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CAROLYN GRAHAM

AN INTERVIEW WITH CAROLYN GRAHAM

Carolyn Graham, the well-known author of *Jazz Chants* and *Jazz Chants For Children* (Oxford University Press) and *The Carolyn Graham Turn of the Century Songbook* (Regents Publications), was in Japan in October to give presentations on her classroom techniques in various places around Japan. She developed Jazz Chants while an instructor at New York University's American Language Institute.



Carolyn Graham

A Jazz Chant is a lively form of language practice using the natural rhythm of English, sometimes in a dialog form, or in a structure similar to pattern practice. Using her musical background in a new approach to songs in the EFL/ESL classroom, Ms. Graham has recently published the *Songbook*, a classroom text which uses the language of specially adapted songs as the basis for instruction. While in Osaka to give her presentations at the Japan Association of Language Teachers International Conference on Language Learning and Teaching, she sat down for an interview with Chip Harman, an instructor at Nanzan Junior College to talk about the

now's, why's and when's of her work.

CH: Using Jazz Chants requires some kind of 'letting go' of your inhibitions with a class, doesn't it? So what do you say when teachers say 'I can't do this in front of a class!'?

CG: I think there's a misunderstanding about what it is. If you see a demonstration of mine, it might look kind of outrageous, because, first of all, I'm a professional performer. That's my personality. So I'm going to be moving around, I'm going to be doing things that you might have trouble doing. One could do Jazz Chants seated, in the simplest form. As an example, all you would have to do is stand in place, and create the rhythm by tapping on the table. That's all. All you're doing is making the students aware of what's there - you're not adding anything. And it could be done very simply. Let's say you're teaching 'What's your name, where're you from?' Using Jazz Chants is just another way of teaching it. All you're doing is establishing the rhythm of (*tap, tap, in a march tempo*)

I
What's your name?

I
Where're you from?

I
What's your name?

I
Where're you from?

It's a form of pattern practice, and it doesn't have to be overdramatized or theatrical; it *can* be, and for teachers who have that kind of personality, I think it's very effective. I think it enhances the class, making it more interesting. But it's certainly not essential to be theatrical.

CH: I'm sure you're quite familiar with the idea that the nature of the Japanese people is not to be too outgoing, that they strive to keep their emotions inside, and they feel uncomfortable with the emotions of others coming out. As a foreign teacher in Japan, it's not difficult for me to use Jazz Chants, but how can a Japanese teacher of English use Jazz Chants?

CG: Well, I think that a Japanese teacher could present them in a much more modified version than an American would, obviously, depending where they are. But I have seen Japanese teach-
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ers who are every bit as lively as Americans. The classic image of the Japanese woman was shattered for me when I see these wonderful, powerful Japanese women doing everything. I was on Yoko Nomura's radio show, and we were jazz chanting with an Aretha Franklin backup – she is incredible; she can do anything.

CH: But she's not typical.

CG: No, she's not typical, but I know that there are others out there: I've seen Japanese teachers who have written their own Jazz Chants. I was in a school in Tokyo where I was presented with a set of Jazz Chants which had been written by Japanese teachers. As an audience, these teacher trainees were like an American audience in their response to jazz. They were just as free with their feelings as any American audience. So maybe it's changing in Japan – maybe younger Japanese women are going to be freer with their emotions when they are teaching.

CH: What about the use of your book "Jazz Chants for Children" in Japan? Have you seen it being used?

CG: The application of Jazz Chants is a lot easier with children because the teachers of children have already broken through a lot of barriers. Normally, when working with young ones, you're going to use music, so this is nothing new. People who work with children love to 'play' when they teach, having that childlike capacity for pleasure, which is a very nice thing for a teacher to have.

CH: In Japan, learning is a 'serious' act; traditionally, the head was bowed with hands in the lap, and the remains of this tradition are difficult to break through.

CG: But I think it's changing; I've seen it. I've had some interesting feedback from China, where my Jazz Chants are being used on Peking Radio in the English language programs. I was thrilled when I heard that. That's another society where we think of learning as only being treated as 'serious business', not your 'razamatazz'. I've recently been doing a lot of work in Indonesia, Singapore and Thailand, all of those societies where there are similar traditions of formality and respect. But in all of these situations with adults, it is important that they understand that there are important pedagogical foundations for Jazz Chants. They should realize that this is not an activity for filling up time, but that there is a very real educational reason for doing this, and it's a way of approaching a very difficult problem. The fact that it has an element of pleasure in it does not mean that it is not a learning experience. In fact, it should enhance the learning. I'm not a scientist, but one could make a strong case for learning being enhanced by pleasure.

CH: How did Jazz Chants get started?

CG: When I went back to New York after teaching abroad for several years, I went to work at New York University. But I've been a musician all my life; I've played piano since I was four, my father was an amateur ragtime piano player, so music was always a very important part of my life.

So when I went to teach at NYU, I was also moonlighting as a ragtime piano player in a bar in Manhattan. I had this very serious 'professorial job' at NYU, then I had this very different life where I was Carolina Shout, a ragtime piano player, wearing feather boas, with beads and

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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.

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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 currently 13 JALT Chapters: Sapporo (Hokkaido), Sendai (Tohoku), Tokyo (Kanto), Hamamatsu*, Nagoya (Tokai), Kyoto (East Kansai), Osaka (West Kansai), Okayama*, Takamatsu (Shikoku), Hiroshima (Chugoku), Fukuoka, Nagasaki, and Okinawa.

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bangles and singing the old razamatazz. You can imagine that it was a very strange thing, because in the beginning, I didn't know how New York University was going to take this idea of my playing in bars and performing. Initially, I thought it best not to mention it. After piano jobs here and there, I finally got a job at a bar that was one block from NYU. So I thought, 'Well, I'd better tell them, because somebody is going to walk in there and die'. They might walk in there and see me and it would be very awkward. So I went in to my boss and I said, 'I have something to tell you. I'm opening Saturday night at Trude Heller's.' And he said, 'Doing WHAT!?' Trude Heller's was a very raunchy, grimy place.

So I told him. It was the 1960's – thank God. Everything was fine. They were fascinated in my department, and everybody came. And from then on, everybody knew that I was a piano player/barroom singer, as well as an ESL teacher. That was the setting; the next thing that happened was that in music, in the kind of music I was playing, I began to notice that same rhythmic pattern I heard when my friends were talking. And the first place I noticed it was in 'Gee, it's good to see you, you look wonderful' (one of the original Jazz Chants).

I had that music in my head so often working in the evenings, and then I also had my students' language very much in mind, because I'm very interested in language. So what finally happened was just that insight; I wasn't looking for anything. I just notice that there is a (in a 4/4 tempo) one, two, three, four:

I
Gee it's good to see you
I
You look wonderful

I thought that was fascinating. So I went to the administration and I said, 'I want you to give me a big auditorium, and let me invite students to something I'm going to try'. So I offered the students at NYU the chance to come once a week and practice the sounds of the language, telling them I was trying something new. The first time I had 100 students. It was fabulous! And so we started our first Jazz Chants. I had 100 students of every nationality, every language background, every level, in a great big auditorium. This went on for one summer. By the end of the summer we had five television stations shooting us; we were on the six o'clock news because here were all these students tapping their feet and clapping and chanting! It was exciting and wonderful to see it starting like that. Eventually it became a course, and still is, at NYU: Jazz Chants 9001, offered once a week for an hour, with a supplementary session for intermediate students. It was wonderful to see how these things happen!

CH: Songs in the FL classroom aren't new, certainly, but you've written a course text based on songs.

CG: I wrote the lyrics to the songs very, very carefully, with an eye toward the sound system of English. In my own teaching, I use that material as language long before I introduce any musical element. I will spend weeks with the students using the lyrics of the songs as the

basis for language practice in different structures or function points: I'll also use a lot of the expressions out of the book. But this is before we have come anywhere near any music. Students don't even know that this is a song at first. But when they do find out it's a song, it's quite exciting because they know all the lyrics. All the pieces have been put together for them to have that final fun of putting music together under what they have learned.

CH: When you chose the lyrics, what did you consider?

CG: Well, as an example, I spend a lot of time with my students on third person -s/-es, so there are several songs in the book that go right to that problem. The most striking example is 'She bashes the dishes and puts them away'. Before that is the question, 'What does she do?', so there we're working on the third person '-s' in different ways, and in a question; then it changes to he; 'What does he do? He washes the dishes and puts them away'.

I know that music can do a lot for memory. A lot of us have that experience of remembering lyrics to songs in a foreign language, when we couldn't remember anything else in that language – but we can remember that song.

This interview was originally in The Daily Yomiuri in two parts, on November 18 and 25, 1982.

DEBATE

DEBATE JUDGING: SOME BASIC CONSIDERATIONS

By Deborah Foreman-Takano

Debate season is upon us. As this English-using activity becomes more and more popular among college/university students – a great number of them majoring in fields other than language – the debates become more sophisticated and more interesting every year. Being a judge at such an event gives you the opportunity to listen and talk to intelligent, fascinating people, both among the students participating and among your fellow judges. It's a great experience, and I strongly recommend it.

Before embarking on a debate-judging experience, though, it is a good idea to become thoroughly familiar with what you are getting into. The debaters appreciate it when the judges listening to them know the rules under which they are operating. As a formal game of argument which has evolved over the ages, debate involves a number of things that may be done, things that must be done, and things that must *not* be done. Japan's intercollegiate debates follow what is referred to as the *American style*, where the two sides must maintain their opposing stances throughout the debate. (This differs from the *British style*, which allows concession and compromise.)

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The affirmative team chooses a method of supporting the debate proposition, and its responsibilities (and those of the negative team opposing it) differ according to the method, or case, they have chosen. Let's look at some types of cases you are likely to run across in Japan.

The basic philosophy of what is called the *traditional needs case* is that the current system has flaws (which the Affirmative enumerates) that result from the existence of the system itself and not, for example, from mismanagement or some other improveable cause. The Affirmative details a *plan* for a new system, which it claims will solve the problems – without creating new, worse problems – and will result in a number of additional advantages. The Negative attacks one or more facets of this case – whether there are in fact those problems with the system, whether the planned new system will solve them, whether the new system will create any more problems, and whether the advantages claimed for the new system will in fact result. This traditional approach to the debate proposition has pretty much outlived its usefulness; it isn't even appropriate for a large number of debate propositions, which are not calling for a new system but are advocating change in an existing one. However, it is a basic approach that, kept in the back of one's mind, provides a kind of perspective.

More common nowadays is the *comparative advantage case*. This approach does not assume, as the needs case does, that change is only justifiable when problems exist; instead, it takes the position that change is appropriate when a better idea comes along. The Affirmative details that better idea, and then explains why it is better. The main point here is that the Affirmative's plan must be structurally different from the status quo, and must result in the advantages claimed for it. Moreover, these advantages must be shown to be unattainable under the present system. This case sometimes takes a *modified* form, a sort of combination of the traditional needs and the comparative advantage approaches, where the advantage claimed for the Affirmative's proposal is that it can solve the problems in the present system.

These cases, and several others, are the bases of the debates you will be judging, and whether they are handled properly by the teams is one of your major considerations. In this connection, let's look at some other issues often raised during debates which judges must be prepared for.

Topicality. However impressive the affirmative's analysis and plan are, they must be rejected if they don't zero right in on the implementation of the debate proposition. That *RESOLVED* at the beginning of every statement of the debate topic indicates that the Affirmative is determined to accomplish what follows. Their plan must reflect this.

Workability and Practicality. Workability of a Plan refers to whether the things which the Affir-

mative wants to do in its plan can, in fact, be done. Does the type of experts which the Affirmative intends to employ as consultants, for example, really exist? And if they do exist, the issue of practicality can then be considered – for example, is it going to cost an astronomical sum to employ them?

Inherency. Debaters love to fling this word around. It means different things in different situations, so it certainly can be a sticky problem for them, but basically, inherency refers to inevitability. Are the problems an *inevitable* part of the system? Are the advantages an *inevitable* result of the plan?

Solvency. How solvent a plan is refers to how direct a connection perhaps one could say how strong a cause-effect relationship – there is between the plan and the advantages claimed for it. Debaters on the negative side often come out with the statement, "The affirmative plan has no solvency!" when it would be far more acceptable for them to say what they meant – that is, that the advantages will not necessarily result from the plan.

In fact, many times when these issues come up in a debate, the debaters just say that – "The affirmative plan/analysis has no _____!" (fill in the blank with one of the five terms above), and they don't explain what they mean by it. As a judge, you should refuse to be impressed by jargon which appears to be used for its own sake. That's not reasoning; that's not debate. If the debaters know what they are talking about, they should make it apparent. However, if you are prepared to consider these issues should they come up, you are in a better position to decide whether the accusations have any validity to them.

Another aspect of the debate which judges should be ready to consider is the evidence the debaters offer to help prove their assertions. There is a tremendous amount of difference between the time required to prepare a case of simple, organized assertions, and that required to prepare the same case with each assertion substantiated appropriately by reasoning, fact, or expert opinion. Judges need to be on the lookout for evidence that is likely to be biased, irrelevant, or that does not say or mean what the debater claims it says or means. Such things as paying attention to sources of materials and the dates they appeared will help judges to evaluate the extent to which debaters' assertions have been substantiated.

Finally, some suggestions regarding the logistics of debate judging: You will be provided with a ballot which you can use to award points to debaters in such areas as reasoning, evidence, organization, delivery. In addition to this, however, you will find it useful, and probably necessary, to keep track of all the arguments presented and the evidence used. For this, blank sheets of paper may also be provided

to you, but you may find you prefer to use a large sheet from a sketch pad, divided into sections for writing the affirmative and negative arguments. It is also extremely helpful to use different colored pens for the arguments of each side, and perhaps even a third colored pen to record your own comments on, or reactions to, the debate. The different colors make it very clear who said what and how much. Writing down essentially everything that is said takes some practice, but you will probably find that you can develop your own system of abbreviations and short cuts after a few debates.

Learning to judge debates is a bit like learning contract bridge or chess – there are so many

things to consider, and you come to understand them only little by little, with experience. But as you become more familiar with the debate dynamic, you will begin to appreciate why so many of Japan's students consider debate such an important part of their development – even if they are not majoring in language – that they spend hundreds of hours on it, all apart from their regular studies. In a recent debate, a student concluded his self-introduction with, "I am a senior at my university. To tell the truth, I am not sure if I can graduate this year or not – but anyway, today I want to do my best to win this debate."

This is an attitude worth taking the trouble to understand.

COMPUTERS

COMPUTER-ASSISTED INSTRUCTION: A NEW ERA FOR LANGUAGE TEACHING

David H. Wyatt
Director of Computer-Assisted Instruction
American Language Academy

In recent years there has been a strong and welcome trend in the field of language teaching – English as a second language and foreign language instruction – towards more student-centered materials and methodologies. This has been reflected in a greatly increased focus on the needs of the individual learner. Unfortunately, it has also become clear that the practical reality of teacher/student ratios sets a definite limit on the amount of individualization that can be achieved in a regular classroom. The result has been an upsurge of interest in computer-assisted instruction (CAI), which now seems certain to become an important component of education and training at all levels.

Although CAI concepts were first developed in the early nineteen sixties and sophisticated CAI systems such as PLATO (Jamieson and Chapelle, 1982) and TICCIT (Hall, 1979) were introduced in the mid-seventies, computer-assisted learning has never until today had the major impact that was predicted. The main problem is clear: PLATO, TICCIT and similar systems are based on large and expensive computers which cannot be used for anything except educational applications. Even if convinced of their benefits, most institutions would have great difficulty in finding the necessary finance.

Recently, however, a new generation of computers has become available: the microcomputer. Not only are microcomputers dramatically less expensive than mainframe or minicomputers, they have advanced features and are much more reliable for educational purposes than larger systems. All of the important elements of CAI can be implemented using microcomputers at a cost within the reach of any educational institution (Tenczar, 1981; Wyatt, 1982).

Using the Apple microcomputer, the American Language Academy has been implementing

computer-assisted materials as an important element of our curriculum. Currently we have over 120 complete microcomputer systems installed in learning centers at our twelve English as a second language schools throughout the United States. The basic student system comprises the microcomputer, with built-in keyboard, a small color TV monitor, and a standard disk drive for inputting ready-to-use CAI materials from diskettes. Students can work independently on homework assignments at the computer and also spend some scheduled class time in the learning center.

The benefits of CAI can only be briefly outlined in this overview. Two key advantages are the individualization and interaction possible through the system (Marty, 1981). A high degree of individualization is achieved partly by making the CAI materials responsive to student progress. The lesson is highly student-centered, adapting itself to him as he goes along, so that weaker students receive the extra practice they need while stronger students are allowed to make rapid progress. The materials are interactive in the sense that they demand continual *action* on the part of the student and respond directly to the nature of that action, in contrast to earlier educational technology (such as language laboratories) in which students could remain completely inactive. Other important features of CAI include self-paced instruction, informative correction or confirmation of answers, and an emotionally neutral environment in which to learn (Hall, 1980).

To summarize the advantages: whenever there are specific, well-defined learning objectives, CAI can provide students with individualized lessons appropriate to their needs. In this way, CAI can assist students to fully master each teaching point before being allowed to proceed.

Our experience with microcomputer-based CAI has been very positive, and in the next year it will have a significant impact on almost all

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aspects of our English curriculum: reading, writing, cultural orientation, vocabulary, listening comprehension, grammar and testing. Naturally, CAI is not aimed at replacing traditional class instruction, but rather enhancing it. For example, in terms of scheduled class hours, our reading curriculum at the upper intermediate level now specifies four traditional hours of class to each hour of CAL. For homework, however, a much larger element of CAI is involved.

One lesson we learned at an early stage was the need for at least one teacher at each of our schools to gain a basic knowledge of microcomputers and microcomputer-based CAI theory and practice. As part of the process of introducing computer-assisted learning at ALA, we conducted a number of intensive workshops for our own staff. These courses proved crucial in the successful introduction of CAI in our schools. These workshops and seminars are now being opened to language-teaching professionals from other institutions.

Microcomputers have finally brought the cost of computer-assisted learning within economic reach. It is now up to educators to ensure that CAI is used to its full potential in pedagogically sound applications.

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teaching tip

MUSIC TO LEARN BY

By Carolann DeSelms

Songs are often cited as a beneficial tool in language learning. They can provide a context for discussion of culture on values, for vocabulary learning or a study of metaphor, or for practice in listening comprehension. This article contains steps for teaching the country-western

ballad, "Lucille," a Kenny Rogers hit of a few years ago. The steps can easily be adapted for use with other songs, but I present them with suggestions for teaching "Lucille" along with the text of the lyrics for several reasons: the song always engenders the enthusiasm of my intermediate ESL students; it provides practice in listening to common irregular past tense verbs, as well as regular past tense verbs of all three phonetic variations, "t", "d", and "ed"; it tells an American story which students want to read and discuss; the music is fun and the refrain is easy to sing. The student handout contains a short introduction to the song and the lyrics in a modified cloze format with blanks replacing the underlined verbs given here.

Step 1: Explain the general context of the song and its musical character. "Lucille" has a common country or folk beat – one-two-three, one-two-three. . . and a sing-along refrain. It has a common country theme, as well. It tells a typical story of lost love and broken dreams and a search for a better life. I also tell students that Lucille is a woman's name and I find out if they know where Toledo is. (According to the grapevine, the lyrics really were inspired by a bar in Toledo across from the bus depot.)

Tell the students that their task is to find out what is happening to the three characters: the stranger, the woman, and her husband. Tell them that, in addition to reading as they listen, they will also have to try to understand the missing verbs, which are all in the past tense except one, and they should write the verbs in the blanks. I explain to them that they will not have time to write all the verbs, but that it doesn't matter; different students will decipher different verbs on the first try.

Step 2: Hand out the text (minus the past tense verbs underlined in the copy below). Play the song. When the song is finished, read the text aloud, pausing for students to call out the words they have deciphered. If no one has figured out a particular verb, I do not give the correct one, but continue until we have tried to fill in all the blanks. Those verbs which students have understood are written on the board, or filled in on a transparency which is a duplicate of the student handout. It is appropriate to tell students to try to read the text and guess the missing verbs as you are handing out the papers. Students will try to guess after they have heard the recording, also.

Step 3: Listen to the song a second time as students try to complete the text. This time I supply the -right verbs if no student has decoded them.

Step 4: Ask questions and discuss. Vocabulary is explained at this time because meaning is conveyed vividly by the context. For example, when you ask what kind of work the husband does, you can ask what kind of work in general gives a person callouses (as you show them the callous on your hand – we all have one, don't we? – from writing). Other possible questions: Why did the woman take off her ring? Why did she go to the bar? Has she ever left home before? Why do you think so? What does the stranger think of the husband? What are his

feelings toward the woman? How do the woman and her husband feel? How would you react to the situation if you were the stranger? the woman? the husband? What is your opinion of the situation?

Step 5:
an? the husband? What is your opinion of the situation?

Step 5: After discussion, play the song again and sing along with the refrain.

The complete activity takes about 20 minutes. It is a worthwhile experience because it gives interesting practice in listening and reading, accustoms students to a modified cloze technique in a non-threatening manner, and offers the opportunity to explore various conceptions of social class, American mobility, male/female roles or the use/misuse of alcohol. In addition, it introduces some students for the first time to American music other than rock.

Readers who have other favorites or other techniques for the use of songs are invited to share their ideas by sending them to the Methods editor.

Lucille

In a bar in Toledo across from the depot
On a barstool she took off her ring,
I thought I'd get closer, so I walked on over
I sat down and asked her her name
When the drink finally hit her, she said,
"I'm no quitter,

but I've finally quit living on dreams
I'm hungry for laughter, and here ever after
I'm after whatever the other life brings."

In the mirror I saw him and I closely watched him;
I thought how he looked out of place.
He came to the woman and sat there beside me;
He had a strange look on his face.
The big hands were calloused; he looked
like a mountain;

For a minute I thought I was dead.
But he started saying his big heart was breaking;
He turned to the woman and said:

(refrain) You picked a fine time to leave me, Lucille,
With four hungry children and a crop in
the field.

I've had some bad times, lived through
some sad times,

But this time your hurting won't heal.

You picked a fine time to leave me Lucille.

After he left us, I ordered more whiskey;
I thought how she'd made him look small.
From the lights of the barroom, to a rented hotel room
We walked without talking at all.
she was a beauty, but when she came to me,
She must have thought I'd lost my mind.
I couldn't hold her 'cause the words that he told her
kept coming back time after time. (refrain)

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CORRECTION AND APOLOGY

The Nagasaki Chapter Membership Chairperson is no longer Mr. Tsutomu Ishikaga. It is:
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JALT UnderCover

GENERALLY SPEAKING: How Children Learn Language. MacCaulay, Ronald. 1980. Newbury House Publishers, Inc. Rowley, Massachusetts. 92 P.P.

Reviewed by Masayo Yamamoto, Tezukayama Junior College

This is a jargon-free introductory book for those who are interested in how people learn languages. The book consists of eleven short chapters, each between four and seven pages long.

In the first chapter, the author tries to explain that language is a system and that children have the ability to discover its structure, referring to this ability as *linguistic competence*. In the next chapter, the author discusses the *behaviorist* and the *nativist* hypotheses of child language acquisition. The behaviorists, represented most notably by the psychologist B.F. Skinner, think that the role of parents has great influence in shaping the child's language acquisition. In contrast, the nativists, following the linguist Noam Chomsky, propose that the child has an innate language acquisition ability, which operates even under the most deprived circumstances. MacCaulay feels that the truth is probably somewhere between the two extremes.

The next three chapters are concerned, respectively, with how the child acquires the sounds of the language (phonology), how the child puts the words together (syntax) and what the child means (semantics). Then the author talks about language use in social contexts, which is termed *communicative competence*.

In chapter VII, language is discussed in relation to education, social class and cultural differences. Even in first-language situations, teachers often must work with students from different cultural environments than theirs. Yet they often expect their students to act as they do. Moreover, teachers often fail to realize that students have individual differences in approaching language learning. MacCaulay, in this chapter, discusses different learning approaches which may offer some very useful hints to FL teachers. A related topic, *linguistic attitudes*, is discussed separately in the following chapter.

So far, the author has dealt mostly with first language acquisition, but he goes into second language learning in chapter IX. MacCaulay notes four factors which may cause difficulties in learning a second language: motivation, purpose, learning environment and first language interference. Although he tries to demonstrate the significance of the fourth factor, spending a quarter of the chapter on examples from English and Spanish, some readers may not be satisfied, because other researchers (e.g., Dulay, Burt and Krashen, 1982) have estimated that only 5% of learner's errors are attributable to first language interference.

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Related to second language learning. MacCaulay discusses popular misunderstandings of bilingualism. There are some people who continue to hold the stereotyped idea that bilingualism is a handicap. But he maintains that the problems of bilinguals, if any, are not attributable to the knowledge of two languages, but to the failure of the system which is supposed to provide bilingual education. He believes that there are no valid linguistic reasons for discouraging bilingualism. The 1980 Georgetown University Round Table on Current Issues in Bilingual Education, "The Monolingual Child is Underprivileged," (Alatis and De Marco, 1981), dealt with this problem.

The next chapter (X) is for readers who are interested in observing child language acquisition. MacCaulay gives useful suggestions on how to observe children's speech and what to look for. The last chapter (XI) gives the parents, the teachers – and whomever else is concerned with child language learning – useful advice on helping children develop their language skills.

This book is readable. If you are a native speaker of English, you should be able to read through this book in a few hours. Even if you are not one, still only a couple of days may be necessary. As an introductory book, though, it gives a rather decent overview of both first and second language acquisition. For readers who want to learn more about each aspect of language acquisition, there is also an appendix with references for further reading.

References

- Alatis, James E. and Barbara De Marco. 1981. Issues of Major Concern in Foreign-Language Learning and Foreign-Language Acquisition. In Harris Winitz (Ed.), *Native Language and Foreign Language Acquisition*, Annals of the New York Academy of Sciences, Vol. 379:1-7. New York: The New York Academy of Sciences.
- Dulay, Heidi, Marina Burt and Stephen Krashen. 1982. *Language Two*. New York: Oxford University Press.

Chapter Reviews

WHY DID NAGOYA LOSE THE 1988 SUMMER OLYMPICS?

Reviewed by M.L. Roecklein, Tokai Chapter

The year began for the Tokai chapter on January 23rd at Aichi Kinro Kaikan with a stimulating excursion into the area of international persuasion when Professor Teruyuki Kume of Nanzan University in Nagoya explored the reasons for the failure of Nagoya's bid to host the summer games of the 1988 International Olympics. Professor Kume, who has a doctorate in speech communication and specializes in international persuasion, surveyed the events leading up to and including the final week of the campaign at Baden-Baden in September of 1981. Then he focused on his chief interest, a comparative analysis of the strategies employed by Nagoya and Seoul in their final speeches before the 79-member International Olympic Committee (IOC), with subsequent exploration of crucial elements of persuasion in intercultural settings.

Professor Kume began by reminding us briefly of the great excitement surrounding the campaign here in Japan and the near certainty communicated by Japanese newspapers that Nagoya would be selected. It is already history that Seoul won by a clear vote of 52 to 27; but when we heard a tape recording of the official announcement, we could indeed pass through the slow, inexorable expiration of that certainty in the virtually silent seconds of the stunned Japanese announcers present there. How, then, did so complete a reversal of the

expected occur in spite of all the press assurance? Professor Kume speculated that the final presentation speeches a day before the IOC vote played no small part, and that close analysis of the texts could disclose crucial elements in intercultural communication.

Before launching into the heart of his subject, Professor Kume outlined useful background information concerning the many formal steps in the time-consuming application process and provided us with a detailed chronology thereof regarding the 1988 Olympics. Closer to his theme of persuasion, he spoke at greater length of the situation during the last weeks at Baden-Baden, for which we also had a detailed comparative chronology with notes. Descriptive material from the Japanese press discloses an increasing awareness that Seoul's exhibits in the Exhibition Hall were much more lively and interesting than Nagoya's, and that furthermore the delegation from Korea, which included many more, younger, and more varied people than Japan's, was highly visible. The effect was perhaps summed up in the comment that Nagoya's exhibit had "lots of space." Professor Kume proposed that the Japanese delegation may have felt the final days were a time to be silent and humble, or that they had done what could be done; but the gradual shift in favor of Seoul is apparent. He also noted that although there were clues of this shift, in general, much information went unreported. The last step in Professor Kume's introduction was an analysis by profession, area, and purposes of the IOC itself. We were then given the texts of the final speeches of the two contenders and asked to read them.

The detailed rhetorical analysis to which Professor Kume then proceeded was based on Kenneth E. Anderson's theory of persuasion, which analyzes persuasion in terms of three states: attention, comprehension, and acceptance. Assigning combinations of positive,

neutral, and negative ratings to the results of multitudinous verbal and discourse strategies used by each contender to secure the attention, comprehension, and acceptance of the IOC "target" audience. Professor Kume offered strong evidence that Nagoya's strategies had been considerably less effective than Seoul's in these presentations.

Beginning with attention strategies, we were led to note that although the Nagoya presentation made use of strong personal tone and itemization, the Seoul presentation had probably more effectively commanded attention by skillful handling of verb tenses and adjectives to create a vivid imaginative representation of the Olympics in Seoul as if in present time, by careful arrangement of items such that each was an essential unit in a gradually building whole, communicating why Seoul would be a good choice, and by the use of such devices as direct address and irony to create an impression of honesty and confidence.

Passing to comprehension, that is, the clarification of the intended message, Professor Kume claimed that Nagoya's presentation conveyed ambivalent messages of self-complacency, conservatism, and some absence of enthusiasm through verbal elements such as too frequent superlatives, frequent qualifiers, and future tense verbs, along with excessive emphasis on certain practical aspects of Nagoya's advantages. On the other hand, Seoul's presentation communicated messages of interest in the Olympics as a forum for communication in a world short on peace, which fits well with the professed ideals of the IOC itself. It was also noted that one of Seoul's major weak points was converted into a positive one in the process.

With similar attention to verbal and discourse strategies, the presentations were examined in light of Anderson's notion of acceptance. A quotation from Kenneth Burke implies how a rich tissue of language creates acceptance: "Persuasion occurs as the source and receiver become identified with each other through linguistic strategies employed."

Using this careful analysis of the speeches themselves, Professor Kume took up more comprehensive matters specifically in the intercultural dimension. Important in this dimension are awareness of the expectations of the audience, such things as the criteria and procedures and style used in formulating basic strategy for the campaign, and awareness of the communicative characteristics of the opponent. It was asserted that from the point of view of international persuasion, Seoul had made better use of the audience's expectations, for example, by arguing that it is a "developing" nation. In fact it was suggested that Nagoya lost its bid primarily because it had not met the expectations of the IOC audience. Professor Kume also noted that Seoul had felt extremely conscious of rivalry to the end.

Unfortunately little time was available for extensive exploration of these important and compelling facets in intercultural communication, but they were revived in the discussion

period in the guise of questions concerning the reasons for the differences in the presentations. The discussion was galvanized by the appearance in the audience of several persons who had been involved in some way in the Nagoya bid. As comments turned toward a more generalized probing of differing cultural attitudes toward persuasive strategies, this reviewer at least was struck with how very "comfortable" we were with the terms we had been analyzing and using to examine elements of persuasion at every level. But this implicit caveat detracts not in the least from the great value and interest of the analysis, nor from the pleasure it was to explore these matters in such a stimulating way through Professor Kume's presentation. What's more, we have in hand rich materials by which to cultivate our further awareness and perception.

CHUGOKU

Miho Steinberg

Reviewed by Scott Peterson

At the Chugoku Chapter's February meeting, Mrs. Miho Steinberg demonstrated how to make junior high and senior high school English classes come alive. The January *Newsletter* contains a review of some of Mrs. Steinberg's techniques and I will try not to repeat. I would like to summarize what I see as the principles which underlie the techniques.

Mrs. Steinberg has been teaching for twenty years. She says her own teaching is eclectic. She has learned from all the new ideas – Silent Way, Community Language Learning, etc. – but still retains what she considers useful from more traditional methods. For example, pattern practice does have a place. Her presentation might be distilled into three principles: the student is most important, receptive skills outpace productive skills, and language practice should be communicative.

Recently, Mrs. Steinberg had occasion to teach a class of first year junior high students. She asked how many students like English. In the class of forty-five, only two raised their hands. Upon further questioning, she found that by summer the initial enthusiasm for English had begun to wane. Teachers were ignoring the students' capacities and interests. With textbooks written by people out of touch with the interests of junior high students, it is incumbent on the teacher to adjust material to the students.

She illustrated how to do this with *New Horizon*, lesson 9(1). The text is about a certain Mike becoming a dolphin trainer. The sample lesson for this unit has three steps preceding the text presentation: 1) teaching various professions, 2) a listening lesson about the teacher's early aspirations, and 3) questions and answers about what the students themselves want to be. Only then does the teacher get into the story

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A second principle is that receptive skills outpace productive skills. That is, a student's passive knowledge will be greater than his/her active knowledge. Therefore, the teacher should not worry about whether the student will be able to produce everything that is presented. Parts of the curriculum may only teach passive skills. Mrs. Steinberg did not give any particular examples of this idea. Since she was aiming at school teachers, and the school curriculum is set, this is understandable.

The third principle is that practice should involve exchanging information. So the question "What's this?" is ridiculous if the answer is obvious to everyone. However, if the teacher is holding a blackboard pointer which folds up into what looks like a pen, the sentence has meaning.

If the students answer, "It's a pen," the teacher can reply, "No, it's a blackboard pointer." In general, communicative practice has two forms. In one, the teacher and students give information about themselves.

Teacher: My brother likes to collect stamps.

Students: Oh, I see. He enjoys collecting stamps.

Teacher: My mother likes to cook *tempura*.

Students: Oh, I see. She enjoys cooking *tempura*.

This practice is in essence a transformation drill, but it allows the student to learn something about the teacher. In the other form, students cooperate to exchange information in order to complete some task, such as locating stores on a map. In this exercise, students pair up, and then each receives a map. The maps are identical except that certain stores are unmarked. The partner's map has those stores marked. There were many handouts to illustrate how to teach particular lessons.

These then are the three principles which can be drawn from the presentation. During the afternoon, she gave us many techniques. Armed with these techniques and the principles behind them, Japanese classroom teachers of English should be able to come up with many more practice techniques which will prevent students from losing interest in English.



Miho Steinberg

WEST KANSAI

ORAL COMMUNICATION

Reviewed by Ann W. Tsuda

The discussion was based on a pamphlet *Patterns of Oral Communication among the Japanese* by D. Klopff, S. Ishii, and R. Cambra. The authors state that Japanese are "shy, self-conscious, and embarrassed when communicating with others. They hesitate to dominate, initiate or maintain conversations." A large part of the discussion concentrated upon the meaning of silence, i.e. is it 'golden', should we allow students to be passive listeners, etc.? Suggestions were made that we adapt our teaching methods to the character of our students, for example, discussions in small groups, speeches in front of a small group with no teacher present, letting students "cheat" occasionally in order to correct each other.

HAMAMATSU

Reviewed by Jim Tiessen

On February 28, the Hamamatsu Affiliate of JALT held its first meeting. Featured was an enjoyable and informative presentation by Yoko Nomura, followed by a short business meeting.

Ms. Nomura's approach to teaching emphasizes the removal of barriers to the effective study and use of conversational English. Her methods stress the utilization of drama techniques which involve the students and create a dynamic learning atmosphere. She speculated that school violence could be averted by the establishment of such an environment in the classroom.

During the business meeting, a temporary executive was formed from volunteers. In addition, a report on the present status of the group was given which indicated that future prospects are very encouraging, as it can be seen that there is great interest in JALT in the Hamamatsu and Toyohashi areas.



Yoko Nomura

REACH OUT

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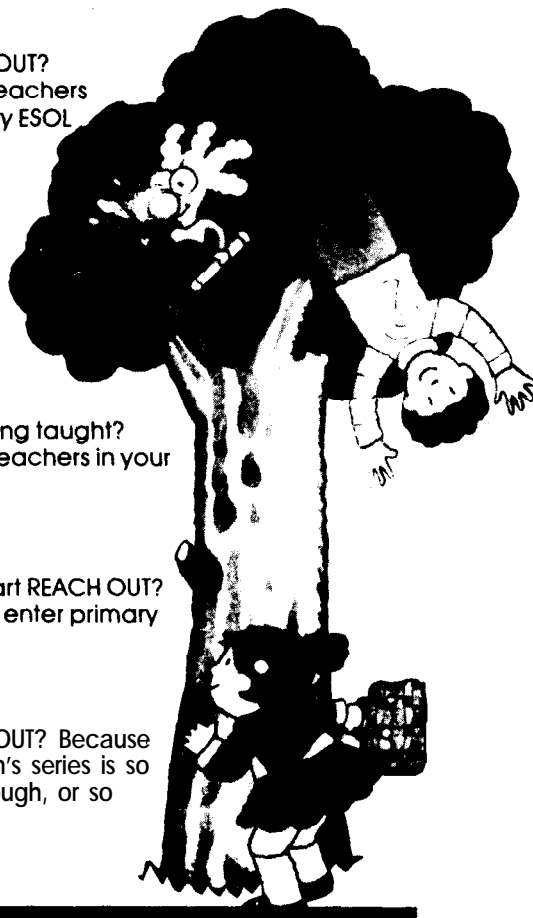
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WHO?, WHAT?, WHERE?, WHEN? and WHY? are the five levels in REACH OUT, a complete and fully illustrated ESOL program for children ages 4 to 11. REACH OUT's thematic development reflects a child's view of the universe, so children can begin the series at Books One, Two, or Four. Teacher Guides are fully annotated for easy use and include a variety of songs and activities for children, as well as instructive notes for teachers on how to work with young students. The teaching package is completed by cassettes and workbooks at each level, and wallcharts for Book One.

REACH OUT is available from:

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JALT83

JALT 83 : CALL FOR PAPERS

JALT 83, the ninth annual International Conference on Language Learning and Teaching, will be held on September 23rd, 24th, 25th, 1983. This is earlier in the year than recent conferences, and deadlines have been revised accordingly, so please be particularly aware of this.

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Temple University's Master's Degree Program in Teaching English to Speakers of Other Languages offered in Japan through Temple -University Japan

In the fall of 1982 and again in the winter/spring of 1983, Temple University in Tokyo offered graduate courses in Teaching English to Speakers of Other Languages. The courses that were offered are part of Temple University's Master's Program in TESOL. However, we could not assure the students taking these courses that the full range of courses necessary to complete the Master's Program in TESOL could be offered in Japan. We now offer assurance that the entire range of courses necessary for the M.A. degree will be presented. This letter, therefore, describes the program and invites applications for admission. Classes will be offered starting in May and September.

The program consists of ten 3-credit hour courses - a total of 30 c.h. of academic work, each credit hour representing 15 class hours ~ plus a comprehensive examination. No thesis is required. The courses are divided into the following categories: (Course descriptions may be found in Appendix A.)

Required courses,

- Eng. Ed. 652 and 650: Methods and Materials for Teaching English to Speakers of Other Languages. (3+3 credit hours)
- Eng. Ed. 623: Applied Linguistics for English Teachers (3 c.h.),
- Eng. Ed. 624: 'Teaching the Sound System of American English (3 c.h.)
- Eng. Ed. 642: Teaching the New Grammars - the Morphology/Syntax of English (3 c.h.)

Departmental elective courses

(Two 3 c.h. courses from such offerings as Teaching Second Language Culture, New Methodologies in Second Language Teaching, Special Projects in English Education/Foreign Language Education, Individualization in Second Language Teaching, Teaching English Composition/Writing Skills, etc.) Precisely which of these courses will be offered will vary from year to year, depending on student needs and the availability of qualified staff.

Extra-departmental elective courses

(Three 3 c.h. courses related to the student's interests in language teaching, in such areas as anthropology, English literature or, linguistics, foreign languages, speech, drama, educational media, curriculum theory and development, comparative education, etc.) Precisely which of these courses will be offered will vary from year to year, depending on student needs and the availability of qualified staff.

Temple University will offer all the required courses, plus a selection of courses from the elective areas so that students will be able to meet the course requirements of the TESOL Master's Program in Japan. Two courses will be offered in the evenings each fall, spring and summer semester in a center in Tokyo, and at least one course will be offered each semester in the Kansai area. (A maximum of 6 c.h. of graduate work from an accredited institution can be transferred into the program.)

The comprehensive examination will be offered once a semester as needed. The focus of this examination is more concerned with the application of insights gained in coursework to language teaching than the recall of specific facts. Comprehensive examinations from previous semesters will be available for study.

Entrance requirements include a satisfactory academic record and scores on the Graduate Record Exam or the Miller Analogies Test. For non-native speakers of English, a score of 600 or more on the TOEFL is required for graduation.

Admission is limited to students who have experience teaching English as a second or foreign language and who have had experience learning a second or foreign language. Also, we strongly advise students who have not had experience living in an English language culture to spend at least a month in such a culture. Students might, for example, take one or two courses in the program during a six-week summer semester at the Temple University campus in Philadelphia.

The cost of the Master's Program will be a one-time application fee of ¥25,000 plus ¥115,000 per credit, hour course (¥10,000 as a facilities fee, and ¥105,000 as tuition). Please fill out and mail the coupon below to receive application forms.

Dr. Donald Knapp, Director
English Language Center
Temple University Japan
Shuwa Shibazonobashi Bldg.
2-1-20 Shiba, Minato-ku
T o k y o 1 0 5

Please mail an application form for the Temple University Master's Program in Teaching English to Speakers of Other Languages to:

The conference this year will be held at Nagoya University of Commerce, which was briefly described in the March Newsletter. Further details will be announced in subsequent newsletters.

There is little doubt that the JALT conferences are attracting increasing attention internationally as well as within Japan, and it is only through the efforts of individual members that this healthy state of affairs has come about. Jim White, in his President's report, admitted to not being sure as to whether he was leading JALT or just running to stay in front, and I feel sure that the membership as a whole is going to have to run, just to keep up with the increasing momentum of this educational juggernaut!

Therefore, I want to encourage you strongly to contribute to this year's conference - by submitting a proposal, by attending, by encouraging others to submit proposals and to attend. There is no theme to this year's conference - the range has become too great - but we would like to encourage more presentations from Japanese teachers of English, or of other foreign languages, as the bias at present is perhaps too heavily weighted in favour of English or American teachers giving presentations on English teaching. Nothing wrong with this in itself, of course, but it would be nice to hear about other languages and to hear more from our Japanese membership. Presentations may be given in or about any language, and one way all members could help is by encouraging people they know to give 'different' presentations - as well as giving one themselves, of course!

Procedures are outlined below, but please do not hesitate to contact me at the address given if there are any questions. And remember: all proposals must be in by **JUNE 1st**.

Richard Harris
Programme Chairman

PROCEDURES

1. Write a summary of your presentation in less than 500 words. This will be reviewed by the committee selecting proposals and should thus include precise details as to the central theme of the presentation and the form it will take. You should also indicate the way you intend to develop your ideas through the presentation and, in short, try to give the reader as clear a picture as possible of **WHAT** you intend to do, **WHY**, and **HOW**.
2. Write an abbreviated version of the above for inclusion in the conference handbook. The 'long' version will be available to prospective audiences at the conference itself, but you should try to give people enough information for them to understand the main ideas of the presentation from this short abstract. Give this abstract a title in less **than ten words**. Please write this abstract in English.
3. Write a 25-30 word personal history for the conference handbook, and enclose a passport-size photograph (optional). Write this exactly as it will appear in the handbook, i.e. "J. Smith is ..." not "I am ...".
4. Complete and return with the other items the data sheet on the next page.
5. Make sure your name, address and phone number are on **every sheet**.
6. All submissions should be typed in double spacing on standard (A4) paper, and all items must be received together at the address below by **JUNE 1st**.

Richard Harris
Nijigaoka Mansion 1207
Nijigaoka 1-1-1
Meito-ku, Nagoya 465
(052) 782-4927

(cont'd on p. 16)

第9回 J A L T 国際大会 研究発表募集

来る9月23～25日の3日間、名古屋商科大学において第9回 J A L T 国際大会を行います。

J A L T 国際大会は年々大きくなり、昨年参加者は800名を越え、今年は1,000名に達すると予想されています。海外によく知れ渡り、数十名が海外より参会いたします。

今大会の研究発表を、以下の要領にて募集いたします。会員の方々は、ふるって応募してください。非会員の友人や知人に関心のある人々にも応募するようお勧めください。日本人の先生方や、英語以外の外国語の先生方の発表が多くされることを期待しています。

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別も書いてください。

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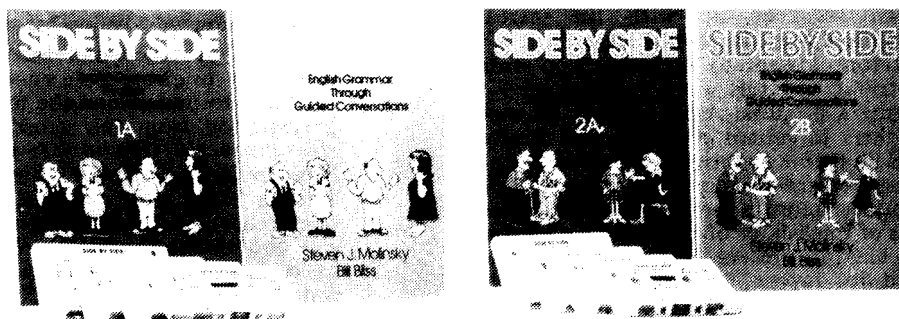
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SIDE BY SIDE

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Steven J. Molinsky Bill Bliss



Side by Side is a complete, multi-level and multi-component English language program for young-adult and adult beginning and intermediate learners. It is a reformed version of the original two-book series of the same name.

Unlike other text series that attempt to teach a smattering of skills in each hour of instruction, the *Side by Side* program is a modular series, providing true in-depth treatment of conversation, reading listening, pronunciation, and writing in its respective, tightly integrated modules.



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A major strength of the *Side by Side* series is its ability to get students to do most of the talking in each and every class hour. *Side by Side's* unique guided conversation methodology first engages students in meaningful communicative exchanges within carefully structured grammatical frameworks. It then *immediately* provides students with a guided opportunity to create conversations on their own, "side by side", successfully, in pairs. In this way, students apply each language concept in conversations of their own making.

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Each lesson in the *Student Texts* presents a limited number of grammatical structures. These appear in easily located boxed areas which serve as reference sections and highlight for the students the important features they will encounter in the conversations to follow. In addition, because language learning is by nature cumulative, each structure is brought back numerous times in later lessons.

Content organization and language functions

Because *Side by Side* follows a conversational approach, students are continuously practicing a wide range of the communicative uses of English such as: expressing regret, concern, desire, agreement, surprise, certainty, possibility and so on. It is important to note, however, that these functions are not presented at the expense of a carefully sequenced grammar presentation or abundant opportunities for practice features often neglected in "functional texts." A complete scope and sequence of structures and functions is available from Prentice-Hall.



Flexibility

The modular nature of the series as a whole permits various options to design a course that meets your needs. The *Student Texts* can stand alone, and accompanied by the *Teacher's Guides* described below, would be an excellent choice for a conversation course. Following is a wide variety of supplementary modules which make it possible for you to tailor-make your course to meet your individual objectives.

Supplementary Modules

Teacher's Guides. These provide a step by-step approach to lesson planning as well as general teaching suggestions for the Side by Side series. For each lesson in the *Student Text*, the *Teacher's Guide* offers an overview of both the grammatical and the communicative focus of the lesson, a clear listing of new vocabulary, useful notes on pronunciation and language usage, and a culture key, containing relevant information about U.S. life and customs.

In addition, there are specific teaching strategies for each new concept, step-by-step suggestions for the presentations of each conversation, and notes on the exercises in the *Student Text*-with particular emphasis on maximizing student Involvement. Optional Expansion Activities provide review and reinforcement through role-plays, games, and extension suggestions.

The *Teacher's Guides* also provide the teacher with a general approach and specific teaching techniques for every page in the Activity Workbooks, as well as how to use the Picture Cards, and the Dialog Visual Cards (see below).

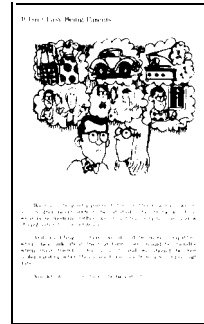
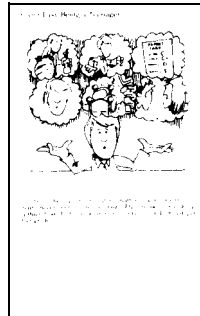
Student Activity Workbooks. These richly, illustrated workbooks are tightly coordinated with the *Student Texts* and are designed to recombine, recycle, and reinforce the conversational exercises in the *Student Texts* through motivating writing, listening, reading, and pronunciation activities.

Cassettes. Cassettes containing the listening and pronunciation exercises are available for use with these workbooks.

Cassettes. The unique cassettes accompanying the Student Texts are designed to serve as a student's speaking partner, making conversation possible even when the student is studying alone. Using the tapes, the student doesn't simply listen and repeat, but actively engages the taped voices in genuine conversation.

Picture Cards. These pictures are used for vocabulary development and enrichment. Their use is covered in the *Teacher's Guides*.

Dialog Visual Cards. These posters are big enough for large-group presentation of the model conversations from the Student Texts. They help set the scene and involve students in active listening and speaking practice.



Line by Line

Each lesson of this reading and writing companion to *Side by Side* provides reinforcement and enrichment of the corresponding chapter of *Side by Side Student Text*.

Line by Line goes beyond the content of *Side by Side* and offers additional vocabulary and broadened contexts to provide relevant reading and writing experiences for learners-but without neglecting that very important, intensive focus on specific aspects of English grammar.

Note that even though *Line by Line* is coordinated with *Side by Side*, it is appropriate for use alone or as an accompaniment to any other beginning English program.

To accompany *Line by Line* there will be *cassettes* containing all the stories, and the *Story Cards*, designed to be used as a guide to telling stories and as a springboard for role-playing activities.

SIDE BY SIDE Student Texts

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Co-author Bill Bliss will be holding workshops throughout the area between May 22 and June 6, 1983. Please call Prentice-Hall of Japan for more information.



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CONTENT OF PRESENTATION _____

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OPTIMUM AUDIENCE SIZE _____

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PRESENTATION LANGUAGE _____ LENGTH OF PRESENTATION _____

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OF THE PRESENTATION.

ooooo ALL MATERIALS TO BE IN BY JUNE 1ST ooooo

JALT NEWS

TWO NEW AFFILIATES FORMED - OKAYAMA AND HAMAMATSU

Report on the Executive Committee Meeting February 5/6, 1983 Jim White, President

Two new affiliates were approved at the JALT Executive Committee meeting held at Tezukayama Gakuin University on February 5 and 6. One, in Okayama, has been formed under the leadership of Marie Shimane; the other, in Hamamatsu, has been started under the guidance of Nancy Olivetti, with help from William Anton. This brings the total number of JALT chapters and affiliates to 13. But don't worry, plans are afoot to start another affiliate in Kanazawa, so JALT won't be "unlucky" for too long.

The following is a brief review of other actions which may be of general interest.

Two changes were made to the Bylaws. One was a change in the division of dues between chapters and national and a related increase in national funds apportioned to chapters for use as they see fit. This was done in order to partially correct the very obvious differences in financial viability between the various chapters. Under the new system, the larger chapters will still have more money than the smaller ones, but the smaller ones will have more financial freedom to develop better programs and services for their members than they have had in the past. The other change eliminated the need to announce the results of the annual elections at the Annual (General) Meeting held in connection with the fall international conference. From now on the announcement must always be made in the January JALT Newsletter, but it will also be made at each annual meeting if the election cycle is completed by that time.

The Executive Committee decided, as a service to members, to explore the possibility of establishing a system for ordering subscriptions to **Cross Currents** published by LIOJ and to **Modern English Teacher** published in England. More information on this is elsewhere in this issue of the newsletter.

Also related to publications was a decision to authorize Yohan to handle sales of the **JALT Journal** and **JALT Newsletter** to libraries and institutions. More on this is also in a separate article of this newsletter.

Another new service to members is the establishment of a new group membership category. This should increase the ease with which those working in companies and schools with several potential JALT members will be able to get assistance from their company or school in joining JALT. Details are in a separate article.

As some of you may already know, the **JALT Journal** and **JALT Newsletter** have new editors. Patrick Buckheister and Donna Brigman in Nagoya have taken charge of the former while Virginia LoCastro in Tokyo is handling the newsletter. Chip Harman, who, along with his wife, Pam, was editing the newsletter, is now Publications Board Coordinator.

The Executive Committee passed a motion to the effect that JALT should do more towards attracting teachers of languages other than English as well as develop better contacts with such academic organizations. The membership can help in this by promoting JALT among teachers of other languages and/or letting their officers know of possible organizations which should be contacted by them. Any ideas which you can give us will be greatly appreciated.

Another area in which we would like to increase membership and interest is among junior and senior high school teachers. The JALT '83 Committee is particularly interested in doing something along these lines as part of this year's conference activities, so send any ideas along to the chairperson. Jim Nord. Chambord Yamate C205, 6-4 Takamine-cho, Showa-ku, Nagoya 466, or give them to your local officers for forwarding.

This sums up the major actions taken at this meeting. The reason for this report, of course, is not only to keep all of you informed but to also give you a chance to participate. So talk over any suggestions or ideas with your local and national officers and ask them to pass on your views. After all, JALT is **your** organization.

JALT FINDS A HOME!

The JALT Central Office has finally found a permanent home at the Kyoto English Center located near the corner of Shijo and Karasuma Streets in downtown Kyoto in the Sumitomo Seimei Building. When you read this, the JALT computer and files should already have been moved to their new location where someone will be able to answer the phone from 9:00 a.m. through 8:00 p.m., Monday through Saturday.

While the office will be the "home" for the computer and for our membership processing procedures, it will not, for the time being be a full-fledged office with JALT personnel on duty at all times. Mariko Ito, the JALT administrative assistant, will be on hand three days a week. At other times, the KEC staff will take messages and perform some simple functions such as to send out membership information in

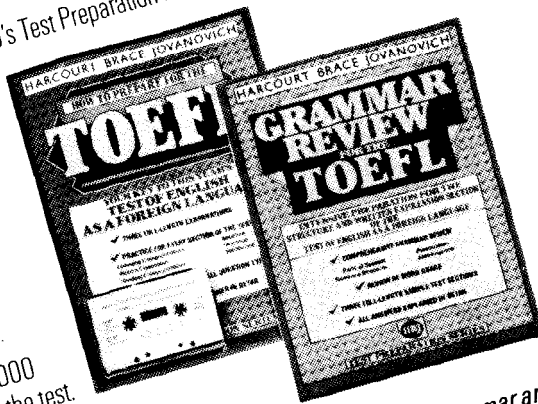
(cont'd on p. 20.)

Prepare yourself for the best with the TOEFL Preparation Book and Grammar Review from HBJ

Be prepared with this new edition of HBJ's popular **Test Preparation Book for the Test of English as a Foreign Language**. It arrives with the most recent sample tests and, for the first time, **Listening Comprehension Records and Cassettes** that simulate the crucial listening portion of the exam.

Using a systematic, logical approach, HBJ's Test Preparation Book offers unique features that make it unsurpassed, including:

- Recorded vocabulary pronunciation guide to the most commonly misunderstood English words.
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- Review of idioms and abbreviations, grammar and usage.



Combine all this with the **TOEFL Grammar Review**, the only complete grammar and usage review specifically for the TOEFL examination, and you have by far the best package to ensure success on the TOEFL. As always, HBJ has what you're looking for.

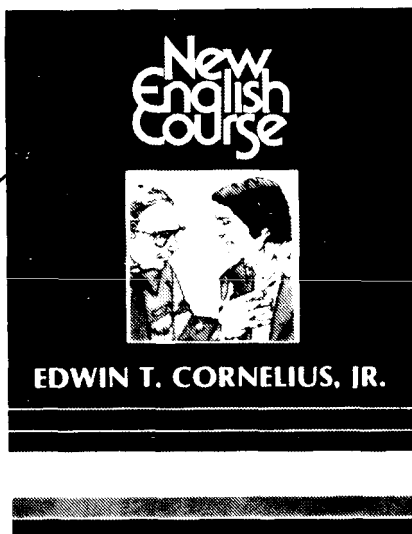


For more information, contact: Yutaka Ichikawa, HBJ Tokyo,
Hokoku Building 3-11-13, Iidabashi, Chiyoda-ku, Tokyo 102, Japan.

New English Course blends the Traditional and Contemporary

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



CONTEMPORARY

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

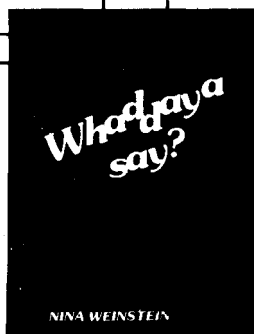
For more information about these materials please contact:

LANGUAGE SERVICES CO.
3-33 Kioicho, Chiyoda-ku, Tokyo
03-262-7791

Shin-Ogibashi Bldg. 6F
2-35 Suehirocho, Kita-ku, Osaka
06-361-3321

Will your
students
understand?

Gonna
Wanna
Donno



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

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

(cont'd from p. 17)

response to requests, etc. Executive Secretary, Thomas Robb, will only visit KEC periodically and will continue to handle functions not related to membership or publications from his office at Kyoto Sangyo University (tel.: 075-701-2151 ext. 2396) and from his home (0720-45-1874).

We are looking forward to gradually expanding our functions and services at KEC as JALT continues to grow so that we can better meet the needs of our diverse membership in the future.

OUR NEW ADDRESS:

JALT
c/o Kyoto English Center
Sumitomo Seimei Bldg.
Shijo-Karasuma Nishi-iru
Shimogyo-ku, Kyoto 600
Telephone: (075) 221-2251

JALT Newsletter の 年間予約購読開始

最近JALTの会員以外の個人、団体などより JALT Newsletter の購読希望が増えてきています。これは、JALT Newsletter に掲載される論文が各方面より高く評価されている結果だと思います。これらの購読希望に応えるため、JALT Newsletter と JALT Journal、JALT Conference Hand book をセットとして、年間予約代 ¥5,000 で申し込み受け付けを開始します。

代理店には洋販（日本洋書販売配給株式会社）教育事業部 〒160 東京都新宿区大久保3-14-9 電話(03) 208-0181 を指定しました。予約はすべて前金で受け付けられますが、最寄りの希望書店を通して予約購読ができます。申し込みは添付のハガキを利用すると便利です。

DOES YOUR SCHOOL LIBRARY CARRY JALT PUBLICATIONS?

Many members have discovered that it was next to impossible for them to get their school library to describe to the *JALT Newsletter* and *Journal* since most institutions cannot directly send in the postal furikae form found in the newsletter, but rather order their materials through bookstores.

To make our publications more accessible to these institutions, JALT has concluded an agreement with Yohan, one of our commercial members, which has agreed to process JALT subscriptions coming through the standard commercial route. An annual subscription, which includes 12 newsletters, the journal plus a copy of the annual conference program will be available for ¥5,000.

The card included with this issue may be sent directly to Yohan, or you can pass it on to your library for further processing. Please do your school colleagues and JALT a service by placing our publications in your own school!

日本語の原稿募集

JALT Newsletter では、日本語で書かれたエッセイ、報告、論文要旨、書評、案内等を募集しています。とくに日本人会員の方々に関心のあるものを歓迎いたします。

内容： 語学教育やその関連分野に関するもの

長さ： 横書 400 字詰原稿用紙 5 枚程度

〆切： 毎月 5 日

送り先：〒602 京都市上京区

同志社大学 英語・英文字研究室

北 尾 謙 治

JALT INSTITUTES GROUP MEMBERSHIP CATEGORY

One of the major decisions of the February 5-6 quarterly JALT Executive Committee Meeting was the establishment of a "Group Membership" category which affords great savings to organizations which have 5 or more people interested in joining, or who are currently members of, JALT.

Memberships are now available at ¥2,500 per annum, granting each person full membership privileges at both the chapter and national level, with the exception that only one copy of each JALT publication, the *JALT Newsletter* and *JALT Journal* is sent for every five members or fraction thereof. It is this savings in the publications cost which makes this low rate possible, and since all of the members are normally working at the same location, there is most likely no need for each individual to receive his/her own personal copy.

For cases where individuals under the group membership plan would like to receive a personal copy of the newsletter, these may be ordered at the reduced rate of ¥1,500 per annum provided that the extra copies are sent to the same address, or ¥2,000 per extra subscription if the address differs. Extra copies of the *JALT Journal* are available for ¥500 each.

An additional feature of this plan is that memberships may be transferred from one individual to another simply by sending in the original membership card and applying for one in the new name. This feature should be warmly welcomed by institutions with a high turnover in personnel.

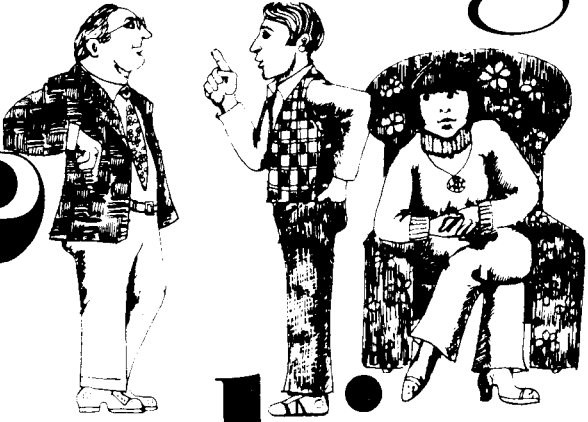
Group memberships may be started at any time using the form found in this issue of the newsletter. Regular memberships currently in effect may be converted to group memberships when they come up for renewal, or earlier if needed to reach the minimum number of 5.

IS YOUR CHAPTER TOO FAR AWAY?

A chapter meeting site too far away from one's home is about as good as no chapter at all since the time and expense involved often

(cont'd on p.24)

Listening In & Speaking Out



Gary James
Charles G. Whitley
Sharon Bode

LISTENING IN AND SPEAKING OUT focuses on spontaneous spoken American English with the aim of bridging the gap between "classroom" English and the English that students are likely to encounter on their own.

With **LISTENING IN AND SPEAKING OUT**, students are given the opportunity to *LISTEN IN* on recorded conversations among "real" people; people who hesitate, joke, argue, interrupt and even make natural grammatical errors.

The **Workbook** contains 12 units, each based on two recordings: the **Monolog** which consists of a short anecdote, and the **Discussion** which presents an unscripted conversation among four native speakers. A wide variety of activities based on the recordings help build students' confidence and motivation to *SPEAK OUT* in English.

Listening In & Speaking Out: Intermediate	
Workbook	797357
Cassette	797365
Listening In & Speaking Out: Advanced	
Workbook	7973734
Cassette	797381



Longman 

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

JALT GROUP MEMBERSHIP APPLICATION FORM

Institution Name: _____

Address: _____

Phone Number: _____ Liaison's Name: _____

Member's Name (Given + Surname)	Home Phone	Currently Member?	Extra NL Copy?*	Same Address	Different Address	For Office Use Only
1.	_____	_____	_____	_____	_____	_____
2.	_____	_____	_____	_____	_____	_____
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20.	_____	_____	_____	_____	_____	_____

Total new members: _____ @ ¥2500 = ¥ _____
Total renewals: _____ @ ¥2500 = ¥ _____
EXTRA NL COPIES: Same address: _____ @¥1500 = ¥ _____
Diff. address: _____ @ ¥2000 = ¥ _____
TOTAL SUBMITTED: ¥ _____

Method of payment: ☐ Local chapter: _____ ☐ JALT bank acct. ☐ JALT postal acct.

*Please submit all other mailing addresses on a separate sheet.
Two or more copies sent to the same address qualify for the “same address” rate even if the address is different from the chief institution address.

PLEASE SUBMIT THIS FORM TO: JALT c/o Kyoto English Center, Sumitomo Seimei Bldg.,
Shijo-Karasuma Nishi-iru, Shimogyo-ku, Kyoto 600

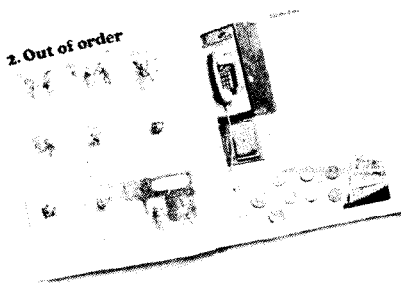
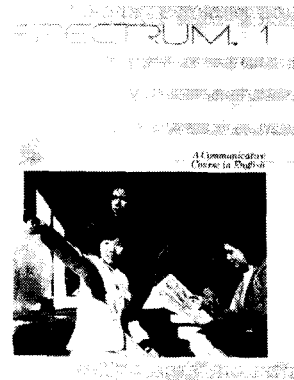
***** KEEP YOUR NL INTACT, USE A PHOTO COPY *****

SPECTRUM



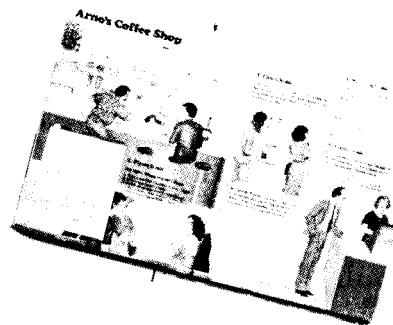
A Communicative Course in English

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



- Textbooks present new functions and grammar in real-life situations.
- Full-color illustrations and photographs cover 64 pages of the text, providing stimulating, informative visual material for language practice.
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- Listening activities prepare students to understand the authentic spoken English they will encounter in everyday life.

- Review units provide a comprehensive re-examination of all new language.
- Teacher's editions contain an almost full-sized reproduction of each student page and give imaginative, step-by-step instructions for presenting each unit. Detailed lesson plans and extensive cultural and usage notes are also featured.
- Workbooks provide written practice of both functions and grammar, and include additional reading, listening, and speaking activities.
- Cassettes feature recordings of all dialogues and a variety of listening exercises from both the textbook and the workbook.



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

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

Level 1: available

Level 4: September, 1983

Level 2: January, 1983

Level 5: January, 1984

Level 3: May, 1983

Level 6: May, 1984

For examination copy request, please contact:

REGENTS PUBLISHING CO., INC., JAPAN

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

(cont'd from p. 20)

prevents active participation in its events. How can you escape from this dilemma? – By starting your own chapter!

Starting a chapter is not as difficult as it may seem since virtually every prefecture in Japan has the potential to support an active chapter with a membership of 50 or more people. Only one interested person is enough to set the gears in motion as JALT-National is willing to give complete guidance as well as financial assistance at every step along the way.

Below is a general outline of how a chapter comes into being:

1. Initial contact is made with a JALT officer by someone wishing to help form a local chapter.
2. S/he is then requested to arrange a meeting site and a date approximately 6-8 weeks away (in order to allow some lead time for publicity).
3. JALT finds a speaker with a topic of general appeal. (For example, an initial presentation on "Teaching Children" would only appeal to one segment of your potential membership.)
4. Publicity is sent out to local newspapers and to all public and private schools in the area, as well as to all current members in the region.
5. The inaugural meeting is held. In addition to the presentation, participants are also introduced to JALT and given sample

copies of the JALT *Newsletter*. Some will join on the spot, others will *use* the postal furikae form in the newsletter.

6. The time and place of the next meeting, and the topic, if known, should be announced on that day.
7. After the meeting, the other JALT members in the area are contacted by phone to ask if they would like to join the chapter-to-be. (The establishment of a new chapter does not automatically transfer memberships in the area into the chapter.)
8. When at least 10 members have signed on, the JALT Executive Committee is petitioned for recognition as an "Affiliate." This entitles the group to a grant of half that given to full chapters, the actual amount varies depending on the distance from the Kanto and Kansai population centers.
9. Meetings continue to be scheduled on a monthly basis, and when the membership finally reaches 25, the group agrees on a constitution, elects officers and petitions JALT for recognition as a full-fledged chapter.
10. The chapter is officially born when the petition is approved at one of the quarterly JALT Executive Committee meetings.

If you would be interested in forming a chapter, please contact the Executive Secretary. He can provide further information, including a list of current members in your area. Why not give it a try?

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TEL(03)208-0181

Bulletin Board

CALL FOR PAPERS

The Japan Association of Language Teachers (JALT) Journal is now accepting contributions of general import to language education. Both practical and theoretical articles are welcome, especially those addressing:

1. curriculum, methods and techniques
2. classroom observation
3. teacher education and teacher training
4. cross-cultural studies
5. language learning and acquisition

Manuscripts should not exceed 20 typed, double-spaced pages. References should be placed in the body of the text in parentheses with the author's last name, date of the work cited, and page numbers where appropriate.

Submit three copies of the manuscript, an abstract of less than 200 words, and a biographical sketch of less than 50 words. Submissions received before July 1, 1983 will be considered for the Fall 1983 JALT Journal. Those received by December 1, 1983 may be accepted for Spring 1984. Please note that manuscripts will not be returned.

Direct all manuscripts and enquiries to:

Patricke E. Buckheiser
Co-editor, *JALT Journal*
Nanzan Haisu 13
18-8 Gokenya-cho
Showa-ku, Nagoya 466, Japan

CALL FOR CONTRIBUTIONS

The Daily Yomiuri is soliciting contributions for its English Education Page, which comes out every Thursday. Contributions are welcome on any subject relevant to English education in Japan and abroad, classroom and extracurricular activities of English teachers as well as reaction to articles in *The Daily Yomiuri*.

The editor of this page hopes what you write will promote exchanges of views from a variety of angles on English studies, teaching and related activities in an age when the need

CONFERENCE ON THE EDUCATION AND TRAINING OF TRANSLATORS AND INTERPRETERS

October 14 - 15, 1983; Calexico, California. Call for papers. Sponsored by the Spanish section of San Diego State University-Imperial Valley Campus. Papers are invited on any aspect of pedagogical theory, methodology, and techniques. Topics for workshops, demonstrations, and panel discussions are also solicited. Please submit an abstract or outline as soon as possible to: Dr. Jose Varela-Ibarra, San Diego State University, Imperial Valley Campus, 720 Heber Avenue, Calexico, California 92231, U.S.A.

Intensive Course for English Teachers at Berkeley, July 1-29

An intensive course for English teachers will be held by the University Extension division of the University of California, Berkeley, for three weeks starting July 11. The course focuses on the appropriate application of methods and materials in the language learning classroom and includes workshops, seminars, practicum, small-group meetings, field trips and lectures. The total cost for tuition, accommodations and meals for the period is approximately US \$1,000. For further information, please write to:

Course of English Teachers, Dept. 535
University of California Extension Center
55 Laguna Street
San Francisco, CA 94102, U.S.A.
Tel.: (415) 552-3016

Cross CURRENTS Now Available Through JALT at Special Rates

In a move that should be welcomed by all members, the JALT Executive Committee has decided to allow members to subscribe to qualifying professional publications directly through the *furikae* form found in each *JALT Newsletter*. Negotiations with the first of these, *Cross Currents*, have already been concluded and we are happy to announce that members can subscribe to this excellent publication at the reduced rates of ¥2,100 for one year (2 issues) which is 16% less than the over-the-counter rate of ¥2,500, and ¥4,000 for two years for a 20% savings over the standard list price of ¥5,000.

Please note that due to the special nature of the discounts involved and the administrative costs incurred by JALT, this privilege is available to members only!

NEED HELP WHILE IN JAPAN?

The Association of "Good-Will Guides" is a volunteer organization composed of people whose name and language ability are registered with the Japan National Tourist Organization (JNTO). They offer assistance to foreign tourists who have questions or are in distress. As volunteers, not professional interpreters or trained guides, they are not allowed to 'accept any compensation for services rendered. The purpose of the "Good-Will Guide" program is to help eliminate the inconvenience the language barrier poses to foreign visitors, allowing them to enjoy their stay in Japan without anxiety. At present there are "Good-Will Guides" with backgrounds in various languages in Tokyo, Yokohama, Osaka, Kobe, Kyoto, Nara, Sapporo, Kagoshima, Nagoya, Hiroshima, Fukuoka, Beppu and other cities. Contact can be made through local JNTO offices or through the main office at 10-1 Yurakucho, Chiyoda-ku, Tokyo (Tel.: 03-216-1901).

(cont'd on p.29)

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Workbooks — Immediate follow-up practice for new skills in workbook exercises that parallel and extend each lesson—a resource for individual homework assignments

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Cassettes — Dialogues, exercises, dictations, and listening comprehension exercises from the student texts and workbooks help students develop confidence in speaking and listening skills—one set of cassettes for each book

Placement Test — Helps the instructor decide at which level to place each student and provides information on individual strengths and weaknesses—test package includes 25 tests, 50 answer sheets, an answer key, and an instructor's manual



Houghton Mifflin

ENGLISH ALFA
A Language For All

International Division, One Beacon Street, Boston, MA 02108, U.S.A.

JALT EAST KANSAI CHAPTER

KYOTO GOLDEN WEEK MINI CONFERENCE

DATE & TIME: Friday, April 29, 1983, 9:30 a.m. -- 6:30 p.m.
 Saturday, April 30, 1983, 9:30 a.m. -- 12:30 p.m.

FEE: Members: ¥1,500
 Student Members: ¥1,000 [fee for One day of attendance will be
 Non-members: ¥2,500 the same as 1 1/2 day attendance fee]
 Student non-members: ¥2,000

PLACE: NOTE: THE LOCATION OF THE CONFERENCE HAS BEEN CHANGED FROM THE BRITISH COUNCIL TO DOSHISHA WOMEN'S COLLEGE -- NASHINOKI GAKUSHA CAMPUS.

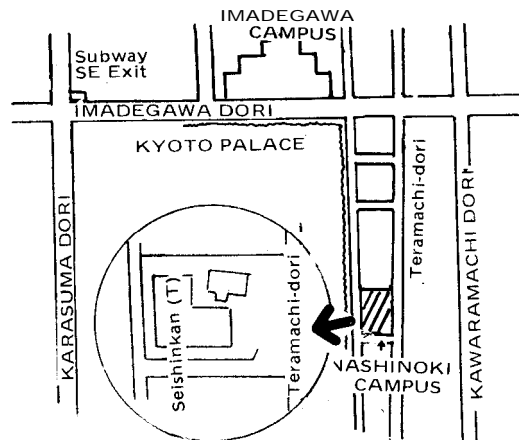
DOSHISHA WOMEN'S COLLEGE - NASHINOKI GAKUSHA CAMPUS
 Imadegawa Teramachi Sagaru, Kamigyo-ku, Kyoto 602, tel. (075) 25 1-4241

TRANSPORTATION:

From Kyoto Station: Take the subway to Imadegawa Dori. Leave the subway station using the south east exit. Walk east on Imadegawa for approx. 7/8 minutes. At Teramachi Dori turn right and the Doshisha Women's College-Nashinoki Gakusha campus is 300 metres walk from the corner. Also-Bus No. 4, 14 & 205 from Kyoto station. Get off at Imadegawa & Kawaramachi intersection -- walk west to Teramachi Dori and turn left.

From Hankyu Karasuma: Take subway from Karasuma to Imadegawa Dori. (Follow directions as above.)

From Sanjo Keihan: Take Bus No. 1 or 37. Get off at Imadegawa & Kawaramachi intersection. Walk west to Teramachi Dori and turn left.



INFO ON CONFERENCE: Contact either David Hale, 49 Saikata-cho, Ichijoji, Sakyo-ku, Kyoto 606, tel. (075) 71 1-5397, or Ian Shortreed, 74-3 Suita Kawara-cho, Mukaijima, Fushimiku, Kyoto 612, tel. (075) 622-5586. If you wish to make a presentation please contact by **DEADLINE, APRIL 15, 1982.**

INFO ON ACCOMMODATION & SIGHTSEEING: Contact Japan National Tourist Office (Kyoto Branch), tel. (075) 371-0480 (English, French and Spanish spoken -- very nice people).

SCHEDULE: Due to the JALT April Newsletter publication deadline, we are unable to provide complete information on the conference presentations at this time. A general outline of the conference schedule and presentations which we have already confirmed as this goes to press are listed below:

FRIDAY, APRIL 29, 1983

9:30 - 10:30 Registration, etc.
 10:30 - 12:00 Keynote Address
 12:00 - 1:30 Lunch
 1:30 - 6:30 Presentations

SATURDAY, APRIL 30, 1983

9:30 - 12:30 Presentations
 12:30 - ? Enjoy spring in Kyoto

There will be displays of books and materials, etc. by commercial members.

LIST OF PRESENTERS:

Keynote Speaker: James Nord (Michigan State University) - Point of View or How to Read a Language Conference

Eileen Glasgow: Pre-literate Writing Development
 Karita Masukuzu: ESL/FL Methodology: Teaching in Japanese Schools
 Kazue Minamino: L-Simplex: Interpersonal & Intergroup Speech Habits
 Richard Monroe: The Conference Method: Providing Feedback in the Composition Classroom
 David Peaty: a) Systematic approaches to teaching and learning idiomatic English
 b) Writing and Publishing Your Own Materials

Tom Robb: Student-Centered Learning in the Language Classroom
 M. Shigata: LL Instruction in Japanese Schools
 Shinsuke Yoshida: English Loanwords in Japanese

OPENINGS FOR TEACHERS, ADMINISTRATORS WORLD - WIDE

Current openings lists of professional education openings in the USA - U\$S 6.00; in schools and colleges abroad - U\$S 6.00. Special studies on teaching in the People's Republic of China, Australia, Saudi Arabia, Alaska, Virgin Islands, Hawaii, England, New Zealand, Guam-Samoa-U.S. Pacific Territories, France, Germany, Italy, Spain, and Switzerland are \$8.00 each.

Another Service: Our personalized Instant Alert Service notifies you of the specific openings you have requested by air mail the same day we learn of them. Cost \$39.50 (air mail included.)

Add U\$S 2.00 for air mail except for Instant Alert.

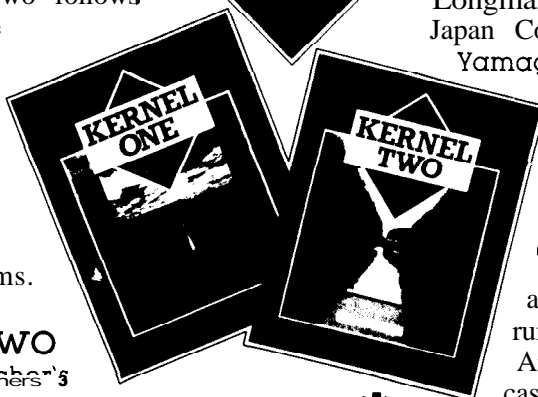
Write to: Education Information Service
Box 662 J
Newton, Massachusetts
02162 USA

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...Robert O'Neill's course for pre-intermediate adult students is now available. Kernel Two follows straight on from the beginner's course, Kernel One. And, like Kernel One, it has a careful structural progression with specific communicative aims.

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Jimbocho,
Chiyoda-ku, Tokyo 101

...Read
The Visitor

an exciting story which runs throughout the book. And it's recorded on cassette by actor Robert Powell.

Longman

(cont'd from p. 25)

for communicative ability in English is being felt increasingly in every area of society.

Please feel free to contribute whatever subjects you like. A small remuneration will be paid for articles.

The number of words for a contribution should be a maximum of 700 as a rule, and preferably typewritten double-spaced. Please address your letter to the English Education Page Editor, *The Daily Yomiuri*, 1-7-1, Otemachi, Chiyoda-ku, Tokyo 100.

sig

The Teaching English in Colleges and Universities SIG Meeting, February 20

TPR was the topic at the February session. The article we chose in preparation for the discussion was *Total Physical Response is More Than Commands - At All Levels*, which was written by Contee Seely and appeared in *Cross Currents* Vol. 9, No. 2, Fall, 1982. It was full of very practical information and suggestions for teaching relatively difficult language with TPR and for combining TPR with other teaching techniques.

During the discussion, the point was made that physical movements and gestures not only help people remember things, but also help our students associate the words with the meaning which may be even more important. In addition the technique can focus the student's attention so that there is a pleasant emotional involvement with the task at hand.

On the whole the discussion was a balanced combination of analysis of this methodology and an exchange of information on the practical application of this and other methods.

Next, the group will read an article by Dr. John Oller in preparation for his visit May 28th. The April meeting will be canceled in view of the regional conference in Kyoto.

Positions

(TOKYO) Part-time, mostly PM, positions available at the Sundai-ELS Language Center. Degree and/or TEFL experience preferred. Valid visa required. Send resume and availability to: James W. Hale, Sundai-ELS, 1-5-8 Surugadai, Kanda, Chiyoda-ku, Tokyo 10 1.

Bay Area Language Center

Bay Area Language Center is seeking qualified individuals to recruit students to a S.F. tourist-oriented conversation school. Teachers may receive commission or request reduced rates for their students. Inquiries/resumes should be addressed to Rita Stainton, Director, BALC, 436 O'Farrell St. #200, San Francisco, CA 94102.

Meetings

FUKUOKA

Topic: When "this is a pen" becomes "this is a pain"
Speaker: Susan Egglestone, Saga University
Date: Sunday, April 17
Time: 3:00 - 6:00 p.m.
Place: The Bell American School (092) 761-3811
Fee: Members, ¥300; non-members, ¥800
Info: Call the Bell American School

Some approaches to junior high school English textbooks for junior high school teachers.

HAMAMATSU

Topic: Round-Table Discussion: Future JALT Activities in Hamamatsu
Speakers: A panel of local members
Date: Sunday, April 17
Time: 1:00 - 4:00 p.m.
Place: Uminohoshi Senior High School
Info: Nancy Olivetti or William Anton at Four Seasons Language School (0534-48-1501)

*Only members and those interested in being members are invited to attend.

KANTO

Topic: Games in language learning
Speaker: Jeff Schwarz
Date: Saturday, April 16
Time: 3:00 - 6:00 p.m.
Place: Junior College of Tokai University
Info: Philip Hall (03) 454-6453

This presentation will consist of a brief summary of game theory and the justification for games. Participants will be asked to watch, take part in, discuss and evaluate the games demonstrated and give suggestions for their applications and improvements.

Games are cheap, easy to make and convenient for classroom use.

Directions for Tokai Junior College:

- * Please take bus (No. 93) for Oikeibajo at the front of Meguro station and get off at "Takanawa-keisatsusho-mae" bus stop (in front of Takanawa police station).
- * Two minutes from the bus stop (Takanawa police station) to Junior College of Tokai University.

If lost, phone J. Igarashi at 03-441-1171.

(cont'd on p.31)

A course for to-day for the world of tomorrow - Macmillan lead the way

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by Richard Rossner et al

Contemporary American English has been specially adapted for American English Speakers. The "Mother" course - Contemporary English - and Contemporary American English alike, is a complete course for young adult or adult beginners learning English as a foreign language.

The material studied is both interesting and authentic and the layout is clear and lively packed full with informative illustrations and photographs.

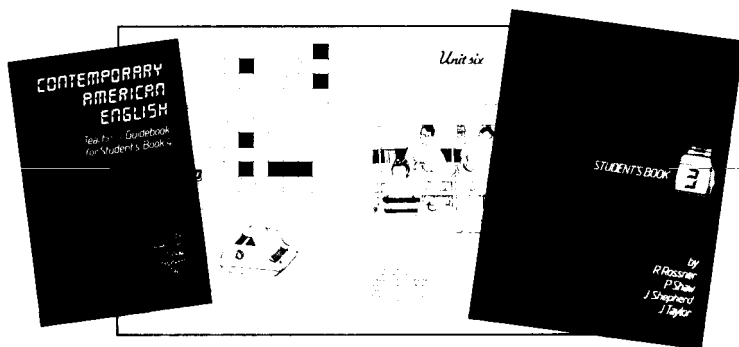
The two key components are the tape and pupil's book, with the workbook offering invaluable supplementary material. The teacher's book is a clear, but non-restrictive guide to the smooth and successful running of each part of the course.

There are several skill areas which are

highlighted and practised throughout each pupil's book: Reading, Listening, Writing and Speaking. These provide ample opportunity for free expression, role-play and comprehension work. Full revision units appear regularly throughout the text.

The Components consist of:- Stage 1: Pupil's Book 1, Cassette for Book 1, Workbook 1, and Teacher's Book 1. Stage 2: Pupil's Book 2, Cassette for Book 2, Workbook 2, and Teacher's Book 2. Stage 3: Pupil's Book 3, Cassette for Book 3, Workbook 3, and Teacher's Book 3. Stage 4: Pupil's Book 4, Cassette for Book 4, Workbook 4, and Teacher's Book 4.

Prices are: ¥1,250 for Pupil's and Teacher's books and ¥800 for Workbooks, prices for cassettes on application.



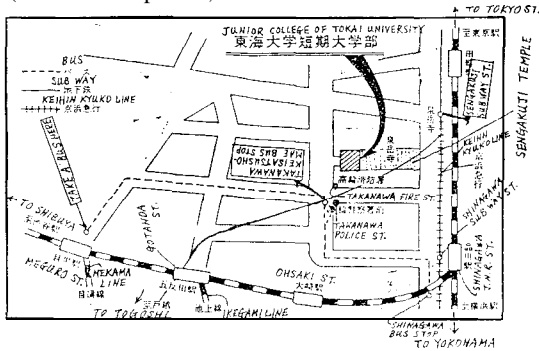
THERE IS ALSO A "BRITISH ENGLISH EDITION" - this continues into Stages 5 and Stages 6 - The Intermediate Levels.

For further details please contact:

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(cont'd from p. 29)



The KANTO SIG for Teaching English to Business People announces its next meeting.

Topic: Developing Oral/Aural Communication for Lower Level Business People

Date: Saturday, May 14

Time: 2:00 p.m.

Place: Kobe Steel Language Center, Tatsunuma Bldg. (5th floor), 1-3-19 Yaesu, Chuo-ku, Tokyo 103. Tel.: (03) 281-4105.

This theme was suggested by one of the participants of the Feb. 12 meeting, who will be bringing some of his organization's materials to show us. However, the discussion will be open to anyone interested in the topic. Please come and contribute to the discussion, bringing any materials you feel might be of interest!

For further details, contact Stephen Turner at the above number between 1:00 and 5:00 p.m., Monday-Friday.

TOKYO CHAPTER MINI CONFERENCE

The JALT Kanto Chapter is planning to hold a 2-day mini conference on June 4th and 5th. Meetings on Saturday will be from 1:30 to 5:30, and on Sunday from 10:00 until 3:30.

We hope to have 20-, 40- and 60-minute presentations on Saturday and 2- or 4-hour workshops on Sunday. We also hope to have a keynote speaker; SIS meetings and materials development groups.

Those interested in presenting are asked to submit a return post card (ofuku hagaki) by May 5th including the following details:

- 1) Title of presentations
- 2) Day, length and time (Saturday, 20/40/60)
- 3) Equipment needed (video, tape recorders, etc.)

You will be sent exact details on the return card.

Please mail to Philip Hall, 1109 Roseheights, 3-10-6 Shibaura, Minato-ku, Tokyo 108. Tel. (03) 454-6453.

Further information is also available from Shari Berman at (03) 7 19-4994.

SHIKOKU

Topic: Song, Games & Pictures: Expand your teaching horizons

Speakers: Andrew Wright, Carolyn Graham

Date: Sunday, April 10

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

Place: Kagawa University, Education Department, Saiwai-cho, Takamatsu

Fee: Members, free; Non-members, ¥500

Info: Betty Donahoe (0878) 61-8008

Michiko Kagawa (0878)

Sachiko Sakai (0878) 82-7322

Although it's fairly well established that one picture is worth a thousand words, no one has yet quantified the value of a melody. Like pictures, however, songs can make valuable contribution to the language learning/teaching process. At its April meeting, JALT Shikoku will present video tapes of the experts at work: Carolyn Graham of Jazz Chants fame, with songs from the *Carolyn Graham Songbook*, and Andrew Wright, master entertainer and teacher, with pictures and games. This meeting will be packed with entertainment as well as information.

Handouts will be available for those who missed them earlier.

TOHOKU

Topic: "What works for me."

Speakers: Brenda Hayashi, Tom Mandeville, Kathy Morris, Hiroko Takahashi, Terry Washburn

Date: Saturday, April 16

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

Place: Sendai YMCA

Fee: Members, free; non-members, ¥500

Five local teachers will present practical activities and ideas for language learning.

TOHOKU MINI CONFERENCE

Speakers: Yoko Nomura, Claudia Perretti, Dale Griffie, Jeff Schwartz, Marc Helgesen, Steve Brown

Date: June 4 and 5

Info: Steve Brown (James English School: (0222) 67-4911 or home: (0222) 72-4909); Marc Helgesen (New Day School: (0222) 65-4288); Hiroko Takahashi ((0222) 62-0687).

TOKAI

Topic: Spring bring-and-buy sale of (your) unwanted books, cassettes and objets d'art. And well... just a chance to get together, at Michael Horne's house. All are welcome.

Date: Saturday, April 9

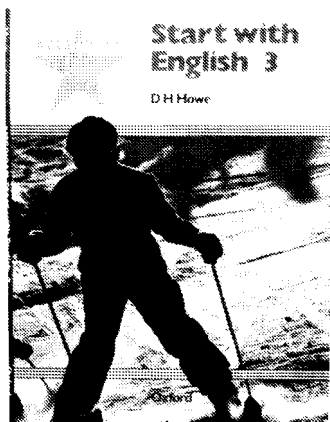
Time: Afternoon

Place: 5-13, Nakayama-cho, Mizuho-ku, Nagoya 467. Tel.: (052) 851-0034

NB. We are also trying to bring you the additional bonus of a talk and discussion, later the same day.



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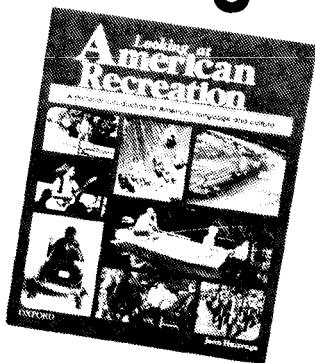
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