

ISSN 0289-7938

THE Language Teacher

全国語学教師協会

Vol. IX, No. 1

JANUARY 1985

THE JAPAN
ASSOCIATION OF
LANGUAGE TEACHERS ¥350

JALT

第10回 JALT 年 JALT 10TH INTERNATIONAL LANGUAGE TEACHING



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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. Through monthly local chapter meetings and an annual international conference, JALT seeks new members of any nationality, regardless of the language taught. There are currently 16 JALT chapters: Fukuoka, Hamamatsu, Hiroshima, Kobe, Kyoto, Matsuyama, Nagasaki, Nagoya, Okayama, Okinawa, Osaka, Sapporo (Hokkaido), Sendai, Takamatsu, Tokyo, and Yokohama.

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

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

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630 奈良市芝辻町 3-9-40

新大宮グリ - - ンハイツ 1-402 山本雅代

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Typesetting and Layout by: S.U. Press, Kobe

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Interview — MONICA VINCENT

GOING BEYOND THE COURSEBOOK

By Julian Bamford

Monica Vincent is a teacher, teacher-trainer and author, currently at the Institute of Education, London University. Her many books include the discussion text *Make Your Point (Talk It Over in American English)* with Louis Alexander, extensive readers such as *Girl against the Jungle*, and the text *Start Reading for Adults*. Her background includes the study of Latin and Greek, which she also taught. ("I sometimes say I learnt more about language teaching from that year than any other. I had large classes of unmotivated adolescents, trying to learn a dead language.") She was recently in Japan to give a series of British Council-sponsored teacher-training seminars for junior and senior high school teachers. In the interview below, she moves through a discussion of the importance of input in language lessons, first talking about expanding the types of reading usually found in British and American textbooks, and then giving some concrete suggestions for enriching lessons given in the high school system so that they prepare students not only to pass exams, but to function in the real world of language.

JB: *What do you think is important in teaching a language?*

MV: I think I have arrived at the view that the most important thing is helping people to learn language for themselves. This means you have to give them opportunities for meeting the language, and strategies for coping with it. And therefore, I have increasingly come round to putting a very strong emphasis on listening and reading within the language teaching and learning programme. I think this is part of a general trend towards what are known as receptive methodologies. .that by giving more input, the students will find it easier to produce more and better output; And you are giving an opportunity, by providing this material, for the mind to work on the language by itself, which it seems to do.

JB: *You have written a reading textbook and you have written extensive readers. Where do you feel both of these types fit into the teaching of reading?*

MV: I think the general view on reading, which I would agree with, is that you do need some direct instruction at certain stages, i.e. guidance from the teacher as to how to set about it. Things like how to guess words you don't know. Otherwise, when people see the first word they don't know, they panic and reach for their dictionaries. But on a time balance, I'd say it is a bit like music teaching: you have one lesson with your teacher who is a sort of consultant and who corrects you and tells you what to do next, and then you go off and practice for the

next six days, and then you come back for your next music lesson. .that is an analogy I find useful. I think there has

been a tendency, with some reading materials, to have almost more exercise than text and to keep telling the student what they are doing and making them do things, and in the end they don't do very much reading.

JB: *A your new textbook, Start Reading for Adults. the writing and presentation has a definite journalistic feel about it: high-interest content, colour pictures, diagrams, quizzes. .it's the kind of thing people read for pleasure.*

MV: One principle I applied in approaching each unit was to write as if it was a general interest article in a general interest magazine. I think the other thing that influenced me was that, at that time, beginners books had very little input. They were nearly all scripted dialogues with only a little bit of authentic text – like tickets or announcements on airplanes. So I got a student to help me and we went through some well-known beginners books like *Starting Strategies*, *Encounters* and *Kernel 1*, and we made a list of the topics that were touched upon: being in hospital, keeping fit or how to describe a room. And from that I just started to expand these kinds of basic topics, which had their basic vocabulary, into articles which looked at them from a slightly different angle. So instead of just saying, 'This is a room; this is how to describe a room; now describe a room,' it talks about suitable rooms for people of different ages. Similarly, activity holidays were a way of talking about holidays, which we always do in English, but angling it and also making the tone of the article fairly persuasive, in the way that a holiday article says, 'Why don't we do this this year?' rather than say, 'There are now five types of holiday activity in Britain.' I tried to choose topics of general interest to adults, which link with the language and vocabulary students have met in their course-book, but which take them a lot further.

One concern I have about *Start Reading for Adults* is that it shouldn't be used too soon. It is for people who have got to the end of a book like *Starting/Opening Strategies*, so that it doesn't become study reading, because most of the words should be familiar or guessable from the context. And it shouldn't be used as a resource for lots of new words to test the learner on. I was a bit taken aback once with *Girl against the Jungle* when a teacher said she had used it with a class, that they liked it very much, but they didn't like having to learn so many new words for the test. And I said, 'What test?' and she said, 'Oh, I'm testing them on all these new words like alligator and mosquito.' And I said, 'Oh dear, it doesn't matter. They haven't got to remember those words. They need to know them' (cont'd on next page)

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to understand the story and that is all that matters.' But she felt these were the words they didn't know *before* they read the story, so she must test them *after* the story, and I don't feel that is the way to teach reading.

JB: *If you compare the exercises in Start Reading for Adults with those of earlier reading textbooks, you find they are of an almost totally new type: pre-reading tasks, skimming and so on.*

MV: I think it is following a trend. The current theory is that when you read you understand by what you bring to the text. And it's the teacher's job to get the mind thinking over the text and asking questions. We also want the learners to feel they can read something through quite quickly, and then just remember the main points. And that they are allowed to look back through the text as it's not a memory test. The questions try to activate and involve the learner quite a lot as well. .making sure people use the pictures and the diagrams as they are reading and using their own knowledge outside. And afterwards, inviting students to offer their opinion on a text or bring in more information that they may possess.

JB: *Do you have anything you'd like to say specifically about language teaching in Japan?*

MV: Something that concerns me, but it's very difficult as a visitor who has been made very warmly welcome, is that in a country of highly sophisticated people, where there is tremendous quickness and intelligence, the standard of English is in many ways disappointing. And one reason why I was particularly fascinated and wanted to come to Japan is that I have met Japanese students in English who are having a hard time, who find it difficult to understand and cope. . .and I've often wondered why. The impression I've been given is that the teaching is very classical, and it's like going into a cold shower to face the language as it is normally spoken and normally used, a painful experience that I think many Japanese students have when they first go to an English-speaking country. So I would like to see teachers really looking for ways that they can get natural language into their classrooms. .by using tapes; by advising their students to listen to English language outside the classroom; by cutting little bits out of the newspaper. And that comes back to learning language that is used for a purpose, rather than looking at English for analysis in a scholastic way.

JB: *Is that compatible. knowing the constraints of the entrance exams which everybody has to pass?*

MV: I think one would have to find a brave school with some competent teachers (to realize) that often when you teach language more realist-

ically and more communicatively people still pass the exams anyway. Because if you have really understood a text, and done interesting things with it, then you will be able to translate it. You have to learn to translate, but the way to a good translation is through really good understanding. . .and the way to really understand points of grammar is knowing how they are used and what the meaning of those points are. And students will be able to do these other things like understand spoken English. Of course you can change the exam and persuade people to bring in a listening test and some reading which doesn't involve translation. This would be a way forward. I think one has to find teachers who can persuade the people who set the exams to change the exams, because exams have a tremendous influence.

One approach is to plan a long-term scheme of work or syllabus. If one wants to build into the teaching more input, whether it's listening or reading, then to really think out what you can do in the listening syllabus or reading syllabus for the whole of junior high school and the whole of senior high school. .to prepare people for normal speed when they go abroad and for the richness of vocabulary they will meet. I don't think this necessarily means starting with native speakers with difficult accents on a tape speaking very fast or with authentic English that you would meet if you go to England. But I think that if you can plan right from the very first week of English something extra which is just a reading task, like 'push' and 'pull' on the doors in English or, for listening, to hear the instructions in the classroom in English. Thinking - can I add on a serial story on tape for five minutes a day? Can I get hold of 40 books and start a library? If you think of just these small changes

.a little bit of listening on tape, of different kinds; getting readers which each year get a bit more difficult. .that can be read at home. Similarly, you can think of how to approach the materials you use to emphasize certain ways of looking at new words. .the reading strategies. Even with a text people have at senior high school, teachers can train the students to under-



stand how to guess a word from the context *before* they translate it. . . not to use translation at that point. So that over the six years' learning, you add to the existing material in your textbook so there is more input and therefore, I hope, more confidence and ability to cope with the demands of using English when you leave school. . . in a company or as a tourist, or as somebody studying, who may have to read some English books. One should see all this as a very

long-term programme. . . a little all the time. It's the water on the stone.

Part 2 will appear in next month's Language Teacher.

Many thanks to Claire Thompson who transcribed the interview. Photo by Mike Thompson. Part of this interview first appeared in The Daily Yomiuri.

GRAMMAR IN READING

By J.W. Ward, Institute for International Studies and Training, Fujinomiya.

An extract from a cloze passage:

Inquiries from overseas businessmen (1) possible sales to or purchases from d (2) e - mand speedy action and reply.

The answer to no. 1 is clearly "about" or "concerning." As for no. 2, a student asks "Is 'domestic' a possible answer?"

The answer to his question is clearly negative, but it may be interesting to examine why he makes this mistake. We can say that he "doesn't understand." We can go a stage further and say he "doesn't understand that 'demand' is a verb in that sentence." Certainly he has failed to assign the correct grammatical structure to the sentence; but in what way are his comprehension failure and his "grammatical" failure connected? Finally, how does the answer to this question help us design tasks in reading courses that will help him improve?

Psycholinguistic experimentation¹ has shown that a reader assigns a grammatical structure to what he reads, and that this structure corresponds to that predicated by phrase structure grammar. When a reader reaches the end of the subject noun phrase (NP) in a sentence, he holds it as a semantic 'chunk' – in short-term memory while he reads the next chunk. (This dividing up of a sentence into its grammatical constituents has been called "structuring"²). When the end of a sentence is reached, the parts of it, retained in short-term memory, are put together into a meaningful whole (one part of "interpretation"²).

It seems to me that these two processes are related to two problems a student has when attempting to read material written for the native reader. First, he may not be able to structure sentences that he reads; second, because of the speed he reads at (slowed down as he is by problems of unfamiliar lexis, grammar, etc.) an intolerable burden is placed on his short-term

memory. Simply, by the time he has reached the end of a sentence, proposition, or even an extended NP he has forgotten what was at the beginning; or, at least, it is no longer unconsciously available to him for interpretation in connection with what followed it. He has to backtrack constantly, reading things an inordinate number of times in order to understand them. This leads to frustration, boredom, and failure.

One answer to this problem, of course, is to give students only material which is easy enough for them to read quickly with understanding, and rely on practice alone to improve their reading ability. As more reading is done, the capacity of short-term memory increases (though I am not suggesting this is the only factor in reading improvement) and the essential skill of structuring is developed further and further. In this view there is no "method" for teaching reading, nor any need for one. Its proponents³ feel that reading "courses" with tasks based on notional lists of "skills," or on insights from discourse analysis about the structure of written discourse, or on grammatical syllabuses of whatever kind, merely get in the way of the real business – learning to read by reading.

While this view seems to have the merit of common sense, it presents the EFL teacher with certain problems. First, students expect to be given some exploitative task on what they read, whether this is explicitly presented as a test or not; second, it is difficult without some form of "test" to know whether a student has read successfully or not, and easy for the latter to deceive himself about it. Third, the course may well have the aim of bringing students, in a limited time, to a level where they can read "authentic" materials on topics of professional interest – an aim which, if realistic at all, demands any short cut possible.

Clearly for the foreign learner trying to read authentic material (however that is defined), grammar will be one of the main areas of difficulty⁴. Various studies⁵ have shown, moreover, that expository prose (scientific, academic, technical – what I meant earlier by 'of professional interest') tends to exhibit certain gram-
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mathematical features. A number of these features seem to be related to the length of sentence constituents and hence to the psycholinguistic skill of "structuring." I am talking about features such as complex embedding, subordination, relativisation and its superordinate, complex nominalisation. In this article, I would like to confine myself to the latter and to suggest tasks learners may be given to develop:

- a) their awareness of complex NJ's as semantic "chunks," and
- b) their ability to process them within the limits of short-term memory.

It should perhaps be made clear that I am not talking about an analytic approach based on an examination of the nominalisation system in English and leading the student through the system step by step. My view is that the tasks in a reading course be based on the actual text in hand and the problems it presents rather than a predetermined "syllabus" of linguistic features or skills. The fact is that the vast majority of passages I have selected have thrown up problems associated with complex NPs.

I will use the following extract from a business journal to illustrate the tasks I have in mind.

In January, the Japan Tariff Council – a panel of government advisers – recommended tariff cuts on 47 items and urged the Finance Ministry to implement *an average 5% reduction on 1,280 products* a year ahead of schedule. The council's recommendations also supported a *55% increase in the ceiling on imports from developing countries that are subject to preferential duties under the GSP (Generalised System of Preference)*. That system encourages imports from developing nations to advanced countries, which grant lower *tariffs on certain of their industrial and agricultural products*. Some 122 countries are covered under the GSP, and all ASEAN members are classified as beneficiaries of Japan's preference.

Improvements in the system could head off mounting criticism from some ASEAN members. In a January *Nakasone's tariff-cut promises* rhetoric and repeated *the view that Tokyo heeded developed nations' demands much more than those of Asian exporters*. Last month, *the Tokyo-based ambassadors of the original five ASEAN members* met Japanese Minister of International Trade and Industry Hikosahuro Okonoki. *They asked him to include ASEAN concerns* in his Ministry's efforts to liberalise Japan's consumer and industrial markets.

I have italicised the NPs which I thought might cause difficulty. They would not be so italicised in the actual students' text. I do not, of course, suggest that the following tasks should all be used with this extract, or that these tasks form the only, or best way of exploiting the text. I would merely suggest they draw attention to an important aspect of the text and of reading in general, which I think has tended to be ignored.

1) Multiple choice:

The Japanese Tariff Council asked the Finance Ministry to make

- a) a 5% tariff reduction on 1,280 products a year
- b) a 5% tariff reduction on 1,280 products
- c) a tariff reduction on 1,280 products
- d) an average 5% tariff reduction on 1,280 products a year.

The correct answer is c: a, b, or d indicate bad structuring of the relevant NP -- in particular the inability to correctly assign the phrase "a year."

2) True/False:

a) The Council also wants an increase in the ceiling on imports from developing countries. This is false, as it stands; answering 'true' indicates a failure to correctly assign the post-modifying relative clause "...that are..."

b) Nakasone promised tariff cuts but the Malaysians don't really believe him. This is true; it draws attention to the grammatically ambiguous "promises."

3) Rearranging:

The Japan Tariff Council also supported an increase in something. What? Rearrange the following for your answer, without looking at the text.

from developing countries ~ on imports -- to preferential duties . under the GSP ~ in the ceiling - that are subject

This question draws attention to the NP as a semantic whole as well as to the meaning of the constituent parts,

4) Sentence completion:

Use a NP from the text to complete the following sentences.

- a) Under the GSP, developing countries at present pay -----.
- b) The Japanese Finance Ministry are planning
- c) -- were dismissed as rhetoric by a Malaysian report.
- d) has led ASEAN countries to protest to Okonogi.

These draw attention to the precise beginning and ending of the relevant NPs, as well as their meanings as wholes. The answers are

- a) lower tariffs. .agricultural products
- b) an average. .products
- c) Nakasone's. .promises
- d) the view. .exporters

5) Matching:

Choose a NP from the column on the right to complete the sentences begun on the left. Do not look at the passage, but your sentences should mean the same as the corresponding ones in the passage.

1. Malaysia's Ministry of Trade and Industry doesn't fully believe
2. A Malaysian report emphasised
3. The GSP helps developing countries before they get
- a. the view that Tokyo heeded developed nations' demands much more than those of Asian exporters.
- b. his Ministry's efforts to liberalise the Japanese consumer and

EDITORIAL BOARD CHANGES

Deborah Foreman-Takano will become the editor of *The Language Teacher* beginning with the March 1985 issue. The new associate editor will be Marie Tsuruda. Both Debi and Marie have been active in the Hiroshima chapter of JALT.

Virginia LoCastro will be the chairperson of the Publications Committee.

Copy for the March issue should be sent by **Feb. 1st** to: Deborah Foreman-Takano, 2-4 Nishi-Norisada, Ube, Yamaguchi 755.

4. Okonogi was told that helping ASEAN should be part of industrial markets.
- c. Nakasone's tariff-cut promises.
- d. lower tariffs on certain of their industrial and agricultural products.

This makes the student hold the NP in his memory to match it with the correct beginning, as well as presenting it as a semantic chunk.

6) Openended:

- a) What criticism does the Malaysian report make of Japan?
- b) The Japan Tariff Council wants an increase in the ceiling on certain imports. Which imports?
- This focuses in a much looser way on the NPs as wholes.

7) Comparing:

The italicised phrases in the following sentences are slightly different from similar phrases in the text.

Memorise each of the phrases below, cover this page, look at the passage again and find the differences one page at a time.

- a) The GSP gives developing countries lower **tariffs on certain of their industrial products.**
- b) The Malaysians hold the **view that Tokyo heeded developed nations' requests much more than those of Asian exporters.**
- c) The Japanese Tariff Council wants **a n average 5% reduction on 1,275 products.**
- d) The government is making **efforts to liberalise Japan's domestic consumer and industrial markets.**
- e) The Japanese Tariff Council also wants **a 55% increase in the ceiling on products from developing countries.**

This forces students to hold the NP in short-term memory while finding the difference.

Notes

- These experiments are described succinctly in Slobin, D., **Psycholinguistics** (Scott, Foresman & Co., 1980).
- This term was used by Dakin in an article in Fraser, H. and O'Donnell, W. (eds.), **Applied Linguistics and the Teaching of Reading** (Longman, 1969). "Sentence constituent processing" is a clearer, if

longer, name for "structuring."

- Especially eloquent is Smith, F. in **Reading** (CUP, 1978). He addresses his remarks to teachers of children mainly but there is no apparent reason why they should not apply to adult foreign learners.
- By which I mean that he will have difficulty in interpreting sentences because of the way they are structured grammatically.
- Especially thorough are Sager, Dungworth and McDonald, **English Special Languages** (Oscar Brand-sletter Verlag KG, 1980).

SOME SCIENTIFIC FINDINGS ON ACOUSTICS IN THE SPEECH CHAIN

By Hiroyuki Izawa, Kobe YMCA College

The aim of this paper is to discuss the feasibility of some scientific findings on acoustics presented in **The Speech Chain** (Denes and Pinson, 1973) to TEFL in Japan.

It is probably true that all Japanese learners of English dream of speaking and comprehending English like native speakers. The aim itself for perfection is praiseworthy in that it stimulates motivation and effort to learn English and eventually contributes to the development and cultivation of the mind. However, the aim of perfectionism in the study of English often leads to the harmful fallacy that one cannot make her/himself understood unless one speaks perfect English. It is this "misbelief" that seems to be unjustified according to Denes and Pinson's findings.

In the following discussion of their findings on speech recognition, two perspectives will be set up in view of cross-cultural communication: from the standpoints of Japanese speakers of English and of Japanese listeners of English.

On the basis of experimental results related to articulation, speech continuity, vowel duration, vowel intensity, noise intensity, filtered speech, peak clipping, and speech interruption, Denes and Pinson assert that acoustic, linguistic, semantic and circumstantial factors are interrelated in speech recognition. Their findings demonstrate that linguistic, semantic, and circumstantial expectations of a listener strongly influence the ability to recognize speech (Denes and Pinson, 1973: 188). This suggests that in cross-cultural communicative situations native speakers of English may not have serious trouble comprehending Japanese speakers' English even if it is severely distorted and ambiguous. Their expectations seem to offset Japanese speakers' poor acoustic cues and facilitate speech recognition.

Among the experimental results, those of articulation tests and the roles of vowels are extremely important for TEFL in Japan. espe-
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cially from the standpoint of Japanese speakers of English. As to articulation testing, the word-articulation scores are usually lower than the sentence-articulation scores (Denes and Pinson, 1973: 164-166). It is likely that the basic linguistic unit of conversation is not a complete sentence but a clause (Richards, 1980:428). Even a single word with correct stress and intonation sometimes serves perfectly to convey one's idea. From a communicative point of view, therefore, some stress should be placed on effective word-and-clause-units of utterances, especially in the case of class activities for advanced learners.

On the other hand, from a teaching point of view, sentence production, not the discrete treatment of words, should be emphasized, especially at the beginning and intermediate levels, *since, as* shown in the articulation tests, sentences are far more powerful than words in speech recognition. Familiarization with various sentence structures fosters rapid improvement of communicative competence and gives some aid in the facilitation of listening comprehension.

The findings related to the characteristics and roles of vowels in speech recognition have more implications for Japanese speakers of English, and for TEFL in general, than the results of the articulation tests, since the former suggest a change of emphasis in teaching the pronunciation of English in Japan. According to the results of the experiments, the nature of the neighboring vowel plays an important role in distinguishing the plosive consonants, "p" from "t" from "k," the fricatives, "θ" from "f," and the nasals, "m" from "n" (Denes and Pinson, 1973: 172-179). It is also noteworthy that "the intensity of vowels is greater than that of consonants when we speak at a constant average speech level" (Denes and Pinson, 1973:182). While the number of consonants in the experiments was limited, and vowels are not entirely responsible for speech recognition in view of the continuous nature in speech (Denes and Pinson, 1973: 176-177) the findings seem to imply that vowels are more important than consonants, or at least equally important in speech recognition.

This is not in accord with the common pronunciation practice in TEFL in Japan, which has placed more emphasis on the distinctive articulation of consonants than that of vowels. All sounds are variable and overlapping and in particular the nature of vowels is flexible in continuous speech (Denes and Pinson, 1973: 154); therefore more attention should justifiably be paid to vowels in pronunciation practices for Japanese speakers of English from the standpoint of speech recognition.

From the standpoint of Japanese listeners of

English, the perception of native speakers' English is a tremendous problem. As stated previously, a listener strongly relies on her/his linguistic, semantic, and circumstantial expectations pertaining to communicative situations in order to recognize speech (Denes and Pinson, 1973: 188). Naturally, these expectations do not occur to Japanese listeners of English in cross-cultural communicative situations to the same extent as to native speakers whose expectations are the products of their first language acquisition.

In view of teaching listening comprehension for Japanese, the question is, then, how to raise those expectations. Rivers (1980: 270) states that this involves two levels of activity: the recognition level and the selection level. The first is the level of recognizing sound patterns, syntactical patterns, discourse patterns, and some other psycho- and socio-linguistic variations. The second is the level of selecting the elements which contain the gist of the message. Greater familiarity with the aspects of speech on the recognition level facilitates the selection of specific details from the stream of sound (Rivers, 1980: 271). Furthermore, Denes and Pinson's findings on acoustics indicate that the expectation of contextual occurrences is of the utmost importance in speech recognition (Denes and Pinson, 1973: 188-190).

The above notion assures us that familiarization only with English sounds and its grammatical structures is not enough and non-directive immersion in listening practice is not effective for learners of English to improve their competence in listening comprehension. After having acquired the basic skill of comprehension, they need to familiarize themselves with English communication patterns and affective aspects as well as regional, social, and dialectal variations, and also to practice selecting specific details from the stream of sound.

What is of paramount importance is that these listening activities need to be contextualized in learning and teaching situations in order that the expectations of contextual occurrences should be raised on the part of learners. This suggests much use of visual aids, role-plays, mini-dramas, and films along with more routinely used materials in teaching listening comprehension. In this process learners are likely to utilize their accumulated linguistic and communicative knowledge not only in speech recognition but speech production as well. The more they are exposed to varied quasi-communication situations, the more they improve their communicative competence, and eventually, the more freely they come to use English in actual communication situations.

Acknowledgment

I would like to thank Dr. Frances Horler, Professor Emeritus of the University of Rochester, for her painstaking corrections of my English.

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HOW TO RECRUIT PROSPECTIVE STUDENTS IN ENGLISH AS A SECOND LANGUAGE MOST EFFECTIVELY FROM JAPAN Suggestions to School Representatives Who Visit Japan

By **Hiroshi Kuki, Study-Abroad & Educational Consultant, Setagaya Institute for Study Abroad, Tokyo**

(This is the first part of a four-part series.)

Like many others in the study-abroad field, we have been approached by an ever-increasing number of school representatives who wish to recruit more students in English as a second language from Japan, a trend which has been notable during the past decade, and especially during the past few years. This paper attempts to answer the basic questions such representatives often ask us upon their initial arrival in Japan.

1. Advertising

Probably one of the most effective media for advertisements in Japan is *The English Journal*, a bilingual monthly published by ALC (pronounced *a-ru-ku*) Co.: ALC Inc., Okano Bldg., 3-2-13, Hiroo, Shibuya-ku, Tokyo 150; tel. (03) 498-1055.

The next most effective is the *Student Times*, a bilingual weekly for high school and college students and graduates, with an alleged circulation of 170,000 copies per week and published by *The Japan Times*, a leading English-language newspaper here in Japan: Advertisement Division, *The Japan Times*, attn: Mr. Hiroyuki Ueno, 5-4, Shibaura 4-chome, Minato-ku, Tokyo 108; tel. (03)453-5311.

When we launched into this business back in the summer of 1974, we began to place so-called three-line ads in the *Student Times* and the majority of our study-abroad counselees learned of us through that medium. This continued throughout most of the 1970s, but it does not hold true today in 1984. In the 1970s, study-abroad ads used to be the only source of information regarding study-abroad in the United States and elsewhere for Japanese nationals. However, study-abroad guides published in Japanese by various authors – of which we are one – have now replaced them.

It might be worth nothing here the negative effects of over-advertising. Moreover, advertising in Japanese publications is expensive. We suggest

that you consider your advertisements vehicles for distributing information about your institution(s) and programs – no more, no less. Advertising alone will not bring students in.

One lesser known but relatively effective medium for advertisements in Japan is JALT: The Japan Association of Language Teachers. attn: John Boylan, 1-33-3, Eifuku-cho, Suginami-ku, Tokyo 168; tel. (03) 325-2971. This association of predominately teachers of English as a second language has members teaching in various private language schools in Japan, with some 20 percent of its members teaching at the college level as well as some 25 percent reportedly teaching at the junior and senior high school levels throughout Japan. JALT is also-the local affiliate of U.S. TESOL (Teachers of English to Speakers of Other Languages, 202 D.C. Transit Bldg., Georgetown University, Washington, D.C. 20057, U.S.A.).

English is still largely taught by Japanese teachers using the old grammar-translation method, both at high school and college levels. Foreign teachers are often not employed by Japanese colleges on any permanent basis and even those that are are rarely permitted to take on any administrative responsibilities.

This chauvinistic tendency reduces the influence American teachers of English as a second language in Japan have on their students here, who only take their English classes mostly as electives at the college level. Yet this does not in turn reduce the professional quality and fundamental objectives of JALT. The fact also remains that a small percentage of prospective Japanese students of English as a second language of U.S. ESL institutions still approach their American teachers of English here for recommendations of specific schools or programs in the States. Note also that with every passing year, more and more Japanese teachers of English, often with U.S. TESL training, are now joining JALT, and I personally feel that their influence cannot be neglected.

Japanese prospective study-abroad students believe their contemporary returnees from the States first and foremost, like youngsters in other countries, followed by Japanese study-abroad agents, only because they are also Japanese.
(cont'd on next page)

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nese. Next come their American teachers of English here. Few students try to pick up English prior to their departure from Japan. They are usually more interested in going to the United States than in mastery of American English.

There are also a few free advertising media here. The following six American Center Libraries have always kept college catalogs and now maintain ESL brochures and handbooks from private language schools and collegiate programs in ESL, too:

Tokyo: American Center Library, ABC Bldg., 2-6-3, Shiba Koen, Minato-ku, Tokyo 105; Nagoya: American Center Library, 9th Floor, Yakota Bldg., Izumi 2-chome, Higashi-ku, Nagoya-shi 46 1; Fukuoka: American Center Library, 36-3, Tenjin 1-chome, Fukuoka 810; Kyoto: American Center Library, 657, Sokokuji, Higashi Monzencho, Kamigyo-ku, Kyoto-shi 602; Sapporo: American Center Library, 28, Odori Nishi, Chuo-ku, Sapporo-shi 064; Osaka: American Center Library, 6th Floor, Sankei Kaikan Bldg., 27 Umeda-cho, Kita-ku, Osaka-shi 530.

Some study-abroad counseling takes place at a few of the more conscientious of these centers. More and more, prospective students in American ESL programs are resorting to these libraries because their service is given free of charge.

The cultural attache of the U.S. Embassy here does not involve himself with study-abroad at all. His job is more to invite jazz musicians, artists, *et al.* to Japan than to assist American college officials and private English school representatives in their student recruitment efforts here. The latter job is done exclusively by what was formerly the Fulbright Committee and is now called: Japan-U.S. Educational Committee, Sanno Grand Bldg., No. 207, 2-14-2, Nagata-cho, Chiyoda-ku, Tokyo 100; tel. (03) 580-3231/through 5. This committee tries to be impartial and does not recommend any single ESL setup in the States over others.

The *Student Times*, for which I was a weekly columnist answering study-abroad questions during the academic year of April 1983 through March 1984, offers the following: they will print a description of your college in English (but not describe a specific ESL program) free of charge, on a space-available basis, if it is accompanied by several photos of your campus. For details, contact Mr. Yutaka Mataebara, editor-in-chief, *Student Times* (see page 9 for their address).

The *Student Times/Japan Times* sometimes agree to see American college teachers with interesting backgrounds for personal profiles and similar columns. So many language school directors and those of ESL college programs contact them that they tend not to see anyone of lower rank than the dean of a college or faculty of a university from the United States.

工学系大学の英語教育 (English Education in an Industrial College)

豊橋技術科学大学 野 沢 和 典
(Nozawa Kazunori)

1. はじめに

工学を専攻する大学生の専門的な立場からの問題は、他のところで触れられると思うので本稿は筆者が勤務している豊橋技術科学大学第七学系の立場から焦点を絞って筆を進めることとする。本学の問題点は、本学独自のものが大半を占めているかも知れないが、同時に全国の工学系大学の英語教育に共通点もあるだろうと思われるからである。

2. 本学の概要

近年の著しい技術革新と共に、大学の教育・研究の高度化及び多様化が要請されているが、本学は主として高等専門学校卒業生を第3年次に、また高等学校(普通高校、工業高校)卒業生を第1年次に入学させ、若年からの専門教育を活用し、理論的基礎と共に実験や実習を重んじ、実際の技術を体得させる教育の考え方を生かし、より高度な実践的・創造的な能力を備えた指導的技術者を養成するため、学部と大学院(修士課程)とを一貫した体系の下に技術科学についての教育及び研究を行うことを目的として、長岡技術科学大学と共に昭和51年10月1日に開学した比較的新しい大学である。

従って、学部定員720名のうちで普通高等学校と工業高等学校の出身者がそれぞれ約17%で、残りの2/3が高等専門学校からの編入学生である。1984年4月現在で学部の学生数は786名であり、男女別内訳は男子97.6%であり、女子2.4%である。このうち約70%の学生が大学院へ例年進学する。大学院レベルの留学生も毎年増加しているが、現時点では13ヶ国20名いる。

上記のように他の大学ではあまり見られない学生構成の関係で、本学の英語教育を必然的に他大学と違ったも

SPECIAL ISSUES OF THE LANGUAGETEACHER FOR 1985

January	JALT News
February	Conference Reviews
March	Video/CAI
April	Speaking
May	Classroom-Centered Research
June/July*	Dictionaries
August	Conference issue
September	More on the Conference
October	
November	(open)
December	Conference Reviews

*It is possible that the two summer issues will be combined.

Guest editors so far are Mark Twemlow (March) Bernie Susser (April), David Dinsmore (May), and Bill Crawford (June/July).

のにせざるを得ないわけである。

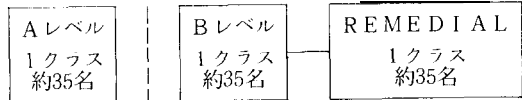
3. 本学における英語のクラス分け

さまざまな英語の習熟度を持った学生が入学して来るわけであるから、単なる専攻別のクラス編成では効果的な授業が難しい。従って、開学以来習熟度別のクラス編成をしているが、昭和54年からオリエンテーション期間を利用してのプレイスメントテストを全学部生に課し、計算機センターの協力を得てコンピュータ処理した結果を踏まえて以下のようなクラス分けをしている。

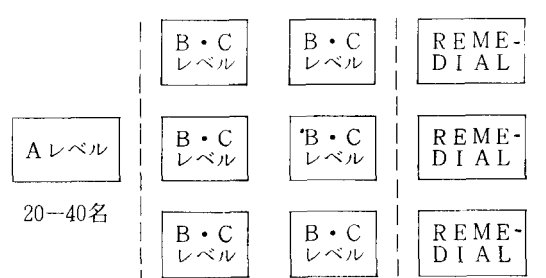
上図のように1年次及び2年次学生については、プレイスメントテストの結果から2クラス（初級レベルのクラスと中級レベルのクラス）ずつに分け、特に初級レベルのクラスの学生にはリメディアルのクラスを義務付けている。3年次及び4年次学生については、同様にプレイスメントテストの結果から上級レベルを1クラス、初級レベルと中級レベルの混合クラスを6クラス編成しているが、その一部の学生にリメディアルを必修にさせている。このリメディアルクラスは、基礎力の充実や弱点の克服を目的とした教材及び教授法を使用して週1回(75分)行われるが、特に英語Aしかやっていなかった工業高校出身者や‘英語が不得意’の高等専門学校出身者には大変効果を上げている。また、上級レベルのクラスは、主として専任外国人教師が担当して英会話を中心として実用的な英語力をつけさせるように配慮しているが、これも予想以上の効果を得ている。

プレイスメントテストは、CELT (A COMPREHENSIVE ENGLISH LANGUAGE TEST FOR SPEAKERS OF ENGLISH AS A SECOND LANGUAGE) の構文理解力テストと聴解力テストの一部から成る問題である。いわゆるSPOKEN ENGLISHを中心とした内容と解答方法としてマークシート方式を採用しているために、実力が十分に発揮出来ない学生も多少見受けられるが、全体としては正常な曲線を描くテスト結果がでている。例年在籍学生の90%以上が受験し、平均点はおよそ50点である。未受験者は、そのほとんどが過年度の留年学生が占めている。

1年次及び2年次学生のクラス分け



3年次及び4年次学生のクラス分け



各クラス45-50名 各クラス35-40名

4. 各レベルの学生の実態

学生一人一人にあたってみれば、科学技術的なものは

好きであるが英語は大嫌いという学生もいるし、逆にESSクラブなどで素晴らしい実力をつけている学生もいるが、全体的にみれば、普通高等学校出身者の英語力が群を抜いている。1年次及び2年次学生については、一部の例外を除いて工業高等学校出身者と普通高等学校出身者は、それぞれ初級レベルと中級レベルに分かれる。学習環境及び学習時間数など種々の点から考えるならば、当然の結果とも言える。しかしながら、リメディアルクラスの効果と自己努力の結果から、工業高等学校出身者の中には英語力アップをして、トップレベルになる学生もいる。3年次及び4年次学生については、高等専門学校出身者が大部分を占めるようになるため、初級レベル、中級レベル、そして上級レベルの3レベルにしているが、実際のクラス編成は初級レベルと中級レベルを混合している。但し、初級レベルの学生には、リメディアルクラスを必修にさせている。ほとんどの高等専門学校では、普通高等学校並みの単位数分しかカバーしておらず、本学に編入してくる以前の5年次においての英語の学習は無いのが現状であるので、学生の英語力もバラエティに富んでいる。どのレベルに入るかは、基本的に上述のプレイスメントテストの結果から決め、学期毎の成績を参考にして、英語科の全体会議で多少の出入りを調整している。1週間当たりの英語のクラスは、2ないし3ということになるが、1クラス75分で行われる。本学は他大学と違って3学期制を採用しているので、一学期平均10コマで0.5単位を出すので、1年で3単位修得できる。しかし、4年次3学期は、実務訓練と卒論研究の関係から、英語クラスは開講していない。それぞれの英語担当教官が、教材や教授法に工夫を凝らして英語教育を行っているが、非常勤講師を含めた日本人教師の授業では、講読と作文を中心とした内容のものとなっているのは否めない。外国人講師の場合は、主として上級レベルのクラスを担当していることから、英会話中心のコミュニケーション技術の修得をめざす内容となっている。

5. 問題点

まず、カリキュラム編成上での限定された枠組の中で英語クラスを割り振るので、特定時間帯に同学年の授業を一斉に開講せざるを得なく、専任英語科教官だけでは足りない状態が生じている。また、英語科教官の1/3が大学院での共通科目を担当し、しかも学部での選択科目および総合科目を大半が担当していることから、かなりの負担を強いられている。来年度は1年次学生の50%増加が予定されているが、さらに問題が増えていくと思われる。プレイスメントテスト自体の問題もさることながら、未受験者への処置をどうするか未解決のままである。基本的には、未受験者にリメディアルクラス受講指定をしているが、すでに外国語の必修単位を完了している学生に対しては意味をなさないこととなる。習熟度別のクラス編成をしているが、学期毎に多少の出入りをさせることで一部の学生に刺激を与えている一方、系統的な授業が出来にくい状態にもなっている。また、評価方法は各教官に一任されているが、非常勤講師の方々は、

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MyShare

As language teachers, we all come up with our share of ideas and activities that meet the needs of our students. We also use our share of ideas from other teachers. My Share is your opportunity to share your ideas and activities. If it works for you, there are probably a lot of other teachers who would like to hear about it. Articles should be submitted to the My Share editor: Marc Helgesen, New Day School, 2-15-16, Kokubuncho, Sendai 980. Artwork should be in black on white paper.

If you're a foreigner who, despite knowing better, suspects that *kanji* is a holdover from the Tokugawa era aimed at keeping us confused and, therefore, Japan impenetrable forever, this month's **My Share** can give you a tool for making those frustrating Chinese characters work in your classroom.

By Steve Brown, James English School, Sendai

Designed as tools for teaching math in elementary school, cuisenaire rods have become standard tools for teaching English as a second or foreign language. They are seen as especially useful for drawing the attention of students away from speaking and on to performing a task, thereby lowering the "affective filter." They are useful for this, but rods may also serve as the basis for a game for ESP classes to practice the language of description or explanation.

Many Japanese engineers find it necessary to explain procedures to third-world engineers, technicians, and laborers. English is usually the language of communication. There are many ways to practice explanation in the classroom,

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どちらかというと甘い評価をしがちであり、逆に専任教官はやや厳しい評価をしがちであるので、もっと客観的な評価方法を設定する必要がある。上級レベルの学生には100%、中級レベルの学生には90%、そして初級レベルの学生には85%の相対的評価をという教官の方もいるが、果たしてそれで良いものだろうか。その他にも年約6回の入試問題作成など山積みの問題をかかえている。

6. おわりに

以上概略的ではあるものの、豊橋技術科学大学における英語教育について触れたが、工学系の学生といっても英語力の差があり、そういった多様な学生すべてに満足を与える英語教育は、なかなか大変で、常に試行錯誤を繰り返している。指導的・創造的な技術者の養成には、コンピューター同様、英語力は不可欠な道具といえるわけで、全学的な協力を得ながら、より良い英語教育を目指している。

some of them using rods. The following is one game I've found particularly motivating, probably because it puts a sense of competition and uncertainty into an otherwise mechanical task.

You doubtless have a stack of kanji flash cards you tell yourself you're going to learn one of these days. Take them to class, along with a box or two of rods. Briefly review words such as "vertical," "horizontal," etc. Choose one of the kanji cards. Select two students to sit back-to-back and give them each a piece of cardboard (A4 is fine) and a half-box's worth of rods. Pick a kanji card at random and tell them you are going to describe how to make a character using rods. Their task is to follow your directions, building the character with rods on the cardboard on their laps, asking questions if they wish. If either thinks s/he knows the kanji, s/he may stop you and guess (only one wrong guess per person). The first person to guess the kanji wins. Next time, another student takes your place as explainer, or the class breaks up into groups of three ~ one explainer and two players. It is at this point that your kanji cards come in handy. Left to their own choice, many students come up with relatively unchallenging characters.

(If you don't have kanji cards, you can have the students think of the characters themselves. You'll probably need to explicitly ban the use of *ichi*, *ni*, etc., though.)

One variation of this game is to use words of two or more kanji. Another is to use family names. If you don't have rods, the students can draw the characters.

A final word of caution: engineers tend to be rather lateral. One managing engineer had doubts about this game because it requires a person to explain *ta* (rice field) as six rods rather than the regulation five strokes with which one writes it. I could only say that I felt the benefits of the game outweighed its faults. I still think so.

ATTENTION!

If you ordered items from TESOL International at the JALT-TESOL table at the JALT '85 conference, would you please contact the JALT central office at the Kyoto English Center. The receipt book and names and addresses can not be located.



JALT News

REPORT ON THE ELECTION FOR OFFICERS FOR 1985/86

The elections for 1985/86 were held by postcard ballot during December, 1984. Only the positions for Vice President, Program Chairperson, Recording Secretary and Public Relations Chairperson were open this year. The winners of the contested positions were:

Program Chairperson: Steve Brown
Recording Secretary: David A. Hough

Next year, voting will be for the offices of President, Treasurer, and Membership Chairperson. A full list of National elected and appointed officers and committees is below:

NATIONAL EXECUTIVE OFFICERS - 1985

President (1984-85)

Jim White, 1-4-2 Nishiyama-dai, Sayama-cho, Osaka-fu 589. Tel: 0723-66-1250

Vice President (1985-86)

Tatsuya Komatsu, Simul International, Inc., Kowa Bldg. #9. 18-10 Akasaka. Minato-ku. Tokyo 107. Tel: 03-921-5595 (work)

Treasurer (1984-85)

Aleda Krause, Saiwai Court House #215, 1-12-23 Saiwai-cho, Kawaguchi-shi, Saitama-ken 332. Tel: 0482-55-9887

Recording Secretary (1985-86)

David A. Hough, 3-1 2-1-105 Shirogane-dai, Minato-ku, Tokyo 108. Tel: 03-445-1003

Program Chairperson (1985-86)

Steve Brown, Sone Apt. #2; 2-2 Umedamachi, Sendai 980. Tel: 0222-72-4909

Membership Chairperson (1984-85)

Keiko Abe, 1-12-11 Teraya, Tsurumi-ku, Yokohama-shi 230. Tel: 045-574-2436

Public Relations Chairperson (1985-86)

Kohei Takubo, 409 Watarida-higashi-cho, Kawasaki-ku, Kawasaki 210. Tel: 044-322-3169

APPOINTED OFFICERS AND COMMITTEES

Executive Secretary

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

Publications Board Chairperson

Virginia LoCastro, 3-40-25 Ogikubo, Suginami-ku, Tokyo 167. Tel: 03-392-0054

Newsletter (*The Language Teacher*) Editor

Deborah Foreman-Takano, 2-4 Nishi-Norisada, Ube, Yamaguchi 755. Tel: 0836-34-2814 or 082-221-6661

Associate Newsletter Editor

Marie Tsuruda, Hiroshima YMCA, 7-11 Hatchobori, Naka-ku, Hiroshima-shi 176. Tel: 082-289-3616.

Journal Co-Editors

Andrew Wright, Nanzan Tandai, 19 Hayata-cho,

Showa-ku, Nagoya 466. Tel: 052-762-1493

Richard Berwick, Nada Training Center, Kobe Steel, 5-1-3 Ouchi-dori, Nada-ku, Kobe 657. Tel: 078-861-2046

Commercial Member Services

John Boylan, 1-33-3 Eifuku, Suginami-ku, Tokyo 168. Tel: 03-325-2971

Long-Range Planning Committee

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

Auditors

Matean Everson, Nagoya University Residence B, 5-5 Takada-cho, Mizuho-ku, Nagoya 467. Tel: 052-853-2993

Sumiko Funakawa, 2425 Shimokurosaki-go, Sotome-cho. Nishisonogi-gun. Nagasaki-ken 851-23. Tel: 09592-5-1103

Timothy C. Lewis, 3259-3 Dazaifu-shi, Chikushi-gun. Fukuoka-ken 8 18-01. Tel: 09292-2-4520

Chapter Program Liaison Officer

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

JALT '85 Conference Co-Chairpersons

Kazuo Yoshida, Kyoyobu, Kyoto Sangyo Daigaku, Kamigamo Motoyama, Kita-ku, Kyoto 603. Tel: 075-701-2151

Bernard Susser, Baika Junior College, 2-19-S Shukunoshio, Ibaraki-shi, Osaka 567. Tel: 0726-43-6221.

PRESIDENT'S MESSAGE AND REPORT January 1985

Greetings for the New Year. 1984 has come and gone, and somehow we have all survived – in spite of George Orwell's predictions 1984 was a good year for JALT. The 10th Annual Conference was a real success, in both quality and quantity of presentations and in the number of participants. Again, I wish to thank all of those who made it possible by serving on the conference preparation committee.

Other national activities, the Summer Institute, the Third and Fourth In-Company Language Program Seminars, etc., are reviewed in the reports of the other officers.

Chapter mini-conferences and seminars were held in Sendai, Kyoto, Osaka, Nagasaki and Nagoya. Also, every chapter maintained a full schedule of meetings throughout the year. One major factor behind this has been the changes in how JALT redistributes its funds to each chapter. JALT entered 1984 with 14 chapters, left it with 16, and will most likely have 18 before long (plans are now being made for chapters in Tokushima and Chiba), so even more local activities are anticipated for the future.

Another, readily noticeable "1984" innovation has been the changes made in the JALT newsletter. The name was changed to *The Language Teacher*, the cover redesigned, and over-the-counter bookstore sales were started in April. A number of special theme issues were prepared under editor Virginia LoCastro's
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guidance and, all in all, it has become a publication which JALT can not fail to have pride in. The *JALT Journal* is now being published twice a year and every attempt is being made to raise its standards even further.

Unfortunately, the greater support JALT National is giving the chapters, particularly the smaller ones, plus the improvements in our publications have been a greater drain on national finances than anticipated. A number of measures to bring costs under control have been taken, but it was still necessary to ask for an increase in dues at the November, 1984, Annual Business Meeting. The basic rate for membership (i.e., the rate for individual regular memberships) had to be raised from ¥5,000 to ¥6,000. This does make membership in JALT somewhat more expensive than it is in some other similar associations in Japan, but it is less than membership in TESOL and, to me, the services furnished by JALT are well worth the cost. Although this is the first such dues increase since 1979 when JALT was much smaller and services and activities were fewer, it will cover only about one-half of the projected deficits. The rest will have to be coped with through economies of various sorts — none of which, it is hoped, will affect the quality of JALT's activities and services to the membership.

The JALT Small Grants for Research and Materials Development program is alive and well. Two proposals were received, one of which was accepted. This was in the amount of ¥50,000 for a study on "Accuracy and Fluency in EFL Composition" by Steven Ross, Tom Robb and Ian Shortreed. Fortunately, from the standpoint of JALT's financial condition, but unfortunately for others who only thought about but did not submit a proposal, this was just about 20 percent of the total funds available for 1984 awards. Does this suggest that maybe you should have been more ambitious and gotten your ideas down on paper?

The "Tenth" Annual JALT International Conference on Language Teaching/Learning was definitely a milestone. Its size and strengths show that JALT is a mature and established organization, points out the fact that we've been around a while and indicates that the future should be rosy.

The future, however, depends upon all of you. JALT now has 16 chapters with over 2,400 members. This rather sharp increase is most gratifying, but I am afraid it is also generating a feeling of "let George do it." As JALT has grown, it has also tended to become somewhat distant from its members and relatively fewer people seem to be willing to donate their energies and abilities to its continued development. JALT, however, is composed of people and of people only. Even more, it is an organization in Japan, dedicated to improving language teaching and learning in Japan, primarily, and would certainly like to see more active Japanese participation in its administration and activities.

All of you, Japanese and non-Japanese, have displayed your professional interest and dedication by becoming a member of JALT, and by attending conferences and local meetings, or both. Now, why not express it a little more by becoming involved in JALT as an organization? Assistance is needed at both the local and the national levels so speak up. . .give a hand. . .come out of the woodwork. . .put your organization skills to work. . .and help JALT help others!

Jim White

VICE PRESIDENT'S REPORT

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

Last year, I traveled a lot for JALT. I went to TESOL in Houston as an official JALT delegate, to the Nagasaki, Matsuyama, and Hiroshima chapters to assist with administration and give lectures, to the summer institute in Nagoya as a substitute lecturer, and to Tokyo for an executive committee meeting, JALT '84, and Kaizenkon (Roundtable Meeting for Improving English Education in Japan).

At TESOL, I attended the leadership training session with Tom Robb and Jim White. I was an official delegate of JALT and am a member of the Rules and Resolutions Committee. I attended many meetings and made a presentation for a colloquium on "The International Role and Concerns of TESOL" in order to make TESOL more international. In addition, I made a presentation of my own.

I visited Nagasaki, Matsuyama, Hiroshima and Nagoya on behalf of JALT. I met many Japanese members and enjoyed talking with them, since I seldom have opportunities to hear their ideas, comments, etc. Many people made favorable comments on my Japanese articles in *The Language Teacher*, and I felt they were worth the time and effort I had put into them. It is unfortunate more Japanese people do not read such an excellent publication. There are two reasons for this: some articles are not relevant to them, and it is not easy to read many of the articles in English. The Japanese editor, Masayo Yamamoto, is working hard. I hope more of the important information will eventually be conveyed to Japanese readers in Japanese. I would also like to encourage Japanese people to write more articles, either in English or Japanese.

I hosted the third In-Company Language Program Seminar in Osaka. It was sponsored by 13 organizations. The theme of this seminar was testing and evaluation. We received cooperation from the administrative organizations of TOEIC, TOEFL, and BETA. About 70 people attended the seminar, making it quite successful. (See the April and August issues of *The Language*

Teacher.)

In conjunction with the above seminar, I solicited ads for the April issue of *The Language Teacher*. We sold seven pages of ads and received some donations for this project. Therefore, we could print and distribute 2,000 extra copies.

JALT is cooperating with other organizations. Thanks to Munetsugu Uruno's hard work, JALT is one of the active organizations in Kaizenkon. Kohei Takubo was one of the speakers and I chaired one session. JALT co-hosted several meetings with other organizations, such as JACET and CAP.

Now I am working on a set of collected papers in Japanese as one of the projects to commemorate JALT's tenth anniversary. It will come out next August. About one-third of it will be about JALT, including information about its history, activities, annual international conferences, summer institutes, in-company seminars, and administrative seminars. It will also contain a review of all JALT newsletters and journals, reports on research funded by JALT research grants, an introduction to all chapters and information about TESOL.

We are fortunate to have more than 50 distinguished scholars read manuscripts and comment on them. They include presidents, vice presidents, executive secretaries, and board members of about 15 professional English teaching organizations. About 40 of them are not JALT members, and these readers are from about 30 prefectures. Thus, this is a nation-wide and inter-organizational project.

We will print 3,000 or more copies of this collection and donate 1,000 copies to 100 boards of education, 100 in-service training centers, 250 professional organizations, 500 colleges and 50 libraries. JALT '85 is partially funding this project, and I am responsible for selling ads and soliciting donations. Your cooperation is welcome.

I am leaving the executive committee, since I plan to go to the U.S. for graduate work in September. However, I will continue to help JALT as a member, and to work on the above-mentioned project. I hope that JALT will continue to grow, to help language teachers, and to pursue its goal, the betterment of language teaching in Japan. I have enjoyed being with JALT for the past five years. Thank you again for your cooperation, support and encouragement. Without it, I could not have done anything for JALT.

Kenji Kitao

TREASURER'S REPORT

This past year was one of unprecedented growth for JALT. Our membership grew to unexpected levels; we now have 16 official chapters and another all-but-official chapter in Tokushima; the JALT '84 Conference in Tokyo saw over 1600 participants; and we published two *JALT*

Journals and 12 pages of *The Language Teacher*, most of them 60 pages plus.

Our growth extended to include bookkeeping matters also. A full and complete audit of the 1983 accounts was finally done. (See 1983 financial report.) Procedures were developed for thorough future audits of the national accounts and periodic audits of chapter accounts. We also purchased a computer accounting program and are busily entering all the figures for 1984. This should help to analyse expenses and plan future expenditures.

Chapters have grown, too. Most have increased in membership and all have healthy treasuries. This enables all chapters to offer quality services to their members, even the smallest chapters and those farthest from the population centers of Osaka and Tokyo. National JALT also sent a summer speaker (Marcella Frank) to several chapters and sent the main conference speaker (Stephen Krashen) to Kansai. A program was introduced for sending JALT National officers to chapters to give help with administrative matters and also speak at meetings. Many chapters took advantage of this program. Finally, Fukuoka and Okinawa chapters were awarded meetings paid for by JALT for their 1983 membership growth.

Growth is not without its price, however. In 1984, it became necessary to increase membership dues to help pay for the increased services. This is our first dues increase in six years and was approved at the annual business meeting on Nov. 24th. The dues increase, the good attendance at JALT '84, and increased advertising revenues from our commercial members all ensure that quality services can be continued.

My work could not be done without all the help I receive. Special thanks to Mariko Ito at the JALT office for her many, many hours of computer work; to Business-Manager John Boylan for his work with commercial members; to the JALT auditors, Sumiko Funakawa, Te Everson and Tim Lewis, for fostering a healthy regard for fiscal documentation; and to all 16 chapter treasurers for keeping their chapter records in order.

Aleda Krause

The financial statements and schedules are on pages 16-18.

RECORDING SECRETARY'S REPORT

The main tasks of the recording secretary consist of compiling and distributing the *JALT Executive Newsletter* (JENL) and recording the minutes of the, roughly, tri-monthly, usually two-day meetings of the Executive Committee. The JENL contains information of interest to members of the Executive Committee, chapter heads and heads of standing committees. This information includes minutes of chapter officers' meetings, proposals for JALT national programs, national officers' reports, etc.

(cont'd on page 19)

THE JAPAN ASSOCIATION OF LANGUAGE TEACHERS

BALANCE SHEET

December 31, 1983

(all amounts below in yen)

ASSETS

Current Assets:

Total Cash	9,011,636
Total Accounts Receivable	646,207
Advances Outstanding	<u>250,000</u>

Total Current Assets	9,907,843
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Fixed Assets:

Office Equipment and Computer	<u>1,249,991</u>
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TOTAL ASSETS

11,157,834

LIABILITIES AND FUND BALANCE

Current Liabilities:

Pre-paid Advertising	50,000
Current Accounts Payable	<u>1,076,702</u>

Total Accounts Payable	1,126,702
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Long-term Liabilities:

Dues Received in Advance	<u>5,362,330</u>
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TOTAL LIABILITIES

6,489,032

Fund Balance as of 1 O/I /82

2,904,213

Surplus of Revenue over Expenses

<u>1,764,589</u>

Fund Balance as of 12/31/83

<u>4,668,802</u>

TOTAL LIABILITIES AND FUND BALANCE

STATEMENT OF RECEIPTS AND EXPENDITURES FOR THE PERIOD

October 1, 1982 to December 31, 1983

RECEIPTS

Membership Dues:

Chapter Memberships	5,688,150
Other Memberships	<u>2,795,000</u>

Total Membership Dues	8,483,150
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Publication Advertising

4,374,060

Other Publication Sales

1,059,360

Conference & Program Excess of Receipts
over Expenditures:

*JALT '82 Conference	3,299,806
*JALT '83 Conference	3,036,716
*Administrative Seminar	5,173
*Summer '83 Program	(6,440)
*Businessmen's Seminar	<u>348,203</u>

Total Surplus of Receipts over Expenditures
for Conference and Programs

6,683,458

Miscellaneous Receipts	<u>233,639</u>
TOTAL RECEIPTS	20,833,667
EXPENDITURES	
*Publication Editorial & Printing Expenses	8,732,896
*Administrative Expenses	5,358,917
*Executive Committee Meeting Expenses	627,508
Grants and Fees Expenses	2,582,217
Chapter Transportation Fund Grants	<u>1,767,540</u>
TOTAL EXPENDITURES	<u>19,069,078</u>
SURPLUS OF RECEIPTS OVER EXPENDITURES	1,764,589

*See following schedules

SUPPLEMENTARY SCHEDULE OF RECEIPTS AND EXPENDITURES
FOR CONFERENCES AND PROGRAMS FOR THE PERIOD
October 1,1982 to December 31, 1983

RECEIPTS

	JALT '82	JALT '83	Admin. Seminar	Summer '83	Businessmen's Seminar
Fees	5,722,510	5,912,930	105,500	435,000	1,107,000
Donations	300,000	31,500			50,000
Program Ads	558,800	461,972			
Other	<u>180,507</u>	<u>165,413</u>		55 000	
RECEIPTS	6,761,817	6,571,815	105,500	490,000	1,1 57,000

TOTAL RECEIPTS FOR ALL:	CONFERENCES PROGRAMS	13,333,632 <u>1,752,500</u>
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TOTAL RECEIPTS	15,086,132
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EXPENDITURES

Planning	546,582	477,019	24,606	6,599	221,797
Pub. Print	430,000	620,700			
Other Print	317,900	306,300	10,800		16,000
Operation	862,869	872,022			70,000
Honoraria	713,173	668,839	52,000	460,940	160,000
Refr/Meals	198,307	72,533	7,627	28,901	337,000
Hotel	302,340	73,260	5,300		4,000
Other	<u>90,840</u>	<u>424,426</u>			
EXPENDITURES	3,462,011	3,535,099	100,327	496,440	808,797

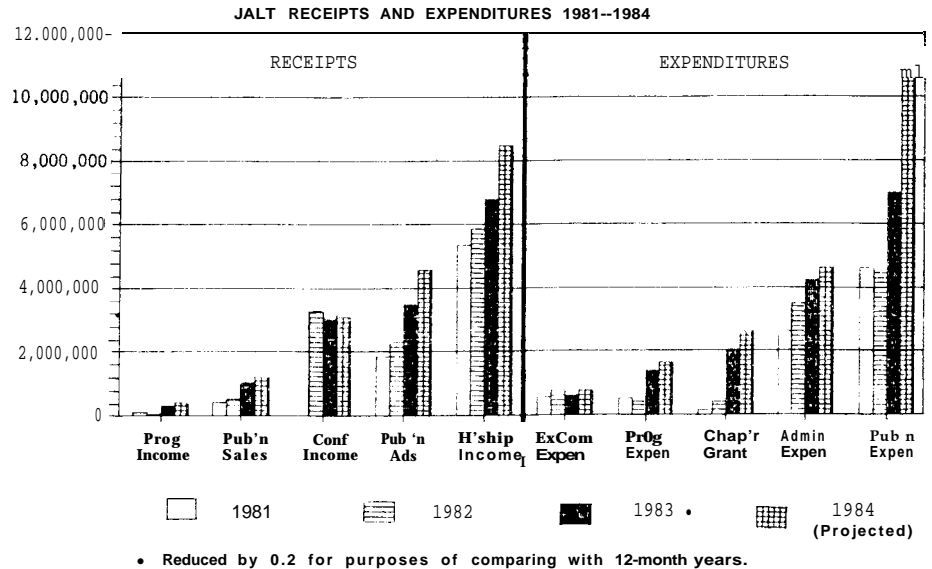
TOTAL EXPENDITURES FOR ALL:	CONFERENCES PROGRAMS	6,997,110 <u>1,405,564</u>
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TOTAL EXPENDITURES	8,402,674
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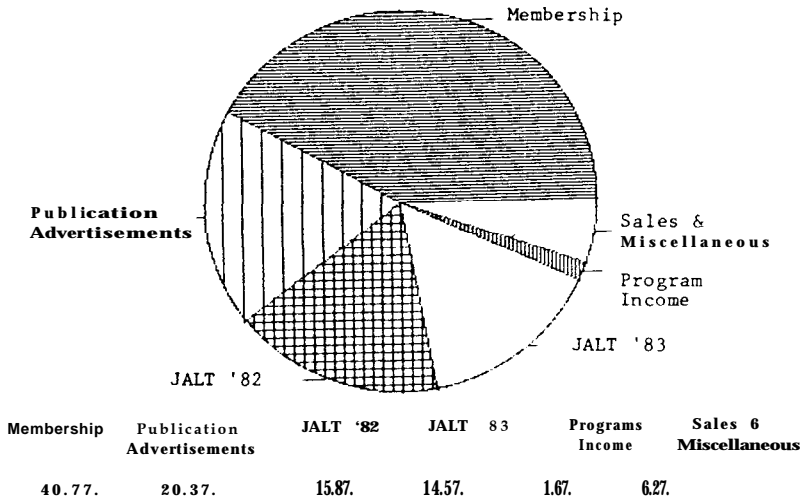
RECEIPTS	6,761,817	6,571,815	105,500	490,000	1,157,000
EXPENDITURES	<u>3,462,011</u>	<u>3,535,099</u>	<u>100,327</u>	<u>496,440</u>	<u>808,797</u>
SURPLUS	3,299,806	3,036,7	16	5,173	(6,440)
TOTAL SURPLUS OF RECEIPTS OVER EXPENDITURES				6,683,458	348,203

SUPPLEMENTARY SCHEDULE OF EXPENSES FOR THE PERIOD
October 1, 1962 to December 31, 1963
ADMINISTRATIVE, EDITORIAL, and EXECUTIVE COMMITTEE MEETING EXPENSES

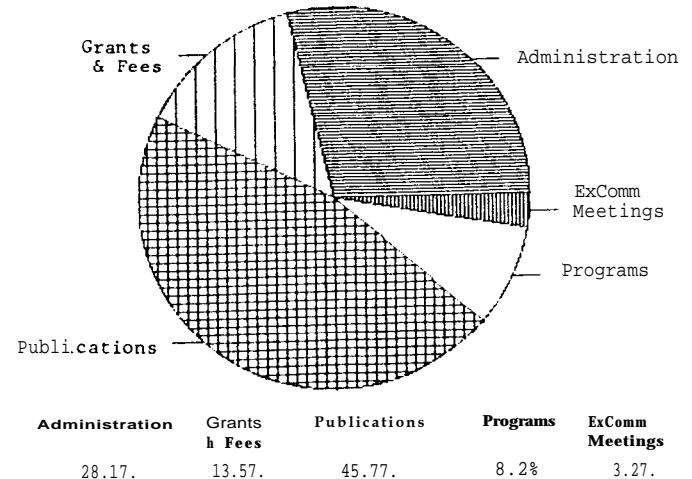
	Administrative	Editorial	Meeting	Totals
Telephone	556,999	109,721		666,720
Travel	323,350	52,270	498,100	873,720
Copying	193,491	38,990		232,481
Printing				
Newsletter		5,104,970		5,104,970
Journal		1,132,579		1,132,579
Supplies	150,063	72,821		222,884
Postage	979,811	252,340		1,232,151
Newsletter		1,477,945		1,477,945
Journal		471,670		471,670
Lodging & Refreshments	30,129		129,408	159,537
Transfers	85,246			85,246
Secretarial	956,375			956,375
Audit	70,513			70,513
Maintenance	110,060			110,000
Miscellaneous	347,273	13,710		360,983
Depreciation	499,427			499,427
Computer Supplies	328,640			328,640
TOTALS	5,358,917	8,732,896	627,508	14,719,321
Administrative, Editorial, and Meeting Expenses				14,719,321
Grants and Fees Expenses				2,582,217
Chapter Transportation Fund Grants				1,767,540
TOTAL EXPENDITURES				19,069,078



JALT RECEIPTS - FY 1963



JALT EXPENDITURES - FY ,963



(cont'd from page 15)

In addition, the recording secretary maintains files of all important correspondence, keeps the *TESOL Newsletter* informed about JALT and takes care of most of the administrative work in connection with the election of national officers.

This year I have concentrated on making the minutes of the Executive Committee meetings as accurate and at the same time as readable as possible. This involved making several small, but, I hope, effective changes in the format.

Preoccupation with the JENL and the minutes has made my other responsibilities suffer a certain measure of neglect. I especially regret that I have not been able to get the general membership more actively involved in the nomination process. This year I received nomination postcards from 18 people, again less than 1 percent of the membership.

The two years I have been in office have gone by very quickly indeed. It has been a wonderful opportunity to meet many people whose acquaintance I value highly, to learn much about the organization and workings of JALT, and to appreciate the contribution made to JALT by all those who volunteer their services, whether at the national or chapter level, in publications or auditing.

I wish my successor much luck with the job. I hope that s/he will agree with me that the rewards are much greater than the time and effort required.

Jan Visscher

PROGRAM CHAIRPERSON REPORT

1984 saw the beginning of an improved communications network, with Terry Brago doing chapter liaison. Terry took over the task of duplicating and distributing program reports as well as corresponding with local chairs to address specific chapter issues and problems.

Kenji Kitao and Kohei Takubo have increased both the frequency and the locations of seminars for people at companies conducting in-house language training programs. Along with the traditional Summer Institute and the Administrators' Workshop, there were several joint ventures with chapters that met with varying degrees of participation and financial success.

In many ways it has been a year of experiments. One experiment, a discourse analysis workshop in Kyoto, featuring Michael Long of the University of Hawaii, was extremely successful on surprisingly short notice. This year was the first time we were able to sponsor an international speaker and send her to the chapters at national expense. The speaker managed to visit a good representation of our chapters and participate in the Summer Institute as well as a summer LIOJ program. This breaks ground for other such "roadshows" as a regular feature.

There are some concerns about putting so much effort into summer programming, as some of our membership spends the summer abroad; yet the same is true of many overseas speakers, as many famed educators propose visiting Japan in that season. If we want to continue to invite people in the summer, those of us who stay in Japan need to make every effort to take advantage of this programming privilege that is being primarily funded at the national level.

For the first time, a general call for JALT speakers was placed in the *TESOL Newsletter* (Coming to Japan?...) and, along with a few unsolicited resumes, was responsible for some new contacts for JALT. A local call for participation met with considerably less fanfare. Other methods of increasing our speaker pool are being experimented with. Each presenter, for example, received a card at JALT '84, in which s/he could file his/her repertoire of presentations for future reference. Feedback postcards have been handed out and seem to be providing a forum for people to offer suggestions and/or let off steam about something that they do not like.

Some areas to address in the future include:

1. Planning in advance at all levels with important speakers being approached two and three years ahead of time.
2. Providing built-in flexibility to accommodate unexpected visits of potentially interesting people.
3. Soliciting more active participation from the general membership in the area of programming.
4. Striving for better communication and increased joint projects with other organizations such as LIOJ and the British Council.

Shari Berman

1984 MEMBERSHIP REPORT

As was the case last year, the facts and figures rest not with the Membership Chairperson, who is responsible for such areas as the establishment of new chapters and soliciting more commercial memberships, but with the Executive Secretary since all such secrets are kept deep in the confines of the JALT computer. A comparison of 1984 with the previous year follows with the chapters listed in their traditional north-to-south order:

	Number of Members		Change from Previous Year	
	1983	1984	1983	1984
Hokkaido	40	92	-23.0%	130.0%
Sendai	80	119	-15.0%	48.8%
Tokyo	471	719	6.8%	52.7%
Yokohama		122		-
Hamamatsu	68	88	-	29.4%
Nagoya	163	181	21.6%	11.0%
Kyoto	118	141	12.3%	19.5%
Osaka	269	250	-20.1%	- 7.1%
Kobe	66	130	-	96.9%
Okayama	37	36	-	- 2.7%
Takamatsu	58	76	- 3.3%	32.2%
Hiroshima	76	101	-24.0%	32.9%
Matsuyama	-	97	-	-

(cont'd on next page)

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Fukuoka	94	71	30.5%	- 24.5%
Nagasaki		78	-19.7%	20.0%
Okinawa	44	51	18.9%	15.9%
Total	1649	2352		

Other Membership Categories

Commercial	61	68
Subscriptions	35	19
Overseas	90	110
Supporting	4	2
Total	190	199
Grand Total	1839	2551

Chapter Membership by Type

Regular	1345	1735	
Joint	186	191	
Student	45	84	Figures as of
Group	73	342	Dec. 10, 1984

As you might remember, the closing words of my 1983 Membership Report were, "Let us hope that 1984 will close with a membership of over 2000!" I had always thought of myself as an optimist, but even I had no idea at that time we would end the year with over 2450 members! While part of this gain can be attributed to the increasing popularity of our group membership category and to the addition of two more chapters (Matsuyama and Yokohama), a large part of the increase seems to come from a lower attrition rate. Thanks to the increasing quality of our publications and programming, more members are renewing their memberships than in past years.

As with last year, there are a number of new chapters on the horizon. Each one brings with it new members and corresponding growth in the total organization. We must, however, admit new chapters with care. Chapters with little growth potential can easily drain the organization financially since so much support is provided from the national organization to each and every one. While chapters can be admitted with as few as 25 members, 50 members are actually required before the chapter is an asset rather than a liability to the national organization. Having said this, I should add that I believe virtually every prefecture in Japan should be able to support a viable chapter. If you are interested in starting one in your area, please feel free to contact me via the JALT office for further information on the requirements and procedures.

Thomas N. Robb

PUBLIC RELATIONS CHAIRPERSON REPORT

JALT continues to keep good relations with publishers and English language newspapers. The *Mainichi Daily News* carried for the first time in its Nov. 23rd issue a two-page report on JALT '84 International Conference on Language Learning and Teaching from Nov. 23rd to 25th at Tokai University. The *Asahi*

Evening News issued a three-page supplement on JALT '84 on Nov. 23rd. The *Daily Yomiuri* printed a report of S. Kathleen Kitao on the Krashen theory entitled "Essence of the Natural Approach" on Nov. 22nd.

Four years ago, our problem was whether we would be accepted as a regular member to Eigo Kyoiku Kaizen Kondankai or Roundtable Meeting on English Language Education in Japan.

At the general meeting of "Kaizenkon" in 1984, I represented JALT as one of three panelists and discussed "What's the goal or objective of English language education in Japan" on Dec. 1st and 2nd.

The JALT '84 International Conference was announced by most of the English language education monthly publications. JALT has established a solid foundation in Japanese academic circles and has contributed to improvement of teaching methods in Japanese language education.

Kohei Takubo

EXECUTIVE SECRETARY'S REPORT

Looking back over my annual reports for the past five years, I see a recurrent theme: while our membership is expanding and we are gaining more chapters, we have still not reached our full potential and are suffering from growing pains of one sort or another. This year is no different. We grew by more than 500 members in 1984 exceeding my most optimistic hopes. Of the potential chapters I mentioned last year, two have become a reality and more are on their way. On the other side of the coin, our infra-structure is still having a hard time keeping up with the services demanded of it.

As Executive Secretary, it is my job to see that the administrative aspects of the organization are efficiently carried out. A year and a half ago, we established our first office at the Kyoto English Center where we have received space and supporting services virtually for free. We cannot be too grateful for KEC's kind cooperation. Nevertheless, we now find ourselves having almost grown too large for our current situation. The massive influx of inquiries for JALT '84 was more than KEC had bargained for. We now have ample work for a full-time assistant, but must make do with the "part-time" help of Mariko Ito whose family has had to put up with cold (and sometimes no) dinners so that we could get all the JALT '84 pre-registrations into the computer in time. Thus: one of my goals for the next year is to find more capable help and to see that a sufficient amount is budgeted so that our administrative functions can be carried out promptly and effectively.

It was sometimes hard to remember that I was not an official member of the JALT '84 committee this year as even though the commit-

tee in Tokyo must have also been working very hard themselves, so much work seemed to devolve onto me and the office. To list just a few of the tasks: designing and printing the conference *furikae* form; interfacing with the printer for the production of the posters, the conference handbook, the evaluation postcards, the publishers' lottery card and receipt books; inputting data for all abstract submissions and using the same to print up equipment lists, the index by topic area and the signs posted on the doors of each room; inputting all pre-registration data; sending out acknowledgment postcards; handling hotel reservations and cancellations; printing up nametags and information on who paid or owed more money; shipping books and setting up the JALT/TESOL display, as well as facilitating Dr. Krash-

en's interview in *The Language Teacher* and arranging and publicizing his lecture at the Osaka American Center the following Tuesday night.

These tasks, in addition to my regular non-conference-related JALT work, make me wonder how long we will be able to continue in this way. While I am happy to continue to do the tasks on a volunteer basis, there will surely be a time in the future as the organization continues to grow where we will need a full-time Executive Secretary in addition to paid office staff. With our current rate of growth, I fear that this time may not be too far down the road.

Thomas N. Robb

GENERAL INFORMATION ABOUT JALT

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

Voting All regular, joint, group and student members have voting rights in their local chapter and at the JALT annual meeting. Each individual with a joint or group membership has one vote.

Publications - JALT members receive the monthly *The Language Teacher* and the semi-annual *JALT Journal*. Joint memberships receive only one copy of each publication while group memberships receive one copy per every five members or fraction thereof.

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

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

Membership Lists - It is JALT policy not to publish a fully-detailed membership list for general distribution as experience has shown that such lists are abused by non-member commercial concerns. Use of the JALT mailing list (and computer labels) is the exclusive right of our commercial members. An abbreviated list, however, is published each year with the January issue of *The Language Teacher* and members who have a legitimate need for a complete list - for a mail survey of attitudes of teachers towards working conditions, to cite one example - may obtain same through the JALT office. Members in need of addresses or phone numbers of individual members may also freely request

the same from any local or national officer.

Institutional/Library Subscriptions These have been created to allow institutions and libraries to subscribe to our publications. Please encourage your school to take out a subscription either by using the form found in every issue of *The Language Teacher* or from Yohan via your local book dealer.

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

Moving Overseas? Your chapter membership can be converted into an overseas membership (sea mail) merely by sending the JALT office your new address along with your old address label. If you wish to have your newsletter sent airmail, please use the *furikae* (money transfer form) included in every issue of *The Language Teacher* to send ¥200 times the number of months remaining until your membership expires.

COMMERCIAL MEMBERS' PRIVILEGES

Display Privileges

Commercial members may display at any JALT meeting at the chapter or national level, including the national conference, which attracts from 1,000 to 1,500 people annually. Charges will be kept at a minimum but will vary dependent upon circumstances such as the availability of tables, room rentals (at the chapter level), etc.

Annual Conference. Display space is normally arranged in the gymnasium of the sponsoring university. Commercial members may also participate in the conference by giving publisher demonstrations or lectures on their materials, by sponsoring travel to Japan for their authors and/or editors to attend the conference, by donating various items (bags, memo pads, pens, etc., imprinted with the company's name and
(cont'd on next page)

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slogan) to be given free to conference participants, or by sponsoring events (coffee and donuts, cocktail hours, etc.).

Local Chapter Meetings. JALT's 16 chapters hold around 200 meetings annually at the local level. Attendance varies from 25 to 100 or more. Commercial members may display at any of these providing that prior arrangements are made with the local chapter's executive committee.

JALT Mailing List

Commercial members receive a copy of the membership list, which gives not only the members' addresses but also their place of primary employment, home and work telephone numbers, and up to five basic interest groups such as high school or university teaching, children, language school, etc. It is furnished immediately upon one's becoming a commercial member and again at any time it is requested.

Mailing labels for the entire membership are available at a nominal price of ¥10 per label (US 5¢) plus postage, or for any given chapter or interest group for ¥15 per label (US 8¢) plus postage.

Labels are furnished with the understanding that they will be used only with items which bear the commercial member's (requester's) name and return address.

Lecture Tours

JALT will cooperate in arranging lecture tours to the various chapters whenever a commercial member has an author or editor visiting Japan. Expenses for meeting room rental and advertising must be borne by the commercial member. The meetings must be free of charge to both JALT members and non-members. Speaker transportation and hotel costs are to be borne by the commercial member.

NOTICE

Change in JALT Membership Dues

The following schedule for annual JALT membership dues, to be effective Jan. 1, 1985, was approved at the Annual Business Meeting, Nov. 24, 1984, held at Tokai University Yoyogi Campus.

Regular	¥ 6,000
Joint (for two)	¥10,000
Student (undergraduate)	¥ 4,000
Group (per person)	
Subscription	¥ 5,000
Overseas	¥ 6,000

Commercial membership dues remain unchanged at ¥50,000 per year.

Please be sure to use these rates for all new or renewal applications postmarked after Jan. 1, 1985. Applications based on the old rates and postmarked after that date will not be credited for a full year.

JALT '84 COMMERCIAL MEMBERS' LOTTERY PRIZE WINNERS

First Prize: James Chambers, Utsunomiya
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3. Clifford Harrington, Tokyo
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5. Keiko Izumi, Osaka

Congratulations to all the winners, and thanks to all the JALT Commercial Members who participated by donating the prizes and the free coffee service in the display area.

Publications

Each commercial member receives two copies of each publication distributed to the general membership, including the monthly **The Language Teacher** and the semi-annual **JALT Journal**.

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Commercial members may advertise in JALT publications at reduced rates. See the "JALT Administrative Handbook (Commercial Member's)" for further information.

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

I. NAME:

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

II. PURPOSE:

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

III. MEMBERSHIP:

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

IV. ANNUAL MEETING:

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

V. OFFICERS AND ELECTIONS:

1. The officers of JALT shall be the President, the Vice President, the Treasurer, the Recording Secretary, the Program Chairperson, the Membership Chairperson and the Public Relations Chairperson. The term of office shall be for two years with the President, Treasurer and Membership Chairperson being elected in odd-numbered years to begin service in even-numbered years and the Vice President, Program Chairperson, Recording Secretary and Public Relations Chairperson being elected in even-numbered years to begin service in odd-numbered years.
2. The Executive Committee shall consist of the officers, the immediate Past President, and one representative from each chapter. At Executive Committee meetings, two-thirds of the officers shall constitute a quorum. Officers or chapters may exercise their voting rights by proxy.

VI. CHAPTERS AND AFFILIATES:

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

VII. AMENDMENTS:

Amendments to this Constitution shall be proposed by at least five members of the Executive
(cont'd on next page)

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

THE BYLAWS OF THE CONSTITUTION OF THE JAPAN ASSOCIATION OF LANGUAGE TEACHERS

(Revised September 9, 1984)

I. MEMBERSHIP AND DUES:

1. Privileges: Members shall receive the newsletter, the journal and all announcements of the organization.
2. Categories: Membership shall be available in the following categories upon payment of the appropriate annual dues:
 - i) Individual, joint, group and student, upon application to the nearest chapter.
 - ii) Overseas, institutional/library and commercial, upon application to the Executive Committee.
3. Dues: Annual dues for 2.i) above, and the division of those dues between JALT and the chapters, shall be proposed by the Executive Committee and approved at the Annual Meeting or by a four-fifths vote of the Executive Committee. Annual dues for 2.ii) above shall be determined by the Executive Committee.
4. Newsletter: ¥1,800 of the annual dues shall be applied to a subscription to *The Language Teacher*.

II. DUTIES AND OFFICERS:

1. President: The President shall have general responsibility for coordinating the activities of the Executive Committee and for directing and publicizing the affairs of the organization. S/he shall preside at all Executive Committee meetings and the Annual Meeting. The President, with the approval of the Executive Committee shall have the power to appoint the heads of standing committees.
2. Vice President: The Vice President shall preside at meetings in the absence of the President and share the duties and the responsibilities of the Presidency. In the absence of both the President and the Vice President, another member of the Committee, appointed by the President, shall chair the meeting.
3. Treasurer: The Treasurer shall keep all financial records, collect and disburse all funds of the organization, and present an account of the financial status of the organization at the annual meeting.
4. Recording Secretary: The Recording Secretary shall be responsible for recording the minutes of the Executive Committee and JALT meetings and for keeping the chapters informed of the activities of the national organization. S/he shall maintain a file of all correspondence on behalf of the organization, as well as a record of the undertakings of the association. S/he shall maintain the permanent records of the organization.
5. Program Chairperson: The Program Chairperson shall be responsible for planning special programs and workshops which will be made available to the various chapters, as well as supervising the arrangements for the annual conference.
6. Membership Chairperson: The Membership Chairperson shall be actively involved in forming new chapters, arranging special publicity and assisting chapters in membership drives.
7. Public Relations Chairperson: The Public Relations Chairperson shall be responsible for coordinating all JALT publicity, promoting relations with educational organizations, media and industry, and acting as liaison with commercial and institutional members.

III. THE EXECUTIVE SECRETARY:

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

IV. NOMINATIONS AND ELECTIONS:

1. Each chapter shall nominate members in good standing for office and shall submit a slate of not

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

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

V. CHAPTERS AND AFFILIATES:

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

VI. AMENDMENTS:

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

VII. PARLIAMENTARY AUTHORITY:

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

全国語学教師協会 定款

(昭和58年10月23日 改訂)

I 名称

本会の名称は全国語学教師協会、英語名を Japan Association of Language Teachers (JALT) とする。

II 目的

JALT は、その主要な目的をより効果的な言語教授と言語学習を促進する非営利団体である。本会は、研究を促進し、語学教育年次国際大会、ニュース・レターおよび紀要の発行、その他、目的にそった種々の活動を実施する。

III 会員

語学教育の研究・訓練に関心のある者は、投票権を持つ会員になれる。投票権のない会員は、機関および商業団体とする。会員の期間は、1月1日から12月31日までの1年とする。

IV 年次総会

JALT は年次国際大会の際に年次総会を開催する。年次総会の定足数は特に定めない。

V 役員および選挙

1. JALT の役員は、会長、副会長、会計、書記、プログラム、メンバーシップ、広報の7委員とする。役員の任期は2年間とする。会長、会計およびメンバーシップ委員は、奇数年に選出され、偶数年から任期がはじまる。また、副会長、プログラム委員、書記および広報委員は偶数年に選出され、奇数年に任期がはじまるものとする。

2. 執行委員会は、役員、前会長、各支部の代表1名とする。執行委員会においては、役員の3分の2を以て定足数とする。役員及び各支部の代表は、委任状により投票をすることができる。

VI 支部および準支部

支部はJALTの地区組織である。準支部とは将来支部になることを希望する地区グループである。

VII 規約改正

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

(cont'd on next page)

全国語学教師協会 定款内規 (昭和59年9月9日 改訂)

I. 会員および会費

- 特典： 会員は本会の JALT Journal, The Language Teacher, その他あらゆる刊行物を入手できる。
- 分類： 規定の年会費を納入することにより次の通り会員を分類する。
 - 個人会員、共同会員、団体会員および学生会員は最寄りの支部に申請
 - 海外、機関、図書館および商業会員は執行委員会に申請
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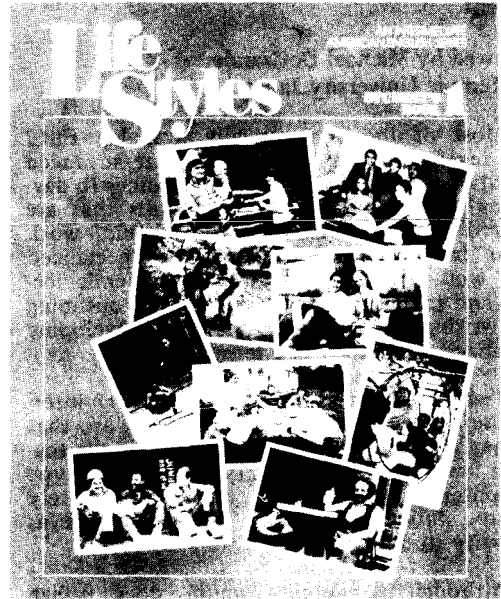
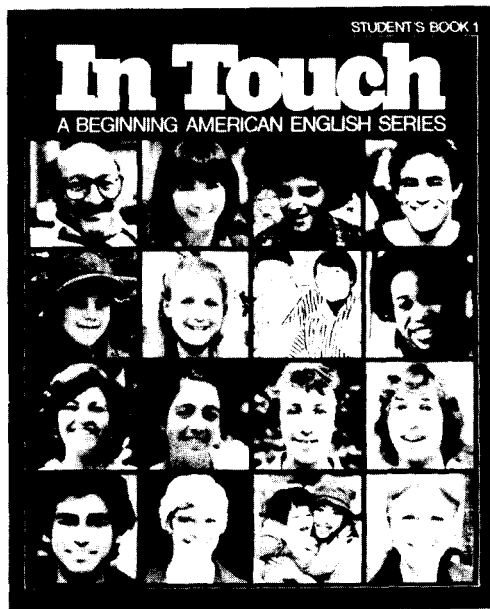
VIDEO

Effective Use of the Laserdisc in the L.L. Yutaka Kitamura. Part I VIII:10;29. Part 2 (cont'd on page 38)

LONGMAN LEADS THE WAY

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

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To obtain a complimentary copy of Life Styles I, contact

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Longman 

JALT Undercover

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

Reviewed by Michael DeGrande,
Temple University Japan

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

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

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

The difficulty of the content material combined with the considerable amount of skills development that this book attempts to provide leads to a lack of focus. This lack of focus creates confusion and anxiety for both the students and the instructor.

Many of the "content" lectures and readings that Rossi and Gasser have chosen are complicated, poorly conceived and written, overly laden with terminology, and uninteresting. In their attempt to provide academic material that covers several academic disciplines, such as biology, chemistry, physics, mathematics, psychology, history and sociology, they have severely reduced the number of teachers that could use this text with any degree of confidence or expertise in the given areas. As a result, the goal of providing a simulated academic setting through lectures and readings is severely hampered. An important aspect of the university classroom is the ability of the professor to support the subject matter with additional information that will clarify and enhance the material. It would be the rare ESL/EFL instructor who had

sufficient and recent enough background in these diverse areas to properly simulate a university classroom situation. Another problem with the content lectures and readings is the lack of sufficient pre-reading and pre-lecture information and activities.

The sophistication of the content material leads one to believe that the students' L2 ability is equally sophisticated. But when one reviews the language usage and vocabulary sections of this book with their focus on the simpler grammar structures and vocabulary used in the content material, one begins to wonder about either the suitability of the content material or the suitability of the accompanying exercises. There seems to be an unevenness in Rossi and Gasser's approach to these two areas.

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

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

CAMDEN LEVEL CROSSING: A SIMULATION FOR LANGUAGE PRACTICE. Jim Brims. E.J. Arnold & Son (distributed by Pergamon Press), 1982. 48 pp. loose in a box, ¥5,490.

Reviewed by Peter Evans, Keio University

Camden Level Crossing is a single simulation for between 12 and 15 intermediate-level students. It deals with a proposed change from manned to automated level crossing in Camden, London.

The simulation proceeds as follows. The more advanced students are asked to be experts on a "Planning Committee," and the others to be reporters for a single newspaper. The experts are given role-cards with instructions, information and advice. They disperse and politely deal with the reporters, who find out all they can

about the plans for the level crossing. The reporters must do this while the experts are busily communicating amongst themselves and making prepared statements. The resulting "hive of activity" is curtailed after some time, and simultaneous meetings are set up of the reporters and of the Committee in order that each group may reach a consensus.

So far, so good. It may seem odd that the members of a committee would allow themselves to be interviewed separately before they have met amongst themselves, but perhaps this will not occur to the students. Their credulity will be severely tested in other ways, however; and although a long list of these would be tedious, it may be worth noting a few so the teacher shopping for and using simulations may be alerted to possible flaws to beware of.

The students are asked to consider the question of whether to replace an unspecified number of crossings, traversed by an unknown number of trains, cars and pedestrians. The Minister of Transport of the entire nation probably sits on a committee to discuss level crossings in a single area of London, and there reveals that Britain will change over to driving on the right in just two years' time. A contractor must bear in mind that he has "a wife and two children and a cat and a dog. .to support." The experts are encouraged to "find ideas to defend

[their] point [s] of view" by answering for themselves such questions as "What are your physical characteristics?" and "Do you have any mannerisms?"

But then the simulation is described as a "game," and perhaps one is not supposed to take it seriously. The prospect of sustaining this sort of whimsy for between three and five hours of class time" has little appeal for me; but an enthusiastic teacher might succeed with an amiable group of students. It is a simulation better designed than most for a class of mixed ability, and might well bring about memorable and productive encounters between dogged reporters and harried experts – as has indeed been reported (Jenkins and Cooper, 1983). As I contemplated trying it out, I found myself planning so many "improvements" as to generate something quite different. It is in such ways that mediocre materials may have their uses, and adherents of the "Cooking Pot Theory of Simulation Design" (Jones, 1983) might benefit from the purchase of *Camden Level Crossing*.

References

- Jenkins, R. and B. Cooper. Review of Brims. *Camden Level Crossing. Simulation/Games for Learning*. 13. 1 (1983). 42-43.
 Jon&, Ken. Who's for 'We're'Not Going to Use Simulations'? *Simulation/Games for Learning*, 13, 4 (1983), 166-178.

Many Americans will find the writing style abrasive at times. But the author fully warns non-British readers about "the British sense of humour." Cartoons from *Punch* and *The New Yorker* complement the author's descriptions.

JOBS IN JAPAN. John Wharton. Denver: The Global Press, 1983. 264 pp. \$9.95.

Reviewed by Cathleen M. Sato

Jobs in Japan may be useful for someone coming to Japan for the first time. It contains useful information on preparing to live abroad, finding a job, getting a visa, apartments and key money, etc. However, it is far from being "The Complete Guide to Living and Working-in the Land of Rising Opportunity" that its subtitle advertises. Its focus is on language school teaching in Tokyo. It perpetuates the myth of Japan as No. 1. the land of beautiful cherry blossoms. Any difficulties a foreigner might face are seldom mentioned and dismissed as being minor. Some statements are pretty hard for long-time foreign residents to swallow. For example, the Japanese are described as having a "healthy respect for the rights of others" (p. 14), "people are extremely tolerant of each other" (p. 16), "If you do need to buy local medications from a chemist in Japan, however, there's no need to worry about the purity of the item; the Japanese in general are *exceedingly* cautious about such matters and odds are that health standards in Japan meet or exceed those you're used to at home. (p. 61, emphasis added).

(cont'd on page 35)

REVIEWS in BRIEF

COPING WITH AMERICA: A Beginner's Guide to the USA. Peter Trudgill. Oxford: Basil Blackwell, 1982. 148pp. ¥1,820.

Reviewed by Charles McHugh,
Setsunan University

As stated in the introduction, this book was written "to try to give the first-time foreign, and particularly European, visitor to the USA information on how to do things, what to say and what to expect in different situations." The author accomplishes this and also provides helpful cultural information for the teacher of English.

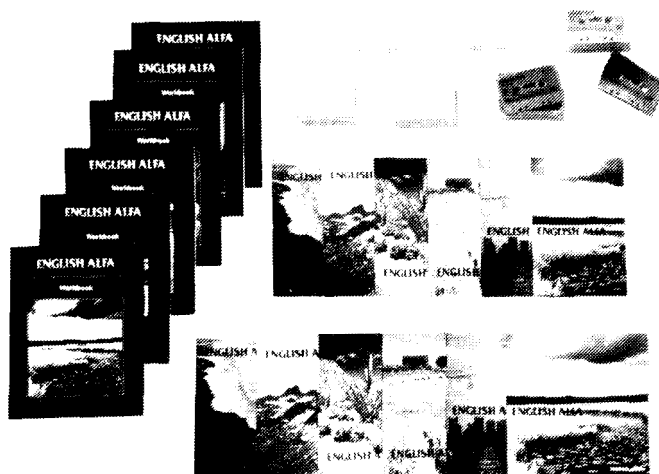
In contrasting Britain and America, the author indicates differences in vocabulary items, such as *trunk* for boot. Teachers will then learn different-but-acceptable English.

For Americans, in particular, this is a useful reference book on many American customs, habits and institutions. For example, in the Eating section these sandwiches are explained: chicken salad, club, hero and Reuben.

The author's insights regarding certain American values give Americans another viewpoint to consider before making a personal statement about America(ns) so that it is more representative.

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(cont'd from page 33)

The major objection to the book is that it describes English teaching as an easy way to make a lot of money and the author takes a rather unprofessional view of teaching with such statements as, "Complete knowledge of the *structure* of English, while certainly desirable in an instructor, is rarely required of English teachers in Japan." (p. 23, emphasis added).

RECENTLY RECEIVED

The following materials have recently been received from publishers. Each is available as a review copy to any JALT member who wishes to review it for *The Language Teacher*.

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

CLASSROOM TEXT MATERIALS/ GRADED READERS

Allsop. *Approaching First Certificate* (Student's book, Teacher's book). Cassell, 1984.

NOTICE: The scheduled reviewer of Doff et al, *Meanings into Words*, upper-intermediate, has withdrawn. Any JALT member who has been using this text and would like to assume responsibility for the review should contact the book reviews co-editors as soon as possible.

† Fletcher & Birt. *Storylines: Picture sequences for language practice*. Longman, 1983.

† Higgins. *Elementary Grammar Workbook*, vols 1-3. Longman, 1983.

* Kitao et al. *American Holidays* (Student's book, Teacher's guide). Eichosha, 1985.

* ----. *American Mosaic* (Student's book, Teacher's book). Eichosha, 1985.

Lackstrom & White. *Moving Up: Intermediate functional English* (Student's book, Teacher's book). Heinle & Heinle, 1983.

† Laird. *Welcome to Great Britain and the USA*. Longman, 1983.

† Laporte & Maurer. *Structure Practice in Context*, vols 1 & 2.

† Letterman & Slivka. *Word Plays: Grammar and Conversation for beginners*. Longman, 1983.

† Sell et al. *Modern English: Cycle Two*, vols 1-8 (for each volume we have received the following items: Student's book, Picture supplement, Teacher's supplement, after-book test script, question sheet, answer sheet, and cassette sampler. Seido, 1982.

1. *Socializing* 2. *Helping Out* 3. *Information* 4. *Past Experiences* 5. *Influencing People* 6. *Feeling and Attitudes* 7. *Conversation Aids* 8. *Discussions*

† Vincent. *Start Reading for Adults*. Longman, 1984

Woods et al. *On the Way*, books 1 & 2 (Student's books, Teacher's books, workbooks and cue card sets). Cassell, 1984.

* Yokoo & Nakayama. *A new Current English Composition*. Yumi Press, 1985.

TEACHER PREPARATION/ REFERENCE/RESOURCE/OTHER

† Harmer. *The Practice of English Language Teaching* ("Handbooks for Language Teachers" series). Longman, 1983.

* Huddleston. *Introduction to the Grammar of English* ("Textbooks in Linguistics" series). Cambridge, 1984.

† Lavery. *Active Viewing Plus*. Modern English Publications, 1984.

The Language Teacher also welcomes well-written reviews of other appropriate materials not listed above, but please contact the Book Review Co-editors in advance for guidelines. It is *The Language Teacher's* policy to request that reviews of classroom teaching materials be based on in-class teaching experience. Japanese is the appropriate language for reviews of books published in Japanese. All requests for review copies or writer's guidelines should be in writing, addressed to:

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

IN THE PIPELINE

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

Aitken. *Loud and Clear*.

----. *Making Sense*.

Allan. *Come Into my Castle*.

Appel et al. *Progression in Fremdsprachenunterricht*.

Azar. *Basic English Grammar*.

Berman et al. *Practical Medicine*.

----. *Practical Surgery*.

Brown & Yule. *Teaching the Spoken Language*

Buckingham & Yorkey. *Cloze Encounters*

Church & Moss. *How to Survive in the USA*.

Clarke. *The Turners at Home*.

Colyer. *In England*.

Comfort et al. *Basic Technical English*.

Cushman. *You and Your Partner*.

Doff et al. *Meanings into Words*, intermediate.

Gilbert. *Clear Speech*.

Granowsky & Dawkins. *Career Reading Skills*, book A.

Hedge. *In a Word*.

----. *Pen to Paper*.

Holden, ed. *Focus on the Learner*.

----. *New ELT Ideas*.

Howatt. *A History of English Language Teaching*.

Jolly. *Writing Tusks*.

Jones. *Ideas*.

Kearny et al. *The American Way*.

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

Knowles & Sasaki. *Story Squares*.

Lofting. *The Story of Doctor Dolittle*.

McArthur. *A Foundation Course for Language*

(cont'd on next page)

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Teachers.

Milward. *English Poets and Places.*

Morgan & Rinvoluceri. *Once Upon a Time.*

Morrison. *Word City.*

Mosdell & Fujii. *Say It in Style.*

Pickett. *The Chicken Smells Good.*

Pincus. *Composition.*

Rivers. *Communicating Naturally in a Second Language.*

Rixon. *Fun and Games.*

Rubin & Thomvson. *How to be a More Successful Language Teacher.*

Scarborough. *Reasons for Listening.*

Sharpe. *Talking with Americans.*

Steinberg. *Games Language People Play.*

Swan & Walker. *The Cambridge English Course.*
book 1.

Tennant. *Natural Language Processing.*

Ur. *Teaching Listening Comprehension.*

VIZ: *A Magazine for Learners of English.*

Widdowson. *Learning Purpose and Language Use.*

Wright. *1000 Pictures for Teachers to Copy.*

Wright et al. *Games for Language Learning.*

Chapter Reviews

Chapter reviews are to be 150-250 words, typed double-space on A-4 size paper, and submitted to the editor by the first of the month preceding publication. Longer reviews can be considered only upon consultation with the editor.

HAMAMATSU

By William Gatton, Marketing Executive, Oxford University Press

On Sun., Oct. 21st, William Gatton gave a presentation of Carolyn Graham's jazz chants to the Hamamatsu chapter. Describing chants as a technique for drilling which is enjoyable as well as a method for teaching the natural speech and intonational rhythms of English, Gatton gave theoretical guidelines for their application in the classroom. First, Gatton suggested the social context of the chant should be taught. This should be followed by a first listening of the entire chant. After this listening, new vocabulary and structures should be discussed. This should be followed by a line-by-line perusal of the chant. Then there should be a second listening of the entire chant, followed by a group response and finally by small group work and variations.

Used as a teaching vehicle, by an enthusiastic teacher, chants can enliven the process of drilling. In an analogy, Gatton drew attention to the fact that most of us can remember both the words and melodies of songs from our school days, whereas we probably do not remember anything of the poetry we may have memorized at the same time.

HOKKAIDO

Reviewed by Torkil Christensen

How we learn languages was a workshop with a panel and small group discussion. The panelists talked about learning/acquisition; ease of learning for adults vs. children, and the relevance of speaking ability in academic achieve-

ment; the need for students to study, for teachers to be seen to use the language, and for learners to grasp the meaning of printed material. One group suggested more games, diary writing, newsletters. Another agreed that children and adults have different needs and that at some point there is a quantum jump in the ability to express oneself. There is a sad lack of knowledge of basic structures, unwillingness of teachers to talk; only young children seem to cope, being freer and less ready to judge. A final group found that most learning happens despite classes, large or small, but that using the language is the key, be it reading aloud, being forced to speak, or taking part in a contest.

HIROSHIMA

INTERPRETING IN HIROSHIMA

By Hideyasu Tanimoto, Hiroshima YMCA

Reviewed by Laurence Wiig, Hiroshima Jogakuin

JALT-Hiroshima's September meeting gave participants a good exposure to the field of interpreting in general, and in Hiroshima in particular. The featured speaker was Hideyasu Tanimoto who works as a conference interpreter in addition to directing the interpreters' training program at the Hiroshima YMCA.

Tanimoto helped clear up a number of misconceptions. For instance, he said that "simultaneous interpreting," in which an interpreter gives an immediate sentence-by-sentence interpretation, contrary to popular belief, is *not* necessarily the most difficult kind of interpreting. Sometimes "consecutive interpreting," in which an interpreter might have to take notes as a speaker talks nonstop for ten or more minutes and then recreate precisely in another language what the speaker has said, can be noticeably more difficult than "simultaneous interpreting."

One frequent pitfall in interpreting in Hiroshima, Tanimoto reported, is how speakers view the word, "peace." For example, Americans generally view "peace" as an "absence of war between conflicting nations." To Japanese people, "heiwa" (the Japanese "counterpart" of "peace") can mean "harmony within a single nation."

(cont'd on page 38)

Listening Tasks

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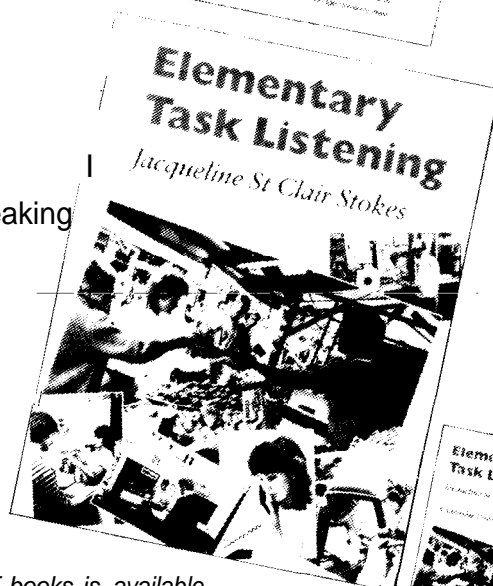
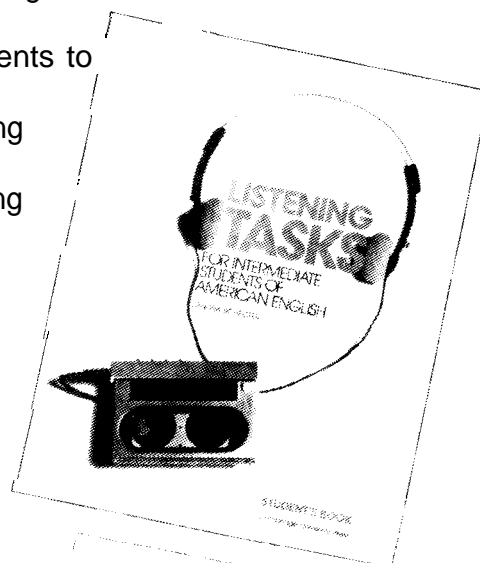
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(cont'd from page 36)

During the last part of the program, Mr. Akihiko Motoo of the Hiroshima Volunteer Interpreters Association introduced the audience to the activities of the HVIA since its formation in February, 1983. Persons interested in the HVIA may reach Motoo at 082-843-8981.

KOBE

WHOSE ENGLISH IS BETTER: THE QUEEN'S OR THE PRESIDENT'S? (An Overview of British and American Dialects)

By Dr. Kenneth G. Schaefer, Associate Professor,
Temple University

Reviewed by Jack Barrow

Often, the question arises among language teachers and learners about which "type" or dialect of English to use. Usually, from such a discussion, we can easily recognize attitudes regarding other regions' or countries' dialects. For example, many foreign students of English consider British English to be superior to American English. This illustrates the fact that people often have negative attitudes about others' dialects; and many people are unaware of dialectal differences which leads them to criticize and regard others' as inferior.

Dr. Schaefer discussed the reasons for these attitudes, which stem from a variety of historical, cultural, and geographical causes. One commonly held assumption is that Standard British English (S.B.E.) is directly linked to a 1500-year tradition. However, Dr. Schaefer demonstrated, using a historical comparison, that the English Shakespeare spoke had nearly the same pronunciation as present-day Standard (Midwest) American English. Thus, one could irrelevantly argue that American English is a better standard.

Another common assumption which Dr. Schaefer sought to dismantle is that the "Queen's English" is and always has been the best English in Britain. It is true that speakers of S.B.E. tend to be more self-conscious of their dialect than Americans. This self-consciousness seems to be caused by the association of dialect with social stratification. Historically, "Queen's English" was a regional dialect near London; and, at the time of Chaucer, because of its proximity to governmental and educational institutions, it became a "social dialect." Even today, most Britons do not speak the prestigious Standard British dialect.

Finally, Dr. Schaefer concluded by saying that we should all be proud of our dialects; and speakers of different dialects can be understandable to one another if they want to. For, wherever English is used, there is basic agreement on grammar and vocabulary, and only pronunciation differs. "We can rejoice in those differences."

(cont'd from page 30)

VIII:12;15

On Business Abroad. The Berlitz Schools of Language (Japan) and C. Itoh Co. Ltd. rev. Jim Nunn. VII:3;3. Related Letter to the Editor (Michael Worman). VIII:5;19

Using Everyday Television in English Reading. Richard H. Schaepe. rev. Walter Carroll VIII:2;12

Video English (report). VIII:7;11

Video Variations: Looking Beyond Listening Comprehension. Shari Berman and Alice Bratton. rev. Andrea Charman. VIII:2;10

LATE FLASH!!!

MEETINGS

OSAKA

Topic: Teaching Composition to Japanese Students
Speaker: Bill Cline
Date: Sunday, January 20th
Time: 1 -- 4:30 p.m.
Place: Umeda Gakuen
Fee: Members, free; non-members, ¥500
Info: E. Lastiri, 0722-92-7320
V. Broderick, 0798-53-8397

SENDAI

Topic: Communication Mishaps Between Japanese Students of English and Native Speakers
Speaker: Christine Laurell
Date: Sunday, January 20th
Time: 4 ~ 7 p.m.
Place: James English School
Fee: Members, free; non-members, ¥500
Info: Brooke Crothers, 0222-67-4911

POSITION

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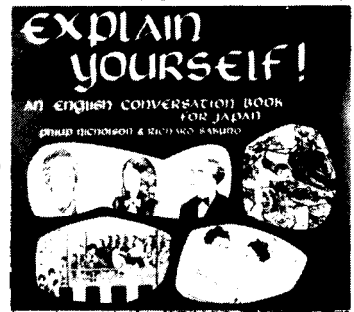
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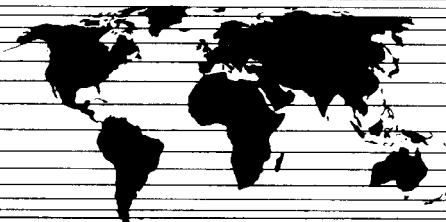


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Course Offerings for the Spring Semester (January 7-April 20, 1985)

TOKYO and OSAKA

English Ed. 652: Methods and Materials for TESOL, Part 2 (3 credit hrs.; required for M.Ed.)

TESOL Methods, Part 2, will emphasize the selection, evaluation and preparation of materials and those classroom techniques appropriate for the teaching of oral communication (speaking and listening), pronunciation, reading skills and reading comprehension, vocabulary development, composition and writing in the English as a foreign language class. Classroom management techniques will also be discussed. Students will be

Professor: Dr. John Haskell; **Dates:** Jan. 8-April 16 (Tuesdays, Tokyo), Jan. 10-April 18 (Thursdays, Osaka); **Time:** 6:00-9:00 p.m. (Tokyo and Osaka);

English Ed. 624: New Grammars (3 credits hrs.; required for M.Ed.)

The last 50 years have seen a double revolution in the accepted theory of grammatical analysis. Textbooks and teaching materials are published every year using both systems (structural and generative-transformational analysis), even as traditional grammar continues to exert a strong influence on most teachers' approach to language analysis. What is an ESOL teacher to make of such apparent grammatical chaos?

This course will explain in detail the theory and practice of traditional grammar, structural linguistics, and generative-transformational analysis, and explore ways in which each theory influences the authors of textbooks and teaching materials. Finally, we will discuss how an ESOL teacher can decide which grammatical theory can best explain the way language works and which can offer the best teaching techniques for the classroom. Students will be required to prepare written analyses of ESOL textbooks and also give in-class demonstrations of teaching techniques. A final examination on grammatical theory and analysis will be given. The texts will be Quirk and Greenbaum's **A Concise Grammar of Contemporary English** and Jeanne Berndon's **A Survey of Modern Grammars**.

Professor: Dr. Kenneth G. Schaefer; **Dates:** Jan. 10-April 18 (Thursdays, Tokyo), Jan. 12-April 20 (Saturdays, Osaka); **Time:** 6:00-9:00 p.m.

(Tokyo), 3:00-6:00 p.m. (Osaka)

TOKYO ONLY

English Ed. 645: Seminar in English Education: Current Theories in Second Language Acquisition and the Teaching of English as a Foreign Language (Departmental Elective; 3 credit hrs.)

This course will consist of a discussion of current trends in second language teaching and their applicability to English-as-a-foreign-language teaching in Japan. Students will be asked to evaluate current articles and research on second language teaching methodologies, approaches, and classroom techniques in terms of both stated Japanese Language Policy and the practicality and feasibility of current practices in Japanese schools. The course will look at the needs of the EFL classroom and the possibility of providing language acquisition strategies and building communicative competence in a foreign language teaching and learning environment. Students will be asked to write a seminar paper on a topic related to the articles discussed in class and additional outside reading. The text to be used is **On TESOL '83** by Jean Hascombe, Richard Orem and Barry Taylor. This course can be used as either a departmental or an extra-departmental elective.

Professor: Dr. John Haskell; **Dates:** Jan. 9-April 17 (Wednesdays); **Time:** 6:00-9:00 p.m.

OSAKA ONLY

English Ed. 645: Seminar in English Education: Humanistic Techniques in Teaching English as a Foreign Language (Departmental Elective; 3 credit hrs.)

This course will examine how affective and cognitive objectives can be compatible in the classroom, especially in the EFL/ESL classroom. We will discuss the importance of affective variables in second language acquisition, humanistic techniques in teaching foreign languages, and the teacher as a facilitator. Some time will be spent discussing and evaluating current research concerning the affective filter in second language acquisition and the pedagogical implications in particular teaching situations. We will then demonstrate how humanistic techniques can be used to break down barriers to second language acquisition, with students preparing original exercises for classroom demonstration. During these exercises, students will be facilitators. The course will require outside reading, original humanistic exercises, and a term paper. We will use Gertrude Moskowitz's **Caring and Sharing in the Foreign Language Class**. This course can be used as either a departmental or extra-departmental elective.

Professor: Dr. Charles W. (Bill) Gay; **Dates:** Jan. 11-April 19 (Fridays); **Time:** 6:00-9:00 P.m.

For each course listed, tuition and fees are: ¥120,000 (tuition) + ¥10,000 (fees).

Courses will be held in Tokyo at: Temple University Japan, Mitake Bldg., 1-15-9 Shibuya, Shibuya-ku, Tokyo 150; tel. 03-486-4141

Courses will be held in Osaka at: YMCA International Program Center, Dojima Grand Bldg., 1-5-17 Dojima, Kita-ku, Osaka; tel. 06-344-1717.

To enroll in any course, please contact Michael DeGrande, M.Ed. Program in TESOL, Temple University Japan (address above).

TEACHING TECHNICAL AND PROFESSIONAL COMMUNICATION Ann Arbor, July 29-August 2, 1985

Teaching Technical and Professional Communication, a five-day conference designed to improve instruction in technical and professional communication, is again being offered by J.C. Mathes and D.W. Stevenson, July 29-Aug. 2, 1985 at The University of Michigan. For more information please contact Ms. Gretchen Jackson, Technical Communication Conference Coordinator, 1223 East Engineering, College of Engineering, The University of Michigan, Ann Arbor, MI 48109, U.S.A. Telephone: (313) 764-1427.

『聴き取り』・神戸支部年次大会

(Kobe area conference on
“Listening Comprehension”)

日時：1985年2月10日(日)～11日(月)

会場：聖ミカエル国際学校

(神戸市中央区山手通3-17-2)

講演者：10日 James Nord 教授(名古屋商科大学)

“Listening with the brain”

11日 末延岑生助教授(神戸商科大学)

“日本の学生は英語をどのように聴いているか”

参加費： (会員) (非会員)

1日のみ 2,500円 3,500円

2日間 3,500円 4,500円

問い合わせ：Jan Visscher (ヤン・フィッシャー)

078-453-6065

KOBE CHAPTER AREA CONFERENCE “LISTENING COMPREHENSION”

Plenary Speakers

Dr. James Nord Professor at Nagoya University of Commerce: Listening with the Brain

Mineo Suenobu, Associate Professor at Kobe University of Commerce: Nihon no Gakusei wa Eigo o Do no yo ni Kiite iru ka?

Guest Speakers

Thomas Robb and Steven Ross, Discrete vs. Holistic Listening: Does it Make a Difference?

Rick Monroe, Using Authentic Language in the LL: An Approach to Materials Design

Don Maybin, 20 Techniques for Developing Aural Skills in the Classroom

British Council, A Workshop in Materials and Methods in Listening Comprehension

Place: St. Michael's International School (078-221-8028), 17-2 Nakayamate-dori 3-chome, Chuo-ku, Kobe

Date & Time: Sunday, Feb. 10th, 9:45 a.m.-5:00 p.m. Monday, Feb. 11th, 9:45 a.m.-5:00 p.m.

Conference Fees:

	Pre-Registration		On-Site Registration	
	1 day	2 days	1 day	2 days
JALT Members	¥1,500	¥2,500	¥2,500	¥3,500
Non-Members	¥2,500	¥3,500	¥3,500	¥4,500
Students	¥1,000	¥1,500	¥1,500	¥2,000

Pre-Registration: Pre-register by postal money transfer at any post office with the blue *furikae* form found in **The Language Teacher** that has S-15892, JALT on it. Please submit the fees by Jan. 20th. Check the “Special Program Pre-Registration Fee” box.

Suggested Accommodations:

	Time	Price Range	Telephone No.
Kobe YMCA	10 minutes	¥4,600-6,950*	078-241-7201
Green Hill Hotel #2	10 minutes	¥5,500-6,400*	078-222-5489
Kobe Washington Hotel	7 minutes	¥5,000-8,000	078-33 1-6 111
Sannomiya Terminal Hotel	12 minutes	¥6,200-8,500	078-291-0001

Please make your own reservations. The walking times are shown from the hotel to St. Michael's International School. The prices are for single rooms. Prices of these hotels *include tax and service. Other hotel information may be obtained through Sannomiya JTB at 078-231-4118.

A complete list of presenters along with other conference information will appear in the February issue. Commercial members will display. An English explanation will be available for the speech given by Professor Suenobu. For more information contact: Jan Visscher (Mon., Thur., Fri., 9-11 p.m.) at 078-453-6065 or Kenji Inukai (Mon.-Fri., 9-10 p.m.) at 078-43 1-8580.

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For further information please call 075-382-0394/5, or write to: Teacher-Training Dept., Language Resources, Taiyo Bldg. 6F., 1-2 Kitanagasa-dori 5-chome, Chuo-ku, Kobe 650.

Teacher-trainer	Bill Stanford, M.A.
Dates	: Session 1, 16th & 17th February (Sat & Sun) : Session 2, 2nd March (Sat) : Session 3, 16th March (Sat)
Times	: 9:30 to 12:30 and 1:30 to 4:30 each session
Fees	: ¥30,000 for all three sessions : ¥16,000 for Session 1 only; : ¥ 8,000 for each subsequent session
Location	: Language Resources, Kobe (1 minute from JNR Motomachi Station)
Participants	: 6 to 12

**RELC REGIONAL SEMINAR
Language Across the Curriculum
Singapore, April 22-26, 1985**

Information and invitations to participate in the seminar can be obtained from the following address: Director (Attention: Chairman, Seminar Planning Committee), SEAMEO Regional Language Centre, RELC Building, 30 Orange Grove Rd., Singapore 1025.

**CONFERENCE ON LANGUAGES FOR
BUSINESS AND THE PROFESSIONS
Dearborn, Michigan, May 2-4, 1985**

Papers on French, German, Spanish, and ESL for business and such professions as law, medicine, social work, engineering, and journalism will be presented. For information please contact Geoffrey M. Voght, Dept. of Foreign Languages, 219 New Alexander Bldg., Eastern Michigan University, Ypsilanti, MI 48197, U.S.A.: tel. (313) 487-0130.

**CALL FOR PAPERS
JERUSALEM CONFERENCE
ON TEFL-TESOL
Israel, July 14-18, 1985**

"Looking Ahead" is the theme of the conference. The deadline for submitting abstracts is March 31. For full information please write Mrs. H. Barag, Conference Secretariat, 12 Schlomzion Hamalkah St., Jerusalem 94 146, Israel.

(NIIGATA-KEN) The International University of Japan is expecting one or two openings for qualified native-speaking EFL instructors in its intensive English Program to be held March 18 April 10, 1985. Academic English skills will be emphasized to prepare students for a two-year English-medium course leading to an M.A. in international Relations. Housing, meals, and round-trip travel expenses from Tokyo will be provided. Salary for those with M.A.-TEFL or equivalent is ¥250,000. Please send vita to: Mark Sawyer, Director of English Programs, I.U.J., Yamato-machi, Minami Uonuma-gun, Niigata-ken 949-72. I will contact you in late January or early February.

(OSAKA) Full-time ESL teaching position, starting in April, 1985 at Sankei International College. Duties include teaching all four skill areas, educational counseling, curriculum development and some office work. SIC students plan to study abroad and are therefore highly motivated individuals. Applicants should have at least Bachelor's degree,, teaching experience and/or training or education in ESL or a related field. Sponsorship available. Contact Ms. Jimbo at 06-347-0751.

Positions

(TOKYO) Athenec Francais is looking for English teachers starting in April, 1985. Hours include afternoons and evenings. Applicants should be native speakers and preference will be given to those with a Master's degree in TEFL and at least two years' full-time TEFL experience. Salary will be based on qualifications and available number of teaching hours. Send resume to: Mary Ann Decker, Director, Regular English Program, Athenec Francais, 2-1 1 Kanda Surugadai, <hi-yoda-ku Tokyo 101.

(TOKYO) Athenec Francais Intensive English Programs has a temporary full-time opening beginning in April of 1985. Candidates should have experience and an M.A. in TESOL/TEFL. Applications will be accepted beginning the first of January. For more information contact Masanori Nemoto at (03) 295-4707 or write to Intensive English Programs, Athenec Francais, 2-11 Kanda Surugadai, Chiyoda-ku. Tokyo 101.

(KANAGAWA) Applications are sought for a part-time position to start in April, 1985, with a recently established school in Oiso, Kanagawa Prefecture (20 minutes by train from Odawara, one hour and 20 minutes from Tokyo). The position offers six hours per week which can be scheduled to the teacher's convenience. The number of hours can be expected to expand as the school develops. The position will involve teaching English to housewives, junior and senior high school students, and doing curriculum development. Applicants should be native speakers with a minimum of a B. A. Teaching experience will also be an important factor. Please send resume with photograph to Akio Fujita Public Affairs Department, Johnson Co. Ltd., 699 Kokufuhongo, Oiso-machi, Kanagawa-ken, 259-01.

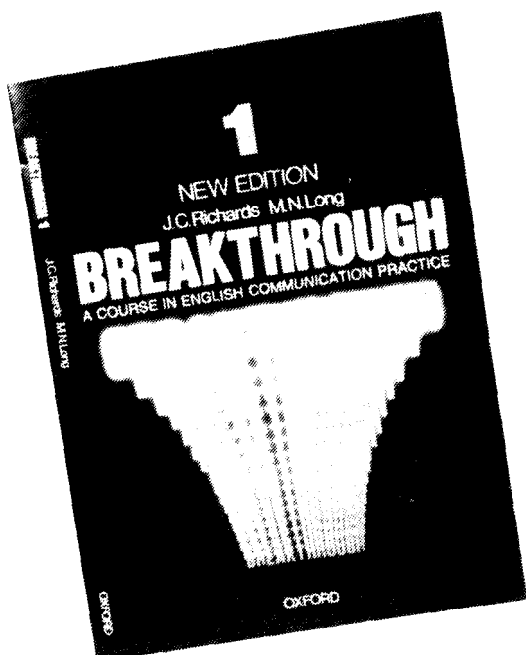
(OSAKA) Business negotiation course instructors/curriculum developers. M.B.A. or economics/management specialists with extensive business experience. Full-time/part-time. Preferably U.S., U.K. or Japanese males/females below 40 with high English fluency. Contact Mr. Maeda, Inter-Osaka, at 06-372-7551.

(OSAKA/TOKYO) (1) Japanese translators, Japanese ↔ English. Experienced, with technical knowledge (electronics, engineering, medicine) or general knowledge (sociology, economics, politics). Work at home possible. (2) Foreign translators, English ↔ Chinese, Arabic, Russian, etc. Send personal history to Translation Division, Inter Group Corp., at: Shohaku Bldg., 6-23, Chaya-machi, Kita-ku, Osaka 530; or Akasaka-Yamakatsu Bldg., 8-S-32, Akasaka, Minato-ku, Tokyo 107.

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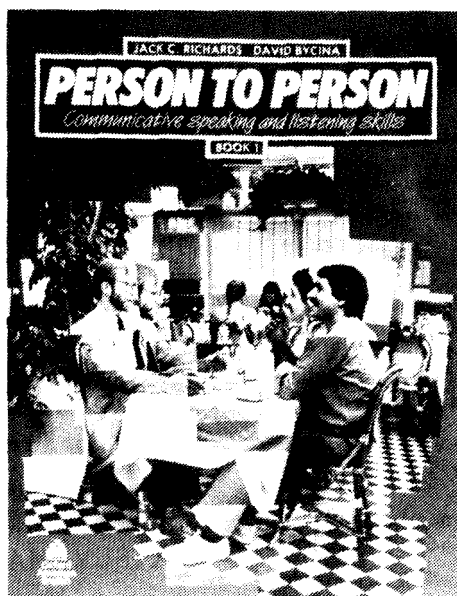
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Meetings

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

HAMAMATSU

Topic: Interviewing in the Group Life of Community Language Learning (C. L. L.)
 Speaker: Paul G. LaForge, Professor of English, Nanzan Junior College, Nagoya
 Place: Sebu Kominkan, 1-21-1 Hirosawa, Hamamatsu
 Date: Sunday, January 20th
 Time: 1 - 4 p.m.
 Fee: Members, ¥500; non-members, ¥1,000
 Info: Scott Dutton, 0534-52-5818

The purpose of the presentation is to introduce Counselling-Learning/Community Language Learning. The "interview" is a face-to-face meeting with a counselling and a learning task. The counselling is the understanding of an interpersonal contract. The learning task is the mastery of foreign language (English conversation). Both of these are accomplished simultaneously during the interview.

HOKKAIDO

Topic: Textbook Evaluation Workshop
 Date: Sunday, January 27th
 Time: 1 - 3:30 p.m.
 Place: Kyoiku Bunka Kaikan, North 1, West 13, Sapporo
 Fee: Members, free; non-members, ¥500
 Info: Dale Sato, 011-582-6931

Everyone is invited to participate in this roundtable discussion about the strengths and weaknesses of textbooks. Bring one or more textbooks you are using or considering or have rejected.

KOBE

Topic: What is Communicative?
 Speaker: Mike Nicholls
 Date: Sunday, January 13th
 Time: 1:30 - 4:30 p.m.
 Place: St. Michael's International School, 17-2, Nakayamate-dori 3-chome, Chuoku, Kobe; 078-221-8085
 Fee: Members, free; non-members, ¥1,000
 Info: Jan Visscher, 078-453-6065 (Mon.-Thur.-Fri., 9-11 p.m.)
 Kenji Inukai, 078-431-8580 (9-10 p.m.)

Mr. Mike Nicholls will look at perhaps the most overused jargon word in TEFL today, "communicative." He will try to define the various ways in which this term is used and to relate it to a specific theoretical basis and practical

methodology for teaching English in the classroom. The ensuing workshop will look at "communicative" materials, and will try to demonstrate how such materials can be used to aid teachers of English in the Japanese situation.

Mr. Nicholls is English Studies Officer and Director of the English Language Management Unit for the British Council in Tokyo. He has a B.A. honors in English Literature and an M.A. in Applied Linguistics from the University of Essex. He has been involved in English language teaching since 1967 in various countries including Zambia, Malawi, Egypt and Singapore. He is Chief Examiner for the University of Cambridge Local Examination Syndicate Oral Examinations in Japan and senior practical assessor for the Royal Society of Arts Certificate in the teaching of English as a foreign language.

On Sun., Feb. 10th, and Mon., Feb. 11th, we will present a two-day area conference on "Listening Comprehension" (see Bulletin Board).

MATSUYAMA

Topic: Games, Songs and Chants in the English Language Classroom
 Speaker: Marin Burch
 Date: Sunday, January 20th
 Time: 2 - 5 p.m.
 Place: Matsuyama Shimin Kaikan, Rm. 4
 Fee: Members, free; non-members ¥1,000
 Info: Ruth Vergin, 0899-25-0374
 Steve McCarty, Ehime English Academy, 0899-31-8686

The speaker has asked members to bring their own ideas and there will be time to talk about games, etc., that have worked for them in the classroom.

NAGOYA

Topic: Drama, Improvisation, Games
 Speaker: Tim Williams
 Date: Sunday, January 27th
 Time: 1:30 - 5 p.m.
 Place: Aichi Kinro Kaikan, Tsurumai Park
 Fee: Members, free; non-members, ¥1,000
 Info: Lynne Roecklein, 0582-94-0115
 Andrew Wright, 052-833-7534

This presentation will be similar to Mr Williams' workshop at November's International Conference in Tokyo. This will be a practical workshop designed to help teachers lacking experience in using drama techniques in the classroom. Participants will spend most of the time

FROM the ANNOUNCEMENTS EDITOR

One of our faithful contributors has asked me to relay the wishes of the English-language daily newspapers that meeting announcements be submitted to them *in English*, typed double-spaced. Consult the individual newspapers for format and deadline information.

taking part in drama activities, rather than merely discussing them. Anyone wanting to use drama techniques in class should find usable/adaptable content here.

OKINAWA

Topic: Conference Reports
 Speakers: Hoshin Nakamura, Tatsuo Taira,,
 Karen Lupardus, Fumiko Nishihira
 Date: Sunday, January 20th
 Time: 2 -- 4 p.m.
 Place: Language Center, Naha
 Fee: Members and students, free; non-
 members, ¥500
 Info: Fumiko Nishihira, 098893-2809

TAKAMATSU

Topic: Tete-a-tete: Using Textbooks Imagina-
 tively
 Speaker: Geoff Wherrett
 Date: Sunday, January 13th
 Time: 10 a.m. noon
 Place: Takamatsu Shimin Bunka Center
 Fee: Members, free; non-members, ¥1,000
 Info: Don Maybin, 0879-76-0827

A text saves hours of lesson preparation time and provides order in a course. But it can also become monotonous with its predictable and repetitive format. In this presentation, Mr. Wherrett will demonstrate a variety of approaches for using texts imaginatively, particularly dialogues. Though Oxford University Press' *Streamline* will be used for demonstration purposes, the techniques are non-specific and may be applied to other books.

Geoff Wherrett has taught English as a second/foreign language for over ten years in England and Portugal, as well as Japan. He has worked with students of all ages and is at present head English instructor for Mitsui Engineering and Shpbuilding Company in Tamano, Okayama Prefecture.

Start the new year off right and don't miss our first meeting!

TOKYO

Topic: 1) German Through Suggestopedia
 2) Useful Techniques for the General
 Classroom
 Speaker: Rudolph Schult-Pelkum
 Time: 2 ~ 4:30 p.m.
 Date: Sunday, January 13th
 Place: Tokai Junior College, near Sengakuji
 and Shinagawa stations
 Fee: Members, free; non-members, ¥500
 Info: C. Dashtestani, 0467-45-0301

What can we learn from Suggestopedia? The first part of this two-part workshop will enable both participants and observers to answer this question for themselves. After a short break, the second hour will focus on expansion of what

Rudolph Schult-Pelkum has found useful in his classrooms.

This meeting should prove exciting for those of you who were stimulated by Steohen Krashen's comments on acquisition at the big conference (JALT '84).

On Sunday, Feb. 3rd, Judith Maxwell will speak on "How to Manage Stress." More info at the Jan. 13th meeting and in the February *LT*.

TOKUSHIMA

Topic: Creating the Active Student
 Speaker: Don Maybin
 Date: Sunday, January 20th
 Time: 1:30-4p.m.
 Place: Tokushima Bunka Center
 Fee: Members, free; non-members, ¥1,000
 Info: Noriko Tojo, 0886-25-53 19 (days)
 Eiko Okumura, 0886-23-5625 (eves.)

YOKOHAMA

Topic: Pronunciation Workshop
 Speaker: David Hough
 Date: Sunday, January 20th
 Time: 2 ~ 5 p.m.
 Place: Yokohama YMCA (one-minute walk
 from JNR Kannai station)
 Fee: Members, free; non-members, ¥500
 Info: Keiko Abe, 045-574-2436

1. Setting Coals and Teaching Pronunciation in a Variety of Settings: An examination of the kinds of realistic goals a teacher can expect of Japanese students of lingshish, particularly in relation to listening comprehension, articulation and the relationship of sound and symbol to meaning. A look at existing teaching materials and how they can be adapted for work on pronunciation.

2. Phonetics, Phonemics and Contrastive Analysis: The basics of phonetic transcription. C'ontrastive differences between English and Japanese. A look at specific problem areas and some tips for correcting them. Designed for those with relatively little background in phonology, or for those non-native speakers of English who would like to review the sound systems of the two languages.

David A. Hough is Executive Director of International Communication Research Associates and President of Teacher Training Seminar. He holds an M.A. in Linguistics from the University of Oregon, and has conducted post-graduate research in Linguistics, Applied Linguistics and TEFL/TESL at the University of Hawaii and Teachers College, Columbia University. Author of such ESP texts as *Read and Type, Listen and Type, Using the Telephone in Business* and *The Oral Presentation Kit*, Mr. Hough has had extensive experience in linguistic research, language teacher training, administration and curriculum development throughout Asia, the Pacific, the Middle East and America.

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