

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

Vol. VI, No. 8

Y150

August 1, 1982

## Cross-Cultural Problems in Comp

By Alex Shishin

Writing, as any writer can testify, is a hardship. It is even more so when one must write in a foreign language. The same holds true for the teaching of writing: teaching ESL students composition is generally more difficult than teaching natives.

Robert B. Kaplan (1970) argues that a major block for ESL students writing good expository English is that their languages' culturally-determined rhetorical patterns are different from the pattern of English rhetoric and therefore, cannot be transposed on to English. Ironically, one might be incompetent in English composition because s/he has mastered his/her language all too well.

In English the writer begins either with a series of examples and ties them together in the conclusion (deduction) or with a general statement and follows it through with supporting examples (induction); at no time does s/he digress or linger on any point more than it is necessary to support the general statement and/or conclusion. Since many cultures do allow -

and require - the writer to be discursive (a natural human tendency), I imagine that the linear English form is particularly difficult to assimilate. After learning the patterns of Japanese rhetoric our students must find it especially difficult.

Condon and Yousef (1975) attempt to define Japanese rhetorical form. A lecturer in Japan, they write, might follow these patterns:

Abstraction or Generalization

Abstraction or Generalization

or

Specific point

Specific point

The authors continue:

If the speaker is accepted by the audience as an authority, there is no need for him to give specific proofs. And if not everybody understands what he is talking about, maybe so much the better - it makes him even more of an authority. If he moves from specifics to generalization which relate those points

(cont'd on next page)

# JALT 82

October 9 - 11, Tezukayama Gakuin University

JALT '82, the 8th annual International Conference on Language Teaching/Learning will open at Tezukayama Gakuin University on Saturday, October 9, at 9:30 a.m. At the opening mixer, participants will be able to enjoy free coffee and donuts (from Addison-Wesley Publishing) and have the opportunity to talk with Main Speaker Dr. Peter Strevens, and Guest Speakers Prof. Andrew Wright, and Carolyn Graham of *Jazz Chants* fame.

Dr. Michio Nagai, former Minister of Education and advisor to the rector, United Nations University, will then deliver the Keynote address

at 11 a.m.

During the conference commercial displays will be open for browsing, with the chance to have your books autographed by the authors. Oxford University Press will supply coffee and cookies, as well as some of the authors!

After the Japan Regents' Saturday afternoon cocktail party in honor of Carolyn Graham, you are invited to go out (Dutch treat) in small dinner groups of 4 or 5, hosted by local Kansai residents. Be sure to sign up at the hospitality desk beforehand.

In this Newsletter you'll find the preliminary schedule and the convenient postal form (*yubin furikae*), so register today. Be sure to see next month's *Newsletter* for the complete JALT '82 program, maps to the conference site, and much more. For specific information, telephone (0723) 65-0865 ext. 293 during the day.

**Summer institute p.12**  
**Prelim. Schedule**

**Election Information**  
**Ballot Enclosed**

(cont'd from preceding page)

he may be insulting his audience: Their job is to make the connection. . . .

If Condon and Yousef are accurate (and my feeling is that they are), we then can conclude that the expectations put upon author and audience in English and Japanese are diametrically opposite. Whereas English rhetoric can be likened to an arrow pointing downward, Japanese rhetoric might be likened to a fishnet dragged in from the sea with the reader/listener taking what s/he wants and throwing away the rest. The foregoing would explain many of the difficulties Japanese have in writing English.

In any case, the above should demonstrate the importance of teacher's and student's attitude toward the student's and the target language's rhetorical patterns - especially when the two are as diverse as Japanese and English. If instructor and instructed remain unaware of these differences, the instructor could, by virtue of his/her position, generate the false impression that the target language is superior to the student's, which is likely to make the student defensive and inhibited. We must, therefore, assure the student that s/he need not abandon his/her cultural world view to write good English prose but only learn a new style of expression. Along with this it would be good if the student were given a model which resembled the English rhetorical form and could at the same time be familiar.

With that thought in mind, I've devised an exercise for ESL students relatively advanced in conversational English but with little writing experience. I begin by projecting a slide and

then ask the students to call out the things they see. I write the items on the backboard as they are named. After they've named all the items they could, I ask which is the most important and put a Roman numeral one (I) by it. Next, I go down the list on the board and ask the students to grade the items as follows: 1: very important; 2: secondary; 3: least or not important. Then I draw a reversed pyramid on the board and tell the students to imagine the paragraph they are about to write about the slide as fitting into it. I tell them to mention the most important item (1) first, the very important items (1) second, the secondary items (2) next, and the tertiary (3) items last. Finally I say that if they want to give the items a status different from the ones given on the board they are free to do so. I give them around fifteen minutes to write a paragraph and then ask for volunteers to read theirs.

The reversed pyramid is a universal journalistic device; it can be found in virtually all newspapers in nearly every language. It is also close to the form of English rhetoric. A typical newspaper article begins with a general statement (the headline) which is supported by particular descriptive details. Though usually there is no concluding general statement (as described above in relation to the inductive and deductive methods) the writer cannot wander from the main point nor mix observation with opinion; moreover, s/he cannot be vague. Thus the organization of a newspaper article is essentially linear. Because the student can find this linear form in the reportage of his/her native language, the reversed pyramid can be a good foundation for learning English composition.

# JALT NEWSLETTER

Vol. VI, No. 8

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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 505, Motoyagoto 1-241, Tenpaku-ku, 468 Nagoya, JAPAN. (052) 833-2453.

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**Distribution:** William Widrig  
**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:

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# Testing: A Part of Teaching

By Protase E. Woodford,,  
Educational Testing Service

Are my students learning the material in the lessons? Is the program of studies effective? Are the students really learning English or French or Chinese? These are questions to be answered by valid and reliable tests. Tests, however, can only provide information. What is most important are the decisions made on the basis of test results.

It is unfortunate that testing and evaluation is one of the least emphasized areas in the preparation of language teachers. Yet our own performance as teachers is often judged on the basis of our students' performance on tests; tests of our own design and standardized tests external to our programs. Great care is reflected in the design of a curriculum, so the same degree of care should go into the design and development of the evaluation component of the curriculum. An evaluation system should be an integral part of the curriculum, not something added onto or separate from the program.

We need effective, formative, and summative evaluation. We need ongoing information regarding student progress through the program. Feedback should be available to us on a daily basis so that we can adapt and alter our material; and techniques in order to teach most effectively. We also must have periodic information that will tell us how well students have mastered major concepts and how well they can apply what they have learned in the classroom to new situations. And, ultimately, we need to know how well our students can function in a foreign language in real-life language use situations. Can they read a text in their field of specialization? Can they benefit from technical training given in English? Can they 'survive' in an environment where English is the dominant language?

Many routine classroom teaching activities are valuable evaluation techniques. Question and answer, classroom recitation, discussion on a reading selection: all are tests. They become tests when we systematically record student performance. By recording day-to-day performance, we find out whether an individual student is having difficulty and needs help, or whether the group is experiencing difficulty, in which case appropriate changes should be made in the teaching sequence, in materials or mode of presentation.

A good testing component should consist of diagnostic tests, achievement tests, and proficiency tests. The first two are formative measures and the last is summative. Diagnostic measures should focus on specific points being taught so that the instructor will know if the students have mastered the point at issue. Effective diagnostic test questions should present one problem only for maximum diagnostic value.

Achievement tests are designed to fit the curriculum. There should be a direct relationship

between the content and skills taught in the classroom and the content and skills measured by the test. Indeed, the amount of testing time and space devoted to each skill and each content area should be proportionate to the time and emphasis given to them in the classroom. The design or blueprint for the achievement test should resemble the 'lesson plan' for the portion of the program covered by the test. The student who has mastered the 'stuff' of the classroom will do well on the achievement test - but - good performance on an achievement test does not necessarily indicate mastery of the language. The American humorist, Heywood Braun, once said that he had received an A in 'Beginning French.' When he was in Paris he found that nobody spoke 'Beginning French.' If what is taught in the classroom does not lead to such ability, then grades on an achievement test, while effectively assessing what has occurred in the classroom, will not tell us anything about how well an examinee can function in the language.

Proficiency tests should be independent of the curriculum and should give evidence of the examinee's language ability in a real-life context. The content of the proficiency test is the language as it exists in the world outside the classroom.

A great deal of effective testing *does go in* the classroom. Few teachers, however, consider developing a testing program. Here are a few suggestions. Use simple, diagnostic measures regularly in order to be certain that the points introduced have been mastered by most of the class. Give short quizzes daily or every other day. Record the responses. A simple oral drill becomes a test if you record performance. When 80 or 90% of the class responds correctly to a series of diagnostic test questions on one specific point, you can assume mastery and move on. Do provide remedial work for the 10 or 20% who have not mastered the material. Many of the 'diagnostic' test questions can reappear in an achievement test. The achievement tests should be administered regularly, usually at significant junctures in the sequence of instruction such as units in the texts or mastery of major grammatical points. In addition to the 'diagnostic' test questions that focus on a specific problem, test questions should be included that require the student to combine a variety of previously learned elements in order to understand and respond appropriately. The achievement test should also be built according to a blueprint. Many test developers use a table of specifications when designing an achievement test. A simple table of specifications will deal with both skills and content. The weight or importance given represents a cell for which no-items will be written.

The table of specifications helps to ensure that the test will accurately reflect what was taught during the period of time covered by the test. The table of specifications also serves as an excellent guide to the students in order to

Chapter  
Reviews

Kanto

APPLYING THE ESSENTIALS OF  
INTERPRETING TO ENGLISH EDUCATION

By Robert Weschlet

How is it possible to listen and speak at the same time? Or is it possible? More specifically, how can one simultaneously interpret between Japanese and English when the structures of these, of all languages, are so fundamentally different? And when all is said and done, can one apply any of this new-found wisdom to the teaching of English? In order to answer these and other perplexing questions, Tatsuya Komatsu, pioneering simultaneous interpreter and director of Simul Academy, tried to unravel the mystery by breaking the process of his art into four stages: hearing, comprehension, retention and expression.

In the initial stage, like any good conversationalist, an interpreter has to first be a good listener. But it is not enough to simply hear

Testing .....

help them study and review for the test. One of the greatest causes of test anxiety is not knowing what will be on an examination. Providing students with the test specifications or some version of the specifications should allay the 'fear of the unknown.'

Language teachers usually group language skills as oral skills (listening comprehension and speaking) and literacy skills (reading and writing). For purposes of testing, however, it is more practical to think of receptive skills (listening comprehension and reading) and productive skills (speaking and writing). Although many of us claim to stress the development of oral skills in the classroom, our tests mostly measure literacy skills. There are good reasons. Receptive skills can be assessed effectively using objective testing techniques such as the multiple choice. Large groups of students can be tested quickly and reliably. The evaluation of productive skills, on the other hand, requires human judgment and individual attention. In addition, productive skills tests, because of their reliance on an examiner's judgement, have often been unreliable. Tests of speaking and writing are expensive, time consuming, and potentially unreliable. They are also absolutely essential. We may proclaim the importance of speaking ability to our students, but if we never test their speaking ability, they will soon come to realize that it really doesn't matter.

Recent work in holistic scoring of essays and in oral proficiency testing suggests that with a modest amount of training, classroom teachers can become accurate, reliable evaluators of

and recognize the oncoming rush of words. Because of the inherently muddled form of most spoken language, the interpreter must be able to actively interpret not so much what the speaker says, but what he meant to say, which is rarely one and the same thing.

Furthermore, even if the speaker is fairly articulate, each word and phrase comes loaded down with its own baggage of possible interpretations. Thus, for example, if you hear, 'It's all *downhill* from here,' does that mean things are going to get *easier* or worse - certainly a rather significant difference. Your interpretation will depend on several factors. Naturally, the context of the phrase will dictate most of the meaning. But figuratively speaking, it will depend on whether the speaker is an avid bicyclist or a mountain climber. And furthermore, but less appreciated, it will depend on your own inclinations as an interpreter as well.

Which leads us to the second yet more complex stage of comprehension. In order to truly understand what he is hearing, the interpreter has to first have a firm grasp of the background and objectives of the speaker. To illustrate this point, Mr. Komatsu recounted his frustrating attempt to cover a recent launch of the U.S. space shuttle. Crackling amidst the electronic jumble of tower instructions, engine rumble, and weather reports, he could vaguely decipher such words as *America*, *great people*,

productive language skills. Because of the time and expense required to test speaking and writing (even after the reliability problem is solved), it is still likely that productive skills testing will be less frequent than the testing of listening comprehension and reading.

Frequent testing not only provides the teacher with regular feedback, it also lets the students know how well they are performing, where they need more work and where their strengths lie.

Professional test developers design their examinations according to detailed specifications. The results of each test question are carefully analyzed after the test has been administered. The difficulty of each question, i.e., the percentage of students answering correctly, and the reliability of each question are determined. Those two factors help the test developer design a test that is appropriate to the group being tested. Quite simple procedures exist to help the classroom teacher perform a basic item or test question analysis.

For too long teachers and students have looked upon tests as a threat. Good tests are an invaluable aid to good teaching and effective learning.

Eds. Note: *The author wrote this article at the request of the Newsletter for the July testing issue, but delays in the mail prevented us from presenting it in that issue. Mr. Woodford is the Associate-Director of the International Office of ETS. For many years he has been directly involved with TOEFL and developed the TOEIC (Test of English for International Communication).*

## Interpreting .....

and *Cod*. But who was talking? What 'was he trying to say? And what could he possibly mean? Then, in a flash, it was all too transparent. President Reagan was exhorting the astronauts out to new frontiers. Instantly, the message became as clear and predictable as an old Hollywood western and the task was reduced to a simple matter of skimming over and summarizing a familiar script.

This example clearly shows that prior knowledge of the speaker and his intentions makes it possible to anticipate a good percentage of the ensuing commentary, thus freeing the interpreter to concentrate on details. But the details themselves won't make much sense unless the interpreter has suitably educated himself beforehand in the particular field he will be interpreting. He stressed the importance of such technical knowledge by stating, "You can only understand what you already know."

As if to drive home the point, he mentioned that in order to prepare for a conference on dermatology, he spent three months delving into the intricacies of subcutaneous layers and hair follicles. Great fun. He also stressed, however, that too much knowledge can be equally detrimental. (Is it ever possible to know too much about hair follicles?) In fact, the typical expert., rather than listening to potentially conflicting information is liable to jump to his own conclusions. In this regard, the ability to analyse and to construct a coherent whole is more' important than actual detailed knowledge.

Mr. Komatsu went on to cite the following example as further evidence of the need for prior knowledge. At one particular conference, he understood the speaker to say that there was still a lot of hate left between the United States and Japan, whereupon Mr. Komatsu launched into an impassioned monologue on the need to overcome this hate in the name of international friendship and cooperation. After the speech, he was roundly praised for the eloquence of his interpretation. Only later did he learn that the speaker was in fact talking about the fish, hake, and that there were still enough of them left in the deep sea between the two countries that both should cooperate in making the fish into fertilizer.

There seemed to be two morals to this story - one, that it is wise to come to such a job well-versed in the technical vocabulary, and two, that such preparation may be unnecessary after all, for when in doubt, the interpreter can lead people to believe almost anything if it is said with enough conviction. Aspiring interpreters were, however, cautioned against relying upon the latter method as their primary device.

The third stage of retention involves gradually training the mind to be able to memorize longer and longer passages at a stretch, beginning with chains of words, then phrases and sentences, right through to whole paragraphs and even pages. Note-taking and summarizing skills are also essential for facilitating memorization.

Only after these first three stages are transcended is the interpreter ready to express the

intentions of the speaker. But here, again, Mr. Komatsu stressed that the interpreter is an integral part of the process, acting more as a screen than a bilingual parrot, first hearing, then assimilating, and ultimately expressing the overall meaning *in his own words*.

In so doing, he can avoid the temptation to translate word-for-word, a tendency not unknown to Japanese students glued to their 'dictionaries. It has also been my experience that if you ask a typical Japanese businessman, 'What's the matte?', you're liable to get a listing of the 106 chemical elements, with footnotes. Unfortunately, in reacting to this tendency, I'm afraid many teachers (and textbooks writers, as well) have assumed that all translation is inherently bad. This assumption needs a thorough re-examination.

The implications of many of these observations to teaching English, though left largely unstated, seemed fairly clear. To continue the last example, though there is no word-for-word translation to 'What's the matter?', as would be expected, there are several Japanese expressions that convey the same feeling, and anyone trying to speak Japanese had best learn them. Given universal situations, such as feeling sorry for a sad friend, it stands to reason that each language has evolved with it's own idiomatic way of expressing that situation. Thus, the interpreter's task is not so much to *translate* the literal meaning of isolated words as to *transform* the contextual meaning of whole phrases. And there is no reason language students should not be encouraged to use the same strategy.

On a more mundane level, the language student can learn from the interpreter's need to speak spontaneously, loudly, clearly, and affirmatively. Like the interpreter, he or she should develop the necessary courage to interrupt the speaker and ask for clarifications and confirmations when in doubt. But perhaps most importantly, he can learn from the interpreter's frustration in trying to translate culturally-bound jokes. How do you do it? You don't. You just ask people to laugh.

RENEW YOUR DUES WHEN  
PRE-REGISTERING FOR JALT 82  
The dues for most members  
expire in 12/82. Kill two  
birds with one stone by  
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# Chugoku

## GAMES

Reviewed by Scott Peterson

You have just finished another unit on the bank, or apologizing, or the present perfect. Now what? You can practice these in the usual fashion. But something is lacking. Students do not have a why. They probably think, 'Why should I say this?' Andrew Wright of Nanzan Junior College presented the Chugoku Chapter with some techniques for providing an answer to 'why' - games. Through games students can realize the utility of language.

Games give a purpose to language practice. They allow people to use language to control the environment - and this, after all, is one reason for using language. Games create a need to communicate, and the teacher can fulfill this need.

Mr. Wright's games are divided into three groups: 'Activities where action and auditory input are closely and obviously tied together (Group A),' dyad-like activities (Group B), and problem-solving activities (Group C).

Activities in Group A involve one person (or persons) directing another person. For example, someone leaves the room, and another person builds some sort of configuration using children's blocks. The person outside the room then comes back in and has to reconstruct the configuration with a second set of blocks by following the instructions of the other students. Another game has students follow instructions and either build something or to mime something. A fourth game is the reverse of directed pantomime: two students receive slips of paper with sentences on them, e.g., 'you are reading a newspaper on a windy day' and through mime they then have to get the class to say that sentence.

Activities in Group B involve working in pairs to solve a problem. The partners have a task and the information to complete the task. The trick is that the information is divided between the two partners. So, if the two are to complete the task, they must communicate in English sharing their information with the other person. In one game, the two partners have matching city maps showing high schools, stores and other places in a small city. However, certain places are only labelled on one map. By giving street directions, the unlabelled becomes labelled. In yet another game, partners have nearly identical pictures, and the task is to find out how they are different.

Group C involves solving open-ended problems. These are of the sort of problems such as: you are stranded on a desert island .... But the example that Mr. Wright presented was a little more interesting. It is called the NASA game. In groups, the students are to imagine that they are a space expedition on the way to rendezvous with the mother ship on the lighted side of the moon. But mechanical difficulties develop and they crash. Only fifteen items of equipment survive the crash. Students must then rank these items according to their survival

value. They have to keep in mind that they are three hundred kilometers from the mother ship. Especially interesting is that the game's authors gave this problem to NASA scientists to solve. After students solve the problem, they can compare their answer to the professionals. In case anyone is interested, the items and their NASA ranking are: a box of matches (15), food concentrate (4), fifty feet of rope (6), parachute silk (8), solar-powered portable heating unit (13), two .45-caliber pistols (11-possible means of self-propulsion), one case of dehydrated milk (12), two 100-pound tanks of oxygen (1), stellar map (3), self-inflating raft (9), magnetic compass (14), five gallons water (2), signal flares (10), first-aid kit containing injection needles fitting special apertures in space suits (7), solar-powered FM receiver-transmitter (5).

The theoretical parts of Mr. Wright's talk struck a resonant note in me. I have been working with notional-functional material and the idea keeps popping into my head that no real communication goes on. Of course, I use games. But Mr. Wright has opened up new areas in exploring how to provide real communication. The pantomime activities in particular sparked a fire in me. Of course, a new Supply of games is always welcomed. But I for one found the possibilities of pantomime of special worth.

## Copy 'n Use It

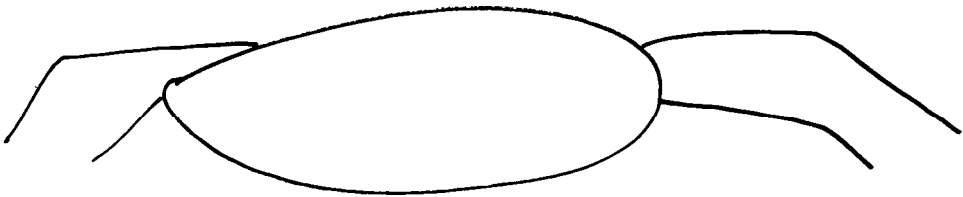
By Andrew Wright, Nanzan Junior College

A number of simple games and puzzle-like activities lend themselves to being good stimuli for communication in the language classroom. Squiggles and doodles provide more or less ambiguous stimuli; the language activity consists of interpreting what is seen, and attributing meaning to it. There are no clear-cut right or wrong answers, though some may be seen as more plausible, worthwhile or just amusing, than others. From the point of view of stimulating language, ingenious visual puzzles with a definite correct answer are not as satisfactory, since students may have nothing to really gain from communicating with anyone else while they are working out the solution.

Give your students, say, five doodles and require them to provide a certain number of interpretations. Students could then be asked to vote on the best interpretation (and why it is best). Students could also be called on to draw their own doodles. If the class is a large one, divide it into groups, with one student as chairman in each group. Best interpretations from different groups could then be compared, or groups could trade doodles with each other and monitor each other's interpretations.

Another easily organised activity is a series of 'auditory doodles'. Make a cassette of a series of (not too obvious) noises and invite interpretations. Incidentally, series of pictures are often used for composition classes, but a series of recorded sounds provides just as good a set of stimuli, and has the extra advantage of bringing a more dramatic element into the class.

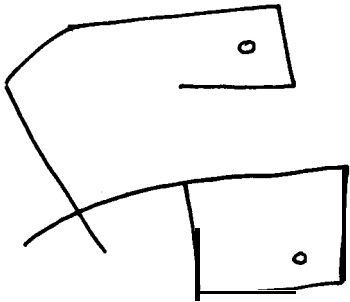
What are these squiggles and doodles?



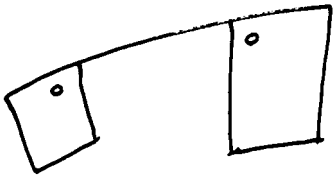
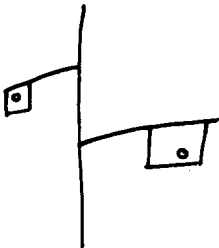
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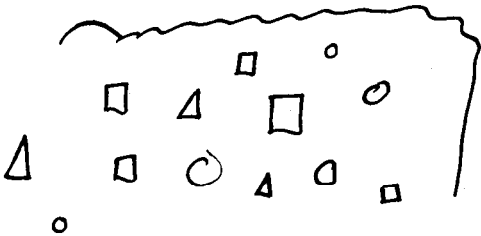
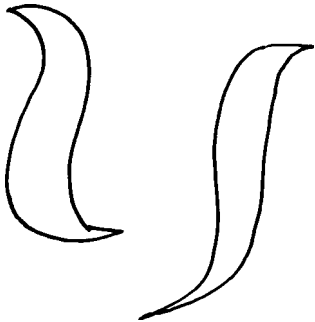
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No. 4



No. 5

# Nagasaki

## PHONIC READING AND PRONUNCIATION TECHNIQUES FOR BEGINNERS

Reviewed by Ron Gosewisch,  
Nagasaki Coordinator

On June 27, JALT-Nagasaki hosted an all-day workshop. The speaker was Paul V. Griesy of Kumamoto University who presented his system for getting beginning students to read English by sounding out the words, a system based upon the results of his research, and the cooperation of local junior high schools in Kumamoto Prefecture.-

Dr. Griesy began by giving two good reasons for phonic reading: 1) 90% of all English words, in junior high school texts are spelled phonetically or regularly and 2) Japanese students of English learn English words in much the same way they learn kanji - they must first hear the word pronounced by their teacher before they themselves can pronounce it. Students aren't allowed to find a relation between the letters of a word and their individual sounds, rather the 'shape' of the entire English word seems to be focused upon just as kanji must be. The problem then is how to help students to learn English in a way different from learning Japanese, in a way that takes advantage of the regularity found in English spelling. Dr. Griesy's answer is phonic reading.

In order to get the students to read phonically, the traditional introduction of the alphabet has been abandoned and, in its place, letters are introduced in groups. They are classified according to the vowel sounds found in their alphabetical names, e.g., *h, j* and *k* all go with *u* as they all have the *a* or [eɪ] sound. The letters *h, j* and *k* are placed around *a* on an illustrated chart and called the *A* family. This grouping has been done for all the letters and, though this may seem like a good deal of work, the students themselves make the charts which is not only easier on the teacher but also helps the students to learn.

Next, the vowel sounds are introduced by distinguishing between the basic (or phonetic) and the alphabet pronunciations. The various spellings for the basic and alphabet pronunciations are drilled while the rules for duration and spelling are taught, e.g., the vowel in vowel + voiced consonant is twice as long as a vowel before an unvoiced consonant (had - hat).

Consonants found in the Japanese language are introduced with picture cards. The letter is on one side and on the reverse is a picture of a Japanese word that: 1) starts with the letter in question and, 2) forms another Japanese word when the first letter is removed. *B*, for example, has a picture of a rose (*bara*) and two words in kana, *bara* and *are* (a sound of exclamation). Other examples include: *nashi* - *ushi*; *pun* - *an*; *sara* - *ara*; *yama* - *ama*; etc. With consonants that are not part of the Japanese sound system, pictures of loan words from English are used, e.g., *fish*; *lunch*; *queen*; *rain*; *thank*; *mother*; *violin* and *whale*. (Keep in mind that all the

charts for these letters and words are drawn by the students.)

Dr. Griesy then switched back to vowels and demonstrated how he introduced the 'Allen System' for numbering the vowels (See R. Allen and V. Allen, *Read Along With Me*). Fifteen vowels and diphthongs are assigned numbers, the double numbers being long vowels, the single ones short vowels. The numbers for and are enclosed in boxes to indicate they are irregular sounds found in the texts are boxed, or put into *butubuko*, to warn the students that they have to double check the sound before pronouncing the word.

Once these numbers and sounds have been learned, the numbers act as bridges or guides. The order of teaching is from pronunciation to spelling, back to pronunciation and then to meaning. The Japanese language contains thousands of loan words from English, so if beginning students can master 170 or so functional words, Dr. Griesy reasons that they should have an adequate vocabulary if could they pronounce the words correctly (which they can do once taught this system). And, though it takes two or three months before students can use phonic reading freely, they soon catch up to and overtake their peers who have not been trained in this way. One reason for this, as mentioned earlier, is that nearly 90% of all the words found in the texts can be sounded out. As a result, Dr. Griesy's pupils do something unusual for junior high school students. They read *ahead in* the text. They do this because they have been given the keys that enable them to do so.

Towards the end of Dr. Griesy's six-hour workshop he showed us a video tape of a class of first year junior high school in action. The Japanese teacher, whose English pronunciation was very good, was shown making use of the charts while the students read with proper pronunciation. When asked how many of the school's teachers used this system, Dr. Griesy pointed out that participation by the teachers in any given school really has to be unanimous to be fair. Though only five junior high schools in Kumamoto presently use this system, Dr. Griesy expects that with the strong support he is receiving from local education authorities, it will be used throughout the entire prefecture within a very few years.

All of this simply goes to prove that one gets out of whatever one does just as much as one puts into it. In Dr. Griesy's case, the input and output are both considerable.

### Reference

R. Allen and V. Allen. *Read Along With Me*. NY: Teachers College, 1964.



# TITLES OF INTEREST FROM PRENTICE-HALL OF JAPAN

## **A CONVERSATION BOOK: ENGLISH IN EVERYDAY LIFE**

Tina Kasloff Carver and Sandra Douglas Fotinos

Book I O-13-17223-9  
208 pages  
1977.

paper  
Book II O-13-17224-7  
192 pages  
1977

paper

A flexible, low-level conversational text for beginning or intermediate ESL students, featuring a non-academic approach. Using practical situations, and focusing each chapter on a separate aspect of everyday life, these books encourage students to talk about themselves in their own words. Contains writing assignments at different levels, tied into various topics. Includes over 900 humorous illustrations.

## **SIDE BY SIDE: ENGLISH GRAMMAR THROUGH GUIDED CONVERSATIONS**

Steven J. Molinsky and Bill Bliss

Book I O-13-80984-8  
206 pages  
1980

paper  
Book II O-13-80985-5  
205 pages  
1980

paper

In this "action oriented" text, students learn and reinforce grammar by talking with each other, "side by side." Side By Side, Book I is indented as an introductory grammar text for beginning level students. Book II is an intermediate-level text. To supplement the texts, audio cassettes (10 for each book) are especially designed to enable students to practice text materials with a tape-recorded speaking partner.

## **WRITING FOR A SPECIFIC PURPOSE**

Sandra McKay and Lisa Rosenthal

O-13-97026-Q  
160 pages  
1980

paper

Based on the premise that the purpose of specific writing tasks will generally determine the appropriate rhetorical and grammatical structure to be used, the assignments in each chapter progress from tightly controlled exercises to more loosely controlled paragraphs and essays. A final chapter considers the process and format of writing a research paper.

## **UNDERSTANDING AND USING ENGLISH GRAMMAR**

Betty Schrampf Azar

O-13-93649-2  
400 pages  
1981

paper

Class tested extensively for several years, this volume presents the forms, meanings, and usage levels of basic structures in English grammar. The workbook focuses on the rigorous practice of such structures through a variety of speaking, listening and writing exercises. Teacher's manual available.



**Prentice-Hall of Japan, Inc.**

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JALT  
82 Preliminary  
Schedule

Saturday October 9

AM

PM

9: 15 Registration opens

9:30 OPENER 10:45

Coffee and Donuts

*Addison-Wesley*

11:00

Welcome and Keynote Speaker

Michio Nagai

12:30 Lunch 1:30

Program Presentations

4:50 5:00 6:00

JALT/Regent's

Cocktail Party

???????

Night

On The

Town

Commercial Displays

Sunday October 10

AM

PM

9: 15 Registration Opens

9:50

Program  
Presentations

10:50

11:00 Major Speaker:

Peter Strevens

12:00 Lunch 1:30

*Book Displays*

Officer  
Section  
Meeting

Program Presentations

4:50 5:00

Annual JALT  
Business Meeting

6:00

*Buffet at Tezukayama*

8:00

Commercial Displays

Monday October 11

AM

PM

9: 15 Registration Opens

9:50

Program Presentations

12:00

*Lunch and Displays*  
SIG Groups

1:30

Program Presentations

4:50

End of conference

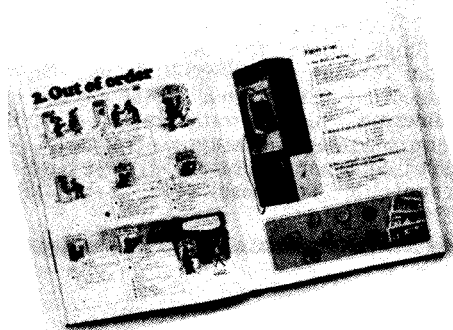
Commercial Displays .....a....

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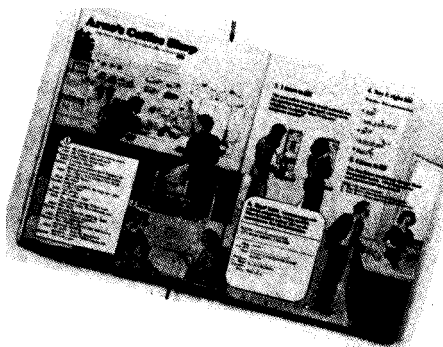
- Full-color illustrations and photographs cover 64 pages of the text, providing stimulating, informative visual material for language practice.
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Level 2 : October, 1982

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

# JALT Summer institute

The purpose of the Second JALT Summer Institute is to offer m-service training programs for teachers of English as a foreign language. There will be demonstrations and workshop activities in English or Japanese. Emphasis is placed on modern ELT methodology.

The Institute will run for three days, **from August 22 to August 24**, at Tohoku Foreign Language School, and participants can elect to attend for the entire period or just for a single day. In all courses, the faculty will relate the material they present to what actually goes on in classrooms. Each day there will be a variety of presentations by Institute faculty and there will also be informal Interaction among all those participating in the Institute.

## REGISTRATION

Registration can be done by mail or at the door. By registering and forwarding payment-in-full prior to August 10, applicants can take advantage of lower tuition fees.

## TUITION FEES

Registration before *August 10*:

	JALT Members	Non-Members
1 Day	Y6,000	Y7,000
2 Days	Y12,000	Y14,000
3 Days	Y18,000	Y21,000

Registration after *August 10*:

	JALT Members	Non-Members
1 Day	Y7,000	Y8,000
2 Days	Y14,000	Y16,000
3 Days	Y20,000	Y23,000

Payment can be made through *yubin furikae* transfer number NAGOYA 5-2754.

## HOUSING & FOOD

Housing will be available in the Green Hotel near Sendai Station. Rooms are air-conditioned with color T.V. and bath. Reservations for rooms should be made by the participants themselves. The address and telephone number are: 5-6, 2-chome, Nishiki-cho, Sendai-shi, 980. Tel. (0222) 21-4191. Costs are as follows:

Single room for one night: Y4,800; Twin room for one night: Y8,300. Meals may be purchased at the Green Hotel or any of the numerous nearby restaurants. For application form, contact: Kazunori Nozawa, Director, JALT Summer Institute, C-1, 27-1 Nishi Houwa, Yayoi-cho, Toyohashi 440. Tel. (0532) 48-0399.

## R.S.A. COURSE

ILC Osaka is pleased to announce that it will be running a course leading to the Royal Society of Arts Certificate in Teaching English as a Foreign Language.

### The course

- is for serious practicing teachers of EFL
- aims to develop practical teaching skills and relevant background knowledge
- leads to a TEFL qualification that is widely recognized and respected in the field
- starts in late October 1982 and runs until the exams in early June
- consists of two three- hour lessons per week for a total of 160 hours
- is open to all native speaker teachers of EFL

For information write or phone Roy Gilbert at

## INTERNATIONAL LANGUAGE CENTRE

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Kita-ku

Osaka 530 Phone 06-315-8003

For Kanto residents

ILC Tokyo will also be

running its usual RSA {course



# Summer Institute Schedule,

## August 22 (Sunday)

9:00 am. - 10:00 a.m.

Registration

10:10 a.m. - 11:40 a.m.

Carl Adams: Using and Adapting New Methods (Part 1)

12:45 p.m. - 2:15 p.m.

Carl Adams: Using and Adapting New Methods (Part 2)

2:30 p.m. - 5:30 p.m.

Dale Griffie: Listen and Act: Sequences for Language Development

6:30 p.m. - 10:00 p.m.

A Model Classroom Teaching in a Junior High School

1:00 p.m. - 2:30 p.m.

Mark Seng: 64 Ways the Overhead Projector Can Brighten Your Class.

2:45 p.m. - 4:15 p.m.

Mark Seng: Nonphotographic Slides: Inexpensive, Innovative, Effective.

Mark Seng is an associate professor at the University of Texas.

4:30 p.m. - 6:00 p.m.

Shigeo Sato: (Presentation in Japanese)

7:00 p.m. - 10:30 p.m.

Shigeo Sato: (Presentation in Japanese)

Shigeo Sato is a teachers' consultant at the Education Center of Iwate Prefecture.

## August 23 (Monday)

9:00 am. - 12:00 p.m.

Richard Via: Drama - The Inner Game of Language Learning.

This workshop will be on the use of drama techniques as a valuable and useful adjunct and supplement to any language program.

Richard Via is an educational specialist at the Culture Learning Institute of the East-West in Honolulu,

## August 24 (Tuesday)

9:00 a.m. - 10:30 a.m.

Hiroshi Hatori: Outline Grasping: Its Necessity and How to Do It.

10:45 a.m. - 12:15 p.m.

Hiroshi Hatori: How to Deal With Various Students Considering Their English Abilities.

Hiroshi Hatori is a professor at Tokyo Gakugei University.

1:30 p.m. - 4:30 p.m.

Anton Wicky: English Class in English.

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# Bulletin Board

JALT '82

全国語学教師協会

## 第8回語学教育国際大会

大会概要：永井道雄博士の基調講演（11月9日、午前11時）、その他、英語教育の教授法、及び、学習法に関する100件におよぶ講演、教育実習の機会を提供。

（大阪府、及び、大阪府教育委員会より後援名義の承認を得ている）

日時： 昭和57年10月9日～11日

午前9時30分より登録開始（前もっての登録は郵便振替用紙を御覧下さい）

場所： 帝塚山学院大学

〒589 大阪府南河内郡狭山町

TEL 0723-65-0865（内線293）

尚、参加費用、その他、詳しくはこのニューズレターの記事、郵便振替用紙を御参照下さい。または、上記の電話番号までお問い合わせ下さい。

## YEN RATES FOR TESOL RAISED

An increase in the TESOL overseas mailing rates plus the current fluctuation in the value of the yen have forced JALT to raise its TESOL membership fees:

Individual Y 9,000

Joint Y13,000

Student Y 5,000

Airmail, Y2,500 additional

Those desiring to join TESOL or renew their dups through JALT may do so using the conference pre-registration form. Please use the message area on the right-hand side of the form to specify the purpose and amounts remitted.

## JALT NATIONAL &amp; LOCAL CHAPTER ELECTIONS COMING SOON

It may seem a little early to be thinking about elections since the current year is barely half over, but the nomination process must start now if there is going to be adequate time for the entire procedure.

## NATIONAL ELECTIONS

National elections for officers for 1983 will be conducted as follows:

1. A post-paid postcard is included with this issue of your *Newsletter*. Please fill it in and

(cont'd on page 16)

## MEEDS

## - The Macmillan Essential English Dictionary series -

The best way to understand the more unobvious aspects of English words and meanings.

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There are many words whose spelling in English and another language is the same, but the meaning is quite different This is a new dictionary which looks at False Friends in the West European, Middle Eastern and Japanese languages Language Teachers, Interpreters, translators and businessmen - avoid that naive Faux-pas

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A Dictionary of Diseased English

by Kenneth Hudson 296 pp ¥ 2,240

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# The First of Its Kind.

## HBJ American English Dictionary

Edited by Christopher G. Morris

The first ESL dictionary published in the U.S., the HBJ American English Dictionary is:

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HBJ International, 757 Third Avenue, New York, N.Y. 10017 (U.S.A.)

**Election** .....

(cont'd from page 14)

- get it in the mail in time to reach the Election Board (Ed & Yoko Lastiri) by August 31.
2. On September 1 the Election Board will send each chapter a list of those nominated for national offices.
  3. Each chapter should consider the above nominations, and then submit a slate of no more than one nominee per position to the Election Board by September 20.
  4. The Election Board will confirm the willingness of each nominee, then give this list to the JALT Executive Committee. The ExComm will review these submissions during JALT '82, making adjustments and/or additions, but no deletions.
  5. The November Newsletter will contain all relevant voting information plus a post-paid postcard ballot. Provision will also be made for secret ballots.
  6. All valid ballots received by November 25 will be tabulated by the Election Board and the results given to the President for announcement in the January 1983 *Newsletter*.

The above procedure is slightly different from what has been done in the past for two reasons. One, the conference is a month earlier than usual. It was not possible to move the entire election process up a month, nor was it really desirable in light of the fact that it

would create a 'lame-duck' Executive Committee for the last three months of the year. Second, the Recording Secretary, who normally handles the mechanics of the elections, will be absent from Japan during the early part of the entire procedure. It was therefore felt best to select a separate Election Board which could be available and conduct everything from beginning to end.

**LOCAL CHAPTER ELECTIONS**

Little can be said specifically since the election procedures vary from chapter to chapter. The nominating postcards mentioned in paragraph one, above, will contain space for nominating people for local office and each chapter will receive a list of those nominated for its own offices along with the national nominee lists mailed on on September 1. Each chapter should supplement their list as necessary and/or desired and inform its membership of its election procedures through direct mail or via the *Newsletter*.

**第 1 回企業内語学教育セミナー**

目的： 国際化の急激に進む今日、国際ビジネスマンを教育することは、各企業にとって必要欠くべからざるものと言える。当セミナーは企業の国際人教育、とくに語学教育を促進することを目的とする。

対象者： 現在語学教育を行っている企業及び企画中の企業

# ENGLISH ALFA

General Editor Kenton Sutherland

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日時： 9月13日(月) 9時30分～4時

場所： 大阪商工会議所 (堺筋本町)

講演者：

山野上素充 神戸製鋼所海外企画担当課長  
 小阪博昭 松下電器海外研修所長  
 小林清子 日本IBM人材開発語学教育担当

講演内容：

- ・企業内語学教育の必要性及び問題点
- ・企業内語学教育プログラムの内容及びレベルの設定
- ・教師の選び方：外国人の場合、日本人の場合
- ・教師派遣機関の選び方
- ・教師または教師派遣機関との契約
- ・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及びそのPRの仕方
- ・語学教育プログラムの経費
- ・他の部所の協力を得る方法
- ・その他

参加費及び申し込み方法：

参加申し込みは下記へ参加費を郵便振替

京都 15892 JALT

にて送金する。

8月31日までに申し込みの場合(飲食費含)

JALT会員 1万円 非会員 1万3千円

それ以後・当日申し込みの場合(飲食費含)

JALT会員 1万3千円 非会員 1万6千円

問い合わせ：

〒602 京都市上京区

同志社大学上立売研究室(電)075-431-6146

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後援： 大阪商工会議所

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## 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) 315-8003.

# CAI IN ESL? -or any language for that matter!

For more information, please write:

American Language Academy at The Catholic University of America Washington, D.C. 20064 USA  
 (202) 526-0100; telex 248777 ala ur

for over a decade, the American Language Academy has been in the forefront of ESL/ESP instruction and innovation, with programs throughout the United States at the university, secondary, and primary school levels.

The American Language Academy is now pioneering micro-computer-based CAI — Computer-Assisted Instruction — in the field of ESL. ALA's educational software includes interactive learning modules in general and special purpose ESL to supplement existing curricula.

The American Language Academy CAI Seminar will provide a unique opportunity for professionals to learn about the operation and applications of microcomputer-based CAI in language learning. Two five-day Seminars will be offered: July 6-10, 1982, in Washington, D.C. and August 10-14, 1982, in Ashland, Oregon.

To ensure adequate individualized attention and access to computers, enrollment will be strictly limited.



# Meetings

## EAST KANSAI-KYOTO

Topic: Reading Skills Development  
 Speaker: Harvey Taylor, UCLA  
 Date: Sunday, August 8  
 Time: 2:00 - 5:00 p.m.  
 Place: Palaceside Hotel, on Karasuma, opposite the Goshō (Imperial Palace)  
 Fee: Members: free; Non-members: ¥1,000; students: free  
 Info: Juro Sasaki (075) 491-5236

Most teaching of reading emphasizes the total comprehension of a passage through exhaustive vocabulary study and analysis of grammar, etc. But readers in their own language often read much less thoroughly and perhaps to find out some particular piece of information only. These skills could also be of great use in EFL situations in certain cases. Using selected examples, Dr. Taylor will show how to encourage non-native users of English to develop scanning and skimming techniques.

Dr. Taylor is director of the Learning Resources Center at Beijing English Language Center. He has taught in Vietnam, Japan, and the United States before taking his current post of Visiting Professor in the Department of English at UCLA.

## 2ND TOKYO ENGLISH LANGUAGE BOOKFAIR

Theme: Hitting the 80's Head-on!  
 Date: October 2-3  
 Place: Bunka Institute of Language (site of last year's JALT Convention)

Following the success of the 1980 Tokyo English Language Book Fair and the 1981 Kansai English Language Book Fair, the foreign publishers return to Tokyo with the second Tokyo English Language Book Fair.

The publishers are cooperating again to offer teachers, administrators and students the opportunity of seeing the latest and the best in texts, audio-visual materials and other aids to learning and teaching, under one roof.

There will be a full programme of presentations. Guest speakers will include Hashimoto Mitsuro (well-known from his NHK appearances) and they will address aspects of the theme: *Hitting the 80's Head-on!*

In addition, editors, authors (including the energetic creator and presenter of jazz chants and songs for ESL), and publishers' local representatives will give a series of practical presentations and workshops on their materials. They will also be available to answer queries and to discuss problems and ideas for new solutions.

Look out for the full schedule and other details on the outside back cover of the September Newsletter.

## SAY IT RIGHT!

Pronunciation Practice for  
Japanese Students

### 〈基礎米語発音教本〉

by Harvey M. Taylor

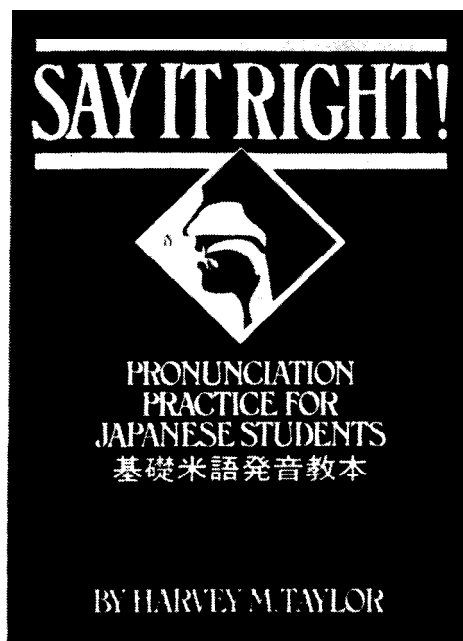
- Basic pronunciation textbook which focuses on problems specific to Japanese students of English.
- Sections called *Explanation* and *Pronunciation Hints* give students important suggestions to help them monitor their own pronunciation
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- Words and 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.) ..... ¥1,380  
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free examination copy available. Please contact.

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## TOHOKU ENGLISH BOOK FAIR

## Publishers' Presentations

Saturday, August 21

1:30 - 3:00 p.m. ELE: 'A Listening Based Curriculum for Large Classes' by George Isted  
 3:15 - 4:45 p.m. Scott, Foresman & Company:  
 (To be announced) by Richard L. Carpenter

## Book Fair Exhibitors

Sunday, August 22 through Tuesday, August 24

10:00 - 6:00 p.m.

Collier-Macmillan International, Inc.  
 Addition-Wesley Publishing Co.  
 Scott, Foresman & Company  
 Tokyo Language Services Co.  
 Sendai Lingaphone Co.  
 Seido Language Institute  
 Japan Regents Publishing Company, Inc.  
 Newbury House Publishing Co.

Free to members and non-members

Place: Tohoku Foreign Language School

(Tohoku Gakokugo Senmon Gakko), 2-25,  
 Chuo 4-chome, Sendai-shi, Miyagi-ken  
 Tel. (0222) 22-8659.

## PUBLICATIONS RECEIVED

*Acceptance to Zeal* (dialogue course book).  
 Carol Akiyama, Minerva Books, 1981.

*Clever Kingfisher* (picture story for children).  
 Evelyn Lip, Macmillan Press, 1982.

*Communication Skills for the Foreign-Born Professional*. Gregory Barnes, ISI Press, 1982  
*Getting Along With Idioms*. Lorraine Goldman, Minerva Press, 1981.

*A Handbook of English Language Teaching Terms and Practice*. Brian Seaton, Macmillan Press, 1982.

*Looking at American Signs*. Jann Huizenga, Oxford, 1982.

*Profiles* (student and teacher's course book). Susan Axbev. Nelson. 1981.

*Read Right! Developing Survival Reading Skills..*  
 A.U. Charmot, Minerva Books, 1982.

*Restaurant English*. Binham et al., Pergamon Press, 1982.

*Something to Talk About*. David Peaty. Nelson. 1981.

*Story-Telling*. Morgan and Rinvoluceri, Pilgrims Publications. 1981.

*The Topic Dictionary*. Bennett and van Veen, Nelson, 1981.

*Video Exploitation Techniques*. Mike Cavery. Pilgrims Publications.

*VIZ: An ESL Magazine for Young Readers..*  
 Editions du Renouveau Pedagogique.

*Which is Which* (manual of homophones). S.F. Hagan, Macmillan Press, 1982.

Any one of the above books will be sent to a JALT member who wishes to review it for the *Newsletter*. If the book is not reviewed in the agreed upon time, then it must be returned to the editors. Contact the editors at the address on page two of this *Newsletter* for specifications. No phone calls, please.

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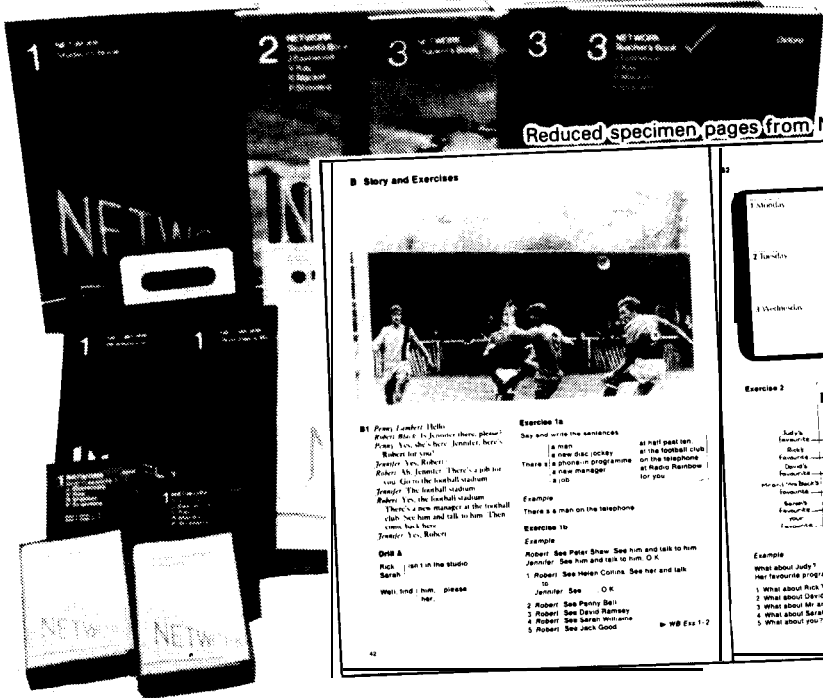
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**B Story and Exercises**

**Exercise 1a**  
Say and write the sentences  
as they are.  
1. a new bag (ockey)  
2. a phone-in programme  
3. a new manager  
4. (job)  
5. (at half past ten)  
6. (on the football club)  
7. (on the telephone)  
8. (at Radio Rainbow)  
9. (for you)

**Exercise 1b**  
Example:  
Robert: See Peter Shaw. See him and talk to him.  
Jennifer: See him and talk to him. O.K.  
1. Robert: See Helen Collins. See her and talk to her.  
2. Jennifer: See Penny Bell.  
3. Robert: See David Ramsey.  
4. Robert: See Susan Williams.  
5. Robert: See Jack Good.

**Exercise 2**  
**RADIO RAINBOW PROGRAMMES**

1. Monday	4. Thursday
2. Tuesday	5. Friday
3. Wednesday	6. Saturday
	7. Sunday

**Example**  
What about Judy?  
Her football programme is on Monday.  
1. What about Rick?  
2. What about David?  
3. What about Mr and Mrs Black?  
4. What about Sarah?  
5. What about you?

**Drill B**  
Is the phone-in programme on Friday?  
No, it is on Monday.  
Saturday

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