

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

Vol. VI, No. 9

Y150

September 1, 1982

Nagai to be Keynote Speaker

Dr. Michio Nagai has agreed to deliver the keynote address to JALT '82, the Eighth Annual International Conference on Language Learning and Teaching.

Dr. Nagai, after receiving a B. A. from the Philosophy Department of Kyoto University, received his Ph.D. in Educational Sociology from Ohio State University. Pursuing a career in the field of education, he held Assistant Professorships at Kyoto University and then the Tokyo Institute of Technology, where he became a full Professor in 1967.



Michio Nagai

Truly a man of wide international experience and academic inquiry, he has been a visiting lecturer at Columbia University, Hong Kong University, Stanford University and El Colegio de Mexico. Moreover, in 1965, he was a Research Associate at the University of California in Berkeley and in 1971, the Director

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第8回 J A L T 国際大会

同志社大学 北尾謙治

JALT (全国語学教師協会) は、来る10月9・10・11日の3日間に渡り、大阪府及び大阪市教育局の後援により、帝塚山大学にて第8回国際大会を開催する。

今大会はJALT発足以来最大で、110以上の発表が行われ、発表時間はのべ150時間以上である。日数の関係上13~14の発表が同時に行われるので、どの発表を聞くか迷わざるをえないのが残念である。

海外からもゲスト・スピーカーとして、英国よりAndrew WrightとPeter Stevens、米国よりジャズチャントでよく知られたCarolyn Graham来日する。その他にJALTの親団体でしかも世界最大のTESOLのJim Alatis等著名な研究者、著者等約20名が発表のため参加する。全参加者は国内外より約1000名、内4~5割が日本人と予想される。まさに、日本一の国際色豊かな語学教育国際大会である。

本年のKeynote speakerは、元文部大臣の永井道雄博士で、その講演は“International Exchange and Language Education”で、9日の11時より全体会として行われる。

今大会は全体会は2つしかなく、他は、Peter Stevensで10日11時より“Listening with the Eyes, Reading with the Years: The Spoken Language Revisited”の題の講演がある。

本年のプログラムは非常に盛り沢山で、語学教育のすべての分野に渡っている。教授法、クラスルーム・テクニク、クラスにおける活動、教材開発、テスト、文化教授等があるが、どれも実用的、実践的なものが多く、全くの素人が参加しても3日間である程度の語学教師になれると言っても過言ではない。米国の大学院でTESOL

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のプログラムを学習するよりはるかに語学教育の実践的なアイデアは入手できる。

教授法に関してはSilent Way, TPR, C—L/CLL, Listening Comprehension, Drama Method, Suggestopedia等現在世界中の最新の教授法がそろっているのみでなく、ワークショップやデモンストレーションでは、参会者の人々に実際に参加して頂き、未知の言語を学習する経験をして頂き、学習経過における学習者の反応を体験し、より有効な教え方を見出す試みもなされている。

クラスルーム・テクニクや活動では、日常のクラスに取り入れられる可能性のあるゲームやありとあらゆる技法やアイデアが紹介される。

機器の導入に関するものも多く、テレビ、ビデオ、それに本年初登場のコンピューターを導入した語学教育の紹介が行われる。コンピューターは米国の語学教育ではかなり知れ渡っているが、日本ではこれが初めての紹介と思う。

3日間のプログラムをおおまかに紹介する。10月9日9時30分よりアジソン・ウェスレー出版社の提供によりコーヒーとドーナツによるmixerで開幕する。ゲスト・スピーカーや当社の著者と自由に気楽に話し合える。

11時より永井道雄元文部大臣の講演。午後は27の発表が13室で行われる。ゲスト・スピーカーのAndrew Wrightの“Games, Work, and Language Learning”やCarolyn Grahamの“Using The Carolyn Graham

am Songbook in ESL Classes”の発表も予定されている。

5時～6時までリージェンツ出版社提供でカクテル・パーティーが行われる。著名な研究者、学者、著者と気楽に話せ、全世界の同僚と色々と意見や情報交換できる絶好の機会である。夜は気楽に大阪のレストランで夕食できるよう計画されている。

10日は9時50分から1時間14の発表があり、11時よりPeter Strevensの全体会。午後は25の発表がある。Grahamによる“Jazz Chants”と“Using The Carolyn Graham Song book in ESL Classes”, Andrew Wright “The Use of Magazine Pictures”は10日に予定されている。

6時より帝塚山大学キャファテリアで懇親会が行われる。

11日は全体会はなく、9時50分より4時50分まで46の発表が予定されている。この日はとくに日本の中・高・大学の英語教育と関係の深いものや役に立つものが集めてある。忙しくて3日間参加できない先生方は是非この1日でも参加して頂ければと思う。日常のクラスにおける教授の向上に役立つと確信している。Andrew Wrightの“Simple Drawing Techniques for Teachers”とCarolyn Grahamの“Jazz Chants”は午後に予定されている。

JALTの大会は研究発表も多少あるが多くはいかに語学教育を向上させるかが中心で、実践的なワークショップやデモンストレーションが多く、教師が自ら学習で

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JALT

NEWSLETTER

vol. Vi, No. 9

September 1, 1982

The JALT Newsletter is the monthly publication of the Japan Association of Language Teachers. The editors are interested in articles of not more than 1,200 words concerned with all aspects of foreign language teaching, particularly articles with practical application. 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 position 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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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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6-27 Hirakata Motomachi
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JALT '82 Guest Speakers

LISTENING WITH THE EYES, READING WITH THE EARS: THE SPOKEN LANGUAGE RE-VISITED

Peter Strevens has worked in many countries in the fields of English as a foreign language, teacher-training, applied linguistics, phonetics, materials writing, and language teaching research. After holding the Chair of Applied Linguistics at Essex University, he moved to Cambridge, where he now runs a group of EFL schools, the Bell Educational Trust, which offer courses in English, teacher-training and allied activities.

Mr. Strevens summarizes his presentation, *Listening With the Eyes, Reading With the Ears, The Spoken Language Re-visited*, as follows:

'Japanese students going abroad for study are often good at reading and writing, but are often almost speechless. At the same time, they usually wish to study literature. This produces a paradox, since English literature is based on the sounds and rhythms of English speech. To understand literature the written text must flow from the mind's eye to the mind's ear, and connect with a broad experience and memory of spoken language.'



Peter Strevens

His talk will discuss afresh the essence of any effective course in spoken English, which must include relations between speech and writing, and expanding the student's vocabulary through knowledge of *punctuation* as well as *spelling*. It will also give examples of classroom techniques for linking eye and ear. The speaker will outline the student's minimum in spoken English, in terms of word-stress, sentence-stress, rhythm and intonation, and will demonstrate some basic techniques in pronunciation and speech training. Finally, he will make a plea for high standards and high expectations in spoken English - which Japanese students are perfectly capable of achieving.

The JALT '82 Conference is fortunate to

be able to offer this presentation with the help of the British Council who is sponsoring Peter Strevens.

PRACTICAL PRESENTATIONS BY ANDREW WRIGHT

JALT '82 has the pleasure of providing conference-goers with several practical demonstrations by Professor Andrew Wright, Principal Lecturer at the Manchester Polytechnic in Britain and Director of the British Council summer school at the University of Nottingham (Practical Classroom Methods and Materials Production for English Teaching). The sessions for the conference will include *Games, Work and Language Learning, The Use of Magazine Pictures* and *Simple drawing Techniques for Teachers*. Professor Wright's enjoyable presentations will surely give everyone ideas and techniques they can use in providing their students with a valuable and fun learning experience. He has toured widely in recent years for the British Council and other institutions, giving talks and workshops for teachers on practical classroom methods.

Although most teachers depend largely on published materials, games and game-like activities are easy to prepare and to organize and can give the teacher a flexible and efficient means of adapting the course to the individual needs of their students.

Professor Wright is widely published by Longman, Cambridge University Press, Modern English Publications, and Practical English Teaching among others. His works include *Visual Materials for the Language Teacher* (Longman, 1976), and *Games for Language Learning* (Cambridge University Press, 1979). He co-authored and organized *Kaleidoscope, English for Juniors, Stages 1-4* (Macmillan, 1976). Professor Wright also co-authored *What* (cont'd on next page)



Andrew Wright

Wright

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Do You Think, Books 1 and 2 (Longman, 1974 & 1975); *Chips* (Longman, 1978); *The World Under the Sea* (Longman, 1979); *Say What You Think* (Longman, 1977); and *Flash-cards* (Modern English Publications, 1981).

See the conference schedule elsewhere in this Newsletter for details on when Prof. Wright will be speaking!

JAZZ CHANTS - AN ENTERTAINING
APPROACH TO LEARNING AND
TEACHING ENGLISH

Carolyn Graham is a member of the faculty of New York University where she received her M.A.; she also is a teacher of English as a Second Language and Director of the Saturday School at the American Language Institute. A graduate of the University of California, Berkeley, she lived in Turkey for nine years where she taught English as a Second Language in Ankara and Istanbul. She returned to the United States in 1969, after one year of study in Paris, and joined the faculty of the American Language Institute, New York University. She is also a professional entertainer, playing rag-time piano and jazz kazoo in various clubs in New York City including McFeeley's, under the name of Carolina Shout.

Ms. Graham is the author of *Jazz Chants* (Oxford, 1978). Jazz Chants are the rhythmic exuression of Standard American English. They are designed to teach the natural rhythm, stress, and intonation patterns of conversational American English.

Just as the selection of a particular tempo and beat in jazz may convey powerful and varied emotions, the rhythm, stress and intonation patterns of the spoken language are essential elements for the expression of feelings and the intent of the speaker. Linking these two dynamic forms has produced an innovative and exciting new approach to language learning.

As a language teaching technique, Jazz Chanting was first developed by Carolyn Graham at the Americana Language Institute of New York University where it is now an integral part of their language-learning program. Oxford University Press published her first book, *Jazz Chants*, for adults and young adults in 1978. Ms. Graham began giving workshops to teachers of English throughout the United States, Canada, Mexico, France, Turkey, Pakistan, Hong Kong, and the Philippines, demonstrating this technique and explaining how teachers could create their own Jazz Chants. Elementary school teachers in these various workshops encouraged Ms. Graham to develop Jazz Chants for children because they realized the potential of this energetic new approach to language acquisition for the elementary school child, particularly because the strong, rhythmic patterns of the chants bear a close relationship to children's games

and the child's natural affinity for rhythm and movement.

Carolyn Graham began to work with young children; individually and in groups, in various school systems. The result of those efforts was *Jazz Chants for Children* (Oxford University Press). In this book the Jazz Chants were designed especially for children. The topics and situations of the chants are those which are important to children and which enable them to express, in English, the many emotions that all children experience. Many of the chants are humorous and fun to do. Although Jazz Chanting's primary purpose is the improvement of speaking and listening comprehension skills, it also works well in reinforcing specific grammar and pronunciation patterns used in situational contexts relevant to the child's experiences.



Carolyn Graham

Ms. Graham's most current work, *The Carolyn Graham Songbook* (Regents Publishing Co., Inc.), combines oral practice in English for students of all ages, with an introduction to the music and culture of turn-of-the-century America. Each well-known melody has been supplied with a new set of lyrics which give useful practice with the sounds and structures of English. All lyrics preserve the rhythm, intonation, stress and vowel reduction of normal speech. Each song is accompanied by several oral exercises which provide additional practice with the sound/structure system. The accompanying cassette provides the perfect tool to introduce and practice the songs, and includes performances by Ms. Graham, as well as a band and a barbershop quartette.

The Carolyn Graham Songbook is just out and will be available at the JALT '82 conference. We are looking forward to an exciting and entertaining as well as educational workshop by Ms. Carolyn Graham.

CETAK Holds Conference

By S. Kathleen Kitao,
Doshisha Women's College

The College English Teachers Association held its second International Conference on English Teaching at Baewha Women's College in Seoul, Korea, July 17-30. The main theme of the conference was teaching English in a rapidly industrializing world.

The College English Teachers Association was founded as the University Laboratory Association of Korea in 1964. Its purpose is promoting the teaching of English. CETA holds conferences three or four times a year to present papers, which are published in *English Teaching*, CETA's biannual journal.

Of the 220 participants of the conference, about twenty were from overseas. Most of the overseas participants were from Japan, due in part to the cooperation of JALT and JACET. Participants from JALT included Tom Pendergast, one of the founders of JALT, Tom Robb, executive secretary, Kenji Kitao, vice-president, and Richard Dusek and Ron Gosewisch, chapter heads.

Several papers were presented by JALT members. They included 'Small Group Interaction

in a Video-Assisted Language-Lab Curriculum' (Tom Pendergast), 'Four Language Skills in One Lesson' (Ron Gosewisch), 'Developing Exercises for Reading Materials' (S. Kathleen Kitao), 'Student-Centered Learning' (Tom Robb), and 'Developing Reading Materials for Teaching American Culture' (Kenji Kitao). The latter was based on a project supported in part by JALT research grants.

JALT members found that there are some similarities between English education in Japan and Korea. Most students study English for six years total in junior high and high school in Korea. They study mostly for the purpose of taking college entrance exams, so few students actually learn to *use* English. Most English classes are too large, and some teachers do not understand English well themselves, especially at the secondary school level.

Dr. Robert Kaplan of the University of Southern California was the main speaker. His first address was on the scope of applied linguistics. He stressed the role of applied linguistics scholars in influencing government language education policy. Dr. Kaplan raised many questions that are faced by those in making policy on language education, including what language(s) should be taught, when, with what resources, by whom, and so on. He emphasized that obtainable objectives must first be defined and then decisions must be made in light of these objectives. Unfortunately, too often these decisions are made without specific objectives in

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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.

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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



CETAK

(cont'd from preceding page)

mind and/or the decisions are made for political reasons only.

In his second paper, Dr. Kaplan spoke on EFL curriculum. Since most technical information is in English, a country whose national language is not English must either train translators or teach English to large numbers of people. Dr. Kaplan suggested that, since scientific method spans the various scientific disciplines, scientific method could be used as a basis for teaching English for Special Purposes to scientists.

Dr. Kaplan's third paper was on language in education policy and planning for national development. He again emphasized the need for realistic goals and said that these goals for language education must fit into the framework of the country's goals for national development.

Three symposia were held during the conference. The first was on the optimal age for beginning English education in Korea. This is a topic about which there has been much debate in Korea recently. A panelist's assertion

that English education should be delayed until high school and taught more intensively, elicited a lot of response from the audience, both pro and con. The second symposium was on English as an international language. It was emphasized that English as an international language is not intended to replace national languages or to imply that English is a 'better' language. Its purpose is to allow communication with a wider range of people. The third symposium was on English for Special Purposes. Questions about the definition of ESP, ESP curriculum, the difference between ESP and survival English, and so on, were discussed.

Overseas participants had many opportunities to meet and talk with the members of CETA, both between sessions and in the evening. There was an informal reception on the first evening of the conference. On the second evening, overseas participants and CETA officers were invited to a Korean dinner and program of traditional Korean dances and songs by the International Cultural Association of Korea. On the last evening of the conference, there was a reception given by the Dea-Woo Corporation, a major Korean company.

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きる場を提供することを主体としている。多くの問題等に関して十分討論できるよう発表の多くは1、2、あるいは3時間に渡っている。おおいに議論されることを期待している。本年は英語のみの発表でなく、日英語で行われるものもある。

発表や社交行事の他、数十社の出版社による教材の展示には、内外の最新の語学教材がでそい、世界の最新の情報が入手できる。

JALTでは参加者の多くの人々が、できる限り他の

多くの人々と出会、意見や情報交換を行えるよう努力している。1年に1度、JALTが11支部の協力を得て、その総力をあげて行うJALT国際大会に参加され、日常の語学教育の向上に努力されるよう大会及びJALT役員一同は願っている。

大会参加のため出張依頼書の必要な方は下記まで60円切手をはった返信用封筒を同封して申し込みください。

〒589 大阪府南河内郡狭山町大字今熊

帝塚山学院大学 Jim White

Nagai

(cont'd from page 1)

of the Communications Institute at the East-West Center in Hawaii.

Dr. Nagai was selected as the Minister of Education, Culture and Science of Japan in 1974. In 1977, he became a Professor of International Relations at Sophia University here in Japan. He is also an Honorary Member of the American Academy of Education.

Currently he is not only a member of the Editorial Board of the Asahi Shimbun Press, but also holds the honor of being a Senior Advisor to the Rector, United Nations University. In spite of his many commitments and busy schedule, he is going to address the conference whose theme is 'Perspectives on Learning'.

During his distinguished career, Dr. Nagai has written many books in English including *Higher Education in Japan* (University of Tokyo Press,

1971), *Education and Indoctrination* (University of Tokyo Press, 1976) and *An Owl Before Dusk* (Carnegie Commission, 1976) as well as numerous books in Japanese.

Last year in a special supplement to the *Asahi Evening News* which was dedicated to JALT, Dr. Nagai stated that, "... in the world of today and tomorrow people of all countries must learn to live together. Only in this way shall we, who belong to the human-race, be able to build up a world community." He went on to say, "It is for this reason that foreign teachers should no longer be regarded as 'foreign' in the educational system of any country. They have been invited to come and teach and are an indispensable part of the educational structure." About half of the JALT members are teachers of foreign languages from many countries, the other half being Japanese teachers of languages. We are all looking forward to Dr. Michio Nagai's keynote address at 11:00 a.m., Saturday, October 9.

Longman Handbooks for Language Teachers

General Editor: Donn Byrne

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John Haycraft

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Donn Byrne

Drama in Language Teaching
Susan Holden

Communication in the Classroom
Edited by Keith Johnson and Keith Morrow

Longman 

Longman Penguin Japan Company Ltd.,
Yamaguchi Building, 2-12-9 Kanda **Jimbocho**,
Chiyoda-ku, Tokyo 101.

Get Your Red hot TESOL Tapes

National Program Chairperson Kazunori Nozawa has acquired a limited selection of 1982 TESOL Convention presentation recordings for JALT members. If any member would like to have a copy of one of the audio recordings listed below, then s/he should send a 90-minute cassette with additional stamps for return postage to: Kazunori Nozawa, Rm. 201 No.2 Ohgasaki Jutaku, 1-3 Aza Uehara, Ohgasaki-cho. Toyohashi-shi 440. No cash, stamps only please.

Available Tapes from TESOL '82

Anderson, Richard H.
Get 'em Gabbin': Techniques for Improving Aural/Oral and Writing Skills

Bachman, Lyle F; Palmer, Adrian S.
The Construct Validation of Tests of Communicative Competence

Dunkel, Patricia; Hickey, Laurel Pollard
Using Videotape to Train Students and Teachers of ESL

Freundlich, Joyce Y.; Myers, Selma
Different Jokes for Different Folks: Cross-cultural Perceptions of American Humor

Griffin, Suzanne
Activate Your Video Library: Develop Video-based Language Lessons

Grognet, Allene Guss; Bruhn, Thea C.
Every Good ESL Teacher is a Bag-lady: Classroom Realia

Gundel, Jeanette K.; Stenson, Nancy J.; Tarone, Elaine E.
Acquiring Pronouns in a Second Language: Evidence for Hypothesis Testing

Hansen, Jacqueline; Stansfield, Charles W.
The Effect of Cognitive Style on Cloze Test Performance

Kaplan, Robert B.
Information Science and ESP

Kerr, Lewis A.
Criterion or Norm-referencing in Tests for ESP

Kessler, Carolyn; Hayes, Curtis W; Rothchild, Lee
'Fitting In': Register Shifting in a Second Language

Killian, Patricia A.; Firsten, Richard S.
Enuf Already With the Small Talk

Krahnke, Karl J.
Global Objectives in Second Language Instruction

Krowitz, Mary Jo
Validating a New Test of Oral Communicative Proficiency

Lee, William R.
English as a World Language: Implications for Teaching

Lee, Yick-Pang; Low, Graham David
Are Direct Communicative Tests Really Worth the Effort?

Lems, Kristin; Silva, Tony
Developing Situation-Oriented Videotape Lessons for Improving Listening Skills

Levy, Francine
The AENEC Model for Second Language Acquisition

Lindfors, Judith W.
Supporting Children's Exploration In and Through Language

Maley, Alan
'I Got Religion': Evangelism in TEFL

Martin, Marilyn A.
Advanced Vocabulary TEaching: the Problem of "Synonyms"

Maxwell, Monica A.
Off-air Video Recordings in EFL Listening Comprehension Classes

McNamara, Thomas; McNamara, Lynne
Quality Circles: Japanese Management Theory Applied to ESL Programs

Mitchell, Marci
Aerobic ESL: Variations on a Total Physical Response Theme

Mulligan, Shari
Varieties of Dictation as Diagnostic Instruments and Teaching Tools

Namde, Joyce Winche
Using the Newspaper as a Teaching Tool

Odlin, Terence
English Word Classification and the Problem of Avoidance

Olshtain, Elite; Goldfus, Carol
The Role of L1 Translation in L2 Vocabulary Acquisition

Peerson, Linda L.
Utilizing the Ditto-Comp to Its Fullest

Perkins, Kyle
An Evaluation of Various Composition Scoring Techniques

Picus, Mark
Language Learning Strategies: A Unique Case Study

Ramler, Siegfried
The Pan-Pacific Experience: An Intensive Summer Program Integrating Language and Culture Learning

Read, John A. S.
An Indirect Approach to the Testing of Oral Proficiency


Reid, Joy M.
Using Commercial Television in the Advanced Speaking/Listening Class

Sato, Charlene J.
Hawaii Creole English and the English/ESL Teacher

Savingnon, Sandra J.
Dictation as a Measure of Communicative Competence

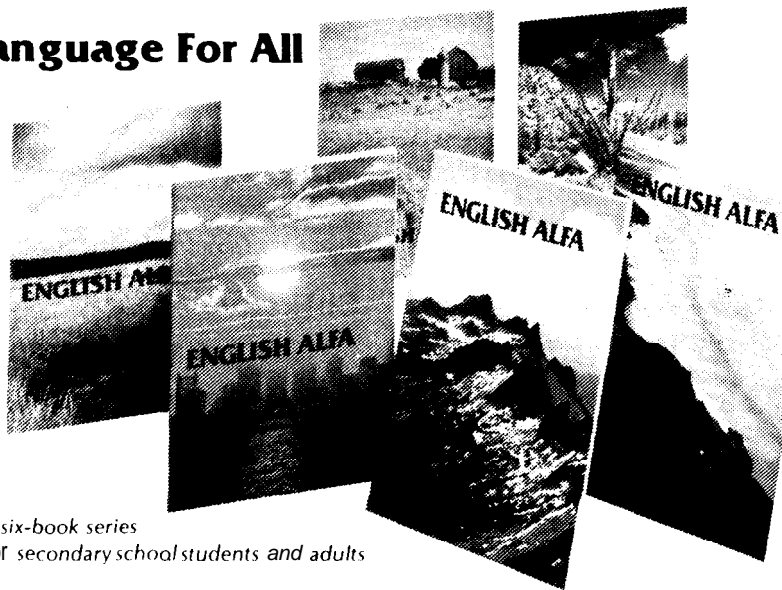
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Cassettes

Placement Test

For more *information* write

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

Tapes

(cont'd from page 8)

Seymour, Sharon; Slaughter, Randi; Messer-Schmitt, Dorothy S.

Mini-Checking as a Learning Device

Shohamy, Elana; McGroarty, Mary
Development and Validation of a Communicative Competence Test

Takubo, Kohei

Cross-Cultural Problems in Overseas Business Communication

Taylor, Tom-Collins

Sink or Swim: Communications Tasks in EFL

Widdowson, Henry G.

The Analysis, Use and Learning of Language
(plenary address)

Wyatt, David H.

Computer-Assisted ESL/ESP: Why Not the Best?

Young, Richard

Designing Items for Communicative Tests

Chapter Reviews

Fukuoka

POSSIBILITIES FOR THE CLASSROOM

**Reviewed by Richard Urych,
Tokai University, Fukuoka campus**

At the Fukuoka chapter meeting of June 27th. Richard Dusek, visiting lecturer at Kyushu Kogyo Daigaku, presented three classroom activities that he has used successfully. Primarily interested in getting us (the members of the audience) to form our own ideas about the activities, Mr. Dusek chose not to preface his presentation with any statement about underlying teaching principles, etc. Rather, he simply asked us to engage in the activities and to discuss them later in pairs and small groups.

In the first activity, each of us was given a note card, and we were instructed to write our names in the centers of our cards. Four questions were then written on the board: 1) What place in the world would you like to visit? 2) What person (living or dead) would you like to talk to? 3) What is something *you* do well? 4) What is something you would-like to learn? We were asked to write our answers to the questions in the corners of our cards - one answer to each corner. After this was completed, we pinned the cards to our chests, and we walked about reading each other's cards while music played. When the music stopped we paired off with someone and discussed our answers to the four questions until the music began again. After everyone had spoken with several people, each of us was asked to talk about one conver-

sation he or she had had.

The next activity we engaged in was called 'fruit basket'. People were divided into groups, and each person introduced him or herself to the group with the sentence: 'If I were a fruit, I would be a ...' Members of the group then asked questions about why the particular fruit was chosen. This activity continued until all the group members had introduced themselves.

In the final activity, we used the groups that had already been formed for 'fruit basket'. People paired off within the group, interviewed their partners, and then introduced their partners to the group.

Following a short break, we began to discuss our impressions of the activities. Everyone, it seems, found one or more of the activities to be useful. During these discussions suggestions were made about how to adapt the activities to specific classroom situations, and people also described other communication activities that they have found to be effective.

Shikoku

SUGGESTOPAEDIA

Reviewed by Betty Donahoe, Language House Inc.

Kazunori Nozawa, JALT National Program Chairperson, gave an interesting, lucid and informative description and demonstration of Suggestopaedia at Shikoku JALT's July meeting.

Mr. Nozawa began by playing a tape of baroque music which was a copy of a tape which is used in Bulgaria by Dr. Lazanov, originator of Suggestopaedia. He then handed out a list of approved music and explained that the idea of involving both halves of the brain in the learning process is basic to the method. The music helps accomplish this, and only certain types of music work. There was some discussion of whether or not exactly the same type of music
(cont'd on page 12)



Kazunori Nozawa

MACMILLAN COURSES. . . MACMILLAN TESTS. . . MAC MACMILLAN TESTS. . . MACMILLAN COURSES. . . MAC

Modern American Dialogues* by David Pearson et al. ¥1,690

Learn about the American way of life and the American way of speaking. This book provides up-to-date and varied practice in American English whilst familiarizing the student with both American speech patterns and the American way of life. It includes a variety of exercises for oral and written work using exciting topics, games and discussion.

Successfull Reading by Colin Swatridge ¥1,500

This book is designed to develop reading skills and to motivate further reading – both to obtain information and for pleasure. Over forty graded texts (some fact and some fiction) are featured, arranged in order of difficulty. After each text there are exercises, multiple choice exercises and language exercises to consolidate the comprehension obtained from each text.

Survival English* by John de Freitas ¥1,250

This book is a must if you intend working, studying or simply travelling in the UK. If you wish to be colloquially fluent in everyday situations – this book is exactly what you will require. It is designed simply as a practice book but as such is invaluable in the classroom, at home for self-study, or as a reference book.

Practice Tests for TOEFL* by Rolly Langley ¥1,750

An invaluable preparation for the official TOEFL exam. A vital book for those planning to enter an American college or university. It is also useful for employers who wish to assess the proficiency in English of their employees, and for businessmen to use to assess their own competence in English. Also included are three practice tests which follow TOEFL for style and which are to the same degree of difficulty – a great help when taking examinations is knowing the standard required.

New Cambridge First Certificate English* by Linton Stone ¥1,750

This is a stimulating new book, with both a modern approach and up-to-date material on contemporary themes – World Resources, Computers, The Media – all designed to help students prepare, and more importantly pass the revised Cambridge First Certificate English exam. Special features include: ● a glossary on each passage ● remedial work ● phonetic pronunciation ● general exam notes. The last of the ten units concentrates on 'Taking the Exam' and contains not only helpful advice, but also samples from actual Cambridge exam papers.

*An accompanying tape is available.

. . . MACMILLAN COURSES. . . MACMILLAN TESTS. . .
. . . MACMILLAN TESTS. . . MACMILLAN COURSES. . . M

For further details please contact:

M

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Bunkyo-ku, Tokyo 113
Telephone (03) 816 3756/7

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Japan Publication **Trading Co. Ltd.**
1-2-1 Sarugaku-cho, Chiyoda-ku, Tokyo 101
Telephone (03) 292 3755

Suggestopaedia

(cont'd from page 10)

which is appropriate for Bulgaria is appropriate for Japan. Mr. Nozawa suggested this is an area needing further investigation.

Mr. Nozawa next had his audience do a relaxation exercise, and then, with everyone in the proper frame of mind and presumably using more of their brains than usual, gave a very clever explanation of Suggestopaedia by using a dialogue which he had written for the purpose. This demonstration/explanation was extremely effective and efficient.

Mr. Nozawa admitted that the Suggestopaedia recommendations for the characteristics of the teacher who may be accepted for training are unrealistic and that many of the claims of the method have not been substantiated in the West, however he feels that the method has much to offer. His audience went away with the same feeling.

ExCom Meets

At the second National Executive Committee meeting a variety of more routine matters were discussed and voted on, with no major policy changes. Treasurer Aleda Krause reported that JALT is in fairly good financial shape (but could be better).

While meeting at Tezukayama Gakuin Dai-gaku near Osaka on July 31 and August 1, the seemingly marathon sessions involved eight voting members, a smaller number of ExCom members than usual, with only the West Kansai and Shikoku chapters fully represented.

Because of the fluctuation of the yen in recent months, it was decided to not enable JALT members to pay for TESOL Newsletter subscriptions through the JALT *yubin furikae* postal accounts. Members wishing to subscribe (but not join TESOL) to the TESOL Newsletter can send U.S.\$4 to TESOL, 202 Transit Bldg., Georgetown University, Washington, D.C., 20057, U.S.A.

The recording of chapter presentations was discussed because at a recent presentation the presenter refused to allow the presentation to be recorded. But because of various problems with individual chapters, it was decided to let each chapter decide on the procedure for determining whether the presenter will allow video or audio recordings. In an environment of academic exchange, such recordings are usually allowed.

Because Shikoku Chapter Executive Secretary Barbara Kayward has left Japan, Betty Donohoe has moved into the top position. The new Program Chair will be occupied by Michiko Hagawa.

Executive Secretary Tom Rohb said that he would go to Kanazawa to help some teachers

try to form a new affiliate or chapter travel funds were provided by the ExCom.

It was decided that JALT research grants can now include materials development. In the past this inclusion was not explicit, and the wording could be interpreted to exclude this aspect.

And finally, the official JALT T-shirts which have been so popular will be available at the conference in Osaka in October. In three styles, one shirt will still only cost Y2,000.

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

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)

Tel (06) 9 4 4 - 6 2 0 0

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(昼食・飲物含)：

JALT会員 1万3千円

非会員 1万6千円

当日会場でお支払下さい。

問い合わせ：

〒602 京都市上京区

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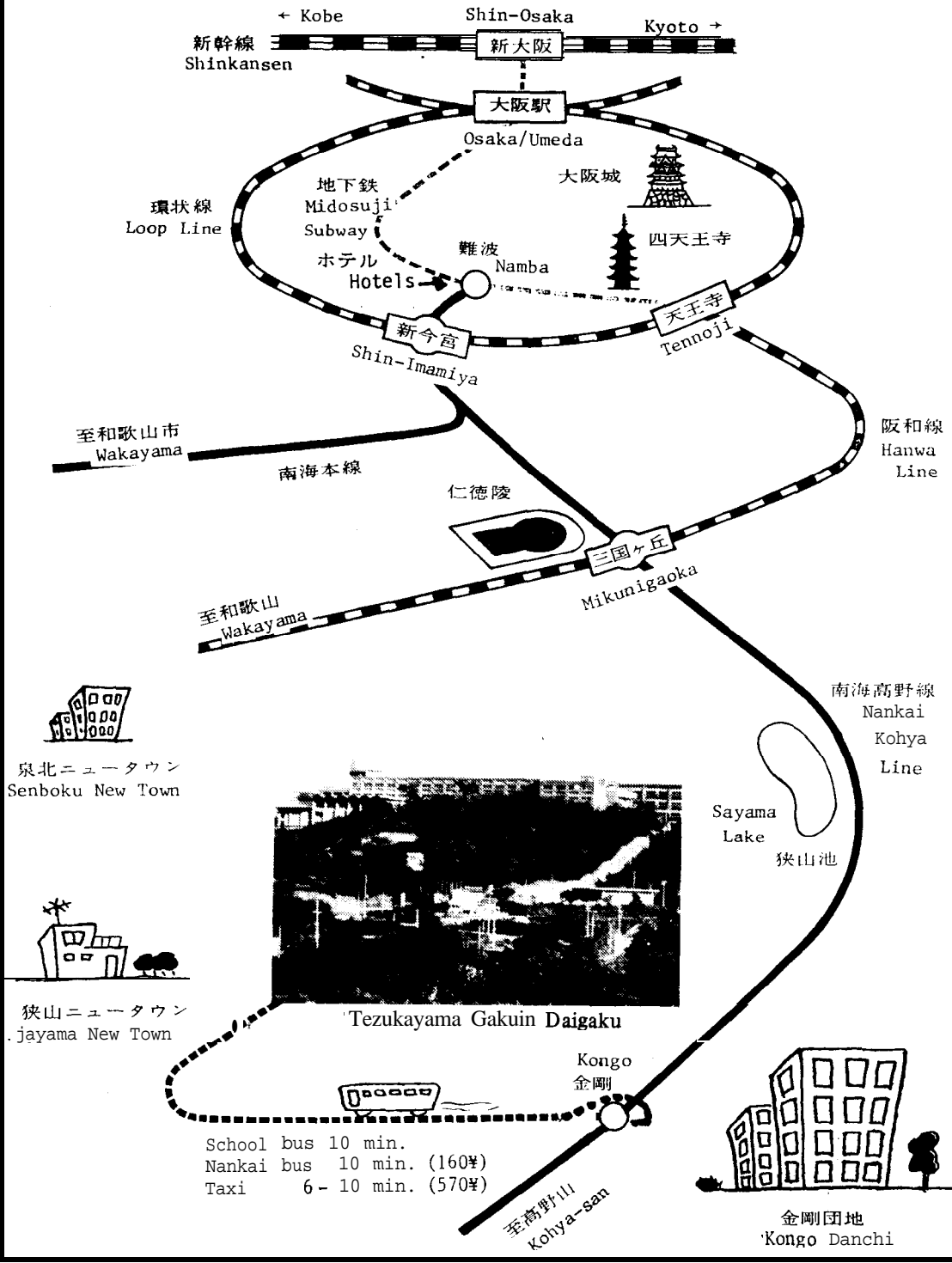
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国鉄環状線「新今宮駅」にて高野線に乗り換え「金剛駅」下車
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SATURDAY at JALT 82

September 1, 1982

Saturday

October 9

Saturday

Friday, October 8
Rendezvous
at Muenchen Beer Hall

Saturday, October 9
8:48 first bus leaves
from Kongo station
9: 15 Registration opens

9:30 Addison-Wesley
Coffee and Donuts
Opener

11:00 Keynote Speech
by Dr. Michio Nagai

'International Exchange
and
Language Education'

Welcome Speeches

12:30 Lunch

5:00 - 6:00

JALT/Regents
Cocktail Party

6:00 - ??

Night On The Town

Room 1:30

2:30

2:40

3:40

3:50

4:50

214	Mediatec <i>Threshold</i> in the Language Lab /Pendergast	Politeness in American English Conversation /Smylie	Lifestyles/ Farina
215	Japanese Through Drama / Hyodo		The Use of Lateral Thinking in Composition/ Harshbarger
216	Games, Work, and Language Learning / Wright		Looking at Textbooks: A Publisher's Perspective / Daniell
217	Discourse Analysis: An Overview and Introduction / Day	Listening: What to Teach and How to Teach It / Bamford	The Evolving Definition of TESOL: The Organization and the Profession/ Alatis
316	Improving Professional Skills : A Program for Self-Development / Jerome	Developing Your Own Reading Materials /Kathleen Kitao	Discourse In Storytelling / P. Harman
321	Balancing Input and Output : Ideas for Creating Challenging Advanced Classes / Berman		English ALFA : (Part I) / Van Karssen
323	Teaching the Four 'R's to Unmotivated Students /Isted, Shaepe		Practicing Oral Skills : Student-Centred Techniques / Kennett
325	Innovative Methods for Teaching Composition: Sentence Combining and Evaluation Without Correction /Kelly & Shortreed		Foreign Language Instruction by Television - The Easy Way /Russell
412	Suggestopedia in Humanistic Education / Moriarty		
413	Using and Adapting New Methods / Adams		Listen and Act : TPR / Griffee
414	World English / Crane	TOEIC : A Test That Can Be Used for Classroom Teaching / Pifer	Side by Side / Bliss
415	A Resource for Teaching: Observing Ourselves as Students /Robbins		
A-V center			<i>The Carolyn Graham Songbook</i> [Graham (Repeated Sun./2:40)]

SPECTRUM

Regents

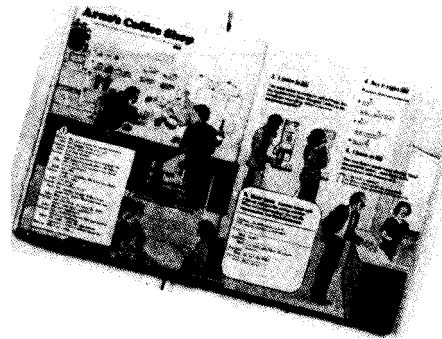
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Sunday

October 10

Sunday

Sunday, **October 10**

Room **9:50**

10:50

1:30

2:30

2:40

3:40

4:50

4:50

9: 15 Registration Opens

11:00 Plenary Session

Major Speaker_
Peter Strevens

'Listening with the Eyes,
Reading with the Ears:
The Spoken Language
Revisited'

12:00 Lunch
12:45

Visit the Commercial
Displays
&

JALT Officer
Section Meetings

5 :00 JALT Annual
Business Meeting

6:00 Buffet at the
Tezukayama Cafeteria

Monday, October 11

9: 15 Registration Opens

12:00 Lunch

12:45 Visit the
Commercial Displays

&

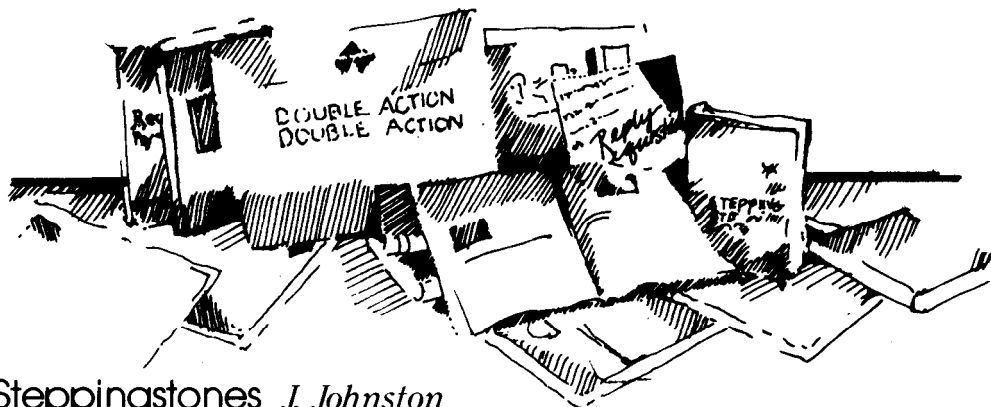
JALT SIG Meetings

5 : 00 End of Conference

213	Pair Work: Direct Measure of Progress/Ferguson	Simulation Exercises in the EFL Classroom: A Practical Workshop for Teachers /Campbell, Home, Smith		
214	<i>Spectrum</i> Vaughn	The Use of Magazine Pictures/ Wright		
215	Conversation Management / Taylor	Yes! <i>English for Children</i> / Bittinger	Developing Social and Academic Listening Exercises from Classroom <u>Material</u> /Hale, <u>Boothby</u>	
216	The Half Frame Camera in Writing/Shishin	The Choice and Presentation of Writing Assignments/ Wanwig	Story-Telling Used in Teaching Communication/Sanematsu	The Teacher's Role in Self-Access Learning/ Zambrano
217	Listening Comprehension: An Overview / Richards	<i>Pinch and Ouch:</i> English Through Drama/ Nomura		Discussion Cards/ Lee
316	Getting Students to Talk / Carver	They Said I Have to Give a Test – What Do I Do Now?/ Adamson		Intermediate and Advanced Student-Centred Learning / Capel
321	Perspectives on Video /Charman and Farina	Positive Aspects of Early Trilingualism/ Ratzlaff	<i>English A lfa</i> (Part 2)/Van Karssen	Small-Group Video-Assisted <u>Language Lab</u> / Pendergast
323	Presenting the H. B. J. <i>American English Dictionary</i> / Crane	Computers and Language Teachers: A Little Something for People Who Know Nothing/Tripp		Turning Errors Into Successful Writing Strategies/ Fallon, Okada
325	Peer Observation: An Experiment/ C. Harman	A Look at an In-House Company Program/ Hines, Heyneman, Baird		
412	Reactivating the <u>Language Lab</u> / Rost	Taking Another Look at Counseling-Learning and Community Language Learning/Stamley		
413	Listen and Act: TPR, Drama, and Roleplays 1 Griffiee	What to Do But Listen and Repeat/ Robbins	Alibi: A Party Game for the ESL Classroom/ Jones	<i>In Tune: Series</i> for Adults/ Carpenter
414	Some Grammatical Illusions / Levi	Learning Activities for Large-Group Instruction/ Jerome	'The Graduate': Video-Taped Movies and Advanced ESOL Students/ Berman, LoCastro, Linke	
415	Refugee Camp Curriculum /Bliss	Crash Course in Debate/ Foreman-Takano		
119	Jazz Chants/ Graham (To be repeated Monday at 1:30)	A-V Center	<i>The Caroline Graham Songbook</i> / Graham	

113	Ideas for Teaching Junior College Girls/ Karita			Creative and Easy Communication Activities/ Bittinger					
214	Contest Conversation: A Game-Like Activity to Improve Oral Skills in Large Classes/ Freeman			Effective Approaches /J. Sasaki		On the Second Language Learner's Difficulty in Using Infinitival Modifiers/ Kishi			
215	The Use of Guided Design in Teaching ESP/Harshbarger			Mini-Course: An Introduction to Discourse Analysis/LoCastro					
216	<i>Threshold</i> : The Self-Access Language Course Entirely Built Round Pair Work/ Ferguson			Simple Drawing Techniques for Teachers/ Wright					
217	English Through Drama/ Nomura, Yamauchi			Teacher Training Curriculum /Nozawa	Cards and a Tape Recorder /K. Takahashi	American Culture in Reading Courses/ Kenji Kitao	Pictures and Charts/ Hale	Perceptions of Japanese/Nelson	
316	Teaching Strategies for the Three-Hour <i>Mombusho</i> Curriculum/ Goto		Ineffective Way I Anma, et al.	Psycholinguistics and Sociolinguistics for the Language Teacher/ Day, Richards					
321	Video: Learner-Centered English Education in Junior High School/ Nagayoshi		Interactive Reconstructive Principle / Rost		Privacy in Different Cultures / Villamarin		The Microcomputer, An Extension of the Human Mind: How It Can Be Used By All of Us/ Weintraub		
323	General Course (Kyoyo Eigo) / Inoue		Native Speaker Tapes Against Textbooks/Murakami		Chinese: The Silent Way/ Uemura				
325	Creative English for Children/ Peretti			The Development of a Writing Course for Engineers! Scott			Eclecticism in the Use of Video in Language Teaching/ Sakaguchi		
412	International vs.' American English /Intrator		<i>An American Sampler</i> / Sackett		Classroom Games for Children/ Osaka Children's SIG				
413	Creative Uses of Prepared Dialogues/ Crane		Student Reflection / Dusek		Toys, Phenomenology and You/ Weschler			Comprehension and M-C Tests / Amano, et al.	L-Simplex /Minamino
414	The Subordination of Teaching to Learning: A Discussion of the Silent Way/Millet			Basic and Extended TPR, Rods, and Unisets / Pendergast. Okazaki			Student-Initiated Teacher Tasks: A Motivation Oriented Project/ Ratzlaff		
415	Cambridge University Press Materials/ Donovan		EFL Teachers Training Needs / Richards, Hino	CAI-ESOL /Pendergast	Functional Exercises / Cudhea	Impromptu Dialogues /Hale	Active English Learning in the Schools/Fujiwara, Nagayoshi		
119				Jazz Chants/ Graham					

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L. Ven triglia

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Vocabulary Building Using Index Cards

By Julian Bamford,
The American School of Business, Tokyo

This technique is as simple as it is useful. In our own full- and part-time classes it seems to be the single most effective tool for raising, 'students' language ability.

The Need

A little grammar goes a long way, but the same is not true of vocabulary. To state it in extreme terms, a learner who understands little structure and much vocabulary will grasp the essence of almost any message (with common sense overcoming structural quirks like deletions and unfamiliar word order) whereas a learner strong in structure but weak in vocabulary is able to understand and say next to nothing. In fact, the benefits of extensive exposure to, and self-expression in the target language are available largely in proportion to the range of a student's active and passive vocabulary. Yet, because language courses are designed around functions and grammatical structures, we tend to concentrate on these and pay little attention to vocabulary building.

The Aim

To develop a large, passive (understood) vocabulary shared by the whole class and to allow individuals to develop their own active (spoken/written) vocabulary.

What Usually Happens With Vocabulary

New words are always coming up in classes: items from various textbooks used and, in freer oral practice, words discovered and known by one student but unknown to the others, or words asked for by students and supplied so they can express themselves as they wish. Students, of course, copy these items in their notebooks, and that is often as far as it goes. They have little motivation to review, nor is there much call to do so: teachers not only forget the words that came up but, if they share a class, they rarely even hear about the words generated in other teachers' classes. Experience shows, however, that each word has come up in the class in a strong and meaningful context, and it needs only a little extra work to fix all of that in the learner's long-term memory. What is needed is a system by which, for each group of students, all new vocabulary from all sources and all teachers is kept accessible, reviewable and in the students' field of attention until it has been successfully acquired.

The Technique

During a class, any new word not known by

most of the students is written on one side of a *meishi* card. The day's date is added in one corner and, if the word is particularly obscure or has multiple definitions, a small note of meaning may be added in parentheses. The reverse

of the card is left blank. The cards thus made are kept in an elastic band with a card on top of the pack identifying the group to whom the cards belong. Teachers take the appropriate pack to that group's classes, together with a second pack of blank cards for adding new words. One class period seems to yield anywhere from three to twenty new words, with an average of maybe five to ten. Take a few seconds to review these new words as often as possible during the class in which they are introduced, then shuffle them in with the rest of the pack. Spend the first fifteen minutes or so of each class reviewing the pack of cards.

Reviewing the Cards

Each teacher will find favorite ways of doing this. Mine are: 1) Teacher holds up and works through the cards one by one, orally giving a quick-fire definition, synonym or sentence with a 'blank, expecting students to produce - speak or write - the word on the card. Supply the first syllable if they don't get it right away. 2) Teacher gives the word on the card, perhaps in a sentence, and asks for some indication of comprehension, perhaps a definition, another example of usage, or a nod of recognition.

The first way, of course, involves the student producing the word in isolation, on the theory that what can be produced now will probably be at least recognized later. The second way is much faster when time is at a premium.

We never ask students to produce words in context. All but the blandest vocabulary items have often complex rules of usage, and there is no time to introduce all of these even if it were worthwhile. This was initially a cause for student complaint: they suddenly found themselves accountable for ten times as many words as before and they didn't think they 'knew' them because they couldn't 'use' them. They kept asking for chances to make sentences with the words until the idea of passive vocabulary was eventually accepted. At the same time, students seem, with no extra training or effort on their part, to produce those new words that are meaningful to them, and when they do produce a new word in the flow of conversation it often turns out that they have internalized the rules of usage as well. If not, errors in usage can be pointed out as and when they occur.

(cont'd on page 2 1)

AMERICAN KERNEL LESSONS SERIES COMPLETED!

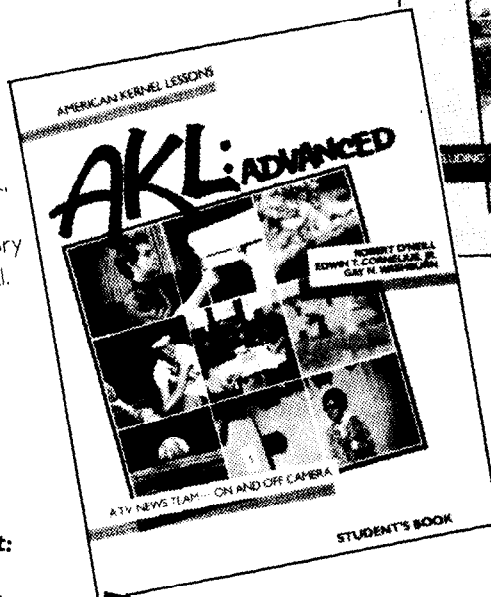
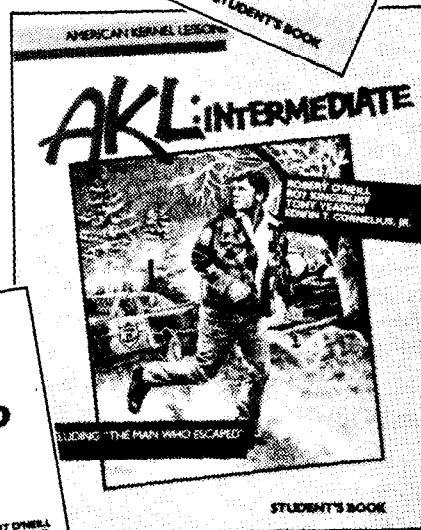
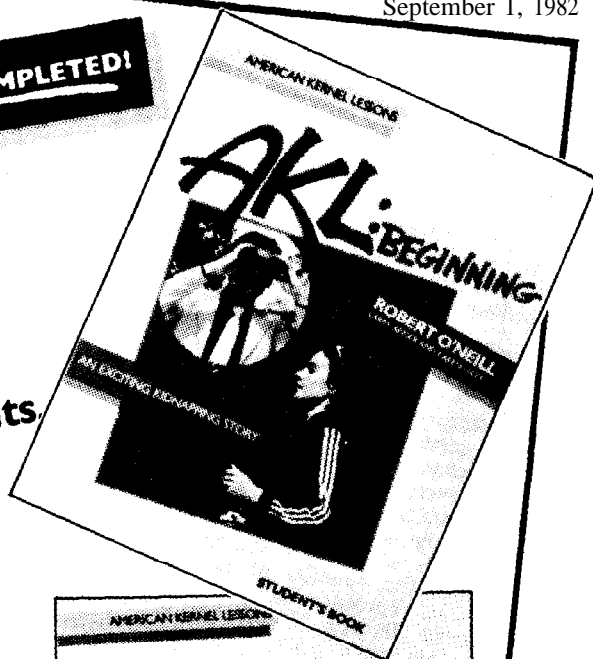
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Vocabulary

(cont'd from page 19)

Words that students seem to have acquired can be removed at any time from the pack, but not until at least a week has passed since they were added. The current pack shouldn't be allowed to grow much beyond 80 words. One way to keep the numbers turning over is to divide the pack by date at regular intervals (once a week), those words introduced more and those less than a week before. Spread the older words out in rows on a large surface, and students look over them and pick up any words they don't feel absolutely sure of. Students then help each other in pairs or groups to understand the words they picked up. Finally the teacher gathers all the old words again, picked up or not, and does a quick check through as in 1) or 2) above. Any words which still seem hazy in students' mind are redated and replaced in the current pack. The rest are retired into old card storage where they lie for one more semester. Some free period during the following semester, the previous semester's cards are reviewed a final time and destroyed (often with gusto) once comprehension is again verified.

There are, however, one or two students who delight in conversing or muttering odd mono-

logues throughout the day using many new words with usage often slightly or wildly off. It is still a fight to convince them to let sleeping vocabulary lie, and to use simpler words: *stay* not *loiter*; *waterfall* not *torrent*; *background* not *heritage*; *person/man* rather than *chap*.

Other ways to review the cards are as follows (one teacher uses this slower but valuable system): 3) Students are in pairs, one student in each pair has some of the cards and proceeds as in 1) above. Teacher circulates, assisting and noting what is or isn't solidly known. The following two ways are especially good for motivating students to study. 4) Playing 'Vocabulary Queen/King' at the beginning of each class, or regularly during class. Use method 1) above at a frenetic pace and give the card in question to the first student to answer (scissors-paper-rock if it's a tie) and the person with the most cards at the end is King/Queen until next time. 5) Write a 10 or 20 item weekly test - definitions for words which must be supplied, words that must be defined, or sentences with a blank in them. Always supply the first letter of the word to cut down synonyms and provide a hint. For beginners, show how many letters are in the word to be filled in.

Beginning Students

Add an extra notation on the cards indicating whether students are expected to spell the words, (cont'd on next page)

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Vocabulary

(cont'd from preceding page)

and keep the current cards in two different packs accordingly. Use a word list like the 2000 defining words in the *Longman Dictionary of Contemporary English*, or L. A. Hill's *Word Power 1500* to determine which words should be spelled. Give extra dictations as necessary from the spelling pack. Intermediate students should be expected to spell everything. They seem to naturally infer and internalize spelling patterns as time goes on.

Homework Review

Students find their own ways to review: some lay out the cards face down on the copy machine and study the resulting sheets; some work through the cards in pairs during lunch hour as in 3) above; some make their own packs of cards; some look up the words in a monolingual dictionary and copy out the definitions and example sentences; some make note to review the words they fail to recall in class review sessions; and some do nothing extra at all.

Games

If you are blessed with time, word cards can be a source for games like 'Hangman' (students play it themselves in groups); 'Word Bingo' (students lay out 40 word cards, then individually copy any nine of these onto their Bingo card, and then the word cards are shuffled and used to call the words); 'Concentration'

aka 'Fish' or '*Shinkei Sujaku*' - (students choose any 30 or so words and make duplicate cards for these before playing *or* prepare cards' with the definitions of the words with which they should be matched); 'Storytelling' (students have to make a story with three randomly picked words); 'Guess the Word' (student picks a hidden card and tells a story weaving that word in. To win other students must guess the hidden word as soon as it is spoken.)

Summary

Word cards fill a gap, allowing for all-important vocabulary building through extensive review. They deserve as much priority and weight within a syllabus as any ordinary text, for they do indeed make up a text; one written specifically for and by the class that owns them, with contents based on all else that is being covered in the classroom.

Acknowledgements to colleagues Lynne Kennett and Larry LaCoss for their good ideas.

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- Hatch, Evelyn. 1978. *Second Language Acquisition*. Rowley, Mass: Newbury House. p. 430.
 Hill, L. A. 1982. *Word Power 1500* Tokyo: Oxford University Press.
 Inamura, Matsuo. 1981. *LDOCE Katsuyo Eitango (LDOCE 2000 Active Words)*. Tokyo: Kirihaara Shoten.
 Proctor, Paul (Ed.). 1978. *Longman Dictionary of Contemporary English*. London: Longman.

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Oxford University Press Tokyo wishes to recruit a Japanese aged 35-45 to manage its English Language Teaching operations in Japan. The job involves planning and implementing sales strategy for imported ELT materials from the U.S.A. and the U.K.; the publication of local, original and adapted materials; and the supervision of local sales, editorial and production staff. The successful applicant will have proven entrepreneurial experience in business, preferably in the publishing industry, and ideally have a marketing background. The post is a challenging one with excellent prospects of expansion in close collaboration with OUP's ELT operations in the U.K. and the U.S.A. Good command of the English language is essential. Please apply initially to: The Manager, OUP Tokyo with full details of your career to date.



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Obviously, any experience of the publishing industry would be a distinct advantage but is less important than enthusiasm and flair for promotion, interest in ELT, and the ability to get on with local and foreign teachers and local OUP staff. Knowledge of Japanese would also be a distinct advantage. This is an excellent opportunity for somebody keen to start a career in publishing and there are considerable opportunities for growth and development. Please apply initially to the Manager, OUP Tokyo with details of current salary and your career to date.

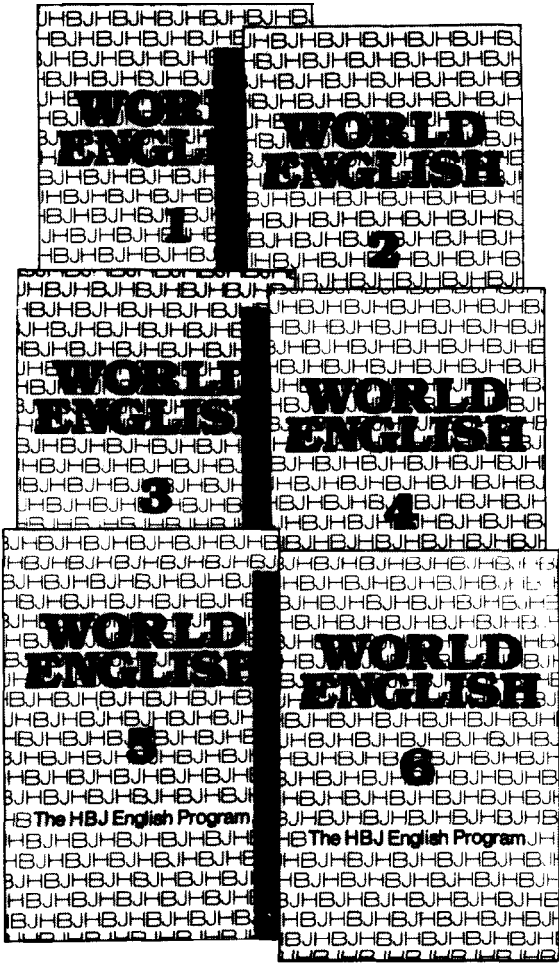
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Bulletin Board

Faithful member Bill Widrig has left Japan, and he will be missed – Bill was one of the people who helped get this newsletter out to the membership every month, with only his name in the little box on page two every issue as his pay. For this 'pay', Bill would make sure the newsletters had been wrapped, delivered to the post office, and get stamps for overseas and odd bulk mailings. We at the *JALT Newsletter* and the general membership are very grateful for his help.

WEST KANSAI NOMINATIONS

The JALT West Kansai chapter is now accepting nominations for the 1983 executive committee. If you would be willing to serve or would like to nominate someone, please inform Jack Yohay, Tel. (06)771-5757 (days), or Vincent Broderick, Tel. (0798)53-8397 (nights).

BOOK DISPLAY at JALT 82

More than 30 publishers and distributors will offer a wide variety of materials – definitely something for everybody. This display will feature a Coffee Corner for relaxation and a chance to have some of your new acquisitions signed by the authors. You will also be able to win valuable books in the Book Raffle Quiz; simply go to the display area for your entry form and details.

Positions

(TOKYO) The Simul Academy of International Communication, an affiliate of Simul International and The Simul Press, has openings starting in October, 1982 for qualified instructors. The Academy has programs for interpreter-training and advanced English education with a heavy emphasis on international affairs. A degree in TEFL or related fields plus teaching experience, preferably in Japan, is highly desirable. Part-time positions are available for instructors in EFL particularly those who are qualified to teach business communication with an MBS and/or business experience. Excellent remuneration and conditions for skilled individuals. Send a cover letter and resume to The Simul Academy, 1-5-17, Roppongi, Minato-ku, Tokyo 106. Tel. (03)582-9841.

Meetings

CHUGOKU

Topic: Crash Course in Debate
Speaker: Deborah Foreman-Takano
Date: Sunday, September 12
Time: 10:00 a.m. – 12:00 p.m.; 1:00 – 4:00

Place: Hiroshima YMCA 4th floor
Fee: Members: ¥1,000; Non-members: ¥2,000
Info: Marie Tsuruda (082) 228-2269

Debating in English is becoming increasingly popular among college students as an extra-curricular activity, even here in western Japan. This lecture, for those with little or no debating experience, provides an introduction to the basics of debate and relevant logic, aimed also at those who are often called upon to judge debating contests or coach teams.

The morning session will deal with 1) What debate involves, and 2) Logical fallacies. The afternoon session will continue with 3) Basic debating terms, 4) Various case types, 5) Keeping track of the flow of argument, and 6) How to judge.

HOKKAIDO

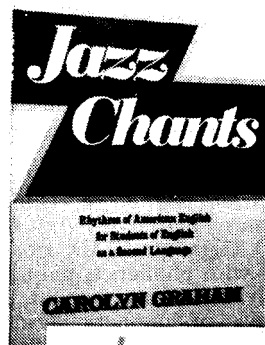
Topic: Activities for Teaching Children *and* A Pronunciation Workshop
Speakers: Elizabeth S. Kitamura and David A. Hough, respectively.
Date: Sunday, September 26
Times: 10:00 a.m. – 12:00 p.m. and 12:45 – 4:00 p.m.
Place: Sapporo Kyoiku Bunka Kaikan 3F, Odori, Nishi 13
Fee: Members: ¥1,000 for both programs, ¥500 for one; Non-members: ¥2,000 for both programs, ¥1,000 for one.
Info: Terry Riggins (011) 642-6026

In this month's meeting we hope to appeal to a broad field of interests with a two-part program; a workshop in the morning for those with an interest in teaching English to children and another workshop in the afternoon to provide an intensive consideration of the teaching of pronunciation.

Elizabeth Kitamura, with her husband, has been holding teacher-training courses in Osaka and Tokyo for a number of years. She and her husband also are working on materials and curriculum development based on the Toro Method, an integrated system of teaching techniques for children. In her workshop she will show a variety of techniques for teaching pronunciation, grammar, vocabulary and games to children (6 to 12 years). She will demonstrate how to use these techniques in a curriculum and how to prepare a lesson plan. She will also show

(cont'd on page 26)

Jazz Chants Jazz Chants for Children

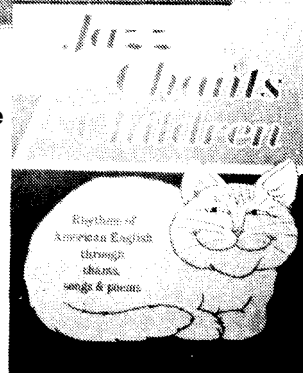


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Hokkaido (cont'd from page 24)

videotapes of actual children in the classroom using these techniques.

David Hough, who will present a three-hour workshop divided into two 1 1/2-hour segments (with a 15 min. break), is presently Executive Director of International Communication Research Associates and President of Teacher Training Seminar. He holds an M.A. in linguistics from the University of Oregon and has authored a number of ESP texts (*Read and Type*, *Listen and Type*, *Using the Telephone in Business*, and *The Oral Presentation Kit*). The first segment of Mr. Hough's presentation will deal with phonetics, phonemics and contrastive analysis. In this segment, he will deal with the basics of phonetic transcription, give a contrastive analysis of English and Japanese, and look at specific problem areas and give some tips for correcting them. In the second segment of the program, the kinds of realistic goals a teacher can expect of Japanese students of English will be examined, with particular emphasis on listening comprehension, articulation and the relationship of sound and symbol to meaning. It will also include a look at existing teaching materials and how they can be adapted to work on pronunciation.

HOKKAIDO

Topics: *Spectrum: A Communicative Course in English* and *The Carolyn Graham Turn-of-the-Century Songbook* (Commercial Presentations)

Speakers: Mary Vaughn and Carolyn Graham, respectively.

Date: Thursday, October 7

Times: 10:30 a.m. - 12:30 p.m. (SNDS) and 6:30 - 8:30 p.m. (IAY)

Places: The Sapporo New Day School (morning), Chiyoda Bldg. 7fl. Odori, Nishi 18; IAY-The International Academy for Youth, Hinode Bldg. 5F, Minami 1, Nishi 4

Fee: Free

Info: Terry Giggins (011) 642-6026 (SNDS)

This presentation is a two-hour, two-part presentation in which a new language text series and a new text for the teaching of English through songs will be presented; the publisher of both texts is Regents Publishing Co. Two language schools in Sapporo have kindly loaned their facilities, so this presentation will be given twice, once at the New Day School and then again at IAY.

Mary Vaughn, who will speak on *Spectrum*, is the managing editor of Regents, where she specializes in developing notional-functional/communicative materials. She has an M.A. in Linguistics from the University of Michigan and has taught both French and English as a foreign language. *Spectrum* is a six-level EFL series suitable for high school, university and adult students.

Carolyn Graham, who will also be at JALT '82, will describe how her book of songs will

make ESL lessons more interesting and effective. Using songs and exercises from her new book, she will show how to practice rhythm, intonation, stress patterns and vowel reductions with familiar melodies. A variety of techniques for working with young children, teenagers, and adults will be discussed.

KANTO

Topic: Special Interest Groups: Discussion and Workshop

Speakers: Members of the Kanto Chapter

Date: Saturday, September 18

Time: 4:00 - 7:00 p.m.

Place: Kyohoku Gakuen (5-28-25 Hakusan, Bunkyo-ku), Subway Toei Mita Line, Hakusan Station, 9416290.

Fee: Members: free: Non-members: Y500

Info: Gaynor Sekimori (03) 89 1-8469

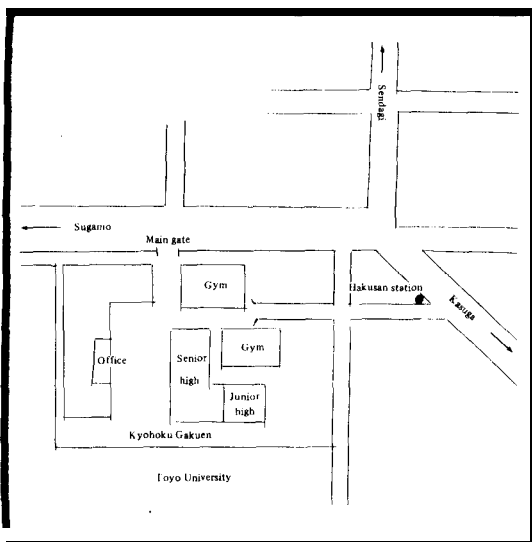
The September meeting will focus on some of the areas of interest raised at the July meeting. At that time, various members expressed interest in one or more of the following areas:

- *Teacher Training
- *Labour Relations and Conditions
- *Teaching Businessmen
- *Teaching in Junior/High School - Teaching large classes
- *Drama Techniques for Teaching English
- *The Newer Methodologies: Total Physical Response, Suggestopedia, Community Language Learning.

We will conduct a needs/interest survey at the beginning of the meeting and then we will get together with others with similar interests. There will be opportunity to participate in more than one group.

Please bring along *ideas*; we hope that the discussions will be as concrete as possible. If you have an interest not included in the above list, make it known at the meeting; you'll probably find others with a similar one.

A short business meeting will be held at the end of the discussion sessions.



SHIKOKU

Topic: The Toro Method
 Speakers: Toyotaro and Elizabeth Kitamura
 Date: Sunday, September 19
 Time: 1:30 - 4:30 p.m.
 Place: Education Department, Kagawa University, Saiwai-cho, Takamatsu
 Fee: Members: Y600; Non-members: Y1,200
 Info: Betty Donahoe (0878) 61-8008

Shikoku's September JALT meeting will feature Toyotaro and Elizabeth Kitamura of the Toro English Workshop in Osaka. Mr. and Mrs. Kitamura will explain and demonstrate the innovative method which they have developed for teaching English to children.

FUKUOKA

Topic: Problems in the Present English Being Taught in Junior and Senior High Schools
 Speaker: Steve Long, Researcher at the Fukuoka Education Center
 Date: Sunday, September 26
 Time: 1:00 - 4:00 p.m.
 Place: ECC Gakuin, Fukuoka-shi, Chuo-ku, Tenjin

Mr. Long has been working on educational programs for English teachers in Fukuoka-ken and has been visiting many junior and se-

nior high schools to give suggestions and advice to English teachers. Since many English teachers remain in the dark about what goes on in other schools, this meeting will offer the chance to exchange ideas and opinions on English teaching and ask Mr. Long for advice on particular problems.

TOKAI

Topic: Chinese the Silent Way
 Speaker: Tak Uemura
 Date: Sunday, September 26
 Time: 1:30 - 5:00 p.m.
 Place: Aichi Kinro Kaikan, Tsurumai Tel. (052) 733-1141
 Fee: Members: free; Non-members: Y500

What is the difference between 'memorizing' and 'retaining'? How can students retain without memorizing? What is the difference between 'language' and 'communication'? Which are you teaching? Where does 'meaning' come from? How can the teacher tell that the students are learning? If these questions intrigue you, you can find some solutions by participating in a language-learning workshop: 'Chinese the Silent Way', an approach in which teaching is subordinated to learning. Self-made charts will be used.

Tak Uemura teaches at Nagoya University of Commerce and has degrees in TESL from Teachers College, Columbia University and the University of California at Berkeley.

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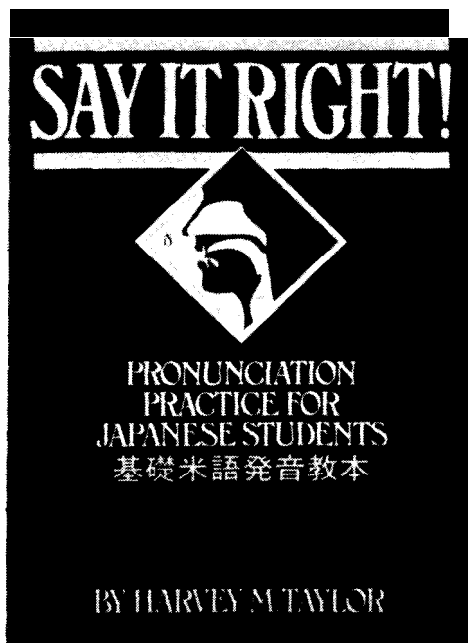
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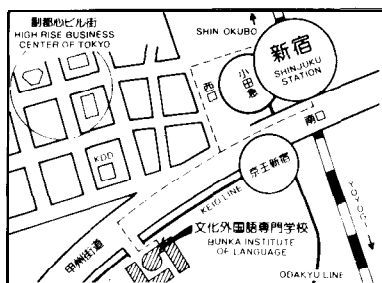
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