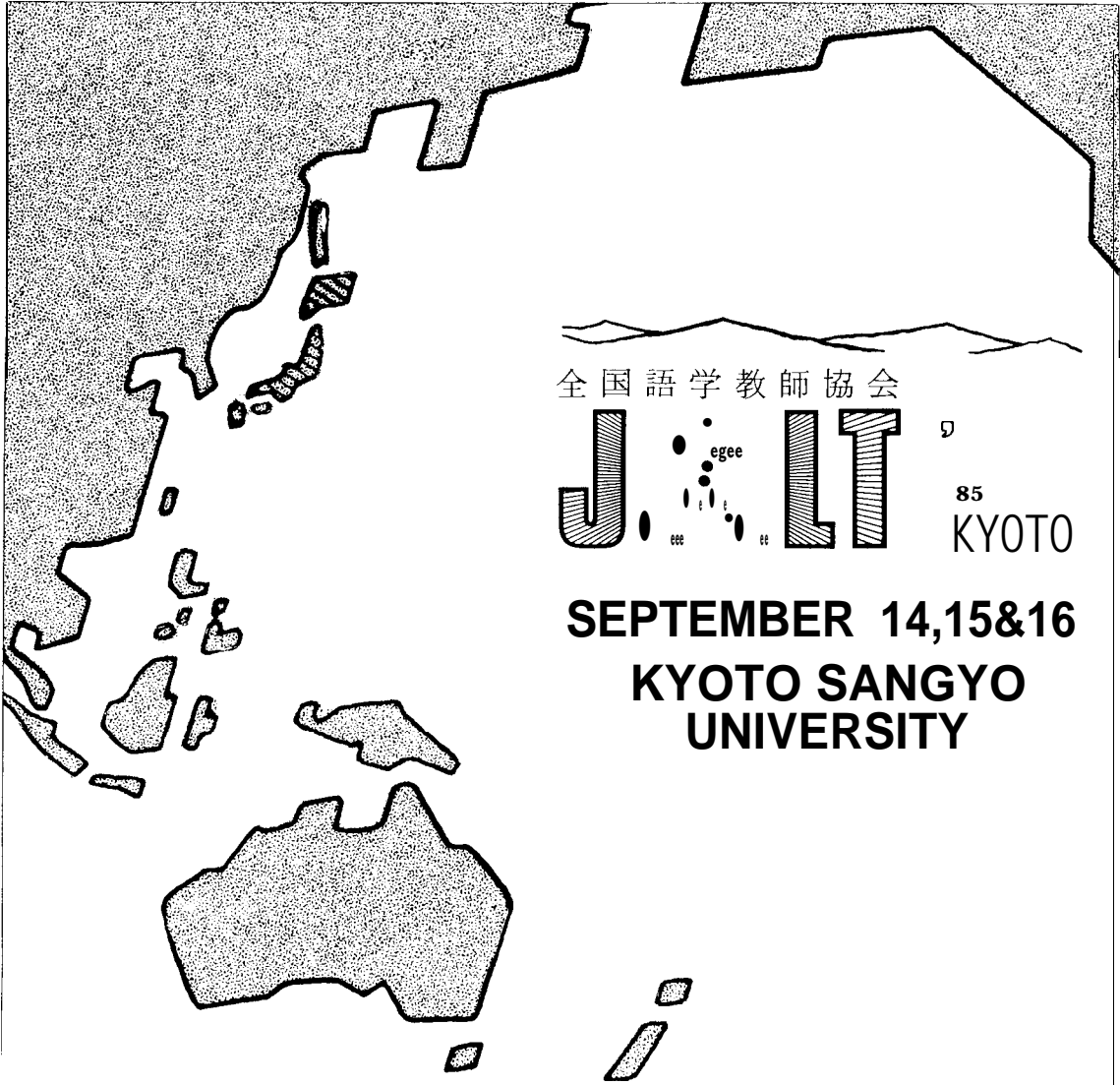


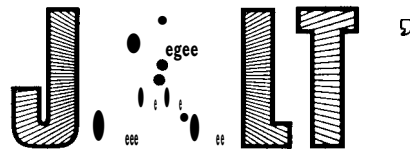
# THE Language Teacher

THE JAPAN ASSOCIATION OF LANGUAGE TEACHERS **JALT** ¥350

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9/14	JALT National	11:00	304	Communication and Contextualization
9/15	JALT National	13:30	304	Lesson Planning at the Elementary Level
9/15	JALT National	1530	304	Streamline Users Workshop
9/16	JALT National	13:00	306	Reading for Pleasure

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9/17	Okayama Notre Dame Seishin Daigaku	15:30		Reading for Pleasure
9/18	JALT Sendai	12:30		12 Tasks of the Classroom Teacher
9/19	Sapporo IAY	10:30		Streamline Users Workshop
9/19	JALT Sapporo Bunka Kaikan	19:00		12 Tasks of the Classroom Teacher
9/20	JALT Fukuoka Shimin Kaikan	19:00		12 Tasks of the Classroom Teacher
9/21	Fukuoka YMCA	11:00		Streamline Users Workshop

Peter Viney will also be speaking at  
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## THE Language Teacher

VOL. IX, No. 11

SEPTEMBER 1985

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 17 JALT chapters: Hokkaido, Sendai, Tokyo, Yokohama, Hamamatsu, Nagoya, Kyoto, Osaka, Kobe, Okayama, Hiroshima, Tokushima, Takamatsu, Matsuyama, Fukuoka, Nagasaki, and Okinawa.

*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 1,000 words. Employer-placed positions 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.

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## Interview — INGRID FREEBAIRN TEXTBOOKS?

*Ingrid Freebairn is co-author of Longman's Strategies series and has recently finished a complementary video course called Family Affair. She was interviewed during last year's JALT conference by Peter Ross of Nichibeï Kaiwa Gakuin, Tokyo.*

**PR:** *What kind of course were you trying to make when you wrote Strategies and the Family Affair video series?*

**IF:** I'll take the *Strategies* series on its own because I think that's probably clearer. What we were trying to do at the time was to write material which would help our students to acquire language skills so that they could communicate intelligibly in a range of everyday situations. We put an accent there on intelligibly because communication is the aim and therefore not perfection, or 100 percent accuracy. But fluency is part of it, too. So we just wanted them to be able to operate, to use the language they get from the course books in everyday situations and feel that they are actually achieving something.

We started off originally by looking at what our students want to do with the language, what they need the language for, and what sort of situations they're likely to find themselves in. And then, more specifically, what they need to do with the language to be able to operate as individuals in an English-speaking community: at a very basic level, what they need. So what we did was, we made a random list of so-called "functions" and divided them into categories, about four categories. The first category was to do with personal information, information about yourself, and the second was to do with information about the outside world. We dealt with price, time, distance, and so on. The third category was the interactional category – suggesting, inviting and so on, and getting things done. And fourth, just social phrases. What we did then was to take a structural progression, a very broad one, and match the two up. So a lot of it was, you know, the two criteria of need and structural simplicity, and match the two.

**PR:** *So you made a structural progression through a list of functions. Is it primarily a structural sequence, or is it primarily a functional one, or a mixed one?*

**IF:** There is a structural progression. Yes, that's right. But where it seemed more sensible to take a more difficult structure first, we did so because, like the past tense, for instance, it may not be a very easy one to learn, but it's so necessary to have it in your repertoire early on that, in fact, it's introduced quite early in the book.

There isn't a functional syllabus in the same



way as we would recognise that there is a structural syllabus. I don't think you can actually posit that there is a recognisable syllabus. It's all vaguely done on intuition, I think. But largely speaking, I would say that we would call ourselves a functional-structural

course, and not a completely functional one. I think that what that does is to create a sort of phrase book approach to the language, which we are not into. We don't want that. We want them to acquire the system early on and to be able to construct on top of that.

**PR:** *You talked a little bit about the general situations and functions that you worked with before. How did you choose those situations and those functions?*

**IF:** We took the idea of a person arriving in Britain for the first time. We didn't really make the distinction of whether they are there on holiday or to live. We felt that we've got to give them the language they need, first of all to survive, survival English – being able to give your name, job, say what you need and want. Then secondly, to establish your personality, so that then you can start to ask "Do you like...?" "Yes, I do." "No, I don't." "Would you like to come to...?" to make friends and generally, to make sure that you can get somebody else to talk back to you. So, first of all, then, it's just very basic, then that interaction, and then, lastly, the category of actually using language to manipulate. That's a very strong word, but I mean to be able to get other things done, to argue and to complain and things like that. So that's really the three categories we started off on.

We aren't claiming that we created a functional syllabus. Obviously when we started, we had the Threshold Level at our side. I studied under David Wilkins, so I was well aware of what work he was into at the time. When we first started off, we had no idea that this is actually how we were going to do it. But when the Threshold Level came out, we realised that actually our ideas are very much in line with it. We had always talked about social role and verbal purpose. They were the two things we really had in mind. And in fact, it linked very nicely with the Threshold Level specifications. We used them as a check list. They are just a list of specifications. They are not-a syllabus in themselves. So we picked and chose as we saw fit through it, so that it aligned with our idea of what we wanted, or thought our students wanted to be able to do.

It's not that surprising to come up with a label like "apologizing." It has been used for hundreds of years. It is just that teachers are

making such a big deal about it these days.

**PR:** *What do you think is the significance of the notional-functional and situational syllabus trends?*

**IF:** Well, people often ask, "Do you have a notional syllabus?" etc. Really, it's just handy to have these syllabuses in the background and you use them as check lists. Sometimes you might swing and the emphasis will be on notions in this unit. You might do location, for instance, in a unit on past time. Then you might swing to some sort of functional orientation, and do something social like inviting and accepting, or you may do something which actually is strictly a structural lesson, like present activities. It may have a sort of functional label, but actually you're doing it because that's the way you feel you need to treat the structure at this particular point. I think it's situational as well: you're going to have them in a pub occasionally, or asking for food in restaurant, because you've got to do it. These are set situations that students are going to find themselves in and you can't avoid it. In a bank and so on. How you put it together is a different matter. Whether you want a storyline and so on. I always think that it's useful to be eclectic ~ to have all the syllabuses there and to draw on them just as you like and integrate them all.

**PR:** *How can the average teacher, not course writer, the teacher, use these concepts - different kinds of syllabuses ~ to help her/him teach?*

**IF:** I don't really understand the question in that sense. If they are aware of the functional movement, I think that they can work their way through the materials and see what it's trying to do. Therefore, they can devise role-play situations around the functions. They've got to have some idea of what a function is, if you like.

However, if you start demanding that teachers have done M.A.s in linguistics or have been on PGCE (Post-Graduate Certificate of Education) or whatever the current certificate is, then you are demanding your teacher needs to be somebody who knows about language and linguistics. I don't think to be a good teacher you have to be aware of the difference between a notion and a function. I think you've got to be aware that your student's there to learn. That's what I think we're after, not somebody who's up on the jargon. I think, actually, too few teachers read the teachers' manual. I think they accept that what's on the page should be so transparent that you don't need any introduction. I think that's asking a bit much. I think it could be a lot easier for some teachers if they did just take the time, sit down, and read the introduction to see what the material is trying to do, find out where the difficulties might arise and then prepare for them. They can learn all they need to know about the background to it from that. I want to recommend that thoroughly.

**PR:** *Well, obviously many teachers are not British. Some are Australians, some are*

*Indians, some are Americans. And as I'm sure you know, many Americans, at least, resist using British texts. Do you have any suggestions for how an American can use a British text?*

**IF:** Well, I think they find it uncomfortable initially, because their accents are different. So what's coming on the tape that they ask you to listen to and repeat is providing a different model. But, apart from that, I think that any teacher - it doesn't have to be an American, it could be any teacher of English - has to be aware that the setting of our books is, in a way, neither here nor there. If the students aren't interested in learning about Britain, where it's set, then they can adapt it to the local situation. I think that's what teachers have to do. They really need to try and look at what we are trying to do with the lesson, where the focus of the lesson is, whether it's linguistic or skills or whatever and go for that! Go for the language focus. If it means setting it somewhere else and ignoring the text on that point, then I think that's perfectly feasible. I think they have to have their eyes open to see what we're trying to do and the grammar we're trying to teach. Some things will feel uncomfortable for foreign people to talk about because they don't know enough about it, if they can't back it up or explain it. Or they simply don't want it. The students wouldn't be interested, and I think they should be aware of that and adapt where necessary and extemporise. If it's finding your way about Piccadilly Circus and there are a lot of difficult names such as Leicester Square, it's a bit crazy unless they are about to visit England or have visited. You might as well set it around Shinjuku, or somewhere else.

**PR:** *I'm sure it's a problem both ways. There are a lot of American texts which British teachers resist using, too, I suppose.*

**IF:** That's right. But I also think Americans, I may be wrong, but I think they're very attentive to method, perhaps more than content. I think that's been the major change in the last ten years. The British have really advanced in terms of what you've got in the book, the look of the book, and so on, whereas the Americans have really investigated a lot of different types of methods - student-centred learning. That's where new methodology is born. To try and marry them up is a very interesting exercise. British teachers may be more conventional in their methods. You're not going to get so many of them using "Suggestopedia," "Silent Way," "Community Language Learning," "Total Physical Response" and all the other new wave methods. They're all interesting, but they aren't, obviously, going to fit everybody's teaching situation. There is a bit more resistance to new methodology in Britain.

**PR:** *How popular are the alternative methods in Britain?*

**IF:** They're getting more popular, but I think it depends on the conditions of learning. If you  
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have a large class of 30 students and they're all from different countries of the world, it's more difficult to take on something like Community Language Learning Method. It just isn't on. You need to have rather privileged circumstances to be able to do it. I don't think many people are qualified to do the rods in Silent Way either. They need a lot of training. It's very "fringe," what we call "fringe" methodology. But, at the moment, the British are quite conservative. There is a lot of resistance to new methods. They will do what they can do, they will do what they know well, and it's very difficult to get them to change. Even pair work has taken some time to get off the ground.

**PR:** *What kind of nationality grouping do you think works best, especially with the Strategies series texts?*

**IF:** Well, it's a balance. I certainly think there are fewer problems with students who share the same native language. There are fewer problems in setting up role-plays and explaining functions, and maybe talking about the approach, and going through the book initially. But just from watching classes in both situations where you've got multilingual and monolingual background students, I've noticed no appreciable difference in their ability to use the language at the end of, say, one book, partly, I think, because the teacher of multilingual groups cannot rely on their native tongue. Therefore everything is explained in English. Even the functional labels have got to be introduced in different ways so that students understand the point of what they're doing. There are no concessions to make. Not everybody can speak Arabic or Chinese or that sort of thing, so it's absolutely impossible to favor one or two by saying a few words in Italian because the rest would rebel. So you have to do it all in English and, I think, therefore, they get more. They get so much more in terms of natural classroom English that the level of their acquisition is, if anything, greater than in monolingual classes, where you would think that it was simpler to get the material across.

I also like the idea that the students might be at different levels of English because then you can get natural helpers in the class, and encourage the feeling of cooperation among the students; you can always learn something from someone else. That's great. That's one of the main things that we appreciate about the communicative movement.

**PR:** *Do you think it is important for a teacher to use a published course textbook? In other words, why should I use any textbook at all? In particular, why should I buy your Strategies series instead of making my own materials?*

**IF:** Instead of nothing probably. Well, a lot of people say this: "Oh, I like your ideas, but why should I use your book? I don't like to use a coursebook." But I think it gives them a sense of security to know that they've got something to fall back on. The grammar's there, the check list

(cont'd on page 21)

## — JALT Interview —

### ENGLISH TEACHING FORUM

Anne C. Newton was in New York at TESOL '85 and Virginia LoCastro talked with her about the English Teaching Forum: A Journal for the Teacher of English Outside the United States. *ETF* is a quarterly journal distributed abroad by American embassies or specialagencies.

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Editor since 1975, following her involvement as associate editor, Anne Newton comments that her most dominant feeling over the years has been that of constant change. There have been staff changes on the ETF, but more importantly she has witnessed the remarkable changes, particularly in developing countries, that the English-teaching profession has gone through since the ETF began publication 23 years-ago. Anne has been on the staff since 1968, after teaching high school in California, ESL at UCLA and as a Fulbright professor in the Philippines, and serving as an English Teaching Consultant in Latin America and in Yugoslavia.

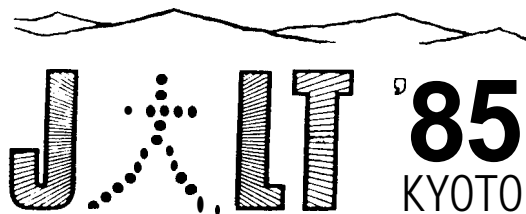
At first the ETF consisted largely of articles on the teaching of English as a foreign language reprinted from American journals. Now, articles come from all over the world, especially as teacher-preparation programs have improved overseas. There is worldwide distribution, with circulation having doubled in the last ten years, reaching over 110,000 in 130 countries. Currently, France gets nearly 5,000, Italy more than 7,000, and Egypt distributes between 8,000 and 9,000, purchased from the USIA (United States Information Agency) and sent to classroom teachers throughout the country. The journal is now available inside the U.S. through the Government Printing Office.<sup>1</sup> Here in Japan, about 2,000 are distributed through ELEC.<sup>2</sup>

ETF started in 1963 as a newsletter when the field was much smaller, Fries, Lado and ALM being the buzzwords of the time. The readers are mostly secondary EFL teachers in public schools, with others in universities, teacher-training programs, ministries of education, and private language schools. As the U.S. government supports ETF, it carries no advertising.

Most of the articles that appear in ETF are unsolicited. The primary reason from the point of view of the authors for publishing in ETF is that the circulation is so large and the orientation is that of an audience-related journal where the emphasis is on communicating with fellow teachers. It is not a forum for publication but rather an attempt to meet reader needs. Authors can be based in the States, but they must have an understanding of the EFL situation and must address that audience, not the ESL audience.

Prospective authors should consult the last page of any issue of ETF for information on typing, format, etc., though there is no strict style

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**LANGUAGE TEACHING IN ASIA:  
A panel presentation on ELT  
in the Pacific Rim**

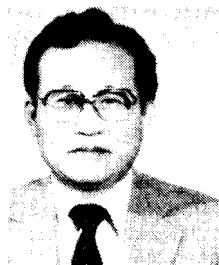
We often hear the language teaching situation in Japan is "unique," but rarely do we have the opportunity to compare the situation here with that in other Asian countries. Do students in other countries also have entrance examination "hell"? Are classes as large – or larger? Is the focus of lessons on accuracy or on communication? How are teachers in other countries trained?

In order to put language teaching in Japan into perspective, JALT has invited three specialists in Asian language education – from Korea, the Philippines and Thailand – to address JALT '85 at a plenary session on the morning of Sept. 14. Each participant will compare the situation in his/her own country with that of Japan. To provide a point of departure, each panelist has been provided with a document entitled "Teaching English in Japan," one of the many articles to be published in the JALT 10th anniversary volume which will be distributed free of charge to all conference participants.

This session promises to be informative and holds the potential for the beginning of greater understanding and cooperation among teachers throughout the region.

**PANELISTS**

**Dr. Sung-Kyu Cho, Yonsei University, Seoul**



Dr. Cho is concurrently head of the Yonsei Foreign Language Institute and Korean Language Institute. He graduated with a B.A. in English from Kyung Hee University after being forced to leave Yonsei due to the Korean War. He received his M.A. from Miami University,

Ohio, and his Ph.D. from Sung Kyun Kwan University. He has been a visiting scholar at various times at Exeter, Yale, and Oxford. From 1972 to 1973, he was the English Language Representative to the American Peace Corps in Korea.

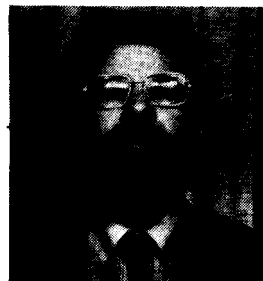
**Dr. Rosario E. Maminta, University of the Philippines, Quezon City**

Dr. Maminta is head of the Department of Language Education, College of Education of the University of the Philippines. She received her

M.A. from U.C.L.A. and her Ed.D. from the University of British Columbia. She has received training in ESL and ESP at the University of Washington (Seattle), the East-West Center, Honolulu, and the University of Aston, Birmingham. She is past president of the Philippine Association of Language Teaching and is currently editor of their journal.



**Alan Mountford, British Council, Bangkok**



Mr. Mountford is English Language Officer for the British Council, Bangkok, a post he has held for nearly four years. Prior to this assignment he held similar positions in Burma, Turkey and Iran. While stationed in London, consultancy work took him to a wide range of countries. He is the author of two books in the Oxford "English in Focus" series, *English in Workshop Practice* and *English in Agriculture*.

**FEATURED SPEAKERS PANEL**

This year's conference will end with a bang, as did last year's, with the Featured Speakers Panel. The three plenary speakers will be joined by the other featured speakers to further pursue the points brought out in Sunday's plenary session. Participation from the audience is encouraged, so come prepared with your questions!

**JALT '85 AND THE PACIFIC RIM**

**By Steve Brown**

"Only in Japan. . . . How many times have you heard that? One of the most exciting aspects of this year's conference is the chance to test Japan's uniqueness in the EFL world. Scholars from all over the Pacific Rim will be coming to Kyoto to talk about their situations and the solutions they've devised to the problems that confront us all. The "Language Teaching in Asia" panel is mentioned elsewhere in this issue.

**Jack Richards**, perhaps the quintessential citizen of the Pacific Rim – a New Zealander living in Hawaii with extensive teaching and lecturing experience in Hong Kong and Japan – returns to present on language proficiency and its implications for curriculum development and methodology.

Writing will be looked at from the vantage points of university teachers in Thailand and Queensland, Australia. **George Jacobs** of Chiang  
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Mai University will give a presentation on "Ouickwritinn: A Strategy for Invention in Writing,"<sup>3</sup> and **Christine Mary-Bundesen** of the University of Queensland, Brisbane, will speak on teaching writing to advanced learners.

Task-centered learning is an important topic throughout the world. **Ian Davies** of Indonesia's Research Institute for Animal Disease will give a presentation on his department's task-based ESP program for scientists. **Richard Day** from Hawaii will offer both a background to the notion of a task and a practical selection of tasks to use in the EFL classroom.

From Singapore, **Prem Mathur** will offer a look at linguistic awareness and how it helps the adult learner cope with a new language. Mathur will also lead a workshop on teacher training issues.

From Hong Kong, **Anthony Bedan** will share his experiences with student evaluations of language courses, discussing the design of questionnaires and the place of group discussion.

Finally, to show that Japan has no monopoly on large classes. **Fred Anderson** of Hawaii's East-West center will share his approach to class-wide games as well as techniques for dividing a class.

If all these concerns seem familiar, it should be particularly interesting to get the perspectives and ideas of people outside Japan. It will also be interesting to stop a moment to ponder to what extent the teaching situation in Japan is unique after all.

## MEMORY, MEANING AND MADNESS: PREPARING for a JALT CONFERENCE

By **Dale Griffiee**

Generally speaking, prepare to be overwhelmed. Everybody is. There will be too many people for you to meet, too many presentations for you to attend and too little time for you to absorb it all. Knowing this, what can you do? After all, you spend time and money attending a conference. You ought to get something from it.

### Before the Conference

Expect to be changed both personally and professionally. Decide to open yourself up to the possibility that in some way you will be a different person because you attended this conference. The challenge is to look for creative ways for this to happen.

Before you do anything else, go to a bookstore and buy a notebook small enough to fit into your pocket or purse. In your conference notebook (CN), write your name and address on the first page. You might even paste a picture of yourself on the same page. Now give a few minutes to some reflective thinking. Where are

you in your teaching? Where does the profession seem to be? What do you need at this time? Open your CN to a new page and entitle it "What I Expect to Happen" and entitle the opposite page "What I'm Looking For." Force yourself to list several items under each category. Now, except for scanning your newsletter for hints about the conference, you are ready to go.

### During the Conference

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

A word about networking. Whatever you are doing, whatever you are interested in, somebody else is thinking along similar lines. They want to meet you. Try to find these teachers for future conversation and correspondence. It's possible that next year you might be doing a joint presentation.

Presenters are the key to any conference. When you attend a presentation you like, don't be afraid to tell the presenter so. All presenters are in a vulnerable position. Suggest coffee together to discuss ideas; if the presenter is busy, suggest a later time.

If you are with a group, try to have breakfast together. Breakfast is a good time to decide which presentations to attend and discuss ones already seen. Invite other teachers and presenters who seem to be alone to join your table. You will be rewarded. Everybody feels exactly the way you do: excited, slightly bewildered, and desirous to meet other teachers.

Keep your CN with you at all times. When you meet someone, jot down his/her name and maybe address. If you have a camera, leave space for pictures. If you have a tape recorder, consider building a tape library.

My final suggestion concerns the publishers' display. Visiting the publishers' display is a must, on the same level as a major speech or special presentation. Visit several times because there is so much material that you risk being overwhelmed. Check your CN. If you have some idea of what you are looking for, it will help. Of course, you might find something new and unexpected.

### After the Conference

After the conference is when most teachers fail. There are two traps. One is to grab onto a new idea and totally change your classes until that idea runs out of steam – which is usually about one or two months. The other trap is to come back excited and bubbling with new ideas, but fail to make more than a token change in



your teaching style or curriculum,

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

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

A third suggestion is related: match your "action" column with some of your classes. This will help you begin to decide when and where to implement them.

A final suggestion. Prepare a report for your teachers' meeting or chapter. Don't just use words to convey your message. Try to recreate the feeling and mood of the presentation. Take some part of the presentation and have your fellow teachers actually do it.

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

*Note: This article is a revised, expanded version of one published prior to JALT '83.*

## THE GREATEST HITS OF JALT '85

By Marc Helgesen

How can a report of conference highlights be published two weeks before the conference opens? If we waited until after the conference, it wouldn't do anyone any good. It would be like getting to school Monday morning and hearing about a great softball game. That was played yesterday. For that reason, let's look at what promise to be among the most memorable aspects of the upcoming JALT conference in Kyoto.

The number one attraction of the conference will, of course, be the presentations. With over **200 hours of workshops, papers and demonstrations** to choose from, there is certain to be a lot to see and hear. The schedule in this month's *Language Teacher* will give you a preview of the titles and presenters. Articles in this and last month's issues will suggest some of the particular presentations that look promising. You'll want to check the topic index in the handbook as soon as you arrive in order to find those sessions that meet your needs and interests. The conference handbook contains full abstracts of the sessions.

What are the other highlights of the conference?

The **Nelson Filmscan/Lingual House Coffee Hour** is for those who arrive early on Saturday. After registration (which opens at 8:15), enjoy coffee and donuts compliments of Nelson Filmscan and Lingual House, two of our commercial members who have just joined hands to serve you better.

The **Regents Cocktail Party** is always a hit. The first day of the conference will end with this opportunity to socialize, see old friends, and meet new ones. But the party doesn't need to end when we leave the campus on Saturday night. Drop by one of the pubs or restaurants in the Hotel Keihan and you are sure to run into a lot of JALTers.

The **Bento Banquet** on Sunday night has all the makings of a great event. In past years, the conversations have been interesting but the food and drink always ran out too soon. That problem is solved this year with the introduction of a bento system and a cash bar.

The **Publishers' Display** is always popular. Stop by to find out what is new in ELT materials. Fresh coffee at a low, low ¥50 a cup and free snacks will be available in the area compliments of the publishers. And this year, you don't need to worry about dragging ten kilos of samples back on the train. Takkyubin parcel service will have a booth in the publishers' area. For a very reasonable fee, you can have everything you pick up shipped back to your home or school.

The real hit of JALT '85 will be, as with all professional meetings, the people. We hope you are one of them. See you in Kyoto!

## 第11回JALT国際大会 (JALT '85)

京都産業大学 吉田 義法  
(Yoshida Yoshinori)

新涼の季節、鴨川のほとりの京都を一眺できる神山の丘で3日間、外国語(主として英語)の指導理論及び指  
(cont'd on next page)

(cont'd from preceding page)

導技術に関する研究・実践発表に耳を傾け、意見交換をされるのはいかがであろうか。

全国語学教師協会では、来る9月14日(土)から16日(休日)まで、京都の上賀茂にある京都産業大学で、京都府教育委員会並びに京都市教育委員会の後援のもとに第11回JAL T国際大会を開催する。常に新しい外国語教育の発展を目指すJAL T主催の今大会は、広く外国語教育に携わっている多くの先生方の御期待に十分添い得るものと確信する。

冒頭には、京都大学東南アジア研究センター教授の矢野暢博士が“Japan in the World”というテーマで基調講演をされる。矢野先生は政治学及び国際政治学を専門とされているが、アジア問題では我が国の第一人者であり、国際的にも高い評価を受けている。語学にも長け、我が国の国際派の代表として各種の国際会議で活躍される一方、音楽批評から文化評論などを幅広く手がけられ、文化界に活性を注ぎ込んでいる博士の御講演は、我々外国語教師にとってきっと有意義なものとなるであろう。

海外からの研究発表者には、1) → 2) 学の Brian Heaton 氏がいる。彼は、言語テストの専門家として広く知られ、この分野の著書も多くホンコンで長年英語を教え、後にシンガポール大学の客員教授を勤めたこともある。Heaton氏は“*The Test of a Test*,” “*The Making of Composition: Correcting Errors*” などについて話すことになっている。コロンビア大卒でTESOLのM.A.を持ち、ESL/ EFL関係の著作もあるFrank Crane氏は“*Motivating Reading/ Motivating Readers*,” “*Video English*” などについて発表の予定。Victoria Kimbrough氏は、カンザス大卒で北米と中米でEFLを14年間教えたことがある。ESLシリーズ *In Touch* や *Odyssey* を出版している彼女は“*Reading Strategies vs. Comprehension*,” “*Developing Communicative Skills*” などについて研究発表することになっている。74年度のJAL T大会で好評を博したDon Maybin氏は今回“*20 Video Techniques*,” “*Productive Pressure*” などについて話す予定。Maybin氏はカナダ、イギリス、日本で10年以上にわたって英語を教えた経験の持ち主である。E. Gene Ritter博士は、ミズリー大学から学位を授与され、発話、発音及び言語障害の専門家であり、現在は、インディアナ大学でアジア人や他の英語を母国語としない人々のアクセントや発音の矯正に携わる。彼は、“*American English Pronunciation and Prosody*” という題で研究発表の予定。Peter Viney氏は過去のJAL T大会で発表したことがあり、彼の *Streamline* 及び *American Streamline* シリーズは評判が良い。英語教師で英語指導者育成にも関わっているViney氏は、“*Elementary Level Lesson Planning*,” “*Reading for Pleasure*” などについて発表することになっている。フィリピン大学のRosario E. Maminta氏はフィリピン語学教師協会の前会長であり、現在、同協会発行の *Philippine Journal of Language Teaching* の編集主幹でもある。TESOLの会員でもあるMaminta

氏は“*English Language Teaching in Asia*” について発表を行う予定である。

以上の他にも、海外及び国内の発表者による理論研究・実践研究が150以上も予定されている。その幾つかのタイトルを挙げてみる。

このように、今大会では応用言語学、幼児言語教育、異文化コミュニケーション言語教育、ドラマ/ゲーム、大クラスの言語教育、教材、聴解、読解、英作文、評価/テスト、ビデオ/映画、その他の広範な領域にわたる研究発表が予定されている。これら日英両語でなされる諸発表は、現代の語学教師の抱える多種多様な難問・疑問の解決に有効な示唆を与えてくれるであろう。

研究発表の他に、JAL T大会で常に人気のあるのが、40社にも上る語学教育出版社の展示である。語学テキスト、参考書、ビデオ・テープなどの視聴覚教材など、最新のものが世界中から集められていると言っても過言ではない。これらの展示物を見るだけでも、今大会に出席する価値はあろう。(展示場では福引きも行われるので、運試しをされてはいかがであろう。)

快適に研修に参加していただくため、サービス面にも十分な気配りがなされている。受付近くには携帯品の一時的預り所が設けられ、貴重品以外の手荷物は最終発表終了15分後まで保管してもらえらる。その他に、コピー・サービスがあり、研究発表のハンドアウト等を係員から借り、セルフサービスでコピー(1枚20円)ができる。大会便覧には、一日当たり2枚(計6枚)の割引券が付いており、展示会場で130円のコーヒーや紅茶が50円で飲める(3杯目からは定価通り)。クッキーは無料である。案内所には救急医療品が備えられるほか、大会の諸情報から車のご用まで、種々サービスをする。旅行業者もいて、旅行の申込みやホテルの予約もできる。又、書籍などを沢山買収された方は、展示場で宅配便の申込みができる。京都産業大学のキャンパスには十分な駐車場があり、自動車で会場へ来られる参加者は、駐車場探して苦勞することはないはずである。まさに至れり尽くせりである。

恒例になったリージェンツ出版社主催のガクテルパーティーは14日(土)の5時半から7時まで受付近くの広場やラウンジで行われる。飲物やスナックは同社の御好意によるもので、誰でも参加できる。弁当宴会は15日(日)の6時半から8時まで上記の場所で開かれる。これにはチケットが必要であるが、枚数に限りがあるので、希望者は早めに案内所で購入されることをお勧めする。キャンパスにはカフェテリアもコーヒー・ショップもあり、安価に昼食やお茶を召し上がってもらえらる。

今大会の行われる3日間は幸いに土、日、休日であり、京都、滋賀、奈良、大阪、兵庫の中・高の先生方も会員扱いとなり割引料金で参加していただけるので、会員の方はもちろん、多くの先生方も是非参加され、教授法や指導技術について研修を積まれ、新学期へ向けて新たなスタートを切られてみてはどうであろう。

なお、出張依頼状の必要な方は返信用切手を同封し、送り先を明記のうえJAL T事務局へ申込み頂きたい。

**KEYNOTE SPEAKER –  
TORU YANO**



Professor and noted author Toru Yano will consider Japan's international roles and responsibilities in the JALT '85 keynote address. His speech, entitled "Japan in the World," will be delivered on Sat., Sept. 14th, at 9:30 a.m.

Dr. Yano, professor of political science at the Center for Southeast Asian Studies, Kyoto University, is the author of several books, including *The World of Southeast Asia* (Chuokouronsya, 1980), *The Structure of the Southeast Asian World* (NHK Books, 1984), and *Historical Patterns of Japanese Views on Southeast Asia* (Chuokouronsya, 1982).

Dr. Yano is the Director for Academic Affairs of the Inamori Foundation, the Vice President of the National Institute for Research Advancement, and serves on the advisory committee of the United Nations University. He also serves as an executive of both the Japan Political Science Association and the Japan Association for Asian Political and Economic Studies.

**ON-SITE REGISTRATION:**

On-site registration will take place in "Dai-kyoshitsu-to." The rates are:

Member	¥12,000	¥ 8,000	¥4,000
Non-member	15,000	10,000	5,000

**HOW TO GET THERE:**

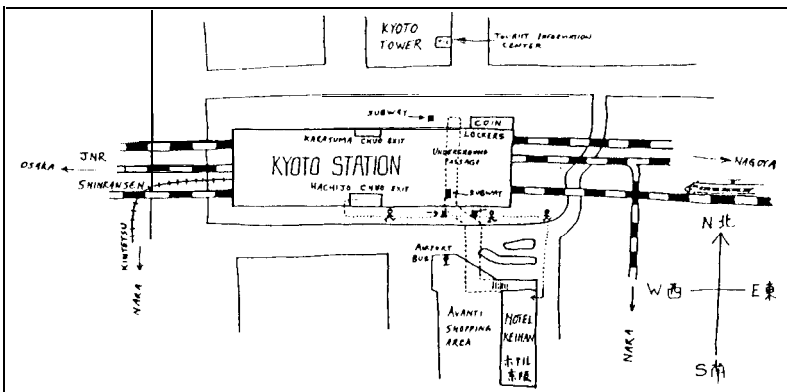
**Plane:** Airport buses run from Itami to Kyoto Station (55 min.). The Hotel Keihan is the first stop.

**J.N.R.:** Take the subway from Kyoto Station (Y170), get off at Kitaoji Station. Special buses run to conference site.

**Hankyu Line:** Get off at Shijo-Karasuma and take the subway.

**Keihan Line:** Get off at Shijo Keihan. Take the Hankyu Line or walk (10-15 min.) to Karasuma-Shijo. Then take the subway.

**Car:** From Kyoto Minami I.C. (13 km.). Free parking.



**CONFERENCE INFORMATION:**

075-221-2376

## conference notes. . . .

### SESSION ON STARTING NEW CHAPTERS

– For those who live at a distance from a chapter center, members of the JALT Executive Committee will give a brief presentation outlining how a local chapter can be started and the nature of support. Time/Place: Mon., 9:30 a.m., Rm. 3 10.

### TRANSPORTATION TO CONFERENCE

**SITE** – Student guides, wearing red “Hello” T-shirts, will be stationed at peak hours at Kyoto subway’s northern terminus, Kitaoji, to guide you to the bus stop. Be sure to go up the stairs towards the *back* of the train and out Exit 4. Kyoto City Buses has kindly agreed to run extra services as the situation demands. For those arriving at off-hours, Bus Kita-( 北-3), leaving from the stop closest to Exit 4, takes you directly to the university (15 min.). For those in a hurry, taxis are available on Kitaoji Street (Exit 3). The cost is approximately ¥800 to the campus.

### S.I.T. TRAINING ORIENTATION SESSION

– Donald Freeman of the School for International Training will be conducting an orientation session with a slide show during JALT ‘85. Check the bulletin boards for time and place or stop by the S.I.T. booth.

**TEACHERS COLLEGE, COLUMBIA UNIVERSITY** -- Virginia LoCastro or Tak Uemura will talk to people interested in the M.A. Program in TESOL at Teachers College. Check the bulletin board for times and place. Or leave a

note with your name, address and phone number for Tak and Virginia.

**INQUIRIES ABOUT REGISTRATION** – The JALT Central Office, 075-221-2376, is handling conference registration. For hotel-related inquiries, please contact the JTB, Kyoto Office, 075-361-7241, directly. Ask for the “JALT-gakari.”

**ON-SITE CONTACT TELEPHONE** – The following number will be operational during the three days of the conference for urgent messages to participants: (075) 7229369.

### ERROR ON HOTEL FURIKAE FORM ~

The red furikae form for hotel registrations found in the July issue contained some printing errors which have caused some participants inconvenience. If you were requested to pay the handling charge, you will be reimbursed by JTB at the hotel. We apologize for the error.

**MAKE FRIENDS** at the conference in Kyoto! No sticky introductions necessary! How?

Simply buy a JALT ‘85 T-shirt available at the conference site. Limited number only. ¥2,000. Sizes M, L. This year’s colour is a happy red with the JALT ‘85 logo on both sleeves plus a big friendly white *hello* on your chest.

**ATTENTION** ~ Those wishing to participate in Alex Shishin’s writing workshop for textbook writers at JALT ‘85 are requested to bring at least 15 copies of 4-6 ms. pages of their works-in-progress.

(cont’d from page 6)

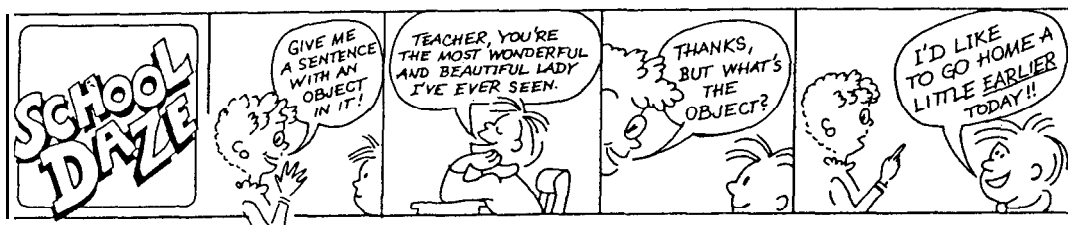
sheet. As for length, the shorter the better is a good rule of thumb, though it depends on the subject. Six to ten pages double-spaced results in a printed article that non-native English speakers are most apt to read.

Reprinting of a previously published article is sometimes done, with the purpose of making it more available to a wider readership. Major articles should have a practical focus with some theoretical underpinnings. Contributions describing a particular technique are published in the “News and Ideas” section. About one-third of the manuscripts submitted are published, a higher rate of acceptance than many journals.

Each issue contains six or seven articles on a variety of subjects, in addition to the News and Ideas section, Letters, Teacher Correspondents, Books Received, and The Lighter Side. The Teachers Correspondents column has letters from teachers all over the world seeking professional colleagues as pen pals to share the common problems of being an EFL teacher. The Lighter Side, on the inside back cover, has puzzles, jokes, humorous verses, and cartoons.

1. Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.  
2. ELEC, 3-8 Kanda-Jimbocho, Chiyoda-ku, Tokyo 101; (03) 265-8911.

Elsewhere: American Embassy of the capital city of the country in which the inquirer resides.



1100 - 1150	Activating Students Through Video Sawyer, Mark (302) Communication and Contextualization Viney, Peter (304) Authentic Reading Texts in Testing Hinofotis, F. T. Hudson & C. Churchill (305) Crossing Cultures Bratton, Alice L. (306) Clinical Approach Towards ESL Frieder, Dalia (307) The Passive with a Punch Henrichsen, Lynn E. (308) Dialogue Building Jones, Antony (309) Information Gaps: The Missing Links Adams, Carl R. (310)	Nonverbal Intercultural Communication for Japanese Batten, Jim (311) Classroom Interaction as Basis for Syllabus Design Maminta, Rosario E. (312) Idea Box Abe, Keiko (314) Acquisition and Listening in the Classroom Cervantes, Raoul (315) Hello Out There in Radioland! Berman, Shari J. (316) On the Way and Functional Practice Peaty, David (317) Advanced ESL Writing and Style Bundesen, Christine Mary (318) Teaching Pronunciation Through Phonics Matsuka, Yoko [VCR]	<h3>SCHEDULE OF EVENTS</h3> <p>Saturday, September 14</p> <p>8:15 - Registration Opens                  8:30 - 9:30 Filmscan - Lingual House Coffee/Donut Mixer                  9:30 - 11:00 Plenary Session (Room 514)                  Welcome - Jim White                  President, JALT                  Welcome Dr Sukekata Kashiwa                  President, Kyoto Sangyo Univ                  Address                  Dr Toru Yano, Kyoto Univ                  "Japan in the World"                  11:00 Publishers' Display Opens                  11:00 4:50 Concurrent Sessions                  5:50 Publishers' Display closes                  6:00 7:00 Regents Cocktail Party                  (Daikyoitsu Building Lobby)</p>
1200 - 1250	Person to Person Twynlow, Mark (302) Child-Centered Classroom Materials Jennings, Harry (304) Freewriting: An Invention Strategy Jacobs, George & Steve McCafferty (305) American English Pronunciation & Prosody Ritter, E. Gene (306) 33 Things Move on OHP Seng, Mark W. (307) Ice-Breaking and Beyond Hale, James W. (310)	A Task-centered ESL Program Davies, Ian P. (311) Technology in the ESL Classroom Schillinger, Sharon L. (312) Suggestions for Teaching in Japanese Companies Wieman, Jane (314) Designing Functional Role Plays Macintyre, Duncan (315) 20 Aural Skills Techniques Maybin, Don (316) The Game of the Name Daman, Louise [VCR]	
1300 - 1350	Motivating Reading/Motivating Readers Crane, Frank J. (304) Content-based Modules at SMI Matreyek, Walter A. (305) A New Alternative the Conventional L2 Program Adiv, Ellen (306) EFL Reformers. Palmer and Fries Henrichsen, Lynn E. (307) Pronunciation and Listening Comprehension Shaw, Ellen (309) Significant Scribbles. Writing For Fluency Kelly Curtis & Ian Shortreed (310)	American Subjunctive Mizuide, Tomoo (312) Sign Language and English Learning Sakamura, H & T Tomikawa (315) DJ and the Beginning Student Ryan, Kevin (316) Varieties of Pair Work Gatton, William (317) Grammar Games and Activities Brown, Steve [5-10]	Symposium on Bilingualism Yamamoto, Masayo (303) Kobe Steel In-House Language Program Deamer, Tony (311) Concept in the Classroom Scott, Pam (318) Playways to English Wright Sr Regis k Saeko Gaya [5-16] Systematic Task/Game Conversation Course Andrade Jr, Melvin R [VCR]
1400 - 1450	ESL By Computer Pendergast, Tom (305) Anthropology and the Language Teacher Eagle, Sonia (308)	EFL Syllabus Considerations for Japan Timson, Steve & Jack Barrow (302) Student Evaluation of Language Courses Behan, Anthony k Sue Lee (304) Classroom Language Lindsay, Angus (309) Natural Suggestopedia Adamson Jr, Charles E. (310) Teaching Middle High School English Perkins, Leo G. (312) A Needs and Risk Strategem Brady, Alan (314) British EFL Examinations McRobb, Felicity (315) Steps to Extended Discourse Sanemitsu, Katsukyoshi (316) Uses of Communicative Journals Latona, Maria (317) Activities for Basic Conversation Isted, George H. [5-10]	
1500 - 1550	Language Contexts: The Acquisition of Idioms McCafferty, Steven G. (305) Assessing Fluency Writing Methods Roes, S. T. Robb & I Shortreed (308)		
1600 - 1650	Junior High Juku Classes Maybin, Don (302) Techniques for Presenting Language Godfrey, Linda Christine (304) Report on TESOL Summer Meeting Fisher, Pat (305) Cue Cards in Pair Learning Pendergast, Tom (306) Games for Vocabulary Building Sauber, Joanne & Marc Helgesen (307) A Listening Approach to Functions Knowles, P. Lance (308)	Designing "Authentic" Listening Material Bailey, Francis M. (309) Syllables, Stress, Rhythm & Rhyme Lupardus, Karen (310) The Look-up Lesson Manebi, Tetsuro & Rube Redford (311) Better Ways: Strategies and Activities Reagan, Nevitt (312) Correcting errors or teaching writing? Heaton, J. Brian (314) Selection of Developmental Errors Ghadessy, Mohsen (315)	SSH A New Gateway Saito, M, Y Matsumoto & Y Hayakawa (316) Practicability of Team-teaching Minagawa, Haruo (317) Problems of Writing Composition in EFL Kharma, Nayef N. (318) KISS - Keep It Simple, Stupid Tinkham, Thomas [5-16] Real Events - Real World Smith, Robert Oughton (LL) Portraits in Words Kral, Thomas J. [VCR]

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 T.B. ¥1,320



SCHEDULE OF EVENTS

Sunday, September 15

12:30 - 1:20 Chapter officer function meetings  
 12:30 - 4:50 Concurrent Sessions  
 5:00 - 6:15 JALT Annual General Meeting  
 (Room 303)  
 6:15 Publishers' Display closes  
 6:30 - 8:00 JALT '85 Bento Banquet  
 (Daikyoitsu Building Lobby)

9:00 - Registration, Publisher's Display opens  
 10:00 - 10:50 Concurrent Sessions  
 11:00 - 12:30 Plenary Session (Room 514)

1000 - 1050	The Placement Test as a Vehicle for Better English Nozawa, Kazunori (302)	The Unsung Hero Berman, Shari J. (309)	A Guide to Teaching English Wordell, Charles B. (316)
	Using Flashcards With Children Clark, Christopher (304)	The Usage of "N!" and "O" Nakamura, Hoshin (310)	Learning Awareness in the Classroom Fry, John (317)
1200 - 1300	CCC's ESL at IBJ/H Pendergast, Tom (305)	The Test of a Test Heaton, J. Brian (311)	Christmas Class Maybin, Don (318)
	Survey of Language Teachers Christensen, Torkil & Thomas Upson (306)	Intensive English for Japanese Students Moneyhun, Clyde (312)	Games For Adults Vik, John (5-1)
1300 - 1400	Attention in the JHS/SHS Class Fujiwara, Barbara (307)	Listening to "Real" English Onaka, Natsumi & Linda Viswat (314)	Fun Ways to Use A Picture Dictionary Nakata, Ritsuko (VCI)
	Classroom Feedback Hale, David (308)	One Picture's Worth 1,000 Words Tansey, Catherine (315)	
Plenary Session (Room 514) "Language Teaching in Asia" Dr. Rosario E. Maminta University of the Philippines Dr. Sung-kyu. Cho Yonsei University Korea Mr. Alan Mountford British Council, Bangkok			
1400 - 1500	Video English Crane, Frank J. (302)	Sociolinguistics and Language Learning Loveday, Leo John (308)	Film and Video Activities Koshewa, Allen (315)
	TPR Kits and Unisets Pendergast, Tom (304)	Salient Feedback Methods on Composition Ross S, I Shorteed, & T Robb (310)	Listening to the News Brown, James W. (317)
1500 - 1600	Survey of Foreign Teachers' Opinion Swan, James & Yasutaka Tokorozawa (305)	Slides for Private Lessons Taniyama, Sawako & A. Shishin (311)	Beyond Simulations and Role-plays Mc Clure, Kevin (LL)
	Life After Minimal Pairs Sandler, Mary (306)	Teaching English Through Academic Content Kimbrough, Victoria (314)	The New Technologies: Their impact on the EFL class Likoff, Laurie (VCF)
1600 - 1655	Error Analysis in the Classroom Laurell, Gunilla Christin (307)		
1655 - 1730	Bids for Kids Vale, David (302)	Dialog Journals: Opening The Door Adkins, Madeleine (308)	English Grammar for Students Goldberg, J Philip (314)
	Elementary Level Lesson Planning Viney, Peter (304)	20 Oral Skills Techniques Maybin, Don (310)	Making Your Own Videos: a schema O'Connor, Frederick H (315)
1730 - 1830	The Training/Development Continuum Freeman, Donald (306)	Pratina in a Jr. High Summer English Camp Batten, J. K Nogi & R Voss (311)	What was the Question? Gainer, Glenn T. (317)
	Turning It Into a Game Helgesen, Marc (307)	Psycholinguistic Properties of Speech Production Kadota, Shuhei (312)	Pathways to English: An Intergrated EFL Series Likoff, Laurie (VCR)
1830 - 1930	Fool's Dance as Optimal Input Barbieri, Philip (304)	Proficiency and the Language Curriculum Richards, Jack C. (311)	Developing Communicative Skills Kimbrough, Victoria (303)
	Business Letter Writing Pendergast, Tom (305)	Developing Student-Generated Materials Adams, Carl R. (315)	Administrator's Forum Frost, Griffith (310)
1930 - 2030	Survival English for Japanese Hough, David (306)	Kindergarten English Teaching Techniques Schoen, Tim (5-16)	Complete System -- Teaching Sooken English Perkins, Leo G. (312)
	Big Bird, Oscar and Friends Lanzano, Susan (307)	Language and Culture Through Dance La Luzerne, Sally (VCR)	Workshop on EFL Administration Cisar Lawrence J (314)
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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 readers. 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, 2-15-1 6, Kokubuncho, Sendai 980. Artwork should be in black on white paper.

It is well established that individual students learn in different ways and through different modalities. The more of their sensory modalities we can use, the more likely we are to make an impact. Thus, we add tapes and our own speech to a class to complement the text, pictures or other visual data. We move beyond the visual and aural modalities into the kinesthetic by adding movement activities (TPR, role-playing, etc.). In this month's My Share, former JALT program chair and Japan Language Forum founder Shari Berman suggests an activity to include the other, often forgotten senses.

## SENSORY PERCEPTIONS: FOOD TASTING

By Shari Berman, Japan Language Forum

In preparation for this activity, I ask students to bring a blindfold to class. I usually don't explain why, because I prefer to build a bit of suspense into the activity.

### PART I: Brainstorm Session

What words do you know that describe how food tastes. .smells. .how it is shaped. .the texture .the consistency? E.g. Candy is **sweet**. Fish smells **strong**. Pizza is **round**. Shiitake are **chewy**.

Technique I: Make a big list on the board or on craft paper with students freely volunteering words foreachcategory.

Variations:

- A- teacher writes
- B- students write in groups
- C- one student is the scribe
  1. students interact with the teacher by giving examples for each word they volunteer: **S: Salty T: For example? S: Potato chips.**
  2. students interact the same way in groups
  3. students interact with the scribes, who ask for examples as they write.

Technique II: Prepare a list of vocabulary for the exercise.

Variations:

- A- students check for words they know

- B- students discuss which words they know, share information, and venture guesses.

### PART II: Tasting Session

Technique: Students wear blindfolds and touch, smell and comment about the food without saying what it may be. After everyone has received it and perceived it, everyone is instructed to taste.

Variations:

- A - The first round is done without blindfolds to build trust.
- B - Blindfolds aren't used at all.
- C - Some students are blindfolded and some aren't; the blindfolded students make comments and/or guesses, based on what they hear, or how the students tasting the food react to it.

As follow-up, I do one or more of the following:

1. Give usage tips - e.g. "crunchy" is used for noisy-to-eat snacks like potato chips, senbei, etc.
2. Have students bring something that might be unusual for the rest of the classes to try. This is especially fun with multi-culture groups. Japanese students might bring something from their hometown for a post-Shogatsu lesson.
3. Entertain a cultural discussion. E.g. my students sometimes comment on how sweet U.S. food is. I point out that as a child in Japan, I was shocked at seeing someone shake sugar on good Kobe beef to make sukiyaki. Food perceptions and stereotypes of what people in various countries eat make interesting discussion topics.
4. Asking about food likes and dislikes is another logical follow-up. There is usually quite a bit of discussion about the taste test foods, so I usually begin with those.

5. Category games is another nice activity to follow. I start with cards that have categories printed on them, e.g. foods that children like, or foods that are expensive, or foods that are yellow. One student looks at the card and begins to make a list: e.g. "Corn, bananas, butter, takuwan. ." The other students in the group guess the category. (This game comes from the Pyramid round of the \$10,000 or \$25,000 Pyramid game shows on U.S. television.) I then have the students create their own categories and pass their creations to another group. At this point, the idea becomes categories, so the students need not limit themselves to the subject of food.

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# opinion

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## THE INTERVIEW AS A BEAUTY CONTEST: ISN'T THERE A BETTER WAY?

By Michael "Rube" Redfield, Nanzan  
Women's College

For all its obvious faults, the personal interview seems firmly entrenched in the hiring process in most industrialized nations. Each culture seems to have evolved its own particular brand of interview, ranging from the stress and/or information interview in America, where the candidate is grilled on his background knowledge, his educational philosophy and work experience, and oftentimes asked hypothetical what-if questions or asked to recommend teaching strategies and materials, to the formality interview common at teaching institutions in Japan, where, if the candidate has got that far in the hiring process, and is both fully clothed and able to mumble a few words of English at the interview, he is practically guaranteed a position. Each system has its strengths and weaknesses, of course, but what unfortunately seems to be evolving here in Japan in the case of EFL employment is a most unwelcome hybrid, a cross-culturally pollinated mix of the worst features of each system, what I call "the interview as a beauty contest."

There are a number of avenues that might eventually lead to an employment interview at a teaching institution in Japan. You might answer an ad in one of the English language dailies, or in certain cases in *The Language Teacher*, or even the TESOL Placement Service or the *E. S.I. Newsletter*. Alternatively, you might walk in cold off the street, or try sending out resumes. An excellent way is to have a friend or acquaintance recommend you. If you are really lucky, you will have someone ask you to come in for an interview. Regardless of how you reach the final interview stage, you will probably find in 1985 that getting an interview is no longer tantamount to getting a job. The Japanese doing the hiring used to ask their number one candidate in for an interview, and, if they were satisfied, they would offer him/her the job, without calling in their second, third or fourth choice. This, of course, is still the process in many places, but it seems to be falling out of favor. Nowadays the people in hiring bring in a number of candidates and only make their final choice after interviewing all of them.

Now this sounds like a fair system, since more people have a chance of showing their worth and getting hired. Unfortunately, although many people are interviewed, the interview itself is just as it has always been. You will be asked why you came to Japan, where you are living and

working and other fairly trivial questions. All the members of the panel will have a copy of your resume before them and generally they will then proceed to ask you, in English, questions about your personal history, things such as where you went to school, where you work, and why you want to change jobs, things that are right in front of them in print. And that is all. Then the next candidate will be called in

The above, all too typical process, seems to be a strange way to conduct an interview, asking the candidate only things you already know the answers to. All the panel really wants to know is what you look like and how your voice sounds: just like in a beauty contest. The rest, your ideas on teaching, Japanese students, and language learning in general, is apparently of no interest.

If you were hiring, you would think that you would be interested in knowing how the candidates would teach their classes, what their goals and objectives would be and how they envisioned realizing them, what materials they would prefer using, how they would get along with the students, the faculty, and the administration. You would want to know how much they knew about teaching your particular students, how much they knew of the Japanese language, culture and educational system. You would want to make sure that you were hiring someone who would be a plus to your program. Yet in the interview as a beauty contest, the only things of interest are appearance and quality of voice.

There must be a better system. The purpose of this article is not to denigrate Japanese hiring practice (in the hybrid interview described above there is generally one foreigner on the panel) but rather to identify a problem and then propose a solution to it. In this case the problem is clear. It is hoped that the proposed solution will be equally obvious.

The first thing to do would be to develop an in-depth application form. Resumes are fine, as far as they go, but they usually do not include sections describing an applicant's views on matters of educational substance. The application form should include questions concerning texts currently or previously employed, teaching/learning philosophy, special difficulties encountered in teaching Japanese students. Space should be provided for full and complete answers.

The next step would be to set up a classroom observation. If the candidate is currently teaching somewhere in your area, you can request permission to visit one of the classes. This, of course, is not always possible; you could invite the candidate to come to your school and teach one of your classes. In neither case are the conditions ideal, but at least you would be able to come to some idea about the candidates' actual teaching ability and/or potential.

A personal interview would be the final stage in this three-part process. If the detailed  
(cont'd on page 21)

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(cont'd from page 19)

application and the classroom observation prove satisfactory, then you can call in the candidate for a formal interview with the rest of the panel. The purpose of this final interview is to present the candidate to your colleagues. Nevertheless, you should feel free to ask questions of substance in the interview, giving evidence to your colleagues that the person in question is a qualified professional and therefore would make a welcome addition to your program.

There are limitations to the program outlined above, however. The major one is that application readers, classroom observers and interview panelists have to know exactly what they are looking for. For this a detailed needs analysis should be done. The other limitation is that the people involved in the hiring process must be experienced and qualified enough to recognize top candidates when they see them.

The days when any native speaker was qualified to teach EFL in Japan are long over. There are a number of excellent, well-trained and experienced instructors out there. Just as EFL instructors have become professional so too should the EFL hiring process become more professional. It does not do our programs, nor our profession, any good to hire people on superficial impressions alone, selecting and rejecting professionals and rank amateurs alike on the basis of a five-minute, "Nice to meet you, thank you for your resume" type interview.

(cont'd from page 6)

is there, and they know what they're going to do and what they have done, etc. Lack of anxiety is good. It's a thing that we aim for in our classes. We don't want our students to feel anxious. That's one point.

But why choose our material - that is a slightly different question. I should say it's an insurance policy for a teacher to have it. It's not a necessity, but if you make your own material, you've got to be very sure that you've covered everything. If you use a course book like *Strategies*, you know that there's been a lot of work that's gone into this to work in a syllabus, to work in everything, to balance the four skills, to go ahead and find texts that do what you want them to do, that educate, that interest, to find listening material that's authentic, to link these together into some sort of coherent whole. It's hard work. I reckon many teachers can pick out material, put it together, and give very successful lessons from it, but you can't do that every day of your life. If you're a busy teacher with a lot of classes to go to, who has got the time to go around rooting for material like that and working out exercises that work and that are genuinely communicative? So it's really just an insurance policy that there is something there that is going to work. It may not be the most relevant material for your students that day, but it's there and you can fall back on it. Also, a lot of thought has gone into making it appropriate to the level and to the function that you're teaching. It's difficult to do that yourself.

# JALT News

## TEFL IN JAPAN

### — J A L T 10周年記念論文集 —

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上記論文集が単行本と『*The Language Teacher*』の増刊号として8月末に出版されました。現在、単行本の方は洋販を通じて全国の書店で販売されています。

論文集には、論文11編、実践報告9編、学会報告9編、研究ノート、書評の他、JALTの歴史、種々の活動、出版物、17支部のプロファイル等、JALTのすべてが収められています。お知り合いの方々にお勧めください。

会員の方々には、『*The Language Teacher*』の増刊号として、1,300円で販売しています。本誌折り込みの郵便振替用紙でお申し込み下さい。

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以上で寄付の受け付けを締め切りましたが、お送り頂きました御寄付は、大学や学会等への寄贈3,000冊の内、700冊分の印刷、発送費に使わせて頂きました。

# JALT UnderCover

**GAMES FOR LANGUAGE LEARNING, new edition. Andrew Wright, David Beteridge and Michael Buckley. Cambridge University Press, 1984. 212 pp.**

Andrew Wright and his co-authors published the first edition of this book in 1979. I don't have a copy of that first edition, so this will not be a comparative study. However, the introduction of the second edition tells us that the new edition has (1) added a new section, (2) added more than 100 new games and variations, (3) added a description of the character of each family of games in order to help teachers to develop their own variations, and (4) modified the index.

In the introductory chapter, the "why" of games is explained. For those of us who have taught English for any length of time, the reasons for games need not be argued. They do give our classes variety and interest which enable us to use the drilled material in a situation which the student understands. Some of the factors which need to be considered besides age group and proficiency level are the following:

1. Will the game take a long time to prepare, compared with the amount of useful work you will get from it?
2. Will it be relatively easy for you to organize in the classroom?
3. Is it likely to interest the particular group of learners you have in mind?
4. Is the language or the language skill you are concerned to teach intrinsic to the activity? Or are you just forcing it into the game?
5. Is the amount of language and the type of use enough to justify the use of the game? Or do you have another good reason for introducing it?

(Introduction, page 3)

The main part of this book is devoted to the 101 games which the authors have developed. Each game is outlined as to name, language used, skills involved, control needed, student level, time necessary and materials needed. This is followed by details on preparation and procedure. For many of the games, there are also variations included so that by the time you add all the variations you have a grand total of 209 games.

Games are categorized as follows: 10 picture games, 9 psychology games, 6 magic tricks, 9 caring-and-sharing, 4 card-and-board, 4 sound, 10 story, 11 word, 6 true-false, 6 memory, 12 question-and-answer, 5 guessing and speculating, and a few miscellaneous. Many of us might have

divided the games in other ways, but these categories do help in finding the game we might need.

In the back of the book there is a very fine section called "Summary of the games," which cites the main points at a glance. page number, skills, control, level, time in minutes, organization materials and preparation needed. The index includes a listing of grammar items and tells which games can be used to drill these items. Then a section on "types of communication," with suggestions for games to drill each type, is included.

Although 49 of the basic games are listed as being appropriate for beginners, this classification would not necessarily apply to teaching small children, the true beginners in Japan. It might take a great deal of ingenuity to adapt these games to that level of proficiency.

Even though some of the games, such as *Bingo*, *Twenty Questions* and *Hang the Man*, may be familiar to us, there are new ideas and variations included which will make even the old games seem new.

The section on magic tricks was especially fascinating for me, since I enjoy magic. However, practice and a certain amount of showmanship are necessary if one is to be successful in performing such tricks. The book suggests that you spend just two or three minutes demonstrating the trick and then allow 20 minutes for the students to learn and practice the trick in pair work. My experience tells me that the real 'trick' is to get the students to use the second language during the 20-minute pair work learning time.

The authors stress that the games in this book are not based on competition for success. Instead, they depend on cooperation in accepting problems and searching for solutions to them. This is a strong point, because if competition is the goal, the students often lose the 'language' part in their eagerness to win.

Games are a necessary part of our teaching and can make a difference between our students liking English or disliking English, and in the case of private classes, the difference between students dropping out and students continuing. This book can be a big help for you in developing that part of your lesson which makes the difference.

**Reviewed by Anna Marie DeYoung  
Shizuoka University**

**MAKING SENSE ("Skill of Listening" series, Elementary). Rosemary Aitken. Thomas Nelson, 1983. 43 pp. Teacher's Book 59 pp. Cassette.**

**LOUD AND CLEAR ("Skill of Listening" Series, Early Intermediate). Rosemary Aitken. Thomas Nelson, 1983. 44 pp.**

(cont'd on page 25)

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(cont'd from page 22)

### Teacher's Book 60 pp. Cassette,

These first two stages of a four-stage series (the other two are called Pre-Intermediate and Intermediate) provide a varied selection from the latest generation of listening comprehension exercise types. Despite the confusing name, *L&C ~ Early Intermediate* does indeed come before the Pre-Intermediate stage. Nelson may have wanted to take advantage of the amazing elasticity of the term intermediate (who wants to call students "potentially terminal remedial false beginners"?). Perhaps "Early" means the earliest possible use of the term Intermediate rather than the early stage of the true intermediate level.

In all units of both books, students are given a short introductory passage which sets the scene, and also a photograph, grid, diagram, list for notes or checking, printed form -- or some combination of these ~ which provides additional information, stimulates prediction and in most units (*MS*: 9 out of 11, *L&C*: 6 out of 11) supports selective listening. In most of the remaining units, selective listening is necessary for the appropriate completion of one-half of the dialogue. Following each unit's initial listening task, there are five exercises which are dependent on comprehension, recall and evaluation of the listening material. All the exercises require some passive and/or active recycling of vocabulary. The seventh and last exercise in each unit is a word game.

A feature of *MS* and *L&C* which I haven't noted in any other task-based listening material I've examined is that in many units the process of selective recall and evaluation of the taped input can culminate in active oral production by students completing the initial task. Thus the taped listening material can also act as a model for student production of vocabulary and structure, with particular focus on the most important elements of spoken production, rhythm and stress, and reductions. Student production of these elements should benefit future comprehension by developing perception.

Although perception and comprehension have effects on each other, it is convenient to think of them separately. Assuming that students can actually hear enough "words," they also have to assign meaning(s) to the sound stream. These meanings must be integrated to give overall comprehension. However, comprehension processes may be hindered by problems of perception. For example, many Japanese students are unable to distinguish between "Pete can/can't swim well." when spoken in context at natural speed, because they are unfamiliar with their distinctive contrasts of rhythm and stress:

/pit kan swim wel/  
versus  
/pit ka:n tswim wel/.

They hear the second sentence as positive. There are many other examples of such perceptual problems in English.

It is increasingly argued that the best way to

ensure recognition of features of the spoken language is to first facilitate their production. (Babies babble many sounds before fixing on those nearest to their L1, and my 3-year-old daughter babbled on a toy telephone before fixing on the sound patterns of Japanese.) Thus, a listening course which lends itself to spoken production, while also providing a model in the form of recorded material, is a good thing. Teachers could edit the tape for examples and have the students produce something closer to the actual sounds of spoken English rather than the written form of English spoken aloud. Frequent short practice of this-kind over a period of months is likely to result in faster perception and consequently more attention being available for integrative comprehension. Of course, exposure alone would probably have the same result. But sufficient exposure could be thousands of hours of natural input in natural contexts. Using the taped material as a model for student production is a form of exploitation not dealt with in the otherwise helpful teacher's books.

The listening material itself is not authentic in that it is scripted and exemplifies uses of structures that are introduced in the first two years of a grammatical syllabus in European (and possibly other) secondary schools. Because it is scripted "structurally" but nevertheless is spoken in a natural way, the spoken forms of the key structures of the language are covered in a more systematic and concentrated form than would be possible using authentic material. Exposure to and production of these forms is a major gap in the learning of many Japanese students, preventing them from getting input from real-spoken English. These materials could be thought of as doing for the ears what good graded readers do for the eyes.

The two speaking parts per unit are distributed amongst a small number of male and female actors. However, the voices would not be recognised as familiar by students, given control of voice quality as a function of age and some actors' use of additional regional accents (west country burr and flat Manchester), which supplement the predominant R.P.ish standard southern English accents.

*MS* uses telephone and two-way radio conversations exclusively; this allows the repetitions and clarifications which would occur naturally to be replicated. Such redundancy aids "focused" listening. *L&C* has six telephone conversations and two situations with the microphone as eavesdropper. Each unit has a recorded introduction which is slightly different from that printed in the books. Excluding these introductions, total recorded times for *MS* and *L&C* are approximately 24 minutes and 31 minutes, respectively.

The description of the "Skill of Listening" series found in the teacher's book states: "The topics have been carefully selected to appeal to young people, but are equally suitable for people  
(cont'd on next page)

(cont'd from preceding page)

of all ages. " Accepting the second part of this claim may be a problem for teachers of post-junior high school students. This is particularly difficult with *MS*, in which several units have a "cops and robbers" or "adventure mystery" tone. On the other hand, the topics are a welcome change from the mundane world of filling in bank cheques or understanding how to operate an automatic washing machine. Entertainment English is perhaps the most real to many Japanese students and *L&C* contains three units which have plots typical of radio or TV situation comedies and one which is a possible improvement on many Japanese TV game shows. (In *L&C* unit 7, Clive and Catherine Parsons play "Survival." She is tied up and he is locked into a glass box with a table, a chair, a woolly hat, a ball of string, a long stick and a typewriter. Can he escape from the box to free her before the "monster" returns? The students hear the Parsons discuss their predicament, and must deduct two points from the Parsons' score for each wrong suggestion they make.) Many other units are equally inventive and have a variety of ingeniously derived exercises.

These materials are definitely worth consideration, offering much more language practice than other listening materials, since they integrate several skills. They could supplement ~ or even form a major part of - some conversation courses.

Reviewed by Michael Bedlow  
Shikoku Gakuin Daigaku

**ACTIVE VIEWING PLUS.** Mike Lavery with Tony O'Brien, Jane Revell and Barry Tomalin. London: Modern English Publications, 1984. 57 pp. (no price given)

For an excellent review by Jim Swan of Mike Lavery's original *Active Viewing*, readers are urged to dig out their February 1983 issue of the *JALT Newsletter*. The "plus" in this revised, expanded version refers to the addition of two new sections, and format modifications that eliminate the possibility of the book still being mistaken for an undergraduate term paper.

The content of the two main sections of the book is as before: Section A contains 15 classroom activities using a video tape recorder, and Section B describes 7 activities requiring a video camera. The new Section C, contributed by Tony O'Brien and Jane Revell, is a seven-page plan for "Using Video in a Trainee-centred Approach to Teacher Training." After a short introduction, in which the authors state their case for trainee-centered teacher training, three sets of procedures for training sessions are detailed. The first is designed for in-service training, to develop and apply criteria for "Communicative Language Teaching"; the second is for inexperienced teachers to gain awareness of aspects of classroom management (using gestures and giving directions); and the third is for experienced teachers in supervisory roles to analyze their

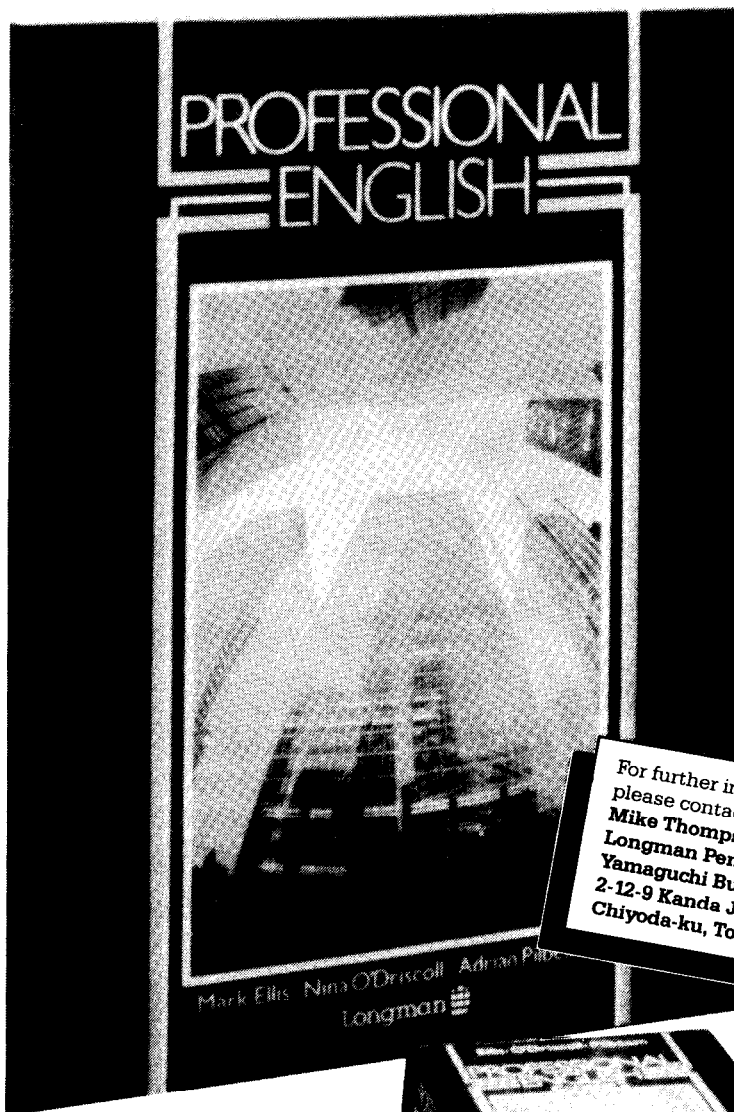
ideas regarding learner strategies, particularly in relation to pair- and group-work. These procedures are elaborated clearly enough so that they could be followed easily by experienced teacher trainers with little experience in video, or by inexperienced teacher trainers with considerable experience in video. Attempted by someone inexperienced in both areas, these techniques might lead to a *totally* trainee-centered approach, in which the trainees attempt to sort out the confusion created by their trainer.

The other additional section is entitled "Planning a Lesson Using Video ~ A Basic Approach." In it, Barry Tomatin advocates two basic ground rules: 1) "to present new language, the video extract used in a one-hour period should be a maximum of three to four minutes"; and 2) "a video extract used for intensive study should be played a minimum of three times in the class period -- once for presentation, once for intensive study, and once for consolidation." He then takes the reader through the process of creating a lesson, using a unit from "At Home in Britain" (BBC English by Television). Though the resultant lesson could not be adapted easily to other video programs, the insights that Tomalin provides into how and why he makes certain decisions in the planning process could be applied to any video material or teaching context.

Sections C and D are both worthwhile additions to *Active Viewing*; the latter makes the creative use of video seem less formidable by showing the systematicity available in preparing lessons, and the former, while being of direct relevance to only a small portion of the teaching community, could be adapted by individuals or groups of teachers anywhere to analyze and improve their own teaching. The strongest point of the book, however, remains the video techniques themselves, and the new format of *Active Viewing Plus* makes them optimally accessible. Each activity in Section A is introduced with: 1) a *Synopsis* of one or two sentences; 2) *Criteria* for choosing a compatible video sequence; 3) *Preparation* required to make the activity work; 4) a suggested *Sequence Time* for the video segment; and 5) an estimate of the *Activity Time*. Thus, teachers can quickly see what they are getting into before investing any of their own or their students' valuable time. The *Application* section then describes in some detail the actual procedures for running the activity. With the whole activity presented, often with visual aids, on one page, the format of *Active Viewing Plus* encourages frequent reference. When planning a video-based lesson, the teacher can scan through all 15 activities in less than five minutes to determine if any are appropriate for the objectives of the lesson and the available *video* material. If necessary, such a procedure could even be followed up to 15 minutes before class time and still result in a successful lesson, though some risk would be involved.

The activities requiring a video camera are not outlined in as much detail as the ones using just a video recorder, probably reflecting both

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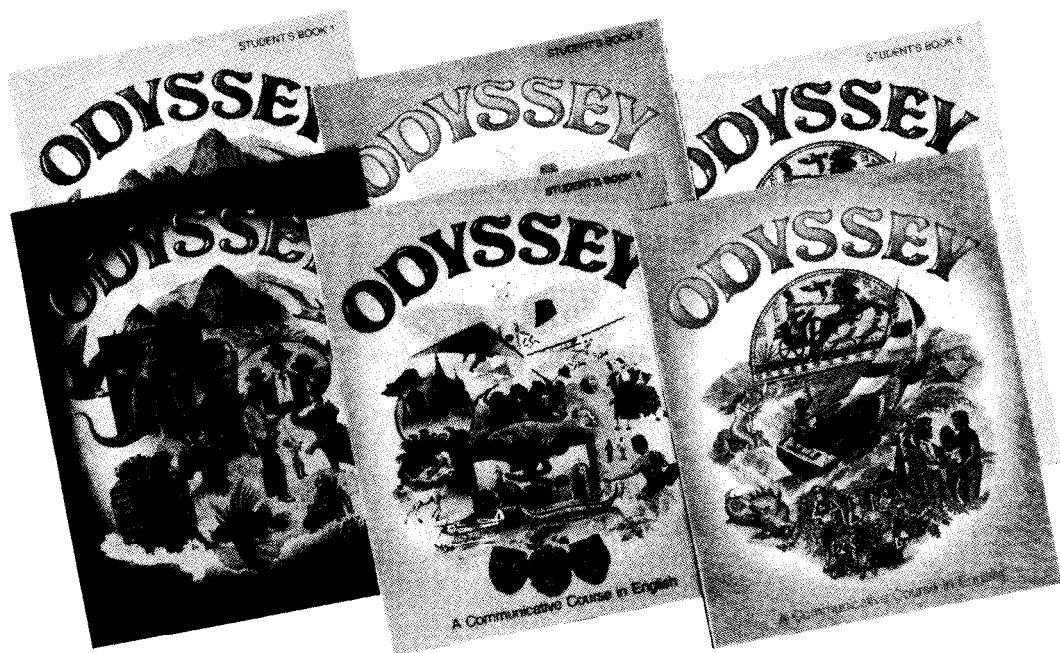
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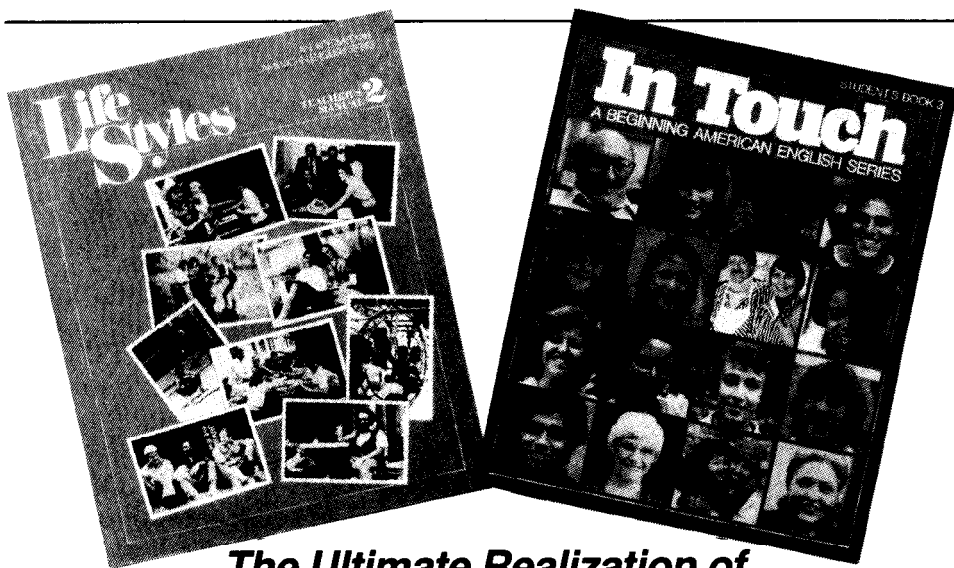
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# The Input Hypothesis: ISSUES AND IMPLICATIONS

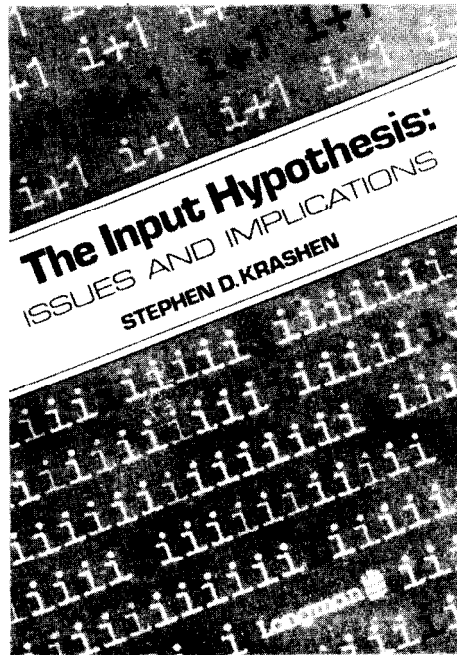
STEPHEN D. KRASHEN

In this book Stephen Krashen explains the Input Hypothesis, which is the central part of his well-known theory of second-language acquisition. His theory claims that we acquire language in an amazingly simple way-when we understand messages. The five messages which are basic to the theory include the Acquisition/Learning Hypothesis, the Natural Order Hypothesis, the Monitor Hypothesis, the Affective Filter Hypothesis, and the Input Hypothesis.

The book's three chapters review the evidence that supports the Input Hypothesis, put forward current questions and challenges and, after assessing its implications, sketch some applications of the Input Hypothesis to a variety of teaching situations.

The Input Hypothesis: Issues and Implications will be of interest to researchers and teachers and to all those who study the current trends in thinking about language learning acquisition.

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the opportunities for creativity and spontaneity afforded by the video camera and the assumption on the part of the author that teachers who are adventurous enough to use a video camera can fill in the gaps by themselves. Nevertheless, the half-page descriptions of most of the camera activities are not likely to instill much confidence in teachers who are contemplating their first experience with a video camera. If an *Active Viewing Plus Plus* is being planned, a further elaboration of the camera techniques would be a welcome addition.

The final camera technique presented is not an activity at all, but rather an intriguing idea for using video tape as a retrieval source, or "bank," of still pictures. Lavery shows how up to 770 stills can be filmed onto a one-hour tape, and further points out that whole audio-visual lessons can be stored on video tape, obviating the need for "running between slide projector, OHP, blackboard, and cassette recorder." These possibilities should provide food for thought for those teachers who are intimidated by the potential technical difficulties associated with video, but who already experience recurrent troubles with other seemingly simpler types of classroom equipment. The possibility of having all audio and visual material, in order, on one small video cassette before the class begins is a very attractive prospect.

## **REVIEWS in BRIEF**

**COMPUTERS AND ESL.** David Wyatt. Harcourt Brace Jovanovich, Inc., 1984. 132 pp.

**USING COMPUTERS IN TEACHING FOREIGN LANGUAGES.** Geoffrey R. Hope, Heimy F. Taylor, and James R. Pusack. Harcourt Brace Jovanovich, Inc., 1984. 138 pp.

These two books, both designed for novices and prepared by ERIC through the Center for Applied Linguistics, cover very similar ground. There is really very little reason to recommend one over the other. Since Wyatt's book is for ESL teachers it will probably be more useful to readers of *The Language Teacher*. Anyone who drives a Toyota, like me, should know better than to criticize committee work, but I'm afraid the Hope, Heimy, and Pusack book lacks a little zip, also.

Both books begin with an overview of computers in education and then move into a discussion of specific applications. *Using Computers* aimed, as it is, at FL teachers in the USA tends to take a different point of view from *Computers and ESL*. There is more concern with introducing the administrative aspects of using computers and all the jargon. Also, like school

Although *Active Viewing Plus* is not as substantial an introduction to the classroom use of video as Lonergan's *Video in Language Teaching* (reviewed by Virginia LoCastro in the March 1985 issue of *The Language Teacher*), or Geddes and Sturtridge's *Video in the Language Classroom*, it is the most usable of the three, and thus is the kind of book which the teacher is likely to find the need to consult regularly while others remain on the shelf waiting to be read for the first time. Although the book's immediate goal is to activate students through 22 video exploitation techniques, I believe it can have a more important long-term effect, in activating teachers to embrace an important new role, that of developing video's full potential as a language teaching aid.

**Reviewed by Mark Sawyer  
International University of Japan**

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LoCastro, Virginia. "Review of *Video in Language Teaching*." *The Language Teacher* 9: 3, March 1985, p. 37.  
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Swan, Jim. "Review of *Active Viewing*." *JALT Newsletter* 7: 2, Feb. 1983, p. 6.

teachers in Japan, they are interested in the teaching of vocabulary and grammar. Wyatt, on the other hand, like many foreign teachers here, is comfortable with more open-ended, communicative (whatever that means) types of activities. Both books, sensibly, refuse to accept the prejudice that computers should not be used for drilling. As Wyatt points out, most such criticisms of CAI (computer-assisted instruction) are, in fact, slightly veiled objections to the idea of systematic instruction itself. Wyatt also puts to rest the criticism that most software doesn't make full use of the potential of the computer. If it works, who cares? Have you ever seen a book that made full use of the potential of the printing press?

I have suggested that Wyatt's book is the better choice of these two, but the Hope *et al* book has two features that might make it more useful to some people. It has an indexed, annotated bibliography of about 34 pages and a glossary. Wyatt includes a list of sources of software and information, however.

Either book will suffice as an introduction to the use of computers in language teaching. Neither will suffice to make you competent enough to really start using them, though.

**Reviewed by Steven D. Tripp**

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**WORKBOOK ON SECOND LANGUAGE ACQUISITION.** Larry Selinker and Susan Gass. Newbury House, 1984. 186 pp. (no price given)

Larry Selinker, a pioneer of second language acquisition (SLA) research, and Susan Gass, one of the most active and respected researchers in the field, teamed up to write this book after their experiences in teaching courses on SLA led them to the realization that "without some hands-on experience, students in these courses have an incomplete understanding of the theoretical principles we are trying to teach." By partially organizing data into related sets of problems, with complexities eliminated when they do not contribute to an understanding of the point at issue, the authors have given neophytes in SLA an opportunity to get their feet wet without the danger of drowning in a sea of unmanageable data.

The problems in the workbook are divided into eight sections, the earlier sections dealing with the basic categories of morphology, lexicon, phonology, and syntax/semantics, the latter ones oriented toward larger chunks of discourse. Each problem begins with the native and target languages involved, essential background information on the subjects, and the source of the data. Then comes the data, either samples of interlanguage or related statistical data, followed by questions designed to guide the student's analysis.

Clearly intended for classroom use, this workbook requires a high tolerance for uncertainty when used for self-study. Nevertheless, for practicing teachers contemplating some research of their own, or merely desiring to understand the data-based research which has begun to dominate language teaching journals, *Workbook in Second Language Acquisition* might be a very worthwhile starting point.

Reviewed by Mark Sawyer  
International University of Japan

**PINCH & OUCH: Introductory Course.** Yoko Nomura. Tokyo: Lingual House Publishing Co., 1983. 135 pp. Cassette.

Not every teacher will have the energy and playfulness required to use drama as a technique for teaching English, but those who want to try Yoko Nomura's *Pinch & Ouch* may find they end up having as much or more fun than their students.

The appeal to high school students can be seen in questions such as, "Who is the laziest person in your class?" or "Do you want to get married?" or "How much 'junk food' do you eat every day?" As such, I found it to be an excellent text to use with after-school high school classes.

The material in the 30 lessons, based on grammatical points, is presented using two tech-

niques. One is the "Talk and Listen" technique developed by Richard Via. The two parts to each dialogue appear on facing pages with spaces where one is to listen to and look at the other person speaking. Ambiguous enough to take place in a number of settings, each dialogue is accompanied by two clever drawings that add a context for practice. Once my students had learned the short dialogue, they got a kick out of hamming it up as spies, fashion models, or whatever the illustration called for.

The second part of each lesson involves language games for individual practice as well as group interaction. I like best the "about me" section that encourages students to talk about themselves, their families, and their friends and classmates.

*Pinch & Ouch* is for the teacher who wants to have imaginative, involving, and fun-filled classes.

Reviewed by C.A. Edington  
Asahi Culture Center, Sapporo

## 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 this month. **All final-notice items will be discarded after September 30.**

### CLASSROOM TEXT MATERIALS/ GRADED READERS

- \*Clark. *Index Card Games for ESL*. Pro-Lingua, 1982. Holt-Saunders Japan International edition, 1985.
- \*Kirm. *Ways with Words: Vocabulary puzzles and activities*. Holt, Rinehart & Winston, 1984.
- \*Miller. *Smalltown Daily.. An elementary/intermediate/advanced reader*. Pro-Lingua, 1984. Holt-Saunders Japan International edition, 1985.
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- \*Public Service Commission of Canada. *Game bits. books 1-3*. 1985.
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- \*Prator. *Manual of American English Pronunciation, 4th ed.* (book, two cassettes). Holt, Rinehart & Winston, 1985.
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Broughton. *Express: A rapid revision English course, book 1* (Student's book, Teacher's book, Workbook). Collins, 1985.

Draper. *Great American Stories, 1: An ESL/EFL Reader*. Prentice-Hall, 1985.

(cont'd on page 31)

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(cont'd from page 29)

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- Karant. *Headlines: An advanced text for reading, speaking, and listening* (book, cassette). Prentice-Hall, 1985.
- Maley & Moulding. *Poem into Poem: Reading and writing poems with students of English* (book, two cassettes). Cambridge, 1985.
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- NOTICE: The scheduled reviewer of Saitz et al. *Contemporary Perspectives: An advanced reader/ rhetoric in English*, has withdrawn and has returned the materials. Any JALT member who would like to assume responsibility for the review should contact the Book Review co-editors as soon as possible.
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- \*van Ek & Trim, eds. *Across the Threshold. Readings from the modern languages projects of the Council of Europe*. Pergamon/Council of Europe, 1984.
- \*Williams et al, eds: *'Common Ground: Shared interests in ESP and communication studies*. Pergamon/British Council, 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, Shm-Ohmiya Green Heights 1-402, Shibatsujicho 3-9-40, Nara 630.

**After September 30, all correspondence should be addressed to: Jim Swan & Masayo Yamamoto, Aoyama 8-122, 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*:

Andrews. *English for Commerce*.  
Asano & Dowd. *Cultural Linkages Between Japan, UK and USA*.

(cont'd on next page)

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- Bell. *Spotlight on Energy.*  
 Carrier & Evans. *Spotlight on Cinema.*  
 Carrier & Pacione. *Spotlight on Rock Music.*  
 Christie. *Spotlight on Great Mysteries.*  
 Comfort *et al.* *Business Reports in English.*  
 Curry. *Spotlight on Women in Society.*  
 Dean. *Spotlight on the World Cup.*  
 Ellin-Elmakiss. *Catching on to American Idioms.*  
 Gilbert. *Clear Speech.*  
 Gregg. *Communication and Culture.*  
 Hasegawa & Wright. *This is America.*  
 Jolly. *Writing Tasks.*  
 Jones. *Use of English.*  
 Klippel. *Keep Talking.*  
 Knowles & Sasaki. *Story Squares.*  
 Krone. *Background to New York.*  
 McRae & Boardman. *Reading Between the Lines.*  
 Menasche. *Writing a Research Paper.*  
 Morley. *Listening and Language Learning in ESL.*  
 Nelson. *Musical Games for Children of All Ages.*  
 Pereira & O'Reilly, eds. *Four Seasons.*  
 Poldauf. *English Word Stress.*  
 Porter *et al.* *Communicating effectively in English*  
 Richards & Bycina. *Person to Person.*  
 Richards & Long. *Breakthrough, new ed.*  
 Rivers. *Communicating Naturally in a Second Language.*  
 Rinvolucrì. *Grammar Games.*  
 Root & Matsui. *Campus Life, USA.*  
 Rubin & Thompson. *How to be a More Effective Language Learner.*  
 Scarbrough. *Reasons for Listening.*  
 Sell *et al.* *Modern English: Cycle Two.*  
 Stokes. *Elementary Task Listening.*  
 Swan. *Act One in English.*  
 Underwood. *Linguistics. Computers, and the Language Teacher.*  
 Yorkey. *New Perspectives.*  
 Yokoo & Nakayama. *A New Current English Composition.*  
 Widdowson. *Learning Purpose and Language Use.*

# 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.

## HIROSHIMA

### DEVELOPING LANGUAGE SKILLS

By John McGovern

At the July meeting of the Hiroshima chapter, John McGovern, Regional Director of the British Council in Kyoto, discussed listening skills and various ways they could be developed in the foreign language classroom.

McGovern drew a distinction between hearing (recognizing the mechanics of the language) and listening (recognizing the content of what has been said). In the teaching of listening skills, this distinction is often obscure.

McGovern briefly outlined the two major trends in the teaching of listening skills. The audio-lingual approach, developed in the 1950s, was the first to adopt listening activities as an integral part of foreign language teaching methodology. Listening activities were based on scripted dialogues and structure-based language. These activities then became the basis for pattern drills. Although the audio-lingual approach could be handled easily by the teacher, it has been criticized for teaching unnatural language and for encouraging "hearing" rather than "listening."

By the end of the 1970s, however, approaches to the teaching of listening skills had changed dramatically. It was recognized that listening skills had to extend beyond "scripted dialogue English" to encompass the different types of spoken English students might encounter in real-life situations. Listening was broken down into two skill areas: extensive listening (listening for specific information) and intensive listening (listening for total understanding of language as well as of attitude). Teaching materials began to be developed which concentrated solely on developing listening skills. Such materials have become increasingly task-oriented and aim for authentic or near authentic language at all levels of instruction.

McGovern asked the participants to work in groups to evaluate several listening exercises which typified the major trends in listening skills development. A lively debate ensued regarding the teaching of authentic language vs. simple, structure-based language, particularly at

(cont'd on page 34)

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### ANNOTATED BIBLIOGRAPHY OF ESL MATERIALS

BY CHRISTINE ARONIS

This bibliography contains 636 titles from 76 U.S. publishers including non-U.S. publishers who publish ESL texts in American English.

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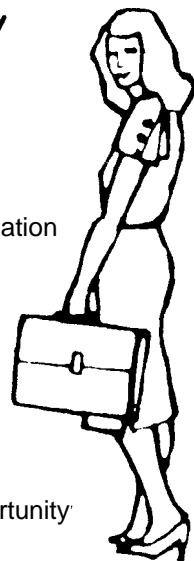
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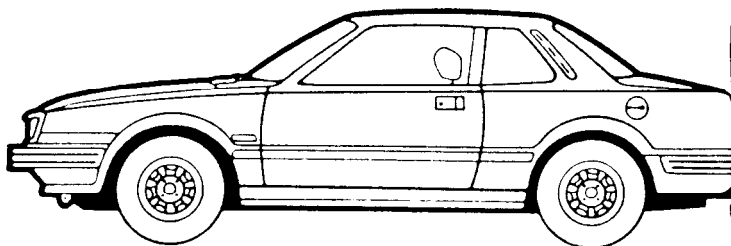
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(cont'd from page 32)

the beginning levels of instruction. Most participants felt more comfortable teaching simple, structure-based English. Mr. McGovern's presentation, however, raised important questions regarding the usefulness of such language outside of the classroom.

Reviewed by Kathleen Pappert  
Notre Dame Seishin Junior College

## HOKKAIDO

### STRATEGIES FOR CLASSROOM MANAGEMENT

By Mary Virgil

Teaching, as any new teacher quickly finds out, involves more than a knowledge of one's field and a good grasp of teaching methods. At the June meeting, Mary Virgil, in presenting some of her strategies for classroom management, stressed the importance of keeping the classroom environment relaxed and flexible, being prepared for the unexpected to occur, then working with it rather than fighting it. Ms. Virgil feels that, from her experience, developing rapport with students and praising them for what they do well (even if it's answering in a loud voice) works much better than criticism, which she uses only as a last resort.

She gave suggestions for more efficient use of classroom time: setting up the classroom in advance; thinking through directions for games and any activity requiring moving around to avoid wasted time; and starting the class with a fun activity to discourage tardiness. She also encouraged teachers to have something in every lesson that can appeal to everyone! easy as well as challenging material. In addition, teachers should be alert to varieties of learning styles when thinking of how to present material.

After Ms. Virgil's talk, participants divided into small groups according to the age group they were teaching. Each group was given a situation for problem-solving. Some of the ideas from the discussion were: Don't ask permission; try something new until someone tells you not to. Walk around the classroom rather than always staying in the front. When students seem reluctant to speak, break them down into pairs or small groups, and use task-oriented activities that involve everyone. Don't be afraid to say, "I don't know."

Reviewed by C. A. Edington,  
Asahi Culture Center

## MATSUYAMA

The Matsuyama JALT chapter's July 21st meeting on studying English abroad for young people was an open house from 2 to 5 p.m. held in honor of International Youth Year. High

school and college student exchange programs were emphasized. Entrance was free at the door and a special pamphlet explaining how to select and choose a suitable exchange program was passed out. Three chapter members, Kyoko Izumi, Kumiko Ishida and Yoko Yamasaki, worked a total of two months preparing the pamphlet into a condensed form. Advice from time to time was given by Marin Burch and Ruth Vergin.

Embassies were asked for posters which were put up around the room and companies involved with student exchanges sent representatives. There were students and teachers also who represented their own countries at respective tables. Japanese students who had been overseas as exchange students were available to talk about their experiences. Visitors picked up free information and brochures from a table set up in the middle of the room. A total of 84 people attended and free refreshments contributed to the congenial mood.

Reviewed by Brenda J. Modesitt  
Matsuyama JALT Recording Secretary

## SENDAI

### RELAXING THE SHY STUDENT

By Yoko Morimoto, Kwassui Women's  
Junior College and Nagasaki University

Discussing various theories and innovative approaches, Mrs. Morimoto utilized the participation of members and guests to demonstrate and exemplify learning activities that involves the application of certain approaches to learning.

The **Humanistic Approach** (Gertrude Moskowitz) was greatly influenced by humanistic psychologists and views learning as being affected by how the student feels about him/herself. This approach to learning combines the subject matter to be learned with the feelings, emotions, experiences, and lives of the learner.

**Self-Access** (Nicholas Ferguson) revealed to the group that we learn best when we are relaxed and active. The prime cause of tension in any learning situation is the teacher. Yet this tension can be lessened by reducing teacher intervention and varying activities constantly, as well as reducing the audience effect and letting students know exactly what to do and how to do it. Mrs. Morimoto shared her "Zero Lesson" - one where goals and objectives had been developed and the students were made thoroughly aware of those objectives as well as the procedures that would be used to achieve them. Thus, the student knew what to expect. She also stressed the teacher should stay at eye level with the student in order to remove or reduce the "teacher power." She brought to our attention a book, **The Inner Game of Tennis**, by Timothy Gallwey, which focuses on learning when the conscious self and the unconscious self relationship is improved.

(cont'd on page 37)



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(cont'd from page 34)

The book outlines steps involved to obtain results. She used several learning activities as demonstrations of Natural Approach, Suggestopedia, TPR and Threshold.

The content of her workshop was well received and gave all of those in attendance "food for thought" in dealing with students from a humanistic standpoint, and a further understanding of the blocks and filters that impede the learning processes.

Reviewed by Wanda Hollingshead  
Miyagi Gakuin

### References

- W. Timothy Gallwey, *The Inner Game of Tennis*. New York: Random House, 1974.  
John Morgan and Mario Rinvoluceri. *Once Upon a Time*. Cambridge: Cambridge University Press, 1984.

## SENDAI HOSTS THIRD ANNUAL TOHOKU JALT MINI-CONFERENCE ON LANGUAGE TEACHING

A series of workshops was presented at the mini-conference on Sat.. June 15, and Sun.. June 16, at the YWCA in the city of Sendai.

Opening the general session, Bill Lee, conference coordinator, welcomed the participants and extended a special thanks to Sendai's YWCA director for the courtesies extended to the JALT chapter.

Dale Griffee, Sendai chapter president, then addressed the group with remarks about his regard and respect for JALT, and his pride in Sendai's chapter as well as his appreciation for all who helped to make it possible. His "away we go" exit opened the scene for the workshop sessions.

### Activities that Promote Cross-Cultural Understanding by Matt Glotfelter



Mr. Glotfelter dealt with the cultural conflicts that occur in understanding and interacting in Western and Japanese culture. He stated: "language and culture go 'hand-in-hand' - one must understand the culture - one must understand the language in its written and spoken forms." He emphasized that written English and spoken English are different. Sometimes spoken English is written down, but written English is rarely spoken. We need to be aware of and to be able to discern the differences by employing various learning activities that will integrate the spoken language with an understanding of cultural awareness.

(Mr. Glotfelter holds a B.S. and M.S. in Ap-

plied Linguistics from Georgetown University and is currently on the teaching staff at the Sendai YMCA.)

### Activities for Children by Christopher Clark

Mr. Clark took the conference participants through a wide range of ingeniously developed materials which included the use of flash cards and games touching on reading skills and the introduction and consolidation of language. He then demonstrated to the group the versatile use of magnetic teaching aids and materials for classroom instruction.



His dedication to developing materials allowed many of the participants to fully appreciate the tremendous possibilities for activities in the children's classroom.

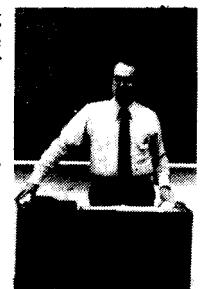
(Mr. Clark is a director of QE Language Schools, Ichikawa, Chiba-ken. He is also the author of the series, **Oxford Activity Books for Children**.)

### Using Stories in Intermediate Classes by Steve Brown

Mr. Brown stated that most intermediate students have little experience with longer conversational turns. He employed the use of folk tales and fairy stories to give needed practice in narrative techniques.

He stressed that it is important to start with controlled practice. Using a list of all the verbs from "Little Red Riding Hood," he asked the conference participants to recall the story. Next the group was given a list of comprehension questions and asked to reconstruct a story. He pointed out that both of the activities give the first-time story teller a base from which to work.

In the next part, Mr. Brown used "Jack and the Beanstalk" and "Rumpelstiltskin." After listening to "Jack. .," participants were asked to order a list of words according to their relevance to the story. This produced a lot of disagreement among groups. For "Rumpelstiltskin," a list of adjectives was given on a "handout" and it was suggested that each character be assigned a number of the adjectives.



Sources were cited and other activities were briefly suggested.

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(Mr. Brown is Head Teacher at James English School and also teaches at Tohoku Gakuin University. He previously taught English in the United States and, for the past four years, in Japan. He is the current Program Chairperson for National JALT.)

### Aizuchi by Virginia LoCastro

"Aizuchi" is known in English as backchanneling. It is a linguistic term but easily understood as we consider that when someone is speaking to you in any language, you must acknowledge that you are listening (or understanding) by giving short "answers" either verbally or with your body.

In English, we say things like "yes," "yeah," "un-huh," "I see," or "really" or we can just nod our heads. In Japanese, there seem to be many more Aizuchi words: "hai," "eh," "soo desu ka," and local expressions.

Ms. LoCastro's point was ~ do these Aizuchi words have the same meaning in both languages? She discussed the frequency, timing and location, variety of items, realization and functions of backchannel cues, and pointed out some differences between Japanese and American English.

She stated that American conversation is "goal-oriented," whereas Japanese conversation tends to maintain "group harmony." Citing from the **Japan Times** (Jan. 29, 1983) she used an example of a cross-cultural misunderstanding of Aizuchi by both Japanese engineers and the FBI agents in the Hitachi/Mitsubishi-IBM Sting Operation Case. The Japanese employees of Hitachi and Mitsubishi used Aizuchi or "yes, yes," to indicate understanding, not agreement.

She commented, citing Grice and Barnlund, that, "English conversation is conducted on the cooperative principle, and aims to be as informative as possible; as truthful as possible; as relevant as possible; and avoids ambiguity and obscurity." Japanese conversation seems to be conducted on the principle that: "it should be as polite as possible - don't say all that you think; try not to disagree, and don't lose face."

(Virginia LoCastro is the Academic Director of the Advanced English Course of Simul Academy in Tokyo. She is the past editor of **The Language Teacher** and is currently the Publications Chairperson for National JALT. She has a Master's in Applied Linguistics from Laval University in Quebec, Canada, and has taught EFL in Canada, the U.S. and Japan.)

### The Importance of Listening Learning/Teaching Japanese as a Foreign Language by Tokuko Yamauchi

Ms. Yamauchi gave her talk in Japanese, stopping intermittently to allow Tom Mandeville

to paraphrase what she said in English for the benefit of the non-Japanese speakers in the audience.

Her presentation began with a discussion of some of the listening problems encountered by students learning Japanese as a second or foreign language. Some of these problems, she suggested, may be the result of too much stress on textbook dialogues which present the learner with fixed conversational patterns.

To illustrate, she presented for consideration:

Kyaku (customer): Kinen kitte arimasu-ka?

(Do you have any commemorative stamps?)

Kyoku-in (clerk): a. Hai, arimasu.

(Yes, we do.)

b. Iie, arimasen.

(No, we don't.)

c. Raigetsu itsuka demasu.

(They'll be out sometime next month.)

The student who has diligently studied his lesson and is expecting to hear either response (a) or (b) may be at a loss to deal with response (c).

To overcome this shortcoming in commercially available texts, Ms. Yamauchi recommended that teachers devise their own listening exercises to prepare students for the variety of turns that even the simplest conversational exchange might take. Finally, she demonstrated some listening exercises designed to sensitize students to the shades of meanings that are possible in common language functions such as confirming/agreeing.

(Ms. Yamauchi is the Assistant Director of New Day School in Sendai. She teaches both English and Japanese, and is involved in the teacher training program. She has an M.S. in Applied Linguistics from the Australian National University. She has published a textbook entitled **English for Japanese Children**.)

### Four Songs and Four Techniques by Dale Griffiee

In his one-hour presentation, Mr. Griffiee used four songs to illustrate several song techniques. The songs ranged from what he termed "native speaker easy," to "old standards" and the "pops." Also, he included children's songs that he, himself, had written.

His techniques included several types of cloze exercises, ways to context vocabulary, and song posters. Song cards, which he originated, were demonstrated to teach or practice songs. He ended his presentation with an entreaty for new songs for children that are com-

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# Thank you JALT

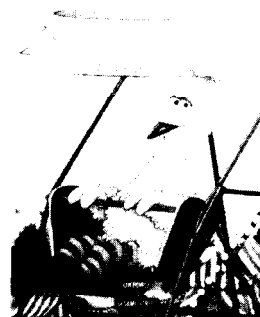
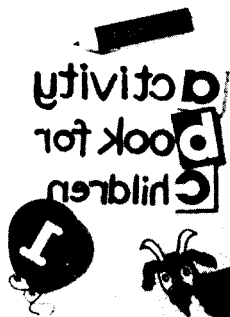
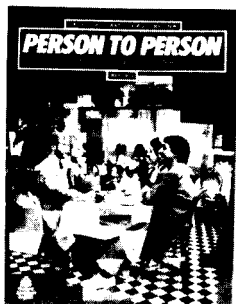
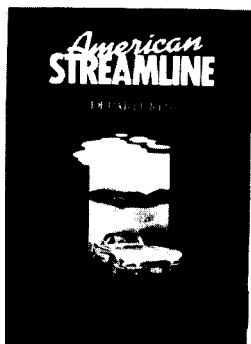
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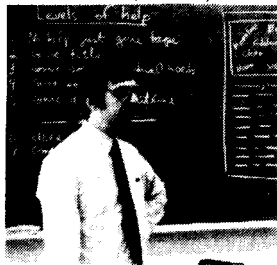
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(cont'd from page 38)



posed of words used in the child's present-day environment. One song developed by Mr. Griffee brought a lively response from the participants. To the tune of "Three Blind Mice" were catchy words and phrases that deal with the use

of the telephone.

(Mr. Griffee is a charter member of the JALT-Sendai chapter and was the program chairperson for three years. He is currently the Sendai-chapter president and chairperson of JALT's Long-Range Planning Committee. He is the author of **Listen and Act** (Lingual House) and co-author with David Hough of **Hear Say** (Addison-Wesley), a low-level text (in-press). He was the chairperson of this Tohoku JALT Mini-Conference.)

**Reviewed by B. Lee, D. Griffee, S. Brown, T. Mizuide, W. Hollingshead**

in which the student "picks up" the language. The level of input is always a little beyond the student's current competence, but, over time, s/he starts to speak. Production, according to Mr. Crain, emerges naturally, as it does in students who spend a year or so in an English-speaking country.

**Reviewed by Robert Elliott  
Kanto Girls High School, Tokyo**

## 第7回 JALT 英語読解研究会報告

(Review of the 7th JALT  
English Reading Seminar)

講演者： 杉谷 眞佐子  
(Sugitani, Masako)  
報告者： 吉田 晴世  
(Yoshida, Haruyo)

去る6月22日、同志社大学神学部会議室に於て、第7回英語読解研究会が開催された。

今回のテーマは、関西大学の杉谷眞佐子氏による、「ドイツ語教育と英語教育」であった。杉谷氏は始めに、今日のドイツ語教育における問題点を指摘された。大別してみると、

- (1) 読解力養成を目的とした場合の訳読授業の問題性
- (2) 学生の能力と授業内容の関連
- (3) 読解力と他の三能力の関連及び関連づけ

の3つであった。その中でも、高校までの英語教育における「訳読」授業の悪癖がドイツ語教育に持ち込まれているという指摘は鋭いものであった。

その後、氏は、数種のドイツ語のテキストを紹介された。学習者自身が、話の内容を決定して対話をすすめていくタイプの *Deutsch aktiv*、テーマ中心主義で、Communicative Competence を伸ばすための *Themen* 等を斬新なものとしてあげられた。

氏の講演で、ドイツ語教育の現状を知ることができ、英語教育との比較の参考となった。

## YOKOHAMA

### THE NATURAL APPROACH

By Ron Crain

It isn't surprising that, if you ask the average English learner here "Hey, wanna hang around after school?," s/he will respond with a stunned "Ha?"

Students often don't understand because their listening experience is limited to materials they can use immediately. Part of the blame for this can be placed on the audio-lingual approach, favored by many for the ease with which they can fulfill their duty to test students.

A daring, but more useful, way to go about things was elaborately explained by Mr. Crain: **The Natural Approach**. In this method, most class time is devoted to acquisition activities



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# Positions

## PUBLICATIONS BUSINESS MANAGER

The Publications Board of JALT seeks a business manager for current and future publications of the organization. This person should be able to handle both English and Japanese and be in the Tokyo area, preferably, as the position will require contact with the commercial members, most of whom are in Tokyo. The job requires soliciting ads for *The Language Teacher*, the **JALT** *Journal* and the *Conference Hand book*, taking charge of the ads, and working with the printer in Osaka on the phone and through the mails to assure smooth handling and printing. The person should be involved in attracting more commercial members to JALT from overseas as well as domestic publishers. In addition, the person would also be a watchdog of the finances regarding all publications. A day-time contact phone number is necessary.

As JALT has grown, there is a greater need for more dedicated volunteers. If you're looking for an opportunity to do something for JALT and our profession in general, to learn some new skills, and are well organized already, please contact Virginia LoCastro, 3-40-25 Ogikubo, Suginami-ku, Tokyo 167. Home: 03-392-0054 or Work: 03-582-9841,

**(HIROSHIMA)** Private university with an enrollment of over 5,000 seeks a native speaker under 35 to teach English and/or English conversation as a subject of the liberal arts. The post is offered as tenure starting on April 1, 1986. The successful applicant will be appointed either as full-time lecturer or associate professor depending on qualifications and experience. He or she will teach 10 to 12 hours a week and must fulfil the same duties as Japanese colleagues do. Knowledge of Japanese is desirable. Salary approximately ¥4,200,000 per year plus fringe benefits. Applicants will be expected to hold a degree of M.A. or M.Ed. or similar professional qualification, preferably with at least three years' experience of teaching EFL. Applicants with Ph.D. need no teaching experience. Those interested should send by registered mail: 1) a CV with a recent photo, 2) a list of publications, 3) all or part of publications or their copies, 4) school records (non-obligatory), 5) a diploma, 6) a medical certificate (only those living in Japan), and 7) recommendations (non-obligatory) to Professor Etsuzo Kishi, Dean of the Faculty of Commercial Sciences, Hiroshima Shudo University, 17 17 Ohtsuka, Numata-cho, Asaminami-ku, Hiroshima 731-31, Japan, by Sept. 30. Tel.: 082-848-2121.

**(KANAZAWA)** Hokkoku Culture Center wants an English teacher from Oct. 1, 1985. Applicants should have a good knowledge of contemporary teaching methods and materials, teaching experience and suitable training. This is a full-time position with approximately 18 teaching hours a week. Send resume and a recent photo to Mr. Osamu Kosaka, Hokkoku Bunka Center, 3-2-1 Honda-machi, Kanazawa-shi 920; tel. 0762-22-0101.

**(KYOTO)** The Kyoto YMCA English School has an opening for a Senior Instructor/Curriculum Developer. We are looking for a highly qualified person with a sound knowledge of contemporary teaching methods and materials and with a long-term professional commitment to TEFL in Japan. For further information contact: Yasushi Kawachi, YMCA, Sanjo Yanagino-banba, Nakagyo-ku, Kyoto 604; tel. 075-231-4388, by Sept. 13.

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**(OKINAWA)** Full-time female English conversation instructor for children and adults of all levels, starting in November. Applicants should be native English speakers with a Bachelor's degree or higher, and preference will be given to those with an ESL/EFL degree and/or some years of experience in related fields. Working hours are Mon.-Fri., 33 hours/week. Benefits include 20 paid holidays, sick leave, health insurance, fully-furnished apartment with utilities paid. Salary is ¥150,000 monthly, after taxes. At least one-year contract with initial trial term for two months. Return fare from Okinawa will be provided. Send resume with personal letter and recent photo to: Ms. Neny Kuwae, Chief Instructor, World Educational Center, Gakiya Bldg. 5F., 3-23-10 Kumoji, Naha, Okinawa.

**(SENDAI)** Full-time English teacher for children and adults beginning January 1986. Energetic, positive, native speaker with university degree (ESL/EFL or related preferred), teaching experience and a strong interest in teaching and learning necessary. Familiarity with "new" trends and approaches (e.g., TPR, CLL, Notional/Functional Syllabi, acquisition, etc.) extremely useful. Two-year contract. Training (with pay) provided. Competitive salary and transportation. For more information, contact: New Day School, 2-15-16 Kokubuncho, Sendai 980; tel. 0222-65-4288, or contact Marc Helgesen at JALT '85.



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# Bulletin Board

Please send all announcements for this column to Jack Yohay, 1-1-1 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.

## 第6回企業内語学教育セミナー

(The 6th In-Company Language Seminar)

国際化の急激に進む今日、国際ビジネスマンを教育することは、各企業にとって必要欠くべからざるものと言える。当セミナーは企業の国際人教育のカリキュラムに焦点をあて、ゲストスピーカーとして、野村マネジメント・スクール学長徳山二郎氏をお迎えする。ケーススタディとして千代田化工建設、国際コミュニケーション研究センターより発表が行われる。

対象者：現在語学教育を行っている企業及び企画中の企業関係者

日時：60年11月22日(金) 9:30-17:00

会場：財団法人 野村マネジメント・スクール  
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### プログラム

- 9:30 受付開始  
10:00-10:10 開会の辞  
JALT会長・帝塚山学院大学 Jim White  
10:10-10:20 挨拶  
野村マネジメントスクール学長 徳山二郎  
10:20-11:50 講演  
「わが社の国際化訓練プログラム」  
千代田化工建設 内田 宏  
11:50-13:00 休憩  
昼食・野村マネジメントスクール見学  
13:00-14:30 講演  
「Curriculum Developing &  
Administering, In-company  
Language Programs」  
国際コミュニケーション研究センター David Hough  
14:30-15:00 休憩 コーヒーブレイク  
15:00-16:30 講演 「何が国際化教育か」  
野村マネジメント・スクール学長 徳山二郎  
16:30-17:00 閉会の辞 JALT副会長  
サイマルインターナショナル専務取締役 小松 達也

申し込み方法：

参加申し込みは下記へ参加費を郵便振替で送金して下さい。

京都 5-15892 JALT (The Language Teacherの  
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参加費：	JALT会員	JALT非会員
11月8日までにお申 し込みの場合	10,000円	16,000円
11月9日以降 当日	13,000円	19,000円

## SIT ANNOUNCES JAPAN SEMINARS FOR 1986

The M.A.T. Program of the School for International Training will offer a series of specialized four- or five-day residential teacher-training seminars in Japan in the winter and summer of 1986. Faculty members will present topics selected from: teacher training and supervision; advanced work in implementing innovative approaches; issues in language teaching/learning; second language acquisition; pedagogical grammar; and classroom management.

The seminars will be limited in size to allow intensive work on both the theoretical and practical levels. Enrollment limited to experienced teachers. Graduate credit is available. For further details, visit the SIT table at JALT '85 or write: Japan Seminars/M.A.T. Program, School for International Training, Brattleboro, Vermont 05301. U.S.A.

## TEMPLE UNIVERSITY JAPAN M.ED. IN TESOL Fall Semester, 1985

### Tokyo

TESOL Methods, Part I (Tue.), Sept. 3-Dec. 17  
American Literature (Wed.), Sept. 4-Dec. 18  
Applied Linguistics (Thurs.), Sept. 5-Dec. 19

### Osaka

Inter-Cultural Communication (Wed.), Sept. 4-  
Dec. 18  
TESOL Methods, Part I (Thurs.), Sept. 5-Dec. 19  
Applied Linguistics: Sec. 1 (Fri.), Sept. 6-Dec. 20  
Applied Linguistics: Sec. 2 (Sat.), Sept. 7-Dec. 21

Information: Michael DeGrande, Temple University Japan, Mitake Bldg., 1-1 5-9 Shibuya, Shibuya-ku, Tokyo 150; tel. 03-486-4141.

## 1986 TESOL SUMMER INSTITUTE Univ. of Hawaii, July 7-Aug. 15, 1986

Experts from around the world will be offering courses in their specialty areas. Faculty members will include: Kathleen Bailey, Director, TESOL Summer Institute (Monterey Institute of International Studies); H. Douglas Brown (San Francisco State); Craig Chaudron (University of Hawaii); Diane Larsen-Freeman (School for International Training); and Michael H. Long

(cont'd on next page)

(cont'd from preceding page)

(University of Hawaii). A wide variety of undergraduate and graduate-level courses is offered in both theoretical and applied aspects of second language teaching and learning.

At least half of the courses are for the full six weeks. Intensive three-week courses will run from July 7-25 and July 28-Aug. 15. Additional information: Pamela Pine, Assistant Director, TESOL Summer Institute; Department of English as a Second Language; University of Hawaii; 1890 East-West Road; Honolulu, HI 96822, U.S.A.

**INTERNATIONAL CONFERENCE ON  
LANGUAGE AND TECHNOLOGY  
Tokyo, Dec. 2-4, 1985**

Among those participating are CALICO (the Computer-Assisted Language Learning & Instruction Consortium), CAI GAKKAI, JALT, Japanese Technical Translation, Language Lad Association of Japan, and the Society for Microcomputers in Life and Education. The planners hope to facilitate the sharing of information about present research and product development in the use of technology with language teaching. For more information: James White, 1-4-2 Nishiyama-dai, Sayama-cho, Osaka 589; tel. 0723-66-1250.

**COMPUTERS IN EDUCATION:  
Additional Conferences**

(1) Microcomputers and Basic Skills in College, Nov. 22-24, New York. Information: Geoffrey Akst, Instructional Resource Center, Office of Academic Affairs, The City University of New York, New York, NY 10021, U.S.A.

(2) Association for the Development of Computer-based Instructional Systems, Feb. 3-6, 1986, New Orleans. Information: ADCIS, 409 Miller Hall, Western Washington University, Bellingham, WA 98225, U.S.A.

(3) CALICO symposium, May 12-16, 1986, Annapolis, MD. Proposals for presentations due by Nov. 1. CALICO Symposium, 3078 JKHB, Brigham Young University, Provo, UT 84602, U.S.A.

(4) National Educational Computing Conference, June 4-6, 1986, San Diego. Proposals due by Nov. 1. Information: NECC '86, University of San Diego School of Education, Alcalá Park, San Diego, CA 92110, U.S.A.

**CALL FOR PAPERS  
LANGUAGE TESTING RESEARCH  
COLLOQUIUM  
Monterey, Calif., Feb. 28-March 1, 1986**

Coming just prior to the TESOL Convention, the Colloquium is jointly sponsored by the

Defense Language Institute (DLI) and the Monterey Institute of International Studies. A special workshop on testing the receptive skills will be hosted by the DLI on Feb. 27.

The dual themes of this Colloquium will be Technology and Measurement Scales in Language Testing. While papers are invited on all topics related to language testing, preference will be given to those related to these themes. Please submit four copies of a one-page abstract (250-400 words) to Dr. Kathleen M. Bailey, TESOL Program, Monterey Institute of International Studies, 425 Van Buren St., Monterey, CA 93940, U.S.A., by Oct. 15, 1985. Two copies should display the presenter's name, affiliation, address, and telephone number in the upper right-hand corner.

**CALL FOR PAPERS  
Michigan TESOL Newsletter**

The **MITESOL Newsletter** seeks articles and book reviews which contribute to the field of foreign and second language teaching and learning in both the theoretical and practical domains, especially in: curriculum, methods, and techniques; classroom observation; teacher education and teacher training; cross-cultural studies; language learning and acquisition; and overviews of, or research in, related fields. Contributions should be no longer than 1,200 words, must be typed and double-spaced, and will not be returned. Address: Donna Brigman, Editor, **MITESOL Newsletter**, 211 Oakwood, Ypsilanti, MI 48197, U.S.A.

**A GUIDE TO  
TEACHING ENGLISH IN JAPAN**

The book **A Guide to Teaching English in Japan**, recently published by the **Japan Times**, is an introduction to the practical details of language teaching at various levels. Jobs and methods are described for teaching children, junior and senior high school students, college students, company employees, and private students. Advice is given on finding, keeping, and changing jobs. The book, compiled and edited by Charles B. Wordell of the University of Tsukuba, and endorsed by JALT, is available at major bookstores or directly from the **Japan Times**.



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### CONTENTS

- Unit 1 Men and Make-up
- Unit 2 Fast Food
- Unit 3 The New Shopping Mall
- Unit 4 A Chat with a Country Singer
- Unit 5 Divorce
- Unit 6 Win a Trip to Hawaii
- Unit 7 Jack Cornwall, the Comedy Collector
- Unit 8 Save the Whales
- Unit 9 Walters Garden
- Unit 10 'Meet a Forest Ranger
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- Unit 13 Be Careful in the Supermarket
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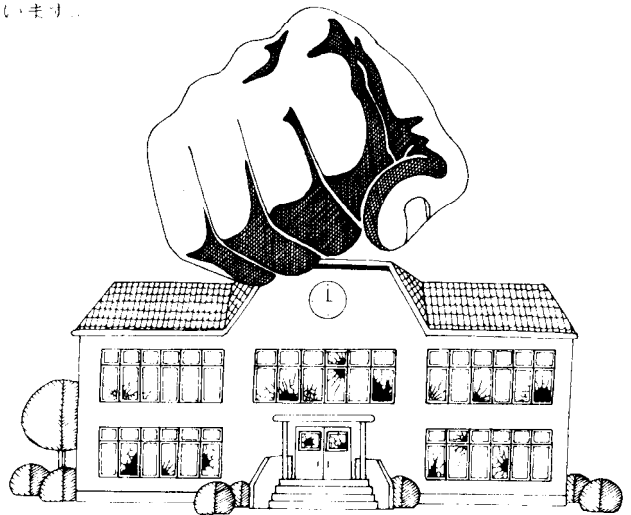
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# Meetings

Please send all announcements for this column to Jack Yohay, 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.

## PETER VINEY

### Post-Conference Presentations

**Okayama:** Tue., Sept. 17, 3:30 p.m., Notre Dame Seishin Daigaku - "Reading for Pleasure"

**Sendai:** Wed., Sept. 18 (see notice below)

**Sapporo:** Thurs., Sept. 19, (1) 10:30 am., IAY *Streamline* Users' Workshop; (2) 7 p.m., (see notice below)

**Fukuoka:** Fri., Sept. 20, 7 p.m., Shimin Kaikan, JALT "12 Tasks of the Classroom Teacher"  
Sat., Sept. 21, 11 a.m., YMCA ~ *Streamline* Users' Workshop

Peter Viney, co-author of the *Streamline* series, has been to Japan twice before and is always well received. For information contact chapter officials or Oxford University Press, 03-942-1 101.

Mr. Viney will also be speaking at the Tokyo English Book Fair, Sept. 22-23. Bunka Institute of Language, Shinjuku, and is to give four presentations at the JALT National Conference in Kyoto.

## HAMAMATSU

**Topic:** Listening and Speaking in American English (a commercial presentation)  
**Speaker:** Ellen Shaw, Acquisitions Editor, Cambridge University Press, New York  
**Date:** Sunday, September 8th  
**Time:** 1 - 4 p.m.  
**Place:** Seibu Kominkan, 1-21-1 Hirosawa  
**Fee:** Members, free; non-members, ¥500  
**Info:** Alan Cook, 0534-52-4796  
K. Suzuki, 0534-72-9056

## HIROSHIMA

**Topic:** JALT '85 Presentations Report  
**Date:** Sunday, September 29th  
**Time:** 1 ~ 4 p.m.  
**Place:** Hiroshima International School  
**Fee:** Members, free; non-members, ¥500  
**Info:** Martin Millar, 082-227-2389 (eves.)  
Ms. Kondo, 082-228-2269 (days)

A group of members who participated will summarise the conference and will report on the presentations they attended. While the content of the reports will reflect individual interests and perceptions, it is anticipated that current issues, new ideas and topics of general interest in the field of FLT/FLL will be discussed.

## HOKKAIDO (Sapporo)

**Topic:** 12 Tasks of the Classroom Teacher  
**Speaker:** Peter Viney  
**Date:** Thursdav. September 19th  
**Time:** 7 ~ 8:30 p.m.  
**Place:** Kyoiku Bunka Kaikan, North 1, West 14  
**Fee:** Members, ¥500; non-members, ¥1,000  
**Info:** Torkil Christensen, 011-737-7409 or 561-7156; C.A. Edington, 011-737-7074 or 231-1121

Peter Viney, author of the *Streamline* English series (Oxford University Press), will give an outline of classroom management with specific examples of teacher skills. This talk will be of interest to all teachers at elementary through intermediate levels.

## MATSUYAMA

**Topic:** Conference Reports from JALT '85  
**Speakers:** Local members who attended  
**Date:** Sunday, September 29th  
**Time:** 2 4:30 p.m.  
**Place:** Nichibei Bunka Center (Kodomo no Ie, 3F)  
**Fee:** Members, free; non-members, ¥1,000  
**Info:** Marin Burch., 0899-3 1-8686  
Kyoko Izumi, 0899-77-3718

Several of our members will be attending the national conference, so while everything is still fresh in their minds we will have them report on what they saw and heard.

## NAGASAKI

**Topic:** How to relate the school curriculum to a summer seminar in America: a case report of the St. Catherine's program  
**Speaker:** Chizuko Suzuki, Junshin Junior College  
**Date:** Sunday, September 1st  
**Time:** 1:30 ~ 4:30 p.m.  
**Place:** Nagasaki Univ. Education Dept., Rm.63  
**Fee:** Members, free; non-members, ¥1,000  
**Info:** Satoru Nagai, 0958-84-2543

Ms. Suzuki's speech is based upon her own experiences at St. Catherine's University (Junshin's sister college). Using VTR, slides, etc., she will touch upon what preparation is necessary to make an exchange program meaningful.

## OKAYAMA

(1) Peter Viney (see notice above)

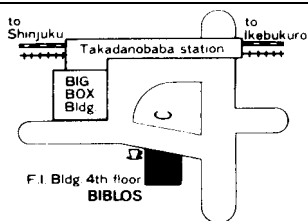
(2)  
**Topic:** Christmas Activities in the Classroom  
**Speaker:** Don Maybin  
**Date:** Saturday, September 2 1 st  
**Time:** 3 - 5 p.m.

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Place: Chugoku Junior College, 1st Conference Room (0862-93-0541)  
Fee: Members, free; non-members, ¥500  
Info: Akiyo Joto, 0862-93-0541, ext. 413

## OKINAWA

Topic: JALT Convention Report I  
Speakers: Hoshin Nakamura, Karen Lupardus  
Date: Sunday, September 22nd  
Time: 2 - 4 p.m.  
Place: Language Center  
Fee: Members, free; non-members, ¥500  
Info: Fumiko Nishihira, 09889-3-2809

## SENDAI

Topic: 12 Tasks of the Classroom Teacher  
Speaker: Peter Viney  
Date: Wednesday, September 18th  
Time: 12:30 - 2 p.m.  
Place: James English School  
Fee: Members, free; non-members, ¥500  
Info: Brooke Crothers, 0222-67-4911

Peter Viney, co-author of the *Streamline* series, will focus on classroom management and teachers' skills. He will demonstrate ways to get better performance from students. This will be a non-commercial presentation.

## YOKOHAMA SIG for Teachers of English at Secondary School

Topic: My Impression of English Education in Japan  
Speaker: Suzy Nachtsheim, Yokohama-shi Kyokai Center  
Date: Sunday, September 8th  
Time: 2 - 5 p.m.  
Place: Yokohama Kaiko Kinen Kaikan (ten minutes' walk from Kannai Station)  
Fee: Members, free; non-members, ¥500  
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## **A REMINDER FROM THE EDITOR**

*The Language Teacher* welcomes meaningful, well-written contributions, but requests that the guidelines in the editorial box on page 3 be followed. The editors cannot be responsible for acknowledging or returning manuscripts which are handwritten, are typed inappropriately on the wrong size paper, or arrive after the issue deadline. Those wishing unused manuscripts to be returned should include a stamped, self-addressed envelope. ALL Japanese language copy *must* be submitted to the Japanese Language Editor.

# JALT—全国語学教師協会について

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

JALTは、1976年に、関西地区在住の語学教師数人により設立され、現在では、日本全国に約2,700名の会員を持つ全国組織となっています。また、対外的には、英語教育の分野で世界的影響力を持つ英語教師協会 (Teachers of English to Speakers of Other Languages—TESOL) の加盟団体 (1977年) 及び、国際英語教師協会 (International Association of Teachers of English as a Foreign Language—IATEFL) の日本支部 (1985年) として、国際的にも活躍しています。

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

## 出版物

- ◆JALT JOURNAL—JALTが年2回発行する学術誌
  - ◆THE LANGUAGE TEACHER—JALTの月刊誌 (英和文併用、B5、36～72ページ)
  - ◆CROSS CURRENTS—The Language Institute of Japan (L I O J) 発行の学術誌 (JALT会員には割引の特典があります)
  - ◆IATEFLの出版物
    - English Language Teaching Journal
    - World Englishes
    - Modern English Teacher
    - EFL Gazette
- (JALTを通じてIATEFLの会員となったJALT会員には割引の特典があります)

## 年次国際大会及び例会

- ◆年次国際大会—会員及び国内外より招聘した専門家により、150を越す論文発表やワークショップ等が行なわれます。又、大会期間中には、多くの出版社が大会会場にて、教材、研究書等を展示します。
- ◆特別セミナー及びワークショップ—国内外より、指導的立場にある専門家を招いて行なわれます。
  - 夏期セミナー特に中学・高校教師を対象にしたセミナーで、より効果的な教授法の習得を図る一方、教師自身の語学力の質向上をも目的としています。
- 語学学校・塾の経営者のためのセミナー
- 企業内語学教育セミナー
- ◆各支部の例会—各支部毎に、毎月、或いは隔月に1度、例会が開かれます。原則として、会員の参加は無料です。

## 支部

現在、全国に19の支部があります。

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更に、現在、福島、金沢に新しく支部を設けるべく、準備を進めています。

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

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

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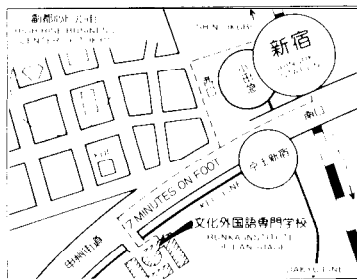
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