

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

Vol. VI, No. 11

Y150

November 1, 1982

## Report From China: Teacher Training

By Zhang Jiekuang, Neijiang Teachers Vocational School

The educational cause of our municipality, Neijiang, in Sichuan Province, has been developing at high speed. Before the 'Cultural Revolution' (1966-1976), there was only one senior middle school, and thirteen junior middle schools which taught both senior and junior classes. In 1966, we had 5,484 junior middle school students and 1,517 senior middle school students. Now we have 18 middle schools (containing both junior and senior classes), in which there are 18,923 junior students and 6,099 senior students. The fast increase of the number of middle school students has generated a lot of extra work for our faculty. Foreign languages (mostly English) must be taught in every school where conditions exist according to the Central Ministry of Education. Since the downfall of the 'gang of four' the urgent requirements of our reconstruction have placed English in its most advantageous position. However, some of our English teachers were transferred to work in certain units of foreign affairs, and some old teachers were retired, making our small ranks still smaller. Only a few college graduates were assigned to work each year, and no schools except the few 'key schools' could get those students. How to meet the needs of the ordinary schools for teachers of English became a very acute and urgent problem. In such cases, the authorities of our city decided to rely on our own efforts and train the teachers ourselves, and thus the task fell to Neijiang Normal School and Neijiang Teachers Vocational School.

Now, it can be demonstrated that good results have been attained. English has become the obligatory subject in all the middle schools except one attached to a primary school. The quality of our teachers is getting better and better. Fifty percent of the English teachers in our city are trained directly by us and a great part of the other half are attending our coaching classes, which means that we have shouldered the task of training and coaching

more than seventy percent of the teachers of English in the middle schools of Neijiang.

The following explains what we've done:

### *Transferring some surplus teachers of other subjects to teach English:*

All the college graduates have learned at least one foreign language. However, those who have learned English but are not teaching English have little chance to use it in their work. To meet the urgent needs for English teachers, some graduates who are good at this language and are not working at their own profession for the time being have been brought in to teach English. As their most difficult point was pronunciation, intonation and teaching technique, we ran a short-term training class in which phonetics was the main course. There existed a united English teaching and research group in our city, the leaders of which were veteran teachers. They often gave public classes, which provided the new teachers of English some chances to learn how to teach English. Gradually they got familiar with this profession and some of them have now even become the mainstays of their schools.

(cont'd on next page)

## Membership Directory to Include Phone Numbers

At the annual business meeting it was decided to publish a membership directory as part of the January *JALT Newsletter* containing only the names, work phone numbers and place of employment of the membership. If your work phone number or place of employment has recently changed or **if you do not want your work telephone number published**, please notify JALT by December 10.

For the convenience of the membership space has been provided at the bottom of the ballot to pass this information on to JALT. Alternately, you may use the wrapper of your newsletter, send a brief note or telephone the Executive Secretary: Thomas N. Robb, 6-27 Hirakata-Motomachi, Hirakata-shi 573. Tel.: (0720) 45-1 874.

**1983 Election  
Info --p.23**

# China .....

(cont'd from preceding page)

## *Training the young ones:*

From 1971 to 1979, the short-term training class was run six times in the Neijiang Normal School, the longest term being two years and the shortest three months. About 300 teachers were trained for both our city and the district.

The first batch of students were educated young people who had been to the countryside to labour for more than two years. They cherished their time of study and worked really hard. But as we had no textbooks at that time, they could do nothing but pick up some odd articles to learn. Their knowledge was by no means systematic and they found it difficult to speak English.

The second class was chosen from the students of the normal schools of the counties of our district. They, too, had undergone the period of 'receiving re-education from the poor and lower-middle peasants'. In addition, some senior middle school teachers were also sent to improve their English in this school.

The matter of choosing teaching materials gave us many problems. The old (pre-Cultural Revolution) textbooks were not allowed to be used and the so-called new ones were full of political slogans and quotations from Chairman Mao Zedong without proper arrangement. How could our students learn anything using those books? Our teachers decided to compile a textbook by themselves. They chose some articles from the textbooks by Xu Guozhang, which had been commonly used before the

November 1, 1982

Cultural Revolution. In addition, some adapted stories from famous novels were arranged for the students as extensive readers. It was dangerous to do that in those years because some of the articles were considered to be 'poisonous weeds' (politically unacceptable) and were forbidden to be used. But the teachers were not afraid and stuck to it dauntlessly. Those materials were warmly welcomed by the students.

The second problem we met was that we were short of equipment. In fact, we had nothing but a classroom surrounded by horsestables. One of our teachers repaired a damaged tape recorder and borrowed a gramophone from a student's family. It was those simple machines that helped us in the first years of training.

Our students were really smart. They had only nine months of study, yet they finished more than one year's work. Now most of them are the 'backbones' of various schools. One of them later taught English in a university while studying math, and another is now teaching English in a senior middle school: a good number of her students pass the entrance exam for colleges every year and are admitted to their foreign language departments.

The third training class was destroyed by the so-called 'Event of the Mazhenfu People's Commune'.<sup>1</sup> In essence it was an unjust verdict.

The 'gang of four' and their adherents began to spread the fallacious idea that foreign languages were of no use in building our country. As a result, the students left the class one by one, with tears in their eyes, until at last the class was dismissed. Had you attended their last lesson, you could not have helped shedding

(cont'd on p. 4)

## JALT NEWSLETTER

Vol. VI, No. 11

November 1, 1982

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 on A4 size paper, edited in pencil and sent to: Pam and Chip Harman, Heights Motoyagoto 505, Motoyagoto J-241, Tenpaku-ku, 468 Nagoya, JAPAN. (052) 833-2453.

Editors: Pam Harman, Chip Harman  
Publications Committee Coordinator:  
Doug Tomlinson  
Commercial Members Services:  
John Bovlan  
Japanese-ian age: Kenji Kitao  
Proofreading Editor: Charles McHugh  
Type setting by: S. U. Press

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 Japan affiliate of TESOL and FIPLV. 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), Takamatsu (Shikoku), 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 Hirakata Motomachi  
Hirakata-shi 573

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

## 第1回企業内語学教育セミナー

同志社大学 北 尾 謙 治

国際化が急速に進む今日、国際ビジネスマンを教育するのは、各企業にとって必要欠くべからざるものと言っても過言でない。しかし、多くの企業では、何を、いかに、どの程度教育すればよいのか、その費用はどの程度かを見い出すのに困っている。

JALTでは今まで企業内語学教育には関与していなかった。しかしその目的が我国の語学教育の向上であり、この分野は大きく重要で、多くの要請もあり、4月下旬から当セミナーを企画した。

この分野の関心は高く、大阪商工会議所、関西生産性本部と関西経済連合会の後援も頂き、日本経済新聞等の新聞や語学教育関係の雑誌の協力もあり、大きな波紋を起した。

9月13日に大阪商工会議所の会議室には予想を上回り40人以上が出席、あわててテーブルと椅子を増やす有様であった。今回は、第1回であるので、企業の側から企業内語学教育を考察するのが目的で、この分野の先輩にあたる松下電器海外研修所長の小阪博昭氏、神戸製鋼海外企画担当課長の山野上素充氏、日本アイビーエム人材開発語学教育担当の小林清子氏に具体的な講演をして頂くよう依頼した。

この講演会は少し変わっていて、各講演には題がない。3講演者で企業内語学教育に重要な内容を分担して話して頂いた。それらは、企業内語学教育の必要性及び問題点、プログラムの内容、プログラムのレベルの設定、教師の選び方、教師派遣機関の選び方、それらの契約、教師の給与、教師の労務管理、生徒の選び方、生徒の動機づけ、生徒の評価及び本人と所属部所へのフィードバック方法、教材の選び方、語学プログラムの評価の仕方、PR方法、経費、他の部門の協力を得る方法等であった。

3講演者に1時間ずつ講演をして頂き、半時間ずつの質疑応答を行った。半時間も時間がもつかどうか心配であったが、次々と質問があり、時間内に終えるのが難しかった。

簡単に講演と質疑応答をまとめ御報告する。雑用や司会等で忙しく重点点が抜けているかもしれないが、お許し頂きたい。

小阪所長は、企業内語学教育の必要性を、企業内社員教育、国際化教育、そして国際人の育成の3つの関点より説明され、社員にはコミュニケーション能力と国際感覚が必要であると強調された。企業内教育の問題点は、誰に、何を、どれだけ、どのように教えるかである。そして、生徒の動機づけと継続性が大きな問題となる。

一般論の後に松下電器の語学教育の説明があった。20年以上の歴史があり、1500人を対象としているだけに学ぶべき点は多かった。言語も英、西、中の3ヶ国語と必要に応じ他の外国語も教えられる。研修制度と語学力

November 1, 1982

認定制度があり、独習も行われている。

海外要員以外は原則として就業時間外に行われ、スクリーニングテストで7つのレベルに分けられる。10人程のクラスで1学期100時間しばらく、80%以上の出席が要求されている。全社員の語学力は人事部へ登録され、海外出張員の選抜等に利用されている。教師の他に各レベルのコーディネーターがおり、テストの作成、教師の指導、人事との連絡を行う。月1回教師と会合し、報告書を人事部へ提出する。

教材は各レベルで共通の松下独自のものが使用されている。直接仕事に関係はないが、語いは関連づけている。

特殊なコースとして、通訳コース、留学準備コース、その予備コース、集中コース等、及び全員に実施されるスピーチコンテストや中級以上で行われる実践的なコンタクト・トレーニング等の詳しい説明もあった。

歴史もある大先輩の松下電器の語学教育は非常に整然とシステム化が行われており、おおいに参考になった。

神戸製鋼が語学教育に踏み切ったのは、6年前に海外に出張した技師の英語力の低いために色々問題が起こったのが発覚してからである。毎年300人以上の社員を海外に派遣する企業の悩みである。

この企業の特徴は外国人社員が24人もおり、内14人が英語教師である。外国人に好かれる上司は、社内で顔のきく人だそうだ。

当社では就業内と外の教育プログラムがあり、前者は業務とみなされ、受講料は不要である。週に90分のクラス2回、その他に8時間程度の合宿も4回行われている。

山野上課長は、多くの企業の担当者があまり実情を知らないことを指適。語学学校に任せっぱなしではうまくいかない。必ず教育担当の人とよく討論すること、複数の学校と契約すること、教師とコースの計画をあらかじめ立てること、教育機関や教師を教育することが必要である。教師はプロの職人と同様に扱われるべきであるが、外人だからと高い給料を支払う必要はない。外人社員や教師の契約、扱い方、給料等具体的な例をあげて説明があった。

小林氏は7ページのハンドアウトとOHPを利用して、多くの資料により具体的な説明をされた。日本アイビーエムは他の2社と異なり、外資系の会社で、社内通信やビジネスミーティングには英語が不可欠であるが、内部のみで英語が必要で、外部に対する厳しさに欠けるとか。就業内の語学教育もあるが、大部分は就業時間外の志望者教育で、38クラスで600名余りが受講している。年間1人約120時間受講が可能である。

当社は、自己啓発を援助、促進し、「自らを育成し得る人間」を育成するのが社内の教育方針で、本人の自主性に任されており、受講料は無料。立派なプログラムがあり、その中より各人の希望とレベルに合ったクラスや科目に登録する制度である。中・高校の英語、英会話、時事英語、速読の科目がある。

(cont'd on p.16)

## China .....

(continued from page 2 )

tears yourself when hearing the teacher say to the students, "Believe me, comrades, it's not right to say English is useless. I'm sure foreign languages won't be looked down upon for long, in a few years we shall certainly get together. Maybe I shall still be your teacher and maybe we shall be schoolmates in college. Wherever you go, don't forget your English."

History confirmed this foretelling. Eight years later both those teachers and students, who are now teachers of English met again at a congress of English teachers in the Neijiang district in 1980.

Since the downfall of the 'gang of four' we have run the training class another three times. Through the training, the contradiction- need and resources has been mitigated for the time being. Some of the young teachers were admitted to colleges to improve their English, and others are working in all kinds of schools. One of them is coaching the nationally broadcast TV University students in their English learning.

### *Veteran teachers helping young ones:*

Although the number of teachers in our work is enough, the quality is far from being up to the standard. Quite a number of the teachers are not yet fit for their work when the newly-compiled textbooks are used. Is it possible for them to leave their job and learn for another period? Impossible, because there are no extra teachers to take their places. In some key schools, there are several teachers who have taught English for more than twenty years and they have got quite enough experience. The authorities of the schools assigned them the task of helping the young teachers. They often discuss the difficult points in their study and teaching. But quite a lot of schools have no such veteran teachers. Therefore, we try to arrange for the teachers in those schools to get in touch with the teachers of the key schools and they can often compare notes in teaching.

### *Setting up a permanent coaching centre:*

It's always too much work for the veteran teachers to help the young ones, for they have already shouldered tasks heavy enough. Besides, most of them are old and weak. Hence it is necessary that we should set up a permanent coaching centre in a certain place. Such a centre was set up in 1979 in the Neijiang Teachers Vocational School. The teacher in it is in charge of the young teachers' improvement, answering their questions, attending their classes and giving advice for their teaching, and giving them lessons every week. We encourage them to carry on the in-service study. Sometimes, if necessary, exam papers are prepared for the teachers, thus enabling them to have a good

command of the key points in the texts. After the exam, by analyzing the papers together, they can either sum up the experiences or draw lessons from it.

'Going to' nationally broadcast TV University is also a very good way for our teachers to learn English. Now more than 60 teachers have graduated from the TV University. By watching TV in their own schools, or even at home, they have greatly enhanced their ability of using English. We have given them coaching every other week: answering their questions, correcting mistakes on their papers and giving them extra drills, since the English course is prepared for the TV University students of natural science, not for the English teachers.

### *Our plan for the future*

We have done some useful work in helping the teachers to improve their English, but there is still a long way to go before we can meet the needs of our educational cause. The on-going coaching work is particularly valuable in maintaining proficiency levels of our former trainees. According to the Central Ministry of Education, in order to catch up with the advanced world standards of education, at least fifty percent of the junior middle school teachers should get a college degree or come up to the same level of competence by 1985. Thus, we have made a plan to set up a special course of English under the Neijiang District Vocational College. Through the three-year in-service training, each student should learn nine courses: pedagogy, psychology, Chinese writing, teaching methods for middle school textbooks, intensive reading of English, extensive reading of English, English pronunciation and intonation, English conversation and English grammar. Each week the students are to spend one day attending classes and another few hours reviewing their lessons and doing their homework. At the end of each school term, they are to take part in the exams of the courses they learn in this term. Once they complete all the nine courses, they can get diplomas for colleges of two-year schooling. It is expected that we will be able to overfulfill the task given to us by our Central Ministry of Education.

In 1974 in the Mazhenfu People's Commune in Hunan Province, a middle school pupil was criticized for poor performance in her English class. She apparently wrote a message to her teacher to the effect that 'Even if I can't learn ABC, I can still be a good revolutionary.' She then drowned herself. This event was widely publicized in China and taken as the justification for an anti-foreign language teaching campaign which swept the country.

# New from Oxford!

## GALLERY

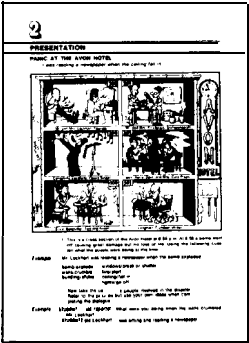
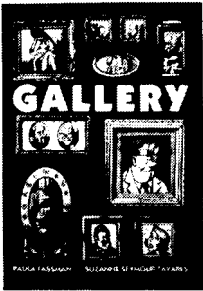
(Pre-Intermediate/ Intermediate)

**GALLERY** is a one-book course of fifteen units, each of which imaginatively integrates a **specific grammatical structure with natural communicative language**. Presented with this **high-interest material**, students will really enjoy finally getting full control of high-frequency structures that often remain 'problem areas', even for students with many years of English study behind them.

### FEATURES

- Imaginative, entertaining and thought-provoking contexts
- Lively and varied student exercises
- Amusing illustrations to encourage conversation
- Useful writing sections
- Detailed teacher's notes

208 pp. 25.4 × 17.8cm ¥2,020



American  
English

## SPEAKING OF SURVIVAL

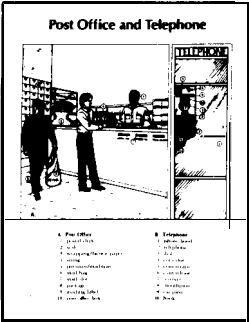
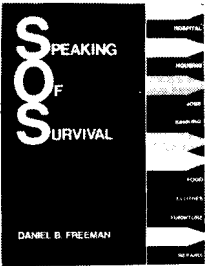
(High Elementary / Pre-Intermediate)

**S. O. S.** offers English for survival in the real world. **S. O. S.** offers extensive, but simple, language practice under such themes as *The Doctor*, *Post Office and Telephone* and *Shopping for Clothes*.

### FEATURES

- Highly usable in class or for self study
- Full-color contextualized vocabulary pictures
- Picture conversations
- Extensive exercises and activities
- Informational readings and useful reference material
- Finger index to topics

228 pp. 23.5 × 17.8cm ¥2,020



**Oxford University Press**

3 - 3 - 3 Otsuka, Bunkyo-ku, Tokyo 112 Tel : (03) g42 - 0101

# JALT Undercover

## TEACHING AND LEARNING LANGUAGES

**Earl Stevick.** New York: Cambridge University Press, 1982.

**Reviewed by Virginia LoCastro, Simul Academy**

*Teaching and Learning Languages (TLL)* is Earl Stevick's newest book, published earlier this year, a how-it-works book for the beginning teacher as well as the experienced teacher who is ready to examine that experience.

The book consists of three parts. Part I, 'Before you begin,' introduces Stevick's recurring theme that language teaching/learning is essentially a matter of what goes on between people in the classroom. Stevick sets out to help the person who has never taught a language before with that First Day, by presenting five basic steps. These steps conceptualize in a straightforward manner some of the essentials of teaching. Step I, for example, is "Find out what your students and their sponsors expect from the course," emphasizing the fact that most people learn a foreign language as a 'means towards other ends.' From this practical step he moves up to Step 5, "Look at your students one at a time," reminding the teacher of the professional responsibility involved in controlling what happens in class as well as of the extent to which students can become captives of a teacher's need to display superior knowledge. One simple caution from Stevick is to learn each student's name, pronounce it correctly, underlining for the new teacher the new investment of egos involved in enrolling in a language class. So from the very beginning of *TLL* Stevick promotes the idea that teaching a language demands responsibility, awareness and concern on the part of the teacher.

Part of the responsibility involves an awareness of theories and principles in language teaching, and the ability to use appropriate techniques to help learners attain their goals. Part I continues by introducing a considerable number of the basic and necessary concepts from linguistics and learning theory: performance, competence, linguistic competence, communicative competence, personal competence; learning, acquisition, production, and memory; short-term, long-term, and permanent memory; images, patterns, and rules. To help the reader deal with what may be fairly heavy reading, Stevick uses metaphors which have helped him make sense of and remember what he has read and experienced, in particular about human memory.

November 1, 1982

In Part II, "Some techniques and what's behind them," his aim is to introduce a few techniques and help the teacher understand how they relate to each other and to some underlying approach to language teaching. The chapters deal with pronunciation (chapter 6), memorization (chapter 7), and building grammatical patterns (chapter 8); then, development skills in using patterns through drills (chapter 9) is followed by a chapter on other types of drills, such as transformation drills. Chapter 11 presents various audiovisual and other aids, whereas chapters 12 - 14 deal with a variety of oral activities, including a short section on the role of the teacher's questions. Chapter 15 is the '74step exercise' to introduce the necessity of writing within restrictions when producing your own materials for students. The last chapter of Part II then presents some pertinent ideas when adapting printed texts.

Finally, Part III is essentially a primer, a resource for information on: a) phonetics, phonemics, and phonology, b) grammar, as well as c) suggestions for further reading. The introduction to the fields of phonology and grammar is naturally brief, and Stevick's list of practical books, journals, and teaching materials and ideas only the beginning of an excellent personal bibliography.

What does all of this add up to? What is unique about it? There are many books that introduce the basic theories, techniques, and approaches that have become part of the baggage of ESL/EFL teachers. And this one is only 210 pages long! How can it begin to cover what it takes many people 30 - 36 credits of a Master's degree - and more - to learn?

For me, it is indeed difficult after that degree and some fourteen years of teaching and learning experiences to effectively evaluate what it was like back there at square 1. A Master's degree and/or a lot of reading, experience and attending conferences allows the reader to go through the book, feeling comfortable, recognizing familiar words and concepts, and finding delight in metaphors. But one wonders if, to the uninitiated, this book may not present concepts too difficult to digest, given the relatively short treatment.

Yet, being concerned today with professional development, particularly in the context of EFL where many people begin teaching with no prior experience, teaching English or knowledge of linguistics and teaching technique.

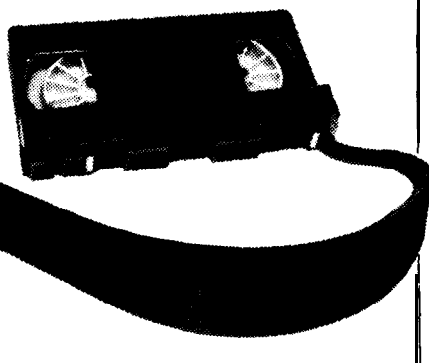
(cont'd on p. 8)

**Feb. Theme Issue: English  
in the Business World  
Deadline is Jan. 5th**

# Join The Video Age:

## With Follow Me To San Francisco

by Suzanne Griffin and  
Jeffrey Caden



**Follow Me To San Francisco** is the only video-based course currently available in American English. Through the unique dimension of video, students at the intermediate level can more fully explore both the verbal and non-verbal aspects of communication.

**Follow Me To San Francisco Video Series** features a full-color soap opera in ten informative, entertaining episodes. The story is based on the experiences of Tom Williams, an 18 year old from a small town visiting his sister in San Francisco. The situations presented are similar to those encountered by people who are in an American environment for the first time.





**Follow Me To San Francisco Student's Book** extends the linguistic and cross-cultural information offered in the Video Series. Photographs and realia from the soap opera are reproduced, providing the basis for language practice and activities involving role-play and improvisation.

**Follow Me To San Francisco Teacher's Manual** contains detailed notes focusing on the non-verbal elements and cross-cultural dimensions of the material. Teaching techniques, suggestions for classroom activities and procedures for operating the video equipment are included.

Student's Book 0582797942  
Teacher's Manual 0 582 797950

Video Cassettes: U-Matic VHS Betamax

**Longman**  **American English** 

Longman Penguin Japan C o , l t d Yamaguchi Building, 2 12-9 Kanda Jimbocho, Chiyoda-ku. Tokyo 101

**UnderCover** →-----

(cont'd from p. 6)

Stevick's book seems to be a good starting point for just those people. It would also be useful, as Stevick suggests, for the experienced teacher who has gone through the first two years of classroom experience, for example, and who is now ready to examine that experience and gain a better understanding of 'what's behind' it all. Stevick has a way of almost inviting people in and getting them interested in a non-threatening way.

This is not then just an ordinary introduction-to-teaching book, as he seeks to instill in the reader – the soon-to-be teacher, the experienced teacher – a sense of professional responsibility and accountability. Whereas others are more concerned with the content, the techniques, the theories involved in LT, he recommends we read philosophical or religious writings.

*TLL* is definitely a 'Stevick' book. As with *A Way and Ways*, Stevick is not just describing and explaining concepts related to teaching and learning languages: he is presenting *his* way of looking at them. One example is found at the end of Part I (p.49) when Stevick wants to summarize Part I and introduce Part II; he uses a metaphor:

If we were planning a farm together, this would correspond to surveying the land and testing the soil and locating the sources of water. These are necessary preliminaries, but by themselves they won't produce a crop. We still need to examine hoes, plows and harrows, and to learn how to use them, and to know something about planting seed.

Literature, poetry, philosophy? Perhaps, yet *TLL* is a solid introduction to the field from a very practical, classroom-centered point of view. For example, Stevick reminds the reader that without knowing anything about the mechanics of sentence structure, you may be able to "make a lot of good things happen, but you won't be fully able to keep track of what is going on" (p. 185).

Stevick does not deceive people into believing it is going to be easy. There is a seriousness and sense of purpose and of responsibility throughout the book as well as a deep respect for human beings and their special ability to learn and use languages. So this *is* a book for people in teacher training, but a unique one in that it goes beyond just introducing basic linguistics and pedagogical concepts to fostering basic philosophy of teaching.

November 1, 1982

Another aspect of the book that seems useful especially from the point of view of teaching in Japan, is that Stevick does discuss such variables as drills, pronunciation, and memorization. These are elements of EFL that many have assumed have disappeared forever. Yet they remain major components of a lot of ELT that takes place in Japan. As such, some basic ideas on how to deal with them in the classroom are useful.

Lastly, while not to the liking of everyone, Earl Stevick's style of writing contributes as well to the uniqueness of *TLL*. He uses simple language, even very colloquial language, to describe, explain, and justify complicated notions. Moreover, the author's presence is always felt, as he writes in first person and asks rhetorical questions throughout the book. He's *there*, ready to help, a gentle, yet demanding presence.

And along the way, he reminds the reader that whatever we do as teachers must ultimately be concerned with 'what goes on inside and among the people in your classroom.' "There is more to language teaching than teaching *language*. And that is what *TLL* is about.

#### LEARNING TO LISTEN TASKS FOR DEVELOPING LISTENING SKILLS

**Alan Maley and Sandra Moulding, Cambridge University Press, Cambridge, England. 1981 pp. 107.**

**Reviewed by Brian Johnson, International School of Language**

There is an endless demand for more and better listening materials, particularly for Japanese students who are learning English as a foreign language and who have few opportunities to hear natural spoken English. *Learning to Listen* is a new and interesting addition to the currently available listening materials. Divided into eleven units with an accompanying audio tape, the book begins with a prelistening task that focuses student attention on visually presented information such as a questionnaire, a list, an advertisement or a picture. After discussing the visual material, the students listen to the tape and try to fit what is said about the previously studied information into two or three categories (Focussing on Information, p.103). After getting the information organized, students are asked to listen to and record the actual language used. An opportunity for students to ask questions and to do role plays complete the units. Complete transcripts, an answer key to the exercises and a note to the teacher are included at the end of the book.



The difficulty gradually increases throughout the book. In the pre-listening phase, the early units use questionnaires and lists while the later units use summaries, maps and pictures. In the listening phase, early lessons focus more on what was said while the later lessons on how it was said. For example, in Unit 2 the students are given a shopping list to look over. As they listen to the husband and wife on the tape unpack the groceries together, the students try to sort the items on the list into three categories: purchased correctly, alternatives purchased and return and buy (p.7). On the other hand, Unit 10 ask students to make the much more difficult distinction between real reasons and excuses: "... discuss what speaker B really means when he says I'm afraid I can't make it. er byebye" (p. 43).

What sets *Learning to Listen* apart from other listening texts is the authors' assumption that students can learn to "deal confidently" with "authentic-like" material (p. 101) and don't present us with idealized samples. Although the unscripted dialogues have authentic language with false starts, repetitions and slang, 'total authenticity' is, as the authors warn, probably impossible (p. 101). The elimination of the non-verbal component and the compression necessary make the conversations more confrontational than seems natural and probably gives a false picture of English life. After listening to the married couple unpack the groceries together with some explanation or argument about nearly every item, one student

asked, "Do English people really fight and apologize so much?"

Again unlike most listening texts, *Learning to Listen* also claims that it aims at global understanding by asking students to 'use the information' rather than simply answering questions about the facts (p. 102). But using information suggests discovering something new from the available information rather than merely organizing it into categories. However 'filling in a grid' (p. 102) does focus students' attention on discreet points and allows them to record their interpretation immediately. Although I cannot agree that the book actually requires students to use the information, the method of recording the data is useful because it avoids the stress of having to remember things until the end of the exercise to answer questions.

One of the problems confronting teachers looking at materials in the publishers' catalogues is determining the student level for which the book is intended. Is the ability of the author/publisher's 'intermediate' student the same is the ability of the particular intermediate student at hand? The authors attempt to avoid the problem by claiming that level is no longer important "since the same materials can be used at different levels by adjusting the difficulty of the tasks ..." (p. 102). Yet they hedge their estimate of the difficulty of their own materials by saying "even lower-intermediate students can use this type of material" (p. 102). However, 'this type of material' is by no means

(cont'd on next page)

## *Executive Travel* – The Professional

Call or write' now for a copy of our 1982/1983 free "Travel Guide" outlining travel costs and plans for :

- \*special low fares Japan/Europe/USA one way
- \*around-the-world discounts
- \* via China/USSR and trans-Siberian to Europe
- \* Eurailpass
- \* U.S.A. Travel Passes

We also assist you in travel plans for organizing your student groups with free travel for you as the leader.

- \* 日本からヨーロッパ・アメリカの片道(往復)及世界一周の切符等、各種のチケットを取り扱っております。
- \* 中国・ソ連旅行の手配、シベリア鉄道・ユーレイルパス、各種バスについても何なりとお問い合わせ下さい。

EXECUTIVE TRAVEL, Inc.

Daini Eiwa Bldg. 5F  
2-26 Dojima 2-chome  
Kita-ku, Osaka 530

TEL: (06) 341-5423

License 1944

エグゼクティブ・トラベル

〒530 大阪市北区堂島2丁目2-26

第2 永和ビル5階

電話: 大阪 06-341-5423

㈱国際旅行ユーアイツアー代理店  
運輸大臣登録旅行業代理店第1944号

**Undercover** .....

(cont'd from preceding page)

the same as 'this material.' 'Adjusting the difficulty' means, in effect, re-writing the text. My experience indicates that the book, as it comes to us, is limited to more advanced students.

Just as the proof of the pudding is in the eating, the proof of the text is in the using. After using *Learning to Listen* with three classes which were, in my estimation, intermediate and advanced, I found that serious problems detract from the book's usefulness. The listening passages are too long: 2.5 minutes of fast slang-filled English exceeds the students' attention span. The units take too long: my students and I spent more than four hours on a single unit. Students become frustrated after listening to the tape more than 15 times with no improvement in their understanding. Several exercises ask students to make judgements which are, at best, ambiguous. One exercise in Unit 7 asks students to judge the accent or manner of three speakers. The answer key calls the first voice 'polite, nice,' the second has a 'poor accent' and the third is 'humble' (p. 93). Yet this American reviewer rated all the voices as having good tone and accent. Moreover, this is not an isolated example. Elsewhere students are asked to distinguish between inferiors and superiors, friend and lovers, real reasons and excuses, and the age of individuals - based solely on how they talk. I cannot answer these questions with any certainty, and I doubt other native speakers could either. If, however, differences between the British dialects on the tape and my American dialect explain my inability to make the required distinctions, the book will be useful only to those familiar with the narrators' dialects. Tasks requiring such a sophisticated knowledge of dialects can hardly be called 'intermediate'. Furthermore, in a few places, poor editing has omitted information important to completing the task either in the pre-listening presentation or in the answer key. Herbs, for example, do not appear on the grocery shopping list mentioned earlier. Finally, not enough space is allowed to do the exercises in the book.

James Asher, whose approach to learning to listen also emphasizes global understanding, suggests that students should "experience success" (Asher, p. 75) while learning. Yet I found that on the average, my intermediate students were only about 60% successful in performing the tasks *Learning to Listen* required. Several students said listening to the tape was like listening to a completely new language. Perhaps the low success rate (D in most grading schemes) produced more stress than most of the students could endure, causing them to lose interest (Asher, p. 2) and to greet the tape with groans.

If, as the authors claim, the tasks, not the language, should be graded (p. 102), it is unfortunate that they did not provide some easier tasks which lower elementary students could perform successfully. The pity is that intermediate students who most need to improve

November 1, 1982

their listening skills and to bolster their self-confidence fail to perform to their own satisfaction and become discouraged. A more carefully designed text with shorter listening passages and with a better fit between the visual and the aural data would ensure greater success in performing the listening tasks. I think *Learning to Listen* can only be used with advanced students who have already experienced considerable success in learning English and who can accept the ambiguity inherent in the judgements they are asked to make.

## References :

Asher, James J. *Learning Another Language Through Actions, The Complete Teacher's Guidebook*. Los Gatos, California 95030: Sky Oaks Productions, 1977, pp. 117.

**THE CONSTRUCT VALIDATION OF TESTS OF COMMUNICATIVE COMPETENCE**

**Adrian S. Palmer, et al., (eds.). TESOL: Washington D.C.**

**Reviewed by Fred Davidson, Ohio University**

This collection addresses 'the question of construct validity' by presenting a series of papers given at a language testing colloquium at the 1979 TESOL Convention in Boston.

In the introduction Palmer and Groot define the mu-nose of validation as follows: "... to investigate the extent to which inferences can properly be drawn from performance. The process of collecting evidence of the extent to which such inferences are warranted is called validation."

Specifically, these papers examine test validation against constructs or traits which govern performance. This process has traditionally been called construct validation.

In this volume the constructs under consideration are drawn from theories of communicative competence. In addition, a repeated theme throughout the collection is that current standardized proficiency tests (eg. TOEFL and the Michigan Battery) have not been but need to be construct validated.

**ORGANIZATION**

The collection is divided into two sections. Section One presents general theoretical frameworks of communicative competence and construct validation. This section includes a description of types of oral proficiency tests, a 'condensed version' of Canale and Swain's lengthy theoretical communicative competence groundwork, a call for the 'spirit of validation' in the face of pragmatic and institutional pressures, an argument for recognizing the 'effect of test method on test scores', and an examination of the content validity of a widely used integrative test: the Foreign Service Institute Oral Interview.

Section Two presents actual research efforts in communicative competence testing and construct validation. These include an examination of the reliability and validity of the FSI and Ilyin Oral Interviews, a study of the reliability between and within FSI Oral Interview raters, an enquiry into the difficulty of assessing foreign graduate teaching assistants' English proficiency, an examination of a picture description oral proficiency test, a description of a project involving individualized testing and program evaluation, and the Phase I study by Bachman and Palmer which grew directly out of the 1979 colloquium.

RECENT ADVANCES

Since the publication of this volume, advances have been made in the theoretical and methodological framework of the construct validation of tests of communicative competence. Canale and Swain's three original trait division - grammatical, sociolinguistic, and strategic competence - has been augmented by a fourth: discourse competence. The Bachman and Palmer Phase II study (1982) has been completed in which a) the original convergent/divergent method of construct validation is supplemented by a more complex multi-variate confirmatory factor analytic technique, and b) both a general language trait and correlated communicative competence and method traits are examined.

PRACTICALITY

The user of this volume will discover that it

has classroom applicability. Most notably the convergent/divergent technique of validating a test's constructs is adaptable to classroom testing in the form of the following caveat: a teacher should test multiple traits by multiple methods to tease out the operation of any individual trait.

The book's primary value, however, goes beyond its applicability. Often teachers, administrators, and students alike feel frustrated by current assessment procedures. This volume is an example of bona fide research efforts to resolve those frustrations.

Taken along with other current language testing research this collection can help all interested parties to utilize what is being researched. Language testing will thus look quite different in but a few years.

NOTE: This reviewer is indebted to Lyle Bachman for information regarding recent advances in construct validation of tests.

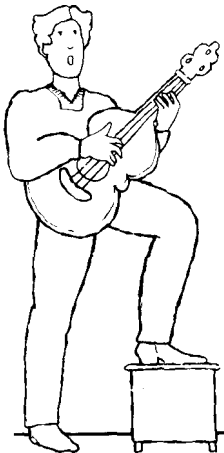
*Reprinted from Ohio TESOL Newsletter.  
'Vol. VI. No. 2. Summer 1982.*



NEW

English for Adults: IN TUNE Copyright 1983

The complete 4-level English as a foreign/second language program specifically developed for adult learners



- . Motivating with abundant visuals that teach
- . Practical with efficient use of classroom time
- . Conversational with additional attention to reading, writing, and grammatical skills

All materials necessary for a complete program available at each level:

- Student book with accompanying
- Cue Book
- Teacher's Annotated Edition
- Workbook/Tape Manual
- Audio Book (cassette). Language
- Audio Book (cassette): Songs

For further information:  
Haruhiko Kuwashima  
203 Royal Maison Tsukushino 4-22-4  
Ogawa Machida-shi  
Tokyo 194 Japan Telephone: 427 96-7620

 Scott, Foresman and Company  
International Division

1900 East Lake Avenue. Glenview. Illinois 60025 US A  
Cable Address. SCORESMAN. Glenview. Illinois. U.S.A. 9 Telex Number 724 X71

**AMERIKA KANKAKU Q&A  
A STUDY OF AMERICAN  
COMMUNICATION PATTERNS**

**Hiroko and Tsukasa Nishida. Osaka: Sogensha, 1980, pp. 221, Y880**

**Reviewed by John E. Hodge, Osaka Gakuin University**

This is a book written in Japanese about the differences between Japanese and American culture and communication styles. Divided into three parts, it contains thirty-three episodes dealing with language, forty-three related to behavior, and twenty-four concerned with values, thus making a total of one hundred episodes. Each episode is written in the form of an introductory question followed by two to five possible answers the reader is supposed to select from. Then there are several paragraphs which contain a further discussion of the question, the correct answer, and reasons for the correct answer. The questions and the answer/discussions together take up about a page and a half. There follows a half-page note on a matter related to the initial question.

The subject matter of the episodes is interesting, enlightening, and, for the most part, accurate. Topics include dialects of English, gestures, body language, distances used in communication, the organization and presentation of speeches, small group communication, and differences in customs and values.

Some of the questions dealing with values were asked to a sample of students at the University of Minnesota in the United States as well as a sample from Nihon University in Japan. The statistical tabulations of the answers make interesting comparisons without being unduly complex.

The book was written by a husband and wife team. Both have Ph.D.'s in Speech Communication from the University of Minnesota. It is obvious that much of the book is based on their experience in the United States as students, teachers, and parents. On the other hand, there is ample evidence of graduate level study and research in the discussions of the questions, with references to Hall, Condon, Steward, Kluckhohn, some of their professors at the University of Minnesota, and other names important in intercultural communication.

The book should be of value to several different groups of readers. Language learners will find a wealth of English vocabulary and expressions worth learning. (The book is *not* plagued by misspellings, unnatural vocabulary, or 'funny English'.) Japanese planning to work or study in the U.S. could profitably read the book as a part of their preparation for going abroad. Foreigners studying Japanese at the intermediate or advanced level will find the book a nearly painless way to increase their vocabulary.

My reaction to the book is decidedly favorable, but there are several points I would either quibble with or take issue with. For example,

November 1, 1982

on page 17, difference among British English, General American and Eastern American in the pronunciation of *drama* are listed; the General American pronunciation is given as /draema/, but /drama/ seems to me to be just as frequent, if not more common. Also, on page 39 after dealing with the problem of what to say if you happen to burp during a meal, they point 'but that making chewing noises, slurping, smacking one's lips and making noises with eating utensils are considered bad manners in the U.S. They go on to say, "On the other hand there are some things that Americans don't mind as much as Japanese do. Such things as blowing one's nose during a meal or breaking wind are examples. To Japanese these would be considered a bit strange." Maybe so for blowing one's nose, but to an American, I can think of nothing more bizarre, or devastating than to break wind during a meal. Any Japanese who considers this acceptable behavior on the basis of reading this book, and behaves accordingly in the U.S. will meet with considerable misunderstanding. Finally, on page 85 there are three gestures illustrated to mean 'No', but the third one, shrugging the shoulders and holding out both hands with palms up, to Americans means, 'I don't know.'

In spite of the above criticisms, I feel this book makes a positive contribution to the teaching of English in Japan as well as deepening mutual understanding between Japanese and Americans. I recommend it.

**PSYCHOLOGY AND THE LANGUAGE  
LEARNING PROCESS**

**Alexei A. Leontiev. Oxford: Pergamon Press, 1981. pp. 159.**

**Reviewed by Richard Ulrych, Tokai University (Fukuoka)**

This book does not provide the reader with substantial information about current psychological research in the Soviet Union that relates to language teaching and language learning, though for those interested in such research, the author does cite some works to consult. Neither does this book provide an insightful analysis of western theories of language learning. In most of the chapters of this book, Alexei Leontiev describes some accepted theoretical positions and concepts of Soviet psychology and then makes a number of practical statements about language teaching based on these positions. Through these statements Leontiev sets out a model of language teaching, and he claims that the components of this model indicate the directions that language teaching methodology is taking in the Soviet Union. Thus, the primary value of this book is that it gives those who do not read Russian an opportunity to learn about some methods of language teaching that are presently gaining popularity in the Soviet Union.

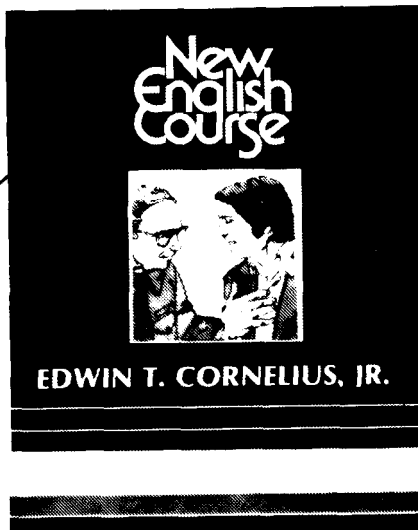
The model Leontiev proposes is based on the

(cont'd on p. 14)

# New English Course blends the Traditional and Contemporary

## TRADITIONAL

stresses building foundation skills through work with grammar, pronunciation and intonation, vocabulary development, and oral-aural practice



## CONTEMPORARY

emphasizes linguistic variety, real-world language, and varied measures of linguistic appropriateness

For more information about these materials please contact:

### LANGUAGE SERVICES CO.

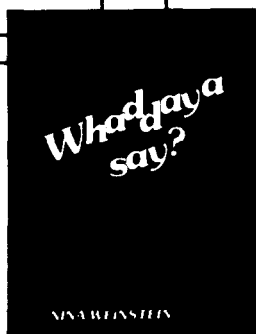
3-33 Kioi-cho, Chiyoda-ku, Tokyo  
03-262-7791

### Shin-Ogibashi Bldg. 6F

2-35 Suehirocho, Kita-ku, Osaka  
06-361-3321

*Will your  
students  
understand?*

**Gonna  
Wanna  
Donno**



*Help them by using  
the innovative  
new listening  
comprehension text,  
**WHADDAYA SAY?***

- 20 common relaxed English patterns
- Easy-to-use
- Intermediate to advanced
- Textbook and cassettes

Under Cover .....

(cont'd from p. 12)

idea that the foreign language learner, in the process of gaining communicative competence in a foreign language, successively develops the ability to perform three different kinds of 'speech activity'. Initially a learner develops 'a conscious grasp' of 'basic linguistic material'. This conscious knowledge is then employed to produce sentences in the context of language exercises, in response to comprehension questions, etc. At this stage the learner is only carrying out what Leontiev calls 'pure speech activity', that is, the learner is speaking in order to form linguistically correct and appropriate utterances for their own sake and not to express feelings, desires, etc. (p. 22) Later the learner develops the ability to carry out 'speech acts'. In 'speech acts' speech is applied to non-verbal tasks. It becomes the means by which concrete objectives (e.g. a piece of bread, the movement of a chair, etc.) are realized. Leontiev contends that the carrying out of 'speech acts' requires an ability on the part of the learner to produce language automatically with little or no participation of the conscious mind. This ability to produce language automatically emerges with the formation of 'foreign speech habits' - the internalization of what before was only conscious knowledge of linguistic material.

Finally, the learner develops the ability to carry out 'communication activity': speech is used to establish ties and understanding with others; to promote interaction between people;

to influence the knowledge, skills, feelings, values, or thought of other people. The carrying out of 'communication activity' not only rests upon 'foreign speech habits' but also upon 'foreign speech skills', that is, upon the ability to form and combine utterances that take account of such factors as the relations existing between the participants in communication, the functional purpose of communication, the personality features of the participants, etc.

Leontiev proposes that a conscious understanding of linguistic material and the formation of 'foreign speech habits' can be best accomplished by following a stage by stage approach to language teaching based on P. Y. Galperin's theory of controlled learning. The stages that Leontiev suggests can be summarized as follows:

- 1) Students undergo an orientation stage during which new linguistic material is presented in a form that can be consciously grasped. Those students who are beginning to learn a new language should be presented with an 'absolute minimum' of linguistic material before they begin any speech activity. This linguistic minimum is only enough grammar, phonetics, and vocabulary to permit the construction of utterances.
- 2) Utterances are produced. External aids (paradigms, schemas, realia, etc.) are used to help the learner consciously carry out the speech operations which are involved in the production of target language utterances.

Sequential  
Photographs for  
Language Practice

Linda Markstein and  
Dorien Grunbaum



What's  
the Story?

WHAT'S THE STORY? provides creative speaking and writing practice based on highly evocative picture stories. These sequences of photographs portray men, women and children of all ages and ethnicities in a wide variety of situations that are recognizable to all of us, such as an argument between friends, a moral dilemma, a new baby and a social faux pas.

In every picture sequence, many interpretations are possible. Learners, helped by a teacher, tell the story they "see" in the photographs, and in so doing, create their own personal versions of the story while learning the language items needed to tell it.

The Student's Books provide written practice on specific language points, integrative activities and composition work, as well as reproductions of the twelve picture stories.

- Wall Charts (18" x 24" spiral bound)  
Student's Book 1 (beginning)  
Student's Book 2 (low intermediate)  
Student's Book 3 (high intermediate)  
Student's Book 4 (advanced)  
Teacher's Guide

Longman

Japan Branch

Longman Penquin & Ian CO Ltd  
Yamaguchi Bldg., 2-12-9 Kanda Jimbocho,  
Chiyoda-ku, Tokyo 101



- 3) The use of external aids is gradually withdrawn. The learner, however, is still relying on the conscious mind in forming utterances.
- 4) The shift to the automatic production of utterances is made. The motive for speech activity is changed. The learner is no longer asked to produce linguistically correct utterances for their own sake. Instead the learner is asked to produce utterances in order to achieve concrete objectives.

Ideally, Leontiev contends, new material introduced during the orientation stage should be presented in a number of different contexts, and students should make 'context guesses' regarding the material's meaning and function. Visual aids can also be used at this stage to help illustrate the meanings of new lexical items and to indicate the relations expressed in grammatical structures. Context guesses and visual aids commit thought to the process of memorization, Leontiev argues, they thereby make it possible for the new information to become part of permanent memory. (p. 57)

Leontiev proposes that the description of the target language presented to students during orientation should not only take into account the 'real operational structure' of target language utterances but should also be based 'on the structure of utterances in the mother tongue'. (pp. 27-29) The aim of using a description of this sort is to acquaint students with the rules governing the 'transition' from speech

operations in the mother tongue to those in the target language. (p. 27) Basically, Leontiev wishes to make use of transference as much as possible. He feels that new linguistic material can be made more understandable by building upon the existing linguistic knowledge and habits of students.

It should be noted that though Leontiev's model relies extensively on conscious learning, Leontiev admits that language learning can take place subconsciously (the word 'unconscious' is actually used by the translator). He states that automatic speech operations 'may emerge as the result of unconscious probing, adaptation and correlation with some external standard.' (p.25) However, Leontiev contends that a path of 'unconscious imitation' is not as fruitful as 'the analytical path towards the acquisition of a foreign language'. (p.26) One major weakness of 'direct methods' in the West, he asserts, is their failure to give proper attention to stages 1) and 2) noted before. Unless such attention is given, Leontiev proposes, sufficient speech knowledge is not developed and the formation of 'adequate speech habits' is blocked. He notes that Lozanov's students make 'recurrent phonetic mistakes' and 'serious grammatical errors' as a result of the failure of suggestopedic methods to develop the students' conscious knowledge of the target language.

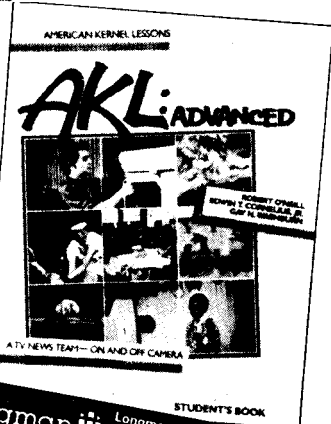
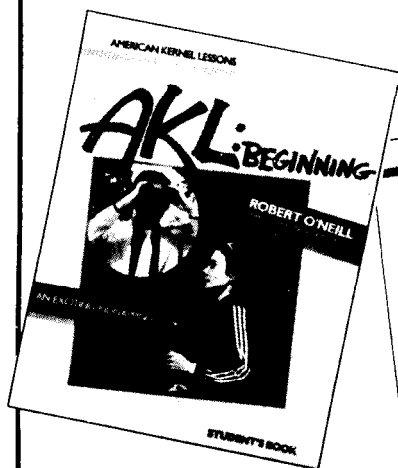
Despite these criticisms of methods that rely on 'unconscious imitation', Leontiev re-

(cont'd on next page)

**AMERICAN KERNEL LESSONS SERIES COMPLETED!**

**AKL: BEGINNING. AKL: INTERMEDIATE. AKL: ADVANCED.** Three contemporary series for older secondary and adult students. Featuring:

- A careful structural progression
- Comprehensive development of the four language skills
- Extensive exercise, test and lab material
- A clear, easy-to-follow unit format
- A continuing storyline or drama at each level



AKL: Beginning, AKL: Intermediate and AKL: Advanced each contain a Student's book, Teacher's Manual, Student's Tests, Tapescript for Laboratory Drills and recorded material.

**Longman**

Longman Penguin Liaison Office  
Yamaguchi Bldg. 2-12-9 Kanda Jimbocho,  
Chiyoda ku, Tokyo 101

## UnderCover .....

(cont'd from preceding page)

cognizes the limits of conscious language learning. The theory of controlled learning, he notes, can be applied to the teaching of vocabulary and grammar, but knowledge of grammar and vocabulary alone is not enough to enable someone to perform 'communication activity'. If foreign speech skills are to be developed, Leontiev concludes, a 'two-fold intensification of language teaching' is required. (p.47) He argues that suggestopedic methods (intensive teaching) should be used once foreign speech habits are 'fully formed' (though not fully mastered'). (p. 124)

Intensive teaching, Leontiev proposes, is effective only partly because of the relaxed psychological climate it creates through soft music, comfortable chairs, the warm attitude of the teacher, etc. Intensive teaching is also effective because of the impact it has on the ability and desire of the students to communicate and develop communication skills. He notes that in intensive teaching many of the factors that unconsciously affect communication are fairly clear and constant: e.g., spatial conditions of communication, the social roles of participants, the identity of the group leader, and the personalities of the interlocutors. Because these factors are constant, it is not necessary for students to reorient to new situations, and everyone can concentrate on developing communication skills. Leontiev adds that the composition of the intensive teaching study groups (there is a mix of personalities, ages, etc.) encourages interaction, and the fictional identities that are given to group members make everyone feel freer to express themselves.

The emphasis that intensive teaching places on the ability of the teacher to manifest an 'outstanding personality' that engages the students' interest and which gains their respect and trust is strongly supported by Leontiev. Using the respect (not authority) that an outstanding personality attracts, the teacher in the intensive class then applies techniques of communication to establish and control contacts between students. What results, Leontiev contends, is the 'best possible pedagogical communication' in which students willingly take part in communication activities. Teachers of the future, Leontiev implies, should learn both how to manifest their personality in the best possible way and how to control group communication. More research is needed both to identify the factors affecting the efficacy of intensive methods and to identify the psychological factors in communication so that the pedagogical communication that takes place in regular language classes can be better organized and directed.

Looking at Leontiev's model one can point out a number of differences between it and some approaches to language teaching that are presently being proposed in the West. In Leontiev's model, language output only reflects language input - there is conscious learning and unconscious imitation but no mention of learner

creativity. It should be added that there is also no discussion of child language acquisition theories in his book (an interesting omission). This disregard for learner creativity is paralleled by a disregard for the individual needs of the learner: no attention is given to how different aptitudes, and abilities may affect the learning styles of students. In contrast, language learner creativity is an accepted phenomenon that most approaches to language teaching in the West try to anticipate and encourage. Also, in recent years efforts have been made to individualize language programs to accommodate differences between learners.

A further difference between Leontiev's model and approaches in the West is the former's attempt to use the learner's knowledge of his or her native language in teaching the target language. Language teaching approaches in the West largely ignore the learner's native language knowledge.

These differences notwithstanding, Leontiev's discussions of language teaching indicate that there are many parallels between language teaching developments in the West and those in the Soviet Union. A major concern of Leontiev is establishing the best possible pedagogical communication in the classroom. The terminology may differ but this is also a major concern of language teachers and methodologists today in the West. The question we face is 'How do we get students engaged in communication activities in the classroom from which they can gain communication skills?' Perhaps we can get some answers to this question by further examining research and work being done in the Soviet Union to develop both teaching skills and exercises and activities for the language classroom.

## Seminar .....

(cont'd from p. 3 )

中心教材は会社で決定し、他の教材は契約した語学学校かその教師が決定している。

クラス以外にも、スピーチ、ディベートや他の色々な英語の行事が行われている。

当社のプログラムで興味深いのはTOEICを採用し、それにより集中コースの成果や海外出張員の決定、コースの登録の条件等に使用されはじめたことで、まだ日が浅いが、速く多くのデータが出そうのが楽しみである。

以上が今回のセミナーの一部である。企業の語学教育を述べるには、教師、その派遣機関、教材関係者、評価の専門家、語学教育の専門家、生徒等多角的に考察する必要がある。今回のこのセミナーを通じて少しでも企業内語学教育の発展にお役に立てれば幸いで、今後もこの分野の発展向上のお役に立てよう JALT は前向に検討してゆきたい。



# Chapter Reviews

## Chugoku

### CRASH COURSE IN DEBATE

Reviewed by Scott Petersen, Nichibei Gakuin

Have you ever been invited to judge a debate? Probably you did not have the foggiest idea of what you were doing, but you went ahead anyway. You based your judgement on impressions. If you were uneasy with such criteria, Deborah Foreman-Takano's introduction to debate is a possible remedy.

Deborah is a member of the American Forensic Association, an experienced debater with eight years of judging experience. Her lecture covered five areas: 1) debate - what is it? 2) logical fallacies; 3) basic debate terms; 4) various case types (ways of structuring the debate); 5) judging as such.

The nuts and bolts of who does what and when is usually provided to judges. However, novices (I speak from experience) have no idea what should happen. Debaters should be putting forth *propositions*, which are composed of *issues*, which are composed of *arguments*, which are composed of *evidence*. The key to all this composing is *arguments*. Japanese debaters

are usually only fond of the first two elements. Debaters put forth an issue and cite evidence of various sorts. However, they fail to link the issues and evidence together through some reasoning process, which is called arguments. They leave the reasoning process to the judges which is poor debate. Judges must be alert to such inadequacies in debates.

Next, our speaker gave us a basic course in everyday logical fallacies (everyday logic as opposed to formal, mathematical logic). She gave us thirteen common fallacies. 1) *Argumentum ad ignorantiam* - argument from ignorance. There is no evidence that X is the case, therefore it is not the case that X. 2) False Dilemma. The person asserts that only two solutions to some problem are possible, while several exist. 3) False Cause. Speaker fails to establish a causal relation between premises and conclusion. The number of telephones has grown in proportion to the crime rate. Therefore, telephones cause crime. 4) Hasty Generalization. The speaker draws a conclusion from a very limited number of examples. 5) Composition. Components of a group have a certain property. Therefore, the group as a whole has that property. This orchestra is composed of the best musicians in the country. Therefore, this is the best orchestra in the country. 6) Division: the converse of composition. Harvard has a good reputation. Therefore, all Harvard graduates have good reputations. 7) Begging the question. The speaker avoids argument, while appearing to argue. A need for  
(cont'd on next page)

## MINERVA BOOKS

The Newest ESL Publisher with the Latest ESL Materials!

### ALREADY PUBLISHED

THE ENGLISH NOTEBOOK  
by Richard Yorkey  
Exercises for Mastering the  
Essential Structures ¥1,310

ACCEPTANCE TO ZEAL  
by Carol Akiyama  
Functional Dialogues for  
Students of English ¥1,310

READ RIGHT!  
by Anna Uhl Chamot  
Developing Survival  
Reading Skills ¥1,310

DICTIONARY OF  
TWO-WORD VERBS FOR  
STUDENTS OF ENGLISH  
by Eugene J. Hall ¥1,050

PEOPLE TALKING  
by Eugene J. Hall  
Dialogues for High  
Intermediate and  
Advanced Students ¥990

GETTING ALONG  
WITH IDIOMS  
by Lorraine Goldman  
Basic English Expressions  
and Two-Word Verbs ¥1,310

ENGLISH FOR OFFICE  
CAREERS  
by Robin Bromley and  
Walter J. Miller ¥1,310

### FORTHCOMING

THE 333 MOST COMMONLY  
USED ENGLISH VERBS  
by Walter J. Miller

DICTIONARY OF  
PREPOSITIONS FOR  
STUDENTS OF ENGLISH  
by Eugene J. Hall ¥1,050



**MINERVA BOOKS, LTD.**

137 West 14th Street New York, N.Y. 10011

For further information, please contact: ☎ YOHAN

(WESTERN PUBLICATIONS DISTRIBUTION AGENCY)

14-6 Okubo3-chome, Shinjuku-ku, Tokyo 160

TEL(03)208-0181

## Debate .....

(cont'd from preceding page)

a change in the status quo exists, therefore, the affirmative plan should be adopted. 8) Appeal to Authority. The speaker cites as authorities people with expertise in areas irrelevant to the issue. 9) Appeal to the People. If 10,000 people believe X, X must be true. 10) *Argumentum ad hominem* - argument against the person. Who would believe him, he's a communist, or rightist, etc. 11) Equivocation. Key terms shift meaning in the course of argument. Man is an inventor/No woman is a man/Therefore, no woman is an inventor. 12) Straw Person. The speaker oversimplifies the opponents' case in order to knock it down. 13) Irrelevant Conclusion. Family feuds illustrate this fallacy. Why can Romeo not see Juliet? Because their forefathers were mad at each other. Recognizing these fallacies is an essential part of properly judging a debate.

Next, let us look at case types. A case type is the way a side approaches a problem. A case defines the objectives for each side. The most widely accepted case is the Need-Plan case. Following this format, the Affirmative must establish 1) that the status quo contains a problem that requires rectification; 2) that they have just such a plan for rectification; and 3) that their plan is the best plan because of advantages x, y, and z. In addition, they must prove that the plan is practical and workable, and that it does not create more harm than benefit. The Negative need only prevent the Affirmative from attaining these goals; though they may also attack more positively. They do this by defending the status quo, pointing out logic fallacies in the Affirmative plan or demonstrating the failure of the Affirmative to reach its goals. Besides the Need-Plan case, debaters can choose the Comparative-Advantage case: the status quo is not so bad, but we can make it better; the Criteria Goal case: society has goals and certain standards for meeting these goals - we can meet these goals better; Alternative Justification case: the Affirmative proposes many plans for change which the Negative refutes - if only one plan remains unrefuted, the Affirmative wins; System Analysis: change is inherent in society, so we had better control that change in such and such a manner.

Finally, we come to what a judge should actually do. The judge must keep track of the arguments. This is not easy in itself. Our speaker recommends a large sheet of drawing paper and three color pens. The large size is to keep track of everything on one sheet. Judges use one color pen for affirmative arguments, one for negative arguments, and one for comments.

Judges comment on the quality of the evidence, both external and internal. External criticism covers objectivity or responsibility of evidence sources (*Reader's Digest* is not a responsible source), permanence (all things considered, a book reflects greater thought than a magazine), the credentials of the author, and the recentness of evidence. Internal evidence

November 1, 1982

covers truth value of the evidence, level of abstraction (factual, inferential, judgemental), internal and external inconsistencies (does it fit with other information).

These are the things judges should know in order to do a good job. If judges use their own criteria for judging, they do the debaters an injustice. Some judges say, "The Affirmative was stronger and better organized, but they used notes too much. Therefore, they lose."

I would like to mention one final thing. The presentation was wonderfully, very logical. It was superbly organized. Instead of writing everything on the blackboard, our speaker prepared everything for overhead projection. This is an excellent idea, and I'd hope more speakers would do this in the future.

## Shikoku

### TECHNIQUES FOR TEACHING CHILDREN

Reviewed by Betty Donahoe. Language House

Toro, the stone lantern, representing steadiness and light, is the symbol which Elizabeth and Toyotaro Kitamura have chosen for their method of teaching English to children, a method which they explained and demonstrated to an enthusiastic audience at Shikoku JALT's September 19th meeting. The Kitamuras have developed a variety of techniques and activities and fit them all together into a comprehensive, well-organized method supported by attractive materials. The method relies heavily on songs, games, chants and activities which, in addition to their mnemonic qualities, keep children interested and happily involved in the learning process.

One of the Kitamuras' strengths is their pragmatic approach - "Let's talk about our failures," says Mr. Kitamura. Over the years, they have tried to discover what works and what doesn't and have changed and adapted their \*methods accordingly. They have found, for

(cont'd on p. 20)



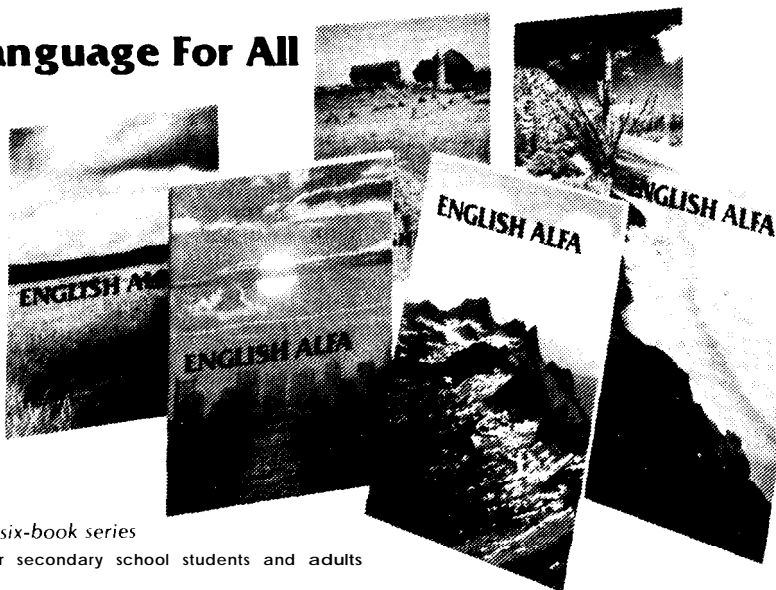
Elizabeth Kitamura, left, instructs group in making ice cream sodas

# ENGLISH A COMMON LANGUAGE



## AN UNCOMMON PROGRAM

### A Language For All



a six-book series  
for secondary school students and adults

SPOKEN ENGLISH, GRAMMAR, READING COMPREHENSION, AND WRITING ARE INTEGRATED IN A BALANCED ESL/EFL PROGRAM

In most English language programs, the presentation of grammar and conversation is not coordinated. In English ALFA, dialogues are presented by function and coordinated with the grammar so students use newly taught grammar in conversation and speak English more creatively. Each ALFA lesson closes with open-ended Let's Talk activities that encourage students to apply new language patterns in fresh contexts. An accompanying tape program reinforces the lessons.

Writing and reading comprehension skills are also carefully developed and reinforced. Workbooks contain one page of written practice for each lesson in the student text. Interesting reading selections, controlled vocabulary, and developmental exercises enable students to become good readers of English.

COMPREHENSIVE TEACHER'S EDITIONS MAKE INSTRUCTION EASIER

The English ALFA Teacher's Editions contain a variety of classroom-tested teaching activities that are both practical and creative. Time-saving extra exercises supplement those found in the student text. Clearly-stated lesson objectives and grammar notes allow the instructor to teach with ease and confidence. Answers to all exercises are printed next to the exercise itself for convenient reference.

UNIQUE TESTING PROGRAM HELPS STUDENTS LEARN

Our comprehensive testing program enables you to check mastery of skills through a variety of testing opportunities. Test questions are cross-referenced to lesson goals so you can easily identify which skills need to be reinforced or which students need additional help. A placement test helps you decide which book in the series is appropriate for your students.

ENGLISH ALFA — FOR UNCOMMONLY EFFECTIVE ENGLISH LANGUAGE INSTRUCTION!

Textbooks

Teacher's Editions

Workbooks

Cassettes

Placement Test

For more information write

Houghton Mifflin International Division, One Beacon St., Boston, MA 02108 USA

# Teaching Children

(cont'd from p.18)

instance, that English pronouns are better taught explicitly and early on and, it seems efficient to teach them with their Japanese translations, at least for very young children. They have written a song for this (it can also be done as a chant) sung to the melody *Seven Steps*:

Watashi Wa

Watashi wa, I, I  
Anata wa, you, you  
Hitori no otoko wa, he, he, he  
Hitori no onna wa, she, she, she  
Inu wa ippiki, it, it, it

Watashitachi wa, we, we, we  
Anatatachi wa, you, you, you  
Ningen takusan, they, they, they  
Inu mo takusan, they, they, they

We hear a lot about the desirability of 'real communication' in the classroom; Mrs. Kitamura has found a way to foster it at a very basic level with universal, appeal - cooking (and eating): she calls it 'English through the stomach'. The recipe presented in Takamatsu was for an ice cream soda. First the recipe was given as a chant:

1. Put some fruit in the glass
2. Pour some soda on the fruit

3. Add ice cream- one spoon
4. Sprinkle coconut on the top

The students, who have been given cards with the illustrations of each step, chant and mime the recipe several times. Then the recipe is discussed, with the teacher asking questions, such as:

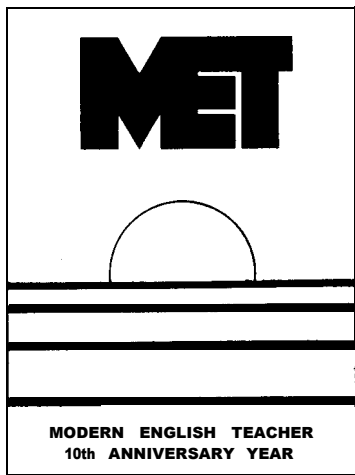
*What do you need?*  
*When, do you pour in soda?*  
*How much ice cream do you add?*

Questions, of course, are adjusted to the level of the class.

As the students prepare and consume the recipe: natural language should be used and encouraged: 'Please hand me the soda.' 'Do you need the fruit?' 'How does it taste,' etc.

A tremendous amount of language can be taught with this activity in a relatively short time, skills such as measuring and weighing can also be taught, meanings are developed clearly and directly (and certainly reinforced!) and everyone has a marvelous time. I tried it the next day with a group of high school girls and it was an unqualified success, even though I couldn't find coconut. The girls also learned 'But we don't have coconut.' Mrs. Kitamura points out that this is an excellent activity for a guest or substitute teacher as it is easy to do, fun for the students, creates a relaxed atmosphere and the level can so easily be adjusted.

## Modern English Publications



**The leading magazine of practical ideas for teachers. Now with more pages and special low rates for groups.**

### Have you seen?

*Business Express* - the quarterly magazine for adult learners. For self-study and class use. With optional cassette.

### New Books for Teachers

*Individualisation* ed. Geddes & Sturtridge.

*Language Testing* ed. Heaton.

In same series (ed. Susan Holden):

*Visual Aids, Teacher Training, E. S. P.,*

*Teaching Children.*

### Materials for Language Teaching:

inexpensive visual resource material for all ages and language levels. 5 titles.

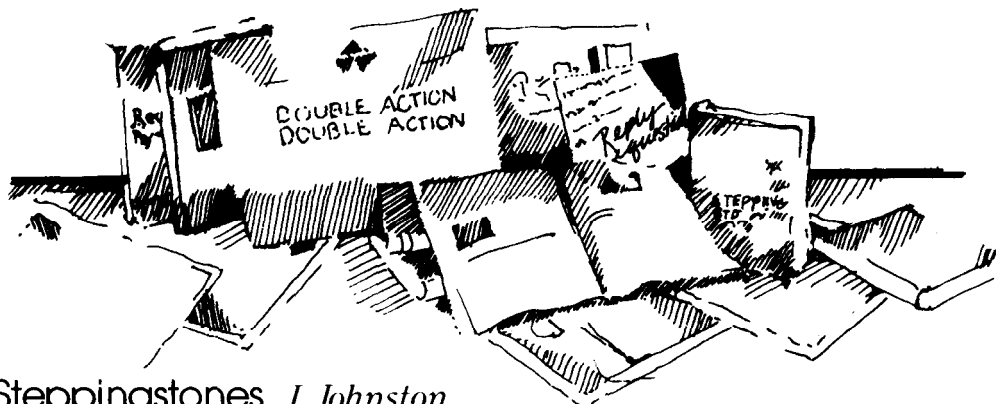
*Roundabout* - exciting supplementary material by Donn Byrne for children 7-12 years. Now with workbooks for writing practice.

*Interact* - oral fluency practice for pre-intermediate students with optional cassette. Ideal for short courses. Just published July '82.



For details write to MEP c/o ILC Tokyo, Iwanami Jimbo cho Bldg. 2-1 Jimbo cho Kanda Chiyoda Ku, Tokyo 101

# For College-Level ESL . . . Adopt ADDISON-WESLEY



## Steppingstones *J. Johnston*

A Z-volume comprehensive ESL course that reviews basic grammar and develops students' confidence in English. "Steppingstones passes the ultimate test — it makes the ESL teacher want to use it in class as soon as possible."

## Reply Requested: 30 Letters of Advice *R. Yorkey*

This fun, fast-paced supplement uses actual letters from an advice columnist to practice informal, functional language.

## Reading by All Means *F. Dubin, E. Olshtain*

ESL students become better readers by learning to practice personal reading strategies in a wide variety of selections. "...One of the few (books) organized on principles relevant to the needs of foreign students preparing for American universities."

## Writing Academic English *A. Oshima, A. Hogue*

A composition workbook for ESL students preparing for or beginning their first academic writing course on campus. Includes practice in grammar, rhetoric, and "writing under pressure." NEW FOR '82

## Say the Right Thing! *S. Thompson, C. Meloni, A. Beley*

A supplementary text to help intermediate to advanced university students practice formal vs. informal language, depending on the situation at hand. NEW FOR '82

## Double Action Picture Cards *J. Yedlin*

24 paired 16" X 20" visuals depict adults in at-home & on-the-job situations. Help practice functional vocabulary, review grammar & develop communication skills at all levels.

## Conversations of Miguel & Maria: HOW Children Learn ESL

*L. Ventriglia*

The first volume in A-W's developing ESL Teacher Training/Resource Library, this significant book defines strategies which children naturally use to learn ESL, based on the author's research and observation. Includes practical applications for the classroom. NEW FOR '82

For further information please contact:

◆ ADDISON-WESLEY PUBLISHING COMPANY

2-2, 1-CHOMESARUGAKU-CHOCHIYODA-KU, TOKYO

Tel 03-291-4581 (Mr. KIYOSHI KOGA)

# Bulletin Board

## JALT FUKUOKA CHAPTER NOMINEES FOR 1983

Below are the people who have accepted nomination to the JALT Fukuoka Coordinating Committee for 1983. Their scarcity just shows the number of members devoted and generous enough to take these non-salaried, volunteer jobs. Read about who they are, meet them at our get-together this month, thank them for serving and for their services, and assist them in anyway possible.

**Coordinator - JIM KING** graduated in French with European studies at Sussex University and received a post-graduate diploma in translator techniques at University of Kent. He's very well travelled: Europe, overland to India, Saudi Arabia, and Seattle, Wash. He has taught English in Cambridge and is presently at Nakamura Gakuin. He's organizing a British Cultural Association in Fukuoka and is editing a new English magazine for high school students. His interests also include yoga and polarity.

**Membership - MASURAO KURAZUMI** graduated from Aoyama Gakuin University in American and British literature. He's worked as a management analyst at Yokosuka U.S. Naval Station, on a publishing editorial staff, as a businessman, and as an English teacher. He is presently the director of English instruction at Fukuryokan, a large *juku*.

**Treasurer - ETSUKO SUZUKI**, a graduate from Seinan Gakuin University, has been running her own English school since 1970. Bell American School is the name of the school where she and her staff teach English to adults and children, assist in English writing and publish books in English. She was JALT Fukuoka Arrangement Secretary two years ago and Treasurer this past year.

**Programs - YOSHIMI SHIBAKO**, a graduate of ICU, received post-graduate diplomas in English Studies at the University of Nottingham and in TESOL at University of Wales. He's been teaching in Japan for five years and now is working at Kyushu High School. He has been JALT Fukuoka Programs Secretary for 1982.

**Recording Secretary - RICHARD ULRYCH** received a B.A. in history at Franklin and Marshall College, a B.A. and a M.S. in Applied linguistics at Indiana University. His teaching experience includes associate instructor at Indiana University, ESL instructor for Indo-chinese refugees, and community college instructor. Presently he's teaching at Tokai University.

November 1, 1982

**Member-at-Large - HENRY A. SCHUTZBIER**, originally from Italy, but lived in the U.S., is professionally a satellite engineer. but after 28 years he decided that teaching English conversation was less stressful. A graduate of Durham's College of Electrical Engineering and San Antonio College, he teaches at KDD and his own school called, Henry's English Conversation School. He says he's in love with anything Japanese.

**Member-at-Large (Social) - TAEKO OKUBO** graduated from Kitakyushu University in 1976 and is working at Onohigashi Junior High School. She has been JALT Fukuoka Social Secretary for this year.

**Member-at-Large (Facilities) - KYOKO KATSUKI** studied English and American literature at Rikkyo University and also studied French at Athenee Francais. Since 1978 she has been teaching English and some French at ECC Foreign Language School.

Ballots are coming to you soon. If you or any member can and would assist on the Coordinating Committee, please write in your name or their name on the ballot. Don't be bashful! The more assistance there is, the lighter the duties become.

When completing the ballot, also be sure to make your reservations for the get-together. Then remember to post it immediately!

## 第2回語学学校経営者セミナー

全国語学教師協会(JALT)は、全国の塾・会話学校・専門学校などの民間団体語学教育に携わる経営者を対象に、その水準向上を目的として第2回目のセミナーを開催することになりました。つきましては、この趣旨にご賛同いただき、参加していただくようお願い申し上げます。

### セミナー要項

日 時：昭和57年11月23日(火)  
9:30 ~ 17:00

会 場：専門学校 通訳ガイド養成所ランゲージセンター

(東京都新宿区高田馬場1-28-6)

参 加 費：会 員 5,000円

非会員 6,000円

募集人数：30名

講演内容：9:30 ~ 10:50

「外国人教師採用の問題」

田久保 浩平(NEC)

・外国人教師の選び方, 給与, 労務管理などについて具体的に追求する。

11:00 ~ 12:20

「TOEICの利用」

三枝 幸夫(国際コミュニケーションズ)

・数多くの企業が英語能力テストとして

## ENGLISH EDUCATIONAL SERVICES

English Educational Services International, a non-profit clearinghouse for employment-related information in the field of English as a Foreign Language, was represented at a table in the commercial area of the Osaka JALT conference. Since the collapse this past summer of the TESOL-CAL computer job bank system, EESI remains as pretty much the only regular and dependable source of ESL/EFL employment information worldwide. During the year, EESI publishes five Newsletters containing an average of 100 openings in the U.S. and abroad, at every level, as well as first person articles by overseas teachers and administrators describing recent educational and cultural conditions in their countries. During the October JALT conference, copies of the Newsletter were on display.

Now, Joseph Lieberman, Chairman of EESI, and presently living in Ashiya, wants to start a Kansai instant phone job service for JALT members. Further information and application forms for teachers and employers are available from Mr. Lieberman at Ashiya University, Rokurokusocho, Ashiya, Hyogo 659. If you are more interested in international or U.S. employment, however, write directly to EESI, 139 Massachusetts Ave., Boston MA. 02115 U.S.A.

## Position

(THAILAND/INDONESIA) Immediate openings: ESL Master Teachers responsible for teacher training and curriculum development; ESL Coordinators responsible for overall design and implementation of ESL component. For English Language and Cultural Orientation Programs for Indo-Chinese refugees in Thailand and Indonesia. For more information contact Helju Batchelder, The Experiment In International Living, Kipling Road, Brattleboro, Vermont. U.S.A.

.....  
(cont'd from preceding page)

いる TOEIC の効果的利用法を説明する。

13:30 ~ 14:50

「日本語教師養成の諸問題」

今井 幹夫 (千駄ヶ谷日本語教育研究所)  
・日本語を外国語として教える日本語教師の資質及び養成過程など具体論を展開する。

15:00 ~ 16:20

「企業が要望する語学学校生の英語力」

川口 一郎 (日本リクルートセンター)

## VOTING PROCEDURES FOR 1982

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

All of JALT's 11 chapters were requested to submit a list of candidates for the elections. What you see on the ballot is the names of all those candidates who were so nominated and subsequently accepted the nomination. If the number of candidates seems a little sparse, it is because only a few people expressed a willingness to spare JALT the (sometimes considerable) time and effort required to fulfill the duties of a JALT executive committee member.

Voting must be done in accordance with the following guidelines:

- 1) All members of JALT paid up until or after Oct. 31, 1982 are eligible to vote.
- 2) Votes must be received by the Recording Secretary no later than November 20, 1982.
- 3) Votes may be submitted in one of two ways:
  - a) by filling in the postcard ballot, including your name and chapter affiliation along the bottom and submitting the card as is through the mails, or
  - b) for those desiring a secret ballot, by enclosing the marked ballot (with the bottom portion blank) in an unmarked envelope, which is, in turn, placed in another envelope for mailing. Submit the ballot to the address on the postcard, your name and return address clearly marked on the outer envelope.
- 4) The lower position of all postcard ballots will be removed after voter eligibility is ascertained and before the ballots are counted by the tellers appointed by the President.
- 5) Ballots which fail to identify the voter either on the ballot itself or on an outer envelope will be deemed void.

**VOTE TODAY!**

**CANDIDATE INFO next 2 pages**

・企業側が望む語学学校卒業生の語学力  
・資質など豊富な資料をもとに語学学校の改善策を提案する。

応募方法：申込受付は先着順とする。申込書に参加費を添えて郵送（現金書留）にて、下記までお申込み下さい。申込後の参加取り消しの場合でも、原則として参加費はお返しできませんのであらかじめご承知下さい。尚当日の受付も可能です。

申 込 先：〒440 豊橋市王ヶ崎町字上原1-3

合同宿舍王ヶ崎住宅2-201

野沢 和典 ☎ 0532-48-0399

KENJI KITAO received his M.A. and Ph.D. in TESL at the University of Kansas. He is an assistant professor at Doshisha University and teaches English there. He has taught Japanese to foreign students at Osaka University of Foreign Students and Doshisha University. He is a member of various professional organizations' such as TESOL, ACTFL, NALLD, SIETAR, IRA, JACET, CAP, ELEC, JELES, and LLA. He is a member of advisory board of the Center, for Intercultural Communication at Marquette University. He has published many papers and has made presentations at conferences both in Japan and abroad. He is a co-author of *An American Sampler*, an international college English reading textbook. He was Program Chairperson for the Kansai chapter of JALT in 1978, and is a founding member of the Kyoto chapter of JALT. He was JALT Program Chairperson in 1979 and has been JALT Vice-President since 1980.



## Program

SHARI J. BERMAN became involved in JALT local committee activities as a member-at-large in Kanto in 1977. At that time she was an instructor at Sony LL and worked on establishing large school liaisons to increase membership. After an absence of three years during which she attended graduate school at The School for International Training in Brattleboro, Vermont and taught at University of California, Extension in Riverside and Berkley, she returned to Tokyo to become Kanto Chapter president. She has served as chapter head for two years and been active in National Executive Committee projects. At present Shari is doing freelance consulting, teacher training and teaching in Tokyo. She was the curriculum director and founder of Aoyama Language Academy and is in the process of starting another school.



DALE T. GRIFFEE graduated from Baylor University with a B.A. in philosophy. He was a member of the Institute of Cultural Affairs (an educational think-tank based in Chicago) for eight years. He is a charter member of the Tohoku chapter and was program chairman for three years. He is currently chairman of the Long-Range Planning Committee. He has made presentations in Taiwan, various JALT chapters, JALT '80 and JALT '81. He is especially interested in drama and Total Physical Response and is the author of *Listen and Act, Scenes for Language Learning*, Lingual House, 1982.



## Recording Sec.

JAN VISSCHER has a B.A. from McMaster University, Hamilton, Ontario. He has lived in Japan for 12 years, teaching at large corporations and at Kwansei Gakuin University. He was recording secretary and the commercial member liaison for the JALT '82 Conference, and was coordinator of the West Kansai chapter in 1980.



RONALD GOSEWISCH was born in Cohasset (Cape Cod), Mass in 1939. Education: BS in Government and history from Sophia University's International College (1965). Worked for SCM and Saxon Industries before returning to Univ. in 1969. BA from Loyola-Marymount Univ. (Los Angeles) in 1970 and an MA in International US history in 1971. Entered Claremont Graduate School the same year and finished thesis in Asian Studies in 1976 and received second MA. Returned to Japan 1972 and taught two years at Sophia's Community College before taking present position at Nagasaki Univ's Faculty of Education. Directed Sophia Univ's Seminar for HS English Teachers for the last ten years. Coordinator JALT-Nagasaki. Member TESOL, Nihongo Kyoiku Gakkai, UNESCO (Nagasaki and Fukuoka) and JACET.





# Candidates

Ballot enclosed; procedures on page 23

## President

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



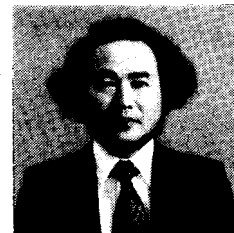
## Publicity

KOHEI TAKUBO is General Manager of Education and Director of the Board, NEC Culture Center, Ltd. Before his present position, he served as general manager of NEC Language Study Center for nine years. He presented papers at three different TESOL conferences, in 1977, 1978, and most recently at TESOL Hawaii this year. He was elected JALT National Recording Secretary in 1979 and Public Relations Chairman in 1980 and 1981.



## Membership

MUNETSUGU URUNO has a B.A. in Education from Ibaraki University and has been teaching English since 1959 at Ibaraki Senior High School where he is currently Chairman of the English Department. He studied TEFL at the East-West Center in Honolulu, Hawaii in 1969 and is now Membership Chairman of the Kanto Chapter. He served on JALT '81 Executive Committee.



## Treasurer

ALEDA KRAUSE graduated from the University of Michigan with a B.A. in German and an M.A. in linguistics and TEFL, taught English and German in the U.S. for four years, has been teaching and doing teacher-training in Japan for four years, and is currently with the Language Training Program at Sumitomo Metal Industries in Osaka. She has done presentations on teaching listening comprehension and the Total Physical Response Approach at LTJ '79 and at various chapters around Japan. In West Kansai, she served on the executive committee for three years and was the Treasurer for one. She is presently the National Treasurer as well as the Treasurer for JALT '82.



## Vice President

JERRY PIERCE: B.A. in Education, Los Angeles State College; MA. in Education, California State University at Los Angeles. Member of JALT since 1980 and President of East Kansai-Kyoto Chapter for 1981-82 and 1982-83. Employed at Kyoto Sangyo University in both the Foreign Language Department and the General Education Department; also, Instructor and Advisor at Kyoto Sangyo University Alumni Association in their English Language programs.



# Meetings

## SHIKOKU

Topic: Making English Lessons Come Alive  
 Speaker: Professor Miho Steinberg  
 Date: Sunday, November 14  
 Time: 1:30-4:30 p.m.  
 Place: Education Department, Kagawa University, Saiwai-cho, Takamatsu  
 Fee: Members: ¥500, Non-members: ¥1,000  
 Info: Betty Donahoe (0878) 61-8008 or Michiko Kagawa (0878) 43-5639

Professor Steinberg who is presently on sabbatical from the University of Hawaii has had extensive experience in Japan and the U.S., both teaching English and training teachers and has, in addition, many insights into the language acquisition process from her own experience as a bilineally educated individual.

Professor Steinberg will present practical ways for enlivening English teaching and will share ideas for adapting junior and senior high school texts to make classes more interesting and successful. She will also demonstrate how English teaching games can contribute to the learning process at all levels.

## EAST KANSAI-KYOTO

Topic: Cultural Interferences in Japanese English Language Education  
 Speaker: Mr. Linju Ogasawara  
 Date: Sunday, November 14  
 Time: 2:00-5:00 p.m.  
 Place: British Council - Kyoto Centre, Imadegawa-dori, Sakyo-ku, Tel: (075) 791-7151  
 Fee: Members: free; Non-members: ¥1,000  
 Info: Juro Sasaki (075) 491-5236

Mr. Ogasawara is employed by the Ministry of Education in the English Text Book Department where English Text Books for High Schools are screened.

## TOHOKU

Topic: Report on JALT '82  
 Speaker: Several local JALT members  
 Date: Sunday, November 7  
 Time: 4:00-7:00 p.m.  
 Place: New Day School  
 Fee: Members: free; Non-members, ¥500

Several members will give short presentations on workshops they attended during the national JALT conference in Osaka. Nominations for the Sendai Executive Committee will also be taken at this time.

## KANTO

Topic: Video Materials for ELT and their use in the classroom  
 Speakers: Andrea Charman, James Duke  
 Date: Sunday, November 21  
 Time: 1:00-5:00 p.m.  
 Place: Kelhoku High School (S-28-25 Haku-san, Bunkyo-ku, Tokyo; Tel: 941-6253) near Hakusan Station on the Mita Subway Line  
 Fee: Members: free; Non-members: ¥1,000  
 Info: Shari Berman (03) 719-4991

This presentation will examine the variety of video materials commercially available and suggest practical ways they may be used in the classroom. Andrea Charman will present a selection of tapes, including *Follow Me*, *The Sadrina Project*, *Follow Me to San Francisco*, *Speak Easy* and recently published business course, *Bid for Power*, and give an overall view of the uses of video and how it may be incorporated into a variety of teaching situations. James Duke will introduce various techniques he has devised for using video in the classroom as a teaching tool, and compare the video with conventional materials in effect and results.

Andrea Charman has had extensive experience, both as a classroom teacher and in video production. She has trained people from all over the world, including teachers from Japan, and is familiar with the problems that Japanese students face. In addition, she has worked in publishing as an international marketing manager for ELT materials, and in video production as a member of a Board of Trade project on the use of video, especially for Japan. She is particularly interested in producing her own materials for classroom use.

James Duke is currently the Director of I.L.C. Kanda. He is a former Kanto Chapter President (1980) and was in charge of programming for JALT '81. He has been interested in the use of video in the classroom for several years, and this interest found focus when ILC introduced *Follow Me* on a large scale some 'three years ago. He has devised a variety of techniques for using the video especially at elementary level, and published an article in *Modern English Teacher* in 1981 outlining how video should not be used.

Interest Groups: As a result of the September meeting, the following interest groups have been formed. Please call the coordinators for further information.

**Teaching Businessmen.** Coordinator: Stephen Turner. Tel: 2814105 (work) or 703-4736 (home).

Meetings are scheduled for Saturday, November 27, 2 p.m. at the Kobe Steel Language Centre (call Stephen for details) and for Saturday, December 18 (day open to negotiation).

**Applied Linguistics Reading Group.** Tem-

porary coordinator: Virginia LoCastro. Tel: 582-9841 (work).

**Labour Relations/Working Conditions.** Coordinator: Terri Brago. Tel: 359-9621/8 (work) or 321-6524 (home).

**Teaching Large Classes/in High Schools (in Japanese).** Coordinator: Michiaki Tabuchi. Tel: 9416253 (work) or (0488) 31-4986 (home).

## CHUGOKU

**Topic:** An Experiment With Language Teaching and Television

**Speaker:** Professor Thomas L. Russell

**Date:** Sunday, November 14

**Time:** 1:00-4:00 p.m.

**Place:** Hiroshima YMCA

**Fee:** Members, free; Non-members: Y1,000

**Info:** Marie Tsuruda (082) 228-2269

A summary of results of a 1982 demonstration project whereby English-speaking students are taught Japanese using the television system described above. The project is designed to test the viability of employing this inexpensive means to make language instruction available wherever it is needed, regardless of the number of enrollees. Illustrated with recorded tape segments.

Thomas Russell is an Assistant Professor, Coordinator of Instructional Television for the newly formed Instructional Television Center, Rochester Institute of Technology, Rochester, New York.

## TOKAI

**Date:** Sunday, November 28

**Place:** Kinro Kaikan

**Time:** 2:00-5:00 p.m.

The speaker for the month of November has not been decided yet, but more complete information will be sent by postcard in November.

## NAGASAKI

**Topic:** 1982 JALT International Conference Report

**Date:** Sunday, November 14

**Time:** 1:00-5:00 p.m.

**Place:** Omura Community Center

**Fee:** Members: free; Non-members: Y1,000

**Info:** Ron Gosewisch (0958) 61-7563 or Mr. Mikuriya (0958) 56-5647

## DRAMATIC READING IN KYUSHU

Albion-za, an English language dramatic reading group will perform at Hibikiso, Rm.202, 1-1 Daimon, Kokura, Kita-ku, in Kitakyushu city on November 28. A children's performance will be from 3:00 to 4:00 p.m., admission Y700. The adults performance will be from 6:00 to 7:30 p.m., admission Y1,500. Contact Cathy Sato, 5-16-4-506 Norimatsu, Yahata-nishi-ku, Kitakyushu 807. Tel: (093) 602-0295.

## SAY IT RIGHT!

Pronunciation Practice for  
Japanese Students

〈基礎米語発音教本〉

by Harvey M. Taylor

0 Basic pronunciation textbook which focuses on problems specific to Japanese students of English.

- Sections called *Explanation* and *Pronunciation Hints* give students important suggestions to help them monitor their own pronunciation.
- *Imitation Drills*, *Listening Quiz* and *Exercises* supply students with opportunities to improve and to correct their own problems.
- Words and sentences are carefully controlled, following the Guidance Summary of Ministry of Education of Japan. Therefore, students who have already begun English study can use this text and the tapes to correct and improve their pronunciation of the English words they have already learned in school.
- Japanese translation for *Explanation* and *Pronunciation Hints* is available under separate volume so that this text can be used for self-study with accompanying cassettes.

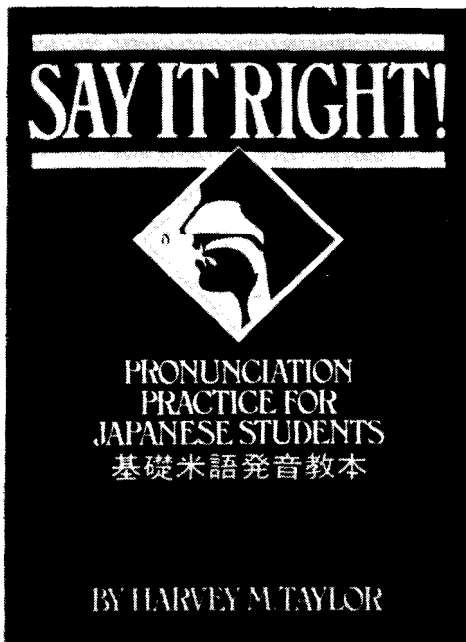
text (112 pp.). . . . . Y1,380

cassettes (X-90). . . . . Y8,000

free examination copy available. Please contact:

Regents Publishing Company, Inc., Japan

2-2-15 Koraku, Runkyo-ku, Tokyo 112 phone: W816-4373

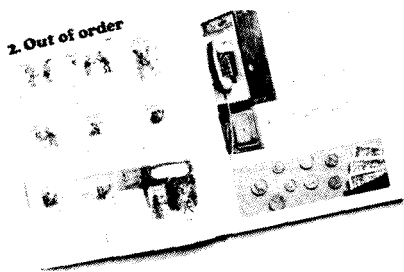


# SPECTRUM



## A Communicative Course in English

**SPECTRUM** is a complete, six-level communicative course in English as a second/foreign language that breaks new ground in English language instruction. **SPECTRUM**'s unique approach *follows the natural rhythms of language learning* by thoroughly familiarizing students with new language before asking them to practice it. **SPECTRUM** is a communicative series with a carefully sequenced, systematic approach to grammar. And **SPECTRUM** abounds with opportunities for personal expression which motivate students by allowing them to be individuals.



\*Textbooks present new functions and grammar in real-life situations.

• Full-color illustrations and photographs cover 64 pages of the text, providing stimulating, informative visual material for language practice.

• High-interest reading sections provide 'fun', relaxing class-room time and help students interpret many common written documents.

• Grammar is practiced in uncontrived, natural conversational exercises.

• Listening activities prepare students to understand the authentic spoken English they will encounter in everyday life.

• Review units provide a comprehensive re-examination of all new language.

• Teacher's editions contain an almost full-sized reproduction of each student page and give imaginative, step-by-step instructions for presenting each unit. Detailed lesson plans and extensive cultural and usage notes are also featured.

• Workbooks provide written practice of both functions and grammar, and include additional reading, listening, and speaking activities.

• Cassettes feature recordings of all dialogues and a variety of listening exercises from both the textbook and the workbook.



Textbook ¥1,700 Workbook ¥980 Teacher's Manual ¥2,730 Cassettes ¥16,000

Each level of **SPECTRUM** will be available in Japan on the following dates.

Level 1 : July, 1982

Level 2 : October, 1982

Level 3 : April, 1983

Level 4 : June, 1983

Level 5 : October, 1983

Level 6 : February, 1984

For examination copy request, please contact:

**REGENTS PUBLISHING CO., INC., JAPAN**

2-2-15 Koraku  
Bunkyo-ku, Tokyo 112  
phone : 03 816 4373