

## ***Fuji-Xerox President to Give Keynote Address at JALT'81***

Mr. Yotaro Kobayashi is one of relatively few young business executives in Japan with wide experience in international business and he has a wonderful command of English. He is often invited to give lectures on Japanese management to management groups in Europe and the United States. As an example, he recently spoke before 500 top executives from all over Europe at the annual Davos Symposium of the European Management Forum. During this meeting he explained how the QC (Quality Control) circle approach had spread upwards through the structure of Japanese companies and had broadened to encompass many of their activities through the concept of total or company wide involvement.



Yotaro Kobayashi

Recently an increasing number of productivity missions are coming to Japan with the expressed desire of taking back the successful Japanese management knowhow. These productivity missions are looking for companies which have distinguished themselves in the last few years. One such company which has indeed

been recognized recently is Fuji-Xerox which last year received the Deming Award for excellence in QC (Quality Control). As president of Fuji-Xerox in Japan, Mr. Yotaro Kobayashi is qualified to represent successful Japanese business management. He was born in London as the first son of Setsutarō Kobayashi, the former Chairman of the Board of Fuji Company. Mr. Yotaro Kobayashi graduated from the Depart.

(continued on p. 2)

## **New Main Speaker**

Robert O'Neill, well-known teacher, writer and author of the famed *Kernel Lessons* series of texts for EFL, will be making two presentations at JALT '81 and thus adds to the already distinguished band of Main Guest Speakers scheduled for the Conference. He will be speaking on 'A Humanistic Approach to Language Learning and Teaching' as his plenary session, during which he will show how the humanist view of teaching does not necessarily reject all of the Lado-Fried type of model of behaviourist language learning, but that it is critical of it - and also of some more modern approaches such as a purely functional one, among others. He will explore the similarities and differences between 'humanist' language learning and these other approaches.

The follow-up consider practical applications of humanist/communicative approaches with practical examples to include: the influence of seating arrangements on teaching style and atmosphere, the creative uses of sample texts, the 'fit' between target language models and the

(continued on p. 2)

# Contents

<b>Conferences</b>		
<b>FLEAT</b>		3
<b>Zenkoku Eigo</b>		
<b>Kyoi ku Gakkai</b>		4
<b>Chapter Reviews</b>		
East Kansai: Stress and Timing in English		5
Chugoku: Learning English Through Drama		6
<b>JALT Undercover</b>		
Review of <i>Meeting People and Interview</i>		10
<b>Bulletin Board</b>		
		11
<b>Interview</b>		
Peter Strevens in Tokyo		12
<b>JALT '81 Schedule</b>		
		18
<b>Meetings</b>		
		22
East Kansai	Shikoku	Tokai
West Kansai	Kanto	Kyushu

## NEWSLETTER

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## *Kobayashi* .....

(continued from p. I)

ment of Economics of Keio University in 1956 and earned an MBA from the Wharton School of Business at the University of Pennsylvania in 1958. He has had a business career in Fuji Film Company and later in Fuji-Xerox. Mr. Kobayashi was elected a Director on the Board of Fuji-Xerox in 1968, Senior Vice President in 1972, Senior Executive Vice President in 1976, and President in 1978. From 1965 to present, Mr. Kobayashi has served as associate lecturer at Sophia University and also, since 1978, as consultant to Keio University School of Business.

## *O'Neill* .....

(continued from p. I)

learner's experience of the world etc. Examples for illustration and discussion will be provided.

Mr. O'Neill will also be giving a commercial presentation based on one of his most recent texts produced for language learners.

His visit has been kindly sponsored by the Longman Group.

Textbooks by Robert O'Neill include:

### Courses

Kernel One

Kernel Lessons Intermediate (with Roy Kingsbury, Tony Yeadon and Roger Scott)

Kernel Lessons Plus

American Kernel Lessons: Beginning (with Larry Anger and Karen Davy)

American Kernel Lessons: Intermediate (with Roy Kingsbury, Tony Yeadon, Roger Scott and Edwin T. Cornelius, Jr.)

American Kernel Lessons: Advanced (with Gay N. Washburn and Edwin T. Cornelius, Jr.)

### Listening

Viewpoints: Interviews for Listening Comprehension

Longman Integrated Comprehension and Composition Series

The Search (Stage 4 Fiction)

Flight (Stage 5 Non-fiction)

### ESP

Business News: Comprehension and Discussion from *The Financial Times*

### Longman Structural Readers

The Sheriff (Stage 1)

### Handbooks for Language Teachers

English Grammatical Structure (with L.G. Alexander, W. Stannard Allen, R.A. Close)

### Forthcoming

Kernel Two

# FLEAT Conference Held in Tokyo

By Jim White, West Kansai Chapter

Having been a member of the Language Laboratory Association of Japan (LLA) since 1968, to date it has impressed me as being only an ordinary run-of-the-mill association of its type – little different from several others to which I also belong. However, about six years ago, at the LLA Conference at Doshisha Women's College in Kyoto. I began to hear that some members and officials of the LLA were considering holding an international conference of some kind or another.

It took several years for this idea to bear fruit, but the First International Conference on Foreign Language Education and Technology (FLEAT), held at the Hotel Okura in Tokyo from August 18th through 21st, 1981, was a definite success. It was sponsored by the LLA in cooperation with the (U.S.) National Association of Learning Laboratory Directors (NALLD). Over 700 Japanese and -foreigners were able to gather together and get to know each other better, to exchange ideas, and to attend presentations on a wide variety of topics related to language teaching and technology. A number of the people from overseas who attended are well known to those of us in JALT. These included James Alatis, Executive Secretary of TESOL (and who attended JALT '80 in Nagoya); Wilga Rivers of Harvard University; Norman Davies, Editor of SYSTEM; Joseph Hutchinson, Defense Language Institute (U.S.); Peter Strevens of the Bell Educational Trust, England; and Joseph Sheehan and others of the NALLD.

Those attending from Japan included, of course, a number of those who are active in the LLA – Takashi Kuroda and Kazuo Amano (both of Otsuma Women's University), Satesaburo Kohmoto of Meiji Gakuin, and others. Also attending from Japan were many familiar JALT faces: Tom Robb, who was JALT's official representative; Kenji Kitao, John Maher, and Yukihiro Nakayama, who gave individual presentations; Koehi Takubo, Mike Rost, and many others too numerous to mention. Last of all (and maybe least as well), I had been asked to assume such disparate duties as co-hosting the informal buffet on the 19th and chairing the symposium on the 21st – so I was there too.

The first day, August 18th, was given over to semi-private gatherings between LLA and NALLD officials, therefore the conference really began the morning of the 19th with opening addresses and a talk by Takashi Kuroda on 'The History of Foreign Language Education and the Use of Technology in Japan.' During the afternoon, Joseph Hutchinson talked on the same subject, but as it is in the United States, and Peter Strevens discussed 'Old Myths, New Technologies and the Better Management of Language Learning.' The latter half of the afternoon involved four simultaneous section meetings, each consisting of three or four 30 to 60 minute presentations on a number of topics. Unfortu-

nately, these were arranged in typical 'Japanese' conference style, meaning that there were no breaks between presentations. This made it difficult to move from room to room in seeking what one was most interested in; instead one had to select one section or another and stick with it for the entire two hours. The informal buffet that evening was rather expensive (I didn't realize I was such a big drawing card!) but proved to be fun and a good chance to meet and talk with many people. For those from overseas the highlight was Kuroda-bushi performed by my co-host, Hideo Tsukiyama of Nagoya Junior College.

The beginning of the second day offered a choice between a special lecture on 'The Use of Broadcasting [in Japan]: Past, Present and Future,' or attending any one or combinations of five different section meetings. Wilga Rivers, talking on 'Understanding the Learner in the Language Lab,' got the afternoon off to a fine start. This was followed by another two hours of section meetings. The day was capped with a talk by Robert Kaplan, University of Southern California, who discussed how modern techniques of scientific information and data storage -- in which not only is most of the data in English it is also accessible only through English as 'the basis for the computer language --had literally created an 'information OPEC' requiring other countries to learn English in order to be able to have access to or use this information and data.

The last day, Friday the 21st, left everyone with a rather difficult choice. One room had a series of five speakers, from both Japan and abroad, which continued until noon. Another room had a shorter presentation on 'Evaluation Beyond the Numbers' by R. N. Thrasher of International Christian University. It was immediately followed by the symposium which featured Jim Alatis, Norman Davies, Masaya Kaneda (Nagoya Gakuin University) and Morio Kono (Kobe City University of Foreign Studies). Since the symposium started before the speakers in the first room had finished, it was not really possible to select the five lectures and then go to the symposium – unless one was willing to leave one place early or arrive at the other place late. In spite of this problem, the symposium had well over 500 in attendance and the series of five lectures was also very well attended.

Friday afternoon included closing ceremonies and a second Joint LLA-NALLD Meeting. I had originally planned to stay but the approach of Typhoon No. 15 worried me a little so I returned to Osaka on Friday (while the Shinkansen was running) rather than on Saturday (when, from 8:00 p.m. or so, it wasn't!). All in all, I found FLEAT fun and informative and can only add that it is too bad that more of you couldn't come. Also, I hope the LLA and NALLD get together again sometime in the not too far off future.

# Zenkoku Eigo Kyoiku Gakkai Meets

By Kenji Kitao, Doshisha University

The seventh annual conference of the federation of the English Education Societies in Japan (*Zenkoku Eigo Kyoiku Gakkai*) was held at Waseda University in Tokyo on August 6 and 7, with the participation of about 300 English teachers and people who are interested in this profession from all over Japan.

Since 1975, this conference has been held in Kochi, Nagoya, Fukuoka, Naha, Ikaho (Gumma), and Miyajima (Hiroshima) and has been hosted by one of the seven member organizations (Chubu, Chugoku, Kanto-Koshinetsu, Kyushu, Japan, Shikoku, and Tohoku English Language Education Societies) each year. This year it was hosted by Japan English Language Education Society (JELES) under the leadership of the conference chairperson, Mr. Linju Ogasawara of the Ministry of Education.

On August 6, there was no plenary session, but more than 60 papers were given in seven concurrent sessions. One of the major characteristics of this year's conference was that six papers by native speakers of English were presented together at one afternoon concurrent session. According to Mr. Ogasawara, many people attended this session, and there were active discussions in English. Though there are many English teachers' organizations that hold many meetings and conferences, very few of them use English for presentations and discussions unless they have foreign guest speakers.

The biggest presentations were a group of several presentations on English study in the modular system, the use of video media, video programs in teaching English spelling, 'Language Arts Skiller', - a new type of English text - and ways to prepare the modular system curriculum by Professor Shoichi Fujikake of Gifu University and some of his students. They have been trying to develop new curriculum and have experimented with their curriculum in various junior high schools.

The presentations covered the areas of motivation for English study, methods of teaching English, audio-visual aids, teaching English to pre-middle school children, the four skills, vocabulary, teaching techniques, and testing. Many of them were research papers, particularly experimental ones with statistical analyses, or findings related to special methods or techniques in the classrooms. The quality of presentations has improved greatly since the first conference six years ago as Professor Hirovoshi Hatori, vice-chairperson of this year's conference, mentioned. However, most of the studies were done by individual teachers, and samples were not large enough to convince the entire audience.

One study on language acquisition done by Dr. Ikuo Koike of Keio University, a part of his Ph.D. dissertation submitted to Georgetown University last year, was well designed. He recorded his three children's conversations with

native speakers of English for two years and seven months while he was studying at Georgetown University, beginning in 1972. He spent seven years analyzing these tapes and he showed some of his findings on the characteristics of the process of his children's English acquisition.

A position paper by Mr. Kohei Takubo, JALT Public Relations Chairperson, drew a large audience. He has been a director of the Language Study Center at NEC for a long time, and he explained the changes in English proficiency of new employees right after graduation from college. He also explained what companies expect of schools in teaching English.

I made a report on the fifteenth TESOL Conference held in Detroit last March. I was surprised to find that even leaders of English education in Japan do not know much about TESOL, the largest professional organization for EFL/ESL teachers in the world.

On August 7, six sessions were held under the themes of teaching pronunciation and listening comprehension, teaching reading, teaching vocabulary, evaluations, teaching English to pre-middle school students and its problems, and teaching slow learners. I heard that the session about teaching English to pre-middle school students drew the largest audience and had the most active discussion. This field is being spotlighted more and more, and there are two academic organizations in this field now. It may not be far in the future that the English teaching authorities will consider starting English education in elementary schools.

Traditionally, there is a symposium at the end of this conference, and it has always been the climax. This year's symposium was entitled, 'Future of English Education in Japan - the Direction of Renovation.' It was chaired by Professor Tsygiyoshi Torii of Kansai University of Foreign Language Studies, and President of the Federation of the English Education Societies in Japan. The three speakers were active officers of the member organizations: Professor Naomi Kakita of Hiroshima University, Professor Shoichi Ando of Kyoto University and Professor Akira Sasaki of Shizuoka University.

Prof. Kakita explained the discussions held at Round Table Meeting for Improving English Education in Japan (*Kaizenkon*) since 1972, and said that one way to improve or innovate English education in Japan is to answer the appeals *Kaizenkon* has been making since 1974. Last year's *Kaizenkon* meeting, in which JALT participated for the first time, made an appeal for the inclusion of an aural-oral English examination in college entrance examinations, opposition to the three-hour-a-week English curriculum at junior high schools, and selection of junior high school English textbooks by individual teachers or schools rather than districts or cities. (See JALT Newsletter Vol. V NO. 1, Jan., 1981).

Professor Kakita also suggested the establishment of the new academic study or research

(continued on page 5)

# Chapter Reviews

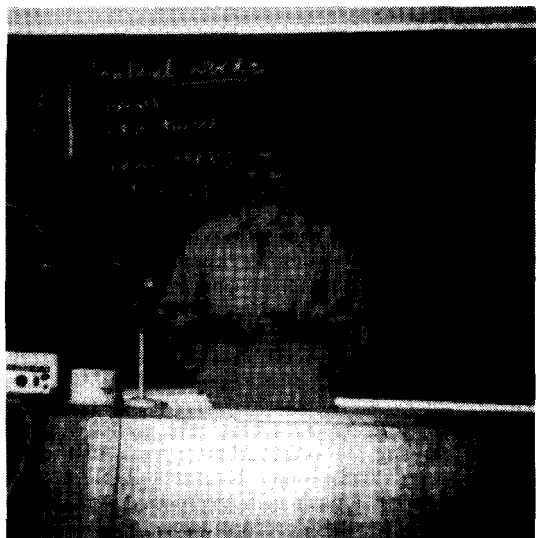
## East Kansai

### STRESS AND TIMING IN ENGLISH

Reviewed by Chiyo Nishizawa,  
East Kansai Chapter

By the end of the afternoon of July 5th, Connie Kimos had impressed upon the East Kansai group these simple but important facts about stress and timing in spoken English: 1) in any utterance, content words are spoken louder, held longer, pitched higher than other words; 2) structure words are softer, shorter, pitched lower; 3) content words are nouns, verbs, adjectives, adverbs - information usually elicited by WH- questions; structure words are pronouns, prepositions, articles, conjunctions, auxiliary verbs; 4) stressed syllables in a sentence become like musical beats, and any syllables between the beats are shortened, vowels changing to a neutral [ə].

Stressed words clearly indicate those which the speaker chooses in conveying information, requesting an action or an object, or showing



Connie Kimos

contrast either for comparison or correction. (In the case of corrections, any word, even one not normally stressed, can be stressed; e.g. 'I didn't say ON the desk, I said IN the desk' or 'Not the BLUE one, the RED one.' Comparisons

(continued on page 6 )

## Gakkai .....

(continued from page 4 )

field of English teaching and education, as exists for linguistics or English literature, with the cooperation of teachers of junior and senior high schools and colleges. He proposed that the establishment of this sort of academic field, both theoretical and practical, is one answer to the renovation of English education in Japan. In the discussion period, he mentioned that he did not mean that any new programs for English teacher training should be established in universities or graduate schools. Because he did not show any statistics regarding present teacher training, his proposal was vague and did not contain any concrete proposals. The audience did not seem clear about the new academic field of English education.

Prof. Ando made six proposals for improving English teaching in Japan: 1) establishing cooperation between English education in schools and English teaching outside schools, for example, in juku, companies, radio, TV and study abroad programs, 2) reconsidering what we can do and we cannot do in schools, 3) making English education more scientific and also adding more humanistic aspects, 4) including a listening test in unified national university entrance examinations, 5) including rapid reading and 2 minute speeches in English classes, and 6) establishing acceptable standards of Japanese English for teachers, to restore their confidence in their English. Prof. Ando spent most of his time explaining acceptable Japanese English since he did a large research project on this topic for a few years with a governmental grant. His main

concern was that it is impossible for Japanese people to achieve native fluency. He explained the four levels of Japanese English from the top, 1) near native, 2) acceptable English, 3) intelligible or understandable English and 4) English no one understands, and said that the goal of English teaching is to reach either level 2 or 3. He also emphasized that culture is important in terms of communication.

Prof. Sasaki said that we still do not know exactly what we have done, or even what we should do. The theory of English education has not been completed and English education is determined by the Course Study or other environmental factors. The first step in renovating English education is to stop this trend. Secondly, English is not only a means of communication, but in schools, it is one of the subjects. English education is apart of language education and has much to do with language arts. Thirdly, English should be a required subject in junior high Schools. Fourthly, language education is not only teaching four skills of a language but also teaching the background culture. We should not forget the people who use that language.

At the end of the symposium, there was some confusion because some people understood that Prof. Sasaki suggested that the Federation of English Education Societies would take action to oppose three-hour-a-week English class curriculum in junior high schools. Prof. Torn confirmed that the academic organization would not be directly involved in politics, and the conference was closed.

The next conference will be held in Akita next August.

## Stress .....

can be indicated even when what is being compared is unspoken; e.g. 'Let ME do it,' indicating that the speaker feels s/he can perhaps do better than someone else. Stressed words also show the speaker's emotional state -happy, angry, surprised, haughty, etc.

Ms. Kimos gave examples of how, in a stress-timed phrase, the little words get squashed and quickened in order to 'keep the beat,' and pronounced as if they were one word; *ecoNOMic* was the model for *in the MORNING, to the BATHroom. ask a QUESTion. where's our MEET-ing?* The group practiced stress-timed expansion drills such as: *PLAY the PIAno, I'll PLAY the PIAno, I'm PLAYing the PIAno, I'll be PLAYing the PIAno, I'll be PLAYing the new PIAno, I'll be PLAYing the other PIAno.* Each of these, though progressively longer by one syllable, takes about the same length of time to say, with two 'beats' to the 'measure' as in music.

A different aspect of timing was brought out in the contrast of 'can' and 'can't'. Although there's no problem in British pronunciation, Americans shorten 'can' to /kn/ (except when it comes at the end of a sentence), but the c-a-n of 'can't' takes twice as long and has a definite [æ] (which may vary depending on which part of the U.S. you are from). 'Can't' is further affected in its timing when it comes before one of the many verbs that begin with /t/. Not only is the vowel held longer, but there is also a kind of 'stop' between the two t's, much like the ㄅ or ㄆ between consonants in Japanese (*at'ta, wakat'ta*). The group practiced 'I can type/I can't type'. 'You can turn here/You can't turn here', etc.

'Can' is only one of the structure words that may be obscured. Ms. Kimos referred to a study finding that a handful of words make up 25% of the most-used words in English: and, of, to, have, or, the, are, can, had, has, that, was, a. Since the Japanese approach to English study has been up to now mainly visual, each word in a sentence is usually read aloud with equal value. Ms. Kimos showed how she helps students read more rhythmically, taking several sentences from the Kyoto City Junior High 3rd year text: In the spring/people can hear/songs of birds/in the parks. Each phrase is spoken as if it were one word; in each, the content word is stressed. A long sentence like this one can intimidate the student who looks upon it as twelve words to be learned, but in reality, there are only four units of information, and it should then be easier to handle.

Discussion brought out these contributions from the group: italicized words in a printed text show what our voice does; Japanese students and teachers in a reading class tend to ignore these italicized words because the teachers themselves have never been taught their significance; it would be well if this kind of practice in stress and timing could be done at lower levels of instruction instead of waiting until university or later, after incorrect speech habits have become ingrained; in substitution drills on commercial tapes or in classes led by native speakers, the drills are perceived as a list, and when read, the

substituted items are contrasted and therefore stressed: *HE* has *HIS* bag with *HIM*, *SHE* has *HER* bag with *HER*, *YOU* have *YOUR* bag with *YOU*, etc. However, in order to simulate the stress pattern that would normally occur in random conversation, each sentence in a substitution drill should be spoken as if it *were* unrelated to the previous and similar sentence.

Books that Ms. Kimos has found useful in practicing stress and timing are *Improve Your Pronunciation* by Vernon Brown (Meirindo), *Tune In To English* by Uwe Kind (Regents), *Jazz Chants* by Carolyn Graham (Oxford). and many of the shorter, simpler Mother Goose rhymes such as 'Baa Baa Black Sheep' or 'Three Blind Mice.'

Stress and timing in spoken English seem to form an area that many teachers in Japan are interested in, both from the standpoint of native speakers becoming aware of their unconscious habits of stress and timing, and from the need of Japanese teachers and students to become emotionally comfortable with this aspect of spoken English, where stressed words are actually cues affecting meaning in spoken communication.

## Chugoku

### Richard Via: Learning English Through Drama

Reviewed by William Teweles, Chugoku

Brightening up an already bright, sunlit Sunday afternoon, Richard Via spoke before an enthralled gathering of 40 persons at the Hiroshima YMCA on using drama techniques in the English language classroom. A former stage manager on Broadway and currently a professor at the East-West Center of the University of Hawaii. Richard Via is a believer that drama both enlarges a sense of self as well as serves as a valuable form of communication between people. Disagreeing with those who see role-playing as a means of 'masking' oneself in the classroom, he maintains that drama helps recreate life situations rather than removes the individual from them. In the four hours he spent in our midst, we collaborated and mimed and performed in various ways, proving that drama can bring people together and help to lessen the often threatening atmosphere of the formal classroom setting.

One of the main themes in Prof. Via's talk was 'involvement', and he maintained that even though language is often intertwined with culture and reflects certain deep-set religious values and national traits, language's essential function is that of communicating human experience. Rather than seeing English, then, as the private possession of Britons, Canadians, Australians and Americans, it is a highly varied mode of expression readily adaptable to those who have feelings and ideas to communicate. Although babies from the time they are born communicate in some way, their feelings are rarely subject to grammatical correction. In a hilarious scene in which a mother hears her baby saying 'mama' for the first time, Prof. Via astutely points out

(continued on page 8 )

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## Classroom Drama.....

(continued from page 6)

that the magical moment of her hearing her baby's first utterances would never result in a pronunciation correction such as "No, no - say MOTHER"! Such is the nature of communication, the situation here clearly allowing for the absence of a perfectly formed 'th'-sound. Other consonant or vowel distinctions (the speaker offering r/l as the most notorious example) need not become the focus of a dialogue situation as response and timing and intent of the party speaking take precedence in most cases. Also, when dialogue becomes trapped in memory, and face and body become separated, from what is set down on paper, true contact is not being made between those giving (=reading) their lines.

An excerpt from 'The Velveteen Rabbit', which the speaker offered in a series of presentations he made in 1978 (reviewed by noted David Bycina, Vol. II, No. 4), was presented next to underline the notion that language is our chief means of probing human experience. Using toy animals as witnesses to the human condition, the strength of human feeling (or ninjo) is seen to prevail over the human form, which like a toy becomes misshapen and broken down over the years. As what is 'real' or important in life is one's capacity to feel and express feeling through words, language should never be elevated above the learner, but rather allowed to penetrate and dwell within.

As expressing oneself requires a tremendous investment of energy and will, then, students need to be relaxed and confident in class and above all be assured that what they say in class is always *RIGHT*, if not entirely *CORRECT* in terms of grammar and pronunciation. That is, just as some people commonly say 'The customer is always right', we should maintain that our students are right insofar as they are expressing what they feel is appropriate for the given time or circumstances.

Turning to dramatic situations then, Prof. Via stressed that theater is essentially communication for the benefit of others. Acting is 'doing' and 'being', not artistic pretending, with drama being a vehicle for re-creating life situations among people. He added further that as a form of group expression, dramatic techniques lend themselves well to Japanese learners in particular. The unanswered question remaining in our minds at this point was how to progress from the printed page to the classroom stage, all souls willing.

Preceding our initiation into the realm of live dramatic performance, we were reminded of the great Russian dramatist Stanislavski's basic guidelines for acting:

1. Goal Orientation
2. If I were s/he
3. Consider the given circumstances
4. Imagination
5. Talk and Listen
6. Exchange/Continuity of Emotion
7. Relaxed Concentration

### 8. Sentiment/Imagery of Language

Prof. Via mentioned further that listening is as important in acting as speech delivery and that great actors tend to credit their fame to their ability to respond to what they have heard. The 'given circumstances' or context was given special stress, the simple statement 'It's 8 o'clock', for example, possibly meaning anything from a hint that it's way past someone's bedtime to the jolting realization that one is late for something important.

After these various criteria were spelled out, we got up and found ourselves being led through various paces which included wading through knee-high water and trekking across hot sand (supposedly barefoot), until we at long last came into direct and unashamed contact with our fellow listeners. Selecting partners, we were told to 'mirror' each other going through some familiar ritual, the shyer party told to first act as the mirror. Afterwards, standing back-to-back we were asked to describe the other person's appearance. Awareness and a combining of energies were seen as benefits derivable from this initial exercise period. At last offering a bit of non-pre-written 'talk and listen' dialogue to various hand-picked 'volunteers', we saw a familiar situation where two people order something they cannot pay for in a restaurant, first mimed, then acted out. The mimed run-through helped bring the necessary physical dimension into the dialogue. And somewhat curiously, helped make both the setting and dialogue situation rather apparent before anyone had ever uttered a word. An earlier 'talk and listen' dialogue between a man and woman first quite in love and waiting, to meet on a date and then, seven years later, waiting to meet in a divorce lawyer's office, left it entirely up to the actors participating as to the degree of the couple's enrapturement or disaffection, the written dialogue being the same in either case. While familiar situations often led to cliched reactions and gestures, the dialogue itself became well fixed in our minds without the aid of a written text. (For further reference to 'talk and listen', dialogue I recommend the reader consult D. Bycina's more lucid explanation in his Fall '78 review.)

Aside from providing a wealth of interesting background information and a sound rationale for using drama techniques in the ESL/EFL classroom, Richard Via's presentation also served to disprove the notion that Japanese people, in particular, are too shy to benefit from the use of such techniques in class. He added that wherever he went in Asia, be it Thailand, Burma or Korea, the locals were most always passed off as being too shy to get into the act, until the opportunity actually presented itself. Having proved once again that anyone can be conditioned to act given the proper stimulus, our speaker announced that he considered himself a rather shy person, a rather astounding revelation from someone who has lectured or performed before so many people in so many parts of the world. (One most noteworthy trip being a 1946 U.S.O. tour which played in what was left of our own Hiroshima.) Such is the particular genius of Richard Via, a man whose vitality, modesty and good will seem boundless.



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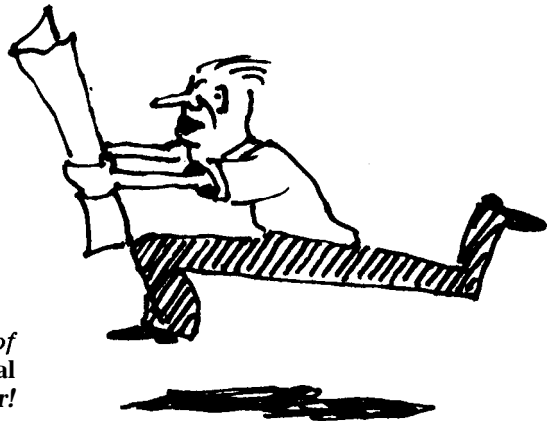
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# JALT Undercover

MEETING PEOPLE - A NEW APPROACH  
TO LISTENING COMPREHENSION.

Terry L. Frederickson. Longman, Ltd.

INTERVIEW.

Edwin T. Cornelius. New York:

Longman, Inc.

Reviewed by John Lance, Japanese American  
Conversation Institute

Recently there has been a call for more authentic language materials for listening comprehension. Longman, Ltd. and Longman, Inc. have just published two new books for use in EFL/ESL listening comprehension classes: one British, and the other American. Both are designed primarily for high intermediate to advanced level students and are based on unrehearsed authentic language interviews of interesting people from all walks of life.

Terry 'L. 'Fredrickson has written a book published by Longman, Ltd. entitled *Meeting People - A new approach to listening comprehension*. A new approach is exactly what it is. It is composed of eight interviews which include one of a London housewife, another of a young musician who makes his living singing and playing his guitar in the London underground and even one of Peter Ustinov, the actor. Each unit consists of one interview. Each interview is divided into three sections and the student works on one section at a time. The unit begins with a brief description of the person being interviewed. Each section begins with a pre-listening glossary and the actual interview questions that the student is supposed to practice until he feels comfortable with them. He never hears the questions on the tape, only the responses. When the student is satisfied that he can make the questions, he 'holds' the interview with the tape. He is given cue words and phrases in the book and is supposed to be able to make the questions from these. After completing this, the student goes on to a general comprehension exercise where he must choose a correct word or phrase to complete a sentence based on that section of the interview. Next, the student must do an exercise which asks him to draw inferences from what he has just heard. Each of the exercises requires that the student listen to the section of the tape again in order to complete the assigned task. At each listening the student is supposed to practice asking the questions again. After completing the first section the tape continues in the same manner with the following two sections. Finally, after the third section, the student tries to conduct the entire interview. When this is finished, there is a summary exercise and some discussion activities. Both the summary and discussion exercises are based on some features of the interview and are a helpful follow-up to the interview.

This text provides the student with some

authentic listening material and is organized in such a way as to require several listenings in order to complete the assigned tasks. It gives students practice in asking meaningful questions and to some degree, it might make them feel that they are actually interacting with the tape machine rather than just passively listening, as in most other listening comprehension programs. The quality of the tape is excellent and the speakers are easy to understand. Instructions on both the tape and in the book are quite clear and easy to follow.

While this text is highly recommendable, there are a few small problems which should be pointed out. The way the tape is organized requires the student to continually fast-forward and rewind the tape hoping to find the right section. This is cumbersome and could lead to lost time and frustration on the part of both the teacher and the students. Re-recording each section as many times as it needs to be listened to would alleviate this problem. Another problem could develop if too much emphasis were placed on the asking of the questions. The focus, if should be emphasized, is on listening comprehension. It would also be desirable if at some point the students could hear the complete interview with a native speaker asking the questions. This would provide students, especially those who are using this as a self-study program, with a model of what the questions sound like.

*Meeting People* consists of a cassette tape with interviews and a textbook with exercises and transcripts. It can be used in a classroom and is especially good for an individualized language laboratory situation. It could also be used very successfully for self-study. It is now available in Japan. Although it is British English, it could be used very easily in an American English program. *Meeting People* is a new approach to listening comprehension and should be considered by anyone who is looking for good authentic listening materials.

Longman, Inc., N.Y., has produced *Interview* by Edwin T. Cornelius, Jr. This listening comprehension text for advanced students is also composed of eight unrehearsed interviews. The people interviewed include a Hollywood actor, a -police woman, a baseball player and a variety of other people who talk about their lives and work. Each unit begins with pre-listening activities which are based on a photograph or drawing, a description of the setting, and a brief introduction of the person being interviewed. The interviews are divided into four sections, each of which contains a pre-listening glossary and some exercises. The first exercise is for general comprehension. The student must choose the correct word or phrase in order to complete an idea based on the interview. This exercise is followed by a focused listening exercise. The focused listening varies with each section and includes such tasks as contextual reference, drawing inferences, listening for details, word choice and usage, recognizing quotes and misquotes, paraphrasing, and listening for key phrases. At the end of each section there are some discussion questions

# Bulletin Board

## BOOK FAIR

The Kansai English Language Book Fair will be held on November 14 and 15 at the Osaka Gaigo Senmon Gakko (the Osaka College of Foreign Languages and International Business), bringing together textbook authors, editors, and representatives from abroad, as well as Japan. About 30 presentations and talks are planned for the two-day event, supported by 24 publishing and book distribution companies. Robert O'Neill, author of the *Kernel* series of texts and Peter Viney, author of the *Streamline* series are among some of the notable persons coming from abroad. From the Kansai area, Mr. Naomi Kuratani of Osaka Gaigo Daigaku, Mr. Michihiro Matsumoto of NHK and Sangyo Daigaku, and Mr. David Hale of Kyoto University and advisor to the British Council, will give presentations.

JALT members in the Kansai area should contact Jim White, (0723)-66-1250 for additional info, or check next month's *Newsletter*.

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### HOW WELL CAN YOU FOLLOW DIRECTIONS?

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The following is a test of your direction-following ability. How well can you do?

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3. Write the number of JALT meetings you have attended in the last 12 months in the upper left corner of this page.
4. If you are teaching in a public school, circle the page number at the bottom of this page; otherwise draw a square around it.
5. Write what you think is the current number of JALT members in the lower left corner of this page.
6. Circle all of the prepositions in instruction number two.
7. Draw a triangle around the item number corresponding to the number of chapters you think JALT currently has.
8. Count the number of F's in the following sentence and write that number in the margin: The elections for officers of all local chapters of JALT are held in November or December of every year.
9. Write the average age of your students here:
10. If your JALT dues expiry date is '81 or after write 'OK' after this sentence: otherwise, go pay your dues!
11. Write the names of the first three chapters of JALT upside down at the bottom of this page or if you don't know, write three question marks.
12. If you have a friend who might want to become a JALT member, give him the postal transfer form from one of your *Newsletters*; if you don't, start making more friends!
13. Circle the meeting announcement for your chapter in the meeting announcement section of this *Newsletter*. If your chapter doesn't have an announcement this month, ask your officers why not!
14. Now that you have finished reading the instructions, ignore all but the first and last ones. If you attempted to do items 2-11, you don't follow directions very well! (But just for your information, the answers to items 5, 7, 8, & 10 are 1381 10, 6, and Kanto, Tokai, and Kansai, respectively.)

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## Undercover .....

which challenge the students to think about what they have just listened to. Each of the exercises requires the students to listen to each section several times in order to carry out the assigned tasks. At the end of each unit there is a reading which is based on the topic of the interview. Some of the readings include realistic materials such as a copy of a police report or a movie review from a newspaper. A writing assignment which is closely tied to the reading follows. *Interview* consists of a cassette with interviews and a text with exercises and transcripts. It is now available in Japan.

Like *Meeting People*, *Interview* is challenging and is very likely to retain student interest

because of the great variety of both topics and exercises. The tapes are of excellent quality and speakers are quite easy to understand. The interviewer's questions are very clear and to the point. The coordination of the tape and text operation is good; therefore, no time is lost in the process of doing the lesson. Because of the discussion, reading, and writing exercises, this book would be excellent as a primary text for a course, especially if the teacher wanted to get away from a grammatically based syllabus and instead, use a listening based curriculum. This book can be used equally well as a classroom, language laboratory, or self-study program. *Interview* would be an invaluable asset to any EFL/ESL program.

# English, the International Language

**Professor Peter Strevens, Fellow of College, Cambridge and director of the Bell Educational Trust is a distinguished figure in the world of TESL. The author or editor of 24 books and nearly a hundred articles, he is also on the editorial boards of numerous journal and has acted as educational consultant to many corporations and governments. He was guest speaker and participant at the recent three-day First International Conference of Language Education and Technology (FLEAT) held at the Okura Hotel in Tokyo. Professor Strevens latest work is a three-part course for beginners Network published by Oxford University Press. He was interviewed in Tokyo by John Maher.**

**John C. Maher spent five years working at schools and universities in Japan and now teaches at the ELI at the University of Michigan. He has published articles in several major professional journals and his review of Peter Strevens' recent book Teaching English as an International Language (Pergamon) will appear in a coming issue of the journal Applied Linguistics The following interview for the JALT Newsletter was conducted shortly after the FLEAT conference.**

JALT: I'd like to begin by asking you about the work you're doing at the moment in Cambridge. You are director of the Bell Educational Trust. Could you tell us something about this organisation?

STREVEN: Yes, the first thing to remember is that the word 'trust' in the title of the organisation is British English equivalent, roughly, for the American expression 'foundation'; that is to say, it is a non-commercial, non-profit educational organisation which specialises in teaching English to foreign learners. Basically, it runs five schools of English for overseas students in Britain but it also runs teacher training courses. It supplies teachers for various governments and companies abroad for a given period of time and we do research and consultancies and so forth. We regard ourselves as among the three or four high quality leaders in English as a foreign language education in Britain.

Q:Is there an emphasis upon the teaching of ESP (English for Specific Purposes)? This is, of course, one of your professional concerns.

A:Yes, there is. One of our five schools is solely adapted for ESP courses and one of our other schools, a big residential college in Saffron Walden, has a major section of ESP. So we are very much involved in it. We are probably, again, one of the biggest British suppliers of courses in ESP. There have been changes in ESP in recent times and one may point to the way in which the demand for ESP by countries and companies around the world is decreasing and changing.

Q:Could you expand on that?

A:It's decreasing and changing, I think, for two reasons. The first reason is that a vast number of companies and government departments and various institutions around the world have come to realise that designing the course specifically for the needs of particular learners is effective. It's more effective than trying to teach general English - for a given length of time. But unfortunately, a great many schools and commercial organisations have noticed this and have jumped on the bandwagon and have produced courses which were just plain bad. They're called them ESP courses but in fact they have been just poor English teaching. And so one of the reactions has been 'OK, we don't get good value for money. We will stop asking for ESP.' But the second change is different. In many places and government departments, people have realised that it is cheaper to employ the teachers in their own country - rather than send their students to Britain or America. Therefore, one of the changes we have seen is that we get asked more to send ESP teachers to run ESP courses in particular countries rather than large numbers of students coming to us in Britain.

Q:As well as your work at Bell you are also teaching at Cambridge University. In a recent public address there you charted what you termed the 'geo-linguistic' development of the English language - from a handful of Anglo-Saxon dialects to its present position as a global lingua franca. Do you see English continuing to expand and become more and more diverse in its forms?

A:Yes, I do. I think both those things - but they are of course different. And a lot of people, until recently, have assumed that becoming more diverse would prevent expansion. It turns out that that's not true. There are lots of different Englishes around the world and yet it doesn't seem to prevent English from growing. Now I think there are reasons for this. One set of reasons concerns why English continues to expand and the other set of reasons concerns why, in expanding, the diversity does not harm English. In the first case, English continues to expand because it's useful. And it is so because, firstly, it happens to be a borrowing language. It's a language which will take in ideas, and anglicise the words for them and the ways in which to express them easily. This is unlike, French, for example, where the whole ethos of the language avoids borrowing to maintain the fancied purity of the language. The British have never really fancied that their language was pure or needed to be kept pure and therefore we borrow all the time. A second reason is that English is now the vehicle by which a whole series of trends is carried: the pop music industry around the world, information media industry, satellite communications and that kind of thing. The second industrial scientific revolution has taken place largely in English: the information revolution - the way in which the whole bank of

(continued on page 14)

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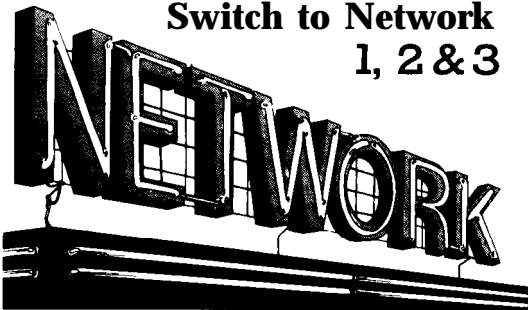
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(continued from page 12 )

information about science and everything else is now run on computers in major countries in English. All these things contribute to the momentum, if you like, to the fact that English, as it gets more useful becomes more useful, so to speak. So those are the reasons why it's expanding. As for the reasons why the diversity doesn't do it any harm, it seems to me the real reason is this: that almost all the important differences between the different kinds of English - if we're talking about educated usage - are differences of accent. The differences of grammar and vocabulary are relatively small and unimportant. And it turns out that you can very quickly learn to understand somebody else's accent. The result is that we have hundreds of different Englishes which differ mainly in accent and that is easy to learn to understand.

Q:And in terms of producing the language, what is the importance of having a model - for pronunciation and so on? Or does diversity logically dispense with the need for a model?

A:Well, certainly, any learner inevitably has a model. He has got to have something to copy, and it's his teacher. Therefore the particular English his teacher speaks, since we're talking now about the spoken language, will determine what the pupil speaks. But if the question is 'Should teachers have as their model either British or American English?' there's no single answer that somebody from the outside like me can give. I'm not going to say 'Yes, you ought to speak British English' or 'No, you ought to speak American English.' What I think we do

have to accept is that if you are likely to be oriented more towards American culture then you are likely to find American English more appropriate. And vice versa. If you don't know which you are going to be more oriented towards then it doesn't matter.

Q:I'd like to turn now to this question of teacher training which you have been involved in from the beginning of your career. We often hear and talk about the 'language teaching profession' but in what sense, and with what justification, can the foreign language teacher be rightly called 'a professional'? Bearing in mind also, that the only qualification many people have to teach English is that they happen to speak the language.

A:This is a very good, and I think, important question. Looking at it globally, I've no doubt at all that language teaching in general, and teaching English as a foreign language in particular, can now claim to be and must be recognised as a profession, in the technical sense. There is selection to entry; not anybody who wants to join is automatically accepted. There is training upon entry. There is a requirement to meet certain minimum academic standards. There is provision for continuous improvement in standards and there is also a commitment to what one might call a social conscience - the value of what one's doing. All those things apply in the teaching of English as a foreign language. People now realise that there's a great body of universally accepted understanding about nature of teaching and learning English and about the most effective ways of teaching English in

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particular circumstances to particular students.  
 Q:One's thinking here not only of Japan and other countries but, let's say, of Britain itself where, as you mentioned in your lecture, absolutely anyone can put up a sign and open an English class. This of course could never happen in the legal or medical professions which uphold rigorous standards of practice, of excellence if you like.

A:That's right. In most professions that is certainly the case. In teaching English as a foreign language anybody can start a school and they can employ teachers with no qualifications and so on. But this situation is changing in Britain. The biggest change that happened is that about 15 years ago the Department of Education - began a system of inspecting schools and on various criteria of methodology, standards of staff and so on would issue, if found to be satisfactory, recognition to that school. And out of the eight or nine hundred schools of English in Britain today just over one hundred have been recognised and they form the basis of an association called the 'Association of Recognised English Language Schools' (ARELS).

Q:And so you would see substantial progress in the quality of English language teachers.

A:Tremendous progress. In the last ten years especially there's been the most amazing progress. Ten years ago, the usual qualifications for a teacher of a foreign language in Britain were likely that they were to be a native speaker of English and that they were to have a degree - probably in English literature. Incidentally,, having a degree in English literature is almost

totally irrelevant to being a good teacher of English as a foreign language. That may surprise some people but I can assure you that, important though literature is in its own terms, as a basis for teaching English language it is largely irrelevant. And indeed many of the best teachers come a background of a first degree in foreign language teaching - French or German or Russian. However, nowadays it is very difficult to get a job in a recognised English language school without a degree and a teaching qualification and a specialised English as a foreign language qualifications. So there has been an improvement in that way and therefore what the teachers can achieve in the classroom is also much better. Let me give you one example. Ten years ago, it mattered a great deal which course book you used in class because the course book was leading and teaching not only the learner but also the teacher. Today, with good teachers, we expect every good teacher to be able to do better than the materials. The teacher uses the course book as a guide but not as something that they must slavishly follow. The teacher is now better than the materials.

Q:I'd like to pursue this last point a little further, if I may, and ask your opinion about the increasing plurality of teaching styles or methodologies. Some of them have certain aspects in common with each other. Other aspects seem flatly contradictory from the theoretical as well as the practical point of view. You take the pluralist or liberal position on this, I think.

A:I do indeed. Not only do I believe that there's

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no single method or methodology that is best in all circumstances, but I think even to suggest that that could be true is totally unrealistic. The differences between learners and their needs and aims, their ages and background, the background of the teacher and the intensity of the teaching and so on. There are so many variables that to imagine that any one single methodology is appropriate for all those circumstances is I think quite impossible. So, I would take the view that you select from the many different approaches that you know about if you are a good teacher – and this comes back to teacher training – those which are appropriate to the needs and nature of your students.

As for the fact that some of them may seem to be in contradiction, that is some of the different methodologies, I think we have to expect that a teacher, when he or she is being trained, will learn something about the development, the 'history of the development of different kinds of teaching approach. So that the teacher will see that we have extended our possibilities; that we have not simply had a series of revolutions with one thing replacing another and then another thing replacing that and so on. What we have in fact built up is, in fact, a whole range of related but slightly different methodologies, some of which are more appropriate in some circumstances and some in others. And so the good teacher who knows this and can handle all of them can use the particular ones that are appropriate. And if some part seems to be diametrically opposed to another part, that's

only the appearance. In fact, one is appropriate for some circumstances and one for other circumstances.

Q:I'd like to turn finally to your own latest contribution to the classroom in the form of the three-part course for beginners, *Network*,

*Network* focuses not only on the notional-functional syllabus but also links up with the grammatical or structural approach. Would you care to comment on this?

A: Yes, and may I comment on the precise wording of your question: the reference to 'the notional-functional syllabus.' I would not accept, if you'll forgive me, the existence of a single, 'the' notional-functional syllabus. On the contrary, I would say the term 'notional' and the term 'functional' – and they're separate even though they're usually put together – relate to an outlook upon teaching rather than a single syllabus for all time. What it amounts to is this: that beyond and in addition to the list of language contents – the linguistic syllabus, if you like, that for many years has been the main preoccupation of textbook writers – was the development of the idea of situations. People started organising the language content in the light of well-known situations so that they could simulate in the classroom approximately real-life kinds of behaviour – and the language that goes with it. And now what has happened is

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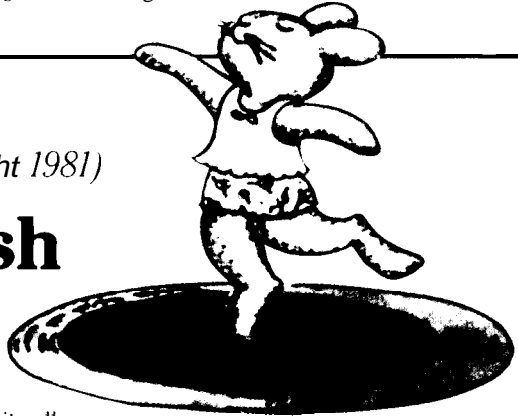
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that in addition to that, not instead of it, we now realise that the learner needs to be able to express certain ideas - that's what 'notions' mean. It means ideas like 'time': what are the ways in which the learner talks about time, about duration of time or points of time, about space or quantity and so on. That's what is meant by 'notions'. And also, how to express certain functions of language. Functions of language are often described with the -ing part of the verb: apologizing, interrupting. How do you interrupt, how do you get your turn in the conversation? We have not in the past taught these kinds of things to learners. Now we do and that's part of the functions. And the other development is that we now regard the teaching as helping the learner to be able to communicate with other speakers; not simply to speak on his own, for example in a language lab or to a tape-recorder but to be able to speak with others. So, bringing all that together. In *Network* we have quite deliberately used all these different dimensions in planning the book and we have made the teaching exercises and drills as varied as possible, as communicative as possible, and as close to the real life requirements of the learner as possible.

Q: And *Network* will be in the bookshops this

A: I look forward to seeing it there.

Q: Well, thank you very much, Professor Strevens, for talking to the *JALT Newsletter* today. We hope to see you again in Japan in the not too distant future.

A: Thank you. I always enjoy my visits to Japan,

DAFFYDEFINITIONS

- PESSIMI ST. A lot of worried people live along this street.
- C HAIR What the bald guy hopes to see in the mirror.
- DI ET What you do to change your hair color.
- S AY The kind of test I always fail.
- LO A THING What you say when you see a thing.
- EX PRESS A newspaper that went bankrupt.
- N AM ES People who aren't your friends.
- MI LLION The question after taking the lie detector test.
- SH ELF What you say to a talkative elf.
- AR OUSE What an Englishman says showing off 'is' ouse.
- A DUL TERY A tree that cannot hold a good conversation.
- DO ZEN What our students are doing in English class.

-- from Media & Methods, February, 198 1.  
O U R Thanks. Jim White.

# Practice Tests for TOEIC

\*7,500 (tests, 3 cassettes, commentary)

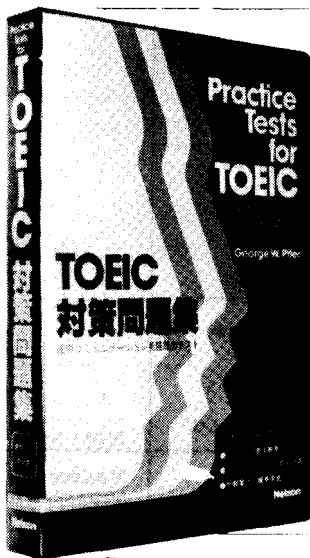
by GEORGE W. PIFER Professor at the JAPANFSF AMERICAN CONVERSATION INSTITUTE, TOKYO

TOEIC (Test of English for International Communication) has been specifically designed by the Educational Testing Service (the designers of TOEFL) for the Purpose of determining a person's communicative ability in English in practical international settings. The scale of TOEIC correlates with TOEFL, but the difficulty of the test is lower than that of TOEFL so that it can provide a better picture of the average person's communicative ability. Send ¥240 in stamps for Sample Cassette. Please order through your favorite bookstore.

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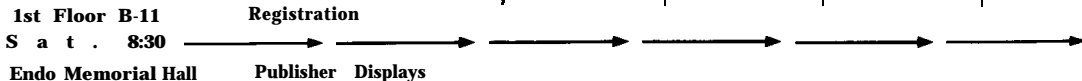
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# JAL T '81 Program Schedule

**SATURDAY**

11:30 - 12:30 | 1:30 - 2:30 | 2:40 - 3:40 | 3:50 - 4:50 | 7:15- 9:30



<b>Room</b>					
	B-21	Suggestopaedia - A Humanistic and Global Approach' by Alison Miller			BUFFET at Keio Plaza Hotel, 2nd Fl.
	B-26	Teaching Japanese Using the Notional-Functional Approach by Keiko Kawai Workshop No. 1			
	A-31	Listening and Reading by K. Yoshida (30 min.)	Creating the Active Student by Don Maybin (90 min.)	Teaching the Blind 3:50-4:20 University Composition 4:25-4:55	
	A-32	MINI COURSE 3 'Syllabus Design in Teaching EFL' by Jack Richards Repeated Sun. 1:30 - 4:30			
	A-33	Threshold Level Multimedia Course for Adults by George Farina		New ESOL Material by Jesse Reppy	
	B-35	Cusinaire Rods in Conversation by Larry Cisar	Non-Directive Approach in Teacher Observation/Supervision by Donald Freeman		
	B-36	Spoken English Easy and Pleasant by Carl Frazier	Non-Linear Course Sequences by Kathleen Graves		
	B-37	Pronunciation and Intonation by Harumi Kurotani	Using VTR in English - Teaching Drama by Stanley Otto		
	c-31	New Theories. Old Methods - D.M. Paramskas	Psychology of Memory by Julia Willebrand	Cognitive Style in Teaching by Nancy Hudson	
B - 50	Extended Listening by Michael Rost	'Drama In The English Language Classroom by Richard Via Workshop No. 1			
C-50	'Presenting Speechwork and Streamline by Peter Viney	'Teacher Training Course for Japanese Teachers of English'  MINI COURSE 1 Session No.1			
c-51	'Training Japanese To Give Understandable Presentations by David Hough	'A Basic Teacher Training OverView For Inexperienced Teachers' MINI COURSE 2 by I.L.C. Japan Session No. 1			
	10:00 - 11:15				
6th Floor Auditorium B-60	'The Language 3 Learning Matrix' by Jack Richards	'Realism and Surrealism in Foreign Language Teaching' by Alan Maley			

**JALT '81****Sunday****JALT '81**

SUNDAY

11:30 - 12:30

1:30 - 2:30

2:40 - 4:40

		B-11 Registration S u n . 8:30	—————→—————→—————→—————→	
	Rm.	Endo Memorial Hall	Publisher Displays	
BUFFET Sun. 7:30 - 9:00	B-21		Silent Way English Workshop' by Donald Freeman	
	B-25	Business and Technology Fluency Squares by Sasaki and Knowles	Teaching Japanese Using the Notional-Functional Approach by Keiko Kawai	
B-60 6th Floor sun. 9:45 - 11:15 Introductions & Welcoming Keynote Speaker, Yotaro Kobayashi: 'Challenges for the 80's'	A-31	Teaching Style In the Writing Class by Douglas Smylie	To Come or To Go - That Is The Question by Yasukata Yano (30 min.)	Some Problem Solving Games for Language Communication (90 min.) by Andrew Wright
Sun. 4:45 - 6:00 A Humanistic Approach to Language Teaching and Learning by Robert O'Neill	A-32	Native Speaker Correction by Stuart Lupescu	MINI COURSE 3 Teaching English as a Foreign Language by Jack Richards	
	A-33	The Humanistic Approach in the <b>Kernel Series</b> by Robert O'Neill	Ways to Fluency: Some Practical Suggestions by Alan Maley	
sun. 6:00 - 7:30 Annual JALT Meeting (open to members)	B-35	'I Like English' by Richard Carpenter	Politeness In American English by Douglas Smylie	Learning Styles by Dr. Janet Fisher
	B-36	Contrastive Styles of Communication by George Pifer	<b>Coping</b> With American Conversation by K. Sanematsu	Classroom Interaction Patterns and Language Learning by Virginia LoCastro
	B-37	Reflection - Incorporating Feedback Into the Actual Learning Process by Shari Berman	Introducing English Composition to the Japanese by Alex Shishin	Activities for Teaching Children by Elizabeth Kitamura
	c-31	Notional-Functional Theory and Practice by Phillip Graham	Intensive Workshop In Phonology by David Hough Workshop No. 1	
	B-50	How to Use A Silent Way <b>Approach</b> by Frederick Arnold	Drama In The English Language Classroom by Richard Via Workshop No. 2	
	c-50	I've Got A Notion by Kathleen Foley and Phillip Barbieri	MINI COURSE 1 Teacher Training Course for Japanese Teachers of English Session No. 2	
	c-51	Practicing the Four Skills by John Chapman	MINI COURSE 2 A Basic Teacher Training Overview for Inexperienced Teachers I.L.C. Japan Session No. 2	

# JALT '81

MONDAY

# Monday

11:30 - 12:30

1:30 - 2:30

# JALT '81

2:40 - 4:40

8:00 - 9:45 (SIG) B-25 Classroom & LL Technology Louis Mare	B-11	Registration 8:30 Endo Memorial Hall	Publishers Displays	
	B-21	Functions of English for Japan Dr. David Sell	Teaching Skills - A Workshop by Peter Vinney (3 hrs.)	
(SIG) B- 21 Teaching English to Children - Our Experiences Sr. Regis Wright	B-21	Interesting University English Classes by Annamarie DeYoung	Selecting Reading Passages. Writing Comprehension. and Practice Exercises by Leslie Sackett	
	A-31	The Counseling Reponse and the Islamabad Technique by Robert Ruud	Factor Analysis for Increasing Motivation in LL Learning by Kuniomo Oka (30 min.1)	Modifying Video for the Language Classroom by S. Trlpp and C. McCooey (90 min.)
10:00 - 11:15 B-60 Form Follows Function- Communicative Syllabus Design for Young Beginners by Richard Young	A-32	Classroom Activities for Intermediate and Advanced Students by Mary Ann Decker	Practical Applications of Humanist/Communicative Approaches by Robert O'Neill	
	A-33	Realism and Surrealism in Foreign Language Teaching: The Art of the Possible and the Impossible by Alan Maley	The Didasko Curriculum - A Mini Course in Japanese by Sakiko Okazaki and Tom Pendergast	
	B-35	An Integrated Approach to English Expository Writing by Nicholas Teele	The Dictation - A Valid EFL Tool? by Louis Maze	Using and Adapting New Methods by Carl Adams
	B-36	Cloze Testing: Design and Scoring -by William White	Intermediate TPR - What to Do After They Stand Up by Dale Griffee	Intermediate TPR Workshop -Japanese by F. Daugherty & N. Okuyama
	B-37		<b>Teaching Japanese Culture to Japanese Students</b> by Jeanne Hind	<b>First Things Second In Japanese</b> by F. Allard & K. Shimizu
	c-31	English In Dis-stress by George Deutsch	Intensive Workshop in Phonology by Davfd Hough Workshop No. 2	
	B-50	Introducing <i>Lifestyles</i> , A Function-Based Intermediate American English Series by George Farina	Drama In The English Language Classroom by Richard Via Workshop No. 3	
4:45 - 6:00 B-60 Auditorium Panel Discussion - Alan Maley, Robert O'Neill, Jack Richards, Richard Via, Richard Young	c-50		MINI COURSE 1 'Teacher Training Course For Japanese Teachers of English Session No. 3	
	c-51	reaching English to Children Through the YES Series by Jesse Reppy	MINI COURSE 2 A Basic Teacher Training Overview for Inexperienced Teachers by I.L.C. Japan Session No. 3	

EVER BEEN ASKED ABOUT STUDY ABROAD OPPORTUNITIES BY YOUR  
JAPANESE FRIENDS OR STUDENTS?

If so, recommend the following books by Hiroshi Kuki, Chief Consultant, SISA (Setagaya Institute for Study Abroad) :

- 1) Study Abroad and Mastery of Spoken English (260 pp. in Japanese), ¥950  
九 鬼 博著 三修社刊『海外留学と英会話習得法 a  
First published in 1977 (rev. 1980); Part I: Study English in Japan;  
Part II: U.S. Colleges and Study Abroad in 124 Countries of the World.
- 2) Study English Abroad: Conversation Pieces (199 pp. Eng./Japanese), ¥950  
九 鬼 博著 三修社刊『海外留学英会話: 申込みから帰国 a で a  
First published in 1978 (rev. 1979); Introduction to U.S. college life thru  
50 dialogs in English with translations, notes, and practical suggestions in  
Japanese; English tape by Thomas Ainlay Jr., et al. also available, ¥1500.
- 3) A Handbook for Study Abroad, Vol. I: Language Schools and Colleges in  
North America and Western Europe (223 pp. in Japanese), ¥980 (1979)  
九 鬼 博著 三修社刊『欧米語学留学資料集』

The above books are available at major bookstores throughout Japan and at some Japanese bookstores in the United States and other countries. If you cannot locate copies, contact the publisher: Sansyusya Co., 1-5-34 Shitdya, Taito-ku, Tokyo 110 (tel: 03-842-1711).

- 4) TOEFL-less U.S. Colleges (in press; pre-publication, abridged version, 87 pp. in Japanese, available free of charge from SISA)

九 鬼 博著 (近刊) 『TOEFL(英語テスト)なしのアメリカ大学案内』

SISA offers study abroad consultation by telephone appointment as well as assistance in applications for study abroad, including student visa applications.

Any of these books are available free of charge to JALT members, provided they are to be shown to students and/or friends. Write to SISA (address below), giving your full name, address with postal code, school or other organization, job title/description, and contact phone number.

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# Meetings

## EAST KANSAI

Topic: English Education: University, College, and Beyond  
 Date: Sunday, October 4  
 Time: 2:00 - 4:30 p.m.  
 Place: Kyoto, Doshisha Women's College, Denton-kan, Room 205  
 Fee: Members: Free, Non-members: Y1,000  
 Info: Yukinobu Oda (075) 251-4156/4151

This program will center around a panel discussion of five persons directly involved in the direction and development of post-high school English education and teacher training. The discussion will be moderated by Prof. Yukinobu Oda of Doshisha Women's College and will consist of one member each from a public university, a private university, a board of education, and private industry. The panel will explore the relationship between teacher education and the effectiveness of English education and communication in Japan, and then will be opened to questions from the audience.

Our June panel was very interesting and provocative; we have every reason to believe that this one will be the same. Please come!

## SHIKOKU

Topic: *Eigo do* - My Way of Learning English  
 Speaker: Professor Michihiro Matsumoto, Sangyo Moritsu University  
 Date: Sunday, October 25  
 Time: 1:00 - 4:00 p.m.  
 Place: Conference Room 4, Education Department, Kagawa University, Saiwai-cho, Takamatsu  
 Fee: Members: Y1,000; Non-members: Y2,000  
 Info: Barbara Hayward, (0878) 22-1807

Professor Matsumoto is one of the best-known leading scholars in the fields of debate and English education in Japan.

As the former instructor on NHK's English Conversation Program, he is well-known throughout the country. He has been engaged in various fields and has worked with foreign trade firms, YMCA English classes, simultaneous interpreters, the United States Embassy, and international executives.

He has also written a number of essays, books, and dictionaries on English and English learning.

Professor Matsumoto will talk on his own enthusiastic approach to learning English, emphasizing his unique personal philosophy.

## TOKAI

Topic: Some Problem Solving Games for Language Communication  
 Speaker: Andrew Wright  
 Date: Sunday, October 25  
 Time: 1:00 - 5:00 p.m.  
 Place: Aichi Kinro Kaikan, Tsurumai, (phone)(052) 733-1 141(ext) 203-4  
 Info: Satoshi Ito, (0562) 97-0437 (home); (0562) 97-1306 (office)

In solving problems, two broad strategies of thinking may take place: convergent and divergent. Convergent thinking occurs when a problem to which there is only one correct answer, is solved; e.g.  $2 + 2 = 4$ . By contrast, divergent or 'lateral' thinking consists of finding innovation or creative answers to problems.

The presenter has found it useful to provide somewhat abstract problems of both convergent and divergent type for students to work on. Here, no cultural inhibitions are felt and students seem able to lose themselves in working out and presenting their solutions.

Members of the audience will be given certain pencil and paper problems to solve. These problems will be in three sets: the first problems, which at first sight seem to be of the convergent type, are or could be divergent. The second set will demonstrate divergency at work, while the third set will be unambiguously convergent.

The presentation is planned as a mini-workshop, with members of the audience being encouraged to take an active part, followed by a discussion on ways of using divergency as a framework for communicative activities. It will be completed by some observations on ways that convergency and divergency may (or may not) fit into the Japanese Education system.

Mr. Wright began his career in educational psychology in England. After a three year stint of English teaching in Saudi Arabia he took a Master's degree in Linguistics and Educational Technology at the National University of Wales. He now teaches at Nanzan Junior College and Nanzan University, as well as doing some part time editing for the United Nations Centre.

## WEST KANSAI

Topic: Session on Materials: A Look at Some Current English Teaching Materials  
 Speakers: JALT Members from the Kansai Area  
 Date: Sunday, October 25  
 Time: 1:00 - 4:30 p.m.  
 Place: Umeda Gakuen(St. Paul's Church)  
 Fee: Members: free; Non-members: Y500  
 Info: Kathleen Graves, (06) 226-1566 (day), (075)932-8284 (eve); Jim White, (0723)65-0865 ext. 293 (day), (0723)66-1250 (eve); Noriko Nishizawa, (075)891-5252

**Special Interest Groups:**

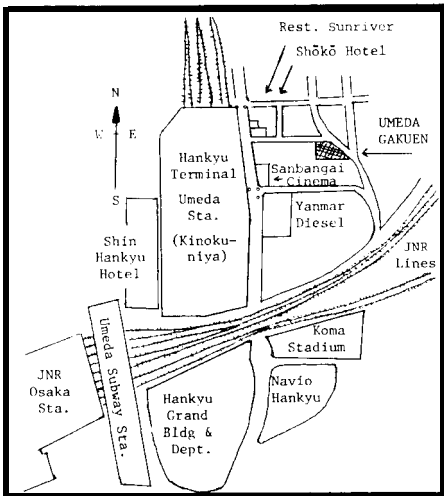
**Teaching English in Schools:** Wednesday, October 21, 6:30-8:00 p.m. Center for Language and Intercultural Learning. Contact: Keiji Murahashi (06) 328-5650 (day)

**Children's Interest Group:** Umeda Gakuen, October 25th: 11:00 a.m.-12:30 p.m. Contact: Sr. Wright, (06) 699-8733

**Japanese:** Thursday, October 15th, 1:00-3:00 p.m. Center for Language and Intercultural Learning. Contact: Fusako Allard, (06) 31 S-0848

This meeting will be devoted to presentations and discussions of current English teaching materials. The presentations will be divided into seven categories: **Listening, Reading, Writing, Speaking, Texts/Series, Business, and Children.** Three sessions will run simultaneously and most of them will be repeated. Each session will be 30 to 45 minutes long. Two or more presenters will discuss selected materials which they have used in their classes. Following that, there will be time for discussion and questions.

The presenters will be members of JALT from the Kansai area.



**KANTO**

**Topic:** Workshop: Presentation of teaching techniques  
**Date:** Saturday, October 24  
**Time:** 1:30 - 5:00 p.m.  
**Place:** Aoyama Language Academy. 7th floor, West Tower, Twin Tower Bldg. Aoyama 1-chome, (Tel) 408-1511  
**Fee:** Members free; non-members ¥500  
**Info:** Shari Berman (408-1511) about presentations; Bill Patterson (0463)34-2557 or Gaynor Sekimori (891-8469) for general information

The workshop will consist of short presentations of teaching techniques by practising teachers. The emphasis will be on what the par-

ticipants can take home with them and actually use in the classroom. The presentations will be 20 minutes, 40 minutes or 1 hour and will cover a wide range of ideas: e.g., working in groups, cross-class correction techniques, listening comprehension, etc. The final hour will be devoted to interest groups like high school English teachers, Japanese language teachers, Silent Way, etc. and it is hoped that these will form the nucleus of some kind of ongoing activity in Kanto. In addition there will be publishers' displays and information about the latest in teaching resource materials.

Any member who has something that works for him/her in the classroom is encouraged to share it informally with others in a short presentation during the workshop. Please contact Shari Berman (see above) before October 15th if you would like to participate as a presenter. Participation is not limited to members.

**KYUSHU**

**Topic:** Error Analysis  
**Speakers:** Mr. Yoshivuki Masaki, English Instructor, Kurume Fesetsu High School, Kurume City  
 Ms. Toyoko Sato, English Instructor, Meinohama Junior High School, Fukuoka City  
 Mr. Yoshimi Shibako, English Instructor, Kyushu Senior High School, Fukuoka City  
 Mr. Ralph Williams, Associate Professor, School of Medicine, University of Occupational and Environmental Health, Kitakyushu City  
**Date:** Sunday, October 25  
**Time:** 1:00 -- 4:00 p.m.  
**Place:** E.C.C. Foreign Lannaune Institute, Fukuoka City (Located on the 9th floor of the Honey Building, one block behind the Miyako Hotel on the east side of Hakata Station; (phone) (092) 473-0777  
**Fee:** Members: ¥500; Non-members: ¥1,000  
**Information:** Jay Kilpatrick HM (092) 841-3194; WK (092) 781-7410 or Etsuko Suzuki (092) 713-8718

Although this program is titled 'Error Analysis,' no attempt will be made to deal with the topic in a general manner. Rather, the speakers will focus on errors resulting from interference with Japanese. First, Mr. Masaki, Ms. Sato, and Mr. Shibako will each give 30 minute presentations in English, followed by 15 minute periods for comments and questions, in English or Japanese, from the audience. The program will conclude with half an hour for general comments, questions, and discussion - again either in English or Japanese. Although he will not be making a formal presentation, Professor Williams, a naturalized citizen and 25 years resident of Japan, will serve as a resource person, providing information about English when requested and participating in the question and answer periods.

# NELSON

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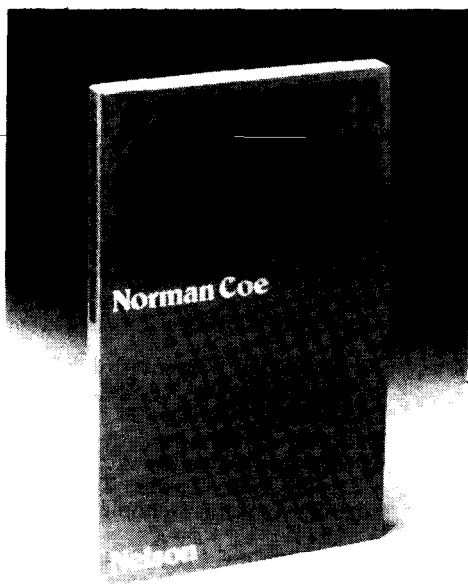
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- contains detailed and clearly marked cross-referencing
- everyday spoken English is taken as the standard but both formal and informal usages are shown where appropriate.



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