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**JALT**

The Japan Association of Language Teachers

# NEWSLETTER

Vol. V No. 1

Y200

January 1, 1981

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## A Message From The President

With the opening of a new year, it is appropriate that we, as an organization reflect on our past experiences and make some resolutions for our conduct during the coming year. JALT has certainly come a long way since its foundation only 5 years ago, but I feel that we should not look back too much at this point lest we become complacent with our current situation – an academic organization with some 1300 members divided into 10 regional chapters with a monthly *Newsletter* and a fine *Journal*.

Although this has taken considerable effort to achieve, we should realize that we have by no means achieved our full potential; only a small fraction of the language teachers in Japan are members. Our programming is clearly not sufficient to cater to their various interests.

The JALT Executive Committee has found itself concentrating its efforts on the administrative aspects of the organization. This area is finally coming under control. We now have the time to pay greater attention to our real job – providing the services that the membership expects from us.

While our programming to date has been varied and of rather high quality, it has not flowed from any master plan or well-designed goal. Most programs are organized on the chapter level with variety and speaker availability being the major criteria for selection. While this is all well and good, would it not be better to have specific goals and then plan our programs toward those goals? We have established a long-range planning committee to attempt to answer such questions. I hope that by the time the year is out, we will know more definitely where we are, or should be, heading.

One aspect which I feel that the committee should explore is whether new methods or techniques should be the primary focus of our activities. In our membership leaflet, our goal is that we are "an organization of professionals



**Thomas Robb**

dedicated to the improvement of language learning and teaching in Japan." Is the only way to achieve improvement through new methods?

While they are obviously important, the best methods will achieve little if the teacher does not have confidence in his own ability or if the students are not well motivated towards the study of language for communicative purposes. Could we not also improve language learning and teaching by concentrating part of our efforts on these two areas?

This year then, while continuing to mature organizationally and expand our membership, we must set clear goals for ourselves taking into account the realities of language education in Japan. The Vice President's message contains some specific suggestions for accomplishing this end.

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Tohoku

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## JALT NEWSLETTER

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The *JALT Newsletter* is the monthly newsletter of the Japan Association of Language Teachers. Contributions should be sent by the 5th of the month to Robert Orme, 3-20-28 Motomachi, Tsuda, Hirakata-shi, Osaka, 573. Tel:0720-58-8281.

## VICE-PRESIDENT

KENJI KITAO

I hope that JALT will be more active this year than last year, since our financial situation has been much improved. This is the year for JALT to grow both internationally and domestically.

As you know, JALT is one of the most active affiliates of TESOL (Teachers of English to Speakers of Other Languages), as well as one of the largest. This year we will give a JALT-sponsored presentation at the fifteenth TESOL conference in Detroit. We would like to strengthen our ties with TESOL and its affiliates.

I would like to establish cooperation with other international organizations on language teaching and exchange information with them. We would like to exchange information with the editors of journals and newsletters on language teaching, too. There are many publications which are not well known in Japan. Since language teaching is a field which has been rapidly changing, we have to seek new information on language teaching and present it to our members. JALT has contributed greatly to our profession by introducing new methods, trends, and information, and we would like to pursue this further.

Since many famous scholars visit Japan, we would like to contact them and share the new trends in language teaching. JALT may be able to afford to invite speakers to various chapters from abroad either by itself or with other organizations, though we could not do so last year. I hope the official JALT delegates to TESOL will be on the lookout for good speakers.

All JALT members know what JALT has done for us and how useful it is in our daily language teaching. I would like to share this knowledge with more language teachers and others who are interested in language teaching. I would like to see JALT reach at least 1,700 members this year and start a couple of new chapters.

As JALT grows, we need more variety in our programs, so I have suggested a mini-conference in May in each chapter. We should give opportunities to our members to share their new or useful ideas with us. We all need a variety of types of meetings, such as lectures, demonstrations, panel discussions, and workshops.

Also we have to strengthen our special interest groups. We have SIGs for Teaching English in Schools (TES), Silent Way, Teaching Children, and Teaching Japanese. They are very active in Kansai and I hope they will extend to other chapters and have some special presentations in JALT '81.

JALT has grown too rapidly, and coordination between the national office and chapters and among chapters is not ideal. I hope that this will be improved this year. Each chapter has to be more stable and to cooperate with the national office and other chapters.

We are very interested in helping Japanese English teachers improve English teaching in junior high, senior high and colleges. We would like to see more programs for them. I proposed a special program with presentations of new methods, teaching pronunciation, grammar, writing, etc., and classroom activities for advanced English lessons for Japanese teachers, but unfortunately we have never had time to do it. Now that we have set up a good communications system among program chairpersons, we should try to develop new programs for Japanese teachers on a trial basis.

In order to get more Japanese English teachers involved in our activities, we have to improve publicity in journals. Only a couple of chapters have put announcements in them. Many teachers have thought that JALT is a local organization.

JALT is now a member organization of Nihon Eigo Kvoiku Kaizen Kondankai (Round Table Meeting for Improving English Education in Japan). I hope JALT will take the initiative in those meetings and cooperate with other academic organizations in order to improve language teaching in Japan.



Kenji Kitao

Many organizations of language teachers are hosting meetings and publishing newsletters and journals. We would like to exchange more information with them and cooperate with each other. I would like to encourage each chapter to hold a meeting with other organizations. So far we have established friendly relations with a few organizations, and we would like to strengthen and expand these contacts.

I have found that many JALT members are not coming to any chapter meetings. Many of our members live far away from the places where we have meetings. Probably now is a good time to improve not the quality but the quantity of our publications. Due to the poor financial situation, we had to stop the conference review last year, and we have never published two journals a year, though we had planned to do so. I hope that the publications board will be more active this year? and that we can allocate more money for publications.

JALT first became involved in sponsoring research projects two years ago. We have awarded three research grants so far. I think this is JALT's

weakest area and I hope many people will apply for research grants this fall and do more work in this field.

My wife Kathi has helped me a lot since we got married. We hope we can contribute to JALT's growth both internationally and domestically.

## PROGRAM CHAIRPERSON

KAZUNORI NOZAWA

The JALT International Conference, a three-day conference held at Nanzan Junior College in Nagoya, climaxed our programming for 1980. As soon as I was elected as the new program chairperson, I started to review all the programs of past years and reaffirmed that we have been maintaining a stimulating and well-balanced program schedule. There is not the slightest doubt about it. I think each chapter would like to continue attracting more people, both members and non-members, by getting good speakers. I especially feel that some of the programs should benefit Japanese teachers by bringing in Japanese speakers. Since JALT is not an English speaking organization and one of its aims is to help improve the quality of language teaching in Japan, I would like to help find good speakers who can give presentations in Japanese and negotiate with them. In addition, the subsidy for sending good speakers to each chapter will be continued on the basis of cost sharing and cooperation between chapters.



Kazunori Nozawa

Although not yet confirmed, many exciting future programs such as a mini-conference, a seminar for administrative personnel and so on will be brought into action. I would also like to see professional and practical workshops activating local talent under local control. It will be up to me to reach these goals.

I am willing to take on the heavy responsibilities as Program Chairperson and to do my best for all the chapters and all the members. However, your active cooperation and assistance is necessary for me to perform my job efficiently.

# Speaking of textbooks..

## Don't miss ESL from Winthrop

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*February 1981, 416 pages, paper*

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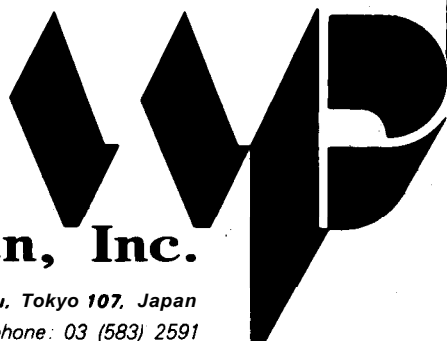
Paper; 608 pages; March, 1980

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## JALT EXECUTIVE OFFICERS - 1981

## President

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6-27 Hirakata-Motomachi, Hirakata-shi, 573  
(0720)45-1874

## Vice-President

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## Membership Chairperson

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## Public Relations Chairperson

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4-9 Watarida Higashi-cho, Kawasaki-ku, Kawasaki 2 10  
(044) 322-3169

## JALT CHAPTER HEADS

Since chapter elections take place in December or January, the following list is highly tentative. A complete directory of chapter officers with addresses and phone numbers will appear in the March issue. The second of two phone numbers is the work phone.

## Hokkaido

David Waterbury, (011) 561-3751

## Tohoku

Tokuko Yamauchi\*, (0222) 65-4288 (Work)

## Kanto

Shari Berman+, (03) 4 16-7939

## Tokai

Paul LaForge, (052) 831-0044, (052) 832-6211

## East Kansai

Jerry Pierce+, (075) 71 1-2695

## West Kansai

Jim White+, (0723) 66-1250

## Chugoku

Marie Tsuruda, (0822) 89-3616, (0822) 28-2266

## Shikoku

Bonnie Hamm\*, (0878) 79-4007, (0878) 21-0561

## Kyushu

Richard Dusek, (09403) 6-0395

## Okinawa

Caroline Latham, (0988) 78-8774

\*Outgoing officer

+Nominee or acting head

## COMMITTEE CHAIRPERSONS

## Publications Board

Douglas Tomlinson  
No. 401, 1-4-23 Higashi Shibuya-ku, Tokyo 150  
(03) 400-5994

## Newsletter

Robert Orme & Lesley Holmes  
3-20-28 Motomachi, Tsuda, Hirakata-shi 573  
(0720) 58-8281

## Commercial Member Services

John Boylan  
Kouo Parkside. 1-17-4 Hamadaya, Suginami-ku, Tokyo 168  
(03) 304-5627

## JALT '81

Leroy Willioughby  
Bunka Gakuen, 3-22-1 Yoyogi, Shibuya-ku, Tokyo 15 1  
(044) 95405495

## FOR YOUR INFORMATION.....

Meetings - JALT chapter members, be they regular, joint or student members have the right to attend the meetings of any JALT chapter at the member rate (Most meetings are free to members).

Publications - JALT members receive the JALT **Newsletter** monthly, and the JALT **Journal**, currently published annually. Joint memberships receive only one copy of each publication.

Voting - All regular, student and joint members have voting rights in their local chapter at the JALT annual meeting. Each joint member has one vote.

Local & National Executive Committee Meetings - JALT members are encouraged to attend and participate in all committee meetings. Voting is restricted, however, to the elected members.

Minutes of JALT Excom Meetings & the JENL - Copies of the minutes of all JALT Executive Committee Meetings, and the monthly JENL (JALT Executive Newsletter) are available in each chapter for the inspection and use of members. The JENL is the organ through which the National officers and their chapter counterparts exchange information on programming and JALT administrative policy and procedures.

Membership Lists - It is JALT policy not to publish a membership list for the general membership as past experience has shown that such lists are abused by non-member commercial concerns. Use of the JALT mailing list (and computer labels) is the exclusive right of our commercial members. Members, however, who have a legitimate need for a list - for a mail survey of attitudes of teachers towards working conditions, - to cite one example - may obtain the same through any JALT officer. Members in need of address or phone number may freely request the same from any local or national officer.

Institutional/Library Memberships - This membership category has been created to

allow institutions and libraries to subscribe to our publications. It carries no voting or meeting privileges. Please encourage your school to take out a membership using the postal form found in every JALT *Newsletter*.

**Commercial Memberships** – Commercial memberships are granted to those who have a product or service of potential value to the larger membership. Our commercial members are an invaluable source of support to JALT, not only through their dues, but also through their advertisements in our publications, displays at meetings, and their presentations. Let's support our commercial members!

**Moving Overseas?** – Your chapter membership can be converted into an overseas membership (sea mail) merely by returning your newsletter wrapper with your new address.

**YOUR JALT DUES** – The dues you pay as a regular, joint or student member are split between JALT and your chapter on a 3:2 ratio, Y3,000 for instance, of the Y5,000 regular dues going to JALT and the remaining Y2,000 to the chapter. In return for the Y3,000 that goes to JALT what do you and the chapter receive? The tangible benefits include the monthly *Newsletter* and the *journal* including editorial, printing, and distribution costs, programming assistance, financial assistance to bring in speakers from other areas (the JALT Travel Fund), one paid trip for one chapter Excom. member from the chapter location to one of the JALT Excom meetings, maintenance of a computerized list of the chapter membership, free mailing labels for chapter announcements, etc. In addition to this, it is the national organization which recruits commercial and institutional members! the dues of whom nearly equal the total received from individual memberships.

## EXECUTIVE COMMITTEE REPORT

The fall Executive Committee meeting held at Hirakata on September 27 and 28 spent most of its time reviewing plans for JALT '80, setting the budget for fiscal 1981, and discussing constitutional revisions and the slate of nominees for JALT office.

Paul La Forge, the JALT '80 coordinator, reported that donations of Y700,000 from Toyota Motor Sales, Y500,000 from the Tokai Bank, and Y100,000 from the Society of the Divine Word, among others, had been pledged to support the conference.

Tim Lewis, the Treasurer, presented his proposed budget, for fiscal 1981, which runs from October 1, 1980 to September 30, 1981. He projected total revenues of Y7,750,000 based on Y5,150,000 from membership fees, Y1,600,000 from ads in publications, and Y1,000,000 from JALT '80. He projected total expenses at Y6,669,000 based on Y3,664,000 for publications, and Y3,035,000 for administration, Executive Committee meetings, assistance to chapters, etc. The projected surplus is Y1,051,000.

The Committee decided not to publish the *Journal* in fiscal 1982, but also decided to bring the question before the Annual Meeting (see the following report on the Annual Meeting for the outcome). The proposed constitutional revisions and the slate of nominees for JALT office were printed in the November issue of the *Newsletter* (again, see the report on the Annual Meeting for the outcome).

In a move to plan for the future, the Executive Committee also decided to set aside Y15,000 to set up a standing committee which will formulate and initiate long range goals for JALT.

Meeting briefly during JALT '80 at Nanzan Junior College on November 22, the Executive Committee heard Dr. James Alatis, the Executive Secretary of TESOL, speak optimistically about the relationship between TESOL and JALT and about the future of the TESL/TEFL profession.

The Committee made the following decisions:

- 1) to approve the nominations of the following officers for JALT '80: Leroy Willoughby as Coordinator, James Duke as Program Chairperson, and Kohei Takubo as Treasurer;
- 2) as part of its Research Grant, to grant Y40,000 to the College Research Materials Research Project, headed by Leslie Sackett of Kyoto Sangyo University, to continue the project begun last year;
- 3) to donate \$250.00 to the Ruth Crymes Trust Fund, a fund in the honor of the late President of TESOL, who died tragically in a plane crash while enroute to a meeting of the Mexico affiliate of TESOL;
- 4) to reduce the number of Executive Committee meetings in 1981 to three, the first of which will be held in Hirakata on January 31 and February 1.

Henryk Marcinkiewicz the Recording Secretary, reported that only seventy six election ballots had been returned by the due date.

## JALT 1980 ANNUAL MEETING

Each annual meeting of JALT produces at least one surprise; the surprise of the 1980 Annual Meeting was the decision to continue the *Journal*. At its September meeting, the Executive Committee had decided not to publish a *Journal* in fiscal 1982, but had also decided to bring the question before the Annual Meeting for discussion. That discussion made clear that the membership wanted the *Journal* and so it will continue.

This Annual Meeting also saw the election of new officers, the majority of whom are Japanese. Three current officers, Tom Robb as President, Tim Lewis as Treasurer, and Kohei Takubo as Public Relations Chairperson were reelected, while one other officer, Kenji Kitao, moved from Program Chairperson to Vice President. The three new officers are Steven Tripp of Tokai as Recording Secretary, Kazunori Nozawa of Tokai as Program Chairperson and Hiroko Takahashi of Tohoku as Membership Chairperson.

The Constitution was revised extensively. The November *Newsletter* contained the proposed revisions, while this issue has the final revised form. The significant differences include the elimination of at-large memberships within

Japan and the procedures for determining annual dues for individual, joint, and student memberships. The Annual Meeting decided that it would continue to approve these dues, and their division between JALT and the chapter, presently at a ratio of 3:2, upon the proposal of the Executive Committee each year.

By a very narrow vote, the Annual Meeting decided not to meet during lunch in 1981. This issue has come up every year, since the Annual Meeting has always taken place during lunch.

Some statistics: only some fifty members attended the first session of the Annual Meeting, and only some twenty the second session which was held just before the buffet on Saturday night.

Doug Tomlinson

## NEW COMMERCIAL MEMBERS

### ADDISON-WESLEY PUBLISHING CO

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# THE CONSTITUTION OF THE JAPAN ASSOCIATION OF LANGUAGE TEACHERS

(Revised November 23, 1980)

## I. NAME:

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

## II. PURPOSE:

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.

## III. MEMBERSHIP:

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.

## 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:

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.

## VI. CHAPTERS AND AFFILIATES:

Chapters are regional subdivisions of JALT. Affiliates are regional groups which are seeking chapter status.

## VII. AMENDMENTS:

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.

# THE BYLAWS OF THE CONSTITUTION OF THE JAPAN ASSOCIATION OF LANGUAGE TEACHERS

(Revised November 23, 1980)

## I. MEMBERSHIP AND DUES:

1. PRIVILEGES: Members shall receive the *Newsletter*, the *Journal* and all announcements of the organization.

2. CATEGORIES: Membership shall be available in the following categories upon payment of the appropriate annual dues:

i) Individual, joint and student, upon application to the nearest chapter.

ii) Overseas, institutional/library and commercial, upon application to the Executive Committee.

3. DUES: Annual dues for 2. i) above, and the division of those dues between JALT and the chapters, shall be proposed by the Executive Committee and approved by the Annual Meeting. Annual dues for 2. ii) above shall be determined by the Executive Committee.

## 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 the Annual Meeting. The President, with the approval of the Executive Committee, shall have the power to appoint the heads of standing com-



mittees.

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.

3. **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.

4. **RECORDING SECRETARY:** The Recording Secretary shall be responsible for recording the minutes of the Executive Committee and JALT meetings and for keeping the chapters 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.

### III NOMINATIONS AND ELECTIONS:

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.

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.

### IV. CHAPTERS AND AFFILIATES:

1. Regional groups with at least 25 members may apply to the Executive Committee to become chapters by adopting an appropriate constitution and by 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.

### V. AMENDMENTS

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.

### 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.

**PRESIDENT**  
**THOMAS ROBB**

This year has been a good year for JALT. We have not only grown further in size, adding another 30% to our membership rolls and gaining three new chapters, but have also matured as an organization, having established new administrative guidelines and procedures, and having finally gained a modicum of recognition from the Japanese academic community as a full-fledged professional organization.

*We've Listened ... We've Learned. .. We've Published!*

# The 1980 NEW HORIZONS IN ENGLISH SECOND EDITION

Lars Mellgren and Michael Walker



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To touch on my last point first, I believe that we can point to 1980 as the year when JALT ~really came of age. Through the good offices of K. Takubo and K. Kitao, we were mentioned in all the various annual publications which list the “*gakkaï*” concerned with the teaching of English. For the first time, we were invited to participate in the annual “*Nihon Eigo Kyoiku Kaizen Kondankai*” (roughly, the “Roundtable Conference for the Improvement of English Education in Japan”), and also for the first time, our conference received the endorsement of a governmental body. Naturally with such recognition also comes a responsibility on our part to live up to the public’s expectations. We must see that our programs, publications and other services continue to serve our membership and the academic community of Japan.

Administratively we have matured as well. New reporting procedures have been implemented between the chapter and national treasurers, as well as the membership and program chairpersons, so that the national officers can get a comprehensive picture of what progress has been made, and to coordinate each chapter’s efforts for the good of the entire organization.

Incidentally, what does a president do besides preside? In the absence of an office or secretarial help – quite a bit. I, myself, was rather surprised, that, after looking over my correspondence from the past four months, I was able to compile the following list of activities: Handling membership requests, answering complaints about missing newsletter issues, sending formal invitations to overseas conference participants, arranging the sites for JALT Excom meetings, providing information on how to form a new chapter, honoring requests for samples of our publications, keeping in touch with our parent organization – TESOL, participating in the annual TESOL conference presentation selection process, providing suggestions to the next TESOL Summer Institute, promoting the JALT research fund, setting the agenda for JALT Excom meetings, designing postal transfer forms, cooperating with the JALT ‘80 committee, acting as a liaison with the JALT Newsletter printer, encouraging chapters to nominate people for the JALT executive committee, corresponding with other academic organizations, agreeing to co-sponsor special events, sending information to potential commercial members, supervising the monthly computer list updates and the printing of labels, handling job requests from overseas, volunteering to counsel job-seekers at the next TESOL convention, etc., etc., etc.

In mentioning the above, however, I am making no claim that any of these functions were done particularly well, or even on time. My point is that considering all the various activities required to run an organization such as JALT, as indicated in the other officers’ reports as well as the above list, it is about time that we seriously considered establishing an office to handle many of these routine matters. Naturally this would require some money which could be used elsewhere in the organization. Can we afford it? Well, can we afford not to?

This year has been good for JALT. Let us hope that 1981 is even better.

## PUBLIC RELATIONS

KOHEI TAKUBO

At the 5th Annual Business Meeting in Kyoto, I was elected to the new post of Public Relations Chairperson. Since that time I have been active in developing channels to publicize JALT’s activities and to foster interaction between JALT and the Japanese governmental agencies, publishers and English-language newspaper companies.

The JALT International Conference on Language Teaching/Learning ‘80 was publicly sponsored for the first time by a governmental organization, with both the Aichi Prefectural Board of Education and the Nagoya City Board of Education lending their support to our effort. During the year, JALT saw a significant increase in the amount of publicity about its activities. On November 26, immediately after the JALT conference, the Daily Yomiuri reported on the event based on material that I had contributed to them. In my capacity as JALT liaison, arrangements were made with the Japan Times for feature stories on the history of JALT and its activities written by Mr. Tom Pendergast. My report on the JALT conference appeared in the April issue of the *English Journal*. Also, the pre-publication issue (“*Sokan junbi-go*”) of the *Journal of English Teaching* (Sanseido) introduced JALT as an academic organization. In similar fashion, the September special issue of *Eigo Kyoiku (Taishukan)* listed JALT as an active academic group.

This year I have made efforts to introduce JALT to the Japanese English education circles. JALT’s monthly chapter meetings have been announced in the Japan Times, the Daily Yomiuri, the Mainichi Daily News, and the monthly English language education publications.

I have built close contact with Japanese government agencies such as the Post Office Bureau for third class mail privileges for our newsletter and for consideration of the JALT *Journal* as “*gakujutsu tosho*” (academic matter). In the coming term, I will maintain good working relations with Japanese education circles for further exchange of ideas and teaching materials.

## VICE-PRESIDENT

DOUGLAS TOMLINSON

In preparing this report, I looked back to the January, 1980 issue of the *Newsletter* to see what goals I had hoped JALT would work toward in 1980. I would like to briefly review these goals and their results.

They were to 1) work toward "hojin" status [result: no progress, since this is a long, slow process and requires certain procedures such as annually audited books, which we began to do last year], 2) establish solid relations with other professional organizations such as JACET, Zeneiren, etc. [result: some progress thanks to our Public Relations and Program Chairpersons], 3) begin a job referral service [result: done, thanks to Charles Adamson's proposal], 4) expand the Special Interest Groups [result: some progress, especially in Tokai and Kanto], and 5) reach 1,500 members [result: see the Membership Chairperson's report].

Perhaps some of these goals were too ambitious or were not really capable of realization at this stage of JALT's development. But I think an organization such as ours should set specific short- and long-term goals and work toward them. Up to now, we've been busy coping with expansion and growth and haven't had time to set goals. We have both the manpower and the resources to begin to do so.

Speaking more personally, I have found my role, which is defined constitutionally as to "share the duties and responsibilities of the Presidency" to be an interesting one. The role will vary, depending on the personality of the vice president, the relationship between that person and the president, and the needs of the organization in any given year. Tom Robb has been a very active and dynamic president, and I have been glad to be able to act as a sounding board when he has needed one.

Over the year, the position of Vice-President has inherited a couple of extra duties, including reporting regularly on Executive Committee meetings in the *Newsletter*. In addition, I have been involved in the search for a site for JALT '81, constitutional revisions, acting as recording secretary at the spring Executive Committee meeting, etc.

With this position, I have decided to end my JALT career. It all began in earnest early in 1977 with the start of the Kanto Chapter. It has involved not a few (= too many) hours and weekends over the past four years. But it has been rewarding. I've seen JALT grow from less than 100 members, from one chapter centered in Kansai, from an ambitious idea into a nationwide organization with tremendous resources and capabilities. It has been my privilege to grow along with JALT and to have a hand in that growth. I've met many people and learned a great deal from them. JALT has been good to, and for, me. I hope that it has been and can be as good to, and for, you.

# MEMBERSHIP

GRAHAM PAGE

## PRESENT MEMBERSHIP

The chart below shows the membership figures for 1980 and a comparison with 1979.

CHAPTER	MEMBERSHIP AS OF 9/30/79	MEMBERSHIP AS OF 9/30/80	PCT CHANGE
Hokkaido	18	33	83%
Tohoku	37	58	57%
Kanto	300	339	13%
Tokai	71	139	96%
East Kansai		96	28
West Kansai	290	275	
Chugoku	79	72	(9)
Shikoku	28	43	54
Kyushu	46	35	(24)
Okinawa		40	
Commercial	40	44	10
Institutional		10	25
At-Large (Dom.)	11	33	200
At-Large (Int'l)	40	39	(2.5)
<b>TOTAL</b>	<b>968</b>	<b>1265</b>	<b>30%</b>

## GROWTH

Over the past year we have enrolled an average of 40 new members per month in non-conference months -- including the membership increase in the conference month, the average is about 56 per month. Against this must be set the average deletions of about 32 per month. In other words, growth over the past year has been slow, indicating that JALT may be at a crucial stage. There are a number of reasons for this slow growth.

1 JALT policy is to delete members in arrears after a grace period of 2 months, but many chapters had not been adhering to this very faithfully. As a result, we were carrying far too much deadwood until about 3 months ago when a cut-and-slash program brought the membership down to more like its true figures.

3. By now, we have chapters in all the major cities and most districts of Japan, so we no longer have new frontiers to expand into as dramatically as before. In other words, future growth will have to come from within the chapters.

3. Chapters in large centers probably reach a size at which they cannot effectively provide programs at a personal level, and at which they feel any further membership expansion would be a strain to them. Kansai reached this point, split into East and West Kansai and increased total combined membership as a result. Perhaps it's time for Kanto to consider doing the same.

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## CONTRASTIVE LINGUISTICS AND THE LANGUAGE TEACHER

Jacek Fisiak

This book provides a fascinating overview of the relationship of contrastive analysis to current attitudes and theoretical positions and draws together informed opinion from a wide spectrum of teachers and researchers. The first part considers the implications of contrastive analysis for classroom teaching. The second part is concerned with contrastive analysis in relation to psycholinguistics, error analysis, communicative competence and sociolinguistics.

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Spring 1981 approx

## TEACHING **ENGLISH** AS AN INTERNATIONAL LANGUAGE Peter Stevens

This is a stimulating collection of articles on developments in language learning and language teaching, English as an international language and ESP. Peter Stevens, founder of the Bell Educational Trust, provides many fresh insights into the theory and practice of English language teaching, drawing on his extensive experience in many countries.

0 08 025333 4 f

November 1980

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The courses will comprise appropriate combinations of:

- Lectures, seminars and workshops on the theory and practice of English teaching conducted by eminent specialist teachers and researchers. Emphasis will be placed on aspects of syllabus and test design and on classroom techniques.
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4. By now we probably have most of the interested foreigners in our membership, as well as many of the very keen Japanese teachers. (The foreigner-Japanese ratio is about 50:50.) The potential for increasing JALT membership by attracting more Japanese members is far greater than that for foreigners now, but until Japanese potential members can look on JALT membership and see it as:

- something they would be proud to have on their *meishi*,
  - something that is recommended by their boards of education and people in the rarefied levels of education in Japan, and
  - something relevant to their own work,
- they will be awfully hard to attract in droves.

#### WHAT TO DO?

1. We need to have some idea of what our optimum size would be. I would guess a membership of 3000 could be attained in another 5 years and would be sufficiently large, without being unwieldy, to have the talent and financial resources to:

- provide excellent programs, often with visiting speakers, all over Japan,
- produce very acceptable publications, and
- establish a small, manned office to smooth ongoing administrative matters.

2) We have to keep JALT's purpose(s) in mind and adapt as required. Can we, and should we be all things to all people? Should our focus be on programs or publications, for Japanese or foreigners, for teaching in public schools or commercial schools, etc.? If one of our purposes is to provide programs and publish articles for the Japanese teachers in public schools, (and realistically, that's quite hard to do,) then have enough of our programs been aimed that way? If not, we sure won't catch them as members!

3) We will have to publicise (meaning "advertise") JALT more and more in the coming years, and we will have to choose executive committee people at the local levels who are concerned about going out and finding-new members.

## PROGRAMS

KENJI KITAO

JALT has been very active this year with the addition of three new chapters. My main task has been to correspond with the program chairpersons of our chapters in order to help them improve the scope and quality of their programs. If I were to compile all these letters into a book, it would probably reach over fifty pages in length.

#### Program Summary

	JAN	FEB	MAK	APR	MAY	JUN	JUL	AUG	SEP	OCT	Total
Hokkaido	x				x	x	x <sup>3</sup>			x	5
Tohoku			x <sup>1</sup>			x			x	x	4
Kanto	x	x	x <sup>1</sup> x	x	x	x	x	x <sup>2</sup>	x	x	11
Tokai	x	x	x	x	x	x	x	x <sup>2</sup> x <sup>2,3</sup>	x	x	11
E. Kansai	---	---	---	x	x	x		x <sup>3</sup> x <sup>2,4</sup>	x	x	7
W. Kansai		x	x <sup>1</sup> x	x	x	x	x <sup>3</sup>	x <sup>3</sup> x <sup>2,4</sup>	x	x	11
Shikoku				x		x	x	x <sup>3</sup>	x <sup>2</sup>		5
Chugoku		x	x	x	x	x	x			x	7
Kyushu	x	x x	x <sup>1</sup>	x	x	x	x	x	x	x	11
Okinawa	x		x <sup>1</sup>	x	x	x					5
Total	5	6	9	8	8	10	7	8 <sup>5</sup>	7	8	76 <sup>5</sup>

Key: 1JALT-sponsored meeting with overseas speaker,  
2JALT-recommended overseas speaker? 3summer program/workshop  
4Joint meeting, 5total adjusted for joint meeting

As the above summary show, we had seventy-six meetings in our ten chapters aunnng tne first ten months of this year which is an average of 7.6 meetings per month, or an average of 7.8 meetings per chapter. In addition to the above, ten special interest groups had more than fifty meetings in total during this period.

Some people seem to have the impression that JALT is only interested in new methods such as the Silent Wav. CL/CLL. Total1 Physical Response, OHR, Suggestopedia, etc., but a glance at the topics dealt with in JALT chapter meetings shows that this is not true. Less than a dozen meetings were on these new methods, others covering classroom activities, listening comprehension, the notional-functional syllabus, teaching children, pronunciation, games, testing, audio-visual aids, values clarification? culture, motivation, oral interpretation, drama, grammar, TESOL reports, etc. Since we have such a diversified membership I feel that we should have even more variety in the future.

Even though we could not afford to have a big, nation-wide summer program with speakers from overseas as we did last year, five chapters sponsored programs using local talent. All programs were reported to have been quite successful, with about 300 people participating in all.

Through the generosity of the Language Institute of Japan, who provided JALT with Prof. Richard

Via and Ms. Judy Winn-Bell Olsen, and Collier MacMillan who sponsored Ms. Peggy Intrator, more than 300 people were able to obtain ideas and techniques directly from the United States. Thanks to the hard work of the JALT '80 committee members, we welcomed four well-known speakers from the United States and Hong Kong. Additionally, a number of people from abroad came to Japan especially to give presentations at JALT '80.

Administratively, we have started a system of regular program follow-up reports so that all program chairpersons can be aware of what is going on in the other chapters and will have sufficient information to plan their own programs. We are also encouraging all chapters to write reviews for the *JALT Newsletter* so that all JALT members can benefit from the presentations of other chapters. We are now in the process of compiling a guidebook for program chairpersons so that new people will be able to carry out their responsibilities as smoothly as possible.

For the coming year, we are planning a seminar for administrative personnel of language schools and companies in order to inform them on the recent trends in language teaching theory and technique. We are also planning mini-conferences in local chapters next May in order to offer more variety to the membership and provide more opportunities for our members to present their ideas, techniques and research findings.

## RECORDING SECRETARY

HENRYK MARCINKIEWICZ

Along with JALT's increased professional and international stature comes the job of maintaining accurate records. To this effect, it has been the job of the Recording Secretary not only to record the minutes of the Executive Committee and JALT meetings, but also to document and catalog all past resolutions and motions of the organization into an organizational reference book.

A further duty of the Recording Secretary has been to inform the executive officers and chapter heads of the activities of the national organization by issuing a monthly "*JALT Executive Newsletter*" (JENL).

The office of recording secretary continues to be a key position in the functioning of JALT.

## PUBLICATIONS

JOHN BOYLAN

People are what make JALT publications a success.

People like you who are interested in exchanging ideas on teaching and who take the time to submit articles, book reviews, chapter meeting reviews, pictures and letters.

People like the volunteers who help solicit and bill advertisers and who help with the distribution of JALT publications.

People like Robert Orme and Lesley Holmes, the Newsletter Editors, who give up their evenings and weekends to make sure you get your copy each month.

People like Nancy Nakanishi Hildebrandt who has single-handedly brought the idea of a *JALT Journal* into reality.

People like David Bycina who, during his one-and-a-half-year tenure as editor, set a new standard of excellence for the *Newsletter*.

People like Mike Joy who, as editor of our post-conference publications for the past three years, has brought us a wealth of information on teaching techniques and methods.

People like our commercial members who continue to give us valuable financial support by advertising in the *Newsletter*.

1981 will be another good year for us – financially speaking, at least. We think we'll be able to reduce *Newsletter* expenses about 7% in spite of increased postal rates and a growing membership!

We think that our commercial members' advertising support will top the 1980 record high of Y1,600,000.

1981 will probably be another year of change for JALT publications. We are looking forward to your contributions. We need your articles, book reports, and letters. We need your support.

## TREASURER

TIMOTHY LEWIS

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Independent Auditor's Report  
(Tohmatsu Awoki & Co.)

(Unofficial translation of the Japanese Report of November 10, 1980)

Executive Committee and Members  
The Japan Association of Language Teachers

We have examined the balance sheet of the Japan Association of Language Teachers as of September 30, 1980 and the related statement of revenue and expenses for the year then ended. Our examination was made in accordance with generally accepted auditing standards and accordingly included such tests of the accounting records and such other audition procedures as we considered necessary in the circumstances.

In our opinion, which with respect to membership dues received at each Chapter of the Association, is limited to those reported to and recorded by the national treasurer, the financial statements referred to above present fairly the financial position of the Japan Association of Language Teachers as of September 30, 1980 and the result of its operations for the year then ended.

**BALANCE SHEET**

**ASSETS**

Cash:

Sanwa Bank	Y901,619	
Post Office	275,065	
Foreign Deposits (\$853 @Y213)	181,467	
Total Cash		Y1,358,151

Receivables:

Publication Advertising	184,000	
Membership Dues From Chapters	498,520	
Other	3,220	
Total Receivables		685,740

JALT '80 Advance 100,000

Office Equipment:

Acquisition Cost	698,930	
Less Accumulated Depreciation	232,977	
Net Office Equipment		465,953
Richard Via's Book (English in Three Acts)		<b>9,600</b>

**TOTAL ASSETS** Y2,619,444

**LIABILITIES AND FUND BALANCES**

Payables:

-Executive Committee	Y12,100	
Membership Dues to Chapters	71,600	
Total Payables		Y83,700

Dues Received in Advance 1,052,098  
Total Liabilities 1,135,798

Fund Balances:

Balance at Beginning of Year	817,584	
Excess of Revenue over Expenses	666,062	
Balance at End of Year		1,483,646

**TOTAL LIABILITIES AND FUND BALANCES** Y2,619,444

**STATEMENTS OF REVENUE AND EXPENSES**

Year Ended September 30, 1980

**REVENUE**

Membership Dues:

Chapter Members	Y2,950,740	
At-Large Members	252,226	
Institutional Members	58,835	
Commercial Members	1,428,025	
Total Membership		Y4,689,826

Publication Advertising

**1,760,395**

Publication Sales		285,185
Other:		
income from LTIJ '79	1,355,943	
Miscellaneous	21,896	
Total Other		1,377,839
<b>TOTAL REVENUE</b>		<b>Y8,113,245</b>
<b>EXPENSES</b>		
Telephone	218,727	
Transportation	743,550	
Copying	140,714	
Printing	3,481,740	
Supplies	193,098	
Postage	999,176	
Computer	290,363	
Miscellaneous	158,509	
Lodging and Meals	375,522	
Grants	165,000	
Depreciation	232,977	
Audit	150,000	
Bad Debt	168,920	
Other	128,887	
<b>TOTAL EXPENSES</b>		<b>Y7,447,183</b>
<b>EXCESS OF REVENUE OVER EXPENSES</b>		<b>Y666.062</b>

**SUPPLEMENTARY SCHEDULES OF EXPENSES**  
(in Y)

EXPENSES	Total	Admin.	Publication	Meetings	Programs
Telephone	218,727	190,257	28,470		
Transportation	743,550	61,800	52,570	538,960	90,220
Copying	140,714	138,694	2,020		
Printing	3,481,740	213,420	3,268,320		
Supplies	193,098	100,134	92,964		
Postage	999,176	341,147	658,029		
Computer	290,363	290,363			
Miscellaneous	158,509	109,894	48,615		
Lodging and Meals	375,522	40,482	128,505	206,535	
Grants	165,000	165,000			
Depreciation	232,977		232,977		
Audit	150,000	150,000			
Bad Debt	168,920		168,920		
Other	128,887	128,887			
<b>Total Expenses</b>	<b>7,447,183</b>	<b>1,930,078</b>	<b>4,681,390</b>	<b>745,495</b>	<b>90,220</b>

**STATEMENT OF REVENUE AND EXPENSES**

LTIJ'79

**REVENUE**

Fees	Y3,312,800	
Donations		
Miscellaneous	31,080	
<b>Total Revenue</b>		<b>Y3,443,880</b>

**EXPENSES**

Printing	591,850	
Administrative	569,333	
Planning	463,359	
Speaker	326,497	
Party	70,798	
Meals, net	66,100	
<b>Total Expenses</b>		<b>Y2,087,937</b>

**EXCESS OF REVENUE OVER EXPENSES**

**Y1,355,943**

## A REPORT FROM THE CONFERENCE OF ENGLISH EDUCATION BODIES IN JAPAN

The ninth *Nihon Eigo Kyoiku Kaizen Kondankai*, (literally Round Table Meeting for Improving English Education in Japan), was held in Tokyo on Nov. 29 & 30. Mr. Kohei Takubo, Dr. Kenji Kitao, Dr. Yasukata Yano, and Ms. Gwen Joy attended this meeting for JALT. It is the first time that JALT has been invited to this meeting.

The meeting was started eight years ago and has been held annually, around this time of year, since then. At this meeting professional organizations exchange information, discuss problems in English education and make suggestions for improvements.

This year eleven organizations concerned with language teaching sent representatives. They were the Research Institute of Language Teaching, the Japan Association of College English Teachers, the English Education Council, the Language Laboratory Association, the Council on Language Teaching Development, the Graded Direct Method Association, *Shin Eigo Kyoiku Kenkyukai* (New English Education Study Group)? Kanto Koshinetsu English Language Education Society, Chubu English Language Education Society, Kosen, and JALT. With the invitation to attend, JALT has been recognized as one of the established English education gakkai (academic organizations) in Japan.

Forty-four English teachers of junior and

senior high schools and colleges discussed three major topics: college entrance examinations, reduction of junior high school English class hours from 4 to 3 per week as laid down by the Ministry of Education guidelines, and problems concerning English language textbooks, such as the standards of authorization of such textbooks by the Ministry of Education.

After fourteen hours of discussion, it was decided that the following suggestions should be made to people who are concerned with English education through Japanese journals.

1. For improvement of college entrance examinations:

a. Aural-oral examinations should be included.

b. Model answers should be shown to the public by the people who write the entrance examinations.

2. Three hours of English per week is not enough in junior high school.

3. Junior high schools should have the right to choose their own English textbooks.

In addition to these suggestions, many people expressed opposition to nation-wide standardized entrance examinations for national and public universities, but they could not agree on any concrete alternatives.

It was too late this year, but we hope that JALT will be able to suggest some topics to be discussed in the next meeting.

Although JALT was unable to offer topics for discussion at this meeting, it is hoped that we will be able to do so at the next one.

# It's arrived

Brian Abbs and Ingrid Freebairn have produced the third book in their Strategies series



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## inter·view

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### Susan Holden: A Modern English Teacher

*Like many of us, Susan Holden, Editor of Modern English Publications, "got in to language teaching sideways." Originally trained in theater, she taught drama for six years in England before moving to Italy in the early 1970's. There, almost inadvertently, she began a new career teaching English. In 1976, she assumed the Editorship of Modern English Teacher, an excellent magazine of practical teaching suggestions. During the past four years, she has also found time to produce a still-growing number of teacher's guides and classroom materials for MEP and to write four textbooks of her own, in collaboration with Don Byrne. The inexhaustible Ms. Holden visited Japan in November to attend the Tokyo English Language Book Fair and the JALT Conference in Nagoya. She was interviewed (on the run) by former Newsletter Editor David Bycina.*

**JALT:** For those of our readers who may not know about Modern English Teacher, could you first tell us a bit about the magazine itself?

**Holden:** It's essentially a magazine of practical ideas. I think there are a lot of good theoretical magazines around. So, we're trying to provide a sort of platform for teachers all over the world to exchange teaching experiences. And the main thing that I insist on when I select articles is that they reflect the sort of teaching situations which I think might exist in other countries.

**JALT:** So virtually all the articles printed in the magazine are written by practicing teachers?

**Holden:** Yes, that's very important. And, I also make it a policy to include articles by "unknown" teachers. I think it's a bit depressing for people to think that they can't get published until they're well known. It's a sort of chicken-and-egg syndrome. So, I try to keep a balance between known names, famous names, and people who are just ordinary teachers but have very good ideas.

**JALT:** What's the format of the magazine? Is it, in a sense, a random sampling of articles on teaching techniques?

**Holden:** Not exactly. In every issue, we focus on a particular area of language teaching. The latest issue, for example, focuses on teaching grammar – which may sound unfashionable, but is something that most teachers have to do – and also on using video-tape, which is, perhaps, slightly more esoteric.

**JALT:** Were you the founder of MET?

**Holden:** No. It came out of Language House, the group of language schools which exist in quite a lot of countries, and it started off simply as a news bulletin for the teachers of that organization.

**JALT:** If I'm not wrong, you seem to have branched out beyond MET and have recently been publishing a series of handbooks for teachers. Could you say something about that?

**Holden:** Yes. I think it was in 1977 that we began to think that there were some areas of language teaching that we'd like to publish articles on but that didn't seem of sufficient interest for a general-purpose subscription magazine. The first area we got interested in was "English for Specific Purposes." ... Following on that, we produced one on "Using Visual Aids" – using visual aids in a meaningful way, not just looking at a wall chart and saying how many cows there are in a field. And then we went on from there to produce one on "teacher training" and very, very, recently on "teaching children." There are also a couple in preparation now. The first one is on "individualization," the provision of self-access self-study materials and another "on testing." both of those, we hope, will be out next year... And, obviously, we're looking for articles in those areas.

**JALT:** Do these books have the same practical slant as MET?

**Holden:** Certainly in both "ESP" and "Teacher Training." I would say the tone of the articles is somewhat more academic than one might get in the general magazine, but I insisted that the articles be practically orientated; in other words, that they reflect classroom practice.

**JALT:** I believe that MEP also produces a variety of teaching materials in addition to the magazine and the teacher's guides...

**Holden:** That's right. These are really resource packages of material, most of it being very visual, – the idea being to provide the teacher with a great wodge of visual materials that can be used at lots of different levels and in lots of different ways with the same class. The first of these packages have been produced by Don Byrne. Each one consists of teaching material and a teacher's guide which gives a lot of helpful advice about how to set up the activities in the classroom, and so on. The fourth one, which is in preparation, is a set of flash cards, which is being prepared by Andrew Wright and Mike Buckby. And the fifth one, also by Don Byrne, is a collection of cards for "word bingo" – lexical sets to practice vocabulary, reinforce pronunciation, and so on.

**JALT:** These are referred to as "activity" packets, but aren't they really packages of games for the classroom?

**Holden:** I think a lot of teachers get worried by the word "games." It doesn't sound very serious; it doesn't sound like serious language teaching. I know Don, himself, uses the word "activity" to describe these. Basically, they're very simple pair-work and group-work activities. Some of the material lends itself to asking very simple questions, but in a very meaningful context. Others of the activities involve discussion, concept matching, and the like. I think that the idea is to provide a stimulating framework, so that the students will actually want to speak. And, I think, once they want to speak, it's quite likely that they will. So, in other words, (these are) materials that provide motivation.

**JALT:** Do you think that Japanese teachers would be able to use these materials, say in their junior high school classes?

**Holden:** Well, I hope so. Certainly, the teacher's

guides are written very clearly and simply and give step by step instructions for setting up the activities. I think that it's important for teachers not to be afraid of trying activities, but it's also important that they know exactly what they're doing and how to fit an activity into the structural or general communicative practice that their course book urges on them...

*JALT: We've been talking about materials that can be used at all levels, but haven't you also produced materials specifically designed for use with children?*

Holden: Yes. Arising out of our teaching in Italy, Don (Byrne) and I started developing a lot of supplementary materials for teaching children at the primary level – supplementary because we feel that there are some very good main courses around. However children do get very bored using the same kind of book for the whole of their lesson; small children need a lot of variety. So, we produced *The First Book of Board Games* which provides fun practice for children at a very simple level – starting at about the first month of English practice. And that's going to be followed by a picture book (with colored pictures and line drawings for children to color), a workbook, and some activity books. The whole series is called *Roundabout*, and we see it fitting around the main course materials produced by the major publishers.

*JALT: Judging by the kinds of materials you've produced, it would seem that you favor a communicative approach to teaching. Now, in England at least, "communicative" is often taken to be synonymous with "notional/functional." Do you identify yourself and Don Byrne with the "notional/functional" movement?*

Holden: don't think either of us likes labels very much, and one of the things that worries me – especially with inexperienced teachers – is that they do seem to like labels. They say, "I'm a structural teacher" or "I'm a functional teacher" or "I'm a notional teacher." I think I'd call myself a "realistic teacher." and I tend to take the best from a lot of different fields. I think "communicative teaching" is probably the label I'd prefer, but, basically, I think that teachers should beware of labels, decide what's the best way for them to work with the students, and then select the teaching materials that seem to fit into their own philosophy – but really not be worried about band-wagon labels.

(Modern English Teacher and other MEP books and materials can be obtained through International Language Centre in Tokyo or Osaka. For information, call 03-264-5966 or 06-315-8003 or write to ILC, Iwanami Jimbocho Bldg. 9F., 2-1 Jimbocho, Kanda, Chiyoda-ku, Tokyo 101.)

(continued from pg. 7)

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## re.views

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## EAST KANSAI

### CULTURAL ASPECTS OF LANGUAGE LEARNING

"In order to develop successful communi-  
cative ability we must try to be aware not only  
of our own, but also of other people's frames of  
reference or unconscious cultural assumptions."  
So said Ms. Reiko Naotsuka to a rapt audience  
in Kyoto last October 5th. Her enthusiastic, clear  
presentation was amply illustrated by both per-  
sonal anecdotes and examples from the book.  
*Mutual Understanding of Different Cultures*, a  
publication of the Educational Science Institute  
of Osaka where she has been working for ten  
years.

She told of her experience in a California  
college, as the only foreigner in a speech class.

During a debate she was the only one who kept silent, not because of shyness as we might suppose but because one of her group gave an opinion very similar to the one she had thought up, and she felt it would sound stupid to repeat the same thing. Another debater gave an opinion she could not accept, and this time her silence was meant to show non-support. But she had not been aware of how at odds her Japanese upbringing was with the American concepts of opinion-giving. Her formerly friendly classmates cold-shouldered her afterwards, and in deep despair she finally consulted a close American friend who explained, "If you don't express your opinion, there is no way for others to figure it out. If you don't say anything about what are considered important matters, people think you have no opinion at all about these important things and look down on you." Thus was Ms. Naotsuka led to explore further the crucial area of intercultural communication, or perhaps more exactly, non-communication. She says that if one forces one's own cultural assumptions on others who are from different cultural backgrounds and makes moral judgments on them, communication often breaks down.

Another aspect of differing cultural assumptions that blocked communication was brought out in an account of her dealings with an English professor cooperating in a comparative study of textbook materials. Ms. Naotsuka, as project leader, met with him some months before he was to have finished writing new material. Classroom tryout of the new material was arranged for the third semester period -- January to March. When New Year's passed without any word from the Englishman, she phoned him and asked him to finish the work as soon as possible. He sent a rough draft soon after, which did not meet with the approval of the other project members. She asked him to rewrite. He got very angry; he would withdraw from the project. Meeting with him later, she learned that he felt unduly rushed, thinking he had quite some time before the tryout.

She then explained the complicated procedures involved in getting approval from more than a dozen people, which would take at least ten days. The Englishman hadn't known about this time-consuming business. Why hadn't he been told before? She had thought it was not his affair. But he considered it very important for setting up the deadline for his writing. He felt she had not shown the whole picture first, but only rushed him to work with partial information. It was clear to Ms. Naotsuka that she was mistaken in assuming that bureaucratic details had nothing to do with the Englishman. She need not have given all the small details, but at least some approximation of the time needed. She remarked that Japanese seem to be stingy in giving out information. Many in the audience laughed knowingly and nodded in agreement.

Another anecdote illustrated the plight of an American who began to teach in a Japanese university in April. In May he told the school about his summer vacation plans; only then did he learn that foreign teachers were not allowed to leave Japan during their first year. He was

taken aback. "Why did they hide such important information? They should have told me at the very beginning. Japanese don't show the whole picture first." Ms. Naotsuka would interpret it like this: Probably the staff thought that in April the summer holidays were still a few months ahead and so only told him that part of the general information which had something to do with him at the moment. They probably thought it was still too early to tell him in April about summer-leave regulations, though they had no intention of keeping it secret.

These two incidents illustrate that, sometimes, information Japanese think unnecessary is badly needed by Westerners. Ms. Naotsuka feels that this is a good area for further exploration and study.

She relates these incidents to language teaching in Japan. Although the new course of study for junior high school next year (from April 1981) puts greater emphasis on grasping the main idea, Japanese teachers usually start their actual lessons with new words and structures, then move to sentence-by-sentence translation which is often interrupted by grammatical explanations. They assume the students will somehow be able to grasp the main idea eventually so long as they keep learning new vocabulary and structures. Their approach to language is to move from the specific to the general. On the other hand, it seems that Westerners move from the general to the specific. If they are not given an overall picture first, they find it difficult to attach meaning to separate details. Considering this difference, the new course of English may help train Japanese to get accustomed to the Western way of thinking, and eventually widen their awareness of different channels of expression so that they can switch from one channel to another more easily.

But she revealed an important factor in Japanese education; that is, even in Japanese language classes, teachers do not encourage or spend much time on developing language skills. Most of the time is spent on interpreting fine details of vocabulary and appreciating literary quality. Ms. Naotsuka feels that students should be encouraged and trained to express personal feeling or opinion in their mother tongue, and then should be asked to do so in English lessons. Cooperation is needed between teachers of English and teachers of Japanese.

The second part of her talk dealt with the results of a survey of intercultural attitudes. Entitled *Mutual Understanding of Different Cultures*, it can be obtained for ¥1,000 from the Educational Science Institute of Osaka Prefecture, 5-1, Karita-cho, 4-chome, Sumiyoshi-ku, Osaka 558. It is an extremely valuable compendium in English of cross-cultural attitudes, using as a basis a questionnaire, with comments from foreigners, on actual situations that occur socially in Japan. A Japanese version of this study, in book form, has just been published by Taishukan. Called *Obeijin ga Chinmoku Suru Toki*, it is available for ¥1,200 in most bookstores.

(Reviewed by Connie Kimos  
Kyoto City Board of Educ.)



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## bullet-in board

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## meet. ings

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### KYUSHU

Topic: Reviews & Reports from the JALT '80 Conference  
Date: January 25th (Sunday)  
Time: 10:00 a.m. to 5 p.m. (lunch break 12 - 1)  
Speakers: Those who attended this conference in Nagoya (Nov. 22-14)  
Place: Fukuoka YMCA, Tenjin area of Fukuoka City (092) 781-7410  
Info: Dick Dusek (09403) 6-0395  
- if he's out, leave your name & number. He will return the call.

## SHIKOKU

Annual Business Meeting, January Presentation and Shinnenkai

Topic: Individualizing the Large Classroom  
Speaker: Dr. Janet Fisher, former 2nd Vice President of TESOL (1979-80)

Date: Sunday, January 18

Time: Annual business meeting: 1:00 - 2:00 p.m. Presentation: 2:00 - 5:00 p.m. Shinnenkai: 6:00 p.m. - ??

Place: Business Meeting & Presentation: Kaeawa Univ. Dai-4 Kainishitsu. Shinnenkai: Yorokobi's honten:

Fee: Presentation: Members: free; guests: ¥1,000. Shinnenkai: ¥3,000 (approx.) (Reservation required).

Info: Ms. Peggy Slocum, (0878) 34-3322

We are very fortunate to have Dr. Janet Fisher with us in Japan, although briefly. She has been a teacher and teacher-trainer now for almost 20 years, having taught at the elementary, secondary, adult - and university levels in Iran, Lebanon, France and the United States. She has been extremely active in TESOL and CATESOL (the California affiliate) chairing various SIG's and conventions including 1975 TESOL Convention in Los Angeles as local co-chairperson and the 1980 San Francisco as TESOL's 2nd Vice-President.

Her presentation, "Individualizing the Large Classroom" will draw on her extensive past experience as well as current trends to discuss how we can more effectively personalize and individualize our classes, which never seem to get as small as we would like them.

Topic: New Methods & Scott Foresman Materials

Speakers: Richard L. Carpenter, Scott Foresman Educational Consultant for SE and NE Asia.

Date: February 8

Time: 1:00 - 4:00 p.m.

Place: Kagawa University, Dai-4 Kaigishitsu

Fee: Free to members and guests

Info: Ms. Peggy Slocum, (0878) 32-3322

Mr. Carpenter's presentation will be both commercial and non-commercial in nature, focussing on Scott Foresman's EFL materials and the methods and techniques used therein, but also on how these techniques can be applied in the classroom regardless of the text used. Sample texts will be available for uerusal.

## EAST/WEST KANSAI JOINT MEETING

Topic: Integrating the 4 Skills Goal and the Communicative Goal

Speaker: Ms. Janet Fisher, 2nd Vice-President of TESOL (1979-80)

Date: Saturday, January 17

Time: 1:00 - 4:00 p.m.

Place: Denton-Kan, Doshisha Women's College, Kyoto

Fee: Members: Free, non-members: ¥1,000

Info: Prof. Yukinobu Oda, (075) 752-0443

## EAST KANSAI

Topic: "Playthings: Undramatic Devices for Language Teaching"

Speaker: Bernard Susser (Baika Junior College)

Date: Sunday, February 8

Time: 1:00 - 4:30 pm.

Place: Doshisha Women's College

Denton-kan, Rm. 205

Fee: Members: free; Nonmembers: ¥1,000

Info: Yukinobu Oda, 075251-4156/4151

This presentation is largely a repeat of a presentation given at JALT 80 and consists of a demonstration with audience participation of five theatrical techniques adapted for language teaching. They are: 1) Talk-and-Listen, a method introduced by Richard Via for studying dialogues; 2) Improvisations, for unrehearsed conversation practice; 3) Improvisations with Conflict, a type of role play introduced by Via for encouraging unrehearsed conversation practice in pairs; 4) Drama Interviews, an activity introduced by Susan Stern which uses plays as a starting point for role play and discussion; and 5) Drama Practice, Mr. Susser's adaptation of highly repetitious skits presented by the English Teaching Theatre as an alternative to pattern practice. The term "undramatic" in the title of the presentation is a pun intended to signify that this presentation will not be concerned with putting on plays in the usual sense of the term.

Bernard Susser has taught English at all levels in Japan and is now Assistant Professor in the English Department, Baika Junior College.

Teaching English in Schools (SIG)

Topic: Realities and Some Conclusions of Teaching English in Senior High School

Speaker: Masahiko Honjo, Hiyoshigaoka Senior High School

Date: January 27, 6:00 - 8:00 p.m.

Place: Koenkan Meeting Room (basement) Doshisha University

Fee: Free

Info: Yukinobu Oda, Doshisha Women's College, (075) 251-4151

Abstract:

How is English used as a communicative tool in classroom? Some realistic solutions are needed. Dictation: Word and sentence dictations are ordinary classroom procedures which aim at aural comprehension. Performance in English: Pictures and illustrations in textbooks can be good tools through which the students can know British and American culture directly.

Mr. Honjo graduated from Doshisha College of Foreign Studies in 1949. He taught English at a junior high school for two years. Since he received his B.A. from Kyoto Gekugei University in 1953, he has taught English at municipal senior high schools in Kyoto.

## TOHOKU CHAPTER TWO-DAY MEETING

The Tohoku Chapter will inaugurate a special two-day meeting in January, taking ad-

vantage of the relatively slow pace of the beginning of the year to explore a particular teaching method. This year's seminar will be on CL/CLL (Community Language Learning) and the seminar leader will be Ms. Kathleen Graves. Ms. Graves wishes to make it clear that she does not claim to officially represent the CLL trademark, but is only working with her experience with the approach.

The meetings will be on Saturday, January 17 from 4:00 to 7:30 and Sunday, January 18 from 9:30 to 12:30 and from 1:30 to 4:30. Each of the three sessions will cost Y1,200 for non-members and Y700 for members. For further info, call New Day School, (052) 65-4288.

## KANTO

Topic: Business Negotiations Between Japanese and Americans  
 Speaker: Mitsugu Iwashita  
 Date: Sunday, January 25  
 Time: 12:00 - 12:45 Business Meeting: 1:00 - 5:00 Program.  
 Place: Athenee Francais (near Ochanomizu Station)  
 Fee: Members: free; nonmembers: Y1,000  
 Info: Larry Cisar, 03-295-4707

Mr. Iwashita's presentation will be on some of the areas of U.S./Japanese cross-cultural communication. His speech will focus on the following: 1) comparative communication between Japanese and American societies; 2) some major features in international negotiations; and, 3) how to negotiate with Japanese. This will be followed by a question-and-answer session. He has prepared a hand-out with further information on this topic to accompany his presentation.

Mr. Iwashita is currently the director of the Institute for International Education and is a board member of the Interpreter and Tourist Guide Training Institute and the Japan English Forensics Association. He has previously worked at the Toru Matsumoto Institute of Higher Education and as an international secretary for the Democratic Socialist Party. He graduated from Meiji Gakuin University and received an MA. in International Administration from International Christian University. His publications (in Japanese) include *Principles of Debate, Introduction to English Speech, and Effective Means of International Communication*.

The business meeting agenda includes certification of the 1981 Kanto Chapter officers and items related to the 1981 Kanto Chapter meetings and 1981 conference.

## TOKAI

Topic: Some Problems with Political Language  
 Speaker: Robert Q. Parks, Fulbright Visiting Lecturer, Nanzan University  
 Date: January 25  
 Time: 1:30 - 5:00 p.m.  
 Place: Nagoya International College  
 Fee: Members: free; non-members: Y1,000  
 Info: Ray Donahue, (0561) 4200345

## WEST KANSAI

Topic: Predicate Markers: A Semantic Approach to the English Verb  
 Speaker: P. Lance Knowles  
 Date: January 18, 1981  
 Time: 1:00 - 4:30 p.m.  
 Place: Umeda Gakuen (St. Paul's Church), 06-311-6412  
 Fee: Members: free; nonmembers: Y1,000  
 Info: Jim White 0723-65-0865x293 (day). 0723-66-1250 (night), Noriko Nishizawa 075-391-5252

The meaning of five predicate form markers will be explored in this presentation. As will be shown, the traditional "time paradigm" that has been used to organize a conceptual description of the English verb system is inadequate and should be replaced by a system first suggested by Martin Joos and recently revised by the presenter. This new system reflects a paradigm change, moving away from tense descriptions such as future, past, present, continuous, etc., to one which utilizes five categories of meaning: remoteness, relativity, state/event, temporality, and passivity. It will be shown, for example, that no predicate form by itself denotes past, present, or future time. In addition, markers cannot be considered as part of a closed system free of ambiguity, since context/environment work together with markers to determine meaning. Ambiguity results only when segments of language are viewed out of context.

The utility of these markers will also be shown, and their effect on materials design and sequencing will be discussed. The simplicity of the marker system is made apparent by the fact that the rules that govern marker use have wide explanatory value. Traditionally difficult areas such as modals, conditions, perfect tenses, and polite forms will be explained in light of the new system. The modals, for example, will be defined in terms of scale of certainty or sociological expectation.

P. Lance Knowles is presently the Director of the Language Institute of Japan. Several of his articles have appeared in *Cross Currents*, and he is co-author of *Story Squares: Fluency in English as a Second Language* (Winthrop, 1980).

## SPECIAL INTEREST GROUPS:

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

**Teaching English in Schools:** Wednesday, January 28, 6-8:00 p.m. "Encouraging Creativity in English" for information on place, contact K. Murahashi 06-328-5650 (daytime).

**Children's Int. Gp.** Umeda Gakuen, 11:00 - 12:30. "Arranging Class Pgms: Contact: Sr. Wright, 06-699-8733

**Japanese:** Thursday, January 14, 1:00-3:00. Centre for Language and Intercultural Learning. Contact: Fusako Allard, 06-3 15-0848.

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