

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

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Y150

January 1, 1982

Some ABCs Of Teaching Children: Ideas, Songs, Techniques

By Sister Regis Wright

I would like to share with you some of the things that I have learnt while I have been teaching children. I am not going to write about methods because personally I use one thing from this method and something else from another. I do try new methods, and then I use what I find works with the children I teach, but what works with one class will not always work with another. So one has to be ready to change and adapt.

I do think it is good to read as much as possible of other peoples' experiences, to talk to other teachers and always, yes always, buy the teacher's book for whatever text one is going to use.

When I select my text, I first look at the pictures: There must not be too many on a page, not too small, clear in outline. Can they be coloured? If the pictures are already coloured, is there a workbook? Because colouring, and for the older children, writing, make a welcome break and can also be given as homework.

Next the printing. This should be large, clear and not have too many words on a page. If there is variation in the size of the printing this is also a very good thing.

Then, what kind of English is used? Is it

simple, everyday English or is it stiff and bookish?

This next point is very important. Does it have revision? If it doesn't, then a way must be found of going back to review the basic points of each lesson. The children have only their weekly lesson and they soon forget. I do my revision mainly by games. Here is a simple adaptation of Bingo that is a favorite with my young pupils.

You'll need 20 pictures for each child and a set for yourself. These cards can be pictures, ABC, numbers or words or a mixture of these. The cards are put down 3 in a row and 3 rows. Do not let the children choose the cards but put them down as they come. Then you call out the cards, any child having that card calls out a short sentence and turns the card over. The first one to turn over all their cards calls out 'BINGO'. Then they take my place and call the cards.

For this next game you need about 10 pictures, small objects, plastic fruits, vegetables, animals, a box to put them in, a smaller box to put one object or card in, and a cloth that will cover the larger box. Show the things you are going to use and get the class to name them, put them into the larger box, cover it with the

(cont'd on p. 2)

A Message from the New President

Jim White

Since I am still somewhat overwhelmed by the responsibilities and honor which have just been thrust upon me, this greeting may be rather brief. Still, as your newly-elected president, I can't let the opportunity to write all of you at the start of this bright new year, 1982, get by me.

Because I don't have the reins fully in hand, there are many things about JALT which I have yet to appreciate. However, based upon my personal experiences with the organization over the past four or so years, I can truly say that I believe in JALT and the goals established by my predecessors. My agreeing to serve partly results from my feeling that being a JALT member has helped me a great deal and I want to try, in some small way, to return the favor by helping others.

I did not run for office based upon any plans for radically changing present policies. At the same time, I do feel that there are some areas which call for improvement. One of these was brought up during the panel discussion at JALT '81. A Japanese teacher of English stated that many of her fellow teachers are not able to take advantage of what JALT has to offer because they are not sufficiently proficient in oral English. I, too, have felt that this is a problem. Although JALT is an organization of teachers of foreign languages - and even though the primary language they teach is English - there is nothing which requires every presentation be given in English. The West Kansai Chapter has experimented with CLL techniques and short talks in Japanese as a means of helping everyone more fully follow the presentations.

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Teaching Children

cloth, and very secretly put one card or object into the small box, put on the lid and ask 'What's in the box?' The children ask 'Is it a ?' You answer 'Yes, it is.' or 'No, it isn't'. The child who guesses the object takes your place. This can also be used to practice the plural, or you can have simple team games, matching words to pictures, etc.

The game that is played in Japan at the New Year, *Hyakunin ishu*, can also be used with any picture cards that you are using with your text.

Games are very good to end a lesson with. The children often start the next lesson with 'Can we have a game?' 'Yes, when we have learnt'. Perhaps I should call it bribery, but it is something that works. And if the children don't ask for a game, I will sometimes say, 'When we have finished this, shall we have a game?' Most teacher's books give examples of games.

Another good technique is singing. I don't mean just children's songs, but songs that will teach English patterns and at the same time will improve pronunciation and what is more important, intonation and stress. You might say 'But, I can't sing.' There are several good books with tapes that can be bought now, and perhaps you can't sing but you can play a string instrument. Then you are the ideal person to use songs in your classes.

It is possible to make your own songs. Use a simple tune like 'Seven Steps'. You can teach the modal verbs with the short answer, changing negative to positive or singular to plural. A big

advantage to using the same tune is that as soon as they know the tune, you only have to teach the words. Here is an example:

Can you, can you, can you swim?
Can you, can you, can you swim?
Yes, I can. Yes I can.
Yes, I can. I can swim.

No, I can't. No, I can't
No, I can't. I can't swim.

You can adapt those words for any of the short answers. Here is another example to the tune of 'Are you sleeping?'

I'm a postman. I'm a postman.
What do you do? What do you do?
Do you bring letters? Do you
bring letters?

Yes, I do. Yes, I do.

Change postman for baker, policeman, farmer, etc. — whatever comes in your text.

Are there tapes for the text I am thinking of using? Perhaps you are thinking 'Are tapes necessary for children's classes?'

I would answer with an emphatic 'YES', for us who are native speakers as well as for our Japanese teachers.

But WHY? It is very good for children to hear different voices and accents from the beginning. Some people claim that these differences confuse students, but I have never found them to be confusing. In fact when I am using American tapes, there is often a giggle when they hear the difference between the tape and my British accent. And there can be a little extra practice without boredom by trying to be like the tape.

One important thing to notice about tapes is the speed of the speech. It is of no use if it

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The *JALT Newsletter* is the monthly publication of the Japan Association of Language Teachers. The editors are interested in articles of not more than 1,200 words concerned with all aspects of foreign language teaching, particularly articles with practical applications. Articles may be in English or in Japanese. The editors also seek book reviews of not more than 750 words; classroom texts, techniques, and methods books are preferred. It is not the policy of the *JALT Newsletter* to seek books for review from publishing companies. Employer-placed position announcements are printed free of charge. Position announcements do not indicate endorsement of the institution by JALT. It is the policy of the JALT Executive Committee

that no positions-wanted announcements be printed in the Newsletter.

All announcements or contributions to the Newsletter must be received by the 5th of the month preceding publication. All copy must be typed, double-spaced, edited in pencil and sent to: Pam and Chip Harman, Heights Motoyagoto SOS, Motoyagoto 1-241, Tenpaku-ku, 468 Nagoya, JAPAN.

The Japan Association of Language Teachers is a not-for-profit organization of concerned language teachers who want to promote more effective language learning and teaching. It is the sole Asian affiliate of FIPLV and the Japan affiliate of TESOL. Through monthly local chapter meetings and an annual international conference, JALT seeks new members of any nationality, regardless of the language taught. There are chapters in Sapporo (Hokkaido), Sendai (Tohoku), Tokyo (Kanto), Nagoya (Tokai), Kyoto (East Kansai), Osaka (West Kansai), Fukuoka (Kyushu), Nagasaki, and Okinawa. Membership information can be obtained by contacting:

Tom Robb, Executive Secretary
6-27 Motomachi Hirakata,
Hirakata-shi 573

Hiroko Takahaahi, Membership
4-1- 1112 Sakuragaoka Koen
Sendai 980

is artificial and slow. Also the length of the pauses for repetition or response is important. The pause should not be too long. Children should be taught from the beginning to speak as quickly as possible. It cannot be expected the first few times they say something new, but they should be encouraged to respond quickly and they can do it with a little practice. Another advantage of using tapes is that you can set the machine going and then move around listening to the children. Then everybody responds; otherwise you will always have somebody who is only moving their lips.

Another use for the tape recorder is to record a part or the whole of the lesson. I find that this helps me to find what I am doing wrong, and I play parts of it to the children to show them their good parts and also things they should try to do better. They like hearing themselves on tape.

I also like to give 5 or 10 minutes to actions. In my case they have to be very simple because I haven't much space but there are many verbs and prepositions that can be taught by actions. I usually start with 'Stand up.' 'Sit down.' 'Raise your right hand.' 'Point to the window.' 'Pick up your book.' 'Come to the table.' 'Pick up the red pencil.' 'Give it to Mary.' These can all be followed by 'What are you doing?' 'What is he/she doing?' and, later on, 'What did you do?' I like the children to give the commands too, but as they are rather slow in thinking what to say, I have made some cards with stick figures, they pick a card and give the command that goes with that card.

So my hour-long class usually is fitted into the following frame:

- 10 minutes Review of the new point of the last lesson.
- 15 minutes New point of today's class

- 10 minutes Actions or song
- 10 minutes Again the new point of today's class
- Rest of the hour: games or songs

When I teach the ABC's I like to teach the phonetics, explaining to the children that they have usually learnt the ABC's in kindergarten, that the ABC's are the *names* of the letters and what they are learning now are the *sounds* of the letters. I do not use the word *phonetics* because I do not teach the script but just the first simple sounds. I know there is more than one sound to a letter, but just one sound to each letter is a help to the children with the simple words that they will learn when they are starting to learn to read. The other sounds can be learnt as they come in the reading.

For actions I use a very old book by Harold Palmer, that has just been reprinted here in Japan. For young children it would be difficult to use the book as it stands, but it is simple to take just the parts that you need. Palmer's method has been adapted for children by a Japanese Professor of Kobe and it is very good and simple to use. I would like to teach a little more writing in class time but when the class is only an hour there is really no time. So after I have taught the script I usually give some homework that must be written.

I hope that something I have written will be of help to you. Here in Osaka we have a Special Interest Group for those teaching children and we all find it very helpful to talk things over with others doing the same kind of teaching. Why not start a group in your JALT chapter? I am sure that you would find it very helpful too.

Teaching Tip

Editor's Note: During the last few months, various teaching tips have appeared in issues of the JALT Newsletter. Since we have received a number of inquireis about the source of these tips we've decided to print the address so anyone who is interested can write about getting a copy of *101 + Ways to Stimulate Conversation in a Foreign Language* by G. Ronald Freeman of their very own. Write to:

ACTFL Materials Center
2 Park Avenue
New York, New York 10016 U.S.A.

SPECIAL THEME ISSUE

Once again,, we are planning on having a special theme issue; the April Newsletter will focus on listening comprehension. Since listening is a major factor in both language learning and language teaching, it's of prime interest to JALT members. Anyone who is currently using listening materials in the classroom or language laboratory is encouraged to submit an article (on

certain techniques, perhaps) or a review (of materials such as texts, tapes, etc.) of no more than 1,200 words. typed and double-spaced. It would be best to check out your ideas with us first before you actually write them up, in case someone else has already chosen your materials or techniques to write about. Teaching tips of less than 200 words are welcomed. Deadline for receiving possible articles for the special issue is March 5th.

SPECIAL DEADLINES!

The deadline for receiving advertisement for the March 1982 issue will be January 15th due to the editors taking a long-deserved vacation back to their motherland.

The March issue will consist solely of a JALT '81 wrap-up, and meeting announcements. Meeting announcements are due, as always, the 5th of the month before - in this case February 5th.

President's Message.....

(cont'd from p. 1)

I am sure that other chapters have done similar things. There is no reason for everything at the national conferences to be in English, either. I think we all should try a little harder at reaching the non-native English speaking membership by having more presentations in Japanese – or with Japanese as a supplemental communication channel. While JALT was started primarily by a group of non-Japanese teachers and even today is heavily weighted in that direction, I believe that JALT's future lies within the country of which it is such an integral part. Not reaching out will limit us in many ways.

Another problem. JALT needs more communication from the grassroots and more help on a broader scale. Many members have and are continuing to serve in many ways, but more participation is always needed. Participation need not and must not be limited to any particular segment of the membership. We are all equals, and no one should be afraid of expressing his or her viewpoints or cautious about volunteering to help. The JALT officers are not a closed society. We are all here to listen to each and every one of you, to assist you, and to help JALT in any way we can. To do this, we all need to hear your opinions and I will try to be one of the first to listen. JALT is our organization; we must all work together to keep it what it has now become – one of the newest but also one of the most active organizations in Japan devoted to language teaching in Japan.

Outgoing President: Success, But . . .

Thomas Robb

In my President's Report in the January issue last year, I strongly suggested that the time had come for JALT to establish an office so that the day-to-day business of the organization could be run in a more efficient manner. I am happy to report that this has been accomplished. We now have a half-time secretary, our own micro-computer and other office necessities sharing my office at Kyoto Sangyo University.

In connection with this, you are probably aware that the annual business meeting approved the establishment of an Executive Secretariat so that the office can remain in one place despite the annual change over in the JALT Executive Committee. Henceforth the membership can look forward to fewer delays in processing their applications and renewals as well as prompter service on all (most?) other matters.

While the administrative aspects of JALT have clearly taken a turn for the better, progress in other areas is more difficult to measure, though some progress has certainly been made. Relationships with other organizations have improved, our programming has expanded, our membership has grown, we have added another chapter, and our annual conference attracted more people and got more press coverage than ever before.

I still feel however that we have not fully matured as an organization from two points of view. The first is that we do not have a decisive set of goals, which we can as an organization reasonably expect to achieve in a set period of time, be it five or ten years. There are many possible goals that we might be able to choose from: 1) Establishing a regular teacher-training seminar for teachers new to the field or without formal training, 2) Intensive language training programs for junior high and high school teachers, 3) Developing new texts and materials which could be adopted in the public schools which would make learning a foreign language fun rather than drudgery, and 4) Campaigning intensively to influence universities to place greater emphasis on communicative skills in the entrance exams and in their curricula. There are only some of the areas in which JALT could make a difference if we, as an organization, had an established set of goals.

The second sign of our lingering adolescence is related to the first, namely, we are still rather self-centered. Our publications and our programs are basically designed for the immediate benefit of our membership. Naturally, this must be so to a certain extent, since members who feel that their needs are not being met will no longer support the organization. Nevertheless, a mature organization should consider the profession as a whole – how contacts outside the membership can work towards the improvement of language teaching and learning in Japan which is the goal stated in our constitution. Programs, such as the one in October aimed at the heads of language programs in commercial schools is one step we have taken in this direction. Participation in the *Eigo Kyoiku Kaizen Kondankai* (Roundtable for the Improvement of English Education) is another. I am confident that we will continue to expand our services to the language teaching community and eventually become a primary force towards better language education in Japan.

This was my last year as president of JALT. I have found these past two years extremely challenging as well as rather exhausting. While I am relatively satisfied with our progress, I am sure that greater strides will be made under our next president, Jim White. Thank you all for your support and cooperation.

VP's Report: Expansion

Kenji Kitao

In the January, 1980 issue of the JALT *Newsletter*, I discussed what I would like to do as vice-president as well as what I thought JALT would be like last year. The main idea I expressed was that JALT should grow both internationally and domestically. One year has passed, and I would like to review how things have worked out.

First of all, JALT has surely grown internationally. JALT joined the World Federation of Foreign Language Teachers' Associations, which is an affiliate of UNESCO. We now have an official channel to Europe, and we are able to obtain European information on teaching as well as to express ourselves to Europe.

JALT is the largest TESOL affiliate and the most active one. Because of JALT's effort, Japan has the largest TESOL membership outside of the United States. Dr. James E. Alatis, TESOL executive secretary, came to JALT's annual conference again last year. We made a JALT-sponsored presentation at the fifteenth TESOL conference in Detroit besides sending three official delegates there. For the JALT-sponsored presentation at TESOL '82 in Hawaii, we chose a joint presentation by Mr. John Lance and Mr. Michael Rost. Moreover, we also made charter flight arrangements to TESOL '82 to enable JALT members to attend more easily. JALT intends to continue having strong ties with TESOL in the future.

As you see in the JALT *Journal*, we have agreed to exchange ads with several international Journals and professional organizations, and the JALT membership ad will appear in journals in the United States, Singapore, Britain, and Sweden. We are hoping that more teachers overseas will pay attention to what we are doing, as well as what we have done.

We will also exchange reprinting rights of our journal articles with other international journals. We have already received such requests. This means that the quality of our journal is high enough for our international professional level.

We were lucky enough to have more than ten overseas speakers for the JALT '81 Summer Institute and chapter meetings. They brought information about new ideas, techniques, and trends to us.

JALT grew domestically, too. We welcomed a new Nagasaki Chapter and an Aomori Affiliate last fall. I hope these two groups will grow steadily.

JALT membership reached almost 1,450 at JALT '81, but it is still far below the 1,700 which I had hoped for. Since we are interested in language teaching and would like to share good ideas about language teaching, why don't we make more friends? I still hope that JALT will have more than 1,700 members by the end of this year.

The special interest groups are active. We have some new ones and several chapters have one or more groups. The fact that a couple of SIGs made presentations at JALT '81 indicates how much progress they have made.

According to my proposal, several chapters hosted mini-conferences, and they were successful. We need more variety in our programs and a mini-conference is a good solution. We should offer more people an opportunity to share their ideas about teaching or techniques that they use. Many people are living far away from meeting sites, and I hope each chapter will host a big event for every member in its chapter.

JALT publicity has improved a great deal. Some chapters put meeting announcements in Japanese journals and newspapers. This year, I hope all chapters will do so, so that more people will realize that JALT is a nation-wide organization.

We have improved our relationships with other language teaching organizations. I hope that we can cooperate with them even more than we are now. I suggested that we have meetings with other organizations, but there were not many joint meetings. I hope this year many chapters will host joint meetings.

We sent four people to *Nihon Eigo Kyoiku Kaizen Kondankai* (Round Table Meeting for Improving English Education in Japan). Since JALT is located in Japan, I believe that one of our most important roles is improving foreign language teaching in Japan.

Unfortunately, we could not offer a research grant last year. Because research is important in language teaching, I hope we will receive more research proposals this year.

Finally, in order to improve relations between the JALT Executive Committee and the chapters, we created a new travel fund for national officers to visit chapters and assist them in administration. All officers are willing to help and want to keep communication open with chapters as well as with each individual member.

Recording Secretary

Steven Tripp

A JALT Executive Newsletter was produced for every month in 1981 except November Minutes for the four Executive Committee meetings were also kept. Plans to record meetings in stereo were abandoned. I look forward to another year free from shame.

Treasurer's Report

Tim Lewis

Here are the balance sheet and revenue and expense statement for 1981. As you can see, we appear to be quite a bit better off than we were last year. A word of caution is necessary though. Because we changed this year to a calendar year in which 60 percent of our membership falls due on December 31, we don't really know how much money JALT will have for next year. We have a rather large cash balance right now, but this may have to last the organization much of next year if membership renewals, are down.

Commercial Membership revenue increased this year because many members paid in advance last year as can be seen on the balance sheet. Travel and Transportation expenses are up because more chapters took advantage of the money allotted to them to bring speakers in from out-of-town.

COMPARATIVE REVENUE AND EXPENSE STATEMENT 1980-1981

REVENUE	1980	1981
Membership Dues:		
Chapter Memberships	2,950,740	2,488,550
At-Large Memberships	252,226	216,360
Institutional Memberships	58,835	76,550
Commercial Memberships	1,428,025	2,561,097
Total Memberships	4,689,826	5,342,557
Publication Advertising	1,760,395	1,882,200
Publication Sales	285,185	346,478
Conference Income	1,355,943	3,003,207
Summer Program Income		151,580
Miscellaneous Income	21,896	79,961
TOTAL REVENUE	8,113,245	10,805,983
EXPENSES		
Telephone	218,727	355,599
Travel and Transportation	743,550	1,251,640
Copying	140,714	117,395
Printing	3,481,740	3,693,460
Supplies	193,098	138,728
Postage	999,176	1,321,829
Office Equipment	290,363	371,139
Miscellaneous	158,509	142,549
Lodging and Meals	375,522	89,522
Grants	165,000	186,740
Depreciation	232,977	410,209
Audit	150,000	200,000
Bad Debt	168,920	28,350
Other	128,887	262,874
TOTAL EXPENSES	7,447,183	8,570,034
EXCESS OF REVENUE OVER EXPENSES	666,062	2,235,949

REFLECTIONS

Looking over the past three years that I have been treasurer, I see an organization and an institution that have undergone many changes.

JALT has gone from about 700 members to almost 1400, from three chapters to ten, from a quarterly newsletter to the only monthly newsletter of its kind in the world, from a regional annual conference with only local talent to an international conference which draws big names in the field from all over the world, from membership records maintained with a lot of labor on a borrowed computer to our own automated system on our own computer, from a coat pocket memo record kept in a shoe box to a complete accounting system annually audited by one of the largest public accounting firms

COMPARATIVE BALANCE STATEMENT

1980 - 1981

ASSETS	1980	1981
Cash:		
Sanwa Bank	901,619	1,054,230
Post Office	275,065	1,483,430
Foreign Deposits	181,467	393,223
Total Cash	1,358,151	2,930,883
Receivables:		
Publication Advertising	184,000	234,400
Membership Due	498,520	6,325
Other	3,220	42,200
Total Receivables	685,740	289,925
Conference Advance	100,000	
Office Equipment:		
Acquisition Cost	698,930	1585,090
Less Accumulated Depreciation	232,977	643,186
	465,953	941,904
<i>English in Three Acts</i>	9,600	-
TOTAL ASSETS	2,619,444	4,155,712

LIABILITIES AND FUND BALANCES

Payables:		
Executive Committee	12,100	22,367
Memberships Due Chapters	71,600	-
TESOL	-	33,750
Total Payables	83,700	56,117
Dues Received in Advance	1,052,098	380,000
Total Liabilities	1,135,798	436,117
Fund Balances:		
Balance at Beginning of Year	817,584	1,483,646
Excess of Revenue over Expenses	666,062	2,235,949
Balance at End of Year	1,483,646	3,719,595
TOTAL LIABILITIES AND FUND BALANCES	2,619,444	4,155,712

in the world, from a deficit of 700,000 yen to a surplus of 2,000,000 yen.

The Executive Committee has gone from ten members to nineteen, from marathon three-day sessions in which many things were talked about but little action taken, to day-and-a-half business meetings in which firm decisions are made, from an idealistic attitude of 'Whatever it costs, we must have it' to a more pragmatic 'How much will it cost and where will the money come from?', from an uncontested slate of virtually appointed officers to a real election with two candidates for almost every office.

Looking to the future, I see a mature organization which will expand.

The computer we bought this year will start to play more of a central role in the treasurer's function. The treasurer's job will change from bookkeeper, which took up almost all of the time I spent on JALT work, to that of fiscal advisor and accounting supervisor. The accounting records will change from just the basic records necessary to run the organization to additional informative charts and graphs that can be used for long-range planning.

One thing that will not change, however, is the treasurer's role as watchdog and pragmatic balance to the more idealistic members of the committee. Everyone can help the treasurer in this role by not making commitments without authority and by meeting the deadlines of the jobs for which they have assumed responsibility. They can also help by keeping expenses down. Although the total membership has barely increased in the past year, expenses have increased by over one million yen. Since we have gone to a calendar year membership period, we have, in effect, put all of our money on one horse and now more than ever we must contain expenses to prevent severe cash flow problems.

I would like to thank those people who have helped make my job easier over the past three years: John Boylan who has put in a lot of time working on newsletter advertising and maintaining JALT's good relations with our commercial members; the Fukuoka office of the public accounting firm of Tohmatsu-Awoki, Inc., especially Messrs. Nagano, Doira, and Koga who have spent much time and effort teaching me how to set up and maintain our accounting records; Tom Robb who has worked many

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Treasurer's Reflections

(cont'd from p. 7)

hours on the computer and figuring up how much to invoice the chapters for membership dues; Naoko Robb who has graciously put up a house full of people on many occasions; the several chapter treasurers who unfailingly sent in their T-1 report forms on time and put up with my late replies to their questions; and Keiko, my wife, who has been patient and understanding about the nights and weekends I have spent working on the accounts.

I want to wish Aleda the best of luck. I feel confident that she will do an excellent job.

Membership

Hiroko Takahashi

GROWTH

Over the past year we have maintained an average of 50 new members and renewals per month in non-conference months, which is better than in both 1979 and 1980. On the other hand, in strictly adhering to our policy of removing the names from the mailing list of members in arrears after a grace period of two months in order to keep as precise records as possible and save mailing expenses, reluctantly we have had to delete more than 50 members per month. We started the new year by drastically cutting 176 overdue members in January.

Nagasaki was granted chapter status with 45 members and Aomori was recognized as an affiliate with 15 members this year.

Thanks to JALT '81, at which 100 new members joined, we have been able to bring the total membership up to over 1,400. We are 58% Japanese and 42% non-Japanese. We live in every prefecture in Japan except Iwate. Members are relatively sparse in the prefectures which are located along the Japan Sea such as Tottori, Fukui, Toyama, Yamagata and Niigata. We live in other countries such as the United States, the United Kingdom, Hong Kong, the Republic of China, the People's Republic of China, South Korea, Canada, New Zealand, Spain, Libya and Yugoslavia.

(cont'd on next page)

Practice Tests for TOEIC

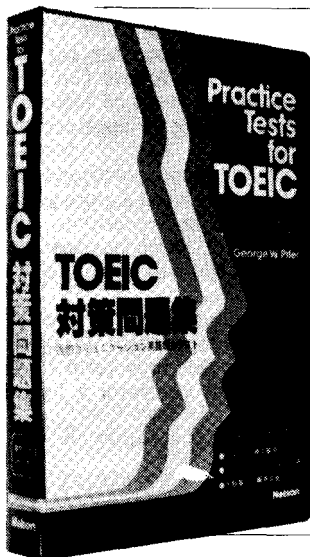
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by **GEORGE W. PIFER** Professor at the **JAPANESE AMERICAN CONVERSATION INSTITUTE, TOKYO**

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PRESENT MEMBERSHIP CHAPTER	AS OF 10/31/80	10/31/81	CHANGE
Hokkaido	34	55	+ 61.8%
Tohoku	61	79	+ 29.5%
Kanto	306	277	- 9.5%
Tokai	147	110	- 25.2%
East Kansai	96	92	- 4.2%
West Kansai	269	256	- 4.8%
Chugoku	74	84	+ 13.5%
Shikoku	41	50	+ 22.0%
Kyushu	63	93	+ 47.6%
Nagasaki	----	56	- - - -
	45	52	+ 24.4%
Institutional	11	16	+ 45.5%
At-Large	34	25	- 26.5%
Overseas	39	41	+ 5.1%
TOTAL	1261	1315	+ 4.3%

PROSPECTS FOR 1982

I estimate the total figure which JALT might realistically reach by the end of the year at 1,600.

Naturally, we will have to keep striving to attract new members, but we will also have to examine the reasons for the low renewal rate. We are planning to make a survey on this matter, for instance, by sending out feed-back postcards to members who haven't renewed.

This is a kind of membership drive which we haven't been able to really succeed in yet and I do hope to activate such a drive this year. We would appreciate it if you would individually request your school libraries to subscribe to the *JALT Newsletter* and the *Journal* by paying the annual subscription rate of ¥5,000. Obviously it would be of benefit for language schools, junior & senior high schools, etc. to have *NL* copies available for the general faculty.

I'd like to thank all the local membership chairpersons and the National Excom people, especially the President, for their support and cooperation. Without their help I don't think that I would have been able to carry out my duties. I hope that the new local and national Excom people will continue to offer me the same kind of support.

Public Relations

Kohei Takubo

During 1981 we have gained recognition from Japanese academic circles as a full-fledged professional organization through our publicity activities. As a case in point, the *English Language Education Yearbook*, published by Kaitakusha, carried a report on JALT as an academic organization, with monthly local meetings, and an annual conference.

Considerable effort was spent on publicity for the JALT '81 Conference. As a result, the *Asahi Evening News* issued an unprecedented three-page 'JALT '81 Special' on November 21. The *Daily Yomiuri* reported on the international conference at length in its December 3 edition. Sponsorship for the conference was obtained from four organizations: The Tokyo-to Board of Education, The British Council, Bunka Gakuen, and the *Asahi Evening News*. As another measure, invitations in the form of 'scholarships' were extended to 20 Japanese junior and senior high school teachers, after screening 65 applications from all over Japan.

We have been actively fostering greater interaction between JALT and Japanese governmental agencies, publishers, and language education newspapers. I filed an application for *Gakujutsu Kankobutsu* (academic publication postal rate), with the Ministry of Posts and Communications in September. But unfortunately we were unable to obtain approval for the *JALT Journal* this year. Action on our application is being suspended pending further information which JALT must still supply. We will continue our efforts to obtain approval for this year.

JALT was invited to the Tenth *Nihon Eigo Kyoiku Kaizen Kondankai* (Roundtable Meeting for Improving English Education in Japan) held in Tokyo December 5 and 6. There we vigorously discussed problems in English education in Japan and made suggestions for improvements. In this new term I will do my best to maintain good working relations with Japanese education circles to promote a better exchange of ideas in language teaching.

Programs

Kazunori Nozawa

JALT Programming during the past year has reflected some changes in the growth of the organization and also has given greater assistance to small and developing chapters.

As the summary below shows, we had 91 meetings in our eleven chapters during this year. This also implies that we had 20% more meetings than those of the previous year. In addition, four special interest groups had more than 30 meetings in total during this period.

In May and September of the past year, four chapters held mini-conferences and three of these seemed to be very successful. Such locally-sponsored programs enriched the chapters and increased their membership; the West Kansai Chapter represents an excellent example of how the mini-conference helped the chapter a lot.

Highlights of the year included the *First JALT Summer Institute* and the *First Seminar for Language Directors and Administrators*. The *Summer Institute* was a mammoth project given in cooperation with Language Institute of Japan (LIOJ). It was the first time for JALT to mount such an intensive project designed to meet the needs of Japanese teachers of English and foreign teachers with relatively little training. Speakers included Thomas N. Robb of Kyoto Sangyo University, Larry Smith of East-West Center, Sharon Bode of University of Southern California, Kathleen Graves of Proctor and Gamble Sunhome, Steven Tripp of Nagoya University of Commerce, and Thomas Pendergast of Osaka University of Foreign Studies. Although there were problems with coordination in the hosting chapter, most of the participants reacted quite favorably. The *Seminar for Language Directors and Administrators* was also well-received and had a tremendous impact on the participants. Speakers were Teruaki Manabe of NHK, Michael Rost of Athenée Française, David A. Hough of NEC, Michael MacFarlane of Oxford University Press, and George Pifer of Japan-American Conversation Institute.

Due to the growth of JALT over the past years and changes in the types of programs available to chapters and the Aomori Affiliate, it is now more important than ever to coordinate and design programs which really meet the needs of the membership.

Program Summary

	Jan.	Feb.	Mar.	Apr.	May	Jun.	Jul.	Aug.	Sep.	Oct.	Nov.	Dec.	T
Hokkaido	00	0	0	0	0		0		x	0			9
Tohoku	0		0		0	0	0			0			6
Kanto	0	0	0	0 0	0	0	0	000	x	0	IC		13
Tokai	0	0	0	0	0	0	0	0S	0	0	0	0	12
E. Kansai	0	0	0	0		0	0		0	0	0		9
	0												+1
W. Kansai	0	0	00	0	x	0		00	0	0		0	12
Shikoku	0	0		0		0	0	0	0	0			8
Chugoku		0	00	0		0	0	0	0	0			8
Kyushu	0	0		0	X	0	0 0	0		0			9
Nagasaki	.	...	...	...	...	..	..	..	...	..	0		1
Okinawa	0	0			0	0							4
Total	11	9	9	9	7	9	9	9	7	8	3	2	92

*0 means a regular meeting and x means a mini conference. In addition, 'Q' means a joint meeting, 'S' means the Summer Institute, and 'IC' means the International Conference; all of these are not included in total numbers.

THE CONSTITUTION OF THE JAPAN ASSOCIATION OF LANGUAGE TEACHERS

(Revised November 22, 1981)

I. NAME:

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

II. PURPOSE:

JALT is a not-for-profit organization whose primary purpose is to promote more effective language teaching and learning. The organization shall foster research, hold and annual international language teaching/learning conference, publish a newsletter and a journal, and carry on other activities which will further this purpose.

(cont'd on next page)

III. MEMBERSHIP:

Voting membership shall be open to those interested in language teaching and learning. Non-voting membership shall be open to institutions and commercial organizations. The membership year shall be from January 1 through December 31.

IV. ANNUAL MEETING:

JALT shall hold an annual meeting in conjunction with its language teaching conference. Those members of the organization present at the Annual Meeting shall constitute a quorum.

V. OFFICERS AND ELECTIONS:

1. The officers of JALT shall be the President, the Vice-President, the Treasurer, the Recording Secretary, the Program Chairperson, the Membership Chairperson, and the Public Relations Chairperson. The term of office shall be for one year from January 1 through December 31 of the year immediately following the election.
2. The Executive Committee shall consist of the officers, the immediate past President and one representative from each chapter. At Executive Committee meetings, two-thirds of the officers shall constitute a quorum. Officers or chapters may exercise their voting rights by proxy.

VI CHAPTERS AND AFFILIATES:

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

VII. AMENDMENTS:

Amendments to this Constitution shall be proposed by at least five members of the Executive Committee or submitted in a petition to the President. Such a petition must be signed by at least two percent of the members in good standing. Any such proposed amendments shall be distributed to the members before the Annual Meeting. To become effective, the proposed amendments must be approved by two-thirds of the members voting at the Annual Meeting.

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

I. MEMBERSHIP AND DUES:

1. **PREVILEGES:** Members shall receive the *Newsletter*, the *Journal* and all announcements of the organization.
2. **CATEGORIES:** Membership shall be available in the following categories upon payment of the appropriate annual dues:
 - i) Individual, joint and student, upon application to the nearest chapter.
 - ii) Overseas, institutional/library and commercial, upon application to the Executive Committee.
3. **DUES:** Annual dues for 2. i) above, and the division of those dues between JALT and the chapters, shall be proposed by the Executive Committee and approved by the Annual Meeting. Annual dues for 2. ii) above shall be determined by the Executive Committee.

II. DUTIES AND OFFICERS:

1. **PRESIDENT:** The President shall have general responsibility for coordinating the activities of the Executive Committee and for directing and publicizing the affairs of the organization. He/she shall preside at all Executive Committee meetings and the Annual Meeting. The President, with the approval of the Executive Committee, shall have the power to appoint the heads of standing committees.
2. **VICE-PRESIDENT:** The Vice-President shall preside at meetings in the absence of the President and share the duties and responsibilities of the Presidency. In the absence of both the President and the Vice-President, another member of the Committee, appointed by the President, shall chair the meeting.
3. **TREASURER:** The Treasurer shall keep all financial records, collect and disburse all funds of the organization, and present an account of the financial status of the organization at the annual meeting.
4. **RECORDING SECRETARY:** The Recording Secretary shall be responsible for recording the minutes of the Executive Committee and JALT meetings and for keeping the chapters informed of the activities of the national organization. He/she shall maintain a file of all correspondence on behalf of the organization, as well as a record of the undertakings of the association. He/she shall maintain the permanent records of the organization.
5. **PROGRAM CHAIRPERSON:** The Program Chairperson shall be responsible for planning special programs and workshops which will be made available to the various chapters, as well as for supervising the arrangements for the annual conference.
6. **MEMBERSHIP CHAIRPERSON:** The Membership Chairperson shall be responsible for keeping

membership information provided by local chapters and for preparing a comprehensive and up-to-date list of the membership for mailing purposes. Along with the local membership chairpersons, he/she shall promote the growth of the organization and its expansion into other areas of Japan.

7. PUBLIC RELATIONS CHAIRPERSON: The Public Relations Chairperson shall be responsible for coordinating all JALT publicity, promoting relations with educational organizations, media and industry, and acting as liaison with commercial and institutional members.

III THE EXECUTIVE SECRETARY:

The Executive Committee shall appoint an Executive Secretary who shall assist the officers in the administrative aspects of their duties. He shall be an ex-officio, non-voting member of the Executive Committee and shall serve for a period of time to be determined by the Executive Committee.

IV. NOMINATIONS AND ELECTIONS:

1. Each chapter shall nominate members in good standing for office and shall submit a slate of not more than one nominee for each office to the Recording Secretary. The Recording Secretary shall obtain the consent of each nominee and present a list of those willing to stand for office to the Executive Committee. The Executive Committee, upon reviewing the list of nominees, may propose adjustments and/or additions, but not deletions. The Recording Secretary shall prepare relevant biographical information about each nominee to be submitted to the members along with the election ballot.
2. voting for officers shall be preferential as described in No. 44 of Robert's *Rules of Order, Newly Revised*. One ballot listing all nominees for each office and including space for write-in candidates shall be mailed to each member in good standing in time for the member to return the ballot to the Recording Secretary before the Annual Meeting. The President shall appoint tellers who shall count the ballots and report the results of the election to the Annual Meeting.

V. CHAPTERS AND AFFILIATES:

1. Regional groups with at least 25 members may apply to the Executive Committee to become chapters by adopting an appropriate constitution and by paying the prescribed share of the annual dues.
2. Regional groups with at least 10 members may apply to the Executive Committee to become affiliates.
3. The Executive Committee shall consider the impact on existing chapters before granting chapter or affiliate status to applying organizations.

VI. AMENDMENTS:

Amendments to these Bylaws may be proposed in the same manner as amendments to the Constitution. To become effective, the proposed amendments must be approved by a majority of the members voting at the Annual Meeting. Alternatively, these Bylaws may be amended by a four-fifths vote of the Executive Committee.

VI. PARLIAMENTARY AUTHORITY:

The rules contained in *Robert's Rules of Order, Newly Revised* shall govern the organization in all cases not covered by the Constitution and the Bylaws.

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Language T-Shirts ?

JALT now has its own T-shirts! Made of 100% quality cotton in Japanese sizes of S, M, L, and LL. Each T-shirt costs only Y2,000. There are 3 styles., all in light blue:

- A. T-shirt with the JALT logo on the front only.
- B. T-shirt with the JALT logo on the front plus 'The Japan Association of Language Teachers' in *romaji* plus *Zenkoku Gogaku Kyoshi Kyokai* in *Kanji*.
- C. T-shirt with the JALT logo on the front plus 'The Japan Association of Language T-shirts' on the back (this is because it is unnatural to have error-free English on a T-shirt in Japan).

Each order should indicate size and style, with Y2,000 for each T-shirt. Send orders to: Sheri Berman, Aoyama Language Academy, 7F W Tower, Shin Aoyama Bldg., 1-1-1 Minami Aoyama, Minato-ku, Tokyo 107.

Positions

(KANAZAWA) The International School of Languages has an opening for a full time native English-speaking teacher beginning April, 1982. Must have B.A. plus experience or M.A. in TESOL. Salary depends on length of contract. Free apartment, other benefits. For further details, write to: Mr. Edward John, International School of Languages, 4-11 Ikedamachi, Kanazawa, Ishikawa-ken, 920.

(OSAKA) Hishoten Kotogakko (Assumption High School) is seeking an experienced native speaker as teacher of English beginning April, 1982. For further information please write to Sr. Tsutsumi, High School Principal, Hishoten Kotogakko, Nyoidani No. 1, Mino-shi, Osaka-fu, 562 or call 0727-21-3080 or 0727-21-7680.

Chapter Reviews

Tokai

PETER VINEY on *STREAMLINE ENGLISH*

Reviewed by Michael Horne,

Tokai Recording Secretary

Peter Viney, one of the co-authors of *Streamline English*, the well-known text-book series, gave an interesting talk to the special Tokai Chapter meeting in November.

Mr. Viney began by discussing the somewhat eclectic approach on which his series is based. Although the concepts of 'notion' and 'function' are strongly upheld, the approach is also structural to some extent, since students need a sense of progression, especially at the elementary level; hence there is a definite case for retaining a general movement from simple to difficult. (The same point of view is now said to be held by David Wilkins, whose current advice is 'Don't throw the baby out with the bath-water'.)

Modern courses, like the *Streamline series*,

tend to be 'spiral' (to use Robert O'Neill's word) rather than 'linear'; there's no point in presenting all the material on a particular point at once. In addition, they aim to use 'natural' English, unlike the textbooks of the 60's which often contained dialogues of the 'I am Mr. Jones. I have a paper.' 'I am Mrs. Jones. I have a pen.' variety.

The *Streamline* series organizes its units in five phases: presentation, repetition, manipulation, controlled practice and transfer. Presentation gives the material or establishes the situation; this is reinforced through structural textualisation dialogues in the second phase. The third stage involves exercises and drills (although these are not included in every lesson) and then there is a two-minute break for silent reading. The penultimate phase offers different kinds of 'controlled practice': questions and answers between students and the teacher, reproduction of earlier material and pair work among the students. Finally, these activities are expanded into role-play in the transfer stage, where what has been learnt is given a wider application.

Mr. Viney showed video-tapes of several sections of the series (which includes cassettes and workbooks in addition to the main teacher's and student's books). One snippet on 'The Eight O'clock News' was particularly realistic, and there were other excerpts dealing with astronauts, Adam and Eve, 'North Sea Oil' and a TV quiz game. Throughout these tape extracts the art work and recording quality were of a very high order indeed, and were perhaps the most impressive features of the series that we saw. Mr. Viney expanded on this in the question session which ended his presentation, and also spoke about the need for 'cultural' material, like the 'North Sea Oil' topic, in textbooks of this kind.

At present two of the series: *Departures* (for adults at an elementary level) and *Connections* (for the pre-intermediate level) have been published; a third, *Destinations* (on a more advanced level) will be ready in 1982 and will doubtless live up to our expectations.

JALT Undercover

I LIKE ENGLISH
KATHLYN GAY and
LORRE HLUCHAN SINTETOS;
Scott, Foresman and Co. 1981

Reviewed by Sister Regis Wright

The first thing one notices on opening this textbook is the pictures. They are large, well-spaced, colourful; the sequence is clearly shown and the meaning is clear.

The idea of using animals in the first book is very good because young children can identify easily with the animals and by the time they are beginning to leave the fantasy age, the characters are changing and humans are taking

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TESOL and TESOL '82--- Hawaii

TESOL (Teachers to Speakers of Other Languages), the parent organization of JALT, has a membership now of approximately 10,000 worldwide. With membership in TESOL (which is completely separate from JALT membership) comes the *TESOL Newsletter* published six times a year which contains a wealth of information on TESOL around the world, teaching tips, book reviews, affiliate and special interest group reports, etc. The *TESOL Quarterly*, which is the official Journal, is devoted to longer articles concerning language learning and teaching. It addresses such areas of professional concern as assessment of needs within the profession, teacher education, instructional methods and techniques, materials needs and development, testing and evaluation, and the implications and applications of research from other fields.

JALT members may easily join TESOL by using the postal *furikne* form found in this and every *JALT Newsletter* issue. You pay in yen; JALT will send your dues in dollars to Washington for you. Why not join today?

The 16th annual TESOL Conference will be held at the Sheraton Waikiki Hotel from May 1-6, 1982. A full schedule is planned including hundreds of concurrent sessions, plenary

addresses, special interest group meetings and rap sessions, plus a variety of social and entertainment events. If there happens to be a dull moment, there's always Waikiki's sun and surf waiting just outside the hotel!

JALT, in cooperation with ISA, one of our commercial members, has arranged a special tour package for our members in order to encourage as many as possible to attend this unique event. JALT will be planning a get-together in Hawaii for all JALT members & guests, so plan to attend!

ISA can handle all of the necessary papers for transportation, hotel reservations, and convention registration.

For further information, contact the nearest ISA office.

Tokyo:(03) 496-9 111
Osaka:(06) 373-0412
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Undercover

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their place.

The division of the lesson into six pages of different kinds of work gives variety to the lesson and the revision at the start of the lesson is very helpful to the teacher showing what needs to be done again. But, although I find the idea of the test at the end of each lesson good, I would prefer to see it called something like *quiz*, because many children react very badly to the word *test*; *quiz*, on the other hand, is thought of as being a game.

I would also like to see the printing in the first book a little larger. The teaching cards that go with the books are very beautiful and helpful in introducing the lessons. The notes in the teacher's book giving many ways of using the cards as well as other very helpful suggestions and many games, are a very important part of the series for the teacher. They are clear and easy to follow, but at the same time leave each teacher the choice of how she follows the notes.

The text, books 4 - 6, have many points that should be a great help to the older children, such as giving the meaning of new words in simple English. This would be good training for later using a dictionary. All in all, I think these books will turn out to be a great help to us teachers of English to children.

For Your Information

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

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

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

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

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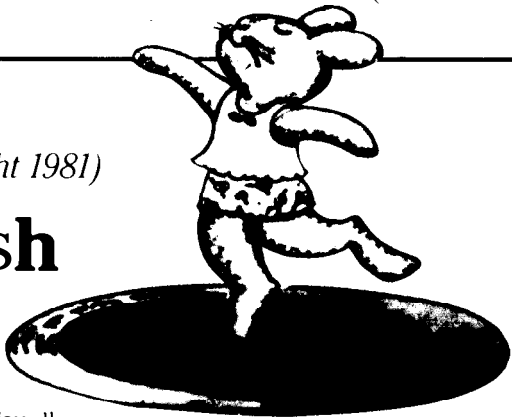
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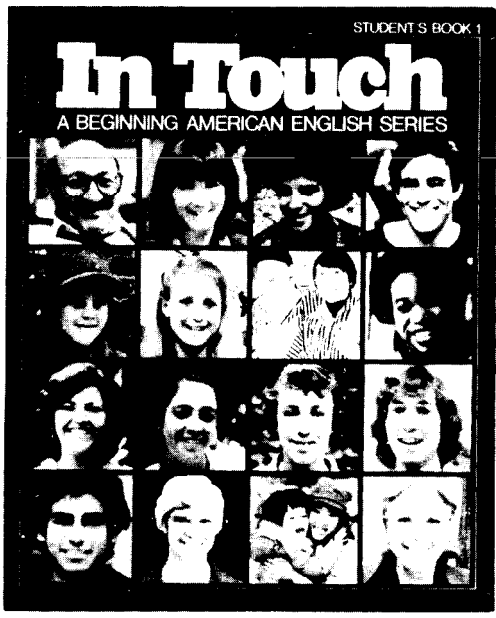
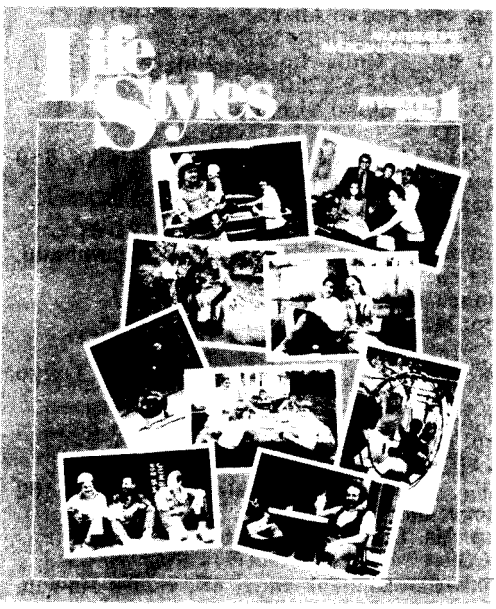
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To obtain a complimentary copy of Life Styles I, contact

Longman Penguin Japan Co. Ltd. Yamaguchi Bldg.,
2-1 2-9 Kanda Jimbocho, Chiyoda-ku, Tokyo 101.



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CM's may display free of charge at any JALT meetings at the chapter or national level, including the annual conference which attracts 700-10,000 people annually.

Annual Conference. Display space is normally arranged in the gymnasium or auditorium of the sponsoring university. Up to 12 tables may be requested at no charge, more at a nominal charge. Commercial members may also participate in the conference by giving commercial demonstrations or lectures of their material, by sponsoring their authors or editors to travel from abroad to attend the conference, and by donating various items to be given free to the participants, such as pens, memo pads, etc. imprinted with your company's name and alogan.

Local Meetings. JALT's 10 chapters hold more than 75 meetings annual at the local level with an average attendance of 25 - 60 people. CM's may display at any of these provided that prior arrangement is made with the organizing committee.

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The JALT computer-printed mailing list is made available to the JALT Executive committee and commercial members only, *not* to the general JALT membership. Each CM receives a current list upon joining and at anytime thereafter upon request.

JALT also provides computer-printed mailing labels for the entire membership or for any given chapter or interest group at a rate of Y10 each.

LECTURE TOURS

JALT will cooperate in arranging lecture tours of our various chapters when a commercial member has an author or editor visiting Japan. Expenses incurred for room rental and advertising must be borne by the commercial member. The meetings will be advertised as free to both JALT members and non-members.

PUBLICATIONS

Each commercial member receives 2 copies of each publication distributed to the general membership, including the monthly newsletter and the annual journal.

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Commercial members may advertise in JALT publications at reduced rates.

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Information

(continued from page 16)

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

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

Institutional/Library Memberships – This membership category has been created to allow institutions and libraries to subscribe to our publications. It carries no voting or meeting privileges. Please encourage your school to take out a membership using the postal form found in every JALT *Newsletter*.

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

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

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Teaching Tip

CONTRIVED INCIDENT

As class begins, have someone dash in and create a scene. After the scene, have the class members write down just what took place – description of the individual, nature of the problem, their impressions. Then have groups compare the differences in what they wrote.

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

Chugoku

TEACHING THE YOUNG

Reviewed by Bill Teweles, Chugoku Chapter

In a two-part half-day program that at times more resembled a circus than a workshop, Chapter head Marie Tsuruda led a dazzling cast of women instructors and pre-school-age toddlers at the Hiroshima YMCA's English Pre-school Center on October 4th. Introducing to some or revitalizing for others a host of old favorites (natsumeros) such as B-I-N-G-O and 'The Hokey Pockey' not to mention storybook dramas such as *The Three Little Pigs*, Ms. Tsuruda and company recreated for many of us post-adolescents warm, pleasant moments of classroom fun. Colors came alive or blended into song while those attending had a chance to dip into their own stock of childhood imagination and to let the black and white printed word go for a change. Lines and circles and 'head and shoulders, knees and toes' alike were called into play and at the technicalities of a grammar-based syllabus seemed inconsequential for a few fleeting moments.

Perhaps more impressive in its sheer vitality than for quality control, the combined directors of the pre-school program conducted viewable on-the-spot classes for members as well as provided video-tapings of classes of elementary and junior high school level students in the afternoon session which followed. Arranged according to groups of 'beavers' and 'raccoons'

or 'oranges' and 'bananas' (no lemons or *tanuki* allowed) with names emblazoned on the backs of their jerseys in large capital letters, the pre-school children were on stage first and were led through various paces of picture card identification and guessing type activities by Ms. Tsuruda and Kathy McDevitt, our Chugoku Chapter's resourceful treasurer.

In between occasional outbursts of chatter and laughter and defiling of line formations, the children followed stories or directions with minimal coaching in Japanese. Due to the constantly shifting attention spans of the learners involved, it seems desirable for pre-school instructors to be able to assume quick control with a ready arsenal of commands as well as maintain their sense of humour at all times. As Tom Pendergast has demonstrated most ably in his TPR-oriented classes, even very young learners can respond to directions in an efficient manner if physical stimuli are involved properly. Positive associations with certain postures 'keep your hands folded' and symbols of reward 'give a BIG circle for Hiroyuki' seemed to make the group more manageable and cohesive. Singling out a class *baka* seemed to work against class unity rather than act as an effective disciplinary measure, even though it was plain to see that in the beginning stages we can all act like fools and get away with it. Perhaps that is what was most irresistible about these future kindergartners; they don't carry the same sensitivities and defenses into the class-

(continued on page 23)

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Gisèle Ruyer in Practical English Teaching

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John Lance in JALT Newsletter

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Tohoku

LISTENING COMPREHENSION

Reviewed by Steve Brown, Tohoku Chapter

On October 24, the Tohoku chapter turned to one of its charter members, Dale Griffiee of James English School in Sendai, for advice on teaching listening comprehension skills. Mr. Griffiee stressed the importance of seeing the textbook as a starting point, a collection of research which you must adapt to fit the needs of your classes. Though listening is central to language learning, most books contain no listening practice exercises.

First, Mr. Griffiee summarized a model of stages of listening ability and subsequent language competence. He then noted some activities that could be used at each level. Mr. Griffiee suggested making your own tapes for these exercises, using any available native speakers or, perhaps, non-native speakers as well. (Your friendly neighborhood JALT meeting would be a good place to find some volunteers. Foreign student dormitories are another.) The speakers simply read a series of sentences. You then edit these statements into tapes students use either as a group or in a listening corner for independent study. The tapes should be tied to lessons in your text. Mr. Griffiee demonstrated lessons contained in the *New Prince* series.

The lowest level students, for whom English is a blur of sound, can point to either a picture of a man or a woman to indicate the speaker, as a series of voices is played. The activity can be varied to see if a distinction can be heard between old and young voices, or between American English and British English. For larger classes, pass out sheets of paper with columns headed by pictures and ask students to check the right column. Low-level students might also be asked to distinguish statements from questions by holding up cards marked with periods or question marks. No speaking ability is needed.

(continued from page 2 2)

room that adults so wary of looking foolish do.

The second half of the day's presentation consisted mainly of viewing taped skits put on by upper elementary and junior high school classes. Less rambunctious than pre-school age children, these learners delivered their lines on cue but seemed less conscious of sound distinctions and non-verbal cues than perhaps would have been desirable. The day's program came to a close with Marie Tsuruda reading a couple of popular children's tales; *Put Me in the Zoo* and *Are You My Mother?* which helped familiarize students further with colors and various beasts of the forest and barnyard and their characteristic sounds. If not exactly offering the vocabulary necessary for passing exams someday, the 'colorful world outside' approach to English seems the best way to entice young learners into an increasingly English-speaking

For the next level, at which students can recognize isolated words, the tape might contain a number of sentences about cities and countries. Students look at a map and point to the city or country mentioned. (Of course, this requires prior coaching on the locations of the subjects.) The students at this stage would also profit from practice listening for initial words. He or she might be asked to distinguish among some question words, for instance. It is also at this stage where contractions should be stressed. The non-native speaker need not use contractions, but since native speakers seldom use anything but contractions in daily speech, students should learn what they mean. Many ESL books are full of 'I am' and 'you are', but speech is not.

Intermediate students might best develop their listening skills by responding physically, either in ESL operations or through what Mr. Griffiee calls 'classroom management,' an everyday routine of 'Close the door', 'Put the desk next to the window', etc. Tag questions should be introduced at this level.

More advanced students might be able to listen to a four or five minute recorded conversation, an impromptu tape. Students listen for key words. Even at this level, not every word is understood. Students should be encouraged to relax and pick out those words they do understand. Perfect reconstruction of a dialogue is impossible, even by native speakers. Paraphrase would be the most realistic goal. Mr. Griffiee thinks drama and songs might be useful as well, and he is researching their possibilities. He has promised to keep us posted on his progress.

Participants left with a sense of the primacy of listening and of the necessity of its integration into our daily lessons.



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Meetings

SHIKOKU

Topic: A Workshop on 'Communication in the Classroom'
 Speaker: David Shaw
 Date: Sunday, January 24
 Time: 3:00 - 5:00 p.m.
 Place: Conference Room No.4, 3rd Floor, Education Dept., Kagawa University
 Fee: Members:free; Non-members:Y600
 Info: Barbara Hayward, 0878-22-1807

David Shaw, English Professor at Kagawa University, has taught EFL in many countries: Portugal, Spain, England, Libya, Germany, and Japan. He has also spent four years teaching 'English for Special Purposes'. He graduated in Modern Languages and holds an M.A. in Linguistics.

In this workshop he will introduce and demonstrate many practical techniques that can be used effectively in the classroom to stimulate communication between students. He has selected these techniques with the Japanese student in mind, and they can be adapted to suit all students from beginning to advanced. Everyone will have a chance to try out and discuss David's ideas, and take home material to use in the classroom.

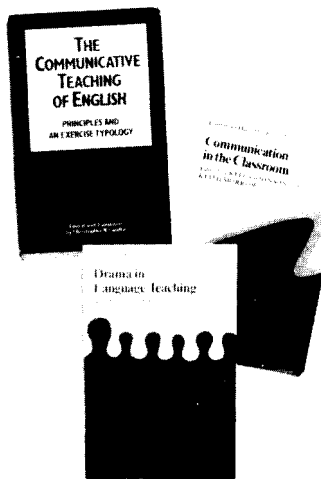
TOKAI

Topic: A Listening-Based Curriculum
 Speaker: Michael Rost
 Date: Sunday, January 27
 Time: 1:00 - 4:30 p.m.
 Place: Kinro Kaikan (near Tsurumai, in Nagoya)
 Info: Satoshi Ito, 0562-97-0437

This presentation will focus on ways of coping with listening activities at all levels of a language curriculum. Mr. Rost will present a brief overview of three of the memory processes, involved in listening: monitoring, decoding, and recording. He will then discuss how these processes can be developed in the language classroom through the use of listening-based activities. The main part of the presentation will deal with: 1) What kinds of listening activities are appropriate for different students' abilities? 2) What kinds of activities develop the various listening skills? and 3) What teachers can do, other than giving the 'right' answers, to help students during the listening activities. Participants will have an opportunity to try out and evaluate the ideas presented.

Michael Rost is the author of four listening textbooks: *Listening in the Real World*, *Listening Contours*, *Listening Transitions*, and *Listening Focus*. He is currently working on materials for Japanese high schools.

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KYUSHU

Topic: Listening-Based Activities
 Speaker: Michael Rost
 Date: Sunday, January 24
 Time: 1:00-4:00 p.m.
 Place: The Fukuoka Y.M.C.A., 1-12-8
 Daimyo, Chuo-ku, Fukuoka City,
 092-781-7410
 Fee: Members: Y1,000; Non-members:
 Y1,500
 Info: Jay Kilpatrick 092-841-3194 (hm);
 092-781-7410 (wk)

This presentation will deal with the use of listening-based exercises in the language classroom - in junior and senior high school, university, and company classes.

Some theoretical background will be given on listening as a psychological process, specifically on how information is processed and on how meanings are formed and retained in memory.

The actual discussion of classroom applications will have two aspects: (1) the appropriate selection and adaptation of materials for various levels of students, and (2) the types of activities that promote listening development.

Several specific activities will be demonstrated, including physical response, split-group listening, idea dictation, and reenactment skits.

In the final part of the presentation, participants will have an opportunity to talk about how to work listening activities into their own curriculum and classroom conditions.

Michael Rost, who holds an M.A. in TESL from Arizona State University, currently teaches at Athenee Francais in Tokyo. He is author of *Listening in the Real World*, *Listening Transitions*, *Listening Focus*, and *Listening Contours*.

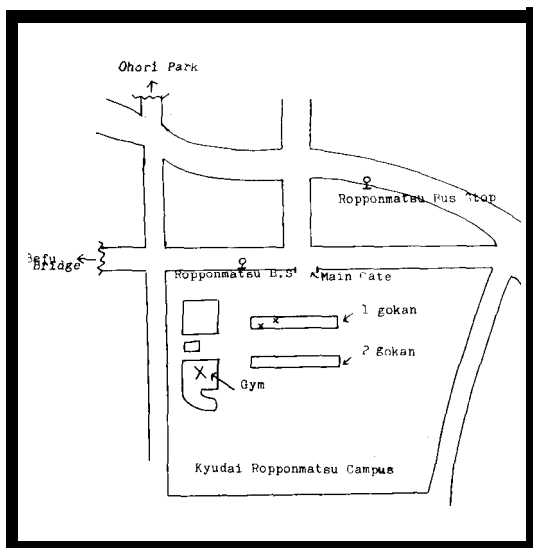
KYUSHU

Topic: Kyushu Book Fair
 Date: Sunday, February 14
 Time: 10:00 - 5:00 p.m.
 Place: Kyushu University's Ropponmatsu
 Campus Gymnasium
 Fee: Members and non-members: free
 Info: Jay Kilpatrick, 092-841-3194 (hm),
 092-781-7410 (wk)

For teachers having trouble finding good EFL materials or just curious about what kinds of materials are being published, the Book Fair will be an excellent opportunity to view - free of charge - a huge selection of textbooks, reference books, and other teaching materials published by over 15 different companies, including: Addison-Wesley; Collier Macmillan; Harcourt, Brace and Jovanovich; Harper and Row; Longuaphone; Longman-Penguin; Oxford; Macmillan; McGraw Hill; Modern English Press; Newbury House; Prentice-Hall of Japan; Regents; Scott, Foresman and Co.; Toppan; and others. In addition to the displays, there will also be many presentations given by publishers' representatives. Some of these should be of practical value even to teachers who do not use the

materials demonstrated.

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WEST KANSAI

Topic: WORKING ON ACCURACY: A
 LANGUAGE CLASS
 Speakers: Claire Stanley and Jack Millett
 Date: Sunday, January 24
 Time: 1:00 - 4:30 p.m.
 Place: Umeda Gakuin
 Fee: Members: free; Non-members: Y500
 Info: Kathleen Graves, 06-226-1566 (day)
 075-932-8284 (eve); Jim White, 0723-
 65-0865x293 (day) 0723-66-1250
 (eve)

Special Interest Groups:

Teaching English in Schools: Weds., Jan. 27, 6:30-8:00 p.m. Center for Language and Intercultural Learning. Contact: Keiji Murahashi, 06-328-5650 (day)

Children's Interest Group: Sun., Jan. 24, 11:00-12:30. Umeda Gakuen. Contact: Sr. Wright, 06-699-8733

This workshop will consist of two language classes in either English, French or Spanish. The level of each class will depend on those participating. In teaching, the presenters will focus on accuracy in structure, usage, pronunciation, intonation and stress. At appropriate points, they will stop the class to reflect on the experience and discuss issues raised by the class.

Participants will have the chance to be students or observers. They will have the opportunity to work with each teacher for half of the session.

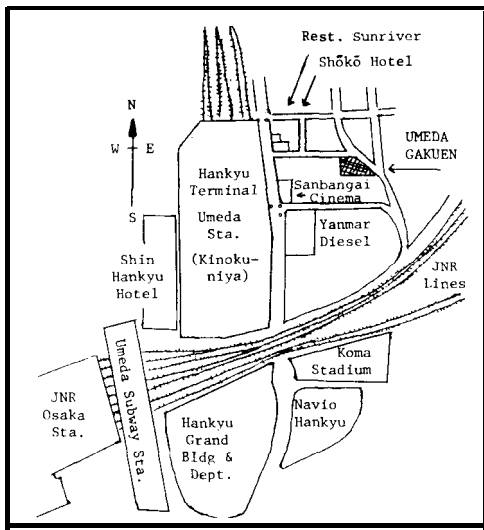
Claire Stanley has an M.A. in French literature from Tufts University. She is the former director of the English Language Program at the School

for International Training. She has trained teachers and taught English! French and Spanish in the U.S., France, Mexico, Spain and West Africa.

Jack Millett is currently the Language Program Coordinator at Procter and Gamble Sunhome. He was formerly an instructor of methodology in the MAT-ESL Program at the School for International Training. He has trained teachers and taught ESL in the U.S., Mexico, Libya, Spain, Vietnam and Jamaica.

TOHOKU

Topic: Suggestology
 Speaker: Kazunori Nozawa, Toyohashi Institute of Technology
 Date: Saturday, January 9
 Time: 4:00 - 7:00 p.m.
 Place: Y.B.U.
 Info: Dale Griffee, 0222-47-8016 or New Day School, 0222-65-4288



Teaching Tip

RUMOR GAME

Six volunteers leave the room. The class is given copies of a brief story. Their task is to jot down changes that occur in the story as it is retold. The first volunteer is told the story, and repeats it to the second student; the second students tells it to the third, etc. The last person in the chain repeats the story to the entire class. Volunteers may not ask questions or have sections repeated.

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

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