

JALT '80 UPDATE

CONFERENCE RECEIVES ENDORSEMENT

The big news to date from the coordinator of JALT '80, Paul LaForge, is that this year's conference has been officially endorsed (*koen meigi*) by the Aichi Prefecture Board of Education and the Nagoya City Board of Education; This endorsement is significant in that it will encourage junior and senior high school teachers to apply to their schools for travel fees and JALT '80 conference fees, and allow them to apply for official leave to attend the conference. According to Ms. Harumi Nakajima, a teacher at Sakuranomiya J.H.S. in Osaka, *koen meigi* is especially important to those teachers wishing to take leave to attend the conference. Without this endorsement, the granting of leave is left to the discretion of individual principals. But with it, teachers are assured at least of permission to attend. Unfortunately, *koen meigi* does not affect or guarantee teachers money, this being pre-determined and based on a rotating schedule within each school. Ms. Nakajima suggests that teachers wishing to take advantage of the endorsement see their principal as soon as possible. Fr. LaForge feels that this endorsement will improve this year's conference due to increased participation of junior and senior high school teachers and members of the Ministry of Education.

MORLEY AND MOSKOWITZ TO ATTEND

Fr. LaForge has also provided the *Newsletter* with biographical information on two of the presenters coming to JALT '80, specifically Joan Morley and Gertrude Moskowitz. Ms. Morley has been a staff member at the English Language Institute, the University of Michigan for the past twelve years serving as a lecturer and in research and materials development. She is also the director of the ELI language laboratory programs and ELI publications. Ms. Morley received her B. A. in Speech Communication and Theatre from the University of Northern Colorado, her M. S. in Speech Pathology and Audiology from the University of Michigan, and her M. A. in Linguistics from the University of Michigan.

Morley has been very active in TESOL, serv-

ing as Second Vice-President from 1976 to 1977, Convention Chair, TESOL 1977, 11th Annual Convention, Miami Beach, and a two-year term on the TESOL Executive Committee (1976 - 1978). She is presently serving a three-year term on the TESOL Executive Committee (1979 - 1982) and on the Editorial Board of the *TESOL Quarterly*.



Joan Morley

Ms. Morley's major work has been in research and materials development in the ESL skill areas of listening and speaking. She has served as curriculum coordinator and supervisor of ELI teachers, teaching assistants, and teacher trainees, and chaired the ELI curriculum revision committee. She has served as consultant and guest lecturer in curriculum design, methods, and materials for college, university, public school, government, and private English language institutes and English training programs in the United States, Canada, Mexico, and Greece.

Formerly in the Department of Speech Pathology and Audiology at the University of Michigan, Morley taught courses in Methods of Speech Diagnosis and Methods of Speech and Language Therapy, and was Senior Examiner in

the Children's Outpatient Division, UM Speech and Hearing Clinic. She became interested in Applied Linguistics and the relevance of insights from Linguistics to language rehabilitation work with adult aphasics, children with disordered language, and deaf and hearing handicapped persons. During a leave of absence in Athens, Greece, she became involved in Applied Linguistics and ESL work, developing teaching materials and serving as a consultant to the international school there.

Ms. Morley's publications included contributions to *Language Learning*, *TESOL Quarterly*, *TESOL Newsletter*, *On TESOL '79*, and *AILA 1975 - Language Learning via Listening*. She served as Editor. *Papers in ESL* 1976. for NAFSA (ATESL):

Her books include: *Sojourn in Greece* (1966); *Improving Aural Comprehension* (1972); *Films for EFL Practice* (1973); *Listening Dictation* (1976); *Improving Spoken English* (1979); *Consonants in Spoken English* (in press); *Advanced Pronunciation: Stress Rhythm, and Intonation* (in preparation); and *Techniques for Teaching Pronunciation* (in preparation)..

Gertrude Moskowitz (Ed.D., Temple University) is a Professor of Foreign Language Education at Temple University where she teaches methodology. She served as Coordinator of Foreign Language Education for six years and as Coordinator of TESOL/Foreign Language Education for two years. During her career she taught Spanish from elementary school through college. Dr. Moskowitz has conducted research in the areas of interaction analysis, humanistic education, supervision, student attitudes, and classroom discipline. Her publications include *Caring and Sharing in the Foreign Language Class* (Newbury House) (see JALT Newsletter May 1 1979 for review); *The Foreign Language Teacher: Interacts* (Association for Productive Teaching), and numerous articles in journals such as *Foreign Language Annals*, *The Modern Language Journal*,



Gertrude Moskowitz

The French Review, *TESOL Quarterly*, *SPEAQ Journal*, *Hispania*, *The Journal of Educational Research*, *The Journal of Experimental Education*. She has been the keynote speaker and given presentations on a wide variety of conference programs and trained teachers throughout the United States and in Canada, Mexico, and Israel.

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Experiences On Awaji Island

by Gregory Ernest

[Gregory Ernest, a graduate of Oxford University came to Japan last September 1st together with thirty-eight Britons under the Wolfers Scheme. Under the scheme, jointly sponsored by the Japanese and British governments, teachers of English are bought here to teach at Japanese schools and learn about Japan. Ernest has been assigned to Sumoto High School on Awaji Island, Hyogo Prefecture. - Editor. /

When I first applied, in April 1979, to a Japanese government scheme to send young Britons to teach in Japanese schools, I assumed - it seemed a natural assumption - that the successful applicants would find themselves in major cities.

My delight at being accepted, then, was slightly tempered by the surprising news that I was being sent to Sumoto High School on Awaji Island. My little pocket atlas failed to locate the whereabouts of my next habitat, but an expedition to the local library and a larger atlas showed it to be a small island lying between Kobe and Shikoku.

Vague fears about the nature of Japanese island life took increasingly vivid forms as discussion with Japanophile English friends did not shed any light on Awaji. Japanese acquaintances had, by and large, heard of the place though none had been there. The news that I was going to live there for a year was greeted with ringing laughter. As an explanation, I was told to imagine a non-English speaking Japanese spending a year on the Isle of Mull in the Inner Hebrides.

Arrival at Sumoto proved my worst fears to be ill-founded. Awaji was not a leper colony, nor was it inhabited largely by livestock. I find myself, however, almost the only gaijin (an American Mormon presence denies me the privilege of uniqueness in this respect) and am the only non-Japanese employed on the island - a state of affairs which forced the local council to hold an emergency session to create a by-law on my behalf for insurance purposes.

I also comprise 50 percent of the island's readership of The Japan Times, the other 50 percent being a zealous school-teacher who reads my copy when I have finished. The newspaper shares in common with everything else written in English (except textbooks), the distinction of being unavailable on the island. It comes on top of a pile of Japanese papers on the first boat every morning, in glorious isolation.

After nine months' residence, I am certainly aware of the discomforts of life on Awaji. It is a 70-minute high-speed-boat journey, and, more pertinently, a ¥1,770 fare, before I can reach an English bookshop. The prospect of prolonged bad weather and subsequent ferry cancellation is

a constant worry at the back of my mind.

Awaji is lacking in Romanized signs so geography is a major difficulty. There being no railway service, there are no stations with conveniently Romanized names, only an irregular and none too comfortable bus.



I managed to purchase shampoo for washing up liquid, before coming to terms with katakana and was able to give the dishes a thorough blow dry. (A mistake out-classed, though, by a Japanese friend in London who mistook the picture on the packet of a certain brand of cereal for loafah).

I also get more than enough of those look-there's-a-gaijin stares which make you feel that you forgot to button up your trousers, or that you have only been shaving down one side of your face for the last three months.

But, worst of all, is my total fame throughout the island. Although the island is only 593 km square, I had expected to find at least one square meter where my presence would go unnoticed. Alas! No. I am always recognized. The local newspaper bears much responsibility, finding newsworthy such items as the number of times that I have been bitten by mosquitoes, and from which side I roll out of my futon every morning (usually the wrong one). The fact that I teach in each of Awaji's six high schools is another reason, for those who are not students are invariably siblings or parents of those who are.

As a result, my life and activities go before me. I am often told things about myself and my country, in case I didn't know them already. "Your Parliament is called the Big John isn't it?" was one such instance. Well, it isn't, but it could be! "You are 22 years old" was another. In fact, I am 23, but my accuser refused to believe this as it was contrary to the reports he had read.

Recently I was introduced to someone who claimed: "On Dec. 13 you bought two Y140 stamps at the post office." I was not in a position to confirm or deny this because I have no recollection of my activities on that date. (Be fair, do you?) "I know," my acquaintance continued, "because my neighbor was in the same queue."

But despite all, I willingly forgive the island its curiosity. Most residents have never met foreigners before, let alone talked to them. None of the 1,100 students of Sumoto have been abroad and few have been as far as Tokyo. So here I am not just a freak but assume the mantle of being typical of all Englishmen. I am of above average height, left-handed and happen to have a penchant for eating nuts. Most of the school population of Awaji now have an image of Englishmen as all being giants with the eating habits of monkeys and who cannot write properly.

I do not subscribe to the theory that, by living in the country, I am seeing a more "real" Japan than my urban colleagues. After all, the 10 million people living in Tokyo are as "really" Japanese as the 100,000 here. But I do claim to be seeing a purer Japan where the neon lights and the "salaryman" have hardly penetrated.

Recently I asked some students to write an essay on their impressions of their native-speaker teacher. One wrote that understanding Mr. Ernest's English was "both easy and difficult." I fear a mistranslation here, but I let it rest. It stands as a perfect description of life of the foreigner on Awaji. And if you travel halfway around the world to live in a rural community that is just as it should be. So when the next Englishman comes to me and says he is going to live on Awaji for a year, I shall know what to say.

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re·views

TEACHING IN HIGH SCHOOLS . PART II

In spite of the summer holidays, the beautiful weather, and some competition from East Kansai, about seventy people showed up for this meeting, the second in a series of three dealing with problems of and ideas for the teaching of English in high schools.

Each speaker on the panel talked about a number of problems he or she encounters in classroom teaching. The meeting was led with skill and sensitivity by the two moderators, Dr. Vincent Broderick and Ms. Michiko Inoue. In this report, I have added my own comments which are clearly indicated as such.

Ms. Kawahara spent a year or so in the United States, and many of her observations were based on a comparison of classroom situations and activities there and in Japan.

- (a) Classes of up to fortyeight students in Japan are too large. By contrast, the preparatory high school she visited in the U.S. had only fifteen students in each class. Large classes are, of course, a sad fact in Japan, but to solve this problem is, I am afraid, beyond the capacity of an individual teacher. We

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must cooperate with each other to promote the movement for smaller classes.

- (b) Students seldom speak out in class; Japanese students discuss little, even in Japanese, while American students discuss a lot. In homeroom periods, she is trying to encourage her students to express themselves in Japanese. I would like to ask the question, "Are Japanese students really shy?" Shy means "nervous in the company of others; not putting oneself forward." but during recess and lunchtime most students are busy talking with their friends. On the occasion of a school excursion you may even find them talking to visitors from abroad. Why, then, do they keep silent in the classroom? One of the answers seems to be in the way we teach, and another in the fact that not all of them completely understand what we say and thus get nervous about how to answer when asked a question. In other words, the cause of this so-called shyness may well lie within we teachers rather than the students!
- (c) When students study for an English exam, they simply memorize the Japanese translation of the English sentences which are supposed to be in the exam. Hence the situation where some students, when asked a question such as, "Translate the following underlined parts into Japanese", give the translation of the whole sentence. Ms. Kawahara finds that asking comprehension questions gives a much more accurate idea of how much the students have understood.
- (c) She wants her students to cut out the translation process as much as possible, and respond directly in English to a stimulus in English. However, she finds that many passages in third-grade texts contain seven- or eight-line sentences which even the teacher must translate for full understanding. She therefore questions the need or usefulness for students to learn them. It seems to me that whether students should learn long sentences all depends on the context and materials. Generalizations of this sort are neither fair nor correct.
- (e) Today's entrance exam system has led many students to believe that they learn English in high school because English is one of the major entrance exam subjects. However, to blame lack of ability to communicate orally in English on the university entrance exams is, in my opinion, an exaggeration. People who say they can read but not speak English, because they didn't learn "English conversation" in high school and because entrance exams emphasize reading skills are merely looking for an excuse. Considering the present size of classes, it is only natural that reading skills are emphasized. However, a good reader will be a good speaker. If students

develop their reading ability in high school, they will find it easy to learn "conversation" after graduation. But I hasten to add that this doesn't mean that high school texts should not deal with spoken English.

- (f) High school teachers are too busy to devote enough time to their professional development, in terms of both their teaching skill and their proficiency in English. Ms. Kawahara would like to see the Monbusho (Education Ministry) encourage and support Japanese teachers to study abroad for more than the usual one month, as well as employ qualified native speakers of English to work in the Japanese school system. She feels that Japanese teachers can learn much from observing teachers from English-speaking countries.



Mr. Iwasaki presented a composite picture of teacher's woes from a poll conducted among his colleagues.

- (a) Many students are so poorly motivated to learn English, especially at the newer technical schools, that they don't get their homework done, let alone preparations for class.
- (b) Textbooks include sentences too difficult for students to understand and a vocabulary too large for them to learn while the allotted hours for English in the curriculum are strictly limited. Consequently students can't grasp the total content of textbooks.
- (c) There are wide differences in the ability to understand English between students in the same class.
- (d) Students pay little attention to spoken English because entrance exams attach more importance to written English.

Mr. Tajima made it clear that teachers of English in technical high schools are in a particularly unenviable position. In addition to most of the problems mentioned by the other speakers, teachers in these schools are faced with a complete lack of motivation among the students because even the incentive of wanting or having to pass a university entrance exam is absent. The students simply don't see any need for English in their careers. Most of them brand themselves as

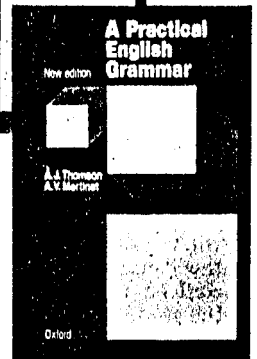
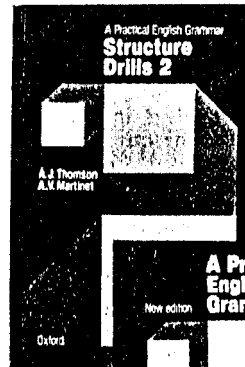


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dropouts and *wonder why they have to learn English.

Mr. Shirai first outlined the program at his school and the problems it entails.

- (a) In the third year students' conversation class at his junior high school, most of *class* time is devoted to repetition practice. The students can repeat the sentences almost perfectly but it is questionable whether they really understand them.
- (b) In grammar classes his teaching method is, basically, to explain the grammatical rules in Japanese and then make the students translate sample sentences into Japanese. This one-way teaching method is, he is afraid, not exciting and does not attract their attention.
- (c) In reading classes the students tend to translate English sentences into awkward, unclear, unnatural Japanese – but they don't care about that,

To overcome some of these problems, he has developed a novel and interesting idea. He gives his students sample translations in the Kansai dialect – which they use at home and with their friends – and encourages them to use it when translating colloquial English. What he tries to do is to bring, in every real sense, English closer to home for his students. To test whether they can apply what they have studied, they are given a short dialog which provides a clear context with one or two blanks. The dialogs are carefully constructed so that only one answer is suitable for the situation.

One interesting point mentioned several times was that lack of knowledge of their own language – Japanese – was felt to be at the root of students' problems with English. Perhaps a more accurate way of saying this is that high school students are asked to do things in another language, and this applies especially to the writing of compositions, which they have little or no experience with in their own language.

After the panelists' presentations and a break, a lively bilingual discussion ended the meeting. It is a pity so few non-Japanese teachers attended. For them to know where their students are at, they should know where they have been. This series of meetings offers an excellent opportunity to find out.

(reviewed by Haruyuki Kato)

CONSIDERATIONS IN SPEECH

COMMUNICATION

Although the title of the presentation given by Wesley Richard (Hokusei University) to the JALT/Hokkaido Summer Workshop on July 26 implied that it would deal with public speaking, that made up only a small part of the lecture. The major aim was to delineate the cross-cultural differences in speech habits between the West and Japan that act as obstacles for the Japanese language learner.

Although the Japanese speaker of English does have considerable knowledge, s/he does not always know how to use it appropriately. Mr. Richard feels that this is largely due to the different ways in which Westerners and Japanese look at languages and the tension that exists because of this.

Americans, in particular, value the content of an expression whereas Japanese place more value on the form. An American must insert a personal comment into his speech and there are not always forms for each occasion. The emphasis in America is on avoiding clichés, but in Japan there is not the pressure to say things in a new way. Thus, when speaking English, the Japanese – rather than using a form – is faced with the difficulty of reflecting on what to say in each situation.

Americans also hold the attitude that anything can be expressed through language, while the saying "no word conveys sorrow; you must look at the color of the eyes" is indicative of the Japanese emphasis on non-verbal communication. In Japan the use of words becomes a ritual and is not taken at face value.

A different value is also placed on silence. Silence is avoided in America – there is tension in the air if there is silence. In Japan silence is pregnant and is much more appreciated. This difference in the attitude toward silence may account for the lack of spontaneity by Japanese speakers of English – they must overcome the habit of silence.

Mr. Richard also stressed the effect of television on both the West and Japan, in relation to communication. Although Westerners are word-oriented they are becoming more passive communicators – listening and not speaking. He feels that it is also influencing the values of silence and non-verbal communication in Japan.

It is important for speakers of second languages to have some knowledge of the strategies of communication. If Japanese could gain a better understanding of the strategies and differences in communication, the learning and use of the English language may be improved.

(reviewed by David Waterbury)

STORY SQUARES

Phillip L. (Lance) Knowles, director of the Language Institute of Japan, co-authored a book entitled- "*Story Squares: Fluency in English as a Second Language*" aimed primarily at intermediate students. In his presentation on June 8 in Kyoto for the East Kansai Chapter, he was not trying to sell his book. He did give valuable advice on making picture squares that help students build skills in structure, pronunciation, fluency, and comprehension. Suit the picture size to the size of the class. Start simply and gain confidence as you use and develop your own techniques.

Starting with "fluency squares" basic skills are practiced, Examples of simple charts with four problems were demonstrated, though Mr. Knowles cautioned that ideally for beginners only two problems were better. Next to pictures of a frog named Lucy and a girl named Ruthie there were pictures of a bowl of rice and of some lice. It is clear that, merely to describe accurately who likes what, two pairs of sounds have to be produced correctly: [rI]/[II] and [sI]/[I]. The teacher can increase the complexity or length of the sentences as the students' mastery progresses. Specific grammar and pronunciation problems can be designed into each square.

These kinds of picture squares de-emphasize memorization which leads students to fear forgetting. Instead, they have to concentrate on communication. Another important consideration is to reduce the students' fear of failure. Mr. Knowles suggested an effective technique to lessen the teacher's involvement in correcting a student: write "good" and "try again" on the board and simply point to the appropriate word without particularly looking at the student who is reciting. These picture squares also lend themselves easily to written reinforcement in the form of home assignments.

After the basic pronunciation skills have been mastered with the fluency squares, advanced students go on to "story squares" which require them to practice the typical logic and speculative language we use when connecting ideas in real conversation and communication. Students must discover relationships in the picture stories by answering and asking "Wh" and yes/no questions, integrating a variety of language skills. The stories are suggested by a series of three pictures showing the activities of one character; several of these series are then dealt with together so that the student has to distinguish between, say, Ru's and Lou's activities by hearing and producing sounds correctly.

Mr. Knowles concluded his presentation with a few words about verb tenses and how to teach them. He feels it is best to do this in a way that contrasts the contexts in which the verb occurs. By placing two or more patterns together, students can more easily grasp concepts of time in English. (For a fuller treatment of this, see JALT Newsletter, June 1, 1980, p. 29: "Verb Markers: Form and Meaning").

The clock forced Mr. Knowles to end his presentation, though he could well have gone on much longer to an appreciative audience. His book, containing dictations, tests, explanations, etc. as well as carefully structured picture stories, can be ordered from Winthrop Publishers Inc., 17 Dunster Street, Cambridge, MA 02138. Also soon available in Japan at Prentice-Hall of Japan Inc., Akasaka Mansion Room 405, 12-23 Akasaka 2-chome, Minato-ku, Tokyo 107, Tel.(03) 583-2591.

(reviewed by Karen Walker and Connie Kimos)

CLASSROOM TESTING

Fred Allen gave an informative and well-organized presentation on "Testing for the Classroom Teacher" at the July Kanto Chapter meeting. He began by comparing the Discrete Point (DP) and Pragmatic approaches to testing. DP tests are based on the theory that language is analyzable into parts and these parts can be isolated, taught and tested. The test items most familiar to language teachers and students are usually DP based, i.e. unrelated sentences where students are asked to write the correct form of the verb or the different kinds of multiple choice items used to test "reading", "vocabulary", etc. on achievement tests. The greatest advantage of the DP test items are that they are easy to score. The disadvantages include the difficulty of writing good test items, the time it takes to evaluate the items, and perhaps most importantly, the fact that theoretically they are weak. Statistically they have been shown to be invalid and they really do not reflect the students' ability to use the language. In contrast, Pragmatic theorists view language as being integrative and communicative. Though language can be broken down into parts, these parts cannot be isolated for teaching or testing purposes. True Cloze tests and dictation tests fit the Pragmatic criteria for tests:

- a) the language must be natural
- b) it must respond to certain constraints, linguistic and non-linguistic.

There are areas of agreement between the DP and Pragmatic theorists. The DP integrative or global tests, and the emphasis on contextualization are the two major points of agreement. The Cloze test procedure is common to both, though they differ in how the results are interpreted, with DP theorists counting the number of prepositions, nouns, etc. to analyze the results, while the Pragmatic theorists would look at the test results as a whole.

After presenting the theories behind tests, Fred had the participants go over samples of various test items to look at how the items were constructed. He gave guidelines on writing good test items and ways to look more carefully at what is included in an item and what is actually being tested. At the end, he gave simple definitions and formulas for statistically analyzing test items to help the teacher evaluate them.

The material presented and the discussions which centered around the various test items was valuable and useful for teachers who make or administer tests. As a note, Fred is planning on giving a presentation at JALT '80 also.

(reviewed by Gwen Joy)

books

Idioms In Action

by George Reeves (Newbury House, 1975)
Y1,340

If I consider the 'texts that are indispensable to me, I cannot leave out ***Idioms in Action***. Over the last couple of years, I've found 'this large-format American text to be an exciting way to teach the idioms we really do use in everyday speech and to teach them in such a way that at the end of each exercise the student can actually use them in conversation. The text is designed for intermediate level students.

The book has thirty exercises with five idioms presented per exercise within a short dialog. Following each dialog there are six short sets of practice material which require the students to correctly slot the appropriate idiom into gaps in less and less controlled texts until, in the final section, the student is freely using the new idioms. There is recycling of past learning within each exercise and a test after every three exercises. At the beginning of the book a sample exercise shows the student how to work with the text so that s/he is easily able to use it at home for self-study.

In my particular teaching situation I can't expect students to do homework and so I modify ***some*** of the practice elements, notably the last composition. It works well for me to have students work at the various elements in pairs and then, at the end, to have small groups compete in writing the short 'composition within a given time limit. I also write my own review dialogs to accompany the tests for extra oral practice.

The dialogs in the text range from passable to good, and the practice materials seem to me to be triumphs of ingenuity. I do miss a tape to help bring the dialogs alive. This really is a text that teaches itself. For the exercises, I can just open the book with no lesson preparation. Could a busy teacher ask for more?

(reviewed by Julian Bamford)

TREASURER'S REPORT

At last year's annual meeting in Kyoto, the membership decided that in order to provide the chapters and the national organization with a more stable income JALT should move to a calendar year for dues purposes. In January, the executive committee decided that the new system should begin with the fiscal year on October 1.

Several methods of collection were suggested (according to one suggestion we would have lost money every time we got a new member), but the one given below was regarded to be the most workable. The membership dates were chosen to correspond with the current chapter/JALT settlement system which works quite well.

Membership renewal dates	To 12/81	To 12/82
From 9/1 to 11/30	Y6,000	Y1,000
12/1 to 2/28	Y5,000	Y10,000
3/1 to 5/31	Y3,500	Y8,500
6/1 to 8/30	Y2,000	Y7,000

The system works like this: If your membership falls due in April, for example, you can pay Y3,500 to bring your membership up to December 1981 or you can pay Y8,500 and bring it up to December 1982. Those who join JALT during a period will receive the JALT Newsletter retroactive to the beginning of that period; someone who joins in May will receive the March, April, and May editions.

With the improved planning that a stable income will allow, your chapter and the national organization will be able to serve you better.

Tim Lewis

EXECUTIVE COMMITTEE REPORT

At its summer meeting held in Nagoya on July 5 and 6, the Executive Committee granted chapter status to the twenty-eight Hokkaido members, thus making the chapter network complete from one end of Japan to the other. There are now ten chapters nationwide (My report of the Spring meeting should have read "because of the decision to increase the number of chapters from 7 to 9").

We met in Nagoya specifically to look over Nanzan Junior College, the JALT '80 Conference site, and to review planning and progress to date. The JALT '80 Committee, headed by Paul La Forge, has been working very hard soliciting conference presentations, publicizing extensively, especially in the Chubu region, and negotiating with boards of education and other bodies for moral, logistical and financial support (***for a progress report on these endeavors, see the JALT '80 report in this issue - Ed.***). Two good pieces of news: the pre-registration rate for all three days for JALT members is still only Y10,000 and both the conference site and the conference hotel are readily accessible from Nagoya station by subway!

As usual, administrative details took up a great deal of our time. In a distinct tightening of the financial screws, the Executive Committee voted to grant financial assistance only to those chapters which submit both regular monthly financial reports and regular program announcements and reports. The rationale behind these motions was to ensure that money is going where it is needed and that the membership as a whole can, through the ***Newsletter***, learn about what is going on in the other chapters.

In a move to implement the decision at last year's conference to move to a unified membership year, we agreed on a schedule for membership fees (***for the schedule and fees, see the Treasurer's Report in this month's issue - Ed.***).

Finally, for those of you who like to plan well in advance, JALT '81 will be held in Tokyo, since the Kanto chapter has offered to host next year's conference.

Doug Tomlinson

bulletin board

ELECTION PROCEDURES

The JALT Constitution was revised at last year's conference to provide for the election of officers by mail. Since a number of procedures and deadlines are involved, the following outline and schedule has been provided by the Vice-President, Doug Tomlinson.

- 1) Officers to be elected:
President, Vice-President, Treasurer, Recording Secretary, Program Chairperson, Membership Chairperson, Public Relations Chairperson.
- 2) Nomination procedures:
 - a) Chapters may submit a slate of not more than one nominee for each office,
 - b) Members-at-large may suggest nominees directly.
 - c) Nominees must be members in good standing.
 - d) Nominations must be received by Henryk R. Marcinkiewicz, Recording Secretary, 2-26-3 Imaike, Chikusa-ku, Nagoya 464, by September 24, 1980.

- e) The Recording Secretary shall obtain the consent of those nominated and present to the Executive Committee the names of those willing to stand for office. The Executive Committee may propose adjustments and/or additions to, but not deletions from, the list of names submitted.
- 3) Election procedures:
 - a) Biographical information on each of the nominees and a post card ballot will be included in the November *Newsletter*. Space for write-in candidates will be included on the ballot.
 - b) Ballots must be received by the Recording Secretary by November 22, 1980.
 - c) The results of the election will be announced at the Conference in November and printed in the January 1981 *Newsletter*.

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New subscribers will receive a complimentary copy of *Collected Reviews from the LIOJ Workshop for Japanese English Teachers* (Summer 1979).
Current issues are available in bookstores through Yohan.



JOB REFERRAL SERVICE

At the July meeting the JALT ExComm authorized the establishment of a Job Referral Service. It will have several goals and these will hopefully be of use to both our Japanese and foreign members. First, it will publish information about employment possibilities and facts and comments concerning working in Japan. These will appear in a regular column in this newsletter. Although the newsletter has published employment ads in the past they were only a service for members and the effort was not organized or consolidated. This has now changed. But in order to succeed we will need the help of the membership - we must convince potential employers that they will be able to get better qualified teachers by using this free service. The current system of go-betweens and contacts does not really help schools locate people with the qualifications that are needed. However, we will not change it until we establish that being a native speaker or having lived in a foreign country for a few years does not really qualify someone to be a teacher. We must all work together to get a more open employment system, since few foreigners or Japanese who have been overseas have contacts. We can begin by asking our own schools to advertize in this newsletter. Ads that reach me by the second day of the month will be published free of charge in the following month's newsletter. For example, to appear in the December issue an ad must reach me by November 2.

Another goal is to develop a statistical profile of employment compensation (salary, hours! fringe benefits, etc.) for JALT members. This is a very complicated problem because of the huge variation between individuals in methods of payment and working conditions. However, work has started on a questionnaire that I hope to distribute at JALT 80. I will publish the results in a future column. The results will make it possible to judge the relative merits of a job in a much more accurate manner. We will, for example, be able to judge the monetary value of experience and education.

I am also beginning a file of potential employers that will include both job-requirements and benefits. When the file has reached a large enough size it will be published. In the meantime it will be available for inspection at the address below. I would like to eventually include all schools employing JALT members, although this will probably be impractical. In any case I will attempt to develop the most comprehensive list possible of language schools and schools teaching languages. Again, the question of what data to keep and in what form is a problem. If any one out there is interested in this problem and would like to help or make some suggestions, I would be very grateful.

Finally, future columns will address such problems as breach-of-contact, taxes, health insurance, visa problems, non-payment of wages, and other problems or questions related to employment. If any reader has a problem or a question I will be glad to investigate and report

In this column on questions that would be of interest to the other readers.

Any correspondence or ads should be sent to:

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

let·ters

Thank You, David and Sanae

It was a pleasant surprise when the *Newsletter* started to appear regularly at the beginning of each month almost two years ago. But I'm ashamed to admit that after a while I took the regularity almost for granted. However, I have always been grateful for all the information offered in the Newsletter and I appreciate its appealing format and the neat typing..

Quite a few books I bought last year had been reviewed or advertised in the *Newsletter*. Some of the feature articles were a first contact with new trends and developments in language teaching and learning and some simply shook a sluggish mind into action. Thanks to the *Newsletter's* coverage of summer programs I went to a course in Reading, England last summer. The rubric 'teaching techniques' has been, I feel, a valuable source of inspiration which, unfortunately, didn't flow as abundantly as I wished. But there is, of course, a quick remedy for this shortcoming if other readers feel the same way and we act accordingly.

For quite some time I felt entitled to receiving a monthly *Newsletter* by just paying the membership fee. But gradually I began to realize how much energy, free time and good will you, David and Sanae, had to invest to provide your readers with such a quality products. And I became somewhat uneasy about my role of being a consumer only.

Thank you very much for your enormous efforts to make the *Newsletter*, this vital link between JALT and its members, such a stimulating and regular publication.

Helen Kraemer

CLL For The Blind

I would like to respond to Mr. Brian Johnson's letter, TPR for the Blind, although I have never tried TPR with my group of blind students.

I have been doing CLL style classes with them, and it seems to be working very well.

TPR for the Blind sounds very interesting and challenging to me. I would like to start making research on this and exchange experience with Mr. Johnson and other members with a similar interest.

Fusako Allard
West Kansai

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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.

Finally, the students exchange questions and answers among themselves. The teacher is now in a facilitator role. At the end of this stage, students will be able to comfortably use the language you've taught them.

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What will my students like about SR®?

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Course Materials and Duration

The OBE Materials

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 Reader, 2-6
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 OAE'S Teacher's Manual
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★ Advanced Readings and Conversation: s

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*Orientation in Business English

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 Teacher's Guide (1-3)
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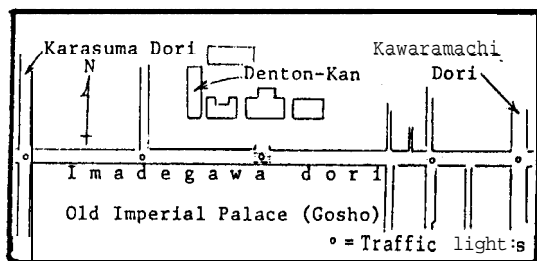
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EAST KANSAI

Topic: A demonstration of the Integration of Listening Approach and Silent Way
 Sneaker: Mrs. Reiko Horiguchi (Community House, Kobe)
 Place: Doshisha Women's College, Denton-Kan, Rm. 301. Tel. (075) 251-4151
 Time: 1:00 p.m. - 4:00 p.m.
 Fee: Members: free; non-members: ¥1,000
 Date: Sunday, Sept. 7
 Info: Yukinobu Oda (075) 251-4156/4151

In her presentation, Mrs. Horiguchi will discuss her research in, and use of, the "Listening/Comprehension Approach" and the Silent Way. She will explain and demonstrate - with Japanese as the target language - how these methodologies can be integrated and used together in the classroom.

Mrs. Horiguchi teaches Japanese as a second language at the Community House Information Center in Kobe. As a Garioa-Fulbright Scholar, she studied social work at the Columbia University for one year. She and her family lived in Brazil for four years and in the United States for three. She taught English conversation for ten years before switching to JSL five years ago.



To get to Doshisha Women's College, take a city bus - No. 2, 6, 36, 203, 204, 205, or 206 from Shijo-Karasuma, or No. 2, 36, 203, or 204 from Kyoto Station, and get off at Karasuma-Imadegawa. Walk east for five minutes. Doshisha Women's College is on the left side of the street.

East Kansai Special Interest Group: Teaching English in Schools

Topic: Oral Interpretation as a Preliminary Step to Public Speaking
 Speaker: Mrs. Yoriko Ueda (Heian Jogakuin Junior College)
 Place: Koenkan Meeting Room (basement), Doshisha University
 Date: Sept. 30
 Time: 6:00 p.m. - 8:00 p.m.
 Fee: Free
 Info: Yukinobu Oda, Doshisha Women's College, Tel. (075) 251-4151

Mrs. Ueda has been interested in developing students' communicative ability in spoken English through oral interpretation of literature.

She has noticed, through teaching Oral Interpretation, that some of the students initiated into this approach to literature have become interested and shown progress in speaking before an audience, that is, in public speaking. In her presentation, she will explain in what respect Oral Interpretation can be used as a preliminary step in training students in public speaking.

Mrs. Ueda teaches English at Heian Jogakuin Junior College in Kyoto. Since her studies in theater at the University of Illinois in 1969, she has been interested in teaching Oral Interpretation as a living approach to English and American literature as well as a method of teaching English as a means of communication. In 1979 she made further studies at the University of Wisconsin-Madison.

OCTOBER MEETING:

Topic: Cultural Aspects of Language Learning
 Speaker: Ms. Reiko Naotsuka (Osaka-fu Kagaku Kyoiku Center)
 Place: Doshisha Women's College, Denton-Kan, Rm. 205
 Date: Sunday, Oct. 5.
 Time: 1:00 p.m. - 4:00 p.m.
 Fee: Members: free; non-members: ¥1000
 Info: Yukinobu Oda (075) 2514151

In her presentation, Ms. Naotsuka will talk about her experiences and research in inter-cultural communication and will focus on and analyze how to improve teaching from a cultural perspective.

Ms. Naotsuka, a British Council Scholar with a post graduate diploma in linguistics and TESL, has worked in teacher training at the Osaka-fu Kagaku Kyoiku Center for over ten years. Originally a high school English teacher in Takatsuki-shi, Osaka-fu, she studied American and English literature at California State College. It was while she was in the United States that she became aware of the cultural aspects of language learning/teaching. She has conducted several field surveys on English teaching in Japan and the problems of inter-cultural communication.

SHIKOKU

Topic: Using Dyads For Maximum Communication Practice
 Speaker: Judy E. Winn-Bell Olsen
 Place: Kagawa University, Dai Yon Kaigishitsu
 Date: Sept. 7, 1980
 Time: 1:00 p.m. - 4:00 p.m.
 Fee: Members: ¥500; non-members: ¥1000
 Info: Bonnie Hamm (0878) 21-0561 (9:00 p.m. - 4:00 p.m. Mon. - Fri.)

Dyad activities are exercises or games for pairs of students in which one partner or sometimes both, has/have information and the other. To successfully complete a task, partners must listen closely to each other, as well as give accurate information or perform a task. Real communication involves real listening - that is, processing what one hears - as well as speaking. Dyad activities provide practice in both.

WEST KANSAI

Topic: Classroom Ideas
 Speakers: See list of presentors
 Place: Umeda Gakuen (St. Paul's Church)
 (06) 32111-(1412)
 Date: Sept. 21
 Time: 1:00 p.m. - 4:30 p.m.
 Fee: Members: free; non-members: ¥1,000
 Info: Fusako Allard (06) 315-0848
 Jim White (0723) 65-0865 ext. 293
 (day) (0723) 66-1250 (night)
 Jan Visscher (078) 453-6065

The presentation will include the following:

- (a) Classroom Management Techniques for Large Classes - I. Classroom rules and discipline - especially warning chart. II. Some group activities with the Silent Way instruments. III. Successful use of wireless mikes and tape recorders. (Arnold, 30 min.)
- (b) Teaching Pronunciation - Pronunciation may be a hearing problem more than a production problem. Will focus on the R/L problem and show an amusing game for increasing student abilities. (Biederman, 15 min.)
- (c) Dictation 'Talk on Illustrations - Word and sentence dictation are ordinary classroom procedures which aim at aural comprehension. Pictures and illustrations in textbooks can become good tools through which the students can know English and American culture directly. (Honjo, 15 min.)
- (d) Getting Students to Speak Out - Suggestions for a step-by-step technique to help elementary and junior high school students make and tell creative stories. (Kitamura, 20 min.)
- (e) Classroom Ingredients - 'Explanation of a personal approach which stresses a lively pace, a positive aim for each lesson, elimination of "passengers," encouraging of individual ideas, creating pressure and so on. (O'Brien, 30 min.)
- (f) Strip Stories - Use of strip stories for entertainment and motivation of students as well as a vehicle for introducing short dramas into the classroom. (Orme, 30 min.)
- (g) The Use of Articles and Singular-Plural - The use of articles, and especially their omission, in English appears to be unique. They seem to be arbitrary to many Japanese. A diagrammatic approach, which - although over-generalized - has helped students internalize the conceptual basis, will be introduced. (Visscher, 20 min.)

Presentors:

FREDERICK C. ARNOLD is a graduate of Duke University with graduate work at the American Graduate School of Int'l Management. He worked in insurance and banking

before becoming an English teacher in Japan.

JERRY BIEDERMAN graduated from Boston State College in English literature. He taught at a high school in Boston before coming to Japan to teach in commercial language schools.

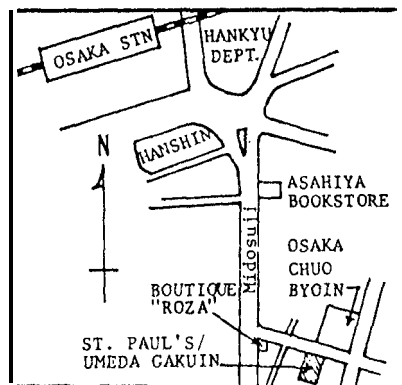
MASAHICO HONJO graduated from Doshisha College of Foreign Affairs and Kyoto Gakugei University. He has taught at the senior high school level in Kyoto for a number of years.

ELIZABETH KITAMURA has been in Japan for five years. Developed the TORO Method for teaching children.* Runs teacher training courses.

TERRY O'BRIEN studied Fine Arts and Education. Taught in secondary schools before coming to Japan. Presently a full-time lecturer at Otani Women's College.

ROBERT J. ORME has taught classes at all levels in Japan since 1976. Presently teaching at Seibo Gakuen.

JAN VISSCHER has taught English as a foreign language to adults in Japan for the past ten years.



SPECIAL INTEREST GROUPS:

Silent Way:

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

TES:

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

Children's Int Gp:

Umeda Gakuen. 11:00 - 12:30. "How I teach pronunciation and dialogue." Contact: Sr. Wright. 06-699-8733

Japanese:

Thursday, September 18, 1:00 - 3:00. Center for Language and Inter-Cultural Learning. Contact: Fusako Allard, 06-3150848

Drama:

Umeda Gakuen 10:30 - 12:00. Contact: Jan Visscher, 078453-6065

TOHOKU

Topic: How to Write Total Physical Response Lessons

Speaker: Dale T. Griffiee

Place: Shiminkaikan 4F.

Date: Saturday, September 6

Time: 4:00 p.m. - 7:00 p.m.

Fee: Members: Y500; non-members: Y1000
 Info: Call 654288 or write TOHOKU JALT
 Kokubuncho 2-15-16, Company Bldg.
 5F., Sendai

Using a demonstration class of junior high school student [if it can be arranged], Mr. Griffie will first demonstrate a TPR lesson which leads into a skit. Then will follow Mr. Griffie's analysis of TPR and several kinds of skits that can be used. Criteria and directions for TPR and skit writing will be discussed. Lastly the group will form a workshop to write and present skits for use in their classes. It is thought that this meeting will be especially helpful for public junior and senior high school teachers.

KANTO

Topic: A Communication Workshop
 Speaker: Duncan Callister (Life Dynamics)
 Place: Athenee Francais (near Ochanomizu Station)
 Date: Sunday, Sept. 28
 Time: 1:00 p.m. - 5:00 p.m., 12:00 a.m. - 1:00 p.m. Business Meeting
 Fee: Members: Y500; non-members: Y1000
 Info: Larry Cisar (03) 295-4707

In this workshop Duncan Callister will present some information and exercises on how people communicate. He will focus on four major areas of communication. In Part I, he will present a Behavioral Matrix, which looks at styles of communication. Through using a grid the styles of communication people use and the needs of a group are analyzed. People within a group are categorized into one of four basic styles: analytical, controlling, promoter and supporter. This helps to know the most effective way to communicate with a person, and how to choose people to do different tasks. Part II will be on the importance of trust in communication. He'll lead a trust exercise with individuals communicating with each other in one of four statements: (1) I trust you; (2) I don't trust you; (3) I'm not sure whether I trust you or not; and (4) I don't care to say whether [] (The definition of trust is each person's own.) Part III will be on the process of agreements in communication and the making or breaking of agreements. This will include the anatomy of agreement and the Closed Eye process. The final part will be on the Active Listening Technique, which is hearing and acknowledging communication from another. Possible listening behaviors, interrupting, passive listening and active listening, will be presented.

Duncan Callister received his degree from the Lewis and Clark Law School in Oregon where he then practiced law. In 1976 he became interested in Humanistic Psychology and was involved in a number of programs and training courses. He worked with a program for the Oregon Women's Prison, and a number of public and private groups. He came to Tokyo in 1977 and has been with Life Dynamics, working on expanding their services and developing training

courses for Japanese and others here,

The Business meeting agenda includes nominations for JALT national officers and Kanto Chapter officers for 1981, and the 1981 JALT Conference to be hosted by the Kanto Chapter. All members are urged to come.

TOKAI

Topic: Suggestopedia: Theory and Practice
 Speaker: Charles E. Adamson Jr.
 Place: Kinro Kaikan (near Tsurumai subway station)
 Date: Sept. 28, 1980
 Time: 10:30 a.m. - 5:00 p.m.
 Info: Ray Donahue (0561) 84-5424

Suggestopedia, also called the Lozanov Method or SALT, has provoked much recent controversy. It has been called both a great advance and a fake. The available literature contains so much erroneous and conflicting information, some by prominent authors with no personal knowledge, that any conclusion can be supported. This presentation, designed for anyone interested in learning the facts about this effective new methodology, will present basic theory and practice by using suggestopedic methods closely related to those employed in suggestopedic language classrooms. The audience will be asked to participate in learning an English/Japanese dialog concerning the principles and means of suggestopedia and in a variety of suggestopedia activities designed to demonstrate the method as well as explain it. The group will develop suggestopedic activities which could also be effectively used in regular classrooms. There will be a discussion of the variations of the method in use throughout the world, supplemented by a video tape. The history and future of suggestopedia, especially in Japan, will also be briefly considered along with some of the reasons for the current controversy. The active participation of the audience will be encouraged.

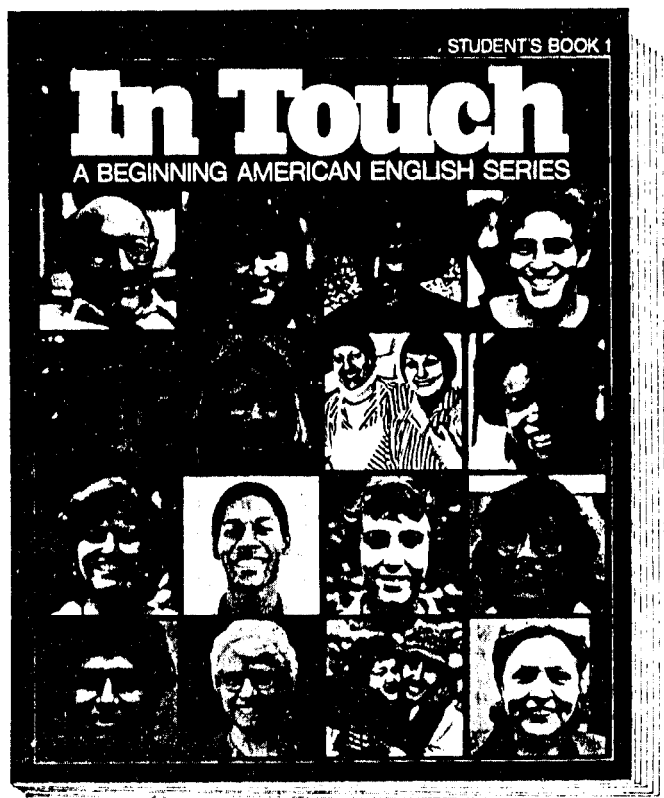
Charles E. Adamson Jr., Chief Researcher, Asian Institute of Suggestology, Nagoya International College, received his BA in Japanese Studies and his MA in ESL in Japan from Goddard College. He has 6 years experience in Japan, 4 of them as a teacher and supervisor of part-time and adult English courses. He has two years experience in suggestopedia and is now engaged full-time in teaching and research in suggestology.

NISHINIPPON

Topic: A Practical Analysis of Authentic Discourse for English Literature
 Speaker: Ms. Nancy Lee (Lecturer, Kyushu University)
 Place: Fukuoka Y.M.C.A.
 Date: Sunday, Sept. 28
 Time: 1:00 p.m. - 4:00 p.m.
 Fee: Members: free; non-members: Y1000
 Info: Kenzo Tokunaga (092) 681-1831 ext. 370

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