

全国語学教師協会

VOL. VIII, No. 10

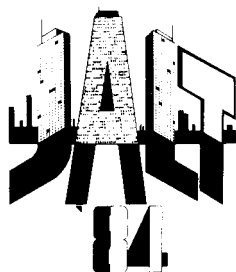
OCTOBER 1984

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THE JAPAN
ASSOCIATION OF
LANGUAGE TEACHERS

JALT

THE Language Teacher



CONFERENCE



TOKYO

November 23,24,25

this month....

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THE Language Teacher

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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 16 JALT chapters: Fukuoka, Hamamatsu, Hiroshima, Kobe, Kyoto, Matsuyama, Nagasaki, Nagoya, Okayama, Okinawa, Osaka, Sapporo (Hokkaido), Sendai, Takamatsu, Tokyo, and Yokohama.

The Language Teacher 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. Employer-placed position announcements are printed free of charge; position announcements do not indicate endorsement of the institution by JALT. It is the policy of the JALT Executive Committee that no position-wanted announcements be printed.

All announcements or contributions to **The Language Teacher** must be received by the 1st of the month preceding publication. All copy must be typed, double-spaced on A4-size paper, edited in pencil and sent to the appropriate editor.

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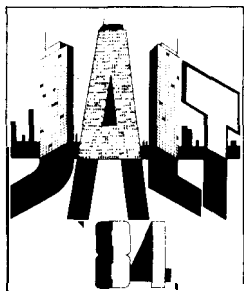
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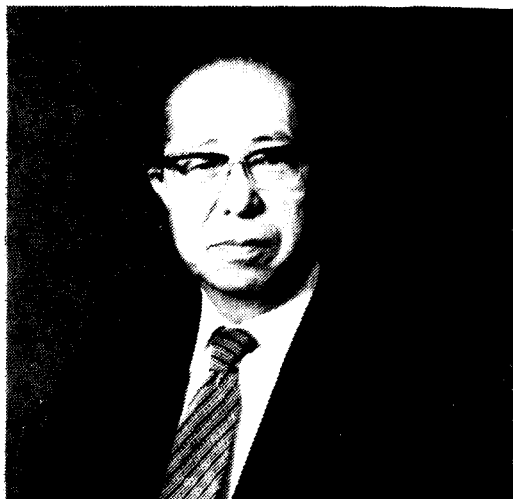


Conference Speakers & Presenters

Details & Information

KEYNOTE SPEAKER-

DR. SABURO OHKITA



JALT '84, the Tenth Annual International Conference on Language Teaching and Learning, is fortunate in having as keynote speaker the prominent Dr. Saburo Ohkita. Dr. Ohkita, at present President of the International University, is a leading economist and is well known as the former Foreign Minister in the Ohira Cabinet. His experience in economics and international affairs spans many years.

In 1947 he was appointed research chief of the Agency of Economic Stabilization. He was sent to Bangkok on behalf of the United Nations' ECAFE, the Economic Commission for Asia and the Far East, in 1952, and on his return to Japan in 1953 he was appointed Director of the Economic Planning Agency. He has also served as President of the Japan Economic Research Center (March 1973-November 1979) and Overseas Economic Relations Representative for the Suzuki Administration.

His current responsibilities, aside from his position with the International University, include serving as Advisor to the Ministry of Foreign Affairs, the Science and Technology

Agency, the Environment Agency, and as an Associate of the Economic Planning Agency. He is also Chairman of the Domestic and Foreign Policy Study Meeting.

Dr. Ohkita has many publications to his credit relating to the Japanese and Asian economies, including a book in English, *The Developing Economies and Japan*.

Aside from economics he has also won renown in the field of international affairs, having received awards for distinguished international service from the Philippines and West Germany.

The title of Dr. Ohkita's speech will be "English Education in the Age of Internationalization." It will be divided into four subtopics: Japan in the World, the Internationalization of Business Activity, The Problems of Exchange Students, and The Role of English Education.

MAINSPEAKER -

STEPHEN KRASHEN

Stephen Krashen, the main speaker at JALT '84, is professor of linguistics at the University of Southern California. He is well known for his provocative theories of second language acquisition, including the monitor theory and the natural approach to teaching ESL/EFL. He is the author of numerous books and articles, the latest book being *The Natural Approach*, co-written with Tracy Terrell.

Abstract: Plenary Session
S. Krashen

Title: *Principles and Practice in Second Language Acquisition*

We acquire language in only one way, by understanding messages. This "fundamental principle" has tremendous implications for all language teaching programs. It predicts that the

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best language teaching methods are those that supply "comprehensible input," and that teaching content comprehensibly in a second language will be an effective way to teach intermediate level students.

Workshop I: *Issues in Second Language Acquisition Theory*

This workshop will cover some currently debated aspects of language acquisition theory, such as the causes and cure for "fossilization," the question of whether "learning" becomes "acquisition," and cases of comprehension without production.

Workshop II: *The Power of Reading and Writing*

In this workshop, I will review the extensive research demonstrating the power of reading, how pleasure reading leads to the acquisition of vocabulary, grammar, writing style, and improves reading comprehension, a finding that is very consistent with language acquisition theory as well as current writing theory (e.g. Smith, 1982). Writing does not aid in language acquisition but is a powerful tool for intellectual growth; writing helps us clarify our ideas and come up with new ideas.

errors are not corrected ~ our hypothesis, based on research, is that improvement comes from more comprehensible input, not correction. For older students, some grammar work for the conscious Monitor is done as homework.

Perhaps the most important point about the Natural Approach is that it is *organized* - although the focus is not on grammar, we still have a syllabus, based on topics of interest, and lesson plans. In the Natural Approach, the teacher does not "just talk," but plans the activity in advance.

JALT: *As you know, secondary schools in Japan lay heavy emphasis on grammar and vocabulary to the detriment of the teaching of communicative skills. Often this merely consists of dialog repetition and memorization with some oral pattern practice. A further handicap is the fact that many of the teachers lack a communicative ability themselves. How can something like the Input Hypothesis be reconciled with this reality?*

Krashen: I think that a great help to EFL programs in Japan would be greater utilization of sources of comprehensible input other than the teacher. Here are two possibilities:

1) Pleasure reading. Theory predicts, and research confirms, that pleasure reading is an excellent source of comprehensible input and results in significant development of reading comprehension skills, vocabulary, grammar, and writing style (see e.g. Smith, 1982, Elley and Mangubhai, 1983, Krashen, 1984). Our students would profit greatly if EFL programs included daily pleasure reading. Both Bamford's article and the interview with Damien Tunnacliffe in the April 1984 issue of *The Language Teacher* had some excellent suggestions, in my opinion.

2) The language laboratory should be used as a source of aural comprehensible input ~ recorded plays, radio and television shows, lectures, etc., made more comprehensible with the help of pictures. Specially-made tapes for the beginner, as well as selected authentic recordings could be arranged according to topic and degree of difficulty. This use of the lab is much less expensive and easier to manage than our current practice, and theory predicts it will be of more value.

JALT: *The Acquisition/Learning hypothesis, in its strong form, states that something overtly taught is "learned," not "acquired." Does this mean that it is rather unlikely that someone could take something just explicitly taught in the classroom and immediately*

Interview

Dr. Krashen has been kind enough to take time out of a busy schedule to answer a few questions put to him by the JALT '84 committee

JALT: *You have recently published a book with Tracy Terrell called The Natural Approach which puts some of your findings into practice. Could you give a brief summary of what it is that characterizes this approach?*

Krashen: The Natural Approach is, first of all, a method for the beginning level. (At the intermediate level, I recommend comprehensible subject matter teaching in the second language, as a bridge from the language class to the real world; see chapter five of *Principles and Practice in Second Language Acquisition* and Edwards *et al.*, in press.) Second language acquisition theory hypothesizes that we acquire language in one way: by understanding messages or by receiving "comprehensible input." Classwork in the Natural Approach consists primarily of providing comprehensible input, in the form of interesting topics for discussion, games, and tasks. The input is made comprehensible in several ways, i.e. using pictures, realia, and by physical movements (Asher, 1982). Student

make use of it in a communicative situation in the real world?

Krashen: Of course some people can do this with some rules. But I think we have grossly overestimated how many people can do this, want to do this, and how much of language can be learned this way. And I also maintain that this type of knowledge does not become automatic ("acquired") purely by production practice. Using the Monitor effectively is a real effort for most people -- it is hard to focus on form and meaning at the same time. Those who think they do it well have already acquired most of the language and only "monitor" a few rules.

JALT: *At some point in the lower level EFL classroom, the teacher may revert to simplified input, "foreigner talk," to aid comprehension. In light of your theories, is this a problem to overcome, or something to be encouraged?*

Krashen: For the beginning EFL student, teacher-talk may be the only source of comprehensible input. It can therefore be of great help. A problem arises if teacher-talk is ungrammatical, due to the English limitations of the teacher. It is possible that a student, given enough of this deviant input (along with the deviant input he hears from his classmates), will *acquire* the classroom dialect. This can be prevented by supplementing the class with native comprehensible input in the form of pleasure reading and aural comprehensible input in the lab.

JALT: *Your theory places a great deal of emphasis on input. Does actual output, speaking and writing, help the student at all?*

Krashen: Yes, it does. Output has several functions. It is the domain for error correction, which contributes to conscious learning (but not to acquisition). Second, it encourages input. When you speak, someone else may answer (conversation). The Input Hypothesis predicts that it is what the other person says in conversation that helps, not what you say. But your speaking makes an indirect contribution by inviting comprehensible input. A third function of output, especially in writing, has nothing to do with the language acquisition, but relates to intellectual development. Writing helps make you smarter. As Elbow (1972) has noted, we have difficulty holding two ideas in our minds at the same time. When we write them down, we can remember them and see the relationship between them, and come up with better ideas. Good writers do plenty of revision, and use writing as an intellectual tool.

JALT: *Do you believe everything you write?*

Krashen: No, not at first. But when I read it over again, I find it so convincing that I have no choice.

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TESOL, IATEFL HEADS AT JALT '84

We are pleased to announce that the heads of both major worldwide organizations for the teaching of English as a second/foreign language will be on hand for JALT '84. Dr. Peter Strevens, chairman of IATEFL (International Association of Teachers of English as a Foreign Language), and Dr. James Alatis, Executive Director of TESOL (Teachers of English to Speakers of Other Languages), have both indicated their intention to participate this year. Their wisdom, insights and experience will go far to make this conference "international" in fact as well as in name.

Dr. Strevens has worked in many countries in the fields of English as a foreign language, teacher training, applied linguistics, phonetics, materials writing, and research. After holding the Chair of Applied Linguistics at Essex University, he moved to Cambridge where he is a fellow of Wolfson College as well as the head of a group of EFL schools, the Bell Educational

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Trust, which offers courses in English, teacher training and allied activities. He has recently been engaged in the Seaspeak project which is to set standards for English language use for international navigation. He was elected to the post of Chairman of IATEFL just this year, succeeding the founder of IATEFL, W. R. Lee.



Dr. Alatis is Dean of the School of Languages and Linguistics of Georgetown University. He has been the "guiding light" of TESOL since its inception nearly 20 years ago when he became its first (and only) Executive Secretary-Treasurer, a position he still holds under the current title of Executive Director. Under his guidance TESOL has grown to an organization of over 10,000 members worldwide. He has taken an active part not only in the academic side of language teaching but also its socio-political aspects, being active in the bilingual education and teacher certification movements in the United States.

FEATURED AND OVERSEAS SPEAKERS-

This year the JALT International Conference is having more presentations than ever before - 170 at last count. Among these are a number of featured and overseas speakers, sponsored by various publishers and the British Council. The featured speakers are James Alatis, Ingrid Freebairn, Robert O'Neill, Jack Richards, Michael Swan, and Peter Strevens; the other overseas speakers also include many notable people. Following is a brief introduction to these speakers.

AIR VICE-MARSHAL A.D. BUTTON



Daniel Button became Director, ARELS Examinations Trust, in 1976 on retiring as Director of Education, Royal Air Force, responsible for all educational activities and examinations. The development of ARELS Oral Examinations, in association with the written counterparts of the University of Oxford Delegacy, is now his main preoccupation.

Although oral communication is now as important as written communication, it usually receives less emphasis in language examinations because it is difficult to achieve high reliability and validity in the oral mode. Mr. Button will speak on the Oxford-ARELS Examinations in English, which give equal importance to speaking and writing skills.

CHRISTOPHER CLARK

Christopher Clark is a founder director of QE Language Schools and has been teaching children in Japan for 10 years. He is the author of Oxford Activity Books for Children (OUP).

His presentation is called "The Use of Magnetics in Children's Classes"; it will be a practical demonstration of how to use magnetic visual aids. These activities have been developed over the past five years at QE Language Schools and are tailor-made to meet the specific needs of Japanese children.



DAVID CLARKE and JEREMY FOX

A bio-data was not available on David Clarke

Jeremy Fox graduated from The Queen's College, Oxford, in 1961. Since then, he has been involved in teaching English, French, and Spanish, and in training teachers of EFL. He is currently organiser of TEFL programs at the University of East Anglia in Norwich, England, and involved in research in CAL.

Clarke and Fox will present a paper on "Computer-Assisted Reading," which will be addressed to teachers who are interested in the application of CAL techniques to TEFL. They argue that the main contribution of CAL to language learning at the moment is in the development of reading and writing skills, and that CAL has particular advantages (individualisation, feedback, and the ability to provide a scratch-pad for the exploratory manipulation of text) which make it well suited for reading practice.

CHRIS COLEMAN

Chris Coleman is an ELT consultant with the British publisher, Cassell. He has taught EFL in Italy and the U.K.

His talk will be a practical presentation of the new Cassell Series *On the Way*, a core course language program for late teenage and adult learners. Particular attention will be paid to the importance of the inclusion of a wide range of authentic materials and to the way in which the student is placed at the center of the learning process. The talk will be of interest to all classroom teachers.

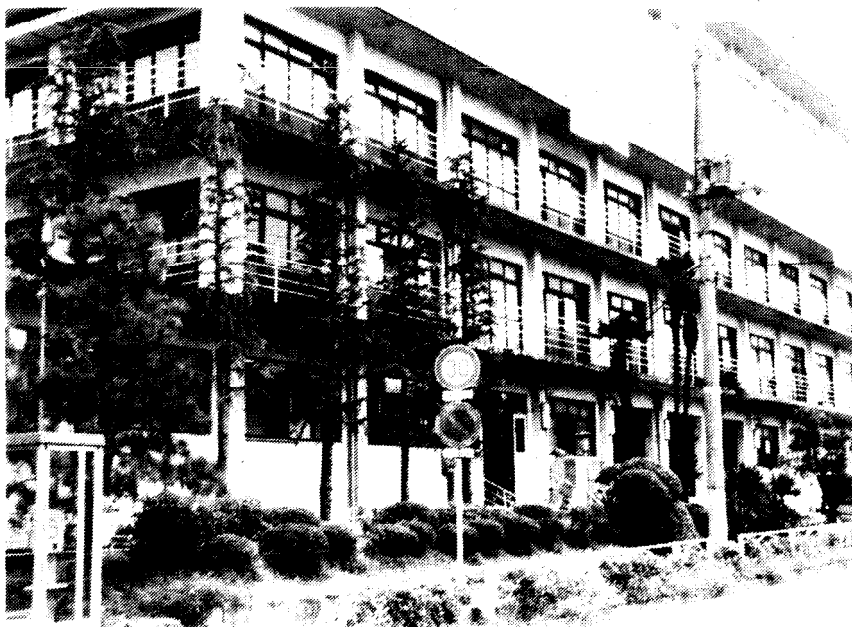
FRANK J. CRANE



Frank Crane is an ESL consultant for Harcourt Brace Jovanovich Publishers. He has a master's degree in TESOL from Columbia Teachers College, New York City.

His presentation, "Activities: Shaking the Theory Tree," will describe two classifications of language behavior and show how the questions they pose lead to fresh and valuable classroom activities. Over a dozen activities, taken from descriptions of divergent production

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and cognitive style in language study, will be demonstrated. These will include exercises involving elaboration, flexibility, fluency, learning strategy, field dependence/independence, and perceptual mode. The session is intended for teachers at all levels of experience. Jargon will be used sparingly, and explained when used.

MARGARET FALVEY



Margaret Falvey has been involved in TEFL for the past 20 years in the U.K., Africa, the Middle East, and the Far East. After being Director of Studies for the British Council in Baghdad, Iraq, from 1976-1980, she moved to the British Council, Hong Kong, where from 1980-1984 she was teacher trainer in a large institute. She is now involved in post-graduate courses for English teachers at the Chinese University of Hong Kong School of Education. Her research interests are in the fields of classroom interaction, curriculum development, the role of communication in general and educational management, and all aspects of teacher education.

Her paper, "The Hidden Curriculum in English Language Examinations," discusses aspects of English language examinations which test something other than the students' command of English. It is suggested that English language courses which focus exclusively on the language content of exams and exclude the broader educational aspects may fail to prepare students adequately for the examinations.

PETER FALVEY

Peter Falvey is a British Council Officer who has worked in the U.K., Africa, the Middle East, and the Far East for the past 20 years. His last appointment was English Language Officer, the British Council, Hong Kong. He is currently on a two-year secondment from the British Council to the University of Cambridge Local Examinations Syndicate, U.K. His main academic interests center on teacher education, course development, ESP, evaluation, and the negotiation of objectives with managers.

His presentation is entitled "Evaluation – The neglected dimension in Communicative Lan-

guage Teaching."

It concentrates on ways in which objectives can be negotiated with managers, particularly in in-house courses for business, industry and commerce. Simple techniques for course developers to use with clients are demonstrated, together with an easy evaluation instrument.



INGRID FREEBAIRN



Ingrid Freebairn, co-author of the highly regarded *Strategies* series, is well known for her work on communicative materials. After receiving an M.A. in Linguistics from Reading University, she has worked variously as a lecturer at Ealing College, linguistics adviser and teacher-trainer in

Sweden, and author of a wide range of publications for Longman. Recently she has been involved in preparing a new video course for Longman.

She will speak on "Developing Communication Skills – The *Strategies* Series." Her concern is with getting students to use the language presented to them for real communication. If, as Wilga Rivers says, one of the most important functions of a language teacher is to set up situations in which students can use their language, then more time should be spent on developing communication skills rather than providing language for imitation. Freebairn will look at different activities aimed at helping students use language for communication and will draw extensively from her own published material to illustrate the problem-solving approach.

Freebairn will also give two presentations on video, "A Multi-Layered Approach to the Use and Exploitation of Video" and "Video Workshop."

ARLENE GILPIN and PREM MATHUR

Arlene Gilpin has taught in Europe, Africa, Britain, and Asia. She is English Language Consultant in charge of in-service training for British Council teachers in Singapore, and is also involved with training courses for Singaporean teachers. She is

also Consultant in charge of English for special groups. Her special interest is task-based learning.

Prem Mathur has teaching and teacher training experience in India and Singapore. He is English Language Consultant in charge of teacher training for Singapore teachers at the British Council, Singapore. His special interests are reading processes and Indo-British literature.



Gilpin and Mathur will give a joint presentation entitled "Task-Based Approach to In-Service Teacher Training for CLT," which will demonstrate an approach based on in-service teacher training experience in Singapore. They will give a brief rationale for a task-based approach, and then involve participants in doing some tasks – one in the area of group communication, one for teaching writing skills, etc.

Gilpin will also give a presentation on "Group Processes in Language Learning," and Mathur a presentation on "A Procedural Design for Preparing Teaching Schemes."

GREGORY JAMES

Gregory James is a Lecturer in Applied Linguistics and English as a Foreign Language in the University of Exeter, England, currently on a temporary assignment to the Education Department of the Hong Kong Government. He has taught in many countries in

Europe and Asia. In 1980, he was International

Fellow at the Institute of Tamil Studies, Madras, India; from 1979 to 1983, he was Chief Examiner in Teaching Methodology to the Royal Society of Arts Diploma for Overseas Teachers, and in 1983 represented the R.S.A. on a tour of several countries in Australasia and the Pacific region.

His presentation focuses on the problems of in-service teacher training courses, in which the teachers are already experienced classroom practitioners, stating that emphasis has to be laid on the experimental nature of the practical component of the course. This approach has many problems, however, and his paper discusses some of the experiences encountered in the management of practical teaching on in-service training and refresher courses in Hong Kong. It is entitled "Problems and Principles in the Management of Practical Teaching on In-Service Teacher Refresher Courses."

MICHAEL MILANOVIC

Michael Milanovic is working as Testing and Evaluation Officer for the British Council in Hong Kong. He has taught in France, Yugoslavia, and the U.K. He is currently engaged in the production and validation of tests of communicative competence, a project that will form the basis of a Ph.D. thesis at the Institute of Education in London.



He will present a workshop, "Using Authentic Materials in Test Production." There has been a tendency in test production to use materials which bear little resemblance to types of authentic materials that are used in the classroom or those that are freely available outside the classroom. This workshop draws on some of the test items designed for the British Council in Hong Kong which, while satisfying formal testing requirements, also attempt to reflect authentic materials and activities. Participants will be able to inspect a variety of test items and tasks and will then have the opportunity of producing some test items using the guidelines developed in Hong Kong.

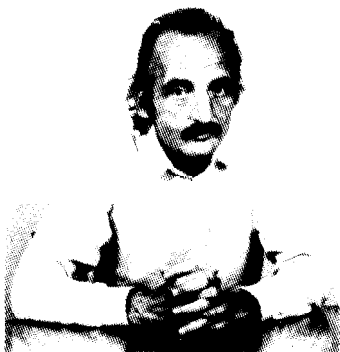
ROBERT O'NEILL

Robert O'Neill was originally trained as an actor, but started teaching English when he went to Europe from the States in the late '50s. Since

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then he has taught in England, Germany, and France, and more recently in Argentina, Turkey, and Spain. He has also written a number of books, including the *Kernel* series, and is now planning a new course.



"Forward Thrust, Focus and Buoyancy in Lesson Planning" – these are three often elusive characteristics of a "good lesson." But what is a good lesson? It is not enough for the lesson simply to have a plan. Many lessons would probably be better if totally unplanned, rather than planned as they are, within a dull, un-transparent framework. In this talk/workshop, O'Neill will focus on three characteristics of "good" lessons and try to show how they can be achieved without sacrificing spontaneity or ignoring "creative accidents."

O'Neill will also give talks on "Grammar, Meaning and Common Sense" and "Why the New Kernel."

JACK RICHARDS



Jack Richards is full professor, Dept. of ESL, University of Hawaii. He has worked in Canada, Indonesia, Singapore, and Hong Kong,

and has written over 80 articles, books, and ESL/EFL texts. His two most recent EFL texts are *Person to Person* and *New Breakthrough*. His linguistics books include *Error Analysis* and *Language and Communication*.

Richards will give three presentations, including "Role-Play Revisited," which will examine the claims made for the value of role-play, and present a rationale for using role-play in the context of the teaching of listening and speaking skills. A sequence of techniques which can be used within a role-play format will be discussed and illustrated. This is known as "the extended role-play cycle."

His other presentations will introduce his books, *Person to Person* and *New Breakthrough*, published by Oxford University Press.

MICHAEL SWAN



Michael Swan is the author of the *Cambridge English Course*. He will give two presentations. One is entitled "Get Them Talking: Activities for Fluency Practice," about which he states: A typical language course produces knowledgeable non-fluent

language users – people who "know" the language, but have trouble putting their knowledge into practice. We get more fluency practice into our language courses in two ways. We can use "supplementary" fluency activities such as discussion tasks, games, problem-solving activities, role-play, and mime. And we can try to build fluency practice into the "central" language lessons (grammar, vocabulary, and pronunciation) by making them more communicative. The session will explore both these approaches.

His other presentation is entitled "Designing a Multi-Syllabus Course," which will discuss the necessity of interweaving a large number of syllabuses, such as structural and notional/functional, in a complete language course.

DAMIEN TUNACLIFFE

Damien Tunnacliffe a graduate of Oxford University, is publisher of ELT reading materials for Longman. Formerly a teacher of EFL in Madagascar and then with the British Council in Portugal, Mr. Tunnacliffe has been with Longman for the past 14 years where he has been concerned mainly with the development of reading materials.



He will present "A Reading Workshop: where there is little reading, there is little language learning." It is impossible in a country like Japan to get the amount of direct contact with English that a German or a Swede can. If learners cannot live in an English-speaking environment, then they must spend as much time as possible immersed in books. This talk will look at this and offer practical ways to develop a varied reading program.

Tunnacliffe will also offer an activity-based presentation on video, "Sherlock Holmes and Other Videos."

第10回 J A L T 国際大会

来る11月23~25日東海大学の代々木キャンパスにおいて、東京都教育委員会、神奈川県教育委員会と毎日新聞社の後援により、第10回 J A L T 国際大会が開催される。

J A L T 国際大会は年々内容が充実し、参加者も増えており、今年は千百名を軽く越すと予想されている。その中には米国や英国を始め、世界十数ヶ国から数十名の言語教育の専門家が来日する。

今年は200近くの研究発表の申し込みがあり、その内の160~170程の研究発表、ワークショップ、デモンストレーション等がある3日間行われる。その中にはビデオテープやコンピューターの使用、有名なテキストに関しての著者の説明、色々なテクニックのデモンストレーションも含まれている。

今年の基調講演者は元外務大臣の来佐武郎氏である。現在は外務省、科学技術庁、環境庁の顧問で、国際大学の学長を務めておられる。国際舞台での長年に亘る活躍に基づいた有意義な話が期待できる。

今大会のメイン・スピーカーは、言語教育界の第一人者とされる南カリフォルニア大学のKrashen博士である。彼の提唱したいくつかの言語習得に関する仮説は現在でも世界中の学者の討論の種になっているし、言語習得論は事実上彼の仮説抜きには語れないのが現状である。3年間に亘る交渉の末の来日で、彼の講演を聞くだけでも今大会の参加価値は十分ある。

Krashenの他にもテキストの有名な著者である Ingrid Freebairn, Robert O'Neill, Jack Richards と Michael Swanが来日、数々の有意義な講演が期待される。その他に、世界の2大英語教育の学会である TESOLの事務局長James Alatis博士と I A T E F Lの会長の Peter Stevens 博士も各々米国と英国より来日する。

この大会で忘れてならないのは出版社の展示で、世界中の最新の語学教育の参考書やテキストが展示される。参加出版社は約40で、世界の主な ESL / EFL 関係の出版社が顔をそろえ、世界中の教材がそろうと言っても過言ではない。

大会の重要な要素として、他の語学教師と出会い、語り、情報交換をすることで、23日にはリージェンツ出版社主催のカクテル・パーティー、J A L T 東京支部主催の焼鳥と寿司の屋台は3日間毎日午後開業、そしてコーヒー、ドーナツとクッキーは御自由に召し上がって頂けます。多くの人々と出会い、友人の輪を広げて頂ければ幸いです。

24日には霞ヶ関ビルの33階にある東海クラブで懇親会を開催します。4,000円のバイキングで食べ放題、飲み放題。東京の夜景を十分楽しんで頂けます。

大会開催中の宿泊は、新宿に新築されたワシントンホテルが開場へも近く便利です。ホテルへの予約は大会参加申し込みと同時に頂ければ結構です。参加費は11月10日までに申し込まれれば割引料金となっています。本誌に同封の郵便振替用紙を御利用ください。

今大会は東京都教育委員会と神奈川県教育委員会の後援を受けています。多くの中・高校の先生方に参加して頂き、本大会で学ばれたことを日常の語学教育の向上に利用して頂ければ幸いです。御希望の方には出張依頼状をお送りいたしますので返信料と送り先(例えば~高等学校~校長殿と住所)を同封の上、〒600 京都市下京区烏丸四条西入 住友生命ビル8F 京都イングリッシュセンター内 J A L T 事務局まで御申し込みください。東京・神奈川・千葉・埼玉の中・高校の先生方は会員同様の割引料金で参加して頂けます。

本大会は将来語学教師を希望されている学生諸君にも有意義なので、参加費は半額で参加して頂くようにしました。また5人以上同時に申し込んで頂ければ、1人1日当たり千円で参加して頂けます。教科教育法や教育実習の一部として利用して頂ければ幸いです。

JALT '84 POSTERS

JALT '84 Conference posters are now available free of charge for display purposes. They are handsome posters on B3-size paper, with the JALT '84 logo and Conference information printed in English and Japanese.

All presenters will automatically be sent one copy to display at schools, offices, or elsewhere where it might publicize the Conference. If anyone else would like a copy, please write to Mariko Itoh at the JALT Central Office, whose address can be found on page 2 of *The Language Teacher*.

KOEN MEIGI

We are pleased to note that the JALT '84 Conference has now received Koen Meigi endorsement from both Tokyo and Kanagawa-ken.

(Cont'd on page 13)

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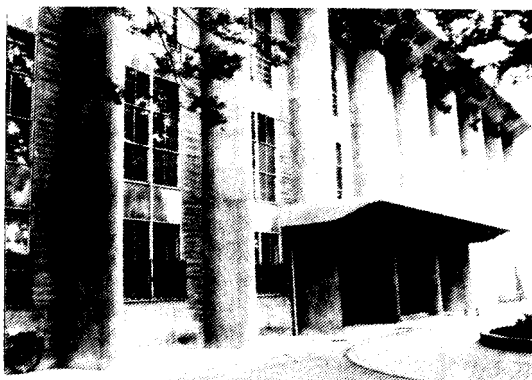
Koen Meigi is an official endorsement from city or prefectural boards of education which enables secondary schoolteachers to apply for a leave of absence and receive expenses in order to attend conferences.

JALT CREATES THE 72-HOUR DAY

That's right, 72 hours of presentations and other events will be offered each and every day during JALT '84. For those who love feasts, there is going to be quite a menu to choose from. For those who hate decisions, however, we suggest that you sit down with your copy of the November issue of *The Language Teacher* and start deciding early. As a further aid, the conference handbook will list all presentations by topic, so if you are mainly interested in presentations on listening this year, for example, you can find all the relevant presentations at a glance.

As of this writing, it looks as if we will have more proposals with a greater variety than we have enjoyed in past years. We can all look forward to a truly stimulating three days.

See you there!



IT'S TIME TO PRE-REGISTER NOW!

Why pre-register? Let us count the reasons:

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2) For those desiring to stay at the Washington Hotel, the chances are good that our allotment of rooms will be booked up well in advance of conference time. Reserve your place where the action is now.

3) In a similar vein, we foresee the banquet in the Kasumigaseki Building will not be able to accommodate all those who want to buy tickets at the site. We have had to turn people away regretfully at past conferences. Don't let it happen to you!

4) You can renew your JALT dues at the same time. The chances are good that your dues will expire in December 1984 or earlier. Check your mailing label if you are not sure, and save yourself another trip to the post office by renewing now. (Renewing early never hurts and it saves JALT the cost of a renewal notice.)



CORRECTION

In the September issue, the author of "Everything You Wanted to Know" about the Conference Hotel" was actually Derald Nielson, and not Edward Schaefer. We apologize for the error.

JALT '84 Conference Schedule

Friday, Nov. 23

Saturday, Nov. 24

Sunday, Nov. 25

A.M. 8:30	Registration Opens 8:30			Registration Opens 8:30			Registration Opens 8:30		
9:00	Coffee/Danut Mixer (CM Area) 9:00-10:20			Presentations 4 9:00-11:10			Presentations 8 9:00-10:00		
9:30									
10:00	Welcome and Keynote Address Speaker: Saburo Ohkita 10:30-12:00			Plenary Address Speaker: Stephen Krashen 11:20-12:20			Presentations 9 (Publishers' Presentations) 10:10-11:10		
10:30									
11:00									
11:30	Lunch			Lunch			Lunch		
12:00									
12:30 P.M. 1:00	Visit the CM Display	*Tokai VIP Lunch	Visit the CM Display	*Chapter Officers Meeting	Visit the CM Display	*JALT AGM (Cont'd nec.)			
1:30	Presentations 1 1:30-2:30			Presentations 5 1:30-2:30			Presentations 11 1:30-2:30		
2:00	Presentations 2 2:40-3:40			Presentations 6 2:40-3:40			Presentations 12 2:40-3:40		
2:30									
3:00	Tokyo Gift (Mixer) 2:30-4:50			Tokyo Gift (Mixer) 2:30-4:50			Tokyo Gift (Mixer) 2:30-4:50		
3:30									
4:00	Presentations 3 3:50-4:50			Presentations 7 3:50-4:50			Featured Speakers Panel 3:50-5:00		
4:30									
5:00	Visit the CM Display (Close at 5:30)			JALT Annual Gen. Meeting 5:00-6:15			Drawing in CM Area 5:10-5:40		
5:30	Regents' Cocktail Party on Site 5:30-7:00			Visit the CM Display (Close at 6:15)					
6:00				Traveling Time			Closing Party		
6:30									
7:00				JALT '84 Dinner 7:15-9:00			*not announced on block schedule		
7:30									
8:00	Coffee/Donuts in CM Area: 9:00-10:20, 12:00-5:30			9:00-6:00			9:00-5:00		

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KRASHEN CONTROVERSY

Note from the editor: Most people who know anything about Stephen Krashen's work today also know that there is a growing controversy developing around his ideas. Roger Olsen attended the TESOL '84 Summer Institute in Corvallis, Oregon, this summer where there were a lot of discussions about Krashen's ideas and approach to language teaching. The following paper is the result of Olsen's own thoughts on the whole subject and he has kindly allowed *The Language Teacher* to publish his draft. It is incomplete and yet hopefully will stir up some discussion for Krashen's visit here next month for JALT '84.

Second Language Acquisition Issues and Comments: a review of some current issues and implications for interpretation and application

OR:

THE PROOF IS IN THE PUDDING, BUT WHOSE PUDDING?

By Roger E. Winn-Bell Olsen,
Alemany Press

RESEARCH to THEORY to PRACTICE.

Draft: Do not cite without permission

Current public articulations of interest in the efficacy of Krashen's formulations, the Monitor Model and the Natural Approach, in particular, have re-activated my interest in epistemology and have renewed my fascination with what people choose to perceive, the contexts they assume and imply, and how they then ingeniously devise ways to test their reality perceptions. This report attempts to summarize the critical commentary and then to propose a possible synthesizing perspective to integrate and reconcile that criticism to the approach formulated by Krashen and Terrell (Krashen and Terrell, 1983) to a seemingly more workable and more professionally useful perspective.

I will argue in favor of continued interaction and dialog within (intra-professional) as well as increased interaction and new dialogs beyond (inter-professional) our familiar circles of Research-Theory-and-Practice (see Rivers, 1984 and Widdowson, 1984). My purpose is partially to recognize and contextualize our great debt to Krashen and partially to attempt to synthesize recent critical commentary, to propose a path for reconciliation, and to call attention to the greater indexical significance of the events within our profession these past 15 or 20 years.

Let us consider the Ideal Type Model of scientific investigation-to-application as we generally suppose it to be.¹

RESEARCH leads to (or informs) THEORY.

THEORY informs (or inspires) PRACTICE.

or

It seems to me that the history of the Monitor Model formulation, for example, fits this paradigm exactly. There was an extensive research effort (Krashen, Sferlazza, Feldman and Fathman, 1976; Dulay and Burt, 1974; Krashen, Houck, Giunchi, Bode, Birnbaum and Stei, 1977) which continues (Jung, 1981; Krashen, 1982). This research led to theoretical speculations and formulations (Burt and Dulay, 1981; Krashen, 1982), leading to the Monitor Model as a statement of theory: a web of hypotheses that simultaneously endeavor to summarize research findings and to inspire instructional practice. We have witnessed inquiries as to application, instructional implications (Allwright, 1984; Bassano and Christon, 1981; Chamot, 1981; Chamot, 1983; Christison, 1982; Christison and Bassano, 1982; Krahne, 1984). We now have an articulation of a formulation of theory (Krashen and Terrell, 1983) that many practitioners recognize as real (Segal, 1980; Martini, Moreno, Raley and Terrell, 1984; Moustafa, 1984) as well as teacher trainers (Rathmell, 1984; Reer, 1984; Benson and Stack, 1979; Haveron, 1984; Campbell, 1984). As a theory, it is doing everything that a good theory ought to do: it is spurring research, inquiry and expression; it sparks theoretical analysis both intra-professionally and inter-professionally; it appears relevant to practitioners and informs instructional practices.

We may soon look upon these as our Golden Days of interlanguage research when researchers fervently sought to show that fossilization was reversible in every case, when the Notional-Functional syllabus seemingly inspired dramatic instructional successes, when the relevance of threshold-level competency was shown to be

economic in special purposes settings, when the "communicative" syllabus was a gleam in the eyes of a few. This has been a Golden Age when creative practitioners were inspired by Natural Approach formulations and did, indeed, generate instructional materials "that work," integrating their own needs assessments and contextual sensitivities with the (now questioned) notions of Comprehensible Input (relevancy), Natural Order (sensitivity to developmental processes), Learning (studying) versus acquisition (multi-modal modeling instruction), "i+l" (challenging the learner, introducing new material, concepts, processes, and being sensitive to Piagetian developmental considerations) instruction, "i-l" practice (re-cycling and Affective Filter).

Almost each of Krashen's Five Hypotheses is challenged by recent data from Research. New evidence is being brought forth which questions Krashen's claims from a data-based research perspective (Swain, 198?) or an instructionally oriented, experiential perspective (Rivers, 1984). That is, the generalizability of the claims or the efficacy of specific instructional practices in specific settings seemingly based or inspired by Krashen's formulation are called into question. Swain reports that L2 students in an immersion program are fossilizing at "early stages," giving weight to Selinker's claim that "success can mean failure" (Selinker, 1984). The students in the Swain study were provided numerous communicative strategies, *a la* the Notional-Functional syllabus and the "communicative syllabus." Their communicative successes, Swain's data suggests, contributed to fossilization, a cessation of L2 acquisition. Rivers reports that students who experience extensive communicative syllabi routinely test out repeatedly as "Terminal Twos," regardless of whether English, French, Spanish or Italian is their target L2. Widdowson (1984b) relates the necessity to devise remedial instructional strategies for students in the Middle East whose "Communicatively-Based" basal did not lead those students toward communicative proficiency: They did not acquire native speaker proficiencies even though they have achieved some remarkable degree of communicative successes. From these arenas, then, we have criticism evolving from either experiential or research reports.²

A second critical focus seems to be on the internal, conceptual and logical consistency within the formulation (Gregg, 1984; McLaughlin, 1979; Widdowson, 1984b). The pedagogic or instructional implications seem to be obscure to some (Dougill, 1984; Gregg, 1984; McLaughlin, 1976; Widdowson, 1984b). And the theoretical implications are questioned (Widdowson, 1984b) as well as the relevance to further re-

search inquiry (Widdowson, 1984a; Gregg, 1984). At the very least, the universality of Krashen's claims is disputed. At the other end of the spectrum, we are urged to discount and discard his entire formulation. The Comprehensible Input Hypothesis and the Natural Order Hypothesis have been, perhaps, easiest to dispute. I will first discuss criticism of the Comprehensible Input Hypothesis and then the Natural Order Hypothesis.

The Comprehensible Input Hypothesis is disputed, *ipso facto*, by contemporary research constructs, notably in the field of interlanguage research. Contemporary interlanguage researchers have been able to identify measurable language acts associated with the language skill we think of as "listening." They have also developed sophisticated means of measuring data associated with the language skill we think of as "speaking." These two classes of data are distinct sets of data-types and these sets do not intersect substantially. Hence, it seems self-evident that the "listening" language acts can have no direct bearing on the "speaking" language acts, as indicated by operational definitions currently in favor among interlanguage researchers. If developing listening skills is comprised of developing skills which are (operationally recognized as) distinct from speaking skills, the entire notion of Comprehensible Input is *ipso facto* called into question. How can listening input facilitate speaking production? Contemporary measures of listening acts have no bearing on speaking acts as measured today.

One, of the early critics, and perhaps the most cogent, of Krashen's formulations was Barry McLaughlin who pointed out that the claim of a "Natural Order" which emerged during Krashen's extensive work with morphemes (Krashen, Sferlazza, Feldman and Fathman, 1976; Dulay and Burt, 1974; Krashen, Houck, Giunchi, Bode, Birnbaum and Stei, 1977) is not supported by any other than those early morpheme studies (McLaughlin, 1978; Wode, 1978). Other researchers have also found that the "Natural Order" is not substantiated beyond the original morpheme data (Gregg, 1984; Swain, 198?; Selinker, 1984), although differentials without hierarchies do obtain (Selinker, 1984). The criticism is that there does not seem to be a general, universal Natural Order, as evidenced by contemporary research, that cuts across all dimensions of L2 acquisition, particularly with learners whose first language is substantially dissimilar to the target language (Huang, 1971).

It seems to me that this should be taken as evidence to operationally ascertain the generalizability of Krashen's claims rather than to

(Cont'd on page 19)



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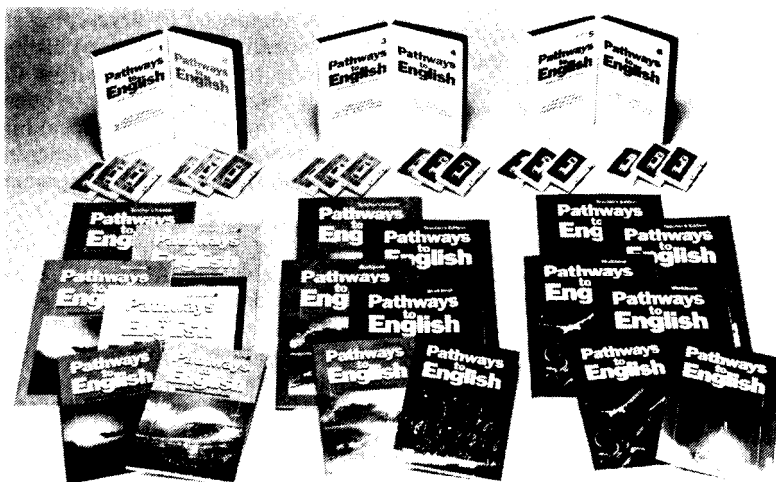
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(Cont'd from page 17)

discard the entire formulation. Or as impetus to investigate whether multi-modal instruction is somehow distinct, separate, or apart from the exacting parsimonious interlanguage researchers' domains. Indeed, there is an abundance of evidence to show that there are developmental differentials, if not hierarchies, involved with the acquisition of nearly any measurable linguistic element. Krashen himself anticipated "unnatural orders," and suggested that they would result from interaction between language *acquisition* and language *learning*:

It would not be at all surprising if foreign students show a greater learning effect, manifested by more "unnatural orders." EFL students in other countries might provide the crucial data here. (Krashen, 1978, p. 6)

The most extreme statement from the second genre of commentary of Krashen's formulations would be to say that Krashen posits a set of requisite circumstances for learning (or acquisition) to occur which have bearing on instructional strategies, research queries, or theoretical formulation(s). This criticism is implied in the recent literature (Gregg, 1984; McLaughlin, 1976; Widdowson, 1984b). It is too general, if true, to be useful. Borrowing from our colleagues in the social sciences, I take as the definition of learning:

a relatively permanent change in an organism's behavioral repertoire that is not accounted for by maturation, heredity, or environment. (Sawyer and Telford, 1968)

If, and I have underscored "If" on purpose, Krashen's formulation purports to explain requisite conditions for learning, then whenever learning occurs, whenever a relatively permanent change in an organism's behavioral repertoire that is not accounted for by maturation, heredity or environment, then the conditions were met *for that individual*. Whenever learning does not occur, the conditions were not, *ipso facto*, met. The criticism is that the Monitor Model and its related hypotheses are so general, so global, as to be useless in application or as a source of instructional inspiration.

Gregg asks repeatedly for instructional implications and fails to discover them to his satisfaction (Gregg, 1984). Widdowson has, correctly, I believe, taken the initiative in examining the Monitor Model to discover what a formulation should provide if that formulation is to have implications of "any pedagogic worth" (Widdowson, 1984b).³

I would like to suggest that Krashen's formulations are, indeed, motivating all of us

to do exactly what we needed to do from the beginning: to integrate Research, Theory and Practice, to elevate the intensity of the debate(s) and dialog(s) between Research, Theory and Practice, the intra-professional interactions that will keep our profession alive and vital, and thereby helping eradicate any semblance of complacency (sic), over-zealous self-confidence, or otherwise abandoning the task of intra-professional self-examination. The Natural Approach is leading us to recognize the need for those dialogs and to initiate them, and spurring us to develop more refined research hypotheses, strategies, and analyses. I eagerly await a synthesizing effort to integrate recent research findings with theoretical summation, a summation that perhaps will be at least as fruitful as the Natural Approach intra- and inter-professionally. Clearly, the response generated thus far indicates that his formulations are having a wider and more profound impact than Chomsky, Potovsky, or any of the behaviorists.

In closing, I want to emphasize that I laud and welcome the in-house controversies we have witnessed the past few years. I want to have the record show that I welcome and encourage even more intense efforts from Research, newer refinements from Theory, and more vigorous, innovative, and sensitive instruction – and instructional materials – from Practice.

If anyone wishes to attempt to articulate a new formulation, a new Magic Method, I, for one, will defend your right to have it made public, to be published in the forum and the media of your choice.

I would like to close by citing some insightful remarks made by Mary Finocchiaro in 1977. They seem as relevant for us today as they did then.

While the teacher does not neglect supra-segmental features of language, she knows that other factors in learning are of greater, supreme importance, and that these should permeate the total classroom environment. They must be made to feel that they are important members of the group, that they can assume responsibilities, and that they can achieve success. (Finocchiaro, 1977, p. 16)

And, as George Rathmell says, "The important thing is not which sets of categories one *uses* but the fact that it is the interaction of these kinds of knowledge that makes reading possible." (Rathmell, 1984, p. 84)

Perhaps the important thing today is that these interactions are occurring.

(Cont'd on next page)

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NOTES

1) This is not the first time that someone has attempted to derive instruction from differences between the rigorous, formal, experimental Researcher and the clinical, less formal, more intuitive Practitioner (Isaac and Michael, 1971; Isaac and Michael, 1981; Maeger, 1962). Yet it seems instructive to me on three counts. The recent debate underscores, for me, the need to bridge the gap between Research and Practice, perhaps a need to establish some ground rules for interaction between Research and Practice, and perhaps that the bridging should not be mediated by Theory. It is frequently assumed that Research should inform Practice, yet I am fascinated by the notion that it could be the other way around. I would like to offer the outrageous claim that *Practice* should inform and inspire Research, not evidently as is frequently assumed.

At the very least, Research should look to Practice for inspiration, informants, testable insights, as well as fundamental direction, guidance and needs analyses. Research's ultimate goal may well be to inform and inspire Practice, but its more immediate concern is to inform Theory. Practice informs Instruction. For a fuller discussion, see Finocchiaro (1977).

2) A Natural Approach analysis of these apparent fossilizations might question whether that Interlanguage was presented as the target language, rather than native proficiency normative L2, and might inquire as to how to present instructional strategies to help learners acquire the target language rather than maintain the Interlanguage.

Each of these reports merits consideration and warrants further inquiry. Do Swain's results generalize to *all* immersion programs? Or only those where communicative Success is contrived to obtain during early stages of SLA? What might be obtained if those L2 learners had not been given "keys to total success" early in their SLA careers? Or if their communicative successes were contrived to occur in settings fairly remote from those of "natural discourse," as is implied by Edmunson's suggestion (Edmunson, 1984) that we instructionally impose a hierarchy of communicative settings: Role Play to Problem Solving to Simulation. What was the genre of the communicative success domains in Swain's study?

Are Rivers' data a result of an artifact of measurement, that the "terminal two's" are so designated by their lowest test score, regardless of any gains they might experience or demonstrate by virtue (one might hope) of their instructional experiences? Were Widdowson's Crescent students originally presented with willy-nilly communicative strategies? Or was there a self-conscious effort to imbed structures hierarchically?

3) Speaking from a perspective that is concerned with instructional materials, I would like to see the next Theoretical Formulation, a

new "magic method," or evolutionary re-statement of the Natural Approach, take into account individual differences, sources of variance, along two spectrae that I consider to be very important: The spectrum of purposive, objective and goal oriented teaching/learning on the one hand, and helping, guiding, modeling on the other hand. The one acknowledges that there will be instructional challenges where and when limited time will be available to attend to specific needs. The other seeks to understand the many modalities of human learning. Secondly, I would like to see a formulation account 'for differences in learning/acquisition that might be attributed to learners' differences in motivation, purposiveness, goal-objective orientation, previous learning, and differences in general cognitive ability (we used to refer to this construct as "IQ").

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*-Originally titled the SLOPE, retitled the SLOTE: Second Language Oral Test of English (1983: The Alemany Press).

Roger E. Winn-Bell Olsen has taught ESP (VESL) to adults and ESL to children in Guaymas, Mexico. He received his B.A. from the University of the Pacific (Stockton, CA) where he was a Teaching Assistant in Calculus and Statistics and did graduate studies at San Jose State College (now University) where he was a Teaching Assistant in Introduction to Psychology. He is the author of *American Business Encounters*. He is a Senior Staff member of The Alemany Press and was the developmental editor of *The Natural Approach*.

Krashen博士と言語習得の仮説

同志社大学 北 尾 謙 治

同志社女子大学 北尾 S. キャスリーン

来る11月23～25日に東海大学代々木校舎で行われる第10回JALT国際大会のメイン・スピーカーとして、南カリフォルニア大学のStephen D. Krashen 博士が来日される。

Krashen博士は、ここ数年心理言語学の分野、特に第2言語や外国語の習得に関して最も注目されている。10年程前から言語習得に関する数々の仮説を発表し、言語教育界に多くの問題点を指摘し、彼の仮説を抜きにしては言語教育論は語れなくなった。彼は言語教育界のChomskyとまで言われるほど有名になった。

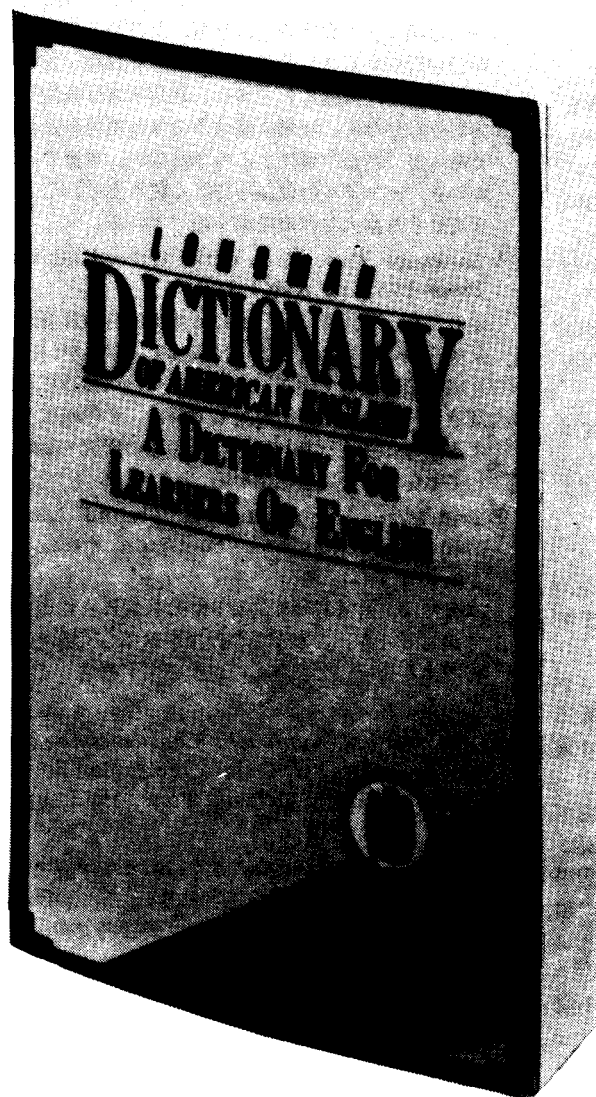
3年前のデトロイトのTESOL大会で、Krashen博

士は“Some Consequences of the Input Hypothesis”の演題で講演された。“input hypothesis”のみでなく、博士の提唱される重要な仮説をすべて説明された。無知なので筆者にはよく分からなかったが、博士の講演には大会参加者の殆どが集まり、博士の革命的な言語習得論に熱心に耳を傾けていたのは印象的であった。博士の仮説は単なるアイデアではなく、多くの研究により実証されているので説得力があった。

博士によると、今まで最も広く利用されてきた口頭教授法はうまくいっていない。その理由は、文の構造に基づいた理論に基づいていて、言語習得理論に基づいていないからである。また、多くの言語教育理論は単なる理論であって、実際に語学のクラスで実験され、実証されていないとも指摘されている。博士は、言語習得理論に基づき、7年間に亘って実証された **Natural Approach** を提唱されている。

博士の考えの根本は、長い間人間は実際に言語を使用
(Cont'd on page 24)

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し、コミュニケーションを通じて習得してきた。しかし、最近文法を中心にした言語教育が盛んになり、本来の姿が見失われている。ごく最近このことに気づき、TPRやCLLのような新しい教授法が出現し、言語習得が重視されている。

Krashen博士の提唱する言語習得に関する仮説は以下の5つが主で、私達語学教師にとって日常の語学教育に示唆することが多いので、簡単に説明する。

- ①習得/学習の仮説：第2言語を習得することは、コミュニケーションの場で言語材料を拾い吸収することで、子供が第一言語を習得する方法と同じである。大人も習得はできるが子供はどううまくできない。対照的に、言語学習はその規則を知り、その言語の文法の知識を持つことを意味する。コミュニケーションには習得された言語が役立ち、学習された言語は以前思われていた程、重要ではない。言語が習得されるのは、明白にその規則等が教えられることによってというよりも、実際のコミュニケーションの場で情報の伝達が行われている時にむしろ行われる。
- ②自然な順序の仮説：文型はある予測可能な順序に従い・習得される傾向がある。種々の研究より、これは大人と小人の両方の場合に成り立つ。
- ③モニターの仮説：発話は学習されたのではなく、習得された言語の蓄積から行われる。学習されたモニターのシステムは、習得されたシステムからの発話を訂正するが、発話することは直接行えない。
- ④入力仮説：言語は既に習得されているものより少し上のレベルの入力を理解することにより習得される。まだ習得していない文型も文脈や言語外の種々の要素から理解できる。
- ⑤情緒的フィルターの仮説：情緒的な要素は言語習得を妨害することがありうる。低い自尊心、神経質、教師と学習者や学習者同士の人間関係が乏しいこと等は言語習得を防げる。

この5つの仮説より、言語習得は、理解できる入力があった時、どのように話されているかではなく何が話されているかに注意が払われている時、そして言語を習得する人が言語習得をしようとおおらかな気持ちを持ち、積極的に、神経質になっていない時にうまくできることになる。

この仮説より我が国の英語教育の問題点を考察すれば、まず、学習中心で習得があまり考慮されていないのでコミュニケーションのための英語が身につかない。文型の教えられる順序が自然な順序と一致しているか疑問である。十分モニターの機能を利用することが行われていないし、多分その段階に達していない。与えられる入力は必ずしも学習者の理解できる範囲でなく、難しすぎるものが多い。ただ日本語をふんだんに使用してどうにか理解しているのが現状である。情緒的な要素はあまり考慮されていない。他にも沢山問題点が指摘できると思う。

Krashen博士は今までに30編以上の論文を言語教育、言語学、心理言語学関係の学術誌や単行本として発表さ

れている。ここでは博士の5冊の著書を紹介するので参考にして頂ければ幸いである。

- ① *Second Language Acquisition and Second Language Learning*, Oxford: Pergamon Press, 1981, pp. vii + 151.

最初の著書で、本書において博士は「言語習得」と「言語学習」を明確に分けており、これが博士の言語習得理論の基盤となっている。言語習得とは無意識のうちに言語が吸収されることであり、言語学習とは言語の規則(文法)を意識的に学ぶことである。人間は習得した言語により発話をし、学習した言語の規則により、発話の直前か直後に間違いを正す。それ故、言語使用は言語習得を基盤にしており、言語学習は表面的なかわりしかなく、流調に話せるのは言語習得によるのであって、言語学習によるのではない。本書ではこのモニター・モデルの仮説を詳しく取り上げ、その仮説を実証する膨大な研究成果を論じている。

- ② *Language Two*, New York: Oxford University Press, 1981, pp. xvii + 315.

他の2人との共著で、Krashen博士は言語習得理論の全般を扱い、完全な仮説にはなっていないが、前書より広範囲に渡って論じ、とくにエラー(発話における間違い)に関して詳しく論じている。この研究を実証するために多く行われた長期・短期の研究や実験に関しても詳しく説明されている。

- ③ *Principles and Practice in Second Language Acquisition*, Oxford: Pergamon Press, 1982, pp. ix + 202.

本書では、言語習得理論を5つの仮説により広い範囲で論じている。この5つの仮説を基にして種々の言語教授法を分析して、多くの研究成果も利用して立証している。

- ④ *The Natural Approach: Language Acquisition in the Classroom*, Oxford: Pergamon Press, and San Francisco: Alemany Press, 1983, pp. vi + 213.

Tracy D. Terrellとの共著で、Krashen博士の仮説に基づいた言語教授法の説明である。5つの仮説の説明と具体的な応用は分かりやすく実践的である。*Natural Approach*では、言語習得は聞いたり、読んだりして理解することで行われ、話すことでは行なわれない。言語習得と言語学習を明確に分けている。自然なコミュニケーションで無意識に知識や技能を身につける、言語習得を重視している。この教授法では、初級から中級レベルを対象にしているの、簡単な入力から始め、クラス以外の入力が理解できることをゴールとして、段階を追った具体的な入力の方法が示されている。本書では言語習得のための具体的な活動やゲーム、読解、作文、テスト等も詳しく論じられており、単に理論だけでなく、実践的である。

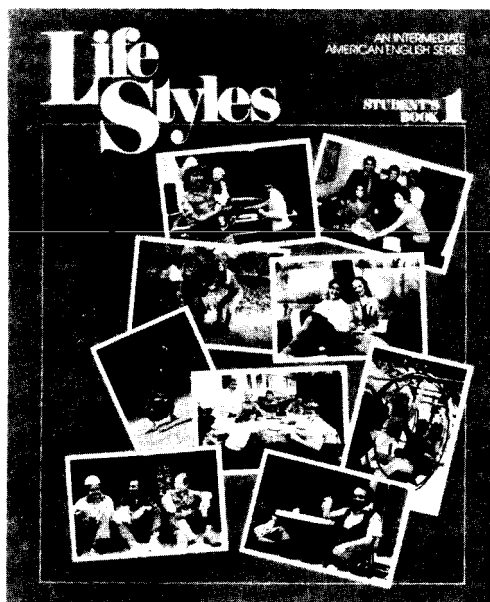
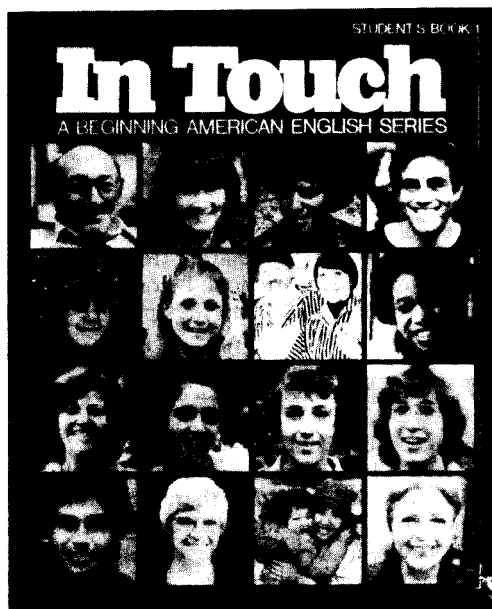
- ⑤ *Writing: Research Theory and Applications*, Oxford: Pergamon Press, 1984.

(Cont'd on page 27)

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DRILLS AND FREE CHOICE

By Robert O'Neill, Longman Group Ltd.

Language drills of some kind or other have been around for a long time, certainly longer than most of us realize. L. G. Kelly, in his fascinating *25 Centuries of Language Teaching* states, for example: "Pattern Practice first appeared, not in the 1940s, as was often claimed, but by the early 1500s." It is certainly true that the idea behind pattern practice, like so many others in the long history of language teaching, has appeared at various times, been rejected or fallen out of fashion, and then been re-discovered or re-invented.

Why is this? Is it that pattern practice, or something like it, answers a deep need, often felt intuitively, by both teachers and learners alike? And is it possible that even though such "drills" do not, as was claimed in the '50s and '60s, lead to "habit formation," they do something else, perhaps far more important? Is it, in other words, possible that "drills" when designed and used with some basic flair and imagination can help learners to use language more spontaneously and even creatively?

I believe that the answer to these last two questions is "Yes." But I am going to re-define the concept and purpose of a "drill," and I am going to emphasize some important "ifs," "ands" and "buts," particularly concerning teacher behaviour and attitude when using "drills."

You will notice that so far I have put the word "drills" in quotation marks. I do so because I profoundly dislike the term. It suggests the military parade ground, and exercises designed to instil not the capacity for reflection and

spontaneity but unthinking obedience. The word itself must come directly from the Army, and the Armed Forces Language Learning Programmes in the United States during the Second World War.

The kinds of pattern drills used then and which remained in fashion until the late '60s (and which are still used by many teachers today) had a few great advantages but in my opinion, far more serious disadvantages. I mean this kind of thing:

I sometimes have a shower.

1 often	3 bath	5 usually
2 never	4 He	6 an egg
etc.		

The advantages are obvious enough. A tightly controlled pattern of response is packed into a narrow frame, both of language and of time required to do the exercise. The exercise "set" is clear and unambiguous requiring only a little explanation when learners are first asked to do such exercises and none at all later. Such advantages are considerable and ought not to be scorned. But the disadvantages seem, to me at least, to outweigh them. First there is the complete absence of any real context (although this of course could be supplied in other ways) and the lack of any real meaning. But most important of all, I think, such exercises offer no real choice. Only one response is possible. This, of course, is precisely why such exercises once enjoyed such favour. Fries claimed that the purpose behind them and the habits they allegedly formed was to free the mind from the mechanics of sentence formation and grammar so that it could dwell instead on the message a speaker wanted to communicate.

But the psychological objection to this is that such drills make no real impact precisely because there is no choice, no chance to vary the pattern of response, however slightly. Unless this happens, it seems that whatever "habits" they instil remain locked in a part of the brain that is closed down whenever a speaker actually wants to say something. These "habits" are narrowly and rigidly associated with the classroom and the kind of mental activity the drills produced there. There is little or no "transfer." Unless the "mechanics" of language are associated in the classroom with choice and discretion, there can be no such transfer to life outside the classroom, where choice and discretion, even in the most humble sense, are constantly required.

In short, to have any real impact, the exercises must involve some spontaneity, choice, simple discretion and freedom to vary the frame. How can this be done? Is the following exercise any better?

A "parallel" exercise

Listen to the model. Then say something similar and true about yourself.

Example A: I live in a big city.
 = *I don't. I live in a small one.*
 or *I live in a big city, too.*
 or *Yes, so do I.*

Example B: I usually have two eggs for breakfast.
 = *I never have eggs for breakfast.*
 or *I usually have only one.*
etc.

- 1 I usually get up around noon.
- 2 I wash once or twice a month.
- 3 I never see my parents.
- 4 I always drink red wine or beer with my breakfast.
- 5 I often smoke in bed.
- 6 I'd like to stop this exercise now.

Think of a good question with "Why" or "When" or any other "Wh"-word you think is good here.

- 1 Bill and Mary had another argument.
- 2 Mary hit him.
- 3 Bill did something terrible then.
- 4 Mary ran out, screaming.
- 5 Mary has a new boyfriend now.
- 6 Bill says he is going to become a priest.
- 7 I saw Bill in a shop. He was buying something.
- 8 He didn't speak to me when I spoke to him.

Imagine either *what was happening* when these things occurred or *what happened immediately afterwards*.

- 1 In the middle of my last language lesson, Bill (a student) suddenly started weeping.
- 2 Yesterday evening Bill was in the bath when the phone rang.
- 3 Mary was in the pub with her new boyfriend when Bill (her ex-boyfriend) walked in.
- 4 Bill took out a revolver.
- 5 A few minutes later, the police came.
- 6 Bill's mother was in front of the television set when there was a knock at her door.
- 7 When she opened it, there was Bill, with two policemen.
- 8 When I last saw Bill, he was still with those two policemen.

Notice how each exercise involves a certain degree of *predictable but still free* choice. The range of this choice is indicated in the first exercise. In the second and third exercises, it has to be imagined. For example, the possible questions to prompt 1 in the second exercise might be "What did they argue about?" "Why did they have an argument?" or "When did they have an argument?" These responses can, of course, be reduced simply to "What about?" "Why?" or

"When?" But such responses approximate much more closely to *both the kind of language we use in real life and the kind of mental activity that goes on inside our head outside the classroom*. The responses to the third exercise involve a modest amount of imagination. For example, prompt 1 in this third exercise might lead to: "The class was listening to the teacher." (however unlikely this is in real life) and "They all stopped and looked at him." (Bill, by the way, is trying to learn Japanese. Could that be why he started weeping?) The third exercise illustrates something else about good, creative language exercises. The teacher can elicit more than one kind of response. For example, prompt 2 (like several others) can lead to questions like "What do you think Bill was doing when the phone rang?" and "What did he do?"

The teacher using such exercises has to adopt a relaxed, easy manner and above all, *appear interested in the responses*. Perhaps the key skill of all is the ability of the teacher *to tolerate and use silence*, which almost always occurs during such exercises as the class thinks about possible responses. The teacher also, of course, has to predict whether or not the class is capable of responding, using appropriate language. The exercises here are all pitched at rough intermediate level (say the middle of *Kernel Intermediate*) where a great deal of "fine tuning" is possible and desirable. Such exercises make fine-tuning possible, within an easy, creative framework.

Reference

Kelly, L. G. *25 Centuries of Language Teaching*. Rowley, Mass.: Newbury House, p. 101.

NOTE: The author would like to acknowledge the ideas given to him for making drills more creative by such people as Lou Spaventa and Lance Knowles.

APOLOGY

The sample text dialogue in the August *My Share* should have been credited to *Opening Strategies*, Abbs & Freebairn, 1982, Longman. We regret this omission.

(Cont'd from page 24)

本書は博士の仮説を作文に応用したもので、作文の力は読むことと習得から得られる。作文の力は話す力と同じ方法で得られ、読むことを続けて維持できる。読む時間を多くすることと、個人個人に対する作文の細かい指導が大切である。内容が大切で、言語の正しい使用は清書の段階で重要となる。

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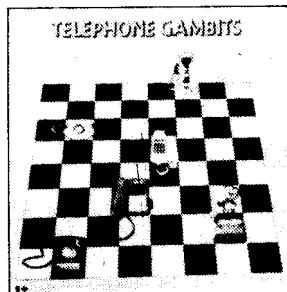
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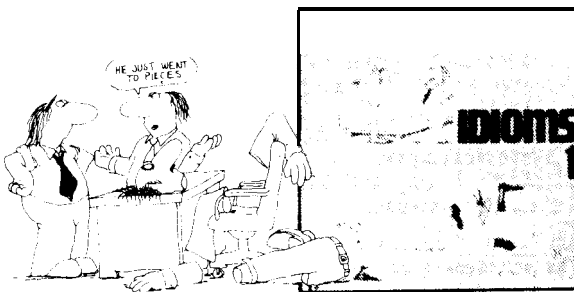
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IDIOMS 1

by Vera McKay

The IDIOMS modules contain common English Idioms selected for their frequency and usefulness in up-to-date spoken usage in North America. The situations in which the idioms appear are in authentic conversational English, many of them set in general business or government environments.

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EFFECTIVE USE OF THE LASERDISC IN THE L.L. (Part I)

By Yutaka Kitamura

Seeing is believing. This is quite true particularly in language learning. Modern language teachers can see the vital necessity of AV aids in the modern language lab. Students will benefit a lot from visual presentation of language materials. But why so? A clue can be found in the peculiarities of the data-processing ability of the human nervous system. All external information must come in through the five different sensory organs. These organs do not have equal data-processing ability. Since C. E. Shannon's "A Mathematical Theory of Communication" (1948), we have been able to quantify the information as the logarithm (to the base 2) of the number of available choices. As a unit of the amount of information, "bit," a condensation of "binary digit," is generally used today. W. Weaver (1949) explicitly explains "bit" as follows:

If one has available, say, 16 alternative messages among which he is equally free to choose, then since $16=2^4$, so that $\log_2 16=4$, one says that this situation is characterized by 4 bits of information.

F. Shinagawa (1972) estimates that man receives about 4,000,000 bits of information every second through the sense of sight while only 8,000 bits of information are fed in through the sense of hearing. The information-processing ability of the human eye can be estimated to be roughly 500 times greater than that of the ear.

I would like to draw your attention to another fundamental difference between vision and sound. We can receive visual information as a unity in a very short span of time, whereas we must listen to chains of sounds of human speech before we can know what is meant by them. When we listen to our native language, our past experience and knowledge of the language, to a certain extent, enable us to predict the probability of the occurrence of the following sound after each utterance by the speaker, which reduces the posteriori entropy of the information.

But in the case of a foreign language, this instinctive prediction can hardly be hoped for. Most of the aurally received information must, therefore, be stored in a sort of buffer or short-term memory. Because of the limited size of this buffer, as we quite often experience, only very little of what we study can be conveyed to long-term memory, that is, we tend to forget

things however hard we try not to. This is what will invariably happen to students if they are put in the L.L. and made to listen to tapes. Without any background knowledge of the target language and its culture, with a restricted vocabulary, many of them fail to comprehend what they hear. In addition to these difficulties, Japanese students have memorized English words within the scope of the sound system of their own language. As an unfortunate result, the way they expect English words to be pronounced and the way they are actually pronounced are mostly different.

Therefore, needless to say, it is a good idea to present spoken language together with its visual situation. For this reason, many videotaped materials are shown in classrooms today. But here again, the presentation of the material cannot help being linear through time. What I mean is that if the video material is a movie, the projection starts with the beginning of the tape and develops sequentially towards its end. Of course you can repeat a certain segment if you wish to expose your students to a specific scene containing certain language.

But what if your students did not understand the expression in the scene you showed? Would five repetitions be enough for them to understand and to correctly reproduce the English used in a particular situation that you want to teach? Definitely not. Past experience must have taught language teachers that they need to repeat some tens, or even hundreds of times before students can comprehend the English on some language tapes. The same is true with videotapes. Since manual operation of the video recorder is often tedious and there may be some difficulty in finding a specific spot on the tape, frequent repetition by manual manipulation of the recorder is as likely as not to be disliked by teachers.

Now, here are two revolutionary devices created by engineers that are available to all language teachers. They are the microcomputer and the laserdisc. The laserdisc player is a device which greatly extends the potential uses of video recordings by virtue of being coupled with a microprocessor. It is technically possible to couple a video cassette recorder with a microcomputer, but it is not too much to say that there is very little, if any, practical merit in doing so.

One of the advantages of laserdiscs lies in their feature of random accessibility. Suppose you are showing a videotape to your class and the tape is close to its end. How long will your class have to wait until you can get back to a spot at the beginning of the tape? Some min-

(Cont'd on page 31)



COLLINS

Time For English

Monica Vincent, David Foil and
Kenneth Cripwell



A three year beginner's course for students of English as a Foreign Language. It has been specially developed for junior secondary students between the ages of 11 and 13. The course reflects recent research into the psychology of language learning and consequently adopts an integrated approach to the teaching of language. As in the Council of Europe's Threshold Level specifications, the emphasis is on effective communication.

Grammar for Everyday Use

Ona Low



This is a comprehensive survey of English grammar presented in the form of a lively and practical workbook. Emphasis is on the grammar needed for social interaction, and the presentation of items reflects realistic language as used in everyday conversation. The language covered gives students confidence in expressing information, needs, ideas and opinions, using appropriate content and register. Explanations are firmly rooted in situations which are easy to imagine and which will appeal to students of all backgrounds.

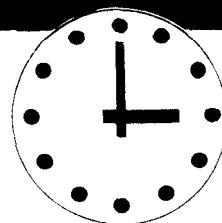
Vocabulary Development

D D Sim and B Laufer-Dvorkin



Vocabulary acquisition has been a neglected area of language learning. This book is designed to reinforce and extend the student's knowledge of those vocabulary items which are likely to appear in academic texts. The book is also intended to improve the student's general communication skills.

TIME FOR ENGLISH



The Teaching of English as an International Language A Practical Guide

Editors: Gerry Abbott and Peter
Wingard

'The motto is: if it works, use it.
Clear and unpretentious, well laid-
out. EFL Gazette

'I can unhesitatingly recommend this
book for any EH. teacher training
course T E S

A handbook of sensible and useful advice for trainee teachers, teachers and administrators concerned with the teaching of English as a Foreign or Second Language. This is a practical, demystifying and extremely readable text. It is rapidly establishing itself as a standard work

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(Cont'd from page 29)

utes! But when you are showing a movie on a laserdisc and wish to move to a specific place, even at the beginning of the disc, you can do it within a few seconds at most. It is because the playback head can skate across the disc surface instead of tracking back through the whole sequence of images recorded on the disc.

There are three different production types of videodiscs: 1) the Philips Laservision; 2) the RCA Selectavision system; 3) the JVC VHD. The key word in the selection of a videodisc player is "fast access," or "random access." In this respect, Selectavision is out of the running, simply because the RCA system does not allow random access. There are grooves on the Selectavision discs and the pickup must be guided by the grooves like conventional records. The physical contact of the superfine stylus with the groove prohibits random access at the moment. But the merit of this method is that the discs are easier to produce using conventional methods. So this system might, in the long run, boast the largest collection of software.

Laservision and VHD can have such special functions as "stop motion," "slow motion," and "quick motion" as well as "random access." It should be noted that on a Laservision disc one revolution gives one full picture. By holding the stylus motionless over the rotating disc, the player can produce rock-solid, still pictures for as long as wanted. On the other hand, two frames are recorded on each revolution of the VHD disc. So still pictures on the VHD disc flicker and are not as clear as those of the Laservision disc.

The significant difference between the two is that the VHD's electrically conductive stylus tracks a disc touching its surface, whereas Laservision uses an optical pickup which does not cause any friction between the pickup and the surface of the disc. In other words, the Laservision discs are free from constant wear, which can theoretically give them an infinite lifetime. That is, there will be no fading of color, no deterioration in the clarity of the picture no matter how frequently the disc is used if it is treated with proper care.

The only disadvantage of this system is the technical difficulty and high precision involved in producing the discs. The information is represented by a sequence of spiral pits on the disc, each one about one-fiftieth the thickness of a human hair. At the early stage of Laservision, due to this difficulty, the library was not big enough to attract users, and some thought Laservision was a failure. But as of April 1984, there were 783 titles available from Pioneer, the

main second-source maker of Laservision. Sony also produces Laserdisc players of this system.

There is one more thing that must be noted. There are two different types of recording for the Laservision discs. One is the CAV (constant angular velocity)-mode and the other is the CLV (constant linear velocity)-mode. In the CAV mode, the disc rotates at 1,800 revolutions per minute and one video frame is recorded on each track (revolution) of the disc. There are 54,000 tracks on one side of the disc, and each track is uniquely addressed, thus enabling direct addressing (random access). In the CLV mode, as its name suggests, since tracking speed is fixed, the innermost track contains one frame, while the outermost track holds three pictures. This mode allows the disc to hold enough frames for one hour's playing time on each side, sacrificing direct addressing and still pictures and other convenient features.

(The second and last part of this article will be in the November issue of The Language Teacher.)

A THOUGHT ON THE APPLICABILITY OF CLL IN TEFL IN JAPAN

By Hiroyuki Izawa, Kobe YMCA College

Reputed as a successful method, Community Language Learning has been attracting a growing number of language teachers. The reason for its reputation is twofold. First, CLL motivates teachers to extend themselves in their profession. Second, CLL benefits learners humanistically. With this understanding, there is a great deal of room to consider the applicability of CLL in teaching situations. Nevertheless, the practice of CLL in TEFL in Japan has rarely been described in the literature. To my knowledge, La Forge (1975) is the only person who reports the Japanese case. It seems to me that Japanese cultural norms are in accord with the implementation of CLL at conversation schools, in college, and for extracurricular activities in secondary education.

The teaching of English as a foreign language necessitates consideration of five important variables for effective and efficient practice: 1) the linguistic and communicative mastery level of the students; 2) the teacher's overall competence to teach all the four skills; 3) the possible predominance and the circumstantial necessity of one skill over the other three on the part of individual students; 4) the overall educational policy of the institution as well as the country where teaching takes place; and 5) the cultural norms of the country where English is taught. The variables are intrinsically change-

(Cont'd on page 33)

NEW VIDEOS

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から新発売

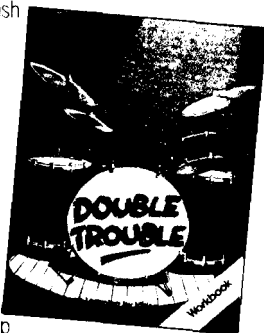
Living in New York

Living in New York was filmed in the United States and provides the ideal setting for a course in standard American English at elementary to lower-intermediate level. It consists of eleven units which present typical situations a visitor to the United States may be faced with. Interactive video sequences provide material for effective language practice.

Double Trouble

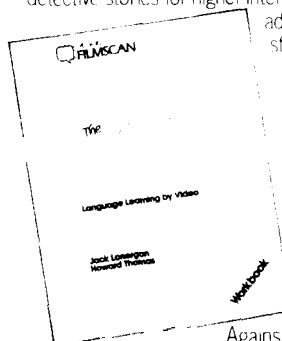
Double Trouble is a supplementary course for children aged 10 upwards. It is suitable for learners who have completed one-to-two years of English at Primary school.

The video material was filmed in England and portrays the adventures of three school children in their attempt to set up a pop group, the problems they encounter and how they deal with them. The varied location sequences give interesting and scenic background detail.



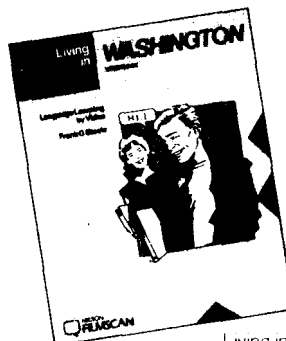
The Blind Detective

The Blind Detective comprises seven short detective stories for higher-intermediate to advanced level students.



Against the backdrop of London, the blind detective solves each crime with the help of his assistant. Language Instruction is combined with challenging problem-solving exercises which create ample opportunity for role play and language production work.

Living in Washington



Living in Washington consists of four twenty-minute episodes which focus on the lifestyle of three American students at home and on the University of Washington campus in Seattle. It is appealing material in standard American English for young people studying at intermediate level. Since it offers both language learning and cultural background.

If you would like to view any of our video course, or need any further information, please contact Mrs. Claire L. Thompson through our office:

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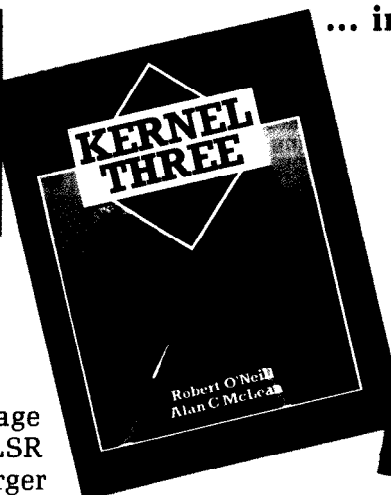
NEWS and VIEWS

Once again, the conference season is almost upon us. To help you through the vast array of new materials, and to make sure you don't miss any of the forthcoming presentations, we've prepared this simple guide. For further information pick up the new Ways to English Catalogue at our display stand, or obtain a copy by writing to the above address.

Robert O'Neill ...

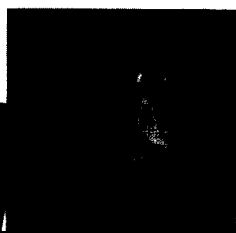


Author of the Kernel series, Business News, The Search (LICCS Stage 4), Flight (LICCS Stage 5), The Sheriff (LSR Stage 1), The Forger (LSR Stage 4), and co-author of Viewpoints, and the American Kernel series.



... in Japan

... Ingrid Freebairn ...



Co-author of the Strategies series and the Galaxies level 1 reader, Suprace!, and author of the Galaxies level 2 reader, New York! New York!



Robert O'Neill is a familiar visitor to Japan, and his lively, informal style of presentation makes him an ever-popular speaker. He'll be appearing as a **Featured Speaker at the JALT Conference (Nov. 23-25)** and will be talking on the theme '**Focus and Buoyancy in Language Teaching**' - the illusive characteristics of lesson planning. In addition, he'll be giving a **workshop on Grammar, Meaning, and Commonsense**.

As a writer, Robert is always conscious of the need to teach and to be with teachers in order to provide the steady stream of ideas and insights which go into his materials.

If you'd like to meet Robert O'Neill, come along to our display at JALT.

This will be the first trip to Japan for Ingrid Freebairn, although she is widely known here for her co-authorship of the Strategies series. Ingrid will be appearing as a **Featured Speaker at JALT**, and also at the **Kansai Book Fair (Dec. 1-2)**. As a writer, her materials emphasise a **communicative approach to language teaching** and this will be one of the underlying themes of her talks. In addition, she'll be looking at ways in which **video can best be exploited**. This will coincide with the arrival of Building Strategies video in Japan.

Although writing takes up much of Ingrid's time, she is active as a teacher-trainer and will be involved in workshops throughout her stay. Contact the local Longman office for details.

AGE		BEGINNERS			INTERMEDIATE	
COURSES	8-13	Way In 1 - 2		Pathway 1 - 6		
		Sam on Radio 321	Sam on Channel 9	Sam by Satellite		
		Look, Listen and Learn 1 - 4				
	11-16	Target 1 - 3				
		Odyssey 1 - 3			Odyssey 4 - 6	
		Track 1 - 3			Journeys 1 - 2	
	16+Adult	First Things First				Practice and Prog
		Mainline Beginners A and B				Mainline Progress
		Kernel One				Kernel Two
		American Kernel Lessons Beginning				Kernel Lessons In
						AKL Intermediate
		In Touch 1 - 2				In Touch 3
Starting/Opening Strategies				Building Strategie		
Dippitydoo						
Cloudsongs/Mister Monday						
Start Listening		Keep Listening	Listening t			
		Missing Person	Listening I			
SPEAKING	16+Adult	Situational Dialogues Around Town			Small Talk	
					I Think You Think	
					Make Your Point	
					Storylines	
		Question and Answer				
		Start Reading for Adults			Reading for Adults	
		Welcome to Great Britain and the USA			Intermediate Corn Passages	
READING	8-13	What's in the News?/What the Papers Say				
		LSR 1 - 2/Galaxies 1/Movieworld/NMSR 1			LSR3-4 Galaxies	
	11-16	It's Fun to Write			Composition Course	
		Composition Course 1				
	16+Adult				Write Ideas	
		Elementary Grammar Workbooks 1 - 3				
		Word Plays				
VIDEO		Structure Practice in Context 1 - 3				
					Family Affair	
					Your Life in Your Hands	
					Sherlock Holmes Video	
		We Mean Business			We're in Business	
					Count Me In	
					Import/Export	
				Office Practice		
				Banking		

INTEGRATION CHART

DATE	UPPER INTERMEDIATE	ADVANCED
	Developing Skills	Fluency in English
id B	Mainline Skills A and B	
Kernel Three		
mediate:	Kernel Lessons Plus	
	AKLAdvanced	
Lifestyles 1	Lifestyles 2-3	Longman FCE
Developing Strategies	Studying Strategies	
ggyie	It Happened To Me	
d Speaking Out Intermediate and Advanced		View Points
	Meeting People/Interview	
lk		
	For and Against	
	Advanced Speaking Skills	
d 2	Reading for Adults 3	
ension		Advanced Reading Skills
		American Dream
MSR 2-4	LSR 5-6 NMSR 5-6	Bridge Series
-3		Advanced Writing Skills
		Communicate in Writing
		A Reference Grammar
		Communicative Grammar of English ¹
		Grammar of Contemporary English ¹
Structure Practice in Context ⁴		University Grammar of English
		Visitron
		Business Talk
Professional English		
Business News		

New from Longman

BACKGROUND/READERS

Welcome to Great Britain and the USA

A low-level introduction to life and institutions in Britain and the USA.



London

The latest addition to our background material, at Stage 1 of the Longman Structural Readers series.

Other LSR background books include:

Oxford (Stage 2), **Great British Ghosts** (Stage 3) and **The Book of British Humour** (Stage 4). They're all packed with fascinating insights into life, customs, and traditions.

VIDEO

Visitron: The Language of Presentations

An upper intermediate course for people in business who need to make presentations in English.

Your Life in Your Hands

An exciting, high-quality, television drama style video at two levels (lower/mid intermediate), designed to present language, structures, and functions in realistic contexts.

Family Affair

Professionally acted and scripted, this video brings all the drama of television to the EFL classroom. It is written by Brian Abbs and Ingrid Freebairn to correspond to the language and level of Building Strategies.

Sherlock Holmes and Dr Watson

A series of authentic TV dramas, adapted to the needs of EFL students. The strong motivational appeal of the film, combined with challenging student exercises, provides a unique learning experience. For lower intermediate students and above.

COURSE BOOKS

Kernel Three and **Building Strategies** (new edition) are the latest additions to the ever-popular Kernel and Strategies series, and they're now available in Japan. For younger students we have an entirely new series called **Journeys**. This is an intermediate course based on the real-life exploits of a group of young people in a round-the-world journey of exploration.

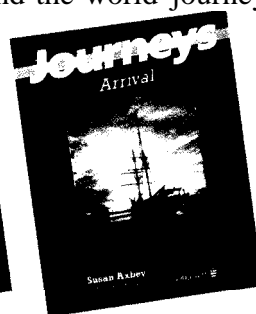
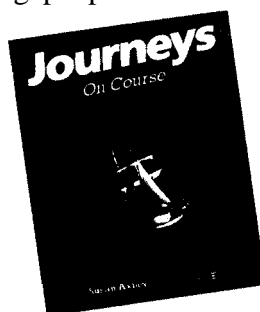
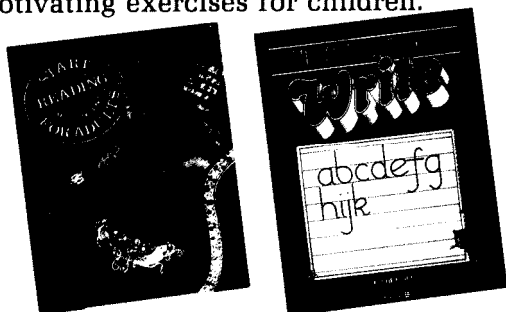
SUPPLEMENTARY MATERIAL

Start Reading for Adults

A new lower-level addition to the popular Reading for Adults series. It contains a rich variety of texts which form the basis for work on reading skills.

It's Fun to Write

A new introduction to the teaching of handwriting, which is filled with motivating exercises for children.



**TO SEE ALL THIS AND
MORE, CALL AT OUR
DISPLAYS AT JALT OR
KANSAI. WE LOOK
FORWARD TO SEEING
YOU THERE.**

(*Cont'd from page 31*)

able, so much so that it is absurd to discuss the general advantages and the applicability of a method without considering them in a particular teaching situation, from a practical point of view.

We are informed that Community Language Learning is a relatively successful method (Stevick 1980), and I am convinced that it is an effective, useful, and resourceful method in varied situations only if the teacher is capable enough to employ it. Although the qualification of the teacher is the essential factor in the successful implementation of any teaching method, this assumption is far more likely to determine the success in CLL than with any other method, in that CLL makes counseling essential, emphasizes group work, utilizes translation, and dispenses with fixed teaching materials. The CLL teacher needs to be nearly bilingual, affectively mature, and intellectually well-informed about the students' native culture(s) as well as the target culture. The teacher must also be aware of the value system differences of the two (or more) cultures, and technically well-versed in the theories and methods of counseling-learning, speech communication, and group dynamics. This depiction of the CLL teacher nearly symbolizes the ideal language teacher, and, on this very point, I understand why CLL attracts an increasing number of language teachers.

On the part of the students, CLL has four outstanding qualities that benefit them (Stevick 1976 and 1980). First, it involves the whole person of the student by cushioning the person's identity from the threatening feelings of alienation and inadequacy. Thus, it establishes emotional security in the learner. Second, it is a student-centered method. In CLL the learner determines the type of conversation and, accordingly, the learning materials. The teacher is there to assist the learner in expressing ideas and to facilitate the learning.

Third, CLL aims to improve the student's communicative competence. Speaking ability in face-to-face communication is best achieved by the actual use of the target language from the very beginning and by the active expression of one's feelings and opinions continuously in the new language (Stern 1975:60). To achieve this aim, it is ideal that the students themselves set up their communicative situations where natural and meaningful communication takes place. On this point, CLL helps to bridge the gap between the artificial environment of the classroom and the real communicative situations in which the learner will eventually use the language for communication.

Fourth, CLL is an inductive learning method in that the students learn the system of the target language through real use in the setting of natural discourse and without total dependence on the teacher's superior knowledge. This learning is likely to contribute to longer-term memory retention and achievement of the mastery of the system better than the learning of paradigms and structures presented in advance by the teacher for memorization. CLL also frees the students from the fear of having to learn a large amount of prepared materials, promotes the smooth internalization of the learning due to the students' emotional and intellectual investment in the learning process, and sustains their high motivation to learn the language by way of their new encounters with unknown aspects of the system in communicative activities.

Now I would like to turn my attention to the applicability of CLL in Japan. I prefer to limit the scope of my discussion to the cultural perspective only in order to make the point clear. Let me state my subjective conclusion first of all. CLL is applicable at conversation schools, in college, and for extracurricular activities only in secondary education, on the assumption that the teacher is well trained in the method.

Japanese cultural norms are hierarchism, collectivism, and nonverbalism (Benedict 1946; Caudill and Weinstein 1969; Nakane 1970; Goldstein and Tamura 1975; and Reischauer 1978). Hierarchism results in a distant relationship between teacher and students, in which the latter respect the former. The vertical teacher-student relationship is prominent especially in high school because of the clearly drawn demarcation of age, status, and maturity. The straight verticality, together with the traditional concept of the teacher, makes high school students feel that a teacher is a fearful being. Their rigid and tense relations do not accord with the horizontal and informal relational discipline in CLL. Even when a teacher is outside the circle, students still perceive the teacher's presence as a threat because of their daily continuous strained contacts. The threat of the almighty teacher, together with the cultural norm of nonverbalism, is likely to prevent students from engaging in CLL work. Another everlasting threat facing students is the college entrance examination which cannot afford them enough time and room to learn English inductively in that the examination demands a formidable knowledge of vocabulary and grammar and an exquisite skill in translation.

Meanwhile, extracurricular activities, as for example in a club called the English Speaking Society, do not have the sort of rigidity and tension found in the regular classroom. Club activities tend to transform the teacher-student

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relationship into the counselor-client relationship because their collectivism is likely to foster the great sense of belonging through membership in the club. La Forge (1975) reports the success and effectiveness of CLL in such a situation. It is interesting to note that the term 'counselor' is officially given to a teacher who advises club activities.

College students respect professors in the same way that high school students do. However, the professor-student relationship is far more distant than the teacher-student one in high school, because in college there is almost no contact between them outside of class. Paradoxically, this great relational distance seems to make it possible to employ CLL in the college classroom. Students are old and mature enough not to think of a professor as fearful. Their emotional transparency to their professor is likely to lead to emotional security and result in producing a comfortable atmosphere for non-defensive learning, which is appropriate to CLL. On the part of the professor, s/he regards the students not as children but as adults and can employ an inductive method largely at his/her own discretion because of no definite requirement from the school authorities. The following quotation from Stevick (1976: 132) indicates the effectiveness of CLL for Japanese college students:

Because of its therapeutic aspects, CLL seems to be particularly effective with students who have studied the language in a traditional course for a year or more but who cannot make active use of it.

Conversational schools have optimal conditions for CLL. The instructor-learner relationship is characterized by equality and respect on the part of the learners with no sense of fear because of little difference in age and social rank between instructor and learners. The horizontal relationship provides an appropriate atmosphere for CLL work. Moreover, learners are not as handicapped by the cultural norm of nonverbalism as students in high school and college because they are there voluntarily in order to learn to speak English. In this situation, their collectivism works positively and contributes to the establishment of emotional security through mutual care and cooperative work in their group of 'friends,' including the instructor.

Yet, ultimately it all depends on the instructor whether CLL is successful and effective, not on having optimal conditions, as in the case of any method.

Acknowledgment

I would like to express my sincere gratitude

to Dr. Elizabeth Riddle and Ms. Margaret Blencowe, who enlightened me on Community Language Learning in their courses at Ball State University, Muncie, Indiana.

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SPECIAL ISSUES OF THE LANGUAGE TEACHER

The next special issue of *The Language Teacher* is in December on testing. The guest editor for that issue is Steve Ross. The **deadline for submitting copy for December is Nov. 1st**. The address is Steve Ross, Baika Junior College, English Department, 2-19-5, Shukunoshō, Ibaraki City, Osaka 567.

A special issue on video computer-assisted instruction is planned for March, but so far no one has volunteered to guest edit it.

David Dinsmore will be the guest editor for the May issue on Classroom-centered Research. His address and phone number are: Chateau Hoshigaoka, 1-1-35 Hoshigaoka, Tarumi-ku, Kobe 655; (078) 708-2029.

Once again, we would like to invite readers of *The Language Teacher* to contribute suggestions for special issues and to volunteer for guest editorships. One idea is for a special issue on bilingualism. Any volunteers?

Start....

COMMUNICATING IN ENGLISH

Walter Matreyek

A functional/notional/situational series for intermediate students of American English.

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JALT 10周年記念論文集 原稿募集

全国語学教師協会（JALT）は来年で創立10周年となります。これを記念して論文集を発行することになりました。論文集はB5判で150ページ程で、3,000部印刷いたします。その内1,000部程は大学、学会、研究所、教育委員会等に寄贈いたします。

その論文集の原稿を下記の要領にて募集いたします。多くの先生方や学生諸君が応募されることを希望いたします。応募者が多数の場合は、すべての原稿を掲載できませんので御了承ください。すべての原稿は複数の審査委員が熟読し、コメントをいたします。採用の分については改めて、最終原稿を提出して頂きます。原稿は未発表のものに限ります。

論文：教授法、教授技法、カリキュラム、教員養成、視聴覚教育及び機器、聴き取り、読解、英作文、教材開発、評価法、異文化研究、言語習得等、言語教育及びその関連分野で、理論的、または実践的な論文で、語学教育の発展に寄与するもの。新しいアイデアやユニークなアイデアが含まれているものを歓迎します。参考文献等すべてを含めて25枚以内。英文300語程度の要旨を添付してください。

書評：語学教育上とくに重要で、すべての語学教師が読むべきであると思われる著書で10年以内に出版されたもの。著書のとくに秀れている点、ユニークな点、欠点や限界が明確に指摘されていること。12枚以内。

報告：国際大会や全国大会で、1984年1月以降に開催されたもの。大会の研究発表の動向が説明されていること。7枚以内。

研究ノート：既に大学・研究所などで出版された論文の要旨。過去3年以内に出版されたものに限る。学会の紀要や市販の雑誌に発表されたものは御遠慮ください。7枚以内。

その他：語学教育上とくに有意義と認められるもので、上記のカテゴリーに含まれないもの。7枚以内。

原稿はすべてA4判400字詰横書原稿用紙を使用し、3部コピーをお送りください。1部のみ氏名・勤務先を明記してください。返信用封筒に170円切手を貼って同封してください。論文の場合は英語の要旨を添付してください。

締切り：1985年2月20日必着

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伊藤真理子

JALTでは英文の論文集、*JALT Journal* と日英両語併用の月刊ニュースレター *The Language Teacher* も発行しておりますので、英文の論文や記事は下記へお送りください。

論文 Andrew Wright, *JALT Journal*, The Language Center, Nagoya University, Furo-cho, Chikusa-ku, Nagoya 464

記事 Virginia LoCastro, *The Language Teacher*, 3-40-25 Ogikubo, Suginami-ku, Tokyo 167

ELECTION TIME IS HERE AGAIN Start Thinking About JALT National and Local Elections for 1985

National Elections

National elections for the positions of Vice President, Program Chairperson, Recording Secretary and Public Relations Chairperson for 1985-1986 will be conducted as follows:

1) A postage-paid postcard for nominating candidates for both local and the above national offices is included with this issue of *The Language Teacher*. Please fill it in and mail it so as to reach the Recording Secretary (Jan Visscher) by October 15. Joint and group members who receive only one card for two or more members may make xerox copies and mail them in a regular envelope.

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

3) Each chapter should consider the list of nominations they receive, and then submit a slate of no more than one nominee per position to the Recording Secretary by October 25. These may be called in to the Recording Secretary (or the President, if necessary) by telephone.

4) The Recording Secretary will confirm the willingness of each nominee to run for office, then send the list of nominees to all the members of the Executive Committee by October 27. The JALT Executive Committee will review the list of nominees, making adjustments and/or additions, but no deletions. The final list of nominees will have to be decided by November 1 in order to meet the deadline for the December issue of *The Language Teacher*.

5) The December issue of *The Language Teacher* will contain all relevant voting information plus a postage-paid postcard ballot. Provision for secret ballots will be announced at that time.

6) All valid ballots received by December 15 will be tabulated by the Recording Secretary and the results given to the President.

(Cont'd on next page)

(Cont'd from preceding page)

Local Chapter Elections

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

Each chapter must complete its elections for 1985 officers by the end of the year and must furnish a list of those elected to the JALT Executive Secretary by January 1, 1985 in order that they may be published in the February 1985 issue of *The Language Teacher*.

1985年度全国運営委員、 支部役員選出について

仲秋の候、役員選挙の時期がやってきました。

全国運営委員

今回選挙が行なわれる役員は、副会長、プログラム委員長、書記、広報委員長です。選挙は以下の手順に従い行なわれます。

1) 来月号の *The Language Teacher* 同封の受取人払いの葉書に、推薦しようと思う人の名前(自薦も可)を書き込み、送付して下さい。締切りは10月15日です。共同会員、団体会員の場合には、各会員に選挙権がありますので、必要人数分、用紙をコピーし、封筒に入れ送付して下さい。

2) 書記は、10月16日に、推薦された候補者のリストを各支部に送付します。

3) 各支部において、候補者リストを検討し、各役員につき候補者を1人に絞り、そのリストを10月25日までに、書記のもとに提出します。これは、電話で書記(又は会長)に報告するという形をとっても構いません。

4) 書記は、各支部から報告された各候補者に、立候補する意志があるかどうかを確認した後、10月27日までに、候補者リストを各全国運営委員に送付します。全国運営委員会では、そのリストの検討、調整を行ないます。必要に応じ、候補者を増やすこともありますが、削除することはありません。最終立候補者リストは、*The Language Teacher* 12月号の締切りに間に合うよう、11月1日までに決定されます。

5) この立候補者リストは、*The Language Teacher* 12月号に発表されます。その他、投票手続きや無記名投票に関する規定も同時に掲載されます。12月号には、

投票用紙(受取人払いの葉書)も同封されています。

6) 書記は、12月15日までに到着した有効票を集計し、その結果を会長に報告します。会長は、これを JALT '84で行なわれる年次総会において報告します。又、この結果は *The Language Teacher* の1985年度1月号でも報告されます。

支部役員

各支部の役員選出手続きは、それぞれの支部により異なっています。上記の全国運営委員候補者選出用の葉書には、各支部の役員を推薦する欄がありますので、そこに推薦者の名前を書き込んで下さい。各支部は、10月16日に送付された推薦候補者のリストを受け取り、検討、調整を行なった後、支部会員にそのリストを直接郵送するか、*The Language Teacher* に掲載します。各支部は、1985年度の役員選出をそれぞれの手続きにより、1984年度末までに行ない、最終結果を1985年1月1日までに、JALT事務局に報告します。各支部の新役員名は、1985年度2月号の *The Language Teacher* で発売されます。

第4回企業内語学教育セミナー

国際化の急激に進む今日、国際ビジネスマンを教育することは、各企業にとって必要欠くべからざるものと言える。当セミナーは企業の国際人教育、とくに企業進出の際派生する異文化問題を中心にとりあげ、ゲストスピーカーとして、ハーバード大学客員教授板坂元氏をお迎えする。ケーススタディとして石川島造船化工、本田技研より発表が行われる。

対象者：現在語学教育を行っている企業及び企画中の企業関係者

日 時：59年11月22日(休) 9:30~17:30

会 場：東芝 国際研修館(川崎市幸区大宮町27)

プログラム

9:00	受付開始
9:30-9:40	開会の辞 JALT 会長 (帝塚山学院大学) Jim White
9:40-9:50	挨拶 東芝人材開発部長 佐藤朋佑
9:50-10:50	講演「東芝の国際人教育」 東芝人材開発部教育主幹 岩井嘉章
11:00-12:00	東芝国際研修館見学
12:00-13:00	昼 食
13:00-14:00	講演「シンガポール・ジュロン造船所で体験し学んだこと」 石川島造船化工 磯 元代表取締役社長 桜井清彦

(Cont'd on page 41)

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by Bill Vanderwerf (January, 1985)

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by Abelle Mason (January, 1985)

The second in a series of three readers comprising literary and journalistic selections and intended for high intermediate or advanced students. Reviews dictionary and library skills and focuses on reading for academic purposes in the social sciences and humanities.

Speak Freely: Conversational American English

by Elliot S. Glass and Paul J. Arcario (January, 1985)

An intermediate program for adults and young adults following intensive courses. Activates students' English through communicative activities and provides abundant practice in vocabulary and grammar.

For further information, contact: Yutaka Ichikawa, Harcourt Brace Jovanovich
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(Cont'd from page 38)

- 14:00~14:10 休憩
 14:10~15:10 講演「本田技研のアメリカ進出」
 本田技研工業㈱
 総務部人材開発センター所長 木村 敦
 15:10~15:20 休憩
 15:20~16:20 講演「アメリカの若い世代」
 ハーバード大学客員教授 板坂 元
 16:20~17:20 パネルディスカッション
 17:20~17:30 閉会の辞 JALT副会長
 (同志社大学) 北尾謙治

参加費：(非会員は会費を含む)

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JALT Undercover

TECHNIQUES IN TEACHING WRITING.
Ann Raimes. Oxford University Press,
 1983. 164 pp.

**Reviewed by Roger March, The Tecrite
 Institute, Inc.**

Teaching writing has long been regarded as a second-class act on the English teaching stage. It has of late, however, been making something of a comeback and is now playing to much larger audiences than it did 20 years ago when it was seen as secondary to speech, serving only to reinforce conversation by stressing mastery of grammatical and syntactic forms. At that time, students performed strictly prescribed operations on given material which made it easy for teachers to emphasize, and correct for, accuracy, rather than fluency or originality.

In response to the rigidity of the controlled method the free-writing approach was developed. Designed for, or suitable only for (whichever) intermediate students, it placed content and fluency first, and form a distant second. Later there was the "grammar-syntax-organization approach," which sought to integrate the principles of organization, grammar and syntax. And in recent years there have been the communicative and process approaches. The former poses as its main questions, "Why am I writing this?" and "Who am I writing it for?", while the latter emphasizes not the product but the process - "How do I get started?"

問い合わせ：

〒600 京都市下京区四条烏丸西入 住友生命ビル8F
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 担当者 伊藤 真理子(月~金 9~4時)

主催 全国語学教師協会

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For Ann Raimes all these methods have value, and in her book she does "not limit (her)self to techniques derived solely from one approach." Accordingly, she has sought to incorporate the best features of all teaching methods into a teachers' handbook of writing exercises. Nevertheless, they do have something in common. That is, "they stem from the basic assumptions that writing means writing a connected text and not just single sentences, that writers write for a purpose and a reader, and that the process of writing is a valuable tool for all of our students." Encouraging words indeed for the teacher.

The book comprises nine chapters: Planning the Class; Seven Basic Questions; Using Pictures; Using Readings; Using All Language Skills; Teaching Practical Writing; Using Controlled Writing; Teaching Organization; and Responding to Students' Writing. Annotations are included, and there is a short, but useful, bibliography. At the end of each chapter there is an "Activities" section designed not for the student, but for the teacher. In this section the teacher is asked to carry out, either individually or in a group, activities related to the content of the particular chapter. For example, in the section on using pictures, there is a picture provided (of people queuing in a bread shop), and the teacher is asked to

- devise a guided assignment for a low intermediate class, with a clearly expressed purpose and audience, and
- write a passage for a controlled composition exercise. Give clear directions for the changes the students are to make. Tell them why and for whom they are writing.

Each activities section contains around seven or
 (Cont'd on page 43)

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(Cont'd from page 41)

eight such exercises. These activities allow the teacher to "tie the content of the book directly to the teachers' responsibilities in their class."

The book, one in a series called "Teaching Techniques in English as a Second Language," has in the Editor's Preface the following remarkable sentence: "It has been apparent for some time that little attention has been paid to the needs of practicing and student teachers of English as a Second Language." Putting aside the awkwardness of the sentence itself, it is typical of the many such strange statements made throughout the book. Indeed, I wonder if the book is not aimed at the non-teacher.

The intended reader seems to be the conversation teacher who needs convincing that writing is useful in his or her classroom. Why else would Raimes, amidst her overdrawn apologetics for wanting to teach writing, ask on page four, "Some of you may wonder why it is not enough to teach our students how to speak English adequately: won't they then obviously be able to write it?" Needless to say, this is not the book for the teacher who wants to teach any kind of specialized writing course. There are many good exercises but they are compiled from the standpoint of how to use a particular resource (pictures, maps, etc.), rather than of how to teach a particular type of writing (sales letters, reports, etc.).

The rationale behind the sections on writing exercises seems to be, (1) writing develops vocabulary, overall composition skills and organization of ideas, and (2) the student needs to be shown the importance of writing as a means of better understanding foreign cultures. Most of the exercises are written from one of these two broad perspectives and it is a major flaw in her work that Raimes leaves out the purpose of many of the exercises. To be fair, she does give a little introduction to each section, but once she starts to list the exercises the teacher is on his or her own. Given this loose relationship between content and purpose, the book could well carry the sub-title, *Writing for its own sake*.

Despite these shortcomings, there is some valuable advice that the author has to offer. Chapter 2, "Planning the Class: Seven Basic Questions," should be required reading for any teacher who wants to introduce writing into his or her class. They are: (1) How can writing help my students learn their second language better? (2) How can I find enough topics? (3) How can I help to make the subject matter meaningful? (4) Who will read why my students write? (5) How are the students going to work in the classroom together? (6) How much time should I give my students for writing? and (7) What do

I do about errors? Lack of space prevents a detailed explanation of each question, but what I thought were most useful were her comments about having somebody other than the teacher read the piece of writing. At the very least, Raimes says, fellow students or, if possible, people outside the class (whether they are teachers or not) should read the students' writing. How often do we create a germ-free laboratory-like atmosphere in the classroom, where contact with the outside world is often rejected, albeit unconsciously.

I also thought the chapter "Responding to Students' Writing" was useful. Think about the title. nothing strange? Never does she use the expression "to correct." Rather, she talks of responding and intervening (if there are drafts), of editing, of suggesting, and of revising. Her basic principles in responding are: (1) when picking up a piece of writing, *don't* immediately reach for a pen or a pencil (Boy, did that strike home!), (2) look for strengths, as well as weaknesses, and let the student know what the strengths are, (3) work out your own strategy for dealing with errors and explain it to the students. Decide if you will correct errors or simply indicate where they are, if you will deal with only certain types of errors or all errors, and (4) remember that your main job is not to pass judgment on its quality (unless you are an examiner and not a teacher), but to help the writer see what to do next. Ask yourself, What should the writer do now to improve this paper? What does this paper need most? Later the author emphasizes the importance of the students developing the ability to critically examine their own work. To me this is the bottom line in teaching writing – for good and bad. Unlike conversation, the writing student has no immediate feedback, no second chance. In the long run he is on his own.

To sum up, if you are a conversation teacher who would like to introduce writing in your class in a composition-like format, then this is a good book for you. It's not for the teacher who is teaching specialized types of writing. One suggestion: supposing you do introduce writing into your class, do not apologize to the class. Writing should be, and is, fun. If this book does nothing else, it at least provides the teacher with the resources to keep the students interested.

ACADEMIC ENGLISH. Lee D. Rossi and Michael Gasser. Prentice-Hall, Inc., 1983. 270 pp.

Reviewed by Michael DeGrande, Temple University Japan

(Cont'd on page 45)

MILK & HONEY

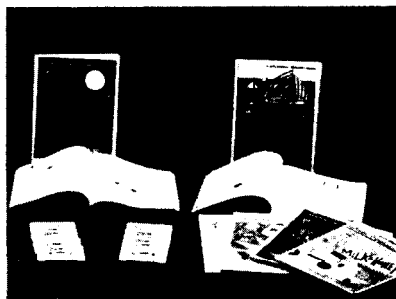
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(Cont'd from page 43)

Most of the commercially available ESL/EFL textbooks for high-intermediate/advanced level students are lacking when it comes to developing the specialized language skills that are required for university-level academic work taught in English. Some of these specialized skills would include listening to academic lectures and taking notes on the lectures, outlining and writing academic essays, and developing specialized vocabulary and terminology.

Two major problems with most high-intermediate/advanced level ESL/EFL texts are that (1) they lack an integrative approach to the academic language skills and (2) they lack the type of content material that would adequately prepare students for their future careers as university students.

Although *Academic English* does utilize "academic content material" and an integrative skill approach to the language, these two assets of the book are strongly overshadowed by its several liabilities. Generally, these liabilities are the results of over-ambitiousness on the part of the authors.

The difficulty of the content material combined with the considerable amount of skills development that this book attempts to provide leads to a lack of focus. This lack of focus creates confusion and anxiety for suitability of the accompanying exercises. There seems to be an unevenness in Rossi and Gasser's approach to these two areas.

Another problem with this book is its tendency to give too much attention to either overly-complex or simplistic explanations of language skills, grammar structures and usage with not enough exercises to promote the acquisition of these skills, structures and usages. In addition to the lack of exercises to promote the acquisition of the various skills, the number of structures covered in the language usage section is overwhelming. This book could have been more effective with some judicious editing on the part of the authors.

Academic English is a good idea that went bad. The book's attempt to prepare ESL/EFL students for university-level academic work taught in English through the use of "content" material and an integrative-skills approach is impeded by the choice of material, the lack of focus, and an uneven perception of the students' L2 ability. Instructors would be doing their students and themselves a far better service by finding academic content materials that they have a knowledge of and an interest in and developing appropriate integrative lessons around them.

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 Language Teacher*.

Notations before some entries indicate duration on the holding list: an asterisk (*) indicates first notice in this issue; a dagger (†) indicates third-and-final notice. **All final-notice items will be discarded after 31 October.**

CLASSROOM TEXT MATERIALS/ GRADED READERS

- †Aitken. *Loud and Clear* ("Skill of Listening" series, early-intermediate level). Nelson, 1983.
- †----. *Making Sense* ("Skill of Listening" series, elementary level). Nelson, 1983.
- †Archer & Nolan-Woods. *Bridge to Proficiency*. Nelson, 1984.
- †-----. *Cambridge Certificate English: A Course for First Certificate*, revised edition. Nelson, 1984.
- †-- --. *English for Cambridge Proficiency*, revised edition. Nelson, 1984.
- †----. *Practice Tests for Cambridge Certificate of Proficiency in English, new syllabus, Set one*. Nelson, 1984.
- †Bolton & Peterson. *Breakaway, book 2* (Student's book). Nelson, 1984.
- Doorley et al. *Workbooks to accompany the Foundation series*. Cassell, 1984. **NOTICE: The main texts and cassette tapes for the Foundation series are not included.**
- †Ellis & Ellis. *At First Sight* ("Skill of Reading" series, elementary level). Nelson, 1984.
- †-- --. *Between the lines* ("Skill of Reading" series, early-intermediate level). Nelson, 1982.
- †----. *Shades of Meaning* ("Skill of Reading" series, pre-intermediate level). Nelson, 1983.
- †Etherton. *General Certificate English*. Nelson, 1983.
- *Field. *Listening Comprehension* ("New Cambridge First Certificate English Practice" series; book and cassette). Macmillan, 1983.
- †Fowler & Pidcock. *Language and Composition* ("New First Certificate English" series, book 1). Nelson, 1984.
- †Fowler. *Reading and Comprehension* ("New First Certificate English" series, book 2). Nelson, 1984.
- †-----. *Use of English* ("New First Certificate English" series, book 3). Nelson, 1984.
- Gilbert. *Clear Speech: Pronunciation and Listening Comprehension in American English* (Student's book, Teacher's manual, two cassettes). Cambridge, 1984.
- †Hedge. *Pen to Paper* ("Skill of Writing" series, elementary level). Nelson, 1983.

(Cont'd on next page)

(Cont'd from preceding page)

- † ----. *In a Word* ("Skill of Writing" series, early-intermediate level). Nelson, 1983.
- *Himstreet & Baty. *Business Communication: Principles and Methods*, 7th ed. Kent Publishing Co., 1984.
- Jolly. *Writing Tasks: An authentic-task approach to individual writing needs* (Student's book, Teacher's book). Cambridge, 1984.
- Jones. *Ideas: Speaking and listening activities for upper-intermediate students* (Student's book, Teacher's book, two cassettes). Cambridge, 1984.
- †Joy. *Highdays and Holidays*, Japanese annotated edition. Kinseido, 1983.
- †Knowles & Sasaki. *Story Squares*. Little, Brown & Co., 1981.
- Lanzano & Bodman. *Milk and Honey: An ESL series for adults*. Harcourt Brace Jovanovich, 1981.
- † Llana & Taylor. *The Sunrise series*, books 1-4. Nelson, 1983, 1984.
- *Miller. *Punch Line: Stories for Conversation and Fun* (Student's book, Teacher's book, two cassettes). Nan'undo, 1984.
- * Monfries. *Interview* ("New Cambridge First Certificate English Practice" series; book and cassette). Macmillan, 1983.
- † Mosdell & Fujii. *Say it in Style: A cultural and conversational approach to the use of two-word verbs*. Kinseido, 1982.
- *Naylor & Hagger. *First Certificate Handbook*, 2nd ed. Hulton Educational Publications, 1984.
- † Norman & Hufton. *The Countrybar Story*, book 1 (Student's book). Nelson, 1984.
- *Saitz et al. *Contemporary Perspectives: An advanced reader/rhetoric in English*. Little, Brown & Co., 1984.
- * ----. *Stimulus: A first reader/workbook in English*. Little, Brown & Co., 1984.
- Scarbrough. *Reasons for Listening* (book, two cassettes). Cambridge, 1984.
- * Sharpe. *Talking with Americans.. Conversation and friendship strategies for learners of English*. Little, Brown & Co., 1984.
- Swan & Walter. *The Cambridge English Course, book 1* (Student's book, Teacher's book, Practice book, test book, sampler cassette). Cambridge, 1984.
- UCLES. *Cambridge Proficiency Examination Practice 1* (Student's book, Teacher's book). Cambridge, 1984.
- † Yamamoto, ed. *American Dreams and Fantasies: Five American Short Stories*, Japanese annotated edition. Kinseido, 1976.
- *Yorkey et al. *New Intercom, books 3 and 4*. (Student's books 3 & 4, Teacher's book 4, Workbook 4). Heinle & Heinle, 1984.

TEACHER PREPARATION/ REFERENCE/RESOURCE/OTHER

Brumfit. *Communicative Methodology in Lan-*

guage Teaching ("Language Teaching Library" series). Cambridge, 1984.

Wright et al. *Games for Language Learning, new ed.* ("Handbooks for Language Teachers" series). Cambridge, 1984.

The Language Teacher also welcomes well-written reviews of other appropriate materials not listed above, but please contact the book review co-editors in advance for guidelines. It is *The Language Teacher's* policy to request that reviews of classroom teaching materials be based on in-class teaching experience. 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 & 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 Language Teacher*:

- Allan. *Come into my Castle*.
- Appel et al. *Progression in Fremdsprachenunterricht*.
- Azar. *Basic English Grammar*.
- Berman et al. *Practical Medicine. Practical Surgery*.
- Brimms. *Camden Level Crossing*.
- Buckingham & Yorkey. *Cloze Encounters*.
- Church & Moss. *How to Survive in the USA*.
- Clarke. *The Turners at Home*.
- Colyer. *In England*.
- Comfort et al. *Basic Technical English*.
- Costinett et al. *Spectrum 2*.
- Cushman. *You and Your Partner*.
- Doff et al. *Meanings into Words, intermediate. Meanings into Words, upper-intermediate*.
- Granowsky & Dawkins. *Career Reading Skills, book A*.
- Harrison. *A Language Testing Handbook*.
- Holden, ed. *Focus on the Learner*.
- . *New ELT Ideas*.
- Howatt. *A History of English Language Teaching*.
- Kearny et al. *The American Way*.
- Kingsbury & O'Shea. "Seasons and People" & *Other Songs*.
- Lofting. *The Story of Doctor Dolittle*.
- Madsen. *Techniques in Testing*.
- McArthur. *A Foundation Course for Language Teachers*.
- Milward. *English Poets and Places*.
- Morgan & Rinvoluceri. *Once Upon a Time*.
- Morrison. *Word City*.

(Cont'd on page 51)

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Chapter Reviews

FROM THE EDITOR

The Chapter Review section this month is noticeably shorter than in previous months. Due to space limitations, we simply can not print all of them and, beginning with the November issue, *The Language Teacher* will publish synopsis-style chapter reviews of about 150 to 200 words only. This represents a change in editorial policy and guidelines on this will be sent out to the chapters in the near future.

In order to acknowledge all those who have been writing the longer reviews that have not been published because of the space limitations, the November issue will carry a survey-style article of various presentations given in the JALT chapters over the summer. We want to continue to recognize both presenters and writers, yet avoiding repetition and reserving space for more substantial content-based articles. If a particular presentation warrants more coverage due to the heavy load of new information in it, then this can be considered through consultation with the editor.

北海道支部 7月例会

幼児英語教育法

具体的実演をとおして

長い間英語教育に携っていると、知らずしらずのうちに、自分の指導法が固定化し、時には形骸化する恐れすら生じてくることがある。

横浜市でCosmopolitan Academy of Language Artsを主宰して居られる阿部恵子氏は、子どもを、絶えず具体的な指示と励まし、そして褒め言葉を必要とする存在としてとらえ、子ども達への、簡単に実際の指導法の数々を実演され、聴講する幼児教育に携わる教師達に、深い感銘を与えて下さった。

小さな子ども達への英語の指導にあたっては、新文型の説明と練習問題という方法では子ども達が、受けつけてくれないので、ゲームや劇、歌などを通して、実際に子ども達を英語活動に参加させ、それらを繰返し楽しんで行っているうちに、いつのまにか英語を身につけていたという風に、授業を組み立てなければならないと言わ

れる。興味の持続時間の短い子ども達への教材の与え方は、教師に絶えざる創意工夫を要求し、我々を常々、悩ましているところである。この点でも、今回のワークショップは、我々に多くの具体的な示唆を与えて下さり、大変有益であった。

その中の1つ、自己紹介の仕方は、子どもの心理をよく捕え、細かな配慮がゆきとどいていて、まことに優れた実演であった。ここにそれを紹介しよう。

初めての出会いでは、子ども達は、とかく緊張していて、引っ込み思案になってしまう。この緊張を解きはぐし、リラックスした雰囲気を作るために、彼女は、指人形を登場させる。教師と人形が、お互いに自己紹介した後に、今度は人形が1人ひとりに挨拶をし、自己紹介を求めると、子ども達は人形の言う英語を聞いていて、自分が、どの様に應對したら良いのかを感じとり、まねて言うようになる。こうして日本語での説明なしに、自己紹介の仕方をおぼえてしまう。同時に1人ひとり指人形と握手させる事によって、握手という異文化のマナーも身につけ、子ども達は可愛い人形と握手できたという満足感を抱いて、家に帰ることになるだろう。

彼女の提示された指導法は、幼児ばかりでなく、中高生、延いては成人学習者の指導にも適用できそうなものが数々あった。ワークショップに参集した40人近くの教師の1人ひとりが、全身をもってゲームに歌に夢中で参加した事実が、この事を証明していた。受講者は、翌日からの自分達のクラスでの実践を心に描きながら、解散した。

HIROSHIMA

JAPANESE COLLEGE STUDENTS AND SPOKEN ENGLISH

By Yukie Setoyama, Chairman, Dept. of English and American Literature, Hiroshima Jogakuin College

Reviewed by Laurence Wiig, Hiroshima Y.M.C.A. English Language School

Have you ever had a class of Japanese students who seem to be competing with each other in the silence sweepstakes? Or perhaps you have wondered why non-native speakers of Japanese are used in television commercials in this country in Japanese-speaking roles. Professor Setoyama dipped deep into her well of experience and knowledge to bring insight to these and similar phenomena in a talk entitled, "What Is Involved in Spoken English for the Japanese?" which she presented at Hiroshima-JALT's June meeting.

Setoyama is a native speaker of English,

having been born and raised in Canada. When she was 13 years old, she came to Hiroshima where she was educated in Japanese schools from junior high school through college. She then returned to North America where she earned an M.A. in linguistics from the University of Michigan. Our speaker came back to Japan, married a Japanese, and started teaching at Hiroshima Jogakuin College.

Your reviewer has chosen to mention all this background information about Professor Setoyama because it is rare to meet, let alone listen to a speech by, a native speaker of English teaching English to Japanese students and possessing such a thorough knowledge of Japanese language, customs and thinking. For these reasons alone, English teachers would do well to give Setoyama a hearing; she has seen the business of learning and teaching English in this land from about as many different angles and perspectives as one can.

Setoyama devoted the first part of her talk to a look at how Japanese people, and students in particular, view the English language and how they have come to place such a high value on remaining silent during English lessons. For one, the less the students say, the less trouble they will get into. When they do speak, they feel that their English must be perfect. Unless they have formed a perfect sentence in their minds, they will not speak. Even if they have formed a perfect sentence in their minds, they will not speak unless they are called upon. If they make a mistake, they feel they will be ridiculed by the others and put to shame. All their past experience from elementary school through high school has been just that.

June's speaker went on to say that, in general, the whole experience of Japanese students in education is not one of overcoming barriers one by one on their way to mastery but rather of always falling short. This perfectionist attitude, which is deeply rooted in elementary and secondary education, is not something which can be changed easily.

Other than in some English classes with native speaker teachers, there are not many rewards in Japanese society for persons who are self-assertive. Passivity is viewed favorably, especially amongst females. In conclusion to this part of her speech, Setoyama told her audience that, the most formidable barriers to speaking English are psychological, based mainly on cultural or sociological factors. She likened Japanese college students to actors who know their lines but cannot say them because of stage fright or fear of being scolded by the director rather than actors who have not yet learned their lines.

The second part of Professor Setoyama's speech dealt with problems that Japanese students encounter in having their English sound like English. These included students being unaware that words with unstressed vowels are frequently pronounced differently when the words are placed in a sentence said at normal speed. Compare the vowels in the following sentence when it is pronounced slowly and clearly – "The - boys - have - been - camping - in - the - mountains - for - a - week" – with the vowels in the same sentence spoken at normal, or slightly faster than normal, speed: "The boys have been camping in the mountains for a week." Japanese students sometimes think that there is one, and just one, pronunciation for a given word. Even English teachers might not be aware that in a sentence, a word sometimes takes a different pronunciation than when it is isolated as a single unit in a dictionary.

Setoyama also went into problems of stress and timing, inappropriate gestures when giving speeches, and the inappropriateness of using contractions in slow English. She interspersed her points with numerous anecdotes and jokes, including the following which will bring this lengthy review to a close.

See, there was this Japanese graduate student in the United States, Well, he was in the Midwest, in Illinois or Indiana, and he wanted to get to New York. So he went up to a ticket agent behind a counter in a train station to buy a ticket. 'The Japanese student says, "to New York," and the agent hands him two tickets. But he only wants one ticket so he thinks to himself that maybe he'd better say what he wants another way. So he tells the agent. "for New York, and the agent hands him two more tickets. The joke can stop there, but Professor Setoyama reports that there is one more twist that can be added: The young man becomes rather perplexed at all these tickets piling up in front of him, so he starts to scratch his head and says, "eto. ." You guessed it. The agent hands him four more tickets.

See you at JALT '84.

SENDAI

SIMULATION!

By Tom Mandeville

Presented by Michelle Macomber

**Reviewed by Brooke Crothers, James
English School**

(Cont'd on next page)

(Cont'd from preceding page)

On Sunday, June 24, Michelle Macomber stepped in for the ailing Tom Mandeville to present "Simulation!" – an activity for language learning and acquisition. The activity introduced by Ms. Macomber and participated in by the audience was taken from the book *Eight Simulations* by Leo Jones.

One of the clear strengths of simulations as activities is that all language skills are used. Moreover, the assumption that there are no right or wrong answers results in a more relaxed atmosphere, thus enhancing language acquisition and learning.

Before doing the actual simulation, we did some preparatory activities (one or two class periods are needed to prepare students for a simulation). For this activity we were divided into groups of three and given a number of diverse issues to debate, for example: "strikes should be illegal," or "pollution is destroying our country." Person "A" was asked to present a point of view, person "B" to disagree and person "C" to put forward a counter argument. "A" then raised an objection and finally "B" justified his/her point of view. Useful language was provided if needed: "It is my belief . . ." could be used as an introductory phrase for presenting a point of view, or "I recognize your point but. . ." could be used in the same way for disagreement.

After an abbreviated preparatory stage, the simulation was introduced. The issue in the simulation was whether or not to construct a bridge to replace a ferry and thus facilitate access to a sleepy little resort town and nearby areas. The first thing we were asked to do in the simulation was to read background information, some of it statistical, about traffic, the ferry, the town and the areas on each side of the proposed bridge. Then each of us was assigned an identity, such as councilman, store clerk or hotel manager. Affixed to this identity was a predetermined opinion, i.e., pro or con bridge. Following this we listened to a tape giving additional background information. Finally, after all this aural and visual input, we became well-informed citizens and were thus prepared to break up into pro and con groups to discuss strategies for the upcoming town meeting. During this strategy session, we were visited by "citizens" and dutifully tried to sway those with contrary opinions.

At the town meeting, a person from each group presented a representative argument. After each argument the air was thick with rebuttals, retorts and rejoinders. It was a lively and riveting finale as the countryclubber pros and the environmentalist cons battled with fervor over their respective interests.

This is an activity that requires careful planning and preparation but when carried out is a well-balanced, sustained, and interesting exercise in language development.

IMPORTANT! FROM THE EDITOR

The NEW DEADLINE for all copy for *The Language Teacher* is the FIRST of the month preceding publication. Please send your contributions to the appropriate editor(s) by that date.

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(Cont'd from page 46)

Pickett. *The Chicken Smells Good.*

Rivers. *Communicating Naturally in a Second Language.*

Rixon. *Fun and Games.*

Roach. *English Phonetics and Phonology.*

Positions

(TOKYO) Publisher wanted: Addison-Wesley Publishers Japan Ltd., a newly formed local subsidiary of Addison-Wesley, requires a publisher to assist in the acquisition, design, production and marketing of EFL texts intended specifically for Japan. The publisher will analyze the Japanese private school, college, industry and self-study EFL markets for children and adults and produce a publishing plan. This individual will assist in finding and signing authors to write EFL materials in accordance with the plan.

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Steinberg. *Games Language People Play.*
Tennant. *Natural Language Processing.*
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- (Cont'd on page 53)



- 試験日／昭和59年11月11日(日)
- 合格発表／昭和59年12月20日(木) 郵送で通知
- 認定証発行／昭和60年1月20日(日)
- 申込締切日／昭和59年10月22日(月) 消印有効
- 試験会場／東京・横浜・名古屋・大阪をはじめ
北海道 旭川から九州 鹿児島まで
全国40会場

●受験要領

- 工業英検1級▶工業英語について専門家としての実務能力を有する者。(工業英検2級資格保持者のみ受験可)
- 工業英検2級▶実務経験者を標準とし、工業英語全般の知識を有する者。
- 工業英検3級▶大学専門課程、工業高等専門学校1級学年、専修・専門・各種学校在学程度とし、工業英語の応用知識を有する者。
- 工業英検4級▶工業高等専門学校、工業高校程度の工業英語の基礎知識を有する者。

●受験区分

受験区分	試験時間	受験料		
		正会員(法人)	準会員(個人)	会員外
工業英検1級	120分	30,000円	35,000円	38,000円
工業英検2級	100分	5,000円	5,500円	6,300円
工業英検3級	75分	3,600円	4,000円	4,500円
工業英検4級	60分	2,000円		

※参考書

1. 工業英語へのアプローチ。工業英検(3級・4級)の解説と練習問題220問 840円(送料240円) 発行:日本工業英語協会 発売:日本能率協会(書店購入可)
2. 工業英語・実務へのアプローチ。工業英検2級対策EXERCISE300 1,400円(送料240円) 発行:日本工業英語協会 発売:日本能率協会(書店で購入可 2月末発売)
3. 工業英語ジャーナル第13号 第6回工業英検(昭和58年11月13日実施)第15号 第7回工業英検(昭和59年5月13日実施)の試験問題と解答を掲載。各1,000円(送料240円)

※希望者は現金書留、切手、郵便為替がいずれかでお申込み下さい。

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PRINCIPLES AND PRACTICE IN SECOND LANGUAGE ACQUISITION

Stephen Krashen, *University of Southern California, USA*

Professor Krashen applies what is known of the process of second language acquisition to what actually happens in the language classroom. Current modes and methods are scrutinised from the point of view of theoretical justification, and the author draws conclusions about methods and materials that have far reaching significance for every teacher and are likely to influence both theory and practice for the foreseeable future.

218pp 1982
0 08 028628 3 f ¥ 3,820

WRITING: RESEARCH, THEORY & APPLICATIONS

Stephen Krashen, *University of Southern California, USA*

The author has surveyed the existing literature on problems of writing and formulated a theory based on the application of his previous work on the acquisition/learning model.

The work is divided into three sections and an appendix:

- *What is known about learning to write.
- *Competence and performance in writing.
- *Applications: solving writing problems.
- *Appendix: writing in a second language

49PP 1984
0 08 031103 2 f ¥1.600

SECOND LANGUAGE ACQUISITION AND SECOND LANGUAGE LEARNING

Stephen Krashen, *University of Southern California, USA*

This book presents the first comprehensive theory of adult second language acquisition, Stephen Krashen's "Monitor Theory". Based on the important acquisition-learning distinction which Earl Stevick has described as *'potentially the most fruitful concept for language teachers that has come out of the linguistic sciences during my professional lifetime...'*

Krashen's theory provides new insight into all areas of second language research and practice. Topics covered include the acquisition of grammatical structures, the role of affective variables, aptitude, individual variation, age differences and, most important, teaching methodology.

'...it is one of the most comprehensive and persuasive theories that has been devised to account for second language acquisition... the book is commendably short, coherent and readable.'

BAAL Newsletter

160pp 1981
0 08 025338 5 f ¥ 3,040

THE NATURAL APPROACH

Language acquisition in the classroom

Stephen Krashen and Tracy Terrell, *University of Southern California, USA*

On the basis of research evidence the authors examine the contribution to a coherent approach to language teaching provided by 10 hypotheses:

monitor theory; acquisition learning hypothesis; natural order; input; attitude acquisition; aptitude learning; first language; routine and patterns; individual variation; age differences.

Having examined the implications of these hypotheses, they follow a step by step programme of planning a curriculum, defining goals and developing listening comprehension and oral production, when speech emerges.

Techniques for encouraging oral communication are analysed in detail with other sources of input leading to reading and writing, and finally the problems of testing and classroom management and testing. A full bibliography is given.

It is no exaggeration to claim that this book makes it necessary to reexamine the assumptions underlying many current teaching practices.

160pp 1983
0 08 028651 8 f ¥3,500

For further information please write to the address below:

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(Cont'd from page 51)

Language teaching and selling experience preferably in publishing.

3) Strong organizational skills, self-motivation and the willingness to travel a great deal.

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(OSAKA) Wanted: part-time and full-time native speakers of English, to teach pre-school through adults. Evergreen Culture Center, (06) 325-3431 (near Hankyu Awaji Station); ask for Mr. Matsuoka.

(HIMEI area) Wanted: a full-time (lady) Christian English teacher for pre-school through ninth grade. Immanuel English Center, (07916) 3-0842.

(OSAKA) Simul Academy has part-time openings for the Osaka school, starting in October, for a native speaker of English instructor for an evening teaching schedule and one Japanese teacher of English. Both should have TEFL degrees. Send resume and cover letter to: Simul Academy, 1-5-17 Roppongi, Minato-ku, Tokyo 106.

(EHIME-KEN, SHIKOKU) We have an opening at the beginning of December (November OK) for a full-time teacher (mostly children's classes), American or Canadian male preferred. Japanese language ability very helpful. Teacher organizes own classes. Basic salary + insurance + profit sharing. Many classes in the countryside, therefore ability to ride small motorcycle useful (125cc bike provided by school).

M & M English Conversation School
Hei 629-3, Himi, Saijyo-shi
Ehime-ken 799-1 1

Tel.: Toshiro Manabe, 08975-7-7011
Raymond Miller, 0899-79-3454
(9 p.m.-12 midnight OK)

(KURE) The Kure Y.W.C.A., 3-1 Saiwai-cho, Kure, Hiroshima 737, wants an English teacher from October 1984. Applicants should have a college degree and teaching experience. This is a full-time position with approximately 20 teaching hours a week. Those interested should submit a personal history and two letters of recommendation. For more information call Yoshiko Kawagoe at 0823-21-2414.

Bulletin Board

Please send all announcements for this column to Jack Yohay, 1-11 Momoyama Yagoro-cho, Fushimi-ku, Kyoto 612. The announcements should follow the style and format of the LT and be received by the fifth of the month preceding publication.

CALL FOR PAPERS

The 1985 Los Angeles Second Language Research Forum

The 1985 Los Angeles Second Language Research Forum (SLRF) will be held Feb. 22-24, 1985, at the University of California, Los Angeles. There will be panel sessions and papers in the areas of Language Universals and Methodology, with papers on data-based research in Language Universals and SLA, Computers and Second Language Research, Discourse, Bilingualism, Interlanguage, Classroom Research, Input, and Sociolinguistics. For further information, please contact:

Anne Lazaraton, Chair
1985 SLRF
UCLA TESL/Applied Linguistics Program
3303 Rolfe Hall
Los Angeles, CA 90024, U.S.A.

Data-based research is solicited in areas including, but not restricted to, Language Universals and SLA, Computers and Second Language Research, Discourse, Bilingualism, Interlanguage, Classroom Research, Input, and Sociolinguistics. Abstract information should include:

- 4 copies of a 250-word abstract (name on one copy only)
- ~ 3 copies of a 100-word description of the paper to be included in the program
- a 3 x 5 card with your name, address, title of the paper and a brief bio-data statement

Send to Tom Ricento, Program Chair, 1985 SLRF, UCLA TESL/Applied Linguistics Program, 3303 Rolfe Hall, Los Angeles, CA 90024, U.S.A. Abstracts must be postmarked no later than Oct. 15, 1984. A selection of papers from the conference will be published.

CALL FOR PAPERS

The Communication Association of the Pacific-Japan is now accepting proposals for presentations and absentia papers for its 15th Annual Convention to be held in Tokyo, Japan,
(Cont'd on next page)

(Cont'd from preceding page)

on June 15 and 16, 1985. Papers will be accepted in the following areas: Intercultural Communication, Rhetorical and Communication Theory, Forensics, Mass Communication, Organizational Communication, Interpretation, Speech and Language Sciences, Theatre, Communicative Language Teaching, and Applied Linguistics. Initial applications should include the title of the proposed paper and a brief summary. These should be received by the program chairperson no later than Jan. 31, 1985. Upon acceptance presenters will be asked to submit an abstract for the convention program by March 31, 1985. Absentia papers must arrive in Tokyo by May 31, 1985. Proposals and requests for additional information should be addressed to:

Prof. Hiroshi Katayama
School of Dentistry
Nihon University
1-870-1 Eicho-nishi
Matsudo City, Chiba Prefecture
Japan 271

INTENSIVE JAPANESE for BEGINNERS using THE SILENT WAY

An intensive course in Japanese for beginners, using The Silent Way, will be given Oct. 8-20 at Friends World College, 28 Gokooda-cho, Nishikujo, Minami-ku, Kyoto, by Ms. Fusako Allard, director of The Center for Intercultural Learning. Fee for the 60-hour course (Oct. 8/9/11/12/13/15/16/18/19/20, 10:30 a.m.-5:30 p.m.) is ¥60,000. For information please call Friends World College, (075) 672-6160, or The Center, (06) 3 15-0848.

S.M.I.L.E. FALL MEETING SOCIETY for MICROCOMPUTING in LIFE and EDUCATION Saturday, October 13

The day will begin with two presentations followed by an important business meeting during which officers will be elected for the coming year. For full information please call Hillel Weintraub, (07746) 2-2498, or Don Kelman, (07748) 2-2900.

RESEARCH REPORTS SOLICITED

The *TESOL Quarterly* would like to invite *The Language Teacher* readership to submit brief reports or summaries of their research or materials development projects for possible inclusion in the *Brief Reports and Summaries* section of the *TQ*. Send your reports to: Ann K. Fathman, P.O. Box 8669, Stanford, CA 94305, U.S.A.

姉妹校求む

オレゴン州の州都サールムにある Chemeketa Community College が姉妹校を探しています。先方の希望は、九州・四国・北海道等地方にある小さい大学のようなものです。当大学は学生数3万人ですがフルタイムの者は約7千人。授業料は外国人もオレゴン州民と同額です。学生の交換等を希望していますが、まずは夏季英語と旅行のようなプログラムを考えています。関心のある学校は下記へ直接連絡してください。

Ms. Marjorie French
ESL Program Coordinator
Chemeketa Community College
4000 Lancaster Drive NE
P.O. Box 14007
Salem, Oregon 97309

Meetings

Please send all announcements for this column to Jack Yohay, 1-III Momoyama Yogoro-cho, Fushimi-ku, Kyoto 612. The announcements should follow the style and format of the LT and be received by the fifth of the month preceding publication.

FUKUSHIMA

Topic: Listen and Act: Moving from Simple Actions to Classroom Drama
Speaker: Dale Griffiee
Date: Sunday, October 21st
Time: 1:30 ~ 4 p.m.
Place: Sakura no Seibo Junior College, Acacia-kan
Fee: Members, free; non-members, ¥500
Info: Roy Shelangouski, 0245-34-7137 (work); 0245-59-2865 (home)

Mr. Griffiee's primary interests in the field of TESOL are listening, drama, music and poetry. He has written *Listen and Act*, a text using drama and total physical response.

Mr. Griffiee will present his research on and experience with TPR interspersed with demonstrations with a group of beginners and the other participants.

HAMAMATSU

Topic: Jazz Chants
Speaker (on video): Carolyn Graham
Date: Sunday; October 21st
Time: 1 - 4:30 p.m.
Place: Seibu Komin Kaikan
Fee: Free

(Cont'd on page 57)

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December 1-2

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

(Cont'd from page 54)

Info: John Bowen, 0534-64-9369
F. Parker, 0534-71-0294

We will be showing portions of a video tape of Carolyn Graham's presentation at JALT '82 on jazz chants and Mr. William Gatton of Oxford University Press will make a commercial presentation on jazz chants.

HIROSHIMA

Topic: "Rejuvenated Reading": Improving Classroom Techniques and Materials
Speaker: Dr. Kenji Kitao
Date: Sundav. October 21st
Time: 1-4 p.m.
Place: Hiroshima International School: Take Hiroden no. 5 bus north from Hiroshima station or no. 6 bus north from Kamiya-cho (Sogo area) to the terminus, Ushita Asahi. Across from the stop is Sasaki's Supermarket and two bus stops, no. 5 and no. 6, with a small road in between. Walk down that road and take the second right, across from Ushita Koen (a small park).
Free: Members, free; non-members, ¥500
Info: Ms Foreman-Takano, 082-221-6661 (eves.)

A recognized expert in the field of teaching reading, Professor Kitao of Doshisha University will present his extensively tested methods for: avoiding word-for-word translation in the reading classroom; making original exercises for reading materials; and stimulating student interest.

Dr. Kitao earned his M.A. and Ph.D. in TESL at the University of Kansas. As national vice-president of JALT, he will also present an overview of the organization at this month's meeting and answer questions about JALT.

HOKKAIDO

Topic: Looking at Learning: Panel and Small Group Discussions
Date: Sunday, October 21st
Time: 1:30-4 p.m.
Place: Hokusei Junior College, Minami-5 Nishi-17, Sapporo
Fee: Members, free; non-members, ¥500
Info: Dale Sato, 011-852-6931
Torkil Christenson, 011-737-7409 or 011-561-7156

Three members will talk about the latest developments in teaching and learning in relation to their personal experiences, followed by small group discussions in English and Japanese in which everyone can participate.

To prepare for the discussions, please consider the following: *How have you or are you learning a second language? *What has

helped you most - either in or outside the classroom? *Did you observe stages or processes in your learning? *What obstacles or difficulties have you encountered? *Do children and adults differ in the way they learn languages? *What suggestions would you give to language learners?

KOBE

Topic: Adapting Textbooks to Meet *Mombusho* Objectives
Speaker: Professor Miho Steinberg
Date: Sunday, October 14th
Time: 1:30-4:30 p.m.
Place: St. Michael's International School, 17-2 Nakayamate-dori 3-chome, Chuo-ku. Kobe: 078-221-8028
Fee: Members, free; non-members, ¥1,000
Info: Jan Visscher, 078-453-6065 (Mon.-Thur.-Fri., 9-11 p.m.)
Kenji Inukai, 078-431-8580 (9-10 p.m.)

Professor Steinberg will discuss the objectives set by *Mombusho* (Ministry of Education) and suggest ways to reflect them in daily lessons. Professor Steinberg will also demonstrate several activities which may enhance learning these objectives as well as enliven your English language classes. The lecture will begin at 1:30 and last two hours. The second part will be informal group discussions.

Professor Steinberg was born in Canada but received much of her education in Japan. She received her M. A. in linguistics from the University of Michigan. Among her many accomplishments, Professor Steinberg was the Director of the English Language Institute, Dept. of English as a Second Language at the University of Hawaii. Currently, she is engaged in developing materials for teaching English using computers at Kanazawa Institute of Technology.

The next scheduled meeting is Dec. 9th. This meeting will be Kobe chapter's end-of-year business meeting and *Bonenkai*. Also, *omiyage* brought back from JALT '84 in Tokyo.

KOBE SIG

Colleges and Universities

Topic: See below
Date: Sunday, October 14th
Time: 3:30-4:30 p.m.
Place: St. Michael's International School
Info: Isao Uemichi, 06-388-2083

The group will discuss "Some Problems Facing Applied Linguistics" by C.J. Brumfit, which appears in *Applied Linguistics*; vol. 1, no. 2, Summer 1980, Oxford University Press.

(Cont'd on page 60)

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Communicative Competence : Theory and Classroom Practice

Sandr J. Savignon, University of Illinois

Written by Sandra J. Savignon, a well-known and respected authority in the field, this definitive new methods text clearly explains the principles of communicative language teaching and analyzes current trends and issues in second language acquisition research. It also provides concrete ideas and strategies for applying these principles in the classroom --- making it an ideal resource for every second language teacher and teacher-in training.

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New! Initiatives in Communicative Language Teaching : A Book of Readings

Sandra J. Savignon and Margie S. Berns, Editors University of Illinois

This insightful new collection of articles describes not only **what** communicative language teaching is all about, but **how** the goal of communicative competence is being met in a variety of teaching contexts. The text moves from theoretical issues to specific methods and materials in use, and contains evaluations of actual case studies drawn from L2 programs around the world. This is an invaluable guidebook for teachers and administrators involved in planning, implementing, and evaluating communicative language programs.

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New! The Theater Arts and the Teaching of Second Language

Stephen M. Smith

A practical resource book for teachers interested in organizing and directing theater productions as an exciting way to give students an intensive and rewarding language experience. The author discusses the fundamental relationship between the theater arts and language teaching and provides step-by-step instructions for incorporating theater arts techniques in the L2 classroom. A fascinating source of ideas for all language teachers.

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at Osaka YMCA Kaikan
(Tosabori, Osaka)

Further information

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*(Cont'd from page 57)***KYOTO**

Topic: The use of LOGO for computer-assisted instruction
 Speaker: Hillel Weintraub
 Date: Sunday, October 28th
 Time: 2 ~ 5 p.m.
 Place: Kyoto YMCA, Yanaginobamba higashi-iru, Sanjo-dori, Nakagyo-ku; tel. 075-231-4388
 Fee: Members and students. free; non-members, ¥500
 Info: Ian Shortreed, 075-711-0079

NAGASAKI**MINI-CONFERENCE in SASEBO**

Topics: 1) Breaking the English Barrier: Practical Communication
 2) Ten Ways to Change Your Life
 Speakers: 1) Carl Anderson, Kokusai Keizai University
 2) Harold Jacobson, Principal, King School
 Additional topic(s) and speaker(s) will be announced.
 Dates/Times: Sat., Oct. 6th, 4 - 8:30 p.m.
 Sun., Oct. 7th, 9 a.m.-12:15 p.m.
 Place: Kuju-kushima-so (Kokumin Shukusha), Sasebo
 Fee: Members and non-members, about ¥10,000, including one night's stay, drinks, and meals
 Info: Satoru Nagai, 0958-44-5 116

NAGOYA

Topic: Information versus Communication
 Speaker: Professor Shoichi Fujikake
 Date: Sunday, October 28th
 Time: 1:30 -- 5 p.m.
 Place: Still to be decided
 Fee: Members, free; non-members, ¥1,000
 Info: Kazunori Nozawa, 0532-48-0399
 Andrew Wright, 052-833-7534

Professor Fujikake, of the Department of English in the Faculty of Education at Gifu University, will speak about the necessity of emphasising information aspects in language teaching, rather than the currently popular communicative aspects. Professor Fujikake is a noted teacher and teacher trainer whose ideas have often been regarded as controversial, but always theoretically and practically stimulating.

OSAKA

Topic: Neuro-Linguistic Programming - Learning How to Learn Languages
 Speaker: Charles Faulkner
 Date: Sunday, October 21st

Time: 1 - 4:30 p.m.
 Place: Umeda Gakuen (St. Paul's Church), 2-30 Chaya-machi, Kita-ku, Osaka
 Fee: Members, ¥500; non-members, ¥1000
 Info: V. Broderick, 0798-53-8397 (eves)
 T. Cox, 0798-71-2272
 E. Lastiri, 0722-92-7320

How do excellent language learners do what they do so well?

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Neuro-Linguistic Programming (NLP) is a discipline that studies the language and behavior of individuals to determine the underlying patterns (of thought and action) that make up a talent. The structure of that talent may then be taught to others to give them a foundation for that same ability.

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This workshop/demonstration will provide participants with:

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- 2) A comparison of successful and unsuccessful learners' strategies.
- 3) The fundamental elements and patterns of communication that make up various traditional and innovative methods, including Audio-lingual, Silent Way, TPR and Suggestopedia.
- 4) An understanding of which methods work with which students and why.
- 5) Examples of techniques/procedures used to integrate good language learning strategies in others.

Charles Faulkner, Neuro-Linguistic Programmer and former VESL Training Specialist for Harry S. Truman College in Chicago, has five years experience teaching ESL and VESL. Specializing in NLP and second language acquisition, he also gives workshops on linguistic and behavioral skills. He is certified in NLP with advanced training..

OSAKA SIG**Colleges and Universities**

Topic: "Recent Developments in English Language Teaching," by J.T. Roberts, University of Sussex
 Date: Sunday, October 21st
 Time: 11:30 a.m. - 12:30 p.m.
 Place: Umeda Gakuen

(Cont'd on page 62)

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TEL: 03(379) 1675

(Cont'd from page 60)

Info: Isao Uemichi, 06-388-2083 (eves.)

This article, of which the first five to seven pages will be discussed, appears in *Surveys Two*, Cambridge University Press, 1982. Copies of these pages are available at the meeting or in advance from Professor Uemichi. Additional portions of the article will be taken up at future meetings, subject to the approval of the group.

Teaching English to Children

Topic: English through Charts and Dialogues
 Date: Sunday, October 21st
 Time: 11 a.m. - 12:30 p.m.
 Place: Umeda Gakuen
 Info: Sister Regis Wright, 06-699-8733

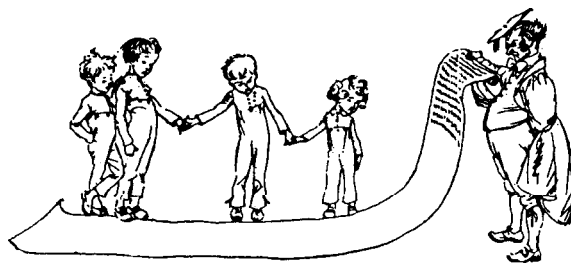
SENDAI

Topic: Christmas in October?
 Speaker: Dale Griffiee
 Date: Sunday, October 14th
 Time: 4-7 p.m.
 Place: James English School, 0222-67-2911
 Fee: Members, free; non-members, ¥500
 Info: Above number or 0222-47-8016

TAKAMATSU

Topic: Effective English Teaching at the Secondary Level
 Speaker: Professor Vance E. Johnson, Meiji University, Tokyo
 Date: Sunday, October 14th
 Time: 2 - 4 :30 p.m.
 Place: Takamatsu Shimin Bunka Center
 Fee: Members, ¥500; non-members, ¥1,500
 Info: Don Maybin, 0879-76-0827
 Shizuka Maruura, 0878-34-6801

The results of English language teaching at the secondary level often fall far short of the goals established by the Ministry of Education. In his presentation, Professor Johnson will analyze this situation, discussing its history, current teaching problems and possible solutions.



Professor Johnson has given lectures to prefectural teachers' groups across the country, and has co-authored educational works as well. He has previously resided in Takamatsu and is well acquainted with local teaching conditions. His presentation should be of special interest to high school English instructors who have received their training in Japan.

TOKYO

Topic: Video Variations: Looking Beyond Listening Comprehension
 Speakers: Shari J. Berman and Alice L. Bratton, Japan Language Forum
 Date: Sunday, October 28th
 Time: 2 - 4:30 p.m.
 Place: Tokai Junior College, near Sengakuji and Shinagawa stations
 Fee: Members, free; non-members, ¥500
 Info: Caroline Dashtestani, 0467-45-0301 (9-10 p.m.)

The aim of this workshop is to present and explore new angles in the medium of video. It is designed for teachers interested in finding new ways to work with video other than exploiting commercially available material. Teacher-made and student-made ideas and audio dubbing will be introduced.

Ms. Berman, currently JALT National Program Chair, has taught and trained teachers in the U.S. and Japan. Ms. Bratton has been teaching and counseling in Japan for the past five years. They are founder and chief instructor, respectively, of the Japan Language Forum.



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JALT—全国語学教師協会について

JALTは、語学教育者のために、最新の言語理論に基づく、より良い教授法を学ぶ機会を提供し、日本における語学学習の向上と語学教育の発展を図ることを目的とする学術団体です。

JALTは、1976年に、関西地区在住の語学教師数人により設立され、現在では、日本全国に約2000名の会員を持つ全国組織となっています。また、対外的には1977年に、英語教育の分野で世界的影響力を持つ英語教師協会 (Teachers of English to Speakers of Other Languages—TESOL) の加盟団体となった他、1981年には、ユネスコ関連団体・語学教師国際連盟 (Fédération Internationale des Professeurs de Langues Vivantes—FIPLV) の日本代表団体として承認されました。

JALTの会員は、幼児語学教育に携わる者から、小学校・中学校・高等学校・大学そして語学学校等の語学教師・更に、企業内語学教育を担当する者まで、幅広い層に跨がっています。

出版 物

- ◆JALT JOURNAL—JALTが年2回発行する学術誌
- ◆THE LANGUAGE TEACHER—JALTの月刊誌 (英和文併用、B5、36～72ページ)
- ◆CROSS CURRENTS—The Language Institute of Japan (LIOJ) 発行の学術誌 (JALT会員には割引の特典があります)

年次国際大会及び例会

- ◆年次国際大会—会員及び国内外より招聘した専門家により、100を越す論文発表やワークショップ等が行なわれます。又、大会期間中には、多くの出版社が大会会場にて、教材、研究書等を展示します。
- ◆特別セミナー及びワークショップ—国内外より、指導的立場にある専門家を招いて行なわれます。
- 夏期セミナー—特に中学・高校教師を対象にしたセミナーで、より効果的な教授法の習得を図る一方、教師自身の語学力の質向上をも目的としています。

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企業内語学教育セミナー

- ◆各支部の例会—各支部毎に、毎月、或いは隔月に1度、例会が開かれます。原則として、会員の参加は無料です。

支 部

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更に、現在、福島、静岡、金沢に新しく支部を設けるべく、準備を進めています。

研究助成金の支給

語学教育に関する研究や、教材の製作に、経済的援助をする事を目的として支給されるもので、会員ならば誰でも、助成金の申請をすることができます。申請のめ切りは、毎年9月1日で、助成金の受給者名は、年次国際大会で発表されます。

会 員

一般会員—最寄りの支部の会員も兼ねています。

共同会員—住居を共にする個人2名が対象です。JALTの各出版物が、2名に対し、1部しか配布されないという事以外は一般会員と同じです。

団体会員—同一勤務先に勤める個人が5名以上集まった場合に限られます。5名毎に、JALTの出版物が1部配布されますが、端数は切り上げます。(例えば、6名の場合は2部、11名の場合は3部配布されます。) 団体会員は、メンバーが入れ替わっても構いません。その場合、抜ける会員は会員証を返却し、新しく会員になる者の氏名、その他必要事項を報著せねばなりません。詳細は、事務局まで。

賛助会員—年次国際大会や例会等で、各社出版物等の展示を行なうことができる他、会員名簿の配布を受けたり、JALTの出版物に低額の料金で広告を掲載することができます。

詳細は、〒168 東京都杉並区永福1-33-3

賛助会員担当 John Boylan

(電話 03-325-2971) まで。

入会の申し込みは、綴じ込みの郵便振替用紙を利用するか、或いは、日本円又はアメリカドルの小切手か、郵便為替に申し込み書を添えて事務局まで郵送して下さい。例会での申し込みも受けつけています。

JALT事務局 〒600 京都市下京区四条烏丸西
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担当 伊藤真理子

MEMBERSHIP INFORMATION

JALT is...

An organization of professionals dedicated to the improvement of language learning and teaching in Japan

A vehicle for the exchange of new ideas and techniques in TEFL/TESL, Japanese as a Second Language, etc.

A means of keeping abreast of new developments in a rapidly changing field.

JALT, which was formed by a handful of teachers in the Kansai area in 1976, has grown to an organization of some 2000 members throughout Japan with a broad range of programs. JALT was recognized as the first Asian affiliate of International TESOL (Teachers of English as a Second Language) in 1977 and in 1981 was admitted to FIPLV (Federation Internationale des Professeurs de Langues Vivantes), an affiliate of UNESCO, as the Japan representative. JALT members teach at all levels, from pre-school to adult, in public schools, colleges and universities, commercial language schools and industry. All share a common commitment to the betterment of language teaching in Japan.

PUBLICATIONS

- JALT JOURNAL – A semi-annual publication of interest to language instructors at all levels.
- THE LANGUAGE TEACHER – JALT's monthly publication with 36 to 72 pages per issue, containing brief articles on current issues and new techniques, interviews with leaders in language education, book reviews, meeting announcements, employment opportunities, etc.
- 1 CROSS CURRENTS -- A Journal of Communication/Language/Cultural Skills, published by the Language Institute of Japan (LIOJ). Subscriptions are available to JALT members at a substantial discount

MEETINGS AND CONFERENCES

- JALT INTERNATIONAL CONFERENCE ON LANGUAGE TEACHING/LEARNING – An annual conference providing a forum for the exchange of new ideas and techniques similar in aim to the annual TESOL conference. The program consists of over 100 papers, demonstrations, workshops and mini-courses given by the membership and invited guests. An exhibition of language teaching materials from all major publishing houses covering an area of over 500m² is held in conjunction with this meeting every year.
- SPECIAL MEETINGS/WORKSHOPS – Special meetings or workshops, often conducted by a distinguished educator especially invited from abroad. The following annual workshops cater to the special needs of the members and to the teaching profession as a whole: Summer Institute ~ Primarily for secondary school teachers, aims at improving their language proficiency while studying effective techniques for the language class. Seminar for the Director of Language and Preparatory Schools to keep administrators informed on current trends in language teaching and learning. Seminar on In-Company Language Training – Provides businesses with the opportunity to exchange information for the betterment of language education programs in industry.
- LOCAL MEETINGS – Local chapters organize monthly or bi-monthly meetings which are generally free of charge to all JALT members regardless of their chapter affiliation.

LOCAL CHAPTERS – There are currently 16 JALT chapters throughout Japan, located in Sapporo, Sendai, Tokyo, Yokohama, Hamamatsu, Nagoya, Kyoto, Osaka, Kobe, Okayama, Takamatsu, Matsuyama, Hiroshima, Fukuoka, Nagasaki, and Naha. Chapters are now being formed in other areas such as Fukushima, Shizuoka and Kanazawa.

AWARDS FOR RESEARCH AND MATERIALS DEVELOPMENT – JALT allocates funds annually to be awarded to members who apply for financial assistance for the purpose of conducting research into language learning and teaching, or to develop materials to meet a specific need. Application must be made to the President by September 1. Awards are announced at the annual conference.

MEMBERSHIP -- Regular membership in JALT includes membership in the nearest chapter. Joint memberships apply to two members sharing the same address. Joint members have full membership privileges, but receive only one copy of JALT publications and other mailings. Group memberships are available to five or more people employed by the same institution. One copy of each JALT publication is provided for every five members or fraction thereof. Group memberships are transferrable by submitting the former member's membership card along with the new name and particulars. Contact the JALT Central Office for further details.

Commercial Memberships are available to organizations which have a product or service of potential value to the general membership. Commercial members may display their materials, by prior arrangement, at all JALT meetings including the annual conference, make use of the JALT mailing list and computerized labels, and advertise at reduced rates in JALT publications. For further details, contact John Boylan, Director, Commercial Member Services, Eifuku 1-33-3, Suginamiku, Tokyo 168. Tel. (03) 325-2971.

Application for membership may be made at any JALT meeting, by using the attached postal money transfer (yubin furi-kae) form or by sending a check or money order in yen (on a Japanese bank) or dollars (on a U.S. bank) accompanied by an application form to the JALT Central Office.

JALT c/o Kyoto English Center, Sumitomo Seimei Building, 8F., Karasuma-shijo Nishi-iru, Shimogyo-ku, Kyoto 600. Tel.: (075) 221-2251.

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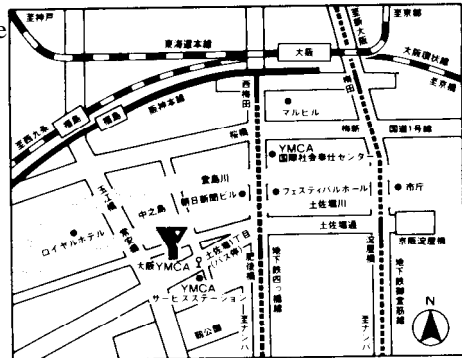
日本児童英語教育学会会長

大阪大学名誉教授

President, Japan Association for the Study of Teaching English to Children
Emeritus Professor of Osaka University

他一名予定

大阪駅より●タクシーで5分●市バス、㊤大阪港行、㊤西船町行にて土佐堀1丁目駅下車すぐ
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