

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

Vol. VII. No. 9

¥250

September 1, 1983

**WELCOME TO
JALT '83 CONFERENCE
IN NAGOYA**

SEPTEMBER 21-23



The campus of Koryo International Women's College and Nagoya University of Commerce,
site of this year's Conference.

KORYO INTERNATIONAL WOMEN'S COLLEGE

Founded in 1982 the Koryo International Women's College is a two-year Junior College, affiliated with Nagoya University of Commerce within the Kurimoto Gakuen, which also includes a co-educational Senior High School. The College shares the University's spacious campus spreading over 200 acres of woodland beside its own lakes, and all the core academic and sports facilities. These include the Information Center, one of the most advanced libraries in Japan with a large collection in both Japanese and foreign languages, and in microform, video and audio format as well as books and magazines; the Language Center, housing some of the most sophisticated technological facilities available for the learning of languages and cross-cultural communication; and an open-access Computer Center offering 40 terminals for students to use at any time.

The Women's College initiated a new field of study in Japan, International Liberal Arts, a widely-based program of intercultural comparative studies. Foreign languages constitute an important foundation course within the curriculum, the aim being to teach a perspective on language as a basic tool through which understanding can be achieved across cultural differences. Students have ample opportunities to gain experience in this concept through an active program of exchanges with students and teachers from around the world. Professional skills are also emphasised, particularly in newly expanding business areas such as computers and word-processing. Students are thus encouraged through the broadening of their horizons to assimilate themselves to the rapidly changing role of women in Japan and the world as a whole.

Kurimoto Gakuen was founded in 1935 by the late Dr. Yuichi Kurimoto, a renowned internationalist and honoured several times by the Emperor for his services to education in Japan; with the establishment of a high school in the city of Nagoya. This was followed by the foundation of a two-year Junior College in 1952, which was expanded in 1954 to become a full four-year college, the present Nagoya University of Commerce. In 1968 the University moved from the site it shared with the High School to the present campus, some 20 kms. north east of the city. All aspects of Kurimoto Gakuen have been structured around the fundamental belief that education should be a personalized experience, so that the student body is limited to a size whereby the students' individuality is not swamped, and a seminar system provides each student with his or her own faculty counsellor throughout the two or four years of their higher education. At the same time, the institute's philosophy strongly emphasizes the role of education in furthering mutual understanding between the many countries of the world. Hence its continually expanding and energetic program of educational changes at all levels, encouraging research, personal experience, and stressing the importance of the synthesis of language and culture within the growing international interdependence of the future.

JALT NEWSLETTER

vol. VII, No. 9

September 1, 1983

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

All announcements or contributions to the *Newsletter* must be received by the 5th of the month preceding publication. All copy must be typed, double-spaced on A4 size paper, edited in pencil and sent to: Virginia LoCastro, 3-40-25 Ogikubo, Suginami-ku, Tokyo 167, Japan. (03) 392-0054.

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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.

*Official from May.

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**KORYO INTERNATIONAL
WOMEN'S COLLEGE
(KURIMOTO GAKUEN)
Sagamine, Nisshin-cho, Aichi-gun,
Aichi-ken 470-01**

The faculty and staff of Koryo International Women's College and Nagoya University of Commerce take great pleasure in welcoming JALT '83 to our joint campus. Our facilities have been designed to reflect the fundamental philosophy of our institutes to provide an education that broadens the individual's perspectives on an international scale at all levels of life. In particular, 1983, as the Year of International Communication, has highlighted the essential need for greater communication across differing cultures, through and beyond the barriers of language. We are all now interdependently woven into the world cycle of cause and effect in the socio-economic problems of the present and coming decades, and our only solution lies in agreement and understanding. One of the most urgent roles of education today, therefore, is to provide the base for such understanding, and the tools for communication, one of the greatest of which, obviously, is language. We are privileged therefore, to be able to host a conference such as this, which serves to bring together educators from throughout Japan, and other parts of the world, to exchange ideas on the teaching and learning of languages, providing the opportunity for continuing innovations in this vital part of our future.



HIROSHI KURIMOTO
President & Chairman of the Board

MASAO KUNIHIRO

Masao Kunihiro has agreed to deliver the keynote address at JALT '83, the Ninth Annual International Conference on Language Learning and Teaching. Professor Kunihiro has a broad background in the international field and he brings with him both an excellent competence in language and an understanding of its importance in the international world of the present and future.



Besides being a Professor of Cultural Anthropology at International College of Commerce and Economics in Kagagoe, Japan, he is also a lecturer at Sophia University in Tokyo. Professor Kunihiro is perhaps most widely known by the Japanese public as an anchorman-newscaster on the Nippon Television Network. He was also one of the founders of Simul International and Simul Press. He was a special advisor (Sanyo) to the Foreign Ministry and to former Prime Minister Miki.

His English language ability was used extensively when he was in charge of a talk show program on NHK's Educational Channel. He interviewed such notables as Vice-President H.H. Humphrey, Ambassador Edwin Reischauer and Dr. Herman Kahn. He has attended many international conferences in various capacities including the first summit meetings for U.S.-Japan and U.S.-Canada Ministerial Economic Talks. During his distinguished career, Professor Kunihiro has written and published a wide range of articles and books in both English and Japanese.

In spite of his many commitments and busy schedule, he has graciously accepted our invitation and will deliver the JALT '83 keynote address at 11:00 a.m., Friday, September 23, 1983.

JAMES J. ASHER

James Asher is the main speaker for JALT '83 and will be presenting two three-hour workshops, one Friday, 23 Sept., and another on Saturday, 25 Sept. Dr. Asher is best known for his 20 years of experimental studies on the Total Physical Response Strategy for Second Language Learning. While his TPR technique has become both better known and more widely adopted here in Japan during the past few years, this has been largely due to the reading of his publications, and the demonstrations by others who have practiced TPR in their classes.

JALT '83 is proud to bring the originator of TPR to Japan for the first time. This will be a unique opportunity to find out directly from the originator, the history and developmental background to this approach, the original and current thinking of the approach and the latest evidence concerning its effectiveness. This is an opportunity to ask questions and exchange ideas on an innovative approach which is growing in use all over the world.



Dr. Asher comes from San Jose State University in California where he is a Professor of Psychology. He did postdoctoral studies in Linguistics in the early 1960's and immersed himself in the study of Arabic at the Defense Language Institute in Monterey, Calif. After that, he began a series of experiments to determine the most effective means of foreign language teaching. Using the natural way a child learns his first language as a model, Dr. Asher discovered a number of principles for second language acquisition through these experiments.

JALT '83 looks forward to presenting one of the pioneers in one of the currently innovative approaches to foreign language teaching.

JAMES ALATIS

James Alatis began with TESOL at its birth as a national organization in 1966. He was chosen as the Executive Secretary and has steered TESOL from a handful of members to its present status as an international organization with a membership of several thousands. JALT, as an affiliate chapter of TESOL, is proud to welcome back James Alatis to JALT '83.

Alatis began his career as a Fulbright Lecturer at the University of Athens after receiving his M.A. in Linguistics from Ohio State University in 1953. He worked in Washington, D.C. as a language specialist and researcher in the early 1960's. He received his doctorate in linguistics from Ohio State, became associate dean and associate professor at the Georgetown University School of Language and Linguistics, and became the Executive Secretary of TESOL all in the same year - 1966. He has remained the Executive Secretary of TESOL; he became dean in 1973 and a full professor in 1975.

Dr. Alatis is an advisor to the Center for Applied Linguistics and has been active in the Modern Language Association, the National Association for Foreign Student Advisors, the Linguistic Society of America, and numerous other organizations. He has authored, co-authored or edited more than 25 publications.

JALT '83 is indeed fortunate to have James Alatis back to bring us up to date on TESOL. This will also be an opportunity for JALT members and conference attendees to meet and talk directly with the man who has so ably led TESOL over these past 17 years.

NICOLAS FERGUSON

Nicolas Ferguson comes originally from Scotland, but he is presently Director of the CEEL (Center for Experimentation and Evaluation of Language Learning Techniques), which is a research center based in Geneva, Switzerland. He is the author of some 50 books and articles on language teaching. He has also authored a self-access course known as *Threshold*. Not a newcomer to JALT, Ferguson brings both a wealth of teaching experience and combines it with an understanding of the Japanese language teaching circumstances. This year, he will present his self-access pair teaching technique as well as presentations on music in the classroom and systems of phonetic correction.

Nicolas Ferguson has had many innovative ideas during his professional career. Many of these have been published in his numerous publications. Now you have an opportunity to meet the man directly and discuss and exchange ideas with him at JALT '83.

LOOKING OVER SOME PRESENTATIONS

By James Nord

This year we have a great variety of presentations which cover a wide range of topics. To help make some order out of this large number, we have tried to classify some of the presentations.

For example, the main speaker, James Asher, will be giving two workshops and a talk on the Comprehension Approach to Foreign Language Teaching, with special emphasis on the Total Physical Response Technique. But we also have other speakers with presentations in this same general area.

Computers

Lectures about, as well as hands on demonstrations, highlight the computer presentations. Daniel Gossman will help teachers learn how to use the personal computer to create classroom materials. Gordon Hensley will present a hands on experience in learning Spanish from a computer. Norm Johnson will use the Sony Microcomputer to introduce CAI in TESOL. Steven Tripp will help teachers understand the "basics" of BASIC while Hillel Weintraub will report on a year's experience in using a microcomputer in education.

Testing

Testing has also become a popular topic at this year's JALT conference. Ruth Fallon and Mamoru Toyokura will present a paper about the use of the CLOZE test. Peter Falvey and Michael Milanovic will present a placement testing system that processes up to 5000 Chinese students in one day, as well as a system for using performance objectives in the generation of syllabus and progress tests. George Isted will present a technique for testing large numbers of students in oral ability using video. Gregory James will present criteria for assessment in oral performance in EFL. Steven Ross will talk about maximizing classroom language learning through accurate placement testing. Finally, R. Thrasher and C. Ward will direct a discussion about the concept of direct and indirect testing using examples drawn from various tests.

Children

For those interested in teaching children, JALT '83 has a number of presentations which should interest you. Abe-san will present the book *Yes! English for Children*. John Chapman will present 'Action/Interaction: how children learn a second language.' Linda Jantz will present 'How to teach English to children using the Lippincott Basic Reading.' Elizabeth Kitamura will present 'How to make a Nursery Course Curriculum' while Toyotaro Kitamura will present 'Curriculum Foundations for Children' based on the TORO method. Karen Peratt will present the text *Reach Out: Teaching Children English*. Sr. Regis Wright will hold a workshop on activities and songs that make English fun for children. Finally, Masayo Yamamoto will discuss language acquisition in bilingual environments.

Others

People who are interested in curriculum planning and design have a number of presentations to choose from also. Textbook selection is another topic with a number of presentations. The JALT '83 committee has tried to bring you a wide range of topics by a number of presentors from all over the world. We urge you to look over the schedule carefully, study the conference handbook when you get it, and read the abstracts of the programs that suit your interest. As usual, we have put more programs in the schedule than you can possibly see in three days. You will find excellent selections on all three days, so come to JALT '83, stay all three days and make your choices.

Listening Comprehension

John and Mary Boyd will be demonstrating their own listening comprehension materials called 'Listen to This' as well as discussing workable techniques for putting listening theories into practice. John Chapman will discuss ways in which children learn languages through physical activity as well as other techniques. Dale Griffie will present 'Listen and Act,' a demonstration of an active comprehension approach. James W. Hale will demonstrate materials students have made to practice aural comprehension. Walter Matreyek will demonstrate using dictation as a stepping off point, while Chris McCooley will indicate ways to use Total Physical Response techniques in the Language Laboratory. Michael

Rost will look at how audio narratives can be used as comprehension and discussion practice material. Rudolf Schulte-Pelkum will present 'Organizing your own TPR-course', using German as the target language. Finally, Radmila V. Vuchic will demonstrate TPR using Serbo-Croatian as the target language.

Video

Beside the comprehension approach, there are also a number of presentations concerning the use of video and computers in foreign language teaching. For example, in the video field, Shari Berman will present 'Video Variations: Looking Beyond Listening Comprehension.' Andrea Charman will demonstrate techniques for using video to teach oral skills, while George H. Isted will demonstrate a technique for testing large numbers of students in oral ability using a VTR. Francis Noji will discuss how to get students to learn English while producing a video news broadcast. Richard Schaepe will examine ways to use available TV in the classroom and Stephen Turner will present 'Videotaped News in the Classroom.' Ron White will both present his own 'Let's Watch' video material, and demonstrate some techniques for the general use of video in a classroom. Finally, Charles Wordell will show how to use video soap operas in the language classroom.

JALTきのう・きょう・あす (1)

J A L T 副会長 北尾 謙 治

はじめに

JALTが設立されて早くも8年余りが過ぎ、会員数も1,500名(内70名余りは海外在住)を越え、過去の経験からの予想では、今年中に1,800名を越えることも可能である。このような大きな学術団体に成長し、毎年数百名が入会されているので、JALTのことを余り御存知ない会員も多い。それでJALTの過去と現在の活動を知って頂き、将来の発展のため共に努力できるようにと筆を執った。

JALTの設立

1975年8月、小田原のLanguage Institute of Japan(LIOJ)で、当時の校長であったBill Harshbarger氏の発案で、英語教育の研究大会が開かれた。この時、英語教育の研究大会を行うこと、情報交換を行うこと、及び研究団体の設立の必要が話された。

この研究大会に関西から参加した熱心な語学教育者1名余りが、当時京都YMCAの講師のSharon Bode氏のアパートに集まり、1~2の研究発表をする研究会を持つようになった。最初の研究会では、Bode氏と国際仏教短大のThomas Pendergast氏が研究発表を行った。

1976年にはもうBode氏のアパートでは狭すぎ、会場を大阪市内に移して研究会が続けられた。研究会の内容は実践的、具体的、しかもすぐにクラスで利用できるものを中心であったと聞いている。学会の名称も関西語学講師協会、英語名をKansai Association of Language Teachers(KALT)と名づけられた。名称が示すごとく、言語が英語に限られておらず、あらゆる言語教育者の学会で、語学教育の向上を目的としているのが特徴である。

76年3月にニューヨークで行なわれたTESOL大会に、創立者のPendergast、BodeとHarshbarg氏が参加した。参会者5千人を越える盛会で、私もTESOLの奨学金でこの大会に参加していた。数千人の集まる全体会でPendergast氏の隣に座わり、色々と話し合ったことは、当時すでに私がJALTの難用係をすることが運命づけられていたのかも知れない。

Pendergast氏は、TESOLのような実践的で、英語教育そのものを研究の中心とした大会が日本でも開けたらと考えた。その考えは、規模ははるかに小さいが8月に京都で実現した。120人の熱心な語学教師が集まり、最新の教授法の学習等に精を出した。

1977年KALTの会員が名古屋や東京で、同種の研究団体を設立し活動を始めた。この3団体は全国組織を設立し、協力して運営することに同意、ここにThe Japan Association of Language Teachers(JALT)、日本名「全国語学教師協会」が設立され、同年11月の名古屋大会で正式に承認された。

会員及び支部の増加

全国組織になって以来会員の増加は目ざましい。75年に十名程であった会員が、77年1月に約百名、78年1月に約四百五十名、79年には七百五十名、80年千百名、81年千三百名、82年千五百五十名と増え、この年末には千八百名に達すると期待されている。JALTの会員は実際に会費を納入している者のみであるから、会員数の規模では、この種の学会で全国1~2位を有している。

よく聞かれることであるが、日本人と外国人の比は、78年末に5対5となり、それ以来日本人会員数の方が増加して、現在では6対4位になっている。

私達の目標は、会員数を2,500名以上にすることで、あと3年位で達成するかも知れない。この規模になると、フルタイムの事務員を持ち、活発な活動をし、種々のサービスができる団体となる。ジャーナルも年4回発行できるであろう。

81年以来パートタイムのお手伝いをしてくれるようになったが、今だにJALTのほとんどの仕事は役員と会員のボランティア活動にゆだねられているのが現状である。

支部の方は、77年に東京、名古屋、大阪の3支部であったが、78年に仙台、高松、広島と福岡が加わり、いっきに7支部となった。さらに80年に、沖縄、京都、札幌の3支部が加わり、名実共に全国語学教師協会となった。81年に長崎、83年に浜松と岡山が加わり現在13支部を有している。(年度は公式に承認された年)しかも福

島、横浜、神戸、北九州に新しい支部をつくる動きがある。

私達の大きな夢は、1都道府県に少なくとも1支部を有し、全国の語学教師の方々と共に勉強し、情報交換を行い、日本の外国語教育の向上のため討論し、実践することである。

JALT年次国際大会

1975年夏にLIOJで開かれた研究大会で、JALTのような語学教育研究団体の設立が話し合われて以来、毎年年次大会が行われている。

年次大会はJALTの活動の中で最大のもので、JALTの全精力をしばって行っていると言っても過言でない。

76年夏には京都YMCAで120名の語学教育者が集まり熱心な討論を2日間行った。規模は小さかったが当時の会員数が60名であったのを考えれば大盛會であった。

77年11月には、愛知県労働者研修センターで、土日曜日泊まり込みで300名程が参加。この大会では約30の研究発表が行われた。基調講演はJACETの会長小川芳男氏が日本の英語教育について行った。

78年11月には、代々木の元オリンピック村で、The College Women's Association of Japanと合同で行われた。英国のレディング大学のDavid Wilkins博士を基調講演者として迎え、70程の研究発表が行われ、約400人余りが参加した。これが私が最初に参加したJALTの年次大会で、まさにTESOL大会を小さくしたような感じであったのを今日でもよく記憶している。

世界の最新の教授法がすべて紹介され、多くの有意義な発表を聞き、刺激を受けると共に、随分とよい勉強になった。しかし、翌年は年次大会の主催者の1人になるとは夢にも知らなかった。

79年11月に同志社大学で第5回大会が行われた。この大会から3日間に期間が延長され、国際大会として開催された。ボストンでのTESOL大会における交渉が実を結び、ニューハンプシャー大学のKarl Diller博士を基調講演者として招いた。JALTが独自の財力により大会に海外から講演者を招いたのはこれが初めてで、以後毎年続いている。

国際大会で海外に案内を出したが、当時のJALTは国際的にそれほど知られておらず、海外からの参加者はわずか数名であった。

研究発表は約80、参加者も五百数十名になった。

80年11月には、南山短大で行われた。今大会はより国際的となり、多額の寄付を頂いたため、海外よりTESOLの事務局長James Alatis博士、ミシガン大学の我恩師Joan Morley氏、テンプル大学のGertrude Moskowitz博士、当時ホンコン大学のJack Richards博士を招き、国内では、文部省の小笠原林樹氏や元アジア開発銀行会長の渡辺武氏も招いた。

今回は3日間で90程の研究発表の他に、前夜祭まで行われた。参加者も700名を越え大盛會であった。

81年にはさらに国際化が進んだ。海外から招いたのはJack Richards博士とRichard Via氏であるが、出版社の協力で有名な著者が数名参加、研究発表を行った。

JALT国際大会も世界中に知れ渡り、2~30名海外より参加した。

開場が新宿の文化外国語専門学校で、参加者も800人を越えた。この大会から登録等の事務をコンピュータ化した。

82年は初めて10月に開催。会場は帝塚山学院大学で、参加者は九百名近く、90余りの研究発表が行われた。

英国よりAndrew Wright氏を招いた他十数名の発表者が海外より参加、海外からの参加者は30名を越えた。この中には海外の出版社の社長、編集長、販売員、著者が多く含まれ、日本の市場開発と共に、日本向けの教材開発の研究が行われた。JALT国際大会と国際英語教材展に向け、海外の出版社関係者がぞくぞくと来日するシステムが定着したようだ。

基調講演に元文部大臣の永井道雄氏をお招きできたのも私達にとって光栄なことであった。

今年度は名古屋商科大学において、9月23~25日に行われる。海外から招いたのはTPRの創始者James J. Asher博士で、創始者自身の講演及び実演は楽しみである。基調講演は国弘正雄氏で、約100の研究発表があり、コンピュータを利用した語学教育等世界の語学教育の先端を行く研究発表も多く含まれている。(つづく)

JALT '83 UNOFFICIAL MEETING PLACE

The JEFFERSON CLUB on the 8th floor of the MEITETSU LEJAC BUILDING three minutes walk due south of Nagoya Station is a place where you might unofficially be able to find other JALT '83 attendees in the evenings. The cover charge is ¥300, whisky ¥400, juice ¥400, Budweiser ¥600 and food from ¥500 to ¥1,000. There is also live music every evening featuring an AMERICAN singer.

In the same building there is the WINE BAR on the 8th floor, RADIO CITY DISCO on the 7th and NANZAN STEAK RESTAURANT on the 2nd floor.

愛知県教育委員会より後援 名儀

KOEN MEIGI RECEIVED

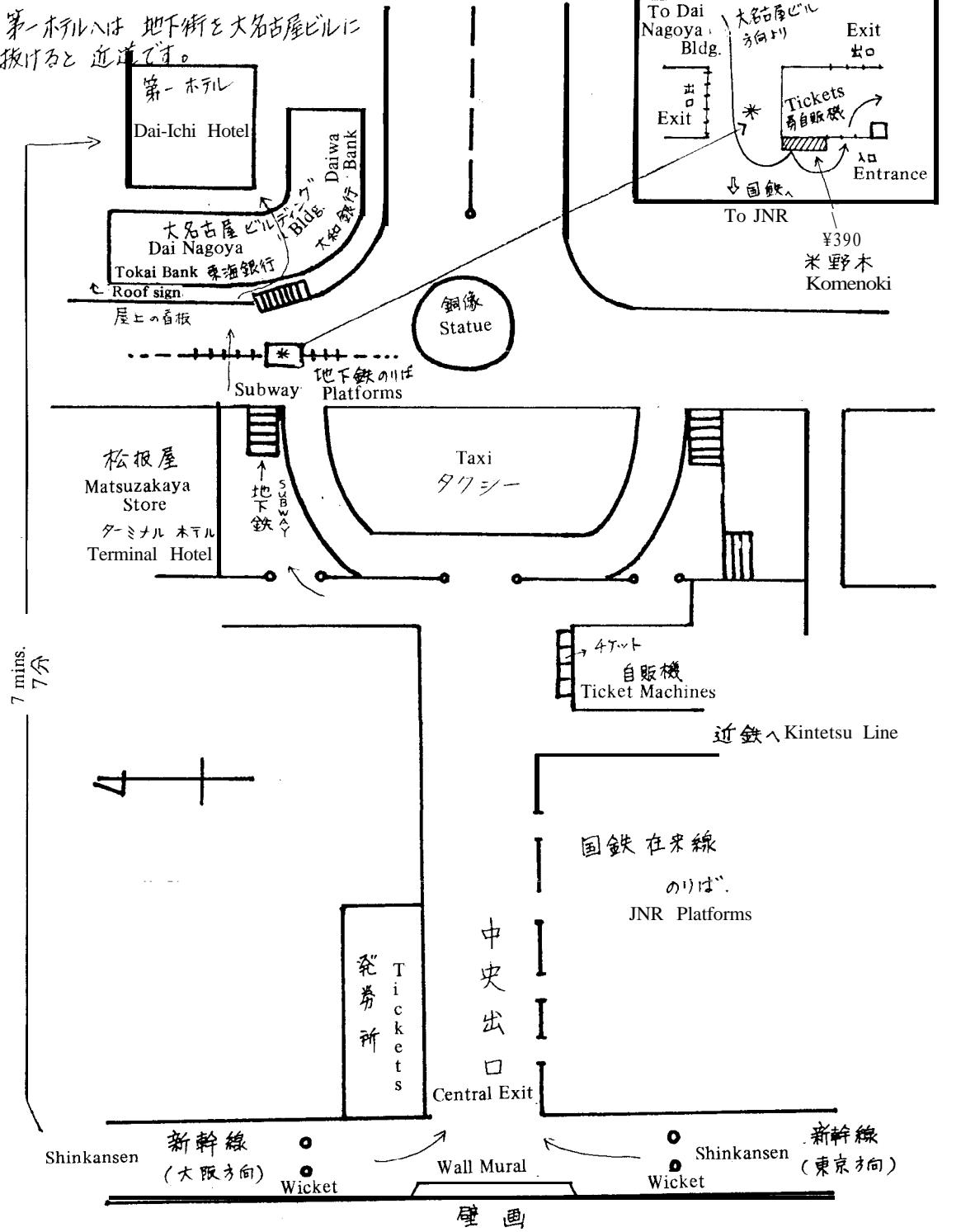
JALT's International Conference on Language Learning and Teaching, JALT '83, September 21-23, has received endorsement from the Aichi Board of Education in the form of *koen meigi*, enabling junior and senior high school teachers to apply for official leave. *Koen rneigi* will assure teachers of permission to attend; it will not guarantee that teachers be granted funds to attend the conference, but financial assistance is possible. Teachers who wish to take advantage of the endorsement should see their school principal as soon as possible.

PROBLEMS WITH JALT '83 PRE-REGISTRATION?

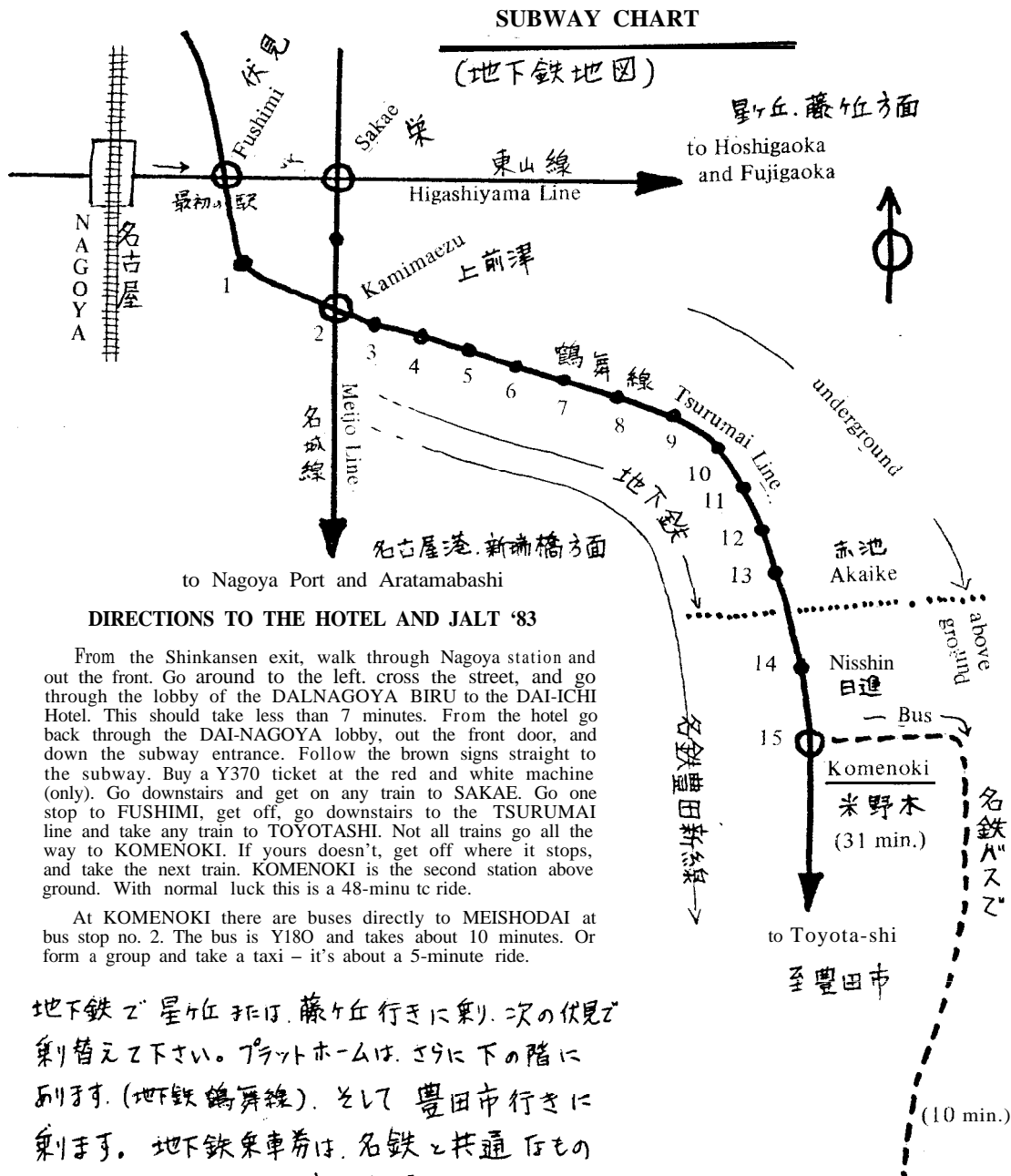
If you have any problems with your JALT '83 pre-registration, please contact Jim White at (0723) 66-1250, evenings from 7 to 10 p.m.

You can walk through the Dai Nagoya Bldg. via a street level passage.

第一ホテルは 地下街を大名古屋ビルに抜けると近道です。



PLAN OF NAGOYA STATION
名古屋駅地図



DIRECTIONS TO THE HOTEL AND JALT '83

From the Shinkansen exit, walk through Nagoya station and out the front. Go around to the left, cross the street, and go through the lobby of the DALNAGOYA BIRU to the DAI-ICHI Hotel. This should take less than 7 minutes. From the hotel go back through the DAI-NAGOYA lobby, out the front door, and down the subway entrance. Follow the brown signs straight to the subway. Buy a Y370 ticket at the red and white machine (only). Go downstairs and get on any train to SAKAE. Go one stop to FUSHIMI, get off, go downstairs to the TSURUMAI line and take any train to TOYOTASHI. Not all trains go all the way to KOMENOKI. If yours doesn't, get off where it stops, and take the next train. KOMENOKI is the second station above ground. With normal luck this is a 48-minute ride.

At KOMENOKI there are buses directly to MEISHODAI at bus stop no. 2. The bus is Y180 and takes about 10 minutes. Or form a group and take a taxi - it's about a 5-minute ride.

地下鉄で星ヶ丘または藤ヶ丘行きに乗り、次の伏見で乗り替えて下さい。プラットフォームは、さらに下の階にあります。(地下鉄鶴舞線)。そして豊田市行きに乗ります。地下鉄乗車券は、名鉄と共通なもの

です。現在、名古屋～米野木間は、390円です。米野木駅から、

名商大までは、名鉄バスの豊田市行き、または、名商大、名商大前行きに乗りして下さい。運賃は現在180円です。

バスは、白と赤のツートンカラーです。

豊田市	TOYOTA SHI
名商大	MEI SHO DAI
名商大前	MEI SHO DAI MAE

CONFERENCE
SITE
会場

The buses are white and red

IF YOU COME BY CAR . . .

車で来た場合

名鉄バス乗降場

Matsuzakaya Store
松坂屋ストア

Chuo Sogo Bank
中央相互銀行

Sun Plaza Hotel
サンプラザホテル

Green Warehouse
グリーン倉庫

UZ

3.5 km.
10 mins.
from Tomei

Overhead Subway Line

Kentucky Fried Chicken
ケンタッキーフライドチキン

Exit 21
出口 21

Tomei Expressway

東京方面
To Tokyo

瀬戸方面
To Seto

東名高速
Tomei Expressway

Exit 21
出口 21
(to Nagoya)

TO DRIVERS

Take exit #21 on the Tomei Expressway. If you are coming from Kansai, be careful not to get off too soon! Exit 21 is on the east side of Nagoya and goes to Nagoya and Seto. Do not go to Nagoya! Bear right towards Seto. Go back under the expressway and go left at the second light. Kentucky Fried Chicken is on the right. (If you're not going to the Sun Plaza Hotel, go straight. Look below at the **.) At the second traffic light you will see Matsuzakaya Store. Go left. Go under the subway line and turn right at the lights. Turn left at the first set of lights (eki mae). At the fourth set of traffic lights you will see a big green warehouse with UZ on it. Turn left. The hotel is immediately ahead. This is 3.5 kms. from the expressway or about 8.5 minutes. To go to JALT '83, return to Kentucky Fried Chicken and turn left.

** Go straight for about 5 kms. You will pass 8 traffic lights. At the eighth one you will see the Meitetsu bus parking area. Continue straight. When the road narrows to one lane, you will see a Shell gas station on the right and a tennis club on the left. Bear left, go down, and turn right under the bridge. Follow this road for about 2 kms. and you will come to the back door of Nagoya Shoka Daigaku. This is 10 kms. or 19 minutes from the hotel. It's about 15 minutes from the expressway.

名鉄高尾出口21番(名古屋、瀬戸)を出て、右側を走り、瀬戸方面へ向かって下さい。

東名高速の高架をくぐり、

- 1) 左折へば 2番目の交差点を左折
- 2) 会場へは ケンタッキー フライドチキン通後の交差点から数えて 8番目の信号まで直進し、道幅がせまくなった直後で、グリーンロードを左側にはずれ、下の信号を右へ曲がり、グリーンロードをくぐって下さい。

CONFERENCE SITE JALT '83 会場

10 kms. from Hotel.
(20 mins.)

Take exit #21 on the Tomei Expressway. If you are coming from Kansai, be careful not to get off too soon! Exit 21 is on the east side of Nagoya and goes to Nagoya and *Seto*. Do not go to Nagoya! Bear right towards *Seto*. Go back under the expressway and go left at the second light. Kentucky Fried Chicken is on the right. (If you're not going to the Sun Plaza Hotel, go straight. Look below at the *.) At the second traffic light you will see Matsurazaka Store. Go left. Go under the subway line and turn right at the lights. Turn left at the first set of lights (eki mae). At the fourth set of traffic lights you will see a big green warehouse with UZ on it. Turn left. The hotel is immediately ahead. This is 3.5 kms. from the expressway or about 8.5 minutes. To go to JALT '83, return to Kentucky Fried Chicken and turn left.

**** Go straight** for about 5 kms. You will pass 8 traffic lights. At the eighth one you will see the Mercedes bus parking area. Continue straight. When the road narrows to one lane, you will see a Shell gas station on the right and a tennis club on the left. Bear left, go down, and turn right under the bridge. Follow this road for about 2 kms and you will come to the back door of Nagoya Shokko Daigaku. This is 10 kms, or 19 minutes from the hotel. It's about 15 minutes from the expressway.

東名高速出口外倉(名倉、瀬戸)を出て、
右側を走り、瀬戸方面へ向かて下さい。
東名高速の高架をくぐり、

- 1) ホルムへは 2 番目の交差点を左折
2) 会場へは ケ=タッキー フラクション通後
の交差点から数えて 8 番目の信号まで
直進し道幅がせまくなった通後で「グリー
ロード」を左側にしばす所下の信号を右へ
曲がり「グリーンロード」をくぐって下さい。

CONFERENCE SITE
JALT '83

會場

10 kms. from Hotel,
(20 mins.)

Get Ready for
**American
 STREAMLINE**

and Don't Miss
PETER VINEY's
 Japan Tour



Sendai	20 Sep.	JAMES (12:30 p.m.) Contact Local JALT Chapter
Sapporo	21, 22 Sep.	Contact Local JALT Chapter
Nagoya	23, 24, 25 Sep.	JALT National Convention
Fukuoka	27 Sep.	YMCA (7:00 p.m.)
Osaka	28 Sep.	Umeda Gakuen (6:00 p.m.)
Hiroshima	29 Sep.	Contact Local JALT Chapter
Tokyo	30 Sep. 1, 2 Oct.	Shinjuku Bunka Gaigo (6:30 p.m.) Tokyo Kogakuin (1:45 p.m.)

For more information, please contact:

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FRIDAY

FRIDAY

Room	1:30	2:30	2:45	3:45	4:00	4:15	4:30	4:45	5:00
111	Teaching Skills Viney			Designing ESP Curricula Hough					
113	Let's Watch: New Video Material From Nelson Films White			Differentiating English Language Program Pickett					
126	Making Students Active Learners Kenii Kitao			Teaching Japanese Herlofsky			What's New in Scott. Foresman Carpenter		
127	Action/interaction: With Children Chapman			Better Teaching Kaneko			English Verbs Knowles		
128	Comparison of Synonymous Vocabulary Items Krause			CAI in TESOL Johnson			Acquisition of Relative Clauses Saito		
131	Self-Access Pair Teaching Ferguson			French Immersion in Canada: Error Analysis & Application Obadia			I		
133	News Workshop Noji			Lecture Jones					
134				Square Dance Method Karita					
135	Teacher as Learner Jerome			British, American and International English Intrator			Yes! English for Children Abe		
136	Chalkboard Activities Matreyek			Communication in English: Examples & Models Matreyek			Warning to Foreign Teachers Uemichi		
137				Using Non-TEFL Simulations with Japanese Students Campbell and Smith			Agreement/Disagreement in Conversation & Textbooks Pearson		
624A	Large Scale Placement Testing Falvey and Milanovic			Video Assisted Testing of Conversation Isted					
626	Developing Communicative Activities Kimbrough			Speaking Up Crane			I	Listen to Me	
633A				Video Variations Berman and Bratton			I		
635	Yoshi Comes to New York Battaglia			Learning Strategies Flenley			I		
Asher Room				TPR Workshop Asher					
Other				Computer Basics Tripp					

SATURDAY

SATURDAY

Room	10:00	11:00	11:15	11:45	12:00	12:30	1:00	1:30	2:00	2:30	2:45	3:00	3:15	3:30	3:45	4:00	4:30	5:00
111	Listen and Act Griffice			Criteria in Oral Tests James		Text Selection Maher		Using Everyday Television in English Teaching Schaepe						Bring Academic Content into the EFL Classroom Kimbrough				
113	Performance Objectives for Generating Tests Falvey and Milanovic								Basic Communication Skills Cornwall			Step Ahead Hough			Giving Private Lessons McBean			
126	Curriculum Hanchey			Nursery Course Curriculum Kitamura, E.										Sound and Meaning: Onomatopoeia Herlofsky				
127	Cloze Testing Fallon and Toyokura			Student-Centered Teacher Training Brooks				Questions Buckheister					Student Interest Nozawa					
128	Vocabulary Building Bamford			Islam: How It Affects Teacher & Student Barattini				Teaching Literature with Counseling Learning Pounds										
131	Direct/Indirect Testing Ward and Thrasher			Conversation Trembath and Levi		English Semi- Vowels Murakawa		Placement Testing Ross				Aizuchi LoCastro			Talking Hale			
133	Spanish with Self-Access Zambrano									Spanish . . . (Continuation) Zambrano								
134	Mixing and Choosing Caldeira			Reading Strategies Crane				Workshop Jones						How to Lay a Sound Foundation for Studies: Phonic R Jantz				
135	Games Helgesen			Systematic Approach to Idiomatic English Peaty				Teaching Children Abe				Listen to This Boyd			Politeness in English Fukushima and Iwata			
136	Dictation Matreyek			TPR for Serbo-Croatian Vuchick				Oral Reading Matreyek				Error Correction Activities Matreyek			Talking of 'If' Levi			
137	American Sampler Kathy Kitao			Using Magazine Photos Monahan				Learning and Memory Matsumoto				British Council Nicholls			Fluency and Communication Strategies Rost			
624A	Career English Teraoka			Using Microcomputers to Create Materials Gossman		Composition Catalysts Hale		College Composition - Part I Kelly and Shortreed										
626	Logman Graded Readers and Reading Development Tunnacliffe			Simulations for Survival English Sanematsu		Testing: A Comparative Study Sinhaneti		Debating Foreman-Takano										
633A	Teacher Training Fisher			Creating Puzzles Honnold				Rod City Nielson and Ruud										
635	Idioms, Cliches & Catch Phrases Shishin			Time and Space with Community Language Learning La Forge		Conversational Analysis Itagiwaru		Using Video-taped News Turner		The IBU Curriculum: Synthesis & Dynamic Development Pendergast								
Asher Room								TPR Workshop Asher										

SUNDAY

SUNDAY

Room	10:00	11:00	11:15	12:00	12:15	12:45	1:00	1:30	2:00	2:30	2:45	3:00
111	Music in Class Ferguson		American Streamline Vine)						Phonetic Correction Ferguson			
113	Summary Talk on TPR Asher											
126	Discovery in Learning and Teaching Peaty and Flood								Listening Techniques Boyd			
127	TESOL Alatis								Using Newspaper Articles Nielson			
131	Video and Oral Skills Charman		Practical Pictures Crane						Fluency Squares Knowles			
133	Foundations for Learning Coleman		Organizing a TPR Course Schulte-Pelkum						Getting Your Act Together Weschler			
134	use of Narratives Rost		Self-Access Pair Practice: The Mediated Pendergast						Soap Opera English Wordell			
135	Language Acquisition of One Bilingual Child Yamamoto		The Daily Paper as EFL Text Krause						Teaching a Competency-based Curriculum Kawasaki and Fujiwara			
136	CLL in business Brooks and Ames								Understanding Grammar Terms Matroevck		French in Hawaii Benouis	
137	Songs and Activities for Children Wright								Appeal of Textbook Characters Swan			
624A	College Composition - Part II Kelly and Shortreed								Collect-Combine Method Ericsson			
626	The Importance of Extensive Reading Tunnaclyffe		Why Do We Need Video? White						Foro Method Kitamura			
633A	Large Classroom Management Helgesen		English at Guam University						Communication Activities That Work Campbell and Smith			
635	Reach Out Perarr								Computers and Education Weintraub			
Other	Workshop in CAI in Foreign Languages (Computer Center) Hensley								TPR in the LL (Language Lab) McClure			



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NEWS NEWS NEWS NEWS NEWS NEWS NEWS NEWS

AMERICANIZING STREAMLINE

(Peter Viney is the co-author of the *Streamline English series*, and its nearly-published companion, *American Streamline*. He has also been involved in *Survival English*, *Basic Handwriting in English*, and *Basic English Reading Programme*. He is a free-lance author, teacher and teacher trainer, and lives in Bournemouth, England.)



It all started a year or so after the publication of the original British English edition of *Streamline English Departures*. Bernie Hartley and I were invited to take part in various conferences and teacher training projects in Europe, and both of us were approached by American teachers who wanted to talk about *Streamline*. Many of them had re-recorded the dialogues and texts in American accents. It was fascinating to hear our material re-worked in this way, and soon afterwards we were contacted by Oxford University Press in New York with a proposal for an American English version of the series. I found the proposal particularly exciting, partly because of my background (I have a Master's degree in English and American Studies), and partly because we had always felt the need for a wider view of the English language than a straightforward home-counties accented version of British English. Many American teachers said they had been attracted by the mid-Atlantic tone of the series in the first place – although they were usually quick to criticise the British actors' attempts at American accents on our original recordings. As one American teacher said to me in Lisbon, 'Have you heard Marlon Brando doing a British accent in "Mutiny on the Bounty"? Well, that's what British actors doing an American accent sound like to us!' (We took this to heart, and our recent recording sessions for the British English editions of *Connections*

Speech work and *Destinations Speech work* used American actors as well as British ones.) Having decided to do an American adaptation the problems began. We did not want a 'translation,' where you simply change 'curtains' to 'drapes' and 'tap' to 'faucet,' or 'Have you got...?' to 'Do you have...?'. On the other hand we did not want to lose the tone, atmosphere or humour of the original edition. The most important step was finding an American adaptor, and OUP put us in touch with Jackie Flamm.

We defined the areas which would need attention, and these were:

1. VOCABULARY. Perhaps the easiest of all, although it sometimes came as a surprise to us to find how many differences came up.
2. SPELLING. This was no problem either. In fact after five years of American Studies, followed by periods lecturing on American Literature and American Film History, I found myself following American spelling more naturally than British. I remember one of my early ELT lessons where I suddenly realized that I had written 'center' and 'theater' on the board, and that the unfortunate students were copying it carefully. Still, it made a useful teaching point!
3. STRUCTURES. Most elementary students are aware of the different usages, 'Have you got...?' and 'Do you have...?', and these problems were solved easily, certainly at *Departures* level where we believe that Beginners should not be confused by teaching two ways of saying the same thing. Later in the series we do need to indicate some of the difficulties in everyday usage. 'Two short extracts from TV programs (or programmes!) might illustrate this.
 - A. 'Elvis on Tour' (1972)
Elvis Presley: How much time have we got?
Stagehand: Eh?
Elvis Presley: How much time do we have?
 - B. 'Dallas' (1982)
Pink Anderson: Have you got any answers?
Bobby Ewing: No. I don't.

Anyway, these certainly aren't problems which beginners need to worry about. They are taught 'Do you have...!'

One point that did occur to us during discussions on areas of grammar was that American ELT teaching does seem more prescriptive than British teaching. I am sure I am going to be hesitated by teachers denying it, but we had long discussions over expressions like 'He's stronger than she' vs. 'He's stronger than her,' and the use of 'whom,' which seems to our ears more frequent in American English.

4. FIXED FORMULAS AND EXPRESSIONS.

Many fixed formulas are seeded into longer dialogues and texts, which focus on a different area of the language. However, a feature of the series is the 'Everyday conversation' units which concentrate on short, communicative situations. This was an area where considerable changes had to be made. We also wanted to add material which had not been in the British edition. One example comes in Unit 23 which includes a dialogue I felt absolutely essential for a tourist in a foreign country.

Can I help you?
 Pardon me?
 Can I help you?
 Oh, no thanks,
 I'm just looking.

5. CULTURE. We feel strongly that the cultural content of a course is something that has to be judged by individual teachers.- We avoided long texts on 'The Queen' or 'British Money' or 'The Mother of Parliaments' in the original, and this carries through to the American versions. Of course any book, especially one as heavily illustrated as *Departures*, gives a lot of cultural background. This area took more time and thought than any other.

We see *American Streamline* as an American textbook, not just a version of a British/International one. As such it had to reflect American society, and its cultural and ethnic diversity. Much greater care was taken in avoiding sex stereotyping, and this will be reflected in an eventual new British edition. This was not just a case of Americanizing, but a feeling that we would have changed things in the British version if we had been preparing it in 1983. On the American recordings there are black and white actors. We have kept regional accents mild at the *Departures* level, but as we go on to *Connections* and *Destinations* we want to record regional accents as we have done in the British edition. We also show non-Americans speaking English, as we show non-British speakers. There is a British accent for the secret agent in *American Departures*, foreign tourists retain a slight accent. Students want to understand *people* speaking *English*, not simply people speaking 'Standard American' or 'RP British English'.

6. METHODOLOGY/TEACHER'S GUIDE.

There were two difficulties which became apparent. The first was the difference between British and American ELT jargon. The second, different ways of approaching material. The first was one we had picked up pretty well ourselves. We quickly found that mention of 'backchaining' caused puzzled looks from American teachers (who probably thought it was some weird British deviation) and that 'backward build-up' meant exactly the same thing.

The second caused a lot of thought. One of the features of *Streamline* is the separation of students' and teachers' material. The absence of instructions, grammar rules and long exercises from the students book was deliberate. It gives the students book a more attractive, more natural feel. We wanted it to look like something you would want to read, even if you didn't have to, even if it weren't a set textbook for your class. This approach made it look different from most popular American textbooks. However, when it was published it had looked different from most British texts, too, and we decided to stick with it.

The layout has also meant that teachers were free to approach the material in their own way. When we wrote the book we had four kinds of teacher in mind. First, the experienced native-speaker who might or might not find our procedure, questions and drills useful, and would decide for himself-/herself what to do with it. Second, the inexperienced native-speaker who would find our detailed plans useful. Third, the experienced non-native teacher who again would use his/her own method, while finding our detailed questions and drill phases useful, and lastly, the inexperienced non-native teacher who might find our guide essential. The shape, style and interleaved format of the Teacher's Guide sprang from our experiences as teacher trainers. We prepared the *American Departures Teacher's Guide* ourselves and we took the opportunity to incorporate several improvements (we hope!) on our original edition.

7 WORKBOOKS. The workbooks contain language summaries and written exercises. They also offer teachers the scope to use them orally, particularly with weaker classes. They follow the pattern of the British workbooks closely and provide useful backup to the main body of the course.

E: Good morning.
 F: Good morning. Can I help you?
 E: Well, I'm looking for a textbook.
 F: What's the title?
 E: *Instant English*. Do you have it?
 F: Yes. It's on this shelf.
 E: How much is it?
 F: \$6.00.
 E: May I see it, please?
 F: Of course. Here you are.
 E: Thank you.
 F: Your English is very good. Are you studying it?
 E: No. I'm teaching it.

Book (*Instant English*), \$6.00; record (*Grease*), \$6.25; magazine (Time), \$1.50; cassette (*Instant English*), \$12.95; dictionary (*Oxford Picture Dictionary*), \$14.00.

THE CEEL APPROACH

The CEEL, Centre for the Experimentation and Evaluation of Language Learning Techniques, was founded in Geneva, Switzerland, in 1972, under the direction of Nicolas Ferguson, to create a link between theoretical research in applied linguistics and the practical aspects of language teaching. The Centre has four aims: to administer language courses; to train teachers; to collaborate in research projects, and to publish and diffuse the results of its work.

The first language courses run in the CEEL were English and French for special purposes, that is, second language learning rather than foreign language learning. Courses were made for, and given to, bank cashiers, secretaries, doctors, printers, mechanical engineers and telephone operators among others. It was following the success of these courses that the CEEL extended the concept of teaching a language for immediate use to all its teaching and developed the functional method "English by Objectives", presenting language for practical purposes.

During 1973, the CEEL carried out research into the evaluation of language learning proficiency and above all, that of the spoken language. A small computer, OLAF N73, based on a mathematical theory of language, was programmed, designed and built. OLAF N73 gives an instantaneous evaluation of speaking as the student performs. This development enabled the Centre, following a number of investigations carried out in both public and private institutions, to establish a standard measure of improvement in one hour's teaching. This was called the Meanim (Mean Improvement Norm). Regular classes of 2.5 to 35 students attain in the order of one' Meanim per hour's teaching, while smaller classes, with from one to 12 students per class, in private institutions and certain state schools, attain up to 2.2 Meanims per hour's instruction. The Meanim formed a basis for future comparative studies.

By 1975, the CEEL had presented a solution to this problem: that of teaching large groups (in order to favour relaxation and semi-independence from the teacher) divided permanently in pairs (in order to favour activity). This approach, combined with the functional aspect of learning and the necessity of constant measurement, was

combined into a science called Teleopedia. Teleopedia comes from the Greek *teleo* -- meaning objective -- and *pedia* -- meaning teaching. Teleopedia was put into practice in the course "Threshold". Work was also carried out into the systematic use of music as a vehicle for attaining and maintaining a relaxed state.

Threshold self-access pair teaching presents a cybernetic approach to language teaching. "Cybernetics usually refers to control functions in sophisticated machinery, but can equally be used to refer to the way in which human beings use feedback to correct their actions - in the present case, speech acts. If we can train students to function more and more effectively by first learning to direct their partners and eventually themselves, we will have the ultimate cost-effective language education. When students have learned to function semi-independently in this way, we have what may be thought of as a cybernetic classroom." (Pendergast, 1983)

In 1978, the CEEL set up a new research project. In a series of investigations, it was found that the new generation of students studying with self-access pair learning, advanced at a rate varying between 8 and 10 Meanims per hour: an improvement of 10 times over what was previously possible. As a result of this, the CEEL established a new scale of measurement in line with progress in Teleopedia, the hour of class using self-access pair teaching giving an improvement of one Normalized Hour (corresponding to 10 Meanims). A student, for example, wishing to go to an American or a British University, needs a level of 2,400 Meanims. He can acquire this by studying, let's say, 2 years in elementary school, 4 years in high school, 4 years at university, all complemented with personal study and private courses. This will account for anywhere between 1,100 and 2,400 hours work. With Teleopedia, however, students can attain the same results in something of the order of 240 hours.

Also during 1973, the CEEL carried out extensive research into states of tension-relaxation during learning. The results of this research showed that the student needs a relaxed mind to learn, though, in order to be relaxed over a long period, must be active. The reason for this is that inactivity causes boredom and boredom causes tension. This gives rise to a paradox: in most classes, where one person performs at a time, the larger the class, the lower the activity; however, the smaller the class, the greater the feeling of domination by the teacher and so the lower the level of relaxation.

By the end of 1981, Threshold had already been published in British English, American English, French, Spanish, Italian, German, Finnish and Swiss German and was in preparation in Greek, Russian and Dutch. It had also been adopted by Swiss National Radio for daily broadcasting.

Self-access pair learning demands a specific mentality on the part of the teacher who is no longer a lecturer but more of a coordinator and animator. In order to supply teacher training, the CEEL, in 1981, set up its International TTeaching Training Programme (ITTP) and has since organized workshops and given presentations in Mexico, Canada, Japan, Switzerland, the United States, Greece, France, Italy, Germany, Norway and Denmark.

In the JALT Conference 1983, Nicolas Ferguson, Director of the CEEL, will give three presentations: The use of music in the classroom, phonetic correction and an introduction to Threshold, while Maria Cristina Zambrano, who is a CEEL staff member, will give a beginners' course in Spanish, in order for teachers to come into direct contact with self-access pair learning through a learning experience of their own.

MEMORY, MEANING AND MADNESS: PREPARING FOR A JALT CONFERENCE

By Dale Griffiee

Generally speaking, prepare to be overwhelmed. Everybody is. There will be too many people for you to meet, too many presentations for you to attend and too little time for you to absorb it all. Knowing this, what can you do? I've divided this article into three sections entitled Before, During and After the Conference. Some of my suggestions are philosophical, but most are practical.

The purpose of this article is to help you prepare for a JALT language conference or any other TESOL conference. After all, you spend time and money attending a conference so you ought to get something for your money. It is all too easy to attend a conference and come back exhausted wondering what happened.

Before the Conference

First, expect to be changed both personally and professionally. Decide to open yourself to

September 1, 1983

the possibility that in some way you will be a different person just because you attended this conference. The challenge is to look for creative ways for this to happen.

Before you do anything else, go to a bookstore and buy yourself a small notebook. How small? Small enough to put into your pocket or purse. Let's call this your conference notebook (CN). Write your name and address on the first page of your CN. It might be good to paste a passport size picture or snapshot of yourself on the same page. Now give a few minutes to some reflective thinking. Where are you in your teaching? Where does the profession seem to be? What do you need at this time? Open your CN to a new page and entitle one page "What I Expect to Happen" and entitle the opposite page "What I'm Looking For." Force yourself to list several items under each category. Now, except for scanning your newsletter for hints about the conference, you are ready to go.



During the Conference

First thing after you register look at the schedule of presentations in your conference handbook. Is there a pattern? Can you see several themes running through the program? Are several of the presentations related in some way? Look back in your CN under the "What I'm Looking For" page. Now tick off the presentations that interest you.

A second suggestion is to buy a large sheet of colored paper. Write the name and date of the conference across the top. Draw a line down the center. Over the left column write the word "action" and over the right column write the word "insights." Return to your color-coded CN and transfer the data. You now have some perspective. If you keep your action-insights poster near your desk, you are less likely to forget what you wanted to remember and do. This is a way of feeding your insights and intentions into your daily schedule.



My third suggestion is related; match some of your activities you listed under the action column with some of your classes. This will help you begin to decide how you might implement them.

A final suggestion is for *you* to prepare a report to your teachers' meeting or chapter. When you talk, don't just use words to convey your message. Try to recreate the feeling and mood of the presentation. Take some part of the presentation and have your fellow teachers actually do it.

In conclusion, attending a conference is like being a passenger on a space shuttle. It is a unique experience which will become part of your life. Take care of your experiences and your experiences will take care of you..

Are you alone or with a group? If you are with a group, see if it is possible to assign persons to attend various presentations. Also arrange to have breakfast together. That is a good time to

decide which presentations to attend and discuss ones you have already seen. Breakfast is also a good time to invite other teachers to join your table for conversation, especially if you happen to see a presenter you don't know personally but who seems to be alone. Don't hesitate to ask them to your table. You will be rewarded. Everybody feels exactly the way you do; excited, slightly bewildered, and desirous to meet other teachers.

Keep your CN with you at all times. When you meet someone, jot down their name and maybe their address. If you have a camera, leave some space in your CN for pictures. If you have a tape recorder, consider building a TESOL tape library beginning with tapes of this conference.

My final suggestion concerns the publishers' display. Visiting the publishers' display area is a must I would put on the same level as a major speech or special presentation. Visit several times – not just once. There is, however, so much material that you risk being flooded. So check your CN. If you have some idea of what you are looking for it will help. Of course, you will always find something new and unexpected.

After the Conference

After the conference is where most teachers fail. There are two traps. A few teachers grab onto a new idea and totally change all their classes until that idea runs out of steam which is usually about one or two months. The rest come home excited and bubbling with new ideas but generally fail to make more than a token change in their teaching style or curriculum.

To avoid either of these extremes, here are four suggestions. One is after a few days home pull out your CN and leaf through it. If you wrote down information on various pieces of paper you probably lost them. And if you didn't write anything, you probably have forgotten it. But since you wrote down everything in one place you have it ready for review. Go through your CN with a set of colored pens. Use one color to indicate action you want to take, e.g., new techniques, games, etc. Use another color for names of persons to remember and perhaps send a Christmas card to. Use a third color to mark insights that you don't want to forget. Although this exercise will only take a few minutes, the whole conference will come back to you. A few days later, do it again. Let your mind begin to sift through the chaos of its memories.

MORE ON TPR

This concludes the article begun in the August issue of the *Newsletter* on the Total Physical Response approach by James Asher. Prof. Asher will be one of the invited speakers at the JALT '83 conference this month in Nagoya.

Later, in a more advanced stage of training, that scene can be played again in the past tense. For example, a student silently reads the directions and performs an action to tell a story. *After each action*, the instructor (or a student) explains what happened, as, for example:

He stood up.
He opened the drawer of the cabinet and looked for a bottle of aspirin.
He then picked up the bottle.
He closed the drawer and walked quickly to Mary.
He offered her the bottle.
Mary took the bottle from him and . .

Or, the same scene could be played again but in the *future tense*, in which the narrator (the instructor or a student) tells what will happen and other students act out the story.

He will stand up.
He will walk to the cabinet.
He will open the . . etc.

Other suggestions on how simple directions can be expanded to include the richness of normal communication can be found in Seely (1982) and Asher (1982).

For step-by-step guidance in the application of TPR to teaching *any* language (including English as a second language and the sign language of the deaf) for children and adults, see the expanded second edition (Asher, 1982). Also for applications of TPR in teaching beginning English, Spanish or French, see Marquez (1982). For the TPR application to English, see Segal (1981) and Romijn and Seely (1982).

For other approaches to comprehension training that are in harmony with TPR, see chapters by Harris Winitz, James R. Nord, Norman Gary, and others in *The Comprehension Approach to Foreign Language Instructions*. (H. Winitz, ed., 1981). Still other approaches to comprehension training would be the Silent Way (Gattegno, 1982), Suggestology (Lozanov, 1975). and The Natural Way (Terrell, 1982).

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Step Ahead

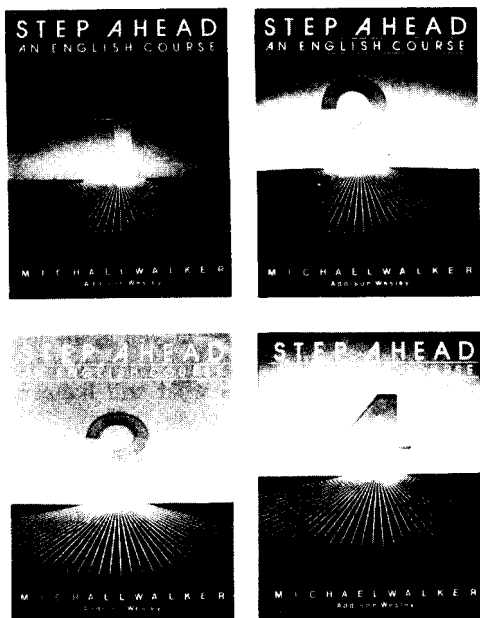
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Chapter Reviews

CHUGOKU

IDEAS FOR THE CLASSROOM

Reviewed by Scott Petersen

For June, Chugoku hosted Richard Freeman of Rikkyo University. In four frenetic hours, he gave us two ideas which have worked well for him. One was Roll Calling Questions and the other was Contest Conversation.

Mr. Freeman calls roll in his classes not by merely calling the name, but also by asking questions. His list of questions is quite long; it includes questions like: What's your last name? Is _____ your last name? What did you do yesterday? Today is Friday, isn't it?

Here is what he does. First, he calls a name and asks a question. The person (if present) answers the question. Then the teacher calls a second name, and this person has to repeat the question put to the first person. Meanwhile, all the other students have to write down the question. At the end, half of the students have answered questions, the other half have repeated questions, and everybody has written a list of the questions.

Mr. Freeman seemingly uses this method for roll taking in all his classes. He claims it works well in large classes. His questions drill various points of difficulty for Japanese such as tag questions.

Contest Conversation is a technique for introducing free conversation with a framework. This is how it works. First, students form triads. Two of the three hold a conversation while the third listens and acts as judge. After three minutes or so, students switch parts for another conversation. This conversation also lasts three minutes after which students again change roles. So each student has a chance to be a judge once and conversationalist twice.

Judges have two sets of criteria for scoring. One set deals with language ability and the other set deals with conversation ability. English ability criteria are:

1. Fluency (speaking smoothly and easily)
2. Grammatical correctness (not broken English)
3. Pronunciation and Intonation (especially th, f/v)

4. Vocabulary (the bigger, the better)
5. Comprehension (listening comprehension ability).

The conversation ability criteria are:

1. Initiative (starts the conversation, keeps it going)
2. Response (answers more than yes or no; gives information)
3. Follow-up (listens well, stays on the subject)
4. Cooperation (helps the partner, does not monopolize the conversation)
5. Personality (manner, bearing, enthusiasm, knowledge).

The conversation criteria are probably the more difficult to meet, especially follow-up and cooperation. Mr. Freeman illustrated faulty follow-up for us with this dialogue:

What happened yesterday?
My wife died.
Oh, I went skiing.

Cooperation might fall apart if the two speakers have different levels of proficiency. The good one loses points if he/she fails to supply a word the partner is grasping for. The weak one is, of course, obliged to communicate with all resources at hand.

Scoring is intuitive, either holistic or detailed. If they have little time, judges work with five points for each of the sets of criteria. So one person could get a four on language ability and a three on conversation ability. If there is time, judges use a more elaborate system. They start with a base of three points and add or subtract. They grade each of the criteria listed above, and the total is doubled. A final score might look like this:

Conversation ability		Language ability	
1.+	=4	1.-	=1
2.	=3	2.	=3
3.++	=5	3.-	=2
4.	=3	4.	=3
5	=3	5.+	=4
	18		13

The total is 31 which is doubled for a percentage of 62. One can see that judging is a very difficult affair. Mr. Freeman himself is moving away from scoring.

Contest Conversation is meant to be a five- or ten-minute activity at the end of the class. However, when first presenting it, a lot of time will be needed.

My overall impression of Contest Conversation is that it is a form of assertiveness training. This is good. Probably many have had the same experience as I. A would-be English speaker approaches me with the request to speak English. If I am game, I say all right. The person asks one question, but has no idea how to proceed from there. Perhaps practice with Mr. Freeman's technique would help.

Let me summarize using Mr. Freeman's words. "Contest Conversation is a classroom exercise that motivates students to speak, teaches them the art of conversation, instructs them in peer-tutoring and self-monitoring of their English, and in as little as nine minutes permits all the students in even large classes to have two guided "free conversations" with two others in a game-like atmosphere."

For another review of Contest Conversation, see *JALT Newsletter* 4:4, pages 23 and 24.

HAMAMATSU CHAPTER REVIEW

July 17th, 1983

Reviewed by Tom Gunterman

The advertised topic for the meeting on July 17 was "Free or Inexpensive Material for Teaching English." A more accurate wording would have been "A Thousand and One Ways to Use an Overhead Projector." Dr. Mark Seng, from the University of Texas at Austin, brought a suitcase full of overhead projector (OHP) transparencies that students in his education classes had made. The transparencies varied from simple word lists to ornate multilayer productions of doors that opened, sliding windows that slid, and rainclouds that rained. All this was accomplished with cardboard, colored felt-pens, thread, paper clips, and other readily available material. The most interesting suggestion was the color life, which is a simple way to transfer pictures from magazines to OHP transparencies.

The lecture was aimed especially at public school teachers. The suggestions that Dr. Seng gave on making innovative transparencies were useful as homework projects to be done by students. Throughout the lecture, he offered advice on classroom dynamics and proper teacher demeanor. His overall theme was that students will respond much more to a teacher who puts obvious, visible effort into class preparation.

Dr. Seng was very generous with handouts, giving the forty people who attended the meeting a wide variety of materials with which to go home and try out the things that were taught.

OVERHEAD TRANSPARENCIES FROM MAGAZINE PICTURES

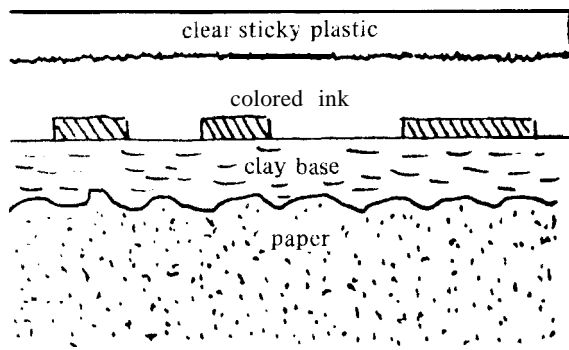
Mark Seng

Background

With some care and patience, it is possible to make full color transparencies from clay-based magazines like *Time*, *Family Circle* and *Women's Day*. Some other magazines will also work.

Steps

1. Stick a clear plastic sheet to the picture. (Clear laminating plastic, adhesive clear sheet protectors, clear sticky 'tape like 3M 3750, "contact" clear shelf protective sheets.)
2. Place a paper over plastic to avoid scratches in plastic.
3. With comb or tongue depressor, rub all area.
4. Soak the paper in hot water; detergent helps.



5. Unpeel the paper (a clay-coated picture will separate in a full, intact sheet leaving the plastic sheet with the colored picture adhered).
6. Place this plastic sheet upside down on a cookie sheet (or other flat surface) placed under running water. Using a polyfoam, remove the remaining clay. (Most failures are caused by failure to *completely* remove remaining clay, which causes a disappointingly dull projected image.)
7. After cleaning and drying, spray the plastic sheet (still sticky), with hair spray, Krylon (or such clear sprays), or coat with a Polaroid black and white "print protector." (This step clarifies the back of the transparency to allow more projector light to shine through. It also removes stickiness.)

Problems

- Dark picture - failure to remove clay or to spray with clarifier.
- Clear holes, no color - failure to adhere plastic by rubbing *everywhere*.
- Paper does not unpeel - wrong magazine. (I have problems with *National Geographic*.)

VIDEO COURSE DISCUSSED AT KANTO BUSINESS SIG

On Saturday, July 9, twenty-five people came to the Kobe Steel Language Center to discuss the BBC video course "Bid for Power." This was the biggest attendance yet at a Kanto SIG meeting, and was all the more impressive in view of the torrential rain that started falling about an hour before the meeting was due to start. One of the participants was Andrea Charman, Director of International Learning Systems (Japan) Ltd., the exclusive agent in Japan for BBC English by Radio and Television. Apart from contributing to the discussion about the content of the course, she added some interesting insights into all that goes into the production of such a course.

Only eight of the participants were actually using "Bid for Power," and several people were unfamiliar with the storyline. For this reason, the first episode was played and a synopsis of the whole story given so that everyone would be able to relate to the ensuing discussion. After that there was a lively exchange of ideas on the various ways in which people are using – or perhaps should be using – the course.

A description of how Kobe Steel is using "Bid for Power" was given first. One of the teachers uses it with an Advanced Business Writing class, the storyline being used to furnish scenarios for the students' letters. It is also being used in a more conventional way with an Advanced Oral course. The course is 13 weeks long, allowing one week to cover each episode. The students attend two 1-hour classes a week. They are given a vocabulary list before viewing the episode, with comprehension questions and general discussion afterwards. They see each episode three times. They usually have some sort of roleplay activity to practise some of the language that has occurred in the episode – a negotiation scene, for example. "Bid for Power" has been found effective for stimulating conversation and discussion skills among fairly advanced students. It is not used at Kobe Steel to teach specific language points, although some of the other participants said they do use it that way.

One person felt that the social lead-ins are too long. In other words, a course designed to be of particular interest to business people seems to have too many "social" situations, with not enough of it being devoted to teaching people

how to actually do business in English. Several participants disagreed with this criticism, however, pointing out that the course contains a wealth of situations of "cross-cultural" significance. Japanese businessmen being prepared for dealings with foreigners need to be able to handle social situations as well as to negotiate in English.

Another participant commented that the course contains "too much" material! He said his students feel frustrated that they are missing a lot since they inevitably have time to concentrate only on selected segments of the story. Again, there were several people who disagreed, feeling that it is up to the teacher to make clear at the beginning of the course that there is a limit to the amount the students can reasonably expect to get out of it.

A further criticism voiced by some people was the fact that the textbook seems to be of a lower linguistic level than the video itself. This comment has been heard at previous meetings – for example, in connection with the video course "The Sadrina Project." The explanation given was that the content of the textbook reflected the results of a survey conducted among distributors of BBC materials all over the world.

A considerable amount of discussion focused on the various channels through which BBC materials can be obtained in Japan. Up to now there have been a variety of distributors, charging different prices and offering tapes of differing quality. Several participants were critical of the quality of their tapes, and were gratified when Ms. Charman invited anyone with an unsatisfactory tape to contact her about it, whereupon she will see if there is any remedial action she can take. With the recent establishment of ILS as the sole agent in Japan for BBC English by Radio and Television materials, this situation should improve in the future.

The participants learned a lot from Ms. Charman about the complexities of producing a video course like "Bid for Power." We heard about the enormous costs involved, problems which can occur when filming on location and the difficulties of having foreign film crews working in certain countries. We were amused to hear of the steps that had to be taken to confirm that there is nowhere in the world actually called "Tanaku," the fictitious country where most of the action in the story takes place. Finally, we learned about the importance and difficulty of keeping a location unrecognizable and anonymous to avoid possible offense to the sensibilities of people who think the story is based on the situation in their particular country.

Several people stayed well past 4 p.m., the time when the meeting had been scheduled to end. The excellent attendance on July 9 certainly justifies the existence of the Kanto SIG for Teaching English to Business People, and augurs well for the future of the group. The next meeting was fixed for Saturday, October 15 (same time, same place). The topic will be "Teaching Survival Skills."

The point being that teachers have a responsibility to make the material interesting for their students. Two suggestions were: One, before beginning the lesson, have a warm-up exercise or discussion in English on the topic of the next lesson, bringing the topic into the context of the students own personal lives, their likes and dislikes, their hopes and ambitions. These openers can act not only to get the students' minds attuned to the topic in a personal way, but also can be an opportunity to develop guessing skills in English. 'Two, at the end of each lesson, leave the students with a teaser, something to arouse their interest in the next class, e.g. promise to teach in the next class 'How to borrow money in English. nicely,' or 'How to ask for a date in English.' After all, money and sex are important in our lives and our students also have a high interest in both. so we ought to feel free to use such topics that can be strong motivators to learning.

When Mrs. Steinberg was only twelve years old her family decided to return to the 'old country.' Being a typical young girl from North America, in her grandmother's eyes. she told us, she did everything wrong from the moment she entered the house, forgetting to set her shoes straight, walking to the upper (kami) section of the room while her grandmother was sitting in a lower position, remaining standing while the grandmother was sitting, looking her grandmother in the eye as they spoke to one another. She told us that the first three were not difficult to adjust to, but where does one look at another person if not in the eye? At the *eri-moto*, the 'v' formed where the kimono crosses below the neck as her mother suggested? Miho said that she was quite confused by this one and, were the average man from North America to take this advice while speaking with a woman younger than Miho's grandmother, he just might feel vaguely lecherous. On the other hand, when North Americans are not looked in the eye by Japanese - and this is Mrs. Steinberg's point they are felt by the native English speaker to be shifty (*zurui*), as lack of eye contact suggests a sense of guilt or dishonesty.

Even after finishing her education in Japan and entering graduate school first in Toronto and later finishing at Michigan where she had been enticed to go by Dr. Robert Lado, her experiences with culture shock were not over.

She related her frustration years later in Hiroshima as she tried to get a clear answer from a clerk in a shop. The point being that in North America (and Hawaii) the answers are 'yes' 'no' or 'I don't know', whereas in Japanese there are many answers in between which save one from having to admit ignorance. This is something native speakers of English should keep in mind when dealing with Japanese students.

As time began to run out, Mrs. Steinberg mentioned her 'campaign' against the use of 'you had better' for 'no ho ga ii.' When she explained that 'you had better' is a threat (*kyo-haku*), almost all the Japanese teachers present were surprised to learn that they had been teaching their students to make threats in English.

Finally, the consensus of opinion was that JALT-Nagasaki had been given the most satisfying presentation we have had in a long time.

NAGASAKI

Miho Steinberg

By Ron Gosewisch

On May, 29, 1983, Mrs. Miho Steinberg, a native of Vancouver, Canada, and presently on sabbatical leave at Kanazawa Technical College where she is developing Computer Assisted Instruction materials. gave a most interesting, informative and very well received presentation to JALT-Nagasaki. It was a presentation drawn from different phases of her own life: her experiences teaching students from various cultures at the University of Hawaii where she is the Director of the English Language Institute. her personal encounters with culture shock over the years on both sides of the Pacific, and in the middle. so to speak, in the middle physically at Hawaii, culturally being bi-lingual in English and Japanese.

As Scott Peterson so succinctly pointed out in the April issue of the *Newsletter*, Mrs. Steinberg's presentation is built around three Principles: 'the student is most important, receptive skills outpace productive skills and language practice should be communicative.' Certainly the students play a central role in all the activities Mrs. Steinberg showed us as they had to be active in all of them, whether they involved receptive or productive skills, or both. And certainly the activities presented - giving and understanding directions, 'Getting to Know You,' an exercise designed as a contest to get students to elicit information from each other, Role Play,

listening comprehension including both a quiz and a cloze exercise using a song, and her adaptations of lessons from junior and senior high school textbooks – were all communicative. As her presentation has already been reviewed in the January, April and May issues, I shan't elaborate on the exercises, but rather on some of the asides made during the presentation and a bit of what she told us of her experiences with culture shock.

At JALT-Nagasaki Mrs. Steinberg had to address herself to an audience made up largely of Japanese teachers of English. Knowing the lack of confidence that many Japanese teachers of English have in their ability to speak English properly (read – perfectly), she countered this rather weak excuse not to use English by asking them, 'Is your ability to speak Japanese so wonderful that you think everyone should listen to it?' Then she advised her audience to be honest with their students, admitting that when they do speak in Japanese they use-dialect and, on occasion, even make grammatical blunders. So, if this is true in their native tongue, why not so in their second language? Such openness can make their students more receptive and forgiving. One might add,, moreover, pronunciation by the non-native teacher has a certain advantage over native pronunciation, as it is easier to understand.

Though speaking the foreign language in the classroom would, by itself, be a great step forward, it would probably not be enough. Too often classes are begun with, 'Good morning, boys and girls,' 'Good morning, Mr. Kinpachi-sensei,' 'Open your textbooks to page 27.' Since the textbooks are written by men in then 50s-60s and even older who believe adolescents today are interested in pen pals and 'My Old Kentucky Home,' naturally the students are not going to be overly enthusiastic about opening their textbooks to page 27 or any other page for that matter.

TOKAI CHAPTER

BREAKING RULES

Dr John Fanselow

With a most refreshing and stimulating mix of concentration and release, Professor Fanselow and his audience spent a fine afternoon on July 10th exploring what we do as teachers. How? By doing the opposite. Initially, Dr Fanselow observed that his interests at this session lay in observation and in reading and listening activities, and his aim for us was that we should come to see something differently about teaching. The continual interplay of this dual purpose made for remarkably creative dynamics in the presentation.

Plunging directly then into activity, Dr Fanselow wrote on the board three questions we were to jot answers to as he read a story. But before beginning to read, he asked people in the audience at random to repeat the questions, first with them exposed and then covered. How many of us pause in this way to set the questions in our students' minds? Nor could everyone recall the questions, but after three repetitions we "had them." The questions themselves were also interesting, offering as they did varied yet rather contained points to listen for: colors, the narrator's feelings at different spots in the story, and lines or words that we as listeners particularly liked or noticed. Only then did the reading itself begin, and perhaps more than a few of us were surprised at how much more alert we remained because Dr Fanselow's voice softened and loudened as he walked about the room.


Exposing the questions again, he asked each of us to write a question we felt appropriate for this story, after which he wrote our varied answers on the board. But without much comment and with no evaluation, he went on to observation about the classroom. Noting that in the classroom we do many things of a particular kind, he compared this to our behavior outside it, where, in fact, we often start conversations with precisely the kind of personal value judgments such as "I just read the most fantastic story" which are not allowed in the ordinary classroom. Outside, he noted, we rarely ask questions; we tell someone about something, assuming the other's willingness to listen. In the classroom? Have students read different things and tell the others about it.

Our answers to the second question, about feelings, led quickly into the matter of images, so Dr Fanselow asked us to list as many images from the story as we could remember in about ten minutes. As we were doing this, in a relaxed atmosphere allowing comment to neighbors, the story was being shown by OHP slowly and without remark. At the end of this ten minutes, he asked us if we wanted to read the story or have it read to us again, a question overwhelmingly answered by "read." But this time Dr Fanselow began reading somewhere midway, and he would stop randomly every few clauses or so to ask an audience member for the next word. These words included all types, and there were corrections or sometimes hints like the first letter or a gesture when people couldn't remember.

By this alternating of audience input and commentary by Dr Fanselow, we were led both to realize and feel that various usual classroom approaches and strategies are not very effective. Lists of techniques for "mastering" a particular area, e.g., vocabulary, often severely limit what is accepted as important. Lecturing as a response to lack of knowledge often does not address the

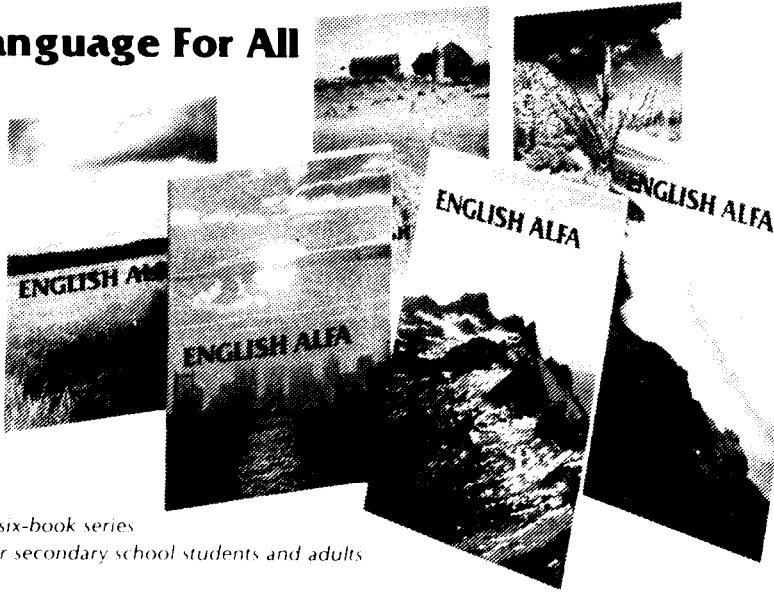
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real needs. So by asking us to list what we felt were the most important things to know in order to understand the story, a question which naturally led to some mention of culture as well as narrative-bound aspects, Dr Fanselow proceeded to the heart of his perceptions concerning vocabulary acquisition, namely, that it is important to train students in strategies of association and linkage.

Asking us to imagine two circles on the board as two brains, Dr Fanselow drew little circles in one of them to represent the meaning(s) of words as stored discretely in word bins, and in the other he drew lines connecting the little circles to represent what he called a filing system. Foreign language learners are hampered by the lack of a good filing system, and usual teaching provides few exercises for developing one.

One useful filing system is, of course, parts of speech, well illustrated in working with a non-sense story a la Lewis Carroll. Then by asking us what was inside a provocative simple brown bag and gradually narrowing the context, Dr Fanselow also illustrated the importance of associations or context. Our filing system, then, depends both on experiential, personal associations and on analytical categories, e.g., parts of speech. We file the same word in different files; the attributes of words are more important than their so-called meaning. The trick with vocabulary is to compare outside information with the inside information we already have by virtue of our associations and categories.

Now, what kind of exercises can develop this linking system? Twenty Questions is very useful for developing a sense of filing dependent as it is on category. The purpose of yes/no questions, in whatever form, is to split outside information into what is known, by which "noise" can be eliminated and the word then be compared with inside information until the new word fits into one of the discrete bins. Others, especially for stories? Students can underline all the words that relate to a particular person or aspect of a story and draw a circle around those which relate to another. Treating us to a hilarious and all too recognizable rendition of how we often define new vocabulary such that it has nothing to do with the context. Dr Fanselow asserted that rather than giving definitions, we should try to provide our students with links, as by using simple yes/no questions. And if a student is wrong, we are advised to say so, to encourage the development of proper links.

Pause. Another question: What was the controlling idea of today's talk? Silence, then

September 1, 1983

gradual return to activity. Stand up and compare ideas with your neighbors. Many suggestions, of many sorts, naturally abstract.- What was 'intended? That we see teaching differently? that we can learn a lot by observing in a non-teaching setting; that we must look outside the classroom itself for alternatives, indeed opposites.

A few practical considerations followed. Cloze exercises seem helpful though we aren't sure why. Ask students to show comprehension by symbols and colors, as it's crucial not to lay a language burden on them. If there's a problem, don't use questions to diagnose it; ask students to cross out the words they don't know and discover the "meaning" of the passage.

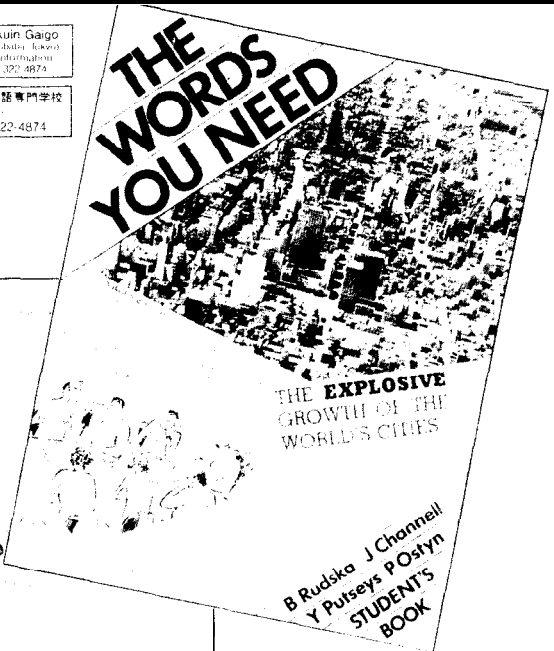
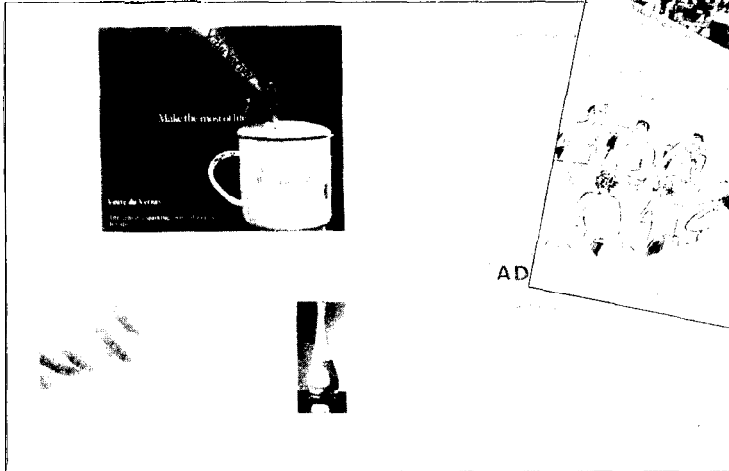
And a last reiteration of the main point: break unconscious conventions by doing the opposite in order to discern what is in fact being done. Don't judge the results, and think of problems as opportunities. If we are always seeking to do things BETTER, we become attached to our "solutions." TO GENERATE ALTERNATIVES, DO THE OPPOSITE. And with that, Dr Fanselow rounded off his formal presentation with another story, "The Man Who Couldn't See the Obvious" by Idries Shah.

Perhaps we couldn't see the obvious, either, but the many questions from the audience were all answered with care and outstanding practical insight. When working with a novel, he suggested, go over and over the material with small questions that distract the students from what they think the problems are, since these problems are usually global and the students try too hard to answer them. By the end of such procedures, grasp of the whole is usually greater than that by more traditional methods. If a particular section is problematic, move around and leave part of it temporarily. For those who work under severe curriculum or time constraints, it was suggested that brief exercises be done in the last few minutes of class time, almost incidentally, to suggest strategies of linkage. Dr Fanselow also noted that in teaching, the Primary aim should be day-to-day satisfaction rather than "English," though to meet learner demands for longer range satisfaction, some balance should be assured, as by dictation.

Surely all of us were struck by the balance between the theoretical and the practical in Dr Fanselow's presentation, not to mention the humor and humanity with which everything was proffered. His and our virtual embodiment, in more ways than one, of "doing things differently in order to see what we do" may afford our most lasting impression and will sustain a satisfying challenge for a very long time.

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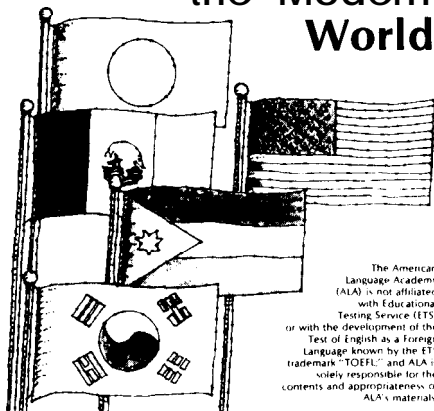
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The AMERICAN LANGUAGE ACADEMY is pleased to announce the appointment of **THOMAS M. PENDERGAST, JR.** ALA Counseling Representative, Japan

Mr. Pendergast is a former Executive Secretary and President of JALT and is currently Chairman of the English Department at International Buddhist University (IBU).

You may contact him at

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ALA at JALT '83

In order to introduce ALA properly to the JALT membership, Mr. STANLEY F. PICKETT, President of ALA, and DR. GEORGE LITTLE, Director of International Representation, will be on hand at JALT '83 with a colorful presentation about **ALA PROGRAMS** in the United States and a demonstration of the exciting **ALA ESL- CAI COMPUTER SOFTWARE**.

Come see us at the DIDASKO booth.

JALT NEWS

CHANGES PROPOSED FOR CONSTITUTION Excom Officers Terms to Two Years

At the July Executive Committee meeting, two changes were proposed to the constitution which will help stabilize the organization and aid its growth. The formal amendments listed at the end of this article will be voted on at the annual business meeting held in conjunction with JALT '83.

The first change extends the terms of office for the seven elected JALT officers to two years from the current one. Many people have pointed out that with the functions of the various JALT offices becoming increasingly complicated, a one-year term was forcing people out of office just when they finally had learned how to do their job. A two-year term will thus help to add another measure of stability to the Executive Committee. The terms of the various officers are to be staggered so that only part of the Executive Committee will be replaced in any given year.

While some doubts had been cast about whether qualified people could be found who were willing to make a two-year commitment, others pointed out that the majority of Excom members in the past have served for more than one term. The Executive Committee thus feels confident that qualified people can be found.

The second change is made necessary by the fact that the JALT office has now made the job of Membership Chairperson superfluous, at least as the job was originally defined. The need, however, for someone to help expand our membership still exists. Thus, it has been proposed to rename the position as "Membership Promotion Chairperson" with the duties redefined in the bylaws to suit this purpose.

The exact wording of the amendments follows:

Amendment #1: Renaming the Membership

Moved that in Article V, Section 1 of the constitution, the words "Membership Chairperson" be amended to read "Membership Promotion Chairperson."

Amendment #2: Changing the term of office

Moved that in Article V, Section 1 of the constitution, that the sentence "The term of office shall be for one year from January 1 through December 31 of the year immediately following the election" be struck and replaced

by the following: "The term of office shall be for two years with the President, Treasurer, and Membership Promotion Chairperson being elected in odd-numbered years to begin service in even-numbered years and the Vice-President, Program Chairperson, Recording Secretary and Public Relations Chairperson being elected in even-numbered years to begin service in odd-numbered years."

Be it further moved that the Vice-President, Program Chairperson, Recording Secretary and Public Relations Chairperson elected in 1983 serve for only one year.

Amendment #3: Membership Promotion Chairperson's job description

Moved the Article II, Section 6 of the bylaws (which specifies the duties of the Membership Chairperson) be struck and replaced with the following:

6. MEMBERSHIP PROMOTION CHAIRPERSON: The membership promotion chairperson shall be actively involved in forming new chapters, arranging special publicity and assisting chapters in membership drives.

OKAYAMA AFFILIATE RECOGNIZED AS NEWEST JALT CHAPTER

Report on the Executive July 30, 1983 Committee Meeting

Jim White, President

The JALT Executive Committee had its third meeting for 1983 in Tokyo on July 30th, during which it approved Okayama Affiliate's petition to become a chapter. This is the second chapter approved this year. In addition, discussion during the meeting included the possibilities for new chapters being formed in Kanagawa, Kobe and Kita-Kyushu in the near future.

Another important item of business during the meeting was the decision to present several amendments to the JALT Constitution and Bylaws to the membership at the coming September Annual Business Meeting. These amendments, on terms of office and changes in the Membership Chairperson's duties, and the reasons for proposing them are given in full elsewhere in this issue of the *JALT Newsletter*.

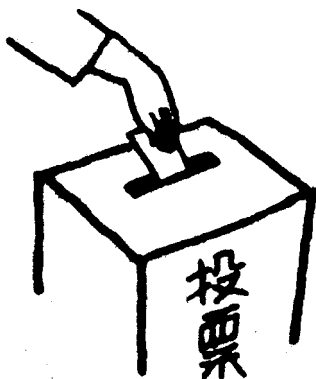
The committee also decided to ask Tokai University to let JALT use their Yoyogi campus for JALT '84. The dates will be November 22, 23 and 24, 1984 – so keep them in mind.

A system of awards for the two chapters which achieve the greatest growth in member-

ship each calendar year was approved. JALT will pay all transportation and expenses for one program to the chapter achieving the largest percentage in growth and 50% of this amount to the chapter achieving the second largest percentage. The calculations will be based on total chapter memberships as of January plus those marked deleted at the end of December minus those new memberships received at the conference, divided by the total number of members as of the previous January. Memberships received at the conference are not counted so that the chapter which is also that year's conference site will not have an unfair advantage. This new system means that it will be advantageous for each chapter to try to increase its membership.

TIME TO START THINKING ABOUT JALT NATIONAL AND LOCAL ELECTIONS FOR 1984 OFFICERS

Although we are only a little over half-way through the current year, it is already time to start the nomination and election process for next year's national and local officers. The following is an outline of the procedures for 1984 elections.



NATIONAL ELECTIONS

National elections for officers for 1984 will be conducted as follows:

1. A post-paid postcard for nominating candidates for both local and national offices is included with this issue of your *Newsletter*. Please fill it in and return it by mail so as to reach the Recording Secretary (Jan Visscher) by September 15.

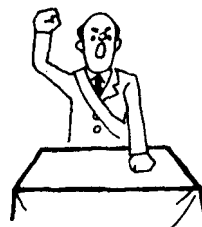
2. The Recording Secretary will send each chapter a list of those nominated for national offices the following day.

3. Each chapter should consider the above nominations, and then submit a slate of no more than one nominee per position to the Recording Secretary by September 23. These may be delivered in person during the *first day* of Jalt '83 or may be given to the Recording Secretary (or the President, if necessary) by telephone prior to that date.

4. The Recording Secretary will confirm the willingness of each nominee to run for office, then give this list to the JALT Executive Committee at its meeting during JALT '83. The JALT Executive Committee will review these submissions during JALT '83, making adjustments and/or additions, but *no* deletions.

5. The November *JALT Newsletter* will contain all relevant voting information plus a post-paid postcard ballot. Provision will also be made for secret ballots.

6. All valid ballots received by November 25 will be tabulated by the Recording Secretary and the results given to the President for announcement in the January 1984 *JALT Newsletter*.



LOCAL CHAPTER ELECTIONS

Little can be said specifically since the election procedures vary from chapter to chapter. The nominating postcards mentioned above will contain space for nominating people for local office and each chapter will receive a list of those nominated for its own offices along with the national nominee lists mailed on September 16th. Each chapter should supplement their list as necessary and/or desired and inform its membership of its election procedures either through direct mail or via the *JALT Newsletter*.

Each chapter should complete its elections for 1984 officers by the end of the year and furnish a list of those elected to the JALT Executive Secretary by January 5th in order to have them published in the February 1984 *JALT Newsletter*.

update

Below are further corrections (asterisked) and additions to the JALT membership list. Please see the January issue for an explanation of the format and codes. Additionally, two new chapter codes have been added: U = Hamamatsu; Y = Okayama. Please notify the Executive Secretary, Thomas Robb, if you find any irregularities in your own listing.

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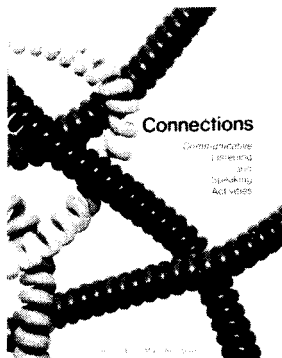
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JALT UnderCover

STUDY SKILLS FOR STUDENTS OF ENGLISH, 2nd Ed. Richard C. Yorkey. McGraw-Hill Inc., 1982. 248 pp.

**Reviewed by Ron Gosewisch,
Nagasaki University**

Richard C. Yorkey's *Study, Skills for Students of English, 2nd Ed.* is not "a text about study skills, it is a text of skills to be practiced." Thus, it fills a badly felt need, for "[i]n American education, these study skills are so much a part of the regular school curriculum that we tend to assume foreign students must also have learned them somewhere in their early instruction. Unfortunately, the experience of many teachers has shown this to be untrue." When I read this statement in the original edition of Yorkey's book some 12 years ago, I felt that I couldn't have agreed more. The dozen intervening years have, if anything, served to strengthen this feeling.

Secondary students in Japan are, all too often, simply forced to memorize what their teachers tell them and then to regurgitate it at test time. Seldom, if ever, are they given guidance in study skills and this definitely shows when they reach university. Most of my own students have never been taught, for instance, to recognize the connection between words, to identify the building blocks of words, the prefixes, stems and suffixes. For example, few of my freshmen students have entered university being able to recognize the relationship between *picture*, *picturesque*, *pictogram* and *depict*. This is only natural as most Japanese students are taught English words in the same manner that they are taught Kanji, as isolated items of vocabulary unrelated to anything else. How many can recognize the root meanings of, say, *hachikammuri* or *koromo hen*? What is true of our students' native language is just as true (more so?) of their foreign language.

Word building is only one of the skills taught in *Study Skills*. From the very fundamental aspects of place and time to study and how to use an English-English dictionary to reading skills, including strategies for reading textbooks, note taking, outline writing, using a library and preparing for examinations, *Study Skills* provides a wide range of study skills to be learned and a wealth of exercises designed to help the student internalize them.

While it is doubtful whether many secondary students in Japan could, at present, benefit from Yorkey's book on their own, it could be used by most secondary school teachers, to help them better keep in mind which skills should be taught, to provide model exercises for the teachers to follow in making easier ones for their

own students, to act, in other words, as a teacher's guide. At university, *Study Skills* could initially serve as a guide for teachers, as at secondary schools. Then, as students make real progress beyond the meager level of language skills they enter university with, they can begin to use *Study Skills* either in special classes designed to teach study skills, or, as in my own case, as a supplementary text in our department's reading program (three and a half years, beginning with the freshman year) and writing program (three years beginning with the sophomore year).

Though I have yet to use the second edition in the classroom, there are just a few changes from the original edition. In the preface to the second edition, the author points out that while the second edition "retains most of the features .of the first [edition]" the emphasis on reading has shifted from the psychological aspects of reading to the skill of reading. "There is," as the author quotes from Frank Smith's *Understanding Reading*, "no substitute for engaging in the activity itself." Greater emphasis has also been placed on listening skills in the section on lecture note-taking in Chapter 7, "Making Good Notes." The biggest change, however, has been in moving the binding from the long side of the page to the short, turning the book on its side, so to speak. At first glance I wondered what the reason was for this change, but a closer inspection reveals that there is not a single page in the new edition that is covered entirely with text (as was the case in the original edition). Also the typesetting in the new edition is slightly larger. These two changes result in a layout that is, perhaps, somewhat less imposing to the learner than was the original. A few minor changes have come about as a result of the influence of the feminist movement. In Exercise 2-5, for example, the list of U.S. Presidents has been replaced with a more sexually balanced list of persons from the arts. Moreover, in the list of famous persons in Exercise 2-27, the original had no women at all. In this edition, however, the list includes Susan B. Anthony, Amelia Earhart, Indira Gandhi, Joan of Arc, Florence Nightingale and Margaret Mead. Among those names dropped were Benjamin Disraeli and Hideki Tojo.

If the author had contacted me before going to press with the second edition, the only thing that I might have suggested would have been to place the chapter on writing an outline towards the end of the book, or, at least, not between the chapters on vocabulary building and reading. Finally, though one could argue that there is nothing in *Study Skills* that cannot be found in a dozen different sources, the big advantage of this book is that it brings everything together in one volume. This, plus the very practical exercises found throughout the book, make it an excellent tool in achieving its stated goal, the learning of study skills.

Reference

Smith, Frank. 1978. *Understanding Reading, 2nd ed.* New York: Holt, Rinehart & Winston.

ENGLISH FOR THE TRAVEL INDUSTRY ("Instrumental English" series. Benedict Kruse and Bettijune Kruse. McGraw-Hill. 186 pp.

FIVE STAR ENGLISH FOR THE HOTEL AND TOURIST INDUSTRY. Rod Revell and Chris Stott. Oxford, 1982. 201 pp.

Reviewed by Marilyn Higgins

The first criterion to be considered when selecting a textbook for English as a second language is the match between the text's level and the student's level along the continuum between "non-speaking" (beginning) and "fluent" (advanced). A special English text is designed to try to improve the student's English skill for use in a particular vocational setting. Another dimension to be considered is then added: the match between the text's presentation of materials about the vocation and the student's prior knowledge of and/or potential use for those materials.

Four types of textbooks may arise out of the combination of these dimensions: (1) Some texts assume that the student knows a bit about English, but little about their field of study. Texts in this category tend to present a simplified explanation of the profession or vocation (a sort of remedial course for low-vocabulary readers). (2) Some texts assume the student is quite familiar with the profession – but needs some explanation of English structures and vocabulary related to their field. This is the type of text needed most among adult ESL students in Japan. (3) It would be possible, I suppose, for a text to assume that a student is a beginner in both English and his chosen field. But I have not yet run across such a text. (4) Equally possible are texts which assume the student is advanced in both areas. Indeed, a number of special English texts in science and technology field made this assumption.

English for the Travel Industry is an example of the first type of text. Though it is broad and meticulous in summarizing many aspects of the travel industry, the complex sentence patterns and unconstrained use of idiomatic phrases makes the reading level higher than that of an average newspaper. The travel-related vocabulary is dutifully explained. But no attention is paid to the idioms, the pesky little two-word verbs (take on, take off, take over), nor the sentence structures which are often the chief source of difficulty for the non-native speaker. The exercises which follow the readings amount to answering comprehension questions and simple grammar drills. This book may be appropriate for people in countries like Malaysia or the Philippines where English is such a well-established second language that by time the average city-dweller reaches adulthood, his main problems lie in refinements of grammar and vocabulary, not in comprehension of basic structures. In Japan, the average person entering this field (high school, or in some cases college graduates) may still be a long way from the fluency required to make use of such a text.

Five Star English for the Hotel and Tourist Industry may be considered an example of the second type of text and comes closer to the needs of the average Japanese person working in this field. It begins at a pre-intermediate level and by making good use of facsimile materials such as charts, registration forms, maps, letters, telegrams, and a variety of other inviting visuals, the book proceeds systematically through carefully structured exercises in various patterns and functions, as well as broadening vocabulary in English. Indeed, some of the exercises are so well presented that I am considering adapting them for my regular (non-travel oriented) classes. For instance, when a substitution exercise introduces adverbs that intensify an adjective (quite, very, extremely), an arrow clearly indicates which words are stronger. Most texts present them in random order. Proper use of quantifiers for countable and uncountable nouns is also clearly outlined. Prepositions of position and direction are simply and brilliantly presented in visual form followed up by good usage drills, to name but a few examples.

Within the text itself there are lessons in good management and good communication. These are included in a most informative and unassuming way. There is an entire unit on Complaints, how they are given, how they should be received, and what is more, what one can do about them. One activity asks the student to complete a flow chart outlining the logical steps to be taken in handling complaints in a hotel. The situation could be easily adapted to another setting. The students not only have a chance to practice their newly acquired phrases and sentence patterns, they may pick up some useful tips on communication and human relations as well.

Though both books claim to give practice in all four areas of English: speaking, hearing, reading, writing, the differences in the quality of presentation in each area is noticeable. *English for the Travel Industry* relies on the teacher and students to provide their own listening practice as they read the prepared conversations. *Five Star English* offers a set of tapes which provide listening practice using a variety of native and non-native English speakers so that students can get used to hearing different accents. There are also conversations written in the text for the student's own practice, as well as short question-answer drills with cued (rather than written-out) responses.

As for reading, though *English for the Travel Industry* covers a broader range of vocational areas including airline personnel, customs personnel, even bus drivers, as mentioned above the reading level may present some difficulty and there is also the problem that the materials are a bit dry, pedantic and at times not very realistic. For example, one conversation scene depicts a pilot in the passenger section during the flight chatting with a passenger:

Pilot: I hope you're enjoying the flight.

Passenger: Yes, I am. But why is it so bumpy?

Pilot: That's because we're going through clouds." (p. 33)

Five Star English presents readings that are at a challenging level, but they are realistic examples of all kinds of writing styles from letters, memos and telegrams, to advertisement and descriptive prose. Abbreviations often found in the industry jargon are well covered, too.

Writing exercises in *English for the Travel Industry* consist in filling in the blanks with appropriate words (basically vocabulary drills). Writing in *Five Star English* provides practical lessons in writing telephone messages, telexes, directions, formal letters and reports.

Both books claim they can be used for self-study. But only one of them includes the answer key to the exercises. That's right, *Five Star English*.

The comparisons could go on and on. But to sum it all up, *Five Star English* gets five stars in my book; *English for the Travel Industry* gets the lead balloon.

LOOKING AT AMERICAN SIGNS: A PICTORIAL INTRODUCTION TO THE AMERICAN LANGUAGE AND CULTURE Jann Huizenga. Tokyo: Oxford University Press, 1982. 59 pp. (price not given)

Reviewed by A. Rise Nakagawa, OTC

This book is just what the title says signs. There are no instructions on how to use the material, and only a few questions to go along with each set of pictures. The pictures themselves are of potential use to the classroom teacher, especially for small group or individual lessons. Since how to exploit this text is up to the teacher completely, it is possible that some of the more creative teachers may be able to find a lot of ways to use this material, but it is most likely that the typical teacher would use this text as a supplement, to add variety to regular lessons, to give practice using various previously taught structures of vocabulary or to reinforce cultural-oriented text material.

As a visual aid, this book is recommended, although with some reservations. The photos are clear and they do give some sort of a pictorial introduction to the American life and culture. If each of the students has a copy of this book, then activities based upon it can be readily carried out. When it is not feasible to provide the text to all students (as when it is only used as an occasional supplement), it may be difficult for the students to be able to see the pictures clearly unless the text is passed around the room, which is not an ideal way to present such material.

I would strongly recommend that the teacher ignore the questions provided and supply his/her own questions more suitable to the students' needs, keeping in mind their ability and the amount of information they already have (or don't have) about the American culture. The

listed questions range from very simple, basic ones such as, "What do these road signs warn you about?" "when the signs are clearly marked "narrow bridge." signals ahead." etc.. simply requiring the student to read out what is on the sign in order to answer the question. At the other end of the scale are questions that require a fair amount of vocabulary knowledge as well as a certain degree of familiarity with American life-styles, customs, etc., such as the sign offering discount rates to senior citizens for which the student is asked how much his seventy-year-old friend must pay. The student must first know what "senior citizen" means, and then he must know that in the U.S. this generally applies to those over 60 or 65 (although this may vary from place to place -- and even from person to person).

Even though most of the signs are clearly American, there is a possibility that some of the photos may have been taken in Britain and have been slipped in with the hopes that no one would notice that they are not really American. One picture of a row of stores shows a sign "chemists," obviously a drugstore, with what looks very much like British cars parked at the curb (or is it kerb?). A little more effort in selecting typically American scenes would have been appreciated as well as a more logical, thorough approach in making the questions which accompany the photos.

As a supplementary visual aid material, this book may be a useful-addition, at least to some extent, but teachers should think twice before considering this material as a course text.

RECENTLY RECEIVED

The following materials have recently been received from publishers seeking reviews in the *Newsletter*:

Texts and Associated Materials

- Allsop. *Cassell's Students' English Grammar* (Main text, Exercise book). Cassell, 1983.
- Coe, Rycroft & Ernest. *Writing Skills* (Student's book, Teacher's book). Cambridge, 1983.
- Jones. *Eight Simulations* (Controller's book, Participant's book, one cassette tape). Cambridge, 1983.
- Roach. *English Phonetics and Phonology* (Tutor's book, Student's book, two cassette tapes). Cambridge, 1983.

Teacher Preparation Materials/Other

- Bowen. *Look Here! Visual Aids in Language Teaching*. Macmillan, 1982.
- Pereira (ed.) *Japalish Review 4*. Seika University, 1983.

PREVIOUSLY NOTED ARRIVALS

- Brieger, et al. *Business Contacts*. Arnold. 1981. (JALT Newsletter, July 1983)
- Comfort, et al. *Basic Technical English* (Student's book, Teacher's book). Oxford, 1982. (JALT Newsletter, July 1983).
- Connelly & Sims. *Time and Space: a Basic Reader*. Prentice-Hall, 1982. (JALT Newsletter, August 1983).
- Harrison. *A Language Testing Handbook*. Macmillan, 1983. (JALT Newsletter, August 1983).
- Hoban. *English for the Secretary*. McGraw-Hill, 1982. (JALT Newsletter, January 1983).
- Holden (ed.) *New ELT Ideas: 1982 Bologna Conference*. Modern English Publications, 1983. (JALT Newsletter, August 1983).
- Kinsella (ed.) *Language Teaching Surveys 1*. Cambridge, 1982. (JALT Newsletter, August 1983).
- Levine & Adelman. *Beyond Language: Intercultural Communication for English as a Second Language*. Prentice-Hall, 1982. (JALT Newsletter, August 1983).
- Molinsky & Bliss. *Line by Line, books 1A & 1B*. Prentice-Hall, 1983. (JALT Newsletter, August 1983).
- Rossi & Gasser. *Academic English*. Prentice-Hall, 1983. (JALT Newsletter, August 1983).
- Walter. *Authentic Reading* (Student's book,

Teacher's book & key). Cambridge, 1982. (JALT Newsletter, August 1983).

Any one of the above books will be sent to a JALT member who wishes to review it for the *Newsletter*. If the book is not reviewed in the agreed-upon time, then it must be returned. The book review co-editors also welcome well-written reviews of other appropriate books or materials not listed above. Japanese is the appropriate language for reviews of books published in Japanese. All requests should be sent in writing to the book review co-editors. Jim Swan and Masayo Yamamoto, Shin-Ohmiya Green Heights 1-402, Shibatsuji-cho 3-9-40, Nara, 630.

IN THE PIPELINE

The following materials have been requested by JALT members for review in future issues of the *Newsletter*:

- Dubin & Ohlstein. *Reading By All Means*.
 Jones. *Simulations in Language Teaching*.
 Jones & von Baeyer. *Functions of American English*.
 Molinsky & Bliss. *Side by Side*.
 Seaton. *A Handbook of ELT Terms and Practice*
 Sutherland (ed.) *English Alfa*.
 Yorkey. *Reply Requested*.

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Bulletin Board

FROM THE EDITOR

This is a short reminder to all JALT N L readers that the October issue will be a special one on **English as an International Language**. The deadline is September 5th. We welcome a variety of contributions on this subject.

THE 2ND ANNUAL JAPALISH REVIEW LITERATURE CONTEST

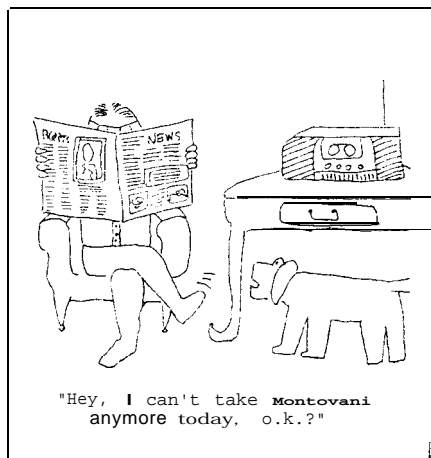
The *Japalish Review* announces its 2nd Annual Literature Contest for Japanese writing in English. The categories of literature to be judged are Short Story, Essay, and Poetry. The deadline for entries is September 30, 1983. For further details see the back cover of the current issue, No.4. or contact the editor, John Pereira, c/o Seika University, Iwakura, Kino, Kyoto. Telephone (07712) 3-2838.

There is also a contest for the best photograph concerning India, same deadline.

APOLOGY

Due to a production error in the August issue, an illustration was omitted from Donna Brigman's JALT Undercover review of *Double Action Picture Cards*. The *JALT Newsletter* apologizes to Ms. Brigman for this error and any inconvenience or embarrassment it may have caused her.

Box One



LATE ANNOUNCEMENT!

Double Rooms Available

A limited number of double rooms (not twins) have become available at the Dai-ichi Hotel. If you would like one, please request it in the message space on a Furikae paper, or contact Jim White. 0723-66-1 250 (evenings).

AN NHK SPECIAL

Tatsuya Komatsu, Director of the Simul Academy of International Communication in Tokyo and a frequent JALT presenter, recently interviewed Prof. John Fanselow of Teachers College, Columbia University, on his NHK interview program, *Figo Kaiwa 3*.

The subject of the interview is 'English as a World Language,' though this general title enabled them to discuss a variety of topics such as teacher training, TESOL, and teachers: classroom behavior, the 'good' teacher, and change. Prof. Fanselow also offered a rather intriguing point of view on English language teaching methods in Japan.

The program will be aired on NHK Channel 3 at 7:30 a.m., Sunday, October 19th. and again at 11:30, Wednesday, October 12th. It is a 60-minute program.

This NHK program presents a rather rare combination of two well-known people who have spent a good deal of their time involved in English language education. Why not video tape it for chapter meetings, classroom use, teaching training seminars? A written presentation of the interview will be found in the NHK textbook accompanying Eigo Kaiwa 3.

案内欄(Bulletin Board)

TPR 書評の配布

JALT'83国際大会にお招きしたTPR創始者James J. Asher博士の著書、*Learning Another Language Through Actions: The Complete Teacher's Guidebook* (Los Gatos, California: Sky Oak Production, 1977) の書評(日本語)を希望者に差し上げます。返信用封筒に60円切手をはり、〒602 京都市上京区同志社大学 北尾謙治 まで申し込んでください。

高校・大学生用英語読解教材 *American Holidays*

An American Sampler と同じ読解教授法に基づいた、高校・大学生用の英語読解教材(実験教材)、内容は米国の主な祝祭日の紹介と、それに関する読物等27レッスン。

各レッスンは、本文、語句の英語による説明、沢山の種類の練習問題からなる。興味深く英語が学習でき、多くの文体に慣れ、英語読解に必要な技術が身につくよう、しかも読解スピードが速くなるよう工夫されている。

英語読解教材開発に関心のある先生方に、1部千円(送料込)にてお分けいたします。

申し込先 〒602 京都市上京区同志社大学 北尾謙治
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。会員や支部の交流に役立つものも歓迎いたします。
内容: 語学教育やその関連分野に関するもの
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第2回企業内語学教育セミナー

日時: 11月10・11日

10日 10:30~8:30

11日 10:00~4:30

場所: 松下電器海外研修所(大阪府枚方市)

対象者: 企業において語学教育を担当されている方、もしくは企画されている方

内容: 今回のセミナーは2日間にわたり、企業内語学教育プログラムを設立した人または担当している人、企業に教師を派遣している団体の担当者、企業内語学教育に従事している外国教師、及び英語教育の専門家の視点より、企業内の語学教育の実態、問題点、改良方法等を検討する。

形式も講演の他に、パネルディスカッションや参加者実際に作業に加わって頂くケース・スタディーも行われる。参加者の交流を促進するため、10日夜懇親会も行われる。

講演者・パネリスト

神戸製鋼海外企画担当課長

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September 1, 1983

Positions

(TOKYO) The Simul Academy of International Communication, an affiliate of The Simul Press, will have openings for the fall term, starting in October, 1983. Simul seeks qualified instructors in EFL (with an M.A. in TEFL or related field, plus teaching experience); in Business communication (with an MBA and/or business experience); and in Public Speaking/Debate (with appropriate training and/or experience). The Simul programs emphasize the study of English for specific purposes. Send a cover letter and resume to The Simul Academy, 1-5-17, Roppongi, Minato-ku, Tokyo, 106 Tel: (03) 392-0054.

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詳しい案内は10月号に掲載いたします。また9月15日頃に案内の印刷もできますので、御関心のある方は以下へ申し込んで下さい。

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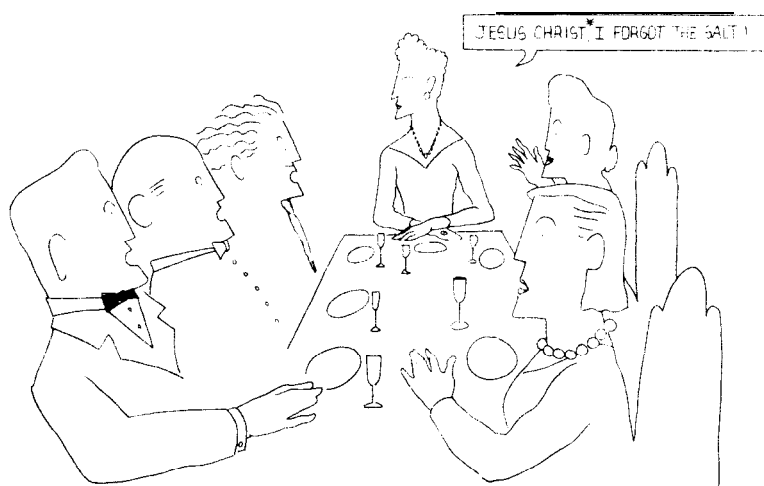
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* In some languages, people use the word *God* or the name of Christ when they are surprised or unhappy: *Mon Dieu* (French), *Ay, Dios Mio*; *jesus* (Spanish). In English these expressions are much stronger and in some situations shocking, as above.

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WHATABOUT ?

If you have been inspired recently to 'Do something about my teaching ..' you might want to look into and develop your skills in the use of visual aids in the classroom. Listed below is a bibliography just for that purpose.

VISUAL AIDS

USEFUL BOOKS, ARTICLES, FILMS AND PERIODICALS

LOOK HERE! Visual Aids in Language Teaching, by Betty Morgan Bowen; Macmillan, 1982.

This list includes titles mentioned in the book and suggestions for further reading.

1. *Visual Aids for Classroom Interaction*. edited by Susan Holden (Modern English Publications, 1978)
A compendium of articles on the OHP, wall charts, cue cards and non-pictorial visual aids.
2. *Visual Materials for the Language Teacher*, Andrew Wright (Longman, 1975)
Suggestions for listening, speaking, reading, writing, grammar, testing and a 'How to do it' section.
3. *Simple Audio-visual Aids for Foreign-Language Teaching*, W. R. Lee and Helen Coppen (Oxford Press, 1968)
A sourcebook on aids for oral work, reading and writing, with information about picture material, display boards, wall pictures, filmstrips and films.
4. *The Audio-Visual Approach to Modern Language Teaching*, a Symposium, edited by Peter J. Vernon (National Committee for Audio-visual Aids in Education, 1973)
5. 'Audio-Visual Materials in Language Teaching', Andrew Wright, Chapter 9, Techniques in Applied Linguistics, Volume 3, *The Edinburgh Course in Applied Linguistics* (Oxford University Press, 1974)
Ideas for using visuals, with theoretical background.
6. *Audiovisual Methods in Teaching*, Edgar Dale (The Dryden Press, Holt, Rinehart and Winston, 1969)
A basic text on media for classroom teachers.
7. *The Visual Element in Language Teaching*, S. Pit Corder (Longman, 1966)
A presentation of the importance of visuals in the teaching of meaning, with a look at film, TV and directions open in the future.
8. *Practical Language Teaching*
This is a series of good, practical books.

The editors are Marion Geddes and Gillian Sturtridge, and the books were originally published by Allen and Unwin, now by Heinemann.

Several of the titles deal with subjects dealt with in this book:

The Magazine Picture Library, Janet McAlpin (1980)

Planning and Using the Blackboard, Patricia Muggleston (1980)

Using Blackboard Drawing, Peter Shaw and Therese de Vet (1980)

Using the Magrietboard, Donna Byrne (1980)

Photographic Slides in Language Teaching, Angela Ayton and Margaret Morgan (1981)

Using the Overhead Projector, JRH Jones (1981)

9. *Materials for Language Teaching*

These are five packages of materials devised to provide language teachers with visuals for practical activities, published by Modern English Publications.

Interaction Pack, Donna Byrne (1978)

This calls for careful cutting and preparation by the teacher before the dozens of little cards can be placed on their 'environments'.

Interaction Pack 2, Donna Byrne (1979)

Contains pictures to be cut out and prepared by the teacher for use on a magnetboard or a flannelgraph in order to present a text, create a text, teach or practise language items, practise micro-dialogues, listen, write, play games and sing songs.

Picture Cut Outs (1978)

Flash Cards, Michael Buckby and Andrew Wright (1980)

Contains a set of sturdy flash cards of hobbies, places, people, food, weather, illness and injuries, with suggested activities for their use.

Word Bingo, Donna Byrne

10. *Stick Figure Drawing for Language Teachers*, F. Johnson (Ginn, 1971)

11. *Picture Cue Cards for Oral Language Practice*, J.Y.Kerr(Evans, 1979)

A box of materials containing six packs of picture cue cards (household objects, everyday objects, food and drink, clothing, local places, occupations) and a Teacher's Handbook.

12. *Treasure Chest for Teachers* (The Teacher Publishing Co., Derbyshire House, Lower Street, Kettering, Northants. Revised 1980)

A list of government and commercial organisations from which teaching aids (brochures, pictures, maps and wall charts) can be obtained, sometimes free of charge.

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I never cut the grass.



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I always take the bus to work.



I seldom play the piano.



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13. The *Yearbook* of the magazine *Visual Education*.
A sourcebook on equipment and materials available to language teachers; places where free or subsidised educational publications may be obtained; and a bibliography of books on audio-visual media in education.
14. *A V Instruction: Materials and Methods*, Third Edition, James W. Brown, Richard B Lewis and Fred F. Harclerod (McGraw-Hill, 1969)
An encyclopaedic audio-visual reference book.
15. *NEA Catalog, Publications and Audio-visual Materials*, National Education Association, 1201 16th Street, N W Washington D.C., USA
An annually revised list of books, periodicals and audio-visual materials produced by NEA affiliates.
16. *The Audio Visual Handbook*, John Henderson and Fay Humphries (Kogan Page, 1981)
A comprehensive if expensive handbook, dealing with hardware, software, services, materials, short and degree courses, equipment hire, etc.
17. The British Council. The British Council produces many films, books and periodicals concerned with language teaching.
Of particular interest are:
Using Magazine Pictures in the Language Classroom (1980)
The Overhead Projector (1977)
Both films are on film and videocassette; the latter is in English or Arabic. The former is accompanied by a booklet for teacher trainers. There is also a book called *The Overhead Projector*, by Judith Wilkinson (1979), which is a companion to the film of that name.
The ETIC Information Guide No.4 is entitled *Audio-visual Aids to English Language Teaching* (1980). It provides descriptions of a range of audio-visual aids for general classroom use with students from the age of 11 onwards.
Enquiries will always be dealt with by The British Council, 10 Spring Gardens, London SW1. However, from overseas it is better in the first instance to apply to the local British Council office, which often has all these products for sale, reference or loan. The address to write to is usually available from the phone book of the capital city or from the British Embassy.
18. Picture composition
For elementary students:
Progressive Picture Compositions, Pupil's Book, Donn Byrne (Longman, 1967). Illustrated by Victor Bertoglio.
Beginning Composition Through Pictures, J.B. Heaton (Longman, 1975). Illustrated by James Moss.

Composition Through Pictures, J.B. Heaton (Longman, 1966). Illustrated by James Moss.

Gateway: Language Book 1 and Workbook 1, Alan C. Mclean (Longman, 1980). An English course for Arab students.

Streamline English Connections and Workbook A, Bernard Hartley and Peter Viney (Oxford University Press, 1981).

Streamline English Departures and Workbook B, Bernard Hartley and Peter Viney (Oxford University Press, 1980)

Basic Writing Skills in English, T. C. Jupp and John Milne (Heinemann, 1980)

For elementary and intermediate students:

Your Choice Practical English, Series 1 and 2 (Language Teaching Resources, 126a Charminster Road, Bournemouth). The Teacher's Notes are needed in order to do the exercises.

Play Games with English, Books 1 and 2, Colin Granger (Heinemann, 1980). Illustrated by John Plumb.

For intermediate students:

English Through Pictures, Books 1 and 2, Christian Kay and Frances Symmonds (Collins, 1978, 1979)

Writing for a Purpose, L.A. Hill (Oxford University Press, 1978).

For intermediate and advanced students:

Impact Assignments in English, R.B. Heath (Longman, 1975)

PERIODICALS

1. *Modern English Teacher* Modern English Publications, 33 Shaftesbury Avenue, London, WI
2. *Practical English Teacher* Mary Glasgow Publications, 140 Kensington Church Street, London W8 4BM
3. *English Language Teaching Journal* Oxford University Press, Walton Street, Oxford
4. *British Journal of Language Teaching* (formerly *Audio- Visual Language Journal*)
Published three times a year by the British Association for Language Teaching. Language Teaching Centre, The University of Oxford, Wellington Square, Oxford
5. *English Teaching Forum* available from US Embassies)
6. *ELT Documents* British Council, 10 Spring Garden, London SW1
A series of twenty-four publications, begun in 1978, containing articles on major themes and developments in EFL.
7. *Language Teaching* Cambridge University Press, Edinburgh Buildings, Shaftesbury Road, Cambridge
A quarterly journal of interest to EFL teachers.

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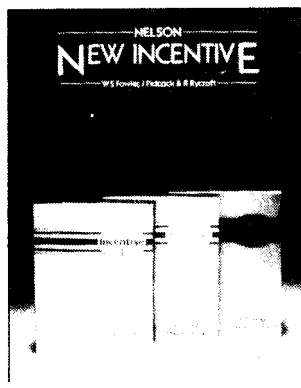
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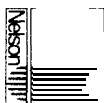
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From the Classroom to the Workplace: Teaching ESL to Adults (CAL)

Teaching Conversation Skills in ESL (Ronald D. Eckard and MaryAnn Kearney)

Problems and Teaching Strategies in ESL Composition (CAL)



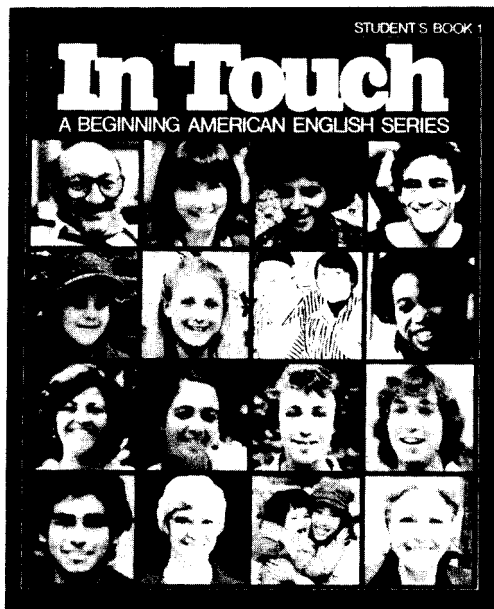
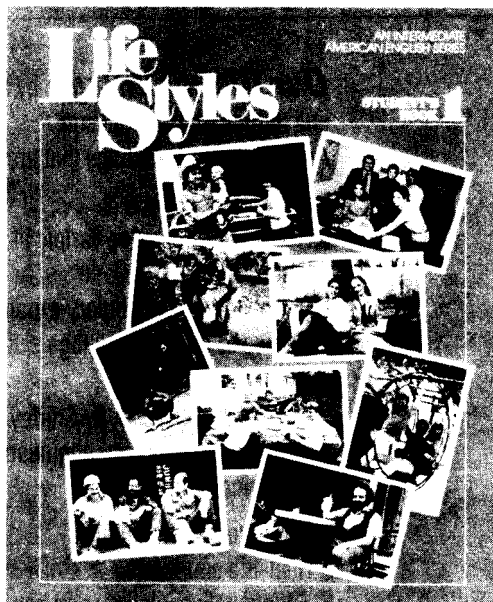
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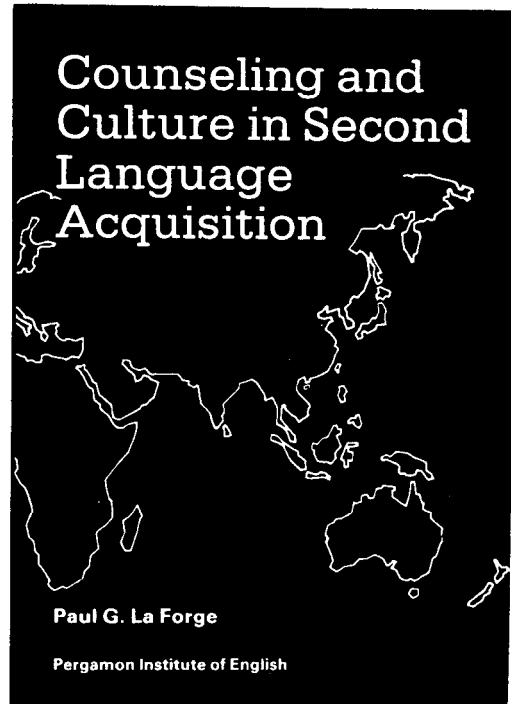
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BACKWASH (OR IS IT WASHBACK?)

At an international conference held in Hong Kong recently there was some amusement caused over whether the term was backwash or washback. Whichever is used, the meaning remains the same. Whichever is used the phenomenon described remains an important consideration for any publisher of tests, for any test user and for any educationalist. In this article the word "backwash" will be used.

Backwash refers to the effect a test of a particular skill has on the acquisition of the skill among those who expect to take the test. The backwash effect can produce desirable results or results not so desirable. An example of this frequently discussed here in Japan links to the University entrance examinations. It is argued that High Schools concentrate on reading, translation, obscure grammar points and archaic vocabulary in their English lessons because these are the things tested in most University entrance examinations. While the teachers would like to teach communicative skills, their prime concern is and must be the preparation of their students for the entrance examinations. Unless their students pass, they are unlikely to enter the prestigious careers for which most people see education as a preparation. It is not intended to enter this discussion in this article. It is merely quoted as an example of backwash.

In selecting or designing a test, its likely backwash effect should be an important consideration. If, for example, the spoken skills are seen as an important learning objective then an evaluation of the students' spoken skills should be not only part of final evaluation but it should also be apparent to the students that is the case.

The main reason for using tests is that other forms of evaluation are impractical for some reason. The best way to check a student's ability to use, for example, English in particular situations is to observe him doing just that. However, there are practical problems involved with that method. It is very time consuming, and thus expensive. It sometimes means that we have to give a student a task for evaluation when, in fact, we wanted the evaluation first to decide whether he should be given that particular task. Finally, if various observers are used to evaluate a student performing tasks where the task objectives are not clearly defined the evaluations of different observers may vary widely. The advantage of a test is that it can solve all these problems. It does this by sampling the skill. That is, only certain parts of the skill in question are tested. This sample of the skill is generally tested in a way that will ensure the evaluation will be stable or reliable, that is

students with the same ability in the skill tested will be evaluated the same.

However, the fact is that test samples lead to problems with regard to backwash effect. Students will tend to learn only those areas that they see as being sampled. Thus if a test of English only tests the listening and reading skills because "these correlate sufficiently with spoken and written skills" (ie, those who are good at listening tend also to be good at speaking) then students will tend to concentrate only on the skills tested. This effect is greatly enhanced when practice tests are issued. This will undermine the correlations upon which the design of the test is based. Since the students have studied for the test they will improve their ability in areas sampled but not in others. Those who are good at listening will no longer tend also to be good at speaking. A student's performance in the sample of language included in the test will no longer be an indicator of the student's ability in general. Moreover, the student's study habits will have changed for the worse. This discussion of backwash is not meant to lead to the conclusion that tests that do not cover all skills are inherently inadequate. Practical considerations often prevent the testing of the active skills. Even where all skills are tested, the test remains a sample of behaviour. If that sample is learnt rather than the skills as a whole, the test results will no longer reflect the student's ability in the skills as a whole. The backwash effect should thus be an important consideration when testing programmes are being prepared and the use of practice tests should be discouraged as an undesirable backwash effect that will in the end make any such testing programme useless.

(Reprinted from *ILC TESTING NEWSLETTER*, Vol. 1, No. 1, Spring, 1983)

(cont'd from page 52)

8. *Visual Education* The Journal of the National Committee for Audio-Visual Aids in Education, 254 Belsize Rd, London-NW6
9. *Audio- Visual Instruction* 1202 16th Street, N W Washington D.C., USA
10. *Foreign Language Annals* American Council on the Teaching of Foreign Language, 62 Fifth Avenue, New York, USA
11. *Language and Language Behaviour Abstracts* University of Michigan, 256 City Center Buildings, 220 East Huron S, Ann Arbor, Michigan, USA

(Reprinted from *Look Here! Visual Aids in Language Teaching* by Betty Morgan Bowen. London: Macmillan, 1982)

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John Battaglia has an MA from the University of Iowa, has taught in Malaysia and currently teaches at the Language Institute of Japan.

Marilyn C Fisher has a J.D. (Juris Doctorate) from Duquesne University School of Law, Pittsburgh. She taught a course entitled "The Legal Environment of Business" for three years at Gannon University, Erie and has taught at the Language Institute of Japan.

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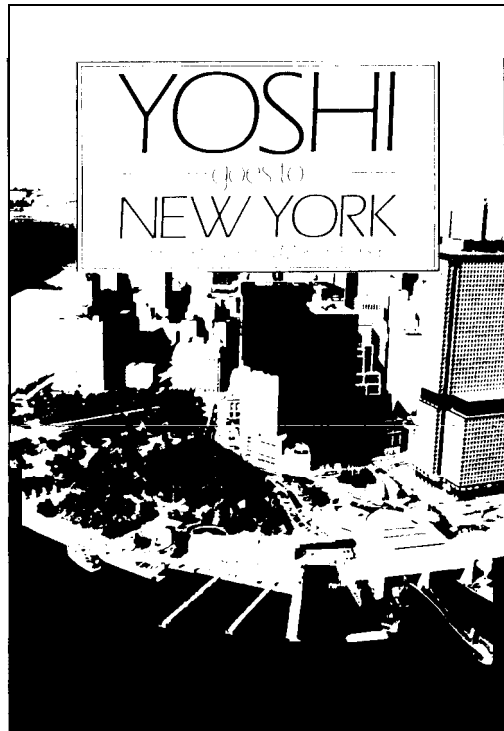
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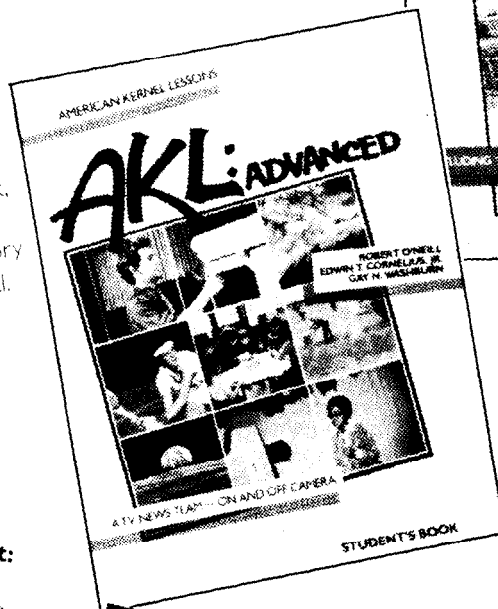
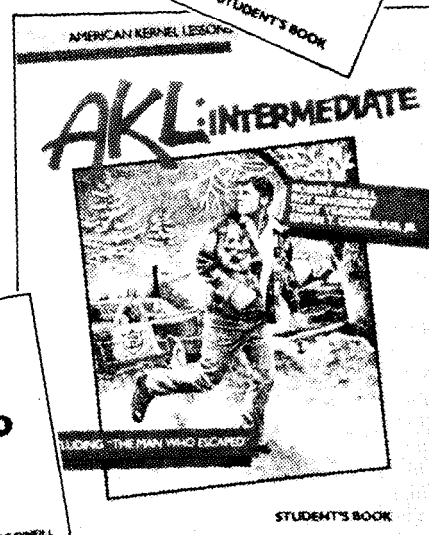
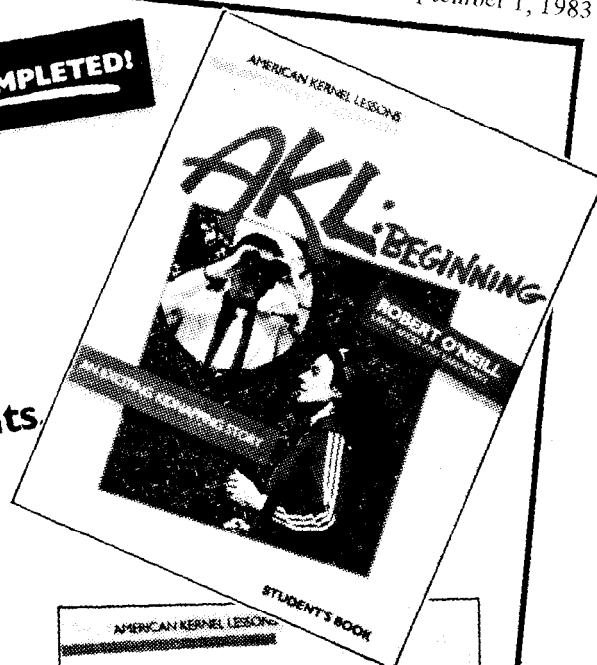
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Meetings

HAMAMATSU

Topic: Action Drills
 Speaker: Kohei Takubo
 Date: Sunday, September 18th
 Time: 2:00 - 5:00 p.m.
 Place: Seibu Kominkan, Hirosawa, 1-21-1, Hamamatsu, (0534) 52-0730
 Fee: Members, free; non-members, ¥1,000
 Info: Four Seasons Language School, (0534) 48-1 501

The featured speaker, Kohei Takubo, will speak for one hour in English and one hour in Japanese. He will explain the use of Action Drills and ways of keeping up student interest.

Mr. Takubo is General Manager of Education and Director of the Board of NEC Culture Center Ltd. He has presented papers at the 1977, 1978 and 1982 TESOL conventions. He was elected JALT National Recording Secretary in 1979 and has been the JALT National Public Relations Chairman since 1980.

The meeting will be followed by an on-going book sale to which attendees are asked to donate books of any type.

KANTO

Topic: Motivating Children and Adults to Acquire Foreign Language
 Speaker: Dr. James J. Asher, San Jose State University, California
 Date: Sunday, September 18th
 Time: 1:00 - 6:00 p.m.
 Place: Tokai Junior College (nr. Sengakuji station, Asakusa line; see map below)
 Fee: Members: ¥500; Non-members: ¥1500
 Info: Shari Berman, (03) 719-4991

Dr. James Asher is professor of Psychology and Statistics and enjoys an international reputation in the field of second language acquisition. He has conducted workshops at many schools and universities including U.C.L.A., Stanford, New York University and Cambridge University in the U.K.

For most people, the major cause of failure to learn another language is stress. Twenty years of research by Asher and others has shown that the most effective approach is first to emphasise oral comprehension as preparation for the speaking and written skills to follow. A teaching method known as the Total Physical Response is employed to reduce stress- and achieve oral comprehension prior to requiring oral production from the students.

Participants will be introduced to the basic theory of the comprehension approach and discover how it is related to recent findings of the brain lateralization research pioneered by Nobel prize winner Roger Sperry. Also included will be documentary films of both children and adults learning second languages by this method.

Topic: Syllabus Design and American Streamline English
 Speaker: Mr. Peter Viney
 Date: Friday, September 30th
 Time: 6:30 p.m.
 Place: Bunka Institute of Foreign Languages, Shinjuku
 Fee: Members: free; Non-members: ¥500

Peter Viney is the well-known author of the "Streamline" series and in 1981 gave a very well-received talk at the JALT Conference. His presentation will look at current developments in syllabus design with special reference to the communicative approach. The background and underlying principles of the American Streamline course will be examined. The emphasis of the presentation will be on practical teaching skills, such as techniques to promote student interaction, informal and formal contextualization, conducting question and answer work, and mime and gesture.

The content of this presentation will be different from that of the lectures that Mr. Viney will be giving at this year's National Conference in Nagoya and at the Tokyo Book Fair.

KANTO SIG

The next meeting of the Kanto SIG for Teaching English to Business People will take place as follows:

Topic: Teaching Survival Skills
 Date: Saturday, October 15th
 Time: 2:00 - 4:00 p.m.
 Place: Kobe Steel Language Center, Tatsunuma Bldg. (5th Fl.), 1-3-19 Yaesu, Chuo-ku, Tokyo 103, Tel: (03) 281-4105. The building is on a corner, and the entrance is from the side street, not the main street. A landmark is the Aeroflot (Soviet Airlines) office, which is in the same building, at street level.

Info: Call Stephen Turner at the above number between 1 and 5 p.m., Mon-Fri.

WEST KANSAI SIG MEETINGS

Teaching English in Schools
 Info: Keiji Murahashi, 06-328-5650 (days)

Children
 September meeting not decided as of press time
 Info: Sister Wright, 06-699-8733

Teaching English in a Business Environment
 September meeting not decided as of press time
 Info: Scott Dawson, 0775-25-4962

Teaching in Colleges and Universities
 No September meeting
 Info: Jim Swan, 0742-34-5960

TOKAI

Topic: 'The Prawn's Lot' – The practical approach to teaching pronunciation
 Speaker: David Dinsmore
 Date: Sunday, October 16th
 Time: 2:00 – 5:00 p.m.
 Place: Aichi Kinro Kaikan, Tsurumai
 Fee: Free: Non-members: ¥1,000
 Info: Kazunori Nozawa, (0532)47-0111
 x 414, or Andrew Wright, (052) 762-1493

The aim of this presentation will be to look at practical ways of teaching pronunciation from the phonemic to the sentence level. The emphasis will be on active participation and there will be ample chance to practise the techniques demonstrated.

David Dinsmore has taught EFL in the Sudan, Kuwait and England. He is currently, teaching at the Nagoya branch of the International Language Centre.

WEST KANSAI

Title: The Importance of Input
 Speaker: Peter Viney
 Date: Wednesday, September 28th
 Time: 6:00 – 8:00 p.m.

Our aim in any foreign language lesson is to promote language *output*, and during the last

September 1, 1983

few years considerable discussion has been devoted to this theme. The quality of *input*, and the need to stimulate interest and involvement at the presentation stage of a lesson is the subject of this talk.

Additionally, the subject of syllabus design will be considered. Mr. Viney is the author of the *Streamline* series.

Title: Self-access for Intermediate Students
 Speaker: Nicolas Ferguson
 Date: Thursday, September 29th
 Time: 6:00 – 8:00 p.m.

Three techniques, cue cards, reading exercises, and case studies for intermediate students, are presented using the participants as students. The practical presentation is followed by a theoretical summary and a discussion.

Nicolas Ferguson comes from Scotland. He is director of the CEEL (Centre for the Experimentation and Evaluation of Language Learning Techniques), the Geneva-based research centre. He is also author of some 50 books and articles on language teaching, including the self-access course "Threshold."

Place: Umeda Gakuen (St. Paul's Church, 2-30, Chaya-machi, Kita-ku, Osaka)
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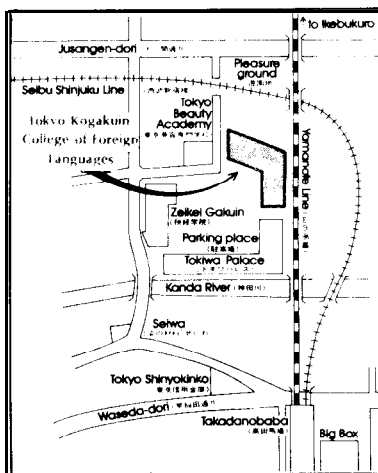
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Professor of Department of Auditory Disorders, Medical
Research Institute, Tokyo Medical and Dental University
- 2日 長谷川潔氏 Prof. Kiyoshi Hasegawa
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