

JALT 全国語学教師協会 THE JAPAN ASSOCIATION OF LANGUAGE TEACHERS NEWSLETTER

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O'Neill on O'Neill: A Practical Humanistic Teacher

By Robert O'Neill - Main Guest Speaker

Although I have lived in England and other parts of Europe for more than twenty years, I was born and raised in the United States. Perhaps this is why I feel strongly that both

American and British EFL teachers often tend to focus too much on one national variety of English or the other, rather than on the global nature of English as a 'lingua franca' of communication in trade, tourism, and also in the arts.

My own ideas about teaching and writing have evolved slowly and often hesitantly. I don't think anything very useful or true can be said about either if it is reduced to formulae, abstract principles, or rigid rules. My own teaching has been done mostly in Europe (Germany, Italy, Yugoslavia, Greece, and France) but has often included non-European learners, particularly Japanese and Arabs. I try not only to teach as often as I can and with the greatest possible variety of learners but also to observe other teachers teaching as non-evaluatively as possible. Theories about teaching and materials for learning should be based on pragmatic and practical observation of the actual behavior of teachers and learners. This may seem an obvious senti-

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JALT '81 at Bunka-The Keio Plaza Hotel (L. background) is a 7-min. walk to Bunka (R. front)

ExCom Meets

The National Executive Committee of JALT met at the Matsushita Overseas Training Center on September 19th and 20th. The ExCom approved the organization of a new chapter in Nagasaki, and granted affiliate status to an affiliate in Aomori. Other business included the proposed constitutional amendments, one of which changes the present structure of the organization. The proposal is for the office of an Executive Secretary who would be an administra-

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O'Neill

ment, even a cliché, but if it is, it is one frequently *not* acted upon. Too often we have our ideals in our heads (the ideal teacher or the ideal teacher-learner relationship and the ideal model of communication) which direct our efforts and attention to the attainment of abstract standards of excellence rather than towards gradual but real change and adjustment in teaching-learning patterns. Instead of building upon the individual, strengths of teachers (in teacher training) and learners (in learning English) and using these gradually to give them the confidence to expand and experiment and learn through their own experience, we try from the very beginning to force them into a predetermined mould. This mould is usually someone else's idea of the communicative skills a learner needs or the teaching skills the teacher needs. I do not ignore such models of excellence but I regard them as terminal goals and not the skills or steps we need to take along the way. Too often, I think, we confuse such terminal goals with the actual steps of learning. Thus, for example, we judge teaching and materials too narrowly on purely functional or 'useful' criteria. We expect learners (if we are functionalists) to begin using English fully functionally from the beginning. We expect teachers (if we are teacher trainers) to use from the very beginning the wide variety of strategies and techniques and tricks it has taken the theorists and trainers years of experience to dream up and acquire themselves.

I have certainly been very influenced by functional concepts of teaching and learning. But I regard them as only one valuable aspect of

the whole business of teaching and learning.

My own interests are increasingly in such things as the use of story and character in EFL materials. I do not think these are the only necessary ingredients, or even that they even have to be there at all. But I do feel that they have not been explored or experimented with sufficiently or in enough depth or variety to give us a really good idea of their worth. The characters we inject into our materials, insofar as they exist at all, are often too flat, too bland, too undeveloped. The stories and themes, even when they ostensibly center on the learner's real interest, simply do not go far enough to awaken any real echo, identification, or sustained interest on the learner's part. Some of my talk (at JALT '81) will go into this more fully.

If I were forced to give myself a label, I suppose I would, perhaps inaccurately, call myself a 'broad humanist'. That means, I think, there's a great deal in the classical and more modern tradition of humanist studies that can be transferred to language teaching, particularly when it is supplemented and guided by an intuitive grasp of some of the most obvious findings in recent psychological and motivational research. It also means I am sceptical of any labels at all and also of rules of principles that can be formulated easily. Nevertheless I will try to formulate some, and look forward with keen and hopeful anticipation that some people - perhaps many - will disagree with me, even passionately.

Kobayashi

Editor's Note: *Yotaro Kobayashi, JALT '81 Keynote Speaker, is something of a business executive extraordinaire, by Japanese, American, or any standards. He graduated from top schools in Japan and the United States, and worked his way up through Fuji Photo Film Company, of which his father was Chairman of the Board, and its joint venture, Fuji Xerox; of which he became president in 1978. With his strong command of English, he speaks to business leaders frequently on his companies' techniques in Quality Control. He found time in his busy schedule to talk to LeRoy Willoughby, JALT '81 Chairman for the JALT Newsletter.*

JALT: Is your company a joint venture?

Kobayashi: Yes, it is a joint venture - and it is, at least from our point-of view, a Japanese company with very strong international connections.
Q: Is language training important in your

A: Yes, we have our own language school and our own teaching program since we as well as some other companies have recognized the importance of language in overseas communication.

Q: As to your background - you studied at Keio, didn't you?

JALT

NEWSLETTER

Vol. V No. 11

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Kobayashi

(continued from p. 2)

A: Yes, I studied at Keio all the way from grammar school through college. I graduated from the Department of Economics and went straight on to Wharton School of Finance and got my MBA in 1958 and then came back and joined Fuji Photo Film that was the 50% parent of Fuji Xerox. I was there for 5 years in domestic marketing and then overseas marketing. Fuji Xerox was formed in 1962 with 50% from Xerox corporation and 50% from Fuji Photo Film. I was assigned to Fuji Xerox the second year of its founding. I was on a loan basis with seven or eight others. However, after the second year we all decided it was best to leave Fuji Photo Film. Now, I go back and forth to the United States frequently. In fact, in the last 3 or 4 years, particularly the last 2 years, I have travelled to the States monthly.

Q: Is this necessitated by management changes?

A: No - as a matter of fact - it's been necessitated by, from our point of view, very happy events. Originally, our company was really formed on U.S. technology because xerography came from the U.S. We simply had to Japanize and with competition we were forced to do a little better job. So, in the last 5 to 10 years we have developed our own products and 80% of the products we market in Japan and the Far East are our own design and many are not marketed in the U.S., although some are. Because of this situation in the U.S. I have to go back and forth due to product developments. There is a sort of international talking and developing strategies for marketing going on.

Q: I think they would be very happy with new developments to expand their line?

A: Yes, they are happy - on the other hand, not without some problems as well. They have their own work forces and factories and research and development and a very strong sense of it not being invented or developed there - they are all good people and I cannot deny that there is some of the same feeling on our part. It's not made by us - so it can't be as good! It is changing as-you know - the whole Japan-U.S. relationship - maybe a little too much. But I think it is a very healthy phenomena - to see American companies try to learn or get as much as possible from some of what their Japanese counterparts are doing in their companies. Perhaps, if they had done the same 15 or 20 years ago, then, it was entirely the reverse - which is why I went to the United States to business school.

Q: Was that part of your credentials to be accepted within the American business community?

A: No, I had no thought at that time of working for a foreign company but there was no question at that time that the U.S. was the place to go to study management and since I wanted to

continue my studies in that area I went to the U.S. But, I think by the time I came back, say the mid 60's there was enough literature in Japan that in terms of exposure to the contemporary up and coming management theory and practices - you didn't really have to go to the States to learn it - you could read it here. But even today, there is a very fundamental, valuable lesson and asset that you can, I think, acquire by going to a business school. It is human contacts - you really meet potential leaders in business not only from the U.S. but from other countries and sharing two years or so of common experiences and also knowing the different reactions and different thinking on a common problem. It is a very valuable experience which many of our elders really haven't had before.

And whenever they come into national or international contact they are business partners under adverse conditions or have had to think very hard to theorize or conceptualize based on little or no experience - no cross cultural experiences whereas starting maybe from our generation, after the war and I think more after the mid 60's and 70's things really increased rapidly. Take Wharton alone - there are 15 Japanese graduates every year now. When I got my MBA in '58 there was one other Japanese person in the same class and we were the 7th and 8th Japanese MBA's after the war from Wharton. So there has been a tremendous change - and today Wharton alone is producing 15 graduates and if you count all those masters and bachelors degrees not only in the U.S. but in Europe as well, I think we really are accumulating a very valuable base of human beings.

Q: Now is your age of executive totally different in your thinking?

A: I don't know - in some respects maybe but I think it's difficult to generalize whether they are really different. But I think the major differences are that they can compare what Japan is, what the Japanese way of doing things is relative- to other parts of the world because they have had other experiences culturally and that will be reflected in different ways of their doing things - they don't have to just say Japan is different. America is different. Of course, everybody 'knows we are different but there are many things that can be done based on an agreement on differences. Also in terms of thinking, our generation may not be too different from our predecessors who also went abroad after the war and experienced the cultural differences.

Q: Well thank you very much for your sharing with us some of your thinking and we certainly look forward to your talk on November 22nd at 9:45 a.m. on 'Challenges for the 80's'.

Constitutional Amendments

According to the JALT constitution, amendments must be proposed by at least five members of the Executive Committee or submitted in a petition signed by at least two percent of the membership. The following changes in the constitution and the bylaws were approved unanimously at the Executive Meeting held in Hirakata on September 19th and 20th.

Below are the proposed changes, with a rationale for each.

I. NAME:

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

Proposed: The Name of the organization shall be the Japan Association of Language Teachers, and in Japanese, **Zenkoku Gogaku Kyoshi Kyokai**, hereinafter referred to as JALT.

Rationale: The Japanese name should be a part of the constitution, not just an executive policy as it has been to date.

II. PURPOSE:

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

Proposed: Replace the second sentence with: The organization shall foster research, hold an annual international language teaching/learning conference, publish a newsletter and a journal, and carry on other activities which will further this purpose.

Rationale: Other academic organizations in Japan normally state research as one of their purposes. This can be important when JALT is applying for government approval for such things as the postal rate for the Journal, **hojin** (legal person) status, etc.

The annual conference has increasingly become international, with speakers and participants attending from all over the world. Calling the annual conference 'international' merely recognizes what is already true.

The addition of 'journal' is necessary now that the JALT Journal is in the third year of publication.

CHANGES IN THE BYLAWS

III. THE EXECUTIVE SECRETARY

The Executive Committee shall appoint an Executive Secretary who shall assist the officers in the administrative aspects of their duties.

He shall be an ex-officio, non-voting member of the Executive Committee and shall serve for a period of time to be determined by the Executive Committee.

Rationale: The amount of work for the Executive Committee, particularly the President, has grown to an extent which is more than one person can handle. The computer purchased by JALT in June has streamlined operations and procedures somewhat, but it has also centralized the administration of the organization. A central administrator who would not change every year is essential for smooth running operation of JALT. The Executive Secretary would not be directly involved in the non-administrative operations. The President will still be in charge of determining new policies, coordinating the activities of the Executive Committee, preparing the agenda for and chairing Executive Committee meetings, and all other activities requiring leadership.

Presently, JALT pays a part-time secretary to answer correspondence, record membership changes, send out membership cards and Newsletters, etc. The Executive Secretary would supervise the work of the part-time secretary, as the President now does. The position would not be a paid position.

RESEARCH SURVEY

As the sole Asian affiliate of FIPLV (World Federation of Foreign Language Teachers' Association), JALT has been asked to help with a special project, **Ways of creating contacts between young people in order to further international relations**. This project includes a survey of what is done to enable young people of different countries to put to use the foreign language they learn at school by participating in international exchange of various kinds.

Exchange visits for students and teachers, study trips, sports events, exchange of information by means of letters, sound-tapes, radio, photos, or cinefilms are examples of activities to be investigated.

The project team is at present evaluating the answers to a questionnaire sent to FIPLV members (foreign language teachers' associations) but would like to know more about local activities and projects initiated by individual teachers.

Any JALT teachers who have had experience in arranging international exchanges of any sort are therefore invited to contribute by writing a **short** account of their own experiences in this field and send it to the project leader (address below) by November 10, 1981.

Bengt Henningson, FIPLV Project Chairman
P.O. Box 41
S-425 02 Hisings Karra/Gothenburg

NELSON

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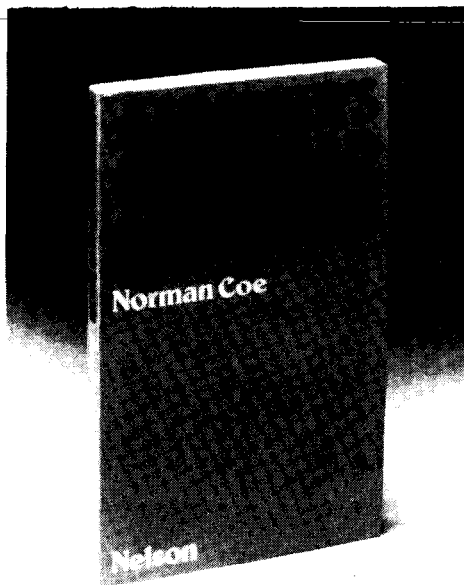
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Surrey. KT12 5PL, U.K.**

DALE T. GRIFFEE graduated from Baylor University with a B.A. in philosophy and English. He has taught English in Japan and Hong Kong for a total of seven years, six years in Sendai. He is a charter member of the JALT-Tohoku chapter and has been Program Chairman for three years. He attended JALT '79 and JALT '80. He has presented papers or workshops at JALT '80 and the Okinawa, Hokkaido, and Tohoku chapters and has published articles in the Daily Yomiuri and the JALT Newsletter. Presently he is chairman of the JALT Long-Range Planning Committee. His main interests are teacher training, listening, and drama! and he is currently working on a Total Physical Response text.



Treasurer

MATEAN EVERSON teaches full-time at Toyohashi University of Technology and part-time at Nagoya University. Before coming to Japan in 1979, he taught for more than five years at the University of California Extension, English Language Program in Berkeley. He first came to Japan in 1959 and returned in 1962 for a one year intensive course in Japanese. He graduated from the University of California, Berkeley, with a B.A. in psychology. He is past Treasurer for the Tokai Chapter and was Treasurer for the JALT '80 conference.



ALEDA KRAUSE graduated from the University of Michigan with a B.A. in German and an M.A. in linguistics and TEFL, taught English and German in the U.S. for four years, has been teaching and doing teacher-training in Japan for four years, and is currently with the Language Training Program at Sumitomo Metal Industries in Osaka. She has done presentations on teaching listening comprehension and the Total Physical Response Approach at LTIJ '79 and at various chapters around Japan. In West Kansai, she has served on the executive committee for three years and is now the Treasurer.



Program

KAZUNORI NOZAWA (BE, Utsunomiya University, M.A. in TESOL, Kansas University) is instructor at the Nagoya International College where he teaches English courses as well as methodological research. He is the national Program Chairman for JALT and has taught in both Japan and the United States.



Membership

MUNETSUGU URUNO has a B.A. in Education from Ibaraki University and has been teaching English since 1959 at Ibaraki Senior High School where he is currently chairman of the English Department. He studied TEFL at the East-West Center in Honolulu in 1969 and is now Membership Chairman of the Kanto chapter.

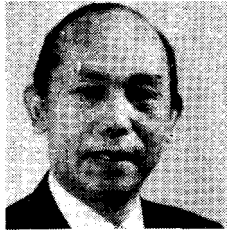


HIROKO TAKAHASHI graduated from Aoyama Gakuin University and is presently teaching both Japanese and English at New Day School in Sendai. Prior to this position, she taught English at Sendai YMCA from 1973-1977. She took part in the setting up of JALT-Tohoku, became its first Membership Chairperson and is now the national JALT Membership Chairperson.



Publicity

KOHEI TAKUBO served as general manager of NEC Language Study Center for nine years. During this period he presented seven English papers and about twenty Japanese papers on in-service language education, including two papers to TESOL in 1977 and 1978. He was elected JALT National Recording Secretary in 1979 and Public Relations Chairman in 1980 and 1981.



Candidates for National Offices

Ballot enclosed ; Voting procedures on page 13

President

JIM WHITE (West Kansai) is an assistant professor and Director of the Audiovisual Center, Tezukayama Gakuin University, Osaka. A graduate of the University of Maryland, he received his M.A. in Audiovisual Education from International Christian University, Tokyo, where he is now a Ph. D. candidate. He has lived in Japan off and on since 1955. He has been active in various academic associations both in the U.S. and Japan. The former include the International Division of the Association for Educational Communications and Technology and TESOL; the latter are the Japanese Society for Audiovisual Education, the Japanese Society for Educational Broadcasting, and the Language Laboratory Association of Japan. He has also been doing translation work from Japanese to English in the field of education. Joining JALT in early 1978, he was West Kansai Chapter's Program Chairman during 1980 and its President during 1981.



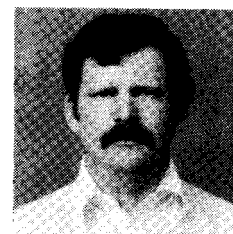
Vice President

KENJI KITAO received his M.A. and Ph.D. in TESOL at the University of Kansas. He is an assistant professor at Doshisha University and teaches English there. He has taught Japanese to foreign students at Osaka University of Foreign Studies and Doshisha University. He is a member of various professional organizations such as TESOL, ACTFL, NALLD, SIETAR, IRA, JACET, CAP, ELEC, JELES, and LLA. He has published many papers and has made presentations at conferences both in Japan and abroad. He was Program Chairperson for the Kansai chapter of JALT in 1978 and JALT national Program Chairperson in 1979.



Recording Secretary

BILL PATTERSON has been in Japan for five years and a JALT member for two years. He is currently working at the International Studies Department of Nihon University in Mishima and is also teaching at Seisen High School in Kama-kura. During the past year he was Program Chairperson for the Kanto chapter of JALT. At the Nagoya conference he presented a paper on the problems of teaching writing to large classes.



DAVID A. HOUGH is Executive Director of International Communication Research Associates, and President of Teacher Training Seminar. He has served on both the Kanto Chapter and national executive committees of JALT, and was a JALT delegate representative to the 1979 TESOL Convention. He received his M.A. in Linguistics from the University of Oregon and did further graduate work in Linguistics and TESOL at the University of Hawaii and Teachers College, Columbia University. Prior to taking his current position, he was Course Director of the Language Study Center, Nippon Electric Co., Ltd. Author of *The Oral Presentation Kit and Using the Telephone in Business*, he has had extensive experience in linguistic research, language teaching and teacher training, administration and curriculum development throughout Asia, the Pacific, the Middle East and the U.S.



STEVEN TRIPP received his M.A. in ESL from the University of Hawaii. He has taught English in Thailand and Laos and since 1975 has been at Nagoya University of Commerce. He is currently Co-ordinator of JALT-Tokai and national Recording Secretary. He is interested in the use of video and other types of educational technology.



ExCom

(continued from page 1)

tor of JALT, concerned with the day-to-day problems of JALT. The ExSec would not set policy and would be appointed by the ExCom. He would not be paid for his services and would not vote on the ExCom.

There are many reasons for the proposal. Under the present system, the president must be concerned with the administrative problems as well as the long-range plans of programming, conferences, and so on. The ExSec would function in many ways like a presidential assistant, carrying out the administrative policies set by the Executive Committee.

The Aomori affiliate was organized by Tsuneo Takanashi. Affiliate status means that there are fewer than the necessary 25 members to form a chapter, but will receive support from the national organization for programs and for increasing membership.

On Vice-President Kenji Kitao's recommendation, the ExCom voted to seek membership in the *Zenkoku Eigo Kyoiku Gakkai* (The Federation of English Language Education Societies).

Travel funds for chapter programs were improved to allow more money for chapters outside the Kanto-Tokai-Kansai regions, because transportation costs are greater for travel to chapters such as Okinawa or Hokkaido. The new system will allow payment for the most reasonable round-trip fare from Tokyo or Osaka, and hotel expenses for speakers giving presentations to chapters. In addition, any unused money at the end of the year will be placed in a contingency fund for speaker travel, on a first-come, first-serve basis. In the past, any unused money was returned to the national treasury.

Because of international postage increases, overseas membership costs were increased by Y500; this means that overseas members will now pay Y5,000 for sea mail, and an additional Y2,500 for overseas airmail.

Following Japanese custom in academic organizations, JALT will institute a system of internal auditors. At both the national and local chapter level, two members will be appointed by the President or the chapter head to sign the final financial report at the end of the year for submission to the National Treasurer.

JALT SUMMER INSTITUTE SUCCESSFUL

Program Chairperson Kazunori Nozawa reported at the Executive Committee Meeting that the JALT Summer Institute was successful in every way. A total of 38 people participated from 13 different prefectures. Larry Smith from the University of Hawaii and Sharon Bode from the University of Southern California gave presentations/ workshops. Commercial members Newbury House and Oxford University Press participated with book displays. Although JALT is recognized as a non-profit organization, the Aichi Municipal Board of Education would not grant *koen meigi* (official endorsement) to the Summer Institute. Even without the approval, the Institute was well-received, with requests

from participants for extending it from two days to three days in the future.

1982 CONFERENCE SITE

While preparations are in full swing for JALT '81 in Tokyo this month, preliminary preparations have been made for the next annual conference, in 1982. Tezukayama Gakuin University near Osaka has generously offered its facilities to JALT, which the Executive Committee voted to accept. Because there is no three-day weekend in November 1982, the Executive Committee also voted to change the traditional dates to October 9, 10 and 11. The annual conference site is rotated among the Kansai, Tokai, and Kanto areas; last year's conference was in Nagoya, this year's will be in Tokyo, and next year's in Kansai.

NAGASAKI CHAPTER FORMED

The new Nagasaki Chapter held its first meeting on October 3 after receiving chapter status from the Executive Committee in September. The proposed constitution and bylaws were approved, and the following officers were elected from the 49 members in the chapter:

Coordinator: Ron Gosewisch (0958)
61-7563

Program Chair: Yukitaka Ikurie (0958)
56-5647

Membership: Tsutomu Ishikawa

Treasurer: Sumiko Funagawa

Recording Secretary: Yoshio Sekiguchi

Publicity: Satoru Nagai (0958) 44-1697

Facilities: Katsunobu Shiina

Auditors: Shizuko Nakao, Yoshitaka
Hideyama

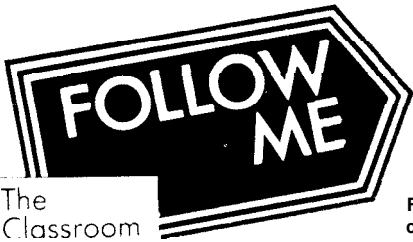
The November 1 meeting was planned with a presentation by Dr. Kyoshi Hasegawa, Yokohama National University. His talk was on 'Japanese Cultural Background in Translation.'

JALT Under Cover

THE MIND'S EYE: USING PICTURES
CREATIVELY IN LANGUAGE LEARNING
Alan Maley, Alan Duff and Francoise Grellet
Cambridge University Press, 1980

Reviewed by Virginia LoCastro, Simul Academy

The names Maley and Duff are undoubtedly best known to language teachers for their book *Drama Techniques in Language Learning* (CUP, 1978), but it is quite likely that a book they authored with Francoise Grellet will become another classic. Both the title - *The Mind's Eye* - and the front cover, a color reproduction of Magritte's 'Le Faux Miroir' - catch one's attention, and flipping through the 96-page student's book causes the reader to become even more intrigued as more reproductions of Magritte



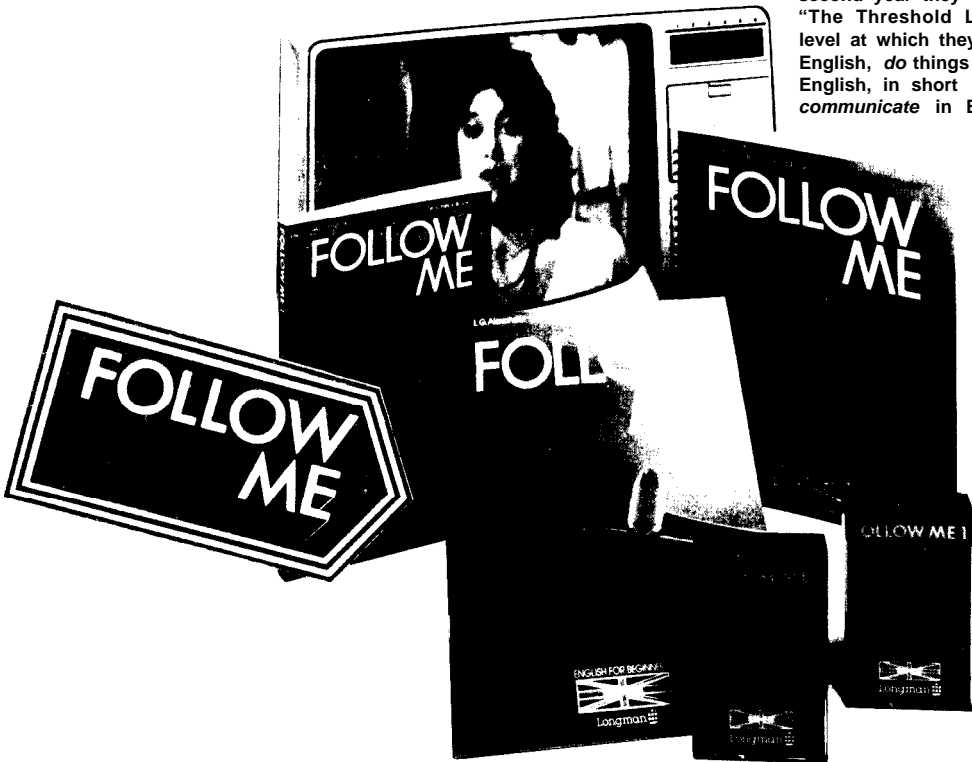
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Under Cover

(continued from page 8)

as well as those of others come up along with photographs of mysterious but ordinary people, cartoons, and collages. It could be the catalogue of an art-photography show!

What Maley, Duff and Grellet have created is a language textbook for first and second language learners that will give further language practice in speaking and writing. The authors state that the book can be used for any level, even with beginners, and that learners from early secondary school on will be able to handle the material. The student's book is divided into fifteen units, units with such titles as 'Outside', 'A different view', 'Surrealism', and 'Minimal differences.' Each unit has three to four tasks with sub-tasks involving the students in pair or small group work before they communicate what they have worked on to the whole class. A unit will have one full-page picture with a set of exercises and a follow-up exercise; then, a double-page spread of more pictures of the same category with exercises is followed by another double-page spread, usually with four pictures or more, with no exercises so that the students and teachers can further develop the basic theme of the unit themselves.

One of the unusual aspects of this book is the types of exercises, designed to stimulate the students to think, fantasize, speak and write in English about the picture and to listen and respond to others in 'the groups. There is an 'information gap' because not everyone in the class has the same pictures or because the students want to hear each other's comments. Indeed, the title, *The Mind's Eye*, was created to emphasize the fact that a picture is always open to interpretation and thus the text and the exercises focus on 'what the mindsees.' The authors are concerned with the 'meaning' of the pictures, the 'meaning' being dependent, of course, on the individual viewing the pictures, which can then be exchanged with the 'meanings' others see in the same picture. In other words, the pictures as well as the exercises seem particularly suited to inducing the students to communicate in a natural way to get and give thought, feelings, and ideas about the picture.

To facilitate the free exchange, there is no attempt to control the grammatical content nor to assign particular syntactic structures to be practiced with a set of pictures. Notions or functions could possibly be ascribed, such as 'describing a picture,' but the exercises do not fit into any neat categories. There is description, but many of the exercises involve making inferences, speculating, narrating a story behind a sequence of pictures, and ordering a sequence, among others.

One thing the authors specifically focus on is helping the students to 'think beyond the frame' where using their imagination to speculate about the given is developed in the carefully written exercises. For example, Unit 8, 'A different view' starts out with a mysterious picture: it seems to be a staircase of concrete or stone, leading up to something barely visible at the

top. The students work in groups of threes and begin by taking two to three minutes in silence to look at the picture and take notes if they wish. Then a discussion of immediate impressions occurs with one student acting as the secretary for the group. They are to come to an agreement about the most acceptable or plausible interpretation. The text suggests some things to take into consideration (p. 49):

What time of day is it? Is this important?

Would this scene be the same a few hours later?

What do you think there is to the left ?

A time limit is set by the teacher and then one person from each group must move on to another group; the new member attempts through questioning to find out what the others have been saying and vice versa. In the follow-up section, the student is asked to write a short poem about how s/he felt as is present in the scene in the picture or a headline that would accompany a newspaper report with this accompanying photo. The exercises go on, bringing out a depth and richness from the students that is rare in ESL/EFL published materials.

However, as with all materials that attempt to develop language skills, particularly fluency, through communicative activities, the teacher must be prepared to deal with the lack of structure and of teacher control as well as the quality of language produced by the students. These issues are of concern in order for the teacher to use *The Mind's Eye* to its fullest advantage: to use it where the goal of the activities is grammatical accuracy indicates a misunderstanding of this approach to fluency development.

While the student's book would be sufficient for both student and teacher, the teacher's manual should not be missed in and of itself. It is a 42-page 'textbook' in how to choose and use pictures for language teaching which goes beyond *The Mind's Eye*. The first part, called 'Techniques,' describes and gives examples of sixteen different things to do with pictures with suggestions for the appropriate choice of pictures. The second part, 'Types of pictures,' works through fifteen types which correspond to the fifteen units of the student's book; there are comments on the type of picture, indications of what techniques can be used with this particular type, and then remarks which can even include suggestions about the language of probability, for example, (p. 33). In addition, this manual gives detailed instructions of how to organize group work. All in all, it is certainly useful for a beginning teacher as well as being a refresher course for any experienced teacher.

An inherently adult book that does not condescend to the learner with pictures of real people and real events, is what *The Mind's Eye* is about. The authors have attempted in what may seem at first to be silly exercises to help learners develop fluency by attending to meaning, communicating what the individual perceives the meaning to be to other individuals. These exercises are not contrived tasks where superficial people say nothing beyond the obvious in situations with no conflict, no stress, no mystery.

*Listening for practice,
Listening for pleasure*

LISTENERS

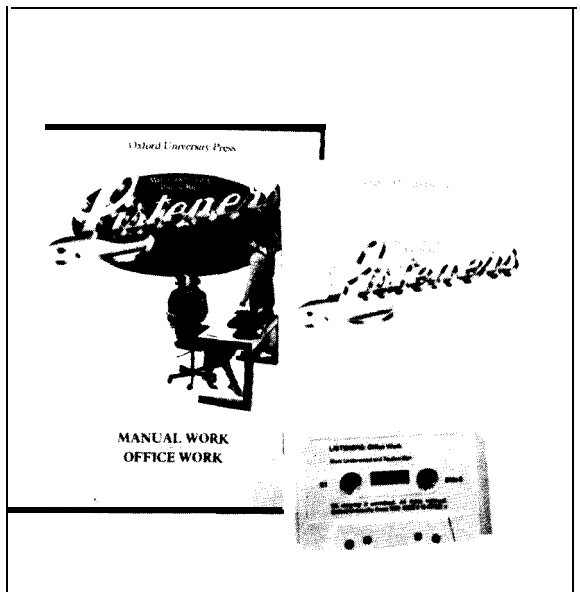
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- * A-5: The Law/Sickness and Health

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Work

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- B-3: Professions/Unsocial Hours
- * B-4: At Your Service Working in Shops
- * B-5: Dangerous Jobs/Working in Medicine

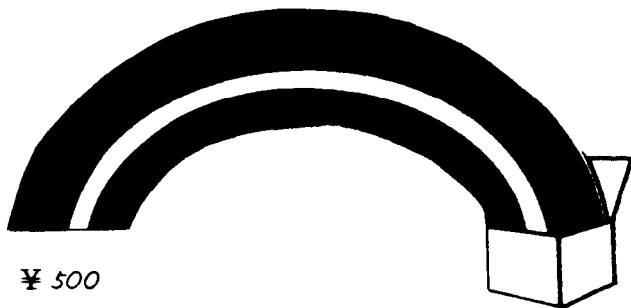
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Voting Procedures For 1981

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

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

Voting must be done in accordance with the following guidelines:

- 1) All members of JALT paid up until or after Oct. 31, 1981 are eligible to vote.
- 2) Votes must be received by the Recording Secretary no later than November 20,
- 3) Votes may be submitted in one of two ways:
 - a) by filling in the postcard ballot, including your name and chapter affiliation along the bottom, and submitting the card as is through the mails, or
 - b) for those desiring a secret ballot, by enclosing the marked ballot (with the

bottom portion blank) in an unmarked envelope, which is, in turn, placed in another envelope for mailing. Submit the ballot to the address on the postcard, your name and return address clearly marked on the outer envelope.

- 4) The lower portion of all postcard ballots will be removed after voter eligibility is ascertained and before the ballots are counted by the tellers appointed by the President.
- 5) Ballots which fail to identify the voter either on the ballot itself or on an outer envelope will be deemed void.

VOTE TODAY!

Teaching Tip SOUNDS

Prepare a cassette tape of various sounds wind, rain, laughter, baseball game, train, trucks, river, ocean, etc. Have students identify the sounds and tell what activity is in process as they hear the sounds. They should also say whether a particular sound makes them feel good, bad, or evokes no emotional response.

*from 101+ Ways to Stimulate Conversation
in a Foreign Language, by G. Ronald Freeman*

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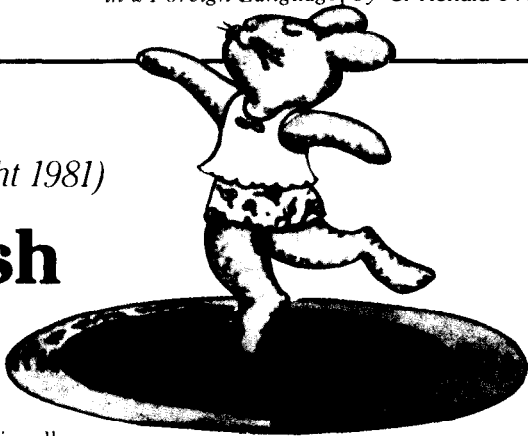
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(Almost) Everything There Is To Know ..About JALT '81

KOEN MEIGI

JALT's International Conference on Language Learning and Teaching, JALT '81, November 21-23, has received the endorsement from the Tokyo Board of Education. This *koen meigi* will enable junior and senior high school teachers to apply for official leave. Any teachers who wish to take advantage of this endorsement should contact their school principal as soon as possible.

MIXER

This is a special event and well worth pre-registering for! Starting at 6:00 p.m. on Friday night (20th), all the Main Guest Speakers and the Conference Committee and friends will gather in the Bunka Institute of Language Dining Hall with the express wish of meeting you! Cost is Y1,000, and includes two free drinks and hors d'oeuvres. Your chance to mingle at the Mixer!

JALT '81 BUFFET

Saturday night in the Keio Plaza Hotel, just after Alan Maley's main presentation - that's the JALT '81 Grand Buffet. Space is limited, so get your pre-registrations in early! Y4,750 buys you over two hours of food, Viking-help-yourself-to-as-much-as-you-want-style. At press-time, tickets were already going fast, so hurry! P.S. for non-Tokyoites - the Keio Plaza is famed throughout the Capital for the quality of its food and service. Tickets will be on sale at the Hospitality Desk at the Conference hut don't hank on it!

PRE-REGISTRATION

By pre-registering early (before 5th November) you can save money, and save us all a lot of problems later. The number of rooms at the Keio Plaza Hotel is limited, as are the number of tickets for the Grand Buffet and the hot lunches each day - so pre-registering is not only worth it, it's a necessity! All pre-registrants receive immediate return confirmation of the receipt of their application. The *yubin furikae* is in this Newsletter ~ why not do it now!

STUDENT RATES

As in past JALT Conferences, this year's Committee- is offering a special discount on the conference fees to bona-fide students (foreign or Japanese) who wish to attend the Conference. The only condition is that students pre-register as JALT members (also at a special student rate)

and pay the full fee in advance. On producing some proof of status at the Conference registration desk on arrival they will be given a refund. Student rates are: 1 day = Y3,000; 2 days = Y4,000; 3 days = Y5,000.

HOTEL ACCOMMODATION

The *Keio Plaza Hotel*, located less than five minutes' walk from the Conference site, is a hotel of international rank and standing. The cost of Y7,000 per person per night, including tax and all service charges, is extremely reasonable considering the quality of the service and the comfort of the rooms - all with bath/shower, television, refrigerator stocked with refreshment, etc. The delights of Shinjuku and the rest of central Tokyo are but seconds away. All rooms are shared (twin) so pre-registrants should mutually request a room-mate. Those not specifying a room-mate will be assigned one by the Conference Committee.

FOOD AT THE CONFERENCE

HOT lunches will be served in the Bunka Cafeteria from 12:30-1:30 each day ~ cost Y800. Some tickets may still be available once the Conference starts, but better be safe than sorry; pre-register now!

Apart from the Grand Buffet on Saturday, there will be an extra evening event on Sunday (22nd) when JALT will hold its own Buffet at the Bunka Institute of Language immediately after the Annual General Meeting. This will start at 7:30 p.m. and finish at 9:00. Tickets are Y2,500 and can be reserved via the pre-registration form in this Newsletter. The Bunka Cafeteria will remain open throughout the Conference - participants can buy refreshments and short order meals at all times.

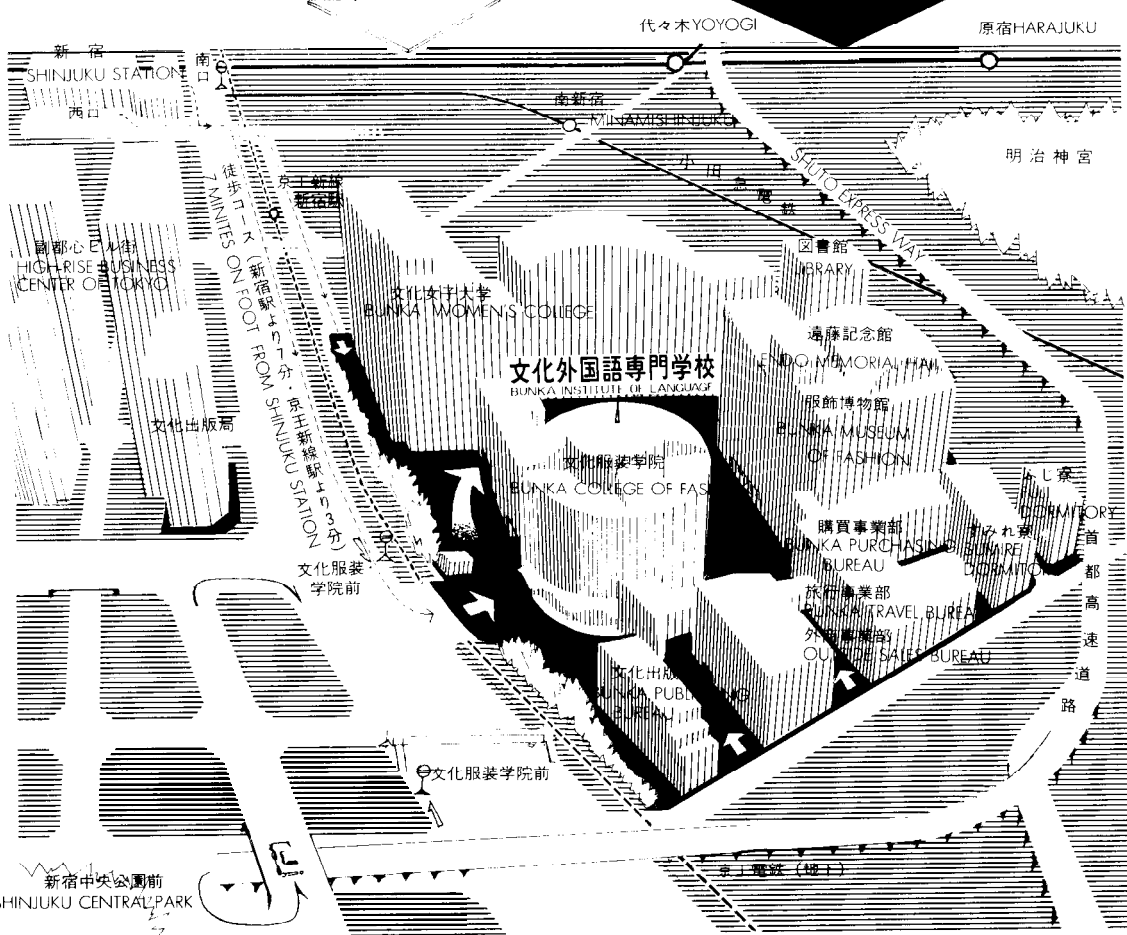
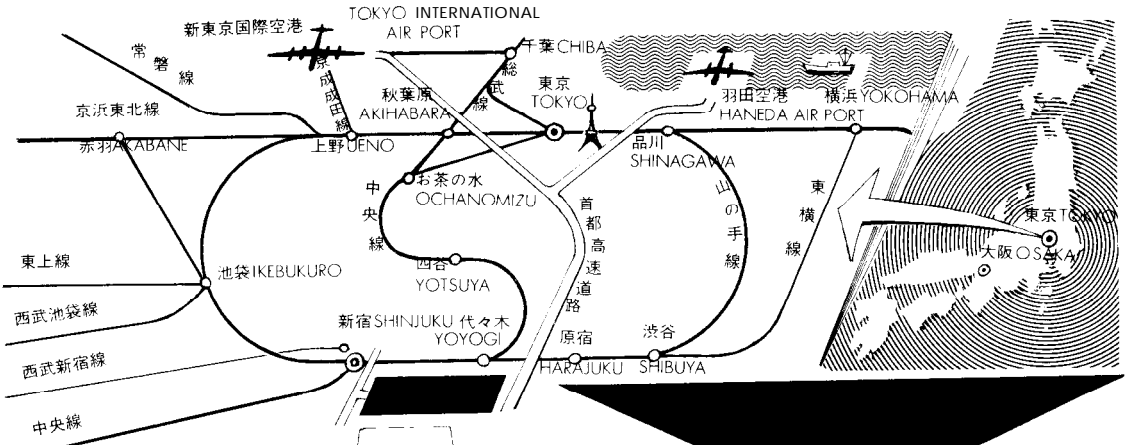
REFUND POLICY

The Conference fees are fully refundable at any time minus a Y2,000 service charge. The hotel fees can only be refunded if space can be re-allocated. Tickets for hot lunches, the Grand Buffet, the Mixer and the JALT Buffet can only be refunded if the tickets are resold.

INFORMATION DESK

The Hospitality Desk at the Conference site will be happy to answer your where-to-go, what-to-do questions - ask and all will be revealed!

Getting to JALT '81



JALT'81

Program Changes

The following is a list of some of the changes in the program schedule as the Newsletter went to press. For the overall program, consult the October Newsletter. The final program will be printed in the program guide available at the conference at the registration tables.

SATURDAY

11:30 - 12:30 Rm. B-35 'Training Teachers and Assessing Students: A Video Approach' by Peter Falvey.

11:30 - 12:30 Rm. B-36 'Classroom Activities for the Intermediate and Advanced Students' by Mary Ann Decker.

1:30 - 2:30 Rm. C-31 (new) 'The Reading Laboratory for ESL Training of College Students' by Dr. Sigrid Novack

CANCELLED: 'New Theories, Old Methods' by D.M. Paramskas.

2:40 - 3:40 Rm. A-33 '*Follow Me: A Threshold Level, Multi-Media Course for Adults*' by George Farina.

Title Change: Richard Via, 1:30 - 4:30 Rm. B-50 'Drama: The Inner Game of Language Learning'

SUNDAY

11:30 - 12:30 Rm. B-21 'The Development of Material for the Teaching of Reading Comprehension' by Alan Maley.

1:30 - 2:00 Rm. A-31 'Factor Analysis for Increasing Motivation In LL Learning' by Kuniomi Oka.

3:50 - 4:50 Rm. A-31 'Teaching to Adults Through New ESOL Materials' by Dr. Jesse Reppy.

MONDAY

11:30 - 12:30 Rm. A-32 (new) 'Towards A Definition of TESOL' by Dr. James Alatis.

11:30 - 12:30 Rm. C-50 (new) '*Bridges to English*' by Protase Woodford.

11:30 - 12:30 Rm. B-37 'Selecting Pictures In The Language Class: What The Research in the Psychology of Memory Tells Us' by Julia Willebrand

1:30 - 2:00 Rm. A-31 'To Come or To Go: That Is the Question' by Dr. Yasukata Yano.

Chapter Reviews

Tokai

ON TRAINING TEACHERS

Reviewed by Michael Horne, Tokai Recording Secretary

Teacher training is a field which perhaps not many of us are involved in, but Don Freeman's discussion of it at the September meeting of the Tokai chapter was not only informative but educational in the best sense: it forced us to examine our own position as teachers and to analyse what actually goes on when we observe other people.

If we are going to become supervisors of teachers it is important for us to know what and how we are observing. Consequently, the first part of Mr. Freeman's presentation concentrated on the observation process itself. He showed a short Canadian film, 'A Chairy Tale', which involved the surrealistic struggles between a man and the chair he wanted to sit in; the roles of 'master' and 'servant' were gradually reversed, with the chair finally establishing itself as something equal if not superior to the man.

At first this film was shown in four sections, and participants were asked to write down their reactions at the end of each stage. Then it was repeated without a break, and reactions were again noted. The biggest difference between the two showings was the 'prescriptive' aspect of the first, where everyone was self-consciously aware that he must write something down at a given point and concentrate on 'self-analysis'. But it was instructive to be forced to consider what was actually being observed while the film was in progress.

The film was further remarkable in demonstrating different levels of 'power-relationships', and these were also focused-upon in the second part of Mr. Freeman's presentation. His main concern here was 'individual' observation - where a teacher is observed by a single observer or supervisor whose aim is to help the teacher and improve his performance. For an inexperienced teacher, whose chief question might be 'What do I teach?', the 'Supervisory Approach' is probably the most effective. This places the teacher in an inferior role, the main object of which is to comply with criteria given by the observer. The advantages here are those of clarity and precision, though the relationship between teacher and observer is potentially destructive.

The 'Alternatives Approach', however, places the teacher and the observer on an equal footing. The observer must not judge or condemn openly, but offer alternatives to the activities used by the teacher. Such an approach addresses the question 'How do I teach what I teach?', and

encourages the teacher to consider, explain and justify his methods. It usually works well with teachers who know that they are doing, so long as they do not totally accept, reject or ignore everything the observer suggests.

A third approach can be called the 'Non-Directive', after the social psychology of Carl Rogers. Here the observer assumes a subordinate role and is interested not in supplying new techniques and knowledge but in working with what the teacher is doing. He must make himself familiar with the background of the teacher's classroom situation and understand the specific details involved. Then, instead of advising, his task is to present his own perspectives on the teacher's performance, without ever giving the impression that he is prescribing or judging. Such an approach obviously needs delicate handling and is the most difficult to do well. It also puts a heavy burden on the observer. But for veteran masters of the pedagogical art, who are able to ask themselves 'Why do I teach what I teach?' or 'Why do I teach the way I do?', and who would perhaps resent interference from an 'upstart' supervisor, this method can be illuminating, forcing them to find some logic in their own experience. There is thus a movement here away from 'training' towards 'development'; the observer is not giving any instructions but allowing the teacher to 'grow' in his own way. This approach is thus at the opposite pole to the 'Supervisory Approach'.

The meeting concluded with a lively discussion on the merits and demerits of the three approaches, and it was generally agreed that this

was one of the finest sessions (and certainly the fullest in terms of content) that we have had this year. Long may Mr. Freeman prosper!

West Kansai

WORKING WITH STUDENT-GENERATED MATERIAL

Reviewed by Vince Broderick, West Kansai Liaison

West Kansai's monthly chapter meeting on September 27th featured four presentations on eliciting and working with student-generated materials.

In the first half of the meeting, Alice Hines of Procter and Gamble and Bill Robbins, from Seifu Gakuen JHS/SHS gave alternating presentations, with accompanying counseling responses from those attending.

Bill started off with a brief discussion of the rationale for emphasizing student-generated material in foreign language teaching. From the point of view of the teacher, he feels it is not right that education be a 'one way street', with the teacher working and the students all too often just passively listening. It's better to stop emuhazina teaching and let the students share in the responsibility of learning. Also, by receiving information from the students, Bill believes he is placing proper emphasis on the

(continued on pg. 18)

Sequential Photographs for Language Practice

Linda Markstein and Dorian Grunbaum



What's the Story?

WHAT IS THE STORY? is a series of twelve sequential and writing practice based on highly evocative picture stories. These sequences of photographs, paintings, women and children of all ages, and ethnics in a wide variety of situations that are not simply black and white, but also are argument and problem facing situations, as well as a new baby, and a social activity.

In each of the twelve sequential, many interpretive ideas are possible. Teachers, helped by a teacher for the first time, they look at the photographs and in so doing create their own personal versions of the story while learning the language forms needed to tell it.

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- Student's Book 1 (beginning)
- Student's Book 2 (low intermediate)
- Student's Book 3 (high intermediate)
- Student's Book 4 (advanced)
- Teacher's Guide

Longman 



(continued from pg. 17)

students' individuality, their whole personality, and thus placing proper emphasis on the fact that each student comes with his differences, each learns in different ways. Student-generated language has the added plus of focusing the learning on the students' own ideas, moving them away from just mechanical manipulation of language. Alice mentioned briefly that she felt it was appropriate to use the students as a recourse, especially since they reacted positively to the meaningful context for learning created by their own input.

Moving on to her presentation of a CL/CLL setting she uses in her business English classes, Alice asked for three non-native speakers of English and three other people, whether native speakers or not, to form two circles, with the non-native speakers on the inside. Those on the inside started a five to seven minute conversation on a topic of their own choice. with the teacher giving 'corrections.' Those on the inside were free to just listen (although this time they repeated the changed version). At the end of the conversation, each person on the inside discussed it with his/her partner from the outside group. Everyone was free to ask the teacher questions. Then, the outside group went inside and each person took his partner's role. The conversation was then dictated to the teacher, who wrote it on the board. This was followed by corrections by the students, after which the teacher copied their version for future use.

In the next part of the presentation, Bill Robbins showed us something he and Barbara Fujiwara have done on the junior and senior high level, with classes of 25 and 50 students. The students write a statement or a question and the teacher collects all of them. S/he selects 10 or so and dictates them to the students for self-answering or interviewing other students. Since the teacher picks the questions, it is possible to emphasize a topic or a structure. Also, getting the students to do meaningful work with other students is made easier because most of the questions are to other students. Other potential exercises are having the students answer others' questions, then dictating questions and answers in the wrong order, so the students can match them. As they work with materials they have created, the students are learning without having to be put on the spot. For example, if the teacher spots a pattern of similar errors, s/he can aid in unlearning them by dictating the correct version. No discussion of 'mistakes' and 'who made them' is necessary.

After the break, Katsuko Nagayoshi of Kagaya Junior Hinh School discussed how a Japanese junior high English teacher could work with student-generated materials. As an experiment to supplement the workshop, Katsuko very kindly agreed to give her presentation in Japanese, with counseling responses in English being given by the rest of us.

Ms. Nagayoshi said she felt that the usual approaches to teaching in junior high did not draw on the students' imagination and creativity, so she had her students give speeches in class, with questions from their classmates. Since

the students could speak on what they were interested in, there was never a lack of supplementary visual props, and there was a constant desire to be able to communicate to the other students about one's own interests.

The classes also put together a magazine in English. with each student making at least one contribution. For the table of contents, the students renamed their classes, thinking up interesting nicknames to replace the official class numbers. For a teacher interested in doing something like this, the hardest part was the layout and deciding what and 'how much' to correct. Perhaps getting teacher trainees involved would make it easier on the English teacher.

As time was running short, Larry Hesberg of Kobe Steel could only briefly outline a few of his teaching strategies. Larry reminded us that he was teaching English as a tool of communication to people at Kobe Steel who, at worst, have English but don't know how to use it. He uses commercially available pictures to have the students practice descriptions or narrations. with papers being exchanged for peer correction:

When he collects the stories. it is possible to use both the ideas and possible difficulties with the language as a source of direction for future classes.

Another technique used at Kobe Steel is timed writing. The students make up a list of topics and the teacher chooses one to be written on under a time limit that differs according to the level of the class. The topic should be rather general and slightly controversial. When the time is up, the papers are collected and selected ones serve as the basis for further work on ideas and expressions. The papers which were not used at that stage are later used in rewriting exercises in which the whole class looks for a better way to express something. The essay writing is also often extended into a debate, with the students researching the pros and cons of an issue.

Larry also tries to use English-language materials put out by the various divisions of Kobe Steel, as well as having his students work up English guides to their place of work. something of real practical value if they have 'to give a tour in English.

We had a good turnout and I think everyone was impressed with what the presenters are doing to find and use what Sharon Bode called 'the language that's in the people.'

Kanto

TRAINING FLUENCY

Reviewed by Shari Berman, Aoyama Language Academy

On Monday, August 17th Professor Norman Davies, the founder and editor of *Svstem*, an international journal, gave a short presentation for the Kanto chapter. Professor Davies was in Japan less than a week, so the only available day was that Monday. Undoubtedly,, many interested people were unable to attend.

On the theoretical level, Prof. Davies noted

three primary aspects of communication that should be taken into account: accuracy, appropriateness, and fluency. The focus of his talk was fluency. He spoke of giving 'early priority' to the receptive skills and mentioned a fluency in understanding; i.e., the ability to understand quickly.

Prof. Davies said that fluency is highly desirable in the productive skills and facilitating this requires the use of stimulating, communicative exercises in the classroom. He suggested some of the following exercises to address this need:

In Pairs

1. One person closes his eyes and the other asks questions about the room.
2. One person is a fortuneteller and the other is a client.
3. One person has a cue and acts as a policeman. The policeman conducts an interrogation with the other person having to spontaneously defend himself.

In Buzz Groups (3 or 4 people)

1. Discussion topics

- a. the two best films in town
- b. the two best features of this school
- c. ways to raise money to buy a microbus for this school
- d. one TV program this week that everybody would absolutely like to see, one that nobody wants to see

2. Driver-Passenger-Hitchhikers: Roleplay these parts and keep up a five minute conversation.

3. Jigsaw activities

- a. Each member of the group has a phrase which he must contribute to a conversation or story done in the group.
- b. Each member of the group gets a sheet of unrelated cartoon panels. The group must orally reconstruct the story sequences of the various cartoon strips by describing the scenes to each other.

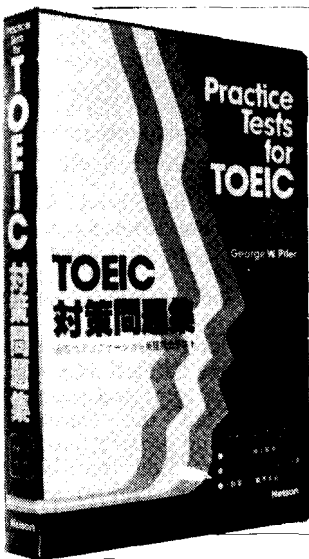
Prof. Davies suggested minimal monitoring by the teacher for the above exercises. He said he would just go around and pick up a few points that could possibly be worked on later. He ended his talk with a rhyme that stated with pride that 'he had found a way to make his students work for his pay.' He offered many inspiring strategies for getting students to take responsibility for their own learning.

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

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Chugoku

USING A NOTIONAL/FUNCTIONAL APPROACH IN THE CLASSROOM

Reviewed by Bill Teweles, Chugoku

Our featured speaker for the September Chugoku Chapter meeting was Peter Goldsberry, Oxford graduate, Aristotelian scholar and student/practitioner of *aikido*, who spoke on the use of the notional/functional syllabus. Drawing from his own teaching experience at the University of Hiroshima and classroom training in applied linguistics, our speaker wished to make apparent basic differences between grammar-based structure-oriented syllabuses and what he feels is a more pragmatic approach based on the learner's own potential communicative needs.

First, in an introductory segment, Mr. Goldsberry reminded those present that a structurally-based syllabus was aimed toward mastery of those grammatical structures deemed necessary for expressing oneself in the target language and is typically presented in a controlled, stepwise fashion. Noting that a tremendous inventory of structures must be included and sequenced carefully to give the learner an appreciable background in the language, he felt the major problem in this approach was when to introduce new material rather than *what* to include. He added that vocabulary used in the structural approach must lend itself to the grammatical point being introduced or highlighted and has little meaning in itself. Maneuvered through a calculated series of basic grammatical structures, then the learner is seen to gradually acquire a global sense of the language. Speaker Goldsberry then posed the crucial question: to what extent should contextual variation be allowed for, as a single grammatical form can take on different semantic interpretation according to the situation! The imperative, for example, is not merely limited to the notion of commanding someone to do something, as the following sentences he gave well illustrate.

'Come for dinner tomorrow.'

(Invitational Function)

'Go to the end of the road and turn left.'

(Direction-giving Function)

Another serious drawback that the grammatical/structural approach presents is limited reference to and use of one's physical domain, i.e., the classroom itself. Helping students to function in the target language requires not only written cues and verbal conditioning, but external stimuli as well. Our speaker reminded us further that learners often find themselves at a loss to respond when fed language that does not neatly correspond to the exact bit of dialogue which s/he has gone to the pains of learning in class. A reserve of 'alternative responses' is another resource which students need to draw upon if they wish to communicate

effectively outside the classroom.

Moving then to the situationally-based syllabus, which Goldsberry pointed out is not a total approach in itself, we found ourselves being pointed outside of the confines of a text and projected into the English speaker's world. Adding a word of caution. Mr. Goldsberry reminded us that while texts which carefully break down and plot out 'a certain traveler's movements from airport through customs to a hotel in a foreign capital'. etc. have merit. they often fail to account for other happen&an& that may occur in these 'culturally representative' sites. For example, banks are not merely places for monetary exchange, deposit, or withdrawal as some of these situationally-based texts suggest, but may serve as a meeting place as well. Despite the importance of simulating behavior as the situation seemingly demands, there is the danger of inviting the conclusion that a single type of "bank" or 'restaurant'-type language governs one's speech in these respective settings. Our speaker then maintained that instructors should do all that they can to *extend the notion of a situation*, to help learners cope with the unexpected and to live with doubt, both of which are inevitable by-products of most human communication.

The notional/functional approach, thus, is most concerned with what exactly is to be communicated and the contextual frame governing the utterances used. Quoting from Wilkins' *Notional Syllabuses*, our speaker next presented what many TESL instructors consider to be a worthy model of what a 'notion' is. Divided into cognitive, modal and functional 'meanings', a single notion might incorporate the cognitive spheres of 'time', 'space' or 'quantity', the degree of certainty in one's response (modality) or functions involving anything from half-hearted sympathy to whole-hearted agreement. Texts which our speaker has drawn on considerably in his classes and portions of which he distributed to the members present are Leo Jones' *Functions of English and Notions in English*. These offer problem-solving and description exercises which not only challenge the learners, but help them overcome their self-imposed slavery to the grammar of the target tongue and set them to applying what they already know to the task at hand. That, for example, a man found lying dead in the desert with an unopened pack on his back could have leapt from an airplane or that a woman would have thanked a man for having pointed a gun at her and thereby curing her hiccups -from (*Notions in English*) was beyond this writer's judgment, though the students in Prof. Goldsberry's classes were said to have uncovered the facts (in English) in ten to fifteen minutes. Despite begging the question of 'practical worth'; such exercises engagingly tap the learner's budding linguistic resources and shift attention from the printed page. Conceding that even Leo Jones' text has not enabled him to elicit sarcasm and anger from his students in the course of a year and a half, our speaker nevertheless ably demonstrated that a notional/functional

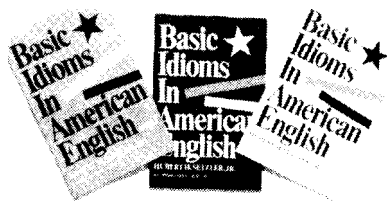
(continued on pg. 22)

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Notes by T. Matsui are provided at the back of the book and answer key by T. Matsui is available separately.

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approach can be instrumental in closing the gap between instructors and learners. Noting that many teachers, Japanese in particular, might not care to work toward establishing such close rapport in the classroom, he feels that it has enabled his students to learn how to cope with him (and presumably other native speakers as well) outside of the classroom. Noting that Japanese is all too often the only means of communicating in the English language classroom here, our speaker's theme of promoting greater involvement with English, whether it be by a situational or functional approach, was a notion that was well-received by the end of our first post-summer get-together.

East Kansai

TOTAL PHYSICAL RESPONSE WORKSHOP

Reviewed by Kathi Kitao, East Kansai

Aleda Krause gave a Total Physical Response Workshop at the East Kansai meeting on September 13, 1981. Aleda, who teaches for Sumitomo in Osaka, began her well-organized workshop by explaining the rationale behind TPR. Among other factors, she mentioned that listening is the first and most important skill, that physical response gives the student an opportunity to internalize what s/he has heard, and that it gives the student an opportunity to demonstrate comprehension without having to speak.

Aleda then demonstrated a TPR lesson in German. Because she used rotating groups of six students, much of the audience was given the opportunity to participate. After the demonstration, the audience discussed their experiences.

To demonstrate an action chain, Aleda used hand washing. In an action chain, the teacher gives commands for an activity one step at a time. After going through the sequence twice, she asked members of the audience to tell her any phrase that they remembered. In spite of the fact that they had only listened to the commands and performed the activity, members of the audience were able to come up with all of the steps.

An activity for more advanced students that Aleda demonstrated was using TPR to have the students perform common gestures used by native English speakers and then teaching the meanings of the gestures. This is an especially practical use of TPR, since non-native speakers often have difficulty understanding the gestures that native English speakers use.

The audience, later divided up into groups. Each group was given a matchbox and instructed to come up with as many commands as possible concerning the matchbox and matches. After that, the groups were instructed to arrange these commands as they would for a lesson plan. The lesson plan of one group was presented to the whole audience. The last group activity

was to discuss teaching problems from textbooks that group members were using and how TPR could be used to help solve these problems. Unfortunately, due to shortness of time, there was not much opportunity to discuss the group activities with the audience as a whole.

This workshop was very clearly presented and practical, both for teachers who were new at TPR and for those who have used it before.

Teaching Carols

By Dale T. Griffee, James English School

As we approach the season to be jolly, Christmas brings many things, including songs. Popular songs come and go, but Christmas songs seem to go on forever and they provide an opportunity to teach pronunciation, vocabulary, customs and maybe even the Christmas Spirit.

Recently there has been renewed interest in listening as the receptive skills are being re-evaluated and perhaps moving to a new prominence. (Kalivoda, 1980. 'Learning to Listen - What Can Be Done?' *English Teaching Forum*, 18, 4 [October] .) In this article I would like to illustrate how listening can be applied to singing. My example will be 'White Christmas' by Irvine Berlin. This article, as the lesson itself, is in three parts. It would be possible to teach the lesson nonstop, but I recommend 3 parts in 3 separate lessons.

Introduction

Part I. My first two steps are to give a short introduction and then to play the song, which takes about 3 minutes. After playing the song, I ask each student about what per cent he could understand, and then I note it on the board and write it in the class folder. My introduction is this:

Today we are going to listen to 'White Christmas.' This is a modern song about the Christmas season and writing Christmas cards. Today this song is very famous. That is to say most everybody in America and Japan knows this song. The singer is Bing Crosby.

Then I give vocabulary. For this song I write 10 words on the board: dreaming, listen, tree, glisten, sleigh bells, snow, Christmas card, merry, bright and white. While some of these words may be-known, they are not always recognized. Rather than ask for definitions, I ask for words that mean the same thing. My fourth step is to ask for a sentence using each of the vocabulary words. This can sometimes be lengthy. The last step in part I is to explain the following phrases:

I'm dreaming explained as I'm thinking about
I used to know " " in my past

tree tops glisten " the snow on the trees
 reflects the sun
 children listen " children can hear
 may your days " I hope you enjoy
 be merry the Christmas season

Then the class listens again and I ask for the per cent of understanding. The reason for asking for a per cent of understanding is to create an index that the students can see. This as well as the context could be dispensed with, however.

Phrases

To begin part II, I again give a short context as follows:

The song 'White Christmas' is probably the most famous modern Christmas song today. 'White Christmas' is about tree tops covered with snow, children listening to sleigh bells and writing Christmas cards. Let's listen to Bing Crosby sing 'White Christmas'!

Then I play the song. Next I give some additional vocabulary. These are function words, but it gives me a chance to review the phrases in which they occur. The new vocabulary is *just, where, ev'ry* and *may*. The phrases in which they appear are: 'just like the ones', 'where the tree tops glisten', 'ev'ry Christmas card I write' and 'may your days'. I tell my students the meaning of each word and repeat the word in the

context of the phrase. I discourage the students from writing either the word or phrase. I explain that we are doing a listening exercise. Step four is selected oral repetition. The following phrases are said by the teacher and repeated by the students:

1. I'm dreaming
2. I used to know
3. tree tops glisten
4. may your days be merry
5. children listen
6. just like the ones
7. every Christmas card I write
8. sleigh bells in the snow
9. Christmases be white

Judging by the rise in the per cent index and student comments this is the key exercise in facilitating listening. Understanding isolated vocabulary does not promote listening comprehension to the extent the same vocabulary in a phrase does. Step five is paraphrasing the song line by line. I ask, "What does this mean?" or "tell me in different words." Paraphrasing is the most difficult exercise and I would omit it for lower classes. Step six and seven are "tell me in your words about this song" and listening again with space. Listening with space means listening to the tape line by line with a period of about 5 seconds of silence between each line. This gives students time to incorporate the material. This exercise is based on studies which

(continued on pg. 24)

Meeting People

Meeting People

Terry L Fredrickson

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Carols

(continued from pg. 23)

showed that native speakers do not speak slower to their children but leave space between utterances.

Singing

Part I introduces vocabulary. Part II concentrates on phrases. In part III singing is introduced. A teacher can profitably teach only parts I and II if singing is not desired. After listening to the song again, I again ask for the percentage of understanding. Step three is a true-false test. For example, the name of this song is 'White Christmas', *dreaming* means *thinking about*, a sleigh is a kind of bell. Usually the students can easily answer these questions. That is the point. To ask a true-false question just after material has been introduced is to test before you have taught. For step four I use a fill-

in-the-blank exercises, but verbally, not written. Step five is to hand out the song with every 5th word missing. We read it together. I ask the students not to fill in the blank yet. Then we listen again while they follow the cloze script. The last step is either to sing along with the tape or sing without the tape. Even if the teacher can't sing well, by following this procedure the class will be very familiar and confident and probably someone can start the song. The first singing will be a little ragged, but you can begin and end several classes by surging and soon the song will come easier.

This method of introducing a song through listening exercises has the merit of a clear separation of teaching and testing. It also forces the students to rely on their ears more than their eyes. To sing it as they hear it rather than as they see it releases students from overdependence on the written word and will increase confidence as well as pronunciation.

Positions

(NAGOYA) Nanzan University has an opening for a qualified and experienced- full-time teacher of English beginning April 1982. He/She should be a native speaker of English preferably under forty years of age and have at least an M. A. in TEFL. The term of contract will be for two years, with the possibility of renewal. Rank and salary will depend of qualifications and experience. Curriculum vitae and three letters of recommendation should be sent to Chairman, Department of British and American English, Nanzan University, 18 Yamazato-cho, Showa-ku, Nagoya 466. The deadline for application is November 30.

(KAMIFUKUOKA) Need a Japanese teacher of English for primary and junior high school children's evening classes. An active interest in EFL and previous teaching experience are preferable. Pay is based on experience. Send resume to D.T. Bell, Happy English Class, Ono Building 3F, 3-7 Kamifukuoka 2-chome, Kamifukuoka City, Saitama-ken 356 or call (0492) 63-1245.

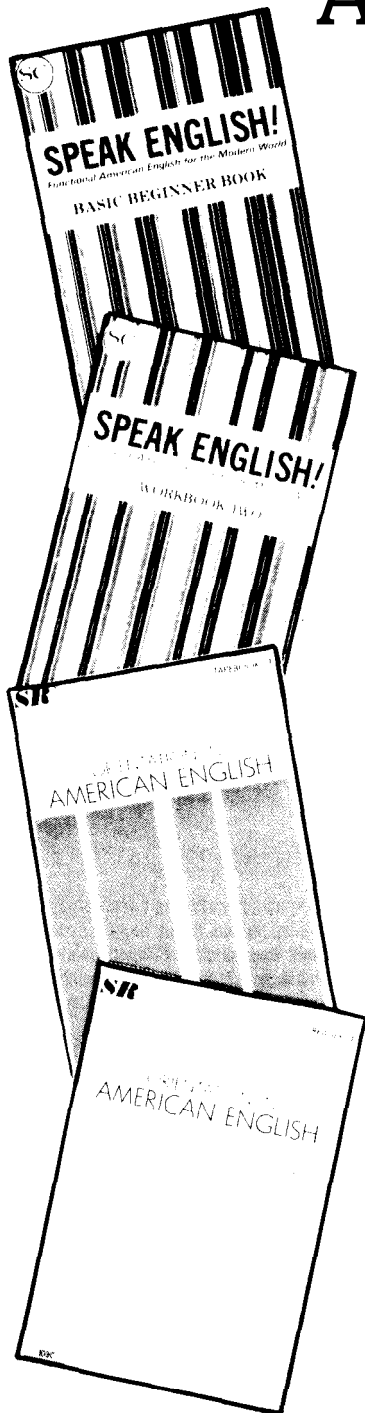
(TIME-LIFE) is seeking candidates for a limited number of EFL/ESP teaching positions at the end of this year. Locations include Hiroshima and cities in Kyushu. For 1982, similar positions will be available throughout Japan. For more information contact Mr. John Hanes at (03) 241-1835 or mail your resume to TLES Instructor Personnel, C.P.O. Box 88, Tokyo 100-91.

(KOBE YMCA) Full-time and part-time positions in TEFL available in the two-year college and evening session beginning in April. One or two year contract. Teaching experience and TEFL qualifications required. Air fare to Japan and return fare after two years' service. Housing allowance. For further information write to Mr. Kenjiro Sakazaki, Kobe YMCA College, 7-15 Kano-cho 2-chome, Chuo-ku, Kobe 650.

(OSAKA) Hishoten Tanki Daigaku (Assumption Junior College) is seeking an experienced native speaker as teacher of conversational English (eight classes of 45 minutes/week) and English composition (two classes of 45 minutes/week or one class of 90 minutes/week) starting April 1982. For further information please write to Sr. Tsutsumi, College President, Hishoten Tanki Daigaku, Nyoidani No. 1, Mino-shi, Osaka-fu, 562 or call (0727) 21-6780 or (0727) 23-5854.

(NAGOYA) Interface, a private language school for children, has openings for one full-time native English teacher beginning December 1, 1981 and one from April 1, 1982. The one year renewable contract includes a monthly salary of Y180,000 plus a Y20,000 housing allowance, four weeks/year paid vacation, all key money and deposits paid on an apartment supplied by the school, and one bonus per year. Teachers are expected to work six hours/day, five days/week, and additional hours are paid for on an hourly basis. A B.A./M.A. in Japanese or linguistics, or a TESL, pre-elementary or elementary education certificate is required. Send resume to Ken Nakamura, Interface, 1-1 Yotsuya-Dori, Chiku-ku, Nagoya 464 or call (052) 781-2001 between 12:00 and 7:30 p.m. except Thursday and Saturday.

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Meetings

KANTO

There will be no chapter meeting in November, as the National Conference will be held in Tokyo from November 21 to 23. Help will be needed for this from local members; volunteers please contact Shari Berman at 408-1511 (work). An annual business meeting will be held on Saturday, November 28 from 3:00 to 4:30 p.m. at the Aoyama Language Academy (7th floor, West Tower, Twin Bldg., Aoyama 1-chome, Tel:408-1 511). This will be the final meeting of the year. We urge the participation of all members: this will be your chance to make the local chapter what you want it to be!

Business to be discussed will be the amendment of the local Constitution, and the solidification of the election ballot for 1982. There will also be a report on the activities of the special interest groups following the October mini-conference.

The nomination of officers for the 1982 Kanto Committee is as follows:

President: Shari Berman
 Recording Secretary: Walter Carroll
 Program Chairperson: Janet Fischer, Gaynor Sekimori
 Newsletter Liaison: Walter Carroll
 Public Relations: Yasuo Kamai, Masaru Kurahashi
 Membership Chairperson: Munetsugu Uruno, Yasuo Kamai
 Treasurer: Javier Macuago
 Member at large: Dan Walsh

These nominations are open to addition and amendment. If you want to nominate someone, contact Shari Berman or come to the November business meeting.

TOKAI

Topic: About *Streamline*
 Speaker: Peter Viney
 Date: Wednesday, November 18
 Time: 6:00-7:30 p.m.
 Place: Nagoya International College, Meieki School (Nagoya Gakikokugo Senmon Gakko) (052) 452-7581
 Info: Satoshi Ito, (office) (0562) 97-1306, (home) (0562) 97-0437

Peter Viney teaches in Bournemouth, England. He is the co-author of the *Streamline English* and *Speechwork* series (Oxford University Press.) From 1975-1980, he was the head of elementary studies at the Anglo-Continental School of English. He is closely involved with teacher training, and has taught teachers from all over the world.

EAST KANSAI

Speaker: Peter Viney, textbook author and guest speaker at JALT '81.
 Date: Monday, November 16
 Time: 7:00-9:00 p.m.
 Place: Kyoto, Doshisha Women's College Eiko-kan, E 104
 Fee: Members: free; Non-members: ¥1,000
 Info: Yukinobu Oda, (075) 251-4156/4151

Unfortunately, due to the rather large geographical space between England and Japan we were unable to obtain Mr. Viney's exact topic in time for the *Newsletter* deadline. However, we do have that information now, so if you're interested, please inquire!

Peter Viney teaches in Bournemouth, England. He is co-author of the *Streamline English* and *Speechwork* series published by Oxford University Press. From 1975 to 1980 he was the head of elementary studies at the Anglo-Continental School of English. He is closely involved with teacher training and has taught teachers from all over the world.

KYUSHU

Topic: *Bonenkai*
 Date: Sunday, December 6
 Time: 2:30-5:00 p.m.
 Place: Chikae Restaurant (2-2-1 7 Daimyo, Chuo-ku, Fukuoka City) Tel. (092) 721-4624
 Fee: ¥4,000 (includes Japanese food, sake, and beer)
 Info: Etsuko Suzuki (home) (092) 713-8718, (work) (092) 761-3811

A postcard for reservations (also including the election ballot for next year's officers) will be sent to all chapter members. Reservations may be made by using this post card or by calling Etsuko Suzuki. Members may bring non-member guests, but everyone is encouraged to make their reservations as soon as possible because there will only be enough room for thirty people.

HOKKAIDO

Topic: Year-end Party and 1981 National JALT Conference Report
 Date: Saturday, December 12
 Time: 6:00-8:00 p.m.
 Place: Hotel Sunflower Sapporo
 Reservation Deadline: November 30
 Reservations: Katsuaki Takeda Home (011) 702-5667., Work (011) 681-2161
 Info: Yukitoshi Sato (home) (011) 661-2036, (work) (011) 681-2161; David Waterbury Home (011) 561-3751, Work (011) 611-2111 (x279)

KEL BOOK FAIR EXHIBITORS

Addison-Wesley	British Council	Cambridge University Press	Collier Macmillan
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Houghton Mifflin	International Learning Systems	Language Service	Lingual House
	Linguaphone	Longman	Macmillan
	Modern English Publications	Nelson	Newbury House
	Pergamon	Regents	Scott, Foresman
			Toppan
			McGraw-Hill
			Oxford University Press

PROGRAMME OF KEL BOOK FAIR PRESENTATIONS

Saturday, November 14

10:30- 11:30

1. Practice Tests for Michigan Certificate English
Presenter: David Blackie, ELT Publisher, Thomas Nelson
2. The Leamabies: What Why and How to
Presenter: Tom Pendergast, Didasko Advisor
3. Presenting Bridges to English
Presenter: Protase Woodford. McGraw-Hill Author of the Series

11:45- 12:45

1. The Streamline English Series and Speechwork: A Practical Demonstration
Presenter: Peter Viney, Oxford University Press Author of the Series
2. The New Horizons in English Series
Presenter: Dr. Jessie Reppy, Consultant, Bataan Refugee Processing Center
3. The Listening-Skills Series
Presenter: Michael Rost, Publications Advisor, Lingual House Publishing Company

1:45- 2:45

1. The Humanist Approach in The Kernel Series
Presenter: Robert O'Neill, Longman Author of the Series
2. Silent Way-Mini-charts and Worksheets
Presenter: Tom Pendergast. Didasko Advisor
3. I Like English Series
Presenter: Richard Carpenter. Consultant, Scott Foresman and Company

3:00- 4:00

Advantages of Non-Native Teachers
Guest Speaker: Professor Nao-omi Kuratani.
Osaka University of Foreign Studies

4:15- 5:15

Confrontation vs Cliche?
Guest Speaker: Mr David Hale, Kyoto University and British Council Advisor

5:30- 6:30

1. Practicing the Four Skills
Presenter: John Chapman, Acquisitions Editor, Regents Publishing Co.
2. The Minimac Programme
Presenter: Sarah Bernhardt, Teacher Trainer
3. Classroom Methods, Materials and Techniques
Presenter: Leo G. Perkins, President, Comet Publishers

Sunday, November 15

10:30- 11:30

1. English for a Changing World Series
Presenter: Richard Carpenter, Consultant, Scott Foresman and Company
2. The Listening-Skills Series
Presenter: Michael Rost, Publications Advisor, Lingual House Publishing Company
3. Presenting The Life Styles Series
Presenter: George Farina, Field Editor, Longman Group Ltd.

11:45- 12:45

1. Fluency Squares for Business and Technology
Present&s: Phillip Knowles, Director, LIOJ
Ruth Sasaki, Instructor LIOJ
2. The Linguaphone Video Course
Presenter: Mr. Junichi Kitayama, Sales Manager, Linguaphone Institute
3. Introducing Business Week Digest
Presenter: Dan Gossman, ELT Group Consultant, McGraw-Hill

1:45-2:45

1. Classroom Methods, Materials and Techniques
Presenter: Leo G. Perkins, President, Comet Publishers
2. The Streamline English Series and Speechwork: A Practical Demonstration
Presenter: Peter Viney. Oxford University Press Author of the Series
3. The Minimac Programme
Presenter: Sarah Bernhardt. Teacher Trainer

3:00-4:00

The Japanese and Argumentation
Guest Speaker: Mr Michihiro Matsumoto

4:15-5:15

1. Presenting Bridges to English
Presenter: Protase Woodford, McGraw-Hill Author of the Series
2. The Humanist Approach in The Kernel Series
Presenter: Robert O'Neill, Longman Author of the Series
3. Practice Tests for TOEIC
Presenter: David Blackie, ELT Publisher, Thomas Nelson

5:30-6-30

1. Total Physical Response - the New TPR Kits
Presenter: Tom Pendergast, Didasko Advisor
2. Yes! English for Children
presenter: Dr Jessy Reppy, Consultant, Bataan Refugee Processing Center
3. Communicative Syllabuses at Elementary and Intermediate levels
Presenter: Peter Viney, Oxford University Press Author of Streamline English Series



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Guest speakers include:

Professor N. Kuratani (大阪外国語大学)
 Osaka University of Foreign Studies
 Mr. D. Hale (京都大学、英国領事館)
 Kyoto University & British Council
 Mr. M. Matsumoto (NHK、大阪外国語専門学校)
 NHK & Osaka Gaigo Senmon Gakko

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