

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

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Conference Reviews

ACQUISITION ORDER OF RELATIVE CLAUSES BY JAPANESE STUDENTS

By Motoharu Saito

Reviewed by Elsa Villamarin

Having thoroughly researched the three existing hypotheses related to the acquisition of relative clauses and the research that has been conducted among native speakers, the speaker conducted an experiment among Japanese learners of English. His purpose was to determine whether that acquisition process was the same or different for Japanese learners of English and to determine which of the three existing hypotheses would be supported by the data.

A group of 45 students were asked to combine 12 sentences, three from each of the following types. In one type the relative pronoun

acted as a subject and referred to the object of the previous clause (OS), in another the relative pronoun acted as a subject and referred to the subject (SS), in another the relative pronoun acted as an object and referred to the object of the previous clause (OO) and in the last group the relative pronoun acted as an object while referring to the subject of the previous clause (SO).

When analysed the data was found to support the hypotheses proposed by Keenan; that is, that of the four types, relative clauses with relativized subjects will be acquired before those with relativized objects. In other words the Japanese students learned how to use the clauses in the order presented above: the OS clause first, the SS next and then the OO and SO clauses. This agrees with studies of native speakers as well as studies done with speakers of languages other than Japanese.

This study was well researched, designed

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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 the editor or book review editors.

The Japan Association of Language Teachers is a non-profit organization of concerned language teachers interested in promoting 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 14 JALT chapters: Sapporo (Hokkaido), Sendai (Tohoku), Tokyo (Kanto), Hamamatsu, Nagoya (Tokai), Kyoto (East Kansai), Osaka (West Kansai), Kobe, Okayama, Takamatsu (Shikoku), Hiroshima (Chugoku), Fukuoka, Nagasaki, and Okinawa.

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

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and analysed, and seems to have at least two very practical implications. First, since it confirms that Japanese adult learners of English acquire English in the same order as native speakers as well as other non-native speakers, it helps to disperse the still persistent myth that speakers of Japanese have some special handicap and therefore cannot learn English well. Secondly, it gives the teacher very good criteria by which to choose the order in which to teach these clauses. Teaching the easier ones first will give the students the confidence and means by which to learn the more difficult ones. More of this type of study is exactly what TEFL in Japan needs.

COMMUNICATION ACTIVITIES THAT WORK

By Adelbert Smith and Karen Campbell

Reviewed by Pam Fenstra

In their presentation, Adelbert Smith and Karen Campbell shared several activities which they have found useful in getting their students to communicate with each other.

1. "Meet my Friend" or "Gambling on Listening" – Each student is given four pieces of paper which represent his "money." Working in pairs students are given some time to introduce themselves to each other. At the end of this time two pairs meet with the object of introducing their partner to the other pair. The person being introduced listens carefully to what is being said about him. Every time he hears a factual mistake in his repeated introduction, the other student loses a piece of "money."

This activity is excellent for preventing students from "sleeping" through introductions.

2. "Life Story" – This is another 10- to 15-minute introduction-type activity that can be used to get shy students to talk about themselves. Students write the last three years on a piece of paper, e.g., '83, '82, '81, etc. They then think about their lives in terms of personal, school, or business life and put a plus (+) for a good year or a minus (-) for a bad year. With a partner they then talk about why it was a good or bad year, using whatever English they have.

The presenters have found that this activity is not too personal as students tend to talk very generally. However, by using the activity again later in the course, the students will give more detail.

3. "Lawyer" – In this activity, which can

be used with as few as eight people, students line up against the wall and the teacher asks questions such as name, occupation, hometown, favorite color, how the student travels to work, etc. These answers may all be imaginary. Students must remember what everyone said. The teacher is free to "cross-examine."

4. "Linked Arm Conversation" – In this 10-minute warm-up activity, two students link arms and face another pair. Pairs then ask each other questions. However, each person can say only one word at a time. The presenters have found this good for basic students who begin to see grammatical errors. Ex. "Can you play tennis?" "Yes, I do." This reviewer has found that students tend to experience a little difficulty at first but soon get used to it.

5. For an information-gap-type activity, two students place their chairs back-to-back. One student gets a sheet with groups of four or five related pictures, e.g., direction of objects, size, clothing, facial expressions, or geometric shapes. The other student has one picture from each group which he must describe in enough detail so the partner can pick it out of his group. The partner can also ask questions. They should finish as quickly as possible with whatever English they have.

Afterwards, the teacher can go back and ask how the students described things, which gives the students an opportunity to ask how to say something. This can also be followed with exercises about describing things. This is a good exercise for basic students because it helps the students gain confidence.

6. "Aardvark Game" – This activity for advanced students has them in circles of six people. The first student begins with "I have an aardvark." (or any sentence with a noun beginning with "a"). The next student adds a line with the next letter of the alphabet. Ex. "I have an aardvark with a balloon." Then: "I have an aardvark with a balloon in a can." And so forth.

A simplified version of this activity is the "I'm going to America (or on a picnic) and I'm taking..." game.

7. "Find the Answer" – Each student is given a card with a question or answer on it which he must memorize. Students must then try to find the counterpart in the group. Ex. "Why were you chasing the bus?" "I left my wallet on it." At a more basic level students can be asked to find pairs such as "shoes – socks," "bacon – eggs."

8. "Family Tree" – The teacher begins by
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outlining his family tree and teaching any vocabulary the students may need. Then the teacher hands out cards. On each card there is one sentence about some imaginary character. For each of eight characters there should be about five to six cards including such facts as name, date born, occupation, where living, number of siblings, etc. Students memorize the information on their card, then preferably with a partner, they walk around collecting and writing down information from other people. When they have all the information about the characters they must create the characters' family trees.

The students' homework is to write down the information about their own family, including the same kinds of information used with the imaginary characters. They should also make a diagram only (with no information written on it). In the following class, partners exchange diagrams and ask questions to complete them. This information can then be put on the board. It was suggested that these family trees go no further back than grandparents. This idea was taken from the "Ideas" section of *Modern English Teacher*, Vol. 7, No. 4, April, 1980.

9. The last activity is an open-ended role play based on a fairy tale. Students sit in groups of five. Cards are passed out that contain the "recipe" for a fairy tale, and the students must make up a story. The story elements are, with possible examples:

the hero: the youngest son or daughter
 character: a cook or doctor
 place: in a forest or enchanted wood
 a change that must take place: from humble origins to wealth, power, or fame
 the evil one: an alien
 the danger: of sleeping forever
 the beginnings: You are granted three wishes.
 the moral: Money isn't the same thing as happiness.

This can be simplified by reducing the number of elements the students are given.

Another variation for basic students is to put the following four headings on the board: place, drama, result, who. Examples are elicited from the students for each category. Students then choose elements to make their story.

Many of these activities are good for getting students up and out of their chairs, and, as a participant, I enjoyed doing them. They have made a good addition to my stock of classroom activities.

THE IMPORTANCE OF EXTENSIVE READING IN LANGUAGE LEARNING

By Damien Tunnacliffe

Reviewed by Julian Bamford

What is extensive reading? Of what benefit is it to language students? How can we set it up for our students? These were the questions raised and answered by Damien Tunnacliffe in a stimulating and practical one-hour presentation.

Extensive reading, for Tunnacliffe, is the reading of *large quantities of a variety* of materials to build reading *fluency* and to develop a *taste for reading*. This, of course, runs counter to the traditional technique used to teach reading in Japan: intensive word-by-word text analysis. Tunnacliffe was careful to warn us against denigrating this. We should tell our students, he said, that reading at the level of word is fine as far as it goes, but that there are other skills to learn. Unlike previous generations, modern life exposes us to vast amounts of information on a vast number of subjects, and the traditional reading techniques don't train students to cope with this.

Next, Tunnacliffe outlined other benefits of extensive reading. Most important, it consolidates the learning from the classroom coursebook. The coursebook plants the seeds which must be nourished. The best way is contact with native speakers. Another way is to read extensively for enjoyment. This helps learners transfer their learning to new situations, recombining learned material and relating it to the world outside the classroom. Extensive reading also builds general student confidence in their ability, something very important in Japan. There is also much evidence that the more you read, the better you write. Tunnacliffe believes that there is a similar transfer to speaking.

Damien Tunnacliffe, center



Finally, it seems that, in the mother tongue, people who read pass examinations, a correlation consistently noted by British examiners. In Tunnacliffe's view, this principle surely applies to foreign language learning as well.

Using slides taken in EFL classrooms, Tunnacliffe outlines the 'how to' of setting up an extensive reading program. First, explain to the students what you plan to do, and how it will benefit them. The teacher's own example as a reader can be very influential here: tell them what reading means in your own education. This can be done in the native language if necessary. We can find out what books interest the students through class conversation, pair work or a written questionnaire. After buying books, don't just tell the students, "OK, now read," but introduce the books (having read as many of them as you can yourself). Show and discuss the covers and titles; read out the back-cover blurb; stimulate the curiosity. (Don't belabor this -- do different things with different books.) Again, this step can be a chance for oral or written language practice. Students could, for example, list what they know and don't know about the subject of a particular book, and review the lists after reading the book. The teacher can set 'main idea' questions to wean students away from attention to detail. Until the reading habit has been developed, it can help if targets are set, e.g., finish a book in an hour. The class can participate in negotiating the targets. For best results, start the program early: beginning level students are soon ready to start on the easiest readers.

Of the books themselves, Tunnacliffe advised that they be of a variety of levels, but mainly below the level of the coursebook being taught. This encourages fluent: dictionary-free reading. The exception is when a student is particularly interested in a subject (e.g., computers or a sport), for, in such cases, motivation will see the student through a book of a higher level. The books should be short: students need the satisfaction of easily finishing a volume without it becoming a challenge or chore. The attractive appearance of the books is very important, and there should be something for every taste. Another motivator is for students themselves to help in the organization of the library.

As a follow-up to reading, Tunnacliffe strongly cautioned against testing, and said that the best and sufficient follow-up was the student voluntarily recommending the book to another student. The influence of students on each other is profound, and this taps right into that. Alternatives might be answering questions (written by senior classes?) or writing a composition. Some schools have book report forms, the results of

which are sent to the publishers. This can be very motivating. Such feedback also helps you make a better library. If the whole class is reading the same book, a choice of tasks can be given, and they need not always involve writing, as in drawing a picture, for example.

'The principles are the same whether students select individual books or are reading the same one. Most reading should be done at home, with some class time set aside for reading and related activity. Students can discuss when it is easiest for them to read, or similar questions. They can read together in pairs or groups to motivate and help each other. Meanwhile, the teacher can circulate with the luxury (in a large class) of relating to the students as individuals. Ask if there are problems and if the student likes the book; recommend new ones. Encourage students to put aside a book they don't like and to try another. As reading is a private activity, students may read at their own level without losing face. They should be free to choose books as easy or difficult as they feel like. It is also important to keep records of what is read. A wall chart can be motivating for younger students (ask Longman for a sample). Careful record keeping is what keeps an extensive reading program from fading away.

Tunnacliffe closed to questions from the audience. These indicated the concern of many teachers about their students' present lack of reading fluency. They also showed that many schools already use extensive reading in various ways. Finally, as a source of books, Tunnacliffe referred us to the wide variety of readers published by Longman, for whom he co-ordinates the extensive reading program.

A WARNING TO FOREIGN TEACHERS OF ENGLISH IN JAPAN

By Isao Uemichi

Reviewed by Graham Herd, Hokkaigakuen
Kitami University

Professor Kunihiro's keynote address was a warning to Japanese against developing over-inflated views of the successes of modern Japanese society and of Japan's position in relation to other countries. Isao Uemichi, who is a free-lance university teacher of English and Japanese and a lecturer at many international symposia in Japan and abroad, presented a warning in reverse -- that foreign teachers of English in Japanese universities should pay more heed to the realities

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of Japanese society and the opinions of Japanese teachers and students.

While emphasizing that the opinions he was expressing were his own personal ones, he felt that they were widely held in Japan, including among members of the Ministry of Education. There was considerable criticism that classes given by foreign teachers of English at Japanese universities were ineffective. Students and teachers both began with high expectations that students would quickly be able to master spoken English. When this did not happen, there was deep frustration on both sides. Some Japanese were even advocating the abolition of university classes under the charge of foreign English teachers, but so far there has been no reaction from foreign teachers to this criticism. This presentation was intended to inform foreign teachers that such criticism existed and to suggest ways that they could adapt their teaching to take fuller account of Japanese aspirations.

Over-optimistic expectations were a main cause of frustration, but there were also fundamentally different views of the role of English in Japan. Native English speakers prefer to teach English as a second communicative language whereas for Japanese, English is necessarily a foreign and not a second language. The Japanese language is an essential part of being Japanese. All languages embody their own thought patterns and communicative style. Using English inevitably places a Japanese in the position of having to respond as an English speaker rather than as a Japanese. When speaking English, a Japanese becomes separated from his Japanese nature and feels fear in the depths of his mind. It is mistaken to say that English is an international language and thus culturally neutral. It embodies the values and thought patterns of an English speaking society, whether that be British, American or some other. Most Japanese want to study English not so much in order to communicate in it as to learn about western culture and ways of thinking through it.

Foreign English teachers at Japanese universities often have communicative competence in English as their only target. Japanese university students already have a considerable knowledge of English, but most of them do not know how little English they actually need for communication at a basic level. The level of difficulty of textbooks used by foreign teachers is often very low and students quickly lose interest. Foreign teachers are also unable to correct students' errors at their source because they can not see the problem from the learner's standpoint. Increasing numbers of Japanese students are becoming more nationalistic and question the need to express themselves in English.

To make their classes more effective, it was suggested that foreign teachers of English raise the intellectual level, enrich them by introducing material apart from language itself. Many Japanese students want to read English literature and criticism to gain insight into western values. Japanese teaching assistants could be used to help foreign teachers do this. The assistants should not be full interpreters, which would make them barriers to direct contact between the lecturer and the class, but should only be called upon sparingly when absolutely necessary. Assistants could also help foreign teachers assess the written assignments of Japanese students. Japanese students are often disappointed with assessments which make no allowance for Japanese styles of presentation and expression.

Lively discussion developed from Mr Uemichi's remarks. Some questioners sought confirmation of the fact that speaking English was really so threatening to Japanese given their receptivity to most aspects of western culture and technology. Others felt that the assumption that English was culturally bound did not take sufficient account of its use as a medium for communication between non-native English speakers from different cultures. It was also suggested that Japanese universities should be more discriminating in their selection of foreign language teachers in the first place.

Many JALT members would like to hear more expression of Japanese viewpoints within the organisation. Mr Uemichi's presentation, forthright, lucid and mannerly, was a valuable opportunity for foreign teachers to learn how their role may be viewed by Japanese colleagues. He intended his remarks to be provocative, but it would be a mistake to dismiss them as exaggerated, out of date or narrowly nationalistic. They are challenging and provide much food for thought.

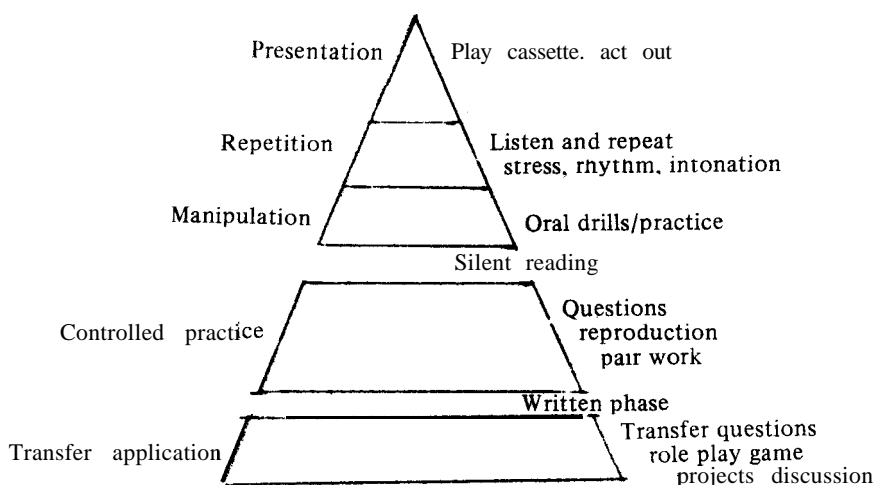
THE SKILLS OF THE CLASSROOM TEACHER

By Peter Viney

Reviewed by Martin Lemon, International Language Centre

Using examples from his own *American Streamline Departures*, Peter Viney gave a clear, instructive and often amusing demonstration of how language skills can be transferred to the student through decreasingly teacher-centred stages. Using a pyramid-shaped diagram where the apex represents the highly teacher-controlled starting point, Viney took his audience through

THE LANGUAGE LESSON



each stage in the lesson providing useful suggestions on how teaching skills can be improved,

At the presentation stage, the teachers are the focus point but they should remember that they can sometimes be a distraction. When playing a tape, for example, it is advisable to stand well away from the cassette recorder in order not to interfere with the students' listening task. If the teacher is the centre of the presentation then steady eye contact should be maintained and excessive moving around and nervous hand movements avoided.

Peter Viney believes repetition to be a useful activity but stressed that it should never be pushed to boredom. A well-designed course or course book will recycle items in such a way as to avoid the need for excessive repetition in one lesson. "Drills" have almost become a rude word for language teachers but, in Viney's opinion, they can help students in manipulating the language. Dialogue drills can be made more meaningful if the teacher, instead of just listening, gives natural responses. Thus,

Teacher: "I'd like to read that book. Go shopping."
 Student: "I'd like to go shopping."
 Teacher: "Is that so?" or "How nice! Play tennis."
 Student: "I'd like to play tennis."
 Teacher: "What a good idea! Visit New York," etc.

The student thus gets the feel of natural responses even during a drill exercise. Viney reminded teachers of the importance of pausing

before singling out a student for a response thus allowing the whole class time to think of the answer.

The next stage in the lesson could be silent reading, not only an important exercise in itself but, when done during lesson time, a welcome relaxation and change of pace. It is certainly of far greater use than reading aloud, a rarely needed and highly specialised skill.

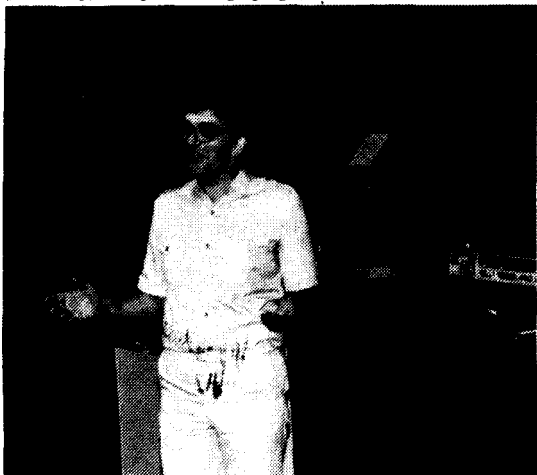
The students are now ready to pass on to the controlled or guided practice stage. Authentic material can be used at this point although we should remember that the measure of authenticity should be the students', not the teacher's. Unit 52 of *Streamline Connections*, "The six o'clock news," is "authentic" enough for students if not for teachers. Retelling devices are useful at this controlled practice stage. One such device is where the students are invited to correct the teacher's deliberately incorrect recounting of an already familiar passage. For example, after the students have heard news of a disaster,

Teacher: "The government sent trucks into the area."
 Student: "No, they didn't; they sent planes."

Viney saw the written phase as important in that it could enhance the students' retention. Far better have students copy down an exercise from the board than refer them to the textbook.

The students should now be ready to move into the final stage of the lesson where the language learned can be applied in a relatively uncontrolled or unguided atmosphere. This is
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the stage in the lesson when students should be given the opportunity to develop their fluency and is not, therefore, the time for correction by the teacher. Giving students roles to play has the advantage of indicating to students how to react in a discussion. Thus, greater participation can be expected from the student who is told "You are President Reagan. What are your plans for the 1984 elections?" rather than questioned bluntly "Do you think President Reagan will run in 1984?" As an example of a useful game? Viney played an extract from *Streamline Connections*, the "Yes/No game," where students have to answer questions for thirty seconds or longer without replying 'Yes' or 'No' - a game that can be played at any level of language ability.

Viney's approach would seem more suitable for classes where students are being taught language that is new to them. But how do you know what is new? Do you plod on regardless using Viney's approach in the hope that the items being taught are new to some students and good revision for others? Or do you, as Monica Fisher, Teacher Trainer at International Language Centre in Tokyo, suggested in another presentation at the Nagoya JALT Conference, use the "Hour Glass" approach, where the lessons start with unfiltered language? Based on the students' reaction, the teacher then narrows the focus down on to specific items which need more controlled teaching.

Viney's talk was well-attended and provided an excellent guide to inexperienced teachers and a useful reminder to the more experienced on how to plan and give a language lesson.

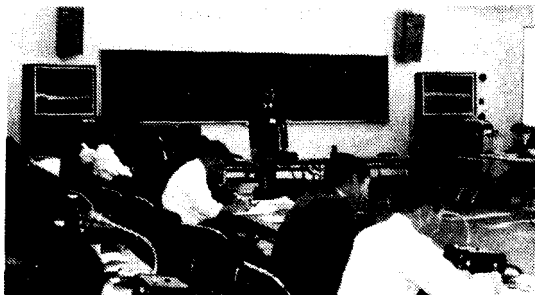
THE SECOND IN-COMPANY LANGUAGE PROGRAM SEMINAR (PART I)

By Kenji Kitao

The Second In-Company Language Program Seminar was held at the Overseas Training Center of Matsushita Electric Industrial Company, Ltd., in Hirakata, Osaka, on Nov. 10 and 11. This seminar was sponsored by the Osaka Chamber of Commerce and Industry, the Kansai Economic Federation, the Kansai Productivity Center, the Kyoto Chamber of Commerce and Industry, *Asahi Evening News*, *Business View*, *The Japan Economic Journal*, and the Overseas Training Center of Matsushita Electric Industrial Company. Eighty company language program directors, commercial language school directors, teachers, etc., attended. About 20 of them came from the Kanto and Tokai areas. Though all lectures and panel discussions except one were in Japanese, there were several non-Japanese participants.

On the 10th, the seminar started with an opening greeting in Japanese by Mr. Thomas N. Robb, executive secretary of JALT, followed by a welcome speech by Mr. Tadashi Akita, director of the Overseas Training Center. Mr. Akita emphasized how important English is in business. He also explained the English courses at the Overseas Training Center, using a video-tape. The program is one of the earliest company English programs in Japan.

The first lecture, 'Starting an In-Company Language Program,' was given by Mr. Mikio Ando of Sumitomo Metal Industries. He explained that his company had had to start a language program because of internationalization and discussed what internationalization means to him. He described the language program in his company. There are several special courses, such as technical writing, technical presentation, business correspondence, and legal English. Most of the English courses are taught by full-time non-Japanese instructors. His company also has a study abroad program for its employees. Since it was started, the program has grown and developed. The goals of courses have been clarified. A coordinator of non-Japanese teachers was chosen. Courses using personal computers are offered and have been very successful.





The second program was a case study, 'Hiring Foreign Teachers,' by Mr. Motomitsu Yamanoue of Kobe Steel. He explained why it is necessary and beneficial to hire foreign people in industry, and what basic factors a company should consider when hiring foreign instructors. Then he presented the resumes of four instructors and requested participants to choose two to interview. Participants discussed the problem in groups of four for 30 minutes. Each group then reported which two they had chosen and why. After all the groups had reported, Mr. Yamanoue explained what should be checked in the resume, and also in an interview. He also presented a checklist with 35 points for interviewing foreign instructors.

The last presentation was a panel discussion 'Administering In-Company Language Programs,' by Mr. Mitsugu Taguchi of OTC, Mr. Shinichiro Tanaka of Nippon Information & Communication (NIC), and Mr. Katsura Konishi of Kyoto English Center (KEC). These three commercial language schools have sent instructors to companies for the past decade and have had much experience with company programs. Mr. Taguchi discussed the past, present, and future of company language programs. He explained that company language programs have grown as internationalization has. Ten years ago, many businessmen studied English using textbooks or encyclopedias and formed clubs for studying English. About five years ago, many companies started language programs, special teacher materials were developed, and students' levels of English were classified. Now, Mr. Taguchi's school sends instructors to 110 companies, and 94% of the classes are English conversation (79% regular classes, 8% intensive classes and 7% private lessons). The data he presented was very interesting; for example, 70% of the companies involved are manufacturing companies. 50% of the classes are offered during working hours, 50% are at the intermediate level, 60% of the students are paying all or part of their fees, 85% of the classes have less than 12 students, 60% of the classes are offered in the evening, 85% of the classes last two hours, and 60% of the classes meet twice a week.

Mr. Taguchi mentioned many factors that make company language programs successful, such as setting clear, concrete goals, putting students of different English levels into different classes, choosing proper teaching materials,

motivating students, and checking students' feedback, attendance, and results of each course. In the future, he believes that companies will need English courses for special purposes and also standardized tests.

Mr. Tanaka of NIC explained that 90% of companies NIC sends instructors to are manufacturing companies, and there are three types of companies which want to have language programs: those which often send employees abroad, those which do much work using English, and those which may need English in the future. According to Mr. Tanaka, it takes two years to set up a good, stable language program in a company, and that it is necessary to check it every five years. In order to make a program successful, these factors must be considered: 1) how instructors can develop and maintain enthusiasm for teaching English to businessmen, 2) how the language program can be adapted to the company's needs, and 3) how the language school can establish good, reliable relations with company's administrative personnel so the language school can better meet the needs of the company.

Mr. Katsura Konishi explained the five goals of company programs: liberal arts, self-training, business in Japan, business abroad, and intensive programs for businessmen who will go abroad. He suggested that companies make basic English conversation courses available to all employees and special courses for high-level English to people who need it. It is also important to set up a standardized evaluation of English proficiency or use commercial tests such as the Test of English for International Communication (TOEIC). He stressed that students should understand and share the goals of the employers, and that communication between the company and the language school is very important.

FROM THE EDITOR

In order to reflect the fact that the *JALT Newsletter* has grown and developed beyond the category of being a "newsletter," we are considering changing its name to: *The Language Teacher*. In addition, we plan to place it in bookstores throughout Japan starting this April in order to make it more available to teachers, administrators and other interested people. We would be interested in receiving feedback from the membership on these plans.

We look forward to increased membership, increased readership and increased awareness of JALT in 1984 and in the years to come: We want to extend our thanks to all those who have contributed their time and effort to making our organization what it has become.

Happy New Year to everyone!

Opinion

The *Newsletter* editors invite serious responses to the following article.

THE 'VOICE' APPROACH FOR JAPANESE COLLEGE LEARNERS OF ENGLISH

By Akira I. Ohsawa, Tokyo Rissho College for Women

Learners cry for, teachers absorb, and methodologists create ways of learning English. I would like to concentrate on the learners' cry, which I will call the 'VOICE' approach: Vitality, Originality, Identity, Creativity and Energy. The all-important 'I' is protected and surrounded by V-O-C-E, as the ramparts of a strong castle. Learners should be encouraged to grow in independence and intelligence, with a strong sense of self-identity, knowing that they can be what they are. "I am I," they say, "because you are you. I am not an imitator to parrot what you tell me to say!"

It is necessary to train learners as social beings in the community; to encourage self-identity as a fundamental factor in making an independent, self-motivated learner; to train them to be expressive in Japanese as well as English through basic speech training; to train them to be creative and original in their thoughts, ideas and values; and to train them to speak clearly and confidently so that their ideas come across reinforced with the correct tone, stress and intonation.

To summarize: "I" is identity, or more particularly, self-identity. "O-C" span the learners' mental activity, creating their original ideas. Only those who can have, and can communicate their own ideas in Japanese can hope to do so in English. Any learner can talk. New skills are needed to transfer Japanese into English and English into Japanese both orally and in the written form. Teachers should urge the learner along, patiently waiting until the time comes that he opens his mouth. "V" consists of the oral messages; through it ideas are expressed in a clear, strong, distinct voice. "E" is the energetic sending of messages, ideas, thoughts and values.

Learners can handle communication. Teachers should not only rearrange their teaching materials suitably, but also realize that learners are having traumatic experiences subconsciously because their target, speaking a foreign language, is felt to be distant and difficult. Devoted, but blind, correction of errors may only serve to

reinforce the learners' image of themselves as unsatisfactory performers. An 'ideal' standard or model may make learners feel unconsciously inferior, far short of their goal. The entire experience of learning English may be summarized as a traumatic experience in being made to feel inferior.

The way of "I" should first be discovered by teachers and then redirected so that learners can find it themselves. Teachers believe that those who are slower and more silent are poor learners; and those who are quick at responding should be given honors. Those unable to satisfy teachers are not poor or shameful, but suffering from traumatic feelings that they have yet to learn to overcome. Can one who has lost self-pride and identity really learn something? We should remember that teaching English is training the whole human being!

ON THE USE OF JAPANESE BY FOREIGN LANGUAGE TEACHERS IN JAPAN

Responses to 'The Use of the vernacular in the foreign language classrooms in Japan,' by Michael Redfield, in the JALT Newsletter, November 1, 1983.

(1) By Torkil Christensen, Hokusei Women's Junior College, Sapporo

Redfield advocates the use of the vernacular in foreign language teaching in Japan, to help in "breaking the ice" and so achieve a more humanistic classroom environment. That may be reasonable for Redfield, as it is for the many Japanese English teachers who daily exercise this option. I would question, however, whether permitting the vernacular in the classroom is superior to excluding it. Below I will argue that there are good reasons for attempting to exclude Japanese from the classroom. However, the exclusive use of the target language as well as permitting the use of the vernacular are options that the instructor has, and if they are used judiciously, either approach will be effective in some teaching situations. The problem for the instructor is to determine when and where to exclude Japanese.

Initially it may be useful to determine why "English only" is a commonly followed policy. The students have studied languages in school, where Japanese is liberally used, and they have generally not achieved any degree of fluency. As a result it is reasonable that they may wish to try another way. One other way is to exclude Japanese from the classroom, and thus apparently simulate one of the goals of foreign language learning: communication with other speakers of the target language without help of Japanese. That large numbers of students persistently

expresses the wish to use only the target language indicates that this is seen to be helpful.

The non-Japanese instructor who is not acquainted with Japanese may, for private reasons, rationalize that the use of Japanese is detrimental to language learning, and will hardly ever be contradicted. Such an instructor may then come to believe that what was but a rationalization is in fact the only way to teach. The Japanese instructor may be tempted to insist on excluding the vernacular to display superior knowledge of the target language rather than to promote learning. The purveyors of language classes, the schools, are greatly concerned with satisfied students who will keep paying tuition, and the schools are sorely tempted to provide what students request, or what is seen to "sell well." An additional benefit in excluding the vernacular is that the pool of potential non-Japanese instructors expands vastly when teachers are expected to comprehend only the target language.

As a result, Japanese is excluded from the classroom by the common interests of the students who have been conditioned to expect little learning when Japanese is allowed, instructors who can use another excuse for not learning Japanese or wish to show their superior learning, and the schools that are trying to stay in business. This I feel is the reason behind the insistence on the exclusive use of the target language. Considerations of its value in language learning are secondary.

The "English only" policy is then not only dictated by linguistic considerations but also by the wishes and convenience of the various parties. Instructors who, like Redfield, are unhappy with being required to teach only through the target language will have to overcome resistance from both students and management before the use of Japanese will be accepted.

Satisfied students must be the guiding requirement in overcoming this resistance: when students keep coming back few schools complain, irrespective of how the instructor teaches. But how to keep the students happy and still be able to use as much Japanese as is felt necessary is more difficult to determine. Here the instructor must rely on his or her understanding of the teaching situation, and an evaluation of how the students and management will react to the way of teaching.

Two elements in the student-instructor relationship are trust and respect. In Japan students unflinchingly respect the teacher, but in a language classroom there may initially be little trust, as a succession of teachers have demonstrated that language teaching is little effective. To establish trust, the instructor can start by teaching something useful, something that will

make the students realize that this instructor is able to assist in the learning. This, rather than using the vernacular, may be what is necessary to break the ice. With trust established, students will accept the ways of this instructor and, provided that learning is seen to take place, the inclusion or exclusion of the vernacular does not become a problem. Unfavorable reports to the management are not made and the instructor becomes free to do as he or she deems effective.

This very happy progress to a humanistic classroom is not at all simple and experience will show that students and administrators are cautious in trusting language instructors. For dedicated teachers like Redfield this is unfortunate. It is, however, a reflection of the level of expertise the language teaching community is seen to have. The central problem then is not whether to use the vernacular but rather teacher quality. For the language instructor, this is an encouraging finding as it is always possible to learn more and to work at getting to know student needs better. Inefficient prejudices and awkward restrictions, like the "no Japanese" policy, will melt away for the teacher who is trying to teach the students, and who is ready to adapt to student needs.

(2) By Terry Riggins, Sapporo New Day School

Many Japanese language students learned in junior and senior high schools that English is difficult, academic, and to be avoided whenever possible. If a teacher speaks Japanese in the classroom, you are giving the students the message that English is something we study, but never use. If a teacher occasionally explains words or passages in Japanese, then the students will always hope that the teacher will speak Japanese in a pinch. I teach students who will be traveling or living abroad. They need the experience of communicating with a person who does not speak Japanese. For these students it would be a disservice to speak Japanese, even to use it to break the ice.

Talking about English in Japanese is very popular in Japan. A conversation class can easily shift from speaking in English to speaking about English. I feel that using Japanese in a classroom can very easily be overdone. If the foreign teacher always speaks English, then hopefully the students will try to speak English during breaks and in the hall. Students need to see that English can be a normal part of their lives, not just an academic ordeal

-Officers' Reports-

PRESIDENT'S REPORT

By Jim White

Greetings and welcome to 1984. This is a year that Big Brother is supposed to take control -- as if you don't sometimes feel that he possibly already has. Hopefully, however, in spite of the nearly overpowering growth in means for exchanging and handling information which we have witnessed in the past several years, the human spirit will continue to rise to the occasion and imbue all of our efforts with that essential ingredient called "humanity."

As you will find through reading the various officer reports in this issue of the *Newsletter*, JALT is continuing to grow both in size and in its scope of activities. Attendance at JALT '83, our annual conference, came close to that nice, round and possibly "magic" figure of 1,000. It was a resounding success in all other respects as well and I wish, on behalf of JALT, to again express a vote of sincere thanks to Jim Nord, the JALT '83 Committee, and to the President and faculty of Nagoya Shoka Daigaku for all they did in insuring it would be one.

The JALT Executive Committee approved three research and materials development grants for 1983. Six proposals were submitted. This was an increase over previous years, possibly a result of the "call for proposals" included in my report last year. Awards were made to Linda Donan, Kyoto Chapter (Oral English for the University Technology Student), to Jim King, Fukuoka Chapter (Typical Mistakes of Japanese English Speakers), and to Steven Ross, Ian Shortreed and Thomas Robb, Kyoto Chapter (Composition Feedback and Analysis). Congratulations to all of them! Now, don't forget to start thinking about your own ideas for next year.

Plans for JALT '84, to be on Nov. 23-25, 1984 at the Yoyogi Campus of Tokai University, are already underway. Details as to speakers, presentations and other events will be forthcoming in future issues of the *JALT Newsletter*. The Conference Committee is headed by Julian Bamford who, as usual, has his work cut out for him. One change in the system for this year is that the committee is not limited to a single geographical area. Overseas publicity, for example, will be handled by Marc Helgesen and the handbook will be edited by Steve Brown, both of whom are in Sendai. Other members include Carol Hansen, Programs; Junichi Igarashi, Facilities; Alice Bratton, Registration; R. Tapp, Recording Secretary; Ed Schaefer, *Newsletter* Liaison; Tom Nunelley, Party/Social; Derald Nielson, Hotel; Aleda Krause, Treasurer; John Boylan, Commercial Liaison; and Junior Fujimoto, Art. (I hope I didn't leave anyone out; if so, then my apologies.)

A rather mundane item, but for those who have been asking "where are the handbooks" for the past five or six years. I can now say "They are in my computer, in draft." Admittedly, that isn't much help but I hope to get them finalized before too long and into the hands of all national and chapter officers by the end of January. Since the first official reference to the need to prepare these handbooks is in the Executive Committee minutes for the meeting of Sept. 15-17, 1978, I think this almost calls for a celebration.

For the future to repeat myself from two years ago - JALT was never meant to be an organization for "foreigners teaching English in Japan." Its goals are to serve the needs of teachers of any language and of any nationality. Specifically, JALT needs to get more Japanese teachers involved, which means it needs to begin to provide them with more and improved services. One way to do this is to have more activities conducted in Japanese. The annual conference, in particular, has tended to go down the narrow path of "English only." Hopefully this can be corrected. The JALT '84 Committee is planning a Japanese language call for papers, confirming the fact that it is permissible - and even highly desirable - that presentations be given in Japanese. In order to make this easier for those who are not confident of their English, the committee is also developing ways to evaluate proposals submitted in Japanese. I, personally, am looking forward to some positive response to these efforts. I hope all of you art also. Further, any ideas that any of you might have for either local or national activities which will help Japanese teachers should be passed on to any local or national officer as soon as possible.

In closing, let me add a "Happy New Year" to all of you. May the coming year be kinder and more bountiful than those that have passed before.

VICE PRESIDENT'S REPORT

By Kenji Kitao

I would like to express my appreciation to all JALT officers, chapter officers, volunteers and people who helped JALT last year. Without their efforts, I would probably not have much to report to JALT members.

My goals for JALT are always the same. I would like JALT to grow internationally and domestically and become a more powerful professional organization which truly contributes to the improvement of language education in Japan and serves all people who are involved in language teaching and need its help. I would

like to have all language teachers who are interested in improving language education in Japan in JALT.

JALT has certainly grown internationally. We are sending almost 150 copies of our newsletter overseas. JALT is still active in TESOL, our parent organization. We have been sending representatives to TESOL conventions every year since JALT became an affiliate. JALT is the largest TESOL affiliate outside the U.S. I have been appointed a member of the Rules and Resolutions Committee in TESOL, and Tom Robb and I have been working to make TESOL more international. We wrote an article for the October *TESOL Newsletter* about how the organization could better serve the international affiliates. I was the JALT representative to the TESOL convention in Toronto, and attended many meetings and made a presentation. (June *Newsletter*) Dr. James Alatis, TESOL executive secretary, came to JALT '83. We have strong and friendly relations with TESOL.

After the TESOL convention, I attended a conference of the International Association of Teachers of English as a Foreign Language (IATEFL) near London. I saw Professor Andrew Wright, featured speaker at JALT '82; he sends his greetings to all JALT members. Unfortunately, JALT is not so well known in Europe yet, but it is coming to be so. (July *Newsletter*)

JALT participated in a survey by the World Federation of Foreign Language Associations (FIRPLV). I am a member of the working committee for an international symposium which may be held sometime this year.

We are still exchanging ads with foreign professional organizations and journals. News of JALT activities has been reported in many foreign publications, and JALT is getting to be well known in many parts of the world.

We welcomed Dr. John Fanselow, former president of TESOL, for the summer institute, and Dr. James Asher, creator of TPR, to JALT '83. Both of them made presentations for other organizations, such as the Japan Association of College English Teachers (JACET), the Language Laboratory Association of Japan (LLA), the English Language Education Society of Japan (JELES), and the Japan Association for the Study of Teaching English to Children (JAS-TEC). (February *Newsletter*)

The *JALT Newsletter* is getting bigger and better and more Japanese articles have been published. Since September, I have been writing a series of articles entitled "JALT: Yesterday, Today and Tomorrow" in Japanese to explain to new members what JALT has, is and will be doing. As co-editor of the Japanese section of the *Newsletter*, I would like to encourage you to submit articles in Japanese.

We have decided to publish two *JALT Journals* a year, and Patrick Buckheister has

committed himself to work harder to insure this is done. We would like to have some variety in the *Journal*, including Japanese papers.

JALT has worked with other professional organizations, especially Kaizenkon (Round Table Meeting for Improving English Education in Japan). Munetsugu Uruno has attended all the working committee meetings and its annual conference.

I helped Hiroshi Inoue organize and carry out the newest JALT-wide program, the Second In-Company Language Teaching Seminar for administrative staff in companies. It was held on Nov. 10 and 11 at the Overseas Training Center of Matsushita Electric Industrial Co. in Osaka. About 80 people attended, and JALT gained 34 new members. It was very successful. (See Inoue's report in this *Newsletter*.) The next in-company language teaching seminar is planned for May.

TREASURER'S REPORT

By Aleda Krause

My first year as JALT Treasurer could have been summed up (no pun intended) in one word: learning. For a linguist and language teacher with no experience, taking over JALT's financial accounts and learning the bookkeeping that is necessary to keep the records straight is no easy matter. It took a lot of learning time. Besides learning double-entry bookkeeping and how to plan budgets, I had to find out how to pay bills correctly at the bank (names must be exact, including middle initials), how to open and close post office accounts (the workers in my local post office hide under the counter when I walk in), and how to prepare for audits (would anyone else send the financial records to be audited and forget to send the bank book?).

Well, I learned. Now as my second year comes to a close, I could title it "reorganization." We have tried to redistribute the funds available to national JALT and individual chapters, in order to allow people who live in small chapters to have some of the same benefits as those in larger chapters. These benefits include more out-of-town speakers, fewer meetings members must pay for, etc. Although it has cost national JALT more, the redistribution has been successful. All chapters, including Kobe, the newest, have positive balances in their accounts.

We also decided to reschedule the JALT fiscal year. Previously, it was October through September. From now on, the fiscal year will end December 31. This will enable us to record all income and expenditures from a single conference in the same year — the old way was causing headaches for the auditors and nightmares for me. It does mean, however, that an audited financial report can neither be given
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at the annual meeting nor appear here in the January *Newsletter*. Look for it in March or April.

The new chapters formed in Hamamatsu, Okayama and Kobe also meant reorganization of people and funds. New chapters cost more than just staying with the old ones, but more than make up for the expense in new members for JALT and new opportunities for members and speakers.

All the reorganization has increased expenses, but these expenses have been met easily by increases in almost all sources of income. Both regular and commercial memberships have increased, newsletter ad revenue has gone up and both conferences, JALT 82 and JALT 83 were financial successes. All this means that neither dues nor conference fees need to go up despite a newsletter that has doubled in size (which means higher printing and mailing costs), a journal that will be published twice a year instead of once, an increase from 11 to 14 chapters, and a general rise in costs due to inflation.

We can be proud of our organization: a healthy, growing one that offers many services for a minimal fee. This would not be possible without our growing membership, commercial members who place ads in the newsletter and send information to all of us, the large group of volunteers at the local and national level who give so much time to ensure JALT's success, and those special volunteers who give almost a year of their lives to put on a conference each year. Thanks to all of you!

REPORT FROM THE EXECUTIVE SECRETARY

By Thomas N. Robb

The past year marked a significant step forward administratively with the establishment of an official JALT office apart from my study at Kyoto Sangyo University. It is now possible for members to call the Kyoto English Center (075 221-2251) anytime from 9 a.m. to 9 p.m. from Monday through Saturday with the assurance of at least being able to leave a message if the secretary, Mariko Ito, does not happen to be in.

On the technical side of things, the JALT computer has been upgraded this year - from an NEC PC-8001 with two single-density, double-sided 8" drives to an NEC PC-8801 with a 10 megabyte hard disk. This has been necessitated, not only by the increase in the membership, but also by the need to increase the speed of our computer operations. A new Epson FP-100 printer now allows us to print labels for the entire membership in an hour instead of the former two hours plus. Additionally, I have personally rewritten all of the JALT computer

programs from basic to dBASE II in order to allow more flexibility in our membership processing.

Administratively, the JALT office has taken on new tasks; in particular, it has assumed responsibility for sending out postcard notices as requested by the individual chapters. The office also handled all registration work for the successful 2nd Seminar on Language Training in Business which was held in early November. Plans are now underway to have the JALT accounts computerized in order to take some of the burden off the treasurer, Aleda Krause.

This report could not be complete without a warm thank you to Mrs. Mariko Ito who has faithfully run the JALT office despite a plethora of other commitments. It is she who keeps the membership lists up to date, handles all enquiries, prints labels for the monthly *Newsletter* mailing and for the direct mail of commercial members, prints postcards for the chapters, and sends out monthly progress reports to the membership chairs and treasurers of each chapter just to mention some of the most obvious tasks.

Thanks should also be extended to the Kyoto English Center for providing JALT with office space without remuneration and for efficiently taking messages when no JALT staff is present.

RECORDING SECRETARY'S REPORT

By Jan Visscher

Outside of the Executive Committee., probably only a few JALT members are aware of the existence of the recording secretary. This is not surprising since my duties are mostly internal. Here, then, is my chance to come out of the administrative closet.

Most of my time is spent on taking, typing up and distributing minutes of the tri-monthly Executive Committee meetings. It is a challenging task because it often involves reporting the gist of discussions in which a dozen or more people are taking part, sometimes all at the same time!

The second principal task is to put together and send out the monthly *JALT Executive Newsletter*. This newsletter contains information sent in by and of interest to members of the Executive Committee.

Perhaps the most visible activity of the recording secretary is to receive nominations for the election of national and chapter officers. At the national level, the nominees must be contacted to confirm whether they are willing to run, a responsibility which sometimes entails some powerful arm-twisting. This year the number of nomination postcards received amounted to less than 1% of the total membership. This makes a

mockery out of the democratic nature of the election procedures, in which nominations by any member of any member, including herself or himself, are accepted. I am not sure why the response was so low, but I want to find out and do something to improve the situation next year.

Finally, I have been taking care of some occasional correspondence to keep TESOL and other TESOL affiliates (so far Scotland only) informed of major JALT activities and developments.

1983 NATIONAL PROGRAMMING REPORT

By Shari J. Berman

It has taken us quite a while to sort out the job, but I think I finally have. I am experimenting with a few new ideas and hope that they will help ease chapter-to-national communication. In December, you will begin to notice feedback postcards, which will enable individuals to make comments about past presentations and suggestions for future chapter programs. In this issue of the *Newsletter*, there is a call for presenters. This should make it easier to find some of the hidden talent in the organization. The northern and southern chapters are working hard at co-planning events to help share travel expenses. We are also setting up a telephone network which will make quick communication possible without any legal expense. Terry Brago has been appointed to this position, so she will spend time talking to each program chair every month.

The Annual Summer Institute worked well again this year. It seems, however, that one national summer program a year is not sufficient. At the moment, many ideas are being raised to offer additional workshops for different interest groups. One idea that has been suggested is to have a study group for Japanese teachers wishing to work on their English. Another suggestion is to have a seminar in applied linguistics. If anyone has ideas or would like to sponsor a summer workshop in 1984, please contact me as soon as possible.

So far, the East Kansai chapter has announced plans to organize a two-day workshop on Discourse Analysis on Feb. 11 and 12 of 1984. This will be a national activity organized and hosted by that chapter. A call for abstracts has been sent to the *TESOL Newsletter* and a letter is being sent abroad to invite a known professor in the field. Please pencil the date in your calendars and contact Ian Shortreed of E. Kansai if you have something to present.

If your chapter would like to host a nationally-assisted program of some sort, please contact me with a proposal. I would like to thank Kenji Kitao for organizing the program for company in-house language program administrators. A

seminar for language school administrators is being planned for early '84.

1983 MEMBERSHIP REPORT

By Thomas N. Robb

Since all of JALT's membership operations have now been centralized with the establishment of the JALT office in Kyoto, the task of writing this report has fallen upon me rather than on the Membership Chairperson, Munetsugu Urano.

This past year has been good to us from the standpoint of membership. While the year of 1982 wound down with the membership standing a little over 1650, the membership figure for the end of 1983 will surely top 1850. Below are the figures for each chapter and the other membership categories as of the end of November 1983, compared with those for the very end of the previous year. Members recruited in December may bring some of the chapters showing a decrease back to their previous levels. The chapters are listed in the traditional north-to-south order.

| | Number of Members | | Change from Previous Year | |
|-----------|-------------------|------|--|---------|
| | 1982 | 1983 | 1982 | 1983 |
| Hokkaido | 52 | 40 | -20.0% | -23.0% |
| Sendai | 95 | 80 | 1.3% | -15.0% |
| Kanto | 441 | 471 | 36.8% | 6.8% |
| Hamamatsu | 0 | 68 | | |
| Tokai | 134 | 163 | 5.5% | 21.6% |
| Kyoto | 105 | 118 | -6.5% | 12.3% |
| Osaka | 337 | 269 | 23.8% | -20.1%* |
| Kobe | 0 | 66 | | |
| Okayama | 0 | 37 | | |
| Shikoku | 60 | 57 | 8.0% | -3.3% |
| Chugoku | 100 | 76 | 3.6% | -24.0% |
| Fukuoka | 72 | 96 | -29.0% | 30.5% |
| Nagasaki | 81 | 65 | 33.9% | -19.7% |
| Okinawa | 37 | 44 | -13.8% | 18.9% |
| Total | 1514 | 1649 | *Decrease due to the formation of the Kobe Chapter | |

Other Membership Categories

| | | |
|---------------|-----|-----|
| Commercial | 57 | 61 |
| Institutional | | |
| Subscriptions | 17 | 35 |
| Overseas | 69 | 90 |
| Supporting | 3 | 4 |
| Total | 146 | 190 |

Grand Total 1660 1839

Chapter Memberships by Type

| | | |
|---------|------|------|
| Regular | 1308 | 1345 |
| Joint | 146 | 186 |
| Student | 60 | 45 |
| Group | 0 | 73 |

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The increase in membership shown above does not, in my opinion, reflect "natural growth" but rather the concerted efforts of the JALT Executive Committee to expand the membership. Two factors in particular have been decisive: 1) the formation of new chapters, and 2) the establishment of the group membership category.

Three chapters were recognized during 1983: Hamamatsu, Okayama and Kobe. The first two, in particular, were formed primarily from new members – people who either had not heard of JALT previously or those who had not joined because the nearest chapter was still too distant. Even for the Kobe chapter, many new members have joined who otherwise probably would not have, had they had to go to Osaka for meetings. In order to encourage such growth, JALT has allocated funds in the 1984 budget to actively promote the establishment of chapters in areas of high potential.

Another reason for our growth has been the new group membership category. It can safely be said that only a fraction of these members would have joined had they had to pay the full membership fee. Note, however, that the reduced fee entails no loss of revenue for the organization since only one newsletter and one journal is sent for every five members. Both sides benefit equally from the group membership.

Along with our domestic growth, we have also seen a rise in our overseas memberships from 69 at the end of 1982 to the current 90. Many of these have come about through the efforts of Vice President Kenji Kitao, who has arranged exchange advertisements in a number of overseas journals for the past two years.

What does the future have in store? I would hope that 1984 will see the establishment of a number of new chapters. In particular, Fukushima, Yokohama, Kanazawa, Matsuyama, Kitakyushu and Kumamoto all have strong potential. The key to the establishment of a new chapter, however, does not lie so much in the locale as in the presence of one or two people interested in getting a chapter started. Practically speaking, any city in Japan with a population of 350,000 or more has a large enough concentration of language teachers to make a chapter feasible.

Additionally, we would also like to see the number of libraries which carry JALT publications grow. To this end we have arranged for Yohan to handle JALT subscriptions commercially. Plans are underway to send out publicity to institutions in order to encourage both subscriptions and group memberships.

In closing, I would like to remind everyone that a strong JALT should be the concern of all members, not just of the Executive Committee. The more members we have, the better we will be able to serve the needs of each individual. Please encourage your colleagues to join JALT by passing your old newsletter issues on to them

or by giving them the blue application form found in every issue. Let us hope that 1984 will close with a membership of over 2000!

PUBLIC RELATIONS CHAIRPERSON'S REPORT

By Kohei Takubo

In September, 1983, I visited Hamamatsu for a presentation at the chapter meeting and found that the chapter meeting had been well publicized in the local newspapers. In other chapters, chapter activities have been introduced to those who are interested in language teaching and learning through various publication media. Some local chapters send announcements of monthly meetings to English newspapers and English education journals and regularly publicize their activities. I would like to congratulate local public relations chairpersons on their active participation in local publicity.

I continued my contacts with English newspaper companies and publishers in 1983. The *Asahi Evening News* issued the special three-page supplement on JALT '83, the Annual International Conference on Language Teaching/Learning on Thursday, Sept. 22, 1983. The *Daily Yomiuri* and *The Japan Times* reported monthly meetings of local chapters in their announcement columns.

The 1983 edition of the *English Language Education Yearbooks* published by Kaitaku-sha and Kenkyu-sha carried reports on the JALT organization and its activities, including monthly meetings of local chapters. Monthly issues of English education magazines also carried reports on monthly meetings of local chapters.

I should like to keep good relations with newspapers and publishers for continued publicity of JALT activities to Japanese and non Japanese language teachers.

JALT MEMBERSHIP LIST

This is an abbreviated list of all JALT members as of Nov. 30, 1983. It gives only names, chapters, work phone numbers and institutional affiliations. Please check your own listing for accuracy. If you find that it is either in error or incomplete, please notify Mariko Ito, JALT secretary, tel.: 075-221-2251, or write her c/o Kyoto English Center, Sumitomo Seimei Bldg., Nishiiru Shijo-Karasuma, Shimogyo-ku, Kyoto 600, by Jan. 22. All additional information received will be reported in the March *JALT Newsletter*.

KEY ~ The following codes are used for the various chapters and membership types:

B - Kobe
 C - Commercial Member
 F - Fukuoka
 G - Nagasaki
 H - Hiroshima
 I -- Institutional/Library
 K - Overseas
 M - East Kansai/Kyoto
 N -- Tokai
 D - Osaka
 P - Hokkaido
 Q - Sendai
 R - Okinawa
 S - Shikoku
 T ~ Kanto
 U - Hamamatsu
 Y ~ Okayama
 Z Supporting Member

Please note that in the case of Commercial and Institutional/Library memberships, the representative's name is given in lieu of the workplace on the second line of the entry.

WARNING! This list is not to be used for commercial purposes by anyone other than JALT Commercial Members.

ABBOTT, JOHN
 T 0285-24-1885 OYAMA ENGLISH SCHOOL
 ABBOTT, RONA
 T 0285-24-1885 OYAMA ENGLISH SCHOOL
 ABBOTT RONALD PAUL
 N 052-841-8181 NAGOYA JOSHIDAI JR H S
 ABE, ATSUSHI
 T 0425-24-3903
 ABE, CARL T
 R 098635-4546 KUBASAKI H S
 ABE, HIROSHI
 F 093-561-2631 X236 SEINAN TANKI DAIGAKU
 ABE, KEIKO
 T 045-574-2436 CALA
 ABE, NOBUKO
 U UMI NO HOSHI H S
 ACHIBA, MACHIKO
 T TOKYO WOMAN'S UNIV., JUNIOR COL
 ADACHI, MIA
 M 075-231-4388 Y.M.C.A.
 ADACHI, MICHIO
 Q 0222-65-4288 NEW DAY SCHOOL
 ADACHI, MITSUYO
 B 07953-6-0049 YACHIYO J H S
 ADAMS, CARL R.
 T 0292-26-1621 IBARAKI DAIGAKU
 ADAMSON, JR
 N 052-733-7581 X290 CHARLES EDWIN
 ADDISON-WESLEY PUBLISHING CO.
 C 03-291-4581 KAWAI JUKU INST OF S-A LEARNING
 AIGA, YOSHIE
 T 0465-47-2171 MR. MASAHIRO TSUKAMOTO
 AIHARA, YUMIKO
 T KANAGAWA PREF ASHIGARA SR H S
 AIWA TRAVEL
 C 06-244-1430 SHOWA WOMEN'S UNIVERSITY
 AIZAWA, TAKEO
 T 0425-75-0126 MS. KAYOKO YOSHIMI
 AKAMATSU, KAZUTOSHI
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FUKUSHIMA, SHUZO
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Y 0864122-0476 KURASHIKI TEC H S

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T 03-941-7176 HIGH SCHOOL OF TSKUBA UNIV.

SAITO, SHUICHI
T KEIO UNIVERSITY

SAITO, TORU
M 0720-31-1381 SEIBO JYOGAKUEN HIGH SCHOOL

SAKAGUCHI, HISAYO

SAKAGUCHI KENZO
O 0722-64-6027 MICHIGAN TESL LABORATORY

SAKAGUCHI, MISAKO
O MICHIGAN TESL LABORATORY

SAKAGUCHI, SHOJI
F 0942-34-1607

SAKAI, MAKOTO
T 03-464-0017 TRENDOM

SAKAI, MIHO
G NAGASAKI PREF JR COL FOR WOM

SAKA I SACHIKO
S 0878-31-1111 KAGAWA PREF BOARD OF EDUC

SAKAI SAICHI
N 05617-3-2111 NAGOYA UNIV. OF COMMERCE

SAKAI, YUKO
T YUKOH HIGH SCHOOL

SAKAIYAMA TETSUO
O 0727-73-0858 MANEBI LANGUAGE INSTITUTE

SAKAMOTO, MASANORI
F 09662-2-2261 HITOYOSHI HIGH SCHOOL

SAKAMOTO MASAKO
T 03-256-1703 ECC

SAKAMOTO, NORIKO
Q 0222-67-4911 JAMES ENGLISH SCHOOL

SAKAMURA, KEEKO
O 0774-43-7018 SAKAMURA MACHINE CO

SAKO, HEATHER
T NCB LANGUAGE INSTITUTE

SAKODA KUMIKO
H 082-228-2269 HIROSHIMA YMCA

SAKUMA, YOKO
T MUKOJIMA TECHNICAL H.S.

SAKURAI TOSHIKO
O 06-761-9371 OSAKA JOGAKUIN JR COLLEGE

SANEMATSU, KATSUYOSHI
T 03-291-3391 ATHENEE FRANCAIS

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SANO, MASAKO
T 0412-33-3218 INTERNATIONAL CHRISTIAN U

SANO, TSUNEO

SANO, YASUHIKO
Y 0866-29-2004 UJI SR H S

SARUYAMA, FUMIKO
U 0534-36-5311 SEIREI GAKUEN

SASAHIRA, YASUHIRO
N AICHI PREF. TOKONAME H S

SASAKI JURO
M 07712-2-2001 KYOTO GAKUEN DAIGAKU

SASAKI NORIKO
M 075-231-4388 Y.M.C.A.

SASAKI RUTH
T 0465-23-1677

SASAKI RYOGEN
M 075-771-9121 HIGASHIYAMA H. S.

SASAKI, YOSHINORI
O 06-234-4001 KIE

SASE, KYOKO
P SAPPORO NEW DAY SCHOOL

SATO, CATHY
F PRIVATE TUTOR

SATO, DALE ANN
P NHK

SATO KENJI
U 05152-4-0231 TUTOR

SATO KOUICHI
T 02976-2-3251 RYU KEI DA1

SATO, MRS. NORIKO
I 03-889-2204 ADACHI SR. HIGH SCHOOL

SATO SHIGETOSHI
T 0463-58-1211 x3585 TOKAI UNIVERSITY

SATO, SYOZO
T 0283 -25-0111 SANO-NICHIDAI HIGH SCHOOL

SATO, TOYOTERU
O 0722-97-1065 OSAKA PREF SENBOKU H S

SATO TSUTOMU
Q 02283-2-3123 ACADEMIA

SATO, YUKITOSHI
P 011-681-2161 HOKKAIDO INSTITUTE OF TECHNOLO

SATOH, CHIZUKO
N

SATSUMA, AKIKO
F A PRIVLTE TUTOR

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B 078-801-1112 KOBE STEEL LTD

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T 02577-9-4411 INT'L UNIV OF JAPAN

SAWYERS FRED
P 0138-53-8352 OBUNSHA LL DAIBUNDO SCHOOL

SCHAEFER, EDWARD
T 03-814-1661 BUNKYO JOSH1 TANDAI

SCHAEPE, RICHARD H.
H 0742-43-4433 TEZUKAYAMA GAKUEN

SCHINDELE, JACQUELINE-MARIE
T 03-490-2181 SIEMENS MEDICAL SVSTEMS

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C 03-364-1261 MR. TATSUSHIRO HASE

SCHREIBER, BARBARA
T 03-59-9621 X352,242

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T RIKKYO UNIVERSITY

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M 06-872-0673 KINRAN TANKI DAI/GOETHE INSTI.

SCHUMACHER, PETER
M 075-701-2151 KYOTO SANGYO UNIV

SCHUTZBIER, HENRY
F 0839-23-3606 HENRY'S ENGLISH CONV SCHOOL

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T 0427-28-1737 NEW DAY SCHOOL MACHIDA

SCHWERIN KIMIKO
T 0427-28-1737 NEW DAYS SCHOOLS INC.

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Q 0222-61-5341 Y.B.U. BUNKA CENTER

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B LANGUAGE RESOURCES, LTD.

SCOTT, FORESMAN & COMPANY
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O 0734-51-2345 SUMITOMO METAL INDUSTRIES

SCOTT MR. PATRICK
K 303-320-1217 THE BRIDGE INT'L SCHOOL

SCOTT, SHERRAID
N 052-832-6211 X30 NENZAN TANKI DAIGAKU

SEALE, DR BEN
S LANGUAGE HOUSE INC.

SEIDO LANGUAGE INSTITUTE
C 0797-31-3452 MR. KIYOYUKI FUWA

SEKI, ICHIRO
T 046334-3111 DAITO BUNKA UNIVERSITY

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H HIROSHIMA INT'L SCHOOL
SEKIMORI GAYNOR
T 03-244-4250 PEGASUS LANGUAGE SERVICE
SEKINO, HIROKO
T 03-263-7801 MIWADA H S
SEMBA KAZUHIRO
T 0423-k-4841 METROPLITAN INAGI H S
SEOG HEUL-SEON
K (6)-5011--5 JEON-JU UNIVERSITY
SHAK MATTHEW
T 0285-24-4300 HAKUOH WOMEN'S JC
SHAPARD JEFFREY
T 03-359-9621/28 JAPANESE-AMERICAN CONV INST
SHARKEY ANNE
N 052-221-7441 I.L.C.
SHARMA BISHAN C.
S 0888-82-3217
SHARP JR., WILLIAM E
T 03-359-9621 JAPAN AMERICAN CONV. INST.
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M 06-222-6121 OTC, INC.
SHEARER, SUE
T 03-370-3111 BUNKA INSTITUTE OF LANGUAGE
SHEFFNER, MARC
O 0742-45-4701 TEZUKAYAMA DAIGAKU
SHELANGOUSKI, ROY
Q 0245-34-7137 SAKURA NO SEIBO JUNIOR COLLEGE
SHENWOOD, MOFFETT
F SEINAN GAKUIN H S
SHEPERD EIKO TANAKA
N 07492-2-2500 SHIGA UNIVERSITY
SHEPERD, JOSEPH
N SHIGA UNIV.
SHE SAMUEL M.
K 206-633-3239 AMERICAN CULTURAL EXCHANGE
SHERARD, MICHAEL
M 075-251-4066/3371-3 DOSHISHA UNIVERSITY
SHERMAN TIM
Q 0222-24-3891
SHIBAGAKI, SHIGERU
T 0463-58-1211 x3585 TOKAI UNIVERSITY
SHI KUNIYUKI
SHIBAKO YOSHIMI
F 092-681-0461 KYUSHU S H S
SHIBASAKI, KEIKO
T 0492-44-5223 KAYAGOE MINAMI HIGH SCHOOL
SHIBUYA GAIGO GAKUIN
T 03-461-8854
SHIBUYA KIYOKO
T 0424-62-3111, 03-293- TOKYO YMCA COL OF ENGLISH
SHICHINO, TAKEKI
O BAYER YAKUHN K.K.
SHIGAKI, MICHIKO
K SOKO GAKUEN
SHINA KATSUNOBU
G 0958-26-7321 KAISEI SR H S
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R 0989-66-2741 OKINAWA PREF. BOARD OF EDUC.
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T
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ETAJIMA JR H S
SHIMANE MARIE
Y 0862-93-0541 CHUGOKU JR COLLEGE. NIWASE
SHI MAZU, NOBUKO
06-692-1231 OSAKA MUNICIPAL UNIVERSITY
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06-315-0848 THE CENTRE FOR LAN&INT.CUL.LEA
SHI MIZU, KIYOKO
S
SHIMIZU, SADAYO
S
SHIMIZU YURIKO
T 0489-42-1111 DOKKYO UNIVERSITY
SHIMODA, KUMIKO
O
SHIMOGAMA, KUMIKO
G 095946-2012 WAKAMATSU JR HS
SHIMOJO HIROSHI
G 0958-61-5106 NAGASAKI NISHI H S
SHIMOKAWA, IKUKO
SHIMOKAWA, KAZUKO
O 0798-35-8911 UNION ENGLISH CONV. SCHOOL
SHINJO, AKIKO
R FUTENMA J H S
SHINJO SHINSEI
R 0988-67-1623 NAHA SR H S
SHINKO TSUSHO CO.
C 03-353-1751 MR. RYOSUKE NAGATO
SHINOHARA, MICHIKO
T AOYAMA GAKUIN UNIVERSITY
SHINOHARA, YUJI
SHINONOME DAIGAKU
I 0899-31-6211 H.D. SOMMER
SHINSHO, SETSUKO
SHINTANI MASAHIRO
N 02658-2-3611 SANKYO
SHIOGUCHI. TOMOKO
SHIRABE MASAAKI
G 09572-2-f222 ISAHAYA H S
SHIRAI MASAHIRO
O 03-777-6630 DOSHISHA GIRLS' J & S H.S.
SHIRAIISHI, AYAKO
U
SHISHIN, ALEX
SHOBO TOMIZO
M 075-531-7193 KYOTO JOSHIDAI EIBUNKA
SHOJI NOBUYUKI
T0425-91-3111 x2324 TOKYO ELECTRIC POWER INST.
SHORER, ED
N 075-231-4388 Y.M.C.A.
SHORT, SUSAN
O SONY LL
SHORTREED IAN
N 0720-56-1721 KANSAI UNIV OF FORGN STUDIES
SHOWSTACK, RICHARD
T 0422-33-3211
SIMON, ANDREA G.
N KINJO GAKUIN ENGLISH DEPT.
SIMPSON ANNABELLE
Y 0864-62-1661 SEISHIN GIRLS HIGH SCHOOL
SKELTON, MICHAEL
B INT'L LEARNING SYS (JAPAN)
SMALL MARILYN
K 212-819-5369 LONGMAN INC.
SMILEY JR., WILLIAM D.
T 045-781-2001 KANTO GAKUIN UNIVERSITY
SMITH A G
N 052-781-5111 NAGOYA UNIVERSITY
SMITH GREGORY H.
O 06-201-1581 PROCTOR & GAMBLE SUNHOME
SMITH, JANET
T
SMYLIE DOUGLAS D
F 092-641-1101 KYUSHU UNIVERSITY
SNOWDEN, PAUL
T 03-203-4141X3311 WASEDA UNIV
SOBRIN, MARK J
K HAWAII UNIVERSITY
SOGO. HIDEYO
SONE WILLIAM M.
T 03-945-7496 TOYO UNIVERSITY
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SOREY, MICHAEL
T TIME-LIFE BOOKS
SPELMAN, KRISTYAN (K. E. S.)
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SQUIERS JUDI
O 0776-27-3163
ST. PIERRE, RONALD
B 078-882-6122 SHOIN WOMEN'S UNIV, KOBE
STANTON JANET K
G 0958-61-5176 KWASSUI GAKUIN
STARK, SR. ANNE C.
Y 0862-52-1155 x420 NOTRE DAME SEISHIN UNIVERSITY
STAYTON, BONNIE
O 06-723-8181 OSAKA SHOIN WOMEN'S COLLEGE
STEINBERG DANNY
T RIKKYO DAIGAKU
STEINBERG
M 0762-46-2112 PROF. MIHO
X628 KANAZAWA INST OF TECH
STERN PAUL
Q 0236-22-9588 YAMAGATA NEW DAY SCHOOL
STERN TERRI
Q 0236-22-9588 YAMAGATA NEW DAY SCHOOL
STEVENS M. J.
K 01-580-4351 INTERNATIONAL LANGUAGE CENTRES
STEVENSON, WILLIAM B
K 724-7926 SOGANG INSTITUTE
STITES, TIM
U ENGLISH CENTER CO

STOBBE, VERNON H.
T 03-985-2591 RIKKYO UNIV

STOOPS, ALLAN
M 075-431-1187

STRATTON ROBERT K
K 602-299-5562 UNIVERSITY OF ARIZONA

STRICHERZ, GREGORY
K

STRUGNELL, LYNNE
T 03-270-6611-384 TIME-LIFE EDUCATIONAL SYSTEMS

STUDERUS, LENARD
K 273-3161 UNIV OF TEXAS AT ARLINGTON

SUEISHI TAKAO
F 092-806-7157

SUEYOSHI, MIEKO
R MISATO SR H S

SUGAWARA, YUKIE
Q YAMAGATA UNIV

SUGINO TOSHIKO
U 0534-361-5311 SEIREI HS

SUGITA MASAE
P 01138-6-8111 SAPPORO COMMERCE COLLEGE

SUGITANI, MASAKO
O KANSAI UNIV.

SUGITO PROF. MIYOKO
M 06-7223-8181 SHOIN JOSHI DAIGAKU

SUGIWAKA TAIKO
P 011-583-3560 NISHIOKA J H S

SUGIYAMA, HIDEKO
S

SUKEGAWA HISAKO
T 03-543-6391 ST LUKE'S COLLEGE OF NURSING

SUMIHIRO TOSHIKO
H 082-228-2269 HIROSHIMA YMCA

SUMITOMO KINZOKU KK
Z 06-220-5723 MR MIKIO ANDO

SUMMERS LISA
T 042233-3210 INT'L CHRISTIAN UNIV.

SUNAMI, MASAYO
Y 0862-52-3161 x226 OKAYAMA UNIV OF SCIENCE

SUSSER BERNARD
M 0726-43-6221 ENG. DEPT. BAIKA JR. COLLEGE

SUYAMA, NORIKO
H SAIBI H S

SUZUKI ASAKO
U 0534-55-0881 HOME STUDY

SUZUKI CHIZUKO
G 0958-46-0084 JUNSHIN WOMEN'S JR COLLEGE

SUZUKI CHIZUKO
T 042 5-27-7094 GAKKEN ENGLISH MATES

SUZUKI, DENJI
T 0285-44-2111 JICHI MEDICAL SCHOOL

SUZUKI, ETSUKO
F 092-761-38 BELL AMERICAN SCHOOL

SUZUKI, KEIKO
N 0542-61-6901 SHIZUOKA EIWA JOGAKUIN COLLEGE

SUZUKI, MIHO
N AICHI KENRITSU SHOIN KOKO ECC

SUZUKI, MR.
T NICHIBEI KAIWA GAKUIN

SUZUKI TAKAKO
O 0534-34-4401 HAMATSU HIOASHI SR H S

SUZUKI TAKEKO
Q 02238-2-3208

SUZUKI, TOSHIO
T CHIBA UNIV

SWAN JAMES
O 0729-41-8211 OSAKA U. OF ECON. & LAW

SWANSON EVONNE
T 045-662-3721 YOKOHAMA YMCA

SWANSON SCOTT
T 045-662-3721 YOKOKAMA YMCA

SWENSON TAMARA
M 0776-21-7870 FUKUI WOMEN'S COL

TABATA MINORU
T 0292-21-4936

TABORN SANFORD
R 0988-87-5161 OKINAWA CHRISTIAN JR COLLEGE

TABUCHI HIROFUMI
Y 08656-7-0311 KASAOKA TECHNICAL SR H S

TABUCHI MICHIAKI
T 03-941-6253 KEIHOKU SR H S

TAGAWA YOSHIKO
G 09576-2-4156 SHIMABARA H.S.

TAGO, CHIAKI
T CHUO UNIVERSITY

TAHARA YOICHI
G 09502-2-3117 YUKOKAN H.S.

TAIRA, TATSUO
R OKINAWA UNIVERSITY

TAIRA, TOMEI
R 098972-4131 X9324 AMERICAN EXPRESS BANK

TAJIKI, HIROKO
T TSUDA COLLEGE

TAJIMA KATHLEEN
O 06-347-0751 SANKEI INT'L COL

TAKADA MITSUO
M 075-463-3281 RAKUSEI JR & SR H S

TAKAESU TAKAKO
R 098945-6586 CHINEN SR H S

TAKAHASHI, CHIAKI
O SUMITOMO DENKO K.K.

TAKAHASHI HARUE
T 0425-41-1003 KEIMEI GAKUEN

TAKAHASHI, HIROKO
Q NEW DAY SCHOOL

TAKAHASHI MASASHIRO
G 09576-2-4155 SHIMABARA H.S.

TAKAHASHI, SUMIKO
Q 0222-65-4288 NEW DAY SCHOOL

TAKAHASHI, TOSHIHIKO
T 03-581-7581 COUNCIL ON INTERN'L EDU. EXCHA

TAKAHASHI, YURIKO
T 03-918-6451 SUGAMO GIRLS' HIGH SCHOOL

TAKAKU YASUKO
T 262-0151 x45

TAKAMURA AIKO
T 04297-3-0892 HOLY HOPE HIGH SCHOOL

TAKANO, CHIZUKO
U 05388-5-2925 TAKANO JUKU

TAKANO SHOZABURO
G 0958-61-5106 NAGASAKI NISHIH S

TAKASAKI ASAKO
U 0534-36-5311 SEIREI GAKUEN H S & H J C

TAKASHIMA, MACHIKO
O 06-201-5461 LASSEN GMBH

TAKATSUKA, MIEKO
O KOSHIEEN GAKUEN

TAKAYA MICHIKO
H 082-228-2269 HIROSHIMA YMCA

TAKEDA KATSUAKI
P 011-681-2161 HOKKAIDO INSTITUTE OF TECHNO

TAKEDA, YUJI
O

TAKEGAMI, TOSHIKAZU
T LODERLE JAPAN

TAKEISHI YUMIKO
Q 02233-4-1213 WATARI SR HS OF MIYAGI

TAKEMOTO MICHIO
R MUKOGAWA WOMEN'S UNIV

TAKENAKA, KAZUKO
N CHUSETSUBASHI ENGLISH SCHOOL

TAKENAKA, KEIKO
Y KURASHIKI-MIINAMI JR H S

TAKENO, MICHITAKA
G 09572-6-1304 ISAHAYA COMM H S

TAKENO MITSUKO
G

TAKIZAWA, ROBERTA
T TSUDA SCHOOL OF BUSINESS

TAKUBO KOHEI
T 03-455-1111-x5416 N.E.C. CULTURE CENTER

TAMAKI DONNA
M 075-251-4164 DOSHISHA WOMEN'S COLLEGE

TAMANAHARA HARUE
R 09808-2-3829 YAEYAMA COMM & TECH SR H S

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T 0492-86-2233 JOSAI UNIV.

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F ST.MARIA TR SCH FOR NURSES

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T 0552-35-8335 UNITAS ENGLISH ACADEMY

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M 075-441-9143 OMRON TATEISHI ELECTRONICS CO

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O 0742-94-0222 YAGYU JR H S

TANAKA HARUMI
N 052-832-3111 NENZAN UNIVERSITY

TANAKA, HIROAKI
B KOBE YMCA GAKUIN SENMON GAKKO

TANAKA HISAKO
O

TANAKA, KYOKO

TANAKA MARIN BURCH
S 0899-31-8686 EHIME ENGLISH ACADEMY

TANAKA MITSUKO
O 072-62-6829 SEIKYO GAKUEN H S

TANAKA NAOHIKO
S 0899-31-8686 EHIME ENGLISH ACADEMY

TANAKA, NOBUKO
 Q TETSUKAYAMA GAKUIN
TANAKA, NORIKO
 T 03-899-1196 ADACHI TECHNICAL H S
TAN
 T 0463-58-1211 X3585 TOKAI UNIVERSITY
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 T 03-407-5811 x 274 UNIV. OF THE SACRED HEART
 TANAKA, SR. MARGARET M. KIYO
 P 011-611-9231 SEISHIN JOSH I GAKUIN
 TANAKA, TERUMI
 F 092-841-0248 TAK SCHOOL
 TANAKA, TORU
 M 0726-71-5358 ECC
 TANAKA, YURI
 M 075-872-3111X749 MIITSUBISHI MOTORS CORPORATION
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 T 03-583-2591 PRENTICE-HALL OF JAPAN
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 S 0878-67-3131 KITA MIYAKE HOSPITAL
 TATEYAMA, NOBORU
 F
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 Q 01752-4-4636 FROST ENGLISH CENTER
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 O 06-220-5500 SUMITOMO METAL INDUSTRIES LTD
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 TEELE NICHOLAS J
 T 0298-53-4153 UNIVERSITY OF TSUKUBA
 TEMPLE UNIVERSITY
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 T ALFA GLAVOLCON TEPPER L S
 TERADA. ETSUKO
 T 03-428-1271
 TERADA, KEIICHI
 T 03-333-7771 NISHI SENIOR H.S.
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 H 0829-23-2654 TERAMOTO JUKU
 TERASHIMA, JANE TANNER
 O 0727-21-3080 HISHOTEN JR. H.S./H.S.
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 O 06-220-5500 SUMITOMO METALS, LTD.
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 P 011-642-6026 NEW DAY SCHOOL
 THOMPSON, LINDA
 Y
 THOMPSON MICHAEL
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 THOMPSON-INOUE CHRISTINE
 T 03-273-7878 SEITOKU GAKUEN JR. COL
 THRASHER, RANDOLPH
 T 0422-33-3368 ICU/ILC
 TIESSEN JAMES
 U 0534-43-7447 LAURANCE LOVE'S ENGLISH SERVIC
 TIETZ-TREECE, KATHRYN A.
 T 0422-45-4145 TOKYO JOSHI DAI TANKI DAI
 TIME-LIFE EDUC SYSTEMS
 C 03-270-6031 MS MINO IISAKA
 TIMSON, MASUMI
 B 0720-26-5101 SETSUNAN UNIVERSITY
 TIMSON STEPHEN
 B 0720-26-5101 SETSUNAN UNIV.
 TOBIN MARY ANN
 N SUWA SEIKOSHA
 TODA JUNKO
 M 0726-73-4491 JONAN JR H S
 TODAKA, NORIKO
 F ASAHI COMPANY (ASAHI SEMINAR)

 TOEIC STEERING COMMITTEE
 C 03-581-5663 TOEIC
 TOGASHI HIROKO
 T 03-983-3483 AMERICAN SCHOOL OF BUSINESS
 TOGAWA HIROSHI
 G 0958-24-3134 NAGASAKI MINAMI H S
 TOHMURA, MAYA
 O
 TOHOKU GAKUIN UNIVERSITY
 I 0222-64-6401
 TOKO, SEIKO
 Y 0862-52-3554
 TOKUNAGA KINICHIRO
 G 0956-31-2255
 TOKUSHIGE, CHIKAKO
 T THE ENGLISH HOUSE
 TOKYO INST OF INTERCULT COMM
 C 03-200-4011
 TOMIDA KAZUE
 N 05338-7-3141 AICHI PREF KOGYO H S
 TOMINAGA KYOKO
 S 0878-31-3241 LINGO SCHOOL
 TOMINAGA KYOKO
 S 0878-31-3241
 TOMITA, KIYOSHI
 B KANSEI GAKUIN UNIV
 TOMIYAMA HIROKO
 G 0958-82-2530 TOGITSU JR H S
 TOMLINSON, DOUGLAS B.
 T 03-400-5994 MASS TRANSIT
 TOOF, JOHN
 Q NEW DAY SCHOOL
PAN CO. L
03-295-3469
TORI DAIE
AMA, HIRO
0958-26-3196
OKURA, MA
T 03-267-8692
VEL JOURNINSTITUTE
 TREMBATH VANESSA
 T 0422-45-4145 TOKYO JOSHI TANDAI
 TRIPP STEVEN
 N 05617-3-2111 NAGOYA UNIV. OF COMMERCE
 TSUBOI SADA0
 O 06-723-5511 SHOIN-HIGASHI JR COL
 TSUCHIDA GARY I.
 T 03-281-4105 KOBE STEEL LANGUAGE CENTER
 TSUDA SANAE
 N 052-801-1201 TOKAI GAKUEN WOMEN'S JR. COL.
 TSUDA, YUKIO
 T SOUTHERN ILLINOIS UNIV
 TSUJI HIROHIKO
 O 06-344-7026 A.B.M. CORPORATION
 TSUJI, HIROKO
 T ISE HIGH, UIJYAMADA HIGH
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REPORT ON THE ELECTION FOR OFFICERS FOR 1984

By Jim White, President

The elections for 1984 were held by post-card ballot during November, 1983. One hundred twenty-three valid ballots were received. This represents only about 7% of the regular membership residing in Japan. This is not really enough to be called fully "democratic," but hopefully a number which is high enough to be considered representative of the membership's desires. One problem leading to apathy, of course, was that only two of the seven positions were contested. Another factor could have been the very evident lack of campaigning activities.

My sincere congratulations to those who won (even if some were "shoo-ins" like myself) and my deepest thanks to those who didn't for putting their future time and energy on the line by accepting the nomination. Also, just a reminder, but as a result of the September 1983 changes to the constitution, only the positions for Vice President, Program Chairperson, Recording Secretary and Public Relations Chairperson will come up for election next year.

NATIONAL EXECUTIVE OFFICERS (1984)

President

Jim White, 1-4-2 Nishiyama-dai, Sayama-cho, Osaka-fu 589. Tel. 0723-66-1 250

Vice President

Kenji Kitao, Shinmachi Shichijo Danchi 801. Higashi-shiokojimachi, Shimogyo-ku. Kyoto-shi 600. Tel. 075-343-6017

Treasurer

Aleda Krause, Saiwai Court House #215. 1-1 2-23 Saiwai-cho. Kawaguchi-shi. Saitama-ken 332. Tel. 0482-55-9887

Recording Secretary

Jan Visscher, 6-5-13 Morikitamachi, Higashinada-ku. Kobe-shi 658. Tel. 078-453-6065

Program Chairperson

Shari Berman, 404 Sato Bldg., 2-25-10 Ebisu Minami, Shibuya-ku, Tokyo 150. Tel. 03-719-4991

Membership Chairperson

Keiko Abe, 1-1 2-11 Teraya, Tsurumi-ku. Yokohama-shi 230. Tel. 045-574-2436

Public Relations Chairperson

Kohei Takubou, 4-9 Watarida. Higashi-cho. Kawasaki-ku. Kawasaki-shi 210. Tel. 044. 322-3169

Appointed Officers and Committees

Executive Secretary

Tom Robb, 6-27 Hirakata Motomachi. Hirakata-shi, Osaka-fu 573. Tel. 0720-45-1874

Publications Board Chairperson (thru Mar. '84)

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Associate Newsletter Editor

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Commercial Member Services

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Long-Range Planning Committee

Dale Griffie, 2-17-11 Kano, Sendai-shi 982. Tel. 0222-47-8016

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Timothy C. Lewis, 3259-3 Dazaifu-shi, Chikushi-gun, Fukuoka-ken 818-01. Tel. 09292-2-4520

Chapter Program Liaison Officer

Terry Lynn Brago, 3-20-1 Matsubara, Setagaya-ku, Tokyo 157. Tel. 03-396-8624

JALT '84 Conference Chairperson

Julian Bamford, Hinode House #202, 4-30-8 Hipashi Ikebukuro, Toshima-ku, Tokyo 170. Tel. 03-971-3684

GENERAL INFORMATION ABOUT JALT

Meetings -- JALT chapter members, regular, joint, group or student, have the right to attend the meetings of any JALT chapter at member rates (most meetings are free to mem bers).

Voting -- All regular, joint, group and student members have voting rights in their local chapter and at the JALT annual meeting.

Each joint and group member has one vote.
Publications JALT members receive the *JALT Newsletter* monthly, and the *JALT Journal*.

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to be published semi-annually. Joint memberships receive only one copy of each publication while group memberships receive one copy per every five members or fraction thereof.

Local and National Executive Committee Meetings – JALT members are encouraged to attend and participate in all committee meetings. Voting is restricted, however, to the elected members.

Minutes of JALT ExComm Meetings and the JENL – Copies of the minutes of all JALT Executive meetings and the monthly JENL (JALT Executive Newsletter) are available in each chapter for the inspection and use of the members. The JENL is the organ through which the national officers and their chapter counterparts exchange information on programming and JALT administrative policy and procedures.

Membership Lists – It is JALT policy not to publish a fully-detailed membership list for general distribution as experience has shown that such lists are abused by non-member commercial concerns. Use of the JALT mailing list (and computer labels) is the exclusive right of our commercial members. An abbreviated list, however, is published each year in the January issue of the *JALT*

Newsletter and members, who have a legitimate need for a complete list – for a mail survey of attitudes of teachers towards working conditions, to cite one example – may obtain same through the JALT office. Members in need of addresses or phone numbers of individual members may also freely request the same from any local or national officer.

Institutional/Library Subscriptions – This membership category has been created to allow institutions and libraries to subscribe to our publications. Please encourage your school to take out a subscription either by using the form found in every *JALT Newsletter* or from Yohan via your local book dealer.

Commercial Membership – Commercial memberships are granted to those who have a product or service of potential value to the larger membership. Our commercial members are an invaluable source of support to JALT, not only through their dues but also through their advertisements in our publications. Let's support our commercial members!

Moving Overseas? – Your chapter membership can be converted into an overseas membership (sea mail) merely by returning your newsletter wrapper with your new address.



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**THE CONSTITUTION OF
THE JAPAN ASSOCIATION OF LANGUAGE TEACHERS
(Revised October 24, 1983)**

I. NAME:

The Name of the organization shall be The Japan Association of Language Teachers. and in Japanese. *Zenkoku Gogaku Kyoshi Kyokai*. hereinafter referred to as JALT.

II. PURPOSE:

JALT is a not-for-profit organization whose primary purpose is to promote more effective language teaching and learning. The organization shall foster research. hold an annual international language teaching/learning conference. publish a newsletter and a journal. and carry on other activities which will further this purpose.

III. MEMBERSHIP:

Voting membership shall be open to those interested in language teaching and learning. Non-voting membership shall be open to institutions and commercial organizations. The membership year shall be from January 1 through December 31.

IV. ANNUAL MEETING:

JALT shall hold an annual meeting in conjunction with its language teaching conference. Those members of the organization present at the Annual Meeting shall constitute a quorum.

V. OFFICERS AND ELECTIONS:

1. The officers of JALT shall be the President, the Vice President, the Treasurer, the Recording Secretary, the Program Chairperson, the Membership Chairperson and the Public Relations Chairperson. The term of office shall be for two years with the President, Treasurer and Membership 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.

2. The Executive Committee shall consist of the officers, the immediate Past President, and one representative from each chapter. At Executive Committee meetings, two-thirds of the officers shall constitute a quorum. Officers or chapters may exercise their voting rights by proxy.

VI. CHAPTERS AND AFFILIATES:

Chapters are regional subdivisions of JALT. Affiliates are regional groups which are seeking chapter status.

VII AMENDMENTS:

Amendments to this Constitution shall be proposed by at least five members of the Executive Committee or submitted in a petition to the President. Such a petition must be signed by at least two percent of the members in good standing. Any such proposed amendments shall be distributed to the members before the Annual Meeting. To become effective, the proposed amendments must be approved by two-thirds of the members voting at the Annual Meeting.

**THE BY LAWS OF THE CONSTITUTION OF
THE JAPAN ASSOCIATION OF LANGUAGE TEACHERS
(Revised October 24, 1983)**

I. MEMBERSHIP AND DUES:

1. Privileges: Members shall receive the newsletter, the journal and all announcements of the organization.

2. Categories: Membership shall be available in the following categories upon payment of the
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appropriate annual dues:

- i) Individual, joint, group and student, upon application to the nearest chapter.
- ii) Overseas, institutional/library and commercial, upon application to the Executive Committee.

3. **Dues:** Annual dues for 2.i) above, and the division of those dues between JALT and the chapters, shall be proposed by the Executive Committee and approved at the Annual Meeting or by a four-fifths vote of the Executive Committee. Annual dues for 2.ii) above shall be determined by the Executive Committee.

4. **Newsletter:** ¥3,000 of the annual dues shall be applied to a subscription to the *JALT Newsletter*.

II DUTIES AND OFFICERS:

1. **President:** The President shall have general responsibility for coordinating the activities of the Executive Committee and for directing and publicizing the affairs of the organization. He/She shall preside at all Executive Committee meetings and the Annual Meeting. The President, with the approval of the Executive Committee, shall have the power to appoint the heads of standing committees.

2. **Vice President:** The Vice President shall preside at meetings in the absence of the President and share the duties and responsibilities of the Presidency. In the absence of both the President and the Vice President, another member of the Committee, appointed by the President, shall chair the meeting.

3. **Treasurer :** The Treasurer shall keep all financial records, collect and disburse all funds of the organization, and present an account of the financial status of the organization at the annual meeting.

4. **Recording Secretary:** The Recording Secretary shall be responsible for recording the minutes of the Executive Committee and JALT meetings and for keeping the chapters informed of the activities of the national organization. He/She shall maintain a file of all correspondence on behalf of the organization, as well as a record of the undertakings of the association. He/She shall maintain the permanent records of the organization.

5. **Program Chairperson:** The Program Chairperson shall be responsible for planning special programs and workshops which will be made available to the various chapters, as well as supervising the arrangements for the annual conference.

6. **Membership Chairperson:** The Membership Chairperson shall be actively involved in forming new chapters, arranging special publicity and assisting chapters in membership drives.

7. **Public Relations Chairperson:** The Public Relations Chairperson shall be responsible for coordinating all JALT publicity, promoting relations with educational organizations, media and industry, and acting as liaison with commercial and institutional members.

III. THE EXECUTIVE SECRETARY:

The Executive Committee shall appoint an Executive Secretary who shall assist the officers in the administrative aspects of their duties. He/She shall be an ex-officio, non-voting member of the Executive Committee and shall serve for a period of time to be determined by the Executive Committee.

IV. NOMINATIONS AND ELECTIONS:

1. Each chapter shall nominate members in good standing for office and shall submit a slate of not more than one nominee for each office to the Recording Secretary. The Recording Secretary shall obtain the consent of each nominee and present a list of those willing to stand for office to the Executive Committee. The Executive Committee, upon reviewing the list of nominees, may propose adjustments and/or additions, but not deletions. The Recording Secretary shall prepare relevant biographical information about each nominee to be submitted to the members along with the election ballot.

2. Voting for officers shall be preferential as described in No. 44 of *Robert's Rules of Order, Newly Revised*. One ballot listing all nominees for each office and including space for write-in candidates shall be mailed to each member in good standing in time for the member to return the ballot to the Recording Secretary before November 20th each year. The President shall appoint tellers who shall count the ballots and report the results of the election in the following January issue of the *JALT Newsletter*.

V. CHAPTERS AND AFFILIATES:

1. Regional groups with at least 25 members may apply to the Executive Committee to become chapters by adopting an appropriate constitution and by paying the prescribed share of the annual dues.
2. Regional groups with at least 10 members may apply to the Executive Committee to become affiliates.
3. The Executive Committee shall consider the impact on existing chapters before granting chapter or affiliate status to applying organizations.
4. Chapters shall be entitled to a lump sum grant annually plus an amount to be determined formulaically by the chapter's distance from Tokyo and Osaka. These shall be determined by the Executive Committee and require a four-fifths vote for approval or modification. Affiliates shall be entitled to half the above amounts.

VI. AMENDMENTS:

Amendments to these Bylaws may be proposed in the same manner as amendments to the Constitution. To become effective, the proposed amendments must be approved by a majority of the members voting at the Annual Meeting. Alternately, these Bylaws may be amended by a four-fifths vote of the Executive Committee.

VII. PARLIAMENTARY AUTHORITY:

The rules contained in *Robert's Rules of Order, Newly Revised*, shall govern the organization in all cases not covered by the Constitution and the Bylaws.

全国語学教師協会 定款

(昭和 58 年 10 月 24 日 改訂)

I 名 称

本会の名称は J A L T (The Japan Association of Language Teachers) 全国語学教師協会とする。

II 目 的

J A L T は非営利団体である。その主要な目的は新しい言語理論の研究実践を通して、新教授法の普及と実技指導を行い、語学教育・訓練をより効果的に促進することにある。本会は、語学教育年次大会、ニュース・レターおよび紀要の発行、その他、目的にそった種々の活動を実施する。

III 会 員

語学教育の研究・訓練に関心ある者は、投票権を持つ会員になれる。非投票権会員は、機関および商業団体とする会員としての期間は、1 月 1 日から 12 月 31 日までの 1 年とする。

IV 年次総会

J A L T は語学教育大会の際に年次総会を開催する。年次総会に出席した本会員により定足数を構成する。

V 役員および選挙

1. J A L T の役員は、会長、副会長、会計、書記、プログラム、メンバーシップ、広報の 7 委員とする。役員の任期は 2 年間とする。会長、会計委員および会員担当委員は、奇数年に選出され、偶数年から任期がはじまり、また、副会長、プログラム委員、書記委員および広報委員は偶数年に選出され、奇数年

に任期がはじまるものとする。

2. 執行委員会は、役員、退任前会長、各地区支部の代表 1 名とする。執行委員会においては、役員の 3 分の 2 を以て定足数とする。各地区支部の代表は、委任状により投票権を行使することができる。

VI 地区支部および準地区支部

地区支部は J A L T の地区組織である。準地区支部とは将来地区支部になることを希望する地区グループである。

VII 規約改正

本定款の改正は、執行委員会の少くとも 5 名の役員の提案によるか、会長に対する請願として提出される。かかる請願は、会員の最低 2 % の人数による署名がなければならない。改正提案は、年次総会前に会員に配布される。その効力は、改正提案が年次総会において、会員の有効投票の 3 分の 2 により承認されるものとする。

全国語学教師協会 定款 内規

(昭和 58 年 10 月 25 日 改正)

I 会員および会費

1. 特典： 会員は本会のニュースレター、紀要その他あらゆる刊行物を入手できる。
2. 分類： 規定の年会費を納入することにより次の通り会員を分類する。
 - i) 個人会員、夫婦会員、団体会員および学生会員は最寄の支部に申請

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- ii) 海外、機関図書館および商業会員は執行委員会に申請
- 3. 会費： 2(i)の年会費およびJALTと地区支部への会費分割は執行委員会により提案され年次総会にて承認される。2(ii)の年会費は、執行委員会と決定される。
- 4. ニュースレター： 年会費のうち3,000円はJALTニュースレターの購読料とする。

II 役員の任務

- 1. 会長： 会長は執行委員会の活動を統合し、本会の事業を指導し公表する一般的な責任を有する。会長は、すべての執行委員会および年次総会を主宰する。会長は執行委員会の承認により常任委員の任命権を有する。
- 2. 副会長： 副会長は会長不在の際に会議を主宰し、会長と任務と責任を分担する。会長および副会長が不在の際は、会長の指名により他の執行委員が会議を主宰する。
- 3. 会計委員： 会計委員はすべての経理記録を保有し、本会の資金収集と分配、年次総会において本会の財務状況の報告を提出する。
- 4. 書記委員： 書記委員は、執行委員会およびJALT年次総会の議事録をとり、本会の活動について地区支部に報告する。書記委員は本会に代りすべての通信を整理し、本会の事業記録を整理する。書記委員は本会の永久記録を保有する。
- 5. プログラム委員： プログラム委員は、各地区支部のために特別プログラムおよび研究会を計画する責任を有し、また年次総会の準備を監督する。
- 6. 会員担当委員： 会員担当委員は新支部設立のため、積極的に活動し、会員の獲得のために、特別に広報活動をすると共に各地区支部を支援する。
- 7. 広報委員： 広報委員はJALT発表を統合し、教育団体、広告機関、産業界との友好関係を促進し、商業および機関会員との仲介をする。

III 事務局長

執行委員会は執行委員の任務を事務面から支援する事務局長を任命する。事務局長は執行委員経験者で、執行委員会での投票権を有しない。また執行委員会により任期が決定される。

IV 指名および選挙

- 1. 各地区支部は、会員のなかから役員を指名し、各役職に対し1名を指名しリストを作成して書記委員に提出する。書記委員は各指名候補の同意をとりつけ役職名立候補リストを執行委員会に提出する。執行委員会は指名リストを検討し調整あるいは追加をする。但し削除はしない。書記委員は各指名候補者の略歴をつけ投票用紙と共に会員に配布する。
- 2. 役員の投票は、ロバート・ルール改訂版の第44項にもとづいて行われる。投票用紙には各役職に対するすべての指名者を列記し、追加候補者のために書き

込み余白を残したものを、年次総会前11月25日以前に投票用紙が書記委員に返送される時間を見込んで各会員に郵送される。会長は投票用紙の開票係りを任命し、開票係は得票数を計算し、翌年の1月号ニュースレターで結果を報告する。

V 地区支部および準地区支部

- 1. 25名以上の会員を有する地区グループは、適切な定款を作り、年会費を支払い地区支部になることを執行委員会に申請することができる。
- 2. 10名以上の会員を有する地区グループは、執行委員会に準地区支部の申請ができる。
- 3. 執行委員会は、申請団体に地区支部あるいは準地区支部の資格を付与するにあたり既存地区支部への影響を考慮するものとする。
- 4. 地区支部は、年間ある一定額と、東京と大阪からの距離に基づく計算式により決定された額を受取る権利を有する。これらの額は執行委員会で決定され、その決定及び修正には執行委員会の5分の4の投票を必要とする。準地区支部は以上の額の半分を受取る権利を有する。

VI 規約改正

この内規の改正は、定款改正と同様の手続を経て提案される。改正提案は年次大会において出席会員の過半数の投票により承認され発効する。または、本内規は執行委員会の5分の4の投票により改正される。

VII 適用法規

本定款および内規に示されないあらゆる事項については、ロバート・ルール・オブ・オーダー改訂版の規定により本会は規正をうける。

Chapter Reviews

CHUGOKU

TEXTBOOKS

By John Maher

Reviewed by Scott Petersen

This is an auspicious year in the teaching of English to foreigners. The year 1483 saw the appearance of the first textbook for teaching English to non-native speakers. As it turns out, it used a functional, situational approach. Under the function of "How to salute folks," we find, "I have not seen you in a longe tyme. I have been longe out of the contre."

(cont'd on p. 48)



Teachers of English To Speakers of Other Languages

An international professional organization for those concerned with the teaching of English as a Second or Foreign Language, of Standard English as a Second dialect and Bilingual Education and with research into language acquisition, language theory, and language teaching pedagogy.

Invites you to participate in its

Eighteenth Annual Convention

to be held at

Hyatt Regency Houston Houston, Texas March 6 – 11, 1984

In a region that has for centuries been a meeting place of diverse cultures, Texas, as well as the rest of the Southwestern United States, shares a keen interest in the development of second language education. More recently – in the past twenty years – as Houston has developed into a center of space and global communication, its multi-ethnic, multi-lingual community has also expanded, and Houston has become an exciting center for ESL and Bilingual Education at all levels of instruction.

This setting provides an excellent background for a convention program which will include plenary sessions by internationally known speakers, papers, workshops and colloquia by TESOL teachers and their colleagues in related disciplines, educational visits, material exhibits and social events.

PENNY LARSON
Alemany Community College Center
San Francisco
Program Chair

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University of Illinois
Chicago
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Non-TESOL members may obtain detailed information by writing to:

TESOL, 202 D.C. Transit Bldg.
Georgetown University, Washington D.C. 20057, U.S.A.
Telephone 202 625-4569

Applications and further information available from the JALT office.

(cant'd from p. 46)

Thus began Chugoku's October presentation by John Maher. Currently in Hiroshima working on his doctoral thesis for Edinburgh University, John gave us some thoughts about the important topic of textbooks.

Textbooks actually serve a very important place in our teaching. They lay down a scheme of what we are to do; they provide a permanent guide of what we have already done; they present an association of things and thoughts (words); and, they give us a psychological prop, a sort of security blanket. In short, they are a regulator of behavior.

Despite this important role, many teachers are insufficiently critical of textbooks. Too many teachers have only a habitual response to their books. They choose books for end goals, paying little attention to intermediate goals.

To try to change this, John's talk revolved around different variables involved in choosing textbooks. First, to get us to think about some of these, John asked us to list and rank our personal considerations when examining textbooks. Some of the ideas we came up with were: textbooks should use British and not American English; a bad teacher is worth more than a good textbook; if print is too large, students will not take the book seriously; good grammar explanations are necessary; and books should have variety in presentation.

After discussion, John gave us a list of variables. The first was *language*. Does the book show a progression from easy to more complex structures, phonology, and vocabulary? Does the book use British or American English? old or modern? written or spoken? A second variable was *culture*. Does the book give a good introduction to American or British (or Canadian, etc.) culture? Can students enrich their cultural experience? Is the book culture bound? Perhaps teachers do not want a culture-bound book. A third variable was the *participants*. The teacher needs to consider the students' age, linguistic, intellectual and psychological needs, long- and short-term goals, and learning styles. A fourth variable was *methodology*. How are grammar, phonology, and lexis introduced and developed? Are exercises communicative or mechanical? Are exercise instructions readily understandable? Are the exercises efficient, interesting, and sufficient? A fifth variable was *topic*. Are the topics relevant? Are the people the same throughout? For comprehensibility, does one chapter depend upon having read previous ones? Finally, several small variables included: price, durability, layout, and the presence or quality of an index.

John's talk was interesting and informative. It will be useful for those who can control which textbooks they use as well as those who cannot, since the latter need to have some criteria for choosing supplementary material.

EAST KANSAI

MULTINATIONAL ENGLISH (1)

Reviewed by Juro Sasaki

With teaching experience in Japan and the U.S.A., Yukihiro Nakayama, one of the speakers at the October meeting of the East Kansai chapter, was formerly a Professional Associate at the East-West Center, Hawaii, and did research on 'Language for International Communication.' He is presently an Instructor at Momoyama Gakuin University in Osaka. He has published articles on the theme of 'English for International Communication' in *The TESL Reporter* and others.

The concept of English as a Foreign Language does not reflect the present-day functions of English for Japan, or, perhaps, for the rest of the world. We have to realize that English has come to be used as a Means of International Communication, not merely as a Foreign Language. The perspective of EMIC could provide a basis for the kind of "Language Planning" or "Language Policy" that every nation in the world now needs.

English language education in Japan has to be reexamined, because it does not go beyond the scope of a foreign language. It does not satisfy the global need of English as the means of international communication. The aim of English language education in Japan is localized, concerned with acquainting learners with the culture and society of native English-speaking people, especially that of Britain and the U.S. Under the circumstances, more importance is attached to the receptive aspects of English language than to its production.

Mr. Nakayama says he would not like to have to study English because the English and Americans are powerful. He notes that the English used by Japanese should also be used with people other than Anglo-Saxons, and that those who study English do not have to become typecast Americans.

Supporting Mr. Nakayama's viewpoint, Prof. Fujimori of Kobe Women's College mentioned that his college had a long history of internationalism, but nevertheless, English was

never heard on campus, and the English language taught there was limited to that used among high-class people of Britain and the United States.

Giving some examples of pidgin English, he stressed that in order for English to be used more as the means for international communication, its *nativization* is necessary. Such is seen in Okinawan and Hong Kong English, arising from differences in local situations and circumstances.

Prof. Watanabe of Kyoto Sangyo University introduced the idea of what he calls *Japalish* (JAPANESE ENGLISH), meaning a Japanese type of English. He said that Japanese English, Korean English and Chinese English, which are different from both British and American English, do exist. These different types of English are actually being used functionally for international communication, and he noted that it is not necessary for the Japanese to become miniature Britons or Americans by trying to be good at standard English.

He emphasized that Japanese, who can use vernacular English peculiar to the Japanese as a means of international communication, would be very important in the 21st century, when international friendship will probably be promoted through focus on the cultures of others.

EAST KANSAI

MULTINATIONAL ENGLISH (2)

**Reviewed by Richard Berwick,
Kobe Steel, Ltd.**

Shortly after being invited to review this panel discussion, I received a copy of *World Language English* (Vol. 2, No. 1, 1982) -- a new journal devoted, as its editorial staff note, "not to the promotion of English but with the promotion of better teaching and learning."

I won't vouch for the accuracy of either the disclaimer or the claim, but I do want to begin by noting the interest that has developed over the use and spread of English around the world. Invariably, the discussion - whether in print or in public forums such as the one in Kyoto on Oct. 73 centers on the most controversial questions: Which variety of English should non-native users be learning and speaking? What constitutes "sub-standard" English? Is there a standard and should there be one? From political and policy points of view, which variety of English should be taught and learned, and which

ought to be avoided?

Obviously these are not problems that science can solve (although sociolinguistics helps us to see the issues); we are talking about people's values, about questions of 'should' and 'ought,' and so it makes a great deal of sense to listen to the informed opinions of non-native users of English who have not been brought up thinking that it is an offense not to speak 'Murican.'

The panelists all touched on one or more of the issues raised above during their presentations or the discussion which followed. In general, all panelists seemed to be telling us "If governments want to foster learning of British and American English, that's fine. But we would prefer to see the development of Englishes in various parts of the world which reflect local cultural and historical experiences."

What are some of the implications of this point of view? Professor Watanabe, in particular, cited "Japalish" as a possible preferred variety of English most suitable for Japanese speakers of English. Presumably, other communities would be encouraged to develop their own varieties: Chinglish, Franglish, Spanglish, Thailish, Bangladeshlis, Russlish, and so on. The obvious question then becomes "Now that we have catered to people's cultural sensibilities, are we going to be able to understand them when they talk about micro-chips?"

Although the audience was not treated to a feature analysis of Japalish, it did get some common sense from Prof. Watanabe. His point was that native users of English are capable of an enormous degree of tolerance for non-standard uses; the interlanguages (Japalishes?) that Japanese speakers use over time can be interpreted more or less correctly; thus, Japanese need not be ashamed about offering imperfect English for native speakers to chew on.

Mr. Nakayama, the panel leader, made a number of helpful observations about what has to be in a language before it serves the ordinary functions of language. He noted that both linguistic and socio-cultural components of a language contribute to intelligibility and comprehensibility. It does seem to be the case that non-native users of English, both inter- and intranationally, manage to communicate with each other without overindulging themselves in the pedagogical "standards." Given non-native users who still have ambivalent feelings about their colonial legacy English being an important part of it perhaps this business of linguistic self-determination is not such sociolinguistic nonsense after all.

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Mr. Fujimori illustrated the extent to which English can serve as a useful means of communication' among people from various Asian cultures. His point was that native English-using national backgrounds are simply not required for non-native varieties to be of communicative value. This may seem an obvious point, but I think it is often lost when the "value-of-local-varieties" debate starts to rage.

His most telling point, however, had more to do with non-native/native communication than with communication among those who are not native speakers. Mr. Fujimori was, in a sense, his own best illustration. In the Japanese expository manner, using anecdote-upon-tale-upon-story, he eventually conveyed a clear message for his native-speaking listeners to ponder: If you are sensitive enough to the culture and people you are living among, you will have a fair crack at understanding what they are trying to say to you.

HAMAMATSU

ACTION DRILLS

By Kohei Takubo

Reviewed by Hideko Kawakami

Mr. Kohei Takubo, General Manager of Education and Director of the Board of NEC Culture Center, Ltd., demonstrated on Sept. 18, 1983 how to communicate with those people who speak English.

First, he talked about the NEC company. Because there is a knowledge gap between foreigners and Japanese, many Japanese people are afraid of speaking English in front of foreigners. They may know English very well and want to talk with foreigners, but they don't know about their cultures, customs, etc., and consequently lack the confidence to speak English with them.

He told us an episode of a man who went to America on business. He didn't know English. When he went to a restaurant, he could say only "Hamburger please." He didn't try to speak English, and ate only hamburgers while he was in America. Although this story might sound unbelievable, there are many Japanese people who know English very well, but can't speak it. This is a big problem between foreigners and Japanese when communication becomes necessary.

Mr. Takubo acted out some useful expressions using Action Drills. Examples of these were voice training, practicing using a loud voice,

and 'Shake a Hand' where people shake hands with as many others as possible in 20 seconds. Another one was 'Asking people to repeat,' a kind of role practice. Another one was 'In a restaurant,' with a conversation between a waiter and a customer. Many students will be interested in this type of conversation. They can change the content of the sentences if they want. And there was 'Getting around.' You and your partner have different maps. Your partner tells you how to get to the places listed on a handout. The function is asking and giving directions.

Mr. Takubo says that people will never forget this training and it is also easy to create a relaxed atmosphere through it. He emphasized that if a person doesn't speak English, it doesn't matter. What is important is trying to speak, using actions. Therefore even if foreigners don't understand the person's English, they can understand what he wants to say with imagination and kind of feeling. So, don't hesitate to speak English, just try.

Mr. Takubo also presented Total Physical Response. This technique suggests that most Japanese teachers are trying to teach too academically, with the result that many students are afraid to speak English.

Mr. Takubo's presentation was full of sophisticated ideas, and was greatly appreciated by his audience.

HAMAMATSU

REPORT ON JALT '83

Reviewed by Gary Wood

On Oct. 16, 1983, after a short business meeting, a group of local members gave mini-presentations on what they had seen and learned at the JALT '83 Conference.

The lead-off man was Neil Dunwald who reported on the Use of Daily Newspapers (Krause). Some of the activities suggested were to match cutout headlines to their articles, to make complete sentences from (usually incomplete) headlines, and to give newspapers to children to circle target letters when teaching the English alphabet.

Next, Haruko Hishida, who heard Dr. Asher speak on TPR, gave a basic lesson in French using the method. She first presented some basic commands herself such as sit, stand, turn around, point, etc., in French and then had audience members with no prior knowledge of French

perform the actions she commanded. It was instructive for those who had no prior knowledge of TPR. She also discussed the functions of the left and right hemispheres of the brain and how Dr. Asher perceives that children acquire language, i.e., being born barded with thousands of sounds and words long before they produce meaningful utterances. Meaning is thus perceived before production.

Gary Wood then gave a presentation on Chalkboard Activities (Matreyek). First he drew four boxes on the blackboard with the numerals 1 to 4 written underneath. Using audience volunteers as students, he then dictated sentences one at a time. The students were told to draw a picture in the box and then write the sentence under it. In order to create an environment of peer correction, Gary, as the teacher, put X's (size depending on size of error) next to sentences with mistakes. Sentences with no mistakes got O's. Students were then encouraged to make peer corrections. The teacher served as a pointer, not a monitor.

Next a picture of a balmy day with birds flying and clouds scudding across the sky above a tall building was drawn on the board. On top of the building was a man and falling from the building was a woman. The audience was asked to write 10 sentences on the board about the picture. Again, the X's and O's were employed and peer correction encouraged. The audience then had to put the sentences in a logical and coherent order to make a story. An activity for shy students, Chalkboard Conversation, was demonstrated next. Two volunteers held a conversation in writing on the board. It was noted that this activity normally elicited more interesting conversations than students usually make orally.

Gary, who was very impressed with Robert Weschler's *Getting Your Act Together*, next showed how to play *The Dating Game*. Two piles of pictures cut from magazines, one of men and one of women, were placed on a desk. Audience members were asked to choose interesting types of the opposite sex and tape them to the board. They were then given a computer dating form to fill out and were asked to identify which types on the board corresponded to the qualities ticked on their forms. This gives students practice in spatial relationships and describing appearances. Next the audience was divided into pairs. One student had the other's form and three pictures. They, as computer dating club representatives, were told to try and fix up their partners with a date. Next, three eligible bachelors had pictures taped to their chests (Mr. T., Takamiyama, and a New Orleans jazz musician).

assumed the roles their pictures suggested, and answered questions posed by the eligible bachelorette seated with her back to them. When Mr. T. was asked if he liked classical music, he replied in the negative expressing a preference for soul and reggae. The bachelorette then chose her date, turned around, and saw, much to her dismay, whom she had chosen. Two other activities using magazine pictures were also discussed.

Kyoko Hongo did the next mini-presentation on Listen and Act (Griffie). Audience members employed TPR and drama techniques to buy lunch and to rob a bank. One student read commands while the others acted out skits from Mr. Griffie's book. Mrs. Hongo also told us how Mr. Griffie's failures with only TPR and only drama led him to combine the two into a more viable technique.

Finally, Hideko Kawakami spoke in Japanese about the use of *meishi-size* cards for Vocabulary Building (Bamford). A handout was distributed and a discussion of Mr. Bamford's presentation was then conducted in Japanese.

FROM THE EDITOR

The JALT Newsletter announces a new column, beginning with the February Newsletter.

"MY SHARE"

As language teachers, we all come up with our share of new activities and ideas. And we certainly need our share of ideas from others. Beginning with the February issue, the *JALT Newsletter* will feature a column which will help put teachers in touch with new activities. The column, entitled 'My Share,' will do just that: provide a forum for teachers willing to share an idea, game, technique, or classroom activity.

The column will cover a wide variety of techniques. When you come up with something, please take a few extra minutes to write it down. If it works for you, there are probably a lot of other teachers who could make good use of it. Ideas should be submitted to the My Share editor: Marc Helgesen, New Day School, Company Bldg. 5F., 2-15-16 Kokubuncho-Sendai 980.

第九回 JALT 年次大会に 参加して

宇留野 宗 嗣

第九回 JALT (全国語学教師協会) 国際大会は、9月23日～25日の三日間、名古屋市北東20kmの広大な丘陵地に広がる、名古屋商科大学及び光陵女子短期大学で行われた。東京、大阪 (又は京都)、名古屋の順に年一回行われる、この JALT 国際大会には、毎年海外からの参加者も多い。本年も米国、英国、スイス、スウェーデン、タイ、ホンコン、カナダ等からの参加者があった。年毎に参加者も増加していて本年は1,000名を越す人が出席した。

大会の特徴はいくつかあるが、大体毎年次のようなものがプログラムには含まれている。

1. 国内及び国外の著名人による講演
2. 英米の主な出版社すべて及び国内のいくつかの出版社による教材の展示・卸売
3. 参加者の親睦をはかるための conference dinner 及び coffee & donuts mixer
4. 出版社主催によるカクテル・パーティー
5. 同時進行方式の研究発表・ワークショップ
6. 総会

昨年は永井道雄元文部大臣と Peter Strevens 氏が講演されたが、本年の基調講演は、テレビ・キャスターとしても著名な国際商科大学の国弘正雄氏であった。又本年の特別発表者は TPR (教授法) の創始者として世界的に有名な James Asher 博士、TESOL (米国最大の英語教育学会で、JALT は TESOL の日本支部) 事務局長の James Alatis 博士、CEEL (スイスに本部を持つ外国語教育研究所) 所長の Nicolas Ferguson 氏、多数の英語教育教材の著者として有名な Peter Viney 氏、レディング大学のプログラム・ディレクターをしている Ronald White 氏などであった。

又同時進行形式で行われる研究発表は、本年は110名を越え、発表内容も教授法、言語習得理論、幼児教育、英語以外の外国語教育、作文指導、読解指導、文法、聴解、スピーキング、発音、カリキュラム、コンピューター、ディベート、教材、教員養成、テスト、ビデオ……と実に豊富であった。

聞きたい発表が多すぎて、どれを選ぶかが大変なのが例年の事であるので、本年は James Asher 博士、Ronald White 氏、Michael Rost 氏の3人にしぼることにした。

Asher 博士の「家庭の自然な、気楽な環境で子供が言葉を習得する場合は99.5%の成功率があるが、学校で生徒が言葉を習得する場合は4%である。もし7～8才児の言語使用能力を身につけさせようとするれば、81年間学校に通わせなければならない」という言葉には、ショックを受けながらも色々と考えさせられた。

Ronald White 氏のアラビア語の解説つきのビデオでは、言葉は理解できなくても先生の解説のつけ方如何では大部分理解できるものなのだということがわかった。又ビデオ教材を利用する上での教授者の注意すべき点や、教材の利用法に関するヒントには有益なものが多かった。

Michael Rost 氏の物語を利用した授業は、生徒自身の background Knowledge が、授業理解にいかに関与する割合を占めるか、言語はいかに仮定を立ててそれを修正しながら習得して行くものであるのか等、教えられることの多い発表であった。

尚第十回 JALT 年次大会は、東海大学代々木キャンパスで、11月23日～25日に行われることになっているが、名古屋大会を上回る参加者が予想されているとのことであるので、今から楽しみである。

第9回 JALT 国際大会に 参加して

豊橋技術科学大学 野 沢 和 典

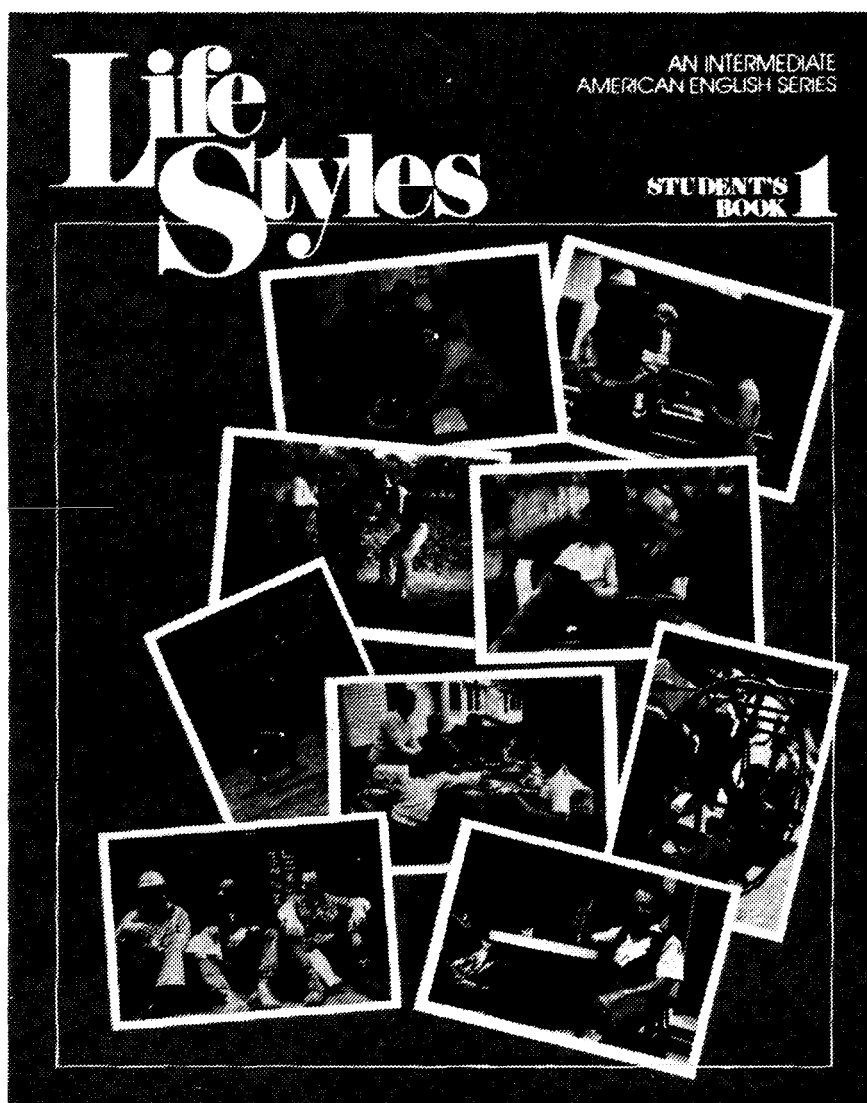
JALT 年次国際大会は、去る9月21日 (金) から9月23日 (日) まで、外国の大学キャンパスを思わせる広大で素晴らしい環境をもつ名古屋商科大学及び光陵女子短期大学で行なわれた。今大会は、過去最大のものとなり、130以上の発表が行なわれ、発表時間も190時間を越えた。全参加者数は、国内外より約1,100名で、その過半数は日本人であった。

日数の関係上、15～17の発表が同時に行なわれ、又それぞれの内容も変化に富み、語学教育の全ての分野に渡っていたので、どの発表を聞くべきか迷わざろう得なかったのは、筆者だけではなかったと思う。

今年も海外から沢山の著名な研究者や著者が来日し、国際色豊かな大会となった。その中でも、教授法の1つ TPR (Total Physical Response) の創始者であり実践者のカリフォルニア大学サンノゼ校の James J. Asher 博士、TESOL の事務局長であるジョージタウン大学の James Alatis 博士、教材ベストセラー Streamline English の著者の一人 Peter Viney、Threshold シリーズの著者でスイスの CEEL 主宰 Nicholas Ferguson、コミュニケーション・ランゲージ・ティーチングの推進者であり、Functions of English の著者 Leo Jones などが、理論的・実践的両面から有意義なデモンストレーションやワークショップを行ない、多大な貢献をしてくれた。さらに、今年の基調講演は、幅広い分野で活躍している国際商科大学の国弘正雄教授により、「The Rising Tide of Nationalism and Its Effects on the Language Teaching」という主題にて行なわれ、国際理解と語学教育の重要性を強調された。

今大会の特徴は、昨年に比べて、やや日本人による発表が減ったことと、Listening Comprehension に基づく実践的なものが多かったことであるが、ビデオやコ

(cont'd on p. 54)



Life Styles

Life Styles, a three-level function-based series, enables intermediate students to build upon the communication skills that they have learned in beginning courses by recycling basic functions and introducing new ones. Similarly, basic grammatical structures are recycled while more complex forms are regularly introduced and practiced.

Life Styles presents language in contexts that relate to the students' own experience and interests. A wealth of challenging, enjoyable exercises enable students to develop listening and reading strategies and speaking and writing skills.

Life Styles is preceded by In Touch, a three-level beginning series. In Touch and Life Styles can be used as separate series, or together to provide six levels of language instruction.

Longman Penguin Japan
Company Ltd
Yamaguchi Building
2-1 2-9 Kanda Jimbocho
Chiyoda-ku Tokyo 101

(cont'd from p. 52)

ンピューターなどの機器利用の語学教育に関するものも増加したことは注目される。特に、SMILE (Society for Microcomputing in Life and Education) メンバーによるコンピューター利用のワークショップは、大きいインパクトを与えたと思う。

その他にも、Cloze Test や Placement Test に代表される Testingに関するものや子供の英語学習に対する教材、カリキュラム、教授法など興味ある内容も多かった。

二ヶ所に分かれていて多少不便さを感じたが、30社以上が参加した教材展示及び販売は、内外の最新情報を得る上で大変役に立った。さらに、リージェント出版社提供のカクテルパーティや名古屋市内のレストランでの大夕食会においては、著名な研究者、学者、著者と気軽に話ができたし、内外の同僚と色々な意見や情報の交換もできた。

少しおこがましい言い方であるかも知れないが、こういった国際色豊かな状況の中で、子供英会話教育レベルから中・高・大学レベルまでの、そして企業レベルでの教師たちが、語学教育という共通点を土台として、自由に情報交換や交流ができることは、JALT国際大会ならでのことと思う。

第2回企業内語学教育

セミナー参会記

日本アイシー㈱企画開発課 坂 本 修

私は今回初めてJALT主催の企業内語学研修セミナーに参加した。企業内語学研修の実態には不明な点がいまだ多い。企業・業者・教師といった企業内語学研修にたずさわる人々が、ビジネスの急激な国際化によって生じてきた新しいタイプの語学教育に、どう取り組むべきかおおいに試行錯誤を重ねているのが現状ではなかろうか。このような状況をふまえて今回のセミナーをふりかえる時、社内語学研修実施企業、委託業者、語学教師の三者が一同に会し胸襟を開きあえたのは、大きな成果であった。

住友金属工業㈱能力開発室副主任である安藤幹雄氏は、いわゆる語学教育先進企業の例をいかいつまんで報告された。住友金属工業と同様に外人教師を直接採用をし、秀れた社内語学研修制度を導入されている神戸製鋼の海外企画担当課長である山野上素充氏は、外人教師採用についてのケース・スタディーを指導された。同氏の豊富な経験にもとづいた企業内語学研修に対する洞察に感銘を受けた参会者も多かったろうと思われる。又、日本アイ・ビー・エム㈱で人材開発語学教育を担当されている小林清子氏からは、前二社と違った語学学校との委託契約による例が、パネル・ディスカッションのおりに触れられ

た。企業内語学研修は多くの場合語学業者に委託する形で実施されるので、同氏の報告もおおいに参考となった。

語学業者の側からもかなりつっこんだ意見が出て、このフォーラムを盛りあげた。業者としては、今後ともかかるセミナーには積極的に参加し主催者に協力していくべきであろう。ただその際、目先の利益に追われて、かかる貴重な機会を露骨な営業活動の場におとしめることはさけねばならない。むしろこのような集まりを通じて、微力ながらもビジネスの国際化に寄与する者としての意識を高める必要がある。

教師側から、神戸製鋼人事部係長英語教育コーディネーターであるロナルド・カックス氏と、JALT副会長の北尾謙治博士が講演された。企業内英語研修の第一線で長く活躍されてきたカックス氏のお話には、よりよい語学研修サービスを提供すべく日々心を砕く者にとって、共鳴できる所が多かった。北尾博士は、豊かな学識ばかりでなく実践的立場にもとづいて、門前の小僧にもよくわかるように、簡潔に英語教育の要点を整理された。まさに実りの多かった第二回企業内語学教育セミナーの最後を飾るにふさわしい名レクチャーであった。

JALT主催の企業内語学教育セミナーが、企業内語学研修に真剣に取り組む者たちのフォーラムとして今後も更に発展することを切に祈りつつ、私の参会記にかえる。

第二回企業内語学教育

セミナーに参加して

京都イングリッシュ・センター 西 村 敬 子

JALT事務局長トム・ロブ氏の開会の辞と秋田松下電器産業海外研修所長のあいさつで開始された第二回企業内語学教育セミナーでは、語学スクール、企業の担当者、語学教育に直接たずさわっている外国人講師の三者三様の意見をきくことができ大変興味深かった。

安藤幹雄住友金属工業能力開発室副主任の企業の国際化進展段階(4段階)に応じて人材育成策がはかれるべきであるという指摘はこれから語学教育に取り組もうとされている企業にとって大変役に立つと思われる。国際化の進展段階が高まれば高まるほど、より高度な語学力が要求される。口頭での意志疎通をはかるだけでなく資料・契約書などの読解力(速読)やカタログ・商業文・専門分野のレポートなどの作文力などが必要となってくる。これからの英語教育はこうした切実な企業からの要請に応えるものでなければならないだろう。責任重大である。

各企業独自の教育プログラムを確立するために自社で外国人教師を雇用する企業も今後増えてくるとと思われる。

今回のセミナーでは、上述の安藤氏、神戸製鋼山野上素充氏及び同社ロナルド・カックス氏の講演、ケーススタディがこの点に触れていた。日本人担当者と外国人講師がそれぞれ失敗例、成功例をまじえて経験を述べられたが、立場は違っても日本企業のもつ特殊性の中で、日本人と外国人の考え方の違いをいかに埋めていけばよいかの好例を示して下さった。カックス氏が指摘された：あまいさを避けること。事前に十分プランを検討すること。長期プランを立てること。担当者・責任者を明確にし責任のとれる人を担当者にすること。外国人講師と十分に意志疎通できる人を担当者にすること。外国人講師の役割・責任・権限・労働条件などを明確にし文書化しておくこと。などなど同じ仕事をしている者としていちおうなづけることばかりであった。

二つのパネルディスカッションも新しい試みであった。第一日目の「企業内語学教育を担当して」は日本アイシー、OTC、京都イングリッシュセンターの代表者が企業内語学教育の歴史、現況、改善策などを語学スクールの立場から述べられ、企業内で語学教育を実施するときの留意点：クラス設置目的と方法、受講者の選択、能力測定の方法、語学スクールの選択など具体的かつ実際的な提案が出された。

二日目は「企業に必要な英語とは何か」を安藤氏、山野上氏、及びIBM野洲工場小林清子氏の三人が各社での教育の実態と今後の課題を述べられた。とくに今後の課題として、読み書きの分野の強化、異文化間コミュニケーション、駐在員家族の教育、受講者の態度の変容、社内での協力体制、学力の向上とその測定、中級以上の受講者の興味の持続などが挙げられた。これらは語学教育に携わる全ての者にとって共通の課題である。

二日間にわたるセミナーを終え、これから取り組むべき方向が具体的につかめ、大いに参考になったことをセミナー開催に御協力下さったJALT及び講師の皆様に感謝いたします。

4月号ニュースレター増冊の案内

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4月号には日本語の企業内語学教育に関する記事を掲載したいと思いますので御協力を御願いたします。

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Joseph Liberman

JALT Undercover

EIGHT SIMULATIONS. Leo Jones. Cambridge: Cambridge University Press, 1983. Participant's Book: 57 pp.; ¥1,100. Controller's Book: 137 pp.; ¥2,520. Cassette tape: 20 minutes; ¥4,620.

Reviewed by Peter Evans, Keio University

More than a year overdue, *Eight Simulations* has at last arrived in Japan. Although the delay may have frustrated those with appetites whetted by Ken Jones' *Simulations in Language Teaching*, with its elegant guidelines for the use of near-unobtainable materials, *Eight Simulations* does indeed turn out to have been worth the wait. But a discussion of the book needs to be prefaced by some remarks on simulations in general, as they may be unfamiliar to many readers.

Simulations were originally developed to practise and test military, managerial and other interpersonal skills. Advocates of their use in English teaching claim they involve their participants in linguistically-productive projects as intensely as is possible within the classroom – although it should be made clear at the outset that they need rather more time and space than are routinely available in most institutions. "Simulation" has a wide meaning, but participants in all are expected to accept a fictional scenario in which they have jobs to do or problems to solve. Often this entails adoption of particular "roles," but these tend to be more challenging and defined more loosely than those of the average "role-play." (A major difference is that, whereas a conventional role-card may start with "You are very apologetic" or "You are furious,;" a true simulation should let any emotions arise naturally. Acting is not expected and so hamming should not result.)

Each simulation has three stages, which
(cont'd on p. 57)

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(cont'd from p. 55)

should be clearly separated. First, interest is aroused, and necessary or useful knowledge, vocabulary and ideas absorbed. Then comes the simulation proper, in which the teacher becomes a "controller." Largely depending on the nature of the simulation, this rather unfortunate term may mean anything between arbitrator and inconspicuous part of the decor, and preferably also a recorder of noteworthy uses and abuses of English, kinesics and so forth. In the follow-up discussion, the controller reverts to the role of teacher, and the participants to those of students.

Proponents of simulations take pains to distinguish them from simple role-plays, and indeed from case studies and any other experiential learning method. But the job of the teacher is undeniably similar to that in well-designed but conventional role-plays, and a teacher familiar with these would find the transition to simulations very easy. In any case, the *Eight Simulations* 'Controller's Book' assumes no previous experience. For those interested in theory, a lucid discussion can be found in *Simulations in Language Teaching*.

The *Eight Simulations* 'Controller's Book' (abbreviated below as *CB*) does not incorporate the contents of the 'Participant's Book' (*PB*), but instead has teaching (or "controlling" hints, materials to be photocopied and distributed, and transcripts of the tape, which is necessary for five of the simulations and useful for a sixth.

The eight simulations are designed to be fairly independent of each other, although some are more demanding than others. Six of the eight fall into either of two categories. In *Anglebury*, *The Bridge* and *The Language Centre*, interest groups or factions form or consolidate their own ideas then wrestle out a compromise, with or without appeal to another group, in one or two plenary sessions. A conventional format, but none the worse for that. In *World News Magazine*, *People in the News* and *Our Show*, the participants, in one or more groups, are given more or less material with which to produce a radio or television show, rather as in Ken Jones' *Radio Covingham*.

The Arts Centre and *Green Isle*, on the other hand, are more complex and resemble simulations designed for management training. In the former, relatively straightforward group-work is subverted by "rumours" that pit groups against each other; and participants in the latter are highly dependent on a manipulative "controller" – the term is fully justified here – who must attempt to maximize credibility and educational benefit by deciding what "results" any "moves" would have as they are proposed by the participants.

While not of prime importance, the subject matter of a simulation can make a difference. Two of the eight deal with problems of traffic and urban design, seemingly ubiquitous in role-

play and discussion books. To be fair, *Anglebury* is intended as introductory, but one hopes that participants in *The Bridge* will not have already done *The Pedestrian Precinct* (Hicks, *A Case for English*) or any of a number of others. *The Language Centre* and *The Arts Centre* deal with the design of curricula and a season's programme respectively.

The preparation for each simulation includes "talking points," "useful language" and "practice activities." The useful language is presented similarly to that in the author's *Functions of English*. What is a pity is that the language for *Green Isle* is vaguely and inadequately presented, and that nothing original is provided for *Our Show*. Although nothing new is intrinsically necessary for the latter, this still would have reassured students with more conventional expectations that they really were "learning" something.

The "practice activities" are the single most disappointing ingredient of *Eight Simulations*. In 1983, it is odd to see a text asking students to talk on vacuum cleaners or jogging and see if the other members of the group agree, or to disagree on questions such as whether "Britain should drive on the right, like the rest of the world". (*PB*, pp. 25, 17). The students should indeed be able to do such things unguided and without incentives such as "information gaps," but they would be better helped anyway. Author and publisher could profitably have retained the *Functions of English* format of jumbled-up "communication activities."

The materials provided are generally of good quality. The newspaper articles provided for *World News Programme* have clearly been collected with care. Although not authentic, the agency reports for *People in the News* seem realistic enough, except that "The Sniffs" have already doomed the book: names and antics of fictitious rock groups invariably provide the fastest-acting built-in obsolescence. The role descriptions are as terse as is practical, though phrases such as "You believe. . ." (*CB* p. 131) are perhaps unfortunate: ideally beliefs should derive from the facts as presented to each participant.

One has high hopes of a tape costing more than ¥200 per minute. In general it is fine. Some of the radio announcers have just that degree of cuteness so cultivated on British local radio. The *Arts Centre* "rumours" are all in slightly hammy voices reminiscent of BBC Radio 4 drama – as usual, the roles are among the least convincing – but this is probably better here than the realism attained in Grellet, *Quartet 1*, for example: the playing and replaying such recordings usually need would dissipate enthusiasm in a simulation.

I have two reservations and one regret about *Eight Simulations*. In *Our Show*, it seems risky to let the participants combine the playing of other roles and that of themselves (*PB* v. 48). This is not essential to the simulation, however.

(cont'd on next page)

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and can be amended either way. As has been mentioned, the controller of *Green Isle* has to decide what results "proposed moves" would have: the author gives helpful guidance for this but suggests that the decisions are handed down on slips of paper. One wonders whether the participants would be too clearly reminded that, "simulation" or not, the teacher is still in a position of rather conventional authority. Perhaps the only way to make these decisions more palatably impersonal and the simulation more plausible would be to use teletypes or similar devices. It is a pity that, although they are not all about Britain, all the materials are British. That the simulations are independent would have made it particularly easy to set them in a variety of English-speaking cultures; something that would have added to the usefulness and appeal of the total package.

Eight Simulations appears, as its author claims, suitable for "upper-intermediate" and more advanced students. The simulations have been designed so that as many as 30 students would be absorbed in useful tasks, rather than forming the *de facto* audiences that too often result with other books (such as Clark and McDonough, *Imaginary Crimes*). And, for classes of as few as ten, the relative dispensability of individual roles is clearly labelled in the CB. All but the smallest classes would really need two rooms, and 30 students could profitably use as many as five. A video-camera would allow the "televising" of three of the simulations, but "radio" would suffice. Videotapes of the other simulations would greatly help follow-up analysis and discussion.

Although one simulation (*The Language Centre*) would benefit from an extra teacher or two, the major difficulty in adopting these simulations is likely to be, not of teachers, hardware or space, but rather of timetabling. Each simulation proper needs an interrupted block of at least 1½ hours, and most would benefit if this time were doubled. Preparatory and follow-up work add another hour or more: and it is clear that despite the author's careful provisions for simplifying and speeding up the simulations, their adoption would be difficult in most of the regular company and university classes they would otherwise suit. They would be splendid in residential and similar courses: however, and ideal for a series of weekends.

To summarize, *Eight Simulations* is as versatile as possible, but necessarily makes heavy demands on facilities and class time. Its subject matter is not particularly innovative, but it is carefully and soundly constructed. Sceptical readers recalling earlier "simulations" (or "simulation games," as in Troyka and Nudelman, *Taking Action*) as little more than grandly – or confusingly – presented role-plays should take a fresh look at these. *Eight Simulations* provides excellent opportunities for practising adult discussion, argument and narration skills, and can be highly recommended for higher-level students.

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AMERICAN TONGUE AND CHEEK: A POPULIST GUIDE TO OUR LANGUAGE. Jim Quinn. Penguin, 1982. 219 pp. ¥1,630

Reviewed by Paul Snowden, Waseda University

I nearly didn't buy this book. For one thing, it's one of those large format Penguins which don't fit into your pocket, and which we see far too many of these days; for another, the cover bears a rather ugly picture of a semi-anthropoid wigwam (or should it be a teepee?) with a protruding tongue and spectacles with blue, star-shaped frames, but no eyes, as far as I can tell. As if that wasn't enough to put anybody off, then there was the price, marked at ¥1,630 – a far cry from the \$2.95 on the back. In the end, I did buy it, because it had a puff by William Safire above the wigwam's right spectacle frame, and because I found an old Penguin Shakespeare at an old price tucked away on one of the shelves, which, with the bookshop's 10% discount, gave me two books for just under ¥2,000.

Quinn's main interest in the book is to take the wind out of the sails of those people who set themselves up as watchdogs of the American English language, and howl in alarm at what they perceive as unacceptable expressions. These they condemn as ungrammatical, unnecessary, unpleasant, or just plain new. His major targets, each of whom gets a separate chapter of debunking to themselves, are Edwin Newman, John Simon, William & Mary Morris, Theodore Bernstein, William Safire (who gets off a bit lighter -- at least light enough to write his puff on the cover) and Wilson Follett. The only ones this Limev reviewer knows well are the Morris and Safire, from their syndicated columns in the *Japan Times* and *Asahi Evening News* respectively, but the others seem a right load of stick-in-the-muds, too.

They are all people who rail (ineffectively as it would seem) against such horrors and atrocities as "hopefully," "between you and I," "you
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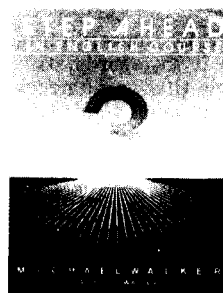
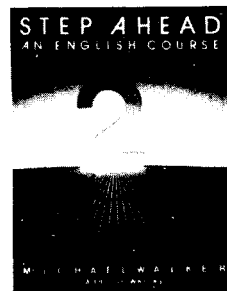
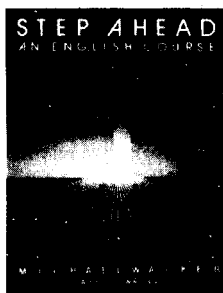
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(cont'd from p. 58)

know." You or I might call them language conservatives, but Quinn says we would be wrong. He calls them pop grammarians and claims to be a conservative himself, in two ways. First, he embraces the 19th-century *laissez-faire* Tory style of conservatism, insisting that after all idiom is what people say or write and cannot be combatted or artificially controlled by these self-styled experts. Second, he goes to the *O.E.D.*, and primary sources, for examples of these so-called abuses, and finds ancient precedents for them among the great masters of English literature: Chaucer, Shakespeare, Ben Jonson. Nathaniel Hawthorne. etc.. etc.

He has fun showing how words condemned by previous generations of watchdogs are now used quite naturally by their successors, who have turned to tilt at other windmills. Nobody now turns a hair at "influential." "coastal." "rewrite"; but they and many of 'their fellows have been called barbarous and ugly by the predecessors of our own pop grammarians. Quinn has more fun showing up ignorance and prejudice in so many modern pop judgments, and in pointing out how English would suffer if we applied literally those principles on which our watchdogs claim to base their criticisms. If we condemn "hopefully," he says, what do we do about "regrettably," "obviously," "clearly"?

This book is wonderfully entertaining. And easy to read. Because it disregards strict grammatical rules when it feels that to be necessary. Like this. It sometimes seems that Quinn makes a conscious effort to use controversial expressions, putting in *different than*, or *compared to* as often as he, like, can, you know?

Of modern British pop grammarians he makes little mention, apart from a brief reference to Philip Howard, but of course there are across the Atlantic just as many linguistic blimps battling away at *different to* - and equally in vain,

My own personal disappointment is that he sets George Orwell on the side of the pop grammarians because of his essay "Politics and the English Language," which Quinn sees as too prescriptive. To be fair to Orwell, we should note that his list of instructions for clear writing does end with: "Break any of these rules sooner than say anything outright barbarous."

This is all polemic fun for native speakers, but how can it be of use with students of English as a foreign language? At one point, Quinn tells us of a pop grammarian whose idea of teaching good writing is worth quoting in full:

"My method is the same as that used by the Marine Corps Drill Sergeant. I take the Freshmen apart and put them together as literates. You might say I destroy them. I'm a believer in the total assault method."

This is clearly bad education. But if I suddenly walked into my classes and gave Quinn's message to my students: "OK. kids. anything

goes," wouldn't I actually be guilty of destroying or assaulting them and their habits? Students with a history of prescriptive rules and fixed right-and-wrong may not react well to suddenly being told that there is no answer to "Which is right, *different to* or *different than*?"

So perhaps the teachers should read the book but keep quiet about it? I haven't really worked out yet how the book can help me in my teaching, except to give me a little more confidence-when my instinct tells me to answer, "It doesn't matter." or "Of course it's alright (all right? allright? 'all-right?)" to a niggling question about a grammatical question that is really in the minds of the pop grammarians.

Another misconception which Quinn attacks is the notion that bad writers are bad thinkers and good writers are good thinkers - the confusion of grammar and written style with political opinions. There was just a case in the papers recently, when one correspondent who had expressed some unpopular (i.e., anti-American) opinions about the KAL disaster was later criticised by another (anti-Soviet, pro-American) correspondent for his "grammar"! One of the points- criticised will give some idea of the pop grammarian style of attack: "One does not hesitate to 'say' the obvious; one hesitates to 'state' the obvious. You do not 'say' a letter, you write it." Quinn would love that: not only a criticism which flies in the face of centuries of accepted English (e.g., *The letter said she didn't love me any more*), but on top of that the suggestion that a man's bad language makes him a Commie! After all, says Quinn, think of all the good writers of the 1930s who sided with the Fascists, or, if you are a right-winger yourself and think that only stands to reason, then please think of all the equally good writers of the 1930s who embraced Communism.

If this review helps to wipe that sort of thing out of somebody, no matter what shade of the political spectrum they might be, then all will be all right. And before you write in to complain about the plural pronoun "they" for the singular referent "somebody" in that last sentence, read all the venerable precedents for it in Quinn.

[The correspondence can be found in the *Asahi Evening News* letters columns for Sept. 12 and Oct. 1, 1983.

REPLY REQUESTED: 30 LETTERS OF ADVICE. Richard Yorkey. Addison-Wesley, 1981. 128 pp. (no price given)

Reviewed by Chris McCooey, Nagoya Shoka Daigaku

I must confess to a certain vicarious pleasure in reading the correspondence between Agony Aunts in newspapers and magazines and people seeking their advice. Like horoscopes, television soap operas. *manga* and cups of coffee, they are

(cont'd on p. 63)

10TH ANNIVERSARY

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SPECIAL DISCOUNT FOR JALT MEMBERS

Cross Currents is now available through JALT at reduced rates:

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Price: ¥900

Book Two for intermediate students includes:

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- Reading sections: with examples of types of writing and comprehensive questions
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This book for teachers emphasises that writing work must be a distinct part of language teaching - not just a reinforcement of vocabulary and grammar lessons.

Part One sets out the distinctive aims and techniques of teaching writing, and helps with course planning.

Part Two deals with specific writing skills: logical organisation of ideas, use of link-up devices, stylistic variation and so on.

Part Three offers a multitude of exercise suggestions, from strictly-controlled to free writing. (Suggestions for writing games and group activities are also included throughout the book.)

Price: ¥1,500

For further details please contact:

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Eikow Building, 1-1 O-9 Hongo,
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(cont'd from p. 60)

invariably rather trite and predictable and for very many people, utterly compulsive.

In particular, I like the letters of advice that are published in the English language newspapers here in Japan, especially when there are two replies, one from a *gaijin* Agony Aunt and one from a *nihonjin* Agony Aunt. The practical advice offered reflects amazing and amusing cultural differences.

An example from "At-the-end-of-my-tether Nagoya" might read: "I am a 47-year-old housewife troubled by my husband's hot temper and selfish character. He comes home drunk most nights and at all hours and complains if his supper is not ready. Sometimes he even beats me and I can't put up with it any longer."

Gaijin Agony replies: "Leave the S.o.B. immediately. Write a letter for him to the effect that his supper for the next year is in the deep freeze and that you have gone on a world cruise." *Nihonjin Agony* replies: "You must reflect honestly on your failure to provide your provider with a loving and relaxing home life after a hard day at the office. Cook his favourite meal for him and display various acts of tenderness to encourage him. Ensure that his 'night life' goes well."

This, of course, is a slice of life from the Real World and, to conclude my preamble, Richard Yorkey has taken 30 such slices and organised them into a structured and highly original textbook that can be fun and highly informative for student and teacher alike. With this book you can cross cultures, for the non-native speaker of English is expected not only to discuss the problems but also to recommend solutions and, as we all know, it's much more enjoyable giving advice than receiving it. It is this aspect that the native speaker and teacher of English will probably find most interesting because, as the apocryphal letters above suggest, solutions vary according to age and cultural background.

The book reprints 30 authentic letters written to the doyenne of Agony Aunts, Ann Landers, and suggests a number of exercises for each, using comprehension, discussion and writing techniques. In his preamble Yorkey states his purpose: "to motivate real communication practice by reading authentic letters, writing a reply and practicing speaking skills by discussing each problem and role-playing."

The subject matter ensures that this is not a rigid-framework type textbook - it is more a collection of examples of real and practical English communicative prose with ideas and suggestions for follow-up activities under such headings as *Vocabulary*, *Factual Questions*, *Cultural Notes*, *Language Use*, *Discussion*, *Language in Life*, and *Writing*.

The letters are short enough to be read in class and the vocabulary that has been isolated

includes words and expressions that are likely to be unfamiliar or that are integral to comprehension of the problem. The language of the letters is direct and informal and many of the words used would be classified in the dictionary as slang, colloquial, informal or non-standard.

The factual questions make sure that the student has understood the details of the situation and the cultural notes direct attention to American practices or attitudes that might differ in other countries; the teacher is the best judge of whether this should be developed in detail.

Occasionally, an interesting or unusual instance of diction is pointed out; this may be an example of slang or an idiom. In some cases levels of language are explained and practiced, such as degrees of politeness or different ways to express doubt or disbelief. Discussion questions direct students to the socio-cultural issues involved and these are chances for the students to make inferences and express their own values.

Common functions of language are expressed in paired practice or by role-playing and include persuading, giving and refusing permission, expressing anger, blame, preference, surprise, displeasure, embarrassment, sympathy and sarcasm. This *Language in Life* section is graded, with some exercises intended for all students and some for high intermediate and advanced students.

Yorkey recommends that students write replies to the problems and that these then are circulated within the class for comment. He believes that the response of the students' peers is socially important, and their corrections are possibly pedagogically more reinforcing than any the teacher could make. In this way, as students become more familiar with this procedure, they tend to move from finding only proofreading errors to expressing genuine criticism of content and style. Once the students' letters have been read and commented on, they should read the letter that Ann Landers actually wrote. Her reply often leads to further interaction in class because of disagreement or differing interpretation and values.

Following on from using the book, students may be motivated to write letters in which they ask for advice about some personal problem of their own and these may be given to other students in class to "Ann Lander." For speaking rather than writing practice, students can "telephone in" and the adviser can offer words of wit and wisdom orally.

I used this book with an intermediate group of university students and an advanced group of businessmen. The intermediate group found it hard going because there is so much "real" English. However I still found it rewarding and chose simpler and shorter letters for the university student group and spent a considerable amount of time insuring that they understood the English thoroughly - and hence the problem -

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lem. As might be expected, the intermediate group were less good in discussion than the advanced group, but the younger group were much more critical and drastic in their advice compared to the advanced group of older businessmen, many of whom gave "smile-more-sweetly-and-bear-it" answers.

The book is written entirely in English. Much dictionary time and text and vocabulary explanation could be saved if there were annotations in Japanese. Also, because there is so much "real" English – and rather dated at that, viz., ripped off, shack up, creep (not the kind you put in coffee), dude, etc. – non-American teachers who use this book, and Japanese English teachers in particular, might have difficulty understanding it themselves.

This book is original – well-thought out and highly recommended for advanced students of English. Its particular appeal lies in the real English used in letters about universal personal problems that the student can sympathise with and attempt to solve. And if he cannot solve the problem, he can always write to Ann Landers for advice.

RECENTLY RECEIVED

The following materials have recently been received from publishers. Each is available as a review copy to any JALT member who wishes to review it for the *Newsletter*. Dates in parentheses indicate the first notice in *JALT Under-Cover*; an asterisk (*) indicates first notice in this issue.

CLASSROOM TEXT MATERIALS

- *Allsop. *English for Cambridge First Certificate*, New Revised Edition (Student's book, Teacher's book). Cassell, 1983.
- Berman. *et al. Practical Medicine* ("Career English" series; textbook and cassette). Macmillan, 1984. (Dec. 83 issue)
- Berman. *et al. Practical Surgery* ("Career English" series; textbook and cassette). Macmillan, 1984. (Dec. 83 issue)
- *Bowers & Godfrey. *Decisions* (Teacher's edition). Dominie Press, 1983.
- Colyer. *In England*. Macmillan, 1983. (Dec. 83 issue)
- *Jones. *Progress Towards First Certificate* (Student's book). Cambridge, 1983.
- Mundell. *Banking* ("Career English" series textbook and cassette). Macmillan, 1984. (Dec. 83 issue)

TEACHER PREPARATION/REFERENCE/RESOURCE/OTHER

- Appel, *et al. Progression im Fremdsprachunterricht*. Julius Groos Verlag, 1983. (Nov. 83 issue)
- *Morrison. *Word City* (a dictionary for non-spellers). Pilot Light, 1982.
- *Steinberg. *Games Language People Play*. Dominie Press, 1983.

The *JALT Newsletter* also welcomes well-written reviews of other appropriate books or materials not listed above, but please contact the book review co-editors in advance for guidelines. Japanese is the appropriate language for reviews of books published in Japanese. All requests for review copies or writer's guidelines should be in writing, addressed to:

Jim Swan and Masayo Yamamoto
Shin-Ohmiya Green Heights 1-402
Shibatsuji-cho 3-9-40
Nara 630

IN THE PIPELINE

The following materials are currently in the process of being reviewed by JALT members for publication in future issues of the *Newsletter*:

- Allsop. *Cassell's Students' English Grammar*.
- Anderson, *et al. Missing Person*.
- Bowen. *Look Here! Visual Aids in Language Teaching*.
- Brims. *Camden Level Crossing*.
- Comfort, *et al. Basic Technical English*.
- Connelly & Sims. *Time and Space: A Basic Reader*.
- Doff, *et al. Meanings into Words*.
- Gabriels. *Rhyme and Reason*.
- Harrison. *A Language Testing Handbook*.
- Holden (ed.). *New ELT Ideas*.
- Johnson & Morrow. *Functional Materials and the Classroom Teacher*.
- Jones & von Baeyer. *Functions of American English*.
- Kingsbury & O'Shea. *"Seasons and People" and Other Songs*.
- Kinsella (ed.). *Language Teaching Survey*.
- Ladousse. *Personally Speaking*.
- Molinsky & Bliss. *Line by Line*.
- Molinsky & Bliss. *Side by Side*.
- Murray & Neithammer-Stott. *Murder for Breakfast*.
- Norrish. – *Language Learners and Their Errors* ("Essential Language Teaching" series). Macmillan, 1983. (Dec. 83 issue)
- Rixon. *Fun and Games: Card Games in English for Juniors*. Macmillan, 1983. (Dec. 83 issue)
- Roach. *English Phonetics and Phonology: A Practical Course*.
- Rossi & Gasser. *Academic English*.
- Seaton. *A Handbook of ELT Terms and Practice*.
- Walter. *Authentic Reading*.
- Wharton. *Jobs in Japan*.

NOTICE: The scheduled reviewer of Jones, *Simulation in Language Teaching* does not respond to mail inquiries regarding the review and the scheduled review of Hoban, *English for the Secretary* has had to withdraw. If any JALT member is familiar with either of these two books and would like to assume reviewing responsibility, please contact the book review co-editors before 31 January.

NEW!

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Bulletin Board

JOB BANK REVISITED

In the February 1983 issue of the *JALT Newsletter*, a proposal was made to begin an informal job bank, beginning in the Kansai area. The response from schools was not overwhelming, but that was to be expected since, as the article pointed out, most hiring for non-business schools (such as colleges and universities) is done on a who-knows-whom basis of connections, with less regard for background qualifications than for personal recommendations.

Still, these things don't change overnight. Thus once again an appeal is being made for a semblance of organized employment awareness. Will there be an opening at your school come next spring? Are you yourself looking for full- or part-time work? If you are, or know of, an employer, please telephone Mr. Rube Redfield at 0797-31-5864 or Joseph Lieberman at 0797-32-6344, or write to Lieberman c/o Ashiya University, Ashiya, Hyogo 659, with your job announcement. If you are a qualified teacher looking for work, *don't call* but send your resume to the above address. Letters without resumes will not be able to compete with qualified teachers. We will not be sending out employer lists or answering each letter personally, as these are time- (and money) consuming activities and this idea is strictly on a voluntary basis. Maybe some day. . . In the meantime, your resume (with a long-term contact address or phone number) will be kept on file until some employer in your desired area contacts us.

Job announcements, or course, also appear in the pages of the *JALT Newsletter* and should be watched for there. For job searchers who are starting "cold" and wish to have a list of all English Departments and teachers in higher education in Japan, there is a book printed annually just for that purpose. It's called the *Kenkyusha Yearbook of English* (英語年鑑), ISBN 4-327-39902-7, c0009, and costs ¥6,000. It can be found in almost any library. However, it is almost entirely in Japanese.

Finally, if you are interested in overseas ESL work or in finding a job teaching back in the USA, you may wish to subscribe to an international ESL employment newsletter (articles on teaching/social conditions plus job lists) by contacting Dr. E. Allan, English Educational Services International (EESI will do), 139 Massachusetts Ave., Boston, MA 02115, USA. Likewise, if your language school or college wishes to recruit new teachers, they should also send a (free) announcement to the EESI address.

CALL FOR PAPERS

Low pay, long hours, rotten textbooks! Are these your problems? A new forum is opening up for English conversation teachers.

Starting in January, Gregory E. Hedgecock will be publishing a monthly newspaper. The paper will focus primarily on commercial schools, although input from university or high school teachers will also be welcome.

The paper will be published monthly starting on Jan. 25 and all stories should be received by the 15th of each month. The paper will be available for an annual subscription of ¥2,400; however, readers can get the first issue free in exchange for a self-addressed, stamped envelope.

Those wishing to contribute stories and/or take the paper should write to:

Gregory E. Hedgecock
1-2 1, Omachi
Murakami-shi
Niigata-ken, Japan
Tel. (02545) 2-1 168

ACE SYMPOSIUM

Baltimore City will host the 1984 ACE Symposium at the Hyatt Regency Baltimore and the Baltimore Convention Center from Sunday, Jan. 22, to Friday, Jan. 27, 1984. The special theme of this year's symposium will be 'Technological Applications and Language Knowledge' (TALK). The symposium, sponsored by CALICO, will bring together educators, program administrators and supervisors, material developers, researchers, representatives of government and manufacturers and vendors of hardware and software, who have an interest in exploring the many possible educational applications of high technology. For information contact ACE Symposium, Attn: H. Leon Twyman, 233 SFLC, Brigham Young University, Provo, Utah 84602.

CALL FOR PARTICIPATION 1984 ABC Summer Workshops

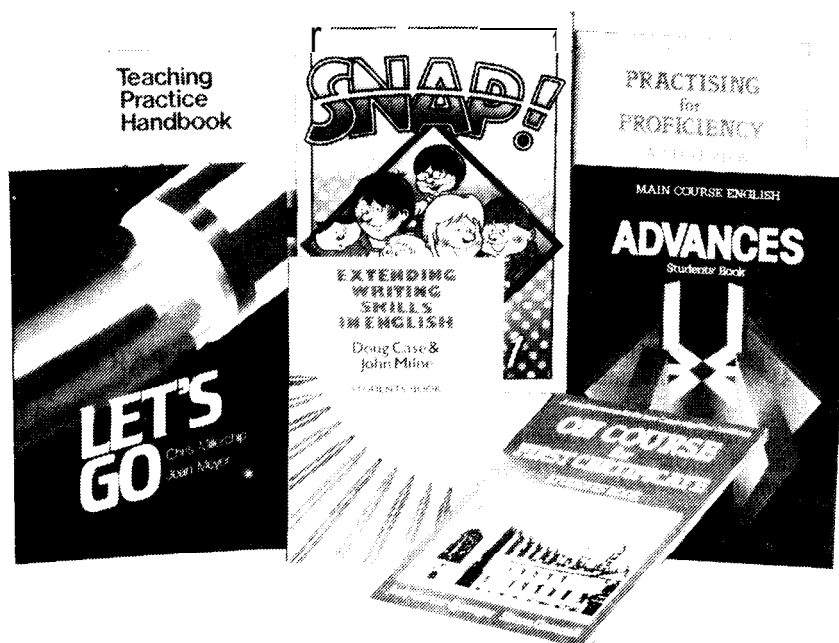
The TESOL program at Teachers College, Columbia University, is soliciting proposals for its 1984 ABC Summer Weekend COLLOQUIUM (July 6 and 7) on topics related to models, practices and issues of language teacher preparation, supervision, Second Language Acquisition Research, including classroom observation. Proposals for presentations including demonstrations (all 50 minutes) are welcomed in English, French or Spanish. Limit the proposal to a 350-word abstract and include a summary of 100 words. Send two copies with your name, address and telephone number no later than March 30 to John F. Fanselow, ABC Colloquium Director, Box 63JL, Teachers College, Columbia University, New York, N.Y. 10027.

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NEW TITLE NEWS

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For a complete list of new titles and further information contact

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(cont'd from p. 66)

WORKSHOP FOR ASIAN-PACIFIC TEACHERS OF ENGLISH

July 24 - August 7, 1984

The Center for Asia-Pacific Exchange
1520 Ward Avenue, Suite 302
Honolulu, Hawaii 96822

The Center for Asia-Pacific Exchange was established in 1980 with the unique aim of promoting mutual understanding, respect and cooperation among the peoples of the Asia-Pacific region, and providing opportunities for professional and academic collaboration, interchange and cooperative study and research. And this Workshop is intended to provide a meeting place for Asian-Pacific teachers of English to deepen their knowledge of the latest developments in the theory and practice of foreign language education and to improve their proficiency in English, both spoken and written.

The Workshop ranges over English as a Foreign Language, Theory and Practice, Understanding America, and EFL Skills Training. In addition, workshop participants will be exposed to special presentations by leading scholars and experts in linguistics and English as a Foreign Language from the U.S. mainland and other parts of the world.

Enrollment will be limited to approximately 50 individuals so as to allow for coverage of pertinent topics in small group settings and close interaction between lecturers and participants. The first 50 paid-in-registrants will make up the workshop participants.

For further information and registration forms, contact The Center for Asia-Pacific Exchange. The registration deadline is May 1, 1984.

PRESS RELEASE

Cambridge University Press has launched a new series of books under the general title of *New Directions in Language Teaching*. The series is co-edited by Howard B. Altman and Peter Stevens.

The series hopes to serve the interests of language teachers and others who wish to be aware of major issues facing the profession today, who seek to understand the theoretical underpinnings of current debates, and who wish to relate theory to classroom practice. These books are designed to provide stimulating discussions of important new developments in language teaching theory and methodology.

Those who would like to contribute a volume to the series or to make suggestions for volumes should write to either of the series editors: Prof. Howard B. Altman, Department of Classical and Modern Languages, University of Louisville, Louisville, KY 40292. USA: Prof. Peter Stevens, The Bell 'Educational' Trust, 1 Red Cross Lane, Cambridge CB2 2RU, England.

SPECIAL ISSUES

As the 1983 set of Special Issues has been relatively successful, the editors have decided to expand the idea, adding even more for 1984. For both our Commercial Members, to help them in planning their advertising schedules for 1984, and for our contributors, to entice them to plan ahead for articles they would like to write, we give you, below, the schedule for the *Newsletter* for 1984.

| | |
|-----------|---|
| January | JALT officers' reports, membership list |
| February | Video/computers |
| March | Business ELT |
| April | Reading |
| May | ESP |
| June | Writing |
| July | Drama |
| August | Listening |
| September | EIL |
| October | Conference Issue |
| November | Speaking |
| December | Index |

CALL FOR PARTICIPATION

Are you interested in giving a presentation at a chapter meeting at home or on the road, but nobody has asked you? If so, hesitate no longer! Starting this very moment, you may volunteer yourself.

1. Send one or more one-page abstracts describing what you would be interested in speaking about.

2. Include a separate half-page of bio-data. On the other half of the page add information about the equipment you require, your schedule, any financial arrangements that your own organization might be willing to bear, etc.

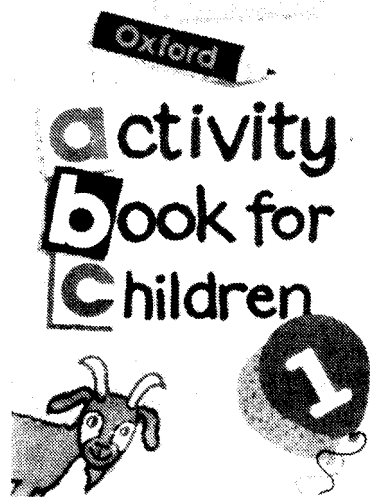
Send to: Shari J. Berman, 404 Sato Bldg., 2-25-10 Ebisu Minami, Shibuya-ku. Tokyo 150.

EIL SEMINAR

The Culture Learning Institute of the East-West Center announces a seminar for educators on the topic, ENGLISH AS AN INTERNATIONAL LANGUAGE (EIL): ISSUES AND IMPLICATIONS to be held in Honolulu July 3 - August 10, 1984. The seminar is designed for native and non-native speakers of English who train teachers, write materials, or develop language policy. The cost is US\$1,000, which covers registration, accommodation, health insurance, and seminar materials. Each participant is responsible for roundtrip airfare, food, and all personal expenses. The application deadline is February 15, 1984. For more information and an application form, write to: Larry E. Smith, EIL Coordinator, Culture Learning Institute, East-West Center, 1777 East-West Road. Honolulu. Hawaii 96848.

(cont'd on p. 70)

EXCITING NEW CHILDREN'S MATERIAL FROM OXFORD



Oxford Activity Books for Children

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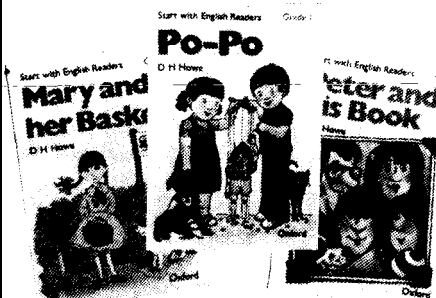
Japanese title-

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3-3-3 Otsuka, Bunkyo-ku, Tokyo 112
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(cont'd from p. 68)

**RELC REGIONAL SEMINAR
Communicative Language Teaching
Singapore, 23-27 April 1984**

The Southeast Asian Ministers of Education Organization (SEAMEO) Regional Language Centre (RELC) will hold its 19th Regional Seminar, 23-27 April 1984, in Singapore. The theme of the seminar is "Communicative Language Teaching."

The objectives of the seminar are:

- * To consider the applicability of the communicative approach to language teaching in the various countries of Southeast Asia;
- * To review the theoretical concepts that are relevant to communicative language teaching;
- * To discuss how these concepts relate to syllabus design, materials development, teaching methodology and evaluation ;
- * To explore specific applications of the communicative approach in the classroom, including the appropriate use of educational technology ;
- * To examine the factors involved in planning and implementing communicative language programmes in Southeast Asia and elsewhere.

Further information and invitations to participate in the seminar can be obtained from the following address:

Director
(Attention: Chairman
Seminar Planning Committee)
SEAMEO Regional Language Centre
RELC Building
30 Orange Grove Road
Singapore 1025
Republic of Singapore

**TECHNICAL COMMUNICATION
CONFERENCE**

TEACHING TECHNICAL AND PROFESSIONAL COMMUNICATION, a five-day conference designed to improve instruction in technical and professional communication, is again being offered by J.C. Mathes and D.W. Stevenson, July 30 - August 3, 1984 at the University of Michigan. For more information please contact Ms. Gretchen Jackson, Technical Communication Conference Coordinator, 1223 East Engineering, College of Engineering, The University of Michigan, Ann Arbor, MI 48109. Telephone: (313) 764-1420.

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Jimbocho, Chiyoda-ku, Tokyo 101.

EMP NEWSLETTER

An English for Medical and Paramedical Purposes (EMP) Newsletter is being established with the purposes of publishing names and addresses of those working in the field; to solicit details of subscribers' professional and/or research activities; to provide a forum for discussion; to offer a 'notice board' service open to requests for information and advice and for meetings and conference announcements; to publish a regular update of the EMP bibliography; to publish abstracts of subscribers' research. Interested subscribers are asked to send the following to EMP Newsletter, English Language Division, Dept. of Medical Illustration & Teaching Resources, Ministry of Public Health, P.O. Box 5089, Safat, Kuwait: name and address; description of professional and research and description of professional and research interests (max. 200 words); titles of any recent publications that might be of reader interest; what you want most from such a newsletter; willingness to write book reviews.

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For further information, send name and address to VanTour, P.O. Box 277, Shinjuku, Tokyo 160-91. or call 03-425-3347.

1984 ABC SUMMER WORKSHOPS

The workshops, organized by the TESOL program at Teachers College, Columbia University, will be held from June 25 to July 14. They are a follow-up of the 34th Annual March 1983 Georgetown University Round Table which brought together Americans, British and Canadians. The ABC Workshops will explore models, practices and issues in language teaching preparation from the viewpoint of teachers, teacher educators, supervisors and researchers in Second Language Acquisition including classroom observation. For further information write to John F. Fanselow, ABC Workshops Director, Box 63JL, Teachers College, Columbia University, New York, N.Y. 10027.

COMMUNICATIVE LANGUAGE TEACHING SEMINAR

The SEAMEO (Southeast Asian Ministers of Education Organization) Regional Language Centre in Singapore will hold its 19th Regional Seminar from April 23-27, 1984 in the RELC Building, 30 Grove Road, Singapore 1025, Republic of Singapore. The objectives are to consider the applicability, relevant theoretical concepts of the communicative approach and to discuss syllabus design, materials development, teaching methodology, evaluation, and to examine the factors involved in planning and implementing communicative language programs.

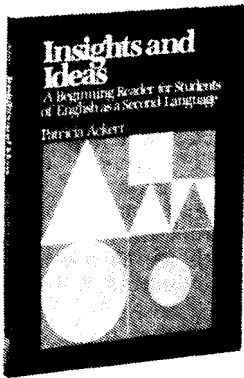
Positions

(ODAWARA) The Language Institute of Japan (LIOJ) has a small number of positions open for 1984-85. The program is intensive and residential, and our highly motivated students are mostly businessmen and engineers from top Japanese companies. Instructors must have teaching experience, and an M.A. in TEFL or related area is preferred. Opportunities also exist to work on our journal, *Cross Currents*. For further information, write: Derald H. Nielson, Academic Director, LIOJ, 4-I 4-1 Shiroyama, Odawara, 250, Japan.

(OSAKA) Poole Gakuin Junior and Senior High Schools, a girls' school and Christian foundation, is looking for native-English speakers holding teaching qualifications to teach all levels of senior high students on a part-time basis. Classes will have a maximum of 25 students. Contact Mr. Nozumo Tanaka, Poole Gakuin, Katsuyama Kita 1-10-31, Ikuno-ku, Osaka 544. Tel. 06-741-7005 as soon as possible.



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Between the Lines

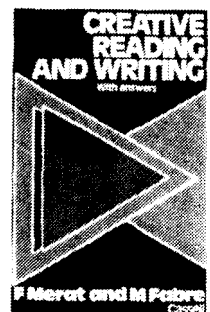
Jean Zukowski/Faust, Susan S. Johnston, & Clark Atkinson

The perfect sequel to *In Context*, this high-intermediate, skills-based reader/reading skills text contains up-to-date articles on a variety of academic subjects-ranging from ecology to archeology and from mass media to literature. Over 50 types of exercises then develop specific skills such as skimming and scanning, extracting main ideas, inferencing, guessing at word meanings intelligently, recognizing basic rhetorical patterns in English, and summarizing and outlining. **¥3,950**

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This book will be of great use both for developing students' reading and writing ability and also for enlivening classes through the discussion of controversial topics from modern English and American sources with suitable simplification.

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Meetings

MATSUYAMA INAUGURAL MEETING

Speaker: Thomas N. Robb, Kyoto Sangyo Daigaku
 Topic: Student-centered Learning in the Language Class
 Date: Sunday, January 15th
 Time: 2:00 - 5:00
 Place: Bunkyo Kaikan (Dogo Onsen area)
 Fee: Members, free; non-members, ¥1,000
 Info: Steve McCarty, 0899-31-8686

In the tradition of Soseki, foreign language education in Matsuyama will be "Coming of Age" on Jan. 15th. Executive Secretary Robb will be the guest speaker and also introduce JALT.

KANTO

Title: Hypothesizing and the Teaching of Reading
 Speaker: Donald Knapp
 Date: Sunday, January 29th
 Time: 2:00 - 4:00
 Place: Tokai Junior College, near Sengakuji station, Asakusa line. (There is a map in the 1983 April Newsletter.)
 Fee: Members, free; non-members, ¥500
 Info: 441-1171

The presenter's main assumption about reading is that it is a process of comprehension of hypotheses parallel to the process of listening. The presentation will be of a practical, not theoretical, nature with the emphasis on what the teacher can do to help the learner make better hypotheses and to find support for them as he reads. There will also be a look at some potential teaching materials and how to put them to practical use.

Donald Knapp is a past President of TESOL and is currently the Coordinator of the TESL program at Temple University Japan and at the main campus in Philadelphia.

KANTO BUSINESS SIG

Topic: Testing
 Date: Saturday, January 21st
 Time: 2:00 ~ 4:00
 Place: Kobe Steel Language Center, Tatsunuma Building (5th Fl), 1-3-19 Yaesu, Chuo-ku, Tokyo 103 (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: Stephen Turner at above number (Mon.-Fri., 1-5 p.m.).

The following meeting will take place on Saturday, Feb. 19 (same time, same place). The subject for discussion will be 'Simulations and Management Games.'

HAMAMATSU

Topic: Using and Adapting New Methods
 Speaker: Carl Adams
 Date: Sunday, January 15th
 Time: 2:00 - 5:00
 Place: Seinen Fujin Kaikan. 3-3-1 Saiwai-cho. Hamamatsu
 Fee: Members: free; non-members, ¥1,000
 Info: Four Seasons Language School (0534-52-0734)
 Transp.: It is advised to use public transportation as parking space is limited.

Guest speaker Carl Adams will present *Using and Adapting New Methods*. This demonstration/discussion will investigate the use and adaptability of learner-centered methods (TPR, Silent Way and CLL) in a variety of classroom situations. Part I will be a short demonstration of TPR and Silent Way in beginning Bahasa Indonesia. Part II will focus on some practical ways in which these learner-centered methods can be used and adapted in conventional classrooms. Carl Adams graduated from the University of Redlands and has taught English as a foreign language in Viet Nam, Indonesia and Japan. He is presently an instructor at Ibaraki University in Mito.

FUKUSHIMA

JALT members in the Fukushima area will hold their first organizational meeting on Saturday, Jan. 21st. The meeting will begin at 1:30 p.m. at Sakura No Seibo Junior College. Lola Caldera of Shibuya Gaigo Gakuin and Cambridge University Press will present a session entitled 'Make your choice: Activities and materials for intermediate and advanced students.' Following the presentation, plans will be made to establish a JALT Fukushima chapter. Members in the region are encouraged to attend and to bring other language teachers. For more information, contact Roy Shelangouski (work: 0245-59-2865; home: 0245-59-2865) or Noriko Takahashi (work: 0245-34-7137; home: 0245-83-3260).

SENDAI

Topic: Make your choice: Activities and materials for intermediate and advanced students
 Speaker: Lola Caldera

(cont'd on next page)

(cont'd from preceding page)

Date: Sunday, January 22nd
 Time: 4:00 -- 7:00
 Place: Sendai New Day School
 Info: Marc Helgesen, New Day School,
 0222-65-4288, or home, 0222-47-
 7445
 Hiroko Takahashi, 0222-62-0687
 Dale Griffie, James English School,
 0222-67-2911, or home, 0222-47-
 8016

For details about this program, see the special announcement about JALT Fukushima in this issue.

NAGASAKI

Topic: Teaching English to Large Classes
 Speaker: Dan Jerome, Okinawa Christian School
 Date: Sunday, January 15th
 Time: 1:00 - 4:00
 Place: Faculty of Education, Nagasaki University, Room 63
 Fees: Members, ¥500; non-members, ¥1000
 Info: Mr. Nagai, 0958-44-1697

OKINAWA

Topics: JALT '83 Convention Reports
 Speakers: Mamoru Kinjo, Sanford Taborn, Dan Jerome, Shunichi Nakasoko and Fumiko Nishihira
 Date: Sunday, January 29th
 Time: 2:00 - 5:00
 Place: Language Center
 Fee: Members, free; non-members, ¥500
 Info: Dan Jerome, 0988-97-3805
 Mamoru Kinjo, 0988-87-5492
 Fumiko Nishihira, 0988-93-2809

DID YOU GET YOUR JOURNAL?

Volume 5 of the *JALT Journal* was mailed out on December 15th to all members who did not attend the JALT '83 conference. If you were a member in good standing in November 1983 and have not yet received your copy, please notify Mariko Ito, JALT Administrative Assistant, at the Kyoto English Center, Sumitomo Seimei Bldg., 8F., Shijo Karasuma Nishi-iru, Shimogyo-ku, Kyoto 600. Tel.: (075) 221-2251.

EAST KANSAI

Seminar in TESL and Applied Linguistics

Topic: Discourse Analysis in Second Language Instruction: Theory, Research, and Practice
 Date: Saturday/Sunday, February 11 th/12th
 Place: Kyoto American Center, 657 Sokokuji Higashimonzen-cho, Kamigyo-ku (tel. 241-1211). See February *Newsletter* for map and transportation information.
 Fees: Members, ¥3,000 for 2 days/¥2,000 per day; non-members, ¥5,000 for 2 days/¥3,000 for one day; students, ¥2,000 for 2 days/¥1,000 per day
 Info: Ian Shortreed, 075-71 1-0079
 Juro Sasaki, 075-491-5236
 Plenary Address: Professor Michael H. Long, University of Hawaii: Classroom Discourse & Second Language Acquisition
 Papers: A complete schedule of speakers and presentations will appear in the February *Newsletter*. Some of the speakers will be:

Michael Rost - Cohesion Markers in Academic Lectures
 Virginia LoCastro - Conversational Routines and Cross Cultural Communication
 Alex Shishin - Letters to the Editor: A Structural Analysis
 Curtis Kelly - Teaching Discourse Structure: A Necessary Part of TESL

SHIKOKU

Topic: Getting started with Computers
 Speaker: Steven Tripp
 Date: Sunday, January 15th
 Time: 2:00 ~ 5:00
 Place: Shimin Bunka Center, Takamatsu, Room 4

FUKUOKA

Event: JALT Kyushu Book Fair
 Date: Sunday, January 22nd
 Time: 9 a.m. - 6 p.m.
 Place: ECC School (Tenjin)
 Info: Jim King, 092-714-4043

The largest book fair of ELT materials in western Japan. A dozen publishers will display a wide range of ELT books and tapes. Four presentations in the afternoon.

OSAKA

Topic: The Teacher as Learner: A Self-help Program for ESL Teachers
 Speaker: Dan Jerome

Date: Monday, January 16th
 Time: 1:00 -4:30
 Place: Umeda Gakuen (St. Paul's Church)
 2-30 Chaya-machi, Kita-ku, Osaka
 Fees: Members ¥1000; non-members ¥1500
 Info: Vince Broderick, 0798-53-8397
 T. Cox, 0798-71-2272

The program will be a revision of Dan Jerome's well-received presentation at JALT '83. Mr. Jerome has his M.A.T. degree from the School for International Training in Vermont and is an ESL and high school teacher at Okinawa Christian School.

JALT Osaka Chapter - 1984 Executive Committee

Vincent Broderick, President
 Teresa Cox, Treasurer
 Hiroshi Inoue, Publicity
 Michiko Inoue, Membership
 Naomi Katsurahara, Special Interest Groups
 Ed Lastiri, Programs
 Yoko Lastiri, Social Chairperson
 Beniko Mason, Recording Secretary
 Jim Swan, Newsletter Liaison



OSAKA SIG MEETINGS

Teaching English in Schools

Info: Keiji Murahashi, 06-328-5650 (days)

Children

Info: Sister Wright, 06-699-8733

Teaching English in a Business Environment

Topic: Bid for Power
 Speaker: Dorothy Pedtke
 Date: Saturday, January 21st
 Time: 3:15 p.m.
 Place: Language Resources, Taiyo Bldg., 6F.,
 1-2 Kitanagasa-dori 5-chome, Chuo-ku,
 Kobe
 Info: Scott Dawson, 0775-25-4962
 Clive Lovelock, Language Resources,
 078-382-0394/5

KOBE

Topic: Consider the Uvula: A Speech Therapy
 Guide to Teaching English
 Speaker: Edria Ragosin
 Date: Sunday, January 8th
 Time: 1:30 - 4:30

Place: St. Michael's School (see Dec. '83
Newsletter for map)
 Fee: Members, free; non-members, ¥500
 Info: Jan Visscher, 078-453-6065 (Mon.,
 Thur., Fri. 9-11 p.m.)
 Kenji Inukai, 078-431-8580 (9-10 p.m.)

Ms. Edria Ragosin, a licensed Speech Pathologist and Audiologist, will present her view of the problems and possibilities of teaching the English sound system. Starting from the physical mechanics of the speech act and comparing the muscular involvement of the native Japanese speaker with English native speakers, speech training and exercises will be considered. Ms. Ragosin will also discuss difficulties Japanese listeners experience with the English sound system, listening exercises, and some hints for improving our understandability as teachers. Attendees will have the opportunity to participate in the discussion, as well as to present problems specific to their situation.

Edria Ragosin has an M.A. in Speech Pathology and Audiology from Kent State University and 17 years experience working with functional and organic speech disorders in children and adults. She is currently teaching at the Dojima and Toyonaka YMCA's.



January 1, 1984

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