

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

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## Survey of Language Testing

By Charles E. Adamson Jr.,  
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Testing generally receives very little attention in a typical teacher-training program. However, most teachers are eventually required to test in some form, ranging from formal testing for grading purposes to informal testing to assure that course goals are being met. This short article will cover some of the areas of interest, and their terminology, that is important for the classroom teacher.

First, there are five basic types of tests which may be given within a school. Of these, the typical teacher will not be involved with preparing three: attainment tests (school-wide standardized achievement tests), proficiency (placement) tests, and aptitude (predictive) tests. The teacher is most likely to need progress tests and diagnostic tests. A progress test is given to a class to measure the achievement of that class. It is usually used for grading or to check that teaching goals are being met. Diagnostic tests are given to determine areas in which the students require additional work and are not used for grading purposes. Most authorities on testing suggest that a test may be directed at the individual language skills (listening, speaking, reading, and writing) along the following components: Phonology or orthography, structure, vocabulary, and rate and general fluency. Recent work by Oller and others has, however, shown that these skills and components may not be a valid way of looking at language for testing purposes.

How can you tell a good test from a bad

test? There are eight general characteristics of a good test.

*Validity.* Does the test actually measure the skill being tested? This is the area being questioned by Oller.

*Reliability.* Do two students of the same level get the same score or does the same student get the same score on different days? An unreliable test is obviously worse than no test at all.

*Discrimination.* Does the test separate students

(continued on page 4)

### 企業の国際化に伴う問題点

田久保 浩 平

企業の国際化傾向は、1980年代に入ると一段と加速されてきた。大企業においては1970年はじめより、国際化に対処するための手を打ってきているが、最近では中小企業も国際化問題に直面し、適切な手を打つ必要にせまられている。ところが大企業とちがって、小人数で人員ギリギリの線で事業運営を行なっている中小企業では、国際人養成の必要を認めているものの、どう対処したらよいのかとまどっているのが現状である。

国際化をすすめるうえで、国際化要員の語学教育が、まずとりあげられる。最近の大学卒の新入社員の傾向をみると、卒業後に入る企業の国際化体制を意識して、学生時代に自発的に語学研修に参加したり、ラジオ、テレビの語学番組で勉強して、ある程度の水準に達しているものが増加している。学生時代に海外旅行をしているものが4分の1位になっているのが現状である。

しかしながら、学生時代に習得した語学力水準では、ビジネスのうえでは不十分である。いきおい企業内において語学研修プログラムを組まざるを得ない。1970年以前における語学研修プログラムは、大企業においても不十分であった。この結果、海外に派遣された要員のなかには、現地に着任後6ヶ月間も現地にとけ込めずに孤立感になやまされたとか、現地人従業員との対話に困難を感じたとかの報告をうけた。最近では、語学研修体制がととのうにつれて、この種の問題は減少しているが、中小

JALT 82

October 9 - 11, Tezukayama Gakuin University

JALT's International Conference on Language Teaching/Learning, JALT '82, will be held at Tezukayama Gakuin University in Osaka, October 9-11, 1982. *Koen meigi* endorsement has been received from both the City of Osaka and Osaka Prefecture. Watch for more information in next month's Newsletter!

企業においては、いま、大企業が1970年以前に経験した問題に悩まされているのが現状である。

その病状を診断すると次の通りである。

- (1) 企業内で語学研修プログラムを計画しても人が集まらない。

人事教育担当者から相談をうけることがあるが、語学研修プログラムを発表しても、各課よりの参加人員が少なくてコースを組むことが出来ない。各人のモチベーションが低い。どうしたら参加意欲をあげることが出来るのか

- (2) 語学プログラムを発足させたが、コース途中で脱落者が多くて、結局コース半ばで空中分解してしまった  
語学プログラムを組む人事・教育担当者の熱意には頭が下がる。ところが、いざフタをあけてみると一般語学研修参加者がついて来ない。コース半ばで、半数以上が脱落、コース終了時には1名か2名になってしまった。脱落防止の対策如何。

- (3) 語学プログラムの講師には、日本人がよいのか外人がよいのか。

他社の例を調査した結果、外人がよさそうなので外人講師にしたが、その指導法がよいのか悪いのかよく

分らない。受講者のなかから、数回出席してみたが授業内容があまり幼稚なのでつまらないとの不満があがる。どうしたらよいのか。

- (4) 語学教材は何がよいのか。

初級クラスは、語学力の低い者が集るので、教材も小学生向けの簡単なものが多い。成人に対する語学教材は別に準備すべきではなからうかとの疑問がでる。

それではどんな教材を選択すべきか。

- (5) 語学プログラムは集中研修がよいのか、ある期間つづけた方がよいのか。

ビジネスマンが語学研修にむける時間は短い。それでも毎日仕事に追われている。どの位の時間を語学研修にむけたらよいのか。どの程度の語学力をつけたらよいのか

以上の問題を含めた、現場における種々の疑問点にこたえるために、JALTでは企業内研修担当者に対して、9月に国際人セミナーを計画している。日本の国際化施策をスムーズに進展させる一翼をになっている方々の参加をお待ちしている。

# JALT NEWSLETTER

Vol. 6, No. 7

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The JALT Newsletter is the monthly publication of the Japan Association of Language Teachers. The editors are interested in articles of not more than 1,200 words concerned with all aspects of foreign language teaching, particularly articles with practical applications. Articles may be in English or in Japanese. The editors also seek book reviews of not more than 750 words; classroom texts, techniques, and methods books are preferred. It is not the policy of the JALT Newsletter to seek books for review from publishing companies. Employer-placed position announcements are printed free of charge. Position announcements do not indicate endorsement of the institution by JALT. It is the policy of the JALT Executive Committee that no positions-wanted announcements be printed in the Newsletter.

All announcements or contributions to the Newsletter must be received by the 5th of the month preceding publication. All copy must be typed, double-spaced on A4 size paper, edited in pencil and sent to: Pam and Chip Harman, Heights Motoyagoto SOS, Motoyagoto 1-241, Tenpaku-ku, 468 Nagoya, JAPAN. (052) 833-2453.

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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:

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# Assessment Versus Testing

By Andrew Wright, Nanzan Junior College

At the present time there is an expansive and expanding literature about language testing. Most of this writing is concerned with testing methods and techniques. It is, for example, easy to find writers concerned with producing better multiple-choice tests, or how to make statistical analyses of test results. By contrast there is a noticeable lack of concern about some of the more philosophical issues of testing. Perhaps this would be a good time to stand back a bit and consider one or two of these issues as they face us as language teachers in Japan.

In his recent presentation to the Association of Foreign Teachers in Japan Dr. Garv Tsuchimochi of Teachers' College 'at Columbia University drew some comparisons between the approaches to education in Western countries and those in Japan. The word *education* embodied the classic ideal of leading or drawing out a student's innate abilities. *Education* is usually rendered into Japanese as *kyoiku*; *kyo* meaning 'teach' and *iku*, 'cultivate'. The element of cultivation has been rather ignored in recent years, and Japan's educational policies have become preoccupied with cramming students' heads full of information. There is a widespread feeling in Japan that ability comes from learning; accordingly education is measured in terms of how much a student learns - and can retain in his head. In the West, education concerns itself more with the extent to which a student can use his abilities and the information he has learned. In his *Japan as No. 1* Vogel points out that Japanese universities are not really interested in applicants' high-school records; that is, they are not concerned with students' educational growth. Universities want to measure applicants' capacity to store information, hence the one-shot examination system with all its concomitant social pressures.

The view of an examination system has to be taken into account with care when determining our own testing strategies. Most of us would accept developing language skills as a series of changes in behaviour, perhaps even of re-culturation. This faces the responsible teacher with important questions. What qualities are we trying to identify in our students? Are we interested only in some final, summative, test performance; or are we seeking to monitor changes in behaviour while the learning process is underway to assess the quality or efficiency of learning? Why is the assessment taking place? What, if anything, will happen to the students as a result of the assessment? Having answered these questions, suitable testing strategies can be determined.

Ask most people to define a 'test' and they will probably describe some more or less stressful situation where students must give some kind of performance as a base for measuring their mastery of knowledge, or of their competence in some skill. This is not the whole truth about assessment, however. In a community of learners and teachers, assessment operates at

different levels. Students assess each other, which is an active and visible process in language classes, and quite naturally they also assess their teachers. Thirdly, and fundamental to any learning, teachers and students try to know more about themselves. They assess themselves.

In his book *Assessing Students: How shall we know them?* Derek Rowntree states:

... basically, assessment in education can be thought of as occurring whenever one 'person, in some kind of interaction, direct or indirect, with another is conscious of obtaining and interpreting information about the knowledge and understanding, or abilities and attitudes of that other person. In this light, assessment can be seen as a human encounter.'

I like this notion of *knowing* a student, instead of *assessing* him over a short period of time in a highly artificial and stressful situation. 'Knowledge implies a sympathetic, well-considered appraisal of a student's powers as well as an evaluation of his attitude towards his accomplishment. Knowledge or appraisal, then, should perhaps reflect more accurately what we should be doing. At some distance from the language classroom, though no less relevantly, Joan Tough contrasts assessment and appraisal in her book, *Listening to Children Talk*.

How does the child walk or run? What is the quality of his movement? What kind of control does the child have of fine and intricate manipulation and of movement that needs concentration of strength and effort? What is the child's general coordination of movements like? Is he awkward and ungainly, or does he move smoothly without apparent effort? Many of these qualities would defy measurement, and many would defy comparison with other children. But all could be appraised, ie. described in terms which build up a picture of what the child is like.

In a nutshell then, these paragraphs are a plea for some rethinking of the ways in which we assess our students. We should not be afraid to use continuous assessment instead of discrete tests; we should certainly not feel that such a way of assessing students lets them off lightly. There is nothing sacred about a set of figures derived from a formal test, and we should never be afraid to trust our own value judgements of our students' powers. We should not be afraid to favour appraisal over examinations. Above all we should try to gain greater knowledge of our students. If we do not, then however finely honed are our techniques of assessment, we shall have failed both our students and ourselves.

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Joan Tough. *Listening to Children Talk*. London: Ward Lock.

# Survey.....

(cont'd from page 1 )

enough so that relative skills are apparent? Obviously a test on which all the students get between 95% - 97% tells us very little about their relative abilities.

*Backwash.* What effect does the test have on classroom activities? This effect is clearly demonstrated by the college entrance tests which have a strong effect on the lower levels of the Japanese school system.

*Clarity of instructions.* Are the instructions sufficiently clear so that all the students understand exactly what they are to do? This lack of clarity is a common failure with many classroom tests.

*Appropriate time allowed.* Is the time allowed appropriate for the teacher's goals? For some tests insufficient time is a valid part of the test construction. However, in other tests adequate time is necessary for a good test.

*Interesting.* Is the test interesting for the student or is it boring? A good test should contain interesting content. It should also be visually pleasant, that is, it should *look* interesting.

*Ease of administration.* How much work is involved for the teacher? This applies both to the actual time spent preparing and giving the test, and the time spent scoring and evaluating the test.

When considering the test items we must think in terms of two dimensions: discrete-point/integrative and direct/indirect. A discrete-point item is one that tests a single feature of the language, e.g., a vocabulary items or grammar point. Whereas a completely integrative item would require the complete understanding of the language for successful completion. Multiple-choice questions are good examples of discrete: point items and cloze tests, dictation, and communicative situations (interviews, role play, etc.) are forms of integrative tests. In contrast to this dimension is the direct/indirect axis. A direct item is one in which the student is actually performing the thing being scored, e.g., telling about a past event and being graded on the use of the past tense. At the opposite extreme is the indirect item which tests the student's knowledge, not his performance. The traditional multiple-choice grammar point item is a good example. The student is not asked to produce it, but to judge it. All tests will fall somewhere in the space defined by these two axes. The actual goals of the test will determine which combination will be best for a given test.

There will be a large number of stimulus/response patterns to choose from when constructing a test and the actual patterns selected should reflect a careful consideration of all of the points discussed above. The following list, taken from Cohen gives some of the most common formats which may be combined in almost every conceivable way to generate a test item.

## Stimulus Item Format

- A. Oral stimulus
  - \* contextualized minimal paris
  - \* sentence with selected grammatical structure conveying information
  - \* questions or interview instructions
- B. Written stimulus
  - \* sentence stimulus
  - \* passage stimulus instructions
- C. Nonverbal stimulus: gestures or pictures
  - \* type of picture
  - \* affective value of picture
  - \* presentation format
  - \* subject of picture
  - \* display format
  - \* purpose of picture

## Response Item Format

- A. Oral response
  - \* oral recitation
  - \* role playing
  - \* interviewing
- B. Oral or written response
  - \* distinguishing
  - \* ordering
  - \* combining
  - \* identification
  - \* completion
  - \* paraphrase
  - \* structured or free response
- C. Written reporting response
  - \* matching
  - \* note taking
  - \* rewriting
- D. Nonverbal response
  - \* gestures
    - identification
    - responding to requests
  - \* pictorial response

In conclusion it should be noted that good, effective testing, while admittedly complicated and deserving of more study than usually devoted to it, is not difficult. You, the classroom teacher, can easily improve the tests that you give in your own classes.

Chapter  
Reviews

## West Kansai

ISSUES IN LANGUAGE TEACHING

Reviewed by Jerry Biederman

The April meeting of the West Kansai Chapter abandoned it's usual format and reverted back to a type of meeting that had been more common in an earlier period when JALT was in its formative stages. In this meeting instead of a single presentation being the focus of attention,

a number of small groups were formed for informal discussions of various aspects of teaching foreign languages.

In all there were seven groups, each with its own topic. The topics were: Motivation, Correcting Errors, Teaching Vocabulary, Serendipity in the Classroom, Dealing with Large Classes, Adapting Required Materials, and Accuracy in Pronunciation. At the end of the discussion we all reformed into one large group and the results were reported.

The group discussing motivation made a large number of suggestions concerning ways of improving attitudes toward language learning and making it a more interesting experience. Using impromptu speaking was suggested, as well as free discussion, role play, and skits. The use of realia was also recommended as well as inviting a native speaker to the classroom occasionally. On the speculative side it was suggested that fear of failure should be eliminated since it probably has a negative effect on attitude. This might be accomplished by eliminating testing and teacher evaluations. Another teacher pointed out that fear of failure might be the only thing that kept students studying so that issue was left unresolved.

The group discussing error correction concluded that in this area there were no right or wrong answers. There was a wide variety of opinions on what to correct ranging from everything to nothing. Among the questions discussed was the reason for correcting about which nobody was quite sure, also whether it was useful. No clear conclusion could be drawn on this question either. However despite the lack of agreement the group remained amiable. So much so in fact that there was some talk of starting a special interest group on error correction but at last report nobody could decide whether or not it would be a good idea.

Dealing with Large Classes was well attended and took on the appearance of a large class itself. Among the suggestions from this group was to break the class into small groups and rotate lessons having each group doing a different lesson. Pair work was mentioned. It was suggested that with these larger groups, listening practice was probably more feasible than speaking and also in order to minimize anonymity, name cards were suggested.

In the group discussing teaching vocabulary, it was suggested that vocabulary always be presented in some context. Also it was felt important that the student use the word and create examples of its use. It is also useful if the word is used in discussing some aspect of the student's own culture. Songs were also suggested as a good source of vocabulary.

Serendipity in the Classroom focused on dealing with unexpected occurrences and using them to advantage. For example, one teacher said that when a spider landed on a map and distracted attention from the lesson, it was used for an impromptu geography lesson. It was also mentioned that occasionally a teacher could plan unexpected occurrences in order to stimulate conversation.

The group working on pronunciation decided

that the goal in that area might be 'the ability to speak well enough to be understood by a native speaker so that even though the pronunciation of a word or phrase did not coincide with the phonetic description found in reference works it should be considered acceptable as long as it was clearly understandable. It was pointed out that Japanese students usually make little progress in pronunciation because the teaching doesn't give much opportunity for practice, and since college entrance exams emphasize reading comprehension, there is little motivation on the part of the students to learn to speak correctly. It was therefore suggested that college entrance exams should include an oral section and that teachers should put more emphasis on spoken English in secondary school.

The group discussing adapting required materials touched on a number of related subjects. It was pointed out that English was often taught more as an obstacle course than a subject of practical use. The main purpose often seems to be mainly to weed out poorer students in college entrance exams. In that respect it doesn't seem to matter so much that many textbooks by Japanese writers have gross inaccuracies. It was suggested that a teacher should extend the material found in textbooks since they often only touched on main points that need a great deal of work before they can be properly understood or used by the student.

Overall most people seemed to enjoy the meeting and its informal atmosphere. It seems possible that another such meeting might be planned in the future.

## Tokai

### LANGUAGE IN USE

By Michael Home, Nagoya University

At the Tokai Chapter's May meeting, Dr. J.N. Palmer from Concordia University, Quebec, gave a learned and entertaining lecture on 'Language in Use.' His aim was to review theoretical considerations about language which are prominent today and to see how they can be applied to practical teaching situations.

Dr. Palmer began his talk with a seemingly-irrelevant anecdote about brand names in China, which set the tone of his whole discussion. Chinese use English in strange ways, choosing 'names for products which seem inappropriate. Hence we have 'Tramcar' laundry soap and 'Snowflakes' shoes. There is a serious point here, of course; the way in which English is used by other cultures reflects the difficulties of inter-ethnic communication, one of Dr. Palmer's chosen topics.

All this, however, was by way of introduction. The first main section dealt with discourse analysis. 'Discourse' is 'language used for a purpose', such as a recipe, a telephone conversation or a newspaper article. It differs from the 'text' (the actual words used) in that it has a cultural dimension, and provides a unifying framework for communication to take place. It resides in the minds of the users at a

level other than the text, and it is expounded. It often contains body language, expectations, etc. which the text itself does not provide, and it can also supply elements of meaning which the text omits. For example, 'Could I have a light?' looks like a request, but its meaning is more like 'Give me a light!' in most contexts.

Discourse is important because it can be both spoken or written, and it is always contextual. It usually deals with units larger than the single sentence, since it is extremely rare for sentences to occur in isolation. However, until quite recently, the science of linguistics has tended to ignore discourse, preferring instead to concentrate on short phrases or sentences. This 'sentence method' is neat, and produces good grammar teachers, but it is not fully related to experience.

Since discourse deals in large units, it has to act as the unifying principle that organizes all the elements in a piece of writing. It therefore makes use of cohesion devices (grammar points that cause sentences to be linked together), and coherence devices (rhetorical devices to get the meaning across). Often elements of meaning are left out of a sentence, this omission being one of the main cohesion devices. In a dialogue like the following, the *too* refers to the whole of the previous sentence without actually repeating it and functions as a cohesion device.. 'I'd like some coffee'. 'Me too'. The same is true of *do in* the sentence, 'He tried to pass the test for six months but didn't do it'. Cohesion devices also include pronouns, demonstratives, connectors, paraphrases etc. Many words complement each other (*girls* cannot exist without *boys*), or they are part of a series, like the days of the week. As for connectors, like *however* and so, they don't really belong grammatically to the sentences in which they occur, but hold the text together on the level of discourse. In this respect, discourse in the western world reflects the influence of Aristotelian logic in that it admires syllogisms; in other cultures, however, this may not be the case.

Dr. Palmer said little about coherence devices, except to point out the connection between rhetoric and the teaching of reading. It may be said that the 'period' or 'full stop' in writing is an interaction point, at which the writer intended the reader to ask himself what is coming next, whether he has understood or agreed with what he has read, etc. There is a link here between reading and speaking - the reader is having a dialogue with the writer.

The second part of Dr. Palmer's lecture dealt with pragmatics as a useful area of investigation. Writing, especially serious writing, is logical and general, whereas speech is spontaneous, illogical and specific. Most speech is phatic communication and has to do with social control (keeping things in balance). It does not impart information. For example, we often modify direct statements or intentions so as to appease the listener. 'Would you mind if....?' replaces a direct statement of intention. As political animals we use various devices to get people to do what we want them to do, and this is where pragmatics comes in.

If we treat language *literally*, we often mistake the meaning. For instance? if we reply to the question 'How did you enjoy your dinner?' by saying 'I ate it', we are giving a grammatically correct response, but we are being too literal in answering, and we are ignoring the pragmatic factors or the hidden cultural expectations implicit in the question. One way of explaining this kind of problem is to use the concept of 'utterance', which can be defined as "the appropriate speech for a particular situation", or the conventional way of expressing something. It has nothing to do with grammatical accuracy, but it has much to do with cultural expectations.

Recently, linguistics and philosophy have been converging on pragmatics by invoking the metalinguistic paradox, or (using language to explain language). Dwight Bollinger has compared this to "building a fire in a wooden stove" (a self-consuming process), and it is obviously fraught with perils. But various attempts to get at the heart of language in use have been made. In California, the philosopher Searle has come up with the distinction between 'locutionary force' (literal meaning) and 'illocutionary force' (the *real* meaning). A statement like, 'That's your fourth bottle of beer' has an obvious literal meaning, but it is also a criticism, warning, or perhaps even an encouragement, depending on the context. The unconscious rules that enable us to understand oblique messages like 'Do you want me to punch you in the nose?' are known-as 'conversational postulates'. An illocutionary act may be performed indirectly by requesting whether a requisite condition for that illocutionary act holds. For example, 'Would you mind stepping outside?' usually has the meaning 'Get Out!', but the speaker gets around this by questioning whether his intention can be carried out. A second-language learner, trying to understand each sentence word by word, and thinking only of the literal meaning; can easily get confused if he misses the illocutionary force of an utterance. To take another example, in, 'May I have a match?' the modal verb suggests that the speaker is asking for permission, but he is probably not doing this at all.

Another way of examining pragmatics is to divide statements up into 'constatives' and 'performatives'. Constatives are either true or false, while performatives *do* something with words. Many utterances are acts in themselves like, 'I sentence you to life imprisonment.'. There are more than a thousand performative verbs in English: those which warn, report, question, threat, promise, approve, regret, order, apologize, plead, direct and require. Each time we use a performative verb we are at the same time committing an act.

A further explanation can be supplied by the 'co-operative principle'. In order to understand what people say to you, you have a set of expectations, and there are certain maxims or categories that you have unconsciously in your mind. These maxims are those of quantity, quality, relation and manner. We must say just enough and no more: we must speak the truth;

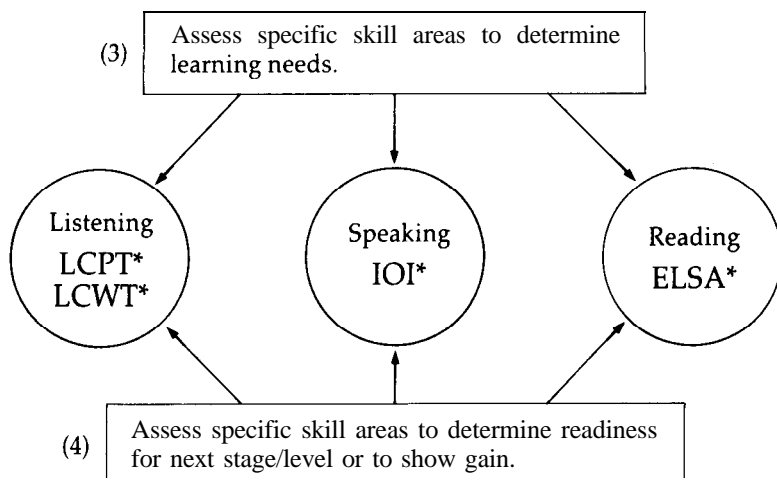
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# HOWTO USE NEWBURY HOUSE TESTS AS A BATTERY

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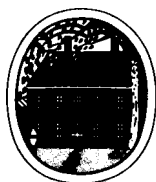
- (1) Determine initial level of each student with a grammar test (STEL") and informal oral interview.

- (2) Establish classes based on need and space available, as well as philosophy of classroom management. Then select appropriate materials at student instructional level.



- ELSA : English Language Skills Assessment, Donna Ilyin and Cecelia Doherty
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1980. A noted authority on testing has written a handy reference for teachers and student teachers of second and foreign languages. Emphasis is on testing while teaching, on day-to-day evaluation, and on assessing communicative skills. The suggested items and tests presented here are those that the classroom teacher can produce without inordinate effort. Researchers will also be interested in some of the latest ideas on how to assess language proficiency. (from the Newbury House catalogue).

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Finocchiaro, Mary, and Sydney Sako. *Foreign Language Testing: A Practical Approach*. Regents, (in print). This comprehensive work on foreign language testing takes into account how testing has been influenced by studies made in linguistics, psychology, sociology, and anthropology. It also directs attention to the relation between testing and the use of machines for teaching and data processing. This book is comprised of four parts! An Overview of Testing Principles. The Multiple Roles of the Classroom Teacher, The Construction and Scoring of More Formal Tests. Each chapter discusses four major aspects of testing: the measurement of proficiency and of achievement, different types of testing measures ranging from the classroom quiz to national or international standardized tests, techniques to evaluate language programs, and procedures for language programs in countries with different political or socio-economic conditions. (from the Regents catalogue).

Garrett, Henry E. *Statistics in Psychology and Education*, 5th ed. New York: Longmans, Green & Co., Inc., 1958. One of the very few 'introductory' statistics texts which can actually be comprehended by the layman, even when studying on his own. Only those statistical techniques of practical value in educational and psychological testing have been included, their specific values and limitations always being clearly defined. (from Harris, 1969).

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writing informal tests and assigning course grades. Basic test statistics are confined to one chapter at the end. (from Harris, 1969).

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(cont'd on next page)

**Palmer** .....  
(cont'd from page 6 )

and we must be relevant, clear, brief and to the point. In an ideal world, all utterances would follow these conditions. If, however, we violate these conditions, we have to *infer* the real meaning. In the dialogue: 'I'm out of gas'./ 'There's a filling station just around the corner' the second speaker co-operates with the first by inferring that he wants to fill up his car and supplying the appropriate information. The actual request, 'Can you tell me where the nearest station is?' is never made, but the meaning is correctly inferred.

Hence, there are manifest problems in understanding what people say in real dialogues, when such dialogues are ragged, illogical and ungrammatical, and pragmatics attempts to find explanations for and ways of solving these problems. It is also imperative that these pragmatic factors be incorporated into the teaching of listening, since they are much more common than literal or direct statements. How this can be done is another matter; it is at least reassuring to lean that Dr. Palmer is himself preparing appropriate teaching materials on this. Consideration of these problems also suggests that the teaching of language through literature may, after all, have something of value to offer.

The last section of Dr. Palmer's presentation was inter-ethnic communication. He was concerned here with the differences between American rules or habits of communication and those of other cultures. He mentioned different ways of presenting the self in the American situation, through dominance, display and dependence; he also spoke about the way in which speech is distributed (in an interview, for instance, the interviewee is supposed to say more

than the interviewer), and he dealt briefly with preferred topics and 'taboos. There are unwritten rules for turn-taking and interrupting which Americans would agree upon but other cultures might find puzzling or impolite, and there are also those curious ways in which conversations are brought to a close - routine phrases, references to future meetings etc. which are essentially a 'final check on negotiation of inter-subjective reality'. Another element is information structure which seems to depend upon interpersonal factors in the situation that cause the message to be arranged one way or another. Content organization also differs from culture to culture. In the American situation, for instance, a speaker expects some kind of confirmation about what he is saying from his listener after every three units of information. In Japan the frequency rate is much higher.

These considerations are examined in Robert Kaplan's *Prolegomena to a Theory of Contrastive Rhetoric* which. Dr. Palmer recommended. Kaplan suggests that most inter-ethnic communication difficulties are unconscious, and are related to the pragmatics of speech. Thus in a somewhat circumlocutious manner Dr. Palmer was able to relate this section on inter-ethnic communication to his previous discussions.

Throughout his presentation Dr. Palmer interlarded his more technical pronouncements with examples and anecdotes which a review cannot possibly do justice to. In a brief 'encore lecture' he came up with two more: a Brunnhilde comic strip passage which demonstrated ill-controlled discourse, and a rearranged version of a Woody Allen story from *Without Feathers*, which seemed to be as effective in its distorted as in its original form. These lighter moments made the whole twoand-a-half hour discussion especially memorable, without in any way detracting from its solid educational value.

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1951. *The comprehensive reference. work and textbook on the theory and techniques of educational measurement.* Twenty authorities on testing have contributed chapter in the areas of their specialization. The level of difficulty varies from chapter to chapter, and many sections are most definitely not for the beginning student of tests and measurement. (from Harris, 1969).  
Mackin, Ronald, and Peter Strevens (eds.). *Language and Language Learning: Volume 4: Testing and Experimental Methods.* Oxford, England: Oxford University Press, (in print). This volume of the course breaks new ground in bringing together papers on testing and experimental methods which will be of equal interest to applied linguists and language teachers involved in the actual process of test construction, and to people whose interest centers in statistics and testing procedures. (from the Oxford catalogue).

Madsen, Harold, *Techniques in Testing.* Oxford, England: Oxford University Press, due mid 1982. Harold Madsen explains the terminology and focuses on the principles of various types of classroom tests. Topics include: the value of testing, the preparation of tests, and the evaluations of tests.

Marshall, Jon Clark and Loyde W. Hales. *Class-*

*room Test Construction.* Reading, MA: Addison-Wesley, 1971.

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Oller, J. W. Jr. *Language Tests at School:* London: Longman, (in print). An important discussion on language testing which is relevant to all educationalists, even though the emphasis is on English language teaching. The author 'considers the linguistic basis of all tests of achievement, intelligence and aptitude, and shows how language testing can relate to a pragmatic view of language as communication and to educational measurement in general. (from the Longman catalogue).

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which are followed by discussion questions. Each part examines a different area: How Many Factors Are There In Second Language Skill?: Investigations of Listening Tasks; Investigations of Speaking Tasks; Investigations of Reading Tasks; Investigations of Writing Tasks; Native Versus Nonnative Performance; and Measuring Factors Supposed to Contribute to Success in Second or Foreign Language Learning. While this book is a provocative challenge to traditional language testing, it can not be considered the final word as most of the articles seem to be based on a single set of data collected at Southern Illinois University in 1977.

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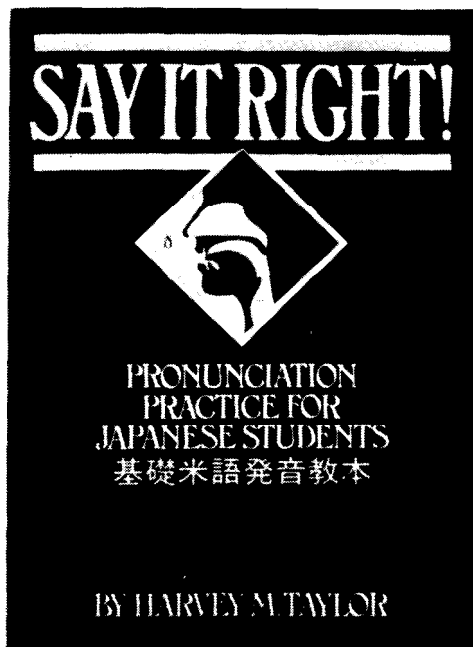
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## 外国語教育の国際化

同志社大学 北 尾 謙 治

我々日本人は「国際化」と言う表現が好きである。最近はとくによく使われ、「国際化時代」とか、「国際化社会」もよく聞く。

外国語教育においても「国際化」をよく聞くようになった。昨年の JACET の第20回大会のテーマは「国際化時代の英語教育」であり、今年の「英語教育」4月号の特集は「国際化時代の英語教育」であった。この3月に発売された「English Journal」の別冊「英語教師読本」でも「国際化」が扱われている。

このように最近目立って「国際化」がよく外国語教育界で使われるが、その意味は使う人により多少異っている。多くの人々は国際化の進む社会で、役に立つ英語、または話せる英語を教える必要があると言う意味で使用している。他の意味は、外国語教育そのものの国際化で、海外の外国語教育の導入、日本の外国語教育の海外への紹介、外国語教育者の交流、とくに外国語教育関係分野の国際会議等である。現状は、両者とも非常に立遅れているとの批判を受けている。

昨夏にはLLAの主催で第1回外国語教育近代化世界大会 (First International Conference on Foreign Language Education and Technology; 略して FLEAT) が盛大に行われた。数年の日時を費し、何千万円もの巨額を投じた国際会議の波紋は大きかった。「英語教育国際化時代の幕あけ」、「遅すぎた国際会議」、「遅すぎた語学教育専門家の国際文流」とか言われた。

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Streiff, Virginia. *A Review Of Language Tests At School By John Oller*. JALT Newsletter: V:2: 18

Valette, Rebecca M. *Modern Language Testing: A Handbook*. New York: Harcourt, Brace & World, Inc., 1967. Designed for the foreign language teacher, most of the illustrative items being in Spanish, French, and German. Beginning with a treatment of basic principles and

現在の中・高・大学における英語教育が、国際化が急激に進む社会に適応していないこと。英語教育の分野が医学や自然科学の分野に比べ国際化が遅れていることは事実である。しかし、その批判をしている人々の多くが事実を無視して、時には誤った情報に基づいて批判していることも事実である。

まず大きな誤解は、昨年外国語教育関係の国際会議が日本で初めて開かれたということ。小池氏によると我国の最初の国際会議は、1971年にUNESCOの協力を得て開かれたRegional Meeting of Experts on Teaching of English in Asiaである。ただ、これは一般外国語教育者の会でなかったのは明白である。太平洋コミュニケーション学会が国際大会を我国で何度か行い、その一分野として外国語教育に関する研究発表及び討論が活発に行われた。さらに個人的に聞いているのでは、米国のInternational Reading Associationが10年程前に我国で大会を開いたそうだが事実は確認していない。

外国語教育専門の国際大会としては、同志社大学で開かれたJALT主催のLanguage Teaching in Japan '79が最初で、JALT '80、JALT '81の両大会も国際大会で、海外から多くの参加者があり、その案内及び報告は、英米のジャーナルを中心に行われ、世界の外国語教育に強い関心のある人々にはいき渡っている。

海外の外国語教育の導入は、明治以来行っているわりには、あまりにも限られた情報のみがバラバラに入手され、雑誌等で紹介されている。「英語教育」の本年2月号と4月号で海外の主なジャーナルと英語教育研究機関が紹介されているが、断片的で、とても網羅されているとは言えない。もっと海外の情

(cont'd on page 14 )

procedures of language testing (including a chapter on simple statistical techniques), the manual continues with chapters on the testing of various language skills, and of culture and literature. An appendix describes the most widely used commercial foreign language tests. (from Harris, 1969).

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(cont'd from page 12 )

報源を整理し、組織的に取り入れる必要があるのではなからうか。

海外に対する日本の外国語教育の紹介は大変遅れている。我国では誇大な出版物がある反面、海外で出版されたものは皆無に近かった。ごくわずかの例外は、PMLA、Language Learning、TESOL Quarterly、Modern Language Journal、SLANT Newsletter、English Language Teaching Journal、English Teaching Forum、World Language English等で日本人の論文や報告を見かけた。とくにFLEATの共催団体であるNALLD (National Association of Learning Laboratories) のジャーナルは、ここ2、3年で日本人の3編の論文を掲載している。

海外の大会に出席し、研究発表をする日本人も増えている。TESOL 大会で発表された日本人の論文も10編近くになるし、このハワイ大会では、かなり多くの人々が発表するとのうわさを聞いている。

以上のような観点より外国語教育の国際化を考えるなら、我国における学会の中で、JALTはもともと外国語教育の国際化に貢献している。

まずJALTの目的の一つは、国際年次大会を開くことで、1979年以来すでに3回開き、昨年は全英連大会に次いで2番目に大きな大会となった。また夏には海外から講演者を招き夏季講座を開いている。その他にも、多くの来日する外国語教育者等による研究会を全国11支部で年間数十回開催し、海外の最新の語学教育の導入を行ってきた。言わゆる新教授法の紹介は、JALTが行ったと言っても過言ではない。

JALTの紀要及びニュースレターには多くの海外からの情報が目立ち、色々な情報が提供されている。

JALTの出版物は、海外の特定のジャーナルやニュースレターと再版権を交換し、海外の有益な情報を吸収すると共に、海外にも情報を提供してきた。

海外の有益な外国語教育に関するジャーナル、ニュースレター、学会等の紹介を行うと共に、それらを通じて、海外に対しJALTの活動や出版物の公報活動を行ってきた。その結果海外在住の会員が数十名いるのもJALTの大きな特徴の一つとなっている。

1977年以来世界最大の英語教育学会 TESOL (Teachers of English to Speakers of Other Languages) のアジアで最初の加盟団体として認められ、78年以来 TESOL の年次大会には代表者を派遣すると共に、その報告を研究会やニュースレターで行ってきた。

TESOL 大会で発表した JALT 会員の論文はすでに10近くになり、昨年からは JALT で選抜き推薦したプログラムを行っている。

朝食セミナー、海外における英語教育の分科会、

及びJALT主催のJAPAN NIGHTを通じて日本の外国語教育の現状を紹介すると共に、来日する外国語教育者に対するオリエンテーションも行っている。

TESOL のニュースレターを通じて JALT の活動は全世界に報告されている。

TESOL 大会の手伝いをするのみでなく、数々の提案をし、大会のみでなく、夏季講座も日本人に適したものとなるよう努力してきた。

今大会はハワイであるので、JACET にも呼びかけチャーター便の準備も行い、百名足らずの人々が容易に参加ができるようお手伝いした。

昨年 JALT は、スイスのチューリッヒに本部を置くユネスコの加盟団体、FLVP (英語名は World Federation of Foreign Language Teachers' Associations) に加盟し、ヨーロッパにおける活動の足かりを築いた。

JALT では研究助成金を出し、熱心な語学教師に研究の機会を提供しているが、そのプロジェクトの一つは、海外からの協力も得て、日本人大学生向けの英語読解テキストの開発で、すでに実験教材が4冊出来上がり、海外でも注目されている。

以上外国語教育の国際化を海外との交流の観点より述べたが、忘れてはならないのは、在日中の英語母国語話者の教師と日本人教師の交流及び協力で、現在の日本にとっては非常に重要なことである。

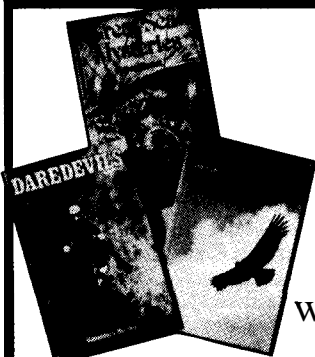
JALT では創立当初より未経験の外国人教師を訓練するのが大きな目的の一つで、日本人教師との交流、協力も十分行ってもきた。現在も約600名程の英語を母国語とする会員がおり、皆熱心に日本の英語教育の向上のため努力している。

## Teaching Tip

**It's Worth Trying: Using The Weather Forecasts of 'The American Music Station'.**

**Toshiko Sakurai, Osaka Jogakuin Junior College**

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# Using Newspapers

By Steve Brown,  
Tohoku Gaigokugo Senmon Gakko

Stuck with a dreary audio-lingual text? Want to open a window on the real world? Why not try newspapers? They're cheap: if you pick the right days, you can find most of what I'm going to tell you about in three or four days' worth of papers. A whole week of *The Japan Times* costs ¥700. A bargain, considering the price of most English-language material. Even more important than their low price is the fact that English-language newspapers published in Japan reflect our students' real lives. Students can see English not as just the language of Disneyland and the classroom, but as a medium for communication in their own country.

Most of the following ideas I have used with pre-intermediate students, but with proper preparation I think many could be used with beginners, even at the high-school level. These suggestions don't take the place of regular lessons. That is, they don't come first, but are used for meaningful language practice. One appropriate beginner's activity which can be illustrated through the use of newspapers is the teaching of 'weather words'. Once you have presented the words *fair*, *cloudy*, etc., you want students to practice using them. You look out the window, if you have one, and ask, 'What's the weather like today?' Now what? Clip the weather column from a newspaper. Most have temperatures and conditions for many foreign cities as well as forecasts for different parts of Japan. What's the weather like in Osaka? In Taipei? Is Tokyo cooler or hotter than Honolulu?

The want-ads offer a wealth of information. Cut out several ads for apartments. Put them on one sheet and reproduce it, then have the students pick one apartment they'd like to live in, and work in pairs to get information about it. One is the real estate agent, the other her customer. The dialogues could be written out and collected, and the mistakes reproduced on another sheet for correction by the class at a later meeting. Next, gradually move on to the realm of fantasy. How would the students advertise their apartments? Then, have them draw a floor plan of their dream house. Similar lessons can be drawn from help-wanted ads. In pairs, pick a job and interview for it. Write a letter applying for a job. How would you advertise your ideal job?

Ads of a different kind can be combined to reinforce work on preferences, invitations, disagreeing with suggestions, and related functions. Clip ads for Tokyo hotels, restaurants, art galleries, discos, movies, concerts, and exhibitions. Pick ads with prices included. Give an assortment of ads to several groups and have

them plan a trip to Tokyo. Give them a fixed amount of money per person. How would they spend it? A word of warning: it is possible to find long columns called 'What's happening in Tokyo?' These list just about everything that's going on during the week. Resist the temptation to give them a wide selection. Keep the choices to simple ones like 'Rock or jazz?' Otherwise, they're likely to be overwhelmed. Large amounts of print seem to bring out a desire to translate everything.

English-language papers contain many airline ads. You may want to clip a selection and ask for dialogues between a ticket agent and her customer.

*The Japan Times* prints shopping maps twice a week. These show principal buildings. First copy enough maps for half the class, then white-out the names of a few buildings and reproduce this for the other half. Work in pairs. One student asks questions like, 'What's across from Maruzen?' First, this exercise is good preposition practice. Then, the completed map can be used to give practice in asking and giving directions.

Cartoons can be used with more advanced classes. Editorial cartoons are a good basis for discussion. Cartoon strips can be cut apart into individual panels and given to groups, who must put the panels into their proper order. Cartoons contain lots of idioms, most of which you'll have to explain. Since my students don't question me enough, I find this encourages them to rely on me and keep their noses out of the dictionary. I explain nothing at first, and since order often depends on the meaning of an idiom, they have to call me over and ask for my help. Someone has suggested whiteing-out the balloons and asking students to supply the words. This seems rather difficult to me, but if your classes are very advanced, you might try it.

Feature articles, especially in weeklies, are often highly idiomatic and make good practice discovering meanings in context.

There are many other resources to be found in a newspaper. William and Mary Morris' column on words in the *Times* often provides entertaining filler material. The Glossary section of the *Japan Times Weekly* is a weekly guide to idioms. Many charts, graphs, and survey results are published which are especially useful for company classes. There are forms waiting to be filled out. Radio and TV listings give opportunities for practicing choice questions and the preference function. Advice columns are sources of Americana, or can serve as models for budding Anns and Abbies. Finally, some teachers like to cut up headlines and ask students to re-assemble them. Perhaps this is useful, but the verbs are strange and how many sentences are they going to need to make using 'Reagan', 'bomb', and 'invasion'? Few, I hope. Still, the headlines, and much more, are there waiting for you. But be careful. The page you spill coffee on this morning might have been tomorrow's lesson plan!



# Bulletin Board

## JALT COLLEGE READING MATERIALS RESEARCH PROJECT

A group of JALT members received two research grants in 1980 and 1981 to develop materials for first and second year college students. Our goals are to develop materials that will: 1) give students information about the United States of America, 2) interest students in reading English, 3) expose students to a variety of literary forms, and 4) help students improve their reading skills.

We have done preliminary research with several hundred students, using the JALT English Reading Test, Forms A and C, E and F. We have presented parts of the results and tests at various conferences, including JACET, JALT, and JELES, in 1980 and 1981.

We have written and/or selected materials. We have also been fortunate enough to receive material from overseas. We have printed our second experimental edition of the material, entitled *An American Sampler, Vol. 1, 2, and 3* (25.7 x 18.2cm, x + 152-160 pp. each), and we would be happy to share it with people who are interested in material development at cost plus postage. Please send 2,000 yen to Kenji Kitao for Vol. 2 and 3 (Vol. 1 has been sold out, but will be available from Addison-Wesley Publishing Co. after October, 1982) to: Dr. Kenji Kitao, Department of English, Doshisha University, Kamigyo-ku, Kyoto 602 Japan.

We are, however, still looking for material in the areas of American holidays and annual events and their related customs. We would like original writing for educational and budgetary reasons. Please contact Kenji Kitao at the above address.

## INTERNATIONAL CONFERENCE

The Comite International Permanent des Linguistes (CIPL) will hold the 13th International Conference of Linguists at Nippon Toshio Center, Tokyo, from August 29 to September 4. Information on the program and registration can be obtained from: ICL 1982, Gakushuin University, Mejiro 1-5-1, Toshima-ku, Tokyo, Japan 171.

## NEW REPRESENTATIVE

Collier Macmillan International's new representative and new address are: Ms. Misagi Sonoyama, Lions Mansion 703, Azabudai 3-5-5, Minato-ku, Tokyo 106.

## SUMMER INSTITUTE

The theme for the second JALT Summer Institute is *Deepening Teaching Profession*. Everyone is invited for an unconventional summer program in Sendai city.

The Institute will run for three days, from August 22 to August 24, and participants can elect to attend for the entire period or just for one or two day(s). The Institute will feature presentations by well-known professionals, including an invited speaker from overseas, and book exhibits. For further information on the Second JALT Summer Institute, contact: Kazunori Nozawa, JALT Program Chairperson, C-1, 27-1 Aza Nishi Houwa, Yayoi-cho, Toyohashi 440, Tel. (0532) 48-0399.

## TEACHER TRAINING COURSE

International Language Centre, Osaka will be running a basic training course in teaching English as a foreign language in September '82. The course will last for four weeks (nine hours per week) and will give participants a solid grounding in practical classroom teaching techniques. The course will be useful both for experienced teachers with little formal training and teachers with limited experience. For details write or phone: Roy Gilbert, International Language Centre, Hankyu Grand Bldg. 24F, 8-47, Kakuda-cho, Kita-ku, Osaka, Tel' (06) 3 1 S-8003.

## INTERNATIONAL CONFERENCE ON ENGLISH TEACHING

Seventeenth International Conference of the International Association of Teachers of English as a Foreign Language will be held April 5-8, 1983, at St. Mary's College, Twickenham, Middlesex, England. The theme will be 'Motives and Incentives for the Learning of TEFL/TESL.' Accommodation will be available in Halls of Residence from April 4-9. Registration forms and details will be available by September 1982 from the IATEFL Executive Officer, 87 Bennell's Avenue, Tankerton, Whitstable, Kent, England CT5 2HR.

# Positions

(KANSAI, KANTO) The Bridge International School is presently looking for qualified people to represent the school in the Kanto and Kansai areas. Applicants should be fluent in both Japanese and English. Marketing or sales experience in Japan would be helpful. Duties will include counseling students, representing the Bridge International School at JALT functions and assisting in marketing efforts in their respective areas. All inquiries and/or resumes should be directed to Michael Fulks, Marketing Co-ordinator, The Bridge International School, 1800 Pontiac St., Denver, Colorado, 80220, U.S.A.

# Meetings

## WEST KANSAI

**Topic:** Whispers and Screams, Laughter and Dreams: Drama in the Language Classroom  
**Speaker:** Janet Jensen  
**Date:** Sunday, July 25  
**Time:** 1:00 - 4:30 p.m.  
**Fee:** Members: free; Non-members: Y500 (applicable against annual dues if joining this meeting)  
**Info:** Jack Yohay (06) 771-5757 (day); Vincent Broderick (0798) 53-8397 (eve)

## Special Interest Groups:

**Teaching Children:** Sunday, July 25, 11:00 - 12:30 p.m. Umeda Gakuen. Bring a cassette and a tape recorder.

**Contact:** Elizabeth Scheib (06) 947-0385

**Teaching in Colleges and Universities:** Sunday, July 25, 11:30 - 12:45 p.m. Umeda Gakuen,  
**Contact:** Jim Swan (0742) 34-5960

**Teaching English in Schools:** There will most likely be no meetings of this SIG in July or August. **Contact:** Keiji Murahashi (06) 328-5650 (day)

We will explore various aspects of drama and oral interpretation, including voice production, pronunciation, articulation, vowel elongation, phrasing, staging, stage presence, stage fright, and even stage struck; effective ways of using music, poetry, and short stories on their own or in conjunction with drama, as well as hints and murmurs on how and why the shyest students often make the best actors.

Janet Jensen has a B.S. in Education from the University of Kansas with majors in theater and English literature. She came to Kyoto in 1970, has studied Noh and directed student productions for the Kyoto Theatrical League. Since 1979 she has been a full-time lecturer at Doshisha Women's College.

## CHUGOKU

**Topic:** Graded Direct Method Workshop  
**Speakers:** Prof. Kiyoshi Masukawa, International Christian University; Prof. Kazuo Odaka, Shoin Women's College; Ms. Yoko Katagiri, Kyoto Seika College  
**Date:** Saturday, July 10, 10:00 a.m. - 5:00 p.m.; Sunday, July 11, 10:30 a.m. - 4:30 p.m.  
**Place:** Hiroshima YMCA, Room 4 12  
**Fee:** Members: Y5,000; Non-members: Y6,000  
**Info:** Marie Tsuruda (082) 226-2288x57

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## KANTO

Topic: TESOL '82 Report  
 Speakers: JALT members  
 Date: Sunday, July 18  
 Time: 1:00 p.m. – 4:00 p.m.  
 Place: Simul Academy, 1-5-17, Roppongi, Minatoku, (Kamiyacho, Hibiya line), Tel: 582-9841  
 Fee: Members: free; Non-members: ¥500  
 Info: Gaynor Sekimori (03) 891-8469

Various members of the Kanto Chapter who attended TESOL '82 in Honolulu in May, 1982 will report on presentations that they attended during the conference. The meeting will be in the form of workshops/interest groups, and a round-table discussion will be held at the end. Although a more detailed programme will be available on the day of the meeting, there will be concurrent sessions (two or more at a time) on the following topics (subject to expansion/alteration):

Shari Berman: Vocabulary  
 Virginia LoCastro: International English  
 Deirdre Merrill: Teaching EFL in China  
 Gaynor Sekimori: Materials and Resources  
 Lola Caldiera: Relooking at 'Humanistic' methodology  
 Walter Carroll: Video

In addition, a large selection of tapes of the more important sessions from TESOL '82 will be available for listening and discussion.

## SHIKOKU

Topic: Suggestopaedia  
 Speaker: Kazunori Nozawa  
 Date: Sunday, July 18  
 Time: 1:30 – 4:30 p.m.  
 Place: Education Dept., Kagawa University, Saiwai-cho, Takamatsu  
 Fee: Members: ¥500; Non-members: ¥1,000  
 Info: Betty Donahue (0878) 6 I-8008

## TOHOKU

Topic: Long-range Planning: A Discussion of JALT's Future  
 Speaker: Dale Griffiee  
 Date: Saturday, July 3  
 Time: 6:30 – 8:30 p.m.  
 Place: 2-2 Uedamachi, Sendai  
 Info: Steve Brown 22-8659

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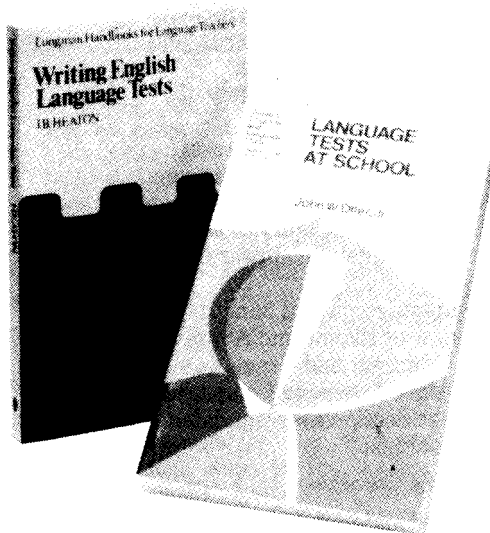
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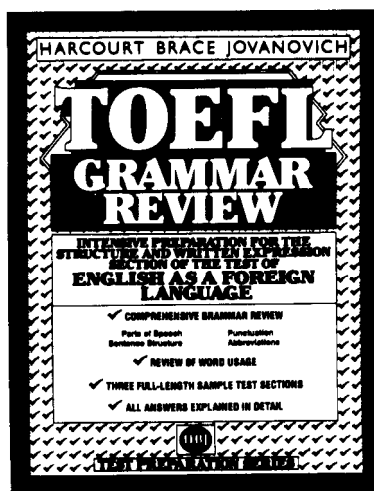
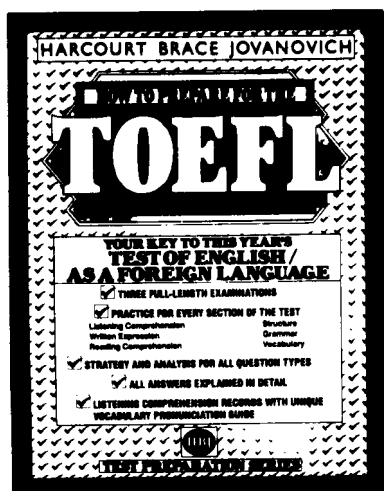
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