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BUSINESS ELT...

Photos by Virginia LoCastro

ENGLISH FOR BUSINESS COURSES: WITHIN THE CONTEXT OF JAPAN

**By Andrea Charman, BBC English by
Radio and Television, ILS, Japan**

We often hear the question of business English being raised at both informal and formal gatherings of teachers of English as a foreign language. but it is not always clear what is meant by this blanket label which, in the context of concrete teaching, covers a wide range of implementation. It can be teaching English for the specific purpose of conducting business transactions, to a group of individuals from a variety of sectors of the business community, all of whom are at the same general level of English language competence, to an in-house group who have been assessed as similar in competence, but who may together as a group cover a wide variety of business functions inside that specific company; to an individual on a one-to-one basis. The list goes on but the principle is evident: there are different factors that should be considered when a needs analysis is drawn up and language training organized within companies or similar professional institutions or indeed in schools offering ESP programmes.

All this, of course, has been said before and is a global question, but it would seem that it takes on a slightly different perspective within the context of Japan. Why? Essentially in view of such areas of consideration as cross-cultural difficulties, the Japanese view of themselves as a nation and as a language group, their internal conventions in business transactions, their educational background with its emphasis on the written rather than the spoken word, the general structure of Japanese companies and their attitudes toward human resources, training, specialization, internationalization, and so on. All these factors converge to make the task of the English language course designer and those who implement it, a challenging one.

Without losing sight of all the Japan-specific factors briefly hinted at above, the individual learner factor (or the sum of a group of individuals and their needs) has to be considered first. One of the basic problems is often the fact that those needing English for specific business purposes of whatever kind do not already have the base skills upon which to build. They cannot operate effectively in ordinary communicative situations requiring competence in language functions as requesting information, accepting an invitation, politely

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

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

All announcements or contributions to the *Newsletter* must be received by the 5th of the month preceding publication. All copy must be typed, double-spaced on A4 size paper, edited in pencil and sent to the editor or book review editors.

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declining an offer or a proposition, agreeing, disagreeing, etc. Inability in these areas may cause misunderstandings cross-culturally, even offence, and hence impede business developments. However, many of these learners are in positions of responsibility in their professional contexts and understandably resent the awkwardness of general English instruction in peer groups as a step towards ESP training. On the other hand, concentrating on business English negotiating, debate specific lexis, conference presentation skills and the like would be counter productive,

The answer to these problems, both linguistic and cross-cultural, may be in some sort of integrated programme which allows for a self-access, self-pacing component enabling the learner to cover ground alone, parallel to attending a group programme under the direction of a teacher who can offer both a broader practice context and, at the same time, more specifically targeted business English as a result of individual needs analysis.

To this end, a BBC English by Television team has been working on a programme tailor-made for Japanese business executives enabling them to work through a multi-media course requiring them to simulate attendance at an international conference held in the USA and all that such attendance implies (meeting new people, checking into hotels, registration at a conference, hosting meetings, making business contacts, investigation of possible business openings, socializing with others in similar fields of activity from all over the world, participating in various activities, reporting to base, etc.). The learner interacts with the main characters appearing on a TV monitor using a key-

board which activates a microcomputer programme which in turn drives a laser disc. The microcomputer interface allows the learner to work at different levels. When a response is required (e.g., in answering a telephone, ordering a drink, booking a room for a business reception), the laser disc stops, the student selects a response from the selection appearing on the screen, utters it and follows up the consequences of his choice. He can call up a native speaker to give him a model of acceptable spoken English if he desires and he can get a Japanese synopsis of the previous scene or have part of the scene replayed. At the lowest level of programme entrance the learner is given maximum assistance, while at the higher he is left to take greater risks, initiate language and move forward more rapidly. He can therefore gain confidence in self-expression without the pressures of his own cultural environments. The supporting materials provide a wide range of activities, some taken up on the screen, others more suitable for teacher generalization in the classroom. At whatever level the learner enters the programme, he is required to make choices of a general and business nature, hence requiring the use of skills other than those of language alone. At the end of the programme the learner is at ease with the various levels of language and is also able to move comfortably in an international business environment,

Such an approach as the one outlined above may go some way towards incorporating the various factors considered when language training for business purposes is organized, while, at the same time, basing itself on the cross-cultural awareness so important in professional language training in Japan.

ON BUSINESS ABROAD. (video series) The Berlitz Schools of Language (Japan) Inc. and C. Itoh Co., Ltd. 1983. 6 cassettes.

**Reviewed by Jim Nunn, Deputy Program
Director, International Training (Business
English), Simul International**

What can be learned through the medium of TV?

- 1) the sight and sound of something unfamiliar
- 2) how to perform some action or process
- 3) (through the use of a "first person" camera) what it's like to be in a particular situation; (omniscient camera) how

someone else behaves in a particular situation

- 4) meaning (through a visual context) for otherwise incomprehensible bits of non-visual information

If we were to apply these four functions to English language learning, television could be used for presenting:

- 1) a) objects and places for use as oral output stimuli; b) voice models
 - 2) situations for oral output stimuli
 - 3) functional practice opportunities.
 - 4) visual context for otherwise difficult to learn language structures (idiomatic multi-word verbs, prepositions, articles, verb aspects, etc.). and for the more
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sophisticated components of discourse.

These four functions can be performed by television better than by other media. From a language-learning point of view, one wonders then why more commercially-produced video educational materials (ostensibly for the purpose of language learning) do not use the medium to its fullest advantage. Many video series meant for English language learning do not go beyond the first function ~ the visual presentation of places and objects, and voice-as-model, a kind of illustrated audio-tape.

This lack of creativity with the television medium is particularly evident in business English video materials. Many of these video series are merely taped 'scenarios' based on the activities of a few characters who are trying to further the successes of some fictitious conglomerate. These tapes are more like soap operas than language lessons (which, come to think of it, may explain their appeal). Other video series are nothing *more* than the videotaping of rather unremarkable monologues and dialogues. It is true the language used and the situations presented in the tapes are business-oriented, but presumably it isn't *business* that the non-native English-speaking viewers are in need of learning. How valuable can the visualization of a long series of contrived dialogues be for language learning that would justify the expense of a video (as opposed to an audio) presentation? If you can learn the same amount of language by listening to the audio-tape (most of these series are available in video or audio cassette), what's the point of buying the video?

Can you learn any more about language by watching someone talk than you can by merely listening to him? Yes, you can, but only if the second, third and fourth functions of television-as-language-teaching-tool suggested above are employed as well as the first.

Marvelous things concerning the subtleties of context, expression and non-verbal communication (in short, of discourse) could be done with the proper use of video. But this would take more creativity and skill and insight into language than video materials producers are apparently willing to employ. A short 20-minute tape of authentic dialogue covering only one part of one business negotiation produced with skill could teach a student more about the language, the culture, non-verbal communication, the situation and maybe even business than 10 hours' worth of 'Mr. Sato Goes to the New York Branch Office'-type situational dialogues.

One of the latest of the video lemmings scrambling to get into the business English video market is *On Business Abroad*. This is a series of video or audio cassettes, a student textbook and an 'English Guide to Import and Export Practices with Japanese Translation' book. (What if the students are in a non-trade-related field?) This video series has little to distinguish itself

in the fairly undistinguished area of business English video. Forty-nine highly contrived dialogues delivered stiltedly at slower than normal speed by unskilled and/or poorly directed actors (many of whom found their cue cards irresistible) are the series' main feature. Most camera work is static; the scenes are set-pieces with little or no action. There is some head-on close-up work that would be good except for the poor acting, and some of the incidental conversations are well-written but are, again, spoiled by the acting and forced delivery.

As with other, similar series, it's a wonder why they bothered to produce a video version. Neither the tapes nor the text provides much in the way of language practice. The tapes only serve as models. The book includes some comprehension questions, simple substitution and fill-in exercises, and discussion questions apparently meant for students with higher language ability than the tapes are aimed at. The book consists mainly of the transcripts of the dialogues and, despite the solemn statement in the preface (attributed to M.D. Berlitz) that 'translation as a means of acquiring foreign language is entirely abandoned,' their translations into Japanese.

Outside of a few grammar points, there is little attempt at explanation of usage. A few 'Key' sentences are isolated, but it is never mentioned why they are 'key.' In short, *On Business Abroad* represents the same old abuse of the tube, where no more consideration for the function of language was apparently given than the time it took to write the dialogues.

It will probably not be until long after the video abusers have fast-forwarded themselves to the inappropriate use of computer-assisted learning systems that someone will finally get serious about the real potential of TV for language learning, and especially for ESP. Until that time, it looks like we've been freeze-framed by the re-run mentality of video materials producers. 'You've read the Transcript! You've heard the Audio! Now!. 'Mr. Sato confirms his Hotel Reservations' - the Video!'

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SPANISH WITH SELF ACCESS

By Cristina Zambrano and
Nicolas Ferguson

Reviewed by Ron Gosewisch,
Nagasaki University

On the second day of JALT '83, Cristina Zambrano of Mexico gave a six-hour demonstration class in Spanish using Threshold materials. For those who missed Nicolas Ferguson's presentations at JALT '82 and '83 and are not yet

familiar with Self Access, it is a term coined for student-centered course materials developed by Mr. Ferguson and his associates at the Centre for the Experimentation and Evaluation of Language learning techniques (CEEL) in Geneva. The course has been, so far, developed for not only Spanish, both Iberian and Hispano-American versions, but also English, British and American versions, French, German, Swiss German, Finnish and Russian.

The class was begun by Mr. Ferguson who gave not the first lesson, but the 'Zero Lesson.' Since it is very important that the learners be able to use the materials efficiently and with a positive attitude, careful instructions in the students' native language(s) are given along with the rationale of the study program, a way of learning entirely new to most. Hence, the 'Zero lesson,' the how and why of the program, to put students at ease and give them confidence in the materials before they begin using them.

Mr. Ferguson told us that we would be learning about 50 "hits" of language during our six hours of practice, enough to read 20% of the Spanish version of the Reader's Digest. Forty-four more hours would give us enough language to read 50% of the Reader's Digest. 100 hours being enough to become independently functional in the foreign language somewhere between the 'basic, survival' and 'social survival' levels. Five techniques, or steps, he explained, would be used:

- 1) Short dialogs would be presented and the students would then role-play them. It was noted that, at least at first, the student would not need to know the meanings of any of the words! The role-play would be done three or four times with the teacher's help; then the students would practice on their own in pairs.
- 2) Students would learn to become teachers as well as learners, and this with a very little bit of language.
- 3) In the fourth hour, students would begin writing. Masking the replies that are in the book, the students read a question/statement from a dialog already practiced and then write the appropriate reply. Then the mask is moved down the page so the students can check their replies. Finally, corrections are made. All details of writing, including penmanship, are stressed in this exercise.
- 3) Narratives would be practiced:
 - a) First the class listens
 - b) Next, they repeat
 - c) 'Third, one partner attempts to relate the narrative in the foreign language to the other partner who has received the manual from the teacher to correct his/her partner.
- 5) Singing a song is the last step in each unit, as

it provides excellent pronunciation training.

Concluding the 'Zero Lesson,' Mr. Ferguson stressed that grammar is to be despised *as a teaching tool*. Since proper language is being taught, there is no need to refer to grammatical rules. However, he noted, the teacher will answer any question on grammar, or anything else pertinent to language learning, on an *individual basis*. Even if every student were to ask exactly the same question, each time it would be answered individually. Why? Because to answer the entire class when a student asks a question interrupts their practice, while answering individually only slows down one pair of students. Besides, it's quite unlikely that the same question would be asked by more than just a few students.

There followed two and a half hours of lesson practice, one hour for lunch (meaning little or no time to eat, so lunch for myself was coffee and donuts), another two and a half hours of lesson practice ending with approximately 30 minutes for questions and answers, the last being conducted by Mr. Ferguson.

As for my feelings about the lesson itself. I was partially frustrated by the pace, the demand that whenever I spoke it must be at a fast, a normal, rate. I believe that most of us in the class had this initial reaction. To quote A. Eveson-Licouri, 'Our immediate reaction was unfavorable; they speak too fast on the tape, and we can't hear clearly because of the background noise.' Adding to this was the fact that, though we could ask questions at any time, I usually got my answers entirely in Spanish and, having begun the class with a vocabulary limited to *?Que, pasa?* you can probably imagine that my emotions came close to bordering on anger, as they did indeed, once or twice. But then, I thought, wasn't this 'good medicine; for someone like myself, who makes pretty much similar demands of my own students?

Once the above thought came across my mind, I began to ignore my own feelings for the moment and focused on my partner, a native Japanese who had never been exposed to Spanish in his entire life, and who was actually beginning to use the language. In fact, we both were. Oh, we weren't that good with pronunciation or the prosodic elements, but we could make the connection between what we said and what was printed in the text. In other words, we were actually understanding one another. Of course, the language was basic, the lesson being built around family relationships:

?Quien es el señor Ruiz?
El padre de Juan y María.

Towards the end of the unit each of us filled in a personal family chart. The song *No la llames* was the final element of the unit and, though some of the others did well with it, to tell the truth, it was rather difficult for me. Neverthe-

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less, to quote A. Eveson-Licouri again, '...as the lesson went on, we began to see the logic and efficiency of it all.'

Though one can see the logic of it all, an actual description of the teaching process with Self Access is difficult as it really must be seen to be fully appreciated. In fact, Mr. Ferguson usually insists that teachers who are planning to use the materials should attend a workshop under his, or one of the other CEEL instructors', direction, because it is difficult to explain how things must be done. After spending five or six hours at the receiving end of the process and having read some of the related literature, one can have ~ even then ~ only a fairly clear idea of what takes place. The presentation of the material was just as Mr. Ferguson outlined it in the 'Zero Lesson.' The mechanics of operating the tape recorder appeared simple enough, but the teacher, Ms. Zambrano, was kept constantly on the go between giving answers to and assisting the separate pairs of students and running back to the tape equipment. Not only did she have to play the dialogs, narrative and song, but each time pair practice got underway, background music was played, music that had been carefully selected to establish a relaxed mood while being not at all distractive.¹ Moreover, each time Ms. Zambrano answered a question or gave assistance she invariably knelt or squatted down until her entire self was below the eye level of the student(s). No bending down to the student is permitted as this is considered condescending. Though this is psychologically very relaxing on the students, it has to be tiring for the instructor and, as enthusiastic and energetic as Ms. Zambrano is, a certain raggedness about the edges was becoming somewhat noticeable at the end of the day's marathon.

During the Question-and-Answer period we learned the reasons for the choice of family as the topic of the first lesson. First, it is familiar (no pun intended) to just about everyone. Second, the need for names gave the course writers the opportunity to choose "optimal environments" for certain target sounds in the foreign language that make it easier for the learner to reproduce them with a quality close to the native. Though there are some words that can be used in this way, they are few in number and not always easily fit into the topic of a given lesson. Names, however, are great in number and variety and can be used with most lessons and particularly with personal relationships. We also learned that the choice of partners is pretty much left up to the individual students, though husband-wife or sweetheart partnerships are discouraged during the first few lessons. We were also told that the soft background music played during the lesson is an idea borrowed from Suggestology.

Though I haven't had enough experience with the materials as a student and none as a teacher to speak with authority, from what I have already seen and read, *Self Access* may very well be the best thing presently available for

those who really are interested in getting their students to internalize a foreign language. The only thing I might change would be to add some 'pre-lessons' of listening exercises, perhaps utilizing TPR to attune the learners' ears to the sounds and rhythm of the foreign language before making the demand for their production. I hope to begin using the materials next Spring and come JALT '84 perhaps will be able to give the reader a reasonably clear idea of how well they can be used with a Japanese university class.

- ¹ N. Ferguson, "Music in the Language Classroom," *LJ* (CEEL) June 1983.

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CHAPTER FORMED IN MATSUYAMA

Report on ExComm, January 21/22, 1984

By Jim White, President

At its first meeting for 1984, the JALT Executive Committee recognized the JALT-Matsuyama Chapter. This was really a rather sudden development which came as a surprise to all. But all thanks and honor should go to Steve McCarty who had been active in the Shikoku (Takamatsu) Chapter before moving to Matsuyama late last year. He quickly realized the potential as well as the need for a chapter in Matsuyama and very early set for himself a very ambitious schedule to form one. The methods he used are too involved to repeat here (see related article in this issue), but basically he

stressed going through others, established community teachers and professors, in making contacts. He also stressed bilingualism, and secured the help of a young lady working as a radio program producer in getting publicity into the local newspapers. As a result the chapter's first meeting on January 15th had 62 participants, 29 of whom joined as new members at that meeting! By the end of January, the Matsuyama Chapter had over 60 members so Kanto and Osaka keep on your toes!

Matsuyama, however, won't be able to rest on its laurels too long. Plans are already being made for establishing new chapters in the Fukushima/Koriyama area and in Yokohama.

Other news from the ExComm meeting is that the Fukuoka and Okinawa chapters, respectively, won the first and second prizes for the greatest year-to-year growth in membership. First prize is JALT support for the costs of one presentation; second prize is JALT support for half the costs of one presentation. Congratulations to the members of both chapters. Hope that the prizes help increase your membership this coming year as well.

The ExComm made a number of decisions affecting the chapters to various degrees. Although JALT -National has changed its fiscal year, the chapters are asked to continue to use a 1 October through 30 September fiscal year, or if not already doing so to change to that period. This will give the National Treasurer time to close all her 'chapter books' before closing the national financial books each year. Another request of the chapters is that those which have not already done so should consider changing their name from JALT- (Region) to JALT- (City). This is due to the fact that as the number of chapters is increased, the greater the likelihood of more than one chapter per region. Such changes may not be necessary in some areas, however, for example, Okinawa or possibly Hokkaido.

A benefit (at least hopefully so) for the chapters was the approval of funds for a national officer to visit those chapters which do not have a member on the ExComm at least once a year. This should help local officers resolve problems and will surely improve coordination between the chapters and the national organization.

The ExComm considered a proposal to change the Japanese name of JALT from *Kyokai* to (possibly) *Gakkai*. To many Japanese, the use of *Kyokai* somehow implies that JALT is a "trade union" of some sort. Some thought was also given to changing *Kyoshi* to *Kyoiku*, but this was also turned down. The general consensus was that JALT was becoming known by its Japanese name and there was really no reason to change it. Therefore, JALT will remain *Zenkoku Gogaku Kyoshi Kyokai*, at least for the time being.

It was agreed that the name of the *JALT Newsletter* should be changed. The new name will be *The Language Teacher*. This is being done in an attempt to make the newsletter more attractive to non-members. Also to make it more available, arrangements are being made for it to be sold over the counter at the larger book stores in Japan.

A number of special programs for 1984 were approved. These include a Language Institute Administrators' Seminar in May in Tokyo under Shari Berman, the Third In-Company Language Program Seminar in May in Osaka under Kenji Kitao, an Applied Linguistics Seminar in July in Osaka under Vince Broderick, the Fourth Summer Institute to be held in Nagoya under Kazunori Nozawa, an Intensive English Program to be held in August in Fukuoka under Jim King, and a Fourth In-Company Language Program Seminar later in the year in Tokyo under Kohei Takubo. Contact any of these people for more information.

This rather winds up the report for this time. Incidentally as I have been writing this (on January 31) I have been looking out on about 3 inches of snow with more coming down here in "Sunny Southern Osaka." What a winter!

INVOLVING JALT IN THE COMMUNITY

By Steve McCarty

The following is an account of a personal experience, but with reflections to suggest ways to start a successful new JALT chapter, including some ideas that might help in revitalizing existing chapters. One is reluctant to recount 200 hours of volunteer work, but what works in Matsuyama may be transferrable to other cities in Japan.

As Carl Jung said, anything worth doing in life takes time and effort. Since the beginning may set a tone for a long time, two to three months is a reasonable time to lay the groundwork for the inaugural meeting in a new area. That period is bound to be thankless and trying, but the community will realize during that time whether the founder makes mistakes and has ulterior motives or whether they've found someone of help to them. Inevitably, through JALT's representatives, they receive their impression of JALT.

Three months ago I was living in Takamatsu, with a new job to begin in Matsuyama. Seeing that JALT was benefiting society in Takamatsu and was integrated into the community, I had the idea of starting a new chapter in Matsuyama. A similar but larger city than Takamatsu, Matsuyama
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yama has perhaps a richer modern history in terms of education, so I thought it would be fertile ground for a JALT chapter. Longtime foreign residents of Matsuyama turned out to believe the opposite, thus there had been no chapter.

I met with Michiko Kagawa and Sachiko Sakai, two leaders of the Shikoku JALT in Takamatsu, and they taught me about chapter organization, practical details about conducting meetings, information about JALT such as the Constitution, and which people to contact in the national JALT. After that two-hour meeting, I moved to Matsuyama in late October, 1983, and received administrative guidance through frequent communications with JALT leaders.

Being a new person in town was apparently not an insurmountable handicap. Obviously an established teacher in the local school system, someone married to one, or a longtime resident with a good reputation would be in a better position to mobilize helpers and recruit enough members to start a chapter. However, to be effective in Japanese society, anyone would need to work as much as possible through intermediaries.

Seeking out people who have constituencies, even if you could do something more efficiently yourself, will make them feel more involved with JALT if they help. Especially since this is a non-profit organization, simply to ask people to help may be the most effective organizational approach.

In Japan people readily accept a plea to help do some concrete task, but because group affiliations are so important here, they seldom join except after patient follow-up. Mr. Suzuki does not join JALT because Mr. Smith informs him of its merits. But rather everything is a result of multilateral relationships, after careful consideration of how their peers, superiors and family would react. Thus one might say that JALT reaches a certain threshold in the community where there's an implicit consensus through word of mouth and media attention that JALT is a valuable thing and safe to join.

In all this, there is a stress on membership as the bottom line, although it may well be better to pursue it by indirect means. We seek the highest level of acceptance in the community, such as a nod from the Kyoiku linkai, in order to reassure local schoolteachers - our prime target group - that JALT is approved and uncontroversial. That may take years of cautious, delicate confidence-building, but eminent teachers and professors in the community are another avenue to establish JALT as acceptable.

Some of the approaches I've tried are: please give me a tour of your school or institution; I understand that you're busy, but you could help just by joining and attending meetings when you can; please recommend JALT, trans-

mit this information or poster, or suggest colleagues who might be receptive to JALT; and, we would like to have you as a speaker or panel member at our JALT meeting sometime. The latter may even work with teachers and professors who previously said they were too busy to participate in JALT at all.

Less effective approaches were: writing letters in Japanese to all school principals, according to protocol asking that their head English teacher transmit this bilingual information about JALT and the inaugural meeting; gaining an introduction or appointment with the head of high school English teachers at the Board of Education.

As for approaching many teachers individually, one teacher may without joining himself at the time, check off receptive ones among the published lists of all English teachers in the prefecture. Writing to them, you can say "You have been recommended by a leading educator in Matsuyama as someone who might appreciate the value of starting a chapter of JALT." While these actions may not be persuasive in isolation, they can have a cumulative effect when teachers have seen ads for other chapter meetings in English journals and then they see newspaper ads about your inaugural meeting.

Bilingualism is an important means to realize the full potential of JALT as a multicultural, internationalizing organization. We already have to combat the impression that it's *gaijin*-dominated, or exclusive in any way, even imbalanced between men and women.

Thus if you are a foreign leader or a Japanese leader, concentrate on the opposite group and their language, except where they wish to use your native language. In propagating bilingual information, more needs to be transplanted into Japanese, especially the duties of chapter officers. Point out articles in the *Newsletter* like Professor Kitao's series, which would impress educational authorities. Work hard to gain literacy in the target language as well as seeing the point of view of the other culture. Speaking of an international outlook, the mingling of foreigners with Japanese is perhaps the most distinctive feature of JALT compared with other professional organizations. Stressing the big picture of JALT is actually effective, I believe, provided your actions are in consistent accord with that vision.

Regarding the latter point, helping JALT and behaving correctly by Japanese standards serve to stave off that day when foreigners wear out their welcome in Japan, a process dangerous to all of us, that may be happening in some cities already. Thus being a JALT leader, helping behind the scenes to provide meetings and services to the community, is a personal sacrifice and a discipline, but it's for a worthy cause. One can hardly think of a better way to help society in Japan than to start a JALT chapter or

to revitalize an existing one.

Next, a new chapter needs about seven officers, preferably not volunteers for the positions *per se*, but people who have been helping, people you have been watching closely for how reliable and effective they would be. Then you lead up to the ultimate question, "Would you accept nomination as . . .?"

On the one hand, people become more effective once their role is determined, but on the other hand it is risky to appear to finalize the positions before the election. I suggest waiting as long as possible for the most effective leadership to emerge, taking care to avoid misunderstandings or bruised feelings. But then request people to commit themselves to accept the nomination before the election, and determine everything as a group down to who nominates whom, to ensure an efficient election that instills confidence in the organization instead of risking confusion, uncomfortable silence, or taking time away from the meeting's presentation.

Chapter business is something that the coordinating committee relieves the membership of being burdened with. Saying that, though, I must hasten to add that wherever possible it is good to involve general members in volunteer tasks behind the scenes, helping at meetings, and so forth. Constitutional recognition of certain volunteer positions or committees could be a way of increasing active members and showing them thanks, not to mention training future coordinators.

In our case the officers' commitments were settled at the first planning meeting, a week before the inaugural meeting, after two months of groundwork. Eight people attended, four Japanese and four foreigners, four men and four women. Six agreed to accept nominations. Thus the election went smoothly, needing scarcely five minutes at a busy inaugural meeting, and the most often heard feedback on the meeting is how well-organized the chapter is.

Among the 62 who attended the inaugural meeting, 29 joined at the meeting. One of the reasons for that was that having a spread of a thousand yen for non-members and free for members helps gain more members for JALT. I suggest maintaining such a spread, and an admission fee that reflects the value of a JALT meeting. We emphasized that if people joined by the end of the meeting they could have their admission fee back. In November, 1983, there were under ten people in the prefecture who would renew their membership, and now in January, 1984, there are over 60 Matsuyama members. By February, there should be 2,000 members in JALT nationally.

In long-range chapter planning, one idea is to alternate outside speakers with local presentations. Then perhaps a chapter can stay within its budget while still holding meetings every

month, and admission fees could make up the difference, rather than holding no meeting at all. It seems best if the facilities are publicly built or associated with prefectural education in order to attract schoolteachers. And yet maximizing attendance should be stressed over saving money on facilities, in my opinion.

It seems advisable for a chapter, especially a new one, to become the community's own as soon as possible. For our second meeting, we are inviting prominent Ehime-born educators to have a panel discussion, arranged by themselves but with suggestions, on the history of foreign language education in Matsuyama and what JALT can do to help in the future. People who may not otherwise be drawn into involvement with JALT may well be honored to form such a panel with their peers.

A few notes about the January inaugural meeting. Flowers were sent from Takamatsu and presented at the opening of the meeting. This symbolized the blessings of our neighbor chapter and was naturally a crowd-pleaser, but was not as spontaneous as it appeared. The details, down-to the orchids, were worked out in advance with a Takamatsu friend. This public endeavor is important in creating a positive impression.

Our meeting was videotaped by the recording secretary. A gesture would be to lend or copy such tapes for the language lab of the prefectural university. It goes without saying that there are other uses for videotapes.

It was doubly good having a leader of JALT speak at the inaugural meeting, introducing JALT to the membership and helping the new coordinators, in addition to delivering a tried-and-true presentation. Credentials of the speaker are also frankly useful for publicity, before, during and after the meeting.

Expecting a bottleneck of people joining, in order to start the meeting on time, my opening address was to have people ushered in, to fill the front rows; then, to practice their target language, the odd rows stood up and turned around, the even rows stood up and introduced themselves to strangers until registration was complete. This proved to be an example of Tom Robb's "Student-Centered Learning" with other obvious benefits for a new chapter's cohesiveness. It might be added in this context that JALT chapters **unite** competitors. Ways can be found to cut through the normal group lines, such as the above exercise.

All attending were given bilingual information on JALT, plus the current journal for non-members. The day's program or agenda included an announcement of the next meeting and, on the reverse side, a bilingual list of the officers and a capsule of their duties for everyone to see during the election.

TELEPHONE COUNSELING FOR FOREIGNERS

By Miriam Olson, Director

Editor's Note: *As a public service to the community, this month, JALT Newsletter has decided to publish an article about TOKYO ENGLISH LIFE LINE (TELL). TELL is a telephone counseling service mainly for foreigners, but, surprisingly enough, many calls are also from Japanese persons. While this article is not directly connected with English Language Teaching per se, we thought that since TELL does perform this service, it would be of general interest to our readers.*

"This is Tokyo English Life Line. May I help you?"

The voice on the other end of the line was taut with pain and fear.

"Oh, I hope you can. I'm in great pain and can't move. My legs have suddenly become paralyzed. I need to get to a hospital but can't speak Japanese."

It was another call for help to the telephone counseling service for English-speaking foreigners in Japan. Volunteers respond to crisis situations, requests for information or just the need to talk to someone who cares. This service is offered eight hours a day (9 a.m.-1 p.m. and 7 p.m.-11 p.m.) every day of the week. The number to call is (03) 264-4347.

Tokyo English Life Line (TELL) opened its line on April 1, 1973. The 60 volunteers who were trained in an intensive course of over 50 hours were prepared to listen to anyone who could speak English and to keep all conversations confidential. Those first months brought many surprises. TELL workers soon learned that many of the callers were not native English speakers. Many were from Asian and European countries and a few were from Africa and South America. Many callers simply wanted information; for example, telephone numbers of doctors or directions to some place in the confusing, sprawling city of Tokyo.

Today TELL continues to serve expatriates of many nationalities. Last year about 60 different nations were represented among the callers. The intercultural nature of the callers is also reflected in the many nationalities of the volunteers. However, TELL volunteers must be fluent in English and able to pick up the feelings and nuances of what the caller says.

Requests for information continue to make up about one-third of all calls to TELL and volunteers take these very seriously. A caller who is not given help with a simple request for a telephone number, for example, may not trust

the agency to help in a serious crisis. Providing such assistance may in fact prevent the building up of anxieties which could result in a serious problem.

Calls concerning problems range from the caller's need to talk, to a suicidal crisis. A lonely English teacher in a city far from Tokyo may call to talk about her isolation and her frustrations with her job. A wife of a businessman working in a large Japanese company may call about her boredom, her fears that her husband is having an affair or her concern about her children's adjustment to Japan. These calls are usually related to culture shock.

Culture shock is the condition of emotional upset and stress that becomes chronic for a variable period following a move to an unfamiliar setting or culture. It is not restricted to a move from one country to another but may occur within a country when the move is from one region to another which has distinctly different customs and perhaps a different dialect, accent or even language. A move from rural Japan to Tokyo would be an example.

The greater cultural differences, the greater the stress. Thus, it is not hard to understand how culture shock can be a major problem to Westerners moving to Japan. Language is, of course, one of the most obvious differences: one cannot minimize the bewildering effect of both the spoken and written language. Yet there are many more subtle differences in culturally-learned ways of communicating that cause anxiety which are often puzzling to the sufferer because the causes are not consciously understood. These include signals (cues) we give in our facial expressions, gestures and the way we use our bodies (body language).

Individuals vary considerably in their ability to adjust to a new environment. A caller may talk about a number of physical symptoms: insomnia, headache, stomach upset, lack of appetite, tiredness. Emotional reactions may include anger, self-pity, apathy, fear, loss of self-esteem and depression. TELL volunteers help the caller to express these feelings, understand the cause and assess the resources for dealing with it. At times just learning what it is and how it affects a person is enough to move the caller toward the stage of acceptance. Sometimes further help from a trained counselor is necessary.

Calls to TELL categorized simply as culture shock make up only about 5½ percent of all problem calls, but cultural adjustment is a factor in many, if not most, of the calls that are problem-related. The stress of adjusting to a new culture puts pressure on the relationships at home, at work or at school. Marriages which were holding together in spite of tensions when the couple were in their own country may fall apart when new stresses are added and the cohesive forces of a supporting community, extended family and religious institution are removed.

Intercultural marriages are subjected to even greater stress and the tension between the husband and wife with all of their culturally-learned differences is increased by the presence of societal and family pressures on the Japanese partner to conform. The difficulties seem to be greater when the husband is Japanese. In a society where the company expects the man's primary loyalty to be his work and where there is a symbiotic relationship of *amae* between the son and his mother, this is not hard to understand. Of calls to TELL concerning marital problems, two-thirds are from a partner in an intercultural marriage, usually the wife. This is not to say that these marriages are doomed, but it is an indicator of the amount of stress experienced when cultural factors have an effect upon the relationship. The role of the listener in these situations is to help the caller focus on the problem and the feelings evoked and find options for action. One of those options might be face-to-face counseling. Every month, TELL refers 10 to 12 callers to counselors for professional help.

Alcohol abuse is another problem that can be exacerbated by the stresses of living in Japan. Alcoholics Anonymous, an organization which helps alcoholics find the spiritual resources to gain control over the disease, is TELL's best referral for those who are having problems managing their lives because of alcohol.

One very important function of telephone counseling services is crisis intervention. TELL is becoming known in the community as the service which will help foreigners to get an ambulance in an emergency. TELL will contact bilingual volunteers to act as mediators who will explain the nature of the emergency to the ambulance service and give whatever other information may be needed. Another type of crisis is the suicide crisis. The suicidal crisis requires of the telephone worker the skill in assessing the seriousness of the caller's intention to commit suicide and the ability to remain calm and to help change the caller's course of action. It may require immediate intervention or setting up specific times to call or to be called by the suicidal person until the crisis is passed. In Japan it is difficult to get help from the police or provide shelters (safe places) for foreigners in crisis intervention situations. TELL has had to find resources in the community where none existed before.

TELL continues to need volunteers. Twenty to 30 volunteers are trained each year to replace those who have left the agency, usually because they have moved away from Japan. In addition to providing a needed service to the expatriate community, it also gives an opportunity for meaningful volunteer work. This in itself helps to prevent the boredom and unhappiness that can lead to the need to call TELL. For further information call TELL's counseling number, (03) 764-4347.

THE USE OF COMPUTERS IN LANGUAGE EDUCATION

By Larry Cisar

At the present time there is a great rush to get computers into the classroom and to develop programs for use in the classroom. But I have yet to hear about or see a language program for a computer that is not just a variation of a textbook. With the present state of the art, English education does not seem to be ready to use the computer as a teaching tool.

That does not mean, however, that computers have no use in language education. The opposite is true. As a supplementary device, helping teachers analyse the data they have accumulated about students and their progress, the computer is often better than a teacher's aide. Computers open several areas, especially educational statistics, to the teacher.

The previously forboding area of educational statistics is now opened up to teachers through use of the computer. How many teachers have been totally turned off by the idea of having to do averages to compute grades, let alone figuring things like standard deviation, standard error, correlations? Most teachers have been exposed to these things in their training programs but have as quickly as possible forgotten about them. With the personal computer this world of statistics is at the beck and call of teachers. The computer will do all the complicated mathematical calculations and the teacher only has to worry about entering the grades correctly.

Most institutions and teachers have developed tests that they believe are very reliable and accurate but have no proof to back up the assumption. With the use of the computer, the statistical proof can be easily provided for situations that can be duplicated by anybody. Would this data be accurate? It would be because the personal computer uses the exact same formulas that professional test makers use. The sample of students over a few terms would be large enough to justify the results the teacher gets. Although teachers may give a test to only 20 students a term, by accumulating data, teachers may quickly build up a large data base upon which to base the interpretation of the statistics.

Administratively, the practical use of the personal computer does not end with working with data and producing statistical reports. It can be of practical help in the complex world of scheduling. A personal computer can easily figure out schedules that allow for real variety. Instead of having the same subject for each level at the same time, a scheduling program can vary the schedule. It can produce a new, fresh one each term. Or you can vary the different levels that a single teacher has with some consistency, so that over time each teacher has a

(cont'd on next page)

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chance to teach at each level. By using a random program, the administration does not have to worry about keeping track of whether they are really providing variety – a quality that is sometimes demanded by the students – as it happens automatically. Life can be made much more interesting for all by this simple use of the computer.

The most commonly acclaimed use of the personal computer today is probably word processing. This means that you store for permanent recall on a disk information that you want to edit and re-edit, continually use, or need to save for some other purpose. In the education field, it is an efficient way to store material that you would constantly have to re-type otherwise. Classroom tests, handouts, repeated announcements all lend themselves to the word processor. By storing this type of

information on the word processor you can accurately reproduce it anytime you need it. It eliminates typing mistakes that appear due to retyping material. It eliminates many files that you would have otherwise to keep.

The obvious question that arises is, 'Isn't it expensive to get the computer programs that are needed?' The answer is a simple 'no.' If the school has one teacher who knows how to write simple programs and has a basic book on educational statistics, the job is easy. Writing programs is not complicated. If you do not wish to write a program, it is very easy to buy a printout of a computer program and type it into the computer. The most expensive way would be to buy the programs already entered on tape or disk. Even that way, software programs are remarkably cheap.

JALT きのう・きょう・あす(4)

JALT副会長 北 尾 謙 治

研究助成金

JALTは設立以来、我国の語学教育の向上をめざしてきた。しかし、教師が中心の団体であったので、活動内容は実践的、具体的、しかもクラスですぐに使用できる技法が中心であった。

70年代、世界の語学教育に影響を与えた新教授法のサイレントウェイ、CLL、TPR、聴解を中心とした教授法やドラマメソッドを最初に我国に紹介し、多くの教師の訓練を行い、普及させた貢献は大きい。

我国にいる外国人教師の大半は専門家としての語学教師ではなく、英語の母国語話者であるが故に教えている者が多い。何の訓練も受けていないので、上手に教えられる訳がない。このような教師に多くの有益な技法等を提供し、クラスの向上に寄与してきた。

伝統的な訳読中心のクラスに、数々のコミュニケーションのための教授法や技法を紹介し、かなり多くの先生方が全面的、部分的に採用し、中・高・大学のクラスにも新しい語学教育の新風を吹き込んだ。

しかしながら、多くの先生方から御指摘を受けたように、長期にわたる効果を測定するような研究や集団の語学教育の研究、理論的または実験的研究、長い時間を要す教材開発の研究は数少かった。他の学会ではこの分野の研究を中心に研究活動が行われているので、79年より研究助成金制度を設置し、この分野の発展に寄与するよう努力している。

79年に認められたプロジェクトは、北村豊太郎夫妻による小学生の言語学習過程の研究と京都産業大学のレスリー・サケット氏を中心とする大学生用英語読解教材の開発である。

北村夫妻の研究は、80年夏大阪で8人の小学生を対象に行われた。被験者は6才が1人、7才が2人、9才が3人、10・11才が各々1人で、トロ教授法とトロ教材により、20日間、2時間半ずつのクラスで行われた。

JALTニュースレターの81年2月号と4月号にその詳しい報告が行われており、幼児教育に関心のある人々にはとても興味深いと思う。

1日目どのようにしてスタートするか。歌をいかに利用するか。それから発音、リズム、文法へどのように移行していくか等詳しく説明されており、どのように幼児に英語を教えればよいかがよく理解できる。

北村夫妻の語学教育の考え方は、コミュニケーションのための教育で、母国語話者に近い言語音を発声すること、英文を正しいリズムとイントネーションで反復し、気憶すること、会話をするのに必要な語いを習得し使いこなすことがその目的になっている。

大学生用の英語読解教材の開発は、アメリカ人4人と日本人3人の共同作業でJALTでしかうまく出来ないプロジェクトである。

日本人大学生の英語読解力の測定、読解技術向上のための研究、及び文化教授の3研究を同時に進行させた。

その成果を取り入れて、大学生用の実験教材が今までに8冊作成されている。その目的は、1) 米国の文化や生活を紹介すること、2) 学習者の興味を高めること、3) 多くの文体に慣れること、4) 読解技術を高めること、5) 読解スピードを速めることである。

実験教材は、5千人の大学生を対象に使用され、改良を加えて、An American Sampler (アジソン・ウェスレイ出版社) が昨年出版され、海外に進出する最初の成人用講読テキストとして注目され、あと2冊が近々米国で出版される。

上記3つの研究成果は、日本は勿論、米国、カナダ、英国、韓国の30近い学会と、紀要や機関誌等で発表されている。

80年には、上記テキスト開発に引き続き研究助成金が支給された。81年は研究助成金を支給するに値する応募がなかった。81年は3研究の応募が支給対象として長い討論をした結果、結論が出ず見送られた。

83年には6研究の応募があり、大阪産業大学のLinda Donan 氏の工学部の学生用の英語の研究、梅花短期大学のSteven Ross、関西外国語大学のIan Shortreed 氏と京都産業大学のThomas Robb 氏による英作文の分析とフィードバックの研究、及び中村学園のJim King 氏の日本人学生の典型的なエラーの研究に研究助成金が支給され、現在研究が続けられている。よき成果報告が今秋発表されるのが期待される。

一時研究助成金が支給できず心配されたが、応募も活発になり、今後さらに発展することを期待する。しかし、昨年は全予算を消化しきれなかったし、An American Sampler の著者が寄付した印税の一部は全く支給されていないのが現状である。今後より多くの人が研究助成金に応募されるようお願いする

第3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、とくに語学教育を促進することを目的とする。

今回のセミナーでは、企業内語学教育における評価(テスト)をテーマとして、米国のEducational Testing Serviceよりゲスト・スピーカーとしてProtase E. Woodford氏をお迎えする。企業内語学教育によく利用されるTOEIC、TOP、BETA、TOEFL のテスト関係者の講演が行われる。

対象者：現在語学教育を行っている企業、及び企画中の企業の関係者

日 時：5月25日(金) 9:30～17:45

会 場：大阪商工会議所 4階 401号会議室

プログラムは4月号ニュースレターにけいさいします。

参加費及び申し込み方法

参加申し込みは下記へ参加費を郵便振替にて送金して下さい。

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後援(2月5日現在)

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英語教育ディベートへ参加しよう

The English Journal の特別号「英語教師読本」No 3のテーマは「不毛の英語教育はもう沢山だ」で、興味ある20の問に関する座談会を掲載し、誌上ディベートの参加者を募集している。

日常日本の英語教育をいかに向上さすかを熱心に考えているJALT会員の絶好の意見表明のチャンス。

1問につき400字詰原稿用紙3～10枚、複数の問にチャレンジもできる。使用言語は日本語または英語で、切は5月31日。説得力のあるよいものは「英語教師読本/読者オピニオン号」に掲載される。

20の問は、日本人に英語は必要か、英語は国際語と認められるか、実用性を重んじるか、大学入試、教科書、週3時間、小クラス、習熟度別、英語で教える、早期英語教育、聴解テストの導入、外国人教師の効果、技術革新等に関するもの。

送り先 〒150 渋谷区渋谷2-1-8 白根ビル

The English Journal 編集部

「英語教師読本/オピニオン号」係

Language Teacher 4 月号増刷

Language Teacher の4月号は広告掲載主の御厚意により2,000部増刷し、語学教育を行っている企業、語学学校、その他へ配布いたします。御協力者へ感謝いたします。

As of the April, 1984 issue, the *JALT Newsletter* will take on a new name, *The Language Teacher*.

In addition, we will begin making the newsletter available for purchase in several bookstores in the Kansai and Kanto areas. So far, the following have agreed to display *The Language Teacher* for sale:

In Kobe:	Maruzen
In Osaka:	Maruzen
	Asahiya
	Kinokuniya
In Kyoto:	Maruzen
In Tokyo:	Biblos

And in order to facilitate the arrangements with the bookstores, the purchase price has been raised to ¥350

JALT ニュースレター改名

及び書店販売開始

JALT ニュースレターは 4 月号より Language Teacher と改名いたします。

Language Teacher は書店販売も行います。とりあえず 4 月より、東京のビブロス、京都・大阪・神戸の丸善、大阪の紀伊國屋と旭屋の洋書売場にて販売いたします。JALT へ関心のある方々へお知らせください。

Chapter Reviews

HAMAMATSU

ADAPTING AND USING NEW METHODS

By Carl Adams

Reviewed by Jim Tiessen

Carl Adams came to town to speak on 'Using and Adapting New Methods,' and it was clear that he could talk on just about anything introduced after 'Jack and Betty.' However, after he correctly assessed the unfamiliarity of the audience with two of the techniques, he graciously spent much of his time involving us in a lesson in Indonesian, using Silent Way and Community Language Learning. This did not allow a lot of time to discuss the adaptability of these techniques, but struggling with a totally foreign language was certainly educational.

During about three hours, participants were guided through a listen-exercise, some Silent Way and C.L.L. activities. This process changed our concept of the language from complete strangeness to a point where it seemed quite learnable. The reviewer can, even now, tell an Indonesian that he has three red rods, should the situation arise.

To introduce the spoken language, Mr.

Adams announced that he would play a tape, and gave us questions in order to focus our listening. These were: 1) How many people are speaking and who are they? 2) What languages are being spoken? 3) What are they talking about? 4) What is the place and situation? After listening to the largely indecipherable sounds, we were pleased to be able to respond that there was a little English and Japanese spoken. With some hints from Mr. Adams, we were able to determine that there were five people, speaking Indonesian, English and Japanese in an embassy.

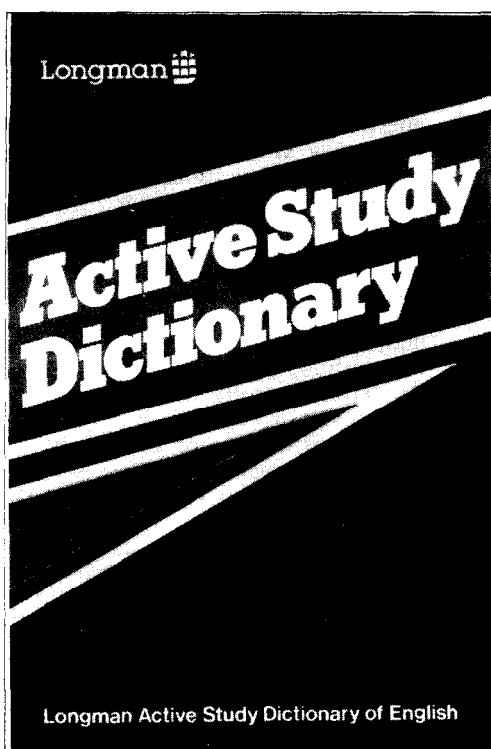
It was humbling to be in the position of many of our students; most of us will now understand the emotions behind a blank face. Moving from focusing on a word on the tape, to a S.W. chart, written in Roman letters, we began to discern the sounds and some of the blankness disappeared. The charts were used first to illustrate pronunciation and intonation of the Indonesian language using group responses, and individual ones if as a group the correct sounds could not be found. The number system was pointed out first, after which the rods were brought out. At this time, by demonstration, we were taught that the simple form of the question 'Do you have?' is 'Ada,' with the voice rising on the second syllable, and the positive response the same with the tone lowering on the second syllable. Colours, the negative form and the word for rod (*tongkat*, if you are interested) were introduced. This brought some of us to the level where sentences could be constructed. A tired sigh, indicating the slight fatigue of learning, came from the group when the exercise finished.

A reflection period followed and the demonstration was discussed. Mr. Adams' vivid use of gestures (e.g., counting words on the hands to indicate word placement) as he drew language from the "class," was said to be a key
(cont'd on page 16)

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Longman 

(cont'd from page 14)

to the method. The student-centred nature of it was evident by the comments on the struggles incurred during the process. One mentioned, for the sake of most, the frustration felt when the person close to you picks up the patterns quicker than you. It was concluded that it is most suitable for students with high motivation who get going when the going gets tough, as it must.

The C.L.L. activity involved a group of four using a tape recorder. They were asked to create a conversation, in English, which would possibly occur should they land in Jakarta the next day. After a person had decided on a sentence, Mr. Adams translated it into the target language (unfortunately his Indonesian was a little rusty), and repeated it, in Computer Drill fashion, until the student was able to say it correctly, at which point it was recorded, and a conversation created.

The main advantage of C.L.L. is said to be that students create their own language, rather than parrot given dialogues. The computer drill was effective in developing an internal judging criteria with respect to production quality.

At the end of the presentation, Mr. Adams spoke briefly of adapting these techniques to classroom situations. The S.W. charts (or suitable ones created by the teacher, such as Mr. Adams' ingenious version) can be used to cue students working with fluency squares. The main point in the summary was an explanation of the reasons the methods are effective. That is, they put the students in a position whereby they look at the language, rather than themselves. This creates a security within the students which facilitates the learning of a language, as they relax and struggle with the language, and not their inhibitions. The presentation was most effective because it was done in a language familiar to no one in the room. The learning experience given to us by Mr. Adams greatly educated chapter members with respect to Silent Way and Community Language Learning. Notions of their adaptability in the classroom were, like language well learned, acquired and not taught.

■

HOKKAIDO

ILLUSIONS OF TEACHING AND LEARNING ENGLISH IN JAPAN

By Fumio Nakagawa

TECHNIQUES FOR TEACHING ENGLISH IN THE JUNIOR HIGH

By Taeko Sugiwaka

Reviewed by C.A. Edington, Asahi Culture Center

After hearing the creative ideas of two educators in Hokkaido at our January meeting, I was more optimistic about the future of education in Japan. We had the opportunity to hear from Mr. Fumio Nakagawa, Teacher Consultant at Hokkaido Educational Research Institute, and Mrs. Taeko Sugiwaka, English teacher at Nishioka Junior High School.

Mr. Nakagawa spoke about some illusions of teaching and learning English in Japan.

Illusion #1 concerned pronunciation. Mr. Nakagawa asked the audience, "What do you think is the most difficult problem Japanese speakers have in pronouncing English?" In his opinion, it is the position or shape of the mouth which is almost opposite in English from Japanese. In Japanese, the mouth is widened from side to side, whereas in English (and most other languages), the lips protrude and the throat is kept open.

Illusion #2 is that listening practice is counter-productive to studying for examinations. As a result, most teachers, who are attempting to prepare their students for written examinations, neglect listening in their classes.

Illusion #3 is that asking questions is an effective technique in teaching language. Teachers who use the Q & A technique exclusively are mistaken if they think they are preparing their students to answer questions effectively; rather, the students are learning the skill of *asking* questions, with the result that many students, when they encounter a native speaker, end up mainly asking questions - just as their teachers did of them in the classroom.

This can be remedied, Mr. Nakagawa said, if teachers would use more English in the classroom. Too often, the English lesson is divorced from the regular classroom procedures; greetings, roll call, etc., are all conducted in Japanese. In addition, teachers seldom, if ever, speak to their students freely using English.

This is because of Illusion #4, that English spoken by Japanese teachers is inadequate and not stimulating to the students. On the contrary, Mr. Nakagawa feels, the teacher can provide a good model, a contrast to native speakers, and have a great impact on the students by speaking to them in English. (He mentioned that in his own learning experience, only two teachers did more than read or conduct drills in English!)

Elaborating on this, Mr. Nakagawa stressed the importance of students being able to *hear* the language frequently. He cited an example of two Russian classes - one a conversation class in which all the skills were taught, and the other a stenographers' class in which students had

dictation only. When the students gathered together at lunch and had free conversation in Russian, the latter were much more competent speakers.

Illusion #5 is that a four-year college program can prepare people to teach effectively. Future language teachers need much more than training in the grammar and pronunciation of the language and being able to translate difficult literary passages. They need to learn to speak comfortably and freely. Mr. Nakagawa, whose address was in English, provided a beautiful illustration himself of the points he was making about effective teachers.

The second speaker, Ms. Sugiwaka, also gave a beautiful illustration of a teacher who is concerned about all her students, not only those who are motivated and quick to grasp ideas, but also the large numbers who feel after a year of language study that English is too difficult.

Too often, Ms. Sugiwaka feels, the emphasis in the classroom is on grammatical structures which many students find too abstract and uninteresting. In order to make the language more alive and to provide more enjoyment for students in learning, she suggested more concentration on authentic situations.

She gave an example of a lesson plan (adapted from a design by Peter Viney) that included presentation of material, checking students' comprehension, manipulation of material, re-checking, and finally controlled practice and transfer.

When new material is introduced, she stressed the effectiveness of using pictures and other non-verbal materials, not just words. In this way, students can grasp the whole. She illustrated this point by showing how a Japanese children's book could be adapted for learning English.

In checking for comprehension, the teacher can give many kinds of tests, including common sense and personal opinion as well as right/wrong answers. She showed us a test that included the following questions:

Which is the coldest city?

Kobe Nagasaki Sapporo

Who is the most beautiful girl of the three?

Akina Naoko Ken Ayako Kobayashi

When it comes time for student response, they don't need to be limited to verbal responses (whether in the native or target language). Physical and manual responses can involve students whose verbal skills are weak.

At this point she had the entire audience participate in two exercises. First, she had us write sentences using "in" or "on" and illustrate them. This can result in amusing examples, such as, "A tiny boy is in the teacup," but this kind of creative response is proof that the student comprehends the concept.

Then she had us draw pictures to illustrate the following passage:

"In Seattle we see many ships in the harbor. Some are coming in, some are going out. Some of them are Japanese ships."

As we were drawing, she read the passage several times. Again, she pointed out that through drawing a picture students can grasp the whole meaning.

As for verbal responses, these do not have to be limited to right or wrong answers. She illustrated this point by having us circulate with a list of yes or no questions such as, "Do you have any pets?" "Do you like sandwiches?" etc., and gathering as many "yes" answers as we could within a given time. She followed this up by asking questions such as, "Who has a pet?"

Because of her audience, all competent English speakers, she had us ask one another two other questions: "Do you like your name? Why or why not? What would you like to be called?" and "if your house were on fire, what would you carry out first and why?" These examples gave us a concrete illustration of how we can make language learning involving, interesting, and motivating by personalizing it.

KOBE

Reviewed by Jonathan Levy

The Kobe chapter had its first meeting of 1984 on January 8th at St. Michael's International School. Despite the holiday period and a rather cold day, there was a turnout of nearly 40 people. The meeting was, as usual, divided into two parts. The first half allowed the interest groups to continue discussion on and plan activities for interest areas such as teacher training/learning, audio-visual materials and techniques, Japanese language learning, and cross-cultural exchange. This helped the new faces talk to members who had already attended meetings towards the end of 1983. The Kobe chapter is still in the process of development and welcomes any suggestions for new interest groups or expansion of the present ones.

In the second half, Edria Ragosin, a licensed speech pathologist and audiologist with many years of experience, talked about some of the problems and possibilities of teaching the English sound system. She divided language acquisition into three parts: inner, receptive and expressive and talked briefly about ways of exploiting the visual and auditory senses in language learning. She concluded that teachers should try and work more towards developing students' listening skills, although she didn't really go into any great detail about how this may be achieved. Listening to a new language involves a series of stages,

(cont'd on page 19)

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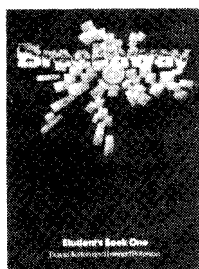
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(cont'd from page 17)

from sensing and segmenting to recoding what we hear, but this was only briefly mentioned.

Ms. Ragosin then moved on to the most interesting part of her talk. She believes that, since Japanese and English speakers produce some sounds that involve different facial and other muscles, there is a need to develop these muscles before the sounds can be correctly made. She then explained a series of exercises and techniques to develop the muscles around the mouth which will help students to work towards a "correct" way of pronouncing the sounds of the target language.

However, there is a question as to whether we can assume a 'correct' way of pronunciation exists. Different accents produce different ways in which a language is spoken. There is a great deal of debate about the teaching of pronunciation and intonation, and Ms. Ragosin's remarks certainly added some interesting ideas. Several members then spoke about how different cultures may affect successful communication in the classroom.

Ms. Ragosin concluded by talking about the teaching of Wh-questions and the importance of relaxation in the classroom. It was an interesting afternoon, at times controversial. Ms. Ragosin's husband's concluding remark, somewhat contrary to his wife's view, that it doesn't matter how something is said as long as the meaning is understood, provoked quite a reaction among some of the audience. Unfortunately, it was already well past 4:30 and time to finish.

MATSUYAMA

MATSUYAMA CHAPTER INAUGURAL MEETING

Reviewed by Akiko Wada

I was surprised to see many foreigners when I entered the meeting room, as I had never realized that such a lot of foreigners were in Matsuyama. I heard later that of the 62 people attending, 19 were non-Japanese.

The meeting started with self-introductions between neighbors, and a friendly atmosphere grew. I was very happy to meet new foreign and Japanese friends having the same interests.

The former president of JALT, Thomas Robb, guest speaker of the inaugural meeting, introduced JALT. The election of Matsuyama chapter officers came next, with the founder Steve McCarty elected President, and the program producer of a broadcasting station elected Publicity Coordinator.

Mr. Robb's lecture, "Student-Centered



Left to right: **Naohiko Tunka**, Treasurer; **Sayoko Tamai**, Publicity Coordinator; **Thomas Robb**, JALT Executive Secretary; **Miyoko Iwasaki**, Facilities Coordinator; **Steve McCarty**, President; **Junko Harada**, Membership Coordinator; **Raymond Miller**, Recording Secretary.

Learning in the Language Class," was very interesting and helpful for teaching. Two suggestions were particularly good. In practicing dialogues, students should look in each other's eyes, without looking at the book. At the same time it is necessary to imagine real situations. I found it difficult to do so in practice, but it seems a very effective way to improve conversation. In large class discussions, if spokesmen of sub-groups relay their questions, students don't have to be afraid of appearing stupid, and the discussion works well. Especially in Japan this way seems good.

During the lecture everyone asked questions and gave their opinions, so the meeting was pretty exciting. I enjoyed it very much, though I couldn't understand more than half the discussion, but the rest was enough to interest me and the exercises were enjoyable, too.

Actually, I didn't expect much from the meeting at first, but it was very good in spite of the bad weather outside. JALT's meetings seem helpful not only for finding better teaching methods, but also for offering the opportunity to associate with people from different countries. I expect JALT to contribute greatly to Matsuyama.

OSAKA

THE TEACHER AS LEARNER: A SELF-HELP PROGRAM FOR ESL TEACHERS

By Dan Jerome

Reviewed by Beniko Mason

Whenever we have a bad class ~ whatever "bad" means we often think something must be done to change it. Sometimes we blame it on the students' motivation or environmental deficiencies, such as the size of the classroom or unmovable chairs or things like that. However, it will not get us anywhere to complain about things we can't do anything about. Sometimes we feel like we need a bag of tricks to keep the students entertained and also keep them

(cont'd on page 21)

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from being bored. But tricks are not the solution to better teaching or bad classes. What we need is to improve our teaching technique. We teachers also must learn to become more effective in our profession.

In order to improve our teaching technique, Mr. Dan Jerome gave us some suggestions. Going to our local JALT meetings and workshops and to international TESOL meetings were some of them. However, evaluation was what he stressed this time.

Evaluation can be threatening and depressing, but if it is done positively and constructively, it is very effective and useful. You can evaluate your performance daily after each class. You can reflect on what went well and what did not go so well as you had intended. It can be done weekly and monthly also.

Videotape can also be used to make it possible for you to see yourself the same way as the students see you. You will find some very interesting personal habits you have which you did not realize. You can employ a cassette tape recorder to record your teaching, too. These things will make you face the reality of your teaching and from there you will have already made a step forward to improving your teaching technique.

Evaluation done by the students can be either too positive or too negative to be trustworthy unless they are instructed in how to do it. When you ask your co-worker to take part in your evaluation, there are several things you must consider beforehand. First, he must know your teaching beliefs and philosophy. You must decide when you want him to come in, how long you want him to observe you, and most important of all, you must decide what you want him to evaluate. Give him some focal points in his impending task. Have the same person come in to observe you several times. Prepare a questionnaire for him. The questions should not be the *yrs/no* type but the *how much did I talk?* type of questions.

Sample evaluation questions were in the areas of teacher talk, the plan and production, the environment, the students' response and the materials. (See the December 1983 issue of the *JALT Newsletter*, pp. 22-23.)

Lastly, he stressed some key words in good teaching. They were *awareness*, *focus*, *effort*, and *action*. It was an extremely informative and pleasant presentation.

SHIKOKU

GETTING STARTED with COMPUTERS

By Steven Tripp

Reviewed by Marie Thorstenson

While the opportunity to use computers as actual instructional devices is still out of the financial reach of most educators, the computer nevertheless can be helpful as a 'support mechanism for teachers' according to Steven Tripp from the Nagoya University of Commerce. After introducing some basic computer jargon to members of the JALT Shikoku chapter, Mr. Tripp demonstrated how he uses a computer for administrative purposes as well as for personal research.

A self-trained programmer with no formal background in computer technology, Mr. Tripp kindly started from scratch when he introduced us to computer know-how. Every computer uses a built-in language. 'Computer languages,' Mr. Tripp reassures us, 'are perhaps a thousand times easier than human languages, and they only take about a week to learn.' The most important ones for novices are BASIC and LOGO. BASIC is the language available on most small computers, but it doesn't seem to be as 'logical' or 'procedural' as other languages. LOGO, Tripp explained, is better designed and is more suitable for children and machine-phobics.

Since he gave his presentation on Adults' Day, Tripp demonstrated a simple but appropriate BASIC program:

```
10: let A=20
20: let B $="congratulations"
30: input "what is your age";C
40: if C=A then print B$
50: end
```

Every line must have a number. The 10-20-30 sequence is normally used since the program can be changed easily, simply by adding another line such as

```
45: if C=A then print "sorry"; D$
```

The dollar sign, incidentally, refers to "string" which is computer jargon for "word." BASIC, it can be seen, functions in English, and so a knowledge of simple words and directions, such as "if...then...or" "let" and "go to" is essential.

The best way for teachers to employ a computer is as a labor-saving device for such tedious administrative chores as computations of students' scores and the inevitable test-writing. The computer can randomize questions and answers easily and efficiently. Tripp takes advantage of this convenience not only to prevent students from cheating, but also to use as a teaching aid. In class, just before giving a test, he shows students a rearranged copy of the same test in order to let them carefully preview the lesson.

The time saved doesn't necessarily come freely, however. Tripp often alluded to the
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hours, weeks, and months be invested to work out some of the programs. He said he 'almost died' trying to program the computer to produce Cloze dictation exercises, in which students must supply the missing words in a short text. The algorithm is far more difficult than it sounds, he said. One complication is that the computer can only pull out words one line at a time, so it wants to start all over again with each new line. Punctuation is another problem. A 'word' to the computer has a space on either side of it, but, to the computer, punctuation symbols and letters are the same. Thus the computer will pull out important punctuation marks along with the words.

Tripp also pointed out that the computer now provides linguists with the opportunity to critically examine the content of our language. Traditionally, language educators have directed far more energy toward methodology, or 'how to teach' rather than toward content, or 'what to teach.' For educators, an investigation of language content can shed light on what the most important word structures to teach students might be. Tripp's research interest is to follow the lead of a group of psychoanalysts and a team of lexicographers from the American Heritage Dictionary who have begun projects to isolate the most frequently used words in the English language. It is fascinating to note that such research has demonstrated that 50 percent of spoken English can be covered in 80-100 words, and it takes only 800 words to cover 90 percent of conversation.

Tripp explained that he programmed the computer to alphabetize a list of 100 of the most frequently used words in English. Then he decided to separate the words by parts of speech. However, a computer has no way of distinguishing a noun from a verb. So Tripp typed in NBOY, VSEE, and so on, so that the words appeared both alphabetized and segregated by parts of speech. Then he simply told the computer to chop off the first letter of each word.

But even if we can isolate which words occur most frequently, we still have no idea of the frequency of collocations. If there were some way of compiling a listing of collocations, Tripp said, we would have an idea of how to teach certain language structures which normally can be acquired only through native intuition.

SENDAI

MAKE YOUR CHOICE: ACTIVITIES FOR INTERMEDIATE AND ADVANCED STUDENTS

By Lola Caldeira

Reviewed by Brooke Crothers

What's a teacher to do! The student has what it takes but you're grasping for tooth pliers. For those plagued by tedious exercises and apathetic students, Lola Caldeira can offer some potential antidotes.

Lola Caldeira is a Cambridge ELT consultant as well as a teacher in Tokyo. During most of her teaching career she has dealt with high-intermediate and advanced students and in the process has come across a peculiar affliction with high-intermediate students: a paralysis of the will to continue language development. The cause of this, according to Ms. Caldeira, is one of two things: an arrogance taken on at these higher levels or, conversely, a growing disillusionment.

She presented a number of activities targeted at overcoming this, i.e., spurring the student to maintain his development and shake the feeling of inertia. Ms. Caldeira's prescription is a combination of taut structure and riveting activity (some of these activities? if modified, can be used for beginning students). A few are summarized below.

In an activity taken from *Meaning into Words-- Intermediate* by Doff, Jones, and Mitchell (all books referred to are from Cambridge University Press), students learn to relate past events using mind-absorbing exercises to counter the sometimes tedious effect of tight organization. Advanced and intermediate students both can be accommodated in this activity. It asks students to contribute at their own level, giving the intermediate students the chance to offer something of value while it makes demands on the advanced student as well.

In the first section of this exercise? entitled 'Past Events,' the students listen to an interview of a famous writer and film maker in which he tells of major events in his life. After listening, they are asked questions to establish if they have acquired a passive knowledge of the events. Then the students listen again and are asked to write down the events that correspond to a particular year. They are next asked to relate the events, as previously written down, in a structured narrative:

1. The writer left school in 1959. A year
(later)
(after that) he wrote his first novel

A year after (leaving school) the writer
wrote his first novel .

A year after (writing his first novel)
(he wrote his first novel)
he...

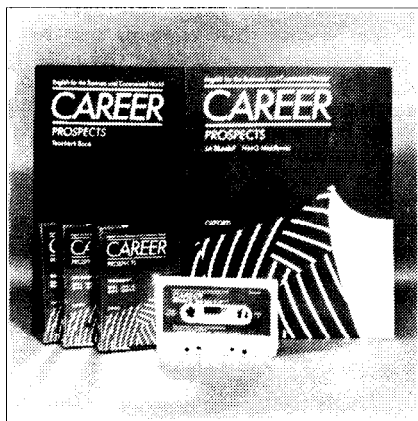
This continues through the other events in the writer's life.

The second section, 'Before, After, and While,' shows a string of pictures, depicting stages of his life with captions for each stage, for
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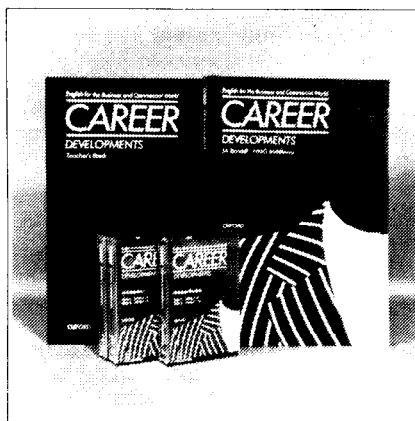
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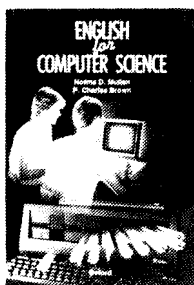
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example, a picture of a school with the caption 'At School.' Below the pictures are descriptions of events that took place at each stage. So underneath the picture captioned 'Officer's Training College' is the statement 'Met Angeline' or, continuing chronologically, below the picture 'Captain' is the statement 'Married Angeline.' In step one, the students look at arrows above the pictures which point to a gap in between each picture and they try to establish what happened before and after. In step two, the students form groups and ask and answer questions regarding when the events happened. In step three, the students use the narrative form to describe events in their own life.

Also included in *Meanings into Words* are comparison exercises: Ms. Caldeira touched on a few. One of these, 'Comparisons of Adjectives,' gives students descriptive information such as:

Corner shops are more expensive than supermarkets. Supermarkets aren't as friendly as corner shops.

Corner shops are more expensive than supermarkets. Supermarkets aren't as expensive as corner shops.

Then the exercise asks students to compare corner shops and supermarkets using these adjectives: cheap, convenient, hygienic. Following this, they are asked: Which type of shop: a) has a wider range of goods, b) gives better service c) is pleasanter to shop at? Question three is, 'Which would you rather shop at?' Part two, 'Practice,' asks them to compare such things as cars employing the format in part one and completing an adjective list.

In another comparison exercise entitled 'Significant Differences' from *Meanings*, student must describe an item in a set by making comparisons with two other items. The other students try to guess what he is describing. A set is given: Britain, Japan, India, Saudi Arabia, Turkey. They make comparisons of the unknown country with two other countries to establish its identity: 'It's smaller than Turkey but economically more powerful than India. This structure is maintained for a variety of comparisons.

Authentic Reading by Catharine Walter is the source of another comparison activity. Students are given a reading and, in this exercise, 'The Challenge,' they must compare the purported virtues of two similar cars as spelled out in an advertisement. First they make comparison by checking off which car does better in a list of categories: price, reliability, comfort, etc. Then in a related but non-comparison activity students try to guess the meanings of elevated words and phrases from the advertisement. for example.

2. "Championing virtues" (line 7)
The fact that it was an advertisement tells you this probably means _____

Finally in part three, 'Inference,' students are asked to match a statement about the advertisement in one column with a statement that can be inferred in another column.

In an activity called 'Use Your Dictionary and Get Rich,' students are asked to read a note giving the location of a buried treasure. This note contains some words that intermediate students probably do not know and a few they undoubtedly do not know. Students can only look up a maximum of four words. This forces the students to make intelligent decisions in picking words. But chances are this still leaves them with meaning gaps in the note. Therefore they are forced to accept the whole without knowing all the parts. Incentive is provided by a map below, full of false leads, thus requiring a good understanding of the note.

These activities may be just what the doctor ordered for the intermediate or high-intermediate students and undoubtedly useful to a teacher looking for good ideas.

MY SHARE

This month's my share comes from Chris McCooey of Nagoya: In the following story the names of more than 50 cars are hidden. Chris reports that his students very much enjoy finding them. It can be used as a simple game or as a competition between groups.

LI

JAPANESE CARS

By Chris McCooey

Gloria and Cedric were full of vigor having taken naps. They were sipping drinks in the Royal Saloon of the "Marie Celeste," a pub that had won a Civic Award. Gloria had been born a contessa but now was a minor starlet with a fine alto voice appearing in a revival of "My Fair Lady": Cedric was at the apex of his career being the president of a company that made cherry jam.

Cedric had been a fine athlete in his youth a sprinter who had won many laurel crowns, but now he was getting fat and could hardly manage a canter.

"What shall we do this afternoon?" he said, blowing smoke rings from his corona and absently picking petals from the corolla of a violet.

"Let's meet Silvia in the city and go to the Piazza for a pizza" suggested Gloria, a horny person usually but fond of Italian food.

"Good idea ~ we haven't seen her since March when she had that multiple birth. Being a Gemini, I would have expected her to have had twins - but quint[s]! Despite that she has regained her fine elf-like figure and that leopard skin coat suits her so well. What's more I love her sunny personality." The truth was that Cedric was an inveterate chaser of women.

"What happened to that gallant husband of hers, Henry Peter Brougham?"

"Well, he used to be in the Army -- he was a Bengal lancer assigned to caravan protection in NW India ~ but he began to suffer from the effects of Galactic pulsars, kept seeing mirages and was invalidated out. He became a scholar of 19th-century ballades, parlour games and the American West -- the Pony Express, Wells Fargo, lonesome cowboys out on the prairie, and all that."

"What's a parlour game?"

"Charades, for example, And he knew all the stanzas of that beautiful song: 'There'll be bluebirds over the white cliffs of Dover.' It was a great tragedy how he died ~ his bobsleigh turned over on the Cresta Run. But he had a long life."

"Well, if we are in accord let's phone Silvia."

"Just a minute, I nearly forgot. I have to put my bird of prey through its paces this afternoon. That tercel is a fantastic soarer but tends to disappear over the skyline if not exercised regularly."

"Oh, no. Well if you are going to the country to hunt bighorn - or whatever that bloody bird eats - I'm going to the beach to surf. . . Darling, by the way, can I borrow the car?"

Key:

Paragraph (P) 1: Gloria, Cedric, vigor, Celeste, Civic, contessa, starlet, alto, Fair Lady, apex, president, cherry
P2: sprinter, laurel, crown[s], canter
P3: corona, corolla, violet
P4: Silvia, city, Piazza, horny
P5: March, Gemini, quint[s], elf, leopard, sunny, chaser
P6: gallant
P7: lancer, caravan, pulsar[s], mirage[s], century, ballade[s], Fargo, prairie
P9: Charade[s], stanza[s], bluebird[s], Cresta, life
P10: accord
P11: tercel, soarer, skyline
P12: bighorn, surf

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JALT UnderCover

A TRAINING COURSE FOR TEFL. Peter Hubbard, Hywel Jones, Barbara Thornton, and Rod Wheeler. Oxford University Press, 1983. 337 pp, ¥2,210.

**Reviewed by Ron Gosewisch,
Nagasaki University**

Well, the British have done it again! If you are looking for a *comprehensive* methodology text that is communicatively-oriented yet recognizes that students must have explicit grammar instruction if they are to learn to communicate in a reasonable length of time, here it is.

A *TCFT* provides some good ideas, and

would be a useful book for beginning teachers. However, despite what the authors say, it is *not very comprehensive*. The authors set themselves a number of goals which they do not meet very well?

The italics in both of the above quotations are mine. The first quotation is from a review by Macey B. McKee in *The Curriculum Clearing House Newsletter*, Vol. III, No. 3. The second quotation most readers of the *JALT Newsletter* should recognize as being from the December 1983 review by Scott Petersen.

After I had read the McKee review in October, I immediately ordered a copy. After reading through it, I decided that I would use it to replace the text I am presently using with my third-year students.

Then came the review by Mr. Petersen, leaving me puzzled, feeling "had I missed something?" and forcing me to read through it again (for the third time).

Yes, the book does rely upon works outside
(cont'd on page 27)



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(cont'd from page 25)

the text in order to do the exercises. And yes, those materials are often not readily available in Japan. For those who already have a small library of texts to fall back on, however, the exercises in *ATCFT* present little problem. For the beginning teacher, Mr. Petersen does have a very valid point and I believe most of us can fully appreciate his feelings. Obtaining foreign texts is a frustration we have to live with in Japan, though the situation is getting a bit better. The reviewer from Illinois did not have this difficulty and, therefore, probably never even gave it a thought.

Nevertheless, I believe the beginner in Japan can make use of *ATCFT*. Perhaps it is just a matter of attitude or expectation. If the reader wants to finish this text in one reading, rushing through the exercises, then it is not going to be of great value. Its value lies in its being designed as a course text. And if the beginning teacher is to internalize the contents of *ATCFT*, he needs to approach it in the same manner he would approach a one- or two-semester course at a university, committing himself to several months or more work with the text - time enough to assemble many, if not all, of the supplementary materials needed for the exercises, even in Japan.

As for the objection that the text seems light on theory, including only "the recent turn to communicative language teaching,"³ I think it perhaps a bit misplaced. The authors explain that they focused on theoretical background, though the points illustrated were done so mostly by practical examples or suggestions.⁴ Another objection is that this theoretical background is based on communicative language teaching and seems to assume that a structural syllabus will be used. Yet the authors have based their text "on [their] experience...in training non-native speakers for the Royal Society of Arts Certificate for Overseas Teachers of English (COTE)."⁵ In other words, on practical experience: Moreover, it seems to me that the British have tended to be quite pragmatic about EFL, having never given up on grammar. By this I do not mean that they suggest we should still be using grammar as a teaching tool, but that the course writer and teacher both have to keep grammar in mind.

Though I realize that this is a cursory reply to Mr. Petersen's review. I hope that I have said enough to give the reader the impression that there is more than one opinion of *ATCFT* and that, in my opinion, for the beginner this is a useful book. For the experienced teacher who wants a handy source of practical suggestions this is an important book, and for the teacher trainer this is an excellent text.

Footnotes

1. Macey B. McKee. 1983. Review of Hubbard, et al. *Curriculum Clearing House Newsletter III*. 3: 15-16.
2. Scott Petersen. 1983. Review of Hubbard,

et al. *JAL T Newsletter*, VII: 12: 47-48.

3. *Ibid.* p. 47.

4. *ATCFT*, p. 1.

5. *Ibid.*, p. 2.

Mr. Petersen replies:

Let me first thank Mr. Gosewisch for sending me a copy of the McKee review. I would like to make two comments.

First of all, I can agree with Mr. Gosewisch that *ATCFT* would be a good course book. However, as I stated in the introduction to my review, I was addressing those JALT members who are looking for something for their own self-education. They, I imagine, constitute a large group of JALT members. The novice who is studying without the benefit of a master teacher would learn only technique from this book. This is the book's *forte*. Nevertheless, I feel novices will not develop critical faculties from this book, regardless of time spent.

Secondly, I still do not agree about the comprehensiveness of this book. Certainly, beginning teachers do not need a lot of theory. But at some point even new teachers need to know about current issues in language teaching. In order to find out about the new issues, one needs to have a good bibliography. This book does not have a satisfactory bibliography for this.

So, I agree that the book is useful when used in a class or possibly a study group. For individual study, the book offers good grounding in technique, but does not contribute sufficiently to understanding the numerous issues being debated in language teaching.

FUNCTIONS OF AMERICAN ENGLISH. Leo Jones and C. von Baeyer. Cambridge: Cambridge University Press, 1983. Student's Book, 150 pp.; Teacher's Manual, 80 pp.; Cassette tape, 75 min.

Reviewed by Virginia LoCastro

One of the requirements of *JAL T Newsletter* book reviewers is that they use the textbook they are reviewing in actual teaching situations. *Functions of American English* is not, in my opinion, a text one can use as a course book easily in Japan for two reasons: (1) there are few students advanced enough to benefit from its use, and (2) exclusive use of a functionally/notionally-based text seems to go against the expectations and experiences of both students and teachers alike in a country where English is needed by relatively few people for daily real-life communication situations. As a result, I admit to having used few of the units directly and intend instead to compare the British and American editions of *Functions* as well as to look at

(cont'd on next page)

(cont'd from preceding page)

the general suitability of the text for the Japanese teaching/learning situation.

First of all, a quick glance at the Table of Contents will tell you the units are identical in the two editions from the point of view of notions/functions presented. Each unit has three main functions to be practiced by students in different roles and in different situations. There is a long conversation of about 30 lines that is also on the cassette accompanying the text. The purpose of the conversation is to introduce the three functions that will be studied in the unit; it is not a "dialogue" for memorization. The same characters reappear in the different conversations throughout the text. The second section, Presentation, introduces the new expressions needed to carry out the functions; there are three Presentations per unit. This section is followed up by several exercises, called practices in the British edition, the first of which is often teacher-directed, though the others in each unit require the students to work in pairs or groups.

The exercises or practices are followed by either a communication activity or a written exercise. The communication activities are, in my opinion, rather uniquely organized. In order to create an information gap between and among the two or more sides interacting with each other, the sides have different instructions printed on different pages in the communication activities section at the back of the book. For example, in Unit 1, page 7, communication activity 1.7 splits the class into two groups: A and B. Everyone in group A finds instructions in communication activity 15 1; everyone in group B, activity 38. Of course it is still possible for students to look at the others' instructions, but it may be less likely. This brainstorm of Jones' allows for a chaining effect and all sorts of permutations. The writing exercises involve such tasks as writing letters to pen pals, dialogues, and stories.

This, then, is the basic plan for both the British and American editions. The Teacher's Manuals for the two editions are also alike. Differences therefore must reside in the actual language used in the conversations and exercises.

Taking the British version of a text and re-writing it in American English must be similar to the work of a translator; the language of the original text must interfere with the ability to translate the text into the second language and have it come out sounding natural and authentic. It seems there will always be someone who will find a Britishism in the American version. Or an American might react with surprise to what Americans are perceived to say by an Englishman. What is American English, in any case, for someone who had an English grandfather, and who has lived in Canada, New York and Japan, where the person works with various speakers of British English as well as Americans from both coasts?

But some comments are in line, neverthe-

less. The conversations in Unit 1, for example, indicate that Americans say *anybody* and *purse* whereas British speakers say *anyone* and *bag*. In exercise 1.6, page 7, of the American *Functions*, the word *lineups* is used (British: *queues*). At least in New York English, we would understand, I think, a *lineup* to be what happens in a police station and a *line* to be what forms in front of a movie theatre/er. And the reviewer wonders about the use of the word *anyway* in the instructions for Presentation 2.2, page 11.

It is quite likely one could go on and on looking at the differences in vocabulary and expressions in the two editions; but the point is not to pick apart the texts at that level. Something much more interesting to look at involves the cultural appropriateness of the conversations as a whole. Again, let's compare the Unit 1 conversations, involving the functions of *talking about yourself*, *starting a conversation*, and *making a date*.

I

- Richard: Excuse me, anyone sitting here?
 Jane: Um, no, no. Oh! Er. . I'll just move my bag.
 Richard: Right, thanks.
 Jane: There we are!
 Richard: Thank you. . Oh, nice day, isn't it?
 Jane: Oh, it's lovely, yes. It does make a change, doesn't it?
 Richard: Let's hope it'll last.
 Jane: Mm, mm.
 Richard: What. . what's that book you're reading? Looks. looks really interesting.
 Jane: Oh, it's. . called *Life on Earth*. Um, I got it because .er. . because of that . .um. television programme.
 Richard: Oh yeah.
 Jane: Did. did you see it? A few. . a few weeks ago?
 Richard: No, no, I didn't see it - I remember it, but I didn't see it, I'm afraid.
 Jane: Yes, about how life began. It's. . it's fantastic. I'm. . I'm reading it as well because I've got a project at school - I'm a teacher.
 Richard: I see, I see.
 Jane: And it's really useful for background research - it's lovely.
 Richard: Yes, I like. I like a bit of telly really. I like the old movies best of all.
 Jane: Oh, yes. So do I.
 Richard: The old films.
 Jane: Yes, yes. They're on very late, though. I don't see a lot of them, because.
 [fade]
 Jane: but I don't go to the cinema a lot, there just isn't time.
 Richard: Well, I'm going tonight, in fact.
 Jane: Tonight? Oh, are you?
 Richard: Yes, most nights really.
 Jane: What are you going to see?
 Richard: The new Clint Eastwood film.

(cont'd on page 30)

Cambridge ELT

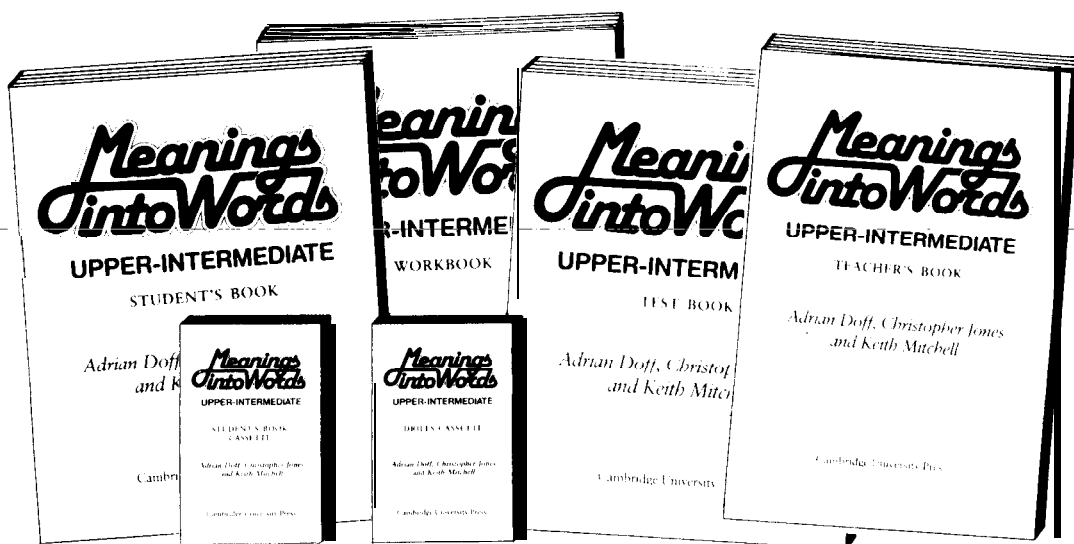
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(cont'd from page 28)

Jane: Oh, lovely!
 Richard: You wouldn't like to come, would you? Why don't you come as well?
 Jane: Oh, that would be nice, yes! Oh, why not? . . . Oh, oh dear, I'm busy tonight, I'm afraid. What about tomorrow night? Is that any good to you?
 Richard: Oh dear, no, I'm afraid I'm busy then myself.
 Jane: Oh. . .well. .
 Richard: Well. .we. obviously it'd be nice to meet sometime. Er. .
 Jane: Yes.
 Richard: Er. perhaps if you gave me your phone number I could. .we could fix something up?
 Jane: Oh, yes, alright. Well, shall I write it down for you?
 Richard: Sure, yes.
 Jane: OK.
 Richard: Good heavens! I should have been at the office ten minutes ago!
 Jane: Oh dear.
 Richard: Er, look, I'll. I'll. .that's the number, is it?
 Jane: Yes, here you are.
 Richard: Thanks, I'll. I'll give you a ring then and. .and we'll sort something out.
 Jane: Alright.
 Richard: Right, well, it's been very nice meeting you.
 Jane: Yes!
 Richard: Byebye, then!
 Jane: Yes, byebye!
 Richard: Byebye!

II

John: Excuse me, is anybody sitting here?
 Anne: Uh no. .no, here, let me move my purse from the chair.
 John: Oh, thank you. Say, haven't I seen you with Jack Davidson?
 Anne: I work with Jack Davidson. How do you know Jack?
 John: Oh, Jack and I went to school together. What sort of work do you do?
 Anne: Oh, I. .I work on commercial accounts at the trust company with Jack. Urn. .what do you do?
 John: I'm a telephone installer - I just happen to be working on this street the last couple of days. I should introduce myself - my name's John Spencer.
 Anne: Well pleased to meet you! I'm Anne Kennedy.
 John: Happy to know you. Do you live around here?
 Anne: Yeah, I live in the neighborhood - it's really convenient to work.
 John: Oh, it sounds like.
 [fade]

John: Are you doing anything tonight?
 Anne: Oh. .uh, sorry, I'm afraid I'm busy tonight.
 John: Well how about tomorrow? Maybe we could go to a movie.
 Anne: Hey, that sounds like a great idea! Um . . .do you like comedies?
 John: Oh yeah, I like comedies. .uh, let's see, what could we see? How about *Bread and Chocolate*? I think that's playing over at.
 Anne: Ah. .
 John: . .on Main Street there.
 Anne: That's a great idea.
 John: Well I guess, uh, we should meet about eight o'clock then, 'cause I think the movie starts about eight-thirty. Uh, where would be a good place to meet?
 Anne: There's. .uh. .there's a clock tower near the movie theater. We could meet there at about eight.
 John: OK. That sounds good. See you tomorrow, then.
 Anne: I'll see you then. Goodbye!
 John: Bye-bye.

In the British one (I). the two people talk about the weather, a book, television and cinema. Only slowly does Richard get around to asking Jane for a date - and even then the situation ends with no resolution. The American version (II) is different; they immediately learn what each other does for a living as well as each other's name. Anne even says where she lives. John is only slightly tentative about asking Anne for a date and they are able to arrange something quickly, with Anne setting the meeting place. In the British version, we learn what Jane does only, and there is no mention of names.

These two conversations may be based on stereotypes of typical British and American interactions, but most users of the text could not possibly object very strongly if they only compare *Functions* conversations with those of other texts that even today seem to show a total disregard for cultural and situational appropriateness, let alone present real-life communication situations. Therefore: in spite of disagreements that may arise concerning whether or not a particular item is British or American, *Functions* seems to be on the whole a careful, mostly successful attempt to develop an American version. The cassette tape with the conversations and presentations is of good quality and uses a variety of standard American accents.

This reviewer's other concern is the appropriateness of *Functions* for the teaching/learning situation in Japan. Chip Harman talked with Leo Jones in Nagoya at JALT '83 about one of the main criticisms of the, now, three editions of *Functions* and *Notions in English*¹ It is said that the students must already know English before using these texts and that the instructors

have to be experienced. Jones' answer was simply that teachers at that level (intermediate-advanced) have no right to be incompetent or lacking in language skills; those teachers should be with the beginners, where everything is mapped out for them, telling them what to do first, then second, and then third. Jones also acknowledged that *Functions* and *Notions* are probably too free for many people, actually. However, he said that he wrote them because he found other texts very restricting; he disliked the step-by-step progression and wanted the freedom to choose from things that were appropriate for the particular group of students he was working with. Jones wrote the books using materials he had originally developed for teachers in the department he was a member of.

Functions, then, may not be an appropriate text for an inexperienced and/or untrained teacher. First of all, some knowledge of the sociolinguistics theory about language that underlies all functional/notional syllabuses seems wise and Jones does give some information to this effect in the introduction to the Teacher's Manual. Secondly, the teacher needs a rather keen sense of timing and of split-second decision-making ability, as well as open attitude towards error-correction and appropriateness of language. And the willingness to let go and play with the communication activities is particularly advisable.

Nevertheless, even the experienced, well-trained instructor may find some students here in Japan need to be convinced that learning a language in the manner developed in *Functions* is at least something to be considered. It is not, however, just the previous experiences that cause problems in changing learners' attitudes; many Japanese freely admit that one impediment to changing the methodology used in classrooms here is that no one can agree on the objectives of learning English. For most Japanese, it seems, studying English is similar to studying chemistry. At best, English is studied as a means to learn about the rest of the world. Communication in English may not be a realistic objective of language learners in Japan, except for a very few.

We shouldn't, however, give up trying to bring about change. Use the standard texts and save *Functions* for the extra lessons that occur from time to time. Create a real "conversation" group outside of school hours and use it there. Keep it around for ideas for role-plays, information-gap exercises, talk-and-listen games. Get other teachers to read it to learn about functional/notional syllabuses. It's a great "idea" book for those with a sense of whimsy and the ability to "go with the flow" of natural language.

Footnote

1. Personal communication.

References

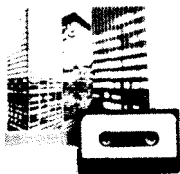
- Jones, Leo. *Functions in English*. Cambridge: Cambridge University Press. 1977. 1981.
- . *Notions in English*. Cambridge: Cambridge University Press, 1979.
- RECENTLY RECEIVED**
- The following materials have recently been received from publishers. Each is available as a review copy to any JALT member who wishes to review it for the *Newsletter*. Dates in parentheses indicate the first notice in *JALT Undercover*; an asterisk (*) indicates first notice in this issue.
- CLASSROOM TEXT MATERIALS/ GRADED READERS**
- Allan. *Come into my Castle* ("Pattern Readers" series). Macmillan, 1964. (Feb. 84 issue)
- Allsop. *English for Cambridge First Certificate* (teacher's book, student's book). Cassell, 1983. (Jan. 84 issue)
- *Arnadet & Barrett. *Approaches to Academic Reading and Writing*. Prentice-Hall, 1984.
- *Azar. *Basic English Grammar*. Prentice-Hall, 1984.
- Bowers & Godfrey. *Decisions* (teacher's edition). Dominie Press, 1983. (Jan. 84 issue)
- *Buckingham & Yorkey. *Cloze Encounters*. Prentice-Hall, 1984.
- Clarke. *The Turners at Home* ("Pattern Readers" series). Macmillan, 1966. (Feb. 84 issue)
- Colver. *In England*. Macmillan, 1983. (Dec. 83 issue)
- *Curtin. *Use of English* ("Cambridge First Certificate English Practice" series). Macmillan, 1983.
- *Field. *Listening Comprehension* ("Cambridge First Certificate English Practice" series). Macmillan, 1983.
- Jones. *Progress Towards First Certificate* (teacher's book, student's book, self-study guide). Cambridge, 1983. (Jan. 84 issue)
- *Kagan & Westerfield. *Meet the U.S.* Prentice-Hall, 1984.
- *Kearny, et al. *The American Way*. Prentice-Hall, 1984.
- Lofting. *The Story of Doctor Dolittle* ("Delta Readers" series, 600-word level). Oxford, 1983. (Feb. 84 issue)
- *Lynch. *Study Listening: Understanding lectures and talks in English*. Cambridge, 1983.
- *McKay & Pettit. *At the Door: Selected Literature for ESL Students*. Prentice-Hall, 1984.
- *Monfries. *Interview* ("Cambridge First Certificate English Practice" series). Macmillan, 1983.
- Mundell & Jonnard. *International Trade* ("Career English" series; textbook and cassette). Macmillan, 1983. (Dec. 83 issue)
- *Pickett. *The Chicken Smells Good: A Beginning ESL Reader*. Prentice-Hall, 1984.
- *Pincas. *Composition* ("Cambridge First Certificate English Practice" series). Macmillan, 1983.
- *Stone. *Ncnj Cambridge First Certificate Eng-*

(cont'd on page 33)

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(cont'd from page 31)

lish, revised for 1984 Syllabus. Macmillan, 1983.

*Tofi. *Reading Comprehension* ("Cambridge First Certificate English Practice" series). Macmillan. 1983.

PERIODICALS

*Viz -- *A Magazine for Learners of English (ESL)*, No. 5. Editions du Renouveau Pédagogique, 1983.

TEACHER PREPARATION/ REFERENCE/RESOURCE/OTHER

Allen. *Techniques in Teaching Vocabulary* ("Teaching 'Techniques in ESL' series). Oxford. 1983. (Feb. 84 issue)

Kenning & Kenning. *An Introduction to Computer Assisted Language Teaching*. Oxford, 1983. (Feb. 84 issue)

Madsen. *Techniques in Testing* ("Teaching Techniques in ESL" series). Oxford, 1983. (Feb. 84 issue)

*McArthur. *A Foundation Course for Language Teachers* ("Language Teaching Library" series). Cambridge, 1983.

*Morgan & Rinvolucr. *Once Upon a Time: Using stories in the language classroom* ("Handbooks for Language Teachers" series). Cambridge, 1983. -

Raimes. *Techniques in Teaching Writing* ("Teaching Techniques in ESL series). Oxford. 1983. (Feb. 84 issue)

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

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IN THE PIPELINE

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

Allsop. *Cassell's Students' English Grammar*.

Anderson, et al. *Missing Person*.

Appel, et al. *Progression Im Fremdsprachenunterricht*

Berman, et al. *Practical Medicine*.

~ --. *Practical Surgery*.

Bowen. *Look Here! Visual Aids in Language Teaching*.

Brims. *Camden Level Crossing*.

Comfort, et al. *Basic Technical English*.

Connelly & Sims. *Time and Space: A Basic Reader*.

Doff, et al. *Meanings into Words*.

Gabriels. *Rhyme and Reason*.

Harrison. *A Language Testing Handbook*.

Holden, ed. *New ELT Ideas*.

Jones. *Simulation in Language Teaching*.

Kingsbury & O'Shea. *"Seasons and People" and Other Songs*.

Kinsella, ed. *Language Teaching Surveys*.

Ladousse. *Personally Speaking*.

Morrison. *Word City*.

Mundell. *Banking*.

Murray & Neithammer-Stott. *Murder for Breakfast*.

Norrish. *Language Learners and their Errors*.

Pereira, ed. *Japalish Review*.

Rixon. *Fun and Games*.

Roach. *English Phonetics and Phonology*.

Rossi & Gasser. *Academic English*.

Seaton. *A Handbook of ELT Terms and Practice*

Steinberg. *Games Language People Play*.

Walter. *Authentic Reading*.

Wharton. *Jobs in Japan*.

NOTICE: The scheduled reviewers of Molinsky & Bliss, *Line by Line*, and Johnson & Morrow, *Functional Materials and the Classroom Teacher*, have had to withdraw. If any JALT member familiar with either of these books would like to assume the reviewing responsibility, please contact the book review coeditors before March 31st.

CORRECTION

Peter Evans' January review of *Eight Simulations* contained numerous production errors. The *Newsletter* would like to take this earliest opportunity to rectify two of the most serious ones, as follows:

p. 57: ".as usual, the roles are among the least convincing. ."

the roles should read *the proles*

p. 58: *".each simulation proper needs an interrupted block of at least 1½ hours. ."

interrupted should read *uninterrupted*

The *JALT Newsletter* apologizes to Mr. Evans for any embarrassment or inconvenience these and the other errors may have caused him.



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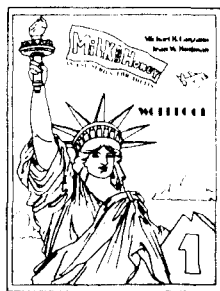
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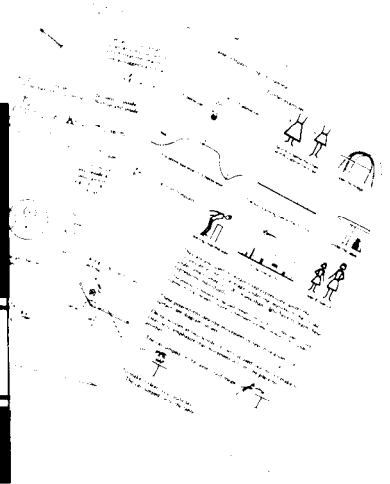
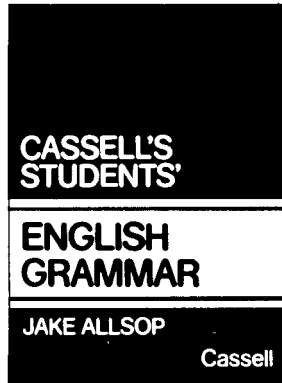
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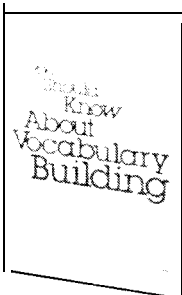
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update

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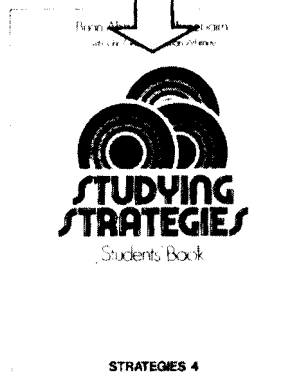
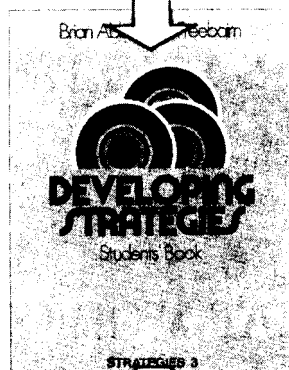


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Bulletin Board

SUMMER SCHOOL: UNIVERSITY OF OXFORD

A summer school on The English Language and Contemporary Britain will be held at Keble College, Oxford, from July 22 to August 11, 1984. It is intended for teachers of English and advanced students of EFL, and is designed to extend knowledge of the language, improve linguistic skills, and provide a survey of contemporary British society. The course consists of four parts: Phonetics (advanced work in pronunciation and intonation); Varieties of English (development of communicative skills in a wide range of contexts and functions); lectures on language, literature and culture; and special seminars (selective: topics include Teaching English, Intercultural Communication, etc.). Excursions and activities, with accommodation at Keble College, are included in the fee of £500. Applications should be made by May 15, 1984, to Courses Secretary, University of Oxford, Department for External Studies, Rowley House, 3-7 Wellington Square, Oxford, OX1 2JA, UK.

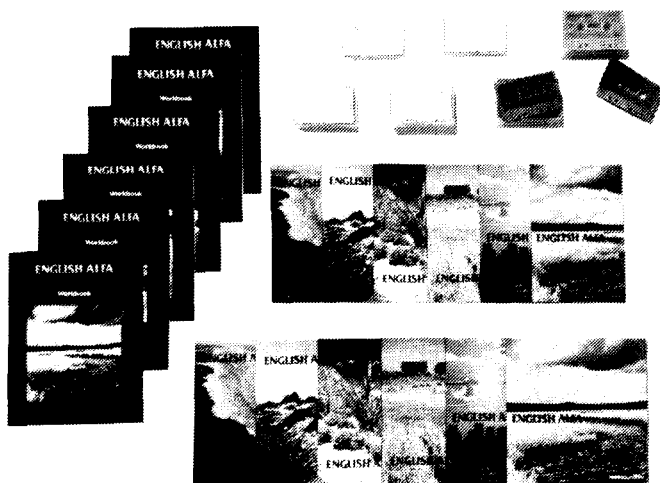
SUMMER COURSES IN ENGLISH: UNIVERSITY OF EDINBURGH

The Institute for Applied Language Studies at Edinburgh University is offering three- to four-week courses in General English, Spoken English, Medical English and English for Study Purposes, as well as Teacher's Courses in Summer, 1984. There is basically 20 hours of tuition

(cont'd on page 46)

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(cont'd from page 44)

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HIGH SCHOOL TEACHERS

An essay detailing teaching methods used by an experienced native speaker of English teaching at a Japanese high school is needed urgently to complete *Teaching English in Japan: A Practical Guide for Native Speakers of English*. Please write for particulars, and give a brief summary of your experience, to the editor: Charles B. Wordell, Yasuda Women's University, Jfiroshima 731-01.

COLLOQUE

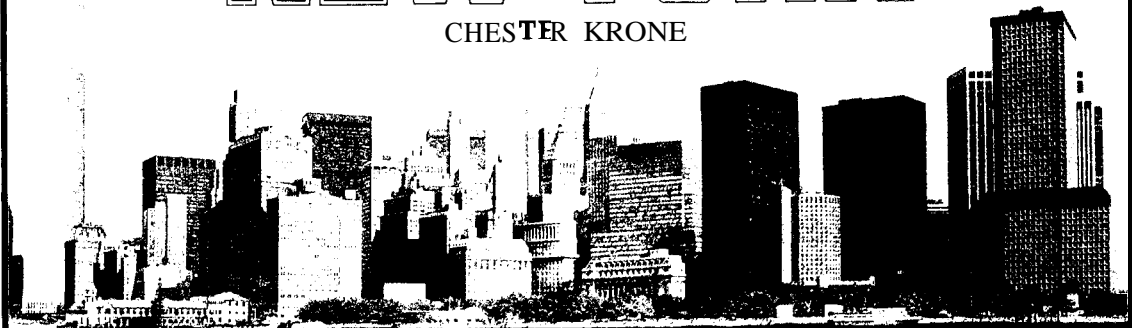
Le Citoyen de Demain et les langues: La dimension politique de l'apprentissage des langues

Colloque organise au chateau de Cerisy-la-Salle du 27 aout au 3 September 1984 par l'Association des Professeurs de Langues Vivantes de l'Enseignement Public (A.P.L.V.)

Kenseignements et inscription au colloque: Centre Culturel International de Cerisy-la-Salle 27, rue de Boulainvilliers 75016 Paris, France

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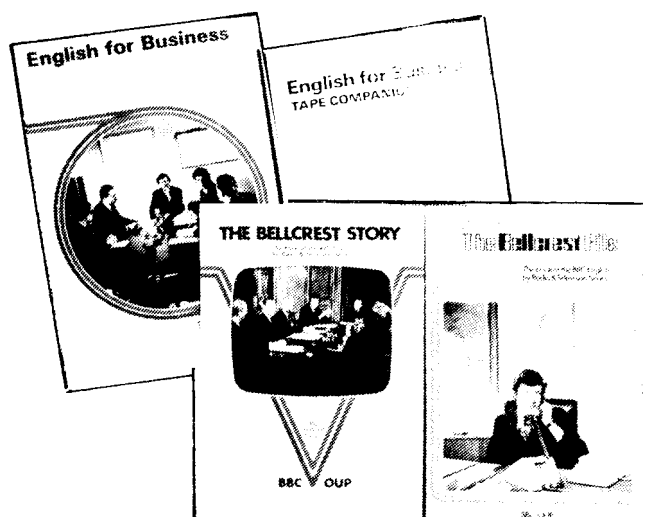
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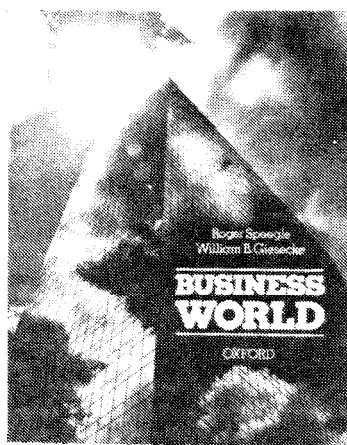


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Meetings

HAMAMATSU

Topic: Textbook Workshop
 Date: Sundav. March 18th
 Time: 2 p.m.
 Place: Seibu Kominkan, Hirosawa 1-21-1, Hamamatsu (0534-52-0730)
 Fees: Members, free; non-members. ¥1,000; students, ¥500
 Info: Gary Wood, 2-8-20 Nunohashi, Hamamatsu 432

Many language teachers both in and out of the Japanese school system find they are often required to use textbooks and materials not of their own choosing which may not necessarily reflect the state of the art in language teaching. This can cause frustration and confusion. At the same time, language teachers may also find materials that are particularly suitable and useful in their own situations.

This month, we are asking members to bring to our March meeting texts and materials that they are having trouble with. We will break into small discussion groups and talk over ways of making them more useful, relevant and enjoyable. Then we will move on to a discussion of what books and materials we have felt to be especially successful.

All attending will be asked to participate in the discussion.

Our thanks to Andrew Wright, Tokai chapter Program Chairperson for suggesting this program to us.

HIROSHIMA

Topic: Teaching English in a Semi-Intensive Program
 Speaker: William J. Tewelcs

(FUJINOMIYA) The Institute for International Studies and Training. Six-month opening for Teaching Associates in the Intensive English Program for Businessmen from late August 1984 to late February 1985. Candidates should be unaccompanied males with EFL/ESL training and experience. Remuneration is ¥250,000 monthly salary and free lodging in a campus dormitory. Duties include classroom teaching, LL monitoring, and a residential commitment in a dormitory. Address resumes and inquiries to English Department. TA Search Committee, IIST, Kamiide 1650-3, Fujinomiya City, Shizuoka 418-02.

Date: Sunday, March 4th
 Time: 1-4 p.m.
 Place: Hiroshima International School. Take Hiroden #5 bus north from Hiroshima station or #6 bus north from Kamiyacho (Sogo area) to the terminus, Ushita Asahi. Across from the stop is Sasaki's Supermarket and two bus stops. #5 and #6, with a small road in between. Walk down that road and take the second right, across from Ushita Koen (a small park).
 Fee: Members, free; non-members. ¥500
 Info: Charles Wordcll. 082-872-1376 (nights)

Mr. Teweles, an accomplished teacher with several years' experience in Japan, will describe his current work at a language institute in Taipei. Besides detailing the operation of a multi-level 1 S-hour-a-week program, he will present a short video of a real class at the language institute and lead a discussion of teaching techniques.

KANTO

Topic: Communicative Language Teaching
 Speaker: Monica Fisher
 Date: Sunday, March 25th
 Time: 2-4:30 p.m.
 Place: Tokai Junior College nr. Sengakuji station. Asakusa line; tel. 441-1171
 Fee: Members, free; non-members, ¥500

Monica Fisher is currently with the International Language Centre in Kanda where she is working as a teacher trainer. She has recently returned to Japan after an absence of about three years. Between 1974 and 1980 she also was with the Kanda Centre and thus has extensive experience of the Japanese situation. In between her stays in Japan, she has worked in London and on teacher training in Bahrain.

The presentation will outline the Communicative Approach to language teaching and present ideas and actual classroom activities. The format will be workshop-based with audience participation. About 30 minutes will be set aside for feedback and informal discussion at the end.

(cont'd on page 50)

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*(cont'd from page 48)***KANTO SIG**

Topic: The new video course "Flight 505"
 Date: Saturday, April 7th
 Time: 2 - 4 p.m.
 Place: Kobe Steel Language Center: Tatsunuma Bldg. (5th Fl.), 1-3-19 Yaesu, Chuo-ku, Tokyo 103; tel. 03-28 1-4105. The building is on a corner and the entrance is from the side street, not the main street. A landmark is the Aeroflot (Soviet Airlines) office, which is in the same building, at street level.
 Info: Stephen Turner, at the above number (Mon-Fri., 1-5 p.m.)

11-2, Nakayamate-dori. 3-chome, Chuo-ku. Kobe; 078-221-8028
 Fee: Members, free; non-members. ¥500
 Info: Jan Visscher. 078-453-6065 (Mon.-Thur.-Fri., 9-11 p.m.)
 Kenji Inukai, 078-431-8580 (9-10 p.m.)

The March meeting of the Kobe chapter of JALT is pleased to have as guest and lecturer Isao Uemichi. Mr. Uemichi will present concrete ideas on how local chapters can contribute to JALT on the local level, the national level and the international level.


Mr. Uemichi is a university teacher of English, Japanese and thematology of more than 10 years. He is well remembered for his stimulating JALT '83 presentation "A Warning to Foreign Teachers of English in Japan."

KOBE

Topic: What contribution can a local chapter make to JALT?
 Speaker: Isao Uemichi
 Date: Sunday, March 11 th
 Time: 1:30 - 4:30 p.m.
 Place: St. Michael's International School,

SENDAI

Topic: It works for me: activities for the classroom
 Speakers: Koy Shelangouski. Kathy Morris. Kuri



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Watanabe, Monika Kurakawa, Terri
Lee Wash burn
Date: Sunday, March 18th
Time: 4 - 7 p.m.
Place: Sendai New Day School
Info: Marc Helgesen, New Day School 0222-65-4288; home 0222-47-7445
Hiroko Takahashi, 0222-62-0687
Dale Griffiee, James English School
0222-67-2911 ; home 0222-47-8016

Time: 2 - 4 p.m.
Place: Language Center
Fee: Members, ¥500; non-members, ¥1000
Info: Dan Jerome, 09889-7-3805
Fumiko Nishihira, 09889-3-2809

MATSUYAMA

Topic: The Natural Approach: An Introduction to Stephen Krashen's new approach to language learning
Speaker: Scott Petersen
Date: Sunday, March 25th
Time: 2 - 5 p.m.
Place: Shimin Kaikan Sho Hall, Matsuyama
Fee: Members, free; non-members, ¥500
Info: Ruth Vergin, 0899-25-0374
Steve McCarty, 0899-3 1-8686

OKINAWA

Topic: Classroom Techniques
Speaker: Professor Miho Steinberg, Kanazawa Institute of Technology
Date: Sunday, March 25th

TOKAI

Topic: On Teaching Composition to Japanese
Speaker: Alex Shishin
Date: Sunday, March 25th
Time: 1:30 5 p.m.
Place: Aichi Kinro Kaikan, Tsurumai
Fee: Members, free; non-members, ¥1,000
Info: Kazunori Nozawa. 0532-47-0 111 x414
Andrew Wright. 052-762-1493



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The Countrybar Story is based on the history of a new chocolate bar from conception of the product through to its launch. Book 1, *Reviewing the Situation* gives a case study of Darling's Chocolates concluding that a new product is needed, and Book 2, *Developing the Product*, is written around the marketing phase in the development of Countrybar. After market research, product testing, forecasting and pricing, Book 3, *The Sales Campaign*, implements the marketing plan — sales deals are negotiated, distribution is arranged including shipping overseas, terms of credit are settled, and Countrybar is unveiled to the public.



CAREER ENGLISH

Pamela Smith, John Gibbons and Kenneth Westcott

Career English is designed for those who have already studied English at school, but have difficulty applying their classroom knowledge to the practical requirements of everyday life, whether business or social.

The book comprises 20 units containing a wide variety of presentation material, including dialogues, reports and letters. There are also numerous exercises and supplementary materials, providing practice in the use of English in the specialised areas of business, tourism and technology.

VIDEO

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TOEIC has been specifically designed by the Educational Testing Service (the designers of TOEFL) for the purpose of determining a person's communicative ability in English in practical international settings.

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