JALT The Japan Association of Language Teachers
NEWSLETTER
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inter·view

NOBUKO MIZUTANI ON TEACHING JAPANESE

Mrs. Nobuko Mizutani is a teacher of Japanese at the Inter-University Center for Japanese Language Studies in Tokyo, and is directing their 1 0-month intensive course. She is probably best known to foreign residents for her recent publications coauthored with her husband, Osamu Mizutani. These include their textbook, An Introduction to Modern Japanese, *the* Japan Times *series* Nihongo Notes, *and a cassette-book package,* Aural Comprehension Practice in Japanese.

Ms. Mizutani's interest in foreign language teaching has not been limited to Japanese - she has been active in the field of teaching English as well. She was in charge of the Obunsha radio series Hyakuman Nin No Eigo *from 1970 to 1974. She has published a number of translations of American literature, English conversation books, und guides for Japanese planning to go abroad. Two examples are* American Families in Tokyo (Famiri Beikaiwa), *annotated excerpts of conversations of American families in their homes, and* Heart to Heart English (Kokoro 0 Tsukamu Eikaiwa), *which includes explanations of the language behavior of English speaking people, i.e. how people express themselves, the use of polite language and customs.*

In her presetations for JALT and her publications her interest in teaching people how to communicate in a foreign language is clearly shown. Not being satisfied with only linguistic aspects, she also includes cultural in ormations, guidance on the appropriatetness of language help in recognizing and overcoming the interferences often caused by your native language, and other aspects of language behavior.

This interview includes Ms. Mizutani's comments on her teaching approach aand her view of the status of the field of teaching Japanese to non-native speakers today. Ms. Mizutani was interviewed for JALT by Gwen Thurston Joy.

JALT: *Why do you teach Japanese.? Why do you think people should learn Japanese?*

Mizutani: On a personal level it is a very pleasant job to teach Japanese to my students so that they can carry out their research, or they can go into the business field and use the Japanese they have learned. And from the bigger or broader view, it is an international contribution. It is quite worthwhile to teach Japanese. It makes people wiser and more considerate to learn foreign languages. If Westerners learn Japanese it is very helpful because Japanese is so different from Western languages and it gives them a chance to see other ways of expressing thernselves. So for international understanding and international peace, 1 think it is a very good and worthy job.

JALT: *What approach or methods are you using to teach in your intensive program now?*

Mizutani: 1 don't know if this is a good term or not but I would call it an integrated method. You have listed several areas of skills: basic conversation skills, grammar, syntax, etc., reading and writing, and language behavior. We place an emphasis on all of them because we want the students to acquire an all around ability and competence in Japanese. So we have to emphasize all of them, especially the last one, language behavior. I think while living in Japan it is easy for them to learn this. Grammar and reading and writing could be studied while living outside Japan, but maybe Japan is the best place to learn language behavior.

JALT: *Why do you feel it is important to have the students learn language behavior*

Mizutani: Because it is necessary for appropriate comniunication. I don't want my students to be disadvantaged by their ignorance of language behavior. If they don't know what or how they should behave in Japanese and they behave wrong, without meaning to they will be impolite and they will be disliked by the Japanese they communicate with. That will be to the disadvantage of the students. That's one reason.

JALT: *I understand that you use video tapes to help teach language behuvior. Could you explain*

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what you use and how you use it?

Mizutani: Well, it would take some time, but briefly video tapes are used in Iwo or three ways. One is that we record TV programs onto video tapes and in that way we can use the tapes for two purposes. One is to train the students to improve their listening ability and comprehension. And the other use is to understand how Japanese is spoken – how they greet, how they ask favors, how they apologize, how they bow, etc. By using video tapes we can teach the students how Japanese speak Japanese. And sometimes we use a video camera and we make some programs of our own. I was once on a TV program produced in this school. One of the teachers recorded me while I was speaking and explaining how Japanese use *aizuchi* (words such as *hai, ee,* and *un,* spoken while listening to someone). We edit some tapes so that between the teacher's explanation there are little scenes taken from TV programs. We also use our camera when we interview our students. We record them so the students can watch how they speak.

JALT: *Is this only an initial interview, or do you record them throughout the course?*

Mizutani: Throughout the course, usually three times. It's very interesting to realize how different they look, In the initial stage they look quite like an American. For instance they sit in a relaxed manner with their arms sprawled on the table, and towards the end they sit in a very polite, reserved manner.

JALT: *So the students themselves can see the change in behavior. body language, and so on?*

Mizutani: Yes, that's right. There are a number of different ways we use video tapes. And there are some other possibilites we haven't explored. I feel one thing we could do is have the students explain what is going on while watching a TV program. Because the film goes on quite rapidly it is very difficult and for that we would have to use some device to stop the scene. We don't have adequate machines so we can't do that now, but I think it's a good possibility.

JALT: *Are there any other specific things you use for teaching language behavior?*

Mizutani: Of course we have them practise in the classrooms. We make them make a telephone call from outside and we stay here and record their call, and later we play it back and correct the speech.

JALT: *What do' you find is particularly difficult for the non-Japanese learning Japanese?*

Mizutani: That is very hard because it depends on the individual student and in any of the areas there are difficulties. Fortunately we have very good students. They are intelligent, clever and well motivated so they study very hard. But if I pick out some difficulties concerning grammar or syntax – well, Japanese isn't very difficult as far as conjugation and other grammatical rules are concerned. I don't think Japanese is very difficult, but there is much to study. There are so many rules and the amount of vocabulary is great. We have to know different levels of vocabulary. But I don't think it is very different from English. In English, too, it is difficult to learn various levels of vocabulary.

JALT: *By levels, do you mean social levels?*

Mizutani: Yes, formal/informal, public/not public. etc. But still it is difficult to learn men's speech and women's speech and these kinds of things in Japanese. Well, it's not difficult but it takes time.

JALT: *So you think that it is possible learn everything?*

Mizutani: Yes, I'm very optimistic about it. It is possible. It takes time – time and energy. One thing, for instance, in English you can say "baby" about anyone's babv. So if Queen Elizabeth has a baby you say "the Queen's baby". But in Japan, between *akanbo* and *akachan* there is some difference. So sometimes we may see a professor of Japanese literature – he is dignified, with a Ph. D., tall and heavy – saying *"uchi no akachan ". "Uchi no akachan* is children's language, so suddenly we feel it is so awkward for a professor to say this. But it must be hard to distinguish between *akanbo* and *akachan.* But it is difficult for us to sense a difference in feeling between "mv baby" and "her baby". So I don't think Japanese is very different from English in the degree of difficulty.

JALT: *Are there certain kinds of errors that you find that you consider to be socially crucial, or make it very difficult for a non-Japanese to communicate?*

Mizutani: Yes, there are some. One is the manner of *aizuchi.* When thev do not use *aizuchi* and just listen, then the Japanese will be kind of frightened. The Japanese will think that the listener is offended, in a bad temper or something, or even arrogant if you just listen without saying *"ee, ee ".*

JALT: *So rhe lack of doing anyittg becomes the problem? It is not that they are doing the wrong thing but that they are not doing the right thing?*

Mizutani: Yes. you can put it that way. And another thing - I think English speaking-people have an idea that it is polite, or that you must be familiar after you have known each other for some lime. That is quite different in Japan. So in Japan between students and teachers usually there is a difference which exists for a long time without collapsing – some barrier between the teachers and the students. They can be good friends, but as far as the language is concerned thev should keen this difference rigidly.

JALT: *So you find that aftersome time the students start speakingwith amorefamillarstyle of language to their teachers?*

Mizutani:Yes. That is quite shocking. We, the teachers of Japanese, are used to it. But if they do that to professors of other universities who do not know this, they'll be shocked and offended. I should say that is crucial.

JALT: *Are there any other examples?*

Mizutani: Well, there are some and I have already mentioned them in my JALT presentations and I wrote about them in *Nihongo Notes,* too. But not saying, "Thank you for the tea yesterday", "I was rude", or "Thank you for taking care of my husband". These kinds of greetings or expressions should be used. If Americans do not use them maybe the Japanese will think they are not polite enough.

JALT: *What do you think of the content of most Japanese language courses today? Is the Japanese being taught to non-native speakers different from the Japanese used by native Japanese speakers?*

Mizutani: Well, I'm afraid that is true to some extent. If you look at some of the textbooks lined up on the shelves in the bookstores, thcrc are phrases and expressions which are not actually spoken in daily life. They are given in order to show Japancsc structure. So while teaching Japanese I think it is necessary to explain and show the structure of Japanese sentences. The foreigner should be able to construct complete sentences without mistakes – long, complete sentences. But, when they actually speak they don't have to say all of them; or sometimes they shouldn't say all of them. For instance, to say. "Please have some tea" fhe translation will be *"Doozo ocha o nonde kudasai".* It sounds strange to us Japancsc. *Nonde kudasai* is enough, or somctimes just *doozo* is enough. So mostly I is the fault of the textbooks. and sometimes the fault of the teachers, if foreigners speak different Japanese from what Japancsc people speak.

JALT: *When you are teaching, do you try to point out which sentences arc more practical and useful and which of them are more for syntax or grammar study?*

Mizutani: That's right. I think we should first present natural conversation. Natural conversation is rather difficult to understand because there are distortions from the grammatical explanations, abbreviations, or something. Later, after showing those natural passages, weshould give structure practice. Then again go back to the natural conversation. That's the way weprepared our textbook, *An Introductgion to Modern Japanese.*

JALT: *Switiching to teaching Japanese to people who have special needs – there are now certain porgrams for the boat people and others who would like to live in Japan. What do you think about the methods and programs avaialable to teach them language and help them become acculturated to Japan?*

Mizutani: 1 have heard of two institutions, or schools; one is in Kansai and one is in Kanagawa Prefecture, but 1 haven't visited them yet. I heard that they use textbooks designed for certain jobs or occupations, so that the trainee will find it easy to work after they find a job. So 1 think it is a good method. The number of people who are taking those courses is increasing quite a lot and I'm happy to hear that. So my idea at present is many people are learning Japanese and their purposes are quite different, depending on the individual. So the purposes are diversified now. So the ideal is to prepare many courses that can meet the individual needs of those who want to learn Japanese.

JALT: *How do you feel about the programs for the children of businesstnen and others who have lived abroad for a nutnber of years andreturn to Japan?*

Mizutani: I think that is quite serious because children have their own society and children have to live with their friends. Thev need friends. And while living in the Japanese society they have to be able to speak Japanese, natural Japancsc which is not very polite, hut just at the children's

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level. So they have to learn Japanese quite hard. At the same time it is a pity that they should lose their ability to speak English and other languages. And if it is possible, it is good to keep both abilities – to speak Japanese and the foreign languages, too. And another thing we have to consider is the education system of Japan. So, to realize our dream that many people should be bilingual, some drastic change must be made in the educational system and the entrance examinations.

JALT: *How are people trained or certified as teachers of Japanese now?*

Mizutani: Several universities offer lectures and some training in teaching Japanese as a foreign language, but the number is quite limited. And there are just two national universities which offer a master's course in teaching Japanese (Tokyo Gaigo Daigaku and Osaka Gaigo Daigaku). These courses are not quite developed yet and there is no certification isssued from Mombusho (The Ministry of Education) yet. So teaching Japanese is not a specialized job yet. I hope it's going to be.

JALT: *Do you think that in the future there will be a special certificate?*

Mizutani: There should be. It will take some time but I feel we should try to have one. Also, there are some good courses in I.C.U., and several other universities have started teaching teacher training courses in Japanese. And some short period courses are offered by Bunkacho, or the Japan Foundation, too. A long term one, a one-year course, is offered by the Kokuritsu Kokugo Kenkyujo (The National Language Research Institute). It started offering training courses just three years ago. That's a very good course.

JALT: *Then overall the teaching and training of Japanese as a foreign language is growing and expanding at this time?*

Mizutani: It has just started.

JALT: *Do you have any recommendations for people who are interested in becoming Japanese teachers?*

Mizutani: First they should realize that merely being a Japanese doesn't mean that you can teach Japanese and they have to be able to analyze and explain the Japanese language, not merely be able to speak it. And if possible, they should learn some foreign language so that they understand what it is like to learn a foreign language.

JALT: *On the opposite side, do you have any recommendations for people who are trying to choose a Japanese teacher or school?*

Mizutani: Oh. of course they should find teachers who are well trained, well motivated and who suit" their specific needs.

JALT: *You mentioned earlier that in your textbook you present natural Japanese before the grammatical basis or structural information. Are there any other things that you feel are special about your textbook?*

Mizutani: There is an emphasis on pronunciation practice. One main advantage is that the student can obtain communicative competence quite early. And I am very happy that it has-just recently been proved in Nagoya University. My husband quit working at the Kokuritsu Kokugo Kenkyujo in March and went to Nagoya University to start an intensive Japanese course there and they use our textbook. They just started in the early part of April and they started being able to communicate, saying something with someone else, more rapidly than when he used other textbooks.

JALT: *He could tell the differnce after approximately only one month of teaching?*

Mizutani: Yes. Of course it is between classroom members, but still they are quite earger to talk to someone else. It might be because of the teaching, hut I feel it is partly because of the textbook.

JALT: *Why did you feel the need to write a new textbook?*

Mizutani: As I mentioned, I wanted to have natural Japanese. And another thing is that I want the students to learn it quickly and I want them to be spared of some difficulties, the unnecessary difficulties, if we can make them unnecessary. That means, if' they have to use and learn many difficult grammatical terms that will be quite a burden on the students who are not going to be linguists later. So we tried to explain things easily and we tried lo use plain language in explaining grammatical rules. And so, I want the students to learn Japanese effectively and easily so that they can do something else after learning Japanese.

JALT: *I know many people read the* Nihongo Notes *series in the* Japan Times *and your books. How do you choose what to put into that series of articles?*

Mizutani: Well, there are two standards of criteria. One is to choose phrases and words that will reveal the characteristics of Japanese language behavior. Something like saying *"shujin ga osewa ni natte orimasu"* or something like that And the other standard is to choose words and phrases that are difficult for foreigners to understand or to use. Sometimes these two overlap each other, but sometimes they are different For instance, phonological problems fit the second standard.

JALT: *In terms of the teaching of Japanese in general what do you see as the major changes in Japanese teaching, and the future of Japanese teaching?*

Mizutani: One thing is that the number of students has increased quite rapidly over these 10 or 15 years. So I should say a good thing is that interest in teaching Japanese also has increased. And 20 years ago most people thought that there was no training necessary to be a teacher of Japanese as a foreign language. But now I see many people who think that special training is necessary. So, the teaching of Japanese has become an authorized job in a sense. That's a great change. And numbers of textbooks have been published, but most of them are at the beginning level. There should be some more intermediate level textbooks.

JALT: *Is there anything else that you would like to mention?*

Mizutani: As a teacher of Japanese, also as a teacher of English and a student of English, I have been thinking that it is good for a foreigner teaching English to know something about

Japanese so that they understand what interferences are caused by the Japanese language, or the students' mother tongue. I think that it is a pity that many foreigners teach English or other languages just because they are native speakers of them, and that they don't care for learning Japanese. I admit that it is very difficult and it takes time to learn Japanese, so I don't think that they have to be able to speak Japanese very fluently.. But if they know something about Japanese and what will cause difficulty in the Japanese people's learning of English, that will be quite helpful. I have been thinking of preparing a short pamphlet or booklet to explain the difficulties we Japanese have learning English, but I haven't done it quite yet. When I spoke to JALT members in January I was impressed by the fact that many of them seemed to be well versed in Japanese. It is a very admirable attitude. You may say that it is quite natural, but still, it is a good thing and I was very happy to notice that. And I wish that other teachers, wha are nonmembers of JALT would be like this.

* *

CONFERENCE KUDOS & CRITICISMS

"The most successful JALT conference to date." We say this every year and every year it has been true. This year was no exception. One of the many reasons for this constant improvement is the feedback received from the questionnaires. This year the conference was evaluated by 138 people with over 1100 years of teaching experience between them. The comments below are representative of those received.

General Remarks

. ..After attending three JALT conferences, it is clear that the overall quality and organization has constantly improved. Please keep it up.
. ..Overall: excellent! I'm ready to get going again.
. ..Not as enthusiastic at the end as last year.
. ..Friendly. Stimulating.
. ..Appreciated the flower arrangements and the 'Biking' party was great.
. ..Again. poorly prepared presentations. Repeats of last year's Silent Way, CLL.
. ..Coffee and cookies whenever we needed a break.
. ..A very special word of thanks and *Gokurosaina deshita* ***to*** Paul La Forge and all the others who worked so hard to organize JALT'80. It's easy to point out the flaws: but when I think of all the good things, I am overwhelmed.

What **aspects of the conference did you like best?**

. ..Chance to become acquainted with current trends
. ..The friendly atmosphere and togetherness
. ..The chance to establish contacts with other teachers.
. ..Viewing publishers' displays; collecting materials.
. ..More time for socializing, which is where much of the really useful work gets done.
. ..Lots of good ideas
. ..The beer party at the brewery
. ..Exposure to a wide variety of new people and a good chance to see old friends again.
. ..The presentations

What aspects did you like least?

. ..The being-in-two-places-at-once syndrome.
. ..Abstracts were not always accurate or were vague
. ..Rooms overcrowded
. ..No complaints
. ..The lack of theoretical background to the presentations; not enough explanations as to why they work.
. ..Less theory – more classroom suggestions – need practical sharing with other teachers.
. ..The afternoons were too full – 10 to 12 choices is too much.
. ..Morning speakers not relevant.

JALT '80 Photographer
Wayne Gilliam

A Sampling of Likes and Dislikes

Likes

Meeting people(30)
Presentations (14)
Variety of Presentations (11)
Atmosphere (9)
Book Exhibits (8)
Guest speakers (7)

Dislikes

Lunches (10)
Too many activities at the same time (8)
Poor Presentations (7)
Hotel too far away (6)
Buffet (6)

Numerical ratings

The numerical rating questions arc analyzed in three ways. The total results from the 138 respondents (including 27 Japanese) are listed first. The next column labelled ESL gives the results for those who stated that they had formal ESL training. This group included 17 BA/BS degrees, 35 MA/MS degrees and one Ph.D. The last column, non-ESL, includes only those who stated that they had no formal ESL training. This group included 6 high school graduates, 26 BA/BS degrees, 7 MA/MS tlcgrccs, and one Ph.D. The numbers *in* parentheses indicate the number of respondents to each question.

	Total	ESL	Non-ESL
Quality of Presentations	4.03 (119)	3.61 (51)	3.05 (39)
Quantity of Presentations	4.01 (116)	3.94 (53)	3.78 (36)
Workshops	3.98 (100)	3.69 (42)	4.00 (34)
Opening Addresses	3.63 (90)	3.68 (40)	3.64 (25)
Keynote Addresses	3.87 (78)	4.09 (34)	4.0') (23)
Special Lectures	3.84 (68)	4.03 (33)	3.82 (17)
Business Meeting	2.19 (33)	2.83 (18)	2.56 (9)
Prelude 80	3.59 (37)	3.50 (20)	3.29 (7)
Organization	4.06 (112)	3.42 (59)	4.23 (35)
Hotel	4.18 (80)	3.73 (40)	4.15 (27)
Buffet	2.81 (88)	3.03 (35)	2.02 (29)
Lunches	2.68 (88)	2.65 (40)	3.1 l (28)

Note: Highest possible rating is 5. Lowest possible is 1. A rating of 3 indicates complete neutrality

JALT 80 Keynote Address

(The following is a transcript of the keynote address delivered at the JA I,T '80 conference by Takeshi Watanabe.)

Ladies and Gentlemen:

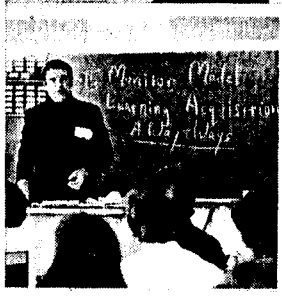
When I was asked last July by Mr. La Forge to deliver the keynote address at the JALT conference, I took it as a great honor. To be honest, however, the idea of making a speech in English before hundreds of language teachers was scarcely inviting. After all, I might end up getting a bad mark! Yet, on second thought, I summoned up my courage and accepted the invitation when I realized that the story of my own struggle with practical English might be worth your consideration. Who knows? The deficiencies in my English might at least demonstrate the need for even greater efforts by the Japan Association of Language Teachers. That is why I am here today.

My first exposure to practical English was on the occasion of my first visit to England, half a century ago. As a young official with the Ministry of Finance, I spent about ten months in London. During that time, I listened to lectures at the London School of Economics. I experienced considerable difficulty appreciating what the teachers said, English lessons I had had in a Japanese high school, including the reading of *Sartor Resartus by* Thomas Carlyle and the study of English etymology, were of little use. Even when I understood, I found it very difficult to take notes. At the time, the London papers reported that the Japanese Army had invaded Manchuria. The student union called a meeting to discuss the situation. Students of different nationalities got together and condemned the Japanese action. Although I was not too happy about the development, I could not keep silent as I was the only Japanese attending. I have never forgotten how irritating it was not being able to express my complex feelings effectively. During my stay in England, I tried to spend as much time as possible with English friends, minimizing the contact with my compatriots. In 1932 on my way home. I briefly visited the United States and found there a different world, Having been accustomed to such expressions as "After you, sir", it was a shock to hear Americans say "Go ahead, Charlie!"

After my first trip abroad, there was a long interval of ten years during which I had no opportunity to practice my English. When the war ended I was still in the Ministry of Finance and I was assigned to deal with the General Headquarters of the Occupation authorities Headquarters issued one directive after another. In order to respond to these directives I had to start by locating English typewriters which had not been used for many years. I had to recruit typists. I also had to search for paper to print on. With prepared reports in my pocket, I visited Headquarters and was led to officers in charge. American occupation personnel were generally very kind and good natured but some of them spoke terrible English. One officer used to greet me every time by saying, "What's your beef today?" On our side, I found it necessary to appoint several assistants, so I commissioned young officials, fresh from universities to negotiate with the GHQ. Their school training in English was even more limited than mine. They all tried hard. One of them, after a prolonged discussion, bowed deeply to the GHQ officers and hoping to express his gratitude for their perseverance, said "Many trouble to you." On another occasion, one of my assistants translated "general account" of the Budget to mean a general with the name of Account or Account *Taisho.* These young officials, eventually became invaluable international negotia-



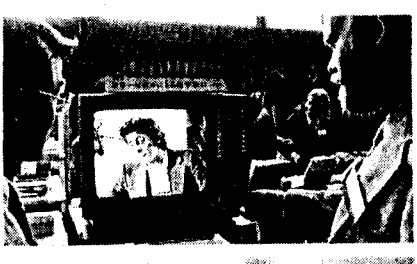



JALT '80




IN FOCUS



tors of the Japanese Government.

Early in 1951, I visited the United States as one of the first Japanese to go after the war. I encountered a barrage of questions, wherever I went. I explained the postwar Japanese situation and told American friends, "We have lost almost all physical assets, but we still have a well-educated hardworking population. What we need is a supply of raw materials and the access to markets to sell our products. In order to start the process we must borrow pump-priming money abroad ." I realized that I must learn how to speak in public. In Washington, I met an American gentleman who used to act as a speech-writer for prewar Japanese ambassadors. He told me some rules I should observe in making public speeches: (1) don't speak too long, (2) don't speak too fast, (3) before delivering a prepared speech, read the manuscript aloud several times, and (4) memorize at least the first paragraph and the last paragraph, so that you can address the audience face to face. I think these are good rules.

After this trip, I was assigned to Washington first as the Minister of the Embassv and later as the Executive Director of the World Bank and the IMF. I stayed there for nine years altogether. When I was elected as an Executive Board member of these two international organizations I found out there were many varieties of English. In addition to the British and American breed, I noticed the Indian and Australian variations, to say nothing of the Japanese mutation. When I paid courtesy calls on other directors, the French director said to me, "Mr. Watanabe, your English is good enough, but I am afraid it is not always easy to understand some directors' remarks." On the following day, I attended the Board Meeting and noticed that this French director addressed the chairman as "Mr. Sharman". He was very eloquent but pronounced English words in a French fashion so that, to me, he was the most difficult one to understand.

I lived in Washington for nine years, with my wife and five children ranging in age from four to fourteen. My sons and daughters were warmly welcomed into kindergarten and schools. Generally speaking, the children had less problems than the adults in learning the foreign language. I noticed in particular that my children younger than ten were very quick to adapt themselves to American society and learned to speak English with ease. They were, however, also fast in forgetting Japanese. On the other hand, children over ten retained the Japanese language but had to work harder to learn English. I was heartened by the attitude of American classmates. They were all very considerate and helpful and never ridiculed my children's imperfect English.

Living abroad for nine years, my children have had valuable experiences, but they also faced considerable difficulties later on in re-adjusting themselves to Japanese society on their return home. In contrast to the experience in Washington, Japanesc schools were not overly hospitable to repatriated children. Japanese classmates tend to tease them for their erratic Japanese. From this experience of ours, I came to feel a need for a general solution to the educational problems faced by children of Japanese working abroad. An informal group to discuss these problems was created and I chaired the meeting. We considered three counter measures. The first was to establish Japanese schools or classes abroad, the second was to urge Japanese schools to accommodate repatriated children and the third was to provide boarding schools in Japan forsthose children left behind by their parents. Later, this informal committee was formalized as *Kaigai Shijo Kyoiku Zaidan* which is now very active.

By 1960 when I returned home from Washington, Japan had recovered from the post-war devastation and had become one of the big economic powers. I thought the time had come for Japan to help less fortunate countries of the world. I participated in discussions to create the Asian Development Bank. On its establishment, I was elected its first President and eventually spent six years in Manila. We decided that the working language of the Bank should be English, with all its varieties. In recruiting the staff, this very much narrowed the field of candidates so far as the Japanese were concerned. I asked Nichiei Kaiwa Gakuin to conduct a test for all Japanese applicants. For the administrative staff I employed only those who got an A mark but I had to compromise with a B mark in the case of the technical staff. Those coming from developing countries generally spoke fairly good English, because English is the teaching language in the universities in their countries. I often noticed that the Japanese staff could not express their views persuasively and vigorously in group discussions and had problems drafting their reports effectively and speedily. Most Japanese can read and write English properly, by consulting dictionaries and taking time. In international organizations, however, this is not enough. I came to the conclusion that the Japanese need training in group discussions, fast reading and quick drafting if most of them are to join international organizations.

As President, I had to chair many meetings. I began to learn the art of chairmanship. On the one hand, the chairman must allow the participants enough opportunities to speak, thus giving them a sense of participation and, on the other hand, he must lead the arguments to a satisfactory conclusion by persuasion and compromise. The injection of wit and humor will help to smooth out differences. From time to time an announcement of judicial ruling is necessary. It takes a lot of practice in order to be a good chairman.

After six years in Manila, I returned to Japan. Another international job was waiting for me, the chairmanship of the Trilateral Commission. This is an organization of distinguished private citizens of Japan, North America and Western Europe. They are to freely discuss global problems in which they have a common concern. We have had eleven plenary meetings so far and have discussed a broad range of problems. The latest meeting was held in London and was attended by about 200 people. The Trilateral Commission has three co-chairmen and I chair the meeting when it takes place in Japan. My experience in Manila has been useful. but, in presiding over the conference, I was again re-

minded of the passive Japanese attitude in group discussions. It is something more than a matter of languages. Even with the provision of simultaneous interpreters, Japanese members are apt to keep silent. I remember when I opened a session to discuss the Japanese-European trade problem, 5 or 6 participants, all from Europe, wanted to be recognized. No Japanese raised a hand. As chairman, I had to allow these Europeans to speak one after another, hoping all the time that some Japanese would intervene to counter balance the arguments. The Japanese kept silent. I handed a slip of paper to the secretary urging some Japanese to make remarks, with no success. There were many Japanese businessmen who, I knew, disagreed with the European point of view, but they remained silent. Only at the last moment did Mr. Ushiba save the situation by expressing the Japanese viewpoint. According to the traditional code of behavior in Japan, silence is a virtue and outright disagreement is something to be frowned at. If someone flatly rejects the views of others in public, he may be considered discourteous. Sometimes the Japanese are more concerned about the emotional effect of their remarks than the logical consistency of their statements. Such a tradition may explain Japanese behavior at international conferences.

Before closing, let me say a few words on what I consider should be emphasized in language teaching in present day Japan. The kind of education I had in English and German in my school days was an extension of *Kangaku* (China Study) and *Rangaku* (Dutch Study). Its main purpose was to learn about foreign values and systems, and language study was simply a tool to achieve that objective. Therefore, the pronunciation of foreign languages for instance, wits not very important. As you all know, the Chinese classics were studied in Japan for many centuries by many people, but the words were pronounced in an entirely different manner from the original Chinese. Knowledge of Western civilization was later introduced into Japan through Dutch literature. Many Dutch derivatives, particularly of a technical nature, were added to our vocabulary. Dutch as a spoken language, however, was not known to us, except for professional interpreters. Through *Kangaku* and *Rangaku,* we nave learned about foreign philosophies, arts and technologies. The Japanese have demonstrated their ability in assimilating foreign cultures The flow of information was, however, only in one direction. The translation of foreign books into Japanese far exceeded the translation of Japanese literature into foreign languages. In addition, oral conversation has not been practiced in Japanese schools with much success. I noticed while I was in America that visiting Japanese teachers of English language had considerable difficulties in daily conversation. How can we expect students taught by such teachers to converse with English speaking people? Looking back on my own school days, I feel that I have spent a great deal of time in reading difficult books and in studying grammar and even etymology but I have not been given much training in oral conversations and in writing in English. I was, however, fortunate enough to be tutored

outside school by an English lady of advanced years. She assigned me relatively easy English books to read in a given number of days and to write several pages of notes summarizing their content. In addition, I was asked to brief her on things Japanese such as sumo, judo, haiku, tanka, tea ceremony and ikebana orally or sometimes in writing. Such training was of great value in my later days.

As a result of inadequacies in foreign language teaching in Japan, the Japanese people generally find it difficult to express their views in speech or in writing to foreigners, even if they can read foreign books. Japan has been, thus, under-represented in the world and often misunderstood by others. When Japan was a small and insignificant country, the image of a mysterious and exotic far-away land might have been fascinating, but Japan is now the second largest industrial nation of the world. Many countries want to trade with us, to cooperate with us and to be helped by us. In making a decision on global issues, they want to listen to our views. We have to be more articulate and more assertive not only for Japan's self-interest but also for the benefit of the world at large. I am sure many more foreigners will try to learn Japanese in the future, which is a good thing, but for practical reasons more Japanese must be equipped with the capacity for expressing themselves in foreign languages. I do not think that foreign languages should be taught only for the sake of passing entrance examinations. They should be taught to meet the requirements of present day Japan, as an important member of the world community.

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JALT RESEARCH GRANT: A REPORT

Toyotaro Kitamura has been running a children's workshop (TORO English Workshop) and teacher training courses in Osaka and around Japan for several years. He also writes and publishes children's books and original educational materials. He received his B. A. from Kansai University and pursued graduate studies at Lausanne University. Switzerland. He has developed an integrated system of teaching techniuues called the TORO METHOD. His books hnd unique method have been successfully used in the United States with Spanish-speaking, Vietnamese and Korean children among others, He was one of the recipients of the JALT 1979 Research Grant.

The report submitted below is based on a research grant awarded by JALT for 1979-80. The topic was a study of the language learning process in elementary school children, The research was held in the summer in Osaka for twenty consecutive days with eight Japanese children. Classes were two and a half hours long with a twenty minute break. The method and texts used were the TORO method and TORO materials and workbooks. The youngest child in the experiment was six years old. There were two seven year-olds, three nine year-olds, a ten year-old, and an eleven year-old.

Many people think it is ideal for children (5-11) to learn foreign languages because children are good at imitating and memorizing, and because their language function is still flexible. Children certainly have the ability to repeat expressions in parrot fashion or to memorize limited words or sentences. However, if we presume that the goal of foreign language learning by children is development of the ability to communicate with foreigners, what sort of ability are we looking for? Communication requires:

1. the ability to reproduce the sounds of a foreign language as well as a native speaker;
2. the ability to repeat sentences with correct rhythm and intonation and remember them; and
3. the knowledge of basic conversational vocabulary and flexible use of words and phrases.

My goal in teaching was to raise the children's ability in the three requirements above to the point where they could handle information in English related to all situations in the classroom or in family living.

Actually, as children work on the first and second abilities, the third is developed at the same time. I have observed many examples of this. If we emphasize pronunciation and sentence-building, what kind and length of training is necessary in order to develop the third ability to a suitable level? In the twenty day experiment with the eight children, the climax was a cooking lesson in English given by an American teacher and the telling of stories composed by the children themselves. I intend to conclude this report series with a discussion of this lesson to show how the children learned English and how they could handle information in that language.

Toyotaro Kitamura

THE FIRST DAYS

After the children introduced themselves, I gave them English names. First, I asked them if they had any favorite names, but they didn't, so I decided to give them names on my own: the youngest child (6) was Judy, the seven year-olds were Peggy and Ann, the nine year-old boys were George, Ted, and Jack, the ten year-old was Kate, and the oldest girl was Mary. I was called Mr. Kitamura.

There are several virtues to double identification. To children. it is fun to have a different name. Perhaps they can somehow feel part of an unknown world, a strange play world.

At first. I shouted loudlv. "Judy!" The girl in question was not yet conscious that she was Judy. It was natural that she didn't yet feel the name was hers as she had just gotten it from me, so I called her again looking at the ceiling, the floor and under the table as though I were calling a cat. Seeing the joke made out of it, her sister Kate couldn't stand it any longer and urgently wanted to help her. She poked Judy and said, "Look! That is you!" Then Judy realized that she was being called and said, "Ah. Is that right?" Everyone laughed. Even being called by their own names, at first the children do not know how to answer. With an example like Judy's, everyone started realizing that when their names are called, somehow they have to assert their existence by some kind of action. Next I called, "Kate!" Kate answered bashfully in Japanese, "yes." Then I said, "Jack" and George murmured to him, "Hey, Jack. Say 'Yes'." But he answered "yes" in a low voice in Japanese. Next, Ann, a funny girl, said, "Yes!" in English. I praised her, "Ann, you sound like an American," in Japanese. Ann answered, "NO!" in English, which again made everybody laugh.

Gradually the tight feeling we had in the beginning went away, Within a simple beginning exercise like giving names and answereing "Yes", a crossroad is hidden One direction leads to English as communication, the other to English as translation. What would happen if the teacher developed the lesson as follows: The teacher first explains in Japanese. "Judy, you are Judy. That's why when I call you Judy you are supnosed to answer 'Yes'." If explained in Japanese. the students can probably absorb expressions like this one simply and easily. However, if we hurry to reach the meaning of the expression, we can't help children develop the ability to imagine or guess the meaning or information through the context.

Of course some will object that unless we explain in Japanese, the children won't-understand and they will be in trouble. Certainly there might be many things that cannot be explained unless the mother tongue is used; however, what we must stress in making our program is the avoidance as far as possible of abstract materials which need explanations in the mother tongue. One of the most important qualities of a teacher is the ability to describe or teach in a visible, clear way.

Singing : Next I started singing a greetings song, *Hello, hello, hello* accompanying myself on the banjo. I sing simple repetitious songs with the instrument and the children follow withoul knowing what they arc singing about. They mouth the words, resembling goldfish. When children sing for the first time it is always something like this. If 1 repeat the song about 5 times at ten-minute intervals, the students absorb the framework and cvcntually reach the level where all can sing together.

In this case, it's fortunate in a way that they do not read English. A person who can read may want to have the written verses and memorize the song by looking at the verses. In other words, such a person tries to impress the pattern on the brain through the letters, not through the sounds. Because of this. adults often have to give up learning the spoken language. Hearing and speaking a language means mastering the ability to collect information by ear and mouth. One must develop this learning habit. When very young children try to learn their mother tongue. they first hear the sounds through the ears, then try to repeat the words. They listen to the same sounds again and again, hearing them better bit by bit until finally they can use the mouth and tongue to reproduce what they heard.

The songs engender this process in a pleasant way. Trying to memorize verses in a foreign language is a language learning action without a doubt, but the children do not take it that way. The melody makes the verses more impressive. What worries the teacher who starts singing is when the children do not sing together, with him/her. However, it is best to keep singing whether any child sings along or not. As long as the teacher keeps singing, the children will learn the songs. I usually don't explain the meaning of the verses unless asked. Since we do not sing difficult songs, sooner or later the meanings can be understood naturally. The most important point is to let the children learn as physically and as soon as possible the tricks which will enable them to retain English sounds and to reproduce them.

There are some teachers who cannot or do not sing at all. This is not only unlucky for the students who thus miss the chance to memorize songs, but unfortunate too because the opportunity to create communication channels in the brain rhythmically and effortlessly is not given.

Peggy and Ann liked loud singing. They sang songs with their whole bodies moving and with happy, smiling faces. I started to learn the banjo only recently and was often out of tune. At such times, Ann cautioned me, saying, "Teacher, that tune is a little bit strange." Half of the class was able to play the piano so their musical sense was very good. It was admittedly somewhat embarrassing for me to play the banjo as a beginner, but a musical instrument creates a wonderful atmosphere and the children were encouraged by my efforts.

Song/Grammar Pattern : After singing has laid a foundation, song patterns are an effective way of teaching Sentence patterns or grammar with rhythm. Taking advantage of the merits of singing, grammar patterns were introduced and the children mimed them. They grasped the concept as they expressed it physically. To the melody of *Seven Steps*, one points to oneself for 'I' with one hand, then points to a partner for 'you', then

puts one hand on a boy's shoulder while pointing to him with the other hand for 'he' – the same with a girl for 'she' and a dog (I used a stuffed dog) for 'it' and continues with the plural using the same gestures with both hands ('we', 'you', 'they').

George enjoyed himself, pointing to his eye, ear or stomach when singing 'I'. When it came to 'you', Ted and Jack tried to poke each other. They didn't know which boy to choose for 'he' and for 'she' it got even more complicated. As we pointed to Mary, Ted exclaimed, "Is she really 'she'?" Saying things like that, they stopped singing and started bickering. Since there wasn't a real dog in the class, the stuffed dog became 'it'. They all started barking and we couldn't continue for the laughter.

Although for all appearances undisciplined, the children were active, delightful, humorous, very cxprcssive, enjoyed learning and were self-motivated. When foreigners are disappointed with Japanese saying they lack personality, I always recommend that they make friends with this kind of child. When the adult who meets with children is open and free, the children will show their funny, creative and unique personalities. I was disappointed with adult English education, so I went into the children's world; it seemed to me that Japanese children are like expressive, humorous and spontaneous foreigners without too much concern for vertical relationships.... Mary was like an Italian, Ted was like a Chinese, Ann was like an American, Peggy seemed French at times.

ENGLISH SOUND EXERCISES

I then went into pronunciation exercises. In order to get the children to say, "Fine, thank you" well, we began with the [f] and [θ] sounds. The pronunciation practice was put to music, and the children repeated well. In order to produce the sounds consciously, they sing in Japanese *kuchibiru kande* (bite your lip) or *shita o kande* (bite your tongue) as well as the sound and a few representative words, so the song goes *Kuchibiru kande,*[fafafa] ,..." Children love to produce weird sounds. They do this kind of exercise spontaneously in their mother tongue, using familiar muscle patterns. Strange actions like biting the tongue and lips are really funny to Japanese children, and they always laugh. Often a naughty child who doesn't listen to the teacher at all in the class becomes number one in producing new sounds.

lPeggy tried hard, clearly biting her lip and tongue. For the *yamayo nadeshiko* (as Japanese women were called in the old days) who understand quietness and an expressionless face as good taste, the English world is dynamic but strange. Peggy is a Heian beauty, and I can almost imagine her wearing a *junihitoe* (twelve-layered kimono) and, after practicing biting her lip and tongue, making the English teacher quite embarrassed by saying, "Oh, my goodness! English – such an undignified language: biting your tongue and lip. It is unbearable for women to do such things."

At the beginning of the pronunciation practice, everyone had trouble because thev had never consciously used their speech organs like that before. When it came to older children like Ted and George, it was even more of a struggle. For children whose muscles are still flexible, those sounds which the Japanese language doesn't have are possible. If Japanese children practice such muscle movements when they are young, we can probably produce Japanese adults with greater flexibiIity of mouth and tongue muscle.

Making Cards: The first two pages of the textbook introduce color and the making of cards. I pointed out various blue things in the classroom to introduce the color blue. Then I mimed coloring in the appropriate section on the page while explaining in English. The sixth grader, Mary, understood the quickest and started to color right away in the-proper place. Looking at her, first grader Judy and others followed. While they colored, I visited each child and pointing to the color asked. "What color is this?" For children who were listening for a while to sounds they were not used to, this work in the textbook offered the time to rest their minds. On the page that the children were coloring the word 'blue' was written in English. This means that while the children are coloring, hopefully the letters will be perceived sub-consciously and the students will get used to them. The main emphasis is on hearing and speaking but for the future, pre-reading and writing activities are scattered throughout the text. The workbooks were prepared with such things in mind. If we select the wrong kind of textbook, we might unknowingly go in the direction of English translation. Therefore, it's better to choose material which is easily turned into communication.

Everyone became noisy as they colored in four more colors and I continued to sing the songs they had learned concerning grammar Pronunciation, etc. I asked everyone to sing while coloring. Mary insisted that it was impossible to do both at the same time, but I pointed out that coloring means using hands and eyes while singing uses mouth and ears: all can be used at the same time. It was slow, but gradually the children understood this and started singing little by little. The training is important.

When the cards were made, I used them to make simple conversation: "A green card, please." The children had to give me their green cards saying, "Yes, here." Unless they said this, I wouldn't take their cards. Thus I took advantage of the material they had made themselves to leach how to communicate. Mary was the first to answer well, then Jack and Ted. George kept holding the cards in his hand and didn't know what to do. 'Yes here' still hadn't penetrated. Then Ann said, "Yes, [h j u ː a]," and everyone laughed at the funny sound. Jack helped her saying, "Here" and George heard it clearly this time and said it well. The class applauded him. The second time around, the replies came easily and clearly as the children gave me their cards.

Next, we switched roles: the children had to collect the cards from me. In other words, they had to have memorized the five colors and be able to say, "A blue card, please." The first

time, those children who knew the colors well called them out and everyone copied them. The second time I made a rule that they couldn't ask for the same color as the person before them. Then the younger children had trouble because even though they could recognize the five different colors in English, asking me to give them the appropriate card required a different ability. For the children in difficulty, I prompted, "A green card, please. A red card, please," until they were able to do it themselves.

Even simple things like this, where a lot of feeling is put in, are fresh and vital and wonderful in a classroom – and necessary for self-expression. Because of their innocence and frankness, children can become adept at language learning.

(To be continued)

re·views

SHIKOKU

IT WORKS! FROM SHIKOKU

On November 1, 1980, JALT-Shikoku held its final meeting of the year. For this presentation, several members of the organization (and one guest) were asked to give a short demonstration of one or two of the techniques they have used in their classrooms.

Our guest speaker was Mr. Hiroshi Jige from Takamatsu Fuzoku Junior High School and he gave the first presentation. Mr. Jigc showed several activities he uses involving pictures. In the first, one student reads aloud a story prepared by the teacher while two classmates arrange in proper sequence 3 series of pictures illustrating the story. In the second, he asked students to choose two pictures and make up a story concerning them. In the third, he used pictures of simple objects for question and answer practice concerning a specific grammar point. For example, holding up a picture of a diamond ring, he practices passive voice by asking, "What were you given for your birthday?" to which the student replies, "I was given a diamond ring."

The second presentation was given by Ms. Peggy Slocum, a teacher at Language House Inc., in Takamatsu. Her focus was on reading to point out to the students that one can understand what they read without understanding every word on the page; to make students realize that they bring as much to their reading as they get out of it.

To illustrate the second point, she used a variation of a cloze exercise utilizing a text from which every fifth word had been deleted. She divided the class into pairs, giving each pair one copy of the text. Students then tried to fill in the blank spaces, guessing at the deleted words judging from the grammar and context of the sentences. After allowing them ten minutes or so work time, one student from each pair went to a different partner. Since each pair will no doubt

have been able to fill in different parts of the texts, the new partners now have new ideas and suggestions to work with. This changing of partners (the text stays with the non-changing member of the pair) can be done as often as the teacher wishes and time allows. This shows the students that, by being able to fill in appropriate words in the missing spaces, they are bringing to their reading their own knowledge and experience and are also able to understand a sentence without knowing every word in it. After the exercise was finished, a copy of the master text was given to each pair for checking purposes. Ms. Slocum stressed that it did not matter if the students' selections did not perfectly match the master as long as their choices were synonymous with those on it or equally appropriate within the context of the individual sentences and the text as a whole.

For the second exercise, Ms. Slocum again made use of a cloze exercise. This time, however, students were allowed to hear a taped reading of the text before working on it. The class was divided into halves, each half again being divided into working pairs. Half A and Half B were given complementary cloze copies of the text, i.e., with different words deleted. After working for a set time, partners were changed, one partner from each pair in Half A moving to a new partner in Half B, and vice-versa. Before changing, however, the moving partner was given another copy of the text on which s/he'd been working. Taking this copy to his or her new partner, the two then give each other the information the other is lacking.

Ms. Bonnie Hamm, a teacher at the Kagawa Ken Institute of Foreign Languages, was next. First, though lack of time prevented actually having the audience perform the task, she explained one use she makes of pictures. To practice the "there is/are" form. for homework she asks students to draw a simple picture of their bedroom, living room or study. The following class, students are divided into pairs. Student A describes his/her picture and Student B tries to draw a copy without., of course, seeing the original. When this is fmished, students compare the two and try to decide why any discrepancies occurred. Then, roles are reversed and the same procedure repeated.

When students are familiar with both the "there is/are" forms and present continuous tense, students are divided into groups with about four or five students in each. The leader of each group is given a different picture in which several people or things are performing different actions (hopefully, the actions are somehow related, i.e., a park scene, a street scene, an office scene). Student A has two minutes to study and memorize the picture and ask the teacher any questions s/he may have. While this is going on, the other students in the group are made to leave the room and are given some activity to keep them busy. After A has finished memorizing his/her picture , the teacher takes it back and calls in B. A must explain the scene to B without using gestures. When they finish, C is called in, and B explains to C. During this time, A may contribute nothing, even if s/he notices mistakes or' deletions in B's explanation. This process is continued until the final student receives his/her explanation, whereupon s/he tries to draw the scene on the blackboard. The original and copy are then compared, mistakes analyzed, and the teacher then demonstrates how s/he would have explained each scene. There are always choruses of *"'Ah so ka!"* when the students realize that there are simple, efficient ways to express what would seem at first glance to be complicated situations.

Ms.Hamm then had the audience perform a values clarification exercise which can be used in an upper intermediate or advanced class to get students talking. It is also a way (subject to endless variations) of getting students to express feelings, values and beliefs in an impersonal way whereas to try to produce the same through more direct probing would produce embarrassment or silence. In this particular variation, students are divided into small groups and given a list of ten people, their sexes, ages and occupations. They are told that, due to impending nuclear war (the rockets have already been launched) all mankind will be obliterated except for six people from this group who will be chosen to inhabit the only bomb shelter which will escape destruction. The survivors, of course, will be responsible for building a new society afterwards. The teacher can impose a time limit if the group is such that the pressure would be useful or it can be an open-ended exercise timewise if such pressure would be counter-productive. The teacher must stress that each member of the group must give not only his choices but the reasons for those choices – why is any one person more suited for or necessary to the build- of a new society?

Again, this exercise can be used with endless variations to suit different purposes, and students seem more comfortable expressing themselves when the situation concerned is impersonal, however personal the views themselves might be.

The next speaker was Mr. Yoshihiko Higashihara, a teacher from Takamatsu Commercial High School. Using a lesson from the text used at his school. Mr. Hiaashihara illustrated how drawings can' be used to facilitate the memorization of material. Using the five sentences "to be memorized" in that particular lesson, Mr. Higashihara drew pictures illustrating each one. He had students look at the pictures while listening to taped recordings of the sentences, and then asked them to memorize the sentences using the pictures to help the memory.

The final soeaker was Ms. Nobue Tani. a teacher at Amvic School in Takamatsu. Her presentation focused on how to teach small children, and she demonstrated how average, boring memorization work can be made exciting and fun by using a flannel board. For example, she showed how learning the parts of the body can be made more fun by using a figure of Doraemon (a popular Japanese- comic-book character) with maior bodv parts sparable. The kids themselves can use the flannel board and the "magic" of paper sticking to cloth adds an extra dimension of fun to the lesson for them. She stressed the need to always use visual, concrete things when teaching children. Jumping

rope, for example, is an excellent way to practice counting!

While attendance at this meeting was not outstanding, those who were there enjoyed seeing some of the things their colleagues were ***doing*** to make their classrooms more lively and surely everyone came away with a new idea or two to try on their own students1

(reviewed by Bonnie Hamm
Kagawa-ken Institute of Foreign Languages)

WEST KANSAI

A LANGUAGE WITH ONE VOWEL: ENGLISH

Johanas H. Tahara, a Japanese linguist working at the Brazilian Vice-Consulate in Kobe, recently treated the JALT West Kansai chapter to the startling discovery that the English language has onlv one vowel. the **schwa[ə]**. This is according to Mr. Tahara's theory, which he said is based on existing theories buf taken a step further.

At the beginning of the talk, Mr. Tahara explained the International Phonetic System in detail. including the differences in pronunciation in different languages. He mentioned as pertinent information that the tongue is the most important part of language; the reason why languages are often called "tongues." An essential difference between English and Japanese is the tendency in English to raise the tongue, and, in Japanese, to lower it.

He asked the audience to tell him how many vowels the English language has; the cautious guess was fifteen, after which no one took up the challenge. "This is your own language," Mr. Tahara chided in a charming way. He then supplied the information that according to Daniel Jones' system, English has twelve pure vowels, but twenty-one when dipthongs are included.

Asked about the differences between the English and Japanese vowel systems. he said that, in his opinion, the articulation point of all Ennlish vowels tend to go back to the schwa and essentially only the positions of the mouth change. This reversion to the schwa is accomodated by the lack of stress on vowels. Some double vowels, such as "oo" in "book" have, according to Jones, an open quality of **[u]**, but Mr. Tahara holds that most people say **[uə]**, which returns to the schwa again.

In contrast, many Japanese vowels were said to disappear, e.g. the "u" in *Fuji.* Words without the "u" pronounced are quite correct – this is standard pronunciation in Japanese, but the ***romaji*** spelling, supplied by Hepburn, often causes foreigners who learn Japanese to add these vowels that do not belong.

The Japanese vowel system is said to have five vowels, but Mr. Tahara has found that some consonant lines have none, both in the "i" line and the "u" line. such as *hi. mi, ki.* and *ku, nu, mu.* The palatalized consonants in Japanese often drop the following i and u. Some examples given were *kisha,* which is pronounced "ksha" by Japanese whereas non-native speakers often tend to stress the i, and *kita,* pronounced "kta" by Japanese but again with a stressed i by foreigners. A word similarly with a dropped u-vowel is *Tokushima,* pronounced "Tokshima" by Japanese. The speaker cautioned English teachers to be aware of these differences in the two vowel systems when teaching so that their students can be made aware of them too. The teacher should also be aware that s/he herself/himself tends to move the vowels towards the schwa articulation point.

(reviewed by Tove Neville
East Kansai)

books

Language Tests at School by John Oller Jr., London: Longman, 1979

Oller's landmark book from Longman Publishers is a must for school people who are responsible for measuring language proficiency.

First, it is a revolution, an eye-opening turnabout from what testing people usually teach school people about language testing. The focus is on language, written and spoken, for purposes of communication. Language is presented as an integrated ability always used in some context. The "usual" focus in language testing books and courses is on (1) the details of language (sounds, words, sentence structure) and (2) the myriad details of the "numbers game". In *Language Tests at School,* these two usual aspects of language testing are put in perspective as the servants – rather than the masters – of overall language proficiency and the measurement of it.

Second, the book offers seven very practical chapters of how-to's, including how to construct varieties of oral and written production tests, cloze dictation, and multiple choice tests. Why-to's as well as how-to's are addressed. The other seven chapters deal with the following issues: multilingual assessment, measuring attitudes and motivation, inventing new tests in relation to curriculum, discrete point tests, and avoiding statistical "traps".

Third, Oller clarifies useful terminology directly related to understanding what we are measuring when we attempt to measure language ability. It has become popular to assume that discrete point and integrative tests share a continuum. At the one end are tests which sort and separate the components of language (sounds, words, structures) and various skills: reading, writing, speaking, and listening. At the other end are tests which recognize that components and skills do not operate independently of each other or of real world contexts. However, one of the strongest statements Oller makes in this book is that "Pragmatic tests constitute a special class of integrative tests." In short. not all integrative tests are pragmatic, and discrete point tests are not at all pragmatic The distinction is imnortant and pragmatic tests are precisely defined' in this book. For school people who are concerned about assessing language as much in tune as possible with the way natural language is pro-

Streamline ENGLISH

Bernard Hartley and Peter Viney

An intensive English course specifically designed for young adult beginners, Streamline English Departures covers the elementary structures and vocabulary of English with emphasis on the development of oral/aural skills. Streamline English Connections provides a greater variety of material than its predecessor both in content and approach.

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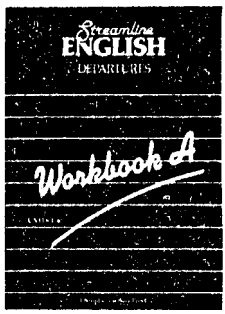

Streamline English Departures	
Student's Book	¥1,800
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1 Cassette	¥4,270
Workbooks A & B	@ ¥840
Streamline English Connections	
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Teacher's Book	¥3,240
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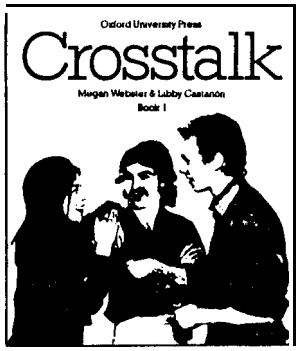
Workbooks A & B (in preparation)	



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Crosstalk

A new series of three books designed to stimulate oral practice and conversation among young adult learners of English from post-elementary to intermediate level. Book 1 is intended for students at elementary level who wish to begin conversing, Book 2 is at pre-intermediate level, and Book 3 is at intermediate level.

The series is structurally and lexically graded, and consequently the amount and level of conversation will increase as the series progresses. The topics for conversation become less concrete, and the extent of the recorded material increases. The three books are accompanied by cassettes.

The Teacher's Book for the series gives details of the structures and vocabulary to be practised as well as examples of the likely conversation generated by the material.

Student's Book 1	¥920
Student's Book 2	¥920
Student's Book 3	¥920
Cassette 1	¥1,900
Cassette 2	¥2,850
Cassette 3	¥3,800
Teacher's Book	¥2,160

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cessed and used, knowledge of pragmatic language testing is crucial.

Fourth, the book is quite readable and very humanistic. Oller uses many examples, which always helps a reader's understanding. He also applies his usual sharp analysis skills. For example, he shows how some potentially pragmatic tests go wrong (the Bilingual Syntax Measure for one). Or, for instance, after a careful examination of research in assessing attitudes and motivation, he concludes, "In view of ail of the research, teachers are probably better off relying on their own compassionate judgements than on even the most highly researched attitude measures." (And he does urge attention to attitudes, noting that one's attitude toward self and others are among the most important related to language learning.)

Fifth, the book is very usable. Techniques that add to this quality are: a short outline at the beginning of each chapter, and a numbered list of key points made in each chapter, found at the end of each chapter. People who have very particular questions can use the list of key points and readily get to their answers.

Finally, the basis for the book is in the most up-to-date research from a grand variety of scholars whom many students of language will recognize: Klare, Kolers, Labov, Menyuk, Richards Schumann, Selinker Slobin, Swain, and Spolsky, to name a few. Yet the book does not read like a review of the literature in someone's thesis. The research base is servant to the master of important points about understanding and measuring language.

(Reviewed by Dr. Virginia Streiff)

Reprinted from TEXTESOL-II, Sept. 30, 1980.

Listening to Maggie by Wesley Gore (Longman Group Ltd. 1979)
Listening In and Speaking Out – Intermediate by Gary James, Charles G. Whitley, Sharon Bode, Longman Inc. 1980)

Until recently, there have been very few worthwhile commercially available listening comprehension materials for the ESL language laboratory or classroom. Most listening comprehension programs have utilized neither natural speech nor real life situations. In order for students to fare well in real life situations, after they leave the protection of the ESL classroom, they must have practice in listening to natural speech in a context which reflects how language is really used, Longman has come out with two excellent listening series, one British and the other American, to fill the great void in listening comprehension materials.

Listening to Maggie is the intermediate level book in the British English Longman Listening Series. It is a supplementary text which can be used with a minimum of supervision in the language laboratory or as a self-study program. It is sure to entertain and delight students at the same time it teaches them to listen very closely to the subtle distinctions in meaning which native speakers make and understand in every day conversation. Although completely comprehensible to native speakers, these fine points, rarely focused on in the classroom, are sure to confuse the foreign language learner. These problems are effectively resolved by Maggie, a young London travel agent, and her friends who work for the Tappa Typewriter Company. They carry on typical every day conversations, in a variety of accents, that demonstrate how they can give information, express opinions, talk about their likes and dislikes, approve, disapprove, and get things done. They behave like normal people who sneeze before they can finish a sentence, interrupt each other, and talk in their steep. They also give each other unwanted advice. They do ail this in five units, each of which contains five exercises. At the end of each unit is an unrehearsed natural speech selection which reinforces the functions brought out in the unit.

The instructions and examples are quite clear and there is a minimum of production demanded of the students. Usually they must "tick" the appropriate box, write a short answer, or speak briefly to show that they understand. The exercises which follow the natural speech selections require more extensive answering. The students must answer inferential questions, fill in missing words in sentences from the selection, answer multiple choice questions, and guess the meaning of words from contcx t.

I did encounter a minor problem with one of the natural speech selections. The students were asked to listen to several people speaking. They were then expected to match the voice of each speaker with a picture, a name, and an occupation. Some were quite obvious; there was only one woman, for example. Howcvcr, at one point they were asked to decide between a rccord producer and a building maintenance man. Thcrc were no context clues given in the discourse. The only possible way to distinguish them was the dialect; the record producer obviously spoke a standard dialect while the building maintenance man spoke in a "London accent". How can a student make such a judgment without extensive studies in Sociolinguistics? This is an unfair burden to place upon students. In spite of this problem, the overall quality of the book is excellent and I recommend it for any listening program.

Listening to Maggie consists of a cassette, a student workbook, and a teacher's book which includes the student workbook, teacher's notes, and a complete tapescript and answer key. The teacher's book could be used very successfully for self-study. The program is now available in Japan. it is followed by *It Happened to Me* at the high intermediate/advanced level, also available now, and will be preceded by *Keep Listening* at the pre-intermediate level, and *Listen!* at the beginning level, thus completing a four-book listening series.

Listening In and Speaking Out – Intermediate, an American English book, is another step in the direction of providing students with worthwhile listening materials. It is based entirely on unrehearsed informal natural speech and provides the students with good examples of how native speakers realty talk; it is full of interruptions, unfinished sentences, awkward and incorrect grammatical constructions, ellipsis, 'strange and illogical sentences, various regional

accents, and other oral discourse features not usually taught in the classroom or language laboratory.

There are a variety of topics presented, such as Chuck's story about his pet turtle or a discussion about nudity in art. Each monologue or discussion is both interesting and entertaining. There is no reason to begin with unit one and go in order as there is neither vocabulary nor structure control to worry about.

The book consists of twelve units. Each unit is divided into two sections; a monologue and exercises, and a discussion between four native speakers and exercises. The monologue and discussion in each unit are related. The exercises are varied and focus on different aspects of listening. There are cloze exercises based on transcripts of the selections and paraphrasing exercises. There are exercises which ask the student to guess the meaning of words from context and also exercises for drawing inferences. Also included are some multiple choice exercises for general comprehension and a dialogue building exercise that the students can work on in pairs.At the end of each unit arc a set of discussion or composition questions which can be used as a follow-up. Throughout the hook clear and explicit instructions are provided.

The program is student- rather than teacher ccntercd. flowcver, the emphasis on writing necessitates a teacher's presence. Many of the exercises require more than listening skills, but also writing skills. In order to make the writing exercises worthwhile, the teacher must monitor student progress. Thus would not make the hook very suitable for self study. flowever, for large or small classes, in the classroom or language laboratory, I woould highly recommend it as a valuable primary or supplementary text for any listening program.

Listening In and Speaking Out - Intermediate consists of a cassette tape and a book which includes an introduction to the teacher and a complete tapcscript and answer key. It will he available in Japan early in 1981. *Listening In and Speaking Out -- Advanced* will hc available in Japan next summer.

(Reviewed by John Lance
Japanese American Conversation Institute)

job referral service

This month 1 would like to bring to your attention a suggestion made by Paul Hoff in a recent Icttcr. He writes:

"One topic that I feel might be appropriate to address in the area of job referral or job hunting is how to interview with a Japanese language school or teaching company. In my position with 'Time Life Educational Systems in Tokyo, I get a lot of people coming to me who have been looking for jobs and who have had some rather unfortunate cross cultural experiences when interviewing. There are also plenty of people who come to Japan with a tourist visa and a promise from some tiny school operator that he is going to get them a working visa; and then they are given all kinds of contradictory rubbish after they have arrived and started teaching. Most end up on cultural visas and only staying as long as necessary to get some money together and leave Japan. Some are able to find a better sponsor.

These are the job hunters that really need some guidance in how to talk to a Japanese interviewer, in how to ask the right questions and in knowing what they should he getting from an employer in Japan. It might be a topic to throw open to *Newsletter* readers and then compile their responses. You might list horror stories or concentrate on the basics for determining a decent employment possibility."

I would like to do just what Paul proposes and throw the subject open to you, the readers. Do you think this would he a worthwhile service? If so, what format should it take, both physical and conceptual'? What about something for our Japanese members? If you have an opinion or a personal incident to relate, please write or telephone me. If there is sufficient interest and input, we will do everything possible to develop a finished product. I would very much like to hear from our Japanese members on this question, especially concerning cross cultural problems with which they are familiar. Letters can, of course, be in Japanese if you wish.

Remember, position advertisements must be in before the 5th of the month to he in the next *Newsletter*.

Charles E. Adamson Jr.
26-3 Imaike 2-chome
Chikusa-ku, Nagoya 464
Tel.: (work) (052) 451-3581
(home) (052) 733-8421

bullet·in board

POSITIONS

(OSAKA) English Conversation Plaza, Suita, is looking for an English teacher to take a class of junior high school students. The hours are 6:00 -5:00 p.m., four times a month, on Sat., Tues., Thurs., or Fri. evenings. Contact Mr. Tsutsumi, (06) 382-0871.

(SHIKOKU, OSAKA) Language Ilouse requires professional native-speaker English teachers for contracts in Shikoku and Osaka. Materials and training in Notional-Functional Methodology are provided. We employ only full-time teachers and prefer 2-year contracts (renewable). The schedule is for an average of 26 hours of teaching per week, and salaries (guaranteed), start from Y180,000 in Shikoku, Y220,000 in Osaka. We reimburse travel expenses to and from Japan. Applicants must have a relevant degree. M.A. preferred. Telephone (0878) 34-3322 or send resume to:

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(TOKYO) The Tokyo Center for Language and Culture (Tokyo Gaikokugo Center) has part time and full time openings at company classes for qualified English language teachers in Tokyo, Osaka. Nagoya, Kita Kyushu and various rural areas. For further details please contact:

Mr. M.E. Hess,
Manager, Foreign Staff,
7-9 Uguisudani-Machi
Shibuya-ku, Tokyo 150
Telephone: (03) 463-7861

(NAGOYA) English teachers required by a language school in Japan (Nagoya). Single, experienced, mature and dynamic preferred. Send photos and handwritten resume: English Language institute, Central Nagoya Bld. 504, Mei Eki, 2-chome Nagoya, Japan.

(SAPPORO) An enterprising teacher is required for a full time position in Sapporo. This position is to start as soon as possible. Please send resume to Mr. Tim Grose, Concord Language School, Matsumura Building, Odori 2-chome, Chuo-ku, Sapporo, or call (01 1) 221-3 130 for further details.

(TOKYO) Athenec Francais Intensive English Programs is looking for temporary full time and part time teachers for Spring, Summer and Fall term of 1981. Experience is preferred. Degree requested. First preference will be for women in order to balance the program. If interested, contact Larry Cisar, Director EFL, Athenee Francais 2-l 1 Kanda-Surunadai. Chivoda-ku. Tokyo 101 or call 03-295-4707 betwcen 1:30-3:30 pm.

(GUNMA) Maehashi Language Academy is accepting applications for one full-time English teacher for children's classes. A Japanese national with experience and a degree in English is preferred. Contact Maebashi Language Academy, 3-3-3 Chiyoda, Maebashi, Gunma 371, (0272) 33-33 18.

(NARA) Nara YMCA English School is now accepting applications for a full-time English teaching position, beginning April, 1981. 40 hours per week. One-year position with opportunity to continue for a second year. Apartment and living expenses provided. College degree required Send resume to Nara YMCA no later than February 28. Nara YMCA, Kunimi-cho 2, Saidaiji, Nara-shi 631, Tel.: (0742) 44-2207.

(KOBE) Kobe YMCA College has a full-time position available in April for a native speaker of English who is an experienced leacher with a master's degree or a certificatc in the teaching of English as a foreign language. To increase the diversity of the faculty members, a teacher from England or the U.K. is preferred. For further information, write to Kenjiro Sakazaki, Dean, Kobc YMCA, 2-15 Kano-cho, ikuta-ku, Kobe 650. Tel. (078) 241-7201.

SUMMER 1981 STUDY TOUR FOR JAPANESE TEACHERS OF ENGLISH

English Academy Ryugakukai, in association with the American Cultural Exchange in Seattle. Washington, the San Francisco State University School of Humanities, and the Kanagawa Prefecture Education Center, announces a study tour for Japanese teachers of English. DATES: July 26-August 23, 1981. The program will include two weeks of study and a homestay in Seattle, Washington, plus one week of special lectures at San Francisco State University followed by one week of free travel time. APPLICATION DEADLINE: March 10, 1981. For more information, please contact: English Academy Ryugakukai; 602 Amagi Roppongi Mansion; 7-7-l 3 Roppongi; Minato-ku; Tokyo 106 (Tel.: 03-479-3253).

LOST 'N FOUND

Someone left a copy of *Caring and Sharing in the Foreign Language Class* on a table at the conference in Nagoya on Nov. 24. The book has been turned over to Mr. Shizuo Fujimoto Newburv House Publishers, Kurcsto Haimu 406 Toyama-cho 12, Shinjuku-iu, Tokyo 162, and he will be happy to mail it to the person who lost it.

meet·ings

KANT0

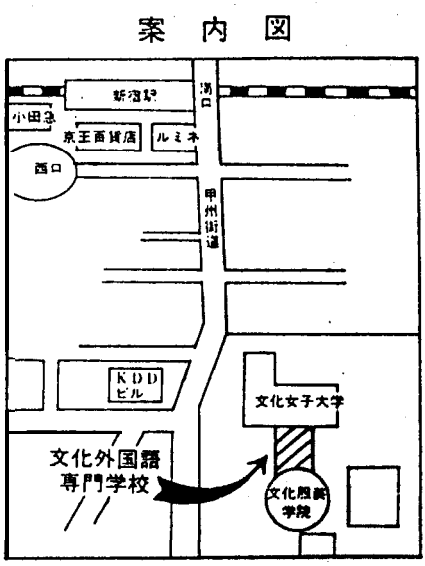
Topic:	Ohserving Teachers
Speaker:	Donald Freeman
Date:	Sunday, February 22
Time:	1 :00 to 5:00 p.m.
Place:	Bunka Gakuen, Shinjuku (See map)
Fee:	Members: Y500; Nonmembers:Yl,000
Info:	Larry Cisar, 03-295-4707

This workshop will examine the issues, skills, and possible outcomes of successful teacher observation. We will consider, the purpose and goals of observation, how they may reflect demands of specific programs or curriculums, and how they incorporate aspects of training (short-term) and development (long-term). Three approaches to observation will be presented and considered in the context of the participants' experience.

The workshop will include a presentation, discussion, and demonstration; those who attend will be asked to participate actively. The workshop is intended for those who are presently involved in observing and training teachers and for those teachers and administrators who would like to develop teacher observation in their own programs.

Donald Freeman is currently doing freelance work in teacher training; he is also on the staff at Proctor and Gamble Sunhome. He was formerly Academic Supervisor at the Language Institute of Japan. He received his B.A. from Yale University and his M.A.T. from the School for International Training. He has done teacher training and cross-

cultural work both in Japan and the United States for the past five years.



WEST KANSAI

Topic:	The Educated Guess Reading System & Teaching Organization and Accuracy in Composition
Speaker:	Henryk R. Marcinkiewicz, Nagoya International College
Date:	February 22
Place:	Umeda Gakuen (St. Paul's Church)
Time:	1:00-4:30 p.m.
Fee:	Members, free; nonmembers, Y1,000
Info:	Jim White 0723-65-0865x293 (day) 0723-66-1250 (night) Noriko Nishizawa 075-391-5252

The Educated Guess Reading System: This part of the presentation will involve the audience in a demonstration of the presenter's system for teaching intensive and extensive reading comprehension skills. The system is made up of a series of time-controlled, "mind-expanding" exercises. The set of exercises is adaptable to reading matter from any content area at my level of ability.

Guessing the re-combination of word-ideas, exercises from the teaching of reading oral poetry, and the exploitation of the readers' knowledge of the world form the basis for the system. The readers demonstrate to themselves the semantic content of structural form, as well as the idiosyncrasy of composed structure.

The result is that readers are guided in how to make educated guesses about their reading from the arena of knowledge they already possess.

A System for Teaching Organization and Accuracy in Composition This prcsentation will demonstrate a system in teaching composition to beginning and intermediate students. The goal is to attain organization of ideas and accuracy in writing.

The system consists of two parts. In part one, students categorize words semantically under general headings. In this way, students demonstrate to themselves the wide scope of their vocabulary and the relationship between the meanings of words and their functions. This stock of words becomes their semantic/syntatic reference. In part two, words or phrases from this stock are used in exercises which arc restricted in certain ways. The exercises are like puzzles, for which the students have the necessary tools for solving.

Students also outline their compositions in terms of their semantic catcgories which leads to accurate organization.

This demonstration will involve the audiencc and should benefit teachers of beginning or intermediate students the most.

Henryk R. Marcinkiewicz studied graphic art at the Jagielloniac University in Krakow, Poland under a grant from the Kosciuszko Foundation. He holds a B.A. in English literature and fine arts from Montclair State College in New Jcrsry. He also holds an M.Ed. in TESOL from Temple University. Over the past five years, he has taught ESL/EFL in the United States and Japan. During 198b he was Recording Secretary for the JALT-Tokai chapter, as well as for the JA1.T executive committee, Ile is also an elected member of the Polish Institute of Arts and Sciences of America.

SPECIAL INTEREST CROUPS:

Silent Way: Umeda Gakuen, ll:00-12:20. Contact Frederick Arnold, 078-871-7953

Teaching English in Schools Umeda Gakuen, 12:00 Luncheon meeting. Contact Harumi Nakajima, 0726-93-6746

Children's In t. Gp: Umeda Gakuen, 11:00-12:30. "Teaching Pattern Drills". Contact: Sr. Wright, 06-699-8733.

Japanese Thursday, February 19th, 1:00 3:00. Center for Language and Inter-Cultural Learning. Contact: Fusako Allard, 06-315-0848

TOKAI

Topic:	Information Systems and Language Teachers
Speaker:	Kurt Veggeburg
Date:	Sunday, February 22
Time:	1:00 – 4:00 p.m.
Place:	Nagoya International College (Kawai Juku)
Fee:	Members: free; Non-members: Y1,000
Info:	Steven Tripp, (052) 833-8835

Mr. Veggeburg is Director of the Information Center at Nagoya Shoka University. His talk will focus an changes in libraries which are occurring as a result of computerized information. Using satellites, very soon schools will have instant access to data bases and other forms of info from all over the world. Mr. Veggeburg will discuss how these-systems will benefit language teachers.

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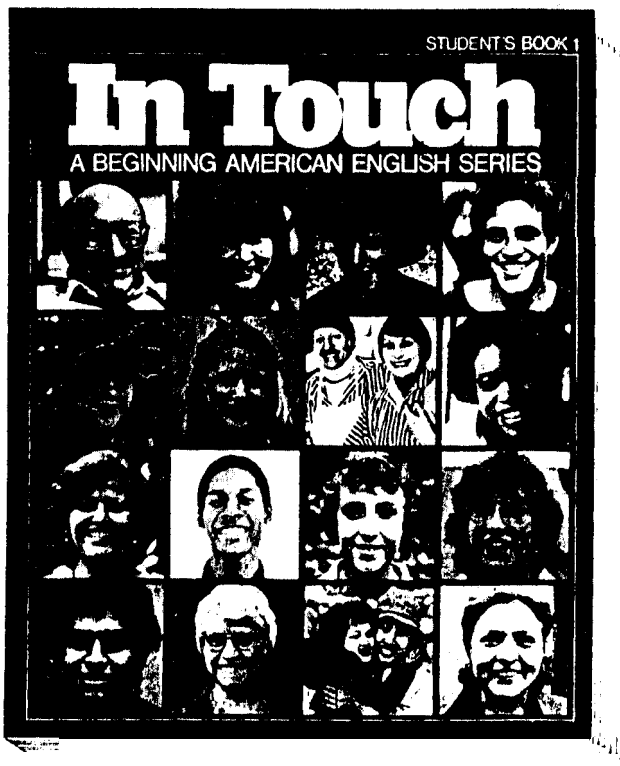

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For more information, contact:

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