

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

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December 1, 1981

## W. Kansai Materials Presentations

Reviewed by- Vince Broderick, West Kansai Liaison

The West Kansai Chapter's October meeting featured a series of presentations by chapter members on teaching materials (mainly commercially available texts) that had been used to teach various EFL skills to differing groups of learners. The following presentations were given:

Some brief comments on and reactions to the presentations:

Aleda Krause

*Listening Links  
Task Listening*

**LISTENING.** Aleda began by warning her audience that a good deal of the available listening oriented teaching materials badly overrated, with selections too rigidly scripted to be of real use. She felt that the best feature of the texts she uses was that their language was natural, and was associated with various tasks of differing linguistic complexity. Since some tasks involve culture-specific activities, such as exchanging Christmas presents, sometimes it was helpful to prepare the class with an exercise that would bring out just what was going on. Aleda emphasized that the point of most listening exercises should be to 'get the message' and then to go on once understanding has taken place.

Bernie Susser

*Starting Strategies*

**SPEAKING** Bernie said he used *Starting Strategies* on the first and second year college level and almost entirely as a speaking/hearing text. He said the book was excellent in terms of its layout, the many taped exercises not reproduced in the text, and the ease with which one can supplement lessons. Since he considers the text to be a pattern practice text with a notional/functional table of contents, it's easy to adapt materials from other notional/functional texts or from one's own teaching experience. This is a good way to activate the English the students have studied, but don't *have* yet.

Vince Broderick

Triny Yates-Knepp

*Comp*

*10 Steps*

*26 Steps*

*Sentence Combining*

**WRITING.** Vince Broderick discusses how he used *Comp* with large classes of third year senior high school students, almost all of whom were

preparing to take entrance exams to college. Since the text tries to teach paragraph construction through comprehension and response, it serves as a good bridge between the long, usually essay-type selections in the students' readers, and the sentence-by-sentence work done in their other textbooks. The reading passages are assigned to small groups of students who work up a written response for class discussion and correction.

Triny Yates-Knepp showed how she used two texts from Language Innovations in New York, one text for beginning students and the other for intermediate/advanced ones. This controlled composition approach moves from simple copying and proofreading, through more complicated adaptations, all the way to organizing the material after it has been cut up into strip stories, and adapting the material to the situation in Japan. The third text, originally intended for native speakers, was used to teach how *to* take apart and combine English discourse, so the students get a feeling for what is the best way to say something, as well as for the flexibility of expression in English.

Terry O'Brien

Jill Bond

*Kernel Lessons (British)*

*American Kernel Lessons:*

*Intermediate*

**FOUR SKILLS TEXTS.** Since these texts contain more material than could be taught in a year of classes, the problem of how to best use them seems to be what not to teach. It was suggested to teach the main point of a unit

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## Nihongo de?

来年度からJALTニューズレターに日本語での記事を掲載することになりました。日本語での記事を掲載することにより、多くの会員を啓発し、語学教師の手助けとなることを期待しています。記事掲載希望の方は2ページの住所にて編集者までご連絡下さい。

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orally, then visually on the board, with student involvement individually and in pairs, then use the text itself as a reinforcement, aiming at improving reading, comprehension, grammar skills, understanding cultural differences and initiating conversations. At no time should there be mere slavish subordination of teacher and students to the text. (Information courtesy of Terry O'Brien.)

Michiko Inoue

### *An American Sampler*

**READING.** Michiko Inoue discussed the college reader she uses (and helped write). The book is intended to overcome two main faults of such texts: an overreliance on discursive essays and insufficient specific information about the culture of an English speaking country or countries. In addition, it was felt that a variety of comprehension and pre-reading-type exercises must be included to offer a substitute to the line-by-line translation approach.

Barbara Fujiwara Various texts, incl:  
*Jazz Chants*

Barbara Ottman *Are You Listening?*

Keiji Murahashi *Cue Books 1 and 2 from  
English for a Changing World  
Longman Structural Readers*

### **SUPPLEMENTING HIGH SCHOOL TEXTS.**

The presenters wanted to show how English texts could be supplemented by materials that present the language under a different aspect. For example, *Jazz Chants* adds rhythm to recitation and work with structures; *Are You Listening?* requires a pictorial response to listening comprehension and the *Cue Books*

offer entirely visual cues for teaching and testing. Mr. Murahashi also went on to show how slides of the illustrations in the *Longman Structural Readers* could be useful in making them more accessible to his students.

Triny Yates-Knepp  
Donald Freeman

*English for Business:  
The Bellcrest Story*

**BUSINESS.** Triny and Donald focused on the joint BBC/Oxford series: *The Bellcrest Series*, a business English course with accompanying videotapes. The presentation focused on 4 issues: 1) What *Bellcrest* is: A continuous story, in natural, uncontrolled language, in a realistic situation aimed at adult learners. The context was business-related, but the course was adaptable to various uses. 2) What *Bellcrest* isn't: It isn't a language textbook. The material is ungraded and has no grammatical sequencing, and it isn't self-evident. 3) How to work with *Bellcrest*: Emphasize listening skills, summarizing, making counseling responses, stressing the difference between global and intensive listening, discussing business practices, cross-cultural information and working with prepped listening. 4) Working for *Bellcrest*: Gambits, the ability to generate dialogue, cross-cultural and business insights, and the openness to the purely speculative. (Information courtesy of Fusako Allard.)

Sr. Regis Wright  
Maurice Splichal  
Penny Little

*Jack and Jill  
The Toro Method*

**CHILDREN.** (See Elizabeth Kitamura's Report on *Children's Interest Group*.)

# JALT

## NEWSLETTER

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### REPORT OF WEST KANSAI CHILDREN'S INTEREST GROUP

Reviewed by Elizabeth Kitamura

On October 25, 1981, the West Kansai Chapter's Children's Interest Group met at Umeda Gakuin to present some recent publications in children's educational materials. The speakers were Sr. Regis Wright, Maurice Splichal and Penny Little. Penny Little, a musician, songwriter, dancer and teacher from America was visiting Japan for a few weeks. She briefly described her work and materials used in the school she started for creative arts and theater for children, which can be used in Japan as well. Her lively ideas are in her book, *FUNKtions*. She also offered to do individual class demonstrations, an offer eagerly accepted by several teachers present. Although leaving Japan on Nov. 7, she hopes to return soon (for further information, contact Elizabeth Kitamura, (06) 84 1-9043).

The next speaker was Maurice Splichal, an English teacher at a large Kyoto school with over 1000 students from nursery to high school. He presented the **TORO Workbooks**, an integrated series of seven texts, teacher's manual

and easy readers. Each text is divided into pages teaching letter formation (from A to Z), phonics, new vocabulary, grammar patterns, skits which can be used by *happyokai*, reading and cards used in games. Children proceed with coloring at their own pace while the teacher's manual clearly explains the grammar structures to be taught at different stages. Mr. Splichal also explained the large poster, of various shape-characters around the room (ex. Kate Circle, George Diamond), each with different ages, professions, good and bad habits, likes and dislikes, and from different countries to give students a world outlook. The faces are reproduced on a set of cards used in many games, ex. Teacher (holding a card face down): 'Who is she?' Children must ask questions: 'Is she a stewardess? Is she 24 years old? Does she live in an apartment?' etc., to guess who the person is. The books and other educational materials can be obtained through TORO English Workshop, 1-2 1-40 Minami Sakurazuka, Toyonaka, Osaka 560. Tel. (06)840-1380 or (06)841-9043, upon completion of the TORO Method Teachers Training Course, a comprehensive course for beginner and experienced teachers of children from 4 to 13, held regularly in Osaka and around Japan. The early readers for pre-school and nursery, however, can be bought separately. These are very helpful in getting young children to recognize and read words like *ant, bird, river, window, corn, sun*, etc. in a coloring book format.

The third speaker was Sr. Regis Wright who has taught hundreds (probably thousands) of children during her stay in Japan. She discussed the *Jack and Jill* Books, published by Seido Institute, Ashiya. She showed how they introduce colors and have many illustrations for teaching new words. They also teach the sounds of the letters so children are encouraged to sound out the words, with a clear picture to confirm the meaning. The books consist of two levels, with 4 texts in the first level and 2 texts so far in the second level. The first level is for younger children. If you have only older children, you can start with the second level which reviews the essentials covered in the first one. It takes about six months more or less to finish each book, and perhaps nine months for younger children. Each book is divided into about 10 units which a teacher might cover in about 3 hours but this depends on the age and ability of the students, size of the class, etc. Reading of words begins in the second book, and sentences are presented in the third book. The teacher can introduce writing whenever he or she would like to, and many suggestions are given and explained in the Teacher's Manual which is very detailed. Cards and tapes accompany the books. Sr. Regis had ingeniously glued magnets with zinc to the cards and demonstrated several board games.

The audience found the presentations helpful and interesting and the session finished with questions and answers.

## Tokai

### SOME PROBLEM-SOLVING GAMES FOR LANGUAGE COMMUNICATION

Reviewed by Michael Horne, Nagoya University

Games in the language classrooms are the sugar on the bitter pill of learning. In the well-attended meeting of the Tokai chapter on October 25 th, Andrew Wright had his audience pitting their wits on various puzzles and problems and harvested a wide-ranging crop of responses.

There was, of course, a serious side to this. Mr. Wright began his discussion by talking about the so-called dichotomy between 'convergent' and 'divergent' thinking. People with precise minds who can easily answer problems with only one 'right' answer are perhaps different in kind from those whose minds range more freely and tend to produce a variety of responses. The first group can be said to be 'convergent' and the latter 'divergent' thinkers. Using the ideas of Edward de Bono as a base, Mr. Wright then went on to apply this distinction to various puzzles.

The first of these was concerned with the world population problem. Could the problem be solved if parents were allowed to produce children freely until they had their first boy, and were then forced to stop? What kind of problem was this? Did it encourage convergent or divergent thinking? Most of the audience agreed that though the problem seemed quite specific (hence convergent), it led to diverse reactions and to consideration of related issues such as the replacement rate, polygamy, the prospect of a world dominated by women, etc. Similar conclusions were reached in the case of two further puzzles: one which asked for a three-dimensional view of a building which looked the same when seen from above and from the front, and another which demanded the 'odd man out' in a group of geometrical shapes. In both instances there seemed at first to be only one answer, but in fact several solutions were possible. What seemed convergent was in fact divergent.

However, another kind of game - suggesting what certain weird doodles represented - was obviously open-ended, encouraging as many answers as possible and proving a great stimulant to the imagination. In Japanese classrooms particularly, activities which broaden the mind are welcome; students here are so used to the 'single solution' questions given in examinations that a change to divergent thinking is a needed corrective.

Mr. Wright then went on to relate these convergent/divergent concepts to methods of language teaching used in America and Britain. America, the home of Dyads, the Silent Way, Community Language Learning and Suggestopedia tends to be synthetic, student-oriented and divergent, whereas England's traditional approach is analytical, authoritarian and conver-

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gent. Only the recent impetus of the notional/functional approach has done anything to change this situation. These differing national tendencies can be traced back to historical foundations, and Mr. Wright suggested that the English system is still somewhat lacking in flexibility and 'transferability.' If more divergency is used in teaching foreign students then the transfer effect (the students' ability to adapt linguistically in the land of the target language) should improve.

These comments led to an open discussion which scanned a wide range of issues, and which proved, if nothing else, the baroque-like 'unity in diversity' of the Tokai chapter.

## Hokkaido

### RHYTHM, STRESS, AND INFORMATION

Reviewed by Clark Davis, Fuji Joshi Daigaku

On Sunday, September 13. Mr. Willie Jones of Hokkaido University gave a talk entitled 'Rhythm Stress and Intonation' at the Hokkaido English Book Fair which was held in conjunction with the JALT Hokkaido Chapter. In his opening remarks, Mr. Jones pointed out the difference between conscious or cognitive knowledge and subconscious or intuitive knowledge and said that the rhythm, stress, and intonation of one's native language is known intuitively. Similarly, a Japanese would, in all likelihood, have difficulty explaining these underlying aspects of Japanese and contrasting them with those of another language.

Mr. Jones discussed Japanese rhythm at some length expressing the hope that an awareness of Japanese rhythm would help the predominately Japanese audience understand why English rhythmic patterns are difficult for Japanese. Emphasis was placed on the idea that language has to do not only with vocal cords and what happens in the mouth when one speaks but is an expression of a people's culture in the broadest sense of the word and an expression of the whole rhythm of a way of life. This basic rhythm is one of the entire body and not only of the body of one man in isolation but one of a man as he relates to the space around him and as he relates to the people around him. When we communicate through language, we communicate with the whole man in the context of society.

The essential movement of the Japanese people and also of the Japanese language is stop-go, stop-go or one-two, one-two. There is no possibility of striding when speaking Japanese just as there is no possibility of striding when walking in the traditional Japanese way. When Japanese walk, the feet must be very nearly flat. Otherwise one's *geta* or slippers fall off. The fundamental European movement is one of lifting and springing, a centrifugal rather than a centripetal movement. The ancestors of the Japanese spent their time with their feet in the paddy fields not looking after animals or hunting

as did the ancestors of the Europeans. Japanese culture is in every way down to earth. When Japanese are happy, they look down. Europeans look up. Christian churches have spires pointing to heaven directing one's thoughts and prayers upward. Pagodas are built in such a way so as to invite Buddha to come to earth and enter. The Japanese like to stay at home. Europeans like to go exploring.

Just as Japanese walk with a steady one-two step, every Japanese syllable is on a one-two beat and consequently Japanese have trouble hearing English syllables that are between beats. One of the reasons that Japanese students do not use articles when they speak is that because they are not on the beat, they do not hear them. When the question 'Will you close the door, please?' is heard, only the words *close* and *door* are likely to be recognized while native speakers are tuned to hear *Will you, the, and of course, please.* It is therefore necessary to provide understanding of the rhythmic nature of English in order to help students study English. As far as possible, a learner of a language other than his own should strive for native-like, intuitive fluency but for university students and other adults, more cognitive knowledge is necessary for them to do this. With small children, less time should be spent trying to understand rhythm cognitively and more time should be devoted activities which promote intuitive learning.

In his discussion of English stress, Mr. Jones contrasted it with stress in Japanese and said that English stress is difficult for students because in their language the significance of words is marked with post-particles. In English, stress is added according to definite rules and functions to make a word more important than those surrounding it. Stress was defined as essentially pressure, physical pressure which may be accompanied by length and intonation. To illustrate one of the rules of stress, Mr. Jones related the introductory remarks of the master of ceremonies of a concert he recently attended. 'Tonight we are going to sing a program of German **songs**, French **songs**, and Italian **songs**. I am sorry but we are not going to sing any English **songs**.' The stress should, of course, fall on the three varieties of songs to be sung rather than on the word *songs*. The audience knew that it would be songs that would be sung. In giving information, the stress should be on what is information. That is, it should be on what is new. In this case, *German, French, and Italian* are what is new. They are members of a set and as such should be stressed. To show that stressed words come on the beat, Mr. Jones chose a sentence at random from an editorial about the recently deceased nobel prize winner. Dr. Yukawa, in the September '12 edition of the *Asahi Evening News*. 'Dr. Yukawa's work was so wide-ranging that it cannot be described in a word.' It was pointed out, however, that marked intonation does not always come on the beat. Rhythm and intonation are intuitive but stress can be consciously varied.

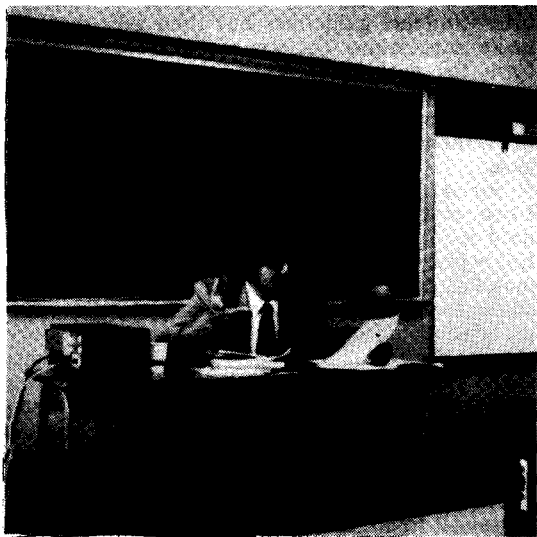
Mr. Jones said that of the three aspects of language which were the subject of his talk, intonation is the most difficult to describe because it

is so intuitive. One of its basic functions is to act as a pointer between bits of a sentence as in 'I've come to the end of a clause but I haven't come to the end of a sentence,' the word **clause** spoken with intonation and a slight dip and rise to indicate that the word is the end of a clause but that there is more of the sentence to come. Intonation can also act as a pointer to something that has been said in a paragraph as in a sentence from the above mentioned editorial about Dr. Yukawa which begins, 'His greatest work as a physicist...' with a great deal of intonational movement on the word **physicist**, lifting the whole word up and finishing with a little fall and rise, indicates to a native speaker that a printing reference is being made. Here it is' a reference to a previous sentence in which Dr. Yukawa was described as a scholar and pacifist. Another important function of intonation is to indicate the inter-connectedness between the listener and the speaker, telling what I think about something and what I would like you to think about about it. Mr. Jones showed how intonation can be taught using songs. The line, 'He promised to buy me a pair of blue ribbons,' in the old song 'Oh, Dear! What Can The Matter Be?' can be varied according to the speaker's or, in this case, the singer's desire to emphasize the color of the ribbons or the fact that it is ribbons rather than something else that was promised. If it is the former, of course, blue would have the intonation and if it is the latter, **ribbon** would have it.

### A HOLISTIC APPROACH TO FOREIGN LANGUAGE TEACHING

Reviewed by Terry Toney, Hokkaido Chapter

In his lecture, given at the Hokkaido Chapter's mini-conference on September 12th, Dr. Muneo Yoshikawa of Hawaii University was concerned firstly with explaining the theoretical basis of his approach to teaching (Japanese language and the Cross-Cultural Program), and then



Dr. Muneo Yoshikawa

Mr. Jones described his use of British folk songs and of selections of British poetry and prose to teach stress, intonation, and rhythm with the class treated as a choir and himself acting as the conductor. He conceded that individual conversation practice is not done but recommended this sort of activity saying that even very complex phonological aspects of the language can be practiced. He especially recommended folk songs which in addition to helping students with the rhythmic patterns of the language, were often good sources of minimal pair practice in a meaningful context.

I think that those who attended this lively and informative presentation were fortunate to hear so much really substantial material put forth in such an entertaining and enthusiastic way. There is no question but that the lack of knowledge of rhythmic patterns, stress, and intonation, which are, as Mr. Jones pointed out, the framework and basis for other aspects of the language, is responsible for many of the difficulties that present themselves to Japanese students. When it is understood that no matter how well grammar and vocabulary are used, a speaker of English cannot make himself understood accurately or understand spoken English with any respectable degree of competence until he has mastered the underlying systems on which the language depend, a great obstacle will be removed from the paths of many who are now discouraged with their progress.

outlining his actual teaching approach. He concluded his lecture with an example of an activity which he has used in his teaching.

Dr. Yoshikawa sees the development of humanistic psychology in recent decades as being a major factor in the redefinition of the nature of man. Humanistic psychology has become a third force counterbalancing Freudian psychology and behaviourism, both of which present an image of man as being passive or reactive. Humanistic psychology sees man as active, responsible, relational and free. An important consequence of this for education is that in order to educate the 'whole man' the goal of cognitive understanding must be supplemented with the one of empathic understanding. In other words, the affective domain is as much a part of education as the cognitive. To develop only one of these (which has commonly been the case in traditional teaching) produces an imbalance. Education must be seen as a set of relations: teacher and student; content and process; thinking and feeling. These parts may be related to each other in different ways, which shows that man and education are not objects with fixed attributes, but rather dynamic entities, processes from which meaning emerges. Relations between people are realized to a large extent in communicative behaviour, and because of the shifting configuration of participants and topics in interaction it is clear that communicative behaviour is similarly a dynamic process.

Yoshikawa then asserted that modern foreign

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language teaching methodologies must take into account cognitive and affective understanding; man as a thinking and feeling, being, and the dynamic process of interaction. An examination of the Silent Way reveals that it recognizes man as a self-motivating, active being, involved in the process of learning. It includes aspects of control but also of initiative, of dependence but also of independence. Similarly Community Language Learning includes both distance and relationship, the teacher and student are independent but also interdependent. Man is reflective not reflexive. Finally, Suggestopaedia works on the principle of balance between the functions of the brain, both the logical and the creative. It encompasses the unconscious as well as the conscious sides of the learner. These methods all aim at man as a 'whole being', and aim at the affective domain as much as the cognitive.

Yoshikawa stressed that language should be seen as part of the 'whole man', and to this extent its function as a means of satisfying psychological needs (e.g., clarifying one's own identity and worth, or finding one's calling in life) should not be forgotten in the classroom.

To conclude his theoretical explanation Yoshikawa referred to Stevick's use of the term way to designate different methodologies. This he compared to the Japanese *Do* and Chinese Tao. These recognize man as a fusion of opposites, a balancing of contradictory forces. This should also be the aim of language teaching methodologies. He stressed that methodology should be a way for both teacher and student. He summed all this up in a quotation from Lao Tsu. 'The Way to Do is to Be.'

Yoshikawa's theoretical basis was a sensible and articulate coordination of many of the prevailing trends in applied linguistic research developed round a unifying theme of humanistic psychology. It is, however, a personal statement and justification, neglecting, as it stands, a variety of influences from diverse fields other than psychology. For example, the influences of sociology, anthropology, ethnomethodology and pure linguistics (viz. approaches to discourse etc.) The lecture did, however, remind us that knowledge is not divided into discrete fields, but rather that basic truths can be arrived at from a number of different disciplines, all of which have some contribution to make. Yoshikawa's use of such terms as 'redefinition of man', 'new image of man' and 'whole man' seemed somewhat more eloquent than academic, reminiscent more of the euphoric shibboleths of the Renaissance than the cool scientific approach of the 20th Century. It should be remembered that vague and over-used terms are often employed only at the cost of clarity.

In his own teaching Yoshikawa always begins his course with an orientation session as this improves the success rate in achieving the course objectives by creating a cooperative atmosphere from the start. In the orientation session he explains why he is teaching the course, the *objectives* of the course, *how* these will be

achieved and finally about *evaluation*.

*Why:* Yoshikawa aims to illustrate to his students the importance of relations with other people and, thus, the importance of communication and cross-cultural understanding. He has developed an interesting method of doing this. First he draws the kanji for man in a country; it means *prison*, and Yoshikawa claims that one's own culture is like a prison, it hides much more than it reveals. One should get outside one's own culture to get a different perspective on it, and to realize that there are other ways of thinking. Similarly to establish the importance of relationships with others Yoshikawa points out that Japanese 人, man, alone is not a human being, he must also have 間, *mu* (in-betweenness, space and thus position or relationship to others) to become 人間 a human being. According to this way of thinking, our relationship to others and the concept of relative location, is a part of our identity, and language is the basic means of establishing these relationships and therefore our own identity. Communication is important for survival.

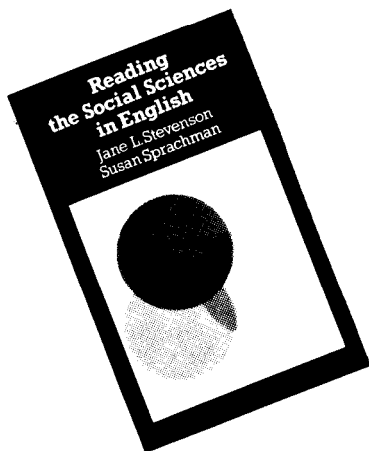
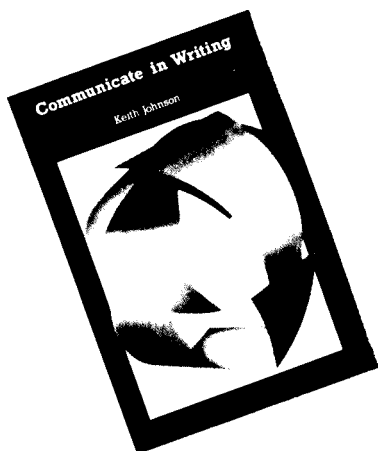
*Objectives:* These Yoshikawa explains in terms of what the students should be able to do at the end of the course. The skills should be enumerated.

*How:* Students alone cannot achieve these objectives, nor can teachers alone, but together the students and the teacher can. Teacher, student and media together in equal parts can achieve what one alone cannot. What is of particular significance here is the recognition (which is coming in many methodologies) that the student is responsible for his own learning. The teacher can cooperate and help, but the student is essentially responsible for himself. Clearly, a redefinition of student and teacher roles *is* implicit here. Learning is created by the combination of the different relationships shown here.

*Evaluation :* Yoshikawa must be commended for not trying to evade this chimera. He clearly opts for a system of evaluation which will form a part of the learning process. He is ready to offer students guidelines but then asks them to make suggestions for some creative exercise to form the evaluation. A creative exercise which they help to decide and afterwards discuss, clearly involving them. Again a redefinition of student and teacher roles becomes evident here.

*An Activity:* To conclude his lecture Yoshikawa gave an example of an activity he has used in his teaching. In the activity he does the following: Writes a story based on lesson material and new content; reads this to the students twice (very dramatically to aid comprehension); asks many questions; reads story again; has students ask questions; students then reconstruct story orally (teacher gives cues and prompts); students write about themselves in similar setting (some class time is allowed for this so that the teacher can go around helping students and develop personal contact); teacher checks story before students present it to group or class.

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Longman 

## Letter to the Editors

To the Editors:

The letter below from the June, 1981 *TESOL Quarterly* (Vol. 15, No.2), should be of considerable interest to teachers of EFL here in Japan. If one changes the words 'China' and 'Chinese' to 'Japan' and 'Japanese', the letter becomes a rather accurate assessment of the problems involved in introducing innovative methodology in Japan.

However, one sentence does not apply:

For one thing, they have been surprisingly (to us) successful in turning out fluent speakers of the language.(p.207)

The writers' suggestions as to how to make unfamiliar methodology acceptable to Chinese teachers might be applied profitably here as well.

Louis Maze  
Takasaki

### COMMENTS on METHODOLOGY-ORIENTED TEACHER TRAINING PROGRAMS in CHINA

We have noted the discussion in recent issues of *TESOL Quarterly* concerning the usefulness of methodology in China EFL teacher training (TT) programs. Essentially the question is whether or not training sessions in EFL methodology would be appropriate for China. We read with interest the letter of Patrie and Daum in the Sept. 1980 *TESOL Quarterly* Forum where they state that Chinese teachers are more interested in improving their language skills than in learning new methodology, and the reasons they gave for this opinion: that Chinese English teachers "are always teaching to the limits of their knowledge, and cannot, therefore, use methods which encourage students to ask questions" (Patrie and Daum 1980:392-393). We agree with this point of view and also with their opinion that the first need of Chinese teachers is properly designed materials if they are to alter their approach to language teaching. We would now like to explain why we teachers and the Chinese teachers we've worked with feel that an approach to teacher training which emphasizes methodology won't work in China.

We are members of a Fulbright team stationed in Shanghai, where we have been training Chinese teachers for 6 months. Like Patrie and Daum, we arrived here expecting to teach methodology and linguistics. And like

Patrie and Daum we have considerably altered our viewpoint since we've been here. We've found that on the whole the response of our Chinese students and other Chinese teachers to lectures on methodology and linguistics has been one of skepticism, reluctance, and at times lack of comprehension. The possible reasons for this attitude are worth discussing.

An important part of the traditional Chinese system of education is memorization and analysis of scholarly works. Fitting quite comfortably into this tradition is the Grammar Translation approach to language teaching with its emphasis on close analysis of syntax and discussion of word meanings. And this is the approach, in recent years modified by the Audio-Lingual method, most commonly used in language classes in China today. Chinese teachers of English seem reluctant to abandon this approach. For one thing, they have been surprisingly (to us) successful in turning out fluent speakers of the language. Second, nationwide or universitywide language tests in China are geared to close analysis of selected texts, and teachers are afraid that a radical departure from the traditional Grammar Translation approach in their classes would make their students fall behind. They have to feel secure in the knowledge that new methods work before they'll be willing to use them. Third, the influence teachers might have on educational policies seems limited. They work within departments in cooperation with other teachers, the elder of whom choose and compile materials which are used in all the classes. Though they may offer opinions as to what they think would be appropriate in certain classes, they are not free to go their own way or innovate freely in their classes. Consequently, a teacher training course which focuses mainly on innovate methodology would not be immediately useful to them.

Nor would their students accept an abrupt departure from traditional teaching methods. In their classrooms, Chinese teachers are authority figures who are regarded with fear and respect, provided they know their subject. They dispense knowledge and command obedience. The teacher talks; the students listen. Social relations in the classroom are stiff and formal because this is considered respectful classroom behavior. An approach to

proach is clearly very effective.

Yoshikawa's lecture was a presentation of a personal approach with a personal justification for it. The approach is obviously one which other teachers will like to share with him. The lecture was stimulating and very enthusiastically delivered; it was also well-received. Yoshikawa was at pains in the lecture to establish that learning involves all aspects of our psychology, affective and cognitive, and that a consequence of this is that students have a responsibility for their own learning, and teachers a responsibility to involve students in interaction and learning on equal terms. These are points that cannot be made too often.

(cont'd from p. 6)

Yoshikawa claims that this activity helps to do the following eight things:

1. Improve students listening comprehension.
2. Develop their speaking proficiency.
3. Develop reading and writing skills.
4. Include students' personal interests.
5. Develop questioning skills as well as answering.
6. Develop their ability to summarize.
7. Develop the ability to visualize the story (a processing strategy).
8. Develop their ability to make long sentences.

If all these aims are achieved Yoshikawa's ap-



teaching which deemphasizes the teacher's role, which puts the burden for learning on the students, or which uses teacher silence or counseling techniques would be too abrupt a change for most students and would not be accepted.

Also missing in China is the pressure to alter language teaching approaches in order to hold students' interest. Students cannot change their majors. From the time they enter the university, they are fully committed to English as their lifetime profession. As a result they are motivated in ways that western students do not understand. Students in China do not have the option of dropping out of a major or a program if they become uninterested. And so they are willing to spend hours translating and analyzing those texts that the teacher may assign.

An additional influence on the attitudes of Chinese toward new methodology is that they have no context in which to place it. That is, they've been isolated from language theory and know little of the developments in thought that have spawned these changes in classroom approach. Therefore, when they see a demonstration of a radically new method they're surprised, and they often see it as a kind of game playing which ignores serious matters. Their first reaction is that it is a frivolity without substance, that it "won't work in China."

This is not to say that Chinese teachers are completely close-minded. They're not. They'll wholeheartedly accept practical suggestions or techniques which they feel will work. That is,

suggestions that will work with the materials they must use, which will not hinder or alienate their students, and which will not ask the teachers to relinquish significantly their role as source of knowledge or require that they give more knowledge than they have (e.g. which require a teacher with native speaker proficiency). They will also use new materials and techniques whose effectiveness is apparent to them.

Chinese teachers have also shown themselves to be open to methodological ideas that are presented indirectly rather than as a complete and unique methodological package. Certain ideas and techniques (e.g. use of silence, use of group work, removing the teacher from the center of focus, asking students to take more responsibility) can be effectively incorporated, for example, into a teacher training program that is based on language skills development. So perhaps the key here is gradually to present certain important underlying principles in a context familiar to the students and to demonstrate the usefulness of these principles convincingly. In this way students will more willingly accept a fuller theoretical explanation. As we ourselves have already observed in Shanghai, a trainer who gradually incorporates ideas may persuade student trainees to consider alternatives to their teaching norm.

William Grabe  
Denise Mahon

Shanghai Foreign Language Institute

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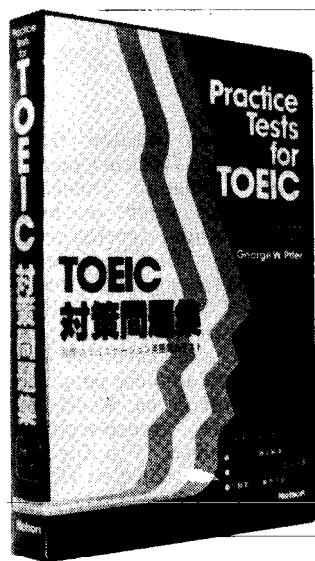
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# West Kansai Elections

## CANDIDATES – WEST KANSAI EXECUTIVE COMMITTEE

The following were nominated and have agreed to serve on the West Kansai Executive Committee for 1982. Election will be at the Annual Meeting on December 13th, 1981.

To save space, information is coded as follows:

- A) Educational background
- B) Present position
- C) JALT experience
- D) Years in Japan (non-Japanese only)

Gerald Biederman A) B.A. in English, Boston State College. B) OTC, Inc., Osaka. C) Program Chair, East Kansai Chapter, portion of 1979. D) 4.

Vincent A. Broderick A) Ph.D. in Comparative Literature, Univ. of N. Carolina. B) Seifu Gakuen. C) Newsletter Liaison, West Kansai Chapter, 1981; moderator for panel discussions; presenter at JALT '80. D) 11.

Hiroshi Inoue A) B.A. in Sociology, American Univ. Washington, D.C. and B.A. in Sociology, Keio Univ. Studied internretina at Nichibei Kaiwa Gakko. B) English Faculty, General Education Level, Kinki Univ. C) None, but interested in Newsletter liaison, publicity or membership.

Ellen Jones A) B.A. in German and Russian, Colby College; M.A. in Slavic Languages and Linguistics, Univ. of Pennsylvania; and M.S. Linguistics, Georgetown Univ. B) Seido Language Institute. C) None. D) 1.

Ryoko Kawahara A) B.A. in English Literature, Osaka Women's College. B) Osaka Pref. Nagano Sr. High School. C) Panelist at West Kansai Chapter meetings and at JALT '80.

Junko Miyazaki A) B.A. in English and American Literature, Kobe College; M.A. in EFL, Southern Illinois Univ. B) Kyoto Sangyo Univ. and Heian Women's Jr. College. C) Volunteer help at meetings.

Rise Nakagawa A) B.A. in Psychology, East Carolina Univ.; M.A. studies in TESOL, Vanderbilt Univ. Peabody College. B) OTC, Inc., Osaka (in charge of teacher training). C) Volunteer help at meetints. D) 5.

Larry Riesberg A) B.S. in Marketing, Univ. of Colorado; and M.S. Candidancy, Kwansei Gakuin Univ. B) Language Programs Facilitator. Sumitomo Metal Industries, Wakayama. C) Presentations at West Kansai Chapter meetings and 1981 Conference. D) 5.

Jack Yohay A) B.A. in Sociology, Univ. of California, Berkeley. B) English Plaza (Kyoto) and Seifu Gakuen Sr. High School. C) None. D) 12.

## PROPOSED CHANGE TO THE WEST KANSAI CHAPTER CONSTITUTION

The following amendment, in accordance with the West Kansai Chapter Constitution, has been proposed by at least-two members of the West Kansai Executive Committee. The rationale is to make the chapter constitution agree with the proposed JALT Constitution. The rationale for the change to the national constitution is, of course, to make the Japanese name for JALT official.

A vote for this change will be taken at the chapter's annual meeting on December 20, 1981. If by chance the change to the JALT Constitution is not effected, this proposal will be withdrawn by the Executive Committee.

## THE CONSTITUTION OF THE JAPAN ASSOCIATION OF LANGUAGE TEACHERS WEST KANSAI CHAPTER

(Revised December 2 1, 1980)

### 1. Name

#### **Current:**

The name of the association shall be the Japan Association of Language Teachers, West Kansai Chapter, hereafter referred to as JALT. West Kansai.'

#### **Proposed:**

The name of the organization shall be the Japan Association of Language Teachers, West Kansai Chapter, and in Japanese, the **Zenkoku Gogaku Kyoshi Kyokai Nishi Kansai Shibu** (全国語学教師協会西関西支部), hereinafter referred to as JALT, West Kansai.

(The rest is deleted because no other changes are proposed.)

# Positions

(SHIZUOKA) English teacher wanted from April, 1982, at Fuji Seishin Joshi Gakuin (Sacred Heart Girls' High School) in Susono, Shizuoka Prefecture. 10-1 2 hours per week teaching conversation classes, curriculum development and advisory work with other English faculty members, English Club, etc. Work hours on 3 or 4 days per week with over 3 months vacation per year. Desire a woman with ESL/EFL experience who is devoted and can care for the students as individuals. Some Japanese language ability preferred. Visa sponsorship, ca. Y 140,000 per month, health insurance, transportation costs and other benefits possible. For further information please contact Sister Chizuru Hayashi or Gwen Joy, English Department, Fuji Seishin Joshi Gakuin, 198 Momozono, Susono-shi, Shizuoka-ken, 410-1 1 Tel. (05599) 2-0213 by January 31, 1982.

(cont'd on p.23)

# Teaching Tips

## APPERCEPTION TEST

A psychological test called the Thematic *Apperception Test* consists of a series of drawings of things and people, usually in crisis situations. The student is shown one of these drawings and then asked to a) describe objectively what he sees in the picture and b) interpret what is going on. (If the *TAT* drawings aren't available, select drawings or paintings from magazines or elsewhere that show people acting and reacting in situations of emotional crisis.) Students should work in groups.

## PICTURE STORIES

The student looks at a series of pictures and then makes up a story to include all or a few pictures. Variations: a) Each team is given a picture or sequence of pictures and told to create a story. b) Draw a series of cartoons to create a message; no words are permitted. Other cartoons can be taken from newspapers or comic books. c) Using slides, show pictures of persons performing actions and have the students describe them. d) Another source of picture sequences might be filmstrips or the Bull visual grammar charts.

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



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# Copy 'n' Use It

The activity on the opposite page is the first of what we hope will be a continuing series of activities which can be simply copied and then used in the language class. Thomas Robb has contributed this month's activity. The newsletter would appreciate contributions from the readers of anything else which they think would make a useful 'Copy 'n' Use It' item. Let's share our ideas!

The object of this activity is for a team of two students, sitting back-to-back, to select the item on the 'problem sheet' matching that on the 'answer strip' - without using Japanese or gestures of any kind.

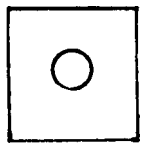
**Procedure:** Pair up the students in the class. If there are an odd number of students, you can take the 'answer strip' side of one pair yourself. Have the students sit back-to-back and then pass out the sheets, telling them not to look until all students have received their papers and the procedure has been explained clearly. (If the students must sit so close together than they can easily see the next pair's sheets, make up some new answer strips by cutting and pasting designs from a photo-copy of the problem sheet. Then, even if they can see the next person's paper, it won't matter since their answers will be different.) Go over any difficult vocabulary first, although it might be best to save most explanations until afterwards. since the students will learn better after they 'feel the *need* to know the word. The winning team is the team which announces that they have finished first *and* has all the answers right.

### Sample descriptions

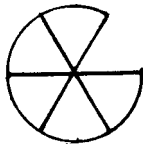
- A) There is a square and inside it there is a circle. The circle is very small, about 6 mm across. It doesn't touch the sides of the square.
- B) There is a circle divided into 6 parts. The part on the upper right side is missing.
- C) The number 1950 is printed upside down on the paper (horizontally).
- D) There are three circles arranged in a triangle. They are not touching each other.
- E) There is a human eye and there is a line under it.
- F) There is a circle and inside the circle at the top is the letter C. In the lower left there is the word SHE and in the lower right, the letter B.
- G) There is a circle and an arrow. The tip of the arrow is touching the circle. The arrow goes from the lower right to the upper left.
- H) There is a six-pointed star (a Star of David) inside a circle. There is another small circle inside the star.
- I) There is a chair which is facing forward. There is a ball on the chair.

## Answer Strip

A.



B.



C.

1950

D.



E.



F.



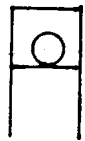
G.



H.

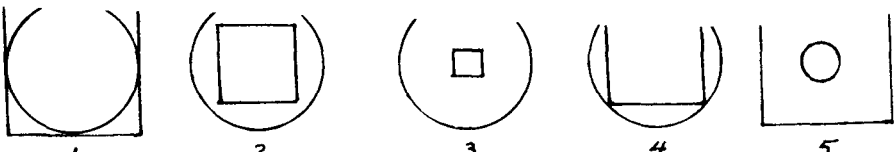


I.



Problem Sheet

A.



1

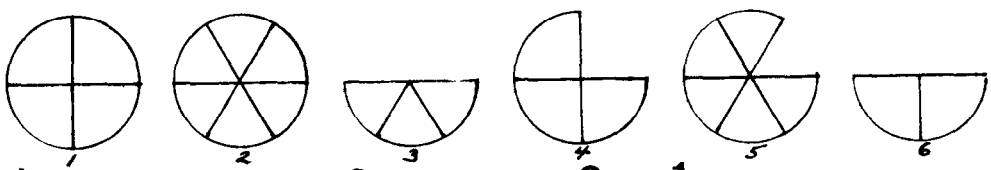
2

3

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B.



1

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6

C.

1915

1915

0561

0561

1950

5161

1950

1915

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7

8

D.



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E.



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H.



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I.



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# JALT Newsletter Index Vols 1-5

The following pages are a first for the JALT *Newsletter* – an index of all articles, reviews, interviews, and reports. Beginning with Volume I, Number 1 (when it was actually the Kansai Association of Language Teachers), and up to and including this issue, the index lists Newsletter contributions by subject. Typical entry examples are:

Nord: The primacy of Listening. James Nord.  
int. Tom Robb. IV:2,5.

The first part is the title of the article. Next is the author, or, in this case, the person who was interviewed. **int** means the interviewer. The Roman numeral is the volume number, the first Arabic numeral is the issue number, and the last numeral is the page number. In this next example,

## APPLIED LINGUISTICS

- Japanese and English Compared, Part 1. Sumako Kimizuka. III:7;5.  
 Jaoanese and English Compared. Part 2. Sumako Kimizuka. III:8;21.  
 The Dual History of Foreign Language Teaching (book excerpt). K. C. Diller. III:9;1.  
 Living and Dead Languages. K. C. Diller and T. M. Walsh. III: 11;9.  
 Linguistics and Language Teaching. K. C. Diller. int. Nancy N. Hildebrandt. IV:1 ;18.  
 Towards a Theory of English Conversation. Tom Robb. IV:2 ;9.  
 Lyons: Trends in British Semantics. John Lyons. int. Fred Allen. IV:3:10.  
 Information Processing. Michael Rost. rev. Henryk Marcinkiewicz. IV:5 ;19.  
 Say, Tell, Talk, Speak. Kazuo Watanabe. IV:6:14.  
 Verb Markers: Form and Meaning. Phillip Knowles. rev. Anita Kurashige. IV:6:29.  
 Authentic Discourse in Language Teaching. Nancy Lee. rev. John Ingulsrud. IV: 12;5.  
 Mary Ann Decker: Communicative Competence. rev. Dale Griffiee. IV: 12;6.  
 What 'Means' Second Language Acquisition? Pamela and Richard Harman. V: 4;3.  
 What is Discourse Analysis? Virginia LoCastro. V:4;7.  
 Teacher Training and Educational Linguistics. Masayoshi Yamada. V:5;17. See also Teacher Training.  
 Transfer and Overgeneralization in Japanese Learners. Machiko Achiba. rev. Michael Home. V:6;10.  
 The Importance of Error. in Language Learning and Teaching. Arthur Spicer. rev. Darrell Jenks. V:6;18.  
 Understanding Meaning: A Discourse Analysis Approach for Language Teaching. Christine Winkowski. V:7;8.  
 The Language of Change. Donald Freeman. rev. Susan Goshen. V:8;5.  
 Discourse Analysis. Virginia LoCastro. rev. Walter Carroll. V:8;9.

The Teaching Act. John Fanselow. rev. John Ingulsrud. III: 10;13.

the information concerns a presentation review. The first name is the presenter, the second name is the reviewer.

Certainly anyone who uses this index will find shortcomings in it. But because of space and financial limitations, we could not make this as precise an index as we would like it to be. Some of the categories and the arrangement of each entry will certainly be debatable. But this index will be of greatest use to anyone who wants to find information on a subject area, not the specific work of one person.

Our thanks to Dale Griffiee of James English School in Sendai for the original suggestion of compiling an index.

The Editors

Memory and Second Language Learning: A Point of View. Patrick Buckheister. II:4;20.  
 Perception, Language Learning, and Communication. Leo Perkins. V:3;3.

## BOOK REVIEWS

- Intimate Relationships: Marriage, Family, and Lifestyles through Literature.** Ed. Rose Somerville. rev. Nancy Nakanishi. 1:2;12.  
**Selections for Developing English Language Skills, Revised Edition.** Mary Finocchiaro and Violet Hock Lavenda. rev. Charles Adamson. I:2;13.  
**Core English One.** William Slager et al. rev. Nancy Nakanishi. I:3;13.  
**Idioms & Action: A Key to Fluency in English.** George Reeves. rev. Nancy Nakanishi. I:3;15.  
**The Language of International Finance in English: Money and Banking, English for Careers.** rev. Jane Wieman. 1:4;7.  
**A Short Course in Spoken English.** Ronald Mackin. rev. Charles Adamson. I:4;9.  
**Facilitating Language Learning: A Guideline for the ESL/EFL Teacher.** Fraida Dubin and Elite Olshtain. rev. Michael Joy. II: 1 ;12.  
**English Topics.** V. J. Cook. rev. Charles Adamson. II: 1;13.  
**Contrast.** Gordon Green. rev. Charles Adamson. II:1;15.  
**A Handbook for Teaching English to Japanese.** Kavoko Hisano Ishii. rev. Mark Wright. II:2;10.  
**News Tapes Vol. I-III.** William White. rev. John Boylan. II:3;14.  
**Critical Thinking: Selected Topics for Discussion and Analysis.** K. C. Aik and S. Edmonds. rev. Jim Brown. II :4;3 1.  
**Teaching Orderly English.** Evelyn Cornbreath. rev. Elizabeth Fiddich. II:4;33.  
**A Conversation Book - Book One.** Tina Carver and Sandra Fotinos. rev. Patrick Buckheister. III: 1;26.  
**The Language Teaching Controversy.** Karl Diller. rev. Nancy Nakanishi. III:2;18.

## BOOK REVIEWS (cont'd)

- Listening In and Speaking Out - Intermediate.** Gary James, Charles Whitely, and Sharon Bode. rev. John Lance. V:2;19.
- Starting Points.** Roger Scott and Roger Arnold. rev. Julian Bamford. IV:8;5.
- In Touch.** Oscar Castor and Victoria Kimbrough. rev. William Patterson. IV: 10;11.
- Oxford Picture Dictionary of American English (English/Japanese Edition).** E. C. Parnwell and K. Shimizu. rev. John Boylan. IV: 12;8.
- Composition Through Pictures.** J. B. Heaton. rev. Kathy Malizia. IV: 12;8.
- The Mind's Eye: Using Pictures Creatively in Language Learning.** Alan Maley, Alan Duff, and Francoise Grellet. rev. Virginia Lo-Castrol. V: 11;8.
- Dialogs and Drills in Idiomatic English.** W. B. White. rev. John Boylan. III:3;14.
- The Teaching of English in Japan.** rev. Dan Douglas. III:4;8.
- Caring and Sharing in the Foreign Language Classroom.** Gertrude Moscovitz. rev. Julian Bamford. III: 5;13.
- Teaching English to Speakers of Other Languages.** B. W. Robinette. rev. Greg Stricherz. III:6;14.
- Listening In The Real World.** Rost and Stratton. rev. D. T. Kameen. III:9;12.
- Twenty Five Centuries of Language Teaching.** L. G. Kelly. rev. John Maher. IV:2;12.
- Oxford Advanced Learner's Dictionary.** rev. Trina Keyes. IV:3;25.
- Longman Dictionary of Contemporary English.** rev. Diana Evans. IV:3;26.
- Longman Dictionary of English Idioms.** rev. William Patterson. IV: 3 ;28.
- Listening Contours.** Michael Rost. rev. Dick Hilbourn. IV:7;7.
- A Communicative Grammar of English, G.** Leech and J. Svartvik. rev. Diana Evans. IV:3;30.
- The CRISIS Series.** rev. Michael Joy. IV:7;10.
- The Kitchen Kit.** James Asher. rev. Julian Bamford. V:5;19.
- Notions in English.** Leo Jones. rev. Virginia LoCastro. V:7;5.
- Meeting People - A New Approach to Listening' Comprehension.** Terry Frederickson. rev. John Lance. V: 10;10.
- Interview.** Edwin T. Cornelius. rev. John Lance. V:10;10.
- Language Tests' at School.** John Oller. rev. Virginia Streiff. V:2;17.
- Listening to Maggie.** Lesley Gore. rev. John Lance. V:2;19.

## COMPOSITION AND READING

- Critical Reading and Analysis: Its Teaching.** Alex Shishin. V:3;8.
- Japanese Review:** Japanese Values in English. John Pereira. V:5:1. See also Intercultural Communication.
- Learner Correction in the Composition Class.** John Ingulsrud. rev. Anne Marie de Young. V:5;5.
- JALT College Reading Materials Research Project.** V:5;25.

- Phonic Reading and Spelling Techniques for Beginning ESL Students.** Paul Griesy and Yoshiko Yanoshita. V:7;6. See also Techniques.
- The Crocodile Technique.** Helen Kraemer. IV: II;22.
- Teaching Junior and Senior High Composition.** Father Ulrich. IV: 12;6.
- Predictive Reading.** Richard Young. IV: 12;11. See also Techniques.
- A New Approach to Vocabulary.** A. J. Cowie. rev. Richard Jessen. III:2;4.
- Cohesion: The Weaving of Sentences.** John Ingulsrud. IV:4;12.
- Literature In The Classroom.** John Wilson. IV:5;8.
- English for Special Purposes.** Colin Buchan. rev. John Maher. IV:5;25.

## INTERCULTURAL COMMUNICATION

- Haragei.** Michihiro Matsumoto. rev. David Bycina. III:3;17.
- A Cross Cultural Experience.** Don Freeman and Stacy Klein. rev. Kathy Tietz. III:6;16.
- Cultural Pluralism In Japan.** Nobuyuki Honna. rev. Jeanne Hind. III:6;18.
- How I Learned English.** Michihiro Matsumoto. int. Mark Mullbock. III:9;18.
- Crossing Cultures.** Helen Munch. rev. Fred Allen. III: 10;10.
- Intercultural Techniques.** Gwen T. Joy. rev. Mark Mullbock. III:10;23.
- Teaching Japanese To Foreigners.** Nobuko Mizutani. rev. Gwen T. Joy. IV:4;32.
- BAFA BAFA: Beyond Language.** Jim White. IV:5;21.
- Mind Logic and Hara Logic.** Michihiro Matsumoto. rev. Phillip Barbieri. IV:5;22.
- For Our Mutual Understanding.** Reiko Naotsuka. IV:6;6.
- Reading Scientific Japanese.** Maurice Publan. rev. Peggy Kehe. IV:6;25.
- Teaching American Culture to Japanese.** Michiko Inoue. rev. Lesley Holmes and Rob Orme. IV:7;18.
- Communication and Values.** David Keitges. rev. Norman Harris. III: 7 ;24.
- Culture in a Cookbook.** Deborah Foreman-Takano. rev. Bill Teweles. V:8;9. See also Techniques.
- Mutual Understanding of Different Cultures.** Reiko Naotsuka. rev. Bill Teweles. V:9;11.
- Cultural Aspects of Language Learning.** Reiko Naotsuka. rev. Connie Kimos. V: 1;23.
- Experiences on Awaji Island.** Gregory Ernest. IV:9;3.
- Considerations in Speech Communication.** Wesley Richard. rev. David Waterbury. IV:9;7.
- Nobuko Mizutani on Teaching Japanese.** int. Gwen Joy. V:2;1.

## JALT ORGANIZATION

- JALT Reorganizes: Opens Tokyo Office.** Tom Pendergast. 1:2;14.
- TEFL Japan 1977.** 1:4;1.
- Things Past and Things to Come.** Tom Pendergast. II: 1;7.
- Future JALT Programs.** David Bycina. II:2;1.

- JALT ORGANIZATION (cont'd)
- Chapter Report - Tokai. Robert Bruce. II:2;8.
- Chapter Report - Chugoku: Our First Meeting. John Maher. II:2;8.
- Chapter Report - Kanto. David Bycina. II:2;9.
- Chapter Report - Kansai. Judy Gernant. II:3;4.
- Call for Papers - Language Teaching in Japan '78. 11:4;1.
- Another Chapter for the Book of JALT. Aiden Grew. 11:4;9.
- The JALT Story. Tom Pendergast. III: 1;1.
- The Year in Review - Chapter Reports. III: 1;3.
- Program Report. David Bycina. III: 1;9.
- LTJ '78 - Participants Comment. III: 1;12.
- Newsletter Report. Nancy Nakanishi. III: 1;16.
- Membership Report. Tom Robb. III: 1;16.
- Treasurer's Report. Doug Tomlinson. III: 1;18.
- Language Teaching in Japan. Atsushi Kuse. III:2;1.
- The JALT Story : Part 2. Tom Pendergast. III:2;8.
- New Execs Meet. III:2;9.
- JALT Outside the ELT Mainstream. Dan Douglas. 11:2;22.
- Execs Meet In Osaka. III:5;1.
- Executive Committee Report. III:8;15.
- Executive Committee Report. III: 11;22.
- Aims for '80: Expansion, Consolidation. Tom Robb (int.). IV: 1;1.
- We Are Solvent. Tim Lewis (int.). IV: 1;5.
- New Officers Comment on Goals. IV: 1;9.
- Officer Reports: Special Supplement. IV: 1.
- Executive Committee Report. IV:3;33.
- Candidates - West Kansai Executive Committee. IV:11;26.
- College Reading Materials Research Project. IV: 1;26.
- Commercialism at JALT Meetings. IV: 12;11.
- Okinawa, East Kansai Become Chapters. Doug Tomlinson. IV:8;15.
- Chapter Notes - Okinawa. IV:8;15.
- Chapter Notes. - Chugoku. John Maher., Jean Glasser, Takako Yoshida, Carmen Segovia. IV:8;16.
- Tokai's New S.I.G. Raymond Donahue. IV:8;17.
- JALT/Shikoku Summer Workshop. IV:8;20.
- JALT '80 Update - Conference Receives Endorsement. IV:9;1.
- Treasurer's Report. Tim Lewis. IV:9;9.
- Executive Committee. Doug Tomlinson. IV:9;9.
- Election Procedures. IV:9;10.
- Job Referral Service. Charles Adamson. IV:9;11.
- JALT '80 Conference Update - Takeshi Watanabe to be Keynote Speaker. IV: 10;1.
- Conference Info. IV: 10;4.
- Report on JALT/Shikoku Summer Workshop. Kevin Hutchinson. IV: 10;10.
- Schedule of Events - JALT '80. IV: 10;6.
- Takeshi Watanabe: JALT '80 Keynote Speaker. int. Doug Tomlinson. IV: 11 ;1.
- JALT to Sponsor TESOL Presentation IV: 10;16.
- JALT '80 - Behind the Scenes. Paul LaForge. IV:1;5.
- JALT 1980 Elections. IV: 11 ;1.1.
- Nominees for Office. IV: 11 ;12.
- Constitution with Proposed Amendments. IV:11;13.
- Newsletter Editors Change from April. V:3;20.
- 1981 Chapter Officers. V:3;16.
- Vice-President. Douglas Tomlinson. V:1;11.
- Membership. Graham Page. V: 1;1 2.
- Programs. Kenji Kitao. V: 1 ;14.
- Recording Secretary. Henryk Marcinkiewicz. V:1;15.
- Treasurer. Timothy Lewis. V: 1;15.
- Publications. John Boylan. V: 1;15.
- Conference Kudos and Criticisms. V: 2 ;6.
- JALT Research Grant: A Report. Toyotaro Kitamura. V:2;12.
- A Message From the President. Thomas Robb. V:1;1.
- JALT '80 Keynote Address. Takeshi Watanabe. V: 2;7.
- Vice President. Kenji Kitao. V: 1;2.
- Program Chairperson. Kazunori Nozawa. V: 1;3.
- JALT Executive Officers - 1981. V:1;5.
- Committee Chairpersons - 1981. V: 1 ;5.
- Executive Committee Report. V: 1;6.
- JALT 1980 Annual Meeting. Doug Tomlinson. V:1;6.
- The Constitution of the Japan Association of Language Teachers. V: 1;8.
- President. Thomas Robb. V: 1;9.
- Public Relations. Kohei Takubo. V: 1;11.
- JALT Research Grant: A Report. Toyotaro Kitamura. V:4;13.
- West Kansai Chapter Conference Schedule. V: 5;24.
- Kyushu Chapter Conference on Teaching English in Junior and Senior High Schools. V:5;24.
- JA LT College Reading Materials Research Project. V:5 ;25. See also Composition and Reading.
- Long-Range Planning Committee. V: 7;10.
- Executive Committee Meeting Held in May. V:7;10.
- Application Information for Small Grants for Research in Language Learning and Teaching. V:7;10.
- The First JALT Summer Institute. Kazunori Nozawa. V:7;12.
- JALT Does Not Live By Dues Alone. Tom Robb. V:8;11.
- Koen Meigi** Received. V:9;1.
- JALT '81 Preliminary Schedule. V:9;13.
- The First Seminars for Language Directors and Administrators. V:9;15.
- Fuji-Xerox President to Give Keynote Address at JALT '81. V:10;1.
- JALT '81 Program Schedule. V: 10;18.
- JALT Summer Institute Schedule. V:8;14.
- JALT '81 Preview: Schedule, Main Guests. V:9;1.
- ExCom Meets. V: 11 ;1.
- Kobayashi. int. LeRoy Willoughby. V: 11;2.
- Constitutional Amendments. V: 11;4.
- Candidates for National Offices. V: 11;6.
- JALT Summer Institute Successful. V: 11;8.
- 1982 Conference Site. V: 11;8.
- Nagasaki Chapter Formed. V: 11;8.
- Voting Procedures for 1981. V: 11 ;13.
- (Almost) Everything There Is To Know, ... About JALT '81. V:11;14.
- JALT '81 Program Changes. V:11;16.

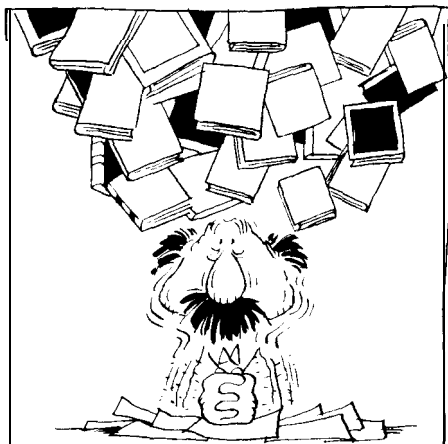




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## JALT ORGANIZATION (cont'd)

- Candidates – West Kansai Executive Committee. V:12;10  
 Proposed Change to the West Kansai Chapter Constitution. V: 12; 10.  
 JUNIOR AND SENIOR HIGH SCHOOL

- Report of the Group Discussion of the Junior-Senior High School Teachers. Barbara Fujiwara. I:3;10  
*Mombusho's* Reforms Minimal. Linju Ogasawara. int. Mark Mullbock. III:2;11.~  
 JALT Outside ELT Mainstream. Dan Douglas. III:2;22.  
 Educational Reform in China's Middle School English. Zhang Jian-zhong. V:4;8.  
 Teaching English in High Schools, Part II. rev. Haruyuki Kato. IV:9;4.  
 Teaching English in High Schools, Part III. rev. Jan Visscher. IV: 11;11.  
 A Morning at a Junior High School. Toyotaro Kitamura. IV: 11;2 1.  
 Teaching Junior and Senior High School Composition. Father Ulrich. IV:12;6. See also Composition and Reading.  
 English Education and New Curriculum. rev. Connie Kimos and Chiyo Nishizawa. V:9;9.  
 Linju Ogasawara. IV: 11;6.  
 Teaching English in Public Schools. rev. Sherman Lew. III:4;14.

## LANGUAGE PROGRAMS

- Fuji Seishin Gakuin. G. T. Joy. III:3;8.  
 Naganuma School's Asano-San. Tsuruko Asano. int. Mark Mullbock. III:3;1 1.  
 International Language Centre. Martin Lemon. III:5;14.  
 The School of International Studies. Charlotte Kennedy-Takahashi. IV:2;19.  
 English Education in Japan. Kenji Kitao. rev. Matean Everson IV:6;16.  
 Hiroshima Y.M.C.A. English School. Marie Tsuruda. I: 3;12.  
 Sony L.L., Shimbashi School. Shari Berman. II: 1;10.  
 Nagoya International College, Intensive English Programs. Nancy Nakanishi. II: 2;11.  
 Nippon Electric Company Ltd. (NEC). Mark Mullock. II:4;34.  
 Institute for International Studies and Training. Alan Grodman. III: 1;23.

## MATERIALS

- On Choosing a Dictionary. Jane Wieman. 1:3;1.  
 Dictionaries: An Annotated Bibliography. 1:3;2.  
 Other Reference Books. I :3;5.  
 A Comparison of Dictionary Definitions. I: 3 :6.  
 TEFL/TESL Publications. Larry Cisar. II:4;36.  
 Information Systems and Language Teachers. Kurt Veggeburg. rev. Michael Horne. V:4;16.  
 Teaching Materials from Scott-Foresman. V:4;17.  
 Book Fair in Fukuoka. Richard Dusek. V:4;19.  
 L. G. Alexander: Living in a Materials World. int. Julian Bamford and David Bycina. V:6;1.

- Inside a Learner's Dictionary: Register, Context, and Function. Della Summers. int. David Bycina. V:8;1.  
 Writing Texts for University and Senior High Use. David Hale. rev. Vincent Broderick. V:8;6.  
 English, The International Language. Peter Strevens. int. John Maher. V: 10;12.  
 English Language Bookfair in Tokyo. Publisher Representatives. int. David Bycina. IV:10;12.  
 Textbook Selection and Syllabus Design. Peggy Intrator. rev. Leslie Sackett. IV:8;10. See also Syllabus.  
 Story Squares. Lance Knowles. rev. Karen Walker and Connie Kimos. IV:9;7. See also Techniques.  
 Using Dyads for Maximum Communication Practice. Judy Winn-Bell Olsen. rev. Andrew Wright. IV: 1 1;20.  
 O'Neill on O'Neill: A Practical Humanistic Teacher. Robert O'Neill. V: 11 ;1. See also Teacher Training.  
 Working With Student-Generated Material. Alice Hines and Bill Robbins, Katsuko Nagayoshi, Larry Hesberg. rev. Vince Broderick. V:11;17.  
 Susan Holden: A Modern English Teacher. int. David Bycina. V: 1:20.  
 Judy Winn-Bell Olsen in Japan. int. Bernard Susser. IV: 11 ;10.  
 The Book Trade In Japan. int. David Bycina. III:8;1.  
 Obtaining Teaching Materials. Bernard Susser. III:8;10.  
 Check Out the Libraries. T. R. Kennedv. III:9;5.  
 Using the Media. Rosanne Skirble. rev. Steven Tripp. III: 10;12.  
 TV, Radio, and Print Media. Rosanne Skirble. III:7;1.  
 Look It Up! Adrain Underhill. IV:3;26.  
 Making and Using Unrehearsed Tapes. Ruth Sasaki. rev. Warrick Liang. IV:5;2.  
 Using Radio Commercials. Harold Surguine. rev. Steven Tripp. IV:5;4.  
 Introducing *College English*. R. Taylor. IV:5;15.  
 Using VTRs In The Classroom. Howard Gutow. rev. Wilma Kresel. IV:6;3.  
 Peggy Intrator on *New English 900*. Peggy Intrator. int. Connie Kimos. IV: 7 ;12.  
 Teaching Materials Presentations. Vince Broderick. V: 12; 1

## METHODOLOGY

- Learning New Ways To Teach. Atsushi Kuse. II:1;1.  
 An Eclectic Method? John Haskell. II: 3 :6.  
 Gertrude Moscovitz – Caring, Sharing, and Interacting. int. Jan Visscher. V:3;6.  
 Language Teaching/Learning: Which Way? Tom Pendergast. V:7;1.  
 Student-Centered Methods in the Public School System. rev. Lesley Holmes and Rob Orme. IV:8;9.  
 Learning to Learn. Tom Pendergast. rev. Dale Griffiee. IV:8;13.

**METHODOLOGY (cont'd)**

TEFL Trends In the U.S.: A Diary. Tom Pendergast. III:5;17.

Current Trends In Methods and Materials. J. Escobar and J. P. Bright. III: 11 ;1.

British and American Methodology. Peter Strevens. IV:3;1.

A Tribute to A. S. Hornby. W. R. Lee. IV:3;14.

Hornby on Hornby. IV:3;17.

English Teaching Today. Robert Lado. III: 12;1. Lado: The Audio-Lingual Method. int. Fred Allen. III: 12;7.

Communicative Language Teaching. D. A. Wilkins. III: 12;15.

The Dual History of Foreign Language Teaching (excerpt from book). K. C. Diller. III:9;1.

The Hourglass Paradigm. Tom Pendergast. rev. Stanley Sorenson. III: 12;3 1.

Neural Linguistic Programming. Larry Cisar. IV:2;17.

### Counseling-Learning/Community Language Learning

A Counseling Learning Model. Jenny Rardin. III:9;22.

Counseling-Learning In Sinsinawa. Wayne Pounds. III: 11;16.

Seven Clocks and Their Ailments. Paul LaForge. IV:4;5.

CL/CLL: Breaking Affective Binds. Paul LaForge. rev. Connie Kimos. IV:7;20.

An Introduction to CLL. Nancy Nakanishi. I:2;1.

Japanese Cultural Learning Mechanisms and CLL. Paul LaForge. 1:2;3.

Fifteen Question About CLL. Paul LaForge. 1:2;5.

Community Language Learning Seminar in Tohoku. Kathleen Graves. rev. Dale Griffie. v:3;14.

Community Language Learning. Tom Pendergast. III: 10;17.

Gertrude Moscovitz - Caring, Sharing, and Interacting. int. Jan Visscher. V:3;6.

### Silent Way

The Silent Way. Nancy Nakanishi. 1: 1 ;1.

The Silent Way From the Sidelines ~ The Comments of an Observer. Tom Robb. I: 1 ;1 1.

The Silent Way With the Akiyamas. rev. John Caldwell. 1:4;5.

Gattegno Silent Way Workshops. II: 1;16.

Gattegno on Language Learning. int. Geoffrey Murray. III:2;72.

The Silent Way and Larae University Classes. Frederick Arnold. II:4;6.

Two Silent Way Techniques ~ The Use of Articles and Giving Directions. Jim White. v:5;9.

A Demonstration Workshop on Learner-Centered Education. Barbara Fujiwara. rev. William Teweles. V:6;8.

The Listening Approach and the Silent Way. Reiko Horiguchi. rev. Connie Kimos. IV:11;19.

The Silent Way. Thomas Pendergast. III:4;12.

Silent Way Materials. Kathleen Graves and Don Freeman. rev. Alice Hines. IV: 5 ;11.

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## Suggestology

- Suggestology Arrives in Japan. Patrick Buckheister. III:3;1.  
 Music in Suggestopaedia. Kazunori Nozawa. V:5;9.  
 Will Suggestopaedia Work In Japan? Charles Adamson, Jr. III:3;3.  
 Racle on Suggestology. Gabriel Racle. int. Patrick Buckheister. III:5;17.

## OTHER ORGANIZATIONS

- Boston Hosts TESOL Conference. Tom Robb. III:4;1.  
 Exodus From Iran. Mark Bullbock. III:4;5.  
 Count Your Blessings. Mary E. Quintana. III:5;7.  
 Association of Foreign Teachers in Japan Celebrates 50th Year. III:4;3.  
 Job Hunting In the Big *Mikan*. Irma Woodward. III:6;7.  
 TESOL Tidbits. Mark Mullbock. III: 6;2 1.  
 The Magic Monkey (Model Productions). Jackie Gollin. III:7;14.  
 A Report From TESOL '80. rev. R. Orme and L. Holmes. IV:7;15.  
 TESOL Bibliography: An Introduction. Bernard Susser. III:4;25.  
 Research Survey for FIPLV. V: 11;4.  
 Lecture and Workshop Series. John Dennis and Takashi Shimaoka. V:3 ;2 1.  
 Centre for Applied Language Studies, University of Reading. V:4;13.  
 TESOL '81 Tidbits. Doug Tomlinson. V:4;22.  
 Celebrate Teachine. - TESOL Summer Institute. V:4;22.  
 Inter-American Linguistic Institute. V: 5 ;20.  
 TESOL Summer Meeting. V: 5 ;20.  
 Peabody-in-Japan: 1981 Summer Institute for Teachers and Administrators. V:5:20.  
 The First International Conference 'on Foreign Language Education and Technology. V:6:20.  
 Integrated Approach Workshop. V:7;11.  
 FLEAT Conference Held in Tokyo. Jim White. V: 10;3.  
**Zenkoku Eigo Kyoiku Gakkai** Meets. Kenji Kitao. V: 10;4.  
 A Report from the Conference of English Education Bodies in Japan. V: 1 ;19.  
 1981 TESOL Conference. V: 1;25.  
 English Educational Services International Survey. IV: 11;27.  
 TESOL Guidelines for Selecting Tests. IV: 12;11.

## PRONUNCIATION

- Pronunciation Pointers I - Final N. Tom Robb. I:3;8.  
 Pronunciation Pointers II - **F** and **H**. Tom Robb. I:4;3.  
**Katakana Eigo:** What's the Good? Where's the Harm? William Teweles. V:4;4.  
 Stress and Timing in English. Connie Kimos. rev. Chiyo Nishizawa. V: 10;5.  
 A Language With One Vowel: English. Johannes Tahara. rev. Tove Neville. V: 2;17.  
 Pronunciation Priorities. David Hough. rev. Nancy Hildebrandt. III:3;20.

- Rhythm, Stress, and Intonation. Willie Jones. rev. Clark Davis. V: 12;

## SYLLABUSES

- Notional Syllabuses. III:4;4.  
 Wilkins: The Functional Approach. rev. David Bycina. III: 1 ;10.  
 Notional-Functional Syllabus. Philip Barbieri. rev. Kathleen Foley. V:3;2.  
 Pauline Robinson on the Communicative Approach. int. David Bycina. V:3;9.  
 Notional-Functional Approaches to 'Narration. Mary Ann Decker. V: 5 ;10.  
 Alexander: A 'Notional' History. Keiko Shibasaki. V:6;5.  
 The Notional-Functional Approach: Methods and Techniques. David Bycina. rev. Gaynor Sekimore. V:6;11.  
 The Notional Syllabus and the Passive Voice in English. Susan Alexander. V:7;6.  
 Textbook Selection and Syllabus Design. Peggy Intrator. rev. Leslie Sackett. IV:8;10.  
 See also Materials.  
 A Communicative Syllabus at Beginner/Elementary Level? Peter Viney. IV: 12;1.  
 Using a Notional/Functional Approach in the Classroom. Peter Goldsberry. rev. Bill Teweles. V: 11;20.  
 David Wilkins, Guest Speaker LTJ '78. III:4;3.  
 Syllabuses: Structural, Situational, Notional. Sandy McKay. III:4;19.  
 Sometimes A Great Notion. III:4;21.  
 Wilkins - The Notional Approach. D. A. Wilkins. int. David Bycina. III: 12;19.  
 The Notional Approach. Graham Page. rev. R. Orme and L. Holmes. IV:5;30.  
 The Functional Approach (N-F). David Bycina. rev. Walter Carroll. IV:7;14.

## TEACHER TRAINING AND EMPLOYMENT

- Notes on Dr. Fanselow at Osaka. Patrick Buckheister. III:4;10.  
 Teacher Training and Educational Linguistics. Masayoshi Yamada. V:5;17.  
 The Teaching Act. John Fanselow. rev. John Ingulsrud. III:10;13.  
 The State of Labor Relations. Terry Brago. rev. Walter Carroll. V:7;11.  
 O'Neill on O'Neill A Practical Humanistic Teacher. Robert O'Neill. V: 11 ;1. See also Materials.  
 On Training Teachers. Don Freeman. rev. Michael Horne. V: 11;16.  
 John Fanselow. III:3;1.  
 Finding a Job in Japan. Paul Hoff. IV:4;7.  
 Teacher Training Programs at Doshisha. H. Miyamoto et al. IV:4;25.  
 Team Teaching. Barry Costa and Tomoko Yamazaki. IV:6;13.  
 Job Referral Service. Charles Adamson. IV: 10;14.  
 Job Referral Service. Charles Adamson. IV: 11;24.  
 Job Referral Service. Charles Adamson. IV:12;10.  
 Job Referral Service. Charles Adamson, Jr. v:2;20.

## TEACHING CHILDREN

- Teach the Vietnamese Refugee Children English Project. Andi Bengaard. 11:2;3.  
 Math or Science as an Integrated Part of School Russian or English. Zheng-lei Li. V:3;4.  
 EFL Curriculum Foundations for Children. Toyotaro Kitamura. V:3;4.  
 Tohoku-JALT Program on Teaching Children. V:3;20.  
 JALT Research Grant: A Report. Tovotaro Kitamura. V:4;13.  
 Why Should We Teach English to 'Children'? And How? Haiime Fukumoto. V: 5;8.  
 The Child: Key to Language. Shigehko Iizuka. V:5;18.  
 The Toro Method for Children. Toyotaro and Elizabeth Kitamura. rev. Susie Cowan Fujishima. III: 10;19.  
 Children's Special Interest Group. Sr. Regis Wright. IV:11;19.  
 Kansai Special Interest Group, A Report. IV:2;23.  
 Grid Games for Children. Bernard Susser. IV:4;15.  
 English Through the Stomach. Elizabeth Kitamura. IV:4;18.  
 Beginning English with Young Children. Opal Dunn. IV:4;28.  
 Playtime. Sr. Regis Wright. IV:6;21.  
 The Toro Method. Toyotaro Kitamura. IV:6;27.  
 Report of West Kansai's Children's Interest Group. Elizabeth Kitamura. V: 12; 2.

## TECHNIQUES

- It Works! From Shikoku. rev. Bonnie Hamm. V:2;15.  
 A Reaction Exercise. Mary Heise. IV:8;4.  
 Story Squares. Lance Knowles. rev. Karen Walker and Connie Kimos. IV:9;7.  
 Predictive Reading. Richard Young. IV: 12;11.  
 See also Composition and Reading.  
 Nurse Station. Paul Nation and Ruangyuth Teeravanich. IV: 12;14.  
 Training Fluency. Norman Davies. rev. Shari Berman. V: 11;18.  
 An Audio-Visual Approach. Koshiro Takahashi. rev. Karen Goto and Chiyo Nishizawa. V:8;8.  
 Culture in a Cookbook. Deborah Foreman-Takano. rev. Bill Tewels. V:8;9. See also Intercultural Communication.  
 Alan Maley on Developing Fluency. V:9;3.  
 Fluency and Story Squares. Ruth Sasaki. rev. Walter Carroll. V:9;9.  
 Student-Centered Learning in the Language Class. Tom Robb. rev. Masae Sugita. V:9;12.  
 Creating the Active Student. Don Maybin. rev. Peggy Slocum. V:9;14.  
 Guided Conversation Techniques. L. G. Alexander. rev. Catherine Clark. V: 1 ;18.  
 A Potpourri in Current English. Barbara O'Donahue. rev. Sr. Carmen Segovia. V:5 ;3.  
 A Videocassette Approach to Language Teaching Program. Mitusaki Hayase. V:5;5.

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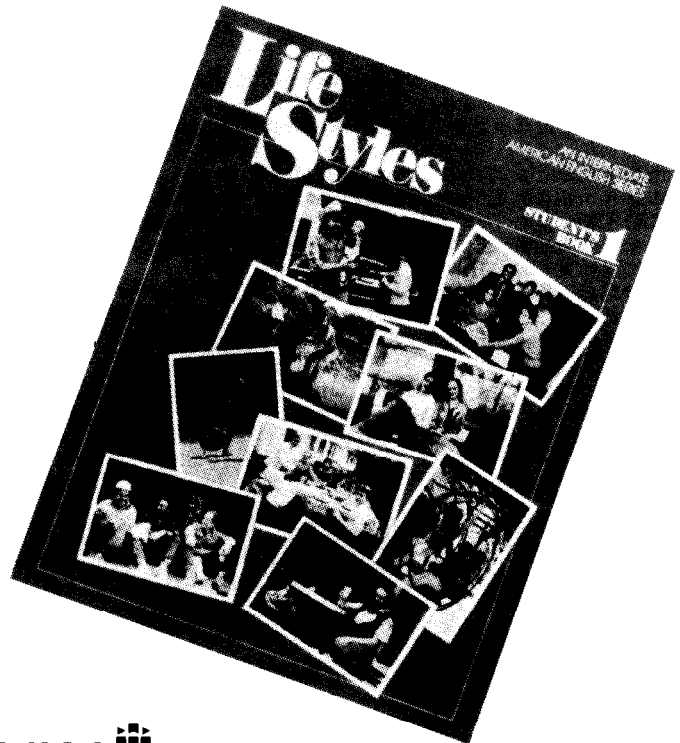
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## TECHNIQUES (cont'd)

- Learning Activities for Large Class Instruction. Dan Jerome. V:5;13.
- Teaching Tricks. Chris Williams. rev. Michael Horne. V:5;22.
- Listening Comprehension and Language Acquisition. Michael Rost. rev. David Waterbury. V:6;9. See also Listening.
- Giving a Presentation at a Conference. Dale Griffiee. V:6;14.
- Phonic Reading and Spelling Techniques for Beginning ESL Students. Paul Griesy and Yoshiko Yanoshita. V:7;6.
- Looking at Learning. Donald Freeman and Kathleen Graves. rev. Vincent Broderick. V:7;14.
- Using the Media. Steven Tripp. III: 10;12.
- Teachine About Japan in EFL Classes. Yukio Tsuda. V:3;10. - See also Intercultural Communication.
- Some Psychological and Sociological Aspects of Language Teaching: A Case for Small Group Activities. Terence Toney. rev. Masae Suaita. V:3;15.
- Individualising Instruction in the Large Classroom. Janet Fisher. V:4;17.
- The Crocodile Technique. Helen Kraemer. IV: 11;22. See also Composition and Reading.
- Is This A Pen? Nancy Lee. III:3;7.
- Getting Things In Focus. George Pifer. III: 5 ;10.
- English Teaching Theatre. Jackie Gollin. III:5;15.
- A Case Study Approach. George Pifer. rev. David Bycina. III:5;19.
- English For the Fun Of It (English Teaching Theatre). int. Jackie Gollin. III:6;3.
- Alice Doesn't Work Here Anymore. Diana Evans. III:6;1 1.
- Picture Sauares. Elena Pehlke. rev. John Maher. III:6;2b.
- TV, Radio, and Print Media. Rosanne Skirble. III:7;1.
- Using the Media. Steve Tripp. III: 10;12.
- Communicative Competence. M. A. Decker. III:8;17.
- Dramatic Moments. Athenee Francaise. rev. Jackie Gollin. III:9;14.
- The Noisv Wav. Bernard Susser. rev. Jan Visscher. III: 12;34.
- Contest Conversation. Richard Freeman. rev. Frank Daugherty. IV:4;23.
- Oral Interpretation. Makoto Omi. rev. Paul LaForge. IV:4;33.
- Teaching Tips From I.L.C. Part One. II:9;16.
- Teaching Tips From I.L.C. Part Two. III:10;8.
- Teaching Tips From I.L.C. Part Three. III: 11;20.
- Getting Your Students Going. Dan Gossman. revs. S. Swafford and D. Young. IV:4;27.
- EFL Through Movies and Psychodrama. B. Newcomb and L. Perkins. IV:5;7.
- Index Card Activities. Howard Gutow. rev. James Duke. IV:6;18.
- Teaching Techniques. rev. David Syrad. IV:7;22.
- From Situation to Production. Thomas Wright. IV:6;20.
- Therapeutic Language Learning. Toyotaro Kitamura. IV:5;13.

- Increasing Instructural Effectiveness: Reducing Classroom Apprehension. Satoshi Ishii. V:5;7.
- Games and Supplementary Activities for the ESL Classroom. Tom Robb. V:3;13.
- Three Games for the Conversation Class. Larry Cisar. IV:8;6.
- Some Problem-Solving Games for Language Communication. -Andrew Wright. rev. Michael Horne. V: 12;
- Drama
- English Through Drama. Richard Via. rev. David Bycina. II:4;15.
- Improvisations With Conflict. Bernard Susser. V:3;1.
- Chinese Through Drama. Stanley Otto. V:5;1.
- Acting in the Classroom. Bernard Susser. rev. Karen Goto. V:5;21.
- Richard Via: Learning English Through Drama. rev. William Teweles. V: 10;6.
- Richard Via. II:3 ;1.
- An Interview With Richard Via. II:4;18.

## Listening

- Comprehension-Oriented Foreign Language Instruction: An Overview. Judith and Norman Gary. V:4;1.
- Listening Comprehension and Language Acquisition. Michael Rost. rev. David Waterbury. V:6;9.
- Listening Creatively. Sharon Bode. rev. Vince Broderick. V:9;5.
- Listening Comprehension: What's So Special? Sharon Bode. rev. Catherine Clark. V:9;6.
- Mike Rost on Listening. int. Sonia Beker. IV:8;1.
- Techniques for Evaluating Listening Comprehension. Larry Cisar. rev. George Pifer. IV:4;3.
- Three Steps To Better Listening Skills. James Nord. IV:4;19.
- Listening: An Alternative Approach. J. R. Nord. IV:2;1.
- Nord: The Primacy of Listening. James Nord. int. Tom Robb. IV:2;5.
- Making Listening Comp. Come Alive. M. A. Decker. IV:4;9.
- Wha'ja say? Michael Rost. rev. Jonathon Holiman. III: 12;29.

## Total Physical Response

- Total Physical Response Workshop. Dale Griffiee. V:7;7.
- Total Physical Response. Aleda Krause. rev. Michael Horne. V:8;12.
- Total Physical Resnonse. Aleda Krause. rev. Norm -Harris. III: 10;14.
- Total Physical Response Workshop. Aleda Krause. rev. Kathi Kitao. V: 11;22.

## TESTING

- TOEIC: A New Test of English. Fred Allen. III:7;17.
- TOEFL, TOEIC, and Testing. Protase Wood, ford. int. Fred Allen. III:7;19.

# Meetings

## WEST KANSAI

Topic: Creative Ways to Meet the Challenges of Teaching English in Japan; Annual Business Meeting; *Bonenkai* and Christmas Party  
Speakers: JALT West Kansai Members  
Date: Sunday, December 13  
Time: 1:00-6:00 p.m.  
Place: Umeda Gakuen (St. Paul's Church)  
Fee: Members, free; non-members, Y500 plus Y500 for those who attend the

Info: Kathleen Graves, (06)226-2566 (day), (075)932-8284 (eve); Jim White (0723)65-0865 x293 (day), (0712) 66-1250 (eve); Noriko Nishizawa (075)891-5252.

S pecial Interest Groups:  
**Children's Interest Group:** Umeda Gakuen, December 13, 11:00-12:30. Contact Sr. Wright, (06) 699-8733.

As teachers we share similar needs and aspirations, however, we teach in a variety of educational environments, each having its own particular challenges, problems, and advantages. The purpose of this meeting is to give us the opportunity to meet with other teachers in the Kansai district who teach in the same situation we do, to discuss the particular problems we face, and then to look at the solutions and ideas that have worked successfully for us.

We will meet in the following groups: children, junior high school, high school, university, business, private, institution, and independent teachers. Each group will be led by a moderator and will address specific challenges of their teaching situation. The emphasis will be on the solutions and creative ideas that people have worked with to meet the challenges.

The annual business meeting will include reports by the 1981 Executive Committee officers plus elections for the 1982 officers. See this issue of the *Newsletter* for the list of candidates, on page 10.

At the annual meeting, as time permits, the floor will be opened to you, the membership, to let your Executive Committee know what you think JALT can or should be doing to help you. It will also be a chance to let them know what you can and would like to do to

## INDEX.....

TESTING (cont'd from preceding page)  
A Testing Primer. Chris Ward. rev. Mark Mullbock. III:7;22.  
Thrasher On Testing. Randy Thrasher. rev. L. Holmes and R. Orme. IV:5;31.  
Doshisha's Test of Listening Comprehension. Haruji Nakamura et al. IV:6;22.  
Classroom Testing. Fred Allen. rev. Gwen Joy. IV:9;8.

help JALT. Think about it a little while before the meeting, then speak out!

Following the annual business meeting (from about 4:00 p.m. or so) we will have a party. Cost is Y500 for snacks and munchies, plus donations (at cost) for beer and soft drinks. Bring a friend, plan to stay for a while, and let your hair down.

## SHIKOKU

Topic: *Bonenkai* and Annual General Meeting  
Date: Sunday, December 6  
Time: 6:00-8:30 p.m.  
Place: Kaisendonya Nakamise (Yorokobi), Furubaba, Takamatsu  
Fee: About Y3,000  
Info: Barbara Hayward, (0878) 22-1807

There's still time to make reservations for the *Bonenkai* - but you'll have to act fast. Non-member guests are welcome, too. For further information, contact Barbara Hayward.

We'll start the evening with a short Annual General Meeting, when we'll elect officers and discuss our program for the coming year. If you have any bright ideas, or would like to get more involved in JALT, or even if you just like *Bonenkai*, please come. We look forward to seeing you there!

## KANTO

Topic: Intercultural Communications: An Approach to English Education in Japan  
Speaker: Hiroko Nishida  
Date: January  
Place: Undecided  
Fee: Members, free; non-members, Y500  
Info: Shari Berman, (03) 408-1511; Bill Patterson, (0463) 34-2557

This presentation focuses on how intercultural communication techniques may be used as an approach to English language teaching. For non-Japanese teachers of English who are trying to 'get across' to their students in order to get them to speak, or for Japanese teachers of English who are trying to present elements of a foreign culture, this meeting should be particularly useful.

## Positions.....

(cont'd from p.10)  
(TOKYO) Scholastic Inc., a major American educational publisher of E/High books and supplementary materials seeks a commission representative to call on international and Japanese schools. The ideal candidate would be a teacher of English familiar with the curricula in both types of schools, and fluent in Japanese. Renumeration includes expenses and involves substantial existing business. Interviews will be arranged in Tokyo during January. Please send resume to International Sales Manager, Scholastic, Inc., 50 West 44th Street, New York, N.Y. 10036, U.S.A.

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