Korigaoka High School, told of her work with highly interested and motivated students at Osaka

Kyoiku Daigaku High School. There she was able to give her students extremely varied and challenging exposure to English. However, she is now teaching in a "regular" school and finds herself using the grammar-translation methods, the main purpose of her teaching seemingly being to prepare students for tests. Still, she is encouraged by her discovery that, when she invites foreigners to her classes, the students show great eagerness to use and learn English. She also pointed out the lack of transition between texts used in junior and senior high schools. The former limit themselves to single items so-called target sentences, for each lesson, requiring little or no preparation by the students. The latter cover vast amounts in one lesson, while test questions deal with minute details. Hence, the texts and the tests tend to control the teachers. Ms. Kawahara aims at teaching only a few main items each lesson period, and helping her students to learn how to study the rest, the minutiae, at home.

After the break, Mr. Noma explained how he has adapted CLL to his classroom situation. An adaptation was inevitable: in CLL terms, he has 45 clients and only one counselor – himself. The desks are arranged in the shape of two horse-shoes, the smaller one inside the larger one, with the teacher's desk at the open end. First, the class is divided into groups of three, consisting of one high-ability student, either a volunteer or assigned, one low-ability student who is asked which fellow student he or she would like to work with, and one medium-ability student who completes the group. One student begins by asking a question, such as, "Did you watch TV last night?" and points to a student in another group who answers, with the help of the friends in his group if necessary. The student who answers asks another question, and so on for 10 to 15 minutes at the start of each lesson. The emphasis is squarely on group work, without any interference or corrections by the teacher – as long as transfer of meaning is taking place. Group work is also extended to the reading periods. Mr. Noma has found that, for the first two months of the term, his classes tend to run somewhat behind others, but after that they are well ahead and get good results in their tests. Mr. Noma concluded by saying that, even though the letter of CLL may not be followed too closely, the spirit of the technique is very much alive in his classes.

Ms. Nakajima stressed the importance of giving students a chance to think for themselves, to use their inductive powers, and to gain insights. The Silent Way has proven to be a powerful tool for helping students internalize the meaning and use of target sentences before they encounter them in their textbooks. English thus becomes the living language it is – rather than the dead language it is often taught as. In addition, the new approaches give much more exposure to the target language than does the grammar-translation method.

For reasons of space and clarity this review has dealt mainly with what the three "catalysts" said, not so much with the many comments and questions their remarks elicited from the other participants. By their active involvement in the

JALT 1980 ELECTIONS

As provided in our JALT constitution, as revised in November of 1979, we are holding this year's executive committee elections by mail. A post-paid postcard ballot is included in this issue for your convenience.

All of JALT's 10 chapters were requested to submit a list of candidates for the elections. What you see on the ballot is the names of all those candidates who were so nominated and subsequently accepted the nomination. If the number of candidates seems a little sparse, it is because only a few people expressed a willingness to snare JALT the (sometimes considerable) time and effort required to fulfill the duties of a JALT executive committee member.

Voting must be done in accordance with the following guidelines:

- 1) All members of JALT paid up until or after Oct. 31, 1980 are eligible to vote.
- 2) Votes must be received by the Recording Secretary no later than November 22, 1980.
- 3) Votes may be submitted in one of two ways:
 - a) by filling in the postcard ballot, including you; name and chapter affiliation along the bottom, and submitting the card as is through the mails, or
 - b) for those desiring a secret ballot, by enclosing the marked ballot (with the bottom portion blank) in an unmarked envelope, which is, in turn, placed in another envelope for mailing. Submit the ballot to the address on the postcard, your name and return address clearly marked on the outer envelope.
- 4) The lower portion of all postcard ballots will be removed after voter eligibility is ascertained and before the ballots are counted by the tellers appointed by the President.
- 5) Ballots which fail to identify the voter either on the ballot itself or on an outer envelope will be deemed void.

VOTE TODAY!

discussion, the other teachers gave clear evidence of their dedication to their students and their profession.

The most important insight we gained from this meeting was that the unorthodox approaches to language teaching can be successfully integrated into the existing classroom situation. They can change for the better the way teachers look at their roles, their students, and the texts and tests they have to use. If adopted by a significant number of teachers, they could radically change the prevalent idea that education means telling ignorant people what they should know, rather than letting them figure things out for themselves. Teachers will then be teaching the students, not the textbook or the test.

Jan Visscher

(continued on pg. 19)

NOMINEES FOR OFFICE

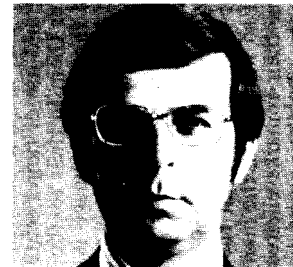
Thomas Robb (East Kansai) for President

Thomas Robb is an instructor at Doshisha University, Kyoto, and at the Matsushita Overseas Training Center. A graduate of Brown University, he obtained his M.A. in Linguistics from the University of Hawaii, where he is now a Ph.D. candidate. He has published a number of texts and articles related to EFL. He is a founding member of both JALT and the Kansai chapters. In Kansai, he served as Vice President for three years. He was JALT's first Membership chairperson, then Vice President, and is currently the President of JALT.



Dale Griffie (Tohoku) for President

Dale Griffie graduated from Baylor University, Waco, Texas with a B.A. in Philosophy and English. From 1967 to 1975 he worked at the Institute of Cultural Affairs in the field of experimental education and from 1975 to 1979 in Japan at Educo International Associates an English conversation school in Sendai. He is presently teaching at James Language School in Sendai. He was a charter member of JALT-Tohoku and is currently its Program Chairperson.



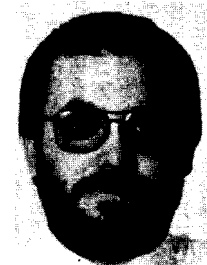
Kenji Kitao (East Kansai) for Vice President.

Kenji Kitao received his M.A. and Ph. D. TESL at the University of Kansas. He teaches English at Doshisha University. He has taught Japanese to foreign students at Osaka University of Foreign Students and Doshisha University. He is a member of various professional organizations such as TESOL, ACTFL, NALLD, SIETAR, IRA, JACET, CAP, and ELEC. He was program chairperson for the Kansai chapter of JALT in 1978 and is presently JALT program chairperson.



Timothy Lewis (Nishinippon) for Treasurer.

Timothy Lewis graduated from Sophia University with a B.A. in Asian Area Studies. During his 13 years in Japan he has worked in all areas of language teaching. For the past 3 years he has been living in Fukuoka and teaching at Mobil Sekiyu K.K. and Kurume University. He co-founded the Nishinippon Chapter and was its first Executive Secretary. He has served as the JALT Treasurer for the past 2 years.



Kazunori Nozawa, (Tokai) for Program Chairperson.

Kazunori Nozawa, Japanese Curriculum Researcher, Asian Institute of Suggestology, Nagoya International College, received his B.E. in Pedagogy from Utsunomiya University, Japan, and his M.A. in TESL from Kansas University. He has one year's experience as a teacher of adult Japanese courses and has two years' experience in teaching adult English courses as well as Linguistics and Methodology. He also has two years' experience in Suggestopedia and is now developing a Suggestopedic Japanese course as well as researching Suggestology in general. He has also been a member of TESOL for several years and a very active participant of the Tokai Chapter of JALT.

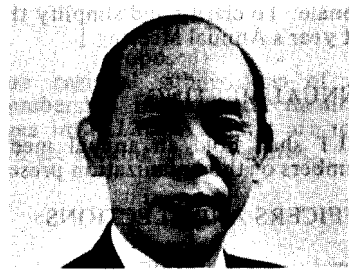


Steven Tripp (Tohoku) for Recording Secretary

Steven Tripp has been acting head of the foreign teachers at Nagoya Shoka Daigaku for the past five years. After graduating from Purdue University in 1968 with a B.A. in English Literature, he taught English with the Peace Corps for three years at Chiangmai University, Chiangmai, Thailand. In 1972 he took a course in ESL at the Regional English Language Center in Singapore, and for the next two years taught at the College Technique, Vientiane, Laos as an International Voluntary Services English Teacher. In 1976 he graduated from the University of Hawaii with an M.A. in ESL.

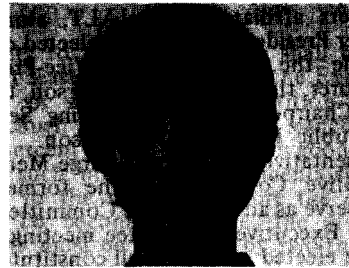
Kohei Takubo (Kanto) for Public Relations Chairperson

Kohei Takubo is now the General Manager of the Language Study Center of Nippon Electric Co., Ltd. He has worked for NEC for thirty years as an accountant, interpreter for top management, editor of the NEC Annual Report, and English instructor for in-service programs. He has presented papers at the TESOL conventions in Miami Beach (1977) and in Mexico City (1978), as well as at LTJ '78 and '79. He was elected JALT Recording Secretary in 1978 and Public Relations Chairperson in 1979.



Hiroko Takahashi (Tohoku) for Membership Chairperson

Hiroko Takahashi graduated from Aoyama Gakuin University and is presently teaching both English and Japanese at New Day School, Sendai. Prior to this position she taught English at Sendai Y.M.C.A. from 1973 to 1977. She took part in the setting up of JALT-Tohoku and became its first Membership Chairperson.



CONSTITUTION WITH PROPOSED AMENDMENTS

According to the JALT Constitution, amendments must be proposed by at least five members of the Executive Committee or submitted in a petition signed by at least two percent of the members in good standing. The following proposed amendments to the Constitution and the Bylaws were approved unanimously, with one exception, at the Executive Committee meeting held Sept. 27 & 28, 1980.

The basic rationale behind the proposed amendments has been to clarify, simplify and update, by having the Constitution describe briefly and by having the Bylaws lay down procedures and details.

The current article(s), which have had to be reordered in some cases, have been given first, followed immediately by the proposed amendments. Rationales follow the proposed amendments.

THE CONSTITUTION OF THE JAPAN ASSOCIATION OF LANGUAGE TEACHERS
(Revised November 24, 1979)

I. NAME:

The name of the organization shall be the Japan Association of Language Teachers, hereinafter referred to as JALT.

II. PURPOSE:

(Current)

JALT is a non-profit organization whose primary purpose is to explore better ways of language learning and teaching. The organization shall hold meetings and occasional workshops on special topics, hold a major language teaching conference annually, publish a newsletter and carry on other activities which will further this aim.

(Proposed)

JALT is a not-for-profit organization whose primary purpose is to promote more effective language teaching and learning. The organization shall hold an annual language teaching conference, publish a newsletter and carry on other activities which will further this purpose.

[Rationale: To clarify and simplify the wording.]

III. MEMBERSHIP:

(Current)

Individual voting membership shall be open to anyone interested in language learning and teaching. Non-voting institutional membership shall be open to institutions, agencies and commercial organizations.

(Proposed)

Voting membership shall be open to those interested in language teaching and learning. Non-voting membership shall be open to institutions and commercial organizations. The membership year shall be from January 1 through December 31

[Rationale: To clarify and simplify the wording and to include details of the membership year, as directed by last year's Annual Meeting.]

IV. ANNUAL MEETING:

JALT shall hold an annual meeting in conjunction 'with its language teaching conference. Those members of the organization present at the Annual Meeting shall constitute a quorum.

V. OFFICERS AND ELECTIONS:

(Current)

1. The Executive Committee shall consist of seven elected officers, plus one locally elected or appointed representative from each of the chapters affiliated with JALT, along with the former President. The seven elected officers shall include the President, the Vice-President, the Treasurer, the Program Chairperson, the Membership Chairperson., the Recording Secretary and the Public Relations Chairperson. The chapter representatives shall be At-Large Members of the Executive Committee. The former President shall serve as advisor to the Committee.

4. At Executive Committee meetings two-thirds of the elected officers shall constitute a quorum. Chapter representatives need not be present but must be kept informed of meetings and their determinations. When chapter representatives are present, they will have full voting rights. When they cannot be present, chapter representatives, and other officers, must vote through proxies designated by them.

(Proposed)

1. The officers of JALT shall be the President, the Vice-President, the Treasurer, the Recording Secretary, the Program Chairperson, the Membership Chairperson, and the Public Relations Chairperson. The term of office shall be for one year from January 1 through December 31 of the Year immediately following the election.

2. The Executive Committee shall consist of the officers, the immediate Past President and one representative from each chapter. At Executive Committee meetings, two-thirds of the officers shall constitute a quorum. Officers or chapters may exercise their voting rights by proxy.

[Rationale: To distinguish clearly between the officers and the Executive Committee, and to include the term of office which is currently in the Bylaws (IV TERM OF OFFICE).]

(Current)

2. Nominations for officers shall be made by each chapter submitting a slate of not more than one nominee for each office to the Recording Secretary not less than 60 days prior to the annual meeting. The Recording Secretary shall be responsible for obtaining the consent of all candidates before placing their names on the ballot and for preparing relevant biographical information to be submitted to the membership.

3. Each member shall have one vote.

5. Voting for officers shall be by mail and shall be preferential as illustrated in No. 44 of the current edition of **Robert's Rules of Order**. One ballot listing all nominees for each position and including space for write-in candidates shall be mailed to each member in good standing no less than 30 days before the annual meeting. The members shall return the ballots to the Recording Secretary no later than 7 days before the annual meeting. The President shall appoint at least two tellers who shall count the votes and report the election to the annual meeting.

(Proposed)

3. Nominations for officers shall be made by each chapter submitting a slate of nominees. Voting for officers shall be by mail. Each member in good standing shall have one vote.

[Rationale: To simplify drastically by transferring all details and procedures to the Bylaws (cf. proposed III, 1, 2, NOMINATIONS AND ELECTIONS.)]

(Current)

6. If for any reason an officer cannot complete his/her term, a new member will be appointed by the Executive Committee acting as a whole.

(Proposed)

4. If for any reason an office becomes vacant, the vacancy shall be filled. by the Executive Committee acting as a whole.

[Rationale: To clarify the wording.]

VLCHAPTERS AND AFFILIATES:

(Current)

VIII. LOCAL CHAPTERS

Local organizations may become a JALT chapter upon the acceptance of an appropriate constitution and the payment of a portion of each membership fee. Membership in a local chapter shall imply full membership and privileges in JALT.

[Rationale: To distinguish between chapters and affiliates and to transfer application procedures to the Bylaws (cf. proposed IV, 1, 2, 3, CHAPTERS AND AFFILIATES.)]

VII AMENDMENTS:

(Current)

Amendments to this Constitution must be proposed by at least five members of the Executive Committee or submitted in a petition to the President not less than 45 days before the annual meeting. Such a petition must be signed by at least two percent of the members in good standing. Any such proposed amendments shall be distributed to the members along with their election ballots. The proposed amendments must be ratified by two-thirds of the members voting in order to become effective.

[Rationale: To simplify the wording.]

(Proposed)

Amendments to this Constitution shall be proposed by at least five members of the Executive Committee or submitted in a petition to the President. Such a petition must be signed by at least two percent of the members in good standing. Any such proposed amendments shall be distributed to the members before the Annual Meeting. To become effective, the proposed amendments must be approved by two-thirds of the members voting at the Annual Meeting.

CURRENT VII. MEMBERSHIP AND DUES:

(Current)

Individual or joint membership shall be available to those persons who apply to a local chapter of JALT and pay the annual dues at the rates determined by the Executive Committee. The dues will be divided between JALT and its chapters according to the ratio stated in the Bylaws. Individual or joint membership-at-large shall be available to persons living outside the area of present chapters upon direct application to the Executive Committee and payment of the annual dues established by them. Institutions and commercial organizations may also apply directly to the JALT Executive Committee, which shall set the institutional membership fee.

[Rationale: To transfer the details to the Bylaws (cf. proposed I, 1, MEMBERSHIP AND DUES.)]

(Proposed)

STRUCK OUT

THE BYLAWS OF THE CONSTITUTION OF THE JAPAN ASSOCIATION OF LANGUAGE TEACHERS (Revised November 24, 1979)

I. MEMBERSHIP AND DUES:

(Current)

1. ANNUAL DUES: The annual dues shall be ¥5,000. This shall be paid by each member to a local chapter, which will retain ¥2,000 and transfer ¥3,000 to the account of the national organization.
2. PUBLICATIONS AND ANNOUNCEMENTS: Members shall receive the newsletter, the journal and all announcements of the organization.
3. MEMBERSHIP TERM: Membership shall extend for one year from the month of joining the organization. Members will be notified one month in advance of the expiration of their membership term.

(Proposed)

1. Membership shall be available in the following categories upon payment of appropriate annual dues as determined by the Executive Committee:
 - i) Individual, joint and student, upon application to the nearest chapter.
 - ii) Overseas, institutional/library and commercial, upon application to the Executive Committee.
2. The annual dues received by a chapter shall be divided between JALT and the chapter according to a schedule to be determined by the Executive Committee.

[Rationale: To combine and simplify the details of the current Constitution, VII, MEMBERSHIP AND DUES; to limit the former “at-large,” category to overseas members since there are now chapters in all regions of Japan; and to leave the decision about the division of the annual dues between JALT and the chapters to the Executive Committee, where all 10 chapters are represented.]

II. DUTIES OF OFFICERS

1. PRESIDENT: The President shall have general responsibility for coordinating the activities of the Executive Committee and for directing and publicizing the affairs of the organization. He/ she shall preside at all Executive Committee meetings and at the annual JALT meeting. The President, with the approval of the Executive Committee: shall have the power to appoint-the heads of standing committees.
2. VICE-PRESIDENT: The Vice-President shall preside at meetings in the absence of the President and share the duties and responsibilities of the Presidency. In the absence of both the President and the Vice-President, another member of the Committee, appointed by the President, shall chair the meeting.
4. TREASURER: The Treasurer shall keep all financial records, collect and disburse all funds of the organization, and present an account of the financial status of the organization at the annual meeting.
3. RECORDING SECRETARY: The Recording Secretary shall be responsible for recording the minutes of the Executive Committee and JALT meetings and for keeping the channers informed of the activities of the national organization. He/ she shall maintain a file of all correspondence on behalf of the organization, as well as a record of the undertakings of the association. He/she shall maintain the permanent records of the organization.
5. PROGRAM CHAIRPERSON: The Program Chairperson shall be responsible for planning special programs and workshops which will be made available to the various chapters, as well as for supervising the arrangements for the annual conference.
6. MEMBERSHIP CHAIRPERSON: The Membership Chairperson shall be responsible for keeping membership information provided by local chapters and for preparing a comprehensive and up-to-date list of the membership for mailing purposes. Along with the local membership chairpersons, he/she shall promote the growth of the organization and its expansion into other areas of Japan.
7. PUBLIC RELATIONS CHAIRPERSON: The Public Relations Chairperson shall be responsible for coordinating all JALT publicity, promoting relations with educational organizations, media and industry, and acting as liaison with commercial and institutional members.

[Note that these offices have been re-ordered to agree with the ordering in the Constitution, V, OFFICERS AND ELECTIONS]

- (Current)

8. CHAPTER REPRESENTATIVE: The chapter representatives shall represent the interests of their respective chapters and keep them informed of the activities of the national organization. They shall also perform such other duties as may be requested of them by the Executive Committee according to the needs of the organization.
- (Proposed)

STRUCK OUT

[Rationale: Chapter representatives are not officers.]

III. NOMINATIONS AND ELECTIONS:

- (Current)

III. PROCEDURES FOR NOMINATION

Each chapter may nominate members in good standing for office, not more than one for each position, and shall submit its slate of nominees to the Recording Secretary not less than 60 days prior to the annual meeting. The Recording Secretary shall obtain the consent of the nominees and present the names of those willing to stand for office to the Executive Committee. Members-at-Large may suggest nominees to the Executive Committee directly. The Executive Committee, upon reviewing the nominees, may propose adjustments and/or additions, but not deletions.
- (Proposed)

1. Each chapter shall nominate members in good standing for office and shall submit a slate of not more than one nominee for each office to the Recording Secretary. The Recording Secretary shall obtain the consent of each nominee and present a list of those willing to stand for office to the Executive Committee. The Executive Committee, upon reviewing the list of nominees, may propose adjustments and/or additions, but not deletions. The Recording Secretary shall prepare relevant biographical information about each nominee to be submitted to the members along with the election ballot.

[Rationale: To transfer the details and procedures from the current Constitution, V, 2, OFFICERS AND ELECTIONS, and combine them with the current article, which it duplicates.]

(Proposed)

2. Voting for officers shall be preferential as described in No. 44 of **Robert's Rules of Order. Newly Revised.** One ballot listing all nominees for each office and including space for write-in candidates shall be mailed to each member in good standing in time for the member to return the ballot to the Recording Secretary before the Annual Meeting. The President shall appoint tellers who shall count the ballots and report the results of the election to the Annual Meeting.

[Rationale: To transfer the details and procedures from the current Constitution, V, 5, OFFICERS AND ELECTIONS, and eliminate the deadlines. Note, however, that the ballot is to reach the member in time for him or her to return it before the Annual Meeting.]

IV. CHAPTERS AND AFFILIATES:

(Proposed)

1. Regional groups may apply to the Executive Committee to become chapters under the following conditions:

- i) Having at least 25 members.
- ii) Adopting an appropriate constitution.
- iii) Paying the prescribed share of the annual dues.

2. Regional groups with at least 10 members may apply to the Executive Committee to become affiliates.

3. The Executive Committee shall consider the impact on existing chapters before granting chapter or affiliate status to applying organizations.

[Rationale: This is a new article which expands on the details contained in the current Constitution, VIII, LOCAL CHAPTERS.]

V. AMENDMENTS

(Current)

V. AMENDMENTS TO THE BYLAWS

Amendments to the Bylaws may be proposed in the same fashion as Constitutional Amendments and adopted by a majority vote of the members present at the annual meeting. Alternatively, these Bylaws may be amended by a unanimous vote of the Executive Committee.

(Proposed)

Amendments to these Bylaws may be proposed in the same manner as amendments to the Constitution. To become effective, the proposed amendments must be approved by a majority of the members voting at the Annual Meeting. Alternatively, these Bylaws may be amended by a four-fifths vote of the Executive Committee.

[Rationale: To clarify the wording and to make it easier to amend the Bylaws. At the Executive Committee meeting in September, the vote was 4-3 in favor of the proposed change from a unanimous vote of the Executive Committee to a four-fifths vote. To enable the membership to vote on this question at this year's Annual Meeting, one member of the Executive Committee changed his vote to make it 5-2 in favor of the change, since amendments must be proposed by at least five members of the Executive Committee.]

VI. PARLIAMENTARY AUTHORITY

The rules contained in Robert's **Rules of Order, Newly Revised** shall govern the organization in all cases not covered by the Constitution and the Bylaws.

(Current)

IV. TERM OF OFFICE

The term of office shall be for one year from January 1 until December 31 of the year immediately following the election.

(Proposed)

STRUCK OUT

[Rationale: This article has been transferred to the Constitution, proposed II,1, OFFICERS AND ELECTIONS.]

NEW SEIDO MATERIALS

English with **JACK** and **JILL** Materials For Children



English with Jack and Jill is a series of eight student workbooks in two levels (Level One, Books 1 to 4; Level Two, Books 1 to 4), with supplementary sets of cards and tapes, designed to introduce young Japanese children to the study of spoken and written

English. The Teaching Script accompanying each student book contains graded lesson plans which help the instructor (parent or teacher) to work through the course in a pleasant and lively way.

Each level is divided into 40 lessons (10 lessons per book) and each lesson is further divided into three or four sections, which include many interesting games and songs. Almost all the lessons of Level One are taught with the aid of pictures and cards. Reading and writing come in very gradually, and it is not until the end of Book 2 that the children begin learning to read actual words. This is not an arbitrary arrangement. The content of the course and the techniques used in its presentation have been selected very carefully after much trial and error in the classroom. The preliminary material underwent a continual process of revision until the editors were satisfied that a very effective course, with real appeal to children, had been produced.

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re·views (continued from pg. 11)

CHILDREN'S SPECIAL INTEREST GROUP

Eleven members attended the September 21 st meeting of the Children's Special Interest Group in Osaka. The first part of the meeting was an explanation of a method of teaching dialogues to young children using colour. Each two lines of the dialogue were taught as a separate part, and each line was coloured using liner pencils. Two lines usually took two to three weeks to learn, and the children were asked, "What line is blue?" etc. When a child hesitated while trying to say a line, the prompt was the colour of the line, not the word. It was found that children responded to the colour prompt even after a summer holiday of six weeks.

Next, Mrs. Kitamura explained and demonstrated how to use singing to teach and practice pronunciation. She said that it was a good thing to start and end each lesson with three or four minutes of pronunciation practice. In her classes she used "Twinkle, twinkle little star" as the tune for younger children, changing to the Buddhist Okyo rhythm for junior and senior high school students.

The use of the Buddhist Okyo brought up the subject of Japanese traditional songs in English. Two members promised to bring tapes to the October meeting. One member will bring Enka, and the other traditional and children's songs. So we ended, anticipating an enjoyable meeting on October 19th when we'll talk about Christmas and New Year customs and how they can be taught to the children in English.

Reviewed by Sr. Regis Wright
Teikoku Women's College

EAST KANSAI
**THE LISTENING APPROACH
AND THE SILENT WAY**

At the East Kansai chapter meeting on Sept. 14, Mrs. Reiko Horiguchi showed the "other" side of language teaching in Japan: learning and teaching Japanese. A bi-lingual childhood spent in a different elementary school every year in the U.S. because of her father's work, and, later, a sojourn in Brazil with her husband both taught her the difficulties of living in a foreign culture. For some years she taught English to Japanese mothers and children; then, a few years ago, she switched to teaching Japanese to foreigners.

Quoting the famous Suzuki, of the violin method: "You cannot say a student is dumb if he can speak his mother tongue, because that is an accomplishment in itself. If he is poor at a subject, it is because of the method or the teacher", Mrs. Horiguchi, with obvious compassion, told how she was constantly looking for better methods and materials to free students from fear of failure. When she learned about the Silent Way, she was so excited she couldn't sleep. She made her own charts in Japanese, because there weren't any at the time. Continuing her

remarks, she used an excellent analogy: language is like baggage on a trip; if you have a good build, you can carry it without depending on anybody; grammar is like explaining what is in that huge load; translation is like asking someone else to carry it for you; pattern practice is like going through drills in how to carry it; though you haven't the strength, you try to carry it, and you fall; maybe you will just give up on it, or just drag it along somehow. The Silent Way capitalizes on a student's own power to build linguistic muscles. Gattegno calls this "inner criteria".

In order to help the student build strong linguistic muscles, Mrs. Horiguchi said she has been using a combination of three techniques recently developed. She starts with The Learnables, proceeds to Total Physical Response, and ends with the Silent Way. With the first, the student is only listening to a tape while looking at pictures in a booklet. With numbers from one to ten, the pictures show at first only objects or people, then at some point adjectives are added, and at last, short descriptions. The phrases are repeated and recombined constantly. She demonstrated this technique using volunteers who knew little or no Japanese. After 15 or 20 minutes of The Learnables, the action switched to Total Physical Response (TPR), and now the "guinea pigs" were responding to commands using many of the same words they had just listened to, ranging from simple requests like "Go to the window", etc., to very complicated directions like "Go to the table, pick up a cookie and a cracker, go over to Ms. ---, give her the cookie, and you eat the cracker". After about 15 minutes, the Silent Way (in this case, the teacher is silent much of the time in contrast to the previous two techniques) got the students to produce the words they had been listening and responding to, by associating sounds with colors on a chart which the teacher would point to.

A discussion period followed. The student who had had the most difficulty with the Silent Way was the only one who knew how to read hiragana. Someone remarked that the students were concentrating very hard during the Silent Way, and wouldn't it be better to do that first when the students were fresher. But Mrs. Horiguchi feels that a student learns faster by listening first. It seems that, for many, active and passive listening (The Learnables and TPR) helps understanding and retention. Repeating a word at the early stages takes energy away from full concentration on understanding. Also, active and passive listening can build up energy to the point where the student, almost unbearably, wants to speak. Mrs. Horiguchi said she firmly believes that listening helps prepare students for production when they can understand much more than they can say.

In her regular classes, Mrs. Horiguchi usually divides a 90-minute lesson into 20 minutes of The Learnables, 20 minutes of TPR, and 50 minutes of the Silent Way.

reviewed by Connie Kimos,
Emile Gakuen.

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# TOKAI

## USING DYADS FOR MAXIMUM COMMUNICATION PRACTICE

In the world of EFL there has been some recent shift of emphasis away from the activities of speaking out to those of active listening to, and organisation of, the target language. The listening people would say that active listening is the raw material of the cognitive map that the student must build up during acquisition of a foreign language. "Good" utterances in the target language are the results of such a map, not the raw materials of it.

More and more teachers are organising their lessons to provide students with opportunities for meaningful listening and speaking activities. At the Alemany Community College, San Francisco, the E.F.L. Department has been systematically producing Dyad materials. Real communication involves listening and the processing of information, as well as speaking. Dyad activities provide practice in all three areas.

On one of the rare fine, sunny days of this summer, Judy Winn-Bell Olsen from Alemany Community College showed members of the Tokai Chapter some of the possibilities for using and making Dyad materials.

### 1. Communicative Activities using building blocks.

A small group of students builds a structure with blocks, out of sight of the subject or 'engineer'. The class then instructs the engineer in English so that he can build an identical structure. Students giving the instructions are not allowed to use gestures. Apart from being interesting and self-motivating, this activity is useful for teaching or reviewing the vocabulary of location, e.g. 'next to, horizontal, parallel', and so on.

After the full class activity, it is useful for the students to continue the activity, working in pairs. The reviewer can vouch for this as a highly worthwhile activity for training observation, giving and acting on information.

### 2. Grammar Dyads.

Working at Brigham Young University, Alice Pack has written materials for grammar Dyads. Her books provide cues and answers for classroom use by students working in pairs. These activities resemble conventional grammar exercises, but differ in these three ways:

- a) They are oral, the student reading his cue sheet aloud as he completes the task.
- b) Each student is monitored by his partner who has the correct answers on worksheet.
- c) When one assignment is complete, students switch roles and work through the exercise again.

Grammar Dyad books are arranged and graded so that students can pace themselves and keep a progress record.

### 3. Dyadic Role-Play.

This area has been most thoroughly explored by Adrian Palmer (*Personal Relations: Communication Games in E.S.L. (1975)*). Preliminary games include dyad activities where two students working through a dialogue must listen to, and act on the contingency set up by each other. The particular example presented was a set of dialogues between an office manager and his secretary. In one set, for example, the "boss" is instructed to find out if his secretary made copies of the letters she was typing the previous evening. If she had made copies, he was to reprimand her, if not, praise her. At the same time, the secretary was told that she must defend herself if reprimanded, and made a demand if she was praised.

Following this a map dyad was presented. Paired students had to ask for and receive information using complimentary street plans. In fact each student is given basically the same map; but A's map has names and labels filled in that are missing from B's map, and vice versa. Each student therefore plays the role of questioner and then knower, in turn, so as to be able to fill in the blanks on their respective maps.



Using picture grids

### 4. Picture Grids.

This is based on an idea presented at the TESOL Conference, 1974, by John Schuman. Student A has a grid with pictures painted on it: Student B does not see A's grid. A tells B how to lay out his pictures, so that at the end of the Activity the two grids should be identical. In doing so, he must give an exact description of the pictures, their locations and orientations. The stimulus material for use in the grids

may be pictorial, or quite abstract, so that all kinds-of language area could be explored. With this in mind, a more flexible system of picture presentation may be made by having pictures that are removable from both grids. A minimum number of grids could be used and the number and type of pictorial material extended, or recycled according to language needs.

Throughout this fresh, well organised presentation, it was shown how the basic materials could be easily constructed and tailored to suit a variety of linguistic areas.

Our thanks to the presenter for a very stimulating and interesting afternoon.

(Reviewed by Andrew Wright)

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## tea·ching tips

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### A MORNING AT A JUNIOR HIGH SCHOOL: A Visiting Teacher's Experience

In July, three panelists discussed and demonstrated the work they had been doing in the public school system (West Kansai meeting, JALT Newsletter, IV, No.8). I would like to share 'some experiences I had while doing a demonstration lesson one morning in a junior high school in Hyogo Prefecture, near Kobe. They might be of help to teachers who are asked to visit or substitute in a Japanese school where they might be unfamiliar with the students' level of English.

The Board of Education officials had invited me because they were interested in sampling a new approach to oral English and also wanted to introduce foreign teachers to the children. Three foreign teachers accompanied me. One was American and the other two were Swiss teachers who spoke English very well. The 40 students were in their first year of junior high school and had already had three semesters of English using the *New Prince* text. The demonstration was held in the audiovisual classroom, a sunny, comfortable room with televisions suspended from the ceiling and a carpet on the floor. We were given about an hour, including time for discussion at the end. Various officials, the principal and the regular English teachers sat down to observe in back.

Since there was no way of knowing the English level of the class (half boys, half girls) ahead of time, we decided to "limber up" by teaching a gesture song, *"Deep and Wide"*. At the words "deep" and "wide", they had to extend their arms vertically and horizontally. Surprisingly, the principal at the back of the room as well as the other teachers joined in and I admired their willingness to share with the children in learning new things. The students followed the song well, soon becoming relaxed and laughing at their attempts to reproduce the actions of the teacher. Handouts were not made so students had to depend on hearing and gestures only. The words are simple and the students memorized them easily. They really enjoyed the part where words are dropped and

just the gestures remain. There was no shyness or self-consciousness. I think it is very good for the students to work with the native speaker from the beginning rather than just sit back and hear a stream of talk.

After about five or seven minutes of the song, I introduced pronunciation. Certain key sounds were chosen such as F and TH. They were set to a well-known melody which included words with those sounds. It was the first time for the students to have pronunciation practice through singing. They laughed a lot but there was no hesitation and they followed well. I feel that as a teacher you must be determined, dynamic and exude self-confidence (if you don't feel it, fake it), especially when introducing new techniques.

I explained the importance of each sound saying that pronunciation in itself was difficult only when one has to do unaccustomed things with the lips, mouth and tongue. The students got the point when I pronounced a sentence in Japanese making the initial sounds of each word like TH. They were surprised and enjoyed it. Then the F and TH sounds were combined Fa-Tha (as in Fine, thank you), and I asked if it was difficult. Most replied in the affirmative. I then took examples from their book and showed that unless certain sounds can be pronounced well, it can be hard to say a sentence or be understood. The students listened attentively. The exercise was repeated several times using other sounds. The whole class gradually participated, putting more effort into their practice. The aim of these pronunciation activities was to show the importance of clear and accurate reproduction of sounds and to show through the singing technique that it is not so hard to learn.

After fifteen minutes were up, I moved to reviewing a basic grammar point and decided on pronouns and the verb 'to be' present tense. I asked, "Are you hungry?" (it was just before lunch). This verb can be easy for students in the written form, but once they are exercised orally, even simple verbs become difficult. They answered well, "Yes, I'm hungry," but when they had to ask the teacher the same question, they were slower. I explained that a good, fast reflex is necessary in oral English so we did several quick question-response exercises for practice, changing the tone of voice and using other adjectives.

I brought a stuffed dog and made one student the dog while two others became Mary and Peter. Although the verb 'to be' looks simple, the class still had trouble with 'he' and 'she' when answering the question, "Is Peter hungry?" Next, I asked the dog if it was hungry. It replied, "Yes!" Turning to the class and pointing to the dog I asked, "Is the dog hungry?" Very slow response from the class. Interestingly enough, if the students saw this kind of example on a written test, they would probably answer correctly, but in speaking I had to whisper the answer. The problem seems to be that although a child can answer correctly on such a test, the test does not really affect the oral system of learning. The children must be given a chance to practice orally what they learn as much as

possible.

We next divided the class into 4 groups of ten students each in circles under the leadership of the four teachers. Each student was given an English name prepared ahead of time on self-adhesive labels. After my above explanations of about 10 minutes were given, each teacher used the same formula in their smaller group with different adjectives: Are you thirsty?/Ask us./Are Alice and Michael-the cats thirsty?/Ask me. The students had to ask the teacher the same questions they were asked. The pace was kept lively. The teachers switched groups and one or two students were even eventually able to take a teacher's place. The class enjoyed itself and applied itself well. In this way, pronouns were presented systematically, verb tense and adjectives reviewed and all had a chance to practice in a pleasant way.

When the pattern was mastered, we introduced more advanced structures: "Do you drink whisky? Ask me. etc." briefly. Time went quickly, and before we knew it, the allotted 25 minutes for grammar was over.

In order to pull the class together again after this activity, we decided to teach a rhythm chant: (1) Breakfast, breakfast, come to breakfast. (2) I like orange juice, (3) I want pancakes, (4) Glass of milk, toast and jam. Each group had a different sentence and a teacher to help. As all sentences were repeated at the same time, the rhythm came across clearly and the students were delighted with this novel use of the language. This activity lasted about 5 minutes.

The last ten minutes were spent on open discussion and questions and answers. The students were encouraged to make up their own questions and warmed up as they went along: How long have you been in Japan? Which of you is the tallest? Do you like *natto*? What is the capital of Switzerland?, etc. The two Swiss teachers, Margrit Matsumoto and Ursula Mizuno, found themselves answering all kinds of queries about their native country concerning food, population, climate and products.

The bell rang for lunch before the questions were over, but all agreed it had been an interesting session, they liked the singing approach to pronunciation and enjoyed working in small groups for individual practice in grammar, and the rhythm chant was popular. Also the lively participation of the non-native English speakers opened the students' world to the importance of English for world communication.

Toyotaro Kitamura

## THE CROCODILE TECHNIQUE

The activities in my Extensive Reading classes roughly fall into two categories:

- a) reading for enjoyment on an individualized basis
- b) development of reading and interpreting strategies as class projects.

In planning the lessons for the second type of activities I am always on the lookout for new techniques since I do not like my classes to be too much ritualized.

For the benefit of *Newsletter* readers who are in the same situation I will now describe a technique which I picked up at a summer course on functional teaching at the University of Reading (England) and which proved to be quite successful in class.

Since we used the following technique with a text from *'World Book Encyclopedia 1978'* on the crocodile, we subsequently referred to it as the 'crocodile' technique which immediately brought back the whole strategy involved. I will simply describe the mini-demonstration lesson given by Ed Williams of the Centre for Applied Language Studies at Reading University.

To introduce the subject he had us enumerate different animals and luckily enough somebody did bring the warm-up exercise to an end by mentioning the crocodile. Questions about the crocodile were then asked, either by the teacher directly or by fellow classmates with or without indirect prompting from the teacher. Two headings were written on the blackboard: Sure(information we were sure was correct) and Not sure or don't know. In groups we tried to find as many items as possible for each heading. These points were then-presented to the class and written on the blackboard. Then we were given the text and asked to check if the facts we thought we knew already were supported by the text. We also had to mark the lines which resolved uncertainties and provided answers. A text which looked rather unappealing at the beginning (at least to me) became an interesting source of information and we virtually pored over it.

I applied this technique in one of my reading classes with a text on Christmas customs around the world and replaced the heading Not sure or don't know with What we would like to know. The choice of a proper text is, of course, a crucial factor for the success of this strategy.

Since we are on the subject, let me describe another technique which always creates quite a bit of excitement in class. It was originally just a hint from a colleague which he had heard from someone, too.

Pairs are given two different reading assignments (one for each student) of approximately the same degree of difficulty and length. They are told to take notes concentrating on the main points of their text. After they have finished the task, or during the next class if the reading and note-taking was done at home, the partners exchange the information without using their books but relying on their notes. To prevent going into details, a time limit might be required. Then the teacher gives some true/false statements or checks comprehension through some other means. Both students are 'tested' on the content of both texts. If the class likes competition, one point could be given for each correct answer and the pair with the highest score will be the winners. Obviously, the students learn to discriminate between important and unimportant pieces of information in this exercise.

I hope that those readers who followed me to the end and got some benefit out of these tips will reciprocate and let us know about some treasures of their trove.

Helen Kraemer

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Teacher: Maria, open your purse. What did you do?

Maria: I opened my purse.

This stage is crucial. The situation will govern the language. If Maria drops her purse, or shuts it instead, the language should reflect these variations.

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## let·ters

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To the Editors:

It was very good to read in your Sept. 1 edition that a service will be instituted within JALT to refer teachers to vacant teaching positions or to companies seeking language teachers. While reading the article, however, it immediately became apparent that the whole program runs the risk of evolving into more of a troublemaker than a helpful service.

This danger centers upon the question of: "What makes a language teacher?" Judging from the article in question, "being a native speaker or having lived in a foreign country for a few years does not. Therefore, we must assume that the writer wanted to imply that only those holding certain degrees or some other type of certificates qualify as language teachers. The next question then becomes: "Who will judge an applicant's credentials and under what (or whose) criteria will these credentials be judged?"

Perhaps it is time for JALT to be realistic concerning the situation in Japan and understand that teaching a language here doesn't necessarily require that a person be well versed in the technical aspects of the language to be of service to the students. Many JALT members are enaeeed in building conversation skills in students who have already been through courses concerning grammar, and these students derive great benefit from classes run by instructors whose only qualification is being a native speaker. If JALT pursues a goal of institutionalizing a tyne of scholastic snobbery through its fledgling Job Referral (sic) Service, it runs the risk of alienating a large-portion of its membership.

Of course, this letter is not intended to belittle those who have attained language degrees or teaching certificates, but then again one cannot say that only holders of such documents are skilled enough in a language to benefit others in a conversation class.

In closing, I wish to point out that though I am not a language major (I am merely an Asian Studies major), and my only qualification as a language instructor may be my passport, I am qualified enough in my mother tongue to notice that the word "referral" was misspelled three times in the article announcing the formation of the new service.

Edward Chmura  
(Kanto Chapter)

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## job referral service

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This month I will use this space to respond to a letter from Mr. Edward Chmura. (*See letters in this issue. Ed.*) As I read Mr. Chmura's letter he seems to make three points, each of which deserves discussion. These points seem to be 1) what makes a language teacher, 2) how should a teacher be judged and by whom, and 3) a repeated spelling error.

Point 1. First let me say that I agree that many classes (I will go so far as to say most) classes run by native-speakers with no TESL qualifications are of great benefit to the students, but they could be improved and I will discuss this below. I do believe that Mr. Chmura is confusing the study of TESL with the study of linguistics. A linguistics course concentrates on the "technical aspects" of languages. In a TESL course the study of "technical aspects of the language" forms a relatively small portion of the curriculum. The remainder of the time is spent learning how to teach the language. Now, I am not saying that a TESL course will make everyone into excellent teachers. It will not, but it will make them better teachers. Thus, a poor teacher can become a competent teacher and a good teacher can become a superior language teacher. By this I mean that the same individual is vastly better qualified after TESL training than before. Also, the TESL graduate is well qualified for teacher training, curriculum design, material design, etc. We are not trying to recommend some sort of "scholastic snobbery", but rather we are trying to provide greater publicity for job openings so that the employer will receive a larger number of applications and then be able to pick the person with the qualifications s/he requires.

This brings me to Point 2. First let me make it perfectly clear that we are not an employment agency. That would require a government license and legal conditions that JALT does not meet. Now, as to who judges - obviously the only one who can do that is the potential employer. S/he knows what qualifications s/he needs and how much s/he can pay to get them. What I was trying to indicate in the September Newsletter is that being a native speaker is not really the most important qualification. For example, I personally know some excellent Japanese teachers of English conversation who could find much more interesting and challenging work if job openings were better publicized. A number of factors are of equal importance, including among them native language, teaching experience, and training. JALT membership itself is also an important factor as it indicates that the teacher is trying to become a better teacher by sharing the experience and training of, or with, other members. In addition, the employer must consider the prestige factors such as native language and degrees and credentials.

I hope that Mr. Chmura can now see that I totally agree with his fourth paragraph. but that this is not the point of the Job Referral Service. There are sufficient jobs in Japan for almost everyone. What we are trying to do is publicize them so that everyone can get the job they are best qualified for. At present many very good jobs are given to the first warm body (native-speaking) who happens to be found. For example, I know of a job for a native-speaking conversation teacher (almost every native-speaking JALT member would have qualified) that was only advertised in Japanese in the local Japanese newspapers? which is not an effective way to reach the native-speaking teachers. I also know of a job which someone got while riding on a bus. The employer did not know how to reach



potential teachers and just asked every foreigner he met. This is the kind of thing that I hope we can eliminate. Better publicity would help everyone, not just the "scholastic" snobs (were such actually to exist).

I said at the beginning that Mr. Chmura's three points deserved comment. I believe that Points 1 and 2 were very constructive in that other members probably agreed with Mr. Chmura's comments and I have now, hopefully, somewhat clarified my original comments. However, I do object to Mr. Chmura's third point. I believe that this was an unfair criticism, especially the way in which it was used. JALT is an all volunteer organization and all the officers and committee members hold full-time jobs. The *Newsletter* editorship is a particularly long, exasperating, and generally thankless job. So the fact that what originated as a typing error on my part (my notes have the correct spelling, but my typed copy does not) and was not caught during the proofreading should not be dragged through the mud, so to speak. Rather, we should congratulate the editors for the fine job they are doing and begin to wonder where we are going to get volunteers of similar ability and dedication when the present editors retire. The *Newsletter* is a very important part of the overall JALT program and I would recommend that our members spend the time to contribute something constructive (as Mr. Chmura did with his first two points) rather than nit-picking.

Remember that all employment ads must reach me before the 5th of each month to appear

in the next *Newsletter*. See you at JALT 80.

Charles E. Adamson Jr.  
JALT Job Referral Service  
26-3 Imaike 2-chome  
Chikusa-ku, Nagoya 464  
Tel. (052) 733-8421

## bullet in board

### AICHI INTERNATIONAL DRAMATIC

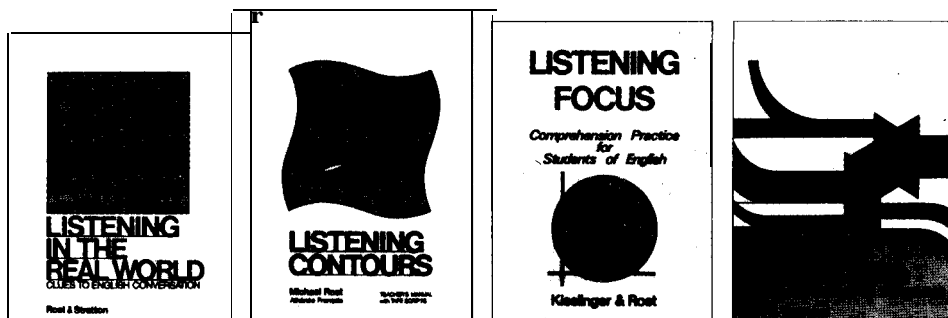
Aichi International Dramatic Society will present Thornton Wilder's romantic comedy "The Matchmaker" (the original stage play of "Hello Dolly") on Saturday, Nov. 15 and Sunday, Nov. 16 at 1:00 p.m. and 5:30 p.m. at the Meisho Gekijo near Sakae. Tickets will be available at the door at Y1,000. Save money by reserving seats early; advance bookings at Y800. For further info and reservations call Michael Brock at (0752) 761-7091 or Del Smith at (052) 832-5192.

### POSITIONS

(SAPPORO) - Seishin Women's Junior College, a Catholic institution is presently accepting inquiries and applications for a full-time TEFL teaching position beginning in April, 1981. The successful applicant (either man or woman

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acceptable) will be required to teach approximately 10 hours per week and to maintain regular 9:00-5:00 office hours when not teaching. The college would prefer an applicant willing to stay a minimum of two years. A personal history and three references are required. For further details, including salary, contact Sister Yamazaki, President, Seishin Women's Junior College, 9-12 Miyanomori, Chuo-ku, Sapporo 064, Tel. 011-611-9231.

(MAEBASHI, GUMMA) - Maebashi Language Academy is currently accepting applications for one full-time native English instructor. Applicants must possess a B.A., preferably in English or TEFL. Fluency in a second language is highly desirable. This is a one-year, renewable contract position, with a good salary. Only serious, hard-working individuals need apply. Contact MLA, 3-3-3 Chiyoda, Maebashi, Gunma 371. Tel.: (0272) 33-3318.

#### CANDIDATES - WEST KANSAI EXECUTIVE COMMITTEE

The candidates were asked for basic biographical information in four areas: education, present employment, years in Japan, and past experience on the West Kansai Executive Committee. For most people, one or the other of the last two categories did not apply, of course.

Vince Broderick. North Carolina University, Ph.D., 1973. Teaches at Seifu Gakuen. 10 years in Japan.

Barbara Fujiwara. Professional Diploma in Secondary Education, University of Hawaii, 1972. Teachers at Seifu Gakuen. In Japan 8

Kathleen Graves. Columbia University, B.A., 1975; candidate for Master of Arts in Teaching, School for International Training. Teaches at Procter & Gamble Sunhome, Osaka. In Japan 1 year.

Aleida Krause. University of Michigan, M.A., 1973. Teaches at Sumitomo Metal Industries. 3 years in Japan. 2 years on West Kansai Executive Committee; last year served as Social Chairperson.

Noriko Nisbizawa. University of Hawaii, Master of Social Work. Lecturer at Osaka Shin-an Jogakuin Junior College. Last year's Publicity Chairperson for the West Kansai Executive Committee.

Marge Pryately. Miami University, Oxford, Ohio, M.A. Teaches at Kansai Gaigo Daigaku, Matsushita Electric Company, and Doshisha University. In Japan since March of this

Masahiro Shirai Doshisha University B.A. 1979. Teaches at 'Doshisha Girls' Junior and Senior High Schools.

Jim White. International Christian University, M.A., 1965; Ph.D. candidate. Assistant Professor and Director of the Audio-Visual Center, Tezukayama Gakuin University. In Japan 16 years. Last year's Program Chairperson for the West Kansai Executive Committee.

Kimiko Nakamura. San Francisco State University, Certificate in Teacher Training, 1977. Works part-time at Daiei Kikaku as a translator and instructor.

#### COLLEGE READING MATERIALS RESEARCH PROJECT

As we announced before in the January and May *Newsletters*, we have 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 students information about the U.S.A.

We have done preliminary research with JALT English Reading Tests: Form A and C, with several hundred students. We are planning to present the results at JACET, JALT and TESOL conferences.

We have written and/or selected appropriate material and experimented with it in our classrooms. Fortunately, we have also received material from overseas. We will be happy to share the material which we have developed with those who might be interested in using it.

We are, however, still looking for material in areas of transportation, vacations, non-verbal communication, child-raising, foreign students in the U.S., dating, music, social life, family relationships, American folklore, holidays & special events, clothes, social welfare, movies, sports, shopping, community activities, and postal services. We would like to have original writing for both educational and budgetary reasons. All contributors will be listed as authors when we publish the text.

We are planning to finish the manuscript by the end of January and print an experimental text by April. We are looking for a skillful typist who will volunteer to work for the first JALT research project. We will offer a small honorarium.

For contributions and typing, please write or contact Kenji Kitao, Department of English, Doshisha University, Kamigyō-ku, Kyoto 602; home phone (075) 3436017.

#### RUTH CRYMES SCHOLARSHIP FUND

A scholarship fund has been established in memory of Ruth Crymes, President of TESOL at the time of her death in a plane crash earlier this year. In The Ruth Crymes Scholarship Fund, established by the Department of E. S. L., University of Hawaii at Manoa, and administered by a board of trustees composed of the department chairman, Harry Witten (Ms. Crymes' husband) and the president of the Hawaii Council of Teachers of English, will provide funds to send a student to TESOL's annual conference. Contributions can be sent to the Fund in care of:

University of Hawaii at Manoa  
Department of English as a Second Language  
1890 East-West Road  
Honolulu, Hawaii 96822

## E. E. S. I. SURVEY

English Educational Services International, a non-profit ESL - oriented organization based in Boston, has begun conducting a worldwide survey on conditions, curriculums, hiring practices, materials, and related matters on behalf of teachers of English abroad. Letters accompanying the returned survey forms have often expressed gratitude that some order is being brought into the international ESL scene, which to date has varied greatly from country to country. One special area of need that has been focused upon is that of the third world and developing nations which have previously been unable to afford overseas recruitment of qualified ESL instructors and instead have had to rely upon tourists or missionaries to fill their vacant teaching demands. The ultimate aim of the survey is to compile and publish a standardized listing of all ESL institutions outside of the United States, both public and private, which employ native speakers. This listing will include information on conditions and policies, and even work visa requirements for foreign teachers. Along with the survey itself, E.E.S.I. has maintained a web of overseas educational contacts who keep the central office updated on relevant issues. These are published in a bi-monthly newsletter available by subscription, along with current openings in ESL and other teaching positions overseas.

Institutions and instructors who are or who have been, involved overseas with English as a second language are strongly encouraged to contact Tomone Yano, Executive Secretary, E. E. S. I., Suite 22, 323 Marlborough St. Boston, Mass. 02116. Contact is also encouraged for those seeking information regarding the survey or for positions in English education abroad.

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## meet·ings

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## EAST KANSAI

Topic : Stevick and Diller  
 Speaker: Jerry Biederman  
 Date: Sunday, December 7  
 Time: 1:00 - 4:30 p.m.  
 Place : Doshisha Women's College, Dentonkan, Rm. 205  
 Tel: (075) 251-4151/4156  
 Fee: Members: free; non-members: ¥1,000  
 Info: Yukinobu Oda(075) 251-4151/4156

## NISHINIPPON

Topic: Teaching in Junior and Senior High Schools in Japan  
 Speakers: Shozo Yamamoto, Araki Jr. High School; Shiro Inoue, Fukuoka Seiryō High School; Tatsuo Sato, Tokai Daigo High School; Toyoko Sato, Meinohama Jr. High School  
 Date: Sunday, November 16th  
 Time: 1:00 - 4:30

Place: Kyushu University, Ropponmatsu Campus, Ropponmatsu, Chuo-ku, Fukuoka City  
 (In the large conference room on the 2nd floor of the building facing the front gate.)  
 Fee: Members: free; Day members: ¥1,000 (Free for those who become JALT members)  
 Info: Hiroshi Abe 093-561-2631 (days), 093-963-3276 (evenings).

This program has two purposes: to offer an English learning experience/environment for Japanese teachers of English, and to exchange ideas and opinions on teaching in Japanese junior and senior high schools. For the native Japanese teachers this is an opportunity to practice/learn English; for the foreign resident teachers this is a chance to hear about Japanese secondary education from the people in the know.

To help maintain full comprehension, creative listening/counseling (telling the speaker what you understand he is saying) will be practiced throughout the program. Also either English or Japanese can be used to speak in. Thus the message could be given in Japanese and counseling done in English, or an English-to-English form could be used.

The audience will be asked to counsel the coordinator's opening talk. Then each panelist (two speaking in Japanese) will be paired with an English speaking counselor. Break for refreshments! Next everyone will be divided into creative counseling discussion groups to express their reactions and personal experiences. The group discussion will have a time limit. Finally reflections on the afternoon's proceedings and open discussion will complete the program.

Each panelist was asked to give a short talk on points they feel strongly about. Their main themes follow:

- Mr. Yamamoto - Ways to make text material relevant to the student's life knowledge.
- Mr. Inoue - Teaching from the communicative point of view: improving student attitude toward verbal expression.
- Mr. Sato - Some problems in teaching reading: with emphasis on pronunciation.
- Ms. Sato - Broadening student's communication environment: getting out of the text. Her talk is directed to Japanese teachers, but should indirectly help describe the school situation for foreign teachers.

## HOKKAIDO

Topic: Education in, and the Function of, International Schools in Japan and Asia  
 Speaker: Dr. Billy Smith, Director of the Hokkaido International School  
 Date: Saturday, October 25  
 Time: 1:00 p.m.  
 Place: Fuji Women's College  
 North 16, West 2, Sapporo  
 Fee: Members: free; non-members: ¥500  
 Info: David Waterbury, 011-561-3751  
 Yukitoshi Sato, 011-661-2036

# Tokyo English Language Book Fair



on: 15-16 November  
 from: 10:00-7:00 each day  
 at: Tokyo Business Academy  
 near: Takadanobaba Station  
 free entry

## PROGRAMME OF TEL BOOK FAIR PRESENTATIONS

**Saturday, November 15**

**10:15-11:15**

1. Listening Comprehension Courses from Lingual House: Use in the Classroom and Language Lab

Presenter: Michael Post, Publications Advisor, Lingual House Publishing Company

2. Contemporary English: A Balanced Approach to Language Teaching

Presenter: Su Ong, Editor • Asian ELT Programmes Development, The Macmillan Press Ltd.

**11:30-12:30**

1. I Like English Series for Children

Presenter: Richard Carpenter, Representative/Consultant, Scott, Foresman and Company

2. Nucleus: English for Science and Technology

Presenters: Martin Bates and Tony Dudley-Evans, Nucleus Series Editors, Longman Group Ltd.

3. Materials for Communication Activities

Presenter: Susan Holden, Editor of Modern English teacher magazine and Managing Editor of Modern English Publications Ltd. (11:30-12:45)

**1:30-2:30**

1. A Communicative Syllabus for Beginners?—Yes, with Streamline and Crosstalk

Presenter: Keith Rose, Senior ELT Editor, Educational Division, Oxford University Press

2. Introducing Bridges to English

Presenter: Conrad J. Schmitt, Editor-in-Chief, Foreign Languages, Webster Division, McGraw-Hill Book Company

3. How We Perceive, Learn and Communicate

Presenter: Leo G. Perkins, Resident, Comet Publishers (1:30-3:00)

**3:15-4:30**

Is English Truly An International Language?  
 Professor Takao Suzuki, Keio University

**5:00-6:00**

1. Teaching English Through Video Using the Linguaphone Video Course

Presenter: Professor Hiroyoshi Hatori, Tokyo Gakuai University

**Sunday, November 16**

**10:30-11:45**

Training Programmes in Japan and Abroad for Japanese Teachers of English  
 Professor Linju Ogasawara, Curriculum Inspector for the Japanese Ministry of Education

**12:45-1:45**

1. Introducing In Touch. A Beginning American English Series

Presenter: George Farina, Field Editor/Promotion Executive, Longman Group Ltd.

2. English for Adults and Threshold-Level Thinking

Presenter: Michael Macfarlane, ELT Publishing Manager, Oxford University Press K.K.

**2:00-3:00**

1. Contemporary English: A Balanced Approach to Language Learning

Presenter: Su Ong, Editor Asian ELT Programmes Development. The Macmillan Press Ltd.

2. Linguaphone Classroom Materials

Presenter: Jun'ichi Kitayama, Manager of School Sales, Linguaphone Institute (Japan) Ltd.

3. Introducing Bridges to English

Presenter: Conrad J. Schmitt, Editor-in-Chief, Foreign Languages, Webster Division, McGraw-Hill Book Company

**3:15-4:30**

1. Materials for Communication Activities

Presenter: Susan Holden, Editor of Modern English Teacher magazine and Managing Editor of Modern English Publications Ltd.

**5:00-6:00**

1. English For A Changing World Series for Secondary Students and Adults

Presenter: Richard Carpenter, Representative/Consultant, Scott, Foresman and Company

2. Listening Comprehension Courses from Lingual House: Use in the Classroom and Language Lab

Presenter: Michael Post, Publications Advisor, Lingual House Publishing Company

3. Practical Classroom Techniques

Presenter: Leo G. Perkins, Resident, Comet Publishers (5:00-6:30)